TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai-600 097

DEGREE OF MASTER OF EDUCATION (M.Ed.)

REGULATIONS AND SYLLABUS

for

TWO–YEAR M.Ed. DEGREE PROGRAMME

(UNDER CBCS SEMESTER PATTERN)

(With effect from the Academic Year 2020-2021 onwards)

REGULATIONS AND SYLLABUS FOR TWO-YEAR M.Ed.

(UNDER CBCS SEMESTER PATTERN)

Preamble of the Programme

Education plays a key role in the development of a society and a country. The extent to which education is able to contribute to the process of socio-economic development and transformation of the nation depends on the trained and qualified human resources developed in the academic institutions and universities. In order to produce qualified human resources required for the country, the academic institutions should be equipped with adequate resources, competent and committed teachers and properly designed curriculum. The Tamil Nadu Teachers Education University has been producing and supplying trained and qualified teachers, teacher educators, and other educational professionals including curriculum designers, education policy analysts, educational planners, educational administrators, educational supervisors, school principals, and educational researchers to the country for more than one decade by offering B.Ed., M.Ed., M.Phil., and Ph.D. Degree Programmes.

General Objectives of the Programme

The overall objective of the M.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.

Specific Objectives of the Programme

PO1: To produce qualified and competent teachers and teacher educators

PO2: To provide knowledge on historical, philosophical and sociological foundation of educational practices

PO3: To provide training to become educational psychologists and counsellors

PO4: To provide opportunities to critically examine and reflect on the concept, content, organization and status of elementary and secondary teacher education curriculum, infrastructure, resources needed, and issues and problems related to teacher preparation

PO5: To give training to design and develop curriculum, syllabus, textbooks and preparation of other instructional materials

PO6: To provide input on various methods of research, select/develop research tools, apply appropriate statistical techniques to analyse the data and infer results

PO7: To motivate to learn and use sound principles and techniques in the learner- centred instructional process

PO8: To encourage actively participate in educational measurement and evaluation processes

PO9: To produce educational planners, administrators, managers, supervisors, researchers, and other educational experts

PO10: To develop skills to identify and solve the educational problems at national and international level

PO11: To critically examine the role and functions of various agencies including the regulatory bodies in enhancing the quality of teacher education

PO12: To make to understand education as a discipline of study

PO13: To motivate to use the information and communication technologies (ICTs) in the teaching-learning process

PO14: To enable to realize the importance of early childhood care and education

PO15: To examine the status and issues related to women and the role of education to address the issues

PO16: To know the importance of special and inclusive education, and legislative measures to deal with education of children with diverse needs

PO17: To prepare to carryout field internship, practical and dissertation works

Eligibility for Admission

(a) Candidates seeking admission to the M.Ed. Degree Programme should have obtained at least 50% marks (aggregate in theory and practicum) or an equivalent grade in the following programmes:

i) B.Ed.

ii) B.A.B.Ed.

iii) B.Sc.B.Ed.

iv) B.El.Ed.

(b) Reservation and relaxation of marks for SC/ST/OBC/PWD and other applicable categories shall be as per the Central Government / State Government whichever is applicable.

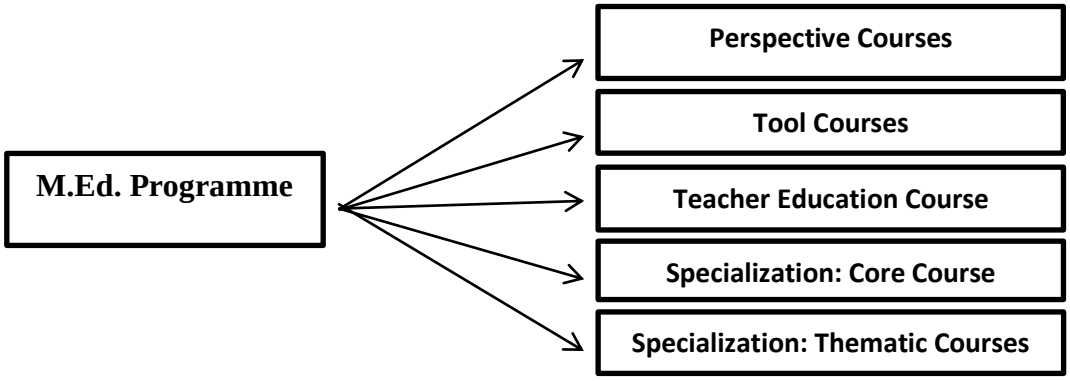
(c) Admission shall be made on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government / Central Government / University in force from time to time.

Duration of the Programme

The Master's Degree in Education (M.Ed.) under Choice Based Credit System (CBCS) shall be of two academic years comprising four semesters with 90 credits. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The term 'complete the programme' means passing all the prescribed theory and practical examinations of the programme to become eligible for the degree. The number of working days for each semester shall be of 100 inclusive of classroom transaction, practicum, field study, and conduct of examination.

Programme Content

The two-year M.Ed. Programme is comprised of five inter-related curricular areas – (i) Perspective Courses (ii) Tool Courses (iii) Teacher Education Course (iv) Specialization of Core Course, and (v) Specialization of Thematic Courses. All the courses include in-built field based units of study, dissertation and practicum work tailored to suit the requirements of prospective teacher educators. Transaction of the courses shall be done using a variety of approaches, including academic writing, self-development activities, and field visits.



Specific Outcomes of the Programme

SOP1: Able to demonstrate the competencies of teacher educators

SOP 2: Understand the historical, philosophical and sociological implications of education

SOP 3: Able to serve as educational psychologists and counsellors

SOP 4: Able to provide constructive feedback to restructure the elementary and secondary teacher education programmes and teacher preparation process

SOP 5: Capable of designing and developing curriculum and other learning resources

SOP 6: Able to demonstrate the research skills by undertaking research projects

SOP 7: Realises the values of learner-centred instruction

SOP 8: Actively participate in educational measurement and evaluation processes

SOP 9: Capable to serve as educational planners, administrators, managers, supervisors and other positions in the field of education

SOP 10: Able to provide solutions to educational problems

SOP 11: Able to suggest measures for effective functioning of various agencies including the regulatory bodies to enhance the quality of teacher education

SOP 12: Understand education as a separate discipline

SOP 13: Capable of using the information and communication technologies (ICTs) in teaching-learning process

SOP 14: Understand the importance of early childhood care and education

SOP 15: Realises the importance of education in improving the status of women and addressing their issues

SOP 16: Understand the emerging trends in education for children with special needs

SOP 17: Explain the skills needed to successfully complete the field internship, practicum components and dissertation works

Course-wise Credit Allotment

Sl.No.	Name of the Course	Number of Courses	Total Credits
1.	Perspective Courses (PC)	8	32
2.	Tool Courses (TC)	4	16
3.	Teacher Education Course (TEC)	1	4
4.	Specialization: Core Course (SCC)	1	4
5.	Specialization : Thematic Courses (STC)	2	8
6.	Dissertation	-	9
7.	Practicum	-	13
8.	Online Courses	2	4
Total			**90**

SEMESTER-WISE COURSE STRUCTURE

FIRST SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS1PC1	Historical and Political Economy of Education in India	30	70	100	4
	MS1PC2	Advanced Educational Psychology	30	70	100	4
TC	MS1TC1	Basics in Educational Research	30	70	100	4
TEC	MS1TEI	Teacher Education in India: Elementary Level	30	70	100	4
	MS1TE2	Teacher Education in India: Secondary Level				
Dissertation	MS1DN1	Review of Literature, Problem Identification and Writing Research Proposal	25	-	25	1
Practicum	MS1PM1	Field Immersion in the Co-operative Schools (10 Working Days)	25	-	25	1
	MS1PM2	Self Development: Yoga	50	-	50	2
Total			**220**	**280**	**500**	**20**

Dissertation: In the first semester, the students have to identify two different research problems, write research proposals for the same and submit them to the concerned College / Department. The Principal / Head of the Department shall constitute a three member Research Advisory Committee including the supervisor of the candidate and two other senior teachers working in the institution at the M.Ed. level to monitor the research activities of the College / Department. The Research Advisory Committee shall scrutinise and finalise the research proposals. Then the Principal shall send the proposals (two) to the Controller of Examinations, Tamil Nadu Teachers Education University for further scrutiny and approval. The Research Advisory Committee shall evaluate the dissertation related work and award the internal marks for the students.

Practicum: (a) Field Immersion in the Co-operative Schools (10 Working Days)

The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare a reflective report upon the administration, curriculum transaction, mode of evaluation and student-teachers' curricular and co-curricular activities. The report of the same has to be submitted to the concerned College / Department.

(b) Self-Development Programme: Yoga

The prospective teacher educators shall demonstrate and conduct 10 sessions of Yoga to the students of the Co-operative schools. The procedures of these activities have to be recorded and submitted to the concerned College / Department.

The Principal / Head of the Department shall constitute a three member Evaluation Committee consisting three senior teachers working in the institution at the M.Ed. level to assess all the practicum related works/records (excluding the dissertation related work) and award the internal marks for the students.

SECOND SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS2PC3	Philosophy of Education	30	70	100	4
	MS2PC4	Curriculum Design and Development	30	70	100	4
TC	MS2TC2	Advanced Educational Research and Statistics	30	70	100	4
STC	MS2ST1	Planning and Administration of Education : Elementary Level	30	70	100	4
	MS2ST2	Planning and Administration of Education : Secondary Level				
Dissertation	MS2DN2	Presentation of Research Proposal	25	-	25	1
Practicum	MS2PM3	Field Visit to Teacher Education Institutions (10 Working Days)	25	-	25	1
	MS2PM4	Psychology Practical (Minimum 10)	50	-	50	2
Total			**220**	**280**	**500**	**20**

Dissertation: In the second semester, the Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on his/her research proposal. The Research Advisory Committee shall evaluate the candidate's performance and award the internal marks to him/her.

Practicum: **(a) Field Visit to Teacher Education Institutions (10 Working Days)**

The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc. The reflective reports should be submitted to the concerned College / Department.

(b) Psychology Practical

Each prospective teacher educator is expected to conduct a minimum of 10 practical (5 Experiments and 5 Paper-pencil Tests) during the second semester (List of practical is given in the syllabus of Advanced Educational Psychology). The practical records should be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

THIRD SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS3PC5	Sociology of Education	30	70	100	4
	MS3PC6	Advanced Techniques of Instruction	30	70	100	4
TC	MS3TC3	Educational Measurement and Evaluation	30	70	100	4
SCC	MS3SC1	Curriculum, Pedagogy and Assessment : Elementary Level	30	70	100	4
	MS3SC2	Curriculum, Pedagogy and Assessment : Secondary Level				
Dissertation	MS3DN3	Selection/Development of Research Instruments and Data Collection	25	-	25	1
Practicum	MS3PM5	Field Based Internship in Co-operative Schools (5 Working Days)	25	-	25	1
	MS3PM6	Field Based Internship in Teacher Education Institutes (15 Working Days)	50	-	50	2
Total			**220**	**280**	**500**	**20**

Dissertation: In the third semester, each peospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research. The Research Advisory Committee shall evaluate the process involved in the adoption/development of tools/instruments by the candidates and award the internal marks to him/her.

Practicum: (a) Field based Internship in Co-operative Schools (5 Working Days)

The peospective teacher educators shall observe the teaching and other co-curricular activities of students both at Level I & II in the Co-operative Schools and submit their reflective records to the concerned College / Department.

(b) Field Based Internship in the Teacher Education Institution (15 Working Days)

Each prospective teacher educator shall be attached with their parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 15 days continuously to undertake the activities specified below.

The prospective teacher educators shall be engaged handling 12 classes during the field immersion in their parent Teacher Education Institution or nearby Teacher Education Institution affiliated to TNTEU offering B.Ed Programme. Each prospective teacher educator shall submit their field based/attachment appraisal reports duly endorsed by the Mentor as well as by the Head of the Institution, where he/she is attached with and the same is to be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

FOURTH SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS4PC7	Educational Studies	30	70	100	4
	MS4PC8	Comparative Education	30	70	100	4
TC	MS4TC4	ICT on Teaching and Learning	30	70	100	4
STC	MS4ST3	Early Child Care and Education	30	70	100	4
	MS4ST4	Trends in Indian Higher Education				
	MS4ST5	Women's Education				
	MS4ST6	Guidance and Counselling				
	MS4ST7	Education for Differently-Abled				
Dissertation	MS4DN4	Dissertation	-	60	100	4
	MS4DN5	Viva-Voce	-	40		2
Practicum	MS4PM7	Hands on Training	50	-	50	2
	MS4PM8	Communication Skills: Academic Writing	50	-	50	2
Total			**220**	**380**	**600**	**26**
ONLINE COURSES (CHOICE BASED)						
Online Courses	MS4OC1	MOOC-SWAYAM-1 (Not less than 4 weeks)	-	-	-	**2**
	MS4OC2	MOOC-SWAYAM-2 (Not less than 4 weeks)	-	-	-	**2**
The M.Ed. students should complete the online courses on their choice and the Course Completion Certificates need to be submitted to the TNTEU through the concerned College / Department before the commencement of fourth semester theory examinations.						**30**

Dissertation: In the fourth semester, the peospective teacher educators have to complete the data analysis, interpretations and submit the dissertation before the commencement of the fourth semester theory examinations.

The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation before submission of the dissertation to the university for external evaluation subject to the approval of the Research Advisory Committee.

Practicum: **(a) Hands on Training**

The prospective teacher educators shall prepare the master table based on the data collected and the data shall be statistically analysed by using any relevant software. The data (questionnaires, inventories, etc) and the output of the data shall be submitted during the viva-voce examination.

(b) Communication Skills: Academic Writing

The peospective teacher educators are expected to present the academic writing in the form of a research article related to the dissertation topic in the research colloquium of the respective Teacher Education Institution and the same shall be submitted to the concerned College / Department.

The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

Medium of Instruction

The medium of the programme for both instruction and examination shall be of in Tamil or English depending on the availability of medium of instruction in the Colleges of Education / University Departments.

Attendance

1. In each semester, a student shall earn a minimum of 80% attendance for theory courses and practicum, and 90% field attachment/internship/immersion. In special cases, the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal / Head of the Department, based on medical grounds duly certified by a Government Medical Officer not below the rank of an Assistant Civil Surgeon.

2. Student who is continuously absent for ten days or more at any point of time, a showcase notice shall be served stating that he/she has to forfeit his/her seat, if, he/she fails to report to the College / University Department immediately.
3. The student whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with full fee but without appearing at the entrance examination and in such a case the student has to fulfil all the rules and regulations which are followed by a fresh student.
4. The student who does not have adequate attendance shall not be considered for the award of any scholarship or any kind of financial aid by the University or any other Government or Quasi Government Agency.
5. Attendance shall be reckoned from the date of admission to the last instructional day of each semester.

Examinations

a. Theory Course:

The term-end external examination for all semesters shall be conducted by the University at the end of each semester. The theory examination for each course shall be conducted for 70 marks.

b. Internal Assessment for Theory Courses:

The award of continuous evaluation (i.e. internal assessment) marks in each semester for theory courses shall be distributed as follows:

Sl. No.	Components	Marks
1.	Class Tests (minimum of two)	10
2.	Assignment (minimum of two)	05
3.	Seminar	10
4.	Attendance**	05
Total		**30**

****** The marks for attendance shall be awarded as given below:

Sl. No.	Percentage of Attendance Gained by the Students (In each theory course)	Marks to be awarded
1.	97-100	5
2.	93-96	4
3.	89-92	3
4.	85-88	2
5.	81-84	1
6.	80 and below	0

Summary of Semester-wise Distribution of Marks

Components	First Semester			Second Semester			Third Semester			Fourth Semester			Grand Total		
	EA	**IA**	**Total**	**EA**	**IA**	**Total**	**EA**	**IA**	**Total**	**EA**	**IA**	**Total**	**EA**	**IA**	**Total**
Theory	280	120	400	280	120	400	280	120	400	280	120	400	1120	480	1600
Dissertation	-	25	25	-	25	25	-	25	25	100	-	100	100	75	175
Practicum	-	75	75	-	75	75	-	75	75	-	100	100	-	325	325
Total	**280**	**220**	**500**	**280**	**220**	**500**	**280**	**220**	**500**	**380**	**220**	**600**	**1220**	**880**	**2100**

Note: EA – External Assessment

IA – Internal Assessment

c. Appearance for the Examination

Each candidate whose admission is approved by the Tamil Nadu Teachers Education University shall apply for the written and practical examinations in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written and practical examinations. However, the basis of permitting a student to appear for the examination shall be in accordance with the regulations of Tamil Nadu Teachers Education University, in force from time to time.

~~d.~~ Passing Minimum for Theory/Practicum/Dissertation

A candidate who secures not less than 50% of total marks prescribed for the course with a minimum of **50% of the marks prescribed for the internal as well as external examination** shall be declared to have passed in (theory/practicum/dissertation) examination for that course.

In case a candidate secures less than 50% of marks prescribed for the internal, then one more opportunity shall be given to him/her to improve the internal marks in the specific course (theory/practicum/dissertation) within the next semester.

e. Reappearance for Theory/Dissertation

Students who have secured 'F' (Fail) / 'Ab' (Absent in the examination) grade in a particular course (other than the practicum components) can reappear during the subsequent end-semester examinations. All applicable fees shall be charged for the purpose of re-appearance in (theory/dissertation) examinations.

f. Provisions for Improvement

(i) A candidate who passed in all the courses of a semester may be permitted to improve the results by reappearing for the whole examination of that semester.

(ii) A candidate is allowed for improvement in aggregate by appearing not more than two times for any semester. Further, aggregate improvement is limited to a period of one year after passing the end semester examinations. The regulations governing maximum period of three years for completing the M.Ed. programme notified by the University from time to time shall be applicable for improvement of results.

(iii) A candidate is permitted to apply for improvement of examinations 30 days in advance of the pertinent semester examination whenever held.

(iv) If a candidate passes in all the courses in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance for improvement the marks secured by the candidate in the first appearance will prevail.

