

Course Code: M1PC1701

Perspective Course

M.Ed. DEGREE PROGRAMME**Semester: I****PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF
EDUCATION**

(4 credits – 120 hours)

✍ COURSE OBJECTIVES:

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

1. analyze the contributions of Indian Schools of Philosophy and Thinkers on education.
2. examine the implications of Western Schools of Philosophy and thinkers on education.
3. understand sociological perspectives on education.
4. analyse education as a sub system of society.
5. Understand the process of Socialization and agencies of Socialization.
6. analyse the role of education in social change and multi-lingual and multi-cultural Indian society.
7. understand the relationship between education and democracy.

UNIT I: INDIAN SCHOOLS OF PHILOSOPHY AND PHILOSOPHERS

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1.Explains the implications of Indian philosophies in the contemporary education.	1.1 Implications of Indian schools of Philosophy, Vedanta Advaita, Buddhist and Jain.	<ul style="list-style-type: none"> • Visual presentation • Seminar • Assignment • Lecture 	<ul style="list-style-type: none"> • Observation • Assignment • Report of seminar • Tests (oral & written)
2.Evaluates the contributions of Indian philosophers and thinkers on education.	1.2 Indian Philosophers: Shri Aurobindo Ghosh, Dr.Zakir Hussain - Dr. B R Ambedkar - Jiddhu Krishnamoorthy.		

UNIT II: WESTERN SCHOOLS OF PHILOSOPHY AND PHILOSOPHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Realizes the implications of western educational philosophies in education</p> <p>2. Identifies the contributions of western thinkers on education</p>	<p>2.1. Brief introduction to western schools of philosophy with its ongoing changes - Existentialism - Perennialism - Reconstructionism- Positivism and Eclecticism.</p> <p>2.2. Philosophical thoughts of thinkers in the context of contemporary education Plato, Rousseau , Pestalozzi –Froebel Montessori -John Dewey – Immanuel Kant.</p>	<ul style="list-style-type: none"> • Seminar • Assignment • Group discussion • Lecture 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written)

UNIT III: SOCIOLOGY AND EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the difference between educational sociology and sociology of education. 2. Recognizes the importance of sociology in education. 3. Explains social System. 4. Discusses education as a subsystem of society. 5. Recognizes school as a system. 6. Discusses the different types of socialization 7. Examines the role of family, school, religion and media in socialization 8. Recognizes the social deviance.	3.1 Sociology, Educational Sociology and Sociology of Education: Meaning, Nature and importance. 3.2 Social System: Meaning, concept and characteristics. Education as a Sub-system - its characteristics. School as a social system. 3.3 Socialization- meaning, types. Agencies of Socialization: Family, School, Religion and media Social deviance- meaning, definition and forms.	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar through visual presentation • Lecture • Peer learning Seminar through visual presentation 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests(oral &written) • Report of seminar

UNIT IV: EDUCATION AND SOCIO CULTURAL CHANGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the characteristics of culture 2. Discusses the education for multi-lingual And multi-cultural Indian society. 3. Explains social stratification and social mobility. 4. Recognises role of education in Social mobility. 5. Explains the constraints on social change in India. 6. Examines the role of education in social change. 7. Analyses the roles of teacher as a change agent. 8. Analyses the role of education in modernization	4.1 Culture: Meaning and characteristics Education for multilingual and multicultural Indian society. 4.2 Social Stratification and Social Mobility. Role of education in promoting social mobility. 4.3 Education and social change, Constraints of Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism & Politics). Role of Education in Social Change. Role of teacher as a change agent. 4.4 Education and modernization.	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Seminar through visual presentation 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

SUGESTED ACTIVITIES (Any two)

1. Prepare a report on the contribution of any one Indian philosopher in the emerging Indian Educational scenario.
2. Compare the educational thoughts of any two philosophers.
3. Write an assignment on the issues of inequalities of accessing education in India.
4. Analyse the constraints on social change in India and prepare a report on the role of education in overcoming the constraints.

