PERIYAR UNIVERSITY

DEPARTMENT OF EDUCATION
PERIYAR PALKALAI NAGAR

SALEM -636 011

MASTER OF PHILOSOPHY IN EDUCATION

(M.Phil.,)

REGULATIONS & SYLLABUS

Outcome Based Education [OBE]

(Effect from the Academic Year 2018-2019 onwards)

MASTER OF PHILOSOPHY IN EDUCATION (M.Phil,) REGULATIONS AND SYLLABUS

(FULL – TIME & PART TIME WEEK-END PROGRAMME)
(Effect from the Academic Year 2018-2019 onwards)

I   Eligibility for Admission

A candidate seeking admission into the Master of Philosophy in Education (M.Phil) programme should possess the M.Ed Degree of this University or any other University.

The Eligibility for admission into M.Phil Programme in Periyar University is 55% Marks in M.Ed degree. For the candidates belonging to SC/ST Community, the minimum eligibility marks shall be 50% in M.Ed Degree. Entrance Test and Interview shall be conducted and considered for selection.

II   Duration of the Programme
The duration of the M.Phil programme for a period of one year from the date of commencement.

III   Course of Study
The course of study for the M.Phil Degree shall consist of:

(a) Part-I comprising three theory papers according to the syllabus prescribed from time to time
   Paper I   Advanced Research Methodology

   Paper II   Higher Education in India

   Paper III   Area paper related to their Dissertation (Ten Titles)

(b) Part-II Dissertation.

IV   Scheme of Examination

a) Written Examination

The examination of papers I, II and III shall be held at the end of the first semester. The duration of the examination for each paper shall be 3 hours carrying

maximum of 75 marks. The question papers for paper I and II shall be set by the external examiners from other Universities. Two different question papers for paper III shall be set by the supervisors and one will be finalized. Evaluation for all papers shall be made internal.

b) **Allotment of Marks:**

No.	Paper	Paper Code	Hours	Internal Marks	External Marks	Total
			SEMESTER – I			
1.	Paper I	18MPEDU01	180	25	75	100
2.	Paper II	18MPEDU02	180	25	75	100
			SEMESTER – II			
3.	Paper III	18MPEDU03	180	25	75	100
4.	Dissertation	18MPEDU04	540	75	75	150
5.	Viva-Voce			25	25	050
	Total			175	325	500

c)The following Procedure Shall be adopted to award Internal Marks		
No.	Activities (Internal)	Marks
1.	Seminar	05
2.	Assignment / Research Colloquium	05
3.	Test	10
4.	Discipline / Attendance	05
	Total Internal Mark	25

No.	Activities (Papers)	Credits
1.	Paper I	05
2.	Paper II	05
3.	Paper III	05
4.	Dissertation and Viva –Voce	10
	Total Credits	**25**

e) **The Viva –Voce examination shall be conducted with the following Members**

No.	Activities (Papers)	Credits
1.	Head of the Department	Convener
2.	Supervisor	Internal Member
3.	External Examiner from Other University	External Member

V Question Paper Pattern:

Time: 03 Hours; Maximum Marks: 75

Part-A

Answer the following questions (Internal Choice)   5 x 5   = 25 Marks

Part- B

Answer the following questions (Internal Choice)   5 x 10 = 50 Marks

Part-II: Dissertation

The exact title of the dissertation shall be intimated within one month after the completion of the written examination. Candidates should submit the Dissertation through the Supervisor and Head of the Department to the University at the end of the year from the commencement of the course Dissertation be valued by Internal Examiner (Supervisor) and one External Examiner appointed by the University from the panel of 4 names sent by the Head of the Department and any two examiners shall value the dissertation of 20 candidates.

VI. Passing Minimum:

A candidate shall be declared to have passed part – I of the examination if he/she secures not less than 50% of the marks in each paper.

Candidates declared to have passed part – II (Dissertation) if he/she secures not less than 50% of the marks in each of Dissertation and Viva-Voce Examination.

PERIYAR UNIVERSITY

SALEM - 636 011.

TEMPLATE FOR OBE ELEMENTS

Name: Department of Education

Academic Programme offered: M.Phil (Master of Philosophy in Education)

OBE Elements for M.Phil Programme

Programme Specific Qualifications Attributes

PSQA Vs Core Attributes Mapping

	CA1	CA2	CA3	CA4	CA5	CA6	CA7
Knowledge (K1)	✓	✓	✓			✓	✓
Understanding (K2)	✓	✓	✓			✓	✓
Application (K3)		✓	✓		✓	✓	
Analytical (K4)		✓			✓	✓	✓
Evaluation (K5)		✓	✓	✓		✓	✓
Synthesis (K6)	✓	✓	✓	✓	✓		✓

Programme Educational Objectives (PEOs)

PEO1: To acquire knowledge of Education to familiarize with Teacher Education system.
PEO2: To utilize the acquired educational knowledge and perspectives to conduct the
       Quantitative and qualitative educational research
PEO3: To design educational experts with hands on training on educational issues and
      Developmental programmes.
PEO4: To shape socially committed citizens by imbibing and practicing of educational
      Knowledge for educational transformation
PEO5: To prepare professional for educational transformation institutions as well as
      developmental organizations by demonstrating academic and administrative skills

Programme outcomes (POs)

PO1: Having the ability to understand the educational concepts and theories and apply the same
      in the work environment.

PO2: Gain the knowledge on nuances of educational research methodology and its applications
      on society.

PO3: To acquaint a sense of ecological consciousness in terms of sustainable development.

PO4: Inculcate managerial skills to execute developmental programmes of educational society

PO5: Apply the knowledge's of rural & urban society for nation building activities.

PO6: Get Sensitization on gender issues to achieve gender parity in educational aspects.

PO7: Develop social engineering skills to resolve the educational pathologies.

PO8: Acquire knowledge on health and sanitation through educational understanding.

PO9: Gain the knowledge by reciprocally connecting class room and rural educational society
      through the village extension activities.

Programme Specific Outcomes (PSOs)

PSO1: Impart knowledge and skills of educational aspects and apply the competencies for the
      educational needs.
PSO2: Develop skills and ability to crack subject oriented competitive examinations like NET,
      SET as well as Public Service Commission's like UPSC and TNPSC.
PSO3: Demonstrate analytical skills to analyze and resolve the educational goals into our life.
PSO4: Gain knowledge and ability through sociological extension programmes to uplift the

livelihood of downtrodden communities.

PSO5: Build up just society with the values of social integration and social harmony through educational understanding.

PEO Vs PO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	✓	✓	✓	✓		✓			✓
PEO2	✓	✓	✓	✓	✓	✓		✓	✓
PEO3	✓	✓		✓	✓	✓			

PO Vs GA

	GA1	GA2	GA3	GA4	GA5	GA6	GA7
PO1	✓	✓		✓	✓	✓	✓
PO2	✓	✓	✓	✓	✓	✓	✓
PO3	✓	✓	✓	✓	✓	✓	
PO4	✓	✓	✓	✓	✓	✓	✓
PO5		✓	✓	✓	✓		✓
PO6	✓	✓	✓		✓	✓	✓
PO7				✓	✓		✓
PO8					✓		✓
PO9	✓	✓	✓		✓	✓	✓

FIRST SEMESTER –CORE-I

Template for Course Syllabus

Course Code & Title	(CORE: 1) 18MPEDU01 - ADVANCED RESEARCH METHODOLOGY IN EDUCATION			
Class	M. Phil	Semester		I
Cognitive Level	K-1: K-2:, K-3: K-4: K-5			
Course Objectives	The course will enable the scholars to 1. Make the Scholars to aware of various types of Research 2. Create Awareness among Scholars about sources of Research and make them link the Existing Literature with the Problem Identified 3. Enable them to understand the Process of Research Plan and make them select appropriate Participants for their Research 4. Make them Familiarize with Different Types of Instrumentation. Data collection and Synthesis of Data. 5. Make them Apply the Statistical Techniques and Interpret Data and Write Research Report.			