(v) A candidate who appeared for improvements is eligible for reclassification of class only and will not be considered for ranking purpose.

(vi) Improvement is applicable only for theory examinations and not applicable for dissertation and practicum components.

g. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old regulations / syllabus. Candidates who failed to appear at the examinations or failing in the examinations shall redo the programme and take the examinations.

Guidelines for Dissertation Related Work

The M.Ed. students are expected to complete the dissertation work in four phases in four semesters.

Two topics of the dissertation should be submitted to the University for approval at the end of the first semester. The dissertation shall be of an educational topic approved by the Scrutiny Committee of the University. If a topic submitted by any student is not approved, he/she shall be permitted to resubmit another set of proposals for scrutiny and approval of the University. Each student shall carry out the dissertation related work under the guidance of the approved faculty member and the Research Advisory Committee of the concerned College / Department.

In the second semester, each M.Ed. student has to give a colloquium related to his/her research proposal in the presence of his/her classmates and the teaching staff of the College /

Department. The presentation shall be evaluated by the Research Advisory Committee and submit the details of evaluation of the concerned College / Department.

In the third semester, each peospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research and to evaluate the process involved in the adoption/development of tools/instruments by the candidates and award the internal marks to him/her.

In the fourth semester, The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation before submission of the dissertation to the University for external evaluation subject to the approval of the Research Advisory Committee. The peospective teacher educators have to complete the data analysis, interpretations and submit two hard copies and one soft copy (CD) of the dissertation along with an abstract before the commencement of the fourth semester theory examinations to the concerned Principal of the College / Head of the Department. The Principal / Head of the Department shall send one hard copy and one soft copy (CD) of the dissertation to the University for external evaluation and the other copy to be kept in the College / Department for the purpose of viva-voce examination.

The candidate shall be required to secure at least 50% marks in the external evaluation of dissertation and viva-voce examination separately to pass the examination.

While evaluating the dissertation, the examiner shall either

i) Award at least 50% marks, or

ii) Return the dissertation for resubmission with necessary remarks / observations, or

iii) Reject the dissertation

The candidate, whose dissertation is returned for resubmission may revise the dissertation along with a Certificate of Correction issued by the guide and counter signed by the Principal / Head of the Department and re-submit it within a period of two months on the lines of remarks/observations made by the external examiner. Failure to submit the dissertation within the stipulated period shall result in declaration that the candidate has failed in the M.Ed. examination.

A dissertation can be revised only once. If the candidate fails to secure minimum pass mark in the revised dissertation, he/she shall be declared failed in the M.Ed. examination.

The candidate, whose dissertation is rejected may with the approval of the University following all the procedures, shall be permitted to write a dissertation on another topic and submit it within a period of 6 months. If the candidate fails to secure the minimum required pass marks in the dissertation, he/she shall be declared failed in the M.Ed. examination.

The external evaluation and the viva-voce shall be done by an examiner duly appointed by the Tamil Nadu Teachers Education University.

Eligibility for the Award of Degree

A student shall be declared to be eligible for the award of Master Degree in Education (M.Ed.) provided that the student has successfully completed the course requirements and has passed all the prescribed examinations in all the four semesters within a maximum period of THREE YEARS reckoned from the commencement of first semester to which the candidate was admitted.

Classification of Successful Candidates

Class/Distinction shall be awarded to the students after they successfully complete the Master's Programme as per the norms specified below:

Category	Marks secured in Theory and Practicum	Class / Distinction
Students who successfully complete the programme of study within the duration of 4 semesters in the first attempt (i.e. without arrears in each semester)	75% and above	First Class with Distinction
	60% to 74.99%	First Class
	50% to 59.99%	Second Class
Students who successfully complete the programme of study within the duration of the course (i.e. within the 4 semesters including the arrears)	60% and above	First Class
	50% to 59.99%	Second Class
Students who could not complete the programme of study within the duration of the course (i.e. within the 4 semesters) and clears the arrears within the next academic year.	50% and above (irrespective of the percentage of marks)	Second Class

Grading System: Conversion of Percentage of Marks into Grade Points

Award of Grades based on Absolute Marks

Range of Marks	Letter Grade	Grade Point
90-100	A^+	10
80-89	A	9
70-79	B	8
60-69	C	7
50-59	D	6
00-49	F	0
Absent	Ab	0

Explanation:

Letter Grades A^+, A, B, C and D denotes successful completion of the course.

The letter grade 'F' denotes failed in the course and requires for reappearance in the examination.

The letter grade 'Ab' denotes the student's non-appearance in the examination.

Re-totalling / Revaluation / Photocopy of Answer Scripts

Candidates can apply for re-totalling / revaluation / photo copy of the answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of the results by paying necessary fee prescribed by the university.

Question Paper Pattern

Each question paper shall have three sections comprising Section-A, Section-B and Section-C.

Section	Type of Question	Number of Questions	Marks for each question	Total Marks
A	Objective Type Questions	5	1	5
B	Short Answer Type (Maximum of 250 words or two and half pages for each question)	3 out of 5	5	15
C	Essay Type Questions with internal choice (Maximum of 500 words or 5 pages for each question)	5 (with internal choice)	10	50
Total				**70**

MODEL QUESTION PAPER

M.Ed. Degree Examination

(For the candidates admitted from the academic year 2020-2021onwards)

Semester – I / Semester –II / Semester – III / Semester - IV

Name of the Course: ……

Time: 3 Hours Maximum Marks: 70

Section-A (5 x 1 = 5 Marks)

Objective Type Questions.

Answer ALL the Questions.

Each Question carries 1 mark.

(N.B. Not more than One Question from each unit)

Question No.1

Question No.2

Question No.3

Question No.4

Question No.5

Section – B (3 x 5 = 15 Marks)

Short Answer Type Questions.

Answer any THREE questions.

Answer to each question should not exceed 250 words / 2 $^{1/2}$ pages.

Each Question carries 5 marks.

(N.B. One Question from each unit)

Question No.6

Question No.7

Question No.8

Question No.9

Question No.10

Section – C (5 x 10 = 50 Marks)

Essay Type Questions.

Answer to each question should not exceed 500 words / 5 pages.

Each Question carries 10 marks.

Question No.11. (a) Question from Unit – I

(or)

(b) Question from Unit – I

Question No.12. (a) Question from Unit - II

(or)

(b) Question from Unit – II

Question No.13. (a) Question from Unit - III

(or)

(b) Question from Unit - III

Question No.14. (a) Question from Unit - IV

(or)

(b) Question from Unit - IV

Question No.15. (a) Question from Unit - V

(or)

(b) Question from Unit - V

SEMESTER - I

COURSE CODE: MS1PC1 **CREDITS: 4**

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

COURSE OBJECTIVES:

CO1: Develop understanding about the educational system of ancient, medieval India.

CO2: Develop understanding about the constitutional provisions for education constitution.

CO3: Analyse the major recommendations of various educational committees and commissions after Indian independence.

CO4: Examine the impact of Indian political policy on education.

CO5: Critically evaluate the changing economic policy on education.

UNIT–I: EDUCATIONIN IN PRE-INDEPENDENT INDIA

Gurukul system of education - Buddhist and system of education - Islamic system of education – Education during the colonial period: The English Christian Missionaries, Charter Act (1813), Macaulay's Minutes (1835), Wood's Dispatch (1854), Hunter Commission (1882), Abbot-Wood Report (1936-37), Wardha Scheme of Basic Education (1937).

UNIT – II: CONSTITUTIONAL PROVISIONSONS FOR EDUCATION

Preamble of the Constitution - Seventh Schedule of the Constitution: Central List, State List and Concurrent List - Directive Principles of State Policy and Education - Constitutional Amendments on Education - Right to Education Act (2009).

UNIT – III: EDUCATION IN POST-INDEPENDENT INDIA

Radhakrishanan Commission (1948-1949) - Mudaliar Commission (1952-1953) - Kothari Commission (1964-1966) - New Policy of Education (1968,1986) - Revised National Policy of Education and Programme of Action (1992) - Yashpal Committee (1993) - Chadurvedi Committee (1993) - Ambani-Birla Committee (2000) – National Policy on Eductaion(2020).

UNIT – IV: POLITICAL POLICY OF EDUCATION IN INDIA

Education for the elite group - Education for Democracy, Secularism, Socialism, Social Change and Modernization - Education for Knowledge Economy - Brain Drain and Brain Gain - National Skill Development Mission - Education for Human Resource Development.

UNIT – V: ECONOMICS OF EDUCATION

Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshanai), Religious Charities (Hinduism, Buddhism, Jainism, Islam and Christianity) - Philanthropic Contributions (Rulers and Individuals) - Grant-in-aid System of East India Company - Financing of Education in Free India: Public (Union and State Governments) and Private Funding, Public-Private Partnership Funding - Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding) - New Economic Policy and Education: Privatization of Education, Internationalization of Education (exporting and importing of education).

SUGGESTED ACTIVITIES:

1. "Gurukul system of education had developed strong bondage between Guru and Sishiya." Discuss.
2. Putforth your ideas to effectively implement the constitutional provisions for educating the marginalised section of people in India.
3. Examine the impact of National Policy of Education (1986) in our country.
4. Present a seminar paper and present it on the theme "Education is an investment."
5. What are your suggestions to improve public-private partnership in education?

TEXTBOOKS:

1. Aggarwal, J. C. (2009). *Recent developments and trends in education*. Shipra Publications.
2. Biswas, A. & Agarwal, S.P. (1994). *Development of education in India*. Shipra Publications.
3. Chandra, S.S., et al. (2008). *Indian education development, problems, issues and trends, Meerut.* Book Depot.

4. Gupta, S. (2011). *Education in emerging India*. Shipra Publications.
5. Lal & Sinha. (2011). *Development of Indian education and its problems*. R.Lal Book Depot.
6. Mohanty, Jaganath. (2011). *Dynamics of educational thoughts and practices*. Shipra Publications.
7. Prasad, Janardan. (2009). *Education and society*. Kanishka Publications.

SUPPLEMENTARY READINGS:

1. Seema, Sharma. (2004). *History* of education. Anmol Publications.
2. Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of educational system in India.* R.Lal Book Depot.
3. Report of the University Education Commission (1948-49) Ministry of Education Government of India.
4. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.
5. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.
6. Sharma, S. (2005*). History and development of higher education in free India. ABD Publishers.*

E – RESOURCES:

1.http://www.aqu.cat/elButlleti/butlleti75/articles1_en.html#.WBBFTxKYiLo

2.http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf

3.http://www.go.worldbank.org/6C7DK7W520

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: explain the historical development of Indian education.

CO2: understand the significance of seventh schedule of the Indian constitution in educating the masses of our country.

CO3: describe the terms of reference various educational committees and commissions after Indian independence.

CO4: list the salient aspects of National Skill Development Mission.

CO5: understand the relationship between education and economic development.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓								
CO2	✓								✓		✓						
CO3	✓								✓	✓							
CO4	✓								✓						✓		
CO5	✓	✓							✓								

SEMESTER – I

COURSE CODE: MS1PC2 **CREDITS: 4**

ADVANCED EDUCATIONAL PSYCHOLOGY

COURSE OBJECTIVES:

CO1: Enable students to understand the psychological orientation to education

CO2: Make students to comprehend the various schools and methods of psychology

CO3: Encourage students to list the biogenic and socio-genic motives of learners

CO4: Motivate students to explore the factors that influencing self-regulation of learners

CO5: Train students to narrate theories of intelligence and its assessment

CO6: Train students to identify strategies to foster creativity among the learners

CO7: Make students to examine the various theories of personality

CO8: Enable students to identify different types of adjustment mechanisms

CO9: Provide skills for performing experiments with learning material

CO10: Prepare students to administer, score and interpret various psychological experiments

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY

Educational psychology: Nature, Meaning and scope – Major Schools of Psychology: Structuralism, Functionalism, Behaviourism, Constructivism and Humanism – Methods of Psychology: Introspection, Descriptive, Observation, Case Study, Survey and Experimental.

UNIT - II: MOTIVATION AND SELF-REGULATION

Motivation: Meaning – Biogenic and socio-genic motives – Approaches: Behavioural, Humanistic, Cognitive and socio-cultural – Theories: Maslow, Vrooms Expectancy Model and Mclelland – Level of Aspiration: Zeigarnik effect – Self-Regulation: Meaning – Factors influencing self –regulation.

UNIT - III : INTELLIGENCE AND CREATIVITY

Intelligence: Definitions and nature – concept of IQ – Gardner's theory of multiple intelligence, Stemberg's Triarchic theory, Catell's theory of fluid and crystalized intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence – Concepts of Problem Solving, Critical Thinking, Metacognition and creativity.

UNIT - IV：PERSONALITY AND ADJUSTMENT

Meaning of personality – Theories: Type theory: Sheldon and Jung; Trait theory-Catell, Allport and the Big Five Model; Psycho-analytic theory – Freud – Measuring Personality: Subjective, Objective methods – Projective techniques. Meaning and concept of Adjustment, characteristics of a well adjusted person-Mal-adjustment and Defence mechanisms.

UNIT - V：PSYCHOLOGICAL MEASUREMENT

Concept of Assessment, Measurement and Evaluation – Psychological tests: Nature, characteristics and Types: Norm Referenced Test – Criterion-Referenced Test – Standardized Tests: Achievement Test, Diagnostic Test and Aptitude Test.

SUGGESTED ACTIVITIES:

1. Visit a nearby mental Healing Institute and prepare a detailed report about the various Mental Health Programmes offered to the Mentally Retarded Adolescents.
2. Observe and list out the developmental characteristics of a sample of 5 students at secondary level.
3. Conduct a Case Study of adolescent learners with deviant behaviour
4. Identify the learning difficulties of the student in any school subject at secondary level through administration of a diagnostic test and develop a module for remedial instruction.
5. Analyse the merits and demerits of the various methods of assessing the personality.

TEXTBOOKS:

1. Baron, R. A. and Misra .G (2016). *Psychology* . Pearson Education.
2. Guilford, J.P. (1967). *The Nature of Human Intelligence.* Pearson education.
3. Hall, C. S. & Lindsey, G (1978). *Theories of Personality* (3rd Edition). Atlantic Publishers.
4. Hurlock, Elizabeth. B. (1980). *Adolescent development*. McGraw Hill Education.
5. Ormrod, J. E. (2012). *Essentials of educational psychology: Big ideas to guide effective instruction*. Prentice Hall.
6. Thangaswamy, Kokila. (2014). *Psychology of learning and human development*. MaaNila Publishers.

SUPPLEMENTARY READINGS:

1. Anita Woolfolk. (2004). *Educational psychology*. Pearson Education
2. Fay, J., & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden Publishers.
3. Garrett, H.E. (1981*). Fundamental statistics in psychology and education*. Vakils Publishers.
4. Laura, E. Berk. (2003). *Child development*. Pearson Education.
5. *Publication Manual of the American Psychological Association*: 7th Edition(2020). American Psychological Association.

E – RESOURCES:

1. http//:www.simplypsychology.org
2. http//:www.psychlassic.yorkn.ca
3. http//:www.wikia.com

PSYCHOLOGY PRACTICALS:

A) EXPERIMENTS

1. Concept Formation
2. Transfer of Training
3. Habit Interference
4. Illusion
5. Problem Solving

B) PAPER-PENCIL TESTS

1. Self-Concept
2. Intelligence
3. Personality
4. Mental Health
5. Adjustments

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Understand the different schools of psychology

CO2: Compare and contrast the strength and weakness of different methods of psychology

CO3: Spell out the biogenic and socio-genic motives and various theories of motivation

CO4: Explain the factors influencing self-regulation of the learners

CO5: Understand the concepts of intelligence, its theories and measurement

CO6: Suggests ways to fostering creativity among the learners

CO7: Comprehend the personality theories and assessment of personality

CO8: Apply the different types of mechanisms in different situations

CO9: Acquire skills and competencies in designing and application of psychological tools and techniques

CO10: Debate the strength and weakness of standardized testing

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓		✓				✓		✓	✓							✓
CO2	✓		✓				✓		✓	✓							✓
CO3	✓		✓				✓		✓	✓							✓
CO4	✓		✓				✓		✓	✓							✓
CO5	✓		✓				✓		✓	✓							✓
CO6	✓		✓				✓		✓	✓							✓
CO7	✓		✓				✓		✓	✓							✓
CO8	✓		✓				✓		✓	✓							✓
CO9	✓		✓			✓	✓		✓	✓							✓
CO10	✓		✓			✓	✓		✓	✓							✓

SEMESTER -I

COURSE CODE: MS1TC1 **CREDITS: 4**

BASICS IN EDUCATIONAL RESEARCH

COURSE OBJECTIVES:

CO1: Make the students to explore the different types of research

CO2: Encourage students to identify a suitable research problem pertaining to his/her dissertation work

CO3: Make the students to comprehend the review of literature and arrange them in a rightful manner

CO4: Train the students to write a research proposal

CO5: Train the students to frame research questions and objectives

CO6: Enable the students to determine the best sampling techniques

CO7: Train the students to develop various research instruments and to standardize the same

CO8: Encourage students to understand the various types of hypotheses and its testing procedures

CO9: Train the students to conduct action research independently

CO10: Enable students to identify various types of measuring scales and its utility in educational research

UNIT-I: INTRODUCTION TO EDUCATIONAL RESEARCH

Research – meaning, objectives of Research- Characteristics, Scope and Need for research, Ethics in doing Research – Plagiarism and its consequences – Research Proposal

UNIT-II: CLASSIFICATION OF RESEARCH

Classification Based on Data type – Quantitative, Qualitative - Classification based on Purpose – Pure or Fundamental, Applied, Action - Classification based on Method –

Historical, Philosophical, Diagnostic studies, Experimental studies, Ex-Post Facto Research, Case study, Descriptive – Survey.

