



**ANNAMALAI UNIVERSITY
DEPARTMENT OF EDUCATION**

**M.Ed (Two Year) Programme Programme Code: UEDU41
(For students admitted from the academic year 2019-2020)**

REGULATIONS AND SYLLABUS

I. Introduction

The Two – Year Master of Education (M.Ed.) is a professional programme, designed on the basis of the New Regulation 2014 of NCTE (Recognition norms and procedures). The main aim of this programme is to prepare competent teacher educators with the skills needed to become effective educational administrators, with national and global vision.

This programme creates opportunities for students to develop knowledge and understanding of education in depth and to extend their research avenues leading to the different levels of education with futuristic perspectives.

II. Programme Objectives(POS)

1. To develop among student teachers motivation and dedication towards lifelong learning.
2. To enable student teachers to set high standards of professional competency, intellectual conviction and integrity.
3. To develop the knowledge, skill and capacity among student teachers to create a favorable environment in modern day education.
4. To equip the student teachers with the knowledge and skill of new technologies for systematic change.
5. To enable student teachers examine critically the theories and concepts of education drawn from philosophy, psychology, sociology, management and technology to enrich the methods, pedagogy and practices in classroom.
6. To develop the spirit of inquiry and critical thinking to undertake research in the field of education.
7. To enable student teachers develop specialization in areas of education.

III. Duration and Weightage of the programme

Total number of credits : 100 credits including research dissertation

Minimum duration to
Complete the programme : 2 years (with four semesters) under CBCS
(Choice Based Credit System)

Maximum period to
Complete the programme : 4 years

IV. Eligibility

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programme;

1. B.Ed.
2. B.A., Ed. / B.Sc.,.Ed.
3. B.El.Ed.
4. D.El.Ed.

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Tamil Nadu State Government.

V. Sanctioned Strength:

Fifty

VI. Medium of Instruction:

The medium of instruction is English.

VII. Research Proposal

Every candidate shall be required to submit a research proposal in the First Semester.

VIII. Institutional Visit

Field based experience for 20 hours related to supervisor and evaluation of practice teaching in B.Ed.programme will be done by every candidate during the third semester.

IX. Dissertation and Viva-Voce

S.No.	Thesis	Internal	External	Total
1	Thesis	50	100	150
2	Viva-Voce	25	25	50
				200

The thesis shall be submitted not later than the 30th May of the fourth semester.

The Viva-Voce examination shall be conducted within three months after the submission of the thesis at the Department of Education by the Board of Examiners appointed by the University. The Board shall consist of the Chairman, the internal examiner (guide) and the external examiner.

The thesis shall be valued by the guide and external examiner and in the case of discrepancy of 10% or more marks between the two valuations; it shall be valued by a third examiner.

A candidate shall be declared to have passed if he/she obtains not less than 45% in the thesis in the external examination and not less than 50% in the aggregate of the Thesis and Viva-voce, internal and external examinations.

X. Attendance

Each student should earn 80% attendance in every semester failing which he or she will not be permitted to sit for the End-Semester Examination.

However it shall be open to the authorities to grant exemption to a candidate who has failed to obtain the prescribed 80% attendance for valid reasons on payment of a condonation fee and such exemptions should not under any circumstance be granted for attendance below 70%.

XI. Marks and Grading

A student cannot repeat the internal assessment tests. However, if for any compulsive reason the student could not attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

A minimum of 50% aggregate marks in each course is prescribed for a pass.

If a candidate has not secured a minimum of 50% marks in a course shall be deemed to have failed in that course.

The student can repeat the End Semester Examination when it is offered in the subsequent Odd/ Even Semesters still the regulations are in force.

The term grading system indicates a 10-point scale of evaluation of the performance of students in terms of marks, grade points, letter grade and class.

A ten point rating scale is used for the evaluation of the performance of the students to provide letter grade for each course and overall grade for the Master's Programme.

Percentage	Grade Points	Letter Grade
90 +	10.0	S
85 – 89	9.0	D + + +
80 – 84	8.5	D + +
75 – 79	8.0	D +
70 – 74	7.5	A + + +
65 – 69	7.0	A + +
60 – 64	6.5	A +
55 – 59	6.0	B
50 – 54	5.5	C
49 or Less		RA

Course – Wise Letter Grades

The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

A student is considered to have completed the course successfully and earned the credits if he / she secure an overall letter grade other than F. A letter

grade F in any course implies a failure in that course. A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

The F Grade once awarded stays in the grade card of the student and will not be deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

If a student secures F grade in the Field experience/Dissertation, he/she shall resubmit it if it involves only rewriting, incorporating the clarification of the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

XII. Question Paper Pattern

Very Short answer (Answer ALL questions)	10 x 2	20
Short answer (Answer FIVE out of Seven)	5 x 5	25
Essay type (Internal choice)	2 x 15	30
Total		75 marks

XIII. Internal Assessment:

Sl. No.	Criteria for Internal Assessment		No. of Tests/ Assignment	Distribution of Marks
I	Test		2	10
II	Assignment / Seminar		2	10
III	Marks for Attendance percentage. (Attendance from the date of commencement of class is compulsory)	60 – 69 (2) marks 70 – 79 (3) marks 80 – 89 (4) marks 90 and above (5) marks		5
	Total		–	25

Course Code	Course Title	Hours/Week		C	Marks		
		L	P		CIA	ESE	Total
Semester-I							
19MEDC101	Core 1 Philosophical perspectives of education	4		4	25	75	100
19MEDC102	Core 2 :Sociological perspectives of education	4		4	25	75	100
19MEDC103	Core 3 :Advanced Educational Psychology	4		4	25	75	100
19MEDC104	Core 4 :Methods of Research in Education	4		4	25	75	100
19MEDE105	Basis of Primary Education	2		2	50	-	50
19MEDE106	Basis of Elementary Education	2		2	50	-	50
19MEDP107	Preparation of Research Proposal	2		2	50	-	50
19MEDP108	Yoga for Health Education	3		3	75	-	75
Semester-II							
19MEDC201	Core 5 :Statistics in Educational Research	4		4	25	75	100
19MEDC202	Core 6 :Education for Exceptional Children	4		4	25	75	100
19MEDC203	Core 7 :Technology of Teaching and Learning	4		4	25	75	100
19MEDC204	Core 7 :Teacher Education for 21 st century	4		4	25	75	100
19MEDE205	Core 8 : Foundations of Distance Education	4		4	25	75	100
19MEDE206	Basis for Secondary and Higher Secondary Education	2		2	50	-	50
19MEDE207	Historical Perspectives of Indian Education	2		2	50	-	50
19MEDP208	Training in Educational Software	3		3	75	-	75
Semester-III							
19MEDC301	core 9 Measurement and Evaluation in education	4		4	25	75	100
19MEDC302	core 10 Education as a field of study	4		4	25	75	100
19MEDC303	core 11 Curriculum: Principles and Foundations	4		4	25	75	100
19MEDC304	core 12 Economics in Education	4		4	25	75	100
19MEDE305	core 14 Educational Management and Administration	4		4	25	75	100
19MEDE306	Information and Communication technology in education	2		2	50	-	50
19MEDP307	Institutional Visit	2		2	50	-	50
19MEDP308	Expository and Academic writing	2		2	50	-	50
Semester- IV							
19MEDC401	core 15 Value Education and Human Rights Education	4		4	25	75	100
19MEDC402	core 16 Disaster Management Education	4		4	25	75	100
19MEDC403	core 17 Gender Disparity in Education	4		4	25	75	100
19MEDE404	Professional Career Skill Development	2		2	50	-	50
19MEDD405	Dissertation	8		8		-	200
	Indian constitution	-	-	-	-	-	-
				100	1225	1275	2500

Programme Outcomes

After the completion of the programme the student teachers will

PO1:	gain insight into philosophical and sociological bases of education.
PO2:	gain insight into the psychology of learner and learning.
PO3:	develop competencies in the methods and techniques of educational research
PO4:	analyze data and make use of appropriate statistical techniques
PO5:	practice the processes involved in the development and evaluation of curriculum
PO6:	make use of ICT/e-Learning
PO7:	develop competencies in educational planning, supervision and administration.
PO8:	gain knowledge in disaster management
PO9:	realize the significance of Human Rights
PO10:	develop competencies in inculcating values among school students.

Programme Specific Outcomes

At the end of the programme, the student will be able to

PSO1:	gain insight into the philosophical and sociological bases of Education
PSO2:	gain insight into the process of learners development and learning at different stages
PSO3:	develop competencies in the techniques of educational research and statistics
PSO4:	make use of educational technologies and ICT/E-learning to improve the quality of curriculum transaction
PSO5:	develop competencies in educational planning, supervision and administration.
PSO6:	practice the processes involved in the development and evaluation of curriculum and materials

Semester-1 19 MEDC101 : PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Credits: 4

Hours: 4

Learning Objectives (LO):The student teacher

- acquires knowledge of the concept and principles of philosophy
- develops understanding of the concepts and its implications in education
- applies the knowledge of philosophy in the analysis of present day educational system.
- develops interest in reading philosophical issues.

Unit – I : Philosophy and Education:

Meaning and Definition – Interplay of the two fields – Aims – Curriculum – Methods – Teacher and Discipline – Different Branches of Philosophy and their Educational implications – Metaphysics – Epistemology Different Theories of Knowledge – Axiology – Logic, Ethics and aesthetics.

Unit – II : Indian Philosophy

Fundamentals of Indian Philosophy and their bearing on Education – Jainism - Buddhism – Four noble truths and Eight fold path – Sankhya Theory of three gunas, Vedanta

Unit – III : Educational Thoughts in India

Tagore, Vivekananda, Mahatma Gandhi, Aurobindo and J.Krishnamurthi.

Fundamentals of the major schools of Western Philosophy and their bearing on education - Idealism Pragmatism, Naturalism, Realism and Existentialism – Concepts, Aims, Curriculum Teacher and Methods.

Unit – IV : Socio – Political Philosophy

Socialism, Communism, Democracy – Fundamental Principles and their educational implications with regard to aims, methods organization and administration.

Unit – V : Educational Values:

Meaning of Educational Values – Aesthetic, Intellectual Social, Moral and Spiritual Values – their inter-relationship and implications in Education – Five universal Values – Truth, Righteous conduct, peace, love and non-violence.

For Fast Track Learners

Impact of Indian and western Philosophy on the educational and political system of India

PRACTICUM:

1. As a teacher how will you make use of Axiology in education.
2. How will you practice pragmatism in education.
3. How will you inculcate moral and spiritual values among students.

Text Books

1. Bhatia.K.K. Philosophical and Sociological Bases of Education, Tandon Publications, Ludhiana (2002).
2. BrubackerJohn.S. Modern Philosophies of Education, Mc.Graw Hill.
3. Mohanty.J. Indian Education in the Emerging Society, Sterling Publishers New Delhi (1994).
4. SwaroopSaxena, Principles of Education, R.Lall Book Depot, Meerut (2002).

Supplementary Reading

1. Brown Francis.J. Educational Sociology, Prentice Hall inc, Newyork.
2. Kilpatrik.W.H. Philosophies of Education, Macmillan, London
3. Seetharamu,A.S. Philosophies of Education, New Delhi, Ashish, Publishers.
4. VatsalaNarain,Prakasam,C.P, Population Policy Perspectives in Developing countries, Himalaya Publishing House, Bombay (1983).

Course Outcomes

The students should be able to

CO1: make use of axiology in education

CO2: practice pragmatism in education

CO3: follow the principles of Mahatma Gandhi

CO4: inculcate moral and spiritual values among students

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3		2				2	2		3	2	3			3	2
CO2	2		3				2	3		3	3	2			2	3
CO3	3		2				3	2		3	2	3			3	3
CO4	2		3				1	3		2	2	2			1	3

Semester-1 19MEDC102: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Credits: 4

Hours:4

Learning Objectives (LO):The student teacher

- acquires knowledge of the concept and principles of sociology
- develops understanding of the concepts and its implications in education
- applies the knowledge of sociology in the analysis of present day educational system.
- develops interest in reading sociological issues.

Unit – I : Social Structure

Primary structures – Society, Group, Institutions, Community. Ancillary Structure – Professional Organization.

Unit – II : Social Change:

Meaning – Types of social change – Relationship between social change and economic change – Factors that determine social change– factors resisting social change. Role of teacher in social change – Education for national integration and international understanding.

Unit – III : Socialization

Meaning of socialization – Family and Socialization – School and Socialization - Community and socialization Technological changes – industrialization – urbanization- urban trends – globalization.

Unit – IV : Social Mobility

Definition – concepts – horizontal and vertical mobility – its importance in developing the potentialities of people – role of education in promoting social mobility – socio-metric techniques – stars – isolates.

Unit – V : Sociology, Population and Education

Culture – meaning, nature, conservation, development and transmission – concept of population – Impact of population growth on social, economic and environmental resources – population policies, Teachers role in population education.

For Fast Track Learners

Social process: Associate & disassociate , Social control: Meaning –Definition-Purpose-Nature-Types-Formal & Informal-Agencies.

PRACTICUM

1. As a teacher how will you develop national Integration among the students.
2. Write a report on how globalization affects education.
3. a) Making use of sociometric techniques.
b) Find out stars and isolates in your class.

Text Books

1. N.Jayaraman (1990), Sociology of Education in India, (RAWAT publications, Jaipur).
2. Emory S.Bogardus (1950) Sociology. (The Macmillan company, New York).
3. A.C.BanerjeeSita Ram Sharma (1999), Sociological and Philosophical issues in Education, (Book Enclave Jaipur).

Supplementary Reading

1. Alex Inkeles (1971), What is Sociology? (Prentice – Hall of India Private, New Delhi-1).
2. M.S.Geore (1970), Field Studies in the Sociology of Education, (NCERT, NIE Campus, New Delhi).
3. SuchurraDeshprabhu (2000), Sociological Research approaches, Techniques and applications, (Kanishka publishers Distributors, New Delhi).
4. William, J.Geode (1980), Principles of Sociology (TMH Editor).

Course Outcomes

CO1: develop national integration among students

CO2: write a report on how globalization affects education

CO3: make use of socio metric techniques

CO4: find out stars and isolates in the class

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3		2				3	3		3	2	3			1	3
CO2	3		2				2	2		2	3	2			3	2
CO3	3		2				3	2		3	2	3			2	2
CO4	1		3				2	1		3	3	1			3	3

Learning Objectives (LO): The student teacher

- acquires the knowledge of the various psychological terms, concepts, principles and theories.
- understands the various aspects of educational psychology, human development and human learning.
- applies the principles of psychology to the problems of education.
- develops skill to assess the different personality traits.
- develops skill in performing experiments and collection of data.
- develops interest to know more psychological concepts.
- develops favourable attitude towards the field of educational psychology.

