



PERIYAR UNIVERSITY

SALEM – 638 011, TAMILNADU, INDIA

NAAC A++ Grade – State University – NIRF Rank 56, State Public University Rank 25

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

OBE REGULATION AND SYLLABUS

(With effect from the Academic Year 2025-2026 onwards)

**DEPARTMENT OF EDUCATION
PERIYAR UNIVERSITY, SALEM-11
TAMILNADU, INDIA**

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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;

- B.Ed.,
- B.A., B.Ed., / B.Sc., B.Ed.,
- 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/Immersion- 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) or Professional Ethics (Elective 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 –Historical, Economical and Political Perspectives of Education	11	Core 6 - Perspectives in Teacher Education
3	Core 3 -Philosophical and Sociological Perspectives of Education	12	Core 7 - Curriculum Design and 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 21 st 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	18	SWAYAM (Online Course) or Professional Ethics (Elective Course)
		19	Human Rights (Common Paper)
	Semester III		Semester IV
20	Core 8 –Advanced Educational Technology	29	Core 11 –Higher Education in India
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 – Health Education
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		

List of Courses (Core / Elective / Supportive / Value Added Courses / Human Right / SWAYAM /Practicum / Dissertation) with Course Code

List of Core Courses

S.No.	Sem	Core Courses	Syllabus prepared by	Course Code
1	I	Education as a Field of Study	Dr. R. Vinodh Kumar	25UPMED1C01
2	I	Historical, Economical and Political Perspectives of Education	Dr. C.Kathiresan	25UPMED1C02
3	I	Philosophical and Sociological Perspectives of Education	Prof. M. Vakkil	25UPMED1C03
4	I	Advanced Educational Psychology	Dr. G. Hema	25UPMED1C04
5	II	Methods of Educational Research	Dr. G. Hema	25UPMED1C05
6	II	Perspectives in Teacher Education	Prof. M. Vakkil	25UPMED1C06
7	II	Curriculum Design and Development	Dr. R. Vinodh Kumar	25UPMED1C07
8	III	Advanced Educational Technology	Dr. G. Hema	25UPMED1C08
9	III	Assessment in Education	Dr. R. Vinodh Kumar	25UPMED1C09
10	III	Statistics in Educational Research	Dr. G. Hema	25UPMED1C10
11	IV	Higher Education in India	Dr. C.Kathiresan	25UPMED1C11
12	IV	Principles and Practices in Inclusive Education	Prof. K.Dhanalakshmi	25UPMED1C12

List of Elective Courses

S.No	Sem	Elective Courses	Syllabus prepaid by	Course Code
1	I	Open and Distance Learning	Dr. R. Ramesh	25UPMED1E01
2	I	Open Educational Resources	Dr. R. Ramesh	25UPMED1E02
3	I	Early Childhood Care Education	Prof. K.Dhanalakshmi	25UPMED1E03
4	II	Elementary and Secondary Education	Dr. C.Kathiresan	25UPMED1E04
5	II	Education for 21 st Century Teacher	Prof. M. Vakkil	25UPMED1E05
6	II	Gender Studies	Dr. R. Ramesh	25UPMED1E06
7	II	Professional Ethics (Alternate Elective for SWAYAM)	Prof. M. Vakkil	25UPMED1E07
8	III	Educational Administration and Management	Prof. K.Dhanalakshmi	25UPMED1E08
9	III	Edupreneurship	Dr. C.Kathiresan	25UPMED1E09
10	III	Guidance and Counseling	Prof. M. Vakkil	25UPMED1E10
11	IV	Comparative Education	Dr. R. Vinodh Kumar	25UPMED1E11
12	IV	Information and Communication Technology in Education	Dr. G. Hema	25UPMED1E12
13	IV	Health Education	Dr. R. Ramesh	25UPMED1E13

List of Practicum Courses

S.No.	Sem	Practicum Courses and Dissertation	Course Code
1	I	Communication and Expository Writing	25UPMED1P01
2	II	Field attachments/Internships/Immersion/ School Education Internship-I	25UPMED1P02
3	III	Field attachments/Internships/Immersion/ Teacher Education Institution Internship-II	25UPMED1P03
4	III	Research Proposal and Tool Construction	25UPMED1P04
5	IV	Field Trip/Field Visit to Educational institutions and Places of Educational Importance	25UPMED1P05
6	IV	Dissertation and Viva-Voce	25UPMED1P06

List of Value Added Courses

S.No.	Sem	Value Added Courses (Non-Credit Courses)	Syllabus prepared by	Course Code
1	I	Education for Sustainable Development	Dr. R. Ramesh	25UPMED1V01
2	III	Design and Development of Self-learning Resources	Dr. R. Venkateswaran	25UPMED1V02

List of Supportive Courses

S.No.	Semester	Supportive Courses	Syllabus prepared by	Course Code
1	II	Value Education	Prof. M. Vakkil	25UPMED1S01

List of Compulsory Course

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

S.No.	Semester	Online Course	Course Code
1	II	SWAYAM (or) Professional Ethics (Elective)	25UPMED1E07

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	EA	Total
1.	Core 1 - Education as a Field of Study	25UPMED1C01	5	4	25	75	100
2.	Core 2 – Historical, Economical and Political Perspectives of Education	25UPMED1C02	5	4	25	75	100
3.	Core 3 - Philosophical and Sociological Perspectives of Education	25UPMED1C03	5	4	25	75	100
4.	Core 4 - Advanced Educational Psychology	25UPMED1C04	5	4	25	75	100

5.	Elective 1 - Open and Distance Learning Elective 2 - Open Educational Resources Elective 3 – Early Childhood Care Education	25UPMED1E01 25UPMED1E02 25UPMED1E03	5	4	25	75	100
6.	Practicum 1 - Communication and Expository writing	25UPMED1P01	5	2	50	-	50
7.	Value Added Course Education for Sustainable Development	25UPMED1V01	-	-	-	-	-
			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	25UPMED1C05	5	4	25	75	100
2.	Core 6 - Perspectives in Teacher Education	25UPMED1C06	5	4	25	75	100
3.	Core 7 - Curriculum Design and Development	25UPMED1C07	5	4	25	75	100
4.	Elective 4 - Elementary and Secondary Education Elective 5 - Education for 21 st Century Teacher Elective 6 - Gender Studies	25UPMED1E04 25UPMED1E05 25UPMED1E06	5	4	25	75	100
5.**	Supportive 1 - Value Education	25UPMED1S01	5	4	25	75	100
6.*	Practicum 2 - Field attachments/Internships/Immersion/ School or College Education Internship-I	25UPMED1P02	-	3	50	50	100
7.	Human Rights	06PHR01		2	25	75	100
8.	SWAYAM (Online Course) (or) Professional Ethics (Elective course)	25UPMED1E07		2	-	-	100
			Total	27			800

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

** Supportive course 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	25UPMED1C08	5	4	25	75	100
2.	Core 9 –Assessment in Education	25UPMED1C09	5	4	25	75	100
3.	Core 10 - Statistics in Educational Research	25UPMED1C10	5	4	25	75	100
4.	Elective 7 - Educational Administration and Management	25UPMED1E08	5	4	25	75	100
	Elective 8 – Edupreneurship	25UPMED1E09					
	Elective 9 - Guidance and Counseling	25UPMED1E10					
5.*	Practicum 3 – Field attachments/Internships/ Immersions/ Teacher Education Institution Internship-II	25UPMED1CP03	-	3	50	50	100
6.	Practicum 4 - Research Proposal and Tool Construction	25UPMED1P04	5	4	100	-	100
7.	Value Added Course 2 - Design and Development of Self-Learning Resources	25UPMED1V02	-	-	-	-	-
			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 - Higher Education in India	25UPMED1C11	5	4	25	75	100
2.	Core 12 - Principles and Practices in Inclusive Education	25UPMED1C12	5	4	25	75	100
3.	Elective 10 - Comparative Education	25UPMED1E11	5	4	25	75	100
	Elective 11 - Information and Communication Technology in Education	25UPMED1E12					
	Elective 12 - Health Education	25UPMED1E13					

4.*	Practicum 6 - Field Trip / Field Visit to Educational institutions and Places of Educational Importance	25UPMED1P06	-	2	50	-	50
5.	Practicum 7 -Dissertation & Viva-voce	25UPMED1P07	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	800
3.	Third Semester	23	600
4.	Fourth Semester	22	550
	Grand Total	94	2500

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.	91-100	5
2.	81-90	4
3.	76-80	3
4.	65-75	2
5.	51-64	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)	$20 \times 1 = 20$	K1,K2,K3,K4,K5, and K6
B	Short Answer Type (Maximum of 250 words- Answer any Three out of Five Questions)	$3 \times 5 = 15$	
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	25UPMED1C01		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) Understand the socio-cultural and political issues impacting education.								
3) Know the 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, and sociology.								
Unit – II			Socio-cultural and Political Contexts of Education					
Social purpose of education – Cultural purpose of education - Multiple schools contexts: rural/urban, tribal, schools affiliated to different boards -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 – Government agencies for various levels of education –NCERT, NCTE, and UGC - Participation of stakeholders in 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 of school education – Teacher education: Teacher recruitment and deployment – Continuous professional development of 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 - Life skills education.								
Internal Practical:								
Summarise the recent initiatives taken to enhance the quality of teacher education in India.								
Textbook(s):								
1	Aggarwal, J.C. (2006). <i>Theory and Principles of Education</i> . New Delhi: Vikas Publishing House Pvt. Ltd.							
2	Ayodhya, P & Dash, B.N. (2012). <i>Foundations of Education</i> . New Delhi: Neelkamal Publications Pvt. Ltd.							
3	Matheson, D. (2004). <i>An Introduction to the Study of Education</i> (2nd ed.). UK: David Fulton Publishers.							
Reference Book(s):								
1	Arulsamy, S & Subbhuraam, C.V. (2011). <i>Philosophical and Sociological Perspectives on Education</i> . New Delhi: Neelkamal Publications Pvt. Ltd.							
2	Banrs, J.A. (1996). <i>Cultural Diversity and Education: Foundations of Curriculum and Teaching</i> (4th ed.). Boston: Alynand, Becon.							
3	Beyer, L.E. (1996). <i>Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice</i> . New York: Teachers College Press.							
4	Brembeck, C. S. (1986). <i>Social Foundations of Education: A Cross-cultural Approach</i> . New York: John Wiley and Sons.							
5	Delors, et al. (1996). <i>Learning: The Treasure Within: Report of the International Commission on Education for 21st Century</i> . UNESCO.							
6	Foster, P. J. (1985). <i>Education and Social Change</i> . London: Routledge and Kegan Paul.							

7	Mohanty, J.E. (1982). <i>Indian Education in the Emerging Society</i> , 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). <i>Educational Theory: Philosophical and Political Perspectives</i> . 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/featurephilipia/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, and sociology.	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 NCERT, NCTE, and UGC 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, value crises in society, 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: HISTORICAL, ECONOMICAL AND POLITICAL
PERSPECTIVES OF EDUCATION**

Semester	I	Core Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1C02		Historical, Economical and Political Perspectives of Education	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Acquire the knowledge of the historical perspective of education in pre-independent India.								
2) Analyze the contributions of various commissions and committees in post-independent India.								
3) Understand the implications of various contributions through education for an equitable society.								
4) Explore the concept of political perspective of education.								
5) Explain the concept of economics of education.								
CONTENTS								
Unit – I		HISTORICAL PERSPECTIVES OF EDUCATION IN PRE-INDEPENDENT INDIA						
Ancient India: Vedic, Buddhist, Jain - Medieval India: Sultanate and Mughal period - Macaulay’s Minutes (1835) - Wood’s Despatch (1854) - Hunter Education Commission (1882) - Hartog Committee (1929) - Wardha Scheme of Basic Education (1937).								
Unit - II		HISTORICAL PERSPECTIVES OF EDUCATION IN POST-INDEPENDENT INDIA						
Education in Post-Independent India: Dr.Radhakrishnan Commission (1948-49) –Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - New Policy of Education (1986) - National Commission on Teachers (1999) - National Knowledge Commission (2007) - Yashpal Committee Report (2009)- National Curriculum Framework for Teacher Education (2009) - Justice Verma Committee Report (2012) - National Policy on Education (2020) – Vision, Salient features.								
Unit - III		EDUCATIONAL PROVISION IN INDIA						
Preamble of the Constitution, Seventh schedule of the Constitution: Central list, State list and Concurrent list - Right to Education Act (RTE) - Education for the marginalized group, Girls’ education and Inclusive education - Implication of GATT, WTO for Education - Education for all								
Unit - IV		POLITICAL PERSPECTIVES OF EDUCATION						
Concept, Need and impact of Politics on the Education system - Liberal, Conservative and critical Perspectives of Education - Implications of Political Perspectives on Education - Education for political development and Political socialization - Ministry of Education and National Skill Development Mission Performance based activity								
Unit – V		ECONOMICAL PERSPECTIVES OF EDUCATION						
Concept, Need and Principles of Economics of Education. - Cost Benefit Analysis in Educational Planning: Meaning, Purpose and Cost Benefit Vs Cost Effective analysis - Concept of Educational Finance: Educational finance at Micro and Macro Levels, Concept of Budgeting- Types of costs: Unit cost and Capital cost -Social and Individual cost- recurring and non-recurring cost- Opportunity cost - Theories of economics and its influence on Education: Human capital theory and signaling theory.								
Internal Practical :								
Critically evaluate the New Education Policy 2020								
Textbook(s):								
1	Agarwal, J.C. (2007). History of Modern Indian Education, 6th Edition, Vikas Publishing House Pvt ltd.							
2	Aggarwal, J. C. (2019). Development of education system in India. Shipra Publications.							
3	Krithika, S., & Kalaivani, M. (2018). Historical and political economy of education in India. Samyukdha Publications.							