UNIT- III: FORMULATING HYPOTHESIS AND SAMPLING TECHNIQUES

Hypothesis – Meaning, Characteristics, Types, Formulation of Hypothesis, Level of Significance , Type I and Type II errors, Population and Sample- Meaning, techniques of the sampling, Characteristics of a good sample, sample size and sampling error

UNIT-IV: VARIABLES AND SCALING TECHNIQUES

Variables- Meaning, Types- Method of selecting variable , Scale Measurement, Scaling, properties- Types of Scales : Nominal, Ordinal, Interval and Ratio Scales

UNIT-V: TOOLS OF RESEARCH

Tools – Meaning, Qualities of a good tool, standardised and non-standardized tools. Tools for quantitative data – types, criteria in selection. Tools for Qualitative data – types, criteria in selection. Construction of a tool – Item selection, establishing norms, try out, pilot study, item analysis. Standardisation of a tool – Reliability, validity, meaning, importance and types.

SUGGESTED ACTIVITIES:

1. Organise a seminar on research
2. Invited talk on research design
3. Discussion on types of hypothesis
4. Create an e-module on sampling techniques
5. Prepare a research proposal
6. Publish a research paper in journal
7. Present a paper in conferences
8. Conduct pilot study

TESTBOOKS:

1. Adiseshiah, W.T.V., & Sekhar, S.(1977). *Educational and social research*. Coimbatore Pathipagam.
2. Best, W. J and Kahn, J. W. (2006). *Research in education*. Prentice Hall.
3. Chandra, S. S and Sharma, R. K. (2007). *Research in education*. Atlantic Publishers.
4. Creswell, J. W. (2014). *Educational research*. PHI Learning.
5. Fox, D. J. (1969). *The Research Process in Education*. Holt, Rinehart and Winston.

SUPPLEMENTARY READINGS:

1. Garrett, H. V. (2008). *Statistics in psychology and education*. Surjeet.
2. Guilford, J. P. (1965). *Fundamental statistics in psychology and education*. McGraw Hill Book.
3. Kerlinger, F. N. (1973). *Foundation of Behavioural Research.* Holt, Rinehart and Winston.
4. Kothari, C. R. (1998). *Quantitative techniques.* Vikas.
5. Mangal, S. K. (2007). *Statistics in psychology and education*. Prentice Hall.

E – RESOURCES:

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf
2. http://guides.lib.utexas.edu/education
3. http://researchbasics.education.uconn.edu/types_of_research/
4. http://www.eldis.org/go/home&id=2419&type=Document
5. http://researchbasics.education.uconn.edu/sampling/

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Identify the different types of research

CO2: Identify the appropriate research problem pertaining to his/her dissertation work

CO3: Write the review of literature in accordance with the 7thedition of the Manual of American Psychological Association

CO4: Write a research proposal in an effective manner

CO5: Frame research questions and objectives

CO6: Find relevant sampling techniques in his/her research work

CO7: Develop various research instruments and standardize by appropriate methods

CO8: Understand the various types of hypotheses and its testing procedures

CO9: Conduct case studies and action research independently

CO10: Use various types of scales of measurement

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓					✓			✓	✓							✓
CO2	✓					✓			✓	✓							✓
CO3	✓					✓			✓	✓							✓
CO4	✓					✓			✓	✓							✓
CO5	✓					✓			✓	✓							✓
CO6	✓					✓			✓	✓							✓
CO7	✓					✓			✓	✓							✓
CO8	✓					✓			✓	✓							✓
CO9	✓					✓			✓	✓							✓
CO10	✓					✓			✓	✓							✓

SEMESTER-I

COURSE CODE: MS1TE1 **CREDITS: 4**

TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

COURSE OBJECTIVES:

CO1: Understand the context of elementary education.

CO2: Gain knowledge of teacher education in ancient period.

CO3: Enumerate the roles and responsibilities of teachers and teacher educators.

CO4: Comprehend the concept, objectives, rationale, challenges and extent of success of teacher education.

CO5: Explore the development of elementary education in India since independence.

CO6: Reflect on the relevance of strategies and programmes of UEE.

CO7: Analyze the various assessment procedures used in elementary education.

CO8: Familiarize evaluation in elementary teacher education.

CO9: Describe the teacher education system in India.

CO10: Grasp the importance of work education, vocational education, fine arts and crafts education.

UNIT - I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT

Concept of Teaching, Instruction, Indoctrination and Teacher - Teacher and Teacher Education: Ancient Period, Medieval Period (Jainism, Buddhism, Islam) and British Period.

UNIT - II: TEACHER EDUCATION SYSTEM IN INDIA

Types of Teacher Education Institutions - Levels of teacher preparation – Elementary and Secondary - Preparation of Teachers for specific areas: Work education and Vocational education, Art education - Recognition, assessment and accreditation of Teacher education Institutions: Role of NCTE & NAAC - TQM in Teacher Education.

UNIT - III: ELEMENTARY TEACHER EDUATION CURRICULUM

Pedagogical Theory – Methodology of Teaching School Subjects – Practice Teaching/Internship – Other Practical Works – Competency Based and Commitment Oriented Teacher Education – Curriculum Framework of NCTE Regulations, Norms and Standards (2014).

UNIT - IV: PROGRAMMES IN ELEMENTARY EDUCATION & TEACHER EDUCATION

District primary education programmes - goals and strategies- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement-Role of elementary teacher education.

UNIT - V: EVALUATION IN ELEMENTARY TEACHER EDUCATION

Evaluation: Concept, Need, and Scope - Assessment of Students Learning: Pedagogical Theory, Practicum and Teaching Competency - Evaluation Strategies: Formative Vs Summative, Criterion Vs Norm-referenced, and Internal Vs External evaluations – Structured Vs Unstructured Evaluation Tools.

SUGGESTED ACTIVITIES:

1. Give expert talk on elementary teacher education and teacher's ethics and accountability in the society.
2. Visit DIET nearby you to know about the curriculum and its transaction mode.
3. Group discussion on various issues and challenges in elementary teacher education.
4. Observe the school teachers to learn how they handle the class effective and smoothly.
5. Interview the teachers who are awarded and honoured with best teacher award at national and state level.

TEXTBOOKS:

1. Aggarwal, J.C. (1984). *Landmark in the history of modern India education*. Vikas.
2. Chauraisa, G. (1967). *New era in teacher education*. Vikas.
3. Hayes, Denis, (2008). *Primary teaching today: An Introduction*. Routledge.
4. Hurlock, E. (1995). *Child development*. McGraw Hill.
5. Kurrian, J. (1993). *Elementary education in India*. Concept Publication.

SUPPLIMENTARY READINGS:

1. Lewis, Ramón (2008). *Understanding pupil behaviour*. Routledge.
2. Mohanty, J. N. (2002). *Primary and elementary education*. Deep & Deep.
3. Rao, V.K. (2007). *Universalization of elementary education*. Indian Publishers.
4. Govt. of India (2001). *Convention on the right of the child*. MHRD.
5. UNESCO (2005) *EFA Global Monitoring Report on Quality of Education Finance*. UNESCO.

COURSE OUTCOMES:

After completion of this course, the students will be able to:

CO1: Understand the context of elementary education.

CO2: Gain knowledge of teacher education in ancient period.

CO3: Enumerate the roles and responsibilities of teachers and teacher educators.

CO4: Comprehend the concept, objectives, rationale, challenges and extent of success of teacher education.

CO5: Explore the development of elementary education in India since independence.

CO6: Reflect on the relevance of strategies and programmes of UEE.

CO7: Analyze the various assessment procedures used in elementary education.

CO8: Familiarize evaluation in elementary teacher education.

CO9: Describe the teacher education system in India.

CO10: Grasp the importance of work education, vocational education, fine arts and crafts education.

OUTCOMES MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓			✓					✓	✓							✓
2.	✓			✓					✓	✓							✓
3.	✓			✓					✓	✓							✓
4.	✓			✓					✓	✓							✓
5.	✓			✓					✓	✓							✓
6.	✓			✓					✓	✓							✓
7.	✓			✓	✓	✓			✓	✓							✓
8.	✓			✓	✓	✓			✓	✓							✓
9.	✓			✓	✓	✓			✓	✓							✓
10.	✓			✓	✓	✓			✓	✓							✓

.

SEMESTER-I

COURSE CODE: MS1TE2 **CREDITS: 4**

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

COURSE OBJECTIVES:

CO1. Understand the historical background of secondary teacher education in India.

CO2. Explain the objectives and structure of secondary teacher education.

CO3. Explore the commissions and committees' recommendations of secondary teacher education.

CO4. Spell out the role of National level and State Level agencies at secondary level Education.

CO5. Analyze the functioning of various agencies of secondary teacher education.

CO6. Sensitize the emerging major issues and challenges in secondary teacher education.

CO7. Assimilate the secondary teacher education curriculum and its transaction mode.

CO8. Realize the importance of preparing special education teachers.

CO9. Comprehend the National Curriculum Framework (2005) and its aspects.

CO10. Undertake the current trends in student's assessment at secondary level.

UNIT - I: HISTORICAL BACKGROUND AND OBJECTIVES OF SECONDARY TEACHER EDUCATION IN INDIA

Historical Background of Secondary Teacher Education: Development of secondary teacher education during - Pre-independence and Post-independence period - Secondary Teacher Education: Concept, Objectives, scope, pre-service and in-service teacher education.

UNIT - II: COMMISSIONS, COMMITTEES AND AGENCIES OF SECONDARY TEACHER EDUCATION

Hunter Commission (1882) - Dr. Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I & II - NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – National Knowledge Commission (2005). National Level Agencies: National Council of Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), National University for Educational Planning and Administration (NUEPA). State Level Agencies: State Institutes of Education, State Councils for Educational Research and Training (SCERTs) - Tamil Nadu Teachers Education University. Agencies of Special Education: Rehabilitation Council of India (RCI), National Institute for Mentally Handicapped (NIMH), National Institute for Visually Handicapped (NIVH), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute of Speech and Hearing (NISH).

UNIT - III: CURRICULUM PLANNING AT SECONDARY LEVEL

National Curriculum Framework (2005): Curriculum designing and evaluation - Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), State Board, Indian Certificate of Secondary Education, International Baccalaureate (IB), National Institute of Open Schooling - General principles to curricular approaches: Activity based /play-way, child-centered, theme-based, holistic, joyful, inclusive, story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and exploration.

UNIT - IV: STRUCTURE AND ISSUES OF SECONDARY EDUCATION IN INDIA

Structure of secondary education in India (10+2+3 / 5+3+3+4) pattern of education - Salient features of secondary teacher education; Problems and issues of secondary education in India (equalization of educational opportunity, wastage and stagnation at secondary school level) - Nature and forms of inequality of gender in schooling, public- private schools, rural-urban-

tribal schools) Vocationalization of secondary education in India (the efforts, present status, problems and prospect).

UNIT - V: CURRENT TRENDS IN ASSESSING STUDENTS' PERFORMANCE AT SECONDARY LEVEL

Open book system, E-evaluation, Uses of Computers in Evaluation - Computer Assisted Learning, Computer instructional learning, Online Examinations Assessment of Higher Order Mental Skills, Assessment of Practical Work / Field Experiences.

SUGGESTED ACTIVITIES:

1. Prepare a Report based on the visit to anyone of the Secondary Teacher Education Institutions and critically evaluate the facilities are available.
2. Compare and Evaluate the Secondary Teacher Education Curriculum and its Transaction Modes in Tamil Nadu with other States of India.
3. Conduct interview with teachers / students / parents of different secondary schools and prepare a report on problems of secondary education.
4. Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.
5. Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.

TEXT BOOKS:

1. Aggarwal, J. C. (2012). *Development of education system in India*. Shipra.
2. Bhatta, H. S. (2010). *Secondary education*. APH.
3. Dash, M. (2000*). Education in India: Problems and perspectives*. Atlantic.
4. Jayapalan, N. (2005). *Problems of Indian education*. Atlantic.
5. Mishra, R. C. (2015). *History of education administration*. APH.

SUPPLIMENTARY READINGS:

1. Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. APH.
2. Mudhopadyay, Sudesh and Anil Kumar, K. (2001). *Quality profiles of secondary schools*. NIEPA.
3. Govt. of India (1953). *Report of Secondary Education Commission*. MHRD.
4. Govt. of India (1996). *Indian Education Commission* (1964-66) Report. MHRD.
5. Govt. of India (1986/1992). *National Policy of Education*, 1992 Modification and their POA's. MHRD, Dept. of Education.

E-RESOURCES:

1. http://www.mhrd.gov.in
2. http://www.ncert.nic.in
3. http://www.unesco.org
4. http://www.unicef.org

COURSE OUTCOMES:

After completion of this course, the students will be able to:

CO1: Understand the historical background of secondary teacher education in India.

CO2: Explain the objectives and structure of secondary teacher education.

CO3: Explore the commissions and committees' recommendations of secondary teacher education.

CO4: Spell out the role of National level and State Level agencies at secondary level Education.

CO5: Analyze the functioning of various agencies of secondary teacher education.

CO6: Sensitize the emerging major issues and challenges in secondary teacher education.

CO7: Assimilate the secondary teacher education curriculum and its transaction mode.

CO8: Realize the importance of preparing special education teachers.

CO9: Comprehend the National Curriculum Framework (2005) and its aspects.

CO10: Undertake the current trends in student's assessment at secondary level.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓			✓					✓	✓							✓
2.	✓			✓					✓	✓							✓
3.	✓			✓					✓	✓							✓
4.	✓			✓					✓	✓							✓
5.	✓			✓					✓	✓							✓
6.	✓			✓					✓	✓							✓
7.	✓			✓					✓	✓							✓
8.	✓			✓					✓	✓							✓
9.	✓			✓					✓	✓							✓
10.	✓			✓					✓	✓							✓

SEMESTER-II

COURSE CODE: MS2PC3 **CREDITS: 4**

PHILOSOPHY OF EDUCATION

COURSE OBJECTIVES:

CO1: Enable the students to acquire knowledge on the concepts and meaning of philosophy and education.

CO2: Motivate the students to understand the relationship between Philosophy and education

CO3: Make the students to comprehend the different Indian schools of philosophy.

CO4: Enable the students to explain the concept of Western schools of philosophy.

CO5: Enable the students to analyse the educational contributions of Indian and Western thinkers

UNIT-I: FUNDAMENTALS OF PHILOSOPHY OF EDUCATION

Meaning and Concept of Philosophy of Education -Philosophy and Education - Relationship between Education and philosophy- Significance of Philosophy of Education - Branches of Philosophy - Scope and functions of Educational Philosophy.

UNIT - II: FUNDAMENTAL PHILOSOPHICAL DOMAINS

Fundamental Philosophical Domains – Epistemology, Metaphysics, Axiology. Education and Metaphysics, Education and Axiology.

UNIT - III: INDIAN SCHOOLS OF PHILOSOPHY

Contribution of Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT - IV: WESTERN SCHOOLS OF PHILOSOPHY

Contribution of Western Schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to education with special reference to information, knowledge and wisdom.

UNIT - V: CONTRIBUTIONS OF EDUCATIONAL THINKERS

Western Thinkers: Dewey, Rousseau, Montessori, Froebel, Plato and Confucius.

Indian Thinkers: Swami Vivekananda, Sir Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Dr. Radhakrishnan, J. Krishnamoorthy.

SUGGESTED ACTIVITIES:

1. Discussion on the relationship between Philosophy and Education.
2. Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
3. Compare the Educational Implications of Indian and Western Educational thinkers.

TEXT BOOKS:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on education* Shipra.
2. Davan, M.L. (2005). *Philosophy of education*. Isha Books.
3. GaraLatchanna (2013). *Foundations of education*. Neelkamal.
4. Swaroop Saxena. N, R & Dutt, N.K. (2013). *Philosophical and sociological foundations of educations*. Lall
5. Walia,J. A. (2011). *Philosophical, sociological and economic bases of education*. Ahim Paul Publishers

SUPPLEMENTARY READINGS:

1. John Brubacher (2007). *Modern philosophy of ducation*. Surjeet.
2. MujibulHasan Siddiqui (2009). *Philosophical and sociological perspectives in education*. Neeraj.
3. Pandey, R. S. (1997). *East west thoughts of education*. Horizon Publishers
4. Sharma, Y.K. (2002). *The doctrines of the great Indian educators*. Kanishka Publishers.
5. SwaroopSaxena, N, R. (2013). *Foundation of educational thought & practice*. Lall.

E – RESOURCES:

1. www.wikipedia.org
2. https://www.questia.com/library/education/philosophy-of-education
3. https://supriyaprathapannotesoneducationalsociology.wordpress.com
4. www.yourarticlelibrary.com/education
5. www.fpri.org/wp-content/
6. www.teindia.nic.in/mhrd
7. www.ascd.org/ASCD/pdf/journals

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Explain the concepts and meaning of philosophy and education.

CO2: Describe the fundamental philosophical domains.

CO3: Analyse the Indian schools of philosophy and their educational implications.

CO4: Examine the Western schools of philosophy and their educational implications.

CO5: Discuss the educational contributions of Indian and Western thinkers.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓	✓							✓
CO2	✓	✓							✓	✓							✓
CO3	✓	✓							✓	✓							✓
CO4	✓	✓							✓	✓							✓
CO5	✓	✓							✓	✓							✓

SEMESTER-II

COURSE CODE: MS2PC4 **CREDITS: 4**

CURRICULUM DESIGN AND DEVELOPMENT

COURSE OBJECTIVES:

CO1: To acquire the knowledge of the nature and foundations of the curriculum

CO2: To understand the dimensions and approaches of curriculum design

CO3: To analyze the phases of curriculum process and models of curriculum development

CO4: To create the models of curriculum implementation and to plan effective curriculum transaction

CO5: To evaluate the need and importance of curriculum evaluation

UNIT- I: THE NATURE OF CURRICULUM

Concept of curriculum - Definition of curriculum: Curriculum as an Objective, Subject Matter, Plan, document, and Experience – Foundations of Curriculum: Historical, Philosophical, Sociological and Psychological Foundations of Curriculum.

UNIT- II: CURRICULUM DESIGN AND APPROACHES

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and Vertical organization – Scope, Integration, Sequence - Articulation, Balance and Continuity. Approaches of the Curriculum Design: Subject – Centered Designs – Learner-Centered Designs – Problem-Centered Designs.

