BHARATHIAR UNIVERSITY: COIMBATORE – 641 046
DEGREE OF MASTER OF EDUCATION(M.Ed.) (Regular)
(Semester pattern)
(Effect from the academic 2015 – 2016 batch and Onwards)
OBJECTIVES, RULES AND REGULATIONS, NORMS, CODE, COURSE, CREDITS,

CONTENT AND EVALUATION PATTERN

I. Introduction

The Two-year Master of Education (M.Ed.) is a professional programme, designed on the basis of the New NCTE (Recognition Norms and Procedures) Regulation, 2014. The main purpose of this M.Ed. programme is to prepare teacher educators and educational administrators to develop a global as well as a national vision for education.

The programme provides opportunities for students to extend as well as deepen their knowledge and understanding of education, specialize in select areas, and develop research capacities, leading to specialization in either elementary education or secondary/higher secondary education.

II.   Objectives of the Programme

Objectives of the programme will be able to:

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education

- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation

- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities

- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.

- Develop competence in organization and evaluation of various components of a pre-service and in-service teacher education programmes

- Design in-service teacher professional development program/activities based on the needs of teachers

- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.

- Understand and appreciate the research perspective on various practices in teacher education.

- Develop professional attitudes, values and interests needed to function as a teacher Educator.

III.   Duration and Weight age of the Programme

Total number of credits   : 100 credits including research dissertation

Minimum period to complete the programme   : **2 years** (with four semesters under

Choice Based Credit System)

Maximum period to complete the programme   : 4 years

IV.   Eligibility

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

i)   B. Ed

ii)   B. A., B. Ed./ B. Sc., B. Ed.

iii) B. El. Ed.

iv)   D. El. Ed.

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

V.   Sanctioned Strength

Thirty Five

VI.   Medium of Instruction

The medium of instruction is English

VII. Course Details

BHARATHIAR UNIVERSITY, COIMBATORE-641046
M.ED (CBCS PATTERN)

TITLE OF PAPERS	EXAMINATIONS			CREDITS
	CIA	Marks	Total	
CODE SEMESTER I				
EDU1511C- PHILOSOPHICAL PERSPECTIVE OF EDUCATION	25	75	100	4
EDU1512C- SOCIOLOGICAL PERSPECTIVE OF EDUCATION	25	75	100	4
EDU1513C- ADVANCED EDUCATIONAL PSYCHOLOGY	25	75	100	4
EDU1514C- METHODS OF RESEARCH IN EDUCATION	25	75	100	4
EDU1515E- BASIS OF PRIMARY EDUCATION (Self-study)	50	-	50	2
EDU1516E- BASIS OF ELEMENTARY EDUCATION (Self-study)	50	-	50	2
EDU1517P-PREPARATION OF RESEARCH PROPOSAL (Self-study)	50	-	50	2
EDU1518P-YOGA FOR HEALTH EDUCATION	75	-	75	3
SEMESTER II				
EDU1519C- STATISTICS IN EDUCATIONAL RESEARCH	25	75	100	4
EDU1520C- EDUCATION FOR EXCEPTIONAL CHILDREN	25	75	100	4
EDU1521C- TECHNOLOGY OF E-LEARNING	25	75	100	4
EDU1522C- TEACHER EDUCATION FOR 21ST CENTURY	25	75	100	4
EDU1523E- FOUNDATIONS OF DISTANCE EDUCATION	25	75	100	4
EDU1524E- BASIS FOR SECONDARY AND HIGHER SECONDARY EDUCATION (Self-study)	50	-	50	2
EDU1525E- Historical perspectives of Indian Education (Self-study)	50	-	50	2
EDU1526P- TRANING IN EDUCATIONAL SOFTWARE(SPSS)	75	-	75	3
SEMESTER III				
EDU1527C- MEASUREMENT AND EVALUATION IN EDUCATION	25	75	100	4
EDU1528C- EDUCATION AS A FIELD OF STUDY	25	75	100	4
EDU1529C-CURRICULUM: PRINCIPLES AND FOUNDATIONS	25	75	100	4
EDU1530C- ECONOMICS IN EDUCATION	25	75	100	4
EDU1531E- EDUCATIONAL MANAGEMENT AND ADMINISTRATION (Self-study)	25	75	100	4
EDU1532E- INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION (Self-study)	50	-	50	2
EDU1533P- INSTITUTIONAL VISIT	50	-	50	2
EDU1534P- EXPOSITORY AND ACADEMIC WRITING (Self-study)	50	-	50	2
SEMESTER IV				
EDU15351C- Value Education and Human Rights Education	25	75	100	4
EDU1536C- DISASTER MANAGEMENT EDUCATION	25	75	100	4
EDU1537C- GENDER DISPARITY IN EDUCATION	25	75	100	4
EDU1538E- PROFESSIONAL CAREER SKILL DEVELOPMENT(Self-study & Activity based)	50	-	50	2
EDU1539P- DISSERTATION	200	-	200	8
Total	1225	1275	2500	100

Passing minimum of each paper of theory and practical will be 50% (fifty percentage). Evaluation

The ratio of Internal Evaluation and External Evaluation is 1:3 for Theory Papers and 2:3 for practical and dissertations.   Viva – voce exam is totally external.

Internal Assessment

1. Two tests – each for 15 marks (aggregate)	-	15 Marks
2. Group discussion / Seminar	-	5 Marks
3. Assignment	-	5 Marks
Total	-	25 Marks

Question Paper Pattern

The pattern of Question Paper will be as follows:

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.

Core, Elective and Practical Course Components

A student is required to undergo all the core components, viz., Four Core Papers in I Semester, Five Core Papers including Training in Software Production in II Semester, Five Core Papers including Institution Visit in III Semester and Dissertation and Viva-Voce Examination in IV Semester.

Each student is required to choose any One of the Elective Papers in all the Four Semesters.

The student is required to undergo self-supporting skill courses in all the Four Semesters.

Internship/ Field Attachment

Each student will have to undergo two internship training for a minimum of 30 working days each in a software production centre (during the second semester) and a Teacher Education Institution (during the third semester) respectively. He/ She is required to produce a CAI/Instructional Video Package and also submit the report of the Educational Institution on completion of their Internship Training. The Teacher Education Institution/ Software production centre shall award marks for a maximum of 40, while the Exam Board shall award for a maximum of 60.The total marks is 100.

Dissertation

The maximum marks awarded for dissertation is 100; the guide will award marks for a maximum of 40 while the external examiner will award marks for a maximum of 60.

Viva – Voce

The marks for *Viva – voce* examination is for a maximum of 100, to be awarded by the *viva – voce* examination board.

Award of Class and Pass

The weighted average of the Grade points of all completed courses in a semester by taking the credits as weights is called Grade point Average. This shall be computed for courses in each semester.

GPA = (sum of the products of the grade point and the respective credit of all completed courses) / (sum of the credits of these courses)

Mathematically, for each semester,

$$GPA = \frac{\sum_j C_j (GP)_j}{\sum_j C_j}$$

Where $(GP)_j$ is the grade point for course j

C_j is the credit for course j

$\sum_j$ is the sum over all courses of that semester

Cumulative Grade Point Average

The cumulative Grade point Average gives an overall measure of the performance of a student in all semesters. This shall be calculated for each semester by dividing the sum of products of grade point and the credit (of all completed courses) by the sum of the credits (of these courses). In other words, the weighted average of the grade points of all completed courses in a program by taking the credits as weights is called Cumulative Grade Point Average. That is,

CGPA =   (sum of the products of the grade point and the respective credit of all completed courses)/ (sum of the credits of these courses)

Mathematically, for each semester,

$$CGPA = \frac{\sum_j C_j \, (GP)_j}{\sum_j C_j}$$

Where $(GP)_j$ is the grade point for course j

C_j is the credit for course j

$\sum_j$ is the sum over all courses of that semester

Classification

For each programme, the overall performance of the candidates shall be classified on the basis of the CGPA obtained as per the details given in the following table. The class of the students is specified on the grade and CGPA.

CGPA lies between	Grade	Class
9.50000 and 10.0000	O+	FIRST
9.00000 and 9.49999	O	
8.50000 and 8.99999	D++	
8.00000 and 8.49999	D+	
7.50000 and 7.99999	D	
7.00000 and 7.49999	A++	
6.50000 and 6.99999	A+	
6.00000 and 6.49999	A	
5.50000 and 5.99999	B+	SECOND
5.00000 and 5.49999	B	

SEMESTER-I

PHILOSOPHICAL PERSPECTIVE OF EDUCATION
Paper code: EDU1511C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
- understand the scope and application of educational philosophy
- expose the different mode of philosophical enquiry as a basis of all educational endeavors.
- develop understanding about the contributions of Eastern and Western philosophies.
- help the student to develop a philosophical outlook towards educational problems.
- understand the contributions made to education by prominent educational thinkers.
- know the issues and innovations in Education
- understand the emerging trends in alternative education system.

UNIT- 1: PHILOSOPHY AND EDUCATION
Educational philosophy:- Concept and meaning, need, nature, scope and functions – relationship between philosopy and education –Structure and modes of philosophical inquiry :Metaphysics, Epistemology, Axiology and their educational implications.

UNIT- 2: INDIAN AND WESTERN SCHOOLS OF PHILOSOPHY
Indian Schools: Janinism, Sankhya, Budhism, Vedanta, and Islamic with respect to aims, curriculum, teaching methods and discipline. Westen Schools: Idealism, Realism, Naturalism, Pramatism and Existentialism with respect to aims, curriculum, teaching methods and discipline.

