



Periyar Palkalai Nagar

SALEM – 636 011

Faculty of Education

**Master of Education(M.Ed.)
Regulations & Syllabus
(Effect from the academic year 2012 – 13 ONWARDS)**

M.Ed.- One Year Course under CBCS (Choice Based Credit System)

Introduction

The National Policy on Education (1986) has clearly stated the need for restructuring the system of Teacher Education which will pave way for Quality improvement in Teacher Education. Keeping this in mind, the Department of Education, Periyar University has designed **Master Degree Programme in Education (M.Ed.)** with the twin objectives of producing trained and competent human power, who can teach their subject of specialization at high school, higher secondary and collegiate levels and to provide trained professionals with academic leadership and research orientations.

It is planned to offer this programme under **Choice Based Credit System**, so that the students are free to choose courses of their interest and earn credits in accordance with their aptitude. The M.Ed., curriculum consists of four core papers, one focused paper from 4 papers, one elective from 3 papers and one supportive paper offered by other departments. The students are given freedom to choose one elective subject from three elective papers. The students have the freedom to choose one supportive paper from a number of supportive papers which are offered by other departments. The candidate has to select a project work /dissertation of their choice and submit the report.

Objectives of the Curriculum

The curriculum enables the trainees to develop;

- an awareness on various aspects and issues of education.
- an understanding on the trends in teacher education, curriculum construction and appropriate methods in educational research.
- Competency among the teachers to provide better inclusive classroom environment to accommodate various categories of learners.
- Competency to conduct higher order of research in teacher education.

The course is offered on **Choice Based Credit System** with 40 credits spreading in two semesters.

I .Eligibility

Candidates having 55% of marks in B.Ed degree from any recognized university are eligible to apply for seeking admission to M.Ed., Degree course. SC/ST candidates get 5% relaxation in marks obtained. Entrance test will be conducted and considered for selection.

II. Duration of the course:

The duration of M.Ed., Programme is of two semesters. The duration of the two semesters together consists of 210 working days inclusive of admission and examination with a minimum of 90 transactional days and six hours per day in each semester.

III. Medium of Instruction: English

IV.Course of Study:

- A. Core papers
- B. Focused papers
- C. Elective Paper
- D. Supportive Paper
- E. Dissertation / Project work

Internal practical work is compulsory for each paper which is specified in the syllabus. Marks shall be given in internal marks.

SEMESTER I

A: Core Papers

- I. Teacher – Learner transaction
- II. Curriculum construction
- III. Researching Education

SEMESTER II

- IV. Perspectives of Teacher Education

B: Focused Papers: First Semester - Any one

- I. Pedagogy of Tamil Language
- II. Pedagogy of Second Language
- III. Pedagogy of Mathematics
- IV. Pedagogy of Science
- V. Pedagogy of Social Science

C: Elective Paper: Second Semester – Any one

- I. Innovative Technology in Teacher Education
- II. Managing and Financing of Higher Education
- III. Education for the Challenged

D. Supportive paper: Second Semester - For other department students

- I. E- Resources for Researching Higher Education
- II. Pre - marital Education
- III. Man - Making Education

E. Project /Dissertation work: Second Semester

The dissertation shall be a core paper for all the students and each student is required to select a relevant problem for dissertation preferably from the area of specialization under the guidance of a faculty member. Research Colloquium and Viva- Voce Examination are compulsory. Report of the dissertation shall be approximately 70 to 140 pages depending upon the nature of the topic. A total of 5 copies of the dissertation as per instruction will have to be submitted on or before the second semester examinations as specified by the Controller of Examinations. The dissertation carries 200 marks/ 8 credits in which external 100 and internal 100 marks. The dissertation and Viva- Voce Examination shall be both internal and external valuation. The members of the Viva-Voce Examination are the Head of the Department as convener / chairman, external subject expert , Internal supervisor and one more senior faculty member.

V. Credit System:

Credit system is adapted. An M.Ed., student has to complete 40 credits (20 – core papers, 4 – Focused Papers, 4 – Elective Papers , 4 – Supportive papers and 8 – Project / Dissertation)

Credit and Marks Distribution:**SEMESTER – I**

S.No	Code	Course Title	1 – 10 hours	Credits	Internal Marks	External Marks	Total Marks
01	MED01	Core Paper I	142	5	25	75	100
02	MED02	Core Paper II	142	5	25	75	100
03	MED03	Core Paper III	142	5	25	75	100
04	MEDF01	Focused Paper	114	4	25	75	100
Total			540	19			400

SEMESTER –II

S.No	Code	Course Title	1 – 10 hours	Credits	Internal Marks	External Marks	Total Marks
01	MED04	Core paper IV	142	5	25	75	100
02	MEDE01	Elective Paper	114	4	25	75	100
03	MEDD05	Core Paper V (Dissertation / Project)	200	8	100	100	200
04.	MEDS01	Supportive Paper I	84	4	25	75	100
Total			540	21			500

Credits

First Semester	-	19
Second Semester	-	21
Total	-	40

VI Examination Semester I& II

Each written examination paper shall be of 3 hours duration. The pattern of question paper shall be as follows. Question papers will be set by the external setters from other universities.

Duration of the Examination : 3 Hours

Maximum Marks : 75 Marks

Part – A

Answer the following questions in about 750 words each.