UNIT - III: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum Development process - Models of Curriculum Development: Technical-Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model - Non-technical Non-scientific Models: Kohl and Holt's Model, and Roger's Model.

UNIT – IV: CURRICULUM IMPLEMENTATION AND TRANSACTION

Concept of Curriculum Implementation - Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent (RCA) Model – Factors influencing Curriculum Implementation. Concept of Curriculum Transaction - Types of Teaching Models - Information Processing, Social Interaction, Personal Development, Behaviour Modification and Factors Contributing Effective Teaching.

UNIT - V: CURRICULUM EVALUATION

Concept, Definition, Need and Importance of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler's Objectives-centred Model – Stufflebeam's CIPP Model and Robert Stake's Congruence – Contingency Model.

SUGGESTED ACTIVITIES:

1. Reflective discussion on design dimensions of curriculum.
2. Learning contracts between prospective teachers and teacher educators to ensure that the process of curriculum development will be undertaken in teaching learning process to achieve identified learning course outcome.
3. Interactive learning on various models of curriculum implementation.
4. Structured overview of peer groups on various approaches of curriculum organization and submit a report about need and importance of curriculum organizations.
5. Guided and shared reading, listening thinking and reflecting on various models of curriculum evaluation

TEXTBOOKS:

1. Allan Glatthorn, A., Floyd Boschee, & Bruce Whitehead, M. (2009). *Curriculum Leadership*. SAGE
2. Daniel Tanner & Laurel Tanner, N. (1975). *Curriculum development theory into practice.* Macmillan.
3. Galen Saylor & William Alexander, M. (1956). *Curriculum planning for better teaching and learning.* Rinehart Company, Inc.
4. Hilda Taba. (1962). *Curriculum development theory and practice.* Harcourt, Brace & World, Inc.
5. Orestein, A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues*. Prentice Hall
6. Pinar,W., (Ed)(2015). *Curriculum studies in India.* Springer

SUPPLEMENTARY READINGS:

1. Arora, G.L. (1984). *Reflections on curriculum*. NCERT
2. Chikumbu, T.J., & Makamure, R., (2000). *Curriculum theory, design and assignment (Module 13).* The Common wealth of Learning.
3. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy*. LAMBERT
4. Kelly, A. B. (1996). *The curricular theory and practice*. Harper and Row
5. Yu, Shengquan. (2020), *Emerging technologies and pedagogies in the curriculum.* Springer.

E- RESOURCES:

1. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm
2. https://files.eric.ed.gov/fulltext/EJ124508.pdf
3. https://www.pdfdrive.com/curriculum-development-books.html

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the historical, philosophical, sociological and psychological foundations of curriculum

CO2: Summarize the principles of curriculum design and compare three approaches of curriculum design

CO3: Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum

CO4: Implement the curriculum models and types of teaching models

CO5: Explain the approaches and models of curriculum evaluation

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓				✓				✓	✓							✓
CO2	✓				✓				✓	✓							✓
CO3	✓				✓				✓	✓							✓
CO4	✓				✓				✓	✓							✓
CO5	✓				✓				✓	✓							✓

SEMESTER – II

COURSE CODE: MS2TC2 **CREDITS: 4**

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

COURSE OBJECTIVES:

CO1: Enable the students to know about the process of conducting research.

CO2: Enable them to select suitable research design for their study.

CO3: Enable them to understand the significance of qualitative study in research

CO4: Provide knowledge about the significance of mixed method of research

CO5: Enable students to understand the steps present in action research.

CO6: Enable to provide knowledge on the process of collecting, analyzing, interpreting quantitative data

CO7: Make them to describe the significance of qualitative data analysis in research.

CO8: Enable them to comprehend the different types of parametric and non-parametric tests.

CO9: Make them understand the process of data analysis in mixed mode research.

CO10: Make them to prepare a model research report.

UNIT - I: THE PROCESS AND METHODS OF CONDUCTING RESEARCH (QUALITATIVE AND QUANTITATIVE)

Definition of Research- Steps in the process of Research- Characteristics of research, skills required to design and conduct Research. Quantitative Research Method : Definition, Characteristics- Methods : Survey - Correlational designs , Experiment designs . Qualitative Research Method : Definition, characteristics, designs : one to one interview, focus groups, ethnographic, Case study research, Record keeping and process of observation, Grounded theory designs , Ethnographic designs - Narrative Research designs.

UNIT - II: MIXED METHOD AND ACTION RESEARCH

Mixed Methods : Meaning- Purpose- Types of Mixed methods design - Key Characteristics of Mixed Method designs- Steps in conducting a mixed methods study - Values added in

conducting mixed method research - challenges in conducting the mixed mode research. Action Research : Meaning and definition – Purpose - Types : individual, collaborative, school wide and district wide - Key Characteristics of Action Research- Steps in conducting Action Research.

UNIT - III: COLLECTING, ANALYZING, INTERPRETING QUANTITATIVE AND QUALITATIVE DATA

Quantitative Data: Administering the data collected - Steps in the process of quantitative data analysis - Preparing master chart - Analyzing the data: Descriptive analysis and inferential analysis - Preparing and interpreting the results.

Qualitative Data: Types of qualitative data to be collected: Observation, Interview, Documents, Audio-Visual materials - Procedures to be used to record data - Steps in analyzing, interpreting qualitative data: Organizing data, transcribing data, coding the data, using codes and themes - Representing and reporting findings, summarizing findings.

Mixed Method Data: Data analysing methods: inductive, deductive, writing theoretical notes, Quantification, Shaping metaphors, Critical methods: testing the findings and communicative validation.

UNIT - IV: PARAMETRIC AND NON-PARAMETRIC TESTS

Parametric tests:'t' test, 'F'-ratio, ANNOVA, ANCOVA, MANOVA, MANCOVA, Correlation- pearson, Regression: Linear & Multiple regression, and Factor analysis, cohen's effect size test.

Non -Parametric:

Kolmogrov-smirnov test(KS test of normality), Chi-square test, Mann-Whitney test, Kruskal-Wallis test, Sign test, spearman's correlation test, Cochran's Q-test and their statistical applications.

UNIT - V: WRITING RESEARCH REPORT

Writing the research report - Format of the Research Report: Title page, acknowledgement, table of content, table of figures, contents, introduction, review of literature, methodology, analysis and interpretation of data, discussion and conclusion, references and appendices.

SSUGGESTED ACTIVITIES:

1. Prepare master chart in MS-Excel for 50 samples for any type questionnaire
2. Prepare a "rating scale or Inventory" with 5 points
3. Critically tabulate the various statistical techniques for various samples
4. Try out any one validation techniques for items in the research instruments
5. Prepare a model research report of your study

TEXT BOOKS:

1. Best, W. J and Kahn, J. W. (2006). *Research in education*. Prentice Hall.
2. Chandra, S. S and Sharma, R. K. (2007). *Research in education*. Atlantic.
3. Creswell, J. W. (2014). *Educational research*. PHI Learning.
4. Henry E. Garrett. (2008). *Statistics in psychology and education.* Surjeet.
5. Neuman, W. L. (1997). *An introduction to educational research methods: Qualitative and quantitative approaches*. Allyn and Bacon.

SUPPLEMENTARY READINGS:

1. Bryman, Alan. (2008)**.** *Social research methods. 4th Edition*. Oxford University Press.
2. Cohen, Louis. et.al (2008). *Research methods in education*. Routledge.
3. Cresswell, John W. (2012). *Educational research*. Pearson.
4. Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Sage.
5. Turabian, K. L. (1973). *A manual for writers of term papers, theses and dissertation*. Chicago University Press.

E - RESOURCES:

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf
2. http://guides.lib.utexas.edu/education
3. http://researchbasics.education.uconn.edu/types_of_research/
4. http://www.eldis.org/go/home&id=2419&type=Document
5. http://researchbasics.education.uconn.edu/sampling/

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Explain the process of conducting research.

CO2: Select suitable research design for their study.

CO3: Understand the significance of qualitative study in research

CO4: Understand the significance of mixed method of research

CO5: Understand the steps in action research.

CO6: Explain the various techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method data.

CO7: Apply suitable statistical techniques to analyse the qualitative data.

CO8: Interpret the analysed data of the mixed mode research

CO9: Select suitable parametric or non-parametric tests for the data collected.

CO10: Write a research report on their own.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓					✓			✓	✓							✓
CO2	✓					✓			✓	✓							✓
CO3	✓					✓			✓	✓							✓
CO4	✓					✓			✓	✓							✓
CO5	✓					✓			✓	✓							✓
CO6	✓					✓			✓	✓							✓
CO7	✓					✓			✓	✓							✓
CO8	✓					✓			✓	✓							✓
CO9	✓					✓			✓	✓							✓
CO10	✓					✓			✓	✓							✓

SEMESTER – II

COURSE CODE: MS2ST1 **CREDITS: 4**

PLANNING AND ADMINISTRATION OF EDUCATION: ELEMENTARY LEVEL

COURSE OBJECTIVES:

CO1: Enable students to understand the historical perspective of elementary education.

CO2: Make students to categorize the agencies involved in planning and administration of elementary education.

CO3: Motivate students to gain knowledge on the concept of inspection, supervision and administration in the field of education.

CO4: Enable students to understand the importance of various funding agencies for education.

CO5: Encourage students to analyze the different schemes implemented for quality enhancement of elementary education.

UNIT - I: HISTORICAL PERSPECTIVE OF ELEMENTARY EDUCATION

Charter Act of 1813 - Macaulay's Minutes (1835) - Woods Dispatch (1854) - Hunter Commission (1882) - Lord Curzon's Resolution (1904) - Hartog Committee (1928-1929) - Basic Education (1936-1937) - Sargent Plan (1944) - Kothari Commission (1964-66) - National Policy of Education (1986) - Programme of Action (1992) - Right to Education Act (2009).

UNIT - II: PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION

Educational Planning and Administration: Meaning, Definition, Importance, and Types - Central Agencies: MHRD, CABE, NCERT, Kendriya Vidhayalaya Sangathan, All India Council for Basic Education (AICBE) - State Agencies: State Education Department, Department of Elementary Education, SCERT, State Welfare Departments (SC & ST), DIET - Local Bodies: Corporations, Municipalities and Panchayats - School and

Community Co-operation: Village Education Committee (VEC), Parent Teacher Association (PTA), Alumni Association and NGO's - Qualities of a School Head Mistress/Master.

UNIT - III: INSTITUTIONAL ADMINISTRATION

School Administration: Meaning and Definition – Inspection: Purpose of Inspection – Supervision: Kinds of Supervision, Characteristics of Supervision – Difference among Inspection, Supervision, and Administration.

UNIT - IV: FINANCING OF ELEMENTARY EDUCATION

Sources of Funding: Central Government, State Governments, Local, and Private Agencies - Implications of Five Year Plans on elementary education - International Funding Agencies: World Bank, UNESCO, UNICEF, UNDP.

UNIT - V: QUALITY ENHANCEMENT OF ELEMENTARY EDUCATION

Operation Blackboard Scheme - DPEP – District Education Revitalisation Programme (DERP) – Sarva Shiksha Abhiyan - Kasturba Gandhi Balika Vidyalaya - National Programme for Education of Girls at Elementary Level (NPEGEL) - National Programme for Nutritional Support (Mid-day Meal Scheme) – Mahila Samakhya Programme – Minimum Levels of Learning (MLL) – National Curriculum Framework for School Education (2000) - Eklavya Model Residential Schools – EDUSAT and Elementary Education.

SUGGESTED ACTIVITIES:

1. Write an evaluative report on the implementation of Right to Education Act in the unaided elementary schools.
2. Examine the status of VEC in planning and administration elementary education.
3. Visit a nearby elementary school and prepare a detail report on its administrative system.
4. Prepare a trend report on the budget allocation for elementary education at the national level.
5. Prepare a report on the use of EDUSAT in an elementary school.

TEXTBOOKS:

1. Dutt, B., & Garg, Jyoti. (2012). *Educational planning and administration*. Global Publications.
2. Mathur, S.S. (1990). *Educational administration and management.* The Indian Publications.
3. Alur, Mithu & Bach, Michael. (2005). *Inclusive education: From rhetoric to reality.* Viva Books.
4. Tilak, J.B.G. (Ed.). (2003). *Financing education in India.*. Ravi Books.
5. Glickman, Carl D., Gordon, Stephen P., & Ross-Gordon, Javita M. (2017). *Supervision and instructional leadership: A development approach (10th Edn.).* Pearson.
6. Hoy, Wayne K., & Miskel, Cecil G. (Eds.). (2004). *Educational administration policy, and reform- Research and measurement*. Information Age Publishing.

SUPPLEMENTARY READINGS:

1. Agarwal, Y.P., & Thakur, R.S. (2013). *Concepts and terms used in educational planning and administration – A guidebook.* National University of Educational Planning and Administration.
2. Dev, Braham. (2007). *Educational administration*. Vohra Publication.
3. Government of India. (1986). *National policy on education (1986)*. Ministry of Human Resource Development.
4. Ministry of Education. (1966). *Report of the education commission (1964-66): Education and national development.* Govt. of India.
5. Mukhopadhyay, Marmar and Tyagi, R.S. (2005). *Governance of School Education in India*. National Institute of Educational Planning and Administration.

E-RESOURCES:

1. www.iiep.unesco.org
2. http://164.100.47.134/intranet/FinalGovernmentSchemesforSchoolEducation.pdf
3. http://pcf4.dec.uwi.edu/viewpaper.php?id=357

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Explain the historical perspectives of elementary education.

CO2: List out the educational role and functions of the central government, state government and local bodies.

CO3: Differentiate the concept of supervision, inspection and administration in the field of education.

CO4: Describe the implications of five year plans on the development of elementary education.

CO5: Evaluate the effect of different schemes implemented for quality enhancement of elementary education.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓								
CO2	✓								✓		✓						
CO3	✓								✓								
CO4	✓								✓								
CO5	✓							✓	✓								

SEMESTER – II

COURSE CODE: MS2ST2 **CREDITS: 4**

PLANNING AND ADMINISTRATION OF EDUCATION: SECONDARY LEVEL

COURSE OBJECTIVES:

CO1: Understand the meaning, concept and scope of educational administration and planning in India.

CO2: Acquire knowledge about role of community in educational administration.

CO3: Comprehend the educational planning in Five Year Plans in India.

CO4: Sensitise RMSA and other state level initiatives in universalization of school education.

CO5: Acquaint with the system of funding and management of secondary education in India.

CO6: Observe the role of monitoring bodies in implementation of government schemes for universalization of school education.

CO7: Explore the development process of universal school education in terms of its merits and demerits.

CO8: Gain knowledge about the relationship among the Centre and State and local agencies and their role in educational administration.

CO9: Analyze the perspective plans of secondary education in 11^{th} & 12^{th} Five Year Plan.

CO10: Assimilate the conceptual frameworks for education planning in India.

UNIT – I: EDUCATIONAL ADMINISTRATION SYSTEM IN INDIA

Theory and concepts in educational administration and management - Evolution of educational administration from colonial system to present times in India: Constitutional provisions, legal enactments and concerns affecting educational administration, Centre-state and local relationships in educational administration: Role of MHRD, NCERT, CABE, State Education

Departments, SCERTs, Social Welfare Departments and Local bodies in educational administration.

UNIT–II: COMMUNITY PARTICIPATION IN EDUCATIONAL ADMINISTRATION

Community participation in educational administration: Rationale and need for participation, Enabling provisions in the policy (73rd and 74th Amendment, NPE-1986), Public-private partnership as a paradigm of educational administration – World Bank, UNESCO and UNICEF.

UNIT – III: SECONDARY EDUCATION PLANNING AND FIVE YEAR PLANS

Educational Planning: Guiding principles of educational planning – Planning Commission and Five Year Plans, Perspective plan for Secondary education in India in the 11th and 12th Five Year Plan - Methods and techniques of educational planning - Approaches to educational planning: Social demand approach, Man-power approach.

UNIT – IV: INITIATIVES FOR UNIVERSALIZATION OF SCHOOL EDUCATION

Conceptual Framework for Education Planning in India: Role of planning in educational development, evolution of planning from centralization to decentralization - Role of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions – RMSA: Administrative Structures for implementing Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and State implementation partners.

UNIT – V: SECONDARY EDUCATION MANAGEMENT SYSTEM

Administration of public examinations: Role of Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), NCVT, Kendriaya Vidhayalaya Sangathan, Navodaya Vidyalaya Smiti, Navodaya Vidyalaya School (NVS), National Institute of Open Schooling (NIOS), Tamil Nadu State Board of Education (TNSBE) - Role of Secondary Education Management Information System (SEMIS), District Information System in Education (DISE), Project Management Information System (PMIS), School Mapping and Geographical Information System.

SUGGESTED ACTIVITIES:

1. Visit the central and state pioneering educational institutions and write an essay on the educational and academic administration of them.
2. Conduct a field survey to assess community-school partnership in achieving the goals of universal schooling.
3. Identify the appropriate techniques and approaches to be used in educational planning.
4. Examine the impediments in implementation of RMSA.
5. "Common secondary education system is a dire need to our nation." Discuss.

TEXTBOOKS:

1. Lauernce, James C. (2010). *Educational planning and management*. Rajat Publications.
2. Mathur, S.S. (1990). *Educational Administration and Management*. The Indian Publications.
3. Mishra, Manju. (2007). *Modern methods of educational administration*. Alfa Publication.
4. Mukhopadhyay, Marmar and Tyagi, R.S. (2005). *Governance of School Education in India*. National Institute of Educational Planning and Administration.
5. Ramanna, R.K. (2008). *Theory of educational administration*. Rajat Publications.
6. Sony, Sushmita. (2007). *Educational management and administration*. Adhyan Publication.

