

**LADY WILLINGDON INSTITUTE OF ADVANCED STUDY IN EDUCATION  
(AUTONOMOUS)  
(Affiliated to Tamil Nadu Teachers Education University)**



**Syllabus for  
M.Ed. Degree Programme**

**To be effective from the academic year 2021 – 2024  
(Revised - 2022)**

**Kamarajar Salai, Triplicane, Chennai-600 005  
Contact No. 044-28445531/7029 Fax No. 044-28440240**

**LADY WILLINGDON INSTITUTE OF ADVANCED STUDY IN EDUCATION  
(AUTONOMOUS)**

**DEGREE OF MASTER OF EDUCATION (M.Ed.)**

**VISION**

To be constructive, creative and committed teaching personnel with due teaching accountability.

**MISSION**

It is our mission to create in everyone an ideal teacher who is ready for creating good student teachers with commitment with awareness towards good citizenship for regional, national and global peace consciousness and progress.

**PROGRAMME OUTCOME**

After completing the programme the prospective teacher – educators will be able to:

- PO1 Apply Philosophical, Sociological, Political, Economical Principles and Policies of Teacher Education.
- PO2 Facilitate the knowledge in Educational Committees and Commissions.
- PO3 Promote Skills in Methods and Techniques of Educational Research and Statistics.
- PO4 Gain mastery in the Comprehension of the Status of Women in Family, Occupation and Society.
- PO5 Leverage the Competencies to provide Inclusive, Open and Distance Learning.
- PO6 Provide Potential to analyze the Cognitive Process and Data Compilation in Education.
- PO7 Maintain Tranquility and Value System among students through Guidance and Counselling .
- PO8 Develop ability in Planning, Administration and Funding of Education System Globally.
- PO9 Achieve Innovations in Curriculum, Technology and Pursue Educational Implications.

## DEGREE OF MASTER OF EDUCATION (M.Ed.)

### Eligibility for Admission to the Course and Examination

A candidate shall be admitted to the M.Ed., course provided she has secured 50% of marks in the Bachelor's Degree Examination / Teaching (B.Ed.,) of this University or any other University recognized by the syndicate as Equivalent thereto.

### Duration

The course of study shall be for the duration of two academic years consisting of 200 working days per year with four semesters of 100 days each.

### The External Examination

The question for the semester examination will be set by External Examiners and the papers will be evaluated by the external examiners. The Pattern of the Question Paper for the theory paper is as follows:

<b>Scheme of External Examination (70 Marks)</b>				
<b>Maximum Time Duration : 3 Hours</b>				
<b>Section</b>	<b>Type of Question</b>	<b>No. of Question</b>	<b>Marks for each Question</b>	<b>Total Marks</b>
Part – A	5 questions out of 7 questions	5 out of 7	5 x 5	25
Part - B	3 questions with internal choice	3 (with internal choice)	3 x 15	45
<b>Total</b>				<b>70</b>

### Internal Assessment

Internal Assessment will be done by the concerned teacher educators. For each Theory component 30 marks will be allotted for internal assessment.

<b>Sl.No</b>	<b>Particulars</b>	<b>Marks</b>
1	Assignment	4
2	Seminar	4
3	Practicum work	3
4	Two Internal Tests	5
5	Objective Test	5
6	Model Examination	7
7	Attendance	2
<b>Total</b>		<b>30</b>

### **Valuation of Theory Papers and Dissertation**

- a. Theory, Dissertation will be valued only by two external examiner.
- b. Passing minimum is 50%

The college shall arrange for a Viva voce for the candidate with **External Examiner** after the submission of the thesis. The marks secured by the candidate in the Viva-voce are forwarded to the Controller of Examination, LWIASE, Chennai.

### **Minimum Qualifying Marks**

The minimum marks required for a pass in each subject or in the valuation of the Thesis shall be 50 per cent. A candidate who fails to pass in any paper of papers/ Thesis shall have to appear for that paper or those papers and shall resubmit the Thesis. Candidates who secure an aggregate of 60% and above shall be declared to have passed in first class.

### **Grading System**

The term grading system indicates a 10-point scale of evaluation of the performance of students in marks, grade points, letter grade and class.

A ten point rating scale is used for the evaluation of the performance of the students to provide letter grade for each course and overall grade for the Master's Programme,

<b>Letter Grade</b>	<b>Percentage</b>	<b>Grade Points</b>
O (Outstanding)	96-100	<b>10</b>
A+ (Excellent)	91-95	<b>9</b>
A (Very Good)	81-90	<b>8</b>
B+ (Good)	71-80	<b>7</b>
B (Above Average)	61-70	<b>6</b>
C (Average)	51-60	<b>5</b>
P (Pass)	50	<b>Pass</b>
F (Fail)	-	<b>Re – appear</b>
Ab (Absent)	-	<b>Ab</b>

## Computation of SGPA and CGPA

As per UGC recommendation the following procedure is used to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA } (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e

$$\text{CGPA } (S_i) = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

<b>M.Ed., PROGRAMME (TWO YEARS) SYLLABUS ALLOCATION OF CREDITS</b>						
<b>Course Code</b>	<b>Title</b>	<b>Credit</b>	<b>Lecture L</b>	<b>Tutorial T</b>	<b>Practical P</b>	<b>Total Hours per week</b>
<b>FIRST YEAR – SEMESTER I</b>						
<b>MCC1</b>	Historical and Political Economy of Education in India (100)	5	4x1	1x2	-	6
<b>MCC2</b>	Introduction to Research Methodology and Statistics (100)	5	4x1	1x2	-	6
<b>MEC1</b>	Women Empowerment (100)	5	4x1	1x2	-	6
<b>MEC2</b>	Inclusive Education (100)					
<b>Practicum</b>	Cooperative School Visit (50)	2	1x1	-	1x2	3
<b>Practicum</b>	Teacher Education Institution Visit (50)	2	1x1	-	1x2	3
<b>Practicum</b>	Yoga for Self Development (50)	2	1x1	-	1x2	3
<b>Practicum</b>	Soft Skill - Communication English (25)	1	1x1	-	-	1
	Preliminary Research work	-	-	-	-	1
	Library	-	-	-	-	5
	Physical Education	-	-	-	-	2
		<b>22</b>				<b>36</b>
<b>SEMESTER – II</b>						
<b>MCC3</b>	Advanced Educational Research and Statistics (100)	5	4x1	1x2	-	6
<b>MCC4</b>	Advanced Educational Psychology (100)	5	4x1	1x2	-	6
<b>MEC3</b>	Guidance and Counselling (100)	5	4x1	1x2	-	6
<b>MEC4</b>	Higher Education (100)					
<b>Practicum</b>	Expository Writing and Peer Presentation (75)	3	1x1	1x2	1x2	5
<b>Practicum</b>	Research Proposal (75)	3	1x1	-	2x2	5
<b>Practicum</b>	Internal Internship (50)	2	1x1	-	1x2	3
	Library	-	-	-	-	4
	Physical Education	-	-	-	-	1
		<b>23</b>				<b>36</b>
<b>SECOND YEAR – SEMESTER III</b>						
<b>MCC5</b>	Philosophical and Sociological Perspectives in Education (100)	5	4x1	1x2	-	6
<b>MCC6</b>	Curriculum Development (100)	5	4x1	1x2	-	6
<b>MEC5</b>	Pre-Primary, Primary and Secondary Education (100)	5	4x1	1x2	-	6
<b>MEC6</b>	Educational Planning and Administration (100)					
<b>Practicum</b>	Community Based Activities (50)	2	1x1	-	1x2	3
<b>Practicum</b>	Field Visit (50)	2	1x1	-	1x2	3
<b>Practicum</b>	Competitive Exam (UGC –NET)Practice -1(50)	2	1x1	-	1x2	3
<b>Practicum</b>	Academic Writing and Research Paper Publication (75)	3	1x1	1x2	1x2	5
	Dissertation Work	-	-	-	-	4
		<b>24</b>				<b>36</b>
<b>SEMESTER – IV</b>						
<b>MCC7</b>	ICT in Education(100)	5	4x1	1x2	-	6
<b>MCC8</b>	Teacher Education in Global Perspective(100)	5	4x1	1x2	-	6
<b>MEC7</b>	Education in the International Context (100)	5	4x1	1x2	-	6
<b>MEC8</b>	Open and Distance Learning (100)					
<b>Practicum</b>	Hands on Training in Statistical Analysis (50)	2	1x1	-	1x2	3
<b>Practicum</b>	Dissertation (150 (100+50))	6	4x1	-	2x2	8
<b>Practicum</b>	Viva Voce (50)	2	1x1	-	1x2	3
<b>Practicum</b>	Competitive Exam (UGC –NET)Practice -2 (50)	2	1x1	-	1x2	3
	Library / Physical Education	-	-	-	-	1
		<b>27</b>				<b>36</b>
		<b>96</b>				

**Semester Allocation of Credits and Hours for M.Ed.  
FIRST YEAR - SEMESTER I**

Curricular Components	Name of the Curricular Component	Credits	No. of Weeks	No. of Days	No. of hours
No. of Curriculum transaction days			16	100	100 days X 6 hrs = 600
Theoretical Input ( CC & EC)	Lecture	12	16	-	12 x16 x1= 192
	Tutorial	3	16	-	3x16x2 = 96
	Practical	-	-	-	-
Practicum	Lecture	4	16	-	4x16x1 = 64
	Tutorial	-	-	-	-
	Practical	3	16	-	3x16x2 = 96
Preliminary Research work	-	-	-	-	1x16 = 16
Library	-	-	-	-	5 x 16 = 80
Physical Education	-	-	-	-	2 x 16 = 32
					<b>576 Hours</b>
Cycle test	Core 4 hrs + Elective 1 hr.	-	-	-	5 hours
Revision Examination	Core 2 + Elective 1	-	-	3	3 x 5 = 15
Communicative English Internal Examination	-	-	-	-	4 hours
<b>TOTAL</b>		<b>22</b>	<b>-</b>		<b>600 Hours</b>

**Semester Allocation of Credits and Hours for M.Ed.  
SEMESTER – II**

Curricular Components	Name of the Curricular Component	Credits	No. of Weeks	No. of Days	No. of hours
No. of Curriculum transaction days			16	100	100 days X 6 hrs = 600
Theoretical Input ( CC & EC)	Lecture	12	16	-	12x16 x1= 192
	Tutorial	3	16	-	3x16x2 = 96
	Practical	0	-	-	-
Practicum	Lecture	3	16	-	3x16x1 = 48
	Tutorial	1	16	-	1x16x2 = 32
	Practical	4	16	-	4x16x2 = 128
Library	-	-	-	-	4 x16 = 64
Physical Education	-	-	-	-	1x16 =16
					<b>576 hours</b>
Cycle test	Core 4 hrs + Elective 1 hr.	-	-	-	5 hours
Revision Examination	Core 2 + Elective 1	-	-	3	3 x 5 = 15
Competitive Exams - orientation					4 hours
<b>TOTAL</b>		<b>23</b>	<b>-</b>		<b>600 Hours</b>

**Semester Allocation of Credits and Hours for M.Ed.  
SECOND YEAR - SEMESTER III**

Curricular Components	Name of the Curricular Component	Credits	No. of Weeks	No. of Days	No. of hours
No. of Curriculum transaction days			16	100	100 days X 6 hrs = 600
Theoretical Input ( CC & EC)	Lecture	12	16	-	12x16 x1= 192
	Tutorial	3	16	-	3x16x2 = 96
	Practical	-	-	-	-
Practicum	Lecture	4	16	-	4 x16x1 = 64
	Tutorial	1	-	-	1x16x2 =32
	Practical	4	16	-	4x16x2 = 128
Dissertation Work	-	-	-	-	4x 16 = 64
					<b>576 hours</b>
Cycle test	Core 4 hrs + Elective 1 hr.	-	-	-	5 hours
Revision Examination	Core 2 + Elective 1	-	-	3	3 x 5 = 15
UGC-NET Model Exam					4 hours
<b>TOTAL</b>		<b>24</b>			<b>600 Hours</b>

**Semester Allocation of Credits and Hours for M.Ed.  
SEMESTER – IV**

Curricular Components	Name of the Curricular Component	Credits	No. of Weeks	No. of Days	No. of hours
No. of Curriculum transaction days			16	100	100 days X 6 hrs = 600
Theoretical Input ( CC & EC)	Lecture	12	16	-	12x16 x1= 192
	Tutorial	3	16	-	3x16x2 = 96
	Practical	-	-	-	-
Practicum	Lecture	7	16	-	7x16x1 = 112
	Tutorial	-	-	-	-
	Practical	5	16	-	5 x16x2 = 160
Library/Physical Education	-	-	-	-	1x16 =16
					<b>576 hours</b>
Cycle test	Core 4 hrs + Elective 1 hr.	-	-	-	5 hours
Revision Examination	Core 2 + Elective 1	-	-	3	3 x 5 = 15
UGC-NET Model Exam					4 hours
<b>TOTAL</b>		<b>27</b>			<b>600 Hours</b>



**M.Ed., 1<sup>st</sup> YEAR – FIRST SEMESTER  
THEORY PAPERS**

S.No	Code	Subject	Credit	Marks		
				External	Internal	Total
		<b>Core Courses</b>				
1	MCC1	Historical and Political Economy of Education in India	5	70	30	100
2	MCC2	Introduction to Research Methodology and Statistics	5	70	30	100
3	MEC1	Women Empowerment	5	70	30	100
4	MEC2	Inclusive Education				
<b>Total</b>			<b>15</b>	<b>210</b>	<b>90</b>	<b>300</b>

**M.Ed., 1<sup>st</sup> YEAR – SECOND SEMESTER  
THEORY PAPERS**

S.No	Code	Subject	Credit	Marks		
				External	Internal	Total
		<b>Core Courses</b>				
1	MCC3	Advanced Educational Research and Statistics	5	70	30	100
2	MCC4	Advanced Educational Psychology	5	70	30	100
3	MEC3	Guidance and Counselling	5	70	30	100
4	MEC4	Higher Education				
<b>Total</b>			<b>15</b>	<b>210</b>	<b>90</b>	<b>300</b>

**M.Ed., 2<sup>nd</sup> YEAR – THIRD SEMESTER  
THEORY PAPERS**

S.No	Code	Subject	Credit	Marks		
				External	Internal	Total
		<b>Core Courses</b>				
1	MCC5	Philosophical and Sociological Perspectives in Education	5	70	30	100
2	MCC6	Curriculum Development	5	70	30	100
3	MEC5	Pre-Primary, Primary and Secondary Education	5	70	30	100
4	MEC6	Educational Planning and Administration				
<b>Total</b>			<b>15</b>	<b>210</b>	<b>90</b>	<b>300</b>

**M.Ed., 2<sup>nd</sup> – YEAR – FOURTH SEMESTER  
THEORY PAPERS**

S.No	Code	Subject	Credit	Marks		
				External	Internal	Total
		<b>Core Courses</b>				
1	MCC7	ICT Education	5	70	30	100
2	MCC8	Teacher Education in Global Perspective	5	70	30	100
3	MEC7	Education in the International Context	5	70	30	100
4	MEC8	Open and Distance Learning				
<b>Total</b>			<b>15</b>	<b>210</b>	<b>90</b>	<b>300</b>

### M.Ed., - FIRST YEAR PRACTICUM

S.No.	Activities	Credit	Total Marks	Semester
1	Cooperative School Visit	2	50	I
2	Teacher Education Institution Visit	2	50	I
3	Yoga for Self Development	2	50	I
4	Soft Skill - Communicative English	1	25	I
5	Expository Writing and Peer Presentation	3	75	II
6	Research Proposal	3	75	II
7	Internal Internship	2	50	II
<b>Total</b>		<b>15</b>	<b>375</b>	

### M.Ed., - SECOND YEAR PRACTICUM

S.No.	Activities	Credit	Total Marks	Semester
1	Community Based Activities	2	50	I
2	Field Visit	2	50	I
3	Competitive Exam (UGC-NET) Practice 1	2	50	I
4	Academic Writing and Research Paper Publication	3	75	I
5	a. Dissertation	6	150 (100+50)	II
	b. Viva-voce	2	50	II
6	Hands on Training in Statistical Analysis	2	50	II
7	Competitive Exam (UGC-NET) Practice 2	2	50	II
<b>Total</b>		<b>21</b>	<b>525</b>	

### M.Ed. Marks Distribution

I Year			II Year		
	Credits	Marks		Credits	Marks
Semester I Theory	15	300	Semester III Theory	15	300
Semester II Theory	15	300	Semester IV Theory	15	300
Practicum	15	375	Practicum	21	525
<b>TOTAL</b>	<b>45</b>	<b>975</b>	<b>TOTAL</b>	<b>51</b>	<b>1125</b>
<b>GRAND TOTAL MARKS = 2100</b>					

**Note :**

Total Credits = 45 (First Year) + 51 (Second Year) = 96 Credits

### M.Ed., - FIRST YEAR PRACTICUM

S.No.	Activities	Credit	Total Marks														
1	<p style="text-align: center;"><b>Co-operative School Visit</b></p> <p>The Prospective teacher educators shall visit the co-operative schools concerned to the Teacher Education Institutions and submit a record based on the administration, curriculum transaction, mode of evaluation, curricular and co-curricular activities. The record for the same has to be submitted for practical examination.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">1 x1 hour</td> <td style="text-align: center;">-</td> <td style="text-align: center;">1x2 hours</td> <td style="text-align: center;">3</td> <td style="text-align: center;">48</td> <td style="text-align: center;">50</td> </tr> </tbody> </table> <p>Lecture – 8 hours Practical - 40 hours ( Visit – 30 hrs ; Record work – 10 hrs).</p> <p><b>PO1,PO2,PO6,PO7,PO8</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1 x1 hour	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
2	1 x1 hour	-	1x2 hours	3	48	50											
2	<p style="text-align: center;"><b>Teacher Education Institution Visit</b></p> <p>The Prospective teacher educators shall visit five (1Government; 2 Government-Aided; 2 Universities) Teacher Education Institutions and submit record related to Innovative Curriculum, Pedagogic Practices, Educational Policy Planning, Educational Management and Administration etc. The record for the same has to be submitted for practical examination.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">1 x1 hour</td> <td style="text-align: center;">-</td> <td style="text-align: center;">1x2 hours</td> <td style="text-align: center;">3</td> <td style="text-align: center;">48</td> <td style="text-align: center;">50</td> </tr> </tbody> </table> <p>Lecture – 8 hours Practical - 40 hours ( Visit – 30 hrs ; Record work – 10 hrs).</p> <p><b>PO1,PO2,PO6,PO7,PO8,PO9</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1 x1 hour	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
2	1 x1 hour	-	1x2 hours	3	48	50											
3	<p style="text-align: center;"><b>Yoga for Self Development</b></p> <p>The Prospective teacher educators shall demonstrate and conduct 2 hours yoga classes per week, for 11 weeks (22 hours). The record for the same has to be submitted for practical examination.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">1 x1 hour</td> <td style="text-align: center;">-</td> <td style="text-align: center;">1x2 hours</td> <td style="text-align: center;">3</td> <td style="text-align: center;">48</td> <td style="text-align: center;">50</td> </tr> </tbody> </table> <p>Lecture – 16 hours Practical - 32 hours (Demonstration – 22 hrs; Record work – 10 hrs).</p> <p><b>PO1,PO6,PO7</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1 x1 hour	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
2	1 x1 hour	-	1x2 hours	3	48	50											

4	<p style="text-align: center;"><b>Soft skill – Communicative English</b></p> <p>The Prospective teacher educators shall practice Communicative English by taking up activities related to LSRW skills. Communication ability will be assessed in internal examination. Suggested activities to practice: Essential grammar exercises - Write an essay on a given topic without grammatical error - Self Introduction - Listen to the audio and present orally the summary of the audio in own words - Speak on the given topic for 2 minutes - Group discussion / debate/ interaction on a topic among peers – Practice Interview Skills - Writing: Letters, Application for Job, Resume, Formal invitations to academic programmes, Circulars and Announcements, Meeting minutes, Reports – Planning, Structuring and executing a effective speech / Presentation / Compering / Welcome speech / Vote of Thanks etc.,</p> <table border="1" data-bbox="272 658 1171 831"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1 x1 hour</td> <td>-</td> <td>-</td> <td>1</td> <td>16</td> <td>25</td> </tr> </tbody> </table> <p>Lecture – 16 hours – to practice Communicative English.</p> <p><b>PO3, PO4, PO6,PO8, Po9</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	1	1 x1 hour	-	-	1	16	25	1	25
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
1	1 x1 hour	-	-	1	16	25											
5	<p style="text-align: center;"><b>Expository Writing and Peer Presentation</b></p> <p>The Prospective teacher educators shall write the conceptual Framework related to a research problem and conduct peer presentation on the basis of the criteria such as, Introduction, Review of Literature, Methodology, Statistical analysis, Discussions and Conclusion. The record for the same has to be submitted for practical examination.</p> <table border="1" data-bbox="272 1198 1187 1370"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1 x1 hour</td> <td>1x2 hours</td> <td>1x2 hours</td> <td>5</td> <td>80</td> <td>75</td> </tr> </tbody> </table> <p>Lecture – 16 hours ; Tutorial – 32 hours; Practical – 32 hours (Expository/Record writing – 20 hrs; PPT and Peer Presentation – 12 hrs)</p> <p><b>PO1,PO3,PO6,PO7,PO9</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	3	1 x1 hour	1x2 hours	1x2 hours	5	80	75	3	75
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
3	1 x1 hour	1x2 hours	1x2 hours	5	80	75											
6	<p style="text-align: center;"><b>Research Proposal</b></p> <p>Research Proposal Writing - Preliminary work – Identification of the problem (any research topic), Rationale, Need and Significance, Review of Literature, Objectives, Hypotheses, Methodology (Sampling, Variables, Tools and Statistical analysis), Time Budgeting. The same has to be submitted for practical examination.</p> <table border="1" data-bbox="272 1774 1187 1946"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1 x1 hour</td> <td>-</td> <td>2x2 hours</td> <td>5</td> <td>80</td> <td>75</td> </tr> </tbody> </table> <p>Lecture – 16 hours Practical – 64 hours (Proposal Writing)</p> <p><b>PO3,PO5,PO7,PO8,PO9.</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	3	1 x1 hour	-	2x2 hours	5	80	75	3	75
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
3	1 x1 hour	-	2x2 hours	5	80	75											

7	<b>Internal Internship</b>						2	50	
	The Prospective teacher educators shall take classes (with notes of lesson) for the student teachers in the same institution. The record for the same has to be submitted for practical examination.								
	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester			Total Marks
2	1x1	-	1x2 hours	3	48	50			
Lecture – 16 hours Practical – 32 hours (preparation of notes of lesson & TLM – 16 hrs ; Teaching – 16 hrs ) <b>PO1,PO5,PO7,PO8,PO9.</b>									
<b>Total</b>							<b>15</b>	<b>375</b>	

### M.Ed., - SECOND YEAR PRACTICUM

S.No.	Activities	Credit	Total Marks														
1	<p style="text-align: center;"><b>Community Based Activities</b></p> <p>The Prospective teacher educators shall perform community services in the following areas such as, Own Institution, Awareness Programme, Gardening in the Institution. The record for the same has to be submitted for practical examination.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1 x1 hour</td> <td>-</td> <td>1x2 hours</td> <td>3</td> <td>48</td> <td>50</td> </tr> </tbody> </table> <p>Lecture &amp; Preliminary work – 8 hours Practical - 40 hours ( Visit – 32 hrs ; Record work – 8 hrs). <b>PO1,PO6,PO7,PO8, PO9.</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1 x1 hour	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
2	1 x1 hour	-	1x2 hours	3	48	50											
2	<p style="text-align: center;"><b>Field Visit</b></p> <p>The Prospective teacher educators shall visit and write reflective reports on any five places of importance. The record for the same has to be submitted for practical examination. (Suggested places to visit- Vivekanandar Illam, Bharathiyar Illam, American Consulate Library, Anna Centenary Library, Connemara Public Library, NIEPMD, The Spastics Society of Tamil Nadu, DIET, Block Resource Centre).</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1 x1 hour</td> <td>-</td> <td>1x2 hours</td> <td>3</td> <td>48</td> <td>50</td> </tr> </tbody> </table> <p>Lecture – 8 hours Practical - 40 hours ( Visit – 30 hrs ; Record work – 10 hrs). <b>PO1,PO2,PO6,PO7</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1 x1 hour	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
2	1 x1 hour	-	1x2 hours	3	48	50											

3	<p style="text-align: center;"><b>Competitive Exam (UGC-NET) Practice – 1</b></p> <p>The Prospective teacher educators shall analyze the UGC-NET Paper-I – Teaching and Research aptitude , practice any one previous year (Paper –I) question paper and discuss the same in the class, Prepare question bank, attend model examination. The question bank for paper-I has to be submitted for practical examination.</p> <table border="1" data-bbox="240 389 1209 562"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1 x1 hour</td> <td>-</td> <td>1x2 hours</td> <td>3</td> <td>48</td> <td>50</td> </tr> </tbody> </table> <p>Lecture , Analyze the syllabus – 8 hours Practical – 40 hours (Prepare and discuss previous year question papers – 15 hrs ; prepare question bank – 25 hrs). <b>PO1,PO2,PO3,PO6, PO9.</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1 x1 hour	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
2	1 x1 hour	-	1x2 hours	3	48	50											
4	<p style="text-align: center;"><b>Academic Writing and Research Paper Publication</b></p> <p>Publication of research article on any topic by the prospective teacher educators either one article in an educational journal or two articles in monograph. The same has to be submitted for practical examination.</p> <table border="1" data-bbox="240 857 1209 1003"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1x1 hour</td> <td>1x2 hours</td> <td>1x2 hours</td> <td>5</td> <td>80</td> <td>75</td> </tr> </tbody> </table> <p>Lecture – 16 hours ; Tutorial – 32 hours Practical – 32 hours ( Academic writing and paper publication work) <b>PO1,PO3,PO6,PO7,PO9</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	3	1x1 hour	1x2 hours	1x2 hours	5	80	75	3	75
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
3	1x1 hour	1x2 hours	1x2 hours	5	80	75											
5	<p style="text-align: center;"><b>Hands on Training in Statistical Analysis</b></p> <p>The Prospective teacher educators shall attend atleast one SPSS workshop and prepare a master table based on the data collected for the dissertation and data shall be statistically analyzed using the software packages. The output of data has to be submitted during the practical examination.</p> <table border="1" data-bbox="240 1332 1209 1478"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1x1</td> <td>-</td> <td>1x2 hours</td> <td>3</td> <td>48</td> <td>50</td> </tr> </tbody> </table> <p>Lecture &amp; Attending workshop – 16 hours Practical work – 32 hours (Statistical analysis, preparation of master table etc.) <b>PO3,PO7,PO9.</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1x1	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
2	1x1	-	1x2 hours	3	48	50											
6	<p style="text-align: center;"><b>a) Dissertation</b></p> <p>The dissertation includes: Appropriate title/topic, statement of the problem; scope and limitations; objectives; operational definitions of variables; need and importance of the study; review of related studies; method of study; analysis and interpretation of data; results; discussion and conclusion; bibliography and appendices.</p> <table border="1" data-bbox="240 1809 1209 1955"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4 x1 hour</td> <td>-</td> <td>2x2 hours</td> <td>8</td> <td>128</td> <td>150</td> </tr> </tbody> </table> <p>Lecture – 64 hours; Practical – 64 hours. <b>PO3,PO4,PO5,PO6,PO7,PO8, PO9.</b></p>	Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	6	4 x1 hour	-	2x2 hours	8	128	150	6	150 (External 100 marks and Internal 50 marks)
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks											
6	4 x1 hour	-	2x2 hours	8	128	150											

