PERIYAR UNIVERSITY

SALEM – 638 011, TAMILNADU, INDIA

NAAC A++ Grade- State University- NIRF Rank 63, ARIIA Rank-10

TWO YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME

OBE REGULATION AND SYLLABUS

(With effect from the Academic Year 2022-2023 onwards)

DEPARTMENT OF EDUCATION

PERIYAR UNIVERSITY, SALEM-11

TAMILNADU, INDIA

TWO YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME
OBE REGULATION AND SYLLABUS
(With effect from the Academic Year 2022-2023 onwards)

1. **Preamble**

    Quality and excellence, flexibility for working students to compete the programme over an extended period of time, standardization and comparability of educational programmes across are one of important steps that the UGC has taken relates to Academic reforms in the university and college system. These reforms mainly include introduction of semester system, grading system, choice-based credit system, regular curricular development, transparent admission procedures, reforms of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer, and credit accumulation. This has been welcomed by Universities and many of them have initiated changes in their academic practices.

2. **Generic Skills**

    Graduates of the Master of Education will develop the following set of generic skills:

    - Critical reasoning and thinking
    - Problem solving
    - Communication
    - Evidence based decision making
    - Creativity and innovation
    - Teamwork and professional collaboration
    - Self-reflection, career awareness and lifelong learning
    - Active and participatory citizenship.

3. **Graduate Attributes**

    Graduates of the Master of Education will have the necessary attributes to:

    - Evaluate contemporary educational issues and approaches from a range of disciplinary perspectives, including sociological, economical, psychological and pedagogical perspectives.
    - Contribute to discussions and debates associated with the role of education in addressing contemporary local, national and global issues.

- Promote social justice, employability, career awareness, wellbeing and citizenship through educational policy and practice.
- Be creative, innovative, self-directed and lifelong learners, able to link theory and practice and respond to the changing educational landscape.

4. **Programme Specific Qualification Attributes**

   (a) Knowledge

   Graduates of this course will have:

   - Advanced theoretical understanding and knowledge of current research, debates, policies and practices in education from a multidisciplinary and global perspective

   (b) Skills

   Graduates of this course will be able to:

   - Critically analyze educational theories, debates, policies and practice through evidence based research;
   - Evaluate the social, cultural, political and historical contexts informing education policies and practices; and
   - Evaluate and communicate contemporary educational research ideas and findings to the wider educational community.

   (c) Application of knowledge and skills

   Graduates of this course will be able to:

   - Critique and apply multidisciplinary educational theories and evidence based research to inform policy and/or improve professional practice;
   - Apply specialized theoretical understanding and knowledge of current research, debates, policies and practices in education from a multidisciplinary and global perspective; and
   - Plan and execute an education research based project, or piece of education research scholarship within their area of specialization.

5. **Vision**

   To become a prominent centre of excellence for teaching, learning, research & entrepreneurship in Education, guided by sound teaching principles

6. **Programme Objectives and Outcomes**

(a) **Programme Educational Objectives (PEOs)**

- Feeding professional attributes, values and ethics required to function as an effective teacher educator to prepare effective and humane teachers.
- Developing capacities in designing the curriculum of school education and teacher education programmes based on the needs of the students and society.
- Train the students in generic and competency skills for better employability so as to be able to work in schools and teacher education institutions.
- Instilling research perspective among the future teacher educators to solve various problems related to school education and teacher education settings.
- Shape socially committed citizens for educational transformation.

(b) **Programme Specific Outcomes (PSOs)**

- Demonstrate analytical skills to analyze and resolve the educational issues.
- Understand the need of teacher education in the context of changing needs of school education.
- Contribute in educational planning and policy development.
- Provide administration, technological and guidance services to stakeholders.
- Capacity building in curriculum development
- Training in ICT based pedagogies
- Recognize the importance of assessment and evaluation procedures in assessing the students' learning outcomes.
- Develop a global educational perspective among the students through studying the educational structure of various developed and developing countries.

(c) **Programme Outcomes (POs)**

- Understand the educational theories and apply the same in the classrooms.
- Assist teacher educators to develop theoretical knowledge and skills in curriculum design and development.
- Promote interdisciplinary research by applying the knowledge of various subjects of study to set the context of teaching profession and develop the capacity in teaching, research and extension work in the field of teacher education.

- Apply the knowledge of educational management and administration in the areas of academic planning, organization, evaluation, decision making, and resources management.
- Enhance professional competencies to work in inclusive and diversified school settings.
- Develop digital skills for ICT classrooms using Open Educational Resources.
- Apply the knowledge of rural & urban society for nation-building activities through the extension activities.
- Acquaint a sense of environmental consciousness in terms of sustainable development of society.
- Provide students with the knowledge and skills base that would enable them to go for self-employment and entrepreneurship.
- Promote lifelong learning.

7. **Candidates Eligibility for Admission**

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

    i.   B.Ed.,

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

    iii.   B.El.Ed.,

Reservation and relaxation of marks for SC/ST/BC/MBC/PWD and other applicable categories shall be as per the State government norms. Admission shall be made on the basis of marks obtained in the qualifying examination and entrance examination.

8. **Duration of the Programme**

The duration of the M.Ed., Programme is of two years with four semesters. There shall be at least two hundred (200) 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 attachments/internships/immersions.

9. CBCS – Structure of the Programme

Course Component	No. of Courses	Hours of Learning/ Week	Marks	Credits
Core Courses	12	5	1200	48
Elective Courses	4	5	400	16
Supportive Courses	1	5	100	04
Practicum - Communication & Expository Writing	1	3	50	02
Practicum – Field attachments/ Internships/Immersions- I & II	2	20 Days/ Sem	200	06
Practicum - Research Proposal and Tool Construction	1	5	100	04
Practicum –Dissertation and Viva-voce	1	12	200	08
Practicum - Field Trip/Field Visit to Educational institutions and Places of Educational Importance	1	-	50	02
Value Added Course (Non – Credit Course)	2	30 Hrs/Sem	-	-
SWAYAM (Online Course)	1	-	-	02
Human Rights	1	-	100	02
Total	**27**		**2400**	**94**

10. Curriculum Structure - Semester wise

S.No.	Semester I	S.No.	Semester II
	Courses		**Courses**
1	**Core 1** - Education as a Field of Study	10	**Core 5** - Methods of Educational Research
2	**Core 2**–Economics of Education	11	**Core 6** - Perspectives in Teacher Education
3	**Core 3** -Philosophical and Sociological Perspectives of Education	12	**Core 7** - Curriculum Development
4	**Core 4** - Advanced Educational Psychology	13	**Elective 4** - Elementary and Secondary Education
5	**Elective 1**–Open and Distance Learning	14	**Elective 5**–Education for 21st Century Teacher
6	**Elective 2** - Open Educational Resources	15	**Elective 6**- Gender Studies
7	**Elective 3 –** Early Childhood Care Education	16	**Supportive 1** - Value Education
8	**Practicum 1** - Communication and Expository Writing	17	**Practicum 2** – Field attachments/Internships/ Immersions/ School Education Internship-I
9	**Value Added Courses 1** – Education for Sustainable Development Goals 4.0	18	SWAYAM (**Online Course**)
		19	Human Rights (**Common Paper)**
	Semester III		**Semester IV**
20	**Core 8** –Advanced Educational Technology	29	**Core 11**–Trends in Higher Education
21	**Core 9**–Assessment in Education	30	**Core 12**–Principles and Practices in

			Inclusive Education
22	**Core 10** - Statistics in Educational Research	31	**Elective 10** - Comparative Education
23	**Elective 7** - Educational Administration and Management	32	**Elective 11** - Information and Communication Technology in Education
24	**Elective 8**- Edupreneurship	33	**Elective 12** - Education for Differently Abled
25	**Elective 9** - Guidance and Counseling	34	**Practicum 5** - Field Trip/Field Visit to Educational institutions and Places of Educational Importance
26	**Practicum 3**– Field attachments/Internships/ Immersions/ Teacher Education Internship-II	35	**Practicum 6**- Dissertation and Viva - Voce
27	**Practicum 4**– Research Proposal and Tool Construction		
28	**Value Added Courses 2** – Design and Development of Self-Learning Resources		

11.List of Papers (Core / Elective / Supportive / Value Added Courses / Human Right / SWAYAM /Practicum / Dissertation) with Paper Code

List of Core Courses

S.No.	Semester	Core Courses	Paper Code
1	I	Education as a Field of Study	22MEDC01
2	I	Economics of Education	22MEDC02
3	I	Philosophical and Sociological Perspectives of Education	22MEDC03
4	I	Advanced Educational Psychology	22MEDC04
5	II	Methods of Educational Research	22MEDC05
6	II	Perspectives in Teacher Education	22MEDC06
7	II	Curriculum Development	22MEDC07
8	III	Advanced Educational Technology	22MEDC08
9	III	Assessment in Education	22MEDC09
10	III	Statistics in Educational Research	22MEDC10
11	IV	Trends in Higher Education	22MEDC11
12	IV	Principles and Practices in Inclusive Education	22MEDC12

List of Elective Courses

S.No	Semester	Elective Courses	Paper Code
1	I	Open and Distance Learning	22MEDE01
2	I	Open Educational Resources	22MEDE02
3	I	Early Childhood Care Education	22MEDE03
4	II	Elementary and Secondary Education	22MEDE04
5	II	Education for 21st Century Teacher	22MEDE05
6	II	Gender Studies	22MEDE06
7	III	Educational Administration and Management	22MEDE07

8	III	Edupreneurship	22MEDE08
9	III	Guidance and Counseling	22MEDE09
10	IV	Comparative Education	22MEDE10
11	IV	Information and Communication Technology in Education	22MEDE11
12	IV	Education for Differently Abled	22MEDE12

List of Practicum Courses

S.No.	Semester	Practicum Courses and Dissertation	Paper Code
1	I	Communication and Expository Writing	22MEDCP01
2	II	Field attachments/Internships/Immersions/ School Education Internship-I	22MEDCP02
3	III	Field attachments/Internships/Immersions/ Teacher Education Institution Internship-II	22MEDCP03
4	III	Research Proposal and Tool Construction	22MEDCP04
5	IV	Field Trip/Field Visit to Educational institutions and Places of Educational Importance	22MEDCP05
6	IV	Dissertation and Viva-Voce	22MEDCP06

List of Value Added Courses

S.No.	Semester	Value Added Courses (Non-Credit Courses)	Paper Code
1	I	Education for Sustainable Development Goals 4.0	22PGEDNVA01
2	III	Design and Development of Self-learning Resources	22PGEDNVA02

List of Supportive Courses

S.No.	Semester	Supportive Courses	Paper Code
1	**II**	Value Education	22EDUS01

List of Compulsory Course

S.No.	Semester	Compulsory Course	Paper Code
1	**II**	Human Rights	06PHR01

S.No.	Semester	Online Course	Paper Code
1	**II**	SWAYAM	-

12.CBCS - Scheme of Examination (Semester-wise Structure)

Semester – I

Course No.	Course Type & Name of the Course	Course Code	Instructional Hours (per week)	Credits	Marks IA	Marks EA	Marks Total
1.	**Core 1** - Education as a Field of Study	22MEDC01	5	4	25	75	100
2.	**Core 2** –Economics of Education	22MEDC02	5	4	25	75	100
3.	**Core 3** - Philosophical and Sociological Perspectives of Education	22MEDC03	5	4	25	75	100
4.	**Core 4** - Advanced Educational Psychology	22MEDC04	5	4	25	75	100

No.	Course Type & Name	Course Code	Instructional Hours (per week)	Credits	IA	EA	Total
5.	**Elective 1** - Open and Distance Learning **Elective 2** - Open Educational Resources **Elective 3** – Early Childhood Care Education	22MEDE01 22MEDE02 22MEDE03	5	4	25	75	100
5.	**Practicum 1**- Communication and Expository writing	22MEDCP01	5	2	50	-	50
7.	**Value Added Course** Education for Sustainable Development Goals 4.0	22PGEDN VA01	-	-	-	-	-
			Total	**22**			**550**

Semester - II

Course No.	Course Type & Name of the Course	Course Code	Instructional Hours (per week)	Credits	Marks		
					IA	EA	Total
1.	**Core 5** - Methods of Educational Research	22MEDC05	5	4	25	75	100
2.	**Core 6** - Perspectives in Teacher Education	22MEDC06	5	4	25	75	100
3.	**Core 7** - Curriculum Development	22MEDC07	5	4	25	75	100

Course No.	Course Type & Name of the Course	Course Code	Instructional Hours (per week)	Credits	IA	EA	Total
4.	**Elective 4** - Elementary and Secondary Education	22MEDE04	5	4	25	75	100
	Elective 5 - Education for 21st Century Teacher	22MEDE05					
	Elective 6 - Gender Studies	22MEDE06					
5.**	**Supportive 1** - Value Education	22EDUS01	5	4	25	75	100
6.*	**Practicum 2** - Field attachments/Internships/ Immersions/ School Education Internship-I	22MEDCP02	-	3	50	50	100
7.	Human Rights	06PHR01		2	25	75	100
8.	SWAYAM (Online Course)	-		2	-	-	-
			Total	**27**			**700**

* Students have to undergo 20 working days internship in a school.

** Supportive courses are for other department students.

Semester - III

Course No.	Course Type & Name of the Course	Course Code	Instructional Hours (per week)	Credits	Marks		
					IA	EA	Total
1.	**Core 8**–Advanced Educational Technology	22MEDC08	5	4	25	75	100

2.	**Core 9**–Assessment in Education	22MEDC09	5	4	25	75	100
3.	**Core 10** - Statistics in Educational Research	22MEDC10	5	4	25	75	100
4.	**Elective 7** - Educational Administration and Management **Elective 8** - Edupreneurship **Elective 9** - Guidance and Counseling	22MEDE07 22MEDE08 22MEDE09	5	4	25	75	100
5.*	**Practicum 3** – Field attachments/Internships /Immersions/ Teacher Education Institution Internship-II	22MEDCP03	-	3	50	50	100
6.	**Practicum 4** - Research Proposal and Tool Construction	22MEDCP04	5	4	100	-	100
7.	**Value Added Course 2 -** Design and Development of Self-Learning Resources	22PGEDN VA02	-	-	-	-	-
			Total	**23**			**600**

* Students have to undergo 20 working days internship in a teacher education institution.

Semester – IV

Course No.	Course Type & Name of the Course	Course Code	Instructional Hours (per week)	Credits	Marks		
					IA	EA	Total
1.	**Core 11** - Trends in Higher Education	22MEDC11	5	4	25	75	100
2.	**Core 12** - Principles and Practices in Inclusive Education	22MEDC12	5	4	25	75	100
3.	**Elective 10** - Comparative Education **Elective 11** - Information and Communication Technology in Education **Elective 12** - Education for Differently Abled	22MEDE10 22MEDE11 22MEDE12	5	4	25	75	100
4.*	**Practicum 6 -** Field Trip / Field Visit to Educational institutions and Places of Educational Importance	22MEDCP06	-	2	50	-	50
5.	**Practicum 7 -** Dissertation & Viva-voce	22MEDCP07	12	8	100	100	200
	Total			**22**			**550**

* The students have to undergo field trip related to educational oriented institution and submit report.

SUMMARY

No.	Semester	Credits	Total Marks
1.	**First Semester**	**22**	**550**
2.	**Second Semester**	**27**	**700**
3.	**Third Semester**	**23**	**600**
4.	**Fourth Semester**	**22**	**550**
	Grand Total	**94**	**2400**

13. Examinations

- University written examination each core, elective and supportive shall be of 3 hours duration for the maximum marks of 75.
- Question papers will be set as per the university norms.
- University examinations are conducted at the end of every semester
- The Examination for the odd and even semester will be held as per the University schedule.
- Candidates failing in any subject will be permitted to appear for such failed subjects in the same syllabus structure at subsequent examination, students shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme.

14. Scheme of Evaluation

Distribution of Internal Marks. (Max. Marks – 25)

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

i.	Assignment/ Internal Practical	-	05 Marks
ii.	Seminar	-	05 Marks
iii.	Internal Test	-	10 Marks
iv.	Attendance	-	05 Marks
	Total Marks	**-**	**25 Marks**

Internal Assessment:

To make the internal assessment more objective and transparent the details of the division of twenty-five marks are given below, for those courses conducted for hundred marks.

i. Assignment / Internal Practical: The assessment done as per the concerned course and five marks are allotted for each assignment/ internal practical. Students must submit two assignments/ internal practical. The average mark of both assignment / internal practical is taken in to account.

ii. Seminar: Each student should present one Seminar on a topic of each course.

iii. Internal Test: Two internal tests will be conducted for each course. Each internal test carries twenty-five marks. Each internal test consists of objective and descriptive type of questions. The total test scores of both the test will be converted into ten.

iv. Attendance: The marks for attendance shall be awarded as given below:

Sl.No.	Percentage of attendance gained by the Students	Marks to be awarded
1.	97 to 100	5
2.	93 to 96	4
3.	89 to 92	3
4.	85 to 88	2
5.	81 to 84	1

Question Paper Pattern for Semester End Theory Examination (Max. Marks: 75)

Part	Type of Questions	Marks	Cognitive Domain
A	Objective Type (Answer All the Questions)	$20 \times 1 = 20$	
B	Short Answer Type (Maximum of 250 words- Answer any Three out of Five Questions)	$3 \times 5 = 15$	K1,K2,K3,K4,K5, and K6
C	Essay Type (Internal Choice - Maximum of 500 words)	$5 \times 8 = 40$	

15. Evaluation

The evaluation will be conducted as per the guidelines provided by the University from time to time.

16. 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. Students shall be permitted to complete the programme requirements of the two years programme within a maximum period of three years from the date of admission to the programme.

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

17. Grading System for the Entire Programme

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.

Range of Marks	Grade Points	Letter Grade	Description
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

FIRST SEMESTER

CORE COURSE: EDUCATION AS A FIELD OF STUDY

Semester	I	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDC01		Education as a Field of Study	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Understand the interdisciplinary nature of the discipline of education.

2) Analyse the relationship between education and socio-cultural and political contexts in contemporary society.

3) Aware of various support systems for education with reference to India.

4) Learn about the emerging trends in school and teacher education in India.

5) Evaluate the contemporary educational issues in the context of an Indian multi-cultural society.

CONTENTS	
Unit – I	**Education as an Interdisciplinary Subject**
Concept of interdisciplinary, multidisciplinary, cross-disciplinary, and trans-disciplinary subjects of study - Distinct nature of education and its multi-facetedness - Relationship of education with other subjects of study such as philosophy, psychology, sociology, economics, political science, and anthropology.	
Unit – II	**Socio-cultural and Political Contexts of Education**
Social purpose of education – Cultural purpose of education - Teaching in the context of diversities - Multiple schools contexts: rural/urban, tribal, schools affiliated to different boards - Role of personnel in school management - Learner-friendly school environment - School as site of curricular engagement and social change – Constitutional provisions of education – The Right of Children to Free and Compulsory Education Act, 2009 – Socio-cultural and political issues impacting education.	
Unit – III	**Support Systems of Education**
Need for support systems of education – Central and State Ministries of Education and other government agencies related to education - UGC, NCERT, CIET, NCTE, SCERT, State Directorates of Education, and State Textbook Corporation - Participation of stakeholders in school education: Non Governmental	

Organisations, teacher organisations, Parent Teacher Association, and School Management Committee.	
Unit – IV	**Emerging Trends in School and Teacher Education**

School education: Early Childhood Care and Education as the foundation of learning – The need for foundational literacy and numeracy – Reducing dropouts and ensuring universal access to education at all levels – Curriculum and pedagogy in schools – Teacher education: Approach to teacher education - Teacher recruitment and deployment – Continuous professional development of teachers – Professional standards for teachers – Need for special educators.