UNIT	Content	No. of Hours
I	**Introduction:** Introduction to Educational Research – Scientific Enquiry – Types: Basic- Applied and Action Research – Methods of Research: Qualitative, Quantitative and Mixed Research – Selection and Definition of a Problem – Characteristics of Research Problem – Narrowing and Stating the Problem – Writing Proposal – Paradigm shift in Educational Research – Inter and Multi-Disciplinary Approach.	20 Hours
II	**Literature Scanning:** Literature: Definition- Purpose- Scope	20 Hours

	and Usage – Steps in Conducting Literature Review – Searching Computerized Data Base – Priority for Selecting Literature – Literature Map of the Research – Abstracting Studies – Linking and Reporting.	
III	**Research Plan- Process:** Research Plan: Definition and Purpose – Ethics of Research and Researcher – Steps in Research Plan – Revising and Improving – Research Questions and Assumptions – Formulation and Statement of Hypothesis: Definition- Purpose - Types - Stating and Testing – Interpretation Participants – Definition - Selection- Types - Sampling in Quantitative- Qualitative and Mixed Research.	20 Hours
IV	**Research Instrumentation and Data Collection:** Different types of tools – characteristics of Instruments – Selection of Instrument – Principles of Construction of Different Tools – Validity and Reliability of Instruments – Data Collection in Qualitative- Quantitative and Mixed Research – Methods and Approaches of Data Collection.	20 Hours
V	**Data Analysis and Reporting:** Data Analysis – Qualitative - Quantitative And Mixed Research - Statistical Techniques: Parametric And Non Parametric – Use of Computers in Data Analysis – SPSS and NUD-IST Procedure – Interpretation and Conclusion – Preparation of a Research Report – General Rules for Writing – Format and Style – Preliminary, Main and Method – References-citation.	20 Hours
Internal Practical:	i) Construction and Standardization of Research tool ii) Preparation of Research Proposal	

References	**Text Books:** Best, John. (2003). *Research in Education (VI th Ed)*. New Delhi, India: Prentice Hall of India Publication. Henry E. Garrett. (2013). *Statistics in Psychology and Education*. New Delhi : Surjeet Publications. John W. Cresswell. (2009). *Research Design*. London: Sage Publication. Kothari, C.R (2011). *Research Methodology, Models and Techniques*. New Delhi, India: New Age International (P) Limited. Mishra, R.C. (2005). *Management of Educational Research*. New Delhi, India: APH Publications. Siddhu K.S. (2000). *Methodology of Research in Education*. New Delhi: Sterling Publishers. **References:** Allen Rubin., Earl Babbie. (2010). *Essential Research Methods for Social Work*. United States: Brooks/Cole Cengage Learning. Burke Johnson and Larry Christension (2008). *Educational Research*. London: Sage Publications. Corey, S.M. (1953). *Action Research to Improve School Practices*. New York: Teachers College, Columbia University. Dhir.R.C. & D.D. Sahoo. (2008). *Methodology of Educational Research Statistics and Pedagogical Skill Testing*. New Delhi : Kalyani Publishers. Frederick J Gravetter, Lori –Ann B. Forzano .(2009). *Research Methods for the Behavioral Sciences*, United States: Wordsworth. Garret, H.E. (2000). *Statistics in Psychology and Education*. Bombay: Vakkils, Feffer and Simens. Gay L.R. (2000). *Educational Research*. United States. Gourang Charan Nanda Pratap & Keshari Khatoi. (2005). *Fundamentals of Educational Research & Stastistics*. New Delhi : Kalyani Publishers.

Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to aware of various types of Research
CO2	2. Scholars can Create Awareness among them about sources of Research and make them link the Existing Literature with the Problem Identified
CO3	3. Scholars will be able to understand the Process of Research Plan and make them select appropriate Participants for their Research
CO4	4. Scholars will be able to familiarize with Different Types of Instrumentation. Data collection and Synthesis of Data.
CO5	5. Scholars will be able to apply the Statistical Techniques and Interpret Data and Write Research Report.

Course Code & Title	(CORE: 2) 18MPEDU02 – HIGHER EDUCATION IN INDIA			
Class	M. Phil	Semester		I
Cognitive Level	K-1: K-2:, K-3: K-4: K-5			
Course Objectives	The course will enable the scholars to 1. Orient the scholars on the foundations of Higher Education 2. Enable them to gain knowledge about the University Education 3. Make them to know the activities of Higher Education commission and committees 4. Enable them to know the perspectives of Women's Education 5. Orient the Scholars in Utilizing Different Evaluation Methods.			

UNIT	Content	No. of Hours
I	**Introduction to Higher Education:** Objectives of Higher Education – Development of Higher Education – Envelopment of Colleges and University in Recent Years – Management of Higher Education – Democratization in Higher Education – Innovation in Higher Education- Role of Higher Education in National Development- XII Five Year Plan- Equalization of Educational Opportunities in Higher Education- Public Private Partnership (PPP) in Higher Educational System- Quality Assurance-Role of NAAC.	20 Hours
II	**University Education:** Higher Education a Historical Perspective-Reports of University Education Commission- Types of Universities: Formal, Affiliated, Federal, Unitary, Unitary residential-Deemed	20 Hours

	Universities- Institute of National Importance- Rural Universities- Open Universities-Correspondent Course. Present status: Number of Institutes of Higher Education in India. UGC and its role in the development of Higher Education- Need for research in Higher Education-Funding Agencies in Higher Education- UGC, ICSSR, DST, CSIR, ICMR, NCERT, NUEPA, TANSCHE and State Planning Commission.		
III	**Commission on higher Education:** University Education commission (1948-1949) - Indian Education Commission (1964 - 1966) Yashpal committee reports on renovation and Rejuvenation of Higher Education (2008) -National Knowledge Commission (2005)-NCFTE (2009) - J.S. Verma Commission on Teacher Education (2012) - Educational policies and programmes - National policy on Education (1968-1986) - Programme of Action (1992) - Rashtriya Uchchatar Shiksha Abhiyan (2013).	20 Hours	
IV	**Information and Communication Technology in Higher Education:** Meaning and concept of ICT- Importance of ICT in Higher Education: Teaching, Research and extension- Modern trends in ICT in Education: e-learning, M-learning, blended learning, virtual classroom, Flipped classroom and cloud computing- Preparation of e-content and multimedia package- Issues and challenges of ICT in Higher Education.	20 Hours	
V	**Agencies of Technology in Higher Education:** Role and Functions of Agencies of Technology in Higher Education- EMMRC-CEC-CIET-NITTTR – National Policy on ICT in Education.	20 Hours	
Internal Practical	i) Case Study Report of the Higher Education Institution of National and International Importance		

