

M.ED PROGRAMME

SYLLABUS

(with effect from June 2015)



DEPARTMENT OF EDUCATION

The Gandhigram Rural Institute – Deemed University
Gandhigram – 624 302 Tamil Nadu

**THE GANDHIGRAM RURAL INSTITUTE-DEPARTMENT OF EDUCATION
MASTER OF EDUCATION (M.Ed.) - Syllabus (2015-2016 Onwards)**

I – SEMESTER								
S. No	Category	Course Code	Title of the Course	No. of Credits	Hours	CFA	ESE	Total
1	Core Papers	15EDNP 0101	Psychology of Learning and Development	4	4	40	60	100
		15EDNP 0102	Advanced Research Methodology in Education	4	4	40	60	100
		15EDNP 0103	Information and Communication Technology	4	4	40	60	100
		15EDNP 0104	Advanced Philosophy and Sociology of Education	4	4	40	60	100
2	Elective Papers	15EDNP 01EX	Any one from the list	4	4	40	60	100
3	Practicals	15ENGP00C1	Communication and Soft Skills	2	2	50	-	50
4	Compulsory Non-Credit Course	15GTPP 0001	Gandhi in Everyday Life	-	-	50		50
II-SEMESTER								
5	Core Papers	15EDNP 0205	Curriculum Studies in Education	4	4	40	60	100
		15EDNP 0206	Teacher Education-I	4	4	40	60	100
		15EDNP 0207	Educational Planning, Management and Administration	4	4	40	60	100
		15EDNP 0208	Education for Rural Development	4	4	40	60	100
6	Elective Papers	15EDNP 02EX	Any one from the list	4	4	40	60	100
7	Practicals	15EDNP 0209	Personality Development	2	2	50	-	50
8	Compulsory Non-Credit Course	15EDNP 02F1	Internship in Teacher Education Institutions	-		50	50	100
III-SEMESTER								
9	Core Papers	15EDNP 0310	Inclusive Education	4	4	40	60	100
		15EDNP 0311	Statistics in Education	4	4	40	60	100
		15EDNP 0312	Teacher Education-II	4	4	40	60	100
10	Elective Papers	15EDNP 03EX	Any one from the list	4	4	40	60	100
11	Practicals	15EDNP 0313	E-Content Development	2	2	50	-	50
12	Dissertation	15EDNP 0314	Research Colloquium (Dissertation Phase-I)	2	2	50	-	50
13	Compulsory Non-Credit Course	15EDNP 03F2	Educational Institutions Visit	-	-	50	-	50
14	VPP	15EXNP 03C1	Village Placement Programme (VPP)	2	2	100	-	100
IV-SEMESTER								
15	Core Papers	15EDNP 0414	Education for International Peace	4	4	40	60	100
		15EDNP 0415	Cognitive Science	4	4	40	60	100
16	Elective Papers PME0403 (Any One)	15EDNP 04EX	Any one from the list	4	4	40	60	100
17	Modular Course	15EDNP 04MX	Any one from the list	2	2	50	-	50
18	Practicals	15EDNP 0416	Dissertation (Phase-II)	6	6	75	(75+50)	200
19	Compulsory Non-Credit Course	15ETNP 04F3	Extension Work in Rural Schools	-	-	50	-	50
Total Credits				86		1295	1205	2500

List of papers for 15EDNP01EX

15EDNP 01E1	Elementary Teacher Education
15EDNP 01E2	Secondary Teacher Education
15EDNP 01E3	Health and Yoga Education

List of papers for 15EDNP02EX

15EDNP 02E1	Early Childhood Education
15EDNP 02E2	Life Long Learning

List of papers for 15EDNP03EX

15EDNP 03E1	Educational Measurement and Evaluation
15EDNP 03E2	Comparative Education

List of papers for 15EDNP04EX

15EDNP 04E1	Educational Guidance and Counselling
15EDNP 04E2	Environmental Concerns and Education

List of papers for 15EDNP 04MX

15EDNP 04M1	Exploring Library and other Learning Resources
15EDNP 04M2	Writing and Publishing Articles

I – SEMESTER

CORE PAPERS

15EDNP 0101 PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credit – 4

Max. Marks: 100

Hours – 64

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

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.

(Hours: 13)

UNIT - II NURTURING INTELLIGENCE AND COGNITIVE ABILITIES

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

(Hours: 12)

UNIT - III LEARNING AND MOTIVATION

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.

(Hours: 13)

UNIT - IV COGNITIVE PSYCHOLOGY

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.

(Hours: 13)

UNIT - V MENTAL HEALTH AND HYGIENE

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.