	<p align="center"><b>b) Viva-voce</b></p> <p>The Prospective teacher educators should submit the data sheets, filled in questionnaires, master table, statistical analysis output, power point presentation, and the completed dissertation during the viva-voce examination.</p> <p><b>PO3,PO6,PO7,PO9.</b></p> <table border="1"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td align="center">2</td> <td align="center">1x1</td> <td align="center">-</td> <td align="center">1x2 hours</td> <td align="center">3</td> <td align="center">48</td> <td align="center">50</td> </tr> </tbody> </table> <p>Lecture – 16 hours; Practical – 32 hours</p>						Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1x1	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks																
2	1x1	-	1x2 hours	3	48	50																
7	<p align="center"><b>Competitive Exam (UGC-NET) Practice – 2</b></p> <p>The Prospective teacher educators shall analyze the UGC-NET Paper-II &amp; Paper III – Education, practice any one previous year (Paper –II &amp;III) question paper and discuss the same in the class, Prepare question bank, attend model examination. The question bank for paper-II &amp; Paper III has to be submitted for practical examination.</p> <table border="1"> <thead> <tr> <th>Credit</th> <th>Lecture</th> <th>Tutorial</th> <th>Practical</th> <th>Hours per week</th> <th>Total Hours per semester</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td align="center">2</td> <td align="center">1 x1 hour</td> <td align="center">-</td> <td align="center">1x2 hours</td> <td align="center">3</td> <td align="center">48</td> <td align="center">50</td> </tr> </tbody> </table> <p>Lecture , Analyze the syllabus – 8 hours  Practical – 40 hours (Prepare and discuss previous year question papers – 15 hrs ; prepare question bank – 25)</p> <p><b>PO1,PO2,PO3,PO6, PO9.</b></p>						Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks	2	1 x1 hour	-	1x2 hours	3	48	50	2	50
Credit	Lecture	Tutorial	Practical	Hours per week	Total Hours per semester	Total Marks																
2	1 x1 hour	-	1x2 hours	3	48	50																
<b>Total</b>						<b>21</b>	<b>525</b>															



## PROGRAMME OUTCOME MAPPING (PRACTICUM)

**3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated**

Practicum	PO								
	1	2	3	4	5	6	7	8	9
<b>First Year</b>									
1. Co-operative School Visit	3	2				3	3	1	
2. Teacher Education Institution Visit	3	2				3	3	2	1
3. Yoga for Self Development	2					3	3		
4. Soft skill – Communicative English	1			3		2		3	2
5. Expository Writing and Peer Presentation	1		2			2	3		3
6. Research Proposal			3		1		2	2	3
7. Internal Internship	3	2					2	3	3
Strong – 17; Moderate – 12; Weak – 5.									
<b>Second Year</b>									
1. Community Based Activities	3					3	2	2	1
2. Field Visit	3	2				3	3		
3. Competitive Exam (UGC-NET) Practice-1	3	1	2			3			2
4. Academic Writing and Research Paper Publication	1		2			2	3		3
5. Hands on Training in Statistical Packages.			3				2		3
6. a) Dissertation and			3	1	1	3	2	2	3
b) Viva-voce			3			2	3		3
7. Competitive Exam (UGC-NET) Practice-2	3	1	2			3			2
Strong – 19; Moderate – 13; Weak – 6.									

**.Ed. PROGRAMME  
FIRST YEAR – SEMESTER I**

**MCC1 – HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- acquire knowledge on education and its planning.
- analyse the various educational commission reports and committees before Independence.
- develop understanding about the salient features of Indian constitution and its provisions on education.
- explore the various educational commission reports and committees after Independence.
- evaluate the changing economic policy in developing education.
- examine the Indian political policy of education.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>EDUCATION AND PLANNING</b> Education: Meaning, Definition, Aims and Functions of Education – Forms of Education: Formal, Non-formal and Informal – Educational Planning: Meaning, Definition, and Significance of Educational Planning- Types of Educational Planning: Administrative, Academic, Co-curricular, Instructional and Institutional Planning – Approaches of Educational Planning: Social Demand, Social Justice, Rate of Returns and Manpower Planning Approach.</p> <p><b>State</b> the Definition and Meaning of Education, <b>Identify</b> the Functions of Education, <b>Compare and Contrast</b> the Different Forms of Education, <b>Define</b> the term Educational Planning and <b>Explain</b> its Significance, <b>Distinguish</b> the various Types and Approaches of Educational Planning. <b>PO1, PO5, PO7, PO8.</b></p>	K1,K2,K3, K4
CO2	<p><b>EDUCATION BEFORE INDEPENDENCE</b> Educational efforts of Christian Missionaries – Role of East India Company: Charter Act (1813) – Charter Act (1833) – Macaulay’s Minutes (1835) – Wood’s Despatch (1854) – Hunter Commission (1882) – Lord Curzon’s Resolution (1902) – Indian Education Act (1904) - Sadler Commission (1919) – Hartog Committee (1929) – Wood-Abbot Report (1937) – Wardha Scheme of Education (1937) – Sargent Plan (1944).</p>	K1,K2,K3, K4, K5, K6

	<p><b>State</b> the Objectives of various Educational Commissions, <b>Identify</b> the importance of each Commission at various levels of Education, <b>Explain</b> the Recommendations given in the Committee Report, <b>Compare</b> the years of various Educational Commissions, <b>Critically analyse</b> the Recommendations of Committees, <b>Discuss</b> the year-wise Changes in the Amendments.</p> <p><b>PO1, PO2, PO8, PO9.</b></p>	
CO3	<p><b>EDUCATION AND INDIAN CONSTITUTION</b> Preamble of the Constitution - Division of Powers: Central List, State List and Concurrent List – Fundamental Rights and Education – Directive Principles of Education – Constitutional Amendments on Education – Right to Education Act (2009).</p> <p><b>Recall</b> the Division of Constitutional Powers, <b>Relate</b> the Powers of Central, State and Concurrent List, <b>Identify</b> the Fundamental Rights of Education, <b>List</b> the Directive Principles of Education, <b>Assess</b> and <b>Appraise</b> the Constitutional Amendments on Education.</p> <p><b>PO1, PO8.</b></p>	K1,K2, K3, K5
CO4	<p><b>DEVELOPMENT OF EDUCATION AFTER INDEPENDENCE</b> Radhakrishnan Commission (1948-1949) – Mudaliar Commission (1952-1953) – Kothari Commission (1964-1966) – National Commission on Teachers I &amp; II (1983-1985) – New Policy of Education (1986) – Revised National Policy of Education and Programme of Action (1992) – Yashpal Committee Recommendations (1993) – Chadurvedi Committee Recommendations (1993) – Ambani Birla Committee Report (2000) – National Curriculum Frame Work (2005 &amp; 2009) – Varma Commission (2012).</p> <p><b>List</b> the educational commissions implemented after independence based on the level of education, <b>Make use of</b> the recommendations given by the commissions, <b>Categorise</b> the areas of the recommendations of the educational committees,</p> <p><b>PO1, PO2, PO8, PO9.</b></p>	K1,K3, K4.
CO5	<p><b>ECONOMIC AND POLITICAL POLICY OF EDUCATION IN INDIA</b> Economic Policy: Five Year Plans and Educational Development – Welfare Economic Approach (Public Funding) – National Integration, Internationalization, Privatization of Education. Political Policy: Education and Politics – Education for Democracy, Secularism and Socialism – Education for Social Change and Modernization. International Understanding: Meaning, Definition, Factors affecting international understanding, Education and International Understanding – Education for Human Resource Development.</p>	K1,K2, K5, K6

	<p>Educational Schemes: Samagra Shiksha - Mid Day Meal – RUSA.</p> <p><b>Match</b> the Educational Development with Five Year Plans, <b>List</b> the Advantages and Disadvantages of Internationalization, Privatization of Education, <b>Interpret</b> the terms Democracy, Secularism and socialism, <b>Appraise</b> the Role of Social Changes in Education, <b>Summarize</b> the Educational Schemes and its Benefits, <b>Formulate</b> the Different Factors affecting International Understanding.</p> <p><b>PO1,PO8,PO9</b></p>	
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**Total K Levels: K 1-5, K2-4, K3-4, K4-3, K5-3, K6-2.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO/PO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3				1		2	3	
CO2	3	3						2	2
CO3	3							3	
CO4	3	3						2	2
CO5	3							1	2
<b>TOTAL</b>	<b>15</b>	<b>6</b>			<b>1</b>		<b>2</b>	<b>11</b>	<b>6</b>

Strong – 9; Moderate-6; Weak - 2

## **COURSE OUTLINE:**

### **UNIT – I: EDUCATION AND PLANNING**

**(10 Hours)**

Education: Meaning, Definition, Aims and Functions of Education – Forms of Education: Formal, Non-formal and Informal – Educational Planning: Meaning, Definition, and Significance of Educational Planning- Types of Educational Planning: Administrative, Academic, Co-curricular, Instructional and Institutional Planning – Approaches of Educational Planning: Social Demand, Social Justice, Rate of Returns and Manpower Planning Approach.

### **UNIT – II: EDUCATION BEFORE INDEPENDENCE**

**(14 Hours)**

Educational efforts of Christian Missionaries – Role of East India Company: Charter Act (1813) – Charter Act (1833) – Macaulay’s Minutes (1835) – Wood’s Despatch (1854) – Hunter Commission (1882) – Lord Curzon’s Resolution (1902) – Indian Education Act (1904) - Sadler Commission (1919) – Hartog Committee (1929) – Wood-Abbot Report (1937) – Wardha Scheme of Education (1937) – Sargent Plan (1944).

### **UNIT – III: EDUCATION AND INDIAN CONSTITUTION**

**(10 Hours)**

Preamble of the Constitution - Division of Powers: Central List, State List and Concurrent List – Fundamental Rights and Education – Directive principles of Education – Constitutional Amendments on Education – Right to Education Act (2009).

### **UNIT – IV: DEVELOPMENT OF EDUCATION AFTER INDEPENDENCE**

**(16 Hours)**

Radhakrishnan Commission (1948-1949) – Mudaliar Commission (1952-1953) – Kothari Commission (1964-1966) – National Commission on Teachers I & II (1983-1985) – New Policy of Education (1986) – Revised National Policy of Education and Programme of

Action (1992) – Yashpal Committee Recommendations (1993) – Chadurvedi Committee Recommendations (1993) – Ambani Birla Committee Report (2000) – National Curriculum Frame Work (2005 & 2009) – Varma Commission (2012).

## **UNIT- V: ECONOMIC AND POLITICAL POLICY OF EDUCATION IN INDIA**

**(14 Hours)**

Economic Policy: Five Year Plans and Educational Development – Welfare Economic Approach (Public Funding) – National Integration, Internationalization, Privatization of Education.

Political Policy: Education and Politics – Education for Democracy, Secularism and Socialism – Education for Social Change and Modernization.

International Understanding: Meaning, Definition, Factors affecting international understanding, Education and International Understanding – Education for Human Resource Development.

Educational Schemes: Samagra Shiksha - Mid Day Meal – RUSA.

### **PRACTICUM:**

1. Plan co-curricular activities for prospective teachers.
2. Prepare a report on current status of Right to Education.
3. Debate on impact of privatization of education in India.

### **REFERENCE BOOKS**

Agarwal, J.C. (2007). *Development of Education system in India*. Shipra Publications.

Agarwal, J.C. (2007). *History of Modern Indian Education* (6th ed.). Vikas Publishing House Pvt. Ltd.,

Biranchi, N.D. (2004). *Teacher and Education in the Emerging Indian Society* (1st ed). Neelkamal Publications.

Chandra, S. (2008). *Indian Education Development, Problems, Issues and Trends*. R.Lal Book Depot.

Kumar, M., & Rekha, N. (2019). *Historical and Political Economy of Education in India*. Sankalp Publication.

Lal, R.B., & Sinha, G.N. (2011). *Development of Indian Education and Its Problems*. R.Lal Book Depot.

Nagarajan, K. (2013). *Educational Innovation and Management*. Ram Publication.

Nagarajan, K. (2013). *Emerging Indian Society*. Ram Publication. (Tamil Book).

Nagarajan, K. (2017). *Contemporary Education in India*. Ram Pub., (Tamil Book)

Ramesh, G., & Dash, B.N. (2004). *Foundations of Education* (1ST.ED). Neelkamal Publications.

Seema, S. (2004). *History of Education*. Anmol Publications.

Shashi, P.S. (2006). *Basic Principles of Education*. Kanishka, Pub.,

Shukla, K. (2011). *Development to Education System in India*. R. Lal Book Depot.

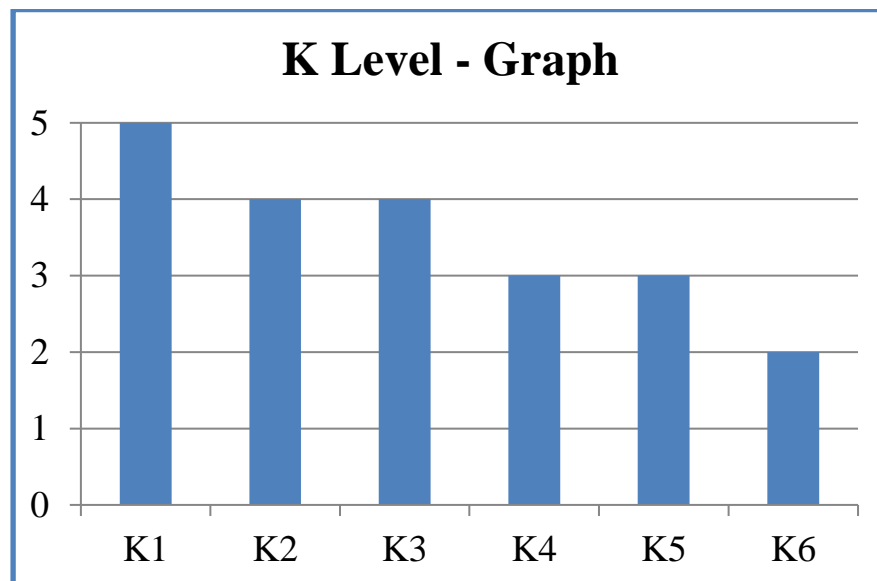
Sunil, C. (2004). *Education for All*. Rajat Publications.

Suresh, B., & Madhu, M. (2008). *Development of Educational System in India*. R.Lal Book Depot.

Swaroop, S.N.R. (2008). *Theory of Education*. R. Lal Book Depot.

## WEB RESOURCES

- [http://www.wbnsou.ac.in/online\\_services/SLM/BED/CC-01.pdf](http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf)
- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/Teacher%20Education%20-%20IV.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf)
- <https://www.youtube.com/watch?v=zrCaNoehz2k>
- [http://download.ei-ie.org/Docs/WebDepot/The\\_Privatization\\_of\\_Education.pdf](http://download.ei-ie.org/Docs/WebDepot/The_Privatization_of_Education.pdf)
- [https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf)
- <http://www.hkrdb.kar.nic.in/documents/Downloads/Good%20Reads/Indian%20Politics%20and%20Society%20Since%20Independence%20-%20Bidyut%20Chakrabarty.pdf>



**M.Ed. COURSE  
FIRST YEAR – SEMESTER I**

**MCC2 – INTRODUCTION TO RESEARCH METHODOLOGY AND STATISTICS**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher educators will be able to

- identify the steps in research and the qualities of a good researcher.
- acquire knowledge of various types and methods of educational research.
- explore the various educational research problems.
- develop the ability to formulate hypotheses.
- explain the various designs of research.
- apply the appropriate sampling techniques.
- list the functions and types of statistics.
- ability to collect, classify and tabulate the data.
- calculate measures of central tendency.

**Course Outcome Descriptions**

After learning the course, the prospective teacher educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

<b>CO1</b>	<p><b>RESEARCH PROCESS</b>            Research: Meaning, Definition, Characteristics and Steps in Research – Qualities of a Good Researcher – Problems faced by a Researcher – Educational Research: Meaning, Definition, Need and Importance.            Types of Research: Descriptive, Analytical, Fundamental, Qualitative, Quantitative, Conceptual, Empirical, Longitudinal, Simulation, Clinical Research, Exploratory, Applied and Action Research</p> <p><b>Define</b> the term Research and <b>Explain</b> its Characteristics Features, <b>Interpret</b> the Need and Importance of Educational Research, <b>Make use of</b> Different Types of Research, <b>Formulate</b> the Steps to Conduct Action Research.  <b>PO3, PO6</b></p>	K1,K2, K3, K6.
<b>CO2</b>	<p><b>RESEARCH PROBLEM, OBJECTIVES AND HYPOTHESES</b>            Research Problem: Meaning, Selection, Criteria, Sources – Formulating and Stating the Research Problem – Operational Definitions of the Terms in the Topic and Delimitations.            Research Hypotheses: Objectives and Sources of Research Hypotheses- Classification of Research Hypotheses: Null, Alternate and Directional Hypotheses, Testing</p>	K1, K2,K3, K4, K6

	<p>Hypotheses – Level of Significance: One Tailed, Two Tailed – Level of Significance: Type I Error and Type II Error.</p> <p><b>List</b> the Criteria for Selecting a Research Problem, <b>Define</b> the term Research Hypotheses, <b>Classify</b> the Research Hypotheses, <b>Construct</b> Research Hypotheses, <b>Analyse</b> the Level of Significance.</p> <p><b>PO1, PO3, PO4, PO6, PO8, PO9</b></p>	
CO3	<p><b>RESEARCH DESIGN AND SAMPLING</b></p> <p>Research Design - Variables: Independent, Dependent, Intervening and Extraneous Variables - Types of Experimental Design: True Experimental Design, Post Test only Equivalent Groups Design, Pre Test and Post Test Equivalent Groups, Solomon four Group Design and Quasi Experimental Design.</p> <p>Sampling: Population, Sample, Parameter, Sample Statistic, Sampling Error, Characteristics of a Good Sample - Sampling Techniques: Probability Sampling: Simple Random Systematic Random, Stratified Random, Proportionate Stratified Random, Double, Multiple, and Cluster Sampling - Non-Probability Sampling: Purposive, Incidental, Convenient and Quota Sampling.</p> <p><b>Distinguish</b> the Different types of Experimental Research, <b>Choose</b> a suitable Experimental Research Design for their Research, <b>Illustrate</b> Different Types of Variables, <b>List</b> the Sampling Techniques, <b>Explain</b> the Different Types of Sampling Techniques, <b>Select</b> a Proper Sampling Technique.</p> <p><b>PO3, PO6, PO7, PO9</b></p>	K1, K2, K3 K4, K5
CO4	<p><b>INTRODUCTION TO STATISTICS</b></p> <p>Statistics: Definition, Origin and Growth, Functions, Applications, Limitations of Statistics – Type of Scales: Nominal, Ordinal, Interval and Ratio Scales – Basic Terms: Population, Sample, Elements, Constant, Variable, Data, Parameter, Static, Discrete Variable and Continuous Variable. Editing Data: Primary and Secondary Data, Sources – Precautions; Classification of Data: Geographical, Chronological, Qualitative and Quantitative – Tabulation of Data: Discrete and Continuous. Graphical Representation of Data: Bar Diagram, Histogram, Frequency Polygon, Cumulative Frequency Curve, Ogive Curve.</p> <p><b>Define</b> Statistics, <b>Differentiate</b> the types of scales, <b>Classify</b> the Data, <b>Draw</b> the graphs</p> <p><b>PO3, PO6, PO9</b></p>	K1, K2, K3, K5
CO5	<p><b>DESCRIPTIVE STATISTICS</b></p> <p>Measures of Central Tendency: Arithmetic Mean, Median and Mode – Uses and Limitations – Measures of Dispersion: Range, Coefficient of Range, Quartile Deviation, Coefficient of Quartile Deviation, Mean Deviation, coefficient of Mean Deviation, Standard Deviation, Variation and Coefficient Variation – Merits and Demerits – Deciles, Percentiles and</p>	K1, K2, K3, K5



	<p>Percentile Ranks – Uses and Limitations – Correlation: Meaning and Definition – Types of Correlation: Positive and Negative Correlation – Methods of Correlation coefficient: Karl Pearson’s Product Moment Correlation, Spearman’s Rank Correlation.</p> <p><b>Define</b> various terms in Measures of Central Tendency and Dispersion, <b>Infer</b> the Measures of Central Tendency and Dispersion Values, <b>Solve</b> the Different Methods of Correlation, <b>Interpret</b> the Values of Rank Correlation.</p> <p><b>PO3, PO6, PO9</b></p>	
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**Total K Levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-2.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1			3			3		3	
CO2	1		3	1		3		2	2
CO3			3			2	2		2
CO4			3			3			2
CO5			3		2	3	2		1
<b>TOTAL</b>	<b>1</b>		<b>15</b>	<b>1</b>	<b>2</b>	<b>14</b>	<b>4</b>	<b>5</b>	<b>7</b>

Strong – 10; Moderate -8; Weak - 3

## **COURSE OUTLINE:**

### **UNIT – I: RESEARCH PROCESS**

**(8 Hours)**

Research: Meaning, Definition, Characteristics and Steps in Research – Qualities of a Good Researcher – Problems faced by a Researcher – Educational Research: Meaning, Definition, Need and Importance.

Types of Research: Descriptive, Analytical, Fundamental, Qualitative, Quantitative, Conceptual, Empirical, Longitudinal, Simulation, Clinical Research, Exploratory, Applied and Action Research.

### **UNIT – II: RESEARCH PROBLEM, OBJECTIVES AND HYPOTHESES (16 Hours)**

Research Problem: Meaning, Selection, Criteria, Sources – Formulating and Stating the Research Problem – Operational Definitions of the Terms in the Topic and Delimitations.

Research Hypotheses: Objectives and Sources of Research Hypotheses- Classification of Research Hypotheses: Null, Alternate and Directional Hypotheses, Testing Hypotheses – Level of Significance: One Tailed, Two Tailed – Level of Significance: Type I Error and Type II Error.

### **UNIT – III: RESEARCH DESIGN AND SAMPLING**

**(16 Hours)**

Research Design - Variables: Independent, Dependent, Intervening and Extraneous Variables - Types of Experimental Design: True Experimental Design, Post Test only Equivalent Groups Design, Pre Test and Post Test Equivalent Groups, Solomon four Group Design and Quasi Experimental Design.

Sampling: Population, Sample, Parameter, Sample Statistic, Sampling Error, Characteristics of a Good Sample - Sampling Techniques: Probability Sampling: Simple

Random Systematic Random, Stratified Random, Proportionate Stratified Random, Double, Multiple, and Cluster Sampling - Non-Probability Sampling: Purposive, Incidental, Convenient and Quota Sampling..

#### **UNIT – IV: INTRODUCTION TO STATISTICS (10 Hours)**

Statistics: Definition, Origin and Growth, Functions, Applications, Limitations of Statistics – Type of Scales: Nominal, Ordinal, Interval and Ratio Scales – Basic Terms: Population, Sample, Elements, Constant, Variable, Data, Parameter, Static, Discrete Variable and Continuous Variable. Editing Data: Primary and Secondary Data, Sources – Precautions; Classification of Data: Geographical, Chronological, Qualitative and Quantitative – Tabulation of Data: Discrete and Continuous. Graphical Representation of Data: Bar Diagram, Histogram, Frequency Polygon, Cumulative Frequency Curve, Ogive Curve.

#### **UNIT – V: DESCRIPTIVE STATISTICS (12 Hours)**

Measures of Central Tendency: Arithmetic Mean, Median and Mode – Uses and Limitations – Measures of Dispersion: Range, Coefficient of Range, Quartile Deviation, Coefficient of Quartile Deviation, Mean Deviation, coefficient of Mean Deviation, Standard Deviation, Variation and Coefficient Variation – Merits and Demerits – Deciles, Percentiles and Percentile Ranks – Uses and Limitations – Correlation: Meaning and Definition – Types of Correlation: Positive and Negative Correlation – Methods of Correlation coefficient: Karl Pearson's Product Moment Correlation, Spearman's Rank Correlation.

#### **PRACTICUM**

1. Prepare a research proposal based on your area of interest.
2. Collect the review of literature based on the topic selected.
3. Sketch the data through graphical representation.

