BHARATHIAR UNIVERSITY: COIMBATORE – 641 046
DEGREE OF MASTER OF EDUCATION (M.Ed.) (Regular)
(Semester pattern)
(Effect from the academic 2019 – 2020 batch 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, develop research capacities, and leading to specialization in elementary education, secondary and higher secondary education.

II.   Programme objective for the entire programme

Objectives of the programme will be learners able to:

PO 1 – Gain insight and reflect on the concept and the status of pre-service and in-service teacher education.

PO 2 – Acquaint with the content, organization of pre-service teacher education, curriculum, infrastructure, resources needed, and problems related to teacher preparation.

Po 3 – Examine the existing pre-service and in-service teacher education programmes from the point of policy and its relevance to the demands of present day school realities.

PO 4 – Involve in various activities and processes of a teacher education institution, in order to gain the insight into the multiple roles of teacher educators and understand the organizational culture.

PO 5 – Develop competence in organization and evaluation of various components of pre-service and in-service teacher educational programmes.

PO 6 – Design in-service teacher professional development programme/activities based on the needs of teachers

PO 7 – Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.

PO 8 – Understand and appreciate the research perspectives on various practices in teacher education.

PO 9 – Develop professional attitudes, values and interests needed to function as a teacher educator.

PO 10 – Involve in Outcome Based Education in all subjects.

III.   Duration and Weight age of the Programme

Total number of credits: **90 credits** including research dissertation and additional **2 credits** for SWAYAM MOOCs- Online course.

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/course

i)   B. Ed
ii)   B. A., B. Ed. / B. Sc., B. Ed.
iii)   B. El. Ed.
iv)   D. El. Ed.

Reservation norms will be adopted as per the rules of the State Government /NCTE /University.

V.   Sanctioned Strength

Twenty Five

VI.   Medium of Instruction

The medium of instruction is English

M.Ed. – Semester Wise Syllabus and Scheme

Semester		Subject Code	Title of the Paper	Hours/ Week	Internal	External	Total Marks	Total Credits
I	CORE – I	1A	Philosophical and Sociological perspectives of Education	5	25	75	100	4
	CORE – II	1B	Psychology of Learning and Development	5	25	75	100	4
	CORE – III	1C	Basics of Educational Research	5	25	75	100	4
	ELECTIVE-I	1E1	Early Childhood Care and Education	5	25	75	100	4
		1E2	Basis of Elementary Education					
	TOOL COURSE-I	1T1	Preparation of Research Proposal	1	25	-	25	1
	TOOL COURSE-II	1T2	Professional Career Skill Development (Activity Based)	2	50	-	50	2
II	CORE –IV	2A	Curriculum Design and Development	5	25	75	100	4
	CORE – V	2B	Historical, Political, and Economical Perspectives in Education	5	25	75	100	4
	CORE – VI	2C	Advanced Educational Research and Statistics	5	25	75	100	4
	ELECTIVE-II	2E1	Basis of Secondary and Higher Secondary Education	5	25	75	100	4
		2E2	Curriculum, Pedagogy and Assessment					
	TOOL COURSE-III	2T	Training in Educational Software(SPSS)	4	75	-	75	3
	INTERNSHIP TRAINING-I	2IT	Internship Training- Preparation of Video Package for three weeks	-	100	-	100	4
III	CORE – VII	3A	Pre-service and In-service Teacher Education	5	25	75	100	4
	CORE – VIII	3B	Education as a Field of Study	5	25	75	100	4
	ELECTIVE-III	3E1	Financing of Education	5	25	75	100	4
		3E2	Environmental Education					
	ELECTIVE-IV	3E3	Inclusive Education	5	25	75	100	4
		3E4	Educational Management and Administration					
	TOOL COURSE-IV	3T1	Expository and Academic Writing	2	50	-	50	2
	TOOL COURSE-V	3T2	Self-Development; Yoga Education	4	75	-	75	3
	TOOL COURSE-VI	3T3	Construction and Standardization of Research Tool	1	25	-	25	1
	INTERNSHIP TRAINING-II	3IT	Internship Training- Visit to Teacher Education Institution for three weeks	-	100	-	100	4
IV	CORE-IX	4A	Gender Disparity in Education	5	25	75	100	4
	CORE-X	4B	Teacher Education for 21st Centaury	5	25	75	100	4
	ELECTIVE-V	4E1	Recent Trends in Higher Education	5	25	75	100	4
		4E2	Technology of E-learning					
	TOOLCOURSE-VII	4T	Training in Communicative Skills	2	50	-	50	2
	Dissertation and Viva-Voce	-	Dissertation and Viva-Voce		80	120	200	8
			SWAYAM –MOOCs – Online 4weeks Course**	_	_	_	-	2
			Total				2250	90

**SWAYAM –MOOCs − Online 4 week's course is mandatory and it should be completed within
third semester @ Total marks and credits excluding SWAYAM-MOOCs Course.

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M.ED (CBCS PATTERN)

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
Answer all the five questions. Each essay type question carries 10
Marks.

Question paper setting will be followed Blooms Taxonomy.

Internship/ Field Attachment

1. **Prepare a Video Package in Subject-wise**

He/ She is required to prepare a CAI/Instructional Video Package in concern discipline. Duration of the internship programme will be 3 weeks. Hundred marks will be awarded both preparation of video-package (60 marks) maximum and presentation (40 marks) maximum.

2. **Visit to Teacher Education Institution**

Each student will have to undergo internship training to Teacher Education Institution for 3 weeks (during the third semester). He/ She has to teach B.Ed. student-teachers in his/her subject concern and it will be observed by the college mentor and University faculty. He/ She is required to submit the report of the Educational Institution on completion of the Internship Training signed by the both mentor and university faculty. Hundred marks will be awarded for both records submission (60 marks) and presentation (40 marks).

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, the guide will award marks for a maximum of 40 while the external examiner will award marks for a maximum of 60.

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.

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	

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SEMESTER-I

Title of the Subject: Philosophical and Sociological   **Number of Credits: 4**
Perspectives of Education
Code No. **:** EDU18PC01   **No. of Teaching hours:** 5/week

Course Objectives:
After completing the course, the learner will be able to:
- Understand the scope and application of educational philosophy.
- Expose the different mode of philosophical enquiry as a basis of all education 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 role of different elements in the process of socialization.
- Understand the importance of education for socially and economically disadvantaged.
- Critically analyze the current issues in Indian society and education.

UNIT 1: PHILOSOPHY AND EDUCATION
Educational philosophy: - Concept and meaning, need, nature, scope and functions – relationship between philosophy 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: Jainism, Buddhism, Vedanta and Islamic with respect to aims, curriculum, teaching methods and discipline. Western Schools: Idealism, Realism, Naturalism, Pragmatism and Existentialism with respect to aims, curriculum, teaching methods and discipline.

UNIT 3: EDUCATIONAL CONTRIBUTIONS OF INDIAN 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: SOCIOLOGY OF EDUCATION
Socialization- meaning, concept and nature – Cultural lag- Role of Primary Education, Secondary Education, Higher Secondary Education, Higher Education, Religion, Culture and Economics in the process of socialization- Social problems in Teacher Education- Education for socially and economically disadvantaged section of society.

UNIT 5: CURRENT ISSUES IN THE CONTEXT OF EDUCATION AND INDIAN SOCIETY
Education & Neo-Colonialism, Neo- capitalism & Neo-liberalism-Divergence of the State, society& Education -Education & Lawlessness - Education & Adhocism -Education: Equity & Equality- Education & Secularism - Identity & Autonomy of Indian Education -Educational Determinism & Challenges of the Indian Society.

Course Outcomes:
The teacher-educators will be able to

CO 1 – Analyze the philosophical assumptions & operations to education
CO 2 – Contrast Indian & Western Philosophies
CO 3 – Collect the documents related to great Philosophers
CO 4 – Discuss on Philosophical thoughts.
CO 5 – Learn the current issues in Education system.

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3. https://courses.lumenlearning.com/sociology/chapter/theoretical-perspectives/
4. http://wikieducator.org/SOCIOLOGY_OF_EDUCATION
5. https://plato.stanford.edu/entries/education-philosophy/

Course Prepared by: Mr. M.Balasubramaniam

Course Verified by: Dr. G. Singaravelu

Expert- Dr. S. Mani

Title of the Subject: Psychology of Learning and Development   **Number of Credits: 4**

Code No.   **:** EDU18PC02   **No. of Teaching hours:** 5/week

Course Objectives:
After completing the course, the student-teachers will be able to:
- Understand the role and application of psychology in education
- Understand the various stages of growth and development of an individual
- Understand the learning process and factors involved in learning.
- Understand the various types of personality and adjustment problems.
- Understand learner's diversity.

