



**PERIYAR UNIVERSITY  
PERIYAR PALKALAI NAGAR  
SALEM - 636 011**

**DEPARTMENT OF EDUCATION**

**CURRICULUM FRAMEWORK FOR TWO YEAR  
MASTER OF EDUCATION (M.Ed.) PROGRAMME**

**Under Choice Based Credit System**

**(Effect from the Academic Year 2018-2019 onwards)**

## **Introduction**

The National Policy on Education (1986) has clearly stated the need for restructuring the system of teacher education which will pave way for Quality improvement in teacher education. Keeping this in mind, the Department of Education, Periyar University has designed two year **Master Degree Programme in Education (M.Ed.)** in the field of teacher education which aims at preparing teacher educators and other education professionals, including curriculum developers, educational policy analysts, educational planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to the award of M.Ed., degree.

It is planned to offer the programme under the **Choice Based Credit System**, so that the students are free to choose courses of their interest and earn credits in accordance with their aptitude. The M.Ed., curriculum consists of 10 Core Courses, 10 Specialized Courses and also 4 Supportive Courses. The students have the freedom to choose any one supportive course from a number of supportive courses which are offered by other departments. The candidate has to select a dissertation of their choice and submit the report at the end of the fourth semester. Further, the students have to do the practicum during the Inter- Session Breaks (ISB) of each semester. The supportive courses for the other department students will be offered by the Department of Education during the even semester's i.e. second and fourth semester.

## **Objectives of the Curriculum**

The curriculum enables the students to:

- Create awareness on various aspects and issues of education.
- Develop national and international perspective about educational theory and practice among different educational system.
- Develop knowledge and understanding about the advanced levels of philosophical, sociological and psychological bases of education.

- Develop knowledge and understanding of some specialized areas of elementary / secondary and higher secondary education and develop critical thinking pertaining to issues related to education.
- Orient the students on the modern trends of educational technology and their application in educational system.
- Enhance the necessary competencies to provide better inclusive classroom environment to accommodate various categories of the students.
- Develop competencies to conduct research in emerging areas of teacher education.
- Develop knowledge and understanding of the process of educational research.

## **Eligibility**

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

- i. B.Ed.,
- ii. B.A., B.Ed., / B.Sc., B.Ed.,
- iii. B.El.Ed.,
- iv. D.El.Ed., with an undergraduate degree with 50% marks in each.

5 % relaxation in marks to be given for the students belongs to Scheduled Caste/Scheduled Tribe. Admission will be made on the basis of marks obtained in the qualifying examination and entrance examination.

## **Duration of the Programme**

The duration of M.Ed., Programme is of two year with four semesters. There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The minimum required attendance for the students shall be 80% for theory courses and practicum, and 90% for field immersion attachment/internship.

## **Medium of Instruction**

The medium of instruction is English.

## **Courses of Study**

- A. Core Courses
- B. Specialization Courses
- C. Supportive Course
- D. Field Immersion / Attachment / Internship
- F. Research Leading to Dissertation

### **SEMESTER - I**

#### **Core Courses**

1. Education as a Field of Study
2. Philosophical & Sociological Foundations of Education
3. Advanced Educational Psychology
4. Education System in India
5. Communication and Expository Writing

#### **Field Immersion / Attachment / Internship**

1. Self-Development: Yoga and Life Skills

### **SEMESTER - II**

#### **Core Courses**

1. Perspectives Issues and Research in Teacher Education
2. Curriculum Development
3. Methods of Educational Research
4. Educational Technology

#### **Field Immersion / Attachment / Internship**

1. Dissertation – a) Review of Literature & Preparation of a Research Proposal
2. Internship in a Teacher Education Institution

## **SEMESTER - III**

### **Core Courses**

1. Guidance and Counselling
2. Statistics in Educational Research
3. Edumetry

### **Specialization Courses (Select any one)**

1. Elementary and Secondary Education
2. Information and Communication Technology in Education
3. Educational Administration and Management

### **Field Immersion / Attachment / Internship**

1. Internship (Related to Specialization)
2. Dissertation
  - a) Preparation of Research Tool and Standardization
  - b) Field Trip Report

## SEMESTER - IV

1. Inclusive Education

2. Higher Education

### **Specialization Courses (Select any one)**

1. Comparative Education

2. Pedagogy of Teaching

3. Instructional Technology

### **Dissertation and Viva-voce**

The dissertation shall be a core course with 9 credits. It is mandatory for all the students and each student is required to select a relevant problem for dissertation, preferably from the area of specialization under the guidance of a faculty member – Research Colloquium and Viva-voce Examination are compulsory. A total of 4 copies of the dissertation have to be submitted at the end of the fourth semester as specified by the Controller of Examinations. The dissertation carries 200 marks which includes 100 marks for internal and 100 marks for external examination. The members of the Viva-voce Examination are the Head of the Department as Convener / Chairman, Internal supervisor/ guide and one more senior faculty member from the department or External member.

### **Supportive Courses for other Department Students**

1. Teaching Techniques

2. Pre-Marital Education

3. Value Education

4. Women Education

## Credit System

Choice Based Credit System (CBCS) has been adopted for M.Ed., programme. The students have to complete 90 credits for successful completion of the M.Ed., programme.

### CREDITS AND MARKS DISTRIBUTION

#### Semester – I

Course No	Name of the Course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Tot
1.	Education as a Field of Study	18MEDC01	4	2	4	25	75	100
2.	Philosophical & Sociological Foundations of Education	18MEDC02	4	2	4	25	75	100
3.	Advanced Educational Psychology	18MEDC03	4	2	4	25	75	100
4.	Education System in India	18MEDC04	4	2	4	25	75	100
5.	Communication and Expository Writing	18MEDC05	4	2	4	25	75	100
6.	Self- Development: Yoga and Life Skills	18MEDI01	--	--	2	50	--	50
Total			20	10	22	175	375	550

## Semester – II

Course No	Name of the Course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Tot
1.	Perspectives in Teacher Education	18MEDC06	4	2	4	25	75	100
2.	Curriculum Development	18MEDC07	4	2	4	25	75	100
3.	Methods of Educational Research	18MEDC08	4	2	4	25	75	100
4.	Educational Technology	18MEDC09	4	2	4	25	75	100
5.	Supportive Course (Other Dept)	Other	4	--	3	25	75	100
<b>ISB*- II: Practicum</b>								
<b>Dissertation</b>								
01.	Review of Related Literature & Preparation of a Research Proposal	18MEDI02	2	--	2	50	--	50
02	* Internship in a TEI	18MEDI03	4	--	4	100	--	100
Total			26	8	25	275	375	650

\* Students have to undergo four week internship in a Teacher Education Institution.



### Semester – III

Course No	Name of the course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Total
<b>Core courses</b>								
01	Guidance and Counselling	18MEDC10	4	2	4	25	75	100
02	Statistics in Educational Research	18MEDC11	4	2	4	25	75	100
03	Edumetry	18MEDC12	4	2	4	25	75	100
<b>Specialization Courses (Students have to Choose any one specialization)</b>								
01	Elementary & Secondary Education	18MEDE01	4	2	4	25	75	100
02	Information and Communication Technology in Education	18MEDE02						
03	Educational Administration and Management	18MEDE03						
<b>ISB*- II: Practicum</b>								
01	Internship ** (Relation to Specialization)	18MEDI04	--	--	4	100	--	100
<b>Dissertation</b>								
02	Preparation of Research Tool and Standardization	18MEDI05	--	--	2	50	--	50
03	Field Trip Report@	18MEDI06	--	--	--	50	--	50
	<b>Total</b>		16	8	22	300	300	600

\*\*The students have to undergo four week internship related to their specialization.

@ The students have to undergo Field trip related to Educational oriented institution & reported

## Semester – IV

Course Code	Name of the Course	Course Code	Instructional Hours (per week)		Credits	Marks		
			Theory	Internal Practical		IA	EA	Total
01	Inclusive Education	18MEDC13	4	2	4	25	75	100
02	Higher Education	18MEDC14	4	2	4	25	75	100
<b>Specialization Course ( Students here to Choose Specialization)</b>								
03	Comparative Education	18MEDE04	4	2	4	25	75	100
	Pedagogy of Teaching	18MEDE05						
	Instructional Technology	18MEDE06						
<b>Practicum</b>								
04	Dissertation and Viva- voce	18MEDI07	-	-	9	100	100	200
	<b>Total</b>		12	6	21	175	325	500

**Grand Total: 2300 Marks**

### Supportive Courses for Other Department Students

Course No	Name of the course	Course Code	Instructional Hours (Per Week)		Credits	Marks		
			Theory	Internal		IA	EA	Total
01	Teaching Techniques	18MEDS01	3	1	3	25	75	100
02	Pre-Marital Education	18MEDS02	3	1	3	25	75	100
03	Value Education	18MEDS03	3	1	3	25	75	100
04	Women's Education	18MEDS04	3	1	3	25	75	100

### Internal Assessment

The following procedure shall be adapted to award internal marks of 25

- |      |                                   |   |          |
|------|-----------------------------------|---|----------|
| i.   | Assignment Preparation            | - | 05 marks |
| ii.  | Seminar Presentation              | - | 05 marks |
| iii. | Internal Test                     | - | 10 marks |
| iv.  | ECA (Extra Curricular Activities) | - | 05 marks |

Semester	CORE Paper (Credits)	INTERNAL Paper (Credits)	ELECTIVE Paper (Credits)	Supportive & Dissertation Paper (Credits)	Total Paper (Credits)
I Semester	5 (20)	1 (02)	--	--	06 (22)
II Semester	4 (16)	2 (06)	--	Supportive 1 (03)	07 (25)
III Semester	3 (02)	3 (06)	1/3 (4)	--	07 (22)
IV Semester	2 (08)	--	1/3 (4)	D1(9)	04 (21)
Credits	(56)	(14)	(08)	(12)	90

Semester	Credits	INTERNAL Marks	ELECTIVE Marks	DISSERTATION Marks
I Semester	22	175	375	550
II Semester	25	275	375	650
III Semester	22	300	300	600
IV Semester	21	175	325	500
<b>Credits/ Marks</b>	<b>90</b>	<b>925</b>	<b>1375</b>	<b>2300</b>

**Note 1: Human Rights Education (Compulsory)**

**06PHR01** Human Rights Education is a common compulsory course for all the P.G. students including M.Ed. There is no credit for this course.