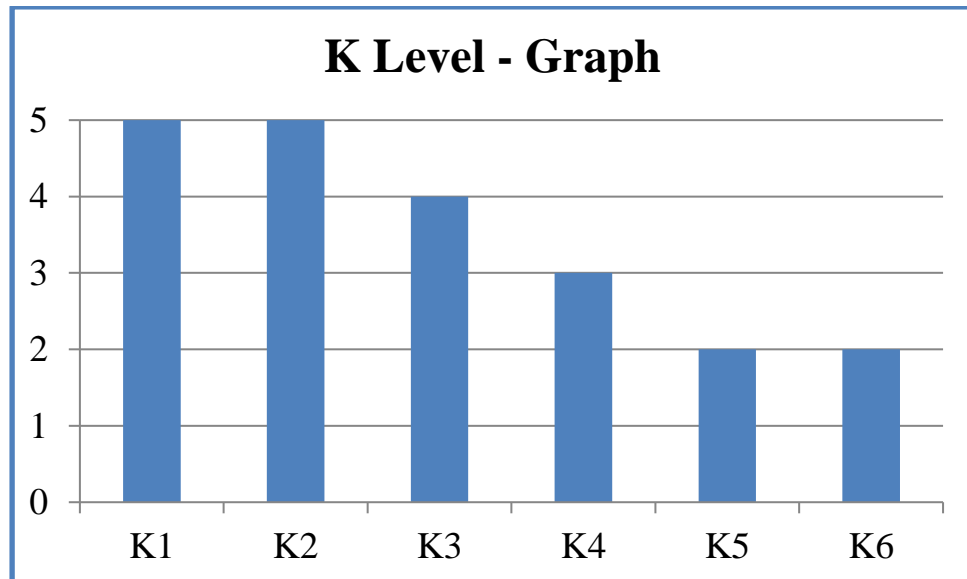
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- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed). Routledge Publications.
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- Sinha, B.L. (2004). *Statistics and Psychology and Education*. Anmol Publications Pvt. Ltd.,
- Venkatachalapathy, S.G., & Premraj, H. (2008). *Statistical Methods*. Margham Publications.

#### **WEB RESOURCES**

- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/Research%20Methodology%20-%20III.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/Research%20Methodology%20-%20III.pdf)
- <http://egyankosh.ac.in/bitstream/123456789/41933/1/Unit-1.pdf>

- <https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-801C-Methodology%20of%20Educational%20Research.pdf>
- [https://ebooks.lpude.in/arts/ma\\_education/year\\_1/DEDU404\\_METHODODOLOGY\\_OF\\_EDUCATIONAL\\_RESEARCH\\_AND\\_STATISTICS\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_1/DEDU404_METHODODOLOGY_OF_EDUCATIONAL_RESEARCH_AND_STATISTICS_ENGLISH.pdf)
- <http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Educational%20Research.pdf>
- [https://www.cukashmir.ac.in/departmentsdocs\\_16/Educational%20Research%20-%20Dr.%20Mohd%20Sayid%20Bhat.pdf](https://www.cukashmir.ac.in/departmentsdocs_16/Educational%20Research%20-%20Dr.%20Mohd%20Sayid%20Bhat.pdf)
- <https://gtu.ge/Agro-Lib/RESEARCH%20METHOD%20COHEN%20ok.pdf>



**M.Ed. COURSE  
FIRST YEAR – SEMESTER I**

**MEC1 – WOMEN EMPOWERMENT**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- discuss the importance of women empowerment.
- analyse the role of women in economic growth.
- create awareness of women leaders and policies.
- acquire knowledge of national policy and constitutional protection for women empowerment.
- orient students towards the importance of different women entrepreneurs.
- create an awareness of social issues of women.
- elucidate the role of various developmental schemes supporting women entrepreneurship
- explore the legal rights of women.
- gain awareness on the programmes of women empowerment and development.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>INTRODUCTION TO WOMEN EMPOWERMENT</b> Definition, Objectives and Importance of Women Empowerment – Women Empowerment as an Academic Discipline – Role of UGC Centre for Women Empowerment - Women in Development (WID), Women and Development (WAD), Gender and Development(GAD) – Women Empowerment in India and Abroad – Origin and Growth.</p> <p><b>Define</b> Women Empowerment, <b>Assume</b> Women Empowerment as an Academic Discipline, <b>State</b> the Role of UGC Centre for Women Empowerment, <b>Compare and Contrast</b> the Status of Women Empowerment in India and Abroad, <b>Solve</b> Gender related Developmental Issues. <b>PO2, PO4, PO6, PO7, PO8.</b></p>	K1,K2, K3, K4.
CO2	<p><b>ECONOMIC EMPOWERMENT OF WOMEN</b> Role of Women in Economic Development – Government and Private Sector – Status of Women – Women Entrepreneurs – Self Help Groups – Women and Leadership – Panchayat Raj – Political Role and Participation – NGO’s and Women Development – National and International Funding Agencies - Women Development Approaches in Indian Five Year Plans. -Impact of Globalization on</p>	K1,K2, K3,K4,

	<p>Working Women - National Policy for the Empowerment of Women (2001).</p> <p><b>Label</b> the Different Role of Women in Economic Development, <b>Demonstrate</b> the Activities related to Self-Help Groups, <b>Utilize</b> the National and International Funding Agencies, <b>Analyse</b> the Impact of Globalization on Working Women.</p> <p><b>PO1, PO2, PO3, PO4, PO6, PO8</b></p>	
CO3	<p><b>POLITICAL EMPOWERMENT OF WOMEN</b>  Political participation of Women – Political Socialization – Women leaders in Politics – Women in Local Governance – Barriers – Reservation Policies – Women Political Rights: CEDAW.</p> <p><b>Identify</b> the Eminent Women in Political Participation, <b>Categorize</b> the Prevailing Barriers of Women in Local Governance, <b>Perceive</b> Women Political Rights.</p> <p><b>PO1, PO2, PO4, PO7, PO8,</b></p>	K1, K4, K5
CO4	<p><b>WOMEN ENTREPRENEURSHIP</b>  Meaning, Definition and Importance of Entrepreneurship – Entrepreneurial Traits – Factors Contributing to Women Entrepreneurship – Micro Enterprises – Gender and Technology – Technology and Production – Technology Transfer – Appropriate Technology – Emerging Technologies – Information Technology – Impact on Women Development.</p> <p><b>Recall</b> the Definition and Importance of Entrepreneurship, <b>Outline</b> the Factors Contributing to Women Empowerment, <b>Evaluate</b> the Impact of Technology on Women Development.</p> <p><b>PO1, PO3, PO4, PO6, PO8, PO9.</b></p>	K1, K2, K5
CO5	<p><b>POLICIES AND PROGRAMMES FOR WOMEN</b>  Indian constitution and Provisions related to Women – Personal Laws – Labour Laws – Legal Protection – Family Courts – Enforcement Machinery – Police and Judiciary – Human Rights as Women Rights - State Policy and Programmes.</p> <p><b>Relate</b> the Indian Constitution and Provisions to Women, <b>Identify</b> the Different Cases in the Family Court and <b>Summarize</b> the Legal Protection against them, <b>Describe</b> the various State Policy and Programmes according to the year and need.</p> <p><b>PO1, PO2, PO4, PO6, PO7</b></p>	K1, K3, K2, K6

**Total K Levels: K1-5, K2-4, K3-3, K4-3, K5-2, K6-1.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1		3	3			2		2	
CO2	3	2	2	3		1		3	
CO3	3	2		3			1	2	
CO4	3		2	3		1		2	3
CO5	3	3		3		2	3		
<b>TOTAL</b>	<b>12</b>	<b>10</b>	<b>7</b>	<b>12</b>		<b>6</b>	<b>4</b>	<b>9</b>	<b>3</b>

Strong- 14; Moderate – 9; Weak - 3

## **COURSE OUTLINE:**

### **UNIT – I: INTRODUCTION TO WOMEN EMPOWERMENT (12 Hours)**

Definition, Objectives and Importance of Women Empowerment – Women Empowerment as an Academic Discipline – Role of UGC Centre for Women Empowerment - Women in Development (WID), Women and Development (WAD), Gender and Development(GAD) – Women Empowerment in India and Abroad – Origin and Growth.

### **UNIT – II: ECONOMIC EMPOWERMENT OF WOMEN (14 Hours)**

Role of Women in Economic Development – Government and Private Sector – Status of Women – Women Entrepreneurs – Self Help Groups – Women and Leadership – Panchayat Raj – Political Role and Participation – NGO’s and Women Development – National and International Funding Agencies - Women Development Approaches in Indian Five Year Plans. -Impact of Globalization on Working Women - National Policy for the Empowerment of Women (2001).

### **UNIT – III: POLITICAL EMPOWERMENT OF WOMEN (12 Hours)**

Political participation of Women – Political Socialization – Women leaders in Politics – Women in Local Governance – Barriers – Reservation Policies – Women Political Rights: CEDAW.

### **UNIT – IV: WOMEN ENTREPRENEURSHIP (14 Hours)**

Meaning, Definition and Importance of Entrepreneurship – Entrepreneurial Traits – Factors Contributing to Women Entrepreneurship – Micro Enterprises – Gender and Technology – Technology and Production – Technology Transfer – Appropriate Technology – Emerging Technologies – Information Technology – Impact on Women Development.

### **UNIT – V: POLICIES AND PROGRAMMES FOR WOMEN (12 Hours)**

Indian constitution and Provisions related to Women – Personal Laws – Labour Laws – Legal Protection – Family Courts – Enforcement Machinery – Police and Judiciary – Human Rights as Women Rights - State Policy and Programmes.

## **PRACTICUM**

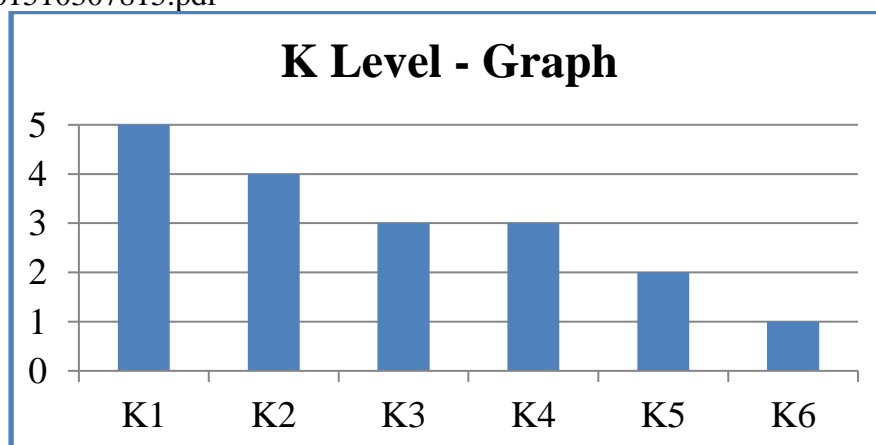
1. Comment on status of women in India in the present scenario.
2. Chalk out a case study of a women leader.
3. Give suggestions to improve the entrepreneurial skills of women.

## REFERENCE BOOKS

- Dharmaraj, J.(2012). *Women's Studies*. Balaji Publications. (Tamil Books).
- Goel, S.L., & Goel, A. (2008). *Women Health Education*. Deep & Deep Publications Pvt.Ltd.
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- Lewis, R. & Mills, S. (2003). *Feminist Post Colonial Theory - A Reader*. Edinburgh University Press.
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- Mishra, R.C. (2009). *Women Education*. APH Publishing Corporation.
- Nagar, N.S. (2008). *Women and Politics*. Vistal International Publishing House.
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- Raj, M. K. (1986). *Women Studies in India – Some Perspectives*. Popular Prakasam.
- Ray, B. (2005). *Women of India: Colonial and Post Colonial Periods in History of Sciences and Philosophy in Indian Civilization*. Vol.1(IX), Part 3. Sage Publications.
- Tharabhai, L. (2000). *Women's Studies in India*. Efficient Off Set Printers.

## WEB RESOURCES

- [https://www.aicte-india.org/downloads/woman\\_empowerment.pdf](https://www.aicte-india.org/downloads/woman_empowerment.pdf)
- <https://www.amherst.edu/media/view/232742/original/Kabeer%2B2005.pdf>
- <https://www.jetir.org/papers/JETIRAP06031.pdf>
- <https://files.eric.ed.gov/fulltext/EJ1081705.pdf>
- <https://economics.mit.edu/files/7417>
- <https://www.oecd.org/dac/gender-development/47561694.pdf>
- <https://www.unfpa.org/resources/issue-7-women-empowerment>
- <https://www.unfpa.org/resources/issue-7-women-empowerment>
- [https://ccsuniversity.ac.in/bridge-library/pdf/DHA-MHA-403\\_Unit3.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/DHA-MHA-403_Unit3.pdf)
- [https://www.ilo.org/wcmsp5/groups/public/@ed\\_emp/@emp\\_ent/@ifp\\_seed/documents/publication/wcms\\_175471.pdf](https://www.ilo.org/wcmsp5/groups/public/@ed_emp/@emp_ent/@ifp_seed/documents/publication/wcms_175471.pdf)
- [https://www.riinvestinstitute.org/uploads/files/2017/November/10/Womens\\_Entrepreneurship1510307815.pdf](https://www.riinvestinstitute.org/uploads/files/2017/November/10/Womens_Entrepreneurship1510307815.pdf)



**M.Ed. PROGRAMME  
FIRST YEAR – SEMESTER I**

**MEC2 – INCLUSIVE EDUCATION**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- explain the concept of inclusive education.
- create awareness about the policies and declarations of inclusive education.
- familiarize with different techniques and perspectives of inclusive education.
- recognize the teacher’s role in inclusive classroom.
- utilize the collaborative practices of inclusive education.
- explore the scenario of inclusive education.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>INTRODUCTION TO INCLUSIVE EDUCATION</b> Meaning, Definition and importance of Inclusive Education – Benefits and Principles of Inclusive Education – Historical Perspectives on Education of Children with Diverse Needs – Difference between Special Education, Integrated Education and Inclusive Education – Advantages of Inclusive Education – Current Status and Issues of Inclusive Education in India.</p> <p><b>Define</b> Inclusive Education, <b>Outline</b> the Historical Perspectives on Education of Children with Diverse Needs, <b>Develop</b> Awareness on Current Status and Issues of Inclusive Education in India, <b>Classify</b> the Difference between Special, Integrated and Inclusive Education. <b>PO1,PO5,PO7.</b></p>	K1,K2, K3, K4.
CO2	<p><b>STATUS OF INCLUSIVE EDUCATION</b> Collaborative Practices in Inclusive setting - Parent-Professional Partnership - Role of Family (parents and siblings), Peers, Professionals, Teachers, School Community - Professional development with Focus on Inclusion - Skills and Competencies of Teachers, Professional Ethics and Professional Development - Research in Inclusive Education in India - Current Status and Issues of Inclusive Education in India - Barriers to Inclusive Education: Attitudinal, Social and Educational.</p>	K1,K2, K3, K5, K6,



	<p><b>List</b> the Collaborative Practices in Inclusive Set up, <b>Explain</b> the Role of Family, Peers, Professionals and Teachers, <b>Utilize</b> the Skills and Competencies of Teachers, <b>Choose</b> Research in Inclusive Education in India, <b>Measure</b> Current Status and Issues of Inclusive Education in India. <b>PO3,PO5,PO6,PO9.</b></p>	
CO3	<p><b>TECHNIQUES AND PERSPECTIVES OF INCLUSIVE EDUCATION</b> Techniques: Team Work – Peer Strategies – Innovative Instructional Practices – Collaboration – Perspectives of Inclusive Education: Historical Perspective, Interactive Perspective, Conflict Perspective, Critical Perspective.</p> <p><b>Select</b> the Technique for Team Work, <b>Identify</b> the Innovative Instructional Practices, <b>Compare</b> the Different Perspectives of Inclusive Education. <b>PO1,PO5,PO6,PO9</b></p>	K1, K3,K5
CO4	<p><b>TEACHER’S ROLE IN INCLUSIVE EDUCATION</b> Qualities of an Inclusive Teacher – Teacher’s Role in Shaping the Inclusive Classroom – Inclusive Teacher Educators in Facilitating Inclusive Education (Inclusive Teacher’s Preparation) – Guidance and Counseling for Inclusive Teachers, Students and Principles – Training Programmes for Inclusive Teachers.</p> <p><b>What</b> are the Qualities of an Inclusive Teacher?, <b>Explain</b> the Teachers Role in Shaping the Inclusive Classroom, <b>Take part in</b> Guidance and Counseling for Students, <b>Analyse</b> Training Programmes for Inclusive Teachers. <b>PO4,PO5,PO9.</b></p>	K1,K2,K4,
CO5	<p><b>POLICIES OF INCLUSIVE EDUCATION</b> International Policies and Declarations Supporting Inclusive Education – National Committees Supporting Inclusive Education – Possible Determinant of the Inclusive Education – School Related Factors of Inclusive Education – Teacher-Pupil related Inclusive Education – Socio -Cultural, Economic aspects of Inclusive Education – Educational and Social Implications of Inclusive Education.</p> <p><b>Find</b> the International Policies and Declarations related to Inclusive Education, <b>Summarize</b> the National Committees activities supporting Inclusive Education, <b>Utilize</b> the Socio Cultural, Economic aspects of Inclusive Education, <b>Determine</b> the Educational and Social Implications of Inclusive Education. <b>PO1, PO2, PO4,PO5,PO7,PO8</b></p>	K1, K2,K3, K4

**Total K Levels: K1-5,K2-4, K3-4, K4-3, K5-2, K6-1**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO/PO/PDO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3				3		2		
CO2			3		3	2			1
CO3	2				3	2			3
CO4				2	3				2
CO5	3	3		2	3		1	1	
TOTAL									

Strong – 10; Moderate – 7, Weak -3

## **COURSE OUTLINE:**

### **UNIT – I: INTRODUCTION TO INCLUSIVE EDUCATION (12 Hours)**

Meaning, Definition and importance of Inclusive Education – Benefits and Principles of Inclusive Education – Historical Perspectives on Education of Children with Diverse Needs – Difference between Special Education, Integrated Education and Inclusive Education – Advantages of Inclusive Education – Current Status and Issues of Inclusive Education in India.

### **UNIT - II: STATUS OF INCLUSIVE EDUCATION (16 Hours)**

Collaborative Practices in Inclusive setting - Parent-Professional Partnership - Role of Family (parents and siblings), Peers, Professionals, Teachers, School Community - Professional development with Focus on Inclusion - Skills and Competencies of Teachers, Professional Ethics and Professional Development - Research in Inclusive Education in India - Current Status and Issues of Inclusive Education in India - Barriers to Inclusive Education: Attitudinal, Social and Educational.

### **UNIT- III: TECHNIQUES AND PERSPECTIVES OF INCLUSIVE EDUCATION (12 Hours)**

Techniques: Team Work – Peer Strategies – Innovative Instructional Practices – Collaboration – Perspectives of Inclusive Education: Historical Perspective, Interactive Perspective, Conflict Perspective, Critical Perspective.

### **UNIT – IV: TEACHER’S ROLE IN INCLUSIVE EDUCATION (10 Hours)**

Qualities of an Inclusive Teacher – Teacher’s Role in Shaping the Inclusive Classroom – Inclusive Teacher Educators in Facilitating Inclusive Education (Inclusive Teacher’s Preparation) – Guidance and Counseling for Inclusive Teachers, Students and Principles – Training Programmes for Inclusive Teachers.

### **UNIT – V: POLICIES OF INCLUSIVE EDUCATION (14 Hours)**

International Policies and Declarations Supporting Inclusive Education – National Committees Supporting Inclusive Education – Possible Determinant of the Inclusive Education – School Related Factors of Inclusive Education – Teacher-Pupil related Inclusive Education – Socio -Cultural, Economic aspects of Inclusive Education – Educational and Social Implications of Inclusive Education.

## **PRACTICUM**

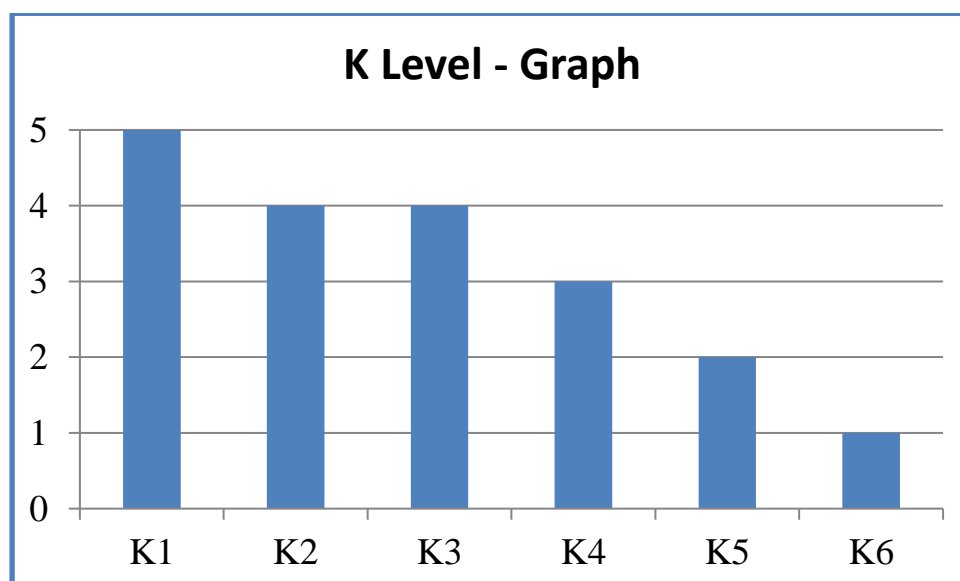
1. Comment on the national and international policies of inclusive education.
2. Conduct a quiz programme on inclusive education.
3. Prepare a chart on the various national committees constituted for inclusive education.

## REFERENCE BOOKS

- Adams, M., & Brown, S. (2006). *Towards Inclusive Learning in Higher Education*. Routledge Publications.
- Ahuja, A., & Jangira, N. K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. National Publishing House.
- Ainscow, M., & Booth, T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Centre for Studies in Inclusive Education.
- Armstrong, F., & Michele Moore, M. (2004). *Action Research for Inclusive Education*. Routledge Falmer.
- Jangira, N.K., & Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*. Academic Press.
- Jha, M. (2002). *Inclusive Education for All: Schools without Walls*. Heinemann Educational Publishers, Multivista Global Ltd.,
- Lal, A., & Anupriya, C. (2003). *You and Your Special Child*. UBS Publisers's Distributors Pvt. Ltd.,
- Renuka, P., & Suneetha, B. G. *Inclusive of Exceptional children in the Mainstream Schools and Teacher Education: Global Trends in Teacher Education*.
- Sharma, P. L. (1990). *Teachers Handbook on IED-Helping children with Special Needs*. NCERT Publication.

## WEB RESOURCES

- [http://cbseacademic.nic.in/web\\_material/Manuals/handbook-inclusive-education.pdf](http://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf)
- <http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>
- <https://www.tripurauniv.ac.in/UploadFile/AdminPanel/Notification/a8a45185-3074-411e-b4d2-eaab099ab68c.pdf>
- [https://ncse.ie/wp-content/uploads/2014/10/InclusiveEducationFramework\\_InteractiveVersion.pdf](https://ncse.ie/wp-content/uploads/2014/10/InclusiveEducationFramework_InteractiveVersion.pdf)
- [https://nios.ac.in/media/documents/dled/Block3\\_506.pdf](https://nios.ac.in/media/documents/dled/Block3_506.pdf)
- [https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%202011%20Inclusive%20Education%20%20\(English%20Version\)...pdf](https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%202011%20Inclusive%20Education%20%20(English%20Version)...pdf)
- <https://www.mgkvp.ac.in/Uploads/Lectures/15/696.pdf>
- <https://ici-s.umn.edu/files/qTxnhxmNxT/inclusive-education-strategies-textbook>



**M.Ed. PROGRAMME**  
**MCC3 – ADVANCED EDUCATIONAL RESEARCH AND STATISTICS**  
**FIRST YEAR – SEMESTER II**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher educators will be able to

- gain knowledge of the different type of research tools.
- select different tools and techniques in educational research.
- assess the various methods of reliability and validity.
- develop the skills of writing a research proposal research report.
- comprehend the properties and conditions of normal distribution.
- sketch out skewness and kurtosis.
- interpret the results by testing the hypotheses.
- infer statistics by using the appropriate statistical formulae.
- comprehend Type I error, Type II error.
- compare and contrast T test and F test.
- interpret the data using linear regression.
- predict the data by using multiple regression.

