SRM SCHOOL OF TEACHER EDUCATION AND RESEARCH
SRM INSTITUTE OF SCIENCE AND TECHNOLOGY
KATTANKULATHUR
KANCHEEPURAM DISTRICT – 603203.

FACULTY OF SCIENCE AND HUMANITIES

M.Ed.,

(Regular stream – Semester Pattern)

Regulations and Syllabus
From 2018

MASTER OF EDUCATION (M.Ed)
REGULATIONS
(wef the Academic year 2018-19)

R.1.0 INTRODUCTION

The Master of Education (M.Ed) program is a two year professional program in the field of Teacher Education which aims at preparing Teacher Educators and other Educational professionals including Curriculum Developers, Educational Policy Analysts, Administrators, Supervisors, School Principals and Researchers.

R.2.0 DURATION

The M.Ed program shall be of duration of two academic years (Four Semesters) including field attachment for a minimum of 4 weeks and research Dissertation. Students shall be permitted to complete the program requirements of the two year program within a maximum period of three years from the date of admission to the program. If there is any break or not able to complete the course within 3 years, he or she readmit him/herself. There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination.

R.3.0 ELIGIBILITY

Graduate seeking admission to the M.Ed program should have obtained at least 50% marks or an equivalent grade in the following programs:

1. B.Ed.
2. B.A.B.Ed, B.Sc.B.Ed
3. B.El.Ed

Medium of Instruction shall be in English / Tamil / Hindi

R.4.0   REGISTRATION / ENROLMENT FOR COURSE

The process of signing up for courses is called registering. Students are enrolled after they pay the prescribed fees. For a student to attend classes he/she has to complete both registration and enrolment for all the subjects. All students shall formally register for the courses every semester to undergo course work.

R.4.1   Registration of any course will be controlled by the Head, SRM STE & R.

a. Except for the first semester, the registration for a semester will be done during a specified week before the end-semester examination of the previous semester.

b. Late registration will be permitted with a fine, decided time to time, up to two weeks from the last date specified for registration.

R.5.0   REQUIRMENT FOR COMPLETION OF A SEMESTER

R.5.1   Attendance is the physical presence of the student in the class. It is a well-observed fact that the students who score good grades are those who attend classes regularly. Therefore, the students must strive to attend all the classes without fail.

R.5.2   Every teaching staff member handling a class will take attendance till the last instruction day in the semester. The percentage of attendance, calculated up to this point, the breakups of marks to be awarded for attendance is given below:

Sl.No	Percentage of Attendance	Marks
1.	Above 95 %	10
2.	90 - 94.99%	9
3.	85 – 89.99 %	8
4.	80 – 84.99 %	7
5.	Below 80 %	Not be permitted for Examinations

R.5.3   A student must maintain an attendance record of at least 80% in all subjects added together. Without the minimum attendance of 80%, students become ineligible to write the end semester examination.

R.5.4   The students must strive to attend all the classes without fail. However, the minimum attendance requirement of 80% allows a student the facility to use the balance 20% to account for illnesses, permitted assignments such as job interviews, inter university sports meets, inter-collegiate/inter-university competitions, accidents, unforeseen emergencies etc. An attendance of 80% is considered to be the minimum required for a student to get just enough input on the course syllabus through class room contact hours to make him/ her eligible to appear in the end semester examination.

R.5.5   **Condonation of Attendance**:
The teacher shall announce the particulars of all students who have attendance less than 80% in the class. Copies of the same should also be sent to the Director (F S&H), and Head of Department. **The students who have less than 80% attendance will not be permitted to appear in end semester examination.**

R.5.6   In rare and genuine cases, a committee consisting of Director and Head of SRM STE & R will examine the case and recommend suitably to the Vice Chancellor, who may give condonation of attendance in deserving cases, but not more than 10%.

R.5.7   Those students who have not deemed to have completed the semester with reference to the conditions specified above (R.5.6) shall repeat that semester in the next academic year by following the readmission/rejoin procedure.

R.6.0   IN-SEMESTER ASSESSMENT PROCEDURE-THEORY
R.6.1   a) The complete academic performance of a student is evaluated by Internal and External Examiners.
b) In the case of Research/Dissertation work where an External Examiner shall be nominated for evaluation/ viva voce.
R.6.2   The student's performance for the course, in general, is evaluated based on in-semester assessment and End-Semester examination.
R.6.3   The in-semester assessment method is further detailed below:

Courses with only Theory component (For all subjects)

Assessment Tool	Marks
Cycle Test I	5
Cycle Test II	5
Seminar	10
Attendance	10
Total	**30**

R.7.0   REQUIREMENTS FOR APPEARING FOR SEMESTER EXAMINATIONS
A candidate shall normally be permitted to appear for the End-Semester examination of any semester if he / she has satisfied the semester completion requirements and has registered for examination in all courses of that semester.

a. The Candidate shall be required to submit a dissertation not exceeding 120 pages which should be a record of his/her original investigation prepared under the supervision of a guide.
b. Candidate pursuing the course shall submit his/her dissertation within the course duration.
c. The dissertation shall be written either in English, Tamil or Hindi
d. The maximum time limit for submission of thesis will be three years from the date of joining the course. Viva-Voce:
e. Candidates must complete the Dissertation work within the course duration. Those who failed to appear for Viva-Voce shall be permitted to reappear for the Viva-Voce examination for the next academic year. Candidates re-appearing for Theory Examination will not be awarded any class / distinction and will be categorized as Pass in the M.Ed Degree Examination, even though they secure 60% and above marks in the re-appearance.

R.8.0   EXAMINATIONS
R.8.1   Registration for End-Semester Examination is mandatory for all courses.
R.8.2   The End-Semester examinations will ordinarily be conducted during December/January in the odd semesters and during May/June in the even semesters. For all theory courses, Question papers will be set by external examiners and valued by one external and one internal examiner. If the difference is 0 to 10 marks, average mark shall be considered for final result. If the difference in the valuation is more than 10 marks then third valuation will be taken. In the case of third valuation, the average of the nearest two valuations shall be considered for final result.
R.8.3   All practical examinations including Dissertation, viva voce will be conducted by internal and / or external examiners appointed by the institution.

R.8.4 **Question Pattern**

Each question paper shall have three sections comprising of Section-A, Section-B, and Section-C.

Sections	Type	No.of Questions to be attempted	Choice Pattern	Marks per Question	Total Marks
A	Very Short Answers	5	No Choice	03	15
B	Short Answers	5	Out of 7	05	25
C	Essay Type	3	Internal Choice	10	30
Total					70

R.9.0 PASSING REQUIREMENTS

R.9.1 A candidate who secures not less than 50% of total marks prescribed for the course with a minimum of 50% of the marks prescribed for the Internal as well as External examination shall be declared to have passed in the examination for that course.

R.9.2 **Procedure in Event of Failure / Absent**:

R.9.2.1 Students who have secured 'F'(Fail) / 'Ab' (Absent) grade in a particular course (Other than project work) can reappear when the End-Semester examination for that course is conducted during the subsequent semesters. He / She should continue to register and reappear for the examination till he/she secures a pass grade.

R.9.2.2 All applicable fees charged for the purpose of examination will apply for re-appearance courses as well.

R10.0 ELIGIBILITY FOR THE AWARD OF DEGREE

A student shall be declared to be eligible for the award of the Master Degree provided if, The student has successfully completed the course requirements and has passed all the prescribed examinations in all the four semesters within a maximum period of **THREE** years reckoned from the commencement of the first semester to which the candidate was admitted.

R11.0 CLASSIFICATION OF THE DEGREE AWARDED

Class / Distinction will be awarded to the students after they successfully complete the Post graduate programme as per norms given in the following table:

Category	Marks Secured Theory and Dissertation	Class/Distinction
Students who successfully complete the program within time duration of 4 semesters with first attempt (without arrear)	≥ 85 %	First Class with Distinction
	≥ 60 & < 85%	First Class
	≥ 50% & < 60%	Second Class
Students who Successfully complete the program within the time duration of the course (4 semesters) with arrear and within 5 semesters	≥ 60%	First Class
	≥ 50% & < 60%	Second Class
Students who cannot Complete the program within 5 semesters but complete it within the time duration of 6 semesters	≥ 50%	Second Class

R.12.0   TEMPORARY BREAK OF STUDY FROM A PROGRAMME

R.12.1   A candidate is not normally permitted to temporarily break study. However if a candidate intends to temporarily discontinue the programme in the middle for valid reasons (Such as accident or hospitalization due to prolonged ill health) for a maximum continuous period of two semesters or the aggregate of individual discontinuation not exceeding two semesters, he/she shall apply to the Head of the Institution in advance but not later than the last date of registering for the End-Semester examinations of the year in question. Such applications should be routed through the Head, SRM STE & R and the Head of the institution stating the reason for break of study.

R.12.2   The Candidate who intends to rejoin the programme after the break shall submit rejoin application in the next academic year through the Head, SRM STE & R and the Head of the institution.

R.12.3   The Candidate who rejoins after the break shall be governed by the rules and regulations in force at the time of rejoining.

R.12.4   The duration specified for passing all the courses for the purpose of classification vide Clause 11 shall not be increased by the period of such break of study permitted.

R.12.5   The total period for completion of the programme reckoned from, the commencement of the first semester to which the candidate was admitted shall not exceed the maximum period specified in clause 2 irrespective of the period of break of study in order that he / she may be eligible for the award of the degree (vide clause 10).

R.12.6   If any student is detained for want of requisite attendance, progress and good conduct, the period spent in that semester shall not be considered as permitted 'Break of Study' and this clause is not applicable for the detention cases.

R.13.0   REVISION OF REGULATIONS AND CURRICULUM

The Academic Council of the SRMIST reserves the right to revise or change or amend the regulations, the scheme of examinations, the curriculum and the syllabi from time to time

R.14.0 PROGRAMME CONTENT

Theory Component

SEMESTER – I

Marks (400) Credits (16)

Code No	Paper Title	Theory			Assessment	
		Hours	Credit	Marks	Internal	External
TM18101T	Introduction to Research Methods	64	4	100	30	70
TM18102T	Advanced Educational Psychology	64	4	100	30	70
TM18103T	History and Political Economy of Education	64	4	100	30	70
TM18104T	Education Studies	64	4	100	30	70

Practicum Component

SEMESTER -I

Marks-150, Credits -6-Internal Assessment

Code No	Field Work/Practicum	Marks	Credits
TM18101P	Communication and Expository writing	25	1
TM18102P	Self Development /Workshop	25	1
TM18103P	Physical Health and Yoga Education	100	4

Theory Component

SEMESTER – II

Marks (400) Credits (16)						
Code No	**Paper Title**	**Theory**			**Assessment**	
		Hours	**Credit**	**Marks**	**Internal**	**External**
TM18205T	Philosophy of Education	64	4	100	30	70
TM18206T	Sociology of Education	64	4	100	30	70
TM18207T	Curriculum Design, Development and Evaluation	64	4	100	30	70
TM18208T	Pre-Service and In-Service Teacher Education	64	4	100	30	70

Practicum Component

SEMESTER-II

Marks-150, Credits -6-Internal Assessment

Code No	Field Work/Practicum	Marks	Credits
TM18204P	Research Proposal and Finalization of Tools	50	2
TM18205P	Internship in TEI	100	4

SEMESTER – III

Marks (400) Credits (16)

Code No	Paper Title	Theory			Assessment	
		Hours	Credit	Marks	Internal	External
TM18309T	Advanced Educational Research	64	4	100	30	70
TM18310T	Perspectives, Research and Issues in Teacher Education	64	4	100	30	70
Specialization Courses		64	4	100	30	70
(Any One)						
TM18311T	Pre-Primary and Primary Education					
TM18312T	Secondary and Higher Secondary Education					
Specialization Courses		64	4	100	30	70
(Any one-Based on Individual Student's Main Subject)						
TM18313T	Pedagogy of Language Education-Tamil					
TM18314T	Pedagogy of Language Education-English					
TM18315T	Pedagogy of Language Education-Hindi					
TM18316T	Pedagogy of Language Education-Sanskrit					
TM18317T	Pedagogy of Science Education					
TM18318T	Pedagogy of Mathematics Education					
TM18319T	Pedagogy of Social Science Education					

Practicum Component

SEMESTER –III

Marks-200, Credits -8 -Internal Assessment

Code No	Field Work/Practicum	Marks	Credits
TM18306P	Review, Data collection and Data Analysis	50	2
TM18307P	Publication/Presentation of Research Papers	50	2
TM18308P	Internship in Secondary and Higher Secondary School	100	4

SEMESTER – IV

Marks (300) Credits (12)

Code No	Paper Title	Theory			Assessment	
		Hours	Credit	Marks	Internal	External
TM18420T	Educational Management, Administration and Leadership	64	4	100	30	70
TM18421T	Educational Technology and ICT	64	4	100	30	70
Specialization Courses (Any One)		64	4	100	30	70
TM18422T	Guidance and Counselling					
TM18423T	Measurement and Evaluation					
TM18424T	Human Rights Education					
TM18425T	Peace and Value Education					

Practicum Component

SEMESTER - IV

Marks-100, Credits -4 -External Assessment

Code No	Field Work/Practicum	Marks	Credits	Viva-Voce	Dissertation
TM18409P	Dissertation	100	4	50	50

Total Marks and Credits

Semesters	Theory		Practicum/Field Internship	
	Marks	Credits	Marks	Credits
I	400	16	150	6
II	400	16	150	6
III	400	16	200	8
IV	300	12	100	4
Total	**1500**	**60**	**600**	**24**

Total Marks = 2100
Total Credits = 84

TM18101T - INTRODUCTION TO RESEARCH METHODS

Internal Assessment: 30   **Time: 64 hrs.**
External Assessment: 70   **Marks: 100**

OBJECTIVES

- On completion of this course, the student-teacher will be able to:
- introduce the basic concepts of Educational Research to the student teachers;
- create an awareness in them on the need for review of related literature and the steps in formulating Hypotheses;
- acquaint themselves with the process and procedures of Educational Research;
- Research and the interpretation Data;
- Implications of a Sample Design
- Measurement in Research

UNIT I – AN INTRODUCTION TO RESEARCH METHODOLOGY
Meaning of Research, Objectives, Motivation, Types of Research, Significance of Research, Research Methods Versus Methodology, Research and Scientific Method, Research Process and Criteria of Good Research.

