ASSAM DON BOSCO UNIVERSITY

REGULATIONS AND SYLLABUS
2018-2019

School of Humanities and Social Sciences

ASSAM DON BOSCO UNIVERSITY
Tapesia Gardens, Sonapur, 782402 | Azara, Guwahati 781017, Assam, India

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NOTE

This handbook contains important information to help guide and inform you during your programme of study. We recommend that you keep this handbook for the duration of your studies in the University so that you can refer to it as needed. Please note that the onus of ignorance of the regulations and information contained in this handbook will be on the student and will not be ground for any consideration.

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REGULATIONS

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REGULATIONS - GRADUATE DEGREE PROGRAMMES

The following are the regulations of the Assam Don Bosco University concerning the Graduate Programmes leading to the award of the Bachelor's Degree in various disciplines made subject to the provisions of its Statutes and Ordinances.

1.0 Academic Calendar

1.1. Each academic year is divided into two semesters of approximately 18 weeks duration: an Autumn Semester (July – December) and a Spring Semester (January – June). The Autumn Semester shall ordinarily begin in July for students already on the rolls and the Spring Semester shall ordinarily begin in January. However, the first semester (Autumn, for newly admitted students) may begin later depending on the completion of admission formalities.

1.2. The schedule of academic activities approved by the Academic Council for each semester, inclusive of the schedule of continuing evaluation for the semester, dates for the conduct of end-semester examinations, the schedule of publication of results, etc., shall be laid down in the Academic Calendar for the semester.

2.0 Duration of the Programme

2.1. The normal duration of the Graduate Programme shall be as given below:

Programme	Number of Semesters	Number of Years
Bachelor of Technology (BTECH)	8	4
Bachelor of Computer Applications (BCA)	6	3
Bachelor of Commerce (BCOM)	6	3
Bachelor of Arts (BA) Honours	6	3
Bachelor of Science (BSc) Honours	6	3

2.2 However, students who do not fulfil some of the requirements in their first attempt and have to repeat them in subsequent semesters may be permitted up to 4 more semesters (2 years) to complete all the requirements of the degree.

2.3 Under exceptional circumstances and depending on the merit of each case, a period of 2 more semesters (1 year) may be allowed for the completion of the programme.

3.0 Course Structure

3.1. The Choice Based Credit System (CBCS) shall be followed for the Graduate Degree Programmes. Credits are allotted to the various courses depending on the number of lecture/tutorial/laboratory hours per five-day cycle (one week) of classes assigned to them using the following general pattern:

3.1.1. Lecture : One hour per cycle/week is assigned 1 credit.

3.1.2. Tutorial : One hour per cycle/week is assigned 1 credit.

3.1.3. Practical : Two hours per cycle/week is assigned 1 credit.

3.2. The courses offered for the Graduate Degree Programmes are divided into two baskets – core courses and elective courses.

3.3. Core Courses: Core courses are those in the curriculum, the knowledge of which is deemed essential for students who are pursuing the said Degree Programme.

3.3.1 A student shall be required to take all the core courses offered for a particular programme.

3.3.2 The number of credits required from core courses shall be as prescribed by the competent academic authority.

3.4. Elective Courses: These are courses in the curriculum which give the student opportunities for specialisation and which cater to his/her interests and career goals. These courses may be selected by the student and/or offered by the department conducting the programme, from those listed in the curriculum according to the norms laid down by the competent academic authority.

3.4.1 The number of credits which may be acquired through elective courses shall be prescribed by the competent academic authority.

3.5. These categories of courses may further be subdivided into departmental, school or institutional, depending on the department which offers the course. The schema of categorisation of courses into baskets is as given below:

Core Courses	
Departmental Core **(DC)**	Core courses which are offered by the department conducting the programme
School Core **(SC)**	Core courses which are offered by a department other than the department conducting the programme, from within the same School
Institutional Core **(IC)**	Core courses which are offered by departments of the University from Schools other than the parent School
Elective Courses	
Departmental Elective **(DE)**	Elective courses which are offered by the department conducting the programme
School Elective**(SE)**	Elective courses which are offered by a department other than the department conducting the programme, from within the same School
Institutional Elective **(IE)**	Elective courses which are offered by departments of the University from Schools other than the parent School

3.6. In order to qualify for a Graduate Degree, a student is required to complete the minimum credit requirements as prescribed by the competent academic authority.

3.7. In addition to the prescribed credit requirement a student shall have to complete the requirements of Extra Academic Programmes (EAP) as may be prescribed by the School. Students shall be awarded P/NP grades for the EAP, which shall be recorded in the Grade sheet but not taken into account for computing the SGPA and the CGPA.

3.8. Students who secure a CGPA of at least 8 at the end of the 4th semester may opt to take one audit course per semester from any Department from the 5th semester onwards, provided the course teacher permits the auditing of the course. This shall be done under the guidance of the Departmental Faculty Advisor/mentor. The student is free to participate in the evaluation process for such courses. However, an attendance of 75% is necessary for obtaining a P grade for such courses. When auditing courses offered by other departments, it shall be the responsibility of the student to attend such courses without missing courses of one's own department and semester.

3.9. In addition, students may also opt for additional elective courses in consultation with their mentors. Students are required to participate in the evaluation process of such courses. The grades obtained for such courses shall be recorded in the grade sheet, but not taken into account for computing SGPA and CGPA.

3.10 It shall be the prerogative of the department to not offer an elective course which has less than 5 students opting for it.

3.11 The medium of instruction shall be English and examinations and project reports shall be in English.

3.12 The course structure and syllabi of the Graduate Degree Programmes shall be approved by the Academic Council of the University. Departmental Boards of Studies (DBS) shall discuss and recommend the syllabi of all the courses offered by the department from time to time before forwarding the same to the School Board of Studies (SBS). The SBS shall consider the proposals from the departments and make recommendations to the Academic Council for consideration and approval.

3.13 The curriculum may include industry training and /or fieldwork for a specified time. This is to be satisfactorily completed before a student is declared eligible for the degree. There shall be credit allocation for such industrial training or fieldwork. Normally these activities shall be arranged during convenient semester breaks as shall be determined by the School Board of Studies.

3.14 Faculty Advisor/Mentor: A faculty advisor/mentor (and a co-mentor to perform the duties of a mentor during the absence of the mentor) shall be assigned for groups of students. Generally the faculty advisor/mentor shall be assigned by the concerned department, in consultation with the Director of the School concerned. (For the first year students of the BTECH programme, the Director

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of the School of Technology shall assign the faculty advisor/mentor from departments belonging to other Schools teaching at the SOT). Faculty advisors/mentors shall help their mentees to plan their courses of study, advise them on matters relating to academic performance and personality development, and help them to overcome various problems and difficulties faced by them.

4.0 Admission

4.1 All admissions to the Graduate Degree Programmes of the University shall be on the basis of merit. There may, however, be provision for direct admission for a limited number of NRI/FN students.

4.2 Eligibility Criteria

4.2.1 To be considered for admission to a Graduate Degree Programme a candidate should have passed the Higher Secondary examination of a recognised Board of Higher Secondary Education or an equivalent examination of any University / Board securing grades/marks as specified in the table below.

4.2.2 A candidate must also obtain qualifying marks required by the University in entrance tests/ personal interview as the case may be. These marks shall be valid only for the academic year for which the test is held.

4.2.3 Admission will be on the basis of performance of the candidate at the qualifying examination, entrance test and/or personal interview.

Programme	Grade /Marks requirement from qualifying examinations	Entrance Examinations / Personal Interview
BTECH	Passed the qualifying examination in the Science Stream with 45% in the aggregate of all subjects and 45% in the aggregate of Physics, Chemistry and Mathematics	National Entrance Test such as JEE / State level entrance examination such as CEE or the ADBU Entrance Examination for Engineers
BCA, BCOM, BA Honours	Passed the qualifying examination in any stream with 45% marks in the aggregate of all subjects	Satisfactory performance in the Personal Interview
BSc Honours	Passed the qualifying examination in the science stream with 45% marks in the aggregate of Physics, Chemistry and Mathematics	Satisfactory performance in the Personal Interview

4.3 Reservation of seats for the programme shall be as per the guidelines laid out in the Statutes of the University.

4.4 Admissions shall ordinarily close after a specified period from the date of commencement of the first semester, through a notification. However, in exceptional cases, admission of a candidate after the last date may be recommended to the University with justification, by the School / Departments concerned. Under such an event, this period shall not exceed four weeks from the date of commencement of the first semester.

4.4.1 The attendance of such students shall be computed from the date of admission.

4.4.2 Such students may be offered the opportunity of taking part in in-semester assessment modules which may have already been completed.

4.5 All candidates shall be required to satisfy the norms prescribed by the University for medical fitness prior to admission.

4.6 Lateral Entry into the BTECH Programmes

4.6.1 Polytechnic diploma holders in different disciplines and B.Sc. Degree holders having Physics, Chemistry and Mathematics shall be eligible for admission to degree courses in Engineering and Technology in the third semester BTECH Programme against vacancies and/or seats in addition to the sanctioned intake in the first year.

4.6.2 Such diploma holders should have been bonafide students of polytechnics duly approved by the government and should have pursued an AICTE approved three-year diploma curriculum in an appropriate branch of Technology.

4.6.3 Only diploma holders who have secured a minimum of 60% marks in the aggregate in the relevant discipline and B.Sc. students who have secured a minimum of 50% marks in the aggregate shall be eligible for consideration for admission. The students belonging to B.Sc. Stream, would have to clear the subjects: Engineering Graphics/Engineering Drawing and Engineering Mechanics of the First Year Engineering Programme along with the Second year subjects.

4.6.4 Such admissions shall be on the basis of merit in the ADBU entrance test and a personal interview.

5.0 University Registration

5.1 Candidates shall have to register as bona-fide students with the University as per the University regulations within a period specified by the University, by a formal application routed through the Director of the School concerned.

6.0 Attendance

6.1. To be permitted to appear for the end-semester examination of a particular course, a student is required to have a minimum attendance of 75% for that course.

6.2 Deficiency in attendance up to 10% may be condoned by the Director of the School in the case of leave taken for medical and other grievous reasons, which are supported by valid medical certificates and other requisite documents (submitted at the time of returning to class).

6.3 Some students, due to exceptional situations like their own serious sickness and hospitalization or death of members of inner family circle (restricted to only father, mother, siblings), may have attendance below 65%. Such students may be given bonus attendance percentage for a particular course based on his/her attendance for that course during the remaining days of the current semester, as given in the following table:

Attendance during the remaining days of the current semester	Bonus percentage available in the current semester
95% or more	5
90% or more but less than 95%	4
85% or more but less than 90%	3
80% or more but less than 85%	2
75% or more but less than 80%	1

They shall be permitted to appear for the end-semester examination of the course if on the strength of this bonus attendance percentage, they obtain 65% attendance for that course.

6.4 If the sum of the credits of the courses for which a student is unable to appear at the end-semester examinations exceeds 50% of the total credits allotted for the semester, he/she shall not be permitted to appear for the entire end-semester examinations in view of clause 10.5 of these Regulations.

6.5 The School may propose to set aside a certain portion of the in-semester assessment marks for attendance. The number of marks and modalities of their allotment shall be made known to the students at the beginning of each semester.

6.6 Leave

6.6.1 Any absence from classes should be with prior sanctioned leave. The application for leave shall be submitted to the Office of the Director of the concerned School on prescribed forms, through proper channels, stating fully the reasons for the leave requested along with supporting documents.

6.6.2 In case of emergency such as sickness, bereavement or any other unavoidable reason for which prior application could not be made, the parent or guardian must promptly inform the office of the Director of the concerned School.

6.6.3 If the period of absence is likely to exceed 10 days, a prior application for grant of leave shall have to be submitted through the Director of the concerned School to the Registrar of the University with supporting documents in each case; the decision to grant leave shall be taken by the Registrar on the recommendation of the Director of the concerned School.

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6.6.4 The Registrar may, on receipt of an application, also decide whether the student be asked to withdraw from the programme for that particular semester because of long absence.

6.7 It shall be the responsibility of the student to intimate the concerned teachers regarding his/her absence before availing the leave.

7.0 Grading System

7.1 Three types of courses are offered in the Graduate programmes:

- **Graded courses**: For the majority of the courses, students shall be assessed and given grades.
- **Pass/No-Pass courses**: There are some courses for which the students are expected to obtain a P grade to be eligible for the degree.
- **Audit Courses**: A third category of courses are audit courses. These are optional. However, students who opt for these courses must have the required attendance to obtain a P grade in the course.

7.2 Based on the performance of a student, each student is awarded a final letter grade in each graded course at the end of the semester and the letter grade is converted into a grade point. The correspondence between percentage marks, letter grades and grade points is given in the table below:

Marks (x) obtained (%)	Grade	Description	Grade Points
90 ≤ x ≤ 100	O	Outstanding	10
80 ≤ x < 90	E	Excellent	9
70 ≤ x < 80	A+	Very Good	8
60 ≤ x < 70	A	Good	7
50 ≤ x < 60	B	Average	6
40 ≤ x < 50	C	Below Average	5
x < 40	F	Failed	0

In addition, a student may be assigned the grades 'P' and 'NP' for pass marks and non-passing marks respectively, for Pass/No-pass courses, or the grade 'X' (not permitted).

7.2.1 A student shall be assigned the letter grade 'X' for a course if he/she is not permitted to appear for the end semester examination of that course due to lack of requisite attendance.

7.2.2 A letter grade 'F', 'NP' or 'X' in any course implies failure in that course.

7.2.3 A student is considered to have completed a course successfully and earned the credits if she/he secures a letter grade other than 'F', 'NP', or 'X'.

7.3 At the end of each semester, the following measures of the performance of a student in the semester and in the programme up to that semester shall be computed and made known to the student together with the grades obtained by the student in each course:

7.3.1 The Semester Grade Point Average (SGPA): From the grades obtained by a student in the courses of a semester, the SGPA shall be calculated using the following formula:

$$SGPA = \frac{\sum_{i=1}^{n} GP_i \times NC_i}{\sum_{i=1}^{n} NC_i}$$

Where GP_i = Grade points earned in the i^{th} course
NC_i = Number of credits for the i^{th} course
n = the number of courses in the semester

7.3.2 The Cumulative Grade Point Average (CGPA): From the SGPAs obtained by a student in the completed semesters, the CGPA shall be calculated using the following formula:

$$CGPA = \frac{\sum_{i=1}^{n} SGP_i \times NSC_i}{\sum_{i=1}^{n} NSC_i}$$

Where SGP_i = Semester Grade point average of i^{th} semester

NSC_i = Number of credits for the i^{th} semester

n = the number of semesters completed

7.3.3 The CGPA may be converted into a percentage, using the following formula:

for CGPA <= 9.0, Percentage marks = (CGPA x 10) – 5

for CGPA > 9.0, Percentage marks = (CGPA x 15) – 50

7.4 Both the SGPA and CGPA shall be rounded off to the second place of decimal and recorded as such. Whenever these CGPA are to be used for official purposes, only the rounded off values shall be used.

7.5 There are academic and non-academic requirements for the Graduate programmes where a student shall be awarded the 'P' and 'NP' grades. Non-credit courses such as Extra Academic Programmes belong to this category. No grade points are associated with these grades and these courses are not taken into account in the calculation of the SGPA or CGPA. However, the award of the degree is subject to obtaining a 'P' grade in all such courses.

7.6 In the case of an audit course, the letters "AU" shall be written alongside the course name in the Grade Sheet. A student is not required to register again for passing failed audit courses.

8.0 Assessment of Performance

8.1. A student's performance is evaluated through a continuous system of evaluation comprising tests, quizzes, assignments, seminars, minor projects, major projects and end-semester examinations.

8.2. Theory Courses: Theory courses shall have two components of evaluation – in-semester assessment of 40% weightage and an end-semester examination having 60% weightage.

8.2.1. The modalities of the conduct of in-semester assessment and weightages attached to its various components shall be as published by the School at the beginning of each semester.

8.3. Lab Courses: Lab courses (Laboratory, Drawing, Workshop, etc.) shall be evaluated on the basis of attendance, assessment of tasks assigned and end semester test/viva voce. The weightage assigned for these components of the evaluation is given in the following table:

Component	Weightage
Attendance	10
Assessment of Tasks Assigned	50
End-semester test / viva voce	40

8.3.1. The modalities of the conduct of evaluation under the heading "Assessment of tasks assigned", its components and the weightages attached to its various components shall be published by the department concerned at the beginning of each semester.

8.3.2. The evaluation of the end-semester test for a lab course may be done on the basis of criteria and weightage to be specified in the question paper, among which are included

- Organisation of the experiment
- Actual conduct of the experiment assigned and accuracy of the result
- Extent of completion
- A comprehensive viva-voce which examines the overall grasp of the subject

8.4 End-Semester examinations

8.4.1 End-semester examinations for the theory courses, generally of three hours' duration, shall be conducted by the University. The Director of the concerned school shall make the arrangements necessary for holding the examinations.

8.4.2 In the end-semester examinations, a student shall be examined on the entire syllabus of the courses.

8.4.3 A student shall not obtain a pass grade for a course without appearing for the end-semester examination in that course.

8.5 Industry Training/Internship Programme

8.5.1 Departments may require students to undergo industry training/internship programmes. Students of the BTECH Programme are required to undergo an Industry Training/Internship

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programme after the sixth semester in any industry or reputed organisation. BCOM students are required to do internship at the end of 4th or 5th semester.

8.5.2 Such programmes shall generally be of duration not less than 70 hours.

8.5.3 After the Industry Training/Internship programme, the student shall furnish a certificate from the organisation where he/she underwent the programme as proof of successful completion.

8.5.4 The student shall submit a training/internship report to the department in a format to be laid down by the concerned department. He/she shall also give a seminar to present the learning outcomes of the programme in the presence of the faculty members and students of the department. The student shall be evaluated on the basis of the report, the seminar and interaction during the seminar and grades shall be assigned. These grades shall be given a weightage of two credits in the subsequent semester.

8.6 Major Project

8.6.1 Students of the BTECH programme and BCA programme shall undertake a Major Project during the course of their graduate studies. The BTECH major project work is normally conducted in two phases during the seventh and eighth semesters of the programme and is to be done individually or in groups within the campus. A department may substitute this with two independent projects in the seventh and eighth semesters with prior permission from the statutory authority. The BCA major project work is conducted during the sixth semester of the programme, and is to be done individually or in groups within the campus.

8.6.2 Each department shall constitute a Departmental Project Evaluation Committee (DPEC) consisting of the Head of the Department, Project Co-ordinator and two senior teachers from the department, with the Project Co-ordinator as the convenor. The DPEC shall co-ordinate the conduct and assessment of the project.

8.6.3 The DPEC shall notify the schedule and modalities for the following stages in the implementation of the project.

- Submission of the topic of the project.
- Notification for assignment of project supervisors.
- Submission of the synopsis.
- Schedule and modality for the submission of weekly activity reports.
- Schedule for the seminar presentation of synopsis.
- Schedule for Progress Seminars, submission of progress reports and viva voce examination.
- Date for the submission of the project report and a brief summary.
- Dates for the external evaluation of the project.

In the case of the BTECH project, some of these activities may be performed during semester VII (Phase I) and others during Semester VIII (Phase II) as shall be notified by the DPEC.

8.6.4 The DPEC may ask a student to resubmit a synopsis if the same does not get its approval.

8.6.5 The Convenor of the DPEC shall submit to the Controller of Examinations a panel of at least three names of external examiners at least three weeks before the external examination. The Controller of Examinations shall appoint the external examiner(s) from this panel. The project supervisor shall be the internal examiner.

8.6.6 Each student shall submit to the DPEC three bound, typed copies of the project report, prepared according to the prescribed format, after the pre-submission seminar, by the due date. The student shall also submit three copies of a brief summary of the project that shall be forwarded to the concerned examiners.

8.6.7 The DPEC shall make the arrangements necessary to conduct the external evaluation in consultation with the examiner(s) appointed by the University, during the dates notified.

8.6.8 Phase I of the project shall be evaluated through in-semester assessment only. The modality and components of the assessment and their weightages shall be determined by the School and the same shall be notified at the beginning of each semester.

8.6.9 Phase II of the project shall be evaluated through in-semester and end-semester assessments of equal weightage. The in-semester assessment shall be done by the DPEC and the project supervisor and the end-semester assessment shall be done by the external examiner(s) and the project supervisor, assisted by the DPEC. The modality and components of the in-

semester assessment and their weightages shall be determined by the school and the same shall be notified at the beginning of each semester.

8.6.10 The DPEC shall forward the in-semester assessment marks to the Controller of Examinations by the date specified by the Examination Department.

8.6.11 The end-semester assessment shall have the following components:

- Project implementation : 40 marks
- Seminar presentation : 20 marks
- Viva voce examination : 20 marks
- Project documentation : 20 marks

8.6.12 Independent projects as envisaged in clause 8.6.1 shall be evaluated in the same manner as Phase II of the major project.

8.6.13 Those who obtain an 'F' grade for the major project shall be required to re-enrol for it in the subsequent semesters.

8.7 Minor and Mini Projects

8.7.1 Students may be assigned minor and mini projects by the department from the fourth semester onwards to ensure that their learning becomes a hands-on experience. These projects shall be executed by the students individually or in groups under the guidance of faculty members appointed by the department.

8.7.1.1 BCOM students shall undertake a Project (phase 1 & 2) spread across 5th and 6th semesters.

8.7.2 The mode of evaluation of these projects shall follow the pattern of evaluation of Lab Courses (vide clause 8.3) and the modalities for the conduct of evaluation, its components and the weightages attached to these components shall be published by the department concerned at the beginning of each semester.

8.7.3 The students may be required to submit project reports in the format specified. The evaluation of the Minor and Mini Projects shall take into consideration these project reports.

8.8 The evaluation of performance in Extra Academic Programmes shall be done by the authorities conducting them and they shall communicate the grades to the Director of the concerned School who shall forward them to the Controller of Examinations.

8.9 The Director of the concerned School shall forward the marks obtained in the in-semester evaluation to the Controller of Examinations within the prescribed time as may be notified.

8.9.1 All evaluated work in a course except the end semester answer scripts shall be returned to the students promptly.

8.10 Eligibility for appearing in the end-semester examinations: A student shall be permitted to appear for the end-semester examinations, provided that

8.10.1 A student has not been debarred from appearing in the end semester examinations as disciplinary action for serious breach of conduct.

8.10.2 He/she has satisfactory attendance during the semester according to the norms laid out in section 6 of these regulations.

8.10.3 He/she has paid the prescribed fees or any other dues of the university within the date specified.

8.11 Registration for end-semester Examinations

8.11.1 The University shall, through a notification, invite applications from students to register for the end-semester examinations.

8.11.2 Students who have registered with the University (vide clause 5) and those who have applied for such registration may apply to appear for the end-semester examinations of the university, in response to the notification issued by the University, provided that they fulfil the eligibility norms as laid down in clause 8.10.

8.11.3 All eligible candidates shall be issued an admit card for the relevant examination and for specified courses. A student who does not have a valid admit card may not be permitted to write the end-semester examinations.

8.11.4 A student who secures an 'F' or 'X' grade in any course in a semester may register for the end-semester examination for that course in a subsequent semester when that course is offered again, within a period of six years from his/her enrolment for the programme. The

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in-semester assessment marks obtained by him/her in the last semester in which the said course was attended by him/her shall be retained.

8.11.5 Similarly, in case of an 'NP' grade in Extra Academic Programmes the student shall have to re-register for it in the appropriate semester of the next academic session.

8.11.6 When a student re-registers for the end semester examination of a course, in accordance with clause 8.11.4 above, the better of the two grades obtained (the old and the new) shall be considered for the calculation of SGPA and CGPA.

8.12 Conduct of Examinations: The University shall conduct the end-semester examinations in accordance with the applicable regulations on such dates as are set down in the Academic Calendar or as notified.

8.13 Declaration of Results: The University shall declare the results of a semester and make available to the students their grade sheets within the time-frame prescribed by the relevant regulations of the university and specified in the academic calendar.

8.14 The University may withhold the results of a student for any or all of the following reasons

- he/she has not paid his/her dues
- there is a disciplinary action pending against him/her
- he/she has not completed the formalities for University Registration according to the requirement of section 5 of these Regulations.

8.15 Re-examining of answer scripts

8.15.1 If a student feels that the grade awarded to him/her in a course is not correct, he/she may apply to the University for the re-examining of his/her answer script.

8.15.2 Re-examining of scripts may be of two different categories – scrutiny and re-evaluation.

8.15.3 Scrutiny: The activities under this category shall ordinarily be confined to checking

- correctness of the total marks awarded and its conversion into appropriate letter grades
- whether any part/whole of a question has been left unevaluated inadvertently
- correctness of transcription of marks on the tabulation sheet and the grade sheet issued in respect of the course under scrutiny.

8.15.4 Re-evaluation: Re-evaluation of the answer script by independent experts in the concerned subject(s).

8.15.5 Application for re-examining of answer scripts

- A student may apply for scrutiny or re-evaluation for one or more courses of the just-concluded end-semester examinations within seven calendar days from the date of publication of its results in the application form prescribed for this purpose.
- He/she shall pay the prescribed fee to the University as notified.
- A student applying for scrutiny/re-evaluation shall expressly state on the application form whether the application made is for Scrutiny or for Re-evaluation. In each case, the student may also request to see his/her answer script.
- All applications for scrutiny/re-evaluation must be routed through the Director of the concerned School.

8.15.6 If in the process of re-examining, the grade obtained in a course changes, the better of the two grades shall be assigned to the course. If there is a change, the new grade shall be recorded and a new grade sheet shall be issued to the student.

8.15.7 Without prejudice to any of the clauses of section 8.15, a student who has been found to have used unfair means during an examination shall not be eligible to apply for scrutiny or re-evaluation of answer scripts.

8.16. Improvement Examination

8.16.1 After the completion of the entire programme of study, a student may be allowed the provision of improvement examinations. These are to be availed of only once each in the Autumn and Spring semesters that immediately follow the completion of the programme, and within the maximum number of years permissible for a programme.

8.16.2 A student who has taken migration from the University shall not be eligible to appear for Improvement Examination.

8.16.3 A student may not choose more than the number of courses specified below for improvement examinations.

Programme	Number of Courses for Improvement Examinations		
	Autumn Semester	Spring Semester	Total
BTECH	6	6	12
BCA	4	4	8
BCOM	4	4	8
BSc	4	4	8
BA	4	4	8

8.16.4 After the improvement examination, the better of the two grades obtained (the old and the new) shall be considered for the calculation of SGPA and CGPA.

8.16.5 If the student improves his/her grades through the improvement examination, new grade sheets and comprehensive transcripts shall be issued to the student.

8.17. Special Examination

8.17.1 The University shall conduct Special Examinations to benefit the following categories of students:

8.17.1.1 Students who, on the completion of the final semester, have some 'F' graded courses in the two final semesters, but no 'F' or 'X' graded courses in any of the previous semesters

8.17.1.2 Students who have only one 'F' graded course in a semester other than the two final semesters and do not have 'F' or 'X' graded courses in the two final semesters.

8.17.2 The Special Examinations shall ordinarily be conducted each year within a month of the declaration of the results of the Spring Semester.

8.17.3 Students who fail to secure 50% of the credits offered in the final semester shall not be eligible to appear for the special examinations. Such students will be governed by the provisions of clause 10.5 of these regulations. However, this restriction shall not apply in the case of students who are unable to appear in the end semester examinations due to exceptional situations like their own serious illness and hospitalisation or death of members of inner family circle (restricted to only father, mother, siblings).

8.17.4 Students who have 'X' graded courses only in the last two semesters shall be offered the opportunity for participating in a Tutorial Programme which may be conducted during the semester break immediately following the end-semester examinations of the final semester and students who earn 85% attendance for the programme shall be permitted to appear for the Special Examinations. Separate fees shall be charged for the Tutorial Programme.

8.17.5 Students who do not obtain pass grades in any course at the special examinations shall have to apply in the prescribed format and appear for the end-semester examination of these courses when they are scheduled by the University during subsequent relevant end-semester examinations.

9.0 Change of Branch (only for BTECH)

9.1 Normally a student admitted to a particular branch of the BTECH programme shall continue studying in that branch till completion. However, in special cases the university may permit a student to change from one branch of studies to another after the first two semesters.

9.2 Students shall be allowed a change in branch subject to the limitation that the strength of a branch should not fall below the existing strength by more than ten percent and should not go above the sanctioned strength by more than twenty percent.

9.3 Only those students shall be eligible for consideration of a change of branch, who have completed all the credits required in the first two semesters of their studies, in their first attempt.

9.4 Applications for a change of branch must be made by intending eligible students in the prescribed form. The Office of the Registrar shall call for applications at the beginning of the third semester and the completed forms must be submitted by the last date specified in the notification.

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9.5 Students may enlist up to two choices of branch, in order of preference, to which they wish to change over. It shall not be permissible to alter the choice after the application has been submitted.

9.6 Change of branch shall be made strictly in order of merit of the applicants. For this purpose the CGPA obtained at the end of the second semester shall be considered. In case of a tie, the following shall be considered in the given order: the SGPA of the second semester, the SGPA of the first semester, grades obtained by the applicants in the courses of the second semester in an order to be determined by the Office of the Registrar.

9.7 A committee consisting of the Director and heads of departments of the concerned School, chaired by the Registrar shall examine the applications and consider them on the basis of the criteria laid out above.

9.8 The details of branch changes effected shall be notified to the students by the Registrar, within 7 days of the submission of applications.

9.9 All changes of branch shall be final and binding on the applicants. No student shall be permitted, under any circumstance, to refuse the change of branch offered.

9.10 All changes of branch made in accordance with the above rules shall be effective from the third semester of the applicants concerned. No change of branch shall be permitted after this.

10.0 Enrolment (for semesters other than the first)

10.1 Every student is required to enrol for the relevant courses before the commencement of each semester within the dates fixed for such enrolment and notified by the Registrar.

10.2 Students who do not enrol within the dates announced for the purpose may be permitted late enrolment up to the notified date on payment of a late fee.

10.3 Only those students shall be permitted to enrol who have

- cleared all University, Departmental, Hostel and Library dues and fines (if any) of the previous semester,
- paid all required University, Departmental and Hostel fees for the current semester, and
- not been debarred from enrolling on any specific ground.

10.4 No student may enrol for a semester if he/she has not appeared, for whatever reason, in the end semester examinations of the previous semester.

10.5 A student who fails to obtain 50% of the credits offered in a semester shall not be permitted to enrol for the next semester and shall have to re-enrol for and attend all the courses of the said semester in the following academic year.

11.0 Eligibility for the Award of the Graduate Degree

11.1 A student shall be declared to be eligible for the award of the Graduate Degree for which he/she has enrolled if he/she has

11.1.1 completed all the credit requirements for the degree with grade 'C' or higher grade in each of the mandatory graded courses and grade 'P' in all mandatory non-graded courses;

11.1.2 satisfactorily completed all the non-credit requirements for the degree viz., Extra Academic Activities, Industry Training, field work, internship programme, etc. (if any);

11.1.3 obtained a CGPA of 5.00 or more at the end of the semester in which he/she completes all the requirements for the degree;

11.1.4 no dues to the University, School, Department, Hostels; and

11.1.5 no disciplinary action pending against him/her.

11.2 The award of the Graduate Degree must be recommended by the Academic Council and approved by the Board of Management of the University.

12.0 Termination from the Programme

12.1 If more than the number of years permitted for the completion of a programme have elapsed since the student was admitted, and the student has not become eligible for the award of Degree, the student shall be removed from the programme.

12.2 A student may also be required to leave the Programme on disciplinary grounds on the recommendations of the Students' Disciplinary Committee of the concerned School.

ASSAM DON BOSCO UNIVERSITY
REGULATIONS - POST GRADUATE DEGREE PROGRAMMES

SCIENCE AND TECHNOLOGY

The following are the regulations of the Assam Don Bosco University concerning the Post-Graduate Programmes leading to the award of the Master's Degree in the disciplines of Science and Technology made subject to the provisions of its Statutes and Ordinances.

1.0 Academic Calendar

1.1 Each academic year is divided into two semesters of approximately 18 weeks duration: an Autumn Semester (July – December) and a Spring Semester (January – June). The Autumn Semester shall ordinarily begin in July for students already on the rolls and the Spring Semester shall ordinarily begin in January. However, the first semester (Autumn, for newly admitted students) may begin later depending on the completion of admission formalities.

1.2 The schedule of academic activities approved by the Academic Council for each semester, inclusive of the schedule of continuing evaluation for the semester, dates for the conduct of end-semester examinations, the schedule of publication of results, etc., shall be laid down in the Academic Calendar for the semester.

2.0 Duration of the Programme

2.1 The normal duration of the Post Graduate Programme shall be as per the table given below:

Programme	Number of Semesters	Number of Years
Master of Technology (MTECH)	4	2
Master of Computer Applications (MCA)	6	3
Master of Science (MSc)	4	2

2.2 However, students who do not fulfill some of the requirements in their first attempt and have to repeat them in subsequent semesters may be permitted up to 4 more semesters (2 years) to complete all the requirements of the degree.

2.3 Under exceptional circumstances and depending on the merit of each case, a period of 2 more semesters (1 year) may be allowed for the completion of the programme

3.0 Course Structure

3.1 The choice based credit system shall be followed for the Post Graduate Degree Programmes. Credits are allotted to the various courses depending on the number of lecture/tutorial/laboratory hours per five-day cycle (one week) of classes assigned to them using the following general pattern:

3.1.1 Lecture : One hour per cycle/week is assigned 1 credit.

3.1.2 Tutorial : One hour per cycle/week is assigned 1 credit.

3.1.3 Practical : Two hours per cycle/week is assigned 1 credit.

3.2 The courses offered for the Post Graduate Degree Programmes are divided into two baskets – core courses and elective courses.

3.3 **Core Courses:** Core courses are those in the curriculum, the knowledge of which is deemed Essential for students who are pursuing the said Degree Programme.

3.3.1 A student shall be required to take all the core courses offered for a particular programme.

3.3.2 The number of credits required from core courses shall be as prescribed by the competent academic authority.

3.4 **Elective Courses:** These are courses in the curriculum which give the student opportunities for specialisation and which cater to his/her interests and career goals. These courses may be selected by the student and/or offered by the department conducting the programme, from those listed in the curriculum according to the norms laid down by the competent academic authority.

3.4.1 The number of credits which may be acquired through elective courses shall be prescribed by the competent academic authority.

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3.5 These categories of courses may further be subdivided into departmental, school or institutional, depending on the department which offers the course. The schema of categorisation of courses into baskets is as given below:

Core Courses	
Departmental Core **(DC)**	Core courses which are offered by the department conducting the programme
School Core **(SC)**	Core courses which are offered by a department other than the department conducting the programme, from within the same School
Institutional Core **(IC)**	Core courses which are offered by departments of the University from Schools other than the parent School
Elective Courses	
Departmental Elective **(DE)**	Elective courses which are offered by the department conducting the programme
School Elective **(SE)**	Elective courses which are offered by a department other than the department conducting the programme, from within the same School
Institutional Elective **(IE)**	Elective courses which are offered by departments of the University from Schools others than the parent School

3.6 In order to qualify for a Post Graduate Degree, a student is required to complete the minimum credit requirements as prescribed by the competent academic authority.

3.7 In addition to the prescribed credit requirements a student shall have to complete the requirements of Extra Academic Programmes (EAP) as may be prescribed by the School. Students shall be awarded P/NP grades for the EAP, which shall be recorded in the Gradesheet but not taken into account for computing the SGPA and the CGPA.

3.8 Students who secure a CGPA of at least 8 at the end of the first semester (third semester, in the case of MCA) may opt to take one audit course per semester from any Department from the second semester onwards (fourth semester, in the case of MCA), provided the course teacher permits the auditing of the course. This shall be done under the guidance of the Departmental Faculty Advisor/ mentor. The student is free to participate in the evaluation process for such courses. However, an attendance of 75% is necessary for obtaining a P grade for such courses. When auditing courses offered by other departments, it shall be the responsibility of the student to attend such courses without missing courses of one's own department and semester.

3.9 In addition, students may also opt for additional elective courses in consultation with their mentors. Students are required to participate in the evaluation process of such courses. The grades obtained for such courses shall be recorded in the gradesheet, but not taken into account for computing SGPA and CGPA.

3.10 It shall be the prerogative of the department to not offer an elective course which has less than 5 students opting for it.

3.11 The medium of instruction shall be English and examinations and project reports shall be in English.

3.12 The course structure and syllabi of the Post Graduate Degree Programmes shall be approved by the Academic Council of the University. Departmental Boards of Studies (DBOS) shall discuss and recommend the syllabi of all the courses offered by the department from time to time before forwarding the same to the School Board of Studies (SBOS). The SBOS shall consider the proposals from the departments and make recommendations to the Academic Council for consideration and approval.

3.13 The curriculum may include industry training and /or fieldwork for a specified time. This is to be satisfactorily completed before a student is declared eligible for the degree. There shall be credit allocation for such industrial training or fieldwork. Normally these activities shall be arranged during convenient semester breaks as shall be determined by the School Board of Studies.

3.14 Faculty Advisor/Mentor: A faculty advisor/mentor (and a co-mentor to perform the duties of a mentor during the absence of the mentor) to shall be assigned for groups of students. Faculty advisors/mentors shall help their mentees to plan their courses of study, advise them on matters relating to academic performance and personality development, and help them to overcome various problems and difficulties faced by them.

4.0 Admission

4.1 All admissions to the Post Graduate Degree Programmes of the University shall be on the basis of merit. There may, however, be provision for direct admission for a limited number of NRI/FN students.

4.2 **Eligibility Criteria**

4.2.1 To be considered for admission to a Post Graduate Degree Programme a candidate should have passed a Bachelor's Degree (or equivalent) programme of a recognised university securing grades/marks as specified in the table below.

4.2.2 Admission will be on the basis of the performance of the candidate at the graduate level, the Post Graduate Entrance Test conducted by the university and/or a personal interview. Candidates for MTECH who have a valid GATE score may be exempted from the entrance test.

Programme	Grade /Marks requirement from qualifying examinations	Entrance Examinations / Personal Interview
MTECH	Completed a Bachelor's Degree programme in the appropriate stream of technology from a recognised university successfully with a minimum CGPA of 6.5 (or equivalent). The Academic Council may establish other eligibility criteria for M Tech in a particular discipline.	Post Graduate Entrance Test of Assam Don Bosco University
MCA	Completed a Bachelor's Degree programme in any stream of a recognised university successfully with a minimum of 50 % marks in the aggregate. In addition, the candidate must have passed Mathematics or equivalent at the higher secondary level or above.	Post Graduate Entrance Test of Assam Don Bosco University
MSc	Completed a Bachelor's Degree programme in Science of a recognised university successfully with a minimum of 50 % marks in the aggregate, with the relevant discipline as a subject	Satisfactory performance in the Personal Interview

4.3 Reservation of seats for the programme shall be as per the guidelines laid out in the Statutes of the University.

4.4 Admissions shall ordinarily close after a specified period from the date of commencement of the first semester, through a notification. However, in exceptional cases, admission of a candidate after the last date may be recommended to the University with justification, by the School / Departments concerned. Under such an event, this period shall not exceed four weeks from the date of commencement of the first semester.

4.4.1 The attendance of such students shall be computed from the date of admission.

4.4.2 Such students may be offered the opportunity of taking part in in-semester assessment modules which may have already been completed.

4.5 All candidates shall be required to satisfy the norms prescribed by the University for medical fitness prior to admission.

4.6 Candidates may be required to furnish a certificate of good conduct from the institution last attended.

4.7 Lateral Entry into the MCA Programme

Students who have completed the BCA programme of Assam Don Bosco University shall be eligible for admission into the third semester of the MCA programme.

5.0 University Registration

5.1 Candidates shall have to register as bona-fide students with the University as per the University regulations within a period specified by the University, by a formal application routed through the Director of the School concerned.

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6.0 Attendance

6.1 To be permitted to appear for the end-semester examination of a particular course, a student is required to have a minimum attendance of 75% for that course.

6.2 Deficiency in attendance up to 10% may be condoned by the Director of the School in the case of leave taken for medical and other grievous reasons, which are supported by valid medical certificates and other requisite documents.

6.3 Some students, due to exceptional situations like their own serious sickness and hospitalization or death of members of inner family circle (restricted to only father, mother, siblings), may have attendance below 65%. Such students may be given bonus attendance percentage for a particular course based on his/her attendance for that course during the remaining days of the current semester, as given in the following table:

Attendance during the remaining days of the current semester	Bonus percentage available in the current semester
95% or more	5
90% or more but less than 95%	4
85% or more but less than 90%	3
80% or more but less than 85%	2
75% or more but less than 80%	1

They shall be permitted to appear for the end-semester examination of the course if, on the strength of this bonus attendance percentage, they obtain 65% attendance for that course.

6.4 If the sum of the credits of the courses for which a student is unable to appear at the end-semester examinations exceeds 50% of the total credits allotted for the semester, he/she shall not be permitted to appear for the entire end-semester examinations in view of clause 9.5 of these Regulations.

6.5 The School may propose to set aside a certain portion of the in-semester assessment marks for attendance. The number of marks and modalities of their allotment shall be made known to the students at the beginning of each semester.

6.6 **Leave**

6.6.1 Any absence from classes should be with prior sanctioned leave. The application for leave shall be submitted to the office of the Director of the concerned School on prescribed forms, through proper channels, stating fully the reasons for the leave requested along with supporting documents.

6.6.2 In case of emergency such as sickness, bereavement or any other unavoidable reason for which prior application could not be made, the parent or guardian must promptly inform the office of the Director of the concerned School.

6.6.3 If the period of absence is likely to exceed 10 days, a prior application for grant of leave shall have to be submitted through the Director of the concerned School to the Registrar of the University with supporting documents in each case; the decision to grant leave shall be taken by the Registrar on the recommendation of the Director of the concerned School.

6.6.4 The Registrar may, on receipt of an application, also decide whether the student be asked to withdraw from the programme for that particular semester because of long absence.

6.7 It shall be the responsibility of the student to intimate the concerned teachers regarding his/her absence before availing the leave.

7.0 Grading System

7.1. Three types of courses are offered in the Post Graduate programmes:

- **Graded courses**: For the majority of the courses, students shall be assessed and given grades.
- **Pass/No-Pass courses**: There are some courses for which the students are expected to obtain a P grade to be eligible for the degree.
- **Audit Courses**: A third category of courses are audit courses. These are optional. However, students who opt for these courses must have the required attendance to obtain a P grade in the course.

7.2 Based on the performance of a student, each student is awarded a final letter grade in each graded course at the end of the semester and the letter grade is converted into a grade point. The

correspondence between percentage marks, letter grades and grade points is given in the table below:

Marks (x) obtained (%)	Grade	Description	Grade Points
90 ≤ x ≤ 100	O	Outstanding	10
80 ≤ x < 90	E	Excellent	9
70 ≤ x < 80	A+	Very Good	8
60 ≤ x < 70	A	Good	7
50 ≤ x < 60	B	Average	6
40 ≤ x < 50	C	Below Average	5
x < 40	F	Failed	0

In addition, a student may be assigned the grades 'P' and 'NP' for pass marks and non-passing marks respectively, for Pass/No-pass courses, or the grade 'X' (not permitted).

7.2.1 A student shall be assigned the letter grade 'X' for a course if he/she is not permitted to appear for the end semester examination of that course due to lack of requisite attendance.

7.2.2 A letter grade 'F', 'NP' or 'X' in any course implies failure in that course.

7.2.3 A student is considered to have completed a course successfully and earned the credits if she/he secures a letter grade other than 'F', 'NP', or 'X'.

7.3. At the end of each semester, the following measures of the performance of a student in the semester and in the programme up to that semester shall be computed and made known to the student together with the grades obtained by the student in each course:

7.3.1. The Semester Grade Point Average (SGPA): From the grades obtained by a student in the courses of a semester, the SGPA shall be calculated using the following formula:

$$SGPA = \frac{\sum_{i=1}^{n} GP_i \times NC_i}{\sum_{i=1}^{n} NC_i}$$

Where GP_i = Grade points earned in the i^{th} course
NC_i = Number of credits for the i^{th} course
n = the number of courses in the semester

7.3.2. The Cumulative Grade Point Average (CGPA): From the SGPAs obtained by a student in the completed semesters, the CGPA shall be calculated using the following formula:

$$CGPA = \frac{\sum_{i=1}^{n} SGP_i \times NSC_i}{\sum_{i=1}^{n} NSC_i}$$

Where SGP_i = Semester Grade point average of i^{th} semester
NSC_i = Number of credits for the i^{th} semester
n = the number of semesters completed

7.3.3. The CGPA may be converted into a percentage, using the following formula:
for CGPA <= 9.0, Percentage marks = (CGPA x 10) – 5
for CGPA > 9.0, Percentage marks = (CGPA x 15) – 50

7.4. Both the SGPA and CGPA shall be rounded off to the second place of decimal and recorded as such. Whenever these CGPA are to be used for official purposes, only the rounded off values shall be used.

7.5. There are academic and non-academic requirements for the Graduate programmes where a student shall be awarded the 'P' and 'NP' grades. Non-credit courses such as Extra Academic Programmes belong to this category. No grade points are associated with these grades and these

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courses are not taken into account in the calculation of the SGPA or CGPA. However, the award of the degree is subject to obtaining a 'P' grade in all such courses.

7.6. In the case of an audit course, the letters "AU" shall be written alongside the course name in the Grade Sheet. A student is not required to register again for passing failed audit courses.

8.0 Assessment of Performance

8.1. A student's performance is evaluated through a continuous system of evaluation comprising tests, quizzes, assignments, seminars, minor projects, major projects and end-semester examinations.

8.2. Theory Courses: Theory courses shall have two components of evaluation – in-semester assessment of 40% weightage and an end-semester examination having 60% weightage.

8.2.1. The modalities of the conduct of in-semester assessment and weightages attached to its various components shall be as published by the School/Department at the beginning of each semester.

8.3. Lab Courses: Lab courses (Laboratory, Drawing, Workshop, etc.) shall be evaluated on the basis of attendance, assessment of tasks assigned and end semester test/viva voce. The weightage assigned for these components of the evaluation is given in the following table:

Component	Weightage
Assessment of Tasks Assigned	60
End-semester test / Viva voce	40

8.3.1. The modalities of the conduct of evaluation under the heading "Assessment of tasks assigned", its components and the weightages attached to its various components shall be published by the department concerned at the beginning of each semester.

8.3.2. The evaluation of the end-semester test for a lab course may be done on the basis of criteria and weightage to be specified in the question paper, among which are included

- Organisation of the program/experiment
- Coding, freedom from logical and syntactical errors, and accuracy of the result obtained / conduct of the experiment assigned and accuracy of the result
- Extent of completion
- A comprehensive viva-voce which examines the overall grasp of the subject

8.4. **End-Semester examinations**

8.4.1. End-semester examinations for the theory courses, generally of three hours' duration, shall be conducted by the University. The Director of the concerned school shall make the arrangements necessary for holding the examinations.

8.4.2. In the end-semester examinations, a student shall be examined on the entire syllabus of the courses.

8.4.3. A student shall not obtain a pass grade for a course without appearing for the end-semester examination in that course.

8.5. Research Seminar

8.5.1. During the course of the Post Graduate programme students may be required to conduct research seminars on a regular basis. The purpose of these research seminars is to encourage the students to conduct literature survey on the recent trends and developments in a chosen area of the discipline.

8.5.2. The literature survey conducted in preparation for these seminars may lead the students to the development of a project model to be executed during the final semesters of the programme.

8.5.3. The Research Seminars shall be evaluated on the basis of a presentation, a report and a viva voce examination.

8.6. The Major Project / Research Project / Dissertation

8.6.1 Students of the Post Graduate Programme shall undertake a Major Project / Research Project / Dissertation during the course of their Post Graduate studies. The Major Project / Research Project / Dissertation (to be referred to as Major Project henceforth) is normally conducted in two phases during the last two semesters of the programme.

8.6.2 The Major Project may be a software project, a research oriented project or research work which leads to a dissertation, as may be relevant to the discipline in which the work is

undertaken. If it is a research oriented work, it should expose the students to the current state of research in a chosen area of the discipline and lead to new developments in the area.

8.6.3 The Major Project is to be undertaken individually in the campus or outside as may be specified by the department.

8.6.4 Each department shall constitute a Departmental Project Evaluation Committee (DPEC) consisting of the Director of the School (Chairperson), Head of the Department (Vice Chairperson), Project Co-ordinator and two senior teachers from the department, with the Project Co-ordinator as the convenor. The DPEC shall co-ordinate the conduct and assessment of the project.

8.6.4. The DPEC will notify the schedule and modalities for the following stages in the implementation of the project.

- Submission of the topic of the project.
- Notification for assignment of project supervisors.
- Submission of the synopsis
- Schedule for the seminar presentation of synopsis.
- Schedule for Progress Seminars, submission of progress reports and viva voce examination.
- Date for the submission of the project report and a brief summary.
- Dates for the end semester evaluation of the project.

8.6.5. The DPEC may ask a student to resubmit a synopsis if the same does not get its approval.

8.6.6. The project supervisor may be from outside the department or university. Such a supervisor should be approved by the DPEC and jointly supervise a project with a faculty member of the department.

8.6.7. The minimum qualification of a project supervisor shall be laid down by the DPEC in consultation with the Director of the School and authorities of the University.

8.6.8. The Chairperson of the DPEC will submit to the Controller of Examinations a panel of at least three names of external examiners at least three weeks before the end semester examination. The Controller of Examinations will appoint the external examiner(s) from this panel.

8.6.9. Each student shall submit to the DPEC four bound, printed copies of the project report, prepared according to the prescribed format made available, by the due date. The student will submit also three copies of a brief summary of the project that will be forwarded to the concerned examiners.

8.6.10 The DPEC will make the arrangements necessary to conduct the end semester evaluation in consultation with the examiners appointed by the University, during the dates notified.

8.6.11 The project will be evaluated through in-semester and end-semester assessments of equal weightage. The in-semester assessment will be done by the DPEC and the project supervisor. The end-semester assessment will be done by the external examiner(s), the project supervisor and a member of the DPEC appointed by it for the purpose. The weightages attached to their respective evaluations shall be 60:20:20.

8.6.12 The DPEC will forward the in-semester assessment marks to the Controller of Examinations by the date specified by the Examination Department.

8.6.13 Given below are the suggested components of Internal assessment and respective marks assigned:

- Synopsis: 15 marks
- Seminar presentation of the synopsis: 15 marks
- Project implementation: 40 marks
- Pre-submission presentation: 15 marks
- Pre-submission viva voce: 15 marks

8.6.14 Given below are the suggested components of External assessment and respective marks assigned:

- Project implementation: 40 marks
- Seminar presentation: 25 marks
- Viva voce examination: 20 marks
- Project documentation: 15 marks

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8.6.15 Publication of papers and registering of patents are encouraged during the Post Graduate programme. Papers published or patents obtained may be awarded extra weightage during the evaluation of the project.

8.6.16 Those who obtain an 'F' grade for the major project will be required to re-enrol for it in the subsequent semester and pay the prescribed fees.

8.7. The Director will forward the marks obtained in the in-semester evaluation to the Controller of Examinations within the prescribed time as may be notified.

8.8. All evaluated work in a subject except the end semester answer scripts will be returned to the students promptly.

8.9 Eligibility for appearing in the end-semester examinations: A student shall be permitted to appear for the end-semester examinations, provided that

8.9.1. A student has not been debarred from appearing in the end semester examinations as disciplinary action for serious breach of conduct.

8.9.2. He/she has satisfactory attendance during the semester according to the norms laid out in section 6 of these regulations.

8.9.3. He/she has paid the prescribed fees or any other dues of the university within the date specified.

8.10 Registration for end-semester Examinations

8.10.1 The University shall, through a notification, invite applications from students to register for the end-semester examinations.

8.10.2 Students who have registered with the University (vide clause 5) and those who have applied for such registration may apply to appear for the end-semester examinations of the university, in response to the notification issued by the University, provided that they fulfil the eligibility norms as laid down in clause 8.9.

8.10.3 All eligible candidates shall be issued an admit card for the relevant examination and for specified courses. A student who does not have a valid admit card may not be permitted to write the end-semester examinations.

8.10.4 A student who secures an 'F' or 'X' grade in any course in a semester may register for the end-semester examination for that course in a subsequent semester when that course is offered again, within the maximum period of time allotted for the completion of the programme. The in-semester assessment marks obtained by him/her in the last semester in which the said course was attended by him/her shall be retained.

8.10.5 Similarly, in case of an 'NP' grade in Extra Academic Programmes the student shall have to re-register for it in the appropriate semester of the next academic session.

8.10.6 When a student re-registers for the end semester examination of a course, in accordance with clause 8.10.4 above, the better of the two grades obtained (the old and the new) shall be considered for the calculation of SGPA and CGPA.

8.11 Conduct of Examinations: The University shall conduct the end-semester examinations in accordance with the applicable regulations on such dates as are set down in the Academic Calendar or as notified.

8.12 Declaration of Results: The University shall declare the results of a semester and make available to students their gradesheets within the time-frame prescribed by the relevant regulations of the university and specified in the academic calendar.

8.13 The University may withhold the results of a student for any or all of the following reasons

- he/she has not paid his/her dues
- there is a disciplinary action pending against him/her
- he/she has not completed the formalities for University Registration according to the requirement of section 5 of these Regulations.

8.14 Re-examining of answer scripts

8.14.1 If a student feels that the grade awarded to him/her in a course is not correct, he/she may apply to the University for the re-examining of his/her answer script.

8.14.2 Re-examining of scripts may be of two different categories – scrutiny and re-evaluation.

8.14.3 **Scrutiny:** The activities under this category shall ordinarily be confined to checking

- correctness of the total marks awarded and its conversion into appropriate letter grades
- whether any part/whole of a question has been left unevaluated inadvertently

- correctness of transcription of marks on the tabulation sheet and the gradesheet issued in respect of the course under scrutiny.

8.14.4 Re-evaluation: Re-evaluation of the answer script by independent experts in the concerned subject(s).

8.14.5 **Application for re-examining of answer scripts**

- A student may apply for scrutiny or re-evaluation for one or more courses of the just-concluded end-semester examinations within seven calendar days from the date of publication of its results in the application form prescribed for this purpose.
- He/she shall pay the prescribed fee to the University as notified.
- A student applying for scrutiny/re-evaluation shall expressly state on the application form whether the application made is for Scrutiny or for Re-evaluation. In each case, the student may also request to see his/her answer script.
- All applications for scrutiny/re-evaluation must be routed through the Director of the concerned School.

8.14.6 If in the process of re-examining, the grade obtained in a course changes, the better of the two grades shall be assigned to the course. If there is a change, the new grade shall be recorded and a new grade sheet shall be issued to the student.

8.14.7 Without prejudice to any of the clauses of section 8.14, a student who has been found to have used unfair means during an examination shall not be eligible to apply for scrutiny or re-evaluation of answer scripts.

8.15 **Improvement Examination**

8.15.1 After the completion of the entire programme of study, a student may be allowed the provision of improvement examinations. These are to be availed of only once each in the Autumn and Spring semesters that immediately follow the completion of the programme, and within the maximum number of years permissible for a programme.

8.15.2 A student who has taken migration from the University shall not be eligible to appear for Improvement Examination.

8.15.3 A student may not choose more than the number of courses specified in the table below for improvement examinations.

Programme	Number of Courses for Improvement Examinations		
	Autumn Semester	Spring Semester	Total
MCA	4	4	8
MSc	3	3	6
MTECH	2	2	4

8.15.4 After the improvement examination, the better of the two grades obtained (the old and the new) shall be considered for the calculation of SGPA and CGPA.

8.15.5 If the student improves his/her grades through the improvement examination, new grade sheets and comprehensive transcripts shall be issued to the student.

8.16 **Special Examination**

8.16.1 The University shall conduct Special Examinations to benefit the following categories of students:

8.16.1.1 Students who, on the completion of the final semester, have some 'F' graded courses in the two final semesters, but no 'F' or 'X' graded courses in any of the previous semesters

8.16.1.2 Students who have only one 'F' graded course in a semester other than the two final semesters and do not have 'F' or 'X' graded courses in the two final semesters.

8.16.2 The Special Examinations shall ordinarily be conducted each year within a month of the declaration of the results of the Spring Semester.

8.16.3 Students who fail to secure 50% of the credits offered in the final semester shall not be eligible to appear for the special examinations. Such students will be governed by the provisions of clause 9.5 of these regulations. However, this restriction shall not apply in the case of students who are unable to appear in the end semester examinations due

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to exceptional situations like their own serious illness and hospitalisation or death of members of inner family circle (restricted to only father, mother, siblings).

8.16.4 Students who have 'X' graded courses only in the last two semesters shall be offered the opportunity for participating in a Tutorial Programme which may be conducted during the semester break immediately following the end-semester examinations of the final semester and students who earn 85% attendance for the programme shall be permitted to appear for the Special Examinations. Separate fees shall be charged for the Tutorial Programme.

8.16.5 Students who do not obtain pass grades in any course at the special examinations shall have to apply in the prescribed format and appear for the end-semester examination of these courses when they are scheduled by the University during subsequent relevant end-semester examinations.

9.0 Enrolment (for semesters other than the first)

9.1 Every student is required to enrol for the relevant courses before the commencement of each semester within the dates fixed for such enrolment and notified by the Registrar.

9.2 Students who do not enrol within the dates announced for the purpose may be permitted late enrolment up to the notified date on payment of a late fee.

9.3 Only those students shall be permitted to enrol who have

- cleared all University, Departmental, Hostel and Library dues and fines (if any) of the previous semester,
- paid all required University, Departmental and Hostel fees for the current semester, and
- not been debarred from enrolling on any specific ground.

9.4 No student may enrol for a semester if he/she has not appeared, for whatever reason, in the end semester examinations of the previous semester.

9.5 A student who fails to obtain 50% of the credits offered in a semester shall not be permitted to enrol for the next semester and shall have to re-enrol for and attend all the courses of the said semester in the following academic year.

10.0 Eligibility for the Award of the Post Graduate Degree

10.1 A student shall be declared to be eligible for the award of the Post Graduate Degree for which he/she has enrolled if he/she has

10.1.1 completed all the credit requirements for the degree with grade 'C' or higher grade in each of the mandatory graded courses and grade 'P' in all mandatory non-graded courses.

10.1.2 satisfactorily completed all the non-credit requirements for the degree viz., Extra Academic Activities, Industry Training, field work, internship programme, etc. (if any);

10.1.3 obtained a CGPA of 5.00 or more at the end of the semester in which he/she completes all the requirements for the degree;

10.1.4 no dues to the University, School, Department, Hostels; and

10.1.5 no disciplinary action pending against him/her.

10.2 The award of the Post Graduate Degree must be recommended by the Academic Council and approved by the Board of Management of the University.

11.0 Termination from the Programme

11.1. If more than the number of years permitted for the completion of a programme have elapsed since the student was admitted, and the student has not become eligible for the award of Degree, the student shall be removed from the programme.

11.2. A student may also be required to leave the Programme on disciplinary grounds on the recommendations of the Students' Disciplinary Committee of the concerned School.

ASSAM DON BOSCO UNIVERSITY
REGULATIONS FOR MASTER'S DEGREE PROGRAMMES

HUMANITIES AND SOCIAL SCIENCES
COMMERCE AND MANAGEMENT

The following are the regulations of the Assam Don Bosco University concerning the Post-Graduate Programmes leading to the award of the Master's Degree in the disciplines of Humanities and Social Sciences & Commerce and Management made subject to the provisions of its Statutes and Ordinances:

The Master's Degree Programmes of Assam Don Bosco University consist of theory and practicum components, taught and learned through a combination of lectures, field work/field visit and research projects.

1.0 Academic Calendar

1.1 Each academic year is divided into two semesters of approximately 18 weeks duration: an Autumn Semester (July – December) and a Spring Semester (January – June). The Autumn Semester shall ordinarily begin in July for students already on the rolls and the Spring Semester shall ordinarily begin in January. However, the first semester (Autumn, for newly admitted students) may begin later depending on the completion of admission formalities.

1.2 The schedule of academic activities approved by the Academic Council for each semester, inclusive of the schedule of continuing evaluation for the semester, dates for end-semester examinations, the schedule of publication of results, etc., shall be laid down in the Academic Calendar for the semester.

2.0 Duration of the Programme

2.1 The normal duration of the Post Graduate Programme in the disciplines of Humanities and Social Sciences & Commerce and Management shall be 4 semesters (2 years).

2.2 However, students who do not fulfil some of the requirements in their first attempt and have to repeat them in subsequent semesters may be permitted up to 4 more semesters (2 years) to complete all the requirements of the degree.

2.3 Under exceptional circumstances and depending on the merit of each case, a period of 2 more semesters (1 year) may be allowed for the completion of the programme

3.0 Course Structure

3.1 The choice based credit system shall be followed for the Masters Degree Programmes. Credits are allotted to the various courses depending on the number of hours of lecture/practicum/Field work assigned to them using the following general pattern:

3.1.1. Lecture : One hour per cycle/week is assigned 1 credit.

3.1.2. Practicum/fieldwork : Two hours per cycle/week is assigned 1 credit.

3.2 The courses are divided into two baskets – core courses and elective courses.

3.3 **Core Courses:** Core courses are those in the curriculum, the knowledge of which is deemed essential for students who are pursuing the programme.

3.3.1 A student shall be required to take all the core courses offered for a particular programme.

3.3.2 The number of credits required from core courses shall be as prescribed by the competent academic authority.

3.4 **Elective Courses:** These are courses in the curriculum which give the student opportunities for specialisation and which cater to his/her interests and career goals. These courses may selected by the student and/or offered by the department conducting the programme, from those listed in the curriculum according to the norms laid down by the competent academic authority.

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3.4.1 The number of credits which may be acquired through elective courses shall be prescribed by the Board of studies pertaining to the programme.

3.5 These categories of courses may further be subdivided into departmental, school or institutional, depending on the department which offers the course. The schema of categorisation of courses into baskets is as given below:

Core Courses	
Departmental Core **(DC)**	Core courses which are offered by the department which conducts the programme
School Core **(SC)**	Core courses which are offered by a department other than the department which conducts the programme, from within the same School
Institutional Core **(IC)**	Core courses which are offered by departments of the University from Schools other than the parent School
Elective Courses	
Departmental Elective **(DE)**	Elective courses which are offered by the department which conducts the programme
School Elective **(SE)**	Elective courses which are offered by a department other than the department which conducts the programme, from within the same School
Institutional Elective **(IE)**	Elective courses which are offered by departments of the University from Schools others than the parent School

3.6 In order to qualify for a Masters Degree, a student is required to complete the credit requirement as prescribed in the curriculum.

3.7 In addition to the prescribed credit requirement, a student shall have to complete the requirements of Extra Academic Programmes (EAP) as may be prescribed by the Department. Students shall be awarded P/NP grades for the EAP, which shall be recorded in the Gradesheet, but not taken into account for computing the SGPA and the CGPA.

3.8 Students who secure a CGPA of at least 7.5 at the end of the 2nd semester may opt to take one audit course per semester from any Department from the 3rd semester onwards, provided the course teacher permits the auditing of the course. This shall be done under the guidance of the Departmental Faculty Advisor/mentor. The student is free to participate in the evaluation process for such courses. However, an attendance of 75% percentage is necessary for obtaining a P grade for such courses. When auditing courses offered by other departments, it shall be the responsibility of the student to attend such courses without missing courses of one's own department and semester.

3.9 In addition, students may also opt for additional elective courses in consultation with their mentors. Students are required to participate in the evaluation process of such courses. The grades obtained for such courses shall be recorded in the gradesheet, but not taken into account for computing SGPA and CGPA.

3.10 It shall be the prerogative of the department to not offer an elective course which has less than 5 students opting for it.

3.11 The medium of instruction shall be English and examinations and project reports shall be in English.

3.12 The course structure and syllabi of the Post Graduate Degree Programmes shall be approved by the Academic Council of the University. Departmental Boards of Studies (DBOS) shall discuss and recommend the syllabi of all the courses offered by the department from time to time before forwarding the same to the School Board of Studies (SBOS). The SBOS shall consider the proposals from the departments and make recommendations to the Academic Council for consideration and approval.

3.13 The curriculum may include fieldwork / institutional visits / internship for a specified time. These are to be satisfactorily completed before a student is declared eligible for the degree. There shall be credit allocation for such activities. These activities may be arranged during the semester or during convenient semester breaks as shall be determined by the School Board of Studies.

3.14 Faculty Advisor/Mentor: A faculty advisor/mentor shall be assigned for groups of students. Faculty advisors/mentors shall help their mentees to plan their courses of study, advise them on matters relating to academic performance and personality development, and help them to overcome various problems and difficulties faced by them.

PROGRAMME SPECIFIC CURRICULAR ASPECTS

4.0 MASTER OF SOCIAL WORK (MSW)

4.1 Area of Concentration: The third and fourth semesters shall have courses from a chosen Area of Concentration (AoC) from among those offered by the department. The AoC is to be opted for at the end of the second semester and will be confirmed by the department depending on the availability of seats and the aptitude and ability of the student. An AoC will be offered by the department only if a minimum of six students opt for it. The fieldwork and research project of the third and fourth semesters will be based on the AoC.

4.2 Concurrent and Continuous Fieldwork

Fieldwork shall be an essential part of the course structure in all the semesters of the programme. The field work practice in the first semester shall consist of orientation visits, sessions for skills training and placement. In the first year, the focus of the field work shall be the community and in the second year the focus shall be based on the specialisation chosen by the students. In the first semester,, students shall be placed in communities, NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a firsthand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They shall also interact with the personnel from organisations and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They shall, with the help of the organisation and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible.

The field work practice in the second semester will consist of lab sessions for skills training and placement. The focus will be on the practice of social case work and Group works. The students shall be placed in NGOs, and government service organizations and government agencies working with individuals and families, and in those settings where they can be exposed to issues related to individuals and groups. Normally a student spends fifteen hours over two days per week in field work.

4.2.1 Normally a student shall spend fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in other convenient ways as the institution deems fit.

4.2.2. The student is required to submit the report on the field work and the field work diary to the field work supervisor, before the commencement of classes on the first day of class following the field work days. The supervisor shall conduct regular field work conferences

4.2.3. A student is expected to have 100 percent attendance in field work. Any shortage shall be compensated by him/her.

4.2.4 At the end of the semester the student shall submit a summary report of the field work for the semester and a viva voce examination shall be conducted.

4.3.5 The field work practice in the Third and Fourth Semesters shall focus upon the Area of Concentration chosen by the students. The students shall be placed in the field for twenty five days of consecutive field work. The field work settings shall be communities, NGOs, service organizations, hospitals, clinics and governmental agencies. Those students who are specializing in Community Development will either be placed in an urban or rural

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community setting that is identified by the Department. Students who are specializing in Medical and Psychiatric Social Work will be exposed to either a Medical or a Psychiatric setting.

4.3 Rural Camp

Students shall organise and participate in a rural camp during the first / second semester. The duration of the rural camp shall generally be ten days excluding days of travel.

4.3.1 The objectives of the rural camp are:

- To apply the acquired skills of group work and community organisation in communities.
- To understand and assess the problems faced by the rural population.
- To involve oneself positively in the communities to help to remove some of these problems.

4.3.2 At the end of the camp each student shall submit a written report to the department in a specified format. Performance at the Rural Camp shall be considered for the evaluation of the Field Work during the second semester.

4.3.3 The Rural Camp shall be credited along with the fieldwork of the semester along with which it can be conveniently coupled.

4.4 Study Tour

During the programme the students shall undertake a study tour of ten days along with the assigned faculty members to a place approved by the department. The places are to be so chosen as to be of educational benefit to students. During the tour, the focus shall be on visiting and interacting with as many NGOs/ state/national/international organisations involved in developmental work as possible. A report of the learning outcomes shall be submitted to the department at the end of the tour. The Study Tour shall be a Pass/No Pass course.

4.5 Block Placement

After the examinations at the end of the fourth semester, the students shall be placed with an NGO or Agency for a period of not less than one month for practical experience and application of their skills. While the Block Fieldwork is not credited, it is mandatory for the completion of the MSW programme. The student shall contact an agency of his/her choice and get the choice of agency approved by the department. Students shall endeavour to choose an agency that is primarily in tune with their AoC and which has credentials in the concerned field. At the end of every week the student shall send a brief report to the supervisor and at the end of the Block Field Work period a summary report shall be submitted. The summary report shall contain a short description of the Agency, the social service skills applied in his/her work and the student's learning outcomes. The report shall be submitted in a format prescribed by the department and shall be submitted together with a certificate from the agency confirming his/her field work, in a prescribed format.

4.6 Research Project Work

Every student shall undertake a research project work which has bearing on his/her AoC and present a written thesis on the research work under the supervision and guidance of a faculty member. The preliminary work may begin at the end of the second semester. The students are expected to complete the data collection before the fourth semester. The thesis is to be submitted to the department before the date notified. The student shall write a dissertation of the research thesis and appear for a viva voce examination on the research done. The mode and components of evaluation of the research work and the weightages attached to them shall be published by the Department/Institute at the beginning of the semester.

4.7 Assignments

Assignments are an essential part of learning. The faculty shall engage students in a minimum of one individual and one group assignment per course, per semester. A group assignment shall be accompanied by a common presentation.

5.0 MSC PSYCHOLOGY (PSYCHOLOGICAL COUNSELLING)

5.1 Field Work

Students shall take part in concurrent field work during the first three semesters in social service agencies, medical institutions, the criminal justice system, etc., where the student of psychological counselling can get a first hand experience of the application of the learning derived from the classroom. The field work shall be credited and shall be evaluated using norms laid down by the department.

5.2 Study Tour

During the programme the students shall undertake a study tour of ten days with the faculty members, to a place approved by the department. The places are to be so chosen as to be of educational benefit to students. During the tour, the focus shall be to visit and interact with NGOs, hospitals, state/national/international organisations involved in psychological counselling. A report of the learning outcomes shall be submitted to the department at the end of the tour. The Study Tour shall be a Pass/No Pass course.

5.3 Summer Internship

Students are required to undergo a summer internship of two weeks' during the semester break between the second and third semesters. It is a P/NP course and shall be recorded in the third semester. The Summer Internship gives students an opportunity to apply the theories and principles that they have learnt in class room courses to the "real world" of social service agencies, medical institutions, the criminal justice system, business, and industry. During the internship, students can explore career interests, develop professional skills, learn how community organizations work and expand their clinical and interpersonal skills. The summer internship enriches the students' academic experience while making a valuable contribution to the community and utilizing the vacation optimally.

5.4 Supervised Internship

Each student shall perform a supervised internship for a period of one semester in an organisation which offers counselling help to clients. The supervised internship shall ordinarily be organised during the last semester of the programme. It shall be the prerogative of the department to propose the number of institutions where a student is expected to perform supervised internship. Supervision shall be provided for by the university in collaboration with the organisation where the student performs the internship. Evaluation of the internship shall be based on the documentation, reports from the organisation, report of the supervisor and the presentation and the viva voce examination of the student at the end of the period of Internship.

5.5 Research Project Work

A research project shall be undertaken during the course of the third and the fourth semesters. The topic of the research shall be so chosen that it will be possible for the student to pursue and complete the research work in the institution/hospital where the student is placed for internship. The preliminary work may begin at the end of the second semester. The students are expected to complete the data collection before the fourth semester. The thesis is to be submitted to the department before the date notified. The student shall write a dissertation of the research thesis and appear for a viva voce examination on the research done. The mode and components of evaluation of the research work and the weightages attached to them shall be published by the Department/ Institute at the beginning of the semester.

5.6 Assignments

Assignments are an essential part of learning. The faculty shall engage students in a minimum of one individual and one group assignment per course, per semester. A group assignment shall be accompanied by a common presentation.

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6.0 MA EDUCATION

6.1 Specialisations

The Masters Degree Programme in Education offers a number of specialisations, of which a student shall be required to choose a specialisation after the completion of the first semester. The department shall have the prerogative of not offering a specialisation if a sufficient number of students do not opt for it.

6.2 Educational Seminar

During the course of the programme, students are expected to present a series of seminars which will address fundamental intellectual, conceptual and practical issues in current educational philosophy and application. They may also deal with other relevant topics which may be suggested by the department. Students shall be assisted through guest lectures, discussions, field work in education related institutions and active engagement with faculty members. During these interactions students shall be provided with an opportunity to explore how best to bring new interdisciplinary scholarship, technology and critical thinking into the development of the chosen seminar area. They shall also consider alternative pedagogic strategies, teaching techniques and technologies. Students shall prepare and present a final paper based on these seminars. Students shall be evaluated on the basis of the seminars and the final paper.

6.3 Assignments

Assignments are an essential part of learning. The faculty shall engage students in a minimum of one individual and one group assignment per course, per semester. A group assignment shall be accompanied by a common presentation.

6.4 Research Project Work

Every student shall undertake a research project work which has bearing on his/her field of specialisation and present a written thesis on the research work under the supervision and guidance of a faculty member. The Research Project shall be undertaken individually, in two phases during the third and fourth semesters. Students are expected to make presentations to the department at different stages of the research work. The student shall write a dissertation of the research thesis, submit it to the department and appear for a viva voce examination at times to be notified by the department. The mode and components of evaluation of the research work and the weightages attached to them shall be published by the Department/Institute at the beginning of the semester.

6.5 School Visits and Audit

The students of the Masters Programme in Education shall be engaged in regular school visits with the purpose of understanding and evaluating the process of teaching, learning and evaluation as well as the exigencies of administration of the school. The students shall be trained in the principles and practice of performing a school audit and they shall undertake the audit of a school in groups during the course of the programme.

6.6 Internship

During the final semester of the programme, a student is required to undergo an internship for a period of one month. The internship provides an opportunity for students to experience the ground reality and connect it with the theoretical and methodological perspectives the student has studied and interiorized. During the internship the student will be monitored and guided by his/her supervisor and faculty members. The student will be required to maintain a journal and at the end of the period of internship, submit a written report and to make a presentation of his/her experiences and learnings at the internship. The student will be required also to submit a report from the head of the institution regarding his/her performance there.

The evaluation of the student shall be based on the level of his/her engagement during the internship in addition to his/her ability to communicate this engagement in the journal, the report and the presentation. The journal and the report are to be submitted within a month of the completion of the internship. The department shall specify the criteria for evaluating the journal, the report and the presentation.

7.0 MA MASS COMMUNICATION

7.1 Specialisations

The Master's Degree Programme in Mass Communication offers a number of specialisations, of which a student shall be required to choose a specialisation after the completion of the first semester. The department shall have the prerogative of not offering a specialisation if a sufficient number of students do not opt for it.

7.2 Media House Visits

During the course of the programme, students shall be required to visit a variety of Media Houses in small groups constituted by the department. The purpose of these Media House Visits shall be to gain exposure to the best practices among the day-to-day activities of the media house. A report of the visit is to be submitted in the format specified within two days of the visit. The Media House visit shall be a graded course and grades shall be awarded on the basis of the written reports of the media house visits.

7.3 Research Project Work

Every student shall undertake a research project work which has a bearing on his/her field of specialisation and present a written thesis on the research work under the supervision and guidance of a faculty member. The Research Project shall be undertaken individually, in two phases during the course of two semesters as shall be laid down in the course structure of the programme. Students are expected to make presentations to the department at different stages of the research work. The student shall write a dissertation of the research thesis, submit it to the department and appear for a viva voce examination at times to be notified by the department. The mode and components of evaluation of the research work and the weightages attached to them shall be published by the Department/Institute at the beginning of the semester.

7.4 Assignments

Assignments are an essential part of learning. The faculty shall engage students in a minimum of one individual and one group assignment per course, per semester. A group assignment shall be accompanied by a common presentation.

7.5 Internship

All students shall undergo an internship involving media related activities of four weeks' duration. The purpose of the internship is to give the students an opportunity to have a hands-on field experience to effectively put into practice the theoretical and practical learning from the programme in an area of interest. Students may undergo their internship in a media house of their choice. The student shall be required to discuss the choice of media house with the department and obtain its consent. Before going for the internship, a Letter of Consent from the concerned media house, in the prescribed format, shall be submitted by the student to the Department. After returning from the internship each student shall have to submit a detailed report in a prescribed format. Each student shall also make a presentation of the internship experience and learning in the Department and submit a certificate of successful completion of the internship from the designated authority of the concerned media house. The schedule of the conduct, report submission and evaluation of the internship shall be as notified by the Department. The components of evaluation of the Internship and their weightages shall be as notified by the department at the beginning of the semester.

7.6 Final Project

As a Final Project the students are required to create a Social Awareness and Community Development oriented multi-media project which shall culminate in a Media Event. The purpose of the final project is to showcase all the skills that the students have acquired during the course of the programme as well as demonstrate their Media and Event Management, and Media Entrepreneurship abilities and at the same time use these skills for the service and upliftment of the community. The Final Project shall essentially be a group project and the number of groups shall be specified by the department. The groups shall perform their activities under the guidance of faculty members who shall be assigned to guide each group. The last dates for the submission of the project proposal and

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the conduct of the event shall be notified by the Department well in advance. The components of evaluation of the Final Project and their weightages shall be as notified by the department at the beginning of the semester.

8.0 MASTER OF ARTS (MA) ENGLISH

8.1 Specialisations

The Master's Degree Programme in English offers a number of specialisations, of which a student shall be required to choose a specialisation after the completion of the second semester. The department shall have the prerogative of not offering a specialisation if a sufficient number of students do not opt for it.

8.2 Educational Seminar

During the course of the programme, students are expected to present a series of seminars related to English literature.They may also deal with other relevant topics which may be suggested by the department. Students shall prepare and present a final paper based on these seminars. Students shall be evaluated on the basis of the seminars and the final paper.

8.3 Assignments

Assignments are an essential part of learning. The faculty shall engage students in a minimum of one individual and one group assignment per course, per semester. A group assignment shall be accompanied by a common presentation.

8.4 Dissertation

Students will be required to write a dissertation in the 4th semester.

9.0 MASTER OF COMMERCE (MCOM)

9.1 Specialisations

The Master's Degree Programme in Commerce offers a number of specialisations, of which a student shall be required to choose a specialisation after the completion of the second semester. The department shall have the prerogative of not offering a specialisation if a sufficient number of students do not opt for it.

9.2 Project Work/Dissertation

The Master's Degree Programme in Commerce will require students to do Project work in the 3rd and 4th semesters. The mode and components of evaluation of the project work and the weightages attached to them shall be published by the department at the beginning of the semester.

9.3 Assignments

Assignments are an essential part of learning. The faculty shall engage students in a minimum of one individual and one group assignment per course, per semester. A group assignment shall be accompanied by a common presentation.

10.0 Admission

10.1 All admissions to the Post Graduate Degree Programmes of the University shall be on the basis of merit. There may, however, be provision for direct admission for a limited number of NRI/FN students.

10.2 Eligibility Criteria

10.2.1. To be considered for admission to a Post Graduate Degree Programme a candidate should have passed a Bachelor's Degree (or equivalent) programme of a recognised university securing 50% of the grades/marks.

10.2.2. Admission will be on the basis of the academic records of the candidate, and taking into consideration his/her performance in any or all of the following:

- Written test
- Group Discussion
- Personal Interview

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10.3 Candidates whose results for the qualifying examination are not yet declared may be provisionally admitted provided she/he submits proof of fulfilment of the eligibility criteria by 31 October of the year of provisional admission.

11.0 University Registration

Candidates shall have to register as bona-fide students with the University as per the University regulations within a period specified by the University, by a formal application routed through the Director.

12.0 Attendance

12.1 To be permitted to appear for the end-semester examination of a particular course, a student is required to have a minimum attendance of 75% for that course.

12.2 Deficiency in attendance up to 10% may be condoned by the Director in the case of leave taken for medical and other grievous reasons, which are supported by valid medical certificates and other requisite documents.

12.3 Some students, due to exceptional situations like their own serious sickness and hospitalization or death of members of inner family circle, may have attendance below 65%. Such students may be given bonus attendance percentage for a particular course based on his/her attendance for that course during the remaining days of the current semester, as given in the following table:

Attendance during the remaining days of the current semester	Bonus percentage available in the current semester
95% or more	5
90% or more but less than 95%	4
85% or more but less than 90%	3
80% or more but less than 85%	2
75% or more but less than 80%	1

They shall be permitted to appear for the end-semester examination of the course if on the strength of this bonus attendance percentage, they obtain 65% attendance for that course.

12.4 If the sum of the credits of the courses for which a student is unable to appear at the end-semester examinations exceeds 50% of the total credits allotted for the semester, he/she shall not be permitted to appear for the entire end-semester examinations in view of clause 13.5 of these Regulations.

12.5 The School may decide to set aside a certain portion of the in-semester assessment marks for attendance. The number of marks and modalities of their allotment shall be made known to the students at the beginning of each semester.

12.6 Leave

12.6.1 Any absence from classes should be with prior sanctioned leave. The application for leave shall be submitted to the Office of the Director of the School on prescribed forms, through the Head of the Department, stating fully the reasons for the leave requested along with supporting documents.

12.6.2 In case of emergency such as sickness, bereavement or any other unavoidable reason for which prior application could not be made, the parent or guardian must inform the office of the Director promptly.

12.6.3 If the period of absence is likely to exceed 10 days, a prior application for grant of leave shall have to be submitted through the Director to the Registrar with supporting documents in each case; the decision to grant leave shall be taken by the Registrar on the recommendation of the Director.

12.6.4 The Registrar may, on receipt of an application, also decide whether the student be asked to withdraw from the programme for that particular semester because of long absence.

12.6.5 It shall be the responsibility of the student to intimate the concerned teachers regarding his/her absence before availing of the leave.

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13.0 Grading System

13.1 Based on the performance of a student, each student is awarded a final letter grade in each graded course at the end of the semester and the letter grade is converted into a grade point. The correspondence between percentage marks, letter grades and grade points is given in the table below:

Marks (x) obtained (%)	Grade	Description	Grade Points
90 ≤ x ≤ 100	O	Outstanding	10
80 ≤ x < 90	E	Excellent	9
70 ≤ x < 80	A+	Very Good	8
60 ≤ x < 70	A	Good	7
50 ≤ x < 60	B	Average	6
40 ≤ x < 50	C	Below Average	5
x < 40	F	Failed	0

In addition, a student may be assigned the grades 'P' and 'NP' for pass marks and non-passing marks respectively, for Pass/No-pass courses, or the grade 'X' (not permitted).

13.1.1 A student shall be assigned the letter grade 'X' for a course if he/she is not permitted to appear for the end semester examination of that course due to lack of requisite attendance.

13.1.2 A letter grade 'F', 'NP' or 'X' in any course implies a failure in that course.

13.1.3 A student is considered to have completed a course successfully and earned the credits if she/he secures a letter grade other than 'F', 'NP', or 'X'.

13.2 At the end of each semester, the following measures of the performance of a student in the semester and in the programme up to that semester shall be computed and made known to the student together with the grades obtained by the student in each course:

13.2.1 **The Semester Grade Point Average (SGPA)**: From the grades obtained by a student in the courses of a semester, the SGPA shall be calculated using the following formula:

$$SGPA = \frac{\sum_{i=1}^{n} GP_i \times NC_i}{\sum_{i=1}^{n} NC_i}$$

Where GP_i = Grade points earned in the i^{th} course
NC_i = Number of credits for the i^{th} course
n = the number of courses in the semester

13.2.2 **The Cumulative Grade Point Average (CGPA)** : From the SGPAs obtained by a student in the completed semesters, the CGPA will be calculated using the following formula:

$$CGPA = \frac{\sum_{i=1}^{n} SGP_i \times NSC_i}{\sum_{i=1}^{n} NSC_i}$$

Where SGP_i = Semester Grade point average of i^{th} semester
NSC_i = Number of credits for the i^{th} semester
n = the number of semesters completed

13.2.3 The CGPA may be converted into a percentage, using the following formula:
for CGPA <= 9.0, Percentage marks = (CGPA x 10) – 5.
for CGPA > 9.0, Percentage marks = (CGPA x 15) – 50

13.3 Both the SGPA and CGPA will be rounded off to the second place of decimal and recorded as such. Whenever these CGPA are to be used for official purposes, only the rounded off values will be used.