**Note 2: Add on course**

Select two online course from **SWAYAM** portal as an add on course during I & II semester there is no credit for the course

## **Scheme of Examination**

Each written examination shall be of 3 hours duration for the maximum marks of 75. Question papers will be set by the external examiners from other universities.

### **Question Paper Pattern**

#### **Part -A**

Answer the following Multiple choice questions (10 x1 = 10)

#### **Part - B**

Answer the following questions (Internal Choice) (5 x5 = 25)

#### **Part – C**

Answer the following questions (Internal Choice) (5 x8= 40)

## **Evaluation**

Single internal evaluation for the written examination. The dissertation will be evaluated by both internal and external examiners.

## **Passing Minimum**

A candidate shall be declared to have passed the M.Ed., Programme if he/she obtains a minimum of 50% in each written examination and 50% in the dissertation. If a candidate obtains less than 50% in the dissertation, he/she shall resubmit the dissertation. A candidate shall be declared to have passed the M.Ed., programme in the second class if he/she secures between **5.0 and 5.9** points in the Cumulative Grade Point Average Scale (CGPA) on the aggregate of four semesters. A candidate shall be declared as placed in first class if he/she secures **6.0 and above** in the CGPA scale on the aggregate of four semesters. This will also be applicable to the results of candidates availing more than one chance. If a candidate failed in a semester examination shall be permitted to appear for subsequent semester examination. The M.Ed., Programme has to be completed within 4 years.

## Mark Statement

The Mark Statement will contain the following:

- a) The title of the course taken
- b) The credit associated with the course
- c) The total credits earned by the students
- d) The grade obtained in each course
- e) Grade point average
- f) The grade obtained by the students

On successful completion of the M.Ed., programme a candidate will be declared to have passed in the following categories based on the Cumulative Grade Point Average (CGPA) of all the courses expressed in grades.

<b>Range of Marks</b>	<b>Grade Points</b>	<b>Letter Grade</b>	<b>Description</b>
90-100	9.0 -10.0	O	Outstanding
80-89	8.0 -8.9	D+	Excellent
75-79	7.5 -7.9	D	Distinction
70-74	7.0 -7.4	A+	Very Good
60-69	6.0 -6.9	A	Good
50-59	5.0 -5.9	B	Average
00-49	0.0	U	Reappear
ABSENT	0.0	AAA	ABSENT

**For the Entire Programme**

<b>CGPA</b>	<b>Grade</b>	<b>Classification of Final Result</b>
9.5 – 10.0	O <sup>+</sup>	First Class with Exemplary
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D <sup>++</sup>	First Class with Distinction
8.0 and above but below 8.5	D <sup>+</sup>	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A <sup>++</sup>	First Class
6.5 and above but below 7.0	A <sup>+</sup>	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B <sup>+</sup>	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

**CORE COURSE – I**  
**EDUCATION AS A FIELD OF STUDY**  
**COURSE CODE: 18MEDC01**

**Credits: 4**

**Marks: 100**

**Objectives**

**The course will enable the students to:**

- Understand the nature of education as a discipline of study
- Examine issues related to education as interdisciplinary knowledge
- Understand the socio- cultural context of education
- To know the political context of education
- Reflect on the multiple contexts on which the school and teacher education institutions are working
- Discuss the emerging dimensions of school and teacher education.

**Unit: I Theoretical Perspectives of Education as a Discipline**

Education as a discipline: Meaning, concepts, principles, types, theories, assumptions; Contexts related to issues: School, curriculum, syllabus, textbooks, assessment, and teaching-learning process and their linkage to pedagogy and practices; Education structure: primary, secondary and higher secondary-Content knowledge linking pedagogical knowledge – School knowledge with life outside the school.

**Unit: II Education as Interdisciplinary Knowledge**

Interdisciplinary nature of education: relationships with other disciplines subjects such as philosophy, psychology, sociology, management, economics and anthropology-Contribution of science and technology to education and challenges ahead-Dynamic relationship of education with political process.

### **Unit: III Socio-cultural Context of Education**

Social purpose of education- Understanding contemporary Indian society with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights, rights of the child- Constitutional provisions of education- Equality in educational opportunity.

### **Unit: IV Political Context of Education**

Multiple school contexts-Schools affiliated to different boards -Changing role of personals in school management: teachers, headmasters and administrators-Need for nurturing learners-friendly school environment - School as site of curricular engagement -Teacher's autonomy and academic freedom-School as an agent for social change.

### **Unit: V Support System of Education**

Principles and guidelines in organizing the support systems-Role and involvements: Ministry, other government agencies and academic institutes- Issues related to control and autonomy-Participation of different stakeholders in school education: role of media and its use of technology, NGOs, civil society, teacher organization-family and community-Monitoring and evaluation of schools -Development of learning resources.

### **Internal Practical**

- ✚ Critically analyze the equitable education in Tamil nadu.
- ✚ Prepare profile of an institution of national importance.

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- ▯ Arulsamy, S & Subbhuraam, C V (2011). *Philosophical and Sociological Perspectives on Education*. New Delhi: Neelkamal Publications Pvt Ltd.
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## **CORE COURSE – II**

### **PHILOSOPHICAL & SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**COURSE CODE: 18MEDC02**

**Credits: 4**

#### **Objectives**

**The course will enable the students to:**

**Marks: 100**

- Make them to understand the significance of philosophy
- Enable them to know about the influence of Indian philosophies
- Acquaint them with the knowledge of western philosophies
- Develop interest for getting involved in the contemporary philosophical thoughts
- Orient the learners on education in relation to various social forces and political ideologies
- Sensitize the learners about the current status of education in India in a global context
- Acquaint them on the educational thoughts of modern-Indian thinkers.

#### **Unit: I Introduction to Philosophy**

Meaning, definitions and significance of philosophy – Brief historical review of the philosophy – scope of philosophy – Major divisions of philosophy: metaphysics, epistemology, and axiology – Interrelationship between philosophy and education – Philosophical attitude and philosophical methods.

#### **Unit: III Western Philosophies and Education**

Naturalism – Idealism – Pragmatism – Realism – Existentialism – Humanism – Eclecticism-Fundamentalism and their implications of education. Bhavad Gita, bible and quran and their implications on Indian and Global education system –Aims of education and philosophical values of education.

#### **Unit: III Educational thoughts of Indian Thinkers**

Gandhi, Vivekananda, S.Radhakrishnan, Rabindranath Tagore, Aurobindo, J. Krishnamoorthy, Abulkalam Azad and A. P. J. Abdul Kalam.


## Unit: IV Education and Society

Education as a process of socialization: Enculturation and acculturation - Education as a social sub system: its characteristics - Interrelationship between Education and other Social sub-systems: Family, community, economy, political system and religion - Social organizations, social groups and social stratification: Characteristics and influencing factors - Social mobility and education- Social equity and equality of educational opportunities with special reference to India - Education for socially and economically disadvantaged sections of the society.

## Unit: V Education and Social Change

Meaning, nature and factors determining social change - Constraints of social change in India: Caste, ethnicity, class, language, religion and regionalism -Views on process of social change: Structural functionalism and conflict theories - Education as an instrument of social change - Role of education in a changing society with specific reference to Indian society - Education and modernization.

## Internal Practical

- Analyze the educational philosophy of any one Indian philosopher.
-  Analyze the educational thoughts of any one Indian Social-reformer

## References

- Aggarwal, J. C. (2008). *Philosophical and sociological perspectives on education*. New Delhi, Shipra Publications.
- Amaldass, A. (2001). *Introduction to Philosophy*. Chennai: Satya Nilayam Publications.
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**CORE COURSE – III**  
**ADVANCED EDUCATIONANAL PSYCHOLOGY**  
**COURSE CODE: 18MEDC03**

**Credits: 4**

**Marks: 100**

**Objectives:**

**The course will be enable the students to:**

- Understand the concept of educational psychology.
- Develop an insight into various theories of learning to improve teaching – learning process
- Make them to understand the significance of intelligence and creativity for learning.
- Know about dynamics of personality development
- Understand the concept of adjustment and mental health

**UNIT: I Fundamentals of Educational Psychology**

Definition - Nature of psychology - Concept - Scope and importance of educational psychology – Branches of psychology - Human developmental stages: Piaget and Ericson - Influence of major glands and nervous system on human development and behaviour – Educational psychology as a science – Relevance of educational psychology to the teacher.

**UNIT: II Learning Process**

Motivation and learning – Maslow’s theory of motivation - Theories of behavioural perspectives on learning: Thorndike, Pavlov, Skinner and Hull – Cognitive views of learning: Tolman, Gestalt and Ausubel - Gagne’s conditions of learning - Transfer of learning.

**UNIT: III Intelligence and Creativity**

Intelligence: Meaning and concept - Theories of intelligence: Spearman, Thorndike, Guilford, and Cattell - Multiple intelligence– Emotional Intelligence - Social Intelligence - Measurement of intelligence: Intelligent Quotient, Emotional Quotient, Social Quotient - Types of intelligence tests - Creativity: Nature and characteristics – Fostering creativity among the learners – Cognition and Meta cognition: Meaning, concept and significance.

## **UNIT: IV Personality Development**

Dynamics of personality – Biological, sociological and cultural determinants of personality - Theories of personality: Allport, Eysenck and Freud - Assessment of personality: Questionnaire, inventories and projective techniques – Personality disorders.

## **UNIT V: Adjustment and Mental Health**

Meaning and concept of adjustment – Adjustment problems - Frustration, conflicts and anxiety: Meaning and management - Stress and coping strategies - Defense mechanisms - Common forms of neuroses, psychosis and somatic disorders - Mental health – Meaning and concept- Identification of mental health problems - Factors influencing mental health - Mental hygiene- Principles of mental hygiene – School and classroom practices for enhancing adjustment and mental health.

### **Internal Practical**

1. Prepare a case study report of a student with adjustment problems.
2. Examine the personality characteristics of any successful individual.

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**CORE COURSE – IV**  
**EDUCATION SYSTEM IN INDIA**  
**COURSE CODE: 18MEDC04**

**Credits: 4**

**Marks: 100**

**Objectives**

**The course will enable the students to:**

- Develop the understanding of nature and characteristics of Vedic, Jaina and Buddhist system of education in ancient India
- Orient the students about the emergence of Islamic system of education in India during the medieval times
- Enable the students to understand the status of education in India during British rule and the impact of English system of education on Indian society
- Create necessary knowledge about different commissions, committees, policies and programmes on education after independence
- Sensitize the students on the current problems and issues in Indian education system at different levels.

