PRIST
DEEMED TO BE UNIVERSITY

SCHOOL OF EDUCATION
Regulations & Syllabus

Degree of

Master of Education

Two -Year M.Ed. Programme

(SEMESTER PATTERN UNDER CBCS)
M.Ed., Syllabus 2022 - 2023

(With effect from the academic year 2022-2023)

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
SEMESTER (CBCS) COURSE
REGULATIONS GOVERNING THE TWO – YEAR M.Ed. PROGRAMME PREPARED

AS PER THE NCTE, NCERT & TNTEU NORMS AND STANDARDS OF PRIST

DEEMED TO BE UNIVERSITY UNDER (CBCS)

1. Preamble

Quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardization and comparability of educational programmes across are one of the important steps that the UGC has taken relates to Academic Reforms in the university and college system. These reforms mainly include introduction of semester system, grading system, **choice-based credit-system,** regular curriculum development, transparent admission procedures, reform of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer, and credit accumulation. This has been welcomed by universities, and many of them have initiated changes in their academic practices.

2. Short title and commencement of the course June/July

Master of Education (M.Ed. Degree)

3. General Objectives of the Programme

The overall objective of the M.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.

4. Programme Outcomes

After completion of this programme, the prospective teacher educators will be able to develop.

PO1: Analytical and reasoning skills.

PO2: Team work and leadership quality

PO3: Critical thinking and problem solving ability

PO4: Scientific reasoning and research competencies

PO5: Digital literacy and communication skills

PO6: Self-directed and life –long learning

5. Specific Objectives of the Programme

PO1: To produce qualified and competent teachers and teacher educators

PO2: To provide knowledge on historical, philosophical and sociological foundation of educational practices

PO3: To provide training to become educational psychologists and counsellors

PO4: To provide opportunities to critically examine and reflect on the concept, content, organization and status of elementary and secondary teacher education curriculum, infrastructure, resources needed, and issues and problems related to teacher preparation

PO5: To give training to design and develop curriculum, syllabus, textbooks and preparation of other instructional materials

PO6: To provide input on various methods of research, select/develop research tools, apply appropriate statistical techniques to analyses the data and infer results

PO7: To motivate to learn and use sound principles and techniques in the learner-centered instructional process

PO8: To encourage actively participate in educational measurement and evaluation processes

PO9: To produce educational planners, administrators, managers, supervisors, researchers and other educational experts

PO10: To develop skills to identify and solve the educational problems at national and international level

PO11: To critically examine the role and functions of various agencies including regulatory bodies in enhancing the quality of teacher education

PO12: To make to understand education as a discipline of study

PO13: To motivate to use the information and communication technologies (ICTs) inthe teaching learning process

PO14: To enable to realize the importance of early childhood care and education

PO15: To examine the status and issues related to women and the role of education to address the issues

PO16: To know the importance of special and inclusive education, and legislative measures to deal with education of children with diverse needs

PO17: To prepare to carryout field internship, practical and dissertation works

6. Courses Offered and Duration of the Course:

M. Ed. course professional course of two-year duration with Four Semesters. Each semester shall extend over a period 16 – 18 weeks, i.e., minimum 200 working days per year. The intervening summer vacation (1) and winter vacation (2) summer should be used for field attachment /practicum/other activities.

7. Eligibility for Admission: M.Ed. DEGREE COURSE

a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in any one of the following teacher preparation/degree/diploma programmes:

i. B.Ed. with any undergraduate degree (with 50% marks in each).

ii. B.A, B.Ed., B.Sc.B.Ed. (Integrated Course)

iii. B.El.Ed.

iv. D.El.Ed/D.Ed with any Undergraduate Degree i.e. B.A. B.Sc, B.Com etc., (with 50% marks in each).

b) Candidate with B. Ed. degree of this University or degree of any other University recognized as equivalent there to with not less than 50 % of marks in the aggregate, and 45% marks if he/she belongs to SC/ST/ categories are eligible to seek admission to the M.Ed. course.