All questions carry equal marks. (Internal Choice questions)

(2 x15 = 30)

Part –B

Answer any **Five** out of **Eight** of the following questions in about 300 words each

(5 x 6 = 30)

Part –C

Answer the following questions in about 150 words each

(5 x 3 = 15)

VII. Evaluation

Single internal Evaluation for Written papers

Dissertation will be valued by Internal and External Examiners

VIII. Passing Minimum:

A candidate shall be declared to have passed the M.Ed. Degree Examination if he/she obtains a minimum of 50% in each written examination and 50% in 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. Degree examination in 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 two semesters. A candidate shall be declared as having placed in first class if he/she secures **6.0 and above** in the CGPA Scale on the aggregate of two semesters. This will also be applicable to the results of candidates availing more than one chance.

A candidate failed in the first semester examination shall be permitted to continue for the second semester provided he/she can take the examination in the following semester examination. If a candidate failed in a course in the second semester, he/she shall write the examination in the same course before the commencement of next academic session.

9. 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) Grade obtained in each subjects
- e) Grade Point Average
- f) The Class obtained by the students

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

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

M.Ed. Degree - Course outline

S.No	Code	Course Specification	Course Title	Credits	Total Marks
I Semester					
01.	MED01	Core Paper I	Teacher – Learner Transaction	5	100
02.	MED02	Core Paper II	Curriculum Construction	5	100
03.	MED03	Core Paper III	Researching Education	5	100
04	MEDF01	Focused Paper I	Pedagogy of Tamil Language	4	100
	MEDF02	Focused Paper II	Pedagogy of second Language		
	MEDF03	Focused Paper III	Pedagogy of Mathematics		
	MEDF04	Focused Paper IV	Pedagogy of Science		
	MEDF05	Focused Paper V	Pedagogy of Social Science		
II Semester					
01	MEDC04	Core Paper IV	Perspectives of Teacher Education	5	100
02	MEDE01	Elective Paper - I	Innovative Technology in Teacher Education	4	100
	MEDE02	Elective Paper - II	Managing and Financing of Higher Education		
	MEDE03	Elective Paper - III	Education for the Challenged		
03	MEDD05	Core Paper V	Dissertation / Project	8	200
04	EDUS01	Supportive Paper I	e- Resource for Researching Higher Education	4	100
	EDUS02	Supportive Paper II	Pre - Marital Education		
	EDUS03	Supportive Paper III	Man - Making Education		
Total				40	900

Note:

06PHR01 Human Rights Education is a common compulsory paper for all the P.G. Students including M.Ed. Students. Those students who have not completed the course earlier should complete the same and no extra credit can be given for the same.

Semester - I

CORE PAPER I – TEACHER - LEARNER TRANSACTION

Credits: 5

Marks: 100

Objectives

- To develop an understanding of the inter relationship between philosophy and education to the student teachers.
- To develop an understanding of the inter relationship between sociology and education.
- To develop an understanding of the application of psychological basis of education.
- To develop an understanding of the theories of learning and their utility in the teaching learning process.
- To develop an understanding of the concept and process of evaluation.

UNIT: I Philosophical Application of Transaction

Concept – meaning – scope – inter relationship between Philosophies and Education - branches of philosophy – need of philosophy in life and for teacher in practical - idealism – realism - naturalism - pragmatism – existentialism – contributions of educational thinkers to Indian education.

UNIT: II Sociological Application of Transaction

Concept – meaning- nature of sociology – social organization - socialization – social change –social mobility - social stratification – culture - democracy – education as a social instrument of modernization – globalization and education - impact of LPG on education – education for promoting secularism.

UNIT: III Psychological Application of Transaction

Perspectives in psychology - new trends in psychology - growth and development - cognitive development - moral development - emotional development – personality - theories of personality – trait (**Allport**) –type (**Cattell**) - humanistic (**Carl Rogers**) -personality development - measurement of personality - intelligence - nature of intelligence - theories of intelligence - creativity - mental health – adjustment- cognition –meta cognition.

UNIT: IV Process of Teaching and Learning

Concept - models of teaching - concept attainment (**Bruner**) - advance organizer (**Ausubel**) - inductive thinking (**Hilda Taba**) - juris prudential (**Donald Oliver**) - role playing (**Shaffen and Shaffen**) - assertive training - (**Wolpe Lazars Salter**)- synectics (**William Gordon**) - stress reduction (**Rimn & MastersWoipe**) - teaching learning strategies - classroom organization and management – theories of learning and educational implications - conditions of learning (**Gagne**) - mastery learning (**Bloom**) - reinforcement theory (**Hull's**) -**Toleman's** theory - **Levin's** field theory – learning and motivation – transfer of learning and its theories.

UNIT: V Evaluation of Transaction

Meaning - concept of evaluation - functions of measurement and evaluation in education – types of test: - teacher made test - standardized test - criterion referenced test – norm referenced test – diagnostic test - criteria of a good test - grading.

Internal Practical : i) Report on classroom transactional observation

ii) Book Review

References:

- **Aggarval J.C.**(2006). Theory and principles of education, Vikas publishing House Pvt Ltd, New Delhi.