UNIT- 3: EDUCATIONAL CONTRIBUTIONS OF INDIA AND WESTERN THINKERS
Indian Thinkers: Mahatma Gandhi, Swami Vivekananda, Krishnamurthy, Shree Arabindo and Tagore with respect to concept, principles, aims, educational contributions. Western Thinkers : Aristotle, and Plato with respect to concept, principles, aims, and educational contributions.

UNIT- 4: ISSUES AND INNOVATIONS IN EDUCATION
Meaning and purpose of Autonomy in Higher Education – Assessment and Enhancement of Quality in Education –meaning, need and principles of teaching and learning in muticulature education – concept, types, need of human rights education – Governments' legislation to ensure Human Rights Education.

UNIT- 5: EMERGING TRENDS IN ALTERNATIVE EDUCATION SYSTEM
Value Education : Emerging perceptions in Value Education – nurturning values as an instrument to counter terrorism . **Open System of Learning:** Open Distance Learning and Open universities. **Technology:** Information technology and online learning. **Teaching Style :** Philosophical foundations of Teaching Styles: Experts, formal authority, personal model and facilitator.

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SOCIOLOGICAL PERSPECTIVE OF EDUCATION
Paper Code: EDU1512C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:

- understand the scope and application of educational sociology
- learn the relationship existing between education, social politic and economic system on other.
- understand the process of educational sociology, social change, socialization and social mobility.
- learn the role of education in socialization
- develop understanding the factors and constraints on social change
- understand and analyze the current issues in education of Indian society.
- learn the stratifications of Indian society.

UNIT- 1: SOCIOLOGY AND EDUCATION
Sociology - meaning, need, nature, scope, importance and concept. Educational sociology – meaning, need, nature, scope, importance and Concept, relationship between sociology and education – role of education in society, education as social sub system.

UNIT- 2: EDUCATION AND SOCIAL CHANGE
Social change –meaning, nature,need and society development – Relationship between Eduction and Social change – factors promoting social change : Family, Religion, School, Peer groups and Mass-media – Constraints on social change : Caste, gender, Class, Language, Religion, Population , Regionalism and Economical status.

UNIT- 3: EDUCATION AND SOCIALIZATION
Socialization- meaning, concept and nature – Cultural lag-meaning-, factors . Role of education in the process of socialization – influence of factors in the process of socialization : Politics, Religion, Culture, Democracy, and Economy.

UNIT- 4: CURRENT ISSUES OF INDIAN EDUCATION AND SOCIETY
Globalisation and privatisation : concept anad overview of its impact on education and society. Politicization of education – political control, interference in the institutional administration. Education as a potential equalizing social force: equality of educational opportunities.Democratic view of Indian Education-aims of democracy and role of education in development of good citizen.

UNIT- 5: SOCIAL STRATIFICATION AND SOCIAL MOBILITY
Social stratification:-meaning, nature, types and factors. Social mobility:- meaning, factors and types. Role of education in social mobility – education for socially and economically disadvantaged section of society with special reference to: scheduled caste, scheduled tribes, women and rural population.

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ADVANCED EDUCATIONAL PSYCHOLOGY
Paper Code: EDU1513C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
- understand the Role and application of psychology in education
- understading learners diversity
- managing classroom behavior

UNIT- 1: PSYCHOLOGY AND EDUCATION
Psychology and educational psychology:- definitions, meaning, need, nature and concept.. Contribution of various schools of psychology: psychodynamic, humanistic, behaviourstic, cognitive and neurobiological. Contribution of educational psychology toteaching and learning process. Educational psychology: meaning, scope, need, Intervention of psychology towards Teacher, learner, learning environment and learning resources.

UNIT- 2: LEARNING THEORIES IN PSYCHOLOGY
Behaviorist theories: I. Pavlov and J. Watson's classical conditioning, B.F. Skinner's Operant conditioning, B.F. Skinner and W. Guthric' Reinforcement theories. Cognitivist/Constructivist

theories: cognition, information processing, meta cognition, constructivism and active learning. Social learning (Albert Bandura) and Social Constructivism (L Vygotsky). Theories of teaching: Behavioristic, cognitive and humanistic.

UNIT- 3: PERSONALITY, INTELLIEGENCE AND LEARNING AND THINKING STYLES IN PSYCHOLOGY

Personality-theories of personality- Western (cognitive-Ellis, Humanistic Berne) and Indian Perspective (Vedic, Buddhist and Aurobindo). Intelligence – cognitive (J.P. Guilford, Emotional (D. Goleman) and Multiple (H. Gardner). Learning styles: concepts and application of Kolb's Model. Thinking styles: concept, application and contribution of R. Sternberg. Creative thinking: concept, application and contribution of E. De'bono. Teaching thinking: Feuerstein's approach.

UNIT- 4: DIFFERENTLY ABLED CHILDREN

Differently abled: meaning and need to develop in society.Catering Individual differences: Cognitively exceptional children, physically exceptional children, socio-culturally exceptional children. Types of learning disabilities: Dyslexia, Dysgraphia, and Dyscalculia. Emotional and Behavioural disorders: Attention Deficit Discorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Disruptive Behaviour Disorder. Inclusive Education : concept of mainstreaming, integration and inclusion – need and importance of inclusive education in the indian context.

UNIT-5: MANAGING CLASSROOM BEHAVIOUR

Managing class room Behaviour- define and concept.Theories of Motivation: Cognitive approach (Attribution theory) – Behaviouristic approach (Extrinsic – B.F. Skinner and C. Hull) – Humanistic approach (Intrinsic – Carl Rogers, Abraham Maslow) – D. McGregor's theory X, Y. Identifying Behavuiour Problem: distraction, aggression, and interpersonal problems. Analyzing behaviour problems: defining behaviour, identifying antecedents and consequences and chain of events leading to behaviour problems. Changing behaviour: Behavioristic vs Humanistic approach. Group Dynamics: leardership, team building and techiques of managing group.

References
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METHODS OF RESEARCH IN EDUCATION
Paper Code: EDU1514C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study
- conduct a literature search and develop a research proposal
- explain a sampling design appropriate for a research study
- explain tool, design and procedure for collection of data
- explain the importance of documentation and dissemination of researches in education
  Course Content

UNIT-1: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES
Research –Meaning and purpose - Kinds of research: basic & applied research -Sources of knowledge generation: historical perspective, the scientific approach to the knowledge, Researches in social science and education :-nature , functions , principle of evidence and scientific methods; Designing the research study: sources of research problems, review of the literature-purpose and resources, searching the literature by using database and internet, internet search tools and quality of internet resources; Identification of research problem: Statement of problem, purpose of the research and research questions-Formulation of Objectives, Hypotheses and Variables-meaning, nature and types:- independent, dependent etc.

UNIT- 2: QUANTITATIVE METHODS OF RESEARCH
Types of Educational Research: Survey and Descriptive, Experimental, Correlational, Developmental studies, Comparative studies, Casual-comparative. Survey research design-Experimental research designs: single-group design, equivalent group design, Post-test only control-group design and Factorial design; Quasi-experimental design: nonequivalent group design and time-series design.

UNIT- 3: QUALITATIVE METHODS OF RESEARCH
Qualitative research: meaning, steps and characteristics; Qualitative research approaches: phenomenology, ethno- methodology, naturalistic enquiry, case studies and grounded theory; Historical research: meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source; Mixed Research: meaning, fundamentals principles, strengths and weaknesses, limitations and delimitations of a study.

UNIT- 4: SAMPLING TECHNIQUES
Population –meaning and nature. Sample: meaning, sampling unit, sampling frame, sampling size, sampling error, representative, biased samples and criteria for selection of samples; Probability sampling technique: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling; Non- Probability sampling techniques : Convenience sampling, Purposive sampling, Quota sampling, Snowball sampling, Incidental and Accidental.

UNIT- 5: METHODS OF DATA COLLECTION

Tool: definition, meaning, importance, Characteristics of a good tool, backbone of a research and selection of tools. Types of Tool :- Achivement tests, inventories , Questionnaire, Opinionnaire, scales: Likert . Interview: types, characteristics and applicability, guidelines for conducting interviews. Observation: use of the checklist and schedules. Researcher's made tool and standardized tool- establishing validity and reliability of tool-types of validity and reliability. Preparation of a research proposal.

Transaction Mode

Lecture-cum-Discussion, brain storming, group discussion, presentations; Panel discussion; Seminar presentations.

Sessional Work:

The students may undertake any one of the following activities:
1. Development of a research proposal on an identified research problem
2. Preparation, try out and finalization of a tool
3. Identification of variables of a research study and their classification in terms of functions and level of measurement
4. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
5. Preparation of a review article
6. Use of computers in literature review /review of a dissertation
7. Review of research report

References

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BASIS OF PRIMARY EDUCATION
EDU1515E
(Self-study paper)

Number of credits-2

Course objectives
The objective of the course is :

- To enable the students understand the basic principles of child development and the procedure for the evaluation of growth and development of children during the primary stages of education.
- To enable the students understand the concepts pertaining primary education and the procedures for developing suitable educational programmes.
- To enable the students become familiar with the diverse aspects of organisation and administration primary schools in our country.
- To focus the attention of the students on the vital problems affecting primary education in our country.
- To enable the students to develop the necessary skills to plan specific programmes in the fields of primary education suited to local needs and resources.
- To provide students progressive academic and technical leadership in the fields of primary education.

