

**PROGRAMME PROJECT REPORT**  
**MASTER OF ARTS (EDUCATION)**

**CENTRE FOR DISTANCE & ONLINE  
EDUCATION {CDOE}**

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<b>Programme Name</b>	<b>:-</b>	<b>Master of Arts (Education)</b>
<b>Eligibility</b>	<b>:-</b>	<b>Graduate or equivalent</b>
<b>Minimum Duration</b>	<b>:-</b>	<b>2 Years (4 Semesters)</b>
<b>Maximum Duration</b>	<b>:-</b>	<b>4 Years</b>

**Programme's Mission and Objective:**

As the dynamics of the world changes, the requirements to change with it is the core reason to take education seriously. Today in a larger view, education is the first door to receiving endless knowledge about the world regardless of any subject. Teaching and learning is a spiritual experience that affects not just a person but also the entire world, serving as a very pragmatic tool to bring a specific outcome for the overall development of society. Taking a course under this Faculty enables a student to access educational opportunities, serve quality, and protect human rights. When it comes to India and its future, education alone can be helpful in the progress of the country through essential resources and opportunities.

**Relevance of the Programme with HEI Mission and Goals:**

When children get educated, they grow up being a responsible citizen of the country highlighting productive and quality education in a growing world. In the Northeast society, a lot many things are dependent on the functional educational system and the region is in dire need of good teachers to shed the stereotypical methodology of teaching and development of the minds of children in NER towards the necessary advancements.

**Nature of Prospective Target Group of Learners:**

An individual who is interested in reshaping the present system of education and wants to implement his / her developed ideology in schools and colleges then Master in Education is a must-go course for him/her. The course authenticates students to be active members developing the education system, and educational institutions, either public or private, once they get this degree. This is not just a distance learning program but also a well packed practical guidance to learn the education system of the world from its core.

**Appropriateness of the Programme:**

The course is inbuilt in Educational Psychology, Philosophy, Guidance, and many other subjects that assist students in understanding the deepest things to raise the teaching-learning standards. Except for this, the students will be given the training to handle the course, the curriculum for students, and also the dissertation will help them to develop your dreams into reality about the education system.

**Outcome of the Programme:**

The course is overall a well-developed program that makes students proficient in all the education systems in the country. The course will help students to get the principalship in public as well as private schools with the mark reputation in the society. They can become able to manage all school activities and documentation work with the help of the course practice you do in your one-year study programme. The Master of Arts (Education) person gets the opportunity of getting hired to assist in curriculum development and to do research and development to develop the best curriculum. The textbook companies and schools can give this opportunity to them, and also the pay scales are quite high for them.

**Instructional Design:**

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|--|-----------------------------|
| 1. Title of the Programme                    | : Master of Arts(Education) |
| 2. Minimum Duration of the Programme         | : 2 Years {4 Semester}      |
| 3. Maximum Duration of the Programme         | : 4 Years                   |
| 4. Whether Listed in Section (22) of UGC Act | : Yes                       |
| 5. Level of the Programme                    | : PG-I &PG-II               |
| 6. Eligibility                               | : Graduate or equivalent.   |
| 7. Optional Early Exit Certification         | : Not Applicable            |
| 8. Credit Transfer                           | : Applicable                |
- 8.1 To the Second Year of Programme: For the Candidates who has successfully completed First Year of Programme from a recognized University/ Institution or any other Institution recognized by the Arunachal University of Studies. A student admitted under this system requires submitting fees for Second Year of the Programme along with Credit Transfer fees as prescribed by the University fromtime to time.
- 8.2 The cases where exact title of Programme is different from the aforementioned Programme Title and more than 75% credits earned in previous qualification matches with the Programme Credits then such Credit Transfers are permitted by the Arunachal University of Studies as per 8.1.
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|--------------------------------|--------------|
| 9. Skill Based Credit Transfer | : Applicable |
|--------------------------------|--------------|
- 9.1 A Candidate who has successfully completed minimum one year of work experience in relevant field or have completed minimum of one-year professional certification from an institution after prescribed qualification for the admission into programmeare eligible for Skill Based Credit Transfer. The Skill Based Credit Transfer candidates have to appear in all theory examinations in order to earn minimum One Year credits of theProgramme.
- 9.2 To the Second Year of Programme: Such Candidates are required to earn mismatched theory, practical and industrial credits of First Year along with Second Year Examinations. A student admitted under this system requires submitting fees for First and Second Year of the Programme along with Skill Based Credit Transfer fees as prescribed by the Arunachal University of Studies from time to time.
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| 10. Lateral Entry | : Not Applicable |
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11. Division:

The University will award the Divisions to successful candidates in accordance with Section 22 of Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

12. Grading Scale:

The Grading Scale of the University will be in accordance with Section 23 of Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

13. Programme Credit Distribution:

The Credit System and Programme Credit Distribution of the University will be in accordance with Section 45 and Section 46 of the First Statutes made under the Arunachal University of Studies Act (No. 9 of 2012).

14. Abbreviations and Formulae for Performance Acknowledgement:

Abbreviations and Formulae for Performance Acknowledgement of the University will be in accordance with Section 25 of the Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

15. Admission Procedure:

15.1 Admission in Master of Arts (Education) Annual/ Semester programme of study shall be made on Merit.

15.2 Admission cannot, however, be claimed by any candidate as a matter of right. The admission or re-admission of a candidate shall be entirely at the discretion of the University which may refuse to admit any student without assigning any reason there for.

15.3 On selection for admission to the programme, the candidate shall, within the time fixed by the Dean/ Director deposit the fees prescribed for the programme. If the candidate fails to deposit fees within the stipulated time, the selection shall automatically stand cancelled. Such a candidate shall not be admitted to the concerned programme unless a fresh order of selection and extension of date for payment of fees is issued.

15.4 The candidates other than the domicile of Arunachal Pradesh are required to fulfill the entry criteria as prescribed by the Government of Arunachal Pradesh time to time.

15.5 The Foreign Nationals are eligible for the Programme. Applications of foreign nationals nominated by the Government of India under scholarship schemes and self-financing Foreign Nationals shall be entertained for the aforesaid programme. The Foreign Nationals are required to obtain Restricted Permit from the Government of Arunachal Pradesh in addition to other papers required by Govt. of India before coming to Arunachal Pradesh.

16. Attendance:

16.1 Attendance of a newly admitted candidate shall be counted from the date of his/her admission, or date of beginning of classes whichever is later, while in the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However, in case of promotion after declaration of results of supplementary examination (if any), the attendance will be counted from the date of admission in the respective case.

16.2 There shall be an Attendance Monitoring Committee in the Faculty under the Chairmanship of the Dean/ Director.

16.3 The Condonation upto 25% can be considered for the following specific cogent reasons:

- Participation in NCC/NSC/NSS Camps duly supported by certificate.
- Participation in University or College Team Games or Interstate or Inter-University tournaments, duly supported by certificate.
- Participation in Educational Excursions, which form a part of teaching in any subject conducted on working days duly certified by the Dean/ Director.
- University Deputation for Youth Festival duly certified by the Dean/ Director.
- Prolonged illness duly certified by the Medical Officer or any other Registered Medical Practitioner, provided such certificate is submitted to the Dean/ Director.

16.4 Minimum attendance criteria will be decided by Dean/ Director of Concerned Faculty from time to time.

16.5 There shall be no attendance criteria for External Candidates.

17. Programme Fee:

Programme Fee will be displayed on official website of the University from time to time.

18. Examination and Result:

18.1 The Distribution of Continuous Internal Assessment and Term End Examination of the programme will be in accordance with Section 24 of the Rules and Regulations made under the Arunachal University of Studies Act (No. 9 of 2012).

18.2 Result will be displayed on the official website of the University. The Statement of Grades will be issued by the Controller of Examination.

18.3 Students can apply for Re-Totaling/ Re-Evaluation on demand as per the procedure in practice from time to time.

18.4 Students designated in Grade F or the students desirous of improving their grades can apply for the same through Backlog/ Improvement examination as per the procedure in practice from time to time.

19. Programme Contents: -

The Total Marks includes Continuous Internal Assessment and End Term Examination. The bifurcation of Continuous Internal Assessment and End Term Examination marks will be in accordance with Section 24 of the Rules and Regulations made under the Arunachal University of Studies Act, 2012 (9 of 2012).