UNIT II - THE RESEARCH PROBLEM AND REVIEW OF RELATED LITERATURE
Introduction of Research Problem, Types of Educational Research, Activities of The Research Process, Statement of Research Questions, Sources of Problems, Related Literature, Role of Related Literature in a Research Project, Sources of Information, Reference Sources in Education.

UNIT III – RESEARCH DESIGN
Meaning of Research Design, Need for Research Design, Features of a Good Design, Different Research Designs and Basic Principles of Experiment Design.

UNIT IV – SAMPLING DESIGN
Census and Sample Survey, Implications of a Sample Design, Steps in a Sample Design, Criteria of Selecting a Sample Procedure, Characteristics of a Good Sample Design, Different Types of Sample Design, Probability Versus Non – Probability Sampling, Sample Frame and Sample Units.

UNIT V – HYPOTHESIS, MEASUREMENT AND SCALING
Meaning of Theory, Constants, Variables and Operational Definitions, Independent and Dependent Variables, Hypothesis, Sources of Hypothesis, Types of Hypothesis, Characteristics of Good Hypothesis Measurement in Research, Measurement Scales,

Source of Error in Measurement, Techniques of Developing Measurement Tools, Scaling, Meaning of Scaling, Scale Classification Bases.

REFERENCES

1. Kothari, C.R., "*Research Methodology: Methods and   Techniques"*, New Age International Publishers (2004).
2. Best, John. W., "*Research in education*" (VI Ed), Prentice hall of India publication Pvt. ltd, New Delhi (2003).
3. Burke Johnson and Larry Christensen "*Educational Research, Sagepublication"*, London (2008).
4. Frederick, J Gravetter and Lori–Ann B. Forzano, "*Research methods for thebehavioral sciences"*, Wordsworth Cengage Learning, United States (2009).
5. Garret, H.E. "*Statistics in psychology and education"*, Vakkils, Feffer and Simens Ltd, Bombay (2000).
6. Gay, L.R. & Peter Airasian, "*Educational research*", United States of America (2000).
7. John W. Cresswell, "*Research design*", Sage publication, London (2009).
8. Siddhu, K.S., "*Methodology of research in education*", Sterling publishers, New Delhi (2000).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						**100**

TM18102T - ADVANCED EDUCATIONAL PSYCHOLOGY

Internal Assessment: 30   **Time: 64 hrs.**
External Assessment: 70   **Marks: 100**

OBJECTIVES
On completion of this course, the student-teacher will be able to:

- understand the types of thinking and train the students for better thinking;
- enhance the problem-solving abilities of students;
- conduct intelligence tests and help the students with their corresponding needs;
- manage their emotions;
- enhance the creative ability of students;
- understand the different Methods of Learning;
- follow the motivational strategies in the classroom;
- promote mental health among students;
- understand and develops the adjustment ability of students.

UNIT I - PSYCHOLOGY OF THINKING, REASONING, PROBLEM- SOLVING AND APTITUDE

Thinking: Definition, Nature, Theories and Types-Training of Thinking -Reasoning: Meaning, Definition, Types - Problem-solving: Meaning, Definition, Factors, Steps in effective problem-solving Behaviour, Useful strategies for effective Problem-solving – Aptitude: Meaning and Nature, Aptitude differs from-ability, achievement, intelligence, Interest. Aptitude testing, Utility of Aptitude tests.

UNIT II - INTELLIGENCE, EMOTIONAL INTELLIGENCE AND CREATIVITY

Nature, definition and theories of intelligence: Single factor theory, Two factor theory, Gardner's theory, and Guilford structure of Intellect - Intelligence tests - Emotional intelligence: meaning, definition, Characteristics of Emotionally matured person - Meaning, nature and stages of creativity - Differences between intelligence and creativity - Sternberg theory of creativity - Creativity tests - Fostering creativity among children.

UNIT III - THEORIES OF LEARNING

Learning: Definition, Outcomes of Learning- Guthrie-Horton Experiment and its Principles, Contribution and Educational Implications of Guthrie's Theory of Contiguous Conditioning – Hebb's Neurophysiological Theory of Learning – Hull's Systematic Behaviour Theory – Lewin's field Theory of Learning - Gagne's theory of hierarchical learning, Carl Roger's Experimental Learning, Bandura's Social Learning Theory-Basic concepts of Vygotky's view of socio-cultural development; Examples of

scaffolding and ZPD; Discovering a student's ZPD; Benefits of guided participation, cognitive apprenticeship, self-talk, inner speech, and internalization.

UNIT IV - PSYCHOLOGY OF MOTIVATION AND PERSONALITY
Definition, Characteristics, Maslow's theory - Educational implications - Characteristics of self actualisers - Concept of Level of Aspiration - Hull's Drive-reduction theory - McClelland's theory of achievement motivation - Characteristics of people with high achievement motivation - Motivational strategies in the class room-Nature, Definition and Theories of Personality (Shelden's, Jung's, Eysenck) - Freud's theory of Psycho-sexual development - Neo-Freudian Theories - Integrated personality - Personality Assessment methods: Projective techniques and non-projective techniques.

UNIT V - MENTAL HEALTH AND PSYCHOLOGY OF ADJUSTMENT
Mental Health definition - Factors affecting mental Health - Characteristics of a mentally healthy person - Teachers mental Health - Psychology of Adjustment: definition, characteristics of well-adjusted person - Theories or Models of adjustment: Moral Model, Medico-Biological Model, Psychoanalytic Model (Freud's view, Adler's view, Jung's view, Karen Horney's view, Fromms view, Erickson's view), Socio-genic Model, Behaviouristic Model - Methods of adjustment.

REFERENCES
1. Mangal S.K., "*Advanced Educational Psychology*", published by Ashok K.G, Prentice Hall of India Pvt., Ltd, New Delhi (2002).
2. Mangal S.K., "*Advanced Educational Psychology*", Second Edition published by PHI Learning Pvt., Ltd, New Delhi (2010).
3. Chauhan S.S., "*Advanced Educational Psychology*", Vikas Publishing House, Pvt, Ltd, Jangpura, New Delhi (2003).
4. Woodworth R.S., "*Experimental Psychology*", New York, Holf (1954).
5. Boring E.G., "*A History of Experimental Psychology*, 2nd edition, Appleton Century –Crofts, New York (1950).
6. Crow L.D and Alice Crow, "*Educational Psychology*", Eurasis Publishing House, New Delhi (1973).
7. Skinner C.E., "*Essentials of educational Psychology*", Englewood cliffs N.J practice – Hall, New Jersey (1958).
8. Cattell R.B., "*Theories of Personality*", Wiley publishers, New York (1970).
9. Woodworth R.S "*Contemporary schools and psychology*" (Rev .Ed), Methuen Publisher, London (1965).
10. Piaget J.C., "*Judgment and Reasoning in the child*", Harcour and Brace Publishing House, New Delhi (1926).

http://www.innovativelearning.com/teaching/cognitive_apprenticeship.html

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						**100**

TM18103T - HISTORY AND POLITICAL ECONOMY OF EDUCATION

Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES

On completion of this course, the student-teacher will be able to:

- create an elaborate understanding on global views and perceptive of education;
- stimulate critical thinking towards various problems and challenges that behold education;
- understand the relationship between education and culture, social mobility and social stratification;
- understand Education in Social Political and historical perceptive;
- understand the inter–relationship of community and education;
- analyze the importance of globalization in Education.

UNIT I -HISTORY OFUNIVERSITY EDUCATION

Meaning of the term University-University Grants Committee-The University Education Commission (1948-49)-The Main Recommendations of the Commission-UGC-New University and Colleges-Autonomy –University Finance, Role and Appointment-Problems of University Education

UNIT II - SOCIOLOGY OF EDUCATION

Equality of Educational Opportunities-Measures to equalise Educational Opportunities-Universalising elementary Education-Causes of wastage and stagnation-Programmes recommended for Drop-outs – Enrolment and Retention Proposals of NPE 1986.

UNIT III - ECONOMICS IN EDUCATION

Educational and Economic inequality – Education as an agent of economic inequality – Schools creating economic disparity among students - Rural–urban divide - Lack of communication among rural students – First generation learners their problems and solutions.

UNIT IV - EDUCATION FOR INTERNATIONAL UNDERSTANDING

Need for National and International understanding – Ways and means of creating International Understanding – Role of educational Institutions in instilling values of self–integrity, emotional intelligence and value systems – Tolerance and acceptance of other religions – Culture and foreign students – Place of Education in creating harmonious society – National Integration and International understanding.

UNIT V - GLOBALIZATION OF EDUCATION

Changing facets of Education - Meaning and Definition- Historical Development- Concerns and Fears- Sensitizing teachers towards global issues and environmental

issues – National Policy of Education – Improving quality of Education – Total Quality Management of education.

REFERENCES

1. Aggarwal, J. C., "*The progress of Education*" in Free India, Arya Book Depot, New Delhi (1960).
2. Mishra, "*Loknath Peace Education Framework for Teacher*", A.P.H Publishing Corporation, New Delhi (2009).
3. Mohanty, Jagannath, "*Teaching of Sociology New Trends and innovations*", Deep and Deep Publication Pvt. Ltd., New Delhi (2005).
4. MujibulHasan Siddiqui, "*Philosophical and Sociological Perspectives inEducation*", A.P.H Publishing Corporation, New Delhi (2009).
5. Mukerji, S. N., "*Education in India To-Day and tomorrow*", Acharya Book Depot, Baroda (1968).
6. Erlbaum, Dearden R. F., "*Theory and practice in Education*". Routledge Kegan & Publishers, NJ (1984).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18104T - EDUCATION STUDIES

Internal Assessment: 30   **Time: 64 hrs.**
External Assessment: 70   **Marks: 100**

OBJECTIVES

On completion of this course, the student-teacher will be able to:

- understand the nature of education as a discipline/an area of study;
- introduce the nature of education studies and map the fields;
- orient issues related to education as interdisciplinary knowledge;
- examine critically the theories of education such as philosophy, psychology, sociology, management, economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established;
- discuss the emerging dimensions of school and teacher education;
- understand the common challenges in educational system of world;
- Analyze critically and creatively the processes of teaching and learning and the contemporary concerns of education policy and practice in the field of education.

UNIT I - NATURE OF EDUCATIONAL STUDIES

Concept and nature of education studies - Interdisciplinary nature of education: relationships with disciplines such as philosophy, psychology, sociology, management, economics, etc. - Contribution of science and technology to education and challenges

UNIT II - CONTEMPORARY EDUCATIONAL POLICIES AND PRACTICES

Structure & System of education in India from primary to higher education, Policies on Education: National Education Commission(1964-66), National Policy of Education (1986), Ram Murthi Committee (1992), National Curriculum Framework, (2009) - Policies on Girls and Women's Education - National policy for empowerment for women (NPEW) 2001 - National Plan of Action for children 2005 (ICDS), Policies on Inclusive Education.

UNIT III - ECONOMICS OF EDUCATION: EFFICIENCY AND EQUITY

Concepts of Economics in Education: Meaning, Aims, Scope and Significance - Cost-of Education - Return of Education - Wastage in Education: Non Participation, Drop outs, Stagnation and Brain Drain - Growth and Demand: Private and Deemed Universities, Internal Efficiency of Education Making Schools work: Gram Mangal in Pune, Rishi Valley School.

