

**THE GANDHIGRAM RURAL INSTITUTE**  
**(Deemed to be University)**

*Ministry of Human Resource Development, Govt.of India*

**M.Ed SYLLABUS**  
**(2018-2019 Onwards)**

**TWO YEAR - FOUR SEMESTER PROGRAMME**



**DEPARTMENT OF EDUCATION**  
**SCHOOL OF SOCIAL SCIENCES**  
**GANDHIGRAM, DINDIGUL – 624 302.**  
**TAMILNADU, INDIA.**

**DEPARTMENT OF EDUCATION, GRI-DU**  
**M.Ed Syllabus-2018-2019**

<b>I – SEMESTER</b>								
S. No	Category	Course Code	Title of the Course	No.of Credi.	Ho urs	CFA	ESE	Total
1	Core Papers	18EDNP 0101	Psychology of Learning and Development	4	4	40	60	100
		18EDNP 0102	Advanced Research Methodology in Education	4	4	40	60	100
		18EDNP 0103	Information and Communication Technology	4	4	40	60	100
		18EDNP 0104	Advanced Philosophy and Sociology of Education	4	4	40	60	100
2	Elective Papers	18EDNP 01EX	Any one from the list	4	4	40	60	100
3	Practicals	18ENGP00C1	Communication and Soft Skills	2	2	50	-	50
4	Compulsory Non-Credit Course	18GTPP 0001	Gandhi in Everyday Life	-	-	50		50
<b>II - SEMESTER</b>								
5	Core Papers	18EDNP 0205	Curriculum Studies in Education	4	4	40	60	100
		18EDNP 0206	Teacher Education-I	4	4	40	60	100
		18EDNP 0207	Educational Planning, Management and Administration	4	4	40	60	100
		18EDNP 0208	Education for Rural Development	4	4	40	60	100
6	Elective Papers	18EDNP 02EX	Any one from the list	4	4	40	60	100
7	Practicals	18EDNP 0209	Personality Development	2	2	50	-	50
8	Compulsory Non-Credit Course	18EDNP 02F1	Internship in Teacher Education Institutions	-		50	50	100
<b>III-SEMESTER</b>								
9	Core Papers	18EDNP 0310	Inclusive Education	4	4	40	60	100
		18EDNP 0311	Statistics in Education	4	4	40	60	100
		18EDNP 0312	Teacher Education-II	4	4	40	60	100
10	Elective Papers	18EDNP 03EX	Any one from the list (Self Study)	4	4	40	60	100
11	Practicals	18EDNP 0313	E-Content Development	2	2	50	-	50
12	Dissertation	18EDNP 0314	Research Colloquium (Dissertation Phase-I)	2	2	50	-	50
13	Compulsory Non-Credit Course	18EDNP 03F2	Educational Institutions Visit	-	-	50	-	50
14	VPP	18EXNP 03C1	Village Placement Programme (VPP)	2	2	100	-	100
<b>IV-SEMESTER</b>								
15	Core Papers	18EDNP 0415	Education for International Peace	4	4	40	60	100
		18EDNP 0416	Cognitive Science	4	4	40	60	100
16	Elective Papers	18EDNP 04EX	Any one from the list	4	4	40	60	100
17	Modular Course	18EDNP 04MX	Any one from the list	2	2	50	-	50
18	Practicals	18EDNP 0417	Dissertation (Phase-II)	6	6	75	(75+50)	200
19	Compulsory Non-Credit Course	18ETNP 04F3	Extension Work in Rural Schools	-	-	50	-	50
20	Value Added Course	18EDNU01V1	Health and Yoga Education	4	4	50	50	100
<b>Total Credits</b>				<b>90</b>		<b>1345</b>	<b>1255</b>	<b>2600</b>

**List of Papers for 15EDNP 01EX**

18EDNP 01E1	Elementary Teacher Education
18EDNP 01E2	Secondary Teacher Education

**List of Papers for 15EDNP02EX**

18EDNP 02E1	Early Childhood Education
18EDNP 02E2	Life Long Learning

**List of Papers for 15EDNP03EX**

18EDNP 03E1	Educational Measurement and Evaluation
18EDNP 03E2	Comparative Education

**List of Papers for 15EDNP 04EX**

18 EDNP 04E1	Educational Guidance and Counselling
18EDNP 04E2	Environmental Concerns and Education

**List of Papers for 15EDNP 04MX**

18 EDNP 04M1	Exploring Library and other Learning Resources
18 EDNP 04M2	Writing and Publishing Articles

**Value Added Course**

18 EDNU01V1	Health and Yoga Education
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**1 – SEMESTER  
CORE PAPERS**

**18EDNP 0101 PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

**Course Objective**

To make the students understand the basic concepts of Psychology of Learning and Development

**Specific Outcomes of Learning**

The student will be able to

- ◇ Understand the concepts and principles of Psychology as an applied science.
- ◇ Grasp the implications of Psycho-Pedagogical aspects of education.
- ◇ Acquaint the students with the process of Nurturing Intelligence and Cognitive Abilities acquire knowledge about basic concepts of Cognitive psychology.
- ◇ Understand role of brain in learning.
- ◇ Explore on Mental Health and Hygiene.

**UNIT - I UNDERSTANDING THE LEARNER**

**(Hours:13)**

Educational Psychology: Nature, Scope and relationship. Principles and process of growth and human development: Physical, social, emotional and cognitive Development. Individual differences - determinants - role of heredity and environment and applications for educational programmes. Personality: Structure and dynamics of personality - Theories of personality - Integrated personality - Measurement of personality.

**UNIT - II NURTURING INTELLIGENCE AND COGNITIVE ABILITIES**

**(Hours: 13)**

Intelligence: Nature, Approaches, theories, measurement. Cognitive development: Piaget's and Bruner's learning strategies. Interest and Aptitudes, Acquisition of language. Creativity: Identifying creative and talented children – Factors fostering creative thinking abilities and talent development. Concept formation. Logical reasoning, Problem solving: Educational implication

**UNIT - III LEARNING AND MOTIVATION**

**(Hours: 13)**

Learning: Meaning, Definition and Nature Theories of learning. Behaviorism, Constructivism Thorndike's connectivism, Pavlov's classical conditioning, Skinner's operant conditioning, Kohler's learning by insight, Hull's reinforcement theory, Tolman's theory of learning, Lewi's field theory, Gagne's hierarchy of learning and Bruner's theory: Discovery Learning, Learning and motivation - Atkinson's theory of Achievement motivation - Techniques of enhancing motivation - Maslow's self-actualization theory - remembering and forgetting, LTM, STM - Transfer of learning and its theories.

**UNIT - IV COGNITIVE PSYCHOLOGY**

**(Hours: 13)**

Cognitive psychology: Meaning, Definition, Nature, Scope, Core concepts, approaches, growth and Fundamental concepts. Central nervous system, Autonomous nervous system, Structure of Brain, Role of Brain and Neurons in learning, Synapse and Neuro Transmitters in learning, Brain Imaging Techniques: Computer Tomography (CT), Positron Emission Tomography (PET), Brain based Teaching, Body- brain concept of learning, Brain plasticity- Lateralization, Left Brain Vs Right Brain.

**UNIT - V MENTAL HEALTH AND HYGIENE**

**(Hours: 12)**

Mental health: traits and preservation of mental health. Mental hygiene: aims, aspects, scope and importance. - Concept of adjustment, types, process of adjustment, Conflict – types, causes. Defense mechanism and its types.

## **PRACTICALS**

- ▶ Identifying appropriate teaching aids for effective use to optimize learning.
- ▶ Writing a Program Learning Material {PLM} for simple instructional content. Use of computer in education.
- ▶ Projective techniques – Rorschach ink block test, Thematic Apperception Test (TAT)
- ▶ Span of attention – Tachistoscope, Muller Lyer illusion Test, Attitude scales – Bogardus, social distance scale, Assertiveness Test, LTM/STM scales, Interest Inventory, Tweezer Dexterity Test

## **REFERENCES**

1. Begum Jahitha, A. (2014). Metacognition. Agra. Bhargava Book House.
2. Sharma.S.R, (2000), *Effective Classroom Teaching-Modern Methods, Tools and Techniques*, Mangal Deep Publication, Jaipur.
3. Pankajam .G, (2009), *Care and Education of Differently Abled*, Concept Publishing Company, New Delhi.
4. Chauhan S.S, (2005). *Advanced Educational Psychology 7<sup>th</sup> Edition*, Vikas Publishers House Pvt Ltd, Noida.
5. Kundu C.L, Tutoo D.N, (2009), *Educational Psychology*, Sterling Publishers Pvt, New Delhi.
6. Mangal, S.K. (2012), *Advanced Educational Psychology*, Prentice Hall of India, New Delhi.

## 18EDNP 0102 ADVANCED RESEARCH METHODOLOGY IN EDUCATION

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand fundamental ideas of Advanced Research Methodology in Education

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Enable the students to understand the research process in education and steps in educational research.
- ✧ Familiarize the students with various research paradigms and quantitative approaches in educational research.
- ✧ Identify the different qualitative and mixed research designs in education.
- ✧ Distinguish the different sampling designs and techniques
- ✧ Popularize the various data collection techniques in educational research.

### **UNIT - I RESEARCH IN EDUCATION**

**(Hours: 13)**

Educational Research: Meaning, Definition, Characteristics, Need and Scope. Principles of scientific inquiry and theory development – Inter - disciplinary nature of educational research. Taxonomy of Educational research: Basic, Applied and Action research. Educational research in India. Emerging Trends and Challenges in Educational Research. Steps in research: selection and sources of a research problem- Statement of a research problem, Variables: definitions and types, operationalization of key terms.- Objectives/research questions. – Hypothesis: definition, meaning, role, types, characteristics and functions. Preparation of a research proposal. Review of Related Literature (RRL): - meaning, importance. Sources of RRL: Primary, secondary. - APA style of references, References Vs Bibliography. Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals.

### **UNIT - II RESEARCH PARADIGMS AND DESIGN**

**(Hours: 13)**

Quantitative, Qualitative and Mixed methods: meaning, definition, steps and characteristics. Quantitative Methods of Research: Experimental Research - Meaning, characteristics, Nature, Variables in experimental research, purpose and external and internal validity. - Quasi-Experimental Designs: Nonequivalent Comparison Group Design, and Time-Series Design. - Simple cases of Casual-Comparative and Correlational research; - Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; - Classification by research objectives: Descriptive, Predictive and Explanatory.

### **UNIT - III QUALITATIVE METHODS OF RESEARCH**

**(Hours: 13)**

Qualitative Research: meaning, steps and characteristics. - Qualitative research approaches: Phenomenology, Ethnography, Case studies, Triangulation and Grounded theory -characteristics, types, data collection, analysis and report writing. - Historical Research: meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source. - Mixed Research: meaning, fundamental principles, strength and weaknesses, types and limitations.

### **UNIT - IV SAMPLING DESIGN AND TECHNIQUES**

**(Hours: 13)**

Population and Sample: Concept of population and sample, sampling unit, sampling frame, sample size and sampling error. Sampling Techniques: Random Sampling and Non-random sampling. Random Sampling Techniques: simple random, systematic, stratified random, cluster, and multi-stage. Non- Random Sampling Techniques: convenient, purposive, judgment, quota and snowball. - Sampling in qualitative and mixed research.