**Course Outcome Descriptions**

After learning the course, the prospective teacher educators will be able to

(Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>RESEARCH TOOLS</b>            Research Tools: Observation, Interview, Questionnaire, Checklists, Rating Scale, Psychological Tests and Inventories, Attitude Scale: Thurstone Scale and Likert Scale, Q Methodology, Sociometry.            Criteria for a Research Tool – Reliability: Test-Retest, Alternate, Split Half, Method of Rational Equivalence, Method of Reliability by Cronbach’s Alpha and Factors Affecting Reliability – Validity: Face, Content, Criterion, Construct and Factorial Validity – Item Analysis: Item Discrimination, Item Difficulty, Item Validity- Development and Validation of Research Tool – Construction and Standardization of Research Tools</p> <p><b>Define</b> Different Tools of Research, <b>Interpret</b> the Different Criteria for a Research Tool, <b>Construct</b> the Reliability and Validity for a Research Tool, <b>Discover</b> the Item Discrimination and the Item Difficulty, <b>Explain</b> the Construction and Standardization of Research Tool.  <b>PO3,PO6,PO7</b></p>	K1,K2,K3, K4, K5
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CO2	<p><b>RESEARCH PROPOSAL AND RESEARCH REPORT</b>  Format of a Research Proposal: Introduction, Need and Significance, Statement of the Problem, Operational Definition, Objectives, Hypotheses, Delimitation, Research Design, Sample, Variables, Tools, Methods of Data Collection, Statistical Measures, Budget, Time Schedule and Bibliography  Report Writing –Significance and Problems – Guidelines for Report Writing: Length of Report, Attractive Style, Avoidance of Technical Terms, Layout, Grammatical Accuracy, Logical Analysis, Originality, Objective of the Study, Appendices, Bibliography, Index, Limitations, Anti-Plagiarism, APA Format.</p> <p>Parts of the Research Report – Preliminary Part: title Page, Table of Contents, Acknowledgement, List of Tables, List of Figures.</p> <p>Mainbody : Introduction, Review of Literature, Conceptual Framework, Design of the Study, Statistical Analysis, Major Findings, Summary and Conclusions.</p> <p>Appended Parts: Detailed Calculations, Bibliography, General Tables, Tools and Instruments.</p> <p><b>Find</b> the Techniques of Writing Research Report, <b>Outline</b> the parts of the Research Report, <b>Construct</b>the Main Body Elements of the Research,<b>Examine</b>the Calculations and Tools, <b>Design</b> a Research Proposal.  <b>PO3,PO6,PO7,PO8.</b></p>	K1,K2,K3,K4
CO3	<p><b>NORMAL DISTRIBUTION</b>  Normal Distribution: Graph, Properties, Conditions and Significance of Normal Distribution – Normal Curve: Fitting of Normal Curve – Skewness: Definition and Tests of Skewness – Measures of Skewness: Absolute Measures and Relative Measures – Karl Pearson’s Coefficient, Bowley’s Coefficient of Skewness and Kelly’s Coefficient – Moments: Arbitrary Origin, Conversion, Central Moments, Zero Moments, Sheppard’s Corrections for Grouping Errors, Conditions for Applying Sheppard’s Correlation – Measures of Skewness based on Moments, Measures of Kurtosis.</p> <p><b>Relate</b> the Properties of the Normal Distribution, <b>Recall</b>the Fitting of Normal Curve, <b>Apply</b> the Different Measures of Skewness, <b>Inspect</b> the Conversion of Moment about Arbitrary Origin, <b>Interpret</b> the Measures of Skewness based on Moments, <b>Construct</b> the Graph of \Normal Distribution.  <b>PO1,PO3,PO6,PO9.</b></p>	K1, K2, K3, K4,K5,K6
CO4	<p><b>HYPOTHESES TESTING</b>  Hypotheses Testing: Null and Alternative - Level of Significance - Steps for Hypotheses Testing- Procedure for testing Hypotheses : Type I Error, Type II Error, One tailed test, Two tailed test, Standard Error, Standard Error of the Difference between Two Standard Deviations - Testing the Significance of Small and Large Samples-Assumptions of</p>	K1,K2, K4,K3,K5,K6

	<p>Normality, Student's t distribution, Properties of Student's t Distribution, Applications of t Distribution, Limits of Test of Significance.</p> <p><b>Relate</b> Null and Alternate Hypotheses, <b>Explain</b> the different Procedures for Hypotheses, <b>Distinguish</b> Type I and Type II error, <b>Make use</b> of the One and Two Tailed Test of Significance, <b>Compare</b> the Application of T Test and F test, <b>Formulate</b> the Values for Analysis of Variance.  <b>PO3,PO6,PO9</b></p>	
CO5	<p><b>REGRESSION ANALYSIS:</b>  Regression: Meaning, Concept of Regression Lines and Regression Equations – Linear Regression – Assumptions – Error in the Prediction – Procedure for Regression Equations - Interpretation – Uses of Regression Lines. Multiple Regressions: Assumptions – Setting up of a Multiple Regression Equation - Prediction – Steps to formulate a Multiple Regression Equation – Standard Error of Estimate – Interpretation and Uses of Multiple Regression Equation.</p> <p><b>Define</b> Regression – <b>List out</b> the steps in Calculating Regression – <b>Analysing</b> and <b>Interpreting</b> the results – <b>Solving</b> problems in Multiple Regression.  <b>PO3, PO6, PO9.</b></p>	K1, K2, K3, K5

**Total K Levels: K1-5, K2-5, K3-5, K4 – 4.K5-4, K6-2.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1			3			3	2		
CO2			3			3	2	1	
CO3			3			3			2
CO4	1		3			3			1
CO5			3			3			2
<b>TOTAL</b>	<b>1</b>		<b>15</b>			<b>15</b>	<b>4</b>	<b>1</b>	<b>5</b>

Strong – 10, Moderate – 4, Weak -3.

## **COURSE OUTLINE:**

### **UNIT – I: RESEARCH TOOLS**

**(10 Hours)**

Research Tools: Observation, Interview, Questionnaire, Checklists, Rating Scale, Psychological Tests and Inventories, Attitude Scale: Thurstone Scale and Likert Scale Q Methodology, Sociometry.

Criteria for a Research Tool – Reliability: Test-Retest, Alternate, Split Half, Method of Rational Equivalence, Method of Reliability by Cronbach's Alpha and Factors Affecting Reliability – Validity: Face, Content, Criterion, Construct and Factorial Validity – Item Analysis: Item Discrimination, Item Difficulty, Item Validity- Development and Validation of Research Tool – Construction and Standardization of Research Tools.

## **UNIT - II: RESEARCH PROPOSAL AND RESEARCH REPORT (12 Hours)**

Format of a Research Proposal: Introduction, Need and Significance, Statement of the Problem, Operational Definition, Objectives, Hypotheses, Delimitation, Research Design, Sample, Variables, Tools, Methods of Data Collection, Statistical Measures, Budget, Time Schedule and Bibliography.

Report Writing –Significance and Problems – Guidelines for Report Writing: Length of Report, Attractive Style, Avoidance of Technical Terms, Layout, Grammatical Accuracy, Logical Analysis, Originality, Objective of the Study, Appendices, Bibliography, Index, Limitations, Anti-Plagiarism, APA Format.

Parts of the Research Report – Preliminary Part: title Page, Table of Contents, Acknowledgement, List of Tables, List of Figures.

Mainbody : Introduction, Review of Literature, Conceptual Framework, Design of the Study, Statistical Analysis, Major Findings, Summary and Conclusions.

Appended Parts: Detailed Calculations, Bibliography, General Tables, Tools and Instruments.

## **UNIT – III: NORMAL DISTRIBUTION (12 Hours)**

Normal Distribution: Graph, Properties, Conditions and Significance of Normal Distribution – Normal Curve: Fitting of Normal Curve – Skewness: Definition and Tests of Skewness – Measures of Skewness: Absolute Measures and Relative Measures – Karl Pearson’s Coefficient, Bowley’s Coefficient of Skewness and Kelly’s Coefficient – Moments: Arbitrary Origin, Conversion, Central Moments, Zero Moments, Sheppard’s Corrections for Grouping Errors, Conditions for Applying Sheppard’s Correlation – Measures of Skewness based on Moments, Measures of Kurtosis.

## **UNIT – IV: HYPOTHESES TESTING (16 Hours)**

Hypotheses Testing: Null and Alternative - Level of Significance - Steps for Hypotheses Testing- Procedure for testing Hypotheses : Type I Error, Type II Error, One tailed test, Two tailed test, Standard Error, Standard Error of the Difference between Two Standard Deviations - Testing the Significance of Small and Large Samples-Assumptions of Normality, Student’s t distribution, Properties of Student’s t Distribution, Applications of t Distribution, Limits of Test of Significance. One way ANOVA: Meaning – Assumptions – Users – Solving problems.

## **UNIT – V: REGRESSION ANALYSIS (16 Hours)**

Regression: Meaning, Concept of Regression Lines and Regression Equations – Linear Regression – Assumptions – Error in the Prediction – Procedure for Regression Equations - Interpretation – Uses of Regression Lines. Multiple Regressions: Assumptions – Setting up of a Multiple Regression Equation - Prediction – Steps to formulate a Multiple Regression Equation – Standard Error of Estimate – Interpretation and Uses of Multiple Regression Equation.

## **PRACTICUM**

1. Collect any ten standardized tools.
2. Present a research report based on the research proposal drafted.
3. Attend any two training programmes on statistical analysis with certification.

## **REFERENCE BOOKS**

Aggarwal, Y.P.(1990). *Statistical Method*.Sterling Publishers.

Best, J. W., & Kahn, V. J. (2012).*Research in Education*.PHI Learning Pvt. Ltd.,

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.).

Creswell, J.W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, Mixed Methods Approaches*. 5<sup>th</sup> Edition. Sage Publications Pvt. Ltd.,

Flick, U. (2020). *Introducing Research Methodology: Thinking Your Way Through Your Research Project*. Sage Publications Pvt. Ltd.,

Garrett, H. E. (2008). *Statistics in Psychology and Education*. Surjeet Publications.

Kothari, C.R. (2012). *Research Methodology, Methods and Techniques*. New Age International Publishers.

Mangal, S.K. (2013). *Statistics in Psychology and Education*. PHI Learning Pvt. Ltd.,

Mohan, R. (2010). *Research Methods in Education*. Neelkamal Publications Pvt. Ltd., Routledge Publications.

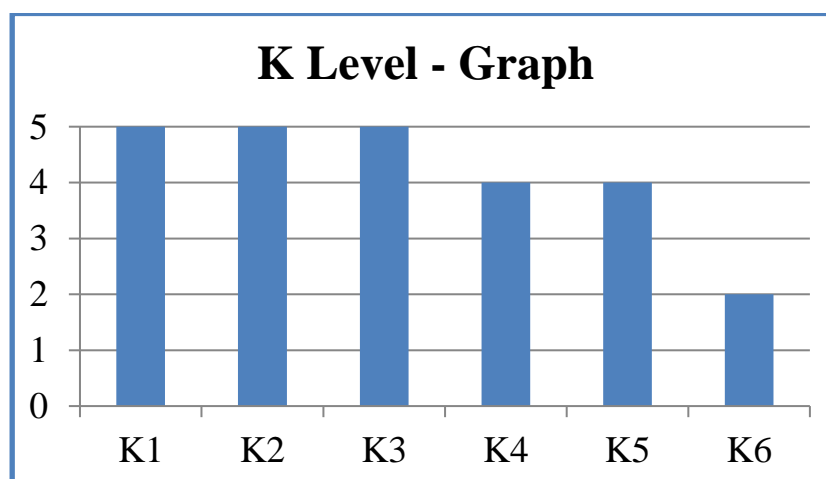
Sinha, B.L. (2004). *Statistics and Psychology and Education*. Anmol Publications Pvt. Ltd.,

Tan, W. (2017). *Research Methods: A Practical Guide for Students and Researchers*. World Scientific Publishing Co. Pvt. Ltd.,

Venkatachalapathy, S.G., & Premraj, H. (2008). *Statistical Methods*. Margham Publications.

## WEB RESOURCES

- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/Research%20Methodology%20-%20III.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/Research%20Methodology%20-%20III.pdf)
- <http://egyankosh.ac.in/bitstream/123456789/41933/1/Unit-1.pdf>
- <https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-801C-Methodology%20of%20Educational%20Research.pdf>
- [https://ebooks.lpude.in/arts/ma\\_education/year\\_1/DEDU404\\_METHODODOLOGY\\_OF\\_EDUCATIONAL\\_RESEARCH\\_AND\\_STATISTICS\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_1/DEDU404_METHODODOLOGY_OF_EDUCATIONAL_RESEARCH_AND_STATISTICS_ENGLISH.pdf)
- <http://ddeku.edu.in/Files/2cfa4584-5afe-43ce-aa4b-ad936cc9d3be/Custom/Educational%20Research.pdf>
- [https://www.cukashmir.ac.in/departmentsdocs\\_16/Educational%20Research%20-%20Dr.%20Mohd%20Sayid%20Bhat.pdf](https://www.cukashmir.ac.in/departmentsdocs_16/Educational%20Research%20-%20Dr.%20Mohd%20Sayid%20Bhat.pdf)
- <https://gtu.ge/Agro-Lib/RESEARCH%20METHOD%20COHEN%20ok.pdf>





**M.Ed. PROGRAMME  
FIRST YEAR – SEMESTER II**

**MCC4 – ADVANCED EDUCATIONAL PSYCHOLOGY**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- acquire a sound knowledge in different schools of psychology.
- analyse the learning theories and its educational implications.
- discuss the different intelligence theories and its applicability to classroom situation.
- explore the various theories of personality and apply its implications in class room setting.
- utilize the psychological tools appropriately.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>SCHOOLS OF PSYCHOLOGY IN EDUCATION</b> Schools of Psychology – Structuralism, Functionalism, Behaviourism, Psychoanalysis, Gestalt Psychology and Humanistic Psychology – Application of Schools of Psychology in Education.</p> <p><b>List</b> the Schools of Psychology, <b>Compare</b> the Different Schools of Psychology, <b>Apply</b> the Schools Psychology in Education. <b>PO1,PO6, PO7,</b></p>	K1, K2,K3
CO2	<p><b>LEARNING THEORIES</b> Learning: Theories of Learning -, Guthrie’s Contiguous Conditioning Theory, Hebb’s Neurophysiological Theory – Hull’s Systematic Behaviour Theory- Kurt Lewin’s Field Theory - Tolman’s Sign Learning Theory –Bandura’s Social Learning Theory - Carl Roger’s Experiential Theory – Educational Implications of Learning Theories.</p> <p><b>Define</b> Learning, <b>Classify</b> Theories of Learning, <b>Identify</b> the Different Learning Theories, <b>Justify</b> the Educational Implications of Learning Theories. <b>PO1,PO6,PO7,PO9</b></p>	K1, K2,K3, K5,
CO3	<p><b>INTELLIGENCE THEORIES</b> Intelligence: Theories of Intelligence – Gardner’s Theory of Multiple Intelligences, Sternberg’s Triarchic Theory, Vernon’s Hierarchical Theory, Cattell’s Theory of Fluid and Crystallized Intelligence, Cattell and Horn Theory of</p>	K1,K2, K3, K4, K5

	<p>Intelligence, Campion and Brown Theory of Intelligence – Educational Implications of Intelligence Theories.</p> <p><b>Recall</b> the Different Theories of Intelligence, <b>Explain</b> the Various Theories of Intelligence, <b>Utilize</b> the Educational Implications of Intelligence Theories in Classroom Situation, <b>Compare</b> the various Dimensions of Multiple Intelligence by Gardner, <b>Criticise</b> Cattell’s Theory of Fluid and Crystallized Intelligence. <b>PO1,PO6,PO7,PO9</b></p>	
CO4	<p><b>PERSONALITY THEORIES</b> Personality: Theories of Personality- Adler, Jung, Horney and Erikson Psycho-Social development – Freud’s Psychoanalytic Theory - Developmental Crisis in Personality – Factors influencing Personality – Educational Implications of Personality Theories.</p> <p><b>Match</b> the Different Personality Theories with Concerned Psychologists, <b>Explain</b> the Factors that Influence Personality, <b>Identify</b> the Stages of Psychosocial development according to Erikson, <b>Appraise</b> the Developmental Crisis of Personality, <b>Discuss</b> the Educational Implications of Different Personality Theories. <b>PO6,PO9,PO7</b></p>	K1,K2,K4, K5,K6
CO5	<p><b>PSYCHOLOGICAL MEASUREMENT</b> Aptitude: Measurement of Aptitude – DAT, PMA, FACT – Attitude: Bogardus Social Distance Scale, Thurstone’s Attitude Scale, Likert Attitude Scale- Equal Method of Summated Rating - Interest: Kuder Preference Record, Thurstone’s Interest Schedule – Holland’s Self Directed Search - Intelligence: Wechsler’s Intelligence Scale for Children, Wechsler’s Adult Intelligence Scale – Personality: Eysenck’s Personality Inventory, Eysenck’s Personality Questionnaire, Myers and Briggs Type Indicator.</p> <p><b>Define</b> Aptitude, Attitude and Interest, <b>Compare</b> Attitude and Aptitude, <b>Make use of</b> Different Psychological Scales in the Classroom Situation, <b>Examine</b> the Intelligence Level of Children, <b>Discuss</b> the Different Personality Types contributed by Eysenck. <b>PO3,PO6,PO7,PO8</b></p>	K1,K2, K3, K4,K6

**Total K Levels: K1-5, K2-5, K3-4, K4-3, K5-3, K6-2.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3					3	2		
CO2	2					3	2		3
CO3	2					3	2		3
CO4						3	2		3
CO5			3			3	1	1	
<b>TOTAL</b>	<b>7</b>		<b>3</b>			<b>15</b>	<b>9</b>		<b>9</b>

Strong – 10; Moderate – 6; Weak – 2

## **COURSE OUTLINE:**

### **UNIT I – SCHOOLS OF PSYCHOLOGY IN EDUCATION (10 Hours)**

Schools of Psychology – Structuralism, Functionalism, Behaviourism, Psychoanalysis, Gestalt Psychology and Humanistic Psychology – Application of Schools of Psychology in Education.

### **UNIT – II: LEARNING THEORIES (12 Hours)**

Learning: Theories of Learning - Guthrie's Contiguous Conditioning Theory, Hebb's Neurophysiological Theory – Hull's Systematic Behaviour Theory- Kurt Lewin's Field Theory - Tolman's Sign Learning Theory –Bandura's Social Learning Theory - Carl Roger's Experiential Theory – Educational Implications of Learning Theories.

### **UNIT – III: INTELLIGENCE THEORIES (14 Hours)**

Intelligence: Theories of Intelligence – Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory, Vernon's Hierarchical Theory, Cattell's Theory of Fluid and Crystallized Intelligence, Cattell and Horn Theory of Intelligence, Campion and Brown Theory of Intelligence – Educational Implications of Intelligence Theories.

### **UNIT –IV: PERSONALITY THEORIES (12 Hours)**

Personality: Theories of Personality- Adler, Jung, Horney and Erikson Psycho-Social development – Freud's Psychoanalytic Theory - Developmental Crisis in Personality – Factors influencing Personality – Educational Implications of Personality Theories .

### **UNIT – V: PSYCHOLOGICAL MEASUREMENT (16 Hours)**

Aptitude: Measurement of Aptitude – DAT, PMA, FACT – Attitude: Bogardus Social Distance Scale, Thurstone's Attitude Scale, Likert Attitude Scale- Equal Method of Summated Rating - Interest: Kuder Preference Record, Thurstone's Interest Schedule – Holland's Self Directed Search - Intelligence: Wechsler's Intelligence Scale for Children, Wechsler's Adult Intelligence Scale – Personality: Eysenck's Personality Inventory, Eysenck's Personality Questionnaire, Myers and Briggs Type Indicator.

## **PRACTICUM**

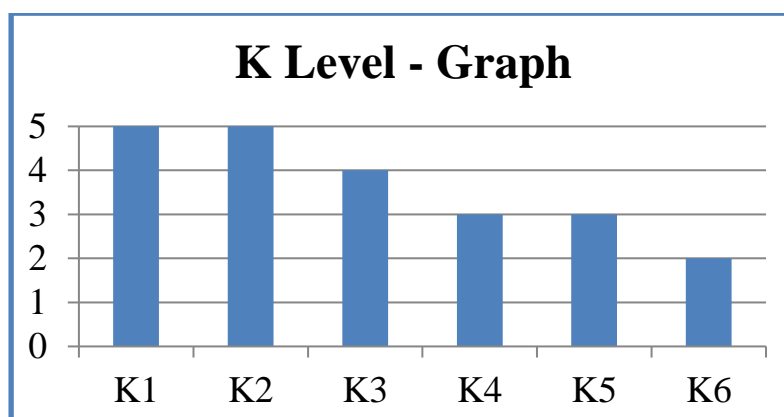
1. Collect two psychological tools for the above variables.
2. "Teachers are Born or Made" – Group Discussion.
3. Prepare an album of any five psychologists with their contributions.

## REFERENCE BOOKS

- Hillgard, & Atkinson. (2009). *Introduction to Psychology*. 15<sup>th</sup> Edition. Cengage Learning EMEA
- Kuppusamy, B. (1964). *Advanced Educational Psychology*. University Publishers.
- Lindryen, H.C., & Lindgren, P. (1971). *Current Readings in Educational Psychology*. Wiley & Sons, Inc.,
- Mangal, S.K. (2011). *Advanced Educational Psychology*. PHI Learning Private Ltd.
- Nagarajan, K. (2017). *Educational Psychology*. Sri Ram Publications.
- Ormrod, J., & Jones, B. (2018). *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching*. 5<sup>th</sup> Edition. Pearson Publications.
- Ruch. (1970). *Psychology and Life*. D.B. Taraporevala Sons & Co., Pvt.Ltd.,
- Sandhanam, S., & Ganapathy, V. (2014). *Educational Psychology*. 4<sup>th</sup> Edition. Santha Publishers.
- SeemaNaz. (2015). *Psychology of Learning and Development*. APH Publishing Corporation.
- Singh.K.P., Chandra, T., & Parihar, A.J.S.(2011). *Advanced Educational Psychology* (1st ed). R. Lall Book Depot.
- Stanger, R., & Solley,C.M. (1970). *Basic Psychology*. Tata Mc Graw Hill.
- Thangaswamy,K. K.S. (2007). *Educational Psychology*. Maa Nila Pathippagam.
- Wilkinson, B., &Vaughan, A. (2019). *Educational Psychology for Learners: Connecting Theory, Research and Application* ( 2nd ed). Kendall Hunt Publishing.

## WEB RESOURCES

- [http://samples.jbpub.com/9781284142631/9781284161304\\_CH03\\_Pass02.pdf](http://samples.jbpub.com/9781284142631/9781284161304_CH03_Pass02.pdf)
- <https://www.indiastudychannel.com/resources/128517-Schools-of-psychology.aspx>
- <https://www.brooklyn.k12.oh.us/userfiles/69/Classes/795/Schools%20of%20Thought.pdf>
- [http://faculty.mercer.edu/codone\\_s/tco363/2014/behaviorism.pdf](http://faculty.mercer.edu/codone_s/tco363/2014/behaviorism.pdf)
- <https://courses.aiu.edu/THEORIES%20OF%20LEARNING/2/2.pdf>
- <https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205969569.pdf>
- [https://ocw.mit.edu/ans7870/9/9.00SC/MIT9\\_00SCF11\\_text.pdf](https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf)
- [https://archive.mu.ac.in/myweb\\_test/SYBA%20Study%20Material/edu-II%20psycho.pdf](https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/edu-II%20psycho.pdf)
- <https://rameliaz.github.io/files/course-materials/Theories%20of%20Personality.pdf>
- <https://nios.ac.in/media/documents/srsec328newE/328EL18.pdf>



**M.Ed. PROGRAMME  
FIRST YEAR – SEMESTER II  
MEC3 – GUIDANCE AND COUNSELLING**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- comprehend the basic principles of guidance and counselling.
- analyse the relationship between guidance and counselling.
- appreciate the need of guidance and counselling in the process of education.
- recognize the role and functions of the school based guidance programmes.
- examine the role of guidance and counselling for the students with special needs and problems.
- explore the use of psychological test in counselling

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to  
(Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>GUIDANCE AND COUNSELLING – INTRODUCTION</b> Nature, Scope, Need, Importance and Principles of Guidance and Counselling – Types of Guidance and Counselling – Role of Teacher in Guidance and Counselling – Relationship and Difference between Guidance and Counselling.</p> <p><b>Define</b> Guidance and Counselling, <b>Classify</b> the types of Guidance and Counselling, <b>Identify</b> the relationship between Guidance and Counselling.</p> <p><b>PO7,PO9</b></p>	K1,K2,K3
CO2	<p><b>COUNSELLING – PROCESS, RELATIONSHIP AND SKILLS</b> Preparation for Counselling - Counselling Relationship – Counselling Content and Process, Approaches and Skills – Conditions influencing Counselling: Structure, Setting, Counsellor and Counselor Qualities – Ethical Considerations in Counselling.</p> <p><b>Tabulate</b> the steps in preparation for Counselling, <b>Summarize</b> the Counselling Skills, <b>Illustrate</b> the counselor qualities, <b>Explain</b> the ethical considerations in Counselling.</p> <p><b>PO7,PO9,PO6</b></p>	K1,K2, K3, K4.
CO3	<p><b>GUIDANCE AND COUNSELLING OF STUDENTS WITH SPECIAL PROBLEMS</b> Behavioural Problems: Nature and Causes – Types of Behavioural Problems: Violence, Bullying, Alcoholism, Drug Abuse, Truancy, Drop out and Sexual Harassment –</p>	K1,K2, K5,K6

	<p>Guidance of Students with Behavioural Problems – Stress: Nature, Causes and Consequences - Coping Skills: Meaning, Types and Coping Strategies – Promoting Psychological Well-being and Peace through School based Programmes.</p> <p><b>Examine</b> the nature and causes of behavioural problems, <b>Illustrate</b> the consequences of stress, <b>Recommend</b> strategies to reduce stress, <b>Recall</b> the meaning of Coping Skills, <b>Plan</b> a programme to promote psychological wellbeing in schools <b>PO7,PO8,PO9.</b></p>	
CO4	<p><b>GUIDANCE AND COUNSELLING OF STUDENTS WITH SPECIAL ABILITIES AND NEEDS</b> Special Abilities: Concept, Need and Identification Process – Guidance for Academically Backward, Gifted and Creative Students, Socially and Economically Disadvantaged, Physically and Intellectually Challenged Students - Delinquency Students: Causes, Identification and Guidance – Follow up Services for Special Ability Students.</p> <p><b>Recognise</b> the students with special abilities, <b>Contrast</b> gifted and creative students, <b>Illustrate</b> the problems of socially and economically disadvantaged students, <b>Point out</b> the Causes of Delinquency. <b>PO7,PO9</b></p>	K1, K2, K3, K4
CO5	<p><b>ASSESSMENT IN COUNSELLING</b> Psychological Tests: Definition, Characteristics and Types – Use of Psychological Test in Counselling - Diagnostic Classification System in Counselling - Test Interpretation in Counselling Situation – Factors affecting Psychological Test Results.</p> <p><b>Tabulate</b> the types of psychological test, <b>Paraphrase</b> the uses of Psychological test in Counselling, <b>Construct</b> a table based on psychological test interpretation in Counselling situation, <b>Divide</b> the diagnostic system in Counselling. <b>PO3,PO7,PO9</b></p>	K1, K2, K3 K5

**Total K Levels: K1-5, K2-5, K3-4, K4-2, K5-2, K6-1**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1							3		2
CO2						1	3		2
CO3							3	2	3
CO4							3		3
CO5			2				3		1
<b>TOTAL</b>			<b>2</b>			<b>1</b>	<b>15</b>	<b>2</b>	<b>11</b>

Strong – 7; Moderate – 4; Weak - 2

## **COURSE OUTLINE:**

### **UNIT – I: GUIDANCE AND COUNSELLING – INTRODUCTION ( 10 hours)**

Nature, Scope, Need, Importance and Principles of Guidance and Counselling – Types of Guidance and Counselling – Role of Teacher in Guidance and Counselling – Relationship and Difference between Guidance and Counselling.