(Hours: 13)

PRACTICALS

- ▶ Identifying appropriate teaching aids for effective use to optimize learning.
- ▶ Writing a Programm 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

- ◇ Johnson, E.B (2002), *Contextual Teaching and Learning*, UK: Paul Chapman Publishing.
- ◇ Sharma.S.R, (2000), *Effective Classroom Teaching-Modern Methods, Tools and Techniques*, Mangal Deep Publication, Jaipur.
- ◇ Pankajam .G, (2009), *Care and Education of Differently Abled*, Concept Publishing Company, New Delhi.
- ◇ Berk, L.E (2012), *Child Development (6th Edition)*, Prentice Hall of Indian, New Delhi.
- ◇ Chachan S.S, (2005). *Advanced Educational Psychology 7th Edition*, Vikas Publishers House Pvt Ltd, Noida.
- ◇ Dandapani, S. (2007), *A Text Book of Advanced Educational Psychology*, Anmol Publications Pvt Ltd, New Delhi.
- ◇ Fiest and Fiest. (2009), *Theories of Personality (7th Edition)*, Mc Graw-Hill Publishers, New Delhi.
- ◇ Hurlock, B. Elizabeth (2003), *Development Psychology*, Mc Graw-Hill, New Delhi.
- ◇ Hughes, A.G & Hughes, E.H (2005), *Learning and Teaching*, Sonali Publications, New Delhi.
- ◇ James Fadiman and Robert Frager, (2007), *Personality and Personal Growth 6th Edition*, Pearson Prentice Hall, New Delhi.
- ◇ Kakkar, S.B, (2013), *Educational Psychology*, Prentice-Hall of India Pvt Ltd, New Delhi.
- ◇ Kundu C.L, Tutoo D.N, (2009), *Educational Psychology*, Sterling Publishers Pvt, New Delhi.
- ◇ Laurie L. Hazard & Jean-Paul Nadeau., (2012), *Foundations for Learning Claiming your Education*, Dorling Kindersley (India) Pvt. Ltd., South Asia
- ◇ Mahesh Kumar, (2011), *Modern Teaching of Educational Psychology*, Anmol Publication Pvt. Ltd, New Delhi.
- ◇ Mathur. S.S (2007), *Educational Psychology*, Vinod Pustak Mandhir, Agra-2.
- ◇ Mangal, S.K. (2012), *Advanced Educational Psychology*, Prentice Hall of India, New Delhi.
- ◇ Nishant Roy (2012), *Advanced Educational Psychology*, Sonali Publication, New Delhi.
- ◇ Sekav, S.V.K (2005), *Education Society and Pedagogy*, Arise Publishers and Distributors, New Delhi.
- ◇ Schunk, D.H (2011), *Learning Theories: An Educational Perspective*, Person Publishers.
- ◇ Umadevi, M.R., (2009), *Educational Psychology: Theories and Strategies for Learning and Instruction*, Sathkruthi Publications, Bangalore.
- ◇ Wendy Conklm (2006), *Instructional Strategies for Diverse Learners-Practical Strategies for Successful Classroom*, Shell Educational Publishing.
- ◇ Yogendra. K.Sharma, (2010), *Textbook of Educational Psychology*, Kanishka Publications, New Delhi.

15EDNP 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

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.

(Hours: 13)

UNIT - II RESEARCH PARADIGMS AND DESIGN

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.

(Hours: 13)

UNIT - III QUALITATIVE METHODS OF RESEARCH

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.

(Hours: 13)

UNIT - IV SAMPLING DESIGN AND TECHNIQUES

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.

(Hours: 12)

UNIT - V METHODS OF DATA COLLECTION

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.

(Hours: 13)

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

- ✧ Ajay Das, (2010), *Research in Education*, Pearl Books, New Delhi.
- ✧ Anastasi, A., & Urbina, S. (2012), *Psychological Testing*, Prentice Hall, New Jersey.
- ✧ Best, John (2004), *Educational Research*, Prentice Hall India Ltd, New Delhi.
- ✧ Chandra and Sharma (2005), *Research in Education*, Atlantic Publishers and Distributors, New Delhi.
- ✧ Christensen, L. (2007), *Experimental Methodology*, Allyn & Bacon, . Boston.
- ✧ Clifton F.Conrad and Ronald C.Serlin (Ed)(2006), *The Sage Handbook for Research in Education*, Sage Publication, London & New Delhi.
- ✧ Clive Opie (2004), *Doing Educational Research- A Guide for First Time Researchers*, Vista Publications, New Delhi.
- ✧ John W.Creswell (2012), *Educational Research*, PHI Learning, New Delhi.
- ✧ Koul, Lokesh.(2006), *Methodology of Educational Research*, Vikas Publishing House, New Delhi.
- ✧ Mangal S.K (2013), *Research Methodology in Behavioural Sciences*, PHI Learning, New Delhi.
- ✧ Mc Burney (2003), *Research Methods*, Thomson and WordStar, Australia.
- ✧ Pandey K.P (2010), *Fundamentals of Educational Research*, Vishwavidyalaya Prakashan Varanasi.
- ✧ Radha Mohan, (2011), *Research Methods in Education*, Neelkamal Publications Pvt. Ltd, Hyderabad.
- ✧ Renuka D Badwane (2013), *Research Methodology in Social Science*, Chandralok Prakashan, Kanpur.
- ✧ Sharma, Bharti (2004), *Methodology of Educational Research*, Vohra Publishers and Distributors, New Delhi.
- ✧ Sharma, S.R. (2003), *Problems of Educational Research*, Anmol Publications Pvt. Ltd, New Delhi.
- ✧ Suryakumar K.R (2014), *Textbook of Educational Research*, Pacific Books International, Delhi.

15EDNP 0103 INFORMATION AND COMMUNICATION TECHNOLOGY

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective:

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

Specific Outcomes of Learning:

The student will be able to

- ✧ Understand the importance of Educational Technology and ICT.
- ✧ Learn the importance of ICT Integration in the Curriculum.
- ✧ Know about web tools in Teaching & Learning.
- ✧ Examine and evaluate the materials made for computer medium.
- ✧ Explore the potentialities of computer-based technology for effective teaching and learning.
- ✧ Develop instructional materials in different modes of computer-based Instruction.

