

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI
DEGREE OF MASTER OF EDUCATION (M.Ed)

(With effect from the Academic (Non-Semester) Year 2009-2010)

REGULATIONS

1. Eligibility for Admission to the Course:

A candidate shall be eligible for admission to the course leading to the Degree of Master of Education provided he/she has passed a Bachelors Degree Examination in Education of this University or some other University recognized by the Syndicate as equivalent thereto, with a minimum of 50% marks in theory and practicals separately.

The basis of selection of candidate for admission shall be based on the existing regulations of the university/Government of Tamil Nadu. Reservation of seats and other concessions for the SC., ST., MBC / DNC, BC, and other special categories of candidates notified by the Government of Tamil Nadu shall be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

No candidate shall be eligible for the Degree of M.Ed. unless he/she has completed the prescribed course of study and has passed the qualifying examination and has satisfied the Examiners in a dissertation.

2. Duration:

The course of study shall be for a duration of **ONE** academic year. There will be 10 days for admission and another 10 days for examination exclusively. The entire course work will be for 1080 Hours.

3. Subjects of Study:

The course consists of (a) Core Subjects (b) Elective Subjects (c) Dissertation

a) Core Subjects:

1. Philosophical and Sociological Perspectives in Education.
2. Advanced Educational Psychology.
3. Research in Education.

b) Elective Subjects:

Candidate can choose any **TWO** electives one from Group I and the other from Group II from the following subjects.

GROUP I

1. Primary and Secondary Education
2. Teacher Education
3. Non Formal Education
4. Comparative Education

GROUP II

5. Curriculum Development and Instructional Technology
6. Women's Education
7. ICT in Education
8. Education for the Children with Special Needs

c) Dissertation:

- i) The Candidate shall be required to submit his/her dissertation with pages not exceeding 120 which should be a record of his/her original investigation prepared with the supervision of an eligible guide.
- ii) Candidate pursuing the course shall submit his/her dissertation within 10 days after the last date of their theory exam.
- iii) The dissertation shall be written either in Tamil (or) English.
- iv) The maximum limit for submission of thesis will be three years from the date of joining the course.
- v) Each eligible guide may be allotted not more than 5 candidates for guidance.

4. Distribution of Credits:

A minimum of 36 credits are to be earned for qualifying for the M.Ed. degree. Each core paper will carry 6 credits, each elective 5 credits, dissertation 6 credits and viva voce 2 credits.

5. Examination:

I. a) Eligibility to appear for Examination:

No candidate shall be admitted to the exam unless he/she has completed the prescribed course of study with a minimum of 85% attendance.

Scheme of Examination:

The subjects and the scheme of examination will be as follows:

Core/Elective Subjects	Subjects	Duration	Examination Marks	Credits
Core Paper – I	Philosophical and Sociological Perspectives in Education	3 hrs	100	6
Core Paper – II	Advanced Educational Psychology	3 hrs	100	6
Core Paper – III	Research in Education	3 hrs	100	6
Elective – I		3 hrs	100	5
Elective – II		3 hrs	100	5
Dissertation			150	6
Viva Voce			50	2
Total			700	36

II. The Question Paper designed for 3 hours will be in Part I, Part II and Part III with the number of questions and allotment of marks as detailed below:

Part I Very Short Answer Type Questions (in 100 words) 5 X 3 = 15
(Answer all questions)

Part II Short Answer Type Questions
(8 out of 12 questions to be answered in a page
each in 200 words) 8 X 5 = 40

Part III Essay Type Questions
(Three questions with internal choice,
each to be answered in 1200 words) 3 X 15 = 45

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100
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III. Valuation of Subject papers and Thesis:

a) Scheme of double valuation shall be followed for theory examination. If the two valuations are above the passing minimum, and their discrepancy is not more than 15 percent, the average of the two valuations will be the final marks.

b) If the two valuations are above the passing minimum, and their discrepancy is more than 15 percent, the third valuation (which should not be less than the passing maximum) will be the final.

- c) When one of the two valuations is below the passing minimum and their discrepancy is more than 15 %, the third valuation will be the final.
- d) When one of the two valuations is below the passing minimum and their discrepancy is within 15 %, the average of the two valuations will be the final mark.
- e) When both the valuations are below the passing minimum (regardless of the discrepancy between the two valuations), the average of the two valuations will be the final mark.

The college shall arrange for a viva voce for the candidate with the Guide concerned and one external examiner appointed by the university. The marks for viva voce will be awarded by both internal and external examiners. The marks secured by the candidate in the viva voce shall be forwarded to the university.

7. Marks qualifying for a pass:

The candidate shall be declared to have passed if he/she secures a minimum of 50% in each theory paper, dissertation, and viva voce separately. Candidates who fail to pass in any paper or papers shall have to appear for that paper or those papers in the subsequent examinations. Candidates who secure 60% and above in the aggregate shall be declared to have passed in FIRST CLASS and those who obtain between 50% and below 60% shall be placed in the Second Class. Those who secure 75% and above shall be declared to have passed in FIRST CLASS WITH DISTINCTION.