### **UNIT - V METHODS OF DATA COLLECTION**

**(Hours: 12)**

Tests, Inventories and scales: Definition, meaning, types, construction and uses. - Questionnaire: forms, principles of construction and uses in educational research. Interview: types, characteristics and applicability, guidelines for conducting interviews. Qualitative and quantitative observation: use of the

checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion. - Primary and Secondary data: sources, online tools. Standardization of a research tool: Reliability, Validity, Item analysis and Objectivity.

### **PRACTICALS**

1. Preparing a project proposal
2. Collecting Review of related literature from primary and secondary sources
3. Identifying five major educational research problems
4. Framing a research design for the selected problem
5. Construction and Standardization of a research tool

### **REFERENCES**

1. Ajay Das, (2010), *Research in Education*, Pearl Books, New Delhi.
2. Best, John (2004), *Educational Research*, Prentice Hall India ltd, New Delhi.
3. Koul, Lokesh.(2006), *Methodology of Educational Research*, Vikas Publishing House, New Delhi.
4. Mangal S.K (2013), *Research Methodology in Behavioural Sciences*, PHI Learning, New Delhi.
5. Pandey K.P (2010), *Fundamentals of Educational Research*, Vishwavidyalaya Prakashan Varanasi.

## **18EDNP 0103 INFORMATION AND COMMUNICATION TECHNOLOGY**

Credit – 4  
Hours – 64

Max.Marks: 100

### **Course Objectives:**

To make the students understand the basic concepts of Information and Communication Technology.

### **Specific Outcomes of Learning**

The student will be able to

- Understand the importance of Educational Technology, Information Technology and ICT in Education
- Learn the importance of ICT Integration in the Curriculum
- Know about web tools in Teaching and Learning process
- Examine the potentialities of Computer based technology for effective teaching and learning.
- To familiarize the digital initiatives in India

### **UNIT – I EDUCATIONAL TECHNOLOGY AND INFORMATION TECHNOLOGY**

Educational Technology: Meaning, Definition, Scope and significance – Technology of Education and Technology in Education – Need for Educational Technology in Schools – Major Resource Organization of Educational Technology in India – Educational Technology in present scenario. Information Technology: Meaning and Concept, Definition and Educational Significance. **(Hours:13)**

### **UNIT – II INFORMATION AND COMMUNICATION TECHNOLOGY**

ICT: Meaning, Definition, Significance, Importance and Uses – Origin and Growth – Traditional and Modern ICT – ICT and Lifelong Learning – Challenges in ICT – UNESCO ICT Competency Framework for Teachers. Communication: Concept, Principles, Barriers, Factor affecting Communication and Models of Communication. **(Hours: 12)**

### **UNIT-III INTEGRATING ICT IN THE CURRICULUM**

Integrating ICT in the Curriculum: Meaning, Significance – Theories and Models – ICT integration in India Foreign Countries- Integrating ICT in Teaching Learning Initiatives in India – Online learning – Digital Assessment: Online Assessment, ICT for Self and Peer Assessment and Mobile Apps – Virtual Learning – Smart/Digital classroom – Multimedia- Countrywide Classroom – Barriers of ICT integration. **(Hours: 13)**

### **UNIT IV WEB AND DIGITAL INITIATIVES IN INDIA**

Web Tools: WWW and Its Journey from Web 1.0 to 4.0 - Blogs – Blendspace – SlideShare- Present.me - Podcasts - Prezi – Edmodo – Socrative - Book Mark Online – Graphic Organizers - Digital Stories – Social Networking - Education Software and its Apps – Cloud Computing: Saas, PaaS, And IaaS. MOOCs, MOODLES – Digital Initiatives in India: NMEICT, SWAYAM, SWAYAM Prabha, ePG Pathshala, Sakshat, NPTEL, Spoken Tutorial, UGC-CEC, Virtual Lab, A-VIEW. **(Hours:13)**

### **UNIT V TEACHING LEARNING WITH ICT**

Web-based Instruction: Meaning, Definition, Types – Instructional Design: Meaning, Uses, Levels of Instructional Design, ID Models. E-learning: Approaches, Tools and Technologies - E-Content - Blended Learning and Its Models - Open Educational Resources (OER)- eLearning Management System – Mobile learning: Meaning, Application, Essentials, Advantages and Challenges– Cyber Resources – Techno pedagogy for teaching and learning **(Hours: 13)**



## REFERENCES

1. Aggarwal J.C., (2013). *Essentials of Educational Technology*. New Delhi: Vikas Publishing House.
2. Arulsamy.S & Sivakumar.P.(2009). *Applications of ICT in Education*. Hyderabad: Neelkamal Publication
3. Imran.R.Shaikh.(2013). *Introduction to Educational Technology and ICT*. New Delhi: Tata McGraw Hill
4. Thiyaagu.K & Arul Sekar.J.M.(2007). *Information and Communication Technology in Education*. Tiruchirappalli: Prophet Publishers.
5. Vanaja,M. and Rajasekar, S. (2010). *Educational Technology & Computer Education*. Hyderabad:Neelkamal Publication

## 18EDNP 0104 ADVANCED PHILOSOPHY AND SOCIOLOGY OF EDUCATION

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective:**

To make the students understand fundamental aspects of Advanced Philosophy and Sociology of Education

### **Specific Outcomes of Learning:**

The students will be able to

- ✧ Understand the nature and functions of philosophy of education.
- ✧ Know the contribution of Indian schools of philosophy to education.
- ✧ Understand the contributions of great Indian thinkers.
- ✧ Know the concepts related to social aspects of philosophy of education.
- ✧ Understand various social factors and their impact on education.

### **UNIT - I INTRODUCTION TO PHILOSOPHY OF EDUCATION**

Philosophy - Meaning, Scope. Educational philosophy - Functions. Relation between Education and Philosophy. Relationship Between Education and Philosophy - Meaning, Nature and Scope of Philosophy of Education - Functions of Philosophy of Education - Aims of Education in Relation to Philosophy of Life. **(Hours: 12)**

### **UNIT - II CONTRIBUTION OF INDIAN SCHOOLS OF PHILOSOPHY**

Indian Schools of Philosophy - Sankhya, Vedanta, Buddhism, Jainism, Islamism, Christianity with special reference to the concept of knowledge, reality and values and their educational implications. Educational Thoughts of Vivekananda, Tagore, Gandhi, Abdulkalam Azad, Aurobindo, Dr.Radhakrishnan, J.Krishnamurthi, A.P.J.Abdul Kalam. Educational Thoughts of prophet Mohamed and Jesus Christ. **(Hours: 13)**

### **UNIT - III CONTRIBUTION OF WESTERN SCHOOLS OF PHILOSOPHY**

Western Schools of Philosophy - Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to educational theory and practice. Modern concept of Philosophy - Logical Analysis - Empiricism and Positive Relativism – Maria Montessori, Ivan Illich, Paulo Ferrare, Emerson, Massey Thong, Fedric Nitzche. **(Hours: 13)**

### **UNIT - IV SOCIOLOGY OF EDUCATION**

Sociology - Meaning, Definition. Relationship between Education and Sociology. Educational Sociology - Meaning, Definition, Relevance, Scope. Socialization - Meaning, Definition. Agencies of socialization - Family, School, Peer, Community, State. Social Change – Nature, Meaning, Factors and Causes. Social Mobility - Meaning, Types. Social Stratification - Meaning, Importance. Theories - Vygotsky , Bandura, Zimmerman . **(Hours: 13)**

### **UNIT - V EDUCATION AND THE SOCIAL SYSTEM**

Education as a social sub-system – Education as a factor of social stratification and social mobility. Equity in education: Education Guarantee Scheme, Education for social justice and peace- Community schools and colleges, Education as an instrument of social change: Westernization, Urbanization, Industrialization, Modernization, Liberalization , Privatization and Globalization and their impact on Education - Role of Education in attaining Millennium Development Goals – Education for social, cultural and emotional integration. **(Hours: 13)**

### **PRACTICALS**

Quiz, Debate, Group Discussion, Assignment, Field Visit.

## REFERENCES

1. Anand, C.L, et al, (1993), *Teacher and Education in the Emerging Indian Society*, New Delhi, NCERT.
2. Banerjee A.C., (1999), *Sociological and Philosophical Issues in Education*, Book Enclave Publishers, Jaipur.
3. B.N.Dash, (2010), *Theories of Education & Education in Emerging Indian society*, Dominant Publishers and Distributors, New Delhi.
4. Chaube.S.P, Akhilesh Chaube, (2002), *Western Educational Thinkers*, Concept Publishing Company, New Delhi.
5. Lakshmaiah.T and Jeyakumar, (1994) *Education and Development*, Printwell Publishers, Jaipur.

## 18ENGP 01E1 ELEMENTARY TEACHER EDUCATION

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand the basic aspects of Elementary Teacher Education system in India

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Gain insight into the fundamental concepts of Elementary Teacher Education.
- ✧ Understand the developments and emerging practices in pre-service and In-Service education of elementary school teachers.
- ✧ Understand the role and functions of various agencies and institutions of Elementary Teacher Education.
- ✧ Gain insight problems, issue and Research trends in Elementary Teacher Education.

### **UNIT - I FUNDAMENTALS OF ELEMENTARY TEACHER EDUCATION**

Elementary Teacher Education (ETE) - Concept, Meaning, Definition, Objectives and Need.– Development of Teacher Education during the Pre-Independence and Post-Independence period – Agencies of ETE- Characteristics and role of Elementary School Teacher.

**(Hours: 13)**

### **UNIT - II STRUCTURE OF ETE**

Role and functions of Elementary Teacher Education Institutions - NCTE, SCERT, NCERT, TTI'S, DIET'S, Role and Functions – Models of Elementary Teacher Education – Right to Education(RTE) – Objectives, Principles and Recommendations.

**(Hours: 12)**

### **UNIT - III IN-SERVICE EDUCATION OF ELEMENTARY SCHOOL TEACHERS**

In-service education - Meaning Definition, Concept, Role of DPEP, Role of SSA preparation of teachers – Role of centrally sponsored In-Service schemes - Programmes for Mass Orientation of School Teachers (PMOST), Special Orientation programme of primary teachers (SOPPT), Kendriya Vidyalaya and Navodaya Vidyalayas- Professional Development of Teachers and Teacher Educators. Need for special education programmes and curriculum.

**(Hours: 13)**

### **UNIT - IV GLOBAL TRENDS IN ETE**

Role and recommendations of UNESCO, UNICEF, UPE, EFA and OECD on ETE – Initiatives of Government, NGO's in designing and implementation In-Service teacher educator programmes – Factors influencing the quality of pre and In-Service programmes in Elementary teacher education– Private Public Partnership in ETE.

**(Hours: 13)**

### **UNIT - V RESEARCH IN ETE**

Quality of ETE Programmes – Enhancing Teacher Competence, Commitment and Performance – Trends of research in ETE – ASER report –Programmes for International Students Assessment (PISA) – Research in ETE – Drop-outs and quality improvement in ETE.

**(Hours: 13)**

### **PRACTICAL**

Quiz Debate, Group Discussion, Assignment, Field Visit.

## REFERENCES

1. Krishnamacharyulu, (2012) *Elementary Education*, Neelkaml Publications Pvt.Ltd.
2. NCERT. (2005), *National Curriculum Framework*, NCERT, New Delhi.
3. NCERT. (2006), *Teacher Education for Curriculum Renewal*. NCERT, New Delhi.
4. NCERT, *Policy Perspectives in Teacher Education*.
5. Mc Clelland V.A and Varma V.P (1989) *Advances in Teacher Education*, Roughage, London.