**PRESCRIBED READINGS**

1. Aggarwal J. C. (1998). Theory and principles of education, Philosophical and Sociological bases of education. New Delhi: Vikas Publishing House.
2. Aggarwal, J. C, (2003). Philosophical and Sociological Perspectives on Education. New Delhi: Shipra publications.
3. Arjunan N.K..(2009). Philosophical and sociological Bases of Education. Palakad: Yuva Publications.
4. Bhatia S., Savin A. (2004). Philosophical Foundations of Education in India. Jaipur: ABD Publisher.
5. Bhatia, K. K and Narang, C. L., (2002) Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
6. Brown, F.J. (1961). Educational Sociology. New York: Prentice Hall Inc.
7. Butler, J. Donald. (1968). Four Philosophies and their practice in Education and Religion. New York: Harper & Row.
8. Chaube. S. P. (1988). Indian and Western Educational Philosophies. Agra: Vinod Pustak Mandir.
9. Cooper David E. (2003). World Philosophy. Oxford: Blackwell publishers.
10. Dukhiem, E. (1950). Education & Sociology. New York: The Free Press.
11. Hiriyanna M. (1993). Outlines of Indian philosophy. New Delhi : Motilal Benaridhas publishers.
12. Jayaram, N (1990). Sociology of Education in India. Jaipur: Rawat Publications.
13. Margaret L. Andersen & Howard F. Taylor. (2009). Sociology: The Essentials, Seventh Edition. USA: Cengage Learning.
14. Parsons, T. (1951). The Social System. New York: Free Press,
15. Shankar Rao. C. N.(2009). Sociology - Primary principles. New Delhi : S. Chand Publishing.
16. Taneja, V.R. (1990). Socio-Philosophical Approaches to Education. New Delhi : Atlantic Publishing.
17. Weerasinghe, SGM.(1993). The Sankhya Philosophy. NewDelh: Sri Satguru publications.

📖 SUGGESTED READINGS

1. Acharya, Poromesh.(1988). Is Macaulay Still Our Guru? Economic and Political Weekly, 23,(22),1124-1130.
2. Annamalai, E.(2001).Managing Multilingualism in India: Political and Linguistic Manifestations. New Delhi: Sage Publications.
3. Bell Rebert R .(1962).The Sociology of Education A Source Book : Illinois: Diorsey Press.
4. Bremlack Goels .(1966).Social Foundations of Education- A Cross Cultural Approach. New York:John Wiley.
5. Bruner, J.S. (1996).The Culture of Education. Cambridge, M.A.: Harvard University Press.
6. Cook, L.A., Cook, E.F.(1960).A Sociological Approach to Education. Newyork: Mc Graw Hill Book Company.
7. Demaine Jack. (1981).Contemporary Theories in the Sociology of Education. London: Mac Millan Press Ltd.
8. Dewey, J. (1916/1977): Democracy and Education: An introduction to the Philosophy
9. Dunsoft.(1975). An Introduction to Sociology, New York: Macmillan
10. Gupta.S.(2007).Education In Emerging India. Delhi: Shipra Publications.
11. John. S. Brubacher. (1969). Modern Philosophies of education. New Delhi: Tata Mc. Graw, Hill Publishing Co.
12. Mannheim, K. & Steward, A.W.C. (1962).An Introduction to the Sociology of Education. London: Routledge & Kegan Paul
13. Naik, J. P. (1975). Equality, Quality and Quantity: The Elusive Triangle of Indian Education. Bombay: Allied Publications.
14. Nambissan, Geetha B. & Rao Srinivasa S. (2013). Sociology of Education in India, New Delhi:Oxford University Press.
15. NCTE (1998). Gandhi on Education. New Delhi:
16. Ruhela S.P.& Vyas K C.(1970).Sociological Foundation of Education In the Contemporary India. New Delhi: D Rai and Sons.
17. Srinivas M.N. (1995).Social Change In Modern India. Bombay: Allied Publishers.
18. Swift (1991).Sociology of Education. New Delhi: International Book House.

Course Code:M1PC1702

Perspective Course

M.Ed. DEGREE PROGRAMME**Semester I****ADVANCED EDUCATIONAL PSYCHOLOGY**

(4 credits – 120 hours)

✍ COURSE OBJECTIVES:

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

1. understand the concept of modern psychology and schools of psychology .
2. apply the implication of learning theories in the classroom situation .
3. evaluate the learners cognitive style, thinking style and learning style.
4. analyse the concept of cognitive neuroscience
5. apply the theories of multiple intelligence emotional intelligence and social intelligence in the classroom situation
6. understand the theories of personality.