13.4 There are academic and non-academic requirements for the programme where a student will be awarded the 'P' and 'NP' grades. All non-credit courses (such as Study Tour and Extra Academic Activities) belong to this category. No grade points are associated with these grades and these courses are not taken into account in the calculation of the SGPA or CGPA. However, the award of the degree is subject to obtaining a 'P' grade in all such courses.

14.0 Assessment of Performance

14.1 A student's performance is evaluated through a continuous system of evaluation comprising tests, quizzes, assignments, seminars, projects, research work, concurrent and block field work performance and end-semester examinations.

14.2 **Theory Courses**: Theory courses will have two components of evaluation – in-semester assessment of 40% weightage and an end-semester examination having 60% weightage.

12.2.1 The modalities of conduct of in-semester evaluation, its components and the weightages attached to its various components shall be published by the department concerned at the beginning of each semester.

14.3 **Practicum/Field Work/Lab:** These courses shall be evaluated on the basis of attendance, performance of tasks assigned and an end semester test/viva voce examination. The weightage assigned to these components of the evaluation is given in the following table:

Component	Weightage
Attendance	10
Performance of tasks assigned	50
end-semester test / viva voce examination	40

14.4 End-Semester examinations

14.4.1. End-semester examinations, generally of three hours' duration, shall be conducted by the University for the theory courses. However, the Director of the Institute shall make the arrangements necessary for holding the examinations.

14.4.2 In the end-semester examinations, a student shall be examined on the entire syllabus of the courses.

14.4.3 A student shall not obtain a pass grade for a course without appearing for the end-semester examination in that course.

14.5 The evaluation of performance in Co-curricular Activities will be done by the authorities conducting them and they will communicate the grades to the Director who will forward them to the Controller of Examinations of the University.

14.6 The Director will forward the marks obtained in the in-semester evaluation to the Controller of Examinations within the prescribed time as may be notified.

14.7 All evaluated work in a subject except the end semester answer scripts will be returned to the students promptly. They should be collected back after the students have examined them, and preserved for a period of one semester.

14.8 Eligibility for appearing in the end-semester examinations: A student will be permitted to appear for the end-semester examinations, provided that

12.8.1 A student has not been debarred from appearing in the end semester examinations as disciplinary action for serious breach of conduct.

12.8.2 He/she has satisfactory attendance during the semester according to the norms laid out in section 9 of these regulations.

12.8.3 He/she has paid the prescribed fees or any other dues of the university, institute and department within the date specified.

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14.9 Registration for end-semester Examinations

14.9.1 The University shall, through a notification, invite applications from students to register for the end-semester examinations.

14.9.2 Students who have registered with the University and those who have applied for such registration may apply to appear for the end-semester examinations of the university, in response to the notification issued by the University, provided that they fulfil the eligibility norms as laid down in clause 14.8.

14.9.3 All eligible candidates shall be issued an admit card for the relevant examination and for the specified courses. A student who does not have a valid admit card may not be permitted to write the end-semester examinations.

14.9.4 A student who secures an 'F' or 'X' grade in any course in a semester may register for the end-semester examination for that course in a subsequent semester when that course is offered again, within a period of four years from his/her enrolment for the programme. The in-semester assessment marks obtained by him/her in the last semester in which the said course was attended by him/her shall be retained.

14.9.5 Similarly, in case of an 'NP' grade in Extra Academic Programmes the student shall have to re-register for it in the appropriate semester of the next academic session.

14.9.6 When a student re-registers for the end semester examination of a course, in accordance with clause 14.9.4 above, the better of the two grades obtained (the old and the new) shall be considered for the calculation of SGPA and CGPA.

14.10 **Conduct of Examinations**: The University shall conduct the end-semester examinations in accordance with the applicable regulations on such dates as are set down in the Academic Calendar or as notified.

14.11 **Declaration of Results**: The University shall declare the results of a semester and make available to the students their gradesheets within the time-frame prescribed by the relevant regulations of the university and specified in the academic calendar.

14.11.1 The University may withhold the results of a student for any or all of the following reasons

- he/she has not paid his/her dues
- there is a disciplinary action pending against him/her
- he/she has not completed the formalities for University Registration according to the requirement of section 6 of these Regulations.

14.12 **Re-examining of answer scripts**

14.12.1 If a student feels that the grade awarded to him/her in a course is not correct, he/she may apply to the University for the re-examining of his/her answer script.

14.12.2 Re-examining of scripts may be of two different categories – scrutiny and re-evaluation.

14.12.3 **Scrutiny**: The activities under this category shall ordinarily be confined to checking

- correctness of the total marks awarded and its conversion into appropriate letter grades
- whether any part/whole of a question has been left unevaluated inadvertently
- correctness of transcription of marks on the tabulation sheet and the gradesheet issued in respect of the course under scrutiny.

14.12.4 **Re-evaluation**: Re-evaluation of the answer script by independent experts in the concerned subject(s).

14.12.5 **Application for re-examining of answer scripts**

- A student may apply for scrutiny or re-evaluation for one or more courses of the just-concluded end-semester examinations within seven calendar days from the date of publication of its results in the application form prescribed for this purpose.
- He/she shall pay the prescribed fee to the University as notified.

- A student applying for scrutiny/re-evaluation shall expressly state on the application form whether the application made is for Scrutiny or for Re-evaluation. In each case, the student may also request to see his/her answer script.
- All applications for scrutiny/re-evaluation must be routed through the Director of the Institute.

14.12.6 If in the process of re-examining, the grade obtained in a course changes, the better of the two grades shall be assigned to the course. If there is a change, the new grade shall be recorded and a new grade sheet shall be issued to the student.

14.12.7 Without prejudice to any of the clauses of section 14.12, a student who has been found to have used unfair means during an examination shall not be eligible to apply for scrutiny or re-evaluation of answer scripts.

14.13 **Improvement Examination**

14.13.1 After the completion of the entire programme of study, a student may be allowed the provision of improvement examinations. These are to be availed of only once each in the Autumn and Spring semesters that immediately follow the completion of the programme, and within the maximum number of years permissible for the programme.

14.13.2 A student may choose no more than six courses (three in the Autumn semester and three in the Spring semester) for improvement examinations.

14.13.3 After the improvement examination, the better of the two grades obtained (the old and the new) shall be considered for the calculation of SGPA and CGPA.

14.13.4 If the student improves his/her grades through the improvement examination, new gradesheets and comprehensive transcripts shall be issued to the student.

14.14 **Special Examination**

14.14.1 The University shall conduct Special Examinations to benefit the following categories of students:

14.14.1.1 Students who, on the completion of the final semester, have some 'F' graded courses in the two final semesters, but no 'F' or 'X' graded courses in any of the previous semesters

14.14.1.2 Students who have only one 'F' graded course in a semester other than the two final semesters and do not have 'F' or 'X' graded courses in the two final semesters.

14.14.2 The Special Examinations shall ordinarily be conducted each year within a month of the declaration of the results of the Spring Semester.

14.14.3 Students who fail to secure 50% of the credits offered in the final semester shall not be eligible to appear for the special examinations. Such students will be governed by the provisions of clause 15.5 of these regulations. However, this restriction shall not apply in the case of students who are unable to appear in the end semester examinations due to exceptional situations like their own serious illness and hospitalisation or death of members of inner family circle (restricted to only father, mother, siblings).

14.14.4 Students who have 'X' graded courses only in the last two semesters shall be offered the opportunity for participating in a Tutorial Programme which may be conducted during the semester break immediately following the end-semester examinations of the final semester and students who earn 85% attendance for the programme shall be permitted to appear for the Special Examinations. Separate fees shall be charged for the Tutorial Programme.

14.14.5 Students who do not obtain pass grades in any course at the special examinations shall have to apply in the prescribed format and appear for the end-semester examination of these courses when they are scheduled by the University during subsequent relevant end-semester examinations.

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15.0 Enrolment (for semesters other than the first)

15.1 Every student is required to enrol for the programme through the designated officer at the commencement of each semester on the days fixed for such enrolment and notified in the Academic Calendar.

15.2 Students who do not enrol on the days announced for the purpose may be permitted late enrolment up to the notified day in the Academic Calendar on payment of a late fee.

15.3 Only those students will be permitted to enrol who have

15.3.1 cleared all University, Institute, Department, Hostel and Library dues and fines (if any) of the previous semester,

15.3.2 paid all required University, Institute, Department and Hostel fees for the current semester, and

15.3.3 not been debarred from enrolling on any specific ground.

15.4 No student may enrol for a semester if he/she has not appeared, for whatever reason, in the end semester examinations of the previous semester.

15.5 A student who fails to obtain 50% of the credits offered in a semester shall not be permitted to enrol for the next semester and shall have to re-enrol for and attend all the courses of the said semester in the following academic year.

16.0 Eligibility for the Award of Degree

16.1 A student shall be declared to be eligible for the award of the degree if he/she has

16.1.1 completed all the credit requirements for the degree with grade 'C' or higher grade in each of the graded courses and grade 'P' in all the non-graded courses.

16.1.2 satisfactorily completed all the non-credit requirements for the degree (if any);

16.1.3 obtained a CGPA of 5.00 or more at the end of the semester in which he/she completes all the requirements for the degree;

16.1.4 no dues to the University, Institute, Department, Hostels; and

16.1.5 no disciplinary action pending against him/her.

16.2 The award of the degree must be recommended by the Academic Council and approved by the Board of Management of the University.

17.0 Termination from the Programme

17.1 If more than the number of years permitted for the completion of a programme have elapsed since the student was admitted, and the student has not become eligible for the award of Degree, the student shall be removed from the programme.

17.2 A student may also be required to leave the Programme on disciplinary grounds on the recommendations of the Students' Disciplinary Committee of the concerned School.

SCHEME OF IN-SEMESTER ASSESSMENT: BACHELOR'S DEGREE PROGRAMMES

Theory Courses

For theory courses, in-semester assessment carries 40% weightage. Different components along with the weightage of each are given in the table below:

Component	Weightage	Remarks
Class Test (Two Class tests of one and a half hour duration)	20	Average of the two marks shall be considered
Assignment (Individual and Group)	10	Group assignments for two courses and individual assignments for the remaining courses
Non-formal evaluation	5	Based on response and interaction in class, quizzes, open book tests, etc.
Attendance	5	For norms regarding attendance cfr. clause 6 of the Regulations for Undergraduate Programmes

There shall be no re-test for In-semester assessment under any circumstance. The original marks of all the In-semester assessment components shall be retained for all further repeat examinations.

Attendance

Marks for attendance will be given according to the following scheme:

Attendance Percent (x)	Marks Allotted	
	Theory	Lab
75 <= x < 80	2	4
80 <= x < 90	3	6
90 <= x < 95	4	8
95 <= x 100	5	10

EVALUATION OF LABORATORY COURSES, DRAWING AND WORKSHOP

All Laboratory courses are evaluated on the basis of attendance, performance of tasks assigned and end semester test/viva voce examination. The distribution of marks within these components will be specified by individual departments along the lines of the break-up given below:

Component	Weightage
Attendance	10
assessment of tasks assigned	50
End Semester Test and/or Viva-Voce Examination	40
Total	100

In-Semester Evaluation of Minor and Mini Projects

The guidelines for the conduct and evaluation of Minor and Mini Projects shall be laid down by the Department. The components of evaluation and allotment of marks may be as follows:

In Semester Evaluation	Marks	End Semester Evaluation (weightage 40)	Marks
Synopsis	10	Project Implementation	16
Seminar presentation of synopsis (Analysis and Design)	15	Seminar Presentation	8
Progress Seminar (Implementation)	15	Viva Voce Examination	16
Project Documentation	10		
Attendance	10		
Total	**60**		**40**

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In-Semester Evaluation of BTECH Major Project Phase I and Phase II

The in-semester evaluation of Major Project Phase I and Phase II shall have 60% weightage. The modality and conduct of the in-semester evaluation of the Major Project Phase I, and their weightages shall be declared by the DPEC of each department at the beginning of the semester. The following aspects are to be assessed, among others:

- Synopsis presentation
- Progress seminars
- Progress reports
- Weekly activity reports

In-Semester BCOM Project Evaluation

The scheme of in-semester evaluation and the modalities along with the weightages will be specified by the department at the beginning of the semester.

SCHEME OF IN-SEMESTER EVALUATION - MASTER'S DEGREE PROGRAMMES

MCA, MSW, MSC (Psychology), MA English, MA Education, MCOM

Theory Courses

The different components of the scheme of in-semester Assessment and the weightages attached to them for the theory courses offered in the MSW, MSc-PC and MA-HR programmes are given in the table below:

Component	Weightage
Class Test (Two class tests of equal weightage)	20
Assignments, Group Presentations/Seminar	10
Non-formal evaluation	5
Attendance	5
Total	**40**

Non-formal Evaluation

Non-formal evaluation may be done using a combination of quizzes, unannounced tests, open book tests, library work reports, class room interaction and participation, etc. The scheme of non-formal evaluation shall be announced by every teacher in the beginning of the semester.

Attendance

Marks for attendance will be given according to the following scheme:

Attendance Percent (x)	Marks Allotted
75 <= x < 80	2
80 <= x < 90	3
90 <= x < 95	4
95 <= x 100	5

NB

There shall be no re-test for in-semester Assessment under any circumstance. The original marks of all the in-semester Assessment components shall be retained for all further repeat examinations.

MCA Minor Project

The guidelines for the conduct and evaluation of the MCA Minor Project shall be laid down by the Department . The components of evaluation and allotment of marks will be as follows:

In Semester Evaluation	Marks	End Semester Evaluation (weightage 40)	Marks
Synopsis	10	Project Implementation	16
Seminar presentation of synopsis (Analysis and Design)	15	Seminar Presentation	8
Progress Seminar (Implementation)	15	Viva Voce Examination	16
Project Documentation	10		
Attendance	10		
Total	**60**		**40**

In-Semester Evaluation of MCA Major Project

The in-semester evaluation of the MCA Major Project shall have 60% weightage. The Internal Evaluation of the Major project will be done through two seminar sessions:

Synopsis : 20
Seminar Presentation of Synopsis (Analysis and Design) : 30
Progress Seminar (Implementation) : 30
Project Documentation : 20

External Evaluation of all Major projects will follow the guidelines laid down in the Regulations.

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MSW, MSc Psychology Field Work

The components of evaluation and their weightages for the concurrent/continuous field work are as follows:

Component	Weightage
Field Work Diary	10
Agency Evaluation	15
Faculty Evaluation	20
Attendance	5
Viva Voce Examination	50
Total	**100**

Practicum

Field Report : 15
Presentation : 15
Administration of tests : 10
Faculty Evaluation : 10
Viva Voce Examination : 50

MSW, MSc Psychology Research Project

Phase I

Literature Survey Presentation : 40
Synopsis Presentation : 60

Phase II

Examination of Thesis : 50
Presentation and Viva Voce Exam : 50

MTECH, MSC (Physics, Chemistry, Mathematics, Life Sciences, Zoology)

Theory Courses

For theory courses, in-semester assessment carries 40% weightage. Different components along with the weightage of each are given in the table below:

Component	Weightage	Remarks
Class Test (Two Class tests of one and a half hour duration)	20	Average of the two marks shall be considered
Assignments	15	Written Assignments/Seminar on course Topics/ Technical Paper Review
Non-formal evaluation	5	Based on response and interaction in class, quizzes, open book tests, etc.
Total	40	

There shall be no re-test for In-semester assessment under any circumstance. The original marks of all the In-semester assessment components shall be retained for all further repeat examinations.

In-Semester Evaluation of Project (Phase I) / Research Project (Phase I) / Dissertation (Phase I)

The in-semester evaluation of Project Phase I / Research Project (Phase I) / Dissertation (Phase I) shall have 60% weightage. It shall be evaluated in the following seminar sessions having equal weightage:

Seminar 1: Presentation of the synopsis

Synopsis : 30%
Seminar presentation of the synopsis : 50%
Viva voce examination : 20%

Seminar 2: Progress Seminar

Progress report	:	30%
Progress seminar	:	50%
Viva voce Examination	:	20%

In-Semester Evaluation of Project (Phase II) / Research Project (Phase II) / Dissertation (Phase II)

The in-semester evaluation of Project Phase II / Research Project (Phase II) / Dissertation (Phase II)shall have 60% weightage. The in-semester evaluation will be done through two seminar sessions having equal weightage. Each seminar will be evaluated using the following components.

Progress Report	:	30
Progress Seminar	:	50
Viva Voce Examination	:	20

External Evaluation of the project / Research Project / Dissertation shall follow the guidelines laid down in the Regulations.

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RULES, PROCEDURES AND BEHAVIOURAL GUIDELINES

1. Dress Code and Identity Card

1.1 The dress code of the University consists of shirt / top (of the prescribed colour and material), trousers (of the prescribed colour and material), shoes (black) and socks (dark grey), a belt (black/dark brown, if required) and a tie (blue, with diagonal stripes) Salvar, kurta and duppatta of the prescribed colour and material may also be used. Students are required to come to the University following this dress code. The tie will be required to be worn only on formal occasions. An apron (of the prescribed colour) is to be worn in the Chemistry Lab and during Workshop Practice. During winter, students may wear only a blazer and/or a sweater (full sleeve or sleeveless) of the prescribed colour and material.

1.2 The Student Identity Card is to be brought to the University every day and is to be produced whenever asked for. Entry to the University campus shall be only on production of the Identity Card. The Identity Card is also the Library Card.

1.3 All students should wear the ID card around the neck from entry in the morning to exit in the evening.

2. Morning Assembly

2.1 The morning assembly is a daily programme in the university on all class days during which all members, i.e., students, faculty, staff and management meet together. The assembly starts at 8:55 am. During the assembly, important announcements are made and a thought or insight is shared. The assembly is concluded with an invocation to God to bless the activities of the day. Note that any announcement made at the morning assembly is considered as being equivalent to notifying the same in the notice boards. All students should reach the assembly venue before 9:00 am. Immediately after assembly all should proceed to the classroom to start class at 9:10 am. Any change in procedures will be notified by the concerned School at the beginning of the Semester.

2.2 One of the following prayers may be used to conclude the Morning Assembly:

The Our Father

Our Father, who art in heaven,
Hallowed be thy name,
Thy kingdom come,
Thy will be done on earth as it is in heaven.
Give us this day, our daily bread
And forgive us our trespasses
As we forgive those who trespass against us.
And lead us not into temptation,
But deliver us from all evil, Amen.

Or

Prayer for Peace

Lord, make me an instrument of your peace,
Where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy;

O Divine Master, grant that I may not so much
seek to be consoled as to console;
to be understood as to understand;
to be loved as to love.

For it is in giving that we receive;
it is in pardoning that we are pardoned;
and it is in dying that we are born to eternal life. Amen

3. Punctuality in Attending Classes

3.1 All are expected to enter the university before 8:55 am. At the Azara campus, the University gates shall remain closed from 9:05 am to 9:20 am. Anybody entering the University after the gates open at 9:20 am shall not be given attendance for the first hour of class although he/she may be permitted to attend the class.

3.2 Normally no student shall leave the University before all the classes are over. In case of an emergency, a student may leave with proper written permission from the HOD of the concerned department.

3.3 While all students are encouraged to have their lunch in the University Canteens, students are permitted to take lunch outside the University.

4. Make-up Classes, Leave of Absence and Earned Attendance

4.1 If any student misses any laboratory class due to illness or other grievous problems, he/she is required to meet the concerned teacher for completing the experiments as soon as possible. Such make-up attendance will be taken into consideration at the end of the semester if attendance is less than 75%. At most two make-up attendances may thus be earned by any student.

4.2 Any student who is required to be engaged in a University activity or a pre-planned training and placement activity during class hours, may apply for the grant of an 'earned attendance' from the concerned HODs in the prescribed form available at the Reception. Such applications must be forwarded by the Activity In-Charge. For club related activities, Faculty Advisor of the concerned club will be the Activity In-Charge. In all other cases, Faculty In-Charge or Assistant Faculty In-Charge of Student Affairs will be the Activity In-Charge. Filled up forms shall be submitted preferably before or in case of emergency, immediately after the activity for which earned attendance is to granted.

4.3 Any student going to participate in any activity or competition outside the University must apply to the Faculty In-Charge of student Affairs using the prescribed form which must be forwarded by the Assistant Faculty In-Charge of Student Affairs in consultation with respective Club Advisers. On return, these students must report back to the Assistant Faculty In-Charge of Student Affairs for recording the outcome.

4.4 Any student who is not able to attend classes due to medical or other grievous reasons are required to apply for leave in the prescribed form along with valid medical certificates and other requisite documents, to the Faculty In-charge, students' affairs within seven days of joining back. Such applications must be signed by a parent of the student and forwarded by the mentor of the concerned student and the HOD of the concerned department. Only these students will be considered for condonement of deficiency in attendance.

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5. Discipline

5.1 Personal, academic and professional integrity, honesty and discipline, a sense of responsibility and a high degree of maturity is expected of all students inside and outside the campus. Integrity calls for being honest in examinations and assignments, avoiding plagiarism and misrepresentation of facts.

5.2 Indulging in acts of violence, riotous or disorderly behaviour directed towards fellow students, faculty members or other employees of the institution/hostel in the campus or outside is considered to be a serious breach of discipline and will attract penalty.

5.3 **Respect for Common Facilities:** Care and respect for common facilities and utilities are an essential component of social responsibility. Any willful damage to University property must be made good by the persons concerned. Further, maintaining cleanliness of the classrooms and the entire campus is everyone's responsibility.

5.4 **Substance Abuse:** Chewing of tobacco, betel nut and the likes, smoking and the use of other addictive substances and alcoholic drinks are strictly prohibited. These should not be brought into or used within the campus of the University. Violation of this norm will lead to stern action.

5.5 **Use of Cell Phones:** Cell phones may be used in the University lawns, canteens and other open areas. However, the use of cell phones in classrooms and labs are strictly prohibited except when used for teaching/learning purposes with the explicit permission of the teacher concerned. The cell phone of anyone found violating this rule shall be confiscated and his/her SIM card shall be taken away and retained in the University office for 7 days. If a person violates the norm for a second time, his/her mobile will be confiscated and retained in the University office till the end of the semester.

5.6 Use of Internet: The entire campus is wi-fi enabled and the students may use the Internet freely for educational purposes. Students may also use the Computing Centre for browsing the Net. However, the use of Internet to access unauthorized and objectionable websites is strictly prohibited.

5.7 All cases of indiscipline will be brought before the Students' Disciplinary Committee and the decisions made by the Committee for dealing with such cases shall be final.

6. Class Tests and Examinations

6.1 The conduct of examinations will be governed by the norms of the University.

6.2 The Student Identity Card shall be the Admit Card for the class tests

6.3 During class tests, all students are expected to enter the venue of the class test 15 minutes before the scheduled time of commencement. However, no one will be permitted into the examination hall after 15 minutes of the commencement of the class test and No one will be allowed to leave the examination hall until an hour has elapsed from the commencement of the class test.

6.4 No one is to leave the hall during examination for any purpose, except in case of an emergency.

6.5 Malpractices during class tests and examinations will not be tolerated and will attract stern action.

7.0 **Ragging**:Ragging and eve-teasing are activities which violate the dignity of a person and they will be met with zero tolerance. Anti-ragging norms have been given to each student at the time of admission and all students and parents have signed the anti-ragging affidavit. Any case of ragging and eve-teasing must be reported to the anti-ragging squad. All cases of violation of anti-ragging norms will be taken up by the anti-ragging Committee and punished according to the norms.

8.0 **Grievance Redressal:** The University has constituted a Grievance Redressal Cell to redress any genuine grievance students may have. Any student having a genuine grievance may make a representation to the Grievance Redressal Cell through his/ her mentor. The representation should be accompanied by all relevant documents in support of the genuineness of the grievance.

9. School Association

9.1 The School Association is an association of the representatives of the various stake holders of the School – students staff, faculty and management. It is the responsibility of the School Association to take charge of organizing most of the co-curricular activities such as the annual festivals, quizzes, debates, competitions and social events.

9.2 A male and a female student are elected by the students of each class as "class representatives" to represent them in the School Association. Class representatives are expected to be outstanding students who are academically competent and having qualities of leadership.

10 Participation in University Activities

10.1 In order to provide opportunities for the holistic development of the human person, a large number of co-curricular and extra-curricular activities are designed and implemented under the banner of the University Association and student clubs. Three of the most important activities are D'VERVE & BOSCOSIADE (intra-University sports and cultural festival), PRAJYUKTTAM (the inter-University technical festival) and CREAZONE (the University magazine). All students are expected to take part actively in such activities to showcase their talents, to develop leadership qualities and to gain the experience of working in groups.

10.2 **Training and Placement Activities:** The training and Placement Cell of DBCET has been incorporated with the objective of minimizing the gap between industry and academia and giving the students training and exposure so that they can capitalize on every opportunity for placement. It is the prime responsibility of the cell to look after all matters concerning 'Training to enhance employability' and 'guiding students for placement'. In the first two semesters, students are trained for communication skills development under the department of Humanities and Social Sciences, and personal development programmes under the department of campus ministry. From the third semester onwards, in every semester, students are given systematic training in aptitude tests, communication skills, group discussion, etc. They are also made to undergo mock HR and Technical Interviews. These activities of the training and placement cell find a place in the curriculum as Extra Academic Programmes (EAP) and all students are required to get a P grade for these activities by taking active part in these activities regularly.

Other departments of the University offer customised services in training and placement of their students.

11. Free Time

Some hours without class may be available for some students during the day. Students are expected to use such 'free time' for visiting the library, meeting teachers and mentors, self-study, carrying out lab or project related activities, etc.

12. Faculty Performance Feedback

In order to improve the teaching and learning process in the University, students will be required to give feedback about the performance of their teachers from time-to-time. All students are expected to participate in the online feedback sessions concerning their teachers with sincerity and responsibility.

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13. Mentoring

All students are assigned mentors from among the faculty members for their guidance. Directors of Schools in collaboration with the Heads of Departments will take care of assigning mentors. Mentors shall help the students to plan their courses of study, advise them on matters relating to academic performance and personality development, and help them to overcome various problems and difficulties faced by them. Although students should meet their mentors on a regular basis to get timely help, specific days have been set aside in the calendar for meeting mentors to ensure proper documentation of achievements, activities, shortcomings and problems faced by the students. Every student must meet the mentor during these days.

14. Interaction Meet With Parents

The University organises interaction meetings with parents once a year in which the parents are invited to interact with teachers and management to appraise themselves about the performance of their ward and also to offer their suggestions for the betterment of the institution. It is the responsibility of the students too to invite their parents to come and participate in the event and make the event meaningful.

2018-2019

REGULATIONS AND SYLLABUS

School of Humanities and Social Sciences

ASSAM
DON BOSCO UNIVERSITY
Tapesia Gardens | Azara, Guwahati - 781017
Sonapur - 782402 | Assam, India

DEPARTMENT OF SOCIAL WORK

SWHI0001: HISTORY, IDEOLOGIES AND FIELDS OF SOCIAL WORK
(4 credits – 60 hours)

Objective: *This course is intended as an introduction to Social Work. It introduces the student to the history and philosophy of social work, its methodologies and fields. It leads the student to appreciate Social Work as a profession and to recognise the need and importance of Social Work Education, Training and Practice.*

Module I: Introduction to Social Work (10 hours)

a) Concepts and Definitions: – Social Work, Social Service, Social Reform, Social Defence, Social Welfare, Social Policy, Social Action, Social Legislation, Social Advocacy and Social Education
b) Principles, Objectives and Scope of Social Work; Introduction to Social Work as practiced today in India.

Module II: History and Ideologies of Social Work (15 hours)

a) Historical development of Social Work in England, USA, India
b) U.K. and USA: The Elizabethan poor law, 1601, Charity Organisation Society 1869, The Settlement House Movement, (USA), The Poor Law Commission of 1905, The Beveridge Report 1941
c) Post-Independence Era -Training in India, New developments, Social Reforms, Social Movements, State policies for development- Fundamental Rights and Directive principles
d) Religio-Philosophical ideologies, Gandhian Philosophical Foundation to Social Work in India.

Module III: Social Work Profession (15 Hours)

a) Social work profession: Concept of profession, Applicability of the concept of social work profession in India as developed in U.S.A.
b) Professional values, code of ethics, skills of social worker.
c) Social work education: growth of social work education, social work curriculum, objectives of field work ,and supervision.
d) Professional organizations: Indian association of professional social workers, national association of social worker, International/Indian Council of Social Worker, International Association of Schools of Social Work,National Association of Social Workers

Module IV: Social Work Fields and Methods (10 hours)

a) Fields of Social Work: Family and child welfare, Youth development, Industrial social work, Correctional administration, Medical and psychiatric social work, Community development, Human and Child Rights, etc.
b) Methods of Social Work: social work practice with individual, Group work and Community; Social Action, Social work Research, Social welfare administration and social legislation;
c) Integrated approach to social work; Systems Approach to Social work practice.

Module V: Contemporary Concerns in Social Work (10 hours)

Contemporary Concerns in Social Work: Contextualizing Interventions, Theoretical perspectives for social work practice; Factors influencing practice. Ideologies for social change in India – understanding reform movements.

Suggested Readings

1. Gore.M.S, Social Work and Social Work Education, Asia, Publication house, Mumbai, 1965
2. Jainendra Kumar Jha, Practice of Social work, Anmol Publications, New Delhi, 2002,
3. Joshi.S.C, The Handbook of Social work, Akansha Publishing House, New Delhi, 2004.
4. Paul Chowdhury, Introduction to Social Work, ATMA RAM and SONS, Delhi, 2000.
5. Sanjay Bhattacharya, Social work – An Integrated Approach, Deep and Deep Publications Pvt Ltd, New Delhi, 2003
6. Walsh Joseph, Theories of of Direct Social work practice, Thomson Brooks, Cole, 2006
7. Allan, June, Bob Pease and Linda Briskman (ed.). Critical Social Work – An Introduction to Theories and Practices, Rawat Publications, Jaipur, 2003.

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8. Bhattacharya, Sanjay, Social Work Interventions and Management, Deep and Deep, New Delhi, 2008
9. Bogo, Marion, Social Work Practice – Concepts, Processes and Interviewing, Rawat Publications, Jaipur, 2007
10. Cox, David andManoharPawar, International Social Work – Issues, Strategies and Programs, Vistar Publications, New Delhi, 2006
11. Desai, Murli, Ideologies and Social Work, Rawat Publications, Jaipur, 2002
12. Dominelli, Lena, Social Work: Theory and Practice for a Changing Profession, Polity Press, London, 2004
13. Skidmore AR and Milton G Thackeray, Introduction to Social Work, Prentice Hall, New Jersey
14. Lukose PJ. Social Analysis: A Guide for the Social Workers, Media House, New Delhi, 2016.

SWHG0002: HUMAN GROWTH AND DEVELOPMENT

(4 credits - 60 hours)

Objectives:

- *To gain an understanding of human psychology, knowledge of the developmental stages and personality theories related to human beings;*
- *To get an understanding of the concept of health, principles of healthy living, major diseases and mental disorders affecting an individual;*
- *To understand the role of institutions and agencies in dealing with the promotion of health.*

Module I: Meaning of Growth and Development (15 hours)

a) Meaning of growth, development and maturity, Principles of human development
b) Approaches to the study of human development: biological, maturational, psychoanalytic, behavioural, cognitive-developmental, ecological, Social
c) Influence of socialization and development - family, social groups, institution, community and culture.

Module II: Developmental Stages and Personality Theories (15 hours)

a) Physical, Emotional, Cognitive and Social aspects of the following developmental stages with special reference to Indian conditions – Infancy, Babyhood, early childhood, late childhood, adolescence, early adulthood, late adulthood, middle age, old age
b) Personality theories – Freud, Jung, Adler, Erikson, Rogers, Maslow

Module III: Mental health (12 hours)

a) Concept of Normalcy and abnormality
b) Symptoms, Causes and treatment of the following disorders - neuroses, psychoses, Somatoform disorder, personality disorder and mental retardation

Module IV: Physical Health (12 hours)

a) Concept of health, hygiene, WHO definition of health; nutrition, malnutrition and its impact on growth
b) Communicable and non-communicable diseases - Symptoms, causes, treatment, prevention and control of some common diseases – communicable: T.B., Leprosy, STD, HIV, Typhoid, Chickenpox, Malaria, Hepatitis; non communicable: Hypertension, Diabetes, Cancer, Malnutrition and deficiency diseases

Module V: Role of the Professional Social Worker (6 hours)

Institutions and agencies intervening in human growth and development- family, education, Health care systems

Suggested Readings

1. Berk, Laura E. Development through the Lifespan, 5th edition. Allyn and Bacon. London: 2009
2. Ahuja, Niraj., A Short textbook of Psychiatry, Himalaya Publishing House. New Delhi: 2005
3. Bhattacharya, Sanjay Dr. 2008. Social Work: Psycho-Social and Health Aspects. New Delhi: Deep and Deep.

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4. Butler Gillian, McManus Freda, Psychology – A Very Short Introduction. Oxford University Press. New York: 1998
5. Carson C. Robert, Kutcher N. James, Minela Susan, Hooley M. Jill, Abnormal Psychology. 13th Edition. Pearson Education. 2010
6. Chaube S.P., Abnormal Psychology, Educational Publishers
7. Ciccarelli K. Saundra, Meyer E. Glean., Psychology – South Asian Edition. Pearson. India: 2008
8. Clifford T. Morgan, Richard A. King, John R. Weisz, John Schopler, Introduction to Psychology, Tata Mc.Graw Hill Edition.
9. Coleman James. C, Abnormal Psychology and Modern Life, D.B. Taneporevela. Mumbai: 1975
10. Dandapani S., General Psychology, Neelkamal Publications Pvt. Ltd. Hyderabad: 2007
11. Diagnostic and Statistical Manual of Mental Disorders – 4th Edition. DSM – IV-TR. American Psychiatric Association. Washington DC:2000
12. Feist Jess, Feist J. Gregory, Theories of Personality, 7th Edition. McGraw Hill. Primis: 2008
13. Fernald/Fernald, Munn's Introduction to Psychology, 5th Edition, AITBS Publishers: India
14. Feshback Seymour, Weiner Bernard, Bohart Arthur, Personality. 4th Edition. D.C. Health and Company. Lexington: 1996
15. Hurlock, Elizabeth, Developmental Psychology, Tata Mc Graw Hill. New York: 2001
16. James D. Page, Abnormal Psychology, Tata Mc Graw Hill Edition.
17. Kaplan Saddock, Synopsis of Psychiatry. 7th Ed. BI Waverly Pvt. Ltd. New Delhi: 1994
18. Park. J.E and Park. K, Text Book of Preventive and Social Medicine, Bansaridas Bhanot. Jabalpur: 2003
19. Robert A. Baron, Psychology, 5th Edition. Pearson. Prentice Hall: 2001
20. Steinberg, Laurence, Adolescence, McGraw Hill Inc. New York: 1993
21. WHO, The ICD – 10 Classification of Mental and Behavioural Disorders, Diagnostic Criteria for Research, AITBS Publishers and Distributors (Regd.). Delhi: 2004

SWSG0004: SOCIAL WORK PRACTICE WITH GROUPS

(3 credits - 45 hours)

Objectives:

- *To understand the concept of groups and its importance and influence on individuals*
- *To understand social group work as a method of social work and its applications in various settings*
- *To identify and acquire the skills needed to work with groups effectively*

Module I: The Concepts (7 hours)

Concept of group: definition, group identity, cohesion, characteristics, significance and types; Life as a process of adjustment with different types of groups; Group as an instrument of change.

Module II: Methods of Social Group Work (11 hours)

Social group work as a method of social work: definition, focus, values, principles, assumptions, ethics, characteristics and purpose of social group work; Historical evolution of social group work. Models of Group Work.

Module III: Process and Phases of Social Group work (11 hours)

Group work process and phases: Stages/Phases of Group formation: Pre-group, initial, treatment, and critical phase, evaluation and termination; process and factors of group formation; formulation of goals and identification of problems to work

Module IV: Group Dynamics and Skills for Social Group Work (8 hours)

Group Dynamics: leadership, isolation, decision making, teamwork, contagion, conflict, communication, relationships and bonding; Role of the group worker: enabler, stimulator, supporter, guide, educator, resource person, therapist and supervisor. Knowledge and Skills for the Group Worker: facilitation, programme planning, recording and documentation- recording in Group Work, use of sociometry and sociogram in assessing groups.

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Module V: Social group work Settings (8 hours)

Social Group Work in Different Settings: Concept and dynamics of Self Help Groups, group work therapy in community settings, in institutional settings like hospitals, rehabilitation centres, children's home, old age homes, welfare settings, educational and youth development settings.

Suggested Readings

1. Cooper, Cary L, Theories of Group Processes, London: John Wiley and Sons, 1976
2. Douglas, Tom, Group Work Practice, London: Tavistock Publications, 1976
3. Douglas, Tom, Basic Group Work, London: Tavistock Publications, 1978
4. Ely, P.J. and M.K.McCullough, Social Work with Groups, London: Routtedge and Kegan Paul, 1975
5. Kanopka G, Social Group Work – A Helping Process, Engelwood Cliff: Prentice Hall (later version), 1963
6. Siddiqui, H.Y, Group Work: theories and practice; India, Pakistan, Bangladesh and Srilanka, Jaipur: Rawat Publications, 2007
7. Toseland, W. and Rivas, R.S. An Introduction to Groups Work Practice, Boston: Allyn and Bacon, 2000
8. Trecker, H.B., Social Group, New York: Association Press, 1975.

SWSC0005: SOCIAL WORK PRACTICE WITH COMMUNITIES

(3 credits – 45 hours)

Objective: *This course aims at acquainting the student with the concept of the community and its dynamics and to understand community organisation as a method of social work and as an effective tool for development. The course also deals with the role of social action in social work and community organization.*

Module I: Concepts of Community (10 hours)

Concepts of Community: Understanding community: definition, concept, structure and functioning; urban, rural and tribal communities; community from a practitioner's perspective; Dynamics of human rights, leadership, power and empowerment in the community with particular reference to tribal communities.

Module II: Community Organization (12 hours)

Community Organization: definition, scope, philosophy, principles: generic and specific, relevance in context; community organization and community development; Approaches to Community Organization and Community Development. Skills for community organization. Application of community organization and social action in tackling developmental issues

Module III: Phases of Community Organization (9 hours)

Process or phases of community organization - Study and survey, analysis, assessment, discussion, organization, action, reflection, modification continuation. Models of Community Organization: Locality development, social planning model, social action model, Saul Alinsky Model.

Module IV: Social Action (7 hours)

Social action – history in India, concept, objectives, purpose and principles; process of social action and scope in India; Rights based approach, Radical social work - contributions by Saul Alinsky, Paulo Freire, Mahatma Gandhi and Siddique.

Module V: Community Development (7 hours)

Concept and models, rural development, urban development, tribal development, Ministries and their role towards socio-economic development of communities, role of social workers in community development.

Suggested Readings

1. Bhattacharya, Sanjay, Social Work an Integrated Approach, Deep and Deep, New Delhi, 2006
2. Christopher, A.J., and Thomas William, Community Organization and Social Action, Himalaya Publications, New Delhi, 2006
3. Freire, Paulo, Education for the Oppressed, Seaburg Press, New York, 1970
4. Freire, Paulo, Cultural Action for Freedom, Penguin, HarmondsWorth, 1972

5. Kumar, Somesh, Methods for Community Participation – a Complete Guide for Practitioners, Vistaar Publications, New Delhi, 2002
6. Prasad, Ankit, Social Welfare and Social Action. New Delhi: Mittal Publications
7. Ross. M.G., Community Organisation. Theories, Principles, and Practices, Harper and Row, New York, 1955
8. Siddqui, H.Y.., Working with Communities, Hira Publication, New Delhi, 1997
9. Skidmore, A. Rex and Milton. G. Thackeray, Introduction to Social Work, Prentice Hall, New Jersey, 1976
10. Shrivasta, S. K (1988) Social Movements for development, Allahabad : Chugh Publications
11. Siddique, H.Y. (1984) Social Work and Social Action, New Delhi : Harnam Publications
12. Zastrow H. Charles –The Practice of Social Work – A Comprehensive Worktext, BROOKS/COLE – Cengage Learning Publications, 9th Edition
13. Alinsky Saul (1971) Rules for Radicals : A Practice Primer for Realistic Radicals, Vintage
14. RM Mac Iver and Charles H Page, Society – An Introductory Analysis, Surjeet Publications

SWIS0006: INTRODUCTION TO INDIAN SOCIETY, POLITY AND ECONOMICS

(3 credits - 45 hours)

Objectives: *The course work envisages imparting ability for critical analysis and reflections on social realities among the students of Don Bosco Institute of Social Sciences taking into consideration relationship between social, psychological, technological, economics and political aspects of society.*

Introduction and Summarization: (5 hours)

a) Introduction and orientation (2 hours) on the relevance Foundation Course in Social Sciences. Understanding economics, politics, culture, psychology and technology in relation to society.
b) Summarization and Conclusion at the end of the course work (3 hour).

Module I: Society, culture and Identity (12 hours)

a) Society, community and social institutions. Social Stratification-Identity, Gender, Caste, Class, Ethnicity and Tribe.
b) Culture, traditions and modernity: values, ethics, secularization.
c) Marginalization, Conflict and Social Change.

Suggested Readings

1. Ahuja, Ram. (2009). Society in India. Jaipur: Rawat.
2. Béteille, André. (2011). Caste, Class and Power: changing Patterns of Stratification in a Tanjore Village. (2nd ed). New Delhi: Oxford University Press.
3. Castell, Manuel. (2010). The Power of Identity: The Information Age: Economy, Society and Culture. (Vol. 2). Singapore: Blackwell Publishing Ltd.
4. Chaudhury, S. (2007). The Bodos: Emergence and Assertion of an Ethnic Minority. Shimla: Indian Institute of Advance Study.
5. Giddens, Anthony. (2001). Sociology. Cambridge: Cambridge University Press.
6. Maibang T. and M.C. Behera. (eds). (2007). Tribal Studies: Emerging Frontiers of Knowledge. New Delhi: Mittal Publication.
7. Marshal, G. and John Scott. (2009). Oxford Dictionary of Sociology. New York: Oxford University Press.
8. Singh, Y. (2004). Modernization of Indian Tradition. Jaipur. Rawat.

Module II: Economics and Development (9 hours)

a) Economics: Concepts and definitions. Economic problem. Demand and Supply, National Income, Standard of Living, Per-capita income; Poverty and its measurements.
b) Economic Systems: Capitalism, Socialism, Communism and Mixed Economy.
c) Global Economy and Global Institutions: the World Bank, IMF and WTO. Globalization and Indian Economy.
d) Multinational Companies (MNCs) and their effects in the domestic economy.
e) National Economic Policy, Welfare State, Underdevelopment and Development.
f) Natural Resources, Agriculture, Infrastructure and Sustainable Development.
g) Growth, Development and Social Justice.

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Suggested Readings

1. Boyes, W. and Michael M. (2005). Textbook of Economics: Indian Adaptation. (6th ed). New Delhi: Houghton Mifflin Co.
2. Deepashree, and Vanita Aggarwal. (2007). Macroeconomics. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
3. Hayami, Y. and Yoshinisa Godo. (2010). Development Economics: From the Poverty to the Wealth of Nations. (3rd ed). New Delhi: Oxford University Press.
4. Mankiw, N. Gregory. (2008). Principles of Economics. Manson OH: South West Cengage Learning.
5. Pieterse, J. N. (2010). Development Theory. (2nd ed). New Delhi: Sage.
6. Schotter, A. (2009). Microeconomics; A modern Approach. Manson OH: South West Cengage Learning.
7. Sen, A. (1999). Development as Freedom. New York: Oxford University Press.

Module III: Indian Development Experiences (9 hours)

a) India as a developing world. India's experience of colonialism- process and impact on agriculture.
b) Independence movement and aspiration for self-rule. Rise of self-reliance and economic nationalism.
c) Post independence trajectory on agriculture and rural development. Land Reforms and the Green Revolution.
d) Globalization and its effects on agriculture and industrialization.
e) Indian Poverty scenario pre and post-independence. Suresh Tendulkar Committee Report.
f) Labour and employment in India- the conditions of informal sector workers, social security for unorganized sector.
g) Population, Poverty, Employment, Education and Health Issues in India. Policy trends and indicators.
h) Science and Technology: Growth, Development and Climate Concerns in Indian context.

Suggested Readings

1. Behera, M. C. (ed). (2004). Globalization and Development Dilemma: Reflection from North East India. New Delhi: Mital Publications.
2. Desai, S. B et al… (2010). Human Development in India: challenges for a Society in Transition. Hyderabad: Oxford University Press.
3. Dréze, J. and Amartya Sen. (eds). (2011). Indian Development: Selected Regional Perspectives. New Delhi: Oxford University Press.
4. Goldin, I. and Kenneth R.(2006). Globalization for Development: Trade, Finance, AID, Migration and Policy. Jaipur: Rawat Publication and The World Bank.
5. Hayami, Y. and Yoshinisa Godo. (2010). Development Economics: From the Poverty to the Wealth of Nations. (3rd ed). New Delhi: Oxford University Press.
6. Pieterse, J. N. (2010). Development Theory. (2nd ed). New Delhi: Sage.
7. Sesgagiri, N. (ed). (2013). Survey of Rural India: A Comprehensive Study of Gram Panchayat and Community Development Block. (Vol. 26). New Delhi: Gyan.
8. Singh, S. (eds). (2003). Strategies for Sustainable Rural Development. New Delhi: Deep and Deep Publications Pvt. Ltd.
9. Singha K. (ed). (2010). Rural Development in India: Retrospect and Prospects. New Delhi: Concept Publishing Company, Pvt. Ltd.

Module IV: Politics and Indian Political System (10 hours)

a) Politics and political systems. State: origins and its elements. Political thoughts: Behaviouralism, and post-behavioralism, liberalism, idealism, anarchism and Marxism.
b) Sovereignty, power, authority, legitimacy, liberty, equality and justice
c) Rights, Duties and Citizenship – Indian context.
d) Making of India- political nationalism, India as a nation of diversity, federalism. Idea of state and nation – Gandhi, Nehru and Ambedkar.
e) The Constitution of India- History, the Constituent Assembly. Philosophy of the Indian constitution from Gandhian, Nehruvian and Ambedkarite perspectives.
f) Decentralized governance: philosophy and practice: a critical appraisal from experiences
g) Social movements through networking transnational.

Suggested Readings

1. Abbas, H. (2010) Indian Government and Politics. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
2. Ananth, V.K. (2010). India since Independence: Making Sense of Indian Politics. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
3. Government of Tamil Nadu. Political Science. (http://www.textbooksonline.tn.nic.in/Books/12 / Std12-PolSci-EM.pdf)
4. Johari, J.C. (2006). Contemporary Political Theory: New Dimensions, Basic Concepts and Major Trends. New Delhi: Sterling Publishers Pvt. Ltd.
5. Schrems, John. (2007). Understanding Principles of Politics and the State. Maryland. University Press of America.

SWIN0007: SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

(3 credits - 45 hours)

Objectives:

- *To understand social case work as a method of social work practice and its application in the field*
- *To equip learners with theoretical knowledge to work with individuals and families.*
- *To equip learners with values, skills and attitudes and develop competencies necessary for working with individuals and families.*

Module I: Introduction to nature and development of social casework (10 hours)

a) Historical development of case work as method of social work, meaning and nature of social case work, underlying assumptions of social case work, principle and ethics of social case work, important concepts in social casework

b) Components of casework - person, problem, place and process

Module II: Approaches to casework practice (10 hours)

a) Social Diagnostic and Functional approaches to casework
b) Psycho-social approach to casework
c) Problem solving approach to casework practice
d) Task centred casework

Module III: Process and technique of social casework (15 hours)

1. Phases of casework intervention: intake and assessment, diagnosis, intervention, Monitoring and Rehabilitation, Termination and Follow up.
2. Techniques of casework intervention - Counselling, Supportive Techniques, Enhancing Resources Techniques
3. Tools – Observation, Listening, Relationship, Interview, Home Visit, Collateral Visit
4. Casework recording: Types and Format
5. Similarities and differences between Casework and Counselling, Casework and Psychotherapy

Module IV: Social Casework Practice (10 hours)

a) Application of Social Case Work in different settings and Clientele groups- Casework with children in adoption, correctional, mental health settings, Child guidance clinic, Schools, Geriatric care and aged and the terminally ill people, crisis situations like conflicts, disaster and other calamities and other socially and economically disadvantaged groups; Socio-cultural factors affecting the casework practice in India.
b) Family casework
c) Relationship of casework method with other methods of social work.

Suggested Readings

1. Biestek Felix, The Casework Relationship, Unwin University Books, London, 1968
2. Government of India, Encyclopedia in Social Work, Publication Division (Social Welfare Ministry), New Delhi, 1987
3. Hamilton, Gordon, The New York School of Social Work : Theory and Practice of Social Case Work, Columbia University Press, New York and London, 1970

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4. Holis, Florence and Woods, Mary E., Casework – A Psychosoical Therapy, Fantom House, New York, 1981
5. Kadushin, Alfred, The Social Work Interview, Colulmbia University Press, New York, 1990
6. Keats, Daphne, Interviewing – A Practical Guide for Students and Professionals, Viva Books Pvt. Ltd., New Delhi, 2002.
7. Mathew Grace, An Introduction to Social Case Work, Tata Institute of Social Sciences, Bombay, 1992
8. Nelson Jones, Richard, Practical Counselling and Helping Skills, Harper and Row, London, 1984
9. Nursten, Jean, Process of Case Work, Pitman Publishing Corporation, 1974
10. O'Hagan, Kieran, Kingsley, Jessica, Competence in Social Work Practice – A Practical Guide for Professionals, London, 2003
11. Perlman, Helen Harris, Social Case Work – A Problem Solving Process, University of Chicago Press, London, 1964
12. Rameshwari Devi, Ravi Prakash, Social Work Methods, Practices and Perspectives (Models of Casework Practice), Vol. II, Ch.3, Mangal Deep Publication, Jaipur, 2004
13. Richmond, Mary, Social Diagnosis, Free Press, New York, 1970
14. Thompson, Neil, People Skills, 2nd Ed., Palgrave Macmillan, New York, 2006
15. Aptekar Herbert, The Dynamics of Casework and Counselling, Houghton Mifflin Co., New York, 1955.
16. Babara, J. G., Beyond Case Work, London, 1991
17. Fisher Joe, Effective Case Work Practice – An Elective Approach, MacGraw Hill, New York, 1978
18. Garrett, Annett, Interviewing – Its Principles and Methods, Family Service Association of America, New York, 1972
19. Lishman, Joyce, Communication in Social Work, Palgrave MacMillan, New York, 1994
20. Sena, Fine and Glass, Paul H., The First Helping Interview Engaging the Client and Building Trust, Sage Publications, New York, 1966
21. Sheafor, Bradford, Horejsi, Charles, Horejsi, Gloria, Techniques and Guidelines for Social Work Practice, Allyn and Bacon, London, 1997
22. Timms, Noel, Social Case Work, Routledge and Kegan Paul, London, 1966

SWSA0008: SOCIAL ANALYSIS AND STRATEGIES FOR SOCIAL CHANGE

(4 credits - 60 hours)

Objectives:

- *To provide an understanding on different theoretical perspectives underpinning social work practice*
- *To identify and assess the advantages and disadvantages of different social work*
- *To enable the learners to engage in informed discussion on a range of perspectives relating to social work practice*
- *To capacitate learners to understand and compare different social work perspectives and locate the perspectives underpinning practice in the current global and national economic and political contexts.*
- *To learn the role of communication and mass media in development and social change.*
- *To equip the learners with skills for developmental communication and social change.*

Part A: Perspectives for Social Analysis

Module I: Introduction (2 hours)

Meaning and concept of social work perspective, its importance and implications for practice

Module II: Theoretical Perspectives for understanding social problems (6 hours)

Social problems, human systems and social work response- structural-functionalist perspective, conflict perspective, symbolic interactionist perspective

Module III: Social Work Perspectives (24 hours)

a) Ecosystems perspective and generalist social work practice model; Concept of Role; Conceptual systems in social work practice

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b) Strengths perspective: Philosophy, concept and principles; Preparation for strengths approach to practice; Assessing clients' strengths
c) Empowerment Perspective: Concept and practice principles; Human Rights Perspective: Rights Based Approach
d) Radical Perspectives: Marxist approaches - Critical and structural social work; Freirian and Liberation theological perspectives - Conscientization and adult education; Feminist approach
e) Anti-discriminatory and anti-oppressive perspectives
f) Indian perspectives: Gandhi, Ambedkar and Tribal/Indigenous perspectives

Module IV: Politics of Social Work Practice (8 hours)

Global and national economic and political contexts; Paradigms and models of practice

Part B: Communication for Change and Development

Module V: Media for Social Change (16 hours)

a) Communication: Theories, Elements and Barriers of communication;
b) Types: Verbal and Non-verbal communication; Development Communication – Purpose and Content. Social Marketing, Participatory communication;
c) Media Analysis: Critical analysis of Mass Media. Representation of gender, caste and tribal/ indigenous groups in mass media
d) Use of media for Development Communication: Folk media - Puppetry, Participatory theatre, Grassroots comics, Social media- Backpack Journalism

Module VI: Skill Training in development communication (4 hours)

Effective Public Speaking, Meeting, Conference, Seminars; Effective written communication, Designing of Posters and other low cost participatory media.

Suggested Readings

1. Goldstein, H. (1973). Social work practice: a unitary approach; Columbia: University of South Carolina Press.
2. Hearn, G. (1974). Social work treatment: an approach to interpersonal helping. Aldine
3. Mooney, L. A., Knox, D., and Schacht, C. (2000). Understanding Social Problem, (2nd Edition). USA: Wadsworth/Thomson Learning.
4. Mullaly, R.. (1993). Structural social work: ideology, theory and practice. Toronto: McClelland and Stewart Inc. The Canadian Publishers,
5. Miley, K. K., O'melia, M., and Dubois, B. L. (1995). Generalist Social Work Practice: An Empowering Approach; Boston: Allyn and Bacon
6. Nash, M., Munford, R., and O'Donoghue, K. (Eds). (2005). Social Work Theories in Action. London: Jessica Kingsley
7. Pardeck, J.T. (1996). Social work practice: an ecological approach. Westport, CT: Greenwood Publishing Group.
8. Payne, M. (1997). Modern Social Work Theory, (2nd Ed). Chicago: Lyceum Books
9. Pincus, A., and Minahan, A. (1993). Social work practice: model and method. Illinois: F.E. Peacock Publishers.
10. Powell, F. (2001). The politics of social work. New Delhi: Sage
11. Saleeby, D. (Ed.) (2002). The strengths perspective in social work practice, (3rd Ed). Boston: Allyn and Bacon
12. Saulnier, C. F. (1996). Feminist theories and social work: approaches and applications. NY: Haworth Press
13. Gray, M., Coates, J., and Bird, M.Y. (2008). Indigenous social work around the world: towards culturally relevant education and practice. Burlington: Ashgate
14. Mapp, Susan C. (2008). Human rights and social justice in a global perspective: an introduction to international social work. New York: OUP
15. Freire, P. (1972). Cultural Action for Freedom New York: Penguin Books.
16. Freire, P. (n.d.). Education as Practice of Freedom. New York: Penguin Books.

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17. Sharma D (2004). Mass Communication theory and Practice in the 21st Century. New Delhi: Deep and Deep
18. Ahuja BN and Chabra SS (1992). Development Communication. New Delhi: Surjeet

SWRM0009: SOCIAL WORK RESEARCH METHODOLOGY AND STATISTICS
(4 credits-60 hours)

Objectives:

- *To understand the significance of research and application of statistics in social work practice.*
- *To understand the research process and acquire the attitudes and skills essential for social work.*
- *To develop skills for interpretation, documentation and presentation of results of the research.*
- *To familiarize with statistical methods and techniques needed for social work research.*
- *To understand the process of report writing and publication.*

Module I: Introduction to Social Work Research (10 hours)

Research and Social Work Practice- Philosophical Foundations of Research. Natural and social science research - characteristics and scientific attitude. Social work research as a social research - relevance, ethics and values. Scope of social work research - basic and applied research.

Module II: Research designs, approaches and types (10 hours)

a) Research designs: Descriptive, Exploratory and Experimental: meaning, scope, characteristics, application in social work setting.
b) Research Approaches: Qualitative and Quantitative Research: meanings, scope, methods, steps, sampling, data collection, analysis, interpretation and reporting. Strengths and weaknesses.
c) Evaluative research: Programme and projects evaluation: concept, types, steps, reports.
d) Participatory research and action research: concepts, scope, application and steps.

Module III: Steps in Research Process (15 hours)

a) Problem Formulation: Identifying research issue, formulating research topic and problem, review of literature (library work), theoretical framework, formulating objectives, clarifying concepts, variables - conceptual and operational, formulating hypothesis.
b) Population and Sampling: Inclusion and exclusion criteria of population, the logic of sampling size and techniques: probability and non-probability sampling.
c) Tools for data collection: Levels, Types of measurements, reliability and validity of tools. Constructing tools for data collection: questionnaire, interview schedule, scales. Quantification of qualitative data.
d) Sources, Collection and Analysis of Data: Secondary and primary sources. Data collection data editing, coding, master sheet, analysis, report writing. Using computer for data analysis: coding, analysis- graphs and results.

Module IV: Introduction to Statistics (15 hours)

1. Statistics: Definitions, Uses and Limitations. Classification and tabulation of data, univariate and bivariate, diagrammatic and graphic presentations. Measures of central tendency, Mean, Median and Mode and their uses; Measures of variability - range, variance and standard deviation.
2. Correlation: Meaning and computation of coefficient of correlation as product moment, Spearman's Rank Correlations, interpretation of correlations.
3. Test of Hypotheses: Basics, Probability distribution, normal distribution. t-test, Chi-Square Test

Module V: Application of Statistics and Reporting Research (10 hours)

a) Application of Statistics in Social Work Research.
b) Ethical guidelines in social work research.
c) Professional writing.
d) Introduction to software packages for statistical analysis.

Suggested Readings

1. Ahuja, Ram, Research Methods, Rawat, Jaipur, 2001
2. Alston, M. Bocoles, W., Research in Social Workers- An Introduction to the Methods, Rawat, Jaipur, Indian Edition 2003

3. Baker, T.L., Doing Social Research, McGraw Hill, Singapore, 1994
4. Dooley, D., Social Research Methods, Prentice Hall of India Pvt. Ltd., New Delhi, 1997
5. Goode, W.J. and Hatt, P.K., Methods in Social Research, McGraw Hill Singapore, 1981
6. Grinell, R. M., (Jr.), Social Work Research and Evaluation, F.E. Peacock Pub. Inc., Illinois, 1988
7. Gupta, C.B., Introduction to Statistical Methods, Vikas Publishing House, 1995
8. Gupta, S.C., Fundamentals of Statistics, Himalaya Publishing House, Delhi, 1997
9. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi 1997
10. Jacob, K.K., Methods and Fields of Social Work in India, Asia Publishing, Bombay, 1996
11. Kothari, C.R., Research Methodology: Methods and Techniques, 2nd edition reprint, New Age International New Delhi, 2004
12. Krishnaswamy, O.R., Methodology for Research in Social Science, Himalaya, Bombay, 1993
13. Laldas, D.K., Practice of Social Research, Rawat, Jaipur, 2000
14. Mikkelsen, B., Methods for Development Work and Research-A New Guide for practitioners, Sage, New Delhi, 2005
15. Ramchandran, P., Social Work Research and Statistics, Allied Publishers, Bombay, 1968
16. Rubin, A. and Babbie, E., Research Methods for Social Work, 4th edition, Wadsworth, West, Brooks/Cole and Schirmer, 2001
17. Sarantakos, S., Social Research, Palgrave Macmillan, New York, 2005
18. Sharma, B.A.V., Prasad, R.D. and Satyanarayana, C., Research Methods in Social Sciences, Sterling, New Delhi, 2002
19. Sharma, K.R., Research Methodology, National Publishing House, Jaipur, 2002
20. Wilkinson, T.S. and Bhandarkar, P.L., Methodology and Techniques of Social Research, Himalaya, Bombay, 1984
21 Young, p., Scientific Social Surveys and Research, Asian Students edition, Asia Publishing House, Japan, 1960

SWSL0011: SOCIAL JUSTICE, HUMAN RIGHTS AND SOCIAL LEGISLATIONS

(3 credits–45 hours)

Objectives:

- *To provide an understanding on social legislation and social action with relevance to social work practice;*
- *To develop an understanding about various social welfare legislations with specific reference to different groups of people;*
- *To understand the provisions of the legal system and the mechanisms available in the country for addressing issues of social change.*

Module I: Social Justice and Human Rights (7 hours)

Meaning of Justice, Forms of Justice, Theories of Justice, Law and Social Justice, Human Rights and Social Justice, Issues in Social Justice.

Module II: Social Legislation and Social Work (7 hours)

a) Understanding concepts of law, social justice and social legislation, Legislation as an instrument of social justice and control.
b) The Constitution of India: preamble and fundamental rights; Directive Principles of State Policy
c) Classification of law: civil and criminal law. Relevance of law and legal systems to social work practice, partnership and interface between social workers and legal system.

Module III: Reformatory Law and Laws related to Protection of Human Rights (7 hours)

a) Major provisions of the law for the protection of human rights, Structure, functions and powers of National and State Human Rights Commissions.
b) Major provisions in Indian Penal Code (IPC) related to family violence, murder, suicide, rape.
c) Meaning of cognizable and non-cognizable offences and conditions and procedures for bail; Importance and Procedures for filing a First Information Report (FIR)

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Module IV: Social legislations: Major Provisions (20 hours)

a) Laws Related to Children: Juvenile Justice Act, Laws relating to Adoption and Guardianship, Child Marriage Restraint Act, Prohibition and Regulation of Child Labour Act. Protection Of Children from Sexual Offences (POCSO) Act Laws Related to Family: Personal laws and the Civil law related to Marriage, Divorce, Maintenance and Succession; Law against Domestic Violence; Law of Family Court. Laws Related to Women: Immoral Trafficking Prevention Act (ITPA), The Sexual harassment of Women at Workplace (Prevention, Prohibition, Redressal) Act, 2013. Medical termination of pregnancy, Prohibition against Prenatal diagnostic tests (for sex determination). Laws Related to Scheduled Castes and Scheduled Tribes: Protection of Civil Rights; Law against Atrocities. Laws Related to Disabled: Mental Health Act, Persons with Disabilities Act, National Trusts Act. Laws Related to Workers: Minimum wages, Workmen's compensation. Laws Related to Consumers and Citizens: Consumer protection, Food adulteration, Right to information, Project affected persons.

b) Protection of Children from Sexual Offences Act (POCSO) and Sexual harassment of women in workplace act.

Module V: Justice System and Legal Aid provisions (4 hours)

a) Agencies of the justice system: police, judiciary, correctional systems, their structure and functions

b) Structure and jurisdiction of courts: district and sessions courts, high court, Supreme Court. Distinction between civil and criminal courts; Consumer courts Special courts/tribunals – accident, corruption

c) Concept of legal aid, Lok Adalat; Public Interest Litigation (PIL)

Suggested Readings

1. Samaddar Ranabir (Ed), State of justice in India-issues of social justice, sage publication, 2009.
2. Acharya, Basu Durga Das : Introduction to the Constitution of India, New Delhi : Prentice Hall of India Pvt.Ltd., (7th. Edition)
3. Ahuja, Ram: Criminology, Jaipur : Rawat Publications
4. Biju, M. R , Human Rights in a Developing Society, New Delhi : Mittal Prakashan, 2005
5. Diwan, Paras and Diwan, Peeyush, Child and Legal Protection, New Delhi : Deep and Deep Publications, 1994
6. Flavia ,Give us this Day, Our Daily Bread, Procedures and Case Law on Maintenance, 1997
7. Gaikwad, P. E, Law Basic Concepts, Pune : YASHADA,2004
8. Galanter, Marc, Law and Society in Modern India, Delhi : Oxford University Press, 1992
9. Gangrade, K.D, Social Legislation in India (Vol-1 and Vol.2), Delhi : Concept Publishing Company.
10. Gaur K. D, A TextBook on the Indian Penal Code, Delhi: Universal Law Publication Co. Ltd., 2004
11. Kant, Anjani,Women and the Law, New Delhi : APH Publication Corporation., 1997
12. Matthew, P. D, Constitution of India Simplified, New Delhi : Indian Social Institute, 1993
13. Pradhan, V. P, The Indian Constitution, New Delhi :Ombudsman Publishing House, (1st Edition).
14. Prakash, Ravi, Constitution of Fundamental Rights and Judicial Activism in India, Jaipur : Mangal Deep Publications
15. Purohit, B. R. and Joshi, Sandeep (Ed)) Social Justice in India, Jaipur : Rawat Publication, 2003
16. Qureshi, M. A, Muslim Laws of Marriage, Divorce and Maintenance, New Delhi : Deep and Deep Publications, 1992
17. Sastry, T. S. N, India and Human Rights, Delhi : Concept Publishing Company, 2005
18. Saxena, D. R, Law Justice and Social Change, New Delhi : Deep and Deep Publications, 1996
19. Shah, Ghanshyam,Social Justice- A Dialogue, Jaipur : Rawat Publication, 1998
20. Sharma, S. S, Legal Aid to the Poor, New Delhi : Deep and Deep Publications, 1993
21. Siddiqi, Fatima E. and Ranganathan Sarala:Handbook on Women and Human Rights – A Guide for Social Activists (Part 1 and Part 2), New Delhi : Kanishka Publication.
22. Singh, Alka, Women in Muslim Personal Law, New Delhi :Rawat Publications, 1992
23. Singh, Shiv Sahai,Unification of Divorce Laws in India.1992
24. South Asia Human Rights Documentation Centre. HandBook of Human Rights and Criminal Justice in India, New Delhi : Oxford University Press, 2006

SWDM0012: ENVIRONMENTAL STUDIES AND DISASTER MANAGEMENT

(3 credits–45 hours)

Objectives:

- *To understand the interrelatedness of human life and environment;*
- *To develop an understanding of problems arising out of environmental degradation and globalization;*
- *To study the role of social work practice in tracking environmental issues and disaster management.*

Module I (10 hours)

a) Concepts: Environment and Ecology; the Interrelatedness of living organisms and natural Resources

b) Global Environmental Crisis and its linkages to the development process. Global warming, Environmental politics and resource development regimes; Sustainable development: Management and Conservation changes.

Module II (10 hours)

a) State of India's Environment: Waste Management; Pollution – Air, Water, Soil, Noise; Laws Related to environment.

b) Social Work and Environment: Environment Education, Environment Ethics, Promotion Environment Movements, Environment Management – EIA.

Module III (10 hours)

a) Disaster: Definition, Natural and Human made disasters; multiple causes and effects; Stages of disaster; Development and Disaster; Preventive Measures.

b) Models of Disaster: Crunch Model and Release Model

Module IV (15 hours)

a) Disaster Management and phases. Pre- disaster: prevention, preparation, education vulnerability and preparedness. Actual Disaster: contingency, short term and long term plans, search, relief, rescue, recovery and restoration. Post Disaster: rehabilitation and commemorations.

b) Role of Social workers and Voluntary agencies: role of social work professionals at different levels: resource mobilization, working with other professionals, working with government and voluntary organizations. Voluntary agencies working on disaster management.

Suggested Readings

1. Abbasi S.A., Wetlands of India: Ecology and Threats Vol. 1-3, 1997.
2. Dorr Donal, Social Justice Agenda: Justice, Ecology, Power and the Church, 1990.
3. Goel P.K., Environmental Guidelines and Standards in India, 1996.
4. Madhav Godgil; Ramachandra Guha, Ecology and Equity: The use and abuse of nature in contemporary India, 1995.
5. Neugeboren Bernard, Environmental Practice in the Human Services: Integration of Micro and Macro Roles, Skills and Contexts, 1996.
6. Shukla S.K., Srivastava P.R., Human Environment: An analysis, 1992.
7. Shukla S.K., Srivastava P.R., Environmental Pollution and Chronic Diseases.

SWCP0013: CONFLICT MANAGEMENT AND PEACEBUILDING

(3 credits–45 hours)

Objectives:

- *To develop an understanding of the concepts related to peace and conflict theories;*
- *To know about the different approaches towards conflict resolution and the impact of violence on specific groups;*
- *To understand specific issues related to North East and the rise of different groups and conflict movements in North East India.*

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Module I: Understanding Peace and Conflict (15 hours)

Meaning and Definition; Gandhi's Approach to Peace and Nonviolence; Positive and Negative Peace. Introduction to Peace and Conflict Studies- meaning and definition of Conflict theories- Frustration-Aggression Theory; Social Learning and Social Identity Theory; The Enemy System Theory; The Human Needs Theory; Protracted Social Conflict; Reconstructive and Transformative Peacebuilding and Peacemaking

Module II: Conflict Resolution Techniques (8 hours)

Unofficial Approach to Conflict; Role of Civil Society/ Organizations; Third-Party Mediation; Role of Track II and Multi-Track Approach in Conflict Resolution; Role of Media, Peace Journalism; UN Arbitration.

Module III: Types of Violence (12 hours)

Structural violence, social violence, communal violence, and political violence - Terrorism, Insurgency, Extremism, Militarisation.

Module V: State Identity and Conflict in North East India (10 hours)

Society in North east – Basic Demography, Social Groups; The Naga Conflict; Post colonial political Movements in Assam; Issues of Asomiya Identity, Bodo Identity and Other smaller identities; ethnic identity Issues; Rise of Insurgency in North-east; Boundary Conflict; AFSPA; Inner Line Permit.

Suggested Readings

1. Bhaumik Subir, Troubled Periphery
2. Boasson, Charles, In search of Peace Research (edited by Peter van den Dungen) Macmillan. London: 1991
3. Boulding, Kenneth, The War Trap in Richard Falk et al. Toward a Just world Order, Boulder: West view 1982.
4. Choudhury Sujit, The Bodos: Emergence and Assertion of an Ethnic Minority, IIAS Shimla
5. Galtung, Johan, The True Worlds: Free Press. New York 1980
6. Hazarika Sanjay, Stranger in the Mist.
7. Lawler, Peter, A question of Values: Johan Galtung's Peace Research, Boulder: Lynne Rienner. 1995,
8. Machel Graca, Impact of Armed Conflict on Children. 1996
9. Mack, Andrew, Peace Research in the 1980's, Australian National University. Canberra:1985
10. Maitra Kiranshankar, The Noxious Web: Insurgency in NE India, Kanishka Publication, 2001
11. Patomki, Heikki, The Challenge of Critical Theories: Peace Research at the start of the New Century, Journal of Peace research, vol. 38, no. 6, 723-737, 2001,
12. David P. Barash and Charles P. Webel, Peace and Conflict Studies (second edition), Sage, 2002
13. Johan Galtung, Carl G. Jacobson, Searching for Peace: the Road to TRANSCEND (second edition) Pluto Press, 2002
14. Sanjib Baruah, Durable Disorder; Understanding the Politics of Northeast India, OUP, 2005
15. Singh, Koireng, Aheibam, Ethnicity and Inter Community Conflict: A Case of Kuki Naga in Manipur, Akansha Publication, 2008
16. The Hague Agenda for peace and Justice for the 21st Century, 777 UN Plaza, New York, 1999

SWRD0014: COMMUNITY DEVELOPMENT: RURAL AND URBAN

(4 credits – 60 hours)

Objectives:

- *To understand the concept, approaches and principles of Urban Community Development*
- *To gain knowledge about the existence of slums, and pavement dwellers well as their concerns.*
- *To develop an in-depth understanding of rural communities.*
- *To provide knowledge of the various methods, programmes strategies and developmental efforts towards community development.*
- *Understand, Rural social systems and their problems*
- *To Understand the challenges for interventions by community workers*

Module I: Community Development and Rural Community Development (15 Hours)

Concept and definition and objectives of community development: Approaches, philosophy and principles of rural development and rural community development. Rural development and rural community development. Rural demography, social structure, economic structure, political structure, Rural community: Characteristics.

Module II: History of Rural community development in India (10 Hours)

Pioneering period: Sriniketan, Marthandam, Gurgaon. Probation trial period:Firka, Nilokheri and Etawh projects

Module III: Urbanization and Urbanism (10 hours)

Concept and characteristics, urbanization and economic development. Urbanization and industrialization. Urbanisation and social problems. Urban ecology: growth of cities, characteristics of town, Metropolis. Megapolis, satellite towns, -commuter town / bedroom community- Suburbs- Edge cities- Multi-polar cities- Metropolitan areas. Leisure time theories and leisure time in cities.

Module IV: Urban Development and Urban Community Development (15 hours)

Urban development and urban community development: origin of urban community development in India. concept and principles, meaning, Need, scope, and Structure; Approaches to community development in urban area: Welfare, extension project of central welfare Board, Hyderabad project, Baroda Project .

Module V: Slums (10 hours)

Definition-causes, characteristics, theories of slums, consequences. Slums in Indian cities, slum clearance board. Pavement dwellers: employment for pavement dwellers, Urban poverty and its impact. Major agencies engaged in urban community development.

Suggested Readings

1. Desai, A. R. Rural Sociology in India, Bombay: Popular Prakashan, (1961)
2. Narang, Ashok. Indian Rural Problems,: Murari Lal and Sons, New Delhi (2006)
3. Shah, Dilip. Rural Sociology, ABD Publisher, India : (2005)
4. Butter W Edgar . Urban Sociology- A Systematic Approach,: Harper and Row Publishers, New York, (1976)
5. Loornis and Beegle. Rural Sociology (The Strategies of change), Englewook, Cliffs, New Jersey : Prentice Hall, Inc, (1957)
6. Sharma, K Rajendra. Rural Sociology,: Atlantic Publishers and Distributors, New Delhi (2004)
7. Sharma Ramnath Indian Rural Sociology,: Munshiram Manoharlal Publishers Pvt. Ltd. New Delhi (1979)
8. Doshi S L Rural Sociology: Rawat Publications, Jaipur (2002)
9. Singh S, Rural Sociology Prakashan Kendra Lucknow (1980)
10. Bhanti, Raj. Social Development (Analysis of some social work and field), Himanshu Publication, New Delhi, (2001)
11. Dasgupta, Bilap. Village Society and Labour Use,: Oxford University Press, New Delhi.
12. Doshi, S.L. and Jain, P.C. Social Anthropology,: Rawat Publications, New Delhi (2001)
13. Dubey, S.C. Indian Society, National Book Trust in India, New Delhi.
14. Jain, Netra Pal. Rural Reconstruction in India and China(A comparative study), Writers and Publishers Corporation, (1970)
15. Khadria, Binod (1999) The Migration of Knowledge workers, New Delhi, London : Sage Publications
16. Khan, Mumtaz Ali. Scheduled Caste and their status in India,: Uppal, Publishing House, New Delhi, (1980)
17. Mishra, Anil Kant, Rural Tension in India, Discovery Publishing House, New Delhi : (1998)
18. Mishra, Omprakash (Ed.) Forced Migration, Manak Publication, Delhi : (2004)

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SWGD0015: GOVERNANCE AND COMMUNITY DEVELOPMENT

(4 credits – 60 hours)

Objectives:

- *Understand the context, meaning and relevance of decentralised governance for urban, rural and tribal areas.*
- *Develop knowledge about the structure and functioning of governing bodies at various levels.*
- *Understand contemporary issues and challenges in accessing governance bodies for people's development.*

Module I: Rural Governance (15 hours)

a) Democratic Decentralization: Meaning, objectives and importance, Governance : meaning and structures.

b) Concept and Evolution of Panchayati Raj: Historical development of the concept, National level committees in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok Mehta, Singhvi committees)

c) The Constitutional Amendment of 73rd Amendment, Review of 73rd Constitutional Amendment

Module II: The Functions of Panchayati Raj Institutions (15 hours)

Structure, functions and powers at each level, revenue sources, committees in village level Panchayati Raj bodies, gram sabha (including mahila gram sabha), Its role and importance, Community participation in governance. PESA (Panchayat Extension in Scheduled Areas) : Context of its emergence and its significance; issues and challenges in its implementation.

Module III: Urban Governance: Urban Local Self Government in India (15 hours)

a) Types of Urban Local Self Government in India, Municipal Corporation, Municipal Council/Nagar Palika; Sources of Revenue; Structure, powers and functions at each level, Committees and their functions, System of elections to Urban Local Self Government, Relation of Urban Local Self Government with bodies of Governance at the state level issues.

b) 74th Constitutional Amendment Review of content and implementation

Module IV: Role of Urban LSG bodies in Urban Development (15 hours)

a) Contemporary Issues and Potentials through Local Self Government

b) Women's participation; participation of marginalized groups (SC and ST and minorities); political parties; autonomy and control; factionalism in governance.

c) Challenges in developing partnerships between elected bodies, bureaucracy and civil society.

Suggested Readings

1. Gender, Alochana, Women and Panchayat Raj, Alochana Centre for Documentation and Research on Women, Pune : (2007),
2. Chahar, S.S. (Ed.) Governance of Grassroots Level in India, New Delhi: (2005), Kanishka Publishers
3. Devas, Nick and Others, Urban Governance, Voice and Poverty in Developing World, London : Earthscan, (2006)
4. Haldipur, R.N. Paramahamsa V R K (Eds.) Local Government Institutions in India, National Institute of Community Development, Hyderabad : (1970)
5. Hooja, Prakash and Hooja, Meenakshi, Democratic Decentralization and Planning, Rawat Publications, Jaipur, (2007)
6. Jain, S. C. Community Development and Panchayat Raj, Allied Publishers Pvt. Ltd, Madras: (1967)
7. Kumar, Krishna, Direct Democracy and Village Governance,: Deep and Deep Publication, New Delhi.
8. Lele, Medha. Kotwal, Kulkarni, Vandana Power and Empowerment,: Alochana Centre for Documentation and Research on Women, Pune.
9. Mishra, S.N., Mishra Sweta and Pal, Chaitali Decentralized Planning and Panchayati Raj Institutions, Mittal Publications, New Delhi : (2000)
10. Palenithurai, G. (Ed.) New Panchayati Raj System – Status and Prospects, Kanishka Publishers, New Delhi (1966)
11. Sharma, B. D. Taming the Transition in Scheduled Areas, Sahyog Pustak Kutir, New Delhi: (2001)

12. Singh, Amita (Editor) Administrative Reforms (towards sustainable practice), Sage Publications, New Delhi: (2005)
13. Singh, U. B. Urban Administration in India, Serial Publications, New Delhi: (2004)
14. Baluchamy, S. Panchayat Raj Institutions,: Mittal Publication, New Delhi (2004)

SWFW0016: FAMILY CENTERED SOCIAL WORK PRACTICE

(4 credits - 60 hours)

Objectives:

- *To understand family and marriage as social institutions and to analyze the legislations with regard to marriage and divorce in India.*
- *To understand the dynamics of family relationships*
- *To analyse the institution of family within the context of globalised economic and political system.*
- *To become familiar with the Governmental efforts for strengthening families and to identify techniques and interventions required for working with family.*

Module I: Family and Marriage as Social Institutions (14 hours)

a) Concept of family, Origin of family, Types of family, Functions of family, Family dynamics – power, myths, role, relationship. Concept of marriage, types of marriage.
b) Constitutional legislations on family, marriage and divorce in India

Module II: Equity and equality -Dynamics of Family Relationships (13 hours)

a) Equity and equality, Gender and patriarchy: Implications of the patriarchal social structure.
b) Crisis of violence against women: Global, national, local.

Module III: The Family in the context of Globalization (16 hours)

a) Review of changing situations in family, marriages and marital relationship
b) Alternative Family and Marriage Patterns and Structures. Dual earner/career families, Single parent families, female headed households, Childless families, Reconstituted/ step families, Homosexual families, Consensual unions, and live in relationships
c) Displacement and disaster generated changes in the family (war, conflict, riots and natural calamities) and its implications: vulnerability of families, marginalized families due to poverty, caste

Module IV: Social Work with families: interventions, techniques and skills (17 hours)

a) Family life cycle, Family centred social work – problem solving approach, Life enrichment programmes – developmental approach, Programmes for family empowerment and protection of human rights.
b) Efforts of government in strengthening families – Policy, Legislation and programmes, Micro-credit, component plan, Schemes for families, Public Distribution System,
c) Health – Family Welfare Programme, Health Insurance.

Suggested Readings

1. Burgess, Ernest W., Locke Harvey J., Thomes Mary Margare. The Family from Traditional to companionship (4th edition), New York :Van Nostrand Reinhold Co. 1978
2. Chowdhury, Aparajita. Carson and Carson. Family Life Education in India: Perspectives, Challenges and Applications. Rawat Publications: Jaipur, 2006
3. Desai,Murli. Family and Intervention – Some Case Studies. Mumbai: TISS. 1986
4. Elliott and Merril. Social Disorganization. New York : Harper and Brother Pub. 1960.
5. Gore, M S. Urbanization and Family Change. Mumbai : Poplar Prakashan. 1968
6. Green Arnold W. Sociology (Analysis of life in Modern Society), MacGraw Hill Book, Co. 1964
7. Harris, C. C. The Family an Introduction. London : George Allen and Unwin Ltd. 1969
8. Jayapalan N. Indian Society and Social Institutions – Vol. I. New Delhi : Atlantic Publishers and Distributors. 2001
9. Kumar, S., Chacko, K. M. Indian Society and Social Institution. New Delhi: New Heights Publishers and Distributors. 1985
10. Lal, A. K. The Urban Family : A Study of Hindu Social System, Concept. New Delhi : Publishing Company. 1989

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11. Larlton E, Munson. Social Work with Families – Theory and Practice. New York :1970
12. Lavania, Vinita. Childless Couples: Social Consequences of Sterility and Infertility. New Delhi: Rawat Publications. 2006
13. Nichols,Michall P. and Richard, C. Family Therapy Concepts and Methods (2nd edition). London : Allyn and Bacob. 1991
14. Singh, Yogendra,Social Stratification and Change in India. New Delhi : Manohar The Free Press, 1983
15. Williamson, Robert C. Marriage and Family Relations. Sydney: John Wiley and Sons, Inc. 1967

SWSC0017: SOCIAL WORK PRACTICE WITH CHILDREN

(4 credits - 60 hours)

Objectives:

- *To understand the process of socialization of a child and children's health; both mental and physical well-being.*
- *To analyze the difficult situations faced by children in the present context.*
- *To know the national and international efforts for child welfare and the child related laws.*
- *To understand and acquire the skills for working with children.*

Module I: Understanding Child and Socialization process (12 hours)

a) Understanding Child- Definitions and Concepts.
b) Concept and process of socialization, Theories of socialization, Child rearing practices.
c) Agents of socialisation – family, neighbourhood, school, peer group, mass media, religion. Socialization of children with special needs- special schools.

