

**M. Ed.,**

Syllabus

UNIVERSITY DEPARTMENT

**Program Code: \*\*\*\***

**2022 – 2023 onwards**





**BHARATHIAR UNIVERSITY**

**(A State University, Accredited with “A” Grade by NAAC, Ranked 13th among Indian Universities by MHRD-NIRF,**

**World Ranking : Times - 801-1000, Shanghai - 901-1000, URAP - 982)**

**Coimbatore - 641 046, Tamil Nadu, India**



# BHARATHIAR UNIVERSITY: COIMBATORE 641 046

**M. Ed. Curriculum (University Department)**

*(For the students admitted during the academic year 2022 – 23 onwards)*

# 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.

# 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

# 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

* 1. B. Ed
  2. B. A., B. Ed. / B. Sc., B. Ed.
  3. B. El. Ed.
  4. D. El. Ed.

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

/University.

# Sanctioned Strength

Fifty

# Medium of Instruction

The medium of instruction is English

# Handling of the Class

Six days per week and six hours per day.

# BHARATHIAR UNIVERSITY, COIMBATORE-641046 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 1:1 for Theory Papers and 1:1 for practical and dissertations. Viva – voce exam is totally external.

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| **Internal Assessment** |  | | |
| 1. Three tests – each for 7.5/7.5/ 15 marks | - | 30 | Marks |
| 2. Group discussion / Seminar | - | 10 | Marks |
| 3. Assignment | - | 10 | Marks |

Total - 50 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 5 x 3 = 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 5 = 25 Marks

Answer all the five questions. Each essay type question carries 5 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 and Education. 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.

# 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 have 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 100.

# Viva – Voce

The marks for *Viva – voce* examination is for a maximum of 100, the external examiner will award 60 marks for dissertation evaluation and 40 marks for viva-voce.

# Award of Class and Pass

A candidate shall be declared to have passed the examination in a subject if he/she secured not less than 50% (internal 25 marks and external 25 marks) in the University examinations.

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,

∑j Cj (GP) j GPA =

∑j Cj

Where,

(GP) j is the grade point for course j, Cj 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).

Where,

Mathematically, for each semester,

∑jCj (GP) j CGPA = -------------

∑jCj

(GP)j is the grade point for course j Cj is the credit for course j

∑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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| **Program Educational Objectives (PEOs)** | |
| Objectives of the programme will be learners able to: | |
| PEO1 | Gain insight and reflect on the concept and the status of pre-service and in-  service teacher education. |
| PEO2 | Acquaint with the content, organization of pre-service teacher education, curriculum, infrastructure, resources needed, and problems related to teacher  preparation. |
| PEO3 | 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. |
| PEO4 | 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. |
| PEO5 | Develop competence in organization and evaluation of various components of  pre-service and in-service teacher educational programmes. |
| PEO6 | Design in-service teacher professional development programme/activities based  on the needs of teachers |
| PEO7 | Critically examine the role and contribution of various agencies and regulating  bodies in enhancing the quality of teacher education. |
| PEO8 | Understand and appreciate the research perspectives on various practices in  teacher education. |
| PEO9 | Feed professional attitudes, values and interests needed to function as a teacher educator. |
| PEO10 | Involve in Outcome Based Education in all subjects. |
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| **Program Specific Outcomes (PSOs)** | |
| After the successful completion of M.Ed program, the students are expected for | |
| PSO1 | Professional Capacity Building |
| PSO2 | Professional Ethics |
| PSO3 | Academic Administrative and Management Capacities |
| PSO4 | Continuous Academic Development |
| PSO5 | Commitment towards society and professional development |
| PSO6 | Professional Communication Skills |
| PSO7 | Independent and Team Work Capacities |
| PSO8 | Developing competence in research and evaluation of various components in curriculum |
| PSO9 | Training in ICT based methodology |
| PSO10 | Developing soft skills for teaching, learning and life |
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| **Program Outcomes (POs)** | |
| On successful completion of the M.Ed Programme | |
| PO1 | Professional Capacity Building: Apply the knowledge of philosophy, Sociology, , Psychology, management, administration, Information and Communication Technology to set the context of teaching profession and develop the capacity in teaching, research and extension work in the field of  teacher education. |
| PO2 | Professional Ethics: Demonstrate Professional ethics by keeping self-abiding to rules, regulations, values and high standards in teaching, research and  administration at diversified educational setting and teacher education institutes. |
| PO3 | Academic Administrative and Management Capacities: Apply the knowledge of educational management, administration, philosophy, sociology, psychology, ICT, academic planning, organization, evaluation, decision making, resources management according to the predetermined goals, norms  and standards. |
| PO4 | Continuous Academic Development: Identify own educational needs and  requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education. |
| PO5 | Commitment towards society: Recognize areas of commitment, accountability,  constitution values and national goals. |
| PO6 | Independent and Team Work Capacities: Perform function effectively either in the role of member or leader in diversified educational settings and institutions  of teacher education. |
| PO7 | Professional Communication Skills: Use diversified tools & technologies of communications, communication skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities. |
| PO8 | Decision Making Skills: Enable them to solve various problems of school management and classroom management. |
| PO9 | Structuring the Curricula: Understand the basis, principles and process of curriculum development at primary and secondary level |
| PO10 | Self directed learning: Self study component helps in self directed learning as it gives opportunity to student to study in depth about a particular issue and gain knowledge. |
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# BHARATHIAR UNIVERSITY: COIMBATORE 641 046

**M. Ed. Curriculum (University Department)**

*(For the students admitted during the academic year 2022 – 23 onwards)*

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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practica l** | **CIA** | **ESE** | **Total** |
| **FIRST SEMESTER** | | | | | | | |
| 1A | **Core – I :** Philosophical and Sociological Perspectives of  Education | 4 | 5 |  | 50 | 50 | 100 |
| 1B | **Core – II:** Psychology of Learning  and Development | 4 | 5 |  | 50 | 50 | 100 |
| 1C | **Core – III :**Basics of Educational  Research | 4 | 5 |  | 50 | 50 | 100 |
| 1E1 | **Elective-I :**Early Childhood Care and Education | 4 | 5 |  | 50 | 50 | 100 |
| 1E2 | **Elective-II :**Basis of Elementary  Education | 4 | 5 |  | 50 | 50 | 100 |
| 1T1 | **Tool Course-I :**  Preparation of Research Proposal | 1 | 1 |  | 25 | - | 25 |
| 1T2 | **Tool Course-II:** Professional Career  Skill Development (Activity Based) | 2 | 2 |  | 50 | - | 50 |
| **Total** | |  |  |  |  |  |  |
| **SECOND SEMESTER** | | | | | | | |
| 2A | **Core –IV**: Curriculum Design and  Development | 4 | 5 |  | 50 | 50 | 100 |
| 2B | **Core – V:** Historical, Political, and Economical Perspectives in Education | 4 | 5 |  | 50 | 50 | 100 |
| 2C | **Core – VI:**  Advanced Educational Research and Statistics | 4 | 5 |  | 50 | 50 | 100 |
| 2E1 | **Elective-III:** Basis of Secondary and  Higher Secondary Education | 4 | 5 |  | 50 | 50 | 100 |
| 2E2 | **Elective-IV:**  Curriculum, Pedagogy and Assessment | 4 | 5 |  | 50 | 50 | 100 |
| 2T1 | **Tool Course-III:**  Training in Educational Software(SPSS) | 3 | 4 |  | 75 | - | 75 |
| 2IT | **Internship Training- I:**  Preparation of Video Package for three weeks | 4 | - |  | 100 | - | 100 |
| **Total** | |  |  |  |  |  |  |
| **THIRD SEMESTER** | | | | | | | |
| 3A | **Core – VII:** Pre-service and In-service  Teacher Education | 4 | 5 |  | 50 | 50 | 100 |

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| 3B | **Core – VIII:** Education as a Field of  Study | 4 | 5 |  | 50 | 50 | 100 |
| 3E1 | **Elective-V:** Financing of Education | 4 | 5 |  | 50 | 50 | 100 |
| 3E2 | **Elective-VI:** Environmental Education | 4 | 5 |  | 50 | 50 | 100 |
| 3E3 | **Elective-VII:** Inclusive Education | 4 | 5 |  | 50 | 50 | 100 |
| 3E4 | **Elective-VIII:** Educational  Management and Administration | 4 | 5 |  | 50 | 50 | 100 |
| 3T1 | **Tool course-IV:** Expository and  Academic Writing | 2 | 2 |  | 50 | - | 50 |
| 3T2 | **Tool course-V :**Self-Development;  Yoga Education | 3 | 4 |  | 75 | - | 75 |
| 3T3 | **Tool course-VI :**Construction and  Standardization of Research Tool | 1 | 1 |  | 25 | - | 25 |
| 3IT | **Internship Training-II:** Visit to Teacher Education Institution for three  weeks | 4 | - |  | 100 | - | 100 |
| **Total** | |  |  |  |  |  |  |
| **FOURTH SEMESTER** | | | | | | | |
| 4A | **Core-IX :** Gender Disparity in  Education | 4 | 5 |  | 50 | 50 | 100 |
| 4B | **Core-X :** Teacher Education for 21st  Century | 4 | 5 |  | 50 | 50 | 100 |
| 4E1 | **Elective-IX:** Recent Trends in Higher  Education | 4 | 5 |  | 50 | 50 | 100 |
| 4E2 | **Elective-X :** Technology of E-learning | 4 | 5 |  | 50 | 50 | 100 |
| 4E3 | **Elective-XI:** Augmented Reality in  Education | 4 | 5 |  | 50 | 50 | 10  0 |
| 4T1 | **Tool course-VII:** Training in Communicative Skills | 2 | 2 |  | 50 | - | 50 |
| - | Dissertation and Viva-Voce | 8 | - |  | 100 | 10  0 | 200 |
| **Total** | |  |  |  |  |  |  |
| **Grand Total** | | **90** | - |  | - | - | **2250** |
| **ONLINE COURSES** | | | | | | | |
|  |  |  |  |  |  |  |  |
| **-** | SWAYAM –MOOCs – Online 4weeks  Course\*\*\*\* | 2 | - | - | - | - | - |
| **BUM0 1** | BU-MOOCs-  Academic and Research Report Writing\*\*\* | - | - | - | - | - | - |

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

\*\*\*BU-MOOCs – Online course is optional and it should be completed in fourth semester @ Total marks and credits excluding BU-MOOCs Course.

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| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
| **Theory** | **Practica l** | **CIA** | **ESE** | **Total** |
| **Job Oriented Certificate Courses** | | | | | | | |
| 1JOC1 | Preparation of Teaching Material\*\* | 12 | 3 | 2 | - | - | - |
| 3JOC2 | Soap and Detergents\*\* | 9 | 3 | 2 | - | - | - |
|  | **Value Added Courses** | | | | | | |
| 2VA1 | Blended Learning\* | 4 | **5** |  | 100 | - | 100 |
| 4VA2 | Advanced Hands-on Training in SPSS\* | 4 | 5 | - | 100 | - | 10  0 |

\*\*Job Oriented Certificate Courses: Two courses (one in the First semester and another in the Third Semester) is optional.

\*Value Added Courses: Two courses (one in the Second and another in the Fourth Semester) is optional.



First Semester



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| **Course code** | | **1A** | **TITLE OF THE COURSE** | | **L** | **T** | **P** | | **C** |
| **Core** | | | **Philosophical and Sociological Perspectives of Education** | | **4** | **-** | **-** | | **4** |
| **Pre-requisite** | | | Learners must have basic understanding about  Philosophical and Sociological Perspectives of **Ve**  Education | | **Syllabus Version** | | **2022-**  **23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the scope and application of educational philosophy. 2. Expose the different mode of philosophical enquiry as a basis of all education endeavors. 3. Develop understanding about the contributions of Eastern and Western philosophies. 4. Help the student to develop a philosophical outlook towards educational problems. 5. Understand the contributions made to education by prominent educational thinkers. 6. Know the role of different elements in the process of socialization. 7. Understand the importance of education for socially and economically disadvantaged. 8. Critically analyze the current issues in Indian society and education. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understands the philosophical assumptions & operations to education | | | | | | | K2 | |
| 2 | Contrast Indian & Western Philosophies | | | | | | | K3 | |
| 3 | Analyze the different great Philosophers | | | | | | | K4 | |
| 4 | Remember the Philosophical thoughts. | | | | | | | K1 | |
| 5 | Evaluate the challenges of Indian education system and society | | | | | | | K5 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | |
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| **Unit:1** | | **PHILOSOPHY AND EDUCATION** | | | **14-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **INDIAN AND WESTERN SCHOOLS OF PHILOSOPHY** | | | **17-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **EDUCATIONAL CONTRIBUTIONS OF INDIAN AND WESTERN THINKERS** | | **17-- hours** | | | | | |
| 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. | | | | | | | | | |
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| **Unit:4** | | **SOCIOLOGY OF EDUCATION** | | **18-- hours** | | | | | |
| 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 | | | | | | | | | |



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| socially and economically disadvantaged section of society. | | | | |
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| **Unit:5** | | | **CURRENT ISSUES IN THE CONTEXT OF EDUCATION AND INDIAN**  **SOCIETY** | **16-- hours** |
| 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. | | | | |
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|  | | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | | |
| Seminars on Indian and Western Philosophers and their philosophy | | | | |
| Quiz competitions on Indian Philosophers | | | | |
|  | | | **Total Lecture hours** | **82-- hours** |
| **Text Book(s)** | | | | |
| 1 | Singaravelu. G, Paramasivam. M and Shahana, A. M (2016) Philosophical and Sociological  Perspectives of Education, APH Publishing Corporation, New Delhi. | | | |
| 2 | Vidyabhusana, S. C. (2019). *A History of Indian logic: Ancient, mediaeval, and modern*  *schools.* (2019). Facsimile Publisher. | | | |
| 3 | Arulsamy, S. (2011).*Philosophical and Sociological Perspective on Education*.  Hyderabad:Neelkamal Publications PrivateLtd. | | | |
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| **Reference Books** | | | | |
| 1 | | Mehta, J., & Davies, S. (2018). *Education in a New Society: Renewing the Sociology of*  *Education*. University of Chicago Press | | |
| 2 | | Ballantine, D. H. (2017). The Sociology of Education: A Systematic Analysis. Routledge. | | |
| 3 | | Singaravelu. G, Paramasivam. M and Shahana, A. M (2016) Philosophical and  Sociological Perspectives of Education, APH Publishing Corporation, New Delhi. | | |
| 4 | | Mrunalini, T., & Sumalini, T. (2016). *Philosophical Perspectives of Education* (1st ed.). Neelkamal. | | |
| 5 | | Chavla, D., & Singh, D. (2016). *Philosophical and Sociological Perspectives of Education*  (1st ed.). Thakur. | | |
| 6 | | Chatterjee, S., & Datta, D. (2016). *An Introduction to Indian Philosophy* (10th ed.). Motilal  Banarsidass. | | |
| 7 | | Sharma, Naina. (2011). *Value education and social transformation.* New Delhi: Rawat  Publications | | |
| 8 | | Raja, B.W.D., & Anandan, K. (2010). Education in emerging Indian society. New Delhi:  APH Publishing Corporation. | | |
| 9 | | Aggarwal, J.C (2009). *Teacher and education in a developing society*, (4Delhi: Vikas  Publishing House. | | |
| 10 | | Aggrawal, J.C. & Gupta, S., (2007) Great Philosophers and Thinkers on Education,  Shipra publications, New Delhi. | | |
| 11 | | Aggrawal, J.C., (2007) Philosophical and Sociological Perspectives on Education, Shipra publication, Delhi. | | |

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| 12 | | Aggrawal, S. (2007) Philosophical Foundation of Education, Authorspress, Delhi. |
| 13 | | Baggini,J. & Stabgroom, J. (2007) Great Thinkers A-Z, Viva Books Private Limited, Delhi. |
|  | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | |
| 1 | https:/[/www.rese](http://www.researchgate.net/publication/335883465_The_Urgency_of_Philosophical_and_)a[rchgate.net/publication/335883465\_The\_Urgency\_of\_Philosophical\_and\_](http://www.researchgate.net/publication/335883465_The_Urgency_of_Philosophical_and_)  Sociological\_Perspective\_on\_Educational\_Technology | |
| 2 | <http://cdlu.ac.in/Downloads/6-dec-2013/B.Ed.%20CDLU%20Sirsa%20-2013-14-.pdf> | |
| 3 | <http://www.thenorthlines.com/adhocism-in-school-education-a-curse/>(2020) | |
|  | | |
| Course Designed By: **Dr. M. BALASUBRAMANIAM** | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | M | L | L | S | S | S |
| **CO2** | S | S | S | M | M | M | L | S | S | L |
| **CO3** | S | S | S | M | M | M | L | S | S | L |
| **CO4** | S | S | M | M | S | L | L | S | S | L |
| **CO5** | S | S | M | L | S | L | L | S | S | L |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **1B** | **TITLE OF THE COURSE** | **L** | | | **T** | **P** | **C** |
| **Core** | | | **PSYCHOLOGY OF LEARNING AND DEVELOPMENT** | **04** | | | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners much have previous knowledge about educational  psychology | **Syllabus Version** | | | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the various stages of growth and development of an individual 2. Understand the learning process and factors involved in learning. 3. Analyse various types of personality and adjustment problems. 4. Understand the learner’s diversity. 5. Apply psychology in education | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Apply the knowledge of psychology in teaching learning process. | | | | | | | K4 | |
| 2 | Organize the teaching according to different methods of psychology. | | | | | | | K6 | |
| 3 | Understand the growth and development with different psychological theories. | | | | | | | K2 | |
| 4 | Apply different theories learning. | | | | | | | K5 | |
| 5 | Develops personality according personality theories and apply in teaching  learning process | | | | | | | K6 | |
| 6 | Handle children with different learning disabilities with great care. | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **EDUCATIONAL PSYCHOLOGY** | | | | **09 hours** | | | |
| 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** | | | | **20 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **LEARNING AND LEARNING THEORIES** | | | **20 hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:4** | | **PERSONALITY AND ADJUSTMENT** | **16 hours** |
| 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. | | | |
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| **Unit:5** | | **DIFFERENTLY ABLED CHILDREN** | **15 hours** |
| 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. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Psychological issues of Online Learning | | | |
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|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Mangal.S.K. (2010). *Advanced Educational Psychology.* New Delhi: Printice Hall of  India Pvt. Ltd. | | |
| 2 | Dandapani, S. (2001). *A text book of advanced educational psychology (2ndEdn.).*  NewDelhi: Animol Publications. | | |
| 3 | Arulsamy, S., Malarvizhi, M., Jeyadevi, J., & Reddy, J.K. (2018). *Educational*  *Psychology*. New Delhi: A.P.H. PublishingCorporation. | | |
| 4 | Singaravelu.G (2017) Assessment for Learning. Neelkamal publishers pvt .Ltd  :Hyderabad | | |
| 5 | Singaravelu.G, Shahana .A.M & Sivakumar.A (2017) Problems Of Education. APH  publishing corporation, New Delhi. | | |
| 6 | Singaravelu.G & Mathivanan .R (2018) Guidance and Counselling. APH publishing  corporation, New Delhi. | | |
| 7 | Singaravelu.G (2018) Psychological Basis of Guidance and Counselling. APH publishing corporation, New Delhi. | | |
| 8 | Singaravelu.G & Janardhana Kumar Reddy.P (2018) Essentials of Guidance and Counselling. APH publishing corporation, New Delhi. | | |
| 9 | Dhivyadeepa, E & Premalatha, T (2021). Childhood and Growing up. Kanchipuram, Tamilnadu: Mayas publication. | | |
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| **Reference Books** | | | |
| 1 | Anita Woolfolk. (2004). *Educational psychology*. Singapore: Pearson Education. | | |
| 2 | Baron J. and Sternberg, R. (eds.) (1987) Teaching thinking skills: Theory and practice  New York, W.H. Freeman. | | |
| 3 | Baron, R. A. and Misra .G (2016). *Psychology.* New Delhi: Pearson. | | |
| 4 | Baron, R.A. (2002). Psychology (5th Ed.) Singapore, Pearson Education Asia. | | |
| 5 | Beckett, C., & Tailor, H. (2019). *Human Growth and Development*. SAGE Publications  Ltd, London. | | |