UNIT-1: EDUCATIONAL PSYCHOLOGY
Educational Psychology: meaning, nature and scope: Contribution of educational psychology to teaching and learning process. Major Schools of Psychology: Structuralism, Functionalism, Behaviourism, Constructivism and Humanism; Methods of Psychology: Introspection, Descriptive, Observation, Case Study, Survey and Experimental.

UNIT-2: HUMAN GROWTH AND DEVELOPMENT
Growth and Development: Concept and Stages; Factors influencing Development - Genetic, Biological, Physical and Environmental. Piaget's theory of cognitive development, Erikson's theory of psychosocial development, Freud's Psycho-analytic Theory, Kohlber's theory of Moral

development, Language development, emotional Development, aesthetic development, Educational Implication.

UNIT-3: LEARNING AND LEARNING THEORIES

Learning: Concept, Nature; attention; Motivation; Remembering & Forgetting; Transfer of learning; Learning Styles. Cognition & Meta Cognition – Educational Implication. Guthri's Cognitive theory of learning, Hull's Drive reeducation theory, Tolman's theory of Purposivism, Lewi's field theory, Bandura's Modeling and observation Learning Theory, Vygotsk's Theory of Social Constructivism.

UNIT-4: PERSONALITY AND ADJUSTMENT

Personality: Meaning and definitions; Determinants of personality: Genetic, Social and Cultural. Theories of personality: Type Theory, Trait Theory, Psycho-analytic Theory, Phenomenological Theory, Learning Theory, Social Behaviouristic Theory; Assessment of personality: rating scales, situational tests, projective tests, personality profiles. Mental health and mental hygiene: Meaning, anxiety, conflicts, frustration, stress and burn-out, mechanism of adjustments. Guidance and Counselling: Nature & type, need, Education implications.

UNIT-5: 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 Disorder (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.

Course Outcomes:
The teacher-educators will be able to
CO 1 – Apply the knowledge of psychology in teaching learning process.
CO 2 – Organize the teaching according to different methods of psychology.
CO 3 – Improve the growth and development with different psychological theories.
CO 4 – Understand and apply different theories learning.
CO 5 – Develops personality according personality theories and apply in teaching learning process
CO 6 – Handle children with different learning disabilities with great care.

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Course Prepared by: Dr. S. Arulsamy

Course Verified by: Dr. G. Singaravelu

Expert- Dr. S. Mani

Title of the Subject: Basics of Educational Research   **Number of Credits: 4**

Code No.   : EDU18TC01   **No. of Teaching hours:** 5/week

Course Objectives:
At the end of the course, the perspective teacher-educators will be able to:

- Acquire knowledge of research in the field of education
- Write a research proposal
- Describe the nature, characteristics, types, advantages and limitations of quantitative and qualitative research.
- Acquire skills to select appropriate population and sampling techniques.
- Acquire skills to construct suitable tests and tools.
- Familiarize with agencies of research
- Understand the scientific enquiry and its applications in education
- Familiarize the students with various methods and techniques of educational research
- Formulate design for undertaking research projects and to construct the tools for data collection.
- Use various statistical techniques in educational research.
- Develop competency in software package for statistical analysis.

UNIT 1: RESEARCH PROCESS IN EDUCATION

Educational Research: Meaning, characteristics, functions and scope, Types of Research in Education: Fundamental, Applied, Action Research and their Characteristics. Steps in research. Identifying the problem: sources of a research problem, statement of a research problem. Objectives and operationalization of key terms. Review of Related Literature: primary and secondary sources and e-resources.

UNIT 2: TYPES OF RESEARCH

Quantitative Research: Meaning, characteristics. Types of quantitative research designs: survey, correlational, comparative, experimental design. Qualitative Research: meaning, characteristics. Types of qualitative research design: case study, grounded theory, ethnography, narrative research, action research, historical research.

UNIT 3: METHODOLOGY IN RESEARCH

Variables: Meaning, types. Sampling: Population area, population, sampling unit, Sampling methods: Probability Sampling: Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling, Cluster Sampling and Non-Probability Sampling: incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling. Techniques: observation, interview projective technique. Tools: rating scale, attitude scale, psychological tests. Development and standardization of research tools, Characteristics of the tools: reliability, validity, usability and practicability. Hypotheses: Meaning, characteristics and types.

UNIT 4: RESEARCH PROPOSAL FOR FUNDING AGENCIES IN EDUCATIONAL RESEARCH

Research proposal: Meaning and need. Steps in Research proposal: Introduction, Statement of the Problem, Review of Related Literature, Research method, Objectives, Hypothesis, Sampling, Tools, Procedures for collecting Data, Bibliography, Time Schedule,

Budget Schedule. Agencies in Educational Research: MHRD, UGC, NCERT, NCTE, ICSSR, ICHR, ICPR, SCERT"s, TANSHE Tamilnadu State Council of Higher Education.

UNIT 5: DESCRIPTIVE STATISTICS IN EDUCATIONAL RESEARCH
Measures of Central Tendency: Mean, Median & Mode. Measures of Dispersion: Range, Mean Deviation, Quartile Deviation and Standard Deviation. Percentiles and percentile ranks, Z-score & T-score, Normal Probability curve, skewness and kurtosis. Graphical representation: Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, and Ogive and Box plot.

Course Outcomes:
The teacher-educators will be able to
CO 1 – Identify the research problems independently
CO 2 – Select prompt research method for research process
CO 3 – Able to collect appropriate reviews for selected problems
CO 4 – Acquire the ability to select samples from research population area
CO 5 – Select proper sampling techniques.
CO 6 – Able to choose variables according objectives of the study
CO 7 – Prepare and standardize tools for research
CO 8 – Write research proposal for the projects
CO 9 – Use SPSS package for data analysis.

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Course Prepared by: Dr. E. Dhivyadeepa
Course Verified by: Dr. G. Singaravelu

Expert- Dr. S. Mani

Title of the Subject: Early Childhood Care and Education   **Number of Credits: 4**

Code No.   **:** EDU18SP01   **No. of Teaching hours:** 5/week

Course Objectives:
After completing the course, the learners will be able to:
- Know the historical development of early childhood education.
- Know the different aspects of child development.
- Review the various committees and commissions suggestions on early childhood education.
- Understand the principles involved in the planning of pre-school programmes
- Know the various management process of the pre-school programmes.
- Analyse the methods of teaching to pre-school children.
- Explore the objectives, types and techniques in educating the early childhood education programmes.

UNIT 1: OVERVIEW OF EARLY CHILDHOOD EDUCATION
Early Childhood Education: Concept, meaning, nature, objectives, need and importance – Early Childhood Education - Movement in India and Abroad – Prominent promoters of Early

Childhood Care and Education: Plato, Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Aurobindo, Giju Bhai Patel and Tarabai Modak.

UNIT 2: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD
Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.

UNIT 3: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION
Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee (1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

UNIT 4: MANAGEMENT OF PRE-SCHOOL AND METHODS OF TEACHING
Selection of sites – Building requirements – Selection and Care of equipment - Staff Pattern and Qualifications – Importance of Records and Reports – Budget – Income and Expenditure – Characteristics and Responsibilities of Pre-school teachers – Need of Parent-teachers Cooperation – Crèches: Aims, objectives, importance, and types – Organisations working for Pre-school Education: Methods: Kindergarten, Montessori Nursery and play way.

UNIT 5: EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMME
Evaluation: Meaning, objectives, need and significance – Functions, components and Characteristics of Evaluation – Types of evaluation: Summative and Formative, Formal and Informal and Competency based Evaluation – CCE: Principles and Techniques - Anecdotal Record, Cumulative Record and Report Card.

Course Outcomes:

The teacher-educators will be able to
CO 1 – Understand the early childhood care promoter's thoughts and applies for pre-primary children.
CO 2 – Apply the concept development of early childhood in teaching learning process.
CO 3 – Enumerate the different committees and commissions on early childhood care and applies in real life situations.
CO 4 – Analyze different teaching methods and techniques of teaching and tryout the best for pre-primary children.
CO 5 – Know the different evaluation pattern to evaluate the preschool children and apply the suitable pattern considering their age.

Reference:
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4. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/early_childhood_education.pdf5.
5. https://www.childresearch.net/projects/ecec/2013_13.html

Course Prepared by:	Dr. P. Janardhana Kumar Reddy
Course Verified by:	Dr. G. Singaravelu
Expert-	Dr. S. Mani

Title of the Subject: Basis of Elementary Education	**Number of Credits: 4**
Code No. : EDU18SP02	**No. of Teaching hours:** 5/week

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

- 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.
- Analyze the principles of school curriculum and critically analyze the evaluation in elementary subjects.