Admission shall be as per Government of Tamil Nadu Policy and the directions issued in this regard from time to time.

8. Admission Procedure:

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government and the PRIST Deemed to be University in force from time to time.

9. Course of Study:

Each student shall study the following perspective courses (2), Tool course (1), Teacher Education course (1) and specialization course (1). He/ She has to attend practicum, internship and also submit a dissertation after pursuing research on a problem as per the course structure.

A compulsory Dissertation work started in first semester shall be submitted by every student towards the end of second semester as per the date notified in this respect by the Department. The instruction for the course shall be by way of lectures delivered, seminars, Practical/Tutorials and visits conducted.

10. **Working Days:**

There shall be at least 200 working days for M.Ed. programme for each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty-six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

11. **Medium of Instruction:**

The medium of instruction shall be English. However, candidates may be permitted to write their answers in the examination in their regional language

12. **Attendance:** Each semester shall be taken as a unit for purpose of calculating attendance.

A student enrolled in the M. Ed. programme shall be deemed to have satisfied the requirement of attendance if he/she has attended not less than 85% of the total number of the actual working hours which include lectures, seminars, dissertation guidance, practical taken together during each semester. The minimum attendance of students shall be 85% for Theory and Practicum, and 90%for Field Attachment Students should have 85% of attendance in each semester. Students who do not Satisfy the prescribed attendance requirements shall not be eligible to appear for the ensuing examination. Such candidates may seek admission afresh to the respective semester within a year so long the existing system prevails. Such of the candidates who have participated in State / National level Sports, NSS, NCC, Cultural activities and other related activities as stipulated under the existing regulations shall be considered for giving attendance for actual number of days utilized in such activities (including travel days) subject to the production of certificates from the relevant authorities within two weeks after the event.

The student, whose attendance is below 70% and more than 40%, may be given readmission within a period of two consecutive years with full fee and in such a case the student has to fulfill all the rules and regulations which are followed by a fresh student.

13. Programme Content:

The two-year M.Ed. Programme is comprised of five inter-related curricular areas – (i) Prospective Courses (ii) Tool Courses (iii) Teacher Education Course (iv) Specialization of Core / Thematic Courses. All the courses include in-built field-based units of study, dissertation and practicum work tailored to suit the requirements of prospective teacher educators. Transaction of the courses shall be done using a variety of approaches, including academic writing, self-development activities, and field visits.

14. Specific Outcomes of the Programme:

SOP1: Able to demonstrate the competencies of teacher educators

SOP 2: Understand the historical, philosophical and sociological implications of education

SOP 3: Able to serve as educational psychologists and counselors

SOP 4: Able to provide constructive feedback to restructure the elementary and secondary teacher education programmes and teacher preparation process

SOP 5: Capable of designing and developing curriculum and other learning resources

SOP 6: Able to demonstrate the research skills by undertaking research projects

SOP 7: Realises the values of learner-centered instruction

SOP 8: Actively participate in educational measurement and evaluation processes

SOP 9: Capable to serve as educational planners, administrators, managers, Supervisors and other positions in the field of education

SOP 10: Able to provide solutions to educational problems

SOP 11: Able to suggest measures for effective functioning of various agencies including the regulatory bodies to enhance the quality of teacher education

SOP 12: Understand education as a separate discipline

SOP 13: Capable of using the information and communication technologies (ICTs) in teaching learning process

SOP 14: Understand the importance of early childhood care and education

SOP 15: Realises the importance of education in improving the status of women and addressing their issues

SOP 16: Understand the emerging trends in education for children with special needs

SOP 17: Explain the skills needed to successfully complete the field internship, practicum components and dissertation work.