UNIT IV - EDUCATIONIN DIVERSE SOCIETY

Understanding contemporary Indian society with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child - Appropriate approaches for teaching young children in the context of diversities - Constitutional provisions of education

UNIT V - CHANGING CONTEXT OF EDUCATIONAL SYSTEM

Multiple schools contexts: rural/urban, tribal, schools affiliated to different boardsChanging role of personnel in school management: teachers, headmasters,

and administrators - role of peace and other value, aesthetics in education - Towards Knowledge Societies: For Peace and Sustainable Development (UNESCO, 2015) - Life Long learning: non-formal and adult learning, skill development

REFERENCES

1. Agrawal, J.C., "*Land Marks in the History of Modern Indian Education*", New Delhi (2009).
2. Bartlett, S., & Burton, D. "*Introduction to Education Studies"* Third Edition, SAGE Publications Ltd. (2012).
3. Beyer, L.E., (Ed.) "Creating democratic classrooms: The struggle to integrate theory and Practice", Teachers College Press, New York (1996).
4. Banrs, J.A., "*Cultural diversity and education: Foundations curriculum andteaching"* 4th Ed., Alynand, Becon Boston (1996).
5. Debra Heyes, Martin Hills, *Pam Chistie and Bob Lingard* "Teachers and schooling: Making a Difference", Allen and Unwin, Australia (2007).
6. Delors, Jacques, et al., "Learning: *The Treasure within report of theinternational commission on education for 21st century*", UNESCO (1996).
7. Matheson, David, "*An Introduction to the study of education",* 2nd edition, David Fulton Publishing (2004).
8. Slatterry, Patrick & Dana Rapp, "*Ethics and the foundations of education-Teaching Convictions in a postmodern world*", Allyn& Bacon (2002).
9. Wall, Edmund, "*Educational theory: philosophical and politicalPerspectives*". Prometheus Books (2001).
10. Winch, C., "*Key Concepts in the philosophy of education", 1*st edition, Routledge (1996).
11. Winch, C., "*Philosophy of human learning"*, Routledge, London (1986).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						**100**

TM18205T - PHILOSOPHY OF EDUCATION

Internal Assessment: 30   Time: 64 hrs
External Assessment: 70   Marks: 100

Objectives
- To understand the meaning and nature of Educational Philosophy.
- To understand the application of Indian school of philosophy with special reference to their values.
- To understand Critical appraisal of contribution made to education by prominent educational thinker- Indian and Western.
- To understand Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumption about educational phenomenon

UNIT I - INTRODUCTION TO EDUCATIONAL PHILOSOPHY
Meaning and function of Educational Philosophy, Relationship of Education and Philosophy. Indian Schools of Philosophy – Vedanta, Sankhya, Jainism, Buddhism

UNIT II - EDUCATORS CONTRIBUTION TO EDUCATIONAL PHILOSOPHY
Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore and Gandhi. Western Educators – Rousseau, John Dewey, Montessori, Froebel.

UNIT III -WESTERN SCHOOLS OF PHILOSOPHY
Idealism, Realism, Naturalism, Pragmatism, and Existentialism with special reference to the concepts of reality, knowledge, their educational implications Modern Concept of Philosophy:- Logical empiricism and Positive relativism.

UNIT IV - PHILOSOPHY OF SCIENCE
Scientific progress and change: Falsificationism (Popper), ScientificParadigms (Kuhn) Research programmes (Lakatos) Anarchistic theory ofknowledge (Feyeraband) and Methodologies of scientific appraisal (G.L.Pandit)

UNIT V - SOCIO – POLITICAL PHILOSOPHY
Social and Political Ideals: Equality, Justice, Liberty. Forms of Government: Monarchy; Theocracy and Democracy.- Humanism; Secularism; Multiculturalism. Crime and Punishment: Corruption, Mass Violence, Genocide, and Capital Punishment. Caste Discrimination: Gandhi and Ambedkar

REFERENCES

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2. Peter R.S., "The Philosophy of Education" OUP (1978).
3. Peter R.S., "The Logic of Education", R & K Paul, London (1970).
4. Longford, Glenn and O'Conner D.J. (Ed.), "New Essays in the Philosophy of Education", RKP (1973).
5. MaccleKan James E., "Philosophy of Education", Prentice Hall (1976).
6. Barton, Robin, "Moral Philosophy for Education", Unwin (1977).
7. Sneek I.A., "Concept of Indoctrination", RKP (1972).
8. Naik J.P., "Equality, Quality and Quantity: The Elusive Triangle in Indian Education", Allied (1975).
9. Shah A.B. (Ed.), "The Social Context of Education: Essays in Honor of J.P. Naik)", Allied (1978).
10. Bruner,J.S., "The culture of education", Harvard University press, Cambridge, M.A (1996).
11. Krishnakumar, R., "Evolution of Educational thoughts in India" Priyadharshani Publications, Chidambaram (2009)

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						**100**

TM18206T - SOCIOLOGY OF EDUCATION

Internal Assessment: 30   **Time:64 hrs**
External Assessment: 70   **Marks:100**

On completion of this course, the student-teacher will be able to:
- familiarize students with sociological inquiry;
- understand education as a social process
- analyze the social interactions and their educational implications;
- examine education as a means of social changes;
- understand the ways of self-employment;
- understand and analyze concept of Brain drain.
- understand the ways of women empowerment.
- understand the concept of international understanding;

UNIT I - SOCIOLOGY AND EDUCATION
Sociology: Meaning, Definition-Educational sociology: Meaning, Objective-Social Change: Meaning, Definition, Types, Factors and barriers. Theories of Social Change, Education and Social Change, Role of Teachers in Social Change-Social Stratification and Social Mobility.

UNIT II - DEMOCRACY AND EDUCATION
Educational needs of Democratic India-Functions of the school in a democracy-Methods of educating students in a democratic way of life-Process of Socialization of the child, Factors influencing socialisation-Role of Educational Institutions and Teachers-Approaches towards citizenship-School as a centre of community service Mutual Collaboration between School and Community-Utilisation of Resources - Family as an agency of Education-Need for Parent-Teacher Cooperation-Methods of securing cooperation.

UNIT III – EDUCATIONAL AND SOCIAL PROBLEMS IN INDIAN SOCIETY
Causes for 'Unemployment'- Types of Employment-Qualities required for self-employment-Education and Self-employment-Problem of Brain-Drain-Prevention of Brain-Drain-Child Labour-Sexual Harassment-Human Trafficking-Ragging-Eve-teasing in public places-Corruption-Communal Conflicts-Terrorism-Types of Conflicts: Functional Conflicts, Dysfunctional Conflicts, Conflict Resolution, Reducing Conflicts among Students.

UNIT IV – SOCIETY AND EDUCATION

Women's Empowerment: Meaning, Concept, Objectives, Ways of Empowering Women-Purpose of Human Rights Education-Obstacles to Peace, Steps to maintain peace, Principles to promote Peace in Classrooms-Moral, Social, Cultural and Secular Values-Outdoor Education: Definition, Advantages, Scope, Outdoor Education –A method of Education.

UNITV - EDUCATION FOR EMOTIOAL AND NATIONAL INTEGRATION

Emotional and National Integration: Meaning, need, Committee and its Recommendations-Obstructions in the way of International Understanding, Functions and co-operation, Role of Science Clubs, Teachers' Contribution-Globalisation, liberalisation, Industrialisation and Modernisation.

REFERENCES

1. Agarwal.J.C*"Theory and Principles of Education"*Vikas publishing house PVT LTD (2005)
2. Chaube S. P &Chaube A. "*Foundations of Education"*Vikas publishing house PVT LTD (2003).
3. HaseenTaj ., "*Current Challenges in Education*", Neelkamal Pub New Delhi (2006).
4. Kiruba Charles & Arul Selvi.V "*Peace and Value Education*" Neelkamal Pub new Delhi (2012)
5. Nagarajan.K , Natarajan.S Deva Seetharaman "*Education in the Emerging Indian Society"* Sriram Publishers, Chennai (2013)
6. Singaravelu.G., "*Education in the Emerging Indian Society"*Neelkamal Pub New Delhi (2010)
   http://www.people.vcu.edu/~jmahoney/socstrat.htm

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18207T - CURRICULUM DESIGN, DEVELOPMENT AND EVALUATION

Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES
After Completion of Course the Student Teachers will be able to:

- Know the Concept of Curriculum.
- Know the Formulating goals and objectives.
- Understand about Curriculum Designing.
- Understand the Types of Curriculum.
- Develop the skills in the Curriculum Development.
- Understand the Approaches to curriculum development.
- Know the Evaluation of Curriculum.

UNIT I - CONCEPT OF CURRICULUM & FORMULATING GOALS AND OBJECTIVES
Concept of Curriculum –Classification of Curriculum Concept -Meaning & Definition of curriculum. Principles of Curriculum Construction – Curriculum determinants. Formulating goals and objectives – Characteristics, Functions and Sources of educational objectives - Selection and Organization of Content – Selection of Learning experiences -Evaluation of Curriculum – Approaches to Curriculum Organization.

UNITII - TYPES OF CURRICULUM & CURRICULUM DEVELOPMENT
Types of Curriculum - Subject –centered, Co-related, integrated, Core, Student –centered, Life –centered, Activity Curriculum, Subject matter and Curriculum Organization. Curriculum Development – Concept – Importance, Curriculum Development as a process –Factors influencing changes - Potential barriers to curriculum change – Removing barriers to development and Implementation – Agencies for achieving curriculum change- UGC, NCERT and STATE GOVT.

UNITIII - CURRICULUM DESIGNING
Concept of curriculum designing – Attributes of Design – Steps – Determining design content – Organizing the curriculum components –Design strategies - Types – Subject design, Societal activities and Problems design, Specific competencies Design, Human Trait design, Individual needs and interests design – Considering and selecting alternative design – Criteria for selecting the designs.

UNITIV- APPROACHES TO CURRICULUM DEVELOPMENT

Major categories of approach – Subject – Centered, Broad – Field, Social – Problems, Learner – Centered – Issues related to curriculum development. Models of Curriculum development Technical/Scientific Models–Tyler, Hilda Taba, Hankin's. Non -Technical/ Non - Scientific Models – Gerald Weinstein and Mario Fantine, Carl Roger, Didier Noya .

UNITV - **EVALUATION OF CURRICULUM**
Evaluation – Concept and Definition- needs – Evaluated Elements – Curriculum cycle – Approaches – Evaluation models – CIPP and Tylerian Objective – based Evaluation model – Focus of Curriculum Evaluation- Content, Curriculum Design, Content and Organization. Mode of Transaction – Outcomes of Curriculum Evaluation –Emerging Trends in Curriculum Development.

REFERENCES
1. Dr. S Arulsamy" Curriculum Development" Neelkamal Publications PVT.LTD. Delhi 2010.
2. Venkataiah .N, "Curriculum innovations for 2000 A.D", APH Publishingcorporation, New Delhi, 2008.
3. MrunaliniTalla, "Curriculum Development: perspectives", principals andissues 2012. 8. 2009.
4. Richards, "Curriculum development in language teaching", LondonCambridge University Press, New Delhi.
5. Alston, William., Epistemic Justification "Essays in the Theory ofKnowledge", Cornell University Press, Ithaca, 1989.
6.   "Perceptual Knowledge." In: Greco and Sosa, 1999, pp. 223–242.

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18208T – PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

OBJECTIVES

On completion of this course, the student-teacher will be able to:

- reflect the various issues and innovations of Teacher Education for research; understand the role of statutory bodies in Education;
- identify the modern technology for Teacher Education;
- understand the current issues in Teacher Education;
- reflect the procedure of research in Teacher Education;
- identify the problems of innovations in Teacher Education.

UNIT I - COMMITTEES OF TEACHER EDUCATION

Recommendations of different commissions and committees for pre–service programmes of teacher education – Re-designing current teacher Educational programmes – Integrated Teacher education – Characteristics of a four–year integrated B.Ed programme – Pre–service programmes at Secondary stage.

UNIT II - TEACHER EDUCATION

Pre–service Teacher Education Programme – In-service Teacher Education Programme – Distance Education – Levels: Pre-Primary, Primary, Secondary, Higher level – Special Teacher Training, Physical Education, Teaching the differently abled children.

UNIT III -TEACHER EDUCATION IN INDIA CONCEPT, STRUCTURE AND MODES

Goals of Education – Planning for balance in Teacher Education – Pattern of teacher training in India – Stakeholders in teacher Education: Responsibilities and expectations –Some essential features of Teacher education in the 21stCentury – Components of Innovative Teacher Education programme – Other Institutes of training: RCE,NCERT, SCERT, NUEPA, IASE.

UNIT IV –TEACHING MODELS IN TEACHING

Inter-Active-Team-Teaching-Students-Centred Method such as Activity Method-Heuristic Method- Meaning and Assumptions of Teaching Models-Teaching Models of Taba and Turner

UNIT V - PROFESSIONAL DEVELOPMENT OF TEACHERS

Objectives of Professional development - Professional prospects for teachers - Characteristics of teaching profession - Aims of Professional development - Activities for professional development - Performance Appraisal of a teacher - Teacher competency assessment - Professional Ethics.

REFERENCES

1. "National Curriculum Framework for *Teacher Education"'* (2009).