Unit – I : Educational psychology.

Educational psychology – Meaning – Nature – Scope – Methods - Experimental – Normative Survey method – Differential method – Clinical method – Psycho analytic method - Schools of psychology – Structuralism – Associationism – Behaviourism – Gestalt school – Hornic school – their impact in educational theory and practice.

Unit – II : Human Development

Concept of human development – Determinants of personality development of an individual – characteristics and principles of human development - Stages of development – Adolescence – Significance of the study of adolescence – Needs and problems of adolescents – Physical, mental, social and emotional development in the adolescent stage -Memory and forgetting - Memory – Steps of memory – Types of memory – conditions favouring retention – Barlett’s theory of remembering - Forgetting-Causes, Ebbinghaus theory of forgetting.

Unit – III : Motivation Learning Theories

Motivation – Meaning - Application to learning – Theories of learning – Behaviourist theories I.Pavlov’s classical conditioning – B.F.Skinner’s operant conditioning – Guthrie’s contiguity theory – Clark’s Hull’s drive reduction theory – Cognitivist / Constructive theories – Lewins topological theory – Bruner’s discovery learning – Information processing – Meta cognition – Constructivism and active learning – Gagne’s hierarchy of learning – Social learning, (Albert Bandura) and social constructivism (L.Vygotsky) – Theories of teaching - Behaviouristic, Cognitive and Humanistic.

Unit – IV: Human Abilities and its Assessment

Individual difference –Importance concept of multiple intelligence – Gardener’s theory concept of emotional intelligence – Its impacts on learning - Creativity – Meaning of creativity – Current views – Nature – Creative process – Identification – Tests of creativity – Provisions for the education of talented students.

- A) Aptitude tests – Differential Aptitude test (DAT) – Flagnan aptitude classification test (FACT) – Assessment – uses.
- B) Interest inventories – Thurstone’s interest schedule – Strong’s vocational interest blank – Kuder’s preference record – Assessment – uses.
- C) Attitude Scales – Likert’s attitude- scale Thurstone’s attitude seale – Assessment – uses.

Personality - Theories of personality – Sigmund Freud, G.W. Allport, Jung, Carl Roger and Eysneck theories – Assessment of personality – Subjective, Objective and Projective techniques – Rorschah Inkblot test – Thematic Apperception Test.

Unit – V : Group Relationship, Mental Health and Guidance and Counselling

Dynamics of social development – Factors affecting social development of a child – Role of school in the social development of the child - Group dynamics – Meaning – Characteristics, conformity – Compliance – Obedience – Group behaviour – Types of groups – Measures to improve human relationships.

Adjustment mechanism – Frustration – Conflict and anxiety – Stress, meaning, Management – Mental health and mental hygiene – Concept – Need and importance characteristics of mentally healthy person – Programmes to improve mental health – Role of the teacher – Guidance and counseling – Definition – Concept – Need of guidance – Individual and social needs – Principles and kinds.

For Fast Track Learners

Impact of the present educational system on the different stages of development of the child

PRACTICUM

1. Intelligence Test
2. Concept formation
3. Motivation test
4. Memory
5. Creativity Test
6. Personality Inventory
7. Adjustment Inventory

Text Books

1. Chauhan.S.S. A text of programmed Instruction, Sterling publishers Ltd., New Delhi, 1982.
2. Hurlock.E., Development Psychology, Tata McGraw Hill, New Delhi, 1974.
3. Skinner.C.F., Educational Psychology, Prentice Hall of India, New Delhi, 1958.
4. YogendraK.Sharma, Educational Psychology, Kanishka publishers, New Delhi, 2004.

Supplementary Reading

1. Crow.L.D and Crow.A, Educational Psychology, Eurasia Pub. House, New Delhi, 1973.
2. Eillis, Educational Psychology, Affiliated East, West Press, New Delhi, 1965.
3. Guilford.J.P, Personality, McGraw Hill, New York, 1978.
4. Hilgard.F.R., Theory of Learning, Appleton Century, New York, 1958.
5. Woodworth, Contemporary Schools of Psychology, Sterling Publishers, New Delhi, 1984.
6. Kuppusamy.B, Advanced Educational Psychology, Sterling Publishers, New Delhi, 1984.
7. UdayShankar, Advanced Educational Psychology, Oxomian Press, New Delhi, 1984.
8. Aggarwal.J.C, Psychology and learning and development, Shipra publications, New Delhi, 2005.
9. Tara Chand, Modern Child Psychology, Anmol Publications, New Delhi, 1997.
10. Aggarwal.J.C., Essential of Educational Technology, Vikas publishing House Pvt. Ltd. 2007.
11. Chauhan.S.S, Advanced Educational Psychology, Vikas publishing House, Pvt. Ltd. New Delhi, 1978.
12. Dandapani.S, A Textbook of Advanced Educational Psychology, Anmol Publications Pvt. Ltd. New Delhi, 2000.

Course Outcomes

CO1: follow normative survey method

CO2: solve the problems of adolescence

CO3: explain the learning theories

CO4: administer psychological tools for measuring personality

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			2	2		1	3	2			3	1
CO2	2			3			2	3		3	2	3			3	2
CO3	3			3			3	3		2	3	2			2	3
CO4	2			2			3	2		3	3	3			3	2

Hours :4

Learning Objectives (LO):The student teacher

- acquires the knowledge of the different aspects of educational research
- understands the following
need, nature, scope of educational research - various, methods and techniques of educational research
- develops the skills of
preparing proposals for research using different tools and techniques of research
stating hypotheses and conclusion writing a research report
- develops a favourable attitude towards the study of Educational Research.

Unit – I : Introduction to Education Research

Definition - need, importance and scope of educational research. Areas and field where educational research could be used - Nature of problems to be solved.

The difference between educational research and research in Science. Characteristics common to both - Special characteristics and steps involved in Educational research.

Unit – II : Methods in Education Research

Survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, Experimental Method: Different experimental designs. Single group, parallel or equated group, rotation group designs - Limitations and advantages of each, design. Case study method.

Historical method: Meaning, significance, steps, primary and secondary sources of data - Location of sources - Authenticity and accuracy of data - Analysis of data - generalisation.

Unit – III : Review of Related Studies and Problem Identification

Review of the literature - kinds of literature - procedure for survey - practical steps to be followed to collect Literature - Internet-web.

Selection of problem - criteria to evaluate problem (originality and significance of feasibility) - statement of problem - Statement of objective in different forms,

Hypothesis: definition - Examples - characteristic of a good hypothesis - types of hypothesis - forms of hypothesis - importance of hypothesis.

Unit – IV : Data, Tools and Techniques in Education Research

Kinds of data: source and nature of data - characteristics of data - steps to be followed to secure valid data - collecting devices. Concept of analysis: purpose - steps to be followed - editing, classification, tabulation - Interpretation.

Meaning - kinds - characteristics of Research tools - Preparation and administration of tools. Questionnaire – Schedule – checklist - Rating Scale - inventory - opinionnaire - Attitude scale - tests.

Techniques, of observation and interview - characteristics - classification - steps to be followed.

Unit – V : Sample and Research proposal

Concept of Research population - sample need and importance, sampling unit, sample-size, sampling error.

Different kinds of sampling techniques: probability and non-probability sampling techniques.

Research Proposal: Meaning - Model of a research proposal - Title -Statement of problem - Need and importance of problem - Statement of objectives - Methods of study - Budgeting - Finance, and Time. Research Report writing – Need – Format – Importance.

For Fast Track Learners

Ethics – Stakeholders in Research – Ethical Issues Concerning Research participants – Collecting Information – Seeking consent – providing incentives – Seeking sensitive information -* the possibility of causing harm to participants – maintaining confidentiality Ethical issues relating to the researcher – Avoiding bias – provision or deprivation of treatment – using inappropriate research methodology – Incorrect reporting – Inappropriate use of information –Ethical issues regarding the sponsoring organization – Restriction imposed by the sponsoring organization - The misuse of information.

PRACTICUM

1. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
2. Preparation of a review article
3. Use of computers in literature review /review of a dissertation
4. Review of research report

Text Books

- 1) Best John,W., *Research in Education*, Prentice Hall of India, 1986.
- 2) Edwards, A.L., *Experimental Designs in Psychological Research*, Henry Hort Co., New York, 1960.
- 3) Gage, N.L., *Handbook for Research on Teaching*, Vol.I, Rand Micholly, New York.

Supplementary Reading

- 1) Choucharan, W.G., *Sampling Techniques*, Aria Publishing House, 1964.
- 2) Good, V., *Methodology of Educational Research*, Appleton Century Crafts, Inc. New York, 1972.
- 3) Sukkia, S.P., *Elements of Educational*, Research Allied Publishers, Bombay, 1963.
- 4) Traverse Robert, M.W., *Introduction of Educational Research*, Allied Publishers, Bombay, 1978.
- 5) Travers, E.D., *Handbook for Research on Teaching*, Vol.11.
- 6) Whitney, F.D. and Lev Joseph, *Elements of Research*, Asia Publishing House, Bombay, 1961.
- 7) SidhyKulbir Singh, *Methodology of Research in Education*, Sterling publishers, New Delhi, 1995.
- 8) Kirk, *Reliability and Validity in Qualitative Research Effectiveness*, 1982.
- 9) Harris, *Evaluating and Assessing Learning*, Shankat, 1963.
- 10) Weiersma, W., *Research Methods in Education - An Introduction*, UBSPD, 1950.

Course Outcomes

CO1: identify the areas and field where educational research can be used

CO2: use various methods in educational research

CO3: write objectives and hypothesis for the problem of research

CO4: make use of the tools and techniques in educational research

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			1	2		2	3	3			3	2
CO2	2			3			3	3		3	3	3			3	3
CO3	2			2			3	2		2	3	3			3	3
CO4	3			3			2	3		3	1	2			2	2

Semester-1 19MEDE 105 : BASIS OF PRIMARY EDUCATION

Credits: 4

Hours:4

Learning Objectives (LO):The student teacher

- acquires the knowledge of
 - (a) child development and its principles
 - (b)the child s aspiration, attitude, aptitude, abilities, interests and personality
- understands
 - (a) the theoretical concept pertaining to primary education
 - (b)the procedure for the development of activity centered curriculum for primary education
- applies the modern techniques of teacher preparation
- develops skills to plan specific programme and organize primary education suitable to Indian condition
- develops interest to know the needs and problems of primary school children
- develops positive attitude to tackle the problem of primary education in India
- appreciates the contribution of educationists to primary education in India

UNIT – I : PERSPECTIVES AND CONTEXT OF PRIMARY EDUCATION

Aspects of child development- physical - social – intellectual - psychological – emotional - concept formation - language development - developmental theory of Jean Piaget- cognitive stages - school education

UNIT – II : DEVELOPMENT OF PRIMARY EDUCATION

Historical perspective of primary education movement in India -contribution of Mahatma Gandhi – Tagore

Primary education in other countries - contribution of Comenius – Rousseau – Froebel - Montessorie.

UNIT – III : CURRICULUM FOR PRIMARY EDUCATION

Objectives - need and importance - different types of curriculum – nursery –kindergarten – Balwadis – Balamandirs – anganwadis – montessorie - Pre-basic

Support of work force - teachers, parents – community - functioning of ECCE centers-need for co-operation methods - PTA meeting - home visit – interview – exhibition – festivals - mothers Day

UNIT – IV : STRATEGIES APPROACHES AND RESOURCES

Principles involved in planning and execution - story telling - play activities - language work - number work - creative work – puppetry - musical and rhythmic exercises - indoor and out-door games - field trips - celebration of festivals - encouragement of parental involvement

UNIT – V : TRAINING, RESEARCH AND EVALUATION IN ECCE

Staff - special qualities for teaching primary school children - teacher qualifications – teacher - pupil ratio – building – equipment site - special designs - nature of training programme - pre-service and in-service training programme - supervision and guidance

PRACTICUM

- Collect five interesting stories and five nursery rhymes.
- Visit a school and prepare a school profile.
- Observe and list down the characteristics of children in various aspects.
- Prepare a chart focusing on recent policies of the government.
- Enlist the rights of child in a chart.

Text Books

1. Aggarwal, J.C (2001)History and Philosophy of Primary Education. Doaba House: New Delhi.
2. Aggarwal, J.C (2001) Materials and Methods. Doaba House: New Delhi.
3. Gulati, Madan ((2011) Primary Education in 21st Century. Signature Books International: New Delhi
4. Saxena, R.R (1995) School Effectiveness and Learner Achievement in Primary Stage. NCERT: New Delhi.
5. William M. Crncekshenk Education of Exceptional Children(2010). Prentice Hall: New Delhi

Supplementary Reading

1. Donohue, Colleta (2004) Development and Designing Programs for Children. CTF Publications: Virginia
2. Edigar, Marlow((2011) Relevance in Elementary Education. Discovery Publishing House: New Delhi.
3. Hemant Kumar Khandai et al ((2012) Primary Education. APH Publishing House: New Delhi
4. Joe, Frost L (2003) Early Childhood Education. Tata McGraw Hill: New Jersey
5. S. KochharS.K(2005) Pivotal Issues in Indian Education. Sterling Publishers Pvt. Ltd. New Delhi.
6. Tripathi, O.P.M(2012) Community Participation in Elementary Education. Sonali Publications: New Delhi

Course Outcomes

The student should be able to

- CO1: Explain the different stages of child development
- CO2: Infer the historical perspective of primary education movement in India
- CO3: Develop curriculum for nursery, kindergarten and anganwadis
- CO4: Plan and execute field trips
- CO5: Organize pre service and in service training programme

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	2			3			3	2		3	2	3			2	3
CO2	3			2			2	3		2	3	3			3	2
CO3	2			3			3			3	3	3			2	3
CO4	3			3			2	3		3	2	2			3	1
CO5	2			2			3	2		2	3	2			3	3

Hours :4

Learning Objectives (LO):The student teacher

- acquires the knowledge of
 - (a) child development and its principles
 - (b) the child's aspiration, attitude, aptitude, abilities, interests and personality
- understands
 - (a) the theoretical concept pertaining to elementary education
 - (b) the procedure for the development of activity centered curriculum for elementary education
- applies the modern techniques of teacher preparation
- develops skills to plan specific programme and organize primary education suitable to Indian condition
- develops interest to know the needs and problems of elementary school children
- develops positive attitude to tackle the problem of elementary education in India
- appreciates the contribution of educationists to elementary education in India

COURSE OUTLINE:

UNIT – I : UEE - OBJECTIVES AND CHALLENGES

UEE - universal enrolment - differently abled children – types – access – issues - challenges of – special needs of gifted children - socially withdrawn – physically handicapped - mentally retarded - their needs and satisfaction. Factors influencing daily schedule – habit formation - personal hygiene – eating habits - table habits - sleeping habits - social adjustment – discipline.