15. Credit Distribution

Sem.	Core Courses						Elective Courses		Online Course		Total Credits
	Theory Courses		Practical Courses		Courses on *RSD						
	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits	
I	04	16	-	-	01	01	01	03	-	-	20
II	04	16	01	06	01	02	01	03	-	-	27
III	04	16	-	-	-	-	01	03	-	-	19
IV	03	12	01	10	01	03	01	03	01	02	30
Total	15	60	02	16	03	06	04	12	01	02	**96**

*RSD-Research Skill Development

16. Course-wise Credit Allotment

Sl.No	Name of the Course	Number of Courses	Total Credits
1	Perspective Courses (PC)	8	32
2	Tool Courses (TC)	4	16
3	Teacher Education Course (TEC)	3	12
4	Specialization Core Course (SCC)	4	12
5	Research Skill Development Course (RSD)	3	6
6	Practicum - Dissertation	-	16
7	Online Course	1	2
Total			**96**

17. Course Structure & Credit Distribution

SEMESTER – I
Course Structure & Credit Distribution

S L N O .	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS				Total Marks
			L	T	P	Credits	
1	22230PC11	History and Political Economy of Education in India	4	0	0	4	100
2	22230PC12	Advanced Educational Psychology	4	0	0	4	100
TOOL COURSE							
3	22230TC13	Basics in Educational Research	4	0	0	4	100
TEACHER EDUCATION COURSE							
4	22230TE14	Teacher Education In India Elementary& Secondary Level	4	0	0	4	100
SPECIALIZATION CORE COURSE (Any One)							
5	22230SC15A	Early Child Care and Education	3	0	0	3	100
	22230SC15B	Women Education and Empowerment					
	22230SC15C	Inclusive Education					
Research Skill Development (RSD) Course							
6	22230CRS	Research Led Seminar	1	0	0	1	100
		Total	**20**	**0**	**0**	**20**	**600**

L- Lecture, P-Practical, T- Tutorial

SEMESTER – II

Course Structure & Credit Distribution

S L N O .	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS				Total Marks
			L	T	P	Credits	
1	22230PC21	Philosophy of Education	4	0	0	4	100
2	22230PC22	Curriculum Design and Development	4	0	0	4	100
TOOL COURSE							
3	22230TC23	Advanced Educational Research and Statistics	4	0	0	4	100
TEACHER EDUCATION COURSE							
4	22230TE24	Planning and Administration of Elementary & Secondary Education	4	0	0	4	100
SPECIALIZATION CORE COURSE (Any One)							
5	22230SC25A	Advanced Educational Technology	3	0	0	3	100
	22230SC25B	Pre-service and In-service Teacher Education					
	22230SC25C	Value Education					
6	22230PT26	**Practicum**	0	0	6	6	200
Research Skill Development (RSD) Course							
7	22230CBR	Participation in Bounded Research	2	0	0	2	100
		Total	**21**	**0**	**6**	**27**	**800**

L- Lecture, P-Practical, T- Tutorial

M.Ed., First Year Practicum Components

Sl. No	ACTIVITIES	MARKS
1	**Field Immersion in the Co-operative Schools (2 Weeks)** The prospective Teacher Educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare reflective reports upon the administration, curriculum transaction, mode of evaluation and student – teachers' curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examinations	25
2	**Field Visit to Teacher Education Institutions (2 Weeks)** The prospective teacher educators shall visit and write reflective reports on anyone of the Teacher Education Institutions that are engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration etc.	25
3	**Dissertation Preliminary Work** Problem identification; tool/instrument selection/ construction; conduct of pilot study related to the title of dissertation of the prospective teacher-educators and the same should be submitted as a record during the Practical Examinations.	50
4	**Psychology Practical** Each prospective teacher educator is expected to conduct a minimum of 10 practical (5 Experiments and 5 Paper pencil Tests) during the second semester (List of practical is given in the syllabus of Advanced Educational Psychology). The practical records should be submitted during the Practical Examinations.	50
5	**Self – Development: Yoga** The Prospective Teacher – Educators shall demonstrate and conduct five sessions of yoga teaching to practice Yoga by the students of the cooperative schools. Proceeding of these activities has to be recorded and the same has to be submitted on the day of Practical Examinations	50
	TOTAL MARKS	200

