

Annexure I B

**Avinashilingam Institute for Home Science and Higher Education for Women
Coimbatore -641043.**

**Master of Education- Two Year Programme (with Practical)
Scheme of Instruction and Examination
(For students admitted from 2018-19 and onwards)**

Programme Specific Outcomes:

1. Apply the knowledge of Philosophy, Psychology, Sociology, Administration and Technology for the enhancement of Teacher Education Programme
2. Emerge as a scientific researcher to meet the diverse need of the society
3. Evolve as a/an able and inspiring teacher educator, entrepreneur and moulder of value based inspiring teacher
4. Apply the innovations obtained out of research in the field of education
5. Engage in independent and lifelong learning in the broadest context of technological change

Part	Course code	Title of the Paper	Hrs. of Instruction		Hrs. of Exam	Scheme of Examination		Total	No of Credits
			Theory	Practical		CIA	CE		
Semester I									
I	18MEDC01	Philosophical and Sociological Perspectives of Education	5	1	3	30	70	100	4
	18MEDC02	Advanced Educational Psychology	5	2	3	30	70	100	5
	18MEDC03	Introduction to Educational Research and Statistics	5	2	3	30	70	100	5
	18MEDC04	Higher Education –A Global Perspective	5	1	3	30	70	100	4
II	15MDXAE1	Adult Education	1	1	Remarks				1
	Internship (School based -visit to study their different administrative patterns - 3 weeks)								
Semester II									
I	18MEDC05	Human Resource and Capacity Development in Higher Education	5	1	3	30	70	100	4
	18MEDC06	Advanced Educational Research and Statistics	5	2	3	30	70	100	5

	18MEDC07	Yoga and Health Education		5	2	3	30	70	100	5
	18MEDI1A	IDC	Environmental Education	4	1	3	30	70	100	4
	18MEDC08	Mini Project		1	-	-	100	-	100	2
	18MEDN01	Internship					100	-	100	4
II	15MDXAE1	Adult Education		1	1	Remarks				1
	Internship (Visit to institutions involved in Curriculum Design , Textbook Development, School Management & Administration - 3 weeks during summer vacation)									
	Semester III									
I	18MEDC09	Curriculum Development and Transaction		5	1	3	30	70	100	4
	18MEDC10	Educational Planning and Policy Making		5	1	3	30	70	100	4
	18MEDC11	Teacher Education (Self study course)		1	-	3	30	70	100	4
	18MEDCI2	Gender Issues and Promotion of Gender Equality		4	1	3	30	70	100	4
		MOOC – Introduction to research		2	1					2
II	18MEDN02	Internship					100	-	100	5
I		Research Colloquium/Seminar		1	-	-	-	-	-	-
		Thesis		1	-	-	-	-	-	-
Internship (Activities related to Pre-Service Teacher Education-3 weeks during semester break)										

Semester – IV									
I	18MEDC13	Educational Management	5	2	3	30	70	100	4
	18MEDC14	Inclusive Education	5	2	3	30	70	100	4
	18MEDC15	ICT in Education	5	2	3	30	70	100	5
		Research Colloquium/ Seminar	1	-	-	-	-	-	-
	18MEDC16	Thesis	1	-	-	100	100	200	5
	18MEDN03	Internship				100	-	100	5
II	Professional Certification Course on NET/SLET preparation (Out of class hours)								2
TOTAL MARKS								2100	90+2

Total Credits to earn the degree is 92

1. Other courses to be undergone

- Professional certificate course
- MOOC – Introduction to Research

2. Other course offered by the Department of Education

- Environmental Education

Evaluation Pattern for Adult Education

Credit for Adult Education – 1 (0.5 for each semester)

I. CIA for two semesters (1st and 2nd semester) with a weightage of 25 marks/semester

Criteria	Marks
Rapport building	5
Planning and preparation	5
Work execution and outcomes	10
Documentation	5
Total	25

CIA + CE
(25+25)+50=100 marks

II. Comprehensive examination of end of II semester-50 marks

Hours of Comprehensive Examination -2hrs

Remarks will be given based on the total marks

Marks	Remarks
85-100	Excellent
70-84	Very Good
55-69	Good
40-54	Fair
Less than 40	Not completed

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Coimbatore- 641043.
Conceptual Framework of Curriculum
M.Ed. Programme
Two Year Programme (with practical)
For students admitted from 2017-2018 and onwards**

S.No.	Semester	Course/Components	Instruction Hrs/Week/course	Number of courses	Credit/course	Total Credits
I		<u>Part - I</u> Core Courses				
	1- 4	Theory	4-7	12	4-5	48-60
	3	Self Study course	1	1	4	4
	2	Mini Project	1	1	2	2
	4	Thesis	1	1	5	5
	2	Interdisciplinary Course Theory	5	1	4	4
II	Inter Semester Break 1,2 & 3	<u>Part - II</u> Internship/Training	3 weeks/ course	3	4-5	12-15
	Any semester out of class hours	Choices of Certification or other Professional courses	-	1	2	2
	Any Semester except 4 th Semester	MOOC Course	2	1	2	2
	1-2	Adult Education	2	1	1	1
Total						95

Maximum 95 credits to earn the degree

Philosophical and Sociological Perspectives of Education

Semester I
18MEDC01

Hours of instruction per week: 6

No. of credits:4

Objectives

To enable the student teacher

- develop understanding of the interrelationship between Philosophy and Education
- analyse critically postulates of various schools of philosophy, vision of great thinkers and their educational implications
- understand how education acts as a tool of social change
- familiarize with the relationship between culture, society and education
- know the issues of inequalities in education and the measures including the Constitutional provisions to redress it

Unit I Philosophy of Education

Meaning, definition and significance of Philosophy of Education. Major philosophical divisions- metaphysics, epistemology and axiology and their educational implications.

Practicum: Select any one Indian and Western philosophy and analyse them in relation to the divisions of Philosophy.

18

Unit II Indian Schools of Philosophy

Sankhya, Yoga, Nyaya, Vedic, Buddhism, Jainism and Islamic Traditions with special reference to the concept of knowledge, objectives, methodology, curriculum, teacher – pupil relationship, freedom and discipline. Contribution of Indian Educational Thinkers with specific reference to Swami Vivekananda, Rabindranath Tagore, Gandhiji, Ambedkar, Radha Krishnan, and Jiddu Krishnamurti and the relevance of their educational thoughts to the present day system of education.

Practicum: Survey of recent researches in philosophy of Education in India.

18

Unit III Western School of Philosophy

Educational implications of the schools of Idealism, Naturalism, Pragmatism, Realism, Existentialism and Eclecticism with special reference to the concept of knowledge, objectives, methodology, curriculum, teacher -pupil relationship, freedom and discipline. Contributions of Western Educational Thinkers with specific reference to Plato, Friedrich Froebel, Maria Montessori, Jean Jacques Rousseau and John Dewey and the relevance of their educational thoughts to the present day system of education.

Practicum: Survey of recent researches in Philosophy of Education in selected developed Western countries.

18

Unit IV Society and Education

Concept and nature of Sociology of Education. Education as tool of social change - Interrelationship between Education and Social Variables - family, school, peer group and role of teachers. Social mobility and education. Socio-Economic context of education – education as a tool of economic development.

Practicum: Panel discussion on the role of teacher and student in bringing social change in their locality.

18

Unit V: Culture and Education

Culture - meaning and nature, role of education in conservation and preservation of culture. Evolving vibrant cultural ecology through fusion of heritage – role of spirituality, music, architecture, folk dance, literature and festivals. Global initiatives for cultural development.

18

Practicum: Field visit to promote Value Education and Culture.

Total Hours: 90

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. induce philosophical quest among the students so as to mould them into visionaries of education with sound knowledge of philosophical foundations and value based responsible citizens of tomorrow
2. appreciate and apply the contributions made by the eastern and western philosophers from metaphysical, epistemological and axiological dimensions and realise its implications in the context of practical life
3. integrate the best features of various philosophies and invent new educational philosophies in order to cater to the needs of the modern society
4. assess the instrumental role of education utilizing the help of social variables in uplifting the society to proceed in the path of bringing social and economic change
5. analyse and evaluate the diverse needs of learners from the sociological perspective and develop new trends in educational system which are beneficial to the society
6. sensitize the future generation about our great cultural heritage thereby adapting and moulding them to preserve our culture cherishing the various forms of arts and other initiatives at the global level

Text books:

1. Aggarwal, J. (2008). Education in the Emerging Society. New Delhi: Shipra Publications
2. Aggarwal, J.C.& Noushad, H. (2016). Socio –Philosophical Perspectives of Education, New Delhi: Shipra Publishers
3. Biswas, I. U. (2005). Philosophy of Education. New Delhi: Dominant Publisher.
4. Ghosh, S. (2009). Education in Emerging Indian Society. New Delhi: PHI Learning Pvt. Ltd.
5. Das, P. (2007). Sociological Foundations of Education. New Delhi: Author Press.
6. Pathak, R. (2007). Philosophical and Sociological Perspective of Education. New Delhi: Atlantic Publishers.
7. Siddiqui, M. (2008). Philosophical and Sociological Foundations of Education. New Delhi: APH Publishing Corporation.
8. Seetharamu.A. (2008). Philosophies of Education. New Delhi: APH Publishing House
9. Ravi,S.S. (2015). Philosophical and Sociological Bases of Education, Delhi:
10. PHI Learning Private Ltd.
11. Swaroop Saxena & Sanjay Kumar (2016).Philosophical and Sociological Foundations of Education, Meerut: R.Lall Book Depot

References:

1. Dash, B. (2009). Encyclopaedia of Education in Emerging Society (Vols. I,II,III). New Delhi: Dominant Publishers and Distributors.

