

**CBCS Syllabus**

**For**

**Undergraduate Courses**  
**(Honours and Pass courses)**

**Department of Education**

**Nagaland University**

## **COURSE CONTENT**

### **HONOURS COURSE**

Core papers (14 Nos) (6 credit each)

Paper Code	Course Code	Title of the paper	Total Credit
C-1	EDN C-1	Psychological Foundations of Education	6
C-2	EDN C-2	Philosophical Foundations of Education	6
C-3	EDN C-3	Sociological Foundations of Education	6
C-4	EDN C-4	Basics of Educational Research	6
C-5	EDN C-5	Trends and Issues of Modern Indian Education	6
C-6	EDN C-6	Educational Measurement and Evaluation	6
C-7	EDN C-7	Educational Technology	6
C-8	EDN C-8	Development of education in India	6
C-9	EDN C-9	Statistics in Education	6
C-10	EDN C -10	Educational Management	6
C-11	EDN C-11	Guidance and Counselling in Education	6
C-12	EDN C-12	Curriculum Development and Construction	6
C-13	EDN C-13	Education in Modern India	6
C-14	EDN C-14	Structure and Issues of Contemporary Education in India	6

### **GENERIC ELECTIVE PAPERS (6 Credit Each) for HONS**

Paper Code	Course Code	Title of the paper	Total Credit
			6
GE-1	EDN GE-1	Psychological Foundations of Education	6
GE-2	EDN GE-2	Sociological Foundations of Education	6
GE-3	EDN GE-3	Trends and Issues of Modern Indian Education	6
GE-4	EDN GE-4	Development of Education in India	6

**DISCIPLINE SPECIFIC ELECTIVE (6 Credit Each) for HONS**

Paper Code	Course Code	Title of the paper	Total Credit
DSE-1	EDN DSE-1	A. Pedagogy of Teaching / B. Distance Education	6
DSE-2	EDN DSE- 2	A. Development of Education in North- East India / B. Comparative Education	6
DSE-3	EDN DSE- 3	A. Gender and Education / B. Economics of Education	6
DSE-4	EDN DSE- 4	A. Value Education/ B. Population Education/ C. Project / Dissertation	6

**SKILL ENHANCEMENT COURSES (2 Credit Each)**

Paper Code	Course Code	Title of the paper	Total Credit
SEC-1	EDN SEC- 1	Life Skills Education	2
SEC-2	EDN SEC-2	Communication Skills	2

## PASS COURSE

Core papers (4 papers for each discipline)

Paper Code	Course Code	Title of the paper	Total Credit
			6
DSC-1A	EDN DSC-1	Psychological Foundations of Education	6
DSC -1B	EDN DSC-2	Sociological Foundations of Education	6
DSC-1C	EDN DSC-3	Trends and Issues of Modern Indian Education	6
DSC-1D	EDN DSC-4	Development of Education in India	6

## SKILL ENHANCEMENT COURSES (2 Credit Each)

Paper Code	Course Code	Title of the paper	Total Credit
			2
SEC-1	EDN SEC-1	Life Skills Education	2
SEC-2	EDN SEC-2	Communication Skills	2
SEC-3		From Common Pool	
SEC-4		From Common Pool	

## DISCIPLINE SPECIFIC ELECTIVE (6 Credit Each)

Paper Code	Course Code	Title of the paper	Total Credit
			6
DSE1A	EDN DSE -1	A. Pedagogy / B. Distance Education	6
DSE1B	EDN DSE -3	A. Gender and Education / B. Economics of Education	6

## GENERIC ELECTIVES (6 Credit each)

GE-1	EDN GE-5	Inclusive Education	6
GE-2	EDN GE-6	Mental Health Education	6

**Course Objectives**

1. To enable the students to understand the meaning and concept of Psychology.
2. To enable them to understand the dimensions of Growth and Development.
3. To familiarize students with knowledge of Learning and Motivation.
4. To acquaint them with the knowledge of Intelligence and Creativity.
5. To enable them to understand the different aspects of personality and means of developing an integrated personality.

**Course Contents**

**UNIT I Concept of Educational Psychology**

- Concept of Psychology and Educational Psychology
- Methods of Educational Psychology - Experimental, Differential & Clinical
- Application of Educational Psychology in teaching-learning process.

**UNIT II Meaning of Growth and Development**

- Principles of Development
- Stages of Development with special reference to adolescence period – physical, social, emotional and intellectual
- Concept of individual difference – aptitude, interest and attention

**UNIT III Intelligence and Creativity: Concept and Theories**

- Meaning and Characteristics of Intelligence and Creativity
- Factors of Creativity
- Theories of Intelligence- Two-factor Theory, Group Factor Theory and Structure of Intellect (SoI)

**UNIT IV Theories of learning**

- Meaning and Nature of Learning
- Factors affecting Learning.
- Theories of Learning- Trial and Error, Insightful Learning, Transfer of Learning.

**UNIT V Personality and its nature, determinants and approaches**

- Meaning and Nature of Personality
- Determinants of Personality Development (Home & School).
- Type and Trait approaches of Personality (Jung and Cattell).
- Freud's theory of Personality.

**Suggested Readings**

1. Mangal, S.K. Educational Psychology. Prakash Brothers Educational Publishers.
2. Chauhan S.S . Advanced Educational Psychology. Vikas Publishing Hous
3. Agarwal, J.C. Essentials of Educational Psychology. Vikas Publishing House.
4. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
5. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York : McGraw Hill .
6. Sindhu, I. S. (2012). Educational Psychology. Pearson India.
7. Dash, B.N & N. Dash –A Test Book of Educational Psychology

## COURSE CODE : EDN C-2

### PHILOSOPHICAL FOUNDATIONS OF EDUCATION Credits :6

#### Course Objectives:

1. To enable students to understand the meaning, aims and function of education
2. To develop an understanding of the role of major schools of philosophy in education
3. To acquaint students with the philosophical foundations of education.