## 18EDNP 01E2 SECONDARY TEACHER EDUCATION

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand the basic aspects of Secondary Teacher Education system in India

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Know the aims and scope of secondary teacher education curriculum.
- ✧ Understand the developments in pre-service and in-service education of secondary school teachers.
- ✧ Acquaint the role and functions of various agencies and institutions of secondary teacher education.
- ✧ Understand the structure and management of secondary teacher education.
- ✧ Gain insight into the problems, issues and research trends in secondary teacher education.

### **UNIT - I INTRODUCTION TO TEACHER EDUCATION**

Teacher Education - Concept, Need and Relevance – Historical perspectives - Teacher education in contemporary and changing society. Present system of teacher education in India. Recommendations of Commissions and Committees on Teacher Education – National policy on Education.

**(Hours: 13)**

### **UNIT - II SECONDARY TEACHER EDUCATION**

Secondary Teacher Education (STE) - Concept, Need and Objectives: STE in pre and post independence period - Pre-service and In-service education. Different organizations and agencies of STE – their role, functions, partnership and networking. Changing vision of secondary education in global scenario - Secondary school teacher: Role and competencies.

**(Hours: 12)**

### **UNIT - III ORGANIZATION AND MANAGEMENT OF STE**

Models of STE – Various organizational aspects of STE – Centrally sponsored schemes for in -service education of secondary teachers – PMOST and SOPT: course structure, mode of transaction and impact - In-service of STE under DPEP, SSA and RMSA - Preparation of teachers for art, craft, music, physical education and special education –Initiatives of the Government. Guidelines by NCTE, NCERT, NAAC to STE.

**(Hours: 13)**

### **UNIT - IV STRUCTURE OF SECONDARY TEACHER EDUCATION**

Structure of STE system in India – Merits and Limitations - Universalisation of Secondary Education and its implications for STE -Preparing teachers of secondary education – B.Ed., Programme - curriculum, duration, admission process, transaction methods, evaluation patterns - Vertical mobility of a secondary school teacher - Professional development of teachers and teacher educators – Quality improvement in Secondary Teacher Education.

**(Hours: 13)**

### **UNIT - V PROBLEMS, ISSUES AND RESEARCH IN SECONDARY TEACHER EDUCATION**

Preparing teachers and teacher educators for STE – Teacher competence, commitment, performance- Challenges of STE - Single subject Vs multiple subject teachers – Research in STE - Need, significance and present scenario – Recommendations of NCFTE.

**(Hours: 13)**

### **PRACTICAL**

Quiz, Debate, Group Discussion, Assignment, Field Visit,

## REFERENCES

1. Anderson, L.W. (1995), *International Encyclopedia of Teaching and Teacher Education* (Second Edition), Elsevier Science Ltd, Oxford.
2. Arora G.L. (2002), *Teachers and their Teaching: Need for New Perspectives*, Ravi Books: New Delhi.
3. Dash B. N, (2003), *Teacher and Education in the Emerging Indian Society*, Neelkamal, New Delhi.
4. Singh L. C. and Sharma P. C. (1997), *Teacher Education and the Teacher*, Vikas, NewDelhi.
5. Tiwari D. (2006), *Methods of Teaching Education*, Crescent, New Delhi.

## **18ENGP00C1 – COMMUNICATION AND SOFT SKILLS**

**(SOFT SKILLS COURSE–COMPULSORY NON CREDIT COURSE-2 HOURS/WK.)  
(FOR ALL PG STUDENTS EXCEPT MA ECS)**

### **UNIT I – LISTENING AND READING**

Ability to Listen and Document what you have heard

- Listening - Barriers to Listening – Documenting

Reading and Comprehension

- Reading skills - Local comprehension - Global comprehension

### **UNIT II – INSTRUCTIONS AND TRANSCODING**

Ability to Read and Follow Instructions

- Instructions - Language of Instructions - Writing instructions

Ability to interpret and transcode information

- Graphic communication – Interpretation - Transcoding

### **UNIT III – INTERPERSONAL COMMUNICATION**

Asking for and responding to information

- Informational Communication - Encoding and decoding strategies - Principles of communication

Communication skill with public, fellow employees, supervisors and customers

- Relational communication – Perception - Emotional Intelligence

### **UNIT IV – EMPLOYMENT COMMUNICATION**

Spelling and Grammar

- Written communication – Spelling – Grammar

Ability to fill out a job application

- Employment communication - Covering Letter - Résumé

### **UNIT V – COURTESY AND EYE COMMUNICATION**

Expressing Courtesy

- Politeness strategies - Five Magic words in English - Courteous expressions

Communication through eye contact

- Non-verbal communication - Body language - Eye Contact

### **Textbook**

- ✧ Dhanavel, S.P. *Soft Skills for Linguistic Communication*, 2015.



## **18GTPP 0001 GANDHI IN EVERYDAY LIFE (CNCC)**

(2 Hours per week)

### **Objective**

To understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times.

### **Specific objective of learning**

To develop noble character and attitude to enable the students to cope up with the challenges of daily life. To offer opportunity to students to discuss debate and experience the Gandhian experiments to move forward towards the concept of Welfare of All Sarvodaya).

### **UNIT I UNDERSTANDING GANDHI**

Child hood days, Student days, influence of Books and Individuals, Religion, Family, and Social factors. Gandhi as rebel, acquaintance with vegetarianism, as lawyer, encountering and transforming humiliation: in India, in south Africa- train incident, Coach incident, on path way, at court, attack by protesters. Gandhi as political leader and reformer.

**(Hours 13)**

### **UNIT II MANAGEMENT**

Gandhi's experiments in managing family- Eleven vows, non-possession and sacrifice begin at home – Managing Ashram - community living, service and financial ethics – Managing Social movements- Transvaal March and Salt Satyagraha and nonattachment to position (Nishkama Seva).

**(Hours 12)**

### **UNIT III CONFLICT REDUCTION**

Pursuance of truth and nonviolence ends and means, openness, transparency, love and kindness in handling relationship, nonviolent communication, practicing nonviolence in social and political issues (Satyagraha), conflict resolution practices, art of forgiveness and reconciliation and shanti sena.

**(Hours 13)**

### **UNIT IV HUMANISM**

Trust in goodness of human nature, respect for individual and pluralistic nature of society, dignity of differences, equal regard for all religions (Sarvadharm Samabhava), castes, races, colours, languages etc., simple and ethical life, swadeshi and unity of humankind.

**(Hours 13)**

### **UNIT V CONSTRUCTIVE**

programmes and contemporary issues: Concept of Sarvodaya, poverty, terrorism, environmental degradation, problems in sharing common resources, health systems and education, science and technology and centralization of power and governance.

**(Hours 13)**

## REFERENCES

- ✧ M.K. Gandhi, (2012) *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.
- ✧ (2003) *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.
- ✧ (1945) *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmedabad.
- ✧ (2003) *Key to Health*, Navajivan Publishing House, Ahmedabad.
- ✧ (1949) *Diet and Diet Reform*, Navajivan Publishing House, Ahmedabad.
- ✧ *Basic Education*, Navajivan Publishing House, Ahmedabad.
- ✧ (2004) *Village Industries*, Navajivan Publishing House, Ahmedabad.
- ✧ (1997) *Hind Swaraj*, Navajivan Publishing House, Ahmedabad.
- ✧ (2004) *Trusteeship*, Navajivan Publishing House, Ahmedabad.
- ✧ (2001) *India of my Dreams*, Navajivan Publishing House, Ahmedabad.
- ✧ K.S.Bharathi (1995) *Thought of Gandhi and Vinoba*, *Shanti Sena*, Sarva Seva Sangh Prakashan, Varanasi.
- ✧ V.P.Varma, (1999) *Political Philosophy of Mahatma Gandhi and Sarvodaya*, Lakshmi Narain Agarwal, Agra.
- ✧ Louis Fisher (2010) *Gandhi: His Life and Message*.
- ✧ B.R. Nanda. (2011) *Mahatma Gandhi: A Biography*, Allied Publishers Private Ltd., New Delhi.
- ✧ N.K. Bose. (2008) *Studies in Gandhism*, Navajivan Publishing House, Ahmedabad.
  
- ✧ Gopinath Dhawan, (2006) *The Political Philosophy of Mahatma Gandhi*, Navajivan Publishing House, Ahmedabad.
  
- ✧ N. Radhakrishnan, (2006) *Gandhi's Constructive Programmes: An Antidote to Globalized Economic Planning?*, Gandhigram Rural Institute, 2006.

Films.

Richard Attenborough, **Gandhi**.

Syam Benegal, **The Making of Mahatma**.

Anupam P. Kher, **Mine Gandhi Ko Nahin Mara**.

Peter Ackerman and Jack Duvall, **A Force More Powerful**.

## II – SEMESTER

### 18EDNP 0205 CURRICULUM STUDIES IN EDUCATION

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

#### **Course Objective**

To make the students Understand the importance aspects of Curriculum Studies in Education

#### **Specific Outcomes of Learning**

The students will be able to

- ◇ Acquire knowledge about models of curriculum development.
- ◇ Understand the need for curriculum evaluation and the strategies involved in curriculum evaluation.
- ◇ Analyse various models of curriculum evaluation and their relevance to Indian Education context.
- ◇ Analyse the textbooks and other curricular materials using appropriate criteria.
- ◇ Analyse the issues and problems related to evaluating the curriculum in a systematic manner.

#### **UNIT - I CONCEPT AND COMPONENTS**

Curriculum Development: Concept, Need, Components, Objectives-Selection of Content and learning experiences, organization of content and learning experiences and evaluation of curriculum. Curriculum development as a continuous and cyclic process.

**(Hours: 13)**

#### **UNIT - II MODELS OF CURRICULUM DEVELOPMENT**

Curriculum theories and their significance to curriculum planning - Curriculum models: - The AIM model, Taba 's Inverted model, Tyler's Ends-Means model, Oliva model, Saylor-Alexander Model, Macdonald's model. Zais Eclectic model, Cornett's personal practical theories model

**(Hours: 13)**

#### **UNIT - III PROCESS OF CURRICULUM DEVELOPMENT**

Curriculum Planning: Aims, goals and objectives, need and importance; factors influence aims and objectives; specification of objectives Establishing standards –level wise and subject wise. Principles - continuity, sequence and integration; Horizontal and vertical relationship; integrating threads: concept, principle, generalization, attitude, value and skills, infusion.

**(Hours: 13)**

#### **UNIT - IV MODELS OF CURRICULUM EVALUATION**

Curriculum evaluation: Concept, Meaning and Need - Ralph Tyler's evaluation model - CIPP model (Stufflebeam)-Robert Stake's countenance model - Micheal Scriven's model.

**(Hours: 13)**

#### **UNIT - V FACETS OF CURRICULUM EVALUATION**

Determination of educational aims and objectives - Evaluation at planning stage - Try out and revision of educational materials and methods - The field - trial stage of curriculum evaluation - Evaluation at the stage of large scale implementation - Need for quality control in implemented curriculum - Role of evaluator in quality control, Process of quality control, identifying the effective and deterioration, systematic stock taking of implemented curriculum (Summative tests, course exams, additional data, identify causes of deterioration- Applying corrective measure and investigating their effectiveness

**(Hours: 12)**

## REFERENCES

1. Arulsamy (2014), *Curriculum Development*, Neelkamal Publications, Hyderabad.
2. Taba, Hilda (1999). *Curriculum Development. Theory and Practice*, Har Court, Brace and Wald. New York.
3. Tyler, R.W. (1998). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
4. NCERT (1984), *Curriculum evaluation*, NCERT, New Delhi.
5. NCERT (2006), *Systematic reforms for Curriculum change*, NCERT, New Delhi
6. UNESCO (1981), *Curriculum and Life Long Education*, UNESCO, Paris.