2. Dash, B. (2007). Theories of Education and Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
3. Dhawan, M. (2007). Philosophy of Education. New Delhi: Isha Books.
4. Giridhar, C. (2008). Education in Development Arena. New Delhi: Commonwealth.
5. Goel, A. (2005). Human Values and Education. New Delhi: Deep and Deep Publications.
6. Sharma, Y. (2007). Education for Values, Environment and Human Rights. New Delhi: Deep and Deep Publications.
7. Singh, M. (2007). Educational Development in India. New Delhi: Adhyayan Publishers.
8. Stanley Hall, G. (2003). Encyclopaedia of Educational Problems. New Delhi: Anmol Publications

Web Links:

1. https://en.wikipedia.org/wiki/Philosophy_of_education
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/68349/7/07_chapter%202.pdf
3. <https://sol.du.ac.in/mod/book/view.php?id=1449&chapterid=1335>
4. http://nios.ac.in/media/documents/dled/Block1_507.pdf

Advanced Educational Psychology

Semester I
18MEDC02

Hours of instruction per week: 7
No. of credits:5

Objectives

To enable the student teacher

- understand concepts and principles of Educational Psychology as an applied science and implications of psychological theories for education
- acquaint the learner with the process of development and assessment of various abilities and traits
- understand learning concept and its educational implication
- understand the nature of intelligence and cognition and affective correlates
- develop and administer personality tests

Unit I Introductory Concepts

Psychology - The science of Psychology, Origin, Areas and, Scientific characteristics of Psychology. Methods of Psychology, Trends in methods of Psychology. Educational Psychology - Concept, Definition and Scope of Educational Psychology, Implications of Educational Psychology.

21

Practicum: Assess teacher behaviour by using any two methods of psychology.

Unit II Life Span of Psychology

Human Development - Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.Aspects of Human Development - Physical, Emotional, Social and Intellectual Language development—Chomsky &Vygostsky. Theories of Cognitive and psycho social development - Piaget, Bruner, Hebb, Erison and their Educational Implications.

21

Practicum: Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.

Unit III Learning and Instruction

Learning - Concept, kinds, various view points on learning, Gagne's conditions of learning; cognitive mapping, cognitive style, Educational implications. Group Dynamics - Group process, interpersonal relations, socio metric grouping, social emotional climate of the classroom and influence of teacher characteristics.

21

Practicum: Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.

Unit IV Intelligence and Cognition

Intelligence: Concept and Theories - Spearman, Thorndike, Thomson, Thurstone, Guilford Cattell and Gardner. Affective correlates of Intelligence - Aptitude, Interest, Attitude. Creativity - Nature, Process, Identification, fostering and guiding creative children.

21

Practicum: To develop and administer Verbal test of Intelligence, Non verbal test of Intelligence, Attitude scale, Aptitude test.

Unit V Personality

Personality: Concept, development, structure and dynamics of personality. Theories of Personality - Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behavioural approach - Miller, Dollard; Humanistic approach - Roger, Maslow. Deviant Personality - Personality disorders: Neurosis, Psychosis and psychosomatic disorders.

21

Practicum: To develop and administer a Personality test.

Total Hours: 105

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. understand the science of Psychology and Educational Psychology.
2. interpret the aspects of Human development
3. compare and interpret the theories of cognitive ,personality and psycho social development
4. equip the necessary skills for identification of children with learning disabilities
5. design a check list/teacher made tool to administer a Personality test.

Text Books:

1. Mangal, S.K (2011). Advanced Educational Psychology 2 nd Edition.New Delhi :PHI Learning Privte Ltd.
2. Purabi Jain. (2012). Educational Psychology. NewDelhi: Wisdom Press
3. Dash, B. (2011). *Text Book of Educational Psychology*. New Delhi : Wisdom Press.
4. Kumar., B. &. (2009). *Educational Psychology*. New Delhi: APH Publishing House.
5. Robinson, S. (2009). *Foundations of Educational psychology 2nd Edition*. New Delhi: Ane Books.
6. Sharma. (2009). *Educational Psychology*. New Delhi: APH Publishing House.

References:

1. Anderman, E., &Corno, L. (Eds.). (2013). *Handbook of educational psychology*.Routledge.
2. Barron A Robert. (1996). *Psychology*. New Jersey: Prentice Hall.
3. Chauhan, S.S. (2006). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Crow, L.D. & Crow Alice. (2008). *Human Development and Learning*. New Delhi: Surjeet Publications.
5. Dandapani, S. (2001). *Advanced educational psychology (2nd edition)*. New Delhi: Anmol publications pvt Ltd.
6. Dandekar, W.N. &Sanyogtala, Makhiya. (2002). *Psychological foundations of education (3rd ed.)*. New Delhi: McMillan India Ltd.
7. Daniels, H. & Edwards, A. (2004). *Psychology of Education*. New York: Routledge.
8. Eysenck, M.W. (1994). *The Blackwell Dictionary of Cognitive Psychology*. Oxford: Blackwell Publishers.
9. Gardner, H. (1993). *Multiple Intelligence: the theory in practice*. New York: Basic Books.
10. Goleman, D. (1995). *Emotional Intelligence*. New York, Bantam Books.
11. Joyce, Bruce, & Weil, Marsha. (1997). *Models of teaching (5th ed.)*. New Delhi: Prentice Hall of India. Ltd.
12. Kincheloe, L. & Horn Jr, R. A. (2007). *The Praeger Handbook of Education and Psychology*. New Delhi: Atlantic Publishers & Distributers (p)Ltd.
13. Mangal S.K. (2003). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India pvt,Ltd
14. Woolfolk, Anita. (2005). *Educational psychology.(9th ed.)*. New Delhi: Pearson Education Pvt. Ltd.

Web Links:

1. <https://www.simplypsychology.org/piaget.html>
2. https://en.wikipedia.org/wiki/Developmental_psychology
3. <http://ncse.ie/wp-content/uploads/2014/10/ChildrenWithSpecialEdNeeds1.pdf>
4. <http://www.parentcenterhub.org/ld/>
5. 14_05_13_web.pdf
6. http://www.indiana.edu/~educy520/sec5982/week_3/cohen88.pdf
7. https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/c10035_2017.pdf
8. http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

Introduction to Educational Research and Statistics

Semester I
18MEDC03

Hours of instruction per week: 7
No. of credits:5

Objectives

To enable the student teacher

- gain fundamental knowledge of educational research
- identify issues in the conduct of research that often raise ethical concerns
- understand the techniques of sampling and familiarize the tools of data collection
- describe the steps involved in research process
- gain basic statistical techniques and experience using software for data management and analysis

Unit I Research in Education

Concept of Educational Research - Meaning, Definition, Nature and Significance of Educational Research, Criteria of good research, Qualities of a researcher- Role of computer technology in research. 19

Practicum: Prepare a formal 10-minute presentation on Qualities of a researcher to Peer group.

Unit II Types and Methods of Research

Types of research - Fundamental Vs Applied, Descriptive Vs Analytical research, Quantitative Vs Qualitative and Conceptual Vs Empirical . Methods of research Historical- Need and significance, Sources and collection of data. Descriptive- Need and Importance, steps and interpretation- Survey studies. Experimental- Nature & Procedure, Validity-Internal & External. Expost Facto Research-meaning and importance. 23

Practicum: Compare and present the merits and demerits of different types of research.

Unit III Research Process

Identifying a Research Problem-Criteria for selection of a research problem and its sources. Review of related literature-purposes, steps in literature review. Hypothesis-meaning, characteristics and types. Sampling – Population and Sample, characteristics of a good sample and different sampling methods- Probability Sampling - Random, Systematic, Stratified, Cluster -Non-Probability Sampling- Convenience, Incidental. Sampling errors and ways to reduce them. Tools and techniques of Research- Observation, Interview, Focus Group discussion, Questionnaire, Check list, Rating scales-Reliability and validity of tools and techniques. 24

Practicum:Construct one tool for data collection and finding out the reliability and validity.

Unit IV Basic Elements in Statistics

Concept of Parameter and Statistics - Statistics: meaning, definition, use of statistics in research. Frequencies and continuous measures. Data types: Nominal, Ordinal, Interval and Ratio. Data organization in SPSS and Excel. Graphical representation of data. Normal distribution: Characteristics of normal probability curve and its applications. 18

Practicum: Prepare graphic designs of data obtained in a research study using SPSS and Excel.

Unit V Analysis of Quantitative data

Descriptive Analysis - Descriptive statistics-meaning ,Measures of central tendency-Mean, Median and Mode- merits and demerits of different measures, Skewness and Kurtosis. Measures of variability-Range, Quartile deviation, standard deviation, variance, merits and demerits of different measures. 21

Practicum: Gather data from a simple study and carry out descriptive statistical analysis on it.

Total Hours: 105

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. Independently search for, integrate and critically assess research information within the field of education.
2. Design different data collection methods and conduct an indepth interview, a focus group, qualitative case study and a mixed method study.
3. construct instruments for the measurement of different psychological, sociological, technological and other educational factors.
4. Enter, analyse and interpret the results of the data using SPSS and Microsoft Excel.
5. Apply basic concepts in Statistics to educational research.

Text Books

1. Best, J.W. & Khan, J.V. (2003). Research in Education. USA: Prentice-Hall Inc.
2. Cohen, L., Manion, L. & Morrison, K. (2007). Research Methods in Education. New York : Routledge.
3. Gall, M.D., Gall, J.P. & Borg, W.R. (2007). Educational Research. U.S.A: Pearson.
4. Gupta, S.P. (2008). Statistical Methods. New Delhi: Sultan Chand & Sons Educational Publishers.
5. Krishnaswamy, O.R. (1993). Methodology of Research in Social Science. New Delhi: Himalaya Publishers.

