

**ST. IGNATIUS COLLEGE OF EDUCATION**

**(AUTONOMOUS)**

(Re-accredited with 'A' Grade by NAAC)

Palayamkottai - 627 002.

Affiliated to

**TAMILNADU TEACHERS EDUCATION  
UNIVERSITY**

CHENNAI - 600 097.



Regulations and Syllabus for

**Degree of**

**Master of Philosophy (M.Phil.)**

for the Academic Year

**2016 - 2017**

**M.Phil. Syllabus**

## **CONTENTS**

S.No.	Contents
<b>SEMESTER I</b>	
1.	Core Course - I Advanced Educational Research Methodology and Statistical Applications Core Course - II Teacher and the Exceptional Learners
<b>SEMESTER II</b>	
2.	<b>ELECTIVES</b> Guidance and Counselling Educational Finance and School Administration Distance Education Higher Education

# **ST. IGNATIUS COLLEGE OF EDUCATION**

**(AUTONOMOUS)**

**(Re-accredited with 'A' Grade by NAAC)**

**Palayamkottai – 627 002**

## ***M.Phil Syllabus - Semester I & II***

### **Objectives**

1. To develop technical competence in the field of specialization.
2. To enable the students to manage the institutional and instructional processes towards the attainment of the functional objectives.
3. To enable the students to undertake educational research in a specific field and to interpret educational research investigations
4. To examine the scope and application of research in the field of Education.
5. To enable the students to identify the specific areas warranting counselling.
6. To develop skill in the use of appropriate statistical techniques.
7. To enable the students to be fit for various psychological services such as personal, educational and vocational guidance.

### **Eligibility**

Candidates with not less than 55% of marks in the degree of Master of Education of any University can seek admission for the degree of M.Phil. in Education.

### **Duration**

The duration of M.Phil. course is of two semesters. The duration of two semesters together consists of 200 working days inclusive of admission (10 days) and examination (10 days) with a minimum of 90 working days per semester.

### **Mode of Selection**

Every year after the publication of M.Ed. results, applications are issued. On receipt of filled-in application forms, candidates are called for interview to ensure the proficiency of the candidates in undertaking research. The State Government's norms are employed in Reservation of seats.

## **Details of the Programme**

The M.Phil programme on full-time basis will consist of two compulsory papers, each carrying 100 marks for the first semester. The Second Semester includes an Elective paper which carries 100 marks and the dissertation which carries 350 marks, including 50 marks for Viva-voce and 50 marks for the participation in research colloquium and 50 marks for participation in Seminar and Presentation of Papers.

To Pass M.Phil. Examination a student will be required to pass separately in each paper and dissertation. The dissertation shall be on an educational topic approved by the Research Committee. The students shall submit the topic for the dissertation to the committee not later than 15<sup>th</sup> October. The full-time students appearing for M.Phil. Examination should submit their dissertations two weeks ahead of the second semester theory Examination and 2 copies of the dissertation shall be submitted along with 1 C.D. copy. The Board appointed by the controller of Examinations in consultation with the Principal will evaluate the Dissertation and the Board members will conduct Viva-Voce for individual candidates one week ahead of the second semester theory Examination.

**M.Phil. Distribution of Credits**

<b>S.No.</b>	<b>Subject</b>	<b>Credits</b>
<b>SEMESTER - I</b>		
<b>1.</b>	Core Paper – 1 Advanced Educational Research Methodology and Statistical Applications	<b>12</b>
<b>2.</b>	Core Paper – 2 Teacher and the Exceptional Learners	<b>12</b>
<b>SEMESTER – II</b>		
<b>3.</b>	Electives : Guidance and Counseling	<b>12</b>
<b>4.</b>	Educational Finance and School Administration	
<b>5.</b>	Distance Education	
<b>6.</b>	Higher Education	
<b>7.</b>	Dissertation and Viva	<b>8</b>
<b>8.</b>	Practicum	<b>4</b>
	<b>Total</b>	<b>48</b>

