BHARATHIAR UNIVERSITY: COIMBATORE - 641 046
DEGREE OF MASTER OF EDUCATION (M.Ed.) (Regular)
(SEMESTER SYSTEM) (NON-CBCS)
REGULATIONS
(EFFECT FROM THE ACADEMIC YEAR 2013-2014 AND ONWARDS)

1. Eligibility for Admission to the course and examination

A candidate who wish to pursue M.Ed. course for professional development may be admitted to the M.Ed. course offered by the Department of Education, Bharathiar University, provided she/ he has passed a B.Ed degree Examination of this University or a B.Ed. Degree Examination of some other University recognized by the Syndicate as equivalent thereto with not less than an average of 55% of marks theory and practical put together. The reservation for SC/ST/MBC/BC and other categories shall be as per the rules of the Government of Tamil Nadu.There shall be a relaxation of five percent marks in favour of SC/ST/MBC/BC and other categories of candidates.

No candidate shall be admitted to the Examination unless he has taken the qualifying B.Ed Degree in Education.

No candidate shall be eligible for the Degree of M.Ed. unless he has completed the prescribed course of study and has passed the qualifying examination and has satisfied the Examiners in a thesis on an approved subject.

2. Selection of the Candidates:

Entrance Exam./Mark Based and Communal Reservation norms of Tamilnadu Government .

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3. General Framework

i. 1. The course will be spread over two semester each with a minimum of 100 working days per semester covering instructional hours, practicum, library reference, field-based dissertation and internship in school, etc. Field visit for dissertation and internship in school will be not less than four weeks.

ii. 2. The course of study will comprise six core subjects and two elective subjects viz. Group A and Group B each with two papers, each paper carrying 100 marks, a thesis carrying 150 marks, viva-voce examination on the thesis carrying 50 marks, practicum in Psychology and ICT carrying 50 marks each totally 100 marks and internship in school carrying 100 marks.

iii. 3. Each core and elective subject will carry 25 marks for internal assessment plus 75 marks for end semester examination. For thesis work, 50 marks will be allotted for viva-voce examination and 150 marks for evaluation of thesis (i.e.) 75 marks for evaluation by the Research Supervisor and the remaining 75 marks by the external examiner. The

viva-voce examination will be conducted by the Research Supervisor and the external examiner.

iv. 4. The practicum in ICT will be conducted in the first semester and that of the Psychology will be conducted during second semester. The students will be trained in any/some of the following items as per facility available for practicum in ICT: Development of media based instructional materials, Evaluation of such media based instructional materials, e-mail projects, Collection/identification of web-based educational resources, participation in Netforum, etc. At the end of the first semester, they will submit a report of their activity in their chosen items or even the media material developed by them for evaluation. At the end of the first semester, the students will be evaluated internally by the teacher concerned for a maximum of 50 marks for practicum in ICT.

v. 5. The practicum in Psychology will cover conduct of at least 10 psychological testing using paper pencil tests and psychological measuring instruments during second semester. At the end of the second semester, the students will be evaluated internally by the teacher concerned for a maximum of 50 marks.

vi. 6. At the end of the second semester, the students will submit a report of internship in school having gained professional competence in school related activities like organizing and supervising internship in teaching programme.. The report submitted by the students for the internship in school will be evaluated by the teacher/s concerned internally for a maximum of 100 marks. The grand total for the entire examination will be 1400 marks.

4. Course of Study

I. Core Papers

1. Education as a Field of Study
2. Philosophical and Sociological Foundations of Education
3. Research Methodology and Educational Statistics
4. Process of Education
5. Advanced Educational Psychology
6. Curriculum: Principles and Foundation

II. Electives (Areas of Specialization)

Two areas of specialization Group A and Group B each having two papers as detailed below:

I Semester

Group A: Educational Technology and ICT

Paper: 1 Educational Technology
Paper: 2 ICT in Education

II Semester

Group B: Distance Education and Open Learning

Paper: 1 Foundations of Distance Education
Paper: 2 e-Learning

III. Practicum

1. Information and Communication Technology
2. Psychological Testing

IV. Thesis

i. Candidates pursuing the M.Ed. Degree Course of study as Full Time through Regular Department of Education, Bharathiar University may take their theory examination and submit their thesis at the end of the second semester..

ii. The date of submission of thesis will be the 30 th April of the Academic Year.

iii. Those who fail to submit the thesis in time will be permitted to submit the same after six months with a penalty fee prescribed by the University.

iv. Each thesis shall be accompanied by a certificate signed by the supervisor and counter signed by the course co-ordinator/HOD of Education, Bharathiar University to the effect that the thesis has been prepared under the direction of the Supervisor and that it had not been the basis for the award of any degree of diploma earlier.

Field work

Field Work is one of the practical works for the M.Ed. students.

i. Observation of B.Ed. trainees by M.Ed. students in High School and Higher Secondary School for a period of one week.
ii. M.Ed. students have to observe 10 schools for preparing school records and classroom climate.
iii. Records submitted by the students will be evaluated for a maximum of 100 marks internally.

6. Scheme of Examination

There shall be examination at the end of the first and second semesters. The Scheme of Examination will be as follows.