**Unit: I Education in Ancient India**

Vedic, Jaina and Buddhist system of education: Characteristics, aims and objectives, curriculum, methods of teaching, role of the teacher and teacher-pupil relationship - Ancient centres of learning - Status of women's education in ancient India.

**Unit: II Education in Medieval India**

Advent of the Islam - Education system under the Delhi sultanate and Mughals - Islamic system of education: Aims and objectives, curriculum, methods of teaching, role of the teacher and teacher-pupil relationship - Medieval centres of learning and types of educational institutions - Status of women's education in medieval period.

**Unit: III Education in British India**

The English invasion to India - Missionary's activities - Charter Act of 1813 - Bengal Renaissance - Indian educational reformers - Macaulay's Minutes (1835) - Bentinck's resolution



(1835) – Wood’s Dispatch (1854) - Hunter commission (1882) - Lord Curzon’s educational reforms- National education movement- Gokahle’s bill on primary education (1910-1912) - Calcutta university commission (1917) - Hartog committee (1929) - Government of India Act (1935) -Basic education (1937) - Sargent report (1944) - Impact of English system of education on Indian society.

#### **Unit: IV Education in Independent India**

Constitutional provisions for education - Education commissions and committees: University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66),Eswarbai Patel committee (1978),New Educational Policy (1986), Yashpal committee reports on Learning without burden (1993) and National knowledge commission (2005), Muthukumaran committee on Equitable education in Tamil Nadu (2006) Renovation and rejuvenation of higher education (2008) and J.S.Verma commission on teacher education (2012) - Educational policies and programmes: National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009),RTE Act (2009), Operation Blackboard (1987), District Primary Education Programme (1994), Sarva Shiksha Abhiyan (2001), Rashtriya Madhyamik Shiksha Abhiyan (2009) and Rashtriya Uchchatar Shiksha Abhiyan (RUSA ) (2013).

#### **Unit: V Problems and Issues in Indian Education System**

Universalisation of elementary education - Medium of instruction - Vocationalisation of education - Education for girls - Education for weaker sections- Equality of educational opportunities -Alternative schooling - Education for human values –Privatisation of education - Quality control in higher education – inclusive education.

#### **Internal Practical**

- ✚ Prepare a report on Impact of British Period Education on Indian society.
- ✚ Comparative analysis of education system in Ancient and Modern period.

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- Sharma, S. R., Ratho, T. N., & Sharma, K. K. (2011). *History and development of education in modern India (6 volumes)*. New Delhi, India: Sarup Book Publishers Private Limited.
- Verma, J. S. (2012). *Report on teacher education*. New Delhi, India: National Council for Teacher Education.

- Yashpal. (1993). *Learning without burden*. New Delhi, India: Department of School Education and Literacy, Government of India.
- Yashpal. (2008). *Renovation and rejuvenation of higher education*. New Delhi, India: Department of Higher Education, Government of India.

## **CORE COURSE – V**

### **COMMUNICATION AND EXPOSITORY WRITING**

**COURSE CODE: 18MEDC05**

#### **Objectives**

The students will be able to

- Listen, converse, speak, present and explain ideas in groups and before an audience.
- Use ICT in effective communication.
- Understand about writing skills and enhance their expository writing skills.
- Implement their knowledge of communication in classroom discussion and in daily life.

#### **Unit-1. Communication skills:**

Meaning, concept and components of effective communication, Strategies of effective communication, Role and usage of ICT in effective communication.

#### **Unit-2. Academic Skills**

Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

#### **Unit-3. Expository writing:**

Meaning, concept, Types and indicators for effective expository writing. Listening skills: meaning, concept and importance of listening skills.

#### **Unit-4. Listening Skills:**

Academic listening-(lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, listening and observing tone/mood and attitude at the other end, handling the situations especially trouble shooting, tele-conferencing, tele- interviews handling.

### **Unit -5. Academic Writing:**

Introduction to the Writing Process, Selection of topic, thesis statement, developing the thesis, introductory, developmental, transitional and concluding paragraphs, linguistic, unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

Writing in one's own words: Summarizing and Paraphrasing and Citing Resources

### **Practicum (any one of the following):**

- Workshop on Development of Expository Writing skills.
- Workshop on Communication skills.

### **References**

- *Agarwal. J.C. (2014). Teacher Education in a Developing Society. Fifth Edition. Noida :Vikas Publishing House.*
- Boulton, Marjorie: The Anatomy of Drama
- Bowles, Borden: Creative Writing
- Burack, A.S.(Ed) Boston:The Written Handbook: The written INC, Boston
- Burnett, Hallie: On Writing the Short Story Harper & Row
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- *Singh. U.K & Sudharshan. K.N. (2003). Teacher Education. New Delhi: Discovery Publishing House.*

**CORE COURSE- VI**  
**PERSPECTIVES IN TEACHER EDUCATION**

**COURSE CODE: 18MEDC06**

**Credits: 4**

**Marks: 100**

**Objectives**

**The course will enable the students to:**

- Make them to aware of innovations in teacher education
- Acquaint them on the practice teaching
- Acquaint them on with the problems and issues in teacher education
- Know about the emerging areas of research in teacher education
- Acquaint the students with recent trends in teacher education.

**Unit: I Innovations in Teacher Education**

Innovations in curriculum development – Innovation in evaluation process – Approaches to teaching competency based teacher education – Integrated approach – Student centered - Teacher Centered - System Approach of Teacher Education- Barriers of innovations in Teacher Education.

**Unit: II Practices in Teaching**

Concept, principle and objectives of practice teaching - Teacher preparation programme at primary, secondary and collegiate Levels – Evaluation of practice teaching system, preparation of professional personnel- Internship.

**Unit: III Problems and Issues in Teacher Education**

Selection of teacher trainees and relation issues–Assessing teacher effectiveness, Demand and supply of qualified teachers. Identification of teachers behaviour – Bridging gaps between school and training college - Content competency of teachers – Para teacher.

## **Unit: IV Research in Teacher Education**

Need of research in teacher education – Action research for quality improvement. Areas of research: Teaching effectiveness, Criteria of admission, modification of teacher behavior and school effectiveness, preparing teacher for special schools and inclusive schools.

## **Unit: V Recent Trends in Teacher Education**

Competency based teacher education – Instructional technology - Pedagogy of education – Development of teaching competence – NCF (2009), Varma Committee report (2012) – NCTE new regulations (2014)-Responsibilities of the teachers- Teaching as a professional renewal of teachers: In-service programme, orientation programme, refresher course, seminars, workshops – Integrating Technology in Teacher Education.

### **Internal practical**

- ✚ List out the merits and demerits of NCTE new regulations on teacher education (2014).
- ✚ Visit any school and assess the teacher effectiveness.

### **References**

- Bansal, A. (2004). *Teacher education: Principle, theory & practice*. Jaipur: Sublime Publications.
- Duggal, S. (2005). *Educating the Teachers*. New Delhi: Atlantic Publishers & Distributors.
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- Mangla, S. (2002). *Teacher Education – Trends and strategies*. New Delhi: Sage Publishers.
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- Mohanty, J. (2003). *Teacher education*. New Delhi: Deep & Deep Publication Pvt. Ltd.
- Panda, B.N.,& Tewari, A.D. (2009). *Teacher education*. New Delhi: A.P.H. Publishing Corporation.
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- ▯ Singh, U.K & Sundershan, K.N. (2003). *Teacher education*. New Delhi: Discovery Publishing House.
- ▯ Singh, Y.K. (2013). *Teacher education*. New Delhi: A.P.H. Publishing Corporation.
- ▯ Venkataiach, N. (2011). *Teacher education*. New Delhi: A.P.H. Publishing Corp.

**CORE COURSE – VII**  
**CURRICULUM DEVELOPMENT**  
**COURSE CODE: 18MEDC07**

**Credits: 4**

**Objectives**

**The course will enable the students to:**

**Marks: 100**

- ▯ Understand the concept of curriculum
- ▯ Know about the history of curriculum development
- ▯ Understand the various approaches and models of curriculum
- ▯ Develop skills in curriculum designing
- ▯ Know necessity of curriculum evaluation and change

**Unit: I Introduction to Curriculum**

Curriculum: Meaning, concept and scope - Components of curriculum: Objectives, content, learning experiences and evaluation system - curriculum, syllabus and textbooks: Selection and organization of subject matter – Philosophical, sociological and psychological bases of curriculum.

**Unit: II History of Curriculum Development**

Curriculum development: Meaning and concept - Procedure for curriculum development

- System analysis for curriculum development - Suggestions and recommendations in curriculum development as per Kothari Commission, National Policy on Education and National Curriculum Framework - Curriculum and its relationship with vision of teacher education.

### **Unit: III Approaches and Models of Curriculum**

Students centered, teacher centered, subject centered, activity centered, community centered, integrated and interdisciplinary approach in curriculum- Relevance, flexibility and quality in curriculum. Models of curriculum: Tylers and Hilda Taba - Criteria for selecting a model – Integration of values and health needs of children - Infusion of environment related knowledge.

### **Unit: IV Curriculum Designing**

Concept and principles of curriculum designing- Curriculum construction and steps involved - Designing curriculum at different levels of education - Organization of curriculum by subjects - Co-relation of different subjects - Support materials and their productions – Methodology of curriculum transaction at different stages of education.

### **Unit: V Curriculum Evaluation and Change**

Concept, nature and types of curriculum evaluation – Importance of curriculum evaluation - Assessment and evaluation curriculum materials at different stages - Curriculum improvement - Need for curriculum change - Strategies for curriculum change - Researching in curriculum areas.

### **Internal Practical**

- ✚ Review of a school text book.
- ✚ A comparative study of two syllabi equitable education and CBSE.

### **References**

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*, New Delhi: Book Enclave.
- Belting, P.E & Belting, N .M. (2007). *The Modern High School Curriculum*. New Delhi: Cosmo Publications.
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- ▯ Mridula Pandey (2007). *Concept of Curriculum Planning*, New Delhi: Rasat Publications.
- ▯ Marlow Ediger and D.Bhaskara Rao (2003). *Philosophy and Curriculum*, New Delhi: Discovery Publications.
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- ▯ Promila Sharma. (2014). *Curriculum Development*, New Delhi: APH Publications.
- ▯ Srivastava & Sarita Kumeni, D.S. (2012). *Curriculum and Instruction*, New Delhi: ISHA Books Publishers.
- ▯ Vashist S.R. (2004). *Secondary School Curriculum*, New Delhi: Anmol Publications Pvt. Ltd.