<b>First Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Philosophical Bases of Education (Indian)	4	100
2	Sociological Foundations of Education	4	100
3	Fundamentals of Educational Psychology	4	100
4	Teacher Education	4	100
5	Educational Measurement and Evaluation	4	100
6	Principles and Procedures of Guidance and Counseling	4	100
<b>Total</b>		<b>24</b>	



<b>Second Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Philosophical Bases of Education (Western)	4	100
2	Psychology of Learning	4	100
3	Trends in Indian Education (Since 1904 onwards)	4	100
4	Mental Health and Hygiene.	4	100
5	Early Childhood Education	4	100
6	History of Indian Education (upto 19th Century)	4	100
<b>Total</b>		<b>24</b>	

<b>Third Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Essentials of Educational Technology	4	100
2	Foundations of Educational Research	4	100
3	Comparative Education	4	100
4	Environmental Education	4	100
5	Educational Statistics	4	100
6	Psychological Practical	4	100
<b>Total</b>		<b>24</b>	

<b>Fourth Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Information and Communication Technologies in Education (ICT)	4	100
2	Methods and Techniques of Educational Research	4	100
3	Educational Management and Leadership	4	100
4	Research Course: Dissertation Work	4	100
5	Curriculum Development	4	100
6	Choose <b>Any One</b> a. Special Education b. Economics of Education	4	100
<b>Total</b>		<b>24</b>	

**Total No. of Credits of Programme: 96**

**20. Detailed syllabus:**

**First Semester**

<b>First Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Philosophical Bases of Education (Indian)	4	100
2	Sociological Foundations of Education	4	100
3	Fundamentals of Educational Psychology	4	100
4	Teacher Education	4	100
5	Educational Measurement and Evaluation	4	100
6	Principles and Procedures of Guidance and Counseling	4	100
<b>Total</b>		<b>24</b>	

**Subject Name:** PHILOSOPHICAL BASES OF EDUCATION (INDIA)

**Objectives of the Subject:** On completion of the course, the student will be able to-

- Describe the role of Philosophy in Education.
- Explain the basic tenants of the given Indian Philosophies and their influence in Education.
- Appraise the contribution of the given philosophers in the domain of education.

**Subject Content:**

**Unit – I: BASES OF EDUCATION**

1. Concept of Education, Aims & Objectives of Education.
2. Functions of Education,
3. Types of Education - Formal, Informal and Non-formal. Bases of Education: Philosophical, Sociological and Psychological.

**UNIT II: EPISTEMOLOGICAL AND AXIOLOGICAL BASES OF PHILOSOPHY**

1. Branches of philosophy- metaphysics, epistemology, axiology, logic, aesthetical and ethical and their implications in education
2. Sources of knowledge
3. Theories of values.
4. Freedom authority and discipline.

**UNIT III: SCHOOLS OF PHILOSOPHY (INDIAN SCHOOLS)**

1. Vedic Philosophies---
  - Samkhya-- basic tenants with special reference to Purusha and Prakriti, educational implications.
  - Yoga—basic tenants, Astangika yoga, Educational implications.
  - Vedanta—Special reference to Dvaita, Advaita and Vishistadvaita, their basic tenants, Educational implications.
2. Non-Vedic Philosophies—
  - Carvaka—epistemology, Carvaka ethics, Educational implications.
  - Jainism—basic principles of Jainism, educational implications.

- Buddhism—the teachings of Buddha, the philosophical principles of Buddhism, educational implications.
- 3. Nyaya
- 4. Islamic traditions
  - educational implications, aims and methods of acquiring valid knowledge.

#### **UNIT IV: VIEWS ON EDUCATION**

1. Swami Vivekananda
2. Mahatma Gandhi
3. JidduKrishnamurti
4. Aurobindo

#### **Suggested Readings:**

- Aggarwal, Somnath: Philosophical Foundations of Education. Authors Press Publishers. New Delhi
- Brubacher, John.S : Modern Philosophies In Education. Surjeet Publications, New Delhi.
- Pachuri , G: Philosophical Foundation of Education. R.Lall Book Depot. Meerut.
- Johri, P.K: Philosophical Foundation of Education. Anmol Publications Pvt. Ltd. New Delhi.

#### **Subject Name:** SOCIOLOGICAL FOUNDATIONS OF EDUCATION

**Objectives of the Subject:** On completion of the course, the student will able to-

- Explain the concept, Process and agent of Socialization.
- Explain the role of Education in Social Change and Development.
- Illustratesocial aspects and Cultural Processes and its Educational Implications.
- Describe various Social Groups and their Education.

#### **Subject Content:**

##### **Unit – I: SOCIOLOGICAL BASES OF EDUCATION**

1. Concept of Educational Sociology, Relationship of Sociology and Education.
2. Meaning and Nature of Educational Sociology and Sociology of Education.
3. Education as a Process in Social System.
4. Concept and Dynamic Characteristics of Social Organization and its Educational Implications.
5. Education as an Agent of Socialization.

##### **Unit – II: SOCIAL ASPECTS OF EDUCATION**

1. Education and the Home
2. Education and Secularism
3. Social Mobility: Meaning, Kinds, Importance and Factors Affecting Social Mobility.
4. Social Change: Concept and Factors affecting Social Change.
5. Concept of Urbanization, Modernization and Westernization with Special Reference to Indian Society and its Educational Implications.

##### **Unit – III: SOCIAL INTERACTIONS AND CULTURE**

1. Group Dynamics,
2. Socialization of the Child.
3. Concept of Social Stratification and its Educational Implications.
4. Meaning and Nature of Culture; Cultural Processes and its Educational Implications.
5. Role of Education in Cultural Change.

**Unit – IV: EQUALITY AND EXCELLENCE IN EDUCATION**

1. Education as related to Social Equity and Equality of Educational Opportunities.
2. Problems of Education in Current Socio-Economic Scenario.
3. Education of the Socially and Economically Disadvantaged Sections of the Society with special reference to Scheduled Castes and Scheduled Tribes, Women and Rural Population.
4. Problems concerning equality of opportunities in education.

**SUGGESTED READINGS:**

1. Adishesiah, W.T.V. & Pavanasam.(1974). R. *Sociology In Theory And Practice*, New Delhi, Santhi Publishers.
2. Brown, Francis J. (1954), *Educational Sociology*, New York: Prentice Hall Of India. Chandra, S.S.(1996). *Sociology Of Education*, Guwahati, Eastern Book House.
3. Chanda S. S. & Sharma R.K.(2002). *Sociology of Education*, New Delhi, Atlantic Publishers.
4. Cook L, A. & Cook, E. (1980), *Sociological Approach To Education*, London: Mcgraw Hill. Dewey, John (1966), *Democracy And Education*, New York: The Freeman's Press Durkheim, E.(1966). *Education And Sociology*, New York, The Free Press
5. Gore, M.S. (1984) *Education And Modernization In India*, Rawat Publishers, Jaipur Hasley, A.H.; FloudJeen And Anderson C., Arnold (1969), *Education, Economy And society*, New York: The Freeman's Press.

**Subject Name:** FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY

**Objectives of the Subject:** On completion of the course, the student will able to-

- Explain the concept, nature, scope and uses of psychology in Education.
- Explain the influence of growth and development in education.
- Discuss the concept and theories of intelligence and creativity.
- Explain the meaning, concept, factors and theories of personality.

**Subject Content:**

**Unit – I PSYCHOLOGICAL BASES OF EDUCATION AND DEVELOPMENT**

1. Educational Psychology: Meaning, Nature and Scope.
2. Relevance of Educational Psychology for Teaching-Learning Process.
3. Growth and Development – Concept, Stages, Principles of Growth and Development Factors Influencing Development – Genetic and Environmental.
4. Theories of Development and their Educational Implications with special reference to:
  - Piaget's Cognitive Development
  - Freud's Psycho-sexual Development

**Unit -II MANAGING INDIVIDUAL DIFFERENCES**

1. Stage Specific Characteristics during Infancy to Adolescence Period.
2. Childhood and Adolescence: Meaning, Characteristics
3. Stages and Aspects of Development with special reference to Needs and Problems of Adolescents in the Indian context.
4. Individual Differences: Meaning, Dimensions and Causes of Individual Differences.
5. Role of Teacher to minimize Individual Differences

**Unit – III INTELLIGENCE AND CREATIVITY**

1. Nature of Intelligence – Concept and Types, Abstract, Concrete, Emotional and Spiritual Heories of Intelligence and its Educational Implications

2. Intelligence Theories
  - Two Factor Theory by Spearman
  - Guilford's Sol Model
  - Gardener's Theory of Multiple Intelligences
3. Measurement of Intelligence
  - Verbal (Individual and Group) Tests
  - Non-Verbal (Individual and Group) Tests
  - Performance (Individual) Tests
4. Creativity: Concept, Factors and Process, Techniques for Enhancing Creativity.
  - Brain-Storming (Osborn)
  - Synectics (Gorden)

#### **Unit – IV PERSONALITY**

1. Concept and Nature of Personality.
2. Theories of Personality and their Educational Implications,
  - Trait Theories by Allport and Cattell
  - Type Theory by Eysenck
  - Humanistic Theories by Carl Rogers and Maslow
3. Personality development.
  - Psychoanalytical theory of Personality,
  - Erikson's Stages of Psycho-social development.
4. Personality Inventories, Rating Scales and Projective Techniques

#### **SUGGESTED READINGS:**

1. A.H. Maslow (1970). Motivation And Personality (2nd Edition). New York: Harper & Row.
- Ambron, S.R (1981) Child Development, Holt, RincehartAnd Winston, New York. Anderman, E., &Corno, L. (Eds.). (2013). Handbook Of Educational Psychology. Routledge.
2. B.K. Passi. (1982). Creativity In Education, Npc Agra.
3. C.L. Kundu (1989). Personality Development, Sterling Publishers Pvt. Ltd., New Delhi, 1989
4. Chauhan, S.S (2006). Advanced Educational Psychology New Delhi: Vikas Publishing House.
5. Crow L.D. & Crow Alice (2008) Human Development and Learning, New Delhi, Surjeet Publications.
6. Dandapani, S. (2002). Advanced Educational Psychology, Second Edition, Anmol Publication, Pvt. Ltd, New Delhi
7. Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.