Reference Book(s):		
1	Agarwal, J.C. (2007). Development of Education System in India, Shipra Publications.	
2	Aggarwal, J.C(2009). Recent developments and trends in education. Shirpa Publications.	
3	Chandra, S.S., et al (2008). Indian education development Problems, issues & trends. R.Lal Book Depot.	
4	Dash, B. N. (2007). Teacher and education in the emerging Indian society. Neelkamal Publications.	
5	Gradstein, Mark, Just man, M, Meier, Vokey (2005). The Political Economy of Education: Implications for Growth & Inequality, MIT Prem.	
6	Krithika, S., & Kalaivani, M. (2018). Trends in Indian higher education. Samyukdha Publications.	
7	Lal & Sinha, (2011). Development of Indian education and its Problems. R.Lal Book Depot.	
8	Mandal, A., Mete,J.(2013). Right to Education, APH publishing corporation.	
9	Sharma, B. History of Indian Education, Vohra Publishers and distributors.	
10	Thakur, A. S. (2015). Development of education system in India. Shipra Publications.	
Web References :		
1	https://theculturetrip.com/asia/india/articles/what-did-the-ancient-indian-education-system-look-like/	
2	https://ugcnetpaper1.com/education-in-ancient-india/	
3	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf	
4	https://sociology.institute/sociology-of-education/education-expansion-india-post-independence/	
5	https://specialeducationnotes.co.in/IDDPAPER7UNIT4.htm#google_vignette	
6	https://www.studocu.com/in/document/central-university-of-south-bihar/bsc-bed/constitutional-provisions-regarding-education-in-india/35034019	
7	https://www.ripublication.com/ijepa/ijepav2n2_06.pdf	
8	https://www.ijmra.us/project%20doc/2019/IJRSS_JULY2019/IJMRA-15949.pdf	
9	https://egyankosh.ac.in/bitstream/123456789/42562/1/Unit-2.pdf	
10	https://www.egyankosh.ac.in/bitstream/123456789/47154/1/Unit-17.pdf	
Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Recognize the historical perspective of education pre-independent India.	(K2)
CO2	Evaluate the suggestions of various committees for the educational development of post independent India.	(K5)
CO3	Examine the concept of education for an equitable society in a global era.	(K3)
CO4	Identify the importance of political reforms and its influence on education.	(K3)
CO5	Analyse the need of economical of Perspectives 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	S	M	L	M	M	L	M	L	M	S
CO2	S	S	M	L	S	L	M	L	S	M
CO3	S	S	M	S	M	L	M	L	S	M
CO4	S	S	L	M	S	M	L	M	S	L
CO5	S	S	M	S	L	M	M	L	M	S

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	25UPMED1C03		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 sociology								
5) Critically analyze the constrains of social change in Indian society and education								
CONTENTS								
Unit-I			Philosophy of Education					
Education philosophy-, meaning and Concept of philosophy of Education – Scope and functions of philosophy- Branches of philosophy: Metaphysics, Epistemology, Axiology - interrelationship between philosophy and education- Aim of Education towards philosophy of life.								
Unit –II			Indian and Western Schools of Philosophy					
Indian schools of philosophy: Sankhya, Vedanta, Buddhist, Jainism, Islamic schools of philosophy. Western Schools of philosophy: Idealism -Naturalism – Pragmatism – Realism – Existentialism.								
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 –Relationship of sociology and education- Education and community with special reference to Indian society- Education and modernization- Education and democracy- Education and culture – Socialization of the child.								
Unit – V			Education and Social Change					
Meaning and nature of social change – Education in relation to social stratification, social mobility, Social equity, equality of educational opportunities- Constraints of social change in India: Education as an agency for social change –Globalization, Liberalization, and Privatization of education- National integration and international understanding.								
Internal Practical								
Explain the educational implications of any one Indian philosopher.								
Textbook(s):								
1	Amaldass, A. (2001). <i>Introduction to Philosophy</i> . Chennai: Satya Nilayam Publications.							
2	Arulsamy, S. (2014). <i>Philosophical and sociological perspectives on education</i> . New Delhi: Neelkamal Publications Private Limited.							
3	Singaravelu, G, Paramasivam, M and Shahana, A. M (2016) <i>Philosophical and Sociological Perspectives of Education</i> , APH Publishing Corporation, New Delhi.							
4	Siddiqui, M. H. (2008). <i>Philosophical and sociological foundations of education</i> . New Delhi: APH Publishing Corporation.							
Reference Book(s):								
1	Aggarwal, J. C. (2008). <i>Philosophical and sociological perspectives on education</i> . New Delhi, Shipra Publications.							
2	Ballantine, D.H (2017). <i>The Sociology of Education: A Systematic Analysis</i> . Routledge.							
3	Bell, R. R. (2011). <i>The sociology of education</i> . Delhi: Surjeet Publications.							
4	Bhattacharya, S. (2006). <i>Sociological foundations of education</i> . New Delhi: Atlantic Publishers							
5	Chandra, S. S., & Sharma, R. K. (2004). <i>Sociology of education</i> . New Delhi: Atlantic Publishers & Distributors.							
6	Chatterjee, S., & Datta, D. (2016). <i>An Introduction to Indian Philosophy</i> (10 th ed.). Motilal Banarsidass.							
7	Chaube, S. P., & Chaube, A. (2007). <i>Philosophical and Sociological Foundations of Education</i> . Agra: Vinod Pustak Mandir.							
8	Chaube, S. P., & Chaube, A. (2008). <i>Foundations of education</i> . New Delhi: Vikas Publishing House.							
9	Chavla, D & Singh, D (2016). <i>Philosophical and Sociological Perspectives of Education</i> (1 st ed.). Thakur.							

10	Dash, B. N. (2008). <i>Philosophical and Sociological Basis of Education</i> . New Delhi: Dominant Publishers and Distributors.
11	John, S. Brubacher. (2006). <i>Modern philosophies of Education</i> . Delhi: Surjeet publications.
12	Johri, P. K. (2005). <i>Philosophical Foundation of Education</i> . New Delhi: Anmol Publications Private Limited.
13	Kamal, S. Srivastava & Sangeeta Srivastava. (2013). <i>Great philosophers and thinkers on Education</i> . New Delhi: APH Publishing Corporation.
14	Kundu, A. (2012). <i>Sociological theory</i> . New Delhi: Dorling Kindersley Private Ltd.
15	Mehta, J., & Davies, S. (2018). <i>Education in a New Society: Renewing the Sociology of Education</i> , University of Chicago Press.
16	Mrunalini, T., & Sumalini, T. (2016). <i>Philosophical Perspectives of Education</i> (1 st ed.). Neelkamal.
17	Pal, O. B. (2011). <i>Sociological foundations of education</i> . New Delhi: APH Publishing Corporation.
18	Pandey, R. S. (2006). <i>Educational thoughts</i> . Delhi: Adhyayan Publishers and Distributors.
19	Pathak, R. P. (2009). <i>Philosophical and sociological foundations of education</i> . Delhi: Kanishka Publishers.
20	Promila Sharma. (2005). <i>Philosophy of Education</i> . New Delhi: APH Publishing Corporation.
21	Sinaravelu, G, Paramasivam, M and Shahana, A.M (2016) <i>Philosophical and Sociological Perspectives of Education</i> , APH Publishing Corporation, New Delhi.
22	Singh, C. P. (2014). <i>Indian education in the emerging society</i> . New Delhi: Lotus Press Publishers.
23	Singh, Y. K. (2012). <i>Sociological foundations of education</i> . New Delhi: APH Publishing Corporation.
24	Vidyabhusana, S. C. (2019). A History of Indian logic: Ancient, mediaeval, and modern schools. (2019). Facsimile Publisher.

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1	https://www.cukashmir.ac.in/departmentsdocs_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: Prof. 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

CORECOURSE: ADVANCED EDUCATIONAL PSYCHOLOGY

Semester	I	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	25UPMED1C04		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 in to 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 - Cognitive Processes and stages of Cognitive Development.								
Unit-II		Learning Process						
Meaning and definition of learning - Factors influencing learning - Motivation and learning - 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 - Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence - Theories of Intelligence by Sternberg, Gardner; Assessment of Intelligence; Nature and characteristics of creativity-Theories of creativity: different methods to foster creativity among the learners –critical thinking - problem solving- synectics- brain storming; Cognition and meta cognition- relationship between creativity and intelligence.								
Unit-IV		Personality Development						
Meaning and Definitions of personality - Determinants of personality - Theories of personality: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka; Assessment of personality: Questionnaire, inventories and projective techniques, self-report measures, behavioral analysis; 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 - cognitive coping styles - emotional disclosure - coping interventions - relaxation techniques; Psychology of wellbeing - positive emotions - positive behavior and happiness – resilience – mindfulness – self regulation – classroom practices for enhancing good mental health and hygiene.								
Internal Practical:								
Prepare an album of educational psychologists (<i>Note* use Copyright images CC</i>)								
Textbook(s):								
1	Anita Woolfolk.(2004). <i>Educational Psychology</i> (Ninth Edition).Pearson Education.							
2	Baumgardner,S.R.&Crothers,M.K.(2009). <i>Positive Psychology</i> .New Delhi:Pearson Education,Inc.							
3	Carr,A.(2004). <i>Positive Psychology–The Science of Happiness and Human Strengths</i> .London: Routledge.							

4	Chaube S.P., & Akhilesh Chaube. (2011). <i>Essentials of general psychology</i> . New Delhi: Neelkama Publications Pvt. Ltd.
5	Dandapani, S. (2013). <i>Handbook of education and psychology</i> (Second Volume). New Delhi: Neelkamal publications Pvt. Ltd.
6	Dhir. (2002). <i>Educational psychology</i> . Chandigarh: Abhishek Publications.
7	Donna M. Mertens. (2010). <i>Research and Evaluation in Education and Psychology</i> . Sage Publications.
8	John W. Santrock. (2006). <i>Educational psychology</i> . New Delhi: Tata McGraw-Hill Publishing company Limited.
9	Kakkar S. B. (2007). <i>Educational Psychology</i> . New Delhi: Prentice Hall of India Pvt Ltd.
10	Mangal, S. K. (2007). <i>Essentials of Educational Psychology</i> . New Delhi: Prentice Hall of India Private Limited.

Reference(s):

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

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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?dsourc=recommendhttps://1lib.in/book/11089023/d3bc6c?dsourc=recommend
8	https://1lib.in/book/11089023/d3bc6c?dsourc=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	25UPMED1E01		Open and Distance Learning	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Understand the concept of distance education								
2) Understand the concept of curriculum transaction in ODL								
3) Acquire knowledge on Self-Learning Materials (SLM)								
4) Understand the administrative structure of distance education institutions								
5) Know the evaluation procedures in ODL and OL programmes								
Unit - I		Overview of ODL						
Meaning , concept and scope of ODL- Goals and objectives of distance education-Historical perspectives of distance education- Types: Open and Distance Learning (ODL) and Online Learning (OL)–Approaches in ODL: Mass education, community development, rural development and national development- Salient features of online learning programmes-Implementation of ODL and OL programmes in India and global context.								
Unit - II		Curriculum Transaction in ODL						
Nature and characteristics of distance learners- Types of distance learners: Successful, non-starter and dropouts-Enhancing curricular transaction: Embedding study skills, counselling, tutoring and feedback mechanism-Assignments and term end exam-Interaction process: Learner-teacher interaction, Learner-learner interaction and Learner-content interaction-Role of ICT in distance learning-Student Support Services (SSS) in ODL and OL.								
Unit - III		Self-Learning Materials (SLM)						
SLM: Meaning, scope, importance and characteristics- Development of SLM in ODL-Criteria for evaluation of SLM: Backgrounds of learner and learning needs, flexible learning, learning objectives and outcomes-Guidelines 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 ODL & OL 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-Learner Supportive centres-Students grievance redressal system- Role of universities in offering ODL and OL programmes - Quality assurance and challenges in distance education.								
Unit – V		Evaluation Procedure in ODL and OL						
Concept and need of evaluation in distance education-differences between evaluation in conventional learning and distance learning- Continuous and comprehensive evaluation in distance learning- Problems of evaluation in ODL and OL- Role of teachers in evaluation process in ODL and OL programmes-Functions of UGC–Distance Education Bureau for monitoring the ODL and OL programmes.								
Internal Practical:								
Evaluate a SLM meant for any ODL programme.								
Textbook(s):								
1	Joshi P.K. (2017). <i>Modern distance education</i> . New Delhi: Anmol Publications.							
2	Olaf Zawacki-Richter & Insung Jung (Eds.) (2023). <i>Handbook of open, distance and digital education</i> . Singapore: Springer							
3	Parmaji, S. (Ed.) (2019). <i>Distance education</i> . New Delhi: Sterling Publishers.							
4	Power (2012). <i>Quality in distance education in performance indicator in higher education</i> . New Delhi: Aravali,							
5	Rathore, H. C. S. (2018). <i>Management of distance education in India</i> . New Delhi: Ashish Publishing House.							