## 18EDNP 0206 TEACHER EDUCATION – I

**Credit– 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To make the students Gain knowledge and familiarize with Teacher Education system in India.

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- ✧ Understand the roles and responsibilities of teachers and teacher educators
- ✧ Examine the nature and objectives of teacher education
- ✧ Explore the development of teacher education curriculum in India
- ✧ Distinguish different competencies essential for a teacher for effective transaction

### **UNIT - I TEACHERS AND TEACHING**

Teachers in India: The changing profile, changing roles and responsibilities of teachers. - Concept of Profession: Teaching as a profession, Professional ethics for teachers. - Social status of teachers. - International Labour Organization (ILO) version of the status of teachers. -Teacher Appraisal and accountability. Teacher Educators: Who is a Teacher educator? - Roles and responsibilities of teacher educators. - Preparation of teacher educators. - Continuing education of teacher educators: Institutional mechanism and provisions for the continuing education of teacher educators.

**(Hours: 13)**

### **UNIT - II TEACHER EDUCATION**

Teacher education: Need and Relevance – Historical perspectives - Teacher education in the contemporary and changing society. A critical appraisal of the present system of teacher education in India. Recommendations of Commissions and Committees on Teacher Education – National policy of Education and Programme of Action on Teacher Education. Teacher Education system in India: Types of Teacher Education Institutions. - Levels of teacher preparation: ECE, Elementary and Secondary. - Preparation of Teachers for specific areas: work education and Vocational education, HPE, Art education.

**(Hours: 12)**

### **UNIT - III PRE-SERVICE TEACHER EDUCATION IN INDIA**

Pre-Service Teacher Education: concept, nature, aims, objectives and scope. Reconstructing and Strengthening of Teacher Education: Roles and functions of IASEs, CTE, DIETs'. - Roles, functions and networking of institutions: UGC, NCERT. NCTE. NUEPA, SCERTs. - Issues, concerns and problems of pre-service teacher education-explanation and commercialization. Aims and objectives and Teacher education curriculum at different stages: primary, secondary, higher secondary. - Approaches to teacher education: Teaching as a Profession - Qualities of a good teacher – Competency Based Teacher Education. - TQM in Teacher Education. Quality assurance in teacher education.

**(Hours: 13)**

### **UNIT - IV TEACHER EDUCATION CURRICULUM**

Renewal of Teacher education curriculum: Pre-service and In-service teacher education- Professional Identity of teachers: Role of professional organizations of teachers, Faculty improvement programme for teacher educators. - In-service teacher education: Orientation, Refresher courses and summer Institutes. Curriculum transaction in Pre-service Teacher Education: Concept and importance. - Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments.

**(Hours: 13)**

### **UNIT - V SCHOOL EXPERIENCE PROGRAMMES/INTERNSHIP (SEP)**

Concept of School Experience Programme (SEP). – Planning, organization, Monitoring and supervision of SEP. - Internship: concept; planning and organization. Organization of practice teaching for developing an effective teacher: Traditional practices – Gurukula system, Teacher Preparation Practices in Pre-independent

India, Post Independent India – Teacher education and practicing schools - Preparing teachers for rural and special schools, teaching competency for single stream and multigrade teaching.

**(Hours: 13)**

## **PRACTICALS**

- ▶ Review of one book related to teacher education.
- ▶ Supervision of atleast three B.Ed practice teaching classes and writing reflective journal
- ▶ Preparation of report based on Group Discussion on the duration of B.Ed programme.
- ▶ Writing the report on the salient features of Teacher Education mentioned in the following reports,
  - Report of the Education Commission (1964-66).
  - Report of the National Commission on Teachers (1983-85).
  - National Curriculum Frameworks for Teacher education (1978, 1988 & 1998)
  - Report of the Delors Commission, UNESCO, 1996
  - National Policy of Education 1986/1992.
  - National Curriculum Framework (2005).
  - National Curriculum Framework for Teacher Education (2009).

## **REFERENCES**

1. Jahitha Begum, (2010), *Effectiveness of Integration of Information and Communication Technology in the B.Ed., Curriculum*. ICSSR Project Report, New Delhi.
2. Jahitha, Begum A. (2012). "Teacher Education in 21<sup>st</sup> Century", APH Publications, New Delhi
3. Michael, J. Dunkin (Ed.), (2000). *The International Encyclopedia of Teaching and Teacher Education*, Pergamon press, New York.
4. NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
5. Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.

## **18EDNP0207: EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION**

**Credit-4**

**Max. Marks:100**

**Hours-64**

### **Course Objectives**

To make the students know the aspects educational planning, management and administration

### **Specific outcomes of learning:**

- ❖ Conceptualize the meaning, scope and various levels of educational planning
- ❖ Acquire knowledge about the role of educational administration at different levels
- ❖ Familiarize the concept of educational management and its approaches
- ❖ Sensitize the pupils towards the need for human resource management
- ❖ Develop skills and competencies in quality improvement in education

### **UNIT-I EDUCATIONAL PLANNING:**

Educational Planning: Meaning, Definition, Nature, Need, Characteristics, Objectives and Principles. Approaches – Man power requirement approach- The social demand approach-Cost benefit approach - Social justice approach. Types of educational planning – Educational planning India- Different level of educational planning: Long term plan, Short term plan – Institutional Planning: Meaning, Definition, Scope, Need and Characteristics. Educational Finance: Meaning, Importance and Principles. Cost of Education: Social and individual cost, recurring and non-recurring. National and international funding agencies.

**(Hours:13)**

### **UNIT-II EDUCATIONAL ADMINISTRATION:**

Educational Administration: Meaning, Definition, Nature and Scope. Taylorism- Administration as a process – Administration as bureaucracy – Human relation approach to administration – Specific trends in educational administration – Decision making – Organizational compliance – Organizational development – PERT(Programme Evaluation and Review Techniques) – Modern trends in educational management leadership in educational management – Meaning and Nature of leadership – Theories of leadership – Styles of leadership. – National level Advisory Bodies: Central advisory board of education(CABE). National Council of Educational Research and Training (NCERT), University Grants Commission(UGC).National University of Educational Planning and Administration(NUEPA).

**(Hours:12)**

### **UNIT-III EDUCATIONAL MANAGEMENT AND SUPERVISION:**

Educational Management: Meaning, Definition, Objectives, Administration vs Management-Functions of Management; Planning, Organization, Direction, Staffing, Co-ordination, Reporting, Budgeting (PODSORB). Educational Supervision: Meaning and Nature, Supervision as service activity, Supervision as a process, Supervision as function, Supervision as educational leadership, Modern supervision, Functions of supervision, Planning the supervisory program, organizing supervisory program, Implementing supervisory program.

**(Hours:13)**

### **UNIT-IV EDUCATIONAL LEADERSHIP AND MANAGEMENT:**

Human Resource Development: Meaning, Definition, Characteristics and Important. – Aspects of HRD – Recruitment and Placement, Performance and Potential Approach.Educational Leadership: Meaning, Nature. - Theories: Charismatic Theory, Situational Theory, Behavioural Theory, Trait Theory, Douglas Theory. – Styles of Leadership: Autocratic Leadership, Participative Leadership, Free rein, Transactional Leadership, Transformational Leadership.

**(Hours:13)**

### **UNIT-V QUALITY IN EDUCATION:**

Quality in Education: Meaning, Definition, Indicators and Importance. Quality Improvement: Meaning, Need, Importance and Programmes. – Premises of Quality Improvement: Organizational Mission, Continuous Improvement, Student Orientation, Leadership Commitment, Empowerment, Collaboration, Data and Statistical Thinking. – Adam's Model of Quality Improvement. – Total

Quality Management in Education (TQM): Process and Arcaro's Model TQM. – Measuring Quality of Education: Assessment and Benefits. **(Hours:13)**

**REFERENCES:**

1. Arulsamy, (2014), Education Innovations and Management, Neelkamal, New Delhi
2. Dash B.N, (2011) School organization administration and management, NeelkamalPublications, New Delhi.
3. InduDave, (2005) Institutional Planning in India, Allied publishers, New Delhi
4. LaximiDevi,(1998), Educational Planning, Anmol Publications, New Delhi
5. NUEPA (1971) Modern Management Techniques in Educational Administration, New Delhi: Asian Inst. Of Educational Planning and Administration.
6. Trivedi(2006), Management Education, Discovery Publishing House, New Delhi.



## 18EDNP 0208 EDUCATION FOR RURAL DEVELOPMENT

**Credit - 4**  
**Hours – 64**

**Max.Marks:100**

### **Course Objective**

To make the students understand the Education for Rural Development

### **Specific Outcomes of Learning**

The students will be able to

- ❖ Know the concept, meaning of rural development.
- ❖ Understand the theories and approaches in rural development.
- ❖ Understand the role of various agencies in promoting rural development.
- ❖ Acquire the knowledge of the local governance of rural development.
- ❖ Understand the principles and methods of social work.

### **UNIT- I INTRODUCTION AND THEORIES**

Rural Development - Meaning , Definition , Importance - Theories of Rural Development poverty and Rural Development - Role of NGOs - Participatory Development - Rural Sociology - Rural Social Institution. Economy - Programmes , Issues and Problem - Rural Banking: Rural Indebtedness , Commercial Banks and NABARD. **(Hours: 13)**

### **UNIT - II APPROACHES AND PROGRAMMES**

Approaches to Rural Development in India: Broad Front Approach, Sectoral Approach , Participatory Approach , Area Approach, Target Group Approach. Programmes - Poverty Alleviation Programmes - Experiments in Rural Development before Independence - Sriniketan, Martandam, Sevegram, Baroda, Firka Development, Nilokheri and Etawa Pilot Project – Recent Approaches – Millenium Development Goals (MDG's) and Sustainable Development Goals (SDG's). **(Hours: 13)**

### **UNIT - III RURAL DEVELOPMENT INSTITUTIONS**

Cooperative Institutions - Concept and Principles of Cooperation, Types and Working of Rural Cooperatives: Credit Cooperatives , Marketing Cooperatives Dairy Cooperatives, Sugar Cooperatives, Weavers Cooperatives. Stekeholder Participation - Non - Governmental Organization: Concept, Structure , Funding , Problems and Limitations. Role of CBOs in Sustainable Rural Development. **(Hours: 12)**

### **UNIT – IV LOCAL GOVERNANCE AND RURAL DEVELOPMENT**

Early Experiments in Panchayati Raj - 73 rd Constitutional Amendment Act and Its Implication: Ashok Mehtha Committee Report, Its Salient Features - Role of PRIs in Rural Development - Tamil Nadu Panchayati Raj Act (1994) - Panchayati Raj and Decentralization - Items of Development Activities in 11 th Schedule of the Indian Constitution - Status of Women in India, Women and Political Participation, Women in Farm and Non Farm Sector - National Policy for Empowerment of women (2001). **(Hours: 13)**

### **UNIT –V SOCIAL WORK FOR RURAL DEVELOPMENT**

Professional social work - Concept - definition - characteristics - Objectives - Steps of social work - Social worker - approach - skills and techniques. Scope and field of social work - primary and secondary Family welfare - child welfare - youth welfare - women - welfare and welfare of old age and handicapped -

community development . Principle and method of social work - Case work and group work - Community organization - Social work research, administration and management in social work.