Module II: Children's Health (14 hours)

a) General Health of Children: common diseases, malnutrition problem, infant mortality and morbidity, health of adolescent girls.
b) Child Mental Health: Concept of mental health, child mental health and psycho-social development. Mental health needs and mental health problems in children of various age groups, mental health disorders related to children: Learning Disabilities, emotional disorders, conduct disorder, pervasive developmental disorder

Module III: Children in Difficult situations (13 hours)

Street child, destitute, children in conflict with law, abandoned, orphaned, child abuse, child labour, child trafficking, natural calamity affected children, children in conflict situation, HIV-AIDS affected and infected children, tribal child, child beggar, child prostitute, children from poverty infested groups, special problems of girl child.

Module IV: Child Welfare Policies, Programmes and Acts (15 hours)

Constitutional Provisions, National Policy for Children, UNCRC, National Charter for Children, , National Action Plan for Children, Commissions for Protection of Child Rights and State policy for children, Juvenile Justice (Care and Protection of Children) Act, 2000, Guardianship and Wards Act, Hindu Adoption and Maintenance Act, Central Adoption Regulatory Agency (CARA guidelines), Child Labour (Prohibition and Regulation) Act 1986. Current initiatives- ICDS, ICPS, SSA and RTE, NRHM: School Health Programme.Developmental services (for example, non-formal education, bridge schools) Remedial services (e g. residential care, child guidance clinic),

Module V: Skills in Working with Children (6 hours)

Communication – individual and group, use of creative activities, skills in behaviour modification techniques, skills in advocacy and campaigning for children, relationship building skills.

Suggested Readings

1. Anandaraj, Hannah. Children at Risk. Hyderabad: Neelkamal Publications. 2007
2. Banerjee, B. G. Child Development and Socialisation. New Delhi : Deep and Deep Publication. 1987
3. Baroocha, Pramila Pandit. Handbook on Child. New Delhi : Concept Publishing Com. 1999
4. Berk, Laura E. Child Development (8th edition). New Delhi: Pearson Prentice Hall. 2009

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5. Bhalla, M. M. Studies in Child Care, Delhi : Published by NIPCCD. 1985
6. Bossare, James H. S. The Sociology of Child Development. New York : Harper and Brothers. 1954
7. Chandra Kulshreshtha Jinesh. Child Labour in India. New Delhi : Ashish Publishing House. 1978
8. Chaturvedi, T. N. Administration for Child Welfare. New Delhi : Indian Institute of Pub. 1979
9. Choudhari, D. Paul. Child Welfare / Development, Delhi : Atma Ram and Sons. 1980
10. Ghathia, Joseph. Child Prostitution in India. New Delhi : Concept Publishing Company. 1999
11. Gokhale, Sharad D. and Sohoni, Neera K. Child in India, Mumbai : Somaiya Pub. 1979
12. Gopalakrishnan B. Rights of Child. Jaipur: Aavishkar Publishers. 2004
13. Hugh, Jolly. Diseases of Children. Oxford: The English Language book society and Blackwell Scientific Publications. 1981
14. Hurlock, Elizabeth B. Child Development, New Delhi : Tata McGraw Hill Pub; Com; Ltd. 1968
15. Kumar, Arvind. Fundamentals of Child Rights: Concepts, Issues and Challenges. Lucknow: Laxmi Shikshan Sansthan. 2002
16. Nanda, V. K. Nutrition and Health for child Development, New Delhi : Anmol Publication Pvt. Ltd. 1998
17. Pandya, K. C. Element of Child Development. New Delhi : Kalyani Pub. 1988
18. Pimpley, P. N., Singh K. P., A. Mahajan. Social Development Process and Consequences. Jaipur : Rawat Publication. 1989
19. Rao, M. Koteshwar. Exploited children, New Delhi : Kanishka Publishers, Distributors. 2000
20. Sharma and Sharma. Child Psychology. Atlantic Publishers: New Delhi. 2006
21. Skinner, Charles E., Harriman, Phillip L. Child Psychology: Child Development and Modern Education. Surjeet Publications: New Delhi, 2008

SWMW0018: MEDICAL SOCIAL WORK

(4 credits - 60 hours)

Objectives:

- *To understand the relevance and the need for social work in the field of health*
- *To gain insight into the impact of ill health on the individual and his social system*
- *To understand and develop competence about the roles and functions of medical social workers in various settings*

Module I: Historical overview (15 hours)

Medical Social work:- Historical development of medical social work in Western countries and in India, Social workers in General health Care system in India, Challenges in the field of medical social work in India.

Module II: Disease, illness and sickness and concept of care (15 hours)

Illness as a social problem and its effect on the individual, family and community. The concept of patient as a person, Social and emotional factors involved in disease, Social Work with terminally ill, social work with dying and bereaved, Palliative Care, Hospitalization and its implications on patient and the family members, rights of Patients, Modern trends in treatment of illness. Care in different medical settings – hospitals, outpatient departments, emergency, crisis care, hospice, special clinics.

Module III: Skills (10 hours)

Skills and qualities of Medical social Worker. Teamwork and multidisciplinary approach in the treatment of illness. Role and functions of a medical Social worker, Organization and administration of medical social work department in hospitals. Assessment and Diagnosis- Interviews, Reporting and Record maintenance. Medical Social Worker and Public Relations.

Module IV: Medical Social Work in different departments in hospitals (20 hours)

Medical Social Work in different Departments in hospitals: Oncology, Nephrology, Reproductive Health, family welfare and family planning, Sexual health (STD, HIV/AIDS),Geriatrics, Diabetology, Cardiology, Accident, disability and burns department

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Suggested Readings

1. Anderson R. and Bury M.. Living with Chronic Illness – the Experience of Patients and their Families. Unwin Hymman. London: (eds.) 1988
2. Bajpai P.K.. Social Work Perspectives in health.: Rawat Publications. New Delhi (Ed.) 1997
3. Barlett H.M.. Social Work Practice in the Health Field. New York: National Association of Social Workers. 1961
4. Dimatteo, M. Robin and Leslie R. Martin.. Health Psychology.: Dorling Kindersley (India) Pvt. Ltd. New Delhi, 2007
5. Field M.. Patients are People – A Medical – Social Approach to Prolonged Illness. Columbia University Press. New York: 1963
6. Narasimhan, M. C. and Mukherjee A.K. Disability – A Continuing Challenge. Wiley Eastern Ltd. New Delhi: . 1987
7. Pathak S. H. Medical Social Work in India. New Delhi: DSSW. 1961
8. Pokarno K.L. Social Beliefs, Cultural Practices in Health and Diseases. Rawat Publications. New Delhi: 1996

SWMS0019: MENTAL HEALTH AND SOCIAL WORK

(4 credits - 60 hours)

Objective: *The main purpose of this course is to enable students understand the concept of mental health and relevance of social work in the field of mental health. It would also provide an opportunity to be oriented about various mental illness affecting people and the significance of community mental health.*

Module I: Understanding mental health and mental illness (13 hours)

Mental health: A Conceptual Framework: Historical background of the concept. Definitions of mental health components. Mental health in the changing society. Concept of normal and abnormal behaviour. psychiatry – definition, history and growth of psychiatry. Traditional and modern attitude towards psychiatric illness. Symptomatology – Disorders of perception, thought, speech, memory, emotion.

Module II: Psychiatric assessment (13 hours)

Assessment in psychiatry. Psychiatric interviewing, case history recording and mental status examination (MSE). Classification in psychiatry- need, types - ICD and DSM.

Module III: Major Psychiatric disorders (21 hours)

Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of the following disorders:

a) Neurotic and somatoform disorders – Phobia, anxiety disorders, Obsessive compulsive disorders, dissociative (conversion) disorders, somatoform disorders
b) Mood (affective) disorders
c) Organic mental disorders – dementia, (Alzheimers), Amnesic syndrome, delirium
d) Schizophrenia and Delusional disorders
e) Disorders of adult personality and behaviour _ paranoid, schizoid and histrionic personality disorders. Gender identity disorders, disorders of sexual preference
f) Disorders of psychological development – developmental disorders of speech and language and scholastic skills; learning disability, mental retardation, pervasive developmental disorders – autism, Rett's and Asperger's syndrome
g) Behavioural and emotional disorders in childhood and adolescence – Hyperkinetic and conduct disorders, anxiety, phobia and depression
h) Disorders due to substance use

Module IV: Community mental health (12 hours)

Community psychiatry – concept and meaning, evolution of community psychiatry; Community mental health in India, Social – cultural factors in psychiatric disorders with special reference to India, culture bound syndrome.

Suggested Readings

1. American Psychiatric Association, Diagnostic and Statistical Manual of Mental Disorders. 4th Edition. DSM –IV-TR. APA. Washington DC: 2000.
2. Carlson R. Neil, Foundations of Physiological Psychology. 6th Ed. Pearson Education. India: 2007.
3. Chaube S.P., Abnormal Psychology, Educational Publishers.
4. Clifford T. Morgan, Richard A. King, John R. Weisz, John Schopler, Introduction to Psychology, Tata Mc. Graw Hill Edition.
5. Colman. M. Andrew, Oxford Dictionary of Psychology. Oxford University Press. New York: 2009 (3rd Ed).
6. Correy Gerald. Theory and Practice of Counseling and Psychotherapy. Student Manual. 8th Ed. Brooks Cole Cengage Learning. USA: 2005.
7. Fernald/Fernald, Munn's Introduction to Psychology, 5th Edition, AITBS Publishers, India.
8. James D. Page, Abnormal Psychology, Tata McGraw Hill Edition.
9. Kring M. Ann, Johnson L. Sheri, Davison C. Gerald, Neale M. John, Abnormal Psychology. 11th Ed. Wiley India Pvt. Ltd. New Delhi: 2010.
10. Kumar Updesh, Mandal .Manas. (Editors), Suicidal Behaviour. Assessment of People-at-Risk. Sage Publications India Pvt. Ltd. New Delhi: 2010.
11. Maxmen S. Jerrold, Ward G. Nicholas, Essential Psychopathology and its Treatment. 2nd Ed. Revised for DSM IV. W.W. Norton and Company. New York: 1995.
12. Mishra. A.K., Psychology of Aging. Sublime Publications. Jaipur: 2007.
13. Patel Vikram, Thara R.(Editors), Meeting the Mental Health Needs of Developing Countries. NGO Innovations in India. Sage Publications. New Delhi: 2003.
14. Ranjana, Cognitive Psychology. RBSA Publishers. Jaipur: 2010.
15. Robert A. Baron, Psychiatry, 5th Edition, Pearson Education.
16. Robert C. Carson, James N. Kutcher, Susan Minela, Jill M. Hooley, Abnormal Psychology, 13th edition, Pearson Education.
17. Santrock W. John, Educational Psychology 2nd Ed. Tata McGraw- Hill Edition. New Delhi: 2006.
18. Scileppi A. John, Teed L. Elizabeth and Torres D. Robin, Community Psychology. A common sense approach to mental health. Prentice Hall. USA: 2000.
19. Shepherd, Michael et al..Childhood Behaviour and Mental Health. University Press. London: 1971.
20. World Health Organization, The ICD 10 Classification of Mental and Behavioural Disorders, Clinical Description and Diagnostic Guidelines; Oxford University. Press, Geneva: 1992.

SWIS0020: INTRODUCTION TO SCHOOL SOCIAL WORK

(3 credits - 45 hours)

Objectives:

- *To develop analytical skills in understanding the educational system of schools*
- *To develop an understanding of the theoretical perspectives in the area of School Social Work*
- *To understand the concept of Child Mental Health and develop skills in social work intervention*

Module I (7 hours)

School as a field of Social Work practice- school as a living environment within the community; historical development of school social work models and theoretical perspectives in school social work.

Module II (8 hours)

Child Mental Health - concept of mental health, child mental health and psychosocial development. Mental health needs and mental health problems in children of various age groups.

Module III (15 hours)

Social work prospects in the schools- Preventive- early detection of disabilities in the children - early intervention programmes for children. Remedial- understanding and helping pupils with problems. Detection and referral of behaviour problem children, helping children cope with stress, crisis resolution. Case management, case coordination, collaboration, case conference, consultation.

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Developmental- promoting psychosocial competence in children life skills for children. School social work practice- promote partnership of schools, families and communities.

Module IV (15 hours)

Learning Disabilities- introduction, subtypes, academic skills deficit and language problems of children with learning disabilities, education mandate for children with disabilities school policies. pointers for classroom identification assessment and diagnosis- multidisciplinary approach, assessment report, support services, working with learning disabled, skill requirements of a social worker.

Suggested Readings

1. Alderson, J. Models of School Social Work Practice in R Sarri and Maple leds School in the Community, National Association of Social Workers, Washington DC, 1972
2. Robert, Constable; Mc Donald Shirley; Flynn, John P. School Social Work Practice, Policy and Research perspective, Lyceum Books, Inc., Chicago, 1999
3. Arlien, Johnson. School Social Work- its contribution to professional education. National Association of Social Workers, New York, 1962
4. NASW standards for social work services in schools, National Association of Social Workers, New York, 1979
5. Nelson, C. A job analysis of the characteristics of the School Social Workers. Princeton Press, New Jersey, 1990.

SWPD0022: COMMUNITY DEVELOPMENT PRACTICE WITH THE DISEMPOWERED COMMUNITIES

(4 credits - 60 hours)

Objectives:

- *To understand histories, meanings and issues of marginalization, oppression and disempowerment of vulnerable communities such as the dalits, tribes and the indigenous peoples and women ;*
- *To build capacity for critical reflection and analysis of community development issues pertaining to the disempowered;*
- *To build upon the existing understanding of community dynamics, structures and experiences; and*
- *To strengthen skills and capacity for intervention at different levels taking an "empowerment" and anti-oppressive stance.*

Module I: Power, Privilege and Oppression (12 Hours)

Conceptual Frameworks and Theoretical Perspectives; Systems Theory; Critical Theories; Understanding oppression, privilege and oppression.

Module II: Political economy of the Dalit Development (12 Hours)

Social stratification; Caste; Casteism; Colonialism and State; Ambedkar and the annihilation of Caste

Module III: Political Sociology of the Tribes and Tribal Development (12 hours)

Perspectives on Tribes; History of Tribes/Adivasis in India; Evolution of Tribal Policy; Administration and Local Governance; Politics of Tribal Welfare and Development

Module IV: Specific Identity Constructs and Populations at Risk (12 hours)

Gender and Sexism- Gender, Culture, and Society; Race, Sexuality, and Culture (Intersections); Gendered Relations; Health, Sex, and Gender.

Module V: Towards an emancipatory community development practice (12 hours)

Critical Social Work; Anti-oppressive Approach; Structural Social Work

Suggested Readings

1. Chacko, P.M. (Ed.), Tribal Communities and Social Change
2. Freire, A. M. A., and Macedo, D. (Eds.) (1995). The Paulo Freire reader. New York: Continuum.
3. Freire, P. (1990). Pedagogy of the oppressed. (M. B. Ramos, Trans.) New York: Continuum.
4. Freire, P. (1969/1998). Education for critical consciousness. New York: Continuum.

5. Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage. (P. Clarke, Trans.) Lanham, MD: Rowman and Littlefield Publishers, Inc.
6. Freire, P., and Macedo, D. P. (1995). A dialogue: Culture, language, and race. Harvard Educational Review, 65(3), .
7. Fultner, B. (ed.) (2012). Jurgen Habermas: Key Concepts. Rawat Publications. Jaipur
8. Ghurye, G.S., The Scheduled Tribes
9. J.S. Bhandari et al (ed.), Tribes and Government Policies
10. Prasad, Archana. Against Ecological Romanticism
11. Rath, G.C. (Ed.), Tribal Development in India
12. Sharma, B.D. Planning for Tribal Development
13. Taylor, D. (ed.) (2011). Michael Foucault: Key Concepts. Rawat Publications. Jaipur
14. Elwin, V. The Philosophy of NEFA
15. Feminist Legal Theory (Bartlett and Kennedy eds. 1991)
16. Critical Race Feminism: A Reader (Wing ed. 1997)
17. Ortner, S. (1974) —Is Female to Male as Nature is to Culture?‖ in M.Rosaldo and L. Lamphere (eds.), Women, Culture and Society, Stanford University Press, pp. 67-88.
18. Moore, H.L. (1988), Feminism and Anthropology, Ch.2, Cambridge: Polity Press, pp. 12-41.
19. Kimmel M. 2000, The Gendered Society. Introduction and Chapters 1, 2 and 4.
20. Hollway, W. (1984) 'Gender difference and the production of subjectivity', in Helen Crowley and Susan Himmelweit (eds.) Knowing Women, p240 - 275, Oxford: Polity.

SWDW0024: DEVELOPMENT CONCERNS AND WOMEN EMPOWERMENT

(4 credits - 60 hours)

Objectives:

- *To develop an understanding of the feminist perspective and methodology*
- *To understand the status of women in the social, political and economic trend*
- *To develop an understanding of the women's problems and issues*
- *To know the national and international efforts for the welfare of women and gender parity*

Module I (20 hours)

Feminism - Introduction to Women's Studies; Feminist Theory – Theoretical Perspective, Concepts and Debates; Feminist Research Methodology; Feminist Economics.

Module II (8 hours)

Women in Indian Society - the changing profile - women in early India, pre-colonial period and modern India, Women's Movement and its impact, The history of women's education.

Module III (20 hours)

Concerns relating to Women – social, economic and political determinants of women's health; women's right and legal advocacy; violence against women; women in conflict areas; migration, displacement, disaster – impact on women; women and climate change; working women in organized and unorganized sector; women and globalization, PRIs and women in India, reproductive technology, women empowerment.

Module IV (12 hours)

Women Empowerment - Policies and programmes for poverty alleviation and economic empowerment of women, micro-finance, SHGs, cooperatives, SEWA, gender budgeting, Women Reservation Bill, Towards Gender Equality Report, CEDAW, National Commission for Women, State Commission for Women, National Policy for Women Empowerment, Social Work Practice in women centric organization and agencies.

Suggested Readings

1. Kumar, Radha. (1993). The History of Doing. New Delhi: Zubaan.
2. Ferber, A , Marriane. Nelson, A, Juie. (2003). Feminist Economics Today: Beyond Economic Man. London: The United Chicago Press Inc.
3. Gordon, L. P. (2002). Violence against Women. New York: Nova Publishers.

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4. Kumar, Girish (ed.). (2009). Health Sector Reforms in India. New Delhi: Manohar
5. Harding, Sandra G(ed.). (2004). The Feminist Standpoint Theory Reader. New York: Routledge.
6. Lalkima, C. Lalneihzovi. (2009). Changing Status of women in north-eastern states. New Delhi: Mittal Publications.
7. Pandya, Rameshwari. Patel, Sarika. (2010). Women in the Unorganised Sector of India. New Delhi: New Century Publications.
8. Mies, M.,Shiva, V. (1993). Ecofeminism. London: Zed Books.
9. Agnes, Flavia. (2004). Law and Gender Inequality: The Politics of Women's Rights in India. Delhi: Oxford University Press.
10. Arya, Sadhna. Roy, Anupama. (2006). Poverty Gender and Migration. New Delhi: Sage Publications.
11. Ramazanouglu,Caroline.Holland, Jannet.(ed) (2002).Feminist Methodology: Challenges and Choices. London: Sage Publications Inc.
12. Addlakha, Renu. (2008). Deconstructing Mental Illness: An Ethnography of Psychiatry, Women, and the Family. New Delhi: Zubaan.
13. Ganesamurthy, V,S. (2008).Empowerment of Women in India: Social, Economic and Politcal. New Delhi: New Century Publications.
14. Datar, Chaya. (2003). Integrating activism and academics. In Jain, Devika and Rajput, Pam (Eds.), Narratives from the Women's Studies Family: Recreating Knowledge (pp. 136-149). New Delhi: Sage Publication.

SWFS0025: FAMILIES WITH SPECIAL NEEDS

(4 credits - 60 hours)

Objectives:

- *To understand the context, responses and practice framework for special-care-needs families*
- *To imbibe and become familiar with practice principles, values and ethics while dealing with families with special needs*
- *To develop skills required for meaningful intervention and care-planning for families with special needs*

Module I: Understanding the context (15 hours)

a) Understanding early childhood development: Disabilities, diseases, gender; Issues of care planning for children, Youths, women, men with special care needs; Special needs of families in Northeast India: families in conflict, disasters, displacement, superstition, homelessness and poverty.

b) Emerging concerns of seniors and elderly: global, national and regional contexts.

Module II: Understanding the Responses (15 hours)

Understanding the theoretical foundations for Social Work Support, counseling, resource coordination and advocacy services for families with special care needs; Overview of service systems for special needs groups; Issues, challenges and practice approaches with children and parents in Adoptions and Foster care, Clients and care-providers in Institutional care; Adoption system: pregnant women, adoptive parents and adopted children; Disability, Pregnancy, LGTBs, geriatric care, Long-term care needs of terminally ill; Social Work Practice principles and values in these settings.

Module III: Advanced Practice Skills (30 hours)

a) Case/Care Management of families with special needs :terminally ill person, mental health care, addictions, long-term care, aging, HIV/AIDS, disabilities, occupational services, child welfare, and immigrant/refugee families; Assessment; Care planning, and Resource linkages: programmes, schemes and services.

b) Family Therapy: Communication-pattern approach; Family sub-system approach; Cognitive Behavioral Approach: cognitive restructuring, contingency contracting, skills.

c) Working with Parents in families with special needs: Child Development Knowledge and Care, Positive Interactions with Child, Responsiveness, Sensitivity, and Nurturing, Emotional Communication, Disciplinary Communication, Discipline and Behavior Management, Promoting Children's Social Skills or Prosocial Behavior, Promoting Children's Cognitive or Academic Skills

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Suggested Readings

1. Bhuimali, A. (2009). Rights of disabled women and children in india. New Delhi: Serials Publications.
2. Bindra, A. (2010). HIV/AIDS health care and human rights. Delhi: Mangalam Publishers
3. Boyd-Franklin, N., Steiner, G.L., and Boland, M.G. (1995). Children, Families, and HIV/AIDS: Psychosocial and Therapeutic Issues. The Guilford Press.
4. Burke, Peter (2008). Disability and Impairment: Working with Children and Families. Jessica Kingsley Publishers
5. Cambridge, P., and Carnaby, S. eds. (2005). Person centred planning and care management with people with learning disabilities. Philadelphia: Jessica Kingsley Publishers
6. Cosis-Brown, H., and Cocker, C. (2011). Social Work with Lesbians and Gay Men. New Delhi: Sage
7. Dasgupta, S., and Lal, M. (eds.) (2007). The Indian family in transition: reading literary and cultural texts. New Delhi: Sage.
8. Emmatty, L.A. (2009) An insight into dementia care in india. New Delhi: SAGE
9. Gorman, J.C. (2004). Working with challenging parents of students with special needs. New Delhi: Sage
10. Grobman, L.M., and Bourassa, D.B. (2007). Days in the Lives of Gerontological Social Workers: 44 Professionals Tell Stories from "Real-Life" Social Work Practice with Older Adults. White Hat Communications
11. Humphrey, G.M., and Zimpfer, D.G. (eds.) (2012). Counselling for grief and bereavement, 2nd ed. New Delhi: Sage.
12. Lobo, A., and Vasudevan, J. (2002). The penguin guide to adoption in india. Delhi: Penguin Books.
13. McInnis-Dittrich, K. (2008). Social Work With Older Adults (3rd Edition). Pearson
14. McKenzie, R.B. (1998). Rethinking orphanages for the 21st century. New Delhi: Sage
15. Nayar, U.S. (ed.). (2012). Child and adolescent mental health. New Delhi: Sage.
16. Riddick-Grisham, S., and Deming, L. (2011). Pediatric life care planning and case management, second edition. Taylor and Francis Group
17. Satia, J., Misra, M., Arora, R., and Neogi, S. (2013). Innovations in maternal health: case studies from india. New Delhi: Sage
18. Singhal, A., and Rogers, E.M. (2003). Combating aids: communication strategies in action. New Delhi: Sage.
19. Srivastava, V. (2010). Women ageing: social work intervention. Guwahati: Rawat Publications.
20. Venkatesan, S. (2005). Children with developmental disabilities: a training guide for parents, teachers and caregivers. New Delhi: Sage
21. Webb, Nancy Boyd. (2003). Social work practice with children (2nd ed.). New York: Guilford.
22. Yuen, Francis K.O. (2005). Social Work Practice with Children and Families: A Family Health Approach (Haworth Health and Social Policy). Routledge
23. Zastrow, C.H. (2009). Social work with groups. New Delhi: Cengage.

SWPS0026: PSYCHIATRIC SOCIAL WORK

(4 credits – 60 hours)

Objectives:

- *To be oriented to the field of psychiatric social work and comprehend the roles and responsibilities of psychiatric social workers;*
- *To familiarize with the practice of psychiatric social work in varied mental health settings and the application of different therapeutic interventions;*
- *To be equipped with the skills and techniques for practice and design programmes for the care of the mentally ill.*

Module I: Psychiatric Social Work and its application in the field (15 hours)

Psychiatric social Work - Definition and historical development in UK, USA and India. Present status and challenges in the field. Multi-disciplinary team approach in the treatment of psychiatric illness. Role and functions of psychiatric social worker in the team. Psychiatric social worker in the field of community mental health. Skills and techniques used in psychiatric social work practice.

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Module II: Rehabilitation and practice of psychiatric social work in various clinical settings (13 hours)

Psychiatric rehabilitation - definition, principles and strategies. The concept of social diagnosis and social work interventions in psychiatric settings.- psychiatric departments /hospitals/clinics, halfway homes, day care centres, child guidance clinics and de- addiction centres.

Module III: Therapeutic approach to mental illness (20 hours)

Treatment and after care of mentally ill patients, application of social work methods in the treatment of mental disorders. Various therapeutic methods: Psychotherapy, Electroconvulsive Therapy, Occupational Therapy, Group Therapy, Client Centered Therapy, Gestalt Therapy, Reality Therapy, Behaviour Therapy, Play Therapy, Rational Emotive Therapy, Therapeutic Community, Motivational Enhancement Therapy and Psychoeducation.

Module IV: Policies and programmes in the field of mental health (12 hours)

Mental health policies and legislation in India - National Mental Health Programmes. Designing and implementing programmes on mental health in communities, monitoring and evaluation of programmes. Research – qualitative and action research on mental health issues.

Suggested Readings

1. Bhattacharya, Sanjay Dr., Social Work: Psycho-Social and Health Aspects. Deep and Deep New Delhi: 2008
2. Carson C. Robert, Kutcher N. James, Minela Susan, Hooley M. Jill, Abnormal Psychology. 13th Edition. Pearson Education. 2010
3. Francis, C. M., Promotion of Mental Health with Community Participation. The Center for Health Care Research and Education. Kerala: 1991
4. Hudson Barber, Social Work with Psychiatric Patients. Macmillian Publishers. New Delhi: 1960
5. Maxmen S. Jerrold, Ward G. Nicholas, Essential Psychopathology and its Treatment, 2nd Edition. W.W. Norton and Company. USA: 1994
6. Murphy Joseph, Dr., The Power of Your Subconscious Mind, Embassy Books Distributors. India: 2010
7. Patel Chhaya, Social Work Practice – Religio – Philosophical Foundations. Essays in Honour of Professor Indira Patel. Rawat Publications. Jaipur: 2009
8. Patel Vikram, Thara R.., Meeting the Mental Health Needs of Developing Countries – NGO Innovations in India. SAGE Publications. New Delhi: 2003
9. Pritchard Colin, Mental Health Social Work, Routledge. USA: 2006
10. Rukadhikar A., Rukadhikar P., Mental disorders and You, Psychiatric Centre. Miraj: 2007
11. Scileppi A. John, Teed L. Elizabeth, Torres D. Robin, Community Psychology, A Common Sense Approach to Mental Health, Prentice Hall. New Jersey: 2000
12. Segal, E. A., Gerdes, K.E. and Steiner, S., Professional Social Work.. Rawat Publications. New Delhi: 2010
13. Stroup H. Herbert, An Introduction to the Field. 2nd Edition, Surjeet Publications. New Delhi: 2008
14. Verma, Ratna, Psychiatric Social Work in India. Sage Publications. New Delhi: 1991

SWHM0027: COMMUNITY HEALTH AND POPULATION MANAGEMENT

(4 credits - 60 hours)

Objectives:

- *To equip students with an understanding of health and epidemiology.*
- *To analyse health and population related policies and programmes in relation to the development and its implications in social work practice.*
- *To impart knowledge of community health, people's participation, vital health indicators and demographic data and its uses in health planning process- at national and regional levels.*
- *Impart understanding of prevention, counseling and management of HIV/AIDS patients.*

Module I (15 hours)

Meaning and Scope of Health and Epidemiology: Concepts and Models of Health and Disease. Factors associated with health and diseases. Concepts of sickness, illness and diseases. Environmental Health, Nutritional Health, Occupational Health, Mental Health and Reproductive Health, Tribal Health.

Module II (13 hours)

Health Statistics and health Indicators: Morbidity and Mortality: MMR, IMR, TFR. Communicable and non-communicable diseases. HMIS – computer systems, data sources, collection, analysis and uses. Primary Health Care, and Public and Community Health Services: Structure, Organization, and Community Participation. Physical and psychological aspects of community health. Aspects of Community Health: drugs and alcoholism. Preventive and promotive health care in Indian context.

Module III (12 hours)

Health and Population Policies: Health Policy: Alma Ata Declaration, National Health Policy, Mental Health Act, NRHM, Assam Public Health Act. Population Policy. Population dynamics- national and the North East context.

Module IV (12 hours)

Health Education, Consumer Health and Health Products: Meaning, importance, principles and components of health education. IEC for health: mass media, audio-visual. Agencies for Health Education Programmes-Voluntary and Government. Analysis of Health Education in India. Formal and Informal health care providers, Modern and traditional practices, safe and risk health behavior and practices. Quackery, Consumer Law on health, consumer agencies.

Module V (8 hours)

Role of Social Work in dealing with HIV/AIDS infected and affected persons- skills and abilities. Laws and provisions, and social reality for persons with HIV/AIDS. Preventive, Promotive and Rehabilitative programmes.

Suggested Readings

1. Abelin, T., Brzenski Z.J., and Carstairs, V.D., Measurement in Health Promotion and Protection, WHO, Copenhagen,1987
2. AIDS Prevention through Health promotion by WHO, end of pub.
3. Alderson, M., An Introduction to Epidemiology, 2nd edition, . Mac-Millan, London, 1983
4. Anssi. Perakyla, AIDS Counselling – Institutional Interaction and Clinical Practice, Cambridge, University Press, 1995
5. Bhore, J., Report of the Health Survey and Development Committee. Vol. 2., Government of India., New Delhi, 1946
6. Dutta, I. and Bawari, S., Health and Healthcare in Assam: A Status Report, CHEAT and OKD, Mumbai, 2007
7. Francis, C.M., Pomotion of Mental Health with community participation- The center for Health Care Research and Education, Kerala,1991.
8. Government of India (GOI). Operational Guidelines for Programme Managers and Service Providers for Strengthening STI/RTI Services, GOI, Ministry of Health and Family Welfare, New Delhi, 2011
9. Green L.W and Anderson, C.L., Community Health 5th edition, Times Mirror Mosby, St. Louis 1986
10. Park,K., Park's Textbook of Preventive and Social Medicine, 20th edition, Bhanot, 2009
11. Thomas, G., AIDS and Family Education – Gracious Thomas, Rawat, Jaipur, 1995
12. Thomas, G., Sinha, N.P. and Thomas, K.J. AIDS'S Social Work and Rawat, Jaipur, 1997

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SWSP0028: SOCIETY AND SOCIAL PROBLEMS

(3 credits – 45 hours)

Objective: *This course is intended to introduce the student to the basic sociological concepts - concept of society, social institutions and social dynamics and to give sociological insights and social perspective on Indian society, its structures, history and problems and thus sensitize them to the need to acquire suitable skills to deal with social issues. These issues will be studied with a special reference to the North Eastern Region of India.*

Module I: Basic Sociological Concepts and Theories (15 hours)

a) Concept of Society and Culture; Social institutions, Social groups, Social Control, Social Change, Social Mobility, Social Deviance, Gender –some concepts and theories.
b) Approaches to Understand Society - Functionalist approach, Conflict/ Dialectical approach, Structuralism and Postmodernism

Module II: Major Social Institutions, Social Structure and Social Stratification (15 hours)

a) Marriage, Family, Religion, Education, Economy, Politics - Structure and functions.
b) Caste, class, ethnic groups, power and authority
c) Social stratification: Marxist, Functionalist and Weberian approaches

Module III: Social Problems (15 hours)

Social Problems - Causes and Consequences; Major Social Problems - Poverty, Casteism, Unemployment, substance abuse, problems concerning Women and Children, Delinquency, Development Induced Migration and Displacement, Ecological Problems, Child Labour, Insurgency, Militancy, Ethnic Conflicts.

Suggested Readings

1. Giddens, Anthony, Sociology, Cambridge Press, Polity, 2001
2. Giddens, Anthony, Social Theory and Modern Sociology, Stanford University Press, 1987
3. Gupta, Dipanker (ed.), Social Stratification, Oxford University Press, New Delhi. 1997
4. Menon, N. Gender and Politics in India, Oxford University Press, New Delhi. 1999
5. Madan, G.R., Indian Social Problems (Vol I and II), Allied Publications , New Delhi, 1997
6. Ram, Ahuja, Indian Social Systems, Rawat Publications, New Delhi, 1993.
7. Sharma, K.L., Indian Social Structure and Change, Rawat Publications, Jaipur, 2007
8. Singh, Naunihal, Population and Poverty, Mittal Publications, New Delhi, 2002
9. Sudhir, H. et al. (ed.), Dimensions of Social Issues in India's North East, 2007

SWPR0029: PROJECT CYCLE MANAGEMENT AND RESOURCE MOBILISATION

(4 Credits - 60 hours)

Objective: *The course is developed to enable students*

- *To understand the importance and process of planning*
- *learn the methodology for planning and formulating projects using the Logical Framework Analysis*
- *Develop an understanding of the problems and issues faced by the poor and the marginalized*
- *Develop relevant programme management competencies, leadership skills and analytical capabilities*
- *Develop an insight into the different strategies and approaches commonly adopted by Development Organisations for project management*
- *Learn Skills to develop project proposals, implement, monitor and evaluate project, enhance process documentation and reporting skills*
- *Develop an understanding and skills to mobilize resources and develop insight into the compliance of legal requirements in project management*

Module I: Overview (8 hours)

a) Planning for projects; importance and scope, stakeholders involved in planning.
b) Overview of Project Cycle Management: Identification, Design, Implementation, Review, Monitoring, Evaluation, Identification of the best practices.

Module II: Project Identification and Project Design (15 hours)

a) Needs assessment: Situational analysis, Data collection, Methods and Tools, Observation, Interview, Focus Group Discussion.
b) Research: Principles of Participation and Participatory Methods.
c) Capacity assessment: Human, Social, Natural, Physical, Economic and Cultural.
d) Stakeholders analysis: User groups, interest groups, beneficiaries, decision makers; Primary and Secondary Stakeholders.
e) Identifying appropriate stakeholders at different level of participation
f) Formulation of objectives: Problem analysis, problem tree analysis

Module III: Logical Framework Analysis (12 hours)

Terms, Purpose, Structure; Objectives, Assumptions and their assessment; Indicators and Means of Verification; Activities, Activity Schedule, Proposal Planning and Budget

Module IV: Monitoring and Evaluation (7 hours)

The need, monitoring, reviewing and evaluation, learning the lessons; documentation, reporting; Critical Path Method (CPM) of Monitoring

Module V: Resource Mobilization (10 hours)

Internal and External Resources; Fundraising - principles, sources, ethics, methods and their implications.

International sources for Funding - Concept note; application, procedure and FCRA, record keeping, documentation and legal compliance

Module VI: Corporate Social Responsibility as a source of Funding (8 hours)

Concept and Definitions, Scope and Challenges, Role of Government and NGO in CSR, Triple Bottom line Approach of CSR: Economic, Social, Environmental Stakeholders, Social Preferences: Customer, Employees, Communities, and Investors

Suggested Readings

1. Blackman, R. (2003). Project Cycle Management. UK: Tearfund. (Downloaded available at www.tearfund.org/tilz)
2. Preskill, H., & Russ-Eft, D. (2005). Building Evaluation Capacity. London: Sage Publications.
3. Capezio, P. (2000). Powerful Planning Skills. Mumbai: Jaico Publishing House.
4. Smith, S. (2002). Plan to Win. New Delhi: Kogan Page India.
5. Dale, R. (2001). Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
6. Loehle, C. (2000). Thinking Strategically. New Delhi: Foundation Books.
7. Padaki, V. (1995). Development Intervention and Programme Evaluation. New Delhi: Sage Publications.
8. Lukose P J, A to Z in Project Cycle Management: A Results Based Approach, Media House , New Delhi, 2015.

SWMD0030: DEVELOPMENT ORGANISATIONS - ESTABLISHMENT AND MANAGEMENT

(4 credits - 60 hours)

Objective: *This course takes the student of this specialisation through the processes and policies that have to be kept in mind when establishing a development organisation, The course also gives an insight into the managerial skills required for managing such an organisation.*

Module I: Basic concepts of Management (20 hours)

Concept, Nature and Process of Management; Managerial Skills and Level of Management; Functions of Management: Planning, Organizing, Leading and Controlling; Theories and principles of Management

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Module II: Development Organizations: Concept and historical growth (15 hours)

Concept of Development Organizations; Historical growth of Development Organizations; Functions and types of Development Organizations; Development organizations as voluntary organizations/ non-governmental organizations, civil society organisations, community based organization, faith based organizations, charity based organizations; Voluntary Action: ideological basis of voluntary organization; changing context of voluntary organizations; Various forms of organising - Societies, Cooperatives, Trusts and Trade unions

Module III: Perspectives and Policies (10 hours)

a) Evolution of perspectives in development organizations, the rights based approach
b) International and National policies for voluntary sector: NGO-Government interface;
c) Transparency, accountability and credibility of the NGO sector

Module IV: Establishment and Management of Development Organisations in India (15 hours)

a) Registration; Procedure and Laws
b) Formation of an Organisation: Relevant Legislations- Society's registration Act 1860,, Companies Act 1956 and 2013 , Public Trust Act, 1882, and the Indian Trusts (amendment) Act, 2016, Indian Cooperatives society Act, 1904 and 2013, The Foreign Contribution (Regulation) Act, 2010, Income tax Act, 1961 (12A, 80 G), the shops and establishments Act 1953
c) Taxation and Income tax Exemption for Development Organizations

Suggested Readings

1. Brody, R., Effectively Managing Human Service Organizations. New Delhi: Sage.
2. Bryson, J.M., Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement. Jossey-Bass.
3. Dadrawala, N.H., The Art of Successful Fund Raising. New Delhi: CAP
4. Mukherjee, K.K. and Mukherjee, S., A Guide Book for Strengthening Voluntary Organizations. Ghaziabad: Gram Niyojan Kendra.
5. Nanavatty, M.C., and Kulkarni, P.D., NGOs in the Changing Scenario. New Delhi: Uppal Publishing House.
6. Netting, F.E., & O'Connor, M.K., Organization Practice: A Social Worker's Guide to Understanding Human Services. Allyn and Bacon.
7. Padaki, V., & Vaz, M., Management Development and Nonprofit Organizations. New Delhi: SAGE
8. Pynes, J.E., Human Resources Management for Public and Nonprofit Organizations. Jossey-Bass.
9. Sidel, M. and Zaman, I., Philanthropy and Law in South Asia. New Delhi: APPC
10. Smith, D.H., Grassroots Organizations. Thousand Oaks, CA: Sage.
11. Lukose PJ, Inclusive Development: A Human Rights Approach, Media House, New Delh, i2014.

SWDO0031: POLICIES FOR DEVELOPMENT ORGANISATIONS - URBAN, RURAL AND TRIBAL COMMUNITIES

(4 credits-60 hours)

Objectives: *This Course enables a student*

- *To develop an understanding about the social policies and decision making process of the government in planning for development in India.*
- *To understand the Governmental efforts for development of Rural, Tribal and Urban communities*
- *To understand and analyze Governance issues at local, regional, state and national levels*

Module I: Introduction to Social Policies (12 hours)

Meaning and Definition of Policy and social policy; History and process of Social Policy development in India; Evolution of planning – Planning commission , NITI Aayog .

Module II: Policies and Schemes in Urban Areas (12 Hours)

Challenges for urban development; Urban poverty management; Urban governance systems; Government schemes and policies

Module III: Policies and Schemes in Rural Areas (12 Hours)

Challenges for rural development; Rural poverty management; Rural governance systems - decentralization processes; Government schemes and policies

Module IV: Policies and Schemes in Tribal Areas (12 Hours)

Challenges for tribal development; Poverty management; Governance systems; Government schemes and policies

Module V: Issues of Governance and Planning (12 hours)

Issues of Development and Displacement; Diversity and Citizenship Issues

Suggested Readings

1. Akhup, A., Identities and their struggles in Northeast India (TAS 2). Kolkata: Adivaani.
2. Bodhi, S.R.,Social Work in India: Tribal and Adivasi Studies- Perspectives from Within. Kolkata: Adivaani.
3. Choudhary, D.P., Voluntary efforts in social welfare and development. New Delhi: Siddarth
4. Dahl, R., Who Governs? New Haven: Yale University Press.
5. Goel, S.L. & Jain, R.K., Social welfare administration, Vol.I-II. New Delhi: Deep & Deep Publication.
6. Jacob, K.K., Social Policy in India. Udaipur: Himalaya Publications.
7. Shivaramkrishnan, K.C., Kundu, A. & Singh, B.N., Handbook of Urbanization in India. New Delhi: Oxford University Press.
8. Mishra, R. ,Globalisation and the welfare state. London: Edward Elgae.
9. Sendoc, B., Role of Banks in Tribal Development II.
10. Sharma, B.D., Tribal Development- The concept and the Frame.
11. Sharma ,B.D., Planning for Dispersed Tribals. Kurukshetra.
12. Singh, B., Tribal Development at Cross Road : A Critique and a Plea, Man In India.
13. Turner, M., & Hulme, D., Governance Administration and Development : Making the State Work. London: Macmillan

SWOS0032: ORGANISATIONAL STRUCTURE AND BEHAVIOUR

(4 credits - 60 hours)

Objective: *Understanding the structure and functioning of an organisation is essential for establishment and management of any development organisation. This course introduces the student to organisational structure and management. It also familiarizes the student with the skills and legall base for managing the workforce of an organisation.*

Module I: Organizational Structure (10 hours)

a) Organizational Structure: Definition, Concept and Nature Formation of Organizational Structure
b) Types of organizational Structure

Module II: Basic concepts in Organisational Behaviour (10 hours)

Organizational Behaviour: concept and theories; Models of Organizational Behavior: Development and Types; Organisation Climate, Culture and Team building; Employee counseling, Work life balance, managing occupational stress

Module III: Basic skills for Organisational Development (10 hours)

Leadership - traits, typology and theories; Motivation: need, significance, theories, methods and practices; Communication - concept, significance, modes, channels, impact

Module IV: Legal Base for Practice (15 hours)

a) Legislations for industrial relations-Factories Act, 1948, Industrial Dispute Act,1947, Industrial Employment Standing Orders Act, 1946,
b) Legislations related to Wages – Minimum Wages Act,1948, Payment of Wages Act, 1936, Equal Remuneration Act, 1976, The Payment of Bonus Act, 1965, Payment of Gratuity Act , 1972
c) Equal Opportunities, Protection of Rights & Full Participation) Act,1995
d) Provisions related to employees behaviour : discharge, misconduct, domestic enquiry and disciplinary action; sexual harassment at workplace,
e) Legislations related to employment- Inter-state Migrant Worker's Act,1979, Contract Labour Act, 1970

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Module V: Liberalization, Privatization, Globalization (LPG) and the workforce (15 hours)

LPG and its impact on industry; Industrial restructuring and the employee response-emerging concerns; International Labour organisation and international commitment; Impact of changing economic scenario on workers and work organisations – downsizing, displacement, rehabilitation, employment, employee benefits,

Suggested Readings

1. Daft, R.L. (2004). Organization: Theory and Design. Mason: OH: South Western Publishing.
2. Jacoby, S.M. (ed.). (1994). The Workers of Nations: Industrial Relations in Globalised Economy. New York: Oxford University Press.
3. Mallick, P.L. (2002). Industrial Law. Lucknow : Eastern Book Company
4. Mathis, R. L., & Jackson, J.H. (1997). Human Resource Management. U.K: Prentice Hall International.
5. Pareek. U., & Rao, T.V. (1992). Designing and Managing HR Systems. New Delhi: Oxford & IBH Publishing.
6. Ramnarayan, S., Rao, T.V., & Singh, K. (1998). Organization Development: Interventions and Strategies. New Delhi: Sage Publications.
7. Robbins, S.P. (2002). Organizational Behaviour (10th ed.). New Delhi: Prentice Hall of India.
8. Silvera, D.M. (1990). Human Resource Management: The Indian Experience. New Delhi: New India Publications.
9. Sivananthiran, .A., & Venkatratnam, C.S. (2003). Best Practices in Social Dialogue. New Delhi: ILO.
10. Veena, A.K., Kochan R.D., & Lansbury, R.D. (1995). Employment Relations in the Growing Asian Economics. London : Routledge.

SWHR0033: HUMAN RESOURCE MANAGEMENT

(4 Credits - 60 hours)

Objectives: *This Course is designed to enable students*

- *to understand the concepts of Human Resource Management*
- *to understand the processes in Human Resource management and Development*

Module I: Introduction to Human Resource Management (15 hours)

Human Resource Management: Concept, Objectives, Nature, Scope, Importance and functions, Evolution, Goals and Approaches

Module II: Human Resource Development (15 hours)

a) Human Resource Development: concept, goals, approaches, and management of change
b) HRD sub systems: Human resource planning, recruitment, selection, induction, retention, performance management, retirement and redeployment, exit strategies

Module III: Human Relations in Organisations (15 Hours)

Industrial organisation as a sub-system of society; Human relations in industry - history, determinants, reflectors and prospects ; Role of State as third party in industrial relations, Collective bargaining; Trade unionism – historical development, strengths and weaknesses, law relating to trade unions; Problems and status of Trade unionism in post globalisation period.

Module IV: Policy base for Human Resource Development (15 hours)

a) Inclusive HR Policies and practices: Recruitment, Selection and Induction, Capacity Building, Compensation, Retention and Separation
b) Development of Human resources: Capacity Building, Training and Development, Communication and Leadership.
c) Human Resource Planning : concept and processes, job analysis

Suggested Readings

1. Aswathappa, K., Organization Behaviour. New Delhi: Himalaya Publishing House
2. Aswathappa, K., Human Resource and Personnel Management: Text and Cases, New Delhi: Tata McGraw Hill.
3. Aswathappa, K.,Human Resource Management. New Delhi: Tata McGraw Hill.
4. Bedian, A. G., & Glueck, W.F. ,Management, Japan: Dryden Press.

5. Bosotia, G.R.,Human Resource Management. Jaipur: Mangal Deep Publications.
6. Chhabra, T.N. , Human Resource Management. New Delhi: Dhanpat Rai.
7. Chopra, R.K. , Management of Human Resources. Bareilly: V. K. Publishing House.
8. D'Cenzo, D.A., & Stephen, P. R., Human Resource Management. New Delhi: John Wiley & Sons.
9. Heing, W., & Koontz, H., Management: A Global Perspective. New Delhi: MCGraw Hill.
10. Ian, B., & Holden, L., Human Resource Management. Delhi: Macmillan.
11. Newstrom, J.W. & Keith, D., Organizational Behavior – Human Behavior at Work, (11th Ed.). New Delhi: Tata McGraw Hill.
12. Kondalkar, V.G., Organizational Behaviour. New Delhi: New Age International.
13. Prasad, L. M., Organizational Behaviour. New Delhi: S. Chand & Sons.
14. Robbins, S. P. , Organizational Behaviour, New Delhi: Prentice - Hall.
15. Saiyadain, M.S., Human Resource Management. New Delhi: Tata McGraw-Hill.
16. Sekaran, U., Organizational Behaviour: Text and Cases. New Delhi: Tata McGraw Hill.
17. Singh, B.P., & Singh, A. K., Essentials of Management. New Delhi: Amexcel Books.
18. Singh, B.P., & T.N Chhabra. , Management Concepts and Practices. New Delhi: Dhanpat Rai.

SWWA0034: SOCIAL WELFARE ADMINISTRATION, DEVELOPMENT AND MANAGEMENT OF ORGANISATIONS

(3 credits - 45 hours)

Objectives:

- *To develop an understanding of social welfare administration as a method of social work*
- *To understand the various components of social welfare administration*
- *To understand the nature of social policy in the social, political and economic context*
- *To familiarize the students with the concepts of management and development*

Module I: Social Welfare Administration (15 hours)

a) Trajectory of Social Welfare Administration from the framework of Charity, Welfare, Development (Colonialisation and after)
b) Social Welfare Administration: Definition, Characteristics, Social Welfare Administration as a Method of Social Work;
c) Distinction between Social Welfare Administration, Public Administration and Social Security Administration;
d) Models of Social Welfare Organizations
e) Establishment, Objectives and Importance of Central Social Welfare Board and State Social Welfare Board
f) Social Welfare Programmes for Rural Development, Urban Development , Children, Youth, Women, Widows, Elderly and Differently-able with special focus for North East

Module II: Management of an Organisation (15 hours)

a) Elements of Administrative Process: Planning, Organizing, Direction, Coordination, Supervision, Communication, Public Relations and Networking
b) Management Concepts: Definition, Principles, Functions and Significance of Management for Social Work
c) Programme Management: Strategic Planning (Vision, Mission, Goals and Objectives), Implementation, Monitoring, Evaluation, Documentation and Reporting
d) Human Resource Managemnt Selection of Staff, Orientation, Placement, Service Conditions, Promotions, Discipline, Welfare Programmes for Staff, Performance Appraisal Systems and Separation from the Organisation
e) Finance Management: Programme Finance and Administrative Finance, Budgeting, Accounting, Book Keeping, Auditing and Financial Reporting.
f) Office Governance Systems and Structures: Constitution of Governing Body, Notice of Meetings, Agenda of Meeting, Writing Minutes/ Proceedings and Maintenance of Records;
g) Registration of Development Agencies, Laws relating to Societies Registration Act 1860, Trusts and Non-Profit Organizations under Indian Companies Act: Foreign Contribution Regulation Act 1976 and Income Tax Rules applicable to Development / Charitable Organisations under Income Tax Act 1961

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Module III: Development Perspectives (10 hours)

a) Development Concepts: Definition, Indicators of Development (Developed, Underdeveloped and Developing Countries), Social Development and Sustainable Development Goals
b) UN Organizations for Development and their Strategies; Community Driven Development Principles and Development Process
c) Concept, Nature and Types of Development Organizations; Role of these Development Organisations with specific reference to North East India

Module IV: Introduction to Social Policy and Social Welfare Programmes (5 hours)

a) Social Policy: Concept, Goals, Scope and Context
b) Social Policy Approaches: Welfare, Development and Human Rights

Suggested Readings

1. Chowdry, Paul, Social Welfare Administration, Atma RRam and Sons, Delhi, 1992
2. Sankaran and Rodrigues, Handbook for the Management of Voluntary Organisations, Alpha Publications Chennai, 1983
3. Kulkarni, P.D., Social Policy and Social Development in India Association of schools of social work in India
4. Fred, Luthans, Organization Behaviour, III and IV edition
5. Rao, Subba, GCV. Family Law in Law, S. Gogia and Company, Hyderabad, 1999
6. Sulivan, Michael, Sociology and Social Welfare, Allen and Unwin, Winchester, USA, 1987
7. Reider, Dale, Evaluating Development Programmes and Projects, Second edition, Sage Publications, 2004
8. Gupta, N.S. Organization Theory and Behaviour. Delhi, 2009
9. Chatvervedi, A.N, Rights of the Accused under Indian Constitution.: Deep and Deep Delhi. 1984
10. Donnisson, D & Chapman,Social Policy and Administration. London. 1989

SWFR6001: CONCURRENT FIELD WORK AND RURAL PRACTICUM

(4 credits)

CONCURRENT FIELD WORK I

The field work practice in the first semester consists of orientation visits, lab sessions for skills training and placement. In the first semester, the focus of field work is the community. The students are placed in communities and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a firsthand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible.

Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in other convenient ways as the department deems fit.

After each session of field work the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly.

At the end of the semester the student submits a summary report for the semester and a viva voce examination is conducted.

RURAL CAMP

Students are to arrange a rural camp generally at the end of the first or second semester. The duration of the rural camp shall generally be ten days excluding days of travel. At the end of the camp each student shall submit a written report to the department in a specified format. Performance at the Rural Camp shall be considered for evaluation of the Field Work during the second semester.

The objectives of the rural camp are:

- To apply the acquired skills of group work and community organisation
- in communities.
- To understand and assess the problems faced by the rural population.
- To involve positively in the communities to help to remove some of these problems.

SWCA6010: COMPUTER APPLICATIONS FOR SOCIAL SCIENCES (Lab)

(2 credits)

Objectives:

The objectives of this course are

- *To learn the basic computer applications those are useful for a social worker.*
- *To learn and do data analysis for research using a Statistical Analysis Package*
- *The data analysis of modules IV and V may be carried out in any Statistical Analysis Package or using spreadsheets. If required the Statistical Analysis Package may be introduced in a separate workshop.*

Module I (6 hours)

Word Processing: Meaning, Features, advantages; Structure of a Word Processor window; Creating document, saving opening and printing, find and replace. Creating table; Mail merge - main document, data source and merging

Module II (8 hours)

Spreadsheet Package: Cell, rows and columns; Range, structure of a spreadsheet window; Creating, saving opening and printing a spreadsheet, creating tables, charts; data analysis using formulae in a spreadsheet.

Module III (5 hours)

a) Presentation package: Creating presentations in a presentation package, text, tables, charts, Animation, running slide show, saving the slides, printing presentations
b) Internet and browsing, E-Mail, blogging, use of Internet in Research

Module IV (10 hours)

Data analysis using statistical software packages.

Suggested Readings

1. Foster, J.J., Data Analysis Using SPSS for Windows, Sage Publications Ltd., London, 1998
2. Gaur, Ajai S., et al., Statistical Methods and Practice and Research, Response Books New Delhi, 2006
3. Kelle, V., Computer Aided Qualitative Data Analysis: Theory, Methods and Practice, Sage Publications Ltd., London, 1998
4. Lincoln, Y. S. and N. K. Denzin, Handbook of Qualitative Research, Sage Publications, California, 1994
5. Taxali, R.K., PC Software for Windows Made Simple, Tata McGraw-Hill Publishing Company Ltd New Delhi, 1998
6. User manual of the statistical package used
7. Miles, M.B. and E.A. Weitzman, Computer Literacy in Human Services, The Haworth Press, New York, 1995

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SWFW6003: CONCURRENT FIELD WORK II

(4 credits)

The field work practice in the second semester will consist of lab sessions for skills training and placement. The focus will be on the practice of social case work and Group works. The students shall be placed in NGOs, and government service organizations and government agencies working with individuals and families, and in those settings where they can be exposed to issues related to individuals and groups. Normally a student spends fifteen hours over two days per week in field work.

Objectives

The concurrent field work ensures that the student understands the way these institutions and agencies function and practice the skills of working with individuals and different groups.

Activities

The student is expected to complete 5 cases in casework and follow up one group with at least 5 sessions. Besides this, the student shall be involved in the activities of the institution and fulfill the responsibilities that are asked of him/her by the agency supervisor. After each session of field work the students shall write a report of their activities and submit to the concerned field work supervisor. The supervisor shall conduct individual and group field work conferences regularly. At the end of the semester the student shall submit a summary report for the semester and a viva voce examination is conducted.

SWFW6004: CONTINUOUS FIELD WORK I

(3 credits)

SWFW6006: CONTINUOUS FIELD WORK II

(4 credits)

The field work practice in the Third and Fourth Semesters shall focus upon the Area of Concentration chosen by the students. The students shall be placed in the field for twenty five days of consecutive field work. The field work settings shall be communities, NGOs, service organizations, hospitals, clinics and governmental agencies. Those students who are specializing in Community Development will either be placed in an urban or rural community setting that is identified by the Department. Students who are specializing in Medical and Psychiatric Social Work will be exposed to either a Medical or a Psychiatric setting.

The thrust in field placement will be to enable the students to become more proficient in the field and apply relevant skills and techniques in handling real situations. During the placement, the students are expected to implement the following activities and adhere to the guidelines specified below:

1. The students are expected to apply all the methods of social work such as casework, group work, community organization, research and administration, wherever applicable depending upon the organization and their services.
2. The students shall be involved in the activities of the institution and fulfill the responsibilities as requested by the Agency Supervisor.
3. The students shall prepare a daily report of the field work activities implemented and share them through e mail with the concerned Faculty Supervisor at the end of each day. The Supervisor shall provide the necessary feedback and guidance to the students by also making personal visits to the field where they are placed.
4. At the end of the continuous field work placement, the students shall submit a consolidated or summary report highlighting the main activities implemented and the major learning from the field placement. Every student shall also appear for a viva voce examination at the end of the semester.

SWRP6005: RESEARCH PROJECT PHASE I

(2 credits)

Every student shall undertake a research project work which has bearing on his/her AoC under the supervision and guidance of a faculty member. The preliminary work may begin at the end of the second semester. The students are expected to complete the Literature Survey followed by a Synopsis presentation during the Phase I. The dates, the mode and components of evaluation and the weightages attached to them shall be published by the Department/Institute at the beginning of the semester.

SWRP6007: RESEARCH PROJECT PHASE II

(4 credits)

Every student shall undertake a research project work which has bearing on his/her AoC and present a written thesis on the research work under the supervision and guidance of a faculty member. The preliminary work may begin at the end of the second semester. The students are expected to complete the data collection before the fourth semester. The thesis is to be submitted to the department before the date notified. The mode and components of evaluation and the weightages attached to them shall be published by the Department/Institute at the beginning of the semester. There shall be a viva voce examination on the research project.

ASSAM DON BOSCO UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW)

Semester 1

Type	Course Code	Course Name	Category	Credits	Page
Theory	SWHI0001	History, Ideologies and Fields of Social Work	DC	4	67
	SWHG0002	Human Growth and Development	DC	4	68
	SWSG0004	Social Work Practice with groups	DC	3	69
	SWSC0005	Social Work Practice with Communities	DC	3	70
	Elective 1				
	PCEC0013	Eastern Approaches to Psychology and Counselling	SE	3	119
	EDET0015	Education Technology	SE		156
	SWSP0028	Society and Social Problems	DE		94
	Elective 2 : One course to be opted				
	MCMN0025	Media in Northeast India	SE	3	208
	EDLR0007	Leadership and Social Responsibility	SE		146
	SWIS0006	Introduction to Indian Society, Polity and Economics	DE		71
	LSET0019	English Language Teaching	SE		228
Practicum	SWFR6001	Concurrent Field Work and Rural Practicum	DC	4	100
Total Credits				**24**	

Semester 2

Type	Course Code	Course Name	Category	Credits	Page
Theory Practicum/ Lab	SWIN0007	Social Work Practice with individuals and Families	DC	3	73
	SWSA0008	Social Analysis and Strategies for Social Change	DC	4	74
	SWRM0009	Social Work Research Methodology and Statistics	DC	4	76
	SWWA0034	Social Welfare Administration Development and Management of Organisations	DC	3	99
	Elective 1 : One course to be opted				
	SWIS0006	Introduction to Indian Society, Polity and Economics	DE	3	71
	PCPD0007	Personality Development	SE		110
	MCRC0026	Rural Communication	SE		208
	Elective 2 : One course to be opted				
	PCSP0006	Introduction to Social Psychology	SE	3	108
	EDPC0016	Peace Education and Conflict Management	SE		158
	SWSP0028	Society and Social Problems	DE		94
	LSNE0020	North-East Indian Literature in English	SE		229
	SWCA6010	Computer Applications for Social Sciences (Lab)	SC	2	101
	SWFW6003	Concurrent Field Work II	DC	4	102
Total Credits				**26**	

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Semester 3

Type	Course Code	Course Name	Category	Credits	Page
Theory	SWSL0011	Social Justice, Human Rights and Social Legislations	DC	3	77
	SWDM0012	Environmental Studies and Disaster Management	DE	3	79
	SWCP0013	Conflict Management and Peace Building	DE	3	79
	Specialization Courses: One area of concentration to be opted				
	Community Development				
	SWRD0014	Community Development: Rural and Urban	DE	4	80
	SWGD0015	Governance and Community Development	DE	4	82
	Family and Child Welfare				
	SWFW0016	Family Centred Social Work Practice	DE	4	83
	SWSC0017	Social Work Practice with Children	DE	4	84
	Medical and Psychiatric Social Work				
	SWMW0018	Medical Social Work	DE	4	85
	SWMS0019	Mental Health and Social Work	DE	4	86
	Management of Development Organisations				
	SWMD0030	Development Organisations: Establishment and Management	DE	4	95
	SWDO0031	Policies For Development Organisations - Urban, Rural and Tribal Communities	DE	4	96
Practicum	SWFW6004	Continuous Field Work I	DC	3	102
	SWRP6005	Research Project Phase I	DC	2	103
	SWST6008	Study Tour	DC	P/NP	NA
Total Credits				**22**	

Semester 4

Type	Course Code	Course Name	Category	Credits	Page
Core	SWIS0020	Introduction to School Social Work	DC	3	87
	SWPR0029	Project cycle Management and Resource Mobilisation	DC	4	94
	SWFW6006	Continuous Field Work II	DC	4	102
	SWRP6007	Research Project Phase II	DC	4	103
	SWBP6009	Block Placement	DC	P/NP	NA
Electives	**Specialization Courses: One area of concentration to be opted**				
	Community Development				
	SWHM0027	Community Health and Population Management	DE	4	92
	SWPD0022	Community Development Practice with Disempowered Communities	DE	4	88
	Family and Child Welfare				
	SWDW0024	Development Concerns and Women Empowerment	DE	4	89
	SWFS0025	Families With Special Needs	DE	4	90
	Medical and Psychiatric Social Work				
	SWPS0026	Psychiatric Social Work	DE	4	91
	SWHM0027	Community Health and Population Management	DE	4	92
	Management of Development Organisations				
	SWOS0032	Organisational Structure and Behaviour	DE	4	97
	SWHR0033	Human Resource Management	DE	4	98
Total Credits				**23**	

DEPARTMENT OF PSYCHOLOGY AND COUNSELLING

BACHELOR OF ARTS – HONOURS IN PSYCHOLOGY

Semester 1

Type	Course Code	Course Name	Credits	Page
IC	LSGE0004	General English I	4	219
DC	PCBP0101	Basic Psychological Processes	4	128
	PCEX0105	Experimental Psychology	3	132
IE / SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSHE0010	History of English Literature I - Elizabethan to Romantic period	4+4	222
	EDFE0101	Foundations of Education		181
	MCHE0107	History and Evolution of Media		211
	Open Elective : One course to be chosen from the following			
	LSFN0012	Functional English	3	224
	EDLE0105	Life Skills in Education		186
	PCPG0107	Personal Growth		134
	MCPC0105	Professional Communication		209
Total Credits			**22**	

Semester 2

Type	Course Code	Course Name	Credits	Page
IC	LSGE0005	General English II	4	219
DC	PCDP0102	Developmental Psychology	4	130
	PCBP0106	Basic Psychological Theories	3	123
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSHL0011	History of English Literature II: Victorian to Contemporary Period	4+4	223
	EDPF0102	Philosophical Foundations of Education		182
	MCMS0113	Media and Society		216
	Open Elective: One course to be chosen from the following			
	LSCW0013	Creative Writing in English	3	225
	EDGE0106	Gender Education		188
	PCPA0108	Psychology of Personal Adjustment		136
	MCBP0106	Basics of Photography		213
Total Credits			**22**	

Semester 3

Type	Course Code	Course Name	Credits	Page
IC	LSAE0007	Alternative English I	4	220
DC	PCCP0103	Counselling Psychology	4	131
	PCBP0110	Bio Psychology	3	137
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSAD0033	English Essays - Addison to Dickens	4+4	238
	EDPB0107	Psychological Bases of Education		189
	MCLE0111	Media Law and Ethics		214
	Open Elective: One course to be chosen from the following			
	EDPE0109	Population Education	3	192
	PCPP0111	Peace Psychology		139
	LSCO0035	Communication Skills		240
	MCDP0114	Desktop Publishing II		216
Total Credits			**22**	

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Semester 4

Type	Course Code	Course Name	Credits	Page
IC	LSAT0009	Alternative English II	4	221
DC	PCBA0112	Basic Abnormal Psychology	4	140
	PCCA0113	Child and Adolescent Development Psychology	3	140
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSLW0036	Life Writing-Biographies, Memoirs and Letters	4+4	240
	EDEI0110	Development of Education in India		193
	MCMN0115	Media in North East India		217
	Open Elective: One course to be chosen from the following			
	EDEC0112	Early Childhood Care and Education (ECCE: A Perspective)	3	195
	LSSK0038	Soft Skills		242
	PCCM0114	Community Psychology		141
	MCBP0106	Basics of Photography		210
Total Credits			**22**	

Semester 5

Type	Course Code	Course Name	Credits	Page
IC		Scientific Methodology		
		Environmental Studies		
DC		Social Psychology		
		Field Work		
		Psychology Practicum I		
DE	**One Course to be chosen from the following**			
		Health Psychology		
		Environmental Psychology		
Total Credits				

Semester 6

Type	Course Code	Course Name	Credits	Page
DC		Psychological Testing		
		Psychology Practicum II		
		Project Work		
DE	**Any two courses to be chosen from the following**			
		Positive Psychology		
		Organisational Behaviour		
		Advanced Abnormal Psychology		
Total Credits				

MASTER OF SCIENCE - PSYCHOLOGY (PSYCHOLOGICAL COUNSELLING)

ASSAM DON BOSCO UNIVERSITY

Semester 1

Type	Course Code	Course Name	Category	Credits	Page
Theory	PCFC0016	Foundations of Professional Counselling	DC	4	123
	PCLS0002	Life Span Development	DC	4	104
	PCCP0017	Theoretical Perspectives for Counselling Psychology	DC	4	125
	PCIG0005	Process and Skills of Individual and Group Counselling I	DC	3	107
	Elective 1				
	PCEC0013	Eastern Approaches to Psychology and Counselling	DE	3	119
	EDET0015	Educational Technology	SE		156
	SWSP0028	Society and Social Problems	SE		94
	Elective 2 : One course to be opted				
	MCMN0025	Media in Northeast India	SE	3	208
	EDLR0007	Leadership and Social Responsibility	SE		146
	SWIS0006	Introduction to Indian Society, Polity and Economics	SE		71
	LSET0019	English Language Teaching	SE		228
Practicum	PCIG6001	Individual and Group Counselling - Practicum	DC	2	142
	PCPG6002	Personal Growth I	DC	P/NP	142
Total Credits				**23**	

Semester 2

Type	Course Code	Course Name	Category	Credits	Page
Theory	PCIG0008	Process and Skills of Individual and Group Counselling II	DC	3	111
	PCMH0004	Concepts of Mental Health and Illness	DC	4	105
	PCCY0009	Child and Youth Counselling	DC	4	113
	PCRM0010	Research Methodology and Statistics in Social Science	DC	4	115
	Elective 1 : One course to be opted				
	SWIS0006	Introduction to Indian Society, Polity and Economics	SE	3	71
	PCPD0007	Personality Development	DE		110
	MCRC0026	Rural Communication	SE	3	208
	Elective 2				
	SWSP0028	Society and Social Problems	SE	3	94
	EDPC0016	Peace Education and Conflict Management	SE		
	PCSP0006	Introduction to Social Psychology	DE		108
	LSNE0020	North-East Indian Literature in English	SE		229
Practicum	PCCY6003	Child and Youth Counselling - practicum	DC	2	143
	PCFW6004	Field Work	DC	2	143
	PCPG6005	Personal Growth II	DC	P/NP	142
Total Credits				**25**	

Semester 3

Type	Course Code	Course Name	Category	Credits	Page
Theory	PCPT0018	Psychological Testing	DC	4	127
	PCMF0012	Marriage and Family Counselling	DC	4	117
	PCAT0014	Addiction and Trauma Counselling	DC	3	120
	PCDR0015	Disability Studies and Rehabilitation Psychology	DC	3	122
Practicum	PCMC6006	Marriage and Family Counselling - Practicum	DC	2	143
	PCCS6007	Case Study and Documentation	DC	2	143
	PCRP6008	Research Project Phase I	DC	2	144
	PCSI6009	Summer Internship	DC	P/NP	144
	PCST6012	Study Tour	DC	P/NP	145
Total Credits				**20**	

Semester 4

Type	Course Code	Course Name	Category	Credits	Page
Internship	PCSI6010	Supervised Internship	DC	8	144
Project	PCRP6011	Research Project Phase II	DC	8	144
Total Credits				**16**	

ASSAM DON BOSCO UNIVERSITY

DEPARTMENT OF EDUCATION

BACHELOR OF ARTS - HONOURS IN EDUCATION

Semester 1

Type	Course Code	Course Name	Credits	Page
IC	LSGE0004	General English I	4	219
DC	EDFE0101	Foundations of Education	4	181
	EDTP0103	Theories and Principles of Education	3	183
IE / SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSHE0010	History of English Literature I - Elizabethan to Romantic Period	4+4	222
	PCBP0101	Basic Psychological Processes		128
	MCHE0107	History and Evolution of Media		211
	Open Elective : One course to be chosen from the following			
	LSFN0012	Functional English	3	224
	EDLE0105	Life Skills in Education		186
	PCPG0107	Personal Growth		134
	MCPC0105	Professional Communication		209
Total Credits			**22**	

Semester 2

Type	Course Code	Course Name	Credits	Page
IC	LSGE0005	General English II	4	219
DC	EDPF0102	Philosophical Foundations of Education	4	182
	EDES0104	Education and Society	3	185
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSHL0011	History of English Literature II: Victorian to Contemporary Period	4+4	223
	PCDP0102	Developmental Psychology		130
	MCMS0113	Media and Society		216
	Open Elective: One course to be chosen from the following			
	LSCW0013	Creative Writing in English	3	225
	EDGE0106	Gender Education		188
	PCPA0108	Psychology of Personal Adjustment		136
	MCIC0110	Introduction to Computer Application		213
Total Credits			**22**	

Semester 3

Type	Course Code	Course Name	Credits	Page
IC	LSAE0007	Alternative English I	4	220
DC	EDPB0107	Psychological Bases of Education	4	189
	EDHR0108	Human Rights Education	3	191
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSAD0033	English Essays - Addison to Dickens	4+4	238
	PCCP0103	Counselling Psychology		131
	MCLE0111	Media Law and Ethics		214
	Open Elective: One course to be chosen from the following			
	EDPE0109	Population Education	3	192
	PCPP0111	Peace Psychology		139
	LSCO0035	Communication Skills		240
	MCDP0114	Desktop Publishing II		216
Total Credits			**22**	

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Semester 4

Type	Course Code	Course Name	Credits	Page
IC	LSAT0009	Alternative English II	4	221
DC	EDEI0110	Development of Education in India	4	193
	EDET0111	Educational Thinkers	3	194
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSLW0036	Life Writing- Biographies, Memoirs and Letters	4+4	240
	PCBA0112	Basic Abnormal Psychology		140
	MCMN0115	Media in North East India		217
	Open Elective: One course to be chosen from the following			
	EDEC0112	Early Childhood Care and Education (ECCE): A Perspective	3	195
	LSSK0038	Soft Skills		242
	PCCM0114	Community Psychology		141
	MCBP0106	Basics of Photography		210
Total Credits			**22**	

Semester 5

Type	Course Code	Course Name	Credits	Page
IC		Scientific Methodology		
		Environmental Studies		
DC		Measurement and Evaluation in Education		
		Educational Technology		
		Foundations of Curriculum Development		
DE	**One Course to be chosen from the following**			
		Guidance and Counselling		
		Special and Inclusive Education		
Total Credits				

Semester 6

Type	Course Code	Course Name	Credits	Page
DC		Teaching Learning Methods and Pedagogy		
		Teacher Education		
		Project Work		
DE	**Any two courses to be chosen from the following**			
		Educational Management and Administration		
		Psychological Testing		
		Distance and Adult Education		
Total Credits				

MASTER OF ARTS - EDUCATION
(EDUCATIONAL LEADERSHIP / EDUCATIONAL PSYCHOLOGY)

Semester 1

Type	Course Code	Course name	Category	Credit	Page
Theory	EDFE0011	Philosophical Foundations of Education	DC	4	147
	EDEP0012	Fundamentals of Educational Psychology	DC	4	149
	EDTE0013	Emerging Trends in Education	DC	3	152
	EDDE0014	History and Development of Education in India	DC	3	154
	Elective Group I				
	PCEC0013	Eastern Approaches to Psychology and Counselling	SE	3	119
	EDET0015	Educational Technology	DE		156
	SWSP0028	Society and Social Problems	SE		94
	Elective Group II				
	MCMN0025	Media in Northeast India	SE	3	208
	EDLR0007	Leadership and Social Responsibility	DE		146
	SWIS0006	Introduction to Indian Society, Polity and Economics	SE		71
	LSET0019	English Language Teaching	SE		228
Practicum	EDJG6002	Journaling – a Technique for Personal and Academic Growth	DC	3	196
Total Credits				**23**	

Semester 2

Type	Course Code	Course name	Category	Credit	Page
Theory	EDSF0017	Sociological Foundations of Education	DC	4	159
	PCRM0010	Research Methodology and Statistics in Social Science	DC	4	115
	EDTK0018	Theory of Knowledge	DC	3	162
	Specialisation Courses: One area of Concentration to be opted				
	Educational Leadership				
	EDEL0019	Developing Educational Leadership	DC	3	163
	Educational Psychology				
	EDDL0020	Human Development and Learning	DC	3	169
	Elective Group I				
	SWIS0006	Introduction to Indian Society, Polity and Economics	SE	3	71
	PCPD0007	Personality Development	SE		110
	MCRC0026	Rural Communication	SE		208
	Elective Group II				
	PCEC0013	Eastern Approaches to Psychology and Counselling	SE	3	119
	EDPC0016	Peace Education and Conflict Management	DE		158
	SWSP0028	Society and Social Problems	SE		94
	LSNE0020	North-East Indian Literature in English	SE		229
Practicum	EDES6003	Educational Seminar I	DC	2	197
	SWCA6010	Computer Applications for Social Sciences (Lab)	SE	2	101
	EDSV6004	School Visits		2	197
Total Credits				**26**	

ASSAM DON BOSCO UNIVERSITY

Semester 3

Type	Course Code	Course name	Category	Credit	Page
Theory	EDCI0021	Curriculum Development and Instruction	DC	3	167
	EDTP0022	Principles and Techniques of Teaching and Pedagogy	DC	3	169
	EDTE0023	Teacher Education	DC	3	171
	EDME0024	Measurement and Evaluation in Education	DC	3	173
	Specialization Courses:				
	Educational Leadership				
	EDPL0025	Educational Law and Government Policy	DC	3	176
	EDFM0026	Financial Management and Accounting	DC	3	176
	Educational Psychology				
	EDLE0027	Life Span Development and Education	DC	3	177
	EDLI0028	Learning and Individual Differences	DC	3	179
Practicum	EDDI6005	Dissertation Phase I	DC	2	196
	EDES6009	Educational Seminar II	DC	2	197
	EDSA6006	School Audit	DC	2	196
Total Credits				**23**	

Semester 4

Type	Course Code	Course name	Category	Credit	Page
Theory	EDOC0029	Organisational Communication	DC	3	199
	Specialization Courses:				
	Educational Leadership				
	EDEA0030	Educational Administration	DC	3	201
	EDSR0031	Ethics and Social Responsibility in Education	DC	3	202
	Educational Psychology				
	EDSP0032	Counselling Skills for Educational Psychologists	DC	3	203
	EDCA0033	Child and Adolescent Mental Health	DC	3	204
Practicum	EDDI6007	Dissertation Phase II	DC	4	206
	EDIN6008	Internship	DC	3	207
Total Credits				**16**	

ASSAM DON BOSCO UNIVERSITY

DEPARTMENT OF MASS COMMUNICATION

BACHELOR OF ARTS – HONOURS IN MASS COMMUNICATION

Semester 1

Type	Course Code	Course Name	Credits	Page
IC	LSGE0004	General English I	4	219
DC	MCHE0107	History and Evolution of Media	4	211
	MCCM0108	Communication Theories and Models	3	211
IE / SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSHE0010	History of English Literature I - Elizabethan to Romantic Period	4+4	222
	EDFE0101	Foundations of Education		181
	PCBP0101	Basic Psychological Processes		128
	Open Elective : One course to be chosen from the following			
	LSFN0012	Functional English	3	224
	EDLE0105	Life Skills in Education		186
	PCPG0107	Personal Growth		134
	MCPC0105	Professional Communication		205
Total Credits			**22**	

Semester 2

Type	Course Code	Course Name	Credits	Page
IC	LSGE0005	General English II	4	219
DC	MCMS0113	Media and Society	4	216
	MCFM0109	Traditional Folk Media	3	212
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSHL0011	History of English Literature II : Victorian to Contemporary Period	4+4	223
	EDPF0102	Philosophical Foundations of Education		182
	PCDP0102	Developmental Psychology		130
	Open Elective: One course to be chosen from the following			
	LSCW0013	Creative Writing in English	3	225
	EDGE0106	Gender Education		188
	PCPA0108	Psychology of Personal Adjustment		136
	MCIC0110	Introduction to Computer Application		213
Total Credits			**22**	

Semester 3

Type	Course Code	Course Name	Credits	Page
IC	LSAE0007	Alternative English I	4	220
DC	MCLE0111	Media Laws and Ethics	4	214
	MCIJ0112	Introduction to Journalism	3	215
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSAD0033	English Essays I -Addison to Dickens	4+4	238
	EDPB0107	Psychological Bases of Education		189
	PCCP0103	Counselling Psychology		131
	Open Elective: One course to be chosen from the following			
	EDPE0109	Population Education	3	192
	PCPP0111	Peace Psychology		139
	LSCO0035	Communication Skills		240
	MCDP0114	Desktop Publishing II		216
Total Credits			**22**	

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Semester 4

Type	Course Code	Course Name	Credits	Page
IC	LSAT0009	Alternative English II	4	221
DC	MCMN0115	Media in North East India	4	217
	MCHE0116	History and Evolution of Media	3	218
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	LSLW0036	Life Writing-Biographies, Memoirs and Letters	4+4	240
	EDEI0110	Development of Education in India		193
	PCBA0112	Basic Abnormal Psychology		140
	Open Elective: One course to be chosen from the following			
	EDEC0112	Early Childhood Care and Education (ECCE): A Perspective	3	195
	LSSK0038	Soft Skills		242
	PCCM0114	Community Psychology		141
	MCBP0106	Basics of Photography		210
Total Credits			**22**	

Semester 5

Type	Course Code	Course Name	Credits	Page
IC		Scientific Methodology		
		Environmental Studies		
DC		Visual Communication		
		Advertising		
		Introduction to Video Production		
DE	**One Course to be chosen from the following**			
		Animation & VFX		
		Community Media		
Total Credits				

Semester 6

Type	Course Code	Course Name	Credits	Page
DC		Graphic Designing		
		Communication for Development		
		Internship		
		Media Project		
DE	**Any Two courses to be chosen from the following**			
		Film Studies		
		Web Designing		
		Media Entrepreneurship		
Total Credits				

DEPARTMENT OF LANGUAGE STUDIES

BACHELOR OF ARTS - HONOURS IN ENGLISH

Semester 1

Type	Course Code	Course Name	Credits	Page
IC	LSGE0004	General English I	4	219
DC	LSHE0010	History of English Literature I - Elizabethan to Romantic Period	4	222
	LSPD0014	Poetry, Prose and Drama - Elizabethan to Restoration Period	3	226
IE / SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	EDFE0101	Foundations of Education	4+4	181
	PCBP0101	Basic Psychological Processes		128
	MCHE0107	History and Evolution of Media		211
	Open Elective : One course to be chosen from the following			
	LSFN0012	Functional English	3	224
	EDLE0105	Life Skills in Education		181
	PCPG0107	Personal Growth		134
	MCPC0105	Professional Communication		209
Total Credits			**22**	

Semester 2

Type	Course Code	Course Name	Credits	Page
IC	LSGE0005	General English II	4	219
DC	LSHL0011	History of English Literature II: Victorian to Contemporary Period	4	223
	LSPF0015	Poetry, Prose and Fiction: Augustan to Romantic Period	3	226
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	EDPF0102	Philosophical Foundations of Education	4+4	182
	PCDP0102	Developmental Psychology		130
	MCMS0113	Media and Society		216
	Open Elective: One course to be chosen from the following			
	LSCW0013	Creative Writing in English	3	225
	EDGE0106	Gender Education		188
	PCPA0108	Psychology of Personal Adjustment		136
	MCIC0110	Introduction to Computer Application		213
Total Credits			**22**	

Semester 3

Type	Course Code	Course Name	Credits	Page
IC	LSAE0007	Alternative English I	4	220
DC	LSAD0033	English Essay - Addison to Dickens	4	238
	LSPR0034	Poetry - Restoration to Romantic Period	3	239
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	EDPB0107	Psychological Bases of Education	4+4	189
	PCCP0103	Counselling Psychology		131
	MCLE0111	Media Law and Ethics		214
	Open Elective: One course to be chosen from the following			
	EDPE0109	Population Education	3	192
	PCPP0111	Peace Psychology		139
	LSCO0035	Communication Skills		240
	MCDP0114	Desktop Publishing II		216
Total Credits			**22**	

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Semester 4

Type	Course Code	Course Name	Credits	Page
IC	LSAT0009	Alternative English II	4	221
DC	LSLW0036	Life Writing-Biographies, Memoirs and Letters	4	240
	LSLC0037	Literary Criticism: Aristotle to I. A. Richards	3	241
IE/SE	**Subsidiary 1 and 2: Two courses to be chosen from the following**			
	EDEI0110	Development of Education in India	4+4	193
	PCBA0112	Basic Abnormal Psychology		140
	MCMN0115	Media in North East India		217
	Open Elective: One course to be chosen from the following			
	EDEC0112	EDEC0112 Early Childhood Care and Education (ECCE): A Perspective	3	195
	LSSK0038	Soft Skills		242
	PCCM0114	Community Psychology		141
	MCBP0106	Basics of Photography		210
Total Credits			**22**	

Semester 5

Type	Course Code	Course Name	Credits	Page
IC		Scientific Methodology		
		Environmental Studies		
DC		Post-Colonial writings		
		Modern English Drama		
		American Literature		
DE	**One Course to be chosen from the following**			
		Indian English Literature		
		English Language and Linguistics I		
Total Credits				

Semester 6

Type	Course Code	Course Name	Credits	Page
DC		African Literature		
		Indian Diasporic Wrings in English		
		Project Work		
DE	**Any two courses to be chosen from the following**			
		Literary and Cultural Theory: 20th Century and After		
		Women and Literature		
		English Language and Linguistics 2		
Total Credits				

MASTER OF ARTS - ENGLISH

Semester 1

Type	Course Code	Course name	Category	Credit	Page
Theory	LSEP0021	Chaucer to Elizabethan Period – Poetry, Drama and Romance	DC	4	230
	LSLS0022	Literary and Social History of England -Chaucer to Elizabethan Period	DC	3	231
	LSSD0023	Shakespearean Drama I – Comedy and History Plays	DC	4	231
	LSRP0024	Rhetoric and Prosody		2	232
	Elective I One course to be chosen				
	LSTS0025	T.S. Eliot	DE	3	233
	LSTH0026	Thomas Hardy	DE		233
	Elective II One course to be chosen				
	MCMN0025	Media in Northeast India	SE	3	208
	EDLR0007	Leadership and Social Responsibility	SE		146
	SWIS0006	Introduction to Indian society, polity and economics	SE		71
	LSET0019	English Language Teaching	DE		228
Seminar	LSSM6005	Seminar and Presentation I	DC	1	242
Total Credits				**20**	

Semester 2

Type	Course Code	Course name	Category	Credit	Page
Theory	LSRR0027	Restoration to Romantic Period – Poetry and Drama	DC	4	234
	LSLC0028	Literary Criticism – Plato to F.R. Leavis	DC	4	235
	LSSH0029	Shakespearean Drama II – Tragedy and Tragi-Comedy	DC	4	236
	LSAL0030	Approaches to Language and Literary Research	DC	3	236
	Elective I One course to be chosen				
	LSTR0031	Classics in Translation	DE	3	237
	LSIW0032	Indian Women Writers	DE		238
	Elective II One course to be chosen				
	SWSP0028	Society and Social Problems	SE		94
	EDPC0016	Peace Education and Conflict Management	SE		158
	PCSP0006	Introduction to Social Psychology	SE		108
	LSNE0020	North-East Indian Literature in English	DE		229
Seminar	LSSP6006	Seminar and Presentation II	DC	1	243
Total Credits				**20**	

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Semester 3

Type	Course Code	Course name	Category	Credit	Page
Theory	-	Victorian to Post-Modern Period – Poetry, Drama & Fiction	DC	4	-
	-	Post-Colonial Literature – Poetry, Drama & Fiction	DC	3	-
	-	American literature – Poetry, Drama & Fiction	DC	3	-
	-	Literary and Critical Theory	DC	4	-
	-	Gender and Literature	DC	2	-
	Specialisation Course: Language and Linguistics				
		Linguistics and Stylistics 1	DC	3	-
	Specialization Paper: European Literature				
	-	Contemporary European Literature 1	DC	3	-
	Specialization Paper: African Literature				
	-	Colonial and Post- Colonial African Literature 1	DC	3	-
Project	-	Project Phase I	DC	2	-
Total Credits				**21**	

Semester 4

Type	Course Code	Course name	Category	Credit	Page
Theory	-	Indian Writing in English – Poetry, Drama & Fiction	DC	4	-
	-	South-Asian Literature	DC	4	-
	Specialization Paper: Language and Linguistics				
	-	Linguistics and Stylistics 2	DC	3	-
	Specialization Paper: European Literature				
	-	Contemporary European Literature 2	DC	3	-
	Specialization Paper: African Literature				
	-	Colonial and Post- Colonial African Literature 2	DC	3	-
Project	-	Project Phase II- Dissertation	DC	8	-
Total Credits				**19**	

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DEPARTMENT OF PSYCHOLOGY AND COUNSELLING

PCLS0002: LIFE SPAN DEVELOPMENT

(4 credits - 60 hours)

Objectives: *This course gives an overview about cognitive, emotional, psycho-sexual, social and moral development during tZAd discussed with a view to enable students to understand the clients in the context of life span perspective.*

Module I: Introduction to Life Span Development (10 hours)

Life Span Perspective: Importance of studying Life-Span Development, Characteristics of life span development, Nature of Development, Scope of Life span development. Theories of Development (Brief mention of all theories), Influence of Socialization and Development

Module II: Biological Bases to explain Human Development and Anatomy of the Nervous system (14 hours)

a) The Evolutionary perspective and Heredity-Environment Correlations, genetic foundation, Conception, effect of Teratogens on Prenatal Development, Neonatal health- Low birth weight, Neonatal Assessment.
b) Neuron: Structure, types and functions. Structure of the nervous system, physiological basis of the action potential (neural response).
c) Structure and function of the brain: forebrain, midbrain, hindbrain, cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex. The effect of hormones on the nervous system.