FIRST SEMESTER EXAMINATION

Sl. No.	Papers	Time	Internal Marks	University Marks	Total
1.	Education as a Field of Study	3 Hrs.	25	75	100
2	Philosophical and Sociological Foundations of Education	3 Hrs.	25	75	100
3	Research Methodology and Educational Statistics	3 Hrs.	25	75	100
4	Elective (Group A) Paper: 1 Educational TechnologyI	3 Hrs.	25	75	100
5	Elective (Group A) Paper: 2 ICT in Education	3 Hrs.	25	75	100
6	Practicum : Information and Communication Technology	3 Hrs.	50	---	50
	Total		175	**375**	**550**

SECOND SEMESTER EXAMINATION

Sl. No.	Papers	Time	Internal Marks	University Marks	Total
1	**Process in Education**	**3 Hrs.**	25	**75**	**100**
2	Advanced Educational Psychology	3 Hrs	25	75	100
3	Curriculum: Principles and Foundation	3 Hrs	25	75	100
4	Elective (Group B) Paper: 1 Foundations of Distance Education	3 Hrs	25	75	100
5	Elective (Group B) Paper: 2 e-Learning	3 Hrs.	25	75	100
6	Practicum : Psychology Practical	3 Hrs.	50	----	50
Total			**175**	**375**	**550**

The following break up of marks will be followed for assessment of thesis.

a.	Valuation by the Research Supervisor	75
b.	Valuation by External Examiner / Internal Examiner	75
c.	Viva-voce (to be conducted by the Research Supervisor and the External Examiner who evaluated the thesis and Chairman)	50
d.	Field work	100
Total		**300**

Candidates who fail in the thesis shall have to resubmit the thesis.

7. Pattern of Question Paper

Each written paper shall be for the duration of three hours. The question paper will be set according to the following pattern: -

Section – A:
Objective type questions 10 x 1 = 10 Marks
(Two MCQs from each unit)

Section – B:
Short answer questions 3 x 5 = 15 Marks
Answer any five questions from out of eight questions covering all the five units each question carrying 3 marks.

Section – C:
Essay type questions 5 x 10 = 50 Marks

Two questions from each unit either or type. Each essay type question carries 10 marks.

6. Valuation & Passing Minimum

i. There shall be an internal assessment of max 25 marks and End semester Examinations (max. 75 marks) for each of the written papers. The End semester Examinations papers will be evaluated by internal as well as external examiners.The marks in the Internal and External Assessment will be added to arrive at the total marks in each paper (ie 25+75=100).

ii. Each written paper will be valued by the internal examiners and external examiner separately and the average of the marks awarded by them shall be taken as the final end semester marks for the respective papers provided the difference between the marks given by the two examiners is 10% or less. If the difference is

over 10%, the concerned answer paper shall be sent to a third examiner for valuation whose valuation shall be final. The internal and external marks will be shown separately in the statement of marks.

iii. Practicum in each of Psychology and ICT will be evaluated by the teachers concerned internally for a maximum of 50 marks for each practicum totally 100 marks and the minimum of 25 marks is required in each practicum separately for a pass.

iv. Each thesis shall be valued by two examiners, internal and external. Each examiner shall value for a maximum of 75 marks. If both the examiners pass the thesis by awarding 50% or more, thesis valuation shall be taken as final. If both the examiners fail the thesis by awarding less than 50% of marks, then the candidate shall be deemed to have failed in the thesis. If one examiner passed the thesis by awarding 50% or more marks and the other examiner fails, then the thesis shall be sent to a third examiner for valuation. In such case that best of the two marks awarded by the three examiners shall be taken as final. The total marks awarded by the two examiners will be taken as the evaluated marks for the thesis.

v. e. Field work and records will be evaluated for the maximum of 100 marks and the minimum marks required for pass will be 50%.

vi. f.. The minimum marks for a pass in each paper will be 50% in the university examination. The minimum marks for pass in the thesis will be 50% in the evaluation of both the Research Supervisor and the external examiner taken together and 50% in the total of evaluation of the thesis and the viva-voce examination.

vii. g . The maximum marks for the entire examination will be 1400 and the minimum pass will be 700 marks.

9. Classification of Successful Candidates:

Those candidates who have passed the examination in the first attempt with 75% of marks or above on an average of theory papers, practicum and thesis put together shall be declared to have passed the degree examination with distinction. Those candidates who have passed the examination with an average of 60% and above but below 75% will be declared to have passed the degree examination in first class. The other successful candidates shall be declared to have passed the examination in second class.

10. Restrictions on Appearance

Candidates shall be required to complete the course within a period of 4 years from the date of his/her admission to the course with a maximum of 4 attempts for each paper, practicum and thesis.

11. THEORY COURSE

Core- 1: Education as a Field of Study

Objectives

On completion of this course the students will be able to:

(i) Understand the nature of education as a discipline/an area of study.
(ii) Examine issues related to education as interdisciplinary knowledge.
(iii) Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
(iv) Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
(v) Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
(vi) Reflect on the multiple contexts in which the school and teacher education institutions are working.
(vii) Discuss the emerging dimensions of school and teacher education.

Course Content

Unit I- Theoretical Perspectives of Education as a Discipline

- Critical analysis of education as a discipline/area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learing process etc and their linkage to pedagogy and practices.
- School education: Contemporary challenges
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- Procedure of linking :
  - Content knowledge with Pedagogy knowledge
  - School knowledge with life outside the school
  - School knowledge with community knowledge
  - Experiential knowledge with empirical knowledge
  - Knowledge on action and reflection on outcome of action
  - Theoretical knowledge and practical knowledge
  - Universal knowledge and contextual knowledge.
- Need for developing a vision of school education and teacher education:
- Vision derived from synthesis of different schools of Philosophy and Psychology
  – Integrative and elective view points
    – Open flexible rather than prescriptive
    – Liberal and humanistic nature of school and teacher education.

- Critical analysis of different Philosophical schools of thoughts and thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc; with reference to curriculum text books, teaching-learning pedagogy, school/class-room environment, assessment, management, role of teachers, discipline etc.
  - Emerging dimensions of school education and teacher education;
  - linkage between education and other development sectors.
  - the complex process related to the role of educational transformation in national development.
  - Concepts of quality and excellence in education- it's relation to quality of life.