**(Hours: 13)**

### **PRACTICALS**

Quiz, Debate, Group Discussion , Assignment, Field Visit.

### **REFERENCES**

1. Adisehiah Malcom s. (1994), et. al., *Decentralized Planning and Panchayati Bill*, Concept Publishing Company, New Delhi.
2. Jhingan, (2003), *Economics of Development and Planning* , Konark Publishers, New Delhi.
3. Joel S.G.R.,Bhose , (2003), *NGOs and Rural Development - Theory and Practice*, Concept Publishing Company, New Delhi.
4. Lalitha N., (2004), *Rural Development : Trends and Issues Volume I and II* , Dominant Publishers, New Delhi.
5. Singh, Katar, (1999), *Rural Development: Principles, Policies and Management*, Sage Publications, New Delhi.

## 18EDNP 02E1 EARLY CHILDHOOD EDUCATION

**Credit-4**  
**Hours-64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand the Early Childhood Education

### **Specific Outcomes of Learning**

The student will be able to

- ✧ Orient on policy and perspective of ECE in India and world
- ✧ Understand the Psycho-Social context of Pre-School education
- ✧ Understand the quality dimensions i.e. Curriculum, programme and work force for ECE.
- ✧ Know the strategies, approaches-resources for ECE.
- ✧ Develop knowledge and skills for research and evaluation in ECE and training of personnel.

### **UNIT - I ECE POLICY AND PERSPECTIVES**

ECE: Concept, Significance and Objectives – ECE in India: Policies and Programme in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009) – ECE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

**(Hours: 13)**

### **UNIT - II PSYCHO-SOCIAL CONTEXT OF PRE-SCHOOL EDUCATION**

Characteristics and norms – Physical, Cognitive, Emotional and Social – Transaction from home to School – Issues and Concerns – Socio – Cultural contexts in school and home – Child rearing practices in different cultures.

**(Hours: 13)**

### **UNIT - III CURRICULUM FOR PRE-SCHOOL EDUCATION**

Curriculum for School Readiness – Physical, Cognitive, Language and Socio Emotional Dimensions; Characteristics of learning experiences and approaches – Different types of Pre-school Curriculum, Montessori, Kindergarten, Balwadi and Anganwadi – Support of workforce; Teachers, parents and community support in functioning of ECE centers.

**(Hours: 13)**

### **UNIT - IV STRATEGIES/APPROACHES AND RESOURCES FOR ECE**

General principles to curricular approaches – Activity based/play - Way, Child – Centered, Theme - Based, Holistic, Joyful, Inclusive, Puppetry, Musical and Rhyme exercise, Dramatization, Role play, Art activities, Indoor and Outdoor play, Field trips and explorations as methods in primary and early primary stages. Method of transaction. Local specific community resources; Human and materials & their integration to curricular activities, Preparation & use of learning and play materials. Community involvement in ECE programmes.

**(Hours: 13)**

### **UNIT - V TRAINING, RESEARCH & EVALUATION IN ECE**

Need and significance of personnel involved in ECE programme – Status & nature of training programmes - Pre-service evaluation – Issues concerns and problems – Areas of research studies in ECE – Evaluation of ECE programmes – Informal evaluation through observation & remediation. Training of ECE workers.

**(Hours: 12)**

### **REFERENCES**

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1<sup>st</sup> Ed.) Shipra Publication, New Delhi.
2. Mishra, R.C. (2005). Early Childhood Care and Education, Today Prentice Hall Publisher  
NCERT (2005). National Curriculum Framework, New Delhi.
3. Pugh, G. (1996) Contemporary Issues in Early years: Working collaboratively for children (2<sup>nd</sup> Ed)  
National Children's Bureau, London, New Delhi.
4. Pankajam.G (2007) Pre-Primary Education, Concept Publisher, New Delhi.
5. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.

## 18EDNP 02E2 LIFE LONG LEARNING

**Credit - 4**

**Max. Marks: 100**

**Hours - 64**

### **Course Objective**

To make the students understand the Life Long Learning

### **Specific Outcomes of Learning**

The student will be able to

- ✧ Understand the concept of Life Long Learning.
- ✧ Know meaning and concept of Non-Formal Education.
- ✧ Aware of existing programmes and strategies for Life Long Learning.
- ✧ Develop skill in Vocational Guidance.
- ✧ Understand strategies for self-employment.

### **UNIT - I LIFE LONG LEARNING**

Life Long Learning–Meaning, Concept, Aims and Objectives, Need and Importance, Problems and Measures, Various Programme of Life Long Learning in India with Special reference to: NAEP, NPE & NLM, Adult Learner–Characteristics, Problem and Motivation Life Long Teaching – Different Methods, Role of Mass Media, Evaluation of Life Long Learning.

**(Hours: 13)**

### **UNIT - II NON-FORMAL EDUCATION**

Non-formal Education: Meaning, Concept, Scope, Aims and Objectives, Growth and Development, Curriculum Development. Non-formal Education Instructors, Teaching Methods, Media and Materials

**(Hours: 13)**

### **UNIT - III DISTANCE EDUCATION**

Distance Education: Meaning, Definition, Function, Objectives, Nature and Characteristics, Scope and Limitation. IGNOU (Indira Gandhi National Open University), Organization: NCERT, CAFE. Models: CAPE (Comprehensive Approach for Primary Education Programme) – The New Policy on Education 1986.

**(Hours:13)**

### **UNIT - IV VOCATIONAL GUIDANCE**

Vocational Guidance: Meaning, Definition, Objectives, Aims, Need, Characteristics – Process of Vocational Guidance: Vocational Guidance in India – Classification of occupations – Source of Information – Purpose, Factors and Function of Vocational Guidance — Influence of Vocational Guidance on Educational Guidance. **(Hours: 13)**

### **UNIT - V SELF – EMPLOYMENT**

Self – Employment: Meaning, Definition, Objectives, Characteristics, Traits Required, Barriers to self Employment: Generation of Awareness and Motivation – Referral Services.

**REFERENCE**

1. Chopra, Rita (1993). *Adult Education*. Bombay: Himalaya Publishing House.
2. Ministry of Education (1987). *Adult Education Research- Future Directions*.
3. Om Praksh, B.Pal (2013). *Career and Vocational Guidance*, discovery publishing house Pvt. Ltd, New Delhi.
4. Prasad, Rajinder (2008). *Adult Education*. New Delhi: APH Publishing Corporation.
5. Thakur, Devendra (1980). *Adult Education and Mass Literacy*. New Delhi: Deep & Deep Publications.

## 18EDNP 0209 PERSONALITY DEVELOPMENT

Credit-2

Max. Marks: 50

### Course Objective

To make the students understand the Personality Development

### Specific Outcomes of Learning

The student will be able to

Develop a positive attitude in life

- ✧ keep in good mental health
- ✧ reduce stress in life
- ✧ process dynamic and vibrant life
- ✧ enable then to improve their communicative behavior performance
- ✧ build capacity for introspection and facilitate development
- ✧ lead to effective performance in communication and develop self-confidence

### UNIT I PERSONALITY DEVELOPMENT AND LEADERSHIP

Personality Development – Concept, Nature and Scope; Development of positive thinking Leadership – Concept, Nature and Scope; Types of Leadership; motivating the followers.

### UNIT II STRESS MANAGEMENT

Stress Management – Concept of Stress and its scope. Components of Stress; Techniques of Stress Management. Emotional Intelligence – Concept and Scope; Conflict and its Causes – conflict Management.

### UNIT III TIME MANAGEMENT

Time Management – Concept and Scope; Principles of time management – Techniques for time management. Functional English:

### UNIT IV SOFT SKILLS

Starting a conversation – responding appropriately and relevantly – role play in different situations, establishing a rapport. Vocabulary Building: Synonyms, Antonyms, one word substitutes, prefixes and suffixes, idioms and phrase. Communication Tasks - Leadership skills - Stress coping strategies - Group discussion - Training on Soft Skills.

### UNIT V CAREER SKILLS

Applying for a job – Resume writing and effective profiling (C.V) – attending interviews – Group Discussion – Telephone Skills – Basic and Telephone Communication, Greetings – How to handle the telephone calls – manners – Giving instruction.

### UNIT VI ICT SKILLS

Basic Computer Skills - Developing e-content Packages - Developing Web-based Learning Packages - Training on On-Line Teaching and Learning Process - Web-based-Assignments - Creation of Blogs - PPT Presentation - Virtual Learning - Down loading you tube videos –

On-line Teaching and Learning - Question Bank - Reflective Journals – Evaluations. Training on Personality Development - Presentation Skills through On-Line and Off-Line - Creating and Posting Learning Content on Blogs

### REFERENCE

1. Jeanne Segal (2002): Raising Your Emotional Intelligence – Manga Books.
2. John C.Maxwell (2002): Developing the Leader within You – Manga Books.
3. Barbara Moses (2002): Career Intelligence – Manga Books.
4. Dale Carnegie (2002): How to Develop Self Confidence and Influence People by Public Speaking – Vermilion London.

## **18EDP 02F1 INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS**

**Non-Credit Course**  
**Hours – 64**

**Max. Marks: 100**

### **Internship**

All M.Ed students should undergo the internship programme in a College of Education/Teacher Training Institute/DIET for a period of 20 days.

### **Suggested Activities**

- ✧ Book reviews and content analysis.
- ✧ Review of records in the institution.
- ✧ Study of annual budget of the institution.
- ✧ Preparation of institutional plan.
- ✧ Administering Psychological Tests/and Experiment.
- ✧ Preparing Abstracts for any 5 Educational Research – Articles.
- ✧ Report writing on various innovative methods of teaching.
- ✧ Preparation of Innovative Lesson Plan.
- ✧ Any other activities suggested from time to time.



**III-SEMESTER**  
**18EDNP 0310 INCLUSIVE EDUCATION**

**Credit - 4**  
**Hours - 64**

**Max.Marks: 100**

**Course Objective**

To make the students understand the Inclusive Education

**Specific Outcomes of Learning**

The student will be able to

- ✧ Understand Inclusive, Integrated and special education.
- ✧ Know the need of inclusive education and its practices.
- ✧ Understand diverse Learner's needs and challenges related to diverse learners.
- ✧ Develop awareness of learner towards inclusive education and its practices.
- ✧ Understand inclusive instructional design and collaborative instruction to promote inclusion.
- ✧ Enable the student to organize inclusive classroom.

**UNIT –I INCLUSIVE EDUCATION**

Inclusive, Integrated and Special education-concept, meaning and difference-Benefits of Inclusion-Diversity in the classroom, Diversity-Meaning and definition, Disability-Legal definition, discrimination-Attitudes and Inclusion –Attitudes-Values-Ideologies-Accountability –Advocacy –Facing disability & Realizing plan.

**(Hours: 13)**

**UNIT –II CONSTITUTIONAL PROVISIONS, POLICIES AND PROGRAMMES**

Constitutional Provisions, Policies and Programmes for promotion of education among the persons with disabilities and disadvantaged section of the society- Constitutional Provisions and acts-National and state policies-National Policy on Education-Integrated child development programmes-Benefits and concessions/provisions by state and central government-social security measures.