	ii) Preparation of a Learning Resource of any Sub Unit
References	**Text Books:** Arun, R. K. (2009). *Women's Education*, New Delhi: Centrum. Chhaya Shukla (2004). *Research in Higher Education*, New Delhi: Sumit Enterprises. Dhir, R.N.(2006). *Higher Education*. Chandigarh: Abhishek Publications Pandey, V.C. (2005). *Higher Education in a Globalizing World*. New Delhi: Isha Books. Patel, K.M (2005). *NAAC Accreditation of Higher Education*. Jaipur: Mark Publications. Ramesh Chandra. (2005). *Trends in Higher Education*. New Delhi: Kapalz Publications. Trehan, M.K. (2006). *Higher Education and Social Empowerment*. New Delhi: Cyber Tech. **References:** Bourai, H.H.A, Uniyal B.P. (2005). *Challenges in Administration of Higher Education*. New Delhi: Abhijeet Publications. Linn. L Robert and Gronlund. E. Norman. (2005). *Measurement and Assessment in Teaching*. Singapore: Pearson Education. Pawan Agarwal. (2009). *Indian Higher Education: Envisioning the Future*. New Delhi: Sage Publication. Peter Jarvis.(2000). *Professional Education*. London: Routledge Taylor & Francis Group. Peter Harhey, Amanda Woods, Martin Pill. (2005). *Enhancing Teaching in Higher Education*. London: Routeldge Taylor & Francis Group. Swarupa Rani, T. Priya Darsini, J.R, Bhaskara Rao, D, (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishing House.
Course Outcomes	After studying these chapters

CO1	1. Scholars will be able to Orient them on the foundations of Higher Education
CO2	2. Scholars can enable them to gain knowledge about the University Education.
CO3	3. Scholars will be able to make them to know the activities of Higher Education commission and committees.
CO4	4. Scholars will be able to enable them to know the perspectives of Women's Education.
CO5	5. Scholars will be able to Orient in the Utilizing Different Evaluation Methods.

Course Code & Title	(CORE:3) 18MPEDU03 – **Area Paper (Ten Titles)**		
Class	M. Phil	Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5		

The Course content of the Area Paper is prepared by the Supervisor and the Candidate together on the topic chosen for the Dissertation work the course Content will focus on the Conceptual/Theoretical background of the Dissertation work. Question Paper shall be set the Supervisor as per the directions of the Controller of Examinations. Among the following Ten Titles, the concern Guides can selected a Paper according to their relevant field of research.

PERIYAR UNIVERSITY, SALEM -11

DEPARTMENT OF EDUCATION

M.Phil (Education) –Paper –III
(10 Titles)

No.	Area Paper Titles	Paper Code
1.	Teacher Education	18MPEDU03-01
2.	Educational Psychology	18MPEDU03-02
3.	Pedagogy of Teaching	18MPEDU03-03
4.	Educational Technology	18MPEDU03-04
5.	Inclusive Education	18MPEDU03-05
6.	Educational Administration and Management	18MPEDU03-06
7.	Cognitive Psychology in Education	18MPEDU03-07
8.	Environmental Education	18MPEDU03-08
9.	Women Education	18MPEDU03-09
10.	Value Education	18MPEDU03-10

AREA PAPER –I

TEACHER EDUCATION- 18MPEDU03-01

Course Code &Title	(CORE: 3) 18MPEDU03-01–TEACHER EDUCATION (AREA PAPER-1)			
Class	M. Phil		Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5			
Course Objectives	The course will enable the scholars to 1. Make the Scholars to understand the concept of professional growth and development of teachers through different means 2. Create Awareness among Scholars to identify the current strategies being followed for the professional development of Teachers. 3. Enable them to understand the different modes of traditional and technology based ICT 4. Make them Familiarize with short term and long term training courses offered by the state and national level bodies. 5. Make them understand and apply the Project formulation, implementation and evaluation.			

UNIT	Content	No. of Hours
I	**TEACHER EDUCATION: POLICY PERSPECTIVES:** Teacher education Concept, nature, aims and scope - Teacher education in Post-independence period (Policy perspectives, recommendations of various commissions and committees and NPE 1986) - Institutions and agencies of teacher education (MHRD, UGC, NCTE and NCERT), and centrally sponsored schemes in teacher education - Approaches to teacher education- consecutive Vs. integrated; face to face Vs. distance mode; initial Vs continuum.	20 Hours
II	**PROFESSIONAL PREPARATION OF TEACHERS:** Training Approaches- transpersonal communication approach; task analysis component approach; system approach; constructivist approach; Portfolio assessment and mentoring, Organization of pre-service teacher education-need and relevance, Problems and issues in	20 Hours

	professional preparation of teachers, Reflective teaching	
III	**UNIT III- PROFESSIONAL DEVELOPMENT OF TEACHERS:** Concept, nature and scope of professional development of teachers; induction level early professional development and Continuous Professional Development (CPD) models; teacher centers, study circles and subjects club etc., - Approaches to Professional development of teachers- Clinical Supervision of Teaching, Self-Learning Approaches, Use of Technology and Human Resource development - Concept of Career Development and Staff Development: its distinction from professional development - Factors influencing professional development of teachers. Teaching as a Profession: Its legal and official status.	20 Hours
IV	**UNIT IV- CRITICAL ISSUES IN PROFESSIONAL GROWTH AND DEVELOPMENT:** Professional training for teachers/teacher educators in curriculum development and evaluation procedures - Professional training for teachers of vocational subjects and orientation to new areas of special and inclusive education concepts. Production of educational technology materials in learning to teach Collaboration between voluntary bodies and government agencies in the professional training programmes.	20 Hours
V	**UNIT V- INNOVATIONS AND RESEARCH ON TEACHER EDUCATION:** Use of technology, media in teacher education, District and State Level Agencies (Block, Cluster and District Level Agencies; SCERT's role in Policy Planning), Regional Level Bodies (RIEs' role in pre-service and in-service education and training), National Level Organizations (NCERT's role as a professional body in planning and implementation of national level school education programme, NAAC as a body of UGC for Quality Control and accreditation), International Agencies (UNESCO, World Bank): International perspectives on teachers support and developmental/ innovative practices; organizing professional training in different countries in major developmental areas, Studies on emerging models of Training: Cascade model; designing self-learning packages.	20 Hours
References	**Text Books:** Gillian Trorey & Cedric Cullingford (2002). Professional Development and Institutional Needs. John West Burnham & Fergus O'sullim (2000). Leadership and Professional Development in Schools- How to Promote Technique for Effective Professional	

	Learning.
	Karen F. Osterman & Robert B. Kottkamp (1993). Reflective Practice for Educators Improving Schooling Through Professional Development. 33
	NCERT. (1995). Teacher Policy, Training Needs and Perceived Status of Teachers. 114,116 IER: Special Number New Delhi.
	Noville Bennet & Clive Carre (1993). Learning to Teach. Routledge. London.
	Shulman, L.S. (1986). 'Those Who Understand: Knowledge growth in Teaching'. Harvard Educational Review, 57, pp. 1-22.
Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to aware of various types of Research.
CO2	2. Scholars can Create Awareness among them about sources of Research and make them link the Existing Literature with the Problem Identified.
CO3	3. Scholars will be able to understand the Process of Research Plan and make them select appropriate Participants for their Research.
CO4	4. Scholars will be able to familiarize with Different Types of Instrumentation. Data collection and Synthesis of Data.
CO5	5. Scholars will be able to apply the Statistical Techniques and Interpret Data and Write Research Report.

AREA PAPER –II

EDUCATIONAL PSYCHOLOGY- 18MPEDU03-02

Course Code &Title	(CORE: 3) 18MPEDU03-02– EDUCATIONAL PSYCHOLOGY (AREA PAPER-1I)			
Class	M. Phil		Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5			
Course Objectives	The course will enable the scholars to 1. Understand the fundamentals of Educational Psychology. 2. Develop an insight into various theories of learning to improve learning process. 3. Understand the factors that influence the learning. 4. Know about the individual difference among learners. 5. Develop insight into mental health and adjustment behaviour.			

