

EDUCATION- Syllabus-2015

Semester	Paper		Paper Code No	Marks
Semester – I	Paper-I :		EDNELH- 101	100
Semester – II	Paper-II		EDNELH-201	100
Semester – III	Paper-III		EDNELH-301	100
Semester – IV	Paper-IV (Hons)		EDNH-401	100
Semester – V	Paper-V : (Hons)		EDNH-501	100
	Paper VI (Hons)		EDNH-502	100
Semester – VI	Paper-VII (Hons)		EDNH-601	100
	Paper-VIII : (Hons)		EDNH-602	100

5:2:19(3)

New B.A Course Structure of Education under the Semester System

w.e.f. 2013

Distribution of Papers over 6 Semesters

Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
B. A Elective: Paper I Marks: 100	B. A Elective: Paper II Marks: 100	B. A Elective: Paper III Marks: 100			
B. A Elective:Hons Paper I Marks: 100	B. A Elective:Hons Paper II Marks: 100	B. A Elective:Hons Paper III Marks: 100	B. A Elective:Hons Paper IV Marks: 100	B.A Elective:Hons Paper V & VI Marks: 200	B. A Elective:Hons Paper VII & VIII Marks: 200

Course Structure

Papers	Nature of the Paper	Name of Papers	Marks
Paper I	Elective/Elective:Hons	Educational Psychology	100
Paper II	Elective/Elective:Hons	Foundations of Education	100
Paper III	Elective/Elective:Hons	Educational System in India	100
Paper IV	Elective:Hons	Educational Thought and Practices	100
Paper V	Elective:Hons	Educational Evaluation and Statistics	100
Paper VI	Elective:Hons	Trends in Contemporary Indian Education	100
Paper VII	Elective:Hons	Educational Technology and Pedagogy	100
Paper VIII	Elective:Hons	School Organisation and Administration	100
		Total Marks	800

Note:

1. At the UG level only Honours programme shall be offered in which the total marks shall be 1800, distributed equally over 18 papers, teaching of which shall be evenly spread over 6 semesters.
2. The Honours course in B.A. Education will consist of 8 papers with a total of 800 marks which shall be evenly spread over 6 semester.
3. The Elective course in B.A. Education will consist of 3 papers with a total of 300 marks which will be spread in the first 3 semester.
4. All papers will be evaluated externally for 100 marks each.
5. With regards to the examination modalities at the UG Level there will be no objective type question paper under Semester System. (Ref: No.CDC/B/2011/-1984 dated 28th Sept, 2012)
6. Students can proceed to next higher semester irrespective of arrear papers. However, the students would be required to complete their programme of study within 10 semesters.
7. The 45% mark at the +2 level criteria for admission to the UG Course has been relaxed in view of the introduction of Semester System.

Course Objectives

1. To enable the students to understand the nature of Educational Psychology
2. To enable them to understand different aspects of Personality and its development
3. To develop an understanding of the process of learning
4. To make them understand the nature of intelligence and creativity
5. To enable them to understand the nature, scope, and importance of Guidance and Counselling.

Unit – I : Introduction to Educational Psychology

- Concept, Need & Scope of Educational Psychology
- Methods of Educational Psychology (Introspection, Observation, Case study)
- Application of Educational Psychology in Teaching and Learning.
- Stages of Growth & Development
- Adolescent Behaviour : Characteristics, Problems & Role of Education

Unit – II : Intelligence & Creativity

- Intelligence : Concept and Nature
- Role of Heredity & Environment in Determining Intelligence
- Theories of Intelligence (Two factor & Multiple Intelligence)
- Creativity : Concept & Nature, Characteristics of a Creative Person, Promoting Creativity Through Education.