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| 6 | Chauhan. S.S. (2007) Advanced Educational Psychology, Vikas Publication House, New  Delhi. |
| 7 | Corno, L., & Anderman, E. M. (2016) *Handbook of Educational Psychology* (2nd ed.)  Routledge. |
| 8 | Costa, A. (2001). The vision: Developing Minds (3rd Ed.) Alexandria, VA. |
| 9 | Garrett, H.E. (1981). *Fundamental statistics in psychology and education*. Bombay:Vakils  Publishers. |
| 10 | Hurlock, Elizabeth. B. (2015). *Child development*. New Delhi: McGraw Hill Education. |
| 11 | Singaravelu.G. (2016) Educational Psychology, APH Publishing Corporation, New Delhi. |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | [https://resources.saylor.org/wwwresources/archived/site/wp- content/uploads/2012/06/](https://resources.saylor.org/wwwresources/archived/site/wp-%20content/uploads/2012/06/)  Educational-Psychology.pdf |
| 2 | https://en.wikipedia.org/wiki/Psychology\_of\_learning |
| 3 | <http://www.psychologydiscussion.net/learning/learning-meaning-nature-types-and->  theories-of-learning/652 |
| 4 | https:/[/www.cs.uc](http://www.cs.ucy.ac.cy/~nicolast/courses/cs654/lectures/LearningTheories.pdf)y[.ac.cy/~nicolast/courses/cs654/lectures/LearningTheories.pdf](http://www.cs.ucy.ac.cy/~nicolast/courses/cs654/lectures/LearningTheories.pdf) |
| 5 | <http://www.opentextbooks.org.hk/system/files/export/6/6118/pdf/Educational_Psychology>  \_6118.pdf. |
| 6 | <https://www.psychologytoday.com/us/basics/personality/theories-personality>(2020) |
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| Course Designed By: **Dr. S. ARULSAMY** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | L | S | M | M | S | S | S | L | S |
| **CO2** | S | L | S | M | M | S | S | S | L | S |
| **CO3** | S | L | S | M | M | S | S | S | L | S |
| **CO4** | S | L | S | M | M | S | S | S | L | S |
| **CO5** | S | L | S | M | M | S | S | S | L | S |
| **CO6** | S | L | S | M | M | S | S | S | L | S |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **1C** | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Core** | | | **Basics of Educational Research** | **4** | **-** | | **-** | **4** |
| **Pre-requisite** | | | Learners must have previous knowledge about  Educational Research **Ve** | **Syllabus**  **rsion** | | **2022-**  **23** | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Acquire knowledge of research in the field of education 2. Write a research proposal 3. Describe the nature, characteristics, types, advantages and limitations of quantitative and qualitative research. 4. Acquire skills to select appropriate population and sampling techniques. 5. Acquire skills to construct suitable tests and tools. 6. Familiarize with agencies of research 7. Understand the scientific enquiry and its applications in education 8. Familiarize the students with various methods and techniques of educational research 9. Formulate design for undertaking research projects and to construct the tools for data collection. 10. Use various statistical techniques in educational research. 11. Develop competency in software package for statistical analysis. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Identify the research problems independently | | | | | | K1 | |
| 2 | Select prompt research method for research process | | | | | | K2 | |
| 3 | Train to collect appropriate reviews for selected problems | | | | | | K2 | |
| 4 | Acquire the ability to select samples from research population area | | | | | | K3 | |
| 5 | Practice proper sampling techniques. | | | | | | K2 | |
| 6 | Able to choose variables according objectives of the study | | | | | | K4 | |
| 7 | Prepare and standardize tools for research | | | | | | K5 | |
| 8 | Use SPSS package for data analysis | | | | | | K5 | |
| 9 | Write research proposal for the projects. | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **Research Process In Education** | | **18 hours** | | | | |
| 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. | | | | | | | | |
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| **Unit:2** | | **Type of Research** | | **15 hours** | | | | |
| Quantitative Research: Meaning, characteristics. Longitudinal and cross-sectional research. 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, phenomenological research. | | | | | | | | |
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| **Unit:3** | | **Methodology in Research** | **15 hours** |
| 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. | | | |
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| **Unit:4** | | **Research Proposal for Funding Agencies in Education Research** | **17 hours** |
| 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. | | | |
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| **Unit:5** | | **Descriptive Statistics in Educational Research** | **15 hours** |
| 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. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Standardization of Research tool, Qualitative Research | | | |
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|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Singaravelu, G, Paramasivam, M and Shahana.A.M (2017) Research Methodology, APH  Publishing Corporation, New Delhi. | | |
| 2 | Best, J. W., & Kahn, J. V. (2016). *Research in Education* (10th ed.). Pearson Education | | |
| 3 | Dhivyadeepa, E (2015), Sampling techniques in Educational Research, Laxmi Book  Publications, Hyderabad. | | |
| 4 | Singaravelu.G & A. Sivakumar (2018) Research Methodology. APH publishing corporation. New Delhi | | |
| 5 | Singaravelu .G& A. Sivakumar (2018) Research Methods and Advanced Statistics. APH  publishing corporation. New Delhi | | |
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| **Reference Books** | | | |
| 1 | Sagor, R. D. (2016). *Understanding Critical Race Research Methods and Methodologies:*  *Lessons from the Field*. Routledge Publisher. | | |
| 2 | Chandra, S.S and Sharma, R.K. (2007). Research in education. New Delhi: Atlantic Publishers. | | |
| 3 | Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. | | |
| 4 | Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative | | |
| 5 | Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication. | | |
| 6 | Dr. G. Singaravelu, N. Priyadharsini & A. Arun (2020) Assessment and Appraisal in Guidance and Counselling. A.P.H. Publishing Corporation. New Delhi. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://swayam.gov.in/nd2_ntr20_ed30/preview> | | |

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| 2 | https://unesdoc.unesco.org/ark:/48223/pf0000182459 |
| 3 | https://cirt.gcu.edu/research/developmentresources/tutorials/researchdesigns |
| 4 | https://ww2.odu.edu/~jritz/attachments/edrefu.pdf |
| 5 | https://en.wikipedia.org/wiki/Educational\_research |
| 6 | <https://www.journals.elsevier.com/educational-research-review/recent-articles> (2021) |
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| Course Designed By: **Dr. E. DHIVYADEEPA** | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | M | L | S | L | S |
| **CO2** | M | S | S | S | M | L | L | S | L | S |
| **CO3** | M | S | S | S | M | M | L | S | L | S |
| **CO4** | S | S | S | S | M | M | L | S | L | S |
| **CO5** | S | S | S | S | S | S | M | S | L | S |
| **CO6** | M | S | S | S | S | S | L | S | L | S |
| **CO7** | M | S | S | S | M | L | L | S | L | S |
| **CO8** | M | S | S | S | M | M | L | S | L | S |
| **CO9** | S | S | S | S | M | M | L | S | L | S |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **1E1** | **TITLE OF THE COURSE** | **L** | | | **T** | **P** | | **C** |
| **Elective** | | | **Early Childhood Care and Education** | **04** | | | **-** | **-** | | **04** |
| **Pre-requisite** | | | Learners must have basic  understanding about Early Childhood Care and Education | **Syllabus Version** | | | **2022-23** | | | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the historical development of early childhood education. 2. Know the different aspects of child development. 3. Review the various committees and commissions suggestions on early childhood education. 4. Understand the principles involved in the planning of pre-school programmes 5. Perceive the various management process of the pre-school programmes. 6. Analyse the methods of teaching to pre-school children. 7. Explore the objectives, types and techniques in educating the early childhood education programmes. | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | Understand the early childhood care promoter‟s thoughts and applies for pre-  primary children. | | | | | | | | K2 | |
| 2 | Apply the concept development of early childhood in teaching learning process. | | | | | | | | K3 | |
| 3 | Enumerate the different committees and commissions on early childhood care  and applies in real life situations | | | | | | | | K1 | |
| 4 | Analyze different teaching methods and techniques of teaching and tryout the  best for pre- primary children. | | | | | | | | K4 | |
| 5 | Know the different evaluation pattern to evaluate the preschool children and  apply the suitable pattern considering their age. | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | |
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| **Unit:1** | | **OVERVIEW OF EARLY CHILDHOOD EDUCATION** | | | | **16 hours** | | | | |
| 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. | | | | | | | | | | |
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| **Unit:2** | | **DEVELOPMENT DURING EARLY CHILDHOOD PERIOD** | | | | **16 hours** | | | | |
| 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. | | | | | | | | | | |
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| **Unit:3** | | **COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION** | | | **20 hours** | | | | | |
| 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 | | | | | | | | | | |



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| 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). | | | |
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| **Unit:4** | | **MANAGEMENT OF PRE-SCHOOL AND METHODS OF TEACHING** | **16 hours** |
| 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. | | | |
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| **Unit:5** | | **EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMME** | **12 hours** |
| 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. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
| Principles and Techniques of Evaluation | | | |
|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Cohen, L. E., & Waite-Stupiansky, S. (2017). Theories of Early Childhood Education:  Developmental, Behaviorist, and Critical. Routledge | | |
| 2 | Curtis, A. (2017). Care and Education in Early Childhood: A Student's Guide to  Theory and Practice (2nd ed.). Routledge. | | |
| 3 | Kulshreshtha, A. (2017). A. Early Childhood Care And Education;Principles and  Practices. Kanishka Publisher.Roopnarine | | |
| 4 | Aggarwal, J.C and Gupta, S. (2013). *Early childhood care and education*. Delhi:  Shipra Publications. | | |
| 5 | Mishra, R.C. (2005). *Early childhood education today*. New Delhi: Prentice Hall Publisher | | |
| 6 | Ganai M.Y. & Sayid, Mohd. (2002). Early child care and education. Srinagar  (India): Kashmir University. | | |
| 7 | Dr. G. Singaravelu (2018) Modern Methods of Teaching English. APH publishing  corporation, New Delhi. | | |
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| **Reference Books** | | | |
| 1 | J. L., Johnson, J. E., & Quinn, S. F. (2018). *Handbook of International Perspectives On*  *Early Childhood Education.* (1st ed.). Routledge | | |
| 2 | Govt. of India (2005). *National plan of action for children*. New Delhi:  Department of Women and Child Development. | | |
| 3 | NCERT (2005). *Position paper of the national focus group on early childhood education,*  New Delhi: NCERT. | | |
| 4 | NCTE (2005). *Report on ecce teacher education: Curriculum framework and syllabus*  *Outline*, New Delhi: NCTE | | |

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| 5 | NIPCCD (2002). *Children in difficult circumstances: Summaries of research*. New  Delhi: Resource Centre on Children. |
| 6 | UNESCO (2007). *Early childhood care and education*. Paris: Strong Foundations |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <http://dx.doi.org.ezproxy.tru.ca/10.4135/9781483340333> |
| 2 | <https://en.wikipedia.org/wiki/Early_childhood_education> |
| 3 | <http://www.child-encyclopedia.com/child-care-early-childhood-education-and-care> |
| 4 | [http://www.ncert.nic.in/new\_ncert/ncert/rightside/links/pdf/focus\_group/early\_childho](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/early_childhood_education.pdf5) [od\_e ducation.pdf5.](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> |
| 6 | <https://www.educationworld.in/nep-2020-school-education-ecce-curriculum-and-pedagogy/>  (2020) |
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| Course Designed By: **Dr. P. JANARDHANA KUMAR REDDY** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | L | M | M | S | S | M | M | M |
| **CO3** | S | S | L | M | M | S | S | M | M | M |
| **CO3** | S | S | L | M | M | S | S | M | M | M |
| **CO4** | S | S | L | M | M | S | S | M | M | M |
| **CO5** | S | S | L | M | M | S | S | M | M | M |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | **1E2** | **TITLE OF THE COURSE** | **L** | | | **T** | **P** | **C** |
| **Core** | | | **Basis of Elementary Education** | **04** | | | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic understanding about Elementary  Education | **Syllabus Version** | | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Learn the concept, objectives, rationale, challenges and extent of success of universal elementary education (UEE) 2. Discuss the development of elementary education in India since Independence Day. 3. Reflect on the relevance of strategies and programmes of UEE. 4. Analyze the principles of school curriculum and critically analyze the evaluation in elementary subjects. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the early childhood care promoter’s thoughts and applies for pre-  primary children. | | | | | | | K2 | |
| 2 | Apply the concept development of early childhood in teaching learning process | | | | | | | K3 | |
| 3 | Perceive the different committees and commissions on early childhood care  and applies in real life situations. | | | | | | | K4 | |
| 4 | Analyze different teaching methods and techniques of teaching and tryout the  best for pre-primary children | | | | | | | K4 | |
| 5 | Create the different evaluation pattern to evaluate the preschool children and  apply the suitable pattern considering their age. | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **INTRODUCTION TO ELEMENTARY EDUCATION** | | | | **14 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **DEVELOPMENT OF ELEMENTARY EDUCATION IN POST INDEPENDENCE INDIA** | | | | **16 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **UNIVERSALIZATION OF ELEMENTARY EDUCATION** | | | **18 hours** | | | | |
| 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; | | | | | | | | | |
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| **Unit:4** | | **STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION** | **20 hours** |
| 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. | | | |
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| **Unit:5** | | **CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION** | **12 hours** |
| 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 | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
| Multilinguism in Indian Elementary system. | | | |
|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Govinda, R., & Mathew, A. (2018). Universalization of Elementary Education in India.  (1st ed.). Council for Social Development | | |
| 2 | Duran, D., & Topping, K. (2017). Learning by Teaching: Evidence-based Strategies to  Enhance Learning in the Classroom (1st ed.). Routledge | | |
| 3 | Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New  Delhi. | | |
| 4 | Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications | | |
| 5 | Mohanty, J. N. (2002): Primary and Elementary Education | | |
| 6 | Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication | | |
| 7 | Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi. | | |
| 8 | Indrajith, R. (2017). Teaching Today for Tomorrow: Enhancing Elementary Education  with 9 Basic Skills of Life (1st ed.). Notion Press. | | |
| 9 | Singaravelu. G (2010) Primary Education. APH publishing corporation, New Delhi. | | |
| 10 | Sharma .R.N. (2021) History of Education in India. Atlantic Publishers and Distributors Pvt Ltd | | |
| 11 | Krishnamacharyulu. V. (2022) Elementary Education. NeelKamal Publications. New Delhi. | | |
| 12 | Nookarapu Srinivasu (2022) Community participation in Elementary Education. NeelKamal Publications. New Delhi. | | |
| **Reference Books** | | | |
| 1 | Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications,  U.K | | |
| 2 | Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K | | |
| 3 | Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A  Practical guide. David Fultan Publishers. | | |
| 4 | UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance | | |
| 5 | MHRD (2001): Convention on the Right of the child. New Delhi | | |
| 6 | Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA | | |
| 7 | Government of India (1987) Programme of Action, New Delhi: MHRD. | | |

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| 8 | Government of India (1987) Report of the Committee for Review of National Policy on  Education, New Delhi, MHRD |
| 9 | Government of India (1986) National Policy on Education, New Delhi, MHRD |
| 10 | Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I. |
| 11 | Deep & Deep Publications, New Delhi National Curriculum Framework (NCF)-2005  NCERT, New Delhi |
| 12 | Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi |
| 13 | Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public  Administration |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://en.wikipedia.org/wiki/Primary_education> |
| 2 | [https://www.jstor.org/stable/4402100?seq=6#metadata\_info\_tab\_contents](https://www.jstor.org/stable/4402100?seq=6&metadata_info_tab_contents) |
| 3 | <http://www.unesco.org/education/pdf/333_35.pdf> |
| 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](https://www.researchgate.net/publication/252053106_Access_to_Elementary_Education_in_India)  [\_in\_India](https://www.researchgate.net/publication/252053106_Access_to_Elementary_Education_in_India) |
| 6 | [https://www.geteducated.com/online-schools/william-carey-university/bgs-elementary-](https://www.geteducated.com/online-schools/william-carey-university/bgs-elementary-education/)  [education/](https://www.geteducated.com/online-schools/william-carey-university/bgs-elementary-education/) (2021) |
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| Course Designed By: **Dr. P. JANARDHANA KUMAR REDDY** | |

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| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | S | L | M | L | M |
| **CO3** | S | S | S | M | M | S | L | M | L | M |
| **CO3** | S | S | S | M | M | S | L | M | L | M |
| **CO4** | S | S | S | M | M | S | L | M | L | M |
| **CO5** | S | S | S | M | M | S | L | M | L | M |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | | **1T1** | **TITLE OF THE COURSE** | **L** | | **T** | **P** | **C** |
| **Tool course** | | | | **Preparation of Research Proposal** | **02** | | **-** | **-** | **2** |
| **Pre-requisite** | | | | Learners must have previous knowledge  about Basic Educational Research | **Syllab us version** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the meaning of Research. 2. Perceive the need of preparing a research proposal. 3. Select the problem and write the research proposal for the problem. 4. Describe the important components of research proposal. 5. Learn the methodology to write the research proposal. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | | Select problems for research from different review sources. | | | | | | K4 | |
| 2 | | Understand different research methods and choose a suitable method for the research | | | | | | K2 | |
| 3 | | Analyze samples from the population. | | | | | | K4 | |
| 4 | | Write research proposal for different projects from NCERT, UGC etc. | | | | | | K6 | |
| **K1** – Remember; **K2** – Undestand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | |
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| **Unit:1** | | | **Research Process In Education** | | | **10 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | | **Type of Research** | | | **10 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | | **Contemporary Issues** | | **2 hours** | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | |
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|  | | | **Total Lecture hours** | | **22 hours** | | | | |
| **Text Book(s)** | | | | | | | | | |
|  |  | | | | | | | | |
| Pant,S.K. (2018). Research Methods for Practitioners. Atlantic and Distributors Pvt. | | | | | | | | | |
| Thomas, C. (2018). Research Methodology and Scientific Writing. Ane Books Pvt. | | | | | | | | | |
| Dhivyadeepa, E (2018). Descriptive Statistics in Education, Neelkamal publications. | | | | | | | | | |
| **Reference Books** | | | | | | | | | |
| 1 | John W. Creswell (2012). Educational research: planning, Conducting and evaluating  quantitative and qualitative research (4th edition), PHI learning Private limited, New Delhi. | | | | | | | | |