## SCHEME OF EXAMINATION

### First Semester

<b>Sl. No</b>	<b>Subjects</b>	<b>Duration</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
1.	Advanced Educational Research Methodology and Statistical Applications	3 Hours	25	75	100
2.	Teacher and the Exceptional Learners	3 Hours	25	75	100
<b>Total</b>					<b>200</b>

### Second Semester

<b>Sl. No.</b>	<b>Subjects</b>	<b>Duration</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
1.	Elective – I	3 Hours	25	75	100
2.	Dissertation		100	100	200
3.	Viva-Voce Examination		-	50	50
4.	Research Colloquium (minimum 3) & Seminars + Course work		50	-	50
5.	Participation in Seminar & Presentation of Papers (minimum 2)		50	-	50
<b>Total</b>					<b>450</b>

**Total 200 + 450 = 650**

### **Internal Assessment – Theory**

The Scholars are evaluated according to their performance in

a) Preparation and Presentation of Assignments	: 10 marks
b) Two Tests	: 15 marks
c) Total	: <b>25 marks</b>

### **External Evaluation – Theory**

<b>Sl. No.</b>	<b>Type of Questions</b>	<b>No. of Questions</b>	<b>Marks</b>	<b>Total Marks</b>
1.	Short Essay Type (200 Words)	6 out of 8	5	30
2.	Long Essay Type ( 750 Words)	3 (Internal choice)	15	45
<b>Total</b>				<b>75</b>

### **Viva-voce**

The Board appointed by the controller of examinations in consultation with the Principal will evaluate the Dissertation and the board members will conduct viva-voce.

### **Standard of Passing**

To pass M.Phil examination the candidate must obtain at least 50 percent marks in each paper, 50 percent in the dissertation and 50 percent in participation in research colloquium. Class is awarded on the basis of the sum total of marks obtained by the scholar in Theory Papers and Dissertation. The successful candidate who obtains 75 percent or above of the total marks will be placed in the first class with distinction. The candidate who obtains 60 percent or above but less than 75 of the total marks will be placed in the first class. The candidate who obtains 50 percent and above but less than 60 will be placed in the second class. The candidate who secures below 50 percent marks will have to reappear for the paper.

If a candidate passes in the dissertation but fails in the theory papers, marks obtained by him in the dissertation shall be carried over to the subsequent year or years. If a candidate passes in the theory papers and fails in the dissertation, the marks obtained by him in the papers shall be carried over to the subsequent year or years.

**Details of Passing minimum and Award of Class:**

For each theory paper the minimum marks required for a pass is 50%. of the aggregate of internal and external marks. (For each paper the minimum marks for pass in the external examinations is 45%). For Practical activities also the required minimum for pass is 50%. The pass marks in dissertation is 50%. Class is awarded on the basis of the Total Marks by the candidate in Theory Papers and Practicals.

75% and above	-	Distinction
60% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear



### Core Course and Elective Subject Codes

<b>First Semester</b>		
<b>S.No</b>	<b>Courses</b>	<b>Course Code</b>
1.	Advanced Educational Research Methodology and Statistical Applications	RC1-F
2.	Teacher and The Exceptional Learners	RC2-F
<b>Second Semester</b>		
	<b>Electives</b>	
3	Guidance and Counselling	REG-S
4	Educational Finance and School Administration	REA-S
5	Distance Education	RED-S
6	Higher Education	REH-S
7	<b>Dissertation</b>	
	Internal	RDI
	External	RDE
	Viva – Voce	RDV
	Practicum	RDP

# ***SEMESTER - I***

**PAPER – I – ADVANCED EDUCATIONAL RESEARCH**  
**METHODOLOGY AND STATISTICAL APPLICATIONS**

**[SEMESTER – I]**

*Sub Code : RC1-F*

**Objectives**

*The scholars are enabled to*

- ❖ acquire Knowledge of various types of educational research and research Designs
- ❖ get acquainted with new approaches to educational research
- ❖ apply the principles of tool construction and standardization and understand the contemporary developments in educational research
- ❖ choose appropriate statistical techniques for the analysis of data collected
- ❖ use and interpret findings on the basis of analysis of data.