Unit – III : Personality & Individual Differences

- Meaning and Nature of Personality
- Type and Trait Approaches to Personality
- Factors Influencing Personality Development
- Measurement of Personality
- Individual Differences : Its Educational significance

Unit – IV : Learning

- Learning : Meaning & Nature
- Factors Influencing Learning
- Theories of Learning : Trial & Error, Classical conditioning and Insight Learning
- Transfer of Learning

Unit –V : Guidance

- Guidance : Meaning, Nature, Scope & Types
- Need & Importance of Educational & Vocational Guidance Services in Schools
- Aptitudes, Interest & Attitudes, Educational Achievements & Personality Traits

5:2:19(6)

Unit – VI : Counselling

- Meaning, Nature & Scope of Counselling
- Types of Counselling
- Steps & Techniques of counseling

List of suggested readings: (Paper –I)

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|----|------------------------|--|
| 1 | Asch, M | Principles of Guidance and Counselling, Sarup & Sons Publishers, New Delhi (2000). |
| 2 | Bhatt B.D. Sharma S.R. | Educational Psychology, Kanishka Publishing House, New Delhi, (1993) |
| 3 | Chaube, S.P. | Development Psychology, M/S Vikas publishing House, Agra (1986). |
| 4 | Chibber, S.K. | Guidance and Educational Counseling, H.P. Bhargava, Book House, Agra (1999) |
| 5 | Crow & Crow | Educational Psychology, Eurasia Publishing House, New Delhi. (1964) |
| 6 | Crow, L.D. & Crow, A. | Educational Psychology, Revised Edition, Eurasia publishing House, New Delhi. (1964) |
| 7 | Dash, M. | Educational Psychology, Deep & Deep Publishing Pvt, Ltd, New Delhi. (2004) |
| 8 | Gagne, R.M. | The Conditions of Learning, N.Y. Holt, Rinehart & Winston Publishing House. New York 1970. |
| 9 | Kaur, R. | School Psychology, Deep & Deep Publishing Pvt, Ltd, New Delhi. (2006) |
| 10 | Jitendra Mohan | Educational Psychology, Wiley Eastern Ltd., New Delhi. (1993) |
| 11 | Madhukar Indiar | Guidance & Counselling, Balaji Book Distributors, Faridabad, (2001) |
| 12 | Mangal, S.K. | Educational Psychology, Prentice Hall of India., New Delhi. (2007) |
| 13 | Narayan Rao | Educational Psychology, Wiley Eastern Ltd., New Delhi. (1993) |
| 14 | Nayak, A.K. | Guidance & Counselling, H.P. Bhargava Book House, Agra, (1997) |

5:2:19(7)

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|----|------------------------|--|
| 15 | Naik, D. | Fundamentals of Guidance & Counselling, Anubhav Publishing House, Allahabad, (2007) |
| 16 | NCERT | Guidance & Counselling: A Theoretical Approach, (2 Vols). Eastern Book House, Guwahati- (1998) |
| 17 | Sharma, R.N. | Advanced Educational Psychology, Eastern Book House, Guwahati- (1996) |
| 18 | Skinner, C.E. | Educational Psychology, Prentice Hall of India., New Delhi. (1999) |
| 19 | Suri S.P. & Sodhi T.S. | Guidance & Counselling, H.P. Bhargava Book House, Agra, (1998) |
| 20 | Vygotsky, I.S. | Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong (1999) |
| 21 | Walla, J.S. | Foundations Educational Psychology, Jalandhar Publishing, Jalandhar (1997) |

IIInd Semester

Paper II : Foundations of Education

Course Objectives –

1. To develop an understanding of the meaning aims and objectives of Education
2. To develop an understanding of the role of Philosophy and Sociology in Education
3. To develop an understanding of the major philosophies of education
4. To enable the students to understand the cultural heritage of India
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships.

Unit I : Introduction to Philosophy & Education

- Education & Philosophy: Concept and their Relationship
- Aims of Education : Individual & Social
- Objectives of Education at Different Levels
- Role of Education in the Development of Human Values (Social, Moral & Aesthetic)

Unit - II : Philosophies of Education

- Idealism
- Naturalism
- Pragmatism

5:2:19(8)

Unit III : Democracy, Freedom & Discipline

- Education & Democracy
- Freedom & Discipline in Education
- Components of Education and their Mutual Relationship (Pupils, Teachers, School and Curriculum Transaction).

Unit – IV : Introduction to Sociology & Education

- Nature & Scope of Educational Sociology
- Education as a Social Process
- Need for Sociological Approach to Education
- School as a Social Sub-system

Unit – V Education, Social Change & Modernization

- Education as an Instrument of Social Change
- Education and Modernization
- Effect of Social Changes on Education

Unit – VI Education, Society and Culture

- Social Group : Primary & Secondary
- Social Interaction & Socialization
- Education & Cultural Heritage of India (Acquisition, Preservation & Transmission)
- Equalization of Educational Opportunities.

