## Course Name

### FIRST YEAR: FIRST SEMESTER

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course Name</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Regulations</td>
<td>1 – 5</td>
</tr>
<tr>
<td>2.</td>
<td>MEDC101: PHILOSOPHICAL PERSPECTIVES OF EDUCATION</td>
<td>5 – 6</td>
</tr>
<tr>
<td>3.</td>
<td>MEDC102: SOCIOLOGICAL PERSPECTIVES OF EDUCATION</td>
<td>6 – 7</td>
</tr>
<tr>
<td>4.</td>
<td>MEDC103: ADVANCED EDUCATIONAL PSYCHOLOGY</td>
<td>8 – 10</td>
</tr>
<tr>
<td>5.</td>
<td>MEDC104: METHODS OF RESEARCH IN EDUCATION</td>
<td>10 – 12</td>
</tr>
<tr>
<td>6.</td>
<td>MEDE 105: BASIS OF PRIMARY EDUCATION</td>
<td>12 – 13</td>
</tr>
<tr>
<td>7.</td>
<td>MEDE 106: BASIS OF ELEMENTARY EDUCATION</td>
<td>14 – 15</td>
</tr>
<tr>
<td>8.</td>
<td>MEDP 107: PREPARATION OF RESEARCH PROPOSAL</td>
<td>16 – 16</td>
</tr>
<tr>
<td>9.</td>
<td>MEDP 108: YOGA FOR HEALTH EDUCATION</td>
<td>17 – 18</td>
</tr>
</tbody>
</table>

### FIRST YEAR: SECOND SEMESTER

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course Name</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>MEDC 201: STATISTICS IN EDUCATIONAL RESEARCH</td>
<td>18 – 19</td>
</tr>
<tr>
<td>11.</td>
<td>MEDC 202: EDUCATION FOR EXCEPTIONAL CHILDREN</td>
<td>20 – 21</td>
</tr>
<tr>
<td>12.</td>
<td>MEDC 203: TECHNOLOGY OF TEACHING AND LEARNING</td>
<td>21 – 23</td>
</tr>
<tr>
<td>13.</td>
<td>MEDC 204: TEACHER EDUCATION FOR 21ST CENTURY</td>
<td>23 – 24</td>
</tr>
<tr>
<td>14.</td>
<td>MEDE 205: FOUNDATIONS OF DISTANCE EDUCATION</td>
<td>24 – 26</td>
</tr>
<tr>
<td>15.</td>
<td>MEDE 206: BASIS FOR SECONDARY AND HIGHER SECONDARY EDUCATION</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>MEDE 207: HISTORICAL PERSPECTIVES OF INDIAN EDUCATION</td>
<td>28 – 29</td>
</tr>
<tr>
<td>17.</td>
<td>MEDE 208: TRAINING IN EDUCATIONAL SOFTWARE</td>
<td>30 – 31</td>
</tr>
</tbody>
</table>

### SECOND YEAR: THIRD SEMESTER

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course Name</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>MEDC 301: MEASUREMENT AND EVALUATION IN EDUCATION</td>
<td>31 – 32</td>
</tr>
<tr>
<td>19.</td>
<td>MEDC 302: EDUCATION AS A FIELD OF STUDY</td>
<td>32 – 34</td>
</tr>
<tr>
<td>20.</td>
<td>MEDC 303: CURRICULUM: PRINCIPLES AND FOUNDATIONS</td>
<td>34 – 36</td>
</tr>
<tr>
<td>21.</td>
<td>MEDC 304: ECONOMICS OF EDUCATION</td>
<td>36 – 38</td>
</tr>
<tr>
<td>22.</td>
<td>MEDE 305: EDUCATIONAL MANAGEMENT AND ADMINISTRATION</td>
<td>38 – 39</td>
</tr>
<tr>
<td>23.</td>
<td>MEDE 306: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>MEDP 307: INSTITUTIONAL VISIT</td>
<td>41</td>
</tr>
<tr>
<td>25.</td>
<td>MEDP 308: EXPOSITORY AND ACADEMIC WRITING</td>
<td>41 – 42</td>
</tr>
</tbody>
</table>