UNIT - I EDUCATIONAL TECHNOLOGY AND INFORMATION TECHNOLOGY

Educational Technology: Definition, Meaning, scope and relevance to modern education - Technology of Education and Technology in Education - Need for educational Technology in Schools - Education Technology in present scenario. Information Technology: Concept, Definition, Meaning and Educational Significance.

(Hours: 13)

UNIT - II INFORMATION AND COMMUNICATION TECHNOLOGY

ICT: Definition, Meaning, Significance, Importance and Uses- Origin and Growth - Traditional and Modern ICT – ICT and lifelong learning-Challenges in ICT – ICT related Teacher competencies. Role of UNESCO in promotion of ICT.

(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 – On Line Learning – On Line Exams - Virtual learning - Smart class room Multimedia - Barriers in ICT integration.

(Hours: 13)

UNIT - IV WEB TOOLS

Web 1.0 to Web 4.0 tools: Blogs – Avatar – Markers - E-book – Tutorials - Book Mark Online - Comic Creator - Graphic Organizers - Image Sharing Online - Digital Stories - Websites - E-mail - News Letters - Wikis Social Networking. Treasure Hunt - Cyber guides - Scrap books - Subject sampler. Education Software and APPS. MOOCS, MOODLES, OPAC - Animation Software.

(Hours: 13)

UNIT - V TEACHING LEARNING WITH ICT

Web-based Instruction: Meaning, significance and scope - Web-based Instructional Design: Guiding principles - Development of web-based instruction - CML, CAI, CAL, CALL: Internet, telnet, e-mail, voicemail, Chat, Open Educational Resources & Net forum - Online Discussion - Mobile learning – Video Conferencing - Digital resources - Techno pedagogy for teaching and learning.

(Hours: 13)

REFERENCES

- ✧ Begum Jahitha, A. (2009), *Computer Education*, APH Publications, New Delhi.
- ✧ Begum Jahitha, A. (2011), *ICT in Teaching Learning*, APH Publications, New Delhi.

- ✧ Haseen Taj, (2011) "*Modern Educational Technology*", Rakhi Prakashan, Raman Tower, Sanjay Place, Agra.
- ✧ Satendra Kumar, (2013), "*The Impact of ICT on ELT an Innovative Methodology*", King Books, Shanti Nagar, Jaipur.
- ✧ Imran R.Shaikh, (2013), "*Introduction to Educational Technology and ICT*", McGraw Hill Education (India) Private Limited, New Delhi.
- ✧ Rabindranath Lenka, (2013), "*ICT in Education*", AXIS Books, New Delhi.
- ✧ Arulsamy.S & Sivakumar. P, (2009), "*Application of ICT in Education*", Neelkamal Publications Pvt. Ltd, Hyderabad.
- ✧ Vanaja. M, (2012), "*Educational Technology*", Neelkamal Publications, Hyderabad.
- ✧ Ray. P.K.S, (2014), "*Educational Technology*" Dominant Publishers and Distributors, New Delhi.
- ✧ Shekhar K.Joshy & Chitra Seghal, (2014), "*Educational Technology*", Pacific Books International, Ansari Road, New Delhi.
- ✧ Vipin Shastri, (2009) "*Role of ICTs in Teacher Training*", Pacific Publications, Sadatpur Extension, New Delhi.
- ✧ Aparna Ramamurthy, (2009), "*Role of ICTs in Teacher Learning*", Adhyayan Publishers, New Delhi.
- ✧ Zaidi.S.M, (2004), "*Modern Teaching of Educational Technology*", Anmol Publications Pvt.Ltd, New Delh.
- ✧ Seema Sharma, (2005), "*Advanced Educational Technology*", Anmol Publications Pvt.Ltd, New Delhi.
- ✧ Mujibul Hasan Siddiqui, (2004), "*Technology in Teacher Education*", S.B.Nangia, APH Publishing Corporation, New Delhi.
- ✧ Khanna. S.D, Saxena.V.K, Lamba.T.P and Murthi.V, (2002)<"*Technology of Teaching and Essential of Teaching Learning*", DOABA House, New Delhi.
- ✧ Romesh Verma & Suresh Sharma,(2006), "*Modern Trends in Teaching Technology*", Anmol Publications Pvt.Ltd, New Delhi.
- ✧ Tara Chand, (2006), "*Educational Technology*", Anmol Publications Pvt.Ltd, New Delhi.
- ✧ Chenna Reddy.D, (2008), "*Educational Technology*", Arise Publishers & Distributors, New Delhi.
- ✧ Sivakumar.P & Krishnaraj.R, (2007) "*Information Processing Models of Teaching Theory & Research*", Neelkamal Publications Pvt, Hyderabad.
- ✧ Kokila Thangasamy.S, (2008), "*Instructional Technology and Curriculum Development*", Neelkamal Publications Pvt, Hyderabad.
- ✧ Indrajit Sharma & Shiv Kumar Koli, (2014), "*Educational Technology in 21st Century*", Arpan Publications, New Delhi.
- ✧ Santhosh Vallikkad,(2009), "*Information Communication Technology for Teacher Education*", Kanishka Publishers, New Delhi.