## **CORE COURSE- VIII**

### **METHODS OF EDUCATIONAL RESEARCH**

**COURSE CODE: 18MEDC08**

**Objectives**

**Credits: 4**

**The course will enable the students to:**

**Marks: 100**

- Introduce the basic concepts of Educational Research.
- Make them to understand the methods in educational research.
- Know the significance of literature scanning.
- Orient them on various research designs.
- Make them to understand the importance of statistics in educational research.

### **Unit: I Introduction to Educational Research**

Research- Concept, definition, characteristics, scope, need and importance – Educational Research: Objectives, steps, nature and purpose – Emerging areas in educational research – Recent trends in educational research.

### **Unit: II Methods of Educational Research**

Approaches: Qualitative, Quantitative and Mixed – Methods: Historical, Descriptive, Experimental, Ethnographical, Case study, Socio-metric and content analysis.

### **Unit: III Literature Scanning**

Review of Related Literature: Objectives, need, significance and process –difference between related literature and research studies–resources for Literature scanning: ERIC, INFLIBNET, and SHODHGANGA –Format of citations.

### **Unit: IV Research Design**

Research design: Meaning, concept, need and importance– Types: survey Design, experimental: pre and post experimental design, quasi-experimental design and factorial design variables: Dependant, independent and intervening – Population and sample– Types of sampling

– probability and non-probability – sampling error – Characteristics of good sampling – hypothesis: meaning, definition, need and importance– types –sources and formulation of hypothesis– hypothesis testing.

### **Unit: V Introduction to Statistics**

Meaning, Concept, Need and Importance of Statistics - Characteristics of Statistics; Data: Types of Data - Data Processing - Problems in Processing - Organization and analysis of qualitative data - Organization, presentation and analysis of quantitative data - Graphical representation of Data: Frequency Distribution – Data types: Nominal, Ordinal, Interval and Ratio; Types of Analysis – Measures of Central Tendency – Measures of Dispersion - Normal Probability Curve and its Applications.

### **Internal Practical**

- ✚ Review research article from any reported journal and prepare a report.
- ✚ Formulate 10 Research Problems in Education.

### **References**

- Allen Rubib and Earl Babbie. (2010). *Essentials research methods for social work.* , United States: Brooks Cole Cengage Learning.
- Best, John. (2003). *Research in Education (VI th Ed)*. New Delhi, India: Prentice Hall of India Publication.
- Burke Johnson and Larry Christension (2008). *Educational Research*. London: Sage Publications.
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- Gourang Charan Nanda Pratap & Keshari Khatoj (2005). *Fundamentals of Educational Research & Statistics*. New Delhi, India: Kalyani Publishers.
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- Joseph, C. Mukalel (1998). *Creative Approaches to Class Room Teaching*. New Delhi, India: Discovery Publishing House.
- Kothari, C.R (2011). *Research Methodology, Models and Techniques*. New Delhi, India: New Age International (P) Limited.
- Mishra, R.C. (2005). *Management of Educational Research*. New Delhi, India: APH Publications.

## **CORE COURSE- IX**

### **EDUCATIONAL TECHNOLOGY**

#### **COURSE CODE: 18MEDC09**

#### **Objectives :**

After taking this course student teacher will be able to use ET approach for optimizing learning outcomes in various subjects at the school levels in addition to the power to make intelligent use of ET.

#### **UNIT-I Educational Technology:**

- Meaning and Concept.
- Scope & Significance.

##### **Training Strategies:**

- Demonstration, Programmed Learning, Development of programmed instruction materials linear and branching, Interaction Analysis, Simulation and Micro Teaching.

##### **- Thinking Skills:**

#### **UNIT-II Concept of Teaching:**

- Meaning, Definition & Characteristics. Levels of Teachings, Stages of Teachings.

##### **Teaching Learning materials cone of experience (Edgerdale)**

- Multi Sensory Instruction – Advantages, Teaching Methods, Teaching Strategies & Techniques, Concept, Types, Various strategies for developing Thinking.

#### **UNIT-III Innovations in Teaching-Learning:**

- System Approach, Personalized Instructional System, Co-operative learning.
- Language Laboratory.

#### **Models of Teaching:**

- Concept, Fundamental Elements of Models of teaching, Types of Teaching Model.
- Glaser's basic Teaching Model, Inquiry Training Model, Mastery Learning Model, Concept Attainment Model.

#### **UNIT-IV Communication Technology :**

- Meaning and Concept, Models of Communication, Classroom Communication.
- Concept of Tele-communication and Satellite-communication - Teleconferencing, Video Conferencing.

#### **Introduction to computers:**

- Input and Output devices, MS Office-2003 onwards (Word, Excel, MS Access, PowerPoint, Paint). Computer care- Viruses, Security and maintenance, Uses and Applications of computer.

#### **UNIT-V Networking:**

Internet and its Working -www, Educational website, E-mail, E-learning and Virtual Classrooms, Multimedia-Meaning, Concept, Required Software, and use in education.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of computer for augmenting learning potential as self-learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

#### **References**

- Kasturiranjana, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.
- Koul, L. (2007). Methodology of Educational Research, New Delhi: Vikas Publications Pvt. Ltd.
- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhyaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.

**CORE COURSE- X**  
**GUIDANCE AND COUNSELLING**  
**COURSE CODE: 18MEDC10**

**Credits: 4**

**Marks: 100**

**Objectives**

**The course will enable the students to:**

- Develop understanding the concept of guidance
- Get acquainted with process and techniques of counselling
- Develop an insight into guidance and counselling tools
- Know and aware about the guidance programmes
- Understand the guidance and counselling of exceptional children.

**Unit: I Guidance**

Concept of guidance - Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization - Types of guidance- Major guidance areas: Personal, Educational, Career, Social, Health, Marital and Family.

**Unit: II Counselling**

Need, characteristics, principles of counselling - Types- Directive, non-Directive and eclectic approaches in counselling - Counselling therapies: Client Centered Therapy (Carl Rogers), Behavior therapy (B.F. Skinner) and Psychoanalytic Therapy (Sigmund Freud)- Qualities of counsellor - Relationship between guidance and counselling - Place of counselling in the total guidance programme.

**Unit: III Guidance and Conselling Tools**

Tools: Intelligence tests, achievement tests, aptitude tests, personality inventories, interest Inventories and attitude Scales - Non testing devices: Cumulative record card, sociometric techniques, case study, anecdotal record, autobiography, home visits, interview and observation - Presenting, analyzing, interpreting and reporting the data.

**Unit: IV Guidance Programme**

Guidance at various levels of education - School Guidance: a collaborative effort of school and community - Organisation of guidance programmes in schools- Types of guidance services: Orientation, information, individual inventory, counseling, placement, follow-up - Resources required for organizing guidance services - Role of principals and teachers in guidance programmes- Importance of guidance in educational institutions.

### **Unit: V Guidance and Counselling of Exceptional Students**

Exceptional children: Meaning and Nature - Identification - Guidance and counselling of students with behavioural problems and underachievement - violence, bullying, drug abuse, truancy and dropout- nature of stress and its causes- consequences of stress - types of coping skills - Guidance for gifted, creative, physically and intellectually challenged students – Delinquency: Causes, identification and guidance - Promoting psychological well-being and peace through school based programmes.

### **Internal Practical**

- ✚ Develop format for any non testing device prepare a counselling schedule for school students.
- ✚ Prepare an interview schedule for a Counselling.

### **References**

- Agrawal, J.C. (2000). *Educational Vocational Guidance and Counselling*, New Delhi: Daba House.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) ( 1999). *Guidance and Counseling*, Vol. I: A Theoretical Perspective, New Delhi: Vikas Publishing house Pvt. Ltd.
- Chauhan S.S. (2001). *Principles and Techniques of Guidance (2<sup>nd</sup> ed.)*, New Delhi; Vikas Publishing house Pvt. Ltd.
- Daniel Gartrell (1998). *A Guidance Approach for the Encouraging Classroom (2<sup>nd</sup> Ed.)*, Delmar: Delmar Publishers.
- Dash B.N (2005). *Guidance Services in Schools*, New Delhi: Dominant Publishers and Distributors.
- Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to Guidance*. New York: McMillan.
- Glickman, C & Wolfgang, C. (1981). *Solving Discipline Problems: Strategies for Classroom Teachers*. Boston: Allyn and Bacon.
- Indira Madhukar (2005). *Guidance and counselling*, New Delhi; Authors Press India
- Kochhar S.K. (2006). *Guidance and Counselling in Colleges and University*, New Delhi: Sterling Publishers Private Limited.

- Robert L. Gibson and Marianne H. Mitchell (2014). *Introduction to Counselling and Guidance*, (7<sup>th</sup> Ed.), New Delhi: PHI Learning Pvt. Ltd.
- Safaya B.N. (2002). *Guidance and counselling*, Chandigarh: Abhishek publications.
- Tamara E. Davis (2005). *Exploring School Counselling Professional Practices and Perspectives*, New York: Hooughton Mifflin Company.

## **CORE COURSE- XI**

### **STATISTICS IN EDUCATIONAL RESEARCH**

**COURSE CODE: 18MEDC11**

**Credits: 4**

**Marks: 100**

#### **Objectives**

**The course will enable the students to:**

- Make them to understand the process of tool construction
- Make them familiar with various descriptive statistical techniques
- Enhance competencies in analyzing the data using inferential statistics
- Orient them on hypothesis
- Sensitize them on techniques of writing a research report.

#### **Unit: I Tool Construction**

Tool: Concept, meaning, need and importance. Type of tools – Scaling techniques - Standardization of a tool – Validity, reliability and item analysis

#### **Unit: II Hypotheses**

Meaning and concept of hypothesis – Types of hypothesis - Tests of Hypothesis - Type I and Type II errors – Normal probability curve – One-tailed and two-tailed tests-Level of Significance

#### **Unit: III Inferential Analysis**

Tests of significance-‘t’-test, ANOVA: One way and two way- Chi-square test- Uses of computer in data analysis: Excel and SPSS

#### **Unit: IV Descriptive Analysis**



Descriptive analysis: Mean, median, mode and SD - Relative positions: Percentile and Quartile- Correlation: Rank and Co-efficient of correlation- Simple Regression analysis

### **Unit: V Report Writing**

Meaning and principles – Different steps and styles in writing a report – Layout of the research report – References.