Module III: Physical development across life span (12 hours)

Physical growth during childhood, adolescence and old-age, brain development across life span, Bio-Psycho-Social health model, aging, biological theories of aging and death.

Module IV: Cognition (14 hours)

Cognitive Development across during adolescence, growth beyond formal operational stage, Piaget's and Vygotsky's Theories of Cognitive Development, Development of the Self, Self Esteem and Self Concept, Self Regulation. Development of identity and Personality including Erickson's theory. Aging and cognitive skills. Intelligence, creativity, learning and memory across the lifespan. Stages in language development, language development across the lifespan.

Module V: Emotional Development (10 hours)

Development of Emotion, Temperament and Attachment and Love intimacy, Development of identity and Personality including Erickson's theory. Theories of moral development. Changes in moral reasoning(Kohlberg's Theory).

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Understand the meaning of life span; Write about the concept of life span; State the characteristics of lifespan development; Understand the meaning of development; State the meaning of socialization; Find out the effect of teratogens on prenatal development; State the meaning of neurons; Write the functions of the brain parts; State the developmental stages of a child; State the bio-psycho social health model; State the meaning of emotion; Write about the different types of emotions; Name theories of moral development; Write about Kohlberg's theory.

CO2 (COMPREHENSION): Explain the process of life; Differentiate between growth and development; Comprehend the contributions of heredity and environment on the human development; Comprehend about the biological bases of human development; Describe the types and functions of a neuron; Explain the structure of nervous system; Comprehend the physiological basis of neural response; Explain the effect of hormone on the nervous system; Comprehend the characteristics of a child at various stages of childhood; Describe the physical development aspect of a child at the various stages; Explain the period of adolescence; Comprehend the physical development

of an adolescent; Comprehend the concept of aging and death; Comprehend the emotional development of an individual at different stages of development; Comprehend the meaning of temperament, love, intimacy in relation to emotional development; Comprehend the concept of sexuality , self-identity, gender identity in relation with emotional development; Explain the major theories of moral development, cognitive development and personality development; Explain the development of creativity, learning and memory across lifespan.

CO3 (APPLICATION): Illustrate the scope of life span development; Apply the principles of the theories of development in educating our children; Discuss the influence of socialization on development process of an individual; Identify the major developmental periods of an individual; Apply the knowledge in real life situations; Illustrate the structure of a neuron; Illustrate the structure of brain; Identify the problems faced by a child during the physical development; Find out the characteristics of the stage of adolescence; Find out the educational implications of the stages of physical development; Find out the implications of the theories of moral development in an individual's life; Apply Piaget and Vygotsky's theory in daily life.

CO4 (ANALYSIS): Analyze the problems faced in neonatal health; Identify the structure, functions and types of neurons; Compare the functions of different brain areas; Compare physical growth in childhood, adolescence and old age; Compare Piaget's and Vygotsky's theories of moral development; Compare stages in language development.

CO5 (SYNTHESIS): Summarize importance of life span development; Summarize the theories of development; Organize the structure of the nervous systems and neurons; Organize the structure and functions of the brain areas; Summarize the theories of cognitive development; Summarize the theories of emotions and moral development.

CO6 (EVALUATION): Evaluate the need for life span perspective; Critically evaluate theories of physical development; Critically evaluate theories of cognitive development; Critically evaluate theories of emotional development; Critically evaluate theories of moral development.

Suggested Readings

1. Santrock, john W (2007), Life- Span Development, 3rd Edition, New Delhi: Tata McGraw-Hill
2. Hurlock, Elizabeth B. (1981), A Life-Span Approach, 5th Edition, New Delhi: Tata McGraw-Hill Publishing Company Limited
3. Berk, Laura E. (2007), Child Development, 7th Edition, New Delhi: Prentice Hall.
4. Bhaskar, R.(2008), Fundamentals of Child Psychology, Delhi: Swastik Publishers and Distributors
5. Chatterjee, Chopra Suhita, Patnaik, Priyadarshi, Chariar, Vijayaraghavan M. (Eds), (2008), Discourses on Aging and Dying. Los Angeles: Sage.
6. Hurlock, Elizabeth B. (1997), Child Development, 6th Edition, New Delhi: Tata McGraw-Hill Publishing Company Limited.
7. Mallon, Brenda (2008), Dying, Death and Grief, Working with Adult Bereavement, Los Angeles: Sage
8. Mishra, A.K. (2007), Psychology of Aging, Jaipur: Sublime Publications.
9. Santrock, John W. (2007), Child Development, 11th Edition, New Delhi: Tata McGraw-Hill Edition.
10. Sharma, Ram Nath A. Sharma, Rachana (2002), Child Psychology, New Delhi: Atlantic
11. Carlson, N.R. (2004). Physiology of behaviour (8th.ed.). Boston:
12. Allyn and Bacon.Schneider M Alles (1990). An introduction to Physiological Psychology (3rd Edition) USA:Random House.
13. Leukel, F. (1985). Introduction to physiological psychology (3rd.ed.). New Delhi: CPS Publishers
14. Morgan, T.H. and Stellar, A. (1965). Physiological Psychology. New York: McGraw Hill.

PCMH0004: CONCEPTS OF MENTAL HEALTH AND ILLNESS

(4 credits - 60 hours)

Objectives: *In this course students get an overview of the concepts of mental health and illness, forms of diagnosis and learn about the most common groups of disorders. Need for psychological counselling as important part of treatment is discussed but also the limitations counselling has in severe cases.*

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Module I: Introduction (10 hours)

Definition, historical review. Changing attitudes and concepts of mental health and illness.Current views. Models for understanding psychopathology. Psychoanalytic, behavioural, interpersonal and humanistic. Need, cultural and social background for and types of classification of mental disorders. DSM and ICD systems of classification.

Module II: Anxiety, Somatoform and Dissociative Disorders (15 hours)

Diagnosis, types, clinical features, social context, medical treatment, possibilities and limits of counseling

Module III: Severe Mental Disorders: Bipolar and Schizophrenic Disorders (10 hours)

Diagnosis, types, clinical features, social context, medical treatment, possibilities and limits of counseling

Module IV: Mental Health Problems in Children and Adolescents (10 hours)

Autism, ADHD, eating disorders - Diagnosis, types, clinical features, social context, medical treatment, possibilities and limits of counselling (behavioural and development)

Module V: Personality Disorder and sexual Disorders (15 hours)

Clinical features , causes, treatment of personality and sexual disorders.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Understanding the meaning of mental disorders, concept of Malad just enter and it's evolution through the ages, perspectives from various theories as well as cultures across the world in viewing mental health as a matter of significance, bio-psycho-socio aspects of mental disorders, characteristics and categorisation of symptoms, clinical scenario, prevalence scenario, treatment and prognosis, recent trends and updates in mental disorders field.

CO2 (COMPREHENSION) : Observe the nature of mental disorders, merits and demerits of clinical settings, treatment plans, social outlook and current trends, developing views on perceiving mental illness under the light of positive psychology, the summarising of changing opinions about mental illness and it's association to people in terms of culture, socioeconomic background, gender and changing social norms.

CO3 (APPLICATION) : Diagnosing, identifying symptoms of different maladjudtments, applying treatment for the progress towards adjustment, operating amongst unawares to spread word on the importance of taking a stand against mental illness, taking and designing preventive measures to avoid mental illness, motivating to initiate change, making people concerned for the future generation right from planning a child's birth.

CO4 (ANALYSIS) : Analyse causal factors, leading factors, maintaining factors and other contributions to increase in mental illness in the recent times, gaps in treatment plans and Role of society, ways to improve the condition of environmental factors causing and maintaining mental illness, developing trends and their influence, the role of counselling practice in preventing and treating the maladjusted and the family.

CO5 (SYNTHESIS) : Summarise the evolution of mental health concern, it's theories, it's role in making people aware of their life choices, diagnosis and treatment plans and further developments, role of politics and economy in promoting mental health.

CO6 (EVALUATION) : Evaluation of the pros and cons of diagnostic manuals, the labelling of mental illness, team work of various fields and their respective mental health professionals, criticise and defend the role of culture and social norms.

Suggested Readings

1. Diagnostic and Statistical Manual of Mental Disorders (DSM- IV TR), 2000 American Psychiatric Association.
2. Robert C.Carson, James N. Butcher, Susan Mineka, Jill M. Hooley, Abnormal Psychology, 13th edition, Pearson
3. Sarason, Irwin G. a. Sarason Barbara R. (2009). Abnormal Psychology. The Problem of Maladaptive Behaviour. 11th Edition. New Delhi: PHI Learning Private Limited.

4. Ahuja, Niraj (2006), A Short Textbook of Psychiatry, 6th Edition, New Delhi: Jaypee.
5. Antony, John D. (2006), Mental disorders, Encountered in Counselling, A Textbook of clinical Psychology Based on DSM IV, Dindigul: Anugraha Publications.
6. Chaube, S.P. (2007), Developmental Psychology, New Delhi: Neelkamal.
7. Gilbert, Paul (2007), Psychotherapy and Counselling for Depression, 3rd Edition. Los Angeles: Sage.
8. Humphrey, Geraldine M. A. Zimpfer David G. (2008). Counselling for Grief and bereavement. 2nd Edition. Los Angeles: Sage.
9. Korchin, Sheldon, J. (1986), Modern Clinical Psychology, Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers and Distributors.
10. Kumar Updesh and Mandal Manas K. (Eds). (2010), Suicidal Behaviour, Assessment of People-at-Risk. Los Angeles: Sage.
11. Patel, Vikram (2003). Where There is No Psychiatrist. A mental health care manual. Glasgow: Gaskell.
12. Patel, Vikram a. Thara. R. (Eds.) (2003). Meeting The Mental Health Needs of Developing Countries. NGO Innovations in India. New Delhi: Sage.

PCIG0005: PROCESS AND SKILLS OF INDIVIDUAL AND GROUP COUNSELLING I

(3 credits - 45 hours)

Objectives: *This course will introduce to the students the basic theoretical aspects of the counselling process and different skills of counselling, along with their evaluation. In the first part fundamentals of individual counselling are highlighted. Second part of this paper is introducing the basic concepts of group counselling, stages of group development, skills, techniques and strategies to group process.*

Module I: Fundamentals of Individual counselling (10 hours)

Introduction: Definition, Characteristics, advantages of individual counselling, counselling setup indications and contraindications, professional self care- need of safe frame for counselling work, value of supervision as part of professional counselling.

Module II: Eclectic and integrative approaches (12 hours)

Concepts, approaches, skills and techniques, cognitive analytic theory, brief Counselling approaches - solution focused approach and narrative approach.

Module III: Basics of group counselling (15 hours)

Goals, Functions and Definitions of Group guidance, Ethical guidelines for group counselors; Rights of group participants. Uses and misuses of group techniques, psychological risks in group; Group work in multicultural settings and Integrative eclectic perspectives: professional issues and current trends.

Module IV: Skill training – group counselling (10 hours)

Group counselling, Group therapy: Types of groups-structured and psycho educational, theme centered, theory based.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): State the concept of counseling; State the different settings of the practice of counselling and psychotherapy; Recognize the different skills of counseling; State the basic differences between individual and group therapies in counseling; State the meaning and value of supervision in counselling ; State Cognitive Analytic Therapy; State the brief Counselling approaches - solution focused approach and narrative approach; State about group therapies, family therapy and community based interventions for counseling; Define ethics in counseling; Identify different types of groups and their functions and state uses and misuses of individual and group approaches.

CO2 (COMPREHENSION): Explain the concept of counselling and its types; Illustrate the skills of individual counselling, group counseling; Explain different characteristics essential for professional counseling; Explain solution focused therapy and its techniques; Explain narrative Therapy and its techniques; Differentiate between Integrative and eclectic perspectives in counseling; Elaborate about group therapies and community based interventions for counseling; Explain different types of trauma and

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theories of trauma counseling; Explain historical context of counseling; Explain the current trends and practices in the profession of counseling; Explain the different types of techniques used in group therapy and the various settings therein; Illustrate the different stages followed in group therapy.

CO3 (APPLICATION): Apply the individual counselling skills in the professional practice of the same; Follow the ethical guidelines given by ACA in the practice of counseling; Safeguard the members in group counselling from any risks in the group context; Apply the counselling techniques as per the current trends; Apply vigilant about the uses and misuses of group techniques in group counseling; Apply models of group therapy in systematic manner.

CO4 (ANALYSIS): Analyze the differences between individual and group therapy; Analyze the effectiveness of eclectic and integrative approaches in counseling; Analyze the effectiveness of Cognitive Analytic Therapy in counseling; Analyze the effectiveness of Psychoeducational groups; Compare narrative therapy and solution focused therapies; Analyze the practical applicability of ethical perspectives in individual and group counseling.

CO5 (SYNTHESIS): Summarize strengths and weaknesses of Individual and group counseling; Summarize the different types of settings related to the practice of individual and group counseling; Conclude about the contradictions associated with the practice of different approaches in counseling; Summarize the ethical guidelines in individual and group counseling practice.

CO6 (EVALUATION): Evaluate the effectiveness of supervision in the professional practice of counseling; Evaluate the indication and contradictions in the effective use of counselling in various professional settings; Evaluate the effectiveness of Eclectic and Integrative approaches in counseling; Assess the effectiveness of different individual and group therapy approaches; Evaluate the effectiveness of group therapy and its interventions in dealing with different category of clientele in counseling; Evaluate the evident psychological risks that the members in a group could face in group therapy; Evaluate the progress of stages in group therapy.

Suggested Readings

1. Kiruba, Charles and Jyothsna N.G. (2011). Guidance and Counselling. New Delhi: Neelkamal
2. Gladding, S.T (2009), Counselling : A Comprehensive Profession, 6th Edition Pearson
3. Reynolds Welfel, Elizabeth and Patterson, Lewis E. (2005), The Counselling Process, A Multitheoretical Integrative Approach, 6th Edition, New Delhi: Cengage Learning.
4. Koshy, John S (2009/10). Guidance and Counselling. New Delhi: Dominant Publishers and Distributors.
5. Kottler, Jeffrey A. and Shepard, David S. (2008) Counselling, Theories and Practices. New Delhi: Cengage Learning.
6. McLeod, John (2003), An Introduction to Counselling, 3rd Edition, Berkshire: Open University Press.
7. McLead, John (2007), Counselling Skill, Berkshire: Open University Press
8. Nelson-Jones, Richard (1988), Practical Counselling and Helping Skills, Bombay: Better Yourself Books
9. Nelson-Jones, Richard (2008), Basic Counselling Skills, A Helper's Manual, 2nd Edition Los Angeles: Sage.
10. Westbrook, David; Kennerley, Helen A., Kirk J. (2007), An Introduction to Cognitive Behaviour Therapy, Skills and Applications, Los Angeles: Sage.

PCSP0006: INTRODUCTION TO SOCIAL PSYCHOLOGY

(3 credits - 45 hours)

Objectives: *This course helps to understand the social behaviour of individuals in terms of both internal characteristics of the person and external influences. It aims to orient students towards the applications of the concept of social psychology to social problems.*

Module I: Introduction (8 hours)

Social Psychology - Definition, Nature, Origin and Development; Social Psychology in Indian context.

Module II: Social Processes (8 hours)

Social perception or cognition, interpersonal attraction, social motives, social learning, socialisation and social roles, pro-social behaviour and aggressive behaviour.

Module III: Social Influences (8 hours)

Persuasion, attitude, prejudice and stereotypes - nature and differences among them. Factors in the formation of attitudes, measuring attitudes, factors in attitude change.

Module IV: Group Dynamics and Group Influence (13 hours)

Formation of groups, structure and functions, types, group communication, group norms, conformity behaviour, co-operation and competition, social facilitation, leadership, group effectiveness, decision making, problem solving, group conflict and resolution.

Module V: Social Problems and Social Psychology (8 hours)

Understanding social problems in the light of social psychology: concept and approaches, aggression and violence, poverty, discrimination - caste, class, religion, gender.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): knowledge about the definition and nature of Social Psychology; gain familiarity with the origin and development of Social Psychology; acquainted with the underpinnings of the Social Psychology in the Indian Context; expand the fundamental knowledge of interpersonal attraction; define and state the major agents of Socialization; understand the intricacies of pro-social and aggressive behavior; comprehend the nature and differences of prejudice and stereotypes; understand the theoretical basis of the formation and factors of attitude; comprehend the underlying basis of the formation and the types of groups; familiar with the strategies to resolve group conflict; comprehend the social problems like caste, class, religion and gender in the light of social psychology.

CO2 (COMPREHENSION): Able to gain explanation to the students about the definition and nature of Social Psychology; illustrate the origin and development of Social Psychology; point up and categorize the underpinnings of the Social Psychology in the Indian Context; interpret and infer the fundamental knowledge of interpersonal attraction; understand and differentiate among the major agents of Socialization; illustrate and comprehend the intricacies of pro-social and aggressive behavior; gain an in-depth understanding of the nature and differences of prejudice and stereotypes; explain the theoretical basis of the formation and factors of attitude; grasp a detailed knowledge on the social problems like caste, class, religion and gender in the light of social psychology.

CO3 (APPLICATION): Acquainted with the underpinnings of the Social Psychology in the Indian Context with the help of movie reviews or group discussion; provide the students the practical aspect of interpersonal attraction and the related assessments; discuss and display the practicality of the major agents of Socialization; understand the practical nuances of pro-social and aggressive behavior; identify and understand differences of prejudice and stereotypes with the use of daily instances; demonstrate the strategies to resolve group conflict; realistically understand the like caste, class, religion and gender in the light of social psychology.

CO4 (ANALYSIS): Evaluate and illustrate about the definition and nature of Social Psychology; critically analyze the underpinnings of the Social Psychology in the Indian Context; provide the students the fundamental knowledge of interpersonal attraction; relate and analyze with the major agents of Socialization; compare and contrast various pro-social and aggressive behavior; evaluate and identify the nature and differences of prejudice and stereotypes; explore and question the underlying basis of the formation and the types of groups; exemplify the strategies to resolve group conflict; question and analyze the social problems like caste, class, religion and gender in the light of social psychology.

CO5 (SYNTHESIS): Summarize the knowledge about the definition and nature of Social Psychology; organize and evaluate the origin and development of Social Psychology; amalgamate and combine the underpinnings of the Social Psychology in the Indian Context; synthesize the fundamental knowledge of interpersonal attraction; combine and conclude the major agents of Socialization; illustrate and comprehend the intricacies of pro-social and aggressive behavior; organize the

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knowledge about the nature and differences of prejudice and stereotypes; compile and collaborate the social problems like caste, class, religion and gender in the light of social psychology.

CO6 (EVALUATION): Evaluate the acquired knowledge about the definition and nature of Social Psychology; question and examine the underpinnings of the Social Psychology in the Indian Context; determine the fundamental knowledge of interpersonal attraction; interpret the major agents of Socialization; understand the intricacies of pro-social and aggressive behavior; scrutinize and observe the nature and differences of prejudice and stereotypes; question the underlying basis of the formation and the types of groups; observe and explore the social problems like caste, class, religion and gender in the light of social psychology.

Suggested Readings

1. Baron, R., A., Byrne, D. (2006), Social Psychology, 10th Edition, New Delhi: Prentice Hall.
2. Mc David and Harai (1968), Social Psychology; Individuals, groups, societies, Harper and Row.
3. Moghaddam, F.M. (1997), Social Psychology: Exploring Universals Across Cultures, Freeman and Company
4. Dalal, Ajit K., A. Misra, Girishwar (Eds). (2001), New Directions in Indian Psychology, Social Psychology, New Delhi: Sage.
5. Eckes, Thomas and Trautner, Hanns M. (Eds.) (2000), The Developmental Social Psychology of Gender, Mahwah: Lawrence Erlbaum Associates, Publishers.
6. Hogg, Michael A. and Cooper, Joel (Eds), (2007), The Sage Handbook of Social Psychology, Concise Student Edition, Los Angeles: Sage.
7. Misra, Girishwar (Ed.) (1990), Applied Social Psychology in India, New Delhi: Sage.
8. Pandey, Janak (Ed.) (2001), Psychology in India Revisited – Developments in the Discipline, Vol. 3: Applied Social and Organisational Psychology, New Delhi: Sage
9. Sharan, A.K. (1999). Social Psychology, New Delhi: Commonwealth Publishers.
10. Linda steg, Abraham p. Buunk, Applied social psychology: Understanding and managing social problems

PCPD0007: PERSONALITY DEVELOPMENT

(3 credits - 45 hours)

Objectives: *In this Course in Personality Development students will learn about personalities. It will go on to look at theories of personality development and the theories of the stages of development. The students will also delve into basic personality traits, including values and beliefs.*

Module I: Understanding Personality (10 hours)

Definition and concepts of personality; Basic Personality Traits and Types, Big Five Personality Dimensions.

Module II: Personality Development (15 hours)

Personality development; theories of personality development: Freudian stages of development, Erik Erickson's stages of development, Maslow's hierarchy of needs, Roger's self theory; applications.

Module III: Techniques of Personality Analysis and Change (20 hours)

Johari Window, SCOT Analysis; Stress Management; Positive attitude; Management of Emotions.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Define the historical concepts surrounding personality; Familiarize with the origin of basic personality traits and types; Acquaint with the theoretical background of the Big Five Personality Dimensions; State major personality theories; Define and state the major tenants of the Freudian stages of Development; State the famous Maslow's hierarchy of needs.

CO2 (COMPREHENSION): Explain about the knowledge of the historical definitions and concepts surrounding personality; Illustrate the origin of basic personality traits and types; Identify and classify the theoretical background of the Big Five Personality Dimensions; Differentiate among the major personality theories; Interpret the fundamentals of the major tenants of the Freudian stages of Development; Explain the intricacies of the famous Maslow's hierarchy of needs; Illustrate and

comprehend the Roger's Self theory in its details and the conceptual background of it; Provide an in depth understanding of the theoretical basis of the applicability of the theories of personality; Interpret and explain the underlying basis of various techniques of Personality Analysis like Johari Window, SCOT Analysis, Stress Management, Positive Attitude and Controlling emotions.

CO3 (APPLICATION): Demonstrate the application orientation of the Big Five Personality Dimensions; Find application bases of the major personality theories in terms of the tools developed on the basis of them; Apply and find out the practical use of the major tenants of the Freudian stages of Development; Find out the practical nuances of the famous Maslow's hierarchy of needs; Demonstrate the usefulness of the Roger's Self theory; Demonstrate the applicability of various techniques of Personality Analysis like Johari Window, SCOT Analysis, Stress Management, Positive Attitude and Controlling emotions as per the need of the hour.

CO4 (ANALYSIS): Critically analyze the basic notions of the Big Five Personality Dimensions; Relate and analyze the major personality theories in terms of their basic constructs; Critically analyze the major tenants of the Freudian stages of Development; Analyze various attributes of the famous Maslow's hierarchy of needs; Compare and contrast the Roger's Self theory with other similar theories; Illustrate and analyze the theoretical basis of the applicability of the theories of personality.

CO5 (SYNTHESIS): Summarize the explanations to the students about the knowledge of the historical definitions and concepts surrounding personality; Organize and evaluate the origin of basic personality traits and types; Generalize and combine the theoretical background of the Big Five Personality Dimensions; Synthesize and organize the major personality theories; Conclude and combine the fundamentals of the major tenants of the Freudian stages of Development; Summarize the intricacies of the famous Maslow's hierarchy of needs; Compile and collaborate the underlying basis of various techniques of Personality Analysis like Johari Window, SCOT Analysis, Stress Management, Positive Attitude and Controlling emotions.

CO6 (EVALUATION): Evaluate the explanations to the students about the knowledge of the historical definitions and concepts surrounding personality; Assess and analyze the origin of basic personality traits and types; Evaluate the theoretical background of the Big Five Personality Dimensions; Question and examine the major personality theories; Determine and assess the fundamentals of the major tenants of the Freudian stages of Development; Scrutinize and observe the famous Maslow's hierarchy of needs; Interpret, decide and judge the Roger's Self theory in its details and the conceptual background of it; Inspect and evaluate the underlying basis of various techniques of Personality Analysis like Johari Window, SCOT Analysis, Stress Management, Positive Attitude and Controlling emotions.

Suggested Readings

1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. and Hilgard, E. R. (1990).
2. Introduction to Psychology. New York: H. B. J. Inc.
3. Sternberg, R. J. (2010). Cognitive Psychology. New York: Cengage Learning
4. Passer, M.W. and Smith, R.E. (2010). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill

PCIG0008: PROCESS AND SKILLS OF INDIVIDUAL AND GROUP COUNSELLING II

(3 credits - 45 hours)

Objectives: *The aim of this course is to impart advanced training to the students in individual and group counselling skills. Developmental model is followed in training the students. On successful completion of the course,the students should have the following competencies:*

- *Knowledge of advanced counselling skills,group counselling theories and skills*
- *Continued enhancement in self-awareness*
- *Development and understanding of using individual and group counselling techniques in applied settings*
- *Development of knowledge,sensitivity and skills in the provision of individual and group counselling to individuals of diverse cultural and environmental backgrounds.*
- *The course will use role plays, observation and individual study methodologies.*

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Module I: Counselling with Diverse population (10 hours)

Counselling the aged population, Gender based counselling, Counselling and Sexual Orientation, Counselling and Spirituality, Defining culture and multicultural counselling, History of multicultural counselling, Difficulties and Issues in multicultural Counselling, The culturally skilled counselor.

Module II: Settings for Counselling (11 hours)

Counselors in Educational settings: Training programs for counselors in Educational settings, role and function of counselors in Schools settings, Counselling in Elementary schools, Counselling in Secondary schools, Counselling in institutions of higher education; Counselling in Community and Agency Settings: Training programs for counselors in Community and Agency settings, The Agency team, Counselling in Community setting.

Module III: Group Leadership (12 hours)

Definition of group leader, Group Leadership style, Personal Qualities of effective leaders, skills and functions of group leaders, Impact of leaders' values on the group, Co-leadership, Group leader Training.

Module IV: Stages of group development (12 hours)

Pre –group issues: Formation of the group: Initial stage: Orientation and exploration; Transition stage: dealing with resistance; Working stage: Cohesion and productivity; Final stage: Consolidation and termination; Post group issues: Follow-up and evaluation

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Know advanced counselling skills; Understand the use of individual and group counselling techniques in applied settings; Define and understand the concept of multiculturalism and its importance in the practice of professional counseling; Define the characteristics of a culturally skilled counselor; Understand the practical issues faced in counselling diverse population; Understand the stages involved in group therapy and the skills required in each stage; Understand the rights and privileges of individuals who form the special populations and the legal implications of the same.

CO2 (COMPREHENSION): Explain the skills required in counselling the aged; Illustrate the scope of gender based counseling; Explain the concept of sexual orientation and how is it different from sexual identity; Explain the different types of sexual orientation; Explain the different functions of a culturally skilled counselor; Explain the concept of school counselling and what are its different types at different levels in an educational setting; Explain the concept of community counselling and what are the qualities required for a community counselor; Explain counselling provided in agencies and what the criteria required to provide counselling in agency settings; Explain the qualities and characteristics of a group leader in group counseling.

CO3 (APPLICATION): Apply the advanced skills of individual and group counselling in practice; Follow the legal and ethical guidelines prevailing in the country and as prescribed by ACA in counselling diverse population; Understand the difficulties faced by counselors in dealing with LGBT populations; Design training programmes for school counselors in an educational setting; Design training programmes for community counselors; Imbibe the Personal Qualities of effective leaders in group therapy.

CO4 (ANALYSIS): Analyze the stages of group therapy and the functions involved; Critically analyze the current trends followed in the practice of multicultural counseling; Compare various psychological theories that can be used in providing counselling at different stages of group therapy; Analyze the roles of a leader and co-leader in group therapy; Analyze various community programs and counselling provisions available at the state and national levels.

CO5 (SYNTHESIS): Summarize historical origin of multicultural counseling; Summarize various stages of group therapy; Summarize different group leadership styles and which style is appropriate for different situations; Summarize the influence of the group leader's values and personality on the group members in group therapy; Summarize the ethical and legal guidelines to be followed while counselling individuals with different sexual orientation.

CO6 (EVALUATION): Evaluate the roles and functions of a group counselor; Assess the effectiveness of various leadership styles across different situations; Determine the flaws in the successful implementation of multicultural counseling; Evaluate the effectiveness of various training programs for professionals in community and agency counseling.

Suggested Readings

1. Corey Gerald, Theory and Practice of counselling 8th edition. Canada: Brooks/Cole
2. Corey Gerald, Corey Marianne Schneider, Russell. J. Michael, Group Techniques
3. Drummond Robert J, Jones Karvn Davel, Assessment Procedure for counselor and helping Professional (7th edition)
4. Ehly Stewart, Dustin Richard, Individual and group counselling in schools,(kindle Edition)
5. Gladding, Samuel.T 6th Edition, Group Work:a counselling Speciality, Merrill
6. Gladding, Samuel.T, Counselling: A Comprehensive profession (6th Edition), New Delhi: Dorling Kindersley (Pearson)
7. Vacc. Nicholas. A, DeVaney Susan B, Brendel Johnston.M, Counselling Multicultural and Diverse Populations (2003), New York: Brunner Routledge
8. Dryden's handbook of Individual Therapy, 5th edition, Los Angeles: Sage

PCCY0009: CHILD AND YOUTH COUNSELLING

(4 credits - 60 hours)

***Objective**: This course aims to introduce student to the need for and application of counselling techniques to the educational settings and to improve student mental health. Further, the course attempts to*

- *provide a firm foundation for Educational Counselling and Assessment*
- *develop counselling skills for dealing with behavioural problems of school Children*
- *provide an understanding on career issues*
- *Develop skills for different intervention strategies*

Module I: Introduction (12 hours)

Definitions and goals of counseling for children and youth; Children and Youth- counsellor relationship, attributes of a counsellor , historical background and contemporary ideas about counselling

Module II: Academic Development (12 hours)

a) Learning-styles - VAK Model, Kolb's Experiential Model, MBTI Pattern, Honey and Mumford Model, Hemispheric Dominance Model, Gregorc Model, Gardner's Multiple Intelligence Model.
b) Study skills - reading , writing and note making skills, studying skills and study habits, time management
c) Cognitive issues - causes and factors affecting attention, concentration, remembering, forgetting, experimental evidences and cognitive training

Module III: Major Theories in Counselling Children (14 hours)

Learning, Behavioural, Cognitive Behavioural Modification, Expressive therapy: play, art and drawing, drama, metaphore, story telling

Module IV: Counselling Children with specific problem (12 Hours)

a) Children and trauma, child abuse- physical, sexual, emotional, HIV/ AIDS, specific issues in educational settingS
b) Techniques of assessment: Cumulative record, Anecdotal Record, Case Study, Sociometry

Module V: Career Counselling (10 hours)

Basic aspects: Nature, scope and importance of career counselling; role of counselor in career preparation; career decision making, career exploration techniques, career development theories- (Holland, Ginzberg super), career counselling with diverse population: children, adolescents, college students, women and adults

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COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Gain knowledge about the meaning and goals of child counseling; gather information about the child-counselor relationship; gain insight into the attributes of a counselor for children; gain familiarity with the historical background of child counseling and the contemporary ideas of counseling children; gain the depth of theoretical background of various important learning styles like VAK Model, Kolb's Experiential Model and MBTI Pattern; gain fundamental knowledge about Study Skills like reading, writing, note making and time management; identify and recognize various cognitive issues in children with experimental evidences from the past; grasp the theories in counseling children like Behavioral Therapy, Expressive Therapy and Cognitive theories; understand the children with trauma, child abuse, HIV/AIDS and other issues; list and recall the various techniques of assessment; state the nature, scope and importance of career counseling and career development theories.

CO2 (COMPREHENSION): Able to grasp the knowledge about the meaning and goals of child counseling; gain command over the child-counselor relationship; understand the clavarious attributes of a counselor for children; conceptualize the historical background of child counseling and the contemporary ideas of counseling children; understand and compare among various important learning styles like VAK Model, Kolb's Experiential Model and MBTI Pattern; interpret and be aware of fundamental knowledge about Study Skills like reading, writing, note making and time management; classify and understand various cognitive issues in children with experimental evidences from the past; illustrate and classify the theories in counseling children like Behavioral Therapy, Expressive Therapy and Cognitive theories; gain a fruitful learning about the children with trauma, child abuse, HIV/AIDS and other issues; classify and grasp the mechanisms of the various techniques of assessment; understand and interpret the nature, scope and importance of career counseling and career development theories.

CO3 (APPLICATION): Perform the skills about the them significance of the child-counselor relationship; play and demonstrate successfully various attributes of a counselor for children; construct the educational implications of the learning styles like VAK Model, Kolb's Experiential Model and MBTI Pattern; apply Study Skills like reading, writing, note making and time management in the practical settings; apply the principles of the major theories in counseling children like Behavioral Therapy, Expressive Therapy and Cognitive theories in the real life situation; administer the various techniques of assessment in the real life situations; illustrate and teach to the students the nature, scope and importance of career counseling and career development theories; identify the appropriate model of career counseling as per the need of the situation

CO4 (ANALYSIS): Illustrate them significance about the child-counselor relationship; analyze various attributes of a counselor for children; help the students compare and criticize the historical background and the contemporary ideas about counseling children; make them able to relate and analyze different theories of learning styles like VAK Model, Kolb's Experiential Model and MBTI Pattern; critically analyze fundamentals of Study Skills like reading, writing, note making and time management.; compare and contrast among the major theories in counseling children like Behavioral Therapy, Expressive Therapy and Cognitive theories; identify the appropriate model of career counseling as per the need of the situation

CO5 (SYNTHESIS): Able to summarize the gained knowledge about the meaning and goals of child counseling; organize and evaluate the information about the child-counselor relationship; help them generalize and combine the historical background and the contemporary ideas about counseling children; help them synthesize and organize the theories learning styles like VAK Model, Kolb's Experiential Model and MBTI Pattern; conclude and combine the information on various cognitive issues in children with experimental evidences; summarize and combine the major theories in counseling children like Behavioral Therapy, Expressive Therapy and Cognitive theories.

CO6 (EVALUATION): Summarize the gained knowledge about the meaning and goals of child counseling; organize and evaluate the information about the child-counselor relationship; help them generalize and combine the historical background and the contemporary ideas about counseling children; help them synthesize and organize the theories learning styles like VAK Model, Kolb's Experiential

Model and MBTI Pattern; conclude and combine the information on various cognitive issues in children with experimental evidences; summarize and combine the major theories in counseling children like Behavioral Therapy, Expressive Therapy and Cognitive theory.

Suggested Readings

1. Asch M (2000) Principles of guidance and counselling (I Ed) New Delhi: Sarup and Sons
2. Bowe Frank G (2000). Birth to Five – early Childhood special education, New York, Delmar Publishers Inc.
3. Butler, G. and Hope, T. (1997). Managing your mind: The mental fitness guide. Oxford University Press.
4. Cohen, L.G., and Spenciner, L.J (2003). Assessment of Children and Youth with Special Needs. Boston: Allyn and Bacon.
5. Mangal S.K (2008) Essentials of Educational Psychology, New Delhi, Prentice Hall of India Pvt ltd
6. Santrock, J.W. (2003). Educational Psychology. Boston: McGraw-Hill.
7. Woolfolk, A. (2007). Educational psychology (10th ed.). Boston, MA: Allyn and Bacon.

PCRM0010: RESEARCH METHODOLOGY AND STATISTICS IN SOCIAL SCIENCE

(4 credits - 60 hours)

Objectives:

- *To understand the significance of research and application of statistics in psychology*
- *To understand the research process and acquire the attitudes and skills essential for psychological research*
- *To develop skills for interpretation, documentation and presentation of results of the research.*
- *To familiarize with statistical methods and techniques needed for psychological research.*
- *To understand the process of report writing and publication.*

Module I: Introduction to Research (10 hours)

Philosophical Foundations of Research.Natural and social science research- characteristics and scientific attitude. Scope of social science research- basic and applied research; Ethical concerns in Counselling research.

Module II: Research designs, approaches and types (12 hours)

a) Research designs: Descriptive, Exploratory and Experimental: meaning, scope, characteristics, application in social work setting.
b) Research Approaches:Qualitative and Quantitative Research: meanings, scope, methods, steps, sampling, data collection, analysis, interpretation and reporting. Strengths and weaknesses.
c) Evaluative research: Programme and projects evaluation: concept, types, steps, reports.
d) Participatory research and action research: concepts, scope, application and steps.

Module III: Steps in Research Process (20 hours)

a) Problem Formulation: Identifying research issue, formulating research topic and problem, review of literature (library work), theoretical framework, formulating objectives, clarifying concepts, variables- conceptual and operational, formulating hypothesis.
b) Population and Sampling: Inclusion and exclusion criteria of population, the logic of sampling size and techniques: probability and non-probability sampling.
c) Tools for data collection: Levels, Types of measurements, reliability and validity of tools. Constructing tools for data collection: questionnaire, interview schedule, scales. Quantification of qualitative data.
d) Sources, Collection and Analysis of Data: Secondary and primary sources. Data collection data editing, coding, master sheet, analysis, report writing. Using computer for data analysis: coding, analysis- graphs and results.
e) Professional report writing

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Module IV: Introduction to Statistics (18 hours)

a) Statistics: Definitions, Uses and Limitations. Classification and tabulation of data, univariate and bivariate, diagrammatic and graphic presentations. Measures of central tendencies, Mean, Median and Mode and their uses. Measures of variability range, variance and standard deviation.
b) Correlation: Meaning and computation of coefficient of correlation as product moment, Spearman's Rank Correlations, interpretation of correlations.
c) Test of Hypotheses: Basics, Probability distribution, normal distribution. t-test, Chi-Square test and ANOVA.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): State the concept of research; Recognize the philosophical foundations of research; Name the different major research designs, research approaches; List the down the steps in conducting a research; Name different sampling techniques; Write different statistical analysis procedure.

CO2 (COMPREHENSION): Explain the various philosophical foundations of research; Differentiate between the natural and social science research; Classify different research designs; Differentiate qualitative and quantitative research approach; Illustrate the different steps in research; Differentiate between probability and non-probability sampling; Differentiate different levels of measurement; Interpret the findings of different statistical analysis.

CO3 (APPLICATION): Apply research designs and approaches appropriately; Carry research designs and approaches appropriately; Demonstrate professional report writing of research; Use computer for data analysis; Compute correlate, t test, chi square and ANOVA; Test hypotheses in research.

CO4 (ANALYSIS): Analyze the scope of natural and social science research; Relate the various ethical concerns in the counseling research; Identify different research designs in research papers; Identity which research approach to be used; Identify steps involved in research; Analyze the collected data in research; Analyze measures of central tendencies; Analysis hypothesis.

CO5 (SYNTHESIS): Summarize the foundations of philosophical research; Organize the advantages and disadvantages of various research deigns; Assemble various reviews in review of Literature; Conclude the findings of research; Conclude the findings of the statistical analysis.

CO6 (EVALUATION): Evaluate the ethical considerations in statistical research; Assess the effectiveness of various research designs; Judge the inclusion and exclusion criteria for research; Determine the sources and process of data collection; Assess the applicability of the statistical procedure; Determine the distribution of data with the normal probability.

Suggested Readings

1. Ahuja, Ram, Research Methods, Rawat, Jaipur, 2001
2. Alston, M. Bocoles, W., Research in Social Workers- An Introduction to the Methods, Rawat, Jaipur, Indian Edition 2003
3. Baker, T.L., Doing Social Research, McGraw Hill, Singapore, 1994
4. Goode, W.J. and Hatt, P.K., Methods in Social Research, McGraw Hill Singapore, 1981
5. Grinell, R. M., (Jr.), Social Work Research and Evaluation, F.E. Peacock Pub. Inc., Illinois, 1988
6. Gupta, C.B., Introduction to Statistical Methods, Vikas Publishing House, 1995
7. Gupta, S.C., Fundamentals of Statistics, Himalaya Publishing House, Delhi, 1997
8. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi 1997
9. Jacob, K.K., Methods and Fields of Social Work in India, Asia Publishing, Bombay, 1996
10. Kothari, C.R., Research Methodology: Methods and Techniques, 2nd edition reprint, New Age International New Delhi, 2004
11. Krishnaswamy, O.R., Methodology for Research in Social Science, Himalaya, Bombay, 1993
12. Laldas, D.K., Practice of Social Research, Rawat, Jaipur, 2000
13. Mikkelsen, B., Methods for Development Work and Research-A New Guide for practitioners, Sage, New Delhi, 2005
14. Ramchandran, P., Social Work Research and Statistics, Allied Publishers, Bombay, 1968
15. Rubin, A. and Babbie, E., Research Methods for Social Work, 4th edition, Wadsworth, West, Brooks/Cole and Schirmer, 2001

16. Sarantakos, S., Social Research, Palgrave Macmillan, New York, 2005
17. Sharma, B.A.V., Prasad, R.D. and Satyanarayana, C., Research Methods in Social Sciences, Sterling, New Delhi, 2002
18. Sharma, K.R., Research Methodology, National Publishing House, Jaipur, 2002
19. Wilkinson, T.S. and Bhandarkar, P.L., Methodology and Techniques of Social Research, Himalaya, Bombay, 1984
20. Young, p., Scientific Social Surveys and Research, Asian Students edition, Asia Publishing House, Japan, 1960

PCMF0012: MARRIAGE AND FAMILY COUNSELLING

(4 credits - 60 hours)

Objectives: *This course aims to make the students able to develop an understanding of basic theoretical models related to Family Therapy.They would be able to develop competency in conducting family therapy sessions as demonstrated through Role Play assignments.There would be an understanding of diverse issues amongst couples and the techniques to handle such issues.It would help in the rethinking of behavioural factors,disease prevention and health promotion in the context of holistic philosophy of health in the family.*

Module I: Introduction (10 Hours)

Historical evolution of Family and Marriage therapy; Goals of Family therapy; current trends in Family therapy; Fundamental concepts in Family therapy(Cybernetics and Systems theory, Social Constructivism) Stages of marriage, Divorce and remarriage, Marriage and Divorce: Role of Family Courts.

Module II: Family Across a Lifespan (16 hours)

The family life cycle, stages of family life cycle.Key developmental and emotional issues in different stages: Young adulthood. Newly married, Child bearing, Families with preschool children, Families with school age children. Families with teenage children, Launching stage, Middle aged adult, Retirement

Module III: Classical Schools (12 Hours)

Bowen's Intergenerational Approach; Structural Family Therapy; Strategic Family Therapy; Experiential and Humanistic Family Therapies; Psychoanalytic and Cognitive Behavioural Family therapy.

Module IV: Recent Developments (12 Hours)

Postmodernism, Feminist and contextual work, Solution focused therapy, Narrative therapy, Integrative models. Application and evaluation of Family therapy. Skill development: Genograms. The stages of Family therapy: Planning; Assessment; Disengaging or recontracting.

Module V: Counselling Couples with Special Issues (10 Hours)

Treating sexual abuse and physical abuse issues in family; Counselling of alcoholics and drug-addicts; Counselling the terminally ill and patients with HIV/AIDS.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): State the fundamental concept of Family and marriage counseling; State the historical evolution of family and marriage therapy; Write the role of family courts in case of marriage and divorce; State the concept of family life cycle; Write the developmental and emotional issues in different family life stages; State Bowen's intergenerational approach; State structural family therapy and strategic family therapy; State experiential and humanistic family therapies; State psychoanalytic and cognitive behavioural family therapy; Explain solution focused therapy, narrative therapy and integrative model approach.

CO2 (COMPREHENSION): Explain the fundamental concept of Family and marriage counseling; Illustrate the historical evolution of family and marriage therapy; Explain the role of family courts in case of marriage and divorce; Explain the concept of family life cycle; Explain the developmental and

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emotional issues in different family life stages; Illustrate Bowen's intergenerational approach; Illustrate structural family therapy and strategic family therapy; Explain experiential and humanistic family therapies; Explain psychoanalytic and cognitive behavioural family therapy; Explain about the solution focused therapy, narrative therapy and integrative model approach.

CO3 (APPLICATION): Use the knowledge of the role of family courts in case of marriage and divorce; Apply the knowledge of family therapies such as Bowen's intergenerational approach, structural family therapy, strategic family therapy, experiential and humanistic family therapies, psychoanalytic and cognitive behavioural family therapy, solution focused therapy, narrative therapy and integrative model approach; Use the knowledge of different stages of family therapy; Use the knowledge of treating sexual abuse and physical abuse issues in family; Use the knowledge of counseling of alcoholics and drug addicts; Use the knowledge of counseling the terminally ill and patients with HIV/AIDS.

CO4 (ANALYSIS): Analyze the fundamental concept of Family and marriage counseling; Analyze the historical evolution of family and marriage therapy; Analyze the role of family courts in case of marriage and divorce; Analyze the concept of family life cycle; Analyze the developmental and emotional issues in different family life stages; Analyze Bowen's intergenerational approach; Analyze structural family therapy and strategic family therapy; Analyze experiential and humanistic family therapies; Analyze psychoanalytic and cognitive behavioural family therapy; Analyze about the solution focused therapy, narrative therapy and integrative model approach.

CO5 (SYNTHESIS): Summarize the fundamental concept of Family and marriage counseling; Summarize the historical evolution of family and marriage therapy; Summarize the family therapies such as Bowen's intergenerational approach, structural family therapy, strategic family therapy, experiential and humanistic family therapies, psychoanalytic and cognitive behavioural family therapy, solution focused therapy, narrative therapy and integrative model approach; Summarize about how to treat sexual abuse and physical abuse issues in family; Summarize the counseling of alcoholics and drug addicts and counseling the terminally ill and patients with HIV/AIDS.

CO6 (EVALUATION): Evaluate the fundamental concept of Family and marriage counseling; Evaluate the historical evolution of family and marriage therapy; Evaluate the role of family courts in case of marriage and divorce; Evaluate the concept of family life cycle; Determine the developmental and emotional issues in different family life stages; Assess Bowen's intergenerational approach; Evaluate structural family therapy and strategic family therapy; Evaluate experiential and humanistic family therapies; Evaluate psychoanalytic and cognitive behavioral family therapy; Assess the solution focused therapy, narrative therapy and integrative model approach; Evaluate the treatment of sexual abuse and physical abuse issues in family; Assess the counseling of alcoholics and drug addicts; Assess counseling the terminally ill and patients with HIV/AIDS.

Suggested Readings

1. Nichols, P.M and Schwartz C.R (2006). Family Therapy – concepts and methods,7th edition, Allyn and Bacon, Boston, Pearson education, Inc.Press,Inc
2. Gladding, S.T. Family Therapy: History, Theory, and Practice (4th Edition)
3. Essential Skills in Family Counselling. JoEllen Paterson, et al. New York, New York, Guilford Press. 2009.
4. Gehart,D.R.Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation
5. Gottman, J.M.The Marriage Clinic: A Scientifically Based Marital Therapy
6. Satir.V.(2008) Satir Transformational Systemic Therapy. Publisher: Science and Behaviour Books
7. Steve de Shazer.(1982) Patterns of Brief Family Therapy: An Ecosystemic Approach, Guilford Publications
8. Satir.V.(2008) Satir Transformational Systemic Therapy. Publisher: Science and Behaviour Books
9. Napier, A.Y and Whitaker, C. (1988). The Family Crucible: The Intense Experience of Family Therapy
10. Bertrand Piccard, John Family Systems Therapy: Developments in the Milan Systematic Therapies, Ilsa Jones, Elsa Jones

PCEC0013: EASTERN APPROACHES TO PSYCHOLOGY AND COUNSELLING

(3 credits - 45 hours)

Objectives: *The ideas of counselling are mainly connected with western concepts. But Asia and specially India has a rich heritage of skills and techniques to deal with individuals, families and groups in crisis. Concepts of psychology find their own definitions and ways of treatment. In this course traditional forms of Eastern Psychology and Counselling are learned and discussed in relation to western concepts.*

Module I: Introduction (7 hours)

Definitions, nature, differentiation of concepts - eastern, indigenous and Indian psychology; relationship between culture and psychology, emergence of non-western and indigenous perspectives to psychology.

Module II: Major Schools of Indian and Eastern Psychology (10 hours)

Indian approaches to Psychology - Upanishads, Sankhya, Dvaitha and Advaitha schools; current areas of research in Indian psychology. Chinese approaches to psychology - Taoism and Confucianism, Japanese approaches to Psychology -Morita and Naikan therapies

Module III: Self and Consciousness (10 hours)

Viewpoints of Upanishads, Bhagavadgita, Buddhism and Jainism and other Eastern schools of thought.

Module IV: Indian and other Eastern Approaches to Health and Wellbeing (9 hours)

Yoga, Ayurveda, goals of life - concept of purusharthas, personality development - concept of Ashramas

Module V: Transpersonal Approaches (9 hours)

Transpersonal phenomenon and consciousness - contribution of Hinduism, Buddhism and Jainism in understanding transpersonal phenomena, transpersonal psychology.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Define the concepts of eastern, Indian and other indigenous perspectives of Psychology; Recognize the elements of Upanishads, Bhagavadgita, Buddhism and Jaininsm; State the tenets of Samkhya, Dvaitha, Advaitha, Chinese, Japanese schools of thought; Outline the basics of the concepts of Yoga, Ayurveda, Purusharthas, Ashramas.

CO2 (COMPREHENSION): Differentiate between the Eastern and Western perspectives of Psychology; Understand the practical aspects of Eastern perspective of Psychology; Explain the need to look into indigenous perspectives of Psychology; Classify the fundamentals of Chinese approaches to Psychology such as Taoism, Confucianism and Japanese approaches to Psychology such as Morita and Naikan therapies; Examine the Viewpoints of Upanishads, Bhagavadgita, Buddhism and Jainism and other Eastern schools of thought; Understand the concepts of Yoga, Ayurveda, Purusharthas, Ashramas.

CO3 (APPLICATION): Apply the knowledge of culture and Psychology in understanding human behavior, Demonstrate how Eastern perspectives of Psychology can be useful in dealing with crisis situations, Apply the teachings of Upanishads, Bhagavadgita, Buddhism and Jaininsm in counselling settings; Use the knowledge of Chinese approaches to Psychology such as Taoism, Confucianism and Japanese approaches to Psychology such as Morita and Naikan therapies to help individuals deal with their difficulties; Use the views of Indian approaches to Psychology such as Upanishads, Sankhya, Dvaitha and Advaitha schools fo ra better understanding of Self and for personal growth; Enhance well-being with the use of their understanding of Yoga, Ayurveda, concept of Purusharthas and Ashramas.

CO4 (ANALYSIS): Critically evaluate the Eastern and Western perspectives of Psychology, Identify the existence of Eastern approaches to Psychology; Differentiate between different Indian approaches to Psychology such as Upanishads, Sankhya, Dvaitha and Advaitha; Analyse the influence of culture in understanding human behavior; Compare the Chinese and Japanese forms of therapies; Compare the viewpoints of Upanishads, Bhagavadgita, Buddhism and Jainism and other Eastern schools of

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thought in understanding the Self and Consciousness; Point out the different Ashramas and their importance; Identify the importance of Yoga and Ayurveda in maintaining health and well-being.

CO5 (SYNTHESIS): Summarize the importance of Eastern perspectives of Psychology; Organize the different viewpoints of Eastern perspectives of Psychology; Conclude on the relationship between culture and Psychology; Draw out the teachings of Upanishads, Sankhya, Dvaitha and Advaitha schools of thought; Summarize the Chinese and Japanese approaches to Psychology and therapy; Synthesize the basics of Upanishads, Bhagavadgita, Buddhism and Jainism and other Eastern schools of thought; Assimilate the ideas of Yoga, Ayurveda, Purusharthas and Ashramas.

CO6 (EVALUATE): Examine the different Eastern approaches to Psychology; Assess the impact of culture in understanding human behavior; Determine the implications of different Indian approaches to Psychology such as Upanishads, Sankhya, Dvaitha and Advaitha; Evaluate the current areas of research in Indian psychology; Examine the Chinese and Japanese approaches to Psychology; Assess the traditions of Upanishads, Bhagavadgita, Buddhism and Jainism and other Eastern schools of thought; Evaluate the suggestions of Yoga, Ayurveda, Concepts of Purusharthas and Ashramas.

Suggested Readings

1. Bankart, C. P. (1996). Talking cures: A History of Western and Eastern Psychotherapies. Pacific Grove, CA: Brooks/Cole.
2. Ajaya, S. (1983). Psychotherapy East and West. Honesdale (PA): Himalayan International Institute.
3. Berry, J. W., Poortinga, Ype H. and Pandey, J. (1997). Handbook of cross-cultural psychology, T" Edition, Vol. 1 Theory and method. Boston: Allyn and Bacon. (Chapters 3, 4 and 8 by J.G. Miller, D. Sinha, P.M. Greenfield)
4. Jones-Smith, E. (2012). Theories of counselling and psychotherapy: An integrative approach. Thousand Oaks, CA: Sage.
5. Garg, Pulin K. K. and Parikh, I.J. (1995). Crossroads of culture: a study in the culture of transience, New Delhi: Sage.
6. Kakar. S. (1982). Shamans, mystics and doctors: A psychological enquiry into India and its healing traditions. Bombay: Oxford University Press.
7. Paranjpe, A.C. (1998). Self and identity in modem psychology and Indian thought. New York: Plenum.
8. Dunn, B.R., Hartigan, J.A., and Mikulas, W.L. (1999). Concentration and mindfulness meditations: Unique forms of consciousness? Applied Psychophysiology and Biofeedback, 24 (3), 147-165.
9. Kuyken, W., Byford, S., Taylor, R.S., Watkins, E., Holden, E., White, K., Barrett, B., Byng, R., Evans, A., Mullan, E., and Teasdale, J.D. (2008). Mindfulness-based cognitive therapy to prevent relapse in recurrent depression. Journal of Consulting and Clinical Psychology, 76(6), 966-978.
10. Segal, Z. (2008). Finding daylight: Mindful recovery from depression. Psychotherapy Networker, (Jan/Feb).

PCAT0014: ADDICTION AND TRAUMA COUNSELING

(3 credits - 45 hours)

Objectives: *This course provides an understanding of the concept of addiction and trauma in the field of counselling. The first two section of the course deals with forms of diagnosis and the classification, treatment of drug abuse and other related issues. The third and fourth sections deal with trauma, assessment and methods of intervention for trauma related issues.*

Module I: Addiction Counselling (8 hours)

Definition, DSM-V diagnostic category - classification of drugs of abuse, stages of addiction

Module II: Treatment Methodology (15 hours)

Psychodynamic approaches, cognitive-behavioural therapies, motivational enhancement therapy. Problem-oriented treatment, solution-focused treatment, group therapy, family therapy and community based interventions.

Module III (12 hours)

a) Introduction to Trauma: Definition, types of trauma, historical context of trauma, theoretical contexts of trauma counselling.
b) Issues of Loss and Grief: trauma experienced in early childhood, adolescence, elder abuse, sexual trauma, treating adult trauma survivors, Contextual issues of community based violence, school violence and trauma, workplace and campus violence, natural disasters

Module IV (10 hours)

a) Assessment in psychological trauma: methods and intervention, models for trauma intervention, strategies and techniques for counselling survivor of trauma
b) Ethical perspective on trauma work, trauma and supervision

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): state the concept addiction counseling; Recognize the DSM 5 diagnostic category; Name the classification of drugs as outlined in DSM 5; To name different psychodynamic approaches; To name different cognitive behaviour therapies; To state Motivational Enhancement Therapy; To write about Problem oriented and Solution Focused therapies; State about group therapies, family therapy and community based interventions for addiction, Define trauma; list various forms of trauma in childhood, adolescence and adulthood; name the assessments in psychological trauma.

CO2 (COMPREHENSION): Explain the diagnostic criteria in substance addiction; Illustrate the stages of addiction; Explain different therapeutic practices available for addiction; explain different psychodynamic approaches and its techniques; explain different Cognitive Behaviour therapies and its techniques; explain Motivational Enhancement Therapy; Differentiate between Problem oriented and Solution Focused therapies; Elaborate about group therapies, family therapy and community based interventions for addiction, Illustrate different types of trauma, Explain historical context of trauma; Explain different theories of trauma counseling; Explain the nature of trauma in childhood, adolescence, community based violence, school violence, workplace violence and in natural disaster; explain methods of assessment and intervention for trauma survivor; Illustrate ethical concerns in trauma counseling.

CO3 (APPLICATION): Apply diagnostic criterias to identify people with substance addiction; Find out the best suitable treatment methodology for a patient with addiction; Assess the effectiveness of different treatment approaches; Demonstrate use of different therapeutic approaches to addiction counseling; Assess the type of trauma a person has undergone; Find out contextual issues in community based, school, workplace and campus violence; Apply psychological interventions and techniques on trauma victims; Apply models of trauma intervention in planning treatment ;Apply ethical guidelines in practice of trauma counseling.

CO4 (ANALYSIS): To analyze classification of drugs of abuse; Analyze the effectiveness of psychodynamic approach in addiction; Analyze the effectiveness of Cognitive Behaviour Therapies in addiction; Analyze the effectiveness of Motivational Enhancement Therapy in addiction, Compare problem focused and solution focused therapies, Identify nature and severity of the trauma victims; Identify assessment and intervention according to the need of the trauma victim, Practical applicability of ethical perspectives in trauma counseling.

CO5 (SYNTHESIS): To summarize DSM 5 criterias of substance addiction; Summarize strengths and weaknesses of different therapeutic approach to addiction counseling; Summarize the different types of trauma and their theoretical contexts; Conclude issues related to trauma and grief; Conclude about the contextual issues in community based violence, school violence, workplace violence and in natural disasters; Summarize the ethical guidelines in Trauma counseling practice.

CO6 (EVALUATION): To evaluate the effectiveness of Psychodynamic approach in dealing with substance addiction; Evaluate the effectiveness of Cognitive Behaviour approach in dealing with substance addiction; Evaluate the effectiveness of Motivational Enhancement Therapy in dealing with substance addiction; evaluate the effectiveness of group therapy and family interventions in dealing with substance addiction; Evaluate the trauma experienced in early childhood, adolescence and sexual abuse; Decide method of assessment and intervention for trauma victims; Examine the ethical guidelines outlined for trauma counseling.

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Suggested Readings

1. Rasmussen, S. (2000). Addiction treatment: Theory and Practice. London: Sage.
2. DSM-V (2013)
3. The New Guide to Crisis and Trauma Counselling- H.Norman Wright
4. Trauma counselling - Theories and Interventions,Lopez Levers, Lisa
5. Trauma: A Practitioner's Guide to Counselling, edited by Thom Spiers

PCDR0015: DISABILITY STUDIES AND REHABILITATION PSYCHOLOGY

(3 credits - 45 hours)

Objectives:

- *To Provide an overview of various areas of disability and its rehabilitation*
- *To learn different approaches to rehabilitation.*
- *To understand the importance and application of psychological intervention in the field of rehabilitation*
- *To understand the legal issues in rehabilitation*

Module I: Introduction (10 hours)

Rehabilitation Psychology-meaning, definition, Historical roots, scope of rehabilitation psychology, significance, models of rehabilitation- Psychological and Social- cultural, medical, institutional, Functions of Rehabilitation psychology - General functions and special functions

Module II: Cognitive and Academic disability (15 hours)

a) Intellectual Disability: definition, components of Intellectual Disability, medical, psychological, and educational classification, prevalence of Intellectual Disability in India, functional level of various categories of mentally retarded persons, Prevention and early intervention and rehabilitation.
b) Learning disabilities: Types and causes, methods of assessment, intervention and rehabilitation, planning intervention.
c) Autism spectrum Disorder: Definition,Characteristics, types and causes, intervention and rehabilitation

Module IV: Physical Disability (10 hours)

Nature, causes prevention and rehabilitation of hearing impaired; nature, causes, prevention and rehabilitation of visually impaired; nature, causes, prevention and rehabilitation of orthopedic impaired.

Module V: Legal issues (10 hours)

Rehabilitation policies and services: The Mental health Act, 1987, PWD Act, 1995, RCI Act, 1992, National Trust Act, programs and schemes of assistance, placement and community services; designing training programs for professionals in rehabilitation, implementation of training programs

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): State the concept rehabilitation; Recognize the models of rehabilitation; Define intellectual disability, learning disability and autism spectrum disorder; Name the methods of assessment for intellectual disability, learning disability and autism spectrum disorder; Name the various interventions for intellectual disability, learning disability and autism spectrum disorder; Name various legal policies related to disabilities; Write about Mental Health Act, PWD act, RCI Act and National Trust act.

CO2 (COMPREHENSION): Explain the Historical roots of rehabilitation psychology; Illustrate the scope of rehabilitation psychology; Explain different models of rehabilitation psychology; Explain the functions of rehabilitation; Illustrate intellectual disability and its classification, its prevalence and intervention; Explain learning disability, its characteristics, assessments and psychological intervention; Explain Autism, its characteristics, assessments and psychological intervention; Explain physical disability in terms of hearing impairment, visual impairment and orthopedic impairment; Explain various legal issues associated with rehabilitation policies and services.

CO3 (APPLICATION): Apply various models of rehabilitation in practice; Ascertain the functional level of children with intellectual disability; Assess the learning disability and apply various assessment tools; Identify the symptoms of autism and assess the level of severity; Assess the causes of hearing impairment, visual impairment and orthopedic impairment in a patient; Perform the guidelines specified in the Mental Health Act, PWD act, RCI Act and National Trust act in the target population; Design training programs for professionals in rehabilitation.

CO4 (ANALYSIS): **A**nalyze the scope of rehabilitation psychology; Identify the functions and general functions of rehabilitation psychology; Identify people with intellectual disability, learning disability and autism spectrum disorder; Compare various psychological tools for assessment of cognitive and academic disability and find out their effectiveness; Compare and analyze the effectiveness of various psychological interventions for cognitive and academic disability and find out their effectiveness; Analyze the rehabilitation process for physical disabilities; Criticize the various acts and government policies designed for people with mental and physical disabilities; Analyze various community programs and training programs for rehabilitation professionals.

CO5 (SYNTHESIS): Summarize historical origin of rehabilitation psychology; Summarize various models of rehabilitation; Summarize intellectual disability and conclude on the prevention and early intervention for people with intellectual disability; Summarize learning disability and conclude on the prevention and early intervention for people with intellectual disability; Summarize Autism spectrum disorder and conclude on the prevention and early intervention for people with intellectual disability; Summarize on nature, causes and prevention of hearing impairment, visual impairment and orthopedic impairment; Conclude about the successful implementation of Mental Health Act, PWD act, RCI Act and National Trust act.

CO6 (EVALUATION): Evaluate the function of rehabilitation psychology; Assess the effectiveness of various psychological interventions for cognitive and academic disability; Judge best psychological intervention of Intellectual disability, learning disability and autism; Determine causes and prevention for physical disability; Determine the flaws in the successful implementation of various Acts related to disability; Evaluate the effectiveness of various training programs for professionals in rehabilitation.

Suggested Readings

1. Tom Meehan Chris Lloyd, Robert King,(2007), Handbook of Psychological Rehabilitation, Blackwell Publisher
2. Sonnenmeier. R, Mirenda. P,(2008)Autism spectrum Disorder and AAC
3. The professional Practice of rehabilitation counselling, Springer Publication company, 2011
4. Jeanne. B. Patterson, (1997),Foundations Of Rehabilitation Counselling with Person who are blind or visually impaired, American foundation for the blind, U.S
5. James K. Luiselli, Dennis C. Russo, Walter P. Christian,(2008), Effective Practice for children with Autism: Educational and Behavioural support Intervention that work
6. KimEtheringon,(2002) rehabilitation counselling in physical and mental health, Jessica Kingsley publication
7. David. R. Cox, Speciality Competencies in Rehabilitation Psychology
8. T. F. Rigger, Handbook of Rehabilitation Psychology.
9. Jules M. Rothstein, Serge H. Roy, Steven L. Wolf,(2005), The rehabilitation specialist's Handbook.
10. Chaturvedi, T.N. (1981). Administration for the Disabled: Policy and Organisational Issues. New Delhi : I.I.P.A.
11. Mani, R.D. (1988). The Physically Handicapped in India Policy and Programme New Delhi: Ashish Publishing.

PCFC0016: FOUNDATIONS OF PROFESSIONAL COUNSELLING

(4 credits - 60 hours)

Objective: *This course aims at introducing the theoretical basis of counselling, needs for counselling, training in Counselling skills, limitation of counselling, counselling in a multi-professional context, counsellors personal and professional issues and growth and ethical and legal issues from a multi-cultural perspective.*

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Module I: Introduction (12 hours)

Meaning, Nature, Definition and Scope of Counselling; Historical perspectives; Counselling settings, Counselling psychology in India-development and current status; ethical and legal issues, Confidentiality, Research and Evaluation; Current trends.

Module II: Counselling relationship and Basic Counselling Skills (18 hours)

Qualities of helping relationship.Initial state of building a safe counselling relationship, relations during the counselling process, Microskills approach to Counselling Training, Basic Counselling Skills – Attending Behaviours; Questions; Observation Skills; Paraphrasing and Summarising; Encouraging ; Empathy; Reflection of Content, and Reflection of Feelings.

Module III: Counselling process and Advanced Counselling Skills (18 hours)

Counselling Interview, assessment (standardized and non-standardized measures) setting goals, contracting, conceptualization, Advanced Counselling Skills - Confrontation Skills, Influencing skills, Skill Integration, Termination, and Referrals.

Module IV: Documentation (12 hours)

Case story, documentation of the first session, reports of ongoing sessions, conclusion of a counselling process, verbatim recording and analysis, interpretation, reporting of dangerous situations.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): State the meaning, nature, definition and scope of counseling; State the historical perspectives of counseling; State the ethical and legal issues in counseling; State the qualities of helping relationship; State microskills approach to Counselling Training; State the basic Counselling Skills; State the initial state of building a safe counseling relationship; State the advanced Counselling skills; State about documentation of the first session and reports of ongoing sessions.

CO2 (COMPREHENSION): Explain the nature and scope of counseling; Explain the historical perspectives of counseling; Illustrate the Counselling Code of ethics and standards of practice; Explain the initial state of building a safe counseling relationship; Explain the relations during the counseling process; Illustrate the Counselling interview; Illustrate the assessment techniques used in counseling; Explain about setting goals, contracting and conceptualization in counseling.

CO3 (APPLICATION): Use the knowledge of ethical and legal issues and confidentiality in counseling practice; Use the knowledge of qualities of helping relationship; Use the knowledge of microskills, basic skills and advanced counseling skills; Use the knowledge of initial state of building a safe counseling relationship; Use the knowledge of relations during the counseling process; Use the knowledge of conclusion of counseling process; Use the knowledge of verbatim recording and analysis, interpretation.

CO4 (ANALYSIS): Analyse the historical perspectives of counseling; Point out the qualities of helping relationship; Analyse the initial state of building a safe counseling relationship; Analyse the counseling stage i.e. relations during the counseling process; Analyse the conclusion of counseling process.

CO5 (SYNTHESIS): Summarize the concept of counseling; Synthesize the development of Counselling Psychology in India and current status of Counselling Psychology; Synthesize qualities of helping relationship; Summarize initial state of building a safe counseling relationship and relations during the counseling process; Summarize the conclusion of counseling process; Summarize about the documentation of counseling session; Summarize about the verbatim recording and analysis.

CO6 (EVALUATION): Assess the meaning, nature, and scope of counseling; Assess the historical perspectives of counselling; Evaluate the development of counselling psychology in India and current status of counselling psychology; Evaluate the ethical and legal issues and confidentiality in counseling practice; Decide the qualities of helping relationship; Assess the initial state of building a safe counseling relationship and relations during the counseling process; Assess the conclusion of counseling process; Evaluate the assessment techniques used in counseling; Evaluate the documentation of counseling session; Evaluate the verbatim recording and analysis.

Suggested Readings

1. Gladding, S.T (2009), Counselling : A Comprehensive Profession, 6th Edition Pearson
2. Ivey, A.E. and Ivey, M.B. (2007), Intentional Interviewing and Counselling, Thomson: Brooks/Cole.
3. Nelson Jones, R. (2008), Basic Counselling Skills: A Helper's Maual, New Delhi: Sage Publications.
4. Evans, D.R., Hearn, M.T., Ulhemann, M.R. and Ivey, A.E.(2008), Essential Interviewing: A Programmed Approach to Effective Communication, Thomson:Brooks/Cole.
5. Kiruba, Charles and Jyothsna N.G. (2011), Guidance and Counselling, New Delhi: Neelkamal
6. Koshy, John S (2009/10), Guidance and Counselling, New Delhi: Dominant Publishers and Distributors.
7. McLeod, John (2003), An Introduction to Counselling, 3rd Edition, Berkshire: Open University Press.
8. McLeod, John (2007), Counselling Skill, Berkshire: Open University Press
9. Palmer, Stephen and Bor, Robert (Ed.) (2008), The Practitioner´s Handbook, Los Angeles: Sage.
10. Russell, Janice and Dexter, Graham (2008), Blank Minds and Sticky Moments in Counselling, Practical Strategies and Provocative Themes, 2nd Edition, Los Angeles: Sage.

PCCP0017: THEORETICAL PERSPECTIVES FOR COUNSELLING PSYCHOLOGY

(4 credits - 60 hours)

Objectives: *This course introduces the students of Psychological Counselling to a few of the contemporary theories of psychology with specific reference to learning, motivation, emotions and personality. The basic concepts and perspective of each theory are discussed and their applications to the field of counselling are highlighted. The empirical studies pertaining to different areas and the applications of the derived principles are examined.*

Module I: Introduction (12 hours)

Nature of a scientific theory, A historical perspective of psychological theories. Definition and Nature of perception, motivation, emotion and personality. Positive Psychology – Basic ideas and concepts.

Module II: Psychodynamic Approach to Counselling (16 hours)

Freudian and Post-Freudian approaches: conscious/unconscious, transference and counter transference, ego-psychology, defence mechanism, self theory. Therapeutic process, Application of Techniques and procedures.Therapy with diverse populations.

Module III: Cognitive-Behavioural Approaches (17 hours)

a) Motivation - Drive and incentive theories (Hull)
b) Emotions - Conditioning experiment (Watson and Rayner), Emotions and social interactions - imitation, empathy, communication and facial expressions, emotional control.
c) Aron Beck's Cognitive Therapy, Albert Ellis Rational Emotive Behaviour Therapy.
d) Donald Meichenbaum's approach to therapy.
e) Behavioural therapeutic process, Application of Techniques and procedures. Therapy with diverse populations.

Module IV: Person-Centered Approaches (15 hours)

History, Basic Theory and Assumptions, View of Psychopathology, Goals and Skills, characteristics of counselling relationship.Existential Therapy.Logo therapy.Application of Techniques and procedures. Therapy with diverse populations.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): State the nature of scientific theory; Write about the historical perspective of psychological theories; State the Freudian and Post-Freudian approaches; Write the drive and incentive theories (hull) of motivation; State the Aron Beck's cognitive therapy and Albert Ellis Rational Emotive Behavior Therapy; Write the Donald Meichenbaum's approach to therapy; Write the behavioral therapeutic process; State the existential and logo therapy.

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CO2 (COMPREHENSION): Explain the concept of scientific theory; Explain about the historical perspective of psychological theories; Explain the Freudian and Post-Freudian approaches; Explain the ego-psychology, and self theory; Explain the drive and incentive theories (hull) of motivation; Explain the conditioning experiment by Watson And Rayner; Explain the Aron Beck's cognitive therapy and Albert Ellis Rational Emotive Behaviour Therapy; Explain Donald Meichenbaum's approach to therapy; Explain the Person-centered approach; Explain the behavioural therapeutic process; Explain the existential and logo therapy.

CO3 (APPLICATION): Use the knowledge of application of psychoanalytical therapeutic techniques and procedure; Use the knowledge of Aron Beck's cognitive therapy and Albert Ellis rational emotive behaviour therapy; Use the knowledge of Donald Meichenbaum's approach to therapy; Use the knowledge of person-centered approach; Apply the knowledge of behavioural therapeutic process; Apply the knowledge of existential and logo therapy.

CO4 (ANALYSIS): Analyze the concept of scientific theory; Analyze the Freudian and Post-Freudian approaches; Analyze ego-psychology, and self theory; Analyze the drive and incentive theories (hull) of motivation; Analyze the conditioning experiment by Watson and Rayner; Analyze Aron Beck's cognitive therapy and Albert Ellis Rational Emotive Behaviour Therapy; Analyze Donald Meichenbaum's approach to therapy. Analyze the person-centered approach; Analyze the behavioural therapeutic process; Analyze the existential and logo therapy.

CO5 (SYNTHESIS): Summarize the concept of scientific theory; Summarize the historical perspective of Psychological theories; Summarize the Freudian and Post-Freudian approaches; Summarize the ego-psychology, and self theory; Summarize the drive and incentive theories (Hull) of motivation; Generalize the Conditioning experiment by Watson and Rayner; Summarize Aron Beck's Cognitive Therapy and Albert Ellis Rational Emotive Behaviour Therapy; Summarize the Donald Meichenbaum's approach to therapy; Summarize the Person-centered approach; Summarize the behavioural therapeutic process; Summarize the Existential and Logo therapy.

CO6 (EVALUATION): Evaluate the concept of scientific theory; Evaluate the Freudian and Post-Freudian approaches and its therapeutic techniques; Evaluate the ego-psychology, and self-theory; Assess the drive and incentive theories (hull) of motivation; Assess the conditioning experiment by Watson and Rayner; Evaluate the Aron Beck's cognitive therapy and Albert Ellis Rational Emotive Behaviour Therapy; Evaluate the Donald Meichenbaum's approach to therapy; Evaluate the person-centered approach; Assess the behavioural therapeutic process; Assess the existential and logo therapy.

Suggested Readings

1. Corey, G.(2008), Theory and Practice of Counselling and Psychotherapy (8th ed), Canada: Brooks/ Cole.
2. Seligman Linda, Lourie W. Reichenberg (2011), Theories of counselling and Psychotherapy (3rd ed), Prentice Hall.
3. Corey, G.(2008), Student Manual for Theory and Practice of Counselling and Psychotherapy (8th ed), Canada:Brooks/Cole.
4. Burl, E.G.and Richard, K.J.(1998), Theories and Strategies in Counselling and Psychotherapy, Singapore:Allyn and Bacon.
5. Borden, William (2009), Contemporary Psychodynamic, Theory and Practice, Chicago: Lyceum Books.
6. Koshy, John S (2009/10), Guidance and Counselling, New Delhi: Dominant Publishers and Distributors.
7. McLeod, John (2003), An Introduction to Counselling, 3rd Edition, Berkshire: Open University Press.
8. Omprakash B. Pal (2011), Encyclopaedia of Guidance and Counselling, Educational and Vocational Guidance and Counselling, Vol I and II, New Delhi: A P H Publishing Corporation.
9. Snyder, C., Lopez, Shane J. (2007), Positive Psychology, The Scientific and Practical Explorations of Human Strengths, New Delhi: Sage.
10. Westbrook, David; Kennerley, Helen and Kirk J. (2007), An Introduction to Cognitive Behaviour Therapy, Skills and Applications, Los Angeles: Sage.

PCPT0018: PSYCHOLOGICAL TESTING

(4 credits - 60 hours)

Objectives:

- *To enhance the understanding of the concepts of psychological testing which is an integral part of psychological research.*
- *To acquaint the students about the techniques of test construction*
- *To familiarise with various assessment techniques – cognitive, personality, achievement and aptitude.*

Module I: Introduction to Psychological Testing (9 hours)

History of Psychological Testing; Definition and Purpose and relevance of Psychological testing, Types of tests, Principles, Applications and Issues,Ethical and Social Considerations in Testing

Module II: Test Construction (15 hours)

Steps in test construction, Item Writing: types of items, General guidelines for item writing, Characteristics of a good psychological test:Objectivity, Standardization, Reliability:Meaning,Types of Reliability and Factor influencing Reliability.

Validity:Meaning,Type of validity and Factors influencing validity. Norms: Norm referenced and criterion referenced tests, Types of Norms and Test Scales.

Module III: Assessment of Cognitive Abilities (13 hours)

Measurement of Intelligence:Types of Intelligence tests, Individual intelligence tests, Other broad range intelligence tests, Group intelligence tests, Psychological issues in intelligence testing Longitudinal studies, Problems in cross cultural testing

Module IV: Assessment of Personality (13 hours)

Measurement of Personality: Meaning and Purpose,Tools of Personality Assessment,

Measurement of Interests, Values and Attitudes,Projective Techniques:Meaning and Types of Projective Techniques, Classification and Evaluation of Projective Techniques

Module V: Assessment of Aptitude and Achievement (10 hours)

Aptitude and Achievement:Distinction between Aptitude and Achievement Tests, Types of Aptitude tests, Types and selection of standardized Achievement Tests, Achievement test batteries.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Acquire knowledge about the historical definitions and concepts psychological testing; gain familiarity with definition and purpose of Psychological Testing; acquainted with the theoretical background principles of Psychological testing; gain the fundamental knowledge of the ethical and social considerations in Psychological testing; define and state the major steps in test construction and the principles behind them; understand the intricacies of the standardization of psychological tests; comprehend the basic principles of Reliability, Validity and Norms; understand the theoretical basis of the applicability of the theories of personality; comprehend the underlying basis of the formation and application of intellectual assessment; understand the theoretical background of the construction of the personality assessment tools; analyze the assessment of other behavior faculties like aptitude, achievement, values and interests.

CO2 (COMPREHENSION): Gain explanations about the historical definitions and concepts psychological testing; illustrate and gain familiarity with definition and purpose of Psychological Testing; identify and categorise with the theoretical background principles of Psychological testing; understand and list the fundamental knowledge of the ethical and social considerations in Psychological testing; interpret and comprehend the major steps in test construction and the principles behind them; be aware of and understand the intricacies of the standardization of psychological tests; comprehend the basic principles of Reliability, Validity and Norms; interpret and explain the theoretical basis of the applicability of the theories of personality.

CO3 (APPLICATION): Find out and apply various types of Psychological testing; demonstrate about the main ethical and social considerations in Psychological testing with the help of practicals; exhibit

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and demonstrate the major steps in test construction and the principles behind them; try the intricacies of the standardization of psychological tests with group activities and construction of tests; construct and find out the basic principles of Reliability, Validity and Norms.

CO4 (ANALYSIS): Able to evaluate and illustrate the historical definitions and concepts psychological testing; critically analyze the various types of Psychological Testing; relate and analyze the theoretical background principles of Psychological testing; critically analyse the fundamental knowledge of the ethical and social considerations in Psychological testing; compare and analyse the major steps in test construction and the principles behind them; identify and organize the intricacies of the standardization of psychological tests; evaluate, explore and question the basic principles of Reliability, Validity and Norms.

CO5 (SYNTHESIS): Summarize the explanations about the historical definitions and concepts psychological testing; able to organize and amalgamate the various types of Psychological Testing; generalize and combine with the theoretical background principles of Psychological testing; synthesize and fuse the fundamental knowledge of the ethical and social considerations in Psychological testing; conclude and combine the major steps in test construction and the principles behind them; merge and blend the intricacies of the standardization of psychological tests; amalgamate and compile the basic principles of Reliability, Validity and Norms .

CO6 (EVALUATION): Evaluate and question the explanations about the historical definitions and concepts psychological testing; assess and analyze the definition and purpose of Psychological Testing; determine and list the fundamental knowledge of the ethical and social considerations in Psychological testing; interpret and comprehend the major steps in test construction and the principles behind them; scrutinize and observe the intricacies of the standardization of psychological tests; interpret, decide and judge the basic principles of Reliability, Validity and Norms

Suggested Readings

1. Anastasi, A. and Urbina, S. (1997).Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. and Saccuzzo, D.P. (2007).Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005).Psychological testing: History, principles and applications. New Delhi: Pearson Education.
4. Singh, A.K. (2006).Tests, Measurements and Research Methods in Behavioural Sciences.Patna: Bharati Aiken, L.R., and Groth Marnat, G.(2006). Psychological Testing and Assessment (12th ed.). Boston, MA: Pearson.