2. Caggart, G.L., *"Promoting Reflective Thinking in Teachers"*Crowin Press, (2005).
3. Gupta, S.P. & Gupta, Alka, "*History, Development and Problems of IndianEducation".* ShardaPustakBhawan, Allahabad (1998)
4. Irvine, J.J., "*Educating teachers for diversity: Seeing with a cultural eye",* Teachers College Press, New York (2003).
5. Joyce, B., and Weal, M. *"Modals of Teaching"* 7th Ed, Allyn& Bacon, Boston (2003).
6. Radha Mohan, *"*Teacher Education", PHI Learning Pvt. Ltd (2011).
7. Sharma, ShashiPrabha: "Teacher Education: *Principles, Theories andPractices*",Kanishka Publishers Distributors(2003).
8. Ram, S.,*"Current Issues in Teacher Education".*Samp& Sons Publications, New Delhi, (1999).
9. Regulation, *"Master in Education" NCTE, (*2010)
10. Dr. Sri BalajiLoganatan and Dr.DhanamKamaraj, "A Text Book of Teacher Education", Gomti Publication (2011).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18309T - ADVANCED EDUCATIONAL RESEARCH

Internal Assessment: 30 **Time: 64 hrs**
External Assessment: 70 **Marks: 100**

OBJECTIVES
On completion of this course, the student-teacher will be able to:
- Qualitative and Quantitative studies;
- understand the procedure to conduct the research in the educational field;
- The Research Proposal;
- understand the role and use of statistics in educational research;
- select the appropriate statistical methods in educational research;
- review the educational research articles;
- use computers for data analysis.

UNIT I - METHODS AND TOOLS OF RESEARCH
Reliability and Validity of Research Tools, Standardization of tools Qualitative and Quantitative studies, Psychological and Educational Tests, Economy and Interest, Types of Tests and Inventories, Observation, The Questionnaire ,The Interview, social scaling and Organisation of Data Collection.

UNIT II – SELECTION OF PROBLEM AND PREPARING A RESEARCH PROPOSAL
The Academic Research Problem, Researchable and Non – Researchable Problems in Education, Using the Library, Reference and Bibliography, The Research Proposal, Funding Agencies and Thesis Proposal.

UNIT III – DESCRIPTIVE DATA ANALYSIS
Statistics : Nature of Statistics, Parametric and Non – Parametric Data, Measures of Central Tendency, Measures of Dispersion, Normal Distribution, Properties of Normal Distribution, Measure of Relative Position- Standard Scores, Measure of Relationship- Pearson's Product Moment co-efficient of Correlation, Rank Order Correlation and Standard Error.

UNIT IV - INFERENTIAL DATA ANALYSIS
Statistical Inference – The Significance of The Difference between The Means of Two Independent Groups,Two Tailed and One Tailed Tests of Significance, Degrees of Freedom, Analysis of Variance (ANOVA) and Chi – Square.

UNIT V – THE RESEARCH REPORT AND COMPUTER DATA ANALYSIS

Style Manuals, Format of the Research Research Report, The Purpose and Nature of the Discussion Section of a Research Report, The Thesis or Dissertation, Reference Form, Pagination, Tables, Figures and Graphs, Evaluating a Research Report, The Computer Data Organisation using Internet in Educational Research,Internet Search Stratagies and SPSS Packages.

REFERENCES

1. Best, J.W. and Kahn *"Research in Education"* 9th Ed. Prentice of India, Pvt. Ltd. New Delhi (1982).
2. Tuckman Bruce W: *"Conducting educational Research"* Harcourt Brace Javanovich, Inc. New York (1978).
3. Garrett H.E. *"Statistics in Education and Psychology"*Yakills Fitter &SimsonsPvt. Ltd., Bombay (1973).
4. Kuriz Albert J. and Samuel T. Mayo, *"Statistics in Education andPsychology"*,Narousa Publishing House, New Delhi (1981).
5. Buch M.B., *"A survey of Research in Education"* (Centre of advanced Studies in Education, M.S. University Baroda (1974)
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7. KreppendorffKians "Content analysis: *An Introduction to its Methodology*", Sage Publications, Beverly Hills, London (1985).
8. Kothari, C.R., *"Research Methodology: Methods and Techniques",* New Age International Publishers (2004).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18310T - PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

OBJECTIVES

- On completion of this course, the student-teacher will be able to: reflect the various issues and innovations of Teacher Education for research;
- understand the role of statutory bodies in Education;
- identify the modern technology for Teacher Education;
- understand the current issues in Teacher Education;
- reflect the procedure of research in Teacher Education;
- identify the problems of innovations in Teacher Education.

UNIT I – RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

Need for Research-Teacher Education –Research in historical context-Gaps in Teacher Education-Future directions for Research-Teaching process and Teacher Behaviour-Relation-ship and academic achievement-culture ,development and achievement

UNIT II – CENTRAL AGENCY FOR ACCREDITATION

Current practices and trends in accreditation in teacher education – Need for quality assurance – National Assessment and Accreditation Council (NAAC): need and process of Assessment - National Council of Teacher Education and Research (NCTE): formation, working and quality maintenance.

UNIT III – CURRENT ISSUES IN TEACHER EDUCATION

National council for Teacher education – strengths of Teacher-development in India-National Curriculum Frame-work-Concerns in Teacher Education-issues and Problems related to Teacher Education-Lack of Standards-Improving quality-Licencing and Accreditation.

UNIT IV – DEVELOPMENT IN TEACHER EDUCATION

Research and Development in Teacher Education-equitable and Sustainable development-Role of Community knowledge in Education- ICT in N schools-Preparing Teacher Educators-Needed Thru-Enhancing the Status of Education-Studies and Professional Development of Teacher Educators-Future Directions and Possibilities of Teacher-Educators.

UNIT V – ACTION RESEARCH IN TEACHER EDUCATION

Study of Annual Reports to identify programmes for professional development – Select any one current Practice: study its origin and implications – Writing of an article / report on designing, training material for in-service programme.

REFERENCES

1. NCTE, "Competency Based and Commitment Oriented Teacher Education for Quality School education: *Pre-Service Education",* New Delhi (1998).
2. Radha Mohan, *"*Teacher Education", PHI Learning Pvt. Ltd (2011).
3. Sharma, ShashiPrabha: "Teacher Education: *Principles, Theories and Practices*" ,Kanishka Publishers Distributors(2003).
4. Ram, S.,*"Current Issues in Teacher Education".* Samp& Sons Publications, New Delhi, (1999).
5. Regulation, *"Master in Education" NCTE, (*2010).
6. Dr. Sri Balaji Loganatan and Dr.Dhanam Kamaraj, "A Text Book of Teacher Education", Gomti Publication (2011).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18311T – PRE-PRIMARY AND PRIMARY EDUCATION

Internal Assessment: 30 **Time: 64 hrs**
External Assessment: 70 **Marks: 100**

OBJECTIVES

On completion of the course, the student-teacher will be able to:

- understand the need and significance and policy perspectives on ECCE in India and World;
- understand social and personal development of children(3-6 years);
- understand curriculum development and evaluation at elementary stage;
- develop knowledge, and skills for research and evaluation in ECCE(Early childhood, care and Education) and training of personnel;
- understand the concept, objectives, rationale, challenges and extent of success of UEE (Universal Elementary Education);
- understand the importance of teaching of language and mathematics at elementary level;
- reflect on the need and importance of work experience, art education, health, physical education and working with the community.

UNIT I - POLICY AND PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION

Policies and Programmes of ECCE in NPE(1986), POA(1992), National Plan of Action for Children, 1992 and 2005, NCF(2005 & 2009) - ECCE in global perspective - Rights of the child as per UNCRC,1989, Millennium development goals (2000) and Global Monitoring Report(UNESCO-2007): concerns and issues
Influence of home, school and community related factors on child's development - Concepts in elementary education: Learner/Learning Centred Approach, Activity Centred Approach, freedom and discipline, reflection on present practices.

UNIT II -CURRICULUM FOR PRE-SCHOOL EDUCATION

Curriculum for school readiness: physical, cognitive, socio-emotional dimension - Different types of pre-school curriculum: montessori, kindergarten, balawadi and anganwadi centres - Supporting forces for the functioning of ECCE Centres - Evaluation of ECCE programmes, methodology and implications - Relevance of thoughts of Gandhi and Tagore to elementary education - RTE act and its importance.

UNIT III - STARTEGIES / APPROACHES

Characteristics of programmes for different settings - Pre-primary and early-primary grade children: need, emphasis and rationale - General principles to curricular approaches: activity based/play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as method

in primary and early primary stages - Meaning, rational, method of transaction in specific contexts - Local specific community

UNIT IV - STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION
Panchayatraj and community involvement in education planning and management related issues - Participation of NGOs in achieving goals of UEE-ECCE programme, women empowerment as support services - Providing minimum facilities, improving internal efficiency of the system - teacher empowerment and incentive schemes - managing learning in multi-grade contexts - District primary education programme-goals and strategies - SarvaShikshaAbiyan: goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement - Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and Curriculum and evaluation of Elementary Education.

UNIT V -RESOURCES OF ELEMENTARY EDUCATION
Human resources and material resources, their integration to curricular activities - Preparation and use of learning and play materials: principles and characteristics - Informal evaluation through observation and remediation - Training of ECCE workers

REFERENCES
1. Mohanty, J.N., *"Primary and Elementary Education"*, Deep & Deep Pub., New Delhi (2002).
2. Tilak, J.B., *"Educational Planning at Grass Roots"*, New Delhi (1992).
3. Hurlock, E., *"Child Development"*, McGraw Hill, USA (1995).
4. Singhal, R.P., "Revitalizing School Complex in India", New Delhi (1983).
5. Sharma Ram Nath, *"Indian Education at the Cross Road"*, Shubhi Pub, New Delhi (2002).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18312T - SECONDARY AND HIGHER SECONDARY EDUCATION
Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES

On completion of the course, the student-teachers will be able to:

- understand the nature-scope and systems of secondary and senior secondary/higher secondary education;
- understand the segmentation of Indian School Education System;
- analyse the Vocationalization on Education;
- prepare the curriculum at various levels ;
- understand the multi-cultural education and its importance;
- understand the nature and uses of lifelong Education;
- know about AIDS and HIV and understand the ways of Transmission .

UNIT I – SEGMENTATION OF INDIAN SCHOOL EDUCATION SYSTEM
Aims of Education in India-Aims of Secondary Education Commission-Directorate of Secondary Education-Segmentation by means of: Level of education, Ownership of educational institutions, Educational board affiliations

UNIT II – SECONDARY SCHOOL CURRICULUM ORGANIZATION
Secondary Education-Its Importance-Historical Development of Education in India-Historical Development of the Secondary Education-Progress and Problems of Secondary Education: The Mudaliar Commission (1953) Education and Economic Growth-Vocational Aspects of Education-Vocationalization-Work Experience and SUPW

UNIT III – HIGHER SECONDARY SCHOOL CURRICULUM ORGANIZATION
Maximum Challenges -Transition from Adolescence to Youth - Access, Equity and Excellence-Diversification and Flexibility-Semesterisation-Curriculum Organisation-Academic Stream-Scheme of studies-Instructional Strategies-Instructional time-Vocational stream-scheme of studies-Evaluation and certification-Open learning system.

UNIT IV – MULTI-CULTURAL EDUCATION
Multi-cultural Education-Meaning, Need, Likeness and differences, Multi-cultural Education and Attitudes, Objectives of Multi-cultural Education program-Suggestions for multi-cultural Understanding, Strategies, curriculum and Instruction-Integrating cultural diversity in curriculum-Improving cross cultural communications-Eliminating Biases-The right to multi-cultural Education-Inclusion of value education in school curriculum.

UNIT V – LIFELONG EDUCATION
Meaning, Concept, scope and Need for Lifelong Education, Agencies of Lifelong Education, Impact of Lifelong Education on Formal Education Systems-Objectives and Need for Sex Education, Content of Sex Education-Role of the Teacher In Sex Education-AIDS and HIV meaning-Ways of AIDS Virus Transmitted-Symptoms of HIV in Children and in Adults.