6	Reddy, G.R. (2019). <i>Open universities: The ivory towers thrown open</i> . New Delhi: Sterling Publishers.
Reference(s):	
1	Kaye & Rumble (Ed.) (2011). <i>Distance teaching for higher and adult education</i> . London: Croom Helm.
2	Keegan, D. (2009). <i>Foundations of distance education</i> . London: Routledge.
3	Pentz, M.J. & Neil M.W. (2008). <i>Education of adults at a distance</i> . London: Kogan Page
4	Race, Phil (2015). <i>The open learning handbook (second edition)</i> . London: Kogan Page.
5	Rumble, G. (2012). <i>The management of distance learning</i> . Paris: UNESCO and IIEP.
6	Sewart, D., Keegan, D., & Holmberg, B. (Eds.) (2018). <i>Distance education: International perspectives</i> . 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
4.	https://oasis.col.org/server/api/core/bitstreams/1ecdad0e-8c13-4960-900d-8d474a6ea2e6/content
Course Outcomes:	
On the successful completion of the course, the students can be able to:	
CO1	Discuss the various features of open and distance learning
CO2	Explain the teaching-learning process in ODL & OL
CO3	Able to explain the importance of Self Learning Materials (SLM)
CO4	Elaborate the administrative structure of distance education institutions
CO5	Describe the evaluation procedure in ODL & OL
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	M	M	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	25UPMED1E02		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) Get acquainted with the importance of licensing 3)Analyze the usage of OER in teaching and learning 4) Understand pedagogical aspects of OER 5) Have an insight of the OER initiatives								
Unit - I		Introduction to OER						
OER: Meaning, Concept and scope-History of OER-Types of OER-Advantages-Principles of OER: re-use, re-distribute, revise, re-mix and retain-Sources of OER-OER search engines-OER as transformation of education-Fostering new learning skills for 21 st century-Benefits of using OER: For students, instructors and institutions.								
Unit - II		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- Copy right and Open licensing policy- Attributing Creative Common Materials-Benefits and Implications in Teaching and Research.								
Unit - III		OER in Teaching -Learning						
OER in Integrating Teaching and Learning-Creating and Sharing of OER-Types of digitalized materials: Open Course Ware, Learning Module, Open Text Books, Streaming Videos, Open Access Journal, Online Tutorial and Digital Learning Objects-Evaluation of OER: Accuracy, relevance, production quality, accessibility and interactivity-Challenges in using OER-Technical issues related to accessibility.								
Unit - IV		Pedagogical framing of OER						
Concept of pedagogy-Techno Pedagogy-Meaning, concept and scope-Difference between pedagogy and Techno pedagogy-Importance of techno pedagogy competency for teachers- Defining Open Pedagogy-Features and Attributes of Open Pedagogy-Open pedagogy in the classroom and online learning-Open Pedagogy and OER.								
Unit – V		OER Initiatives						
National movement for OER- The National Repository of Open Educational Resources (NROER),National Programme on Technology Enhanced Learning (NPTEL),eGyanKosh, UGC-MOOC, Consortium for Educational Communication (CEC), e-Pathshala, National Institute of Open Schooling (NIOS), SWAYAM, Swayam Prabha, Sodhganga and National Digital Libraries of India-Global initiatives of OER- Quality assurance of OER.-Future of open educational repositories.								
Internal Practical:								
Describe the facilities available in the National Digital Libraries.								
Textbook(s):								
1	Avik Roy (Ed.). (2023). <i>Open Educational Resources: Research Perspectives</i> . Kolkata: Universal Briefing.							
2	Blessinger, P. & Bliss, T. J. (Eds.). (2016). <i>Open education: International perspectives in higher education</i> . Cambridge: Open Book Publishers.							
3	Iiyoshi, T., & Kumar, M.S.V. (Eds.) (2018). <i>Opening up education: The collective advancement of education through open technology, open content, and open knowledge</i> . Cambridge, Massachusetts: The MIT Press.							
4	OECD (2007). <i>Giving knowledge for free: The emergence of open educational resources</i> . Paris: OECD Publishing.							
5	Patrick Blessinger (Ed.) (2019). <i>Open education: International perspectives in higher education</i> .							

	Cambridge: Open Book Publishers.
Reference Book(s):	
1	Asha Kanwar &StamenkaUvalic-Trumbic (2015). <i>A Basic Guide to Open Educational Resources (OER)</i> . Paris: UNESCO.
2	John D. Shank (2014). <i>Interactive open educational resources: a guide to finding, choosing, and using what’s out there to transform college teaching</i> . San Francisco, CA: Jossey-Bass
3	Molly Y. Zhou (2019). <i>Open Educational Resources (OER): Pedagogy and practices</i> . USA: Dalton State College.
4	Olena Zhadko&Susan Ko (2020). <i>Best practices in designing courses with open educational resources</i> . 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
5	https://www.researchgate.net/publication/357793497_Creative_Commons_Licenses_Benefits_and_Implications_in Teaching and Research
Course Outcomes:	
On the successful completion of the course, the students can be able to:	
CO1	Discuss basic tenets of Open Educational Resources (OER)
CO2	Apply and getting license for OER publications
CO3	Analyse and evaluate OER in teaching and research
CO4	Explain pedagogy framing for OER sites
CO5	Analyse the OER initiative in India and global context
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	S	L	M	M	S	M	M	S	S
CO2	M	S	S	L	M	S	M	L	S	S
CO3	S	S	M	M	S	S	M	M	S	S
CO4	M	M	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	Core	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1E03	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:								
Prepare a chart about nutrition and health care for early childhood.								
Textbooks:								
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.	Aggarwal, J. C. and Gupta, S. (2013). Early Childhood care and education. Delhi: Shipra Publications.							

Reference Books:		
1	Govt.of India(2005).Nationalplanofactionfor children.NewDelhi:DepartmentofWomenand Child Development	
2	MinistryofWomenandChildDevelopment, MinistryofHealthandFamilyWelfare. (2010).MotherandChildProtection Card.	
3	J.L.,Johnson,J.E.,&Quinn,S.F.(2018).Hand book 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, NewDelhi:NCTEPage18of93M.Ed.,2021-22onwards-UniversityDepartments-Annexure No.79(A) SCAA DATED: 23.06.2021	
6	NIPCCD(2002).Children in difficult circumstances: Summaries of research. NewDelhi: 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_childhood_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/	
Course Outcomes:		Cognitive Domain
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 childcare education	K5
CO5	Create an organizations and health care of early childcare education	K6
K1-Remembering;K2-Understanding;K3-Applying;K4-Analysing;K5-Evaluating;K6-Creating		
Course Designed by: Prof. 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	25UPMED1P01		Communication and Expository Writing	2	1	-	2	3
Course Objectives:								
The course will enable the students to:								
1) Develop effective listening skills to comprehend, analyse, and critically evaluate spoken content in academic settings.								
2) Enhance communication abilities by understanding the principles, processes, and barriers of communication, focusing on verbal and non-verbal communication in educational contexts.								
3) Improve academic interaction and presentation skills by engaging in group discussions, debates, and seminars to express ideas clearly and confidently.								
4) Master expository writing techniques by structuring and developing well-organized essays in an academic style.								
5) Understand the academic writing process and the basic structure of a research paper.								
CONTENTS								
Unit – I			Listening Skills					
Meaning and importance of listening skills - Different types of listening - Active listening strategies for academic settings - Practical Component: Listening to academic lectures and multimedia presentations, followed by discussions and reflections.								
Unit – II			Communication Skills					
Meaning, importance, and components of communication - Communication cycle and overcoming barriers in educational settings - Verbal and non-verbal communication skills for effective teaching - Practical Component: Role-play, group discussions, and mock teaching sessions to enhance communication effectiveness.								
Unit - III			Academic Interaction and Presentation Skills					
Developing effective academic study skills: Reading, listening, conversing, and speaking in educational discussions - Strategies for group discussions, debates, and collaborative learning - Practical Component: Participating in seminars, panel discussions, and peer presentations.								
Unit – IV			Expository Writing					
Concept and purpose of expository writing - Types of expository writing: Descriptive, comparative, cause and effect, and problem and solution - Structuring essays effectively - Practical Component: Writing expository followed by peer review and feedback.								
Unit – V			Academic Writing					
Understanding the academic writing process: selecting a topic, developing an argument, and structuring ideas logically – Basic structure of a research paper - Techniques of paraphrasing and summarising - Practical Component: Summarising a research paper in one’s own words.								
Internal Practical:								
Participate in a debate or group discussion on an educational issue.								
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 Book(s):								
1	Bowles, B. (2010). Creative Writing, Cengage Learning, Sixth Edition, New Delhi: Pearson Longman Publications.							
2	Diana, H & Reid, T. (2016). The academic skills handbook, New Delhi: Sage Publications.							
3	Pandey, M, Anant Acharya, K & Ankush Tripa (2017). Ace your communication skills. New Delhi: Riji Publications.							
4	Tom Burns and Sandra Sin field (2022). Essential Study Skills, (5th Ed). New Delhi: Sage Publications.							
5	Ajmani, J. C. (2012). Good English: Getting it Right. New Delhi: Rupa Publications.							
6	Kratz, A.R. (1995). Effective Listening Skills. Toronto: ON: Irwin Professional Publishing.							
7	Mervin James Curl (2007). Expository Writing. Kessinger Publishing Corporation.							

Web References:		
1	https://www.verywellmind.com/what-is-active-listening-3024343	
2	https://learningcenter.unc.edu/tips-and-tools/academic-listening-strategies/	
3	https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/	
4	https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/effective-communication-barriers-and-strategies	
5	https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html	
6	https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning	
7	https://www.grammarly.com/blog/academic-writing/expository-essay/	
8	https://egyankosh.ac.in/bitstream/123456789/69577/1/Unit-1.pdf	
9	https://paperpal.com/blog/researcher-resources/phd-pointers/what-is-an-expository-essay-how-to-write-it	
10	https://libguides.usc.edu/writingguide/academicwriting	
11	https://www.emeraldgrouppublishing.com/archived/learning/study_skills/skills/structured_writing.htm	
12	https://www.sheffield.ac.uk/study-skills/writing/critical/argument	
13	https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter4/ch4-23	
14	https://www.trentu.ca/academicskills/how-guides/how-use-sources/avoiding-plagiarism/paraphrasing-and-summarizing	
Course Outcomes:		Cognitive Domain
On the successful completion of the course, the students can able to:		
CO1	Demonstrate active listening skills by effectively interpreting and responding to various types of spoken content, including lectures, discussions, and presentations.	K3
CO2	Communicate effectively in educational settings using appropriate verbal and non-verbal communication techniques, overcoming communication barriers.	K2
CO3	Engage confidently in academic discussions and presentations, demonstrating clarity in speech, logical structuring of ideas, and effective interaction.	K3
CO4	Write clear and well-structured expository essays adhering to academic conventions and coherence.	K2
CO5	Develop academic writing skills by paraphrasing and summarising research papers.	K6
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

VALUE ADDED COURSE: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Semester	I	Value Added Course	Title of the Course	Credits	L	T	P	Hours/Sem.
Course Code	25UPMED1V01		Education for Sustainable Development	-	-	-	-	30
Course Objectives:								
The course will enable the students to:								
1) Acquire knowledge on sustainable development goals								
2) Explore the relationship between education and sustainable development								
3) Know the SDG-4for quality education								
Unit - I		Concept of Sustainable Development						
Sustainable development: Meaning, concept and scope -Principle of sustainable development-Historical background of sustainable development-Significance and challenges of sustainable development-Sustainable Development Goals (SDGs)-Meaning, concept and scope-17 SDGs: UNESCO agenda– Government policies and their implications for sustainable development in India – Contribution of international organizations and NGOs.								
Unit - II		Education and Sustainable Development						
Role of education for sustainable development- Education as a human right to achieve sustainable development- SDG for Planning and administration of school education-Provision of free, equitable and quality education at school level-Equal access for an affordable and quality: Technical, vocational and higher education-Development of cognitive and non-cognitive skills for employment and entrepreneurship.								
Unit – III		Sustainable Development Goal-4: Quality Education						
SDG-4.-Meaning, concept, aims and scope- Principles of SDG4-SDG integration for universal access to quality education at all levels–SDG-4: Sustainable life style, Gender equality, Promotion of peace and non-violence, global citizenship, social justice, good mental health and well being-SDG-4: Role in curriculum designing, pedagogical practices and ICT applications-Teacher education programme for sustainable development.								
Internal Practical:								
Preparation of a brief report on planning and policies for SDG- 4								
Textbook(s):								
1	Atkisson, A. (2016). <i>Sustainability is for Everyone</i> . Oxford: UK ISIS Academy							
2	Denise Summers&Roger Cutting (2019). <i>Education for sustainable development in further education</i> . London: Palgrave Macmillan							
3	Elliott, Jennifer (2014). <i>An introduction to sustainable development (4th Ed.)</i> .London: Routledge							
4	Nhamo, Godwell&Vuyo Mjimba (2020). <i>Sustainable development goals and institutions of higher education</i> . New York: Springer							
5	Sachs, J.D. (2015). <i>The age of sustainable development</i> . New York: Columbia University Press							
6	Ulisses Manuel de Miranda Azeiteiro, & Paulo Davim, J. (2020). <i>Higher education and sustainability opportunities and challenges for achieving sustainable development goals</i> . London: Routledge							
Reference(s):								
1	Anastasia Nikolopoulou , Taisha Abraham &Farid Mirbagheri (2016). <i>Education for sustainable development: Challenges, strategies and practices in a globalizing world</i> .New York:SAGE Publishing							
2	Filho, Walter, Castro, Paula, Bacelar-Nicolau, Paula, Azul, Anabela & Azeiteiro, Ulisses. (2016). <i>Biodiversity and Education for Sustainable Development (ESD): Tendencies and Perspectives</i> . Switzerland: Springer International Publishing							
3	Leon Tikly (2019). <i>Education for sustainable development in the postcolonial world</i> . London:							

	Taylor & Francis
4	Margaretha Häggström (2022). <i>Relational and critical perspectives on education for sustainable development</i> . New York: Springer Publishing
5	Roger Firth & Maggie Smith (2019). <i>Education for Sustainable Development What was achieved in the DESD?</i> . 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	https://www.researchgate.net/publication/331795021 Understanding Sustainable Development Goal SDG 4 on quality education from micro meso and macro perspectives