PCBP0101: BASIC PSYCHOLOGICAL PROCESSES

(4 credits - 60 hours)

Objectives: *To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behavior; To understand the fundamental processes underlying human behavior such as biological foundations of behaviour, processes underlying sensation, perception, cognition, memory, learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.*

Module I: The Science of Psychology (14 hours)

Definition and goals of psychology; modern perspectives and Indian perspective of psychology; fields of psychology; types of psychological research: descriptive research (observation, survey and interviews, standardized tests, case studies); correlational research (positive and negative); experimental research (independent and dependent variables, experimental and control groups, doubleblind experiments).

Module II: Intelligence (14 hours)

Definition; measuring intelligence; criteria of good intelligence tests, types of intelligence tests (Binet tests, Wechsler scales, Group Tests of Intelligence); theories of intelligence - multiple intelligences, Gardners Eight Intelligences, Sternbergs Triarchic intelligence; influences on intelligence - genetic and environmental only; extremes in intelligence - mental retardation, giftedness; emotional intelligence.

Module III: Learning (12 hours)

Definition, types of learning; biological factors in learning, classical conditioning: (Pavlovs studies, acquisition, generalization and discrimination, extinction and spontaneous recovery); applications of classical conditioning; operant conditioning: Thorndikes Law of Effect; Skinners approach to operant conditioning, shaping, principles of reinforcement (positive and negative reinforcement, primary and secondary reinforcement); observational learning, insight learning.

Module IV: Memory (12 hours)

Nature of memory (Encoding, storage and retrieval): Memory encoding - attention, levels of processing, elaboration, imagery; Memory storage sensory memory, short-term memory, chunking and rehearsal, working memory, long-term memory, explicit memory, implicit memory; Memory retrieval retrieval cues and retrieval tasks; Forgetting encoding failure; retrieval failure; memory and study strategies in encoding, storage and retrieval.

Module V: Motivation (8 hours)

Nature; Approaches instinct approaches, drive reduction approaches, arousal approaches, incentive approaches, humanistic approaches, self-determination theory.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Define psychology; Name the modern and Indian perspective of psychology; Name the types of psychological research; Define intelligence; State the theories of intelligence; Define mental retardation; Define learning; State classical conditioning and operant conditioning; Name the principles of learning; Define memory; List down the types of memory; Name different approaches to motivation

CO2 (COMPREHENSION): Explain the various modern and Indian perspectives of psychology; Explain the types of research designs in psychology; Explain the theories of intelligence; Classify principles of classical, operant, observational and insight learning; Explain the causes of forgetting; Classify the stages of memory; Classify approaches to motivation

CO3 (APPLICATION): Apply research designs and approaches appropriately; Find out the applicability of intelligence tests; Apply principles of learning to understand from real life examples; Apply strategies for memory retrieval; Approaches of motivation into practice

CO4 (ANALYSIS): Analyze the strengths and weaknesses of research designs; Identify the variables in research; Identify a good intelligence test; Analyze the applicability of classical conditioning and operant conditioning; Analyze the principles of reinforcement; Analyze the applicability of theories of memory

CO5 (SYNTHESIS): Summarize the criteria of a good intelligence test; Organize the advantages and disadvantages of various research deigns; Summarize the theories of intelligence, learning and memory; Conclude the findings from intelligence tests; Summarize the theories of motivation

CO6 (EVALUATION): Evaluate the modern and Indian perspectives on intelligence; Evaluate the research designs; Determine the level of mental retardation; Assess the strengths and weaknesses of theories of intelligence; Assess the strengths and weaknesses of theories of learning; Assess the strengths and weaknesses of theories of memory; Determine causes of memory failure

Suggested Readings

1. John W Santrock, Psychology Essentials 2, II Edition (Updated) 2006, Tata McGraw Hill Publication.
2. Saundra K Ciccarelli and Glenn E Meyer, Psychology, South Asian Edition, Dorling Kindersley (India) Pvt. Ltd.
3. Feldman RS Understanding Psychology, IV Edition, 2006, Tata McGraw Hill Publication.
4. Robert A Baron, Psychology, III Edition, Prentice Hall Publications.
5. Srivasthava, Indian Psychology
6. Anand Paranjpay, Indian Psychology

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PCDP0102: DEVELOPMENTAL PSYCHOLOGY

(4 credits - 60 hours)

Objectives: *This course in Developmental Psychology will enable students to*
Understand basic concepts, issues and debates in the field of developmental psychology. Appreciate principal theories of life-span development. Comprehend human development as progressing through different stages. Discuss development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.

Module I: Introduction to Developmental Psychology (12 hours)

Life span perspective: importance of lifespan development; principles lifespan approach, theoretical approaches to human development; domains of human development - physical, cognitive, psycho-social development; influences on human development - heredity, environment, maturation, family, socioeconomic status and neighbors, culture.

Module II: Biological Beginnings (16 hours)

Birth process - stages of child birth; evolutionary perspective and heredity - genetic code, sex determination, patterns of genetic transmission -dominant and recessive inheritance: genotypes, phenotypes, multifactorial transmission, effects of teratogens on prenatal, perinatal and postnatal development.

Module III: Stages of Life Span (16 hours)

Infancy, childhood, puberty, adolescence, adulthood and old age- characteristics, developmental tasks, adjustment process personal and social hazards across lifespan

Module IV: Cognition and Emotional Development (16 hours)

Cognitive development throughout life span, theories of cognitive development; development of emotional, temperament and attachment and love intimacy, theories of moral development.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

01 (KNOWLEDGE): State the concept of life span perspective; Write the different theoretical approaches to human development; State the effects of teratogens on prenatal, perinatal and postnatal development; State the developmental tasks, adjustment process personal and social hazards across lifespan (infancy, childhood**,** puberty, adolescence, adulthood and old age); Write the theories of cognitive development; Write theories of moral development

02 (COMPREHENSION): Explain the life span perspective; Illustrate the different theoretical approaches to human development; Explain the birth process and stages of child birth; Explain the evolutionary perspective and heredity i.e. genetic code, sex determination, patterns of genetic transmission; Explain theories cognitive development and theories of moral development

03 (APPLICATION): Use the knowledge of different theoretical approaches to human development; Use the knowledge of the birth process and stages of child birth; Use the knowledge of developmental tasks, personal and social hazards across lifespan; Hypothesize about the emotional development, cognitive development and moral development

04 (ANALYSIS): Analyze the concept of life span perspective and principles of life span development; Analyze the different theoretical approaches to human development; Analyze the different domains of human development i.e. physical, cognitive, psycho-social development; Analyze evolutionary perspective and heredity-genetic code, sex determination, patterns of genetic transmission

05 (SYNTHESIS): Summarize the life span perspective; Synthesize the evolutionary perspective and heredity; Generalize the effects of teratogens on prenatal, perinatal and postnatal development; Generalize the theories of cognitive development and theories of moral development

06 (EVALUATION): Evaluate the life span perspective; Determine the influences of heredity, environment, maturation, family, socio-economic status and neighbors, cultures on human development; Assess the birth process; Determine the patterns of genetic transmission; Assess the effects of teratogens on prenatal, perinatal and postnatal development

Suggested Readings

1. Santrock, John W (2007), Life Span Development, 3rd Edition, New Delhi: Tata MacGraw- Hill
2. Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feldman, Human development, 9th edition, Tata McGraw Hill Publication

PCCP0103: COUNSELLING PSYCHOLOGY

(4 credits - 60 hours)

Objective: *This course introduces a few of the contemporary theories of counselling, the need for counselling, training in counselling skills, motivations, emotions and personality.*

Module I: Introduction (13 hours)

Definition of counselling, goals of counselling, scope of counselling, difference between counselling, guidance and psychotherapy; historical background of counselling; current trends.

Module II: Theoretical Approaches to Counselling (20 hours)

Nature of a scientific theory, psychoanalytic, behavioural, cognitive, humanistic and Gestalt therapy.

Module III: Process of Counselling (13 hours)

Clientcounsellor relationship establishment, stages of counselling, working in a counselling relationship, types of counselling - individual and group, micro and macro skills of counselling

Module IV: Personal Aspects Of Counselling Skills (14 hours)

Counselling skills: communication skills: nonverbal and verbal communication skills; variables affecting the counselling processes: counsellor variables - age, experience, sex, interest, perceptual sensitivity, personal adjustment, personal security, genuineness, counsellors attitude and beliefs, rapport, empathy; portrait of an effective counsellor; counsellee factors.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): define counseling; State the goals of counseling; Write about the historical perspective of psychological theories; State the nature of scientific theory; state the basic principles of Psychoanalytic, behavioural, cognitive, humanistic and gestalt therapy, define the stages in counseling, define the micro and macro skills; state the counselor and counselee factors

CO2 (COMPREHENSION): Explain the concept of scientific theory; Explain about the historical perspective of psychological theories; Explain the basic principles of Psychoanalytic, behavioural, cognitive, humanistic and gestalt therapy, explain the importance of client counselor relationship, explaining micro and macro skills, explain the importance of verbal and non verbal skills, explain the portrait of an effective counselor .

CO3 (APPLICATION): Use the knowledge of application of psychoanalytic, behavioural, cognitive, humanistic and gestalt therapy therapeutic techniques and procedure; Use the knowledge of counseling in understanding the current trends, apply stages of counseling in role plays, applying individual and group counseling skills, applying knowledge of practice in understanding professional aspects of counseling

CO4 (ANALYSIS): Analyze the goals of counseling, analyze the scope of counseling, critically analyze psychoanalytic,behavioural. Cognitive, humanistic and Gestalt therapy, analyze the effectiveness of client counselor relationship, analyze the factors in establishing various counseling, analyze the professional aspects of counseling skills

CO5 (SYNTHESIS): Summarize the major goals of counseling, understanding the difference between counseling, guidance and psychotherapy, analyze the concept of scientific theory; Summarize the historical perspective of Psychological theories; summarize the stages of counseling, summarize the process of working in a counseling relationship, summarize the similarities and differences in theoretical approaches to counseling, summarize the various personal perspectives of counseling..

CO6 (EVALUATION): Evaluate the concept of counseling; Evaluate the applicability of guidance, counseling and psychotherapy, evaluate the effectiveness of different theoretical approaches, evaluate individual and group counseling skills, analyze the various micro and macro skills of counseling, analyze the effectiveness of non verbal and verbal communication skills, evaluate the effectiveness of a professional counselor.

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Suggested Readings

1. Samuel T. Glading,(6th Edition), Counselling, A Comprehensive Profession. Dorling Kindersley India Limited, Pearson.
2. Robert.LGibson,Marianne H, Mitchell, Introduction to Counselling and Guidance. 7th Edition, Prentice Hall India Private Limited.
3. S Narayana Rao, Counselling and Guidance.Tata McGraw Hill Publication Co. Ltd. New Delhi.
4. E.R. Welfel, LevisE. Patterson. The Counselling Process A multi-theoretical Integrative Approach

PCEX0105: EXPERIMENTAL PSYCHOLOGY

(3 credits - 45 hours)

Objectives: *This course aims to acquaint students with the basic concepts of experimental psychology provide students a perspective of experimental psychology equip the students with the basic information and knowledge about test-administration and scoring, and interpretation of the obtained results.*

Module I: Introduction (10 hours)

Meaning, nature, scope and value; types of experiment, steps involved in conducting an experiment, meaning and types of variable, forms of behaviour, advantages and limitations of experimental method. Pioneers of experimental method - Wilhelm Wundt, Herman Von Helmholtz, J. McKeen Cattel

Module II: Psychophysics and Psychophysical experiments (13 hours)

Psychophysics: Introduction to psychophysics, threshold and absolute threshold, differential threshold, point of subjective equality, point of error and movement error. Webers law, Fechners Law

Psychophysical Method and Experiments: Method of limits, method of constant stimuli, method of average error.

Module III: Learning Memory (12 hours)

Meaning and types of learning (verbal learning, motor learning and thinking and problem solving), transfer of training, types of measurement of learning and experiments in learning. (serial learning: non-sense syllables, meaningful words; free learning; Bolt Head Maze, Tapping test)

Introduction to memory, basic distinctions about memory, short term memory, long term memory, Models of memory - The Atikinson and Shiffrin Model; Tulvings Model: Episodic, Semantic and Procedural; The levels of Processing Approach; The Parallel Distributed Processing Approach

Retention: Retention as a function of level of learning, test of retention. Experiments in memory. The effect of mnemonic strategies on memory

Module IV: Thinking and Problem Solving (10 hours)

Thinking: nature, definition and kinds; theories of thinking: Central Theory and Peripheral-central Theory; problem solving: nature of problem, types of problems, understanding the problem, approaches in problem solving, factors influencing problem solving; Reasoning: Formal logic and Limitations; Decision Making: Stages and heuristics; experiments of thinking/ problem solving.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE) Understand the basic concepts in experiments, significance of experimental psychology, experimental failures and successes in the history of experimental psychology, types of experiments, psychophysics and it's related terms, phenomenon of memory, learning, sensation, perception and attention.

CO3 (COMPREHENSION) : To be able to similarise and differentiate between laboratory and field experiments, stating the advantages and limitations of laboratory and field experiments, identifying variables in experiments and ways to manipulate them, techniques in psychophysics, types of learning and memory, relation between learning memory, perceptual laws and the interplay of sensation and perception.

CO4 (APPLICATION) : Designing and conducting experiments under supervision, observing interrelated phenomena and other noble associations, applying findings of earlier researchers in understanding

individuals, applying dynamics of sensation and perception in the field of counselling, upgrading the field of Psychology through research contributions.

CO5 (SYNTHESIS) : Development of self awareness and decision making, finding better patterns of thinking, divergent perspectives, exploration of options to answer problems, insight on probable cause and effect relations to be tested, identifying fruitful strategies for learn and memory in the context of learner, instructor and materials.

CO6 (EVALUATION) : Critically analyse objectivity of Psychological experiments and ways to improve it, observations based on behaviors under experiments, struggling with subject variables and their control in experiments.

Suggested Readings

1. Hussain Akbar. (2014): Experiments in Psychology, PHI Learning Private Limited. New Delhi
2. M.Rajamanickam. (1925) Experimental Psychology with Advanced Experiment (Vol.2) Concept Publishing Company
3. Borton Andrews. Experimental Psychology Wiley Eastern Pvt. Ltd., New Delhi.
4. Morgan and King. Introduction to Psychology (4th ed.) McGraw Hill Book Co. New York.
5. DAmato, M.R. (2009). Experimental psychology: Methodology, psychophysics and learning. N.D.: Tata McGraw-Hill.
6. Myers, A. and Hansen, C. (2002). Experimental Psychology. U.S.: Thomson Wadsworth.
7. Postman, L. & Egan, J.P. (1949), reprint 2009. Experimental psychology: An introduction. ND: Kalyani Publication.
8. Solso, R.L., MacLin, M.K. (2008). Experimental psychology: A case approach. N.D.: Dorling Kindersley Pvt. Ltd.
9. Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), Experimental Psychology. ND: Oxford & IBH Publishing Co. Pvt. Ltd.

PCBP0106: BASIC PSYCHOLOGICAL THEORIES

(3 credits 45 hours)

Objectives: *To familiarize students with the different perspectives prevalent in the discipline of Psychology; To understand the basic theories in Psychology to be able to describe and explain human thought and behaviour in a systematic way.*

Module I: Introduction (10 hours)

Theories and hypotheses, functions of psychological theories; mind-body problem, determinism, free will, empiricism, rationality, introspection and phenomenology; physiological influences in the development of psychology

Module II: Psychodynamic theories (15 hours)

Historical background and fundamental ideas of psychoanalysis, neo Freudians: C. G. Jung, A. Adler, K. Horney, and E. Erikson; therapeutic processes; critics of psychoanalytic theories.

Module III: Behavioural and Cognitive theories (10 hours)

Historical background and fundamental ideas: I. Pavlov, B. F. Skinner, J. B. Watson, A. Beck, A. Ellis; therapeutic processes; critics of behavioural and cognitive theories.

Module IV: Humanistic and Existential theories (10 hours)

Historical background and fundamental ideas: C. Rogers, A. Maslow, V. Frankl, R. May; therapeutic processes; critics of humanistic theories.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Define science and scientific method; Define a scientific theory; State the differences between a general theory and a scientific theory; Define a hypothesis; Determine the fundamental differences between determinism and free will; State the different psychosexual stages of development in Freudian theory; State the differences between the psychosexual stages and psychosocial stages of development; State the different behavioral theories; State the differences between overt and covert behavior; Name the different proponents in the humanistic paradigm.

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CO2 (COMPREHENSION):Explain the different steps involved in formulating a scientific hypothesis; Explain the different stages involved in formulating a scientific theory; Explain different aspects of the mind-body debate in psychology; Explain different psychodynamic approaches and its techniques; Explain different Cognitive behavior therapies and its techniques; Explain the historical background of the different scientific theories in psychology; Differentiate between Freudian and Post-Freudian approaches

CO3 (APPLICATION): Formulate Hypothesis following the steps of a scientific method; Demonstrate the use of psychological theories in counseling; Introspect self and others and gain greater degree of self-awareness; Apply the principles of different theories in real life contexts an evaluate its effectiveness

CO4 (ANALYSIS): Analyze the issues involved in the mind-point debate and the psychological stance involved therein; Analyze the effectiveness of psychodynamic approach in therapy; Analyze the effectiveness of Cognitive Behaviour Therapies in therapy; Analyze the effectiveness of Humanistic and Existential approaches in therapy; Compare Behavioral and the Cognitive Behavioral therapies; Identify the drawbacks in the existing theories and understand the areas of making improvement

CO5 (SYNTHESIS): Summarize the steps involved in the formulation of a scientific theory; Summarize strengths and weaknesses of the empirical techniques in psychology; Summarize the techniques involved in all the theoretical paradigms in psychology; Conclude issues related to the mind-body debate; Conclude about different theories under the umbrella of the humanistic paradigm and differences across them

CO6 (EVALUATION): Evaluate the steps and techniques involved in the development of a scientific psychological theory; Evaluate the effectiveness of Cognitive Behavior approach, Psychodynamic approach and Humanistic approaches in counseling; Evaluate the effectiveness of different Behavioral therapy techniques used in dealing with phobia

Suggested Readings

1. Hall, G. C., Lindzey, G., & Campbell, J. C. (1998). Theories of Personality . NY: Wiley.
2. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought. Singapore: Pearson Education.
3. Paranjpe, A.C. (1984). Theoretical Psychology: The Meeting of East and West. New York: Plenum Press.
4. Viney, W. & King, D.B. (2003). A History of Psychology: Ideas and Context. Boston: Allyn & Bacon.
5. Wolman, B.B. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Company.
6. Higdon, J. (2011). Psychodynamic Theory for Therapeutic Practice. NY: Palgrave Macmillan.
7. Frankl, V. E. (1985). Man's Search for Meaning: An Introduction to Logotherapy. NY: Simon and Schuster.
8. Todd, J. T., & Morris, E. K. (1995). Modern Perspectives on BF Skinner and Contemporary Behaviorism. London: Greenwood Press.
9. Ellis, A. (2004). Rational Emotive Behavior Therapy: It works for me-it can work for you. NY: Prometheus Books.
10. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370-396.

PCPG0107: PERSONAL GROWTH

(3 credits 45 hours)

***Objectives**: To focus on the discovery of self and the authentic search for meaning in ones own life; To familiarize students with aspects related to interpersonal relationships, socio-cultural challenges encountered, human development and effective coping mechanisms; To advance in a multi-faceted approach to personal development combining theory, personal experience, and self-reflection.*

Module I: Understanding the self (10 hours)

Self esteem, self concept, self efficacy, self-reflection, self in a social world; Enhancing individuals potential: Self-determination theory; Self-regulation and self enhancement; Fostering creativity; Facilitating self-awareness through reflective exercises, self-awareness questionnaires/inventories.

Module II: Stress, Health and Coping (18 hours)

Nature and sources of stress; effects of stress on physical and mental health; the mind-body connection; wellness and life choices , coping with stress, depression, anger and anxiety ; managing stress: methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches.

Module III: The Challenge of Human Relationships (12 hours)

Effective interpersonal communication, interpersonal conflicts: causes and management; Perceiving others and Interpersonal attraction; self-disclosure in close relationships; loneliness and social support

Module IV: Emotional Competence (5 hours)

Recognizing emotions in oneself; the universality of emotional expression; perceiving emotions accurately in others; managing difficult emotions; applying emotional intelligence

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Able to gain knowledge about the self and its components in the real world , gain familiarity with self regulation and self enhancement, be acquainted with the concept self awareness with the help of the questionnaires and inventories, acquire the fundamental knowledge of the nature and sources of stress and other related issues, define and state the major strategies to cope with stress, anger and anxiety, understand the intricacies of the effective interpersonal communication, comprehend the interpersonal conflicts in its details and the conceptual background of it.

CO2 (COMPREHENSION): Able to gain explanations about the self and its components like self esteem and self concept in the real world, to illustrate the origin of self regulation and self enhancement, to identify and classify various components of the concept of self awareness with the help of the questionnaires and inventories, to understand and categorize among the fundamental knowledge of the nature and sources of stress and other related issues, to interpret and explore the major strategies to cope with stress, anger and anxiety, to exemplify the intricacies of the effective interpersonal communication, to comprehend and illustrate the interpersonal conflicts in its details and the conceptual background of it, to acquire the in depth understanding of the theoretical basis of the loneliness and social support, to interpret and explain the underlying basis of emotions, management of difficult emotions and emotional intelligence

CO3 (APPLICATION): Able to learn the practical means of improving self regulation and self enhancement in one's daily lives, to demonstrate the application orientation of various components of the concept of self awareness with the help of the questionnaires and inventories, to learn from group activities and experiential tasks to understand the nature and sources of stress and other related issues, to understand the applicability of the major strategies to cope with stress, anger and anxiety, to demonstrate the intricacies of the effective interpersonal communication, to understand the interpersonal conflicts in its details and with real life situations and to have practical understanding and assignment of the underlying basis of emotions, management of difficult emotions and emotional intelligence

CO4 (ANALYSIS): Able to analyze the origin of self regulation and self enhancement with a critical lens, to identify and relate with various components of the concept of self awareness with the help of the questionnaires and inventories, to explore and question the fundamental knowledge of the nature and sources of stress and other related issues, to interpret and explore the major strategies to cope with stress, anger and anxiety, to identify and evaluate the intricacies of the effective interpersonal communication, to assess and identify the interpersonal conflicts in its details and the conceptual background of it, to evaluate and identify them the in depth understanding of the theoretical basis of the loneliness and social support, to explore and search about the underlying basis of emotions, management of difficult emotions and emotional intelligence.

CO5 (SYNTHESIS): Able to summarize and form an overall understanding the explanations about the self and its components like self esteem and self concept in the real world, to organize and evaluate the origin of self regulation and self enhancement, to synthesize and organize various components of

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the concept of self awareness with the help of the questionnaires and inventories, to conclude and combine the fundamental knowledge of the nature and sources of stress and other related issues, to summarize and list the major strategies to cope with stress, anger and anxiety, to compile and collaborate the intricacies of the effective interpersonal communication, to merge and unite the interpersonal conflicts in its details and the conceptual background of it, to amalgamate the in depth understanding of the theoretical basis of the loneliness and social support.

CO6 (EVALUATION): to evaluate and judge the explanations about the self and its components like self esteem and self concept in the real world, to analyze the origin of self regulation and self enhancement, to question and examine various components of the concept of self awareness with the help of the questionnaires and inventories, to determine and assess the fundamental knowledge of the nature and sources of stress and other related issues, to scrutinize and observe the list the major strategies to cope with stress, anger and anxiety, to interpret, judge and decide upon the intricacies of the effective interpersonal communication, to determine and inspect the interpersonal conflicts in its details and the conceptual background

Suggested Readings

1. Baron, R.A., Byrne, D. & Bhardwaj, G.Social Psychology . New Delhi: Pearson.
2. Carr, A. Positive Psychology: The science of happiness and human strength.UK: Routledge.
3. Neiten, W. & Lloyd, M.A . Psychology applied to Modern life. Thomson Detmar Learning.
4. Schraw, G. Promoting general metacognitive awareness. Instructional Science, 26,113-125.
5. Robbins, S.P. & Hunsaker, P. L.Training in interpersonal skills: Tips for managing people at work. New Delhi: PHI Learning

PCPA0108: PSYCHOLOGY OF PERSONAL ADJUSTMENT

(3 credits 45 hours)

Objective: *The objective of this course is to provide insights into the area of personal adjustment so as to ease the process of adjustment in various life contexts. It also aims to increase self-knowledge considering the role of personality, environment and social factors.*

Module I: Introduction (10 hours)

The process of adjustment. Adjustment to college work: motivation for study, improving basic study habits.

Module II: Personal factors in adjustment (15 hours)

Understanding oneself: goals, conflicts, conflict management. Personal efficiency: managing time, money and creating an efficient environment. Development of personal strengths: Concentration, learning, thinking, self-confidence, attitude and attitude change.

Module III: Personality development (10 hours)

Personality development across the lifespan: childhood, adolescence, and adulthood. The adjusted personality. Career planning and vocational choice.

Module IV: Social adjustment (10 hours)

Friendships, familial roles, interpersonal attraction, social influence (conformity, compliance, obedience), social groups, intergroup relations, social proficiency, leadership.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): State the concept of adjustment; Recognize ones own self; State about conflict management and time management; Name different techniques to develop personal strengths; State the process of personality development; Write different processes related to social adjustment; State concepts like social conformity and leadership

CO2 (COMPREHENSION): Explain the process of adjustment; Illustrate the challenges in adjustment to college work; Understand about the concept of motivation to studies; Interpret oneself: ones goals and conflicts; Explain ways to improve personal efficiency; Illustrate different phases in personality development; Differentiate between career planning and vocational choice; Differentiate among

conformity, compliance and obedience; Interpret concepts like familial roles, interpersonal attraction

CO3 (APPLICATION): Apply the process of adjustment in the context of their lives; Apply their understanding in improving motivation and basic study habits; Demonstrate ways of increasing self-awareness; Use their understanding to increase personal efficiency; Apply the theories of personality development in their own lifespan; Apply these trainings in their own vocational choice and career planning; Apply concepts of social adjustment in real life situations.

CO4 (ANALYSIS): Analyze the process of adjustment; Analyze most effective ways of improving motivation to study; Analyze ones own goals and conflicts; Identify ways of managing time and creating an efficient environment; Analyze ones own strengths; Analyze attitude and attitude change; Identify the changes in personality across lifespan; Analyze concepts related to social adjustment in everyday scenario; Identify the impact of social influence on us.

CO5 (SYNTHESIS): Summarize the process of personal adjustment; Summarize the challenges faced in adjustment to college life; Organize ones own understanding of one self; Gather effective measures for the development of personal strengths; Summarize process of personality development across lifespan; Organize concepts related to adjusted self; Summarize understanding of concepts like friendships, familial roles, interpersonal attraction, social proficiency; Summarize characteristics of a good leader; Organize the positive and negative impacts of social influence

CO6 (EVALUATION): Evaluate the applicability of process of adjustment; Determine ways to overcome challenges in adjustment to college work; Assess the effectiveness of conflict management and time management strategies; Determine the applicability of personality development theory across lifespan; Evaluate the importance of adequate vocational training and career planning; Evaluate the role of social influence on human behavior; Assess the leadership qualities in oneself; Determine ways to inculcate leadership qualities within self.

Suggested Readings

1. Wade, C. and Tavris, C. (2007). Psychology. Pearson Education.
2. Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
3. Isaacson, L.E. and Brown, D. (1993). Career information, career counselling and career development. New York: Allyn & Bacon.
4. Wolman, B.B. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Company.
5. Baron, R. A., & Branscombe, N. R. (2016). Social Psychology. Boston, MA: Pearson/Allyn and Bacon
6. Crawford, L. A., & Novak, K. B. (2013). Individual and Society: Sociological Social Psychology. New York: Routledge
7. Frankl, V. E. (1985). Man's Search for Meaning: An Introduction to Logotherapy. NY: Simon and Schuster.
8. Williamson, E. G. (1942). Psychology of personal adjustment. Psychological Bulletin, 39(3), 187-188.
9. Claes, M. E. (1992). Friendship and personal adjustment during adolescence. Journal of adolescence, 15(1), 39-55.

PCBP0110: BIO- PSYCHOLOGY

(3 Credits - 45 Hours)

Objectives: *To understand the key concepts in biology and their evolutions; To be able to make a connection between the psychological aspects of humans and their behavioral basis; To understand the biological aspects of psychological disorders*

Module I: Introduction (10 hours)

Bio-Psychology: Meaning, evolution and scope, major characteristics and principles, and critical evaluation.

Major theoretical perspectives: Rene Descarte, Phinaes Gage, Charles Darwin. Nature versus Nurture controversy

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Module II: Genetic Bases of Behavior (12 hours)

Genes: Structure of a gene, DNA and Chromosomes, Types and Functions of genes, Genotype and Phenotype

Mendelian genetics, Chromosomal abnormalities: Down Syndrome, Klinefelter Syndrome, Turner Syndrome.

Module III: Nervous System (14 hours)

Neuron: Structure and Function, Communication within a Neuron, Types of Neurons, Synapse and Synaptic Transmission, Neurotransmitters: types and functions.

The Brain: Basic Features of Nervous System, Central Nervous System, Peripheral Nervous System, Role of Nervous Systems in Controlling Behavior, Spinal Cord: Structure and Functions

Module IV: Behavioral Basis of the endocrine system (9 hours)

Endocrine System: Structure and Functions, Major endocrine glands,

Hormones: Types and Functions, Influence of hormones on human behavior

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE): Define the meaning of Bio-Psychology, its principle and characteristics; write about Major theoretical perspectives: Rene Descarte, Phinaes Gage, Charles Darwin; understand the meaning of Genes; write about the Structure of a gene; understand about DNA and Chromosomes; state about Mendelian genetics and Chromosomal abnormalities; understand about neuron, nervous system; Definition of hormones, endocrine systems.

CO2 (COMPREHENSION): Comprehend the about major theoretical perspectives: Rene Descarte, Phinaes Gage, Charles Darwin; comprehend about Down Syndrome, Klinefelter Syndrome, Turner Syndrome; comprehend the role of Nervous Systems in Controlling Behavior; explain the types and functions of spinal cord; comprehend about the Influence of hormones on human behavior.

CO3 (APPLICATION): Apply the knowledge of major theoretical perspectives while practicing in clinic in future; Apply the knowledge of Chromosomal abnormalities: Down Syndrome, Klinefelter Syndrome, Turner Syndrome into practical field; illustrate about the Nature versus Nurture controversy; illustrate the structure of neuron and endocrine system; find out the basic Features of Nervous System, Central Nervous System and Peripheral Nervous System; apply the knowledge about Influence of hormones on human behavior while dealing with mentally ill patients in future.

CO4 (ANALYSIS): Analyze the evolution, scope and major characteristics of Bio-Psychology; critically evaluate about Bio-Psychology; compare between Genotype and Phenotype; analyze about Mendelian genetics; analyze about the Synapse, Synaptic Transmission and Neurotransmitters; identify the major endocrine glands.

CO5 (SYNTHESIS): Summarize the fundamental concept of Bio-Psychology; summarize the major theoretical perspectives: Rene Descarte, Phinaes Gage, Charles Darwin; summarize about genes and chromosomal abnormalities; summarize about neuron, central nervous system, endocrine glands and hormones.

CO6 (EVALUATION): Evaluate the fundamental concept of Bio-Psychology; assess the major theoretical perspectives: Rene Descarte, Phinaes Gage, Charles Darwin; evaluate the chromosomal abnormalities: Down Syndrome, Klinefelter Syndrome, Turner Syndrome; assess the role of Nervous Systems in Controlling Behavior; assess the Influence of hormones on human behavior.

Suggested Readings

1. Bateson, W. (1902). Mendels principles of heredity. Cambridge, UK: Cambridge, University Press.
2. Carlson N.R. (1998) Physiology of Behaviour, 6th edition, Allyn & Bacon: Boston
3. Glimcher, P. W. (2005). Indeterminacy in brain and behavior. Annual Review of Psychology, 56,25-56.
4. Kandel E.R., Schwartz J.H. and Jessell T.M. (2000) Principles of Neural Science, 4th edition, McGraw-Hill Inc.
5. Pinel,J., Biopsychology (2009), Pearson Education Limited.
6. Wickens. A., Introduction to BioPsychology (2009), Pearson Education Limited.

PCPP0111: PEACE PSYCHOLOGY

(3Credits-45 hours))

Objectives: *Understand the psychological connections between violence and peace; To comprehend the meaning and relevance of Peace Psychology and dynamics of violence; Apply current theories in peace psychology to personal, interpersonal, community, national, and international contexts; Discuss peace psychologys contributions to peacemaking and peace building Module 1: Introduction to Peace Psychology*

Module I: Introduction to Peace Psychology (10 Hours)

Peace - Meaning and definition, Paradigms of peace (Negative Peace, Positive Peace and Sustainable Peace), Peace Psychology and its notions.

Module II: Understanding Violence and its Psychological effects (13 Hours)

Understanding Violence: Typologies of Violence: Direct Violence, Indirect Violence, Structural Violence, Cultural Violence and Psychological Violence and other dimension of Violence, Mental health consequences of Violence: PTSD, Depression, Suicide etc.

Module III: Psychological Violence and its dynamics (11 Hours)

The Psychology behind Violence: Gender Discrimination, Harassment and its types, Rape, Abuse and its types, Psychological violence in Children, Elder abuse, Racial Abuse, Domestic Violence etc.

Module IV: Peace Building and Prevention of violence (11 Hours)

Conflict Resolution, Peace Building, Intrapersonal Peace Resolution, Interpersonal Peace Resolution, Cross- Cultural Peace Building etc.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1 (KNOWLEDGE) : To understand the meaning, dynamics, causes, consequences and strategies involved in peace and violence, the different types of peace and violence, relations or Co functioning of peace and violence.

CO2 (COMPREHENSION) : To get a concept of the occurrence of violence and sustainability of peace, the idea of peace across culture, it's evolution through the ages from 500 B. C. to present, theoretical perspectives of peace.

CO3 (APPLICATION) : Application in the form of educational and vocational intervention, strategies of peace sustainance and conflict resolution, identify psychological affects of peace and their prevention and intervention, spreading awareness, community counselling, research,, understanding cognition of individual and group.

CO4 (ANALYSIS) : The changing trends in peace psychology and probable future changes, the scenario of society with and without awareness on peace and violence, the emotions of people under violence, the pros and cons of present peace sustaining strategies, intervention of consequences of violence, cross cultural dynamics of violence, cross cultural essence and attempts to peace.

CO5 (SYNTHESIS) : Improvement and critics for the current trends in peace and violence scenario, identifying faulty interpretation of peace, identifying faulty comprehension of conflicts, base and ceiling of peace and violence.

CO6 (EVALUATION) : Analyse the significance of peace psychology and Role towards communities, ways to incorporate peace teaching and awareness to public at large, shortcomings in working organisations to reach people, existing barriers to attain peace, criticise and defend aspects of peace theories and violence theories.

Suggested Readings

1. Christie, D. J., Wagner, R. V., & Winter, D. (2001). Introduction to peace psychology.
2. Sanson, A., & Bretherton, D. (2001). Conflict resolution: Theoretical and practical concerns.
3. Wessells, M. Schwebel, M., & Anderson, A. (2001). Psychologists making a difference in the public arena: Building cultures of peace.
4. Steger, M. B. (2001). Peacebuilding and nonviolence: Gandhi's perspective on power.

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PCBA0112: BASIC ABNORMAL PSYCHOLOGY

(4 credits - 60 hours)

Objectives: *To have knowledge of different aspects of abnormal behavior; To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour, common classification systems, and range of disorders including anxiety disorders, mood disorders, schizophrenia, disorders generally observed at childhood and adolescence, and personality disorders; Understand various behavioural dysfunctions and use the same in day-to-day life.*

Module I: Introduction to Abnormal Psychology (10 hours)

Definition of abnormal behaviour, historical and contemporary views of abnormal behaviour; history of psychiatry in India; myths and misconceptions of abnormal behaviour; classification of abnormal behaviour,

Module II: Understanding causes of Abnormal Behaviour (15 hours)

Necessary, sufficient, contributory causes and diathesis- stress model, psychodynamic, behavioural, cognitive- behavioural, humanistic theory, socio- cultural factors.

Module III: Psychological Disorders (25 hours)

Anxiety disorders, somatoform disorders, dissociative disorder, mood disorder, schizophrenia, personality disorder, disorders of childhood

Module IV: Psychological Treatment (10 hours)

Psychodynamic treatment, behavioural therapies, cognitive treatment, client-centred therapy, experiential therapies, family therapy

Suggested Readings

1. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, DSM -5th, Fifth Edition.
2. Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: Jaypee
3. Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
4. Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
5. Davison, G. C., Neal, J. M.,& Kring. A. M. (2004) Abnormal Psychology. (9th Ed) New York; Wiley.
6. Lauren B Alloy, John.H.Riskind, Margaret J Manah, Abnormal Psychology Current perspective- 9th edition.
7. Kring,A.M.,Johnson,S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley.

PCCA0113: CHILD AND ADOLESCENT DEVELOPMENTAL PSYCHOLOGY

(3 Credits- 45 Hours)

Objectives*: To equip the learner with an understanding of the concept and process of child and adolescent growth and development across the lifespan. To gives an overview about physical, cognitive and language development, personality and social development. Various theories of child and adolescent development are discussed with a view to enable the students to understand child and adolescent clients in the context of their developmental milestones.*

Module I: Introduction (10 hours)

Definition of human development, principles of development, periods of development, developmental task; purpose, hazards of developmental task. Different theories of development, influences of factors on human development, nature vs. nurture issue.

Module II: Physical development (12 hours)

Physical growth during childhood, Milestones: Gross motor development in early and middle childhood. Puberty: Physical transition to adulthood, growth spurt, puberty and adolescents health, Bio-psycho-social health model.

Module III: Cognitive and language development (13 hours)

Cognitive development across childhood and adolescence, information-processing perspective, Piagets and Vygotskys theories of cognitive development, language development across childhood and adolescence, theories of language development.

Module IV: Personality and Social development (10 hours)

Psychosexual and psychosocial theories of personality development; Emotional development: Functions of emotion, development of emotional expressions, temperament, development of attachment, understanding of self. Moral development: theories of moral development

Suggested Readings

1. Berk E. Laura,(7th ed). Child Development. Prentice-Hall of India Private Limited
2. P. E. Diane, O. W. Sally & F. D. Ruth. Human Development. Tata Mc Graw Hill.
3. Hurlock, B. E. Developmental Psychology.Tata McGraw Hill.
4. Hurlock, B. E. Child DEvelopment.Tata McGraw Hill.

PCCM0114: COMMUNITY PSYCHOLOGY

(3 Credits-45 Hours)

Objectives: To learn the link between individuals and communities; Deal with social issues more effectively with peoples participation; Understand the importance of community mental health and to deal with the different issues prevailing in the communities.

Module I: Introduction (12 hours)

Definition of community psychology; social and historical contexts of community psychology; principles of community psychology; the ecological model in psychology; types of communities; models;

Module II: Core values (10 hours)

Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

Module III: Community mental health (10 hours)

Evolution and nature of community mental health; process of community organization for health promotion, importance. Community program for: child and maternal health, Mental Health as a complex Community Function

Module IV: Interventions (13 hours)

Community development and empowerment; Mental Health Education; Necessary conditions, techniques and status of crisis intervention. Community Intervention in India-Present Status and Future Scope; case studies in Indian context.

Suggested Readings

1. Shanmugham, T.E. (1987) Community Psychology. Madras: Utsav Shanmugham.
2. Korchin, S.J., (2004) Modern Clincal Psychology: Principles of Intervention in the Clinic and Community. New Delhi:CBS Publishers
3. Rappaport, J & Seidman,E (2000) Handbook of Community Psychology. NewYork: Plenum Publishers
4. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
5. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

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PCIG6001: INDIVIDUAL AND GROUP COUNSELLING PRACTICUM
(2 credits)

Objectives: *This practicum course is meant to be a first practical experience for the students of Psychological Counselling in the area of individual and group counselling skills.*

Students are expected to explore the following skills:

Individual Counselling Skills

- Social perception
- Observation
- Intake assessment skills
- Documentation of case history
- Mental status examination
- Establishing Counselling goals

Group Counselling Skills

- Group effectiveness: verbal, non-verbal cum non-verbal
- Communication: Verbal and Non-verbal
- Leadership
- Decision making process
- Group Problem solving
- Conflict management

PCPG6002: PERSONAL GROWTH I (P/NP)
PCPG6005: PERSONAL GROWTH II (P/NP)

Objectives: *Counselling uses the personality of the counsellor as the main instrument. It is a basic need in a training program for the students to learn to understand their own perceptions, emotions, motivations. Therefore this session is a guided form to bring the students close to their own strengths and weaknesses. They learn to be aware about their own perceptions and feelings, understand basics of transference and counter transference as part of their own social life, and experience how to deal with it in personal and professional life. This part of the training is based on personal experience and exploration of students. During the sessions of personal growth workshops which spread across two semesters the future counsellor explores the following areas of his/her person:*

Self-Awareness

- Johari Window
- SCOT Analysis
- Transactional Analysis

Emotional Development

- E.Q. Assessment
- Self Management
- Positive Emotion

Suggested Reading

Goud Nelson H. (2009). Psychology and Personal Growth. 8th Edition. Boston: Pearson.

PCCY6003: CHILD AND YOUTH COUNSELLING PRACTICUM
(2 credits)

In this course which is meant to be the second practical experience, students will develop their skills in the areas of individual and group counselling skills further:

Individual Counselling Skills

- Perception during the counselling process
- Interviewing skills
- Documentation of case history, process documentation
- Establishing Counselling goals and follow up
- Problem solving
- Skills of listening

Group Counselling Skills

- Understanding Group processes
- Roles inside a group
- Psycho-dynamic background of a group situation
- Systemic approach
- Using group skills like psychodrama, systemic approach
- Conflict management

PCFW6004: FIELD WORK
(2 credits)

Field work is an essential part of the preparation to become a counsellor. It is designed to give opportunity to integrate academic knowledge into real life situations. The field work practice in the second semester shall focus upon the area of concentration chosen by the students. The students will be placed in the field for a minimum of eight days. The fieldwork setting shall be NGO's, hospitals, clinics, schools. During the placement the students are expected to implement the follow activities and adhere to the guideline specified below:

1. The students are expected to apply all the skills and techniques of counselling whenever applicable depending upon the organization and their services
2. The students should be involved in the activities of the institution and fulfill the responsibilities as requested by the agency supervisor.
3. Students shall prepare a daily report of the fieldwork activities and submit it to the concerned faculty supervisor. The faculty supervisor shall provide the necessary feedback and guidance to the students.
4. At the end of the semester the students shall submit a summary report of the cases taken and activities done during their placement. The students shall also appear for the viva voce examination at the end of the semester.

PCMC6006: MARRIAGE AND FAMILY COUNSELLING PRACTICUM
(2 credits)

The practicum for this course will deal with counselling in the areas of

1. Family environment
2. Anxiety, stress and depression in the family
3. Emotional adjustment and its management in the family

PCCS6007: CASE STUDY AND DOCUMENTATION
(4 credits)

Objectives: *Students should be able now to make good documentation about individual and group counselling. Hence this course in case study and documentation.*

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One detailed case study to be conducted and documented. Documentation will consist of the following: beginning, first evaluation, definition of counselling goal, reason for counselling, protocols of counselling sessions, conclusion and further suggestions.Findings from the case study are to be presented to the staff and students of the department. The presentation will be followed by a viva voce examination. Details of the components of evaluation and weightages attached to them are to be determined by the department and informed to the students at the beginning of the semester.

PCRP6008: RESEARCH PROJECT PHASE I
(2 credits)

PCRP6011: RESEARCH PROJECT PHASE II
(8 credits)

Every student shall undertake a research project work under the supervision and guidance of a faculty member. The student may choose the topic of research and start the preliminary work by the end of the second semester. The students are expected to complete the Literature Review followed by a Literature Review presentation and the Proposal presentation during the Phase I. Students are expected to complete the data collection before the fourth semester. Phase II of the research project should ideally be undertaken in the organisation where the student is placed for internship. The thesis is to be submitted to the department before the date notified. The mode and components of evaluation of Phase I and Phase II of the research project and the weightages attached to them shall be published by the Department at the beginning of the semester. There shall be a viva voce examination on the research project.

PCSI6009: SUMMER INTERNSHIP
(P/NP)

Students are required to undergo a summer internship of two weeks' during the semester break between the second and third semesters. It is a P/NP course and shall be recorded in the third semester. The Summer Internship gives students an opportunity to apply the theories and principles that they have learnt in class room courses to the "real world" of social service agencies, medical institutions, the criminal justice system, business, and industry. During the internship, students can explore career interests, develop professional skills, learn how community organizations work and expand their clinical and interpersonal skills. The summer internship enriches the students' academic experience while making a valuable contribution to the community and utilizing the vacation optimally.

PCSI6010: SUPERVISED INTERNSHIP
(8 credits)

Objectives: *On basis of the theory, skills and practical experience acquired by the students so far, they will now be able to start counselling work at an individual, family and group level. It is expected that this be done in the form of an Internship in an organisation which offers counselling help to clients. Supervision has to be provided for by the university in collaboration with the organisation where the student performs the internship.The process has to be documented, reflected and the insights of supervisor have to be recorded.Students should feel competent to do their own counselling using supervision as part of the counselling setting.*

1. **Introduction**
   Analysing the situation: need of counselling, space for counselling, information to clients, documentation, organizing supervision.

2. **Internship**
   Taking in clients: first interview, documentation of the case, definition of counselling goals, building the counselling relationship, process of counselling, using skills of counselling, concluding counselling, documentation of the whole counselling process, evaluation; working in a team – role of counselling, resources and challenges, role in the team, case management: discussion, supervision.

Evaluation of the internship will be based on the documentation, reports from the organisation, report of the supervisor and the presentation and the viva voce examination of the student at the end of the period of Internship.

Every student is required to undertake a research project work and present a written thesis on the research work under the supervision and guidance of a faculty member. The research project should ideally be undertaken in the organisation where the student is placed for internship.

The thesis is to be submitted to the department before the date notified. The mode and components of evaluation and the weightages attached to them shall be published by the Department/Institute at the beginning of the semester. There shall be a viva voce examination on the research project.

PCST6012: STUDY TOUR
P/NP

During the programme the students shall undertake a study tour, along with the faculty members, to a place approved by the department. The places are to be so chosen as to be of educational benefit to students. During the tour, the focus shall be to visit and interact with NGOs, hospitals, state/national/ international organisations involved in psychological counselling. A report of the learning outcomes shall be submitted to the department at the end of the tour. The Study Tour shall be a Pass/No Pass course.

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DEPARTMENT OF EDUCATION

EDLR0007: LEADERSHIP AND SOCIAL RESPONSIBILITY

(3 credits – 45 hours)

***Objective**: This course in Leadership and Social Responsibility, offers the students a landscape to reconnoitre and construct a foundation of leadership through fundamental theories of leadership by understanding the dynamic nature of human behaviour, advancement in Information and Communication Technology, change in values, cultures and relationships, and blurring of international borders. Students will be challenged to develop skills required to build immediate, extended and virtual communities that support a sustainable equitable world. A special emphasis is given to leadership as relationships between and among people and systems.*

Module I: Leadership and Management (13 hours)

Understanding Leadership, its need and function, Styles and Theories of Leadership, changing roles of Leadership; Concept of Management, functions of Management, Leadership and Management issues, The Daily Disciplines of Leadership, Leadership-A bridge to improved practice, How to improve Staff Achievement; Staff motivation, Performance and Personal Organization

Module II: Social Responsibility (10 hours)

Concept of Social Responsibility, Types of Social Responsibility, Its need, Changing role; Social Engagement; Individual Social Responsibility and Corporate Social Responsibility, Social Responsibility of the Educators.

Module III: Leadership and Decision Making (12 hours)

Decision Making process; Types of Decision Making, Key steps in Decision Making, techniques of effective Decision Making; What inhibits and misleads Decision Makers Tactics for improving Managerial Decision Making; Importance of Decision Making in Educational Institution, Organisational Behaviour, Leadership and Decision Making.

Module IV: Leadership Implementation and Implantation (10 hours)

Leadership and implantation; Formulating policy; Complexity of joint actions; Economic theory and program implementation; Implantation as exploration; Volunteerism; social entrepreneurship

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module-I: State the meaning of leadership (K); Understand the qualities of a true leader (U); State the meaning of social responsibility (K); Write the characteristics of leadership (K); Identify a true leader (Ap); Analyze the role of a leader in the present context (An); Understand the different leadership styles existing (U); Explain the theories of leadership (U); Understand the historical background of leadership theories (U); Find out the implications of the theories of leadership on education system (Ap); Define the term management (K); Describe the nature of management (U); Explain the functions of management (U); Define the term individual social responsibility (K); Understand the implications of leadership in the field of individual social responsibility (U); Analyze the role of individual social responsibility in our day to day life (An); State the meaning of corporate social responsibility (K); Describe the historical background of CSR (U); Understand the relationship of leadership and CSR (U); Illustrate the CSR activities taking place in our country (U)

Module II: Identify the issues related to management and leadership (Ap); Analyze the role of leaders in improving practice in an institution (An); Understand the changing roles played by leaders in a society (U); State the meaning of social engagement (K); Describe the role of leader in social engagement (U); Understand the daily disciplines of a true leader (U); Find out the impact of leadership in motivating staff and achieving performance (Ap); Give a brief overview of the role of leaders in personal organizations (U)

Module III: Write about the concept of decision making (K); Identify the role of leadership in the decision making process (Ap); State the meaning of organizational behaviour (K); Explain the decision making process (U); Find out the tactics for improving the decision making process (Ap); Identify the problems of the decision making process (U); Understand the key steps in decision making process (U); Find out the techniques that improves decision making process (Ap)

Module IV: Understand the relationship between leadership and policy implementation (U); Find out the effect of leadership in formulating policy (Ap); Analyze the complexity of joint actions (An); Understand how leadership influences economic theory and program implementation.(Ap); Define volunteerism (K); Explain the role of leadership in the field of volunteerism (U); State the meaning of social entrepreneurship (K); Understand the meaning of social entrepreneurship (U); Find out the effect of leadership in social entrepreneurship (Ap)

Suggested Readings

1. Bass, B. M. (1998). Transformational leadership: Industry, military, and educational impact, Mahwah, NJ: Erlbaum.
2. David, B. (2009). Leadership in Organizations There Is a Difference between Leaders and Managers. New York: University Press Of America
3. Friedman, A. A. (2004). Beyond mediocrity: transformational leadership within a transactional framework. International Journal of Leadership in Education, 7(3), 203-224. doi:10.1080/1360312042000213877
4. Fullan, M. (2005). Leadership and sustainability. New Delhi: Sage publication Ltd.
5. Kouzes, J.M., & Posner, B.Z. (2002). The leadership challenge. San Francisco, CA: Jossey- Bass.
6. Lee G. & Bolman,T. (2008). Deal Reframing Organizations Artistry, Choice, and Leadership. San Francisco: Jossey- Bass.
7. Rogers, C. (2012). Transition, self-regulation, independent learning and goal theory. Psychology Of Education Review, 36(2), 26-31.
8. Starratt, R. (2004). Ethical Leadership. San Francisco: Jossey- Bass
9. Williams, M. (2006) Leadership for leaders. New Delhi: Vinod Vasishtha

EDFE0011: PHILOSOPHICAL FOUNDATIONS OF EDUCATION
(4 credits - 60 Hours)

Objective: *In this course on Philosophy of Education, students will explore Eastern and Western philosophies of human flourishing, dilemmas in contemporary education, and certain specific Indian philosophical thoughts. Students will encounter the philosophical underpinnings that help educators navigate through the truly difficult historical situation of 21st century education.*

Module I: Nature and Scope of Education

Education as a science and Education as a social process; Nature of Knowledge and theories of knowledge; Role of Philosophy in Education; Aims of education – individual, social, vocational and democratic; Formal, informal, and non-formal agencies of education; Relation between school and society.

Module II: Indian Schools of Thought

Astika and Nastika; Sankhya, yoga, Nyaya, Visheshika, Mimamsa, and Vedanta; Buddhism, Jainism, Carvaka – with special reference to theories of knowledge.

Module III: Western Philosophical Thought

Some major schools; Naturalism, Idealism, Rationalism, Pragmatism, Realism, Logical positivism, Empiricism, Existentialism, Marxism and Post modernism - Their educational implications with special reference to epistemology, axiology and the process of education.

Module IV: Modern Indian Thinkers

Vivekananda, Tagore, Gandhi, Aurobindo, J. Krishnamurty, Radhakrishnan; Nature of Knowledge and theories of knowledge; Social Philosophy of Education – Freedom, Equality, Democracy and Responsibility; Indigenous philosophy with special reference to northeast India

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Module V: Functions of education

Individual development; Transmission of cultural heritage; Acquisition of skills; Acquisition and generation of human values; Social cohesion; A practical approach to philosophy of education.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the term 'education' (K); Explain education as a science (U); Explain education as a process (U); Define 'knowledge' (K); State the methods of obtaining knowledge (K); State the theories of knowledge (K); Explain the theories of knowledge (U); Anlayse the theories of knowledge (An); Demonstrate the use of the theories of knowledge (Ap); Explain the concept of philosophy (U); Use the philosophical basis for determining the educational aims and objectives (Ap); Define and state the individual ,social, vocational and democratic aims of education (K); Differentiate between the informal and non- formal agencies of education (U); Explain the relationship between school and society (K)

Module II: State the basic concept of Indian philosophy (K); Explain the Indian philosophical concepts-Astika and Nastika (U); Differentiate between the Astik person and Nastik person (U); Hypothesise the actions of Astik and Nastik persons (Ap); Define the concepts Sankhya, Yoga (K); Define the concepts Sankhya,Yoga,Visheshika,Mimansa and Vedanta (K); Explain the concepts like – SankhyaYoga,Visheshika,Mimansa and Vedanta (U); Explain the philosophies of Buddhism,Jainism and Carvaka (U); Apply these ideals of different philosophies in life (Ap); Establish the relationship of philosophies and education (Ap); Determine the quality of life with the concepts of different philosophies (Ap)

Module III: State the major Western philosophies of education (K); Explain the concept of Naturalism in relation to aims and objectives of education ,curriculum, method of teaching, role of teacher, discipline (U); Use the philosophy of Naturalism in making and teaching the curriculum (Ap); State the functions of Idealism, Pragmatism, Empericism, Existentialism, Marxism and Post modernism (K); Distinguish among the different philosophies of education (U); Prepare the curriculum for taking the ideas of different philosophies (An); Analyze the different philosophies of education (AN); Evaluate the different philosophies of education from their implications point of view (E)

Module IV: State the life sketches of Tagore,M.K.Gandhi,Aurobindo,J.Krishnamurthy and Radhakrishnan (K); Analyze and find out the contributions of modern Indian thinkers in the field of education (AP); State the nature of knowledge and theories of knowledge advocated by modern Indian thinkers (K); Explain the concept of social philosophy of education in relation to freedom, equality, democracynad responsibility (U); Find out the indeginous knowledge of different ethnic groups of NE India (Ap); Find out the relevance of Indian and western philosophies of education in NE India (Ap); Find out the difference in educational philosophies of NE India and India as a whole (Ap)

Module V: State the functions of education (K); Define the functions of education towards an individual (K); Explain the integral growth of an individual (U); Illustrate education as a preparation for adult life (U); Define the function of education towards society (K); State the role of education in maintaining continuity of life (K); Find out the process of continuity of life and education in society (Ap); Use the process of education in conservation of culture (Ap); Find out the impact of education on the culture and civilization (Ap); Explain the process of education and transmission of culture (U); Define function of education towards nation (K); Explain the different aspects of nation which need to be cured through education(U); Explain the concepts of emotional integration and national integration (U); Inculcate life skills through education (Ap); State human values (K); Acquire and practice human values (Ap); Find out the impact of different philosophies on human life (Ap)

Suggested Readings

1. Bailin, S., and Siegel, H. (2003). Critical thinking. The Blackwell guide to the philosophy of education, 181-193.
2. Barrow, Robin. (1988). Chapter 1: the concept of education. Ch 2: knowledge and curriculum. An introduction to Philosophy of Education, London: Routledge.

3. Biesta, G. (2010). 'This is My Truth, Tell Me Yours'. Deconstructive pragmatism as a philosophy for education. Educational Philosophy and Theory, 42(7), 710-727. doi:10.1111/j.1469-5812.2008.00422.x
4. Bredo, E. (2010). Mead's Philosophy of Education. Curriculum Inquiry, 40(2), 317-334. doi:10.1111/j.1467-873X.2010.00484.x
5. Brown, L.M. (1970). Aims of Education, New York: Teachers College Press.
6. Brubacher, John. (1970). Modern Philosophies of Education, New Delhi: TATA McGraw-Hill publishing company Ltd.
7. Carr. Brian and Mahalingam. Indira. (1998). Part II and III, Companion Encyclopedia of Asian Philosophy. London and New York: Routeldge.
8. Cohen, B. (1983).Means and Ends in Education, London: George Allen and Unwin.
9. Dewey, J. (1966). Democracy and Education and Introduction into Philosophy of Education, New York: The Free Press
10. Freire, P. (1971). Pedagogy of the oppressed. New York: Herder And Herder.
11. Hamm C. M. (1989). Chapter 3, An Analysis of the Concept of Education. 31-40. RoutledgeFalmer London and New York.
12. Hamm, C.M. (1989). Philosophical issues in education: An introduction, Chapter 1, The nature of philosophical inquiry into educational discourse. 1-14.
13. Kamii, Constance. (1984). Autonomy: the aim of education as envisioned by Piaget. The Phi Delta Kappan, Vol. 65, No. 6, 410-415
14. Kazepides, T. (1979). Human nature in its educational dimensions. Journal of philosophy of Education, Vol.13, 55-63.
15. Lal. B.K. (1973). Contemporary Indian Philosophy. Delhi: Motital Banarasidass
16. Lipman, M. (2003). Thinking in education. Cambridge University Press
17. Morris, V. (1966). Existentialism in Education, New York: Harper and Row.
18. Peters, R. S. (Ed.). (2010). The concept of education (international library of the philosophy of education volume 17). Routledge.
19. Radhakrishnan. S. (2008). Indian Philosophy. Vol. 1. 2nd edn. USA: Oxford University Press.
20. Radhakrishnan. S. (2008). Indian Philosophy. Vol. 2. 2nd edn. USA: Oxford University Press.
21. Saksena. Kishore. (1970). Essays in Indian Philosophy. Honolulu: Universities of Hawaii Press.
22. Sidorkin, A. M. (2011). On the Essence of Education. Studies In Philosophy and Education, 30(5), 521-527. doi:10.1007/s11217-011-9258-3
23. Smith, Philip. (1965). Philosophy of Education, New York: Haper and Row.
24. White, J. (2010). Elusive rivalry? Conceptions of the philosophy of education. Ethics and Education, 5(2), 135-145. doi:10.1080/17449642.2010.516134
25. Winch, C., and Gingell, J. (1999). Key concepts in the philosophy of education. Psychology Press.

EDEP0012: FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY

(4 credits - 60 Hours)

Objective: *This course provides an overview of contemporary theories of learning, cognitive development, and memory. Besides these the study will include significant aspects of human development from conception through adolescence, emotional growth, personality, intellectual capacity and the acquisition, and development of language.*

Module I : Foundations of Psychology (12 hours)

Definitions of psychology, Historical antecedents of psychology and trends in 21st Century; Psychology: Its meaning, nature, methods and scope; Educational Psychology: concept concerns and scope, and functions of educational psychology

Module II: Human growth and Development (14 hours)

Human Development and growth: Concept, principle; factors influencing development and their relative role; general characteristics and problems of each stage. Stages of human development; stage specific characteristics and developmental tasks; Adolescence in Indian context – characteristics and problems of adolescents; their needs; Theories of growth and development; Piaget, and Bruner, Erickson and Kohlberg –and their educational implications.

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Module III: Learning and Memory (12 hours)

Learning: Concept, kinds, levels of learning, laws of learning and various view points on learning; Theories of Learning:; trial and error, classical conditioning, operant conditioning Gagne's theory of learning, Carl Roger's theory of learning and field theory of learning; cognitive view point and information processing; Educational implications of the view points on learning; Memory: Encoding and remembering, different forms of memory, theories of forgetting.

Module IV: Thinking and Problem Solving

Definitions of thinking and problem solving; Piaget's theory of cognitive; Group Dynamics: Group process, Interpersonal relations, Sociometric grouping; Social emotional climate of the classroom and its influence of teacher characteristics; Adolescence – Psychological characteristics and problem of adolescents; role of education in solving their problems.

Module V: Motivation and Personality

Individual Difference: Concept of intra and inter differences: Intelligence and cognitive abilities, identification fostering; Creativity – Nature, Process, Identification, fostering and Guiding creative children; Motivation Cycles; Interests, attitude and values; Adjustment of teaching – learning process to suit individual differences – learning styles and teaching strategies; Atkinson's Theory of Achievement Motivation; Maslow's Self-actualization Theory; Tolman's Sign Gestalt Theory; Gagne's Hierarchical Theory of Learning

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Defined psychology (K); Recount the historical antecedents of psychology (K); Explain the importance and significance of educational psychology in the teaching learning process (U); List down the stages of human development (K); Apply the knowledge of the stages of human development in understanding their own growth and development pattern (Ap); Point out their current stage of growth and development (U); Summaries the different specific stage developmental tasks that human beings undergoes during their life time (S); Assess the unique contributions of psychology in the field of education (E)

Module II: Differentiate between growth and development (K); Apply the concepts of growth and development in the context of human being and nature (Ap); List down the principles of human growth and development (K); Identify factors affecting human growth and development (An); Recall the different theories of growth and development (K); Explain the Cognitive development theory of Piaget (U); Identify the different stages of cognitive theory of Piaget (An); Critique on the cognitive development theory of Piaget (E); Explain Moral Development theory of Kohlberg (U); List down the different stages of moral development (K); Find out the current stage of their moral development (Ap); Compare the moral development during childhood stage and that of Adolescent (An); Generalize the moral development pattern of human beings (S); Compare the different theories of personality (An); Assess their own personality based on the theory of Carl Jung (E)

Module III: To list down the different theories of learning (K); Identify the different laws of learning (An); Apply the laws of learning in their our learning (Ap); Write down the different levels of learning (K); Illustrate the different levels of learning (U); Analyse the different levels of learning (An); Apply the knowledge of theory of classical conditioning in their own learning (Ap); Evaluate their own learning style (E); Generalize the different factors that enhance remembering/memory (S); Identify different factors associated with forgetting (An); Point out the different forms of memory (U); Illustrate the cognitive view point and information processing in learning (U); Explain the Gagne theory of learning (K); Contrast Social learning theory with operant conditioning. (E)

Module IV: Define thinking (K); Classify the different tools of thinking (U); Analyze the types of thinking (An); Define adolescence (K); Identify the three main stages of adolescence (An); Assess the growth and development of an adolescent (E); Summarize the different needs and problems of adolescence (S); Assess their own problems they faced as an adolescents (E); Evaluate the significance of group dynamic in group works (E); Point out the different features of group dynamic (U); Identify the different type of

Group formation (An); Differentiate a formal group from informal group (U); Predict the process of group formation (Ap); Generalize the principles of group dynamic (S); State the concept of social emotional climate of the classroom (K); Illustrate the significance of socio-emotional climate of the classroom in the teaching-learning process (U) ; Synthesize the roles of the teacher in promoting a conducive socio-emotional climate in the teaching-learning process (S); Explain the concept of sociometric grouping (K); Identify the individual and group phenomena influencing formation of group in the society (An); Assess the various factors influencing group formation in the classroom environment (E)

Module V: Define the concept of adjustment (K); Identify the factors influencing adjustment (An); Compare the individual and situational factors influencing adjustment (An); Synthesis the adjustment mechanism of people (S); Decide about the type of adjustment mechanism that individuals use in their daily life (E); Identify the symptoms of maladjustment (An); Define intelligence (K); Synthesize the concept of intelligence as given by different thinkers (S); Explain the nature of intelligence (U); State the different functions of intelligence (K); Explain Spearman's two factor theory of intelligence (U); Determine the significance of g factor in the intellectual activity of the organism (E); Compare the Guilford's structure of intellect and Spear's two factor theory as theoretical perspectives of intelligence (E); Explain the mental process or intelligence as a composition of operations, contents and products (K); Assess their own intellectual activities in terms of operations, contents and products (E); Define motivation (K); Identify the different types of motivations (An); Explain Maslow's Human Needs theory as a theory of motivation (U); State Maslow's hierarchy of needs (K); Understand Henry Murray's theory of motivation (U); Identify the viscerogenic and psychogenic needs as the factors of motivation (An); Compare the similarity of Maslow's Theory of motivation with Henry Murray's theory of motivation (E)

Suggested Readings

1. Atkinson, J.W. and Feather, N.T. (1960). A Theory of Achievement Motivation, New York: Wiley Publishers.
2. Bhatnagar, S. (2002). Advanced Educational Psychology, Agra: Bhargava Book House.
3. Chand, T. (2002). Educational Psychology, Agra: Bhargava Book House.
4. Crow, R.B. and Crow, A. (1964). Educational Psychology, New Delhi: Eurasia Publishing House.
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6. Dhir, R.N. (2002). Educational Psychology, Chandigarh: Abhishek Publication.
7. Ewen R. B. (2010). An Introduction to the theories of personality, 7th Edition. New York: Psychology press.
8. Forsyth, D. R. (2006). Group Dynamics. Fifth Edition. USA: Wadsworth, Cengage Learning.
9. Gagne, R.M. (1976). The Conditions of Learning (2nd edition), New York: Rinehart and Winston.
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11. Hulac, D. M., and Benson, N. (2011). Getting Students to Work Smarter and Harder: Decreasing Off-Task Behavior Through Interpersonal Techniques. School Psychology Forum,5(1), 29-36.
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16. Putwain, D. W., and Symes, W. (2011). Teachers' use of fear appeals in the Mathematics classroom: Worrying or motivating students? British Journal of Educational Psychology, 81(3), 456-474. doi:10.1348/2044-8279.002005
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18. Reynolds, W. M and Miller, G. E. (2003). Current perspectives in Educational Psychology. In Handbook of Psychology Vol. VII (ed.) Irving B. Weiner. Canada: John Wiley and Sons, Inc.
19. Rogers, C. (2012). Transition, self-regulation, independent learning and goal theory. Psychology Of Education Review, 36(2), 26-31.

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20. Sahoo, F.M. (2002). Psychology in Indian Context, Agra: Bhargava Book House.
21. Sharma, R.N. (2002). Educational Psychology, Guwahati: DVS Publication.
22. Sternberg, R.J (2003). Contemporary Theories of Intelligence. In Handbook of Psychology Vol. VII (ed.) Irving B. Weiner. Canada: John Wiley and Sons, Inc.
23. Swiderski, S. M. (2011). Transforming Principles into Practice: Using Cognitive Active Learning Strategies in the High School Classroom. Clearing House, 84(6), 239-243. doi:10.1080/00098655.2011.590549
24. Weinstein, C., Acee, T. W., and JaeHak, J. (2011). Self-regulation and learning strategies. New Directions For Teaching and Learning, 2011(126), 45-53. doi:10.1002/tl.443

EDTE0013: EMERGING TRENDS IN EDUCATION

(3 Credits - 45 Hours)

Objectives:

- *To impart in students the knowledge of the contemporary issues in education.*
- *To acquaint students with the information related to recent techniques in Education.*
- *To make students aware of the various challenges and hurdles faced by the Educational Institutions.*

Module I: Recent Pedagogical and Delivery Techniques (10 Hours)

Distance Education – Purposes, functions, organization and management of Distance Education Programme; e-learning – Nature, Characteristics Styles, Arrangement for e-learning in an educational institution; Virtual Classrooms – Modus operandi, Advantages and Limitations. Teleconferencing and Videoconferencing – Meaning, types, Educational Advantages.

Module II: Recent Techniques in Education (10 Hours)

Language laboratory - Need, Types, Functioning, Uses and Applications. Team Teaching-Meaning, Definition, Objectives, Principles, Types, Organization, Procedure and steps, Advantages and Limitations. Co-operative learning and collaborative learning-Key elements-Implementing the elements

Module III: Autonomy, Accountability and Accreditation (8 Hours)

Autonomy-Meaning, Need, Academic, Administrative and Financial Autonomy, Objectives, Salient Features, Advantages of Autonomous colleges. Accountability and Accreditation; Accreditation process, Assessment and Accreditation –NAAC, NBA-ISO, Accreditation and Certification

Module IV: Challenges in School Education (10 Hours)

Current student related Challenges: Parental Involvement, Drugs and Violence, School safety. Current Teacher related challenges: Diverse learning needs, Quality and expectations, Pupil-Teacher ratio. Teacher mentee /mentor programs. Current School related challenges- Technology issues, Bullying, harassment and ragging.

Module V: Learning Environment in Educational Institutions (7 Hours)

The concept of Institutional environment, The classroom learning environment- Disciplinary problems, The effects of the Institutional environment on Academic performance, Punishment and its effects. Creating Trustworthy school environments. Guidance and Counselling.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the concept, purpose and functions of distance education (K); Explain the functions and management of distance education (U); Establish the distance education center and running it effectively (Ap); Write the meaning, features, models ,styles and arrangement for e-learning (K); Explain the concept and features of e-learning (U); Use e-learning for the purpose of performance in any field of learning (Ap); Define virtual classroom (K); Explain the concept of virtual classroom (U); Use virtual classroom for effective learning (Ap); State the merits and demerits of virtual classroom (K); Explain the concepts of

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teleconferencing and video conferencing as the modes of learning (U); Define teaching (K); Distinguish between teaching and instruction (U); Explain the levels and phases of teaching (U); Define a model of teaching (K); Explain the elements of the model of teaching (U); Prepare the instructional materials and using a model of teaching in the classroom (Ap); Apply micro teaching for the inculcation of teaching skills among the pupil teachers (Ap); Explain the concept of FIACS (U); Use the FIACS for observing the behavior of a teacher in the classroom (Ap)

Module II: Write about language laboratory, its need, types and functions (K); Explain the utility of language laboratory for effective teaching (U); Define team teaching (K); Explain the steps of team teaching (U); Apply team teaching in the classroom (Ap); Evaluate the effect of team teaching in terms of learning of students (E); State the objectives and principles of team teaching (K); Define collaborative learning (K); Explain the steps of collaborative learning (U); Analyze the elements of collaborative learning (An); Use the collaborative learning for creating maximum learning among the students (Ap); Evaluate the process of collaborative learning in terms of the performance of students (E); Summarize the features of micro teaching , team teaching and collaborative learning (S)

Module III: Write the meaning, need and objectives of autonomy (K); Explain the academic, administrative and financial autonomy (U); Use the concept of autonomy in educational institution (Ap); Analyze administrative, financial and academic autonomy of an educational institution (An); Define accountability (K); Explain the features by educational accountability (U); Explain the implication of accountability (U); State the meaning of accreditation (K); Explain the parameters of assessment and accreditation of an educational institution (U); Assess and accredit the educational institution (E); Explain the functions of NAAC,NBA and ISO in the context of accreditation and certification (U)

Module IV: State the challenges relating to students (K); Analyze the challenges relating to the students of an educational institution (An); Solve the problems of students (Ap); Explain the role of parents in solving the problems of students (U); Use the involvement of parents in making the smooth and effective functioning of the school (Ap); Identify and analyze the teacher related problems (Ap); Find out the diversified needs of the learnings (Ap); Meet up the needs of the learners by adopting some effective measures (Ap)

Module V: Define the term environment (K); Write the meaning of institutional environment (K); State the elements of institutional environment (K); Explain the institutions and classroom learning environment (U); Find out the effects of institutional environment on the academic performance of students (AP); Define the concept of trustworthy environment (K); Create trust worth environment in the institution (AP); Identify the causes of indiscipline in institutions and solving the problems of indiscipline (AP); Organize the guidance and counselling services (AP)

Suggested Readings

1. Associates, A. F. (2000). Leading Academic Change: Essential Roles for Departmental Chairs. San Francisco: Jossey -Bass Publishers.
2. Associates, H. D. (2000). Higher Education in the Era of Digital Competition – Choice and Challenges. Modison: WI Atwood Publishing.
3. Association of Indian Universities. Privatization of Higher Education. 2003
4. Association of Indian Universities: Accountability and Autonomy in Higher Education. 1998
5. Association of Indian Universities: Excellence in Achieving Social Relevance in Higher Education. 1993
6. Chauhan, S.S (2004) Innovations in Teaching Learning Process. New Delhi, Vikas Publication
7. Gandhi, M.M (2013). Autonomy and Accountability in Higher Education- An Indian Perspective. IOSR Journal of Research and Method in Education. Vol. 3, Issue 5 (Nov-December) pp. 33-37. Retrieved from http://www.iosrjournals.org/iosr-jrme/papers/Vol-3%20Issue-5/F0353337.pdf?id=7370
8. Govindasamy, T. (2001). Successful implementation of e-learning: Pedagogical considerations. The internet and higher education, 4(3), 287-299.
9. Haynes, N. M. (1996). Creating safe and caring school communities: Comer school development program schools. Journal of Negro Education, 308-314.

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11. Holmberg, B. (2005). Theory and Practice of Distance Education. 2nd Edition. Routledge.
12. Mangal, S.K (2005) Essentials of Educational Technology. Ludhiana, Tandon Publications.
13. McIsaac, M. S. and Gunawardena, C. N. (2005). Distance Education. Retrieved from http:// www.aect.org / edtech /ed1/pdf/13.pdf. Accessed on 19 July, 2016.
14. Mehta, R. (2004). Crisis in Higher Education. Delhi : Kalpaz Publications.
15. Ministry of Human Resource Development Department of Secondary and Higher Education (2005).Report of the Government of India Central Advisory Board of Education (CABE) Committee On Autonomy of Higher Education Institutions. Retrieved from http://mhrd.gov. in/sites/upload_files /mhrd/files/document-reports/Autonomy HEI.pdf. Accessed on 19 July, 2016.
16. Narkhede, S. (2001). Challenges of higher Education in India. New Delhi: Sarup and Sons.
17. Pollack, I., and Sundermann, C. (2001). Creating safe schools: A comprehensive approach. Juvenile Justice, 8(1), 13-20.
18. Purushotham, H.R (2009). Team Teaching: An Alternative to Lecture Fatigue. Edutracks, 9(1), 5-7
19. Singh, A. and G.D.Sharma. (1989). Higher Education in India: The Institutional Context (ed.), New Delhi: Konarch

EDDE0014: HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA

(3 Credits - 45 Hours)

Objectives:

- *To develop in the students an understanding of the progress of education in ancient India- Vedic and Buddhist Education*
- *To develop in the students an understanding of the progress of education in medieval India- Islamic education*
- *To impart knowledge about the various committees and commissions formed for the progress of education during the pre- and post-Independent India.*
- *To impart knowledge about the various Government policies related to Education*

Module I: Ancient Indian Education (8 Hours)

Fundamentals of Ancient Indian Education, Salient features, purpose of studying Vedas, Relevance of Ancient Indian education in the 21st Century. Chief Characteristics of Vedic Educational System; Education in post Vedic (Buddhist) period – features. Female education; *Swardhyaya* (Self-Learning), Duties of teachers and students in Vedic and post Vedic period, Introduction to Islamic Education, State patronage and Growth of education, Primary Education (*Maktabs*), Higher Education (*Madarsas*), Female Education, Student and Teacher relationship.

Module II: Education during Pre Independent India (13 Hours)

Anglicization of Education 1836-1855- Exponents of Oriental Education, The Anglicists, Macaulay's Minutes and its effect, Wood's Despatch – 1854, India Education Commission regarding Primary, Secondary and University Education, The University Commission (1902), The Hartog Committee (1928-29), The Filtration Theory of Education. Important Development in Education during 1921-1931- Inter University Board, Establishment of new Universities, Teachers Training, Technical Education.

Module III: Education during Post Independent India (14 Hours)

Various Commission and policies in Education - Secondary Education Commission 1953, Education Commission 1964-66, National Policy on Education 1986, Ramamurthy Review Committee 1990, National Commission on Teacher 1999, National house Committee 2004; problems of Indian Education- Wastage and Stagnation, Examination Reform, Inclusive Education and Education of the Marginalized.

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Module IV: Current Government Policies (10 Hours)

Unni Krishnan commission, DPEP, National policy on ICT,National Commission Report, Panchayat Raj Act, Rashtriya Madhyamik Shiksha Abhiyan, Rashtriya Uchchatar Shiksha Abhiyan ,SSA, RTE, Right to Information Act, Total Literacy Campaign,NAEP,National Knowledge Commission, Education for all,NAS,SPQEM etc.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the fundamentals of Ancient Indian Education (K); Explain the fundamentals of Ancient Indian Education (U); Illustrate the feature and purposes of studying Vedas (U); Find out the relevance of Ancient Indian Education in 21st century (Ap); Write the basic features of Vedic education system (K); Analyze the Vedic education in post Vedic period in terms of duties of teachers and students (An); State the Islamic education (K); Analyze the different aspects of Islamic education (An); Find out the implications of Islamic education on the quality of life (Ap); Explain the growth of Islamic education (U); Explain the female education and relationship between students and teachers in Islamic Education (U)

Module II: State the educational development from 1836 to 1855 in India (K); Analyze the educational development in India before independence (U); Explain the exponents of oriental education (U); State Macaulay minute and its effects (K); Write about Wood's Despatch-1854 (K); Find out the effect of Wood's Despatch on the learning of students (Ap); Explain the university education (1902), Hartog committee (1928-29) (AP); Explain the filtration theory of education. (Ap); Find out the effect of filtration theory of education (Ap); State the educational development during 1921-1931 in India (K)

Module III: State policies and programmes of education in India after independence (K); Explain the features of Secondary Education Commission (1953), and Education Commission (1964-1966) (U); Identify the impact of different commissions and committees on the quality of education in India (Ap); State the basic features of NPE 1986 (K); Analyze the different components of NPE 1986 (An); Find out the effects of NPE -1986 on the qualitative improvement in education (Ap); Explain the features and changes inducted in POA-1992 (U); Explain the concept of teachers education and basic features of Teacher Education Commission-1999 (U); Identify the problems of Indian Education and suggest some solutions of these problems (Ap); Conduction research or action research on some problems and giving the solutions of those problems (Ap)

Module IV: State the features of Unni Krishnan Commission (K); Explain the objectives and structure of DPEP (U); Find out the effect of DPEP (Ap); Analyze the problems of DPEP (An); Solve the identified problems of DPEP (Ap); State the National Policy on ICT (K); Explain the role of Panchayat in educational development (U); Explain the features of SSA and RMSA (U); Find out the effects of SSA and RMSA on the quality of Education (Ap); Explain the features of RTE Act 2009 (U); Evaluate the TLC,NAEP and find out the effectiveness of these programmes (Ap); Explain the structure of NKC, EFA, NAS, SPQEM (U)

Suggested Readings

1. Acharya, P. (1978). Indigenous vernacular education in pre-British era: Traditions and problems. Economic and political weekly, 1981-1988.
2. Dash, M. (2000), Education in India: Problems and Perspectives, Eastern Book Corporation
3. Ghosh, S. C. (2007), History of Education in India, Eastern Book Corporation.
4. Govt. of India, report of the University Education Commission,(1949) Vol -I, Simla.
5. Jain, M. (2003), History in the New NCERT Textbooks Fallacies in the IIIC Report, Delhi NCERT.
6. Lall, M. (2005), The Challenges for India's Education System, Chatham House: London
7. M.H.R.D, Report of the University Education Commission (1948), Ministry of Education, New Delhi, Govt. of India.
8. M.H.R.D. Challenges of Education (1985). A policy perspective, Ministry of Education, New Delhi, Govt. of India.
9. M.H.R.D. Report of the Secondary Education Commission (1952). Ministry of Education, New Delhi, Govt. of India.
10. Mookerji, R. K. (1990), Ancient Indian Education: Brahmanical and Buddhist, Delhi, Motilal Banasidass Publishers.