**Unit I Research and its Types**

Fundamental, Applied and Action Research – Values of action research in India – Research Proposal – Modern methods of research : Genetic, causal Comparative method, Follow-up, Job analysis, Activity Analysis, Content analysis, Trend analysis, Heuristic, Phenomenological, Interdisciplinary, Ethnographic Studies, Policy research, Intervention studies, Baseline studies.

**Unit II Experimental Method**

Experimental Design – Experimental and Control groups - Pre-experimental designs, True experimental Design, Quasi experimental designs,- Variables – Types of variables : Dependent, Independent, Intervening - Controlling extraneous variables – Hypothesis – types and verification – Experimental threats – Internal and External.

**Unit III Research Tool Development and Reporting**

Meaning – Classification – Criteria for selection –Construction of tools - Types of tools : Questionnaire, attitude scale, Observation, interview, schedule, check list - item Analysis – Establishment of reliability and validity - Sampling Procedures: Probability and non probability sampling, Sample size and sampling error, errors in data collection - Reporting.

**Unit IV The Recent approaches in Educational Research**

Meta analysis, Mixed method, Online survey, Mail survey, Opportunities and challenges in on-line research – Internet based research in Education : Simulation, GIS,

Use of Ms Word, Excel for data entry, data Manipulation, Use of SPSS.

## Unit V Statistical Analysis

Scales of Measurement: Nominal, Ordinal, Interval and Ratio - Association of attributes - Classification, Determination of frequency - Frequency method - Comparison of proportion - Yule's Co-efficient of Colligation and co-efficient of Contingency- Analysis of time series - Method of estimating trend - Free hand method, selection point method, semi average method, moving average method, least square method - Meaning of analysis of variance - Analysis of variance (ANOVA) between subjects, one way, two way ANOVA - Factorial MANOVA, MANCOVA. Multiple regression, Stepwise regression - Factor analysis, Path analysis.

## References :

- Ajay Das, (2011). *Educational Research*. New Delhi: Swastik Publications.
- Fred Kerlinger, (2007). *Foundations of Behavioural Research*. New Delhi: Surjeet Publications.
- Gurumani, N. (2007). *Scientific Thesis writing and paper presentation*. Chennai: MJP Printers.
- Hari Shankar, Asthana & Braj Bhushan. (2007). *Statistics for Social Science*. New Delhi: Prentice - Hall of India Publications.
- Krishnaswami & Ranganathan. (2010). *Methodology of Research in Social Sciences*. Mumbai: Himalaya Publications.
- Kothari, (2011). *Research Methodology, Methods and Techniques*. Rajasthan: New Age International Publications.
- Manoharan, M. (2010). *Statistical Methods*. Palani: Paramount Publications.
- Norman, Lincoln & Yvonna. (1994). *Handbook of Qualitative Research*. New Delhi: Sage Publications.
- Panneer Selvam, (2011). *Research Methodology*. New Delhi: PH1 learning Publications.
- Pillai Bagavathi, R. (2002). *Practical Statistics*. New Delhi : S.chand & Company Publications.
- Radha Mohan, (2010). *Teacher Education*. New Delhi: Neelkamal Publications.
- Sharma, (2010). *Essentials of scientific Behavioral Research*. Meerut: Lall Book

Depot.

Shefali Pandya, (2011). *Educational Research*. New Delhi : A.P.H. Publications.

Suranjan Saha, (2006). *Mathematics and Statistics*. Kolkata : New Cantral Book Publications.

Subramaniam, N. (2009). *Statistics and Numerical Methods*. Erode : SCM Publications.

Sharma, A. (2008). *Advanced Statistics in Educational and psychology*. Meerut: Lall Book Depot.

Yogesh Kumar Singh, (2007). *Research Methodology*. New Delhi: A.P.H. Publications.

# **PAPER – II - TEACHER AND THE EXCEPTIONAL LEARNERS**

## **[SEMESTER – I]**

*Sub Code : RC2-F*

### **Objectives**

The scholars are enabled to

- ❖ comprehend the types and categories of exceptional children
- ❖ develop favourable attitude towards exceptional children
- ❖ develop an understanding of speech, language and hearing problems
- ❖ understand the Recent trends and issues in the Education of Exceptional Children
- ❖ appreciate the need, scope and significance of special educational treatments.