#### Course Contents

##### UNIT-I Introduction

- Meaning of Educational Philosophy
- Relationship between Philosophy and Education
- Aims of education: Individual, Social, Vocational

##### UNIT-II Functions of Education

- Self-actualization
- Human Resource Development
- National integration and International understanding

##### UNIT-III Some Major Schools of Philosophy

- Idealism, Naturalism and Pragmatism
- Their contributions to present day education towards aims, curriculum, methods of teaching and discipline

##### UNIT-IV Development of Values

- Meaning of values
- Classification of values (Social, Moral and Aesthetic)
- Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges

##### UNIT-V Freedom and Discipline

- Meaning of Freedom and Discipline
- Types of discipline
- Importance of discipline in social life

#### Suggested Readings

1. Dash, B.N. Principles of Education and Education in the Emerging Indian Society. Delhi : Ajanta Prakashan.
2. Taneja, V. R. Educational Thought & Practices.
3. Thakur, A.S. The Philosophical Foundations of Education.
4. Aggarwal, J.C. Theory and Principles of Education
5. Aggarwal, J.C - Philosophical and Sociological Bases of Education
6. Miri, Mrinal (2014). Philosophy of Education. Oxford University Press.

**SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

Credits :6

**Course Objectives**

1. To develop an understanding of the role of sociology in education
2. To acquaint learners with the sociological foundations of education
3. To understand the role of education in relation to social change, social interaction and culture
4. To understand and appreciate the role of community in resolving social issues and educational inequalities

**Course Contents**

**UNIT-I Introduction**

- Meaning of Educational Sociology & Sociology of Education
- Relationship between Sociology and Education
- Sociological determinants of education

**UNIT-II Social Change**

- Meaning of social change.
- Factors affecting social change (Political, Economical and Technological)
- Education as an instrument of social change.

**UNIT-III Education and Social Group**

- Primary and Secondary groups
- Social interaction and its educational implications
- Concept & forms of social stratification

**UNIT-IV Education and Culture**

- Concept & components of culture
- Role of education in preservation and transmission of Naga cultural Values
- Cultural heritage of India with special reference to Nagaland

**UNIT-V Current Social Problems in India with special reference to North-East**

- Equalization of educational opportunities
- Role of community in solving social problems in the field of education
- Concept of Communitization of elementary education in Nagaland

**Suggested Readings**

1. Rao, Shankar C.N. (1995) Sociology. New Delhi : S Chand & Company Ltd.
2. Mathur, S.S. Sociological Approach to Indian education.
3. Chandra, S.S.(2002). Sociological Foundation of Education.
4. Saxena, N.R. Philosophical & Sociological Foundations of Education.
5. Sharma, Yogendra K. Sociological Philosophy of Education.
6. Aggarwal, J.C - Philosophical and Sociological Bases of Education

## **COURSE CODE : EDN C-4**

### **BASICS OF EDUCATIONAL RESEARCH**

Credits :6

#### **Course objectives**

1. To understand the meaning, procedure and design of educational research.
2. To develop an understanding of the needs of educational research.
3. To develop the ability to carry out educational research and analyse different descriptive measures.

#### **Course contents**

##### **Unit I- Introduction of Educational Research.**

- Meaning and characteristics of research;
- Needs for research in education;
- The nature/types of educational research: Basic, Applied and Action Research.

##### **Unit II The Hypotheses and Review of Related Literature.**

- Meaning, Types and formulation of hypotheses;
- Review of Related Literature: Purpose, identification and organising the related Literature.

##### **Unit III Research Design and Data Collection.**

- Meaning and functions of research design;
- Concept and types of sampling.

##### **Unit IV Data Analysis.**

- Qualitative data analysis;
- Quantitative data analysis.

##### **Unit V Synopsis and Research Report.**

- The Research synopsis;
- General Format of the Research Report.

#### **Suggested Readings**

1. Koul, Lokesh (2009). Methodology of Educational Research. New Delhi : Vikas Publishing House, Pvt.Ltd.
2. Best John. W., and Kahn, James V. (2014). Research in Education.
3. Kothari, C.R (1990). Research Methodology – Methods and Techniques. New Delhi: New Age International (P) Limited, Publishers.
4. Kumar, Ranjit. Research Methodology.
5. Sarma, Mukunda. Research Methodology.



**COURSE CODE: EDN C-5/ EDN GE-3/ EDN DSC-3**

**TRENDS & ISSUES OF MODERN INDIAN EDUCATION**

Credits :6

**Course Objectives**

1. To develop understanding of significant trends and issues in modern Indian education
2. To focus on certain major national and social issues and the role of education in relation to them
3. To develop understanding of alternative systems of education

**Course Contents**

**UNIT I Adult and Continuing Education**

- Concept of Adult and Continuing /Lifelong Education
- Efforts on Adult Education/Literacy- NAEP, NLM
- Liberal Education through open learning, Vocational Education

**UNIT II Population Education**

- Significance, need & objectives of Population Education
- Problems of Population Education
- Relation between Population Education & Sex Education

**UNIT III Education of Women and Girls**

- Concept and need of prioritizing education for women & girls
- Promoting gender equality
- Schemes of the Government of India for promoting girls' education
- Problems and remedial measures

**UNIT IV Value Education**

- Meaning & significance of Value Education
- Role of education in inculcation of values
- Programs/methods for development of value

**UNIT V Open & Distance Education**

- Concept, need and scope of distance education
- Modes of DE – correspondence education & open learning system
- Merits & Demerits of Distance Learning

**Suggested Readings**

1. Kochhar, S.K. Pivotal Issues in Indian Education.
2. Aggarwal, J.C. Education in India. Policies, Programmes & Development.
3. Pathak, R.P. History, Development & Contemporary Problems of Indian Education.
4. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
5. Salamatullah, (1979). Education in Social Context, NCERT, New Delhi.
6. Safaya, Srivastava & Singh (2007) . Development of Education in Emerging India & Its Current Problems , Dhanpat Rai Publishing Company

## COURSE CODE: EDN C-6

### EDUCATIONAL MEASUREMENT & EVALUATION Credits :6

#### Course Objectives

1. To develop understanding of the concepts of measurement and evaluation in the field of education
2. To acquaint Learners with different types of measuring instruments and their uses
3. To familiarize students with the principles of test construction, both educational and psychological
4. To develop understanding of a good measuring instrument and their importance in educational measurement

#### Course Contents

##### Unit I Educational Measurement and Evaluation

- Meaning & nature of educational measurement
- Need for measurement in education
- Concept of evaluation in education
- Relation between measurement and evaluation

##### Unit II Tools used in Educational Measurement

- Measuring instrument and their classification
- Types of scales in educational measurement
- Norm referenced and criterions referenced test
- Types of Examination – Objective & Essay/Descriptive Type

##### Unit III Measuring instruments

- Characteristics of a good measuring instrument –  
Validity  
Reliability  
Objectivity

##### Unit IV Measurement of Attitude, Personality and Creativity

- Measurement of attitude (Likert),
- Personality (Rorschach-Ink Blot),
- Creativity (Baquer Mehdi)

##### Unit V Test Construction and Standardization

- General principles of test construction and standardization
- Scoring of students achievement
- Reporting test results & cumulative record card

#### Suggested Readings

1. Goswami, Marami (2003). Measurement and Evaluation in Psychology and Education.
2. Anastasi A and Urbina S.(2012) Psychological Testing, New Delhi: PHI Learning Private Limited .
3. Asthana, Bipin (2010). Measurement and Evaluation in Psychology and Education, Agra:Agrawal Publications.
4. Sungoh, S.M. Educational Evaluation & Testing.