### SECOND YEAR: FOURTH SEMESTER

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course Name</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>MEDC 401: VALUE EDUCATION AND HUMAN RIGHTS EDUCATION</td>
<td>42 – 44</td>
</tr>
<tr>
<td>27.</td>
<td>MEDC 402: DISASTER MANAGEMENT EDUCATION</td>
<td>44 – 46</td>
</tr>
<tr>
<td>28.</td>
<td>MEDC 403: GENDER DISPARITY IN EDUCATION</td>
<td>46 – 47</td>
</tr>
<tr>
<td>29.</td>
<td>MEDE 404: PROFESSIONAL CAREER SKILL DEVELOPMENT</td>
<td>47 – 49</td>
</tr>
<tr>
<td>30.</td>
<td>MEDD 405: DISSERTATION</td>
<td>49</td>
</tr>
</tbody>
</table>
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.

Objectives of the Programme

Objectives of the programme will be to:

- Create interest in understanding the status of pre-service and in-service teacher education.
- Develop familiarity with the content, organization of curricular framework, infrastructure and resources required of a pre-service education programme.
- Examine the present pre-service and in-service teacher education programmes with a view to meet the real needs of current school system.
- Motivate the various activities and processes of a education institution, in order to play the multiple roles and challenges as a teacher educator.
- Develop competencies in organizing various components of evaluation of pre-service and in-service teacher education programme.
- Identify and design teacher professional programmes on the basis of the trends in teacher education.
- Examine the various agencies, their contribution in regulating and enhancing the quality of teacher education.
- Develop understanding of the needed educational research in various dimensions of education.
- Develop professional skills, attitudes, values and interests needed to become the best teacher educator.
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.
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

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Thesis</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thesis</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>Viva-Voce</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

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.

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

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

<table>
<thead>
<tr>
<th>Very Short answer (Answer ALL questions)</th>
<th>10 x 2</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short answer (Answer FIVE out of Seven)</td>
<td>5 x 5</td>
<td>25</td>
</tr>
<tr>
<td>Essay type(Internal choice)</td>
<td>2 x 15</td>
<td>30</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
<td>----</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------</td>
<td>----</td>
</tr>
</tbody>
</table>

XIII. Scheme of Examinations

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE OF COURSES</th>
<th>EXAMINATIONS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDC101</td>
<td>Philosophical Perspectives of Education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC102</td>
<td>Sociological Perspectives of Education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC103</td>
<td>Advanced Educational Psychology</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC104</td>
<td>Methods of Research in Education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDE105</td>
<td>Basis of Primary Education</td>
<td>50 - 50 2</td>
<td></td>
</tr>
<tr>
<td>MEDE106</td>
<td>Basis of Elementary Education</td>
<td>50 - 50 2</td>
<td></td>
</tr>
<tr>
<td>MEDE107</td>
<td>Preparation of Research Proposal</td>
<td>50 - 50 2</td>
<td></td>
</tr>
<tr>
<td>MEDE108</td>
<td>Yoga for Health Education</td>
<td>75 - 75 3</td>
<td></td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE OF COURSES</th>
<th>EXAMINATIONS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDC201</td>
<td>Statistics in Educational Research</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC202</td>
<td>Education for Exceptional Children</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC203</td>
<td>Technology of Teaching and Learning</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC204</td>
<td>Teacher Education for 21st Century</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDE205</td>
<td>Foundations of distance education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDE206</td>
<td>Basis for Secondary and Higher Secondary Education</td>
<td>50 - 50 2</td>
<td></td>
</tr>
<tr>
<td>MEDE207</td>
<td>Historical Perspectives of Indian Education</td>
<td>50 - 50 2</td>
<td></td>
</tr>
<tr>
<td>MEDE208</td>
<td>Training in Educational Software</td>
<td>75 - 75 3</td>
<td></td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE OF COURSES</th>
<th>EXAMINATIONS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDC301</td>
<td>Measurement and Evaluation in Education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>CODE</td>
<td>TITLE OF COURSES</td>
<td>EXAMINATIONS</td>
<td>CREDITS</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>MEDC302</td>
<td>Education as a Field of Study</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC303</td>
<td>Curriculum: Principles and Foundations</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC304</td>
<td>Economics in Education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDE305</td>
<td>Educational Management and Administration</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDE306</td>
<td>Information and Communication Technology in Education</td>
<td>50 - 50 2</td>
<td></td>
</tr>
<tr>
<td>MEDP307</td>
<td>Institutional Visit</td>
<td>50 - 50 2</td>
<td></td>
</tr>
<tr>
<td>MEDP308</td>
<td>Expository and Academic Writing</td>
<td>50 - 50 2</td>
<td></td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE OF COURSES</th>
<th>EXAMINATIONS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDC401</td>
<td>Value Education and Human Rights Education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC402</td>
<td>Disaster Management Education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDC403</td>
<td>Gender Disparity in Education</td>
<td>25 75 100</td>
<td>4</td>
</tr>
<tr>
<td>MEDE404</td>
<td>Professional Career Skill Development</td>
<td>50 - 50 2</td>
<td></td>
</tr>
<tr>
<td>MEDD405</td>
<td>Dissertation</td>
<td>200 - 200 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1225 1275 2500</td>
<td>100</td>
</tr>
</tbody>
</table>