SEMESTER – III
Course Structure & Credit Distribution

SL NO.	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS				Total Marks
			L	T	P	Credits	
1	22230PC31	Sociology of Education	4	0	0	4	100
2	22230PC32	Advanced Techniques of Instruction	4	0	0	4	100
TOOL COURSE							
3	22230TC33	Educational Measurement and Evaluation	4	0	0	4	100
TEACHER EDUCATION COURSE							
4	22230TE34	Curriculum, Pedagogy and Assessment at Elementary & Secondary Level	4	0	0	4	100
SPECIALIZATION CORE COURSE (Any One)							
5	22230SC35A	Trends in Indian Higher Education					
	22230SC35B	Education for differently abled learners	3	0	0	3	100
	22230SC35C	Educational Planning, Management and Financing of Education					
		Total	**19**	**0**	**0**	**19**	**500**

L- Lecture, P-Practical, T- Tutorial

SEMESTER – IV
Course Structure & Credit Distribution

S L N O .	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per Week CREDITS				Total Marks
			L	T	P	Credits	
1	22230PC41	Educational Studies	4	0	0	4	100
2	22230PC42	Comparative Education	4	0	0	4	100
TOOL COURSE							
3	22230TC43	ICT on Teaching and Learning	4	0	0	4	100
SPECIALIZATION THEMATIC COURSE (Any One)							
4	22230SC44A	Guidance and Counseling	3	0	0	3	100
	22230SC44B	Special Education					
	22230SC44C	Inferential Statistics					
5	22230PT45	**Practicum - Dissertation**	0	0	10	10	300
6	22230PEE	Program Exit Examination	**3**	0	0	3	100
		Total	**18**	**0**	**10**	**28**	**800**
ONLINE COURSE (CHOICE BASED)							
7		MOOC SWAYAM -1 Course (Not less than 4 weeks)	-	-	-	2	

The M.Ed students should complete the online courses on their choice and the course completion certificate need to be submitted to the PRIST University through the concerned department before the commencement of fourth semester theory examination.

L- Lecture, P-Practical, T- Tutorial

M.Ed., SECOND YEAR PRACTICUM COMPONENTS

Sl. No	Activities	Marks
1	a) **Dissertation:** 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.	**50**
	b) **Viva-Voce:** The prospective teacher educators shall submit the data sheets, master table, analysis output and the completed dissertation during the Viva-voce examinations.	**50**
2	a) **Field based Internship in Co-operative Schools (1Week)** The prospective teacher educators shall observe the teaching and other co-curricular activities both at level I & II of student - teachers in the cooperative schools and submit their Reflective records on the same during the practical examinations	**50**
	b) **Field based Internship in the Teacher Education Institution (3 Weeks):** Each prospective teacher educators should be attached with their Parent Teacher Education Institution or anyone of the Teacher Education Institution for field immersion for a period of 3 weeks continuously to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions attached with TNTEU, offering B.Ed., course. Each prospective teacher educators should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institutions, where he/she is attached with and the same need to be submitted at the time of Practical examinations.	**50**
3	**Communication Skills: Academic Writing** Publication of minimum ONE Research article (Full paper) related to the dissertation topic of the prospective teacher educators in Educational Journals and the same need to be appended in the M.Ed., dissertation	**50**
4	**Hands on Training**: The prospective teacher educators shall prepare a master table based on the data collected and the data shall be statistically analyzed using any software. The output of the data has to be submitted during the Practical examinations.	**50**
	TOTAL MARKS	**300**