UNIT 1: INTRODUCTION TO ELEMENTARY EDUCATION

Elementary Education: Concept, nature and importance in the context of teaching through mother tongue, contextualization, multilingualism, heterogeneous socio-cultural backgrounds. Developmental tasks: Influence of home, school and community related factors on child's development, freedom and discipline, Reflection on current practices in Elementary Education.

UNIT 2: DEVELOPMENT OF ELEMENTARY EDUCATION IN POST INDEPENDENCE INDIA

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 3: UNIVERSALIZATION OF ELEMENTARY EDUCATION

Concept, objectives, meaning and justification of UEE; Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles. 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;

UNIT 4: 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.

UNIT 5: CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION

Principles of Elementary School Curriculum - Objectives, Planning, Organization and Evaluation for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education

Course Outcomes:

The teacher-educators will be able to
CO 1 – Understand the early childhood care promoter's thoughts and applies for pre-primary children.
CO 2 – Apply the concept development of early childhood in teaching learning process.
CO 3 – Enumerate the different committees and commissions on early childhood care and applies in real life situations.
CO 4 – Analyze different teaching methods and techniques of teaching and tryout the best for pre-primary children.
CO 5 – Know the different evaluation pattern to evaluate the preschool children and apply the suitable pattern considering their age.

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4. http://www.nuepa.org/new/Download/Publications/Create/CAR%202008/India_CAR.df
5. https://www.researchgate.net/publication/252053106_Access_to_Elementary_Education _in_India

Course Prepared by: Dr. P. Janardhana Kumar Reddy
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

Title of the Subject: Preparation of Research   **Number of Credits: 1**
                          Proposal
Code No.   **: EDU18RW01**   **No. of Teaching hours:** 2/week

Course Objectives:
Objectives of the practical will make the learners 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.

UNIT 1: IDENTIFICATION OF RESEARCH PROBLEM
Choosing a research problem: Criteria and Characteristics – need for the study & statement of the problem – Terms and definitions – objectives of the study – variables of the study – hypotheses of the study.

UNIT 2: DESIGNING THE RESEARCH METHODOLOGY
Methodology-in-brief: method, technique, sample, tools and statistical techniques – limitations and delimitations and scope of the study – time schedule/financial schedule – writing a proposal for quantitative research – practical approach – write a proposal for qualitative research – practical approach.

Course Outcomes
The teacher-educators will be able to

CO 1 – Select problems for research from different review sources.
CO 2 – Understand different research methods and choose a suitable method for the research
CO 3 – Draw samples from the population.
CO 4 – Write research proposal for different projects from NCERT, UGC etc.,

References:

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4. http://www.postgraduate.uwa.edu.au/students/proposals/preparing
5. https://www.wikihow.com/Write-a-Research-Proposal

Course Prepared by: Dr. E. Dhivyadeepa
Course Verified by: Dr. G. Singaravelu
Expert-   Dr. S. Mani

Title of the Subject: Professional Career Skill Development (Activity Based Course)	**Number of Credits: 2**
Code No. : EDU18TC02	**No. of Teaching hours:** 2/week

Note: It is a self-learning course and this course will be covered by special seminars and workshop conducted.

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.

UNIT 1: 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.

UNIT 2: 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 3: 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

Course Outcomes:
The teacher-educators will be able to

CO 1 – Attend any type of interview with confidence borne out of knowledge gained and practice session.
CO 2 – Develop professional skills to get perfect jobs.
CO 3 – Practice communicative skills for professional career development.
CO 4 – Improve personal skills to be a moral and intellectual person.

References
 1. Kumar, S., & Lata, P. (2018). Communication Skills: A Workbook (1st ed.). Oxford University Press
 2. Novak, A., & Weber, C. L. (2018). Best Practices in Professional Learning and Teacher Preparation in Gifted Education (Vol. 1): Methods and Strategies for Gifted Professional Development. Prufrock Press.
 3. Mitra, B. (2016). Personality Development and Soft Skills (2nd ed.). Oxford University Press.
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 2. www.cipd.co.uk Chartered Institute of Personnel and Development
 3. www.managementhelp.org Articles on leadership development

4. planning and self-assessments for personal and professional development
5. www.management-standards.org.uk Chartered Management Institute
6. www.mindtools.com Time-management tools and activity logs

Course Prepared by: Dr. S. Arulsamy
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

SEMESTER-II

Title of the Subject: Curriculum Design and   **Number of Credits: 4**
                                    Development
Code No.   : EDU18PC03   **No. of Teaching hours:** 5/week

Course Objectives:
After completing the course, the student will be able to:
- Comprehend the Curriculum as a field of study.
- Learn the models of curriculum development.
- Understand the approaches of curriculum organization.
- Develop the approaches, methods and forms involved in curriculum evaluation.
- Critically analyze the changes and innovations in curriculum planning and development.

UNIT 1: THE NATURE OF CURRICULUM
Meaning, Definition and Concept of Curriculum - Curriculum as a Plan, Curriculum as an Experience, Curriculum as an Objective and Curriculum as a Subject Matter, – Curriculum and Syllabus; Elements of Curriculum; Correlates of curriculum; Types of Curriculum - Open Curriculum, Hidden Curriculum, Informal Curriculum, Actual Curriculum and Extra-Mural Curriculum; Principles of Curriculum Construction; Theories of Curriculum Development; Different ways of Approaching Curriculum Theory.

UNIT 2: MODELS OF CURRICULUM DEVELOPMENT
Technical or Scientific Models – Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model, Goodlad's Model, Hunkin's Model and Miller and Seller's Model; Non-Technical or Non-Scientific Models - Kohl and Holt' Model, Fantini' Model and Rogers Model.

UNIT 3: APPROACHES OF CURRICULUM DESIGN
Subject- Centered Designs- Subject design, Discipline design, Broad field design and Correlation Design; Learner-Centered designs -- Child-Centered design, Experience-Centered design, Romantic design and Humanistic design; Problem-Centered Design- Life-Situation design, Core design and Social Reconstruction design; Sources of Curriculum Design.

UNIT 4: EVALUATION OF CURRICULUM
Concept, Definition, Need, Importance and Sources of Curriculum Evaluation; Approaches of Curriculum Evaluation - Bureaucratic, Autocratic and Democratic; Methods of Curriculum Evaluation- Evaluation during curriculum development and Evaluation during curriculum

implementation, Continuous and Comprehensive Evaluation; Models of Curriculum Evaluation-Tyler's Objectives-Centered Model, Robert Stake's Congruence-Contingency Model.

UNIT 5: RECENT TRENDS IN CURRICULUM

Patterns of Curriculum Designing - Centralized and Decentralized Curriculum Designing, Advantage and Limitations of Centralized and Decentralized Curriculum Designing; Levels of Curriculum Designing; Curriculum Change and Innovations - Context of Curriculum Change and Innovations, Strategies and Models for Curriculum Change and Innovations, Planning and Executing the Change.

Course Outcomes:

The teacher-educators will be able to

CO 1 – Understand the nature of curriculum and the theories of curriculum.
CO 2 – Analyze the different types of models of curriculum development and choose suitable model for teaching learning process.
CO 3 – Enumerate different types of approaches in curriculum organization and use them for teaching-learning process.
CO 4 – Adopt different type of models in curriculum evaluation.
CO 5 – Grasp innovative methods in curriculum.

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2. Ornstein, A.C., & Hunkins, F.P. (2016). *Curriculum: Foundations, Principles, and Issues* (7th/2016 Ed.). Pearson Publication.
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5. https://in.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf

Course Prepared by: Dr. S. Arulsamy
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

Title of the Subject: Historical, Political and Economical Perspectives of Education   **Number of Credits: 4**

Code No.   : EDU18PC04   **No. of Teaching hours:** 5/week

Course Objectives:
After the completion of the course the students will be able to
- Provide opportunity to probe into history of schooling.
- Develop perspective on the origin and nature of schooling.
- Able to view education from political and economical perspectives
- Appreciate the relationship between education and political economy.
- Provide opportunity to develop critical understanding about the political and economical basis of emerging education
- Provide criticality regarding intellectual property rights and the role of international and other organizations.

UNIT 1: HISTORICAL PERSPECTIVES OF EDUCATION
Brief History of Educational development in India Vedic, Medieval, Modern India- Education and National development. Commission and Committee reports: Pre Independence and Post-Independence of India.