15EDNP 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 Firrare, 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

- ✧ Anand, C.L, et al, (1993), *Teacher and Education in the Emerging Indian Society*, New Delhi, NCERT.
- ✧ Banerjee A.C., (1999), *Sociological and Philosophical Issues in Education*, Book Enclave Publishers, Jaipur.
- ✧ B.N.Dash, (2010), *Theories of Education & Education in Emerging Indian society*, Dominant Publishers and Distributors, New Delhi.
- ✧ Chaube.S.P, Akhilesh Chaube, (2002), *Western Educational Thinkers*, Concept Publishing Company, New Delhi.
- ✧ Lakshmaiah.T and Jeyakumar, (1994) *Education and Development*, Printwell Publishers, Jaipur.
- ✧ Lingrew, A.C., (2000), *Educational Psychology in the Classroom*, Oxford University Press, New Delhi.
- ✧ Percy Nunn, (1999), *Principles of Education*, Discovery Publishing House, New Delhi.
- ✧ Veeraiah. B, (2000), *Education in Emerging India*, Himalaya Publishers, New Delhi.

15EDNP 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 Navodya 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

- ✧ Krishnamacharyulu, (2012) *Elementary Education*, Neelkaml Publications Pvt.Ltd.
- ✧ NCERT. (2005), *National Curriculum Framework*, NCERT, New Delhi.
- ✧ NCERT. (2006), *Teacher Education for Curriculum Renewal*. NCERT, New Delhi.
- ✧ NCERT, *Policy Perspectives in Teacher Education*.
- ✧ Mc Clelland V.A and Varma V.P (1989) *Advances in Teacher Education*, Roughage, London.
- ✧ NIZAM Elahi, (1998) *Teacher Education in India*, APH Publications, New Delhi.
- ✧ Pamda D.N. & Tewari A.D. (1997) *Teacher Education*, APH Publications, New Delhi.
- ✧ Flora Jennifar & Jahitha Begum, A (2011) *Quality Indicators in Teacher Education*, APH Publications, New Delhi.
- ✧ Jahitha Begum.A (2012), *Teacher Education in 21st Century*, APH Publications, New Delhi.
- ✧ Ken Hyland (2011), *Teaching and Research (Writing)*, Dorling Kindersly, South Asia.
- ✧ Michael Rost (2011), *Teaching and Researching (Listening)*, Dorling Kindersly, South Asia.
- ✧ Rebecca Hughes (2011), *Teaching and Researching (Speaking)*, Dorling Kindersly, South Asia.
- ✧ Hasseen Taj, (2013), *National Concerns and Education*, Neelkamal Publications, Hyderabad.
- ✧ William Grab and Fredricka L.Stoller (2011), *Teaching and Researching (Writing)* Dorling Kindersly, South Asia.

15EDNP 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

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- ✧ Arora G.L. (2002), *Teachers and their Teaching: Need for New Perspectives*, Ravi Books: New Delhi.
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- ✧ NCERT, (2006) *Teacher Education for Curriculum Renewal*, NCERT, New Delhi.
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- ✧ Panda B. N. and Tewari A. D, (1997), *Teacher Education*, APH, New Delhi.
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- ✧ Sharma M. L. (2001), *Educating the Educator*. The Indian Publications, Ambala.
- ✧ Singh L. C. and Sharma P. C. (1997), *Teacher Education and the Teacher*, Vikas, NewDelhi.
- ✧ Tiwari D. (2006), *Methods of Teaching Education*, Crescent, New Delhi.
- ✧ Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC.
- ✧ Flora Jennifar & Jahitha Begum, A (2011) *Quality Indicators in Teacher Education*, APH Publications, New Delhi.
- ✧ Jahitha Begum.A (2012),*Teacher Education in 21st Century*, APH Publications, New Delhi.
- ✧ Ken Hyland (2011), *Teaching and Research (Writing)*, Dorling Kindersly, South Asia.
- ✧ Michael Rost (2011), *Teaching and Researching (Listening)*, Dorling Kindersly, South Asia.
- ✧ Rebecca Hughes (2011), *Teaching and Researching (Speaking)*, Dorling Kindersly, South Asia.
- ✧ William Grab and Fredricka L.Stoller (2011), *Teaching and Researching (Writing)* Dorling Kindersly, South Asia.

15CSKP 0101 – 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.

15GTPP 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

15EDNP 0201 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

- ✧ Arulsamy (2014), *Curriculum Development*, Neelkamal Publications, Hyderabad.
- ✧ Arichlency (1977), *Handbook of curriculum evaluation*, UNESCO, International Institute for Educational planning, Paris.
- ✧ Taba, Hilda (1999). *Curriculum Development. Theory and Practice*, Har Court, Brace and Wald. New York.
- ✧ Chander Pal Singh (2013), *Modern Education in 21st Century*, Global Publications, New Delhi.
- ✧ Tyler, R.W. (1998). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
- ✧ Wheeler: curriculum process Zias, R S. (1995). *Curriculum principles and foundations*. New York: Harper & Row.
- ✧ Doll Ronald C. (1996), *Curriculum Improvement: Decision making process*, London, Allyn and Bacon Inc.
- ✧ NCERT (1984), *Curriculum evaluation*, NCERT, New Delhi.
- ✧ NCERT (2006), *Systematic reforms for Curriculum change*, NCERT, New Delhi.
- ✧ Pritam Singh., (2009, *Dictionary of Curriculum and Evaluation*, ATLANTIC Publishers, New Delhi.
- ✧ Muhammad Jqbal Mattoo, (2013), *Principles of Education*, Axis Books Pvt Ltd., New Delhi.
- ✧ UNESCO (1981), *Curriculum and Life Long Education*, UNESCO, Paris.
- ✧ Verduin J.R. (1967), *Cooperative Curriculum Improvement*, Prentice Hall.