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| 2 | John W.Best and James V.Kahn. (2012).(10 th Edition), Resarch in Education, Delhi: Prentice  Hall of India |
| 3 | Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication |
| 4 | Salkind, N.J. (2006). Exploring Research (6th Edition) Nj: Pearson Prentice Hall. |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://swayam.gov.in/nd2_ntr20_ed30/preview> |
| 2 | htt[ps://www.une.edu.au/](http://www.une.edu.au/) data/assets/pdf\_file/0013/22207/writingaresearchproposal.pdf |
| 3 | htt[ps://www.ncbi.nlm.nih.gov/pm](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3282423/)c[/articles/PMC3282423/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3282423/) |
| 4 | https://education.fsu.edu/research/coe-office-of-research/preparing-successful-proposals |
| 5 | <http://www.postgraduate.uwa.edu.au/students/proposals/preparing> |
| 6 | htt[ps://www.wikihow.com/](http://www.wikihow.com/Write-a-Research-Proposal)W[rite-a-Research-Proposal](http://www.wikihow.com/Write-a-Research-Proposal) |
| 7 | htt[ps://www.une.edu.au/](http://www.une.edu.au/) data/assets/pdf\_file/0013/22207/writingaresearchproposal.pdf |
| 8 | <https://www.statisticshowto.com/statistics-basics/>(2020) |
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| Course Designed By**: Dr. E. DHIVYADEEPA** | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | M | L | M | L | M |
| **CO2** | M | S | S | S | M | L | L | M | L | M |
| **CO3** | M | S | S | S | M | M | L | M | L | M |
| **CO4** | S | S | S | S | M | M | L | M | L | M |
| **CO5** | M | S | S | S | M | M | L | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **1T2** | **TITLE OF THE COURSE** | **L** | | **T** | **P** | **C** |
| **Tool Course** | | | **PROFESSIONAL CAREER SKILL DEVELOPMENT** | **02** | | **-** | **-** | **02** |
| **Pre-requisite** | | | Learners must have basic  knowledge about various soft skills | **Syllabus Version** | | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Understand how professional career skills can help with a successful transition into a professional setting. 2. Become acquainted with concepts of career planning, offering a systematic approach to life-long career decision-making 3. Learn about resources and information that can be utilized in career decision making and goal setting when exploring career options. 4. Understand and enhance interpersonal communication process, various skills involved in developing, enriching interpersonal relationships, handle emotions of self and others, necessity and importance of working together as a team, and the skills tested and participate effectively in Group Discussions. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Attend any type of interview with confidence borne out of knowledge gained and  practice session. | | | | | | K2 | |
| 2 | Develop professional skills to get perfect jobs. | | | | | | K3 | |
| 3 | Practice communicative skills for professional career development. | | | | | | K3 | |
| 4 | Improve personal skills to be a moral and intellectual person. | | | | | | K6 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **PROFESSIONAL CAREER DEVELOPMENT** | | | **10 hours** | | | |
| 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. | | | | | | | | |
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| **Unit:2** | | **PERSONAL AND PROFESSIONAL SKILLS** | | | **18 hours** | | | |
| ***Personal skills:*-** time management – using time effectively, 25ounselin time spent to improve productivity, setting SMART (specific, measurable, achievable, realistic, time-based) objectives, prioritizing work tasks, dealing with time wasters, effective delegation; stress management; problem solving skill; decision making skill; critical and creative thinking skill.  ***Professional skills:-*** 25ounseling 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 | | | | | | | | |
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| **Unit:3** | | **COMMUNICATION AND TEAM WORK** | | **12 hours** | | | | |
| 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 | | | | | | | | |



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| work skill; team building skills; effective group discussion; presentations in small groups and  larger audiences; Preparation for internship interviews | | | |
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| **Unit:4** | | **Contemporary Issues** | **2 hours** |
| Issues in using modern technology in Teaching-Learning | | | |
| Communication Skills | | | |
| Mock -interview | | | |
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|  | | **Total Lecture hours** | **42 hours** |
| **Text Book(s)** | | | |
| 1 | Allen, M., and Adair, J. (2003), The Concise Time Management and Personal  Development | | |
| 2 | Beebe, T. and Mottet, X. (2014) Business and professional communication: Principles and  skills for leadership. New York, NY: Pearson | | |
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| **Reference Books** | | | |
| 1 | Feller, Honaker, and Zagzebski (2002). Theoretical voices directing the career  development journey: Holland.McGraw-Hill Professional. | | |
| 2 | G. Ravindran, S.P. Benjamin Elango and L. Arockiam (2007), “Success through Soft  Skills”. | | |
| 3 | Gold J, Thorpe R and Mumford A (2010), Leadership and Management Development,  CIPD. | | |
| 4 | Kumar, S., & Lata, P. (2018). Communication Skills: A Workbook (1st ed.). Oxford  University Press | | |
| 5 | Megginson D and Whitaker V (2007), Continuing Professional Development, CIPD. | | |
| 6 | Mitra, B. (2016). Personality Development and Soft Skills (2nd ed.). Oxford University  Press. | | |
| 7 | 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. | | |
| 8 | Owen J (2009), How to Lead, 2nd Edition- Prentice Hall. | | |
| 9 | Trilling, B., Fadel, C. (2009). The Future of Work and Careers in 21st Century Skills,  John Wiley. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [www.businesslink.gov.uk](http://www.businesslink.gov.uk/) Interactive tools for creating a personal development plan  through assessment of management and leadership skills | | |
| 2 | [www.cipd.co.uk](http://www.cipd.co.uk/) Chartered Institute of Personnel and Development | | |
| 4 | [www.managementhelp.org](http://www.managementhelp.org/) Articles on leadership development  planning and self-assessments for personal and professional development | | |
| 5 | [www.management-standards.org.uk](http://www.management-standards.org.uk/) Chartered Management Institute | | |
| 6 | [www.mindtools.com](http://www.mindtools.com/) Time-management tools and activity logs | | |
| 7 | [https://makemeeffective.com/2020/05/our-body-language-and-emotions-in-](https://makemeeffective.com/2020/05/our-body-language-and-emotions-in-communication/)  [communication/](https://makemeeffective.com/2020/05/our-body-language-and-emotions-in-communication/) | | |
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| Course Designed By: **Dr. S. ARULSAMY** | | | |



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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | S | M | L | M |
| **CO2** | M | S | S | L | M | M | S | M | L | M |
| **CO3** | M | M | S | S | S | M | S | M | L | M |
| **CO4** | S | S | S | S | S | S | S | M | L | M |
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\*S-Strong; M-Medium; L-Low



Second Semester



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| **Course code** | | **2A** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | | | **CURRICULUM DESIGN AND DEVELOPMENT** | **04** | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic knowledge  about curriculum | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Comprehend the Curriculum as a field of study. 2. Learn the models of curriculum development. 3. Understand the approaches of curriculum organization. 4. Develop the approaches, methods and forms involved in curriculum evaluation. 5. Critically analyze the changes and innovations in curriculum planning and development. | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Understand the nature of curriculum and the theories of curriculum. | | | | | K2 | |
| 2 | Analyze the different types of models of curriculum development and choose  suitable model for teaching learning process. | | | | | K5 | |
| 3 | Enumerate different types of approaches in curriculum organization and use them for teaching-learning process. | | | | | K1 | |
| 4 | Adopt different type of models in curriculum evaluation. | | | | | K3 | |
| 5 | Grasp innovative methods in curriculum. | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | |
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| **Unit:1** | | **THE NATURE OF CURRICULUM** | | | **20 hours** | | |
| 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. | | | | | | | |
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| **Unit:2** | | **MODELS OF CURRICULUM DEVELOPMENT** | | | **12 hours** | | |
| 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. | | | | | | | |
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| **Unit:3** | | **APPROACHES OF CURRICULUM DESIGN** | | **16 hours** | | | |
| 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. | | | | | | | |
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| **Unit:4** | | **EVALUATION OF CURRICULUM** | | **16 hours** | | | |
| 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- | | | | | | | |



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| Tyler‟s Objectives-Centered Model, Robert Stake’s Congruence-Contingency Model. | | | |
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| **Unit:5** | | **RECENT TRENDS IN CURRICULUM** | **16 hours** |
| 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. | | | |
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|  | | **CONTEMPORARY ISSUES** | **2 hours** |
| Expert lectures, | | | |
| online seminars – webinars | | | |
| Quiz competitions | | | |
|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Singaravelu,G, Janardhana Kumar Reddy and Shahana.A.M(2018) *Curriculum*  *Development*, APH Pulishing Corporation, New Delhi | | |
| 2 | Arulsamy, S.(2010).*Curriculum Development*. Hyderabad:Neelkamal Publications Private  Ltd. | | |
| 3 | Premalatha, T & Dhivyadeepa, E (2021). Language across curriculum. Kanchipuram, Tamilnadu: 0.Mayas publications. | | |
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| **Reference Books** | | | |
| 1 | Ornstein, A.C., & Hunkins, F.P. (2016). *Curriculum: Foundations, Principles, and Issues*  (7th/2016 Ed.). Pearson Publication. | | |
| 2 | Scott, D. (2016). *New Perspectives on Curriculum, Learning and Assessment (Evaluating*  *Education: Normative Systems and Institutional Practices)* (1st ed.). Springer Nature. | | |
| 3 | Yadav, S. G. (2016). *Knowledge And Curriculum* (1.ed.). Paragon International. | | |
| 4 | Madhulika, Sharma. (2013). Education management, curriculum development and  teaching techniques. New Delhi: Kanishka Publishers. | | |
| 5 | Arulsamy,S.(2010) Curriculum Development, Hyderabad: Neelkamal Publications  Pvt. Ltd. | | |
| 6 | Sharma, R A (2009), Curriculm Development and Instruction, Meerut | | |
| 7 | Aggarwal,Deepak. (2007). Curriculum development: concept, methods and techniques.  New Delhi: Book Encla. | | |
| 8 | Robert S. Zais (1976) Curriculum: Principles and Foundations, New York: Thomas Y.  Crowell Company, Inc. | | |
| 9 | Kerlinger, Fred N. (1965) Foundations of Behavioural Research: New York: Hott,  Rineont and Winston. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://evaeducation.weebly.com/uploads/1/9/6/9/19692577/unit 4.pdf](https://evaeducation.weebly.com/uploads/1/9/6/9/19692577/unit__4.pdf) | | |
| 2 | <https://research-education-edu.blogspot.com/2014/08/types-of-curriculum.html> | | |
| 4 | [https://www.academia.edu/22151869/models\_of\_curriculum\_development](https://www.academia.edu/22151869/MODELS_OF_CURRICULUM_DEVELOPMENT) | | |
| 5 | <http://talc.ukzn.ac.za/Libraries/Curriculum/models_of_curriculum_evaluation.sflb.ashx> | | |
| 6 | <https://in.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf> | | |
| 7 | [https://ico-education.nl/research/theme-6-educational-design-and-curriculum-](https://ico-education.nl/research/theme-6-educational-design-and-curriculum-development/)  [development/](https://ico-education.nl/research/theme-6-educational-design-and-curriculum-development/) (2021) | | |

Course Designed By: **Dr. S. ARULSAMY**

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | S | S | S | S | L | M | S | S |
| **CO3** | S | M | S | S | S | S | L | M | S | S |
| **CO3** | S | M | S | S | S | S | L | M | S | S |
| **CO4** | S | M | S | S | S | S | L | M | S | S |
| **CO5** | S | M | S | S | S | S | L | M | S | S |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | **2B** | **TITLE OF THE COURSE** | | **L** | **T** | | **P** | **C** |
| **Core** | | | **Historical, Political and Economical Perspectives of Education** | | **04** | **-** | | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic understanding about  Historical, Political and Economical Perspectives **Ve**  of Education | | **Syllabus**  **rsion** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Remember history of schooling. 2. Understands perspective on the origin and nature of schooling. 3. Able to view education from political and economical perspectives 4. Appreciate the relationship between education and political economy. 5. Provide opportunity to develop critical understanding about the political and economical basis of emerging education 6. Analyze criticality regarding intellectual property rights and the role of international and other organizations.. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Remember the education system in India. | | | | | | | K1 | |
| 2 | Contrast pre and post-independence education system in India | | | | | | | K2 | |
| 3 | Apply the economical, educational, and human development and act according to it  in real life situation. | | | | | | | K3 | |
| 4 | Analyze the policies, provisions, and status of education in different countries and  implement them in India. | | | | | | | K4 | |
| 5 | Create Human Index | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
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| **Unit:1** | | **HISTORICAL PERSPECTIVES OF EDUCATION** | | | **14-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **CONTEMPORARY INDIAN EDUCATION SYSTEM** | | | **15-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **POLITICAL PERSPECTIVES OF EDUCATION** | | **18-- hours** | | | | | |
| 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. | | | | | | | | | |
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| **Unit:4** | | **ECONOMICAL PERSPECTIVES OF EDUCATION** | **17-- hours** |
| 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. | | | |
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| **Unit:5** | | **COMPARATIVE EDUCATION** | **16-- hours** |
| 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. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
| Seminar on History of Indian Education System | | | |
| Webinar on indian political and education | | | |
|  | | **Total Lecture hours** | **82-- hours** |
| **Text Book(s)** | | | |
| 1 | Dwivedi, S. C. (2018). A Framework for Understanding Contemporary Education in India (1st  ed.). Manisha Publication. | | |
| 2 | Kumar, C., Kaur, A., & Rani, S. K. (2018). Historical & Sociological Foundation of Education  (1st ed.). Twenty First Century Publications | | |
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| **Reference Books** | | | |
| 1 | Khemka, J. (2016). Perspective of Education (1st ed.). Paperback. | | |
| 2 | Geeta Kingdon (Lead Investigator) (2014). A rigorous review of the political economy of  education systems in developing countries. Institute of Education, London. | | |
| 3 | Ratnesh Ranjan et al., (2014). American International Journal of Research in Humanities, Arts  and Social Sciences, 5(1), 137-142 | | |
| 4 | Illich Ivan (2012). De-schooling Society. Morion Boyars, London | | |
| 5 | Chandra Rajashree (2010). Knowledge as Property: Issues in the Moral grounding of Intellectual  Property Rights. Oxford University Press, New Delhi. | | |
| 6 | Geeta Gandhi Kingdon & Mohd. Muzammil (2008). A Political Economy of Education in India:  The case of Uttar Pradesh. Oxford Policy Institute | | |
| 7 | Apple W Micheal & Beane A James (2006). Democratic Schools: Lessons from chalk face.  Ekalavya, Bhopal | | |
| 8 | Anuradha De & Jean Dreze (1999). PROBE. Oxford University Press, New Delhi. | | |
| 9 | Janardhana Kumar Reddy, P, Loganayagi, J & Vinothkumar, S (2021) Gender, School and Society. Masuvab Pathippagam, Viluppuram. | | |
| 10 | Arulsamy, A (2022) Economics of Education. . NeelKamal Publications. New Delhi | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://www.ngbu.edu.in/newsite/syla/medSem%204.pdf> | | |
| 2 | <https://shodhganga.inflibnet.ac.in/bitstream/10603/86829/11/11_chapter%203.pdf> | | |
| 3 | [https://project-92a98.web.app/historical-and-political-economy-of-education-in-india-m-ed-](https://project-92a98.web.app/historical-and-political-economy-of-education-in-india-m-ed-book-in-english.pdf)  [book-in-english.pdf](https://project-92a98.web.app/historical-and-political-economy-of-education-in-india-m-ed-book-in-english.pdf) | | |
| 4 | <https://read.dukeupress.edu/hope>(2021) | | |
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| Course Designed By: **Dr. M. BALASUBRAMANIAM** | | | |



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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | M | L | L | M | L | M |
| **CO2** | S | S | S | M | M | M | L | M | L | M |
| **CO3** | S | S | S | M | M | M | L | M | L | M |
| **CO4** | S | S | M | M | S | L | L | M | L | M |
| **CO5** | S | S | M | L | S | M | S | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **2C** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Core** | | | **Advanced Educational Research and Statistics** | **0**  **4** | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have previous knowledge about  Basic Educational Research and Statistics | **Syllabus Version** | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Analyze quantitative & qualitative in educational research. 2. Understand the various application of statistics in research 3. Use different software for data analysis 4. Identify issues of data collection and their treatment 5. Develop competencies in research reporting 6. Appreciate role of research methodology in education. | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Learn to use proper scale of measurement for their tool. | | | | | K2 | |
| 2 | Understand and apply different quantitative data analysis for their research. | | | | | K2 | |
| 3 | Understand and apply different qualitative data analysis for  their research. | | | | | K2 | |
| 4 | Differentiate inferential and descriptive statistics and choose suitable  statistical method for data analysis. | | | | | K4 | |
| 5 | Write research report for both quantitative and qualitative research. | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | |
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| **Unit:1** | | **Quantitative Data Analysis** | | **18 hours** | | | |
| 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. | | | | | | | |
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| **Unit:2** | | **Qualitative Data Analysis** | | **15 hours** | | | |
| Principles of qualitative data analysis. Techniques of qualitative data analysis - Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis,  Phenomenological analysis. | | | | | | | |
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| **Unit:3** | | **Inferential Statistics - Parametric** | | **15 hours** | | | |
| Inferential Statistics: Meaning, Uses, Sampling error, One-tailed and two-tailed test; Type 1 and type  2 error, Degrees of freedom, Test for normality: Kolmogorov-smirnov test, shapiro-wilk test, Q-Q plot. t-test, ANOVA, ANCOVA, MANOVA, MANCOVA. | | | | | | | |
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| **Unit:4** | | **Inferential Statistics – Non-parametric** | | **15 hours** | | | |
| Non-parametric statistics: Meaning, Uses, Chi-Square Test, Median Test, Sign Test, Mann Whitney  U-test and Wilcoxon test, Kruskal-Wallis test and Friedman’s test. | | | | | | | |
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| **Unit:5** | | **Research Report Writing** | | **17 hours** | | | |
| Research report: Definition, Meaning, uses, characteristics. Format of research report: Preliminary  page, Main body of research report: Introduction section, Methodological section, Result section, | | | | | | | |