Unit 1: Historical Approach
Contribution of great educators to the development of child education: Comenius, Rouseau, Pestalozzi, Frobel, Montessori, Deway, Tagore and Gandhiji - Development of primary Education in India - Brief survey ancient India: Moghal, British period and independent India.

Implications for primary Education in our country - Reports of different education commissions, particularly the secondary Education Commission, the Kothari commission of 1964-66 and the New Policy of Education, 1986 - Development of Primary Education under the 5year plans - The place of primary Education in the 10+2+3 pattern of Education.

Unit 2: The Growth and Development of Children
         Aspects of Child Development : Physical including sensorimotor development, intellectual including concept formation, language development emotional and social - 14 Development tasks upto later childhood : growth norms and their implication for education. Needs of normal and exceptional children : biological, psychological, sociocultural, health and nutritional needs - Needs as motives for child learning.

Unit 3: Primary Education
         Aims and objectives of Primary Education - Principles of curriculum development and programmes for implementation - Dynamic methods of teaching and innovations in teaching techniques: with particular emphasis on the teaching of mother - tongue, science, mathematics and social skills - Improvisation of aids and materials for teaching - Evaluation of pupil progress - area of internal assessment - patterns and techniques of evaluation - Recording and use to these for diagnostic and remedial work. Problems of wastage and stagnation - Rural class teaching - Free and compulsory primary education - Equalisation of educational opportunities - School complexes - Basic Education - Work experience - Motivating enrolment of pupils and retention - Out of School programmes for children - The primary school and the community - The primary school and the Inspectorate - Building and equipment - Staff pattern and content of teacher training of primary school teachers - In service programmes for professional growth - Code of professional conduct - Registers, records and reports to be maintained in primary schools.

Unit 4: Administration and Supervision at the Primary Education
         Meaning need and scope of educational administration with reference to Primary Education - Role of Central, State and local agencies - The role of Private managements - The Educational supervisor - Qualities needed for effective supervision - Methods and means of effective supervision - Areas of supervision - Relations of supervisory Staff with teachers and Management.

Practical Work:
1. Observation and recording of the behaviours of children in a Primary school.
 2. School Visits to Primary Schools run on different patterns.
3. Planning and carrying out a unit organised around a centre of interest in any standard of a primary school.
4. Getting a practical knowledge of the pattern of inspection of primary school by accompanying and helping an inspecting officer on duty.
5. Case study of an exceptional child.

References
1. Feed, M. Hechinger, Double day & co., Pre-school Education today, New York, 1966.
2. School Visits to nursery schools run on different patterns.
3. Huklock, E.B., Child Development, New York, McGraw Hill, 1978.

4. Leeper, Skipper and Witterspoon, Good Schools for young children, New York, Macmillan, 1979.
5. Naik, J.P., Educational Planning in India, New York, Allied Publishers, 1965.
6. Naik, J.P., Educational Planning in India, New York, Allied Publishers, 1976.
7. Nurulla & Naik, History of Education in India, New Delhi, Alied Publishers, 1971.
8. Rajalakshmi Muralidharan and Unna Banerji, A guide for nursery School Teachers, N.C.E.R.T., 1969. 9. Susan Gronhs Iwamura, The Verbal games of Pre-school Children, Croom Helm, London, 1980.
10. The curriculum for the ten year School, N.C.E.R.T. 1976.

BASIS OF ELEMENTARY EDUCATION
Paper Code: EDU1516E
(Self-study paper)

Number of Credits: 2

Course Objectives:
After completing the course, the student will be able to:
- understand the context of elementary education
- learn the concept, objectives, rationale, challenges and extent of success of universal elementary education (UEE)
- discuss the development of elementary education in India since independence
- reflect on the relevance of strategies and programmes of UEE.

UNIT- I: INTRODUCTION
Elementary Education : -Concept, nature and importance in the context of teaching through mother tongue, contextualisation, multilingualism, heterogeneous socio-cultural backgrounds; Developmental tasks: Influence of home, school and community related factors on child's development; Conceptual analysis of learner and learning, learner centred approach, activity centred approach, freedom and discipline; Reflection on current practices in Elementary Education.

UNIT- II: DEVELOPMENT OF ELEMENTARY EDUCATION
Nature and focus of Elementary Education after independence; Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education; Constitutional provision for education and Directive Principles related to elementary education and their implications; Right to education (Education as a fundamental right) Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

UNIT- III: UNIVERSAL STATUS OF ELEMENTARY EDUCATION (UEE) : OBJECTIVES AND CHALLENGES.
Concept, objectives, meaning and justification of UEE; Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population; Access and enrolment of different types of learners-issues and challenges; Dropout rate-meaning and computation; reasons for drop out; Achievement levels of

different types of learners-status and issues; Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

UNIT- IV: STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION

Decentralized educational planning and management; Community mobilization, micro planning, district primary education programme – goals and strategies, involving local bodies and community in educational planning and management, village education committees – roles and functions; Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement; Teaching methods: ABL, ALM and special ABL.

Sessional work:

The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on elementary education in chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

References

1. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
2. Government of India (1986) National Policy on Education, New Delhi, MHRD.
3. Government of India (1987) Programme of Action, New Delhi: MHRD.
4. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
5. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
6. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA.
7. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
8. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
9. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
10. MHRD (2001): Convention on the Right of the child. New Delhi.
11. Mohanty, J. N. (2002): Primary and Elementary Education.
12. Deep & Deep Publications, New Delhi National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
13. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
14. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
15. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
16. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
17. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
18. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

PREPARATION OF RESEARCH PROPOSAL
Paper code: EDU1517P   **Number of Credits: 2**
(Self-study paper)

Course objectives:
Objectives of the practical will make the student-teachers to be able to:
- Understand the meaning of Research
- Perceive the need of preparing a research proposal
- Select the problem and write the research proposal for the problem
- Describe the important components of research proposal
- Learn the methodology to write the research proposal

FORMAT FOR THE RESEARCH PROPOSAL
The format for the research proposal should consist of the following:
1. Proposed Title of the Research Proposal
The title of the Research Proposal must reflect clearly and succinctly the area of the research that is to be embarked on. In other words a title should describe the content of the thesis accurately and concisely.
2. The Introduction to the Research Proposal
The Introduction must consist of a general description of the background of the research, associated questions and the problems involved in it.
3. Objectives of the Research Proposal
The necessary context should be set for the research objectives to ensure that its importance, significance and essential nature is clearly demonstrated in the proposal.
4. The Problem Statement
The problems involved in the research must be clearly defined as it will help to present the rationale of the entire study.
5. Literature Review
This part of the proposal will contain an analysis of other associated research works or studies pertinent to the proposed research area and it will help toward the formation of the research methodology.
6. Research Methodology
This will require an understanding of alternative research methods known and the approach to be adopted in this particular study.
7. The expected Work Schedule/Timeline
The schedule or timeline for the proposed completion of the research should be listed to enable an understanding of the allocation of resources to be made.
8. The expected Research/Project Outcome or Contribution of the same
This would involve a discussion on the expected research findings based on existing literature and information in the area.
9. References
Any referencing system used must be consistent and contain names of authors, books and journals. The volume, issue and page numbers with the publication year must also be listed

References

John W.Best and James V.Kahn(10 th Edition), Resarch in Education, Delhi: Prentice Hall of India
 Van Dalen, D.B(1973) Understanding Educational Research, New Jersey;Prentice Hall,inc.England Cliffs.

YOGA FOR HEALTH EDUCATION
Paper Code: EDU1518P

Number of Credits: 3

Course Objectives:
After completing the course, the student will be able to:
- Know the history of yoga and its applications
- Understand the physical structure and its functions
- Apply meditation for the mental health
- Know the physiology benefits of Asanas

UNIT I: INTRODUCTION TO YOGA FOR HUMAN EXCELLENCE
Yoga: meaning, Yoga as science and art- origin and history of yoga; Yoga in Vethic period; after Vethic period- message of Bhagavat Gita, Bible, Kuran, Buddhism; Comparison between Patanjali Yoga sutra and Thirumandiram; Yoga for modern age (simplified kundalani yoga formulated by Sri Vethathiri maharishi.

UNIT 2: PHYSICAL STRUCTURE AND ITS FUNCTIONS
Yoga - Purpose of life, philosophy of life. Physical structure- three forms of body , pain, disease, death - causes for disease. Method and limit in five deeds. Importance of physical exercise- Rules and regulation of simplified physical exercises- Hand exercise, leg exercise, breathing exercise - Eye exercise, kapalapathi-benefits - Maharasana, body massage, accupressure, body relaxation- benefits

UNIT 3: MEDITATION AND MENTAL HEALTH
Mind and body - powers of mind – conscious, subconscious and unconscious mind – Thoughts – power of – Thoughts and culture – Blessing (Vazhga valamudan, Vazhga vaiyagam) – re-engineering different stages of mind; Various types of meditation, Akana, Thuriyam, shanthi, manipuraka, visukthi etc., - Electro Encephalogram – Mental frequencies.

UNIT 4: PHYSIOLOGY BENEFITS OF ASANAS
Physiological benefits of pranayama –Mula bandha-Jalandhara bandha –Uddiyana bandha-Physiological benefits of maha mudraKeechari mudra-viparitakarani mudra- Physiological benefits of shatkriyas-Neti-DhautiBasti-Nauli-Trataka-Kapalabhati.