UNIT 2: CONTEMPORARY INDIAN EDUCATION SYSTEM
Contemporary Indian education system, structure, policies, practices and major challenges – Basis of underlying educational policies and practices - during post-Independence Period - The evolution of national system of modern education in India - Educational philosophy and ideals of Indian thinkers.

UNIT 3: POLITICAL PERSPECTIVES OF EDUCATION
Relationship between education and democracy, Education and political development - Role of the State and civil society in education - Role of teachers union/organizations in education development- Group diversity and politics of inclusion in education; Education for citizenship

building - Rights-based approach to education: Education as a human right, claims and entitlements - Claim holders and duty bearers; Child rights.

UNIT 4: ECONOMICAL PERSPECTIVES OF EDUCATION

Education- Public good vs. Private good - Education as consumption and investment - Education and economic development - Education and human development, Human Development Index (HDI) - Impact of liberalization, privatization and globalization on Education - Neo-liberal perspectives of education;

UNIT 5: COMPARATIVE EDUCATION

Comparison of Policies, Provisions and Status of Education in India with UK, USA, Japan, Russia and Australia in the context of School education and Higher Education.

Course Outcomes:
The teacher-educators will be able to

CO 1 – Collect the document on recent research trends in education and society.
CO 2 – Trace out the local educational history.
CO 3 – Understand economical, educational, and human development and act according to it in real life situation.
CO 4 – Compare the policies, provisions, and status of education in different countries and implement them in India.
CO 5 - Learn Human Index

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2. http://egyankosh.ac.in/bitstream/123456789/8531/1/Unit-9.pdf
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Course Prepared by: Mr. M. Balasubramaniam
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

Title of the Subject: Advanced Educational Research and Statistics

Number of Credits: 4

Code No. : EDU18TC05

No. of Teaching hours: 5/week

Course Objectives:
On completion of this course, the learners will be able to:
- Analyze quantitative & qualitative in educational research.
- Understand the various application of statistics in research
- Use different software for data analysis
- Identify issues of data collection and their treatment
- Develop competencies in research reporting
- Appreciate role of research methodology in education.

UNIT 1: QUANTITATIVE DATA ANALYSIS
Scales of Measurement- Nominal, Ordinal, Interval and Ratio. Correlation: Meaning, Types of correlation: Linear correlation, Product-Moment Correlation, Rank Order Correlation, Biserial, Point biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation. Regression: Concept of linear regression, regression equations, prediction in relation to correlation.

UNIT 2: QUALITATIVE DATA ANALYSIS
Principles of qualitative data analysis. Techniques of qualitative data analysis - Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Phenomenological analysis.

UNIT 3: INFERENTIAL STATISTICS- PARAMETRIC
Inferential Statistics: Meaning, Uses, Sampling error, One-tailed and two-tailed test; Type 1 and type 2 error, Degrees of freedom, t-test, ANOVA and ANCOVA.

UNIT 4: INFERENTIAL STATISTICS – NON-PARAMETRIC

Non-parametric statistics: Meaning, Uses, Chi-Square Test, Median Test, Sign Test, Mann Whitney U-test and Wilcoxon test, Kruskal-Wallis test and Friedma's test.

UNIT 5: RESEARCH REPORT WRITING

Research report: Definition, Meaning, uses, characteristics. Format of research report: Preliminary page, Main body of research report: Introduction section, Methodological section, Result section, Ethical section, Implication section. APA reference style Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity and plagiarism.

Course Outcomes

The teacher-educators will be able to

CO 1 – Select proper scale of measurement for their tool.

CO 2 – Understand and apply different quantitative data analysis for their research.

CO 3 – Understand and apply different qualitative data analysis for their research.

CO 4 – Differentiate between inferential and descriptive statistics and choose suitable statistical method for data analysis.

CO 5 – Write research report for both quantitative and qualitative research.

Reference:

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Course Prepared by: Dr. E. Dhivyadeepa
Course Verified by: Dr. G. Singaravelu
Expert-   Dr. S. Mani

Title of the Subject: Basis of Secondary and Higher Secondary Education

Number of Credits: 4

Code No. : EDU18SP03

No. of Teaching hours: 5/week

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
- Understand impact on common school education system.
- Analyze the inter-relationship between secondary and higher secondary education
- Critically analyses the functions and values of higher secondary education.

UNIT 1: BASICS IN 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 2: 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 Vidyalaya and Equitable education.

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY IN SCHOOLS
Computer usage in class room transactions - ICT policy – mobile classrooms, Smart classroom, Quality Improvement in Schools, Internet and e-Learning.

UNIT 4: 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; Values of Education.

UNIT 5: FUNCTIONS AND VALUES OF HIGHER SECONDARY EDUCATION
Functions and values of higher secondary Education; Performance of secondary school system, Development of secondary and Higher secondary Education in Pre-Independent and Post-Independent India. Current status of higher secondary Education.

Course Outcomes
The teacher-educators will be able to
CO 1 – Understand and analyze the Basic Structure of Education in India
CO 2 – Compare the secondary and higher secondary education
CO 3 – Conduct Seminars on role of ICT in school education
CO 4 – Collect the documents on functions of higher secondary education.
CO 5 – Learn the values of higher secondary education.

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Course Prepared by: Dr. P. Janardhana Kumar Reddy
Course Verified by: Dr. G. Singaravelu

Expert-   Dr. S. Mani

Title of the Subject: Curriculum, Pedagogy   **Number of Credits: 4**
                    and Assessment
Code No.   **:** EDU18SP04   **No. of Teaching hours:** 5/week

Course Objectives:
The teacher-educators will be able to
- Know the need and importance of curriculum
- Analyze the different stages of curriculum development

- Analyze various approaches, methods and techniques in curriculum transaction
- Understand the role of assessment in the teaching and learning process
- Get acquainted with the new challenges.

UNIT 1: CURRICULUM: CONCEPT AND BASES

Meaning – need and importance - Concept of Core curriculum, Hidden curriculum, Spiral curriculum, Activity based curriculum, Interdisciplinary curriculum, Integrated curriculum; Standard Based Curriculum and Issue Based Curriculum. Stages of curriculum development - Different approaches followed in curriculum development - barriers in curriculum development - Curricular reforms in India - NCERT, NCF, KCF and NCTE.

UNIT 2: CURRICULUM AND PEDAGOGY

Types of approaches in Curriculum development in Schools: The concept of constructivist pedagogy, critical pedagogy and blended pedagogy. Types of approaches in curriculum transaction: Structural approaches, investigatory approach, guided discovery approach, learner centered approach, participatory approach. Types of methods in curriculum transaction: Direct method, Bilingual Method, lecture Method, Situational teaching, inquiry method, problem solving method, concept development method, inductive method, deductive method, project based learning, cooperative and collaborative learning, mentor tutoring, spot-guidance technique

UNIT 3: INSTRUCTIONAL PROCESS AND TEACHING – LEARNING MATERIALS

Role of teacher in Language Instruction- developing the language curriculum: selection and grading of content, preparing the content for teaching and learning - transaction techniques-Instructional Materials -familiarity with a range of resource materials. Teaching Aids: Dynamic, static and improvised aids. Teaching aids by ICT: Preparation of PPT, preparation of video-packages, multimedia packages. Diagnose the problem and remedial teaching.

UNIT 4: CURRICULUM -NEW CHALLENGES

Concept of Accessible curriculum. Curriculum reforms - management of curriculum change and Adaptation. Modern emerging trends in curriculum development. Science, Technology and Society (STS) in curriculum development. Innovations and Creativity in curriculum. Research in Curriculum in India; implications of curriculum research to classroom practices.

UNIT 5: ASSESSMENT IN TEACHING – LEARNING PROCESSS

Role of assessment in Curriculum. Assessment in pedagogy: Flander"s interaction, self-appraisal, observation by experts, professional development. Assessment in schools: Summative and Formative. Modern assessment: self-evaluation by computer, computer based testing. Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

Course Outcomes
The teacher-educators will be able to

CO 1 –Understand the different type of curriculum concepts and apply them in teaching learning process.
CO 2 – Know the curriculum reforms of India, such as NCERT, NCF, KCF and NCTE.
CO 3 – Adopt different types of methods in curriculum transaction.
CO 4 – Use different types of teaching aids according to the subject and the age of learners.
CO 5 – Understand the challenges curriculum development and find the way to get rid from those factors.
CO 6 – Apply different types of curriculum pedagogy.