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| Ethical section, Implication section. APA reference style Ethical considerations in quantitative and  qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity and plagiarism. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Expert lectures, | | | |
| online seminars – webinars | | | |
| Quiz Competitions | | | |
|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Kothari, C. R., & Garg, G. (2018). Research Methodology- Methods and  Techniques (4th ed.). New Age International. | | |
| 2 | Creswell, J.W. (2011). Educational Research: Planning, conducting, and Evaluating. | | |
| 3 | Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative,  Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications. | | |
| 4 | Dhivyadeepa, E (2018). Descriptive Statistics in Education, Neelkamal publications. | | |
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| **Reference Books** | | | |
| 1. | Gay, L.R., Mills, G.E., and Airasian, P. (2009). Educatinal Research. Competencies for  Analysis and Applications. New Jersy: Merrill and Pearson. | | |
| 2. | Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge,  London. | | |
| 3. | Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication. | | |
| 4. | Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication. 16. | | |
| 5. | Lichmen, M (2006) Qualitative Research in Education. London: Sage Publication | | |
| 6. | Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative  Approaches. SAGE Publication. | | |
| 7. | Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for  Practitioners. Paul Chapman Publishing. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://swayam.gov.in/nd2_ntr20_ed30/preview> | | |
| 2 | [http://www.yourarticlelibrary.com/statistics-2/correlation-meaning-types-and-its- computation-](http://www.yourarticlelibrary.com/statistics-2/correlation-meaning-types-and-its-computation-)  statistics/92001 | | |
| 3 | htt[ps://www.statisti](http://www.statisticshowto.datasciencecentral.com/parametric-and-non-parametric-data/)c[showto.datasciencecentral.com/parametric-and-non-parametric-data/](http://www.statisticshowto.datasciencecentral.com/parametric-and-non-parametric-data/) | | |
| 4 | https://opentextbc.ca/researchmethods/chapter/american-psychological-association-apa- style/ | | |
| 5 | htt[ps://www.wisdomjobs.com/](http://www.wisdomjobs.com/e-university/research-methodology-tutorial-355)e[-university/research-methodology-tutorial-355](http://www.wisdomjobs.com/e-university/research-methodology-tutorial-355) | | |
| 6 | <http://www.bmj.com/cgi/content/full/320/7227/114> | | |
| 7 | <https://towardsdatascience.com/anova-analysis-of-variance-explained-b48fee6380af>(2020) | | |
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| Course Designed By: **Dr. E. DHIVYADEEPA** | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |  |  |  |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | M | L | M | L | L |
| **CO2** | M | S | S | S | M | L | L | M | L | L |
| **CO3** | M | S | S | S | M | M | L | M | L | L |
| **CO4** | S | S | S | S | M | M | L | M | L | L |
| **CO5** | S | S | S | S | S | S | M | M | L | L |
| **CO6** | M | S | S | S | S | S | L | M | L | L |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **2E1** | **TITLE OF THE COURSE** | **L** | | | **T** | **P** | **C** |
| **Core** | | | **Basis of Secondary and Higher Secondary Education** | **04** | | | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners much have previous  knowledge about Secondary and Higher Secondary Education | **Syllabus Version** | | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the need and the basic principles of secondary and higher secondary education 2. Gain insight on the trends in education 3. Understand impact on common school education system. 4. Analyze the inter-relationship between secondary and higher secondary education 5. Critically analyses the functions and values of higher secondary education. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand and analyze the Basic Structure of Education in India. | | | | | | K 2 & K 4 | | |
| 2 | Compare the secondary and higher secondary education | | | | | | K4 | | |
| 3 | Conduct Seminars on role of ICT in school education | | | | | | K6 | | |
| 4 | Collect the documents on functions of higher secondary education. | | | | | | K6 | | |
| 5 | Remember the values of higher secondary education | | | | | | K1 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **BASICS IN EDUCATION** | | | | **14 hours** | | | |
| Aim, the General Factual picture of basic Education, system of schooling, Beginning and  Evolution, Development of Education, Growth of Education and Spread of Education.. | | | | | | | | | |
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| **Unit:2** | | **VOCATIONALISATION OF SECONDARY EDUCATION** | | | | **20 hours** | | | |
| 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 | | | | | | | | | |
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| **Unit:3** | | **INFORMATION AND COMMUNICATION TECHNOLOGY IN SCHOOLS** | | | **16 hours** | | | | |
| Computer usage in class room transactions - ICT policy – mobile classrooms, Smart classroom,  Quality Improvement in Schools, Internet and e-Learning. | | | | | | | | | |
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| **Unit:4** | | **SECONDARY AND HIGHER SECONDARY EDUCATION** | | | **16 hours** | | | | |
| 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**.** School Management Committee(SMC)- Role, Responsibility, Format and Functions. | | | | | | | | | |
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| **Unit:5** | | **FUNCTIONS AND VALUES OF HIGHER SECONDARY EDUCATION** | | | **14 hours** | | | | |
| 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. | | | | | | | | | |



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|  | | **Contemporary Issues** | **2 hours** |
| Expert lectures, | | | |
| online seminars - webinars | | | |
| Vocationalisation of Education in India | | | |
|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Jain, C., & Prasad, N. (n.d.). (2018). Quality of Secondary Education in India: Concepts,  Indicators, and Measurement. Springer Publication. | | |
| 2 | Srinivasa M.V. (2019) Education in Contemporary India. Pearson Education Publisher. | | |
| 3 | Ramnath Sharma (2021) History of Education in India. Atlantic Publishers and Distributors | | |
| 4 | Ghosh, S., & Mohan, R. (2016). Education in Emerging Indian Society: The Challenges and  Issues (2 revised ed.). PHI Learning | | |
| 5 | Yeravdekar, V. R., & Tiwari, G. (2016). Internationalization of Higher Education in India.  Sage Publishing | | |
| 6 | Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications | | |
| 7 | Chopra, R.K. (1993). Status of Teachers in India, New Delhi: NCERT. | | |
| 8 | Siddiqui. M.A. (1993). In-service Education of Teachers, New Delhi, NCERT. | | |
| 9 | Singaravelu.G (2014). Electronic Materials in Teaching English, APH publishing corporation, New Delhi. | | |
| **Reference Books** | | | |
| 1 | Pandya, R. N. (2014). Indian Education System- A Historical Journey.International Journal  for Research in Education, 3(3), 2347-5412 | | |
| 2 | B. Komow, Khanna, R., & Sharma, R. (2012). Journey of Higher Education in India: An  Analysis of Post-Independence Era. Asian Journal of Multidimensional Research, 1(1). | | |
| 3 | National Curriculum Frameworks for Teacher education, 2009 | | |
| 4 | NCTE (2009) NCF for Teacher Education: New Delhi | | |
| 5 | UNESCO (2004), Education for All Quality imperative, EFA Global Monitoring Report,  Paris. | | |
| 6 | NCF 2005, NCERT: New Delhi. | | |
| 7 | Govt. of India, MHRD (2005).Universalization of Secondary Education: Report of the CABE Committee, New Delhi. | | |
| 8 | Singh, L.C. and Sharma. P.C (1995). Teacher Education and Teachers, New Delhi: Vikas  Publishing House. | | |
| 9 | Katie Martin (2021) Evolving Education. IMPress, LP. | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | https:/[/www.britishcouncil.in/sit](http://www.britishcouncil.in/sites/default/files/indian_school_education_system_-)e[s/default/files/indian\_school\_education\_system\_-](http://www.britishcouncil.in/sites/default/files/indian_school_education_system_-)  \_an\_overview\_1.pdf | | |
| 2 | https:/[/www.a](http://www.academia.edu/1747225/HISTORY_OF_EDUCATION_IN_INDIA)c[ademia.edu/1747225/HISTORY\_OF\_EDUCATION\_IN\_INDIA](http://www.academia.edu/1747225/HISTORY_OF_EDUCATION_IN_INDIA) | | |
| 3 | https:/[/www.ug](http://www.ugc.ac.in/mrp/paper/MRP-MAJOR-EDUC-2013-25066-PAPER.pdf)c[.ac.in/mrp/paper/MRP-MAJOR-EDUC-2013-25066-PAPER.pdf](http://www.ugc.ac.in/mrp/paper/MRP-MAJOR-EDUC-2013-25066-PAPER.pdf) | | |
| 4 | <https://www.educationforallinindia.com/page167.html>(2020) | | |
| Course Designed By: **Dr. P. JANARDHANA KUMAR REDDY** | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | S | S | M | S | M | M | L | M |
| **CO3** | S | M | S | S | M | S | M | M | L | M |
| **CO3** | S | M | S | S | M | S | M | M | L | M |
| **CO4** | S | M | S | S | M | S | M | M | L | M |
| **CO5** | S | M | S | S | M | S | M | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **2E2** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | | | **CURRICULUM, PEDAGOGY AND ASSESSMENT** | **04** | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have some understanding about curriculum, methods of teaching-  learning and evaluation system | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Know the need and importance of curriculum 2. Analyze the different stages of curriculum development 3. Analyze various approaches, methods and techniques in curriculum transaction 4. Understand the role of assessment in the teaching and learning process 5. Get acquainted with the new challenges. | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Understand the different type of curriculum concepts and apply them in  teaching learning process. | | | | | K2 | |
| 2 | Know the curriculum reforms of India, such as NCERT, NCF, KCF and  NCTE. | | | | | K1 | |
| 3 | Adopt different types of methods in curriculum transaction. | | | | | K3 | |
| 4 | Use different types of teaching aids according to the subject and the age of  learners. | | | | | K3 | |
| 5 | Understand the challenges curriculum development and find the way to get  rid from those factors. | | | | | K2 | |
| 6 | Evaluate different types of curriculum pedagogy. | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | |
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| **Unit:1** | | **CURRICULUM: CONCEPT AND BASES** | | | **20 hours** | | |
| 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. | | | | | | | |
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| **Unit:2** | | **CURRICULUM AND PEDAGOGY** | | | **18 hours** | | |
| 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 | | | | | | | |
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| **Unit:3** | | **INSTRUCTIONAL PROCESS AND TEACHING – LEARNING MATERIALS** | | **14 hours** | | | |
| Role of teacher in Language Instruction- developing the language curriculum: selection and  grading of content, preparing the content for teaching and learning - transaction techniques- | | | | | | | |



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| 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. | | | |
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| **Unit:4** | | **CURRICULUM -NEW CHALLENGES** | **14hours** |
| 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. | | | |
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| **Unit:5** | | **ASSESSMENT IN TEACHING – LEARNING PROCESSS** | **14 hours** |
| 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. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Recent trends in Educational Pedagogy | | | |
| Expert Lectures | | | |
| Online seminars-webinars | | | |
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|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Singaravelu,G, Janardhana Kumar Reddy and Shahana.A.M(2018) *Curriculum*  *Development*, APH Pulishing Corporation, New Delhi | | |
| 2 | Arulsamy, S., & Kaviyarasu (2016). Curriculum and Educational Evaluation. New Delhi:  A.P.H. Publishing Corporation. | | |
| 3 | Dr. G. Singaravelu (2010) Teaching of English. APH publishing corporation,New Delhi. | | |
| 4 | Dr. G. Singaravelu (2010) Improve your English. APH publishing corporation,New Delhi. | | |
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| **Reference Books** | | | |
| 1 | Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques.  New Delhi. Book Enclave. | | |
| 2 | Aggarwal, J. C. (2013). Teaching of Social Studies: A Practical Approach- Fourth  Edition. New Delhi: Vikas Publication. | | |
| 3 | Bhatia, S. K., & Jindal, S. (2016). A Text Book of Curriculum, Pedagogy and Evaluation  (1st ed.). Paragon International. | | |
| 4 | Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman  Publishing, London. | | |
| 5 | Dash, B.N. (2010). Curriculum Planning and Development. New Delhi: Dominant  Publishers & Distributors. | | |
| 6 | Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press | | |
| 7 | Erickson, H.L (2002), Concept based Curriculum and Instruction: Teaching beyond the  facts, Corsion Press Inc (a sage publication company), California. | | |
| 8 | Henson, Kenneth.T(1978): Curriculum development for Education reform. Harper Collins  College publishers | | |

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| 9 | McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and  Action Research. Routledge. U.K. |
| 10 | Nandra, I. D. (2016). Knowledge and Curriculum. Twenty First Century Publications. |
| 11 | NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi. |
| 12 | NCERT (2006): Systematic reforms for Curriculum change. New Delhi. |
| 13 | Ornstein, A. C., & Hunkins, F. P. (2017). Curriculum: Foundations, Principles, and Issues,  Global Edition (7th ed.). Pearson. |
| 14 | Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and  Wald. New York. |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | [www.ncert.nic.in/html/pdf/schoolcurriculum/framework05/Systemic%20Reforms.pdf](http://www.ncert.nic.in/html/pdf/schoolcurriculum/framework05/Systemic%20Reforms.pdf) |
| 2 | https:/[/www.wikihow.com/Make](http://www.wikihow.com/Make-an-Educational-Video)-[an-Educational-Video](http://www.wikihow.com/Make-an-Educational-Video) |
| 4 | https:/[/www.nap.edu/re](http://www.nap.edu/read/10019/chapter/10#237)a[d/10019/chapter/10#237](http://www.nap.edu/read/10019/chapter/10#237) |
| 5 | <http://questionpaper.org/diagnostic-and-remedial-teaching/> |
| 6 | https://citl.indiana.edu/teaching-resources/assessing-student-learning/summative-  formative/ |
| 7 | [https://rcoa.ac.uk/training-careers/training-anaesthesia/2021-anaesthetics-](https://rcoa.ac.uk/training-careers/training-anaesthesia/2021-anaesthetics-curriculum/2021-curriculum-assessment)  [curriculum/2021-curriculum-assessment](https://rcoa.ac.uk/training-careers/training-anaesthesia/2021-anaesthetics-curriculum/2021-curriculum-assessment) (2021) |
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| Course Designed By: **Dr. S. ARULSAMY** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | S | S | S | Low | Low | S | S |
| **CO2** | M | M | S | S | S | S | Low | Low | S | S |
| **CO3** | M | M | S | S | S | S | Low | Low | S | S |
| **CO4** | M | M | S | S | S | S | Low | Low | S | S |
| **CO5** | M | M | S | S | S | S | Low | Low | S | S |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | | **2T1** | **TITLE OF THE COURSE** | **L** | | **T** | **P** | **C** |
| **Tool course** | | | | **Training in Educational Software (SPSS)** | **03** | | **-** | **-** | **03** |
| **Pre-requisite** | | | | Learners must have previous knowledge about  Educational Research and Statistics | **Syllabus Version** | | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Practice the statistical techniques in SPSS 2. Understand the basic concept and usage of SPSS 3. Develop the ability in usage of SPSS for different statistical techniques. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | | Handle SPSS window processes with mouse and keyboard. | | | | | | K6 | |
| 2 | | Create and edit data files, graphs, and charts. | | | | | | K6 | |
| 3 | | Calculate descriptive and inferential statistics with SPSS package | | | | | | K4 | |
| 4 | | Use SPSS to find reliability and validity of the tool. | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | | **Introduction to SPSS** | | | **15 hours** | | | |
| 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 - creating and editing a data file- managing data- graphs- creating and editing graphs and charts. | | | | | | | | | |
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| **Unit:2** | | | **Application of Basic Statistics** | | | **15 hours** | | | |
| Frequencies- descriptive statistics - cross tabulation and chi-square analyses. The mean procedure- t-test, F-test procedure. The one way: ANOVA procedure- General linear models- simple linear  regression- multiple regression analysis- non parametric procedures. | | | | | | | | | |
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| **Unit:3** | | | **Validation of Research tools** | | **15 hours** | | | | |
| Reliability analysis- co-efficient alpha (a) and split-half reliability. Analysis: - factor  analysis- cluster analysis and discriminant analysis. | | | | | | | | | |
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| **Unit:4** | | | **Application of Advanced Statistics** | | **15 hours** | | | | |
| General linear models; MANOVA and MANCOVA- logistic regression- hierarchical log linear models- generate log linear models- residuals; analyzing left over variance. | | | | | | | | | |
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| **Unit:5** | | | **Contemporary Issues** | | **2 hours** | | | | |
| Seminar on ANOVA, ANCOVA, | | | | | | | | | |
| Expert Lecture on MANOVA, MANCOVA | | | | | | | | | |
| Quiz Competitions on statistics | | | | | | | | | |
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|  | | | **Total Lecture hours** | | **62 hours** | | | | |
| **Text Book(s)** | | | | | | | | | |
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| **Reference Books** | |
| 1 | Knapp, H. (2017). Introductory Statistics Using SPSS (2nd ed.). Sage Publications. |
| 2 | McCormick, K., & Salcedo, J. (n.d.). (2017).SPSS Statistics for Data Analysis and  Visualization.Wiley Publication. |
| 3 | Edward T Vieira,, Jr. (2017). Introduction to Real World Statistics: With Step-By-Step SPSS  Instruction. Routledge Publication. |
| 4 | Norusis, Marija (2009) SPSS 17.0 Advanced statistical procedures companion. Upper Saddle  River, NJ: Prentice Hall. |
| 5 | Norusis, Marija (2009) SPSS 17.0 Guide to data analysis, Upper Saddle River, NJ: Prentice  Hall. |
| 6 | Weisberg, Sanford (2005) Applied linear regression, Third edition, New York. |
| 7 | Fox, James; Levin, Jack (1994) Elementary statistics in behavioral research New York. |
| 8 | Gonick, Lacry & Smith, woolcott (1993). The cartoon guide to statistics. New York, Harper  perennial. |
| 9 | Gorsuch, R.L (1983) Factor analysis. Hills dale, N.J |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | [www.discoveringstatistics.com/docs/reliability.pdf](http://www.discoveringstatistics.com/docs/reliability.pdf) |
| 2 | <http://www.statsoft.com/Textbook/ANOVA-MANOVA> |
| 3 | <https://www.educba.com/cluster-analysis-vs-factor-analysis/> |
| 4 | htt[ps://www.statisti](http://www.statisticssolutions.com/using-chi-square-statistic-in-research/)c[ssolutions.com/using-chi-square-statistic-in-research/](http://www.statisticssolutions.com/using-chi-square-statistic-in-research/) |
| 5 | <https://statistics.laerd.com/> (2021) |
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| Course Designed By**: DR. E. DHIVYADEEPA** | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | M | L | L | L | M |
| **CO2** | M | S | S | S | M | L | L | L | L | M |
| **CO3** | M | S | S | S | M | M | L | L | L | M |
| **CO4** | M | S | S | S | M | M | L | L | L | M |

\*S-Strong; M-Medium; L-Low



Third Semester



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| **Course code** | | **3A** | **TITLE OF THE COURSE** | | **L** | **T** | | **P** | **C** |
| **Core** | | | **Pre-Service and In-Service Teacher Education** | | **04** | **-** | | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic understanding about  teacher education **Ve** | | **Syllabus**  **rsion** | | **2022-**  **23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Develop insight and reflect on the concept and the status of pre-service and in-service teacher education. 2. Understand the content, and organization of pre-service teacher education curriculum infrastructure and resources needed, and the issues & problems related to teacher preparation. 3. Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher. 4. Acquire competence in organization and evaluation of various components of a pre-service and in-service teacher education programmes. 5. Develop professional attitudes, values and interests needed to function as a teacher educator | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Remember the structure of teacher education curriculum. | | | | | | | K1 | |
| 2 | Understand pre-service training and in-service training | | | | | | | K2 | |
| 3 | Contrast different components of teacher education curriculum. | | | | | | | K3 | |
| 4 | Enumerate the in-service training and uses for the teachers. | | | | | | | K4 | |
| 5 | Evaluate different transactional approaches and use appropriate approaches for  classroom transaction. | | | | | | | K5 | |
| 6 | Organize in-service and pre-service teacher education programmes. | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **PRE-SERVICE TEACHER EDUCATION IN INDIA** | | | **15-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **ORGANISATION OF TEACHER EDUCATION CURRICULUM** | | | **15-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **TRANSACTIONAL APPROACHES** | | **15-- hours** | | | | | |
| Meaning and concept of transactional approach; Major transactional approaches to teaching-Constructivist, Collaborative, Integrative, Reflective and Inquiry based learning. Three levels and types of approach: The curriculum process approach, the teacher-role approach and the personalized approach. Integrating e- learning in teacher education classrooms. | | | | | | | | | |



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| **Unit:4** | | **IN-SERVICE TEACHER EDUCATION IN INDIA** | **18-- hours** |
| 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. | | | |
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| **Unit:5** | | **PLANNING AND ORGANIZATION OF IN-SERVICE PROGRAMMES** | **17-- hours** |
| 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. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Expert lectures on Pre-service and In-service Teacher Education | | | |
| online seminars – webinars on In-service Teacher Education | | | |
| Quiz Competitions on Planning an in-service teacher education programme | | | |
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|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Benjamin Kehrwald, G. E. (2018). Real-Time Coaching and Pre-Service  Teacher Education (1st ed.). Springer; | | |
| 2 | Celene E. Domitrovich, D. K. (2017). A Step-By-Step Guide for Coaching Classroom  Teachers in Evidence-Based Interventions (1st ed.). Oxford University Press**.** | | |
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| **Reference Books** | | | |
| 1 | Wedell, D. (2017). Teacher Education Planning Handbook (1st ed.). 17 Kasturba  Gandhi Marg New Delhi, India: British Council. | | |
| 2 | Loknath Mishra. (2013). Teacher Education:Issues and Innovations. Atlantic  Publishers & Distributors Ltd. New Delhi. | | |
| 3 | Mohit Chakrabarti. (2012). Teacher Education: Modern Trends. Kanishka  publishers. New Delhi. | | |
| 4 | NCERT. (2005).National Curriculum Framework. NCERT: New Delhi. | | |
| 5 | Dash B. N. (2003). Teacher and Education in the Emerging Indian Society.Neelkamal: New  Delhi. | | |
| 6 | Joyce, B., and Weal, M. (2003).Modals of teaching (7th Ed.). Boston: Allyn& Bacon. | | |
| 7 | McClelland V. A. and Varma V. P. (1989). Advances in Teacher Education. Routledge: | | |