- **Bharat Singh.** (2004). Modern educational measurement and evaluation, Animol Publications Pvt Ltd, New Delhi.
- **Bhaskara Rao.**(2003). Philosophy and curriculum, Discovery publishing house, New Delhi.
- **Baron, Robert A. and Byrne D.** (2001). Social Psychology (8th edition) Reprint, New Delhi.
- **Dash B.N.**(2005). Philosophical and Sociological basis of education, Dominant publishers and distributors, New Delhi .
- **Mangle. S.K.** (2002). Advanced Educational psychology, Printice hall of India Pvt Ltd, New Delhi.
- **Promila Sharma.**(2005). Philosophy of education, APH Publishing corporation, New Delhi.
- **Robert L.**(2003). Measurement and assessment in teaching, Pearson education published Pvt Ltd, Singapore.
- **Skinner .E.** (2004). Educational psychology, Printice hall of India private ltd, New Delhi.

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www.busineeballs.com

www.jstor.org.

www.allconferences.com

www.evi.sage.pub.com.

www.hikeducation.org.

www.aasian-efi.journal.com.

CORE PAPER II. CURRICULUM CONSTRUCTION

Credits : 5

Marks : 100

Objectives

- To develop an understanding of the emerging curriculum approaches to the student teachers.
- To acquaint the student teachers with the existing components to curriculum Design.
- To acquaint them with the process of curriculum development.
- To acquaint them with knowledge of different text – books and its problems.
- To develop an understanding in them about the types of Curriculum Evaluation.

Unit : I Curriculum Approaches

Curriculum: meaning -definition– curriculum as a field of study –dimensions of curriculum – aims – objectives - approaches to curriculum organization – subject centered- child centered and activity centered - national curriculum frame work – concept - draft and final .

Unit : II Curriculum Components

Curriculum components: aims - objectives forms of subject matter, curriculum theories: legitimization theories, process theories and structural theories. conceptual models - factors affecting curriculum- knowledge and curriculum - curriculum policies - types of curriculum - modes of transaction.

Unit : III Curriculum Innovation and Change

Curriculum approaches and methods – methods of organizing knowledge – subject matter approach - integrated approach - module approach. proposals for curriculum in India; Secondary Education Commission-(1952-53), Education Commission (1964-66) and Iswarbhai Patel Committee (1997), National Policy of

Education (1986) – Programme of Action of NPE (1992), National Curriculum Framework (2005).

Unit: IV Text Books and Their Problems

Curriculum process – curriculum development – resources – text books: scope and purpose - measurable characteristic accuracy - presentation. curriculum reform – rationale and process. curriculum models: the Maccia's Model - Kerr's Model - Gwynn Model - Chase's Model - the decision making process in curriculum development.

Unit: V Curriculum Evaluation

Curriculum evaluation- programme evaluation. formative and summative evaluation– use of evaluation models - strategies of curriculum evaluation - curriculum for special purposes - special education - distance education - women's education - non formal education - inclusive education.

Internal Practical: i) Designing a Model Curriculum at school / college level

ii) Book Review

References

- **Aggarwal, Deepak.** (2007), Curriculum development: concept, methods and techniques, Book Enclave, New Delhi
- **Kelly, A.V.** (2009). The curriculum theory and practice, 6th Edition, Sage Publications, New Delhi.
- **Khaurand, P.K.** (2006). Fundamentals of curriculum reform, Cyber Tech Publications, New Delhi.
- **Marlow Edige & Bhaskara Rao, D.** (2003). Philosophy and curriculum, Discovery Publishing House, New Delhi.
- **McKernan, James.** (2007), Curriculum and imagination: process, theory, pedagogy and action research, Routledge, U.K.
- **NCERT** (2005), National curriculum framework for school education, NCERT publishers, New Delhi.

- **Mridula Pandey.** (2007). Concept of curriculum planning, Rajat Publications, New Delhi.
- **NCTE** (2009), National Curriculum Framework of Teacher Education, New Delhi.
- **Raghran, R.K.** (2009) Kothari commission, Cresnet Publishing Corporations, New Delhi
- **Vashist, S.R.**(1994), Curriculum construction, First Edition, Anmol Publishers, New Delhi.

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<http://www.routledge.com>

<http://www.sunypress.com>

<http://www.tcpres.com>

http://educationnorthwest.org/webfm_send/1153

<http://www.edu.plymouth.ac.uk>

<http://www.nde.state.ne.us>

CORE PAPER III

RESEARCHING EDUCATION

Credits: 5

Marks: 100

Objectives

- To introduce the basic concepts of Educational Research to the students teachers.
- To create an awareness in them on the need for Review of Related Literature and the Steps in formulating Hypotheses.
- To acquaint the Student Teachers on the process and procedures of Educational Research.
- To impart Knowledge to them on the application of the statistics in Educational Research and how to interpret the Data.
- To make them prepare a Good Research Report of their own Research.

Unit: I Introduction to Educational Research

Research- concept – definition- scope- importance- need - characteristics and implications – types of educational research: basic- applied and action research – approaches: qualitative- quantitative and mixed – identification and defining the problem selection of variables. – writing a research proposal.

Unit: II Literature Scanning and Hypothesis Testing

Review of literature: objectives- usages and process – literature and research studies – assumption and hypothesis - hypothesis: meaning- definition, importance- types- sources and formulation – hypothesis testing and interpretation.

Unit: III Plan and Procedure

Methods: qualitative- quantitative and mixed – descriptive- correlational- causal comparative and experimental – sampling: definition, techniques- types – measuring instruments – types of tools – cognitive- affective and projective – characteristics of research tool – standardization of research tool : validity - reliability and item analysis – tool administration and data collection.