UNIT – I: SCHOOLS OF PSYCHOLOGY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines modern psychology. 2.Explains the various schools of psychology. 3. Analyses the contribution of various schools of psychology.	1.1.Modern psychology: definition characteristics, psychodynamic, Socio cultural and neurobiological perspectives. 1.2. Schools of psychology: 1.2.1.Structuralism 1.2.2.Functionalism 1.2.3. Behaviourism 1.2.4.Cognitivism 1.2.5. Psychoanalysis 1.2.6.Humanism 1.2.7.Constructivism	<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. Explains the cognitive learning theories. 2. Explains the Constructivist theories of learning. 3. Explains the humanistic approach to learning. 4. Analyses the contribution of various theories. 5. Applies the implications of various theories in the classroom. 6. Classifies thinking, cognitive and learning styles. 7. Defines thinking, cognitive and learning styles.	2.1 Cognitive Learning Theories: 2.1.1 sign learning (Tolman) 2.1.2 Meaningful reception learning (Ausubel), 2.1.3 Mastery learning (Bloom) 2.1.4 Information processing theory of learning (Donald Norman). 2.2 Humanistic Approach to Learning Kolb's Learning Theory, Kurt Lewin's Theory 2.3 Constructivist theories of Learning: piaget, Vygotsky, Bruner. 2.4 Concept of Thinking styles, Cognitive styles and Learning styles	<ul style="list-style-type: none"> • Lecture • Assignment • Group discussion • Peer learning • Small group Discussion • Seminar (visual presentation) • Brief explanation 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Written Test • Observation • Written Test

UNIT-III: INTRODUCTION TO COGNITIVE NEUROSCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the concept of Cognitive science.	3.1 Cognitive science: meaning, definition functions.	<ul style="list-style-type: none"> • Lecture • Group discussion. 	<ul style="list-style-type: none"> • Observation • Report of discussion
2. Applies the theories of cognitive science in learning.	3.2 Cognitive Neuro science of learning , brain structures and key functions.	<ul style="list-style-type: none"> • Assignment • Seminar with visual presentation. 	<ul style="list-style-type: none"> • Assignment • Report of the seminar • Tests (Oral/ Written)
3. Defines mind mapping, cognitive mapping, semantic Mapping and concept mapping.	3.3 Neurophysiological theory of learning (Hebb) – whole brain theory- brain based learning.	<ul style="list-style-type: none"> • Small group Discussion. • Peer learning. 	
4. Differentiates the mind mapping, cognitive	3.4 Mind mapping, Cognitive mapping, semantic mapping and concept mapping.		
5. Mapping, semantic mapping and concept mapping.	3.5 Meta Cognitive models: Flavell, Brown, Tobias and Ereson’s models;		
6. Explains Meta Cognitive models.	3.6 Social Cognition: Meaning-concept and theories.		
	3.7 Neuro linguistic programming – mindfulness.		

UNIT-IV: INTELLIGENCE AND CREATIVITY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. The concepts of IQ, EQ, and SQ 2. Explains Triarchic Theory, Multiple Intelligence Theory, Emotional intelligence theory, Social Intelligence theory. 3. Identifies the Different tests. 4. Recognizes the Concept of creativity. 5. foster creativity.	4.1 Intelligence concept, nature and types 4.1.1 Intelligent quotient concept and characteristics. 4.1.2 Emotional intelligence and Emotional quotient concept & characteristic. 4.1.3 Social Intelligence and social Quotient concept and characteristics. 4.2 Theories: Triarchic Theory, Multiple Intelligence Theory, Emotional intelligence Theory, Social Intelligence Theory. 4.3 Measurement of Intelligence: Issues and Approaches 4.4 Creativity: definition, nature 4.4.1 Factors affecting creativity. 4.4.2 Theories of Creativity: Graham Wall's 4.4.3 Fostering creativity.	<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 • Assignment