## COURSE CODE : EDN C-7

### EDUCATIONAL TECHNOLOGY

Credits :6

#### Course Objectives

1. To enable students to understand the meaning, nature and scope of educational technology
2. To create an understanding of the application of basics of technology in the process of education
3. To familiarize with the technological advances made and to develop a positive attitude toward the use of ICT in the educational process.

#### Course Contents

##### UNIT I Educational Technology

- Meaning, nature and scope
- Types - Hardware and software

##### UNIT II Communication Process

- Meaning & nature
- Process & components
- Types of classroom communication
- Mass media approach in educational technology

##### UNIT III System Approach & Instructional System

- Systems Approach to instructional process
- Instructional system designing- concept, components, steps in Instructional system designing

##### UNIT IV Innovation in Educational Technology

- Programmed learning
- Micro and macro teaching
- Team teaching

##### UNIT V Personalized System of Instruction (PSI)

- Computerized Assisted Instruction
- Simulated Teaching
- Information Communication Technology (ICT) in distance education

#### Suggested Readings

1. Sharma, R.A.(2015).Technological Foundation of Education. Meerut:R.Lall Book Depot
2. Mangal, S.K. Educational Technology.
3. Mangal, S.K and Uma Mangal (2014). Essentials of Educational Technology. Delhi:PHI Learning Private Ltd.
4. Arulsamy, S. (2009). Application of ICT in Education. Hyderabad: Neelkamal
5. Mohanty, Jagannath (2008). Educational Technology. New Delhi: Deep and Deep Publication

**COURSE CODE : EDN C-8/ EDN GE-4/ EDN DSC-4**  
**DEVELOPMENT OF EDUCATION IN INDIA**

Credits :6

**Course Objectives**

1. To understand the historical development of education in India
2. To understand the salient features of ancient & medieval education
3. To acquaint with the genesis of the Modern Indian Education

**Course Contents**

**UNIT-I Ancient India**

- Vedic Education: Salient features
- Buddhist Education: Salient features

**UNIT-II Medieval India**

- Islamic Education: its salient features, objectives and curriculum.
- State patronage in education.

**UNIT-III Education in British India**

- Contributions of Christian Missionaries for the development of education in India.
- Significance of Charter Act of 1813.

**UNIT-IV Growth of Modern System of Education**

- Macaulay's Minutes, 1835.
- Wood's Despatch, 1854.
- Hunter Commission, 1882.

**UNIT-V Movement for Compulsory Education in India**

- Gokhale's Bill, 1910.
- Calcutta University Commission, 1917.
- Hartog Committee Report, 1929.

**Suggested Readings**

1. Aggarwal, J.C. (2010). Development and Planning of Modern Education. New Delhi: Vikash Publishing House, Pvt. Ltd.
2. Altekar, A. S. (2001). Education in Ancient India, Isha Book
3. Bhatia, R.L., & B.N. Ahuja (2000). Modern Indian Education and its problems. New Delhi: Surjeet publication.
4. Chaube, S.P. (1980). History and Problems of Indian Education, Agra: Agarwal Publications
5. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India, New Delhi : S. Chand
6. Nurullah, S. and Naik, J. P. (2016) . A Students' History of Education in India (1800-1973). Bombay: Macmillan India Ltd.
7. Nurullah , S. & J. P. Naik, J.P (1971).A History of Education in India during the British Period Macmillan India Ltd
8. Mukherjee, S.N. (2014). Education in India Today and Tomorrow, Vinod Pustak Mandir.
9. Purkait, B. R (2012 ). Milestones in Modern Indian Education, New Delhi : New Central Book Agency (P) Ltd.

## COURSE CODE: EDN C-9

### STATISTICS IN EDUCATION

Credits :6

#### Course Objectives

1. To develop the ability to use various statistical measures in analysis and interpretation of educational data.
2. To develop the ability to organize relevant educational data
3. To develop the ability to represent educational data graphs and to develop the skill in analyzing different descriptive measures.

#### Course Contents

##### Unit I - Introduction to Educational Statistics

- Meaning, nature, scope & use of educational statistics
- Sources of educational data
- Importance of statistics in education

##### Unit II Central Tendencies & Variability

- Measures of central tendencies – mean, median and mode
- Measures of variability – Standard Deviation

##### Unit III Normal Probability

- Concept of normal probability
- Properties and uses of normal probability curve in interpretation of test scores
- Divergence from normality- skewness & kurtosis

##### Unit IV Measures of Correlation

- Concept and kinds of correlation
- Computation of coefficient of correlation by rank difference & product moment method

##### Unit V Representation of Data

- Concept of variable
- Types of data – grouped and ungrouped
- Graphical presentation of data – pie diagram, histogram, frequency polygon, Cumulative frequency, graph - ogive and its uses
- Application of computer in data processing

#### Suggested Readings

1. Garrett, Henry E and Woodworth R.S.(1981), - Statistics in Psychology and Education Bombay: Vakils, Feffer and Simons Ltd.
2. Guilford J.P.(1956) Fundamental Statistics in Psychology and Education, New York : McGraw Hill Book Company Inc. New York.
3. Kothari ,C. R. (2004). Research Methodology, New Dehi: New Age International Ltd.
4. Best John W., and Kahn, James V.1986. Research in Education
5. Mangal, S.K.(2002). Statistics in Psychology and Education, New Delhi: Prentice-Hall India

**COURSE CODE : EDN C-10**

**EDUCATIONAL MANAGEMENT**

Credits :6

**Course Objectives**

1. To develop knowledge and understanding of the nature, scope, process and types of management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To enhance the ability of decision making in educational management.