SUPPLIMENTARY READINGS:

1. Aggarwal, Y.P., & Thakur, R.S. (2013). *Concepts and terms used in educational planning and administration – A guidebook.* National University of Educational Planning and Administration.
2. Govinda, R., & Rashmi Diwan. (Eds.). (2003). *Community Participation and Empowerment in Primary Education.* Sage Publications.
3. Issac, T.M. Thomas & Richard W. Franke. (2000), *Local democracy and development: People's campaign for centralized planning in Kerala*. Left Word Books.
4. Kochhar, S.K. (1997). *Secondary school administration*. University Publication.

5. Kowalski, Theodore. J. (2001). *Case Studies on Educational Administration (3rd ed).* Longman.
6. McGinn, Noel F. (1998). Who should govern education? Experiments with three perspectives on decentralisation. *Journal of Educational Planning and Administration, 12* (3), 249- 269.
7. Ramchandran Padma & Vasantha, R. (2005). *Education in India*. National Book Trust.
8. Reddy, R.S. (2006). *Administration of secondary education*. Rajat Publications.
9. Tilak, J.B.G. (1993). *External and internal resource mobilization for education for all*. Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.
10. Tilak, J.B.G. (Ed.) (2003), *Education, society and development: National and international perspectives*. National Institute of Educational Planning and Administration.
11. Tilak, J.B.G. (2008). *Financing of secondary education in India*. Shipra.
12. Zaidi, S.M.I.A., Biswal, K., Mohanty, N.K., & Lal, A.A.C. (2012). *Secondary education: Planning and appraisal manual*. National University of Educational Planning and Administration.

E-RESOURCES:

1. http://www.mhrd.gov.in
2. http://www.niepa.ac.in
3. http://www.necrt.nic.in

COURSE OUTCOMES:

After completion of this course, the students will be able to:

CO1: Explain the meaning, concept and scope of educational administration in India.

CO2: Understand the role of community in educational administration.

CO3: Assess the synchronization of educational planning and Five Year Plans of India.

CO4: Analyse the difficulties in implementing the RMSA and other state level initiatives in universalization of school education.

CO5: Understand the relationship between funding and management of school education.

CO6: Understand the role of monitoring bodies in implementation of government schemes for universal school education.

CO7: Examine the development process of universalization of school education in terms of its merits and demerits.

CO8: Apply knowledge to resolve the issues among the Centre and State and local agencies in educational administration.

CO9: Critically evaluate the perspective plans of secondary education in 11^{th} & 12^{th} Five Year Plan.

CO10: Understand the conceptual framework conceptual framework of education planning in India.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓		✓						✓	✓							✓
2.	✓		✓						✓	✓							✓
3.	✓		✓						✓	✓							✓
4.	✓		✓						✓	✓							✓
5.	✓		✓						✓	✓							✓
6.	✓		✓						✓	✓							✓
7.	✓		✓			✓			✓	✓							✓
8.	✓		✓			✓			✓	✓							✓
9.	✓		✓		✓	✓			✓	✓							✓
10.	✓		✓		✓	✓			✓	✓							✓

SEMESTER-III

COURSE CODE: MS3PC5 **CREDITS: 4**

SOCIOLOGY OF EDUCATION

COURSE OBJECTIVES:

CO1: Enable the students to understand the basic concepts of sociology of education

CO2: Motivate the students to explore the relationship between social system and education

CO3: Make the students to analyze the role of education in cultural change

CO4: Enable the students to identify various agencies of education

CO5: Make the students to examine the role of education in promoting national integration and international understanding

UNIT – I: SOCIOLOGY AND EDUCATION

Sociology of Education: Meaning, concept and importance –Sociology and Education -Basic concepts of sociology and education. - Difference between sociology of education and Educational Sociology– Scope and functions of educational Sociology.

UNIT-II: SOCIAL SYSTEM AND EDUCATION

Social System: Meaning, Concept and Characteristics, Education as a Subsystem – Education and Social change; Social mobility, Social stratification, Social deviants; Constraints on social change in India (Caste, ethnicity, class, language, religion, regionalism).

UNIT – III: PROCESS OF SOCIALISATION

Agencies of socialization - Family, School, Religion, Community - Education as a social system, social process and social progress; Technological change – Industrialization, Modernization and Urbanization**.**

UNIT IV: EDUCATION AND DEMOCRACY

Democracy: Meaning and concept- Education and Democracy - Education for national integration and International understanding - Constitutional Ideals of education– Social

equity and equality of educational opportunities – Education for socially and economically disadvantaged section of the society: SC/ST/OBC/Women/Disabled and rural population.

UNIT V: EDUCATION IN CULTURAL CONTEXT

Culture: Meaning, concept and characteristics - Education and cultural change -Cultural lag – Meaning, concept, major causes and its effect on education –Education for multi-lingual and multi- cultural Indian society.

SUGGESTED ACTIVITIES:

1. Discussion on the relationship between Sociology and Education.
2. Analyse the Constraints on social change in India.
3. Collect details on the type of Educational facilities available for socially and economically disadvantaged section of the society in India
4. Discussion on social equity and equality of educational opportunities
5. Power Point presentation on educational sociology and their educational implications

TEXT BOOKS:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on education*. Shipra.
2. Jayapalan, N. (2001). *Sociological theories*. Atlantic Publishers.
3. MujibulHasan Siddiqui (2009). *Philosophical and sociological perspectives in Education.* Neeraj.
4. Ruhela, S.P. (1970). *Sociological foundation of education in contemporary India*, DhanpatRai.
5. Shukla Sureshchandra. (1985). *Sociological perspectives in education*. Chanakya.

SUPPLEMENTARY READINGS:

1. Agarwal, J.C. (2002). *Theory and principles of education*. Vikas.
2. Gore, M.S. (1967***).*** *Papers in the sociology: Education in India.* NCERT.
3. Mathur, S.S. (2001). *A Sociological approach to Indian education*. Vinod PustakMandir.

4. Shepard Jon M. (1981). *Sociology*. West Publishing Co. St. Paul Publishers.
5. SwaroopSaxena, N. R & Dutt, N. K. (2013). *Philosophical & sociological foundation of education*. Lall Book Depot.

E – RESOURCES:

1. www.wikipedia.org
2. study.com/directory/.
3. https://supriyaprathapannotesoneducationalsociology.wordpress.com
4. www.yourarticlelibrary.com/education
5. www.fpri.org/wp-content/
6. www.teindia.nic.in/mhrd

COURSE OUTCOMES:

After completing this course, the students will be able to:

1. Describe the scope and functions of Educational Sociology
2. Interpret the Social system and its impact on Education
3. Examine the relationship between education and cultural change
4. Analyze the impacts of Liberalization, Privatization and Globalization on Education.
5. Discriminate the concept of social equity and equality

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓	✓							✓
CO2	✓	✓							✓	✓							✓
CO3	✓	✓							✓	✓							✓
CO4	✓	✓							✓	✓							✓
CO5	✓	✓							✓	✓							✓

SEMESTER - II

COURSE CODE: MS3PC6 **CREDITS: 4**

ADVANCED TECHNIQUES OF INSTRUCTION

COURSE OBJECTIVES:

CO1: Gain knowledge of instructional technology

CO2: Differentiate software and hardware

CO3: Apply learning theories in instruction

CO4: Understand the meaning and definitions of mobile technology

CO5: Develop the skill of using mobile learning in the class room

CO6: Describe digital assistive technology

CO7: Develop skills of using white board in teaching

CO9: Understand online and offline learning systems

CO10: Identify the various instructional tools

UNIT - I: CONCEPTUAL BASES OF EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Meaning, nature and scope – Instructional Technology: Scope and Objectives, Differences between Educational Technology and Instructional Technology. – Historical development of Educational Technology– programmed learning stage; media application stage and computer application stage – Components of educational technology: Software and hard ware.

UNIT - II: LEARNING THEORIES AND MODELS FOR INSTRUCTIONAL DESIGN

Behavioural Learning Theories, Social Learning Theories– Cognitive and constructivist Learning Theories –Theory of multiple intelligences and its implications for instructional design – Developing a personal learning theory -Instructional Design Models: ADDIE

Model, System model, ASSURE Model, ARCS Model, Reflective instructional design models

UNIT - III: MOBILE LEARNING

Meaning and Definition of mobile technologies – Use of Smart Phones in learning- applications of android phone, tablets in teaching learning- - Smart Phones in Schools, Colleges and Universities – Smart Phones in Open schools, Colleges and Universities – Mobile phones in distance learning -Role of social media, – Smart class room: Features, prerequisite, importance and advantages

UNIT - IV: TECHNOLOGY INTEGRATION- TRENDS AND ISSUES

Increased online access and connectivity, Digital assistive technology – Emerging role for augmented and virtual reality in education– Blended Teaching Learning Methodologies: Use of learning management Systems (LMS) – E-folios in Learning management Systems –On line and Offline learning management Systems: Moodle and Edmodo Basics – Podcasts, wikis and reflection blogs as Teaching Learning methodologies.

UNIT - V: INTERACTIVE WHITEBOARD BASED LEARNING

Computer, Projector and Whiteboard – How to use it – Interactive Whiteboard for Higher Education- As an Instructional tool- features available when using an Interactive Whiteboard Interactive teaching- Group Interaction.

SUGGESTED ACTIVITIES:

1. Discussion on mobile learning.
2. A group discussion on peer tutoring.
3. Seminar presentation on the student-centred teaching.
4. A debate on various models of teaching-learning process.
5. Invited a talk on neuro-linguistic programming in education.

TEXTBOOKS:

1. Anderson, R.H. (1976). *Selection and developing media instruction*. Van Nostrand Reinhold Company.
2. Behera, S.C. (1991). *Educational television programmes*. Deep and Deep.
3. Bhushan, A. and Ahuja, M. (2003). *Educational technology: Theory and practice*. Bawa
4. Brown, J.W., Lewis, R.B. and Harcle Road, F.F. (1985). *AV Instruction Technology, Media and Methods.* McGraw Hill.
5. C.M. Reigeluth (Ed.) (1999). *Instructional Design Theories and Models: A New Paradigm of Instructional Theory*. Lawrence Erlbaum Associates.
6. Cropper, G.L. (1974.). *Instructional strategies.* Englewood Cliff, N.J. Educational Technology Publications.
7. Mayer Richard E. (2001). *Multimedia learning*. Cambridge University Press.
8. Schwatz & Schultz (2000). *Office 2000*. BPB Publications.

SUPPLEMENTARY READING:

1. Kapp, K. M. (2012). *The gamification of learning and instruction: Game based methods*. John & Wiley sons Publishers.
2. Norton Peter (2000). *Introduction to computers*. Tata McGraw Hill.
3. Sabhu, S. D. (2014). *Schooling the mobile generation.* Shipra Publications.
4. Schwatz & Schultz (2000). *Office 2000*. BPB Publications.
5. Sinha P K (1992).*Computer Fundamentals*. BPB Publication.

E – RESOURCES:

1. http://www.usciences.edu/teaching/Learner-centered
2. http://ctl.byu.edu/tip/active-learning-techniques
3. http://indahtriastuti1.blogspot.in/2013/06/neurolinguistic-programming.html

COURSE OUTCOMES:

After completing this course, the students will be able to

1. Submit a report on LMS with anyone mode and present it
2. Prepare content for mobile learning
3. Use mobile learning in the classroom
4. Use white board in the classroom instruction
5. Implement online evaluation in their students
6. Develop E – portfolios
7. Debate the pros and cons of social media
8. List the online courses pertaining to education
9. Gain knowledge on blended learning
10. Differentiate hardware and software

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓						✓		✓	✓							✓
CO2	✓						✓		✓	✓							✓
CO3	✓						✓		✓	✓							✓
CO4	✓						✓		✓	✓							✓
CO5	✓						✓		✓	✓							✓

SEMESTER-III

COURSE CODE: MS3TC3 **CREDITS: 4**

EDUCATIONAL MEASUREMENT AND EVALUATION

COURSE OBJECTIVES:

CO1: Comprehend the concept, meaning and nature of measurement and evaluation.

CO2: Understand the relationship between measurement and evaluation.

CO3: Acquire knowledge about various tools of measurement and evaluation in existence.

CO4: Develop skills on using psychological test for measurement and evaluation.

CO5: Get hands on SPSS to learn various statistical measurement and its analysis.

CO6: Enable to distinct various competencies in standardizing different types of measuring instrument.

CO7: Familiarize to construct different kinds of tests and tools.

CO8: Obtain knowledge on statistical concepts, test scores and its transformation.

CO9: Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.

CO10: Prepare question banks and other self-study materials.

UNIT - I: CONCEPT OF MEASUREMENT AND EVALUATION

Measurement and Evaluation – Concept, Meaning, nature and need. Relationship between measurement and evaluation, Functions of measurement and evaluation.

UNIT - II: TOOLS OF MEASUREMENT AND EVALUATION

Subjective and objective tools - Tests: Essay tests, objective test, scales, questioners, schedules, inventories, observation, interviews, performance tests, oral tests-diagnostic tests and remedial measures.

UNIT - III: PSYCHOLOGICAL TESTING

Construction and Standardization of Psychological tests, Aptitude, Attitude, personality tests. Intelligence and its nature - Theories: Spearman, Thorndike, Thurston and Guilford - Types of intelligence test - their functions and uss.

UNIT - IV: STATISTICAL CONCEPTS

Test scores and their transformation: Z and T Scores, percentile-Interpretation of qualitative data Correlation analysis, Item analysis – Basic assumption, Methods

UNIT - V: NEW TRENDS IN EVALUATION

Grading System, Semester system, Continuous Comprehensive Evaluation, Question Bank, uses of computer in evaluation.

SUGGESTED ACTIVITIES:

1. Give experts talk on various aspects of measurement and evaluation.
2. Prepare self-made tools such as questionnaire, scales, survey materials for any interested topic.
3. Visit various well-equipped educational institutions like IITs, NITs, IIMs, IISCs, Universities (Central/State/Deemed to be) and Autonomous Colleges to know about the multifaceted measurement and evaluation system in existence.
4. Provide hands on using SPSS to apply statistical techniques and methods.
5. Conduct various psychometric tests and other psychological tests available in the laboratory.

TEXTBOOKS:

1 Adams, G. S. (1964). *Measurement and evaluation in education, psychology and guidance*. Holt, Rinehart & Winstone.

2 Anastasi. (1984). *Anne psychological testing*. The MacMillan.

3 Aggarwal, Y.P. (1998). *Statistical methods*. Sterling.

4 Cooper, D. (2007). *Talk about assessment, strategy and tools to improve learning.* Thomson Nelson.

5 Earl, L. M. (2006). *Assessment as learning: Using class room assessment to maximize student learning.* Corvine Press.

SUPPLIMENTRY READINGS:

1. Ferguson, G. A. (1981). *Statistical analysis in psychology and education*, McGraw Hill International Book.
2. Gupta, S. (2014). *Educational Evaluation*, A.P.H.
3. Reynolds, C.R., Livingston, R. B, & Willson, V. (2009*). Measurement and Assessment in Education*. PHI Learning.
4. Singh, B. (2004*). Modern Educational Measurement and evaluation System*. Anmol.
5. Taba & Hilda. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.

E-RESOURCES:

1. http://www.adprima.com
2. http://www.tc.columba.edu
3. http://www.scribd.com

COURSE OUTCOMES:

After completion of this course, the students will be able to

CO1: Comprehend the concept, meaning and nature of measurement and evaluation.

CO2: Understand the relationship between measurement and evaluation.

CO3: Acquire knowledge about various tools of measurement and evaluation in existence.

CO4: Develop skills on using psychological test for measurement and evaluation.

CO5: Get hands on SPSS to learn various statistical measurement and its analysis.

CO6: Enable to distinct various competencies in standardizing different types of measuring instrument.

CO7: Familiarize to construct different kinds of tests and tools.

CO8: Obtain knowledge on statistical concepts, test scores and its transformation.

CO9: Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.

CO10: Prepare question banks and other self-study materials.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓							✓	✓	✓							✓
2.	✓							✓	✓	✓							✓
3.	✓							✓	✓	✓							✓
4.	✓							✓	✓	✓							✓
5.	✓							✓	✓	✓							✓
6.	✓							✓	✓	✓							✓
7.	✓							✓	✓	✓							✓
8.	✓			✓	✓			✓	✓	✓							✓
9.	✓			✓	✓			✓	✓	✓							✓
10.	✓			✓	✓			✓	✓	✓							✓

SEMESTER-III

COURSE CODE: MS3SC1 **CREDITS: 4**

CURRICULUM, PEDAGOGY AND ASSESSMENT: ELEMENTARY LEVEL

COURSE OBJECTIVES:

CO1: To acquire the knowledge of curriculum planning and alignment

CO2: To understand the dimensions of knowledge and cognitive processes

CO3: To analyze the curriculum and pedagogy as envisaged by various educational pioneers

CO4: To understand the planning, management and support practices of pedagogy

CO5: To evaluate the effectiveness of students' learning outcomes

UNIT- I: CURRICULUM PLANNING AND ALIGNMENT

Forms of Curriculum Planning: ideological, Formal, Sanctioned, Perceived, Operational and Experiential Curricula. Basic types of curricula: Traditional, Thematic Units, Programmed, Classical and Technological curricula. Issues in curriculum Alignment: Recommended, Written, Taught, and Supported, Learned, Assessed and Hidden Curricula – School Curriculum – Nature and direction of change in the development of school curriculum - Elementary school curriculum in Tamil Nadu- Role of teacher in curriculum planning and alignment.

UNIT- II: DIMENSIONS OF KNOWLEDGE AND COGNITIVE PROCESS

Definition of Knowledge, Process of knowing and ways of knowing- Knowledge dimensions: Major forms or types of knowledge – Factual, conceptual, Procedural, Meta-cognitive knowledge and their sub-types - Dimensions of Cognitive Process – Categories of major cognitive dimensions – Remember, Understand, Apply, Analyze, Evaluate, Create and their related second order cognition.