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION **(80 hours)**

Objectives:

1. To acquire the knowledge of the concepts and principles of philosophy.
2. To understand the relationship between Philosophy and education and the implication of Philosophy on education.
3. To analyse the contributions of Indian and western educational thinkers to education.
4. To make the students understand the basic principles of sociology.
5. To understand the importance and role of education in the Indian society.
6. To understand the process of social change, social progress and the difference between social change and cultural change.
7. To apply the knowledge towards the promotion of National Integration and International understanding.
8. To make them understand the impact of population growth on the various aspects of human life.
9. To understand the inter-relationship of community and education

Unit I: Fundamentals of Philosophy of Education (5 Hours)

Meaning and Concept of Philosophy of Education -Philosophy and Education - Branches of Philosophy - Significance of Philosophy of Education.

Unit II: Philosophies of Life and Education (10 Hours)

Concept and implications of Individualism, Socialism, Totalitarianism, Democracy, Idealism, Realism, Naturalism, Realism, Pragmatism, Existentialism - Education for good life to every individual - Education for National Integration and International Understanding.

Unit III: Contributions of Educational Thinkers (15 Hours)

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

Western Thinkers: Plato, Rousseau, Froebel, Dewey and Montessori.

Unit IV: Sociology and Education (20 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 on personality development.

Unit V: Process of Socialisation (10 Hours)

Agents of socialization - Family, School, Religion, Community; Education as a social system, as a social process and a process of social progress; Technological change - Industrialisation and Modernisation.

Unit VI: Population and Education (10 Hours)

Concept of population - Impact of population growth on - social, economic and environmental resources; Population policies - Teachers role in population education

Unit VII: Recent trends in Education (10 Hours)

Education and Democracy; Concept of secularism and its Educational implications; Equality of educational opportunities- ways and means; Women Education; Globalization; Privatization.

References

1. Aggarwal, J. C, "Philosophical and Sociological Perspectives on Education", Shipra publications, New Delhi, (2003).
2. Bhatia, K. K and Narang, C. L., "Philosophical and Sociological Bases of Education", Tandon Publications, Ludhiana, (2002).
3. Chandra, S. S. and Sharma, Rajendra, K., "Principles of Education", Atlantic Publishers and Distributors, New Delhi, (2002).
4. Mohanty, J., "Indian Education in the Emerging Society", Sterling Publishing, New Delhi, (1994).
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6. Shankar Rao. C. N., "Sociology - Primary principles", S. Chand Publishing, New Delhi, (1990).
7. Sharma, R., "Text Book of Educational Philosophy", Kanishka publishers, New Delhi, (2000).
8. Sharma, Y., "History and Problems of Education" Vol., I and II, Kanishka publishers, New Delhi, (2001).
9. Singh, K., "Principles of Sociology", Prakashan Kendra, New Delhi, (2001).
10. Sodhi, T. S., Saddhu, G. S., Singh, S. B., "Philosophical Dimensions of Education", The Indian Publication, Ambala Contt. (1990).
11. Suresh Bhatnagar, "Modern Indian Education and its Problems", R. Lall Book Depot, Meerut, (2002).
12. Swaroop Saxena, "Principles of Education" R. Lall Book Depot, Meerut, (2002).

ADVANCED EDUCATIONAL PSYCHOLOGY

(80 Hours)

Objectives

- a. To provide students advanced principles underlying human behaviour and its application to educational problems.
- b. To enable students to understand the cognitive process and its importance in learning.
- c. To develop an insight in learning methods and approaches.
- d. To provide systematic knowledge about motivation and emotion.
- e. To help them understand the concept of intelligence and their impact on teaching learning process.
- f. To enable the student to understand the concept of personality and its role in Education.

I. Educational Psychology for the new millennium (5 Hours)

Meaning of modern psychology - Study of psychology : Structuralism, Functionalism, Behaviourism. Key perspectives in psychology : The facets of behaviour - New trends in psychology - Research methods in psychology : Observation, Correlation and the Experimental method - Ethical issues in psychological research .

II. Human Development (10 Hours)

Physical growth and Development - Perceptual development - cognitive development : Piaget's Theory - Moral development : Kohlberg's stages of moral understanding - Social and Emotional development - key factors in social development - Gender development - Educational implications.

III. Theories of Learning (15 Hours)

Hull's systematic behaviour theory, Lawin's Field theory – Guthrie's theory - Observational Learning : Basic Principles and Practical applications.

Human memory: The Atkinson and Shiffrin model - Neural Networks Models - Working memory - How Psychologists study memory : memory for factual information and memory for skills - Forgetting : some contrasting issues - forgetting as a result of interference - Forgetting and Retrieval inhibition memory in everyday life.

IV. Motivation and Emotion (15 Hours)

Theories of Motivation : Some major perspectives - Achievement Motivation - Emotions : their Nature , Expression and Impact - Relationship between emotion and cognition.

Maslow: Hierarchy of needs - McClelland: Achievement Motivation - Carl Rogers: self- theory - Levels of aspiration and its psychological implications.

V. Cognitive Processes (15 Hours)

Thinking - Basic elements of Thought: Concepts, Propositions, Images. Reasoning: Transforming Information to Reach Conclusions Problem-Solving: Finding paths to desired goals. Methods of studying Cognitive processes.

Attention - Theories of Attention - Perception - Theories of perception -Concept formation: Piaget, Bruner and Gagne studies from the development point of view with special emphasis on adolescence.

VI. Intelligence and Creativity (10 Hours)

Nature of intelligence : Gardner's theory of Multiple intelligences -Stenberg's Triarchic theory - Cattell's theory of Fluid and Crystallized intelligence - Measuring intelligence : The Wechsler scales - Emotional intelligence - Creativity : Research on the evidence for Confluence approach.