Course Outcomes:

On the successful completion of the course, the students can be able to:

		Cognitive Domain
CO1	Discuss the basis of sustainable development goals	K1, K2
CO2	Analyze and evaluate the role of Education for sustainable development	K4, K5, K6
CO3	Explain the SDG-4 in quality education	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	S	S	S	S	M	S	M	S	S	M
CO2	S	M	M	S	S	M	L	S	S	S
CO3	M	M	S	M	S	S	M	S	S	S

Note: S - Strong; M - Medium; L – Low

SEMESTER II

CORE COURSE: METHODS OF EDUCATIONAL RESEARCH

Semester	II	Core Course	Title of the Course	Credits	L	T	P	Hours/ Week
Course Code	25UPMED1C05		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, 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; Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony); Research in pure and applied sciences, descriptive & analytical, conceptual or empirical; Research ethics – problems encountered by researcher.								
Unit– II		Research Methods						
Approaches: Qualitative, quantitative and mixed; Methods: Historical, descriptive, exploratory, explanatory, triangulation, experimental, ethnographical, case study, socio-metric and content analysis, action research, philosophical, casual comparative method, evaluation research, grounded theory, longitudinal, phenomenology, problem-solving, theory building and prediction; Research method vs research methodology.								
Unit– III		Literature Review						
Review of Related Literature: Meaning, objectives, need and significance- 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 and descriptive; Grounded Theory Design, - Narrative Research Designs -Narrative Research Design; Variables: dependent, independent, intervening, extraneous, controlled, moderator and confounded; Hypotheses– meaning, concept, characteristics and formulation of hypotheses – Types of hypothesis (Research, Directional, Non-directional and Null); Population and sample -sampling frame - sample size -characteristics of good sampling – types of sampling – probability and non-probability –sampling error.								
Unit– V		Tool Construction						
Meaning, concept, need and importance of tool - Types of tools and techniques: observation, questionnaire, attitude scale, rating scale, aptitude test, case study, achievement test, checklist, inventory and interview schedule –principles for constructing tool - steps involved in tool construction; standardization of a tool - Reliability - types -Validity - types - Item analysis.								
Internal Practical:								
Establish the reliability and validity of a tool in educational research.								

Textbook(s):	
1	Best, John. (2003). <i>Research in Education (VIth Ed)</i> . New Delhi, India: Prentice Hall of India Publication.
2	Burke Johnson and Larry Christensen (2014). <i>Educational Research : Quantitative, Qualitative and Mixed Approaches (5th Ed)</i> . London: Sage Publications.
3	Gary. W. Heiman. (1995), <i>Research Methods in Psychology</i> . ISA, Houghton Mifflin Publication.
4	John, W. Cresswell. (2012). <i>Educational Research: Planning, conducting and evaluating Quantitative and Qualitative Research (4th Edition)</i> . New Delhi: PHI learning.
5	Kothari, C. R. (2011). <i>Research Methodology, Models and Techniques</i> . New Delhi, India: New Age International (P) Limited.
6	Mishra. R. C. (2009). <i>Encyclopedia of Educational Research. Exploring Educational Research</i> . New Delhi: APH Publishing Corporation.
7	Sherri L. Jackson. (2009). <i>Research Methods and Statistics, A critical Thinking Approach</i> , (3 rd Ed), USA: Woods worth cengage learning.
Reference(s):	
1	Ajay Das (2010). <i>Research in Education</i> . New Delhi: Pearl Books.
2	Babbie. (2010). <i>Essentials research methods for social work</i> , United States: Brooks Cole Cengage Learning.
3	Burke Johnson and Larry Christensen (2008). <i>Educational Research</i> . London: Sage Publications.
4	Gourang Charan Nanda Pratap & Keshari Khato (2005). <i>Fundamentals of Educational Research & Statistics</i> . New Delhi, India: Kalyani Publishers.
5	John, W. Cresswell. (2009). <i>Research Design</i> . London: Sage Publications.
7	Keshev W. Ingol. (2014). <i>Research Methodology in Education</i> . Kanpur: Chandralok Prakashan.
8	Mishra, R. C. (2005). <i>Management of Educational Research</i> . New Delhi, India: APH Publications.
9	Pankaj Madan, Vageesh Paliwal, Rajul Bhardwaj. (2010). <i>Research Methodology</i> . New Delhi: Global Vision Publishing House.
10	Rubib and Earl Babbie. (2010). <i>Essentials research methods for social work</i> . 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	25UPMED1C06		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 teacher education programme								
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 - need, scope and objectives of teacher education-changing context of teacher education in the Indian scenario- Preparing teacher for the 21 st century								
Unit – II			Teacher Education Programme					
Types of teacher education programme – objectives of teacher education programme at primary, secondary, Higher secondary and tertiary level – National Curriculum frame work for teacher education-Role and competencies required for the teachers primary, secondary, Higher secondary and tertiary level.								
Unit – III			Major Issues and Problems of Teacher Education					
Issues in teacher Education – problem of teacher education – suggestion for improving the conditions of teacher education- maintaining standards in teacher education – service conditions of teachers- quality management of teacher education.								
Unit – IV			Research in Teacher Education					
Nature, scope and purpose of research in teacher Education – Areas of research in teacher education – Trends 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					
Co-operative and collaborative teacher education- Competency based teacher education – value based teacher education - professionalism for teachers -Developing Professional ethics and Professional code of teachers- Teaching as a profession- Responsibilities of teachers - Use of ICT in teacher education.								
Internal Practical:								
Write a report on a school teacher’s teaching effectiveness								
Textbook(s):								
1	Duggal, S. (2005). <i>Educating the Teachers</i> . New Delhi: Atlantic Publishers & Distributors.							
2	Mohanty, J. (2003). <i>Teacher education</i> . New Delhi: Deep & Deep Publication Pvt. Ltd							
3	Panda, B.N. & Tewari, A.D. (2009). <i>Teacher education</i> . New Delhi: A.P.H. Publishing Corporation							
Reference(s):								
1	Bansal, A. (2004). <i>Teacher education: Principle, theory & practice</i> . Jaipur: Sublime Publications.							
2	Benjamin Kehrwald, G.E. (2018). Real – Time Coaching and Pre- Service Teacher Education (1 st ed.) Springer.							
3	Celene E. Domitrovich, D.K. (2017). A Step- By-Step Guide for Coaching Classroom Teachers in Evidence- Based Interventions (1 st ed.). Oxford University Press.							
4	Garry, F.H. (2005). <i>The missing links in teacher education design</i> . Netherland: Springer.							
5	Loknath Mishra. (2013). <i>Teacher education: issues and innovations</i> . Atlantic Publishers & Distributors Ltd. New Delhi.							
6	Mangla, S. (2002). <i>Teacher Education–Trends and strategies</i> . New Delhi: Sage Publishers.							
7	Metz, J., & Mondal, A. (2013). <i>Teacher education</i> . New Delhi: A.P.H. Publishing Corporation.							

8	Rao, R. (2004). <i>Methods of teacher training</i> . New Delhi: Discovery Publishing House.
9	Rao, V.K. (2007). <i>Understanding teaching and learning</i> . New Delhi: Commonwealth Publishers.
10	Sharma, S.P. (2003). <i>Teacher education</i> . New Delhi: Kanishka Publications (Pvt) Ltd.
11	Singh, U.K & Sundershan, K.N. (2003). <i>Teacher education</i> . New Delhi: Discovery Publishing House.
12	Singh, Y.K. (2013). <i>Teacher education</i> . New Delhi: A.P.H. Publishing Corporation. Venkataiach, N. (2011). <i>Teacher education</i> . New Delhi: A.P.H. Publishing Corp.
13	Wedell, D. (2017). <i>Teacher Education Planning Handbook</i> (1 st 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: Prof. 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

Second Semester

CORE COURSE: CURRICULUM DESIGN AND DEVELOPMENT

Semester	II	Core Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1C07		Curriculum Design and Development	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Recall the fundamental concepts of curriculum.								
2) Aware of the underlying principles of curriculum design.								
3) Comprehend the steps in the curriculum development process.								
4) Discuss the process for selecting and organising content and learning experiences								
5) Recognise the steps in the curriculum evaluation process.								
CONTENTS								
Unit – I		Basic Concepts of Curriculum						
Curriculum: Concept, scope and characteristics - Structure of the curriculum: Objectives, content, learning experiences and evaluation – Curriculum and syllabus – Types of curriculum - Philosophical, sociological and psychological foundations of curriculum.								
Unit - II		Curriculum Designing						
Basic principles of curriculum designing: Scope, sequence, articulation, balance, and continuity – Approaches to curriculum designing - Types of curriculum design: Subject-centred curriculum, core curriculum, student-centred curriculum, and life-centred curriculum.								
Unit – III		Curriculum Development Process						
Characteristics of curriculum development – Models of curriculum development: Beauchamp model – Tyler’s model – Wheeler’s Model – Hilda Taba’s model - Recommendations of important commissions/committees on curriculum development in India: Kothari Commission (1962), National Policies on Education, National Curriculum Framework for School Education (2023), and National Curriculum Framework for Teacher Education, 2009.								
Unit – IV		Selection and Organisation of Content and Learning Experiences						
Meaning of content – Criteria for content selection – Meaning of content organisation – Types of content organisation: Logical organisation, psychological organisation, concentric organisation, spiral plan and modular organisation – Selection and organisation of learning experiences.								
Unit – V		Curriculum Evaluation						
Meaning of curriculum evaluation – Steps involved in the curriculum evaluation process – Uses of curriculum evaluation – Models of curriculum evaluation: Tyler’smodel, Stake’s countenance model, Stufflebeam’s CIPP Model, and Hilda Taba’smodel.								
Internal Practical:								
Select a textbook of your major subject at the school level and prepare a review report.								
Textbook(s):								
1	Aggarwal (2007). <i>Curriculum Development: Concept, Methods and Techniques</i> , New Delhi: Book Enclave.							
2	Dash, B.N. (2010). <i>Curriculum Planning</i> . New Delhi: Rasat Publications.							
3	Mrunalini, T. (2007). <i>Curriculum Development</i> , New Delhi: Neelkamal Publications Pvt. Ltd.							
4	Nagarajan, K. & Natarajan, S. (2010). <i>Curriculum Development</i> , Chennai: Ram Publishers.							
Reference(s):								
1	Belting, P.E & Belting, N.M. (2007). <i>The Modern High School Curriculum</i> . New Delhi: Cosmo Publications.							
2	Khan M. Abbas (2007). <i>Teacher’s Hand Book of Curriculum Management</i> , New Delhi: Anmol Publications Pvt. Ltd.							
3	Mamidi.Malla Reddy & Ravishankar, S. (1984). <i>Curriculum Development and Educational Technology</i> , New Delhi: Sterling Publishers Pvt. Ltd.							

4	Marlow Ediger and Bhaskara Rao, D. (2003). <i>Philosophy and Curriculum</i> , New Delhi: Discovery Publications.
5	Mridula Pandey (2007). <i>Concept of Curriculum Planning</i> , New Delhi: Rasat Publications.
6	NCERT (2005). <i>National Curriculum Framework</i> , New Delhi.
7	NCTE (2009). <i>National Curriculum Framework for Teacher Education</i> , New Delhi.
8	Promila Sharma. (2014). <i>Curriculum Development</i> , New Delhi: APH Publishing Corporation.
9	Srivastava & Sarita Kumari, D.S. (2012). <i>Curriculum and Instruction</i> , New Delhi: ISHA Books Publishers.
10	Vashist, S.R. (2004). <i>Secondary School Curriculum</i> , New Delhi: Anmol Publications Pvt. Ltd.

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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: On the successful completion of the course, the students can able to:		Cognitive Domain
CO1	Discuss the fundamental concepts of curriculum.	K6
CO2	Understand the underlying principles of curriculum design.	K3
CO3	Develop a curriculum for a specific educational level based on curriculum development principles.	K1 & K3
CO4	Select and organise the content and learning experiences for a specific educational level in a scientific and systematic manner.	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	25UPMED1E04		Elementary and Secondary Education	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Learn the development of Elementary Education in India								
2) Understand the aims, objectives and structure of the secondary education								
3) Classify the various boards in higher secondary education								
4) Discuss the problems, issues in school education								
5) Analyze the recent trends in school education								
CONTENTS								
Unit - I			Elementary Education					
Elementary Education : Concept, aims ,objectives, need and significance – Different levels and structure of elementary education – Elementary education as highlighted in NPE 2020 – Programmes: Universalization of Elementary education (UEE) , District Primary Education programme (DPEP) and Sarva Shiksha Abhiyan (SSA) – Kothari Commission (1964-66)- National Curriculum Framework (2023) and Right to Education.								
Unit - II			Secondary Education					
Secondary Education : Concept, aims, objectives, need and significance – Policies and schemes: National scheme of incentives to girls for secondary education(2008) – National Programmes: RMSA and inclusive education for disabled at secondary stage , NCF 2023 – Commission: secondary education commission (1952-53), National policy on Education (1986), Yashpal committee (1993) – secondary education as highlighted in NEP 2020.								
Unit - III			Higher Secondary Education					
Aims and 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 and Issues of School Education					
Behavioural problems of elementary school children : Symptoms, causes and prevention of aggression, jealousy, thumb sucking and stealing –Universalization of secondary education, enrolment, dropout, equality of education opportunities, education for girls, slow learners – Class room Problems: Discipline, underachievement, delinquency and maladjustment.								
Unit – V			Recent Trends in School Education					
Role for quality education: CCE, ABL, ALM, SALM , BRC, e-pathshala, PM e vidhya, MOOCS on Swayam and Diksha - Trimester system - Language lab - Need of values , health and physical education- Yoga - Sex education.								
Internal Practical :								
Discuss the different types of education boards on school education								
Textbook(s):								
1	Aggrawal D D (2010).. <i>History and Development of Elementary Education in India</i> . New Delhi: Sarup& sons.							
2	Nayak A, K &Rao V, K (2014). <i>Primary Education</i> . New Delhi: APH Publishing corporation							
3	Rajesh Bhatia (2006). <i>Fundamentals of Secondary education</i> . New Delhi: Cyber Tech Publications.							
Reference(s):								
1	Agrawal A K (2005). <i>Development of Educational System in India</i> . New Delhi: Anmol Publications.							
2	Armstrong G D & Savage V T (1998). <i>Teaching in the Secondary School</i> . New Jersey Columbus: Prentice Hall							

3	Biswal , K. (2011). <i>Secondary Education In India: Development Policies, programmes and challenges</i> (Research Monograph N0. 63). New Delhi : National University of Educational Planning and Administration
4	Government of India. (2020). Ministry of Human Resource Development: National educational Policy
5	Rao V K (1999). <i>Handbook of Primary, Secondary and Higher Education</i> . New Delhi: Rajat Publications.
6	Krishnamacharyulu, V.(2007) . Elementary Education, Neelkamal Publication Pvt Lt.
7	Sivarajan, K, (2006). “ <i>Education in the Emerging Indian Society</i> ”, Calicut University, Calicut.
8	ShubhaTiwari (2009). <i>Education in India</i> . New Delhi: Atlantic Publishers & Distributers(P) Ltd.
9	World bank(2009). Secondary Education in India: Universalizing Opportunity. World Bank.