References:

1. Abbott, M.L. (2014) Understanding Educational Statistics Using Microsoft Excel and SPSS, John Wiley & Sons.
2. Ary, D., Jacobs, L.C. & Walker, D. (2018) .Introduction to Research in Education Cengage Learning.
3. Ben-Zvi, D, & Garfield, J. (2017). International Handbook of Research in Statistics Education Springer International Handbooks of Education. Publication Manual. (2013). Washington DC: American Psychological Association
4. Huck, S.W. (2007). Reading Statistics and Research. Boston: Allyn & Bacon.
5. Jain, G.L. (1998). Research Methodology, Methods tools and techniques. New Delhi: Mangal Deep Publications.
6. Swain, J. (2016) Designing Research in Education: Concepts and Methodologies SAGE.
7. Wilson, E. (2017). School Based Research: A Guide for Education Students. SAGE

Web Links

[https://www.spss-tutorials.com/spss- what-is- it](https://www.spss-tutorials.com/spss-what-is-it)
<https://onlinecourses.science.psu.edu/stat100/node/18>
<http://epgp.inflibnet.ac.in/ahl.php?csrno=12>
[http://socscybraryamu.ac.in/index.php/video-lectures/video- lectures/items/view/0187](http://socscybraryamu.ac.in/index.php/video-lectures/video-lectures/items/view/0187)

Higher Education - A Global Perspective

Semester I
18MEDC04

Hours of instruction per week: 6
No. of credits:4

Objectives

To enable the student teacher to

- enhance greater understanding of global scenario of post- secondary education
- deep insight into governance, leadership, policy making, management and a critical approach to the global environment
- sustain a research base on higher education focusing on higher education futures and alternative perspectives
- engage academically with stakeholders of higher education including local and global communities regarding practices towards societal transformation
- understand the role of higher education for sustainable development

Unit I A Global Comparison of Higher Educational System

Diverse political, social, economic, cultural and technological context. Policy development from a comparative viewpoint- Teacher Training - Eligibility criteria, Duration ,Curriculum, Methodology and type of management.

18

Practicum: Prepare a post-secondary educational scenario of any one country.

Unit II Globalization

Role of Globalization in Education - Role of public and private sector in education. Rise of the knowledge economy- Characteristics-Driving Forces. Impact of information and communications technology.

18

Practicum: Identify any unique characteristic, key challenges and risks with reference to Globalization.

Unit III Higher Education for the transformation of society

Academic productivity and outcomes of higher education- Equity, Quantity, Quality, Competency. Opportunities and Excellence in higher education. Economic growth- Individual , Social and National Development.

18

Practicum: Develop academic productivity for a particular component.

Unit IV Reforms in administration

Governance – Governing bodies-funding agencies at- central, state and private. Contribution of institutes of higher education in achieving the Millennium Development Goals.

18

Practicum: Devise a strategy for the achievement of MDG

Unit V Higher Education for Sustainable Development

Main streaming education for sustainable development policies. Building capacities in educators and trainees- Empowering and mobilizing youth- Implementation of sustainable solutions at local and community levels.

18

Practicum: Educating students by integrating sustainable development principles in day-to-day activities.

Total Hours: 90

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. explore global scenario of post- secondary education
2. develop deep insight into governance, leadership, policy making, management and a critical approach to the global environment
3. sustain a research base on higher education focusing on higher education futures and alternative perspectives
4. engage academically with stakeholders of higher education including local and global communities regarding practices towards societal transformation
5. analyze the role of higher education for sustainable development

Text Books:

1. Kapur, J.N. (1971). Current Issues in Higher Education in India. S.chand & Co Pvt Ltd.
2. Laurence, James C.(2010). Higher Education and Development. Rajat Publications
3. Oza, N B Ed.(2001) Higher Education : Issues and Options. Mangal Deep Publications
4. Rabindra Sen(2009). Higher Education and Administration.Crescent Publishing Corporation
5. Tamilnadu State Council For Science And Technology (1993) Status of Higher Education in Science and Technology in Tamil Nadu: Soft. Sc.
6. UNESCO (1963) Development of Higher Education in Africa
7. UNESCO (1982) Division of Higher Education and Training of Educational Personnel
8. University Grants Commission(1978) 3rd All - India Educational Survey Higher Education 1973-74

References:

1. Norton, A., Norton, A., & Cakitaki, B. (2016). *Mapping Australian higher education 2016*. Melbourne: Grattan Institute.
2. Clark, I., Morgan, G., Skolnik, M., & Trick, D. (2009). Academic transformation: The forces reshaping higher education.
3. Bailey, S. (2017). *Academic writing: A handbook for international students*. Routledge.
4. Leigh, N. G., & Blakely, E. J. (2016). *Planning local economic development: Theory and practice*. Sage Publications.
5. Agnew, J. (2017). *Globalization and Sovereignty: Beyond the Territorial Trap*. Rowman & Littlefield.
6. Blanton, S. L., & Kegley, C. W. (2016). *World Politics: Trend and Transformation, 2016-2017*. Cengage Learning.
7. Riccucci, N. M. (Ed.). (2017). *Public personnel management: Current concerns, future challenges*. Routledge..
8. Riccucci, N. M. (Ed.). (2017). *Public personnel management: Current concerns, future challenges*. Routledge.

Web Links:

1. <https://www.ox.ac.uk/>
2. <https://www.mbacrystalball.com/>.
3. <http://guides.libraries.psu.edu/>
4. <https://www.open.ac.uk>
5. <https://darpg.gov.in>
6. www.springer.com

Adult Education

Semester I& 2

Hours of instruction per week: 2

17MDXAE1

No. of credits:1

Objective

To enable the student teachers

- develop knowledge on adult education
- Expose them to community work through adult education
- Provide opportunities to plan adult education program
- Undertaking research study on adult education

Unit I : Literacy And Role Of Various Agencies To Eradicate Illiteracy In India 6

Functional Literacy, Non-formal Education, Formal Education, emergence of NEAP and NLM. Literacy Level in India-Rural, Urban. Men,

Women literate population in TamilNadu and Coimbatore. NLM, Technology Mission, Technology Demonstration, District, Voluntary Agencies:

Government, Universities: NSS, Adult Education Department, Our University - NSS Voluntary

Unit II : Methods Of Adult Education Program 6

Motivational techniques. Individualized Instruction, Workshop, Group discussion, Preparation and use of Audiovisual Aids, News Paper, Booklet, Pamphlet, Dramatization, Puppet Show, Folk Drama, Dance etc.

Unit III: Organizing Adult Education Program And Its Evaluation 6

Planning: Selection of Volunteers, Selecting the Area- target groups, Fact finding in selected areas. Conducting Adult Education programs: Organizing Classes, Facilities in centre, Mobilization of resources, Linkage with social inputs, Efforts for better family living of the learners.

Norms set up by NLM, Records and Registers of center and learners; Achievement of learners.

Unit IV : Research In Adult Education 6

Concept, Selection of the Problem, Research Design, Interpretation of Research Findings. Action Research Project.

Unit V Follow-Up Program 6

Need for follow-up action, Provision of Literature, Wall News papers, local libraries, JSN and libraries, Provision for Follow-up action through linkage with all developmental programs of health, Sanitation, Nutrition, Socio-Economic improvement through nationalized banks and self-employment.

References :

1. RameshwariPandya (2010), Adult and Non Formal Education, Gyan Books Pvt. Ltd, New Delhi.
2. Ramabrahman, I., (2005), Adult Education: Policy and Performance, Gyan Books Pvt. Ltd, New Delhi.
3. Gupta, N.L. (2000), Education, Culture and Human Values, Gyan Books Pvt. Ltd, New Delhi.
4. Pandey, V.C., (2005), Literacy and Non-Formal Education, Gyan Books Pvt. Ltd, New Delhi.
5. Rajendra Prasad, D., (2008), Adult Education, APH Publishing Corporation, New Delhi.

Journal

6. Current Trends in Adult Education :Sarup& Sons, New Delhi.
7. International Journal of Adult and Life Long Education : International Institute of Adult and Life Long Education, India
8. The Indian Journal of Adult Education : Indian Adult Education Association (IAEA), New Delhi
9. Development of Adult, Continuing and Non-Formal Education in India : Concept Publishing Company, New Delhi

Human Resource and Capacity Development in Higher Education

Semester II

Hours of instruction per week: 6

18MEDC05

No. of credits:4

Objectives

To enable the students to

- understand the components of knowledge transfer
- build institutional and organizational capacity through human resources management and organize development activities
- equip themselves with Listening and Speaking Skills
- improve their expressive skills through Reading and Writing
- practically evolve strategies and evaluate capacity development programmes

Unit I Knowledge Dissemination

Transfer of knowledge – components of knowledge transfer. Organizing HRD Meetings- Seminars- Workshop -Symposiums- Internet Forums. Human Resource Development in the 21st century.

18

Practicum: Organise and conduct a HRD meeting.

Unit II Skill development

Quality training – Need and Importance –Methods of Training.Management skills, Team Work and Communication Skills- Resume preparation skill, Presentation skills, Interviewing skills, Communication skills and Administration skills. Work ethics-Do's and Don'ts.

18

Practicum: Conduct Discussion Forums.

Unit III Listening and Speaking Skill Development

Introducing learners to GIE -Types of listening -Listening to audio (verbal & sounds); Listening and responding to video lectures / talks; Listening to different accents, Listening to Speeches / Presentations, Listening to broadcast & telecast from Radio & TV. Speaking - Speaking about one's place, important festivals etc. –Introducing oneself, one's family / friend; Describing a simple process (filling a form, etc.) -Asking & answering questions – Telephone skills –Telephone etiquette; Role-play – Simulation-Group interaction -Speaking in formal situations (teachers, officials, foreigners); Responding to questions - -Speaking at different types of interviews.