### **UNIT – II: COUNSELLING – PROCESS, RELATIONSHIP AND SKILLS (10 hours)**

Preparation for Counselling - Counselling Relationship – Counselling Content and Process, Approaches and Skills – Conditions influencing Counselling: Structure, Setting, Counsellor and Counselor Qualities – Ethical Considerations in Counselling.

### **UNIT – III: GUIDANCE AND COUNSELLING OF STUDENTS WITH SPECIAL PROBLEMS (15 Hours)**

Behavioural Problems: Nature and Causes – Types of Behavioural Problems: Violence, Bullying, Alcoholism, Drug Abuse, Truancy, Drop out and Sexual Harassment – Guidance of Students with Behavioural Problems – Stress: Nature, Causes and Consequences - Coping Skills: Meaning, Types and Coping Strategies – Promoting Psychological Well-being and Peace through School based Programmes.

### **UNIT – IV: GUIDANCE AND COUNSELLING OF STUDENTS WITH SPECIAL ABILITIES AND NEEDS (15 Hours)**

Special Abilities: Concept, Need and Identification Process – Guidance for Academically Backward, Gifted and Creative Students, Socially and Economically Disadvantaged, Physically and Intellectually Challenged Students - Delinquency Students: Causes, Identification and Guidance – Follow up Services for Special Ability Students.

### **UNIT – V : ASSESSMENT IN COUNSELLING (14 Hours)**

Psychological Tests: Definition, Characteristics and Types – Use of Psychological Test in Counselling - Diagnostic Classification System in Counselling - Test Interpretation in Counselling Situation – Factors affecting Psychological Test Results.

## **PRACTICUM**

1. Draft a case study on any one behavioural problem.
2. Develop a working model in your major subject based on creativity.
3. Provide personal guidance for any student in our institution and submit a report.

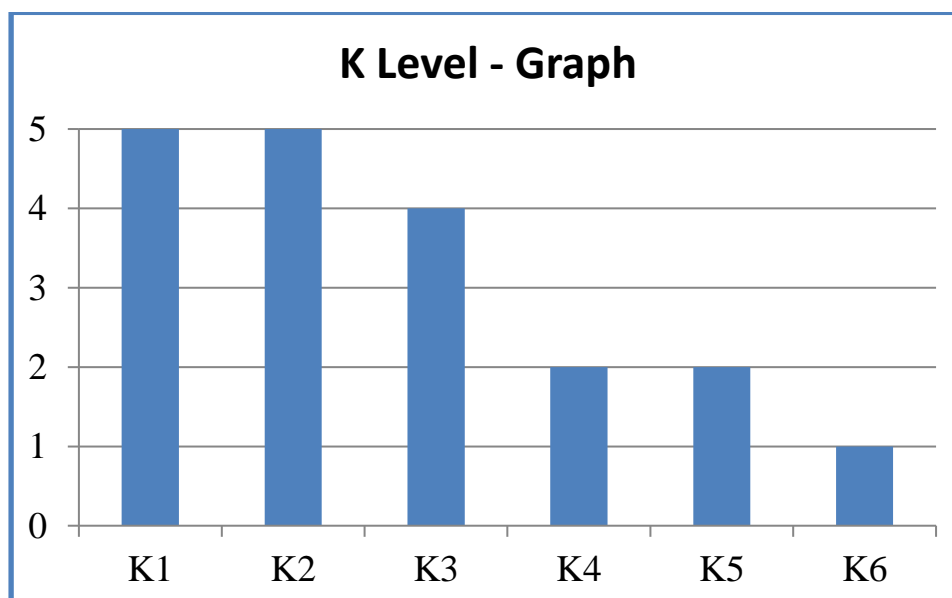
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- Saxena A. (2007). *Introduction to Educational & Vocational Guidance*. Rajat Publications.
- Saxena, A. (2006). *Organization of Guidance Service*. Rajat Publications.
- Sharma, R.A. (2006). *Fundamentals of Guidance and Counselling*. R Lal Book Depot,
- Sharma, S. (2007). *Career Guidance & Counseling*. Kanishka Publishers.
- Varky, B. G., & Mukhopadhyay, M. (2006). *Guidance and Counselling*. Sterling Publications.

### WEB RESOURCES

- [https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-805E-Guidance%20\\_%20Counselling%20in%20Education.pdf](https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-805E-Guidance%20_%20Counselling%20in%20Education.pdf)
- <https://egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf>
- [https://ebooks.lpude.in/arts/ma\\_education/year\\_2/DEDU502\\_GUIDANCE\\_AND\\_COUNSELLING\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_2/DEDU502_GUIDANCE_AND_COUNSELLING_ENGLISH.pdf)
- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/M.A.%20Edu.%20Guid.%20&%20Coun.pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Edu.%20Guid.%20&%20Coun.pdf)
- [http://www.wbnsou.ac.in/online\\_services/SLM/BED/B-10\\_A.pdf](http://www.wbnsou.ac.in/online_services/SLM/BED/B-10_A.pdf)
- [https://profilelogin.admissiononline.org/UploadFiles/Documents/ProfileLogin/Subtitle/NColge\\_1373\\_Assessment%20in%20Counselling&Guidance.pdf](https://profilelogin.admissiononline.org/UploadFiles/Documents/ProfileLogin/Subtitle/NColge_1373_Assessment%20in%20Counselling&Guidance.pdf)





**M.Ed. PROGRAMME  
FIRST YEAR – SEMESTER II**

**MEC4 – HIGHER EDUCATION**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- identify the role of higher education.
- compare the higher education of India and other countries.
- discuss about the administration system of higher education.
- collect the details of different funding agencies.
- evaluate the importance of quality management in higher education.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>INTRODUCTION TO HIGHER EDUCATION</b> Higher Education: Meaning, Position of Higher Education within Educational Co-operation Areas – Current Status: Environment Surrounding Higher Education – Role of Higher Education – Issues in Higher Education.</p> <p><b>Recall</b> the Meaning of Higher Education, <b>Explain</b> the Current Status of Higher Education, <b>Identify</b> the Issues in Higher Education. <b>PO1,PO8</b></p>	K1, K2, K3
CO2	<p><b>QUALITY MANAGEMENT IN HIGHER EDUCATION</b> Quality Management in Indian Higher Education. Need for Quality Enhancement in Higher Education - Authorities, Teachers and Students as Partners in Quality Management. Minimum - Qualification for the Appointment of Teachers in Higher Education. UGC regulations for the Appointment of a Teacher. Performance Appraisal for Teachers and Administrators - Technology and Higher Education – On-Line Programmes - National Testing Agencies and Schemes of Higher Education - UGC, NAAC, NEUPA, RUSA, ICSSR, CABE, AISHE.</p> <p><b>Recall</b> the Meaning of Quality Management in Higher Education, <b>Outline</b> the Need for Quality Enhancement in Higher Education, <b>Decide</b> the Qualification and Regulations for Appointment of Teachers in Higher</p>	K1, K2, K5, K6.

	Education, <b>Predict</b> the Role of Technology in Higher Education. <b>PO1,PO8,PO9</b>	
CO3	<p><b>ADMINISTRATION OF HIGHER EDUCATION</b> Administration: Concept of University - Types of Universities: Central, State, Deemed and Private - Basic Functions of University - Structure of University Administration: Responsibilities of Senate, Syndicate, Academic Council, Board of Studies - University authorities - Chancellor, Pro-Chancellor, Vice Chancellor, Pro-Vice-Chancellor - Marking/Grading System, Semester System, Credit and Semester System; Latest trends in Evaluation system .</p> <p>Autonomy: Concept of Autonomy in Higher Education - Meaning, Significance, Scope, Merits and Demerits - Autonomous Universities - Autonomous Colleges - Deemed University.</p> <p><b>List</b> the Different Types of Universities, <b>Classify</b> the Structure of University Administration, <b>Identify</b> the Responsibilities of University Authorities, <b>Distinguish</b> the various Evaluation System, <b>Explain</b> the Concept of Autonomy in Higher Education, <b>Discuss</b> the Functions of Autonomous Universities, Autonomous Colleges and Deemed Universities. <b>PO1,PO2,PO7,PO8,</b></p>	K1, K2,K3, K4, K5,K6.
CO4	<p><b>FUNDING AGENCIES</b> Internal Funding Sources – Grant Database – External Funding Sources – Funding for Humanities Education – Funding for Social Science Education – Funding for STEM (Science, Technology, Engineering, Mathematics) Education – UGC Funding Sources. – Higher Education Funding Agency (HEFA).</p> <p><b>Name</b> the External Funding Sources, <b>Compare</b> the Funding Procedures for Social Science and STEM, <b>Make use of</b> UGC Funding Sources, <b>Classify</b> the Higher Education Funding Agencies. <b>PO1,PO8,PO9.</b></p>	K1, K2,K3,K4
CO5	<p><b>HIGHER EDUCATION IN INDIA AND ABROAD</b> India: Management of Higher Education: Public / Private Partnership – Governance – Access and Equity – Policy Planning for Export – Economics of Higher Education – Professional Ethics and Value Education – Evaluation and Assessment Systems – Quality Assurance in Higher Education: Sustaining Quality – Assessment and Accreditations.</p> <p>Abroad: Higher Education in United Kingdom – Higher Education in Australia – Higher Education in America – Higher Education in France – Higher</p>	K1,K2,K3, K4.

	<p>Education in Canada.</p> <p><b>Find</b> the various Management of Higher Education in India, <b>Interpret</b> the Professional Ethics and Value Education; <b>Construct</b> the Evaluation and Assessment System in Higher Education, <b>Compare</b> the Higher Education System in UK, Australia, America, France and Canada.</p> <p><b>PO1,PO8,PO9</b></p>	
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**Total K Levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-2.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3							3	
CO2	2							3	3
CO3	3	2					1	3	
CO4	3							3	2
CO5	3							3	2
<b>TOTAL</b>	<b>14</b>	<b>2</b>					<b>1</b>	<b>15</b>	<b>7</b>

Strong – 10, Moderate – 4, Weak – 1.

## **COURSE OUTLINE:**

### **UNIT – I: INTRODUCTION TO HIGHER EDUCATION (12 Hours)**

Higher Education: Meaning, Position of Higher Education within Educational Co-operation Areas – Current Status: Environment Surrounding Higher Education – Role of Higher Education – Issues in Higher Education.

### **UNIT – II: QUALITY MANAGEMENT IN HIGHER EDUCATION (14 Hours)**

Quality Management in Indian Higher Education. Need for Quality Enhancement in Higher Education - Authorities, Teachers and Students as Partners in Quality Management. Minimum - Qualification for the Appointment of Teachers in Higher Education. UGC regulations for the Appointment of a Teacher. Performance Appraisal for Teachers and Administrators - Technology and Higher Education – On-Line Programmes - National Testing Agencies and Schemes of Higher Education - UGC, NAAC, NEUPA, RUSA, ICSSR, CABE, AISHE.

### **UNIT – III: ADMINISTRATION OF HIGHER EDUCATION (16 Hours)**

Administration: Concept of University - Types of Universities: Central, State, Deemed and Private - Basic Functions of University - Structure of University Administration: Responsibilities of Senate, Syndicate, Academic Council, Board of Studies - University authorities - Chancellor, Pro-Chancellor, Vice Chancellor, Pro-Vice-Chancellor - Marking/Grading System, Semester System, Credit and Semester System; Latest trends in Evaluation system .

Autonomy: Concept of Autonomy in Higher Education - Meaning, Significance, Scope, Merits and Demerits - Autonomous Universities - Autonomous Colleges - Deemed University.

### **UNIT – IV: FUNDING AGENCIES (10 Hours)**

Internal Funding Sources – Grant Database – External Funding Sources – Funding for Humanities Education – Funding for Social Science Education – Funding for STEM (Science, Technology, Engineering, Mathematics) Education – UGC Funding Sources – Higher Education Funding Agency (HEFA).

#### **UNIT – V: HIGHER EDUCATION IN INDIA AND ABROAD (12 Hours)**

India: Management of Higher Education: Public / Private Partnership – Governance – Access and Equity – Policy Planning for Export – Economics of Higher Education – Professional Ethics and Value Education – Evaluation and Assessment Systems – Quality Assurance in Higher Education: Sustaining Quality – Assessment and Accreditations.

Abroad: Higher Education in United Kingdom – Higher Education in Australia – Higher Education in America – Higher Education in France – Higher Education in Canada.

#### **PRACTICUM**

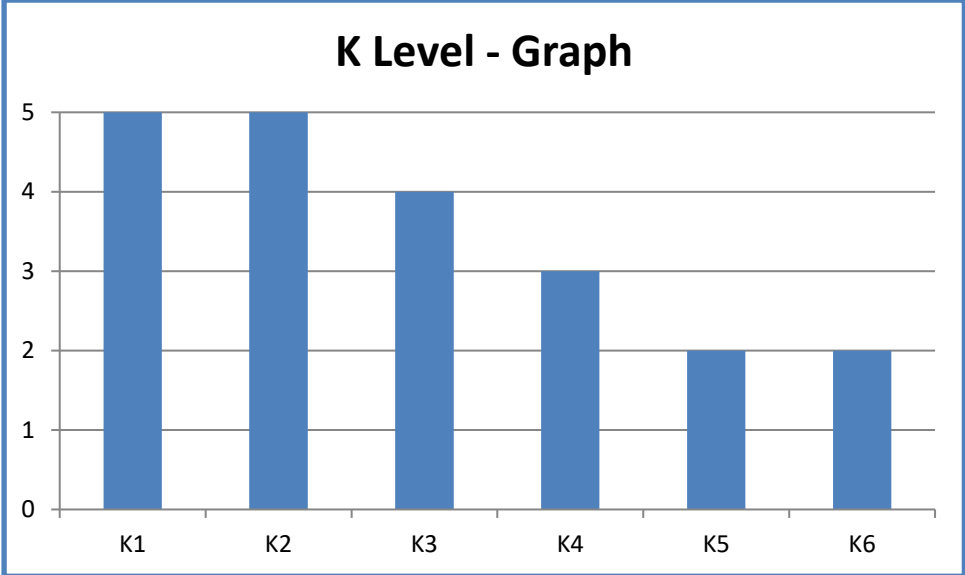
1. Construct a module to develop professional ethics and value education.
2. Prepare a report on internal and external funding sources for higher education.
3. Sketch out a organizational charter of any university in Tamilnadu.

#### **REFERENCE BOOKS**

- Agarwal, P. (2006). *Higher Education in India: The Need for Change*. Working Paper No.180. Indian Council for Research on Internaitonal Economic Relations.
- Bhushan, S. Editor. (2019). *The Future of Higher Education in India*. Springer Nature Singapore Pvt.Ltd.
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- Kumar, A.A.P., Sharma S.C., & Gundur, N.S. (2013). *Universities and Higher Education System in India*. Abhijeet Publications.
- Soni, R. (2014). *Higher Education Higher Education:India and Abroad University: The Seat of Higher Learning*. Atlantic Publishers and Distributors.
- Soni, R. (2014). *Higher Education: India and Abroad (Vol.2) Concepts Related with Higher Education*. Atlantic Publishers and Distributors.
- Tilak, J. B.G. (2013). *Higher Education in India: In Search of Equality,Quality and Quantity*. Orient Blackswan Pvt. Ltd.

#### **WEB RESOURCES**

- [http://www.isca.in/EDU\\_SCI/Archive/v4/i1/2.ISCA-RJeduS-2015-037.pdf](http://www.isca.in/EDU_SCI/Archive/v4/i1/2.ISCA-RJeduS-2015-037.pdf)
- <https://ugcnetpaper1.com/important-higher-education-body/>
- <https://hefa.co.in/about-us/>
- [https://www.nitt.edu/home/icsr/funding\\_agencies.pdf](https://www.nitt.edu/home/icsr/funding_agencies.pdf)
- [https://ccs.in/internship\\_papers/2003/chap30.pdf](https://ccs.in/internship_papers/2003/chap30.pdf)
- <https://www.econstor.eu/bitstream/10419/176564/1/WP180-Higher-Education-in-India.pdf>.



**M.Ed. PROGRAMME  
SECOND YEAR – SEMESTER III**

**MCC5 – PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- acquire knowledge of the concepts and principles of philosophy.
- analyse the contributions of Indian educational thinkers to education.
- apply the contributions of Western philosophy to education.
- discuss the process of social and cultural changes.
- build the national values enriched in the Indian constitution.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>PHILOSOPHICAL PERSPECTIVES OF EDUCATION</b>            Philosophy: Meaning, Nature and Purpose – Need for Philosophical Frame Work – Functions of Philosophy – Normative, Speculative and Critical.            Educational Philosophy: Concept, Nature and Scope – Relationship between Philosophy and Education and Importance.            Conceptual analysis in Education: Freedom, Authority, Curriculum, Discipline, Learning, Training and Instruction.            Modern Concepts of Philosophy: Logical Analysis – Logical Empiricism and Positive Relativism.</p> <p><b>Define</b> Philosophy, <b>Explain</b> the Nature, Purpose and Need of Philosophy, <b>Identify</b> the Relationship between Philosophy and Education, <b>Analyse</b> the Philosophical Ideas in Education, <b>Discuss</b> about the Modern Concepts of Philosophy.  <b>PO1,P,07PO9</b></p>	K1, K2,K3, K4,K6,
CO2	<p><b>INDIAN SCHOOLS OF PHILOSOPHY</b>            Indian Philosophy: Relationship with Indian Cultural Heritage – Orthodox School of Philosophy and Heterodox School of Philosophy – Metaphysical, Epistemological, and axiological aspect of Yoga, Nyaya and Vedanta - Buddhism, Jainisma and Charvaka School of Philosophy – Central theme of Gita, Quran and Bible and their Educational Implications.</p>	K1,K2,K3, K4, K5,

	<p>Indian Thinkers: Swami Vivekananda, Sri-Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Radhakrishnan, J.Krishnamoorthy.</p> <p><b>List</b> branches of Philosophy, <b>Interpret</b> Philosophical Ideas of Orthodox and Heterodox School of Philosophy, <b>Make use of</b> Educational Implications of Indian Schools of Philosophy, <b>Compare</b> the Educational Thoughts of Indian Thinkers, <b>Criticize</b> the Educational Views of Indian Philosophers. <b>PO1,PO7,PO9</b></p>	
CO3	<p><b>WESTERN SCHOOLS OF PHILOSOPHY</b> Western Philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism – Critical analysis of the Metaphysical, Epistemological and Sociological Aspects – Implications of these Philosophies in determining the Aim, Curriculum, and Methodology of Education.</p> <p>Western Thinkers: Plato, Rousseau, Froebel, Dewey and Montessori - Educational Doctrines of Great Thinkers of India – Relevance of Indian Value to Modern Education.</p> <p>List the Ideas of Western Philosophy, <b>Interpret</b> the Implications of Western Philosophy in Educational Aspects, <b>Distinguish</b> the Educational Philosophical Ideas of Western Thinkers, <b>Make use of</b> Indian Values in Modern Education. <b>PO1,PO7,PO8,PO9.</b></p>	K1,K2, K4, K3,
CO4	<p><b>SOCIOLOGY AND EDUCATION</b> Meaning and Nature of Sociology of Education and Educational Sociology – Social Organizations – Characteristics: Social Groups, Social Change, Social Mobility, Social Stratification – Culture: Meaning, Nature, Conservation, Development and Transmission – Social Deviants – Influences of Personality Development.</p> <p><b>Recall</b> the Meaning of Educational Sociology, <b>Classify</b> Social Organizations, <b>Identify</b> the Impact of Social Change in Personality Development, <b>Explain</b> Conservation and Transmission of Culture. <b>PO1,PO4,PO6, PO7.</b></p>	K1,K2, K3, K5
CO5	<p><b>SOCIALIZATION AND EDUCATION</b> Socialization and Education – Education and Culture – Education and Social Change – National Values as enriched in the Indian Constitution – Socialism, Secularism, Justice, Liberty, Democracy, Equality and Freedom.</p>	K1, K2

	<b>Relate</b> Education and Socialization, Outline the National Values of Indian Constitution. <b>PO1,PO7,</b>	
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**Total K Levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-1.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3						1		3
CO2	3						3		2
CO3	3						2	3	2
CO4	3			2		3	1		
CO5	3			2			3		
<b>TOTAL</b>	<b>15</b>			<b>4</b>		<b>3</b>	<b>10</b>	<b>3</b>	<b>7</b>

Strong – 10, Moderate -5, Weak – 2.

## **COURSE OUTLINE:**

### **UNIT – I: PHILOSOPHICAL PERSPECTIVES OF EDUCATION (12 Hours)**

Philosophy: Meaning, Nature and Purpose – Need for Philosophical Frame Work – Functions of Philosophy – Normative, Speculative and Critical.

Educational Philosophy: Concept, Nature and Scope – Relationship between Philosophy and Education and Importance.

Conceptual analysis in Education: Freedom, Authority, Curriculum, Discipline, Learning, Training and Instruction.

Modern Concepts of Philosophy: Logical Analysis – Logical Empiricism and Positive Relativism.

### **UNIT – II: INDIAN SCHOOLS OF PHILOSOPHY (16 Hours)**

Indian Philosophy: Relationship with Indian Cultural Heritage – Orthodox School of Philosophy and Heterodox School of Philosophy – Metaphysical, Epistemological, and axiological aspect of Yoga, Nyaya and Vedanta - Buddhism, Jainisma and Charvaka School of Philosophy – Central theme of Gita, Quran and Bible and their Educational Implications.

Indian Thinkers: Swami Vivekananda, Sri-Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Radhakrishnan, J.Krishnamoorthy

### **UNIT – III: WESTERN SCHOOLS OF PHILOSOPHY (16 Hours)**

Western Philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism – Critical analysis of the Metaphysical, Epistemological and Sociological Aspects – Implications of these Philosophies in determining the Aim, Curriculum, and Methodology of Education.

Western Thinkers: Plato, Rousseau, Froebel, Dewey and Montessori - Educational Doctrines of Great Thinkers of India – Relevance of Indian Value to Modern Education.

### **UNIT –IV: SOCIOLOGY AND EDUCATION (12 Hours)**

Meaning and Nature of Sociology of Education and Educational Sociology – Social Organizations – Characteristics: Social Groups, Social Change, Social Mobility, Social Stratification – Culture: Meaning, Nature, Conservation, Development and Transmission – Social Deviants – Influences of Personality Development.



## UNIT – V: SOCIALIZATION AND EDUCATION

(8 Hours)

Socialization and Education – Education and Culture – Education and Social Change – National Values as enriched in the Indian Constitution – Socialism, Secularism, Justice, Liberty, Democracy, Equality and Freedom.

### PRACTICUM:

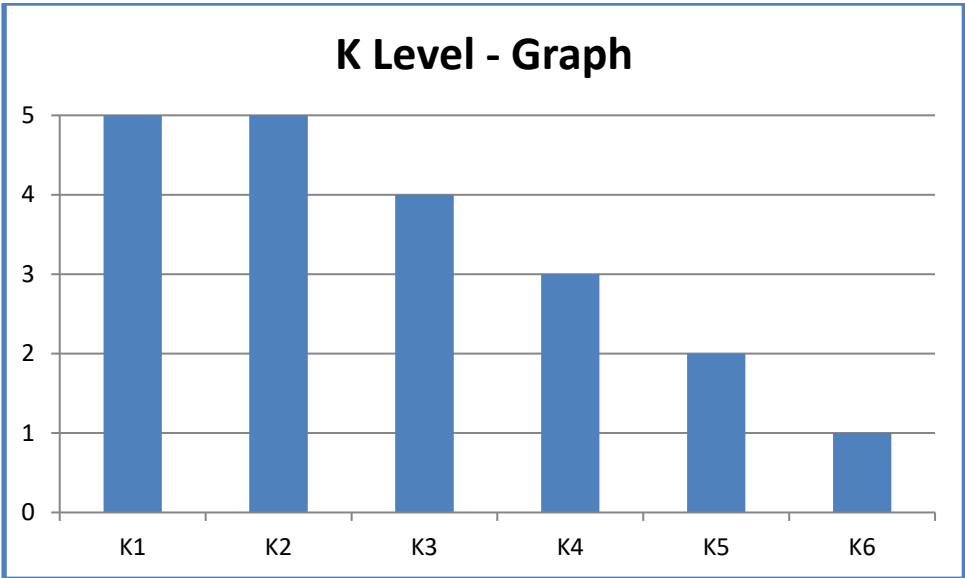
1. Analyze the various Philosophies discipline the student community.
2. Apply various educational philosophies through team teaching.
3. Comment on the lacunae in transmission of culture in the present generation.