Unit – V	**Contemporary Issues in Education**

The four pillars of education (Delor's Commission Report) - Education for equitable and sustainable development – Teaching-learning in a multi-cultural environment - Gender issues in education - Value crisis in the society and the need for value education - Education for peace - Life skills education.

Internal Practical:

1	Summarise the recent initiatives taken to enhance the quality of teacher education in India.
2	Suggest the ways and means to inculcate moral values among school students.

Textbook(s):

1	Aggarwal, J.C. (2006). *Theory and Principles of Education.* New Delhi: Vikas Publishing House Pvt. Ltd.
2	Ayodhya, P & Dash, B.N. (2012). *Foundations of Education*. New Delhi: Neelkamal Publications Pvt. Ltd.
3	Matheson, D. (2004). *An Introduction to the Study of Education* (2nd ed.). UK: David Fulton Publishers.

Reference Book(s):

1	Arulsamy, S & Subbhuraam, C.V. (2011). *Philosophical and Sociological Perspectives on Education.* New Delhi: Neelkamal Publications Pvt. Ltd.
2	Banrs, J.A. (1996). *Cultural Diversity and Education: Foundations of Curriculum and Teaching* (4th ed.). Boston: Alynand, Becon.
3	Beyer, L.E. (1996). *Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice.* New York: Teachers College Press.

4	Brembeck, C. S. (1986). *Social Foundations of Education: A Cross-cultural Approach.* New York: John Wiley and Sons.
5	Delors, et al. (1996). *Learning: The Treasure Within: Report of the International Commission on Education for 21st Century*. UNESCO.
6	Foster, P. J. (1985). *Education and Social Change*. London: Routledge and Kegan Paul.
7	Mohanty, J.E. (1982). *Indian Education in the Emerging Society,* New Delhi: Sterling Publications.
8	NCERT. (2005). National Curriculum Framework, NCERT. New Delhi.
9	NCERT. (2005). Position Paper on Curriculum, Syllabus, and Textbooks. NCERT. New Delhi.
10	NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi.
11	MHRD (2020). New Education Policy, The Ministry of Human Resource Development, Government of India. New Delhi.
12	Wall (2001). *Educational Theory: Philosophical and Political Perspectives*. Amherst NY: Prometheus Books.

Web References:

1	https://ciet.nic.in/pages.php?id=genesis&ln=en
2	https://egyankosh.ac.in/bitstream/123456789/8233/1/Unit-1.pdf
3	https://egyankosh.ac.in/bitstream/123456789/8236/1/Unit-4.pdf
4	https://egyankosh.ac.in/bitstream/123456789/8239/1/Unit-6.pdf
5	https://egyankosh.ac.in/bitstream/123456789/8247/1/Unit-9.pdf
6	https://egyankosh.ac.in/bitstream/123456789/8248/1/Unit-10.pdf
7	https://egyankosh.ac.in/bitstream/123456789/8249/1/Unit-11.pdf
8	https://egyankosh.ac.in/bitstream/123456789/8267/1/Unit-2.pdf
9	https://ncert.nic.in/about-us.php?ln=
10	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
11	https://www.epw.in/journal/1972/31-32-33/issues-education-specials/education-equality-case-scheduled-castes-higher
12	https://www.hindustantimes.com/education/nep-2020-implementation-of-new-education-policy-in-our-education-system/story-bw4OiekFCamI7NPoNkgAoJ.html

13	https://www.indiatoday.in/education-today/featurephilia/story/problems-faced-in-progress-of-education-in-india-1666068-2020-04-12
14	https://www.nascollege.org/e%20cotent%2010-4-20/DR%20RACHNA%20PATHAK/SEM%20II%20M%20ED%20II%20SEM%2012-4%203.pdf
15	https://www.ugc.ac.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Relate the concepts of education with other interdisciplinary subjects of study such as philosophy, psychology, sociology, etc.	K1
CO2	Understand the impact of socio-cultural and political issues on education.	K2
CO3	Recognise the importance of various support systems for education, such as the Ministry of Education, NCERT, NCTE, etc., in providing quality education.	K3
CO4	Aware of emerging trends in school and teacher education in India.	K1
CO5	**Examine the current educational issues such as gender issues in education, societal value crises, teaching-learning in a multi-cultural environment, and so on.**	K4

K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating

Course Designed By: Dr. R. Vinodh Kumar

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

CORE COURSE: ECONOMICS OF EDUCATION

Semester	I	Core Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	22MEDC02		Economics of Education	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Learn the importance of economics to the field of education

2) Develop an understanding of education both as consumption and investment

3) Develop an understanding of the benefits and the costs of education and its role in human and economic development

4) Discuss various abilities of the the internal efficiency of the system of education

5) Understand the contemporary developments in economics of education

CONTENTS

Unit - I	Basic Concepts

Economics of Education : Meaning, concept, scope, significance and recent trends in economics of education – Education as consumption and investment – The concept and measurement of human capital – Education and its relation to human resource development

Unit - II	Education and Economic Development

Education and economic growth – Education and national development – Education and the distribution of income – Education, population and poverty – Labour, market and education – Education and employment – Liberalization, privatization, globalisation and education– Contemporary issues in economics of education.

Unit - III	Costs and Benefits of Education

Taxonomy of educational costs – Resources for education – Difference between cost and expenditure, its components and determinants - Analysis of costs of education , Unit cost of education– Approaches to measuring the benefits of education – Problems in measurement of benefits and costs – Cost benefit analysis in education – Private and social rates of return to education.

Unit - IV	Efficiency of Education System

Efficiency of education system -Distinction between internal and external efficiency – Input output analysis in education – Cost effective educational programmes – The measurement of output in education – The effect of alternative inputs on educational output - Internal efficiency of Indian education system.

Unit – V	Economic Approaches to Educational Planning

Social demand, human resource requirements-based planning, rate of return approaches to planning for education development; Research relating to economics of education.

Internal Practical :

1. Bring out the impact of liberalization, privatization and globalization on education

2. Distinguish between internal and external efficiency of education system

Textbook(s):

1	Blaug Mark (1970) *Economics of Education*. London: Penguin
2	Cohn, E (1972). *Economics of Education*. Lexington Mass D.C. Health Company
3	Tilak, J. B. G. (1987). *The economics of inequality in education.* Delhi: Sage.

Reference Book(s):

1	Bowman, M.J. et al. (Eds.) (1968). *Readings in the Economic Of Education*. Paris: UNESCO
2	Harbison, F.H. and Myers, C.A. (1964). *Education, Manpower and Economic Growth. Maidenhead*: McGraw-Hall
3	Hedge, O. *Economics of Education* (1998). New Delhi: Himalaya Publishers Panchamukhi. Research in Economics of Education, Fifth Survey of Educational Research 1988-92; Trend reports Vol. I. New Delhi, NCERT
4	Pandit H.N. (Ed.) . (1969). *Measurement of Cost Productivity and Efficiency of Education*. New Delhi: NCERT
5	Perlman, Richard (1973). *The Economics of Education: Conceptual Problems and Policy Issues.* New York: McGraw Hill Book Company
6	Reddy Shiva B (2000) *Education and Rural Development in India.* Paris: UNESCO; Inter National Institute of Educational Planning
7	Sheehan, John (1973). *The Economics of Education.* London: George Allen &Unwin Ltd.,
8	Jandhya B.G. Tilak (1985). *Economics of Inequality in Education*. New Delhi: Sage Publication
9	Naik, J. P. (1965). *Educational planning in India*. Bombay: Allied Publishers
10	Tilak, J. B. G. (2006). *Economics of human capital in India*. Key-note address, 89th Conference of Indian Economics Association, Kurukshetra University. (Available on Research Gate).

	Web References :
1	https://governmentadda.com/economics-definition-and-nature-scope-of-economics/
2	https://www.toppr.com/bytes/globalization-liberalization-privatization/
3	https://essays-leader.com/essays/analysis/cost-benefit-analysis.html
4	http://14.139.60.153/bitstream/123456789/8469/1/INTERNAL%20EFFICIENCY%20OF%20PRIMARY%20EDUCATION%20IN%20PHASE-I%20DPEP%20DISTRICTS_D-10424.pdf
5	https://www.sciencedirect.com/topics/social-sciences/economics-of-education
6	https://education.stateuniversity.com/pages/1887/Cost-Effectiveness-in-Education.html

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Learn the meaning, concept, scope, Significance and recent trends in economics of education	**(K1)**
CO2	Explain Liberalization, privatization, globalisation and education	**(K2)**
CO3	Differentiate between cost and expenditure	**(K2)**
CO4	Enumerate the internal efficiency of Indian education system.	**(K1)**
CO5	Design the economic approaches to educational planning	**(K5)**
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 - Creating		

Course Designed By: Dr. C.Kathiresan

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

CORE COURSE: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Semester	**I**	**Core Course**	**Title of the Course**	**Credits**	**L**	**T**	**P**	**Hours/ Week**
Course Code	**22MEDC03**		**Philosophical and Sociological Perspectives of Education**	**4**	**5**	**-**	**-**	**5**

Course objectives:
The course will enable the students to:

1) Understand the scope and application of educational philosophy
2) Analyze critically various schools of philosophy
3) Relate the educational vision of Indian thinkers to the current educational scenario in India
4) Explain the interdependence between education and other social sub-systems
5) Critically analyze the constrains of social change in Indian society and education

CONTENTS

Unit–I	**Philosophy and Education**

Education philosophy- Concept, meaning and definition - Need and scope of philosophy- Features of philosophy-Meaning and definition of education-Nature of education- Focus on education in 21st century-Function of educational philosophy- Dependence of education on philosophy- Dependence of philosophy on education- Objectives of studying educational philosophy- Relationship between philosophy and education- Major divisions of philosophy: Metaphysics, Epistemology, Axiology and their Educational implication.

Unit –II	**Schools of Philosophy**

Idealism -Naturalism – Pragmatism – Realism – Existentialism – Humanism- Re-constructivism and their implications of education –Aims of education and philosophical values of education.

Unit – III	**Educational thoughts of Indian Thinkers**

Mahatma Gandhi, Swami Vivekananda, S.Radhakrishnan, Rabindranath Tagore, Aurobindo, J. Krishnamoorthy, Abulkalam Azad and A. P. J. Abdul Kalam with respect to concept, principles, aims and educational contributions.

Unit–IV	Sociology of Education

Education Sociology- Meaning, definition aim and scope – Sociology as the basis for education – Relationship of sociology and education- Education as a social sub- system: Its characteristics - Interrelationship between Education and other Social sub-systems: Family, community, economy, political system and religion - Social stratification: gender, race and disability - 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 – The process of social change- Education as an agency for social change – Constraints and determinants of social change: Globalization, Liberalization, and Privatization of education- Education in relation to secularism- National integration and international understanding.

Internal Practical

1. Explain the educational implications of any one Indian philosopher.
2. Critically evaluate the constraints for social change.

Textbook(s):

1	Amaldass, A. (2001). *Introduction to Philosophy*. Chennai: Satya Nilayam Publications.
2	Arulsamy, S. (2014). *Philosophical and sociological perspectives on education*. New Delhi: Neelkamal Publications Private Limited.
3	Singaravelu. G, Paramasivam. M and Shahana, A. M (2016) *Philosophical and Sociological Perspectives of Education*, APH Publishing Corporation, New Delhi.
4	Siddiqui, M. H. (2008). *Philosophical and sociological foundations of education*. New Delhi: APH Publishing Corporation.

Reference Book(s):

1	Aggarwal, J. C. (2008*). Philosophical and sociological perspectives on education*. New Delhi, Shipra Publications.
2	Ballantine, D.H (2017). *The Sociology of Education: A Systematic Analysis*. Routledge.
3	Bell, R. R. (2011). *The sociology of education*. Delhi: Surjeet Publications.
4	Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic Publishers
5	Chandra, S. S., & Sharma, R. K. (2004). *Sociology of education*. New Delhi: Atlantic Publishers & Distributors.
6	Chatterjee, S., & Datta, D. (2016). An *Introduction to Indian Philosophy* (10th ed.). Motilal Banarsidass.
7	Chaube, S. P., & Chaube, A. (2007). *Philosophical and Sociological Foundations ofEducation.* Agra: Vinod Pustak Mandir.
8	Chaube, S. P., & Chaube, A. (2008). *Foundations of education*. New Delhi: Vikas Publishing House.
9	Chavla, D & Singh, D (2016). *Philosophical and Sociological Perspectives of Education* (1st ed.). Thakur.
10	Dash, B. N. (2008). *Philosophical and Sociological Basis of Education*. New Delhi: Dominant Publishers and Distributors.
11	John, S. Brubacher. (2006). *Modern philosophies of Education*. Delhi: Surjeet publications.
12	Johri, P. K. (2005). *Philosophical Foundation of Education*. New Delhi: Anmol Publications Private Limited.
13	Kamal, S. Srivastava & Sangeeta Srivastava. (2013). *Great philosophers and thinkers onEducation.* New Delhi: APH Publishing Corporation.
14	Kundu, A. (2012). *Sociological theory*. New Delhi: Dorling Kindersley Private Ltd.
15	Mehta, J., & Davies, S. (2018). *Education in a New Society: Renewing the Sociology of Education,* University of Chicago Press.

16	Mrunalini, T., & Sumalini, T. (2016). *Philosophical Perspectives of Education* (1st ed.). Neelkamal.
17	Pal, O. B. (2011*). Sociological foundations of education*. New Delhi: APH Publishing Corporation.
18	Pandey, R. S. (2006). *Educational thoughts.* Delhi: Adhyayan Publishers and Distributors.
19	Pathak, R. P. (2009). *Philosophical and sociological foundations of education*. Delhi: Kanishka Publishers.
20	Promila Sharma. (2005). *Philosophy of Education.* New Delhi: APH Publishing Corporation.
21	Sinaravelu. G, Paramasivam. M and Shahana, A.M (2016) *Philosophical and Sociological Perspectives of Education, APH Publishing Corporation*, New Delhi.
22	Singh, C. P. (2014). *Indian education in the emerging society*. New Delhi: Lotus Press Publishers.
23	Singh, Y. K. (2012). *Sociological foundations of education*. New Delhi: APH Publishing Corporation.
24	Vidyabhusana, S. C. (2019). A History of Indian logic: Ancient, mediaeval, and modern schools. (2019). Facsimile Publisher.

Web References:

1	https://www.cukashmir.ac.in/departmentdocs_16/PHILOSOPHY%20AND%20EDUCATION%20%20Dinesh%20Kumar%20K.pdf
2	https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf
3	https://www.researchgate.net/publication/339642407_Great_Indian_educational_thinkers_and_their_views_on_education
4	https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Sociology%20of%20Edu..pdf
5	http://gdckulgam.edu.in/Files/f07ef270-7e91-4716-8825-2966f17cc0f7/Custom/Generic%20Elective(Educational%20Sociology).pdfs

Course Outcomes: After studying these chapters, students will be able to,		**Cognitive Domain**
CO1	Explain the scope and application of educational philosophy.	**K1 & K2**
CO2	Describe the various schools of philosophy.	**K2 & K3**
CO3	Discuss the educational vision of Indian thinkers to the current educational scenario in India.	**K3**
CO4	Explain the interdependence between education and other social sub-systems.	**K4&K5**
CO5	Discuss the constraints of social change in Indian Society and education.	**K3 & K4**
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6– Creating		
Course Designed By: Dr. M.Vakkil		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

CORE COURSE: ADVANCED EDUCATIONAL PSYCHOLOGY

Semester	I	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDC04	Core Course	Advanced Educational Psychology	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Familiarize the fundamentals of educational psychology.

2) Gain a deeper insight into various theories of learning to improve the teaching – learning process.

3) Explore the significance of intelligence and creativity for learning.

4) Understand the dynamics of personality development.

5) Develop the ability to describe, analyse and apply positivity in life.

CONTENTS

Unit - I	Fundamentals of Educational Psychology

Meaning, definition, functions, scope and importance of educational psychology - educational psychology as a science - Relevance of educational psychology to teachers, learners, teaching and learning; Methods of educational psychology: Observation and introspection - experimental - clinical; Growth and development- Human developmental stages: Piaget and Erickson.

Unit - II	Learning Process

Meaning and definition of learning - Factors influencing learning - Motivation and learning - Maslow's theory of motivation - meaningful reception learning (Ausubel) - discovery learning (Bruner)- autonomous and guided learning (Bruner); Mastery Learning (Bloom) - observation learning (Bandura); cognitive views of learning: Tolman and Gestalt – Brain- based learning - Transfer of Learning.

Unit - III	Intelligence and Creativity

Meaning and concept of intelligence - Theories of intelligence: Cattell, Thurstone's, and Piaget's - Multiple intelligence (Howard Gardner)- Types of intelligence tests; Nature and characteristics of creativity - Theories of creativity: Guilford and Torrance - creativity in teaching and learning - different methods to foster creativity among the learners - brain storming - synectics; Cognition and meta cognition: Meaning, concept and significance - relationship between creativity and intelligence.

Unit - IV	Personality Development

Meaning and concept of personality - Determinants of personality - Theories of personality: Allport, Eysenck and Freud; Assessment of personality: Questionnaire, inventories and projective techniques, self-report measures, behavioral analysis; Approaches of personality - Integrated personality development - Personality disorders.

Unit – V	Coping and Positive Psychology

Positive beliefs: Self esteem - optimism - positive illusions - hassles of everyday life - stress - coping with stress - problem solving - cognitive coping styles - social support - emotional disclosure - coping interventions - relaxation techniques; Psychology of wellbeing - subjective wellbeing - positive emotions and wellbeing - cultivating positive emotions - positive behavior and happiness - flourishing cultivating positive emotions - resilience – mindfulness - self regulation - classroom practices for enhancing good mental health.

Internal Practical:

1. Write a case study report on a student.

 2.Prepare an album of educational psychologists (*Note* use Copy right images CC*)

Textbook(s):

1	Anita Woolfolk. (2004). *Educational Psychology* (Ninth Edition). Pearson Education.
2	Baumgardner, S. R. & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Pearson Education, Inc.
3	Carr, A. (2004). *Positive Psychology – The Science of Happiness and Human Strengths.* London: Routledge.
4	Chaube S.P., & Akhilesh Chaube. (2011). *Essentials of general psychology*. New Delhi: Neelkamal publications Pvt. Ltd.
5	Dandapani, S. (2013). *Handbook of education and psychology* (Second Volume). New Delhi: Neelkamal publications Pvt. Ltd.
6	Dhir. (2002). *Educational psychology*. Chandigarh: Abhishek Publications.
7	Donna M. Mertens. (2010)). *Research and Evaluation in Education and Psychology.* Sage Publications.
8	John W. Santrock. (2006). *Educational psychology.* New Delhi: Tata McGraw-Hill Publishing company Limited.
9	Kakkar S.B. (2007). *Educational Psychology.* New Delhi: Prentice Hall of India Pvt Ltd.
10	Mangal, S.K. (2007). *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India Private Limited.

Reference(s):	
1	Aggarwal J. C., (2004). *Psychology of Learning & Development*. New Delhi: Shipra Publishers.
2	Bhatia, H. R. (1997). *A Textbook of Educational Psychology*. New Delhi: MacMillan.
3	Chauhan, S. S. (1990). *Advanced Educational Psychology*. New Delhi: Vikas Publication House.
4	Getzels, S. W. & Jack, P. L. (2012). *Creativity and Intelligence*. New York: Library of Catalog in Publication Data.
5	Hurlock, E.B. (2002). *Developmental psychology: A life-span approach*. New Delhi: Tata McGraw Hill
6	Lahey R.B., Graham J.E. (2000). *An Introduction to Educational Psychology*,6th Ed. New Delhi: Tata McGraw Hill Publishers.
7	Schunk, H.D. (1996). *Learning theories*. Englewood Cliffs, NJ: Prentice Hall.
8	Urmilla Bhargava & Usha Bhargava. (2008). *Educational Psychology*. Agra: Vibhore Gyan Mala.
9	Snyder, C.R., Lopez, S.J and Pedrotti, J.T. (2011). *Positive Psychology – The Scientific & Practical Explorations of Human Strengths*. New Delhi: Sage Publications.
10	Snyder, C.R. & Lopez, S.J. (2002). *Handbook of Positive Psychology*. Newyork: Oxford University Press.