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1	https://genbase.iiep.unesco.org/applis/epidoc/fichiers/EPIDOC/14268_G014268.pdf
2	https://csdindia.org/wp-content/uploads/2018/06/Universalisation-of-Elementary-Education-in-India-Prof-Govinda.pdf
3	https://testbook.com/ias-preparation/secondary-education-in-india
4	https://ijarsct.co.in/Paper9182.pdf
5	https://www.egyankosh.ac.in/bitstream/123456789/71563/1/Unit-7.pdf
6	https://cissikar.com/blog/different-types-of-education-boards-in-india
7	https://egyankosh.ac.in/bitstream/123456789/46285/1/Unit-15.pdf
8	https://yoursmartclass.com/universalization-of-secondary-education-issues-and-concerns/
9	https://cms.tn.gov.in/sites/default/files/documents/sedu_e_pn_2018_19.pdf
10	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 elementary education system, simply recall the scope and objectives of Elementary education and list out the various commissions and committees related to elementary 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 recent trends 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	S	S	M	M	L	M	M	L	S	L
CO2	S	S	L	S	M	L	M	L	M	S
CO3	S	S	M	L	S	L	M	L	S	L
CO4	S	S	L	M	M	L	S	L	M	S
CO5	S	M	S	S	L	M	M	L	S	S

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	25UPMED1E05		Education for 21 st Century Teacher	4	5	-	-	5
Course objectives:								
The course will enable the students to: 1. Understand the 21 st century Education. 2. Analyse the Multicultural Education. 3. Understand the concept of education in the emerging society. 4. Analyse the implications of 21 st century pedagogy. 5. Acquires knowledge on globalization and its impact on education.								
CONTENTS								
Unit-I			21st Century Education					
21 st century Education: Meaning, Definition – Four pillars of education – integrated and interdisciplinary education – Global classrooms – Lifelong learning – student centered education – Learning skills – life skills.								
Unit –II			Multicultural Education					
Multiculturalism- 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 21 st Century teacher - Teacher professional ethics, problems in teacher education-Technical teacher training- Special teacher training: Physical education, Music, Art.								
Unit-IV			21st Century Pedagogy					
Learner-centered class room and personalized instruction-Flipped classroom -Blended learning - Problems based learning- Collaborative learning- Interdisciplinary approach -Team teaching- Peer teaching – Activity method – Heuristic method – Project method – Constructive approach – Holistic approach – Participatory approach – Field visit and sharing expression link with classroom.								
Unit – V			Globalization and its Impact on Education					
Impact of science and technology – 21 st Century skills - Environmental education – Scientific society – Technology Revolution – Mass Media – Problems of new technology – Uses of technology in Education – Artificial Intelligence – Blog.								
Internal Practical								
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). <i>Education in a New Society: Renewing the Sociology of Education</i> , University of Chicago Press.							

3	Singh, C. P. (2014). <i>Indian education in the emerging society</i> . New Delhi: Lotus Press Publishers.
4	National Council for Accreditation of Teacher Education NCATE (2008) Washington. DC: NCATE.
5	Hunt,M.P. (1973) <i>Foundation of Education Social and Cultural Perspectives</i> . New York: Halt, Rinehart and Winston.
6	Orlansky,W.D(1992) <i>Exceptional Children: An inventory survey of special education</i> , New York: Macmillan Publishing Company.
7	Banks, J. (2004). <i>Multicultural education: Characteristics and goals</i> . In J. Banks & C. Banks (Eds.), <i>Multicultural education: Issues and perspectives</i> (pp. 3-30). San Francisco, CA: Jossey Bass.
8	Trilling, B., Fadel, C. (2009). <i>The Future of Work and Careers in 21st Century Skills</i> , John Wiley.
9	Slattery, Patrick and Dana Rapp. (2002). <i>Ethics and the foundation of education- teaching convictions in a postmodern world</i> . Allyn & Bacon.
10	Rajasekar.S. (2010). <i>Computers in Education</i> , 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,	
CO1	Understand the culture and modernism of education.
CO2	Analyse the dimensions and approaches of education.
CO3	Understand the concept of education in the emerging society.
CO4	Analyse the implications of dynamics of teaching strategies.
CO5	Understand the culture and modernism of education.
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6– Creating	
Course Designed by: Prof. 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	25UPMED1E06		Gender Studies	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Understand the concept of gender								
2) Acquire knowledge related to gender based social and health issues								
3) Analyze the gender issues in the educational system								
4) Get acquainted with the concept of gender sensitization								
5) Acquire knowledge about policies that bring equality								
Unit – I			Introduction					
Gender studies-concept, need and scope- difference between gender and sex - Difference between women’s studies and gender studies-Gender roles – Gender discrimination: meaning, forms and areas - Gender stereotypes – gender bias-Patriarchy and Matriarchy - Femininity and Masculinity- Establishment of centre and cells for Women’s Studies-- Gender equality and sustainable development.								
Unit – II			Social practices and Health issues					
Social problems relating to marriage, family, dowry, divorce, child marriages and widowhood – Problems of single women, transgender and differently abled - inequality in family, marriage, education and religion- Gender based violence in family and community- Biological and psychological determinants of women's health.								
Unit – III			Gender and Education					
Dimensions of gender equality in education- Equality of access, learning process, educational outcomes and external results- Constraints of women’s education: social, economical, cultural and geographical- Equality of educational opportunities-Curriculum and textbooks in promoting gender equality- Responsibility of academic institutions with special reference to challenging gender-Educational policies and programmes for gender equality.								
Unit – IV			Gender Sensitization					
Gender sensitization- Meaning, concept, scope and need-Gender sensitization process- Challenges before gender sensitization- Gender sensitization programmes for behaviour modification and eliminating gender biases- Concept of women empowerment and its importance-Empowering women for sustainable development- National Mission for Empowerment of Women-gender sensitization through women empowerment.								
Unit – V			Gender rights and Constitutional provisions					
Fundamental rights-Constitutional privileges for gender equality- policy- legal provisions- Criminal law and enforcement machineries-Special initiatives for women and promoting gender equality and social justice -Political participation of women-Representation of women in elected bodies: parliament, state legislature and local bodies.								
Internal Practical:								
Identify programmes and schemes meant for removing gender disparity								
Textbook(s):								
1	Bathla & Sonia (2018). <i>Women, democracy and the media: Cultural and political representations in the Indian press</i> . New Delhi: Sage.							
2	Brush, Lisa D. (2017). <i>Gender and governance</i> . New Delhi: Rawat Publications.							
3	Nath Pramanik Rathindra (2016). <i>Gender inequality and women’s empowerment</i> . New Delhi: Abhijeet Publication,							
4	Rege, Sharmila (Ed.) (2013). <i>Sociology of gender: The challenge of feminist sociological knowledge</i> . New Delhi: Sage.							
5	Saxena, Shobha (2006). <i>Crime against women and protective laws</i> . New Delhi: Deep and Deep							

6	Sheela, V. (2015). <i>Employment of women in the unorganized manufacturing sector</i> . Jaipur: University Book House Private limited.
7	Singh & Indu Prakash (2018). <i>Indian women: The power trapped</i> . New Delhi: Galaxy Publishers.
Reference(s):	
1	Blumberg, Rae & Lesser (2008). <i>Theinvisible obstacle to education quality: Gender bias in textbooks</i> . New Delhi: Springer.
2	Braslavsky, C. (Ed.). (2016). <i>Textbooks and quality learning for all: Some lessons learned from international experiences</i> . UNESCO: International Bureau of Education.
3	Khanna, S. (2019). <i>Violence against women and human rights</i> . New Delhi: Swastik
4	Saxena, Alka (2018). <i>Women and Political Leadership</i> . 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 be able to:	
CO1	Discuss the concept of gender studies
CO2	Analyse the gender based social and health issues
CO3	Describe the gender issues on educational system
CO4	Evaluate the gender sensitization programme to promote equality
CO5	Apply legal provisions for gender equality
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	S	M	M	S	L	M	S	S	M
CO2	M	M	M	S	S	L	M	M	S	M
CO3	M	S	M	M	S	S	L	S	L	M
CO4	S	L	M	L	M	L	S	M	M	M
CO5	S	M	S	S	S	M	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	25UPMED1S01		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- Classifications of Values- Sources of values –Need and Importance of value education.								
Unit – II			Value Education and Personal Development					
Aim and objectives of Value Education – Components of Value Education – Moral development-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								
Internal Practical:								
Write a story that exhibits any value.								
Textbook(s):								
1	Bhandari, R.S. (2003). <i>Value Education</i> . New Delhi: Abhishek Publications.							
2	Kruba, Charles and Arulselvi, V. (2012). <i>Value Education</i> . Hyderabad: Neelkamal Publications Pvt. Ltd.							
3	Venkataiah, N. (2007). <i>Moral Education</i> . Delhi: APH Publishing Corporation.							
4	Venkataiah, N., and Sandhya, N. (2004). <i>Research in Value Education</i> . New Delhi: APH Publishing Corporation							
Reference(s):								
1	Aruna goel, S.C., and Goel. (2005). <i>Human Values and Education</i> . Delhi: Deep & Deep Publications Pvt. Ltd.							
2	Dhananjay, Joshi. (2006). <i>Value Education in Global Perspectives</i> . Delhi: Lotus Press.							
3	Ismal, Thamarasseri. (2013). <i>Value Education</i> . New Delhi: APH Publishing Corporation.							
4	Khajapeer, K. (2013). <i>Value Education</i> . 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: After studying these chapters, students will be able to,		Cognitive 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: Prof. 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

ALTERNATIVE ELECTIVE COURSE: PROFESSIONAL ETHICS

Semester	II	Alternative Elective Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1E07		Professional Ethics	2	3	-	-	3
Course objectives:								
The course will enable the students to:								
1) Understand the fundamental concepts of professional ethics and their significance in education.								
2) Analyze ethical dilemmas and apply ethical decision-making frameworks in educational contexts.								
3) Develop a sense of responsibility, integrity, and professional conduct in their teaching profession.								
CONTENTS								
Unit-I			Foundations of Professional Ethics					
Meaning, Definition, and Scope of Professional Ethics-Ethical and Moral Reasoning-Importance of Ethics in the Teaching Profession-Professional Values and Code of Conduct for Educators-Ethics in Teacher-Student Relationships								
Unit –II			Ethical Issues in Education					
Academic Integrity-Ethical Issues in Assessment and Evaluation-Equity, Diversity, and Inclusion in Education-Ethical Challenges in Educational Leadership and Administration-Privacy, Confidentiality, and Digital Ethics in Education								
Unit – III			Ethical Decision-Making in Education					
Approaches to Ethical Decision-Making-Conflict Resolution and Ethical Leadership-Ethical Dilemmas in Education-Strategies for Promoting Ethical Practices in Educational Institutions-professional accountability.								
Internal Practical								
Developing a report for code of conduct for educational professional								
Textbook(s):								
1	Campbell, E. (2003). <i>The Ethical Teacher</i> . McGraw-Hill Education.							
2	Strike, K. A., & Soltis, J. F. (2009). <i>The Ethics of Teaching</i> . Teachers College Press.							
3	Nash, R. J. (2002). <i>"Real World" Ethics: Frameworks for Educators and Human Service Professionals</i> . Teachers College Press.							
4	Noddings, N. (2015). <i>Philosophy of Education</i> . Westview Press.							
5	Indian National Education Policy (NEP 2020) – Ethical Aspects and Guidelines							
Web Site(s):								
1	https://sadbhavanapublications.org/images/notes-pdf/files/Tec-607d3ff022f35.pdf							
2	University of Jammu. (n.d.). <i>BA Sem III Course No PL-301 Philosophy</i> [PDF]. Retrieved from https://www.distanceeducationju.in/pdf/BA%20Sem%20III%20Course%20No%20PL-301%20Philosophy.pdf							
3	Title of the article. <i>Ethical Theory and Moral Practice</i> . https://link.springer.com/article/10.1007/s10677-023-10367-3							
4	IDEA Education. (n.d.). <i>Developing ethical reasoning and/or ethical decision-making</i> . Retrieved from https://www.ideaedu.org/idea-notes-on-learning/developing-ethical-reasoning-and-or-ethical-decision-making/							
5	Connected TOT. (2024, May 5). <i>Importance of professional ethics and values</i> . Retrieved from https://connectedtot.com/2024/05/05/importance-of-professional-ethics-and-values/#:~:text=In%20summary%2C%20professional%20ethics%20and,uphold%20legal%20and%20ethical%20standards.							
6	Title of the article. <i>Procedia - Social and Behavioral Sciences</i> . https://www.sciencedirect.com/science/article/pii/S1877042815005418							
7	<i>The importance of ethics in the teaching profession</i> . ResearchGate. URL							