### REFERENCE BOOKS

- Aggarwal, J.C. (2008). *Development and Planning of Modern Education*. Vikas Publishing House Pvt.Ltd.
- Aggarwal, J.C. (2008). *Theory and Principles of Education*. Vikas Publishing House Pvt. Ltd.,
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- [https://ebooks.lpude.in/arts/ma\\_education/year\\_1/DEDU401\\_PHILOSOPHICAL\\_AND\\_SOCIOLOGICAL\\_FOUNDATIONS\\_OF\\_EDUCATION\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_1/DEDU401_PHILOSOPHICAL_AND_SOCIOLOGICAL_FOUNDATIONS_OF_EDUCATION_ENGLISH.pdf)
- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_1.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf)
- [https://ddceutkal.ac.in/Syllabus/MA\\_SOCIOLOGY/Paper-16.pdf](https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-16.pdf)
- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_1.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf)
- [http://egov.uok.edu.in/eLearningDistance/tutorials/7969\\_1\\_2015\\_170726141605.pdf](http://egov.uok.edu.in/eLearningDistance/tutorials/7969_1_2015_170726141605.pdf)
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**M.Ed. PROGRAMME  
SECOND YEAR – SEMESTER III**

**MCC6 – CURRICULUM DEVELOPMENT**

	L	T	P	Total
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- acquire the knowledge of the concepts, principles, types and theories of curriculum development.
- explore the determinants of curriculum design and process of curriculum design.
- recognize the models of curriculum development.
- apply the strategies and models of curriculum change and innovations.
- explain the instructional technology and their uses.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to

(Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>INTRODUCTION TO CURRICULUM</b>            Meaning and Concept of Curriculum – Definition of curriculum as a Plan, Curriculum as an Experience, Curriculum as an Objective and Curriculum as a Subject Matter – Elements of Curriculum – Constituents of Curriculum – Correlates of Curriculum – Types of Curriculum: Open Curriculum, Hidden Curriculum, Informal Curriculum, Actual Curriculum and Extra-Mural Curriculum – Principles of curriculum construction – Theories of curriculum Development – curriculum and Syllabus.</p> <p><b>Define</b> Curriculum, <b>Interpret</b> the Elements of Curriculum, <b>Classify</b> the various Types of Curriculum, <b>Identify</b> the Principles involved in the Curriculum Construction, Explain the Theories of Curriculum Development.  <b>PO1,PO7,PO8,PO9.</b></p>	K1,K2, K4, K3, K5.
CO2	<p><b>DETERMINANTS AND PROCESS OF CURRICULUM</b>            National Need and Aspirations – Cultural and Social Change – Factors Influencing Curriculum: Political, Social, Economic, Technological, Environmental Factors - Foundations of Curriculum: Philosophical, Sociological and Psychological Foundations of Curriculum.            Phases of Curriculum Process: Need, Assessment, Formulation of Aims, Goals and Objectives, Selection of Content, Selection of Learning Experiences – Vertical and Horizontal Organization of Content, Learning Experiences</p>	K1,K2, K3, K4,

	and Evaluation.  <b>List</b> the Factors Influencing Curriculum, <b>Summarize</b> the Foundations of Curriculum, <b>Identify</b> Phases of Curriculum Process, <b>Analyse</b> the various Phases of Curriculum Process. <b>PO1,PO6,PO9</b>	
CO3	<b>MODELS OF CURRICULUM DEVELOPMENT</b> Technical-Scientific Model: Tyler’s Model, Hilda Taba’s Model, Saylor and Alexander’s Model, Goodlad’s Model, Hunkin’s Model and Miller and Seller’s Model. Non-technical-Non-Scientific Models: Kohl and Holt’s Model, Fantines’s Model and Roger’s Model.  <b>Name</b> the Different Models of Curriculum Development, <b>Compare</b> and <b>Contrast</b> the Scientific and Non-Scientific Models of Curriculum Development, <b>Utilize</b> the Models of Curriculum Development, <b>Develop</b> Knowledge on Models of Curriculum Development. <b>PO7,PO9</b>	K1, K2,K3, K6
CO4	<b>CURRICULUM DESIGNING AND PLANNING</b> Concept and Principles of Curriculum Designing – Curriculum Construction and Steps involved – Designing Curriculum at different Levels of Education – Patterns of Curriculum Designing: Centralised and Decentralised Curriculum Designing – Organisation of Subjectwise Curriculum – Correlation of Different Subjects - Support Materials and their Productions – Methodology of Curriculum transaction at different stages of education.  <b>Recall</b> the meaning of Curriculum Designing, <b>Compare</b> Centralised and Decentralised Curriculum Designing, <b>Identify</b> the Levels of Curriculum Designing, <b>Analyse</b> the Organization of Curriculum by Subjects, <b>Illustrate</b> the Methodology of Different stages of Education. <b>PO1,PO9,</b>	K1,K2,K3, K4.
CO5	<b>CHANGE AND INNOVATION IN CURRICULUM</b> Curriculum Change and Innovation – Context of Curriculum Change and Innovations – Strategies and Models for Curriculum Change and Innovation – Planning and Executing the Change.  <b>Relate</b> Curriculum, <b>Explain</b> the Curriculum Change and Innovation, <b>Interpret</b> the Strategies and Models for Curriculum Change and Innovation, <b>Discuss</b> Planning and Executing Curriculum Change. <b>PO8,PO9</b>	K1, K2 K5,K6.

**Total K Levels:K1-5, K2-5, K3-4, K4-3, K5-2, K6-2**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	2						1	2	3
CO2	3					2			3
CO3							2		3
CO4	2								3
CO5								3	3
<b>TOTAL</b>	<b>7</b>					<b>2</b>	<b>3</b>	<b>5</b>	<b>15</b>

Strong – 7; Moderate –5; Weak -1.

## **COURSE OUTLINE:**

### **UNIT – I: INTRODUCTION TO CURRICULUM (12 Hours)**

Meaning and Concept of Curriculum – Definition of curriculum as a Plan, Curriculum as an Experience, Curriculum as an Objective and Curriculum as a Subject Matter – Elements of Curriculum – Constituents of Curriculum – Correlates of Curriculum – Types of Curriculum: Open Curriculum, Hidden Curriculum, Informal Curriculum, Actual Curriculum and Extra-Mural Curriculum – Principles of curriculum construction – Theories of curriculum Development – curriculum and Syllabus.

### **UNIT – II: DETERMINANTS AND PROCESS OF CURRICULUM (14 Hours)**

National Need and Aspirations – Cultural and Social Change – Factors Influencing Curriculum: Political, Social, Economic, Technological, Environmental Factors - Foundations of Curriculum: Philosophical, Sociological and Psychological Foundations of Curriculum.

Phases of Curriculum Process: Need, Assessment, Formulation of Aims, Goals and Objectives, Selection of Content, Selection of Learning Experiences – Vertical and Horizontal Organization of Content, Learning Experiences and Evaluation.

### **UNIT – III: MODELS OF CURRICULUM DEVELOPMENT (14 Hours)**

Technical Scientific Model: Tyler’s Model, Hilda Taba’s Model, Saylor and Alexander’s Model, Goodlad’s Model, Hunkin’s Model and Miller and Seller’s Model.

Non-technical, Non-Scientific Models: Kohl and Holt’s Model, Fantines’s Model and Roger’s Model.

### **UNIT – IV: CURRICULUM DESIGNING AND PLANNING (14 Hours)**

Concept and Principles of Curriculum Designing – Curriculum Construction and Steps involved – Designing Curriculum at different Levels of Education – Patterns of Curriculum Designing: Centralised and Decentralised Curriculum Designing – Organisation of Subjectwise Curriculum– Correlation of Different Subjects - Support Materials and their Productions – Methodology of Curriculum transaction at different stages of education.

### **UNIT – V: CHANGE AND INNOVATION IN CURRICULUM (10 Hours)**

Curriculum Change and Innovation – Context of Curriculum Change and Innovations – Strategies and Models for Curriculum Change and Innovation – Planning and Executing the Change.

## PRACTICUM

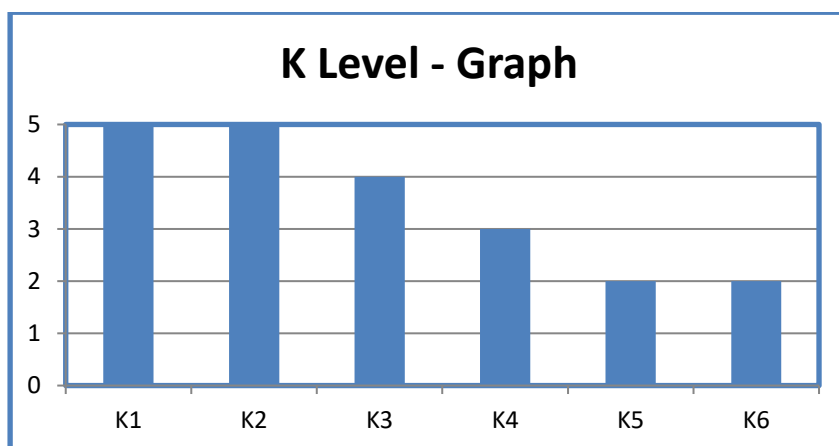
1. Structure a curriculum based on the area of interest.
2. Frame activities for each unit of curriculum development paper.
3. Compare state and central board of curriculum of your optional subject and submit a report.

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## WEB RESOURCES

- <https://www.slideshare.net/valarpink/curriculum-its-meaning-nature-and-scope>
- [https://www.academia.edu/41270126/Topic\\_1\\_Curriculum\\_Definition\\_Nature\\_and\\_Scope](https://www.academia.edu/41270126/Topic_1_Curriculum_Definition_Nature_and_Scope)
- <https://www.naperville203.org/Page/3973>
- <https://www.slideshare.net/CarlRichardDagalea/curriculum-models-and-types>
- <https://educationalresearchtechniques.com/2014/07/03/curriculum-development-non-scientific-approach/>
- <https://www.slideshare.net/masitahzulkifly/curriculum-change-and-innovation-104213474>
- [https://www.researchgate.net/publication/2569366\\_Patterns\\_Of\\_Curriculum\\_Design](https://www.researchgate.net/publication/2569366_Patterns_Of_Curriculum_Design)
- <https://www.scribd.com/document/348374098/Curriculum-Change-and-Innovation>
- <https://www.ed.gov/oii-news/use-technology-teaching-and-learning>
- <https://www.voced.edu.au/content/ngv%3A16311>
- <https://www.td.org/talent-development-glossary-terms/what-is-e-learning>



**M.Ed. PROGRAMME  
SECOND YEAR – SEMESTER III**

**MEC5 – PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- appreciate the prominent promoters of pre primary education.
- outline the committees and commissions on pre-primary education.
- comprehend the development and structure of elementary education in India.
- frame out the historical perspectives of secondary education and know the various boards of secondary and higher secondary education.
- explore the planning and administrative procedure of the secondary schools.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>INTRODUCTION TO PRE-PRIMARY EDUCATION</b> Meaning, Definition, Objective, Need and Importance – Pre-Primary Education Movement in India and Abroad – Prominent Promoters of Pre-Primary Education: Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi and Aurobindo.</p> <p><b>Recall</b> the Need and Importance of Pre-Primary Education in India, <b>Compare</b> Pre-Primary Education Movement in India and Abroad, <b>Identify</b> the Prominent Promoters of Pre-Primary Education, <b>Analyse</b> the Views of Eastern and Western Promoters of Pre-Primary Education. <b>PO1,PO2,PO8</b></p>	K1,K2, K3, K4,
CO2	<p><b>COMMITTEES AND COMMISSIONS OF PRE-PRIMARY EDUCATION</b> Sargent Reprot(1944), Secondary Education Commission (1952-1953), Child Care Committee (1963-64), Indian Education Commission (1964-1966), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for all, Global Monitoring Report (2007).</p> <p><b>Name</b> the Committees and Commissions of Pre Primary Education, <b>Outline</b> Recommendations of Committees and Commissions of Pre-Primary Education, <b>Interpret</b> the Views of various Committees of Pre-Primary Education. <b>PO2,PO8</b></p>	K1 K2, K5

CO3	<p><b>STRUCTURE AND DEVELOPMENT OF ELEMENTARY EDUCATION</b>  Concept, Objectives, Scope and Structure of Elementary Education – Salient Features of Elementary Education: Relevance, Flexibility, Integration and Inter Disciplinary – In-Service and Pre-Service Teacher Education Institutions at Elementary Level.</p> <p>Radhakrishnan Commission (1948-1949), Chattipadhyaya Committee (1983-1985), NPE (1986), Acharya Ramamurthy Committee (1990), Revised NPE (1992), Yaspal Committee (1993), NCERT Committee (2005), National Curriculum Frame Work (2005), National Knowledge Commission (2006).</p> <p><b>Recall</b> the Objectives and Scope of Elementary Education, <b>Outline</b> the Salient Features of Elementary Education, <b>Identify</b> the In-Service and Pre-Service Teacher Education Institutions at Elementary Level, <b>Interpret</b> the Recommendations of various Committees and Commissions of Elementary Education, <b>Analyse</b> the view of National Curriculum Framework on Elementary Education.</p> <p><b>PO1,PO2,PO8,PO9</b></p>	K1,K2, K3, K4.K5,
CO4	<p><b>STRUCTURE AND DEVELOPMENT OF SECONDARY EDUCATION</b>  Concept, Objectives, Scope of Secondary Education – Structure of Secondary Education – Structure of Different Boards of School at Secondary Level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board- In-service and Pre-service Teacher Education Institutions at Secondary Level.</p> <p>Secondary Education in India: Pre-Independence Period – Post Independence Period – Secondary Education Commission (1952-1953), Mohan Adisherials Committee(1977-1978), Eswarbai Patel Commission (1977-1978), National Policy on Education (1986), Right to Education Act(2009).</p> <p><b>State</b> the Concept, Objectives and Scope of Secondary Education, <b>Outline</b> the Structure of Different Boards of School at Secondary Level, <b>Build</b> Knowledge on In-Service and Pre-Service Teacher Education Institutions at Secondary Level.</p> <p><b>PO2,PO5,PO7,PO8</b></p>	K1, K2, K3
CO5	<p><b>PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION</b>  Role of Government in Secondary Education – Central Level Agencies: CABE and NCERT – State Level Agencies: School Boards of Education and State Council of Educational Research and Training (SCERT), Institutional Administration, Staff and Personal Administration,</p>	K1, K2,K6



	Organizational Climate Teacher Morale, Job Satisfaction – School Budget – Sources of Income – School Time Table Records – Library and Co-Curricular Activities – Supervision and Inspection.  <b>List</b> the Roles of Government in Secondary Education, <b>Compare</b> the Functions of Central and State Level Agencies of Secondary Education, <b>Discuss</b> the Administration of Secondary Education. <b>PO2,PO6,PO7,PO8</b>	
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**Total K Levels: K1-5, K2-5, K3-3, K4-2, K5-2, K6-1.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3	2						3	
CO2		3						2	
CO3	2	3						3	1
CO4		3			2		2	3	
CO5		2				3	1	3	
<b>TOTAL</b>	<b>5</b>	<b>13</b>			<b>2</b>	<b>3</b>	<b>3</b>	<b>14</b>	<b>1</b>

Strong – 9; Moderate – 6; Weak - 2

## **COURSE OUTLINE:**

### **UNIT – I: INTRODUCTION TO PRE-PRIMARY EDUCATION (10 Hours)**

Meaning, Definition, Objective, Need and Importance – Pre-Primary Education Movement in India and Abroad – Prominent Promoters of Pre-Primary Education: Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi and Aurobindo.

### **UNIT – II: COMMITTEES AND COMMISSIONS OF PRE-PRIMARY EDUCATION (10 Hours)**

Sargent Reprot(1944), Secondary Education Commission (1952-1953), Child Care Committee (1963-64), Indian Education Commission (1964-1966), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for all, Global Monitoring Report (2007).

### **UNIT – III: STRUCTURE AND DEVELOPMENT OF ELEMENTARY EDUCATION (16 Hours)**

Concept, Objectives, Scope and Structure of Elementary Education – Salient Features of Elementary Education: Relevance, Flexibility, Integration and Inter Disciplinary – In-Service and Pre-Service Teacher Education Institutions at Elementary Level.

Radhakrishnan Commission (1948-1949), Chattipadhyaya Committee (1983-1985), NPE (1986), Acharya Ramamurthy Committee (1990), Revised NPE (1992), Yaspal Committee (1993), NCERT Committee (2005), National Curriculum Frame Work (2005), National Knowledge Commission (2006).

## **UNIT – IV: STRUCTURE AND DEVELOPMENT OF SECONDARY EDUCATION**

**(16 Hours)**

Concept, Objectives, Scope of Secondary Education – Structure of Secondary Education – Structure of Different Boards of School at Secondary Level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board In-service and Pre-service Teacher Education Institutions at Secondary Level.

Secondary Education in India: Pre-Independence Period – Post Independence Period – Secondary Education Commission (1952-1953), Mohan Adisherials Committee(1977-1978), Eswarbai Patel Commission (1977-1978), National Policy on Education (1986), Right to Education Act (2009).

## **UNIT – V: PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION**

**(12 Hours)**

Role of Government in Secondary Education – Central Level Agencies: CABE and NCERT – State Level Agencies: School Boards of Education and State Council of Educational Research and Training (SCERT), Institutional Administration, Staff and Personal Administration, Organizational Climate Teacher Morale, Job Satisfaction – School Budget – Sources of Income – School Time Table Records – Library and Co-Curricular Activities – Supervision and Inspection.

### **PRACTICUM**

1. Compare the prominent promoters views on Pre-primary education.
2. Chart preparation on depicting the growth and development in secondary education in India.
3. Preparation of concept map on supervision and inspection at various levels of school education.

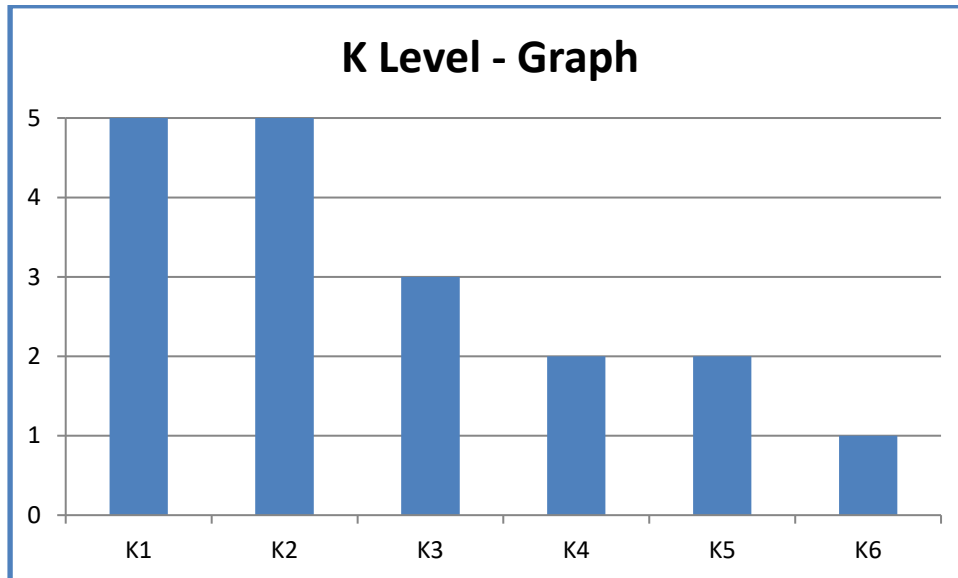
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- Kochnar, S.K.(2000). *Secondary School Administration*. Sterling Publishers.
- Nagarajan, A.(2011). *Pre-Primary and Primary Education*. Ram Publication.
- NCERT.(2005). *National Curriculum Frame Work*. NCERT Publications.

### **WEB RESOURCES**

- [http://www.wbnsou.ac.in/online\\_services/SLM/BED/CC-01.pdf](http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf)
- <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>
- [https://www.researchgate.net/publication/23778564\\_Secondary\\_Education\\_in\\_India\\_Determinants\\_of\\_Development\\_and\\_Performance](https://www.researchgate.net/publication/23778564_Secondary_Education_in_India_Determinants_of_Development_and_Performance)

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- <https://old.mu.ac.in/wp-content/uploads/2020/01/Paper-4-TY-Edu-Indian-Education-System-E-Rev.pdf>
- [http://www.create-rpc.org/pdf\\_documents/PTA63.pdf](http://www.create-rpc.org/pdf_documents/PTA63.pdf)
- [https://www.brlf.in/wp-content/uploads/2018/05/Secondary-Education-in-India\\_2015-16.pdf](https://www.brlf.in/wp-content/uploads/2018/05/Secondary-Education-in-India_2015-16.pdf)
- <http://www.mcrhrdi.gov.in/itpbatch2/Syn%20Groups/syndicate%20presentation.pdf>
- [http://dise.in/Downloads/StatusofSecondaryEducationinIndia\\_2012-13.pdf](http://dise.in/Downloads/StatusofSecondaryEducationinIndia_2012-13.pdf)



**M.Ed. PROGRAMME**  
**MEC6 – EDUCATIONAL PLANNING AND ADMINISTRATION**  
**SECOND YEAR – SEMESTER III**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- discuss the development of adult and social education.
- list the functions of educational administration.
- acquire knowledge about the role of various agencies.
- interpret the process of educational administration in various levels.
- explore the system of educational financing in India.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>DEVELOPMENT AND PLANNING OF EDUCATION</b>            Introduction and Historical Retrospect – Development of Elementary Education, Secondary Education, Higher Education, Teacher Education, Adult and Social Education, Women’s Education – Education of Scheduled Cases/ Tribes and other Backward Classes – Educational Planning: Concept, Definition, Nature, Scope, Need, Principles – Types of Planning: Long Term Planning, Short Term Planning, Grass Roots Level Planning, Institutional Planning – Factors affecting Educational Planning - Education in the Five Year Plans .</p> <p><b>Recall</b> Historical Retrospect of Educational Planning and Administration, <b>Interpret</b> the Development of Various Levels of Education, <b>Identify</b> the Development of Education based on Five Year Plans, <b>Explain</b> the types of Educational Planning.  <b>PO1,PO4,PO7,PO8</b></p>	K1,K2,K3, K5
CO2	<p><b>EDUCATIONAL ADMINISTRATION</b>            Conceptual Framework: Concept, Nature, Objectives and Scope of Educational Administration – Role and Functions of Head Master: Basic Functions of Administration – Planning, Organizing, Directing and Controlling – Maintenance of Discipline – Control Management – Co-ordination and Growth Development – Supervision and Inspection – Scope of Educational Supervision and Inspection – Types of Educational Supervision – Defects in the Present Supervision and Inspection.</p> <p><b>State</b> the Nature, Objectives and Scope of Educational Administration, <b>Outline</b> the Role and Functions of Head</p>	K1,K2, K4, K3, K5,K6.

	<p>Master, <b>Analyze</b> the Basic Functions of Administration, <b>Identify</b> the Scope of Educational Supervision and Inspection, <b>Discuss</b> the types of Educational Supervision, <b>Deduct</b> what are the Defects in the Present Supervision and Inspection. <b>PO4, PO7, PO8.</b></p>	
CO3	<p><b>EDUCATIONAL ADMINISTRATION AT DISTRICT AND STATE LEVEL</b></p> <p>District Level: Local level Bodies for Educational Operations: Education under Panchayati Raj, Village Education Committee, Panchayat Standing Committee on Education, Block Resource Centre (BRC), Cluster Resource Centre (CRC), Zilla Parishad, Municipal areas – Role of Private Agencies.</p> <p>State Level: Department of Education, District Institute of Education and Training (DIET), State Council of Educational Research and Training (SCERT), State Institute of Educational Management and Training (SIEMAT), State Institute of Educational Technology (SIET), Samagra Shiksha (SS), Tamil Nadu State Council for Higher Education (TANSICHE)</p> <p><b>Find</b> the various Levels of Educational Administration, <b>Compare</b> the Educational Administration of District and State Level, <b>Identify</b> the Administrative Structure and Functions of District Level, <b>Analyse</b> the Administration of Local Level Educational Bodies, <b>Discuss</b> the Administration of various State Level Educational Bodies. <b>PO1,PO2,PO8,</b></p>	K1,K2, K3, K4, K6
CO4	<p><b>EDUCATIONAL ADMINISTRATION AT NATIONAL AND INTERNATIONAL LEVEL</b></p> <p>National Level: Education under the Constitution – Role of Union Government in Education –Department of Education at the Centre – Autonomous Educational Organizations: University Grant Commission (UGC), National Council of Educational Research and Training (NCERT), National Institute of Planning and Administration (NIEPA), National Council for Teacher Education (NCTE), Central Board of Secondary Education (CBSE), Central Institute of Educational Technology (CIET), Central Advisory Board of Education (CABE), Regional Institute of Education (RIE).</p> <p>International Level: Role and Functions of International Bodies of Educational Administration: United Nations Educational Scientific and Cultural Organisation (UNESCO), United Nations International Children’s Emergency Fund (UNICEF), United Nations Development Programme (UNDP), World Bank, Common Wealth of Learning (COL).</p> <p><b>Recall</b> the Role of Union Government in Educational Administration, <b>Outline</b> the role of Union Government in</p>	K1, K2,K5, K4, K3.

	Education, <b>Criticize</b> Functions of Central Autonomous Educational Organizations, <b>Compare</b> the Functions of National Level Educational Organizations, <b>Utilize</b> the Role of International Bodies in Education. <b>PO1,PO8</b>	
CO5	<b>EDUCATIONAL FINANCING IN INDIA</b> Financing Secondary Education in Commonwealth Countries - Policy Implications – Public School Finance – Formula for School Financing – Structure of Teacher Salary – Discretionary and other School – Financial Resources – Responsibilities of Finance Commission- Plan and Non-Plan Expenditure on Education – Expenditure on Education by Education Departments – Public Expenditure on Education During Five Year Plans – Expenditure under Capital Account.  <b>Recall</b> the various Forms of Educational Financing, <b>Explain</b> Responsibilities of Finance Commission, <b>Interpret</b> the Various forms of Expenditure in Education. <b>PO1,PO7,PO8</b>	K1, K2, K2

**Total K Levels:K1-5, K2-5,K3-4,K4-3,K5-3,K6-2.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3			2			2	3	
CO2				3			2	3	
CO3	2	3						3	
CO4	3							3	
CO5	3						1	3	
<b>TOTAL</b>	<b>11</b>	<b>3</b>		<b>5</b>			<b>5</b>	<b>15</b>	

Strong – 10; Moderate – 4; Weak -1.

## **COURSE OUTLINE:**

### **UNIT – I: DEVELOPMENT AND PLANNING OF EDUCATION (12 Hours)**

Introduction and Historical Retrospect – Development of Elementary Education, Secondary Education, Higher Education, Teacher Education, Adult and Social Education, Women’s Education – Education of Scheduled Cases/ Tribes and other Backward Classes – Educational Planning: Concept, Meaning, Definition, Nature, Scope, Need, Principles, Types of Planning: Long Term Planning, Short Term Planning, Grass Roots Level Planning, Institutional Planning – Factors affecting Educational Planning - Education in the Five Year Plans – Planning and Financing Education – Organizational Pattern of Education.

### **UNIT – II: EDUCATIONAL ADMINISTRATION (12 Hours)**

Conceptual Framework: Concept, Nature, Objectives and Scope of Educational Administration – Role and Functions of Head Master: Basic Functions of Administration – Planning, Organizing, Directing and Controlling – Maintenance of Discipline – Control Management – Co-ordination and Growth Development – Supervision and Inspection – Scope

of Educational Supervision and Inspection – Types of Educational Supervision – Defects in the Present Supervision and Inspection.