15EDNP 0202 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

- ✧ Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- ✧ Begum Jahitha, A. (2012). "Teacher Education in 21st Century", APH Publications, New Delhi.
- ✧ Begum Jahitha, & Flora Jennifar A. (2011). "Quality Indicators in Teacher Education" APH Publications, New Delhi.
- ✧ Dasgupta D.N (2002). *Practice Teaching* –Pointer publications, Jaipur.
- ✧ Govt. of India, (1986). *National Policy on Education*, NHRD (Dept. of Education), New Delhi.
- ✧ Ken Hyland (2011) *Teaching and Researching (Writing)*. Dorling Kindersley, South Asia.
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- ✧ Michael Rost (2011). *Teaching and Researching (Listening)*. Dorling Kindersley, South Asia.
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- ✧ Rashmi Soni, (2014), *Higher Education*, ATLANTIC Publishers, New Delhi.
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- ✧ Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE.

15EDNP 0203 EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION

Credit– 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students know the aspects Educational Planning, Management and administration

Specific Outcomes of Learning

The students will be able to

- ✧ Understand 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, Principles and Approaches. - Education in Five year plan - Different levels 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, Elements, Scope and Principles. - Agencies and Organizations of Educational Administration: Central Government, State Government, Local Authorities and their roles. 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

Educational Management: Meaning, Definition, Objectives, Administration Vs Management. - Functions of Management: Planning, Organization, Direction, Staffing, Co-ordination, Reporting, Budgeting (PODSCORB). Theories of Management: Taylor’s Scientific Management, Max Weber’s Beaurocratic model and Henry Fayol’s administrative management. Educational Supervision: Meaning, definition, need and importance – Role of supervisor. Inspection: Meaning, definition, types, principles and characteristics. – Supervision Vs inspection.

(Hours: 13)

UNIT - IV HUMAN RESOURCE DEVELOPMENT

Human Resource Development: Meaning, definition, characteristics and importance. – Aspects of HRD : – Recruitment and Placement, Performance and Potential Appraisal, Reward and Incentive Management, Punishment and Disincentive Management, Inservice Education, Communication, Storage and retrieval of data. Decision Making: Meaning, Definition, Importance and Role of teachers. Styles of Decision Making: Command, Consensus, Consultation, and Convenience.

(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: Organisational 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

- ❖ Adams A.O. and Frank G. Dickey (2001). Basic principles of supervision, Eurasis Publishing House Ltd, New Delhi.
- ❖ Arulsamy, (2014). Education Innovations and Management, Neelkamal, New Delhi.
- ❖ Ashok, K (2004). Encyclopedia of Human Resource Management, Anmol Publications, (2004), New Delhi.
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- ❖ Dash B.N, (2011). School organization administration and management, Neelkamal Publications, New Delhi.
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- ❖ Kochar S.K (2000), Successful supervision and inspection, Sterling Publishers, New Delhi.
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- ❖ Mort Pual.R (2002), Principles of school administration in secondary schools, Mc Grew Hill, New Delhi.
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- ❖ Pandya S.R. (2008), Administration and Management of Education. Himalaya Publishing, Mumbai.
- ❖ Thakur R.S and Aggarwal Y.P. (2003), Concepts and Terms in Educational Planning- A Guide book. NIEPA, New Delhi.
- ❖ Trivedi (2006), Management Education, Discovery Publishing House, New Delhi.

15EDP 0204 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 - Growth and Development, Importance, Conceptual Framework, Indicators and Administrative Structure - Theories - Poverty and Rural Development – Role of Voluntary Organization VOs and NGOs - Participatory Development - Rural Sociology - Rural Social Institutions – Peasant. Economy - Programmes, Issues and Problem - Rural Banking: Rural Indebtedness, Commercial Banks and NABARD, and Financial Sector Reforms - Rural Development.

(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, Programmes for Self and Wage Employment and Social Security, Other Development Programmes. Experiments in Rural Development - Experiments in Rural Development before Independence - Sriniketan, Martandam, Sevagram, Baroda, Firka Development, Nilokheri and Etawa Pilot Project.

(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. Stakeholder Participation - Non-Governmental Organizations: 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 -73rd 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 11th Schedule of the Indian Constitution - Status of Women in India, Women and Political Participation, Women in Farmand Non Farm Sector, Women and Technology - Policy and Programmes for Women - Women in Local Governance – 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 – skilled and techniques. Scope and field of social work - 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