UNIT 5: PERFECTION IN CONSCIOUSNESS
  Self-realization – god realization – order of function – fraction demands, totality supplies – merging with oneness; Cause and effect system – Law of Nature – awareness – Karma Yoga –

duty consciousness – thankfulness – 10 principles of karma yoga – Love and compassion – services to humanity; Individual peace, Family peace and World peace.

References

1. George Feuerstein: The yoga Tradition (Its history, literature, philosophy and practice.)
2. Sri Ananda: The complete Book of yoga Harmony of Body and Mind. (Orient paper Backs: vision Books Pvt.Ltd., 1982.
3. B.K.S Iyenkar: Light on the Yoga sutras of patanjali (Haper Collins Publications India Pvt.,Ltd.,, New Delhi.)
4. Dr. HR. Nagendra: Yoga Research and applications (Vivekanda Kendra Yoga Prakashana Bangalore)
5. Dr. Shirley Telles: Glimpses of Human Body (Vivekanda Kendra Yoga Prakashana Bangalore)
6. Science of Divinity and Realization of Self – Vethathiri Publication, (6-11) WCSC, Erode.

SEMESTER -II
STATISTICS IN EDUCATIONAL RESEARCH
Paper Code: EDU1519C

Number of Credits: 4

Course Objectives:

After completing the course, the student will be able to:

- Understand the concept of statistics and Graphical representation.
- familiarize them with the measures of central tendency.
- develop their skills in statistical calculation and their applications
- acquire knowledge in parametric statistics and Non-parametric statistics

UNIT I CONCEPT OF STATISTICS AND GRAPHICAL PRESENTATION OF DATA

Definition, origin and characteristics of statistics, Scale of measurement- Compare the scales of Nominal, ordinal, equal interval and ratio scale, Steps for preparing Frequency distribution – its uses and limitations. Graphical representation of data- Histogram, Frequency curve, Frequency Polygon, Pie diagram, Cumulative frequency curve (ogive curve)

UNIT II MEASURES OF CENTRAL TENDENCY AND VARIABILITY

Measures of central tendency – Concept, Calculation and Uses of mean, median and mode, Comparison of mean, median and mode. Measures of Variability – Concept, Calculation and Uses of Range, Standard Deviation, Quartile Deviation and Mean deviation.

UNIT III NORMAL PROBABILITY CURVE

Definition of normal probability curve, characteristics of normal probability curve, Uses and limitations of normal probability curve, Kurtosis and its types, Skewness and its types.

UNIT IV PARAMETRIC STATISTICS

Parametric statistics:-definition and need**.** Significance of mean of large sample, standard error of mean of small sample, Significance of difference between two means ('t' test), Uses of ' t ' test. Analysis of variance – meaning and characteristics of variance, F test or F ratio, procedure for analysis of variance, Advantages and Limitations of ANOVA, types of ANOVA: One way and Two way.

UNIT V NON-PARAMETRIC STATISTICS

Concept of non-parametric statistics, Type I & II error, Meaning and Definition of Chi- square test, Characteristics and uses of Chi- square test, Limitations of Chi- square test, Median test, sign test. Correlation and its uses (Karl Pearson coefficient of correlation and Spearman Rank correlation). Regression and Prediction with its uses.

References

1. Adiseshiah, W.T.V., & Sekhar, S., Educational and Social Research, Coimbatore, Volume Pathipagam, 1977.
2. Best, John, W. Research in Education, Prentice Hall of India Pvt. Limited, 4th Education, New Delhi, 1982.
3. Devadas, Rajammal, P. & Kulandaivel, K.A., Handbook of Methodology of Research, Coimbatore, Sri R.K. Mission Vidyalaya Teacher's College, 1976.
4. Fox, D. J., The Research Process in Education, New York: Holt, Rinehart and Winston, 1969.
5. Garrett Henry V., Statistics in psychology and Education, Vakils, Feffer & sons Pvt. Ltd., Bombay.
6. Good, Carter, V. Methodology of Educational Research, New York, Appleton Century Croft, Inc., 1972. 7. Guilford, J.P., Psychometric Methods, New York, McGraw Hill Book Co. Inc., 1954.
7. Guilford, J.P., Fundamental Statistics in Psychology and Education New York, McGraw Hill Book Co. 1965.
8. Kerlinger, F.N., Foundation of Behavioural Research, New York, Holt, Rinehart and Winston, 1973.
9. Lindquist, E.F., Statistical analysis in Educational Research Boston, Houghton Mifflin & Co.,

EDUCATION FOR EXCEPTIONAL CHILDREN
Paper Code: EDU1520C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
- Understand the nature of mental health and principles of mental hygiene and their implications for instructions.
- Understand, appreciate and synthesis the basic concepts of Special Education.
- Acquaint them with the objectives, methods and concepts of Special Education.

UNIT- I: EXCEPTIONALITY AND SPECIAL EDUCATION

Definition of exceptional children – prevalence of Exceptional children, Definition of special education, what teachers are expected to do, how and where special education began, trends in legislation and litigation, issues and trends in special education. Issues and Trends: Normalization, Integration and Cultural Diversity Normalization – Integration – cultural diversity.

UNIT - II: MENTAL RETARDATION

Definition, classification, prevalence, causes, measurement, psychological and behavioral characteristics, Educational considerations, early Intervention, Transition, Suggestions for teaching students with mental retardation in General Education classrooms.

UNIT - III: LEARNING DISABILITIES

Definition, classification, prevalence, causes, measurement, psychological and behavioral characteristics; Educational considerations, early Intervention, Transition, Suggestions for teaching students with learning disabilities in General Education classrooms.

UNIT - IV: HEARING IMPAIRMENT AND VISUAL IMPAIRMENT

Definition, classification, prevalence, anatomy and physiology of the ear & eye – measurement of hearing ability, causes, psychological and behavioral characteristics, Educational considerations, early Intervention, Transition, Suggestions for teaching students with hearing and visual impairment in General Education classrooms.

UNIT - V: GIFTEDNESS

Definition, prevalence, origins of giftedness, screening and identification, physical, psychological and behavioral characteristics, attitudes toward gifted children and their Education, neglected groups of gifted students – Educational considerations, teachers for gifted students, early intervention, transition, suggestions for teaching students with giftedness and talent in general Education classrooms.

References:

1. Brower.B(1989) Remodeling the autistic child.
2. Bryan,T.H.(1974) peer popularity of Learning disabled children. Journal of Learning Disabilities.
3. Chinn, P.C., & Hughes.S (1987) Representation of minority students in special education classes , Remedial and Special Education.
4. Doll.E.A. (1941) – the essentials or an inclusive concept or mental deficiency.American journal of Mental Deficiency.
5. Edgar.E. (1987) secondary programs in special education: Are many of them justifiable? Exceptional children.
6. Hallahan & Kauffman – Exceptional chidren (Introduction to Special Education)
7. Tim Loreman , Joanne Deppeler, David Harvey – Inclusive Education.

TECHNOLOGY OF E-LEARNING
Paper Code: EDU1521C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
- explain the concepts of e-learning, elements of e-learning and e-learning standards.
- describe the patterns of e-content design and its validation.
- analyze the technical aspects of e-content development.
- critically evaluate the place of content management system in intranet and internet environments. Besides exploring the OER related Web-sites.
- substantiate the methodology involved in the evaluation of on-line learning materials and process of on-line testing.
- appreciate the existence of OER at all levels of Education.
- explain the implications of OER to Educational Planners and Decision-makers.
- analyze the Open Source Software Applications in Education.
- discuss the implications of Open Licenses.
- trace out the Mapping of OER Movement.
- identify the skills required in the field of OER.

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 pattern: 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 AND COURSE MANAGEMENT IN E-LEARNING
Storyboard and instructional design; Multimedia authoring and authoring tools; Design content for Role based learning, situated based learning, scenario based 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 IV- 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 rubrics assignments projects; Technical standards to train the trainers.

UNIT- V: OPEN EDUCATIONAL RESOURCES: CONCEPTUAL FRAMEWORK AND ISSUES
Defining the Concept of OER; Implications of OER to Educational Planners and Decision makers; Overview of Open Licenses; Open Source Software Applications in Education
Mapping the OER Movement; OER related Web-sites; Skills required in the field of OER

Essential Readings
1. Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
2. P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
3. Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.
4. Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
5. H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
6. Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication.
7. Ray West, Tom Muck (2002), Dreamweaver MX: The Complete Reference, Mc Graw Hill Publications.
8. Asha Kanwar and Stamenka Uvalic-Trumbic (2015) A Basic Guide to Open Educational Resources, Paris:UNESCO. (2011)Guidelines for Open Educational Resources (OER) in Higher Education, published by Commonwealth of Learning and UNESCO.

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

TEACHER EDUCATION FOR 21ST CENTURY
Paper Code: EDU1522C

Number of Credits: 4

Course Objectives:
 After completing the course, the student will be able to:
- develop their ability to comment on approaches to Teacher Education.
- develop their ability to design Teacher Education for a given level .
- acquire a fuller understanding of the foundations of Teacher Education.