Unit II- Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad 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.
- Dynamic relationship of education with the political process.
- Issues related to planning, management and monitoring of school and teacher education.

Unit III- Changing Socio-cultural Context of Education

- Social purposeviness of education.
- Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child, appropriate approaches for teaching young children in the context of diversities.
- Constitutional provisions of education
- Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.
- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.
- Young children and social policy.
- Social context as a source for rejuvenating teaching and learning and classroom as a social context.
- Diversity of Learning and Curriculum sites.
- Policy of inclusion and multi-foundational approaches to learning disability.

Unit IV- Changing Political context of education : School Context

- Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards.

- Changing role of personnels in school management: teachers, headmasters, and administrators.
- Need for nurturing learner-friendly school environment.
- School as site of curricular engagement.
- Teacher's autonomy and academic freedom. (Discussion on these issues with the help of case studies and examples).
- School as sites for struggle and social change.

Unit V- Support Systems of Education

- Principles and guidelines in organising the support systems
- 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.
- Complementarity in participation of different stakeholders in school education-role of media, use of technology, NGOs, civil society groups, teacher organisations, family and local community.
- Support to curricular engagement in schools
- Monitoring and evaluation of schools.
- Development of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc.

Essential Readings

(i) Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
(ii) Broudy, H.S. (1977) *Types of knowledge and purposes of education.* In R.C.
(iii) Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.
(iv) Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
(v) Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
(vi) Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
(vii) NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
(viii) NCERT (2005). *National curriculum framework*, New Delhi.
(ix) MHRD, Gov. of India (1992), *National policy on education (*revised) New Delhi.
(x) MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
(xi) Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
(xii) Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
(xiii) Peters, R.S. (1967), The Concept of education, Routledge, United Kingdom.

References

I. Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice.* New York: Teachers College Press.
II. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.
III. Bruubacher, John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
IV. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.
V. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
VI. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
VII.
a. Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
b. Freire, P. and Shor, I. (1987). A Pedagogy of liberation. London, Macmillan Education. International Encyclopedia of Education. (1994) 2nd edition. Vol.10. Perganon Press.
VIII. Matheson, David (2004). An Introduction to the study of education (2nd edition). David Fulton Publish.Slatterry, Patrick and Dana Rapp.
IX. (2002). Ethics and the foundations of education- Teaching Convictions in a postmodern world.
X. Allyn & Bacon.Wall, Edmund (2001). Educational theory: philosophical and political Perspectives. Prometheus Books.
XI. Routledge.Winch, C. (1986). Philosophy of human learning, Routledge, London.

Core Paper: 2
Philosophical and Sociological Foundations of Education

Objectives: -
To enable the students understand

(i) the basic principles of various schools of philosophy.
(ii) the inter-relationship between philosophy and education.
(iii) what education is in the philosophical perspectives.
(iv) the need and the basic principles of sociology.
(v) the inter-relationship between sociology and education.
(vi) the trends of social changes and their impact on education.
(vii) what education is in the sociological perspectives.

UNIT – I Philosophical Perspectives of Education and Issues

Philosophy of Education: Meaning and significance … Philosophies of Life and Education … Universalisation and democratization of Education … Heterodox schools of

Indian Philosophy: Buddhism, Jainism, Quarnic Monism and Monotheism--- Philosophical Issues in Education viz. Metaphysical Issues: Metaphysics as a basis of religion, ethics, aesthetics and morality and Epistemological issues: Meaning and scope

UNIT – II Contemporary and Western Philosophies

Major Philosophies of Education: An Introduction of Naturalism, Pragmatism, Idealism, Realism, Hegalism, Dialectical Materialism and Marxism and their implications on Education---Contemporary Philosophical Thought and Education: Humanism, Existentialism, Religio Philosophical Fundamentalism and Analytic, empiristic – rationalistic approaches.

UNIT – III Modern Indian Educational Thought

Philosophies of Tagore, Mahatma Gandhi, Vivekananda, Aurobindo, Rajaji and J. Krishnamoorthy … Adoptability and practicability of their ideologies for modern times.

UNIT – IV Sociology of Education, Social Structure and Cultural Perspectives

Sociology of Education: Concept, meaning and scope … Nature of sociological enquiry … Methods of sociological analysis … Changing nature of social structure in India … Educational implications in the context of socialization, social mobility, social conflict, identity crisis, cultural conflict, cultural unity and diversity and emergence of composite culture… Agencies of socialization

UNIT – V Impact of Science and Technology on Society and Education

Impact of Science and Technology Development on Society and Education: Nature of scientific society and place of individualin it, urbanization, industrialization, mass media and their impact on man and society … Nature and causes of inequality in education … Equalization of educational opportunity in India.—Moral Education: Need and significance

References:

1 Adi Seshiah. W.T.V. and Pavanasam, R. (1974), Sociology in **Theory and Practice,** New Delhi: Santhi Publishers.
2 Anand, CL et.al. (1993) Teacher and Education in the Emerging Indian Society, New Delhi: NCERT.
3 Best, John W. Research in Education, New Delhi, Prentice Hall of India (P) Ltd., 1963.
4 Bhatt, S.R. (1986), **Knowledge, Value and Education: an Axionetic Analysis,** Delhi: Gain Publishing House.
5 Coombs, Philips H., (1985), The World Crisis in Education, New York: Oxford University Press.
6 Delors, Jacques (1996), Learning the Treasure within, UNESCO: Report to UNESCO of the International Commission on Education for Twenty first Century.
7 Devadas, Rajammal P & Kulandaivel K, A Hand book of Methodology of Research, Coimbatore, Sri R.K. Mission Vidyalaya Teachers College, 1976.