### **Internal Practical:**

1. Analyze the sample data using MS-Excel.
2. Prepare references in APA format for the books, journals, encyclopedia etc.

### **References**

- Andy Field. (2005). *Discovering Statistics Using SPSS*. Second Edition. New Delhi : Sage Publications.
- Best, John.W. (2003). *Research in Education*. New Delhi : Prentice Hall of India Publication Pvt Ltd.
- Burke Johnson & Larry Christensen. (2008). *Education Research, Quantitative, Qualitative & Mixed Approaches (Third Edition)*. New Delhi : Sage Publications.
- Burke Johnson & Larry Christensen. (2012). *Education Research, Quantitative, Qualitative & Mixed Approaches (Fifth Edition)*. New Delhi: Sage Publications.
- Daniel Muijs. (2004). *Doing Quantitative Research in Education with SPSS*. New Delhi : Sage Publications.
- David C. Howell.(2010). *Statistical Methods for Psychology*. Seventh Edition. Singapore: Wadsworth Cengage learning.
- Dhir.R.C. & D.D. Sahoo. (2008). *Methodology of Educational Research Statistics and Pedagogical Skill Testing*. New Delhi : Kalyani Publishers.
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- Mahesh Bhargava & Madhu Mathur. (2004). *Psychometrics & Statistical applications in Educational & Behavioural Sciences*. New Delhi: Sunrise Publications.
- Panneer selvam (2007). *Research Methodology*, New Delhi: Prentice- Hall of India Private limited.
- Rihard A. Johnson & Dean W,Wichern.(2006). *Applied Multivariate Stastical Analysis*. Fifth Edition. New Delhi: Prentice Hall.
- Sharma. R.N. (2012). *Statistical Techniques in Educational Research*. New Delhi: Surjeet Publications.
- Siddhu K.S. (2000). *Methodology of Research in Education*. New Delhi: Sterling Publishers.

**CORE COURSE- XII**

**EDUMETRY**

**COURSE CODE: 18MEDC12**

## **OBJECTIVES**

Enable the learner to

Cognitive

1. acquire knowledge on measurement and evaluation.
2. comprehend the different kinds of research instruments.
3. acquire knowledge on the construction of a test.

Affective

1. develop interest in test construction.
2. develop favourable attitude towards careers related to edumetry.

Psychomotor

1. acquire the skills involved in the construction and standardization of research instruments.
2. acquire the skills to use the instruments in the educational diagnosis of a learner.
3. acquire the skills involved in the preparation of marks for scoring items.

## **UNIT I INTRODUCTION**

Measurement and Evaluation - Concept, Scope, Need, Relevance and Limitations. Continuous and Comprehensive Evaluation. Item Formats – Multiple Choice, Yes/No, Completion, Matching, Interpretative Exercises Situational Items; Guidelines for item preparation.

## **UNIT II TOOLS OF RESEARCH**

Kinds of instruments – Questionnaire, Opinionnaire, Check List, Inventory, Schedule, Attitude Scale, Aptitude Scale. Rating Scale, Score Card.

## **UNIT III TEST CONSTRUCTION**

Test Construction - Characteristics of a good test –Norm Referenced Test and Criterion Referenced Test. Norms and Standard Scores.

## **UNIT IV VALIDITY & RELIABILITY**

Reliability Methods – Split Half (Odd Vs Even/1<sup>st</sup> half Vs 2<sup>nd</sup> half), Spearman Brown Prophecy Formula, Test-Retest, Parallel / Alternative / Equivalent Forms, Rational Equivalence, Parallel Items; Validity – Types of Validity - Face and Content Validity, Item Validity, Construct Validity, Criterion Validity, Concurrent Validity, Predictive Validity, External Validity, Factorial Validity, Consistency Validity.

## **UNIT V TOOL CONSTRUCTION**

Steps of Tool Construction - Planning, Dimensions, Aspects, Item Format, Preparation of Items, Pre-Try out, Try Out, Item Analysis, Final Tool, Establishment of Reliability, Validity, Norms and Standards.

## **REFERENCES**

1. Anastasi, Anne (1961). Psychological Testing. New York: The Macmillan Co.
2. Cronback, Lee J. (1961). Essentials of Psychological Testing. Tokyo: Harper International Ltd.
3. Downie, N.M. & Heath, R.W. (1984). Basic Statistical Methods. (5<sup>th</sup> Ed.). New York: Harper & Row.
4. Ebel, Robert L. (1965). Measuring Educational Advancement. New York: Mcgraw Hill.
5. Freeman, Franks. (1965). Theory and Practice of Psychological Testing. (3<sup>rd</sup> Ed.). Calcutta: Oxford And Ibh Publishing.
6. Garrett, Henry, E. & Woodworth, R.S. (1966). Statistics in Psychology And Education. (6<sup>th</sup> Ed.). Bombay: Vakils, Feffer & Simon's Pvt. Ltd.
7. Gronland, Norman. (1985). Measurement and Evaluation in Teaching. (5<sup>th</sup> Ed.). Collier-Mac Publication.
8. Guilford, J.P. (1954). Psychometric Methods. New Delhi: Tata Mcgraw Hill.

**Specialization Courses (Students have to choose any one of specialization)**

**ELEMENTARY AND SECONDARY EDUCATION**

**COURSE CODE: 18MEDE01**

**Credits: 4**

**Marks: 100**

## **Objectives**

### **The course will enable the students to:**

- Examine the development of primary education in India
- Make them to understand the problem and challenges in secondary education
- Understand various boards of higher education
- Understand the interventions to solve the problems and issues relating school education
- Know the recent trends in school education

### **Unit: I Primary Education**

Introduction, scope, objectives of primary education- structure of primary education - recommendations of national basic education council- integrated approaches- decentralization of primary education, background of decentralization- conclusions of various committee-commissions on primary education.

### **Unit: II Secondary Education**

Introduction-structure & development- Kothari commission- 10+2+3 system- Education commissions- Mudaliyar commission- Acharya Narendra Dev commissions-Expansion of middle schools-challenges, strategies and intervention in relation to access enrolment, dropout, achievement equality of educational opportunities - Problems and challenges related to universalisation of secondary education- Evaluation and examination problems- Purpose and importance of examination- defects in the prevailing system of examination- suggestions for improvement.

### **Unit 3-Higher Secondary Education**

Higher Secondary Education: Aims and objectives - Present context of higher secondary education - Type of Higher secondary boards: Samacheerkalvi - CBSE and ICSE - Vocational education: Basic education - work experience - socially useful product works- life oriented education- Importance of curricular development at higher secondary level- need for developing spiritual and moral values-Importance of In-service programmes for teachers.

### **Unit 4-Issues in School Education**

Meaning, scope of transitions - Conceptualization of educational transition and its impact on planning and preparation-Issues related to primary, secondary education and higher education understanding transitions through theoretical perspectives-wastage, stagnation and dropouts..

### **Unit 5- Recent trends in School Education**

CCE, ABL, ALM, SALM, BRC, SSA, RMSA roles-RTE act-Trimester system-Language lab and gardening- Need of values, health and physical education- Yoga- Sex education.

### **Internal Practical**

1. To prepare the report on transition process from primary to secondary level in terms of wastage and stagnation.
2. Critically examine the goals and objectives of upper primary education

### **References**

- ▯ Aggrawal D D (2010).History and Development of Elementary Education in India. New Delhi: Sarup & sons.
- ▯ Agrawal A K (2005) Development of Educational System in India. New Delhi: Anmol Publications.
- ▯ Armstrong G D & Savage V T (1998) Teaching in the Secondary School. New Jersey Columbus: Prentice Hall
- ▯ Linda Darling, H & John Bransford (2005). Preparing teachers for a changing world. John Wiley & Son Francisco.
- ▯ Nayak A, K & Rao V, K (2014). Primary Education. New Delhi: APH Publishing corp

- Rajesh Bhatia (2006). Fundamentals of Secondary education. New Delhi: Cyber Tech Publications.
- Rao V K (1999) Handbook of Primary, Secondary and Higher Education. New Delhi: Rajat Publications.
- Reddy R S (2006). Teaching methods in Secondary Schools. New Delhi: Rajat Publications.
- Shivaprakasham M N (2003) Elementary Education in 21<sup>st</sup> Century. New Delhi: Rajat Publications.
- Shubha Tiwari (2009) Education in India. New Delhi: Atlantic Publishers & Distributers (P) Ltd.

# **INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

**COURSE CODE: 18MEDE02**

**Credits: 4**

**Marks: 100**

## **Objectives**

**The course will enable the students to:**

- Acquire knowledge on fundamental aspects of educational technology
- Understand the components of communication technology
- Inculcate interest in applying the principles of Information and Communication Technology
- Equip them in various instructional techniques using ICT
- Acquire knowledge on recent trends in ICT.

## **Unit: I Educational Technology**

Technology: Definition, meaning, concept and scope - Audio Visual Technology – System Technology- Concept Technology –Technology of Education - Technology in Education –Educational Technology as a system – Technological evolution in Education – AVRC, EMMRC, EDUSAT, Countrywide Classrooms- Role of Teacher, Students and Administration in implementation of educational technology.

## **Unit: II Communication Technology in Education**

Concept, Characteristics and elements- Types of Communication – Models of Communication – Classroom Communication – Types of Formal Communication – Communication network – Barriers of Communication – Factors affecting Communication – Mass media approach: Concept, functions and importance - Mass media and Education.

## **Unit: III Information and Communication Technology in Education**

Nature and scope – Power point presentation as a teaching tool – ICT and Instructional Strategies: Issues and challenges - Individualized instruction: Self Instructional Package –



Learner Controlled Instruction (LCI), Personalized System of Instruction (PSI), and Computer Assisted Instruction (CAI).

### **Unit: IV E-Content Development**

e-Content: Meaning and Concept – Difference between e-Content and e-learning – Advantages of using e-Content – Multimedia elements of e-Content: Audio, Video and Animations. Phases of e-Content development: ADDIE Model.

### **Unit: V Recent Trends in ICT in Education**

MOODLE – MOOCs (Massive Operational Online Courses), Open Educational Resources -Virtual Classroom, Virtual Reality – M-learning, Blended learning, Flipped classroom, Cloud computing – Semantic Web - Use of Social Media networks in Education.

### **Internal Practical**

- ✚ Prepare a power point presentation in your subject.
- ✚ Critically analysis the Pros and Cons of using social networks.