18

Practicum: Listening to specific task -focused audio tracks; Watching videos / documentaries and responding to questions based on them. Responding to questions - Different forms of interviews, Making presentations on given topics.

Unit IV Reading and Writing

Skimming a reading passage – Scanning for specific information - Note-making; Critical reading-Finding key information in a given text - Making inference from the reading passage - Predicting the content of a reading passage; Email communication - Reading the attachment files having a poem/joke/proverb -Sending their responses through email . Writing - Biographical writing (place, people) - Lab descriptions (general/specific description of laboratory experiments) - Definitions - Recommendations; Writing - Biographical writing (place, people) - Definitions - Recommendations; Interpreting visual materials (line graphs, pie charts etc.) - Essay writing – Different types of essays; Creative writing, Poster making.

18

Practicum: Reading, writing and interpreting visual material.

Unit V Evaluation capacity development

Testing and evaluation of capacity development - Innovative and proven methodologies for further development, Capacity Building and Opportunity Management. **18**

Practicum: Prepare a tool to assess and evaluate capacity development.

Total Hours: 90

Course Objectives:

On successful completion of this course, the learners will be able to :

1. Describe the different components of knowledge transfer
2. Organize development activities
3. Practice communication Skills and public speaking Skills
4. Develop institutional and organizational capacity
5. Critically analyse the capacity development programmes

Text Books:

1. Ministry Of Human Resource Development. (1993) Education for All the Indian Scene Widening Horizons
2. National Council Of Educational Research And Training. (1986) Area-intensive Education Project for Human Resource Development
3. Randhawa, Gurpreet(2007). Education and Human Resource Management A P H Publication

References:

1. Berkenkotter, C., & Huckin, T. N. (2016). *Genre knowledge in disciplinary communication: Cognition/culture/power*. Routledge.
2. Goswami, U., & Bryant, P. (2016). *Phonological skills and learning to read*. Psychology Press. Deborah, E.
3. Sharf, R. S. (2016). *Applying career development theory to counseling*. Nelson Education. Thelen, H. A.
4. Graves, M. F. (2016). *The vocabulary book: Learning and instruction*. Teachers College Press. Kaplan, A
5. Kamil, M. L., Mosenthal, P. B., Pearson, P. D., & Barr, R. (2016). *Handbook of reading research*. 6. Lewis, S., Passmore, J., & Cantore, S. (2016). *Appreciative inquiry for change management: Using AI to facilitate organizational development*. 7.
6. German, K. M., Gronbeck, B. E., Ehninger, D., & Monroe, A. H. (2016). *Principles of public speaking*. 8. Routledge. Tuuli, Van Emden, J., & Becker, L. (2016). *Presentation skills for students*.

Web Links:

1. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/kpm.1391>.
2. <http://www.skilldevelopment.gov.in/> .
3. <http://www.englishmate.com>
4. <https://www.gse.harvard.edu>
5. <https://www.oecd.org/>

Advanced Educational Research and Statistics

Semester II
18MEDC06
Objectives

Hours of instruction per week: 7
No. of credits:5

To enable the student teacher

- understand the importance of qualitative research.
- describe different experimental designs.
- familiarize with the standard conventions used in preparing and presenting the research report
- develop knowledge of methods for making causal inferences in quantitative research
- develop the skill of analyzing and interpreting the data collected

Unit I Approaches to Qualitative Research

Qualitative Research- definition, characteristics of a good qualitative study, reasons for conducting Qualitative Research, Phases in the design of qualitative study. Different Qualitative studies. Case study-meaning, characteristics, steps involved, merits and demerits Ethnography- meaning, characteristics, steps involved, merits and demerits Grounded theory- meaning, characteristics, steps involved, merits and demerits.

18

Practicum: Design a Qualitative study involving different phases.

Unit II Research Design

Meaning and purpose of research designs Experimental design-Terminology in experimental design, validity problems ,factors affecting internal and external validity Experimental design-types-single-group design, Control-group designs Quasi-experimental-static group comparison design, nonequivalent control group design.

21

Practicum: Preparation of an experimental design of a study.

Unit III Reporting and Ethical Issues

Research report writing- importance and formulation of research report- general structure and organization- Preliminaries, Contents of Report, Bibliography, Appendices - Style Manuals- Criteria for the evaluation of the Research Report.Ethical committees - Copy right- Intellectual property rights and patent law-Reproduction of published material – Plagiarism - Citation and acknowledgement.

23

Practicum: Development of a research proposal for M .Ed. Dissertation.

Unit IV Analysis of Quantitative data

Correlation - scatter plots and their interpretation- Spearman's Rank Order Correlation-Pearson's Product moment correlation, Regression and Prediction from Simple Regression Equation.

20

Practicum: Creating and interpreting a scatter plot.

Unit V Inferential Analysis of Quantitative Data

Parametric and Non Parametric methods Standard Error of Mean Concept of one-tailed and two tailed tests, Confidence Intervals and Levels of Confidence Significance of the difference between means (t test) (a) Means of two independent large samples (b) Means of two small independent samples (c) Two correlated means ANOVA-one –way analysis of variance Analysis of frequencies using chi-square as test of goodness of fit and test of independence, contingency co-efficient and its uses.

23

Practicum: Development of a statistical analysis plan on the topic selected for dissertation.

Total Hours: 105

Course Outcomes

On successful completion of this course the learner will :

1. choose appropriate quantitative or qualitative method to collect data
2. write a research proposal suitable for submission to a research funding body
3. carry out independent research using a range of research designs and methods
4. maintain respect for individual research contributions and intellectual property rights and demonstrate ethical behavior
5. interpret and present the results of an independently conducted statistical analysis

Text Books:

1. Best, J.W. & Kahn, J.V.(2003). *Research in Education*.USA: Prentice-Hall Inc.
2. Creswell, J.W. (2009).*Qualitative Inquiry and Research Design*. New Delhi: Sage Publications.
3. Gall,M.D., Gall,J.P. & Borg,W.R. (2007). *Educational Research*. U.S.A: Pearson.
4. Garrett, H.E. (2009). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers.
5. Koul, L(2009). *Methodology of Educational Research*.New Delhi: Vikas Publishing.

References:

1. Cook & Campbell(2002). *Quasi Experimentation*.U.S.A: Houghton Mifflin Company.
2. Howard,R., McLaughlin,G.,& Knight,W.(2012). *The Handbook of Institutional Research*. San Francisco: Jossey-Bass.
3. Jaeger,R.M.(1986). *Sampling in Education and the Social Sciences*. New York: Longman Inc.
4. Johnson,L.R. (2016) *Community-Based Qualitative Research: Approaches for Education and the Social Sciences* SAGE.
5. Kerlinger,F.N. (1976).*Foundations of Behavioural Research*. New York: Holt,Rinehartand Winston Inc.
6. Kumar, R. (2009). *Research Methodology: A Step by Step Guide for Research*. Delhi: Pearson Education.
7. Nunnally,J.C.& Bernstein,I.H.(2010). *Psychometric Theory*. New Delhi: Tata McGraw Hill Education Private Limited.

Web Links:

1. <https://www.nyu.edu/classes/bkg/methods/005847ch1.pdf>
2. <https://www.writeneed.com/single-post/.../Importance-and-benefits-of-SPSS-in-research>
3. <https://ori.hhs.gov/content/module-2-research-design-section-1>
4. <https://my.vanderbilt.edu/joshuabazuin/files/2011/08/HOD-2990-Stats-21.pdf>

Semester II

Hours of instruction per week: 7

18MEDC07

No. of credits:5

Objectives

To enable the student teacher

- know the concept of Positive Health
- understand the concept of Healthy Personality
- apply yoga for general fitness
- develop knowledge on stress management
- improve personal efficiency through yoga

Unit I Introduction to Health

Concept of “Positive Health” defined according to– Meaning and definition of Health, Various dimensions of health (Physical, Mental, Social and Spiritual), criteria of health, Important yardsticks of health, responsibility and control over one’s own health status.

21

Practicum: Practicing Meditative Asana.

Unit II Healthy Personality

Physical Education and sports fitness, Concept of ‘Healthy Personality’, Characteristics of healthy personality, superior mental health- aids to a healthy personality.

21

Practicum: Practicing Relaxing Asana.

Unit III Yoga and Health

Yoga and health – as a therapy, Treatment, General Fitness. Integration of body and mind ,Wholesome development.

21

Practicum: Practicing Cultural Asana – Standing and Sitting Postures.

Unit IV Yoga for Executives

Positive hygiene of yoga (Positive focus, Shraddha, Faith factor Iswara, Pranidhana, prayer, tranquilization of mind), stress response vs cultivation of Relaxation Response, purification of Nadi, cultivation of correct Psychological attitudes.

21

Practicum: Preparatory for Pranayama, Sectional Breathing.

Unit V Yoga and Executive Jobs

Problems of Executives, life of constant stress and strain, anxiety, conflicts resulting in fatigue, Use of artificial stimulants and their side effects, contribution of Yoga to solve the problems of the Executives. Yoga and Development of Social Qualities of: Personality – Co-operation, Simplicity, Tolerance, Social Adjustments, Yoga and Personal Efficiency- Personal Efficiency as a genetic term , Improvement of Personal Efficiency through Yoga.

21

Practicum: Preparation for Meditation.

Total Hours: 105

Course Outcomes

On successful completion of this course, the learners will be able to :

1. learn good health habits and health Services.
2. create awareness on the need and importance of physical education.
3. implement difference methods of learning and teaching physical activities.
4. learn Basic Skills, Rules and Regulations of few Games.
5. emerge as the best yoga practitioner as well as yoga trainer

Text Books:

1. Yogacharya, O.S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat.
2. Iyengar, B.K.S. (2008). Light on Yoga. New Delhi, Harper Collins
3. Venkateswaram, P.S. (2008). Yoga for Healing. New Delhi: Jaico Publishing House
4. Yadav, Y.P. & Yadav, R. (2003). Art of Yoga, New Delhi: Friends.