UNIT – V: PERSONALITY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the historical Perspective.	5.1 Personality Historical Perspective.	<ul style="list-style-type: none"> • Group discussion. 	<ul style="list-style-type: none"> • Report of group Discussion.
2. Analyse the various psycho analytic theories.	5.2 Theories of personality:	<ul style="list-style-type: none"> • Lecture cum Discussion. 	<ul style="list-style-type: none"> • Assignment
3. Evaluates Neo-Freudian theories of personality.	5.2.1 Psychoanalytic Theories: Freud, Jung, Adler,	<ul style="list-style-type: none"> • Peer learning 	<ul style="list-style-type: none"> • Questioning • Written test
4. Explains the Humanistic view personality.	5.2.2 Neo-Freudian Theories of personality From, Horney, Sullivan,	<ul style="list-style-type: none"> • Seminar (visual presentation). 	<ul style="list-style-type: none"> • Report of the Seminar.
5. Analyses various personality disorders.	5.2.3. Humanistic view- Rogers, All port, Big Five theory of Personality	<ul style="list-style-type: none"> • Small group Discussion. 	<ul style="list-style-type: none"> • Report of Discussion.
	5.3 Devian Personality: Personality disorders- Neurotic disorders, Psychotic disorders and Somatic disorders.		

SUGGESTED ACTIVITIES (Any two)

1. Identify the learning styles of students in any school subject at secondary level and prepare a report on it.
2. Prepare an album of 15 psychologists and write their contributions.
3. Prepare concept maps for any three units in any one of the school subjects for class 8 students.
4. Administer personality test to identify the personality of high school students (any one class) and report it.

 PRESCRIBED READINGS

1. Anastasi.A. (1980). Psychological Testing. London: MacMillan.
2. Baron.R. A. and 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.
4. Dandapani.S. (2001). Advanced Educational psychology (2nd Edn.).New Delhi: Anmol Publications.
5. Guilford.J.P. (1954). Psychometric method (2nd Edn.). 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. and Boyed, D. (2002). Life span development. Boston MA: Allyn & Baccon.
4. Bernard.H.W. (1972). Psychology of learning and teaching (3rd Edn.). 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: Wordsworth 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. Santrock John.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 (5th Edn.). 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.

M. Ed. DEGREE PROGRAMME**Semester - I****TEACHER EDUCATION IN INDIA: EMERGING SCENARIO**

(4 credits – 120 hours)

✍ COURSE OBJECTIVE

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

1. acquire knowledge about the development and structure of teacher education in India.
2. understand the role and functions of various agencies and organizations in teacher education
3. reflect on the issues and problems related to teacher education in India
4. evaluate the current strategies being followed for the professional development of teachers.
5. familiarize with the emerging trends in teacher education.
6. identify the changing roles and responsibilities of teachers in Indian society

UNIT- I: INTRODUCTION TO TEACHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the concept of teacher education. 2. Compares the concept teacher education and teacher training.	1.1 Teacher Education: Concept, nature, objectives, scope and characteristics. 1.2 History and development of teacher education in India: Ancient, Medieval, British and post-Independent period. 1.3 Difference between teacher education and teacher training.	<ul style="list-style-type: none"> • Lecture • Discussion • Visual presentation • Assignment 	<ul style="list-style-type: none"> • Test (Oral/ Written) • QA Session • Report based on discussion

UNIT-II: AGENCIES AND ORGANIZATIONS OF TEACHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyzes the role and functions of different agencies and organizations of teacher education 2. Compares and contrast the different level of agencies in teacher education.	2.1 Role and functions of State, National and International level agencies of teacher education: i) SCERT, ii) UDE, iii) ASC, iv) IASE, v) UGC, vi) RIE, vii) NUEPA, viii) NCTE, ix) NCERT, x) CASE. 2.2 Recognition Assessment and Accreditation institutions: Role of NAAC, NCTE, RUSA, UNESCO	<ul style="list-style-type: none"> • Discussion • Lecture • Seminar • Visual presentation • Assignment • QA Session 	<ul style="list-style-type: none"> • Test(Oral/ Written) • Report writing • Evaluating • Assignment

UNIT-III: MAJOR ISSUES AND CHALLENGES IN TEACHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Analyses the major issues and problems in the field of teacher education.</p> <p>2. Suggests remedies To over come the issues.</p>	<p>3.1 Admission to students, Fee structure and duration of the programme.</p> <p>3.2. Organization of practice teaching and relationship with co-operative schools.</p> <p>3.3. Internship and supervision.</p> <p>3.4. Facilities at teacher education institutions.</p> <p>3.5. Teachers for Students with diverse needs in secondary schools.</p> <p>3.6. Quality and Quantity of secondary teacher education.</p> <p>3.7 Privatization of Teacher Education institutions.</p>	<ul style="list-style-type: none"> • Discussion • Lecture • Seminar • Peer Learning • Brain storming • QA Session 	<ul style="list-style-type: none"> • Test(oral/ written) • Report writing