VII. Personality (10 Hours)

Meaning - Freud's theory of Personality - Erikson: Developmental crisis in personality - Maslow and the study of Self-actualizing people - Studying the self-concept - Measuring Personality: Self-Report Tests like Questionnaires and Inventories - Projective measures of personality - Personality and Health -Personality and behaviour in work settings.

References

1. Aggarwal.J.C. (2008) Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt. Ltd., New Delhi.
2. Baron A. Robert (2000) Psychology. Prentice-Hall of India, New Delhi.
3. Chauhan. S. S. (2007) Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi.
4. Dennis Child (1973) Psychology and the Teacher. Holt Rinehart and Winston, New York.
5. Hurlock B. Elizabeth (1980) Adolescent Development. Tata McGraw Hill, New Delhi.
6. Hurlock B.Elizabeth (1980) Developmental Psychology. Tata McGraw Hill, New Delhi.
7. John.W.Santrock (2006) Educational Psychology, Mc graw-hill Higher Education, New Delhi.
8. Mangal. S. K (2007) Advanced Educational Psychology (2nd Edition), Prentice-Hall of India Pvt. Ltd., New Delhi.
9. Stephens J.M. and Evans ED (1983) Development and Classroom Learning: An Introduction to Educational Psychology. Macmillan Company, New Delhi.
10. Travers M. Robert (1973) Educational Psychology. The Macmillan Company, New Delhi.
11. Uday Shankar (1983) Advanced Educational Psychology. Oxford University Press, New Delhi.
12. Vigotsky. L.S(2006) Educational Psychology, Pentagon Press Bhavana Book & Prin, New Delhi.

RESEARCH IN EDUCATION

(80 Hours)

Objectives:

On completion of this course, the students will

1. acquire knowledge of research in the field of education.
2. familiarize with various types of research.
3. develop an awareness of the steps involved in the research process.
4. develop the skill of selecting a research problem in education and formulate hypotheses.
5. acquire skills to construct suitable tests and tools.
6. select relevant and appropriate statistical tests for hypothesis testing.
7. statistically analyse the data collected.
8. interpret the findings of the analysed data.
9. write a research report.

Unit –I Introduction (5 Hours)

Scope and need for Educational research – problems faced in Educational research – Strategies to approach them – Qualities of a Research worker.

Unit –II Major Steps in Research (10 Hours)

Defining a research problem – Sources for research problem – Study of related literature – Criteria for selecting a problem –Statement of research problem – Determining feasibility of the study –Hypothesis: meaning, types and formulation –Types of sampling procedure –Criteria for selection of sample –Research proposal: the need and format –Collection of data: Organising and analysing the data.

Unit – III Research Methods (10 Hours)

Historical –Normative survey – case studies – genetic method: cross sectional and longitudinal -ethnographic study –survey – follow-up study- secondary analysis – trend studies - correlational studies – observational research- ex-post facto research - experimental – analytic and comparative studies - Combining Qualitative and Quantitative research.

Unit – IV Selection of Tools (10 Hours)

Criteria for selection of tools – Factors related to construction of tools – Tools of different types – observation, interview, questionnaire, check list, rating scale, attitude scale (Thurstone method and Likert method) – achievement test – diagnostic test and prognostic test – characteristic of research tools – Reliability, validity and objectivity – standardisation of tests, Pilot study and general procedure for items analysis – ethical issues in conducting research.

Unit – V Research Reporting (10 Hours)

Organisation of data – Graphical and statistical representation – Language and style of presentation – Chapterisation - Indexing - Footnote – Bibliography – Appendix – Format modification for short report.

Unit – VI Tabular and graphical methods of data presentation (5 Hours)

Organisation and tabulation of data – classification and frequency distributions – Graphical representation – Histogram, Frequency Curve, Frequency polygon, Ogive and overlapping distribution, differences and specific uses.

Unit – VII Descriptive Measures (10 Hours)

Measures of central tendency – Mean, Median and Mode – Calculation, interpretation and uses. Measures of variability – Range, Quartile deviation, Average deviation, Standard deviation – Calculation, interpretation and uses.

Unit - VIII Measures of Association (10 Hours)

Linear correlation: meaning and uses – co-efficient of correlation – Rank difference Method, Pearson's product moment method – calculation, interpretation and uses. Regression and prediction, Chi square test, its computation and uses.

Unit – IX Inferential Statistics (10 Hours)

Elementary ideas of probability: the normal distribution - its properties and uses – Skew ness and Kurtosis. The significance of statistical measures – concept of standard error and its uses – Testing of difference between two means – test for small and large samples - Elementary ideas about F-test one-way analysis of variance.

References

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3. Agarwal.L.P. "Modern Educational Research", Dominant Publishers and Distributers. New Delhi.2007.
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5. Best, John, W., & Kahn James V. " Research in Education", Prentice Hall of India Pvt.Limited, 9th Edition, New Delhi.2005.
6. Bruce. J. Chalmer,"Understanding statistics", Marshall Décor Inc.USA.1997.
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16. Munirudin,Qurishic, "Educational Research", Anmol publications, New Delhi.2005.
17. Purohit.P.N., "Educational Research Tools and Techniques", Mangal Deep Publications, Jaipur, 2003.
18. Radha Mohan, "Research Methods in Education", Neelkamal Publications Pvt. Ltd., Hyderabad.2006.
19. Ravi Parksh, "Problems of Educational Research", Common Wealth Publications, New Delhi, 2003.