8 Fox, D.J, The Research Process in Education, New York: Holt, Rinehart and Winston, 1969.
9 Freire, P. (1970), **Pedagogy of the Oppressed,** New York: Harper and Harper.
10 Garrett, Hanery E. Statistics in Psychology and Education, Bombay, Vakils, Feffer & Simons Pvt. Ltd.
11 Good Cartor, V. et.al. Methodology of Educational Research, New York: Appleton – Century Craft Inc., 1972.
12 Guilford J.P, Psychometric Methods, New York, McGraw Hill Book Co., Inc., 1994.
13 Guilford, J.P. Fundamental Statistics in Psychology and Education, New York: McGraw Hill Book Co., 1965.
14 Illich, L. (1971), **Deschooling society,** New York: Harper Row.
15 India, Ministry of Human Resource Development (1986), **Innovations in Education,** New Delhi: Ministry of HRD.
16 Karpaga Kumaravel, R. (1999), **Philosophical Thoughts in Indian Education,** Coimbatore: Sri Ramakrishna Vidhyalaya College of Education.
17 Kerlinger, F.N. Foundations of Behavioural Research, New York, Holt, Rinehart and Winston, 1973.
18 Mathus, S.S. (1998), A Sociological Approach to Indian Education, Agra: Vinod Prakashen
19 Mookherjee, K.K. (1972), Some Great Educators of the World, Calcutta: Das Gupta & Co Pvt. Ltd.
20 Mukherjee, S.N. (1966), History of Education in India, Baroda: Acharya Bool Depot.
21 Naik, J.P. and Syed. N. (1974) A Student's History of Education in India, New Delhi: Macmillan Co.
22 Ruhela, S.P. and Vyas, K.C. (1970), Sociological Foundations of Education in Contemporary India, Delhi: Dhanpat Raj and Sons.
23 Seshadri C.M.A. Khader and G.L. Adhya (1992) Education in Values: A Source Book, NCERT.

Core Paper: 3
Research Methodology and Educational Statistics

Objectives: -

To enable the students

(i) develop scientific thinking in their minds.
(ii) familiarize them with the different types of methods of research in Education.
(iii) develop their skills in statistical calculation and their applications.
(iv) Acquiring knowledge in principles and procedures involved in the development of different types of research tools.

UNIT – I Educational Research: An Introduction

Educational Research: Meaning, need, scope and agencies of Educational Research … Qualities of a good Researcher … Areas of Educational Research with

respect to content of education, teaching, learning and evaluation, socio-cultural perspectives, economic, political and historical contexts, levels & types of education … Priority areas of educational research at national and international perspectives.

UNIT – II Research Problems, Types & Designs

Research Problem: Criteria for selection, scope and delimitations … Survey of related literature and its importance …

Hypothesis: meaning, characteristics, types, formulation and testing … Types of Research: Fundamental, applied, action research—Methods of Research: Survey, historic, experimental, ethnographic and case study … Research Designs.

UNIT – III Development and Validation of Research Tools and Report Writing

Types of Data: Quantitative and Qualitative … Development and validation of research tools: Observation Schedule, Questionnaire, Attitude Scale, Interview Schedule, Achievement Test, Rating Scale and Inventories … Sampling: Probability sampling & Non-probability sampling … Data Analysis … Writing research proposal and research report and evaluation of a research report.

UNIT – IV Descriptive Statistics

Measures of central tendency and variability---Graphical representations of data---Normal Distribution: Characteristic features and applications ... Measures of correlation: Product Moment Correction Co-efficient and its assumptions, uses and interpretations … Prediction: Concept of Regression, framing of regression equations and accuracy in prediction.

UNIT – V Inferential Statistics and Computer Applications in Data Analysis

Parametric Statistics: Sampling distribution, standard error, null hypothesis testing, t-distribution, testing the significances of the difference between means, SDs, and Analysis of Variance---Non-parametric Statistics: Chi-square test, sign test & median test … Use of computers in data analysis.

References

1. Best, John (1997), Research in Education, New Delhi: Prentice Hall of India (P) Ltd.
2. Devadas, Rajammal P. and Kulandaivel K. (1976), A Hand Book of Methodology of Research, Coimbatore. Sri R.K. Mission Vidyalaya Teacher's College.
3. Edwin A, Harper Junior Erika, S. Harper (1992), Preparing Objective Examination: A Handbook for Teachers, Students Examiner, New Delhi: Prentice Hall of India Pvt. Ltd.
4. Good, Cartor Vetal, (1975), Methodology of Educational Research, New York: Appe Iton – Century Croft, Inc.,
5. Norris, N. (1990), Understanding Educational Evaluation, New York, Allyn and Bacon.
6. Popham, W.J. (Wd.) (1993), Educational Evaluation, New York: Allyn and Bacon.
7. shukla S.P. (1966), Elements of Educational Research, Bombay: Allied Publishers (p) Ltd.

Elective (Group A): Paper: 1 Educational Technology

Objectives

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

- **(i)** understand the nature and scope of educational technology and also about the various forms of technology,
- **(ii)** understand the systems approach to Education and communication theories and modes of communication,
- **(iii)** know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media,
- **(iv)** develop basic skills in the production of different types of instructional material,
- **(v)** know the recent innovations and future perspectives of Education Technology.

Unit I- Nature and Scope

Educational technology-concept, product Vs process;

Forms of educational technology: teaching technology, instructional technology and behaviour technology;

Approaches of educational technology: Hardware and Software;

Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent);

Historical development – programmed learning stage; media application stage and computer application stage;

Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

Unit II- Systems Approach to Education and Communication

Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;

Instructional Strategies and Media for Instruction.

Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.