UNIT – II : STRATEGIES, PROGRAMS AND RIGHTS

Needs of children- primary, secondary, health and nutritional needs
Psychological –emotional- motivational and special needs
District Primary Education(DPE)-SarvaShikshaAbhiyan(SSA)-NPE(1986)- Goals and strategies- Rights of children in India-RTE

UNIT – III : CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION

Determinants of curriculum - role of love and affection – study of aspiration – attitudes – abilities – interests - and personality of primary school children

Planning of primary education curriculum – types - long term planning - short term planning - programme for the whole year - programme for children of different age groups

Evaluation of pupil achievement - reporting pupil progress – Registers –records – reports - anecdotal – health – cumulative - case study.

UNIT – IV : KEY PROBLEMS OF ELEMENTARY EDUCATION

Low enrolment - high drop out rate - teacher absence – high – pupil -teacher ratio - poor community support - lack of educational facilities - shelter less schools - out-of school children - social inclusion - prejudice of girl's education - sanitation - narrow objectives - dull curriculum - poor administration - lack of well trained teachers - lack of ancillary services- lack of functional research - changing policies – disparities - wastage and stagnation - new directions.

UNIT – V : BEST PRACTICES IN ELEMENTARY EDUCATION

Mid-day-meal scheme - increased enrollment- quality initiatives be SSA - mobilizing and educating communities - community participation - innovations in school enrolment drive - ABL method – child-centric education - peer learning - contribution of para teachers towards UEE

Best results - Increase in enrolment-relevant curriculum - accurate assessment of learning outcomes - participatory management of education system-engaging local communities - using ICT – training of teachers and administrators of ICT - strengthening TTEEI - community participation and monitoring – PTA - inspection system - new TLM - appointment of qualified staff.

PRACTICUM

- Collect five interesting stories and five nursery rhymes.
- Visit a school in and prepare a school profile.
- Observe and list down the characteristics of children in various aspects.
- Prepare a chart focusing on recent policies of the government.
- Enlist the best practices of government for promoting UEE.

Text Books

1. Aggarwal, J.C (2001)History and Philosophy of Primary Education. Doaba House: New Delhi.
2. Gulati, Madan ((2011) Primary Education in 21st Century. Signature Books International: New Delhi
3. S. KochharS.K(2005) Pivotal Issues in Indian Education. Sterling Publishers Pvt. Ltd. New Delhi.

Supplementary Reading

1. Aggarwal, J.C (2001) Materials and Methods. Doaba House: New Delhi.
2. Edigar, Marlow((2011) Relevance in Elementary Education. Discovery Publishing House: New Delhi.
3. Hemant Kumar Khandai et al ((2012) Primary Education. APH Publishing House: New Delhi
4. Saxena, R.R (1995) School Effectiveness and Learner Achievement in Primary Stage. NCERT: New Delhi.
5. Tripathi, O.P.M(2012) Community Participation in Elementary Education. Sonali Publications: New Delhi

Course Outcomes

The student should be able to

CO1: explain the objectives of universal elementary education

CO2: find out the emotional, motivational and special needs of children

CO3: identify the key problems of elementary education

CO4: analyse the best practices in elementary education

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			3	3		3	2	3			3	1
CO2	2			2			3	2		2	3	3			2	3
CO3	3			3			2	3		3	2	2			3	2
CO4	3			3			3	2		3	3	1			3	3

Semester-1 19MEDP 107 : PREPARATION OF RESEARCH PROPOSAL

Credits: 4

Hours: 4

Learning Objectives (LO):The student teacher

- understands
 - the meaning of research
 - perceive the need of preparing a research proposal
- develops interest to select the problems
- develops skills to describe the important components of research proposal
- applies the knowledge to develop the methodology to write the research proposal

FORMAT FOR THE RESEARCH PROPOSAL

The format for the research proposal should consist of the following:

1. The Introduction to the Research Proposal

The Introduction must consist of a general description of the background of the research, associated questions and the problems involved in it.

2. Objectives of the Research Proposal

The necessary context should be set for the research objectives to ensure that its importance, significance and essential nature is clearly demonstrated in the proposal.

3. The Problem Statement

The problems involved in the research must be clearly defined as it will help to present the rationale of the entire study.

4. Literature Review

This part of the proposal will contain an analysis of other associated research works or studies pertinent to the proposed research area and it will help toward the formation of the research methodology.

5. Research Methodology

This will require an understanding of alternative research methods known and the approach to be adopted in this particular study.

6. The expected Research/Project Outcome or Contribution of the same

This would involve a discussion on the expected research findings based on existing literature and information in the area.

7. The expected Work Schedule/Timeline

The schedule or timeline for the proposed completion of the research should be listed to enable an understanding of the allocation of resources to be made.

8. References

Any referencing system used must be consistent and contain names of authors, books and journals. The volume, issue and page numbers with the publication year must also be listed

Text Books

1. John W.Best and James V.Kahn(10 th Edition),Resarch in Education, Delhi: Prentice Hall of India

Supplementary Reading

1. Van Dalen, D.B (1973)Understanding Educational Research, New Jersey;PrenticeHall,inc.England Cliffs.

Course Outcomes

The student should be able to

CO1:

develop research questions and hypotheses

CO2:

carry out a critical literature review, using well developed analytical and synthesis skills

CO3:

understand research design, and be able to choose rigorous and practical research methods to address a problem focused research question(s)

CO4:

structure, present and write a research proposal, using high level written and verbal communication skills

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			2	3		3	2	3			3	2
CO2	3			2			2	2		2	3	2			2	3
CO3	2			3			3	3		3	2	3			3	2
CO4	3			3			3	3		3	3	2			2	3

Learning Objectives (LO):The student teacher

- understands the meaning of Yoga and its Principles
the causes of stress and role of yoga on stress management
- develops interest to sustain value based life
- develops skills to practice Asana, Pranyama, Mudra, Bandha, Kriya and Meditation

COURSE OUTLINE:

Unit – I : Yoga and Personality

Introduction of Yoga – Definitions – Concepts – Aims and objectives of Yoga – Principles of Yoga – Definition of Personality – Yoga Psychology – The mind and personality – Interpersonal skills and conflict resolutions – Powers of mind – Positive thinking – Yogic view of personality and its development – Three gunas, panchaKoshas and Chakras system – Role of Yoga in Personality development – Ashtanga Yoga and life style principles.

Unit – II : Stress Management

Stress – Definition – Nature – Types – Signs and symptoms – Causes of stress – Role of Yoga in Stress management – Life style principles (Achar, Vichar, Aakar, Vikar) – Pranayama – Yoga Nidra and AndharMouna – Relaxation and bio-feedback methods – Meditation.

Unit – III :Self Management

Yoga and self management – Values and spirituality – Values in our life – Value education – Sustaining value based life – Concept of self – Role of Yama, Niyama for self development and human excellence.

Part – II – Practical

Unit – IV :

Basic practices – Sthoola and Sookshamavyamas (Pavanamuktha asana kriya series – Part I, II, III) – Surya namaskar – Asanas (Standing, sitting, prone and supine) – Pranayamas – Bandhas – Mudras – Kriyas – Meditation – Techniques – Methods – Do's and Don't's – Benefits.

Text Book

1. Yoga, Asana, Pranayama, Mudras, Bandha: Yoga publications Trust, Munger, Bihar, India.
2. B.K.S.Iyengar: The Light on Yoga: Haper Collins Publications India Pvt. Ltd., New Delhi.
3. B.K.S. Iyengar: The Light on Pranayama: Haper Collins Publications India Pvt. Ltd., New Delhi.

Supplementary Reading

1. Yoga, Asana, Pranayama, Mudras, Bandha: Vivekananda Kendra Yoga Prakashana, Bengaluru.
2. Four chapters of Freedom: SwamySatyanandaSaraswathi, Yoga Publications Trust, Munger, Bihar, India.
3. George Feuerstein: The Yoga Tradition, History, Literature, Philosophy and Practices.
4. Swami Sivananda: Practice of Yoga, The Divine Life Society, Shivananda Nagar, P.O. U.P., India.
5. Dr.Krishna Raman: A matter of Health (Integration of Yoga and Western medicine for prevention and cure), Chennai East West Books (Madras) Pvt., Ltd., 1998.

6. Dr.Nagendra HR: The Art and Science of Pranayama, Vivekananda Kendra Yoga Prakashana, Bengaluru.
7. Prana, Pranayama, PranaVidhya: Bihar School of Yoga, Munger, Bihar, India
8. Dr.ShirleyTelles: Glimpses of Human Body, Vivekananda Kendra YogaPrakashana, Bengaluru.

Course Outcomes

The student should be able to

CO1: explain the principles of yoga

CO2: analyze the role of yoga on stress management

CO3: adopt value based life

CO4: give practical training in Asana, Pranyama, Mudra, Bandha, Kriya and Meditation

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			3	3		3	3	3			3	3
CO2	2			2			3	2		2	2	2			2	3
CO3	2			3			1	3		3	2	3			3	2
CO4	3			2			3	2		2	3	2			2	3

Learning Objectives (LO):The student teacher

- acquires the knowledge of the following:
 - the different aspects of educational statistics various statistical terms, concepts, principles and processes.
 - understands the following Need, nature, scope of educational statistics - various methods and techniques of educational statistics
 - the statistical terms, concepts, principles and processes
- develops the skills of
 - calculating the values of different statistical measures with speed and accuracy
- Graphical representation
 - solving problems in educational research using the appropriate statistics, and stating hypotheses and conclusion
 - writing a research report
- develops a favourable attitude towards the study of Educational Statistics.

COURSE OUTLINE:

Unit – I : Descriptive Analysis

Measures of central tendency and variability - Combined mean - Standard deviation - effects of addition and multiplication of raw data on mean and standard deviation - Shepherd's correction for standard deviation.

Unit – II : Graphs and Distribution of Sample

Graphical representation of data - Line diagram - Bar diagram - Pie diagram - Histogram - Frequency polygon - Cumulative frequency curve - Cumulative percentage frequency curve or Ogive.

Normal distribution - Properties - Skewness and Kurtosis - Application of Properties to solve some educational problems.

Standard scores - T Scores and Stanines - Need and Application.

Unit – III : Correlational Analysis

Correlation - meaning and definition - Rank difference method - Pearson product moment method.

Biserial and point bi-serial, phi co-efficient - partial and multiple correlation - Linear regression - Uses of correlational analysis and its significance.

Unit – IV : Differential analysis

Population and Samples - Standard error of Mean, Percentage, Standard deviation and coefficient of correlation-Analysis of variance - one way classification - F-ratio - Analysis of Co-Variance - Significance of difference between means test-confidence intervals,degrees of freedom-type I and Type II.

Unit – V : Non-Parametric Statistics and Computer for Data analysis

Chi square - Null hypothesis - Different kinds of the probability - Normal probability, equal probability and Independence.

Use of Computer for Data analysis - Different types of software for statistical analysis, preparing research report - Excel.

For Fast Track Learners

Advanced Data Handling in SPSS – Sorting Cases – Merging Files – Aggregating Cases – Splitting Files – Selecting Cases – Recoding Values – Computing new Variables

TEXT BOOK

- 1) Best John, W., *Research in Education*, Prentice Hall of India, 1986.
- 2) Garret Henry, E., *Statistics in Psychology and Education*, Eiffer&Simens (O) Ltd., Bombay, 1981.
- 3) Good, V., *Methodology of Educational Research*, Appleton Century Crafts, Inc. New York, 1972.
- 4) Guilford, J.P., *Fundamental Statistics in Psychology and Education*, McGraw Hill, New York, 1958.
- 5) Edwards. A.L., *Experimental Designs in Psychological Research*, Henry Hort Co., New York, 1960.
- 6) Aneshensal, CS (2002) *Theory – Based Data Analysis for the solid sciences*, Thousand Oaks, CA : Sage Publications.
- 7) Stevens J,P (2002) *Applied Multivariate statistics for the social Sciences*, 4th Edition new Jersey: Lawrence Erlbaum associates.
- 8) Moser, C.A. K.G. Kalton, 1989, *Survey methods in social investigation (2need)*, Eldershor, England Gower.

Supplementary Reading

1. Lindquest, E.F., *Statistical Analysis in Educational Research*, Houghton Mifflin Co, Boston.
2. Naidu, C.S., *Research in Education - Report of the First Conference of Training Colleges in India*, Indian Institute of Education, Bombay.
3. Rough Pauline, V., *Scientific Social Survey and Research*, Asia pub. House Bombay, 1960.
4. Sheadelore, G.W., *Statistical Methods*, Town State College, 1957.
5. Bloomer, P. and Lindquist, *Elementary Statistical Methods*, Houghton Mifflin.
6. Millman, *Handbook of Teacher Evaluation*, Saga Publications.
7. Dr.Ramanathan.K, *Statistics in Education*, Tamil Nadu Text Book Society, Madras.
8. 13)Siegal, £k (1956). *Non- parametric Statistics for Behavioural Science*, New York: McGrawHiU, 1956.
9. 14)Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill, 1981.

Course Outcomes

The student should be able to

- CO1: explain the need and different aspects of educational statistics
- CO2: present data through graphical representation
- CO3: solve problems in educational research using appropriate statistics
- CO4: use computer for data analysis

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	2	2	3	3			2	3		3	3	2			3	3
CO2	3	3	2	2			3	2		2	2	3			3	2
CO3	2	3	3	3			2	2		3	2	2			2	3
CO4	3	2	3	2			3	3		2	3	3			3	2

Semester-2 19MEDC 202: EDUCATION FOR EXCEPTIONAL CHILDREN

Credits: 4

Hours: 4

Learning Objectives (LO):The student teacher

- acquires knowledge of the concept and nature of exceptional children.
- understands the characteristics of children with different disabilities.
- understands the educational programmes and policies for the disabled.
- appreciate the practices performed by the disabled children.
- develops interest to assist the disabled in different ways.