PRIMARY AND SECONDARY EDUCATION

(70 Hours)

Objectives

1. To enable the students understand the concepts pertaining to primary education and the procedures for developing suitable educational programmes for these stages.
2. To enable the students become familiar with the diverse aspects of organization and administration of primary schools in our country.
3. To acquaint the students with the philosophy of secondary education
4. To acquaint the students with the knowledge of the growth of secondary education in this country and the problems it confronts.
5. To acquaint the students understand how secondary education is administered in this country.
6. To acquaint the students with the secondary education programmes.

Unit I : Levels of School Education (5 Hours)

Introduction - School Education - Different Levels - Primary and Secondary Education - status of Primary and Secondary Education in India - Establishment of Primary and Secondary Schools.

Unit II : Primary Education (5 Hours)

Aims & Objectives - Activities - Linkage with elementary education - offshoots of primary schools - management and administration of Primary schools - role of local panchayats - Functions of primary schools

Unit III : Curriculum and Evaluation (10 Hours)

Principles of curriculum development and programmes for implementation - Dynamic methods of teaching and innovations in teaching techniques: with particular emphasis on the teaching of mother- tongue, science, mathematics and social skills - Improvisation of aids and materials for teaching - Evaluation of pupil progress - area of internal assessment - patterns and techniques of evaluation.

Unit IV: Problems of Primary Education and its Remedies (10 Hours)

Problems of wastage and stagnation - Single teacher schools - Improper infrastructure - Financial problems of the students - Rural class teaching - Free and compulsory primary education - staff pattern and content of teacher training of primary school teachers - In-service programmes for professional growth.

Unit V: SSA, DPEP, ABL in Tamil Nadu (10 Hours)

Education for All - Universalisation of Elementary Education (UEE) - Sarva Shiksha Abhiyan (SSA) - District Primary Education Project (DPEP) cells - Role of DIETs in Primary Teacher Training Courses - Activity Based Learning.

Unit VI: Secondary Education (10 Hours)

Aims & Objectives - The Secondary school tradition in our country - commissions on Secondary Education - functioning of Secondary schools in our country. The development of secondary education in our country during the pre and post - independent periods.

Unit VII: Curriculum and Teaching & Learning at the Secondary stage (10 Hours)

Language issue: importance of mathematics and humanities and social sciences; Physical education - Socially Useful Productive Works - Techniques of teaching at Secondary stage; Teaching models - team teaching - individualized instruction - programmed instruction; special educational needs of exceptional children; Guidance and Counselling - Classroom climate

Unit VIII: Administration of Secondary Education (10 Hours)

Decentralization and Centralisation - Agencies of Secondary education - Secondary education Boards/ Councils - Staff - Personnel Administration; Teacher morale - Job-satisfaction - School budget - sources of income - Management innovations in Secondary school - Community relationships.

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1. Aggarwal, D. D., "History and Development of Secondary Education (3 Vols.)", Sarup & Sons, New Delhi, (2003).
2. Bharti Sharma, "History of Indian Education", Vohra Publishers & Distributors, New Delhi, (2004).
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11. Suresh Bhatnagar, Anamika Saxena, Sanjay Kumar, "Development of Educational System in India", R. Lall Book Depot, Meerut, (2005).

Web References

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2. <http://www.dtert.tn.nic.in>

TEACHER EDUCATION

(70 Hours)

Objectives

1. To create in students awareness of various problems of Teacher Education.
2. To acquaint the students with the teacher education programmes at all levels.
3. To acquaint the students the selection of student teachers.
4. To develop in students skills in organizing practice teaching and in selecting teaching strategies and teaching models.
5. To acquaint the students with the responsibilities pertaining to school organization and class room management.
6. To enable the students appreciate the need for research in Teacher Education.
7. To acquaint the students the various statutory bodies regarding Teacher Education.

Unit – I Teacher and Education in the emerging society (5 Hours)

The teacher in ancient India and in the emerging Indian society, The characteristics and demands of teaching profession, Qualities of a good Teacher, Teachers as professionals, Professional ethics, Problems in Teacher Education. Suggestions to remedy the problems.

Unit – II Training Institutions (10 Hours)

Various levels of training - Pre-Primary, Primary, Secondary and Higher Secondary training, Technical teacher's training, Special teacher training such as physical education, music, teaching the handicapped, Training institutions such as Regional Colleges of Education, Institutes of Advanced study in Education, University Departments of Education, Ideal physical facilities for good teacher training institutes and colleges of education.

Unit – III Selection of student teachers (5 Hours)

Selection of suitable students for teacher training programmes: Admission tests, Interests, Aptitude, Attitude, Interview and Achievement tests.

Unit – IV Organisation of practice teaching (10 Hours)

Preparation of trainees for teaching – Model lessons, criticism lessons, Block teaching/ Internship training, the role of co-operating schools and teachers, Supervision before classroom teaching, during class teaching, New trends in teacher preparation- Micro teaching, Flander's interaction analysis.

Unit – V Dynamics of Teaching Strategies and Teaching Models for Teacher Education (10 Hours)

Interactive teaching, Team teaching, Student centered methods such as activity method, Heuristic method, Project method, Lecture cum demonstration, Assignment method, Tutorials, Seminar and Role-play. Meaning and assumptions of teaching models, Teaching models by Taba, Turner.

Unit – VI Teacher and School organization (10 Hours)

Objectives of professional development, Professional prospects for teachers, Meaning and programme of In-service training, Service conditions of teachers, Principles and types of time table, Budgeting, Teacher-Student relationship.