UNIT-IV: PROFESSIONAL DEVELOPMENT OF TEACHER

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the concept of professionalism and professional development. 2. Lists out and Explains the various programmes for professional development of teachers.	4.1 Professional development: concept, nature and scope. 4.2 Organisation of Pre service teacher education: need and relevance. 4.3 Problems and issues in professional preparation of teachers, reflective teaching. 4.4 Factors influencing professional development of teachers. 4.5 Concept of career developmental staff development: its distinction from professional development. 4.6 Teaching as a profession: Its legal and official status.	<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- V: NEW PARADIGMS AND QUALITY ASSURANCE IN TEACHER EDUCATION (Total Quality Education)

Learning Out come	Content	Suggested Strategies and Approaches	Assessment
1. Identify the various approaches in teacher education. 2. Analyze the Criteria for the quality of teacher education.	5.1 New trends in Teacher education: Paradigm shift in teaching-learning process, e-learning, mobile-learning, constructivism and interdisciplinary approach. 5.2 Quality assurance: NAAC and their criteria for quality assessment in Higher Education Institutions. 5.3 Criteria for quality assurance in context of IQAC, Performance Based Appraisal System (PBAS), Academic Performance Indicator (API), Total Quality management.	<ul style="list-style-type: none"> • Lecture • Debate • Discussion • Peer learning • Visual Presentation • Auto learning 	<ul style="list-style-type: none"> • Test (Oral/ written) • QA session • Report writing

SUGESTED ACTIVITIES (Any two):

1. Prepare a report on the history of teacher education in India: Trends, Developments and Forces that shape teacher education.
2. Construct a tool for evaluating performance of student-teachers undergoing practice teaching.
3. List out the professional organizations of secondary school teachers and assess the programme carried for professional enhancement.

4. Prepare a report of Teacher Education institution on the basis of quality criteria determined by the NAAC.

 **PRESCRIBED READING:**

1. Kumar, Pradeep. (2012). Teacher education. New Delhi: APH Publishing.
2. Mohammed, Miyan. (2004). Professionalization of teacher education. New Delhi: Mittal Publications.
3. NCTE (2009) Curriculum Framework for Teacher Education. New Delhi: NCTE
4. NCTE (2006) Curriculum Framework for Teacher Education for Quality Enhancement. New Delhi: NCTE.
5. Rahman, Hizu. (2005). Key issues in teacher education: Teachers for secondary schools. New Delhi: Sanjay Prakash.
6. Rao, Digumart., Bhaskara. (1998). Teacher Education in India. New Delhi: Discovery publishing House.
7. Mohan. Radha. (2011). Teacher education. New Delhi: PHI Learning pvt Ltd.
8. Saxena., Mishra., & Mohanty.(2000). Teacher education. New Delhi: Surjeet publications.
9. Sharma.R. A. (2003). Teacher education: Theory and Practices. New Delhi: Prentice Hall India Pvt. Ltd.
10. Shukla, R.S. (1984). Emerging trends in teacher education. New Delhi: Sterling publishing.

 **SUGGESTED READING:**

1. Kumar, Pradeep. (2012). Teacher education. New Delhi: APH Publishing.
2. Mohammed, Miyan. (2004). Professionalization of teacher education. New Delhi: Mittal Publications.
3. NCTE (2009) Curriculum Framework for Teacher Education. New Delhi: NCTE
4. NCTE (2006) Curriculum Framework for Teacher Education for Quality Enhancement. New Delhi: NCTE.
5. NCTE: Policy perspective in teacher education. New Delhi: NCTE, 1998.
6. Rahman, Hizu. (2005). Key issues in teacher education: Teachers for secondary schools. New Delhi: Sanjay Prakash.