UNIT – III: CURRICULUM AND PEDAGOGY IN THE PERSPECTIVE OF EDUCATIONAL PIONEERS

Meaning of Pedagogy – Curriculum and Pedagogy as envisaged by educational pioneers: Swami Dayananda- Mahatma Gandhi – Tagore - Paramhansa Yogananda – Gijibhai - Annie Besant - Badhaka — Karl Mark - Herbert Spencer - Montessori – Pestalozzi – John Dewey –

Kilpatric- Frobel- Martin Luther Christen Mikkelsen Kold, John Amos Comenius, Mohammad Iqbal, John Locke – Bonewell & Eison – Pedagogical Models : Productive Pedagogies, Primary and Middle school inquiry faced model – Multi literacies model.

UNIT – IV: PLANNING, MANAGEMENT AND SUPPORT PRACTICES OF PEDAGOGY

Issues related to Instructional planning – steps in instructional planning –Evolving instructional strategy – Determining most appropriate strategy – Management and Instruction – Managing a classrooms, Time Management, Instructional resources: Print-based and Non-Print based resources. Need and importance of Instructional support practices –Virtual Learning - Flipped classroom – Blended Learning – Personalized Learning- Instructional Scaffolding – Individualizing curriculum – Enhancing and extending learning through ICT – Impact of ICT teaching and learning – Auto tutorial system – STEM strategy.

UNIT - V: ASSESSMENT FOR LEARNING

Test, Examination, Measurement, Assessment and Evaluation – Areas of Assessment framework – Purpose of assessment and Learning indicators – Types of learning indicators: Assessment of activity, Presentation, Group work and Collaborative learning – Techniques of Assessment : CCE - Test of Achievements, Oral Examination, Written Examination, Practical Examination, Peer assessment, Test of Ability, Test of Personality and Portfolio.

SUGGESTED ACTIVITIES:

1. Think, Pair & Share among the prospective teachers on different forms of Curriculum planning.
2. Conferencing on the knowledge dimensions and types of cognitive processes.
3. Brain storming and peer partner learning on curriculum and pedagogy as visualized by educational pioneers.
4. Information processing and social interaction among the prospective teachers on planning, management and support practices of pedagogy.
5. Case studies on impact of curriculum upon the accomplishment of students scholastic and non-scholastic areas.

TEXTBOOKS:

1. Aggarwal & Deepak. (2007). *Curriculum development: Concept, methods and techniques.* Book Enclave
2. Allan Glatthorn, A., Floyd Boschee, Bruce M.Whitehead. (2009). *Curriculum leadership*. SAGE.
3. Anderson, Lorin Wetal., (Ed.) (2001). *A taxonomy for learning, teaching and assessing.* Longman
4. Galen Saylor & William Alexander, M., (1956). *Curriculum planning for better teaching and learning.* Rinehart Company, Inc.
5. Hilda Taba. (1962). *Curriculum development theory and practice.* Harcourt, Brace & World, Inc.
6. Jagdish Chand. (2013). *Great Indian thinkers on education.* Anshah Publishing House.
7. McKernan & James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research.* Routledge.
8. Orestein A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues*. Prentice Hall
9. Pinar,W.,(Ed) (2015). *Curriculum Studies in India.* Springer

SUPPLEMENTARY READINGS:

1. Arora, G.L. (1984). *Reflections on curriculum*. NCERT.
2. Chikumbu, T.J., & Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13).*The Common wealth of Learning.
3. Daniel Tanner & Laurel Tanner, N. (1975). *Curriculum development theory into practice.* Macmillan.
4. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy*. LAMBERT.
5. Yu, Shengquan, Ally, (Eds) (2020). *Emerging technologies and pedagogies in the curriculum.* Springer.

E- RESOURCES:

1. https://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=XHbLcIohFq0%3D&tabid=3437
2. https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf
3. https://courses.lumenlearning.com/educationalpsychology/chapter/major-theories-and-models-of-learning/
4. https://tophat.com/blog/instructional-strategies/
5. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the basic types of curricula and issues in curriculum alignment.

CO2: Explain the knowledge dimensions and categories of major cognitive processes.

CO3: Summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.

CO4: Implement the various types of instructional planning and support practices.

CO5: Evaluate the students' performance by applying various types of assessment techniques.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓			✓	✓				✓	✓							✓
CO2	✓			✓	✓				✓	✓							✓
CO3	✓			✓	✓				✓	✓							✓
CO4	✓			✓	✓				✓	✓							✓
CO5	✓			✓	✓				✓	✓							✓

SEMESTER –III

COURSE CODE: MS3SC2 **CREDITS: 4**

CURRICULUM, PEDAGOGY AND ASSESSMENT: SECONDARY LEVEL

COURSE OBJECTIVES:

CO1: To understand the theory and practice of curriculum

CO2: To acquire knowledge of philosophical perspectives of curriculum

CO3: To analyze the curriculum and pedagogy in the perspectives of educational pioneers

CO4: To understand views of constructivist thinkers on pedagogy

CO5: To recognize the different assessment techniques and evaluation models

UNIT - I: CURRICULUM THEORY AND PRACTICE

The ways of Approaching Curriculum Theory and Practice-Curriculum Theories: Formal Theory, Event Theory, Valuational Theory and Praxiological Theory- Future and Futurism - Directions for the Future - Challenge of Dealing with future - Censored, Compensatory, Irrelevant and Emerging Curricula. Models of Curriculum Theory: Johnson's Model, McDonald's Model and Wilson's Open Access Curriculum Model - Structure of secondary school curriculum in Tamil Nadu.

UNIT - II: PHILOSOPHICAL PERSPECTIVES AND CURRICULUM ORIENTATION

Philosophical Perspectives: Progressivism, Perennialism, Essentialism, Reconstructionism, Reconceptualism and its educational implications – Curriculum Orientation: Academic Rationalism, Social relevance, Personal Relevance, Cognitive Process and Technological Orientations.

UNIT – III: CURRICULUM AND PEDAGOGY IN THE PERSPECTIVES OF EDUCATIONAL PIONEERS

Sri Aurobindo Ghose, J.Krishnamurthi, S.Radhakrishnan, Swami Vivekananda, Plato, Socrates, Herbart, Aristotle, Bertrand Russell , Sri Thomas Percy Nunn, Desiderius Erasmus Roterodamus , Paulo Freire and David Kolb.

UNIT - IV: PEDAGOGY AS ENVISAGED BY CONSTRUCTIVIST THINKERS

Constructivism - Constructivist Epistemology – Constructivist thinkers – Giambattista Vico – Immanuel Kant – John Dewey – Jean Piaget – Lev Semyonovich Vygotsky – Jerome Seymour Bruner – Ernst Von Glasersfeld – Kenneth J. Gergen- Current Developments Across the Curriculum

UNIT - V: ASSESSMENT TECHNIQUES AND EVALUATION MODELS

Measurement, Assessment and Evaluation: Concept, meaning and definitions – Assessment for learning and Assessment of learning – Techniques of Assessment: Observation, interview, questionnaire and rating scales - Semester System – Marks, Grading system, Types of Grading and their relative advantages and Computer in Evaluation- Models of Curriculum Evaluation: Metfessel- Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.

SUGGESTED ACTIVITIES:

1. Compare and contrast by tutorial groups on curriculum theory and practice.
2. Mastery lecture and structured overview on philosophical perspectives and curriculum orientation.
3. Debate on curriculum and pedagogy in the perspectives of educational pioneers.
4. Small group interaction on constructivist thinkers.
5. Inquiry based learning on usefulness of various assessment techniques and evaluation models.

TEXT BOOKS:

1. Aggarwal & Deepak. (2007). *Curriculum development: concept, methods and techniques.* Book Enclave
2. Allan A.Glatthorn, Floyd Boschee, Bruce, M. Whitehead. (2009). *Curriculum leadership.* SAGE.
3. Arbind Kumar Jha. (2009).*Constructivist epistemology and pedagogy.* Atlantic.

4. Daniel Tanner & Laurel N.Tanner. (1975). *Curriculum development theory into practice.* Macmillan.
5. Galen Saylor & William M. Alexander. (1956). *Curriculum planning for better teaching and learning.* Rinehart Company,Inc
6. Hilda Taba. (1962). *Curriculum development theory and practice.* Harcourt, Brace & World, Inc.
7. Jagdish Chand. (2013). *Great Indian thinkers on education.* Anshah.
8. Mc Kernan & James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research.* Routledge.
9. Orestein, A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues*. Prentice Hall
10. Pinar, W., (Ed) (2015). *Curriculum studies in India.* Springer
11. Pravat Kumar Dhal. (2012). *Pioneers in education.* APH Publishing Corporation

SUPPLEMENTARY READINGS:

1. Anderson & Lorin, W., etal., *(Ed.)(2001). A taxonomy for learning, teaching and assessing*. Longman
2. Arora, G.L. (1984). *Reflections on curriculum*. NCERT
3. Chikumbu, T.J., & Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13)* The Common wealth of Learning.
4. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy*. LAMBERT
5. Yu, Shengquan, Ally. (Eds)(2020). *Emerging technologies and pedagogies in the curriculum.* Springer

E-RESOURCES:

1. https://en.wikipedia.org/wiki/Philosophy_of_education
2. https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)
3. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm

4. https://cd1.edb.hkedcity.net/cd/cns/sscg_web/html/english/main04.html
5. http://anneinglisteachingphilosophy.weebly.com/curriculum-pedagogy-and-assessment.html
6. https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the various approaches of curriculum theory and practice.

CO2: Generalize the philosophical perspectives of curriculum Orientation.

CO3: Summarize the different types of curriculum and pedagogy in the perspectives of educational pioneers.

CO4: Explain constructivists view on pedagogy and implement the current developments across the different levels of secondary curriculum.

CO5: Evaluate the merit and worth of various assessment techniques and evaluation models in the secondary level classroom context.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓			✓	✓				✓	✓							✓
CO2	✓			✓	✓				✓	✓							✓
CO3	✓			✓	✓				✓	✓							✓
CO4	✓			✓	✓				✓	✓							✓
CO5	✓			✓	✓				✓	✓							✓

SEMESTER - IV

COURSE CODE: MS4PC7 **CREDITS: 4**

EDUCATIONAL STUDIES

COURSE OBJECTIVES:

CO1: Understand the theoretical perspectives of education as a discipline in terms of social, cultural, political, economic, technological factors, and other substantial education system and the process of knowledge construction.

CO2: Explore the widening of interdisciplinary knowledge in education with respect to philosophy, psychology, sociology, management, economics, anthropology, ICT, etc. and insightful construction of knowledge.

CO3: Incorporate the socio-cultural context of India, in line with 'unity in diversity' with reference to multilingual and multicultural, socialisation and acculturation among the community and its stakeholders, Equality in educational opportunities and education for socio-economically deprived groups and Policy of inclusion and multi-foundational approaches to learning disabilities.

CO4: Acquire knowledge about multiple school contexts and its personnel management system, contemporary challenges, participation of different stakeholders and reconceptualised learning resources.

CO5: Acquaint with institutions, systems and structure of education along with its various regulatory and advisory bodies in education.

CO6: Apply their interdisciplinary knowledge to resolve the issues and problems in all walks of life.

CO7: Get engaged with social service for betterment of the society and well-being of the public.

CO8: Emerge with the novel ideas and innovations for nation building as well for better tomorrow too.

CO9: Inculcate the values and ethos of teaching profession in order to producing the younger generation as good citizens.

CO10: Nurture the trio-bond among educational institutions, society and industry for vibrant nation building.

UNIT – I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors - Critical analysis of concepts, principles, theories, assumptions related to education discipline, sustainable education, schooling, curriculum, syllabus, text books, assessment, teaching-learning process - Critical analysis of education as a discipline - Aims of Indian Education in democratic, secular, egalitarian and humane society - Bridging gap of knowledge construction between: Content knowledge and Pedagogy knowledge; School knowledge and out of the school knowledge; Experiential knowledge and empirical knowledge; Knowledge on action and reflection on outcome of action; Theoretical knowledge and practical knowledge; Universal knowledge and contextual knowledge.

UNIT - II: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

Interdisciplinary nature of education pertinent to philosophy, psychology, sociology, management, economics, anthropology, ICT etc. and the framework for insightful construction of knowledge - Contribution of science and technology to education and challenges ahead - Axiological issues in education: Role of peace and other values, aesthetics in education - Issues in planning, management and monitoring of school and teacher education in behavioural management - Interrelation between education and development.

UNIT - III: SOCIO-CULTURAL CONTEXT OF EDUCATION

Social purposiveness of education - Understanding Indian society: Multilingual and multicultural, appropriate approaches for teaching of diversity - Process of socialization and acculturation of the child-critical appraisal: Role of school, parents, peer group, community and other stakeholders - Equality in educational opportunity-critical analysis in schooling, teaching-learning and curriculum for social inequality - Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities in society - Policy of inclusion and multi-foundational approaches to learning disability.

UNIT - IV: SCHOOL CONTEXT

Multiple school contexts: Rural/urban, tribal etc. - Role of personnel's in school management: Teacher, headmaster, and administrators - Nurturing learner friendly school environment - School as site of curricular engagement - Teacher's autonomy and professional independence - School education: Contemporary challenges - Educational transformation in national development: The rights of the child - Concepts of quality and excellence in education: Quality of life - Different stakeholders in school/teacher education: Media, ICT, NGOs, Civil society groups, Teacher organisations, Family and local community - Monitoring and evaluation of schools - Reconceptualize of learning resources: Textbooks, supplementary books, workbooks, multimedia and ICT, school library and well-equipped laboratories etc.

UNIT – V: INSTITUTIONS, SYSTEMS AND STRUCTURE OF EDUCATION

Teacher education: Functional relation adequacy and contemporary issues as reflects in NCF (2005) - Department of Public instruction, Ministry and other Government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy - Regulatory and advisory bodies in education: NCERT, NUEPA, UGC, NAAC, NCTE, ICSSR, DST – Two/Three Language Formula - Diversification of courses and its utilitarian values - Institutions of higher education (universities, deemed universities and autonomous colleges).

SUGGESTED ACTIVITIES:

1. Observational studies: Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers.
2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion.
3. Library readings on selected theme followed by group discussion.
4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
5. Visit various educational institution such as universities, colleges, IITs, NITs, IISCs etc. to get good exposure.

TEXT BOOKS:

1. Beyer, L.E. (Ed.) (1996*) Creating democratic classrooms: The struggle to integrate theory and Practice*. Teachers College Press.
2. Delors, Jacques, et al; (1996*). Learning: The Treasure within report of the international commission on education for 21st century*. UNESCO.
3. *International Encyclopaedia of Education*. (1994) 2nd edition. Vol.10. Pergamon Press.
4. Matheson, David (2004*). An Introduction to the study of education* (2nd edition). David Fulton Publisher.
5. Wall, Edmund (2001). *Educational theory: Philosophical and political Perspectives*. Prometheus Books.

SUPPLIMENTRY READING:

1. Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer.
2. NCERT (2005). *National curriculum framework*. NCERT Press.
3. MHRD, Govt. of India (1992). *National policy on education (revised).* MHRD.
4. MHRD, (1992). *Programme of action*. Govt. of India.
5. Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications.

E – RESOURCES:

1. http://www.mhrd.gov.in
2. http://www.ugc.ac.in
3. http://www.ncert.nic.in
4. http://www.unicef.org
5. http://www.unesco.org

COURSE OUTCOMES:

After completion of this course, the students will be able to:

CO1: Understand the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.

CO2: Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.

CO3: Analyse the socio-cultural concept of India in the light of 'unity in diversity' by integrating all the stakeholders for equality and quality education to socio-economically deprived groups with policy of inclusion to learning disabilities.

CO4: Explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.

CO5: Acquire knowledge on various regulatory and advisory bodies and agencies of education in India and oversees.

CO6: Get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.

CO7: Sensitise about contemporary issues and challenges in school education and teacher education in line with UNESCOs Sustainable Development Goals 2030 (SDGs) G4: 'Equitable and quality education to all'.

CO8: Assimilate about multilingual and multicultural approaches for teaching diversity.

CO9: Apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.

CO10: Appreciate the values, ethos, culture and aesthetics in context of India.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓		✓					✓
CO2	✓								✓	✓		✓					✓
CO3	✓								✓	✓		✓					✓
CO4	✓								✓	✓		✓					✓
CO5	✓								✓	✓		✓					✓
CO6	✓								✓	✓		✓					✓
CO7	✓								✓	✓		✓					✓
CO8	✓								✓	✓		✓					✓
CO9	✓								✓	✓		✓					✓
CO10	✓								✓	✓		✓					✓

SEMESTER - IV

COURSE CODE: MS4PC8 **CREDITS: 4**

COMPARATIVE EDUCATION

COURSE OBJECTIVES:

CO1: Understand the need, scope and history of comparative education.

CO2: Comprehend the primary and secondary education's aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.

CO3: Analyze the role of national and state government on education.

CO4: Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.

CO5: Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.

CO6: Acquire knowledge about the universalization of primary education in India.

CO7: Enable to distinct between the primary and secondary education.

CO8: Sensitize the constitutional provisions for comparative education in terms of oversees.

CO9: Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.

CO10: Explore the determinants of national education with its merits and demerits.

UNIT - I: HISTORY OF COMPARATIVE EDUCATION

Comparative Education: meaning, need and scope, brief history of comparative education - Determinants of a National education system: Geographical, social, economic, political, cultural, linguistic, historical etc. approaches to comparative education, historical, sociological, philosophical and scientific approaches.

UNIT - II: PRIMARY EDUCATION AND SECONDARY EDUCATION

Primary and Secondary Education in U.S.A, U.K, Japan and India - Aims, Content, Methods of Instruction and Evaluation system. Concept of Universalization of Primary Education in India: its implications - Salient features of Education system of U.S.A, U.K, Japan and India.

UNIT - III: CONSTITUTIONAL PROVISIONS FOR COMPARATIVE EDUCATION

Basic requirements of Education in different countries- Constitutional Provisions for Comparative Education – Federal Acts on Education – Relationship between Federal, State and Local Governments – International Project for the Evaluation of Educational Achievement (IEA). Universal compulsory Education – Higher Education– Educational Finance – World Bank – UNESCO, UNICEF and IMF.