Education and Training: Face-to-face, Distance and other alternative modes

Unit III- Instructional Design

Instructional Design: Concept, Views.

Process and stages of Development of Instructional Design.

Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material, Review of Researches on Instructional Design.

Unit -IV Audio Visual Media in Education

Audio-visual media – meaning, importance and various forms.

Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.

Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.

Use of animation films for the development of children's imagination.

Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

Unit V- New Horizons of Educational Technology

- Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.
- Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.
- Recent experiments in the third world countries and pointers for India with reference to education.
- Recent trends of Research in Educational Technology and its future with reference to education.

Essential Readings:

(i) Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide,* The Haworth Pren, Inc., N.Y.

(ii) Behera, S.C. (1991): *Educational Television Programmes,* Deep and Deep Publications, New Delhi.

(iii) Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.

(iv) Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.

(v) Evaut, M. *The International Encyclopaedia of Educational Technology*.

(vi) Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.

(vii) Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.

(viii) Kumar, N. and Chandiram, J. (1967): *Educational Television in India*, New Delhi : Arya Book Depot.

(ix) Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

(x) Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988,* All India Association for Educational Technology, New Delhi.

(xi) Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

(xii) Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.

(xiii) Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
(xiv) Sampath et. al. (1981): *Introduction to Educational Technology,* Sterling Publishers Pvt. Ltd.
(xv) Sharma, B.M. (1994): Media *and Education,* New Delhi: Commonwealth Publishers.
(xvi) Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.
(xvii) Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
(xviii) Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.

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(i) Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalay Publishing House, Ramdoot Dr.Bhalerao Marg, Bombay – 04.
(ii) Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
(iii)Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi. 118
(iv)Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.
(v) Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.
(vi)Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
(vii) Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.
(viii) Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.
(ix)Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
(x) Ruhela S P (2001): Some Aspects of Educational Technology.
(xi) Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP). Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.
(xii) Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.

Elective (Group A) Paper: 2 ICT in Education

Objectives:

On completion of this course the students will be able to:

- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.
- Know the instructional applications of Internet and web resources.
- Understand the process of using the application software for creating documents, database, presentation and other media applications.
- develop awareness about uses of computer technology in teaching learning training and research,
- develop understanding about the various aspects of data analysis software,
- develop various skills to use computer technology for sharing of information and ideas through the Blogs and Chatting groups,
- understand the process of locating the research studies available in the Internet and use of on-line journals and books,
- understand the utility of professional forums and professional associations in use of computer technology.
- understand the concept of courseware and various formats of courseware,
- understand the process of preparation of courseware, understanding the technical aspects of courseware,
- understanding the courseware management system in Intranet and Internet environments,
- understand the evaluation procedure of on-line courseware and off-line courseware.

Unit I-Information and Communication Technologies – an Introduction

- Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium;
- one-to-one, one-to-many, and many-to-many communication;
- broadcast and non-broadcast applications – technologies and prospects;
- Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications;
- Critical analysis of Teaching aids and their applications in instruction and learning;
- Applications of Information and Communication Technologies: Classroom and ICT;
- Professional development and ICT; School management and ICT.

Unit II-Computer Fundamentals, Internet and the World Wide Web

Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Palmtop) and its parts and functions;

Standard computer accessories – their configurations, connections and functioning; common malfunctions of computer connections and accessories – their identification, troubleshooting and rectification.

- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
- Using search engines and Web Utilities: Keywords and search strategies;
- Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content;
- Securing the computer from viruses, worms and other internet attacks; Safe internet content.

Unit III-ICT Applications in Education

- Word Processors and Word Processing, Spreadsheets, Databases, Presentations. Digital media, Graphics, photographs, animation, audio and video in the digital context; Sourcing, digitizing and using; Educational applications of digital media.
- Multimedia Content: Multimedia packages – installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity.
- Websites with educational content: Search, locate and maintain lists of educational web sites;
- Critically examine the content of websites; using the web as a teaching-learning resource
- Academic and Research content on the web: Online journals and abstraction services;
- Online Learning, online courses and learning management systems.
- Communication through the web: Audio and video applications on the Internet;
- Interpersonal communication through the e-Mail, Web forums and chatting groups.

UNIT-IV: Courseware Design

- Courseware – Design Patterns- procedure of development and validation of courseware: Need assessment, Stating the Objectives, Identification of Resources, Limitations, Selection of Learning activities and Criteria for learning organization, Alternative methods of attaining the objectives, field testing, feedback and evaluation.
- Introducing the Interactivity and Making a courseware outline. Barriers in the preparation of courseware.
- Technical Aspects of courseware Development
- Courseware Management System: Introduction to courseware Management Systems- LMS and LCMS software for Courseware Management,Standards for ICT enabled courseware,Use of Wikipedia, Wikieducator and other wed based technologies for online courseware.
- Courseware Evaluation: Different Methods of Courseware Evaluation; Designing a rubric for evaluating the Courseware. Criteria for Courseware evaluation.Designing of Evaluation Criteria for assessment of online and off-line courseware.

Unit V- Use of ICT In the conduct of Research and Research Communication

- Use of ICT in Research, including on-line research
- Use of ICT for reporting in the form of theses, journal articles,and presentations in seminars and conferences.
- Downloading of international standards for writing a research report
- Downloading of references, and biography new books/journals from internet.
- Data analysis and interpretation by using database software: Spread sheet Access ,SPSS and other equivalent in Open Office
- Creating graphs and charts, creating a table by using wizard,
- Creating quarries and using quarries, data filtering in access by using quarries.
- Web Resources for research
- Blog and Professional Forum

Essential Readings

(i) Adam, D.M. (1985) *Computers and Teacher Training: A Practical guide,* The Haworth Pren, Inc., N.Y.
(ii) Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
(iii) Bose K Sanjay (1996): Hardware and Software of Personal Computer.
(iv) Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.
(v) Intl Teach to the Future –beginner's Curriculum. 2000.
(vi) Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT New Delhi.
(vii) Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
(viii) P K Sinha. (1990): Computer Fundamental.