Unit: IV Data Analysis

Data analysis and interpretation – descriptive statistics – measures of central tendency - variability – normal curve - related position and relationship- inferential statistics - ‘t’ test sampling analysis of variance - analysis of co-variance - multiple regression - chi-square - concept related to inferential statistics – standard error – null hypothesis- tests of significance - levels of significance - type I and type II error - two tailed and one tailed test - degrees of freedom - application of computer in data analysis: Excel and SPSS - interpretation and conclusion.

Unit: V Research Reporting

Styles of writing – language - rules of writing – chapterisation – preliminary pages – main body – figures and diagrams – internal and external -physical features – references - bibliography – appendices.

Internal Practical: i) a Tool Construction and Standardization

ii) Book Review

References

- **Allen Rubin** and **Earl Babbie.** (2010). Essential research methods for social work, Brooks/Cole Cengage Learning, United States.
- **Best, John.W.**(2003). Research in education (VIth Ed), Prentice hall of India publication pvt ltd, New Delhi.
- **Burke Johnson** and **Larry Christensen.** (2008). Educational research, Sage publication, London.

- **Frederick, J Gravetter** and **Lori –Ann B. Forzano.**(2009). Research methods for the behavioral sciences, Wordsworth cengage learning, United States.
- **Garret, H.E.** (2000). Statistics in psychology and education, Vakkils, feffer and simens ltd, Bombay.
- **Gay, L.R.,** (2000), Educational research, printed in the United States of America.
- **John W. Cresswell.** (2009). Research design, Sage publication, London.
- **Siddhu, K.S.,** (2000). Methodology of research in education, Sterling publishers, New Delhi.

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<http://www.uk.sagepub.com>

<http://www.transjuba.com>

<http://www.mendeley.com>

<http://www.psycnet.apa.org>

<http://www.scis.nova.edu>

<http://www.prenhall.com>

FOCUSED PAPER I

PEDAGOGY OF TAMIL LANGUAGE

Credits: 4

Marks: 100

Objectives

- To introduce the importance of Tamil language to the student teachers.
- To make them understand the principles of curriculum design and curriculum and construction.
- To teach them the pedagogical skills of Listening, Speaking, Reading and Writing.
- To create an awareness on various teaching techniques for pedagogy of Tamil language.
- To create an awareness on the usage of different Teaching and learning resources available for pedagogy of Tamil language.

UNIT: I Introduction

Role of Tamil in present day- state -national and international – special features of Tamil - teaching Tamil in schools. Skills: reading – writing -speaking -listening – teaching and learning Tamil.

UNIT: II Tamil Curriculum Design

Curriculum design: concept –meaning - scope - importance – needs and principles – content and sequencing - format – presentation - monitoring - assessment - evaluation. The acquisition of functional categories in Tamil language : grammar - arts – literature - folk - theories of Tamil Language Acquisition.

UNIT: III Pedagogy of Tamil Language

Teaching of pronunciation – problems and procedures – teaching of grammar – methods of teaching grammar – deductive, inductive. Teaching of vocabulary – kinds, procedure. Teaching of spelling – rules - games, note book - dictation – teaching of writing – mechanism of writing – corrections and dictations – teaching of reading – mechanics of reading - methods of reading – skimming - scanning.

UNIT: IV Teaching Techniques

Approaches in teaching: psychological - sociological –linguistics –functional – story telling – play way - project -individualized instruction - situational and oral approach- methods of teaching: audio - lingual – hands on activity - direct method – transaction – substitution – teaching techniques of Nannool.

UNIT: V Teaching aids in Tamil Language Teaching

Teaching aids: meaning -characteristics –importance - Tamil language teaching aids usage of audio visual aids -types – language laboratory – principles of using teaching aids – advantages of using teaching aids – computes assisted instruction (CAI)– computer based instruction (CBI) – internet usage – Tamil Virtual University.

Internal practical: i) Preparation of teaching and learning resources

ii) Book Review

References:

- **Baskaran, B., Padma Priya.** (2007). Kalai thitta valarchi, Saratha publishers, Chennai.
- **Jayadevan,V.**(2006). Tamiliyalin Ethirkalaviyal Part vi, Kalaingnan pathippakam, Chennai.
- **Kalaiselvi , V.** (2008). Tamil payitral nutpangal , Sangeevi publishers, Erode.

- **Kiliraj,S.**(2008). Tamil elakkanam arivom, Pavai Publications, Chennai.
- **Lakkuvan.** (2008), Tamil Paada noolum Asiriyarum, Saratha publishers, Chennai.
- **.Rathinasaba pathi, P.** (2005). Semmozhi kalvi, Santha publishers Chennai.
- **Santhanam, S.** (1994). Vasan kalvium samookamum, Santha pathippakam, Chennai.
- **Sekar,D.**(2003). Tamil elakkanankkalil kalvyial sinthanaikal, Sema Pathippakam, Perambaloor.
- **Sivagnana Munivar,** (1981). Nannool, Soma elavarasu pathippakam, Chidambaram.
- **Venugopal,E.** (2008). Paintamil karpikkum muraikal, Saratha publishers, Chennai.