References:

1. Bijlani, Ramesh. (2010). Back to health through Yoga. New Delhi: Rupa & Co.
2. Hota, Bijaylaxmi. (2008). Yoga for school Children. New Delhi : Rupa & Co.
3. Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
4. Iyengar, B.K.S. (2010). Light on Pranayama. New Delhi, Harper Collin.
5. Singleton, Mark. (2010). Yoga Body – The origins of Modern posture Practice. Oxford: Oxford University Press.
6. Swami Kavalyananda (1993). Asanas, Pune Kaivalyadharmas M. Yoga Mandir Samiti.
7. Villodo, A., (2007). Yoga, Power and Spirit. New Delhi, Hay House Inc.

Environmental Education

Semester II

Hours of instruction per week: 5

18MEDI01

No. of credits: 4

Objectives

To enable the student teacher

- understand the aims and objectives of environmental education
- understand the basic principles and practices of the environmental education at secondary and Higher Secondary level
- appreciate the importance of Natural Resources role of an individual and associated problems
- acquire the knowledge of ecosystem and its importance in environmental education
- create awareness about the social issues and acts applicable for preventing and control of pollution

Unit I Introduction to Environmental Education

Definitions of the study. Environmental Education. Nature, Meaning and Scope of Environmental Education. Aims and objectives of teaching Environmental Education.

15

Practicum: Visit to Local Zoo, Museum, Botanical Garden, Dam etc.

Unit II Natural Resources and Associated Problems

Forest Resources: Use and over Exploitation Water Resources : Use and Utilization of surface and ground water, floods, draught conflicts over water, National water policy, facts about water resources, water cycle, water resources, water cycle, different forms of water. Mineral resources: Use of Exploitation, environmental effects of extracting and using mineral resources. Land Resources: Land degradation, Soil Erosion, Desertification. Role of an Individual in conservation of Natural Resources.

15

Practicum: Prepare a file related natural resources – forest, water, land and mineral.

Unit III Ecosystems

Concept, Definition of Ecosystem. Structure and functions of ecosystem. Producers, consumers and decomposers and energy flow in ecosystem. Food chains, Food webs and ecological pyramids. Forest Ecosystem, aquatic ecosystem.

15

Practicum: Prepare a working and non-working model on Ecosystem with low-cost material.

Unit IV Environmental Pollution

Air Pollution and its effects in human health. Greenhouse effect, Acid Rain, Primary, secondary air pollutant, Effective of pollutants on plant. Water pollution, control of water pollution, Sources of Water Pollution and major causes, Water borne diseases. Land pollution. Land pollutants, Pesticides, chemistry of pesticides – chlorinated hydrocarbon, Ecological effects of pesticide, control of pesticide pollution Noise pollution – Definition, causes of Noise Pollution, Ecological effects of Noise Pollution, control of Noise pollution, summary of Recommended noise exposure limit (WHO -1980). Thermal Pollution – Sources – Ecological effects, control of Thermal Pollution.

15

Practicum: Develop strategies and implement Pollution-free Environment.

Unit V Social Issues and Environment

Resettlement and rehabilitation of people, its problems and concerns. Environmental ethics: Issues and possible solutions. Consumerism and waste products management. Environment Protection Act – Air (Prevention and control of pollution) Act, Water (Prevention and control of pollution) Act, Wildlife Protection Act, Forest Conservation Act. Issue involved in enforcement of environmental legislation, Public Awareness. 15

Practicum: Create awareness related to environmental legislations among public.

Total Hours: 75

Course Outcomes:

On successful completion of this course, student teachers will be able to:

1. list the aims and objectives of environmental education
2. acquire the basic principles and practices of the environmental education at secondary and Higher Secondary level
3. realise the importance of Natural Resources and the role of an individual and associated problems
4. acquire the knowledge of ecosystem and its importance in environmental education describe various measures for preventing and control of pollution

Text Books:

1. Agarwal, K.C. (2001). *Environmental Biology*. Bikanir: Nidi Publ. Ltd.
2. Arumugam, N. (1998). *Concepts of Ecology*. Nagarkoil: Saras Publications,
3. C.P.R. Environmental Education Centre. *Noise Pollution*. Chennai: Aiyar Foundations.
4. C.P.R. Environmental Education Centre. *Water a book of facts and activities*. Chennai: Aiyar Foundations.
5. Gleick, H.P. (1993). *Water in crisis. Pacific Institute for studies in Developmental Environmental and security*. Oxford: Stockholm Env. Institute, Oxford University press.
6. McKinney, M.L. & Schocb, R.M. (1996). *Environmental Science systems and solutions*. Wed enhanced edition.

References:

1. P Aarne Vesilind, J. Jeffrey Peirce, Ruth F. Weiner (2013) Environmental pollution and control Butterworth-Heinemann, a division of reed publishing (USA) Inc.
2. Agarwal, K.C. (2001). *Environmental Biology*. Bikanir: Nidi Publ. Ltd.
3. Arumugam, N. (1998). *Concepts of Ecology*. Nagarkoil: Saras Publications,
4. Bhavana H. Parmar (2015) Eco-social Issues of Environmental
5. Christine A. Klein, Federico Cheever, Bret C. Birdsong (2018) Natural Resources Law: A Place-Based Book of Problems and Cases, Fourth Edition Wolters Kluwer in New York
6. C.P.R. Environmental Education Centre. *Noise Pollution*. Chennai: Aiyar Foundations.
7. C.P.R. Environmental Education Centre. *Water a book of facts and activities*. Chennai: Aiyar Foundations.
8. Gleick, H.P. (1993). *Water in crisis. Pacific Institute for studies in Developmental Environmental and security*. Oxford: Stockholm Env. Institute, Oxford University press.
9. Lawrence R. Pomeroy, James J. Alberts Concepts of ecosystem ecology (2012) springer –Verlag New York Inc.

10. McKinney, M.L. & Schob, R.M. (1996). *Environmental Science systems and solutions*. Web enhanced edition.
11. Pérez-Rodríguez, U., Varela-Losada, M., Lorenzo-Rial, M. A., & Vega-Marcote, P. (2017). Attitudinal trends of teachers-in-training on transformative environmental education.
12. Sjöström, J., & Eilks, I. (2017). Reconsidering different visions of scientific literacy and science education based on the concept of Bildung. *Cognition, Metacognition, and Culture in STEM Education: Learning, Teaching and Assessment*.
13. Yawar, S. A., & Seuring, S. (2017). Management of social issues in supply chains: a literature review exploring social issues, actions and performance outcomes.

Web Links:

<https://www.sciencedirect.com/science/article/pii/S026974911631380X>

<http://www.jstor.org/stable/24880906>

Curriculum Development and Transaction

Semester III
18MEDC09

Hours of instruction per week: 6
No. of credits:4

Objectives

To enable the student teacher

- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- describe various modes of curriculum development
- explain various considerations for curriculum development
- describe various approaches and methods of curriculum transaction.
- discuss various issues in curriculum development

Unit I Nature, Principles and Determinants of Curriculum

Meaning and concept of curriculum; Components of Curriculum: Objectives, content, transaction mode and evaluation - Philosophical and ideological basis of curriculum - Principles of curriculum development -Process of curriculum development, Determinants of Curriculum-Philosophical, sociological, psychological

18

Practicum: Preparing report on various transaction modes on curriculum.

Unit II Approaches and types of Curriculum Development

Approaches-, Teacher centered, Learner centered, , Subject centered, problem centered, Community centered Environment centered

18

Types of curriculum- Overt, Hidden, Null, Rhetorical, Core curriculum.

Practicum: Analysis of the present Tamil Nadu school curriculum (VI to XII) .

Unit III Models of Curriculum Development

Tylers model, Hilda Taba model, Nicholls model, Willes and Bondi-1989 model, Need assessment model, Futuristic model, Alexander Model and Hunkin's Decision Making Model, Vocational/Training model, (With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation.

18

Practicum: Preparing a comparative report on various models of curriculum development.

Unit IV Methods of Curriculum Transaction

Meaning of Curriculum transaction. Minimum requirement for transaction of curriculum - Duration, intake, eligibility of students, content, qualification of teaching staff, infrastructure facilities institutional facilities. Curricular materials for transaction- Textbooks, Teacher's guide, Manuals ,Use of various methods media in transaction of curriculum. ICT in transaction of curriculum.

18

Practicum: Prepare an observation schedule for curriculum transaction in any one-school subject

Unit V Tools and Techniques of Curriculum evaluation and Issues in Curriculum Development

Observation, Interview, Opinonnaire, Reflective Journals, Checklist, Project work, Peer evaluation Maintaining portfolio of the work and their presentation. Issues in Curriculum Development : Centralized vs. decentralized curriculum, Diversity among teachers in their competence

18

Practicum: Preparing a report on various approaches to curriculum evaluation.