**Course Contents**

**UNIT I Educational Management**

- Meaning, nature, scope and need
- Types of Educational Management - Centralized and Decentralized, Authoritative/Autocratic and Democratic, Dynamic/Creative and Laissez faire

**UNIT II Personnel Management**

- Meaning of Personnel Management
- Leadership – meaning & nature, effective leadership
- Factors affecting managerial behavior - Personal, Social, Cultural, Political, Institutional

**UNIT III Management of Teaching-Learning Process**

- Concept of teaching-learning process
- Steps of managing teaching-learning (planning, organizing, leading, and controlling)
- Teacher as a manager

**UNIT IV Institutional Planning & Management**

- Institutional planning – concept, need & importance
- School Plant including - equipments and assets
- Institutional Environment and discipline

**UNIT V Educational Planning**

- Meaning, need & significance
- Types & strategies of educational planning
- Steps in educational planning

**Suggested Readings**

1. Agarwal, J.C. Educational Administration and Management
2. Sharma, R.N. Educational Administration and Management.
3. Bhatnagar, S & P.K.Gupta(2010). Educational Administration and management, Meerut: R. Lall Book Depot
4. NEUPA (2015). Model Education Code: Practices and Processes of school Management.
5. NEUPA (2013) Concepts and Terms Used in Educational Planning and Administration
6. Sidhu, K.S.: School Organization and Administration, New Delhi : Sterling Publication Pvt. Ltd
7. Mishra, R. C (2007).Theory of Education Administration, New Delhi :A. P. H. Publishing Corporation

## COURSE CODE: EDN C-11

### GUIDANCE & COUNSELLING IN EDUCATION

Credits :6

#### Course Objectives

1. To help students understand the meaning and importance of guidance and counseling.
2. To develop the ability to interpret various records for assessing the students' strengths and weaknesses.
3. To acquaint the students to various approaches in organizing vocational guidance.
4. To help in understanding the importance of job analysis and occupational information services.

#### Course Contents

##### UNIT I Introduction to Guidance

- Meaning, nature and scope
- Principles of guidance
- Philosophical, psychological & social bases of guidance

##### UNIT 2 Educational Guidance

- Meaning, need and importance of educational guidance
- Principles of educational guidance
- Basic data necessary for educational guidance: Pupils' abilities, aptitudes, personality, interest and attitudes

##### UNIT 3 Vocational Guidance

- Meaning and objectives
- Vocational guidance at the secondary stage
- Job analysis & job satisfaction

##### UNIT 4 Concept of Counseling

- Meaning, nature, scope & types
- Various steps and techniques
- Relationship between guidance & counseling
- Important qualities of a good Counselor

##### UNIT 5 Career Counseling

- Meaning and importance
- Career counseling with college students, adults & women
- Various approaches in organizing career guidance & counseling - Career corner, career talk, career conference, simulated interview

#### Suggested Readings

1. Madhukar, Indira. Guidance and Counselling , New Delhi : Authors Press Publishers of Scholarly Books.
2. Jaiswal, Sitaram. Principles of Guidance and Counselling.
3. Aggarwal, J.C. Educational Vocational Guidance and Counselling, New Delhi : Doaba House Booksellers & Publishers.
4. Agarwal, Rashmi (2006). Educational Vocational Guidance & Counselling: Principles, Techniques & Programmes. New Delhi :Shipra Publication
5. Kochhar, S.K.( 1985 ). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publisher.

## **COURSE CODE : EDN C-12**

### **CURRICULUM DEVELOPMENT & CONSTRUCTION**

Credits :6

#### **Course Objectives**

1. To understand the meaning, types and importance of Curriculum.
2. To understand the basics of Curriculum Construction, Transaction and Evaluation
3. To acquaint with the national policies on Curriculum

#### **Course Contents**

##### **UNIT I Introduction**

- Meaning, need and importance of curriculum
- Aims and objectives of curriculum and its relation to different domains of personality
- Determinants of curriculum
- Core curriculum and Co-curricular activities

##### **UNIT 2 Curriculum Framework at Different Levels of Education**

- Principles of curriculum construction.
- Construction of a balanced curriculum.
- Process of curriculum transaction.

##### **UNIT 3 Curriculum Development**

- Its process – steps in curriculum development.
- Mechanics and models of curriculum development: classification of models, Hilda Taba's Model, Saylor's Model.
- Evaluation of curriculum – meaning , need and aspects.

##### **UNIT 4 Types of Curriculum**

- Traditional
- Activity
- Experienced-centred.

##### **UNIT 5 National Curriculum in India**

- Reform in Curriculum (Indian Education Commission 1966)
- Salient features of the National Curriculum Framework 2005

#### **Suggested Readings**

1. Prasad, Janardhan & Vijay Kumari. Advanced Curriculum Construction, New Delhi : Kanishka Publishers & Distributors.
2. Bolsara, Maitreya. Principles of Curriculum Construction, New Delhi : Kanishka Publishers & Distributors.
3. Safaya, R.K & B.D.Shaida. Development of Educational Theory and Practice of Education.



## **COURSE CODE : EDN C-13**

### **EDUCATION IN MODERN INDIA**

Credits :6

#### **Course Objectives**

1. To acquire adequate knowledge of the recommendations of various education commissions
2. To understand the issues and problems of education at various levels of education

#### **Course Contents**

##### **UNIT-I Development of Indian Education post Independence period with special reference to :**

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53).
- Kothari Commission (1964-66).

##### **UNIT-II National Policies on Education**

- National Policy on Education 1986 – salient features
- Revised Policy of NPE, 1992 – salient features
- National education Policy, 2020 – salient features

##### **UNIT III Educational Provisions**

- Constitutional provisions in relation to Education
- Right to Education 2009
- Provisions for education of the disabled children with special reference to the Integrated Education for Disabled Children

##### **UNIT-IV Studies on some national commissions relevant to education**

- National Knowledge Commission, 2006 (Sam Pitroda) with special reference to Higher Education
- Salient Features of Yash Pal Committee Report.

##### **UNIT-V Literacy status and problems of education**

- Literacy status of India and Nagaland
- Problems and remedial measures of primary, secondary and higher education in the North-East with special reference to Nagaland.

#### **Suggested Readings**

1. Chaube, S.P. History and Development of Indian Education
2. Aggarwal, J.C. Landmark in the History of Modern Indian Education.
3. ---- Development & Planning of Modern Education
4. Pandey, R.S. Development of Indian System of Education.
5. Ministry of Education, New Delhi. Challenges of Education. A Policy Perspective 1985.