### **Unit I          Exceptional Children**

Meaning and definition of Exceptional children, Types of Exceptional Children – Intellectually Exceptional, Physically Exceptional, Emotionally exceptional - Need and significance of education of exceptional - Inclusive integrated education.

### **Unit II          Education of the Intellectually Exceptional**

Meaning, nature and characteristics of gifted, creative backward and mentally retarded, Identification, needs, problems and educational provisions.

### **Unit III          Education of the Physically Exceptional and Emotionally Exceptional**

Meaning of physical disability – Causes, Educational Provisions for Visually impaired, hearing impaired children and children with learning disabilities – dyslexia, dyscalculia, dysgraphia Meaning of emotionally exceptional – Causes - Prevention and treatment.

### **Unit IV          Recent trends and issues in the Education of Exceptional Children**

Need based and skill oriented education, Role of Educational Technology - Use of Computer assisted instruction: Tutorial, self study and Distance learning use of software for individuals with special needs: Role of white boards, smart boards and assistive technology in special education.

## **Unit V        Policies and Legislations**

International & National legislations for education of children with special needs, National policy on Education with reference to Education of the exceptional learners. Government schemes and provisions for children with special needs. Services and programmes for the disabled – Research in Special Education.

### **References :**

Alice Rajkumar, Rita Suguna Sundari & Digumarti Bhaskara Rao. (2004). *Special Education*. New Delhi: Discovery Publications.

Bharat Singh, (2008). *Modern Teaching of Exceptional Children*. New Delhi: Anmol Publications.

Beenukumari, (2012). *Teaching children with Autism*. New Delhi: Sonali Publications.

Chintamani Kar, (2008). *Exceptional Children their Psychology and Education*. New Delhi: Sterling Publications.

Dash, (2007). *Education of Exceptional children*. New Delhi: Atlantic Publications.

Dash, M. (2007). *Education of Exceptional Children*. New Delhi: Atlantic Publications.

Dhawan, (2007). *Education of children with special Needs*. New Delhi: Isha Books Publications.

Govinda Rao Kundu, (2010). *Perspectives on Special Education (2volumes)*. New Delhi: Neelkamal Publications.

Jampala Madhu Bala & Digumarti Bhaskara Rao. (2010). *Methods of Teaching Exceptional children*. New Delhi: Discovery Publications.

Jaskiran Vivakur, (2007). *Special Education*. Ludhiana: Tandon Publications.

Kavitha Jain, (2006). *Special Education*. New Delhi: Mohit Publications.

Loleanadha Reddy, Ramar & Kusuma. (2010). *Education of children with special needs*, New Delhi: Discovery Publications.

Meenakumari, (2009). *Education for the Children with Special Needs*. New Delhi: Centrum Press.

Meena Kumari, (2009). *Education for the children with special Needs*. New Delhi: Centrum Press.

Nagarajan, (2016). *Creating an Inclusive School*. Chennai: Sri Ram Publications.

Nirmala Thopar, (2013). *Special Education*. New Delhi: Disaldes Saurabh Publications.

# ***SEMESTER - II***



## **ELECTIVE – GUIDANCE AND COUNSELLING [SEMESTER –II]**

*Sub Code: REG – S*

### **Objectives**

**The Scholars are enabled**

- **To understand the concept, need, importance of Guidance and counselling.**
- **To understand the principles of guidance and counselling programme.**
- **To understand the need for guidance to the children with special needs.**
- **To acquaint with various procedures of organizing various guidance services.**
- **To explain the psychological and sociological foundations of guidance and counselling.**
- **To discuss the different types of therapy.**
- **To describe the role of teachers in counselling situations.**
- **To explain various theories of vocational development.**
- **To describe the process of vocational development.**
- **To identify the role of family, school and community in guidance and counselling.**

### **Unit I            Guidance and Counselling**

Introduction - Guidance and Counselling - Concept, Definition and Principles, Background, Current status in India and Abroad – Objectives of counselling - Strategies of guidance – Area of guidance – Characteristics of Counselling , Counselling and Psychotherapy.