Total Hours: 90

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. understand the concept of curriculum and identify the components of curriculum.
2. interpret the principles and bases of curriculum development
3. compare and interpret the models of curriculum development approach
4. equip the necessary skills for curriculum planning.
5. design a check list/teacher made tool to assess the cognitive abilities, affective learning and motor abilities awareness
6. initiate resource mobilization for ICT in curriculum development

Text Books:

1. Barrow, Robin. (1976). *Common Sense and the Curriculum*. George Allen And Unwin Ltd.
2. Mridula Pandey Ed.,(2007) *Concept of Curriculum Planning*. Rajat Publications
3. Sarita Kumari(2007) *Curriculum and Instruction* Isha Books
4. Tyler, Ralph W.(1965). *Basic Principles of Curriculum and Instruction*. University Of Chicago Press

References:

1. Aggarwal, Deepak. (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
2. Aggarwal, J.C. (1990). *Curriculum Reform in India- World overviews, Doaba World Education*. Delhi: Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984). *Reflections on Curriculum*. New Delhi: NCERT.
4. CIET. (2006). *The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*. New Delhi: CIET, NCERT.
5. CIET. (2007). *Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process*. New Delhi: CIET, NCERT.
6. Dewey, John. (1966). *The Child and the Curriculum*. Chicago: The University of Chicago Press.
7. Diamond Robert, M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
8. Doll Ronald, C. (1986), *Curriculum Improvement: Decision Making Process*. London: Allyon and Bacon Inc.
9. Joseph, P.B. (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
10. McKernan, James. (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. U.K.: Routledge.
11. NCERT. (2000). *National Curriculum Framework for School Education*. New Delhi: NCERT.
12. NCERT. (2005). *National Curriculum Framework-2005*. New Delhi: NCERT.
13. Taba Hilda. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

Web Links:

1. http://www.academia.edu/22151869/MODELS_OF_CURRICULUM_DEVELOPMENT
2. <https://www.cisco.com/c/dam/en/us/solutions/collateral/enterprise-networks/unified-wireless-network/GlobalEdWP.pdf>
3. http://www.p21.org/storage/documents/p21-stateimp_curriculuminstruction.pdf
4. <http://www.ncef.org/pubs/sanoffassess.pdf>
5. https://www.alz.org/documents_custom/141209-CognitiveAssessmentToo-kit-final.pdf
6. <http://www.unesco.org/education/lwf/dl/edict.pdf>
7. <https://scholar.lib.vt.edu/ejournals/JITE/v32n2/hansen.html>

Educational Planning and Policy Making

Semester III

Hours of instruction per week: 6

18MEDC10

No. of credits:4

Objectives

To enable the student

- identify the need, scope and purpose of Educational planning in terms of national and Community needs
- develop the skills in planning using a variety of administrative strategies
- understand the relationship between educational policy , planning and finance
- acquaint with the various five year plans in India and their implications in the field of education
- get knowledge about the role of World Bank in Educational Policy and Financing in India

Unit I Concept, need and process of educational planning

Concept and nature of educational planning, need and importance. Types of educational planning; Process of District level planning and Institutional planning, Critical view of educational planning in India

18

Practicum: Planning for School concerned activities-budgeting, Curricular and Co-Curricular Activities.

Unit II Formulation of Educational policy

Need and importance of Educational policy. Types of Educational Policy- National, State Level, Institutional, Long term and Short term. Policy Objectives. Process of policy formulation- preparation of discussion document, State and National level consultations , consultation with all stakeholders, Constitution of Steering committee and task forces, presentation of draft document in CABE and Parliament.

18

Practicum: Estimation of institutional cost for a school and Preparation of a blue print for expenditure control in the school.

Unit III Principles and Techniques of Educational Planning

Guiding principles of Educational Planning, Methods and Techniques of planning, Approaches to Educational Planning- Social demand approach, Man power approach and Return of Investment approach.

18

Practicum: Critical analysis of School Education Act of a State

Unit IV Educational Policy, Planning and Finance

Relationship of Policy making and planning. Principles and basic concepts in educational finance- National and State budgets and allocation of finance for education. Critical appraisal of educational policies and planning in Contemporary India.

18

Practicum: Planning a school budget

Unit V Five Year Plans relevant

Five year Plans in India- its historical background and its impact. Globalisation and Education. Role of International Institutions- IMF and World Bank.

18

Practicum: Panel Discussion on Five Year Plans, Objectives and Target. Critical analysis of World Bank Aid to Education in Contemporary India.

Total Hours: 90

Course Outcome:

On successful completion of this course, the learners will be able to :

1. Describe the purpose of Educational planning in terms of national and Community needs
2. Use variety of administrative strategies in Educational Institutions
3. Analyse educational policy , planning and finance
4. Describe the contribution of five year plans in India and their implications in the field of education
5. Describe the role of World Bank in Educational Policy and Financing in India

Text books:

1. Dhandapani, R. (1986) *Facets of Educational Policy*. Gandhigram Institute Of Rural Health And Family Trust
2. (1986) *Financing Education in Developing Countries: an Exploration of Policy Options*. World Bank Samuel Raj, A. (1984) *India's Educational Policy* Select Books Publishers And Distributors
3. Sharma, S.r.(1991) *National Policy On Education* . Anmol Publication.
4. Shukla, P.D. (1988). *New Education Policy in India*. Sterling Publishers Private Limited
5. Strike, Kenneth A (1978) *Ethics and Educational Policy*. Routledge & Kegan Paul
6. Walton, John (1969) *Administration and Policy-making in Education*. John Hopkins Press
7. Pogrow, Stanley. (1983). *Education in the Computer Age : Issues of Policy, Practice, and Reform*. Sage Publications

References:

1. Bell & Bell, (2006). *Education, Policy and Social Class*. Routledge.
2. Bell.L& Stevenson. H. (2006). *Educational Policy: Process, Themes and Importance*. Routledge.
3. Bowe, R., Ball, S. J., & Gold, A. (2017). *Reforming education and changing schools: Case studies in policy sociology* (Vol. 10). Routledge.
4. Chau, Ta-Ngoc, (2003). *Demographic aspects of Educational Planning*. Paris: International Institute for Educational Planning.
5. Husén, T., & Kogan, M. (Eds.). (2014). *Educational research and policy: how do they relate?*. Elsevier.
6. Mathur, S.P. (2001). *Financial administration and management*. India: The Indian Publication.
7. Padma. R. & Vasantha. R. (2005). *Education in India*. New Delhi: National Book Trust
8. Meltzer, L. (Ed.). (2018). *Executive function in education: From theory to practice*. Guilford Publications.
9. Scheerens. J. (2000). *Improving School Effectiveness*. Paris: International Institute for Educational Planning.

Web Links:

1. https://en.wikipedia.org/wiki/Education_policy
2. https://en.wikipedia.org/wiki/National_Policy_on_Education
3. <https://en.unesco.org/themes/education-policy-planning>
4. <http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf>

Teacher Education
(Self study course)

Semester III

Hours of instruction per week: 1

18MEDC11

No. of credits:4

Objectives

To enable the student teacher

- prepare student teachers as global teacher educators and administrators to changes in the areas of teacher education
- acquaint students with the need, concept and objectives of Teacher Education
- enable the students understand the structure, administration, curriculum methodology and evaluation procedure of pre-service and in service teacher training
- develop an understanding in the students about various approaches used for teachers, teacher educators and educational administrators
- enable the students to understand the trends in teacher education and agencies to develop and implement the concerned policies regarding teacher education in India

Unit I Nature and Scope of Teacher Education

Meaning, Nature, scope, aims and objectives of teacher education in the Indian context, Need and significance of teacher education. Characteristics of teacher education - Relevance, Flexibility, Integration and -Status of teacher education- Innovations in teacher education. Role of NCERT, NCTE, IASE in promoting teacher education. **3**

Unit II Teacher Education- Process and Planning

Teacher process at different stages of education, Professional and disciplinary oriented courses in teacher education at UG and PG level. Professional preparation and academic orientation of teacher educators and educational administrators. Teacher Education programmes - Pre-service and In-service training. **3**

Unit III Teaching and Teacher Behaviour

Techniques of teacher training – macro teaching – micro teaching, Instructional Methods in Teacher Education- Lecture and discussion, Seminars, Workshops, Group Discussion, Supervised study, Virtual and e-mode Practice teaching in Teacher Education. Demonstrations, Experimentation, Practice teaching and observations, Significance and Supervision of Practice teaching. **3**

Unit IV Structure of Teacher Education in the Indian Context

Structure of Teacher Education, Levels, Types-Two year undergraduate, One year post graduate and Four year integrated, Nature and concepts of teacher education curriculum at primary, secondary and college level, Pedagogical theory, Problems in revision of Teacher Education curriculum, Methodology of teaching school subjects, Practice teaching / internship, Other practical work, Socially useful productive work (SUPW) and working with community. Evaluation in Teacher Education. **3**

Unit V Research and Teacher Education

Need of Research in Teacher Education and their implications for improving teaching effectiveness, Action Research for quality improvement in Teacher Education, Research on continuing professional development within teacher education, Area of Research in Teacher Education- Teaching Effectiveness, Criteria of admission, Modification of Teacher behaviour, School effectiveness, Curriculum of Teacher Education. **3**

Course Outcomes:

On successful completion of this course, student teachers will be able to:

1. acquire the qualities of a global teacher educators and administrators to changes in the areas of teacher education
2. describe the need, concept and objectives of Teacher Education
3. understand the structure, administration, curriculum methodology and evaluation procedure of pre-service and in service teacher training
4. identifies and implements various approaches used for teachers, teacher educators and educational administrators
5. designs trends in teacher education and develops competency in implementing the policies regarding teacher education in India

Text Books:

1. Anand, C.L. (2000). *Teacher Education in Emerging India*. New Delhi: NCERT.
2. National Council For Teacher Education (NCTE)(1998). *Competency Based and Commitment Oriented Teacher Education for Quality School Education : Initiation Document*

References:

1. Arora, G.L., Panda & Pranati. (2000). *Fifty Years of Teacher Education in India: Post Independence Developments*, New Delhi: NCERT.
2. Cropley, A. J., & Dave, R. H. (2014). *Lifelong education and the training of teachers: developing a curriculum for teacher education on the basis of the principles of lifelong education* (Vol. 5). Elsevier.
3. Government of India. (2012). *Vision of Teacher Education in India Quality and Regulatory Perspective, Report of the High-Powered Commission on Teacher Education*. New Delhi: Ministry of Human Resource Development.
4. Kelly, A. E., Lesh, R. A., & Baek, J. Y. (Eds.). (2014). *Handbook of design research methods in education: Innovations in science, technology, engineering, and mathematics learning and teaching*.
5. Linda Darling-Hammond. (2006). *Powerful Teacher Education: Lessons from Exemplary Practice* San Francisco: Wiley.
6. Sansanwal, D.N. (2008). *VI Survey of Educational Research*, DAVV, 2007-08
7. Siddiqui, M.A., Sharma, A.K., & Arora, G.L. Eds. (2009). *Teacher Education: Reflections Towards Policy Formulation*. New Delhi: NCTE.
8. Van Manen, M. (2016). *The tone of teaching: The language of pedagogy*.
9. Yadav, K., Khandai, H.K., & Mathur, A. (2011). *Innovation in Indian Education System*. New Delhi: Shipra Publication.