18. Components of Practicum / Dissertation Marks, Credits Distribution:

S. No	Year/Sem	Components	Marks	Credits
1	First/ II	Field Immersion in the Cooperative Schools	25	1
2		Field Visit to Teacher Education Institutions	25	1
3		Dissertation Preliminary Work	50	1
4		Psychology Practical	50	1
5		Self-Development Programme Yoga	50	2
6	Second/ IV	Dissertation Viva - Voce	100	4
7		Field based Internship in Co-operative Schools (1 Week)	50	1
8		Field based Internship in the Teacher Education Institutions (3 Week)	50	2
9		Hands on Training	50	2
10		Communication Skills Academic Writing	50	1
		Total	**500**	**16**

19. Examination:

a**, Theory Course:**

The term-end external examination for all semesters shall be conducted by the University at the end of each semester. The theory examination for each course shall be conducted for **100** marks 3 hrs duration will be converted into **70** marks for external examination. The internal assessment for 100 marks will be converted into **30** marks

b. Internal Assessment for Theory Courses:

S.NO	COMPONENTS	MAX. MARKS
01	**TEST** (Aggregate of marks obtained by each candidate in minimum of class tests converted in to 40)	20
02	**ATTENDANCE** Weight age for Attendance 95% and above – 20 marks 90% to 94% - 15 marks 85% to 89% - 10 marks 80% to 84% - 5 marks (Below 80% no marks)	20
03	**ASSIGNMENTS** (Aggregate of marks obtained by each candidate in minimum 4 Assignments converted into 20)	20
04	**SEMINAR** (Minimum Two)	20
05	Model Examination	20
	Total	100

Maximum Marks 100 to be converted into 30 marks

20. Passing Minimum for Theory and Practical Examination :
Every candidate should appear for all the papers in the written and the viva-voce examination in the first attempt. A candidate shall be awarded the M.Ed., degree only if he/she has passed both the Theory and viva-voce examination. A candidate who fails in one or more papers in the theory examination shall be permitted to appear again only for those papers in which he/she fails. A candidate who fails in the viva-voce examination and passes in the Theory examination shall be deemed to have failed in the viva-voce examination only and shall be permitted to appear again for the same along with the students of next batch appearing for the viva-voce examination.

A candidate shall be declared to have passed the theory examinations if he/she secures not less than 50% of marks aggregate both internal (30 marks out of 100 marks) and external (70 marks out of 100 marks) in each of the papers, with a minimum of 50 marks in the external examination in each paper.
(Note : The question paper for external assessment will be set for a maximum of 100 marks and this will be converted in to 70 marks).

A candidate shall be declared to have passed the practical examination, if he/she secures not less than 50% in the viva-voce examination.

The candidate who has failed in theory papers may appear in the supplementary examinations.

21. Reappearance for Theory courses:
Students who have secured 'F' (Fail) 'AB' (Absent in the examination) grade in a particular course (other than the viva-voce examination) can reappear during the subsequent end- semester examination. All applicable fees shall be charged for the purpose of re-appearance in (Theory courses) examinations. Each unsuccessful candidate after the completion of the two academic years/four semesters shall be permitted to reappear for the written examinations within the next three consecutive academic years.

22. Revaluation / Retotaling/ Xerox Copy of Answer Scripts
Candidate can apply for revaluation/ retotalling/ Xerox copy of answer scripts to the PRIST Deemed to be University within 20 days after the publication of semester results by paying necessary fee prescribed by the University

23. Conferment of the Degree/ Eligibility for the Award of Degree:
A candidate shall be eligible for the conferment of the Degree only after he/she has passed all the examinations prescribed. A student shall be declared to be eligible for the award of Degree of Master of Education (M.Ed) provided that the student has successfully completed the requirements of the M.Ed., programme of study and has passed all the prescribed examinations in all the four semesters within a maximum period of **FIVE YEARS** reckoned from the commencement of first semester to which the candidate was admitted.

24. Revision of Regulations and Curriculum:
The PRIST DEEMED TO BE UNIVERSITY may from time to time revise ,amend and change the regulations and the curriculum, if found necessary.