**(Hours: 12)**

**UNIT –III INCLUSIVE INSTRUCTIONAL DESIGN**

Psychology & Teacher-based Assessment of exceptional students-Intelligence test-Achievement test-Teacher based assessments. Inclusive-Curriculum, Linking individual objectives and the classroom curriculum-Inclusive Lesson Planning-Inclusive Instructional Strategies-Designing the curriculum and instruction based on the cognitive and learning styles and designing compensatory education programmers for special education (Children with physical, intellectual, behavioural, socio-cultural and gender variations) –Dealing with learning problems of these children-providing conducive schooling practices.

**(Hours: 13)**

**UNIT-IV CHALLENGES AND PROBLEMS IN ACHIEVING INCLUSION**

Access, enrolment, participation and learning achievements – establishment of inclusive schools, teacher preparation programmes (Human Resource) – providing infrastructure facilities, development of instructional material – Quality of schooling – factors determining school effectiveness – Community mobilization and participation – Positive Behavior for Inclusion - Challenging Behavior – Violence & Touching – Class Meetings – Developing action plan.

**(Hours: 13)**

**UNIT-V COLLABORATIVE INSTRUCTION FOR INCLUSION**

Collaboration – Co-operative Learning – Peer –mediated instruction and interventions – Inclusive classroom – Physical Layout of Inclusive Classroom – Special assistance to children – Medication in the classroom – Promotion research in Inclusive Education and Education of the disadvantaged with special references to access, enrolment, participation and learning achievements, teaching – learning process, preparation of instructional material, teacher supporting material, development of effective instructional strategies, assessment, diagnostic and evaluation devices – Designing diagnostic prescriptive teaching.

**(Hours: 13)**

## **REFERENCE**

1. Dash,M.,(2007), *Education of Exceptional Children*, Atlantic Publishers, New Delhi.
2. Panda,K.C.(2011), *Education of Exceptional Children*, Vikas, New Delhi.
3. Singh,M.(2010), *Education of Children with Special Needs*, Kanishka Publishers and Distributors, New Delhi.
4. Bhangaa M (1998), *Introduction to Exceptional Children, Their Nature and Educational Provisions*, Sterling Publications Pvt. Ltd, New Delhi.
5. William Heward & Michael Orlansky (2008), *Exceptional Children*. Ohio: Bell and Howell.

## 18EDNP 0311 STATISTICS IN EDUCATION

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand Statistical in Education

### **Specific Outcomes of Learning**

The students will be able to

- ◇ Represent the data in tabular and graphical forms and computing relevant measures of average and measures of variation.
- ◇ Examine relationship between and among different types of variables of a research study.
- ◇ Predict and test specific hypotheses about populations based on their sample data.
- ◇ Use appropriate statistical procedures to analyze qualitative data.
- ◇ Demonstrate competence in the use of statistical packages for analysis of data.

### **UNIT – I DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA**

Educational statistics: Meaning, definition, types – classification and tabulation of data - frequency distribution, Graphical presentation of data. Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group. - Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation - Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications. skewness and kurtosis. - Relative Positions Percentile Rank z-scores. - Examining Relationships: Scatter plots and their interpretation Product Moment, Rank, Biserial, point- Biserial, Tetra-choric, Partial and Multiple correlations. - Linear Regression Analysis: concept of regression, regression equation, regression line and their uses, accuracy of prediction

**(Hours:13)**

### **UNIT - II INFERENCEAL ANALYSIS OF QUANTITATIVE DATA**

Inferential statistics: Meaning, definition and types. Estimation of a Parameter: Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean. - Testing of Hypotheses : Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, types of Error, Levels of Significance. Parametric tests: Student'' test, Correlation: Meaning, definition, types.

**(Hours:13)**

### **UNIT – III INFERENCEAL ANALYSIS OF QUALITATIVE DATA**

Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses. - Analysis of Frequencies using Chi - square as test of goodness of fit and test of independence, contingency coefficient and its uses. - Non-Parametric statistics: assumptions and uses of Sign test, Rank test, Run and Median test, and Mann Whitney test.

**(Hours:13)**

### **UNIT - IV DATA ANALYSIS IN QUALITATIVE AND MIXED RESEARCH**

Coding of qualitative data: Axial coding, Selective coding. Analysis of visual data: segmenting coding and developing category systems; Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results. - Methods of qualitative data analysis: - Content analysis, logical and inductive analysis, illustrative method; analogies. - Meta analysis. -Triangulation of data.

**(Hours:13)**

### **UNIT - V COMPUTER FOR DATA ANALYSIS AND PREPARATION OF RESEARCH REPORT**

Application of MS-Excel and SPSS for analysis. Research Report: Guidelines and format-use of bibliography, references, footnotes, glossary, appendices- Evaluation of research report. - Intellectual property right.

**(Hours:12)**

## **PRACTICALS**

1. A critical assessment of statistical techniques used in a research report
2. Preparation of graphic designs of data obtained in a research study
3. Selection and description of appropriate statistical technique for testing a given hypothesis
4. Coding the collected data for entering in to computer for analysis
5. Analysis of data using Statistical Packages like SPSS, Excel etc.

## **REFERENCES**

1. Asthana, Hari and Bhushan Braj (2007). Statistics for Social Sciences, New Delhi: Prentice Hall of India.
2. Dash B.N. and Nibedita Dash (2014). Educational Measurement Statistics and Guidance Services. New Delhi: Dominant Publishers.
3. Garrett, H.E *Statistics in Psychology and Education*, Bombay: Vakils, Feffer and Simons, 2000.
4. Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
5. Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.

## 18EDNP 0312 TEACHER EDUCATION – II

**Credit– 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand the Teacher Education

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Identify the innovative teacher education programmes and national bodies in teacher education
- ✧ Develop understanding of the needs, importance and existing practices of inservice education
- ✧ Acquiring knowledge about the quality dimensions and evaluation techniques of INSET
- ✧ Develop skills in various assessment and evaluation technologies for teacher education and
- ✧ Exploring the importance and fields of research in teacher education.

### **UNIT - I INNOVATIONS IN TEACHER EDUCATION**

Innovations in Teacher Education : RIE model,- Integrated Teacher Education Programme – GRI model - National Bodies: NCERT, NCTE, NAAC and NUEPA. Their role and functions.- National and State policies on teacher education. - Present concerns and reforms in teacher education, Vision for teacher education, Major shifts and reforms in teacher education. – Challenges in professional development of teachers.

**(Hours:13)**

### **UNIT - II IN-SERVICE EDUCATION OF TEACHERS**

In-service Education of Teacher: Complementary nature of pre and in-service teacher education – need for inservice training, objectives of in-service training, Planning in in-service training: identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme. - Different formats : workshops, seminars, institutes, courses and their features .- Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills).

**(Hours:13)**

### **UNIT - III QUALITY DIMENSIONS OF INSET**

Quality Dimensions of INSET : Meaning, need, importance ,determinants and indicators of quality. - Evaluation of INSET : Need and importance.- Models of INSET evaluation- Goal based evaluation model, Context Input Process Product model (CIPP) and Context Input Reaction Outcome (CIRO) model. - Methods and Techniques of evaluation:- survey, case study, observation. - Tools of evaluation-observation, rating scales, testing (knowledge and skills) interview, focus group discussion. - Formative and Summative evaluation of INSET. - Follow up of Training. - Impact of Training. - Issues, concerns and problems of Teachers' In-service education.

**(Hours:12)**

### **UNIT - IV ASSESSMENT AND EVALUATION**

CCE in Teacher Education - Formative and summative evaluation; norm referenced and criterion reference evaluation. - Evaluation of school experience/internship programmes. - Assessment of teaching proficiency: criterion, tools and techniques. - Organisation and regulation of internal assessment in PSTE: Theory, SEP and practical work-need, importance and preparation of guidelines and scheme of internal assessment. - Portfolio assessment - Assessment of higher order mental skills. - Assessment of practical work/field experiences.

**(Hours:13)**

## **UNIT - V RESEARCH IN TEACHER EDUCATION**

Research and innovations in Teacher education: Present status, Research trends & graphs; Experiments in Research. - Enhancing Teacher Effectiveness. – Paradigms for research on teaching : Gage, Doyle, and Shulman. - Areas of research in Teacher Education : Institutional context, Curriculum context and practicing school context. – Research in innovative teacher training practices : Learning materials, Technology enabled classrooms, Innovative Instructional Strategies, Techniques of Evaluation and assessment, Teaching models.

**(Hours:13)**

### **PRACTICALS**

1. Critical study of existing teacher education curriculum of a state
2. Preparing a training plan (design) for the in-service training of specified target group on a specified theme
3. Demonstrating an in service teacher training technique with peers
4. Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions
5. Write salient features of the following reports,
  - i. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
  - ii. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication.
  - iii. The Reflective Teacher- Organisation of Inservice Training of the Teachers of Elementary Schools under SSA, guidelines, 2006 by NCERT

### **REFERENCES**

1. Begum Jahitha, & Flora Jennifar A. (2011). “Quality Indicators in Teacher Education” APH Publications, New Delhi.
2. Mishra, Lokanath (2013), *Teacher Education: Issues and Innovation*, Atlantic, New Delhi.
3. Mohanty, Jagannath (2008), *Dynamics of Teacher Education (Vol.1&2)*, Neelkamal Publications Pvt. Ltd, Hyderabad.
4. NCTE, (2004), *Teacher Education Curriculum*, New Delhi.
5. Singh, L.C. (Ed.) (1987), *Teacher Education – A Resource Book*, NCERT, New Delhi.

## 18EDNP 03E1 EDUCATIONAL MEASUREMENT AND EVALUATION

**Credit- 4**  
**Hours - 64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand the Educational Measurement and Evaluation

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Acquaint the students with the basic concepts and practices adopted in educational measurement.
- ✧ Expose the participants to the progress made in the area of educational evaluation
- ✧ Familiarize the different types of evaluation tests and techniques
- ✧ Sensitize the participants towards the need for measuring and evaluating the tools.
- ✧ Enable the participants to apply the modern trends in evaluation

### **UNIT I EDUCATIONAL MEASUREMENT**

Educational Measurement: Meaning, Definition, properties, purpose, importance, steps and types. Scales of measurement: Nominal, ordinal, Interval and Ratio scale with merits and demerits. – Standard Scores: 'T' Scores, 'Z' Scores, 'C' Scores. –Frequency Distributions - Graphical representations, -Measures of Central tendency – Measures of Variation. – Limitations of Measurement.

**(Hours:13)**

### **UNIT II EDUCATIONAL EVALUATION**

Educational Evaluation: Meaning, Definition, Objectives, Characteristics, Function, Purpose, Steps, types and techniques. – Role of Evaluation in Teaching - Learning Process. – Evaluation Vs Measurement.

**(Hours:12)**

### **UNIT III TYPES OF EVALUATION**

Formative and Summative evaluation: Meaning, Definition, Characteristics. – Formative Vs summative evaluation. - External and Internal Evaluation: advantages and limitations. - Criterion Referenced and Norm Referenced Evaluation: Meaning, definition and characteristics. – Criterion Referenced Vs Norm Referenced evaluation. – Diagnostic evaluation. - Prognostic evaluation – Continuous evaluation - Comprehensive Evaluation.