UNIT-IV: COMPARATIVE EDUCATION AT PRIMARY AND SECONDARY LEVEL

Comparative Education: Importance of Comparison-study about comparative education at primary and secondary level in U.S.A., U.K. Japan and India. Vocationalization of Secondary Education.

UNIT-V: ISSUES AND CHALLENGES

Issues and challenges in primary and secondary education from the perspective of countries: U.S.A., U.K. Japan, Finland and India. Education for disadvantaged Children, Girls' education, Child- labour, Teacher education, expenditure and quality concerns in Elementary education.

SUGGESTED ACTIVITIES:

1. Group discussion on the need, meaning and scope of comparative education.
2. Prepare scarp book on the system of primary education and secondary education in U.K, U.S.A, Japan, Finland and India.
3. Debate the role of Federal and State government on education.
4. Explore the issues and challenges in primary and secondary education from the perspective of countries: U.S.A, U.K, Japan, Finland and India.
5. Experts talks on the role of World Bank, UNESCO, UNICEF and IMF on education.

TEXTBOOKS:

1. Aggarwal, Santosh. (1991). *Three Language formula: An Educational Problem.* Sian.
2. Andrey, A. & Howard N. (1978). *Developing curriculum: A practical Guide.* George Allen and Unwin.
3. Gibson, R. (1981). *Critical theory and education*. Hodder & Stoughton.
4. Harold A. & Elsic, J. A. (1957). *The curriculum*. MacMillan.
5. Hans, N. (1961). *Comparative education*. Routledge and Kegan Paul.

SUPPLIMENDARY READINGS:

1. Rust, V. (1977). *Alternatives in education: Theoretical and historical perspectives*. Sage.
2. Sharma. Y.K., (2004). *A comparative study of educational systems*. Kanishka.
3. Sodhi, T.S., (1993). *A textbook of comparative education – Philosophy, Patterns & Problems of National Systems*. Vikas.
4. UNESCO (2012). *Shaping the education of tomorrow (Report on the UN Decade of Education for Sustainable Development)*. UNESCO.
5. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14.* UNESCO.

E-RESOURCES:

1. http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/
2. http://www.euroeducation.net/prof/russco.htm
3. http://en.unesco.org 20. http://data.worldbank.org 36 21.
4. http://hdr.undp.org/en

COURSE OUTCOMES:

After completion of this course, the students will be able to

CO1: Understand the need, scope and history of comparative education.

CO2: Comprehend the primary and secondary education's aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.

CO3: Analyze the role of national and state government on education.

CO4: Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.

CO5: Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.

CO6: Acquire knowledge about the universalization of primary education in India.

CO7: Enable to distinct between the primary and secondary education.

CO8: Sensitize the constitutional provisions for comparative education in terms of oversees.

CO9: Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.

CO10: Explore the determinants of national education with its merits and demerits.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓								✓	✓	✓						✓
2.	✓								✓	✓	✓						✓
3.	✓								✓	✓	✓						✓
4.	✓								✓	✓	✓						✓
5.	✓								✓	✓	✓						✓
6.	✓								✓	✓	✓						✓
7.	✓								✓	✓	✓						✓
8.	✓								✓	✓	✓						✓
9.	✓								✓	✓	✓						✓
10.	✓								✓	✓	✓						✓

SEMESTER- IV

COURSE CODE: MS4TC4 **CREDITS: 4**

ICT ON TEACHING AND LEARNING

COURSE OBJECTIVES:

CO1: Develop the professional ability in ICT

CO2: Understand the impact of ICT

CO3: Explain the various educational resources

CO4: Describe the various assessment techniques

CO5: Explain ways to create online community

CO6: Understand the scope of ICT and its applications in teaching learning.

CO7: Analyse the types of ICT and apply them in education

CO8: Classify the new trends and techniques in education for achieving the goals of effective teaching and learning.

CO9: Get acquainted with emerging trends in E.T. along with resource centres of E.T. & e-learning.

CO10: Familiarize with AI in education

UNIT - I: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Definition, meaning, importance and scope of ICT - Applications of Information and Communication Technologies - Classroom and ICT; Professional development and ICT - Emergence of new information technology- convergence of computing and telecommunications.

UNIT - II: ICT MEDIATED EDUCATION

Concept, Importance, Meaning, Objectives & Nature of ICT mediated education - Teaching-Learning Environment: Types and Modes of using ICT - Learning Environments - Features of an ICT Mediated Teaching-Learning Environment - Physical Constituents of Classroom/Environment - Social Constituents - Supporting Learners in learning

UNIT -III: ICT AND TEACHING LEARNING PROCESS

ICT and Teaching and learning Process - Need for ICT Selection - Factors affecting ICT Selection - Selection of ICT - Integration of ICT – TPACK – E- learning, Web based learning, MOOC - Educational e-resources.

UNIT - IV: ICT FOR EDUCATIONAL MANAGEMENT AND ASSESSMENT

Definition – e-governance – importance of ICT in manpower planning and HRD – Applications of ICT in Educational Management – Use of ICT in financial management – Creating online community of Parents, Teachers and students for Effective management – TQM and applications of ICT in TQM - Concept and meaning of Computerized Test construction and Administration – Role of ICT in Assessment – Web based Assessment – Electronic support as a tool in assessment process – Use of Blogs for assessment – Advantages and Disadvantages of ICT based assessment

UNIT - V: ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION

Artificial intelligence: Meaning and history – AI integrated education – Principles and objectives of AI integrated learning – Role of schools in the success of AI integrated learning – Meeting of National Goals through AI integration – Assessment of AI integrated learning.

SUGGESTED ACTIVITIES:

1. Select any one topic in the B.Ed. syllabus and integrate ICT in the selected topic
2. Create an online community to integrate the students and teachers in the classroom
3. Administer a Test using ICT
4. Create a personal blog and upload the ICT tools in the blog
5. Visit a nearby Teacher Education Institution and teach the students using ICT

TEXTBOOKS:

1. Kulkarni, S.S. (1986). *Introduction to Educational Technology*. Oxford & IBH.
2. Kumar, K.L. (1997). *Educational Technology*. New Age International (P) Ltd

3. Mangal, S.K. (2002).*Essentials of teaching learning and information technology*. Tandon Publisher.
4. Prasad, K. (Ed.,) (2004). *Information and communication technology*: *Recasting development*. B.R.
5. Rajasekar. S. (2005). *Computer education and educational Computing*. Neelkamal Yadav, D.S. (2006). *Foundations of information technology*. New Age International (P) Limited.
6. Wayne, H; Maya, B and Charles, F. (2019). *Artificial intelligence in education*. Centre for Curriculum Redesign.

SUPPLEMENTARY READINGS:

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.* Praeger.
3. Kochhar, S.K. (2000). *School administration and organization*. Sterling.
4. Rajasekar, S. (2010). *Computers in education.* Neelkamal.
5. Rinebert Winston., Skinner, B.T. (1968). *The technology of teaching*. Applenton, Century Crofts.
6. Sadagopan S. (2008). *E - Governance today*. The ICFAI University Press.
7. Sharma, R. A. (2001). *Technological foundations of education*, R. Lal Book Depot,
8. Sharma, Sita Ram & A.L. Vohra. (1993). *Encyclopedia of educational technology*. Anmol.

E-RESOURCES:

1. http://egyankosh.ac.in/
2. https://334.edb.hkedcity.net/doc/eng/framework1/info.pdf
3. https://www.learningclassesonline.com/2018/07/ict-notes-in-english-medium-pdf-free.html
4. http://cbseacademic.nic.in/web_material/Curriculum20/AI_Integration_Manual.pdf

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Develop professional ability in ICT

CO2: Apply the ICT skills in communications

CO3: Describe the impact of ICT on learning environments

CO4: Prepare the learners in learning

CO5: Identify the various educational resources

CO6: Integrates ICT in teaching learning process

CO7: Differentiate the advantages and disadvantages of ICT in assessment

CO8: Administer the test and evaluation by using ICT

CO9: Create online community by integrating ICT

CO10: Use Artificial Intelligence in teaching-learning and assessment process

OUTCOME MAPPING

COURSE OUTCOME	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓			✓				
CO2	✓								✓	✓			✓				
CO3	✓								✓	✓			✓				
CO4	✓								✓	✓			✓				
CO5	✓								✓	✓			✓				
CO6	✓								✓	✓			✓				
CO7	✓								✓	✓			✓				
CO8	✓								✓	✓			✓				
CO9	✓								✓	✓			✓				
CO10	✓								✓	✓			✓				

SEMESTER – IV

COURSE CODE: MS4ST3 **CREDITS: 4**

EARLY CHILDHOOD CARE AND EDUCATION

COURSE OBJECTIVES:

CO1: know the historical development of early childhood care and education.

CO2: understand the different aspects of child development.

CO3: review the various committees and commissions suggestions on early childhood education.

CO4: execute the principles of planning and management of early childhood care and education.

CO5: explain the various organizations contributions in early childhood care and education.

UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION

Early Childhood Education: Concept, meaning, nature, objectives, need and importance – Early Childhood Education Movement in India and Abroad – Prominent promoters of Early Childhood Care and Education: Plato, Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Aurobindo, Giju Bhai Patel and TarabaiModak.

UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD

Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.

UNIT – III: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION

Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee (1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National

Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) – International Treaties on Agreement relating to ECCE: Declaration of Human Rights (1948), Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

UNIT – IV: PLANNING AND MANAGEMENT OF EARLY CHILDHOOD CARE AND EDUCATION

Principles involved in planning Pre-school programmes – Short-term and Long-term planning – Importance of Rhymes, Songs, Stories, Science exhibitions, Field trips, Puppet shows and Dramatization – Habit formation: Eating, Sleeping, Dressing and Toilet training- Requirements for Starting Early Childhood Care and Education: Finance, Place, Building, Staff and Records - Crèches: Aims, objectives, importance, and types.

UNIT – V: ORGANISATIONS INVOLVEMENT IN HEALTH CARE OF EARLY CHILDHOOD STAGE

Organizations working for pre-school education: NIPCCD (National Institute for Co-operative Child Development), NCERT, ICDS, UNICEF and CARE (Co-operative Assistance and Relief Everywhere) - Nutrition and Health of an Early Childhood Stage - Common Communicable Diseases of Early Childhood Stage.

SUGGESTED ACTIVITIES:

1. Make a resource file on collection of pictures, available materials and articles related to Early Childhood Education.
2. Visit to ICDS center and observing the ICDS Programme.
3. Prepare a list of equipments essential for a crèche.
4. Prepare a layout of indoor/outdoor arrangement for a Pre-school.
5. Conduct case study of a children with any behavioural Problems.

TEXTBOOKS:

1. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. Academic Press.
2. Evans, Ellis, D. (1975). *Contemporary influence in early childhood education*. Holt Rinehart and Winston.
3. Joann Brewer. (1995). *Introduction to early childhood education*. Allen & Baren.
4. George. (1995). *Early childhood education*. Prentice Hall.
5. Mishra, R.C. (2005). *Early childhood education today*. Prentice Hall.

SUPPLEMENTARY READINGS:

1. Beyer, L. E. (1996). Creating democratic classrooms: The struggle to integrate theory and practice. Teachers college Press.
2. Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.
3. UNICEF and MHRD. (2001). *Early childhood care for survival, growth and development*. MHRD.
4. UNESCO. (1979). *New approaches to education of children of pre-school age report of a regional meeting of experts.* UNESCO Regional Office for Education in Asia and Oceania.
5. UNESCO (2007). *Early childhood care and education*. Strong Foundations.

E – RESOURCES:

1. http//:www.expat.or.id/info/earlychildhoodeducation
2. http//:www.unicef.org/earlychildhood/index_40748
3. http//:www.unesco.org/images/001593/159355E

COURSE OUTCOMES:

After completion of this course, the students will able to

CO1: explain the concept, meaning and importance of early childhood care and education.

CO2: summarize various developments in early childhood stage.

CO3: implement the various committee recommendations and suggestions in early childhood care and education.

CO4: describe the implications of planning and management of early childhood care and education.

CO5: compare various organization contributions in early childhood care and education.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓				✓	✓		✓
CO2	✓								✓	✓				✓	✓		✓
CO3	✓								✓	✓				✓	✓		✓
CO4	✓								✓	✓				✓	✓		✓
CO5	✓								✓	✓				✓	✓		✓

SEMESTER - IV

COURSE CODE: MS4ST4 **CREDITS: 4**

TRENDS IN INDIAN HIGHER EDUCATION

COURSE OBJECTIVES:

CO1. Enable the students to understand the growth and expansion of Indian higher education.

CO2. Explain the students about the impact of IR 4.0 on higher education.

CO3. Make the students to realize the importance of quality in Indian higher education.

CO4. Enable the students to recognise the different sectors of governance in Indian higher education.

CO5. Explain the significance of internationalising India higher education.

UNIT-I: GROWTH AND EXPANSION OF HIGHER EDUCATION

Higher education during the ancient, medieval and colonial period - Higher education during the post-independence period - Access to higher education: Status of GER in higher education, enrolment status of OBCs, SCs, STs, women, differently-abled and other marginalised sections of the society, causes for low rate of enrolment, strategies to increase the enrolment ratio - Equity in higher education: Equity issues and solutions for ensuring equity.

UNIT-II: IR 4.0 AND HIGHER EDUCATION

IR 4.0 and Education 4.0 - Curriculum: Curriculum for 21st century skills and employability, multi/inter/cross-disciplinary curriculum, STEM and liberal arts curriculum, community colleges, learning outcome-based curriculum - Pedagogy: Participatory and collaborative approach, field-based and experience-based approach, blended learning - Evaluation: Peer and self-assessments, portfolios, assignments and projects, open book and online examinations, examination on demand, modular certification.

UNIT-III: INITIATIVES FOR EXCELLENCE IN HIGHER EDUCATION

Assessment, Accreditation and Ranking: NAAC, NAB, NIRF, ARIIA, QS-Rankings, THE Rankings, Shanghai Rankings, Association of World University, Association of India University, Mentoring neighbouring institutions - Faculty Professional Development: FDPs in HRDC, PMMMNMTT, Adjunct and Visiting faculty, MOOCs – ICT Resources: SWAYAM, SWAYAMPRABHA, NAD, NDL, e-PG Pathasala, Shodhganga, e-ShodhSindhu, e-Yantra, FUSEE, Spoken Tutorial, Virtual Lab, SAMARTH, VIDWAN, IRINS, Shodh Suddhi - Research and Innovation Schemes: Institutions of Eminence Scheme, RUSA, Industry-Institution collaboration, IMPRINT, UAY, Research Parks, FAST, GIAN, SPARC, NIDI, IMPRESS, STARS, STRIDE.

UNIT-IV: GOVERNANCE AND LEADERSHIP IN HIGHER EDUCATION

Sectoral Governance: MHRD-Higher Education Department, UGC, AICTE, NCTE, RCI, BCI, MCI, PCI, INC, DCI, CCH, CCIM, VCI, Higher Education Departments of States; State Councils for Higher Education - Institutional Governance: Statutory bodies-Syndicate/Executive Council, Senate, Academic Council, BOS - Autonomy and accountability of higher education institutions - Decentralization of powers - Leadership Training for Academicians and Administrative Staff - Grievance redressal system.

UNIT-V: INTERNATIONALIZATION OF HIGHER EDUCATION

Internationalization of Education: Meaning and scope - Issues and concerns in internationalization of education: Institutional mobility, Programme mobility, Student mobility, Faculty mobility – Internationalization Initiatives: Study in India Programme, Scholarships for international students, Hostel facilities, Easing VISA norms, Relaxation to the ceiling of 15 percent super numeracy seats in institutions, Paid internship, Issuing work permit, Offering language and bridge courses, student exchange programmes, faculty exchange programmes, Funding Indian Missions in abroad for initiatives, Mutual recognition of qualification and degrees.

SUGGESTED ACTIVITIES:

1. Write a report on the trends in GER in Indian higher education since independence.
2. Conduct a seminar on "IR 4.0 and the prospects and challenges in higher education."
3. Write an analytical report on the impediments in promoting excellence in higher education in India.
4. Write a report based on the panel discussion on the theme "Autonomy and accountability in higher education is a myth."
5. Conduct a group discussion on the theme "Education has become an international commodity."

TEXT BOOKS:

1. Agarwal, P. (2009). *Indian higher education: Envisioning the future*. Sage.
2. Bhushan, S. (Ed.). (2019). *The future of higher education in India*. Springer Nature.
3. Chaturvedi, H. (2015). *Transforming Indian higher education*. Bloomsburry.
4. Chaturvedi, H. (2018). *Quality, accreditation and ranking: A silent revolution in the offing in Indian higher education*. Bloomsburry.
5. Shahid, K. M., & Pritam, B.P. (2015). *Indian higher education at a cross roads*. Kalpaz.
6. University Grants Commission. (2018). *Higher education in India – Issues related to expansion, inclusiveness, quality and finance*.
7. Varghese, N.V., & Panigrahi, J. (2019). *India higher education report 2018: Financing of higher education*. Sage.
8. Yeravdekar, V. R., & Tiwari, G. (2016). *Internationalization of higher education in India*. Sage.

SUPPLEMENTARY READINGS:

1. Bhandari, L., Kale, S., & Mehra, C.S. (Eds.). (2019). *Higher education in India: A data compendium*. Routledge.
2. British Council. (2014). *Understanding India: The future of higher education and opportunities for international cooperation*.

3. Chandrasekar, R. (2020). Internationalization an important dimension of higher education. *University News – A Weekly Journal of Higher Education*, Association of Indian Universities, May 04-10, 2020, *54*(18), 10-13.
4. Chea, C. C., & Huan, J. T. J. (2019). Higher education 4.0: The possibilities and challenges. *Journal of Social Sciences and Humanities*. *5*(2), 81-85.
5. Department of Higher Education, Ministry of Human Resource and Development, Government of India. (2019). *Education quality upgradation and inclusion programme - Five year vision plan 2019-2024*.
6. Janaki, B., & Prasenjit, P. (2016). Higher education in India: Recent issues and trends. *Research Journal of Educational Sciences*. *4*(1), 10-16.
7. Panikkar, K.N., Navi, Bhaskaran (Eds.). *Globalization and higher education in India*. Pearson.
8. Saidapur, S.K. (2020). Trends in the 21st century education. *University News – A Weekly Journal of Higher Education*, May 04-10, 2020, *54*(18), 3-9.
9. Tiak, J.B.G. (2013). *Higher education in India: In search of equity, quality and quantity*. Orient Black Swan.
10. Turcu, C.O., & Turcu, C.E. (2018). Industrial Internet of things as a challenge for higher education. *International Journal of Advanced Computer Science and Applications*. *9*(11), 55-60.
11. Varghese, N.V., & Malik, G. (Eds.). (2016). *India higher education report 2015*. Routledge.