7. Rao, Digumart., Bhaskara. (1998). Teacher Education in India. New Delhi: Discovery publishing House.
8. Mohan. Radha. (2011). Teacher education. New Delhi: PHI Learning pvt. Ltd.
9. Sharma, R. A. (2003). Teacher education: Theory and Practices. New Delhi: Prentice Hall India Pvt Ltd.
10. Shukla, R.S. (1984). Emerging trends in teacher education. New Delhi: Sterling publishing.
11. Singh, L.C. (Ed.1990), Teacher Education in India. New Delhi: NCTE.

First Semester

Course Code:M1LS1704

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 prospective teacher educator will be able to:

1. develop understanding about the nature, scope and significance of Early childhood education.
2. understand the contributions of various thinkers to the cause of Early childhood education.
3. develop an understanding about the different aspects of development during early childhood.
4. develop an awareness about the recommendations of various committees, policies and Programmes on ECCE.
5. analyze the issues in ECCE.

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. 1.2.1 Scope and Objectives of ECCE for children from birth to eight years. 1.2.1 Objectives related to all round development. 1.2.1 Objectives related to school readiness.	<ul style="list-style-type: none"> • Lecture / briefing • Peer learning • Seminar and discussion • QA session • 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 Balshikshan Sangh, IAPE, ICDS programme and Five Year Plans.</p> <p>2.3. Contributions of educational thinkers in the field of Early childhood education- Rousseau, Froebel, Mc Millan sisters, Montessori, Piaget Vygotsky, Gijubhai Badeka, Mahatma Gandhi and Tarabai Modak.</p>	<ul style="list-style-type: none"> • Lecture / briefing • QA session • Assignment • Seminar • Peer learning • Group discussion • Digital presentations • Student observation and reporting 	<ul style="list-style-type: none"> • Test (written/oral) • Assignment evaluation • Student's reflective reporting • Report on Discussion.

UNIT- III: DEVELOPMENT OF CHILDREN

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1.Familiarizes with the domains of development.</p> <p>2.Critically examine the role of preschool in promoting harmonious development of preschool children.</p>	<p>3.1.Stages of Child Development: Pre natal to birth, infancy and toddler hood, early childhood, middle childhood.</p> <p>3.2. Domains of development and their inter-relationship & interdependence concept of whole child.</p> <p>3.3Role of preschool in promoting harmonious development of 1 children.</p>	<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 ECCE in India. 2. Critically examines the Programmes and provision in ECCE in India.	4.1. Policies in ECCE in India 4.1.1. National policy for the child (1974) 4.1.2. New education policy (1986) 4.1.3. Convention on the rights of the child (1992) 4.1.4. National Focus Group on ECCE (2006). 4.1.5. ECCE in Right to education (2010) 4.1.6 National Policy on ECCE (2013) 4.1.7. National plan of action for children (2016) 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 ECCE in India 2. Analyses the problems prevailing in ECCE	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 issues 5.1.4. Status and issues of Teacher education in ECCE 5.1.5. Lack of regulation & 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 ECCE 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. and 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 Edcation.
11. UNESCO (2007). Strong foundations: Early Childhood Care and Education.Paris,

📖 SUGGESTED READINGS

1. Austin, Gilbert R. (1976). *Early Childhood Education: An International Perspective*. New York: 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.
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.

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 prospective teacher educator will be able to:

1. familiarize with the concept of Elementary Education
2. acquire the knowledge of universalization of elementary education.
3. contribute to strengthen elementary education system.
4. understand the various issues related with elementary education.
5. understand structure and system of elementary education.

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.	1.1Historical Perspectives of Elementary education – Rousseau, Froebel, Pestalozzi, Maria Montessori and Gandhiji. 1.2Implications of modern practices in Elementary Education. 1.3Recommendations of different education commissions and policies – [Kothari Commission, NPE 986, Yashpal Committee, Pot, Ramamoorthi commission, Janardhan redid 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.Concept, definition and Objectives Universalization of Elementary Education. 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 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 Critical appraisal of the current status of primary education in India. 3.2 Latest initiatives in universalization of Elementary Education -Operation Blackboard, Midday meal scheme- DPEP, community globalization& participation EGS, NPGEL, 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 Institution. 2. Identifies professional organization of teachers.	4.1 Admission of students, Fees structure, programme duration, curriculum and pedagogy, Facilities of Teacher Institution, Quality and Quantity of Elementary Teacher education – Privatization of Teacher Education. 4.2 Professional organization of teachers. Structure and Management of Elementary teacher Education system in India- Salient features of Elementary education Relevance, flexibility, integration & interdisciplinary Nature and concept of Elementary Teacher Education, 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), Basic Rights of child, child rights legislation in India (National Policy on Children 1974 5.2 Ratification of CRC in 1992, Juvenile Justice Act 1986, its amendments in 2000 and 2006, child Labour 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. Lov at, 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:M1LS1706