UNIT - I: CONCEPT OF TEACHER EDUCATION
Introduction, Meaning of Teacher Education, use of the term Teacher Education Instead of Teacher Training, functions and objectives of Teacher Education; Needs and Importance of Teacher Education; Types of Teachers' Education Institution, Role of Teachers' Education Institutions, Quality of Teachers Education, Quality Indicators in Teacher Education Institutions; Agencies of Quality Assurance in Teacher Education, Suggestions for enhancing quality of Teacher Education; Action plan for Enhancing Quality of Teacher Education.

UNIT - II: DIRECTIONS FOR EDUCATION REFORM
Directions for Education Reform – A career in the classroom, creative Teaching,   Flexibility and authority in the Classroom; Education and Values: Study, practice, example, equity versus excellence.

UNIT - III: EDUCATION AND MORALITY: THE 21ST CENTURY CONTEXT
Education and Mortality : meaning, concept, present context of 'Mortality' and 'Religion', Contribution of Gandhiji and Radhakrishnan towards teacher education. Responsibility of teachers: development of society, politics, philosophy, tolerance,   peace, unity, patriotism,democracy, non-violence, religion and moral .

UNIT - IV: INDIAN TEACHER – THE 21ST CENTURY CONTEXT / TEACHER
Indian teacher :-Motivator, Guide,:Organiser, maker of future generation,   Instructor, Guard , peace maker, problems solver, awareness creator on environment, preacher of moral, supporter of values, teacher of democratic concept and creator of equality in educational opportunity.

UNIT - V: ISSUES AND PROBLEMS OF TEACHER EDUCATION
Introduction, suggestions, measures, ways and means for the solution of the problems of Teacher Education, Recommendations of Commissions on Teacher Education:- Secondary Education Commission (1952 -53), Kothari commission (1964 -66), Recommendations of the Indian Association of Teacher Education (IATE ,1965) on Teacher Education, Recommendations of National council of Teacher Education (N.C.T.E., 1973).

References
1. Aggarwal,P. Teacher Education
2. Education for twenty first century
3. Intakhab A.Khan ., foundations of Education
4. NCTE (1998) , competency Based and committed oriented Teacher Education for quality school Education, Initial Document : New Delhi.

5. R.C.Srivastava., Teacher Education in India
6. R.S.Shukla, (1978) Emerging trends in teacher Education.

FOUNDATIONS OF DISTANCE EDUCATION
Paper Code: EDU1523E

Number of Credits: 3

Course Objectives:
After completing the course, the student 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

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

References
1. Croom Helm, USA. Education. Aravali, New Delhi.
2. IGNOU (1988): Distance Teaching: Prerequisites and Practices (Block 1,2 & 3).
3. IGNOU (1988): Reading in Distance Education (Block 1,2 & 3). IGNOU, New Delhi.

   IGNOU, New Delhi.
4. Kaye, A. & Rumble, G. (1981): Distance Teaching for Higher and Adult Education.
5. Keegan, D.J. (1986): The Foundation of Distance Education. Croom Helm, USA. London.
6. Parmaji, S. (Ed.) (1984): Distance Education. Sterling Publishers, New Delhi.
7. Pentz, M.J. & Neil M.W. (1981): Education of Adults at a Distance. Kogan Page,
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9. Power et al; (2000): Quality in Distance Education in performance indicator in Higher Publishers, New Delhi.
10. Reddy, G.R. (1988): Open Universities: The Ivory Towers Thrown open. Sterling
11. Rountree, D. (1986): Teaching through Self-Instruction. Kagon Page, London.
12. Rumble, G. & Herry, K. (1982): The Distance Teaching Universities. Croom Helm,
13. Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.
14. Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): Distance Education: International USA.

BASIS FOR SECONDARY AND HIGHER SECONDARY EDUCATION
Paper Code: EDU1524E
(Self-study paper)

Number of Credits: 2

Course Objectives:
After completing the course, the student will be able to:
- Understand the need and the basic principles of secondary and higher secondary Education
- Gain insight on the trends in Education and its impact on common school Education system.
- the inter-relationship between secondary and higher secondary Education.

UNIT - I: BASIC EDUCATION
Aim, the General Factual picture of basic Education, system of schooling, Beginning and Evolution, Development of Education, Growth of Education and Spread of Education.

UNIT - II: VOCATIONALISATION OF SECONDARY EDUCATION
Local management of vocational training; Non-formal initial Education and training; Evaluation for vocational Education and Training; new policy for Education.   10+2+3 system – common school system, Neighborhood School, Three Language Formula. Roles of :- CBSE , Navodaya Vidyalaya , Kendriya Vidhyalaya and Equitable education.

UNIT - III: INFORMATION AND COMMUNICATION IN SCHOOLS
Computer usage in class room transactions -   ICT policy – mobile classrooms, Smart classroom, Quality Improvement in Schools , Internet and   e-Learning.

UNIT - IV: SECONDARY AND HIGHER SECONDARY EDUCATION
Objectives of Secondary and Higher Secondary Education, Students'opinion on Teaching and Learning in higher secondary Education; Private cost of Higher Education; Value of Education,

Functions and values of higher secondary Education; Performance of secondary school system, Development of Higher secondary Education in Pre-Independent and Post-Independent India.

References:
1. **R.S.Reddy** , Administration of secondary Education.. Rajat Publications. Delhi.
2. **U.K. Singh & K.N. Sudarshan** ,Higher Education –Discovery Publication house, New Delhi.
3. **Suma chitins & Philip G.Altbach** , Higher Education Reform in India –sage publication, New Delhi.
4. **H.S.Ganesha** , Secondary Education –Bhatta. Ashish publishing house, New Delhi.
5. **A.Abdul Salim** , The cost of Higher Education in India –. Ammol publications pvt.ltd, Delhi.

HISTORICAL PERSPECTIVE OF INDIAN EDUCATION
Paper Code: EDU1525E
(Self-study paper)

Number of Credits: 2

Course Objectives:
After completing the course, the student will be able to:

Learn history of teacher education.
- understand the emerging trends in Education.
- know the inter-relationship between philosophy and Education.
- understand the trends of social changes and their impact on Education.

UNIT -I: HISTORICAL PERSPECTIVE OF TEACHER EDUCATION IN INDIA
Introduction, Ancient Period, Medieval period, Modern period, Pupil-teacher system,Atempts of Danish missionaries, Wood's Despatch (1854), Stanley Despatch(1859); Teacher – Training (1882-1947), Hunter commission (1882), the Government of India resolution (1904), Sadler's commission (1917) , Haltog committee (1929), sergeants report (1944), Establishment of NCERT (1961), Establishment of Regional colleges of Education (1963-65), Kothari commission (1964-66) and Indian Association of Teacher Education (1965).

UNIT -II: EMERGING TRENDS IN EDUCATION
Research and Development future Trends – Innovation change – Development of the new Educational establishment – systemization of the materials of instruction – Developments in hardware& software – Information storage and retrieval – standardization .

UNIT- III: PHILOSOPHICAL PERSPECTIVES OF EDUCATION AND ISSUES
Philosophy of Education: Meaning and significance; Philosophies of life and Education; Philosophical Issues in Indian Education viz. Metaphysical Issues: Metaphysics as a basis of religion, ethics, aesthetics and morality and Epistemological issues: Meaning and scope.

UNIT -IV: SOCIAL STRUCTURE AND CULTURAL PERSPECTIVES
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 cultural agencies of socialization.

References
1. Kochhar – S.K.(1991) – Pivotal Issues in Indian Education, New Delhi : steeling publishers private limited.
2. Lokman Ali- Teacher Education
3. Mukerji S.N.(1976), Education in India- Today and Tommorrow. Vadodarda: Acharya Book Depot.
4. NCTE (1998), policy perspective in Teacher Education critique and Documentation, New Delhi.
5. Rawat,P.L.(1991),- History of Indian Education ,Agra: Ram Prasad and sons.
6. Shukla,P.D.(1996), The New Education policy in India, New Delhi: Steeling publishers pvt .Ltd.
7. Singh, R.P(1970)- Education in Ancient and medieval India, Delhi : arya Book Depot

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TRAINING IN EDUCATIONAL SOFTWARE (SPSS)
Paper Code: EDU1526P

Number of Credits: 3

UNIT- I:
Introduction to SPSS- An over view of SPSS for windows, SPSS windows processes: Mouse and key board processing, frequently – used dialogue boxes, editing output, printing results, and the options. Option – creating and editing a data file- managing data- graphs- creating and editing graphs and charts.

UNIT- II:
Frequencies- descriptive statistics- cross tabulation and chi-square analyses. The mean procedure- t-test , F-test procedure.

UNIT- III:
The one way: ANNOVA procedure- General linear models- simple linear regression- multiple regression analysis- non parametric procedures.

UNIT- IV:
Reliability analysis- co-efficient alpha (a) and split-half reliability. Analysis:- factor analysis- cluster analysis and discriminant analysis.

UNIT- V:
General linear models; MANOVA and MANCOVA- logistic regression- hierarchical log linear models- geneae loglinear models- residuals; analyzing left over variance.

References:
1. Davison, M.L (1992) Multidimentional scaling. New York.
2. Fox, James; Levin, Jack (1994) Elementary statistics in behavioral research New York.
3. Gonick, Lacry & Smith, woolcott (1993) The cartoon guide to statistics. New York, Harper perennial.
4. Gorsuch, R.L (1983) Factor analysis. Hills dale, N.J.
5. Norusis, Marija (2009) SPSS 17.0 Advanced   statistical procedures companion. Upper Saddle River, NJ: Prentice Hall.
6. Norusis, Marija (2009) SPSS 17.0 Guide to data analysis, Upper Saddle River, NJ: Prentice Hall.
7. SPSS for windows step by step (A simple guide and reference). Darren George, Paul Mallery, Tenth edition.
8. Weisberg, Sanford (2005) Applied linear regression, Third edition, New York.