## COURSE CODE: EDN C-14

### STRUCTURE & ISSUES OF CONTEMPORARY EDUCATION IN INDIA

Credits :6

#### Course Objectives

1. To understand the structure education in contemporary India.
2. To develop understanding of the objectives & aims at various level of education
3. To provide information on the important regulatory institution/bodies and their role in education.

#### Course Contents

##### UNIT I Early Childhood Care & Education

- Concept, need & relevance of ECCE in the context of universalization of elementary education (UEE)
- ECCE & District Primary Education Program
- Challenges & priority task

##### UNIT II School Education

- Aims & objectives of elementary and secondary education
- Concept of UEE
- Vocationalisation of Secondary Education
- Problems and issues of school education in India

##### UNIT III Higher Education

- Aims & objectives
- Types of universities
- Quality control of higher education and National Accreditation and Assessment Council (NAAC)
- Autonomy & accountability in higher education

##### UNIT IV Central Flagship programmes on Education

- Samagra Shiksha Abhiyan
- Rashtriya Uchhatar Shiksha Abhiyan (RUSA)

##### UNIT V Regulatory and Training Institution/Bodies

- NCERT, SCERT, National Council of Teacher Education (NCTE), College of Teacher Education (CTE), District Institute of Education & Training (DIET)
- UGC/HECI, CIET, NIEPA

#### Suggested Readings

1. Agarwal, J.C. Development and Planning of Modern Education.
2. Agarwal, J.C. Education in India. Policies, Programmes & Development.
3. Pandey, R.S. Development of Indian System of Education.
4. Ministry of Education. New Delhi. Challenges of Education: A Policy Perspective 1985.

## COURSE CODE : EDN DSE-1 A

### PEDAGOGY

Credits :6

#### Course Objectives

1. To initiate the concept of Pedagogy and familiarize with educational process.
2. To develop the ability to analyze classroom teaching-learning and the ability to observe classroom behavior.
3. To develop a positive attitude towards life and the teaching profession.

#### Course Contents

##### UNIT I **Conceptual background on Pedagogy**

- Meaning of pedagogy
- Definition, nature & characteristics of teaching
- Relationship between teaching and learning

##### UNIT II **General principles of Teaching**

- General principles of teaching
- Factors affecting teaching: Input and Output Variables.
- Characteristics of a good teacher

##### UNIT III **Classroom Teaching**

- Observation of classroom behaviour
- Flanders Interaction Analysis
- Behaviorist and Constructive Approach to Teaching.

##### UNIT IV **Teaching Methods and Skills**

- Teaching Methods- Lecture, demonstration, problem solving, programme instruction and Story telling
- Teaching skills – use of blackboard, introducing a lesson, stimulus variation, probing questions, reinforcement

##### UNIT V **Functions of a teacher**

- Functions of a teacher as a Planner, Facilitator, Counselor, Researcher
- Role of a teacher in a community

#### Suggested Readings

1. Agarwal, J.C. Essentials of Educational Technology: Teaching learning, Innovation in Education – J.C.Agarwal, Delhi Vikas Publishing House Pvt. Ltd.
2. Saxena, N.R.Swarup. Technology of Teaching , Meerut : Surya Publications
3. Chauhan, S. S. (2008). Innovations in Teaching Learning process. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Passi, B. K. (1976). *Becoming Better Teacher*. Baroda: CASE

**Course objectives**

1. To enable the students to understand the concept and growth of distance education.
2. To familiarize students with types and approaches of support systems and services.
3. To acquaint students with various technologies of distance education.
4. To sensitize students on the importance of distance education for community development.
5. To know about the different agencies, problems, open and distance education in India.

**Course Contents**

**UNIT I : Concept of Distance Education**

- Concept and definition of distance education
- Nature and importance of distance education
- Merits and limitations of distance education

**UNIT II : Growth and Development of Distance Education**

- Growth and development of distance education
- Status of distance education in India
- Problems & remedial measures of distance education in India

**UNIT III : Learner support systems and services**

- Meaning and nature of learner support systems
- Types of learner support services
- ICT and networking to improve learner support service services

**UNIT IV : Distance education and community development**

- Role of distance education for community development
- Distance education for - rural development and women empowerment
- Courses for community development through distance education- Technical/Vocational and Professional

**UNIT V : Status and Role of Multi-media in Distance education**

- Present status of multi-media in distance education
- Role of multi-media in distance education
- New interventions in distance education – Online teaching-learning (UGC-SWAYAM) and digital initiatives by Government of India.

**Suggested Readings:**

1. Mohanty, Jagannath (2007) - Studies in Distance Education, Deep & Deep Publication Pvt. Ltd
2. Moore, Michael G & Greg Kearsley eds. (2012) - Distance Education: A Systems View of Online Learning, Wadsworth Cengage Learning
3. Anjana ed. (2018) - Technology for Efficient Learner Support Services in Distance Education, Springer publications
4. Manohar Pawar (2014) - Social and Community Development Practice, Sage publications.
5. Sharma, Madhulika (2006). Distance Education – Concept and Principles. New Delhi : Kanishka Publishers, Distributors.
6. Somayajulu, B.K. & Ramakrishna (2014). Distance Learners and Support Services- Current Trends and Prospects.
7. Pandey, Sanjeev & Masood Parvez (2006). Monitoring Learning Support Sevices: Four Decades of Distance Education in India – Reflections on Policy and Practice.

## **COURSE CODE : EDN DSE-2 A**

### **DEVELOPMENT OF EDUCATION IN NORTH-EAST INDIA**

#### **Course Objectives**

1. To trace the growth and development of education in the North East of India
2. To understand some issues & problems of education - elementary, secondary and higher education in the North-East of India
3. To understand the status and types of teacher education in the NE
4. To acquaint with educational administration and management in the context of Nagaland

#### **Course Contents**

##### **UNIT I History of Education in N-E India**

- A background of the region and its people
- Education in the Pre-Independence period
- Development of education in Independent India

##### **UNIT II Elementary Education in the North-East Region**

- Structure and pattern of elementary education
- Steps taken to achieve the target of universalization of elementary of education (UEE)
- Problems of elementary education

##### **UNIT III Secondary Education**

- Review of the development of secondary education in the North-East India
- Problems of secondary education
- Vocationalization of secondary education

##### **UNIT IV Higher Education**

- Development of higher education in the North-East
- Technical education
- University education
- Issues of higher education in the North-East

##### **UNIT V Teacher Education and Educational Administration**

- Status of teacher education in the North-East
- Types of teacher education institutions
- Agencies for in-service education of teachers
- Educational administration and management in North East India

#### **Suggested Readings**

1. Tiwari, R.P. Problems of Education in North East India. Vikas Brothers, Ludhiana.
2. Biswas, N.B (2008) Education in North East India, New Delhi : Shipra Publications.  
Pallab Jyoti Boruah, Problems and Future prospects of Higher Education in North East India, IJHSSI.
3. Lyndem, Biloris and Kumar DE Utpal (2004), Education in North East India (Experience and Challenge), New Delhi : Concept Publishing Company.
4. North East India Education Society. North East Education. Journal of the North East India Education Society.
5. North East India Education Society. Proceedings of the Annual Conferences & Seminars.