Unit – VII Research in Teacher Education (10 Hours)

Areas of research in Teacher Education – Institutional context, Curriculum context and practicing school context, Studies in innovative teacher training practices such as use of learning materials, Use of mass-media, micro-teaching, techniques of behaviour modification, training in teaching models.

Unit – VIII National Organizations in Teacher Preparation (10 Hours)

Role and functions of NCTE, NCERT, NAAC, NUEPA, UGC, DEC, ICSSR, MHRD, SCERT, DTER, RCI.

References:

1. Shashi Prabha Sharma, Teacher Education- Principles, Theories and Practices, Kanishka publishers, Distributors, New Delhi, 2004.
2. Yogesh Kumar Singh, Teacher Education, A.P.H. Publishing corporation, New Delhi, 2007
3. Panch. Ramalingam, Psychological approaches to Teacher Education, Inland Books, Chennai, 2004.
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13. Mohanty.J., Indian Education in the emerging society, 1994
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NON-FORMAL EDUCATION

(70 Hours)

Objectives:

1. To acquaint the students with principles, philosophies and concept of non-formal education.
2. To develop in students appropriate teaching skills for teaching non-formal educational programmes for various age-groups.
3. To enable students to develop appropriate skills for planning, organizing and monitoring various non-formal educational programmes.

I. Principles of Non-formal Education (10 Hours)

Non-formal education - Concept, definitions, need, aims and objectives of non-formal education - Historical development and progress of non-formal education programmes in India - Formal, non-formal and informal education.

Basic principles of non-formal education - Paulo Friere's concepts: Conscientization - Culture of silence - Culture of poverty - Relevance of Gandhian Philosophy to non-formal education- Psychological principles underlying non-formal education.

II. Methodology: Teaching and Learning materials (15 Hours)

Theories of adult Learning - Motivation - Language and Mathematics - Sociological characteristics of learners - Classroom interaction - Communication - Non-formal education and socialization - Teacher characteristics.

Non-formal education programmes of neo-literates - Types of programmes Methods of teaching - Preparation of materials - Need for research and evaluation. Non-formal education for dropouts and non-starters - Problems and environment oriented-curriculum for different categories.

III. Non-formal Education Programmes (20 Hours)

Non-formal education programmes for different age-groups 6-14, 15-24 and 24-25 years - Programmes for rural, urban and tribal groups. Functional Literary - Scope and definition -Different approaches - Learning materials -Objectives - Organisation and structure - Programme for youth within the formal educational setting and in out-of school setting, in rural, urban and tribal context- Occupation orientation.

Programme for women - Objectives - Women's potential contribution in home making, child care and community life - Tribal, urban and rural programmes - Non-

formal education through Balwadis and Creches - Education components - General education-Vocational training - Extension services -Educational work through women's Organisations - Role of voluntary agencies.

Programme for workers in industry - Objectives - Historical Perspectives - distinguished from vocational education - Need - concept of worker's education - Techniques and methods - Types of programmes - Education for improving skills and competencies - Problems in organizing worker's education programme - Need for support and co-operation from employers.

IV. Management of Non-formal Education Programmes (15 Hours)

Basic processes of Administration - Supervision - Theories of organization and management, voluntary organizations in Non-formal Education -Organisation at the Central, State, Regional and Micro Levels - Management of teachers' resources - Management of reading materials - budgeting of organization and financing of programmes.

Management of non-formal education programme at the micro level - Need for micro-level programme - Assessing facilities available at the micro-level -Treatment of immediate - and long term problems - Social and educational factors affecting micro-level management - Utilization of financial and human resources - Needed organizational set up.

V. Agencies of Non-formal Education (10 Hours)

Agencies of non-formal education - Role of university and Voluntary agencies - Community centres-Libraries. Vidyapeeths - Literacy Houses - Bengal Social Service League - Indian Adult Education - National Literacy Co-ordination Committee - Kerala Grandhasala Sangham and their literacy programmes -Sevamandir - Adult Education Faculties of Universities Department of Continuing Education and Correspondence courses - Need for Open University system - functions of NIOS.

Management of voluntary organization - Concept of a social worker and social work - Concept of a volunteer and voluntary work - Concept of cooperation - How voluntary organizations are formed - How do they function -Comparative studies of voluntary organizations in different States.

References

1. Anil Bordia (1973) Kid J.R. and Draper J.A. Adult Education in India. Nachiketa Publications Ltd. Bombay.
2. Bhushan A (2005) Encyclopedia of Adult Education and Literacny. Anmol Publications, New Delhi
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COMPARATIVE EDUCATION

(70 Hours)

Unit – I – Comparative Education. (8 Hours)

Meaning – Definition – Objectives – Problems and Methods – Advantages of Comparative Education.

Unit – II - Development of Comparative Education (15 Hours)

Basic requirements of Education in different countries - Constitutional Provisions for Comparative Education – Federal Acts on Education – Relationship between Federal, State and Local Governments – National Policy on Education – International Project for the Evaluation of Educational Achievement (IEA)

Unit – III – Comparison of Education (17 Hours)

Comparisons of Educational Schemes in India, USA, UK, Japan, China and Germany – Federal Acts on Education in USA – Educational Policy Commission of USA (1961) – Educational Act of 1944 in UK – Articles 17, 25 & 26 in Germany – Common Aims in Totalitarian and Democratic States – Educational Structure in India – NPE (1968) NNPEC (1986), POA (1992) – Boards and commissions of Education – Curriculum in France – Classes in Reverse order – Comparison of Nations in relation to the factors in Unit II, IV and V

Unit – IV – Curriculum Framework. (15 Hours)

Medium of Instruction – Language Policy – Education through technological Aids – Education through Formal and distance modes – Evaluation Pattern – Value oriented Education – Secular Education – Futurology of Education.