Website:

www.tamilradios.com

www.tamilgrammer.en.wikipedia

www.tamilnannool.com

FOCUSED PAPER II

PEDAGOGY OF SECOND LANGUAGE

Credits: 4

Marks: 100

Objectives

- To introduce the importance of second language to the student teachers.
- To make them understand the principles of curriculum design and curriculum construction.
- To teach them the pedagogical skills of Listening, Speaking, Reading and Writing.
- To create an awareness on various teaching techniques for pedagogy of second language.
- To create awareness on the usage of different teaching and learning resources available for pedagogy of second language.

Unit: I Introduction

Role of English in present day – national and international – teaching English in schools – English writing and reading- speaking and listening – teaching and learning English – English as a second language in India.

Unit: II English Curriculum Design

Curriculum design: concept, scope and importance - needs – principles – content and sequencing – format and presentation – monitoring and assessment – evaluation – theories of second language acquisition – Stephen Krashen's theory, discourse theory- speech act theory- deconstruction theory and socio historical theory.

Unit: III Pedagogy of English Language

Teaching of pronunciation – problems and procedure – teaching of grammar – methods of teaching grammar – deductive - inductive – teaching of vocabulary –

kinds- procedure - teaching of spelling – rules- games- note book- dictation – teaching of writing – mechanism of writing- corrections and dictations - teaching of reading - mechanics of reading- methods of reading.

Unit: IV Teaching Techniques

Approaches in teaching: psychological - sociological, linguistics- functional, notional, situational and oral approach – methods of teaching: audio- lingual - hands on activity- direct method - transaction- substitution and west's new method.

Unit: V Teaching aids in English Language Teaching

English language teaching aids: characteristics- importance - usage of audio visual aids and types – language laboratory – drama – principles of using teaching aids – advantages of using teaching aids – computer assisted instruction (CAI) – computed based instruction (CBI) – internet usage.

Internal Practical: i) Preparation of teaching leaning resources
ii) Book Review

References

- **Baruah, T.C.** (2005). The english teacher's handbook, Sterling publishers private limited, New Delhi.
- **Erica Hoff.** (2009). Language development, Wordsworth cengage learning, United states.
- **Punita Govil.** (2007). Teaching of english, H.P. Bhargava book House, Agra.
- **Rajpal Kaur.** (2006). Teaching of english, Deep and Deep Publications, New Delhi.
- **Ranjana Banerjee.** (2007). Teaching of english, Rajat Publications, New Delhi.
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- **Rose M. Senior.** (2006).The experience of language teaching, Cambridge University press, Singapore.

- **Safaya,B.N.** (2002). Teaching of language, Abishek Publications, Chandigarh.
- **Yadav,R.N.S.** (2002). Teaching of english, Abishek Publications, Chandigarh.

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<http://www.btinternet.com>

<http://www.ehow.com>

<http://www.english4today.com>

<http://www.eslbase.com>

<http://www.languageimpact.com>

<http://www.languageinindia.com>

<http://www.teachingenglish.org>

<http://www.usingenglish.com>

FOCUSED PAPER III

PEDAGOGY OF MATHEMATICS

Credits:4

Marks:100

Objectives

- To make the student teachers understand the Teaching of Mathematics.
- To make the student teachers understand the Mathematics curriculum.
- To make the student teachers acquire the knowledge about Methods of Teaching in Mathematics.
- To make the student teachers understand the Various Techniques and Aids in Mathematics.
- To make the student teachers understand the Teacher – Learner activities in Mathematics.

Unit: I Teaching of Mathematics: Introduction

Role of mathematics in the present scenario - teaching for understanding - mathematical enquiry - objectives of bloom's taxonomy in mathematics - contribution of mathematics in other field - teaching of mathematics in 21st century.

Unit: II Mathematics Curriculum

Mathematics curriculum - characteristics - principles - framing of curriculum in mathematics - methods of organization of curriculum: topical method - spiral method - development of curriculum - national curriculum for mathematics - curriculum of mathematics at different stages: primary - secondary and higher secondary.

Unit: III Methods of Teaching Mathematics

Types of approaches: project approach - Herbartian approach - Marrison's approach - evaluation approach - RCEM approach - methods of teaching mathematics: inductive - deductive - heuristic - laboratory - project method - analytical and synthesis method.

Unit: IV Teaching Techniques and Aids of Mathematics

Various techniques for teaching mathematics: oral work - written work - drill work - supervised study - assignment - effective teaching of mathematics - skills in teaching mathematics - teaching aids: black board - real objectives - models - laboratory - audio - video - activity aids.

Unit: V Teacher – Learner activities in Mathematics

Co-curricular activities in mathematics - workshop - seminar - conferences - symposium - group discussion - exhibition - quiz programme - field trips - games - puzzles - axioms - postulates.

Internal Practical : i) Preparation of teaching leaning resources
ii) Book Review

References

- **Kelly,A.V.**(2007). The curriculum theory and practice, Sage publications pvt ltd, New Delhi.
- **Marilyn Nickson.** (2006). Teaching and learning mathematics, Micro print pvt. ltd, Chennai.
- **Mustafa,M.** (2004). Teaching of mathematics new trends and innovations, Deep and Deep publications pvt.ltd, New Delhi.
- **Paswan,N.K.**(2006). Modern methods of teaching mathematics, Cyber tech publications, New Delhi.
- **Pamela Cowan.** (2006). Teaching mathematics, Routledge, New York.
- **Ram Sharan.** (2006). Teaching of mathematics, A.P.H publishing corporation, New Delhi.
- **Suraj goyal.** (2007). Teaching of mathematics, Rajat publications, New Delhi.
- **Syvia Edwards.** (2007). Primary mathematics for teaching assistants, Routledge, New York.