List of suggested readings: (Paper – II)

- 1 Aggarawal, J.C. Teacher & Education in a Developing Society, Vikas Publishing House, New Delhi, (2005).
- 2 Agrawal, S. Philosophical Foundations of Education, Authors Press, Delhi (2007)
- 3 Bhattacharya, S. Sociological Foundations of Education, Eastern Book House Gauhati, (2000)
- 4 Bhattacharjee, Srinibas Philosophical and Sociological Foundations of Education, Herald Book Service, (1996)
- 5 Brubacher, J.S. Modern Philosophies of Education, Mc Graw Hill, Publishing House, New Delhi (1977)
- 6 Dewey, J. Democracy and Education, Macmillan Publishing Co. New York (1981).
- 7 Hargreaves, David International Relations and Education, Routledge & Kegan Paul, London (1972)
- 8 Mannkeim, K. & Stewart, W.A.C. An introduction to the Sociology of Education, Routledge & Kegan Paul, London (1962)

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|----|---|---|
| 9 | Musgrave, P.W. | Sociology of Education, Mathuen & Co.Ltd. London (1972) |
| 10 | Nayar, P.R. Dave,
P.N. & Arora, Kamla
(eds) | Teacher and Education in Emerging Indian Society, NCERT,
New Delhi (1982). |
| 11 | Pani, R.N. | Integral Education, Education and practice, Ashish Publishing
House, New Delhi (1987) |
| 12 | Ross, J.S. | Ground Work of Educational Theory, George G. Harrap and
Co.Ltd. London (1966) |
| 13 | Saxena, N.R. | Philosophical and Sociological Foundations of Education
R.Lall Book Depot, Meerut, (2004) |
| 14 | Saxena Shakuntala | Sociological Perspectives in Indian Education, Ashajana
Publications, Delhi (1956) |
| 15 | Sharma, S.N. | Philosophical and Sociological Foundations of Education,
Herald Book Service, Faridabad (1995) |
| 16 | Sodhi T.S. & Suri
Aruna | Philosophical and Sociological Foundations of Education, H.P
Bhargava Book House, Agra- (1998) |
| 17 | Thakur, A.S. | The Philosophical Foundations of Education, national
Publishing House, New Delhi (1977) |

3rd Semester

Paper III : Educational System in India

Course Objectives

1. To develop an understanding of the Evolution of the Educational System in India
2. To develop familiarity with the legal & constitutional provisions in Education
3. To create an awareness of the main challenges and problems faced by the system.

Unit – I : Education in Ancient and Medieval India

Basic Ideas, Objectives , Curriculum, Methods of Teaching & Role of Teachers
of the following Systems –

- Education in Ancient India : Vedic , Brahmanic & Buddhistic Education
- Education in Medieval India

5:2:19(10)

Unit – II : Education in Colonial India (1813 – 1882)

- Charter Act (1813)
- Macaulay's Minute (1835)
- Wood's Despatch (1854)
- Hunter's Commission (1882)

Unit III : Education in Colonial India (1902 – 1947)

- Indian University Commission (1902)
- Sadler's Commission (1917)
- Hartog Committee (1929)
- Sargent Report (1944)

Unit – IV : Education in Post-Independence India

- Education in the Indian Constitution
- University Education Commission (1948-49)
- Secondary Education Commission (1952 – 1953))
- Indian Education Commission (1964-66) with Reference to School Education
- Knowledge Commission Report (2007) - with Reference to School Education
- Right to Education Act (2009)

Unit V : National Policy of Education (1986) & Programme of Action (POA ,1992)

- Concept of National System of Education
- Primary Education : Recommendations & Programme of Action
- Secondary Education : Recommendations & Programme of Action
- Higher Education : Recommendations & Programme of Action

Unit – VI : Education in North East India - (With special reference to Meghalaya)

- Problems & Issues of Primary Education
- Problems & Issues of Secondary Education
- Problems & Issues of Higher Education

List of suggested readings: (Paper – III)

1 Agrawal, A.K.

Development of Educational System in India,
Anmol publications Pvt. Ltd, New Delhi,
(2006)