COURSE OUTLINE:

Unit – I : Exceptional Children

Meaning-Definition and broad classification of exceptional children-characteristics-Academic needs of exceptional learners-Need for special education to exceptional learner objectives of special education -impairment, handicap, disability – awareness and attitudinal changes towards the disabled-Recent trends in the field of special education.

Unit – II : Visual Impairment

Definition-Identification and diagnosis – Characteristics – Causes and social problems of visually impaired – educational provision and treatment.

Hearing impairment

Definition-Identification Characteristics-Causes and prevention-Types of hearing loss communication approaches-Sign language and educational programmes.

Speech impairment

Definition-Classification-Casual factors stuttering–Identification Treatment – Educational Provisions.

Unit – III : Mental Retardation

Definition-Characteristics – Classification according to rate of educability – Classification on the basis of degree of retardation – Home and educational environment-Treatment and Educational Provisions-Vocational and social /skills.

Delinquent Children

Definitions-Forms of delinquent behaviour – causes-Treatment of Juvenile delinquent- Social Treatment-Treatment by parents, Teacher-Psychologists – Prevention-Steps taken by Government Agencies

Unit – IV :

(i) Learning-Disabled and backward

Learning-disabled-Identification-perceptual Intellectual and social Characteristics-Causes and problems Educational Provisions – Approach to teach learning disabled.

Backward Children – Causes-Characteristics-Identification-Treatment-Role of the teacher – Guidance to Parents.

(ii) Gifted and Creative – Children

Definition-Causes of - Giftedness –Identification-Characteristics-Problems-Teaching strategies - Parents, Teachers Role Educational Provisions.

Nature of Creativity Characteristics of creative children-levels of creativity- Creativity tests - Educational Provisions – Development of creativity.

Unit – V : Special and Integrated Education – Policies and Legislation

Concept-Learning aspects of Special Education –Orientation Training-Integrated education-National Policy on Education, PWD Act, RCI Act-National Trust Act-Services and Programmes for the disabled.

Teaching of Education for Exceptional Children for advanced learners

Identification – Treatment and educational measures for the disabled children

PRACTICALS

1. Identify the disabled children in the Society.
2. Write a report about the problems faced by the disabled children
3. Visit to the special education institution and collect the information about their requirements.
4. Make a visit to the rehabilitation centers and organize programmes.
5. Conduct awareness programmes in the community.

Text Book

1. Abraham,W.A Guide for the study of Exceptional Children, Boston, Sergeant, 1956.
2. Dash,B.N, "Education of Exceptional Children" Ajanta Prakasan, New Delhi-6.
3. ChintamaniKar, "Exceptional Children their Psychology and Education, Sterling Publishers private limited.
6. Mangal.S.K "Educational Children: An Introduction to Special Education" PHI Learning(p), Ltd., Ajanta Prakasan, New Delhi-110033.
7. Aggarwal, J.C " Psychology of learning and development, Shipra Publications, Delhi 2004.

Supplementary Reading

8. Premprakash, "Education of exceptional children challenges and strategies" Kanishka Publishers, New Delhi, 2008.
9. Orlansky,W.D(1992) Exceptional Children: An inventory survey of special education, New York: Macmillan Publishing Company.

Course Outcomes

The student should be able to

- CO1: identify the disabled children in the society
- CO2: write a report about the problems faced by the disabled children
- CO3: collect information about the requirements of disabled children
- CO4: conduct awareness programmes in the community to help disabled children

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			3	2		3	2	3			2	3
CO2	2			3			2	3		2	3	2			3	2
CO3	3			3			3	2		3	2	3			3	3
CO4	3			2			1	3		2	3	3			2	3

Semester-2 19MEDC 203 : TECHNOLOGY OF TEACHING AND LEARNING

Credits: 4

Hours:4

Learning Objectives (LO):The student teacher

- acquires knowledge of the meaning and the principles of teaching and learning.
- understands the strategies and the concept of cloud computing in teaching and learning
- applies the scientific knowledge to identify the use of educational e-resources and to compare the websites for any given topics.
- develops skills in designing text materials for multimedia presentation
- develops interest towards making use of computers in teaching and learning
- develops favourable attitude towards the use of cloud computing in teaching.
- develops appreciations on the innovations of ICT in teaching and learning.

COURSE OUTLINE:

UNIT – I : BASICS OF TEACHING AND LEARNING

Concept of Teaching: Principles of teaching – Strategies– teaching competency – teacher effectiveness. Learning: Learning theories – kinds – principles of learning – learning styles. Recent researches in teaching and learning.

UNIT – II : INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Information and Communication Technology: Definition, meaning, importance and scope – ICT in Education – Applications of ICT in teaching and learning process.

UNIT – III : COMPUTERS IN TEACHING AND LEARNING

Computer for instruction: Computer aided instruction (CAI): Assumptions on CAI - Origin of CAI – CAI programmes - Benefits of CAI, limitations of CAI- The role of teacher in CAI. Preparation of text material for multimedia/ power point presentation. Web based instruction-identification of websites, criteria for evaluating and comparing websites.

UNIT – IV : EDUCATIONAL E-RESOURCES

Educational e-resources: Meaning, Need and importance. Classification of e-resources: Offline resources: CD ROM based e-resources, Offline e-books, Offline e-dictionaries, MS Office applications (power point presentation), E-resources on mobile devices. Online resources: E-journals, e-libraries, e-forums, search engines and Meta search engines.

UNIT – V : CLOUD COMPUTING IN TEACHING AND LEARNING

Cloud Computing: Roots and rudiments in cloud computing. Need and importance of cloud computing in ICT mediated teaching and learning. Facilities provided by cloud computing in teaching and learning. Cloud Computing pedagogy- advantages.

For Fast Track Learners

Management of Education Technology – Objectives – Planning of Education technology in schools – Organization of Educational Technology in Vertical and Horizontal schools – Staffing - Recruitment and Training – Coordination of Education Technology - Monitoring and Evaluation – Problems of Management of Educational Technology – Infrastructure – Procurement of Media - Maintenance – Materials – Manpower- Networking – Support system- Role of Teachers.

Text Book

1. Bruner, J.S. (1963) *The Process of Education*, New York: Vintage Books.
2. Dececon, John, P. (Ed.) (1964) *Educational Technology*. New York, Holt
3. Denis, Kim, Sen and Morin (2000), "Information Technology - The breaking Wave", Tata McGraw-Hill Publishing Company Limited, New Delhi.
4. Sharma, R. A. (2001), *Technological Foundations of Education*, Meerut: R. Lal Book Depot.
5. Trow, W.C. (1963) *Teachers and Technology: New Designs of Learning*. USA: Appleton Century Crofts.

Supplementary Reading

1. Barron, A. (1998). Designing Web-based training. *British Journal of Educational Technology*, 29(4), 355-371.
2. Berge, Z. (1998). Guiding principles in Web-based instructional design. *Education Media International*, 35(2), 72-76..
3. Dobson, Theresa M. " Technologies of Text: Reflections on Teaching, Learning, and Writing with/in Digital Environments." *Journal of the Canadian Association of Curriculum Studies*, v.3 no.1, Spring 2005.
4. Gaskell, Jim&Miller, Jeff. "Constructivist Approaches to Developing Diverse Communities of Learners Online: Examples from the MET program." *Fourth Pan Commonwealth Forum on Open Learning Conference*. 30 October - 3 November, 2006.
5. Harasim, L. (1990) *Online Education: Perspectives on a New Environment*.New York: Praeger
6. Kochhar, S.K. (2000) : *School Administration and Organisation*– Sterling Publishers Pvt. Ltd., New Delhi
7. Kulkarni, S.S. (1986) *Introduction to Educational Technology*, New Delhi: Oxford & IBH.
8. Kumar. K.L. (1997) *Educational Technology*. New Delhi: New AgeInternational (P) Ltd.
9. Rajasekar.S.(2010).*Computers in Education*, Neelkamal Publications Pvt, Hyderabad
10. Rajasekar.S.(2005).*Computer Education and Educational Computing* Neelkamal Publications Pvt, Hyderabad
11. Rinebert Winston. . Skinner, B.T. (1968) *The Technology of Teaching*. New York: Applenton, Century Crofts.
12. Sadagopan S. (2008) *E Governance Today*. The Icfai University Press Hyderabad.
13. Sharma, Sita Ram & A.L. Vohra. (1993). *Encyclopedia of Educational Technology*. Anmol Publications.
14. Stephen, M.A. and Stanely, R. (1985) *Computer Based Instruction: Methods and Development*. NJ: Prentice Hall.
15. Yelland, Nicole et al (Editors). 2008. *Rethinking Education with ICT*. Sense Publishers.

Course Outcomes

The students should be able to

- CO1: acquire the basic knowledge of technology enabled teaching and learning
- CO2: understand the concept of ICT and CAI in teaching and learning
- CO3: apply the scientific knowledge to identify various e- materials for teaching and learning
- CO4: develop skills in using various e-resources in teaching and learning
- CO5: develop scientific attitude by realizing the important role played by ICT in teaching and learning

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			2	3		2	3	3			3	2
CO2	2			2			3	3		3	3	2			2	1
CO3	3			3			3	3		3	2	3			3	3
CO4	2			2			3	2		2	3	3			3	2
CO5	3			3			2	3		3	2	2			2	3

Semester-2 19MEDC 204 : TEACHER EDUCATION FOR 21ST CENTURY

Credits: 4

Hours: 4

Learning Objective (LO):

The students teacher

- acquires the knowledge about various training institutions and teachers resource centers
- understands the various problems of teacher education and to acquaint the students with the teacher education at all levels
- applies the knowledge to identify the suitable technology in teacher education
- develops skills in managing educational institutions

II. COURSE OUTLINE:

Unit – I : Teacher and Education in the emerging society.

The teacher in accident India and in the emerging Indian society. The characteristics and demands of teaching profession, qualities of good teacher, teachers as professional ethics, problems in teacher education suggestions to remedy the problems.

Unit – II : Training Institution

Various levels of training – Preprimary – Primary, Secondary and Higher Secondary training, Technical teacher's training special teacher training – such as physical education, music, art, the teaching physically challenged training institution, such as National Institute of Education, (NIE), Institute of Advanced Study in Education (IASE), Department, Ideal physical facilities for good teacher training institute and college of education.

Unit – III : Teacher and Technology

Educational Technology in formal - non-formal - unformal education – Distance Education and open learning system - emerging trends in educational technology – radio – tele conferencing – CCTV – CAI – Internet - Online Education – INSAT - Problems of new Technologies – Uses of Educational Technology in Education.

Unit – IV : Research in Teacher Education:

Areas of research in teacher education institutional context - curriculum context and practicing school context - studies in innovative teacher training practices such as learning materials and teaching aids techniques of behavior modification.

Unit – V : Resources Centre's in Teacher Education

Role and functions of NCTE, NCERT, NAAC, NUPEA, UGC, DEC, ICSSR, MHRD, SCERT, DTER, RCT, CIET, IGNOU, State ET cells, AVRC, NIST etc., their activity for the improvement of teaching learning.

PRACTICUM

1. Write down the characteristic and demands of the teaching profession.
2. Prepare a report on the functioning of the teacher training institutions.
3. Prepare a report as a role of UGC, NAAC and NCTE for the improvement of teaching and learning.

Text Book

1. Ruhela.S.P. Essentials of Educational Technology Indian Publications, New Delhi 1999.
2. Rao.U.K. Teacher Education APH Publication New Delhi – 2001.
3. Yogesh Kumar Singh, Teacher Education APH New Delhi – 2007.
4. Singh.U.K. and Sudharsan.K.N. Teacher Education in the Emerging Indian Society, Neelkamal Publication, Hyderabad – 2002.

Supplementary Reading

5. PanchRamalingam, Psychological Approaches in teacher education inland books, Chennai – 2004.
6. Mohanty.J. Indian Education in Emerging Society – 1994.
7. Developing Teacher Curriculum – NCERT – 1976.
8. Elementary Teacher Education – NCERT – 1965.
9. Fourth year of book of Education – 1975.
10. Buch.M.B. Second all India Education Survey - NCERT – 1967.

Course Outcomes

The students should be able to

- CO1: make a study of the changing concepts of teacher education during various periods of education development in the country
- CO2: explain the concept of research in teacher education and the problems of new technologies
- CO3: make use of scientific knowledge to identify suitable technology in teacher education
- CO4: Identify areas of research in teacher education institutional context

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			3	2		3	3	2			3	2
CO2	2			3			2	3		2	3	3			2	3
CO3	3			3			3	2		3	1	3			3	3
CO4	2			3			2	3		3	3	2			1	2

Semester-2 19MEDE 205 : FOUNDATIONS OF DISTANCE EDUCATION

Credits: 4

Hours:4

Learning Objectives (LO):The student teacher

- acquires the knowledge the concept of distance education
- understands
the term distance education from other related terms
the needs of distance education in a country like India
the rationale for distance education;
- develops skills
to list the characteristic features of distance education;
to compare the features of distance education with that of conventional education
- develops interest
to identify the various media and technology available for distance education
to know the relative merits and demerits of different media?

COURSE CONTENT:

UNIT - I

Defining Distance Education- -Non-formal Education- De-schooling-Correspondence education - Open Education-Lifelong Education - Concept Principles and Characteristics - Implications for Implementation
Scope of Distance Education.

UNIT - II

Rationale for Distance Education - Access to Education - Quality of Education - Characteristic Features of Distance Education - Separation of Teacher and Learner - Organized Efforts of an Educational Institution - uses of Technical media - Two-way Communication - Separation from Learning Groups- Industrialized Form of Education - Learner Centered Education - Policy Perspectives : India

UNIT - III

Growth of Distance Education - Historical Overview - International Scenario of Distance Education - Distance Education in India: Distance Education through Institutes of Correspondence Education at University Level - DE through Open Universities- Present Status, The Future of DE in India: A Perspective

UNIT - IV

Organization of distance education system - Organizational Structure of Distance Education Organisaitonal Structure of IGNOU - Organisaitonal Structure of State Open Universities - Organisaitonal Structure of the Directorates/Institutes of correspondence Courses/Distance Education-Models of Distance Education Institutions- Comparison of Single Mode and Dual Mode institutions-Consortium Model of Distance Education Institutions

UNIT - V

Media and technology in distance education- Role of Media in Distance Education- Strengths and Limitations of Print Medium- Strengths of Non-print Media, Media vs. Technology- Taxonomies of Media- Generations of Distance Education-Audio-based Media-Video-based Media Computer-based Media- Merits and Demerits of Various Media -Multiple Media Approach- Media Selection - Need-Bases/Criteria.