Web References:	
1	https://1lib.in/ireader/830035
2	https://1lib.in/ireader/16047093
3	https://1lib.in/ireader/17474406
4	https://1lib.in/ireader/551284
5	https://1lib.in/ireader/3556434
6	https://1lib.in/ireader/11089023
7	https://1lib.in/book/3556434/573f66?dsource=recommendhttps://1lib.in/book/11089023/d3bc6c?dsource=recommend
8	https://1lib.in/book/11089023/d3bc6c?dsource=recommend
9	Positive Psychology: Theory, Research and Applications	Kate Hefferon, Ilona Boniwell, Ph.D.	download (1lib.in)
10	Positive psychology in practice	P. Alex Linley, Stephen Joseph, Martin E. P. Seligman	download (1lib.in)

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Understand the concepts of psychology.	K1,K2,K3
CO2	Apply the basic concepts of learning in classroom teaching.	K1,K2,K3,K5
CO3	Foster the concept of creativity among the learners with intelligence operationally in learning situations	K1,K2,K4,K6
CO4	Assess the personality of children/adults through assessment techniques	K1,K2,K3,K4,K5
CO5	Apply the positive principles in day today life to improve students mental health	K2,K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create		
Course Designed By: Dr.G. Hema		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

ELECTIVE COURSE: OPEN AND DISTANCE LEARNING

Semester	I	**Elective Course**	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE01		Open and Distance Learning	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Understand the concept of distance education

2) Know the distance learners and instructional process

3) Acquire knowledge on preparation of Self-Learning Materials (SLM)

4) Understand the structure of management of distance education institutions

5) Know the evaluation procedures in ODL and OL programmes

CONTENTS

Unit - I	**Introduction to Distance Education**

Meaning and concept and scope- Goals and objectives of distance education-Types: Open and Distance Learning (ODL) and Online Learning (OL) - ODL Programmes: Objectives, need and importance - Salient features of online learning programmes-Implementation of ODL and OL programmes in India and global context.

Unit - II	**Teaching and Learning Process in Distance Education**

Nature and characteristics of distance learners-Advantages for learners: Sociability, flexibility and individuality-Student Support Services (SSS) in distance education-Curriculum and pedagogy: Appropriateness to the stages of learning and relevance to national competency requirement-Interaction process: Learner-teacher interaction, Learner-learner interaction and Learner-content interaction.

Unit - III	**Self-Learning Materials (SLM)**

SLM: Meaning, scope, importance and characteristics- Types of SLM: print, audio, video and web-based- - Guidelines for preparing learning materials for ODL: Backgrounds of learner and learning needs, flexible learning, learning objectives and outcomes-Criteria for preparing learning materials for OL: e-Tutorial, e-Content, discussion forum and assessment-Open Educational Resources in distance learning.

Unit - IV	**Structure and Management of Open and Distance Learning and Online Learning Institutions**

Administrative structure of ODL and OL institution- Infrastructure- Course planning and development-Development of learning resources - Intervention strategies for admission, personal contact programmes,

examination and evaluation- Students grievance redressal system-Centre for Internal Quality Assurance (CIQA) : Need and importance for ODL and OL institutions.

Unit – V	Recent trends and Evaluation Procedure in Open and Distance Learning and Online Learning

Online mode: Admission, teaching and Learning-Providing digitalized learning materials- Online examinations and evaluation-Role of teachers in formative and summative evaluation in ODL and OL programmes - Agencies for monitoring the ODL and OL programmes-UGC–Distance Education Bureau-Learner Supportive Centres-Role of universities in offering ODL and OL programmes-Future directions of research in ODL and OL.

Internal Practical:

1. Review a book on the subject Open and Distance Learning
2. Evaluate a SLM meant for any ODL programme

Textbook(s):

1	Parmaji, S. (Ed.) (2019). *Distance education*. New Delhi: Sterling Publishers.
2	Pentz, M.J. & Neil M.W. (2008). *Education of adults at a distance*. London: Kogan Page
3	Power (2012). *Quality in distance education in performance indicator in higher education*. New Delhi: Aravali,
4	Rathore, H. C. S. (2018). *Management of distance education in India*. New Delhi: Ashish Publishing House.
5	Reddy, G.R. (2019). *Open universities: The ivory towers thrown open*. New Delhi: Sterling Publishers.

Reference(s):

1	Kaye & Rumble (Ed.) (2011). *Distance teaching for higher and adult education*. London: Croom Helm.
2	Keegan, D. (2009). *Foundations of distance education.* London: Routledge.
3	Race, Phil (2015). *The open learning handbook (second edition).* London: Kogan Page.
4	Rumble, G. (2012). *The management of distance learning*. Paris: UNESCO and IIEP.
5	Sewart, D., Keegan, D. ,& Holmberg, B. (Eds.) (2018*). Distance education: International perspectives.* London: Routledge.

Web References:	
1	https://www.researchgate.net/publication/318827619_Research_in_Open_and_Distance_Education_Status_and_Policy_Issues
2	https://sci-hub.hkvisa.net/10.1007/978-981-13-7740-2_1
3	https://empower.eadtu.eu/images/fields-of-expertise/StudentSupport/Student_Support_Services_for_Success_in_OED_SIMPSON.pdf

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Discuss about the various features of open and distance learning	K2
CO2	Explain the teaching-learning process in ODL & OL	K1, K2
CO3	Able to explain the importance of Self Learning Materials (SLM)	K1,K2
CO4	Elaborate the administrative structure of distance education institutions	K4
CO5	Describe the role of different agencies in monitoring open and distance learning institutions	K5, K6

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

Course Designed By: Dr. R. Ramesh

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

ELECTIVE COURSE: OPEN EDUCATIONAL RESOURCES

Semester	I	Elective Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE02		Open Educational Resources	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Familiarize the basics of Open Educational Resources (OER)

2) Analyze the usage of OER in teaching and learning

3) Understand open pedagogy and inculcate basic skills to use OER sites

4) Get acquainted the importance of licensing

5) Have insight of the future of OER in Indian context

CONTENTS	
Unit - I	**Introduction to Open Educational Resources (OER)**

Concept and scope-Need and importance-Types of OER-Advantages-Principles of OER: re-use, re-distribute, revise, re-mix and retain-Sources of OER-Benefits of using OER: For students, instructors and institutions-Challenges in using OER-Technical issues related to accessibility-The future of open educational repositories.

Unit - II	**Open Educational Resources in Teaching -Learning**

OER as transformation of education-Types of instructional materials: Lesson plans and mini-lessons, tutorials, videos-images, adaptation of existing openwork, e-Text books, worksheets, activities and tests-Evaluating OER based learning materials-Accuracy, relevance, production quality, accessibility and interactivity.

Unit - III	**Open Pedagogy**

Meaning, concept and scope-Difference between pedagogy and open pedagogy-Importance in online learning- Open pedagogy resources: Organizations, webinars, podcasts and talks, blogs and handbooks-OER sites-General search engines: Google, Yahoo, Bing, Lycos-CC Search tools-Video search tools-YouTube-Image search tools-Open textbook search-OER database-Open courses-Learning Management System.

Unit - IV	**Creative Common Licenses**

Creative Common (CC) licenses-Meaning and concept and scope-Importance in publications-Types: CC

BY Attribution, CC BY-SA, CC BY-ND, CC BY-NC, CC BY-NC-SA and CC BY-NC-ND- Licensing policy- Initiatives based on CC Licenses: Open Educational Resources (OER) , Open Access Publications (OAP) , Open Access Journals (OAJ) and Massive Open Online Courses (MOOCs) .

Unit – V	Recent trends in Open Educational Resources

OER and the Indian learning landscape-OER initiatives in India: The National Repository of Open Educational Resources (NROER),National Programme on Technology Enhanced Learning (NPTEL),Consortium for Educational Communication (CEC), e-Pathshala, National Institute of Open Schooling (NIOS) and SWAYAM- Role of libraries to access to OER.

Internal Practical:

1. Review of any one of the OER sites
2. Describe the facilities available in the National Digital Libraries

Textbook(s):

1	Blessinger, P. & Bliss, T. J. (Eds.). (2016). *Open education: International perspectives in higher education.* Cambridge: Open Book Publishers.
2	Iiyoshi, T., & Kumar, M.S.V. (Eds.) (2018). *Opening up education: The collective advancement of education through open technology, open content, and open knowledge.* Cambridge, Massachusetts: The MIT Press.
3	OECD (2007). *Giving knowledge for free: The emergence of open educational resources*. Paris: OECD Publishing.
4	Patrick Blessinger (Ed.) (2019). *Open education: International perspectives in higher education.* Cambridge: Open Book Publishers.

Reference Book(s):

1	John D. Shank (2014). *Interactive open educational resources: a guide to finding, choosing, and using what's out there to transform college teaching*. San Francisco, CA: Jossey-Bass
2	Molly Y. Zhou (2019). *Open Educational Resources (OER): Pedagogy and practices*. USA: Dalton State College.
3	Olena Zhadko & Susan Ko (2020*). Best practices in designing courses with open educational resources.* London: Routledge

Web References:

1	https://www.oerknowledgecloud.org/archive/open.pdf
2	https://www.researchgate.net/publication/332936553_Guidebook_on_Open_Educational_Resources_OER

3	https://www.jstor.org/stable/j.ctv3t5r3r
4	https://www.oecd.org/education/ceri/38645447.pdf

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Discuss about basic tenets of Open Educational Resources (OER)	**K2**
CO2	Analyse and evaluate OER in teaching and research	**K4, K5**
CO3	Explain open pedagogy and utilize OER sites	**K1, K2, K3**
CO4	Apply for getting license for OER publications	**K3, K6**
CO5	Analyse the OER initiative in India	**K4**
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create		
Course Designed By: Dr. R. Ramesh		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

ELECTIVE COURSE: EARLY CHILDHOOD CARE EDUCATION

Semester	I		Title of the Course	Credits	L	T	P	Hours/Week
Course Code	22MEDE03	Core Course	Early Childhood care Education	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1. Understand the concept of early childhood care education.

2. Know the goals of early childhood care and learning.

3. Acquire the knowledge about management of preschool and method of teaching for early childhood care education.

4. Equip the programme planning and practices for early childhood care education.

5. Orient them about organizations and health care of early childhood care education.

CONTENTS

Unit-I	Concept of Early Childhood Care Education

Concept, meaning, nature, objectives, need and importance- Formal, informal and non formal approaches, advantages and disadvantages- Rationale for Early Childhood Care Education - Contributions of Indian and Western Thinkers in Development of Early Childhood Care Education; Gandhi, Tagore, Aurobindo, Gijubhai Badekha, Tarabai Modak, Rousseau, Froebel, Dewey and Montessori.

Unit-II	Goals of Early Childhood Care and Learning

Domains of Development: Birth to Three Years and Three to Six Years - Pedagogical Approaches to Principles of Programme planning- Guiding Principles of Programme Planning: Birth to Three Years: Focus on Care and Stimulation, Suggestive Developmentally Appropriate Practices for Birth to Three years, Three to Six years: Focus on Care, Early Learning and Readiness, Suggestive Developmentally Appropriate Practices for Three to Six years.

Unit-III	Management of Pre-School and Methods of Teaching

Selection of sites – Building requirements – Selection and Care of equipment - Staff Pattern and Qualifications – Importance of Records and Reports – Budget – Income and Expenditure – Characteristics and Responsibilities of Pre-school teachers – Need of Parent-teachers Cooperation – Crèches: Aims, objectives, importance, and types – Organizations working for Preschool Education: Methods: Kindergarten, Montessori Nursery and play way.

Unit-IV	Programme Planning and Practices

Early Learning Environment - Setting up and Early Years Classroom- Learning/ Activity Centres- Displays on Walls- Furniture and Mats- Shelves and Storage- Grouping- Essential Learning and Play Material- Indoor Materials- Outdoor Materials- Planning.

Unit-V	Organizations Involvement in Health Care of Early Childhood Stage

Organizations working for pre-school education: NIPCCD (National Institute for Co-operative Child Development), NCERT, ICDS, UNICEF and CARE (Co-operative Assistance and Relief Everywhere) - Nutrition and Health of an Early Childhood Stage - Common Communicable Diseases of Early Childhood Stage.

Internal Practical:

1. Visit any school and assess the early childhood care education.
2. Prepare a chart about nutrition and health care for early childhood.

Textbook(s):

1	Aradhya, N. & Kashyap, A. (2006). The 'Fundamentals' Right to Education in India. Bangalore: Books for Change.
2	Aries, P. (1962). Centuries of childhood: A social history of family life. Paris: Vintage book
3	Cohen, L. E., & Waite - Stupiansky, S. (2017). Theories of Early Childhood Education: Developmental, Behaviorist, and Critical. Routledge
4.	Curtis, A. (2017). Care and Education in Early Childhood: A Student's Guide to Theory and Practice (2nd ed.). Routledge.

5.	Kulshreshtha, A. (2017). A. Early Childhood Care And Education; Principles and Practices. Kanishka Publisher. Roopnarine
6	Kulshreshtha, A. (2017). A. Early Childhood Care And Education; Principles and Practices. Kanishka Publisher. Roopnarine
7.	Aggarwal, J.C and Gupta, S. (2013). Early Childhood care and education. Delhi: Shipra Publications.

Reference(s):

1	Govt. of India (2005). National plan of action for children. New Delhi: Department of Women and Child Development
2	Ministry of Women and Child Development, Ministry of Health and Family Welfare. (2010). Mother and Child Protection Card.
3	J. L., Johnson, J. E., & Quinn, S. F. (2018). Handbook of International Perspectives On Early Childhood Education. (1st ed.). Routledge
4	NCERT (2005). Position paper of the national focus group on early childhood education, New Delhi: NCERT.
5	NCTE (2005). Report on ecce teacher education: Curriculum framework and syllabus Outline, New Delhi: NCTE Page 18 of 93 M. Ed., 2021-22 onwards - University Departments - Annexure No.79(A) SCAA DATED: 23.06.2021
6	NIPCCD (2002). Children in difficult circumstances: Summaries of research. New Delhi: Resource Centre on Children.

Web References:

1	https://resilienteducator.com/classroom-resources/4-early-childhood-development-websites-for-teachers/
2	https://library.nwacc.edu/early_chilchood_education/websites
3	https://www.mass.gov/lists/early-childhood-education-resources-for-families

4	https://www.startearly.org/resources-families/
5	https://www.unesco.org/en/education/early-childhood
6	https://www.alleducationschools.com/resources/early-childhood-education/

		Cognitive Domain
Course Outcomes: On the successful completion of the course, the students can able to:		
CO1	Understand the concept of early childhood care education	**K2**
CO2	Know the goals of early childhood care and learning.	**K2**
CO3	Acquire the knowledge about management of preschool and method of teaching for early childhood care education	**K4**
CO4	Equip the programme planning and practices for early child care education	**K5**
CO5	Create an organizations and health care of early child care education	**K6**

K1-Remembering;K2-Understanding;K3-Applying;K4-Analysing;K5-Evaluating;K6-Creating

Course Designed By:Dr.K.Dhanalakshmi

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S-Strong;M-Medium;L-Low

PRACTICUM: COMMUNICATION AND EXPOSITORY WRITING

Semester	I	**Practicum Course**	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	22MEDCP01		Communication and Expository Writing	2	1	-	2	3

Course Objectives:

The course will enable the students to:

1) Develop the academic study skills of listening, and pre-academic skills.

2) Understand the concept and components of communication skills.

3) Understand the concept of writing skills, and enhance their types.

4) Know the listening skills and their presentation.

5) Know the academic writing process and its features.

CONTENTS

Unit – I	Listening Skills

Presentations of listening skills - discriminative listening, comprehension listening, critical listening, evaluative listening, appreciative listening, sympathetic listening, and empathetic listening.

Unit – II	Communication Skills

Meaning and importance of communication – Development and significance of communication – Communication cycle – Barriers of communication- Utility of Language laboratory.

Unit – III	Academic Skills

Effective academic study skills – listening, conversing, speaking, and presenting ideas in groups - Development of pre-academic skills.

Unit – IV	Expository Writing

Meaning and concept of expository writing - Types of expository writing - Writing in an appropriate style- Writing essays and Research articles.

Unit – V	Academic Writing

Introduction to the academic writing process - selecting a topic. Developing an abstract of a paper - summarizing, paraphrasing, and citing resources - Teacher as a communicator.

Internal Practical:

1. Prepare a PowerPoint presentation about verbal and non-verbal communication.

Textbook(s):	
1.	Ashwini Deshpande (2020). *Communication and soft skill development*, New Delhi: Career Publications.
2.	Glaser, Joseph (2016). *Understanding style: Practical ways to improve your writing*, New York: Oxford University Press.
3.	Scott Mclean. (2012). *Successful Writing, Arizona Western College Publications.*

Reference(s):	
1.	Bowles, Borden (2010). *Creative Writing, Cengage Learning,* Sixth Edition, New Delhi: Pearson Longman Publications.
2.	Diana Hopkins, Tom Reid. (2016). *The academic skills handbook,* New Delhi: Sage Publications.
3.	Dev, Anjana, Annadha Marwah, Swati Pal (2008). *Creative Writing Beginner's Manual*, Asia-Pacific Holdings Private Limited.
4.	Khan, M. S. (2013). *Teacher Education in and Abroad*. New Delhi: A.P.H. Publication Corporation.
5.	Meenu Pandey, Anant Acharya, K and AnkushTripa (2017). *Ace your Communication skills.* New Delhi: Riji Publications.
6.	O'Hair, D., Friedrich, G. and Dixon, L. (2002). *Strategic Communication in Business and the Professions*, 4th edition, Boston: Houghton Mifflin.
7.	Prakashan. (2009). *Communication Manual*, New Delhi: Pearson Longman Publications
8.	Tom Burns and Sandra Sin field (2022). *Essential Study Skills,* (5th Ed).New Delhi: Sage Publications.

Web References:	
1.	https://communicationguru.co.za/digital-communication-skills-you-need-in-the-21st-century/
2.	https://library.leeds.ac.uk/info/14011/writing/106/academic_writing
3.	https://study.com/academy/lesson/what-is-expository-writing-definition-examples.html
4.	https://www.biz-e-training.com/features-of-academic-writing/
5.	https://www.oxfordlearning.com/how-to-study-effectively/

6.	https://www.pittsburg.k12.ca.us/cms/lib/CA01902661/Centricity/Domain/91/Pre-academic%20skills.pdf
7.	https://www.potentialunearthed.co.uk/wp-content/uploads/2017/09/Comms-Cycle-Handout.pdf
8.	https://www.transkills.admin.cam.ac.uk/resources/english/how-do-i-write-appropriate-academic-style

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	Explain the concept and components of communication skills in Teacher education.	**K1**
CO2	Describe the academic listening skills and explain the ideas in groups and before an audience.	**K2**
CO3	Discuss the basic concept of writing skills and enhance their types.	**K3**
CO4	Describe the listening skills and their presentation.	**K5**
CO5	Analyse the academic writing process and able to explain its different features of expository writing.	**K4**
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create		

Course Designed By: Dr. K. Nachimuthu

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

VALUE ADDED COURSE

Semester	I	Value Added Course	Title of the Course	Credits	L	T	P	Hours/ Sem.
Course Code	22PGEDNVA01		Education for Sustainable Development Goals 4.0	-	-	-	-	30

Course Objectives:

The course will enable the students to:

1) Acquire knowledge on sustainable development goals 4.0

2) Analyze the SDG 4.0 in school and higher education

3) Know the SDG 4.0 for research and global citizenship

CONTENTS

Unit - I	Concept of Sustainable Development Goals 4.0

Sustainable Development Goals (SDGs)-Meaning, concept and scope-SDGs through SDG integration for universal access to quality education at all levels- SDG 4.0-Meaning, concept, aims and scope- Principles of SDG 4.0-Targets in different aspects of education-Role in curriculum designing, pedagogical practices and ICT applications-Promoting good mental health and wellbeing.