### **References**

- ▯ Abdul Mannan Bagulia .(2005). *Modern Education- Audio Visual Aids*, New Delhi. Anmol Publishing Co.
- ▯ Anjali Khirwadkar & Pushpanadhan, K .(2005). *ICT in Education*, New Delhi: Sarup & Sons Pub.
- ▯ Jagadish Vachami .(1997). *Modern Communication & Information Systems*. New Delhi. Kanishka Publishers.
- ▯ Jaganath Mohanty .(2003). *Modern Trends in Educational Technology*. Hyderabad : Neelkamal Publications Private Limited.
- ▯ Kulkarni, S.S .(1989). *Introduction to Educational Technology*. New Delhi : Oxford & IBH Publishers.
- ▯ Kumar, K.L .(1996). *Educational Technology*, New Delhi :New Age International (P) Ltd.
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- Rajasekar, S .(1997). *Educational Computing and Computers in Education*, Hydrabad: Neelkamal Publishers.
- Seemaa Sharma .(2005). *Advantages of Educational Technology*, New Delhi : Anmol Pub Co.
- Shahid Rasool (2012). *Educational Television in India*, New Delhi : Concept Pub Co.
- Stephen McGloughin (1998). *Multimedia on the Web*, New Delhi : Prentice- Hall of India Pvt Ltd.
- Tarachand & Pakuja, N.P (2004). *Essentials of Instructional Technology*, New Delhi : Anmol Publishers Pvt Ltd.
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- Varma, R (2004). *Modern Trends in Educational Technology*, New Delhi : Anmol Publishers Pvt Ltd.
- Venkataiah, N (2004). *Educational Technology*, New Delhi: APH Publishing Corporation, Darya Ganj.

# **EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

**COURSE CODE: 18MEDE03**

**Credits: 4**

**Marks: 100**

## **Objectives**

**The course will enable the students to:**

- Know the unique features of educational management.
- Understand the various educational management techniques.
- Equip them on different approaches of educational administration.
- Understand favourable attitude towards effective leadership style.
- Acquire the knowledge of educational system and its trends.

## **Unit: I Educational Management**

Definition – Concept and nature – Universality of Administration and Management, Meaning, Scope and features of educational management – Theories of Management – X, Y and Z - Management as a Process, as a bureaucracy, as a monocratic and as a pluralistic

## **Unit: II Techniques of Educational Management**

Modern management techniques – OBM, MBO and PERT – Techniques of Decision making – Crisis management – Strategic management – Operations management – Personnel, Academic and Financial management in Education- Role of National Assessment and Accreditation Council (NAAC) in quality assessment.

## **Unit: III Approaches in Educational Administration**

Educational Administration: Meaning, development and modern concepts - Taylorism – Objectives based administration – Administration and law - Administration and public relations - Administration and human relations.

## **Unit: IV Organisational Behaviour**

ABC model – Emerging trends in organizational behavior - Leadership styles - Theories of Leadership - Characteristics of an effective leadership - Characteristics of good educational management: Elementary, Secondary and Higher Education, Time Management.

## **Unit: V Teacher and Administration**

Responsibility of Teachers – Educational Qualities – Job Satisfaction – Job Involvement – Teacher Morale – Professional ethics- Attitudes- Current trends in Educational Administration – Educational Administration in India: Primary, Secondary and higher Education – NUEPA and its role in educational administration.

### **Internal Practical**

1. Educational survey of any state educational institution.
2. Report on an institutional planning of any one educational institute.

### **References**

- Agarwal, A.K. (2005). Development of Educational System in India. New Delhi : Anmol Publications Pvt. Ltd.
- Agarwal, J.C. (2004). Development and Planning of Modern Education. New Delhi : Vikas Publishing House, Pvt. Ltd.
- Dhir, R.N. (2002). Higher Education in the New Millennium. Chandigarh : Abhishek Publications.
- Gary Dessler. (2004). Human Resource Management. New Delhi : Pearson Education Pvt. Ltd
- Khan. (2005). Educational Administration. Chennai : Allied Publishers Private Ltd.
- Mishra, R.C. (2005). Management of Educational Research. New Delhi: APH Publishing Corporation.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NUEPA

- Ramanna, R.K.(2006). Theory of Educational Administration, New Delhi : Rajat Publications.
- Sema Yadav,(2005). School Management and Pedagogic of Education. New Delhi : Anmol Publications Pvt Ltd.
- Sharma. (2005). Education Administration. Chennai :Allied Publishers Private Ltd,
- Sindhu, T.S. (2012). Educational Administration and Management, New Delhi: Pearson Pub.

**CORE PAPER - XIII**  
**INCLUSIVE EDUCATION**  
**COURSE CODE: 18MEDC13**

**Credits: 4**

**Marks: 100**

**Objectives**

**The course will enable the students to:**

- To know the concept of inclusive education
- Understand the meaning of special education mainstream and inclusive education
- Understand the global and national commitments towards the education of children with diverse needs
- Orient them on curriculum and evaluation for inclusive learners
- Enhance competency in dealing children with diverse needs.

**Unit: I Introduction to Inclusive Education**

Definition, meaning of inclusive education, integrated education and inclusive education- Facts and myths of inclusive education with reference to Indian context –Need for inclusive education-Recommendations of education commissions and Committees on restructuring policies and practices- National initiatives for inclusive education –Government schemes and provisions of policy perspectives supporting inclusive education for children with diverse needs- Advantages of inclusive education for the individual and society.

**Unit: II Preparation for Inclusive Education**

Concept, meaning of diverse needs - Educational approaches and measures for meeting the diverse needs- Concept of remedial education, special education, integrated education and inclusive education- Building inclusive learning friendly classrooms, overcoming barriers for

inclusion - Creating and sustaining inclusive practices -Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

### **Unit: III Children with Diverse Needs and Utilization of Resources**

Definition and characteristics of children with sensory, intellectual, developmental disabilities-Social and emotional problems-Scholastic backwardness, under-achievement, slow learners, children with special health problems, environmental difficulties and children belonging to marginal groups -importance of early detection, functional assessment for development of compensatory skills - Role of teachers working in inclusive settings-Developing and enriching academic skills for higher learning-Adaptations in instructional objectives, co-curricular activities-Technology for meeting diverse needs of learners- Treating conducive environment in inclusive schools: Material resources and human resources.



### **Unit: IV Curriculum Adaptations and Evaluation for Children with Diverse Needs**

Concept, meaning and need for curriculum adaptations for children with sensory Intellectual and developmental disabilities-Guidelines for adaptation for teaching and practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre and drama in inclusive settings -Utilization of case profiles for identification, assessment, and intervention for inclusive classrooms - Techniques and methods used for adaptation of content, laboratory skills and play material.

### **Unit: V Teacher Preparation for Inclusive Education**

Review existing educational programmes offered in secondary school-roles, responsibilities, skills, competencies and professional ethics of teachers and teacher educators for inclusive settings - NCF 2005 and curriculum for teacher preparation and transaction modes-Evaluation and follow up programmes for improvisation of teacher preparation programmes-Role of different agencies in promoting inclusive education -Planning and conducting research activities: Selecting specified areas based on needed for enhancement of learning, steps involved in planning and supervising research activities, recent trends-supportive services for inclusion.

### **Internal Practical**

-  Visit a school and prepare a report on case study of any children with special needs
-  Visit any special school and prepare a report on educational practices.

## References

- Ahuja, A & Jangira, N.K (2002). *Effective Teacher Training; Cooperative Learning Based Approach*. New Delhi: National Publishing house.
- Douglas Fisher & Caren Sax (2003). *Inclusive high schools: Learning from contemporary classrooms*. USA: Paul H Brookes publishing Co.
- Douglas Fisher & Craig H Kennedy (2001). *Inclusive middle schools*. USA: Paul H Brookes publishing Co.
- Huw Thomas. (2007). *Inclusion*. UK: Taylor and Francis group.
- Jha, M (2002). *Inclusive Education for All: Schools without Walls*, Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Mithu Alur & Michael Bach (2005). *Inclusive education: From rhetoric to reality*. New Delhi: Viva books (p) Ltd.
- Neena Dash. (2012). *Inclusive education for children with special needs*. New Delhi: Atlantic publishers and distributors (p) Ltd.
- Rosemary Sage (2007). *Inclusion in schools: Making a difference*. New York: Network continuum education.
- Sharma P.L (2003). *Planning Inclusive Education in Small Schools*. R.I E. Mysore
- Tim Loreman, Deppler, J & David Harvey (2006). *Inclusive education*. UK: Routledge Falmer.
- Tony Booth, Kari Nes & Marit Stromstad (2003). *Developing inclusive teacher education*. USA: Routledge Falmer.

## CORE PAPER XIV

### HIGHER EDUCATION

COURSE CODE: 18MEDC14

**Credits: 4**

**Marks: 100**

## Objectives

**The course will enable the students to:**

- Know the concept and purpose of higher education

- Understand the growth and development of higher education
- Orient them on curricular aspects of higher education
- Make them aware about the problems of reforms in higher education
- Develop an insight about the research in higher education in India.

### **Unit: I Introduction to Higher Education**

Concept and meaning of higher education – Aims and objectives of higher education - Concept of University - Role of higher education in national development – Strategy for human resource development – Twelfth five year plan.

### **Unit: II Development of Higher Education in India**

Higher Education: A Historical Perspective – Reports of the university education commission – Types of universities: Formal, Affiliated, Federal, Unitary, Unitary residential and Deemed Universities – Institutes of national importance – Rural universities – Open universities – Correspondent courses-Present status: Number of institutes of Higher Education in India.

### **Unit: III Curriculum for Higher Education**

Course of study–Undergraduate and Postgraduate level - Professional Education– Agriculture, Commerce, Education, Engineering, Medicine, Law, Business Management, Interdisciplinary Studies - Recent trends in higher education – RUSA – Twelfth five year plan.



## **Unit: IV Issues and Problems in Higher Education**

Enrollment in Universities and colleges, Equalization of Educational opportunities in Higher Education - Problems of standards in Higher Education – Medium of Instruction – Problems of reforms - Teacher quality – public-private partnership.

## **Unit: V Research in Higher Education**

Role and responsibilities of MHRD and UGC in the development of Higher Education – Need for research in Higher Education – Admission and Enrollment for research – Agencies providing research in the Higher Education – UGC, ICSSR, DST, CSIR, ICMR, NCERT and NUEPA.