SEMESTER-III

MEASUREMENT AND EVALUATION IN EDUCATION
Paper Code: EDU1527C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
- familiarize the students with theoretical background of educational measurement and evaluation.
- develop competence in construction and standardization of various measuring instruments.
- make the future teacher educators aware about major reforms in educational testing and assessment.
- acquaint the students with the basic concepts in educational measurement and evaluation.
- develop competencies in standardizing different types of measuring instruments.

UNIT I   INTRODUCTION TO MEASUREMENT AND EVALUATION
Concept of measurement and evaluation; meaning; definitions; historical background; Difference between measurement; assessment; testing; examination and evaluation; Scales of measurement (nominal, ordinal, interval and ratio); Types of evaluation: - summative, formative; Characteristics of evaluation; Steps in the process of evaluation; Need of evaluation for quality maintenance-quality improvement.

UNIT-II: THEORIES AND PRACTICES OF TESTING
Types of tests (Psychological, Teacher made and standardized tests and Performance test); Criteria of good test (Reliability, Validity, Objectivity, Practicability, Usability, Comprehensiveness, Discriminative Power, Adequacy); Types of Reliability and Validity, methods of finding out the Reliability and Validity; Standardization of test-meaning and norms; Steps of construction, Administration and execution of different types of teacher made test.

UNIT –III: TECHNIQUES AND TOOLS OF EVALUATION

Techniques of evaluation (Interview, Observation, Self-reporting, Sociometry) – meaning and uses; Tools of evaluation – Subjective and objective tools; Tests, rating scales (different types), Schedules, Check list, Anecdotal record, cumulative record, inventory, questionnaire – meaning and uses; Diagnostic tests and remedial measures.

UNIT – IV: MEASUREMENT OF DIFFERENT ASPECTS OF AN INDIVIDUAL

Attitude - meaning , measurement (Thurstone , Likert Method); Interest – meaning, measurement (Kuder Preference, strong Campbell interest inventory); Intelligence – meaning and measurement (Individual and group test – verbal, non-verbal and performance): Personality – meaning and measurements (Projective techniques : Rorschach and Thematic Apperception Test); Motivation and Creativity

UNIT - V: REFORMS IN EDUCATIONAL TESTING AND ASSESSMENT

Grading – concept, types, merits and demerits; Semester system and Credit system - concept, merits and demerits; Question Bank - steps for preparation, merits and demerits; Continuous and comprehensive evaluation; Open book examination – concept, merits and demerits; Use of computers in various phases of evaluation; Recent researches in educational testing and assessment.

References

1. Alkin, M.C (2004). Evaluation roots : tracing theorists' views and influences. New Delhi : Sage Publications
2. Bloom, S.B. Hastings , J.T. and Madans, G.F. (1971). Handbook on Formative and Summative Evaluation of student learning. New York : McGraw – Hill Book Co.
3. Cronbach, L.J. (1970). Essentials of psychological tsting (3rd edition), New York, Harper & Row Publishers.
4. Ebel, R and Frisible, D. (2003). Essentials of Educational Measurements. New delhi : Prentice Hall of India.

EDUCATION AS A FIELD OF STUDY
Paper Code: EDU1528C

Number of Credits: 4

Course Objectives:

After completing the course, the student will be able to:

*   understand the nature of education as a discipline /an area of study.
*   examine issues related to education as interdisciplinary knowledge.
*   understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised.
*   examine critically the theories and 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.
*   examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.

- reflect on the multiple contexts in which the school and teacher education institutions are working.
- discuss the emerging dimensions of school and teacher education.

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 and contexts related to issues that are unique to education discipline, sustainable education such as schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc their linkage to pedagogy and practices; Critical analysis of education as a discipline /area of study; School education: Contemporary challenges; Prioritizing the aims of Indian education in the context of a democratic, secular, egalitarian and human society.

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 insight 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 in planning, management and monitoring of school and teacher education in relation to behavioural management and its allied principles.

UNIT- III: SOCIO-CULTURAL CONTEXT OF EDUCATION

Social purposiviness of education; Understanding Indian society –with reference to multilingual and multicultural and other diversity, appropriate approaches for teaching young children in the context of diversity; Process of socialization and acculturation of the child 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.

UNIT- IV: SCHOOL CONTEXT

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

UNIT- V: SUPPORT SYSTEMS OF EDUCATION

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

Sessional work:
Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

References

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

CURRICULUM: PRINCIPLES AND FOUNDATIONS
Paper Code: EDU1529C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
- comprehend the Curriculum as afield of study .
- learn the principles and Models of curriculum development.
- analysis the Anatomy of the Curriculum.
- enumerate the problems involved in finalizing the curriculum designs.
- critically analyze the process involved in Curriculum Designing .

UNIT I : MEANING AND HISTORY OF CURRICULUM

Introduction:Curriculum,Historical Evolution of Curriculum- Curriculum as a field of study-Curriculum as : course content, experience, plan for action, course design, instructional material. Curriculum design, curriculum construction and Curriculum Engineering.

UNIT II : PROCESS AND PRINCIPLES OF CURRICULUM DEVELOPMENT

Bases of Determinants of Curriculum - Philosophical foundations of Curriculum, Sociological foundations of curriculum, Psychological foundations of Curriculum

UNIT III : PRINCIPLES AND MODELS OF CURRICULUM DEVELOPMENT

Principles of Curriculum development, Steps in Curriculum development, Models of curriculum development – Hilda Taba model, need assessment model, Futuristic model

UNIT IV : ANATOMY OF CURRICULUM

Criteria for selection of content , learning activities and organization, Organization by subjects- Co-relation of different subjects, Organization by unit-Subject matter units, experiences units, Core curriculum, Activity Curriculum, Interdisciplinary Curriculum and Hidden Curriculum

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. Robert .S.Zais(1934) Curriculum Principles and Foundations,Newyork:Thomas y.C0well company.
3. Taba, Hilda, (1962) **Curriculum Development: Theory and Practice**: New York: Harcourt Brace Jovanovich.
4. Dewey, John (1916) **Democracy and Education**. New York: The Macmillian Company.
5. Kerlinger, Fred N. (1965) **Foundations of Behavioural Research**: New York: Hott, Rineont and Winston.
6. Robert S. Zais (1976) **Curriculum: Principles and Foundations**, New York: Thomas Y. Crowell Company, Inc.
7. Sharma, R A (2009**), Curriculm Development and Instruction**, Meerut
8. **Arulsamy,S.(2010) Curriculum Development**, Hyderabad: Neelkamal Publications Pvt. Ltd.

ECONOMICS IN EDUCATION
Paper Code: EDU1530C

Number of Credits: 4

Course Objectives:

After completing the course, the student will be able to:

- acquaint with the basic concepts of economics of education.
- acquaint with the concept of education as a major determinants of economic development.
- gain awareness of the productivity of education in economic development.
- acquaint with the concepts, nature, principles and procedures of educational planning.
- understand the concept of educational planning of educational financing in India.

UNIT-I: ECONOMICS OF EDUCATION

Meaning, Aims, Scope and Significance; Education as Consumption; Education as Investment; Difficulties in treating Education as consumption / investment; Education and Economic

Development; Indicators of Human Resource Development; Process of Human Resource Development; Education and Economic Development.

UNIT-II: COST ANALYSIS & BENEFIT ANALYSIS
Cost of Education; Components of educational costs; Methods of determining costs; Problems arising in the application of the concept of costs in education; Concept of Cost Benefit Analysis; Private Returns and Social Returns; Measurement of Benefits in Education.

UNIT-III: EDUCATIONAL PLANNING & EDUCATIONAL FINANCE
Concept; Need and Goals of Educational Planning; Principles of Educational Planning; Approaches of Educational Planning; Educational Planning in India since Independence; Principles of Financing Education; Methods; Resource; Grant-in-aid-scheme; Privatization of Education and Problems.

UNIT-IV: EDUCATION AND MANPOWER PLANNING
Concept of Manpower Planning; Forecasting Manpower needs; Techniques of Manpower forecasting; Limitation of Manpower forecasting

UNIT-V: EDUCATION AND UNEMPLOYMENT
Causes of educated unemployment; Estimating unemployment; Problems of unemployment and Education; Effects of educated unemployed on economy; Various remedies and schemes for employment.

References

1. Alex, V. ALexender : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
2. Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
3. Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
4. Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
5. Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
6. Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.
7. Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.
8. Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
9. Natarajan, S. : Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
10. Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
11. Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
12. Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
13. Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1992.
14. Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.

15. Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.
16. UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.
17. Vaizey, J.: Costs of Education, London : Feber , 1962

EDUCATIONAL MANAGEMENT AND ADMINISTRATION
Paper Code: EDU1531E
(Self-study paper)

Number of Credits: 2

Course Objectives:
After completing the course, the student will be able to:
- become efficient teacher and administrator in Education
- have acquaintance with leadership and it various Education concept.
- perceive the recent trends in Educational management and administration .
- know the role of state and central government for educational administration
- gain insight into supervision
- understand the educational planning of education.
- achieve the management skills.