Unit - II	SDG 4.0 for School and Higher Education

Planning and administration of school education: Pre-primary, primary and secondary-Access to quality early childhood development in Pre-primary education-Provision of free, equitable and quality education at primary and secondary level-Equal access for all women and men for an affordable and quality technical, vocational, teacher education and higher education-Development of cognitive and non-cognitive skills for employment and entrepreneurship.

Unit-III	SDG 4.0 for Research, Recruitment and Global Citizenship

Paradigms and methodologies of research in teacher education for sustainable development-Substantially increase education institutions and recruit qualified teachers-Scholarships for young and socially disadvantaged background people for higher studies-Sustainable lifestyles, human rights and gender equality-Promoting a culture of peace and global citizenship-Contribution of cultural diversity for sustainable development.

Internal Practical:
1. Preparation of a brief report on planning and policies for SDG 4.0

Textbook(s):	
1	Atkisson, A. (2016). *Sustainability is for Everyone*. Oxford: UK ISIS Academy
2	Denise Summers&Roger Cutting (2019). *Education for sustainable development in further education.* London: Palgrave Macmillan
3	Elliott, Jennifer (2014). *An introduction to sustainable development (4th Ed.)*.London: Routledge
4	Nhamo, Godwell&Vuyo Mjimba (2020). *Sustainable development goals and institutions of higher education*. New York: Springer
5	Sachs, J.D. (2015). *The age of sustainable development*. New York: Columbia University Press
6	Ulisses Manuel de Miranda Azeiteiro, & Paulo Davim, J. (2020). *Higher education and sustainability opportunities and challenges for achieving sustainable development goals*. London: Routledge

Reference(s):	
1	Anastasia Nikolopoulou , Taisha Abraham &Farid Mirbagheri (2016). *Education for sustainable development: Challenges, strategies and practices in a globalizing world*.New York:SAGE Publishing
2	Filho, Walter, Castro, Paula, Bacelar-Nicolau, Paula, Azul, Anabela & Azeiteiro, Ulisses. (2016). *Biodiversity and Education for Sustainable Development (ESD): Tendencies and Perspectives*. Switzerland: Springer International Publishing
3	Leon Tikly (2019). *Education for sustainable development in the postcolonial world*. London: Taylor & Francis
4	Margaretha Häggström (2022).*Relational and critical perspectives on education for sustainable development.* New York: Springer Publishing
5	Roger Firth&Maggie Smith (2019).*Education for Sustainable Development What was achieved in the DESD?*. London: Routledge

Web References:	
1	https://www.researchgate.net/publication/335299962 Education for sustainable development
2	https://www.researchgate.net/publication/337844802 Education for Sustainable Development A Systemic Framework for Connecting the SDGs to Educational Outcomes
3	https://fardapaper.ir/mohavaha/uploads/2021/12/10-Integrating-Sustainable-Development-Goals.pdf
4	https://www.researchgate.net/publication/349378476 Sustainable Development Goals and Education A Bibliometric Mapping Analysis

5	

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Discuss about the basis of sustainable development goals	**K1, K2**
CO2	Analyze and evaluate SDG 4.0 in school and higher Education	**K4, K5, K6**
CO3	Explain the SDG 4.0 in research and global citizenship	**K3, K4**
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create		
Course Designed By: Dr. R. Ramesh		

Mapping of Course Outcomes with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	S	M	S	M	S	M	M
CO2	S	M	M	S	S	M	L	S	S	S
CO3	L	M	S	M	S	M	M	S	S	S

Note: S - Strong; M - Medium; L – Low

CORE COURSE: METHODS OF EDUCATIONAL RESEARCH

Semester	II	**Core Course**	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	**22MEDC05**		**Methods of Educational Research**	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Familiarise the basic concepts of Educational Research.
2) Gain an in depth understanding on different methods of educational research.

3) Explore the significance of literature scanning in research.
4) Acquire knowledge on various research designs in research.

5) Develop the ability to formulate, design, construct and standardize various types of research instrumentation in research contexts.

CONTENTS

Unit – I	**Concept of Educational Research**

Definition, characteristics, scope, need, importance, significance, nature purpose and objectives of educational research - steps in educational research - emerging areas in educational research - recent trends in educational research - criteria of a good research - Interdisciplinary research - research in pure and applied sciences, descriptive & analytical, conceptual or empirical; Research ethics - problems encountered by researcher.

Unit – II	**Methods of Educational Research**

Approaches: Qualitative, quantitative and mixed; Methods: Historical, descriptive, experimental, ethnographical, case study, socio-metric and content analysis, action research, philosophical, casual comparative method and evaluation research - grounded theory - longitudinal, phenomenology, formulative or exploratory research; Research method vs research methodology.

Unit – III	**Literature Review**

Review of Related Literature: Meaning, objectives, need, significance and process - difference between related literature and related studies - resources for review of literature: ERIC, WOS, PubMed, and SHODHGANGA, Google Scholar, N - list and other repositories - format of citations - paraphrasing - reporting the review of literature.

Unit – IV	Research Design

Meaning, concept, need and importance and features of a good research design; Types: survey design, experimental: pre and post experimental design, quasi-experimental, ex-post facto and factorial designs, exploratory, descriptive and 6 Sigma model; Variables: dependent, independent, intervening, extraneous, controlled and confounded; Population and sample - sampling frame - sample size - characteristics of good sampling - types of sampling - probability and non - probability - sampling error – Hypotheses – meaning, concept, characteristics and formulation of hypotheses – Types of hypothesis.

Unit – V	Tool Construction

Meaning, concept, need and importance of tool - Types of tools and techniques: observation and observation schedule, questionnaire, rating scale, case study, checklist, inventory and interview schedule -principles for constructing tool - steps involved in tool construction; Scaling techniques - standardization of a tool - Reliability - types - Validity - types - Item analysis.

Internal Practical:

1. Identify a problem for educational research and formulate the objectives and hypotheses for the same.

2. Establish the reliability and validity of a tool in educational research.

Textbook(s):

1	Best, John. (2003). *Research in Education (VI th Ed).* New Delhi, India: Prentice Hall of India Publication.
2	Burke Johnson and Larry Christension (2014). *Educational Research: Quantitative, Qualitative and Mixed Approaches (5th Ed).* London: Sage Publications.
3	Gary. W. Heiman. (1995), *Research Methods in Psychology.* ISA, Houghton Mifflin Publication.
4	John, W. Cresswell. (2012). *Educational Research: Planning, conducting and Evaluating Quantitative and Qualitative Research (4th Edition). New Delhi*: PHI learning.
5	Kothari, C.R (2011). *Research Methodology, Models and Techniques.* New Delhi, India: New Age International (P) Limited.
6	Mishra.R.C. (2009). *Encyclopedia of Educational Research.Exploring Educational Research.* New Delhi: APH Publishing Corporation.
7	Sherri L. Jackson. (2009). *Research Methods and Statistics, A critical Thinking Approach,* (3rd Ed), USA: Woodsworth cengage learning.

	Reference(s):
1	Ajay Das (2010). Research in Education. New Delhi: Pearl Books.
2	Babbie. (2010). *Essentials research methods for social work*, United States: Brooks Cole Cengage Learning.
3	Burke Johnson and Larry Christension (2008). *Educational Research*. London: SagePublications.
4	Gourang Charan Nanda Pratap & Keshari Khatoi (2005). *Fundamentals of Educational Research & Statistics*. New Delhi, India: Kalyani Publishers.
5	John, W. Cresswell. (2009). *Research Design*. London: Sage Publications.
7	Keshev W.Ingole. (2014). *Research Methodology in Education.* Kanpur: Chandralok Prakashan.
8	Mishra, R.C. (2005). *Management of Educational Research*. New Delhi, India: APH Publications.
9	Pankaj Madan, Vageesh Paliwal, Rajul Bhardwaj. (2010). *Research Methodology*. New Delhi: Global Vision Publishing House.
10	Rubib and Earl Babbie. (2010). *Essentials research methods for social work*. United States: Brooks Cole Cengage Learning.

	Web References:
1	https://www.pdfdrive.com/methodology-of-educational-research-and-statistics-e49526161.html
2	https://www.pdfdrive.com/methods-in-educational-research-from-theory-to-practice-research-methods-for-the-social-sciences-e161168351.html
3	https://www.pdfdrive.com/research-methods-in-education-e176297738.html
4	https://www.pdfdrive.com/research-methodology-a-step-by-step-guide-for-beginners-e18463258.html
5	https://www.pdfdrive.com/introduction-to-research-methodology-e45774801.html
6	https://www.pdfdrive.com/research-methodology-e34606423.html
7	https://www.pdfdrive.com/fundamental-of-research-methodology-and-statisticspdf-e10442087.html
8	https://www.pdfdrive.com/research-methods-and-statistics-e20154756.html
9	https://www.pdfdrive.com/educational-research-planning-conducting-and-evaluating-e16448388.html
10	https://www.pdfdrive.com/educational-research-quantitative-qualitative-and-mixed-approaches-e53363754.html

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	Understand the concepts of educational research	K1,K2,K3
CO2	Understands the various methods of research in education and to apply with current need, problems and issues in education.	K1,K2,K3
CO3	Learnt scanning of literature and able to paraphrase	K2,K4
CO4	Identify research problem along with its specification in terms of objectives, hypothesis, definitions, variables and develop suitable research designs in the area of educational research	K1,K2,K3, K6
CO5	Design various tools of research	K2,K4,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 – Create		
Course Designed By: Dr.G.Hema		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

CORE COURSE: PERSPECTIVES IN TEACHER EDUCATION

Semester	II	**Core Course**	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDC06		**Perspectives in Teacher Education**	4	5	-	-	5

Course Objectives:
The course will enable the students to:
1) Develop in the student understanding of the concept, objectives and principles of teacher education.   2) Acquaint them on the practice teaching.   3) Acquaint them on with the problems and issues in teacher education.   4) Make them to understand about research in teacher education.   5) Acquaint the students with recent trends in teacher education.
CONTENTS

Unit – I	Concept of Teacher Education

Meaning, nature and scope of teacher education - Types of teacher education programs -The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE – Needs and Importance of teacher education - Privatization in teacher education.

Unit – II	Practices in Teaching

Concept, principle and objectives of practice teaching - Teacher preparation programme at primary, secondary and collegiate levels – School based practicum and internship- The purpose of pre- service and In-service teacher education programme - Need for continuing professional development of a teacher.

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 – Qualities and challenges of teacher educators.

Unit – IV	Research in Teacher Education

Need of research in teacher education – Action research in teacher education- Funding agencies for researches in teacher education: MoE, UGC, NCERT and ICSSR - Functions of SCERT and DIET.

Unit – V	Recent Trends in Teacher Education

Innovation in teacher education - Competency based teacher education – Instructional technology– Development of teaching competence – Responsibilities of teachers- Teaching as a profession- Professional ethics and code of conduct for teachers – Use of training technology, media and ICT in teacher education.

Internal Practical:

1. Write a report on a school teacher's teaching effectiveness
2. Prepare an educational institutional profile.

Textbook(s):

1	Duggal, S. (2005). *Educating the Teachers*. New Delhi: Atlantic Publishers & Distributors.
2	Mohanty, J. (2003). *Teacher education*. New Delhi: Deep & Deep Publication Pvt. Ltd
3	Panda, B.N. & Tewari, A.D. (2009). *Teacher education*. New Delhi: A.P.H. Publishing Corporation

Reference(s):

1	Bansal, A. (2004). *Teacher education: Principle, theory & practice.* Jaipur: Sublime Publications.
2	Benjamin Kehrwald, G.E. (2018). Real – Time Coaching and Pre- Service Teacher Education (1st ed.) Springer.
3	Celene E. Domitrovich, D.K. (2017). A Step- By-Step Guide for Coaching Classroom Teachers in Evidence- Based Interventions (1st ed.). Oxford University Press.
4	Garry, F.H. (2005). *The missing links in teacher education design.* Netherland: Springer.
5	Loknath Mishra. (2013). *Teacher education: issues and innovations*. Atlantic Publishers & Distributors Ltd. New Delhi.
6	Mangla, S. (2002). *Teacher Education–Trends and strategies*. New Delhi: Sage Publishers.
7	Mete, J., & Mondal, A. (2013). *Teacher education*. New Delhi: A.P.H. Publishing Corporation.
8	Rao, R. (2004). *Methods of teacher training*. New Delhi: Discovery Publishing House.
9	Rao, V.K. (2007). *Understanding teaching and learning.* New Delhi: Commonwealth Publishers.
10	Sharma, S.P. (2003). *Teacher education*. New Delhi: Kanishka Publications (Pvt) Ltd.
11	Singh, U.K & Sundershan, K.N. (2003). *Teacher education*. New Delhi: Discovery Publishing House.
12	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.
13	Wedell, D. (2017). Teacher Education Planning Handbook (1st ed). 17 Kasurba Gandhi Marg New Delhi, India: British Council.

Web References:	
1	https://www.allresearchjournal.com/archives/2019/vol5issue10/PartB/5-9-32-798.pdf
2	https://www.researchgate.net/publication/236333532_Pre-Service_and_In-Service_Teacher_Education_Programme
3	https://www.researchgate.net/publication/329745226_Issues_and_Problems_of_Teacher_Education
4	https://en.wikipedia.org/wiki/Research_in_Teacher_Education
5	https://www.globusedujournal.in/wp-content/uploads/2020/09/2-Rekha.pdf

Course Outcomes: After studying these chapters, students will be able to,	**Cognitive Domain**
CO1 Explain the concept, objectives and principles of teacher education.	**K2 & K3**
CO2 Describe the various practice teachings	**K3 & K4**
CO3 Acquaint them on with the problems and issues in teacher education.	**K3**
CO4 Explain the research trends in teacher education.	**K4&K5**
CO5 Acquaint the students with recent trends in teacher education.	**K2**

K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating

Course Designed By: Dr. M.Vakkil

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

CORE COURSE: CURRICULUM DEVELOPMENT

Semester	II	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDC07		**Curriculum Development**	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Recall the fundamental concepts of curriculum.

2) Comprehend the steps in the curriculum development process.

3) Discuss the process for selecting and organising curriculum content

4) Aware of the underlying principles of curriculum design.

5) Recognise the steps in the curriculum evaluation process.

CONTENTS	
Unit – I	**Basic Concepts of Curriculum**

Curriculum: Meaning, concept, scope and characteristics - Structure of the curriculum: Objectives, content, learning experiences and evaluation system – Curriculum and syllabus – Types of curriculum – Determinants of curriculum - Philosophical, sociological and psychological bases of curriculum - Criteria of a good curriculum.

Unit – II	**Curriculum Development Process**

Characteristics of curriculum development – Models proposed for curriculum construction: Beauchamp model of curriculum designing – Tyler's model – Wheeler's Model – Hilda Taba's model – Steps involved in the process of curriculum development - Recommendations of important commissions/committees on curriculum development: Kothari Commission (1962), National Policies on Education, National Curriculum Framework (2005), and National Curriculum Framework for Teacher Education, 2009.

Unit – III	**Selection and Organisation of Curriculum Content**

Meaning of curriculum content – Criteria for content selection – Meaning of content organisation – Types of content organisation: Logical organisation, psychological organisation, concentric organisation, spiral plan and modular organisation – Organisation of curriculum experiences.

Unit – IV	Curriculum Designing

Basic principles of curriculum designing: Scope, sequence, articulation, balance, and continuity – Approaches to curriculum designing - Types of curriculum design: Subject-centred curriculum and its sub-types, core curriculum, student-centred curriculum and its alternative forms, and life-centred curriculum.

Unit – V	Curriculum Evaluation and Curriculum Change

Meaning of curriculum evaluation – Steps involved in the curriculum evaluation process – Uses of curriculum evaluation – Models of curriculum evaluation: Tyler's evaluation model, Stake's countenance model, Stufflebeam's CIPP Model, and Hilda Taba's evaluation model – Factors responsible for curriculum change – Difference between curriculum change and curriculum development.

Internal Practical:

1	Critically evaluate the National Curriculum Framework, 2005.
2	Select a textbook of your major subject at the school level and prepare a review report.

Textbook(s):

1	Aggarwal (2007). *Curriculum Development: Concept, Methods and Techniques*, New Delhi: Book Enclave.
2	Dash, B.N. (2010). *Curriculum Planning*. New Delhi: Rasat Publications.
3	Mrunalini, T. (2007). *Curriculum Development*, New Delhi: Neelkamal Publications Pvt. Ltd.
4	Nagarajan, K. & Natarajan, S. (2010). *Curriculum Development,* Chennai: Ram Publishers.

Reference(s):

1	Belting, P.E & Belting, N.M. (2007). *The Modern High School Curriculum*. New Delhi: Cosmo Publications.
2	Khan M. Abbas (2007). *Teacher's Hand Book of Curriculum Management*, New Delhi: Anmol Publications Pvt. Ltd.
3	Mamidi. Malla Reddy & Ravishankar, S. (1984). *Curriculum Development and Educational Technology*, New Delhi: Sterling Publishers Pvt. Ltd.
4	Marlow Ediger and Bhaskara Rao, D. (2003). *Philosophy and Curriculum*, New Delhi: Discovery Publications.
5	Mridula Pandey (2007). *Concept of Curriculum Planning*, New Delhi: Rasat Publications.

6	NCERT (2005). *National Curriculum Framework*, New Delhi.
7	NCTE (2009). *National Curriculum Framework for Teacher Education,* New Delhi.
8	Promila Sharma. (2014). *Curriculum Development*, New Delhi: APH Publishing Corporation.
9	Srivastava & Sarita Kumeni, D.S. (2012). *Curriculum and Instruction*, New Delhi: ISHA Books Publishers.
10	Vashist, S.R. (2004). *Secondary School Curriculum*, New Delhi: Anmol Publications Pvt. Ltd.