2 Bareh, H

Progress of Education in Meghalaya, S.K.
Enterprise Shillong - (1996)

5:2:19(11)

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| 3 | Barua, P.K. | Educational Administration in Assam, Eastern Book House, Guwanati- (2000) |
| 4 | Basu, A. | Education in Modern India, Bani Mandir, Guwahati- (2001) |
| 5 | Bhatnagar S & Saxena A | Development of Education in india. R. Lall Book Depot, Meerut, (2003) |
| 6 | Ministry of Education | Report of the University Education Commission 1948-49. Ministry of Education, Government of India, New Delhi. |
| 7 | Ministry of Education | Report of the Secondary Education Commission 1952-53. Ministry of Education, Government of India New Delhi. (1953) |
| 8 | Ministry of Education | Challenge of Education- A Policy Perspective,. Ministry of Education, Government of India New Delhi. (1985). |
| 9 | Narulla & Naik | A Students' History of Education in India, Macmillan India Ltd. New Delhi. (2000) |
| 10 | NCERT | Education and National Development NCERT, 1964-65 New Delhi. |
| 11 | Pandey, R.S. | Development of Indian System of Education, Vinod Pustak Mandir, Agra, (2003) |
| 12 | Pandey, R.S. | Indian Educational System, Anubhav publication House, Allahabad, (2008) |
| 13 | Rai, L. | National Education in India, Bani Mandir, Pan Bazar, Guwahati-1 (2001) |
| 14 | Shukla, P.D. | Towards the New Pattern of Education in India, Sterling Publishers, New Delhi |
| 15 | Sharma, R.N. | History & Problems of Education in India. Laxmi Narain Agrawal Publisher, Agra, (2006) |
| 16 | Singh, M.S. | Educational Development in India, Anubhav Publication House, Allahabad, (2007) |
| 17 | www.knowledgecommission.govt.in | Knowledge Commisison Report 2007 |

5:2:19 (12)

4th Semester

Paper IV : Educational Thought & Practices

Course Objectives

1. To familiarize the students with the educational thought of ancient thinkers
2. To familiarize the students with the educational thought & practices of contemporary Indian thinkers.
3. To expose the students with the educational thought & practices of western thinkers
4. To acquaint the students with the innovative practices in education

Unit – I : Ancient Educational Thought

- Educational Thought & Practices in Post Vedic Period with reference to Upanishads
- Educational Thought & Practices in Ancient Greece
- Educational Thought & Practices in Ancient Rome

Unit – II : Educational Thoughts – Indian

- Rabindra Nath Tagore
- Aurobindo Ghosh
- Swami Vivekanand

Unit - III : Educational Thought – Western

- John Comenius
- Jean Jacques Rousseau
- Bertrand Russell

Unit IV : Modern Educational Thought

- Radha Krishnan
- J. Krishnamurthy
- Paulo Freire

Unit – V : Educational Practices

- Froebel's Kindergarten
- Montessori Method
- Dewey's Project Method
- Gandhi's Basic Education

Unit – VI : Innovative Practices in Education

- Distance Education
- Non formal and Continuing Education
- Inclusive Education

List of suggested readings: (Paper – IV)

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|----|---------------|--|
| 1 | Aggarwal J.C. | Theory and principles of Education, Vani Educational Books, Vikas Publishing House Pvt. Ltd, New Delhi, (1985) |
| 2 | Chaube, S.P. | Education in Ancient and Mediaeval India, Eastern Book House, Guwahati (1998) |
| 3 | Chaube, S.P. | Western Educational Thinkers, S.K. Enterprise, Shillong- (1990) |
| 4 | Friere Paulo | Pedagogy of the oppressed, Penguin Books, (1982) |
| 5 | Goswami, M.K. | Educational Thoughts and Essays . Asian Book Pvt. Ltd. New Delhi (2006) |
| 6 | Kaur, R. | Special Education: New Trends & innovations, Deep & Deep publications, New Delhi, 2005 |
| 7 | Pandey, R.S. | Educational Thoughts Anubhave Publishing House, Allahabad (2007) |
| 8 | Rusk, R.R. | The Doctrines of the Great Educators, Kanishka Publishers, New Delhi- (2000). |
| 9 | Safaya, R.N | Development of Educational Theory and Practice, Bani Mandir, Guwahati- (2000) |
| 10 | Sharma, A. | Development of Western Educational Thoughts, Eastern Book House, Guwahati- (1997) |