UNIT-I: EDUCATIONAL MANAGEMENT
Educational management – meaning-concept, scope of Educational Management and need of Educational Management; Development of communication – Decision making - Factors influencing decision making; Total quality management in Education– importance – Development of TQM; Organisational structure- need to improve the Organizational structure – Type of organizational structure; Approaches to management – Abraham maslow – Human relation approach.

UNIT – II: LEADERSHIP IN EDUCATIONAL ADMINISTRATION
Leadership – Meaning, Nature and Scope; Theories of Educational Administration and application- need and application; Need of Leadership style and Meaning of Leadership style; Importance of leadership quality in Educational institutions; School improvement and Reforms - Capacity building-need for quality.

UNIT – III: EDUCATIONAL ADMINISTRATION IN INDIA
Educational Administration –meaning ,goals, scope and concept; Recent trend of Educational Administration in India - Educational Authorities in India; Role of centre, state, local bodies in education administration – Role of NAAC; Constitutional provisions, centre – state relation in education; Role of private institutions – role of government institutions – remedial measures.

UNIT – IV: EDUCATIONAL PLANNING AND MANAGEMENT SKILLS
Educational planning- meaning , objectives, nature and scope; Approaches to Educational planning; Social demand approach, Rate of return approach and man power requirement approach; Institutional planning – importance- Man power forecasting – man power planning of MHRD; Function of supervisors, defects in existing system of supervision and remedies. Management skills, meeting skills, delegating principals and time management;

Practical Work

Report on Management of Educational institutions.

References

1. **Bush, Tony (2006)** . Theories of Educational leadership and management, alpha publication, New Delhi.
2. **Chandrasekaran, P**. Educational planning and management Meerut, India Surya publication
3. **J.C.Aggarwal:** Educational Administration
4. **Kulbhi Singh Sidhu:** School Organization and Administration.
5. **Matur, S.S.,** Educational Administration and Management, Ambala Cantt, Indian publication.
6. **S.N. Mukerji:** Administration of education in India

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION
Paper Code: EDU1532E
(Self-study paper)

Number of Credits: 2

Course Objectives:

After completing the course, the student will be able to:

- understand the scope of ICT and its applications in the teaching –learning process.
- understand the means of ICT integration in teaching learning process.
- explain the computer components and software and hardware approach in Education.
- describe the instructional applications of Internet and Web resources.
- translating the process of using the application software for creating documents, database, presentation and other media applications.
- list out the uses of computer technology in teaching, learning, training and research,
- avail the various aspects of data analysis software,
- establish the various skills in using computer technology for sharing of information and ideas through the Blogs and Chatting groups,
- substantiate the process of locating the research studies available in the Internet and use of on-line journals and books,
- comment on the utility of professional forums and professional associations in use of computer technology.
- analyze the concept of courseware and various formats of courseware,
- critically evaluate the process of preparation of courseware and the technical aspects of courseware,
- designing the courseware management system in Intranet and Internet environments,
- explain 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; Applications of Information and Communication Technologies: Classroom and ICT; Professional Development and ICT

UNIT-II: COMPUTER FUNDAMENTALS, INTERNET AND THE WORLD WIDE WEB: CONCEPTUAL FRAMEWORK

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 Package – installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity; Exploring and Exploiting the Educational Web-sites; Critically examining the content of websites; using the web as a teaching-learning resource; Academic and Research Contents 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 -V: USE OF ICT IN THE CONDUCT OF RESEARCH AND RESEARCH COMMUNICATION

Use of ICT in Research including on-line researches; 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.

References
1. Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
2. Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
3. Horton, W (2001): Designing web-based Training John Wiley & Sons.
4. Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
5. Phillips. R (1997) Interactive Multimedia London: Kogan Page.
6. Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
7. Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
8. Schank, R.C. (2001) Virtual Learning McGraw Hill.
9. Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
10. 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].

INSTITUTIONAL VISIT
PAPER CODE EDU1533P   **Number of Credits: 2**

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

EXPOSITORY AND ACADEMIC WRITING
PAPER CODE EDU1534P   **Number of Credits: 2**
(Self-study paper)

Objectives of the course are
1)   Basic units in written texts (phrases, clauses, sentences, paragraphs); connecting text units correctly and effectively: Punctuation
2)   Connecting text units correctly and effectively: Punctuation
3)   Lexis and spelling conventions; how to use a dictionary effectively.
4)   Academic genres: Reports, essays, research papers and dissertations.
5)   Classroom practice: Problem solving in writing.
6)   The writing process: Drafting, revising and proofreading.

UNIT-I- WRITING PROCESS
 Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers.

UNIT-II- ELEMENTS OF WRITING
Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters:

UNIT-III-SOURCES
Assess the usefulness and reliability of sources, including Internet sources. Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources; document sources properly

UNIT-IV-READING
Writing to real-world situations: Readings come from a variety of disciplines and cover topics including economics, ethnicity and gender discrimination, and conflict resolution.

SESSIONAL WORK
1.This course is structured as a writing workshop, where students write multiple drafts of their essays, receiving feedback from the instructor as well as from their peers at every step. This stresses the notion of writing as a process, and secondary assignments range from research proposals to draft outlines and even research notes.

2. This is the nature of a writing course; student writing is evaluated on the basis of these categories, as well as the progress they make through the revision process.

SEMESTER-IV

VALUE EDUCATION AND HUMAN RIGHTS EDUCATION
Paper Code: EDU1535C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
- understand the need and importance of Value Education.
- study the nature and types of values and human rights.
- know the various agencies of human rights
- understand the process and stages of value development.
- acquaint students with the National and International values for Global development.
- acquaint the students with the application of various strategies of value development

UNIT – I: CONCEPTUAL FRAMEWORK OF VALUE EDUCATION
Need and importance of Value Education; Meaning, Nature and Scope of Value Education; Objectives of Value Education; Types of values-Competent, Instrumental, Terminal, Extrinsic and Intrinsic Values; Basis of values: Philosophical, Psychological and socio-cultural; Inculcation of Human values – Approaches and strategies; Indian Culture and Human Values; Status of value education in schools.

UNIT-II: THEORIES, MODELS AND APPROACHES OF VALUE DEVELOPMENT
Theories of Value Development- Psycho-Analytic Approach, Learning Theory Approach Especially Social Learning Theory Approach, Cognitive Development Approach (Piaget and Kohlberg); Models of Value Development-Value Analysis, Inquiry, Social Action; Approaches-Direct and Indirect Approach, Integrated Concurrent Approach (ICA).

UNIT III: VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT: NATIONAL AND INTERNATIONAL VALUES
Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity; Competency Based Values- Subject wise (Languages, Social Sciences, Science, Maths etc.) Social Values - Pity and probity, self control, universal brotherhood; Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith; Religious Values - Tolerance, wisdom, character; Aesthetic values - Love and appreciation of literature and fine arts and respect for the same; National Integration and international understanding.

UNIT – IV: CONCEPTUAL FRAMEWORK OF HUMAN RIGHTS
Meaning, Objectives, Nature and Scope of Human Rights; Content of Human Rights Education; Obstacles and Barriers in Implementing Human Rights; Education as an Agency to Sensitize Students towards Human Rights.

UNIT – V: TYPES AND AGENCIES OF HUMAN RIGHTS

National and International Agencies of Human Rights; Role of Schools and NGOs in Human Rights Education; Various types of Rights- Civil, Political, Economic, Social and Cultural Rights; Teacher Preparation for Protecting Human Rights.

References

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2. Bhatt, S.R.(1986), Knowledge, Value and Education: An axionoetic analysis, Delhi: Gian Publications.
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4. Josta, Hari Ram (1991), Spiritual Values and Education, Associated Press, Ambala.
5. Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corporation.
6. Kluckhokhn, C. (1961), "The Study of Values". In D.N. barett (ed), Value in America, Norte Dame: University of Norte Dame Press.
7. Kothari D.S. "Education and Values", Report of the orientation course cum-workshop on Education in Human Values. New Delhi.
8. Malhotra P.L. (1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi: N.C.E.R.T.
9. Mascarenhas, M. and Justa, H. R. ed.(1989), Value education in schools and other essays, Delhi: Konark.
10. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
11. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
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13. Rokeach, M. (1978), The Nature of Human Values, New York : Jessy Brassm.
14. Samporan Singh (1979), Human Values, Jodhpur: Faith Publications.

DISASTER MANAGEMENT EDUCATION
Paper Code: EDU1536C

Number of Credits: 4

Course Objectives:

After completing the course, the student will be able to:

- acquire adequate knowledge about disasters
- understand the management techniques and strategies of disasters
- gain practical knowledge of various techniques used in disasters
- gain awareness of the various impacts of disasters
- develop the skill of using safety measures during disasters
- apply the mitigation strategies in the future
- acquire the skills necessary during emergency

UNIT- I: INTRODUCTION TO DISASTER MANAGEMENT
Introduction – Scope – Need – Natural disaster – Earthquakes, drought, floods, cyclones, landslides & tsunami; Manmade disaster – Technological – Industrial – components – Impact on Environment – General – Economic – Social – Political.

UNIT- II: STRATEGIES AND MANAGEMENT
Meaning – Strategies – Four phases of activity – Risk assessment – Risk prevention – Preparedness – Emergency response – some disasters and their management – Role of Government – Disaster management in India.

UNIT- III: RISK MANAGEMENT PROCESS
Hazards – vulnerability factors – coping capacities – outputs from risk assessment – Global Insecurities and their linkages to disaster risk management process.