REFERENCES

1. Singaravelu.G., "*Education in the Emerging Indian Society*"Neelkamal Pub New Delhi (2010)
2. HaseenTaj ., "*Current Challenges in Education*", Neelkamal Pub New Delhi (2006).
3. Sharma.R.N&Sharma.R.K ., "*History of Education in India*", Atlantic Pub (2004).
4. Biranchi Narayan Dash, "*Teacher and Education in the Emerging IndianSociety*", Neelkamal Pub, New Delhi (2009).
5. http://shodhganga.inflibnet.ac.in/bitstream/10603/6438/10/10_chapter%202.pdf

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18313T - PEDAGOGY OF LANGUAGE EDUCATION – TAMIL

Internal Assessment: 30 **Time: 64 hrs**
External Assessment: 70 **Marks: 100**

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¾¡ì¸í¸û, ¿¡ðÎ À¼¡í¸û, Å¢Çì¸ À¼í¸û, Å¢Çì¸ò ¾¡ì¸û - ¸Å¢î ¦¸¡Âø¨È¢ì¸ø °ã¸ò¾¢ý Àí¨ ÅÄôÒÚò¾ø, §¾°¢Âì ¨Ä¾õ ¾¢ðð¾ÐìÌ ÅÆ ¦¸¡ò¾ø, þó¾¡üÀ¡üÈ¢ý ¦Àìô ÀñÒ ÀñÀ¢ðÏ ¦ÀÐ¨Á - ¾¡ö¦Á¡Æ¢¢Â¢ø ¸üÈÅ¢ø, ¸üÀÅÐõ - ¦Á¡Æ¢¢Â¢ý °¢¦¸ôÀ¡¸Ðì¸¢¢Ç «È¢óÐ §À¡¡ìÚ¾ø - ¦Á¡Æ¢¢Âò ¾¢¸È¨Å ¡ÀÚ¾Ä¢ø ¯ûÇ ¾¡ì¸í¸û

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¦Á¡Æ¢ ÅÇ÷ì¸ô¡¢¢ À¡½ì¸ð¼õ - ¾¡°ô ÀÂü¢¢¢¢Â¸û, ¦Á¸Æ¢ ±Øò¾ §°÷õÐ ±ØÐõ ÀÂü¢¢¢¸, ¿¢¢¢ÉÁ¢È¡ ÅÇ÷ì¸ÖìÌ À¡ò¾¡¢¢ìÌ ÀÂü¢¢¢¸ - ¦Á¡Æ¢¢ °¢ÈÔô - þÄ¢¢ì¸¢¢ ¸Æ¢¸ø ¦°¡ÂüÁ¢ ÀÂü¢¢¢¢Â÷ - ¨¦¡Â¸ô¡¢Ðô À¢¾¡ì - À¢¸Â¸û - ±ØÐ¨Å¾ì¸û ²üÄÎ¢¢ÂÄ¢¼Â¸û - ¦Á¡Æ¢ ¬°¢¡¢¢ÂÕìÌ ¸ø¸ «È¢×

«ÄÌ - 3: ¸¨Äî¦°¡ø ¬ì¸õ - ¦Á¡Æ¢¢Â¢ý °ã¸ À½¢¸û - ¸üÈø Å¢Ø¡¢¢û

ÒÐî ¦¸¡¸Ä¡¸ø¢ì¸ò¾¢ý §¾¡Å - ¦¸¡¸Ä¡¸ø, ¸¾¢¸¸ø, ¦¸¡¸Ä¡¸ø ¦¸¡ô¡ÐôS¡¢¾ ¿¢¢¢ÉÁ¢¢ø - ¾Á¢¸¢¸ø ¯ûÇ À¢¡¸ ¦Á¡Æ¢¢ ¦¸¡¸ü¸û - ¦Á¡Æ¢¢Â¢ý °ã¸ôÀ½¢¸û - ¸üÈø Å¢Ø¡¢¢û - ¿¢¸¸÷×¢¢Â, Áì¸Ç¡¢ð¸¢¢¢Â¢¢¸, °ÁÈ¡¡¢÷¸¢¢¢Â¢¢¸, ÍüÚ¢ÎÁÀÂ À¢¢Ð¢¢¡ôÐ, °ã¸ò¾¸¢¢¸¢¢Ç «¸ÅÕìÌ - «È¢¸ô¸Å °¢¢ó¾¢¢¢Éô §À¡¡ìÌ¸ø °À¡¢ìÌ

«ÄÌ – 4:   **¦Á¡Æ¢ ¸üÀ¢ò¾Ä¢ø ¸øÅ¢ ÑðÀÅ¢Âø – ¸øÅ¢ Á¾¢ôÀ£ðÊø ÒÐ¨Á**

¦Á¡Æ¢ì ¸üÀ¢ò¾Ä¢ø Å¨Ôô À¢ýÉø¸Ùõ þ¨½ÂÓõ – ¾¸Åø À¡¢Á¡¢üÈõ ¿¢¸¸Æ ¯¾¡×õ ¦¾¡Æ¢ø ÑðÀì¸¢ý ´ýÈ¢¨½ôÒÒ – ¦¼Ä¢¢¸¡ÉìŠ – Å¢ñ½Áì¸¢ý – Á¢ý «ïø – ·À¡¡ìŠ – ¦°Âü¨¢ì §¸¡û¸ – ¸øÅ¢ ¸üÀ¢ò¾ø Ó¨È¸¢¢Ç× ÒÐ¨Á, Á¾¢ôÀ£ðÊø ÒÐ¨Á, °¼¸ò¾ø ÒÐ¨Á

«ÄÌ – 5:   **§¾÷Å¢ý Ó¢¡¢Âô ÀñÒ¸û – ÅÊÅ¨Áò¾ø – ¦¾¡¼÷ ÓÐ Á¾¢ôÀ£Î**

¾¢ðÄÁ¢Î¨Ôø – ¿¾À¡ò¾¡¢¨Á – ²üÒ¨¼¨Á – ÒÈÅÀò¾¡¢¨Á – «ÄÌ §¾÷× – §¾÷¨Âî °¡¢Å¡÷ò¾Ôø – Å¢À¡°É Á¾¢ôÀ£Î – ÓÊ×¨Çô ÀÂý¾ÀÎò¾Ôø – Á¾¢ôÀ£Î – «È¢×ì¢Çõ, «È¢¾ø, Ò¡¢¾ø, ¬Çø, ÀÎ¾ø, ¦¾¡ÌÎ¾ø, Á¾¢ôÀ¢¼Ôõ

À¡÷¨Å áø¸û

1. §ÀÃ¡°¢¡¢¢Â÷ Å¢. ½À¾¢, ¿üÈÁ¡¢ú ¸üÀ¢ÃÌõ Ó¨È¸û (2007) °¡ó¾¡ ÀôÇ¢¸„÷Š, ¦°ý¨É.

2. §ÀÃ¡°¢¡¢¢Â÷ Å¢. ½À¾¡¢, ¿üÈÁ¡¢ú ¸üÀ¢ÃÌõ Ó¨È¸û ÀÌ¾¢-2 (2005) °¡ó¾¡ ÀôÇ¢¸„÷Š, ¦°ý¨É.

3. §ÀÃ¡°¢¡¢¢Â÷ ¢Å¢. ¿¡¢ Ã¡ƒý, ¸øÅ¢Â¢ø ÒÐ¨Á¸¢ø (2003) þÃ¡¢õ Á¾¢ôÀÀ¢ø, ¦°ý¨É.

4. Ó¨É÷ «. Á£É¡¢ð°¢ ÍÀÁ¡Ã¢, ¸øÅ¢ ÑðÀÅ¢Âø (2006) ¢¡ùÄÀ¡¢Ä¡ ÀôÇ¢¸„÷Š, ¾¢¢ñ¾¢ì¸.

5. Ó¨É÷ À¡. Å£ÃÀÀÉ¡, ¯À¡¿¢ì¢ø ¾¡Å¢¢ú ¸üÀ¢ò¾Ä¢ø Ò¾¢¢À «ÏÌÓ¨É¢ø (2006) «õ¢¡ Á¾¢ôÀÀ¢ø, ¦°ý¨É.

6. Ó¨É÷ ¢Å¢. ¿¡¢ Ã¡ƒý, þó¾¢¢Â °Ó¾¡¢Â¾¢À¢ø ±ØóÐûÇ ¸øÅ¢°¡¢÷ «¨ÈÜÅø¸û (2007) þÃ¡¢õ Á¾¢ôÀÀ¢ø, ¦°ý¨É.

7. Ó¨É÷ ¢Å¢. ¿¡¢ Ã¡ƒý, ¸øÅ¢ ¯ÇÅ¢Âø (2007) þÃ¡¢õ Á¾¢ôÀÀ¢ø, ¦°ý¨É.

8. Ó¨É÷ ¢. Ã¡ƒõÀ¡¢û Ã¡ƒ§¡¡À¡¢ø ¸øÅ¢Â¢ø – Á¾¢ôÀ£Î¢¾¾¢À (2006) °¡ó¾¡ ÀôÇ¢¸„÷Š, ¦°ý¨É.

9. Ó¨É÷ À¢. þÃ¡ò¾¢É¢À¡¢À¾¢À, ¦°õ¦Á¡¢Æ¢ì ¸øÅ¢ (2007) °¡ó¾¡ ÀôÇ¢¸„÷Š, ¦°ý¨É.

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total

	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18314T - PEDAGOGY OF LANGUAGE EDUCATION - ENGLISH

Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES

On completion of the course, the student-teachers will be able to:

- understand the nature, functions and the implications of planning for teaching language/languages;
- understand the psychology of language learning;
- analyse different approaches, methods and techniques to differentiate between teaching language and literature in the context of first and second language;
- survey various problems with respect to language learning;
- identify and reflect on factors affecting language policy;
- examine various areas of research in language education.

UNIT I - FACTORS, PROCESSES, MODELS & METHODOLOGIES OF LANGUAGE LEARNING

Factors affecting language acquisition and communication - Linguistic, psychological and social processes involved in learning of languages - Models of Language Acquisition: Chomsky's Language Acquisition Device – Piaget: cognitive constructivism and language acquisition - Recent theorization: intentionality, application of these theories to development of methodologies ofteaching and learning of language - Development of basic and advanced language skills at primary, secondary and higher secondary levels.

UNIT II - DEVELOPMENT OF LANGUAGE CURRICULUM-BASIC AND ADVANCED SKILLS-INNOVATIONS-DISCOURSE ANALYSIS

Development of language curriculum - Dimensions and factors influencing curriculum - Selection and Sequencing of content, context, transaction and evaluation techniques - Innovative techniques for teaching grammar, reading comprehension and written expression -Theories of Discourse Analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis and critical discourse analysis - Meta-linguistic awareness with a focus on listening, speaking, sieving, comprehension at writing.

UNIT III - INDIVIDUALIZATION OF LANGUAGE LEARNING-PEDAGOGY OF LANGUAGE

Needs, techniques, differential assignments, classroom tasks, personalized system of instruction - Pedagogy of first, second and third language - Issues and challenges of language education in contemporary India.

UNIT IV - CONTEXTUAL PROBLEMS IN LANGUAGE LEARNING

Bilingualism and multilingualism - Multilingualism as a resource - Medium of instruction – Recommendations of NPE 1986/1992, NCF(2005) - Preservation of heritage language - Home language and school language - Problem of tribal dialects.

UNIT V - CONCERNS IN LANGUAGE EDUCATION

Pre-service and In-service language education programmes - Research in language Education: trends and gaps - Use of technology in language education.

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1. Baruah, T.C., "*The Essential Teachers Handbook*" Sterling Pub, New Delhi (1993).
2. Palmer, H.E., "*Oral Method of Teaching Language*", Surjeet Pub. Mowla, Delhi (2008).
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4. Sharma, R.N., "*Principles and Techniques of Education"*, Surjeet Pub., Delhi (2008).
5. Krishnaswamy, N., "*Teaching of English Grammar"*, T.R.Pub., Chennai (1995).
6. Braden,K., "*Task Based Language Education: From Theory to Practice",* CUP, London (2006).
7. Britton, James, "*Language and Learning*", Penguin Books, England (1973).
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Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18315T - PEDAGOGY OF LANGUAGE EDUCATION – HINDI

Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES

On completion of the course, the student- teacher will be able to:

- understand the nature, functions and the implications of planning for teaching language/ languages;
- understand the psychology of language learning;
- get familiarized with the theories of language acquisition for effective transaction of curriculum;
- gain an understanding in the pedagogy of language learning;
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language;
- survey various problems with respect to language learning;
- identify and reflect on factors affecting language policy;
- examine various areas of research in language education.

UNIT I - LANGUAGE AND LEARNING-*CONCEPTUAL*, POLICY AND TEACHING-LEARNING

Language acquisition and communication - Factors affecting language learning and language acquisitions and communication - Linguistic, psychological and social processes involved in learning of languages - Historical theories and models of language acquisition: Behaviourism, Cognitivism, Piaget, Bruner, Chomsky – Universal Grammar, Transformative Grammar, Generative Grammar
and Social constructivism, Vygotsky-Chomsky Language Acquisition Device(LAD) - Modern theories and models of language acquisition: Usage-basedTheory, Optimality Theory, Native language Magnet Model - Application of these theories to development of methodologies of teaching-learning of language - Development of basic and advanced language skills at primary, secondary and higher secondary levels - Origin and growth of Hindi Language.

UNIT II - DEVELOPMENT OF LANGUAGE CURRICULUM AND SYLLABUS

Language curriculum construction and language syllabus (Types): structural, skill based, situational, notional, functional, communicative - Dimensions, Principles and factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques - Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels - Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis - Meta-linguistic awareness with a focus on listening, speaking, reading comprehension at writing.

UNIT III - INDIVIDUALIZATION OF LANGUAGE LEARNING- PEDAGOGY OF LANGUAGE

Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction - Pedagogy of first, second and third language - Relevance of Hindi Education in present education scenario, influence of Hindi to various sciences and languages - Issues and challenges of language education in contemporary India.