Level Based Specialisation-1

M.Ed. DEGREE PROGRAMME**SEMESTER – I****CONTEXTAND ISSUES IN SECONDARYAND HIGHER SECONDARY
EDUCATION**

(4 credits -120 hours)

✍ COURSE OBJECTIVES:

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

1. Develop an understanding of the foundations of secondary education and higher secondary education.
2. familiarise with the committees and commissions of secondary and higher secondary education.
3. conceptualise the innovations at secondary and higher secondary education.
4. develop understanding of the role and responsibilities of various agencies in planning and management of secondary and higher secondary education.
5. develop understanding and application of trends and innovations in 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 foundations of secondary and higher secondary education	1.1. Meaning, concept, aims, objectives, need and scope of Secondary Education 1.2. Meaning, Concept, Aims, Objectives, Need and Scope of Higher 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: COMMITTEES AND COMMISSIONS OF SECONDARY AND HIGHER SECONDARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Develops the ability to clarify the status of secondary and higher secondary education in India</p> <p>2. Recognises the views of committees and commissions of secondary and higher secondary education</p> <p>3. Identifies the problems and challenges related to secondary and higher secondary education</p>	<p>2.1. Development of Secondary and Higher Secondary Education in India</p> <p>2.1.1 Post-independence Period</p> <p>2.1.2. Achievements and failures.</p> <p>2.2. Committees and Commissions on Education</p> <p>Secondary Education Commission(1952-53) Radhakrishnan Commission.</p> <p>2.2.1. Indian Education Commission(1964-66)</p> <p>2.2.2. Ishwar Bhai Patel Committee(1977-78)</p> <p>2.2.3. Adishesiah Committee</p> <p>2.2.4. National Policy on Education(1986)</p> <p>2.2.5. Programme of Action(1982)</p> <p>2.2.6. Right to Education Act(2009)</p>	<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: QUALITY CONCERNS AND CURRICULAR REFORMS IN
SECONDARY AND HIGHER SECONDARY EDUCATION**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Identifies impediments related to universalization of secondary education</p> <p>2. Recognises the innovations at secondary and higher secondary levels of education</p> <p>3. Analyses the quality aspects of secondary and higher secondary education in India</p>	<p>3.1. Need for continual revision o of curriculum</p> <p>3.2 Recommendations of National Curriculum Framework(1975,1988, 2000, 2005) and Tamilnadu Curriculum Frame work on School Curriculum</p> <p>3.3. Principles of school curriculum development at secondary and higher secondary level and text book development in secondary and higher secondary education</p> <p>3.4. Skill development through education and career advancement</p> <p>3.5. Universalisation of Secondary Education: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Ucharan Shiksha Abhiyan(RUSA)</p> <p>3.6. Strategies for strengthening enrolment and standards at secondary and higher secondary level</p>	<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

**UNITIV: 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–Micro level and Macro level planning</p> <p>4.2. Governance of Secondary and Higher Secondary Education</p> <p>4.3. Education</p> <p>4.2.1 National and State Agencies in education: NCERT, NUEPA, NCTE, SCERT, TNTEU</p> <p>4.4. Educational Management and</p> <p>4.5. Administration in India</p> <p>4.5.1. Monitoring and Evaluation of Educational process and product</p> <p>4.5.2 Management of effective teaching learning process</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: TRENDS AND INNOVATIONS 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.	5.1. Innovations in secondary and higher secondary education 5.2. Practices at secondary and higher secondary levels – competency enhancement in a. Simulation b. Brain Storming c. Auto instruction d. Group activity e. Role playing	<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. Conduct an action research on the impact of RMSA programme in the nearby school
2. Prepare a report based on the observation of management styles of Headmasters/Principals of Secondary Schools (at least two schools)
3. Prepare a report based on the interview with the students on problems related to skill based education (Vocational Education Courses) at Higher Secondary Level
4. Compare the innovative practices followed in Government schools and private schools in your locality

📖 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. Taba, Hilda. (2000). Curriculum Development: Theory and practice. New York: Harcourt Brace.