**Subject Name:** TEACHER EDUCATION

**Objectives of the Subject:** On completion of the course, the student will able to-

- Understand the basic concept of Teacher Education and Teacher Training and development of Teacher Education in India.
- Acquaint the students with pre-service and in service Teacher Education programme in India.
- Accustom the students with the recent trends and innovative practices in Teacher Education.
- Familiarize the students about professionalism and accountability of teachers.

**Subject Content:**

#### **UNIT I: INTRODUCTORY CONCEPT**

1. Concept, Need and Scope of Teacher Education.
2. Historical Development of Teacher Education in India: Kothari Commission (1964-66)
3. Teacher Education in NPE (1986 & POA 1992)
4. National Curriculum Framework for Teacher Education (NCFTE,2009)

**UNIT II: TEACHER EDUCATION PROGRAMME IN INDIA.**

1. Objectives of teacher education in different levels of education
  - Nursery
  - Elementary
  - Secondary.
2. Teacher education programmes in india.
  - Nursery Level Teacher Education Programme. (C.Ed).
  - Elementary Level Teacher Education Programme (D.Ed)
  - Secondary Level Teacher Education Programme. (B. Ed)
  - Preparation of Teacher Educators (M. Ed)
3. In service Teacher education programme- needs, objectives and types.

**UNIT III: AGENCIES AND PROBLEMS**

1. Role of NCERT, SCERT & DIET.
2. Role of NCTE and NAAC in Improving the Quality of Teacher Education.
3. Performance Appraisal of Teachers;
4. Professional Ethics of Teachers.

**UNIT IV: MODELS OF TEACHER EDUCATION:**

1. Social Oriented Progressive Model
2. Academic Orient Model.
3. Personalistic Oriented Model.
4. Competency Based Oriented Model.

**SUGGESTED READINGS:**

- Aggarwal,J.C: Teacher Education Theory And Practice, Doaba House. Booksellers Publishers, Delhi.
- Das, B.C: Teacher Education at A Distance.
- Gurry, P: Education And The Training Of Teachers, Lonmans Green And Co.Ltd, London.
- Mukherjee: Education Of Teachers In India. • Pandey, B.N.& Khosla: Secondary Teacher Education Curriculum, Deptt.Of T.E.N.C.E.R.T., New Delhi
- Sharma, Shashi Prava: Teacher Education- Principles, Theories and Practices. Kanishka Publishers and Distributors.

**Subject Name:** EDUCATIONAL MEASUREMENT AND EVALUATION

**Objectives of the Subject:** On completion of the course, the student will able to-

- Explain the concepts and techniques of measurement and evaluation.
- Explain the functions and Basic Principles of Educational Evaluation.
- Develop skills in the construction and standardization of tests.

**Subject Content:**

**Unit – I: MEASUREMENT IN EDUCATION**

1. Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor Domains.
2. Educational Measurement: Concept, Need and Scope.
3. Difference between Criterion and Norm-Referenced Measurement.
4. Measurement of Achievement, Attitude and Skills.

**Unit – II: EVALUATION IN EDUCATION**

1. Meaning, Functions and Basic Principles of Educational Evaluation.
2. Difference between Measurement and Evaluation in Education.
3. Current Trends in Evaluation: Grading System, Open Book Examination, Self-Evaluation, Online Examination.
4. Continuous and Comprehensive Evaluation: Concept, Objectives and Procedure.

**Unit – III: TOOLS OF MEASUREMENT AND EVALUATION**

1. Basic Characteristics of Measurement and Evaluation Tools: Reliability, Validity, Objectivity and Usability;
2. Norms of Interpretation of Test Scores: z-scores and Percentile Norms.
3. Types of Tests and their Characteristics: Objective and Subjective-Type of Achievement Tests,
4. Questionnaires, Schedules, Rating Scales and Performance Tests.

**Unit – IV: TEST CONSTRUCTION**

1. Basic Principles of Test Construction;
2. Ways of Writing Different Types of Test Items.
3. Steps of Constructing and Standardizing Criterion-Referenced and Norm-Referenced Achievement Tests.
4. Development of Classroom Tests (Teacher-Made Tests) for Measuring Achievement

**Suggested Readings:**

1. Aggarwal, J. C. Essentials of Examination System, Vikas Publishing House Pvt. Ltd. 2005.
2. Aggarwal, R. N. and Asthana, Vipin. Educational Measurement and Evaluation, Vinod PustakMandir, Agra, 1983.
3. Brown, Frederick Gramm. Educational Tests and Measurement, F. E. Peacock Publishers, 1971.
4. Brown, Frederick Gramm. Measuring Classroom Achievement, Holt, Rinehart and Winston, 1980.
5. Gronlund, N. E. Measurement and Evaluation in Teaching, MacMillan, New York, 1981.
6. Goswami, M. Measurement and Evaluation in Psychology and Education, Neelkamal Publication, New Delhi, 2012.
7. Mehrens, W. A. and Lehmann, I. J. Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, New York, 1984.

**Subject Name:** PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELING

**Objectives of the Subject:** On completion of the course, the student will be able to-

- Define the meaning, nature, purpose and scope of guidance and counselling.
- Describe the characteristics and functions of guidance and counselling.
- State the basic principles of guidance and counselling.

- Explain the types and areas of guidance and counselling.

**Subject Content:**

**Unit I: GUIDANCE**

1. Concept, Needs, Assumptions, Scope and Significance of Guidance
2. Steps in Guidance
3. Testing and Non-Testing Techniques of Guidance
4. Issues and Problems in Guidance

**Unit II: GUIDANCE PROGRAMMES.**

1. Guidance Programmes For- Primary, Secondary and Higher Secondary Students.
2. Types of Guidance- Personal, Educational and Vocational.
3. Role of Teacher in Guidance and Counselling.
4. Guidance Programme in School.

**Unit III: GUIDANCE OF CHILDREN WITH SPECIAL NEEDS (CWSN)**

1. Problems and Needs of CWSN.
2. Guidance of the Gifted and Creative Students.
3. Guidance of Under-Achievers and First Generation Learners.
4. Role of the Teachers in Helping Children with Special Needs.

**Unit IV: TYPES AND APPROACHES OF COUNSELLING**

1. Concept, Characteristics and Principles of Counseling
2. Counseling Approaches – Directive, Non-Directive and Eclectic, Counseling Skills.
3. Individual & Group Counseling and Ethical Issues in Counseling.
4. Child Guidance Clinic- Importance, Organization of Child Guidance Clinic. Personnel Involved in Child Guidance Clinic.

**Suggested Readings:**

1. Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.
2. Arther J. J., (1971). Principles of Guidance Delhi: Tata Mc Graw Hill.
3. Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling: Practical (Vol I & II) New Delhi: Vikas Publishing House.
4. Chauhan, V., & Jain., (2004). NireshanEvamPramarsh. Udaipur: AnkurPrakashan. - Gelso, C., &Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.
5. Gupta, S.K. (1985). Guidance and Counselling. Delhi: Mittal.
6. Shertzer, B & Stone, S.C. (1981): Fundamentals of Guidance. U.S.A.Houghton, Mifflin Co.
7. Tolbert, E.L. (1978): An Introduction to Guidance. Toronto. Little Brown and Company.

**Second Semester**

<b>Second Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Philosophical Bases of Education (Western)	4	100
2	Psychology of Learning	4	100
3	Trends in Indian Education (Since 1904 onwards)	4	100
4	Mental Health and Hygiene.	4	100
5	Early Childhood Education	4	100
6	History of Indian Education (upto 19th Century)	4	100
<b>Total</b>		<b>24</b>	

**Subject Name:** PHILOSOPHICAL BASES OF EDUCATION (WESTERN)

**Objectives of the Subject:** On completion of the course, the student will be able to-

- Describe the concept, aims, functions and types of education
- Explain the basic tenants of the given western philosophies and their influence in Education.
- Explain the western educational thinkers their Aims of Education, Curriculum, and Methods of Teaching.

**Subject Content:**

**UNIT I: INTRODUCTORY CONCEPTS.**

1. Aims of education – proximate and ultimate.
2. Relationship between education and philosophy.
3. Philosophy of education – nature, need and scope.
4. Functions of educational philosophy
5. Social philosophy of education – democracy and communism.

**Unit – II: WESTERN SCHOOLS OF PHILOSOPHY**

1. Idealism,
2. Realism,
3. Naturalism,
4. Pragmatism,
5. Existentialism, - with special reference to the Concepts of Knowledge, Reality, Values and their Educational Implications.

**Unit – III: WESTERN EDUCATIONAL THINKERS**

1. Plato: Education System, Organization and Curriculum, Teaching Methods, Objectives and Functions of Education and Education as a Function of the State.
2. Jean Jacques Rousseau: Aims of Education, Curriculum, Methods and Child-centric Education.
3. John Dewey: Aims of Education, Curriculum, Methods and Activity-Centred Education.
4. Friedrich Froebel: Aims of Education, Curriculum, Methods of Teaching.