25. Evaluation:
The M.Ed. programme shall have two evaluation components – Internal Assessment (IA) and the Semester End Exams (EA).

Summary of Semester-wise Distribution of Marks

Components	First Semester			Second Semester			Third Semester			Fourth Semester			Grand Total		
	IA	EA	Total	IA	EA	Total	IA	EA	Total	IA	EA	Total	IA	EA	Total
Theory	180	420	600	180	420	600	150	350	500	150	350	500	660	1540	2200
Dissertation / Practicum	-	-	-	60	140	200	-	-	-	90	210	300	150	350	500
Total	**180**	**420**	**600**	**240**	**560**	**800**	**150**	**350**	**500**	**240**	**560**	**800**	**810**	**1890**	**2700**

Note: EA –External Assessment
IA- Internal Assessment

26. Components of Question Paper Design:

Each theory subject question paper will be designed for 3 hours in two sections, Part – A and Part – B with number of questions and allotments of Marks as described below.

		Marks	**Total**
Part – A	Ten Short answers (**No Choice**)	10X2	20
Part – B	Five Essay Type with internal choice (**Either or type**)	5X16	80
		Total Marks	100

Note: The question paper for external assessment will be set for a maximum of **100** marks and this will be converted in to **70** marks.

27. Question Paper Pattern

S. No   Code No:

(For candidate admitted from 2022- 2023 onwards)

M.Ed. DEGREE EXAMINATION DECEMBER/JANUARY 2023

Education

(Title of the Paper) History and Political Economy of Education in India

Time: 3 hours   **Maximum Marks: 100**

PART – A   **(10X2=20)**

Answer **ALL** the questions not exceeding 50 words each:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

PART –B   **(5X16=80)**

Answer **ALL** the questions not exceeding 400 words each:

11.   (a) or (b)

12.   (a) or (b)

13.   (a) or (b)

14.   (a) or (b)

15.   (a) or (b)

28. Classification of Choice Based Credit System (CBCS)

A candidate shall be awarded the M.Ed. degree if he/she has passed both the Theory Component and the practicum components. Successful candidates shall be classified as specified here under by taking into account of their secured mark in Theory and Practical Examination separately.

<table>
<tr><th colspan="3">29. Grading of Course Performance</th></tr>
<tr><th>Marks Secured</th><th>Grade</th><th>Grade Point</th></tr>
<tr><td>90-100</td><td>S</td><td>10</td></tr>
<tr><td>80-89</td><td>A</td><td>9</td></tr>
<tr><td>70-79</td><td>B</td><td>8</td></tr>
<tr><td>60-69</td><td>C</td><td>7</td></tr>
<tr><td>50-59</td><td>D</td><td>6</td></tr>
<tr><td>0-49</td><td>F(Fail)</td><td>0</td></tr>
<tr><td>Absent</td><td>AB</td><td>-</td></tr>
<tr><td>Incomplete</td><td>I</td><td>-</td></tr>
<tr><td>Withdrawal</td><td>W</td><td>-</td></tr>
</table>

<table>
<tr><th colspan="2">30. Grading of Overall Semester Performance Cumulative Performance</th></tr>
<tr><th>GPA/CGPA</th><th>Overall Grade</th></tr>
<tr><td>6.00-6.49</td><td>D</td></tr>
<tr><td>6.50-7.49</td><td>C</td></tr>
<tr><td>7.50-8.49</td><td>B</td></tr>
<tr><td>8.50-9.49</td><td>A</td></tr>
<tr><td>9.50-10.00</td><td>S</td></tr>
</table>

31. CGPA-Grade Point Average

$$\text{CGPA}_{P_i} = \frac{\sum_{i=1}^{n} C_i}{\sum_{i=1}^{n} C_i}$$

C_i - Credit for the ith Course
P_i - Grade Point Secured in the ith Course

SEMESTER - I

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M. Ed. SYLLABUS – SEMESTER – I
PERSPECTIVE COURSE – I
HISTORY AND POLITICAL ECONOMY OF EDUCATION IN INDIA
COURSE CODE: 22230PC11