Web References:

1	https://egyankosh.ac.in/bitstream/123456789/42534/1/Unit-3.pdf
2	https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf
3	https://egyankosh.ac.in/bitstream/123456789/8278/1/Unit-13.pdf
4	https://egyankosh.ac.in/bitstream/123456789/8282/1/Unit-17.pdf
5	https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/course-content-selection-and
6	https://www.academia.edu/35433764/SELECTION_AND_ORGANIZATION_OF_CURRICULUM_CONTENT
7	https://www.coursera.org/lecture/teacher-curriculum/lecture-1-the-concept-of-curriculum-E3qXv
8	https://www.egyankosh.ac.in/bitstream/123456789/31623/1/Unit-3.pdf
9	https://www.fao.org/3/ah650e/AH650E03.htm
10	https://www.iitms.co.in/blog/curriculum-development-models.html
11	https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf
12	https://www.sagepub.com/sites/default/files/upm-binaries/44334_1.pdf

Course Outcomes:	Cognitive Domain
On the successful completion of the course, the students can able to:	
CO1	Discuss the fundamental concepts of curriculum.	**K6**
CO2	Develop a curriculum for a specific educational level based on curriculum development principles.	**K3**
CO3	Select and organise the curriculum content for a specific educational level in a scientific and systematic manner.	**K1 & K3**

CO4	Understand the underlying principles of curriculum design.	K2
CO5	Evaluate the effectiveness of a curriculum at a given educational level, on the basis of established curriculum evaluation principles.	**K5**

K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating

Course Designed By: Dr. R. Vinodh Kumar

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

ELECTIVE COURSE: ELEMENTARY AND SECONDARY EDUCATION

Semester	II	Elective Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE04		Elementary and Secondary Education	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Learn the development of primary education in India

2) Understand the aims, objectives and structure of the primary education

3) Classify the various boards in higher secondary education

4) Discuss the problems, issues and remedies in school education

5) Analyze the quality enhancement of school education

CONTENTS

Unit - I	Elementary Education

Introduction – School education - Different levels-Primary and secondary education – Scope, aim and objectives of primary education – Structure of primary education -Management and administration of primary schools – Role of panchayat -Decentralization of primary education – Recommendations on primary education: Secondary education commission - Indian education commission - National policies on education.

Unit - II	Secondary Education

Concept, meaning, aims, objectives, scopes and structure of secondary education - Kothari commission-Mudaliyar commission – Acharya Narendradev commission - CABE report on universalization of secondary education(2005)- Problems and challenges related to universalization on secondary education-Evaluation and examination problems- purpose and importance of exam - Defects in prevailing system of exam - Suggestions for improvement

Unit - III	Higher Secondary Education

Introduction -Aims, objectives of higher secondary education – Present context of higher secondary education - Types of higher secondary boards: State Board - CBSE and ICSE- Vocational education: Basic education - Work experience - Socially useful products - Works experience – Life oriented

education- Importance of curricular development at higher secondary level - Need for developing spiritual and moral values – Importance of in-service programme

Unit - IV	Problems, Issues and Remedies in School Education

Introduction- Issues: Teaching attribute is in a Low state - Financial constrains - Traditional teaching methods - Privatization – Inadequate facilities and infrastructure- Challenges: Heterogeneous education system - Involvement of political factors - Economic difficulties - Lack of moral values - Suggestions: Towards learning society - Connection between society and school- Incentive to teachers- Advancement of the information Age - Student centered education - Provision of need based and job oriented courses - High tech libraries

Unit – V	Quality Enhancement of School Education

Education for all - Universalization of primary and secondary education- Role for quality education: CCE, ABL, ALM, SALM , BRC, SSA, RMSA - RTE Act - Trimester system - Language lab - Need of values , health and physical education- Yoga - Sex education

Internal Practical :

1. Write a report regarding problems and challenges related to universalization of primary education

2. Discuss the different types of education boards on school education

Textbook(s):

1	Aggrawal D D (2010)..*History and Development of Elementary Education in India*. New Delhi: Sarup& sons.
2	Nayak A, K & Rao V, K (2014). *Primary Education*. New Delhi: APH Publishing corporation
3	Rajesh Bhatia (2006). .*Fundamentals of Secondary education*. New Delhi: Cyber Tech Publications.

Reference(s):

1	Agrawal A K (2005). *Development of Educational System in India*. New Delhi: Anmol Publications.
2	Armstrong G D & Savage V T (1998). *Teaching in the Secondary School*. New Jersey Columbus: Prentice Hall
3	Biswal , K. (2011). *Secondary Education In India*: Development Polices, programmes and challenges (Research Monograph N0. 63). New Delhi : National University of Educational Planning and Administration
4	Kochhar . S.K. (2002). *"Secondary School Administration "*, Sterling Publishers Private Limited , New Delhi
5	Rao V K (1999). *Handbook of Primary, Secondary and Higher Education*. New Delhi: Rajat Publications.

6	Reddy R S (2006).*Teaching methods in Secondary Schools*. New Delhi: Rajat Publications.
7	Sivarajan, K, (2006). " *Education in the Emerging Indian Society*", Calicut University, Calicut.
8	Shivaprakasham M N (2003). *Elementary Education in 21st Century*. New Delhi: Rajat Publications.
9	Shubha Tiwari (2009). *Education in India*. New Delhi: Atlantic Publishers & Distributers(P) Ltd.

Web References :

1	https://www.psychologydiscussion.net/educational-psychology/primary-education-system-in-india/1849
2	https://www.psychologydiscussion.net/educational-psychology/secondary-education-system-in india
3	https://school.careers360.com/articles/different-education-boards-in-india-counar
4	https://old.amu.ac.in/emp/studym/100015535.pdf
5	https://cms.tn.gov.in/sites/default/files/documents/sedu_e_pn_2018_19.pdf
6	https://www.yourarticlelibrary.com/education/universalization-of-elementary-education-in-india/45173

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	Define the primary education system, simply recall the scope and objectives of primary education and list out the various commissions and committees related to primary education	**(K1)**
CO2	Describe the various commissions and committees on secondary education	**(K2)**
CO3	Explain the different types of boards of higher secondary education	**(K2)**
CO4	Solve the problems and issues in school education	**(K3)**
CO5	Categorize the quality education in school education	**(K4)**
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 - Creating		
Course Designed By: Dr. C.Kathiresan		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

ELECTIVE COURSE: EDUCATION FOR 21ST CENTURY TEACHER

Semester	II	Elective Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE05		Education for 21st Century Teacher	4	5	-	-	5

Course objectives:
The course will enable the students to:
1. Understand the culture and modernism of education.
2. Analyse the dimensions and approaches of education.
3. Understand the concept of education in the emerging society.
4. Analyse the implications of dynamics of teaching strategies.
5. Acquires knowledge on globalization and its impact on education.

CONTENTS

Unit–I	Education and Modernization

Modernism and Post Modernism: Characteristics- Education in the post-modern age- Education and Culture: Concepts of Culture, Sub-Culture and Multiculturalism – Relationship between culture and education.

Unit –II	Multicultural Education

Dimensions of Multicultural Education Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture - Approaches to Multi Cultural Education - Single, Group Study.

Unit – III	Education in the Emerging Society

Demands of teaching profession- Characteristics of 21st Century teacher - Teacher professional ethics, problems in teacher education-Technical teacher training- Special teacher training: Physical education, Music, Art.

Unit–IV	Dynamics of Teaching Strategies

Characteristics of teacher: learners centered class room and personalized instruction-Flipped classroom - Problems based learning- Collaborative learning- Team teaching- Peer teaching – Activity method – Heuristic method – Project method – Constructive approach – Holistic approach – Participatory approach – Assignment based on library and internet – Field visit and sharing expression link with classroom.

Unit – V	Globalization and its impact on Education
Impact of science and technology – 21st Century skills - Environmental education – Scientific society – Technology Revolution – Mass Media – Problems of new technology – Uses of technology in Education – Artificial Intelligence – Blog.	

Internal Practical

1. Examine the Global demands from a Teacher
2. Evaluate the impact of Globalization on Teacher Education

Textbook(s):

1	Mohanty.J. (1994) Indian Education in the Emerging Society, Sterling Publishers New Delhi
2	Siddiqui. MA (2011) Teacher Education and ICT: Global context policy and frame work. Education in India.
3	Mohanty, Jagannath (2005) Teaching of Sociology New Trends and Innovations. New Delhi: Deep and Deep Publication Pvt. Ltd.
4	Sharma, R. A. (2001), Technological Foundations of Education, Meerut: R. Lal Book Depot.
5	Singh.U.K. and Sudharsan.K.N. (2002) Teacher Education in the Emerging Indian Society, Neelkamal Publication, Hyderabad –
6	Premlatha Sharma, (2004) "World Educational Reform", Swarup and Sons, New Delhi,

Reference(s):

1	Brambeck, C. S. (1966) Social Foundation of Education - A Cross Cultural Approach. New York : John Willey.
2	Mehta, J., & Davies, S. (2018). *Education in a New Society: Renewing the Sociology of Education,* University of Chicago Press.
3	Singh, C. P. (2014). *Indian education in the emerging society.* New Delhi: Lotus Press Publishers.
4	National Council for Accreditation of Teacher Education NCATE (2008) Washington. DC: NCATE.
5	Hunt,M.P. (1973) Foundation of Education Social and Cultural Perspectives. New York: Halt, Rinehart and Winston.
6	Orlansky,W.D(1992) Exceptional Children: An inventory survey of special education, New York: Macmillan Publishing Company.
7	Banks, J. (2004). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), Multicultural education: Issues and perspectives (pp. 3-30). San Francisco, CA: Jossey Bass.
8	Trilling, B., Fadel, C. (2009). The Future of Work and Careers in 21st Century Skills, John Wiley.
9	Slatterry, Patrick and Dana Rapp. (2002). Ethics and the foundation of education- teaching convictions in a postmodern world. Allyn & Bacon.
10	Rajasekar.S. (2010).Computers in Education, Neelkamal Publications Pvt, Hyderabad

Web References:	
1	http://www.ijirmf.com/wp-content/uploads/201710028.pdf
2	https://www.researchgate.net/publication/316915918_Importance_of_Multicultural_Education_by_Dr_Sudhiranjan_Dey
3	https://www.academia.edu/30962223/CORE_COURSE_EDUCATION_IN_THE_EMERGING_INDIAN_SOCIETY_UDAA
4	https://www.program345.com/en/dynamic-teaching-new-effective-method/#:~:text=The%20principles%20of%20dynamic%20teaching&text
5	https://www.opensocietyfoundations.org/uploads/7fab0f35-4f84-4ed7-82d6-ee2346b7c142/carnoy_english.pdf
6	https://steemit.com/education/@imbsnt/globalization-and-its-impact-on-education

Course Outcomes: After studying these chapters, students will be able to,		Cognitive Domain
CO1	Understand the culture and modernism of education.	K1
CO2	Analyse the dimensions and approaches of education.	K1 & K2
CO3	Understand the concept of education in the emerging society.	K3
CO4	Analyse the implications of dynamics of teaching strategies.	K4&K5
CO5	Understand the culture and modernism of education.	K4

K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6– Creating

Course Designed By: Dr. M.Vakkil

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

ELECTIVE COURSE: GENDER STUDIES

Semester	II	Elective Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE06		Gender Studies	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Understand the concept of gender

2) Analyze the gender issues in the educational system

3) Realize how instructional strategy can lead to gender equality

4) Get acquainted with the concept of gender sensitization

5) Acquire knowledge about policies that bring equality

CONTENTS	
Unit - I	**Concept of Gender Studies**

Gender studies- Concept, need and scope- Gender types: Male, female and third gender- Gender disparity: Meaning and concept-Social construction of gender: discrimination, stereotyping, roles and needs - Gender disparities: in family, community and educational institutions- Gender equality and sustainable development.

Unit - II	**Gender and Education**

Dimensions of gender equality in education- Equality of access, learning process, educational outcomes and external results-Gender disparity index- Gender bias in: Out of school children, school education and higher education- Factors causing disparity in education: conditions of poverty, prevalence of traditional viewpoints, infrastructure, education and occupation of parents and management of household responsibilities.

Unit - III	**Teaching-learning strategy for Gender Equality**

Strategies for gender equality in teaching and learning- Role of educational institutions in providing equitable education- Curriculum and textbooks in promoting gender equality- Role of teachers in implementation of equal opportunity learning environment and academic activities- Evaluation of instructional strategies to improve gender equality.

Unit - IV	Gender Sensitization

Gender sensitization- Meaning, concept, scope and need-Relationship between gender sensitization and women empowerment-Impact of gender inequality among men and women -Challenges for third gender- Understanding sexual harassment as gender based violence-Encourage education of girl children- Gender sensitization programmes for behaviour modification and eliminating gender biases.

Unit – V	**Policies and Trends in Gender Equality**

Gender rules and policies - Strategies adopted for bringing about gender equality–Governmental campaigns- Government schemes and initiatives in promoting gender equality- International and national legislation to promote gender equality-Promoting gender equality and rights: Education, health, economic, political and social justice.

Internal Practical:

1. Evaluate a text book from the perspective of gender discrimination
2. Identify programmes and schemes meant for removing gender disparity

Textbook(s):

1	Bathla & Sonia (2018). *Women, democracy and the media: Cultural and political representations in the Indian press*. New Delhi: Sage.
2	Brush, Lisa D. (2017). *Gender and governance*. New Delhi: Rawat Publications.
3	Nath Pramanik Rathindra (2016). *Gender inequality and women's empowerment*. New Delhi: Abhijeet Publication,
4	Rege, Sharmila (Ed.) (2013). *Sociology of gender: The challenge of feminist sociological knowledge*. New Delhi: Sage.
5	Saxena, Shobha (2006). *Crime against women and protective laws*. New Delhi: Deep and Deep
6	Sheela, V. (2015). *Employment of women in the unorganized manufacturing sector*. Jaipur: University Book House Private limited.
7	Singh & Indu Prakash (2018). *Indian women: The power trapped*. New Delhi: Galaxy Publishers.

Reference(s):

1	Blumberg, Rae & Lesser (2008). *The invisible obstacle to education quality*: *Gender bias in textbooks.* New Delhi: Springer.
2	Braslavsky, C. (Ed.). (2016). *Textbooks and quality learning for all: Some lessons learned from international experiences*. UNESCO: International Bureau of Education.
3	Khanna, S. (2019). *Violence against women and human rights*. New Delhi: Swastik
4	Saxena, Alka (2018). *Women and Political Leadership*. New Delhi: Altar Publishing House.

Web References:	
1	https://www.researchgate.net/publication/280483336_Gender_Inequality
2	https://www.researchgate.net/publication/43610432_Development_and_Gender_Equality_Consequences_Causes_Challenges_and_Cures
3	https://www.researchgate.net/publication/334162862_Gender_Inequality_in_Education
4	https://www.researchgate.net/publication/226709274_Gender_and_Education

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Problems of gender disparity	K1, K2
CO2	Analyse the gender influence on education	K4
CO3	Evaluate the gender sensitization programme to promote equality	K5
CO4	Able to apply curriculum and instructional strategies to improve gender equality	K3, K6
CO5	Develop positive attitude towards solving problems of gender disparity	K3, K4

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

Course Designed By: Dr. R. Ramesh

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

SUPPORTIVE COURSE: VALUE EDUCATION

Semester	II	Supportive Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22EDUS01		Value Education	4	3	-	-	3

Course Objectives:

The course will enable the students to:

1) Make them know the concept of Values and their significance.

2) Acquaint them on the role of Values and personal development.

3) Sensitize them on the importance of family and social values in life.

4) Assess the ethical and professional values.

5) Make them understand the role of yoga and meditation in calculating values.

CONTENTS

Unit – I	Concept of value education

Definition, concept, meaning of Values- The aims of education and value education – Types of Values - Concept of Human Values –Need and Importance of value education.

Unit – II	Value Education and Personal Development

Aim and objectives of Value Education – Components of Value Education – Self-analysis and Introspection - Character formation, Leadership qualities, and Personality development.

Unit – III	Family Values and Social Values

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

Unit – IV	Ethics and Professional Values

Ethical Values – Professional Ethics – Mass Media ethics – Influence of Ethics on Family life – Interpersonal and intra-personal relationship- Teamwork- Positive and creative thinking - Sincerity in profession –Punctuality and faith.

Unit – V	Therapeutic Measures

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

Internal Practical:	
1. Write a story that exhibits any value.	

Textbook(s):	
1	Bhandari, R.S. (2003). *Value Education.* New Delhi: Abhishek Publications.
2	Kruba, Charles and Arulselvi, V. (2012). *Value Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.
3	Venkataiah, N. (2007). *Moral Education.* Delhi: APH Publishing Corporation.
4	Venkataiah, N., and Sandhya, N. (2004). *Research in Value Education.* New Delhi: APH Publishing Corporation

Reference(s):	
1	Aruna goel, S.C., and Goel. (2005). *Human Values and Education.* Delhi: Deep & Deep Publications Pvt. Ltd.
2	Dhananjay, Joshi. (2006). *Value Education in Global Perspectives.* Delhi: Lotus Press.
3	Ismal, Thamarasseri. (2013). *Value Education.* New Delhi: APH Publishing Corporation.
4	Khajapeer, K. (2013). *Value Education.* New Delhi: APH Publishing Corporation.

Web References:	
1	https://www.yourarticlelibrary.com/essay/value-education-definition-and-the-concept-of-value-education-with-example/
2	https://shodhganga.inflibnet.ac.in/bitstream/10603/5067/11/11_chapter%201.pdf
3	https://www.researchgate.net/publication/257197506_Students'_Families_and_Family_Values
4	https://soaneemrana.org/onewebmedia/Professional%20Ethics%20and%20Human%20Values%20by%20R.S%20NAAGARAZAN.pdf
5	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3193654/

Course Outcomes:		Cognitive
After studying these chapters, students will be able to,		**Domain**
CO1	Explain the Understand the meaning of values.	**K1 & K2**
CO2	Describe the personality development.	**K3 & K4**
CO3	Acquaint them with family values and social values.	**K2&K4**
CO4	Explain the ethics and professional values.	**K4**
CO5	Acquaint the students to develop their Power of thoughts and words.	**K6**
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating		
Course Designed By: Dr. M.Vakkil		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

CORE COURSE: ADVANCED EDUCATIONAL TECHNOLOGY

Semester	III	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDC08		Advanced Educational Technology	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Inculcate interest in applying the principles of the concept of teaching in educational technology

2) Acquire knowledge on fundamental aspects and types of educational technology.

3) Equip them with various innovations in the teaching-learning process.

4) Understand the models and techniques of communication technology.

5) Acquire knowledge on recent trends of networking in educational technology with Government initiatives.

CONTENTS	
Unit – I	**Concept of Technology**

Meaning and concept of Educational Technology –Hardware and software - Importance and uses - Edger Dale cone of experience - Multi-sensory instruction - Teaching methods, strategies and techniques - Time management in teaching - Role of Technology in Teaching-learning Process.

Unit - II	**Educational Technology**

Technology of Education - Technology in Education - Development of programmed instruction materials - Linear and branching - The role of technology in modern educational practices.

Unit - III	**Innovations in teaching and learning**

Meaning and concept of System approach, Personalized instructional system, Types of teaching models – Information Processing Models, Social Interaction Models, Personal Models, Behaviour Modification Models –Recent trends in Technology.

Unit – IV	Technology Enabled Learning

Meaning and concept of Networking - Multimedia and required software - Initiatives of National Mission on Education through Information and Communication Technology (NMEICT) - Use of social media networks in education- Recent Trends of Research in Educational Technology

Unit - V	Recent Trends in Technology

Meaning and concept of Communication Technology - Models of communication - Communication skills – The role of television and computers in education – SITE, CWC, ETV network –Role of CEC- Video conferencing, Gamification, Flipped learning, Blended learning, Virtual reality, Augmented reality, User-generated e-contents, Social media, and Digital textbooks.

Internal Practical:

1.Prepare a digital teaching aid.

2.Prepare a PowerPoint presentation about the use of social media

Textbook(s):

1.	Chodavarapu Jalaja Kumara, Digumarti (2004). *Methods of Teaching Educational Technology*, New Delhi: Discovery publishing house.
2.	Dash. B.C (2011). *A Textbook of Educational Technology*, New Delhi: Wisdom Press.
3.	Singh, C.P. (2006). *Introduction to Educational Technology*, New Delhi: Lotus Press.
4.	Mehra, V. (2010). *A Text Book of Educational Technology*, New Delhi, Sanjay Prakash

Reference(s):

1.	Bukhari. A.Z. (2006). *Mass media and methods of Education*, New Delhi: Anmol Publishing Private Limited.
2.	Janardan Prasad, Vijay Kumari Kaushik, (2004). *Advanced Educational Technology*, New Delhi: Kanishka Publishers and Distributors.
3.	Jean Folkerts, Stephen Lacy. (2005). *The media in your Life, An introduction to mass communication*, New Delhi: Saurabh Printers Private Limited.
4.	Maier, P. and Warren. A. (2000). Integrating Technology in Learning and Teaching. London: Kogan Page.