### **Unit IIBases of Guidance**

Bases of Guidance – Philosophical, Psychological, Sociological, Logical and Pedagogical – Foundations of Counselling: Psychological Bases – Individual differences – Defense mechanisms, Mal adjustment, Mental health, Integrated Personality – Sociological bases – Social nature of human beings, Nature of human relation ships.

### **Unit III Educational Counselling**

Educational counselling Need for Educational counselling - Role of teachers in counselling at different levels - Elementary school - High School,- College - Teacher and Counsellor - Teacher and Counsellee - Children with special needs – The Gifted – Physically Challenged – Mentally - Challenged - Emotional and Behaviour problems of adolescents, Learning - difficulties - Alcoholism and Drug abuse and Sex related problems - Guidance oriented Education - Educational Counselling & Curriculum – Counselling & Home.

### **Unit IV Vocational Counselling**

Need for Vocational Counselling - Theories of career Development and Decision making – Techniques for Career Planning and Decision Making – Computerized Career Assistance System – Theories of Vocational Choice – Ginzberg theory, Holland's theory, Super Vocational theory, Havinghurst theory, Structural theory.

Process of Vocational counselling – Vocational Guidance, Job Analysis and Job Description, Career Counselling – Information service and Guidance – Conflicts in work environment.

### **Unit V Family and Marital counselling**

Need for family counselling - Family system –Nuclear Family – Joint Family problems - Parental Counselling - Role of parents in dealing with children's problems - Need for marital counselling - Marital problems – Socio – Economic factors – Finance – Social life, Religious and other values – Occupational Demands. Counselling the parents of Challenged and Deviant Children - Genetic Counselling and its importance.

### **References :**

Adams James, F. (1962). *Problems in counseling*. New York: Mac Milan Publishers.

Aggarwal, J.C. (1991). *Educational and Vocational Guidance and Counselling*. New Delhi: Doba House.

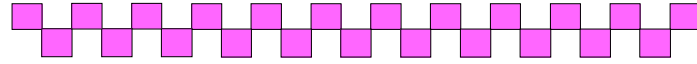
Anastasi, A. (1958). *Differential Psychology*. New York: Mac Milan Publishers.

Gibson L. Robbert & Hitchil, Marianne. (1995). *Introduction to Counselling and Guidance*. London: Prentice Hall International Ltd.

Hansen C. James Selvie, R, Richard & Warner. (1986). *Counselling Theory and Process*.

Narayana Rao, S. (1992). *Guidance and Counselling*. New Delhi: Tata McGraw Hill Publishing Ltd.

Sharma. *Guidance and Counselling*.



# **ELECTIVE – EDUCATIONAL FINANCE AND SCHOOL ADMINISTRATION [ SEMESTER – II]**

*Sub Code : REF-S*

## **Objectives**

**The prospective teacher educator is enabled**

- **To understand the meaning, scope of educational administration.**
- **To develop an understanding about the management of finance resources.**
- **To acquaint with the broad problems in the field of educational finance in India.**
- **To develop a concept of competency in educational administration.**
- **To acquaint with the processes of educational administration.**

## **Unit I        Scope of Educational Administration**

Meaning and Scope of Educational Administration – Development of modern concept of Educational Administration – Administration Vs Management – Taylorism – Administration as a process – Administration as a bureaucracy – Human Relations Approach to Administration – System Approach – Specific trends in Educational Administration – Decision making – organizational Compliance – Organizational Development – Modern Trends in Educational Management – PERT and SWOT Analysis.

## **Unit II Leadership and Administration**

Leadership in Educational Administration – Meaning and Nature of leadership – Theories of leadership – Trait Theory – Type theory – Behavioural theory – Situational theory – Group theory – Path goal.

## **Unit III Leadership styles**

Styles of leadership – System evaluation – Programme Evaluation and Evaluation of functionaries – Measurement of leadership – The administrator – his role and qualities.