**COURSE CODE : EDN DSE -2 B**

**COMPARATIVE EDUCATION**

Credits :6

**Course Objectives**

1. To enable the students to understand the meaning and scope of comparative education.
2. To identify the field of comparative education and its areas for studies.
3. To enable the students to understand the education system of different countries and comparison of these system
4. To understand different approaches within comparative education.

**Unit- I: Introduction**

- (a) Meaning, scope and importance of comparative education.
- (b) Factors of comparative education
- (c) Methods and approaches of comparative education

**Unit –II : Primary Education**

- Aims and objectives of primary education
- Comparative study of primary education in India, USA and UK

**Unit –III : Secondary Education**

- Structure and salient features of secondary education
- Comparative study of secondary education in India, USA and UK

**Unit –IV : Higher Education**

- Higher education systems and problems
- Comparative study of higher education in India, USA and UK

**Unit – V : Teacher Education**

- Status of teacher education through conventional and distance modes
- Comparative study of teacher education in India, USA and UK

**Suggested Readings**

1. A. Biswas & J.C Aggarwal (1995). Comparative Education Delhi : Deepak Offset Printer.
2. Sodhi, T.S (1983). A textbook of comparative education. 3<sup>rd</sup> Revised edition
3. Sharma, R.A.Sharma . Comparative Education – Educational systems and problems of the world.
4. Sharma, R.S (1998). Comparative education (1998) , Delhi : Mehra Offset Press.
5. Chaube, S.P : Features of Comparative Education
6. Hans, Nicholas A. (1949). Comparative Education: A Study of Educational Factors and Traditions. London, U.K.: Routledge & Kegan Paul.
7. Bereday, G.Z.F. (1964). Comparative Method in Education . New York : Holt, Rinehart and Winston .
8. Biswas, A & Aggarwal, J.C. (1986). Comparative Education . New Delhi :Arya Book Depot

## **COURSE CODE : EDN DSE-3 A**

### **GENDER AND EDUCATION**

Credits :6

#### **Objectives :**

1. To understand the basic terms, concepts used in gender studies
2. To understand the gender discrimination in construction and dissemination of knowledge\
3. To develop an awareness and sensitivity

#### **Course Contents**

##### **UNIT I – Gender concepts**

- Definition of gender
- Difference between sex and gender
- Need for gender sensitization

##### **UNIT-II – Gender Socialization**

- Gender socialization
- Gender biases in the family and school

##### **UNIT-III – Gendered education**

- Gender disparity in education
- Educational goals from gender perspectives

##### **UNIT – IV Gender Gap**

- Political
- Employment
- Economic
- Health

##### **UNIT –V – Gender Justice and women empowerment**

- Women’s rights in India and its obstacles
- Social legislation – constitutional provisions for women in India

#### **Suggested Readings**

1. Nagendra, Shilaja. Women and Human Rights. Jaipur, India. ABD publishers
2. Parvin, M.R. empowerment of women : Stratiefies and systems for gender justice, New Delhi. Dominanat Publishers
3. Rao, D.B and D.P.Rao. Women, Education and Empowerment. New Delhi : Discovery Publishing House
4. Rao, D.B. Interantional Encyclopedia of Women, New Delhi: Discovery Publishing House
5. Rege, Sharmila. Sociology of Gender. New Delhi : Sage Publications

## **COURSE CODE : EDN DSE-3 B**

### **ECONOMICS OF EDUCATION**

Credits :6

#### **Course objective:**

To enable learners to

- Develop an understanding of planning, financing and cost education
- Develop an understanding of the link between the educational system and economic development
- Develop an understanding of educational problems

#### **Course Contents**

##### **Unit -1 Introduction**

- Meaning, objectives, definition-economics of education
- Scope and importance of economics of education
- Relationship between economics and education

##### **Unit-2 Education and economic development**

- Education as a pre-requisite ,as an accelerator and as a major determinant of economic development
- Suggestion for improvement in the educational system for economic development.

##### **Unit-3 Contribution of education to economic growth**

- Education as an investment and its return
- Productivity and wastage in education
- Quality education and economic growth

##### **Unit-4 Human resource development in relation to education and economic growth**

- The concept of HRD , significance and development of human resource through education
- The problems of educated unemployment, underemployment and disguised unemployment

##### **Unit – Resources for financing education**

- Sources of funding – public and private
- Fees as a source of finance
- Private sector, community contribution and external aid

#### **Suggested Reading :**

1. Balung .M.M(1972). An Introduction to the Economics of Education, London:Penguin
2. Balsara.M.(1996). New Education Policy and Development Challenge, New Delhi : Kanishka Publishers.
3. Saxena,S.(1979). Educational Planning in India , New Delhi : Sterling Publishers Pvt Limited.
4. Seejan, J. Economics of Education, London. George Allen and Unwin Ltd.
5. Saxena, S. Philosophical and Sociological Foundations of Education



## **COURSE CODE : EDN DSE-4 A**

### **VALUE EDUCATION**

Credits :6

#### **Course Objectives:**

1. To acquire knowledge of human values and its importance
2. To familiarize students with both modern and traditional values.
3. To acquire values needed for personal and professional ethics
4. To enable students to understand the Indian cultural heritage and national goals

#### **Course Contents**

##### **UNIT 1 - INTRODUCTION**

- Meaning, concept, Nature of Value Education.
- Aims & Objectives, Needs and importance.
- Classification of Values

##### **UNIT 2 - EDUCATION AND VALUES**

- A. Role of Education in transformation of values in the society.
- B. Traditional and Modern values.
- C. Role of a parents, peer-group, teachers, Mass-Media in fostering value education.