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www.mathsforum.com

www.easymaths.org

www.coolmath.com

www.mathcats.com

www.nctm.org

www.math.com

FOCUSED PAPER IV

PEDAGOGY OF SCIENCE

Credits : 4

Marks: 100

Objectives:

- To understand the teaching of Science.
- To understand the Science Education Curriculum.
- To understand the Methods of Teaching Science
- To understand the Teaching Aids for Science.
- To understand the Role of Teacher -Learner in Science Education.

Unit: I Teaching of Science: Introduction

Nature of science - characteristics of science - science as a dynamic expanding body of knowledge - development of scientific knowledge and scientific methods - science and technology - science and other disciplines- teaching of science.

Unit: II Science Education Curriculum

Trends in science education - national and international level - criteria of validity of science curriculum: content- ethical- cognitive- historical – taxonomy for curriculum development in science stages - science curriculum at different stages of school education – primary- secondary- higher secondary.

Unit : III Methods of Teaching Science

Conceptual change model - constructivist approaches: inquiry method - problem solving strategies - concept development -investigatory approach -guided discovery approach -inductive method - project method- collaborative method-activity based method-laboratory method – heuristic method- assignment method – discovery/ inquiry method- interdisciplinary method – demonstration method – team teaching.

Unit: IV Teaching aids for Science

Educational aids in science teaching - importance of teaching aids - types of aids – audio - visual - activity- low cost and no cost teaching aids - concept map -vee map.

Unit: V Teacher Learner in Science Education

Laboratory skills - co-curricular activities –field trips- science exhibition – science fair – science quiz – science club- science museum- scientific hobbies.

- Internal Practical:** i) Preparation of teaching leaning resources
ii) Book Review

References

- **Rajindar Mohan Kalra.**(2002). Teaching of science, Vikas publishing house pvt ltd, New Delhi.
- **Pawan Kumar Jha.** (2006). Modern science teaching, Rajot pub.New Delhi.
- **Jessy Abraham.** (2005). Teaching of science, Rajat pub. New Delhi.
- **Vinayak Mahotra.** (2007). Methods of teaching biology, Cresent publishing pvt ltd, New Delhi.
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FOCUSED PAPER V

PEDAGOGY OF SOCIAL SCIENCE

Credits: 4

Marks: 100

Objectives:

- To make the student teachers understand the teaching of Social Science.
- To make them understand the Social Science Curriculum.
- To enable them to know various methods of teaching Social Science.
- To make them understand Social Science by usages of Techniques.
- To enable them to aware of the process of Evaluation in Social Science.

Unit: I Introduction

Meaning – nature and scope of teaching social science – importance of teaching social science - aim and objectives of teaching social science at various stages of school education - epistemological frame proposed in educational policy document – various national curriculum frame work concerning teaching – learning of social science- place of social science in school curriculum – perspectives in pedagogy of social science education.

Unit: II Curriculum for Social Science

Approaches to organization of social science curriculum – social science curriculum at various stages of school education – methodology of development of curricular materials viz- text books- work books – teacher hand books – teacher's education manuals – other content enrichment materials – their conceptualization and process.

Unit: III Method of Teaching Social Science

Critical appraisal of approaches to teaching social science – behaviorist approach- constructive approach- interdisciplinary approach- integrated approach – child centered approach - environmental approach - the overlap between these approaches – appraisal of various teaching strategies – lecture cum discussion- project method- investigative project- field survey- problem solving- role-play- field visit and case studies – appreciation of various teaching strategies.

Unit: IV Teaching aids for Social Science

Effective use of print media and audio-visual materials for social science – integration of ICT in teaching – learning of social science – development of teaching-learning material- workbook- activity book and self instructional material – effective utilization of resources for teaching social science text books and supplementary materials- maps- charts- graphs- literature and biographies – environment and community resources – development of low cost and no cost improvised teaching aids.

Unit: V Evaluation in Social Science Education

Competency based evaluation – continuous and comprehensive evaluation – need- purpose of formative and summative evaluation – purpose of evaluation – diagnosis test and remediation – assessment tools – construction of achievement test – alternative assessment: rubrics – portfolios – projects – typology of questions as related to different subject areas viz, history- geography- political science- economics- sociology – anthropology.

Internal Practical: i) Preparation of teaching leaning resources

ii) Book Review

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II Semester
CORE PAPER IV
PERSPECTIVES OF TEACHER EDUCATION

Credits: 5

Marks: 100

Objectives

- To enable the student teachers to understand the concepts and objectives of Elementary Teacher Education.
- To make the student teachers aware on Secondary Teacher Education.
- To acquaint the student teachers with knowledge of agencies helpful for Teacher Education at higher level.
- To make the student teachers aware of Teaching Profession and Professional ethics.
- To enable the student teachers to know about the Issues in Teacher Education.

Unit: I Elementary Teacher Education

Introduction - need and scope of elementary teacher education -objectives of elementary teacher education- teacher education at pre – primary level - teacher education at primary level - establishment of DIET - objectives of DIET - functions of DIETs - pre service training programme -in-service training programme - future dimensions of elementary teacher education.