**UNIT IV: SCHOOLS OF WESTERN AND THEIR EDUCATIONAL IMPLICATIONS**

1. Logical positivism
2. Dialectical materialism.
3. Existentialism.
4. Realisms.

5. Marxism- and their Implications on Education.

**Suggested Readings:**

1. Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical Issues in Education. Jaipur: Book Enclave.
2. Bhatia, Kamala and Baldev Bhatia, (1994). The Philosophical and Sociological Foundations of Education, Doaba House: Delhi
3. Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
4. Chandra, S.S; Sharma, R.K (2004) Principles of Education, New Delhi: Atlantic Publishers and Distributors.
5. Chaube, S. P. and AkhileshChoube, (2000). Philosophical and Sociological Foundations of Education, Vinod PustakMandir: Agra
6. Chaube, S. P.andChaube, Akhilesh. (2013): Philosophical and Sociological Foundations of Education, Vinod PustakMandir, Agra - 2.

**Subject Name:** PSYCHOLOGY OF LEARNING

**Objectives of the Subject:** On completion of the course, the student will able to-

- Describe the meaning, concept, variables, types and theories of learning.
- Illustrate transfer of Learning: Concept, Types of Transfer of Learning.
- Explain the memory and forgetting Concept, Nature and, Strategies to Enhance Memory.
- Describe the concepts and types of Motivation.

**Subject Content:**

**Unit I: LEARNING**

1. Learning: Concept, Characteristics and Nature of Learning as a Process,
2. Factors Affecting Learning.
3. Theories of Learning and their Educational Implications
  - Classical Conditioning (Pavlov),
  - Operant Conditioning (Skinner),
  - Trial and Error (Thorndike)
  - Tolman's Sign Learning,
  - Information Processing Theory (Donald Norman)
  - Kurt Lewin's Field Theory

**Unit II: TRANSFER OF LEARNING**

1. Transfer of Learning: Concept, Types of Transfer of Learning and Strategies to Maximize Transfer of Learning.
2. Theories of Transfer of Learning and their Educational Implications.
3. Transfer of Learning and Role of Teacher in Transfer of Learning.

**Unit III: MEMORY AND FORGETTING**

1. Memory: Concept, Nature and, Strategies to Enhance Memory.
2. Forgetting - Nature,
3. Theories
  - Interference Theory,

- Trace Change Theory,
  - Forgetting as Retrieval Failure.
4. Factors and Strategies to Minimize Forgetting

**Unit IV: MOTIVATION**

1. Motivation: Concept, Nature, Functions and Relationship with Learning.
2. Types of Motives; Strategies for Enhancing Motivation.
3. Maslow's Theory of Motivation.
4. Psycho-Analytic Theory of Motivation.

**SUGGESTED READINGS**

1. Bower G.H. and Hilgard E.R.: Theories of Learning Prentice Hall of India, New Delhi. 1980
2. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
3. C.L. Kundu (1989). Personality Development, Sterling Publishers Pvt. Ltd., New Delhi, 1989
4. Chauhan, S.S (2006). Advanced Educational Psychology New Delhi:Vikas Publishing House.
5. Crow L.D. & Crow Alice (2008) Human Development and Learning, New Delhi, Surjeet Publications.

**Subject Name:** TRENDS IN INDIAN EDUCATION (SINCE 1904 ONWARDS)

**Objectives of the Subject:** On completion of the course, the student will able to-

- Evaluate the education system during British period with special emphasis on the commissions and committees.
- Evaluate the education system in free India with special emphasis on the commissions and committees.
- Acquaint with the recent Educational Development in India.

**Subject Content:**

**UNIT – I: TRENDS IN EDUCATION IN PRE-INDEPENDENCE PERIOD IN INDIA – I**

1. Lord Curzon's Education Policy
  - Indian University Commission 1902.
  - Indian University Act 1904.
2. Growth of National Consciousness and National Education Movement.
3. Critical Analysis of Calcutta University Commission (Sadler Commission)

**UNIT – II: TRENDS IN EDUCATION IN PRE-INDEPENDENCE PERIOD IN INDIA – II**

1. Hartog Committee Report, 1929
2. Abbot-Wood Committee Report 1937.
3. Wardha Scheme of Basic Education, 1937: Need, Characteristics and its Critical Evaluation.
4. Sargent Report, 1944: Recommendations and its Critical Evaluation.

**UNIT – III: TRENDS IN EDUCATION IN FREE INDIA – I**

1. Objectives and Recommendations of University Education Commission (Radhakrishnan Commission) 1948-49
2. Objectives and Recommendations of Secondary Education Commission (Mudaliar Commission) 1952-53
3. Objectives and Recommendations of National Education Commission (Kothari Commission) 1964-66.

**UNIT – IV TRENDS IN EDUCATION IN FREE INDIA – II**

1. Recommendations of National Policy on Education NPE-1986 and revised POA, 1992.
2. Universalization of Elementary and Secondary Education in terms of Norms, Standards and Implementation Mechanism of;
  - SarvaShikshaAbhiyan (SSA) and RTE Act, 2009.
  - RashtriyaMadhyamikShikshaAbhiyan (RMSA):
    - Mid-Day Meals Programme.
3. Expansion, Equity, Excellence and Privatization of Higher Education in context of RUSA.

**Suggested Readings:**

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
2. Chaube, S.P. (2014) History of Indian Education. Agra: Shri Vinod PustakMandir. Kohli, V.K. (1996) Indian Education and its Problems. Vivek Publishers, Ambala.
3. Mukherjee, S.N. (1966) History of Education in India; Modern Period. Acharya Book Depot, Baroda.
4. Narullah, S. & Naik, J.P. (1951) A History of Education in India. McMillan India Ltd. Pandey, R.S. (2005) Indian Education System. New Delhi: Adhyayan Publishers and Distributors.
5. Pathak, R.P. (2010) Education in Modern India: Global Trends and Development. Atlantic Publishers and Distributors, New Delhi.

**Subject Name:** MENTAL HEALTH AND HYGIENE.

**Objectives of the Subject:** On completion of the course, the student will able to-

- Acquaint with the Concept, Objectives and Scope of Mental Health and Hygiene.
- Differentiate between Normal and Abnormal behaviour.
- Acquaint with the adjustment process, mechanisms & mental symptoms.

**Subject Content:**

**UNIT I: INTRODUCTORY CONCEPTS.**

1. Concept of Mental Health and Hygiene.
2. Objectives and Scope of Mental Hygiene.
3. Characteristics of Mentally Healthy Person
4. Functions and Limitations of Mental Hygiene.

**Unit II: NORMAL AND ABNORMAL BEHAVIOUR.**

1. Concept of Normality and Abnormality.
2. Classifications of Abnormal Behaviour
3. Causes of Abnormal Behaviour
4. Neurosis, Psychosis, Psycho-Somatic and Psycho-Pathetic Behaviour

**UNIT III: THE ADJUSTMENT PROCESS.**

1. The process of Adjustment.
  - Frustration & conflict.
  - Reactions to frustration.
  - Problems of personal adjustment.
  - Adjustment with self.
  - Adjustment with society
2. Adjustment Problems of Adolescents.
3. Adjustment Mechanisms

**UNIT IV: ADJUSTMENT MECHANISMS & MENTAL SYMPTOMS.**

1. Defence mechanisms of the ego.
2. Mental symptoms.
3. Common neurotic symptoms.
4. Psychoses.

**SUGGEST READINGS:**

1. Brown, J.F.: The Psychodynamics of Abnormal Behaviour, Tata McGraw Hill, New Delhi.
2. Carrol, H.A.: Mental Hygiene: The Dynamics of Adjustment, Prentice Hall, New Jersey.
3. Coleman, J.C.: Abnormal Psychology and Modern Life, D.B. Taraporevala Sons and Co., Bombay.
4. Hall, C.S. & Lindzey, G., Theories of Personality, Wiley Publications, New York.
5. Kalein, D.B.: Mental Hygiene, Prentice Hall India Pvt. Ltd., New Delhi.
6. Page, J.B.: Abnormal Psychology, Tata McGraw Hill, New Delhi.
7. Ryan, W.C., Mental Health through Education, Appleton, New York.
8. Symonds, P., The Dynamics of Human Adjustment, Appleton, New York.

**Subject Name:** EARLY CHILDHOOD EDUCATION

**Objectives of the Subject:** On completion of the course, the student will be able to-

- Understand the concept, needs and Importance of Early Childhood Education,
- Know the development of Pre-School Education in India.
- Critically examine the Needs and Rights of Children in the context of Social Issues and Problems.
- Know about different legislations for Children taken at National and International level.

**Subject Content:**

**Unit I: INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

1. Need, Importance and Objectives of Early Childhood Education,

2. Significance of Child Rearing Practices & Learning.
3. Development of Pre-School Education in India

**Unit II: POLICIES AND PROGRAMMES FOR CHILDREN**

1. Needs and Rights of Children in the context of Social Issues and Problems.
2. Legislations for Children:
  - UN Convention on the Rights of the Child (1989);
  - National Policy on Children (1974);
  - The Juvenile Act (1986) and
  - The Child Labour (Prohibition and Regulation) Act (1986).