##### **UNIT 3 - HUMAN VALUES & DEVELOPMENT.**

- A. Meaning of Human Values
- B. Basis and norms of Human values
- C. Relevance of Human values to holistic development

##### **UNIT 4 - STRATEGIES OF VALUE**

- A. Strategies for Inculcation of value through curricular and co-curricular activities.
- B. Teacher as value facilitator and mentor

##### **UNIT 5 - VALUES AND ASPIRATIONS ENSHRINED IN THE CONSTITUTION OF INDIA**

- A. Constitutional values - Democracy, Secularism, Nationalism, Social justice.
- B. National and international understanding.
- C. Role of education in achieving these aspirations.

#### **Suggested Readings:**

1. Arulsamy, S. Peace and Human Education , Neelkamal Publications
2. Raja,L. & S. Jayachandran (2014). Value Education for children, Sonali Publications
3. Rao T.V (1996). Human Resource development. Sage Publications.
4. Sachdeva,M.S & K.K. Sharma. A new approach to philosophical & Sociological Basis of Education.
5. Sharma . S. P (2013). Moral and value; Principles & Practices. Kanishka Publishers 2013

## **COURSE CODE : EDN DSE-4B**

### **POPULATION EDUCATION**

#### **Course objectives:**

1. To develop understanding of significant trends in population education.
2. To focus on certain major National and social issues and the role of education to them.
3. To have an insight about the current population rate and suggestive measures.

#### **Course Content**

##### **UNIT I- Concept of Population Education**

- Meaning, need and objectives of population education.
- Scope of population education.
- Importance of population education.
- Problems of population education.

##### **UNIT II - Population Education, Sex Education and Social Problems**

- Meaning and need of sex education.
- Relationship between population education and sex education.
- Population explosion and its consequences
- Factors affecting population growth – fertility, mortality and migration

##### **UNIT III - Population Policies**

- National Population Policy 2000
- Development of population education at Global and National level.
- Population literacy campaign.

##### **UNIT IV - Population and Economic Development**

- Impact of population growth on –
  - o Nutrition
  - o health service,
  - o natural resources
- Remedial measures

##### **UNIT V- Population Education at Different Stages**

- Primary, Secondary and Higher Secondary
- Curriculum development for population education

## **Suggested Readings**

1. Kochhar, S.K. Pivotal issues in Indian education, Sterling Publishers Pvt. Ltd.
2. Wangoo, M.L.(2018). Population Education, Ludhiana : Tandon Publications Book Market
3. Gupta, P.K. Population Education Meerut : R. Lall Book Depot
4. Taloh, Tasi. Population Education , Delhi : Balaji publications
5. Kumarasena, Harsha. A textbook of population Education , New Delhi : Wisdom Press
6. Nanda, S.K. Population Education: An informative update
7. Aggarwal, J.C. Theory and Principles of Education (Philosophical and Sociological foundations).
8. Harishankar & Gupta, P.K. (2016). Population Education
9. Iyer, Nikita. Population Education
10. Four Authors. Educating the emerging Indian society. New Delhi : Doaba House, Book sellers and Publishers .

## Course Code : EDN DSE- 4C

### RESEARCH PROJECT/DISSERTATION

Credits :6

#### Objectives :

1. To acquaint students with the concept of a research project/ study
2. To take students through the process of a research project/ dissertation
3. To enable the students to prepare a research report/ dissertation

#### Guidelines for the Dissertation/Project

1. A student needs to undertake the dissertation/project under the supervision of a teacher
2. A teacher can supervise more than one student at a time depending on the number of students and teachers available in the department.
3. After completion of the dissertation/project, a report may be submitted to the department for evaluation. The evaluation may be done internally by a committee constituted under the Chairmanship of the Head of the Department. If any college so desires, it may invite an external examiner from a neighbouring college/institution.
4. The full marks for the dissertation/project is 100 and pass mark is 40. The project evaluation may be made out of 100 at the end of term. No mid-term evaluation is required.
5. The evaluation will be done as follows :

Activity	Marks allotted	Marks to be given by
Continuous evaluation/ Student's regularity	20	Supervisor
Timely completion of work	10	Supervisor
Presentation of the report	20	Committee
Content of the Report	30	Committee
Viva voce	20	Committee

6. The report shall be prepared as per format given below

Title Page
Table of Contents
Bonafide certificate with signature of the Supervisor and Head of the Department
Declaration by the Student
Acknowledgements
Chapters: Chapter 1 : Introduction Chapter 2 : Review of related literature Chapter 3 : Methodology Chapter 4: Analysis and Interpretation Chapter 5 : Findings, Suggestions and Conclusions
Bibliography

## **COURSE CODE: EDN GE-5**

### **INCLUSIVE EDUCATION**

Credits :6

#### **Course Objectives**

1. To introduce the concept of Inclusive Education
2. To understand the different categories of children with special needs
3. To understand and appreciate the needs of such children in the society

#### **Course Contents**

##### **UNIT I Introduction to Inclusive Education**

- Concept and meaning of Inclusive Education
- Need and importance
- Objectives of Inclusive Education

##### **UNIT II Types and characteristics of children with special needs (CWSN)**

- Visual and hearing impaired
- Speech and language impaired
- Orthopaedically challenged
- Children with learning disabilities

##### **UNIT III Policies and Programs of Inclusion**

- Rights of Persons with Disabilities Act , 2016
- Convention on the Rights of Children (CRC)
- National Commission for Protection of Child Rights

##### **UNIT IV Education of Children with Special Needs**

- Visual and hearing impaired
- Children with learning disabilities
- Socially and economically disadvantaged

##### **UNIT V Role of Family and Community**

- Role of family & community in the nurturance of children with special needs
- Role of NGOs in providing for the CWSNs
- Rehabilitation Council of India (RCI)

#### **Suggested Readings**

1. Advani, Lal & Chadha A.(2003). You and Your Special Children.
2. Panda K. C. (1997). Education of the Exceptional Children.
3. S.K Mangal.(2008). Educating of the Exceptional Children: An Introduction to Special Education
4. Dessent, T. (1987): Making the Ordinary School Special, London:The Falmer Press.
5. Pandey, R.S. and Advani, L. (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House

## **COURSE CODE :EDN GE-6**

### **MENTAL HEALTH EDUCATION**

Credits :6

#### **Course objectives :**

1. To enable the students understand the meaning and concept of Mental Health Education
2. To familiar with people having psychological and maladjustment problems and to help them to understand the prevention and treatment of mental health.
3. Describe the role of different agencies of society and their impacts on the development of an individual's personality.
4. Describe the various components of diagnostic and remedial techniques and its significance in the teaching learning processes.
5. Integrate yoga in their day-to-day lives for holistic health and well-being.