### **Internal Practical**

- ✚ Prepare a report on the role and functions of MHRD and UGC
- ✚ Prepare a report on quality indicators in higher education

### **References**

- ▯ Deskha, B. (2000). *Higher Education in India*. New Delhi: Atlantic Publishers and Distributors.
- ▯ Dhir, R. N. (2006). *Higher Education in the new millennium*. Chandigarh: Abishek Publication.
- ▯ Mohesh Bhagava & Haseen Taj. (2006). *Glimpses of Higher Education*. Agra: Rakhi Prakashan Publishers.
- ▯ Pandey, V. C. (2005). *Higher Education in the Globalizing World*. Delhi: Isha Books.
- ▯ Pandey, V. C. (2006). *Higher Education in a Globalizing World*. Delhi: Isha Books.
- ▯ Pawan Agarwal. (2009). *Indian Higher Education*. New Delhi: Sage Publication India Pvt. Ltd.
- ▯ Peter Hartly, Amanda Woods & Martin Pill. (2005). *Enhancing teaching in Higher Education*. London: Routledge Publications.
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- ▯ Ramesh Chandra. (2005). *Trends in higher Education*. Delhi: Kalpaz Publications.

- Rao, V. (2004). *Encyclopedia of Educational Development*. New Delhi: APH APH Publishing Corporation.
- Rao, V. K. (2013). *Higher Education*. New Delhi: APH Publishing Corporation.
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- Srivastava, D. S., & Sarita Kumari. (2005). *Education Skills and Competencies*. Delhi: Isha Books.
- Trehan, M. K. (2006). *Higher Education and Social Empowerment*. New Delhi: Cyber Tech Publications.

**ELECTIVE -04**

**COMPARATIVE EDUCATION**

**COURSE CODE: 18MEDE04**

**Credits: 4**

**Marks: 100**

**Objectives**

**The course will enable the students to:**

- Acquaint the students with the basic concepts, methods and approaches of Comparative Education.
- Conceptualize the comparative scenario of the structure of various categories of education in developed and developing countries with special reference to India.
- Orient the students on the status of teachers and teacher education system in the developed and developing countries with special reference to India.
- Sensitize the students about the prevailing problems in developing countries especially in India and develop the necessary competency to solve the problems through education.
- Make the students familiarize with the functions and role of various international agencies and organizations in developing education in the developing countries with special reference to India.

**Unit: I Principles of Comparative Education**

Meaning, definition, concept, aims and scope of comparative education - History and development of comparative education - Methods of studying comparative education - Approaches to comparative education: Historical, philosophical, sociological and problem approach.

**Unit: II Educational structure**

Comparative analysis of structure of primary education, secondary education and higher education in developed and developing countries: United States of America, United Kingdom, Russia, Japan, China and India.

### **Unit: III Teacher Education System**

Status of teachers and teacher education system in developed and developing countries with specific reference to United States of America, United Kingdom, Russia, Japan, China and India.

### **Unit: IV Current Problems in Developing Countries**

Problems prevailing in developing countries with special reference to India; their causes and solution through education: Poverty, unemployment, population explosion, hunger, terrorism, illiteracy, beggary, political instability and economic under-development.

### **Unit: V Role of International Organizations in Educational Development**

International organizations: UNO, UNESCO, UNICEF and World Bank; their functions and role in development of education in the developing countries with special reference to India.

### **Internal Practical**

1. Prepare a comparative report on primary / secondary / higher education of any developed country with India.
2. Prepare a report innovative practices in education in the developed and developing countries.

### **References**

- ▯ Arnove, R. F. (2003). *Comparative education: The dialectic of the global and the local* (2nd ed.). Lanham, MD: Rowman & Littlefield.
- ▯ Chakravarti, B. K. (2005). *A textbook of comparative education*. New Delhi, India: Dominant Publishers and Distributors.
- ▯ Chaube, S. P. & Chaube, A. (2009). *Comparative education* (2nd ed.). New Delhi, India: Vikas Publishing House.
- ▯ Dutta, S. V. (1993). *Comparative education*. New Delhi, India: Discovery Publishing House.
- ▯ Jaiswal, M. P. (2010). *Comparative education*. New Delhi, India: Saurabh Publishing House.

- Kubow, P. K., & Fossum, P. R. (2002). *Comparative education: Exploring issues in international context*. Boston, MA: Pearson.
- Rao, N., Pearson, E., Cheng, K. M., & Taplin, M. (2013). *Teaching in primary schools in China and India: Contexts of learning*. New York, NY: Routledge.
- Russell, W. F., Sandiford, P., & Kandel, I. L. (2010). *Comparative education: Studies of the educational systems of six modern nations*. South Carolina, SC: Nabu Press.
- Sharma, S. R. (2008). *Comparative education*. New Delhi, India: Omsons Publishers.
- Shrivastava, S. K. (2005). *Comparative education*. New Delhi, India: Anmol Publishers.

**ELECTIVE – 05**  
**PEDAGOGY OF TEACHING**  
**COURSE CODE: 18MEDE05**

**Credits: 4**

**Marks: 100**

**Objectives:**

**The course will enable the students to:**

- Help the teachers in understanding the nature of classroom communication.
- Develop capacities of teachers to understand the various approaches in teaching and learning.
- Empower them to prepare and use of appropriate teaching learning materials.
- Expose them on concept of curriculum.
- Understand the concept of taxonomy of teaching.

**Unit: I Classroom Communication**

Pedagogy: meaning, concept and scope – Learning environment: meaning and concept - Indicators of quality teaching - Teaching and learning as interactive process - Major issues in classroom learning - Teaching for quality learning –Teacher as facilitator of learning.

**Unit: II Teaching and Learning Approaches**

Principles of teaching - Teacher-centered, learner-centered, Subject-centered, Activity based project and cooperative learning approaches - Curricular and other curricular activities - Constructivist approach to learning.

**Unit: III Teaching-Learning Materials (TLM)**

Meaning, concept and importance of TLM in classroom transaction - Collection, preparation, storing and use of TLM - Library management and use of library books as learning resources - Learning beyond textbooks – Other sources of learning

## **Unit: IV Curriculum Engagement**

Meaning and nature of curriculum - Differentiating curriculum and syllabus and their significance in teaching - Construction of curriculum – Role of teachers in developing, transacting and researching curriculum.

## **Unit: V Taxonomy of Teaching**

Taxonomy of teaching: Blooms and Anderson - Unit Plan and lesson plan - Constructivist perspectives in lesson planning - Concept mapping - Preparation of lesson plan - Digital lesson plan.

## **Internal Practical**

1. Preparation of teaching learning resources
2. Preparation of a unit test on any topic by developing the blue print and test items.

## **References**

- Andrew Pollard (2006). *Reflective Teaching (2<sup>nd</sup> ed.)*, New York : Continuum Corporation.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi: Rainbow Publishers.
- Arora, G.L (1988). *Curriculum and Quality in Education*, New Delhi: NCERT
- Hughes A.G and Hughes E. H (2008). *Learning and Teaching*, New Delhi: Surjeet Publications.
- Harish Bansl (2012). *Teacher Training Concepts*, New Delhi: APH Publishing Corporation.
- Holt, John (1990). *Learning All the Time*. New York : Addison-Wesley Publishing Corporation
- Johnson, D.W. and R.T. Johanson (1999). *Learning Together and Alone: Cooperative Competitive and Individualistic learning*. (5th ed.). Boston : Allyn & Bacom
- Krishnamacharyulu .V (2011). *Science Education*, New Delhi: Neelkamal publications.
- Monika Davar (2012). *Teaching of Science*, New Delhi; PHI Learning Private Ltd.
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- Nick Blanchard and James .W. Thacker (2007). *Effective Training System Strategies and Practices*( 2<sup>nd</sup> Ed.), New Delhi: Dorling Kindersley India Pvt. Ltd.
- Promila Sharma (2014). *Principles of Curriculum*, New Delhi: APH Publishing Corporation.
- Srinivastava D.S.and Sarita Kumari (2012). *Curriculum and Instruction*, New Delhi: ISHA Books Corporation.



# INSTRUCTIONAL TECHNOLOGY

COURSE CODE: 18MEDE06

Credits: 4

Marks: 100

## Objectives

### The course will enable the students to:

- Enable the students to formulate general and specific instructional objectives
- Make them familiarize with various models of instructional technology
- Create necessary knowledge and competency among the students on instructional designing and techniques
- Sensitize the students in different types of individualized instructional techniques and make them to apply in classroom situations
- Orient the students in utilizing diverse evaluation methods at school and higher education level

## Unit: I Fundamentals of Instructional Technology

Instructional technology: Meaning, definition, and scope - Formulation of instructional objectives: ABCD method - Instructional technology process: learner, teacher and curriculum - Need assessment and task analysis.

## Unit: II Models of Instructional Development

Kemp model - Instructional development institute model - Inter-service procedures for instructional system development model - Criterion referenced instruction model - UNESCO ISD model.

## Unit: III Instructional Designing and Techniques

Meaning and concept- Stages of instructional designing: Information processing, learning events and learning outcomes - Instructional designs: Objective based, skill based, competency based and learning style based- Psycho-dynamics of group learning - Instructional technology

for large group: Lecture, seminar, symposium, panel discussion, team teaching, project and workshop - Instructional technology for small group: Group discussion, simulation, role-play, buzz group technique, brainstorming, case discussion and assignments.

#### **Unit: IV Individualized Instructional Techniques**

Meaning, significance and importance of Instructional Technology- Tutorials, mastery learning, Keller plan - Programmed instruction: Nature, types and development - Teaching machines -Computer assisted instruction: Characteristics, types and development of CAI material - e-content and multimedia content development - Language laboratory.

#### **Unit: V Instructional Evaluation**

Measurement and evaluation: Meaning, significance and importance - Criterion referenced and norm-referenced testing - Innovations in evaluation: Credit system, semester pattern, grading system, question bank and computerized test construction and administration.

#### **Internal Practical**

- ✚ Prepare a PLM related to your subject.
- ✚ Perform a role play relevant to classroom teaching.