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|  | London. |
| 8 | Dr. Singaravelu (2010) Education in the Emerging Indian Society. Neelkamal publishers pvt  .Ltd :Hyderabad |
| 9 | Prof. Dr. Rekha A. Pathak, Prof. Dr. Aswari Bhave-Gudipudi, Prof. Shanti Pise(2021). Pre service and in-service teacher education’; Success Publications,. |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | https:/[/www.ig](http://www.igi-global.com/book/pre-service-service-teacher-education/205600)i[-global.com/book/pre-service-service-teacher-education/205600](http://www.igi-global.com/book/pre-service-service-teacher-education/205600) |
| 2 | https://educational-system.blogspot.com/2012/07/pre-service-and-in-service-training-for.html |
| 3 | <http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf> |
| 4 | [https://idronline.org/nep-2020-hits-and-](https://idronline.org/nep-2020-hits-and-misses/?gclid=Cj0KCQjw4ImEBhDFARIsAGOTMj9ef4eOwmEwDkcP9hoDFV-KqyDm2qmACYAyvZFr0h59-Aebq6yydBYaAsr3EALw_wcB) [misses/?gclid=Cj0KCQjw4ImEBhDFARIsAGOTMj9ef4eOwmEwDkcP9hoDFV-](https://idronline.org/nep-2020-hits-and-misses/?gclid=Cj0KCQjw4ImEBhDFARIsAGOTMj9ef4eOwmEwDkcP9hoDFV-KqyDm2qmACYAyvZFr0h59-Aebq6yydBYaAsr3EALw_wcB) [KqyDm2qmACYAyvZFr0h59-Aebq6yydBYaAsr3EALw\_wcB](https://idronline.org/nep-2020-hits-and-misses/?gclid=Cj0KCQjw4ImEBhDFARIsAGOTMj9ef4eOwmEwDkcP9hoDFV-KqyDm2qmACYAyvZFr0h59-Aebq6yydBYaAsr3EALw_wcB) (2020) |
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| Course Designed By: **Dr. M. BALASUBRAMANIAM** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | L | L | L | M | L | M |
| **CO3** | M | S | S | L | M | L | L | M | L | M |
| **CO3** | M | M | M | M | M | L | L | M | L | M |
| **CO4** | M | L | L | M | M | L | L | M | L | M |
| **CO5** | S | M | M | L | M | L | L | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **3B** | **TITLE OF THE COURSE** | **L** | | **T** | **P** | **C** |
| **Core** | | | **Education as a Field of Study** | **04** | | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic  understanding about education | **Syllabus Version** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the nature of education as a discipline/an area of study. 2. Examine issues related to education as interdisciplinary knowledge. 3. Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised. 4. Examine critically the theories and concepts of education drawn from various disciplines cognate to education such as philosophy, psychology, sociology, management, economics etc. 5. Examine critically the concerns arises from vision of school education, teacher education and also the vision of great educators | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Understands different approaches in pedagogy of education and apply  suitable pedagogy for teaching | | | | | K2 | | |
| 2 | Observe the learning process in schools and Reflect curriculum  framework | | | | | K2 | | |
| 3 | Document the relevant readings in groups | | | | | K3 | | |
| 4 | Appreciate the teaching profession and the importance. | | | | | K5 | | |
| 5 | Relates education with other disciplines | | | | | K4 | | |
| 6 | Accumulate innovative trends in curriculum construction and  development | | | | | K2 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **KNOWLEDGE AND EDUCATION** | | | **18 hours** | | | |
| 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 | | | | | | | | |
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| **Unit:2** | | **INTERDISCIPLINARY NATURE OF EDUCATION** | | | **16 hours** | | | |
| Disciplinary of Education: Interdisciplinary, Multidisciplinary, Cross disciplinary, Interdisciplinary and Trans disciplinary, 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. | | | | | | | | |
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| **Unit:3** | | **TRENDS IN CURRICULUM CONSTRUCTION AND DEVELOPMENT** | **16 hours** |
| 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.. | | | |
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| **Unit:4** | | **INTER LINKAGE OF KNOWLEDGE WITH VARIOUS ISSUES** | **14 hours** |
| Analysis of concepts, principles, theories, assumptions and contexts related to education such as: Curriculum, syllabus, text book, Study material, teaching-learning process and assessment | | | |
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| **Unit:5** | | **CONTEMPORARY THOUGHTS AND ISSUES IN EDUCATION** | **16 hours** |
| 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. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Expert lectures, | | | |
| online seminars - webinars | | | |
| Importance Of Multidisciplinary Nature in Education | | | |
|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Singaravelu.G (2017) Foundations of Education, APH Publishing Corporation, New Delhi. | | |
| 2 | Diana M Burton, S. (2016). Introduction to Education Studies (4th ed.). SAGE Publications | | |
| 3 | Sakshi Vermani Rishi, S. (2016). Knowledge and Curriculum Perspectives in Education (1st ed.). Bookman | | |
| 4 | Yadav, S. G. (2016). Knowledge and Curriculum (1st ed.). Paragon International | | |
| 5 | PathakAvjit (2009). Education and Moral Quest. Aakar Books, New Delhi | | |
| 6 | Dr. Singaravelu (2011) Micro Teaching in English. Neelkamal publishers pvt .Ltd  :Hyderabad | | |
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| **Reference Books** | | | |
| 1 | NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi | | |
| 2 | Goodson, I. F. & Marsh, C. J. (2005). Studying School Subjects: A Guide. Routledge | | |
| 3 | Govt. of India (2005). National Plan of Action for Children, Department of Women and  Child Development, New Delhi. | | |
| 4 | NCERT. (2005) Position Paper on Curriculum, Syllabus, and Textbooks. NCERT. New  Delhi | | |
| 5 | National Curriculum Framework on school education, 2005. | | |
| 6 | NCERT. (2005) National Curriculum Framework, NCERT. New Delhi. | | |
| 7 | Kumar Krishna. (2004). what is worth Teaching? (3rd edition). Orient Blackswan | | |

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| 8 | Deng, Z. (2003). School Subjects and Academic Disciplines. In A. Luke, A. Woods, &  K. Weir (Eds.) |
| 9 | Curriculum, Syllabus design and equity: A Primer and model. Routledge. Hollis, Martin.  (2000). |
| 10 | The Philosophy of Social Science: An Introduction. Cambridge University Press. |
| 11 | National Policy of Education 1986/1992. |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | [http://www.oecd.org/education/ceri/Background\_document\_to\_Symposium](http://www.oecd.org/education/ceri/Background_document_to_Symposium_ITEL-FINAL.pdf)  [\_ITEL- FINAL.pdf](http://www.oecd.org/education/ceri/Background_document_to_Symposium_ITEL-FINAL.pdf) |
| 2 | <https://medium.com/we-learn-we-grow/what-is-transdisciplinary-13c16eacf57d> |
| 3 | <https://sol.du.ac.in/mod/book/view.php?id=1448> |
| 4 | [https://www.un.org/ecosoc/sites/www.un.org.ecosoc/files/files/en/qcpr/unds-](https://www.un.org/ecosoc/sites/www.un.org.ecosoc/files/files/en/qcpr/unds-%20inter-)  [inter](https://www.un.org/ecosoc/sites/www.un.org.ecosoc/files/files/en/qcpr/unds-%20inter-)[- linkages.pdf](https://www.un.org/ecosoc/sites/www.un.org.ecosoc/files/files/en/qcpr/unds-inter-linkages.pdf) |
| 5 | <https://www.teachersadda.co.in/2016/12/study-notes-delors-commission.html> |
| 6 | [https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-](https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/)  [education-policy/](https://www.ukfiet.org/2020/examining-disability-inclusion-in-indias-new-national-education-policy/) (2020) |
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| Course Designed By: **Dr. P. JANARDHANA KUMAR REDDY** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | S | L | M | L | M |
| **CO3** | S | S | S | M | M | S | L | M | L | M |
| **CO3** | S | S | S | M | M | S | L | M | L | M |
| **CO4** | S | S | S | M | M | S | L | M | L | M |
| **CO5** | S | S | S | M | M | S | L | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **3E1** | **TITLE OF THE COURSE** | | **L** | **T** | | **P** | **C** |
| **Elective** | | | **Financing of Education** | | **80** | **16** | | **-** | **4** |
| **Pre-requisite** | | | Learners must have basic understanding about  financing and utilization in education **Ve** | | **Syllabus**  **rsion** | | **2022-**  **23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to : After completing the course, the student will be able to:   1. Comprehend of the literature on the financing of education 2. Gain knowledge of economic value of education, including the personal and societal returns from investing in education. 3. Know methods by which education is financed. 4. Understand the mobilization of resources for education. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand different financing of education. | | | | | | | K2 | |
| 2 | Apply different investing models in education | | | | | | | K3 | |
| 3 | Know about different resources for financing education and use those resources in  proper way. | | | | | | | K1 | |
| 4 | Differentiate national and international financing in Education | | | | | | | K4 | |
| 5 | Evaluate the knowledge on privatization in education | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO FINANCING OF EDUCATION** | | | **15-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **INVESTMENT IN EDUCATION** | | | **14-- hours** | | | | |
| The Human Capital Model - Human capital (General, Specific) vs. physical capital; critique of  human capital theory: Screening – Signaling. | | | | | | | | | |
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| **Unit:3** | | **FINANCING OF EDUCATION** | | **17-- hours** | | | | | |
| 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. | | | | | | | | | |
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| **Unit:4** | | **RESOURCES FOR FINANCING EDUCATION** | | **16-- hours** | | | | | |
| 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. | | | | | | | | | |
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| **Unit:5** | | **CONTEMPORARY TRENDS IN FINANCING OF EDUCATION** | | **-18- hours** | | | | | |
| Public expenditure on education: Indian and global scenario Role of state and markets in  education; Privatization of education Internationalization and trade in education. | | | | | | | | | |
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|  | | | **Contemporary Issues** | **2 hours** |
| Expert lectures, | | | | |
| Online seminars - webinars | | | | |
| Quiz Competitions | | | | |
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|  | | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | | |
| 1 | Katharine O. Strunk, S. A. (2019). Education Finance and Policy (Vol. 14). | | | |
| 2 | Baker, B. (2018). Educational Inequality and School Finance. Harvard Education Publishing  Group | | | |
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| **Reference Books** | | | | |
| 1 | | Mukhopadhyay, M. (2016). Quality Management in Higher Education (1st ed.). Sage  Publications India Private Limited | | |
| 2 | | Kumar, G. Amruth. (2013) Economics of Education. Vijay Nichole. Chennai. | | |
| 3 | | Hanushek, Eric A., Dean T. Jamison, Eliot A. Jamison and Ludger Woessmann (2008). | | |
| 4 | | “Education and Economic Growth.” Education Next8 (2): 62-70. | | |
| 5 | | DeLong, J. Bradford, Claudia Gold in and Laurence Katz (2003) “Sustaining U.S.Economic Growth," in H. Aaron, J. Lindsay and P. Nivola, eds, Agenda for the Nation, Brookings  Institution: 17-60. [For class: 17-36 only] | | |
| 6 | | Tilak, J.B.G. (2003) ed. Financing Education in India.New Delhi: Ravi Books | | |
| 7 | | Tilak, J.B.G. (1997) Lessons from Cost Recovery in Education,in Marketising Education and Health in Developing Countries: Miracle or Mirage?(ed.: C. Colclough). Oxford:  Clarendon Press, 1997, pp. 63-89 | | |
| 8 | | Carnoy, M., ed. (1995) International Encyclopedia of Economics of Education. Oxford:  Pergamon | | |
| 9 | | Blaug,Mark (ed.) 1992. The Economic Value of Education. Hants, England: Edward Elgar. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | |
| 1 | <http://www.iiep.unesco.org/en/financing-education-india-11040> | | | |
| 2 | <http://birbhum.gov.in/DPSC/reference/9.pdf> | | | |
| 3 | [https://scroll.in/article/985125/explainer-why-budget-2021-is-crucial-for-public-school-](https://scroll.in/article/985125/explainer-why-budget-2021-is-crucial-for-public-school-education-in-india)  [education-in-india](https://scroll.in/article/985125/explainer-why-budget-2021-is-crucial-for-public-school-education-in-india) (2021) | | | |
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| Course Designed By: **Dr. M. BALASUBRAMANIAM** | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | M | L | L | L | L | M |
| **CO3** | S | S | S | M | M | M | L | L | L | M |
| **CO3** | S | S | S | M | M | M | L | L | L | M |
| **CO4** | M | M | M | M | S | L | L | L | L | M |
| CO5 | M | M | L | L | S | L | M | L | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **3E2** | **TITLE OF THE COURSE** | **L** | | **T** | **P** | **C** |
| **Elective** | | | **ENVIRONMENTAL EDUCATION** | **04** | | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic knowledge and awareness about environmental  issues | **Syllabus Version** | | | **2022-23** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Familiarize terminologies and concepts in the field of environmental education as an academic discipline. 2. Conceptualize the vital significance of the concept, importance, scope and aims of environmental education 3. Acquaint the prospective teacher educator, the need for addressing various issues of environmental degradation. 4. Develop among the prospective teacher educator a conceptual clarity on various causes, consequences and possible remediation on issues related to environmental hazards. 5. Enable the students to develop various strategies for realizing the objectives of education for sustainable development with special emphasis at local level. 6. 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. 7. Understand the disaster management. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 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. | | | | | | K2 | |
| 2 | Submit a report with empirical illustrations on environmental education | | | | | | K5 | |
| 3 | Analyze the environmental tradition of India. | | | | | | K4 | |
| 4 | Propagate values of education for sustainable environmental development. | | | | | | K6 | |
| 5 | Practice system of waste management at house hold level. | | | | | | K3 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **ENVIRONMENTAL EDUCATION: PRELIMINARY CONCEPTS** | | | **09 hours** | | | |
| 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. | | | | | | | | |
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| **Unit:2** | | **ENVIRONMENTAL ISSUES, CAUSES, CONSEQUENCES AND REMEDIATION** | | | **20 hours** | | | |
| 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. | | | | | | | | |



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| **Unit:3** | | **EDUCATION FOR SUSTAINABLE DEVELOPMENT** | **20 hours** |
| 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 Sustainable Development. Environmental Ethics  – Need for cultivating environment Environmental attitude among teachers and teacher educators. | | | |
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| **Unit:4** | | **PRESERVATION AND CONSERVATION OF ENVIRONMENTAL HERITAGES** | **16 hours** |
| 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. | | | |
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| **Unit:5** | | **DISASTER MANAGEMENT** | **15 hours** |
| 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 | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Impact of pandemic COVID-19 on Global Higher Education and Global Economy | | | |
| Expert Lectures | | | |
| Online-Seminars (Webinars) | | | |
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|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Arulsamy, S. (2019). *Environmental Education*. Kanchipuram, Tamilnadu: Mayas  Publications. | | |
| 2 | Padiya, S. S. (2017). Textbook of Environmental Education. Pacific Books International | | |
| 3 | Poonia, M. P., & Sharma, S. C. (2019). Environmental Studies (1st ed.). Khanna Book  Publishing | | |
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| **Reference Books** | | | |
| 1 | Arulsamy, S. and Jeyadevi, J. (2012). Disaster Management. Hyderabad: Neelkamal  Publications Private Ltd. | | |
| 2 | Arulsamy, S. Jeyadevi, J. (2011). Safety and Disaster Management. Hyderabad:  Neelkamal Publications Private Ltd. | | |
| 3 | Bhall, S.C. &Khanna, H. (2007), Environmental Education, New Delhi : Regal  Publication | | |
| 4 | Bharucha E (2005), Text book of Environmental Studies, University Press. | | |
| 5 | Brown , Lester R (2002) Eco Economy : Building an economy for earth , Orient  Longmann | | |
| 6 | Capra, F. (1999). Eco‐ literacy: The challenge for next century. Liver pool Schumacher  Lectures. | | |
| 7 | Dani, H.M. (1986), Environmental Education, Chandigarh : Publication Bureau, Panjab  University | | |
| 8 | Firor, John & Judith E ,J. (2003) Crowded Green House, University Press Gardner HS  (2006) Frames of Mind. Harvard University Press | | |

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| 9 | Goleman, D.( 2010) Ecological Intelligence, Penguin Books, London |
| 10 | Shrivastva, K.A. (2007), Global Warming, New Delhi: APH Publishing Corp. |
| 11 | Speth&James,G. (2006) Global Environmental challenges: Transition to a sustainable  world, Orient Longmann. |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | https:/[/www.kull](http://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/915)a[bs.com/classes/subjects/units/lessons/notes/note-detail/915](http://www.kullabs.com/classes/subjects/units/lessons/notes/note-detail/915) |
| 2 | https:/[/www.wa](http://www.waxmann.com/index.php?eID=download&id_artikel=ART102314&ui=frei)x[mann.com/index.php?eID=download&id\_artikel=ART102314&ui=frei.](http://www.waxmann.com/index.php?eID=download&id_artikel=ART102314&ui=frei) |
| 3 | https://link.springer.com/chapter/10.1007/978-3-319-73250-3\_22 |
| 4 | https://whc.unesco.org/en/activities/486 |
| 5 | https://targetstudy.com/articles/importance-of-disaster-management.html |
| 6 | [https://www.physio-pedia.com/Disaster\_Management (2021](https://www.physio-pedia.com/Disaster_Management%20(2021)) |
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| Course Designed By: **Dr. S. ARULSAMY** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | L | M | M | L | M | L | M |
| **CO2** | M | M | M | L | M | M | L | M | L | M |
| **CO3** | M | M | M | L | M | M | L | M | L | M |
| **CO4** | M | M | M | L | M | M | L | M | L | M |
| **CO5** | M | M | M | L | M | M | L | M | L | M |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | **3E3** | **TITLE OF THE COURSE** | | **L** | **T** | **P** | **C** |
| **Elective** | | | **INCLUSIVE EDUCATION** | | **04** | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic understanding about  inclusive education **Ve** | | **Syllabus**  **version** | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Learn the concept of inclusive education at secondary level 2. Understand the role responsibilities of teachers and community members at secondary level 3. Perceive the diverse needs of students at secondary level. 4. Comprehend about curriculum adaptation at secondary level. 5. Acquire the knowledge on assessment and evaluation at secondary level. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the concept of inclusive education. | | | | | | K1 | |
| 2 | Understands sensory impairment, intellectual impairment, and developmental  impairments. | | | | | | K2 | |
| 3 | Differentiate between special education, integrated education and inclusive  education | | | | | | K4 | |
| 4 | Analyze the best curriculum for the different impaired students. | | | | | | K4 | |
| 5 | Apply different assistive technologies in inclusive classrooms. | | | | | | K3 | |
| 6 | Evaluate different assessments and evaluation patterns in inclusive classrooms. | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **INTRODUCTION TO INCLUSIVE EDUCATION** | | | **15-- hours** | | | |
| 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. | | | | | | | | |
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| **Unit:2** | | **DIVERSE NEEDS OF THE STUDENTS** | | | **14-- hours** | | | |
| 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. | | | | | | | | |
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| **Unit:3** | | **CURRICULUM ADAPTATIONS FOR INCLUSIVE EDUCATION AT SECONDARY LEVEL** | | **17-- hours** | | | | |
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| 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** | | **16-- hours** | | | | |
| 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, | | | | | | | | |