Paper V : Educational Evaluation & Statistics**Objectives**

1. To enable the students to understand the concept of measurement & evaluation as applied to education.
2. To familiarize the students about the various types of educational and psychological tests
3. To enable the students to develop the competency in solving various statistical problems

Unit – I Introductory Concepts

- Concept of Measurement & Evaluation
- Distinction Between Measurement & Evaluation
- Process and Purpose of Evaluation
- Bloom's Taxonomy of Educational Objectives under Cognitive Domain

Unit – II Test Characteristics

- Classification of Tests
- Concept of Standardized & Teacher Made Test
- Characteristics of a good Test
- Reliability and Method of Determining Reliability by Test – Retest Method
- Validity and Method of Determining Content Validity

Unit – III Psychological Test

- Likert's Attitude Scale
- Cattell's Sixteen Personality Factors (16PF)
- Stanford Binet Test of Intelligence

Unit – IV Graphical Representation of Grouped Data

- Histogram
- Frequency Polygon
- Cumulative Frequency Curve
- Ogive

Unit – V Central Tendency & Dispersion

- Measures of Central Tendency : Mean Median & Mode
- Measures of Dispersion : Range, Quartile Deviation, Average Deviation and Standard Deviation

Unit – VI Correlation and NPC

- Concept and types of Correlation
- Spearman's Rank Difference Method of Correlation
- Normal Probability curve : Concept & characteristics

List of suggested readings: (Paper – V)

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|----|---------------------------------------|---|
| 1 | Aggarawal, J.C. | Essentials of Examination System: Evaluation Tests & Measurement. Vikas Publishing House New Delhi, (1997) |
| 2 | Best J.W. & Khan J.V. | Research in Education (Sixth Edition) Prentice Hall of India, Pvt. Ltd. New Delhi, (1998) |
| 3 | Cronbach, L.J. | Essentials of Psychological Testing, New York, Harper and Brothers. (1960). |
| 4 | Garrett H.E. | Statistics in Psychology and Education, Eastern Book House, Shantipur, Guwahati- (1995) |
| 5 | Julian C. Stanley & Kenneth D. Hopkin | Educational and Psychological Measurement and Evaluation, Prentice Hall of India, Pvt. Ltd. New Delhi, (1978) |
| 6 | Kerlinger, F.N. | Foundations of Behavioural Research, Surjeet Publications, Delhi. (1978). |
| 7 | Rajamanickam, M. | Statistical Methods in Psychological and Educational Research, H.P. Bhargava Book House, Agra- (2001) |
| 8 | Singha, H.S. | Modern Educational Testing, Sterling Publisher & Co. New Delhi (1974) |
| 9 | Sharma, R.A. | Essentials of Measurement in Education & Psychology. R.Lall Book Depott Meerut, (2004) |
| 10 | Sungoh, S.M. | Educational Evaluation and Testing Himalaya Book House Shillong (2006) |

5:2:19(16)

5th Semester

Paper VI: Contemporary Indian Education

Course Objectives :

1. To familiarize the students with some interventions in elementary education
2. To acquaint the students with the efforts made regarding secondary education
3. To familiarize the students with some quality issues in Higher Education
4. To enable the students to understand some recent issues & trends in education.

Unit I : Pre-School Education

- Type of Pre-primary Schools
- Anganwadi's Balwadis, Creches' Day Care Centres
- Integrated Child Development Service (ICDS)
- Role of Indian Council for Child Welfare (ICCW)

Unit II : Elementary Education

- Sarva Shiksha Abhiyan (SSA) : Programme for Universalisation of Elementary Education
- Role of Block Resource Centres (BRC'S), Cluster Resource Centres (CRC'S) and Village Education Committees (VEC'S)
- Literacy Mission

Unit III : Secondary Education

- Rashtriya Madhyamik Shiksha (RMSA)
- Vocationalization of Secondary Education
- Role of NCERT, CBE and MBOSE
- Navodaya Vidhyalaya's : Objectives and Quality Concerns