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Course Prepared by: Dr. S. Arulsamy

Course Verified by: Dr. G. Singaravelu

Expert-   Dr. S. Mani

Title of the Subject: Training in Educational   **Number of Credits: 3**
                     Software (SPSS)
Code No.   **:** EDU18TC04   **No. of Teaching hours:** 3/week

Course Objectives:
After completing the course, the learner will be able to
- Practice the statistical techniques in SPSS
- Understand the basic concept and usage of SPSS
- Develop the ability in usage of SPSS for different statistical techniques.

UNIT 1: INTRODUCTION TO SPSS
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 2: APPLICATION OF BASIC STATISTICS
Frequencies- descriptive statistics- cross tabulation and chi-square analyses. The mean procedure- t-test, F-test procedure. The one way: ANNOVA procedure- General linear models- simple linear regression- multiple regression analysis- non parametric procedures.

UNIT 3: VALIDATION OF RESEARCH TOOLS
Reliability analysis- co-efficient alpha (a) and split-half reliability. Analysis: - factor analysis- cluster analysis and discriminant analysis.

UNIT 4: APPLICATION OF ADVANCED STATISTICS
General linear models; MANOVA and MANCOVA- logistic regression- hierarchical log linear models- geneae loglinear models- residuals; analyzing left over variance.

Course Outcomes:
The teacher-educators will be able to
CO 1 – Handle SPSS window processes with mouse and keyboard.
CO 2 – Create and edit data files, graphs, and charts.
CO 3 – Calculate descriptive and inferential statistics with SPSS package
CO 4 – Use SPSS to find reliability and validity of the tool.

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2. Knapp, H. (2017). Introductory Statistics Using SPSS (2nd ed.). Sage Publications.
3. McCormick, K., & Salcedo, J. (n.d.). (2017).SPSS Statistics for Data Analysis and Visualization.Wiley Publication.
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Course Prepared by: Dr. E. Dhivyadeepa
Course Verified by: Dr. G. Singaravelu
Expert- 　　 Dr. S. Mani

SEMESTER-III

Title of the Subject: Pre-Service and In-Service　**Number of Credits: 4**
　　　　　　　　　　Teacher Education
Code No.　　　 **: EDU18TE01**　　　 **No. of Teaching hours:** 5/week

Course Objectives:
On completion of this course, the student-teachers will be able to

- Develop insight and reflect on the concept and the status of pre-service and in-service teacher education.
- Understand the content, and organization of pre-service teacher education curriculum infrastructure and resources needed, and the issues & problems related to teacher preparation.
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher.
- Develop competence in organization and evaluation of various components of a pre-service and in-service teacher education programmes.
- Develop professional attitudes, values and interests needed to function as a teacher educator

UNIT 1: PRE-SERVICE TEACHER EDUCATION IN INDIA
Pre-service teacher education – concept, nature, objectives and scope. The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE. Components of pre-service teacher education – foundation courses, subject specialization and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation. Pre service teacher education for various levels of schooling. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations.

UNIT 2: ORGANISATION OF TEACHER EDUCATION CURRICULUM
Andragogy - Concept and its Principles. Organisation of different components of teacher education curriculum – existing practices. Transactional approaches for the foundation courses –

Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation

UNIT 3: TRANSACTIONAL APPROACHES
Transactional approaches for the skill and competency development courses – need for awareness-modelling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment. Integrating e- learning in teacher education classrooms.

UNIT 4: IN-SERVICE TEACHER EDUCATION IN INDIA
Concept, need for in-service teacher education. Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives. Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode. Varieties of in- service teacher education programmes- induction, one shot, recurrent, cascade, multi-site, school based and course work -scope, merits and limitations of each of them. Centrally Sponsored Schemes for the Reconstructing and Strengthening of Teacher Education Institutions – IASE, CTE, and DIET.

UNIT 5: PLANNING AND ORGANIZATION OF IN-SERVICE PROGRAMMES
Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget. Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material. Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation. Academic staff colleges – purpose and role in in-service teacher education; Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.

Course Outcomes
The teacher-educators will be able to

CO 1 – Understand the structure of teacher education curriculum
CO 2 – Know pre-service training and in-service training
CO 3 – Enumerate different components of teacher education curriculum.
CO 4 – Value the in-service training and uses for the teachers.
CO 5 – Evaluate different transactional approaches and use appropriate approaches for classroom transaction.
CO 6 – Organize in-service and pre-service teacher education programmes.
References:
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Course Prepared by: Mr. M. Balasubramaniam
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

Title of the Subject: Education as a   **Number of Credits: 4**
                         Field of Study
Code No.   : EDU18PC05   **No. of Teaching hours:** 5/week

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.
- Examine critically the concerns arises from vision of school education, teacher education and also the vision of great educators.

UNIT -1: KNOWLEDGE AND EDUCATION
Education- Concept, Meaning and Nature, Normative and Non-normative nature of Education, Knowledge and information- Methods of obtaining knowledge (K-generation)- Knowledge without boundaries, Knowledge and pedagogy: constructivist and alternative approaches. Politico-economic Context- Liberalization, Privatization, Marketization and Globalization to develop critical understanding and proper perspective, Education as an Act and Process: Constituents/ Determinants.

UNIT -2: INTERDISCIPLINARY NATURE OF EDUCATION
Disciplinary of Education: Intradisciplinary, Multidisciplinary, Crossdisciplinary, Interdisciplinary and Transdisciplinary, Distinct Nature of Education and its multi-facetedness, Relationship with other disciplines such as Philosophy, Sociology, Psychology, Economics, political science and Anthropology, Education as an act of Teaching – Teaching as a profession, Concept of liberal education, vocational education and professional education; needs and importance.

UNIT-3: TRENDS IN CURRICULUM CONSTRUCTION AND DEVELOPMENT
New trends and perspectives in curriculum design development -New policies and practices in education in India in the light of UNESCO Report for 21st Century education -NCF2005, KCF 2007, NCFTE 2009, JVC Report 2012,Yashpal Committee Report, NCTE Regulations2014 - RTE 2009 and social realities in the context of RTE.

UNIT-4: INTER LINKAGE OF KNOWLEDGE WITH VARIOUS ISSUES
Analysis of concepts, principles, theories, assumptions and contexts related to education such as: Curriculum, syllabus, text book, Study material, teaching-learning process and assessment.

UNIT -5: CONTEMPORARY THOUGHTS AND ISSUES IN EDUCATION
The four pillars of Education (Delor"s Commission Report) -Learning as a search for meaning-Teachers and learners as creators of knowledge. -Inclusive Education, Education for equitable and sustainable development, Multicultural and diversified teaching learning-Gender Issues, cultural issues, social and economic issues. Education for sustainable development – value crisis – Education for peace – value education, life skill education, Inclusive education- Equity, access and quality.

Course Outcomes:
The teacher-educators will be able to
CO 1 – Understands different approaches in pedagogy of education and apply suitable pedagogy for teaching.
CO 2 – Observe the learning process in schools and Reflect curriculum framework
CO 3 – Document the relevant readings in groups
CO 4 – Appreciate the teaching profession and the importance.
CO 5 – Relates education with other disciplines.
CO 6 – Accumulate innovative trends in curriculum construction and development.

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4. https://www.un.org/ecosoc/sites/www.un.org.ecosoc/files/files/en/qcpr/unds-inter-linkages.pdf
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Course Prepared by: Dr. P. Janardhana Kumar Reddy
Course Verified by: Dr. G. Singaravelu
Expert-   Dr. S. Mani

Title of the Subject: Financing of Education   **Number of Credits: 4**
Code No.   : EDU18SP05   **No. of Teaching hours:** 5/week

Course Objectives:
After completion of this course, the learner will be able to:
- Comprehend of the literature on the financing of education
- Gain knowledge of economic value of education, including the personal and societal returns from investing in education.
- Know methods by which education is financed.
- Understand the mobilization of resources for education.

UNIT 1: INTRODUCTION TO FINANCING OF EDUCATION
Introduction to Financing of Education- Investment-consumption in education - Rate of return to education: Public and private returns to education - Social demand for education - Education and Economic Growth.

UNIT 2: INVESTMENT IN EDUCATION

The Human Capital Model - Human capital (General, Specific) vs. physical capital; critique of human capital theory: Screening – Signaling.

UNIT 3: FINANCING OF EDUCATION

Concepts and indicators of financing of education - Principles of financing education: Equity, Efficiency, Adequacy - Education and distribution, inequality; Distribution of public spending on education -- Importance of public expenditure on education; its impact on development.