**Unit III: CONTRIBUTIONS OF PHILOSOPHERS AND EDUCATIONISTS TO PRE-SCHOOL EDUCATION**

1. Jean Jacques Rousseau (Pioneer),
2. Frederich Wilhelm August Froebel (KG),
3. McMillan Sisters (Nursery),
4. Maria Montessori (Montessori),
5. Mahatma Gandhi (Basic Education)

**Unit IV: PRE-SCHOOL EDUCATION AND ITS AGENCIES**

1. Activities and Programmes for Pre-School Education,
2. Anganwadi and Day Care Programmes.
3. Characteristics of a Balanced Pre-School Curriculum, Evaluation of Pre-School Curriculum and its Activities,
4. Role of Agencies involved in Management of Pre-School Education in India
  - Central Social Welfare Board,
  - State Social Welfare Board,
  - Indian Council for Child's Welfare

**SUGGESTED READINGS:**

1. Aggarwal, J.C. (1990). Methods and materials of Nursery Education, Delhi, Doaba House.
2. Cath Arnold (1999). Child Development and Hearing 2-5 years- Georgia's story, New Delhi, Sage Publication.
3. Day Barbara (1983). Early Childhood Education: Organising Learning Activities, New York, McMillan.
4. Mollics Davies Movement and Dance in Early Childhood, New Delhi, Paul Chapman Publishing, Sage Publication.
5. Riley J. (2003). Learning in the Early Years, A guide for teachers. New Delhi, Sage Publication.
6. Mohanty, J & Mohanty, B. (2007). Early Childhood Care and Education (ECCE), New Delhi, Deep & Deep Publications PVT.LTD.

**Subject Name:** HISTORY OF INDIAN EDUCATION (UPTO 19TH CENTURY)

**Objectives of the Subject:** On completion of the course, the student will able to-

- Recount the concept of education in the context of Indian heritage.
- Describe the education in ancient India, particularly Vedic Education and Buddhist Education.
- Critically examine the education system in Medieval India.
- Evaluate the education system during British period with special emphasis on the commissions and committees.

**Subject Content:**

**UNIT-I: HISTORICAL PERSPECTIVE BEFORE 19<sup>TH</sup> CENTURY**

- a. Vedic Education: Objectives and Characteristics.
- b. Brahmanic Education: Objectives and Characteristics.
- c. Buddhist Education: Objectives and Characteristics.
- d. Muslim Education: Objectives and Characteristics.

**UNIT-II: HISTORICAL PERSPECTIVE IN FIRST QUARTER OF 19<sup>TH</sup> CENTURY**

1. Development of Education during East India Company Period.
2. The Charter Act of 1813
3. The East-West Controversy.

**UNIT-III: HISTORICAL PERSPECTIVE IN SECOND QUARTER OF 19<sup>TH</sup> CENTURY**

- a. Macaulay's Minutes 1835: Recommendations and Criticism.
- b. Bentick's Resolution and
- c. Acceptance of Macaulay's Minutes.
- d. William Adam's three Reports on Education (1835-38)

**UNIT-IV: Historical Perspective in Third Quarter of 19<sup>th</sup> Century**

- a. Wood's Despatch (1854): Recommendations and Evaluation of Despatch.
- b. Hunter Commission (1882): Objectives and Recommendations.
- c. Influence of Hunter Commission on Subsequent Development of Education in India.

**Suggested Readings:**

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
2. Chaube, S.P. (2014) History of Indian Education. Agra: Shri Vinod PustakMandir. Kohli, V.K. (1996) Indian Education and its Problems. Vivek Publishers, Ambala.
3. M.H.R.D, Report of the University Education Commission (1948), Ministry Of Education, New Delhi, Govt. of India.
4. M.H.R.D, Challenges of Education (1985). A Policy Perspective, Ministry of Education, New Delhi, Govt. of India.
5. Mukherjee, S.N. (1966) History of Education in India; Modern Period. Acharya Book Depot, Baroda.

**Third Semester**

Third Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Essentials of Educational Technology	4	100
2	Foundations of Educational Research	4	100
3	Comparative Education	4	100
4	Environmental Education	4	100
5	Educational Statistics	4	100
6	Psychological Practical	4	100
<b>Total</b>		<b>24</b>	

**Subject Name:** ESSENTIALS OF EDUCATIONAL TECHNOLOGY

**Objectives of the Subject:** On completion of the course, the student will able to-

- Describe the concept, nature and components of Educational Technology

- Distinguish between Educational technology and Instructional Technology
- Apply ICT in teaching learning.
- Describe the concept, components and characteristics of communication.
- Apply Models of teaching, personalized system of instruction, programmed learning in teaching learning.

**Subject Content:**

**UNIT I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY AND COMMUNICATION**

- Concept, Scope and Importance of Educational Technology
- Components of Educational Technology: Hardware and Software
- Role of Technology in Various Educational Practices
- Modern Trends in Educational Communication such as e-mail, Teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking

**UNIT II: LEVELS, STAGES AND MODELS OF TEACHING**

- Memory, Understanding and Reflective Levels of Teaching and their Implications.
- Stages of Teaching along with Operations involved in them
- Models of Teaching: Concept and Elements of Teaching Models
- Glaser's Basic Model and Bruner's Concept Attainment Model

**UNIT-III: INSTRUCTIONAL STRATEGIES**

- Instructional Strategies: Student-Centered & Teacher-Centered Strategies.
- Procedure, Advantages and Limitations of Lecture; Lecture-cum-Demonstration; Group Discussion and Brain Storming Strategies.
- Self-Instructional Strategies: Programmed Instruction and Computer Assisted Instruction.
- Language Laboratory and its use in Development of Linguistic Skills.

**UNIT-IV: MODIFICATION OF TEACHING BEHAVIOUR**

1. Micro -Teaching: Meaning, Procedure, Merits and Limitations.
2. Components of Skills of Teaching: Probing Questions, Reinforcement and Stimulus Variation.
3. Flander's Interaction Analysis Technique for Modification of Teacher Behaviour.
4. Simulation or Simulated Teaching.

**Suggested Readings**

1. Agarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.
2. Berge, Z. (1998). Guiding principles in Web-based instructional design. Education Media International, 35(2), 72-76.
3. Chauhan, S.S.: A Text-Book of Programmed Instruction, New Delhi: Sterling Publ. Co. 1978.
4. Collis, B. (2002). Information technologies for education and training. In Adelsberger, H., Collis, B, & Pawlowski, J. (Eds.) Handbook on Technologies for Information and Training. Berlin: Springer Verlag
5. Kulkarni, S.S. (1986) Introduction to Educational Technology, New Delhi: Oxford & IBH.

**Subject Name:** FOUNDATIONS OF EDUCATIONAL RESEARCH

**Objectives of the Subject:** On completion of the course, the student will able to-

- Describe the meaning, Characteristics, Significance of Research in Education,

- Define research problem, formulate a hypothesis, select a sample and forward reasons in support of his/her decisions.
- Understand the types and uses of tools and preparation of research proposal and research report.

**Subject Content:**

**UNIT I: INTRODUCTION TO EDUCATIONAL RESEARCH**

1. Meaning, Characteristics and Nature of Research.
2. Nature of Educational Research, Significance of Research in Education,
3. Types of Educational Research (Fundamental, Applied and Action Research),
4. Problems relating to Different Stages of Education, Priority Areas in Educational Research.

**UNIT II: STEPS OF EDUCATIONAL RESEARCH**

1. Review of Literature: Purpose & Sources,
2. Selection and Characteristics of Good Research Problem,
3. Variables: Meaning and Types; Objectives: Primary, Secondary and Concomitant
4. Hypotheses: Meaning, Significance, Types and Formulation.

**UNIT III: SAMPLING AND TOOLS OF DATA COLLECTION**

1. Concepts of Population and Sample, Sampling, Sampling Unit, Sampling Frame;
2. Methods of Sampling (Non-Probability and Probability).
3. Characteristics of Good Sample; Errors in Sampling and How to Reduce them.
4. Characteristics of Good Research Tools.
5. Types and Uses of Tools (Questionnaire, Rating Scales, Interview, Attitude Scales).

**UNIT IV: PREPARATION OF RESEARCH PROPOSAL AND RESEARCH REPORT**

1. Ethical Issues in Conducting Educational Research,
2. Skills needed to Design and Conduct Educational Research.
3. Preparation of Research Proposal or Synopsis.
4. Style, Format and Steps of Writing the Research Report; APA Style of Referencing

**Suggested Readings:**

1. Agarwal. L. P. (2007). Modern Educational Research, Dominant Publishers and Distributors. New Delhi.
2. Best, John, W., & Kahn James V. (2005). Research in Education", Prentice Hall of India Pvt. Limited, 9th Edition, New Delhi.
3. Bhandarkar, P. L., Wilkinson, T.S, & Laldas, D.K. (2004), "Methodology and Techniques of Social Research", Himalaya Publishing House, Mumbai.
4. Cohen, Louis; Manion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. Cambridge University Press, India Private Limited.
5. Creswell, John W. (2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. PHI Learning Private Limited, Delhi.

**Subject Name: COMPARATIVE EDUCATION**

**Objectives of the Subject:** On completion of the course, the student will be able to-

- Acquaint the students with the need and importance of comparative education.
- Develop an understanding of the educational system of India and a few other countries
- Understand the existing educational system of developed and developing countries

**Subject Content:**

**Unit – I Comparative Education**

1. Concept, Scope, Purpose, and Need of Comparative Education.
2. History and Development of Comparative Education.
3. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
4. Determinants of national system of education.

**Unit – II Modern Trends and U.N.O.**

1. Modern Trends in World Education – National and Global,
2. Role of U.N.O. in Improving Educational Opportunities among the Member Countries.
3. Various Official Organs of the U.N.O. and their Educational Activities.