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a) Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
b) Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
c) Horton, W (2001): Designing web-based Training John Wiley & Sons.
d) Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
e) Phillips. R (1997) Interactive Multimedia London: Kogan Page.
f) Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
g) Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
h) Schank, R.C. (2001) Virtual Learning McGraw Hill.
i) Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
j) T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001). Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

Core Paper: 4
The Process of Education

Objectives

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

- understand the nature of connections and interactions involved in the process of education, understand the multiple perspectives of pedagogy,
- understand the process of andragogy and its linkage with pedagogy,
- understand the application of the methods of interaction and dialogue of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire, identify,
- analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator,
- analyse and reflect upon the professional experience he gathers in the school/field, discover intellectual challenge, stimulation and enjoyment in the context of one's professional learning, develop and refine communication skills through discussion, presentation and different forms of writing.

Course Content

Unit I- Corrections and Interactions in the Process of Education

Nature of connections and interactions involved: Between the child and the environment; in linking school practices with life outside the school; in relating subject knowledge with real life experiences of the child. Between knowledge and practices. Between content with pedagogy. Between ICT and teaching-learning process. Linking school knowledge with community knowledge. Methods of interaction as visualized in the educational thoughts of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire and their relevance to day to day teaching-learning.

Unit II- Pedagogy

Child centered pedagogy. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration. Pedagogical analysis of the subject contents. Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, and Socrates (dialogue), and their relevance in teaching-learning.

Unit III- Andragogy

Concept of andragogy Implications of andragogic techniques for teachers training. Experiential Learning Field interactions and reflection. Teacher experiences as the basis of training

Unit IV- Profile of the Teacher and the Teacher Educator

Teacher's ability to integrate pedagogical knowledge with the content knowledge of a subject. Issues related to Teacher's role expectation-values, attitudes, life style,

relationship with the students and parents. Role perception: teacher and teacher educator as role model, as facilitator, as co-learner intimate relationship with students. Organisation of learning experiences: individualized learning, group learning, self-learning, learning through electronic media, and combination of modes as stated. Professionalism of the teacher and the teacher educator- professional ethics, commitments, dedication, accountability, autonomy and academic freedom. Personal characteristics contributing to succen in teaching profession.

Unit V- Designing Curriculum, School Experiences and Assessment

Levels of curricular decisions. Curriculum Frameworks-Principles of curriculum development; highlights of NCF, 2005. Instructional objectives: Stage specific and Subject specific objectives. Methodology of curriculum Transaction at different stages. Assessment and evaluation at different stages. Use of curricular materials.

Essential Readings

Bruner, J.S. (2006). In Search of pedagogy Vol. I and II (The selected works) Routledge, London.

Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harward University Press.

Edgerton, Susan Huddleston (1997). *Translating the curriculum*: *Multiculturalism into the Cultural Studies*. Routledge.

Etta, R. Hollins (1996): *Transforming curriculum for a culturally Diverse Society*. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.

MHRD, GOI, *National policy on education*.

NCERT (2005) National curriculum framework.

Noddings, Nel (2007). *Critical lessons: what our schools should teach*. Cambridge University Press.

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Bonks, J.A. (2001) Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.

Das, Manoj, (1999). *Sri Aurobindo one education*. NCTE, New Delhi.

Eqan, Kiran (1986). *Individual development and the curriculum*. Hyperion Books.

Gardner, Howard (1993). *Creating minds*. New York: Basic Books.

Ornstein, Allen C. & Francis P. Hunkins (2003). *Curriculum, foundations, principles and issues*.

Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein (2006). *Contemporary issues in curriculum*. Allyn & Bacon.

Slattory (1995): *Curriculum development in postmodern Era*. (Critical Education & Practice).

Wiles, Jon (2004). Curriculum essentials- a resource for educators. Allyn & Bacon.

Core Paper: 5
Advanced Educational Psychology

Objectives: -
To enable the students

(i) acquaint them with the objectives, methods and concepts of modern scientific psychology and the laws of principles governing learning and instruction.
(ii) understand, appreciate and synthesis the basic concepts of learning theories.
(iii) understand the nature of motivation, intelligence and personality and their functioning.
(iv) understand the nature of mental health and principles of mental hygiene and their implications for instructions.

UNIT – I Psychology as a Scientific Study:

Science of Psychology: Origins, trends and methods … Scientific characteristics of Psychology---Educational Psychology: Definition, scope, areas and fields of application—Schools of Psychology: Hormic School, Associationism, Behaviourism and Gestalt School

UNIT – II Human Development

Principles of Human Development … Role of Heredity and Environment in Human Development … Developmental Tasks and their educational implications … Characteristics of human beings at various stages of development … Erickson's stages of psycho-social development.

UNIT – III Intelligence, Cognition and Creativity: A Theoretical Perspective

Intelligence: Definitions Classifications, attribute and conceptual importance in education … Theories of Intelligence: Spearman, Holzinger, Thorndike, Thomson, Thurstone, Guilford and Cattell … Cognitive Developmental Theories of Piaget, Bruner and Gagne … Measurement of Intelligence: Classification of tests, I.Q. and standard scores in intelligence … Creativity : Definitions, measurement, classroom implications and its relation to intelligence and achievement.

UNIT – IV Psychology of Learning and Instruction

Learning: Definitions and constructs … Theories of Learning: Thorndike, Hull, Pavlov, Skinner, Lewin, Tolman, Gestalt and Field theory of learning … Theories of Instruction : Behavioural Modification, Cognitive Construct, Task Analysis and Information Processing.