5.	Mujibul Hasan Siddiqui. (2004). *Technology in teacher education*, New Delhi: APH Publishing House.
6.	Naseema, C. and Alam, M.A. (2004). *From Blackboard to the Web. Integrating Technology and Education*, New Delhi: Kanishka Publishers, Distributors.
7.	Nehru. (2014). *Blended Learning*, New Delhi: APH Publishing Corporation.
8.	Nino Bochorishvili. (2020). *Blended Learning an Educational Challenge*, Lap Lambert: Academic Publishing.

Web References:

1.	https://edmonger.com/2021/07/31/types-of-educational-technology/
2.	https://onlinedegrees.sandiego.edu/what-is-educational-technology-definition-examples-impact/
3.	https://physicscatalyst.com/graduation/glasers-basic-teaching-model/
4.	https://www.baschools.org/pages/uploaded_files/chap09.pdf
5.	https://www.educationworld.in/innovations-in-teaching/
6.	https://www.iberdrola.com/innovation/virtual-reality
7.	https://www.javatpoint.com/types-of-computer-network
8.	https://www.languagehumanities.org/what-are-the-different-types-of-teaching-models.htm
9.	https://www.quizalize.com/blog/2018/02/23/teaching-strategies/
10.	https://www.techtarget.com/searchnetworking/definition/networking

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	Describe the principles of the concept of teaching in educational technology.	**K3**
CO2	Explain the fundamental aspects of educational technology.	**K2**
CO3	Discuss the various innovations in the teaching-learning process.	**K4**
CO4	Explain the models and techniques of communication technology.	**K2**
CO5	Describe the recent trends of Government initiatives of networking in educational technology.	**K1**
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating		

Course Designed By: Dr. K. Nachimuthu

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

CORE COURSE: ASSESSMENT IN EDUCATION

Semester	III	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDC09		Assessment in Education	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Comprehend the basic concepts involved in educational assessment.

2) Know about the principles of revised Bloom's taxonomy of educational objectives while constructing an achievement test.

3) Aware of different tools and techniques of assessment used to assess the students' learning outcomes at elementary and secondary school level.

4) Learn about various classroom assessment techniques in higher education and develop competencies in Outcome Based Evaluation.

5) Aware of the role and functions of various assessment and accreditation agencies in ensuring quality education in higher education institutions.

CONTENTS

Unit – I	Basic Concepts in Educational Assessment

Meaning and concept of assessment – Basic characteristics of assessment – Difference among measurement, assessment, evaluation and test - Different views of assessment: Assessment of learning, assessment for learning, and assessment as learning – Principles of assessment - Bloom's taxonomy of educational objectives – Revised Bloom's taxonomy of educational objectives (2001).

Unit – II	Construction and Standardisation of a Test

Key terms in test construction: Test, item, subject etc. - Steps for the construction of standardised test: Planning of the test, defining the construct, writing the items, first administration or pre-tryout, second administration or tryout (for Item analysis), third administration for establishing the validity, developing the norms for the final test, if required, and preparing the manual.

Unit – III	Assessment in School Education

Assessment tools and techniques: Anecdotal records, checklist, observation, oral examination, peer-assessment, project work, student portfolio, and written examination - E-assessment: Methods, merits, and demerits - Continuous and comprehensive evaluation – Recent trends: DIKSHA, ePathshala, and Swayam Prabha - Learning outcomes at elementary and secondary stage identified by the NCERT - Assessment reports on students' learning outcomes: National Achievement Survey (NAS) by NCERT, State Achievement Survey (SAS) by the SCERT, Annual Status of Education Report (ASER), and Programme for International Student Assessment Report (PISA).

Unit – IV	Assessment in Higher Education

Importance of classroom assessment techniques in assessing students' learning outcomes – Types of classroom assessment techniques: The muddiest point, one-minute paper, memory matrix, one sentence summary, and empty outlines – Tools of assessment: Anecdotal records, case study, class test, project work, seminar presentation, and student portfolio – Recent trends: Choice Based Credit System (CBCS), Learning Outcome Based Curriculum Framework (LOCF) – Outcome Based Evaluation, SWAYAM, UGC MOOCs, e-PG Pathshala, and Swayam Prabha.

Unit – V	Quality Assessment and Ranking of Higher Education Institutions

Role and Functions of National Assessment and Accreditation Council (NAAC) in the assessment and accreditation of higher education institutions: Units of assessment, process, criteria and weightages, and grading – National Institutional Ranking Framework (NIRF) and its parameters – Atal Ranking of Institutions on Innovation Achievements (ARIIA) and its parameters – Other assessment and accreditation agencies in India: National Board of Accreditation (NBA), Quality Council of India etc. – World ranking of higher educational institutions: QS World University Rankings, Times Higher Education World University Rankings, and Academic Rankings of World Universities by Shanghai Jiao Tong University, China.

Internal Practical:	
1	Write a report on elementary level students' learning outcomes in languages and mathematics by analysing the recent ASER report.
2	Design a syllabus for any one course of the B.Ed programme following the guidelines of Learning Outcome Based Curriculum Framework (LOCF).

	Textbook(s):
1	Aggarwal, J.C. (2005). *Essentials of examination system.* New Delhi: Vikas Publishing House.
2	Angelo, T. A. & Cross, K. P. (1993). Classroom assessment techniques: a handbook for college teachers (2nd ed.). San Francisco: Jossey-Bass Publishers.
3	Berry, R. (2008). *Assessment for learning*. Hong Kong: Hong Kong University Press.
4	Harlen, W. (2007). *Assessment of learning.* London: SAGE Publications.

	Reference(s):
1	Conrad, H. S. (1948). Characteristics and uses of item-analysis data. *Psychol. Monogr. 62*, No. 295.
2	Drummond, M.J. (1993). *Assessing children's learning*. London: David Fulton.
3	Frey. B (2014). *Modern classroom assessment*. California: Sage Publication.
4	Gronlund, N. E. (1977). *Constructing achievement tests* (2nd ed.). N J: Prentice Hall.
5	Haladyna, T. M. (2004). *Developing and validating multiple-choice test items*. Mahwah, NJ: Erlbaum.
6	Kaplan, R. M. & Saccuzzo, D. P. (2009). *Psychological testing and assessment*. New Delhi: Cengage Learning India Pvt. Ltd.
7	Miller, M. D., Linn, R. L., & Gronlund, N. E. (2005). *Measurement and assessment in teaching* (10th ed.). New Jersey: Pearson Education Inc.
8	NCERT (2010). *Handbook of continuous and comprehensive evaluation.* New Delhi: NCERT.
9	Phye, G. D. (1997). Handbook of classroom assessment learning achievement and adjustment. California: Academic Press
10	Price, L. R. (2017). *Psychometric method: Theory into practice*. New York: The Guilford Press.
11	Shah, Beena (Ed.). (1988). *Revamping the examination system.* New Delhi: Northern Book Cent.
12	Singh, A. K. (2006). *Tests, measurement and research methods in behavioural sciences* (5th ed.). Patna: Bharti Bhavan.

	Web References:
1	https://egyankosh.ac.in/bitstream/123456789/7660/1/Unit-23.pdf
2	https://www.cmu.edu/teaching/assessment/assesslearning/index.html

3	https://egyankosh.ac.in/bitstream/123456789/8514/1/Unit-10.pdf
4	https://egyankosh.ac.in/bitstream/123456789/46937/1/Unit-1.pdf
5	https://egyankosh.ac.in/bitstream/123456789/41765/1/Unit-1.pdf
6	https://egyankosh.ac.in/youtubevideo.jsp?src=scwHDVlHfvg&feature&title=Bloom%27s%20taxonomy%20and%20digital%20learning
7	https://tlc.iitm.ac.in/PDF/Blooms%20Tax.pdf
8	https://www.utica.edu/academic/Assessment/new/Bloom%20tx%20revised%20combined.pdf
9	https://www.depauw.edu/files/resources/krathwohl.pdf
10	https://egyankosh.ac.in/bitstream/123456789/7310/1/Unit-13.pdf
11	https://www.egyankosh.ac.in/bitstream/123456789/7308/1/Unit-12.pdf
12	https://ncert.nic.in/learning-outcome.php
13	https://ncert.nic.in/eresources.php
14	https://ncert.nic.in/NAS.php
15	http://naac.gov.in/index.php/en/assessment-accreditation#accreditation
16	https://www.nirfindia.org/Parameter
17	https://www.nirfindia.org/2022/Ranking.html
18	https://www.ariia.gov.in/#Parameters
19	https://www.nbaind.org/Home
20	https://www.qs.com/portfolio-items/qs-world-university-rankings-2023-result-tables-excel/
21	https://www.timeshighereducation.com/w%C3%B6rld-univ%C3%A9rsity-r%C3%A0nkings/2022

Course Outcomes:		Cognitive
On the successful completion of the course, the students can able to:		Domain
CO1	Understand the key concepts involved in educational measurement and evaluation.	K2
CO2	Apply the principles of revised Bloom's Taxonomy of Educational Objectives when constructing an achievement test.	K3
CO3	Aware of different tools and techniques of assessment used to assess the students' learning outcomes at elementary and secondary school level.	K1
CO4	Use appropriate classroom assessment technique in assessing the students' learning	K3

	outcomes in higher education in line with the principles of Outcome Based Evaluation.		
CO5	Aware about the role and functions of various assessment and accreditation agencies in ensuring quality education in higher education institutions and understand the procedure of ranking of higher education institutions.		**K1**

K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating

Course Designed By: Dr. R. Vinodh Kumar

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

CORE COURSE: STATISTICS IN EDUCATIONAL RESEARCH

Semester	III	**Core Course**	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	22MEDC10		Statistics in Educational Research	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Understand the importance of Statistics in Education.
2) Employ various types of descriptive statistical techniques such as Mean, Median, and Standard Deviation etc. and interprets the results.
3) Compute various types of inferential statistical techniques such as t-test, ANOVA etc. and interpret the results.
4) Measure the area under the normal curve and to understand the significance and characteristics of normal distribution.
5) Write a research report for a journal or dissertation etc.

CONTENTS

Unit – I	Concept of Statistics

Meaning, concept, need, importance and characteristics of statistics - statistics as a tool in educational research - usages of Excel and SPSS - Data: Types of data – nominal – ordinal – interval – ratio - data processing - organizing data - problems in processing - graphical representation of data - frequency distribution.

Unit – II	Descriptive Analysis

Meaning, significance and characteristics of normal distribution - normal probability curve and its uses - computing percentage and percentile ranks - Standard errors of measurement - measuring divergence from normality   Measurement of central tendency - Mean, Median and Mode; Measures of variation / dispersion - skewness and kurtosis – normal probability curve and its applications.

Unit - III	Inferential Analysis

Parametric and non-parametric test - use of parametric and non-parametric test in education - Z-test, t-test - F-test; Correlation: Meaning, types - method of calculation - Product moment correlation coefficient and its properties - Spearman's Rank correlation - Relation between regression coefficients and correlation coefficient; Regression: Meaning, types - method of calculation.

Unit – IV	Testing of Hypotheses

Tests of hypothesis - Normal probability curve - One-tailed and two-tailed tests - Level of significance- Type I and Type II errors.

Unit – V	Report Writing

Research proposal, synopsis, outline of research work or project - research summary - research abstracts - general format of research report: preliminaries, main body of report, and references/bibliography - mechanics of report writing, evaluation of research report - preparation of research report and dissemination of findings.

Internal Practical:
1. Collect online data (Minimum of 50 samples) for a research tool related to society, analyse and interpret the data.
2. Write a review on any five of the related literature pertaining to the research variables of your research area**.**

Textbook(s):

1	Best, John.W. (2010). *Research in Education (10th ed.)*. New Delhi: Prentice Hall of India Publication Pvt Ltd.
2	Burke Johnson & Larry Christensen. (2012). *Education Research, Quantitative, Qualitative & Mixed Approaches (5th ed.)*. New Delhi: Sage Publications.
3	Creswell, J. W. (2011). *Educational Research (4th ed.)*. New Delhi: PHI Learning Private Limited.
4	Dash, B. N. Dash, N. (2014). *Educational Measurement Statistics & Guidance*. New Delhi: Dominant Publishers & Distributors Pvt. Ltd.
5	Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics*. London: SAGE Publications.
6	Gaur, A. S., & Gaur, S. S. (2009). *Statistical Methods for Practice and Research*. New Delhi: SAGE Publications.
7	Levin, J. & Fox, J. A. (2000). *Elementary Statistics in Social Research (8th ed.)*. USA: Addison-Wesley Educational Publishers Inc.
8	Madan, P., Paliwal, V., & Bhardwaj, R. (2010). *Research Methodology*. New Delhi: Global Vision Publishing House.
9	Muijs, D. (2004). *Doing Quantitative Research in Education*. New Delhi: Sage Publications.
10	Sharma, Y. K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers, Distributors.

Reference(s):	
1	Burke Johnson & Larry Christensen. (2008). *Education Research, Quantitative, Qualitative & Mixed Approaches (3rd ed.).* New Delhi: Sage Publications.
2	Bhargava, M. & Mathur, M. (2004). *Psychometrics & Statistical applications in Educational & Behavioral Sciences.* New Delhi: Sunrise Publications.
3	Dhir. R.C. & Sahoo., D. D. (2008). *Methodology of Educational Research Statistics and Pedagogical Skill Testing*. New Delhi: Kalyani Publishers.
4	Freunds, J. E. (2008). *Mathematical Statistics with Applications* (Seventh Edition). New Delhi: Prentice- Hall of India Private limited.
5	Garrett. H. E. (2013). *Statistics in Psychology and Education*. New Delhi: SurjeetPublications.
6	Healey, J. F. (2010). *The Essentials of Statistics. A tool for Social Research*. Second Edition. Singapore: Wadsworth Cengage learning.
7	Howell. D. C. (2010). *Statistical Methods for Psychology (7th ed.).* Singapore: Wadsworth Cengage learning.
8	Kothari. C.R. (2011). *Research Methodology, Methods and Techniques.* New Delhi: New Age International (P) Limited Publishers.
9	Panneerselvam (2007). *Research Methodology,* New Delhi: Prentice- Hall of India Private limited.
10	Sharma. R.N. (2012). *Statistical Techniques in Educational Research*. New Delhi: Surjeet Publications.

Web References:	
1	https://www.aiou.edu.pk/SoftBooks/8614.pdf
2	https://www.aiou.edu.pk/SoftBooks/8614.pdf
3	https://onlinestatbook.com/Online_Statistics_Education.pdf
4	https://mfs.mkcl.org/images/ebook/Fundamental%20of%20Research%20Methodology%20and%20Statistics%20by%20Yogesh%20Kumar%20Singh.pdf
5	https://www.pdfdrive.com/statistics-in-psychology-and-education-e-granth-e17453247.html https://www.pdfdrive.com/improving-measurement-of-productivity-in-higher-education-e163612870.html
6	https://rowman.com/WebDocs/5th%20edition%20Study%20Guide.pdf
7	https://www.pdfdrive.com/handbook-on-measurement-assessment-and-evaluation-in-higher-education-e183836857.html
8	https://www.investopedia.com/terms/n/normaldistribution.asp
9	https://www.researchgate.net/publication/342247154_Fundamentals_of_Statistics_in_Education

10	https://studerende.au.dk/en/studies/subject-portals/agroecology-food-and-environment/bachelors-project-masters-thesis-and-other-projects/masters-thesis/thesis-projects-at-agricultural-and-food-science/guidelines-for-writing-your-thesis-report

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Understands the concept of Statistics in Education.	K1, K4
CO2	Compute the measures of central tendency and measures of dispersion.	K3, K4
CO3	Aware to calculate the inferential statistical techniques such as t-test, ANOVA etc. and interpret the data after analysis.	K3, K4, K5
CO4	Answer the hypothesis both quantitatively and qualitatively.	K1, K2, K3
CO5	Develop competencies in research reporting.	K2, K3, K5,K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create		

| Course Designed By: Dr.G.Hema | | |

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

ELECTIVE COURSE: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Semester	III	Elective Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	22MEDE07		Educational Administration and Management	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1. Know the unique features of educational management.
2. Understand the various educational management theories and techniques.
3. Understand favourable attitude towards effective leadership style in educational administration.
4. Know the features of Organisational Behaviour and functions of government at various levels of Education.
5. Acquire knowledge of the educational administration system and its trends.

CONTENTS

Unit - I	Educational Management

Educational Management: Meaning, Definition, Concept, Scope, Nature, Needs and Functions of Educational Administration and Management – Features of Educational Management – Universality of Administration and Management –Constituents of Educational Management: Educational Planning, Educational Organization, Controlling, Administration and Supervision.

Unit - II	Theories and Techniques of Educational Management

Modern Management Techniques – OBM, SWOT, CPM, POSDCORB and PERT – Techniques of decision Making –Theories of Management: Scientific management theory, Human relations theory and

X, Y, Z theory –Management as a process, as a Bureaucracy, as a Monocratic and as Pluralistic – Role of National Assessment and Accreditation Council (NAAC) in Quality Assessment.

Unit – III	Leadership in Educational Administration

Leadership: Meaning, Nature, Scope and Need – Importance of Leadership Qualities – Types of Leadership – Types of Leadership – School improvement and reforms, Capacity building – Administration and Law.

Unit–IV	Organisational Behaviour

ABC Model – Emerging Trends in Organisational Behaviour – Educational Administration in the State – Functions of Government at Various Levels of Education – Personnel, Academic and Financial Management in Education – Educational Commission in India –Characteristics of Good Educational Management: Elementary, Secondary, Higher Education, Time Management.

Unit – V	Teacher and Administration

Responsibility of Teachers – Educational Qualities – Job Satisfaction – Job Involvement – Teachers Moral – Professional Ethics – Attitudes – Qualities of Good Teacher in Administration – Professional Needs and Values of School Teacher – Current Trends in Educational Administration – Educational Administration in India: Primary, Secondary, Higher Education - NIEPA and Its Role in Educational Administration – Healthy Classroom Management – Classroom Ambience.

Internal Practical:

 1. Write a report on the School or College administration structure.

 2. Prepare an annual budget for an educational institution.

Textbook(s):

1	Agarwal, A.K., (2005), Development of Educational System in India. New Delhi: Anmol Publications Pvt Ltd.
2	Agarwal, A.K., (2005), Development of Educational System in India. New Delhi: Anmol Publications Pvt Ltd.
3	Dhir, R.N. (2002). Higher Education in New Millennium. Chandigarh: Abhishek Publications
4	Gary Dessler (2004). Human Resource Management. New Delhi: Pearson Education Pvt. Ltd
5	Khan (2005). Educational Administration, Chennai: Allied Publishers Private Ltd.
6	Mishra, R.C. (2005), Management of Educational Research, New Delhi; APH Publishing Corporation.
7	Saxsena, D. Lall. R (2018). Educational Administration and Management (1st Ed.).

Reference(s):

1	Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India, New Delhi, NUEPA.
2	Ramanna. R.K (2006). Theory of Educational Administration, ABD Publishers. New Delhi: Rajat Publications.
3	Sema Yadav (2005), School Management and Pedagogic of Education. New Delhi: Anmol Publications Pvt Ltd.
4	Sharma (2005). Educational Administration, Chennai: Allied Publishers Private Ltd.
5	Sindhu, T.S. (2012), Educational Administration and Management, New Delhi: Pearson Pub.
6	Balu, V. (2000). Management Principles, Chennai: Sri Venkateswar Publications.
7	Belvel, Patricia Sequeira (2010). Rethinking classroom Management (2nd Ed), California: Corwin.
8	Morphet et al, (1974), Educational Organization and Administration New Jersey: Prentice Hall.