UNIT	Content	No. of Hours
I	**Unit-I: Fundamental of Educational Psychology** Psychology: meaning, branches and scope – Major schools of psychology – structuralism, functionalism, behaviorism, Gestalt school and psycho analysis – Methods of psychology: introspection, observation, experimental, clinical, case Study, differential and psycho physical- Emerging areas of educational psychology-Relevance of educational psychology to teachers and students.	20 Hours
II	**Unit-II: Learning Process** Learning – concept and principles –Types of learning: verbal, motor and problem solving- Learning theories- Behavioral Theory: Classical, Operant Conditioning Social Learning Theory – Cognitive Theory: Gagne's Theory, Bruner's Theory and Piaget's Cognitive Development-Information Processing Theory:	20 Hours

	Donald Norman-Transfer of learning.	
III	**Unit-III: Factors Influencing Learning** Perception: Perceptual process-Determinants of perception- Role in cognition – Attention-Types-Factors of attention-Attention in the cognitive process – Role of interest and effort in attention-Memory: acquisition, storage and retrieval of information, sensory memory, short term and long term memory- Forgetting-Motivation-Types –Principles and techniques of enhancing learner's motivation- Inducing achievement motivation.	20 Hours
IV	**Unit-IV: Individual Difference** Intelligence: Definition, Nature – Theories of intelligence: Spearman, Thurston, and Guilford– Creativity: Nature, Factors Affecting Creativity and Creative Thinking– Learning styles-Personality- Biological, sociological and cultural determinants of personality-Theories of Personality: Type Theory, Trait Theory and Psycho-Analytic Theory- Children with special needs-Catering to individual differences-physically and cognitively-concept and types of learning disability-Emotional behavioural disorders.	20 Hours
V	**Unit-V: Adjustment and Mental Health** Adjustment-meaning –Adjustment problems-Frustration and conflict-stress and coping strategies-Defense mechanisms-Mental health: concept, factors, function - Importance of mental health-Factors influencing mental health-Strategies for promoting good mental health- Behaviour therapy-Cognitive Behavioural Therapy (CBT)-Rational Emotive Behavior Therapy (REBT)- Mental hygiene- Principles of mental hygiene- Guidance and counselling techniques for enhancing mental health.	20 Hours
References	<u>**Text Books:**</u> Bernard, H.W. (1995). Psychology of Learning and Teaching. New York: Macgraw Hill Charles Edward Skinner (1984). Educational Psychology. New Delhi: Prentice Hall of India Chauhan, S.S. (2004) Advanced Educational Psychology. New Delhi: Vikas Publishing House	

	Dandapani, S. (2006). A text Book of Advanced Educational Psychology. New Delhi:Anmol Publications Hallahan, P.D. & Kauffman, M. J. (2001). Exceptional Children: Introduction to Special Education. Boston: Allyn & Bacon. Henry Clay Lindgren (1980), Educational Psychology in the Classroom. Bombay: Asia Publishing House. Hilgard and Atkinson (2001). Introduction to Psychology. Bombay: Oxford and IBH Publisher. John P. De Cecco and William R. Crawford,(1982),The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India. Mangal, S. K. (2007), Advanced Educational Psychology. New Delhi: Prentice Hall of India. Wordsworth B.J Piaget (1989). Theory of Cognitive and Affective Development
Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to acquire the knowledge of meaning and understand the fundamentals of Educational Psychology
CO2	2. Scholars can create awareness to apply the policies and practices related to develop an insight into various theories of learning to improve learning process.
CO3	3. Scholars will be able to understand the factors that influence the learning.
CO4	4. Scholars will be able to know about the individual difference among learners.
CO5	5. Scholars will be able to develop insight into mental health and adjustment behaviour.

AREA PAPER –III
PEDAGOGY OF TEACHING - 18MPEDU03-03

Course Code &Title	(CORE: 3) 18MPEDU03-03– PEDAGOGY OF TEACHING (AREA PAPER-1II)		
Class	M. Phil	Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5		
Course Objectives	The course will enable the scholars to 1. Acquire knowledge of meaning and concepts of pedagogy and teaching 2. Develop capacities of teachers to understand the various approaches in teaching and learning 3. To understand needs and use of appropriate methods of teaching 4. Empower them to prepare teaching and learning resource materials 5. To understand the classroom climate and purpose of evaluation in teaching.		

UNIT	Content	No. of Hours
I	**UNIT- I INTRODUCTION** Pedagogy: Meaning, concept, and scope, Definition- needs and principles of Teaching- Importance of Teaching- Types of teaching- Difference between teaching and pedagogy- personal and professional qualities of teachers – Ethics in teaching – Levels of teaching .	20 Hours
II	**UNIT- II TEACHING AND LEARNING APPROACHES** Principles of teaching- Teacher centered, Learner centered, Subject centered, Activity based project and co – operative learning approaches – curricular and other curricular activities –	20 Hours

	constructivist approach to learning.	
III	**UNIT- III METHODS OF TEACHING** Teaching methods : Lecture, project, seminar, symposium, workshop, team teaching, demonstration, and discussion, illustration methods, narration methods, description, questioning – Resend trends : problem based learning, Brain based learning- collaborative learning – E- learning trends – video conferencing – Integration of different method of teaching.	20 Hours
IV	**UNIT- IV SKILLS AND RESOURES FOR TEACHING** Understanding major teaching skill : Introducing – Explaining – questioning- varying the stimulus- non- verbal- Reinforcement – closure and fluency in communication- Resources for teaching ; concept, meaning, definition, need and importance – different types of teaching aids: projected aids : non- projected aids – projectors, (Overhead projectors, LCD projectors) .	20 Hours
V	**UNIT- V EVALUATION OF TEACHING** Classroom climate- classroom management – Teaching learning strategies – characteristics of effective teaching- teaching competencies – content knowledge – pedagogical knowledge – technological knowledge – Evaluation purpose and devices.	20 Hours
References	**Text Books:** Aggarwal, J.C., (1996), Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House Pvt Ltd. David A. Armstrong, Tom V. Savage (1994). Teaching in the Secondary School. An Introduction. Merrill, an imprint of prentice Hall, Upper Saddle River, New Jersey, Columbus. Hughes A. G and Hughes E. H (2008). Learning and teaching, New Delhi: Surjeet Publuications. Krishnamacharyulu. V (2011). Science, New Delhi; Neelkamal Publications. Monika Davar (2012). Teaching of Science, New Delhi; PHI Learning Private Ltd. Mehratra. K (2005). Effective Methods of Teaching, Jaipur; ABD	

	Publishers.
	Nimbalkar. M.R (2011) Educational Skills and Strategies of Teaching New Delhi; Neelkamal Publications.
	Promila Sharma (2014). Principles of curriculum, New Delhi: APH Publishing Corporation.
	Richard.D. Kellough (1999). Secondary School Teaching. Teaching. A Guide to methods and Resources planning for competence Merrill, an imprint of prentice Hall, Upper Saddle River, New Jersey, Columbus. Obia.
Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to acquire the knowledge of meaning and concepts of pedagogy and teaching.
CO2	2. Scholars can create awareness to develop capacities of teachers to understand the various approaches in teaching and learning.
CO3	3. Scholars will be able to understand them the needs and use of appropriate methods of teaching
CO4	4. Scholars will be able to empower them to prepare teaching and learning resource materials
CO5	5. Scholars will be able to understand the classroom climate and purpose of evaluation in teaching.