8	Atma Ram Sanatan Dharma College. (2019). <i>Code of professional ethics</i> . Retrieved from https://arsdcollege.ac.in/wp-content/uploads/2019/12/Code-of-Professional-Ethics.pdf	
9	INFLIBNET. (n.d.). <i>Code of conduct of teachers and professional ethics</i> . Retrieved from https://ebooks.inflibnet.ac.in/edup13/chapter/code-of-conduct-of-teachers-and-professional-ethics/	
10	<i>Title of the blog post. Philosophical Disquisitions</i> . Retrieved from https://philosophicaldisquisitions.blogspot.com/	
11	<i>Title of the article. Journal Name</i> . https://www.sciencedirect.com/science/article/pii/S8755722396800093	
12	Monash University. (n.d.). <i>What is academic integrity and why is it important?</i> Retrieved from https://www.monash.edu/student-academic-success/maintain-academic-integrity/what-is-academic-integrity-and-why-is-it-important#:~:text=Academic%20integrity%20means%20acting%20in,of%20both%20staff%20and%20students.	
13	Next Gen Learning. (n.d.). <i>18 things about ethical assessment in your school</i> . Retrieved from https://www.nextgenlearning.org/articles/18-things-ethical-assessment-in-your-school	
14	Education Advanced. (n.d.). <i>Equity and inclusion in education</i> . Retrieved from https://www.educationadvanced.com/blog/equity-and-inclusion-in-education	
15	Ministry of Education, India. (n.d.). <i>Inclusive education</i> . Retrieved from https://dsel.education.gov.in/inclusive-education	
16	<i>Ethical challenges in school administration: Perspectives of Canadian principals. Research Gate</i> . https://www.researchgate.net/publication/371658780_Students'_experiences_with_educational-ethical_challenges	
17	Bhushan Dandawate STEM Scholarship. (n.d.). <i>The ethics of educational technology: Privacy and safety concerns</i> . Retrieved from https://bhushandandawatestemscholarship.com/the-ethics-of-educational-technology-privacy-and-safety-concerns/	
18	Retrieved from https://papers.iafor.org/wp-content/uploads/papers/ace2014/ACE2014_04185.pdf	
Course Outcomes: On the successful completion of the course, the students can able to:		Cognitive Domain
1	Explain the principles and theories of professional ethics.	K1 & K2
2	Identify ethical challenges and dilemmas in the field of education.	K2 & K3
3	Apply ethical reasoning and professional standards to real-life educational scenarios.	K3
K1 - Remembering; K2 - Understanding; K3 - Applying;		
Course Designed By: Prof. 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

Note: S - Strong; M - Medium; L – Low

SEMESTER III
CORECOURSE: ADVANCED EDUCATIONAL TECHNOLOGY

Semester	III	Core Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1C08		Advanced Educational Technology	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Understand the concept of educational technology								
2) Aware the inter-relationship between pedagogy, technology and digital learner.								
3) Equip them with the recent trends in technology.								
4) Acquire the practical knowledge and skills to design four quadrant model.								
5) Develop the skill to prepare Comprehensive MOOC course.								
CONTENTS								
Unit– I		Concept of Technology						
Definitions and objectives of educational technology - Genesis and Psychological Foundation of Educational Technology -technology of education and technology in education – approaches: Hardware, software and system -Cybernetics and application of ET in Indian classroom situation - Edger Dale cone of experience: importance and uses –Multi-sensory instruction.								
Unit–II		Inter-relationship between Pedagogy, Technology and Digital Learner						
Task Analysis - Meaning, nature and steps - Formulating instructional objectives of behaviours (Cognitive, Affective and psychomotor) - Individualised instructional techniques - Group and mass instructional techniques - Techno-pedagogy - The Techno pedagogical content knowledge (TPACK) -The Technology Integration Matrix (TIM): synchronous, asynchronous and bichronous modes of online teaching - Characteristics of Digital Learner.								
Unit–III		Recent Trends in Technology						
Gamification, Flipped learning, Blended learning, Virtual and Augmented reality: Interactive intelligent panel - Challenges, Benefits, AI smart Boards, ethical issues and standards, Technology in the classroom: Artificial Generative Intelligence in teaching - Fusion of media and information literacy in teaching, Hypermedia - Multimedia - Technology Integration Planning (TIP) model for teachers, High access technology rich learning environment.								
Unit–IV		Design of Four Quadrant Model						
Video lectures: core content - transcription - video demonstration - animation - simulation; Reading materials: e-content - supplementary reading material - e book - case studies - presentation - web resources; Discussion forum: Interactive platforms - FAQ’s - web resources; Self - assessment: quizzes, assignments, MCQ’s and all kinds of objective types.								
Unit–V		Development of Comprehensive MOOC						
Integration of e - tutorials, e - content, discussion forum and assessment tools – practice and output - Challenges.								
Internal Practical:								
Prepare a list of free softwares align to prepare a digital content.								
Textbook(s):								
1.	ChodavarapuJalajaKumara,Digumarti(2004). <i>MethodsofTeachingEducationalTechnology</i> , New Delhi: Discoverypublishinghouse.							
2.	Dash.B.C(2011). <i>ATextbookof EducationalTechnology</i> ,New Delhi:Wisdom Press.							
3.	Singh,C.P.(2006). <i>IntroductiontoEducationalTechnology</i> ,NewDelhi:Lotus Press.							
4.	Mehra,V. (2010). <i>A TextBookofEducational Technology</i> ,NewDelhi,SanjayPrakash							

Reference(s):		
1.	Bukhari.A.Z.(2006). <i>Mass media and methods of Education</i> , NewDelhi: Anmol Publishing Private Limited.	
2.	Janardan Prasad,Vijay Kumari Kaushik, (2004). <i>Advanced Educational Technology</i> , NewDelhi: Kanishka Publishers and Distributors.	
3.	JeanFolkerts,StephenLacy.(2005). <i>The mediain your Life, An introduction to mass communication</i> , New Delhi: Saurabh Printers Private Limited.	
4.	Maier,P.andWarren.A.(2000).IntegratingTechnology in Learning andTeaching. London: Kogan Page.	
5.	Mujibul Hasan Siddiqui.(2004). <i>Technology in teacher education</i> , NewDelhi: APH Publishing House.	
6.	Naseema,C.andAlam,M.A.(2004). <i>From Black board to the Web Integrating Technology and Education</i> , New Delhi: Kanishka Publishers and Distributors.	
7.	Nehru.(2014). <i>Blended Learning</i> , New Delhi: APH Publishing Corporation.	
8.	Nino Bochorishvili. (2020). <i>Blended Learning an Educational Challenge</i> , LapLambert: 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	Apply the concept of educational technology in their teaching.	K2&K3
CO2	Integrate the elements of pedagogy, technology and digital learner in preparing the instructional objectives.	K2
CO3	Use with the recent trends in technology.	K3
CO4	Design four quadrant model with the practical knowledge and skills acquired.	K3 &K4
CO5	Develop the skill to prepare Comprehensive MOOC.	K6
K1-Remembering;K2-Understanding;K3-Applying;K4-Analysing;K5-Evaluating;K6- Creating		
Course Designed by:Dr.G. Hema		

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

Third Semester
CORE COURSE: ASSESSMENT IN EDUCATION

Semester	III	Core Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1C09		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) Construct and standardise an achievement test.
- 3) Aware of different tools and techniques of assessment used to assess the students' learning outcomes at school level.
- 4) Learn about various classroom assessment techniques in higher education.
- 5) Understand 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– Difference among measurement, assessment, evaluation and test - Principles of assessment - Different views of assessment: Assessment of learning, assessment for learning, and assessment as learning - Revised Bloom's taxonomy of educational objectives.

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 – Recent trends in assessment in school education: DIKSHA, e Pathshala and Swayam Prabha - Assessment reports on students' learning outcomes: National Achievement Survey (NAS) by NCERT and Annual Status of Education Report (ASER).

Unit – IV

Assessment in Higher Education

Classroom assessment techniques in higher education and their importance – 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 in assessment in higher education: Choice Based Credit System (CBCS) and Outcome Based Evaluation.

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 – World ranking of higher educational institutions: QS World University Rankings and Times Higher Education World University Rankings.

Internal Practical:

Write a report on elementary level students' learning outcomes in languages and mathematics by analysing the recent ASER report.

Textbook(s):

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

Reference(s):	
1	Conrad, H. S. (1948). Characteristics and uses of item-analysis data. <i>Psychol. Monogr.</i> 62, No. 295.
2	Drummond, M.J. (1993). <i>Assessing children's learning</i> . London: David Fulton.
3	Frey, B. (2014). <i>Modern classroom assessment</i> . California: Sage Publication.
4	Gronlund, N. E. (1977). <i>Constructing achievement tests</i> (2nd ed.). N J: Prentice Hall.
5	Haladyna, T. M. (2004). <i>Developing and validating multiple-choice test items</i> . Mahwah, NJ: Erlbaum.
6	Kaplan, R. M. & Saccuzzo, D. P. (2009). <i>Psychological testing and assessment</i> . New Delhi: Cengage Learning India Pvt. Ltd.
7	Miller, M. D., Linn, R. L., & Gronlund, N. E. (2005). <i>Measurement and assessment in teaching</i> (10th ed.). New Jersey: Pearson Education Inc.
8	NCERT (2010). <i>Handbook of continuous and comprehensive evaluation</i> . New Delhi: NCERT.
9	Phye, G. D. (1997). <i>Handbook of classroom assessment learning achievement and adjustment</i> . California: Academic Press
10	Price, L. R. (2017). <i>Psychometric method: Theory into practice</i> . New York: The Guilford Press.
11	Shah, Beena (Ed.). (1988). <i>Revamping the examination system</i> . New Delhi: Northern Book Cent.
12	Singh, A. K. (2006). <i>Tests, measurement and research methods in behavioural sciences</i> (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=scwHDVfvg&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: On the successful completion of the course, the students can able to:		Cognitive 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 school level.	K1

CO4	Use appropriate classroom assessment technique in assessing students' learning outcomes in higher education.	K3
CO5	Know about the role and functions of various assessment and accreditation agencies in ensuring quality education in 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	25UPMED1C10		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, 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-problems in processing – graphical representation of data–frequency distribution.								
Unit– II		Descriptive Analysis						
Meaning- normal probability curve, uses and its applications- computing percentage and percentile ranks – Standard errors of measurement - Measurement of central tendency -Mean, Median and Mode; Measures of variation / dispersion - skewness and kurtosis.								
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 and types - method of calculation - Product moment correlation coefficient and its properties - Spearman’s Rank correlation - Relation between regression coefficients and Correlation coefficient; Regression: Meaning and types - method of calculation - Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation.								
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:								
Collect online data (Minimum of 50 samples) for a research tool related to the society, analyse and interpret the data.								
Textbook(s):								
1	Best, John. W. (2010). <i>Research in Education (10th ed.)</i> . New Delhi: Prentice Hall of India Publication Pvt Ltd.							
2	Burke Johnson & Larry Christensen. (2012). <i>Education Research, Quantitative, Qualitative & Mixed Approaches (5th ed.)</i> . New Delhi: Sage Publications.							