- ❖ Adisehiah Malcom S. (1994), et. al., *Decentralized Planning and Panchayati Bill*, Concept Publishing Company, New Delhi.
- ❖ Bhalla G.S and Singh G., (2001), *Indian Agriculture: Four Decades of Development*, Sage Publications, New Delhi.
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- ❖ Deshpande, R.S. and Narayanamoorthy, A. (1999), *An Appraisal of Watershed Development Programme Across Regions in India*, Gokhale Institute of Politics and Economics, Pune, India.
- ❖ Dhanagare D.N., (1988), *Peasant Movements in India*, OUP, New Delhi.
- ❖ Dhawan, B.D., (1988), *Irrigation in India's Agricultural Development*, Sage Publications, New Delhi.
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- ❖ Joel S.G.R., Bhowmik, (2003), *NGOs and Rural Development – Theory and Practice*, Concept Publishing Company, New Delhi.
- ❖ Kahlon AS. And Tyagi D.D. (1983), *Agriculture Price Policy in India*, Allied Publishers, New Delhi.
- ❖ Khanka SS., (1999), *Entrepreneurial Development*, S. Chand & Co., New Delhi.
- ❖ Lalitha N., (2004), *Rural Development: Trends and Issues Volume I and II*, Dominant Publishers, New Delhi.
- ❖ Narayanamoorthy, A and R.S. Deshpande, (2005), *Where Water Seeps!: towards a New Phase in India's Irrigation Reforms*, Academic Foundation, New Delhi.
- ❖ Singh, Katar, (1999), *Rural Development: Principles, Policies and Management*, Sage Publications, New Delhi.
- ❖ Sundarm K.P.M and Dutt, R. (2008), *Indian Economy*, S.Chand Group, New Delhi.

15EDNP 02EA 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

- ✧ NCTE (2009), National Curriculum Framework for Teacher Education, New Delhi.
- ✧ Govt. of India (2005) National Plan of Actions for Children, Department of Women and Child Development, New Delhi.
- ✧ NCERT (2005) Position paper of National Focus Group on Early Childhood Care and Education, NCERT, New Delhi.
- ✧ UNESCO (2007): Strong Foundations: Early Childhood Care and Education, Parries.
- ✧ Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.) Shipra Publication, New Delhi.
- ✧ Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- ✧ Mishra, R.C. (2005). Early Childhood Care and Education, Today Prentice Hall Publisher NCERT (2005). National Curriculum Framework, New Delhi.
- ✧ NCERT (2005). Report on ECCE Teacher Education: Curriculum Framework, Syllabus outline, New Delhi.
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- ✧ Pugh, G. (1996) Contemporary Issues in Early years: Working collaboratively for children (2nd Ed) National Children's Bureau, London, New Delhi.
- ✧ Seefeldt, Carol (1990) Continuing Issues in Early Childhood Care Education, Merrill Publishing Company, Columbus, Ohio.
- ✧ Pankajam.G (2007) Pre-Primary Education, Concept Publisher, New Delhi.
- ✧ Swaminathan, M. and Daniel, P. (2000) Activity-based Developmentally Appropriate curriculum for young children, Indian Association for pre-school education, Chennai.
- ✧ Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
- ✧ Stephanie Feency, (2009). Containing issues in Early Childhood Education, PHI Learning Pvt, Ltd, New Delhi.
- ✧ UNESCO (2007): Strong Foundation: Early Childhood Care and Education, Parries.
- ✧ UNICEF AND MHRD (2001) Early Childhood Care for Survival, Growth and Development, New Delhi.

15EDNP 02EB LIFE LONG LEARNING

Credit - 4
Hours - 64

Max. Marks: 100

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 (Indra Gandhi National Open University), Organization (NCERT) National Council for Education Research and Training), CABE (The District Level Central Advisory Board of Education). Models: CAPE (Comprehensive Approach for Primary Education Programme) – The Programme Envisaged in 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, 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.

(Hours: 12)

REFERENCE

- ✧ Chopra, Rita (1993). *Adult Education*. Bombay: Himalaya Publishing House.
- ✧ Kundu, C.L. (1987). *Adult Education Principles: Practice & Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.
- ✧ Ministry of Education (1987). *Adult Education Research- Future Directions*.
- ✧ Om Praksh, B.Pal (2013). *Career and Vocational Guidance*, discovery publishing house Pvt. Ltd, New Delhi.
- ✧ Prasad, Rajinder (2008). *Adult Education*. New Delhi: APH Publishing Corporation.
- ✧ Ramachandra Pillai, P. (2008). *Non-Formal Education*, Neelkamal Publications, New Delhi.
- ✧ Singh, A.K. (1988). *A Micro Analysis of Adult Education in India*. New Delhi: National Book Organisation.
- ✧ Sodhi, T.S. and Multani (1989). *Comparative Studies in Adult Education*. Ambala: The Association Publishers.
- ✧ Thakur, Devendra (1980). *Adult Education and Mass Literacy*. New Delhi: Deep & Deep Publications.
- ✧ Thrope, Mary & Grangeon, David (1987). *Open Learning for Adults*. U.K.: Longman Groups.
- ✧ Tiwari, B.N. (1980). *Adult Education and Libraries*. Allahabad: Vohra Publishers and Distributors.

15EDNP 0205 PERSONALITY DEVELOPMENT

Credit 4
Hours: 64

Max. Marks: 100

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.

(Hours: 13)

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.

(Hours: 13)

UNIT III TIME MANAGEMENT

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

(Hours: 12)

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.

(Hours: 13)

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.

(Hours: 13)

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

(Hours: 13)

REFERENCE

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

15EDP 0206 INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS

Credit – 2
Hours – 64

Max. Marks: 50

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.
- ✧ Repot writing on various innovative methods of teaching.
- ✧ Preparation of Innovative Lesson Plan.
- ✧ Any other activities suggested from time to time.