## **Unit IV      Educational Finance**

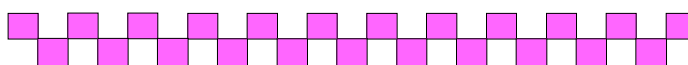
Educational finance – Nature and Scope of Educational Finance – Its importance – State responsibility – Sources, Procurement, Allocation of funds – Mobilization of local resources, private and self financing of Educational institution – Cost benefit Analysis – Individual, Social, Institutional and Unit Cost.

## **Unit V      Management of Financing**

Financing education in India, Cost of Education – Education as investment and expenditure – Role of the Central Government – Administration of Education Finance – Basic Principles of Provision, budgeting, sanction, utilization – State finance and institutional finance.

### **References :**

- Chandrakant, L.S. (1957). *Educational Administration, What it means*. Delhi: Manager of Publications.
- Henry, H.B. (1955). *Changing concepts in Education Administration*. Chicago: University of Chicago Press.
- Mohilman. (1951). *School Administration*. New York: Houghten Miffling.
- Mort, P.B. (1946). *Principles of School Administration*. McGraw Hill.
- Mukherji, L. (1960). *Problems of Administration of Education in India*. Allahabad: Kitab Mahal.
- Mukherji, S.N. (1963). *Administration of Education in India*. Baroda: Acharya Book Depot.
- Naik, J.P. & Syed Nurullah. (1949). *Education in India during British Period*. Bombay: Macmillan.
- Sears, I.B. (1960). *The nature of the Administrative process*. New York: McGraw Hill.



## **ELECTIVE - DISTANCE EDUCATION [SEMESTER – II]**

*Sub Code : RDE-S*

### **Objectives**

#### **The Scholars are enabled**

- To acquire the knowledge of concept and scope of distance education.
- To compare the features of distance education with that of conventional education.
- To analyse the similarities and differences that exist between different modes of Distance Education institutions.
- To develop knowledge of various multimedia approaches in distance teaching – learning.
- To explain the teaching methodology used in distance education and their relative merits.
- To list basic issues of educational evaluation in distance education
- To delineate the criteria for evaluation in distance education.
- To explain how to establish distance education Institutes in Universities.
- To appreciate the need for Regional centres and counseling services in Distance education.
- To get familiar with the technology in distance education.

#### **Unit I Growth of Distance Education**

Distance Education: Philosophy, Theories, Objectives and principles – Comparison between traditional correspondence and open Education. – Present Status – Growth and Development of Distance Education in India.

#### **Unit II Developing Courseware**

Media and Technology in Distance Education. Selection of Methods and Media Design and Preparation of Self – Instructional Materials Editing in Distance Education. The role of Media, Online Courses, Internet and Web Resources, Virtual classroom and Virtual University. Research in Distance Education – Past, Present and Future perspective. Developing courseware for Distance Education – Developing a Curriculum

– Assessing Educational needs – Course planning – organizing the content – Models of presenting the content – assessment and feedback.

### **Unit III Methodology**

Distance Learners, Self – Learning, Skills for Self – Learning, Role of Communication Technology in Self – Learning. Distance Education Teaching Methodology – the Methods – the multimedia approach – Teacher – Students interaction – Role of Distance Education – Tutor and Tutor comments.

### **Unit IV Evaluation**

Characteristics of Learning Material Counselling in Distance Education - Evaluation in Distance Teaching – basic issues of educational evaluation – tests Construction – grading and question banking. Assignments, Projects – Guidance and evaluation – Criteria for Evaluation.

### **Unit V Student Supports Services**

Student Supports Services, Significance of Personal contact Programmes. Regional study Centres – Models and operation. Counselling services.

### **References:**

Borah, S. (1988). *Distance Education*. New Delhi: Amar Prakashan.

Freeman. (1997). *Managing Open Systems*. London: Kogan Page.

Guri, Sarah. (1989). *Quality Control in Distance Education - Open Learning*.

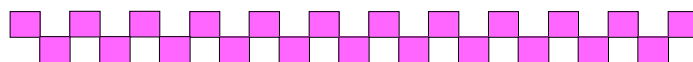
Holmberg, B. (1977). *Distance Education of Survey and Bibliography*. London: Kogan Page.

Keegan, D. (1986). *The Foundations of Distance Education*. London: Croom Helm.