3	Creswell, J. W. (2011). <i>Educational Research (4th ed.)</i> . New Delhi: PHI Learning Private Limited.
4	Dash, B. N. Dash, N. (2014). <i>Educational Measurement Statistics & Guidance</i> . New Delhi: Dominant Publishers & Distributors Pvt. Ltd.
5	Field, A. (2013). <i>Discovering Statistics Using IBM SPSS Statistics</i> . London: SAGE Publications.
6	Gaur, A. S., & Gaur, S. S. (2009). <i>Statistical Methods for Practice and Research</i> . New Delhi: SAGE Publications.
7	Levin, J. & Fox, J. A. (2000). <i>Elementary Statistics in Social Research (8th ed.)</i> . USA: Addison - Wesley Educational Publishers Inc.
8	Madan, P., Paliwal, V., & Bhardwaj, R. (2010). <i>Research Methodology</i> . New Delhi: Global Vision Publishing House.
9	Muijs, D. (2004). <i>Doing Quantitative Research in Education</i> . New Delhi: Sage Publications.
10	Sharma, Y. K. (2011). <i>Methodology and Techniques of Educational Research</i> . New Delhi: Kanishka Publishers, Distributors.
Reference(s):	
1	BurkeJohnson & Larry Christensen. (2008). <i>Education Research, Quantitative, Qualitative & Mixed Approaches (3rd ed.)</i> . New Delhi: Sage Publications.
2	Bhargava, M. & Mathur, M. (2004). <i>Psychometrics & Statistical applications in Educational & Behavioral Sciences</i> . New Delhi: Sunrise Publications.
3	Dhir, R. C. & Sahoo, D. D. (2008). <i>Methodology of Educational Research Statistics and Pedagogical Skill Testing</i> . New Delhi: Kalyani Publishers.
4	Freunds, J. E. (2008). <i>Mathematical Statistics with Applications (Seventh Edition)</i> . New Delhi: Prentice-Hall of India Private limited.
5	Garrett, H. E. (2013). <i>Statistics in Psychology and Education</i> . New Delhi: Surjeet Publications.
6	Healey, J. F. (2010). <i>The Essentials of Statistics. A tool for Social Research</i> . Second Edition. Singapore: Wadsworth Cengage learning.
7	Howell, D. C. (2010). <i>Statistical Methods for Psychology (7th ed.)</i> . Singapore: Wadsworth Cengage learning.
8	Kothari, C. R. (2011). <i>Research Methodology, Methods and Techniques</i> . New Delhi: New Age International (P) Limited Publishers.
9	Panneerselvam (2007). <i>Research Methodology</i> . New Delhi: Prentice-Hall of India Private limited.
10	Sharma, R. N. (2012). <i>Statistical Techniques in Educational Research</i> . 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:	
CO1	Understands the concept of Statistics in Education.
CO2	Compute the measures of central tendency and measures of dispersion.
CO3	Aware to calculate the inferential statistical techniques such as t-test, ANOVA etc. and interpret the data after analysis.
CO4	Answer the hypothesis both quantitatively and qualitatively.
CO5	Develop competencies in research reporting.
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	25UPMED1E08		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- six sigma management.								
Unit – III		Leadership in Educational Administration						
Leadership: Meaning, Nature, Scope and Need – Importance of Leadership Qualities – 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:								
Write a report on the School or College administration structure.								
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 (1 st 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 (2 nd 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%20Semeste r/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 and remember the unique features of educational management.	K1, K2
CO2	Understand the various educational management theories and techniques	K2
CO3	Understand favorable attitude towards effective leadership style in Educational Management.	K2, K3
CO4	Analyse the features of Organisational Behaviour and functions of government at various level of Education.	K3, K4
CO5	Evaluate and acquire the knowledge of educational administration and its trends.	K5, K6
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating		
Course Designed by: Prof. K. Dhanalakshmi		

Mapping of Course Outcomes with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
	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	25UPMED1E09		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:								
Prepare a report on the guidelines to start a School or College.								
Textbook(s):								
1.	Jose Paul and N, Ajithkumar, (2000). <i>Entrepreneurship and Management</i> , Bombay: Himalaya Publishing House.							
2.	Kondiah, C. (2002). <i>Entrepreneurship in the New Millennium-challenges and Prospects</i> , New Delhi: Tata McGraw Hill Publishing Company.							
3.	RicharSwedberg. (2000). <i>Entrepreneurship: The Social Science View</i> , New Delhi: Oxford University Press.							
4.	Vasant Desai, (2000). <i>Management of a Small Scale Industry</i> , New Delhi: Himalaya Publication House.							
5.	Tharaney V., Upadhyaya D., (2014). <i>Burgeoning Field of Edupreneurship: A Literature Review</i> , Pacific Business Review.							
Reference(s):								
1.	AgrawalReena (2013). A Case on Edupreneurship in India, <i>Journal of Business Studies Quarterly</i> , AICTE Publication, New Delhi:Journal of Business Studies Quarterly, 4(1), 30.							
2.	Bessant, J.R. and Joseph Tidd. <i>Innovation and entrepreneurship</i> . Third edition. Chichester: Wiley, 2015. XVIII, 524.							

3.	Kamalakannan. (2005). <i>The Role of Financial Institutions in Development of Women Entrepreneurs</i> . Kurukshetra: April Edition, 53(6).
4.	Samuel K.Ho. (2002). <i>Total Quality Management: An Integrated Approach</i> , New Delhi: Kogan Page India Pvt Ltd.
5.	ShilpaVaidya. (2004). <i>Integrating Entrepreneurship Education into Formal System of Schooling</i> , Journal of Indian Education.
6.	Smith, Kim; Petersen. Julie Landry (2006). <i>What is Educational Entrepreneurship?</i> ,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://evollution.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:	
CO1	Understand the basic terminology concepts of edupreneurship and its different types.
CO2	Creativity to develop the significance of integration of edupreneurship in school subjects
CO3	Assess the various training methods in Education andutilize their job opportunities.
CO4	Apply the basic concepts for employment opportunities in their life.
CO5	Determine the changes in the educational opportunities in Government sectors in day-to-day life.
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create	
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	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	25UPMED1E10		Guidance and Counseling	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Understanding the basic Nature of guidance.								
2) Get acquainted knowledge on guidance services.								
3) Understand the basic principles of counseling.								
4) Develop practical knowledge of the various tools 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- Types and areas of guidance- Types of guidance- Educational, Vocational, Social and moral Personal- Group and individual guidance								
Unit – II		Guidance Services						
Organizing guidance service in school- Importance of guidance services Guidance -The student information service – Placement service – occupation information service guidance services at primary level, secondary level and higher level-								
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- Individual and group counseling- Diagnosis and follow-up in counseling-Qualities of an effective counselor. - Qualities of an effective counselor.								
Unit – IV		Guidance and Counseling tools						
Guidance and counseling records – Testing techniques: Psychological tests- Intelligence tests, Aptitude tests, Attitude scales, Creative tests and Personality inventories.-Non-testing devices –Observation, Case study and interview.								
Unit – V		Guidance and Counseling of Exceptional Students						
Guidance for gifted, students with individual differences and under achievement- Social deviance: Juvenile delinquency, Violence, Drug abuse, Dropout, Alcoholics addicts - Sexual harassments - Eve teasing - Gender discrimination.								
Internal Practical:								
Develop a non-testing device for counseling school students.								
Textbook(s):								
1	Agrawal, J.C. (2000). <i>Educational Vocational Guidance and Counselling</i> , New Delhi: Daba House.							
2	Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). <i>Guidance and Counseling</i> , Vol. I: A, Theoretical Perspective, New Delhi: Vikas Publishing house Pvt. Ltd.							
3	Gibson, R.L. & Mitchell, M.H. (2005). <i>Introduction to counselling and Guidance</i> . PHI Ltd., New Delhi							
4	Meenakshisundaram, A. (2006). <i>Experimental psychology</i> , Kaavyamala publication , Dindukal							
5	Safaya B.N. (2002). <i>Guidance and counselling</i> , Chandigarh: Abhishek publications.							
Reference Book(s):								
1	Chauhan S.S. (2008). <i>Principles and Techniques of Guidance (2nded.)</i> , New Delhi; Vikas Publishing house Pvt. Ltd.							
2	Crow.L.D.&Crow, A.(2008). <i>An Introduction to guidance New Delhi</i> : Surjeet publications.							
3	Daniel Gartrell (1998). <i>A Guidance Approach for the Encouraging Classroom (2ndEd.)</i> , Delmar: Delmar Publishers.							
4	Dash B.N (2005). <i>Guidance Services in Schools</i> , New Delhi: Dominant Publishers and Distributors.							

5	Glickman, C & Wolfgang, C. (1981). <i>Solving Discipline Problems: Strategies for Classroom Teachers</i> . Boston: Allyn and Bacon.
6	Indira Madhukar (2005). <i>Guidance and counselling</i> , New Delhi; Authors Press India
7	Kochhar S.K. (2006). <i>Guidance and Counselling in Colleges and University</i> , New Delhi: Sterling Publishers Private Limited.
8	Robert L. Gibson and Marianne H. Mitchell (2014). <i>Introduction to Counselling and Guidance</i> , (7 th Ed.), New Delhi: PHI Learning Pvt. Ltd.
9	Tamara E. Davis (2005). <i>Exploring School Counselling Professional Practices and Perspectives</i> , New York: Hooughton 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.
CO2	Describe the different guidance services.
CO3	Acquaint them on the basic principles of counseling.
CO4	Explain the various techniques used in guidance and counseling.
CO5	Acquaint the guidance and counseling of exceptional children.
K1 - Remembering; K2 - Understanding; K3 - Applying; K4 - Analysing; K5 - Evaluating; K6 – Creating	
Course Designed by: Prof. 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	25UPMED1V02		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) Understand the resources for the development of self-learning modules.								
3) Know how to develop the self-learning module.								
CONTENTS								
Unit – I			Self-learning modules					
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. 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 – II			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 – III			Development of Self-learning module					
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. 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:								
Prepare any one self-learning resources								
Textbooks:								
1.	Chaudhary, S.V.S (2018). <i>Self-Learning Material</i> , New Delhi: IGNOU Publications.							
2.	Murthy, C.R.K. (2017). <i>Learning from Self-learning Materials</i> , New Delhi: IGNOU Publications.							
Reference Books:								
1.	Craig Maile and Margi Stone Cooper (2017). <i>Developing Modules for self-paced learning</i> . USA: Carrer Tech Publications.							
2.	Dick, W., Carey, L., & Carey, J. O. (2015). <i>The systematic design of instruction</i> . USA, Pearson Education Publications.							
3.	Niradhar Ray. (2015). <i>The Perception of B.Ed. Students on Printed Self-Learning Material and Learning Style in ODL</i> , New Delhi: IGNOU Publications.							
4.	IGNOU. (2000). <i>Design and Development of Self-Learning Print Materials</i> , 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	Remember and explain the basic knowledge of self-learning modules and the selection of contents with its objectives.	K1,K2
CO2	Describe the plan of the pre-requisite knowledge on resources of self-learning modules and to develop the e content.	K2, K3
CO3	Create and evaluate the self-learning modules	K4, K5, K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create		
Course Designed by: Dr. R. Venkateswaran		

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

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

FOURTH SEMESTER
CORE COURSE: HIGHER EDUCATION IN INDIA

Semester	IV	Core Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1C11		Trends in Higher Education	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Understand the introduction about our Indian higher education system								
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 an insight about the research in higher education in India.								
CONTENTS								
Unit - I		Introduction to higher education in India						
Concept and meaning of higher education – Aims and objectives of higher education - Goals of higher education – role of higher education in national development – Types of universities: Formal, Affiliated, federal, unitary residential, rural and deemed universities – Institutes of national importance - open universities- Correspondence courses								
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 - 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 – Role of MoE in higher education - Liberalisation, Privatisation and Globalisation - Technology and higher education - Indian higher education in the globalisation context - Issues and challenges: Equalization of educational opportunities in higher education, teacher quality and public - private partnership								
Unit – V		Research in Higher education						
Role and responsibilities of MHRD and UGC in the development of higher education – Need for research in higher education – admission and enrollment for research – Agencies providing research in higher education – UGC, ICSSR, DST, CSIR, ICMR, NCERT and NUEPA								
Internal Practical :								
Critically evaluate the functions of University Grants Commission.								
Textbook(s):								
1	Staley, D. J. (2019). <i>Alternative Universities Speculative Design for Innovation in Higher Education</i> . Johns Hopkins University Press.							
2	Varghese, N. V. & Sabharwal, N.S. et al. (2018). <i>India Higher Education Report 2016</i> . SAGE Publications.							
3	Vashist.V. (2002). <i>Modern Methods of Training of Univesity and College Teachers</i> . New Delhi: Sarup& sons							
Reference Book(s):								
1	Ben, A. M. & Robert, M. K. (2017). <i>Managing for Quality in Higher Education A Systems Perspective (2nd ed.)</i> .Book boon the e book company.							

2	Dhir, R.N.(2006). Higher Education in the new millennium. Chandigarh: Abhishek Publication
3	Khurana, P.S.M. &Singhal,P.K. (Eds) (2010). <i>Higher Education:Quality & Management</i> . New Delhi :Gyan
4	Manning, K. (2014). <i>Organizational Theory in Higher Education</i> . Nutech Print services
5	Panikkar,K.N. &Bhaskaran Nair . (2012) <i>Globalization and Higher Education in India</i> . Delhi:Pearson
6	Patil .V.T. (1984). <i>The saemster System: substance and problems</i> . New Delhi : Sterling
7	Patnaik.J. (2001). <i>Higher Education in Information Age</i> . New Delhi: Authers Press
8	Powar,K.B. (2002). <i>Indian Higher Education</i> . New Delhi : Concept Pub.co.
9	Rao, V.K.(2013). Higher Education. New Delhi: APH Publishing Corporation
10	Wright.J. (1982). <i>Learning to Learn in Higher Education</i> . Great Britan: Croom Helm Related

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1	https://hcikl.gov.in/home/Education/Education-in-India/Overview-of-Higher-Education-in-India
2	https://scoop.eduncle.com/list-of-institutes-of-national-importance
3	https://fctl.ucf.edu/teaching-resources/teaching-strategies/teaching-methods-overview/
4	https://en.wikipedia.org/wiki/Online_learning_in_higher_education
5	https://www.shanlaxjournals.in/pdf/ASH/V2N4/Ash_V2_N4_012.pdf
6	https://www.iitms.co.in/blog/what-is-computer-based-test.html
7	https://www.researchgate.net/publication/370130561_Higher_Education_in_India-Challenges_and_Remedies
8	https://www.worldwidejournals.com/paripex/recent_issues_pdf/2023/September/issues-and-challenges-of-higher-education-in-india_September_2023_2918359680_9404376.pdf
9	https://www.sitra.fi/app/uploads/2017/02/raportti74-2.pdf
10	https://www.psychologydiscussion.net/educational-psychology/top-6-agencies-for-improvement-of-higher-education-in-india/1855

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	Creating a research knowledge to the students	(K6)
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	M	M	M	S	L	S	M	L	S
CO2	S	S	L	M	M	S	M	L	S	S
CO3	M	S	S	L	M	L	S	M	S	M
CO4	S	M	M	S	L	M	S	L	S	L
CO5	S	M	S	L	M	S	M	L	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	25UPMED1C12		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								
CONTENTS								
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)IntellectualImpairment(Gifted,Creativity,Talentedandchildrenwithintellectualdisabilities),Deve lopmentalImpairment(Autism,cerebralpalsy,learningdisabilities),Socialand 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 environmentininclusiveschools:materialresourcesandhumanresources–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 Audiobooks- Hearing Impairment: Hearing loop or induction loop, FM system, Infrared system and Personal amplifier.								
Unit-V		Teacher Preparation for Inclusive Education						
Teaching and learning process in an inclusive set – Professional ethics of teachers and teacher educators- Evaluation and followupprogramsforimprovisationofteacherpreparationprograms- Buildinginclusivelearning friendly classrooms -Planningandconductingresearchactivities– Supportservicesforinclusion-Research in inclusive education.								
Internal Practical:								
Write there port based on the interview conducted with parents of child with special needs								