III-SEMESTER

15EDP 0301 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

- ✧ Dash,M.,(2007), *Education of Exceptional Children*, Atlantic Publishers, New Delhi.
- ✧ Evans, P and Verma, V(Eds) (2005), *Special Education Past Present and Future*, The Faimer Press.
- ✧ Hallahan, D.P. & Kauffman, J.M. (2003), *Exceptional Learners: Introduction to Special Education*, Allyn & Bacon, Boston.
- ✧ Panda,K.C.(2011), *Education of Exceptional Children*, Vikas, New Delhi.
- ✧ Singh,M.(2010), *Education of Children with Special Needs*, Kanishka Publishers and Distributors, New Delhi.
- ✧ Bhangaa M (1998), *Introduction to Exceptional Children, Their Nature and Educational Provisions*, Sterling Publications Pvt. Ltd, New Delhi.
- ✧ William Heward & Michael Orlansky (2008), *Exceptional Children*. Ohio: Bell and Howell.
- ✧ Dr.Manju Gupta, (2007), "*Special Education*", KSK Publishers and Distributors, New Delhi,
- ✧ Parijit Kotwal, (2008), "*Special Education*", Authors Press, New Delhi.
- ✧ Krishna Maitra & Vandana Saxena, (2008), "*Inclusion Issues and Perspectives*", Kanishka Publishers, New Delhi.
- ✧ Manorma Sharma, (2007), "*Special Education Music Therapy*", S.B.Nangia for APH Publishing Corporation, New Delhi.

15EDP 0302 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 INFERENCE 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 INFERENCE 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

- ✧ Asthana, Hari and Bhushan Braj (2007). *Statistics for Social Sciences*, New Delhi: Prentice Hall of India.
- ✧ Bhabhagrahi Biswal and Dash B.C (2014). *Statistics in Education and Psychology*. New Delhi: Dominant Publishers.
- ✧ Dash B.N. and Nibedita Dash (2014). *Educational Measurement Statistics and Guidance Services*. New Delhi: Dominant Publishers.
- ✧ Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- ✧ Garrett, H.E *Statistics in Psychology and Education*, Bombay: Vakils, Feffer and Simons, 2000.
- ✧ Gary Borich and Tom Kubiszyn (2004). *Educational Testing and Measurement*. Singapore: John Wiley & Sons.
- ✧ Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- ✧ Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
- ✧ Guilford, J.P., and B. Fruchter. (2006). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- ✧ Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.

15EDNP 0303 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' Inservice 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

- ✧ Agarwal, J.C (1995), *Essential of Educational Technology: Teaching Learning Innovations in Education*, Vikas Publishing House (P) Ltd, Delhi.
- ✧ Jangira, N.K. & Ajit Singh (1992), *Core Teaching Skills – A Microteaching Approach*, NCERT, New Delhi.
- ✧ Jahitha Begum, (2010), *Effectiveness of Integration of Information and Communication Technology in the B.Ed., Curriculum*. ICSSR Project Report, New Delhi.
- ✧ Kauchak, D.P. & Paul, D. Eggen (1998), *Learning and Teaching*, Allen & Bacon, Sydney.
- ✧ Ken Hyland (2011), *Teaching and Researching (Writing)*, South Asia: Dorling Kindersley.
- ✧ Kundu, C.L (1988), *Indian Yearbook on Teacher Education*, Sterling Publishers Pvt. Ltd., New Delhi.
- ✧ MHRD (1986), *Towards a Human and Enlightened Society – Review of NPE*, New Delhi.
- ✧ MHRD (1966), *Report of the Education Commission*, New Delhi.
- ✧ Michael Rost (2011), *Teaching and Researching (Listening)*, South Asia: Dorling Kindersley.

- ✧ Mishra, Lokanath (2013), *Teacher Education: Issues and Innovation*, Atlantic, New Delhi.
- ✧ Mohanty, Jagannath (2008), *Dynamics of Teacher Education (Vol.1&2)*, Neelkamal Publications Pvt. Ltd, Hyderabad.
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- ✧ NCERT (1991), *Elementary Teacher Education Curriculum, Guidelines and Syllabi*, New Delhi.
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- ✧ NCTE, (2004), *Teacher Education Curriculum*, New Delhi.
- ✧ Singh, L.C. (Ed.) (1987), *Teacher Education – A Resource Book*, NCERT, New Delhi.
- ✧ Rebecca Hughes (2011), *Teaching and Researching (Speaking)*, South Asia, Dorling Kindersley.
- ✧ William Grabe and Fredricka L. Stoller (2011), *Teaching and Researching (Writing)*, South Asia, Dorling Kindersley.

15EDNP 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

- ✧ Anice James, Balasubramanian P.S (2005), "*Teaching of Mathematics*", NeelKamal Publication, Pvt.ltd, Hyderabad.
- ✧ Cecil R.R and Ronald B. (2014), *Measurement and Assessment*, PHI Learning, New Delhi.
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- ✧ David J.Hand (2004), "*Measurement Theory and Practice*", Oxford University Press, New York.
- ✧ Guilferd J.P and Benjamin Frutcher,(2000), "*Fundamental Statistics in Psychology and Education (6th Edition)*" Mc Graw Hill Ltd.
- ✧ Mrunalini.T,(2009), "*Educational Evaluation*" Neelkamal Publications Pvt.Ltd, New Delhi.
- ✧ Nagarajan.K and Srinivasan.R (2012), *Handbook of Statistics*, Ram Publishers, Chennai
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- ✧ Rawat D.S,(2002), "*Measurement and Evaluation in Education*", New Raj Book Depot.
- ✧ Ramamanickam M,(2010), "*Statistical Methods in Psychological and Educational Research*", Concept Publishing Company, New Delhi.
- ✧ Robert.L.Ebel,(2004), *Essentials of Educational Measurement*, Prientice Hall of India, New Delhi.
- ✧ Swarupa Rani.T, Priyadarsaini J.R, Bhaskara Rao.D (2004), "*Educational Measurement and Evaluation*", Discovery Publishing House, New Delhi.
- ✧ Vashist.S.R,(2004), "*Theory of Educational Evaluation*", Anmol Publications Pvt.Ltd, New Delhi.