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| 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. | | | | |
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| **Unit:5** | | | **ASSESSMENT AND EVALUATION AT SECONDARY LEVEL** | **-18- hours** |
| 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. | | | | |
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|  | | | **Contemporary Issues** | **2 hours** |
| Expert lectures, | | | | |
| online seminars - webinars | | | | |
| Quiz Competitions | | | | |
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|  | | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | | |
| 1 | Kaushik, B. (2019). Creating Inclusive Schools (1st ed.). SAGE Publications | | | |
| 2 | Siddiqui, H. (2017). Inclusive Education (1st ed.). Agrawal Publishing | | | |
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| **Reference Books** | | | | |
| 1 | | Jaswant kaur Virk, D. (2016). Inclusive Education (1st ed.). Twenty first Century  Publications. | | |
| 2 | | Bosu Babu, T. Educational Status among the Scheduled Tribes: Issues and Challenges. *The*  *Nehu Journal,,XIV*. Retrieved 2016. | | |
| 3 | | Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). Exceptional Learners – An  Introduction to Education (11th Ed) Allyn & Bacon, Pearson Education, Inc. USA | | |
| 4 | | Danforth, S. and Smith T. J. (2005) Engaging Troubled Students – A Constructivist  Approach. Corwia press – A Sage Publication Company | | |
| 5 | | Nutbrown, C., & Clough, P. (2006) „Inclusion in the Early Years‟, London, Sage. | | |
| 6 | | Internet Source, MHRD (2005). „Action Plan for Inclusive Education of Students and Youth  with Disabilities‟. | | |
| 7 | | Farrell, M. (2004) Special Educational Needs: A Resource for Practitioners, New Delhi, Sage  Publications. | | |
| 8 | | Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and  Participation in Schools. Bristol: Center for Studies in Inclusive Education. | | |
| 9 | | Fox, A.M. (2003) An Introduction to Neuro-Developmental Disorders of Children, The National Trust for the Welfare of Persons with Autism, Cerebral  Palsy, Mental Retardation & Multiple Disabilities, New Delhi, India. | | |
| 10 | | Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning  Based Approach: National Publishing house 23 Daryaganj, New Delhi. | | |
| 11 | | Hegarty, S. & Alur, M. (eds.) (2002). Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-  webinars/India%20inclusion%20article.pdf |
| 2 | <http://intldept.uoregon.edu/wp-content/uploads/2012/12/INTL-UG-Thesis-Kohama.pdf> |
| 3 | https:/[/www.apd](http://www.apd-india.org/programs/inclusive-education)-[india.org/programs/inclusive-education](http://www.apd-india.org/programs/inclusive-education) |
| 4 | [https://edtechmagazine.com/k12/article/2020/03/using-assistive-technology-empower-](https://edtechmagazine.com/k12/article/2020/03/using-assistive-technology-empower-students-disabilities-perfcon)  [students-disabilities-perfcon](https://edtechmagazine.com/k12/article/2020/03/using-assistive-technology-empower-students-disabilities-perfcon) (2020) |
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| Course Designed By: **Dr. M. BALASUBRAMANIAM** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | M | L | M | M | L | M |
| **CO3** | S | S | M | L | L | L | L | M | L | M |
| **CO3** | S | S | L | L | L | L | L | M | L | M |
| **CO4** | M | M | S | L | L | L | M | M | L | M |
| **CO5** | M | L | M | L | L | M | S | M | L | M |
| **CO6** | M | L | L | M | M | S | M | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **3E4** | **TITLE OF THE COURSE** | **L** | | | **T** | **P** | **C** |
| **Elective** | | | **EDUCATIONAL MANAGEMENT AND ADMINISTRATION** | **04** | | | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic understanding about educational  management | **Syllabus Version** | | | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the concept of educational management and administration. 2. Apply different approaches of management in educational administration. 3. Know the role of Centre, state, local bodies in education administration. 4. Understand the role of private and government institutions in educational administration in India. 5. Analyze the different approaches in educational planning 6. Develop the management skills and decision making skills. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Have acquaintance with leadership and it various education concept | | | | | | | K1 | |
| 2 | Perceive the recent trends in Educational management and administration. | | | | | | | K2 | |
| 3 | Know the role of state and central government for educational administration | | | | | | | K1 | |
| 4 | Gain insight into supervision | | | | | | | K5 | |
| 5 | Understand the educational planning of education and achieve the  management skill | | | | | | | K2 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | |
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| **Unit:1** | | **EDUCATIONAL MANAGEMENT** | | | | **19 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **EDUCATIONAL ADMINISTRATION** | | | | **19 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **LEADERSHIP IN EDUCATIONAL ADMINISTRATION** | | | **10 hours** | | | | |
| Leadership – Meaning, Nature, Scope and Need; Importance of leadership quality in Educational institutions; School improvement and Reforms; Capacity building-need for quality. | | | | | | | | | |
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| **Unit:4** | | **EDUCATIONAL PLANNING** | **16 hours** |
| 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. | | | |
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| **Unit:5** | | **MANAGEMENT SKILLS AND DECISION MAKING** | **16hours** |
| 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. | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| LMS in Higher Education | | | |
| Online Seminar | | | |
| Experts Lecture | | | |
|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Mohanty, Jagannath. (2005). Educational administration, supervision and school  management (2nd ed.). New Delhi: Deep & Deep Publication. | | |
| 2 |  | | |
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| **Reference Books** | | | |
| 1 | Balasubramaniam. M (2020). Educational Administration and Management. TamilNadu: Royal Book Publishing. | | |
| 2 | Balu, V. (2000). Management principles. Chennai: Sri Venkateshware Publications. | | |
| 3 | Belvel, Patricia Sequeira. (2010). Rethinking classroom management (2nd ed.).  California: Corwin. | | |
| 4 | Harper, H. (2018). Management in Further Education: Theory and Practice (Routledge  Library Editions: Education Management) (1st ed.). Routledge | | |
| 5 | Kocher, S.K. (2011). Successful supervision and inspection. New Delhi: Sterling  Publishers. | | |
| 6 | Mishra. (2005). Management of special educational research. Coimbatore: Global Books  Syndicate. | | |
| 7 | Morphet et al., (1974). Educational organization and administration. New Jersey: Prentice-Hall. 26 | | |
| 8 | Narasimha Chary, D. P. (2016). School Organization and Management (1st ed.). Neel  Kamal | | |
| 9 | Narayana. (2005). School administration and management. Coimbatore: Global Books  Syndicate. | | |
| 10 | Osula, Bramwell & Ideboen, Renae. (2010). 10 winning strategies for leaders in  classroom. New Delhi: Sage | | |
| 11 | Saxsena, D. Lall.R (2018). Educational Administration and Management (1st ed.). | | |
| 12 | Sood. (2005). Management of school education in India. Coimbatore: Global Books  Syndicate. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | https:/[/www.cliffsnot](http://www.cliffsnotes.com/study-guides/principles-of-management/the-evolution-of-)e[s.com/study-guides/principles-of-management/the-evolution-of-](http://www.cliffsnotes.com/study-guides/principles-of-management/the-evolution-of-)  management-thought/behavioral-management-theory | | |
| 2 | <http://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf> | | |
| 3 | <http://edst.educ.ubc.ca/programs/educational-administration-leadership/> | | |

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| 4 | https://corporatefinanceinstitute.com/resources/careers/soft-skills/management-skills/ |
| 5 | <http://www.bhutanaudit.gov.bt/frmai/index.php/elements-institutional/> |
| 6 | [https://www.indiatoday.in/education-today/featurephilia/story/5-management-education-](https://www.indiatoday.in/education-today/featurephilia/story/5-management-education-trends-to-watch-in-2021-1751568-2020-12-21)  [trends-to-watch-in-2021-1751568-2020-12-21](https://www.indiatoday.in/education-today/featurephilia/story/5-management-education-trends-to-watch-in-2021-1751568-2020-12-21) (2021) |
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| Course Designed By: **Dr. S. ARULSAMY** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | S | S | S | S | L | S |
| **CO2** | M | S | S | S | S | S | S | S | L | S |
| **CO3** | M | S | S | S | S | S | S | S | L | S |
| **CO4** | M | S | S | S | S | S | S | S | L | S |
| **CO5** | M | S | S | S | S | S | S | S | L | S |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | **3T1** | **TITLE OF THE COURSE** | | **L** | **T** | **P** | **C** |
| **Tool Course** | | | **Expository and Academic Writing** | | **02** |  | **-** | **2** |
| **Pre-requisite** | | | Students must have previous knowledge about  Basic concept on writing process. **Ve** | | **Syllabus**  **version** | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Basic units in written texts (Phrases, clauses, sentences, paragraphs) 2. Connect text units correctly and effectively: Punctuation 3. Lexis and spelling conventions; how to use a dictionary effectively. 4. Academic genres: Reports, essays, research papers and dissertations. 5. Classroom practice: Problem solving in writing. 6. The writing process: Drafting, revising and proof-reading. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Acquire skills in writing and improve writing process. | | | | | | K1 | |
| 2 | Demonstrate competence in the varied elements of writing. | | | | | | K2 | |
| 3 | Enhance the sources from scholarly publications and internet. | | | | | | K3 | |
| 4 | Ensure reading capability. | | | | | | K2 | |
| **K1** – Remember; **K2** – Undestand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **Writing Process** | | | **10 hours** | | | |
| Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers. | | | | | | | | |
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| **Unit:2** | | **Elements of Writing** | | | **10 hours** | | | |
| Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction and technical matters. | | | | | | | | |
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| **Unit:3** | | **Sources of Academic Writing** | | **10 hours** | | | | |
| 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. | | | | | | | | |
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| **Unit:4** | | **Reading** | | **10 hours** | | | | |
| Writing to real-world situations: Readings come from a variety of disciplines and cover topics including economics, ethnicity and gender discrimination and conflict resolution. | | | | | | | | |
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| **Unit:5** | | **Contemporary Issues** | | **2 hours** | | | | |
| Drafting letters | | | | | | | | |
| Reading Practice | | | | | | | | |
| Practice in Academic writing | | | | | | | | |
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|  | | **Total Lecture hours** | | **42 hours** | | | | |

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| **Text Book(s)** | |
| 1 | Janzer, A. (2018). Writing to Be Understood: What Works and Why. Cuesta Park  Consulting. |
| 2 | Rebecca, L. (2018). Research Paper Writing: A Guide for Students Learning the Basic Elements of Research and Expository Writing Techniques. Amazon Asia-Pacific Holdings  Private Limited. |
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| **Reference Books** | |
| 1 | Janzer, A. (2016). The Writer's Process: Getting Your Brain in Gear. Cuesta Park  Consulting. |
| 2 | Arockiam, M. (2013). Indian English. Language in India. Vol. 13:10, ISSN 1930-2940. |
| 3 | Crème, P and M.R. Lea. (2008). Writing at University a Guide for Students. UK: McGraw- Hill Education. |
| 4 | Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford University  Press. |
| 5 | Kane, T. S. (2000). The Oxford Essential Guide to Writing. New York: Berkley. |
| 6 | Booher, Diann Daniel. (1994). Communication with Confidence: How to Say It Right the  First Time and Every Time. New York: McGraw Hill. |
| 7 | Ellis, R. (1994). The Study of Second Language Acquisition. Oxford: Oxford University  Press, London. |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | [https://cmsw.mit.edu/writing-and-communication-center/resources/writers/writing- process/](https://cmsw.mit.edu/writing-and-communication-center/resources/writers/writing-process/) |
| 2 | [https://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing- Process.aspx](https://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx) |
| 3 | <https://openoregon.pressbooks.pub/wrd/chapter/crediting-your-sources/> |
| 4 | <http://www.whitesmoke.com/how-to-write-an-essay.html> |
| 5 | [https://www.insidehighered.com/blogs/technology-and-learning/6-attributes- academic-](https://www.insidehighered.com/blogs/technology-and-learning/6-attributes-academic-discipline)  [discipline](https://www.insidehighered.com/blogs/technology-and-learning/6-attributes-academic-discipline) |
| 6 | <https://makkarielts.com/academic-writing/>(2020) |
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| Course Designed By: **Dr. G. SINGARAVELU** | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | S | M | M | S | M | L | M |
| **CO2** | M | M | M | S | M | L | S | M | L | M |
| **CO3** | M | M | M | S | M | M | S | M | L | M |
| **CO4** | S | M | M | S | M | M | S | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **3T2** | **TITLE OF THE COURSE** | **L** | | **T** | **P** | | **C** |
| **Tool Course** | | | **Self-Development: Yoga Education** | **03** | | **-** | **-** | | **03** |
| **Pre-requisite** | | | Learners must have previous knowledge about  Basic concepts in Yoga. | **Syllabus Version** | | | **2022-**  **23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Describe the concept of holistic personality from yogic point of view. 2. Distinguish yogic concept of personality from its modern concept. 3. Describe the concept of integrated holistic personality. 4. Explain yogic ways of holistic personality development. 5. Relate various yogic practices with different dimensions of personality 6. Describe the concept of holistic personality from yogic points of view. 7. Describe the harmful effects of stress in relation to behavior, performance and health. 8. Identify situations which may cause stress. 9. Recognize the presence of stress by identifying its symptoms. 10. Describe the need for self-development 11. List and describe tools and methods of yoga to achieve these objectives. 12. Explain the basic concept of values in human life. 13. List out the varieties of values. 14. Underline the importance of spirituality for self-development. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Perform different types of yoga to reduce stress. | | | | | | | K3 | |
| 2 | Adopt different types of yogic practices to develop the personality | | | | | | | K2 | |
| 3 | Practice meditation and Asana to develop values and self-development | | | | | | | K5 | |
| 4 | Acquire self-development in physique and mental health. | | | | | | | K1 | |
| 5 | Enhance value based education. | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **Introduction to Yoga and Personality Development** | | | **15 hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **Yoga and Stress Management** | | | **15 hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **Yoga and Self Development** | **15 hours** |
| 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. | | | |
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| **Unit:4** | | **Yoga and Values** | **15 hours** |
| 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. | | | |
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| **Unit:5** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, | | | |
| online seminars - webinars | | | |
| Quiz Competition | | | |
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|  | | **Total Lecture hours** | **62 hours** |
| **Text Book(s)** | | | |
| 1 | Byron, E. (2017). Yoga for the Creative Soul: Exploring the Five Paths of Yoga to Reclaim  Your Expressive Spirit. Llewellyn Worldwide. | | |
| 2 | Julia Hales, D. (2016). Personal Stress Management. | | |
| 3 | Dr. G. Singaravelu & Shahana .A.M (2018) Mental Health and Adjustment. APH  publishing corporation, New Delhi. | | |
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| **Reference Books** | | | |
| 1 | Ravikanth Rao, D. K., (2016). Yoga and Self-Development (1st ed.). Neelkamal. | | |
| 2 | Basavaraddi, I.V. (ed.) (2013). *A Monograph on Yogasana.* New Delhi: Morarji Desai  National Institute of Yoga. | | |
| 3 | B.K.S Iyenkar (2013) Light on the Yoga sutras of patanjali (Haper Collins Publications India  Pvt., Ltd., New Delhi.) | | |
| 4 | Bhavanani, Anada Balayogi (2012). Yoga:the Original Mind Body Medicine. Available at  <http://icyer.com/documents/yoga_mind_body_2012> . | | |
| 5 | HR. Nagendra: (2004) Yoga Research and applications (Vivekanda Kendra Yoga Prakashana Bangalore) | | |
| 6 | Sri Ananda (1982). The complete Book of yoga Harmony of Body and Mind. (Orient paper  Backs: vision Books Pvt.Ltd. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://www.rishikeshyogisyogshala.org/the-concept-of-three-gunas-in-yoga-sattva-rajas- and-](https://www.rishikeshyogisyogshala.org/the-concept-of-three-gunas-in-yoga-sattva-rajas-and-tamas/)  [tamas/](https://www.rishikeshyogisyogshala.org/the-concept-of-three-gunas-in-yoga-sattva-rajas-and-tamas/) | | |
| 2 | <https://agyaatdarshan.wordpress.com/2016/10/05/preparations-for-yoga-learners/> | | |
| 3 | <https://www.scribd.com/document/338538837/Yamas-and-Niyamas-Glance> | | |
| 4 | <https://ipi.org.in/texts/ipws/participants/shilpa.php> | | |
| 5 | <https://kdham.com/kriya-yoga-medium-value-education/> | | |

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| 6 | American Psychologic Association, „Stress‟. Available at  <http://apa.org/topics/stress/index.aspx>(accessed April 8. 2015) |
| 7 | <https://yogainternational.com/class/yoga-for-school-teachers>(2020) |
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| Course Designed By: **Dr. E. DHIVYADEEPA** | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | S | L | L | S | L | L | S |
| **CO2** | S | M | M | S | L | L | S | L | L | S |
| **CO3** | S | L | M | S | M | M | S | L | L | S |
| **CO4** | S | M | M | S | M | M | S | L | L | S |
| **CO5** | S | L | M | S | M | L | M | L | L | S |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | | **3T3** | **TITLE OF THE COURSE** | **L** | | **T** | **P** | **C** |
| **Tool Course** | | | | **Construction and Standardization of Research Tool** | **01** | | **-** | **-** | **01** |
| **Pre-requisite** | | | | Learners must have previous knowledge about Educational research and concept of  standardization of research tools. | **Syllabus Version** | | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the meaning of tools and types of tools 2. Select the appropriate tool for the research project 3. Calculate item analysis for the selected research tool 4. Find reliability and validity of the tool. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | | Select appropriate items for the research tool. | | | | | | K4 | |
| 2 | | Validate the items with proper procedures. | | | | | | K5 | |
| 3 | | Standardize the tool using pilot study. | | | | | | K6 | |
| 4 | | Ensure reliability and validity using SPSS. | | | | | | K5 | |
| **K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6** – Create | | | | | | | | | |
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| **Unit:1** | | | **Preparation of Research Tools** | | | **10 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | | **Standardization of Research Tools** | | | **10 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | | **Contemporary Issues** | | **2 hours** | | | | |
| Steps for Construction of Tools | | | | | | | | | |
| Online webinar | | | | | | | | | |
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|  | | | **Total Lecture hours** | | **22 hours** | | | | |
| **Text Book(s)** | | | | | | | | | |
| 1 | Kothari, C. R., & Garg, G. (2019). Research Methodology: Methods and Techniques (4th  ed.). New Age International; | | | | | | | | |
| 2 | Devi, P. S. (2017). Research Methodology:A Handbook for Beginners(1st ed.). Notion Press. | | | | | | | | |
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| **Reference Books** | | | | | | | | | |
| 1. | Dr. U. Pandian., A. (n.d.). A Tool Construction and Standardization of Para-Academic | | | | | | | | |