Practicum

1. Prepare a report on the scope of Distance Education.
2. Future of Distance Education in India.
3. Use of Media and Technology in Distance Education.

Text Book

1. Keegan, D. Foundations of Distance Education. Routledge Taylor and Francis Group, New York, 1996
2. Keegan, D. The Foundations of Distance Education. London: Croom Helm, 1986.
3. Parmaji, S. (Ed.) (1984): Distance education, Sterling Publishers, New Delhi.

Supplementary Reading

4. IGNOU M.Ed Material ES-364 (3 BLOCKS).
5. IGNOU, (2003) Information base about Open Universities and Other Institutions of Distances Education and Correspondence Courses, IGNOU, New Delhi.
6. Meacham, D. & Evans, D. 'Distance Education: The Design of Study Materials'. Journal of Higher Education:
7. Staff Training and Research Institute of Distance Education. (1995): Growth and Philosophy of Distance Education: Indira Gandhi National Open University, New Delhi.
8. The Evolution, Principles and Practices of Distance Education by Borje Holmberg. Volume 11.
9. UNESCO (1 993) : Distance Education in Asia and the Pacific:
10. Wood,H. 1996. 'Designing Study Materials for Distance Students'. Available at <http://www.csu.edu.au>

Course Outcomes

The student should be able to

- CO1: explain the rationale for distance education
CO2: analyse the growth of distance education
CO3: able to write the organizational structure of distance education
CO4: explain the role of media in distance education

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			2	3		2	3	2			3	3
CO2	2			3			3	2		3	2	3			3	1
CO3	3			2			3	3		2	3	2			2	2
CO4	3			3			2	3		3	2	3			2	3

**Semester-2 19MEDE 206 : BASIS FOR SECONDARY AND
HIGHER SECONDARY EDUCATION**

Credits: 4

Hours: 4

Learning Objectives (LO):

The student teacher

- acquires the knowledge of basic principles of secondary and higher secondary education the aspiration, attitude, aptitude, abilities, interests and personality of secondary and higher secondary school students
- understands theoretical concepts pertaining to secondary and higher secondary education interrelationship between secondary and higher secondary education
- applies the modern techniques of teacher preparation
- develops skills to plan specific programmes and organize secondary and higher secondary education suitable to Indian condition

COURSE OUTLINE:

UNIT – I : HISTORY OF SECONDARY AND HIGHER SECONDARY EDUCATION

Pre-independence and post independence period - crucial link - quality determinant - recommendations of various commissions and committees - vocational education and training - new policy for education - common school system- neighborhood school - role of CBSE - Navodaya Vidyalaya and Equitable education - current status.

UNIT – II : OBJECTIVES OF SECONDARY AND HIGHER SECONDARY EDUCATION

Aims and Objectives of secondary and higher secondary education - school tradition in our country - functioning of secondary and higher secondary schools in our country - quality of teaching and learning in higher secondary education - computer usage in classroom transactions - ICT policy - mobile classrooms - smart classrooms - internet and its application.

UNIT – III : CURRICULUM AND EVALUATION

10+2+ pattern of education - need and importance - curriculum construction – planning – designing – principles – controversies – reforms - three language formula – innovative trends in teaching - teaching models - team teaching - programmed instruction - special educational needs - of exceptional children - guidance and counseling - classroom climate - evaluation procedure.

UNIT – IV : ADMINISTRATION OF SECONDARY AND HIGHER SECONDARY EDUCATION

Decentralization and centralization- Agencies of secondary education - secondary education boards-/councils – staff - personnel administration - teacher morale - job satisfaction - school budget - sources of income - management innovations in secondary and higher secondary school - community relationships.

UNIT – V : PIVOTAL ISSUES IN HIGHER SECONDARY EDUCATION

Changing policies - political compulsions – controversies - duration of study – selection of streams - pattern of study - location of institutions - efficiency of teachers - monotony in instruction – poor community participation - diverse evaluation patterns - frequent change in curriculum framework - academic pressure - competitive academic environment – state and central diversified curriculum and evaluation procedures

PRACTICUM

- Prepare a chart depicting the growth and development in secondary education in India.
- Enlist the policies of various education commissions on secondary education in India.
- Write a report on the curriculum framework in higher secondary level in India.
- Conduct a seminar on the pivotal issues in Indian education system.
- Visit a higher secondary school and prepare a profile in detail.

Text Book

1. Aggarwal, J.C (2001)History and Philosophy of Primary Education. Doaba House: New Delhi.
2. Gulati, Madan ((2011) Primary Education in 21st Century. Signature Books International: New Delhi.
3. Saxena, R.R (1995) School Effectiveness and Learner Achievement in Primary Stage. NCERT: New Delhi.
4. S.Kochhar,S.K (2005) Pivotal Issues in Indian Education. Sterling Publishers Pvt. Ltd. New Delhi.

Supplementary Reading

5. Aggarwal, J.C (2001) Materials and Methods. Doaba House: New Delhi.
6. Donohue, Colleta (2004) Development and Designing Programs for Children. CTF Publications: Virginia.
7. Edigar, Marlow((2011) Relevance in Elementary Education. Discovery Publishing House: New Delhi.
8. Hemant Kumar Khandai et al ((2012) Primary Education. APH Publishing House: New Delhi.
9. Joe, Frost L (2003) Early Childhood Education. Tata McGraw Hill: New Jersey.
10. William M. Crncekshenk Education of Exceptional Children (2010). Prentice Hall: New Delhi.

Course Outcomes

The student should be able to

- CO1: explain the history of secondary and higher secondary education
 CO2: prepare a chart depicting growth and development in secondary education
 CO3: write a report on the curriculum framework at higher secondary level
 CO4: conduct a seminar on the pivotal issues in Indian education system

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			3	3		3	3	3			3	2
CO2	2			3			2	2		2	2	2			2	3
CO3	3			3			2	3		3	3	1			3	2
CO4	2			3			2	3		2	2	2			2	3

Semester-2 19MEDE 207 : HISTORICAL PERSPECTIVES OF INDIAN EDUCATION

Credits: 4

Hours: 4

Learning Objectives (LO):

To enable the student

- acquires knowledge of the goals for the development of education as set out in Indian education.
- develops understanding of the concepts and its implication in Indian education.
- develops an understanding of the history and Indian education problems.
- applies the knowledge of education in the analysis of recent trends in Indian educational systems.
- develops interest to comprehend the contemporary social, emotional, economic and political environment with reference to the educational system.

COURSE OUTLINE:

Unit – I : Meaning and Definition

Aims and Objectives of Education - Methods of Educational System - Education as an investment - Education and Employment - History of Education - significance for Indian Education - Importance of Indian Education - Human resource - Need - Mobilization - Utilization of Indian Education - Modernisation of Indian Education.

Unit – II : Problems in Indian Education

Language Problem - Primary education - Compulsory education - equalization of educational opportunities - constitutional provisions on education - Wastage and Stagnation, DPEP in India - Secondary education before and after Independence - Work experience - Co-education - Higher Secondary Education- Objectives of the Plus two course General and vocational streams – needs - Proposal of NPE 1986-SSA.

Unit – III : Higher Education

Basic requirements for entering the University in India – Different types of Universities and their functions - Autonomous colleges Functions of UGC - Student unrest, Employment opportunities - Moral instructions of commissions - Indian Education Commissions - Dr.Radhakrishnan Commissions and Kothari Commissions - Reports related to higher education.

Unit - IV : Education in Indian Constitution

Directive Principles Article-45, Universal compulsory Primary education - Responsibilities of the state and central governments regarding education, Amendments related to education and agencies of education – Home - Community and mass media - Continuing education and the concepts of Open University system.

Unit – V : Recent trends in education

Democracy of education in India – Secularisms – Concept – Meaning Definition - Salient features of Secularisms - Secularisms Privatizations -Impact of Privatizations of education in India - under the Constitutional frame work of India - Impact of secularism and Globalization – concept – objectives - Types - Women Education - History of women education –Importance – role -

Women achievements various field of Education commission on women education (1964-66) - Education and Human Resource Development (HRD).

TEXT BOOK

1. Carenji. S, Ristance Education, New Delhi, Sterling Publishers.
2. Chaube.S.P. (1990), History and Problems of Indian Education, VinodPustakMandir, Agra-2.
3. Dash.B.N. Trends and Issues in Indian Education, Dominant Publishers and Distributors, New Delhi 2004.
4. Joshi.N.C. Perception in Higher Education New Delhi: Ashish-Publishing House, Sterling Publishers 1987.
5. RGO.V.K. Emerging Trends of Education Rajat Publication, New Delhi- 2002.

Supplementary Reading

1. Ram Nath Sharma and Rajendra K. Sharma (1998) Problems of Education in India, Atlantic Publishers and Distributors, New Delhi.
2. Dewey Job (1916) Democracy and Education an Introduction into the Philosophy of Education, New York: Macmillan Publishing co. Inc.
3. Growal and Gupta.B.S. Working with Community and Teacher Education Bhopal: Modern Book Department.
4. Khanna.S.D (1993) Current Problems of Indian Education, Doaba House, New Delhi-110006.
5. Kochhar (1981), Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd, New Delhi.
6. Mohanity.J. Random Education in the Emerging Sowery, New Delhi, Sterling Publishers.
7. Rao et al (1999) Autonomous and Non-Autonomous College: Selected case Studies: Vikas Publishing House, New Delhi.
8. Sirinibas Bhattacharya: Foundation of Education, Atlantic Publishers, New Delhi-2008.

Course Outcomes

The student should be able to

- CO1: explain the history and significance of Indian education
 CO2: analyse the problems in Indian education
 CO3: explain article 45 of the Indian constitution
 CO4: explain the impact of privatization of education in India

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			3	2		2	3	2			3	2
CO2	2			2			2	3		3	2	3			3	3
CO3	3			3			3	2		3	3	3			3	2
CO4	3			2			3	3		3	2	3			3	3

Semester-2 19MEDP 208 - TRAINING IN EDUCATIONAL SOFTWARE

Credits: 4

Hours: 4

Learning Objectives (LO):The Student teacher

- acquires knowledge of Educational software
- understands the applications of Educational software
- applies the scientific knowledge to identify unique applications of Educational software
- develops skills in making use of educational software in teaching
- develops interest towards making use of educational software in teaching and learning
- develops favourable attitude towards the challenges in handling the educational software in teaching and learning
- develops appreciations on the innovations in educational software.

UNIT – I : POWER POINT SOFTWARE IN TEACHING AND LEARNING

Power point presentation: Basics of power point presentation software: Designing the content – Slide preparation – Inserting pictures – slide transitions and animations – introducing audio effects and text narration - Suitability of power point presentation - Setting up a presentation.

Hands on Training

- a) Multimedia presentation on a topic relevant to the Optional Subject
- b) Using of available CAI/CML package on topics relevant to optional subject.

UNIT – II : MICROSOFT WORD IN EDUCATION

Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, Getting help – moving and copying – searching and replacing – formatting character and paragraph - using a Document – Data entry, editing, saving and retrieval of data – formatting a text – handling multiple documents, Manipulation of tables – columns and rows tables and foot notes – table of contents and index – sorting, formatting sections and documents.

Hands on Training

- b) Construction of a Question paper
- c) Creating learning materials – handouts

UNIT - III : EDUCATIOAL APPLICATIONS OF MICROSOFT EXCEL

Basics of MS Excel: Spreadsheet, Manipulation of cells, Columns and Rows. Calculations - Drawing Graphs

Hands on training

- (i) Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
- b) Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- c) Students progress record – Tabulation of results of an academic test.

TEXT BOOK

1. Rajasekar.S "Computer Education and Educational Computing. Neelkamal Publications PVT Ltd, 2004
2. Rajasekar.S "Computer Education" Neelkamal Publications Pvt. Ltd. 2006.

Supplementary Reading

3. Bracey, G. W. "Computer-Assisted Instruction: What the Research Shows." *Electronic Learning* 7/3 (1987): 22-23.
4. MacGregor, S. K. "Computer-Assisted Writing Environments for Elementary Students." Proceedings NECC '86 (Proceedings of the National Educational Computing Conference). Eugene, OR: International Council for Computers in Education, 1986.

Course Outcomes

The student teacher should be able to

CO1: prepare Power Point Presentation for Teaching

CO2: present talks along with CAL/CML Package

CO3: attain the method of preparing Microsoft Word

CO4: gain skill in Ms Excel, Manipulation of cells and graphs

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			3	3		2	3	2			3	2
CO2	2			3			3	2		3	2	3			3	3
CO3	3			2			2	3		2	3	2			2	2
CO4	3			3			3	2		3	3	2			3	2

Semester-3 19MEDC 301 : MEASUREMENT AND EVALUATION IN EDUCATION

Credits: 4

Hours: 4

Learning Objectives (LO): The student teacher

- acquires knowledge with different tools of measurement and evaluation and characteristics of measuring tools.
- understands the concept of measurement and evaluation
- applies the knowledge of the results for evaluation purposes in respect of objectives, curriculum, teaching strategies and measuring tools.
- develops interest to administer and use measuring tools and interpret results.
- develops skill to construct various types of measurement.

Unit – I : Concept of Measurement and Evaluation

Measurement and evaluation - concept, meaning, nature and need. Measurement scales - ordinal - interval - ratio.

Unit – II : Basics of Measuring Instrument

Characteristics of a good measuring instrument - objectivity - validity -reliability - Practicability. Reliability and its estimation - Validity and its types - Norms.

Unit – III : Intelligence Tests

Construction and standardization of a Psychological Tests. Intelligence - its nature - Theories - Spearman, Thorndike, Thurstone and Guilford. Types of intelligence test - their functions and uses.

Unit – IV : Achievement and Diagnostic Tests

Achievement and Diagnostic Tests - Construction and functions – Difference between them. Measurement of Aptitude - DAT - Spearman's Aptitude Test. Measurement of Interest - SVIB - Thurstone's interest Schedule - Kuder's -preference record.

Unit – V : Assessment of Personality

Personality - Definition - Theories - Freud, Adler, Jung, Allport and Roger, Eysenck, Erickson Assessment - Projective test. Research Needs in evaluation - problems and issues— priority areas.