UNIT 4: RESOURCES FOR FINANCING EDUCATION

Sources of funding: Public, Private Public funding of education: Taxes –General, Earmarked; Grants, Vouchers Fee as a source of finances; scholar loans Private sector, community contributions External aid.

UNIT 5: CONTEMPORARY TRENDS IN FINANCING OF EDUCATION

Public expenditure on education: Indian and global scenario Role of state and markets in education; Privatisation of education Internationalization and trade in education.

Course Outcomes
The teacher-educators will be able to
CO 1 – Understand different financing of education.
CO 2 – Applies different investing models in education.
CO 3 – Know about different resources for financing education and use those resources in proper way.
CO 4 – Differentiate national and international financing in Education

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Course Prepared by: Mr. M. Balasubramaniam
Course Verified by: Dr. G. Singaravelu
Expert-   Dr. S. Mani

Title of the Subject: Environmental Education   **Number of Credits: 4**
Code No.   : EDU18SP06   **No. of Teaching hours:** 5/week

Course Objectives:
 On completion of this course, the learner will be able to:
- Familiarize terminologies and concepts in the field of environmental education as an academic discipline.
- Conceptualize the vital significance of the concept, importance, scope and aims of environmental education
- Acquaint the prospective teacher educator, the need for addressing various issues of environmental degradation.
- Develop among the prospective teacher educator a conceptual clarity on various causes, consequences and possible remediation on issues related to environmental hazards.

- Enable the students to develop various strategies for realizing the objectives of education for sustainable development with special emphasis at local level.
- Enable the prospective teacher educator to formulate strategies for integrating education for sustainable development in an integrated approach with their specialization subject of the study.
- Understand the disaster management.

UNIT 1: ENVIRONMENTAL EDUCATION: PRELIMINARY CONCEPTS
Nature and scope of environmental education - evolution of the concept. - Revisit to Indian Tradition of Environment. Contemporary Need and Significance to regain the Indian tradition Need for a "Green Curriculum" - Methods and Strategies for EE at elementary, secondary and Higher Education. Eco pedagogy: Meaning and Importance.

UNIT 2: ENVIRONMENTAL ISSUES, CAUSES, CONSEQUENCES AND REMEDIATION
Concept of Homeostasis, threat to homeostasis – natural and man-made causes - Role of individuals in the Prevention of Pollution, Climate change, Global Warming, Acid Rain , Ozone Depletion (Emphasis to be given to the role of Individuals) - Waste – its origin and management-Role and Responsibility of Individuals and Institutions in the management - Waste management at house hold level.

UNIT 3: EDUCATION FOR SUSTAINABLE DEVELOPMENT
Education for Sustainable Development Role of Teachers and Teacher Educators. Integrated approach in formulation and transaction of education for sustainable development. Environmental Citizenship as the ultimate goal of Education for Sus tainable Development. Environmental Ethics - Need for cultivating environment Environmental attitude among teachers and teacher educators.

UNIT 4: PRESERVATION AND CONSERVATION OF ENVIRONMENTAL HERITAGES
Natural resources and its vital role-UNESCO world heritage site- Heritage sites across the world with special reference to India Relevance of Bio diversity- its ecological and economic significance. Public Participation in Conservation of Nature and Natural resources. - Environmental management- role of individual and Institution in environmental management.

UNIT 5: DISASTER MANAGEMENT
Disaster Management- Meaning, concept and principles of disaster management - Types of Disasters, their cause and impact-. Need and importance of Disaster management training Role of teachers and educational Institutions in Disaster Management

Course Outcomes
The teacher-educators will be able to
CO 1 – Identify and appraise the environmental hazards in terms of habitat destruction caused by human interference and as a follow up conduct class room discussion on the remedies.
CO 2 – Submit a report with empirical illustrations on environmental education
CO 3 – Discuss the environmental tradition of India.
CO 4 – Propagate values of education for sustainable environmental development.
CO 5 – Lecture on system of waste management at house hold level.

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Course Prepared by: Dr. S. Arulsamy
Course Verified by: Dr. G. Singaravelu
Expert-   Dr. S. Mani

Title of the Subject: Inclusive Education   **Number of Credits: 4**
Code No.   : EDU18SP07   **No. of Teaching hours:** 5/week

Course Objectives:
After completion of this course, the learner will be able to:

- Learn the concept of inclusive education at secondary level
- Understand the role responsibilities of teachers and community members at secondary level
- Perceive the diverse needs of students at secondary level.
- Comprehend about curriculum adaptation at secondary level.
- Acquire the knowledge on assessment and evaluation at secondary level.

UNIT 1: INTRODUCTION TO INCLUSIVE EDUCATION
Definition, concept and importance of inclusive education - Historical perspectives of inclusive education for students with diverse needs - Difference between special education, integrated education and inclusive education.

UNIT 2: DIVERSE NEEDS OF THE STUDENTS
Sensory Impairment (hearing, visual and physically challenged) Intellectual Impairment (gifted, creativity, talented and children with intellectual disabilities), Developmental Impairment (autism, cerebral palsy, learning disabilities), Social and Emotional problems, scholastic backwardness, underachievement, children with special health problems - Environmental/ecological difficulties- rural, tribal, girls and other marginal groups - Socially disadvantaged students- SC, ST and other minority groups.

UNIT 3: CURRICULUM ADAPTATIONS FOR INCLUSIVE EDUCATION AT SECONDARY LEVEL
Concept, meaning and need for curriculum adaptations for students with diverse needs at secondary level - Adaptations in instructional objectives, curriculum and co-curricular activities for inclusive education at secondary level and its importance.

UNIT 4: ASSISTIVE TECHNOLOGY
Meaning and Definition of Assistive Technology. Role of assistive technology. Types of assistive technologies and classroom applications: 1. Orthopedic Impairment:- Prosthesis, Wheelchair, Standing frames, Crutches. 2. Visually Impairment:- Braille, Speech input software, Screen reader, Text reader, Talking calculators, Audio books. 3. Hearing Impairment:- Hearing loop or induction loop, FM system, Infrared system, Personal amplifier. Identifying and using proper assistive technology in inclusive classrooms.

UNIT 5: ASSESSMENT AND EVALUATION AT SECONDARY LEVEL
Teachers" role in implementing reforms in assessment and evaluation in inclusive education at secondary level - Type of adaptations / adjustment in assessment and evaluation strategies in inclusive education at secondary level - Importance of continuous and comprehensive evaluation for inclusive education at secondary level.

Course Outcomes
The teacher-educators will be able to
CO 1 – Differentiate between special education, integrated education and inclusive education.
CO 2 – Understands sensory impairment, intellectual impairment, and developmental impairments.
CO 3 – Select best curriculum for the different impaired students.
CO 4 – Use different assistive technologies in inclusive classrooms.
CO 5 – Apply different assessments and evaluation patterns in inclusive classrooms.

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Course Prepared by: Mr. M. Balasubramaniam

Course Verified by: Dr. G. Singaravelu

Expert-   Dr. S. Mani

Title of the Subject: Educational Management   **Number of Credits: 4**
                        and Administration
Code No.   : EDU18SP08   **No. of Teaching hours:** 5/week

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

UNIT 1: EDUCATIONAL MANAGEMENT
Educational management – meaning, concept, scope of Educational Management, Need of Educational Management, Difference between Educational Management and Administration; Approaches to management – Abraham Maslow – Human relation approach; Total quality management in Education – importance, development of TQM; Organizational structure - need to improve the Organizational structure.

UNIT 2: EDUCATIONAL ADMINISTRATION
Educational Administration – meaning, concept, goals, and scope; Theories of Educational Administration and application; Recent trends of Educational Administration in India; Educational Authorities in India - Role of center, state, local bodies in education administration; Constitutional provisions - center–state relation in education, Role of private institutions, role of government institutions; Role of NAAC.

UNIT 3: LEADERSHIP IN EDUCATIONAL ADMINISTRATION
Leadership – Meaning, Nature, Scope and Need; Importance of leadership quality in Educational institutions; School improvement and Reforms; Capacity building-need for quality.

UNIT 4: EDUCATIONAL PLANNING
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.

UNIT 5: MANAGEMENT SKILLS AND DECISION MAKING
Management skills; Decision making - definition, steps, elements; Aspects of decision making process – Participative decision making; Managing institutional resources and support system; Classroom climate management: meaning, scope - Teacher as a manager.

Course Outcomes:

The teacher-educators will be able to
CO 1 – Understand the concept of educational management and administration.
CO 2 – Apply different approaches of management in educational administration.
CO 3 – Know the role of centre, state, local bodies in education administration.
CO 4 – Understand the role of private and government institutions in educational administration in India.
CO 5 – Analyze different approaches in educational planning
CO 6 – Develop management skills and decision making skills.