Rumble, G. & Hary, K. (1982). *The Distance Teaching Universities*. London: Croom Helm.

Rumble, G. (1986). *Planning and Management of Distance Education*. London: Croom Helm.

Thorpe, Mary. (1988). *Evaluating Open and Distance Learning*. Longman, Essex.



## **ELECTIVE - HIGHER EDUCATION [SEMESTER – II]**

*Sub Code : REH-S*

### **Objectives**

**The scholars are enabled**

- **to understand the concept & Development of Higher Education.**
- **to develop the skills in Curriculum planning.**
- **to learn the innovative practices in Higher Education.**
- **to enrich the quality of Higher Education.**

### **Unit I Concept and aims of Higher Education**

Concept and aims of Higher Education – development of Higher Education in India – Social Relevance – Human Resource development – Constitutions provisions – Five year plans.

### **Unit II Innovations in Higher Education**

Innovations in Higher Education – CBCS – Mentorship – Adjunct Faculty – Scholars in Residence – ICT enabled Education – Globalization and Privatization in Higher Education – Prospects, Problems, Strategies – TQM.

### **Unit III Curriculum Planning**

Principles of Planning Curriculum – Structure of the Curriculum – Changing concepts of Curriculum. Curriculum development – dynamic process – Curriculum construction according to needs – integrated curriculum – Core curriculum – work centred curriculum

### **Unit IV Teacher Competence**



Teacher Competence in Higher Education – Communication and Managerial skills  
Class room management – Teaching Learning process in tertiary Education.  
Understanding Adolescence – Development, Changes, Characteristics and Conflicts.

## **Unit V      Educational Policies in Monitoring Higher Education**

National Education Commissions – Mudaliar Commission (1954) – Kothari Commission (1964 – 66) – National Policy on Education (1986) – Ramamoorthy revised Education Policy – POA – 1992, Statutory Bodies – MHRD – UGC – UNESCO – NCTE – NCERT – NAAC – IQAC – NCF.

Colleges – Universities – Higher Education agencies – Teaching, Research, Extension and Consultancy – Performance appraisal – self-study – students evaluation – national bodies – monitoring and supervision – Need and Role of Soft Skills in Higher Education.

### **References:**

- Arulsamy. (2010). Curriculum Development. Hyderabad: Neelkamal Publishers Pvt. Ltd.
- Bhatt, B.D. & Sharma, S.R. (1992). *Principles of Curriculum Construction*. New Delhi: Kanishka Publications.
- Brown, R. (2000). *The New UK Quality Framework, Higher Education Quarterly*. 54(4): 323-342.
- Chandrasekaran, Premila. (1994). *Educational Planning and Management*. New Delhi: Sterling Publishers Pvt. Ltd.
- Crawford, F. (1991). *Total Quality Management*. London: Occasional Paper C VCP.
- Dilip Garud & Arvind M. Nawale. (2013). *Higher Education in India*. Prashant Mothe.
- Hilda Taba, L. (1962). *Curriculum Development, Theory and Practice*. New York: Harcourt Brace Javenevich Inc.
- Nagarajan K. Natarajan. (2009). *Education innovations and Management*. Chennai: Ram Publishers.

- Paul Khurana & Singhal. (2010). *Higher Education – Quality and Management*. New Delhi: Gyan Publishing House.
- Powar, K.B. (1997). *Higher Education in India since Independence: Retrospect and Future Options*. New Delhi: AIU Occasional Paper 97/1.
- Prokopchuk, A. (1993). *The Control and Evaluation of Higher Education Institutions*. *Higher Education in Europe*, 18(3): 134-136.
- Ram Chandra Sharma. (2002). *Modern Methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Rao, V. (2009). *Reform of Higher Education*. New Delhi: Rajat Publications.
- Seldon, W.K. (1960). *Accreditation: A Struggle over Standards in Higher Education*. New York: Harper and Row.
- UNESCO. (1998). *Higher Education in the Twenty-first Century: Vision and Action*. Final Report, Paris: UNESCO.
- Vlascenu, L. (1993). *Quality Assessment: Issues and Policy Implications, Higher Education in Europe*. 18(3): 91-99.