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|  | Activities. *International Journal of Research - Granthaalayah,* 288-293. Retrieved 2017,  from https://doi.org/10.5281/zenodo. |
| 2. | Kahn, J. V., & Best, J. W. (2016). Research in Education (10th ed.). Pearson. |
| 3. | Mehrens, W.A. (1999). Measurement and evaluation in education and psychology. New  York: Hall Kiechaot and Wizeton. |
| 4. | Anastasi, Anne. (1970). Psychological testing (4th ed.). New York: Macmillan & Co. |
| 5. | Jum Jr, Nunnally C. (1970). Introduction to psychological measurement. New York: Mc  Graw Hill. |
| 6. | Leona, Tyler E. (1969). Test and measurements. New Delhi: Prentice - Hall. |
| 7. | Ahmann, J. Stanley. (1965). Testing student achievements and aptitudes. New Delhi:  Prentice Hall. |
| 8. | Horrocks, John E. (1964). Assessment of behavior. Ohio: Merrill. |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | [http://adphealth.org/irtoolkit/research-methods-and-data-management/research-tools-and-](http://adphealth.org/irtoolkit/research-methods-and-data-management/research-tools-and-techniques.html)  [techniques.html](http://adphealth.org/irtoolkit/research-methods-and-data-management/research-tools-and-techniques.html) |
| 2 | <https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/> |
| 3 | <https://chfasoa.uni.edu/reliabilityandvalidity.htm> |
| 4 | <http://changingminds.org/explanations/research/design/types_reliability.ht> |
| 5 | [https://www.researchgate.net/publication/305345349\_Standardization\_-](https://www.researchgate.net/publication/305345349_Standardization_-_One_of_the_Tools_of_Continuous_Improvement)  [\_One\_of\_the\_Tools\_of\_Continuous\_Improvement](https://www.researchgate.net/publication/305345349_Standardization_-_One_of_the_Tools_of_Continuous_Improvement) (2021) |
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| Course Designed By: **Dr. E. DHIVYADEEPA** | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | M | L | M | L | M |
| **CO2** | M | S | S | S | M | L | L | M | L | M |
| **CO3** | M | S | S | S | M | M | L | M | L | M |
| **CO4** | S | S | S | S | M | M | L | M | L | M |

\*S-Strong; M-Medium; L-Low



Fourth Semester



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| **Course code** | | **4A** | **TITLE OF THE COURSE** | **L** | | | **T** | **P** | **C** |
| **Core** | | | **Gender Disparity In Education** | **04** | | | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic understanding about gender  education at UG level | **Syllabus Version** | | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the basic concepts relating to gender and to provide logical understanding of gender roles. 2. Gain awareness on various perspective of body and discourse on power relationship. 3. Gain insight on cultural construction of masculinity and femininity. 4. Trace the evolution of gender studies from women studies | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the gender role in society and family | | | | | | K2 | | |
| 2 | Apply different feminist thoughts in real life situations. | | | | | | K3 | | |
| 3 | Perceive the challenges faced by male and female | | | | | | K4 | | |
| 4 | Analyze the cultural meaning of female and male | | | | | | K4 | | |
| 5 | Understand the role of male and female in politics and media. | | | | | | K2 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **SEX AND GENDER** | | | | **14 hours** | | | |
| 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 | | | | | | | | | |
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| **Unit:2** | | **GENDER PERSPECTIVES OF BODY** | | | | **16 hours** | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **SOCIAL CONSTRUCTION OF FEMININITY** | | | **20 hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:4** | | **SOCIAL CONSTRUCTION OF MASCULINITY** | | | **16 hours** | | | | |
| 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 | | | | | | | | | |
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| **Unit:5** | | **WOMEN’S STUDIES AND GENDER STUDIES** | | | **14 hours** | | | | |
| Evolution and Scope of Women‟s Studies; From Women‟s Studies to Gender Studies: A  Paradigm Shift; Women‟s Studies vs. Gender Studies | | | | | | | | | |



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|  | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | |
| Women rights and Women safety and protection- National Commission of Women | | | |
|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Janardhana Kumar Reddy.P, Loganayagi .J and Vinothkumar.S (2021) Gender, School and Society. Masuvab Pathippagam, Viluppuram. | | |
| 2 | Janardhana Kumar Reddy P. & Menaha ,(2020) APH Publications,New Delhi | | |
| 3 | Porritt, V. & Featherstone, K. (2019). 10% Braver Inspiring Women to Lead Education.  SAGE Publications | | |
| 4 | Finley, L. (2018). Gender, Sexuality and Peace Education Issues and Perspectives in  Higher Education. Information Age Publishing | | |
| 5 | Cin, & Melis, F. (2017). Gender Justice, Education and Equality. Springer International  Publishing | | |
| 6 | Singh, Narpat (2008) Changing Status of Women. Delhi: Vista International Publishing  House | | |
| 7 | Jha, Ashok Kumar (2004) Women in Panchayat Raj Institutions. New Delhi: Anmol  Publications Pvt. Ltd | | |
| 8 | Ambedkar, S. N. and Nagendra, Shilaja (2005) Women Empowerment and Panchayati  Raj. Jaipur: ABD Publishers | | |
|  | Crawford, M. (2006). *Transformations: Women, gender, and psychology*. Boston:  McGraw-Hill | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Saxena, Alka (2011) Women and Political Leadership. New Delhi: Altar Publishing  House. | | |
| 2 | Saxena, Alka (2011) Role of Women in Reservation Politics. New Delhi: Altar Publishing  House. | | |
| 3 | Saxena, Alka (2011) Situational Analysis of Women in Politics. New Delhi: Altar  Publishing House. | | |
| 4 | Jha, Deepika (2010) Women in World Politics. New Delhi: Pearl Books. | | |
| 5 | Panda, Smita Mishra (ed.) (2008) Engendering Governance Institutions: State, Market and  Civil Society. London: Sage Publications | | |
| 6 | Brush, Lisa D. (2007) Gender and Governance. New Delhi: Rawat Publications. | | |
| 7 | Nandal, Roshini (1996) Women Development and Panchayati Raj. Rohtak: Spellbound  Publications Pvt. Ltd. | | |
| 8 | Basow, S. A. (2010). Changes in psychology of women and psychology of gender  textbooks (1975–2010). *Sex Roles, 62*, 151–152 | | |
| 9 | Cook, R. J. & Cusack, S. (2010). Gender Stereotyping: Transnational Legal Perspectives.  Philadelphia: University of Pennsylvania Press. | | |
| 10 | Chrisler, J. C. (2007). II. The subtleties of meaning: Still arguing after all these  years. *Feminism & Psychology, 17*, 442–446. | | |
| 11 | Burman, E. (2005). Contemporary feminist contributions to debates on gender and  sexuality: from identity to performance, Group Analysis, 38(1), 17-30. | | |
| 12 | Schein, V. E. (2001). The relationship between sex role stereotypes and requisite  management characteristics among female managers. Journal of Applied Psychology,60, 340–344 | | |

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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | [http://www.unanca.org/news-events/news/259-closing-the-gap-gender-](http://www.unanca.org/news-events/news/259-closing-the-gap-gender-disparity-and-education-in-the-developing-world)  [disparity-and- education-in-the-developing-world](http://www.unanca.org/news-events/news/259-closing-the-gap-gender-disparity-and-education-in-the-developing-world) |
| 2 | <https://en.wikipedia.org/wiki/Sex_differences_in_education> |
| 3 | [https://www.brookings.edu/blog/brown-center-](https://www.brookings.edu/blog/brown-center-%20chalkboard/2018/04/23/how-our-)  [chalkboard/2018/04/23/how-our-](https://www.brookings.edu/blog/brown-center-%20chalkboard/2018/04/23/how-our-) [education-system-undermines-gender](https://www.brookings.edu/blog/brown-center-chalkboard/2018/04/23/how-our-education-system-undermines-gender-equity/) [equity/](https://www.brookings.edu/blog/brown-center-chalkboard/2018/04/23/how-our-education-system-undermines-gender-equity/) |
| 4 | <https://unchronicle.un.org/article/gender-disparity-primary-education-experience-india> |
| 5 | <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6102794/> |
| 6 | <https://www.cry.org/issues-views/gender-inequality>(2021) |
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| Course Designed By: **Dr. P. JANARDHANA KUMAR REDDY** | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | S | M | M | L | M |
| **CO3** | S | S | S | M | M | S | M | M | L | M |
| **CO3** | S | S | S | M | M | S | M | M | L | M |
| **CO4** | S | S | S | M | M | S | M | M | L | M |
| **CO5** | S | S | S | M | M | S | M | M | L | M |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | **4B** | **TITLE OF THE COURSE** | | **L** | **T** | **P** | | **C** |
| **Core** | | | **Teacher Education For 21st Century** | | **04** | **-** | **-** | | **04** |
| **Pre-requisite** | | | Learners must have basic understanding about  teacher education **Ve** | | **Syllabus**  **version** | | **2022-**  **23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Develop the ability to comment on approaches to teacher education. 2. Develop the ability to design teacher education for a given level. 3. Acquire a fuller understanding of the foundations of teacher education. 4. Understand the issues in teacher education 5. Analyze the problems in teacher education by different educational committees. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Remember about the concept of teacher education and its need and importance | | | | | | | K1 | |
| 2 | Analyze the role of institution, administrator, principals and teachers. | | | | | | | K4 | |
| 3 | Apply different directions for education reform. | | | | | | | K3 | |
| 4 | Understand the morality of education and the contribution of Gandhiji and  Radhakrishnan in Education. | | | | | | | K2 | |
| 5 | Evaluate the issues and problems of teacher education and acquire knowledge about  different education commission. | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **CONCEPT OF TEACHER EDUCATION** | | | **15-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **DIRECTIONS FOR EDUCATIONAL REFORMS** | | | **14-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **EDUCATION AND MORALITY** | | **17-- hours** | | | | | |
| 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. | | | | | | | | | |
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| **Unit:4** | | **INDIAN TEACHER FOR THE 21ST CENTURY** | | **16-- hours** | | | | | |
| 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. | | | | | | | | | |
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| **Unit:5** | | | **ISSUES AND PROBLEMS IN TEACHER EDUCATION** | **-18- hours** |
| 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) | | | | |
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|  | | | **Contemporary Issues** | **2 hours** |
| Expert lectures, | | | | |
| Online seminars – webinars | | | | |
| Quiz Competitions | | | | |
|  | | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | | |
| 1 | Kumar, R. & Chander, S. et al. (2019). Teacher Education in the 21st Century. SAGE  Publications Pvt. | | | |
| 2 | Martell, C.C. (2017). Social Studies Teacher Education Critical Issues and Current Perspectives. Information Age Publishing. | | | |
| 3 | Teacher Education in the 21st Century Emerging Skills for a Changing World (2021). London: IntechOpen publisher. | | | |
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| **Reference Books** | | | | |
| 1 | | Garrett, J. & Jones, D.B. (2016). Teacher Education for the 21st Century. Information Age  Publishing. | | |
| 2 | | Jaganath Rao, D. (2010). Elementary education in india: Status, issues and concerns. New  Delhi: Viva Boos Publications. | | |
| 3 | | Lokman Ali. (2010). Teacher education. New Delhi: APH Publications. | | |
| 4 | | Singh, U.K and Sundershan K.N. (2005) Teacher education. New Delhi: Discovery  Publishing House. | | |
| 5 | | Day, C. and J. Sachs, J. (Ed.) (2004). International handbook on the continuing professional  development of teachers. Maidenhead: Brinks Open University Press. | | |
| 6 | | Mohammed Miyan. (2004). Professionalisation of teacher education. New Delhi: Mittal  Publications. | | |
| 7 | | Srivastava, G.N. (2004). Perspectives in teacher education concept. New Delhi: APH Publications. | | |
| 8 | | Ram, S. (1999). Current issues in teacher education. New Delhi: Saurp & Sons Publications. | | |
| 9 | | NCTE (1998). Competency based and commitment oriented teacher education for quality  school education: Pre-service education. New Delhi: NCTE. | | |
| 10 | | NCTE (1998), competency Based and committed oriented Teacher Education for quality  school Education, Initial Document : New Delhi. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | |
| 1 | <http://copsse.education.ufl.edu/copsse/docs/21st_Century/1/21st_Century.pdf> | | | |
| 2 | https://thinkstrategicforschools.com/education-21st-century/ | | | |
| 3 | https:/[/www.int](http://www.intechopen.com/books/teacher-education-in-the-21st-century)e[chopen.com/books/teacher-education-in-the-21st-century](http://www.intechopen.com/books/teacher-education-in-the-21st-century) | | | |
| 4 | https://indianexpress.com/article/education/new-curriculum-for-teachers-education-by-2021-  president-6586263/ | | | |
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| Course Designed By: **Dr. M. BALASUBRAMANIAM** | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | M | L | L | M | L | M |
| **CO3** | S | S | S | M | M | M | L | M | L | M |
| **CO3** | S | S | S | M | M | M | L | M | L | M |
| **CO4** | S | S | M | M | S | L | L | M | L | M |
| **CO5** | S | S | M | L | S | L | L | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **4E1** | **TITLE OF THE COURSE** | **L** | **T** | **P** | **C** |
| **Elective** | | | **Recent Trends in Higher Education** | **04** | **-** | **-** | **04** |
| **Pre-requisite** | | | Learners must have basic understanding about  higher education **Ve** | **Syllabus**  **version** | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Conceptualize the significant role of higher education in the national development 2. Understand the structural and functional evolution of higher education in India 3. Understand the various aspects of curriculum at higher education level 4. Develop awareness on various attributes of higher education pedagogy. 5. Understand the specific nature of evaluation in higher education 6. Acquire ability to formulate strategies to evaluate higher education learners 7. Develop awareness on different policies on the development of higher education in our country. 8. Understand the various issues and challenges of Indian higher education 9. Develop skill in doing research to supply both theoretical and practical inputs to solve the issues higher education. | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | |
| 1 | Remember the concept of higher education. | | | | | K1 | |
| 2 | Understand different structure and organizations of higher education in India. | | | | | K2 | |
| 3 | Differentiate qualitative and quantitative expansion of higher education | | | | | K4 | |
| 4 | Analyze the characteristics of learners at higher education and improve the learning  competence | | | | | K4 | |
| 5 | Understand the choice based credit system and grade system | | | | | K2 | |
| 6 | Apply the role of MHRD in higher education and apply its thought | | | | | K3 | |
| 7 | Evaluate Indian higher education system with other countries higher education  system. | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | |
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| **Unit:1** | | **INDIAN HIGHER EDUCATION –STRUCTURE AND ORGANIZATION** | | **16-- hours** | | | |
| 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. Recent policies practices of UGC. | | | | | | | |
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| **Unit:2** | | **HIGHER EDUCATION PEDAGOGY- CONCEPTUAL TREATMENT** | | **17-- hours** | | | |
| 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 | | | | | | | |



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| 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. | | | | |
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| **Unit:3** | | | **CURRICULUM AND EVALUATION IN HIGHER EDUCATION** | **13-- hours** |
| 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 | | | | |
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| **Unit:4** | | | **ISSUES AND CHALLENGES IN HIGHER EDUCATION** | **16-- hours** |
| 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. | | | | |
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| **Unit:5** | | | **INTERNATIONALISATION OF HIGHER EDUCATION** | **-18- hours** |
| 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. | | | | |
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|  | | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars - webinars | | | | |
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|  | | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | | |
| 1 | Staley, D. J. (2019). Alternative Universities Speculative Design for Innovation in Higher  Education. Johns Hopkins University Press. | | | |
| 2 | Varghese, N. V. & Sabharwal, N.S. et al. (2018). India Higher Education Report 2016. SAGE  Publications. | | | |
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| **Reference Books** | | | | |
| 1 | | Ben, A. M. & Robert, M. K. (2017). Managing for Quality in Higher Education A Systems  Perspective (2nd ed.). Bookboon the e book company. | | |
| 2 | | Manning,K. (2014). Organizational Theory in Higher Education .Nutech Print services | | |
| 3 | | Sambell.K., McDowell.L, &Montegommy (2013). Assessment for Learning in Higher  Education.NewYork: Routledge | | |
| 4 | | Panikkar,K.N. & Bhaskaran Nair . (2012)Globalization and Higher Education in India.  Delhi:Pearson | | |