**SYLLABUS**

**FIRST SEMESTER**

**MEDC101 : PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

Internal Assessment Marks : 25
External assessment Marks : 75

**OBJECTIVES**

The student teachers

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

**Unit–I: Philosophy and Education**


**Unit–II: Indian Philosophy**


**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

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.

REFERENCES

MEDC102 : SOCIOLOGICAL PERSPECTIVES OF EDUCATION
Internal Assessment Marks : 25
External assessment Marks : 75

OBJECTIVES
The student teachers
- acquire knowledge of the concept and principles of sociology
- develop understanding of the concepts and its implications in education
- apply the knowledge of sociology in the analysis of present day educational system.
- develop 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**


**Unit–IV: Social Mobility**


**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.

**PRACTICUM**

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

**REFERENCE**

1) N.Jayaraman (1990), Sociology of Education in India, (RAWAT Publications, Jaipur).
2) Alex Inkeles (1971), What is Sociology? (Prentice – Hall of India Private, New Delhi – 1).
MEDC103: ADVANCED EDUCATIONAL PSYCHOLOGY

OBJECTIVES
The student teacher

- acquires 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 interest to know more psychological concepts.
- develops favourable attitude to know the findings in the field of educational psychology.
- develops skill in performing experiments and collection of data.

Unit–I: Educational Psychology


Unit–II: Human Development


Unit–III: Motivation Learning Theories


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 –


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 seak – Assessment – uses.


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


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.

PRACTICUM

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

REFERENCE BOOKS

OBJECTIVES

The student teacher

- acquires 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 – purpose and rescvureec; 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.


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.


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.


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

REFERENCE BOOKS


**MEDE 105 : BASIS OF PRIMARY EDUCATION**

**Internal Assessment Marks : 50**

**OBJECTIVES**

The student teacher

- acquires 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**


**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 – Montessori.

**Unit–III : Curriculum for Primary Education**

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

Unit–IV : Strategies, Approaches and Resources


Unit–V : Training, Research and Evaluation in ECCE


PRACTICUM

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

REFERENCES

MEDE 106 : BASIS OF ELEMENTARY EDUCATION

Internal Assessment Marks : 50

OBJECTIVES

The student teacher

▪ acquires 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

Unit–I : UEE Objectives and Challenges


Unit–II : Strategies, Programs and Rights

Needs of children – primary, secondary, health and nutritional needs.

Psychological – emotional – motivational and special needs.