**Unit – III Comparative Study**

Comparative Study of the Education Systems with special reference to:

- Primary Education: USA, UK and India
- Secondary Education: USA, UK and India
- Higher Education: USA, UK and India
- Teacher education: USA, UK and India

**Unit – IV Problems of Education**

1. Problems of Education in the field of:
  - Primary Education
  - Secondary Education
  - Higher Education
  - Teacher education
2. Some other Problems-
  - Poverty, Unemployment, Population Explosion, Casteism, Communalism, Illiteracy, Gender Sensitization.
  - Economic Under-Development: Their Causes, Effect on Development and Solution through Education.

**SUGGESTED READINGS:**

1. Aggarwal and Biswas: Comparative Education, Arya Book Depot, Delhi.
2. Chaube, S. P & Chaube, A. 1993.: Comparative Education, Vikas Publishing House Pvt. Ltd.
3. Beredy, G.Z.F. (1964), Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.
4. Blavic, Emile (1987), Primary Education: Development and Reform, Perspectives In Education, In Education, Vol. 3, 15 3-60.

5. Carlton, R., Colley and Machinnon (1977), Educational Change and Society, Toronto, Gage Educational Publishing.
6. Carnoy, M.H. Levin (1985), Schooling and Work in The Democratic State, Standford University Press, Standford, California.
7. Cantor, Leonard (1989), The Re-Visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number 2.
8. Hans, Nicholas: Comparative Education, Routeledge and Kagan Paul, London,1990. • Sharma, Y.K.2004. Comparative Education. Kanishka Publishers, Distributors, New Delhi.

**Subject Name:** ENVIRONMENTAL EDUCATION

**Objectives of the Subject:** On completion of the course, the student will able to-

- Understand about the concept, importance, scope and aims of environmental education.
- Acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the proggmes of environmental erosion and pollution at various stages of education
- Enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
- Enable the student teachers to understand about various projects in the area of environmental studies in different countries.

**Subject Content:**

**UNIT I: ENVIRONMENT AND ENVIRONMENTAL EDUCATION**

- Concept, Characteristics and Components of Environment
- Historical Background of Environmental Education
- Concept, Characteristics, Components and Scope of Environmental Education
- Objectives and Guiding Principles of Environmental Education

**UNIT II: ENVIRONMENTAL CONSERVATION AND SUSTAINABLE DEVELOPMENT**

1. Concept, Characteristics, Objectives and Need of Environmental Conservation.
2. Concept, Characteristics, Objectives and Need of Sustainable Development
3. Concept and Ways of Disaster Management.
4. Role of Education in Environmental Conservation and Sustainable Development.

**UNIT III: ENVIRONMENTAL POLLUTION**

1. Concept and Types of Environmental Pollution.
2. Air Pollution: Causes, Sources, Effects and Preventive Measures.
3. Water Pollution: Causes, Sources, Effects and Preventive Measures.
4. Soil Pollution: Causes, Sources, Effects and Preventive Measures.
5. Noise Pollution: Causes, Sources, Effects and Preventive Measures.
6. Laws of Conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

**UNIT IV: ENVIRONMENTAL HAZARDS**

1. Concept of Environmental Hazards

2. Environmental Hazards: Causes, Sources, Effects and Measures (Global Warming, Acid Rain, Polar Melting, Raising of Sea Level and Ozone Layer Depletion).
3. Movements and Projects for Environmental Protection / Conservation: Chipko movement, Tiger Project and Ganga Action Plan.

**Suggested Readings:**

1. Arjun Dev (Ed.) (2003), A Handbook of Human Rights, Creative Learning Series, NBI, New Delhi.
2. NCERT (1980), Environmental Studies: Teachers Guide, New Delhi.
3. NCERT (1981). Environmental Education at the School Level, NCERT, New Delhi.
4. NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework (Revised Version), NCERT, New Delhi.
5. NCERT (2000), National Curriculum Framework for School Education, NCERT, New Delhi.
6. NCERT (2001), Guidelines and Syllabi for Primary Stage Upper Primary Stage, Secondary Stage and Higher Secondary Stage, NCERT, New Delhi.

**Subject Name:** EDUCATIONALSTATISTICS

**Objectives of the Subject:** On completion of the course, the student will able to-

- Understand the meaning and importance of statistics.
- Understand the meaning and compute measures of central tendency, measures of variability, measures of relationship.
- Understand the meaning and application of normal probability curve.
- Select and conduct the statistical analysis of data by applying the statistics suitable for the problem.

**Subject Content:**

**Unit – I: THE CUMULATIVE DISTRIBUTIONS AND PERCENTILES**

1. Meaning of Cumulative Frequency; Graphical Representation of Cumulative Frequency.
2. Cumulative Percentage Curve (Ogive) and its Construction.; Uses of Ogive.
3. Percentile and Percentile Ranks; Uses of Percentile Ranks.

**Unit – II: THE NORMAL PROBABILITY CURVE**

1. Meaning and Importance of Normal Probability Curve (NPC),
2. Properties and Applications of NPC.
3. Measuring Divergence of Data from Normality (Skewness and Kurtosis).

**Unit – III: CORRELATION METHODS**

1. Concept of Correlation, Uses of Correlation and Significance of Correlation Coefficient.
2. Correlation Methods:
  - a. Product Moment,
  - b. Rank Difference Method,
  - c. Contingency Coefficient (C).

**Unit – IV: INFERENCE STATISTICS**

1. Concept of Inferential Statistics, Parametric and Non-Parametric Statistical Tests. Type-I and Type-II Errors,
2. Meaning of Statistical Significance, Degrees of Freedom. Standard Error of Mean, Standard Error of Difference between Means.
3. Levels of Confidence and Confidence Intervals.

**Suggested Readings:**

1. Best, John W. Research in Education. New Delhi: Prentice Hall.
2. Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.
3. Cornell. The Essentials of Educational Statistics.
4. Garrette, Henry E., Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
5. George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi: Pearson.
6. Guilford, J. P. Fundamental Statistics in Education and Psychology. McGraw Hill, 1980

**Subject Name:** PSYCHOLOGICAL PRACTICAL.

**Objectives of the Subject:** On completion of the course, the student will able to-

- Understand the concept of Experimental Psychology.
- Understand about the methods of conducting various Psychological Experiment and Tests.
- Develop scientific attitude among the Students.

**Subject Content:**

STUDENTS ARE TO DO AT LEAST 12 PRACTICALS, OUT OF WHICH 5 PRACTICALS MUST BE WITH INSTRUMENTS.

**PSYCHOLOGICAL EXPERIMENTS:**

- Meaning, nature and scope of experimental psychology.
- Origin of psychological experiment.
- Uses and Application of psychological experiments in the field of education.

Unit 1: Memory:

1.0 Memory span for digits.

1.1 Memory span for letters.

1.2 Memory span for words and Non-sense Syllables on Memory Drum.

Unit 2: Attention:

2.0 Span of Attention.

2.1 Division of Attention.

Unit 3: Learning:

3.0 Human Maze Learning,

3.1 Mirror drawing.

Unit 5: Steadiness:

5.0 Steadiness tester Electrical with input.

Unit6: Intelligence:

6.0 Koh's Block Design Test.

Unit 7: Personality:

7.0 Rorschach Ink-blot Test

7.01 Thematic Apperception Test

**PSYCHOLOGICAL TESTS:**

Unit 1: Test On Personality

Unit 2: Test On Emotional Intelligence.

Unit 3: Test On Creativity.

Unit 4: Test On General Mental Health.

Unit 5: Test On Anxiety.

Unit 6: Test On Self- Esteem.

**Suggest Readings:**

- Meguigam, F.J.: Experimental Psychology. Prentice Hall of India. New Delhi
- Nataraj,P. Manuals Of Experiments In Psychology. Srinivas Publications. Mysore.
- Postman, L, & Egan, J.P.: Experimental Psychology, Kalayani Publishers. Ludhiana.
- Saikia, L.R.: Psychological & Statistical Experiment In Education. Guwahati.
- Woods Worth, R.S & Schlosberg, H: Experimental Psychology, Methune, London.

**Fourth Semester**

<b>Fourth Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Information and Communication Technologies in Education (ICT)	4	100
2	Methods and Techniques of Educational Research	4	100
3	Educational Management and Leadership	4	100
4	Research Course: Dissertation Work	4	100
5	Curriculum Development	4	100
6	Choose <b>Any One</b> a. Special Education b. Economics of Education	4	100
<b>Total</b>		<b>24</b>	

**Subject Name:** INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION

**Objectives of the Subject:** On completion of the course, the student will able to-

- Understand the concept of information and communication technologies in education.

- Explain the meaning and process of communication.
- Explain the concept and need of Information and Communication Technology (ICT).
- Explain the meaning and concept of virtual classroom and EDUSAT.

**Subject Content:**

**UNIT – I: INTRODUCTION TO ICT**

1. Concept of ICT: Meaning & Characteristics;
2. Role of Information Technology in Construction of Knowledge;
3. National Policy on ICT in School Education;
4. Challenges in Integrating ICT in School Education;

**UNIT-II: COMMUNICATION**

1. Concepts and process of communication, principles of communication,
2. Modes and barriers of communication.
3. Models of communication.
4. Classroom communication (verbal and non-verbal).