UNIT IV - CONTEXTUAL PROBLEM IN LANGUAGE LEARNING

Multilingual classroom - Problem of curriculum text above development - Three languages for rule constitution provision regarding language and Hindi - Medium of instruction: recommence recommendation of NPE 1986/1992, NCF (2005) - Preservation of heritage language - Home language & school language - Problem of tribal dialects

UNIT V - CONCERNS IN LANGUAGE EDUCATION

Pre-service and In-service language education programs - Discussion of government policies and plans for the development of Hindi - Research in language Education: trends and gaps - Use of technology in language education

REFERENCES

1. Mangal, Uma, "*Hindi Shikshan*", Arya Book Depot. New Delhi ( ).
2. Joyce, B. & Weil, M., "*Models of Teaching*", Prentice Hall Inc. Engle-wood Cliffs, New Delhi (1980).
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4. Lado, Robert, "*Language Teaching-Scientific approach*", McGraw Hill, New York (1964).
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9. Chomsky, N., "*New Horizons in the study of Language and Mind*", Cambridge University Press (2000).
10. Krashen, S.D., "*Second Language Acquisition and Second LanguageLearning*", Pergamon Press (1980).
11. Larsen, D.F., "*Techniques and principles of language teaching",* Oxford University Press (1995).
12. Richard. J.C. & Theodore S. Rogers, "*Approaches and Methods inLanguage Teaching"*, New York (2001).

Nature of Course: Theory (Max Marks -100)

Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18316T - PEDAGOGY OF LANGUAGE EDUCATION – SANSKRIT

Internal Assessment: 30   Time: 64 hrs
External Assessment: 70   Marks: 100

OBJECTIVES
On completion of the course, the student- teacher will be able to:

- understand the nature, functions and the implications of planning for teaching language/ languages;
- understand the psychology of language learning;
- get familiarized with the theories of language acquisition for effective transaction of curriculum;
- gain an understanding in the pedagogy of language learning;
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language;
- survey various problems with respect to language learning;
- identify and reflect on factors affecting language policy;
- examine various areas of research in language education.

UNIT I - LANGUAGE AND LEARNING - CONCEPTUAL, POLICY AND TEACHING-LEARNING

Language acquisition and communication - factors affecting language learning and language acquisitions and communication - Sanskrit as a language, origin and development of Sanskrit - Linguistic, psychological and social processes involved in learning of languages - Historical theories and models of language acquisition - Behaviourism, Cognitvism, Piaget, Bruner, Chomsky, Universal
Grammar, Transformative Grammar, Generative Grammar and Social constructivism: Vygotsky -Chomsky Language Acquisition Device(LAD) - Modern theories and models of language acquisition: Usage based Theory, Optimality Theory, Native language Magnet Model - Application of these theories to development of methodologies of teaching-learning of language - Development of basic and advanced language skills at primary, secondary and higher secondary levels.

UNIT II - DEVELOPMENT OF LANGUAGE CURRICULUM AND SYLLABUS

Language curriculum construction and language syllabus – Types: structural, skill based, situational, notional, functional, communicative - Dimensions, Principles and factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques - Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels - Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis,

and critical discourse analysis - Meta-linguistic awareness with a focus on listening, speaking, reading comprehension at writing - Review of Sanskrit Commission 1957.

UNIT III - INDIVIDUALIZATION OF LANGUAGE LEARNING- PEDAGOGY OF LANGUAGE

Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction - Pedagogy of first, second and third language - Relevance of Sanskrit Education in present education scenario and influence of Sanskrit to various sciences and languages - Issues and challenges of language education in contemporary India.

UNIT IV - CONTEXTUAL PROBLEM IN LANGUAGE LEARNING

Multilingual classroom - problem of curriculum text above development - Three language for rule constitution provision regarding language and Sanskrit - Medium of instruction – recommence recommendation of NPE 1986/1992, NCF (2005) -
Preservation of heritage language - Home language & school language - problem of tribal dialects.

UNIT V - CONCERNS IN LANGUAGE EDUCATION

Pre-service and In-service language education programs - Discussion of government policies and plans for the development of Sanskrit - Research in language Education: trends and gaps - Use of technology in language education.

REFERENCES
1.   Mittal, Santosh, "*The Teaching of Sanskrit*", R Lay Pub. Meerut-UP (2008).
2.   Apte, D.G., "*The Teaching of Sanskrit*",Padmaja pub. Baroda (1948).
3.   Joyce, B. & Weil, M., "*Models of Teaching*", Prentice Hall Inc., Engle-wood Cliffs, New Delhi (1980).
4.   Singh, Karan, "*Sanskrit ShikshanVidhi*", H.P Bhargav House, Agra (2012).
5.   Hupanikar, G.S., "*The Problems of Sanskrit Teaching*", Bharat Book Stall, Kolhpur (1949).
6.   Bhattacharya, Indrajit, "*An approach to Communication Skills*",Dhanapathi Rao & Co, New Delhi (1998).
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8.   Chomsky, N., "*New Horizons in the study of Language and Mind*", Cambridge University Press (2000).
9.   Ellis, Rod, "*Integrated Second Language Acquisition*", Basil Blackwell Inc., Massachusetts (1984).
10.   Larsen, D.F., "*Techniques and principles of language teaching*" Oxford University Press (1995).

11.   Richard. J.C., & Theodore S. Rogers, "*Approaches and Methods inLanguage Teaching*" New York (2001).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18317T-PEDAGOGY OF SCIENCE EDUCATION

Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES
On completion of the course, the student- teacher will be able to:

- understand the objectives of science teaching;
- develop scientific attitude among their students in future;
- recognizes the qualities, duties and responsibilities of a science teacher;
- develop their professional values;
- understand the different teaching learning resources for teaching Natural Science;
- prepare and use suitable learning aids for natural science teaching;
- appreciate the role of co-curricular activities in science education;
- follow the techniques of examination and evaluation;
- familiarize with innovations and creativity in Science.

UNIT I - OBJECTIVES OF TEACHING SCIENCE
The origin and development of Science - Objectives of Integrated Science curriculum - Evolution of Objectives - Basis for the formulation of Objectives - Bloom's Taxonomy of Objectives - Objectives of Teaching science at different levels.

UNIT II - SCIENTIFIC ATTITUDE AND SCIENTIFIC METHOD
Traits of Scientific attitude - Characteristics of a person having Scientific Attitude - Techniques for developing Scientific Attitudes - Scientific methods.

UNIT III - THE SCIENCE TEACHER
Science Teacher: qualities, duties and responsibilities - Multiple roles of teacher: Teacher as a leader, knowledge worker, facilitator, supervisor, mentor, scaffolder, social engineer and reflective practitioner - Students' definition of effective teaching - Teachers' definition of effective Teaching - Parents' definition of effective Teaching - Professional views of effective Teaching - Science Teacher's learning - Self-Evaluation of Teaching - Planning for future in Science Teaching - Skills development in Science Education - Professional growth of science teacher Continuous Professional Development (CPD).

UNIT- IV - SCIENCE IN THE CLASS ROOM
Role of library and Text books - Teaching Aids - Co-curricular Activities in ScienceQuality Teaching - Major functions of Leadership - Techniques of Examination and evaluation.

UNIT V - EMERGING TRENDS IN SCIENCE EDUCATION
Place of Science in Total education - Contributions of Psychologist to learning - Innovations and Creativity in Science - Researches in Science Education - Science for sustainable development.

REFERENCES
1. Krishnamacharyalu V., "*Science Education*", Neelkamal Publications PVT.LTD, Hyderabad (2011).
2. Das R.C., "*Science Teaching in Schools*", Sterling Publishers Private limited, New Delhi (2003).
3. Uttam Kumar Singh and Nayak A.K., ''Science Education'', Common wealth publishers New Delhi (2004).
4. Venkataiah S., "*Teaching of Science*", Anmol Publications PVT LTD, New Delhi (2002).
5. Chauhan, S.S., "*Advanced Educational Psychology*", Vikas Publishing House PVT LTD, New Delhi (2006).
6. Mangal S.K., "*Human Development and Learning*", PHI Learning Private Limited, New Delhi (2007).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18318T - PEDAGOGY OF MATHEMATICS EDUCATION

Internal Assessment: 30   **Time: 64 hrs**

External Assessment: 70   **Marks: 100**

OBJECTIVES

On completion of the course, the student- teacher will be able to:

- understand the teaching of Mathematics;
- understand the Mathematics curriculum;
- understand the various techniques and aids in Mathematics;
- develop the understanding of using constructivist approach in Mathematics;
- develop the skill of using various methods of teaching Mathematics;
- develop problem solving skills, highlight the significance of Mathematics Laboratory and develop an awareness towards the inner structure of Mathematics.

UNIT I - TEACHING OF MATHEMATICS: INTRODUCTION

Role of mathematics in the present scenario - teaching for understanding - mathematical enquiry - Bloom's taxonomy.

UNIT II - OBJECTIVES AND STRATEGIES OF TEACHING-LEARNING MATHEMATICS

Aims and objectives of teaching mathematics at various levels of school mathematics - Instructional objectives in teaching mathematics - Constructivist approach in teaching of Mathematics - Methods of teaching Mathematics: Inductive and Deductive methods, Analytic and Synthetic methods - Problem
Solving Skills - Stages in problem solving techniques to improve problem solving skills (Polya method) - Competence based approach to teaching mathematics - Teaching gifted/slow learners in Mathematics.

UNIT III - INFORMAL APPROACH IN MATHEMATICS

Recreational aspect of mathematics - Mathematical games, puzzles and amusements - Computer aided learning and Computer based instructions - Use and preparation of teaching aids - Thought provoking activities - Mathematics Laboratory and Mathematics Club.

UNIT IV - STRUCTURE OF MATHEMATICS

Undefined Terms and Axioms - Proofs and Verification in Mathematics and distinction between them -Types of Theorems such as Existence and Uniqueness theorems etc. - Types of Proofs: direct proofs, indirect proofs, proof by Contradiction, proof by Exhaustion, proof by Mathematical Induction and distinction between Induction and Mathematical Induction.

UNIT V - EVALUATION IN MATHEMATICS

Concept of Evaluation in Teaching - Learning process (Formative, Summative, Criterion, Diagnostic) - Role of Evaluation in Teaching - Learning process - Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures - Types of Test items in Mathematics such as long answer type, Short answer type, Very Short answer type and objective type - Planning and construction of these items and precautions while constructing test items - Action Research in Mathematics.

REFERENCES

1. Alice F. Art &Eleanan A. Thomas, *"Becoming a Reflective MathematicsTeacher"* Routledge, NJ (2008).
2. Baw, G.R. & George, L.U., "*Helping Children Learn Mathematics: ACompetency Based Laboratory Approach"*, Cummings Publishing Co.,California, (1976).
3. Bhanumurthy, I.S., "*Ancient Indian Mathematics"* Wiley Eastern Ltd, New Delhi (1992).
4. Kelly A.V., "*The curriculum theory and practice*", Sage publications Pvt. Ltd, New Delhi (2007).
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6. Mustafa, M. "*Teaching of mathematics new trends and innovations*", Deep and Deep publications Pvt. Ltd, New Delhi (2004).
7. Paswan,N.K., "*Modern methods of teaching mathematics*", Cyber tech publications, New Delhi (2006).

WEBSITE

www.mathsforum.com ,
www.easymaths.org
www.coolmath.com
www.mathcats.com
www.nctm.org
www.math.com

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18319T-PEDAGOGY OF SOCIAL SCIENCE EDUCATION

Internal Assessment: 30   **Time: 64 hrs**

External Assessment: 70   **Marks: 100**

OBJECTIVES
On completion of the course, the student- teacher will be able to:
- develop skills to teach and evaluate Social Science;
- equip with skills of diagnostic and remedial teaching;
- equip with the skills for teaching gifted and under average students;
- critically examine the Social Science syllabus and develop skills to periodically modify and update the text books.

UNIT I - TEACHING-LEARNING OF SOCIAL SCIENCE
Continuity and change over time and historical construction -is Unit seeks to introduce student- teachers to some of the seminal issues and concepts of social change in Indian and World History. It also aims to explain how historians do History and how it ought to be done in schools. It therefore, focuses on constructivist pedagogy in History and the general competencies that children are likely to develop through the study of History - Historical Methods: evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History. Thinking in terms of problems for analysis in History

UNIT II - SOCIAL FORMATIONS IN SOCIAL SCIENCE
Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies. State – formation and different types of states in History. Capitalism, democracy and citizenship (Case Studies: American Revolution/ French Revolution).The varieties of socialism (Case Study: the erstwhile USSR and / orChina and/ or Cuba).Fascism and dictatorships (Case study: Germany or Italy of the inter – war Period)

UNIT III - SELECT ISSUES OF SOCIAL CHANGE
Culture, social stratification and social change in India; Caste and class in Indian society. Shared religious cultures and conflicts between religious communities in India. Gender differentials and how these cut across caste and class structures as well as religious communities.(Case Study: India).The above content may be used to understand the teaching, learning strategies and skill development in History.