Unit–III : Curriculum and Evaluation in Elementary Education


Unit–IV :Key Problems of Elementary Education


Unit–V :Best Practices in Elementary Education


PRACTICUM

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

REFERENCES

MEDP 107 : PREPARATION OF RESEARCH PROPOSAL
Internal Assessment Marks: 50

OBJECTIVES
The student teachers
▪ understand the meaning of Research
▪ perceive the need of preparing a research proposal
▪ select the problem and write the research proposal for the problem
▪ describe the important components of research proposal
▪ learn 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 work 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

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


Unit–II : Stress Management


Unit–III : Self Management


PART–II : PRACTICAL

Unit–IV


REFERENCES

1) Yoga, Asana, Pranayama, Mudras, Bandha: Yoga publications Trust, Munger, Bihar, India.
2) Yoga, Asana, Pranayama, Mudras, Bandha: Vivekananda Kendra Yoga Prakashana, Bengaluru.
5) Four chapters of Freedom: SwamySatyanandaSaraswathi, Yoga Publications Trust, Munger, Bihar, India.
OBJECTIVES

The student teacher

▪ acquires the knowledge of the following:
  the different aspects of educational statistics various statistical terms, concepts, principles and processes.
  understands the Need, nature, scope of educational statistics – various methods and techniques of educational statistics
  the statistical terms, concepts, principles and processes

▪ develops the skills of
  inculcating 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.

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

Unit–III : Correlational Analysis

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.

REFERENCE BOOKS

9) Sheadelore, G.W., Statistical Methods, Town State College, 1957.
MEDC 202: EDUCATION FOR EXCEPTIONAL CHILDREN

Internal Assessment Marks : 25
External Assessment Marks : 75

OBJECTIVES
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.
- appreciates the practices performed by the disabled children.
- develops interest to assist the disabled in different ways.

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

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

Unit–IV
(i) Learning – Disabled and Backward

(ii) Gifted and Creative – Children


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


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.

REFERENCES

MEDC 203: TECHNOLOGY OF TEACHING AND LEARNING

Internal Assessment Marks : 25
External Assessment Marks : 75

OBJECTIVES

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.

**Unit–I: Basics of 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**


**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**


**REFERENCES**

7) Gaskell, Jim & Miller, Jeff. "Constructivist Approaches to Developing Diverse Communities of Learners Online: Examples from the MET program." *Fourth*

**MEDC 204 : TEACHER EDUCATION FOR 21ST CENTURY**

Internal Assessment Marks : 25
External Assessment Marks : 75

**OBJECTIVES**

- To enable the students make a study of the changing concepts of teacher education during various periods of education development in the country.
- To create in students awareness of various problems of teacher education to acquaint the students with the teacher education programme at all levels.
- To develop necessary skills for planning and organization of functions for effective school management.
- To provide the students some practical experience with a view to make them aware of some of the essential technical knowledge of their job.

**Unit–I : Teacher and Education in the Emerging Society**

The teacher in ancient 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**


**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, DTERT, 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.

**REFERENCES**

MEDE 205 : FOUNDATIONS OF DISTANCE EDUCATION

OBJECTIVES

The student teacher
- acquires the concept of distance education
- understands the term distance education from other related terms
- explains the scope of distance education
- describes the need for distance education in a country like India
- explains the rationale for distance education
- identifies and lists the characteristic features of distance education;
- compares the features of distance education with that of conventional education
- explains the role of media in distance education
- identifies the various media and technology available for distance education
- knows the relative merits and demerits of different media
- understands that media affect distance learning and teaching.

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 – Organizational Structure of IGNOU – Organizational Structure of State Open Universities – Organizational 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

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.

REFERENCES
1) IGNOU M.Ed Material ES – 364 (3 BLOCKS).
5) 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 (1993): Distance Education in Asia and the Pacific:

MEDE 206 : BASIS FOR SECONDARY AND HIGHER SECONDARY EDUCATION

Internal Assessment Marks : 50

OBJECTIVES
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

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 –

Unit–II : Objectives of Secondary and Higher Secondary Education


Unit–III : Curriculum and Evaluation


Unit–IV : Administration of Secondary and Higher Secondary Education


Unit–V : Pivotal Issues in Higher Secondary Education


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.