UNIT – V Motivation and Personality

Motivation: Meaning and Views: Psycho Analytic, Behaviouristic, cognitive and Field Humanistic … Personality: Meaning and various approaches to the study of personality … Theories of Personality: Type theory, Trait theory, Factor theory, Dimentional theory, Psycho analytic theory and Humanistic theory … Personality Assessment: Projective technique, Rorschach inkblot test and Thematic Apperception

Test---Adjustment: Concept, problem, adjustment mechanism and maladjustment---Mental Health and Mental Hygiene: Concept and importance

References

1. Anderson, R.C. Faust, G.W. (1973), **Educational Psychology,** London: N.Y. London Harper.

a. Bernard Harold, Psychology of learning and teaching McGraw Hill, New York.
b. Bischolf, Ledford. (1970), **Interpreting Personality Theories,** London: Harper and Row Publishers.
c. Bower, G. and Hilghard E.A. (1981), Theories of Learning (5^{th} Edn.) New York: Prentice Hall, Engliwood Cliffs.
d. Cronbach L.J, Educational Psychology. New York: Harcour Brace and Co.
e. Crow L.D. and Crow A, Educational Psychology Eurasia Pub. House, New Delhi, 1973.
f. Dececco J.P. The Psychology of learning and Instruction. New York: Prentice Hall of India.
g. Freeman F.S. Psychological Testing. Holt, Rinehart, New York, 1962.
h. Garden R. Gross. The Psychology of learning, Oxford: Pergamon Press.
i. Guilford J.P. Personality.New York: McGraw Hill
j. Hall C.S. and Lindzey G. Theories of Personality, 1970.
k. Hurlock E, Developmental Psychology. New Delhi: Tata McGraw Hill.
l. McShane, J. (1991), Cognitive Development: An Information Processing Approach, Oxford: Basil Blackwell.
m. Paramesh C.R., Creativity and Personality. Madras: M. Janatha Book House.
n. Rothestein, P.R. (1990), Educational Psychology, New York: McGraw Hills.
o. Skinner C.F., Educational Psychology. New Delhi: Prentice Hall of India
p. Vernon C.W, Personality Assessment Methuen London, 1964.

Core Paper: 6
Curriculum: Principles and Foundations

Objectives: -

To enable the students

(i) develop their ability to comment on approaches to Curriculum Design and Engineering.
(ii) develop their ability to design curriculum for a given level.
(iii) acquire a fuller understanding of the foundations of curriculum and its anatomy, design and engineering.

UNIT – I Curriculum: - A Conceptual Framework

Conceptions of Curriculum … Origin and development of curriculum as a field study … Historical evaluation of the curriculum … Perspectives of curriculum theory.

UNIT – II Foundations of Curriculum

Philosophy and Curriculum … Culture, values and the Curriculum … Curricular applications of the synoptic view of man---Learning theories and the curriculum practice.

UNIT – III Anatomy of Curriculum

Objectives of Curriculum … Architectonics of content and criteria for selection of content … Criteria for selection of learning activities and organization … Comprehensive evaluation of curriculum.

UNIT – IV Curriculum Design and Engineering

Representative curriculum designs … Alternatives in curriculum design … Problems involved in curriculum design … Methods of curriculum engineering.

UNIT – V Curriculum Development: A Critical Analysis

Teacher in curriculum development … Curriculum engineering as a research and development … Leadership in curriculum development … Consultants in curriculum development and implementation.

References:

1. Doll, Ronold, C. (1964) Curriculum Improvement: Decision-Making and Process. Boston: Allyn and Bacon.
2. Taba, Hilda, (1962) Curriculum Development: Theory and Practice: New York: Harcourt Brace Jovanovich.
3. Dewey, John (1916) Democracy and Education. New York: The Macmillian Company.
4. Kerlinger, Fred N. (1965) Foundations of Behavioural Research: New York: Hott, Rineont and Winston.
5. Robert S. Zais. (1976) Curriculum: Principles and Foundations, New York: Thomas Y. Crowell Company, Inc.

Elective (Group B) Paper: 1 Foundations of Distance Education

Objectives

On completion of this course the students will be able to:

- understand the concept of distance education,
- distinguish between correspondence education, distance education, and open learning
- reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with discuss the socio-academic relevance of distance education,
- develop an insight and examine critically the objectives of distance education,
- understand the nature of distance learners and distance learning process,
- describe SQ3R techniques and adopt the same technique for their study purpose,
- list the importance of self learning material and relevant comprehension skills,
- discuss various evaluation techniques and its relevance to distance learning. describe the need for LSSs in DE&OL.
- list different kinds of support to distance learners.
- discuss the various feature of a LSS in DE&OL.
- describe and differentiate the different dimensions i.e. academic/pedagogical and operational dimension compare the LSSs of different DE&OL institutions critically analysis the merits and demerits of the LSSs of a DE&OL institutions
- describe the role of study centre in providing support to learners
- Describe the broad structure and management of any DE&OL institutions.
- understand the management of operational sub-systems like course design and development, management of learning resources and learner support system management of admission and evaluation system .
- Appreciate the role of MIS in DE & OL
- Analyse the issues involved in the management of DE & OL systems/institutions in the context of programme evaluation

Course Content

Unit I-Growth and Philosophy of Distance Education

Distance Education: significance, meaning, concept and epistemology.
Goals and objectives of distance education.
Philosophy of distance education.
Growth of distance learning system in India, International Council of Correspondence Education, International Council of Distance Education.
Issues in Distance Education-quantity, quality, relevance and effectiveness.
Conventional mode of distance learning, relative effectiveness of conventional distance mode of learning.
Present status of distance education system.
Quality assurance and challenges in distance education.
Structure and Management of DE & OL institutions

Unit II- Learning Process and Self-Learning Materials (SLM) in Distance Education
Distance learners: nature and characteristics and types of learners-successful, non-starter and mid-course dropouts.
Distance Education process: nature of adult learning, Andragogy of distance learning: role of self-learning in distance education.
Significance of study skills in distance learning.
Problems of distance learners.