UNIT IV - PEDAGOGICAL CONCERNS REGARDING SCHOOL SOCIAL SCIENCE
Interactive, Constructivist and critical pedagogies in Social Science - Going beyond the textbook - Getting children to craft little nuggets of social science from Primary Sources - Encouraging children to think.

UNIT V - THE LATERAL DEVELOPMENT OF DIFFERENT SKILLS

Observation of skills relating to primary and secondary data - Observing coins, inscriptions (if available), the materials remains of the past and visuals - Helping children to read passages from primary sources - Thinking about what all these sources might not reveal. Learning to analyze critically and to argue - Observing how arguments have been made in the standard secondary sources and how these muster facts and evidences - Helping children to develop oral and written expression.

REFERENCES

1. Agrawal, J.C., *"Teaching of Social Studies"*, Vikas Publishing House, New Delhi (2004).
2. Battacharya, S. &Darji, D.R., "*Teaching of Social Studies in IndianSchools*", Acharya Book Depot, Baroda (1966).
3. Kocchar S.K., *"Teaching of social sciences"* Sterling Publishers (2000).
4. Greene, H.A., Jozgensen, A.N. Gerberi, J.R. *"Measurement and Evaluationin the Secondary School"*, Mongmans, Green and Co., New York (1959).
5. Mathias, Paul, *"The Teacher's Handbooks for Social Studies"*, Blandford Press, London (1973).
6. Mehlinger. Howard, D.(ed.), *"UNESCO: Handbook for the Teaching ofSocial Studies"*, , London (1981).
7. Holt, Rinchart& Winston, *"Hand book for Social Studies Teaching"*, INC, New York (1967).
8. Konly, A.S., *"Teaching of Social Studies"*, Anmol Publications Pvt. Ltd., New Delhi (1996).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

SEMESTER – IV

TM18420T – EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Internal Assessment: 30 **Time: 64 hrs**
External Assessment: 70 **Marks: 100**

OBJECTIVES

On completion of the course, the student- teacher will be able to:

- understand meaning, nature, functions, principles and approaches of Educational Management;
- get acquainted with the process of Educational Management;
- get acquainted with the meaning, importance and principles of human relations in education;
- get acquainted with different dimensions of educational administration develop capacities for being efficient and effective educational leaders.

UNIT I - EDUCATIONAL MANAGEMENT
Definition and concept Of Educational Management-Dimensions of Management-Functional Dimension-Objectives of Management-Principles and Role of Managementin Education-Modern Functions of Management.

UNIT II - HUMAN RESOURCE MANAGEMENT
Planning and Objectives of Human-Resource Planning-HRD-Features and indicators –Thrust Areas- Functions of HRM- Challenges faced by HRM-HRM Qualitative improvement-Qualities and Responsibilities of Head-Master ,Teacher and Students

UNIT III -EDUCATIONAL ADMINISTRATION
Educational Administration at various levels-Educational Administration of MHRD-Functions of UGC-NCERT-NUEPA-NCTE-CBSE-CIET-CABE-RIES-Role of state government in Educational Administration-Organisation and Functionof SCERT-Directorate of Education in Tamil-Nadu

UNIT IV - EDUCATIONAL SUPERVISION
Comparison between traditional and Modern Supervision-Principles - Functions-Kothari Education Commission (1964-66)-Inspection-Aims and Scope and Types of Supervision-NCERT-Accreditation and Certification-advantages and Types-Eligibility criteria for assessment and Accreditation by NAAC- Conclusion.

UNIT V – QUALITY IN EDUCATION
Meaning and Definition-Views of National Policy on Education (1986)-Ways and Means of providing Quality Education-steps taken by the Government to improve quality-Input-Process-Output- Total Quality Management (TQM)-Concept and Salient Features –TQM and Education-Limitations of TQM in Education.

REFERENCES
1. Bhatnagar R.P. and Agarwal, Vidyer, "*Educational Supervisor*", Loyal Book Depot, Meerut (1995).
2. Chandersekaran, Premila, "*Educational Planning and Management*", Sterling Publishers Pvt. Ltd, New Delhi (1997).

3. Hampton, David R., "*Modern Management issues and Ideas*", Prentice Hall of India Pvt. Ltd, New Delhi (1974).
4. Singh. S. "*Modern Educational Administration*", Anmol Publication Pvt. Ltd, New Delhi (2006).
5. Goel, Aruns and Goel, S.L., "*Educational Administration and Managementan Integrated approach*", Deep & Deep Publications Pvt. Ltd, New Delhi(2009).
6. Khan, N. Sharif & Khan, M. Saleem, "*Educational Administration*", Ashish Publications house, New Delhi (1980)

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18421T - EDUCATIONAL TECHNOLOGY & ICT

Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES

On completion of the course, the student- teacher will be able to:

- understand the nature and scope of Educational Technology and variousforms of Technology;
- understand the systems approach to Education and communicationtheories and modes of communication;
- develop basic skills in the production of different types of instructionalmaterial, know the recent innovations and future perspectives of EducationTechnology;
- acquaint with various concepts in ICT and its applications in the classroomteaching learning process;
- use the web resources and various free software's applicable in classroomand develop skill in using software's for enriching classroom activity;
- familiarize with content development process and platforms available andacquaint with the concept of virtual learning environment and with thetools available for creation of tests;
- familiarize with computer safety on the net, create an awareness aboutpersonal safety on the net, legal and ethical issues

UNIT I - INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Educational technology: Meaning, characteristics, objectives, scope and UsesClassification of Educational Technology, Functions Of Educational Technology, Divisions and stages of Educational technology, Evolution and Development of Educational Technology, Hardware and Software used in Education, contribution (Advantages) of Educational Technology.

UNIT II - EDUCATION AND SYSTEM ANALYSIS

Meaning of System Analysis or Approach, Definition of System Analysis, System Approach in Education, Steps in System Approach, Advantages of System Approach, role of the Teacher in the Systems Approach and Instructional System.

UNIT III - COMMUNICATION, INFORMATION TECHNOLOGY AND COMPUTERS IN EDUCATION

ICT in Education – meaning, scope and role of ICT in Education - Digital Divide – Communication, Communication Media, A Communication Model, Classroom Communication, Effective Classroom Communication, Information Technology Revolution, History of Information Technology, Functions of the School and Teacher in using Computer in Education and Developing Competence of Teachers and the School in Using Micro Computers

UNIT IV - ENRICHING CLASSROOM PRACTICES THROUGH TECHNOLOGIES

Concept, meaning and merits of : Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI) - Computer Mediated Communication (CMC) in Education, Computer simulation, Blended learning, Educational podcast, M- learning, Web based learning, Cloud computing - Web services, e-mail, chat,online forums, blog, wiki, e-library - Academic web resources - e-journals, online dictionary - Familiarizing free educational software - Tellurium, Kalzium, Tupic 2D Magic, G-Compris, Geogebra - e-learning: concept, types: synchronous and asynchronous, merits and demerits - Learning Management
Systems.

UNIT V - CYBERNETICS AND TEACHING BEHAVIOUR MODIFICATION TECHNOLOGIES

Meaning and Definition of Cybernetics, Theory and Mechanism, Use in the Development of Instructional Designs. Introduction of Teaching Behaviour Modification, Teaching Behaviour Modification Through Flander's Interaction Analysis Technique, Reciprocal Category System (RCS), Equivalent Talk Category System (ETCS) Interaction Analysis Technique,

REFERENCES

1. Essential of Educational Technology – J C Aggarwal, VIKAS PUBLISHING Pvt. Ltd. New Delhi(2014).
2. Essential of Educational Technology – S.K.Mangal and Uma Mangal,PHI Learning Pvt. Ltd. New Delhi (2013).
3. Modern Trends in Teaching Technology – Romesh Verma and Suresh Sharma, Anmol Publications Pvt. Ltd. New Delhi (2003).
4. Essential of Educational Technology – J C Aggarwal, VIKAS PUBLISHING Pvt. Ltd. New Delhi(2003).
5. Computer Applications In Eduction – Dr.Jasim Ahmad, Md.Shahid Ahmad and Dr.Aerum Khan –Neelkamal Publications Pvt. Ltd. New Delhi (2012).
6. Essential of Educational Technology and School Management – K.K Bhatia and Jaswant Singh – Tandon Publications Ludhiana (2008).

7. Educational Technology – Sanjay Kumar Upadhayay – Rakhiprakashan Pvt. Ltd , Agra (2014).
8. A Handbook of Educational Technology – Neelam Yadav, Anmol Publications Pvt. Ltd. New Delhi (2003).
9. Sharma, R.A., *"Educational Technology"*, Atul Publishers, New Delhi(2005).
10. Mangal, S.K., "Educational Technology", PHI learning, New Delhi (2009).

WEB RESOURCES

www.avaudiovisualaids.blogspot.com/2010/10/av-aids-in-teaching.html
www.slideshare.net/pria87/audio-visual-aids
www.tecweb.org/eddevel/edtech/teleconf.html
www.slideshare.net/diputr/fiacs-flanders-interaction
https://moodle.org/
www.ehow.com/list_7640133_legal-ethical-issues-technology.html
www.jite.org/documents/Vol2/v2p001-013-59.pdf
www.e-learningconsulting.com/consulting/what/e-learning.html
www.cemca.org/e-learning_guidebook.pdf

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18422T - GUIDANCE AND COUNSELING

Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES
On completion of the course, the student- teacher will be able to:
- Recall the principles underlying guidance;
- Recognize the need of guidance and counseling in schools;
- describe the different services in the school guidance programme;
- acquire the skills necessary to administer and interpret standardized tools;
- Know the qualities required for a good counselor.

UNIT I - NATURE AND SCOPE OF GUIDANCE
Nature, scope, purpose, need of Guidance, relationship: education, vocation, profession, occupationCounselling: nature, scope, purpose, need, different approaches of counselling – Roles: Principal, Headmaster, In-charge, Counsellor, Class Teacher, Teachers In-charge - Perspective – Guidance Movement in the world, and Guidance Movement in India.

UNIT II - SERVICES IN GUIDANCE PROGRAMME
Guidance services -Orientation, Information, Counselling, Appraisal, Follow up, Placement and Evaluation - Guidance programme: collecting occupational information, classification, filing and updating – Evaluation of occupational information material.
Areas of Guidance Programme - Types of Guidance: Educational, Vocational, Personal, Societal, Occupational, professional, Health, Environmental, Cultural - Types of Information: physical, social, occupational, educational and Vocational -

UNIT III - METHODS AND TECHNIQUES OF COLLECTING DATA
Method and Techniques: Inventories, Scales, Records, Observations, Interviews, Questionnaires, Sociometry with reference to Intelligence, Aptitudes, Interests, Attitudes, Personality and Problem-solving - Collecting Data about Learners: preliminary data, interpreting and classifying data, disseminating data.

UNIT IV- GROUP GUIDANCE AND GROUP COUNSELING
Group guidance: meaning, definition, objectives, problems and significance - Techniques - Group counselling: meaning, requirements and uses.

UNIT V - GUIDANCE FOR EXCEPTIONAL CHILDREN

Meaning and types: guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb - The problem of juvenile delinquency - Guidance of deviant individuals - Adolescents problems in schools - Adult counselling

REFERENCES

1. Aggarwal, J. C., "*Educational, vocational guidance and counseling*". New Delhi: Doabai House (1991).
2. Batnagar. A, & Gupta, N., "*Guidance and Counseling*". New Delhi: Vikas Publishing House (1999).
3. Bhatnagar, R. P., &Seema, R., "*Guidance and counselling in educationand psychology*". MeerutR. Lal Book Depot (2003).
4. Chauhan S.S. "*Advanced Educational Psychology*" Vikas Publishing House Pvt Ltd. Clifford (1988).
5. Chauhan, S. S., "*Principles and techniques of guidance*". UP: Vikas Publishing House Pvt. Ltd. (2008).
6. Crow, Lester D., "*An Introduction to Guidance Principle and Practice*" Urasia Publishing House, New Delhi (1962).
7. Kochar. S.K., "*Educational and Vocational Guidance in SecondarySchools*" (2003)
8. Rajendran. E.K, "*Guidance and Counselling*" (2008).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18423T - EDUCATIONAL MEASUREMENT AND EVALUATION

Internal Assessment: 30   **Time: 64 hrs**
External Assessment: 70   **Marks: 100**

OBJECTIVES
On completion of this course, the student-teacher will be able to:
- acquaint the students with the basic concepts and practices adopted in educational measurement and educational evaluation;
- understand relationship between measurement and evaluation in education and the existing models of evaluation;
- orient the students with tools and techniques of measurement and evaluation;
- develop skills and competencies in constructing and standardizing a test;
- make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

UNIT I - CONCEPT OF EDUCATIONAL EVALUATION
Concept of Measurement, Assessment & Evaluation in Education - Need and scope of Evaluation - Meaning, Nature & Functions of Measurement - Assessment and Evaluation - Principles of Evaluation - Steps involved in Evaluation - Internal Assessment: Meaning, Significance & Areas (Scholastic & Co-scholastic) - Types of Evaluation: Formative Evaluation & Summative Evaluation.