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11. Niak J.P. (1963) The role of govt. of India, Ministry of Education.
12. Nurullah S., Naik J.P. and Oad L.K. (1970). A student history of education in India, Mumbai: McMillan and Co.
13. Ramchandra, P. and Ramkumar V. (2005), Education in India. Eastern Book Corporation.
14. Rawat, P. L. (1956), History of Indian Education: Ancient to Modern, Delhi Bharat Publication.
15. http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
16. http://www.teindia.nic.in/Files/Reports/CCR/Yash%20Pal_committe_report_lwb.pdf
17. http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf
18. http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf

EDET0015: EDUCATIONAL TECHNOLOGY

(3 Credits - 45 Hours)

Objectives: *The aims of this course on Educational Technology are*

- *To impart to the students an understanding of the Concept, Scope and Significance of Educational Technology in the Education System.*
- *To describe the Teaching Models and explain the concept of instructional design*
- *To describe the application of programmed instruction in the teaching-learning process.*
- *To impart the knowledge and understanding of the methods of ICT integration and other advanced techniques of instruction in education.*
- *To develop an insight into the multimedia applications in teaching learning.*

Module I: Educational and Behavioural Technology (13 Hours)

Meaning, nature and scope; Historical perspective of Educational Technology; approaches- Software, hardware and system; Utility and problems of Educational technology in Formal and non-formal education; Behavioural Technology: teacher behaviour and teaching behaviour, teaching skills, Micro Teaching SSST and FIACS

Module II: Designing Instructional System (12 Hours)

Teaching learning process, variables, levels, functions taxonomies of instructional objective, instructional startegies, PI, PSI, MI, CAI, BMLS

Module III: Process of Communication and ICT (10 Hours)

Concept and process of communication, Barriers to communication, principles of communication, Mass Media and multi media; concept and need of ICT

Module IV: Emerging trends in Educational Technology (10 Hours)

Distance Education; Open learning system; New technologies- Videotapes, Radio, Teleconferencing, CCTV, INSAT, EDUSAT, Internet, Broadband; Resource centres for Educational Technology: CIET, UGC, IGNOU, NIOS; 3D printing, mobile learning, Gamification, Flipped, blended learning/classrooms, Cloud computing, Massive open online course (MOOCs), Flashnotes, Virtual Reality, Wearables, etc

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the term 'educational technology' (K); Analyze the different definitions of educational technology (An); Explain the nature of educational technology (U); Write the historical background of educational technology (K); State the approaches of educational technology (K); Explain the hardware ,software and systems approach (U); Use the hardware and software approaches in the classroom for effective teaching (Ap); Apply systems approach for the improvement of learning outcomes (Ap); Explain the concept of ICT (U); Write process of communication (K); Analyze the process of communication (An); Synthesize the basic features of educational technology (S); Write the principles involved in the process of communication (K); Evaluate the process of communication (E); State the scope of educational technology (K); Define instructional technology (K); Explain the concept of instructional technology (U); Use the new approaches of teaching in the class room for effective teaching (Ap); Explain the verbal and non- verbal interaction in the classroom which the teacher and students process (U); Define mass media (K); Explain the concept of multimedia approach in the process of mass communication (U)

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Module II: Define instructional objectives (K); Formulate instructional objectives (Ap); Analyze the task of teaching (An); State the different instructional strategies (K); Eexplain the methods like- lecture, team teaching,discussion,seminar,tutorialetc (U); Differentiate between a method and approach of teaching (U); Apply the different methods of teaching in a classroom (Ap); Write the meaning of programmed instruction (K); State the origin and types of programme instructional styles (K); Develop the programmes instructional material (AP); Explain the concepts of CAI and multimedia presentation (U); Apply CAI or multimedia presentation in classroom (Ap); Synthesize the plus points of programmed instruction and CAI in the context of classroom teaching(S); Analyze the features of PI and CAI (An)

Module III: State the meaning of distance education (K); Explain the significance and features of distance education (U); Explain the concept of open learning system (U); Differentiate between distance education and open learning system (U); Use new technologies in the teaching-learning process (Ap); Analyze the roles of resource centers of Educational technology (An); Prepare the software's for various hardware's and using in the classroom (An); State the roles of CIET,UGC,IGNOU and NIOS in the field of educational technology (K)

Module IV: State the meaning of 3D printing (K); Illustrate the concept of 3D printing (U); Write about the concept of mobile learning (K); Explain the merits of 3D printing and mobile learning (U); State the meaning of gamification (K); Analyze the components of gamification (An); Use 3D,mobile and gamification in the process of learning (Ap); Describe the nature of flipped and blended learning (K); Illustrate the utility of flipped and blended learning (U); Define cloud computing, MOOCs, flashnotes, virtual and wearability etc.(K); Apply cloud computing in the management of library (Ap); Use flashnotes, virtual classrooms for teaching and learning (Ap); Explain the nature and scope of MOOCs in the present context (U)

Suggested Readings

1. Ahalt, S. (2015). Ten Emerging Educational Technology. *Renci White paper Series*, Vol. 3, No. 1 pp. 1-18.
2. Barle David (1960), The Process of Communication, Holt andRinerhart New York.
3. Bhatia, R.L. and Ahuja, B.N. Educational Technology. New Delhi: Surjeet Publications.
4. Bhatta B.D. and Sharma, S.R. (1992). Educational Technology- Concept and Techniques, Kanishka Pub. House New Delhi.
5. Dale Edgar (1961) Audio Visual Methods in Teaching, Holt Rinehart and Einston, New York.
6. Das R.C. (1993) Educational Technology-A basic Text, Sterling, New Delhi.
7. Dhand,H., Techniques of Teaching, APH Publishing Corporation.
8. Hooft, M. V. (2008). Mobile, Wireless, connected information clouds and learning. *Emerging technologies for learning*. Vol. 3.pp. 30-46.
9. Jangira N.K. and Ajit Singh (1982), Core Teaching Skills: The Micro Teaching Approach, NCERT, New Delhi.
10. Joyce, and B Weil, Models of Teaching, Prentice Hall, New Jersey.
11. Mangal S.K. Foundations of Educational Technology, Prakash Brothers Ludhiana.
12. McIsaac, M. S. and Gunawardena, C. N. (2005). Distance Education. Retrieved from http://www.aect.org /edtech/ed1/pdf/13.pdf. Accessed on 19 July, 2016.
13. Nayak, A.K. Classroom Teaching Methods and Practices: APH, Publishing Corporation.
14. Passi, B.K (1976) Becoming Better Teacher, Micro Teaching Approach, Sahita Mudranalya, Ahmedabad.
15. Sechdeva, M.S. A New Approach to Educational Technology, Vinod Publications.
16. Sharma R.A. Technological Foundations of Educational Publications Meerut.
17. Sharma, R.A. (1983) Technology of Teaching: International Publishing House.
18. Venkataiah: Educational Technology, APH Publishing Corporation New Delhi.
19. Walia. J.S. Essentials of Instructional Technology; Paul Publishers Punjab.

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EDPC0016: PEACE EDUCATION AND CONFLICT MANAGEMENT

(3 credits - 45 Hours)

Objectives: *To enable students*

- *To understand the importance and relevance of peace education*
- *To comprehend the concept of peace as held by different thinkers and other religious beliefs*
- *To bring awareness of the modes and methods for conflict management*
- *To familiarize with global issues and peace movements*

Module I: Understanding peace as a dynamic social reality (10 hours)

Peace – meaning, nature; theories of peace – democratic peace and active peace; religious beliefs and peace – Buddhism, Islam, Hinduism and Christianity

Module II: Philosophy of peace and peace education (10 hours)

Montessori, Freire, the Dalai Lama, Gandhi, Krishna murthy, Aurobindo and Tagore; Concept and scope of peace education; peace teacher, peace method and other enabling practices for a culture of peace in an educational setting

Module III: Conflict management and its methods and modes (9 hours)

Meaning, types, levels and reasons for conflict; approaches to the study of conflict; methods and modes of conflict resolution - mediation, negotiation, diplomacy, coercive methods; creative peace building, cross cultural methods

Module IV: Global issues and peace movements (8 hours)

Human rights, preservation of ecology, population control, economic exploitation, deprivation, equitable economic world order; non-alignment movement, campaign for nuclear disarmament and role of world organizations in promoting peace

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the term 'peace' (K); Explain the nature and theories of peace (U); Use the theory of peace in an educational institution (Ap); Analyze the theories of peace (An); Evaluate the theories of peace (E); Explain the roles of different religions in creating peace (U); Find out the effectiveness of religions in generating peace in the society (Ap)

Module II: Describe the contributions of Montessori, Friere and Dalai Lama in creating peace in the world (K); Explain the contributions of Gandhi,Krishnamurty, Aurobindo and Tagore in creating peace (U); Compare the roles of Montessori,Friere , Gnadhi,Aurobindo and Tagore (AP); Apply the philosophies of great personalities of the world in classroom teaching (AP); Explain the role of teachers in generating peace in the society (U); State the practices for a culture of peace (K); Apply different practices in life for enhancing peace in society (Ap)

Module III: State the concepts of conflict and conflict management (K); Explain the process conflict management (U); Analyze the factors affecting conflict management (An); Use the process of conflict management in practice (Ap); Name the approaches /methods to resolve conflicts (K); Explain the approaches to conflict resolution (U); Explain the meaning of mediation, negotiation, coercive method and cross cultural methods (U); Use diplomacy in resolving the conflict (Ap)

Module IV: State the human rights (K); Explain the significance of human rights (U); Define the term 'ecology' (K); Explain the practices of preservation of ecology (U); Write the meaning of population control (K); Name the methods and approaches of population control (K); Explain the approaches of population control (U); Explain the concept of economic exploitation (U); Identify the causes of economic exploitation and eliminate the exploitation (Ap); Explain the non- alignment movement (U); Explain the nuclear disarmament and the role of UNO in promoting peace in the world. (U)

Suggested Readings

1. Dalai Lama (1998). The joy of living and dying in peace. (ed.) Donald S. Lopez. Jr. Dharamsala: Tibetan and Archives.
2. Diwahar, R. R.,and Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
3. Doyle, M. W. (2012). Liberal peace: Selected essays. London and New York: Routledge.
4. Duckworth, C. (2006). Teaching peace: a dialogue on the Montessori method. Journal of Peace Education, 3(1), 39-53.
5. Fountain, S. (1999). Peace education in UNICEF. New York: UNICEF.
6. Gat, A. (2005). The Democratic peace theory reframed: The impact of modernity. World Politics, 58, pp. 73-100.
7. Girard, K. (1995). Preparing teachers for conflict resolution in the schools. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education
8. Heopper, B (2002). Peace education and years 1to 10 studies of society and environment key learning Area. Queensland: Queensland School Curriculum Council.
9. Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication.
10. Krishnamurti, J. (n.y). Education and Significance of life. Retrieved from http://www.jkrishnamurti.org/krishnamurti-teachings/view-text.php?tid=51&chid=66876.
11. Layne, C. (1994). Kant or Cant: The Myth of the Democratic Peace. International Security, Vol. 19. Issue 2, pp. 5-49.
12. Montessori, M. (1943). Peace and Education. India: The Theosophical Publishing House.
13. Morrison, M. L. (2003). Peace Education. Australia: McFarland
14. Nair, G. (1997). Peace education and conflict Resolution in school. Health Administrator Vol. XVII, Number 1:38-42.
15. Pant, D. and Gulati, S (2014). Ways to peace: a resource book for teachers. New Delhi: National Council of Educational Research and Training.
16. Salomon, G., & Nevo, B. (2002). Peace Education: The Concept, Principles, and Practices around the World. London: Lawrence Erlbaum Associates
17. Sheean, V. (1955). Mahatma Gandhi, a great life in brief. New Delhi: Random House.
18. UNESCO. (2005). Peace Education: Framework for Teacher Education. New Delhi: UNESCO

EDSF0017: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

(4 Credits - 60 hours)

Objective: *This course in sociological foundation of education probes into educational systems of past and present, to comprehend the relationship between education and social change. Education is inseparable from society. Emerging theories, methodologies and policies of society play a vital role in forming an understanding of contemporary education and determining its future. Besides teaching and learning, educational institutions are crucial for shaping the broader society. To understand this it is important to consider the relationships within and outside the educational institutions and between various stakeholders. The sociological perspective will enable students to have a better grasp of the larger social reality that affect educational institutions and their mission.*

Module l: Concept and Approaches (10 Hours)

Education from a sociological point of view – functionalism, structuralism, system approaches to education and a critical evaluation of these approaches; transition from pre-capitalist to capitalist social formations and its impact on educational structure and function; education and social groups, education in a multi-cultural context.

Module ll: Theoretical Perspective of Educational Sociology (15 Hours)

Theoretical approaches to educational sociology and their relevance in present day scenario - stand point theory, theory of social learning by Bandura, social realism, critical theory, rational choice theory, human capital theory, conflict theory.

Module lll: School as a Social Institution (15 Hours)

School as a social institution, school as an organization; hierarchy of authority and their functions in school, unpacking schools` social contexts - contexts and factors shaping differences in schooling and

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schooling outcomes, schools as sites for social development, school choice, social mobility by means of education; organisational climate types, classroom climate and its impact.

Module IV: Cross-National Perspectives on the Sociology of Education (10 Hours)

a) Culture - conceptual understanding of culture, developing intercultural competency through education, culture and personality, education for cross-national understanding;
b) Education beyond geographical barriers - distance education, online certification courses, student and faculty exchange programmes, curriculum goals for creating globally competent students.

Module V: Schooling in the Context of Globalization and National Policies (10 Hours)

Central policies of education, privatization of education, sanskritisation and westernization of society and role of education, conceptualizing modernization from educational point of view, present education system and sociological issues - primary level, secondary level, higher educational level.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the meaning of sociology (K); Explain the relationship between sociology and education (U); State the meaning of sociology of education (K); Explain the scope of sociology of education (U); Differentiate educational sociology from sociology of education (An); Summarize the function of education from a sociological point of view (S); Conclude the need of studying sociology of education (S); Understand the different theoretical approaches to Sociology of Education (U); Identify the major theories that have contributed towards the field of sociology of education (An); Explain the concept of society from the functionalism view points (U); List down the functions of Functionalism (K); Critique the viewpoints of functionalism on society (E)

Module II: Explain the perspective of conflict theorists on society (U); Contrast the perspective of conflict theorist on society from that of functionalists (E); Summarize the contributions of different perspectives on better understanding of society (S); Describe the basic principles and tenets of symbolic interactionism in understanding society (K); State and explain the different theories associated with Symbolic interactionism (K); Interpret and apply symbolic Interactionists perspectives in school (U); Relate the rational choice theory in explaining the actions of individual in society (Ap); Critique rational choice theory in explain the complex social phenomena (E); Give a historical account of the evolution of feminism (U); List down the specific foci of feminist standpoint theory (K); Explain social realism in the understanding of social life (U); Explain the social theory in understanding and critiquing the changing society (U)

Module III: Explain the concept of classroom climate (U); Assess the impact of classroom climate on students' learning (E); Identify the factors that influence climate classroom (An); Define classroom climate (K); Summarise the dimensions of classroom climate (S); Illustrate the factors promoting positive classroom climate (U); Explain school as a center of community service (U); Justify the concept of school as community center (An); Demonstrate the connection between school and home (Ap); List down the educational function of the family (K); Analyse the need of parent-teacher cooperation in the teaching-learning process (An); Pinpoint the difficulties in securing home-school cooperation in the teaching-learning process (An); Propose method for securing healthy cooperation between the home and the school in the teaching-learning process (Ap); Explain the relationship between school and society (U); Predict the impact of society on education and vice-versa (Ap); Generalize the duties of school towards education (S)

Module IV: List down the agencies of education (K); Explain the concept of community (U); Infer the importance of community in the education of the child (An); List down the educational functions of the community on child (K); Suggest ways and means to make community an effective agency of education (Ap); Illustrate the role of family as an agency of education (U); Explain the meaning of socialization (U); Explain socialization as a process of acculturation (U); List down function of educational institution in socialization (K); Differentiate between state management and state control of education (U); Summarise the educational functions of state (S); Identify the merits and demerits of state control on education (An)

Module V: Define and explain the meaning of culture (K); List down different types of culture (K), Differentiate between material and non-material culture (U); Explain the concept cultural lag (U); Summarise the role of education in promoting and conserving culture (S); Identify the influence of culture on education (An); Explain the broad concept of Democracy (U); Apply the ideas of democracy in the context of education (Ap); Incorporate democratic ideas in formulation of curriculum (Ap); Explain the meaning of International understanding (U); Justify the need of international understanding in the present scenario (E); Propose the various principles of international understanding (Ap); Explain the concept of nationalism (U); Differentiate between nationalism and patriotism (U); Summarize the role of education in promoting the spirit of nationalism (S); Explain the meaning of national integration (U); List down the obstacle of national integration (K); Suggest educational programme for national integration (Ap); State the demerit of education for national integration (K); State the meaning of Sanskritization (K); Differentiate between Sanskritization and Brahmainisation (U); Analyse the process of Sanskitization (An); Explain the concept social mobility (U); Differentiate between horizontal and vertical mobility (U); Apply the concept of vertical mobility in society (Ap); State the different dimensions of social mobility (K); List down causes of social mobility (K); Summarise the factors affecting social mobility (S); Apply the concept of social mobility in the classroom context (Ap); Explain the concept of social stratification (U); Summarize the process of stratification (S); Explain the concept of equality of educational opportunity (U); Explain the concept of westernization (K); State the concept of modernization (K); Differentiate westernization from modernization (U)

Suggested Readings

1. Below, S. V., Powell, J. J., & Roberts, L. W. (2013). Educational Systems and Rising Inequality: Eastern Germany after Unification. Sociology of Education, 86(4), 362-375.
2. Bills (2013). 2013. Sociology of Education reviewer awards. Sociology of Education, 86(4).
3. Binder, A. J. (2013). Sociology of Education's Cultural, Organizational, and Societal Turn. Sociology of Education, 86(4), 282-283.
4. Bose, S. (2012). A Contextual Analysis of Gender Disparity in Education in India: Women's Status and Community. Sociological Perspectives, 55(1), 67-91.
5. Brown, F.J. Educational Sociology, Prentice Hall of India, New Delhi.
6. Clinard, M. B., & Elder, J. W. (1965). Sociology in India: A Study in the Sociology of Knowledge. American Sociological Review, 30(4), 581-587.
7. Damle, Y. B. (1974). Sociology in India: its teaching and status. International Social Science Journal, 26(2), 343-348.
8. Goel, S. K. (1990). Education, Training, and Rehabilitation of the Handicapped in India. Retrospect and Prospect. Education & Society, 8(1), 21-29.
9. Harding, 0. J. (2011). Rethinking the Cultural Context of Schooling Decisionism Disadvantaged Neighborhoods: From Deviant Subculture to Cultural Heterogeneity. Sociology of Education, 84(4), 322-339.
10. Hodkinson, A., & Devarakonda, C. (2009). Conceptions of inclusion and inclusive education: A critical examination of the perspectives and practices of teachers in India, Research in Education, (82), 85-99.
11. MacIver and Page- Society: An Introductory Analysis, Macmillan.
12. Nakamura, T. (2013). Sociologization, Pedagogization, and Resociologization: Has the Post-war Japanese Sociology of Education Suffered from the Galapagos Syndrome? International Journal of Japanese Sociology, 22(1), 64-79.
13. Sharma, C. L. (1990). Crisis of Character in India: The Need for Moral Education. Education & Society, 8(1), 64-73.
14. Smith R. Eliot et al, (2000). Social Psychology. U.S.A.: Taylor and Francis.
15. Von Below, Powell, J. W., & Roberts, L. W. (2013). Educational Systems and Rising Inequality: Eastern Germany after Unification. Sociology of Education, 86(4), 362-375.
16. Wright, R. (2014). The Fourth Sociology and Music Education: Towards Sociology of Integration. Action, Criticism, and Theory for Music Education, 13(1), 12-39.

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EDTK0018: THEORY OF KNOWLEDGE

(3 Credits - 45 Hours)

Objective:*The course aims at developing educational practitioners who can facilitate the process of knowledge construction, organisation of the curriculum and make a significant contribution in learner's experiences towards 'learning to learn'. The modules highlight not only the concepts to be discussed but also the abilities to be nurtured. Learners will be able to*

- *Appreciate the different 'forms of understanding'.*
- *Derive key principles for teaching-learning experiences in each of the discipline.*
- *Analyse the classroom interactions through the lens of 'critical pedagogy'.*
- *Critically review the textbooks with the lens of 'knowledge' and 'power'.*

Throughout the course dialogic method of teaching will be used so that students can experience constructivist way of teaching and learning. Students will be required to present and initiate dialogue.

Module I: Introduction to knowledge and Forms of Understanding (12 Hours)

Difference in Belief, assumptions, information, and Knowledge. Knowledge as true justified belief. Sources of knowledge, types of knowledge, forms of understanding/ different kinds of knowledge and their validation processes, role of learner (knower) in knowledge construction.

Reviewing how students learnt subjects in school and college and critically analyse the processes through the lens of 'knowledge'.

Module II: Facilitating knowledge construction (12 Hours)

Nature, process of construction, pedagogy (andragogy) and assessment of: Mathematical knowledge, Knowledge of science; Knowledge of humanities and social sciences; Aesthetics

Dialogue on 'knowledge claims' and 'validation' of the claims in each of the disciplines.

Module III: Understanding Curriculum (10 Hours)

Curriculum framework, curriculum and syllabus. Process of/approaches to curriculum organisation and development; principles for selection of content and processes.

With reference to school, college and university curricula - Study of NCF 2005, NCERT syllabi for school education, curricular documents of degree courses.

Module IV: Knowledge and power (11 Hours)

Knowledge and power-Dominance, inclusion and exclusion of knowledge in curriculum and text books. Academic knowledge and everyday knowledge; Knowledge of the marginalised, indigenous knowledge.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Write the conceptual framework of knowledge (K); Differentiate the concept of knowledge and belief, assumptions ,information's (U); Define 'knowledge' (K); Explain the sources of knowledge (U); Name the types of knowledge (K); Categorize the knowledge (Ap); Explain the process of validation of knowledge (U); Validate the knowledge (Ap); Construct the knowledge (Ap); Analyze the knowledge (An); Summarize and come out with theory of principal (S)

Module II: Write the nature of construction of knowledge (K); State the process of knowledge construction (K); Analyze the process of construction (An); Synthesize the elements of the process of knowledge construction (S); Construct the knowledge (Ap); Explain the term pedagogy (U); Classify the knowledge of Mahematics,Science,Humanities and Social sciences (Ap); Use the constructed knowledge. (Ap)

Module III: Define curriculum (K); Analyze the elements of curriculum (An); Explain the concept of curriculum (U); Execute the curriculum (Ap); Design the curriculum (AP); Evaluate the curriculum (E); Name the co-curricular and extra-curricular activities (K); Explain the approaches to organize curriculum (U); Write principles and bases of curriculum (K)

Module IV: State knowledge as power (K); Classify knowledge (Ap); State the criteria for inclusion and exclusion of knowledge in curriculum (K); Explain the process of inclusion and exclusion of knowledge

in curriculum (U); Update the curriculum (Ap); Analyze the knowledge (An); Synthesize the knowledge (S); Define text-book (K); Explain the different parameters of a good text-book (U); Design and develop a good text-book (Ap); Differentiate between the academic (specific) knowledge and general knowledge (U); Define indigenous knowledge (K); Explain the knowledge marginalized communities (U); Eplain the utility of indigenous knowledge (U); Identify the indigenous knowledge and to classify it (Ap); Analyze the text-book (An); Evaluate the text-book (E)

Critical study of text books – NCERT, state board text books, text books for colleges.

Suggested Readings

1. Dhankar, Rohit. Aims of Education to classroom – mapping the field of curriculum.
2. Hirst, P.H., Realms of meaning and forms of knowledge in 'Knowledge and Curriculum' A collection of philosophical papers, Routledge and Kegan Paul, 1974
3. Kumar, Krishna. (1992). What is worth teaching? Orient Blackswan.
4. Nambissan, Geetha. B. (2000). 'Identity, Exclusion and the Education of Tribal Communities'. In Rekha Wazir (Ed.) The Gender Gap in Basic Education: NGOs as Change Agents. New Delhi: Sage
5. NCERT (2006). Position papers on Science, Language, Social Science, Mathematics, Assessment. NCERT, New Delhi
6. Noah, Lemos. (2007). An Introduction to the Theory of Knowledge.Cambridge.
7. Sarangpani, Padma. Constructing school knowledge.
8. Saxena, Sadhana (2007). 'Education of the Masses in India: A Critical Enquiry'. In Krishna Kumar and Joachim Oesterheld (Eds.) Education and Social Change in South Asia. New Delhi: Orient Longman.
9. Batra, P. (2010). The Contested Terrain of School Social Science.Learning Curve. Bangalore: Azim Premji Foundation.
10. Carr, D. 'Knowledge and curriculum: four dogmas of child-centred education', Journal of Philosophy of Education, vol. 22, 1988, pp. 151–62.
11. Carr, D., 'The logic of knowing how and ability', Mind, vol. 88, 1979, pp. 394–409.
12. Gettier, E.L. (1967). Is justified true belief knowledge? in A. Phillips-Griffiths (ed.), Knowledge and Belief, Oxford, Oxford University Press.
13. Lawton, D. (1975). Class, Culture and the Curriculum, London, Routledge.
14. Mehlinger, H. D. (ed). (1981). UNESCO Handbook of Social Studies. France: UNESCO Publications
15. Mukherjee, A. (2010). The Nature of mathematics and its relation to school education. Learning Curve XIV, pp. 16-22.
16. Mukherjee, A. (2005). Methods of enquiry in science, Proceedings of the International Seminar on Science Education. VidyaBhawan Education Resource Centre, Udaipur.
17. Winch, P., The Idea of a Social Science and Its Relation to Philosophy, London, Routledge and Kegan Paul, 1958.
18. Young, M.F.D. (ed.), Knowledge and Control, London, Collier-MacMillan, 1971.

EDEL0019: DEVELOPING EDUCATIONAL LEADERSHIP

(3 Credits - 45 Hours)

Objectives: *This course aims at developing the concepts and skills required to understand, appreciate and make informed choices required for leading educational endeavours. The modules highlight not only the concepts to be discussed but also the abilities to be nurtured. The objectives of the course are to enable students to:*

- *Understand specific nature and attributes of educational processes, institutions and system.*
- *craft the vision, goals and strategy for the educational institution in the light of democratic values, larger societal aims and context.*
- *anlayse the various roles and responsibilities of an educational leader.*

It is recommended that dialogic pedagogy be used and students are required to bring in their personal experiences, initiate dialogue and build theories. Teachers would problematize, provide space for dialogue, provide resources and help the students understand finer nuances.

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Module I: Education system and institutions (15 Hours)

a) Education as an ideal (What is education? Aims of education). Education as a system. School as a social institution.

b) Decentralisation of Education: Education- a concurrent subject in the Constitution. Structure of the educational system in India. Study of the structure at the state level. Linkages within the system.

c) Roles and responsibilities of the personnel involved: Teacher as an academic leader, Head teacher as a school leader, CRC, BEO, DEO, DIET Principal, SCERT Director, NCERT Director, Panchayati Raj Institutions.

Reflecting on one's own experiences of schooling to understand school as a social institution, nature of relationships among the various stakeholders in the school and overarching values as stated by the school.

Module II: Stakeholder collaboration (10 Hours)

a) Parent, learners, community, teachers as stakeholders: their expectations and roles. Ensuring their participation.

Analysis of research on impact of stakeholder participation, challenges and principles for successful collaboration.

Module III: Leadership for Inclusion (10 Hours)

a) School Culture: Meaning and components. Hidden curriculum.

b) Zones of exclusion. Analysing curriculum-content and pedagogy - to critically examine school processes. Identifying school processes that cause exclusion.

Synthesizing principles of inclusive institutional culture.

Module IV: Constructing 'Educational Leadership' (15 Hours)

a) Leadership for quality education, equity and inclusion, continuous professional development of teachers, creation of learning communities, ensuring autonomy of learners, teachers and other staff, contextualisation of the curriculum.

b) Crafting vision and mission for an educational institution. Critical review of the vision based on the parameters of educational aims, ideals of administration and values of democratic society.

Assess an educational issue to arrive at a strategic principles, action plans, resource management to address the issue.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the term education (K); Understand the concept of education (K); Explain the importance of Education (U); Illustrate the aims of education (U); Find out the relevance of aims of education in the present context (Ap); Write the basic types of aims of education (K); Analyze education as a system (An); Understand school as an social institution (U); State the meaning of decentralization of Education (K); Explain the decentralization system in India with regard to education (U); State the meaning of concurrent list (K); Understand education as a concurrent list subject (U); Analyze the structure of education system in India (An); Find out the structure of education at the state level (Ap); Find out the role of a teacher as a academic leader (Ap); Find out the role of the Head teacher as a school leader (Ap); Understand the role and responsibilities of CRC, BEO, DIET Principal, SCERT Director and NCERT Director (U); Describe the *Panchayati Raj* Institution in India (U); Understand the roles and responsibilities of *Panchayati Raj* Institutions in India (U)

Module II: Write about the meaning of stakeholder's (K); Explain the role of leadership played by a teacher, parent and community (U); Understand the role of parent, learner , community, teachers as a stakeholder (U); Find out the expectations of parents, learners, community and teachers as stakeholders (Ap)

Module III: Understand the concept of inclusion (U); State the meaning of school culture (K); State the basic of school (K); Explain the meaning of hidden curriculum (U); State the meaning of exclusion----; Critically analyze the curriculum content and pedagogy existing in schools (AN); Examine the school processes existing in schools (Ap); Identify the school processes causing exclusion (Ap); Identify the role of a leader for bringing inclusive institutional culture (Ap)

Module IV: Understand the need of quality education (U); Explain the importance of leadership for quality education (U); State the meaning of equity (K); Explain the problems related to equity, quality and inclusion (U); Explain the role of leadership in bringing equity and inclusion (U); Understand the continuous professional development of teachers (U); Find out the importance of creating learning communities (Ap); Understand the nature of learners, teachers and other staff (U); Analyze the factors responsible for ensuring autonomy to teachers, learners and staff (An); Understand the role of leader in crafting a vision and mission for educational institutions (U); Citically analyze the vision and mission of any educational institution based on the parameters of educational aim, ideals and values of our society (An)

Suggested Readings

1. Apple, M. W., & Beane, J. A. (1995). Democratic schools. Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314 (Stock No. 1-95052; $14.95)..
2. Batra, S. (2003).From School Inspection to School Support. In Sood, N. (ed). Management of School Education in India. NIEPA: New Delhi. 2. Early, P., and Weindling, D. (2004).
3. Cheney, G. R., Ruzzi, B. B., & Muralidharan, K. (2005).A profile of the Indian education system. Prepared for the New Commission on the Skills of the American Workforce.
4. Dewey, J. (1916). Democracy and Education. New York: Macmillan.
5. Fullan, M. (1993). Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6).
6. Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels. Held at UNESCO, Paris 27-28 February 2001.
7. NCERT.(2006). position paper on aims of education. New Delhi: NCERT Preamble to the Constitution of India concerning values for teachers
8. School as a social institution, Andre Baitelle.
9. Sheshagiri K.M. Decentralisation of Education in India: Reflections from Kerala and Rajasthan.
10. Wren, D. J. (1999). School culture: Exploring the hidden curriculum. Adolescence, 34(135), 593.
11. A Changing Discourse: From Management to Leadership. In Early, P. and Weindling, D. (ed). Understanding School Leadership. Paul Chapman Publications: UK.
12. Senge, P. M. (1990). Organizations as learning communities.
13. Pollard, A. (2002). Reflective Teaching. Continuum: London. Chapters – 1,8,9. 39
14. Hargreaves, A. (2000).Teachers and Teaching: History and Practice, Vol. 6, No. 2, 2000 Four Ages of Professionalism and Professional Learning

EDDL0020: HUMAN DEVELOPMENT AND LEARNING

(3 credits - 45 hours)

Objectives: *The purpose of the course is to give a comprehensive idea of the developmental, socio-cultural and environmental influences on the child's overall personality formation. It also provides students an idea on the process of adjustment and specific disabilities encountered by children at various stages. The overall learning is to enable students:*

- *To understand the various developmental aspects of children.*
- *To understand the stages of growth, maturation and development and it's certain specific theories.*
- *To develop an understanding about the factors to enable effective learning.*
- *To understand adjustment as a process and the mechanism involved in effective adjustment.*
- *To understand the differently abled children and the various kinds of learning difficulties.*

Module I: Understanding Child and Childhood (10 hours)

Importance of understanding child and childhood, capabilities of children belonging to different socio-economic and cultural backgrounds, idea of multiple childhood, nature-nurture debate, language development, learning and acquisition, promoting autonomy in children, development of case studies of children belonging to different backgrounds

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Module II: Development and Learning (10 hours)

Stages of development, growth and maturation, Adolescence: why it is a sensitive period, the importance of recognizing issues related to adolescence. Erikson's stages of psycho-social development, Vygotsky's theory on social constructivism, concept of tools, zone of proximal development, Piaget and Vygotsky debate.

Developing a personal narrative of experiences of adolescence

Module III: Enabling learning (10 hours)

Bronfenbrenner's ecological systems, theory of development, social context of learning, enabling school environment, promoting independence of thought and action, parenting at different stages of development: Students analyze views of parents on parenting and child care practices. Quality frameworks.

Module IV: Psychology of Adjustment and Adjustment Mechanisms (6 hours)

Adjustment as a process; a theory of cognitive adaptation. frustration and conflict; causes of maladjustment; contribution of Freud, Adler, Jung and Neo-Freudians to understand maladjustment, adjustment mechanisms. conflicts and defence mechanism, mental hygiene.

Module V: Differently-abled persons and learning (9 hours)

Understanding differently abled persons; educational implications: ADHD, autism, dyslexia. juvenile delinquency.

Develop a detailed discussion paper on various kinds of learning difficulties.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Write about the child and childhood (K); State the significance of childhood study (K); Explain the features of childhood (K); Find out the capabilities of children belonging to different socio-economic and cultural background (Ap); Differentiate the children on the basis of their SES and low SES (Ap); State the features of the children belonging to high SES and low SES (K); Explain the concept of multiple childhood (U); Explain the nature and nurture of the child (U); State the process of language development among the children (K); Create the sense autonomy among the children (Ap); Conduct studies on the children of different backgrounds (Ap)

Module II: State the stages of development (K); Explain the concepts of growth and maturation (U); State the principles of development (K); Define adolescence (K); Explain the features of adolescence period (U); Find out the problems of adolescents (Ap); State the Erickson's stages of psycho-social development (K); Analyze the psycho-social stages of development (An); Write the meaning of social constructivism (K); Apply the theory of Vygotsky's social constructivism (Ap); Explain the zone of proximal development (U); Differentiate between the theory of Piaget and the theory of Vygotsky (U)

Module III: Analyze Bronfenbrenner's ecological system (An); Explain the features of ecological system given by Bronfenbrenner (U); Explain the theory of development (U); Explain the concept of learning in social context (U); Define school environment (An); Find out the impact of school environment on the development of the students (Ap); Evaluate the school environment (E); Explain the role of parents in the development of children (U); Explore the views of students on parenting and child care practices (Ap); Find out the impact of parenting on the quality of the child development (Ap)

Module IV: State the adjustment as a process (K); Explain the theory of cognitive adaptation (U); Define frustration and conflict (K); State the causes of maladjustment (K); Explain the contributions of Freud,Adler,Jung and Neo-Freudians in the process of maladjustment (K); Find out the adjustment mechanism in specific situation of a student (Ap); Define defence mechanism (K); Use defence mechanism to protect himself/herself (Ap); Explain the nature and scope of mental hygiene (U)

Module V: Explain the concept of differently abled persons (U); Find out ADHD, Autism, Dyslexia, Juvenile delinquency among students (Ap); Define delinquent (K); Explain the causes of delinquency (U); State the preventions and treatments for avoiding delinquency (K); Develop a special package for the delinquents and educate them effectively (Ap); Find out the learning disabilities among the students (Ap)

Suggested Readings

1. Arkoff & Abe. (1968). ' Adjustment and Mental Health' .New York, McGraw- Hill
2. Bjorklund, D. (2010). 'Child and Adolescence Development-an integrated approach'. Blasi Wadsworth Cengage Learning Publications.
3. Bronfenbrenner,Urie. (1979). 'The ecology of human development' .Harvard University Press Cambridge.
4. Crow & Crow. (1956). 'Understanding Our Behavior' .N.Y.Alfred A Knoff Publications.
5. Erickson ,H.Erik. (1993). 'Childhood and Society'. W.W.Norton Publication.
6. Erickson ,H.Erik. (2005) . 'Stages of Psycho social Development'. Green Verlag, Gmbtt
7. Freud,S. (1938). 'Psychopathology of Everyday Life-The Basic Writings of Sigmund Freud'.New York, Modern Library.
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9. Kozulin A.,Gindis,B.,Ageyev.,S.V & Miller,M.S(2003): 'Vygotsky's Educational Theory in Cultural context'. Cambridge University Press.
10. Lahner, George. (1964). 'The Dynamics of Personal Adjustment' .New Jersey: Prentice –Hall.
11. Lerner, J. (1985). 'Learning Disabilities-Diagnosis and Teaching Strategies' .Boston Honghton Miffin.
12. Lock, A & Strong, T. (2010). 'Social Constructionism – Sources and Stirrings in Theory and Practice'. Cambridge University Press
13. Mangal, S.K. (2010). 'Educating Exceptional Children-An Introduction to Special Education' .PHI Learning Private Limited,Delhi
14. Mangal, S.K. (1987). 'Abnormal Psychology' N.D-Sterling Publications (revised edition)
15. Mangal, S.K. (2002). 'Advanced Educational Psychology'. PHI Learning Private Limited,Delhi,
16. McLounghlin, J.A and Netick, A. (1983). 'Defining Learning Disabilities- A new and co-operative direction '.Journal of Learning disabilities.
17. Newman,M.B & Newman,R.P. (2006). 'Development through Life-A psycho-social approach'.12th edition, Cengage Learning Stamford.
18. Sinha, AKP, Singh, R.P. (1971). 'Manual for Adjustment, Inventory for College Students'. Agra, National Psychology Corporation.
19. Telford, C.W & Sawrey,J.M. (1967): 'The Exceptional Individuals' .New Jersey,Prentice-Hall.

EDCI0021: CURRICULUM DEVELOPMENT AND INSTRUCTION

(3 credits - 45 hours)

Objective: *This course will explore the various types of curriculum and the relevance of its study. It will help to understand how curriculum takes a shape, how curricular decisions impact students in particular and the society in general. The objectives of the course are to enable students to understand how the pattern of education changes with time influenced by thinkers, to identify the various resources that can make impact in curriculum design, how different ideas are embodied in the existing curriculum and how different agendas are permeated through curriculum and to discern how to look for change and develop a curriculum of their own to meet educational and organizational goals.*

Module I: Understanding curriculum (6 hours)

Contemporary definition of curriculum; curriculum criteria, curriculum goals and values, basic principles of curriculum and instruction

Brainstorming session on the issues and trends of school/college curriculum

Module II: Philosophical underpinnings of curriculum (15 hours)

Curriculum types and Models of teaching: Social, Information Processing, Personalist, and Behavioral, Child-Centered, Society-Centered, Knowledge-Centered, or Eclectic; Goals and Philosophies of Education across changing education paradigms - Idealism, Realism, Perennialism, Essentialism, Experimentalism, Existentialism, Constructivism and Reconstructivism

Analysis of the philosophical underpinnings of the present day curriculum

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Module III: Approaches to curriculum development (10 hours)

Tagore, Gandhi, Krishnamurthy, Plato, Dewey, Montessori, Don Bosco, Freire,

Detailed discussion on the pedagogical approach of one of the above thinkers

Module IV: Curriculum development frameworks in 21st Century (6 hours)

NCTE Framework for 21st Century Curriculum and Assessment; UNESCO - A Futures Perspective in the Curriculum, Learning Environment, Skills, Assessment, Professional Development; Curriculum and Future - Concepts from Social Sciences

A review of the NCTE framework for 21st century Curriculum and Assessment

Module V: Curriculum development and assessment (8 hours)

Developing a curriculum document: Approach and organization, stages of curriculum development, guidelines of statutory bodies with regard to curriculum development – UGC, NCTE, NCF; Curriculum integration: disciplines, media and technology; evaluating and assessing a curriculum; Models of curriculum; Curriculum implementation - Factors influencing curriculum implementation

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the concept of curriculum (K); Different curriculum from course of studies and syllabus (U); Summarize the characteristics of curriculum (S); Differentiate the traditional concept of curriculum from the new/modern concept of curriculum (U); Explain curriculum as a process (U); Identify the different sources of curriculum criteria (An); State the goals and values in curriculum planning (K); List down the general goals of curriculum planning (K); Identify the philosophical positions that influence curriculum planners and teachers (An); Use the basic elements of curriculum development in constructing new curriculum (Ap); Conclude the various factors influencing curriculum development (S); State the relationship between curriculum and instruction (K); Use the knowledge of curriculum development for designing appropriate learning activities (Ap); Short listed the basic principles of curriculum and instruction (K); Listist the principles of curriculum construction (K)

Module II: Explain the core ideas of constructivism (U); Assess the role of teachers in the curriculum implementation according to constructivism (E); Find out the constructivist's method of teaching in present day (Ap); Summarize the constructivist approach in the classroom teaching (S); Pinpoint the unique contribution of constructivist's approach to the teaching-learning environment (An); Explain the philosophy of existentialism (U); Apply the philosophy of existentialism in education (Ap); Relate some of the educational practices that are related to philosophy of Perennialism (Ap); Generalize the principles of Perennialism (S) Explain the basic tenets of Essentialism (U); Interpret and identify the educational practices that are associated with the philosophy of essentialism (An); State the curriculum proposed by essentialism (K); Explain the philosophy of progressivism(U); Explain the philosophical foundations of a student-centred curriculum (U); Recount the historical background of Reconstructionism (K); Apply the ideology of Reconstructionism in education (Ap); Critique the philosophy of Reconstructionism in general and its application in education in particular (E); List down the different types of curriculum (K); Assess the significance and pitfalls of integrated curriculum (E); Apply Tyler's model of curriculum in the construction of curriculum (Ap); Identify the basic steps of curriculum construction proposed by Tyler (An); Apply the five major steps in curriculum design proposed by Taba (Ap)

Module III: Explain the educational philosophy of Don Bosco (U); Judge the philosophy of Education of Don Bosco in the present era (E); Summarize the methods of education promulgated by Don Bosco (S); Assert the relevance of the philosophy of education of Gandhiji (E); Follow the teaching methods of Gandhiji (Ap); Critique the philosophy of education of Gandhiji (E); Explain the aim of education according to John Dewey (U); Recollect the educational methods of John Dewey (K); Contrast the philosophy of Education of Gandhiji and John Dewey (An); Summarize the philosophy of education of Krishnamurthy (S); Identify the roles of an educator in the teaching-learning process (An); Apply the principles of Montessori Method (Ap); Explain the curriculum proposed by Montessori (K); Critique the educational philosophy of Maria Montessori (E); Explain the Banking concept of education of Freire. (U); Assess the Freire's philosophy of liberative education (E); Use the pedagogical methods of Freire (Ap); Assess the applicability of Freire's philosophy of education in the Indian context (E); Explain the Plato's philosophical foundations of education (U); Illustrate the qualities of good teachers proposed by Plato (U)

Module IV: Interpret the Indian National Curriculum Framework 2005 in the current scenario (U); Identify the shift of focus in the teaching-learning process (An); Redefine methods and focus of curriculum in the teaching-learning process (Ap); Synthesis the significance of school and classroom environment in the teaching-learning process (S); List down the various reforms proposed by the documents (K); Name a wide range of abilities and competencies that the 21st century literacies demand (K); Assess the significance of the knowledge of social science and humanities in planning, decision-making and problem-solving process (E); Explain evaluation as a tool and process (K); Illustrate the functions of evaluation at different levels of implementation (U); Differentiate between diagnostic evaluation from Summative evaluation (U); Identify the resources for curriculum implementation (An); State the roles of teachers in curriculum organisation and implementation (K)

Suggested Readings

1. Dottrens, R. The Meaning of the Terms Curriculum and Syllabus, in The Primary School Curriculum, (France: UNESCO) pp79-89.
2. Dewey, J. The School and Society in Society and Education, Introduction by Philip W. Jackson (Chicago: The University of Chicago Press)
3. Pring, R. Curriculum Integration in The Curriculum: Content, Design and Development (ed), (London Institute of Education Bulletin, Spring). pp- 4-8.
4. Tyler Ralph, W. Basic Principles of Curriculum and Instruction. (University of Chicago Press).
5. Vallance, E. Hiding the Hidden Curriculum in Curriculum Theory Network. Stanford University 4:1, pp 5-21
6. Kumar, Krishna. Origins of India's 'Textbook Culture from Comparative Education Review 32(4) pp 452-464.
7. Bruner, J. Folk Pedagogies. In Leach, Jenny and Moon, Bob (eds) Learners and Pedagogy (pp4-20). London: Paul Chapman Publishing in Association with the Open University.
8. Keddie, Nell. Classroom Knowledge in Young, M.F. D. (ed), Knowledge and Control. (London: Collier Macmillan)
9. Coleman, J. The Concept of Equality of Educational Opportunity in Equality and Achievement in Education. (Boulder: Westview Press)
10. Winch, C. Constructing Worthwhile Curricula in Quality and Education (Oxford: Blackwell) pp45-56
11. Akkari, A. Socialization, Learning and Basic Education in Islamic Contexts in Educational Theories and Practices from Majority World (ed), Sage, New Delhi, pp220-244.
12. Bernstein, B. Class and Pedagogies: Visible and Invisible in Karabel and Hasley (ed) Power and Ideology in Education. (Oxford University Press)
13. Hoare. Q and Smith G. N. On Education in Selection from The Prison Notebook of Antonio Gramsci (ed). (India: Orient Longman Pvt Ltd)
14. Freire, Paulo chapter 2 Pedagogy of the Oppressed (New York: Seabury Press)
15. Education for Poor: Quality and Relevance? British Journal of Sociology of Education 13(4)
16. Kohlberg, L and Meyer, R. Development as the Aim of Education Harvard Education review 42(4)
17. Tanner, Laurel N. The Meaning of Curriculum in Dewey's Laboratory School (1896-1904) Journal of Curriculum Studies, 23(2) 101-117
18. Kumar, K. What is Worth Teaching? In What is Worth Teaching (Hyderabad, Orient Longman)

EDTP0022: PRINCIPLES AND TECHNIQUES OF TEACHING AND PEDAGOGY

(3 Credits - 45 hours)

Objective: *The course on Principles and Techniques of Teaching and Pedagogy introduces the students to the concept, nature and scope of teaching. It also acquaints them with the principles, levels, strategies and skills of teaching. It will enable the students to understand the process of teaching and its various components. The theoretical perspective of teaching will help them in constructing the foundation of teaching while the models of teaching will guide them in practical aspects of teaching. Knowing the storehouse of teaching methods will enable the students to use them judiciously and wisely. Pedagogy will enable the students to understand teaching as an art and science. The students will also be able to update themselves with the innovative pedagogies.*

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Module I: Concept and aspects of teaching (10 hours)

Teaching: Concept, nature and scope; Teaching competency: Understanding the child, understanding the subject, contextualization, punctuality, regularity, integrity, humility, accountability, humanism, empathy, enthusiasm; Skills of teaching: Explaining, questioning, stimulus variation, reinforcement, achieving closure, etc.; Integration of different teaching skills and Strategies of teaching: Autocratic, Permissive, Democratic.

Study the biographies of famous teachers and develop teacher profiles within historical and contemporary perspectives.

Module II: Theories and models of teaching (10 hours)

Principles and maxims of teaching; Theories of teaching: behaviourism, cognitivism, constructivism, co-operative approach; Models of teaching: information processing models, social models, behavioural models and personal models

Demonstration on models of teaching by students

Module III: Teaching Methods (15 hours)

Teacher-centred methods: lecture, demonstration, team-teaching, mastery learning strategy; Learner-centred methods: programmed learning, personalized system of instruction, problem solving method; Activity-centred methods: seminar, workshops, peer-tutoring, group discussion, projects, heuristic method, panel discussion, brainstorming, symposium and role-play; Teaching aids: significance, types and uses

Classroom teaching practice

Module IV: Recent developments in Pedagogy (10 hours)

Pedagogy: concept and significance; History of pedagogy: Indian, Greek and Roman history of pedagogy; Innovative pedagogy: crossover learning, learning through argumentation, incidental learning, learning by doing, embodied learning; Pedagogical approaches for diversity in society and its interface with the classroom

Analysis of teaching in a real classroom situation

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the term teaching (K); Explain the nature of teaching (U); State the scope of teaching (K); Apply the theories in classroom practice (Ap); List the teaching competencies (K); Define teaching skill (K); Explain different teaching skills (U); Use different teaching skills in classroom (AP); Write the meaning autocratic teaching (K); Explain the features of autocratic teaching (U); State the meaning of permissive teaching (K); Analyze the permissive teaching (An); Explain the permissive teaching (U); Apply the permissive teaching in classroom (Ap); Define the democratic teaching (K); Explain the features of democratic teaching (U); Observe and evaluate the teaching (E)

Module II: State the principles of teaching (K); Explain the principles of teaching (U); Define the maxims of teaching (K); Use the principles and maxims in classroom teaching (Ap); Name the theories of teaching (K); Analyze the theories of teaching (Ap); Evaluate the any piece of research work (E); Explain the theories in classroom practice (AP); Analyze the different theories of teaching (AP); Summarize the different theories of teaching (SN); Examine the different theories (E); Explain the concepts of behaviorism, cognitivism and constructivism (U); Differentiate between behaviorism, cognitivism and constructivism (U); Use cognitivism and constructivism in practice (Ap); State the meaning of models of teaching (K); State the elements of model of teaching (K); Explain the different models of teaching (U); Use the various models of teaching in classroom (Ap)

Module III: Write the meaning of method of teaching (K); Define teacher centric method (K); Name the teacher centric method of teaching (K); Explain the different teacher centric centric methods (U); State the merits and demerits of teacher centric method (K); Demonstrate the teacher centric method of teaching (Ap); Define mastery learning (K); Explain the mastery learning teaching strategy or approach

(U); Differentiate between the teacher centric and learners centric teaching strategies (U); Apply mastery learning strategy in the classroom (Ap); Analyze the features of mastery learning strategy (An); Explain the features of programmed instruction (PI) and personalized system of instruction (PSI). (U); Summarize the structure of PI and PSI. (S); Assess the effectiveness of PI and PSI as teaching strategies (E); Explain the problem solving method, activity centre method, seminar , tutorial, brain storming, discussion etc. (U); Explain the nature , utility and types of teaching aids (U); Use the teaching aids in classroom for teaching effectively (Ap)

Module IV: State the concept and significance of pedagogy (K); Explain the concepts of pedagogy (U); Analyze the elements of pedagogy (An); Explain the historical background of pedagogy (U); Write the meaning of innovative pedagogy (K); Demonstrate the innovative pedagogy in the classroom (Ap); Explain the concepts of crossover learning, learning through argumentation, incidental learning, learning by doing etc. (U); Explain the pedagogical approaches in diversifies society (U); Analyze the classroom teaching (AN); Use new pedagogical approaches in different situations (AP)

Suggested Readings

1. Aggarwal, J. C. Principles, methods and techniques of teaching. Delhi: Vikas Pub House.
2. Anderson. L. W.et al. International Encyclopedia of Teaching and Training Education, Pergmon press.
3. Joyce, B. & Weil, M. Models of teaching. New Delhi: Prentice Hall.
4. Jangira, N. K.Professional Enculturation: Innovative Experiments in Teaching and Training, New Delhi; Bookworth of India.
5. Ashton-Warner, S. Teacher. New York: Simon & Schuster.
6. Hall, G. E. & Quinn, L. F. & Gollnick, D. M. Introduction to Teaching: Making a Difference in Student Learning. Sage Publisher.
7. Puri, U. Teaching Techniques. ND: Pragun.
8. Sharma, B. L. & Saxena B. M. Methods of Teaching. Meerut: R. Lall.
9. Sharma, T. R. & Bhargava, R. Modern Teaching Aids. Agra: HP Bhargav Books.

EDTE0023: TEACHER EDUCATION

(3 Credits - 45 hours)

Objectives: *The course in teacher education is designed to familiarize the students with the fundamentals of teacher education and the changes that were brought about as a result of the changes in the educational scenario. It will also enable the students to understand the concept and structure of teacher education, teaching as a profession and provide insight into the developments and trends in teacher education.*

Module I: Concept and Fundamentals of Teacher Education (13 hours)

Meaning, nature and scope of teacher education; Aims and objectives of teacher education; Historical perspectives of teacher education - Kothari Commission, National Commission on Teachers (1983-85), NPE (1986), Revised POA (1992); Recent developments in teacher education - NCF 2005, NKC 2007 & NCFTE 2009. History and status of Teacher Education in North East India. Problems and issues of Teacher Education in N.E. India.

Comparative analysis of Teacher education in the past and present.

Module II: Teaching as a Profession (12 hours)

Approaches to teacher education: Behaviouristic and constructivist approaches; Modification of teaching behaviour: Simulated teaching, Flanders' Interaction Analysis; Performance appraisal of teacher; Teacher effectiveness; Code of conduct and ethics in teacher education.

Classroom observation and analysis using Flanders' Interaction Analysis

Module III: Structure of Teacher Education Programmes (10 hours)

Role of professional organizations and bodies of Teacher Education; Pre-service and In- service teacher education; Teacher education by open and distance learning; Role of different agencies in quality assurance – MHRD, UGC, NCERT, NCTE, SCERT, NAAC, RIE, SIE, IASE, UGC-HRDC

Analysis of a distance learning teacher education programme

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Module IV: Recent trends in Teacher Education (10 hours)

Internship, Practice teaching for developing an effective teacher, Integrated Teacher education programme; Action research; ICT in teacher education; preparing teachers for inclusive classrooms; Issues and challenges in teacher education.

Analyse the course structure of an integrated teacher education programme.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the meaning of teacher education (K); Illustrate the nature and scope of teacher education (U); Write the aims and objectives of teacher education (K); Describe the historical background of teacher education in India. (K); State the recommendations of Kothari Commission and National Commission on teachers (K); Explain the mechanism of growth and development of teaching profession as per NPE-1986 and POA – 1992 (U); Use some innovations in teaching-learning process (Ap); Explain the recent developments in teacher education (U); Analyze NCFSE- 2005, NKC and NCFTE-2009 (AN); Apply the important recommendations of NCFSE, NKC and NCFTE in practice (AP)

Module II: State the basic features of Behavioristic approach to teacher education (K); Use the Behavioristic approach in teacher education programmes (Ap); Define constructivism (K); Explain constructivist approach to teacher education (U); Differentiate between the behaviourist approach and constructivistic approach to teacher education (Ap); Write the meaning of modification of behavior of teachers (K); Explain the simulated teaching as an approach (U); Apply simulated teaching approach for inculcating some social skills among the pupil teachers (Ap); Explain FIACS in detail (U); Analyze the behavior of the teacher by using FIACS (Ap); Evaluate the teacher (E); Define the term ' code of conduct ' (K); Apply code of conduct and ethics in teaching profession (Ap)

Module III: State the nature of pre-service teacher education programme (K); State the objectives of pre-service teacher education programme (K); Explain the course structure of pre-service teacher education programme (U); Analyze the course content of pre-service teacher education programme (An); Use the designed curriculum of pre-service teacher education programme (Ap); Explain the concept of in-service teacher education programme (U); Analyze the components of in –service teacher education (AN); Summarize the features of in-service teacher education programmes (S); Evaluate the pre-service teacher education programme of an institution (E); Write the meaning of open and distance learning (K); Explain the features of open and distance learning (U); Use open and distance learning system for teacher education programmes (Ap); Describe the role of different agencies in teacher education programmes like – MHRD,UGC,NCERT,NCTE,SCERT,RTE etc.(K)

Module IV: Write the meaning of internship (K); Explain the objectives of school internship (U); Perform internship in schools effectively (Ap); Analyze the components of school internship (An); Assess the school internship (E); Define practice teaching (K); Write the objectives of practice teaching (K); Make the lesson plan and the use it in classroom for teaching (Ap); Analyze the components of lesson (An); Synthesize the content of the lesson (S); Evaluate the performance of students (E); Explain the concept of integrated teacher education programme (U); Analyze the elements of integrated teacher education programmes (An); Evaluate the integrated teacher education programme of an institution (E); Define inclusive education (K); Explain the features of inclusive education (U); Use ICT in Teacher education (Ap); Prepare teachers for inclusive education and use those teachers in inclusive classrooms (Ap); Define action research (K); Analyze the features of action research (An); Explain the features and steps of action research (U); Apply action research and solve the problem (Ap)

Suggested Readings

1. Aggarwal J.C.Teacher education, theory and practices. New Delhi: Doaba Home.
2. Altekur. A.S. Education in ancient India. Banaras: Nand kishore Bros.
3. Anderson.L.W.et al. International Encyclopedia of Teaching and Training Education. Pergmon press.
4. Biddle, B.J., and Ellena. Contemporary research on teacher-effectiveness.
5. Buch. M.B. First survey of research in Education. Baroda: SERD.

6. Buch.M.B. Second survey of research in Education. Baroda: SERD.
7. Buch.M.B. Reading in in-service education. Sardar Patel Palasane, M.M. University.
8. Dunkin Michael J. The international encyclopedia of teaching and teacher education, Pergmon education forum, Vol 4 no 12, New York.
9. Harvilas, S. and Naik .J.P. A history of education in India. Bombay: Macmillan and co.
10. Hittlilman, D.R. A model for a competency based teacher preparation in Program-teacher education Forum, vol 4 no 12, New York.
11. Jangira N.K. Teacher training and teacher effectiveness an experience in Teaching. New Delhi: National Publishing House.
12. Kumar. T. P. Teacher education. APH Publishing Corporation.
13. NCERT 1968: The Third Indian year book on education. New Delhi: NCERT.
14. NCTE, Teacher education curriculum (1978): A Framework. New Delhi: NCERT.
15. Shrimali .K.L. Better teacher Education. New Delhi: Ministry of education Govt. of India.

EDME0024: MEASUREMENT AND EVALUATION IN EDUCATION

(3 credits - 45 hrs)

Objectives: *The course aims at providing fundamental knowledge and skills on measurement and evaluation in education. It will also help the students to understand and evolve suitable and appropriate evaluation strategies while assessing performance. The course will acquaint the students with the functions, problems and current trends in educational measurement and enable them to develop basic skills and competencies in the use of various types of evaluation and assessment tools and techniques, their administration, analysis, interpretation, reporting and feedback and to construct a standardized test.*

Module I: Educational Measurement (7 hours)

Overview of measurement and assessment; Types of measurement - psychological and physical; Functions of measurement - Prognosis, Diagnosis, Research; Scales of measurement, Properties and Types - Nominal, Ordinal, Equal interval, Ratio; General problems of measurement; High stakes' testing, Performance and portfolio assessment.

Critical evaluation of the current trends in educational measurement

Module II: Dimensions of Educational measurement and Evaluation (10 hours)

Diagnostic, Aptitude, Achievement, Intelligence; Mode of assessment - formal, informal, formative, summative, continuous, terminal, process, product, internal and external; Process of assessment - Teacher-made test, standardized test, Norm reference test and criterion reference test.

Review of Standford-Binet Test and General Aptitude Test Battery (GATB)

Module III: Reliability and Validity of a Test (8 hours)

a) Overview of reliability - Methods of estimating reliability with computation - test retests method, Equivalent forms method, Split half method, Kuder-Richardson method; Inter-rater consistency; Interpreting reliability coefficient; factors influencing reliability measures.
b) Nature of validity, major considerations in validation – content consideration, construct consideration, test-criterion relationship, consideration of consequences; Methods of estimating validity; factors influencing validity; Relationship between reliability and validity.

Practice session on estimating reliability and validity

Module IV: Tools and techniques for educational measurement (10 hours)

Overview of constructing various types of objective tests; Guidelines for writing objective test items; Essay questions: forms, uses, guidelines for constructing, scoring criteria. Interpretive exercises: nature, forms, and uses of the interpretive exercises, Advantages and limitations

Administration of a group test of intelligence using a standardized tool

Module V: Standardization of a test (10 hours)

Planning the test: Determining the objective and test specification, preparing the preliminary format - writing, arrangement, review and editing of test items; tryout of the test - administration, scoring and item analysis; preparing the final form of the test - selection of items, fixing the time limit, direction to the examinee, preparation of scoring key; administration of the final form of the test

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- determining validity, reliability, norms, standard scores; manual of the test, interpretation of test results, characteristics and uses of standardized test.

Students will prepare, administer and standardize a test, following the set procedures of standardization of a test

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the concept of measurement (K); State the features of measurement (K); Explain the principles of measurement (U); Name the types of measurement (K); Explain the different types of measurement (U); Illustrate the functions of measurement (U); Differentiate between prognostic and diagnostic functions of measurement (U); Illustrate the different scales of measurement (U); Apply the different scales in different situation (Ap); Analyze the process of measurement (An); Synthesize the characteristics of effective process of measurement (K); State the current trends in educational measurement (K); Find out the different abilities of the students (Ap)

Module II: State the different attributes of a student (K); Measure the different attributes of a student (Ap); Explain the different modes of measurement (U); Differentiate between formal and informal measurement and formative and summative process of measurement (U); Define the term evaluation (K); State the features of evaluation (K) Explain the features of evaluation (U); Explain the principles and steps of evaluation (U); Differentiate between the norm referenced evaluation and criterion referenced evaluation (U); Develop a teacher made test (Ap); Synthesize the process of internal evaluation (S); Analyze the external evaluation (A); Judge the worth of an object scientifically (E)

Module III: State the meaning of reliability (K) ; Analyze the concept of reliability (A); Name the methods of computing co-efficient of reliability (K); Apply the different methods of computing co-efficient of reliability (A); Explain the different factors affecting reliability (U); Interpret the computed co-efficient of reliability (U); Define the term validity (K); State the major consideration (K); Explain the different considerations (Ap); Identify the various considerations (Ap); Name the different types of validity (K); Explain the types of validity (U); Apply the different types of validity in different situation (Ap); Find out the content validity of test items (Ap); Analyze content and construct types of validity (An); Identify the factors affecting validity (Ap); Synthesize the factors affecting validity (S); State the relationship between reliability and validity (K)

Module IV: State the purpose of classroom testing (K); Write the meaning of test item (K); State the types of test items (K); Differentiate between objective type test and essay type test items (U); Write the guidelines for writing the objective type test questions (K); Develop the objective type test (Ap); Analyze the test items (An); Explain the concept of essay type test (U); State the guidelines for essay type test items (K); Develop the essay type test (Ap); Write the merits and demerits of objective and essay type test (K); Explain the nature and forms of interpretative exercise (U); Interpret the interpretative exercises (U); Use the interpretative exercises in practice (Ap)

Module V: Define an achievement test (K); Write the objective and specifications of the test (K); Explain the different steps of preparation of the test (U); State the aspects of planning of a test (K); Develop the preliminary draft of a test (Ap); Analyze the items of the preliminary draft of the test (An); Summarize the items and make a final draft of the test (S); Evaluate the final draft of the test (E); Find out the reliability and validity of the test (Ap); Use the test for the purpose which it meant (Ap); Write features of a standardized test (K); Develop the manual of the test (Ap)

Suggested Readings

1. Gregory, R. J. Psychological testing: History, principles and application. Delhi: Pearson Education pvt. Ltd.
2. Kaplan, R.M. & Saccuzzo, D. P. Psychological testing: Principles, applications, and issues. Kundli Haryana: Thomson Wadsworth.
3. Kubiszyn, T. & Borich, G. Educational testing and measurement: Classroom application and practice. Kundli Haryana: John Wiley &Sons, Inc.
4. Linn, R. L. & Gronlund, N. E. Measurement and assessment in teaching. New Delhi: Pearson Education.

5. Sharma, R. A. Essentials of measurement in education and psychology. Meerut: R. Lall Book Depot.
6. Sidhu, K. S. New approaches to measurement and evaluation. New Delhi: Sterling Publishers Pvt. Ltd.
7. Ebel, R. L. & Frisbie, D. A. Essentials of educational measurement. New Delhi: Prentice-Hall of India Pvt. Ltd.
8. Patel, R. N. Educational evaluation theory and practice. Mumbai, India: Himalaya Publishing House Pvt., Ltd.
9. Singh, A. K. Tests, measurements, and research methods in behavioural sciences. Patna: Bharati Bhawan Publishers and Distributors.
10. Swain, S. K., Pradhan, C., & Khatoi, P. K. Educational measurement statistics and guidance. New Delhi: Kalyani Publishers.

EDPL0025: EDUCATIONAL LAW AND GOVERNMENT POLICY

(4 credits - 60 Hours)

Objective: *The course on Educational Law and Government Policy provides students a foundation to understand the legal, ethical, and policy dimensions of education. It offers an introductory survey of government policy issues, commission reports and laws governing schools with a special emphasis on case law. Detailed discussions will be held on constitutional provisions related to education and minority issues while understanding RTE, RTI and other relevant laws and ordinances.*

Module I (10 Hours)

Jurisprudence, Provisions of criminal and civil laws pertaining to educational institutions; FIR; Arrest; Bail; Detention; Search.

Module II (15 Hours)

Relevant provisions from the constitution of India relating to education; Minority institution Act; Fundamental Rights (Article 13, 15, 21A, 28 & 30); Fundamental Duties 51A; Directive Principles of State Policy (37); Fifth and sixth schedule provisions.

Module III (5 Hours)

Landmark judgments related to education

Module IV (15 Hours)

Government policies, commissions and recommendations; The Panchayats Act (243B, G); The Municipalities Act (243Q, W); Fifth and sixth schedule provisions

Module V (15 Hours)

The Right of Children to Free and Compulsory Education (RTE) Act, 2009; Right to Information (RTI) Act 2005; North-Eastern education code

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Know the scientific study of law (K); State the provisions of criminal and civil laws related to educational institutions (K); Explain the provisions of criminal and civil laws in relation to educational institutions (U); Differentiate between the criminal and civic laws (U); Apply the laws for making and running educational institutions effectively (AP); Explain the concepts like FIR, Arrest, Bail, Remand etc. (U)

Module II: List the relevant provisions of Indian constitution related to education (K); Explain the different provisions relating to education in Indian Constitution (U); Explain the Minority act (U); Define fundamental right (K); State the different Fundamental Rights (K); Use the Fundamental Rights in life (Ap); Explain the Fundamental Rights (U); Demonstrate the Fundamental defects in real life situation (Ap); State the Article – 45 of Indian Constitution (K); State the efforts made by Government of India in accordance with Article -45 (K); Find out the effect of article- 45 of the Indian Constitution (Ap); Explain 42nd Amendment in Indian Constitution (Ap); State the Constitutional provisions like- Article -27,28,28 (1), 29 (2), 30,30

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(2), 45,46,337,350A (K); Explain 83rd Amendment in Indian Constitution (U); Explain 86th Amendment in Indian Constitution (U); State the salient features of RTE Act,2009 (K); State the Directive state policy (K)

Module III: List the significant judgements given by the court related to education (K); Analyze the judgements relate to education (An); Follow those judgements in practice (Ap)

MODULE IV: State the different commissions and committees on education in India (K); Explain Indian education commission (1882-83), Indian University commission (1902), University education commission(1948-49),Secondary education commission (1952-53),(1964-65) (U); Explain the features of NPE-1986,POA-1992(U); State the Panchayats Act (243B,G) and Municipalities Act (243 W) (K); Use the Panchayat and Municipalities for making education more vibrant (Ap)

Module V: Describe the Rights Based Framework of education (K); Explain the concept of UEE (U); State the different interventions for achieving the goal of UEE (K); Implement the prescriptions of Article-21A (AP); State the need of RTE,Act- 2009(K); Implement SSA in accordance with RTE,Act (AP)

Suggested Readings

1. Citizen's charter
2. Jain, M. P. Indian Constitutional Law. Jain Book house. Delhi
3. National Policy on Education 1986
4. Pandey, J.N. Constitutional Law. Jain Book house. Delhi
5. Report to the People on Education 2010-11 (MHRD)
6. Sadgopal, A. Right to education vs. right to education act. Social Scientist, 38(9/12), 17-50. http://eoc.du.ac.in/RTE%20-%20 notified.pdf

EDFM0026: FINANCIAL MANAGEMENT AND ACCOUNTING

(3 Credits - 45 hours)

Objective: *The purpose of this course is to provide students with working knowledge of accounts and finance in relation to education. The course will prepare students to understand taxation regulations related to education.*

Module I: Introduction

Evaluation of Financial Accounting; Difference between Accounting and Book Keeping; Accounting Concepts; Principles, Bases and Policies.

Module II: Journal

Double Entry Accounting; Journal; Posting; Ledger.

Module III: Balance Sheet

Trial Balance; Final Account – Trading Account, Profit And Loss Account, Receipt And Payment Account; Income Expenditure Accounts; Balance Sheets.

Module IV: Financial Management

Decision Making; Meaning and Scope; Cost Analysis; Budgetary Control; Standard Costing; Financial Analysis; Relevant Cost; Management Accounting Framework; Function of Management Accounting; Internal Audit; School Accounting and Auditing; Investment.

Module V: Taxation Management

Basic Concepts; Deduction from Gross Total Salaries; Income From House, Property; Profits and Gains of Business and Profession; Capital Gains; Income from other Sources; Set off and Carry Forward of Losses; Assessment of Individuals and Computation of Tax at Source, Assessment of Companies and Fringe Benefit and Service Tax. VAT/ GST.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the meaning of evaluation of financial accounting (K); Illustrate the concept of evaluation of financial accounting (U); Define financial accounting (K); Evaluate financial accounting (E); Define book

keeping (K); Differentiate between accounting and book keeping (U); State principles of accounting (K); Use the principles in accounting (Ap); Explain the bases and policies of financial accounting (U)

Module II: Define double entry accounting (K); Explain the features of double entry accounting (U); Define journal (K); Explain the concept of journal and its utility (U); Explain the concept of posting (U); Differentiate between journal and posting (U); Define ledger (K); Prepare the ledger (Ap)

Module III: Write the meaning of balance sheet (K); Explain the basic features of a balance sheet (U); Define trial account (K); Explain the basics of trial balance (U); Prepare the balance sheet (Ap); Define 'final account' (K); Explain final account and trading account (U); Explain profit and loss accounts (U); Differentiate between profit and loss accounts (U); Write the meaning of receipt and payment (K); Differentiate between receipt and payment (AP); Explain the income and expenditure accounts (U); Prepare the income and expenditure accounts (AP)

Module IV: Describe the nature and scope of decision making (K); Explain the basic features of effective decision making (U); Define 'cost analysis' (K); Explain the components of 'cost analysis' (U); Find out the cost effectiveness (Ap); State the concept of budgeting control (K); explain the features of budgetary control (U); Define 'standard cost' (K); Explain the concept of standard cost (U); Do the cost analysis (Ap); Define financial analysis (K); Explain the components of financial analysis (U); Do the financial analysis (Ap); Explain the term 'relevant cost' (U); Identify the relevant cost (Ap): Explain the nature and scope of management accounting framework (U); write the functions of management accounting (K); Explain the features of internal auditing (U); State the meaning of school accounting and auditing (K); Do the school accounting and auditing (Ap); Explain the concept of investment (U)

Module V: State the basic concept of taxation management (K); State the different deductions from gross total salary (K); Explain the concept of gross salary (U); Explain the nature of different deductions from gross salary (U); Explain the nature of capital gains and income from other sources (U); Set off and carry forward of losses (K); Compute the income tax of a salaried and a business man (Ap); Analyze the income of a salaried man(An); Analyze the income of a business man (An); Explain the concepts of service tax, VAT, and GST (U)

Suggested Readings

1. Block, S. B., G. A. Hirt, & B. R. Danielsen. Foundations of Financial Management. New York, NY: McGraw-Hill/Irwin.
2. Das, K.R., Sinha, K.M., & Choudhury, P. Theory and practice of bookkeeping and accountancy. Guwahati: lawyers book stall.
3. Lal, J & Srivastva, S. Financial Accounting: Principles & Practices. New Delhi: Chand Publications.
4. Wilson, M. Advanced Accountancy. Chennai: Scitech Publications.

EDLE0027: LIFE SPAN DEVELOPMENT AND EDUCATION

(3 Credits - 45 hours)

Objectives: *This paper gives an overview of cognitive, emotional, psycho-sexual, social and moral development during the lifespan of an individual. Various theories of understanding human development are presented and discussed with a view to enable students to understand human growth and development and the role of education in holistic development of an individual.*

Module I: Introduction to Life Span Development (8 hours)

Life Span Perspective: Importance of studying Life-Span Development, Characteristics of life-span development, Nature of Development, Scope of Life span development. Theories of Development (Brief discussion of all theories), Influence of Socialization and Development.

Analyze the role of education in socialization and development of the child.

Module II: Biological Bases of Human Development and Anatomy of the Nervous system (14 hours)

The Evolutionary perspective and Heredity-Environment Correlations, genetic foundation, Conception, effect of Teratogens on Prenatal Development, Neonatal health - Low birth weight, Neonatal Assessment; Neuron: Structure, types and functions. Structure of the nervous system, physiological basis of the action potential (neural response); Structure and function of the brain: fore

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brain, mid brain, hind brain, cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex. The effect of hormones on the nervous system.

Debate on heredity and environment: essential factors affecting human development.

Module III: Physical development across life span (11 hours)

Physical growth during childhood, adolescence and old-age brain development across life span, Bio-Psycho-Social health model, aging, biological theories of aging and death.

Discussion on educational implications of stages of physical development

Module IV: Emotional and Moral Development (12 hours)

a) Development of Emotion, Temperament, Attachment, Love, intimacy, sexuality, self-identity, gender identity and personality across the life span.
b) Theories of moral development. Changes in moral reasoning (Kohlberg's Theory). Development of values, Religion, Spirituality and Meaning in Life, Fowler's Theory

'Emotions are springs of human actions'- A group discussion on teachers' role in bringing about balanced emotional development of students

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Understand the meaning of life span (K); Explain the process of life (U); Write about the concept of life span (K); Explain the importance of life span development (U); State the characteristics of lifespan development (K); Differentiate between growth and development (U); Understand the meaning of development (K); Analyze the nature of development (An); Illustrate the scope of life span development (Ap); Analyze the theories of development (An); Apply the principles of the theories of development in educating our children (Ap); State the meaning of socialization (K); Discuss the influence of socialization on development process of an individual (Ap); Summarize the role of education in development of a child (S)

Module II: Understand the contributions of heredity and environment on the human development (U); Understand about the biological bases of human development (U); Identify the major developmental periods of an individual (Ap); Find out the effect of teratogens on prenatal development (K); Analyze the problems faced in neonatal health (AN); Apply the knowledge in real life situations (Ap); State the meaning of neurons (K); Illustrate the structure of a neuron (Ap); Describe the types and functions of a neuron (U); Explain the structure of nervous system (U); Understand the physiological basis of neural response (U); Illustrate the structure of brain (Ap); Write the functions of the brain parts (K); Explain the effect of hormone on the nervous system (U)

Module III: State the developmental stages of a child (K); Understand the characteristics of a child at various stages of childhood (U); Describe the physical development aspect of a child at the various stages (U); Identify the problems faced by a child during the physical development (Ap); Explain the period of adolescence (U); Find out the characteristics of the stage of adolescence (Ap); Understand the physical development of an adolescent (U) ; State the bio-psycho social health model (K); Understand the concept of aging and death (U); Find out the educational implications of the stages of physical development (Ap)

Module IV: State the meaning of emotion (K); Write about the different types of emotions (K); Understand the emotional development of an individual at different stages of development (U); Understand the meaning of temperament, love, intimacy in relation to emotional development (U); Understand the concept of sexuality , self identity, gender identity in relation with emotional development (U); Explain the major theories of moral development (U); Find out the implications of the theories of moral development in an individual's life (Ap); Explain the process of value development in an individual (U); Understand the concept of religion development and spirituality development in an individual (U); Understand the Fowler's faith development theory (U); Identify the role of teachers in bringing about a balanced emotional development of students (Ap)

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Suggested Readings

1. Allyn and Bacon, S. M. An introduction to Physiological Psychology. USA: Random House
2. Berk, L.E. Child Development. New Delhi: Prentice Hall.
3. Bhaskar, R. Fundamentals of child psychology. Delhi: Swastik Publishers and Distributers
4. Carlson, N.R. Physiology of behaviour. Boston
5. Chatterje,C., Suhita, P., Priyadarshi,C. and Vijayaraghavan, M.(Eds). Discourses on Aging and Dying. Los Angeles: Sage
6. Hurlock, E.B. Child development. New Delhi: Tata McGraw-Hill Publishing Company Limited
7. Hurlock, E.B. A Life-Span Approach. New Delhi :Tata McGraw-Hill Publishing Company Limited
8. Leukel, F. Introduction to physiological psychology. New Delhi: CPS Publishers
9. Mallon, B. Dying, death and grief, working with adult bereavement. Los Angeles: Sage
10. Mishra, A.K. Psychology of Aging. Jaipur: Sublime Publications
11. Morgan, T.H and Steller, A.(1965).Physiological Psychology. New York: McGraw Hill
12. Santrock, J.W. Life –Span development. New Delhi: Tata McGraw-Hill
13. Santrock,J.W. Child Development. New Delhi: Tata McGraw-Hill Edition
14. Sharma,R. N. and Sharma, R. Child Psychology. New Delhi: Atlantic

EDLI0028: LEARNING AND INDIVIDUAL DIFFERENCES

(3 Credits - 45 hours)

Objectives: *The course on Learning and Individual Difference provides the students an understanding of the concept of learning, its nature, scope, types and styles. It acquaints the students with the factors influencing learning. It introduces the students to the concept of Transfer of Learning, its types, theories and the educational implications of transfer of learning. It also provides insights to the students on individual difference, its determinants, types and its implications on learning in particular and educational programme as a whole.*

Module l: Understanding Learning (10 hours)

Learning: Concept and Scope; Nature of learning: learning as a process and learning as an outcome; Laws of learning; Types of learning: factual, associations, conceptual, procedural, generalizations, principles and rules; Methods of effective learning; Learning curves - Types, features and its educational implications; Plateaus in Learning; Learning styles.

Students analyze their own learning styles

Module ll: Factors Influencing Learning (12 hours)

Factors influencing learning - Intellectual, Emotional, Physical and Social; Concept and nature of attention, determinants of attention, relationship with interest; Concept, nature and types of motivation – intrinsic, extrinsic and achievement; Learning and maturation; Learning to think, reason and solve problems

Discuss the role of teacher in addressing various factors influencing learning

Module III: Transfer of learning (10 hours)

Transfer of learning - Concept, Importance, Nature; Types of transfer of learning; Theories of transfer of learning - Theory of mental discipline, Theory of identical elements, Theory of generalization and theory of ideals; Methods of enhancing transfer of learning

Developing a narrative of personal experiences on the basis of transfer of learning in various situations

Module IV: Individual Difference (13 hours)

Concept of individual difference; Dimensions of individual difference; Determinants: Role of heredity and environment, their inter-relationship; Types/varieties of individual differences - Physical, mental, motor, emotional, interest and aptitude, attitudes, social and moral development. Individual difference and education; Influence of individual differences on learning outcomes; Provisions for individual differences in educational institutions; Implications of individual differences for organizing educational programmes

Sharing session on the problems and issues related to individual differences as faced by the students

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COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define 'learning'(K); Anlyze the definition of learning (An); Construct their own definition (Ap); Explain the nature and scope of learning (U); Summarize the basic features of learning (S); Evaluate the learning of an individual (E); State the laws of learning (K); Explain the laws of learning (U); Apply the laws of learning in the process of their learning (Ap); Name the types of learning (K); Explain the different principles of learning (U); Use different methods for effective learning (Ap); Explain the learning curve by indicating the types and features (U); State the meaning of plateaus in learning(K); dentify using different learning styles (Ap); Analyze the learning styles of their classmates(An); Evaluate the effectiveness of learning styles (E)

Module II: State the factors affecting the process of learning (K); explain the physical and social factors influencing the process of learning (U); Define the term 'attention'(K); Explain the determinants of attention (U); Find out the relationship between attention and interest (Ap); State the meaning of motivation (K); Name the types of motivation (K); Describe the learning and maturation (K); Find out the level of maturation and its effect on learning (Ap); Use components of learning in practice and solving the problem (Ap)

Module III: Define the concept of transfer of learning (K); Explain the nature and types of transfer of learning (U); Name the theories of transfer of learning (K); Explain the theory of mental discipline (U); Apply the theory of discipline in creating learning among the students (Ap); Analyze the theory of identical elements (An); Apply the theory of identical elements in teaching –learning process (Ap); Differentiate between the theory of generalizations and theory of ideals (Ap); Synthesize the educational implications of transfer of learning (S); Explain the methods of enhancing transfer of learnings (U)

Module IV: Describe the meaning of individual difference (K); State the dimensions of individual difference (K); Explain the significance of individual differences (U); State the determinants of individual differences (K); Explain the heredity and environment in relation to individual differences (U); Find out the influence of environment on the individual differences of students (Ap); Analyze the causes of individual differences (An); Classify the individual differences in different categories (Ap); Explain the effect of individual differences on learnings outcomes of the students (U); State the provisions for individual differences in educational institutions (K); Use the provisions for facilitating differently abled students in educational institutions (Ap); Identify the individual differences and using in organizing various activities in the educational institutions (Ap)

Suggested Readings

1. Bhatnagar, S. Advanced Educational Psychology. Agra: Bhargava Book House.
2. Chand, T. Educational Psychology. Agra: Bhargava Book House.
3. Crow, R.B. & Crow, A. Educational Psychology. New Delhi: Eurasia Publishing House.
4. Dececee, J. P. The Psychology of Learning & Instruction. New Delhi, Prentice Hall.
5. Dhir, R.N. Educational Psychology. Chandigarh: Abhishek Publication.
6. Driscoll, M. P. Psychology of Learning for Instruction. Boston, Allyn and Bacon
7. Gagne, R. M. The Conditions of Learning. New York, Rinehart &Winston
8. Guilford, J.P. The Nature of Human Intelligence. New York: McGraw Hill.
9. Hall, C & Hall, E. Human relations in education. Routledge.
10. Holt, J. How children fail? Penguin.
11. Hulac, D. M., & Benson, N. Getting Students to Work Smarter and Harder: Decreasing Off-Task Behaviour through Interpersonal Techniques. School Psychology Forum,5(1), 29-36.
12. Judd, C.H. Educational Psychology, Guwahati: Nivedita DK Distributions.
13. Kumar, K. What is worth teaching? Orient Black Swan.
14. Kuppuswamy, B. Advanced Educational Psychology. Jalandhar: Jalandhar University
15. M. Gauvain & M. Cole, (Eds). Readings on the development of children. New York: W. H. Freeman & Co.
16. Mangal, S. K. Essentials of Teaching Learning and Information Technology. Ludhiana: Tandon Publishers.

17. Mangal,S.K. Advanced Educational Psychology. New Delhi: Prentice hall of India.
18. Vygotsky, L. Interaction between learning and development. In Gauvain and Cole (Eds) Readings on the development of children. New York: Scientific American books.

EDFE0101: FOUNDATIONS OF EDUCATION

(4 credits – 60 hours)

***Objectives**: This course on Foundations of Education aims at*

- *Acquainting students with the meaning, aims and objectives of education*
- *Providing the students with a holistic view of the forms and bases of education*
- *Helping them to identify the various dimensions of education and educational institutions*
- *Helping them to understand the importance and needs of child-centred education and the various methods of education*

Module I: Meaning, Aims and Objective of Education (16 hours)

Education: meaning, concept, nature and Functions - Narrow and broader concepts of education. Education as a process, a product and a discipline. Aims of education – individual, social and national aims. Objectives of Education – Four pillars of education (Delor's Report: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together).

Module II: Forms and Bases of Education (15 hours)

a) Forms of Education: Formal education, Informal education and non-formal Education – Meaning, concepts, nature and importance
b) Bases of Education: philosophical, psychological, sociological and biological

Module III: Dimensions of Education (14 hours)

The learner, the teacher-qualities and responsibilities; curriculum and co-curricular activities - meaning and modern concept, need and importance; Educational Institutions – school, family and social institutions, religious institutions, state, etc. – their roles in education.

Module IV: Child-Centrism in Education and Educational Methods (15 hours)

Practices and significance of child centered education; Play and play-way in education - Kindergarten, Montessori, basic education and project method.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the term 'education' (K); Explain the meaning and nature of education as a concept (U); State the objectives of education (K); Illustrate the functions of education (U); Analyze education as a process and a product (AN); Establish education as a discipline (AP); State individual, social and national aims of education (K); Differentiate between individual and social aims of education (AP); Differentiate between the aims and objectives of education (AP); Explain the four pillars of education as per Delor's Report (U)

Module II: Describe the features of formal education (K); Write about non-formal education (K); Illustrate the concepts of formal and non-formal education (U); State the concept and importance of informal education (K); Explain the philosophical basis of education (U); Synthesize the philosophical basis of education (Sn); Explain the psychological and sociological bases of education (U); Illustrate the biological basis of education (U)

Module III: State the dimensions of a learner (K); State the qualities of a teacher (K); Explain the relationship between teacher and learner (U); Define the term 'Curriculum' (K); Explain the various dimensions of curriculum (U); Analyze the curriculum (AN); Use the curriculum in practice (AP); Evaluate the curriculum (E); State the features of a good school (K); Explain the rules family, social and religious institutions in the field of education (U)

Module IV: State the concept of child centred education (K); Explain the features of child centred education (U); Make the process of education child centred in nature (Ap); Write the meaning and significance of play way method in education (K); Explain the contributions of Maria Montessori in pre-primary education

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(U); State the concept of Basic education (K); Analyze the basic features of basic education (An); Find out the scope and space of Basic education in NCFSE-2005 (AP); Explain the structure of Project method of teaching and learning (U); Apply project method for teaching and creating learning among the students (Ap)

Suggested Readings

1. Aggarwal, J.C. (2017). Theory and Principles of Education. New Delhi: Vikas Publishing.
2. Chakraborty. J.C (1982). Modern Education: Its aims and principles. Calcutta: S.Chakraborty.
3. Chandra, S.S. and Sharma, R.K (2004). Principles of Education. New Delhi: Atlantic Publisher.
4. Chaube. S.P and Chaube, A. (2007). Foundations of Education. Noida: Vikas Publication.
5. Daly. A. J. (2010). Social Network Theory and Educational Change. California: Harvard Education Press.
6. Gutek, G. L. (2004). The Montessori method. London: Rowman and Littlefield.
7. Hayden, M. and Thompson, J (eds.) (1998). International Education: Principles and Practice. London: Routledge Falmer Taylor & Francis Group.
8. Isaacs, B. (2012). Understanding the Montessori approach: Early years' education in practice. New York: Routledge.
9. Kundu, D. and Tarun, R.M. (1990). Modern theory and principle of education. New Delhi: The world press private limited.
10. Saxena, N.R. S (2014). Philosophical and sociological foundations of education. Meerut: Vinay Rakheja.