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Course Prepared by: Dr. S. Arulsamy
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

Title of the Subject: Expository and
                             Academic Writing

Number of Credits: 2

Code No.   **: EDU18TC05**

No. of Teaching hours: 2/week

Course Objectives:
After completing the course, the students will be able to
- Basic units in written texts (Phrases, clauses, sentences, paragraphs)
- Connect text units correctly and effectively: Punctuation
- Lexis and spelling conventions; how to use a dictionary effectively.
- Academic genres: Reports, essays, research papers and dissertations.
- Classroom practice: Problem solving in writing.
- The writing process: Drafting, revising and proof-reading.

UNIT 1: WRITING PROCESS
Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers.

UNIT 2: ELEMENTS OF WRITING
Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction and technical matters.

UNIT 3: SOURCES FOR ACADEMIC WRITING
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 and document sources properly.

UNIT 4: 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. It 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.

Course Outcomes
The teacher-educators will be able to
CO 1 – Acquire skills in writing and improve writing process.
CO 2 – Demonstrate competence in the varied elements of writing.
CO 3 – Enhance the sources from scholarly publications and internet.
CO 4 – Ensure reading capability.

References:

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Course Prepared by: Dr. G. Singaravelu
Course Verified by: Dr. G. Singaravelu
Expert-   Dr. S. Mani

Title of the Subject: Self Development: **Number of Credits: 3**
                          Yoga Education
Code No.   : EDU18TC06   **No. of Teaching hours:** 3/week

Course Objectives:
After going through subject, learners will be able to:
- Describe the concept of holistic personality from yogic point of view.
- Distinguish yogic concept of personality from its modern concept.
- Describe the concept of integrated holistic personality.
- Explain yogic ways of holistic personality development.
- Relate various yogic practices with different dimensions of personality

- Describe the concept of holistic personality from yogic points of view.
- Describe the harmful effects of stress in relation to behavior, performance and health.
- Identify situations which may cause stress.
- Recognize the presence of stress by identifying its symptoms.
- Describe the need for self-development
- List and describe tools and methods of yoga to achieve this objectives.
- Explain the basic concept of values in human life.
- List out the varieties of values.
- Underline the importance of spirituality for self-development.

UNIT 1: INTRODUCTION TO YOGA AND PERSONALITY DEVELOPMENT

Yogic concepts of personality: pancakosa, gunas (attributes): sattva-guna, rajas-guna and tamas –guna. Dimensions of integrated personality: physical dimension, emotional dimension, cognitive intellectual dimension, social dimension, spiritual dimension.

UNIT 2: YOGA AND STRESS MANAGEMENT

Concept of stress: stress – a modern perspective - causes and symptoms of stress – consequences of stress. Stress- a yogic perspectives. Yoga as a way of life to cope with stress: Ahara (food), Vihara (recreation), Acara (conduct), Vicara (thought), Vavahara (behavior/conduct). Yogic practices for stress management: Asana, Pranayaama, yoga0nidra, Antar mauna, Meditation. Cyclic meditation for stress management.

UNIT 3: YOGA AND SELF DEVELOPMENT

Yoga for integrated personality development: yogic attitudes for personality development, patanjali¨s astanga yoga for personality development.Concept and nature of self-development: essentials for self-development and their description, description of essentials for development of self, holistic approach to self-development. Spirituality and its role in human self-development – yamas and niyamas: A simplified approach to understanding of spirituality vis-à-vis self-development, Role of yamas and niyamas in development of self, spirituality and value-orientation.

UNIT 4: YOGA AND VALUES

The concept of values and value education: Values according to patanjali yoga and hetha yoga. Helping children develop values: the concept of values, values as absolute vs. context-dependent, different approaches to helping children develop values. Yoga and human excellence: what constitutes human excellence and how? Developing human excellence through yoga.

Practicum

Asanas: General guidelines for performing asanas, advantages of asanas, techniques of asanas. Bandhas and Mdras – Pranayama – Meditation.

Course Outcomes:

The teacher-educators will be able to

CO 1 – Perform different types of yoga to reduce stress.

CO 2 – Adopt different types of yogic practices to develop the personality

CO 3 – Practice meditation and Asana to develop values and self-development

CO 4 – Acquire self-development in physique and mental health.

CO 5 – Enhance value based education.

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Course Prepared by: Dr. E. Dhivyadeepa
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

Title of the Subject: Construction and Standardization   **Number of Credits: 1**
                                    of Research Tool
Code No.   : EDU18RW02   **No. of Teaching hours:** 2/week

Course Objectives:
After completing the course, the learners will be able to:
- Understand the meaning of tools and types of tools
- Select the appropriate tool for the research project
- Calculate item analysis for the selected research tool
- Find reliability and validity of the tool.

UNIT 1: PREPARATION OF RESEARCH TOOLS
- Meaning of research tool
- Purpose of research tool
- Types of research tool
- Select appropriate tool for the research project
- Preparation of relevant test items
- Arranging the test items in proper manner

UNIT 2: STANDARDIZATION OF RESEARCH TOOLS
- Selecting sample for pilot study and final study.
- Administration of the test
- Collecting data from the sample
- Finding difficulty index and discriminating power of each item in the sample
- Reliability of the tool: test-retest, alternate forms, split half method.
- Validity of the tool: content validity, construct validity, criterion validity, factorial validity.

Course Outcomes
The teacher-educators will be able to
CO 1 – Select appropriate items for the research tool.
CO 2 – Validate the items with proper procedures.
CO 3 – Standardize the tool using pilot study.
CO 4 – Find reliability and validity using SPSS.

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Course Prepared by: Dr. E. Dhivyadeepa
Course Verified by: Dr. G. Singaravelu

Expert-   Dr. S. Mani

SEMESTER – IV

Title of the Subject: Gender Disparity   **Number of Credits: 4**
                    In Education
Code No.   : EDI18PC06   **No. of Teaching hours:** 5/week

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 'studies.

UNIT 1: SEX AND GENDER
Sex and Gender: Types of Gender; Gender Roles and Gender Division of Labour; Gender Stereotyping and Gender Discrimination; the Other and Objectification; Transgender, Male Gaze and Objectivity.

UNIT 2: 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 Experience. Gender and Sexual Culture: Henry Havelock Ellis and Sigmund Freud

UNIT 3: SOCIAL CONSTRUCTION OF FEMININITY
Bio-Social Perspective of Gender; Gender as Attributional Fact; Essentialism in the Construction of Femininity; Challenging Cultural Notions of Femininity: Kamla Bhasin, Indira Jaising and Urvashi Butalia. Images of Women in Sports, Arts, Entertainment and Fashion Industry; Media and Feminine Identities.

UNIT 4: 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 5: 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

Practicum
Gender auditing in Panchayat Raj Administration

Course Outcomes
The teacher-educators will be able to
CO 1 – Understand the gender role in society and family.
CO 2 – Apply different feminist thoughts in real life situations.
CO 3 – Know the challenges faced by male and female.
CO 4 – Analyze the cultural meaning of female and male
CO 5 – Understand the role of male and female in politics and media.

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Course Prepared by: Dr. P. Janardhana Kumar Reddy

Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

Title of the Subject: Teacher Education For 21st Century   **Number of Credits: 4**

Code No.   : EDU18TE02   **No. of Teaching hours:** 5/week

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.
- Understand the issues in teacher education
- Analyze the problems in teacher education

UNIT 1: 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 Teacher 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.

UNIT 2: DIRECTIONS FOR EDUCATIONAL REFORMS
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 3: EDUCATION AND MORALITY
Education and Morality: 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 4: INDIAN TEACHER FOR THE 21ST CENTURY
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 5: ISSUES AND PROBLEMS IN 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)

Course Outcomes
The teacher-educators will be able to
CO 1 – Know about the concept of teacher education and its need and importance.
CO 2 – Differentiate the role of institution, administrator, principals and teachers.
CO 3 – Apply different directions for education reform.
CO 4 – Understand the morality of education and the contribution of Gandhiji and Radhakrishnan in Education.
CO 5 – Analyze the issues and problems of teacher education and acquire knowledge about different education commission.