UNIT II - TOOLS OF EVALUATION
Essential characteristics of Measuring Tools: Validity, Reliability, Objectivity and Practicability - Performance Tests: Oral test, Practical test (merits, limitations), Written test: Essay type and Objective type (merits, limitations) - Norm-referenced test and Criterion-referenced test (meaning, characteristics) - Observation Tools: Check list, Rating scale and Anecdotal record.

UNIT III - MODELS IN EDUCATIONAL EVALUATION
3D Model, Total Reflection Model & Individual Judgment Model - Interrelationship between measurement and evaluation in education.

UNIT IV - TEST CONSTRUCTION

General principles of test construction and its standardization (Norm-reference and criterion referenced) - Writing test items -- Objective type, Essay type and Interpretive type – steps in the standardization of a test - Measurement of Central tendency from grouped and ungrouped data - Measures of Variability: Range, Quartile deviation, Standard deviation, Mean deviation

UNIT V - INTERPRETATION AND MEASUREMENT

Characteristics of Normal Probability Curve - Percentile and percentile ranks, Correlation and its significance in Education - Standard Scores: Z Scores, T Scores - Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest and Skills - Interpretation of the test scores and methods of feedback to students, Grading - Continuous Internal Assessment - Use of Computers in Evaluation.

REFERENCES

1. Anastasi, *A., "Psychology testing: Macmillan"* New York (1988).
2. Asthan, B., "*Measurement and Evaluation in Psychology and Education"* Vinod Pustak Mandir, Agra (2000).
3. Gronland, N.F & Lion R.L., Measurement and evaluation in Teaching, Macmillan, New York (1990).
4. Patel R.N., "*Educational Evaluation*" (Theory and Practice) Himalaya Publication (2004).
5. Rath R.K., "*Fundamental of Educational Statistics and Measurement"* Taratarini Pustakalya, Berhampur (2004).
6. Satpathy, M.C. &Sarangi, "*Evaluation Measurement and Statistics"* Books and Books, Cuttack (1987).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18424T- HUMAN RIGHTS EDUCATION

Internal Assessment: 30   **Time: 64 hrs.**
External Assessment: 70   **Marks: 100**

OBJECTIVES
On completion of this course, the student-teacher will be able to:
- know about the Human Rights in India;
- compare the fundamental Rights and Human Rights;
- protect the Environment with Human Rights;
- analyze the Environmental Issues;
- recognize the purpose of Human Rights Education;
- know the importance of Human Rights Education at Primary and Secondary level;
- understand the content of Human Rights Teaching.

UNIT I - HISTORICAL PERSPECTIVE OF HUMAN RIGHTS IN INDIA
Human Rights in Ancient and Medieval India - Human Rights in Islamic Era - Human Rights in British India - Governments' Obligations to ensure the Human Rights to peace - Human Rights movements and its functions - Origin and functions of National Human Rights Commission (NHRC) - International status of NHRC.

UNIT II - HUMAN RIGHTS IN INDIA
Origin and Development of Human Rights in India - Human Rights and Indian Constitution - Fundamental Rights and Human Rights - Fundamental duties and Human Rights - Political Rights and Human Rights - Violation of Human Rights among people.

UNIT III - ENVIRONMENTAL RIGHTS AND HUMAN RIGHTS
Right of Environment and Right to Environment - Community Right over Resources-Forced Displacement - Environment and Refugees in India - Human Right and Environmental Issues.

UNIT IV - HUMAN RIGHTS EDUCATION
Objectives and principles of Human Rights Education - Content of Human Rights Teaching - Purpose of Human Rights Education - Inculcation of Human Rights Education in the society - Human Rights Education could be Conscious process of peace Education - Human Rights Education at primary and secondary level - Global Education - Moral Education - Social and Civil Education

UNIT V - ROLE OF MEDIA

Importance of Human Rights in India - Media and Human Rights – NGOs in India to promote Human Rights - Role of Media in Human Rights Education - World Program for Human Rights - Human Rights Activists.

REFERENCES

1. Kiruba Charles & Arul Selvi, Peace and Value Education, Neelkamal Publications, Hyderabad (2012).
2. HaseenTaj, "Current Challenges in Education" Neelkamal Publications, Hyderabad (2006).
3. Biranchi Narayan Dash, "Teacher and Education in the Emerging Indian Society" Neelkamal Publications, Hyderabad (2011).
4. http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/6653/11/11_chapter%203.pdf
5. http://www.nordiccentreindia.com/landscape-of-rights-in-the-indian-legal-order.php

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

TM18425T- PEACE AND VALUE EDUCATION

Internal Assessment: 30　　　　　　　　　　　　　**Time: 64 hrs.**
External Assessment: 70　　　　　　　　　　　　　**Marks: 100**

OBJECTIVES
On completion of this course, the student-teacher will be able to:
- recognize the different sources of peace;
- identify the different classification of peace;
- understand the responsibilities of different for peace;
- know about the different types of values;
- conduct co-curricular activities to promote values among school children;
- find out solution for value crisis;
- understand about the Concept of value and its status;
- apply different teaching methods in the present curriculum;
- value and different procedures of solution about the conflict.

UNIT I - PEACE EDUCATION
Peace: Meaning, Aims and Objectives, nature and its relevancy relating to thepresent global scenario - Different sources of peace: philosophical, religious, social and psychological - Classification of peace: Positive and negative peace, characteristics, remedy to minimize the negative peace and assistance of Indianthought in this field - Concept of peace and well-being - Physical, mental, emotional and social well-being.

UNIT II - INTEGRATING PEACE EDUCATION IN THE PRESENT CURRICULUM
Six major Media of Integration: subject context, subject perspectives, teaching methods, co-curricular activities, staff development, class-room management, school management - Practical steps to build peace culture in schools - Hurdles to implement peace education.

UNIT III - NON-VIOLENCE FOR PEACE CONFLICT RESOLUTION
Violence: working definition - Relationship between peace and violence - Role of violence in our lives and lives of others - Exposure to violence through media-consequences - crises and their management - factors that influence non-violence yoga and meditation – Importance in life situations and in school education - Global issues and Peace Movements, preservation of ecology, population control, economic exploration, deprivation, equitable economic world order - Gandhiji's contribution to peace studies, Non-Aligned Movement, Campaign for Nuclear Disarmament, role of different organizations like UNESCO in peace enrichment, peace in our Global neighbourhood.

UNIT IV - VALUE EDUCATION

Value Education: meaning, nature and classification of values - Role of community, school and family in the development of values - Status of Values in Schools - Inculcation of Values in schools - Curricular and Co-curricular Activities to promote values - Recommendations of Education commission on Value inculcation.

UNIT V - VALUE CONFLICTS

Value Crisis and Factors: Family, Peer Group, Mass Media and Society - Value conflict and Terrorism - Relationship between economic status and value crisis - Resolution for value conflict - Importance of values in life-classroom activities for promoting values.

REFERENCES

1. Diwahar R. R. & Agarwal .M, "Peace education", New Delhi (1984)
2. Johan G., "Peace by peaceful means", Sage Publication, New Delhi, (1996).
3. Morrison M. L, "Peace education", McFarland, Australia, (2003)
4. Salomon G. &Nevo B., "Peace Education: The concept, principles, and practices around the world", Lawrence Erlbaum Associates, London (2002).
5. Aggarwal J. C., "Education for values, environment and human rights", Shipra publication, New Delhi (2005)
6. Jagannath M., "Teaching of moral values development", Deep and Deep publication, New Delhi (2005).
7. Shukla R. P., "Value education and human rights", Sarup and sons, New Delhi (2004).
8. Singh Y. K., "Value education", APH Publishing Corporation, New Delhi (2009).
9. Subramanian .K, "Value Education", Ravana Publication, Madurai (1990).
10. Venkataiah N., "Value Education", Aph Publishing Corporation, New Delhi (1998 & 2011).
11. Kiruba Charles & Arul Selvi, "Peace and Value Education", Neelkamal Publications, Hyderabad (2012).

Nature of Course: Theory (Max Marks -100)						
Assessment Method: Internal and External						
In Semester-Internal	Assessment Tools	Cycle Test-I	Cycle Test-II	Attendance (Min-80%)	Seminar	Total
	Marks	5	5	10	10	30
End Semester-Written Examination External						70
Total Weightage						100

PRACTICUM/FIELD WORK

TM 18101P COMMUNICATION AND EXPOSITORY WRITING

INTERNAL ASSESSMENT MARKS-25   **CREDIT-1**

Workshops will be conducted to enhance the abilities of the graduates to listen, converse, speak, present, and explain and exposit ideas in groups and before an audience. The following are the activities which will be conducted in the workshops.

Expository writing with power point presentation. This includes:
a.   writing of articles,
b.   writing of biographies in different styles of narration,
c.   preparation and writing of extracts for the fictional/ non-fictional writing with themes that are drawn from the subject areas of the student-teachers (various science, mathematics, history, geography, literature / language pieces).
d.   Writing a review or a summary of the text, with comments and opinion (Individual task) newspaper or magazine articles on topics of contemporary interest.

Nature of Course: Practicum (Max Marks -25)				
Assessment Method: Internal				
In Semester-Internal	Assessment Tools	Communication Skill	Writing Articles, Biographies and Extracts	Total
	Marks	10	15	25

TM18102P SELF DEVELOPMENT / WORKSHOP

Internal Assessment Marks-25

Credit-1

S.NO	Techniques	Activity
1	**Preparation of Self Introduction** Body language	Practical Practical
2	**Communication Skill** Listening Communication barriers Overcoming these barriers	Theory, Practical & Group Discussion
3	Building self-esteem & Self Confidence	Theory & Practical
4	**Working on attitudes** Aggressive Assertive Submissive	Questionnaire, role play
5	Leadership Skill	Theory & group Discussions
6	**Stress Management** Causes, Impact & managing stress	Group discussions &relaxation techniques
7	**Time Management** Concept Importance & Need Steps towards Better Time Management	Theory & Discussions
8	**Positive Social Image** Looking great and attractive Grooming Basics Public Speaking Voice Modulation Social Etiquettes & Table Manners	Practical &Theory
9	**Motivation** Introduction to motivation Relevance and types of motivation	Theory
10	**Positive Thinking** overcoming hurdles & disappointments with positive thinking	Practical &Theory

Nature of Course: Practicum (Max Marks -25)					
Assessment Method: Internal					
In Semester-Internal	Assessment Tools	Leadership Skill	Time management Skill	Thinking Skill	Total
	Marks	10	5	10	25

TM 18103P PHYSICAL HEALTH AND YOGA EDUCATION

INTERNAL ASSESSMENT MARKS-100

CREDIT-4

S.No	Techniques	Concept	Activity
1.	Human Body Illness and Causes of illness Disease	Procedure to deal with various kinds of illnesses	Discussion, Demonstration & Explanation
2.	Communicable and non-communicable Diseases	Enlisting and gaining knowledge about communicable diseases Also information on Reproductive health including RTI'S/STI'S, Risk factors, myths and misconception of HIV/AIDS, Responsible Sexual Behaviour	Discussion, Demonstration & Explanation
3.	Physical Education	Need and Importance of Physical Education	Demonstration Participation Interactive sessions
4.	Warming-up and Cooling Down	Role and importance of warming-up Need for lumbering down after physical activity	Playing games after warming-up Measuring of pulse Rate
5.	Physical Fitness	Concept about Physical Fitness Components of Physical Fitness	Conducting physical fitness tests like – Short runs, Distance runs, Sit-ups, Pull-ups, Pushups, Vertical and Standing Broad jumps. Recording the performance of each child and documenting the same
6.	Yoga	Meaning and importance of stretching and flexibility	Learning and Performing of following AsanasUgrasana,Dhanurasana,Simhasana,Uttanmandukasana,Kukkutasana, Nauli and Kapalabhati

S.No	Techniques	Concept	Activity
7.	Protection of Self and Others	Knowledge about providing First-Aid incase of drowning, water, fire injuries, injuries on the playfield, burns and the persons to contact after giving first-aid. Coping with accidents	Use of sports field and laboratory of health and physical education. Asking students to assimilate materials required to make a first-aid box like bandage, gauge, and crepe bandage, few medicines, gentian bioletantiseptic liquid etc.
8.	Dietary requirements of human body	Knowledge about special dietary requirements indifferent age groups and professions, pregnant and lactating mothers Age and work nature appropriate dietary requirements	Preparing dietary requirement as pernature of work and documenting in record book
9.	Malnutrition	Nutritional needs, nutritional needs of girls Over Nutrition (obesity),Under Nutrition and effect of these on Health	Discussion Workbook

Nature of Course: Practicum (Max Marks -100)				
Assessment Method: Internal				
In Semester-Internal	Assessment Tools	Field Work	Record Work	Total
	Marks	50	50	100