**(Hours:13)**

### **UNIT IV TOOLS AND TECHNIQUES OF EVALUATION AND MEASUREMENT**

Tests: Meaning, definition, importance and characteristics. Types of tests: Teacher made test, standardized test, oral tests, written test, Essay type, short Answer, objective type, its merits and demerits. - Techniques of Evaluation: Anecdotal Records, Sociometric methods, Case study, Cumulative Record. Standardization of a test: Reliability and its types, Validity and its types - item analysis.

**(Hours:13)**

### **UNIT V MODERN TRENDS IN MEASUREMENT AND EVALUATION**

Grading System: Meaning, concept, importance and merits. Methods of Grading: Direct grading, Grading by score conversion. – Practical problems of Grading System. -Semester System: Meaning, need, importance and Limitations. Continuous Internal Assessment (CIA) and its advantages - Question Bank system and its advantages – Choice Based Credit System – Projects and Assignments. - Role of Computers in Examination.

**(Hours:13)**

## REFERENCES

1. Mrunalini.T,(2009), "*Educational Evaluation*" Neelkamal Publications Pvt.Ltd, New Delhi.
2. Nagarajan.K and Srinivasan.R (2012), *Handbook of Statistics*, Ram Publishers, Chennai
3. Rawat D.S,(2002), "*Measurement and Evaluation in Education*", New Raj Book Depot.
4. Robert.L.Ebel,(2004), *Essentials of Educational Measurement*, Prientice Hall of India, New Delhi.
5. Swarupa Rani.T, Priyadarsaini J.R, Bhaskara Rao.D (2004), "*Educational Measurement and Evaluation*", Discovery Publishing House, New Delhi.



## 18EDNP 03E2 COMPARATIVE EDUCATION

**Credit: 4**  
**Hours: 64**

**Max.Marks: 100**

### **Course Objective**

To make the students understand the Comparative Education

### **Specific Outcomes of Learning**

The student will be able to

- ✧ Know the concept, scope, need, history and development of Comparative Education.
- ✧ Understand the methods and educational systems of various countries.
- ✧ Acquire the knowledge of factors and approaches in Comparative Education.
- ✧ know the role of UNO and its various bodies for the promotion of Indian Education
- ✧ Acquaint the knowledge of current trends and problems in world Education.

### **UNIT - I COMPARATIVE EDUCATION AND DEVELOPMENT**

Comparative Education: Meaning, Definition, Aims, Purpose. History and Development. Methods in Comparative Education: Statistical, Descriptive, Sociological, Historical, Analytical, Synthetical. – Research in Comparative Education. **(Hours:13)**

### **UNIT - II FACTORS IN COMPARATIVE EDUCATION**

Factors of Comparative Education- Geographical, Economical, Racial, Linguistic, Philosophical, Moral, Religious, Sociological, Humanism, Nationalism and Democracy. Factors in National system of education: Cultural, Economical, Political, National system and unity, Internationalism, Languages. **(Hours:12)**

### **UNIT - III COMPARISON OF GLOBAL EDUCATION**

Educational Structure and System in various countries: U.K, U.S.A, China, Japan, Finland, Brazil, Russia and India. Educational Administration and Teacher Education in U.K, U.S.A., China Finland and India. Secondary Education and Vocalization of Secondary Education in U.K, U.S.A, China Brazil and India. **(Hours:13)**

### **UNIT - IV MODERN TRENDS UNESCO**

Modern trends in Global education. Role of UNESCO in improving educational opportunities among the member countries, various official organs of the UNESCO and their educational activities. Distance Education: Concept, Need, Higher Education, Adult Education – Role of OECD. **(Hours:13)**

### **UNIT - V PROBLEMS OF COMPARATIVE EDUCATION**

Global Educational Problems, causes and Remedies: Unemployment, Poverty, Terrorism, Population Explosion, Illiteracy, Equalization of Educational Opportunities, Women Education - Education of Exceptional Children, Technical and Vocational Education. **(Hours:13)**

### **REFERENCES**

1. Devi, S. F, De Silva & PeirieDutta, B.S.V, (2002), *Systems of Education*, Mittal Publication, New Delhi.
2. Mishra. N, (2001) *Poverty in South Asia*, Authors Press Publishers, Delhi.
3. Vijaya Kumari Kaushik & S.R.Sharma, (2006), “*Comparative Education*” Anmol Publications Pvt.Ltd, New Delhi.
4. T.Sudarsana Reddy, (2008), “*Comparative Secondary Education*”, Krishnan Mittal for Mittal Publications, New Delhi.
5. S.P.Chaube & A.Chaube, (2008), “*Comparative Education*”, Vikas Publishing house, New Delhi,

### **18EDNP 0313 E-CONTENT DEVELOPMENT**

**Credit:2**

**Max.Marks: 50**

#### **DEVELOPING E-CONTENT**

- ✧ Any 10 topics in B.Ed core papers of TNTEU or GRI
- ✧ Any 10 topics in subject specialization

### **18EDNP 0314 RESEARCH COLLOQUIUM (Dissertation Phase-I)**

**Credit:2**

**Max.Marks: 50**

#### **Objective**

To make the students to acquaint with knowledge and required skills to undertake research work.

The students should present orally and with PPT

- ✧ Research Proposals
- ✧ Explain their Proposed research work in terms of rationale, objectives, Sample, Research design, Tool, Data Collection and analysis procedure etc.,
- ✧ Time Schedule and Budget

## IV- SEMESTER

### 18EDNP 0415 EDUCATION FOR INTERNATIONAL PEACE

**Credit – 4**  
**Hours - 64**

**Max. Marks: 100**

#### **Course Objective**

To make the students understand the Education for International Peace

#### **Specific Outcomes of Learning**

The students will be able to

- ✧ Understand the theory and practice of peace education.
- ✧ Create frameworks for achieving Peaceful and Nonviolent societies.
- ✧ Promote awareness about the nature of conflicts and their resolution.
- ✧ Investigate the causes of conflicts and violence within social and political structures of society.
- ✧ Equip children and adults with personal conflict resolution skills.

#### **UNIT - I CONCEPT OF PEACE**

Positive Peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system (Gaia Peace) and Holistic Inner and Outer Peace. Negative Peace: Peace as absence and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.

**(Hours:13)**

#### **UNIT - II PEACE EDUCATION**

Peace Education: History of Peace Education, Meaning, Aims and Objectives, Need, Impact of Globalization, Terrorism, Media and Development of New Technology in Communication and Mass Destruction. Peace Education in India: Gandhi's vision of Peaceful World Order and New Education - Basic Education, Adult Education, Education for Health Hygiene, Education for Holistic Development, Nonviolent Direct Action (Satyagraha) and Constructive Work.

**(Hours:12)**

#### **UNIT - III PEACE EDUCATION FOR 21<sup>st</sup> CENTURY**

Multidimensional aspect of Peace Education: Value clarification, analysis and creation, Peace as New Life Style, Interpersonal relationship and Intercultural Peace, Justice and Human Rights, Nonviolent Social Change and creating Peaceful structure, Disarmament, Human Security, UN Peace - Keeping Force and vision for Alternative Defense (Shanti Sena). - Peace with Nature and Environment - Education for International Understanding and peace - Resolution and Transformation of Conflict – Education for the Promotion of Culture of Peace and Nonviolence.

**(Hours:13)**

#### **UNIT - IV TEACHING PEACE**

Peace Education for Life and Lifelong education: Methods and approaches to Peace Education – Building Peace Curriculum, Peace Education and Removing the Bias towards Violence – Correcting Distortions. Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Analytic Method – Case Analysis and Situation analysis, Transpersonal Strategies, Participatory methodologies – Dramatics, Literary Activities and Social Service Camps. Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

**(Hours:13)**

## **UNIT - V ROLE MODELS FOR PEACE ACTION**

Individuals: Mahatma Gandhi, Khan Abdul Ghafar Khan, Martin Luther King Jr., Nelson Mandela, Petra Kelly, Nobel Peace Prize winners. Institutions: – United Nations, UNESCO, Amnesty International, World Conference on Religion and Peace and United States Institute of Peace. Peace Movements and Initiatives: Green Peace Movement and Norwegian Peace Initiatives in Sri Lanka.

**(Hours:13)**

### **REFERENCES**

1. Adams.D (Ed.,) (2005), *UNESCO and A Culture of Peace: Promoting A Global Movement*, UNESCO, Paris.
2. Andrews. M. L, (1998), *Educating for Peacemaking abilities*, Cambridge, Harvard.
3. Fountain .S, (1999), *Peace Education in UNICER*, UNICER, New York.
4. Grewal,J.S and Nirmal Sabharwal, (2004), *Peace Education: Self-Instructional Package for Teacher Educators*, NCERT, New Delhi.
5. Kruba Charles, (2012), *Peace and Value Education*, Neelkamal Publication New Delhi.

## 15EDNP 0416 COGNITIVE SCIENCE

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To Make the Students understand the basic concepts of cognitive science

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Acquire knowledge about basic concepts of Cognitive Science.
- ✧ Understand the role of brain in learning.
- ✧ Understand the role of emotion in learning.
- ✧ Identify the fundamental concepts of cognitive science.
- ✧ Know the challenges of cognitive science.

### **UNIT I BASICS OF COGNITIVE SCIENCE**

Cognitive Science: Meaning, Definition, Scope. Fundamental concepts of Cognitive Science - Artificial Intelligence – Knowledge Representation and Computation – Logic - Rules - Concepts – Images-Analogies. Connections - Information Processing. Branches of Cognitive Science: Cognitive psychology, Cognitive neuropsychology, Cognitive neuroscience, Application of Cognitive Science in Teaching and Learning.

**(Hours: 13)**

### **UNIT II BRAIN AND LEARNING**

Nervous system: Central Nervous system, Autonomous Nervous System, Structure of Brain and Neuron, Role of Neurons, Synapse, Electrical Activity, Event Related Potentials (ERP), Brain Mapping - Information Processing, Role of Neurotransmitters in learning - Brain Imaging techniques, Hemisphericity and learning.

**(Hours: 13)**

### **UNIT III EMOTIONS AND LEARNING**

Emotion: Definition, Meaning, Types: Positive and Negative Emotions - Role of Emotions in learning - Theories of Emotion – Philosophy of Mind – Differences between Mind and Brain – Different views on Mind – Role of emotions in Brain function – Different types of Relaxation Techniques for improving positive Emotions.

**(Hours: 13)**

### **UNIT IV COGNITIVE PROCESSES AND COMPUTATIONAL MODEL**

Cognitive Skills: Meaning, Definition, types and their role in Learning – Attention, Perception, Memory, Language, Decision Making, Visual and Auditory recognition, Motor coordination, Creativity, Reasoning and Problem Solving - Computational Modelling – Neural networks - Cognitive architectures.

**(Hours: 12)**

### **UNIT V CHALLENGES IN COGNITIVE SCIENCE**

Future of cognitive science - Research Methods in cognitive science- Cognitive Science Programs in India. - Reputed Cognitive Scientists in India and Abroad – Global view of Cognitive science –The role of Cognitive Science in empowering teachers.

**(Hours: 13)**

### **REFERENCES**

1. Paul Thagard. (2005). Mind Introduction to Cognitive Science. Second Edition – Prentice Hall of India New Delhi.
2. Srinivasan, N., Kar, B. R., & Pandey, J. (2010) *Advances in Cognitive Science: Volume 2*. New Delhi, India: Sage Publications.
3. Stephen K Reed (2007). Cognitive theories and Applications, New Delhi, Pearson Education Dorling Kindersley Publishing.
4. John, P.S, Pinel .(2007). Biopsychology. , New Delhi, Dorling Kindersley Publishing.
5. Begum Jahitha, A. (2008). *Mediated Learning Experience*. New Delhi. APH Publications.