E-RESOURCES:

1. https://www.pwc.in/assets/pdfs/industries/education-services.pdf
2. https://www.iiste.org/vol-8-no-1-no-9-2017-international-journal-of-education-and-practice/
3. http://www.isca.in/EDU_SCI/Archive/v4/i1/2.ISCA-RJEduS-2015-037.pdf
4. https://sannams4.com/the-internationalisation-of-indian-higher-education-10-trends-to-watch-for/

5. https://www.brookings.edu/wp-content/uploads/2019/11/Reviving-Higher-Education-in-India-email.pdf
6. https://sannams4.com/the-internationalisation-of-indian-higher-education-10 trends-to-watch-for/
7. http://mhrd.gov.in
8. http://ugc.ac.in

COURSE OUTCOMES:

After the completion of this course, the students will be able to:

CO1: Deliberate on the issues related to access and equity in Indian higher education.

CO2: Analyse the impact of IR 4.0 on higher education.

CO3: Explain the different parameters determining the quality of Indian higher education.

CO4: Describe the role of statutory and other bodies in Indian higher education.

CO5: Suggest the means and methods of internationalising Indian higher education.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓									✓							
CO2	✓				✓								✓				
CO3	✓							✓	✓								
CO4	✓										✓						
CO5	✓								✓	✓							

SEMESTER-IV

COURSE CODE: MS4ST5 **CREDITS: 4**

WOMEN'S EDUCATION

COURSE OBJECTIVES:

CO1: To acquire knowledge on women's education

CO2: To analyze the policies related to women's empowerment

CO3: To understand the fundamental rights of the women

CO4: To examine the role of mass media on gender education

CO5: To analyze the role of education on women's empowerment

UNIT- I: WOMEN'S EDUCATION: AN INTRODUCTION

Women Education in early India – Medieval Women's Education – Colonial era –Before and after Independence era - 19th Century representation of women - Participation of women in social reform movements - Women's representation in national freedom movement.

UNIT- II: POLICIES RELATED TO WOMEN'S EDUCATION

Women's Education in India-UGC's initiatives – Centers role for women's education - Capacity building programmes for leadership development of Women in education— Women Development Cells– The RadhaKrishnan Commission (1948-49); Mudaliar Commission (1952-53); Kothari Commission (1964-66); National Policy on Education 1986 and POA 1992, Sarva Shiksha Abhiyan – right to education and NEP 2020.

UNIT - III: WOMEN'S RIGHTS

Women's rights as human rights - UN Conventions - Convention on the Elimination of all forms of Discrimination against Women (CEDAW), Millennium Development Goals (MDGs) - Women's Rights in the Indian Constitution, Fundamental Rights, Directive Principles - Protective legislation for women in the Indian constitution- Anti dowry, SITA, PNDT, and Prevention Sexual Harassment at Workplace - Domestic violence (Prevention) Act.

UNIT – IV: GENDER AND MASS MEDIA

Various forms of mass media - Print media, radio, visual, new media- internet, feminism and cyber space, texting, SMS and cell phone usage- Influence of media in society- patriarchy in operation - use of feminist methods for critiquing media representation, practice sessions.

UNIT - V: WOMEN'S EMPOWERMENT THROUGH EDUCATION

Formal and non-formal ways to education - National Literacy Mission – literacy campaign - National Adult and Continuing Education - Social development – emotional development – language development - Identity in social sphere – mental health with cognitive development

- NPEW.

SUGGESTED ACTIVITIES:

1. Compare the women's education in pre-independence and post-independence periods
2. Discussion on women rights.
3. Debate on the position of women in the National Education Policy – 2020
4. Mastery lecture on your favourite women entrepreneur.
5. Brain storming on merits and demerits of gender issues in mass media

TEXTBOOKS:

1. Agnes, Flavia, et. al. (2004). *Women and law in India*. OUP
2. Altekar, A.S. (1983). *The position of women in hindu civilization*. Motilal Banarasidass Ajantha, & Forbes. (1998). G. *Women in modern India*. CUP
3. Pandey, & Seema. (2015). *Women in contemporary Indian society.* Rawat.
4. Saxena, Shobha. (1999). *Crime against women and protective laws.* Deep and Deep
5. Thakur B.S., Binod, & C.Agarwal. (2004). *Media utilization for the development of women and children*. Deep and Deep.

SUPPLEMENTARY READINGS:

1. Agarwal, Usha. (1995). *Indian women, education and development.* Ambala.
2. Khanna, S. (2009). *Violence against women and human rights.* Swastik.
3. Mary E. John. (2008). *Women's studies in India: A reader.* Penguin Books

4. Mathur, Y. B. (1973). *Women's education in India (1813–1966).* Asia Publishing House.
5. Ministry of Human Resource Development (2020). *National policy on education*-2020. MHRD

E- RESOURCES:

1. https://www.caluniv.ac.in/global-mdia-journal/Documents/D.1.%20WOMEN%20AND%20MEDIA%20-JUSTICE%20%20%20%20%20G%20N%20ROY.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/18555/8/08_chapter%203.pdf
3. http://www.tn.gov.in/dear/archives/year2005_06/Women%20empower.pdf
4. https://www.ohchr.org/Documents/Events/WHRD/WomenRightsAreHR.pdf
5. https://www.iitk.ac.in/wc/data/Handbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Explain the Participation of women in social reform movements

CO2: Examine the Policies related to women's empowerment

CO3: Execute the Women's rights

CO4: Evaluate the role of Mass media on gender education

CO5: Understand the role of education on women's empowerment

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓	✓				✓		✓
CO2	✓								✓	✓	✓				✓		✓
CO3	✓							✓	✓	✓	✓		✓		✓		✓
CO4	✓								✓	✓	✓		✓		✓		✓
CO5	✓		✓						✓	✓	✓		✓	✓	✓		✓

SEMESTER - IV

COURSE CODE: MS4ST6 **CREDITS: 4**

GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

CO1: Enable the students to explain the conceptual aspects of Guidance and procedural aspects of guidance services.

CO2: Make the students to understand the knowledge about theoretical and procedural issues in Educational and Vocational guidance.

CO3: Enable the students to explain the role of counsellor, and Teacher in the guidance programme.

CO4: Enable the students to identify the different activities rendered by the different guidance personnel.

CO5: Make the students to familiarize with self, group and career appraisal techniques.

CO6: Enable the students to enlist different non-standard and standard techniques of guidance.

CO7: Make the students to identify the nature of counselling along with the competencies and responsibilities of a counsellor.

CO8: Train the students on the skills for performing counselling process.

CO9: Enable the students to identify the reason for the educational underdevelopment of the socially disadvantaged children.

CO10: Make the students to identify the children with mild and moderate disabilities.

UNIT – I: CONCEPT OF GUIDANCE

Guidance - Concept, need, scope, assumptions, issues and problems of guidance. Difference between Guidance and Counselling. Bases of Guidance – Philosophical, Psychological and Sociological. Types of Guidance – Educational, Vocational, Recreational, Civic, Social and Moral, Personal, Leadership and Health, Group and Individual Guidance. Aims and Objectives of Guidance – as per the recommendations of Kothari Commission.

UNIT – II: THE GUIDANCE SERVICE

Organizing Guidance service in School – Principles and importance, Role of Headmaster, Teachers, Parents and Counsellor's in organizing guidance services in School. Pupil Personal work – Its nature, scope and relation to vocational guidance. The Student Information Services, the Counselling Services, Placement Service, Occupation Information Service, Individual Inventory Service.

UNIT – III: TECHNIQUES AND THEORIES OF GUIDANCE

Techniques – Testing and Non-Testing. Essential in launching Guidance Programme – Science of information needed, use of interview and questionnaire in collecting information. Appraisal of Personal quality and interest – Inventory, Rating Scales, Anecdotal Record, Socio-metric methods, Cumulative Record Cards. Theories of Vocational Guidance – Ginsberg's theory and Super's Vocational Choice Theory.

UNIT – IV: COUNSELLING

Counselling – Concept, steps, Individual and group. Counselling. Approaches of Counselling – Directive Counselling, Non Directive Counselling, Eclectic Counselling and their utility, Role of the Career Master. Vocational Counselling Service – Nature, Qualification of the Vocational Counsellor, Place of counselling in a vocational guidance programme, counselling for all, setting, preparing and conducting the interview, Teacher Counsellor, Vocational Counsellor, Characteristics of a Coordinator.

UNIT – V: GUIDANCE FOR EXCEPTIONAL CHILDREN

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents guidance for dropouts-Socially disadvantaged children - Alcoholics Addicts - Sexual harassment Eve teasing- Gender discrimination - Exemptions in examination for exceptional children.

SUGGESTED ACTIVITIES:

1. Conduct an interview of B.Ed students of any college, to find out the burden/psychological effects of practical/other programme. Mention how counsel/guide them and write a report.
2. Study the problems and barriers faced by the schools in providing guidance services in schools and write a report.

3. Preparing a Rating scale to study. Student's opinion on career opportunities. Visit a local school and write a report.
4. Conduct a survey on few out-of-schools boys/girls belonging to SC and ST. Find out the reasons for their non-attendance in schools. Try to analyze the reasons and find out the root causes, prepare a report.
5. Examine any one of the School text books in your teaching subjects and mark the portions which have gender biases. Prepare a report.

TEXTBOOKS:

1. Agarwal, R. (2010). *Elementary guidance and counselling*. Shipra.
2. Gupta, M. (2003). *Effective guidance and counselling: Modern methods and techniques.* Mangal Deep.
3. Kochar, S.K. (1993). *Educational and vocational guidance in secondary schools*. Sterling.
4. Madhukumar, I. (2007). *Guidance and counselling*. Author press.
5. Mishra, R. C (2004). *Guidance and counselling.* APH.

SUGGESTED READINGS:

1. Agarwal, J.C. (2004). *Educational, vocational guidance and counselling.* Doaba House.
2. Bhatia. K.K. (1993). *Educational and vocational and guidance.* Vinod.
3. Crow and Crow. (1962). *An introduction to guidance*. S. Chand and Company.
4. Naik, D. (2004). *Fundamentals of guidance and counseling*. Lall Book Depot.
5. Traxler, A. E.and North, R.D. (1996). *Techniques of guidance*. Harper and Row.

E – RESOURCES:

1. http://www.counseling.org
2. http://www.academia.edu
3. http://www.tandfonline.com
4. http://www.jstor.org
5. http://www.apa.org

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Understand the basics of guidance and would be able to plan out guidance programs.

CO2: Describe the nature and procedural aspects of Educational and Vocational guidance.

CO3: Compare the role of counsellors and teacher.

CO4: Suggest ways to organize the need based minimum guidance programmes in schools.

CO5: Demonstrate the skills and competencies in carry out individual, group and career appraisal.

CO6: Spell out the strength and weakness of non-standard and standard techniques of guidance.

CO7: Comprehend the nature of counselling along with the skills and responsibilities of a counsellor.

CO8: Suggest ways to organize counselling sessions.

CO9: Analyze the cause and effect relationship and possible corrective measures.

CO10: Describe the nature of disabilities of the children.

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓	✓							✓	✓							✓
2.	✓	✓							✓	✓							✓
3.	✓	✓							✓	✓							✓
4.	✓	✓							✓	✓							✓
5.	✓	✓							✓	✓							✓
6.	✓	✓							✓	✓							✓
7.	✓	✓							✓	✓							✓
8.	✓	✓							✓	✓							✓
9.	✓	✓							✓	✓							✓
10.	✓	✓							✓	✓							✓

SEMESTER – IV

COURSE CODE: MS4ST7 **CREDITS: 4**

EDUCATION FOR DIFFERENTLY ABLED

COURSE OBJECTIVES:

CO1: Enable students to understand RPWD Act and educational implications of learning

CO2: Make students to comprehend learning resources and strategies for inclusive pedagogy

CO3: Enable student to understand the concept of universal design for learning (UDL) in the context of inclusive education.

CO4: Create awareness on inclusive learning environments for successful inclusive education

CO5: Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Framework and its significance

CO6: Make the students to recognize the concept of Curriculum Adaptation and make plan for inclusive setting

CO7: Train students to learn universal design of learning and differentiated learning instruction to engage learners with special needs

CO8: Enable students to know about Continuous and Comprehensive Evaluation and its importance

CO9: Enable students to identify suitable tools and methods of evaluation

CO10: Encourage students to aware of provision and exemptions for educational evaluation

UNIT-I: DISABILITIES AND IMPLICATIONS ON LEARNING

Defining Disability as per Right of persons with disabilities Act 2016, Causes and prevention - Characteristics of different types of disabilities-Assessment tools for students with different types of disabilities - Educational implications of different types of disabilities

UNIT-II: PEDAGOGY FOR INCLUSIVE EDUCATION

Concept and meaning of diverse learners, understand learners and their learning styles - strategies for developing inclusive pedagogy– learning resources and its types - use of learning resources and devices - creating an inclusive learning environment

UNIT-III: CURRICULUM ACCOMODATIONS

Meaning and definition of curricular and co-curricular activities - National Curriculum Framework (2005) - Universal Design of Learning in context of Inclusive Education - Assistive Technology - Curriculum adaptation- Accommodations and Modification for students with Differently abled in inclusive classrooms

UNIT-IV: TEACHING PRACTICES AND STRATEGIES

Teaching school subjects at primary and secondary level: language, mathematics, science and social science to students with different disabilities – Sensory impairment, Intellectual impairment - Multiple disabilities (including Deaf blindness) - Teaching practices and strategies specific to the different types of disabilities

UNIT-V: ALTERNATIVE EVALUATION METHOD

Evaluation – Meaning and concept - Continuous and Comprehensive Evaluation (CCE) for scholastic and co-scholastic aspects - alternative evaluation methods according to the needs of students with disabilities - Common tools and techniques used for inclusive classroom, provisions, concessions and exemptions for educational evaluation

SUGGESTED ACTIVITIES:

1. Submit journal of a case study of a child with disability focusing developmental issues
2. Observation of five classroom teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by teachers
3. Make a check list for identifying low vision in secondary classes
4. Form a small group of 5-6 student teachers and conduct a awareness camp in any village on causes, prevention and referral services available for differently abled children and prepare a report
5. Visit any one Non - Governmental Organization(NGO) offering vocational training for special children and prepare a report

TEXTBOOKS:

1. Aruna Mohan, (2019). *Educational Psychology – curriculum modification for students with special needs.* Vikkasha Publishers.
2. Gayatri Ahuja, (2018. *Curriculum accommodations and adaptations, society for advance study in rehabilitation* (SASR). Atlantic Publisher.
3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011*). Handbook of Special Education*. Routledge
4. Ranganathan, R. (2006). *International rehabilitation conference on channeling the challenges of disability*. MacMillen
5. Umadevi, M.R. (2010). *Special education: A practical approach to education of children with special needs*. Neelkamal

SUGGESTED READINGS:

1. Banerjee, R M A, and Nanjundaiah M, (2011). *Understanding inclusive practices in school: Examples of schools from India.* Bangalore, Karnataka : Seva-in-Action and Disability and Development Partners, U.K.
2. Bender, W. N. (2002). *Differentiating instruction for students with learning disabilities:*

   Best practices for general and special educators. Corwin Press
3. CBSE. (2010). *Manual for teachers on school based assessment classes VI to VIII.*
4. CBSE (2011). *Continuous and Comprehensive Evaluation – Manual for English Teachers, classes IX and X.* SCERT
5. Gartin, B. C., Murdick, N. L., Imbeau, M. & Perner, D. E. (2002). *How to use differentiatedinstruction with students with mental retardation and developmental disabilities in the general education classroom.* Arlington
6. IGNOU, Unit 11, *Continuous and comprehensive evaluation.*
7. Jarolimek, J. & Foster, C. (1981). *Teaching and learning in the elementary school*. (2nd ed.).: Macmillan
8. Narayan CL, John T. (2017). *The rights of persons with disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families.* Indian J Psychiatry

E – RESOURCES:

1. http://www.egyankosh.ac.in
2. http://www.unicef.org
3. http://www.deepaacademy.org
4. http://www.edudel.nic.in
5. http://www.ugc.nic.in

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Understand the educational implications for the students with differently abled

CO2: Gain knowledge about inclusive pedagogy

CO3: Acquire knowledge about various level of curriculum accommodate for students with special needs

CO4: Gain knowledge of National Curriculum Framework and its role in inclusion

CO5: Apply universal design of learning and use assistive technology for students with differently abled

CO6: Explain the concept of specific teaching strategies to teach subjects at primary and secondary level

CO7: Learn the concept of alternative methods of evaluation for students with special needs.

CO8: Apply and utilize the provisions and exemptions for educational evaluation of students with differently abled

CO9: Plan to accommodate students with special needs in regular inclusive classroom

CO10: Develop strategies and teaching practices for teachers to teach school subjects

OUTCOME MAPPING

COURSE OUTCOMES	**PROGRAMME SPECIFIC OUTCOMES**																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓						✓	✓
CO2	✓								✓	✓						✓	✓
CO3	✓								✓	✓						✓	✓
CO4	✓								✓	✓						✓	✓
CO5	✓								✓	✓						✓	✓
CO6	✓								✓	✓						✓	✓
CO7	✓								✓	✓						✓	✓
CO8	✓								✓	✓						✓	✓
CO9	✓								✓	✓						✓	✓
CO10	✓								✓	✓						✓	✓