AREA PAPER –IV

EDUCATIONAL TECHNOLOGY - 18MPEDU03-04

Course Code &Title	(CORE: 3) 18MPEDU03-04– EDUCATIONAL TECHNOLOGY (AREA PAPER-1V)		
Class	M. Phil	**Semester**	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5		
Course Objectives	The course will enable the scholars to 1. Acquire knowledge on fundamentals of educational technology 2. Make them familiarize with various aspects of instructional technology 3. Study the principles of communication technology in education 4. Understand the concept of Learning Management System (LMS) and features of Moodle 5. Develop necessary skills to construct tools and apply the evaluation techniques		

UNIT	Content	No. of Hours
I	**Unit I: Fundamentals of Educational Technology** Educational Technology – definition , meaning , concept and scope – Educational technology as a system- relevance to the present day- Application of psychological principles in Educational Technology – Applications of Educational Technology in school education, higher education, special education and distance education-Role of teachers, learners and administration in implementation of educational technology.	20 Hours
II	**Unit II: Instructional Technology** Instructional Technology –definition, meaning, concept and scope – Instructional Process: teacher, learner, material and methods-Instructional theory: cognitive construct theory – task analysis theory – system approach and information procession theory-Instructional Designing – objective based, skill-based,	20 Hours

		competency based, learning style based and combination of teaching strategies and instructional designs -Models of teaching: Definition and meaning-characteristics and types: Information processing, personal, social and behavioural.	
III		**Unit III: Communication Technology in Education** Communication-Concept, characteristics and elements-Process of Communication -Communication for education and training- Instructional Media – concept and characteristics- Types: Projected and non-projected- Individualized instruction: Keller Plan, PSI, CAI, CMI & PLM - Advanced Techniques in Education: Multimedia, interactive video, teleconferencing, tele-bridge, teletext and videotext-Multimedia for cooperative and collaborative learning strategies -Criteria for selection of appropriate media for instructional purpose.	20 Hours
IV		**Unit IV: E-Learning and LMS-Moodle** Meaning-Evolution of E-Learning -components of E-learning: CBT, WBT, Virtual Classroom – Roles and responsibilities: Subject Matter Expert – Instructional Designer – Graphic Designer – Multimedia Author – Programmer – System Administrator – Web Master-– E-Learning instructional grounds: behaviourism, cognitivism and constructivism- E-content: Analysis, Design, Development, Implementation and Evaluation-Learning Management System (LMS)- Purpose, functions and Tools –Moodle: History– Course Design Patterns: Introductory Survey Course, Skill Development Course, Theory/Discussion Course and Capstone Course – Installations – Architecture – File Management – Creating Account – Editing User Profile – User Accounts and Permissions.	20 Hours
V		**Unit V: Instructional Evaluation** Principles of test construction-Qualities of a good test :Objectivity, Validity, Reliability, Practicability and Usability-Item analysis - Diagnostic testing and remedial teaching- Measurement and evaluation: meaning, significance and importance-Techniques of evaluation: observation, rating scale and written examinations-Norms Referenced Test and Criterion Referenced Test: meaning and uses - Computerized test: construction and administration- Evaluation of instructional packages.	20 Hours

References	**Text Books:** Aggarwal J.C.(1995). Essentials of Educational Technology-Teaching learning Innovations in Education. New Delhi: Vikas Publishing House Pvt. Ltd. Alex Buchner (2016). Moodle 3 Administration (Third Edition). Packt Publishing Limited. Bharat Singh (2004). Modern Educational Measurement and Evaluation System. New Delhi: Anmol Publications Pvt. Ltd. Chauhans, S.A. (1998). A Text Book of Programmed instruction. New Delhi: Sterling Publishers. Dececco, J.P. (1984). Educational Technology: Reading in Programmed Instruction. New York: Rinechart and Wington Gaurav Chadha, S.M. (2002). E-Learning: An Expression of the Knowledge Economy, New Delhi: Tata McGraw-Hill Publication. Henry Ellington (1985). A Handbook of Educational Technology. London : Kogan Press Jaswinder Singh, (2014),How to Use Moodle 2.7, Moodle. Josh Bersin (2004). The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned John Wiley & Sons Pub. Keval J. Kumar (1986). Mass Communication. Mumbai: Jaico PublicationHouse. Keval J. Kumar (1989). Reading in Media Education. Columbus: Ohio State University. Kumar K.L (1996). Educational Technology. New Delhi: New Age International Publishers. Len Masterman(1985). Teaching of Media. London: Comedia . Michael D. Wiliams (2000). Integrating Technology into Teaching and Learning: Concepts and Applications. New Delhi: Prentice Hall. Sterhen et.al. (1985). Computer Based Instruction Methods and Development. New York: Prentice Hall.

	Yefim Kats (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications, IGI Global.
Course Outcomes	After studying these chapters
CO1	Scholars will be able to acquire the knowledge of meaning and fundamentals of educational technology.
CO2	Scholars can create awareness to make them familiarize with various aspects of instructional technology.
CO3	Scholars will be able to understand them to study the principles of communication technology in education.
CO4	Scholars will be able to understand the concept of Learning Management System (LMS) and features of Moodle.
CO5	Scholars will be able to understand the teacher preparation for inclusive education. Develop necessary skills to construct tools and apply the evaluation techniques.

AREA PAPER –V

INCLUSIVE EDUCATION - 18MPEDU03-05

Course Code &Title	(CORE: 3) 18MPEDU03-05– INCLUSIVE EDUCATION (AREA PAPER-V)		
Class	M. Phil	Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5		
Course Objectives	The course will enable the scholars to 1. Acquire knowledge of meaning and concepts of Inclusive Education 2. Apply the policies and practices related to special education and service programme for the disabled. 3. To understand needs for differently able children in inclusive education 4. Acquaint knowledge of curriculum development in inclusive education 5. To understand the teacher preparation for inclusive education.		

UNIT	Content	No. of Hours
I	**UNIT-I : INTRODUCTION TO INCLUSIVE EDUCATION** Meaning and definition of special education-General Education- integrated education- inclusive education- Need and scope of inclusive education- approaches to inclusive education - Advantages and limitations of inclusive education.	20 Hours
II	**UNIT-II : POLICIES FOR INCLUSIVE EDUCATION** Recommendations of education commission- perspectives of inclusive education- National initiative for inclusive education:	20 Hours

	NPE(1986)- Special Educational needs and Disabilities (2001)- Disability Discrimination Act (1995)- Persons with Disability Act (1995)- Rights of Persons with Disability UNESCO (2006)- National Level Practices on Education of children with Disability- DPEP- SSA Framework for Disabled- Government schemes and Policies.	
III	**UNIT-III : DIFFERENT LEARNERS NEED IN INCLUSIVE EDUCATION** Types of learning disability- Physically challenged- Visually Challenged- Hearing Impaired-Mentally retarder - Autism- Organization for teaching and instructing learners with different disability- Measure to present bullying and harassments with special Educational needs- Establishing of special schools and classes- Visiting teacher service- Grants for assistive technology- Special Transport- Overcoming barriers for inclusion.	20 Hours
IV	**UNIT-IV : CURRICULUM ADAPTATION** Preparation adaptation for children with sensory, Intellectual and Developmental Disability- Utilization of case profiles for identification assessment and integration for inclusive education- Technique and Methods used for adaptation of content laboratory, skills and play material.	20 Hours
V	**UNIT-V : TEACHER PREPARATION FOR INCLUSIVE EDUCATION** Review existing educational programmes offered in secondary school- Roles irresponsibility competencies and professional ethics of teacher and teacher educators for inclusive settings- NCF (2005) – Steps involved in planning and supervisions research activities- recent trends in inclusive education- support services for inclusion.	20 Hours
References	<u>**Text Books:**</u> Aggarwal, J.C., (1996), Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House Pvt Ltd. Arul, M Et al. (2009) Inclusive Education Across Cultures Crossing Boundaries, Sharing Ideas. New Delhi: SAGE Publishing India Pvt Ltd. Bhupendra Tripathi., (2007). Special Education. Delhi: Bharathi Book	

| | Organization.