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| 5 | | Khurana, P.S.M. &Singhal,P.K. (Eds) (2010). Higher Education: Quality & Management.  Delhi :Gyan |
| 6 | | Powar,K.B. (2002). Indian Higher Education. New Delhi : Concept Pub.co. |
| 7 | | Vashist.V. (2002). Modern Methods of Training of Univesity and College Teachers. New  Delhi: Sarup& sons |
| 8 | | Patnaik.J. (2001). Higher Education in Information Age. New Delhi: Authers Press |
| 9 | | Gupta.O.P.(1993). Higher Education in India Since independence : UGC and its Approach.  New Delhi: Concept Pub.co. |
| 10 | | Patil .V.T. (1984). The saemster System: substance and problems. New Delhi : Sterling |
| 11 | | Wright.J. (1982). Learning to Learn in Higher Education. Great Britan: Croom Helm |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | |
| 1 | https://etico.iiep.unesco.org/sites/default/files/ws8\_study\_current\_and\_future\_18115.pdf | |
| 2 | https:/[/www.rese](http://www.researchgate.net/publication/287356799_The_Changing_Trends_in_Higher_Edu)a[rchgate.net/publication/287356799\_The\_Changing\_Trends\_in\_Higher\_Edu](http://www.researchgate.net/publication/287356799_The_Changing_Trends_in_Higher_Edu)  cation\_in\_India | |
| 3 | Swayam course- Contemporary India and Education | |
| 4 | https:/[/www.asmibmr.edu.in/blog/eme](http://www.asmibmr.edu.in/blog/emerging-trends-in-higher-education-in-india/)r[ging-trends-in-higher-education-in-india/](http://www.asmibmr.edu.in/blog/emerging-trends-in-higher-education-in-india/) | |
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| Course Designed By: **Dr. M. BALASUBRAMANIAM** | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | L | M | M | L | M | L | M |
| **CO3** | S | S | S | L | M | M | L | M | L | M |
| **CO3** | S | S | S | L | M | M | L | M | L | M |
| **CO4** | S | S | S | L | M | M | M | M | L | M |
| **CO5** | S | S | S | L | M | M | L | M | L | M |
| **CO6** | M | S | M | M | M | M | L | M | L | M |
| **CO7** | S | M | M | L | L | L | L | M | L | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **4E2** | | **TITLE OF THE COURSE** | **L** | **T** | | **P** | **C** |
| **Elective** | | | | | | **TECHNOLOGY OF E-LEARNING** | **04** | **-** | | -- | **04** |
| **Pre-requisite** | | | | | Learners must have knowledge about recent development in methods of teaching. | | **Syllabus Version** | **2022-23** | | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :  1. Learn the concepts of e-learning, elements of e-learning.  2. Describe the patterns of e-content design and its validation.  3 Understand Learning Management System and Cloud Computing.  4. Understand the concept of virtual reality, its historical development and its merits and  limitations  5. Understand the concept of Augmented reality and its application in education | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | | Understand the different elements of e-learning such as e-content, e-books. | | | | | | K2 | | | |
| 2 | | Apply e-learning content design | | | | | | K4 | | | |
| 3 | | Understand Learning Management System and Cloud Computing. | | | | | | K2 | | | |
| 4 | | Understand the concept of virtual reality, its historical development and its merits and limitations | | | | | | K2 | | | |
| 5 | | Understand the concept of Augmented reality and its application in education. | | | | | | K4 | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | |
| **Unit:1** | | **INTRODUCTION TO E-LEARNING** | | | | | | **12 hours** | | | |
| 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. | | | | | | | | | | | |
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| **Unit:2** | | **E-LEARNING CONTENT DESIGN** | | | | | | **12 hours** | | | |
| Content Writing- Definition, Traditional Content, versus E-Content .Content – Design Patterns- Script Writing- Graphics-Animation-Audio-video; Inserting and Interactivity; Possibilities and Design Procedure. Technical Aspects of e-Content-Story-board and Instructional design. Multimedia Authoring and authoring tools. Design content for Role based learning, situated based learning, scenario based learning. Tools to create online course. Designing online evaluation in different subjects. Courseware evaluation. Designing of Evaluation Criteria for assessment of e-Content and other courseware | | | | | | | | | | | |
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| **Unit:3** | | **LMS AND CLOUD COMPUTING** | | | | | | **20 hours** | | | |
| Introduction to Learning Management Systems: Introduction to LMS; Purpose, functions and Tools- Course Management using LMS. Types of LMS, Features of LMS, Advantages and Disadvantages, Learning Management Systems: Examples –Moodle-A Tutor-Other LMSs. Future Challenges of LMS.  Cloud computing: Introduction, Evolution of Cloud computing, Cloud computing architecture, Basic Concept, Models of cloud computing, Advantages and disadvantages of cloud computing, Cloud storage. | | | | | | | | | | | |
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| **Unit:4** | | **VIRTUAL REALITY** | | | | | | **16 hours** | | | |
| Introduction to Virtual Reality: Virtual Reality and Virtual Environment: Introduction, Computer graphics, Real time computer graphics, Flight Simulation, Virtual environment requirement, benefits of virtual reality, Historical development of VR, Scientific Landmark. Virtual Classroom and Virtual University – merits and limitations. | | | | | | | | | | | |
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| **Unit:5** | | | **AUGMENTED REALITY** | | | | | **20 hours** | | | |
| Augmented Reality: Taxonomy, technology and features of augmented reality, Benefits of augmented reality in education, Augmented reality in education, practical uses of augmented reality in education- learning theories used in AR for teaching and learning- multiple uses of augmented reality in teaching and learning. Augmented reality devices and apps for education. | | | | | | | | | | | |
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|  | | | **CONTEMPORARY ISSUES** | | | | | | **2 hours** | | |
| Recent trends in methods of Education | | | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | |
| 1 | Vanaja, M., Rajasekar. S., and Arulsamy, S. (2014). Information & Communication Technology (ICT) in Education.Hyderabad:Neelkamal Publications Private Ltd | | | | | | | | | | |
| 2 | Arulsamy, S. Sivakumar, P. (2009).Application of ICT in Education. Hyderabad:Neelkamal Publications Private Ltd. | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | |
| 1 | LaValle, S. M (2016). Virtual Reality, Cambridge University Press. | | | | | | | | | | |
| 2 | Sherman, W. R., Craig, A. B (2002). Understanding Virtual Reality: Interface, Application and Design, (The Morgan Kaufmann Series in Computer Graphics)”. Morgan Kaufmann Publishers, San Francisco, CA. | | | | | | | | | | |
| 3 | Craig, A. B., Sherman, W. R., and Will, J. D. (2009). Developing Virtual Reality Applications: Foundations of Effective Design, Morgan Kaufmann Publishers. Burlington, MA, USA. | | | | | | | | | | |
| 4 | Rejesekaran S. (2007): Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd. | | | | | | | | | | |
| 5 | Singh, P. P., Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications. | | | | | | | | | | |
| 6 | Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication. | | | | | | | | | | |
| 7 | Vladimir Geroimenko (2020) 'Augmented Reality in Education', Springer. | | | | | | | | | | |
| 8 | Kljun, and Matjaž., (2020) Augmented Reality in Education: Current Status and  Advancement of the Field. Springer. | | | | | | | | | | |
| 9 | Singaravelu, G. (2017) Education in Contemporary India, Neelkamal publishers pvt .Ltd :Hyderabad | | | | | | | | | | |
| 10 | Le,and Huy.,(2020) An Online Platform for Enhancing Learning Experiences with WebBased Augmented Reality and Pictorial Bar Code. Springer. | | | | | | | | | | |
| 11 | Sharma, P. (2010). Blended learning. ELT journal, p. 456-458. | | | | | | | | | | |
| 12 | Azuma, R. T., et al. (1997). A survey of augmented reality. Presence, p. 355-385. | | | | | | | | | | |
| 13 | Haythornthwaite, C., Andrews, R. (2011), E-Learning Theory & Practice, Sage. | | | | | | | | | | |
| 14 | Hammerich, I., Harrison, C. (2002), Developing Online Content: The Principles of Writing and Editing for the Web, John Wiley & Sons Inc. | | | | | | | | | | |
| 15 | Campbell, K. (2004). Effective Writing for E-Learning Environments (Cases on Information Technology), Information Science Publishing. | | | | | | | | | | |
| 16 | Peter Donnelly et al., (2012), How to succeed at E-Learning, Wiley. | | | | | | | | | | |
| 17 | Garrand, T. (2012). Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media, Elsevier. | | | | | | | | | | |
| 18 | Ferrer, N. F., Alphonso, J. K. (2011). Content Management for E-Learning, University of Oberta, Catalunya | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | |
| 1 | https://www.worldcat.org/title/augmented-reality-in-education-a-new-technology-forteaching-and-learning/oclc/1157097123 | | | | | | | | | | |
| 2 | https://graz.pure.elsevier.com/de/publications/mixed-reality-books-applying-augmentedand-virtual-reality-in-min | | | | | | | | | | |
| 3 | https://www.mmi.rwth-aachen.de/wp-publications/atanasyan2020a/ | | | | | | | | | | |
| 4 | https://johncraigfreeman.wordpress.com/2020/01/26/augmented-reality-in-education/ | | | | | | | | | | |
| 5 | http://socialmediaweek.org/blog/2010/02/06/higher-educations-future-collaboration-augmented-reality-faculty-education/ | | | | | | | | | | |
| 6 | https://ciet.nic.in/upload/Guidelines\_eContent\_v1.pdf | | | | | | | | | | |
| 7 | https://www.westpoint.edu/sites/default/files/inline images/centers\_research/  center\_for\_teching\_excellence/PDFs/mtp\_project\_papers/Boyles\_17.pdf | | | | | | | | | | |
| 8 | http://en.wikipedia.org/wiki/Learning\_management\_system | | | | | | | | | | |
| 9 | http://edutechwiki.unige.ch/en/Learning\_management\_system | | | | | | | | | | |
| 10 | http://www.globalstrata.com/services/training/guide-learning-management-system.pdf | | | | | | | | | | |
| 11 | http://216.151.81.21/projects/Rafferty%20LMS.pdf | | | | | | | | | | |
| 12 | http://moodle.org/ | | | | | | | | | | |
| 13 | http://www.oum.edu.my/p5/cgs/index.php?op=support\_services&m=37&page=278 | | | | | | | | | | |
| 14 | http://www.mitechsoft.com/?pr\_content=48 | | | | | | | | | | |
| 15 | https://www.talentlms.com/what-is-an-lms | | | | | | | | | | |
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| Course Designed By: **Dr. S. ARULSAMY** | | | | | | | | | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | L | S | M | L | M | S | M | L | M |
| **CO3** | S | L | S | M | L | M | S | M | L | M |
| **CO3** | S | L | S | M | L | M | S | M | L | M |
| **CO4** | S | L | S | M | L | M | S | M | L | M |
| **CO5** | S | L | S | M | L | M | S | M | L | M |
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\*S-Strong; M-Medium; L-Low 







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| **Course code** | | **4E3** | **TITLE OF THE COURSE** | **L** | | | **T** | **P** | **C** |
| **Elective** | | | **Augmented Reality in Education** | **04** | | |  | **-** | **04** |
| **Pre-requisite** | | | Learners must have knowledge about  recent development in e-learning and ICT. | **Syllabus Version** | | | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Understand the Evolution, requirements and benefits of augmented reality 2. Analyze the challenges of augmented reality and virtual reality. 3. Apply the augmented reality in teaching learning process of school education. 4. Develop the different roadmap in augmented reality for teaching. 5. Utilize the different applications of augmented reality in education for learning. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the Evolution, requirements and benefits of augmented reality | | | | | | | K2 | |
| 2 | Analyze the challenges of augmented reality and virtual reality. | | | | | | | K4 | |
| 3 | Apply the augmented reality in teaching learning process of school education. | | | | | | | K3 | |
| 4 | Develop the different roadmap in augmented reality for teaching. | | | | | | | K6 | |
| 5 | Utilize the different applications of augmented reality in education for learning. | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **Evolution of Augmented Reality** | | | | **12 hours** | | | |
| Augmented Reality: The historical development of AR: Scientific landmarks, Computer  Graphics, Real-time computer graphics, Flight simulation, Virtual environments- Requirements for AR,-benefits of augmented reality. | | | | | | | | | |
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| **Unit:2** | | **Augmented Reality and Virtual Reality** | | | | **12 hours** | | | |
| Augmented and Virtual Reality- Taxonomy, technology and features of augmented reality-  difference between augmented reality and virtual reality-Challenges with augmented reality- enhancing interactivity in augmented reality environments. | | | | | | | | | |
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| **Unit:3** | | **Augmented Reality in School Education** | | | **20 hours** | | | | |
| Augmented reality and Education: integration, Classroom Experiences-Augmented reality in  school education- Benefits of augmented reality to students and teachers. | | | | | | | | | |
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| **Unit:4** | | **TECHNIQUES IN E-LEARNING** | | | **16 hours** | | | | |
| Role of augmented reality in higher education- basic roadmap for development of AR in education-practical uses of augmented reality in education- learning theories used in AR for  teaching and learning- multiple uses of augmented reality in teaching and learning. | | | | | | | | | |
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| **Unit:5** | | **Augmented Reality Applications in Learning** | | | **20 hours** | | | | |
| Augmented Reality applications in class room: Cospacesedu-Layar-Google Expeditions- Reading comprehension-Book review-preparation mini lessons-word walls- Math alive- Google translate- Augmented Blippar. | | | | | | | | | |
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|  | | **Contemporary Issues** | **2 hours** |
| Recent trends in augmented reality about teaching. | | | |
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|  | | **Total Lecture hours** | **82 hours** |
| **Text Book(s)** | | | |
| 1 | Vladimir Geroimenko (2020) *'Augmented Reality in Education'*, Springer, 2020. | | |
| 2 | Kljun, and Matjaž., (2020) *Augmented Reality in Education: Current Status and*  *Advancement of the Field.* Springer, 2020. | | |
| 3 | Dr. G. Singaravelu (2017) Education in Contemporary India, Neelkamal publishers pvt  .Ltd :Hyderabad | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Le,and Huy.,(2020) *An Online Platform for Enhancing Learning Experiences with Web-*  *Based Augmented Reality and Pictorial Bar Code.* Springer, 2020. | | |
| 2 | Sharma, P. Blended learning. ELT journal, p. 456-458, 2010. | | |
| 3 | Azuma, R. T., et al. A survey of augmented reality. Presence, p. 355-385, 1997 | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | https:/[/www.worldcat.or](http://www.worldcat.org/title/augmented-reality-in-education-a-new-technology-for-)g[/title/augmented-reality-in-education-a-new-technology-for-](http://www.worldcat.org/title/augmented-reality-in-education-a-new-technology-for-)  teaching-and-learning/oclc/1157097123 | | |
| 2 | https://graz.pure.elsevier.com/de/publications/mixed-reality-books-applying-augmented-  and-virtual-reality-in-min | | |
| 3 | https:/[/www.mmi.rwth](http://www.mmi.rwth-aachen.de/wp-publications/atanasyan2020a/)-[aachen.de/wp-publications/atanasyan2020a/](http://www.mmi.rwth-aachen.de/wp-publications/atanasyan2020a/) | | |
| 4 | https://johncraigfreeman.wordpress.com/2020/01/26/augmented-reality-in-education/ | | |
| 5 | <http://socialmediaweek.org/blog/2010/02/06/higher-educations-f>  uture-collaboration-augmented-reality-faculty-education/ | | |
| 6 | [https://www.thetechedvocate.org/category/augmented-reality-mixed-reality-and-virtual-](https://www.thetechedvocate.org/category/augmented-reality-mixed-reality-and-virtual-reality/)  [reality/](https://www.thetechedvocate.org/category/augmented-reality-mixed-reality-and-virtual-reality/) (2021) | | |
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| Course Designed By: **Dr. G. SINGARAVELU** | | | |

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | L | S | M | L | M | S | M | L | M |
| **CO3** | S | L | S | M | L | M | S | M | L | M |
| **CO3** | S | L | S | M | L | M | S | M | L | M |
| **CO4** | S | L | S | M | L | M | S | M | L | M |
| **CO5** | S | L | S | M | L | M | S | M | L | M |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | **4T1** | **TITLE OF THE COURSE** | | **L** | **T** | **P** | **C** |
| **Tool Course** | | | **Training in communication skills** | | **02** |  |  | **02** |
| **Pre-requisite** | | | Students must have previous knowledge about Basic concept on LSRW | | **Syllab us Versio n** | | **2022-**  **23** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course, the student-teachers will be able to :   1. Sensitize students in oral communicative behavior 2. Gain insight and reflect on the concept and process of communication 3. Use different style, tone and format to the writer’s purpose and audience | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Develop the skill of listening and speaking to explore thought. Familiarize with  skimming, scanning, critical reading. | | | | | | K6 | |
| 2 | Analyze different reading materials flexibly. | | | | | | K4 | |
| 3 | Develop the skill of listening and speaking to explore thought. Familiarize with  skimming, scanning, critical reading. | | | | | | K6 | |
| 4 | Create Communicative fluently in public speaking. | | | | | | K6 | |
| 5 | Use different reading materials flexibly. Communicate fluently in public speaking. | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
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| **Unit:1** | | **Listening and Speaking Skills** | | | **15 hours** | | | |
| **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. | | | | | | | | |
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| **Unit:2** | | **Reading and Writing Skills** | | | **10 hours** | | | |
| **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).  **Writing skill:** Elements of Effective Writing- Main Forms of Written Communication: Agenda, Minutes, Notices, Writing of CV, Memo, Drafting an E-mail, Press Release. | | | | | | | | |
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| **Unit:3** | | **Process of Communication** | | **15 hours** | | | | |
| Process of communication: Knowledge & Skills for Presentation, Interview, Public Speaking, Preparing & Organizing the Speech. | | | | | | | | |
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| **Unit:4** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, | | | |
| online seminars - webinars | | | |
| LSRW Practice | | | |
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|  | | **Total Lecture hours** | **42 hours** |
| **Text Book(s)** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Sharma, P. (2018). Soft Skills: Personality Development for Life Success: With CD  rom. New Delhi: BPB Publications. | | |
| 2 | Mitra, B. K. (2016). Personality Development and Soft Skills (2nd ed.). Oxford  Higher Education. | | |
| 3 | Guffey M., Loewy D. (2013).Essentials of Business Communication. Ceneage  Learning. Ninth Edition | | |
| 4 | Brownell, J. (2010). Listening: Attitudes, principles, and skills.4th edition.  Boston, MA: Allyn& Bacon. | | |
| 5 | Rubin, R. B., Rubin, A. M., Haridakis, P. M., &Piele, L. J. (2010).  Communication research: | | |
| 6 | Marianne, D. & Elaine, D. (2010). Applying Communication Theory For  Professional Life- A | | |
| 7 | Griffin, E. (2009). Communication: A first look at communication theory.7th  edition. New York: McGraw-Hill. | | |
| 8 | Littlewood, William. (2004) Communicative Language  Teaching.Cambridge:Cambridge University | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://ibr.tcu.edu/wp-content/uploads/2013/09/TMA05Aug-Comm.pdf> | | |
| 2 | [http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Ca](http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/The-Life-Skills-Handbook.pdf)  [mpaigns/life-skills/The-Life-Skills-Handbook.pdfwww.jemtraining.com.au/management-](http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/The-Life-Skills-Handbook.pdf) [training-perth/effective-communication-skills](http://www.jemtraining.com.au/management-training-perth/effective-communication-skills) | | |
| 3 | [https://www.anxietycanada.com/self-help/effective-communication-improving-your- social-](https://www.anxietycanada.com/self-help/effective-communication-improving-your-social-skills)  [skills](https://www.anxietycanada.com/self-help/effective-communication-improving-your-social-skills) | | |
| 4 | <http://ibr.tcu.edu/wp-content/uploads/2013/09/TMA05Aug-Comm.pdf> | | |
| 5 | https://hrdailyadvisor.blr.com/2020/05/04/training-for-basic-communication-skills/ | | |
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| Course Designed By: **Dr. G. SINGARAVELU** | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | S | M | M | S | M | L | M |
| **CO2** | M | M | M | S | M | L | S | M | L | M |
| **CO3** | M | M | M | S | M | M | S | M | L | M |
| **CO4** | M | M | M | S | M | M | S | M | L | M |
| **CO5** | M | M | M | S | M | M | S | M | L | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **BUM01** | **TITLE OF THE COURSE** | | **L** | **T** | | **P** | **C** |
| **BU-MOOCs/SWAYAM** | | | **Academic and Research Report Writing** | |  |  | |  |  |
| **Pre-requisite** | | | Learners must have previous knowledge about  Educational Research and Statistics **Ve** | | **Syllabus**  **rsion** | | **2022-**  **23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the necessity of research report writing 2. Classify different research paper writing 3. Understand the different structure of thesis writing 4. Explore different tools for research report writing and miscellaneous reports | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand various kinds of academic and research reports | | | | | | | K2 | |
| 2 | Apply different formats of research paper writing | | | | | | | K4 | |
| 3 | Generate simple thesis writing | | | | | | | K6 | |
| 4 | Comparing different miscellaneous reports | | | | | | | K2 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **Introduction** | | | **-- hours** | | | | |
| Importance of report writing in academics and research. Various kinds of academic and research activities. Necessity of report writing for achievement of academic and research goals. Various  kinds of reports / presentations. Characteristics of academic and research reports / presentations. Conclusions. | | | | | | | | | |
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| **Unit:2** | | **Research Paper Writing** | | | **-- hours** | | | | |
| Types of research papers, Structure of research papers, Research paper formats, Abstract writing, Methodology, Results and discussions, Different formats for referencing, Ways of communicating a research paper. | | | | | | | | | |
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| **Unit:3** | | **Thesis Writing** | | **-- hours** | | | | | |
| Structure of a thesis, Scope of the work, Literature review, Experimental / computational details, Preliminary studies, Results and Discussions, Figures and Tables preparation, Conclusions and  future works, Bibliography, Appendices | | | | | | | | | |
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| **Unit:4** | | **Tools and Techniques** | | **-- hours** | | | | | |
| Various word processors, e.g, MS Word, Libra-office, Latex etc. Making effective presentations  using Power Point and Beamer, Uses of plagiarism detection tools. | | | | | | | | | |
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| **Unit:5** | | **Miscellaneous Reports** | | **-- hours** | | | | | |
| Writing research proposals, Writings project proposals, Lecture notes, Progress reports, Utilization  reports, Scientific reports etc. | | | | | | | | | |
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| **Unit:5** | | **Contemporary Issues** | | **2 hours** | | | | | |
| Proposal writing, report writing | | | | | | | | | |
|  | | | | | | | | | |
|  | | **Total Lecture hours** | | **-- hours** | | | | | |



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| **Text Book(s)** | |
| 1 |  |
| 2 |  |
|  |  |
|  | |
| **Reference Books** | |
| 1 | Kabir, S.M.S. (2017). Essentials of Counseling. Abosar Prokashana Sangstha, ISBN: 978-  984- 8798-22-5, Banglabazar, Dhaka-1100. |
| 2 | Kabir, S.M.S. (2016). Basic Guidelines for Research: An Introductory Approach for All Disciplines. Book Zone Publication, ISBN: 978-984-33-9565-8, Chittagong-4203, Bangladesh. |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://swayam.gov.in/nd2_ntr20_ed30/preview> |
| 2 | <https://www.scribbr.com/category/research-paper/> |
| 3 | [https://sspcdn.blob.core.windows.net/files/Documents/SEP/STS/2021/Application/Researc](https://sspcdn.blob.core.windows.net/files/Documents/SEP/STS/2021/Application/Research-Report-Guidelines.pdf)  [h-Report-Guidelines.pdf](https://sspcdn.blob.core.windows.net/files/Documents/SEP/STS/2021/Application/Research-Report-Guidelines.pdf) (2021) |
|  | |
| Course Designed By: **Dr. E. DHIVYADEEPA** | |