REFERENCES


MEDE 207 : HISTORICAL PERSPECTIVES OF INDIAN EDUCATION

Internal Assessment Marks : 50

OBJECTIVES
To enable the student to
- acquire knowledge of the goals for the development of Education as set out in Indian Education.
- develop an understanding of the concepts and its implication in Indian Education.
- develop an understanding of the History and Indian Education Problems.
- apply the knowledge of Education in the analysis of recent trends in Indian Educational System.
- Comprehend the goals for the development of Education as set out in Indian Constitution.
- Comprehend the contemporary social, emotional, economic and political environment with reference to the Educational System.

Unit–I: Meaning and Definition

Unit–II: Problems an Indian Education
Unit–III: Higher Education

Basics 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


Unit–V: Recent trends in Education


REFERENCES
5) Growal and Gupta. B.S. Working with Community and Teacher Education Bhopal: Modern Book Deportment.
OBJECTIVES

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 appreciation 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


Hands on Training

a) Construction of a Question paper.

b) Creating learning materials – handouts.

Unit–III: Educational Applications of Microsoft Excel


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.
REFERENCES

THIRD SEMESTER
MEDC 301 : MEASUREMENT AND EVALUATION IN EDUCATION

OBJECTIVES
The student teacher
- acquires knowledge of different tools of measurement and evaluation and characteristics of measuring tools.
- understands the concept of measurement and evaluation
- develops the ability to administer and use measuring tools and interpret results.
- develops ability to construct various types of measurement.
- develops ability to use the results for evaluation purposes in respect of objectives, curriculum, teaching strategies and measuring tools.

Unit–I : Concept of Measurement and Evaluation

Unit–II : Basics of Measuring Instrument

Unit–III : Intelligence Tests

Unit–IV : Achievement and Diagnostic Tests
Unit-V : Assessment of Personality


REFERENCE BOOKS


MEDC 302 : EDUCATION AS A FIELD OF STUDY

Internal Assessment Marks : 25
External Assessment Marks : 75

OBJECTIVES

The student teacher

- acquires the knowledge of terms, concepts and principles of 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 to NCF (2005).
- appreciates the theories of education drawn from various disciplines cognate to education such as philosophy, psychology, sociology, Management, Economics etc.
- analyses school education and teacher education and also the vision of great educators.

**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.

**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 a list of schemes and strategies to achieve equalization of educational opportunities.

REFERENCES

MEDC 303 : CURRICULUM : PRINCIPLES AND FOUNDATIONS

OBJECTIVES
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.

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


**Unit–II : Curriculum Designs and Models of Curriculum Development**

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


**Unit–III : Curriculum Process and Implementation**


**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.


**Unit–V : Tools, Techniques and Evaluation of Curriculum**


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.

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?

REFERENCES

MEDC 304 : ECONOMICS OF EDUCATION
Internal Assessment Marks : 25
External Assessment Marks : 75

OBJECTIVES
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.
- critically examines various issues in economic analysis of educational investment.
- develops the skill of using economic instruments in taking educational decision.
Unit–I: Economics of Education


Unit–II : Education and Economic Growth


Unit–III: Man Power Planning


Unit–IV: Cost – Benefit Analysis


Unit–V: Educational Planning


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.

REFERENCE BOOKS
38


**MEDE 305 : EDUCATIONAL MANAGEMENT AND ADMINISTRATION**

Internal Assessment Marks : 25  
External Assessment Marks : 75

**OBJECTIVES**

The student teacher
- acquires knowledge of the 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.
- develops the required qualities for educational administration.

**Unit–I : Educational Management**


**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.

**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.

**REFERENCES**

3) Dale L. Bolten, “*The use of simulations in Educational Administration*” Bell and Howell company, Columbus, Ohio.

**MEDE 306 : INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION**

Internal Assessment Marks : 50

**OBJECTIVES**

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


Unit–II: Instructional Design and ICT


Unit–III: ICT Enhanced Student – Centered Learning Environment


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.

REFERENCES

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.


**MEDP 307 : INSTITUTIONAL VISIT**

Internal Assessment Marks : 50

**OBJECTIVES**

The student teacher
- acquires knowledge of the concept of institution visit
- understands the various steps of field based experience
- applies the model 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.