Web References:

1	http://www.oswego.edu/edadmin
2	https://www.yourarticlelibrary.com/educational-management/educational-management-meaning-definition-and-types/63721
3	https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf
4	https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-802C-Administration%20and%20Management%20of%20Education.pdf
5	https://www.slideshare.net/geminorumgem/concept-of-educational-management
6	https://osf.io/nkdpw/download

	Course Outcomes: On the successful completion of the course, the students can able to:	Cognitive Domain
CO1	Know the unique features of educational management.	**K2**
CO2	Understand the various educational management theories and techniques	**K2**
CO3	Understand favourable attitude towards effective leadership style in Educational Management.	**K3**
CO4	Know the features of Organisational Behaviour and functions of government at various level of Education.	**K3**
CO5	Acquire the knowledge of educational administration and its trends.	**K6**
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating		
Course Designed By: Dr.K.Dhanalakshmi		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

ELECTIVE COURSE: EDUPRENEURSHIP

Semester	III	Elective Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE08		Edupreneurship	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Familiarize the fundamentals of edupreneurship and its different types.

2) Explore the significance of integration of edupreneurship in school subjects

3) Understand the various training methods in Education

4) Gain a deeper knowledge of employment opportunities

5) Develop the ability to describe, and apply the educational opportunities in Government sectors.

CONTENTS

Unit – I	**Concept of Edupreneurship**

Meaning and concept of edupreneurship - Scope and significance - Qualities of Successful edupreneur - Personality traits of employer - Commercial, family, corporate, social and philanthropic edupreneurs-Challenges and success of edupreneurship.

Unit – II	**Integration of Edupreneurship**

Integration of edupreneurship in school subjects - Curriculum related to the Industry-based- Need of Entrepreneurship in school and higher education -Social Media presence to promote Edupreneurship works.

Unit – III	**Intention of Edupreneurship**

Start-up a School / College. Need of necessary items: Plan, Funds, Land Property, Permissions, Affiliations, Form a Trust, Building designs and other accessories related to open a School / College – Shaping student's entrepreneurial intention.

Unit – IV	Employment Opportunities

Human Resource Management- Competitiveness in higher education - Start-up for competitive entrance exams– Creation of job opportunities in welfare services - Production of supplemental learning materials– Health Sector start-ups -Working Women safety and rehabilitation measures - Women empowerment through employment opportunities.

Unit – V	Government Sectors in Education

Idea generation of Edupreneurship, educational opportunities and accountability – Training methods and benefits through Government sectors - Concept of job involvements in voluntary organization.

Internal Practical:
1. Prepare a report on the guidelines to start a School or College.

2. Presentation of an innovative edupreneurship project and its impact of benefits.

Textbook(s):

1.	Jose Paul and N, Ajithkumar, (2000). *Entrepreneurship and Management*, Bombay: Himalaya Publishing House.
2.	Kondiah, C. (2002). *Entrepreneurship in the New Millennium-challenges and Prospects*, New Delhi: Tata McGraw Hill Publishing Company.
3.	RicharSwedberg. (2000). *Entrepreneurship: The Social Science View,* New Delhi: Oxford University Press.
4.	Vasant Desai, (2000). *Management of a Small Scale Industry,* New Delhi: Himalaya Publication House.
5.	Tharaney V., Upadhyaya D., (2014). *Burgeoning Field of Edupreneurship*: *A Literature Review*, Pacific Business Review.

Reference(s):

1.	Agrawal Reena (2013). A Case on Edupreneurship in India, *Journal of Business Studies Quarterly,*AICTE Publication, New Delhi:Journal of Business Studies Quarterly, 4(1), 30.
2.	Bessant, J.R. and Joseph Tidd. *Innovation and entrepreneurship*. Third edition. Chichester: Wiley, 2015. XVIII, 524.
3.	Kamalakannan. (2005). *The Role of Financial Institutions in Development of Women Entrepreneurs*. Kurukshetra: April Edition, 53(6).

4.	Samuel K.Ho. (2002). *Total Quality Management: An Integrated Approach*, New Delhi: Kogan Page India Pvt Ltd.
5.	Shilpa Vaidya. (2004). *Integrating Entrepreneurship Education into Formal System of Schooling*, Journal of Indian Education.
6.	Smith, Kim; Petersen. Julie Landry (2006). *What is Educational Entrepreneurship?,* USA: Cambridge, MA, Harvard Education Press

Web References:

1.	https://edtechreview.in/trends-insights/insights/5460-top-tips-for-your-journey-from-educator-to-
2.	https://educationkey.com/index.php/2019/04/02/education-entrepreneur/
3.	https://educatordynamics.com/content/what-is-an-edupreneur
4.	https://educlasses.co.in/what-is-edupreneurship-by-mohit-mundra-meraki-labs.html
5.	https://elearningindustry.com/edupreneurship-questions-reasons-perfect
6.	https://elearningindustry.com/entrepreneur-to-edupreneur-14-reasons-make-shift
7.	https://evolllution.com/opinions/edupreneurs-shape-future-higher-education-marketplace/
8.	https://sarahcordiner.com/what-is-edupreneurship/
9.	https://www.learningrevolution.net/what-is-an-edupreneur/
10.	https://www.speedlabs.in/blog/edupreneurship-why-and-how/

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	Understand the basic terminology concepts of edupreneurship and its different types.	K1, K2
CO2	Creativity to develop the significance of integration of edupreneurship in school subjects	K1, K2, K4, K6
CO3	Assess the various training methods in Education andutilize their job opportunities.	K1, K2, K3, K4, K5, K6
CO4	Apply the basic concepts for employment opportunities in their life.	K1, K2, K5
CO5	Determine the changes in the educational opportunities in Government sectors in day-to-day life.	K4, K5

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create

Course Designed By: Dr.K.Nachimuthu

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

ELECTIVE COURSE: GUIDANCE AND COUNSELING

Semester	III	Elective Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE08		Guidance and Counseling	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Understanding the basic principles of guidance.

2) Get acquainted knowledge on guidance services.

3) Understand the basic principles of counseling.

4) Develop practical knowledge of the various techniques used in guidance and counseling.

5) Understand the guidance and counseling of exceptional children.

CONTENTS	
Unit – I	**Nature of Guidance**

Meaning, definition, nature, need and importance of guidance- Aims and principles of guidance- Types of guidance- Educational, Vocational, Social and Personal-Group guidance: Meaning, Definition and Significance.

Unit – II	**Guidance Services**

Guidance for promoting self- Discipline in a school- Self – Management developing guidance services at primary level, secondary level and higher level- Importance of guidance in educational institution- Organization and administration of guidance service in schools.

Unit – III	**Counseling**

Counseling- Meaning, objectives, Need and Importance –Difference between guidance and counseling- Types of counseling: Directive, Non- directive, and Eclectic -Characteristics of good counseling-Theories of counseling- Individual and group counseling- Qualities of an effective counselor.

Unit – IV	**Guidance and Counseling tools**

Non-testing devices –Observation, Autobiographic, Case study, Interview and Cumulative records- Psychological tests- Intelligence tests, Aptitude tests, Attitude scales, Creative tests and Personality inventories.

Unit – V	Guidance and Counseling of Exceptional Students

Guidance and counseling of students with individual differences and under achievement – Social deviance: Juvenile delinquency, Violence, Bullying, Drug abuse, and Dropout - Guidance for gifted, creative, physically and intellectually challenged students.

Internal Practical:

1. Develop a non-testing device for counseling school students.
2. Write a review on a social deviance by students reported in media.

Textbook(s):

1	Agrawal, J.C. (2000). *Educational Vocational Guidance and Counselling*, New Delhi: Daba House.
2	Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). *Guidance and Counseling*, Vol. I: A, Theoretical Perspective, New Delhi: Vikas Publishing house Pvt. Ltd.
3	Gibson, R.L. & Mitchell, M.H. (2005). *Introduction to counselling and Guidance*.PHI Ltd., New Delhi
4	Meenakshisundaram, A. (2006). *Experimental psychology,* Kaavyamala publication , Dindukal
5	Safaya B.N. (2002). *Guidance and counselling*, Chandigarh: Abhishek publications

Reference Book(s):

1	Chauhan S.S. (2008). *Principles and Techniques of Guidance (2nded.)*, New Delhi; Vikas Publishing house Pvt. Ltd.
2	Crow.L.D.&Crow, A.(2008). *An Introduction to guidance New Delhi*: Surjeet publications.
3	Daniel Gartrell (1998). *A Guidance Approach for the Encouraging Classroom (2ndEd.)*, Delmar: Delmar Publishers.
4	Dash B.N (2005). *Guidance Services in Schools*, New Delhi: Dominant Publishers and Distributors.
5	Glickman, C & Wolfgang, C. (1981). *Solving Discipline Problems: Strategies for Classroom Teachers*. Boston: Allyn and Bacon.
6	Indira Madhukar (2005). *Guidance and counselling*, New Delhi; Authors Press India
7	Kochhar S.K. (2006).*Guidance and Counselling in Colleges and University*, New Delhi: Sterling Publishers Private Limited.
8	Robert L. Gibson and Marianne H. Mitchell (2014). *Introduction to Counselling and Guidance, (7th Ed.)*, New Delhi: PHI Learning Pvt. Ltd.
9	Tamara E. Davis (2005). *Exploring School Counselling Professional Practices andPerspectives*, New York: Hoonghton Mifflin Company.

Web References:	

1	https://www.academia.edu/24934640/lesson_no_1_unit_i_meaning_of_guidance_need_for_guidance_and_its_scope_in_india_aims_of_guidance
2	https://egyankosh.ac.in/bitstream/123456789/46270/1/Unit-6.pdf
3	https://www.yogiraj.co.in/meaning-concept-and-need-of-counselling
4	https://www.psychologydiscussion.net/guidance-2/guidance-and-counselling-tools-and-techniques-psychology/13551
5	https://www.researchgate.net/publication/234704690_Counseling_With_Exceptional_Children

Course Outcomes: After studying these chapters, students will be able to,		**Cognitive Domain**
CO1	Explain the basic principles of guidance.	**K1 & K2**
CO2	Describe the different guidance services.	**K2 & K3**
CO3	Acquaint them on the basic principles of counseling.	**K2 & K3**
CO4	Explain the various techniques used in guidance and counseling.	**K3&K5**
CO5	Acquaint the guidance and counseling of exceptional children.	**K4**
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating		
Course Designed By: Dr. M.Vakkil		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

VALUE ADDED COURSE: DESIGN AND DEVELOPMENT OF SELF-LEARNING RESOURCES

Semester	III	Value Added Course	Title of the Course	Credits	L	T	P	Hours/ Sem.
Course Code	22PGEDNVA02		Design and Development of Self-Learning Resources	—	-	-	-	30

Course Objectives:

The course will enable the students to:

1) Acquire basic knowledge of self-learning modules and the selection of contents with its objectives.

2) Plan the pre-requisite knowledge of self-learning modules.

3) Identifies the module and stages of self-learning modules production.

4) Understand the resources for the development of self-learning modules.

5) Know the evaluation types of self-learning modules.

CONTENTS	
Unit – I	**Concept of Self-learning resources**

Meaning and concept of Self-learning resources - Objectives, vocabulary items - Learning plan - Content selection -Objectives creation, preparation of texts and other files. Pre-requisites for Course writers.

Unit – II	**Planning of Self-learning resources**

Pre-requisite knowledge of Self-learning resources Planning, Relevancy of learning objectives – Planning the skills for concept mapping, preparing and writing modules - Access devices used in Open and Distance learning mode.

Unit – III	**Development of Self-learning resources**

Stages of Self learning module production – Structure of title and contents, Objectives, step-by-step instructions in body of the content, editing of the units and supplemental resources -time management.

Unit – IV	**Resources of Self-learning resources**

Self-learning resources - e-resources, subject books, textbooks, service manuals, fact sheets, safety bulletins, digital photographs, online videos, multimedia contents, e-contents - Social media resources.

Unit – V	**Evaluation of Self-learning resources**

Formative and summative evaluation methods of Self-learning resources - Identify the key terms, check

the visuals and synchronization of audiovisual and texts - check the content sequences - Solving assignments, digital literacy ideas, and restructure of the module.

Internal Practical:

1. Prepare any one self-learning resources

Textbooks:

1.	Chaudhary, S.V.S (2018). *Self-Learning Material*, New Delhi: IGNOU Publications.
2.	Murthy, C.R.K. (2017). *Learning from Self-learning Materials*, New Delhi: IGNOU Publications.

Reference Books:

1.	Craig Maile and Margi Stone Cooper (2017). *Developing Modules for self-paced learning*. USA: Carrer Tech Publications.
2.	Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction*. USA, Pearson Education Publications.
3.	Niradhar Ray. (2015). *The Perception of B.Ed. Students on Printed Self-Learning Material and Learning Style in ODL*, New Delhi: IGNOU Publications.
4.	IGNOU. (2000). *Design and Development of Self-Learning Print Materials*, Post-Graduate Diploma in Distance Education Programme (ES-312). New Delhi: IGNOU Publications.

Web References:

1.	https://arxiv.org/abs/1812.06071
2.	https://egyankosh.ac.in/bitstream/123456789/46227/1/Unit-5.pdf
3.	https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3889429
4.	https://www.ams.edu.sg/continuing-professional-development/self-learning-module
5.	https://egyankosh.ac.in/bitstream/123456789/46223/1/Unit-7.pdf

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	Explain the basic knowledge of self-learning modules and the selection of contents with its objectives.	**K2**

CO2	Describe the plan of the pre-requisite knowledge of self-learning modules.	**K3**
CO3	Explain the different stages of instructions to develop the self-learning Modules.	**K2**
CO4	Discuss the relevant resources for the development of self-learning modules.	**K4**
CO5	Describe the different types of evaluation of self-learning modules.	**K2**
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create		
Course Designed By: Dr. K. Nachimuthu		

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

FOURTH SEMESTER

CORE COURSE: TRENDS IN HIGHER EDUCATION

Semester	IV	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDC11		Trends in Higher Education	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Understand the structural and functional evolution of higher education in India

2) Develop awareness on various attributes of higher education pedagogy.

3) Understand the various aspects of curriculum at higher education level

4) Discuss the issues and challenges in higher education in India

5) Develop skill in doing research to supply both theoretical and practical inputs to solve the issues higher education.

CONTENTS

Unit - I	Indian Higher Education –Structure and Organization

Goals of higher education – Factors determining goals:- Policy, human resource, technology, employability - System of governance - Role of central and state governments - Regulating authorities- Accreditation of institutions for higher learning - Role of higher education in nation building - Qualitative expansion of higher education: Growth in terms of enrolment, institutions and finance - Qualitative reforms in higher education - Role of research in fostering innovations - RUSA and its functions.

Unit - II	Higher Education Pedagogy- Conceptual Treatment

Characteristics of learners at higher education- Study Skills - Methods of learning/ teaching in higher education:- Projects, case study, field visit, internship, conferences and seminars. - Integration of information and communication technology in instruction - Open and online higher education – MOOC courses- Utilizing social media in higher education learning - Teachers in higher education- qualification, teacher - student relationship, evaluation of teacher - Professional development of teachers - role of teacher organizations and higher education institutions.

Unit - III	Curriculum and Evaluation in Higher Education

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

Unit - IV	Issues and Challenges in Higher Education

Issues of access, equity and excellence - Resent trends in higher education – Role of MoE in higher education - Regulation and governance - Liberalisation, Privatisation and Globalisation - Technology and higher education - Indian higher education in the globalisation context - Issues and challenges.

Unit – V	Internationalisation of Higher Education

Internationalisation of higher education: Meaning, definition and nature of internationalisation of higher education -International collaborations in higher education and research - Internationalisation of Indian higher education - Issues and challenges - Knowledge management and research in higher education - Financing of higher education - Issues in higher education - Role of teacher education institutions in reshaping the higher education system – Off campus programme offered in higher education

Internal Practical :

1. Critically evaluate the process of receiving funds from RUSA.

2. Discuss the emerging trend of Off Campus programme proposed for higher education in India.

Textbook(s):

1	Staley, D. J. (2019). *Alternative Universities Speculative Design for Innovation in Higher Education.* Johns Hopkins University Press.
2	Varghese, N. V. & Sabharwal, N.S. et al. (2018). *India Higher Education Report 2016.* SAGE Publications.
3	Vashist.V. (2002). *Modern Methods of Training of Univesity and College Teachers.* New Delhi: Sarup& sons

Reference Book(s):

1	Ben, A. M. & Robert, M. K. (2017). *Managing for Quality in Higher Education A Systems Perspective (2nd ed.).* Bookboon the e book company.
2	Gupta.O.P.(1993). *Higher Education in India Since independence* : UGC and its Approach. New Delhi: Concept Pub.co.
3	Khurana, P.S.M. &Singhal,P.K. (Eds) (2010). *Higher Education: Quality & Management*. Delhi :Gyan
4	Manning,K. (2014*). Organizational Theory in Higher Education* .Nutech Print services
5	Panikkar,K.N. & Bhaskaran Nair . (2012)*Globalization and Higher Education in India.* Delhi:Pearson
6	Patil .V.T. (1984). *The saemster System: substance and problems*. New Delhi : Sterling
7	Patnaik.J. (2001). *Higher Education in Information Age*. New Delhi: Authers Press
8	Powar,K.B. (2002). *Indian Higher Education.* New Delhi : Concept Pub.co.
9	Sambell.K., McDowell.L, &Montegommy (2013). *Assessment for Learning in Higher Education*.NewYork: Routledge
10	Wright.J. (1982). *Learning to Learn in Higher Education*. Great Britan: Croom Helm Related

Web References :

1	https://etico.iiep.unesco.org/sites/default/files/ws8_study_current_and_future_18115.pdf
2	https://www.researchgate.net/publication/287356799_The_Changing_Trends_in_Higher_Education_in_India
3	https://www.asmibmr.edu.in/blog/emerging-trends-in-higher-education-in-india/
4	https://www.toppr.com/bytes/educational-organizations-in-india/
5	https://surejob.in/higher-education-in-india-issues-and-challenges.html
6	https://link.springer.com/chapter/10.1007/978-3-030-56316-5_1

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	Remember the concept of higher education.	**(K1)**
CO2	Understand different structure and organizations of higher education in India.	**(K2)**
CO3	Understand the choice based credit system and grade system	**(K2)**
CO4	Analyze the characteristics of learners at higher education and improve the learning competence	**(K4)**
CO5	Evaluate Indian higher education system with other countries higher education system.	**(K5)**
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 - Creating		

Course Designed By: Dr. C.Kathiresan	

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

CORE COURSE: PRINCIPLES AND PRACTICES IN INCLUSIVE EDUCATION

Semester	IV	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDC12		Principles and Practices in Inclusive Education	4	5	-	-	5

Course Objectives:

The course will enable the student to:

1. Know the concept of inclusive education
2. Understand the children with the diverse needs and utilization of resources
3. Acquire the knowledge of curriculum adaptations
4. Equip the assistive technology for inclusive education
5. Orient them on teacher preparation for inclusive education

<div align="center">

CONTENTS

</div>

Unit-I	**Concept of Inclusive Education**

Definition, Meaning, and concept of Special education– General education– Integrated education- Inclusive education– Need and Importance– Inclusive classroom– National initiatives for Inclusive Education -Barriers of Inclusive education–Challenges of Inclusive education-Process of Inclusive education – Benefits of Inclusive education – Inclusive Education Principles and practices in India – Recent Trends in Inclusive Education.