For Fast Track Learners

SPSS Packages- t-test: Paired t-test –Analysis of Variance: One way Analysis of Variance- Two way Analysis of Variance- path Analysis: Discriminant Function Analysis –Factor Analysis- cluster Analysis .

Text Book

Bhattacharaya, S., *Psychometrics and Behaviour Research*, Sterling Publishers, New Delhi, 1972.

Bradfield, J.M., *Measurement and Evaluation in Education*, MacMillan Co., New York.

Brown, F.S., *Principles of Educational and Psychological Testing*, Holt Rinehart and Winston, New York.

Cronbach, L.J., *Essentials of Psychological Testing*. Harper and Row., New York, 1949.

Ebel, R.L., *Measuring Educational Achievement*, Prentice Hall of India Pvt. Ltd., New Delhi, 1966.

Freeman S. Frank, *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing Co., Calcutta, 1968.

Payne and McMorris, *Educational and Psychological Measurement*, Oxford and IBH Publishing Co., Bombay, 1967.

Supplementary Reading

1. Adams, G.S., *Measurement and Evaluation in Education*, Psychology and Guidance, Holt, Rinehart & Winstone, New York, 1964.
2. Anastasi, Anne, *Psychological Testing*, The MacMillan Co., New York, 1984.
3. Anastasi, Anne, *Differential Psychology*, The MacMillan Co., New York, 1958.
4. Bean, K.L., *Construction of Educational and Personal Tests*, McGraw Hill Book Co., New York, 1953.
5. Greene Edward, B., *Measurement of Human Behaviour*, Odyssey, 1952.
6. Nail, V.H., *Introduction to Educational Measurement*, Hoaghton Mifflin Co. (Second Edition), Boston, 1965.
7. Nunnally, J., *Test and Measurement Assessment and Predication*, McGraw Hill Book Company Inc., New York, 1959.
8. Remmers, M.H., N.L., *A Practical Introduction to Measurement and Evaluation*, University Book Stall, Delhi, 1967.

Course Outcomes

The student should be able to

- CO1: get the basic knowledge about the evaluation with respect to achievement and the test relate to intelligence and personality.
- CO2: improve scientific attitude by realizing the importance of psychological tests.
- CO3: Explain the concept of measurement and evaluation
- CO4: develop curiosity in knowing more about the various types of evaluation
- CO5: gain scientific knowledge to construct and standardize psychological tools.

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			3	3		2	2	3			3	3
CO2	2			3			2	3		3	3	2			2	2
CO3	3			3			1	2		2	3	3			3	3
CO4	3			2			3	2		3	2	2			3	3
CO5	2			3			2	3		3	3	3			2	3

Semester-3 19MEDC 302 : EDUCATION AS A FIELD OF STUDY

Credits: 4

Hours: 4

Learning Objectives (LO):The student teacher

- acquires the knowledge of terms, concepts and principle education as a field of study.
- understands the nature of education as a discipline /an area of study.
- understands the basic concepts/issues of education with reference NCF (2005).
- Applies the knowledge of school education and teacher education and also the vision of great educators to modern context .
- appreciates the theories of education drawn from various disciplines cognate to education such as philosophy, psychology, sociology, Management, Economics etc.

UNIT - I : PERSPECTIVES OF EDUCATION AS A DISCIPLINE

Education as a socially contrived system influenced by social, cultural, political, economic and technological factors; concepts, principles, theories, assumptions in Education. Sustainable education such as schooling, curriculum, syllabus, text books, assessment, teaching-learning process. Pedagogy and practices; Critical analysis of education as a discipline /area of study; School education: Aims of Indian Education in the present context.

UNIT - II : EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

Nature of education: relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc, knowledge across disciplinary boundaries to provide a broad framework for Construction of knowledge; Contribution of science and technology to education and challenges ahead; Axiological issues in education: role of peace and other values. Dynamic relationship of education with the political process; Issues in planning, management and monitoring of school and teacher education and its principles.

UNIT - III : SOCIO-CULTURAL CONTEXT OF EDUCATION

Understanding Indian society – with reference to multilingual and multicultural and other diversity, appropriate approaches context of diversity; Process of socialization and acculturation of the child. The role of school, parents, peer group and the community; Equality in educational opportunity – Contribution of School – teaching – learning in social upliftment - Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.

UNIT - IV : SCHOOL CONTEXT

Multiple schools contexts-rural/urban, tribal etc.; Role of personnel's in school management: teachers, headmasters and administrators; Nurturing learner's friendly school environment; School as site of curricular engagement; Teachers' autonomy and professional ethics.

UNIT - V : SUPPORT SYSTEMS OF EDUCATION

Principles and guidelines in organizing the support systems; Department of public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy; participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil groups, Teacher organizations, family and local community; Support to curricular engagement in schools; Monitoring and evaluation of schools.

For Fast Track Learners

Current Educational Scenario in India-Key Concerns and Issues-Recent Policies and Implementation- Quality Concerns in Education- Factors influencing Quality –Quality Control- Quality Assessment –Criteria- Quality Sustenance- Quality Accreditation- NAAC
PRACTICUM

1. Visit a rural school and prepare a report on rural school activities.
2. Consolidate the support system available for school education.
3. List down the professional ethics of a headmaster of a school.
4. Prepare the list of schemes and strategies to achieve equalization of educational opportunities.

REFERENCES

1. Beyer, L.E (Ed) (1996) creating democratic classrooms: the struggle to integrate theory and practice. New York: Teachers College Press.
2. Barns, J.A (1996), Cultural diversity and education: Foundations curriculum and teaching (4thed) Boston: Allynand, Becon.
3. Bruubacher, John S.,(1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
4. Butchvarov, P. (1970) The concept of knowledge. Evaston, Illinois, North Western University Press.
5. Debra Heyes, Martin Hills, Pam Chiste and Bob Lingard (2007) Teachers and Schooling: Making a difference, Allen and Unwin, Australia.
6. Delors, Jacques, et al., (1996) Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
7. Freire, Paulo (1970). Pedagogy of the oppressed. New York: continuum.
8. Freire, P and Shor. I., (1987) A pedagogy liberation. London, Macmillan Education.
9. International Eyclopedia of Education (1994) 2nd edition. Vol.10. Perganon Press.
10. Matheson, David (2004). An introduction to the study of education (2nd edition).David Fulton Publish.
11. Slatterry, Patrick and Dana Rapp. (2002). Ethics and the foundation of education- teaching convictions in a postmodern world. Allyn& Bacon.
12. Wall, Edmund (2001). Educational theory: Philosophical and political perspectives. Prometheus Books.
13. Winch, C. (1st edition).(1996). Key Concepts in the philosophy of education. Routledge.
Winch, C. (1986).Philosophy of human learning, Routledge, London.

Course Outcomes

The students should be able to

- CO1: attain the knowledge of concept of education as a field of study
- CO2: realise the nature of education as a discipline
- CO3: analyze the school education as a sustainable education
- CO4: develop skill in using technology as a support system in teaching and learning process
- CO5: Develop curiosity in knowing more about the serious cultural context

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			3	2		3	3	3			3	2
CO2	2			2			2	3		3	2	3			2	3
CO3	2			2			3	3		2	1	3			3	2
CO4	3			3			2	3		3	3	2			2	3
CO5	2			3			3	2		2	2	2			3	1

Semester-3 19MEDC 303 : CURRICULUM : PRINCIPLES AND FOUNDATIONS

Credits: 4

Hours: 4

Learning Objectives (LO): The student teacher

- acquires knowledge of the various terms, concepts and principles of curriculum principles and foundation.
- understands the various types and approaches in curriculum applies the principles to analyze the models of curriculum development.
- develops skill to evaluate the different types of curriculum and the integration of ICT in education.
- develops interest in curriculum development, transaction and evaluation.
- develops favourable attitude towards various tools and techniques in the field of curriculum.
- appreciates the contribution of curriculum in the classroom situation.

COURSE OUTLINE

Unit – I : Nature, Principles, Foundations and Determinants of Curriculum

Curriculum – Meaning – Definition – Scope-Curriculum as a plan, as experience, a subject matter or content – Nature and scope - Components of Curriculum: Objectives, content, transaction mode and evaluation - Open and hidden curriculum - Principles of curriculum construction - Theories of curriculum development - Determinants of Curriculum. Foundations of curriculum development – Philosophical, Sociological and Psychological.

Unit – II : Curriculum Designs and Models of Curriculum Development

Subject, centred - Learner centred - problem centred designs – Curriculum - Frameworks of School Education and Teacher Education.

Tyler Model - Hilda Taba Model - Saylor and Alexander Model - Goodlad Model - Hunkin's Model - Miller and Sellar Model - Open Classroom Model - Weinstein and Fantini Model and Roger's Model.

Unit – III : Curriculum Process and Implementation

Phases of Curriculum Development process - Need assessment - Formulation of aims, goals and objectives - Selection of content - Selection of learning experience - Vertical and horizontal organization of content and learning experiences- Evaluation.

Overcoming Resistance to Change (ORG) Model - Leadership Obstacle Course (LOG) Model- Linkage Model - Organizational Development (OD) Model- Rand Change Agent (RCA) Model.

Unit – IV : Curriculum Transaction and Integration of ICT

Teaching - Learning process - Instructional system - Steps - Role of teacher in instructional system - Activity Based Learning (ABL) and Active Learning Methodology (ALM) — merits and precautions - Constructivism - Group controlled instruction: Group Interactive sessions, Co-operative learning methods, Group investigation and Group projects - Effective Teaching and Learning.

ICT in transaction of curriculum: Role and importance - Various modes of ICT: PLM, CAL, CAI - strength and limitations - ICT use in teaching-learning of social science - Role of Communication in transaction.

Unit – V : Tools, Techniques and Evaluation of Curriculum

Concept of Formative evaluation, scope and importance - Validity and significance of course content - Consistency with social reality - collection of evidences during designing of curriculum and try out '- Summative Evaluation: Students, Parents and other stakeholders - Stufflebeam's Context, Input, Process, Product (CIPP) Model and Robert Stake's Congruence - Contingency Model.

Observation: classroom interaction with teacher and in peer group, group work - Oral - pretest and diagnostic evaluation - Interview: consulting users of curriculum - Opinionative - Maintaining diary by the learners and teachers - Project work - Peer evaluation - Maintaining portfolio of the work and their presentation.

For Fast Track Learners

Developing curriculum suitable to the present day context – suggesting a new model for curriculum evaluation .

PRACTICUM

1. How will you make use of ABL and ALM in your teaching?
2. Tools and techniques for evaluation of curriculum.
3. How will you make use of ICT in curriculum transaction?

TEXT BOOK

- 1) Aggarwal, J.C. (1990). Curriculum Reform in India- World Overviews, Doba World Education Series-3, Delhi: Doba House, Book seller and Publisher.
- 2) Aggarwal, Deepak. (2007). Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave.
- 3) Allan C. Ornstein and Francis P.Hu-nkins (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall.
- 4) Arora, G.L. (1984): Reflections on Curriculum. New Delhi: NCERT.
- 5) Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press.
- 6) Diamond Robert, M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey-Bass Inc. Publication.
- 7) Doll Ronald C. (1986). Curriculum Improvement: Decision Making Process, London: Allyon and Bacon Inc.
- 8) Erickson, H.L. (2002). Concept Based Curriculum and Instruction: Teaching Beyond the Facts. California: Gorsion Press Inc.
- 9) Joseph.P.B et al. (2000). Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.
- 10) McKernan, James. (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. London: Routledge.

COURSE OUTCOME

The student should be able to

- CO1: explain the determinants of curriculum
- CO2: design curriculum for school education and teacher education
- CO3: make use of activity based learning and active learning methodology in teaching
- CO4: apply ICT in curriculum transaction

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			2	3		3	3	3			3	2
CO2	2			2			2	3		3	3	3			2	3
CO3	3			2			3	3		3	3	3			3	3
CO4	2			3			3	2		2	2	2			2	2

Semester-3 19MEDC 304 : ECONOMICS IN EDUCATION

Credits: 4

Hours: 4

Learning Objectives (LO):The student teacher

- acquires the knowledge of the concept of economics of education, economic value of education, human resources development, cost of Education and general approaches of planning.
- understands the principle, policies and techniques pertaining to economics of education.
- applies the principle of Economics in various dimension of Education.
- Develop interest to examine various issues in economic analysis of educational investment.
- develops the skill of using economic instruments in taking educational decision

COURSE OUTLINE:

Unit – I : Economics of Education

Economics and Education - Concept and scope of Economics - Concept and scope of Education - Economic aspect of Education - Dependence of economic development of Education - Economics of Education - Concept and scope -Different form Economics and Education - Education as an industry - Comparison of Education and industry with input - output frame work criticisms.

Unit – II : Education and Economic growth

Education and Economic growth - Definition of growth - Determinants of economic growth - Income and education of the labour force - Literacy and economic development of a country - Social and political indicators of economic development - Analysis of the contribution of education to economic growth -Schultz's analysis - Denison's approach - Individual and social demand for education.

Unit – III : Man Power planning

The concept of Manpower - Manpower planning and Economic development -Estimation of manpower requirements - Historical approach, Cross section comparison method - Surveys of Businessman - utility of each method -Suggestions - Problems of manpower estimation - technology changes, Migratory flow - Theoretical considerations - Labour supply forecast and educational planning -Education and labour market - skill development - shortage and surpluses.

Unit – IV : Cost - benefit analysis

Cost - benefit analysis - procedure - Cost of education - Different taxonomies -Unit - cost, Direct and Indirect - Private and Social cost - Benefits and Education - individual and social - benefits, Direct and Indirect benefits.

Unit – V : Educational planning

Educational planning - Meaning -Objectives - Characteristics of good planning - Institutional Planning Education policy considerations - Centralized and decentralized planning - advantages of planning at the Central and State levels -Different approaches to planning - The Social demand Approach - The manpower approach - Rate of return - Limitation of each - Macro models - Systems approach to educational planning, simulation techniques in educational planning - Limitations.

For Fast Track Learners

Impact of educational planning on the economic growth of the country

III.PRACTICUM

1. Identify and list down the indicators of Economic Growth through Education.
2. Consolidate the list of costs of Education of a student at the higher secondary stage.
3. Prepare the list of benefits of Education.
4. Identify the parameters of measuring impacts of Educational inputs.