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Course Prepared by: Mr. M. Balasubramaniam

Course Verified by: Dr. G. Singaravelu

Expert-   Dr. S. Mani

Title of the Subject: Recent Trends in   **Number of Credits: 4**
                    Higher Education
Code No.   : EDU18SP09   **No. of Teaching hours:** 5/week

Course Objectives:
  After completion of this course, the learners will be able to:
- Conceptualize the significant role of higher education in the national development
- Understand the structural and functional evolution of higher education in India
- Understand the various aspects of curriculum at higher education level
- Develop awareness on various attributes of higher education pedagogy.
- Understand the specific nature of evaluation in higher education
- Develop ability to formulate strategies to evaluate higher education learners
- Develop awareness on different policies on the development of higher education in our country.
- Understand the various issues and challenges of Indian higher education
- Develop skill in doing research to supply both theoretical and practical inputs to solve the issues higher education.

UNIT 1: INDIAN HIGHER EDUCATION –STRUCTURE AND ORGANIZATION

Higher education preliminary considerations - Goals of higher education - Factors determining goals:- Policy, Human Resource, Technology, Employability - Evolution of Higher Education in pre and post-independence India - Major Legislative Initiatives - System of Governance - Role of Central and State Governments - Regulating Authorities- Accreditation of Institutions for Higher learning - Role of Higher Education in Nation Building. Qualitative and Quantitative Expansion of Higher Education: Growth in terms of Enrolment, Institutions and Finance - Qualitative Reforms in Higher Education - Role of Research in Fostering Innovations. RUSA and its functions.

UNIT 2: HIGHER EDUCATION PEDAGOGY- CONCEPTUAL TREATMENT

Characteristics of Learners at higher education- Study Skills - Improving learning competence among Higher Education Learners. Methods of learning/ teaching in Higher Education:-
Projects, Case study, Field visit, Internship, Survey, Discussion, debates, conferences, seminars, buzz session, etc. Need for evolving an ideal learning Ecosystem -Integration of Information and Communication Technology in instruction - Technology and Cross border education - Open and online higher education – MOOC courses- Utilizing social Media in Higher Education Learning. Teachers in Higher education- qualification, teacher - student relationship, Evaluation of teacher – (self-appraisal and appraisal by students) - Professional Development of Teachers - role of teachers" organizations and higher education institutions.

UNIT 3: CURRICULUM AND EVALUATION IN HIGHER EDUCATION

Global trends in curriculum reformation - Choice based credit and semester system – inter disciplinary and multi-disciplinary approach - Evaluation- Why What & How of Evaluation. Critical appraisal of the present evaluation system. Computer based and online examinations

UNIT 4: ISSUES AND CHALLENGES IN HIGHER EDUCATION

Issues of Access, Equity and Excellence - Resent trends in Higher Education – Role of MHRD in Higher Education - Regulation and Governance - Liberalisation, Privatisation and Globalisation - Technology and Higher Education - Indian Higher Education in the Globalisation Context - Issues and Challenges.

UNIT V: INTERNATIONALISATION OF HIGHER EDUCATION
Internationalisation of Higher Education: Meaning, Definition and Nature of Internationalisation of Higher Education -International Collaborations in Higher education and Research - Internationalisation of Indian Higher Education - Issues and Challenges - Knowledge management and research in Higher Education – India as Knowledge capital Priority areas of research in Higher Education - Origin and Development of Higher Education in India- Financing of HE - Issues in HE- Role of Teacher Education Institutions in reshaping the higher education system.

Course Outcomes
The teacher-educators will be able to
CO 1 – Understand different structure and organizations of higher education in India.
CO 2 – Differentiate qualitative and quantitative expansion of higher education
CO 3 – Know the characteristics of learners at higher education and improve the learning competence.
CO 4 – Compare choice based credit system and grade system.
CO 5 – Grasp the role of MHRD in higher education and apply its thought.
CO 6 – Differentiate Indian higher education system with other countries higher education system.

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10. https://www.brookings.edu/blog/education-plus-development/2019/01/10/top-6-trends-in-higher-education/

Course Prepared by: Mr. M. Balasubramaniam
Course Verified by: Dr. G. Singaravelu
Expert-   Dr. S. Mani

Title of the Subject: Technology of E-Learning   **Number of Credits: 4**
Code No.   **:** EDU18SP10   **No. of Teaching hours:** 5/week

Course Objectives:
After completing the course, the learners will be able to:
• Explain the concepts of e-learning, elements of e-learning.
• Describe the patterns of e-content design and its validation.
• Understand the best practices in e-learning.
• Analyses the e-learning techniques and technical aspects
• Understand the online courses and types of online training

UNIT 1: INTRODUCTION TO E-LEARNING

Concept of e-Learning; importance of e-Learning in Education; History of e-Learning; The benefits and drawbacks of online learning; Elements of e-Learning: e-Content and e-Books; Virtual Classroom and Virtual University – merits and limitations;

UNIT 2: BEST PRACTICES IN E-LEARNING

Best practices of online training: supportive community, clear expectations, asynchronous and synchronous activities, effective uses of available resources. Difference between Learning and Training in e-Learning. Corporative e-Learning and e-Learning in the education sector. Future of e-Learning.

UNIT 3: TRENDS IN E-LEARNING

Blended learning and its uses; Social and collaborative e-Learning and their uses; Gamification in online training and learning; Micro-learning and its advantages; Utilization of video in e-Learning; e-learning development and resources; personalization in e-Learning and cloud computing; Content design pattern: script writing, graphics, animation, audio-video; Inserting and interactivity; possibilities and design procedure; Roles of the Multimedia development team. Tools to create online course.

UNIT 4: TECHNIQUES IN E-LEARNING

e-learning techniques: Wikipedia, Wiki educator 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. Storyboard and instructional design; Multimedia authoring and authoring tools; Design content for Role based learning, situated based learning, scenario based learning.

UNIT 5: ONLINE COURSES AND APPLICATIONS OF ONLINE TRAINING

Elements of online learning courses; Importance of tests and quizzes for students in e-learning; Tips to increasing the effectiveness of e-learning; Tools to create online courses. Customer service training; e-learning tools in sales training; effective online customer training; e-learning solutions for safety training; information technology training for e-learning; new product customer training; Health care training in E- Learning.

Course Outcomes
The teacher-educators will be able to:
CO 1 – Understand the different elements of e-learning such as e-content, e-books, virtual classroom and virtual university
CO 2 – Apply best e-learning practices in teaching-learning process.
CO 3 – Enumerate different trends and content design in e-learning.
CO 4 – Understand and apply different techniques of e-learning in teaching.
CO 5 – Evaluate different online courses and applications of online training.

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Course Prepared by: Dr. S. Arulsamy
Course Verified by: Dr. G. Singaravelu
Expert- Dr. S. Mani

Title of the Subject: Training in communication Skills

Number of Credits: 2

Code No. : EDU18TC07

No. of Teaching hours: 2/week

Course Objectives:
On completion of this course, the students will be able to
- Sensitize students in oral communicative behavior
- Gain insight and reflect on the concept and process of communication
- Use different style, tone and format to the writer's purpose and audience.

UNIT 1: LISTENING AND SPEAKING SKILLS
Workshop can be organized to provide exposure to listening and speaking skills, these can be conducted in the language lab/seminar rooms.
Listening Skill: Sound of English / Regional Language – Patterns of stress and intonation – Self-recording while practicing pronunciation – Speeches of famous personalities –Keynote addresses in seminars Videos on group discussions and can observe body language. Making listening notes

– Completing worksheets on listening tasks. – Developing criteria for analysis of listening skills –Presentations – Students can observe anchors in programmes – Observing webinars.

Speaking Skill: Sounds of English – Stress and intonation patterns –Participate in conversation (situations to be provided) –Engage in group discussion on topics related to education – Analyse speech styles – Analyse of presentation – Make presentations –Involved in mock interview – Anchoring programmes in the institute.

UNIT 2: READING SKILLS

Student can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

Reading Skill: Editorials in newspapers on a regular basis – Articles in newspapers and magazines – Research papers in journals – Book reviews, film reviews and art reviews in newspapers and magazines – E-books, online journals – Subject related reference books. Note making – Discourse analysis (to be integrated with reading, speaking and writing skills).

UNIT 3: PROCESS OF COMMUNICATION

To understand the process of communication students should have the knowledge & skills for Presentation, Interview, Public Speaking, Preparing & Organising the Speech - Elements of Effective Writing- Main Forms of Written Communication: Agenda, Minutes, Notices, Writing of CV, Memo, Drafting an E-mail, Press Release.

Course Outcomes
The teacher-educators will be able to:
CO 1 – Develop the skill of listening and speaking to explore thought.
CO 2 – Familiarize with skimming, scanning, critical reading.
CO 3 – Use different reading materials flexibly.
CO 4 – Communicate fluently in public speaking.

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Course Verified by: Dr. G. Singaravelu

Expert- Dr. S. Mani