EDPF0102: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

(4 Credits – 60 credits)

Objectives: *This course aims to*

- *assist learners to understand the theoretical bases of education.*
- *help students to reflect upon the philosophical ideologies of Western and Indian thinkers.*
- *develop in the students an understanding of the link between educational philosophy and national values*
- *make students comprehend the basics of Philosophy of Knowledge and Value as a part of education.*

Module I: Philosophy and Education (10 hours)

Introduction to the historical and philosophical traditions in education - Socrates and philosophical ideals, relationship and influence of philosophy on education

Module II: Western and Indian Philosophical ideologies (15 hours)

Comparative analysis of Western and Indian Philosophical ideologies:

a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo Ghosh, Krishnamurti.
b) Western: Plato, Jean Jacques Rousseau, Friedrich Froebel, John Dewey, Paulo Freire.

Module III: Schools of Philosophy and National Values (15 hours)

a) Indian schools of Philosophy: Vedic philosophies and Buddhism - in terms of knowledge, reality and value.
b) Western Schools of Philosophy: Idealism, Naturalism, Pragmatism, Realism, Humanism: special reference to principles, aims of education, curriculum, teaching methods, teacher, discipline, role and place of student.
c) Inculcation of core national values as enshrined in the Constitution of India

Module IV: Education and Epistemology (10 hours)

Knowledge - Nature, role of knowledge, scientific inquiry, senses and feelings, experience (empiricism), reasoning and logic - inductive and deductive

Module V: Education and Axiology (10 hours)

Values - conceptual basis, need and importance, role of education, morality and actions, aesthetics, ethics - Kantian ethics, responsibility and freedom

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define 'philosophy' (K); Explain the historical background of philosophical traditions (U); State the contributions of Socrates in philosophy (K); Describe the different philosophies (K); ind the applications of different philosophies in education (Ap)

Module II: Explain the features of Indian Philosophical Ideologies (U); Explain the features of western Philosophical ideologies (U); Compare the Indian and Western Philosophical ideologies (Ap); State the contributions of Indian thinkers like: Swami Vivekananda, Rabindranath Tagore, Gandhi etc. (K); Explain the contributions of western thinkers like Plato , Rousseau, Froebel, Dewey and Freire (U)

Module III: Explain the Vedic philosophy (U); Analyze the Vedic philosophy in terms of knowledge , reality and values (An); State the philosophy of Buddhism (K); Analyze the philosophy of Buddhism in terms of knowledge, reality and values (AN); Practice the philosophy of Buddhism in life (Ap); Use the western schools of philosophy in education (Ap); Find out the basic features of naturalism , idealism, pragmatism , realism and humanism (Ap); Explain the core national values as per Indian Constitution (U); Use the national core values in life (Ap)

Module IV: State the concept of 'Knowledge' (K); Explain the concept of 'Knowledge' (U); State the methods of knowledge (K); Compare the methods of knowledge (Ap); Define scientific method of acquiring knowledge (K); Explain the concepts of inductive and deductive reasoning (U)

Module V: Define the term 'value (K); Explain the conceptual framework of values (U); Identify and classify the values (Ap); Practice the different values in real life situations (Ap); Define ethics (K); Explain the concepts of responsibility and freedom (U)

Suggested Readings

1. Ayer, A.J.,The Problem of Knowledge. Penguin.
2. Dewey, J., Democracy and Education. Macmillan, New York.
3. Dewey, J., Experience and Education. Macmillan, New York.
4. Durkheim, E., Education and Sociology. Free Press, Chicago.
5. Froebel, F , The Education of Man. Fairfield, Kelley, New Jersey.
6. Hirst, P.H., Knowledge and the Curriculum. Routledge and Kegan Paul.
7. Hirst, P.H. and Peters, The Logic of Education. Routledge and Kegan Paul.
8. Hobbes, T., Leviathan. Collier-Macmillan.
9. Hume, D.,. An Enquiry Concerning Human Understanding. La Salle.
10. Kant, I.,Critique of Pure Reason. Dent.
11. Moore, T.W.,. Educational Theory: An Introduction. Routledge and Kegan Paul.
12. Peters, R.S., Ethics and Education. Allen and Unwin.

EDTP0103: THEORIES AND PRINCIPLES OF EDUCATION

(3 Credits - 45 hours)

Objectives: *The objectives of this course are:*

- *to acquaint the students of Education with the fundamental aspects of education, with special reference to the dimensions of education suggested by Ducasse*
- *to give them an understanding of the process of conscious learning and issues in formal discipline*
- *to develop a critical outlook towards current trends in education*

Module I: Understanding 'Education' (10 hours)

Divergent description of Education, education as a process, functions of education (context of individual and social aim, factors influencing functions), education and schooling, education and indoctrination, heredity and educational attainment, individual differences in education.

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Module II: Facets of Education (12 hours)

a) Aspects of education - explanation, interpretation, application, perspective, empathy, self-knowledge.
b) Ducasse's dimensions of education - intellectual education, physical education,vocational education, education in social dexterity, education of the will, aesthetic education, moral and religious education, liberal education.

Module III: Conscious Learning and Formal Discipline (10 hours)

a) Conscious Learning - factors in conscious learning, the evolution of judgement, the evolution of ideas.
b) Formal Discipline - rise of the concept of formal discipline, criticism by psychologists, positive discipline as formal discipline.

Module IV: Current trends in Education (13 hours)

a) Indian constitution and education, globalization and education, privatization in education, modernization of Indian education
b) Developing trends in environmental education, value education, human rights education etc.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the term 'Education' (K); Explain the process of education (U); State the functions of Education (K); Identify the factors influencing the process of Education (Ap); Explain the factors influencing the process of Education (U); Differentiate between Education and Indoctrination (Ap); Analyze the components of Indoctrination (An); Synthesize the segments of the process of Education (S); Explain the contributions of heredity and environment in the process of education (U); Explain the concept of individual differences in Education (U); Identify the individual differences among the students and teaching accordingly (Ap)

Module II: State the aspects of education (K); Explain the concepts of perspective and empathy (U); Define the imparting of knowledge and knowledge itself (K); Explain the process of comprehension including translation and interpretation (U); Apply the knowledge in real life situations (AP); Analyze the knowledge (AN); Summarize the knowledge and building a theory (S); Evaluate the theory (E); State the different dimensions of education as given by Duccasea (E); Explain intellectual, physical and vocational education (U); Explain education in social dexterity, education of the will (U); State the meaning of moral and religious education (K); Apply moral education in real life situation (Ap)

Module III: Define conscious learning (K); Explain the factors of conscious learning (U); State the meaning of evolution of judgment (K); Write about the evolution of idea (K); Differentiate between the idea and evolution of judgment (AP); Explain the concept of formal discipline (U); Reflect positive formal discipline in our behaviour (Ap)

Module IV: State the provisions in Indian constitution about education (K); Explain the Article-45 of Indian Constitution (U); Explain some of the other provisions indicated n Indian Constitution (U); Define the term 'Globalization' (K); Explain the globalization of education (U); State the features of privatization of education (K); Explain the features of modernized Indian Education (U); Define 'environmental education', 'value education' and 'human rights education' (K); Apply the basics of environmental education and value education in our lives (Ap)

Suggested Readings

1. Moore, T.W. Punishment and Education. Proceedings of the Philosophy of Education Society of Great Britain.
2. Newman, J.H. On the Scope and Nature of University Education. Dent.
3. Peters, R.S. Essays on Educators. Allen & Unwin.
4. Piaget, J. The Moral Judgment of the Child. Routledge & Kegan Paul.
5. Plato. The Republic. Penguin.
6. Rousseau, J.J. Emile. Dent.
7. Ryle, G. The Concept of Mind. Penguin.

8. Scheffler, I. The Language of Education. Charles C.Thomas.
9. Snook, I.A. Indoctrination and Education. Routledge & Kegan Paul.
10. Spencer, H. Education. Dent.
11. Skinner, B.F. Walden Two. Macmillan, New York.
12. White, P.A. Democracy and the Public Interest in the Philosophy of Education, Oxford Readings in Philosophy. Oxford University Press

EDES0104: EDUCATION AND SOCIETY

(3 credits – 45 hours)

Objectives: *This course on Education and Society will enable the students to:*

- *Understand and describe the relationship between society and education*
- *Elaborate on the roles played by education in bringing about social change*
- *Appreciate the importance of education for social change, national integration and international understanding in a diverse social context*
- *Identify current social problems and suggest ways and means to tackle them.*

Module I: Sociology and Education and Agencies of Education (12 hours)

Meaning of educational sociology and sociology of education; relationship between sociology and education; sociological determinants of education; agencies of education - family, school, community, religious institutions, state

Module II: Education, culture and social change (10 hours)

Meaning, concept, nature and components of culture, their role in transmission and preservation of culture; cultural lag and cultural change; social change – social mobility, stratification and the roles of education in bringing about change in social change

Module III: Education and Society (15 hours)

Education and social groups - types of groups, social interaction and its educational implications, socialization - concept, factors and implications; education for national integration, international understanding and democracy.

Module IV: Current Social Problems in India (8 hours)

Equalization of educational opportunities; role of education in solving social problems such as illiteracy, nutrition, sanitation and unemployment; lifelong education

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define 'sociology' (K); Write the meaning of educational sociology (K); Explain the concept of sociology of education (Ap); Find out the relationship between sociology and education (Ap); State the sociological determinants of education (K); Explain the role of family, school, community and religious agencies in education (U); Describe the state as an agency for the development of education (K)

Module II: Define the term 'culture' (K); Explain the nature and components of culture (U); Find out the features of the culture of a particular ethnic group (Ap); Explain the process of transmission and preservation of culture (U); Explain the concept of 'cultural lag' (U); State the factors affecting the social change (K); Illustrate the social mobility and stratification (U); Find out the impact of education on social change in any society (Ap)

Module III: Define the social group (K); Explain the nature and features of a social group (U); State the types of social groups (K); Explain the concept and significance of social interaction (U); Identify the impact of social interaction of the life of the people (AP); Explain the concept of national integration (U); Identify the factors influencing the sense of national integration (AP); Illustrate the role of education in the process of national integration (U); Explain the significance of International understanding (U); Define the concept of democracy (K); State the features of democracy (K); Practice the democratic values (AP)

Module IV: State the concept of equal educational opportunities (K); Illustrate the provisions of equal educational opportunities (U); Find out the problem of unequal educational opportunities in the society

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(AP); State the constitutional provisions for equal educational opportunities (K); State measures adopted by the Indian Government for the removal of illiteracy (K); Explain the problem of health and nutrition (U); State some of the health and nutrition programmes in India (K); Define 'unemployment' (K); Explain the causes of unemployment (U); State the measures for checking the problems of unemployment (K); Explain the concept of lifelong education (U)

Suggested Readings

1. Dash, B.N. (2004). Teacher and Education in Emerging Society. New Delhi: Neel Kamal Publication
2. Gul, S. B. and Khan, Z. N. (2010). Philosophical and sociological foundations of education. Create Space.
3. Khana, S.D. (2000). Education in the Emerging Indian Society. Delhi: Doaba House.
4. Kumar, T.P and Talawar, M. S. (2010). Philosophical and sociological foundations of education. Mumbai: Himalaya publishing house.
5. Sachdeve, M.S. and Sharma, K.K. (2015). Contemporary India and Education. United States: Twenty first century publications.
6. Saxena, N.R. S. (2014). Philosophical and sociological foundations of education. Meerut: Vinay Rakheja.
7. Sharma, M (2011). Philosophical and sociological foundation of education. Guwahati: Eastern Book House.
8. Sharma, R.S. (1998). Perspective in Modern Education. Delhi: Neel Kamal Publication.
9. Singh, Y.K. (2008). Sociological foundations of education. New Delhi: A P H Publishing Corporation.
10. Singh, Y.K.(2000). Education in Modern India. New Delhi: Deep and Deep Publications.

EDLE0105: LIFE SKILLS EDUCATION

(3 credits – 45 hours)

Objectives: *A holistic approach to the human body, mainly the connection between the brain and the body will enhance learning and growth. With this in mind, the course on Life Skills Education aims to*

- *train the students to integrate academic skills with physical skills and competency development*
- *prepare and provide the students with intrinsic motivation to achieve their goal of life*

Module I: Understanding of Life Skills (13 hours)

Skills and life skills; Origin and development of Life Skills; Understanding life skills; Significance of life skills; Introduction to 10 core skills: Social, thinking and coping skills.

Module II: Social skills (12 hours)

Understanding self - self-concept, self-esteem, self-control, self-realization, self-awareness; Communication - types, styles, barriers, skills of effective communication; Interpersonal relationships - healthy relationship, Empathy: altruism, empathy and voluntarism.

Module III: Cognitive skills (10 hours)

Cognitive skills - nature, elements, types; Critical thinking - nature, stages; Creative thinking - nature, stages; Problem solving: factors, steps; Decision making - process, need, consequences.

Module IV: Coping Skills (10 hours)

Coping with emotion: definition, characteristics, types, classification - wheel model, two dimensional approach, coping strategies; Coping with stress: stressors, sources of stress; General adaptive syndrome model of stress coping strategies

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Differentiate a skill from a talent (U); Classify a general skill from specific skill (An); State transferable/functional skill (K); Classify skills on the bases of personal trait/attitude, functional skill and knowledge based (An); Define life skill and life skill education (K); Summarize the significance of life skill education (S); List down the components of life skills (K)

Module II: Define self-concept (K); Differentiate self-concept from self-awareness (U); Infer different factors that influence self-concept of an individual (An); Apply different methods to improve their knowledge of themselves (Ap); Relate different theories of self- understanding in their daily life (An); Interpret the actions and view-points of people about themselves using social comparison theory of self- understanding (Ap); Explain the concept of self-awareness (U); Identify people who possess self-awareness (An); Formulate strategies for developing or enhancing self-awareness (Ap); Synthesize the various level of self-awareness development in human being (S); Define self-esteem (K); Illustrate the outward signs of positive self-esteem (U); Assess the significance of self-esteem in the life of an individual (E); Enumerate the different factors for developing self-esteem (U); Explain the significance of parenting style as an important factor or an hindrance towards developing self-esteem among children (K); Suggest tips for improving one's self-esteem (Ap); Differentiate self-esteem from self-efficacy (An); State the six pillars of self-esteem (K); Define empathy (K); Differentiate empathy from sympathy (An); Relate empathy with sympathy (AP); Explain the different types of empathy (U); Elucidate the different dimensions of empathy (U)

Module III: Define thinking (K); State the key elements of thinking (K); Define a concept and its development (K); Define creativity (K); Relate the investment theory of creativity with the actual practice in the day to day life (Ap); Summarize the resources of creativity (S); Identify the characteristics of a creative individual (An); Assess the stages of creative thinking (E); Propose different techniques for enhancing creativity (Ap); Explain critical thinking (U); Point out the prominent features of critical thinking (An); Determine the impediments of critical thinking (An); Identify some of the educational practices that impede development of critical thinking among students (An); Suggests ways and means to develop critical thinking among students (U); Explain decision making process (U); Identify the types of decision making that we make in life (An); Explain the decision making procedure for arriving at a proper decision (U)

Module IV: Define emotion (K); Recall the basics of coping with emotion (K); Assess the advantage of coping with emotion (E); Define stress (K); Explain the types of stress (U); Identify the stressors during their time of stress (An); Point out the importance of stress in their life (An) To generalize the symptoms of stress (S); Determine the ways to control stress (E); Predict the outcomes of stress (U); Explain the wheel model of emotion (U); Name the primary emotions (K); Illustrate that emotion is a combination of two or more primary emotion (U)

Suggested Readings

1. Bharath, S., & Kumar, K. K. Health Promotion Using Life Skills Education Approach for Adolescents in Schools--Development of a Model. Journal of Indian Association For Child And Adolescent Mental Health, 4(1), 5-11.
2. Compton, N. The Indispensable Book of Practical Life Skills, Hammond
3. Dudhade, B. A. Life Skills Education, Neelkamal Publication
4. Forde, S. D. Look after Yourself, or Look after One Another? An Analysis of Life Skills in Sport for Development and Peace HIV Prevention Curriculum. Sociology of Sport Journal, 31(3), 287-303.
5. Jeeraporn, K., Rutja, P., Nantawon, S., Villarruel, A. M., & Dechavudh, N. The Effect of a Parent Training Program, In Conjunction with a Life Skills Training Program for School-age Children, on Children's Life Skills, and Parents' Child-rearing Skills and Perceptions of Support for Child Life Skills Development. Pacific Rim International Journal of Nursing Research, 17(1), 3-27.
6. Kar, A. K. Importance of Life Skills for the Professionals of 21st Century. IUP Journal of Soft Skills, 5(3), 35-45.
7. Mitra, B. Personality Development and Soft Skills, Oxford University Press
8. Pestalozzi,T. Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own, Stonewood Publications
9. Pharaoh, H., Frantz, J., & Smith, M. Life skills as predictors of engagement in health risk behaviours: A survey of secondary school learners. African Journal for Physical, Health Education, Recreation & Dance, 70-81.
10. Rao, K. R. & Dinakar, P. Life Skills Education, Neelkamal Publication
11. Trottier, C., & Robitaille, S. Fostering Life Skills Development in High School and Community Sport: A Comparative Analysis of the Coach's Role. Sport Psychologist, 28(1), 10-21.
12. Verma, S. Development of Life Skills and Professional Practice (WBSCTE), Vikas Publications

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13. Woititz, J. G. & Garner, Alan. Life Skills for Adult Children, Health Communications publications
14. Shankar, R. The Art of Stress - Free Living, Neelkamal Publications
15. Nair, V. Master of Life Skills, HarperCollins India
16. Friel, J. & Friel, L. Adult Children: Secrets of Dysfunctional Families, Health Communications.

EDGE0106: GENDER EDUCATION

(4 credits - 60 hours)

Objectives: *The course on Gender Education aims to*

- *provide a critical perspective on the gendered structure of society covering an array of sectors*
- *understand the concept and importance of gender justice and equality.*
- *analyze the status of education of girls in schools and develop an insight into policy, perspectives, issues and concerns of girl's education in India*
- *To sensitize students about the gender issues in general and education in particular*

Module I: Gender studies (13 hours)

Concept, Need, Scope; Gender studies as an academic discipline; Gender and Economy and Work Participation; Gender and globalization; Gender and education

Module II: Identification of structures of domination and control (12 hours)

Society, Family and school in India; Issues in school education - Problems of access, enrollment, retention, stagnation, drop-out and push out; Higher Education and Professional Spaces.

Module III: Gender and Education (10 hours)

Gender as the Basis of Inequality - Issue of patriarchy, hierarchy, power, dominance, subjugation; gender disparity in Education – gender bias in school curriculum, Andro construction of knowledge and educational goals from gender perspective.

Module IV: Issues of Indian women (10 hours)

Family, caste, class, culture, religion related issues; Women's education; Co-education - its educational implications; Literacy and Non-formal education for women's development; Education of Girl child in India: present status and challenges ahead

Module V: Women's Movements and routes towards change (15 hours)

Pre-independent, post Independent and current women's movements; National committees and commissions for women; governmental and non-governmental organizations for women and child development; Community participation for education of the girl child; Constitutional provisions, policies, programmes for women.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define the term 'gender and 'sex' (K); Differentiate between gender and sex (U); Write about the meaning of gender studies (K); Understand the need of gender studies (U); Illustrate the scope of gender education (U); Analyze the need of gender studies in the present context (An); Explain the importance of gender studies as an academic discipline (U); Understand the role of gender in the field of economy and work (U); Find out the relationship between gender and globalization (Ap); Identify the role of gender and education (I); Critically analyze the role of gender in the system of education (An)

Module II: Explain the concept 'society', 'family' and 'school' in India (U); Understand the role of society , family and school (U); Identify the issues in school education (Ap); Analyze the problems of access, enrollment retention, stagnation, drop out and push out (An); Explain how gender influence the issues in education system. (U); Understand the system of higher education (U); State the problems of higher education in India (K); Summarize the role of gender in higher education (S); Analyze the role of gender in professional spaces (An)

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Module III: Understand gender as the basis of inequality (U); Explain the issue of patriarchy (U); Analyze the problems like hierarchy, power, dominance and subjugation (An); Explain the concept of gender disparity (U); Find out the status of gender disparity in India (An); Understand how gender biasness takes place in school curriculum (U); Explain the concept of andro construction of knowledge (U).

Module IV: State the issues faced by Indian women (K); Understand family in relation with the issues of Indian women (U); Understand caste and class in relation with the issues of gender (U); Find out the influence of culture and religion in the gender issues (Ap); Write about women education (K); Explain the status of women education in India (U); Find out the problems of women education (An); State the meaning of co-education (K); Find out the relevance of non formal education for women's development (Ap); Find out the present status of girl child and their education in India (Ap).

Module V: State the important women's movements taken place before independence (K); State the women movements taken place after the independence in India (K); Find out the current woman movements across the globe (Ap); Explain the role of the woman movements (U); List out the national commissions and committees for woman (Ap); Understand the role of community participation for education for girl child (U); State the constitutional provisions in India for gender equality and women (K); Describe about the policies and programmes for women in India (U)

Suggested Readings

1. Apple,Michael W. & Smith,Christian L.(ed.) The Politics of the Textbook, Routledge,New York.
2. Bhasin,Kamla. What is Patriarchy? Kali for Women,New Delhi
3. Bhog,Dipta. Gender and Curriculum, Review of Women Studies, Economic and Political Weekly,37(17):1638-1642
4. Chakravarti,Uma. Rewriting History;The Life and Times of Pandita Ramabai. OUP;Delhi.
5. Geetha,V. Gender: Stree; Kolkata.
6. Giroux,H . Ideology,Culture and the Process of Schooling. Falmer Press,London
7. Kumar,Krishna. What is Worth Teaching,Orient Blackswan, Delhi
8. MHRD-Ramamurty Committee Report (1990)-Towards enlightened and humane society, Delhi
9. Narasaiah. M.L. Women, Children and Poverty. New Delhi: Discover Publishing House
10. NCERT-National Curriculum Framework 2005, N.C.E.R.T. New Delhi
11. NCERT-National Curriculum Framework 2005 Position Paper no. 3.1 by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children,N.C.E.R.T. New Delhi
12. NCERT-National Curriculum Framework 2005 Position Paper no.3.2 by National Focus Group on Gender issues in Education, N.C.E.R.T. New Delhi
13. NCERT-National Curriculum Framework for School Education 2000, N.C.E.R.T. New Delhi
14. Parvin, M.R. Empowerment of Women: Strategies and Systems for Gender Justice. New Delhi: Dominant Publishers
15. Rao. D.B. Education for Women. New Delhi: Discover Publishing House
16. Rao. D.B. International Encyclopedia of Women. New Delhi: Discover Publishing House
17. Sindhuja, P. Economic Empowerment of Women through Self-Help Groups. New Delhi: Discover Publishing House
18. Skelton, C. The SAGE Handbook of Gender and Education. New Delhi: Sage

EDPB0107: PSYCHOLOGICAL BASES OF EDUCATION

(4 credit-60 hours)

Objectives:

- *To create awareness about the psychological behaviour of individual.*
- *To understand the significance of psychology in the process of education.*
- *To make the students well aware of the nature of psychology as a discipline.*
- *To create some skills of handling some equipment and tests.*

Module I: Psychology as a Science of Behaviour (10 Hours)

Meaning of Psychology, Nature and fields of psychology, Educational Psychology-its meaning, nature and scope, Relationship between Education and psychology.

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Module II: Psychology of Growth and Development (10 Hours)

Introduction to growth and development; principles and factors of development, stages of development, Theories of development: Erickson's theory of Psycho-social development

Module III: Learning and Theories of Learning (15 Hours)

Meaning, Nature of Learning, learning and maturation, types of learning, Laws of learning, theories of learning: Trial and Error learning, Classical Conditioning, Operant Conditioning; Factors affecting learning, Individual differences and its educational implications

Module IV: Intelligence and its theories (13 Hours)

Intelligence: Definition,, Natureand Theories: Two Factor Theory of Intelligence, Guildford structure of Intellect, Intelligent Quotient (IQ), Emotional Intelligence, Assessment of Intelligence.

Module V: Personality and its Theories (12 Hours)

Meaning and Nature, Theories of personality: Type and Trait Theory, Determinants of personality, Assessment of personality: projective techniques.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Write the meaning of psychology (K); Define the term Psychology (K); explain the nature and field of Psychology (U); State the definition of Educational Psychology (K), Analyse the meaning of Educational Psychology (AN); Explain the meaning, Nature and Scope of Educational Psychology (U); Synthesis the Scope of Educational Psychology (S); use the knowledge of Educational Psychology in Practice (A); establish relationship between Education and Psychology (A)

Module II: State the meaning of Human Growth and Development (K); Differentiate between Human Growth and Development (U); Explain the Factors affecting the Human Growth and Development (U); State the principles of Human Growth and Development (K); Identify the Growth and Development in different Stages of Human being (A); Recall the different stages of Human Growth and Development (K); Analyse the theory of Psycho Social Development given by Erickson (A); Apply the Erickson's Theory in Growth and Development of Individuals

Module III: State the meaning of Learning (K); Explain the Nature of Learning (U); Relate Learning with Maturation (U); Write the Meaning of Classical Conditioning (K); Illustrate the Operant Conditioning (U); State the Factors affecting Learning (K); Identify differences in some individuals (A)

Module IV: Define the term Intelligence (K); Explain Two Factor Theory of Intelligence (U); Analyse the Guilford Structure of Intellect (A); Write the meaning of Intelligence Quotient (K); find out the Intelligence Quotient of an Individual (A); Assess the intelligence of Individuals (E)

Module V: Write the definition of personality (K); state the nature of Personality (K); Explain the Meaning and Nature of Personality (U); Name the Theories of Personality (K); Write about the Type and Trait Theory (K); Use Type and Trait Theory to identify the types of Personalities (A); Explain the determinants of Personality (U); Name the Tests of Personality Assessment Tests (K); Use the Projective Techniques to assess the Personality (A); Test the personality (E)

Suggested Readings

1. Chauhan, S.S. (2004): Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd, New Delhi.
2. Chatterjee, S.K.(2017: Advanced Educational Psychology, Books and allied Pvt. Ltd. Calcutta,
3. Dandapani, S.(2013): A textbook of Advanced Educational Psychology, Anmol Publications Pvt. Ltd
4. Kuppuswami, B.(Ed.)(1963): Advanced Educational Psychology, Jalandhar: University Publications
5. Mangal, S.K., Advanced Educational Psychology, Prentice hall of India, Pvt Ltd. New Delhi
6. Morgan, C.T (1961): Introduction to Psychology, New York: McGraw-Hill.

EDHR0108: HUMAN RIGHTS EDUCATION

(3 Credits -45 hours)

Objectives:

- *To make the students well aware of the concepts of Human Rights and Human Rights Education*
- *To familiarize the students with the rights of children and their education*
- *To create awareness among the students about the issues of gender equity and human rights of girl education*
- *To acquaint with the approach of inculcating value education*

Module I: Introduction to Human Rights Education (12 Hours)

Origin and historical account of Human Rights; Description of UN Charter and UDHR; Meaning of Human Rights and Human Right Education; Constitutional Provisions for Human Rights

Module II: International Covenants, Convention and Gender Equity (11 Hours)

International Covenants on Economics, Social and Cultural Rights; Convention of Rights of Child and role of ILO; Right to Education Act -2009

Module III: Human Rights and Duties (10 Hours)

Human Right Protection Act and role of NHRC, SHRCs, UN, UNESCO; Curriculum framework of Human Rights Education; Approaches of Teaching for Human Rights Education

Module IV: Value Education (12 Hours)

Concept of Value; Sources of Value: Biological, Psychological, Sociological and Spiritual; Meaning, nature and objectives of Value Education; Value clarification approach

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the origin and historical account of Human Rights Knowledge (K); Describe the UN Charter and UDHR (U); Define Human Rights (K); Explain the concept of Human Rights Education (U); Write about the Constitutional Provisions for Human Rights in India (K); Apply the Knowledge of Human Rights in life (A)

Module II: Define International Covenants (K); Describe Economic, Social and Cultural Covenants (U); State Conventions of Rights of Child (K); Explain the role of ILO (U); State the RTE Act 2009 (K); Relate the RTE Act 2009 to Quality Education (A)

Module III: Explain the Human Rights Protection Act (U); State the role of NHRC, SHRCs, UN, UNESCO (K); Explain the Curriculum Frame Work of Human Rights Education (U); Prepare the Curriculum of Human Rights Education (A); State the approaches of Teaching Human Rights Education (K); Explain the Approaches of Teaching of Human Rights Education (U); Use of Approaches to teach Human Rights Education in Classroom (A)

Module IV: Write about the concept of Values (K); State the Sources of Values (K); Explain Biological, Psychological, Sociological and Spiritual Values (U); Define the concept of Value Education (K); Describe the Nature and Objectives of Value Education (U); Use of Value Clarification Approach in the process of inculcating Values among the students (A)

Suggested Readings

1. Bhardwaj, T.R (2007). Education of Human Value. New Delhi: Mittal Pub.
2. Dhand, M. (2002). Teaching Human Rights- A Handbook for Teacher Educators. Bhopal: Asian Institute of Human Rights Education
3. Donnelly, J. (2003). Universal Human Rights in Theory and Practice. New Delhi: Sterling
4. NCERT. (1996). Human Rights: A Source Book. New Delhi: NCERT
5. Mohanty, J (2009). Human Rights Education. New Delhi: Deep and Deep Publications
6. Rama, J. M. (1997). Human Rights an Indian Values. New Delhi: NCTE

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EDPE0109: POPULATION EDUCATION

(3 credit-45 hours)

Objectives:

- *To make the students well aware of the growing population*
- *To make the students acquainted with the effects of over population*
- *To make them aware of the ways and means of controlling the growing population*
- *To sensitize the students about the quality of life*

Module I: Indian Population (11 Hours)

Trend of Indian Population since 1901; Population scenario in North East of India; Population explosion, optimum population ,under population and over population, population scenario in the world; Quality of life

Module II: Introduction to Population Education (12 Hours)

Definition, nature ,objectives and scope of population education; Curriculum of population education for school stages; Approaches for teaching population education and preparation of teachers

Module III: Population Education Policies and Programme in India (13 Hours)

Population Education and Five Year Plans of India; Population education policies and programmes in India with special reference to Family planning; Mass media and population education; Nature and need of family life education

Module IV: Evaluation in Population Education (9Hrs)

Concepts of evaluation and measurement; Schemes of Evaluation: Formative and summative; Evaluation in Population education;Evaluation of students and population education programmes

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Explain the trend of Indian Population since 1901 (U); State the Population Scenario in North East India (K); Define Population Explosion (K); Describe Optimum Population, Under Population, Over Population (U); Identify the Over populated Areas of India (A); Explain Population Scenario in the world (U); Relate Population with Quality of life (A)

Module II: Define Population Education (K); Explain the Nature of Population Education (U); State the objectives of Population Education (K); Find out the Scope of Population Education (A); Describe the preparation of Curriculum of Population Education (U); Develop the Curriculum of Population Education for Secondary School Stage Students (A); Explain the Approaches for Teaching Population Education (U)

Module III: Identify the status of Population education in Five years Plans of India (A); Explain Population Education Policies and Programmes in India (U); Write the Meaning of Family Planning (K); Describe the methods to be adopted for making family planning successful (U); Describe the role of Mass Media in Popularising Population education (U); Explain the nature and need of family life Education (U)

Module IV: State the meaning of Measurement (K); Write the definition of Evaluation (K); Explain the relationship between Measurement and Evaluation (U); State the meaning of Formative and Summative Evaluation (K); Evaluate the Performance of the Students in Population Education (E)

Suggested Readings

1. Aggarwal, J.C (2003): Population Education, Delhi: Shipra Publications
2. Dubey, S.N (2001): Population of India, 2001, Delhi: Authors Press, Laxminagar
3. Gupta, P.K (2005): Population Education: Meerut,R.Lall Book Depot
4. Kapoor, K.C & Kapoor, A. (2013): Population Education, Guwahati, EBH, Publications
5. Kapoor, K.C.(2005): Effectiveness of training Modalities in Population Education for Secondary School Teachers of Arunachal Pradesh and their Attitude towards Population Education,(Unpublished Report)
6. Mehta, T.S and Chandra, R. (1972): Population Education (Selected Readings).New Delhi: NCERT.

7. Nanda, S.K (2005): Population Education: Delhi House, Book Sellers and Publishers.
8. NCERT (1987): National Source Book on Population Education. New Delhi: NCERT
9. UNESCO (1986): Teaching Methodologies for Population Education. Bangkok: Regional Office, UNESCO

EDEI0110: DEVELOPMENT OF EDUCATION IN INDIA

(4 credits-60 hours)

Objectives:

- *To acquaint the students with the Ancient and Medieval system of Education in India.*
- *To enable the students to understand the development of education during the British rule in India.*
- *To enable the students to know about the different educational policy adopted by British Rule.*
- *To acquaint the students with the development of Education in Independent India.*
- *To acquaint the students with the development of Education in Assam*
- *To make the students well aware of the contemporary concerns and issues of Indian Education.*
- *To familiarize the students with various initiatives of the Government of India like SSA, Mid Day Meal etc.*

Module I: Education in Ancient India (12 Hours)

Vedic system of Education-- Aims, Methods of Teaching, Curriculum, Teacher- pupil relationship, Discipline, Education of Women; Buddhist Period--Aims, Methods of Teaching, Curriculum, Teacher-Pupil Relationship, Discipline, Education of Women; Medieval Period--- Aims, Methods of Teaching, Curriculum, Teacher- Pupil Relationship, Discipline, Education of Women.

Module II: Education during the British Period in India (13 Hours)

A brief introduction to the Educational Activities of East India Company and Christian Missionary in India.

Educational Reforms and Recommendations of : Charter Act of 1813, Macaulay's Minute 1835, Wood's Despatch; Hunter Commission, 1882, Lord Curzon's Educational Policy, 1904, Sadler's Commission, 1917, Wardha Scheme of Education, 1937,Sargent Report, 1944.

Module III: Education in Post Independence Era (13 Hours)

Educational Reforms and Recommendations of: University Education Commission (1948-1949), Secondary Education Commission (1952-53), Kothari Commission (1964-1966), National Policy on Education (1968, 1986 and 1992), Development of Education in Assam-Primary, Secondary, University and Women Education

Module IV: Vocationalization of Education (10 Hours)

Concept, Scope and need of Vocational Education; Objectives of Vocational education at +2 stage; Vocationalization and National Development, NPE-1986 and POA-1992 with reference to Vocational Education.

Module V: Issues and Challenges in Indian Education at School Stage (12 Hrs)

Concept of UEE and its problems, Physical, Social and Quality access in relation to UEE; Operation Blackboard (OBB), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE- Act 2009; Quality of Education at Secondary School Stage and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Use of ICT.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the meaning of Vedic System of Education (K); Explain the aims, methods of teaching the curriculum during Vedic Period (U); State the relationship between teacher and students in Vedic Period (K); state the features of education during the Buddhist Period (K); Explain the system of Education during Medieval Period (U); Identify the values prevailing during Vedic, Buddhist and Medieval Periods among the teachers and students (A); Explain the role of Missionaries in the field of education (U); State the activities of East India Company relating to education in India (K)

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Module II: Write the recommendations made in Charter Act of 1813 (K); Analyse the Macaulay's Minute 1835 (A); State the contributions of Wood's Despatch, Hunter Commission, Lord Curzon's Educational Policy and Sadler's Commission in the field of Indian Education (K); Explain the Wardha Scheme of Education (U); State Sargent Report in the India Context (K)

Module III: State the features of University Education Commission (1948-1949) (K); Explain Secondary Education Commission (U); Write the effectiveness of Kothari Commission (K); Analyse the features of NPE, 1986 and Programme of Action, 1992 (A); Explain the growth and development of Primary, Secondary, University and Women Education in Assam (U)

Module IV: Describe the nature and scope of Vocational Education (U); Define Vocational Education (K); State the Objectives of Vocational Education for +2 School stage (K); Synthesize the features of Vocational Education found in NPE, 1986 (S)

Module V: Write the meaning and purpose of UEE (K); State the problems of UEE in India (K); Explain the concept of Operational Black Board and DPEP in ensuring UEE (U); state the basic features of SSA and RTE, Act 2009 relating to quality education at Elementary Schools in India (K); Explain the features of RMSA (U)

Suggested Readings

1. Goswami,S. & Das Sarma , P (2012). Development of Education in India, Shanti Prakashan.
2. GOI (1964-1966):'Education and National Development". Ministry of Education, Government of India 1966.
3. Govt. of India, Ministry of Human Resource Development, Policy of Action, 1992, New Delhi
4. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers
5. Mukerjee, S.N., (1966). History of Education in India, Acharya Book Depot.
6. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
7. Nurullah , S. & Naik, J.P.(1974) History of Education in India, Mc. Millan Company. India.
8. Rawat,P.L (2006).: History of Indian Education, Ram Prasad & Sons, Bhopal.

EDET0111: EDUCATIONAL THINKERS

(3 credits- 45 hours)

***Objectives**:*

- *To create awareness among the students about the different educational thinkers of the world and India.*
- *To familiarize the students about the different philosophies of some eminent educational philosophers.*
- *To create awareness among the students about the role of teachers and various methods of teaching in the field of education.*

Module I: A- Indian Thinkers (11 Hours)

Swami Dayanand (1825-1883): Philosophy, aims of Education and values; Swami Vivekananda (1863-1902): Philosophy Principles, Character Building, Discipline and values; Rabindranath Tagore (1861-1914): Tagore's Philosophy and its features, basic contributions in the field of Education.

Module II: B-Indian Thinkers (12 Hous)

M.K Gandhi (1869-1948) : Features of Gandhian Educational Philosophy, Objectives of Education and Gandhiji's view on Education , Concept of Basic Education and its relevance in 21st century.

Sri Aurobindo (1872-1950): Life Sketch , Philosophy of life, Views on Education , Teachers and teaching , Concept of Ashram School, International Centre of Education.

Module III: A- Western Thinkers (12 Hours)

Jean Jacques Rousseau: Life Sketch , Philosophy of Education , Self Education of Rousseau Idolizes Nature, Naturalism, Negative Education, The Emile-its importance , Basic Ideas of Rousseau's Philosophy.

John Dewey : Life Sketch, Philosophy of Life,Laboratory School,Methods of teaching.

Module IV: B – Western Thinkers (10 Hours)

Friedrich August Froebel (1782-1852): Philosophy and Principles,Concept of Kindergarten and its features and relevance in present context.

Maria Montessori (1870-1952): Life sketch , Educational Philosophy and Principles,Role of Teacher,Concept of Children's House

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Give the life sketch of Swami Dayanand, Vivekanand and Rabindranath Tagore (K); Explain the contributions made by Indian thinkers like of Swami Dayanand, Vivekanand and Rabindranath Tagore (U); Analyse the thoughts of Vivekananda in character building of the individuals (Ap); Apply the Philosophies of Swami Dayanand, Vivekanand and Rabindranath Tagore in making curriculum (An)

Module II: Explain the features of Gandhian Philosophy of Education (U); State the objectives of education according to Gandhiji (K); Explain the concept of Basic Education (U); Give the life sketch Sri Aurobindo (K); State the features of Education as per Sri Aurobindo (K); Explain the concept of Ashram School (U); State the features of International centre of education (K)

Module III: Explain the basic features of educational philosophy given by Rousseau (U); State the concept of Self education (K); State the educational Philosophy of Emile (K); Explain the contributions of John Dewey in the field of education (U)

Module IV: State the contributions of Frobel in the field of Education (K); Write the Principles and concept of Kindergarten (K); Identify the relevance of Kindergarten in 21st century (A); Explain the contributions of Maria Montessori in the field of Pre-primary education (U)

Suggested Readings

1. Aggarwal,J.C (2002) : Psychological,Philosophical and Sociological Foundations of Education,ShipraPublications,Delhi
2. Goswami,M.K (2006) : Educational Thoughts and Essays,Asian Books PvtLtd,New Delhi
3. Kumar,T.P (2011) : Great Philosophers of Education,APH Publishing Corporation,DaryaGanj ,New Delhi
4. Rai,B.C (2000) : Principles of Education,Prakashan Kendra ,Lucknow.
5. Safaya S (2010): Modern Theory and Principles of Education,Dahnpat Rai Publishing Company PvtLtd,New Delhi
6. Singh,Y.K (2013) : Philosophical Foundations of Education,APH Publishing Corporation,New Delhi
7. Sur Roy,T. (2013): Educational Thinkers Oriental and Occidental,Ashok Publications, Guwahati
8. Taneja,V.R (2009) : Educational Thought and Practice,Sterling Publishers PvtLtd,New Delhi

EDEC0112: EARLY CHILDHOOD CARE AND EDUCATION (ECCE): A PERSPECTIVE

(3 Credits-45 Hours)

Objectives:

- *To promote awareness about the need and significance of ECCE.*
- *To acquaint the trainees about the policies and programmes of ECCE in India.*
- *To make the trainees well aware of the different philosophers of some western and Indian educationist concerning to ECCE.*
- *To make the trainees well aware of some agencies involved in ECCE.*

Module I: Nature of ECCE (12 Hours)

Meaning, Definitions and Significance of ECCE in the context of Universalization of Elementary Education Objectives and scope of ECCE; ECCE and Human Resource Development

Module II: Philosophies on ECCE (12 Hours)

John Dewey, Maria Montessori, Fredrieck Froebel; RabindraNathTagore and Tarabai Modak

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Module III: Policies and Programmes on ECCE (11 Hours)

ECCE before independence and after independence of India; National Children's Policy 1974; NPE-1986 and POA-1992; Convention on Rights of child, 1989

Module IV: Initiatives and Interventions (10 Hours)

Government, Private and NGO's; ICDS and SSA; Preschool Education and training programmes; ECCE and National Curriculum Framework

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the definition of ECCE (K); Explain the significance of ECCE in the context of UEE (U); State the objectives of ECCE (K); Explain the scope of ECCE (U); Describe the role of ECCE in Human Resource Development (U)

Module II: Explain the philosophy of John Dewey in the context of ECCE (U); State the contributions made by Maria Montessori in the growth and development of ECCE (K); Describe the philosophy of Frobel to gear up the growth and development of ECCE (U); Explain the contributions made by Rabindranath Tagore and Tarabai Modak in the field of ECCE (U)

Module III: State the basic features of ECCE before Indian Independence and after independence (K); Explain the basic features of national children's policy 1974 (U); Find out the place and space of ECCE in NPE, 1986 (A); Describe the convention on rights of child 1989 (U)

Module IV: Explain the role of central and state governments in the growth and development of ECCE in India (U); State the contributions made by NGO's in the field of ECCE (K); Analyse the functions of ICDS in the context of ECCE (A); State the objectives of SSA in the context of Pre-school education (K); Describe the process of preparing the teachers for ECCE (U); Find out the relationship between National Curriculum Frame work and ECCE (Ap)

Suggested Readings

1. Braun, S.J & Edwards,E.P(1972): History and Theory of Early childhood Education, Ohio, Charles, A.ones Publishing Co.
2. Desai, K.G.(1976): Effectiveness of kindergarten Education : Allahabad, United Publishers.
3. Koul,V.(et.al)(1993): Early Childhood Care and Education: An Assessment, New Delhi, NCERT.
4. MHRD (1986): A Guide Book for Anganwadi Workers Dept. Of Women & Child Development, MHRD, Govt. of India
5. Montessori Maria (1969): The Montessori Method, NewYork, Shockan Book
6. Montessori Maria (1986): The child in the Family,NewYork,Avon Books
7. Thakur,Aruna (1972): Perspectives in Pre-School Education, Bombay, Poplr Pradhan Pvt Ltd
8. Upadhay,G.C (1999): A study of Pre-school component and its perception and extend of Utilization by Community, NewDehi, NCERT
9. Viruru Radhika (2001): Early Childhood Education, NewDelhi, Sage Publications

EDJG6002: JOURNALING - A TECHNIQUE FOR PERSONAL AND ACADEMIC GROWTH

(3 credits)

Journaling is a strategy for making sense of experiences. The objective of journaling is to develop in students a reflection that can be described as an inner dialogue with oneself whereby a person calls forth his or her own experiences, beliefs, and perceptions about an idea; informing and transforming functions of knowledge; and a conscious and systematic mode of thought. This is to nurture in future educational leaders a sense of reflective practice.

Each student is required to maintain a reflective journal, using the Visible Thinking Routine (Harvard), as a critical structure for guiding their journal writing. The students are to submit the journal on every Friday. Journaling have to be done six days of the week. At the end of the semester, the student will be awarded a grade/marks after assessing the learning.

During the semester, students have to visit a school in pairs at least ten times and conduct an audit. The audit reports need to be submitted in scientific format at the end of the semester after the presentation. Marks will be awarded after assessing the work.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Suggested Readings

1. Davies, M. (2011). Concept mapping, mind mapping and argument mapping: what are the differences and do they matter?. Higher education, 62(3), 279-301. Retrieved from http://download.springer.com on 19th July 2016
2. Dhankar, Rohit (2013). Can reflective practice be taught? Teacher Plus 2013. (http://www.teacherplus.org/cover-story/can-reflective-practice-be-taught)
3. Hubbs, D. L., and Brand, C. F. (2005). The paper mirror: Understanding reflective journaling. Journal of Experiential Education, 28(1), 60-71.
4. Liuolienė, A., and Metiūnienė, R. (2009). Students' Learning Through Reflective Journaling. Coactivity / Santalka, 17(4), 32-37. doi:10.3846/1822-430X.2009.17.4.32-37
5. Lowe, G. M., Prout, P., and Murcia, K. (2013). I See, I Think I Wonder: An Evaluation of Journaling as a Critical Reflective Practice Tool for Aiding Teachers in Challenging or Confronting Contexts. Australian Journal Of Teacher Edu

EDES6003 : EDUCATIONAL SEMINAR I
EDES6009 : EDUCATIONAL SEMINAR II
(2 credits)

During the course of the programme, students are expected to present a series of seminars which will address fundamental intellectual, conceptual and practical issues in current educational philosophy and application. They may also deal with other relevant topics such as use of ICT in education, design of new and innovative curricula, methodological issues in education, etc. Students will be assisted through guest lectures, discussions, field work in education related institutions and active engagement with faculty members. During these interactions students will be provided with an opportunity to explore how best to bring new interdisciplinary scholarship, technology and critical thinking into the development of the chosen seminar area. They will also consider alternative pedagogic strategies, teaching techniques and technologies. Students will prepare and present a final paper based on these seminars. The course will be evaluated on the basis of the seminars and the final paper.

EDSV6004: SCHOOL VISITS
(2 Credits)

Objective:

School visits provide an opportunity to the students, to experience the ground reality of the schools. During their visit to the schools, the students can experience a new environment, meet new people, and also offer their services to the schools. It is also helpful for the students to clarify, establish, co-relate and co-ordinate accurate concepts regarding the various schools that they plan to visit - interpretations and appreciations and enable them to make their learning about the schools more concrete, effective, interesting, inspirational, meaningful and vivid. Through school visits, the understanding on schools - concepts and phenomena may be easily clarified and assimilated. They can get to know about the proper functioning and management of schools, along with the teaching-learning process. The students are required to maintain a journal and submit a written periodical report. They are also expected to make a presentation of his/her experiences during the school visits. Students will be required to produce a certificate from the Head of the Institution regarding his/her performance in the Institutions they have visited. The focus of school visits would be mostly on

- *Enabling resources of school: availability, adequacy and usability*
- *Teaching-learning and Assessment*

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- *Productive community participation.*
- *Analysis of school syllabus and textbooks.*
- *Inclusion, health and safety*
- *School leadership and management.*

Assessment of School visits

- Mentors will be allotted for each student. It will be the responsibility of the respective mentors to allot marks for the student's individual reflective journals.
- A presentation will be made by all the students for updating their review progress and for adequate feedback from the faculty members.
- Marks shall be allotted to each students in accordance with the performance of the tasks mentioned above. Students shall also be required to prepare a report, analysing the experiences of the school visits.

Basis of Assessment	Marks
Reflective journals	20
Presentation made on the basis of review progress for faculty feedback.	20
Objective assessment based on the tasks (Presentation)	60
Total	**100**

EDDI6005: DISSERTATION PHASE I

(2 Credits)

Every student shall undertake a research project work under the supervision and guidance of a faculty member. The students are expected to complete the literature review and present a research proposal during the first phase. The dates, mode and components of evaluation and the weightages attached to them shall be published by the department at the beginning of the semester.

EDSA6006: SCHOOL AUDIT

(2 credit)

'School' is the core of any educational endeavour. Understanding school as a unit of the education system is central to the programme on education. The need for effective schools and improving school performance to provide quality education for children is being increasingly felt in the Indian education system. The quality initiatives in school education sector necessitate focusing on school, the idea and standard of a good school, its performance and improvement. Therefore, a growing emphasis is being placed upon developing a school audit programme, as central to school improvement. The school audit is part of the academic activity that a student should take up in order to have a comprehensive and conclusive idea of a school.

The followings are the objectives and the rationale of a school audit:

- To analyze the uniqueness of each school in its context, size, conditions and resources
- To evaluate the incorporation of the spirit of Nationalism and national values among the students in the school
- To evaluate the school- its performance and maintaining standard
- To critically analyze the ongoing school practices, identify its strengths and areas for improvement
- To enrich our students with teaching-learning practices through reflection and collective sharing of experiences
- To instill in the students the concept of an ideal school that embraces changes and encourages sustainable transformation

The expected outcomes of the school audit

Students conducting school audit will develop an understanding about various parameters of a 'quality school'. They will get an opportunity to practice systematic observation and analysis of various activities carried out in the schools. Through school audit students will also imbibe the ability of critically and constructively looking into the school practices as a step towards building a good school. It will enable them to appreciate the need of a quality school.

As the students undertake school audit, faculty members will guide, supervise and accompany the students through conceptual understanding of school audit, the process of auditing and factual reporting. Students are required to maintain a weekly journal of the school audit and submit the same to the department. At the end of the semester, the students are expected to come out with the audit report of the school and make a final presentation in the department. The final document of school audit will be kept with the department and a copy of it will be sent to the concerned school.

The final audit report of the school submitted by the students will be a an appraisal of the performance of the school and the roles and functions of various stakeholders of the school. It will help them in clarifying the roles and responsibilities of the staff and management of the school. It will guide them to critically look at the effectiveness of their style of functioning and the types of activities incorporated in their system of education. Further, this exercise will be a tool to cross examine their system of education and the future outlook of the school. More importantly, it will help the school to identify its strengths and weaknesses and to recognize the areas where improvements can be made and the scope for being the best school.

Assessment of School Audit

- A presentation will be made by all the students during the mid of the semester, for updating their review progress and for adequate feedback from the faculty members.
- Marks could be allotted to each student as per the tasks mentioned above so that there is objectivity in assessment. A report, analysing the experiences of the school visits has also to be prepared.

Basis of Assessment	**Marks**
Reflective journals	30
Presentation made on the basis of review progress for faculty feedback	20
Objective assessment based on the tasks (Presentation)	50
Total Marks	**100**

EDOC0029: ORGANISATIONAL COMMUNICATION

(3 Credits- 45 hours)

Objectives:

- *To enable the students to learn effective professional communication styles.*
- *To create some organizational communication skills among the students*
- *To make the students well aware of the process of feedback and professional boundaries.*

Module I Conceptual Framework of Communication (10 hours)

Concept and functions of Communication; Communication and four senses; Communication process, communication model and its elements; scope of communication

Module II Organisational Communication (12 hours)

Relationship between Organisation and Communication; common modes of communication in an organisation: writing, conversation, reading, media, charts, proceedings, T.V. telephone, e-mail and other modes of communication; Formal and informal communication; practical approaches in understanding administrative communication: cross communication, downward communication, upward communication

Module III Communication Techniques (13 hours)

Presentation skills, effective use of voice in presentation: articulation, tone, pitch; making effective presentations; use of visual aids in presentation; communication in teams: project teams, quality improvement teams, virtual teams; communicative dimension of team work- roles, norms, decision-making processes and management of conflict.

Module IV Feedback and professional boundaries (10hours)

Feedback, Administrative feedback, models of feedback, assessing the listening skills; maintaining Professional Communication- professional boundaries, violation and maintaining of boundaries

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COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Define communication (K); Summarize the importance of communication (S); Explain communication process (U); Identify the barriers of communication (An); Assess the communication process in their daily life (E); List the forms of communication (K); Differentiate between minutes and memos (An); Interpret the advantages of communication (U); List down the different types of oral communication (K); Infer the various types of non-verbal communication that they use in their daily life (Ap); Elaborate on the scopes of communication (U)

Module II: Define organisational communication (K); Explain the importance of communication in an organisation (U); Identify some of the common modes of communication in an organisation (An); Evaluate the types of modes that are effective in communication in an organisation (E); Name the forms of communication in an organisation (K); Classify the different types of formal communication (An); Judge the advantage and disadvantage of formal communication in an organisation (E); List down the types of non-formal communication in an organisation (K); Draft business letters for various purposes. (Ap)

Module III: Identify some of the effective presentation skills (An); Apply some of the presentation skills in their presentations (Ap).; Make effective use of voice in presentation (Ap); Incorporate visual aids in communication (Ap); Define team (K); List down different types of team in an organisation (K); Analyze the communicative dimensions of team work (An); Incorporate decision making processes in their daily life (Ap); Assess the effective method in conflict resolution (E)

Module IV: Define feedback (K); Ascertain the need and significance of feedback (An); State the concept of Administrative feedback (K); Explain the purpose of administrative feedback (U); Interpret the different forms of feedback (U); Illustrate Jeo-hari Window model of feedback (U); Apply Jeo-hari Window to assess themselves (Ap); Explain Ladder of Inference as a model of feedback (U); Judge the best model of feedback in their own work place (Ap) Explain the meaning of professional boundaries (K); Identify some of the common violation of professional boundaries (An) ; Generalize the ways and means for maintaining professional boundaries (S)

Suggested Readings

1. Baker, G.S. Fitly Spoken: Developing Effective communication and social skill. New York: Paperback
2. Gillis, T. The IABC Handbook of organisational communication: A guide to internal communication, public relations, Marketing and Leadership. New York: Jossey-Bass.
3. Hardman, E. Active Listening 101: How to turn down your volume to turn up your communication skills
4. Hargie, O. Skilled Interpersonal Communication: Research Theory and Practice. London: Routledge.
5. Harris, E. T. and Nelson, D. M. Applied organisational communication: Theory and practice in global environment. London: Routledge.
6. Krishnamachuryulu, R. & Lalitha. Business communication: Global Media
7. Lewis K. L. Organisation change: Creating change through strategies communication. New York. Wiley.
8. Miller, K. Organisational Communication: Approaches and Processes: London: Wadswroth Publishing
9. Tourish, D and Hargie, O. Key Issues in organizational communication. London: Routledge.

Specialisation: Educational Leadership

EDEA0030: EDUCATIONAL ADMINISTRATION

(3 Credits-45 hours)

Objectives:

- To enable students to acquire knowledge and skills in the field of educational administration.
- This create awareness about among the students about the fundamental educational administrative functions.
- To enable the learners to have some leadership qualities.

Module I Conceptual Framework of Educational Administration (12 hours)

Nature and scope of educational administration; Objectives of educational administration; Elements of educational administration; Characteristics of successful administration; Democratic administration.

Module II School Management (10 hours)

Concept of School; Need of school; School management; Headmaster/Principal as the school manager and her/his qualities; Role of teachers and community in school management; Infrastructural resource management

Module III Concept of Supervision (12 hours)

Meaning of supervision; Difference between supervision and administration; Effective supervision; Functional basis of supervision; Supervision as leadership

Module IV Evaluation and Supervision. (11 hours)

Concept of evaluation; Principles of evaluation; Evaluation of supervisory programme; Evaluation of Educational administrative programme; Evaluation as a continuous programme for quality improvement

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Write the definition of educational administration (K); Explain the concept of educational administration (U); Illustrate the scope of educational administration (U); Write different objectives of educational administration (K); Analyze the definition of educational administration (An); Synthesize the definition of educational administration (S); Construct his/her own definitions (U); Explain the different elements of educational administration (U); State the important features of successful educational administration (K); Differentiate between educational administration and educational management (U); State the concept of democratic administration (K); Use the democratic education administrative in practice (Ap); Identify the democratic educational administration (Ap)

Module II: write the historical background of the concept 'school' (K); Explain the concept of school (U); Describe the need of school (K); Define the term management (K); Explain the concept of school management (U); State the role of headmaster as school manager (K); Perform the role of a successful headmaster (AP); State the role of teachers in school management (K); Differentiate between the role of headmaster and teachers in school management (U); Explain the questions of an effective and efficient Headmaster / Principal (U); Find out the relationship between the role of headmaster and teachers (AP); Analyze the duties of head master and teachers (AN); Summarize the role of community in school management (S); Define physical resources of a school (K); Use the resources for judiciously and giving maximum output (Ap)

Module III: Write the meaning of supervision (K); Explain the concept of supervision (U); Analyze the elements of supervision (An); Explain the elements of supervision (U); Establish the relationship among the elements of supervision (An); Differentiate between supervision and administrative (U); Explain the features of an effective supervision (U); Use the aspects of effective supervision (U); State the functional basis of supervision (K); Explain the functional basis of supervision (K); Apply the effect of supervision on the teaching learning process (Ap); State the qualities of a good supervisor (K)

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Module IV: Define the term 'evaluation' (K); Explain the different principles of evaluation (U); Apply the principles in supervisory work (Ap); Explain the steps of evaluation (U); Evaluate the supervisory programme (E); Evaluate the educational administration (E); Find out the problems in supervisory programme and giving the solution (Ap); State features of an effective evaluation programme (K)

Suggested Readings

1. Adams,H.P & Duckey,F.G. Basic Principles of supervision.
2. Arif, S., & Sohail, A. What Really Works in Leading a School? International Journal of Learning, 16(10), 695-707.
3. Boghossian, P. Behaviorism, Constructivism, and Socratic Pedagogy. Educational Philosophy & Theory, 38(6), 713-722.
4. Cara, C. The Power of One with Many Revisited: Creating Inclusive, Accessible, Collaborative Education for All. International Journal of Learning, 14(8), 221-233.
5. Chandler, L. Design Dynamics and Mastery: A Multi-modal Teaching Tool for Design Students. International Journal of Learning, 14(5), 51-57.
6. Donahoo, S. & Hunter, R. Teaching Leaders to Lead Teachers: Educational Administration in the Era of Constant Crisis. Advances in Educational Administration, Volume 10, 1–4. Elsevier Ltd.
7. English, F. (ed.). Encyclopedia Educational leadership and Administration (Vol. 1). Sage Publication: Thousand Oaks.
8. Stanley, A. G. & Samier, E. A.Political Approaches to Educational Administration and Leadership. Routledge: New York.
9. Starratt, R. Centering Educational Administration: Cultivating Meaning, Community, and Responsibility. Lawrence Erlbaum Associates, Publishers: New Jersey
10. Tarc, A. Education as Humanism of the Other. Educational Philosophy & Theory, 37(6), 833-849.
11. White, R. & Cooper, K. (Ed.). Principals in Succession Transfer and Rotation in Educational Administration. Springer: New York.

EDSR0031: ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION

(3 credits- 45 hours)

Objectives:

- *To acquaint the students with the conceptual framework of ethics*
- *To create awareness among the students about social responsibility*
- *To enable the students to have theoretical perspectives of ethics and social responsibility*

Module I Educational Ethics (9 hours)

Concept of Ethics and educational ethics; Need of ethics in educational settings; Components of ethics; types of values, morals

Module II Theoretical Perspectives of ethics (12 hours)

Ethical theories: Utilitarianism, Kantian ethics, Natural rights theories; religious ethics; virtue ethics; Kantian vs utilitarian; gender and ethics; ethics and leadership. Concept of ego: psychological, ethical, rational. Moral philosophy

Module III Ethics and Social Responsibilities (12 hours)

Concept of social responsibility; Need of social responsibility; Types of social responsibility; Social responsibility of educators; Strategies of social responsibility

Module IV Professional Development (12 hours)

Concept of profession; Criteria for a profession; Teaching as a profession; Workplace and code of conduct, Technology and globalization in relation to professional ethics and developmental activities

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: State the meaning of ethics (K); Explain the concept of ethics (U); Illustrate the need and purpose of ethics (U); Find out the relevance of ethics in 21st century (Ap); Write the importance of ethics in education system (K); Find out the components of ethics (Ap); Understand the relationship between values, morals and ethics (U); Differentiate between values, morals and ethics (U)

Module II: Understand the theoretical perspective of ethics (U); State the ethical theories (K); Explain the utilitarianism theory of ethics (U); Explain the Kantian theory of ethics (U); Explain the natural rights theory of ethics (U); Explain the religious theory of ethics (U); Find out the differences between Kantian and utilitarian theory of ethics (Ap); Understand the relationship among gender and ethics and leadership and ethics (U); State the meaning of ego (K); Explain the types of ego (U)

Module III: Write about the meaning of social responsibility (K); Explain the need of social responsibility (U); Find out the role of social responsibility (Ap); Analyze the problems of DPEP (An); Explain the types of social responsibility (U); Find out the effects of social responsibility on the development of ethics (Ap); Evaluate the social responsibility of teachers (Ap); Explain the strategies of social responsibility (U)

Module IV: Write about the meaning of profession (K); State the criteria of a profession (K); Identify how ethics influences a profession (Ap); Understand the importance of teaching as profession (U); Evaluate the role of ethics in a workplace (Ap); Describe the code of conduct of a teacher as per the rule of UGC (U); Explain the impact of technology on the development of ethics; Analyze the influence of globalization on ethics and developmental activities (An)

Suggested Readings

1. Hill, I. Curriculum Development and Ethics in International Education: Education for Disarmament, pp 49-58. Retrieved from Disarmament Forum.
2. Raina, R. Situating Ethics in Technology and Science, Economic and Political Weekly, june 5, (vol xlv no 23)
3. Roddick, A. Professionalism and Ethics. In Understanding Facilitation: Theory and Principles (pp 189 - 216).Christine Hogan. London: Kogan Page.
4. Sikand, Y. Deoband's Fatwas on Muslim Women, Economic and Political Weekly. May 22, (vol xlv no 21)
5. Sreekumar, N. Ethics, profession and developmental concerns, Economic and Political. Weekly June 26,

Specialization: Educational Psychology

EDSP0032: COUNSELLING SKILLS FOR EDUCATIONAL PSYCHOLOGISTS

(3 Credits-45 hours)

Objectives:

- *To create understanding among the students about the conceptual framework of counselling skills*
- *To orient students about the skills of educational psychologists for counselling*
- *To make the students well aware of the process of identifying counselling skills*

Module I Introduction to Counselling (12 hours)

Meaning, nature, objectives and scope of counselling, counselling as a process: factors affecting counselling process, stages of counselling process, types: individual and group; approaches of counselling: Directive, Non-directive and Eclectic Counselling

Module II Theories of Counselling (12 hours)

Gestalt Counselling, Psychoanalytic Counselling, Cognitive Psychologists, Personality -Cattle's Truth Theory, Behavioral Counselling

Module III Introduction to Educational Psychologists (11 hours)

Concept of Educational psychologists, need of educational psychologists, educational psychology as a career, key skills for educational psychologists, concept of guidance ,need and types of guidance, guidance and counselling services, tools and techniques to be used for student counselling process

Module IV Teacher as a Guide and Counsellor (10 hours.)

Role of teacher as an educational psychologist, guidance worker and counsellor, Counselling skills: Building trust, Listening, Attending, Building rapport, Demonstrating Empathy, Observing; Difference between counsellors, educational psychologists, clinical psychologists

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COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Write the meaning of counselling (K); Explain the nature and scope of counseling (U); List down the objectives of counselling (K); Understand counselling as a process (U); Find out the factors affecting counselling (Ap); List down the stages of counselling process (U); explain the types of counselling namely individual and group counselling. (U); Describe the approaches of counselling namely directive, non-directive and eclectic counselling (U)

Module II: List down the different theories of Counselling (K); Explain the gestalt theory of counselling (U); Explain the Psychoanalytic theory of counselling (U); Explain the Catell's truth theory (U); Understand the behavioral counselling theory (U); Compare the different theories of Counselling (An)

Module III: Create understanding about the conceptual framework of Educational Psychology (K); Understand who are called as Educational psychologists (U); Identify the need of educational psychologists (An); Understand educational psychologists can be taken as a career (U); List out the key skills needed for educational psychologists (K); Assess the skills needed in day to day life as a counselor (E); Understand the concept of guidance (U); Point out the need of guidance (U); Classify the types of guidance (U); Summarize the importance of guidance and counselling services in our society (E); Find out the tools and techniques to be used for student counselling (AP)

Module IV: Define the role of a teacher as an educational psychologist (K); Assess the role of teacher in counselling process (E); Identify the counselling skills (AP); Analyze the importance of counselling skills for the students (AN); Evaluate the significance of listening, attending , empathy and observing as a skill of counselling (E); Differentiate between counselors and educational psychologists (U); Differentiate between counselors and clinical psychologist (U); Understand the relationship between the educational psychologist, clinical psychologists and counselors (U)

Suggested Readings

1. Kinra, K. K, (2008) Guidance and Counselling, Pearson India
2. Alam, Shah. (2008) Basics of Guidance and Counselling, Global Vision Publishing House
3. Hansen, J. C. (1982) Counseling Process and Procedures. New York: Macmillan.
4. Madhukar, I. (2000) Guidance and Counseling. Authors Press.
5. NCERT.(2009) Guidance and Counseling. Module –I, NCERT, New Delhi
6. NCERT. (2009) Guidance and Counseling, Module –II NCERT, New Delhi
7. NCERT. (2009)Guidance and Counseling. Module –IX NCERT, New Delhi
8. Oberoi, S.C. (2016) Guidance and Counseling. Paperback, R.Lall publishers
9. Pandey, V.C. (2005) Educational Guidance and Counseling. Isha Books
10. Rao, S.N. (1993) Counseling and Guidance, McGraw Hill Education

EDCA0033: CHILD AND ADOLESCENT MENTAL HEALTH

(3 credits-45 hours)

Objectives:

- *To create awareness among the students about mental health of children and adolescents*
- *To acquaint the students with the critical issues of children and adolescents*
- *To acquaint the students with various problems pertaining to mental health of child and adolescents*
- *To create understanding among the students about parenting and role of teachers in the mental health of children and adolescents.*

Module I Introduction to Mental Health (11 hours)

Concept of mental health: Historical background of mental health, objectives, scope, and need of mental health, factors affecting mental health; characteristics of a mentally healthy person; Mental health promotion, preventive intervention & treatment

Module II Mental Health as a Primary Health Concern among children (12 hours)

Childhood as critical stage of development: Child mental health as a primary health concern, factors affecting child mental health; Children with problem behaviours and developmental difficulties-language difficulties, Autism, Need for a comprehensive mental health system; Integrated approaches to early childhood mental health; Government policies and programs addressing childhood well-being

Module III Mental Health as a Concern among Adolescents (12 hours)

Concept of adolescents and adolescence, Adolescence as a period and its characteristics, Adolescence as period of stress and storm; Indicators of mental health development among adolescents, Introduction to problem behaviours among adolescents - delinquency, anxiety, conflict, stress, depression, drug abuse, substance abuse, alcoholism, adjustment mechanisms

Module IV Education and Mental Health (10 hours)

Mental health services in schools; child guidance clinic; Role of parents and teachers in fostering mental health among children and adolescents; promoting psychological well-being among children and adolescents; guidance and counseling

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

Module I: Give the historical background of mental health (K); Define the mental health (K); State the objectives of mental health (K); Explain the need and scope of mental health (U); Write the factors affecting mental health (K); Find out the characteristics of mentally healthy person (Ap); Illustrate the ways and means to promote mental health (U); Describe preventive measures for mental health (K); Apply treatments for restoring the mental health (Ap)

Module II: State the features of childhood stage (K); Explain the mental health as the primary aspect in childhood (U); Illustrate the factors affecting mental health in childhood (U); Identify the children with problematic behavior and some developmental difficulties (Ap); State the comprehensive mental health system (K); Analyze the comprehensive mental health system (An); Explain the integrated approaches to early childhood mental health (U); State the Government policies and programmes for the childhood well-being (K)

Module III: Define the concept of adolescent and adolescence (K); Explain the features of adolescence period (U); Explain adolescence as a period of stress and storm (U); State the indicators of mental health development among adolescents (K); Find out the problems of adolescents (Ap); Find out the solutions of the problems of adolescents (Ap); Describe the mechanism of adjustment for adolescent (K)

Module IV: Investigate the status of mental health of school going children (Ap); Classify the students in accordance with their level of mental health (Ap); Provide some mental health services to the students belonging to low level of mental health (Ap); Explain the concept of child guidance clinic (U); State the role of child guidance clinic in helping the children concerning to their mental health (K); Explain the role of parents and teachers in helping the enhancement of mental health of the children (U); Define the term 'well-being' (K); Promote psychological well-being among the school going children through guidance and counseling (Ap)

Suggested Readings

1. Chauhan, S.S. (2010). Advanced Educational Psychology, Noida. Vikas Publishing House Pvt. Ltd.
2. Goswamee, G. (2008) Child Development and Child Care. Guwahati: Arun Prakashan
3. Hadfield, J.A., (1952) Psychology and Mental Health, A Contribution to developmental Psychology, George Allen & Unwind
4. Kapur, M. (1995) Mental Health of Indian Children. New Delhi: Sage Publications.
5. NCERT. (2009) Developing Mental Health and Coping Skills, Module 10, NCERT, New Delhi
6. Nayar, S. U. (2012) Child and Adolescent Mental Health. New Delhi: Sage Publications.
7. Sharma, Neerja (1999) Understanding Adolescence. New Delhi. National Book Trust, India.

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EDDI6007: DISSERTATION PHASE II

The students of final semester will have to compile their research study in the form of dissertation. Each dissertation has to be systematically structured following proper methodology of educational research. To set the dissertations in a standardized pattern the supervisor should ensure that it follows proper sequence containing following aspects:

A. Preliminary section
   1. Title page
   2. Approval sheet
   3. Acknowledgments
   4. Table of contents
   5. List of tables (if any)
   6. List of figures (if any)

B. Main body
   1. Introduction
      - Conceptual framework of the theme
      - Some relevant studies
      - Rationale/Justification of the study
      - Statement of the problems
      - Operational terms
      - Statement of the study
      - Objectives of the study
      - Hypotheses
      - Delimitation of the study
   2. Review of related literature
   3. Method and Procedure of the study
      - Procedures used
      - Methods of gathering data
      - Description of data gathering tools
   4. Presentation and Analysis of Data
      - Texts
      - Tables
      - Figures
      - Statistical treatment
      - Analysis of data gathered and interpretations
   5. Conclusion
      - Brief restatement of problems and procedures
      - Major findings and conclusion
      - Educational implications
      - Recommendations for further research

C. Reference section
   1. References (APA sixth edition)
   2. Appendix

The supervisor will help students to understand the detailed steps of writing a dissertation. He/she will ensure that the dissertation is prepared keeping in view Of Intellectual Property Rights, maintenance of research ethics and avoidance of plagiarism. Phase I of the course is carried out in the 3rd semester where the students will work on research proposal, literature review and first part of the data collection. In the 4th semester they will complete data collection, analysis, preparation of research report (Phase II). Students are required to make a presentation of the dissertation submitted to the department on the date set in the academic calendar for the same.

EDIN6008: INTERNSHIP

The sustained engagement with the school over a period of time is known as 'school internship' which equips the prospective practitioners to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling, administration and teaching. (School internship: framework and guidelines, NCTE, 2016)

Following suggestions are made to make internship a meaningful learning experience.

- Students to maintain reflective journal through-out internship. The emphasis should be on analysis and reflection.
- Following are the tasks to be completed by the students: (school internship: framework and guidelines, NCTE, 2016)
  a) Understanding the Internship School and the community around.
  b) Observing the classroom teaching of regular teachers.
  c) Preparation of case study of the internship school and the innovative activities that the school undertakes.
  d) Preparation of Teaching Plans and Unit Plans.
  e) Teaching the units of the prescribed syllabus in any two subjects currently being taught in the school along with sessions for teachers/ community members/students on aspects of leadership: decision making, all of us are leaders, motivation, visioning, strategizing, problem solving and so on.
  f) Mobilization and development of teaching-learning resources.
  g) Preparation of question papers and other assessment tools.
  h) Undertake action research project on at least one problem area of schooling.
  i) Assist Head of the school/administrators.

Assessment of Internship: 100 Marks

Marks will be divided as per the tasks mentioned above. Each of the tasks will be assessed.

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DEPARTMENT OF MASS COMMUNICATION

MCMN0025: MEDIA IN NORTHEAST INDIA

(3 Credits – 45 hours)

Course Objective: *To provide learners with an in-depth understanding of the history, geography, culture and politics of Northeast India; To acquaint learners with the historical background of the press in Northeast India along with the distinguished journalists and writers from the region; To provide an overview of the current status of the media industry in the region and its future prospects.*

Module I: Introduction to Northeast India (15 hours)

Brief History of Northeast India, Geography; People and Language, Culture and Customs, Significant Social and Political Movements in Northeast India

Module II: History of Media in Northeast (15 hours)

Growth and Development of Press in the Northeast, Role of Christian Missionaries in the Development of the Press, Basic Features of the Press in Northeast, Noted Journalist and Writers of the Region

Module III: Current Status of Media in Northeast (15 hours)

Current Trends and Media Organizations in the Region, Ownership Pattern and Status of Journalists, Problems and Challenges of the Press in Northeast, Limitations of Regional Media, New Media In Northeast, Future Scopes and Prospects of Media Industry in the Region

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Understand the complex socio-cultural and political mosaic of the region
CO2: Demonstrate an understanding of the history of the Press in Northeast India and evolution of the mediated environment of the region
CO3: Identify opportunities and challenges in the evolving media industry of the region

Suggested Readings

1. Kabi, K. H & Patnaik , S. N (2015). Media, Conflict and Peace in Northeast India. Vij Books Pvt. Ltd, New Delhi.
2. Gurney, A. K. History of the Sibsagar Field. Assam Mission, Nowgaon Jubilee Publication.
3. Barpujari, H.K. The American Missionaries and North-East India (1836-1900 AD). Spectrum Publications, Guawahti/Delhi, 1986.
4. Baruah, S. P. Press in Assam—Origin and Development. Lawyer's Book Stall, Guwahati.
5. Baruah, Sanjib. Beyond Counter-insurgency: Breaking the Impasse in Northeast India. Oxford University Press.
6. Das, Samir Kumar. Governing India's Northeast. Springer.

MCRC0026: RURAL COMMUNICATION

(3 Credits – 45 hours)

Module I: Rural Communication and Participation (9 hours)

Community and Rurality-Concept and Definition, Communication Structure in Rural Settings-Folk and Traditional Media, Radio in Rural Communication, Media and Communication Habits among Rural Communities, Media Penetration and Changing Ruaralities, Rural Communication Channels-Village Meetings, Village Market, Role of Rural Communication Channels in Local Governance.

Module II: Documenting Development in Rural Settings (9 hours)

Rural Development, Role of Communication in Rural Development, Communication as a Component in Rural Development, Documenting and Analysing Rural Development and Communication Agenda, Cases from India, Rural Health and Communication, Crisis and Natural Disaster Communication, Agricultural Communication, Communicating Education and Agriculture, Communication and Extension Activities in Rural Settings, ICT and Rural Governance.

Module III: Evaluating Communication Needs in Rural Areas (9 hours)

Media and Communication Awareness Among the Rural Mass, Assessing the Urban Rural Divide, Communication Divide-Knowledge and Infrastructure, Need for Media and Communication Literacy, Communication Needs in Rural Context, Communication Research in Rural Context-Participatory Action Research-Survey Research-EAR-FGD, Documentation of Existing Communication Practices in Rural Context, Communication Needs with Respect to Promotion of Health, Education, Employment, Agriculture, Natural Resource Management, and Human Rights

Module IV: Channelizing Development in a Rural Context (9 hours)

Contextualising Paulo Freire in the Process of Rural Development and Rural Communication, Context Specific Communication-Local Culture, Tradition, Language and Folk Art Forms, Intercommunity Communication, Utilising Intra-community Communication Channels, Utilising Community Media for Participatory Communication, Disseminating Community Specific Information and Disbursing Local Knowledge, Participatory Action and Rural Development

Module V: Practicum (9 hours)

As part of this module, students are required to conduct community outreach programmes in rural areas on issues of rural development.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Understand the social, economic, political and cultural framework of rural communication
CO2: Address the challenges with suitable responses for the identified rural communication
CO3: Demonstrate the ability to engage in the management of rural communication

Suggested Readings

1. Castello, R. D. (2006). Framework on Effective Rural Communication for Development. FAO: Rome.
2. Berrigan, F. J. (1979). Community Communications: The Role of Community Media in Development. UNESCO: Paris.
3. Freire, P. (1970). Pedagogy of the Oppressed. Continuum: New York.
4. Acunzo, M. (2014). Communication for Rural Development: Sourcebook. FAO: Rome.
5. Santucci, F. M. (2005). Strategic Communication for Rural Development. World Bank.

MCPC0105: PROFESSIONAL COMMUNICATION

(3 credits – 45 hours)

Course Objective: *To equip learners with the essential knowledge, skills and attitudes for effective communication; To equip learners with the essential knowledge and techniques of professional writing; To enable learners to dynamically engage with presentation and communication skills; To learn the role of non-verbal communication in effective communication.*

Module 1: Professional writing (15 hours)

Principles and elements of professional writing, Types of writing - business letters/correspondences; professional emails; press releases; reports; features/articles, Copy-editing and proof-reading; Digital content curation

Module 2: Professional Presentation Skills (15 hours)

Presentation skills, 7 P's of presentation, Use of visual aids in a presentation, Non-verbal communication in a presentation situation

Module 3: Verbal, Non-verbal and Listening Skills (15 hours)

Strategies for effective oral communication, Developing the right speaking skills - one-to-one conversations; interview; group and public speaking; handling criticism, Effective listening skills and interpretation, Non-verbal communication

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COURSE/LEARNING OUTCOMES:

At the end of this course students will be able to:

CO1: Demonstrate a holistic understanding of the principles of professional communication
CO2: Deliver effective presentations using a range of materials including text, visual, sounds and technology
CO3: Acquire professional writing skills in business letters, email, press release, articles etc.
CO4: Demonstrate awareness of the nature and importance of body language and listening skills in acts of communicative intention
CO5: Demonstrate the essential skills to effectively work in various professional contexts

Suggested Readings:

1. Hargie, 0wen. *Skilled Interpersonal Communication: Research Theory and Practice.* Routledge.
2. Hardman, Emilia. *Active Listening 101: How to Turn Down Your Volume to Turn Up Your Communication Skills*. Kindle Edition.
3. Krishnamacharyulu and Lalitha. *Business Communication.* Himalayan Publishing House, New Delhi.
4. Anderson, Chris. *TED Talks: The Official TED guide to Public Speaking*. Nicholas Brealey Publishing.
5. Matsumoto, David; Frank, Mark G. and Hwang, Hyi Sung. *Nonverbal Communication: Science and Applications*. Sage Publications.

MCBP0106 : BASICS OF PHOTOGRAPHY

(3credits – 45 hours)

Course Objective: *To provide learners an introductory yet broad-based understanding of digital photography; To make learners proficient in digital image post-production and presentation techniques; To equip learners with all aspects of creative image production including capturing and rendering of lights; editing and critique; and print production.*

Module I: Introduction to Photography (4 hours)

Why photography, How photography works, Brief history of photography, Changing attitude towards photography, Basic optics – wavelengths and colour; shadows; reflection and refraction; light intensity and distance

Module II: Digital Camera Basics (15 hours)

Essential components of digital camera, Digital camera sensors, Digital image capture and file formats, Photographic lenses, Exposure triangle, Exposure meter, Exposure Stops, Focal length, Depth of field, Image stabilization, White balance, Lens filters, Camera kits and accessories

Module III: Introduction to Lighting (6 hours)

Basic characteristics of lighting, Recognizing sources of light, Light quality and intensity, Relationship between light source and subject, Manipulating natural light, Lighting equipments, Practical lighting problems

Module IV: Photographic Composition (8 hours)

Elements of photographic design – lines; shape and form; texture; pattern, Arranging visual elements in a frame – foreground; background and middle ground; rule of thirds; space, Understanding perspective, Framing and formatting, Balance and sense of scale, Rhythm and repetition

Module V: Digital Image - Post-production and Presentation (12 hours)

Overview, Organising photographs, Saving digital file, Basic image editing, Getting one's work noticed, Pictures on the world wide web, Building one's own site, Getting connected, Stock photography

COURSE/LEARNING OUTCOMES:

At the end of this course students will be able to:

CO1: Demonstrate an understanding and working knowledge of digital SLR cameras
CO2: Demonstrate an understanding of composition and image design process
CO3: Demonstrate competency in image editing and output techniques

CO4: To create, analyse and critique one's own artistic output
CO5: Demonstrate an awareness of safe and responsible work practices

Suggested Readings:

1. Langford, Michael; Fox, Anna and Smith, Richard Sawdon. *Langford's Basic Photography.* Focal Press.
2. Peterson, Bryan. *Understanding Exposure*. Amphoto Books.
3. Comon, Paul R. *Fundamentals of Photo Composition*. Sterling Publications.
4. Judge, Al. *Mastering Digital Cameras*. Createspace Independent Pub.

MCHE0107: HISTORY AND EVOLUTION OF MEDIA

(4 Credits – 60 hours)

Course Objective: *To acquaint learners about history and development of various mass media channels; To impart knowledge on how different technological transitions have shaped media industries; To introduce learners to the evolution of digital media and other emerging trends.*

Module I: Origin of Press and Evolution (15 hours)

Invention of Printing Press, Evolution of Print Media, Development of Press in India

Module II: Radio and Its Evolution (15 hours)

The Coming of Radio, History of Radio Broadcasting, Development of AIR; FM Radio; Community Radio Stations

Module III: Television and Its Evolution (15 hours)

Coming of Television, Public and Private Broadcasting System, Coming of Cable TV; Satellite TV; Direct-To-Home (DTH)

Module IV: Digital Media and its Revolution (15 hours)

Birth of Internet and Online Newspaper, Emergence of Web Radio, Web TV, Social Media

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Demonstrate an understanding of major events and developments in mass media history and practice especially in the context of India
CO2: Think critically about the relationship between media and development in Indian society, culture and politics
CO3: Develop an understanding of the evolving role of social media messages on individual and the society

Suggested Readings

1. Kumar, Keval J. Mass Communication in India. Jaico Publishing House, New Delhi.
2. Schramm, Wilbur. The Story of Human Communication: Cave Painting to Microchip. Harpercollins College Div.
3. Luthra, H.R. Indian Broadcasting. Publication Division, New Delhi.
4. Ahuja, B.N and Chhabra, S.S. History of Indian Press: Growth of Newspapers in India. Surjeet Publications, Delhi (1996)
5. Lievrouw, L.A. and Livingstone, Sonia. The Handbook of New Media. Sage Publications, New Delhi.