Unit-II	**Children with Diverse needs and Utilization of Resources**

Diversities and Individual Differences -Sensory Impairment (Hearing, Visual and Physically Challenged)Intellectual Impairment (Gifted, Creativity, Talented and children with intellectual disabilities), Developmental Impairment (Autism, cerebral palsy, learning disabilities),Social and

Emotional problems, Scholastic backwardness, Underachievement, children with special health problems – Environmental/ecological difficulties –rural, tribal, girls and other marginal groups– Socially disadvantaged students – SC,ST, and other minority groups –Creating a conducive environment in inclusive schools: material resources and human resources – Role of technology for meeting diverse needs of learners.

Unit-III	Curriculum Adaptations

Concept, meaning, and need for curriculum adaptations for children with diverse needs–Guidelines for adaptation for teaching and practicing 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-IV	Assistive Technology

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

Unit–V	Teacher Preparation for Inclusive Education

Teaching and learning process in an inclusive setting – Professional ethics of teachers and teacher educators- NCF 2005 and curriculum for teacher preparation and transaction modes - Evaluation and follow up programs for improvisation of teacher preparation programs - Building inclusive learning friendly classrooms - Planning and conducting research activities – Support services for inclusion .

Internal Practical:

1. Write the report based on the interview conducted with parents of child with special needs.
2. Visit any special school and prepare on its educational practices.

Textbooks:	
1.	Neena Dash. (2012). *Inclusive education for children with special needs*. New Delhi: Atlantic publishers and distributors (p) Ltd.
2	Sharma P.L (2003). *Planning Inclusive Education in Small Schools*. R.I E. Mysore
Reference Books :	
1	Ahuja. A &Jangira, N.K (2002).*Effective Teacher Training; Cooperative Learning Based Approach.* New Delhi: National Publishing house.
2	Douglas Fisher & Caren Sax (2003).*Inclusive high schools: Learning from contemporary classrooms*. USA: Paul H Brookes publishing Co.
3	Douglas Fisher & Craig H Kennedy (2001). *Inclusive middle schools*. USA: Paul H Brookes publishing Co.
4	Huw Thomas. (2007). *Inclusion.* UK: Taylor and Francis group.
5	Jha, M (2002). *Inclusive Education for All: Schools without Walls*, Chennai: Heinemann Educational publishers, Multivista Global Ltd.
6	Mithu Alur & Michael Bach (2005). *Inclusive education: From rhetoric to reality*. New Delhi: Viva books (p) Ltd.
7	Rosemary Sage (2007). *Inclusion in schools: Making a difference*. New York: Network continuum education.
8	Tim Loreman, Deppeler, J & David Harvey (2006).*Inclusive education*. UK: Routledge Falmer.
9	Tony Booth, Kari Nes &MaritStromstad (2003). *Developing inclusive teachereducation*. USA: Routledge Falmer.
Web References:	
1	https://targetb-ed.co.in/what-is-inclusive-education-characteristics-and-needs-of-inclusive-education/
2	https://en.m.wikipedia.org/wiki/Inclusion_(education)
3	.https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf

4	https://www.specialeducationnotes.co.in/paper11Unit3.htm
5	https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/Confluence.pdf
6	.https://www.allresearchjournal.com/archives/2019/vol5issue8/PartB/5-7-14-614.pdf

Course Outcomes: On the successful completion of the course, the students can able to:	**Cognitive Domain**
CO1 Outline the concepts of inclusive Education and its advantages.	**K1**
CO2 Describe their Diverse Needs of the students.	**K1**
CO3 Explain Curriculum Adaptations.	**K6**
CO4 Utilize the assistive technology for inclusive education.	**K2**
CO5 Analyze the Teacher Preparation for inclusive education.	**K4**
K1-Remembering;K2-Understanding;K3-Applying;K4-Analysing;K5-Evaluating;K6-Creating	
Course Designed By:Dr.K.Dhanalakshmi	

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S-Strong; M-Medium; L-Low

ELECTIVE COURSE: COMPARATIVE EDUCATION

Semester	IV	**Elective Course**	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE10		**Comparative Education**	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Appreciate comparative education as a distinct field of study.

2) Learn about the school and higher education structures of India and those of other developed and developing countries.

3) Gain knowledge of the teacher education system of India and that of other developed and developing countries.

4) Aware of current societal problems of India.

5) Learn about the role of various international organisations in the educational development of developing countries, with a focus on India.

CONTENTS	
Unit – I	**Principles of Comparative Education**

Meaning, definition, concept, objectives, 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-oriented approaches.

Unit – II	**Education in Developed and Developing Countries**

Comparative analysis of primary, secondary, and higher education in the developed countries: United States of America, the United Kingdom, and Finland - Comparative analysis of primary, secondary, and higher education in the developing countries - China, Brazil, and India.

Unit – III	**Teacher Education in Developed and Developing Countries**

Teacher education in developed countries: the United States of America, the United Kingdom, and Finland – Teacher education in developing countries - China, Brazil, and India.

Unit – IV	**Education for Resolving Current Societal Issues of Developing**

	Countries
Resolving current societal issues of developing countries through education: Casteism, child labour, child sexual abuse, drug abuse and addiction, gender-based discrimination, illiteracy, poverty, sexual harassment of women, terrorism, and unemployment.	
Unit – V	**International Organisations and Educational Development**
United Nations Organisation, UNESCO, UNICEF, and the World Bank: Functions and roles in the development of education in the developing countries, with a focus on India.	

Internal Practical:	
1	Compare the teacher education system of India with that of Finland.
2	Give your suggestions to prevent the issue of drug abuse and addiction among school students.

Textbook(s):	
1	Arnove, R. F. (2003). *Comparative Education: The Dialectic of the Global and the Local* (2nd ed.). Lanham, MD: Rowman & Littlefield.
2	Chakravarti, B. K. (2005). *A Textbook of Comparative Education*. New Delhi, India: Dominant Publishers and Distributors.
3	Chaube, S. P., & Chaube, A. (2009). *Comparative Education* (2nd ed.). New Delhi, India: Vikas Publishing House.

Reference Book(s):	
1	Dutta, S. V. (1993). *Comparative Education*. New Delhi, India: Discovery Publishing House.
2	Jaiswal, M. P. (2010). *Comparative Education*. New Delhi, India: Saurabh Publishing House.
3	Kubow, P. K., & Fossum, P. R. (2002). *Comparative Education: Exploring Issues in International Context*. Boston, MA: Pearson.
4	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.
5	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.
6	Sharma, S. R. (2008). *Comparative Education*. New Delhi, India: Omsons Publishers.
7	Shrivastava, S. K. (2005). *Comparative Education*. New Delhi, India: Anmol Publishers.

Web References:		
1	file:///C:/Users/ACER/Downloads/1620120537-3-approaches-in-comparative-education%20(1).pdf	
2	file:///C:/Users/ACER/Downloads/ComparativeEducationChapter1.pdf	
3	http://www.gcoekmr.org/pdf/MED15303CR_ComparativeEducation_Unit1.pdf	
4	http://www.igntu.ac.in/eContent/MA-EDUCATION-02Sem-Dr.%20Gyanendra%20Kumar%20Rout.pdf	
5	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219167/v01-2012ukes.pdf	
6	https://education.stateuniversity.com/pages/2118/International-Development-Agencies-Education-UNITED-NATIONS-INTERNATIONAL-AGENCIES.html	
7	https://leverageedu.com/blog/finland-education-system/	
8	https://link.springer.com/content/pdf/10.1007/978-3-030-78885-8.pdf	
9	https://www.intechopen.com/chapters/61592	
10	https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/human_rights-droits_homme/education.aspx?lang=eng	
11	https://www.newnordic.school/news/blog-finland-education-system	
12	https://www.outputeducation.com/education-developing-countries-problems-solutions/	
13	https://www.studyusa.com/en/a/58/understanding-the-american-education-system	
14	https://www.weforum.org/agenda/2018/09/10-reasons-why-finlands-education-system-is-the-best-in-the-world	

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	Recall the fundamental principles of comparative education.	**K1**
CO2	Summarise the salient features of school and higher education structures of India and other developed and developing countries.	**K2**
CO3	Identify the similarities and dissimilarities between the teacher education system of India and other developed and developing nations.	**K3**

CO4	Discover the ways and means to solve the current societal problems in India.	K4
CO5	Evaluate the role of various international organisations in the educational development of developing countries, with a focus on India.	**K5**

K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating

Course Designed By: Dr. R. Vinodh Kumar

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low

ELECTIVE COURSE: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Semester	IV	Elective Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	22MEDE11		Information and Communication Technology in Education	4	5	-	-	5

Course Objectives:
The course will enable the students to:
1) Acquire knowledge on fundamental aspects of educational technology
2) Understand the components of communication technology
3) Inculcate interest in applying the principles of Information and Communication Technology
4) Equip them in various instructional techniques using Information and Communication Technology
5) Acquire knowledge on recent trends in Information and Communication Technology

CONTENTS	
Unit – I	**Concept of Educational Technology**
Definition, concept, nature, meaning and forms of educational technology - Educational technology and its evolution - Teaching technology, instructional technology and behavior technology - role of teachers in the context of educational technology - professional development - 21st century skills.	
Unit – II	**Communication and Technology**
Definition, nature, concept and process of communication - principles of communication - modes of communication - communication as a science – kinds of communication: Verbal and non verbal – intra personal, inter personal – inter-cultural and group communications – barriers to effective communication - communication and language - new communication technologies and the emerging trends - global and Indian context - need and importance of mass communication.	
Unit – III	**Information and Communication Technology for Teaching and Learning**
Concept and role of ICT - Higher education - teacher education; e-learning - characteristics of e-learner -	

theories in e-learning context - constructivism and connectivism - psychological principles of ICT - ICT resources for teaching and learning – ICT in evaluation - digital content – developing digital instructional materials - communication tools - online collaboration tools - classroom technologies - interactive whiteboards - digital visualizers and projectors - screen sharing tools - mobile learning.

Unit – IV	E-Content Development

Instructional Design (ID) - concept of instructional design; Models: ADDIE model - Dick & Carey model - Garrison & Anderson model - Gagne's nine events of instruction; e-Content and multimedia: Meaning - concept - role of CEC and EMMRC'S in e-content development - content authoring tools - documentation & presentation tools; Graphics & animation - audio and podcasting - online video creation.

Unit – V	Recent Trends in ICT in Education

MOODLE - MOOCs (Massive Open Online Course) - virtual classroom - virtual reality - augmented reality - blended learning - flipped classroom - cloud computing - semantic web - social media networks in education - -Online resources - Web 2.0 and 3.0 tools - Open Educational Resources (OER) - digital evaluation tools - e-learning portals & Database - e- Pathshala - SWAYAM - N-list - Ethical practices in ICT enabled learning process - QR code - blockchain technology in education - copyright - plagiarism detection software - Creative Commons (CC).

Internal Practical:

1. Identify the technological sources embedded in the Government of Tamilnadu Text book with reference to any one of the subject.

2. List out your login ID of e-Pathshala, SWAYAM, NDL and submit the home page.

Textbook(s):

1.	Janardan Prasad., & Vijay Kumari Koushik. (2004). *Advanced Educational Technology*. New Delhi: Kanishka Publishers and Distributors.
2.	Jean Folkerts., & Stephen Lacy. (2005). *The Media in Your Life*. New Delhi: Pearson Education Pvt. ltd.
3.	John Villamil – Casanova., & Louis Molina. (2005). *Multimedia An Introduction.* New Delhi: Prentice Hall/Macmillan Computers Publishing Reprint.
4.	Kumar, K. L. (2005). *Educational Technology*, New Delhi: New Age International Publishers.
5.	Mishra, R. C. (2005). *Teaching of Information Technology*. New Delhi: A.P.H. Publishing Corporation.

6.	Ramesh C. Sharma., Sanjaya Mishra., & S. K. Palist. (2010). *Education in the Digital World.* New Delhi: Viva Books.
7.	Ramesh Chandra. (2005). *Impact of Media and Technology in Education*. Delhi: Kalpaz Publications.
8.	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.
9.	Stephen McGloughlin. (1998). *Multimedia on the Web*. New Delhi: Prentice Hall/Macmillan Computers Publishing Reprint.
10.	Vanaja, M. (2006). *Educational Technology,* Hyderabad: Neelkamal Publishers.

Reference(s):	
1	Abdul Mannan Bagulia. (2005). *Modern Education audio Visual Aids,* New Delhi: Anmol Publishing Co.
2	Agarwal, S. (2021). *Computer and ICT in Education*, Delhi: Bluerose Publishers private limited.
3	Anjali Khirwadkar & Pushpanadhan, K. (2005). *ICT in Education*, New Delhi: Sarup & Sons Pub.
4	Anthanassios Jimoyiannis. (2016). *Research on e-learning and ICT in Education,* New York: Springer.
5	Indrajit Sharma & Shiv Kumar Koli. (2014). *Information and Communication Technologies in Education,* Delhi: Arpan Publications
6	Jaganath Mohanty. (2003). *Modern Trends in Educational Technology,* Hyderabad: Neelkamal Publications Private Limited.
7	Kulkarni, S. S. (1989). *Introduction to Educational Technology*, New Delhi: Oxford & IBH Publishers.
8	Rajasekar, S. (1997). *Educational Computing and Computers in Education*, Hydrabad: Neelkamal Publishers.
9	Seemaa Sharma. (2005). *Advantages of Educational Technology*, New Delhi: Anmol Publishers Pvt. Ltd.
10	Venkataiah, N. (2004). *Educational Technology*, New Delhi: APH Publishing Corporation, Darya Ganj.

	Web References:
1	https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/information-and-communication-technology-ict-in-education
2	https://www.iehe.ac.in/PDF/FDP/E-ContentDevelopmentGuidelines.pdf
3	https://linchpinseo.com/trends-in-the-information-technology-industry/
4	https://www.pdfdrive.com/ict-innovations-2013-ict-innovations-and-education-e164958886.html
5	https://www.pdfdrive.com/curriculum-models-for-the-21st-century-using-learning-technologies-in-higher-education-e170500513.html
6	https://www.pdfdrive.com/educational-technology-society-educational-technology-e11660604.html
7	https://www.techtarget.com/whatis/definition/Web-20-or-Web-2
8	https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism
9	https://www.niser.ac.in/library/content/e-learning-portals
10	https://www.pdfdrive.com/educational-technology-a-primer-for-the-21st-century-e187846541.html

Course Outcomes: On the successful completion of the course, the students can able to:		**Cognitive Domain**
CO1	acquire knowledge on fundamental aspects of educational technology	K1,K2
CO2	develop interest in applying the principles of Information and Communication Technology	K2,K3,K5
CO3	understand the components of communication technology	K3,K4,K6
CO4	apply them in various instructional techniques using Information and Communication Technology	K4,K5
CO5	acquire knowledge on recent trends in Information and Communication Technology	K3,K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create		

Course Designed By: Dr.G.Hema

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L – Low

ELECTIVE COURSE: EDUCATION FOR DIFFERENTLY ABLED

Semester	IV	Elective Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	22MEDE12		Education For Differently Abled	4	5	-	-	5

Course Objectives:

The course will enable the students to:

1) Acquire knowledge on basic concept of special education

2) Categorize the differently abled

3) Know the educational provisions for differently abled

4) Understand the concept of curriculum and constitutional protection for differently abled

5) Equip knowledge on availability of assistive technology for differently abled

CONTENTS

Unit - I	Perspectives of Special Education

Historical development of special education in India and Abroad- Perspectives of education for the persons with disabilities: Philosophical, sociological and psychological-Principles related to education and special education- Role of Governmental and Non-Governmental agencies in development of special education.

Unit - II	Classification and Identification of Differently Abled

Impairment: visual, speech & hearing and neurological disability- Concept, nature, and characteristics of various disabilities- Physically challenged-Types-Identification of differently abled: Formal and informal-Tools and methods-Assessment of academic skills, reading, writing and mathematics-Maintenance of records and reports.

Unit - III	Educational Provisions for Differently abled

Formal, Informal and Non-formal Education - Functional literacy, continuous and lifelong education - Open and Distance Learning- Scholarship-Role of teachers in developing and enriching academic needs of differently abled-Agencies for educating differently abled-Educational Status of differently abled persons and researches in India.

Unit - IV	Curriculum and Constitutional Protection

Curriculum: Meaning, concept and scope- Curriculum construction for differently abled: Instructional objectives, curriculum and co-curricular activities for meeting diverse needs-Curricular skills related to

cognitive, affective and psychomotor domain-Teaching strategies-ICT utilization- Constitutional provisions and Acts for promotion of education among differently abled- Parents and community involvement.

Unit – V	Assistive Technology and Digital Resources

Historical overview of assistive technology- Importance- Types of assistive technology for specific learning needs: organization, reading, writing, mathematics, language- Selection and utilization of appropriate assistive technology for differently abled-challenges- Evaluation of needs- Specialsoftware and hardware for the differently abled -Research and development activities for differently abled people.

Internal Practical:

1. Write the institutional profile of a special school

2. Visit any one Non - Governmental Organization (NGO) offering vocational training for special children and prepare a report

Textbook(s):

1	Algozzire, B., & Yesseldyke, E. (2020). *Effective instruction of students with special needs: A practical guide for every teacher.* Thousand Oakes, CA: Corwin Press.
2	Bigge, J.L., &Stump, C. (2017). *Curriculum assessment and instruction for students with disabilities*. Belmont, C.A: Wadsworth.
3	Farrell, M. (2019). *Foundations of special education: An introduction*. Singapore: Wiley-Blackwell.
4	Hegarty S. (2012). *Education and Children with Special needs in India*. New Delhi: Sage Publications.
5	Hodapp, R. M. (2014). *Developmental and disabilities: Intellectual, sensory and motor impairment*. New York : Cambridge Uni. Press.
6	Kundu, C.L. (2015). *Status of disability in India - 2003*. New Delhi: Rehabilitation Council of India.
7	Kirk, S.A., Gallagher, J.J., & Anstasiow, N.J. (2015). *Educating Exceptional Children*. New York: Houghton Mifflin Company
8	Mangal, S.K. (2009). *Educating exceptional children-an introduction to special education*. New Delhi: PHI Learning Pvt. Ltd.

Reference Book(s):

1	Hetcher J M., Reid Lyon, Fuchs L S. & Barnes M. A, (2016). *Learning disabilities: From identification to intervention.* USA.: The Guilford Press.
2	Kats L. J., Goldstein G. & Beers S. R, (2011). *Learning disabilities in older adolescents & adults: Clinical utility of the neuropsychological Perspective*. USA: Springer Publications.
3	Lee , S. H.,, Harris Karen, R. & Graham Steve (2013). *Handbook of Learning Disabilities*.

| 4 | McCallum, S, (2013). *Handbook of Non Verbal Assessment.* USA: Springer Publications |
| 5 | Salvia, J., Ysselduke, J.E., & Bolt, S. (2017). *Assessment in Special & Inclusive Education*. Houghton Mifflin: USA. |

Web References:

| 1 | (PDF) Differently Abled Persons in India: Problems and Perspectives (researchgate.net) |
| 2 | https://docplayer.net/10636549-Assistive-technology-a-framework-for-consideration-and-assessment.html |

Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Discuss about special education and disabilities	**K2**
CO2	Able to identify the differently abled	**K1**
CO3	Apprise the curriculum transaction and its relevance to differently abled	**K3, K4**
CO4	Describe the constitutional protection for promoting education among differently abled	**K4, K5**
CO5	Analyze the suitability of technological devices for differently abled	**K4**

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create

Course Designed By: Dr. R. Ramesh

Mapping of Course Outcomes with Programme Outcomes:

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

Note: S - Strong; M - Medium; L - Low