Douglas Fisher & Caren Sax (2003).Inclusive high schools:Learning from contemporary classrooms. USA: Paul H Brookes publishing Co.

Huw Thomas. (2007). Inclusion. UK: Taylor and Francis group.

Neena Dash. (2012).Inclusive education for children with special needs. New Delhi: Atlantic publishers and distributors(p)Ltd.

Rao V.K., (2004). Special Education. New Delhi: APH Publishing Corporation.

Sharma, R.A. (2006) Fundamentals of Special Education: Integrated Teaching for Mainstreaming. Meerut: Surya Publication.

Venkatesan, S. (2003). Children with Developmental Disabilities: a training Guide for Parents, Teachers and care givers. New Delhi: Sage publications.

Tim Loreman, Deppeler, J & David Harvey (2006). Inclusive Education. UK: Routledge Falmer. |
|---|---|
| **Course Outcomes** | After studying these chapters |
| CO1 | 1. Scholars will be able to acquire the knowledge of meaning and concepts of Inclusive Education |
| CO2 | 2. Scholars can create awareness to apply the policies and practices related to special education and service programme for the disabled. |
| CO3 | 3. Scholars will be able to understand them the needs for differently able children in inclusive education |
| CO4 | 4. Scholars will be able to acquaint knowledge of curriculum development in inclusive education |
| CO5 | 5. Scholars will be able to understand the teacher preparation for inclusive education. |

AREA PAPER –VI

EDUCATIONAL ADMINISTRATION AND MANAGEMNENT

18MPEDU03-06

Course Code &Title	(CORE: 3) 18MPEDU03-06– EDUCATIONAL ADMINISTRATION AND MANAGEMNENT (AREA PAPER-VI)			
Class	M. Phil		Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5			
Course Objectives	The course will enable the scholars to 1. To acquire knowledge of meaning concept and functions of educational administration. 2. To acquire the knowledge of educational management 3. To acquire the knowledge of theories and approaches of management 4. To understand the organizational behavior of administration 5. To gain a knowledge of teacher and their qualities and developed leadership quality.			

UNIT	Content	No. of Hours
I	**UNIT-I : EDUCATIONAL ADMINISTRATION** Meaning, definition- classification of administration- characteristics- scope – types of educational administration- functions of educational administration- features of educational administration- factors of educational administration- theories and principles of educational administration.	20 Hours
II	**UNIT-II: EDUCATIONAL MANAGEMENT** Meaning- Concept- Definitions- Need and Functions of Educational Management- Features of Educational Management- Scope of Educational Management- Constitutents of Educational	20 Hours

	Management: Educational planning, Educational organization, Controlling, Administration and supervision.	
III	**UNIT-III:THEORIES AND APPROACHES OF MANAGEMENT** Theories of management: X, Y, and Z- Management as a process, As a bureaucracy, As a monocratic and as a pluralistic-Approaches in Management: Manpower approach, Cost-benefit approach, Social Demand approach, Social Justice Approach.	20 Hours
IV	**UNIT-IV: ORGANIZATIONAL BEHAVIOUR** ABC model- Emerging trends in organizational behavior-Educational Administration in the state- Functions of government at various levels of education- Personnel, Academic and Financial Management in education- Educational commission in India-Role of NAAC in quality assessment- Current trends in educational Administration.	20 Hours
V	**UNIT-V :TEACHING AS A PROFESSION & CLASSROOM MANAGEMENT** Responsibility of teachers- Educational Qualities- Job satisfaction- Job involvement – Teachers Morale- Professional Ethics- attitudes- Qualities of a good teacher in administration-Leadership- Theories of leadership-professional needs and values of school teachers- communication in educational management-healthy classroom Management-classroom ambience.	20 Hours
References	<u>**Text Books:**</u> Agarwal, A.K. (2005). Development of Educational System in India. New Delhi : Anmol Publications Pvt. Ltd. Agarwal, J.C. (2004). Development and Planning of Modern Education. New Delhi : Vikas Publishing House, Pvt. Ltd. Dhir, R.N. (2002). Higher Education in the New Millennium. Chandigarh : Abhishek Publications. Gary Dessler. (2004). Human Resource Management. New Delhi : Pearson	

Education Pvt. Ltd

Khan. (2005). Educational Administration. Chennai: Allied Publishers Private Ltd.

Mishra, R.C. (2005). Management of Educational Research. New Delhi: APH Publishing Corporation.

Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NUEPA

Ramanna, R.K.(2006). Theory of Educational Administration, New Delhi: Rajat Publications.

Sema Yadav.(2005). School Management and Pedagogic of Education. New Delhi : Anmol Publications Pvt Ltd.

Sharma. (2005). Education Administration. Chennai :Allied Publishers Private Ltd,

Sindhu, T.S. (2012). Educational Administration and Management, New Delhi: Pearson Pub.

Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to acquire the knowledge of meaning concept and functions of educational administration.
CO2	2. Scholars can create awareness to acquire the knowledge of educational management.
CO3	3. Scholars will be able to enable them to acquire the knowledge of theories and approaches of management.
CO4	4. Scholars will be able to understand the organizational behavior of administration
CO5	5. Scholars will be able to make them to gain knowledge of teacher and their qualities and developed leadership quality.

AREA PAPER –VII

COGNITIVE PSYCHOLOGY IN EDUCATION - 18MPEDU03-07

Course Code &Title	(CORE: 3) 18MPEDU03-07– COGNITIVE PSYCHOLOGY IN EDUCATION (AREA PAPER-VII)		
Class	M. Phil	Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5		
Course Objectives	The course will enable the scholars to 1. To acquire the knowledge of educational psychology 2. To know about the cognitive psychology 3. Acquaint knowledge about the process of cognition 4. To attain the knowledge of neural basis of cognition 5. To understand the knowledge of application of cognitive teaching.		