MCCM0108: COMMUNICATION THEORIES AND MODELS

(3 Credits – 45 hours)

Course Objective: *To introduce learners to the major theoretical positions used in communication studies; To equip learners with knowledge of the basic communication models, key terms and concepts used in the discipline; To introduce learners to a broad range of theories in order to evaluate communication in its many forms and investigate its relationship to society and culture.*

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Module I: Introduction to Communication (5 hours)

Communication – Definition; Concept and Meaning, Communication Process; Elements of Communication, Types of Communication – Intrapersonal; Interpersonal; Group and Mass Communication, Barriers to Communication

Module II: Communication Models (8 hours)

Aristotle's Model, SMCR Model, Harold Lasswell's Model, Shannon and Weaver's Model, David Berlo's Model

Module III: Early Effects Theory (10 hours)

Magic Bullet/Hypodermic Needle Theory, Two Step Flow Theory, Multi Step Flow Theory, Diffusion of Innovation Theory, Cognitive Dissonance Theory

Module IV: Limited Effects Theory (12 hours)

Selective Exposure; Perception; Retention, Cultivation Theory, Uses and Gratification Theory, Dependency Theory, Agenda Setting Theory, Gate Keeping Theory

Module V: Normative Theories (10 hours)

Authoritarian Theory, Libertarian Theory, Soviet Communist Theory, Social Responsibility Theory, Democratic Participatory Theory

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Understand the foundational material of communication studies
CO2: Become conversant with key terms, models, concepts and a range of theories about communication
CO3: Understand the conceptual connection between communication models and theories about communication
CO4: Develop critical thinking and analytical skills expressed in written and verbal modes

Suggested Readings

1. McQuail, Dennis. McQuail's Mass Communication Theory. Sage Publications, New Delhi.
2. Stevenson, N. (1997). Understanding Media Culture: Social Theory and Mass Communication.
3. Singhal, A. & Rogers, E. M. India's Communication Revolution: From Bullock Carts to Cyber Marts. Sage Publications, New Delhi.
4. Chandler, Daniel and Munday, Roy. A Dictionary of Media and Communication. Oxford University Press.
5. Fiske, J. (1997) Introduction to Communication Studies. Routledge, New York.

MCFM0109: TRADITIONAL FOLK MEDIA

(3 Credits – 45 hours)

Course Objective: *To acquaint learners with the definition, role and potential of folk media in contemporary times; to introduce learners to the scope and nature of traditional folk media in India; to explore the rich variety of folk media in Northeast India; to train learners in the various techniques of street play and puppetry performances.*

Module I: Meaning of Traditional folk media (7 hours)

Role and importance of Performing Arts; Types of Performing Arts; Definitions and types of Traditional Media; Strength and Advantages of Traditional Media; Status of Folk Media in India today; Challenges faced by Folk Media; Major forms of folk media in India

Module II: Nature and Scope of Folk and Traditional media (8 hours)

Participatory Communication and Folk Media, Folk Media and Its Role in Social Change, UNESCO's Recognition of Folk Media, Case Studies, Traditional Folk Media as Development Media, Differences Between Folk Media and Electronic Media. Impact on rural development, uses in different fields – Directorate of Field Publicity (DFP), Songs and Drama Division, NGOs, Social Action Groups

Module III: Traditional Media of Northeast India (7 hours)

Types of Traditional Folk Media in Northeast India, Musical Instruments and their social appeal in Northeastern Societies, Folk fusion, Representations of folk forms in North East, Various folk forms of Assam and its significance – Bihu songs, Lokageet, Bhaona, Lullabies, Ojapali, Ainaam, Sattriya, Borgeet

Module IV: Street theatre and Puppetry (8 hours)

Influence of folk theatre on street theatre, role of street theatre in the Indian Freedom struggle, street theatre for social change, origin of puppets, traditional forms of puppets, contemporary forms of puppet, window on the world puppets, use of puppets – entertainment; education; social education

Module V: Traditional Folk Media in practice (15 hours)

As part of the course students will be trained in various techniques of street play and puppetry. At the end of the semester the students will stage street play and puppet performance in the vicinity of the university.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Identify the different varieties of folk forms of communication that are popular in India
CO2: Identify the different varieties of folk forms of communication that are popular in Northeast India
CO3: Enlist the general characteristics of folk media
CO4: Develop an understanding of how folk media reflects societal concerns
CO5: Ability to apply puppetry and street theatre to bring positive social change in the community

Suggested Readings

1. Parmar, Shyam. Traditional Folk Media in India. Gekha Books.
2. Ghosh, Sampa and Banerjee, K. Utpal. Puppets in India and Abroad. National Book Trust, New Delhi.
3. Kumar, Sathish. Role of Traditional Folk Arts as Media of Mass Communication. Lambert Academic Publishing, London
4. Naskar, Reshmi. The Role of Folk Media and Participatory Communication in Rural Development: An Exploratory Case Study of Combating Child Marriage in Malda. Global Media Journal. Volume 2, No.2, December 2011, pp 1-9.
5. Bhushan, Chandra. Assam: Its Heritage and Culture. Kalpaz Publications, New Delhi.

MCIC0110: INTRODUCTION TO COMPUTER APPLICATION

(3 Credits – 45 hours)

Course Objective: *To provide learners an introductory understanding of word-processing tool; To make learners proficient in the fundamentals of an image editing software; To equip learners with fundamentals of creative page layout techniques.*

Module I: Word Processing Tool (10 hours)

Word Processing Basic: Introduction to Word Processing; Getting started with Word Processing software; Menu Bar; Using the Help; Using icons below menu bar; saving documents; Page Setup; Printing of documents; Paragraph marks and inter word space.

Text creation and Manipulation: Paragraph and Tab setting; Text selection; Cut, Copy, and Paste; Font and Size selection; Text Alignment; Font size and colour; Paragraph Indenting; Bullets and Numbering; Handling Multiple Documents: Opening and closing multiple documents; Cut, Copy, and Paste across multiple documents; Table Manipulation: Rows, Columns and Cells; Draw table; Changing Cell Width and Height; Text Alignment inside cells; Borders for Table; Printing: Print setting; Print Preview; Print selected page

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Module II: Image Editing Tool (15)

Introduction to image editing tool, Getting started with image editing software, Menu Bar, Using the Help, Using icons below menu bar, Saving documents, Page Setup, Printing of documents, Toolbox, Layers and importance of layers, Filters, Layer Styles, Adjustment Layers, Retouch and Healing Tools, Type Tool, Free Transform Tool, Master Selection Tools, Installing And Managing Brushes And Other Presets, Image editing actions and common effects, Colour correction tools, Print setting

Module III: Page Layout Tool (20)

Introduction to page layout tool, Getting started with Page Layout software, Menu Bar, Using the Help, Using icons below menu bar, Saving documents, Page Setup, Printing of documents, Create; Edit; and Format text and paragraphs, Working with multiple images in a document, Drawing tools, Work with multiple pages; margins and columns, Working with master page, Customizing page layout software, Selecting page size, Working with text, Working with objects and layers, Applying and managing color, Applying Fills; Strokes; and Effects, Publish work as PDF, Proof-reading, Print setting

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Demonstrate skills in the development of print and on-line publications
CO2: Demonstrate skills in various techniques of word-processing tool
CO3: Demonstrate competency in image editing
CO4: Engage with the conceptual and technical aspects of design such as logo, banner, brochure, poster-making etc.

Suggested Readings

1. Jain, Satish and Geetha, M. MS-Office 2010 Training Guide. BPB Publications.
2. Weverka, Peter. MS-Office 2013 All-in-one for dummies. Wiley.
3. Adobe Photoshop Official Guide
4. Adobe Indesign official guide

MCLE0111: MEDIA LAWS AND ETHICS

(4 Credits – 60 hours)

Course Objective: *To introduce students on the constitutional provisions related to media in India while understanding Freedom of Speech and Expression, Freedom of the Press; RTI and Right to Privacy; To introduce learners to a broad range of specific ethical and legal issues pertinent to various aspects of the media in India; To expose students to the ethical issues in mass media for media producers as well as media consumers.*

Module I: Introduction to Indian Constitution (20 hours)

Preamble-Salient Features, Fundamental Rights and Duties, Features of Article 19 (1A) and 19 (2), Directive Principles of State Policy, Indian Judiciary and Parliamentary System, Press as fourth estate of democracy

Module II: Media Laws (20 hours)

Freedom of Press and Reasonable Restriction, Defamation, Contempt of Court, Sedition and Obscenity, Emergence of Censorship, Vernacular Press Act, Right to Information Act, IT Act and Cyber Law 2000

Module III: Media and Ethical Principles (20 hours)

Importance of Media Ethics, Fairness and Objectivity, Right to Privacy, Ethics in Print and Broadcast Media, Code of Ethics in Advertising and Films

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Explain the salient features of the Indian Constitution
CO2: Understand and apply the legal issues relevant to media in India
CO3: Critically analyse a range of ethical issues, perspectives and debates relevant to media

CO4: Explain purpose and role of media professionals in modern society

Suggested Readings

1. Basu, D.D. (2004). Introduction to the Constitution of India. Prentice-Hall of India.
2. Thakurta, Paranjoy Guha (2011). Media Ethics: Truth, Fairness and Objectivity. New Delhi: OUP.
3. Manna, B. (2006). Mass Media and Related Laws in India. Academic Publishers.
4. Singh, P.P. et. al. (1998). Media, Ethics and Laws. Anmol.
5. Prabhakar, M. et. al. (1999). A Compendium of Codes of Conduct for Media Professional. University Book House.

MCIJ0112: INTRODUCTION TO JOURNALISM

(3 Credits – 45 hours)

Course Objective: *To introduce learners to the professional practice of contemporary journalism through consideration of the nature and role of news and current affairs in society; To equip learners with the skills required for reporting across media platforms; To engage learners in the analysis and production of journalism with a focus on news and current affairs.*

Module I: Understanding News (8 hours)

News-Meaning; Definition; Nature, Elements and Types of News; News Value, Source of News; News Gathering; News Agencies, Structure of a news organisation, Skills of News Reporting

Module II: Techniques of News Writing and Reporting (10 hours)

Writing Formats, Writing for Newspaper and Magazine, Writing for Electronic Media, Writing for New Media - Digital publications and Social media, Techniques of News Editing

Module III: Editing: Techniques and Practice (7 hours)

Newspaper Size & Content, Masthead; Front Page; Placement of Photographs & Cartoons, Overall Page Design; Editorial Page; Readability, Proof- Reading; Symbols; Style Sheets

Module IV: Photojournalism (8 hours)

Photojournalism - Meaning; Types, Ethics of photojournalism, Photographing a single-image news and feature assignment, Techniques for developing and structuring professional calibre long-form photo stories, Edit; caption; keyword and organize photos

Module V: Practicum (12 hours)

Publication/Lab Journal, Field reporting, Layout Design, Photo Feature

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Develop knowledge and understanding of the role of journalism in society
CO2: Develop writing and editing skills pertinent to contemporary journalism
CO3: Develop skills in photojournalism
CO4: Demonstrate skills in critical reflection on professional practice

Suggested Readings

1. Srivastava, M.V. The Journalistic Hand Book. Sterling Publishers, New Delhi
2. Chadda, Sativa. Modern Journalism and News writing. Popular Prakashan, Bombay
3. Rangaswami, Parthasarathi. Basic Journalism. Macmillan India Ltd.
4. Kessler, Lauren & McDonald, Duncan. (1996). When Words Collide: A Media Writer's Guide to Grammar and Style. Belmont, California: Wadsworth.
5. Clark, Roy Peter. (2006). Writing Tools: 50 Essential Strategies for Every Writer. Little Brown.

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MCMS0113: MEDIA AND SOCIETY

(4 Credits – 60 hours)

Objective: *To provide learners with the opportunity to explore issues in the interaction between mass media and society; To provide an in-depth understanding of the impact of mass media; To provide learners with an understanding of mass media and its democratic influences and social functions; To explore the emerging trends in mediated communication.*

Module I: Media and Democracy (15 hours)

Media and Modernization, Media and Culture - Mass culture; Popular culture; Cultural hybridity, Media; Public Sphere and Public Opinion, Media and Representation, Media Literacy

Module II: Impact of Media (15 hours)

Media and Socialization, Media and Democracy, Media and Mobilization-Social; Political and Cultural, Mediated Culture and its Impact

Module III: Media and Social Issues (15 hours)

Media and Social Responsibility, Media and Human Rights, Sociology of News, Media; Conflict and Peace

Module IV: Emerging Trends in Media (15 hours)

New Media and Society, Globalisation and Media, Multicultural Society, Virtual Reality

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Explain the role of media in the shaping and development of culture and society
CO2: Explain the relationship between media and social issues and aspects of society
CO3: Describe democratic/political potential of mass media
CO4: Recognize the recent development in mass media channels and its social impact
CO5: Critically appreciate the cultural and social role of the media

Suggested Readings

1. IGNOU (1992) Introduction to Mass Communication
2. Kumar Keval J. (2012) Mass Communication in India, Jaico Publishing House, New Delhi, Fourth Edition
3. Schramm Wilbur, Roberts Donald F. (ed), (1971)The Process and Effects of Communication, University of Illinois Press.
4. Fiske John (1982) Introduction to Communication Studies, Routledge.
5. Rogers Everett M., A History of Communication Study, The Free Press

MCDP0114: DESKTOP PUBLISHING – II

(3 Credits – 45 hours)

Course Objective: *To make learners proficient in the fundamentals of an image editing software; To equip learners with fundamentals of creative page layout techniques; To make learners proficient in various creative techniques of design.*

Module II: Image Editing Tool (15 hours)

Introduction to image editing tool, Getting started with image editing software, Menu Bar, Using the Help, Using icons below menu bar, Saving documents, Page Setup, Printing of documents, Toolbox, Layers and importance of layers, Filters, Layer Styles, Adjustment Layers, Retouch and Healing Tools, Type Tool, Free Transform Tool, Master Selection Tools, Installing And Managing Brushes And Other Presets, Image editing actions and common effects, Colour correction tools, Print setting

Module III: Page Layout Tool (15 hours)

Introduction to page layout tool, Getting started with Page Layout software, Menu Bar, Using the Help, Using icons below menu bar, Saving documents, Page Setup, Printing of documents, Create; Edit; and Format text and paragraphs, Working with multiple images in a document, Drawing tools, Work with multiple pages; margins and columns, Working with master page, Work faster by customizing page layout software, Selecting page size, Working with text, Working with objects and layers, Applying and managing color, Applying Fills; Strokes; and Effects, Publish work as PDF, Proof-reading, Print setting

Module III – Practicum (15 hours)

Logo design, Letterhead design, Visiting card design, Calendar design, Poster design

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Gain skills in various techniques of a page layout tool.
CO2: Demonstrate competency in image editing.
CO3: Engage with the conceptual and technical aspects of design such as logo, banner, brochure, poster-making etc.

Suggested Readings

1. Adobe Photoshop official guide
2. Adobe Indesign official guide

MCMN0115: MEDIA IN NORTH EAST INDIA

(4 Credits – 60 hours)

Course Objective: *To provide learners with an in-depth understanding of the history, geography, culture and politics of Northeast India; To acquaint learners with the historical background of the press in Northeast India along with the distinguished journalists and writers from the region; To provide an overview of the current status of the media industry in the region and its future prospects.*

Module I: Introduction to Northeast India (20 hours)

Brief History of Northeast India, Geography; People and Language, Culture and Customs, Significant Social and Political Movements in Northeast India

Module II: History of Media in Northeast (20 hours)

Growth and Development of Press in the Northeast, Role of Christian Missionaries in the Development of the Press, Basic Features of the Press in Northeast, Noted Journalist and Writers of the Region

Module III: Current Status of Media in Northeast (20 hours)

Current Trends and Media Organizations in the Region, Ownership Pattern and Status of Journalists, Problems and Challenges of the Press in Northeast, Limitations of Regional Media, New Media In Northeast, Future Scopes and Prospects of Media Industry in the Region

Suggested Readings:

1. Kabi, K. H & Patnaik , S. N (2015). Media, Conflict and Peace in Northeast India. Vij Books Pvt. Ltd, New Delhi.
2. Gurney, A. K. History of the Sibsagar Field. Assam Mission, Nowgaon Jubilee Publication.
3. Barpujari, H.K. The American Missionaries and North-East India (1836-1900 AD). Spectrum Publications, Guwahati/Delhi, 1986.
4. Baruah, S. P. Press in Assam—Origin and Development. Lawyer's Book Stall, Guwahati.
5. Baruah, Sanjib. Beyond Counter-insurgency: Breaking the Impasse in Northeast India. Oxford University Press.
6. Das, Samir Kumar. Governing India's Northeast. Springer.

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COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Understand the complex socio-cultural and political mosaic of the region
CO2: Demonstrate an understanding of the history of the Press in Northeast India and evolution of the mediated environment of the region
CO3: Identify opportunities and challenges in the evolving media industry of the region

MCHE0116: HISTORY AND EVOLUTION OF MEDIA

(3 Credits – 45 hours)

Course Objective: *To acquaint learners about history and development of various mass media channels; To impart knowledge on how different technological transitions have shaped media industries; To introduce learners to the evolution of digital media and other emerging trends.*

Module I: Origin of Press and Evolution (12 hours)

Invention of Printing Press, Evolution of Print Media, Development of Press in India

Module II: Radio and Its Evolution (10 hours)

The Coming of Radio, History of Radio Broadcasting, Development of AIR; FM Radio; Community Radio Stations

Module III: Television and Its Evolution (10 hours)

Coming of Television, Public and Private Broadcasting System, Coming of Cable TV; Satellite TV; Direct-To-Home (DTH)

Module IV: Digital Media and its Revolution (13 hours)

Birth of Internet and Online Newspaper, Emergence of Web Radio, Web TV, Social Media

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Demonstrate an understanding of major events and developments in mass media history and practice especially in the context of India.
CO2: Think critically about the relationship between media and development in Indian society, culture and politics.
CO3: Develop an understanding of the evolving role of social media messages on individual and the society.

Suggested Readings:

1. Kumar, Keval J. Mass Communication in India. Jaico Publishing House, New Delhi.
2. Schramm, Wilbur. The Story of Human Communication: Cave Painting to Microchip. Harpercollins College Div.
3. Luthra, H.R. Indian Broadcasting. Publication Division, New Delhi.
4. Ahuja, B.N and Chhabra, S.S. History of Indian Press: Growth of Newspapers in India. Surjeet Publications, Delhi (1996).
5. Lievrouw, L.A. and Livingstone, Sonia. The Handbook of New Media. Sage Publications, New Delhi.

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LSGE0004: GENERAL ENGLISH I

(4 credits – 60 hours)

***Objective**: The objective of this course is to introduce students to a body of literature that includes three different genres – fiction, drama and poetry – from English literature. This course expects them to examine the implication of ideas and explore the different themes and motifs in relation to the socio-cultural contexts in which the mentioned texts were written. This course also aims at equipping the learners with the basic skills of effective communication in English language by introducing a module on basic concepts in English grammar.*

Module I: Selected novel (15 hours)

a. Jane Austen – Sense and Sensibility

Module II: Selected Dramas (18 hours)

a. A Doll's House – Henrik Ibsen
b. The Birthday Party – Harold Pinter

Module III: Selected Poems (12 hours)

a. My Mother at Sixty-six – Kamala Das
b. Death Be Not Proud – John Donne
c. The World is Too Much with Us – William Wordsworth
d. The Blessed Damozel – D G Rossetti

Module IV: Basic English Grammar (15 hours)

Parts of Speech, Time, Tense, Aspect, Determiners, Phrases and Clauses, Active and Passive Voice, Direct and Indirect Speech, Basic Sentence Structures, Subject-Verb Agreement, Punctuation.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define various genres of literature, viz. novels, drama and poetry and they are able to write about the selected writers and their important literary works. (Knowledge)
CO2: Interpret the selected literary works and they are able to explain the plot, theme and character of thenovels and dramas. (Comprehension)
CO3: Use the correct form of grammar while using the English language and they are able to identify and solve grammatical problems. (Application)
CO4: Offer critical interpretation or criticism of the literary texts, critically analyse the themes and compare and contrast the different characters of the selected novels and dramas. (Analysis)
CO5: Summarize and critically appreciate the selected poems and other literary texts. (Synthesis)
CO6: Assess and evaluate the selected novels, dramas and poems vis-à-vis their context and socio-political and cultural background. (Evaluation)

LSGE0005: GENERAL ENGLISH II

(4 credits – 60 hours)

***Objective:** This course introduces students to the literary form of short stories and essays through a selection of representative texts from different eras of English literature. This course aims at developing the language skills of the learners by teaching them the different forms of writing and helping them improve their vocabulary in English language.*

Module I: Selected Short Stories (20 hours)

a. The Happy Prince – Oscar Wilde
b. A Career – R K Narayan
c. The Open Window – Hector Hugh Munro
d. The Last Leaf – O' Henry

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Module II: Selected Essays (20 hours)

a. My Days – R K Narayan
b. The Origin of Species – Charles Darwin
c. Homage to Gandhi – Jawaharlal Nehru
d. Of Friendship – Francis Bacon

Module III: Language and Composition (20 hours)

Vocabulary building, Synonyms and Antonyms, Common Idioms and Phrases, One-Word Substitution, Confusing Word Pairs, Letter writing, Application writing, Precis writing, Paragraph writing, C V writing, Memo writing, Notice, Advertisement, Dialogue writing, Letter to the editor, Poster writing.

COURSE / LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define various genres of literature, viz. short stories and essays and they are able to write about the selected writers and their important literary works. (Knowledge)
CO2: Interpret the selected literary works and they are able to explain the themes and characters of the essays and short stories. (Comprehension)
CO3: Use the correct form of language and composition in English and they are able to identify and solve grammatical problems. (Application)
CO4: Offer critical interpretation or criticism of the literary texts, critically analyse and compare the themes of the selected texts. (Analysis)
CO5: Summarize and critically appreciate the selected short stories and essays. (Synthesis)
CO6: Assess and evaluate the selected short stories and essays vis-à-vis their socio-political and cultural context. (Evaluation)

LSAE0007: ALTERNATIVE ENGLISH I

(4 credits – 60 hours)

Objective: *This paper is designed to present students with the opportunity to study key concepts and terms associated with three different genres of literature – poetry, novel and drama. The students are expected to examine the implication of ideas and relate these terms and concepts to the prescribed texts in this paper. This paper brings to the students a selection of poems, novels and dramas that are representative of important trends and formal experimentation.*

Module I: Introduction to Poetry: key terms and concepts (8 hours)

Verse, meter, rhyme, stress, accent, alliteration, assonance, consonance, antithesis, blank verse, conceit, iambic pentameter, heroic couplet, quatrain, stanza, foot, syllable, hyperbole, litotes, simile, metaphor, metonymy, verse libre, lyric, narrative, epic, haiku, sonnet, ode, elegy, dramatic monologue, idyll, pastoral, quatrain,refrain, onomatopoeia, apostrophe, personification, epithalamion, carpe diem, ballad.

Module II: Selected Poems (12 hours)

a. Ode to the West Wind – P B Shelley
b. The Professor – Nissim Ezekiel
c. The Second Coming – W B Yeats
d. Dover Beach – Matthew Arnold
e. The Love Song of J. Alfred Prufrock – T S Eliot
f. The Road Not Taken – Robert Frost

Module III: Introduction to Drama: key terms and concepts (8 hours)

Allegory, antagonist, aside, catastrophe, catharsis, character, chorus, climax, comedy, comic relief, conflict, denouement, deus ex machina, dialogue, dramatis personae, flashback, foil, fourth wall, monologue, narrator, parody, plot, point of view, resolution, reversal, satire, setting, soliloquy, tragedy, tragic flaw, tragic hero, three unities

Module IV: Selected Dramas (12 hours)

- **a.** Macbeth – William Shakespeare
- **b.** Waiting for Godot – Samuel Beckett
- **c.** Candida – G B Shaw
- **d.** She Stoops To Conquer – Oliver Goldsmith
- **e.** Nagamandala – GirishKarnad

Module V: Introduction to Novel: Key Terms (8 hours)

Novelette; novel; novel of incident, character, manners, formation/education; gothic novel; epistolary novel; picaresque novel; realistic novel; magic realism; documentary fiction; historical novel; social novel; anti novel; prose romances, bildungsroman, stream of consciousness, flat and round character, plot, theme and motifs

Module VI: Selected Novels (12 hours)

- **a.** Franz Kafka – The Trial
- **b.** AmitavGhosh – The Shadow Lines
- **c.** James Joyce – A Portrait of the Artist as a Young Man

COURSE / LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define various genres of literature, viz. novels, drama and poetry and they are able to write about the selected writers and their important literary works.
CO2: Interpret the selected literary works and they are able to explain the plot, theme and character of the novels and dramas.
CO3: Use the key terms of the genres of literature in meaningful contexts.
CO4: Offer critical interpretation or criticism of the literary texts, critically analyse the themes and compare and contrast the different characters of the selected novels and dramas.
CO5: Summarize and critically appreciate the selected poems and other literary texts.
CO6: Assess and evaluate the selected novels, dramas and poems vis-à-vis their context and socio-political and cultural background.

Suggested Readings

1. M H Abrams, A Glossary of Literary Terms, MacMillan Publishers
2. Peter Brooker, A Glossary of Cultural Theory, Hodder Education

LSAT0009: ALTERNATIVE ENGLISH II

(4 credits – 60 hours)

Objective: *This course introduces students to the literary forms of short fiction and essays taken from different periods of English literature. The learners are expected to analyse the texts and explore the different themes and motifs in relation to the socio-cultural context in which the prescribed texts are placed. This paper also seeks to introduce students to Linguistics as the scientific study of language and to familiarize them with the key concepts at different levels of language organisation.*

Module I: Selected Short Stories (20 hours)

a. The Purloined Letter – Edgar Allan Poe
b. The Doll's House – Katherine Mansfield
c. The Rocking Horse Winner – D H Lawrence
d. The Home-coming – Rabindranath Tagore

Module II: Selected Essays (20 hours)

a. A Room of One's Own – Virginia Woolf
b. The Chimney Sweeper – Charles Lamb
c. Introduction: The absurdity of the Absurd – Martin Esslin
d. Why Law is Indispensable – G B Shaw

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Module III: Language and Linguistics: Key concepts (20 hours)

Language and linguistics; langue and parole; synchrony and diachrony; competence and performance; signifier and signified; phonology, morphology, syntax and semantics; organs of speech; vowel and consonant sounds; syllable; stress and intonation; morphs, morphemes and allomorphs; word-formation; idiolect, dialect and register; prefixes and suffixes; syntactic structures.

COURSE / LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the genres of literature, viz. fiction and poetry and to write about the selected writers and their important literary works
CO2: Interpret the selected literary works and they are able to explain the plot, theme and character of the fictions and dramas
CO3: Use the themes of the literary works in in creative writing in various contexts
CO4: Offer critical interpretation or criticism of the literary texts, critically analyse the themes and compare and contrast the different characters of the selected fiction and poetry
CO5: Summarize and critically appreciate the selected poems and other literary texts
CO6: Assess and evaluate the selected fiction and poetry vis-à-vis their context and sociopolitical and cultural background.

Suggested Readings

1. John Lyons, Language and Linguistics: An Introduction, Cambridge University Press
2. David Crystal, Linguistics, Pelican
3. RK Bansal and JB Harrison, Spoken English – A Manual of Speech and Phonetics, Orient Blackswan

LSHE0010: HISTORY OF ENGLISH LITERATURE I: ELIZABETHAN TO ROMANTIC PERIOD

(4 Credits-60 hours)

Objective: *The objective of this course is to introduce students to selected texts of literature that includes three different genres – Poetry, Drama and Fiction – from the Elizabethan to the Romantic Period in English Literature. This course expects them to examine the implication of ideas and explore the different themes and texts in the context of the social and political history. This course also provides an overview of the literary and historical context of the mentioned period, in order to help the students to understand the texts better.*

Module I: The Literary History and its Context (20 hours)

Spanish Armada, Shakespeare's greatest tragedies and tragi-comedies, Prose writings of Bacon, Metaphysical poetry (John Donne and others), English Civil War, Puritan Interregnum, Restoration of Stuart Monarchy, Dissolution of the Commonwealth, Closure of Public Theatres, Restoration Comedies (Congreve and others, Heroic Drama (Dryden and others), Age of Sensibility (Pope and Johnson), Enlightenment, Rise of great novelists (Richardson, Fielding, and others…), Shift from sensibility to romanticism in Gray and other poets, Lyrical Ballads, Romantic Poetry (Wordsworth, Coleridge, Keats, and others), Gothic Romances (Anne Radcliffe and others...)

Module II: Selected English Poetry (10 hours)

a) 'A Valediction: Forbidding Mourning' by John Donne
b) 'Frost at Midnight' by S.T. Coleridge
c) 'La Belle Dame Sans Merci' by John Keats
d) 'The Indian Serenade' by P.B. Shelley
e) 'To a Butterfly' by William Wordsworth

Module III: Selected English Drama (15 hours)

a) A Midsummer Night's Dream by William Shakespeare
b) The Duchess of Malfi by John Webster

Module IV: Selected English Fiction (15 hours)

a) Frankenstein by Mary Shelley
b) Pride and Prejudice by Jane Austen

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Recognize the different genres of Poetry, Drama and Fiction and state about the Literary History of English Literature and its context from the Elizabethan to Romantic Period.
CO2: Understand and explain, analyze and criticize these literary genres in terms of critical elements and literary devices found in the given texts, the meaning, linguistic aspects and the themes in the context of the social and political history.
CO3: Combine and organize the various elements in a given literary text in the form of writing and evaluate it as a work of literary art.

Suggested Readings

1. Ferguson, Margaret. et al. Eds. The Norton Anthology of Poetry. New York: London
2. Drabble, Margaret. ed. The Oxford Companion to English Literature. Oxford: OUP
3. Sanders, Andrew. The Short Oxford History of English Literature. Oxford: OUP
4. Wells, Stanley W. & Margaret De Grazia. The Cambridge Companion to Shakespeare. Cambridge: CUP
5. M.H. Abrams, Geoffrey Galt Harpham, A Glossary of Literary Terms, Cengage Learning

LSHL0011: HISTORY OF ENGLISH LITERATURE II: VICTORIAN TO CONTEMPORARY PERIOD

(4 Credits - 60 hours)

Objective: *The objective of this course is to introduce students to selected texts of literature that includes three different genres – Poetry, Drama and Fiction – from the Victorian Age to the Contemporary Period in English Literature. The learners are expected to analyse the texts and explore the different themes and motifs in relation to the literary and socio-cultural context in which the prescribed texts are placed.*

Module I: The Literary History and its Context (16 hours)

The Oxford Movement, Crisis in Religion in 19th Century, Pre-Raphaelites, Aestheticism, Consolidation of the British Empire, 'Scrutiny' and its Influence, The New Theatre, Postcolonial Literature, Post-Modernism, New Criticism, Globalisation, Impact of the two World Wars, Popular Culture, Deconstruction

Module II: Selected English Poetry (12 hours)

a) The Charge of the Light Brigade by Lord Alfred Tennyson
b) The Windhover by Gerard Manley Hopkins
c) 'The Journey of the Magi' by T.S. Eliot
d) Fern Hill by Dylan Thomas
e) 'My Last Duchess' by Robert Browning

Module III: Selected English Drama (16 hours)

a) Arms and the Man by G. B. Shaw
b) The Hairy Ape by Eugene O'Neill

Module IV: Selected English Fiction (16 hours)

a) Great Expectations by Charles Dickens
b) And The Mountains Echoed by Khalid Hosseini

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Recognize the different genres of Poetry, Drama and Fiction and state about the Literary History of English Literature and its context from the Victorian to Contemporary period.
CO2: Understand and explain, analyze and criticize these literary genres in terms of critical elements and literary devices found in the given texts, the meaning, linguistic aspects and the themes in the context of the social and political history.
CO3: Combine and organize the various elements in a given literary text in the form of writing and evaluate it as a work of literary art.

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Suggested Readings

1. Theatre of the Absurd by Martin Esslin
2. Palgrave's Golden Treasury.
3. David Green (ed.) The Winged Word.
4. David, Deidre. The Cambridge Companion to the Victorian Novel. Cambridge, CUP
5. Sanders, Andrew. The Short Oxford History of English Literature. Oxford: OUP
6. Eagleton, Terry. The English Novel. Oxford: Blackwell
7. M.H. Abrams, Geoffrey Galt Harpham, A Glossary of Literary Terms, Cengage Learning

LSFN0012: FUNCTIONAL ENGLISH

(3 Credits - 45 hours)

Objective: *This open elective course will enable the learners to use language effectively in a wide range of situations. This course aims to help the learners develop the skills of language learning, namely Listening, Speaking, reading and writing. It also aims to develop students' proficiency in English through meaningful communicative activities.*

Module I: Grammar in Communication (11 hours)

Nouns and noun groups; Phrasal verbs; Tense and temporal adjuncts; Speech Acts and mood; Modal auxiliaries; Simple, complex and compound sentences; Common mistakes in English grammar; Degrees of Comparison; Phrases, Clauses and Idioms in English; Tense, Voice and Narration; Differences between traditional grammar and functional grammar

Module II: Introduction to Phonetics (10 hours)

Speech Sounds; Classification and Description of Vowels and Consonants; Phonetic Symbols; Minimal Pairs; Syllable and Consonant Clusters; Word Accent and Sentence Intonation; Pronunciation drill and practice

Module III: Writing Skills (12 hours)

Grammar for writing; Vocabulary building; Tips for improving English writing skills; Kinds of sentences; Sentence Structures (Simple Sentences and Compound Sentences); Introduction to paragraph format and content; Types of writing; Friendly and formal letters; Essay writing; Narrative writing; Academic writing vs. Journalism; Blog writing; Editing and Revising

Module IV: Conversational Skills (12 hours)

Greetings; Introducing others; Welcoming; Bidding farewell; Appearing in an Interview; Talking about oneself: strengths, weaknesses, likes, dislikes, future plans, describing one's family; Face-to-face interaction in formal and informal situations; telephonic interactions; public speaking; presentation skills; Role play; Class presentations; Powerpoint presentations; Speaking with Confidence; Ways to overcome speech anxiety; Building credibility as a speaker

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define various grammatical items and they are able to recognize the accurate phonetic symbols to represent the sound of different words.
CO2: Interpret the grammatical rules related to the basic grammatical items and they are able to explain the difference between traditional and functional grammar.
CO3: Use the correct form of grammar while using the English language and they are able to use the correct pronunciation and other conversational and writing skills while speaking and writing in English.
CO4: Analyse different sentence structures and types of writing and ways of delivering speech by using formal language.
CO5: Summarize the rules of grammar and phonetic transcription and draw inference or conclusions of their analytical writing
CO6: Assess and examine the selected topics of their writing.

Suggested Readings

1. Leech, G. and J. Svartvik, A Communicative Grammar of English. Pearson, India. Pandey J. H., Complete Grammar, Shree Book Centre, Mumbai, India.
2. Murphy, R., Intermediate English Grammar. Cambridge Univ. Press, India.
3. Hewings, M., Advanced English Grammar. Cambridge Univ. Press, India.
4. Wren, P. C. and H. Martin, High School English Grammar and Composition, S. Chand and Co, New Delhi.
5. Balasubramanian, T., A Textbook of English Phonetics for Indian Students, Macmillan, New Delhi.
6. Sethi, J. and P. V. Dhamija, A Course in Phonetics and Spoken English, Ed., Prentice Hall, New Delhi.
7. Oxford Advanced Learner's Dictionary

LSCW0013: CREATIVE WRITING IN ENGLISH

(3 Credits - 45 hours)

Objective: *This course aims to provide the students across all disciplines, the required skills and professional knowledge about the art of writing. This course also helps in developing the creative ability of the learners who are interested in a professional career as a freelance writer.*

Module I: Creative Writing and its Significance (12 hours)

Introduction; Objectives of Creative writing; Different types of Creative Writing; Scope and Area of Creative Writing; Analysing a Creative composition; Origin of Thought and Birth of an Idea: Inspiration, Incubation, Implementation and Interpretation; Strategies of a Writer

Module II: General Principles of Writing (15 hours)

Mechanics of Writing: Cohesion, Coherence, Style, Context, Content; Aesthetic function of Writing; Rules for good writing; Things that must be avoided by a Writer; Literal and Figurative Use of Language; Active and Passive style of writing; Direct and Indirect Speech Styles; Personal and impersonal styles of writing; Formal and informal use of language

Module III: Forms of Creative Writing (18 hours)

Writing a film / book review; Narrative or discursive essay / article; Personal and business letters; Writing a Business proposal; Report writing; Poetry writing; Short story writing; Dramatic dialogue writing; Designing a Website; Poster writing; CV writing; Newspaper article and editorial; Emails and Blogs; Writing for Radio and Television

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define creative writing
CO2: State the important objectives of creative writing
CO3: Illustrate the different types of creative writing
CO4: Identify the strategies adopted by a writer
CO5: Analyse a creative composition
CO6: Differentiate between literal and figurative use of language
CO7: Summarise the mechanics of creative writing
CO8: Classify the different styles of writing
CO9: Write down the rules for good writing
CO10: Design a website or a poster
CO11: Apply the rules for creative writing while drafting/writing a book review, essay, article, proposal, etc.

Suggested Readings

1. Seely, John, The Oxford Guide to Writing and Speaking Oxford: Oxford University Press
2. Jones, Leo, Cambridge Advanced English: Student's Book New Delhi: Cambridge University Press
3. Everett, Nick, "Creative Writing and English." The Cambridge Quarterly. 34 (3)
4. Palmer, A.J., "Writing and Imagery - How to Deepen Your Creativity and Improve Your Writing." [Aber Books].

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LSPD0014: POETRY, PROSE AND DRAMA: ELIZABETHAN TO RESTORATION PERIOD
(3 Credits-45 hours)

***Objective**: The objective of this course is to acquaint the students with representative selected texts from different genres from the Elizabethan to the Restoration Period in English Literature. The students are also expected to read the selected texts within this literary period with the understanding the circumstances that influenced and shaped literary production.*

Module I: Prose and Metaphysical Poetry (5 hours)

a) Francis Bacon's 'Of Youth and Age'
b) Andrew Marvell's 'To His Coy Mistress'

Module II: Tragedy and Tragi-comedy (20 hours)

a) Christopher Marlowe's The Tragical History of the Life and Death of Doctor Faustus
b) William Shakespeare's Measure for Measure

Module III: Restoration Comedy and Heroic Drama (20 hours)

a) The Way of the World by William Congreve
b) Absalom and Achitophel byJohn Dryden

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Recognize the various genres of Prose and Metaphysical Poetry, Drama in the form of Tragedy, Tragi-comedy, Restoration Comedy and Heroic Drama.
CO2: Understand and explain the various elements that constitute an Essay and a Metaphysical Poetry and the Drama in the forms as mentioned above.
CO3: Analyze and criticize the representative selected texts from these different genres from the Elizabethan Period to the Restoration Period in English Literature.
CO4: Combine, organize and write the various literary aspects of the respective texts and examine them as a literary work of art.

Suggested Readings

1. Sanders, Andrew. *The Short Oxford History of English Literature.* Oxford: OUP
2. Willey, Basil. *The Seventeenth Century Background.*
3. Bredvold, L I. *The Intellectual Milieu of John Dryden.*
4. Bradbrook, M C. *Themes and Conventions of Elizabethan Tragedy.* Cambridge:CUP
5. Braunmuller, A R and Michael Hattaway. *The Cambridge Companion to English Renaissance Drama.* Cambridge: CUP
6. Gurr, Andrew. *The Shakespearean Stage.* Cambridge: CUP
7. M.H. Abrams, Geoffrey Galt Harpham, A Glossary of Literary Terms, Cengage Learning

LSPF0015: POETRY, PROSE AND FICTION: AUGUSTAN TO ROMANTIC PERIOD
(3 Credits-45 hours)

***Objective:** The objective of this course is to acquaint the students with representative selected texts from different genres from the Augustan to the Romantic Period in English Literature. The students are also expected to read the selected texts within this literary period with the understanding the circumstances that influenced and shaped literary production.*

Module I: Romantic Prose(15 hours)

a) Dream Children: A Reverie by Charles Lamb
b) The South-Sea House by Charles Lamb
c) On Going A Journey by William Hazlitt

Module II: Transitional Poetry and Romantic Poetry (15 hours)

a) 'Elegy Written In A Country Churchyard' by Thomas Gray
b) 'God Moves In A Mysterious Way'by William Cowper

c) Robert Burns' '*A Red, Red Rose*'
d) Samuel Taylor Coleridge's '*Christabel*'

Module III: Sentimental novel and Gothic Romance (15 hours)

a) Pamela by Samuel Richardson
b) Northanger Abbey by Jane Austen

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Recognize the different genres of Romantic Prose as Essays, Transitional and Romantic Poetry and the work of Fiction in the form of Sentimental Novel and Gothic Romance.
CO2: Understand and explain the prescribed texts in terms of the critical elements and the literary devices used in the text, meaning, linguistic aspects and the literary period along with the background conditions that influenced and shaped the given literary texts.
CO3: Analyse and criticize the representative selected texts from the Augustan to the Romantic Period, in terms of the aforementioned parameters.
CO4: Combine and organize the various aspects of the literary texts in a proper format and examine it as a work of literary art.

Suggested Readings

1. F W Hilles and Harold Bloom. Eds. *From Sensibility to Romanticism.*
2. Alexander, Michael. *A History of English Literature.* Basingstoke Hampshire: Palgrave Macmillan.
3. W J Bate. *From Classic to Romantic*.
4. Bachelor, John. *The Art of Literary Biography.* Oxford: OUP
5. M.H. Abrams, Geoffrey Galt Harpham, A Glossary of Literary Terms, Cengage Learning
6. " Hazlitt's Selected Essays" by George Sampson, Kindle Edition, Gibb press
7. "The Essays Of Elia" by Charls Lamb, Classic reprint series

LSCS0016: COMMUNICATION SKILLS

(Audit)

Objective: *The objective of this audit course is to prepare students to be effective in their career in the corporate world where they will put to use their professional expertise. This course enables students*

- *To understand the difference between hard skills and soft skills*
- *To learn the importance of communication skills as part of the soft skills,*
- *To be familiar with the various features of effective communication, which includes verbal, non-verbal, written communication and body language.*

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Recognise the difference between hard and soft skills
CO2: Understand the importance of communication skills
CO3: Analyse features of effective communication
CO4: Apply the soft skills in the corporate world

LSEC0018: ENGLISH COMMUNICATION

(2 Credits- 30 Hours)

Objective: *The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. The present course hopes to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.*

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Module I: Introduction

Theory of Communication, Types and modes of Communication

Module II: Language of Communication:

Verbal and Non-verbal (Spoken and Written)
Personal, Social and Business
Barriers and Strategies
Intra-personal, Inter-personal and Group communication

Module III: Speaking Skills

Monologue, Dialogue, Group Discussion
Effective Communication/ Mis- Communication
Interview, Public Speech

Module IV: Reading and Understanding

Close Reading, Comprehension, Summary, Paraphrasing
Analysis and Interpretation
Translation (from Indian language to English and vice-versa)
Literary/Knowledge Texts

Module V: Writing Skills

Documenting, Report Writing, Making notes, Letter writing

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the theories of Communication, its types and modes
CO2: Explain various dimensions of communication skills
CO3: Use the correct and suitable art of communication in today's world of complexities, multiplicities and competition
CO4: Analyze the difference in personal and professional interactions
CO5: Summarize various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments
CO6: Evaluate different documents and reports, prepared or presented

Suggested Readings

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul,Dr Brati Biswas

LSET0019: ENGLISH LANGUAGE TEACHING

(3 Credits: 45 Hours)

Objective: *The objective of this course is to introduce the students to the basic concepts of language learning and teaching. The course would expect the learner to familiarise with the principles and practice of ELT Pedagogy, Teaching methodology, Material development, Testing and Evaluation as key components of ELT.*

Module I: Introduction to English Language Teaching (10 hours)

Introduction, Fundamental concepts of Language Teaching, Historical Perspective of ELT, Language Pedagogy. Elements of the Structure of English Language.

Module II: Methods and Approaches of Teaching English (20 hours)

Theoretical aspects of Language Acquisition and Learning. Language Skills assessment. Psychological approach to language teaching in a bilingual/ multilingual context. Use of Technology in Language Teaching. Educational Technology. Testing and Evaluation.

Module III: Grammar and Practical Language Skills (10 hours)

Parts of Speech, Articles and Prepositions, Degrees of Comparison, Direct and Indirect Speech, Sentence patterns, Letter Writing, Report Writing, Reading Comprehension, Listening and Speaking, English Speech Sounds – Vowels and Consonants, Stress and Intonation patterns, Language Games, Vocabulary Expansion, Telephonic Conversation. Teaching English for Academic, Business Purpose.

Module IV: Language through Literature (5 hours)

Role of Literature in Language Learning. Teaching of Literature. Use of Language Model.

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the concept of English Language Teaching. (*Knowledge*)
CO2: Understand the various components of English Language Teaching. (*Comprehension*)
CO3: Recognize the various Principles, approaches and Practice of English Language Teaching. (*Application*)
CO4: Analyze the structure of language, materials and approach in the teaching of English Language. (*Analysis*)
CO5: Summarize the fundamental concepts of Language learning and Teaching. (*Synthesis*)
CO6: Examine and evaluate the theoretical knowledge and the skills acquired for language learning and teaching. (*Evaluation*)

Suggested Readings

1. Ray Mackay, A Basic Introduction to English Language Teaching; Oxford.
2. Penny Ur, A Course in English language Teaching, CUP.

LSNE0020: NORTH-EAST INDIAN LITERATURE IN ENGLISH

(3 Credits: 45 Hours)

Objective: *The objective of this course is to expose students to the vast body of writings in English from India's North-east. The course is designed to introduce to student the emerging genres of North-east Indian literature- poetry, fiction and non-fictional prose writing. The course will help the students to explore and understand the specific issues such as the double challenge of truth and liberty, of identity and unity, of cultural loss and recovery, of ethnic specificity and aesthetic universality in the literature from the north-east India in English.*

Module I: Selected Poetry (15 hours)

a) Easterine Kire's 'Riddu Riddu' & 'Narcissus'
b) Robin Ngangom "My Invented Land"
c) Ilabunta Yumnam's 'Barak River You Are Beautiful'

Module II: Selected Fiction/Non-Fiction Writers (30 hours)

a) Mamang Dai's The Legends of Pensam
b) Arup Dutta's Kaziranga Trail

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Understand the vast body of writings in English from India's North-east. (*Knowledge*)
CO2: Interpret the emerging genres of North-east Indian literature- poetry, fiction and non-fictional prose writing. (*Comprehension*)
CO3: Apply critical reading skills to the emerging and vibrant area of literature. (*Application*)
CO4: Address and analyse the specific issues such as the double challenge of truth and liberty, of identity and unity, of cultural loss and recovery, of ethnic specificity and aesthetic universality in the literature from the north-east India in English. (*Analysis*)
CO5: Summarise the contribution of writers from North-east India to the Indian English literary tradition. (*Synthesis*)

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CO6: Examine and evaluate the essence of the literature from the North-east India vis-à-vis the contribution of the writers to the development of this unique kind of literary genre. (*Evaluation*)

Suggested Readings

1. Selected Texts (mentioned in the detailed course)
2. Misra, Tillotama. The Oxford Anthology of Writings From North East India: Poetry and Essays. OUP
3. Zama, Magarat Ch. Emerging Literatures From NorthEast India: The Dynamics of Culture, Society and Idetity, SAGE publications
4. Ngangom, Robin S. & Nongkynrih, Kynpham Singh. Dancing Earth: An Anthology of Poetry from North-east India.
5. Swami, Indu. Exploring North-East Indian Writings in English: 2 volumes

LSEP0021: CHAUCER TO ELIZABETHAN PERIOD - POETRY, DRAMA AND ROMANCE

(4 credits: 60 hours)

Objective: *The objective of this course is to introduce students to the selected texts of the three literary genres of Poetry, Drama and Romance from the age of Chaucer to Elizabethan Period. The learners of this course are expected to explore the themes and motifs in the prescribed texts in its historical and literary context.*

Module I: Selected Poetry (25 hours)

a) Geoffrey Chaucer's Prologue to The Canterbury Tales
b) Edmund Spenser's 'The Faerie Queen' (Book III)
c) William Shakespeare's Sonnets No. 34, 18, 29
d) Philip Sidney's 'Astrophel and Stella'

Module II: Selected Drama (20 hours)

a) Christopher Marlowe's The Jew of Malta
b) Ben Jonson's The Alchemist

Module III: Selected Romance (15 hours)

a) Sir Thomas More's Utopia

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the fundamental concepts of the three genres of Poetry, Drama and Romance from the age of Chaucer to Elizabethan period. (Knowledge)
CO2: Have a comprehensive understanding of the characteristic features and forms of Poetry, Drama and Romance from the age of Chaucer to Elizabethan period. (Comprehension)
CO3: Identify the socio-political background and factors that influenced and shaped the literary texts of the period. (Application)
CO4: Analyze the given text critically in its literary context, use of various literary devices, thematic and symbolic significance and the use of Language and style. (Analysis)
CO5: Summarize the ideas derived after critical analysis of the given texts. (Synthesis)
CO6: Examine and evaluate the given text as a literary work of art. (Evaluation)

Suggested Readings

1. Texts of Selected Poetry, Drama and Romance.
2. Ferguson, Margaret. et al.Eds. The Norton Anthology of Poetry. New York: London.
3. Drabble, Margaret. ed. The Oxford Companion to English Literature. Oxford: OUP.
4. Shakespeare, William. William Shakespeare Sonnets, Rupa Publishers;

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LSLS0022: LITERARY AND SOCIAL HISTORY OF ENGLAND - CHAUCER TO ELIZABETHAN PERIOD

(3 Credits: 45 Hours)

Objective: *The objective of this course is to familiarise the students to the social and literary tradition of England from the Medieval age to the coming up of the Elizabethan theatre. The aim of this course is to enable the students understand the socio-political events and developments that influenced and shaped the literary production during this period.*

Module I (15 hours)

a) The Church and Medieval Life
b) Towns and Villages in Medieval England
c) Feudalism
d) The English Manorial System and Medieval Agriculture

Module II (15 hours)

a) The Black Death and its Aftermath
b) Medieval English Theatre
c) Medieval Romance
d) Fabliau, Lyric, Dream Allegory and Ballad

Module III (15 hours)

a) Caxton and the Printing Press
b) Renaissance and the Literature: The University Wits, the Elizabethan Prose, the Metaphysical Poetry, etc.
c) Reformation
d) The Elizabethan Theatre

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the different Periods involved in the Literary and Social History of England from the Medieval to Elizabethan age. (Knowledge)
CO2: Comprehend or interpret the characteristic features, significant changes, development and modes indicating transition from the Medieval life, The Black Death to the Elizabethan theatre. (Comprehension)
CO3: Identify the various socio-political factors responsible for these developments and their influences in the shaping of the Literature of the period. (Application)
CO4: Analyze and differentiate the various genres of literature on the basis of the historical changes and developments from the Medieval life to the Elizabethan age. (Analysis)
CO5: Summarize the various literary and socio-political influences for the literature production at the various stages from the Medieval age to the coming of Elizabethan theatre. (Synthesis)
CO6: Examine and evaluate the contextual background involved in the shaping up of various literary works. (Evaluation)

Suggested Readings

1. Sanders, Andrew. The Short Oxford History of English Literature. Oxford:OUP.
2. Abrams, M.H. A Glossary of Literary Terms. Prism India.
3. Peck, John and Martin Coyle. A Brief History of English Literature. Palgrave.
4. Ashok, Padmaja. The Social History of England. Orient Black Swan.

LSSD0023: SHAKESPEAREAN DRAMA I - COMEDY AND HISTORY PLAYS

(4 Credits: 60 Hours)

Objective: *The aim of this course is to introduce the students to the richness of the Elizabethan Drama through the works of William Shakespeare. The learners are expected to explore the magnanimity of the Shakespearean text and its relevance in the contemporary period, through his representative Comedies and Historical plays.*

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Module I: Comedies (30 hours)

a) Shakespeare's The Tempest
b) Shakespeare's The Midsummer Night's Dream

Module II: History Plays (30 hours)

a) Shakespeare's Richard III
b) Shakespeare's Julius Caesar

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define a Shakespearean Drama as a literary genre. (Knowledge)
CO2: Comprehend the significant stages in the texts of Shakespearean Comedy and a Historical play. (Comprehension)
CO3: Identify and differentiate a given text as a work of Shakespearean Comedy or a Historical play. (Application)
CO4: Critically analyze the theme, plot and characterization, use of literary devices and settings in a given Shakespearean text as a work of Comedy or History. (Analysis)
CO5: Summarize and organize the content, style and the literary aspects of the given Shakespearean text as a work of Comedy or History. (Synthesis)
CO6: Examine and evaluate the characteristic features and creative energy of Shakespeare through the study of a Comedy and a Historical play. (Evaluation)

Suggested Readings

1. Texts of Selected Drama prescribed in the Course.
2. Bloom, Harold, Elizabethan Drama. Infobase Publishing, New York.
3. Legatt, Alexander. Shakespeare's Political Drama. Rout ledge, London.
4. Dutton, Richard and Howard, Jean. A Companion to Shakespeare's Works, Vol.II.Blackwell, Oxford.

LSRP0024: RHETORIC AND PROSODY

(2 Credits: 30 Hours)

Objective: *The aim of this course is to enable the students develop a critical awareness of Rhetoric and Prosody and its applications in literature. This course is expected to introduce the learners the key words and concepts, use of figures of speech, grammar, rhyme and metre applied to the language and verse of a given literary text.*

Module I: Introduction to Rhetoric (10 hours)

Rhetoric; Difference between Grammar and Rhetoric; Relation between Rhetoric and Emotion; Rhetoric and Oratory; Prosody; Difference between Poetry and Prose; Syllable, Foot, Accent, Pitch; Primary and Secondary accent; Rules governing Accent; Rhythm, Rhyme, Metre; Scansion

Module II: Figures of Speech (10 hours)

Contribution of Figures of Speech to Literary Expression, Classification of Figures of Speech, Figures based on Similarity or Resemblance, Association, Contrast or Difference, Imagination, Indirectness, Sound, Construction; Miscellaneous Figures of Speech

Module III: Prosody: Different kinds of Metre and Poetry (10 hours)

Types of Metre; Special Metres; Types of Poetry

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the use of Rhetoric and Prosody in a given literary text. (Knowledge)
CO2: Comprehend and differentiate the figures of speech, meter and patterns of rhythm. (Comprehension)
CO3: Identify and explain the various elements of Rhetoric and prosody in a given literary text. (Application)
CO4: Analyze the textual language in the context of the use of Rhetoric and prosody in it. (Analysis)

CO5: Summarize the use of various devices or tropes in the language of a text and organize the study of meter and rhythm in a given verse. (Synthesis)
CO6: Examine and evaluate the use of various literary devices to make the language memorable and effective and interesting by the meaningful variation of rhythm and metre. (Evaluation)

Suggested Readings

1. Bhattacharya, Arunodoy. Studies in English Rhetoric and Prosody. Books Way.
2. Lanham, Richard A. A Handlist of Rhetorical Terms, University of California Press.
3. Corbett, Edward P.J. and Connors, Robert J. Classical Rhetoric for the Modern Student. OUP.
4. Chakraborti, M.Principles of English Rhetoric and Prosody. Kolkatta: The World Press Pvt. Ltd.

LSTS0025: T.S. ELIOT

(3 Credits: 45 Hours)

Objective: *The objective of this course is to present the nuances of poetry through of the major works of the modernist poet T.S. Eliot. The learner is expected to explore the unique characteristics and the temperamental propensities of the individual poet as well as the age he belonged to.*

Module I: Introduction to T.S. Eliot. (10 hours)

Modern English Poetry. Life and Career of T.S. Eliot. Formative influences on the poet. Characteristics of the poet's mind and art. Themes, Techniques and features found in his poetry. T.S Eliot's Contribution to poetry, society and life.

Module II: Prescribed Texts of T.S. Eliot. (35 hours)

a) The Waste Land
b) The Murder in the Cathedral

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define Modern poetry as a literary genre and T.S. Eliot as a Modernist poet. (Knowledge)
CO2: Students will be able to understand the style and characteristic features of T.S Eliot poetry. (Comprehension)
CO3: Recognize the salient features of Modern poetry through the works of T.S.Eliot. (Application)
CO4: Analyze T.S. Eliot's works in terms of theme, technique, prosody, approach, focus, vision and influences. (Analysis)
CO5: Summarize the various literary and poetic aspects of his works against the individual and socio-political propensities. (Synthesis)
CO6: Examine and evaluate the influences, impact and effectiveness of the works of T.S. Eliot. (Evaluation)

Suggested Readings

1. Moody, David. A. The Cambridge Companion to T.S. Eliot. CUP.
2. Behr, Cardene. T.S. Eliot: A Chronology of His Life and Works. Macmillan.

LSTH0026: THOMAS HARDY

(3 Credits: 45 Hours)

Objective: *The aim of this course is to present a detailed study on the great Victorian novelist Thomas Hardy and his representative works. The learner is expected to explore the transitional element in the novelist from being a late Victorian to an early modernist and the themes of Realism and Universality by way of the critical study of his prescribed texts.*

Module I: Introduction to Thomas Hardy (10 hours)

English Victorian Novel. Life and Career of Thomas Hardy. Formative influences on the writer. Characteristic features of the individual novelist. Themes, setting and Techniques used in his novels. Writer's contribution to the art of Novel writing and society.

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Module II: Prescribed Texts of Thomas Hardy (35 hours)

a) Tess of D' Urbervilles
b) Far From the Madding Crowd

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define English Victorian novel and Thomas Hardy as a Victorian novelist. (*Knowledge*)
CO2: Comprehend the characteristic features of Thomas Hardy's fiction. (*Comprehension*)
CO3: Recognize the Victorian elements and modernistic features in the works of Thomas Hardy. (*Application*)
CO4: Analyze critically Hardy's style through the theme, plot, characterization and settings found in the prescribed texts. (*Analysis*)
CO5: Summarize the thematic content, approach, literary aspects, and socio-political background of the period in Hardy's fiction. (*Synthesis*)
CO6: Examine and evaluate Hardy's works in terms of the philosophical content, Historical perspective, literary aspect and language and style. (*Evaluation*)

Suggested Readings

1. Allen, Walter E. The English Novel: A Short Critical History. London: Phoenix.
2. Bayley, J. An Essay on Thomas Hardy. Cambridge.
3. Drabble,M. The Genius of Thomas Hardy. London

LSRR0027: RESTORATION TO ROMANTIC PERIOD – POETRY AND DRAMA

(4 Credits: 60 Hours)

Objective: *The objective of this course is to acquaint the students with representative selected texts from the genres of poetry and drama from Restoration to the Romantic period in English literature. The students are also expected to read the selected texts within this literary period by understanding the circumstances that influenced and shaped literary production during that period.*

Module I: Selected Poetry (25 hours)

a) John Dryden's "Mac Flecknoe"
b) Lord Byron's "Love's Last Adieu"
c) William Wordsworth's "Lines Written a Few Miles above Tintern Abbey"
d) John Keats' "Ode to a Nightingale"
e) P. B. Shelley's "To a Skylark"

Module II: Selected Drama (35 hours)

a) George Etherege's The Man of Mode
b) William Congreve's The Double Dealer
c) John Dryden's All for Love

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define various genres of literature, viz. poetry and drama and they are able to write about the selected writers and their important literary works. (*Knowledge*)
CO2: Interpret the selected literary works and they are able to explain the plot, theme and character of the dramas and the theme and figures of speech in the poems. (*Comprehension*)
CO3: Use the correct form of grammar while using the English language and they are able to identify and solve technical problems related to poetic metre, rhythm and diction. (*Application*)
CO4: Offer critical interpretation or criticism of the literary texts, critically analyse the themes and compare and contrast the different characters of the selected dramas. (*Analysis*)
CO5: Summarize and critically appreciate the selected poems. (*Synthesis*)
CO6: Assess and evaluate the selected dramas and poems vis-à-vis their context and socio-political and cultural background. (*Evaluation*)

Suggested Readings

1. Dryden, John. MacFlecknoe and Other Poems.
2. Appelbaum, Stanley. English Romantic Poetry: An Anthology.
3. Selected Critical Texts (mentioned in the detailed course)
4. Fisk, Deborah Payne. The Cambridge Companion to English Restoration Theatre.
5. Perry, Henry Ten Eyck. The Comic Spirit in Restoration Drama: Studies in the Comedy of Etherege, Wycherley, Congreve, VanBrugh and Farquhar.

LSLC0028: LITERARY CRITICISM: PLATO TO F.R. LEAVIS

(4 Credits: 60 Hours)

Objective: *This paper acquaints the students with important ideas of Western literary criticism from the time of Plato to the Modern period and expects them to examine the implications of those key ideas (on poetry, drama etc.) that have marked the history of Literary Criticism. This course has been designed to present the students with the opportunity to study the key concepts associated with the names of significant literary thinkers and critics in the history of English Literature.*

Module I: Literary Criticism: Key Ideas and Concepts – Plato to Sidney (15 hours)

Plato: Views on Poetry, Theory of Mimesis; Aristotle: Observations on Poetry and Imitation, Concept of Tragedy (plot, catharsis, hamartia, peripetia, anagnorisis, hubris); Horace: Observations on drama; Longinus: Ideas On the Sublime, Sources of Sublimity in Literature; Philip Sidney: Ideas on Apology for Poetry

Module II: Literary Criticism: Key Ideas and Concepts – Johnson to F. R. Leavis (15 hours)

Samuel Johnson: Views on Shakespeare, Concept of the Three Unities; William Wordsworth: Views on Poetry, Poetic Diction; S.T. Coleridge: Difference between Fancy and Imagination, Views on Organic Form; John Keats: Negative Capability; Matthew Arnold: The Touchstone Method, High Seriousness, Grand Style; T.S. Eliot: Views on Poetry (Impersonality), Objective Correlative, Dissociation of Sensibility; I. A. Richards: The Referential and Emotive Uses of Language, Statement and Pseudo-Statement; Tenor and Vehicle, Stock Response; F.R. Leavis: Enactment, Literary Criticism and Philosophy

Module III: Selected Critical Texts (30 hours)

a) 'Poetics' by Aristotle
b) 'Biographia Literaria' (Chapter 13) by Samuel Taylor Coleridge
c) "Tradition and the Individual Talent" by T. S. Eliot

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define important ideas of Western literary criticism from the time of Plato to the Modern period. (*Knowledge*)
CO2: Examine the implications of those key ideas that have marked the history, growth and development of Literary Criticism. (*Comprehension*)
CO3: Study and apply the key concepts associated with the names of significant. (*Application*)
CO4: Analyse the key concepts and the contribution of the literary theorists and critics. (*Analysis*)
CO5: Summarize and critically appreciate the selected texts of literary criticism. (*Synthesis*)
CO6: Assess and evaluate the selected texts of literary criticism. (*Evaluation*)

Suggested Readings

1. Selected Critical Texts (mentioned in the detailed course)
2. Culler, Jonathan. Literary Theory: A Very Short Introduction.
3. Abrams, M.H. A Glossary of Literary Terms.
4. Cuddon, J.A. The Penguin Dictionary of Literary Terms and Literary Theory.
5. Habib, M.A.R. A History of Literary Criticism: From Plato to the Present.

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LSSH0029: SHAKESPEAREAN DRAMA II - TRAGEDY AND TRAGI-COMEDY
(4 Credits: 60 Hours)

Objective: *This course introduces students to the literary form of drama, especially Shakespearean tragedy and tragi-comedy. This course aims at developing the critical reading and analytical skill of the learners by teaching them two very distinct forms of Shakespeare's drama. The course will require in-depth study and analysis of the selected texts for a better understanding of the genius of William Shakespeare.*

Module I: Tragedy (30 hours)

a) William Shakespeare's Hamlet
b) William Shakespeare's King Lear

Module II: Tragi-Comedy (30 hours)

a) William Shakespeare's The Merchant of Venice
b) William Shakespeare's The Winter's Tale

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the literary form of drama, especially tragedy and tragi-comedy. (*Knowledge*)
CO2: Interpret the selected literary works, i.e. the Shakespearean tragedy and tragi-comedy and they are able to explain the plot, theme and character of the dramas. (*Comprehension*)
CO3: Apply critical reading skills to the two very distinct forms of Shakespeare's drama. (*Application*)
CO4: Perform in-depth study and analysis of the selected texts for a better understanding of the genius of William Shakespeare. (*Analysis*)
CO5: Summarize and critically appreciate the selected dramas. (*Synthesis*)
CO6: Assess and evaluate the plot, theme and character of the selected dramas. (*Evaluation*)

Suggested Readings

1. Selected Texts (mentioned in the detailed course)
2. Bradley, A.C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear and Macbeth
3. Wells, Stanley and others. The Oxford Shakespeare: The Complete Works
4. Grazia, Margreta De. The New Cambridge Companion to Shakespeare
5. Hunter, G.K. English Drama 1586 – 1642: The Age of Shakespeare

LSAL0030: APPROACHES TO LANGUAGE AND LITERARY RESEARCH
(3 Credits - 45 Hours)

Objective: *This course introduces students to some basic concepts of research and its methodologies. The course aims at enabling students to identify research topics and select and define appropriate research problem and parameters. The course will provide the students knowledge of research with special focus on research in the field of language and literature so that they can organize and conduct research in an appropriate manner and write better research reports and papers.*

Module I: Introduction (10 hours)

Meaning of Research; Objectives of Research; Motivation in Research; Different types of Research Methods; Research Methods Vs Research Methodology; Difference between Methods and Techniques; Ethics in Research; Review of Literature

Module II: Hypothesis and Data Collection (10 hours)

Formulation of Hypothesis; Types of Hypothesis; Methods of Testing Hypothesis; Determining Sample design; Methods of Sampling; Methods of Collection of Data (Primary Data and Secondary Data); Processing and Analysis of Data; Types of Analysis

Module III: Critical Approaches to Literature (15 hours)

Formalist, Biographical, Historical, Gender, Psychological, Sociological, Mythological, Reader-response and Deconstructionist Criticism

Module IV: Analysis and Report-Writing (10 hours)

Testing of Hypothesis; Interpretation; Different techniques of Interpretation; Citation and Bibliography; Writing and Presentation of Report

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Understand basic concepts of research and its methodologies. (*Knowledge*)
CO2: Identify research topics and select and define appropriate research problem and parameters. (*Comprehension*)
CO3: Organize and conduct research in an appropriate manner. (*Application*)
CO4: Research in the field of language and literature by analyzing literary works from various genres by applying various theories and approaches. (*Analysis*)
CO5: Summarize and critically appreciate the various approaches to language and literary research. (*Synthesis*)
CO6: Assess and evaluate the various works of literature to write research reports and papers. (*Evaluation*)

Suggested Readings

1. Altick, Richard D. & Fenstermaker, John J. The Art of Literary Research
2. Correa, Delia Da Souza & Owens, W.R. The Handbook to Literary Research
3. Eagleton, Terry. Literary Theory.
4. Kothari, C. R. & Gaurav Garg. Research Methodology: Methods and Techniques
5. MLA Handbook for Writers of Research Papers

LSTR0031: CLASSICS IN TRANSLATION

(3 Credits: 45 Hours)

Objective: *The objective of this course is to introduce students to the history, theories, methodologies and knowledge to address fundamental questions in Translation Studies. This course is designed to present to students the opportunity to study in a more intensive and sustained fashion the work of some of the major poets of classical literatures of Roman, Greek and Sanskrit. The authors studied have been chosen both for their high intrinsic quality and for their fundamental importance in shaping ancient literary standards and cultural ideals.*

Module I: Introduction to Translation Studies (20 hours)

Introducing Translation; History of Translation Theories; Significance of Translation in a Multi-Linguistic and Multi-Cultural Society/World; Different Types/Modes of Translation (Semantic, Literal, Literary, Functional, Communicative, Technical); Understanding the dynamics and challenges in Translation.

Module II: Selected Texts (25 hours)

a) Horace's ArsPoetica
b) Homer's Odyssey
c) Kalidasa's Abhijnanam Shakuntalam

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the history, theories, methodologies in Translation Studies. (*Knowledge*)
CO2: Address fundamental questions related to translation of the major poets of classical literatures of Roman, Greek and Sanskrit. (*Comprehension*)
CO3: Perform translation by applying various theories and methods of translation. (*Application*)
CO4: Offer critical interpretation or criticism of the translated literary texts, critically analyse the themes and the style of literary expression in the selected texts. (*Analysis*)
CO5: Summarize and critically appreciate the selected classics in translation. (*Synthesis*)
CO6: Evaluate the high intrinsic quality of the classics and their fundamental importance in shaping ancient literary standards and cultural ideals. (*Evaluation*)

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Suggested Readings

1. Selected Texts (mentioned in the detailed course)
2. Bassnett, Susan. Translation Studies.
3. Nida, E. The Theory and Practice of Translation.
4. Munday, Jeremy. Introducing Translation Studies.
5. Jones, Peter V. Classics in Translation: from Homar to Juvenal.

LSIW0032: INDIAN WOMEN WRITERS

(3 Credits: 45 Hours)

Objective: *This course introduces literature by women in India in English to the students. The course covers poetry, drama, short stories and novels produced in different historical periods. The objective of the course is to acquaint students with the contribution of women writers to the Indian English literary tradition and enable students to investigate the nature of this contribution. The course not only helps the students to understand the essence of women's literature but also exposes them to the gamut of women's lives and concerns as represented in literature.*

Module I: Selected Poets (15 hours)

a) Toru Dutt's "Sita"
b) Sarojini Naidu's "The Gift of India"
c) Kamala Das' "The Old Playhouse"

Module II: Selected Playwrights and Short Story Writers (15 hours)

a) Manjula Padmanabhan's Harvest
b) Mahasweta Devi's 'Draupadi'

Module III: Selected Novelists (15 hours)

a) Nayantara Sahgal's Rich Like Us
b) Arundhati Roy's The Inheritance of Loss

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the literature by women in India in English. (*Knowledge*)
CO2: Critically read and comment on poetry, drama, short stories and novels produced by women of India in different historical periods. (*Comprehension*)
CO3: Apply feminist theories and feminist reading techniques to critically interpret and assess the selected texts. (*Application*)
CO4: Analyse the contribution of women writers to the Indian English literary tradition. (*Analysis*)
CO5: Summarize and critically appreciate the selected literary works and find out the commonalities in terms of themes and issues. (*Synthesis*)
CO6: Judge the essence of women's literature and appreciate the gamut of women's lives and concerns as represented in literature. (*Evaluation*)

Suggested Readings

1. Selected Texts (mentioned in the detailed course)
2. Butler, Judith. Undoing Gender.
3. Goodman, L. Literature and Gender.
4. Mohanty, S.K. Indian Women Writers in English
5. Zaidi, Annie (ed.). Unbound: 2,000 years of Indian Women's Writing.

LSAD0033: ENGLISH ESSAYS - ADDISON TO DICKENS

(4 credits – 60 hours)

Objective: *This paper acquaints the students with the development of English Essays as a literary genre by providing a clear picture of the socio-cultural context of the mentioned period, i.e., from Addison to Dickens in English literature. They are also familiarised with the representative literary essays of this period.*

Module I: Introducing Essays (15 hours)

Definition; Major English Essayists; Development of Essay as a genre; Different types or styles of writing essays; the Socio-Political Context of English Essays.

Module II: Selected English Essays (45 hours)

a. "Women and Liberty" by Joseph Addison
b. "Fashionable Affectations" by Richard Steele
c. "Man in Black" by Oliver Goldsmith
d. "On the Feeling of Immortality of Youth" by William Hazlitt
e. "An Italian Dream" by Charles Dickens

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define Essays as a literary genre (Knowledge)
CO2: Differentiate between narrative and descriptive essays (Comprehension)
CO3: Use expository and persuasive essays in practical real-life situations (Application)
CO4: Analyse a representative English Essay in literature (Analysis)
CO5: Summarise the socio-political context of the time (Synthesis)
CO6: Evaluate the important English Essayists from Addison to Dickens (Evaluation)

Suggested Readings

1. Winchester, C.T. A Group of English Essayists of the Early Nineteenth Century.
2. Dawson, William J. The Great English Essayists: With Introductory Essays and Notes.
3. Davis, William H. EnglishEsssayists: A Reader's Handbook.
4. Walker, Hugh. The English Essay and Essayists.

LSPR0034: POETRY: RESTORATION TO ROMANTIC PERIOD

(3 credits – 45 hours)

Objective:*This Course is an attempt to familiarise the learners with the socio-cultural context of England between the Restoration Period and the Romantic Period in English Literature. The students are also aquainted with the major poetic sub-genres and poetic styles dominant during this period along with few representative poetry pieces between Restoration and Romantic Period.*

Module I: Socio-Cultural Context and Poetic Styles (15 hours)

Socio-Cultural Context of Restoration to Romantic Period ; Major Sub-genres of Poerty in the Restoration and Romantic Period (Mock-heroic Poerty, Satire, English Transitional Poetry, Romantic Poetry); Dominant poetic styles during this period (herioc couplet, ode, elegy, and sonnet)

Module II: Selected Poetry (30 hours)

a. "The Rape of the Lock" (Canto 1 & 2) by Alexander Pope
b. "The Chimney Sweeper" (Songs of Innocence and Songs of Experience) by Wiliam Blake
c. "Lines Wriiten a Few Miles Above Tintern Abbey" by William Wordsworth
d. "Ozymandias" by P. B. Shelley
e. "Ode on a Grecian Urn" by John Keats

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define the different poetic styles, such as, ode,elegy and sonnet (Knowledge)
CO2: Illustrate the different types of poetry written during this period (Comprehension)
CO3: Find out the differences between Satire and Mock-heroic poetry (Application)
CO4: Analyze a poetic piece critically. (Analysis)
CO5: Summarize a representative poetic text. (Synthesis)
CO6: Determine the different poetic styles used during the mentioned period. (Evaluation)

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Suggested Readings

1. Carter, K. Duane. New Beginnings: Poetry of Restoration.
2. Nayar, Pramod K. English Poetry From the Elizabethans to the Restoration.
3. Appelbaum, Stanley. English Romantic Poetry: An Anthology
4. Wordsworth, Jonathan. The Penguin Book of Romantic Poetry.
5. Green, David. The Winged Word.

LSCO0035: COMMUNICATION SKILLS

(3 credits – 45 hours)

Objective: *The objective of this Course is to equip the learners across different disciplines with the basic skills of effective communication in English language in all real life contexts, with a reasonable fluency and clarity. This course has been designed in such a manner that it is intensely practice oriented and attempts to enable the learners to communicate in English language confidently.*

Module I: Basic Communication - Part I (20 hours)

Aspects of Effective Communication Skills; Barriers of Effective Communication Skills; Listening, Speaking, Reading and Writing techniques; Telephonic Etiquettes

Module II: Basic Communication - Part II (25 hours)

Non-Verbal Communication; Public Speaking Skills; Compering Skills; Self-Confidence; Personality Development; Group Discussions; Personal Interview; Secrets of Good Communication

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: State the important objectives of effective communication. (Knowledge)
CO2: Illustrate the different aspects of non-verbal communication. (Comprehension)
CO3: Differentiate between active and passive listening. (Comprehension)
CO4: Apply the tips of effective communication skills in group discussions and personal interviews. (Application)
CO5: Analyse a creative composition. (Analysis)
CO6: Summarise the effective LSRW techniques used in communication. (Synthesis)
CO7: Determine the secrets of good communication. (Evaluation)

Suggested Readings

1. Simon, Peter. Communication Skills.
2. Kumar, Sanjay &PushpaLata. Communication Skills.
3. Taylor, Grand. English Conversation Practice.
4. Sen, Leena. Communication Skills.

LSLW0036: LIFE WRITING: BIOGRAPHIES, MEMOIRS AND LETTERS

(4 credits – 60 hours)

Objective: *The objective of this course is to introduce students to the various forms of life-writing: biographies, memoirs and letters, through a selection of some of the important representative texts in English Literature. The students are expected to acquaint themselves with the emergence of this literary form as a genre as well as the different types and styles of life-writing in literature.*

Module I: Introducing Life-Writing (15 hours)

Life-Writing, emergence of biography as a literary genre, difference between biography, autobiography and memoir, different types of biography; memoirs and letters; fictional autobiographies in English literature.

Module II: Selected Texts (45 hours)

a. Life of Samuel Johnson by James Boswell
b. "Florence Nightingale" from Eminent Victorians by Lytton Strachey
c. Prelude by William Wordsworth
d. Letters to Mr.& Mrs. Samuel Bowles by Emily Dickinson

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define life writing. (Knowledge)
CO2: Illustrate the different types of life writing (Comprehension)
CO3: Find out the differences between memoirs and letters.(Application)
CO4: Analyse the life of an author/writer critically. (Analysis)
CO5: Summarise a representative biographical text. (Synthesis)
CO6: Determine the different styles of writing a biography.(Evaluation)

Suggested Readings

1. Texts of selected Biographies, Memoirs and Letters (mentioned in the course-structure)
2. Batchelor, John. The Art of Literary Biography.
3. Lee, Hermione. Biography: A Very Short Introduction.
4. Strachey, Lytton. Eminent Victorians.

LSLC0037: LITERARY CRITICISM: ARISTOTLE TO I. A. RICHARDS

(3 credits – 45 hours)

Objective: *This paper acquaints the students with important ideas of Western literary criticism from the time of Aristotle to the Modern period and expects them to examine the implications of those key ideas (on poetry, drama, etc.) that have marked the history of Literary Criticism. This course has been designed to present the students with the opportunity to study the key concepts associated with the names of significant literary thinkers and critics in the history of English Literature.*

Module I: Literary Criticism: Key Ideas and Concepts I (10 hours)

Plato: Views on Poetry, Theory of Mimesis; Longinus: Ideas On the Sublime, Sources of Sublimity in Literature; Philip Sidney: Ideas on Apology for Poetry; William Wordsworth: Views on Poetry, Poetic Diction; John Keats: Negative Capability

Module II: Literary Criticism : Key Ideas and Concepts II (10 hours)

Matthew Arnold: The Touchstone Method, Grand Style, High Seriousness; I. A. Richards: The Referential and Emotive Uses of Language, Statement and Pseudo-Statement, Tenor and Vehicle, Stock Response; F.R. Leavis: Enactment, Literary Criticism and Philosophy

Module II: Selected Critical Texts (25 hours)

a. Poetics by Aristotle
b. BiographiaLiteraria (Chapter 13) by Samuel Taylor Coleridge
c. Tradition and the Individual Talent by T. S. Eliot

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define key critical terms and concepts (Knowledge)
CO2: Differentiate between fancy and imagination(Comprehension)
CO3: Find out the different sources of sublimity in literature (Application)
CO4: Analyse a representative critical text in literature(Analysis)
CO5: Summarise the key concepts of a critical text(Synthesis)
CO6: Determine the referential and emotive uses of language (Evaluation)

Suggested Readings

1. Selected Critical Texts (mentioned in the course structure)
2. Culler, Jonathan. Literary Theory: A Very Short Introduction.
3. Abrams, M. H. A Glossary of Literary Terms.
4. Cuddon, J.A. The Penguin Dictionary of Literary Terms and Literary Theory.
5. Wimsatt, W. K. &Cleanth Brooks. Literary Criticism: A Short History.
6. Habib, M. A. R. A History of Literary Criticism: From Plato to the Present.

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LSSK0038: SOFT SKILLS

(3 credits – 45 hours)

Objective: *The objective of this Open Elective Course is to train the students of different departments by imparting the various aspects of soft-skills like communication skills, leadership skills, social skills, to name a few, through lecture and training method. The Course aims to make the students realise the importance of soft skills as an integral part of personal and professional success.*

Module I: Soft Skills - Part I (20 hours)

People and Social skills, Communication skills, Telephonic conversation skills,Negotiation skills, Team building, Leadership skills, Social and Emotional Intelligence

Module II: Soft Skills - Part II (25 hours)

Character Traits and Attitudes, Personality Types, Career Attributes, Presentation and Interaction, Time Management, Motivation and Persuasion, Grooming and Etiquette

COURSE/LEARNING OUTCOMES

At the end of this course students will be able to:

CO1: Define soft-skills (Knowledge)
CO2: Explain the importance of soft-skills in personal and professional life (Comprehension)
CO3: Differentiate between social and emotional intelligence (Comprehension)
CO4: Apply soft-skills at a work-place (Application)
CO5: Identify the different aspects of soft-skills (Analysis)
CO6: Summarise the different character traits and attitudes of an individual (Synthesis)
CO7: Determine the do's and dont's of grooming and etiquette (Evaluation)

Suggested Readings

1. Mitra, Barun. Personality Development and Soft Skills.
2. Sharma, Prashant. Soft Skills: Personality Development for Life Success.
3. Butterfield, Jeff. Soft Skills for Everyone.
4. K., Alex. Soft Skills.
5. Chauhan, Gajendra S. Soft Skills: An Integrated Approach to Maximise Personality.

LSSM6005: SEMINAR AND PRESENTATION I

(1 Credit)

Objective: *As a preliminary stage, the course will engage students in the integrated activities of reading, research, discussion and composition around a particular topic/ theme or subject. At its core, this course is designed to provide students with opportunities for both sustained, rigorous investigation of a topic and close faculty-student interaction. Students will gain a deeper appreciation of the role of writing in scholarly investigation, as they refine, adapt and expand their abilities to absorb, synthesize and construct arguments in close-knit community.*

COURSE/LEARNING OUTCOMES

At the end of this Seminar students will be able to:

CO1: Recognize the relevant information and define it appropriately. (*Knowledge*)
CO2: Explain the topic by way of discussion. (*Comprehension*)
CO3: Demonstrate the content using suitable illustrations and highlight its relevance to the topic. (*Application*)
CO4: Analyze the topic and respond in a meaningful and critical manner. (*Analysis*)
CO5: Summarize and present well-structured information on the relevant topic with an appropriate language and vocabulary. (*Synthesis*)
CO6: Examine and evaluate the information and use and apply relevant theories. (*Evaluation*)

LSSP6006: SEMINAR AND PRESENTATION II
(1 Credit)

Objective: *The course will engage students in the integrated activities of reading, research, discussion and composition around a particular topic/ theme or subject. At its core, this course is designed to provide students with opportunities for both sustained, rigorous investigation of a topic and close faculty-student interaction. Students will gain a deeper appreciation of the role of writing in scholarly investigation, as they refine, adapt and expand their abilities to absorb, synthesize and construct arguments in close-knit community.*

COURSE/LEARNING OUTCOMES

At the end of this Seminar students will be able to:

CO1: Explain academic writing, seminar presentation and publication. (*Knowledge*)
CO2: Identify research topics for sustained and rigorous investigation so that original write-ups can be developed. (*Comprehension*)
CO3: Engage in critical reading, research, discussion and composition around a particular topic/ theme or subject. (*Application*)
CO4: Write in scholarly journals by doing analysis of textual evidence. (*Analysis*)
CO5: Investigate and expand their abilities to absorb, synthesize and construct arguments in close-knit community. (*Synthesis*)
CO6: Assess and evaluate the various works of literature to write research reports and papers. (*Evaluation*)

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Our Vision

"To mould intecllectually competent, morally upright, socially committed and spiritually inspired persons at the service of India and the world of today and tomorrow, by imparting holistic and personalized education."

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