Unit: II Secondary Teacher Education

Nature - scope - aim and objectives of secondary teacher education - development of secondary teacher education with special emphasis on various commissions - various national and state organizations in promotion of secondary teacher education - present scenario of secondary teacher education.

Unit: III Teacher Education at Higher level

Need and importance of teacher education at higher level - role of distance education in promotion of teacher education - functions of national agencies in the development of teacher education (UGC-NCTE- NCERT- RIEs- NUEPA, SCERT) - structure of teacher education - post graduate and integrated courses - future dimension of teacher education .

Unit: IV Professionalisms

Concept of profession - teaching as a profession - code of professional ethics for teachers - quality assurance in professional education - professional competency - effective classroom strategies- in-service programme – workshop – seminar – conference- refresher courses- orientation programme - provisions by the state and nation for professional development of t teachers.

Unit: V Issues in Teacher Education

admission policies and procedures – isolation of teacher educational institution - standards in teacher education - preparation of teachers for the differentially abled - teacher effectiveness - recommendations of raising status of teachers - provision of awards.

Internal Practical: i) Internship report on teacher education institutions.

ii) Book Review

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ELECTIVE PAPER – I

INNOVATIVE TECHNOLOGY IN TEACHER EDUCATION

Credits : 4

Marks : 100

Objectives

- To enable the Student teachers to understand the concept and role of Technology in Education.
- To make them understand the meaning of communication techniques and its components.
- To orient them towards the instructional technology approach and micro teaching techniques.
- To develop the knowledge in them about the hardware and software approaches and sophisticated instruments in educational technology.
- To enable them to apply the knowledge of technology in new area and its applications of technology.

Unit: I Introduction of Educational Technology

Educational technology: concept – meaning – definition - need and scope – technology of education - technology in education –roles of teachers in the context of educational technology - researches in educational technology in India.

Unit: II Communication Technology

Components of communication – barriers to communication, principles of effective classroom communication. - applications of technology in primary, secondary and higher education – communication devices - hardware and software cite and its works in classroom communication.

Unit: III New trends of ICT in Teacher Education

Usage of internet; e-learning, m-learning, AVRC and EMMRC, computer assisted instruction (CAI) - web based instruction, online learning - role of web in teacher educational sectors.

Unit: IV Challenges in Technology Education

Challenges in integrating information and communication technology in school education - facilities for communication knowledge explosion and technological explosion - e-mail – chat - online conferencing (audio-video) - e-library – websites – blogs - search engines - concept and uses.

Unit: V Future Trends in innovative Technology

Mass media - virtual classroom, role of EDUSAT - multimedia approach - using satellite – DTH – Broadcast channel - mobile and iphone– ipad - simulation software - online schooling - interactive white boards - social networking websites - classroom learning- management software.

Internal Practical: i) Submission of e-content package of any unit in text books.

ii) Book Review

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- <http://innovativelearning.com>
- <http://www.onlineschooling.net>
- <http://www.teacherlink.org>

ELECTIVE PAPER – II

MANAGING AND FINANCING OF EDUCATION

Credits : 4

Marks : 100

Objectives

- To enable the student teachers to understand the concept of educational planning, administration and management.
- To make them understand the present day concept of educational administration.
- To develop an understanding in them about the financing of school and college education.
- To develop an understanding in them about the concept of financing in higher education.
- To make them understand the nature of quality assurance in higher education.

Unit: I Introduction

Educational planning: meaning – nature – principles - educational administrations - meaning- development of modern concept from 1900 to the present day - psychological needs of employees - job satisfaction - job involvement - teacher morale and classroom environment.

Unit: II Principles of Management

Meaning - scope - objectives of school management: modern and current trends in educational management - time management - educational supervision: meaning - nature. types of leadership.

Unit: III Financing of School & Collegiate Education

Financing of education in India: resources and expenditure of education, different grants-in-aids available for schools and colleges in India. educational administration in India - role of state - local government - autonomous institutions, UGC, NCERT,

NUEPA, NCTE and District Level Administration in education - structure of the school - college and university.

Unit: IV Financing of Higher education

Financial policies - planning, and budgeting: allocation - financial analysis and management - patterns of expenditure - sources of income – public-private partnership - financing of higher education resources.

Unit: V Quality Assurance in Higher Education

National knowledge commission (NKC) on higher education - sustaining quality-assessment and accreditation (NAAC) - enhancement of quality of education - quality assurance cell - need for cultural value orientation of higher education - present scenario of higher education.

Internal Practical : i). Cost- Benefit analysis of any educational institution.

ii) Book Review

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ELECTIVE PAPER III

EDUCATION FOR THE CHALLENGED

Credits: 4

Marks: 100

Objectives:

- To make the student teachers understand about the concept of Special Education in all its perspectives.
- To make them know about the education of the Visually Impaired.
- To develop an understanding in them about the education of the Hearing Impaired and Speech Impaired.
- To develop an understanding in them about the education of the Deprived Child.
- To make them understand about the education of Mental Retardation.

UNIT: I Special Education

Special education - meaning - types - inclusive education - definition –concept- need of inclusive education- special education system -special schools.