V.REFERENCE

- 1) Baljit Singh Ed., *Education as Investment*, Manimekalai Press, Chennai, 1974.
- 2) Blaug Mark, *An Introduction to the Economics of Education*, Penguin, London, 1976.
- 3) Blaug, M., *Economics of Education*, Vol.1 & II, English Language Book Society, London, 1972.
- 4) Burgeas, T., R.Loyard8B Pant, *Manpower and Educational Development in India 1961 - 86*.
- 5) Cohn Elchannan, *The Economics of Education*, Mas, Cambridge Ballinger Publishing Co., 1975.
- 6) Martino, Deonobue, *Economic Dimensions in Education*, DublineCabil 8s Co Ltd. 1971, Macmillan - India.
- 7) Shechan John, *The Economics of Education*, Macmillan George Allen 8B Unwin, London, 1973.
- 8) Vajzey John, *The Economics of Education*, Macmillan, India, 1973.

Course Outcomes

The student should be able to

- CO1: Explain the economic aspects of education
CO2: Identify the indicators of economic growth through education
CO3: Calculate the cost of education of a student at the higher secondary stage
CO4: Explain the different approaches to educational planning

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			2	3		2	3	3			3	2
CO2	2			2			3	3		3	3	1			2	3
CO3	3			2			3	2		2	2	2			3	2
CO4	3			3			3	2		3	2	2			2	3

Semester-3 19MEDE 305 : EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Credits: 4

Hours: 4

Learning Objectives (LO): The student teacher

- acquire the knowledge concepts, meaning, need and importance of educational management and administration.
- understands the structure, principles, and various functions of educational management and administration.
- applies the principles and policies of educational management and administration.
- develops professional skills as educational administrators, principals and managers, etc.
- develops managerial skills required to solve the issues and problems in education.

Unit - I : Educational Management

Educational Management - Concepts-meanings-definitions-educational management – Difference between educational management and administration, features of a good educational management. Need of Educational management TQM in Education – Importance and Development of TQM; organizational structure – need to improve.

Unit - II : Levels of Educational Management

Management at different levels – elementary, secondary, higher secondary and higher education- Trends and principles involved in educational management- priorities, issues and solutions.

Unit - III : Functions of Educational Management

Principles of Educational management-objectives - Theories of Educational management-factors involved in various aspects of Educational management- allocation of resources, utilization of resources, generation of new resources.

Unit - IV : Scope of Educational Administration

Concepts- definitions of Educational Administration- aspects of educational administration-importance of educational administration- features of good educational administration-leadership-planning-organizing- communication- decision making- types, principles, and factors involved-TQM.

Unit - V : Educational Administration – Structure and Systems

Principles of Educational Administration and supervision a) formal system b) informal system and c) informal system, difference between inspection and supervision, need and importance, types.

Involving students in educational administration-need and issues. Structure of Educational Administration at local, district, regional and national levels.

For Fast Track Learners

Developing total quality management (TQM)

III.PRACTICUM:

1. Draw a structural schemata of Educational Administration
2. Identify the special characteristics required of a leader in Education.
3. Prepare the list of skills required to become the Educational Administrator.
4. Prepare a list of resources required to organize an educational training programme.

V. REFERENCES:

1. Hemalatha Telesra, Satya Paul Ruhela, N.L. Nagda, "Educational Management, Innovative Global Patterns", Regency Publications, New Delhi, 1997.
2. Prem Latha Sharma, "World Educational Reform", Swarup and Sons, New Delhi, 2004.
3. Dale L. Bolten, "The use of simulations in Educational Administration" Bell and Howell company, Columbus, Ohio.
4. Singh, H.M. "Fundamentals of Educational Management", Vikas Publishing House Pvt. Ltd., New Delhi.
5. Careteller S. Williams, "Administering the School Personnel Programme", The Macmillan Company, New York.
6. Jagannath Mohanty, "Educational Administration Supervision and School Management" Deep and Deep Publications, New Delhi.
7. Shukla, P.D., "Administration of Education in India" Vikas Publishing House Pvt. Ltd., New Delhi, 1986.

Course Outcomes

The student should be able to

- CO1: Draw a structural schemata of educational administration
CO2: Explain the functions of educational management
CO3: Prepare a list of skills required for an educational administrator
CO4: Organize an educational training programme

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			3	2		3	3	3			3	2
CO2	2			3			3	3		3	3	3			2	3
CO3	3			3			3	3		2	2	3			3	3
CO4	3			2			2	3		2	3	3			2	3

**Semester-3 19MEDE 306 : INFORMATION AND COMMUNICATION
TECHNOLOGY (ICT) IN EDUCATION**

Credits: 4

Hours: 4

Learning Objectives (LO):The Student teacher

- acquires knowledge of the meaning, nature, importance and scope of information and communication technology
- understands the need for ICT mediated education, ict in instructional design, the scope and challenges of e-governance in educational planning and administration, the concept of cloud computing in teaching and learning and also the concept of virtual classroom.
- applies the scientific knowledge to identify the challenges in integrating ict in school education, the use of educational e-resources and to compare the websites for any given topics.
- develops skills in designing a model for e- learning and text materials for multimedia presentation
- develops interest towards making use of ICT gadgets in teaching and learning
- develops favourable attitude towards the challenges in integrating ict in education
- develops appreciations on the innovations of ICT in teaching and learning

UNIT – I : ICT MEDIATED EDUCATION

ICT mediated Education: Concept, Importance, Meaning& Nature - Paradigm shift in Education due to ICT-Challenges in integrating Information & Communication Technology in school education.

UNIT – II : INSTRUCTIONAL DESIGN AND ICT

Instructional Design and ICT: Concept, meaning and scope. Instructional design: Types – approaches to instructional design – Cybernetic Psychology – System analysis. Impact of ICT on instructional design.

UNIT – III : ICT ENHANCED STUDENT-CENTERED LEARNING ENVIRONMENT

E-Learning: Concept, nature, definition and meaning, modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning, preparation of e-learning material. Web Based Learning Legal & Ethical issues -copyright, Hacking Netiquettes, Students' awareness on cyber-crimes and safety measures.

UNIT - IV : ICT IN EVALUATION

Computerized Test Construction and Administration: Concept, meaning and importance. Nature of Test: Purpose, objectives, preparation and administration of the test

UNIT - V: ICT FOR EDUCATIONAL PLANNING AND ADMINISTRATION

Concept of e-governance, scope and challenges of e-governance in education Use of ICT in manpower planning & human resource development. Concepts of knowledge economy and knowledge management-role of ICT knowledge management. Concept of total quality management (TQM), application of ICT in TQM.

Text Book

1. Gaskell, Jim&Miller, Jeff. "Constructivist Approaches to Developing Diverse Communities of Learners Online: Examples from the MET program." *Fourth Pan Commonwealth Forum on Open Learning Conference*. 30 October - 3 November, 2006.
2. Harasim, L. (1990) *Online Education: Perspectives on a New Environment*. New York: Praeger
3. Kochhar, S.K. (2000) : *School Administration and Organisation*– Sterling Publishers Pvt. Ltd., New Delhi
4. Kulkarni, S.S. (1986) *Introduction to Educational Technology*, New Delhi:Oxford& IBH.
5. Kumar. K.L. (1997) *Educational Technology*. New Delhi: New AgeInternational (P) Ltd.
6. Rajasekar.S.(2010).*Computers in Education*, Neelkamal Publications Pvt, Hyderabad
7. Rajasekar.S.(2005).*Computer Education and Educational Computing* Neelkamal Publications Pvt, Hyderabad

Supplementary Reading

1. Rinebert Winston. . Skinner, B.T. (1968) *The Technology of Teaching*. New York: Appleton, Century Crofts.
2. Sadagopan S. (2008) *E Governance Today*. The Icfai University Press Hyderabad.
3. Sharma, R. A. (2001), *Technological Foundations of Education*, Meerut: R. Lal Book Depot.
4. Sharma, Sita Ram & A.L. Vohra. (1993). *Encyclopedia of Educational Technology*. Anmol Publications.

Course Outcomes

The student should be able to

- CO1: bring out the challenges in integrating ICT in school education
 CO2: explain the impact of ICT on instructional design
 CO3: analyse the benefits of e- learning
 CO4: make use of ICT in manpower planning

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			2			3	2		3	2	3			3	3
CO2	3			3			2	3		2	2	2			2	2
CO3	3			3			3	3		3	3	2			3	3
CO4	2			2			3	3		3	3	3			3	2

Semester-3 19MEDP 307 : INSTITUTIONAL VISIT

Credits: 4

Hours: 4

Learning Objectives (LO):The student teacher

- acquires the concept of institution visit
- understands the various steps of field based experience
- applies the modern techniques for the observation of the students

FIELD WORK

1. Observing the B.Ed. trainees teaching in High school and Higher secondary school for a period of two weeks.
2. M.Ed. students have to visit 10 schools for preparing school records.
3. Understanding the functioning of DIET, BRC, CRC, DEO's office, CEO's office, Schools etc.
4. Record submission is compulsory for achieving the credit of the course.

COURSE OUTCOME

The student should be able to

CO1:	Explain the functioning of DIET, BRC, CRC, DEO's office, CEO's office, Schools
CO2:	Point out different aspects of teaching

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			3	2		3	2	3			2	3
CO2	2			3			3	3		3	3	3			3	3

Semester-3 19MEDP 308 : EXPOSITORY AND ACADEMIC WRITING

Credits: 4

Hours:4

Learning Objectives (LO):The student teacher

- Acquires the knowledge of the principles of academic writing.
- Understands the basic units in written texts (phrases, clauses, sentences, paragraphs); academic genres: reports, essays, research papers and dissertations text units correctly and effectively: punctuation, lexis and spelling conventions.
- developsskill in problem solving and writing.
- developinterest in writing process: drafting, revising and proof reading.

II. COURSE OUTLINE:

UNIT – I :WRITING PROCESS

Improving fluency in the writing process steps planning, drafting, revising, editing, and preparing final papers.

UNIT – II :ELEMENTS OF WRITING

Developing competency in the varied elements of writing: thesis, stance, content . - Organization, sentences, diction, and technical matters:

UNIT – III : SOURCES

Establishing reliability of sources, including Internet sources. Synthesize and critique material from a variety of sources scholarly and professional publications; incorporate sources; document sources properly

UNIT – IV : READING

Writing on real-world situations: Readings from a various disciplines and cover topics including economics, ethnicity and gender discrimination, and conflict resolution.

PRACTICUM

1. This course is structured as a writing workshop, where students write drafts of their essays, receiving feedback from the instructor as well as from their peers at every step. This ENHANCES writing as a process, and secondary assignments range from research proposals to draft outlines and even research notes.
2. This is the nature of a writing course; student writing is evaluated on the basis of these categories, as well as the progress through the revision process.

Course Outcomes

The student should be able to

CO1: Improve fluency in the writing process

CO2: Develop competency in various elements of writing

CO3: Establish reliability of different learning resources

CO4: Comprehend gender discrimination and conflict resolution

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			3	3		3	3	3			3	3
CO2	2			2			3	2		2	2	3			3	2
CO3	3			3			2	3		3	1	2			2	3
CO4	3			2			3	3		2	3	3			3	3

Semester-4 19MEDC 401 : VALUE EDUCATION AND HUMAN RIGHTS EDUCATION

Credits: 4

Hours: 4

Learning Objectives (LO): The student teacher

- acquires knowledge of the meaning, scope and significance of value education.
- understands value based axioms, principles, laws, events and stories etc. suitable to school students and use them for inculcating values to the school students.
- applies suitable evaluation tools and techniques for the assessment of value development.
- applies the principles of Human Rights Education in day to day life.
- appreciates basic values underlying major religion of the world.

COURSE OUTLINE:

Unit – I : Concept and foundations of values

Values - Meaning, Nature and their importance. Relation between needs and values, Hierarchy of values, Place of values in character development and education.

Foundations of values - Philosophical - Sociological and Psychological. Concept of values with reference to Idealism, Naturalism, Pragmatism and Existentialism. Values profounded by Swami Vivekananda, Sir Aurobindo, J. Krishnamurthi and Rabindranath Tagore.

Unit–II : Theories and Models of Value Education

Theories of Value development -.Cognitive theory, Social learning theory -Psycho analytical theory. Characteristics of Values, Classification of Values, Aims of Value Oriented education - Approach in value oriented education.

Models of Teaching for Value education. Rationale building model Consolidation model - Value classification model - Value analysis model - Cognitive moral development model - Social action model - Jurisprudential model - Role playing model.

Unit – III : Role of Education in the Development of Values

Role of education in development of values - The role of values in child development ~ Social development - cultural integrity - World harmony - Unity - Non - violence and Peace.

Unity of Religions - Values common to major religious of the world ~ Hinduism - Christianity - Islam - Jainism-Buddhism.

Unit – IV : Concept and fundamental of Human Rights

Human Rights – its meaning – definition and historical background – recent development.

Universal Declaration of human Rights 1948 – International covenant on Economic, Social and Cultural Rights, 1966 – International covenant on Civil and political Rights, 1966 – Indian constitutional provisional preamble-fundamental Rights – Duties – Directive principles of state policy.

Education for citizenship – duties and responsibilities of a citizen in Democracy – Right for Education – Right to work – Right to Vote-Role of teacher.

Unit – V : Human Rights Education and its need in Teacher Education

Human rights Education and its need in teacher education – UNESCO 1974 recommendation concerning education for international Co-operation and peace education for human rights and fundamental freedom – National policy on education on Human Rights Education.

Human Rights Education at primary and secondary levels, need and importance-curriculum transaction and related activities.

For Fast Track Learners

Strategies to improve the value system in India- suggest measures to control human rights violations in India.

PRACTICUM

1. Prepare a report on values propounded by Swami Vivekananda and J.Krishnamurthy.
2. Explain the theories of value development.
3. Prepare a report on universal declaration of human right in 1948.