Unit – V – Educational Administration and Finance (15 Hours)

Levels of Education - School Education – Pre Primary – Primary – Secondary - Higher Secondary – University (Higher) Education - Teacher Education – Vocationalisation of Education – Public Schools – Autonomous Institutions.

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CURRICULUM DEVELOPMENT AND INSTRUCTIONAL TECHNOLOGY

Objectives

(70 Hours)

- 1) To enable the students understand the principles, philosophies and concepts of curriculum planning, development, implementation and evaluation.
- 2) To create an awareness among the students of the range of issues to be considered in the process of curriculum development and instructional design.
- 3) To help the students develop skills for developing and practicing curriculum.
- 4) To enable the students develop skills for evaluating a curriculum.
- 5) To enable the students to relate the process of instruction with learning.
- 6) To enable the students to organize various presentation modes to transact the curricular content.
- 7) To enable the students to adopt a variety of instructional support services.

Unit I: Curriculum Perspective

(5 Hours)

Curriculum definition - Curriculum development - Historical perspectives of curriculum -Foundations of curriculum planning- Philosophy, Social forces, treatment of Knowledge, human growth and development, learning process.

Unit II: Issues in curriculum design

(5 Hours)

Curriculum aims and objectives- priorities and resources in curriculum design- curriculum organization and structure- curriculum design and needs analysis- integration and the structures of disciplines.

Unit III: Curriculum Procedures

(10 Hours)

Tasks in curriculum development - Establishing a philosophy, needs, goals, objectives, instructional consideration - Contemporary designs for curriculum development - Systematic and systems designs - Planning the curriculum - Decision making in education, decision making strategies, collecting and assessing school related data and community related data - Curriculum content: Selection, determinants, strategies for selection - Organization - techniques.

Unit IV: Evaluating the curriculum

(5 Hours)

Concept and methodology of curriculum evaluation at elementary and secondary levels-curriculum Changes and Strategies-utilizing evaluation results for curriculum improvement.

Unit V: Curriculum Prospective

(15 Hours)

Curriculum design for the future - Future in education: School design, Educational Technology design, Humanistic design, Vocational design, Social reconstruction design, De-schooling design - Curriculum for each design - Curriculum developers- Required Skills and training.

Unit VI: Instructional design models (10 Hours)

Meaning- fundamental elements of the instructional design process- different instructional design models-Time-Focused Models, Time-Based Models, Task-Focused Models and Learner-Focused Models and other models- Role of teachers in operating instructional models in teaching learning process.

Unit VII: Planning and management of instruction (10 Hours)

Issues related to Instructional planning- steps in Instructional planning, teacher as planner, evolving instructional strategy- determining most appropriate strategy- Management and Instruction,-managing a classroom, Instructional resources.

Unit VIII: Instructional support practices (5 Hours)

Need for Instructional support practices, Important support practices - Library, seminar, cluster school system, instruction collaboration, community support, guest lecturers- Agencies involved in Instructional support- UGC, ISRO, NCTE,COL.

Unit XI: Technologies for instruction (5 Hours)

Advanced Computer-Based Systems or Education and Training, Designing e-learning Systems,

Multimedia Design, Designing School Learning Environments

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1. Dick, W., & Carey, L. (1996). *The Systematic Design of Instruction* (4th Ed.). New York: Harper Collins College Publishers.
2. Kemp, J. E., Morrison, G. R., & Ross, S. M. (1998). *Designing Effective Instruction* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.
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- 7) www.league.org/services/curriculum_design.html
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WOMEN'S EDUCATION

(70 Hours)

Objectives

- i. To create an awareness among students regarding the status of women.
- ii. To stimulate thinking in students towards the problems faced by women.
- iii. To orient students towards women's resources and national development.
- iv. To inculcate in students the importance of justice and laws related to women.
- v. To enable students to understand the importance of health and education of women

Unit- I: Introduction to Women's Studies (5 Hours)

Concept and need for Women's Studies- Scope of Women's Studies- Women's Studies as an academic discipline, Women's Movements- Pre-independent, Post- independent and Current Women's movements. National Committees and Commissions for Women. Government Organisations for Women-Department of Women and Child Development.

Unit- II: Women and her family (5 Hours)

Liberal Feminism- Rationality, Freedom, Education Marxist Feminism-Production, Reproduction, Class, Alienation, Marriage and family. Radical Feminism- Gender, Patriarchy, Reproductive Technology, Motherhood. Socialist Feminism –Class and Gender, Division of Labour, Unifies and Dual System, Exploitation, Indian Women- Family, Caste, Class, Culture, Religion, Social System.

Unit –III: Women's education (10 Hours)

Women Education-Gender bias in enrolment- Curriculum content- Dropouts Negative Capability in Education- Values in Education- Vocational Education Recent Trends in Women's Education –Women teacher training-committees and Commissions on Education Adult literacy and Non-formal education for Women's development.