UNIT	Content	No. of Hours
I	**UNIT- I : EDUCATIONAL PSYCHOLOGY** Introduction, definitions of educational psychology- Need and Scope of Educational Psychology- Purpose of Educational psychology- Researchers in Educational Psychology- Educational Psychology and teachers- Branches of Psychology- Relevance of educational Psychology to the teacher.	20 Hours
II	**UNIT-II : COGNITIVE PSYCHOLOGY** Cognitive psychology: Meaning, concept, Nature and Importance of cognitive psychology- Historical origins of cognitive Psychology- Cognitive Skills- Cognitive Capacity- Cognitive ability- Principles of cognitive Psychology- Mind-	20 Hours

	Body issues, cognitive Psychology and neuroscience.	
III	**UNIT-III : COGNITIVE PROCESS** Principles of cognitive process- perception and sensation- Illusions, Previous knowledge, sensory brain disposition- motivation, attention, knowledge, understanding, conceptualization, Imaginary, memory- Cognitive Learning- Cognitive elements of teaching behavior- attention: Meaning, Models: Filter model, the attention model, and the Neuro - cognitive of attention- Consciousness: history of consciousness- Cognitive Psychology and Consciousness- Consciousness as a scientific construct- Modern theories of Consciousness: Schacter's model and Baar's Global Workplace theory-Gestalt theory – social cognitive theory- Piaget theory of cognitive development- Cognitive behavioral theory.	20 Hours
IV	**UNIT-IV: NEURAL BASIS OF COGNITION** The nervous system- the neuron- central nervous system- organization of brain- structure- cerebral hemisphere- cerebral dominance- medulla-pons-thalamus- cerebral cortex- sub cortical modulation of attention- neural presentation of information- conduction of nervous impulse- conduction impulse through neuro muscular junction.	20 Hours
V	**UNIT-V : APPLICATION OF COGNITIVE TEACHING STRATEGIES** Social influence in cognitive development- social competencies- social cognitive theory-implication for the pedagogy- Interaction between cognition and emotion- Recent trends in cognitive psychology.	20 Hours
References	<u>**Text Books:**</u> Best J.B. (1989). Cognitive Psychology, (2nd edition) New York: West Publishing Company. Hunt. R.R (2006) fundamental of cognitive psychology (7th ed). New Delhi: Tata McGraw-Hill Publishing Company Limited.	

Text Books:

Best J.B. (1989). Cognitive Psychology, (2nd edition) New York: West Publishing Company.

Hunt. R.R (2006) fundamental of cognitive psychology (7th ed). New Delhi: Tata McGraw-Hill Publishing Company Limited.

	Mangal S.K (2013), Advanced educational psychology, New Delhi: PHI Learning Private Limited
	Wessels, M.G (2010) Cognitive Psychology-New York: Harper and Row Publishers
	Wood. G (2007). Cognitive Psychology,. A skills approach California: Cole Publishing company.
Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to acquire the knowledge of educational psychology
CO2	2. Scholars can create awareness to know about the cognitive psychology.
CO3	3. Scholars will be able to enable them to know about the cognitive psychology.
CO4	4. Scholars will be able to acquaint knowledge about the process of cognition
CO5	5. Scholars will be able to make them understand to the knowledge of application of cognitive teaching.

AREA PAPER –VIII

ENVIRONMENTAL EDUCATION - 18MPEDU03-08

Course Code &Title	(CORE: 3) 18MPEDU03-08– ENVIRONMENTAL EDUCATION (AREA PAPER-VIII)		
Class	M. Phil	Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5		
Course Objectives	The course will enable the scholars to 1. Understand the concept of environment ecology and Education. 2. Understand the nature and scope of environmental education with regard to Indian policies. 3. Have faith in conservation of bio-diversity and understand population and environment. 4. Understand the international effort and environment. 5. Appreciate the concern of environment research programme.		

UNIT	Content	No. of Hours
I	**UNIT-I:INTRODUCTION TO ENVIRONMENTAL EDUCATION** Meaning and scope – Importance of Environmental Education - incorporating Environmental Education at various levels- Primary, Secondary and Higher Secondary levels. Education about environment: Environment and Ecological factors – climate; Ecosystem – Structure and functions - Major ecosystems – aquatic and terrestrial system - Energy and its flow in ecosystem.	20 Hours
II	**UNIT-II:ENVIRONMENTAL PROBLEMS AND**	20 Hours

	PROTECTION Environmental pollution and its consequences – Air pollution, water pollution, land pollution, nuclear pollution, Ozone depletions - Urbanization and its impacts on environment - Deforestation and its impacts on environment – Ways of protecting, Management of Environment, Preserving and Restoring of environment.	
III	**UNIT-III: INDIA AND ENVIRONMENTAL ISSUES AND POLICIES** Environmental Awareness – Environmental problems of India - Environmental ethics - Nature conservation education movement – Social forestry scheme - Conservation of biodiversity :Meanings and need conservation of natural resources – soil, forest, water and wildlife In-situ conservation -National parks and sanctuaries – Biosphere Reserves –Man and Biosphere programme (MAP) –Ex –situ conservation, in –situ conservation, IUCN Red list categories, hotspots.	20 Hours
IV	**UNIT-IV: HUMAN POPULATION AND ENVIRONMENT POPULATION** Population growth, Indian population situations population explosion – family welfare programme – Environment and Human health.-Factors affecting environment-Acid rain, green-house effect-Extinction of species-soil erosion and energy crisis.	20 Hours
V	**UNIT-V:ENVIRONMENTAL LAWS IN INDIA ENVIRONMENTAL LEGISLATION** Acts, Rules, Notifications and Amendments. International Environmental Agreements. Role of mass media and technology in developing awareness about environmental problems and its prevention; Role of NGO's and Government organization in developing Environmental education. Society, culture and environment: Meaning – Changes of Values, cultural values, aesthetic values, man and environment, the nature of scientific conclusions, the state of public knowledge of ecology, rights and responsibilities in ecology understanding.	20 Hours
	Text Books: Agarwal S.K. (1997). Environmental Issues themes New Delhi: APH	

References	Publishing Corporation.
	C.E.E (1994). Essential Learning in Environmental Education. Ahmadabad.
	C.E.E. Publication Garg, B. & Tiwana. (1995). Environmental Pollution and Protection, Deep & Deep publication, New Delhi.
	Karpagam M. (1991). Environmental Economics – A text book. New Delhi. Sterling Publishers.
	Kelu.P (2000). Environmental Education – A conceptual Analysis Calicut: Calicut University Nanda V.K. Environmental Education, New Delhi: Anmol Publications PVT LTD.
	NCERT (1981). Environmental Education of the school level. A lead paper. New Delhi, NCERT
Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to understand the concept of environment ecology and Education.
CO2	2. Scholars can Create Awareness to make students to understand the nature and scope of environmental education with regard to Indian policies.
CO3	3. Scholars will be able to enable them to sensitize the scholars to have faith in conservation of bio-diversity and understand population and environment.
CO4	4. Scholars will be able to familiarize them to understand the international effort and environment.
CO5	5. Scholars will be able to make them understand to appreciate the concern of environment research programme.

AREA PAPER –IX

WOMEN EDUCATION - 18MPEDU03-09

Course Code &Title	(CORE: 3) 18MPEDU03-09– WOMEN EDUCATION (AREA PAPER-IX)		
Class	M. Phil	Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5		
Course Objectives	The course will enable the scholars to 1. Understand the discipline of Women's Studies concept and its specific perspectives. 2. Make students to understand the basic concepts of Gender and Women's Education 3. Make students aware of the Gender and Entrepreneurship 4. Make them aware of Women Law and Governance 5. Aware of Challenges in Women and Media		

UNIT	Content	No. of Hours
I	**UNIT I: INTRODUCTION TO WOMEN'S STUDIES** Key concepts in Gender studies. Need, Scope and challenges of Women's Studies – Women's Studies as an academic discipline. Need for Gender Sensitization. Women's Movements – global and local: Pre-independence, Post-independence and Contemporary Debates. National Committees for Women. Establishment of Centre for Women's Studies under UGC guidelines.	20 Hours
II	**UNIT II: GENDER AND WOMEN'S EDUCATION** Women's Education – Gender diversities and disparities in enrolment, Curriculum content, Dropouts, profession and Gender. Gendered Education- Family, Culture, Gender Identities.	20 Hours