**UNIT -III: TECHNOLOGY FOR CLASSROOM INSTRUCTION**

1. Components, Working and Uses of
  - Over Head Projector (OHP),
  - Movie Projector,
  - Liquid Crystal Display (LCD) Projector,
  - Digital Liquid Display (DLP) Projector.
2. Components, Working and Uses of Computers in Teaching-Learning Process.
3. Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television (CCTV)

**UNIT- IV: NEW TRENDS IN ICT**

1. Virtual Classroom - Concept, Elements, Advantages and Limitations
2. Smart Classroom – Concept, Elements, Advantages and Limitations
3. EDUSAT - Concept, Elements, Advantages and Limitations
4. Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology

**Suggested Readings**

1. Barton, R.(2004).Teaching Secondary Science with ICT. McGraw-Hill International
2. Bhaskara Rao, Digumarti (2013): Vidya - SamacharaSankethikaSastram (ICT in Education). Guntur: master minds, Sri Nagarjuna Publishers.
3. Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
4. Department of School Education and Literacy, MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi
5. Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
6. Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd

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**Subject Name:** METHODS AND TECHNIQUES OF EDUCATIONAL RESEARCH

**Objectives of the Subject:** On completion of the course, the student will be able to-

- Help the students to understand the concept, types and methods of educational research.
- Acquaint the students with the data collection procedure and the various tools of educational research.
- Develop the ability to use some statistical methods to analyse and interpret educational data.

**Subject Content:**

**UNIT I: DESCRIPTIVE RESEARCH AND HISTORICAL RESEARCH**

1. Descriptive Research: Meaning, Importance, Steps and Types of Descriptive Research
  - a. Survey Study Method,
  - b. Correlational Study Method and
  - c. Case Study Method
2. Historical Research: Meaning, Nature, Importance and Steps involved; Primary and Secondary Sources of Information.
3. External and Internal Criticism of the Historical Data Sources

**Unit II: EXPERIMENTAL RESEARCH AND RESEARCH DESIGNS**

1. Experimental Research: Meaning, Importance,
2. Steps and Elements of Experimental Research, Methods of Controlling Extraneous Variables.
3. Research Designs:
  - a. One Group Pre-Test-Post-Test Design,
  - b. Two Groups Randomized Subjects (Post Test only) Design and
  - c. Simple Factorial Design (2X2).

**UNIT III: APPROACHES AND ANALYSIS OF QUALITATIVE DATA**

1. Difference between Qualitative and Quantitative Data.
2. Qualitative Research:
  - a. Grounded Theory Research,
  - b. Mixed Methods Research,
  - c. Logical Positivism,
  - d. Phenomenological Inquiry,
  - e. Interpretivism & Ethnography
3. Analysis of Qualitative Data with Emphasis on
  - a. Content Analysis including Logical & Inductive Analysis,
  - b. Discourse Analysis,
  - c. Analyses of Interview-based and
  - d. Observation-based Data.

**Unit IV: ANALYSIS OF QUANTITATIVE DATA: BASICS ABOUT DESCRIPTIVE STATISTICS**

1. Types of Data (Continuous and Discrete Data),
2. Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Pie Chart).

3. Measures of Central Tendency (Mean, Median and Mode).
4. Measures of Variability (Range, Quartile Deviation, SD, Variance)

**Suggested Readings:**

1. Agarwal. L. P.(2007).Modern Educational Research, Dominant Publishers andDistributers. New Delhi.
2. Best, J.W. & Kahn J.V. (1995): Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
3. Best, John, W., & Kahn James V. (2005). Research in Education”, Prentice Hall of IndiaPvt.Limited, 9th Edition, New Delhi.
4. Bhandarkar,P.L., Wilkinson,T.S, &Laldas,D.K. (2004), “Methodology and Techniques of Social Research”,Himalaya Publishing House, Mumbai.
5. Cohen,Louis; Manion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. Cambridge University Press, India Private Limited.
6. Creswell, John W. (2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. PHI Learning Private Limited, Delhi.

**Subject Name:** EDUCATIONAL MANAGEMENT AND LEADERSHIP

**Objectives of the Subject:** On completion of the course, the student will able to-

- Develop an understanding on the basic concept of educational management
- Acquaint the students with the recent issues in educational management
- Explain different styles of leadership.
- Describe the leadership traits and skills of educational administrators.

**Subject Content:**

**Unit – I: BASICS OF EDUCATIONAL MANAGEMENT**

1. Educational Management: Concept,Nature, Purpose and Principles.
2. Relationship between Educational Management and Administration.
3. Role of Teachers in Educational Management.
4. Role of School Management Committees (SMCs) in Educational Management.

**Unit – II: THEORIES OF EDUCATIONAL MANAGEMENT**

1. Theories of Management
  - a. Classical Theory,
  - b. Neo-Classical Theory and
  - c. Modern Theory and their Implications for Education.
2. Total Quality Management (TQM) in Education: Concept and Principles.
3. Concept and Importance of Management Information System (MIS) in Education.

**Unit – III: RESOURCE MANAGEMENT IN EDUCATION**

1. Management of Physical Resources (School Plant, Playground, Laboratory and Library).
2. Management of Financial Resources (Preparation of School Budget and School Development Plan).
3. Office Management in Education (Ways of Maintaining Different School Records),

4. Time Management in Educational Institutions (Meaning, Importance and Preparation of Academic Calendar and Time Table).

**Unit – IV: EDUCATIONAL LEADERSHIP AND MANAGEMENT OF HUMAN RESOURCES**

1. Concept of Educational Leadership,
2. Types of Leadership (Academic, Administrative, Community and Student-Centered Leadership).
3. Concept of Human Resource Management in Education.
4. Role of School Head in Managing Educational Institutions and Human Resources in them.
5. Current Trends in Educational Leadership in the Context of Privatization, Public- Private Partnership in Education.

**Suggested Readings:**

1. Bush, Tony; Bell, Les and David Middlewood. The Principles of Educational Leadership and Management, Sage Publications, New Delhi, 2010.
2. Bush, Tony. Theories of Educational Leadership and Management, 4th ed., Sage Publications, New Delhi, 2010.
3. Davies, Brent and Burnham, J. W. Handbook of Educational Leadership and Management, Pearson Education, 2003.
4. Gamage, David Thenuwara. And Pang, Nicholas Sun-Keung. Leadership and Management in Education, Chinese University Press, 2003.
5. Mohanty, J. Educational Administration, Supervision and School Management, Deep and Deep Publications, New Delhi, 2007.
6. Sharma, S. L. Educational Management: A Unified Approach of Education, Global India Publications Pvt. Ltd. New Delhi, 2009

**Subject Name:** RESEARCH COURSE: DISSERTATION WORK

**Objectives of the Subject:** On completion of the course, the student will able to-

- Develop the ability to conduct research among the students.
- Develop the spirit of team work among the students.

**Project Content:**

(EACH STUDENT HAS TO DO A STUDY HAVING EDUCATIONAL IMPLICATIONS) PROJECT REPORT MUST BE PREPARED SYSTEMATICALLY BY FOLLOWING PROPER METHODOLOGY.

**FORMAT OF THE PROJECT REPORT:**

1. SELECTION OF THE TOPIC OF PROJECT HAVING EDUCATIVE VALUE.
2. INTRODUCTION
  - Need of The Study.
  - Objectives of The Study.
  - Hypotheses of the Study.
  - Delimitation of The Study.
3. REVIEW OF RELATED LITERATURES. (AT LEAST TEN REVIEWS)
4. METHOD AND PROCEDURE.
  - Method Used in the Study.

- Sample
  - Tools
5. ANALYSIS AND INTERPRETATION OF DATA.
  6. FINDINGS OF THE PROJECT.
  7. SUGGESTION AND CONCLUSION.

**PERSONS INVOLVED IN THE PROCESS OF PROJECT EVALUATION:**

- Dean of the Department or Nominee of Dean
- Supervisor of The Project.
- External Examiner.

**REFERENCE:**

- Best, J.W. (1981) Research in Education. New Delhi; Prentice Hall.
- Kaul, L. (2000). Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt Ltd.
- Garrett, H.E.1979: Statistics in Education and Psychology, Bombay, Vakils: Feffer& Simons.
- Kaul, L. (2000). Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt Ltd.
- Guilford, J.P. Fundamental Statistics in Psychology.

**Subject Name:** CURRICULUM DEVELOPMENT

**Objectives of the Subject:** On completion of the course, the student will able to-

- Understand the concept and need of curriculum design.
- Describe characteristic features of different designs of curriculum development.
- Understand the various models of curriculum engineering.
- Appraise present curriculum of Indian schools.

**Subject Content:**

**UNIT I: INTRODUCTORY CONCEPTS.**

1. Curriculum: Its Meaning, Characteristics, Definitions, Scope and Importance of Curriculum.
2. Epistemological, Social and Psychological Foundations of Curriculum
3. Curriculum Planning: Concepts, Principles and Process.
4. Salient Features of National Curriculum Framework (2005)
5. Core Curriculum.