UNIT: II Visually Impaired and Blind Children

Meaning - identification - adjustment problem - special medium – curriculum - teaching approaches - efforts to mainstreaming them into society.

UNIT: III Hearing Impaired and the Speech Impaired

The hearing impaired meaning – identification - adjustment problem - curriculum - teaching approaches - special teaching adaptation - speech disorders – identification – adjustment problem – curriculum – teaching approaches.

UNIT: IV Deprived child

Meaning -types -deprived in modern social context -causes -impact of deprivation of intellectual-emotional -achievement and personality -slow learners -learning disabled.

UNIT: V Mental Retardation

Meaning - identification - types - emotional satisfaction - remedial teaching and construction of special curriculum -education in rehabilitation of them in society -mental handicapped ness and employment.

Internal Practical: i) Reporting a case study on Special educational institution.
ii) Book review

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SUPPORTIVE PAPER - I

e-RESOURCES FOR RESEARCHING IN HIGHER EDUCATION

Credits: 4

Marks : 100

Objectives

- To make the students understand about the knowledge of e-Resources.
- To make them know about the different types of electronic resources and services available in the Web Library.
- To acquaint them about the purpose of National and International resources available in the Web Library.
- To make them know about the International Resources.
- To develop an understanding on them about the productivity and quality of future e-Resources.

Unit: I Introduction

e-resources, concept – scope and importance – definition – uses of e-resources- e-resources in various fields. World Wide Web resources- web exhibits. Multimedia contents for e-resources - e-library catalogues as e-resources, selection of e-resources from web.

Unit: II Types of e-Resources

Online databases and electronic journals - ERIC resources - INASP (International Network for Scientific Publications)- Network Installation Management (NIM) publications - World Health Organization (WHO) publications - e-data archives - e-Maps - e-Mail - e-Newspaper - e-Books - e-Bibliographic Databases.

Unit: III National Resources

Online e-resources - e-journals - national agencies using on-line databases and web sites- multi-access – speed - functionality and content. Indian library consortia scenario for e-resources - Indian National Digital Library in Engineering Sciences and Technology (INDEST) consortium and UGC-INFONET.

Unit: IV International Resources

International online catalogs - periodical indexes - encyclopedias and dictionaries – e-collections - handbooks of research - citation indexes - directories - federated search engines - digital library for international archives - statistical resources - numeric data resources and geographic information systems (GIS) resources.

Unit: V Future of e-resources

Virtual reference desk - e-reference sources - on-line document delivery service - web-reference - electronic issues of journals and articles - electronic versions of printed books - electronic abstracts and indexes - automatic searching facilities and downloading capabilities of e-resources.

Internal Practical: i) Submission of e-resource websites for branches of study

ii) Book Review

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SUPPORTIVE PAPER II

PRE-MARITAL EDUCATION

Credits: 4

Marks: 100

Objectives:

- To enable the students understand the need and importance of Pre- marital education.
- To make them understand the importance of Human Relationship.
- To acquaint them with the knowledge on Pre and Post Marital Nature.
- To make them understand about the Sex Education.
- To make them aware of HIV/AIDS Education.

UNIT: I Introduction

Introduction, need - importance of premarital education - significance of pre-marital education.

UNIT: II Development of Human Relationship

Adolescence - physical development- puberty- physical and mental health- cognitive development- cognitive maturation – psychosocial development – search for self identity - relationship with family- peer- adult and society.

UNIT: III Pre-Marital and Post Marital Education

Scope and objectives of pre-marital and post marital education - preparation for pre-marital counseling - relationship skill development- pre-marital and post marital counseling.

UNIT: IV Sex Education

Introduction- need and importance of sex education- child abuse and sex education – sex education for women – role of Indian government in sex education-

debates on sex education in India – sex education the need of the hour high time to be open.

UNIT: V Human Immuno Virus – HIV - Education

Introduction – HIV education for young generation (NACO) - policy frame work for HIV education - counseling – behavioral change – counseling for children, counseling for pregnant women- couple counseling. Awareness of HIV - importance of HIV counseling – survival guidance for HIV patients – treatment and medicine- nutrition – monitoring HIV/AIDS care.

Internal Practical: i) A case history on a problematic case.

ii) Book Review

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SUPPORTIVE PAPER III

MAN - MAKING EDUCATION

Credits: 4

Marks: 100

Objectives:

- To make the students understand the Nature of Education as a Discipline.
- To enable them to understand the National Integration and International understanding.
- To develop an understanding on them about the Need and Importance of Value Education.
- To make them understand about Peace Education.
- To acquaint them with the Knowledge of Human Rights in the field of Education.

Unit: I Education as a Discipline

Education as sub social system - education and social change -concept - determining factors - role of education - social mobility - culture- democracy - equal opportunity.

Unit: II Education for National integration and International Understanding

National integration - International understanding - education and economic development - globalization - national human power - educational planning.

Unit: III Value Education

Value - meaning - nature - present global scenario - classification of values - role of community - school and family in the development of value- value education – meaning – nature- objectives - scope - value education in present scenario.

Unit: IV Peace Education

Peace -meaning - nature - present global scenario - different sources of peace – philosophical-religious-social and psychological classification of peace -peace enrichments- peace education in present scenario.

Unit: V Human Rights Education

Need - importance – recommendations of various national and international bodies – right to access and equal opportunity in education.

Internal Practical: i) Yoga practice.
ii) Book Review

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