Textbooks:		
1.	NeenaDash.(2012). <i>Inclusiveeducationforchildrenwithspecialneeds</i> .NewDelhi:Atlantic publishers and distributors (p) Ltd.	
2	SharmaP.L(2003). <i>Planning InclusiveEducationin Small Schools</i> . R.IE.Mysore	
Reference Books:		
1	Ahuja.A&Jangira,N.K(2002). <i>EffectiveTeacher Training;CooperativeLearningBased Approach</i> .NewDelhi:NationalPublishing house.	
2	DouglasFisher &CarenSax (2003). <i>Inclusivehighschools:Learningfromcontemporary classrooms</i> .USA: PaulHBrookes publishingCo.	
3	DouglasFisher&CraigHKennedy(2001). <i>Inclusivemiddleschools</i> .USA:PaulHBrookes publishing Co.	
4	HuwThomas.(2007). <i>Inclusion</i> .UK:Taylorand Francisgroup.	
5	Jha,M(2002). <i>InclusiveEducationforAll:SchoolswithoutWalls</i> ,Chennai:Heinemann Educational publishers, Multivista Global Ltd.	
6	MithuAlur&MichaelBach(2005). <i>Inclusiveeducation:Fromrhetorictoreality</i> .NewDelhi: Viva books (p) Ltd.	
7	Rosemary Sage(2007). <i>Inclusioninschools:Makingadifference</i> .NewYork: Network continuum education.	
8	TimLoreman, Deppeler,J&DavidHarvey(2006). <i>Inclusiveeducation</i> .UK:Routledge Falmer.	
9	TonyBooth,KariNes&MaritStromstad(2003). <i>Developinginclusiveteachereducation</i> .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: Prof. K.Dhanalakshmi		

Mapping of Course Outcomes with Programme

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	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

Fourth Semester

ELECTIVE COURSE: COMPARATIVE EDUCATION

Semester	IV	Elective Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1E11		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 education structure of India and those of other developed and developing countries.								
3) Understand the higher education structure of India and those of other developed and developing countries.								
4) Gain knowledge of the teacher education system of India and that of other developed and developing countries.								
5) Describe the role of various international organisations in the educational development of developing countries, with a special focus on India.								
CONTENTS								
Unit – I		Principles of Comparative Education						
Meaning, 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		Structure of School Education in Developed and Developing Countries						
Comparative analysis of school education in the developed countries: United States of America, the United Kingdom, and Finland - Comparative analysis of school education in the developing countries - China, Brazil, and India.								
Unit - III		Structure of Higher Education in Developed and Developing Countries						
Comparative analysis of higher education in the developed countries: United States of America, the United Kingdom, and Finland - Comparative analysis of higher education in the developing countries - China, Brazil, and India.								
Unit – IV		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 – 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 special focus on India.								
Internal Practical:								
Compare the teacher education system of India with that of Finland.								
Textbook(s):								
1	Arnove, R. F. (2003). <i>Comparative Education: The Dialectic of the Global and the Local</i> (2nd ed.). Lanham, MD: Rowman & Littlefield.							
2	Chakravarti, B. K. (2005). <i>A Textbook of Comparative Education</i> . New Delhi, India: Dominant Publishers and Distributors.							
3	Chaube, S. P., & Chaube, A. (2009). <i>Comparative Education</i> (2nd ed.). New Delhi, India: Vikas Publishing House.							
Reference Book(s):								
1	Dutta, S. V. (1993). <i>Comparative Education</i> . New Delhi, India: Discovery Publishing House.							
2	Jaiswal, M. P. (2010). <i>Comparative Education</i> . New Delhi, India: Saurabh Publishing House.							
3	Kubow, P. K., & Fossum, P. R. (2002). <i>Comparative Education: Exploring Issues in International Context</i> . Boston, MA: Pearson.							
4	Rao, N., Pearson, E., Cheng, K. M., & Taplin, M. (2013). <i>Teaching in Primary Schools in China and</i>							

	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_developpement-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 education in India and other developed and developing countries.	K2
CO3	Understand the structure of higher education in India and other developed and developing countries.	K2
CO4	Identify the similarities and dissimilarities between the teacher education system of India and other developed and developing nations.	K3
CO5	Evaluate the role of various international organisations in the educational development of developing countries, with a special 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	25UPMED1E12		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						
Concept of Educational Technology (ET) as a Discipline: (Information Technology - Communication Technology & Information and Communication Technology (ICT) and Instructional Technology; Applications of Educational Technology in formal - non formal (Open and Distance Learning) - informal and inclusive education systems –Technology and its evolution.								
Unit– II		Communication and Technology						
Definition, concept and process of communication - principles of communication - modes of communication - communication as a science – kinds of communication: Verbal and non verbal – intra personal, interpersonal – inter-cultural and group communications – barriers to effective communication - new communication technologies and the emerging trends.								
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 - digital tools for teaching – classroom technologies.								
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; Preparation of e-Content and multimedia – pod costs.								
Unit– V		Recent Trends in Education						
MOODLE - MOOCs (Massive Open Online Course) - virtual classroom - augmented reality - blended learning - flipped classroom - Artificial Intelligence - Open Educational Resources (OER) - digital evaluation tools - e-learning portals & Database - e- Pathshala - SWAYAM - N-list – QR code - block chain technology in education – Plagiarism detection software.								
Internal Practical: List out your login ID of e-Pathshala, SWAYAM, NDL and submit the homepage.								
Textbook(s):								
1.	Janardan Prasad., & Vijay Kumari Koushik. (2004). <i>Advanced Educational Technology</i> . New Delhi: Kanishka Publishers and Distributors.							
2.	Jean Folkerts., & Stephen Lacy. (2005). <i>The Media in Your Life</i> . New Delhi: Pearson Education Pvt. Ltd.							
3.	John Villamil – Casanova., & Louis Molina. (2005). <i>Multimedia An Introduction</i> . New Delhi: Prentice Hall/Macmillan Computers Publishing Reprint.							
4.	Kumar, K.L. (2005). <i>Educational Technology</i> , New Delhi: New Age International Publishers.							

5.	Mishra,R.C.(2005). <i>Teaching of Information Technology</i> . New Delhi: A.P.H. Publishing Corporation.
6.	RameshC. Sharma., Sanjaya Mishra., & S.K.Palist.(2010). <i>Education in the Digital World</i> . New Delhi: Viva Books.
7.	Ramesh Chandra.(2005). <i>Impact of Media and Technology in Education</i> . Delhi: Kalpaz Publications.
8.	Shahid Rasool.(2012). <i>Educational Television in India</i> , New Delhi: Concept Pub Co. Stephen McGloughlin.(1998). <i>Multimedia on the Web</i> ,New Delhi:Prentice-HallofIndiaPvt.Ltd.
9.	Stephen McGloughlin. (1998). <i>Multimedia on the Web</i> . New Delhi: Prentice Hall/Macmillan Computers Publishing Reprint.
10.	Vanaja,M.(2006). <i>Educational Technology</i> , Hyderabad: Neelkamal Publishers.

Reference(s):

1.	Abdul Mannan Bagulia.(2005). <i>Modern Education audio VisualAids</i> , New Delhi: Anmol Publishing Co.
2.	Agarwal,S.(2021). <i>ComputerandICTinEducation</i> ,Delhi:BluerosePublishersprivatelimited.
3.	Anjali Khirwadkar & Pushpanadhan, K. (2005). <i>ICT in Education</i> , New Delhi: Sarup & Sons Pub.
4.	AnthanasiosJimoyiannis.(2016). <i>Researchone-learningandICTinEducation</i> ,NewYork: Springer.
5.	Indrajit Sharma & Shiv Kumar Koli. (2014). <i>Information and Communication Technologies in Education</i> , Delhi: Arpan Publications
6.	Jaganath Mohanty.(2003). <i>Modern Trends in Educational Technology</i> , Hyderabad: Neelkamal Publications Private Limited.
7.	Kulkarni,S. S.(1989). <i>Introduction to Educational Technology</i> , New Delhi: Oxford & IBH Publishers.
8.	Rajasekar,S.(1997). <i>EducationalComputingandComputersinEducation</i> ,Hydrabad: Neelkamal Publishers.
9.	Seemaa Sharma.(2005). <i>Advantages of Educational Technology</i> , New Delhi: Anmol Publishers Pvt. Ltd.
10.	Venkataiah,N.(2004). <i>EducationalTechnology</i> ,NewDelhi:APHPublishingCorporation,DaryaGanj.

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: HEALTH EDUCATION

Semester	IV	Elective Course	Title of the Course	Credits	L	T	P	Hours/Week
Course Code	25UPMED1E13		Health Education	4	5	-	-	5
Course Objectives:								
The course will enable the students to:								
1) Understand the concept of health and Health Education 2) Explore the relationship between human body system and physical education 3) Analyze the role of yoga for a healthy life 4) Understand communicable and non-communicable diseases 5) Acquire knowledge about curriculum planning for Health Education								
Unit - I		Introduction						
Meaning, Concept and Dimensions of Health- Biological, psychological, and sociological aspects of health- Aim, objective and principles of Health Education-Historical development in Health Education-Importance of health in human life-Contemporary health and the promotion of optimal health throughout the lifespan- Health needs of adults, adolescents, children and differently abled.								
Unit - II		Health and Physical Education						
Understanding of the human body system–Skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness -Development of physical fitness- Postures- Importance of relaxation-Fitness tests- Resources and services for games and sports-Impact of games and sports on health-Health and physical Education and its relationship with other subject areas like science, social science and languages.								
Unit - III		Yoga for health						
Meaning and concept of yoga- aims and objectives of yoga -Need and importance of yoga- Historic background of yoga -Types of yoga - Characteristics of a yogi- Human system according to yoga- Need of yoga for a positive health - -Relevance of yoga in modern age- health and disease: medical and yogic perspectives- Role of physical exercises and yoga in improving mental health.								
Unit - IV		Public Health and Diseases						
Public health: definition, scope and importance-Meaning and concept of disease and illness--types of diseases: Communicable and non-communicable – Communicable diseases: Classification and mode of transmission- Prevention and control of communicable diseases - Non-communicable diseases- Types: Lifestyle diseases and mental health diseases - Immunization, first aid and emergency care -Role of food and nutrition and balanced diet in the prevention of diseases.								
Unit – V		Curriculum planning for Health Education						
Need for the preparation of health education curriculum for different age groups- Objective of school health service- Role of Health Education in schools-Integration of Health Education in school subjects-Role of teachers in health appraisal, health instruction, health and nutrition services, curriculum analysis with special reference to Health Education-Contribution of NSS, YRC and RRC in promoting Health Education in educational institutions- Government projects for improving Health Education.								
Internal Practical:								
Prepare a leaflet on the theme of Health Education								
Textbook(s):								
1	Saket Raman Tiwari (2007). <i>Health Education</i> , New Delhi: APH Publishing House.							
2	Nanda V.K. (2009). <i>Health Education</i> , New Delhi: Anmol Publications.							
3	Ashwani Kumar (2015). <i>Yoga: A way of life</i> . New Delhi: Khel Sahitya Kendra.							
4	Shivendra Chandra, Sothi&Puri Krishnan (2015). <i>Health Education and physical education</i> , New Delhi: Surject Publications.							
5	Goel S. L. (2018). <i>School Health Education</i> , New Delhi: Deep & Deep Publications.							

Reference(s):		
1	Keith Tones (1995). Health Education, effectiveness and efficiency. London: Chapman & Hall.	
	Eriksson, O. B. (1990). Sports medicine, health and medication. Enfield: Guninness.	
2	Getchell Bud (1992). <i>Physical fitness a way of life</i> , New York: Macmillan publishing company.	
3	Jack H. Wilmore, David L. Costill, W. & Larry Kenney (201). <i>Physiology of Sports and Exercise</i> . UK:Human Kinetics Publication.	
4	Getchell Bud (1997). <i>Physical fitness a way of life</i> . New York: Macmillan publishing company.	
5	J. Keogh Rash , J. Morgan Pigg , R (1999). <i>The Health Education Curriculum: A Guide for Curriculum Development in Health Education</i> .Wiley:California.	
Web References:		
1	https://applications.emro.who.int/dsaf/emrpub_2012_en_1362.pdf	
2	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/HEALTH%20AND%20PHYSICAL%20EDUCATION.pdf	
3	https://www.rishikulyogshalarishikesh.com/blog/health-benefits-of-yoga/	
4	https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=167&printable=1	
5	https://www.cdc.gov/training-publichealth101/media/pdfs/introduction-to-public-health.pdf	
Course Outcomes: On the successful completion of the course, the students can be able to:		Cognitive Domain
CO1	Discuss health and Health Education	K2
CO2	Analyse the impact of games and sports on health	K4, K5
CO3	Able to explain the yoga practice for good health	K1, K2, K3
CO4	Prevention and control of communicable and non-communicable diseases	K4, K5
CO5	Describe the Curriculum planning for promoting Health Education	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	S	M	M	S	M	M	S	S	M
CO2	M	S	M	S	S	L	M	M	S	S
CO3	M	S	M	M	S	S	L	S	L	M
CO4	S	M	M	L	M	L	S	M	M	S
CO5	S	M	S	S	S	M	S	S	M	M

Note: S - Strong; M - Medium; L – Low