V.REFERENCE

- 1) L. Chattopadhyaya, Sudhakar, *Traditional values in Indian Life*, Indian International Centre, New Delhi, 1961.
- 2) DevArjun, Dev, *Human Rights – A Source Book*, National Council of Educational Research and Training, New Delhi, 1995.
- 3) Jois, M.R., *Human Rights and Indian Value*, NCTE, Revised, New Delhi, 1998.
- 4) Kalra, R.M., *Values in a Developing Country with Special Reference to India*, Indian Publication Bureau, AmbalaCantt, 1976.
- 5) Kenneth A, Strike, *Ethics and Educational Policy*, Routledge&Kogan Paul, London, 1987.
- 6) Mohanty, J., *Indian Education in the Emerging Society*, Sterling Publishers Private Limited, New Delhi 1982.
- 7) Mohanry, J., *Human Rights Education*, Deep & Deep Publications Pvt.Ltd., New Delhi, 2000.
- 8) Mukherjee, RK. *Social Structure of Values*, S.Ghand, New Delhi, 1969.
- 9) Passi, B.K. and P.Singh, *Value Education*, National Psychological Corp. Agra. 1991.
- 10) Paul H. Hirst, *Moral Educational in a Secular Society*, Hodder and Stroughton National Children's Home, 1976.
- 11) Ruhela, S.P., *Human Values and Education*, Sterling Publishers Private Limited, New Delhi, 1986.
- 12) Smt Indira Gandhi India's Cultural Tradition, (Prime Minister speaks 60) National Integration, Directorate of Advertising 8B Visual Publicity, Ministry of I & B, Govt, of India, New Delhi, 1980.

Course Outcomes

The student should be able to

- CO1: explain the theories of value development
- CO2: prepare a report on the values propounded by Swami Vivekananda
- CO3: create awareness on human rights education
- CO4: prepare a report on universal declaration of human rights of 1948

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			2	3		2	3	3			3	3
CO2	2			3			3	3		3	2	3			2	3
CO3	3			2			3	2		3	3	3			3	2
CO4	3			3			3	3		2	3	2			3	1

Semester-4 19MEDC 402 : DISASTER MANAGEMENT EDUCATION

Credits: 4

Hours:4

Learning Objectives (LO): The student teacher

- acquires the knowledge, principles and concepts in Disaster Management Education.
- understands the types, system and functions of Disaster Management Education.
- applies the principles and polices in the organization of Disaster Management Education.
- develops skills in preparing Disaster Management programmes, learning materials and using teaching techniques.
- develops interest in knowing the programmes of Disaster Management.
- develops desirable positive attitude towards Disaster Management.

Unit – I : Fundamentals of Disaster Management

Disaster – Disaster Management - Disaster Management Education - Meaning, Concepts and Definitions - Environmental Hazards and Disasters.

Types of Environmental Hazards and Disasters – Natural hazards and disasters – Volcanic Eruption - Earth Quake – Cyclones – Floods – Droughts, Tsunami - Causes Effects and Environmental Impacts.

Unit – II : Types of Disaster and approaches in Risk Reduction

Man - made Disasters – Soil erosion –Chemical Hazards – Nuclear Explosion, Sedimentation and Environmental Problems – Biological Hazard - Population Explosion . Factors, Causes and Conservation Measures.

Approaches to Disaster Risk Reduction – Preparedness – Predictability and Warning – Mitigation – Rehabilitation.

Unit – III : Logistics Disaster Management

Inter – relationship between Disasters and Development – Factors affecting Vulnerabilities – Impact of Development Projects – Dams, Embankments, Changes in Land Use.

Disaster Risk Management in India – Hazard and Vulnerability Profile of India.

Unit- IV : Safety and Rehabilitation measures

Components of Disaster Relief – Water, Food, Sanitation, Shelter, Health and Waste Management.

Disaster Management – An integrated Approach for Disaster Preparedness, Mitigation and Awareness.

Mitigation Institutions – Meteorological Observatory – Seismological Observatory – Industrial Safety Inspectorate.

Unit – V : Agencies of Disaster Management

Role and Responsibilities – Youth and Community Leaders – NGOs - SHGs - Panchayat raj Institutions - Urban and Local Bodies - Centre and State Governments in Disaster Risk Reduction. Disaster Management Act, Policies and Programmes in India

For Fast Track Learners

Role of Centre and State Governments in Disaster Risk Reduction

PRACTICUM

1. A detailed report on any one of the disaster based on Web resources.
2. A report based on functioning of disaster management mechanism in your local area.
3. A report on disaster management act, policy and programmes in India.

V.REFERENCE

1. Alexander David, 2000, Introduction in Confronting Catastrophe', Oxford University Press.
2. Document on World Summit on Sustainable Development, 2002.
3. Disaster Management Act 2005, Government of India, New Delhi.
4. Government of India, National Disaster Management Policy 2009.
5. Gupta Anil K. Sreeja S. Nair, 2011, Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi.
6. Kapur, Anu et.al, 2005: Disasters in India Studies of Grim Reality, Rawat Publishers, Jaipur.
7. KapurAnu 2010: Vulnerable India: A Geographical Study of Disasters, IIAS and Sage Publishers, New Delhi.

Course Outcomes

The student should be able

CO1: to comprehend the basic knowledge of the various types of disaster

CO2: to understand the concept of disaster management

CO3: to apply principles and policies in the organization of disaster management

CO4: to develop skills in preparing disaster management awareness programmes

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			2	3		3	3	3			3	3
CO2	2			3			3	3		2	3	3			2	2
CO3	3			2			3	3		3	3	3			3	3
CO4	3			2			2	3		3	2	2			2	3

Semester-4 19MEDC 403 : GENDER DISPARITY IN EDUCATION

Credits: 4

Hours:4

Learning Objectives (LO): The student teacher

- Acquires the knowledge of the basic concepts relating to gender, gender bias, gender roles and gender disparity.
- develops understanding of gender perspective of body and discourse on power relationship.
- develops understanding on cultural construction of masculinity and femininity.
- applies the knowledge in analysing the historical development of gender studies from women's studies.
- develops positive attitude towards solving problems of gender disparity.

UNIT - I : INTRODUCTION

Importance of understanding - Sex and Gender; Types of Gender; Gender Roles and Gender Division of Labour; Gender Stereotyping and Gender Discrimination; Objectification; Male Gaze and Objectivity.

UNIT - II : GENDER PERSPECTIVES OF BODY

Biological, Phenomenological and Socio-Cultural Perspectives of body; Body - Articulation of Power Relations - Challenges Cultural Meaning of Female Body and Women's Lived Experiences; Gender and Sexual Culture - Richard Freiherr von Krafft-Ebing, Henry Havelock Ellis and Sigmund Freud

UNIT – III : SOCIAL CONSTRUCTION OF FEMININITY

Bio-Social Perspective of Gender; Gender as Attributional Fact; Essentialism in the Construction of Femininity; Challenging Cultural Notions of Femininity (Butler, Douglas, Foucault and Haraway); Images of Women in Sports, Arts, Entertainment and Fashion Industry; Media and Feminine Identities.

UNIT – IV : SOCIAL CONSTRUCTION OF MASCULINITY

Definition and Understanding of Masculinities; Sociology of Masculinity; Social Organization of Masculinity and Privileged Position of Masculinity; Politics of Masculinity and Power; Media and Masculine Identities

UNIT – V : WOMEN'S STUDIES AND GENDER STUDIES

Nature and Scope of Women's Studies; From Women's Studies to Gender Studies: A Paradigm Shift; Women's Studies vs. Gender Studies

For Fast Track Learners

Current landscape of Female Participation in Different Sectors- in India – With Special Attention – Corporate- Academic- Political- Cultural- Technological- and Non-Profit Sectors- Interventions and Policies- Barriers that Contribute to Gender Gap.

Classroom Activities

- Workshop: gender sensitisation through gender related concepts
- Textual analysis of documentary/short films: cultural construction of gender
- Video clip presentation: Masculine and Feminine identities, male gaze and objectivity
- Debates: Challenging traditional/ideal attributes of male and female psyche
- Class room Activity : Analysis of gender gap in Indian polity
- Case study Analysis: women leaders in Panchayati raj

PRACTICUM

1. Collect the reports of commissions trying to remove the gender disparity.
2. Prepare the data-base to demonstrate the existing gender status.
3. Identify the impacts of gender – disparity in Education.
4. Identify programmes and schemes in existence removing gender-disparity.

Text Book:

1. Ambedkar, S. N. and Nagendra, Shilaja (2005) Women Empowerment and Panchayati Raj. Jaipur: ABD Publishers.
2. Brush, Lisa D. (2007) Gender and Governance. New Delhi: Rawat Publications.
3. Jha, Ashok Kumar (2004) Women in Panchayat Raj Institutions. New Delhi: Anmol Publications Pvt. Ltd.
4. Jha, Deepika (2010) Women in World Politics. New Delhi: Pearl Books.
5. Nandal, Roshini (1996) Women Development and Panchayati Raj. Rohtak: Spellbound Publications Pvt. Ltd.

Supplementary Reading

1. Saxena, Alka (2011) Role of Women in Reservation Politics. New Delhi: Altar Publishing House.
2. Saxena, Alka (2011) Situational Analysis of Women in Politics. New Delhi: Altar Publishing House.
3. Saxena, Alka (2011) Women and Political Leadership. New Delhi: Altar Publishing House.

Course Outcomes

The student should be able to

- CO1: comprehend the knowledge about the gender influence on education at various levels
- CO2: explain the biological socio cultural perspectives of the human body
- CO3: analyze the historical development of women studies
- CO4: enhance develop the favourable attitude towards feminism

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	3			3			3	2		3	3	3			3	2
CO2	2			2			2	3		3	2	3			3	3
CO3	3			3			3	3		2	3	3			2	3
CO4	2			3			2	2		3	3	2			3	2

Semester-4 19MEDE 404 :PROFESSIONAL CAREER SKILL DEVELOPMENT

Credits: 4

Hours: 4

Learning Objectives (LO):The student teacher

- acquires the knowledge of professional career development
- understands
the importance of career planning with a successful transition into a professional setting.
the importance of various skills involved in developing interpersonal relationships.
applies the resources and information in career decision making and goal setting on career options.
- applies the knowledge to enhance interpersonal and communication skills.
- develops interest to participate effectively in Group Discussions.

UNIT - I: PROFESSIONAL CAREER DEVELOPMENT

Introduction to Career Development ;Career planning – Importance of Career planning in professional development - Steps in the career planning, Self-Assessment, Identifying Professional Talents, Career Exploration; Resume - Developing Professional Resume, Enhancing Professional Resume, resume critique, Preparing Career and Internship Cover Letters, and LIT.

UNIT – II: PERSONAL AND PROFESSIONAL SKILLS

Personal skills:- time management - using time effectively, analysing time spent to improve productivity, setting SMART (specific, measurable, achievable, realistic, time-based) objectives, prioritising work tasks, stress management; problem solving skill; decision making skill.

Professional skills:-counselling and mentoring to support staff with their own learning and development requirements; writing skills; coaching skills; leadership skills; multi-tasking skill; occupational competencies; maintaining requirements for professional bodies - learning new skills and knowledge, current trends in job roles; leading and chairing meetings; delivering effective presentations.

UNIT - III: COMMUNICATION AND TEAM WORK

Professional Communications; Interpersonal Communication skills; fundamentals of Communications; Body language in communication; importance of active listening; Skills involved in interpersonal relationship; handling emotions of self and others; importance of team work skill; team building skills; effective group discussion; presentations in small groups and larger audiences; Preparation for internship interviews

UNIT - IV: INTERNET AND SOFT SKILLS

Networking Search Strategies, Interviewing, Informational Interviewing, Job Shadowing, Developing Professional Career Portfolio, Influencing Networking Partners

SUGGESTED PROJECTS

- Interview Skills Assessment
- Interview Preparation Personal Qualities
- Mock Interview
- Personality Type
- Resume Preparation Techniques
- Preparation of Sample Resumes
- Preparation of Cover Letter

- Professional Correspondence
- Internet Career and Job Research
- Professional Career Portfolio (Mandatory)
- Network Partner Database Creation

Text Book

1. Allen, M., and Adair, J. (2003), The Concise Time Management and Personal Development
2. Beebe, T. and Mottet, X. (2014) Business and professional communication: Principles and skills for leadership. New York, NY: Pearson.
3. Feller, Honaker, and Zagzebski (2002). Theoretical voices directing the career development journey: Holland.
4. G. Ravindran, S.P. Benjamin Elango and L. Arockiam(2007), “ Success Through Soft Skills

Supplementary Reading

1. Gold J, Thorpe R and Mumford A (2010), Leadership and Management Development, CIPD.
2. Megginson D and Whitaker V (2007), Continuing Professional Development, CIPD.
3. Owen J (2009), How to Lead, 2nd Edition- Prentice Hall.
4. Pedler M, Burgoyne J and Boydell T (2006), A Manager’s Guide to Self Development McGraw-Hill Professional.
5. Trilling, B., Fadel, C. (2009). The Future of Work and Careers in 21st Century Skills, John Wiley.

Course Outcomes

The student should be able to

- CO1: realize the knowledge about the professional career development
- CO2: explain the career planning with successful transition into a professional setting
- CO3: Identify the resources and information that can be utilized in career decision making
- CO4: Enhance skills involved in developing interpersonal relationships

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	2			3			3	3		2	3	2			3	3
CO2	3			2			2	3		3	3	3			2	3
CO3	2			3			3	3		3	3	3			3	2
CO4	3			3			2	2		3	2	2			3	3

INDIAN CONSTITUTION

Hours :4

Objectives of the Course

- * The main aim of this course is to make the students to understand the history of making of the Indian Constitution.
- * This Course will enable the students to know the philosophy of the Indian Constitution.
- * This paper will make the students to understand the nature of Indian federalism, about the powers and functions of the president and Prime Minister of India.
- * This course aims to sensitize the students on the administrative setup at the centre, state and local level.

Unit-I

Making of Indian Constitution - Philosophy of Indian Constitution - Preamble: The union and its Territory - Citizenship - Fundamental Rights.

Unit –II

Fundamental Duties - Directive Principles of State Policy - Nature of Indian Federalism - Central - State Relations - Inter - State Council - Tribunal.

Unit-III

The Central Executive - The President - The Prime Minister - Parliament - Council of Ministers - Supreme Court - Emergency Provisions.

Unit-IV

The State Executive - Governor - Chief Minister - Council of Ministers - The State Legislature - High Court.

Unit –V

Local Government in India: Rural and Urban Local Government - 73rd Amendment – 74th Amendment.

Course Outcome

- CO1 : After the completion of this course the students will be able to understand the history of making of Indian Constitution its philosophy.
- CO2 :Further, they will also come to know the powers and functions of President.
- CO3 : Prime Minister. Central and State legislatures besides understanding the Local Governments.

Text Books

1. *Durga Das Basu, Introduction to the Constitution of India, New Delhi: Prentice Hall. 2018.*
2. *Paul R. Brass, The Politics of India Since Independence, New Delhi:Cambridge University Press, 1999.*
3. *YogendraYadav (ed.),Transforming India: Social Dynamics of Democracy. New Delhi: Oxford University Press, 2000.*