## 18EDNP 04E1 EDUCATIONAL GUIDANCE AND COUNSELLING

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand the Educational Guidance and Counselling

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Understand the concept and need of guidance in education.
- ✧ Understand principles and problems of various guidance and services
- ✧ Understand the concept and process of counseling
- ✧ Know the need of guidance for children with special needs.

### **UNIT I INTRODUCTION**

Educational Guidance – concept and meaning, definitions - scope and significance of educational guidance, Types of guidance – Educational, Vocational, Personal, Group guidance – Direct, Indirect and Eclectic guidance-Guidance and its relation with education. Career guidance – nature of work – various motives associated with work – career development – Super’s theory – approaches to career guidance, career talks, and career information services.

**(Hours:13)**

### **UNIT II TECHNIQUES OF GUIDANCE**

Group guidance – concept, concern and principles – Procedure and techniques of group guidance, guidance programme-various guidance services-Organization of a guidance programme- Pre-requisites of a guidance programme –Planning of a Guidance programme-Guidance activities- Evaluation of guidance programme-Teacher’s role in career planning, Employment Bureau and campus interviews.

**(Hours:13)**

### **UNIT III TESTING IN GUIDANCE**

Testing in guidance service: intelligence, aptitude, interest, attitude and personality – Administering, scoring and interpretation of test scores- Non-testing techniques – Communication of test results- Application and use of testing service for placement, placement services.

**(Hours:12)**

### **UNIT-IV TECHNIQUES OF COUNSELLING**

Counselling services-concept, nature and principles - Approaches- and scope of counseling in education – counseling techniques-Characteristics of effective counselor- Group counseling techniques -Counseling for adjustment-specialized areas in counseling-Counseling for Professional courses.

**(Hours:13)**

### **UNIT V GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION**

Guidance of children with special needs – problems and needs – guidance of the gifted and creative students – guidance of under achievers, slow learners and first generation learners – guidance for learning disabled, Drug addicts and alcoholics-De addiction centers, Career resource centre, Evaluation of counseling, need for research and reforms in guidance and counseling service.

**(Hours:13)**

### **REFERENCES**

1. Crow & Crow, (1992) *An Introduction to Guidance*, Eurasia Publishing House, New Delhi.
2. Kocher S.K, (1990), *Educational and Vocational Guidance in Secondary Schools*, New Delhi, Sterling Publishers Pvt. ltd, New Delhi.
3. NCERT, (1978), *Guidance and Counselling in Indian Education*, New Delhi.
4. Nayak, A K, (2014), *Guidance and Counselling*, APH Publication, New Delhi.
5. Vashist, S R, (2002), *Principles of Guidance*, Anmol Publication, New Delhi.

## 18EDNP 04E2 ENVIRONMENTAL CONCERNS AND EDUCATION

**Credit – 4**  
**Hours – 64**

**Max. Marks: 100**

### **Course Objective**

To make the students understand the Environmental Concerns and Education

### **Specific Outcomes of Learning**

The students will be able to

- ✧ Understand the concept, scope and objectives of environmental education.
- ✧ Acquaint the student with environmental problems and hazards.
- ✧ Develop competencies and problems solving skills for environmental protection.

### **UNIT I**

Environmental Education - Characteristic and principles - Nature and scope of Environmental Education, Aims and objectives of Environmental Education, Environmental Awareness, Important issues in Environmental Education. **(Hours:13)**

### **UNIT II**

Man and his relationship with environment, Environmental hazards and pollution - soil, air, noise, water, chemical and thermal, extinction of flora and fauna, need for conservation, preservation and protection of rich environmental heritage, Programme of environmental education for primary, secondary and higher education institutions – Biodiversity and conservation - Global warming, ozone depletion, acid rain, population explosion, urbanization, poverty and deforestation. **(Hours:13)**

### **UNIT III**

Environmental education, Role and Responsibilities of teachers, Competencies of environmental education teacher, Specific approaches to teaching environmental education, Problems of Environmental education. Nature study and Eco-clubs. Role of Government and Non-government Agencies for environmental protection. **(Hours:12)**

### **UNIT IV**

Features of Curriculum for Environmental Education, Nature of Curriculum on Environmental education, Concept of environment and ecosystem, Natural system, Natural Resources, Human Systems – Technological System, Remote sensing - Steps in preparation for Environmental curriculum at different levels of education. **(Hours:13)**

### **UNIT V**

Strategies and Methods of Environmental Education, approaches - treating environmental issues as a separate subject, integrated approach, Discussion, seminar, workshop, dialogue, problem solving, field trips, projects, exhibition, role of media, films and television, Study of environmental projects, National organizations for Environmental Protection, National Policy on Environment and Environmental laws. **(Hours:13)**

### **REFERENCES**

1. Bharucha Erach, (2005), *Textbook of Environmental Studies*, University Press, New Delhi
2. Himonshu Vashist, (2002), *Environmental Education: Problems and Solutions, Book Enclave*, Jaipur.
3. Kalyani Devi, (1997), *Home and School: Environment Their Influence on Perceptual Styles*, : Discovery Publishing House, New Delhi.
4. Kalyani Devi, (1998), *Environmental Deprivation and Perceptual Tasks of Preschool Children*, Discovery Publishing House, New Delhi.
5. Krishnamacharyulu. V, Reddy. G.S,(2004), *Environmental Evaluation*, Neelkamal Publication, New Delhi.

## MODULAR COURSE

### 18EDNP 04M1 EXPLORING LIBRARY AND OTHER LEARNING RESOURCES

**Credit: 2**

**Marks: 50**

**1. ELECTRONIC AND ONLINE RESOURCES**

Internet - OPAC/WEBOPAC- Online data Base - E-Books- E-Journals- Web Portals- Subject Gateway- Specialized Collection-Social Network-Blogs-wikis-Research Gate- Others - E-Encyclopedia-Full text database-E-thesis/Dissertation- E-Questions Bank-Online lecture note/Video Courses- Research Reports and Manuals- Others.

**(Hours: 8)**

**2. USING SEARCH ENGINE**

Google – Yahoo- Alta vista-MSN- Rediff- Ask.Com- Aiexa- Free Book Search.net- AskMeNow- E-Encyclopedia-Full text database-E-thesis/Dissertation- E-Questions Bank-Online lecture note/Video Courses- Research Reports and Manuals- Others.

**(Hours: 8)**

**3. PRINTED RESOURCES**

Text Books – Reference Books – Dictionaries – Thesaurus – Encyclopedias - Magazines – News Papers – Journals - Reports – Back Copies – Thesis – Dissertation.

**(Hours: 8)**

**4. NETWORKS**

Info-net – Infilbnet - Del net – Tele net – NPTEL – UGC Consortium.

**(Hours: 8)**

### 18EDNP 04M2 WRITING AND PUBLISHING ARTICLES

**Credit: 2**

**Marks: 50**

1. Research paper format

**(Hours: 4)**

2. Use of Language in Writing a Research Paper

**(Hours: 4)**

3. APA Citation Style

**(Hours: 4)**

4. Statistical Techniques for Data Analysis

**(Hours: 4)**

5. Research Paper Publication Process

**(Hours: 4)**



## **Value Added Course:**

### **18EDNU 01V1 HEALTH AND YOGA EDUCATION**

**Credit-4**

**Max.Marks:100**

**Hours-64**

#### **Course Objective**

To make the students Orient with the concepts of Health and Yoga Education

#### **Specific Outcomes of Learning**

The student will be able to

- ✧ Orient on the Physical Education and Health Education
- ✧ Acquire knowledge about yoga and physical exercises.
- ✧ Create awareness on different aspects of health and fitness.
- ✧ Develop skills in organizing the physical education programmes in schools
- ✧ Study the principles of health and health education
- ✧ Understand the curriculum planning and Practice of health education
- ✧ Practice yoga, asanas, Pranayama and Meditation

#### **UNIT I - INTRODUCTION TO HEALTH AND PHYSICAL EDUCATION**

Meaning and definition of Health - criteria of health - Importance of Health - Positive Health —Various dimensions of health - Meaning and definition - Physical Education: Implications, Aims and Objectives - Foundations of Physical Education: Physical Fitness, Physical Education and sports fitness - Development of Physical, Cognitive, Neuromuscular, Affective, Social, Emotional, Spiritual and Recreational - Physiological Effects of Exercise, Growth and development - Brain and Physical Education.

**(Hours: 12)**

#### **UNIT II- PHYSICAL EDUCATION PROGRAMMES IN SCHOOLS**

Organization of Physical Education programmes in secondary schools - Methods of teaching physical activities - Competitions – their role, values and limitations - Team and House System - Preparation of Fixtures - Organization of Annual sports Meet - Organisation of Intramural and Extramural Competitions - Basic Games Rules and Measurements: Kabaddi, Kho-Kho, Volley Ball – Badminton - Minor games - Evaluation of physical education programmes.

**(Hours: 13)**

#### **UNIT III - PRINCIPLES OF HEALTH AND HEALTH EDUCATION**

Health Education - Scope of Health Education - role of International health Organizations (WHO, UNICEF), Principles, Need and Importance – cause of ill health - Diseases: Communicable Diseases, Infectious Diseases and Deficiency Diseases. Cleanliness and Personal Hygiene - Positive Mental Health – Counseling against use of artificial stimulants (Alcohol, Smoking and drug abuse) - Food and Nutrition – Balanced diet – value of nutrition - Safety Education and First Aid.

**(Hours: 13)**

#### **UNIT IV – PLANNING AND PRACTICE OF HEALTH EDUCATION**

Health Instruction, Health Services, Importance with reference to rural Schools, School Health Education: Curriculum Planning, Need and Importance, Principles, Planning, Implementation of School Health Education Programme - Health Instruction, Health Appraisal, Health Service and Health Counseling - Teacher's role and responsibilities.

**(Hours: 13)**

## **UNIT V YOGA AND MEDITATION**

Yoga: meaning, definition, need and importance, different schools of yoga, eight limbs of yoga. difference between yoga and physical exercise - Yogic principles of healthy living – guidelines for practicing asanas - Cultural asanas - Meditative asanas – Relaxative asanas, Pranayama - Mudras - meditation: meaning, definition, types of meditation, mantra meditation, object meditation, breathing meditation, walking meditation and gandhian way of meditation/silent meditation, therapeutically value of meditation. effect of yogic practices on respiratory and circulatory system - brain and yoga.

**(Hours: 13)**

### **PRACTICALS**

1. Padmasana
2. Yoga mudra
3. Trikonasana
4. Utkatasana
5. Vajrasana
6. Bhujangasana
7. Suriya Namaskar
8. Nadishodhan

### **REFERENCES**

1. Anil Sharma, (2004), *Sports Laws*, Khel Sahitya Kendra,.
2. Alagesan. S.( 2009), *Physical and Health Education*, Q-Books, Coimbatore,.
3. Bucher Charles. A, *Foundation of Physical Education*, St. Louis, the C.V. Hosby and Co.
4. Chandrasekaran, (1999), *Sound Health through Yoga*, Madurai: Prem Kalyan Publications, Sedipatti.
5. Bhogal, R.S. (2010). *Yoga & Mental Health & Beyond*. Lonavla: Kaivalyadhama SMYM Samiti,