Unit IV : Higher Education

- Quality & Excellence in Higher Education
- Role of UGC, NAAC and AICTE
- Knowledge Commission Report 2007 with reference to higher Education
- Globalization of Higher Education

Unit V : Teacher Education

- Concept Need and Scope of Teacher Education
- Pre-Service and In-service Teacher Education Programmes
- Role of DIET, CTE, DERT and NCTE in Teacher Education
- Duties and Responsibilities of a Teacher

5: 2:19(17)

Unit VI : Current Trends

Concept, Need, Scope and Programmes of the following :

- Population Education
- Environmental Education
- Human Rights Education
- Women Empowerment through Education

List of suggested readings: (Paper – VI)

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|----|--|--|
| 1 | Adhinarayana P Reddy | Post-literacy and Continuing Education, H.P. Bhargava, Book house, Agra (1999) |
| 2 | Bates, A.W. | Technology, open Learning and Distance Education, Eastern Book House, Shantipur, Guwanati (1995) |
| 3 | Chauhan, C.P.S | Modern Indian Education, Kanishk Publisher, New Delhi, 2004. |
| 4 | Dash, M | Education in India: problems and perspectives, al Administration in Assam, Eastern Book House, Shantipur, Guwanati- (2000) |
| 5 | Gupta, P.K. | Population Education, H.P. Bhargava, Book house, Agra |
| 6 | Joshi, K.M. | Higher Educational Developmental Issues, H.P. Bhargava, Book house, Agra (2000) |
| 7 | Kumar, K. | Life long Education, Eastern Book House, Shantipur, Guwanati- (2000) |
| 8 | Mehta, A.C. | Education for all in India, Eastern Book House, Shantipur, Guwanati- (2000) |
| 9 | Misra B.K. & Mahanty R. | Trends & Issues in Education R.Lall Book Depot, Meerut, (2003) |
| 10 | Mohanty, J. | Human Rights, Education, Deep & Deep publications, New Delhi, (2007) |
| 11 | Narkhedi, S.P. | Challenge of Higher Education in India, Bani Mandir, Guwahati- (2000) |
| 12 | Rao, V.K. & Reddy R.S. | Adult and Non-Formal Education, H.P. Bhargava, Book house, Agra (1999) |
| 13 | Saxena N.R.; Misra B.K. and Mohanty R.K. | Teacher Education. R.Lall Book Depot Meerut, (2004) |
| 14 | Sharma R.A. & Sharma R.K. | Problems of Education, H.P. Bhargava, Book house, Agra (2001) |

5:2:19 (18)

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| 15 | Shirur, R.R. | Non-Formal Education for Development, H.P. Bhargava, Book house, Agra (1999) |
| 16 | Sharma, R.N. | History & Problems of Education in India. Laxmi Narain Agrawal Publisher, Agra, (2006) |
| 17 | Singh & Surdarshan | Population Education, H.P. Bhargava, Book house, Agra (1996) |
| 18 | Singh, M.S. | New Trends in Education, Anubhav publishing House, Allahabad, 2007 |
| 19 | Sungoh, S.M. | An Introduction to Environmental Education. Akashi Book Depot. Shillong- (2006) |
| 20 | Tilak, J.B.G. | Women's Education and Development Gyan Books Pvt. Ltd, New Delhi, 2007
6 th Semester |

Paper - VII : Educational Technology

Objectives:

1. To enable the students to understand the nature & scope of educational technology
2. To acquaint the students about the various innovations in educational technology
3. To enable the students to understand the functions, principles and operations of teaching
4. To familiarize the students about various levels & skills of teaching

Unit – I Introductory Concept

- Concept and Scope of Educational Technology
- Types of Educational Technology
- Systems Approach to Instruction

Unit – II Communication

- Concept & Process of Communication
- Types of Class Room Communication
- Education through Mass-media (Radio, Television & Press)
- ICT in Education

Unit – III Teaching Technology

- Programmed Instruction
- Computer Aided Instruction
- Teaching Aids : Types & uses

5:2:19(19)

Unit – IV Teaching Concepts

- Teaching : Concept, Function and Principles
- Characteristics of Effective Teaching
- Teaching Operations at various Stages (Pre-Active – Interactive and Post-Active)

Unit – V Teaching Methods

- Methods of Teaching : Lecture, Demonstration, Problem solving and Discussion
- Levels of Teaching : Memory, Understanding and Reflective level
- Teacher Behaviour : Authoritarian, Democratic and Laissez faire.