### **UNIT – III: EDUCATIONAL ADMINISTRATION AT DISTRICT AND STATE LEVEL (14 Hours)**

District Level: Local level Bodies for Educational Operations: Education under Panchayati Raj, Village Education Committee, Panchayat Standing Committee on Education, Block Resource Centre (BRC), Cluster Resource Centre (CRC), Zilla Parishad, Municipal areas – Role of Private Agencies.

State Level: Department of Education, District Institute of Education and Training (DIET), State Council of Educational Research and Training (SCERT), State Institute of Educational Management and Training (SIEMAT), State Institute of Educational Technology (SIET), Samagra Shiksha (SS), Tamil Nadu State Council for Higher Education (TANSICHE)

### **UNIT – IV: EDUCATIONAL ADMINISTRATION AT NATIONAL AND INTERNATIONAL LEVEL (14 Hours)**

National Level: Education under the Constitution – Role of Union Government in Education –Department of Education at the Centre – Autonomous Educational Organizations: University Grant Commission (UGC), National Council of Educational Research and Training (NCERT), National Institute of Planning and Administration (NIEPA), National Council for Teacher Education (NCTE), Central Board of Secondary Education (CBSE), Central Institute of Educational Technology (CIET), Central Advisory Board of Education (CABE), Regional Institute of Education (RIE).

International Level: Role and Functions of International Bodies of Educational Administration: United Nations Educational Scientific and Cultural Organisation (UNESCO), United Nations International Children’s Emergency Fund (UNICEF), United Nations Development Programme (UNDP), World Bank, Common Wealth of Learning (COL).

### **UNIT – V: EDUCATIONAL FINANCING IN INDIA (12 Hours)**

Financing Secondary Education in Commonwealth Countries - Policy Implications – Public School Finance – Formula for School Financing – Structure of Teacher Salary – Discretionary and other School – Financial Resources – Responsibilities of Finance Commission- Plan and Non-Plan Expenditure on Education – Expenditure on Education by Education Departments – Public Expenditure on Education During Five Year Plans – Expenditure under Capital Account.

### **PRACTICUM**

1. Collect paper cuttings and prepare an album on the behavioural problems exists among students.
2. Draw a structural schemata of educational administration at various levels.
3. Prepare a poster depicting the historical retrospect of adult and social education.

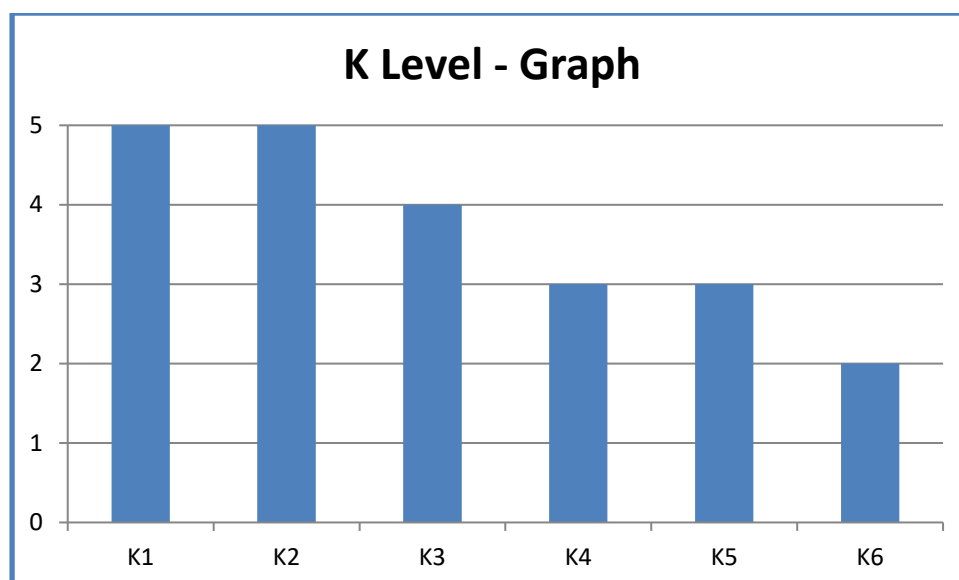
### **SUGGESTED REFERENCE BOOKS**

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Ahuja, A. K. (2008). *Educational Management Planning and Finance*. Shipra Publications.  
Chand Tara, C., & Prakash, R. (1997). *Advanced Educational Administration*, Kanishka Publishers.

- Kaustik, Kumari, V., & Sharma, S.R. (1997). *School Adminsitratin Organisation*. Anmol Publication Private Limited.
- Mathur, S.S. (1967). *Educational Administration*. Krishna Brothers.
- Mishra, R.C.(2007). *History of Education Adminsitraiton*. APH Publishing Corporation.
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- Nagarajan, K. (2009). *Education in Emerging Indian Society*. Ram Publication.
- Prakash. (2005). *Educational Planning*. Gyan Publishing House.
- Sharma, R.A., & Vinay, R. (2009). *Educational Administration and Management*. Rakheja Publishing.
- Sharma, R.N. (2007). *Educational Administration, Management and Organisation*. Subject Publications.
- Verma. &Yoginder, S.(1990). *University Management and Administration*. Deep-Deep Publication.

## WEB RESOURCES

- <https://nroer.gov.in/home/file/readDoc/59835e9616b51cc4c4db26ea/multilevel-educational-administration-management-and-governance.pdf>
- [https://ciet.nic.in/swayam\\_eduadmin\\_module13.php](https://ciet.nic.in/swayam_eduadmin_module13.php)
- [https://www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/MA-Edu\\_IIndSem-EDCN802CEnglish\\_21072017.pdf](https://www.tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/MA-Edu_IIndSem-EDCN802CEnglish_21072017.pdf)
- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_8.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf)
- <http://egyankosh.ac.in/bitstream/123456789/46992/1/Unit-2.pdf>
- [http://lib.unipune.ac.in:8080/jspui/bitstream/123456789/7556/12/12\\_chapter%202.pdf](http://lib.unipune.ac.in:8080/jspui/bitstream/123456789/7556/12/12_chapter%202.pdf)
- [http://lib.unipune.ac.in:8080/jspui/bitstream/123456789/7556/12/12\\_chapter%202.pdf](http://lib.unipune.ac.in:8080/jspui/bitstream/123456789/7556/12/12_chapter%202.pdf)





**M.Ed. PROGRAMME  
SECOND YEAR – SEMESTER IV**

**MCC7– ICT IN EDUCATION**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- acquire knowledge on ICT and the uses of computer in education.
- explain the meaning and nature of instructional technology.
- comprehend the features, working and use of the internet and web.
- apply ICT application in education.
- explore the new horizons of educational technology
- inculcate new knowledge about e-learning.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to

(Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>INTRODUCTION TO ICT</b>            ICT Meaning and Importance – ICT on Communication - Internet – Facebook, SMS, e-Governance - Importance and Impact on Society – Different uses of Computer in Education.</p> <p><b>Define</b> ICT, <b>Outline</b> the Importance of ICT and e-Governance, <b>Apply</b> ICT on Communication, <b>Classify</b> the Advantages of Internet, Facebook and SMS, <b>Estimate</b> the Different Uses of Computer in Education.  <b>PO1,PO9</b></p>	K1,K2, K3, K4, K5
CO2	<p><b>INSTRUCTIONAL TECHNOLOGY</b>            Instructional Technology: Meaning and Nature – Programmed Instruction – Meaning, Nature and Principles – Types of Programmed Instruction – Linear, Branching and Mathetics – Merits and Demerits of Programmed Instruction – Modes of CAI – Advantages and Disadvantages of Computer Assisted Instruction.</p> <p><b>Define</b> Instructional Technology, <b>Extend</b> the Nature of Instructional Technology, <b>Utilize</b> the Principles of Programmed Instruction, <b>Categorize</b> the Types, Merits and Demerits of Programmed Instruction, <b>Perceive</b> the Modes, Advantages and Disadvantages of CAI.  <b>PO3, PO7,PO8,PO9</b></p>	K1,K2, K3,K4,K5.

CO3	<p><b>INTERNET AND WORLD WIDE WEB</b>  Internet and the World Wide Web: Information, Services and Functions of Internet and Web – Connecting and using the Web – Using the Search Engines and Web Utilities – Keywords and Search Strategies, Synchronous and Asynchronous Communication on Web: E-Mail, Chat, News, Groups and Forums.</p> <p><b>Relate</b> Internet and World Wide Web, <b>Demonstrate</b> the Connection and Use of Web, <b>Experiment with</b> the Use of Search Engine and Web Utilities, <b>Distinguish</b> Synchronous and Asynchronous Communication on Web.  <b>PO3,PO5,PO6,PO9,</b></p>	K1,K2, K3, K4
CO4	<p><b>ICT APPLICATION IN EDUCATION</b>  Multimedia Content: Multimedia Packages – Installation and Use – Critical Analysis of Multimedia Content, Educational Implications of Media Use and Interactivity – Websites with Educational Content Search – Locate and Maintain Lists of Educational Web Sites – Content of Websites – Using Web as a Teaching-Learning Resource – Academic and Research Content on Web: Online Journals and Abstraction Services.</p> <p><b>Recall</b> the various Multimedia Packages, <b>Summarize</b> the Installation and the Use of Multimedia, <b>Plan</b> a Website with a Educational Content Search, <b>Justify</b> using Web as a Teaching Learning Resource, <b>Improve</b> Academic and Research Content on Web.  <b>PO3, PO5.PO7,PO9</b></p>	K1,K2, K3, K5, K6
CO5	<p><b>NEW HORIZONS OF EDUCATIONAL TECHNOLOGY</b>  Recent Trends in Educational Technology – Interactive video – Video Conferencing – M-Learning, MOOC, SWAYAM, Social Networking Platforms – Recent Experiments in Third World Countries and Pointers for India with Reference to Education – Elements of E-Learning- E-Content and E-Books – Virtual Classroom and Virtual University – Merits and Demerits.</p> <p><b>Relate</b> E-Content and E-Books, <b>Compare</b> Interactive Video and Video Conferencing, <b>Maximize</b> the Recent Experiments in Third World Countries.  <b>PO3,PO7,PO8,PO9</b></p>	K1,K2, K6.

**Total K Levels: K1-5, K2-5, K3-4, K4-3, K5-3, K6-2**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	2								3
CO2			2				1	2	3
CO3			2		3	3			3
CO4			3		1		2		3
CO5			3				1	3	3
<b>TOTAL</b>	<b>2</b>		<b>10</b>		<b>4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>15</b>

Strong -10; Moderate – 6; Weak -2.

## **COURSE OUTLINE:**

### **UNIT – I: INTRODUCTION TO ICT**

**(8 Hours)**

ICT Meaning and Importance – ICT on communication - Internet – Facebook, SMS, e-Governance - Importance and Impact on Society – Different uses of Computer in Education.

### **UNIT – II: INSTRUCTIONAL TECHNOLOGY**

**(12 Hours)**

Instructional Technology: Meaning and Nature – Programmed Instruction – Meaning, Nature and Principles – Types of Programmed Instruction – Linear, Branching and Mathematics – Merits and Demerits of Programmed Instruction – Modes of CAI – Advantages and Disadvantages of Computer Assisted Instruction.

### **UNIT – III: INTERNET AND WORLD WIDE WEB**

**(14 Hours)**

Internet and the World Wide Web: Information, Services and Functions of Internet and Web – Connecting and using the Web – Using the Search Engines and Web Utilities – Keywords and Search Strategies, Synchronous and Asynchronous Communication on Web: E-Mail, Chat, News, Groups and Forums.

### **UNIT – IV: ICT APPLICATION IN EDUCATION**

**(16 Hours)**

Multimedia Content: Multimedia Packages – Installation and Use – Critical Analysis of Multimedia Content, Educational Implications of Media Use and Interactivity – Websites with Educational Content Search – Locate and Maintain Lists of Educational Web Sites – Content of Websites – Using Web as a Teaching-Learning Resource – Academic and Research Content on Web: Online Journals and Abstraction Services.

### **UNIT –V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY**

**(14 Hours)**

Recent Trends in Educational Technology – Interactive video – Video Conferencing – M-Learning, MOOC, SWAYAM, Social Networking Platforms – Recent Experiments in Third World Countries and Pointers for India with Reference to Education – Elements of E-Learning- E-Content and E-Books – Virtual Classroom and Virtual University – Merits and Demerits.

## **PRACTICUM**

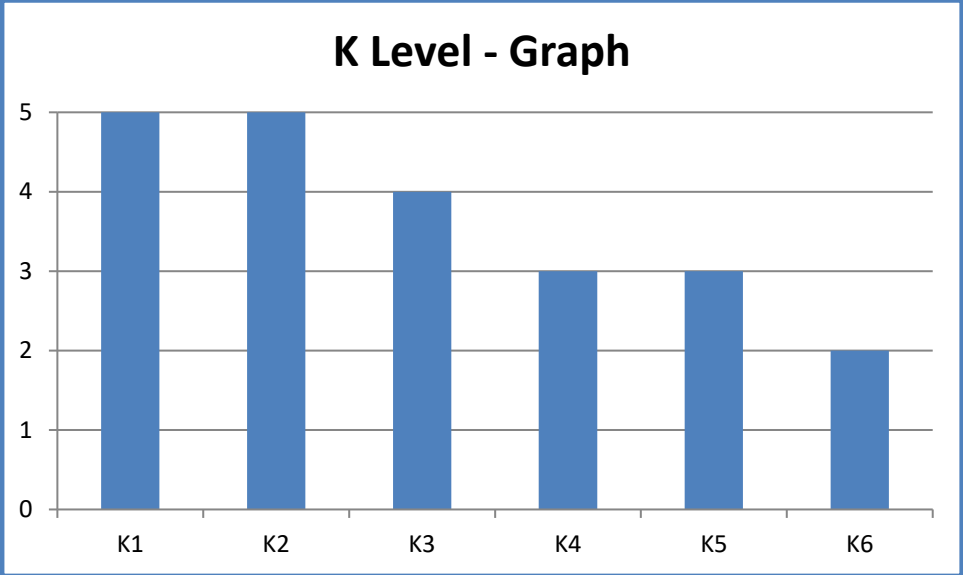
1. Report preparation on various online educational resources during pandemic period.
2. Collect various online journals related to teacher education.
3. Prepare a video lesson on your optional content.

## REFERENCE BOOKS

- Aggarwal, D.D.(2004). *Educational Technology*. Sarup Publishing House.
- Aggarwal, J.C.(2000). *Innovationa in Eduational Technology*. Vikas Publishing House.
- Bharikhok, D.(2000). *Fundamentals of Information Technology*. Pentagon Press.
- Bhattachary, S.P.(1994). *Models of Teaching*. Regency Publications.
- Bryan, P. (1997). *Discover the Internet Comdex Computer*. Dream Tech Publishing
- Conrad, K. (2001). *Instructional Design for Web Based Training*. HRD Press.
- Crouton, T.E. (1962). *Programmed Learningand Computer Based Instruction*. Mc Graw Hill Book Company Inc.
- Edwards, F.B.(1973). *Teaching Machines and Programmed*. McGraw Hill Book.
- Goswami, M.K. (2008). *Educational Technology*. Asian Books.
- KulKorni, S.S. (1986). *Introduction to Educational Technology*. Oxford and IBH Publishers Co.
- Saxena, S. (2000). *A First Course in Computers*. Vikas Publishing House Pvt.Ltd.,

## WEB RESOURCES

- [https://www.researchgate.net/publication/325087961\\_Information\\_Communication\\_Technology\\_in\\_Education](https://www.researchgate.net/publication/325087961_Information_Communication_Technology_in_Education)
- <https://myessaybook.com/positive-and-negative-effects-of-ict/>
- [https://www.researchgate.net/publication/334448599\\_COMPUTER\\_APPLICATIONS\\_IN\\_EDUCATION](https://www.researchgate.net/publication/334448599_COMPUTER_APPLICATIONS_IN_EDUCATION)
- <https://online.lsu.edu/newsroom/articles/how-instructional-technology-can-improve-learning-process/>
- <https://lidtfoundations.pressbooks.com/chapter/programmed-instruction/>
- <https://www.readingrockets.org/article/computer-assisted-instruction-and-reading>
- [https://www.tutorialspoint.com/basics\\_of\\_computer\\_science/basics\\_of\\_computer\\_science\\_internet.htm](https://www.tutorialspoint.com/basics_of_computer_science/basics_of_computer_science_internet.htm)
- <https://www.bbc.co.uk/bitesize/topics/zkcqn39/articles/z2nbgk7>
- [https://link.springer.com/chapter/10.1007/978-3-319-71321-2\\_18](https://link.springer.com/chapter/10.1007/978-3-319-71321-2_18)
- <https://www.sciencedirect.com/topics/computer-science/multimedia-application>
- <https://www.sciencedirect.com/science/article/pii/S1877042815006400>
- [https://www.researchgate.net/publication/286720390\\_The\\_key\\_elements\\_of\\_online\\_learning\\_communities](https://www.researchgate.net/publication/286720390_The_key_elements_of_online_learning_communities)
- [https://www.cemca.org/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education-Final\\_Low%20with%20Cover%20Back.pdf](https://www.cemca.org/ckfinder/userfiles/files/ICT%20Integrated%20Teacher%20Education-Final_Low%20with%20Cover%20Back.pdf)



**M.Ed. PROGRAMME  
SECOND YEAR – SEMESTER IV**

**MCC8– TEACHER EDUCATION IN GLOBAL PERSPECTIVE**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- acquire the basic concept of teacher education.
- explore the development of teacher education in the different period in India.
- outline the policies and managing authorities of teacher education in India.
- critically evaluate the importance of in-service programme for teachers.
- explore the new curriculum for pre-service teacher education.
- acquire the skill in using dynamic teaching strategies.
- compare and contrast the salient features of teacher education programme of India, UK, USSR, USA and France.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to (Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT</b> Historical Perspectives of Teacher Education -Ancient Period, Medieval Period and British Period – Meaning, Aims and Objectives of Teacher Education – Need for Teacher Education – Types of Teacher Training Institutions – Pre-Primary, Primary, Secondary and Higher Secondary Training – Technical Teachers Training: Physical Education, Music, Teaching the Handicapped – Training Institutions: Regional College of Education – Institute of Advanced Study in Education – Ideal Infrastructure Facilities for Good Teacher Training Institutes and Colleges of Education.</p> <p><b>Name</b> the various Teacher Training Institutions, <b>Rephrase</b> the Aims and Objectives of Teacher Education, <b>Model</b> the various Types of Teacher Training Institutions, <b>Divide</b> the Technical Teachers Training, <b>Compile</b> the Historical Perspectives of Teacher Education. <b>PO1,PO5,PO8,PO9</b></p>	K1,K2,K3, K4, K6.
CO2	<p><b>NATIONAL POLICIES AND MANAGING AGENCIES OF TEACHER EDUCATION IN INDIA.</b> National Policies: Radhakrishnan Commission 91948-1949) – Mudhaliar Commission (1952-1953) – Kothari Commission (1964-1966) – Chattopadhyya Committee</p>	K1,K2,K3, K5

	<p>(1983-85) – NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) – Yashpal Committee (1993) – NCERT Committee (2005) – National Knowledge Commission (2006) - NCFTE (2010).</p> <p>Managing Agencies: University Grants Commission(UGC) – National Council of National Council of Educational Research and Training (NCERT) – Indian Council of Social Science Research (ICSSR) – Centre for Advanced Study in Education (CASE) – National Council of Teacher Education (NCTE) - Academic Programmes – Future Programmes of NCTE –Institute of Advanced Study in Education (IASIE) – Rehabilitation Council of India (RCI) - State Board of Teacher Education (SBTE), Functions of SBTE – University Departments of Education (UDE) – Centres of Continuing Education for Teachers (CCET) – Tamilnadu State Council for Higher Education (TANSICHE).</p> <p><b>Match</b> Radhakrishnan Commission with Kothari Commission, <b>Relate</b> NCERT with NCFTE Committee, <b>Develop</b> the Functioning of UGC and ICSSR, <b>Determine</b> the Status of Academic Programmes in the Present Scenario and Future.</p> <p><b>PO1,PO2.</b></p>	
CO3	<p><b>IN-SERVICE TEACHER EDUCATION</b>  Concept, Need, Aims and Objectives – Historical Development and Agencies for In-service Teacher Education – Innovative Programmes: Programmes of Mass Orientation of School Teachers (PMOST), Special Orientation Programme for Primary Teachers(SOPT, District Primary Education Programme (DPEP), Samagra Shiksha Training of Teachers – Enhancement of In-service Teacher Education Programms.</p> <p><b>When</b> is In-Service Teacher Education Provided?, <b>Summarize</b> the Innovative Programmes offered for School Teachers, <b>Inspect</b> the Importance of Samagra Shiksha Programme, <b>Measure</b> the Enhancement of In-Service Teacher Education Programmes.</p> <p><b>PO1,PO6,PO8,</b></p>	K1,K2, K4, K5.
CO4	<p><b>CURRICULUM AND INNOVATIVE PRACTICES OF PRE-SERVICE TEACHER EDUCATION</b>  Concept and Structure of Teacher Education Curriculum: Pre-Primary, Primary/Elementary, Secondary – Curriculum Transaction of Theory courses – Content cum Methodology Courses – Practicum, Visual Arts, Performing Arts, Community Services, Sports, Games, Health Education and other Co-Curricular Activities – Practice Teaching and Internship.</p> <p>Innovative Practices: Co-operative and Collaborative Teacher Education – Constructivist and</p>	K1,K2, K3.

	<p>reflective Teacher Education – Dynamic Method of Teaching – Activity Method, Lecture cum Discussion, Seminar, Symposium, Workshop, Projects, Team Teaching, Tutorials, Self Study.</p> <p><b>Why</b> is Team Teaching Important? <b>Extend</b> the Importance of Practice Teaching and Internship, <b>Make use of</b> Games and Co-Curricular Activities in Academics. <b>PO1,PO8,PO9,</b></p>	
CO5	<p><b>COMPARATIVE STUDY OF TEACHER EDUCATION</b> Comparative Study of Teacher Education in India, UK, USA, France, Sweden and Finland: History, Types of Institutions, Levels, Teacher qualifications, Training, Remuneration, Service Conditions, Curriculum and Programmes.</p> <p><b>Formulate</b> a Comparative Study of Teacher Education in India and USA. <b>PO1, PO8</b></p>	K6

**Total K Levels: K1-4, K2-4, K3-3, K4-3, K5-2, K6-1.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	3				2			3	2
CO2	2	3							
CO3	3					1		3	
CO4	3							3	2
CO5	2							3	
<b>TOTAL</b>	<b>13</b>	<b>3</b>			<b>2</b>	<b>1</b>		<b>12</b>	<b>4</b>

Strong – 7; Moderate – 5; Weak -1.

## **COURSE OUTLINE:**

### **UNIT – I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT (12 Hours)**

Historical Perspectives of Teacher Education -Ancient Period, Medieval Period and British Period – Meaning, Aims and Objectives of Teacher Education – Need for Teacher Education – Types of Teacher Training Institutions – Pre-Primary, Primary, Secondary and Higher Secondary Training – Technical Teachers Training: Physical Education, Music, Teaching the Handicapped – Training Institutions: Regional College of Education – Institute of Advanced Study in Education – Ideal Infrastructure Facilities for Good Teacher Training Institutes and Colleges of Education.

### **UNIT – II: NATIONAL POLICIES AND MANAGING AGENCIES OF TEACHER EDUCATION IN INDIA. (16 Hours)**

National Policies: Radhakrishnan Commission (1948-1949) – Mudhaliar Commission (1952-1953) – Kothari Commission (1964-1966) – Chattopadhyaya Committee (1983-85) – NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) – Yashpal Committee (1993) – NCERT Committee (2005) – National Knowledge Commission (2006) - NCFTE (2010).



Managing Agencies: University Grants Commission(UGC) – National Council of National Council of Educational Research and Training (NCERT) – Indian Council of Social Science Research (ICSSR) – Centre for Advanced Study in Education (CASE) – National Council of Teacher Education (NCTE) - Academic Programmes – Future Programmes of NCTE - Institute of Advanced Study in Education (IASE) – Rehabilitation Council of India (RCI) - State Board of Teacher Education (SBTE), Functions of SBTE – University Departments of Education (UDE) – Centres of Continuing Education for Teachers (CCET). Tamilnadu State Council for Higher Education (TANSCHE).

### **UNIT – III: IN-SERVICE TEACHER EDUCATION (10 Hours)**

Concept, Need, Aims and Objectives – Historical Development and Agencies for In-service Teacher Education – Innovative Programmes: Programmes of Mass Orientation of School Teachers (PMOST), Special Orientation Programme for Primary Teachers(SOPT, District Primary Education Programme (DPEP), Samagra Shiksha Training of Teachers – Enhancement of In-service Teacher Education Programmes.

### **UNIT – IV: CURRICULUM AND INNOVATIVE PRACTICES OF PRE-SERVICE TEACHER EDUCATION (14 Hours)**

Concept and Structure of Teacher Education Curriculum: Pre-Primary, Primary/Elementary, Secondary – Curriculum Transaction of Theory courses – Content cum Methodology Courses – Practicum, Visual Arts, Performing Arts, Community Services, Sports, Games, Health Education and other Co-Curricular Activities – Practice Teaching and Internship.

Innovative Practices: Co-operative and Collaborative Teacher Education – Constructivist and reflective Teacher Education – Dynamic Method of Teaching – Activity Method, Lecture cum Discussion, Seminar, Symposium, Workshop, Projects, Team Teaching, Tutorials, Self Study.

### **UNIT – V: COMPARATIVE STUDY OF TEACHER EDUCATION (12 Hours)**

Comparative Study of Teacher Education in India, UK, USA, France, Sweden and Finland: History, Types of Institutions, Levels, Teacher qualifications, Training, Remuneration, Service Conditions, Curriculum and Programmes.

### **PRACTICUM**

1. Collect the various in-service teacher education programmes organized by Samagra Shiksha.
2. Suggest various co-curricular activities in teaching learning process.
3. Graphical representation of the status of teacher education in various countries.