Unit –IV: Women Resource and National Development (10 Hours)

Concept of Work-Productive and non-productive work- Use value and market value. Gender Division of labour- Mode of Production- Women in organized and unorganized sector- Training, skills and income generation. New Economic Policy and its impact on Women's employment- Globalization- Structural Adjustment Programmes.

Unit- V: Human Entrepreneurships (5 Hours)

Concept and meaning – Importance of Entrepreneurships- 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's Development.

Unit-VI: Eye opener to women health education (10 Hours)

Gender in Health- Health status of women in India – Mortality and Morbidity factors influencing health – Nutrition and health – HIV and AIDS control programme. National Health and Population Policies and Programmes- Maternal and Child Health (MCH) to Reproductive and Child Health approaches, Issues of Old age Women and Environment – Nature as feminine principle – Basic needs in Rural and Urban Environments- Care and management of natural resources- Depletion of natural resources – Sustainable environment and impact on women.

Unit –VII: Women and Society (10 Hours)

Girl child in society – Child labourers- Changing role of Women, Marriage-Single parent, Motherhood, Widows. Theories of development- Empowerment- Alternative approaches Women in Development (WID), Women and Development (WAD) and Gender and Development (GAD)- State Policy and Programmes Women Development approaches in Indian five – Year Plans- Collectivity and Group dynamics- Self –help groups Women and leadership- Panchayat Raj- Political Role and Participation- NGOs and Women Development- National and International Funding Agencies.

Unit –VIII: Justice for women (5 Hours)

Indian Constitution and provisions relating to women Personal laws- Labour Laws- Violence against women- Human trafficking -Legal protection- Family Courts- Enforcement machinery – Police and Judiciary Human Rights as Women's Rights.

Unit –IX: Women issues (5 Hours)

Portrayal of Women in Mass Media (Cinema, TV, Print media) Role of Women in media- Development of Communication skills Alternative media- Folk art, Street play and Theatre – Women as change agents Indecent Representation of Women (Prohibition) Act, 1986- Impact of media on Women.

Unit- X: Evaluation (5 Hours)

Limitations of methodology of Social Science, Research for Women's Studies. Scope and Significance of research in Women's Studies Research Design and Methods- Survey- Exploratory- Diagnostic Experimental, Action Research Qualitative versus Quantitative Research- Case Studies.

Reference

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INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

(70 Hours)

Objectives

After completing this course the students will be able to

- 1) Explain the meaning scope and relevance of technology in modern education
- 2) Describe the need for ICT mediated education
- 3) Identify the challenges in integrating ICT in school education
- 4) List the minimum requirements and tools for an ICT equipped class room
- 5) Develop instructional modules for online learning and text materials for multimedia presentation
- 6) Identify, compare and evaluate web sites for any given topic
- 7) Consider ethical issues involved while using e-sources
- 8) Develop question bank, maintain students assessment records and analyze students performance using ICT
- 9) Use e-sources for carrying out educational research
- 10) Analyze the scope and challenges of e-governance in educational planning and administration
- 11) Assess the effectiveness of virtual education and virtual class room environment in the context of open and distance education

Unit I : Educational Technology (5 Hours)

Educational Technology: Definition, meaning, scope and relevance to modern education - Technology of Education and Technology in Education- Need for educational Technology in Schools- Process of Educational Technology.

Unit II : ICT mediated Education (10 Hours)

Concept, Importance, Meaning & Nature of Information & Communication Technology- Need of Information & Communication Technology in Education-Paradigm shift in Education due to ICT-Challenges in integrating Information & Communication Technology in school education. Affordable ICT equipped classrooms.

Unit III : ICT in Class room Instruction (10 Hours)

Need, importance and uses of Technology for instruction- Principles of selecting technology for instruction- Steps for developing self instructional material.

Computer for instruction, computer aided instruction(CAI),steps for developing CAI modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI, use of LCD projector for instruction, preparation of text material for multimedia/ power point presentation, format to be followed, points to be considered. Web based

instruction, web aided instruction identification of websites, criteria for evaluating and comparing websites. Preparation of instructional modules for online learning- steps to be followed.

Unit IV : ICT enhanced student-centered learning environment (10 Hours)

Introduction to E-Learning , E - Learning - Concept & Nature, E-sources for learning, CD-ROM, pen drive, net working, internet and intranet, websites, digital library etc. E-learning definition and meaning, modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning, preparation of e-learning material, on line learning. Collaborative Learning, Technology Aided Learning. Web Based Learning Legal & Ethical issues -copyright, Hacking Netiquettes, Student safety on the Net (Net safely)

Unit V : ICT for Evaluation (10 Hours)

Computerized Test Construction and Administration: Concept, meaning and importance ... Nature of Test: Purpose, objectives, item banking, preparation and administration of the test: Computerized Question Banking: Selection of items, specification of objectives, item analysis, feed back and remedial programmes, reporting examination results, progress report, recording continuous assessment, maintenance of cumulative record.

Unit VI : ICT for Educational Research (5 Hours)

E-source for problem identification, review, methodology, tool simulation of experiments

Unit VII : ICT for Educational Planning and Administration (10 Hours)

Concept of e-governance, scope and challenges of e-governance in education at various levels-centre, state, district, block, local bodies and institutions.

Use of ICT in manpower planning & human resource development. Concepts of knowledge economy and knowledge management-role of ICT knowledge management. Concept of total quality management (TQM), application of ICT in TQM.