Types of SLM in distance learning-print, audio, video, interactive, online, and web-based.
Instructional materials in distance education-SLMs, assignment, audio-visual aids, use of ICT.
Self-learning materials: meaning, scope, importance and characteristics.
Role of SLM in distance education (print and non print).
Course design-need assessment, planning of SLM
□ □ Setting objectives
□ □ Deciding learning experiences
□ □ Criteria for content selection- selection of subject matter, Criteria for sequencing, assessment and feedback, forms of assessment and feedback.
□ □ Organization of the content- presentation style and format, text and visuals, attractiveness and accessibility.
□ □ Deciding evaluation scheme.
Learning Support Services:Concept, need and importance of student support services and Organisation of student support services

Unit III- Instructional Process in Distance Education & Open Learning
Distance tuition concept, distance tutor-difference between a classroom and distance tutor.
Tutor comments-significance of tutor comments, levels of tutor communication-academic, personal and supplemental communication.
Types of Tutor comments-positive comments, constructive comments, null comments, hollow comments, harmful comments, misleading comments, negative comments, global comments and personal comments.
Two way communication in distance education and open learning.
Supplementary communication in distance education and open learning-need, significance, type and importance.

Unit IV - Evaluation in Distance and Open Learning
Concept, and need of evaluation in distance education.
Difference between evaluation in traditional learning and distance learning.
Comprehensive and continuous evaluation in distance learning.
Formative evaluation in distance learning role of tutor comments in motivation of distance learners.
Summative evaluation.

Techniques of evaluation in distance education.
Management Information System (MIS) in DE & OL
Management Issues in DE & OL System

Unit V-Counselling in Distance Education
Concept and importance.
Need of counselling in DE
Categories of counselling:-developmental and problem solving
Academic and non-academic Counselling
Procedure of counselling:-decision points, barriers-study related, and time related, personal and institutional.
Theories of counseling, media of counseling, qualities of counselor.

Essential Readings
Education Commission Report (1948-1949) Ministry of Education, Government of India.
ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

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IGNOU (1988): *Distance Teaching: Prerequisites and Practices* (Block 1,2 & 3). IGNOU, New Delhi.
IGNOU (1988): Reading in *Distance Education* (Block 1,2 & 3). IGNOU, New Delhi.
Keegan, D.J. (1986): *The Foundation of Distance Education.* Croom Helm, USA.
Kaye, A. & Rumble, G. (1981): *Distance Teaching for Higher and Adult Education.* Croom Helm, USA.
Parmaji, S. (Ed.) (1984): *Distance Education.* Sterling Publishers, New Delhi.
Pentz, M.J. & Neil M.W. (1981): *Education of Adults at a Distance.* Kogan Page, London.
Power et al; (2000): *Quality in Distance Education in performance indicator in Higher Education.* Aravali, New Delhi.
Reddy, G.R. (1988): *Open Universities: The Ivory Towers Thrown open.* Sterling Publishers, New Delhi.
Rountree, D. (1986): *Teaching through Self-Instruction.* Kagon Page, London.
Rumble, G. & Herry, K. (1982): The Distance Teaching Universities. Croom Helm, USA.
Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.
Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): *Distance Education: International Perspectives.* Routledge, Chapman and Hall, London.

Elective (Group B) Paper: 2 e-Learning

Objectives

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

Understand the concept of e-learning, elements of e-learning and e-learning standards.

Understand the patterns of e-content design and its validation.

Understand the technical aspects of e-content

Understand the content management system in intranet and internet environments

Understand the evaluation of on-line learning materials and process of on-line testing

Unit I- Introduction to e-Learning

Elements of e-Learning, e-Content and e-Books.

Virtual Classroom and Virtual University – merits and limitations.

Characteristics , of the e-Learner

Knowledge,skill and attitude requirements of the e educator,E-tutor e-Moderator

Unit II- e-Learning Content Design

Content – design patterns- script writing- graphics-animation, audio-video;

Inserting and interactivity; possibilities and design procedure.

Roles of the Multimedia development team

Unit III- Technical Aspects of e-Content

Story-board and instructional design.

Multimedia authoring and authoring toolsDesign content for Role based learning, situated based learning, scenario based learning.

Unit IV- Course Management in e-Learning

Introduction to Learning Management Systems;

Introduction to LMS and LCMS; Course Management using LMS and LCMS.

Standards for e-learning and future possibilities.

Use of Wikipedia, Wikieducator and other web-based technologies for online learning and training.

E-learners and e-educator interaction using Web tools,e-mail,chat,conferencing,discussion forum.

Unit V- Online Evaluation

Online testing – different methods;

Designing - online evaluation in different subjects, courseware evaluation, designing of evaluation criteria for assessment of e-content and other courseware.

E-portfolio ,evaluation rubics,assignments,projects.

Technical standards to train the trainers.

Essential Readings

Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.
Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication.
Ray West, Tom Muck (2002), Dreamweaver MX: The Complete Reference, Mc Graw Hill Publications.

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Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
Khan, BoH (1977): Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
Harasim, L. (1990): Online Education: Perspectives on a New Environment. New York: Prasser.
Harasim, L. (1993): Global Networks Computers and International Communication. Cambridge; NIT Press.
Rejesekaran S. (2007): Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.