Unit - VI Skills of Teaching & Micro-teaching

- Skills of Teaching
- Micro-teaching
- Team Teaching
- Evaluation of Teaching.

List of suggested readings: (Paper – VII)

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|---|------------------|---|
| 1 | Chand, Tara | Educational Technology, H.P. Bhargava, Book house, Agra 1999) |
| 2 | Chand, Tara | Principles of Teaching, H.P. Bhargava, Book house, Agra 1999) |
| 3 | Chauhan, S.S. | A Textbook of programmed Instruction, Sterling Publishers Pvt. Ltd. New Delhi, (1978) |
| 4 | Dhand Harry | Techniques of Teaching, H.P. Bhargava, Book house, Agra (2000) |
| 5 | Maitreya Balsara | Principles of Curriculum Reconstruction, H.P. Bhargava, Book house, Agra (1998) |
| 6 | Mohanty, J. | Educational Technology . Deep & Deep Publications, New Delhi, (2007) |
| 7 | Ram,S. | Modern Methods of Teaching, H.P. Bhargava, Book house, Agra 1998) |
| 8 | Rawat, S.C. | Essentials of Educational Technology, R.Lall Book Depot, Meerut, (2004) |
| 9 | Sankhala, D.P. | Educational Technology, Anubhav Publishing House, Allahabad-(2007) |

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|----|--|--|
| 10 | Saxena Swaroop, N.R. | Technology of ...
house, Agra (2000) |
| 11 | Saylor, J.Galen; William
Alexander & Arthur J.Lewis | Curriculum Planning
Learning 4 th Edition, New York
and Winston |
| 12 | Sharma, R.A. | ...
Technology
... |
| 13 | Sharma, R.A. | Technology,
Publishing House |
| 14 | Sharma, R.A. | Technology of Teaching, H.P. Bhargava, Book
House, Agra (1999) |
| 15 | Vashist, S.R. | Curriculum Construction, H.P. Bhargava, Book
House, Agra (2000) |
| 16 | Venkataiah, N. | Educational Technology. S. K. Enterprise Book
Seller and Distributors, Keating Road, P.O. Box
No. 35. Shillong -1 (19990 |
| 17 | Venkataiah, N. | Curriculum Innovations for 2000 A.D. H.P.
Bhargava, Book House, Agra (2000) |

6th Semester

Paper – VIII : School Management

Objectives

1. To develop knowledge and understanding of the Concept of School Management
2. To enable the students to understand the process of School Management.
3. To develop the familiarity with the Concept, Need and Scope of Educational Planning.
4. To enable the students to understand the Concept, Determinants & Principles of Curriculum Construction.

Unit – I School Management

- Concept & Scope of School organization and Management
- Types of School Management : Centralized and Decentralized, Authoritarian & Democratic
- Objectives and Principles of School Management.
- Characteristics of Successful School Management

Unit – II Class Room Management

- Meaning of Class room Management
- Principles of Class Room Management
- Process of Class room Management (Planning, organizing, leading and controlling)
- Techniques of Class Room Management

Unit – III Physical Infrastructure of School

- School Building and design of school plant
- School Library
- School laboratory
- School office

Unit IV Functioning of School

- Function of a School
- School Time Table & Calender
- Teacher's Diary
- Role of Headmaster & Teachers
- Staff Meeting

Unit – V School Inspection & Supervision

- Meaning, need and scope of Inspection & Supervision
- Distinction between Inspection & Supervision
- Objectives & function of supervision
- Steps of school supervision

Unit – VI Institutional Programmes & Planning

Programmes of a School

- Institutional Planning – concept, need, objectives, principles and process
- Organization of co-curricular Activities
- Evaluation of School programme

List of suggested readings: (Paper – VIII)

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|---|---------------------------|---|
| 1 | Amrish Kumar Ahuja | Educational Management, Planning & Finance,
Authors press, New Delhi, (2007) 250p |
| 2 | Bhatnagar, R.P. & Agarwal | Educational Administration, Supervision,
Planning and Financing, H.P. Bhargava, Book
house, Agra (2001) |

- 52:19(22)
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