Unit VIII : ICT in Open and Distance Education (10 Hours)

Open and Distance Education: A Conceptual Framework - Innovations in Distance Education: Open Universities -Virtual Classrooms –problems with conventional education, nature and concept of virtual education, effectiveness of virtual education, limitations and challenges of virtual environment-Teleconference - Video-conference- **Role** of EDUSAT

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EDUCATION FOR THE CHILDREN WITH SPECIAL NEEDS

(70 Hours)

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. Examine critically the concept, nature and characteristics of various disabilities
2. Explain the implications of various disabilities on teaching of learning situations and personality development.
3. Apply curricular approaches and enumerate the skills required to develop a need based curriculum in the field of special education.
4. Describe the nature of visually impaired children with additional disabilities
5. Describe the perception through hearing aids and auditory training and evaluation of hearing aids.
6. Explain the policies and legislation at the national and international levels.

Unit 1: Overview of Different Disabilities (6 Hours)

- 1.1 Concept, nature, and characteristics of Visual Impairment & Mental Retardation
- 1.2 Concept, nature and characteristics of- Hearing, Speech and Language impairments
- 1.3 Concept, nature and characteristics of Locomotor and Neurological disability
- 1.4 Concept, nature and characteristics of:
 - (i) Learning disability
 - (ii) Behavioural and Emotional disorders
 - (iii) Intellectual impairment
 - (iv) Giftedness and Talent
 - (v) Autism
- 1.5 Concept, nature and characteristics of Multiple disabilities

Unit 2: EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT (6 Hours)

- 2.1 Applications of educational psychology in the teaching of disabled.
- 2.2 Psychological Implications of Yoga in the teaching of disabled.
- 2.3 Development delays and disorders associated with disabilities
- 2.4 Individual differences in cognition and information processing abilities of Disabled
- 2.5 Assessment and evaluation of disabled learners

Unit 3: VISUAL IMPAIRMENT (6 Hours)

- 3.1 Anatomy and Physiology of the Human eye
- 3.2 Assessment of Visual Functioning
- 3.3 Nature of visually impaired children with additional disabilities
- 3.4 Learning characteristics of visually impaired children
- 3.5 Rehabilitation process for visually impaired persons

Unit 4: MENTAL RETARDATION (6 Hours)

- 4.1 Concept, definition, classification, and etiological factors of mental retardation.
- 4.2 Curriculum development and teaching methods in Mental Retardation
- 4.3 Adult Training and Vocational Placement of Mental Retardation
- 4.4 Approaches, Methods and Materials for Teaching Persons with Mental Retardation
- 4.5 Therapeutic applications for mental retardation

Unit 5: HEARING IMPAIRMENT (6 Hours)

- 5.1 Hearing and auditory processes
- 5.2 Teaching methods followed in education of children with hearing impairment.
- 5.3 Modes of communication used with the hearing impaired persons.
- 5.4 Perception through hearing aids and auditory training and evaluation of hearing aids.
- 5.5 Meaning of guidance and counselling and the various techniques to children with hearing impairment

Unit 6: LEARNING DISABILITY (12 Hours)

- 6.1 Types and the factors affecting learning.
- 6.2 Theories and models of learning for the children with learning disabilities
- 6.3 Teaching strategies in order to develop desirable skills in persons with Learning Disability.
- 6.4 Types of assessment for learning disabled children
- 6.5 Issues and needs of children with learning disabilities.

Unit 7: NEUROLOGICAL AND LOCOMOTOR DISABILITIES (6 Hours)

- 7.1 Definitions, types and meaning of neurological and locomotor Disabilities
- 7.2 Curricular models and approaches to teaching the children with locomotor disabilities.
- 7.3 Principles and various approaches to be followed for the children with motor disabilities
- 7.4 Intervention strategies in Education in Different Environments
- 7.5 Adaptations in Various Areas for the children with neurological and locomotor disabilities.

Unit 8: CURRICULUM DEVELOPMENT (6 Hours)

- 8.1 Concept and principles in curriculum development
- 8.2 Curricular approaches in special education
- 8.3 Need based curriculum in the field of special education
- 8.4 Curricular skills related to special education
- 8.5 Recent trends, issues in field of special education

Unit 9: EDUCATIONAL TECHNOLOGY IN SPECIAL EDUCATION (10 Hours)

- 9.1 Role of Technology in Education and Special Education
- 9.2 Use of Computer in: Educational Management, Library, Assessment and Evaluation of Persons with Disabilities, Assistive devices and computer aids, Information Handling, Graphics
- 9.3 Use of Computer Assisted Instructions in Tutorial, Self- study and Distance Learning
- 9.4 Use of software for Individuals with Special needs – Teaching, Remediation
- 9.5 Applications of Educational Technologies for Pre-service and In-service Programmes

Unit 10: POLICIES AND LEGISLATIONS FOR SPECIAL EDUCATION & REHABILITATION (6 Hours)

- 10.1 International legislations for special education.
- 10.2 National legislations
- 10.3 National Policy on Education with reference to Programme of Action 1992
- 10.4 Government schemes and provisions
- 10.5 Employment agencies and service

Practicum

- Critical analysis of needs, trends and issues with respect to disabilities.
(Mode of submission: Journal/Seminar/Debate/Presentation)
- Study the various Governmental schemes and provisions laid for each disability in your State and submit the report.
- Developing at least two assessment tools in different areas.
- A minimum of two case studies of students at the pre-school level, school level and vocational level using relevant curricular approaches, principles and adaptations
- The special educator will select and administer suitable curriculum and teaching methods with any two disabilities.

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