UNIT- IV: PREPAREDNESS, PREVENTION / MITIGATION
Key preparedness – Emergency co-ordination centers – Early warning systems – Damage assessment & Need with the help of media – Evacuation & camp management; Framework for prevention and mitigation – structural mitigation – community based disaster management – Institutional and Legal mechanisms – Role of public awareness – Preparation of mitigation strategies.

UNIT-V: USE OF TECHNOLOGIES
Geographical Information system (GIS) – Remote sensing (RS), Global positioning system (GPS), Data Mining (DM), Global Tele communication system (GTS), Disaster Analyzer and Tracking Environment (DATE), Information Communication system (ICS).

PRACTICUM:
1. Visit the Institutions such as NGRI, NIRD and prepare a list of natural disaster-prone areas in India & Andhra Pradesh
2. Conduct a study (interview officials & people) about the consequences of natural disasters and prepare a comprehensive report with a list of pictures/ photographs and clippings showing the damage caused by disasters
3. Study the role of any one of the Newspapers of your locality and write a report as to how it is contributing in awareness raising, education & opinion building to save human lives and protect property

References
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5. Bose, B. C. (2009). Modern Encyclopaedia of Disaster and Hazard Management. New Delhi: Rajat Publications.
6. Carter W. Nick (1992): Disaster management – A disaster manager's handbook. Asian Development bank. Philippines
7. CBSE textbooks – How to make a plan for community exercise- UNDP; Min. of Home Affairs
8. Dave, P. K. (2009). Emergency Medical Services and Disaster Management: A Holistic Approach. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd.
9. David A. (1993): Natural disasters. UCL Press London & Research Press, New Delhi
10. Disaster management & technology promotion – Technological information forecasting academic council (TIFAC)
11. Disaster Management Act- 2005
12. Ghosh, G. K. (2008). Disaster Management. New Delhi: A.P.H Publishing Corporation. Goel, S. L. (2008). Disaster Management. New Delhi: Deep & Deep Publication Pvt. Ltd.
13. Kumar, A. (2008). Disaster Management : Recent approaches. New Delhi: Anmol Publications
14. Narayan, B. (2009). Disaster Management. New Delhi: A.P.H. Publishing Corporation. Kumar, N. (2009). Disaster Management. New Delhi: Alfa Publications.
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17. Singh, R. B. (2008). Disaster Management. New Delhi: Rawat Publications.
18. Sinha D.K (1992): Natural Disaster reduction for nineties: Perspectives, aspects & strategies. International Journal services, (Publications Division), Kolkata
19. Videos covering prevention, preparedness, rescue, relief and rehabilitation – UNDP, Min. of Home Affairs
20. World Disaster Reports
21. www.fema.gov

GENDER DISPARITY IN EDUCATION
Paper Code: EDU1537C

Number of Credits: 4

Course Objectives:
After completing the course, the student will be able to:
*   understand the basic concepts relating to gender and to provide logical understanding of gender roles.
*   gain awareness on various perspective of body and discourse on power relationship.
*   gain insight on cultural construction of masculinity and femininity.
*   trace the evolution of gender studies from women's studies.

UNIT- I: INTRODUCTION
Sex and Gender; Types of Gender; Gender Roles and Gender Division of Labour; Gender Stereotyping and Gender Discrimination; the Other and Objectification; Male Gaze and Objectivity.

UNIT- II: GENDER PERSPECTIVES OF BODY
Biological, Phenomenological and Socio-Cultural Perspectives of body; Body as a Site and Articulation of Power Relations; Cultural Meaning of Female Body and Women's Lived Experiences; Gender and Sexual Culture Richard Freiherr von Krafft-Ebing, Henry Havelock Ellis and Sigmund Freud

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

UNIT- IV: SOCIAL CONSTRUCTION OF MASCULINITY
Definition and Understanding of Masculinities; Sociology of Masculinity; Social Organization of Masculinity and Privileged Position of Masculinity; Politics of Masculinity and Power; Media and Masculine Identities

UNIT V: WOMEN'S STUDIES AND GENDER STUDIES
Evolution and Scope of Women's Studies; From Women's Studies to Gender Studies: A Paradigm Shift; Women's Studies vs. Gender Studies

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

Practicum
Gender auditing in Panchayat Raj Administration

References
1. Ambedkar, S. N. and Nagendra, Shilaja (2005) Women Empowerment and Panchayati Raj. Jaipur: ABD Publishers.
2. Brush, Lisa D. (2007) Gender and Governance. New Delhi: Rawat Publications.
3. Jha, Ashok Kumar (2004) Women in Panchayat Raj Institutions. New Delhi: Anmol Publications Pvt. Ltd.
4. Jha, Deepika (2010) Women in World Politics. New Delhi: Pearl Books.
5. Nandal, Roshini (1996) Women Development and Panchayati Raj. Rohtak: Spellbound Publications Pvt. Ltd.
6. Saxena, Alka (2011) Role of Women in Reservation Politics. New Delhi: Altar Publishing House.
7. Saxena, Alka (2011) Situational Analysis of Women in Politics. New Delhi: Altar Publishing House.
8. Saxena, Alka (2011) Women and Political Leadership. New Delhi: Altar Publishing House.

SUGESTED READINGS
1. Panda, Smita Mishra (ed.) (2008) Engendering Governance Institutions: State, Market and Civil Society. London: Sage Publications.
2. Singh, Narpat (2008) Changing Status of Women. Delhi: Vista International Publishing House.
3. Singh, Preeti (2010) Women and Politics Worldwide. New Delhi: Axis Publications.

PROFESSIONAL CAREER SKILL DEVELOPMENT
(SELF STUDY & ACTIVITY BASED COURSE)
Paper code: EDU1538E

Number of Credits: 2

Note: No Instructor is required for this course. However a special seminar or workshop may be conducted twice in a semester.

Course Objectives
After the completion of the course the students will be able to
- Understand how professional Career skills can help with a successful transition into a professional setting.
- Become acquainted with concepts of career planning, offering a systematic approach to life-long career decision-making.
- Learn about resources and information that can be utilized in career decision making and goal setting when exploring career options.
- Assess personal and professional skills required to achieve strategic goals
- Understand and enhance interpersonal communication process
- Understand the importance of various skills involved in developing enriching interpersonal relationships.
- Understand and handle emotions of self and others.
- Understand the necessity and importance of working together as a team
- Understand the skills tested and participate effectively in Group Discussions.
- Attend any type of interview with confidence borne out of knowledge gained and practice session

UNIT- I: PROFESSIONAL CAREER DEVELOPMENT
Introduction to Career Development ; Career planning - Steps in the career planning, Self-Assessment, Identifying Professional Talents, Career Exploration; Professional Resume-Developing Professional Resume, Enhancing Professional Resume, resume critique, Preparing Career and Internship Cover Letters, and LIT.

UNIT – II: PERSONAL AND PROFESSIONAL SKILLS

Personal skills:- time management - using time effectively, analysing time spent to improve productivity, setting SMART (specific, measurable, achievable, realistic, time-based) objectives, prioritising work tasks, dealing with time wasters, effective delegation; stress management; problem solving skill; decision making skill; critical and creative thinking skill.

Professional skills:- counselling and mentoring to support staff with their own learning and development requirements; writing skills; coaching skills; leadership skills; multi-tasking skill; using occupational standards to identify competencies; continuing self-development to meet requirements for professional bodies - learning new skills and knowledge, developing in current and future job roles; leading and chairing meetings; delivering effective presentations

UNIT- III: COMMUNICATION AND TEAM WORK

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

UNIT- IV: INTERNET AND SOFT SKILLS

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

SUGGESTED PROJECTS

-Interview Skills Assessment
-Interview Preparation Personal Qualities
-Mock Interview
-Personality Type
-Resume Preparation Techniques
-Preparation of Sample Resumes
-Preparation of Cover Letter
-Professional Correspondence
-Internet Career and Job Research
-Professional Career Portfolio (Mandatory)
-Network Partner Database Creation

References

1. Allen, M., and Adair, J. (2003), The Concise Time Management and Personal Development
2. Beebe, T. and Mottet, X. (2014) Business and professional communication: Principles and skills for leadership. New York, NY: Pearson.
3. Feller, Honaker, and Zagzebski (2002). Theoretical voices directing the career development journey: Holland.
4. G. Ravindran, S.P. Benjamin Elango and L. Arockiam(2007), " Success Through Soft Skills".
5. Gold J, Thorpe R and Mumford A (2010), Leadership and Management Development, CIPD.
6. Megginson D and Whitaker V (2007), Continuing Professional Development, CIPD.
7. Owen J (2009), How to Lead, 2nd Edition- Prentice Hall.

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9. Trilling, B., Fadel, C. (2009). The Future of Work and Careers in 21st Century Skills, John Wiley.

Websites

10. www.businesslink.gov.uk Interactive tools for creating a personal development plan through assessment of management and leadership skills
11. www.cipd.co.uk Chartered Institute of Personnel and Development
12. www.managementhelp.org Articles on leadership development
13. planning and self-assessments for personal and professional development
14. www.management-standards.org.uk Chartered Management Institute
15. www.mindtools.com Time-management tools and activity logs

DISSERTATION
EDU 1539P

Number of credits-8

Submission of thesis is compulsory

One credit is equal to 25 marks

Evaluation Pattern:
Maximum Marks: 50 (IA 10 + UE 40)
Question Paper Pattern: CBCS pattern