Web links:

https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=Teaching+and+Teacher+Behaviour+&btnG=

https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=Structure+of+Teacher+Education+in+the+Indian+Context&btnG=

Gender Issues and Promotion of Gender Equality

Semester III

Hours of instruction per week: 5

18MEDCI2

No. of credits: 4

Objectives

To enable the student teacher

- develop teacher competencies to carry out gender audits
- avoid gender biases in curricula, textbooks and classroom practices
- develop teacher competencies (knowledge, skills and attitudes) to fight against gender inequalities, discrimination and GBV
- develop capacities to design, implement and monitor advocacy programmes for gender equality at school and community level by also involving stakeholders
- develop competencies to incorporate monitoring and evaluation in the programmes promoting Gender Equality

Unit I Gender Equality – Conceptual framework

Basic concepts related to gender equality and gender issues in education - sex and gender. Gender equality, Gender biases, Discrimination and gender-based violence, Gender mainstreaming, Role of teachers in promoting Gender Equality.

Practicum: Self-assessment of teacher training needs. Group activities on Sex and Gender, Gender Parity and Gender Equality, Gender mainstreaming, Normative support for gender equality.

15

Unit II Gender Equality – Normative framework

Normative background: International instruments and national legislation - Major instruments promote gender equality internationally, Key components of the laws for promoting gender equality and preventing domestic violence in India, Gender equality issues in India and internationally.

Practicum: Group discussions on - issues persist internationally and problems remain to be solved in India.

15

Unit III Using gender lenses for curriculum, textbooks, teaching and learning

(T&L), and assessment strategies

Using gender lenses for curriculum and textbooks - Gender lenses. Gender audit in one's own context. Role of curricula and textbooks in promoting gender equality. Tackling gender biases, discrimination and GBV in curricula and textbooks, Using gender lenses for teaching and learning (T&L) – Implementation of gender-sensitive teaching and learning strategies. Gender-sensitive and empowering learning environment. Gender-sensitive counselling and extra-curricular activities. Using gender lenses for assessment

Practicum: Gender Audit - Textbooks and gender equality. Discussion – Incorporation of gender equality as a curriculum and/or extra-curricular dimension. Gender-sensitive teacher behaviour.

15

Unit IV Involving stakeholders

Involving stakeholders in designing and implementing Gender Equality (GE) - Advocating for GE – advocacy, awareness raising, campaign, gender block, mandate, mass media, target public. Mobilizing resources for promoting GE - pro-active promotion of GE, personal and collective, creativity, networks, communities of practice, effective strategies, oral histories,

15

resources, sustainability.

Practicum: Simulation Activity/Group Discussion - Involving stakeholders to identify gender issues, as well as possible solutions to addressing them effectively.

Unit V: Monitoring and Evaluation

Quality issues in promoting gender equality (GE): - Quality issues in promoting gender equality. Monitoring and evaluation. Teacher roles in monitoring GE programmes in school and community. Evaluating learning inputs, processes and outcomes from gender perspective and use the results of evaluation to improve GE programmes

15

Practicum: Group work - Factors influencing the quality of GE programmes, wrong-doings and Pilot testing new GE programmes. Pair work - Assessing monitoring and evaluation attitudes and behaviours from gender perspectives.

Total Hours: 75

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. implement the theories of gender equality and avoid gender biases in the class room situations
2. interpret legislations of the Indian Constitution promoting gender equality
3. arrange for counselling and extracurricular activities to promote gender equality at home and the community
4. adopt different strategies to assess the curriculum and the textbooks
5. plan, design and implement advocacy programmes for gender equality at school and community level by involving stakeholders
6. monitor and evaluate the programmes promoting Gender Equality

Text Books:

1. Bathla& Sonia. (1998). Women, Democracy and the Media: Cultural and Political Representations in the Indian Press. New Delhi: Sage.
2. Rege, Sharmila (ed), (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.
3. Singh &InduPrakash. (1991). Indian Women: The Power Trapped. New Delhi: Galaxy Publishers.
4. Sheela, V. (2003). Employment of Women in the unorganized manufacturing sector. Jaipur: University Book House Private limited.

References:

1. Aikman, S. and Unterhalter, E.(eds.). (2007). Practising Gender Equality in Education. Oxfam.
2. Blumberg, Rae, Lesser. (2007). Gender bias in textbooks: A hidden obstacle on the road to gender equality in education. UNESCO EFA-GMR.
3. Blumberg, Rae & Lesser. (2008). The Invisible Obstacle to Education Quality: Gender Bias in Textbooks. Springer.
4. Braslavsky, C. (ed.). (2006). Textbooks and Quality Learning for All: Some Lessons Learned from International Experiences. UNESCO International Bureau of Education.
5. INEE. 2010. Gender Equality In and Through Education. INEE Pocket Guide to Gender. http://www.ineesite.org/index.php/post/member_inee_pocket_guide_to_gender
6. Marzano & Robert, J.(2007). The Art and Science of Teaching. A Comprehensive Framework for

Effective Instruction. Alexandria, Virginia: ASCD.

7. UNIFEM. (2007). Capacity Development for Promoting Gender Equality in the Aid Effectiveness Agenda. UNIFEM.
8. United Nations. (1995). Fourth World Conference on Women. Beijing Declaration.
<http://www.un.org/womenwatch/daw/beijing/platform/declar.html>

Web Links:

1. https://en.wikipedia.org/wiki/Gender_equality
2. https://www.unicef.org/gender/files/BasicEducation_Layout_Web.pdf
3. <https://www.oecd.org/derec/sweden/48350382.pdf>

Educational Management

Semester IV

Hours of instruction/week: 7

17MEDC13

No. of credits: 5

Objectives

To enable the student teacher

- develop an understanding of the concept of Educational Management
- acquire knowledge about various functions of an Educational Institution
- enrich the data on essential components of democratic classroom management
- inculcate an awareness on various structures/levels of Educational management
- develop a passion for the characteristics of quality institutions

Unit I Concept Of Educational Management

Meaning, Need, Importance and Objectives of Educational Management. Functions of Educational Management Planning, Organizing, Directing, Controlling, Evaluating. Systems Approach to Educational Management.

21

Practicum: Design short term and long term planning.

Unit II Organizational Management

Organizational Climate - Concept and dimension, Characteristics of democratic institutional climate. Role of the leader in fostering democratic Institutional climate for effective performance and job satisfaction. Effective Classroom Management. Discipline: Ways of ensuring effective institutional discipline.

21

Practicum: Design a tool for evaluating Job satisfaction.

Unit III Institutional Management

Institutional Planning: Meaning and Importance. Staff Meeting: Types and principles of effective staff meeting. Timetable: Principles of timetable construction for curricular and 'co-curricular activities. Event Management: Principles and Steps of organizing curricular and co-curricular events. Maintaining institutional quality: Importance and criteria of assessing quality of educational institutions. Institutional Network.

21

Practicum: Construct a model class time table.

Unit IV Resource Management: Human & Materials

Qualities of Headmaster/Principal. Skills: Interpersonal relations, Stress management and Conflict management. Performance Appraisal: meaning and importance, criteria of performance appraisal of Teachers. d) PTA: Importance and activities. Importance of essential records -General Register, Attendance Register for Staff & students, Log Book for Teacher, Service Book and Cumulative Record Card.

21

Practicum: Observe, during Internship, the records maintained in the school .

Unit V Administration Authorities

Functions of NCERT and SCERT. Secondary School Code: need and salient features. School Tribunal. Types of Leave, Code of Conduct, Types of Grant-in-Aid Characteristics of National (CBSE, ICSE) and International (IB, IGCSE) Systems of Education in India.

21

Practicum: Analyze critically the National and International systems of Education.

Total Hours: 105

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. Explain the concept of educational administration
2. Understand the role of the headmaster and the teacher in school management
3. Develop communication skills for educational administration
4. critically analyse role of administrator in the Educational Institutions
5. Apply the scientific practices of educational management in work situation

Text Books:

1. Government Of India (1990). Workshop On Planning and Management of A Campaign for Total Literacy (march 20-24 1990)
2. Mishra R C(2009)Classroom Management. A P H Publication.
3. Her Majesty's Stationery Office(1972) Education for Management
4. Sharma, Yogendra K (2006). Education Technology and Management. Kanishka Publication

References:

1. Aggarwal, J.C. (2001). *Development and Planning of Modern Education* . New Delhi :Vikas Publishing House.
2. Bhatia, R.L. and Ahuja , B. N. (2004). *School Organization and Management*. New Delhi :Surjeeth Publications.
3. Krishnamacharyalu, V. (2008) *.School Management and Systems of Education*. Hyderabad: Neelkamal Publications.
4. Singh, H.M.(2001). *Fundamentals of Educational Management*. New Delhi :Vikas Publishing House.
5. Pandey, R.S. (1997) *.Development Strategies in Modern Indian Education*. New Delhi: Kanishka Publications and Distributors.