15EDNP 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

- ✧ Devi, S. F, De Silva & PeirieDutta, B.S.V, (2002), *Systems of Education*, Mittal Publication, New Delhi.
- ✧ Kandel, R. L, (1933), *Studies in Comparative Education*, Houghton Mifflin, Boston.
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- ✧ Vijaya Kumari Kaushik & S.R.Sharma, (2006), "*Comparative Education*" Anmol Publications Pvt.Ltd, New Delhi.
- ✧ T.Sudarsana Reddy, (2008), "*Comparative Secondary Education*", Krishnan Mittal for Mittal Publications, New Delhi.
- ✧ S.P.Chaube & A.Chaube, (2008), "*Comparative Education*", Vikas Publishing house, New Delhi,
- ✧ Sodhi. T.S, (2007), "*Textbook of Comparative Education*" Vikas Publishing house, New Delhi.

15EDNP 0304 E-CONTENT DEVELOPMENT

DEVELOPING E-CONTENT

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

15EDNP 0305 RESEARCH COLLOQUIUM

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

15EDNP 0401 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 21st 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

- ✧ Adams.D (Ed.,) (2005), *UNESCO and A Culture of Peace: Promoting A Global Movement*, UNESCO, Paris.
- ✧ Andrews. M. L, (1998), *Educating for Peacemaking abilities*, Cambridge, Harvard.
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- ✧ Grewal,J.S and Nirmal Sabharwal, (2004), *Peace Education: Self-Instructional Package for Teacher Educators*, NCERT, New Delhi.
- ✧ Kruba Charles, (2012), *Peace and Value Education*, Neelkamal Publication New Delhi.
- ✧ Patel.R.S, (1956), *Educational Philosophy of Mahatma Gandhi*, Ahmadabad.
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- ✧ UNESCO. Learning to Live Together in Peace and Harmony, Bangkok: UNESCO APNIEVE Source Books, 1998.

15EDNP 0402 COGNITIVE SCIENCE

Credit – 4
Hours – 64

Max. Marks: 100

Course Objective

To make the students understand the 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.
- ✧ Familiarize 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:12)

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:13)

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 – Cognitive Science Programs in India - The role of Cognitive Science in empowering teachers.

REFERENCES

(Hours:13)

- ✧ Paul Thagard, (2005), *Mind Introduction to Cognitive Science(Second Edition)*, Prentice Hall of India, New Delhi.
- ✧ Kar, B. R. (2013), *Cognition and Brain Development: Converging evidences from various Methodologies*, American Psychological Association, Washington.

- ✧ Mishra, R. K., & Srinivasan, N. (2011), *Language-Cognition Interface*. Munich, Lincom Europa.
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- ✧ John, P.S, Pinel .(2007), *Biopsychology*, Dorling Kindersley Publishing, New Delhi.
- ✧ Passi Anuradha Joshi, B.K, (2014), *Lessons on Critical Thinking Skills*, Bhargava Book, Agra.
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- ✧ Lawie L. Hazard, Jean-Paul Nalean, (2012), *Foundations of Learning*, Dorling Kindersley (India) Pvt Ltd, Uttar Pradesh.
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- ✧ Marile Sprenger Jossey – Bass, (2013), *Writing the Brain for Heading*, Canada.
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- ✧ Begum Jahitha, A. (2014), *Metacognition*, Bhargava Book House, Agra.
- ✧ Begum Jahitha, A. (2014). *Self Regulation*, Bhargava Book House, Agra.

15EDNP 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

- ✧ Anastasi A, (1996) *Differential Psychology*, Macmillan Co, New York.
- ✧ Arbuckle Dugland, (1985), *Guidance and Counselling in the Classroom*, Allyn & Bacon Inco,
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15EDNP 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

- ✧ Bharucha Erach, (2005), *Textbook of Environmental Studies*, University Press, New Delhi
- ✧ Himonshu Vashist, (2002), *Environmental Education: Problems and Solutions*, Book Enclave, Jaipur.
- ✧ Kalyani Devi, (1997), *Home and School: Environment Their Influence on Perceptual Styles*, : Discovery Publishing House, New Delhi.
- ✧ Kalyani Devi, (1998), *Environmental Deprivation and Perceptual Tasks of Preschool Children*, Discovery Publishing House, New Delhi.
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MODULAR COURSE

15EDNP 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 - Inlibnet - Del net - Tele net - NPTEL - UGC Consortium.

(Hours: 8)

15EDNP 04M2 WRITING AND PUBLISHING ARTICLES

Credit: 2

Marks: 50

1. Research paper format
(Hours: 8)
2. Use of Language in Writing a Research Paper
(Hours: 8)
3. APA Citation Style
(Hours: 8)
4. Statistical Techniques for Data Analysis
(Hours: 8)
5. Research Paper Publication Process
(Hours: 8)