#### **Course Contents**

##### **Unit-I Mental Health and Education**

- a) Meaning and Definitions of Mental Health
- b) Education and Mental Health
- c) Characteristics of a Mentally Healthy Person

##### **Unit-II Education and Mental Health**

- a) Principles of Good Mental Health
- b) Mental Health Problems, Issues and Concerns
- c) Factors Affecting Mental Health (Home, Society and School)

##### **Unit-III Mental Conflict and Adjustment**

- a) Conflict: Concept, Types and Causes
- b) Adjustment: Meaning and Characteristics
- c) Adjustment Mechanisms
- d) Maladjustment: Concept, Causes and Remedial measures

##### **Unit-IV Diagnostic and Remedial Techniques**

- a) Diagnostic Techniques: Case Study and Psycho Analysis
- b) Remedial Techniques: Individual and Group Psycho-Therapies and Their Usefulness
- c) Counseling Therapy and its Types

##### **Unit-V Mental Health in Schools**

- a).Mental Health in Schools-measures for the proper development of Physical, mental, Emotional and Spiritual abilities of children
- b).Yoga-Meaning and definitions of Yoga & Need of Yoga for Physical and Mental health

### **Suggested Readings:**

1. Akhilananda, Swami (1952). *Mental Health and Hindu Psychology*. London: Auen and Unwin.
2. Aggarwal, J.C. (2007). *Essential of Psychology* (2<sup>nd</sup> Edition). Noida: Vikas Publishing House (Pvt. Ltd)
3. Arkoff, Abe (1968). *Adjustment and Mental Health*. New York: McGraw Hill Company.
4. Auger, Rick (2011). *The School Counsellor's Mental Health Sourcebook*. New Delhi: Sage India Pvt. Ltd.
5. Bernard, H. W., (1952). *Mental Hygiene for Class-room Teachers*. New York: McGraw Hill Book Co.
6. Bhan, S., & Dutt, N.K. (1986). *Mental Health through Education*. New Delhi: Vision Books.
7. Bonny, M.E., (1960). *Mental Health in Education*. Boston: Allyn and Bacon Inc.
8. Capuzzi, David & Gross, D. R. (1995). *Introduction to Counselling*. London: Allyn and Bacon.
9. Carroll, Herbert, A. (1956). *Mental Hygiene: The Dynamic of Adjustment*. (3<sup>rd</sup> ed.). Englewood Cliffs, New Jersey: Prentice Hall, Inc.
10. Chauhan, S.S. (2007). *Advanced Educational psychology* (7<sup>th</sup> Edition). Vikas Publishing House Pvt. Ltd
11. Crow, Lester D., & Crow, Alice (1952). *Mental Hygiene*. New York: McGraw Hill Book Company Inc.
12. Dandapani, Dr. S. (2004). *A Textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
13. Dash, M & Dash, Neena (2003). *Fundamentals of Educational Psychology*. New Delhi: Atlantic Publishers & Distributors.
14. Dollard, J., & Miller, N.E. (1970). *Personality and Psychotherapy*. Chicago: Aldine.
15. Garg, B.R. (2002). *An Introduction to Mental Health*. Amabala: Associate Publications.
16. Sharma, R.N. & Sharma, R.K. (2010). *Advanced Educational psychology*. New Delhi: Atlanta Publishers (Pvt. Ltd.)

**COURSE CODE : EDN SEC-1**

**COURSE TITLE : LIFE SKILLS EDUCATION**

**Course Objectives:**

1. To provide orientation in life skills.
2. To acquaint students with the social and inter-personal skills that will enable them to cope with the constantly changing environment.
3. To develop feeling of respect for work and dignity of labour in the students.

**Course Contents :**

**UNIT I : Introduction**

- . Concept and definition of Life Skill Education.
- Objectives of Life Skill Education.
- Importance of Life Skill Education.

**UNIT II : Ten Core Life Skills ( Listed by WHO )**

- Problem solving skills .
- Decision making skills.
- Creative thinking skills.
- Critical thinking skills.
- Communication skills.
- Inter-personal skills.
- Empathy.
- Self awareness.
- Coping with emotion.
- Coping stress.

**UNIT III : Methods of Teaching Life Skills.**

- Project, Demonstration, Observation, Experiment and Integrated method.
- Role of teachers and community members in Life skill education.

**Suggested Readings**

1. SCERT . Life Skills Education-Guidebook for Teachers (SCERT)
2. Sengararvelu ,G. (2011) .Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd.



## **COURSE CODE : EDN SEC-2**

### **COMMUNICATION SKILLS**

#### **Course Objectives :**

1. To define and understand communication and the communication process.
2. To identify key barriers to effective communication and also to appreciate the role of non-verbal behaviour in human communication.
3. To develop knowledge to express effectively and efficiently.

#### **Course Contents**

##### **UNIT I - Introduction**

- Meaning , nature and scope of communication.
- Importance of communication.
- Process of communication.

##### **UNIT II - Types of Communication Skills**

- Verbal and Non-verbal communication
- Hard skills and soft skills
- Listening, Speaking, Reading and Writing

##### **UNIT III - Effective Communication**

- Essentials of effective communication.
- Communication Techniques.
- Barriers to communication.
- Measures to overcome barriers to communication.

#### **Suggested Readings**

1. Sampath, K, A.Panneerselvam, S.Santhanam (2007).Introduction to Educational Technology Sterling publisher Pvt. Ltd
2. Mangal, S.K. and Uma Mangal. (2014). Essentials of Educational Technology, PHI Learning Pvt. Ltd.
3. Konar, Nira (2011). Communication Skills for Professionals (Second Edition). New Delhi: PHI Learning Private Limited.
4. MTD Training (2010). Effective Communication Skills. United Kingdom. MTD Training and Ventus Publishing ApS.
5. Owen, Hargie (2006). The Handbook of Communication Skills (Third Edition). East Sussex, London : Routledge, Taylor and Francis Group.
6. Sen, Leena (2009). Communication Skills (Second Edition). New Delhi : PHI Learning Private Limited.