	Education for the Marginalized Women. Recent Trends in Women's Education – Committees and Commissions on Education. Vocational education and skill Development for women.	
III	**UNIT III: GENDER AND ENTREPRENEURSHIP** Concept and meaning, Importance of Entrepreneurship, Entrepreneurial traits, Factors contributing to Entrepreneurship, enabling environment, small Enterprises, women in agri-business. Gender and emerging Technology – Impact. Self-help Groups and Micro Credit. Gender mainstreaming, Gender budgeting, planning and Analysis. Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI).	20 Hours
IV	**UNIT IV: WOMEN LAW AND GOVERNANCE** Rights: Gender Equality, Gender Discrimination, Women's Rights as Human Rights. Constitutional provisions for Women in India. Personal laws, Labour Laws, Family Courts, Enforcement machinery – Police and Judiciary. Crime against Women and Child: Child Abuse, Violence, Human Trafficking, Sexual Harassment at Workplace Act, 2013 – Legal protection. International Conventions and Legislations Related to Women's Rights.	20 Hours
V	**UNIT V: WOMEN AND MEDIA** Discourse on Women and Media Studies- Mainstream Media, Feminist Media. Coverage of Women's issues and issues of women in Mass Media, Digital Media and legal protection. Alternative Media – Folk Art, Street Play and Theatre. Impact of media on women, Electronic Media- Women and Films, Advertisements and Serials.	20 Hours
References	<u>**Text Books:**</u> Aggrawal.N (2002) Women and Law in India. New Delhi: New Century	

Publications.

Agnes.F., Chandra.S & Basu, M. (2004), Women and Law in India, NewDelhi: Oxford University Press

Curran Daniel. J. and, Renzetti Claire.M. (1993): Contemporary Societies; Problems and Prospects, Prentice-Hall, New jersey.., N-1, 2009)

Jodi O'Brien (2010). Encyclopedia of Gender and Society, SAGE Publications, Inc.

Kammeyer.C.W., George Ritzer and Yetman.R.(1987): Sociology, Allyn and Bacon, London.

Karen O'Connor **(2010).** Gender and Women's Leadership: A Reference Handbook, SAGE Publications, Inc.

Kathy Davis, Mary Evans & Judith Lorber (2010). Hand book of Gender and Women Studies, Sage Pub, Inc.

Larsen Randy .J. and Buss David.M. (2011). Personality Psychology. New Delhi: Tata McGraw hill Companies.

Mary Zeiss Stange, Carol K. Oyster, Jane E. Sloan (2011). The Multimedia Encyclopedia of Women in Today's World, SAGE Publications, Inc.

Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to understand the discipline of Women's Studies concept and its specific perspectives.
CO2	2. Scholars can Create Awareness to make students to understand the basic concepts of Gender and Women's Education.
CO3	3. Scholars will be able to enable them to sensitize the scholars to make students aware of the Gender and Entrepreneurship.
CO4	4. Scholars will be able to familiarize them aware of Women Law and Governance.
CO5	5. Scholars will be able to make them understand to aware of Challenges in Women and Media.

AREA PAPER –X

VALUE EDUCATION- 18MPEDU03-10

Course Code &Title	(CORE: 3) 18MPEDU03-10 – VALUE EDUCATION (AREA PAPER-X)		
Class	M. Phil	Semester	II
Cognitive Level	K-1: K-2:, K-3: K-4: K-5		
Course Objectives	The course will enable the scholars to 1. Make the Scholars to understand the concept of Values and its significance. 2. Create Awareness among Scholars to acquaint them on the role of Values and personal development. 3. Enable them to sensitize the scholars to know the importance of family and social values in life. 4. Make them Familiarize with orient them the Ethical and professional values. 5. Make them understand and the role of yoga and meditation in calculating values.		

UNIT	Content	No. of Hours
I	**UNIT-1: EDUCATION AND VALUES** Definition, Concept, Classification, Theory, Criteria and Sources of values, Aims and objectives of value education. Role and Need for value education in the contemporary society -Role of education in transformation of values in society - Role of parents, teachers, society, peer group and mass media in fostering values- Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.	20 Hours
II	**UNIT 2: VALUE EDUCATION AND PERSONAL DEVELOPMENT** Human Values: Truthfulness, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life. Character Formation towards Positive Personality-Modern challenges of adolescent: emotions and behavior. Self-analysis and introspection: sensitization towards gender equality, physically	20 Hours

	challenged, intellectually challenged.	
III	**UNIT-3: VALUE EDUCATION TOWARDS NATIONAL & GLOBAL DEVELOPMENT** Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity. Social Values: Pity and Probity, Self-Control, Universal Brotherhood. Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith. Religious and Moral Values: Tolerance, Wisdom, character. Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. Environmental Ethical Values: National Integration and international understanding.	20 Hours
IV	**UNIT-4: FAMILY VALUESIN EDUCATION** Family Values: Components: structure and responsibilities of the family – Threats of Family life – Status of Women in Family and Society- Social Values – Faith, Service and Secularism, Social Awareness, Respect to -age, experience, maturity, family members, neighbors, co-workers. Consumer Awareness, Environmental issues, and Responsibilities.	20 Hours
V	**UNIT-5: SOCIAL VALUES IN EDUCATION** Controls of the mind through simplified, meditation, yoga and activates. Components of Value Education – Self-analysis and Introspection - Character formation. Social Issues- Corruption, Cyber Crime, AIDS Awareness and Substance Abuse – Source, Consequences and Remedy, Values for Professionals in the work place.	20 Hours
References	**Text Books:** Aruna Goel, S.C., and Goel. (2005). *Human Values and Education,* Delhi: Deep & Deep Publications Pvt. Ltd. Bhandari, R.S. (2003). *Value of Education,* New Delhi: Abhishek Publications. Chand, J. (2007). Value Education, Anshah Publishing House. Dhananjay, Joshi. (2006). *Value Education in Global Perspectives,* Delhi: Lotus Press. Fraenkel, J.R. (1977). How to Teach about Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc. Ismal, Thamarasseri.(2013). *Value of Education,* New Delhi: APH Publishing Corporation.	

	Khajapeer, K. (2013). *Value of Education,* New Delhi: APH Publishing Corporation.
	Kruba, Charles and Arulselvi,V. (2012). *Value of Education,* Hyderabad: Neelkamal Publications Pvt. Ltd.
	Pandey, V.C. (2005). Value Education and Education for Human Rights, Delhi: Isha Books.
	Rokeach, M. (1988). Beliefs, Attitudes and Values, San Francisco: Jossey Bass.
	Venkataiah, N. (2007). *Moral Education,* Delhi: APH Publishing Corporation.
	Venkataiah,N., and Sandhya,N. (2004). *Research in Value Education,* New Delhi: APH Publishing Corporation.
Course Outcomes	After studying these chapters
CO1	1. Scholars will be able to understand the concept of Values and its significance.
CO2	2. Scholars can Create Awareness to acquaint them on the role of Values and personal development.
CO3	3. Scholars will be able to enable them to sensitize the scholars to know the importance of family and social values in life.
CO4	4. Scholars will be able to familiarize with orient them the Ethical and professional values.
CO5	5. Scholars will be able to make them understand and the role of yoga and meditation in calculating values.

II- SEMESTER - DISSERTATION (18MPEDU04)

The exact title of the dissertation shall be intimated to Controller of Examinations, within one month after the completion of the First Semester written examination. Candidates should submit the Four Copies of Dissertation with a CD, through the Supervisor and Head of the Department to the University at the end of the year from the commencement of the course. Dissertation be valued by Internal Examiner (Supervisor) and one External Examiner appointed by the University from the panel of Five names (sent by the Head of the Department) and any two examiners shall value the dissertation of 20 candidates.

-----x----