**MEDP 308 : EXPOSITORY AND ACADEMIC WRITING**

Internal Assessment Marks : 50

**OBJECTIVES**

The student teacher
- understands the principles of academic writing.
- understands the basic units in written texts (phrases, clauses, sentences, paragraphs);
- connects the text units correctly and effectively: Punctuation, lexis and spelling conventions.
- Comprehends: reports, essays, research papers and dissertations.
• classroom practice: problem solving in writing.
• The writing process: drafting, revising and proofreading.

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.

FOURTH SEMESTER
MEDC 401 : VALUE EDUCATION AND HUMAN RIGHTS EDUCATION
Internal Assessment Marks : 25
External Assessment Marks : 75

OBJECTIVES
The student teacher
• understands the meaning, scope and significance of value education.
• selects value based axioms, principles, laws, events and stories etc. suitable to school students and use them for inculcating values to the school students.
• uses suitable evaluation tools and techniques for the assessment of value development.
• integrates desirable values in their day to day work.
• appreciates basic values underlying major religion of the world.
• acquires knowledge of the basic Concepts in Human Rights Education.
• understands the Concepts of Human Rights Education.
• applies the principles of Human Rights Education in day to day life.
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.


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.


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


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.


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


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

PRACTICUM

1) Prepare a report on values profounded 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.
REFERENCE BOOKS
4) Kalra, R.M., *Values in a Developing Country with Special Reference to India*, Indian Publication Burau, Ambala Cantt, 1976.
8) Mukherjee, RK. *Social Structure of Values*, S.Ghand, New Delhi, 1969.
12) Smt Indira Gandhi India’s Cultural Tradition, (Prime Minister speaks 60) National Integration, Directorate of Advertising 8 Visual Publicity, Ministry of I & B, Govt. of India, New Delhi, 1980.

MEDC 402 : DISASTER MANAGEMENT EDUCATION
Internal Assessment Marks : 25
External Assessment Marks : 75

OBJECTIVES
The student teacher
- acquires knowledge of the 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.
COURSE CONTENT

Unit–I : Fundamentals of Disaster Management


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

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

Unit–III : Logistics Disaster Management

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.

PRACTICAL WORK
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.

REFERENCE BOOK

MEDC 403 : GENDER DISPARITY IN EDUCATION

Internal Assessment Marks : 25
External Assessment Marks : 75

OBJECTIVES
The student teacher
- understands 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 insight on cultural construction of masculinity and femininity.
- analyses 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, Faucault 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.

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 Panchayatiraj.

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.

REFERENCES

MEDE 404 : PROFESSIONAL CAREER SKILL DEVELOPMENT

Internal Assessment Marks: 50

OBJECTIVES

The student teacher

- acquires knowledge of the professional career development
- understands the importance of career planning with a successful transition into a professional setting.
- identifies resources and information that can be utilized in career decision making and goal setting on career options.
- understands and enhances interpersonal and communication skills.
- identifies the importance of various skills involved in developing interpersonal relationships.
- understands the skills tested 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


**SUGGESTED PROJECTS**

1) Interview Skills Assessment
2) Interview Preparation Personal Qualities
3) Mock Interview
4) Personality Type
5) Resume Preparation Techniques
6) Preparation of Sample Resumes
7) Preparation of Cover Letter
8) Professional Correspondence
9) Internet Career and Job Research
10) Professional Career Portfolio (Mandatory)
11) Network Partner Database Creation.

**REFERENCES**

1) Allen, M., and Adair, J. (2003), The Concise Time Management and Personal Development
5) Gold J, Thorpe R and Mumford A (2010), Leadership and Management Development, CIPD.
6) Megginson D and Whitaker V (2007), Continuing Professional Development, CIPD.

WEBSITES
1) www.businesslink.gov.uk Interactive tools for creating a personal development plan through assessment of management and leadership skills
2) www.cipd.co.uk Chartered Institute of Personnel and Development
3) www.managementhelp.org Articles on leadership development
4) planning and self – assessments for personal and professional development
5) www.management – standards.org.uk Chartered Management Institute
6) www.mindtools.com Time – management tools and activity logs

MEDD 405 : DISSERTATION
Marks: 200

<table>
<thead>
<tr>
<th></th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>Viva – Voce</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

★★★