#### **References**

- Aggarwal, J. C. (2013). *Essentials of educational technology*. New Delhi, India: Vikas Publishing House Private Ltd.
- Areekkuzhiyil, S. (2011). *Instructional approaches*. New Delhi, India: Neelkamal Publications Private Ltd.
- Cuban, Lorry. (1986). *Teachers and machines: The classroom use of technology*, New York: Teachers College.
- Davis, I.K. (1981). *Instructional techniques*. New York: McGraw Hill.
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- Kumar, K.L. (1997). *Educational technology*. New Delhi: New Age International (P) Ltd.
- Pillay J.K. (1989). *Method of teaching and Science of learning*, Madurai: Madurai Kamaraj University.
- Rao, V. K. (2013). *Instructional technology*. New Delhi, India: APH Publishing Corporation.
- Rather, A. K. (2005). *Essentials of instructional technology*. New Delhi, India: Discovery Publishing House.
- Romiszowski, A.J. (1974). *The selection and use of Instruction: A systems approach*. London: Kogen Page.
- Singh, Y. K. (2014). *Instructional technology in education*. New Delhi, India: APH Publishing Corporation.
- Srinivasan, T. M. (2005). *Instructional technology*. Jaipur, India: Pointer Publishers.
- Stephen, M.A. and Stanely, R. (1985). *Computer based instruction: Methods and development*. New Jersey: Prentice Hall.
- Tarachand, & Pahiya, N. P. (2008). *Essentials of instructional technology*. New Delhi, India: Anmol Publications Private Ltd.
- Trow, W.C. (1963). *Teachers and technology: New designs of learning*. USA: Appleton Century Crofts.
- Vedanayagam, E.G. (1989). *Teaching technology for college teachers*. New Delhi: Sterling Publishers (P) Ltd.

**SUPPORTIVE COURSE-I**  
**TEACHING TECHNIQUES**  
**COURSE CODE: 18EDUS01**

**Credits: 4**

**Marks: 100**

**Objectives**

**The course will enable the students to:**

- Orient them on the basic concepts and principles of teaching process
- Make them to understand about the fundamentals of teaching
- Understand the various techniques involved in teaching leaning process
- Sensitize them on the use of educational technology for effective teaching and learning
- Inculcate in them appraise the qualities of effective teaching.

**Unit: I Basic Concepts of Teaching**

Teaching : Meaning, definition, concept and scope –Principles of teaching - Importance of teaching – Types of teaching –Teacher preparation – Micro teaching – Teaching skills - Personal and professional qualities of teachers – Ethics in teaching.

**Unit: II Fundamentals of Teaching**

Instructional Objectives: Taxonomy of Teaching–Entry behavior and terminal behavior –Motivation –Flanders Interaction Analysis– Category system (FIACS) Individual differences – Teaching different categories of learners –Evaluation: Examinations – Oral tests – Achievement tests and unit tests – Test construction – Characteristics of good test.

**Unit: III Methods of Teaching**

Teaching methods: Lecture, project, seminar, symposium, workshop, team teaching, demonstration and discussion - Integration of different methods of teaching.

## **Unit: IV Technology in Teaching**

Concept, meaning, need and importance - Different types of teaching aids: Projected aids: Projectors, overhead projectors, slide projectors, and LCD projectors, and Non- projected aids, graphic aids, display boards, models, dioramas.

## **Unit: V Effective Teaching**

Classroom climate – Classroom management –Teaching learning strategies– Characteristics of effective teaching - Teaching competencies –Content knowledge –Pedagogical knowledge – Technological knowledge – Evaluation: Purposes and devices.

### **Internal Practical**

- ✚ Prepare a Lesson Plan in your subject.
- ✚ Prepare a Power point presentation for teaching content in your subject.

### **References**

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## **SUPPORTIVE COURSE-II**

### **PRE-MARITAL EDUCATION**

**COURSE CODE: 18EDUS02**

**Credits: 4**

**Marks: 100**

#### **Objectives**

**The course will enable the students to:**

- Understand the need and importance of pre- marital education
- Understand the importance of human relationship
- Acquaint them with the knowledge on pre and post marital nature
- Make them understand about the sex education
- Make them aware of HIV/AIDS education.

#### **Unit: I Introduction**

Meaning, concept, need and importance of Pre-marital education - Significance of Pre-marital education-Developmental stages of Piaget and Bruner.

#### **Unit: II Development of Human Relationship**

Adolescence - Physical development- Puberty- Physical and mental health- Cognitive development - Cognitive maturation - Psychosocial development - Search for self identity - Relationship with family - Peer - Adult and society.

#### **Unit: III Pre-Marital and Post Marital Education**

Scope and objectives of Pre-marital and Post marital education - Preparation for Pre-marital counseling - Relationship skill development- Pre-marital and Post marital counseling.

#### **Unit: IV Sex Education**

Introduction - Need and importance of Sex education - Child abuse and Sex education - Sex education for Women-Sexual harassment - Role of Indian government in Sex education- Debates on sex education in India - Sex education the need of the hour high time to be open.

## **Unit: V Human Immuno Virus -HIV - Education**

Introduction -HIV education for young generation (NACO) - Policy frame work for HIV education - Counseling -Behavioral change -Counseling for children, Counseling for pregnant women - Couple counseling- Awareness of HIV - Importance of HIV counseling -Survival guidance for HIV Patients -Treatment and medicine- Nutrition -Monitoring HIV/AIDS care.

### **Internal Practical**

- ✚ A case history on a problematic case.
- ✚ Analyze a sexual harassment case reported in the newspapers.

### **References**

- Baron, Robert A. & Byrne D. (2001). *Social Psychology (8th edition)*, New Delhi.
- Elena Lesser Bruun, & W.W. Norton. (2010). *Marrying well: the Clinician's Guide to Premarital*, New York: Anne Fziff Education Publisher.
- Schumm, W, Resnick, G, Silliman, B, & Bell, D. (1998). *Premarital Counseling and Marital Satisfaction Among Civilian Wives of Military Service Members*.
- Stanley, S, Amato, P, Johnson, C, & Markman, H. (2006). Premarital Education, Marital Quality, and Marital Stability: Findings from A large, Random, Household Survey. *Journal of Family Psychology*, 20, 117-126.
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## **SUPPORTIVE COURSE-III**

### **VALUE EDUCATION**

**COURSE CODE: 18EDUS03**

**Credits: 4**

**Marks: 100**

#### **Objectives**

##### **The course will enable the students to**

- Make them to know the concept of Values and its significance
- Acquaint them on the role of Values and personal development
- Sensitize them on importance of family and social Values in life
- Orient them the Ethical and professional values
- Make them to understand their role of yoga and meditation in calculating values.

#### **Unit: I Values**

Definition – concept – meaning of Values – Types of Values - Concept of Human Values – Purpose – Significance in the present world.

#### **Unit: II Value Education towards Personal Development**

Aim and objectives of Value Education – Components of Value Education – Self-analysis and Introspection - Character formation.

#### **Unit: III Family Values and Social Values**

Family Values : Components : structure and responsibilities of family – Threats of Family life – Status of Women in Family and Society- Social Values – Faith, Service and Secularism, Social Awareness, Consumer Awareness, Environmental issues and Responsibilities.

#### **Unit: IV Ethics and Professional Values**

Ethical Values – Professional Ethics – Mass Media ethics – Influence of Ethics on Family life – Leadership Qualities – Personality Development.



## Unit V: Therapeutic Measures

Physical Exercise – Meditation: Objectives and its Types - Yoga: Objectives – Types and Asana.

### Internal Practical

- ✚ Write a story that exhibits any value.
- ✚ Review a text book and identify the values incorporated

### Reference

- Aruna goel, S.C., and Goel. (2005). *Human Values and Education*. Delhi: Deep & Deep Publications Pvt. Ltd.
- Bhandari, R.S. (2003). *Value Education*. New Delhi: Abhishek Publications.
- Dhananjay, Joshi. (2006). *Value Education in Global Perspectives*. Delhi: Lotus Press.
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- Kruba, Charles and Arulselvi, V. (2012). *Value Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Venkataiah, N. (2007). *Moral Education*. Delhi: APH Publishing Corporation.
- Venkataiah, N., and Sandhya, N. (2004). *Research in Value Education*. New Delhi: APH Publishing Corporation.

## **SUPPORTIVE COURSE - IV**

### **WOMEN'S EDUCATION**

**COURSE CODE: 18EDUS04**

**Credits: 4**

**Marks: 100**

#### **Objectives**

**The course will enable the students to**

- Make them to understand the concept of women education.
- Make them to perceive the importance of Women education.
- Make them to aware of the policies and programmes for women Development.
- Develop necessary skills to improve their empowerment in all the levels.
- Critically analyse the issues and problems of Women in India.

#### **Unit: I Introduction to Women's Education**

Concept, Meaning and need for Women Education – Scope of Women Education - Women Education as an academic discipline; Role of women: Girl child in the society, Child labourers, Changing role of women, Marriage, Single parent, Motherhood widows.

#### **Unit: II Importance of Women's Education**

Sex Ratio: Definition – Sex ratio in India, Factors responsible for adverse sex ratio in India, Consequences of adverse sex ratio, measures to achieve the balance between the sexes; Fertility – Mortality – Morbidity – Nutrition and Health; Position and status of women in Indian society and Religion.

#### **Unit: III Policies and Programmes for Women**

National committees and Commissions for Women-Government Organization for women and Child Development- Women Development approaches in Indian five year Plans-Collectivity and group dynamics-Self help groups and participation in Political process.

#### **Unit: IV Women Empowerment**

Meaning of empowerment, Need, Importance and nature of Women's Empowerment and its historical perspectives - Social aspects of Women empowerment; Transition of women

towards new millennium; Social safety for women; Obstacles to women's empowerment - Women and NGO; Women Entrepreneurship: Concept, Growth, need and obstacles - Motivation and Training for Women entrepreneurship - Promoting entrepreneurship amongst women - Problems in enterprise set-up and Management; Impact on Women's Development - skills and income generation - New economic policy and its impact on women's employment.

### **Unit: V Women in India: Issues and Problems**

Female foeticide, Female Infanticide, child Marriage; Dowry, Divorce, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women; Problems of Dalit and Tribal Women; Devadasis, Problems of Women prisoners, Women living with HIV/AIDS and women who are physically and mentally challenged; Impact of media on women.

#### **Internal Practical:**

1. Prepare a Report on role and functions of any one organization on working for women empowerment.
2. Prepare a report on eminent women personality.

#### **References**

- Arun.R.K. (2009). *Women's Education*. First Edition. New Delhi: Centrum Press
- Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.
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- Saritha Bhandari. (2005). *Problems of Women Education*. New Delhi: Arise Publishers.
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- Shanthi.K. (2005). *Women in India: Retrospect and prospect*. New Delhi: Anmol Publishers.
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