**UNIT II: CURRICULUM DESIGN AND DEVELOPMENT.**

1. Meaning of curriculum design
2. Sources of curriculum design
3. Principles of curriculum design
4. Types of curriculum

**UNIT III: CURRICULUM MODEL**

1. The Administrative Model.
2. The Grassroot Model.
3. Systems Analysis Model.
4. Taba's Model of Curriculum.

**UNIT IV: CURRICULUM CHANGE AND EVALUATION.**

1. Factors Affecting Curriculum Change.
2. Curriculum Evaluation: Concept, Need and Sources.
3. Process of Curriculum Evaluation.
4. Role of Teacher as a Curriculum Maker.

**Suggested Readings:**

- Aggarwal, J.C. (1990): Curriculum Reforms in India. Doaba House, New Delhi.
- Bloom, B.S., Hastings, J.T. And Madaus, G.F. (1971) : Handbook Of Formative And Summative Evaluation Of Student Learning. New York. Mc Graw Hill
- Bruner, J.S. (1977): The Process of Education. Harvard University Press.
- Dash, B.N. (2007): Curriculum Planning and Development. Dominant Publishers and Distributers.
- Dewey, J. (1966): The Child and Curriculum- The School and The Society, Phoenix, USA.
- MamidiMalla Reddy & S. Ravishankar : Curriculum Development and Educational Technology, Sterling Publishers Private Ltd., New Delhi- 110016
- Ncert, (2005): National Curriculum Framework. New Delhi.
- Pratt, D. (1980): Curriculum Design And Development. N.Y. Harcourt
- Taba, H. (1962) Curriculum Development : Theory And Practice. N.Y.: Harcourt Brace and World Inc.

**Subject Name:** SPECIAL EDUCATION (OPTIONAL)

**Objectives of the Subject:** On completion of the course, the student will be able to-

- Explain nature and causes of exceptionality.
- Suggest the alternative or remedial educational provisions for special children.
- Understand concept of mental retardation and provisions for them.
- Understand the process of practical assessment of special children.

**Subject Content:**

**UNIT I: SPECIAL EDUCATION & LEARNING DISABILITY.**

1. Special Education: Concept, Meaning and Need.
2. Children with Special Needs, Concept, Classification
  - Intelligence
  - Sense Organs
  - Loco motor
  - Speech and Other Aspects
3. Learning Disability: Concept and Meaning. Types of Learning Disability.
4. Characteristics of Children Having Learning Disability. Identification and Remedial Measures.

**UNIT II: VISUAL AND HEARING IMPAIRMENT**

1. Visual Impairment: Concept, Characteristics. Causes and Assessment Areas.
2. Classification of Visual Impairment and Educational Provisions.
3. Role of Technology in Enhancing Functioning.
4. Hearing Impairment: Concept, Characteristics Causes and Assessment Educational Provisions – Lip Reading, Sign Language, Finger Spelling, Total Communication.

**UNIT III: AUTISTIC CHILD & CEREBRAL PALSY.**

1. Concept and Characteristics of Autistic Child. Differences with Other Overlapping Disabilities.
2. Identification and Educational Provisions.
3. Cerebral Palsy and Other Loco Motor Disability- Concept and Characteristics. Types and Causes
4. Educational Provision and Other Needs

**UNIT: IV: GIFTED AND MENTALLY RETARDED.**

1. Concept and Characteristics of Gifted Children. Identification of Gifted Children Educational Provisions for The Gifted Children.
2. Concept and Characteristics of Creative Child Nurturing Creativity.
3. Mental Retardation- Definition and Characteristics of Mentally Retarded Children. Identification of Mentally Retarded Children Causes of Mental Retardation.
4. Classification of Mentally Retarded Children. Educational and Vocational Provisions.

**Suggest Readings:**

- Bhargava, M. : Exceptional Children, Agra, H.P. Bhargava Book House.
- Chapman, E.K: Visually Handicapped Children and Young People. London, Routhedga and Kegan Paul.
- Kotwal, P.: Special Education. Delhi. Authors Press.
- Mangal, S.K.: Educating Exceptional Children- An Introduction To Special Education. New Delhi. Phi . Pvt. Ltd.

- Kar, Chintamani.: Exceptional Children – Their Psychology and Education. Sterling Publishing Pvt. Ltd. New Delhi.

**Subject Name:** ECONOMICS OF EDUCATION (OPTIONAL)

**Objectives of the Subject:** On completion of the course, the student will able to-

- Understand of the meaning, nature, scope, functions and importance of economics of education.
- Familiarize the pupils with interrelationship between education and economics cost and production in education, recent trends in economics of education.
- Acquaint the learners with education as a tool of economic development and human capital formation
- Understand Man Power planning, educational planning, economic aspects of educational planning etc.

**Subject Content:**

**UNIT I: GENERAL CONCEPTS.**

1. Concept, Scope and Significance of Economics of Education.
2. Education as Consumption and Investment.
3. Recent Trends in Economics of Education.
4. Impact of Education on Economic growth of India.

**UNIT II: EDUCATION, HUMAN CAPITAL AND ECONOMIC DEVELOPMENT.**

1. Concept of Economic Growth and Development.
2. Contribution of Education to The Economic Development of a Nation.
3. Concept of Human Resource and Capital.
4. Education and Development of Human Resources.

**UNIT III: EDUCATION AND FINANCE.**

1. Concept of EDUCATION AND FINANCE.
2. Cost- Benefit analysis of Education (concept, characteristics, importance, techniques)
3. Taxonomy of Educational Cost at (primary, secondary and higher level)
4. Taxonomy of Educational Benefits.

**UNIT IV: GOVERNANCE IN EDUCATION AND FINANCE.**

1. Financing the higher education in India: Challenges and strategies.
2. Theoretical considerations of financing education.
3. Financing of higher education: Private initiatives – past, present and future.
4. Role of Centre and State in Financing Education.

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**Suggested Readings:**

- Aggarwal, J.C. 1982. Development and Planning of Modern Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Ansari, M.M. 1987. Education and Economic Development. New Delhi: Aiu Publication.
- Ansari, M.M. 1989. Financial Health of Universities: A Diagnostic Study. University News.
- Babalola, J.B. 2003. Fundamentals Of Economics Of Education (Ed) :Eppu, Ibadan: Basic Text In Educational Planning.
- Banker, G.S. 1964. Human Capital. New York: University Press.
- Blaug, M. 1972. An Introduction to The Economics Of Education. Economics Of Education Selected Readings, Volume I And II. London. Penguin Books.
- Camoy, M. 1995. Economics Of Education ; Then And Now. International. Encyclopaedia of Economics Of Education, 2nd Edition. Oxford :Pergamon Press.
- Garg, V.P. 1996. Financing Higher Education: Scope and Its Limits. New Delhi :Radha Publications
- Goel, S.C. 1975: Education And Economic Growth In India .Delhi: Macmillan.
- Invest India. Investment Opportunity: Education. Investment India. [Http://  
Www.investindia.gov.in/education-sector](http://www.investindia.gov.in/education-sector).
- Government of India, 2001. National Human Development Report by Planning Commission. New Delhi: Oxford University Press.
- Government of India. 2011. Census of India 2011: New Delhi. Government of India
- Mathur, A. 1993. The Human Capital Stock and Regional Economic Development in India, Regional Disparities In Educational Development, (Ed) New Delhi: South Asia Publishers.
- Naik, J.P. 1965. Educational Planning in India. Bombay: Allied Publishers.
- Singh, B. 1976. Education as an Investment, Meerut: MeenakshiPrakashan.
- Singh, B. 1983. Economics of Indian Education. New Delhi: MeenakshiPrakashan.
- Tilak, J.B.G. 1992. Educational Planning at Grassroot. New Delhi: Ashish Publishing House

**Procedure for Admission:**

Student may collect the information regarding admission through University website or helpdesk number according to their convenience. Student can download the admission form from the University website and send directly through online or offline mode to the University. After scrutinizing the documents and clearance of fees the admission will be confirmed and Registration/ Enrolment number will be issued.

**Fees Structure:**

Sr.no.	Particular	Fees
1	Course Fees	14,000/-
2	Credit Transfer/ Lateral Entry	NA
3	Continuation Fees	NA
4	Examination Fees	200/- (Per Paper)
5	Reappear/ Revaluation Fees	300/- (Per Paper)

In case of any scholarship applicable as per the UGC norms or any other statutory body, the admission committee will discuss the same and issue the appropriate decision accordingly.

The Examination will be conducted in Online/ Offline mode. The Evaluation will be done by the Internal Evaluators as well as External Evaluators.

The Result will be declared on the website of Centre for Distance & Online Education. After declaration of result student will be asked to submit re-evaluation form (if any) within 15 days of declaration of result.

**Requirement of the Laboratory:**

The University is going to use the ICT (Information Communication Technology) for conducting the programme. In case of any programme required practical to be conducted either the same will be performed by applying virtual reality methods or in offline mode at the University campus/ associated colleges. Also, the student will be provided a practical hand book for their help and better understanding.

Every Student would be provided SLM material in printed form. Also, the same will be available online on the University website.

**Cost Estimate of the Programme:**

The estimated cost would be Rs.3,00,000/- for programme development, delivery and maintenance.

**Quality Assurance:**

Every year the curriculum of the course will be reviewed and forwarded to the Academic Council with suggestions. The Academic Council will discuss the suggestions and recommended to Board of Management for its approval. The changes in the course curriculum as per the needs and requirements from time to time. The University will help the passed-out students in their placement in different industries through their training and placement cell.