Web Links:

1. <http://www.teindia.nic.in/mhrd/50yrsedu/g/8V/FB/8VFB0A01.htm>
2. http://www.academia.edu/29312560/Effective_Communication_in_Educational_Administration
3. <http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Effective-communications>

Inclusive Education

Semester IV

Hours of instruction per week: 7

18MEDC14

No. of credits:4

Objectives

To enable the student teacher

- understand inclusive education
- relate inclusion to all aspects of life and service delivery
- identify the advantages of inclusion
- understand and use the methods and strategies of enhancing/promoting inclusion
- recognise the roles of the community and society in general for successful inclusion

Unit I Inclusive Education Concept and Nature

Concept and principles of Inclusion. Benefits of Inclusion. Need of Inclusive education. Policies and legislations for Inclusive Education and Rehabilitation. National legislations for Inclusive Education and Government Scheme and Provisions. **21**

Practicum: Visit to an Inclusive School and prepare a report.

Unit II Competencies Development for Inclusive Education

Theories of Inclusive Education. Philosophical Approaches to Inclusive Education. Attitude and positive behavior for Inclusion. Developing attitude and Competencies for Inclusion. Attitude (b) Self- Efficacy (c) Skill (d) Ideologies. Social skills for Inclusion. **21**

Practicum: Prepare a report of recent developments done in the field of Inclusive education.

Unit III Inclusive Education and its Practices

Inclusive Instructional design and Collaborative instruction for Inclusion. Differentiating Instruction: Peer Tutoring and Peer mediated Instruction and Interventions, Co-operative learning and Co-operative teaching Arrangements; Self-regulated learning and Inclusive lesson planning. Inclusive Instruction Strategies at school level: Remedial Help, Team Teaching, Co- Teaching, Student assistance teams, Buddy system, Circles of Friends and Parent Involvement. E- Learning, Web based learning and Inclusive Education. **21**

Practicum: Prepare an instructional strategy for inclusive classrooms.

Unit IV Inclusive School and Networking

Infrastructural facilities for an Inclusive School. An ideal Inclusive School. Role of Inclusive schools in modern times. Inclusive classroom Management. Developing partnerships with family, peer group, school functionaries and professionals. Mobilizing support for learners - role of voluntary organizations, community, special school, Health care professional and local bodies. Understanding the role of BRCs, CRCs and school management committees. **21**

Practicum: Preparing an observation report on the role of BRCs.

Unit V Major Components of Change Toward Inclusion

Communication, Interpersonal skills, Positive attitudes, Flexibility, Success Stories, Financial Resources and Infrastructure. Teachers role in shaping the Inclusive **21**

Classroom. Inclusive Teacher educators in facilitating Inclusive education. Guidance and Counseling for Inclusive Teachers, Students and Principals. Training Programmes for Inclusive Teachers.

Practicum: Draft a counseling program for special need child in Secondary School. (Inclusive classroom child)

Total Hours: 105

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. understand the changing practices in education of children with disabilities.
2. interpret the policies and access the educational needs of children with different disabilities
3. compare and interpret the specifics for children with disabilities
4. equip the necessary skills for universal design for learning of children with disabilities
5. design a check list/teacher made tool to mainstream children with disabilities in regular schools
6. initiate resource mobilization for inclusive education

Text Books:

1. Bharti Sharma(2011). Inclusive Education. Kanishka Publishers, Distributors
2. Jayanta Mete. (2016). Inclusive Education. Kanishka Publishers
3. Kaushal Sharma(2007).Emerging Trends in Inclusive Education IVY Publication
4. Madan Mohan Jha(2010). From Special to Inclusive Education in India Pearson Education
5. Madhu Singh. (2016) Inclusive Education : Education is Our Right. Ane Books
6. Mustafa, K M. (2016). Inclusive Education : Thourght and Practice. A P H Publishing

References:

1. Corbett Jenny. (2001). *Supporting Inclusive Education*. UK: RoutledgeFalmer.
2. Felicity Armstrong & Michele Moore.(2004). *Action Research for Inclusive Education*. UK: RoutledgeFalmer.
3. David Skidmore. (2004). *Inclusion: The Dynamic of School Development*. UK: Open University Press.
4. Gary Thomas& Andrew Loxley. (2001). *Deconstructing Special Education and Constructing Inclusion*. UK: Open University Press.
5. Mike Adams & Sally Brown (2006). *Towards Inclusive Learning in Higher Education*. UK: Routledge.
6. Nind, Sheehy &Simmns. (2006). *Inclusive Education –Learners and Learning Context*. UK: Devid Fulton Pub.
7. Peter Mittler. (2000). *Working towards Inclusive Education*. UK: David Fulton Publishers.
8. Sharma, K. Mahapatra. (2007). *Emerging Trends in Inclusive Education*.NewDelhi: IVY Pub.
9. Richard A. Villa & Jacqueline, S. Thousand. (2005). *Creating an Inclusive School*. Alexandria: Association for Supervision and Curriculum Development.

Web Links:

1. www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus.../special_ed_final1.pdf
2. unesdoc.unesco.org/images/0018/001866/186611e.pdf
3. <https://www.onlinejournal.in/IJIRV217/194.pdf>
4. https://www.researchgate.net/.../301675529_INCLUSIVE_EDUCATION_IN_INDI
5. unesdoc.unesco.org/images/0022/002284/228491e.pdf
6. unesdoc.unesco.org/images/0022/002221/222124e.pdf

ICT in Education

Semester IV

Hours of instruction per week: 7

18MEDC15

No. of credits: 5

Objectives

To enable the student teachers

- understand the concept of ICT
- appreciate the growth of ICT in India
- analysing the existing ICT usage in Indian School system
- developing skills to use ICT teaching learning materials
- equipping online assessment techniques

Unit I Global Perspective of ICT in Education

ICT: Meaning, scope and types, ICT in School Education in the developed & developing countries, International Trends in ICT in School Education.

21

Practicum: Discussion on ICT and Debate on ICT Syllabus.

Unit II ICT in India

ICT in Indian Schools, Key issues and Concerns: Teacher Qualification, Infrastructure, Students background, Time constrains, Curriculum and Usage. Availability of Infrastructure, Availability of Funds, Capacity Building of Teachers, Resistance to Change, Lack of Awareness, Internet Usage, Language Barriers and Monitoring & evaluation.

21

Practicum: Planning for ICT Model Classroom.

Unit III ICT based curriculum

ICT Syllabus at various levels, Practicum for ICT at various Levels, Technologies used at secondary level, amalgamation of ICT in other subjects. Practicum for ICT at various Levels, Technologies used at various levels, student participation in practicum, Technical assistance provide to the students.

21

Practicum: Analysis of ICT Syllabus in school curriculum.

Unit IV ICT Based Teaching Learning Materials

ICT Based Teaching Learning Materials: Computers, CIA Packages, Video Lessons, Tablets, Mobile apps, Animations, Movies, Digital Lessons, E-Books, Interactive boards, Smart boards and BBC assistance.

21

Practicum: Preparation of Power Point and Digital Lessons.

Unit V ICT and Assessment at secondary Level

Examination system for ICT based Subjects, lessons in online courses, online question banks, online assessments, online worksheets and model public tests, Preparation of online study materials, Constriction of MCQ.

21

Practicum: Constriction of MCQ.

Course Outcomes:

On successful completion of this course, the learners will be able to :

1. Identify different ICT gadgets
2. Write essays on Computer Education and Computer Based Education
3. Select suitable media for the subject content
4. Use ICT in Classroom teaching

Text Books:

1. Jahitha Begum , A (2011) ICT In Teaching-Learning A.P.H. Publishing Corporation
2. Krishna Sagar (2006) ICTs and Teacher Training. Authors Press
3. Mohanty Laxman (2008) ICT Strategies for Schools : A Guide for School Administrators. Sage Publications
4. Pandey, V C Ed., (2007) Framework for ICTs and Teacher Education ISHA Books
5. Rajib Saha (2017) ICT in Education : A 21st Century Phenomenon A P H Publishing
6. Sanjana Dasgupta (2007) Learn and Teach Information Technology : Based on UNESCO
7. Saxena, Jyotsna (2009) ICT in Professional Education. A P H Publication
8. ICT Initiatives Authors Press

References:

1. Bentely, T. (1992). Training to meet the technological Challenge. McGraw Hill.
2. Castells, M. (2011). *The Rise Of The Network Society: The Information Age: Economy, Society And Culture (Vol.I, II & III)*, John Wiley And Sons.
3. DSERT Karnataka. (2012). *Position Paper On ICT Mediation In Education*. DSERT.
4. Hawkeridge, D. (1990). *New Information in Technology and Education*. CROOM HELM.
5. Imran,R. Shaikh. (2013). *Introduction to Educational Technology & ICT*. India: Mcgraw Hill Education Private Limited.
6. MHRD. (2012). *National Policy on Information and Communication Technology (ICT) In School Education*. MHRD, Government of India.
7. Rao, V.K. (2005). *Instructional Technology*. Delhi: APH Publications.

Web Links:

1. http://www.ictinedtoolkit.org/usere/p_page.php?section_id=13
2. <http://www.infodev.org/articles/use-specific-ict-tools-education>
3. <https://www.sun.ac.za/english/learning-teaching/ctl/Documents/ICT%20in%20Teaching%20and%20Learning.pdf>
4. https://www.slideshare.net/rc_sharma/tools-of-ict
5. <http://legacy.oise.utoronto.ca/research/field-centres/TVC/RossReports/vol7no1.htm>
6. <http://www.allresearchjournal.com/archives/2017/vol3issue1/PartF/3-1-50-924.pdf>