5. Tilak, J.B.G. (2003). Financing education in India. New Delhi: Ravi Books.
6. 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. Mudhopadyay, Sudesh. & Kumar, K. Anil. (2001). Quality profiles of secondary schools. New Delhi :NIEPA
3. Varghese, N.V. (1997). School Mapping: In modules on District Planning in Education. New Delhi: National Institute of Educational Planning and Administration.
4. Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual inputs for secondary teacher education: the instructional role. New Delhi: NCTE.

Course Code:M1LS1707

Level Based Specialisation-1

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 prospective teacher educator

1. understands the definition and purposes of higher education.
2. analyses the growth and development of higher education in India and other countries.
3. analyzes the problems and issues arising in the situation in higher education.
4. understands the diverse role of the university teachers.
5. evaluates the total quality management process in higher education.
6. understands 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
1. Recognizes the Meaning, definition, Need, Scope and objectives of Higher Education.	1.1. Meaning, definition, Need, Scope and objectives of Higher Education. 1.2. Development of Higher Education in India: Pre-independence and Post-independence periods: Achievements and Failures. 1.3. Development of Higher Education in Rome, France Germany, United Kingdom. 1.4. Recent trends in Higher Education: Mass Higher Education and Privatisation Higher Education. 1.5. Reports of various commissions: Acharya Ramamuthi Review Committee (1992) 1.5.1 Janadhan Reddy Committee (1992) 1.5.2 National Knowledge Commission (2005) Sachar Committee (2006) – J.S.Verma Committee (2012).	<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
<p>1. Examines the growth of higher education.</p> <p>2. Categorises the agencies in Higher Education.</p> <p>3. Analyses the present status.</p>	<p>2.1. Agencies of Higher Education : UGC, DST, ICSSR, AIU, ICMR, IISER NCTE, DEC and NAAC – South Asian University (SARRC), AIU, NUEPA, Interuniversity Consortium, State Councils for Higher Education, GATS and Higher Education.</p> <p>2.2. Types of Universities: Formal: affiliated, federal, unitary, unitary residential, deemed universities, Institutes of National Importance, Agricultural Universities, Rural Universities, IIT and Women's Universities. Non-Formal: Open Universities, correspondence courses, continuing adult education</p> <p>2.3 Present status: Number of institutes of Higher Education in India</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-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</p>	<p>3.1.Problem of Quality of Higher Education,</p> <p>3.2.Total Quality Assurance in Higher Education: IQACs, NAAC and NBA. Problems of qualitative Improvement.</p> <p>3.3.Wastage and stagnation in higher education</p> <p>3.4.Quality Teaching, Examination and Textbook in higher education</p> <p>3.5.Inequalities of Educational Opportunities: Education for women, socially and economically Disadvantaged, Differently abled and rural students Problems of qualitative Improvement</p> <p>3.6.Liberalization, Privatization and Globalization in Higher Education. 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 TQM 3. Identifies the 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 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. Familiarizes the agencies providing research in the universities	5.1. Need for research in Higher Education 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, ICHR, ICR. 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)HigherEducationandStatusPeterson.NewDelhi:MittalPublications.
3. Kaul,J.N.(1988).GovernanceofUniversities,Autonomyoftheuniversitycommunity. NewDelhi :Abhinav Publications.
4. Pandey, V.(2006). Higher Education in a Globalising World. New Delhi :Isha Books.
5. Ram,A. (1990).HigherEducationinIndia–Issues and Perspectives. NewDelhi: Mittal Publications.

📖 SUGGESTED READINGS

1. Asby,E.(1971).AnyPerson,AnyStudy:AnEssayonHigherEducationintheUnitedStates. New York : McGraw Hill.
2. Basu,A.(1974).TheGrowthofEducationandPoliticalDevelopmentinIndia.NewDelhi: Oxford University Press.
3. Bhatt,N.(2006).HigherEducationAdministrationandManagement:SublimePublications.
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.andMalhotra,N.(1991).HigherEducationinIndia–AComprehensiveBibliography. New Delhi : Concept Publishing House.