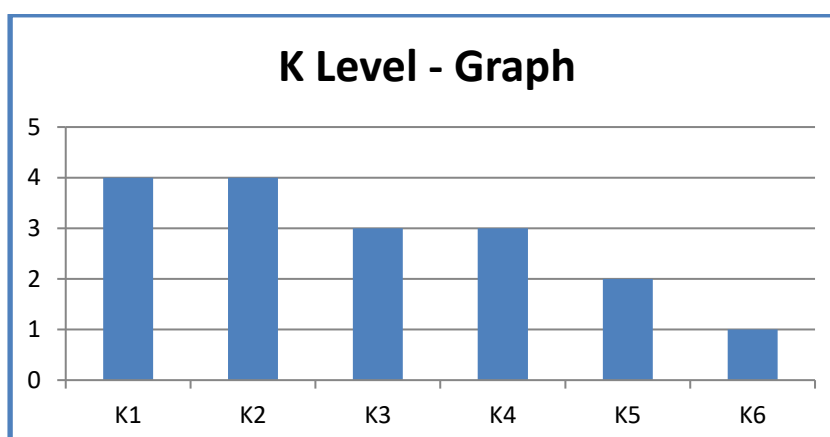
### **REFERENCE BOOKS**

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- Chakrabarti, M. (2012). *Teacher Education- Modern Trends*. Karishma Publishers.
- Daniel, J.S. (1996). *Technology Strategies for Higher Education*. Mega Universities and Knowledge Media.
- Das, R.C. (2009). *Five Decades of Development in Teacher Education*. Neelkamal Publications.
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- Holmerg,B.(2005). *The Evolution, Principles and Practices of Distance Education*.  
Bibliotheks and Information System University. P-13.
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- Mohanty, J. (2008). *Dynamics of Teacher Education*. Neelkamal Publications Private Ltd.,
- Mohanty, S. (2011). *Teacher Education, Their Academic and professional Profile*. Deep & Deep Publications.
- Sharma, P. (2010). *Teacher Education*.A.P.H. Publishing Corporation.
- Sharma, S. P. (2013). *Teacher Education, Principle, Theories and Practices*. Kanishka Publishers.

## WEB RESOURCES

- <https://www.yourarticlelibrary.com/education/teacher-education-programmes-5-types/45257>
- <https://www.yourarticlelibrary.com/education/8-important-objectives-of-teacher-education/45259>
- <https://www.slideshare.net/mobile/vandanaforgetful/national-policies-of-education-an-overview>
- [https://www.researchgate.net/publication/329528111\\_Agencies\\_of\\_Teacher\\_Education](https://www.researchgate.net/publication/329528111_Agencies_of_Teacher_Education)
- <https://www.yourarticlelibrary.com/education/in-service-teacher-training-education-in-india/45258>
- <https://www.linkedin.com/pulse/in-service-teacher-training-programs-understanding-need-praveen-singh>
- <http://www.teachersofindia.org/en/article/pre-service-teacher-preparation-curriculum-practice-and-reality>
- [https://www.researchgate.net/publication/334415253\\_Innovative\\_practices\\_in\\_teacher\\_education](https://www.researchgate.net/publication/334415253_Innovative_practices_in_teacher_education)
- <https://www.oecd-ilibrary.org/sites/6d543b7b-en/index.html?itemId=/content/component/6d543b7b-en>
- <https://shodhganga.inflibnet.ac.in/handle/10603/112301>



**M.Ed. PROGRAMME  
SECOND YEAR – SEMESTER IV**

**MEC7 – EDUCATION IN THE INTERNATIONAL CONTEXT**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- explain the concept of education in the international context.
- create awareness of various problems that affect education.
- stimulate thinking towards problem solving and meeting the challenges in education.
- recognize the problems of population.
- practice the remedial measures to arrest students unrest.
- acquire the knowledge of the society, social progress and social change.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to  
(Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>EDUCATION AND INTERNATIONAL ORGANISATIONS</b> Role of UNO, UNESCO and UNICEF in the Field of Education and World peace - Science in aid of Peace and Development – Role of Non-Violence for World Peace – International Understanding – Cause of Violence and Terrorism – Remedial Measures – National Values as Enshrined in the Constitution and Educational Implications.</p> <p><b>Relate</b> the Role of UNO, UNESCO and UNICEF, <b>Make use of</b> Science in aid of Peace and Development, <b>Simplify</b> the Role of Non-Violence for World Peace, <b>Recommend</b> the Remedial Measures for Violence and Terrorism, <b>Test</b> the National Values in the Constitution and <b>Predict</b> the Educational Implications. <b>PO6,PO7,PO8,PO9</b></p>	K1,K2,K3, K4,K5, K6
CO2	<p><b>POPULATION AND WORLD HUNGER</b> Historical, Geographical, Sociological and Philosophical aspects of World Hunger – Role of F.A.O in Removing World Hunger – Meaning of Poverty in Different Nations – Education and Poverty – Tribal and Village People – Population as a World Problem – Magnitude of the Population Problem in Developing and Developed Countries – Measures of Population Control – Population Education.</p>	K1, K2,K3, K4, K5,

	<p><b>List</b> the Measures of Population Control, <b>Rephrase</b> the Concept of Population Education, <b>Survey</b> the Status of Education and Poverty in detail, <b>Solve</b> the Magnitude of the Population Problem in Developing and Developed Countries,. <b>Estimate</b> the various aspects of World Hunger.</p> <p><b>PO1,PO4,PO6,PO8.</b></p>	
CO3	<p><b>RACISM AND EDUCATION</b>  Various Forms of Group Prejudice and Discrimination, Caste, Class, Ethnic and Racial Groups – Study of Racial Discrimination with Special Reference to South Africa – Role of Education in Changing the Discrimination Attitude – Ecology, Culture and Education.  Man, Nature and Eco-System – Role of the Education in Protecting Environment – Culture: Meaning, Definition, Nature and Importance – Education and Cultural Change – Cultural Diffusion – Cultural Lag and Integration – Equalization of Education Opportunity – Modernization: Concept and Characteristics – Education and Modernization.</p> <p><b>Spell</b> out the various Forms of Caste and Class, <b>Translate</b> the Condition of Racial Discrimination in South Africa, <b>Utilize</b> the Role of Education in Changing the Discrimination Attitude, <b>Analyse</b> the Role of Education in Protecting Environment.</p> <p><b>PO1,PO7,PO8</b></p>	K1,K2,K3, K4
CO4	<p><b>EDUCATION AND DISASTER MANAGEMENT</b>  Meaning, Concept, Definition, Types of Disaster – Natural Disaster: Flood, Cyclone, Earthquake, Landslides and Pandemic – Man-made Disaster: Fire, Industrial, Nuclear, Biological – Accidents: Air, Sea, Rail and Road – Disaster Preparedness: Concept, Nature, Disaster preparedness plan, Prediction, Warnings and Safety Measures of Disaster – Role of Education in Disaster Awareness.</p> <p><b>List</b> types of Disaster, <b>Outline</b> the Disaster Preparedness, <b>Identify</b> the Role of Education in Disaster Awareness.</p> <p><b>PO7,PO8,PO9.</b></p>	K1, K2,K3
CO5	<p><b>EDUCATION AND SOCIETY</b>  Education as a Social System – Socialization Process – Social Progress – Social Control – Social Change – Constraints on Social Change: Caste, Ethnicity, Class, Language, Religion and Regionalism – Agencies of Social Change: Education as a Social Change in Indian Context – Social Education, Delinquency, Child Labour and Drug Abuse.</p>	K1,K2,K6

	<b>Label</b> Education as a Social System, <b>Demonstrate</b> the Difference between Socialization Process and Social Progress, <b>Minimize</b> the Constraints on Social Change. <b>PO1,PO7</b>	
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**Total K Levels: K1- 5, K2-5, K3-4, K4-3, K5-2, K6-2.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1						1	3	3	2
CO2	3			2		2		3	
CO3	3						2	3	
CO4							3	3	2
CO5							3		
<b>TOTAL</b>	<b>6</b>			<b>2</b>		<b>3</b>	<b>11</b>	<b>12</b>	<b>4</b>

Strong -9; Moderate – 5; Weak – 1.

## **COURSE OUTLINE:**

### **UNIT – I: EDUCATION AND INTERNATIONAL ORGANISATIONS (12 Hours)**

Role of UNO, UNESCO and UNICEF in the Field of Education and World peace – Science in aid of Peace and Development – Role of Non-Violence for World Peace – International Understanding – Cause of Violence and Terrorism – Remedial Measures – National Values as Enshrined in the Constitution and Educational Implications.

### **UNIT – II: POPULATION AND WORLD HUNGER (12 Hours)**

Historical, Geographical, Sociological and Philosophical aspects of World Hunger – role of F.A.O in Removing World Hunger – Meaning of Poverty in Different Nations – Education and Poverty – Tribal and Village People – Population as a World Problem – Magnitude of the Population Problem in Developing and Developed Countries – measures of Population Control – Population Education.

### **UNIT- III: RACISM AND EDUCATION (14 Hours)**

Various Forms of Group Prejudice and Discrimination, Caste, Class, Ethnic and Racial Groups – Study of Racial Discrimination with Special Reference to South Africa – Role of Education in Changing the Discrimination Attitude – Ecology, Culture and Education.

Man, Nature and Eco-System – Role of the Education in Protecting Environment – Culture: Meaning, Definition, Nature and Importance – Education and Cultural Change – Cultural Diffusion – Cultural Lag and Integration – Equalization of Education Opportunity – Modernization: Concept and Characteristics – Education and Modernization.

### **UNIT – IV: EDUCATION AND DISASTER MANAGEMENT (14 Hours)**

Meaning, Concept, Definition, Types of Disaster – Natural Disaster: Flood, Cyclone, Earthquake, Landslides and Pandemic – Man-made Disaster: Fire, Industrial, Nuclear, Biological – Accidents: Air, Sea, Rail and Road – Disaster Preparedness: Concept, Nature, Disaster preparedness plan, Prediction, Warnings and Safety Measures of Disaster – Role of Education in Disaster Awareness.

## UNIT – V: EDUCATION AND SOCIETY

(12 Hours)

Education as a Social System – Socialization Process – Social Progress – Social Control – Social Change – Constraints on Social Change: Caste, Ethnicity, Class, Language, Religion and Regionalism – Agencies of Social Change: Education as a Social Change in Indian Context – Social Education, Delinquency, Child Labour and Drug Abuse.

### PRACTICUM

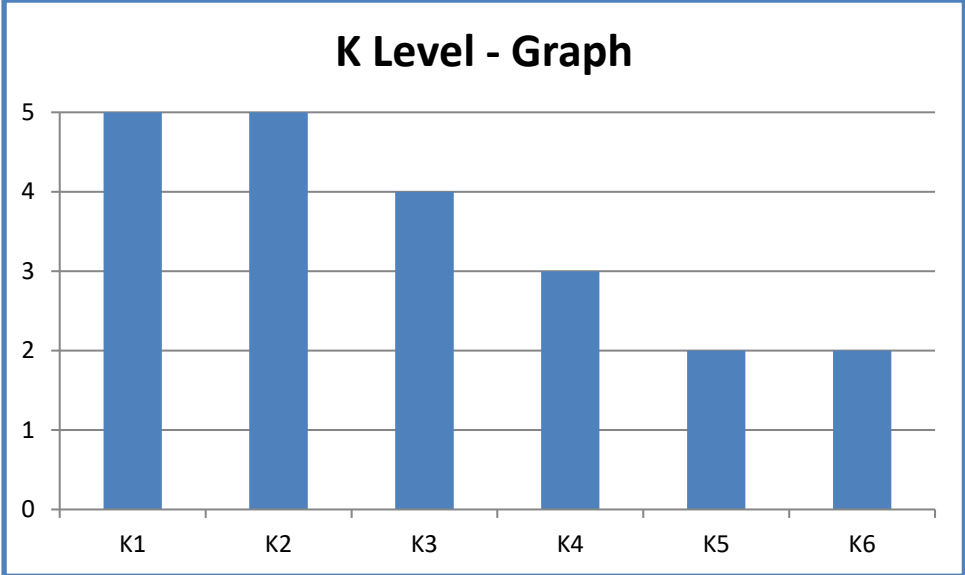
1. Report on educational policies and programmes related to tribals.
2. Album preparation on skill based courses.
3. Poster preparation on education as a social change in child labour.

### REFERENCE BOOKS

- Adishesiah, M.S.(1976). *Backdrop to the Learning Society*. Published in Collaboration with USSR.
- Aggarwal, J.C., & Aggarwal, S.P. (1982). *Role of UNESCO in Education*. House Private Limited.
- Altaback, P.G., Arnave, R.F., & Kelly, G. P. (1982). *Comparative Education*. MacMillan Publications.
- Berdy, G.K. (1964). *Comparative Methods in Education*. Holt Rinehart & Winston Inc.,
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- Mukurjee, L. (1975). *Comparative Education*. Allied Publishers.
- Prasad, S.N. (1985). *Education and World Hunger*. Mittal Publications.
- Report of the Education Commission.(1964-1966). NCERT Education and National Development.
- Sodhi, F.S.(1983). *Comparative Education*. Vikas House Private Limited.

### WEB RESOURCES

- [https://www.researchgate.net/publication/274899134\\_The\\_Roles\\_of\\_International\\_Organizations\\_IOS\\_in\\_Globalizing\\_Higher\\_Education\\_Policy](https://www.researchgate.net/publication/274899134_The_Roles_of_International_Organizations_IOS_in_Globalizing_Higher_Education_Policy)
- <http://www.fao.org/3/i4646e/i4646e.pdf>
- [https://www.un.org/en/development/desa/population/events/pdf/expert/7/04\\_FAO.pdf](https://www.un.org/en/development/desa/population/events/pdf/expert/7/04_FAO.pdf)
- [https://pai.org/wp-content/uploads/2012/02/PAI-1293-FOOD\\_compressed.pdf](https://pai.org/wp-content/uploads/2012/02/PAI-1293-FOOD_compressed.pdf)
- <https://files.eric.ed.gov/fulltext/EJ838707.pdf>
- <https://www.ohchr.org/documents/publications/dimensionsracismen.pdf>
- [https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol12/SLMR\\_PromotingEquity\\_V12.pdf](https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol12/SLMR_PromotingEquity_V12.pdf)
- <http://www.egyankosh.ac.in/bitstream/123456789/8304/1/Unit-1.pdf>
- [https://ddceutkal.ac.in/Syllabus/MA\\_SOCIOLOGY/Paper-16.pdf](https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-16.pdf)



**M.Ed. PROGRAMME  
SECOND YEAR – SEMESTER IV**

**MEC8– OPEN AND DISTANCE LEARNING**

	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Credit</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Hours</b>	<b>64</b>	<b>32</b>	<b>0</b>	<b>96</b>

**LEARNING OBJECTIVES**

After learning the course, the prospective teacher – educators will be able to

- recognize the meaning, goals and objectives of distance education.
- identify the challenges and opportunities in distance education.
- distinguish between distance education and open learning.
- analyse the process of distance education .
- list the importance of self learning materials and programmes of distance education.
- utilize the various instructional process in distance education and open learning.

**Course Outcome Descriptions**

After learning the course, the prospective teacher – educators will be able to

(Knowledge level: K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create).

CO1	<p><b>DISTANCE EDUCATION - GROWTH AND PHILOSOPHY</b></p> <p>Distance Education: Definition, Meaning and Concept, Goals and Objectives of Distance Education – Philosophical Foundations and Historical Perspectives of Distance Education – Distance Learning and Open Learning – Growth and Development of Distance Education – Distance Education in India – Present Status of Distance Education System – Challenges and Opportunities in Distance Education – Distance Education in the Global Context.</p> <p><b>Define</b> Distance Education, <b>Relate</b> Distance learning and Open Learning, <b>Identify</b> the Challenges and the Opportunities in Distance Education, <b>Infer</b> Distance Education in Global Context.</p> <p><b>PO1,PO4, PO5, PO8</b></p>	K1,K2, K3,K4
CO2	<p><b>DISTANCE EDUCATION PROCESS</b></p> <p>Distance Education Process: Nature of Adult Learning, Andragogy of Distance Learning: Role of Self Learning in Distance Education, Reading Skills, Stages of Reading, Taxonomy of Reading-Barrett’s Taxonomy of Reading Comprehension- Teaching Reading Comprehension Skills – Concept Mapping.</p> <p><b>Recall</b> the nature of Adult Learning, <b>Outline</b> the Andragogy of Distance Learning, <b>Make use of</b> the</p>	K1,K2,K3, K4,K6.



	Reading skills in Distance Education Process, <b>Examine</b> Teaching, Reading, Comprehension Skills, <b>Design</b> a Concept Mapping in Distance Education Process. <b>PO5,PO6,PO9</b>	
CO3	<b>SELF LEARNING MATERIALS AND PROGRAMMES IN DISTANCE EDUCATION</b> Self Learning Material: Meaning, Scope, Importance and Characteristics – Designing and Preparing Self-Instructional Materials – Electronic Media for Distance Education – Intervention Strategies for Admission, Classes, Examination and Evaluation – Student Support Service in Distance Education - Distance Education Programmes: Technical and Vocational Programmes, Programmes for Women, Rural Development Programmes and Skill Development Programmes.  <b>State</b> the scope of self learning materials, <b>Infer</b> the importance of Self Learning in Distance Education, <b>Experiment</b> electronic media for Distance Education, <b>Survey</b> the Distance Education Programmes, <b>Determine</b> the Skill Developmental Programmes in Distance Education. <b>PO4,PO5,PO7,PO8,PO9</b>	K1,K2,K3 K4,K5.
C O4	<b>INSTRUCTIONAL PROCESS IN DISTANCE EDUCATION AND OPEN LEARNING</b> Distance Tuition: Meaning and Concept, Difference between a Classroom Tutor and Distance Education Tutor – Tutor Comments – Significance of Tutor Comments –Types of Tutor Comments – Positive, Constructive, Null, Hollow, Harmful, Misleading, Negative, Global and Personal – Levels of Tutor Communication: Academic, Personal and Supplemental Communication - Two way Communication in Distance Education and Open Learning – Need, Significance, type and importance of Supplementary Communication in Distance Education and Open Learning.  <b>Recall</b> the meaning of Distance Tuition, <b>Illustrate</b> the difference between Classroom and Distance learning, <b>Justify</b> the need for Two way Communication in Distance Education. <b>PO5,PO9.</b>	K1, K2, K3,K4
CO5	<b>QUALITY ENHANCEMENT AND PROGRAMME EVALUATION</b> Quality Assurance of Distance Education – Mechanisms for Maintenance of Standards in Distance Education – Programme Evaluation: Best Practices in Open Distance Learning of IGNOU, TNOU, EFLU and SYMBIOSIS Centre – Role of UGC in Distance Education- Learning in Virtual University and Distance Education Bureau.	K1,K2,K3

	<p><b>Recall</b> the mechanism for maintenance of standards in Distance Education, <b>Outline</b> the best practices in Open and Distance Learning, <b>Construct</b> a learning programme in Virtual University.  <b>PO5, PO8, PO9.</b></p>	
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**Total K Levels: K1-5, K2-5, K3-4, K4-3, K5-2, K6-1.**

3-Strongly correlated, 2- Moderately correlated, 1 – weakly correlated

CO	PO								
	1	2	3	4	5	6	7	8	9
CO1	2			1	3			3	
CO2					3	3			2
CO3				3	3		2	1	3
CO4					3				3
CO5					3			1	2
TOTAL	2			4	15	3	2	4	11

Strong -10; Moderate – 4; Weak – 2.

## **COURSE OUTLINE:**

### **UNIT – I: DISTANCE EDUCATION - GROWTH AND PHILOSOPHY (12 Hours)**

Distance Education: Definition, Meaning and Concept, Goals and Objectives of Distance Education – Philosophical Foundations and Historical Perspectives of Distance Education – Distance Learning and Open Learning – Growth and Development of Distance Education – Distance Education in India – Present Status of Distance Education System – Challenges and Opportunities in Distance Education – Distance Education in the Global Context.

### **UNIT – II: DISTANCE EDUCATION PROCESS (12 Hours)**

Distance Education Process: Nature of Adult Learning, Andragogy of Distance Learning: Role of Self Learning in Distance Education, Reading Skills, Stages of Reading, Taxonomy of Reading-Barrett's Taxonomy of Reading Comprehension- Teaching Reading Comprehension Skills – Concept Mapping.

### **UNIT – III: SELF LEARNING MATERIALS AND PROGRAMMES IN DISTANCE EDUCATION (14 Hours)**

Self Learning Material: Meaning, Scope, Importance and Characteristics – Designing and Preparing Self-Instructional Materials – Electronic Media for Distance Education – Intervention Strategies for Admission, Classes, Examination and Evaluation – Student Support Service in Distance Education - Distance Education Programmes: Technical and Vocational Programmes, Programmes for Women, Rural Development Programmes and Skill Development Programmes.

### **UNIT – IV: INSTRUCTIONAL PROCESS IN DISTANCE EDUCATION AND OPEN LEARNING (14 Hours)**

Distance Tuition: Meaning and Concept, Difference between a Classroom Tutor and Distance Education Tutor – Tutor Comments – Significance of Tutor Comments –Types of Tutor Comments – Positive, Constructive, Null, Hollow, Harmful, Misleading, Negative, Global and Personal – Levels of Tutor Communication: Academic, Personal and Supplemental Communication - Two way Communication in Distance Education and Open Learning – Need,

Significance, type and importance of Supplementary Communication in Distance Education and Open Learning

## **UNIT –V: QUALITY ENHANCEMENT AND PROGRAMME EVALUATION**

**(12 Hours)**

Quality Assurance of Distance Education – Mechanisms for Maintenance of Standards in Distance Education – Programme Evaluation: Best Practices in Open Distance Learning of IGNOU, TNOU, EFLU and SYMBIOSIS Centre – Role of UGC in Distance Education-Learning in Virtual University and Distance Education Bureau.

### **PRACTICUM**

1. Record the various types of tutor comments in a video form.
2. Comment on the status of adult learning in the Indian scenario.
3. Suggest strategies to enhance student support service in distance education.

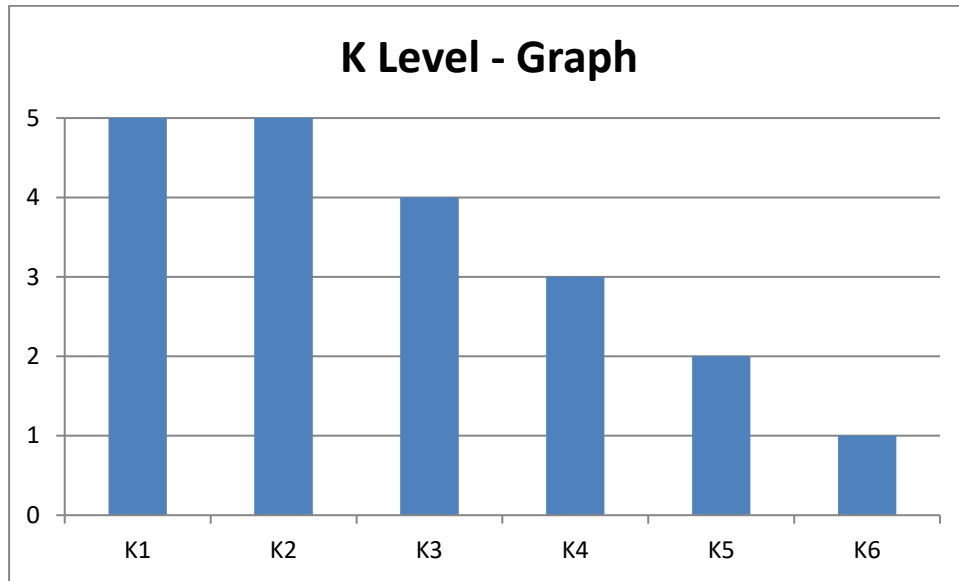
### **REFERENCE BOOKS**

- Bates, A. (1995). *Technology, Open Learning and Distance Education*. Routledge.
- Beaudoin, M.F. (2005). *Distance Education Leadership: An appraisal of research and practices*. Handbook of Distance Education (pp.519-530). Lawrance Erlbaum Associates Publishers.
- Gachuhi, D., & Matiru, B. (Eds.) (1989): *Handbook for Designing and Writing Distance Education Materials*. Zentralstence Far Erziehung, Wissenschaft and Documentation, Bonn.
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- Jenkins, J. (1990). *Course Development: A Manual for Editors of Distance Teaching Materials*, International Extension College.UK.
- Johnson, J. (2003). *Distance Education: The Complete Guide To Design, Delivery, and Improvement*. Teachers C. Publisher.
- Lockwood, F. (1998). *The Design and Production of Self-Instructional Materials*. Kogan Page Ltd.,
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- Matheswaran, V.P. (2005). *Distance Education: Student support services*. Anmol Pub.,
- Moore, M.G., & Anderson, W.G. (2004). *Handbook of Distance Education*. Routledge.
- Rowntree, D. (1990). *Teaching Through Self-Instructional, How to Develop Open Learning Materials, (Revised Edition)*, Kogan Page.
- Rowntree, D. (1994). *Preparing Materials for Open Distance and Flexible Learning*, Kogan Page.
- Simpson, O. (2000). *Supporting students in Open and Distance Learning*. Kogan Page.

### **WEB RESOURCES**

- <https://egyankosh.ac.in/bitstream/123456789/52710/1/Block-1.pdf>
- <http://www.ignou.ac.in/userfiles/Handbook%201%20PDF.pdf>
- <https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-803C-Distance%20Education.pdf>
- <https://www.egyankosh.ac.in/bitstream/123456789/41613/1/Unit-1.pdf>
- [https://archive.mu.ac.in/myweb\\_test/ma%20edu/M.A.%20Edu.%20ODL..pdf](https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Edu.%20ODL..pdf)

- <http://oasis.col.org/bitstream/handle/11599/138/ODLIntro.pdf?sequence=1&isAllowed=y>



**ALLOTMENT OF TUTORIAL CREDIT (32 HOURS)**  
**FOR EACH CORE AND ELECTIVE PAPER PER SEMESTER**  
**(1 Credit X 2 Hours X 16 Weeks = 32 Hours)**

<b>S.No</b>	<b>Description of the work</b>	<b>Hours Allotted</b>
1	Assignment	3
2	Practicum Activities	9
3	Seminar	6
4	Group Discussion	3
5	Symposium	3
6	Self Learning – Library	3
7	Expert Talk / Webinar	5
	<b>Total</b>	32 Hours