COURSE OBJECTIVES:

The Student teacher will be able to :

1. Develop understanding about the educational system of ancient, medieval India

2. Develop understanding about the constitutional provisions for education constitution.

3. Analyse the major recommendations of various educational committees and commissions after Indian independence.

4. Examine the impact of Indian political policy on education.

5. Critically evaluate the changing economic policy on education.

UNIT–I: EDUCATION IN PRE-INDEPENDENT INDIA

Gurukul system of education - Buddhist system of education and its educational implications- Islamic system of education and its educational implications– Education during the colonial period: The English Christian Missionaries, Charter Act (1813), Macaulay's Minutes (1835), Wood's Dispatch (1854), Hunter Commission (1882), Abbot-Wood Report (1936-37), Wardha Scheme of Basic Education (1937), Sargent Plan (1944).

UNIT – II: INDIAN CONSTITUTIONAL PROVISIONS ON EDUCATION

Preamble of the Constitution – Seventh Schedule of the Constitution: Central List, State List and Concurrent List – Directive Principles of State Policy and Education – Constitutional Amendments on Education – Right to Education Act (2009).

UNIT – III: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

Radhakrishnan Commission (1948–1949) – Mudaliar Commission (1952-1953) – Kothari Commission (1964-1966) – New Policy of Education (1968,1986) – Revised National Policy of Education and Programme of Action (1992) – Yashpal Committee (1993) – Chadurvedi Committee (1993) – Ambani- Birla Committee (2000) – National Policy on Education (2020).

UNIT – IV: POLITICAL POLICY OF EDUCATION IN INDIA

Education for the elite group – Education for Democracy, Secularism, Socialism, Social Change and Modernization - Education for Knowledge Economy – Brain Drain and Brain Gain – National Skill Development Mission - Education for Human Resource Development.

UNIT – V: ECONOMICS OF EDUCATION

Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshanai), Religious Charities (Hinduism, Buddhism, Jainism, Islam and Christianity) – Philanthropic Contributions (Rulers and Individuals) – Grant-in-aid System of East India Company – Financing of Education in Free India: Public (Union and State Governments) and Private Funding, Public-Private Partnership Funding – Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding) – New Economic Policy and Education: Privatization of Education, Internationalization of Education (Exportingand Importing of Education).

SUGGESTED ACTIVITIES:

1. Gurukul system of education had developed strong bondage between Guru and

. Sishiya.☐ Discuss.

2. Put-forth your ideas to effectively implement the constitutional provisions for educating

the marginalised section of people in India.

3. Examine the impact of National Policy of Education (1986) in our country.

4. Present a seminar paper and present it on the theme -Education is an investment. ☐

5. What are your suggestions to improve public-private partnership in education?

TEXTBOOKS:

1. Aggarwal, J. C. (2009). *Recent developments and trends in education*. Shipra Publications.

2. Biswas, A. & Agarwal, S.P. (1994). *Development of education in India*. Shipra Publica-tions.

3. Chandra, S.S., et al. (2008). *Indian education development, problems, issues and trends,Meerut.* Book Depot.

4. Gupta, S. (2011). *Education in emerging India*. Shipra Publications.

5. Lal & Sinha. (2011). *Development of Indian education and its problems*. R.Lal BookDepot.

6. Mohanty, Jaganath. (2011). *Dynamics of educational thoughts and practices*. ShipraPublications.

7. Prasad, Janardan. (2009). *Education and society*. Kanishka Publications.

SUPPLEMENTARY READINGS:

1. Seema, Sharma. (2004). *History* of education. Anmol Publications.

2. Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of educational system in Idia* R.Lal Book Depot.

3. Report of the University Education Commission (1948-49) Ministry of Education Government of India.

4. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.

5. Report of the Education Commission (1964-66) Education and National Development.

   New Delhi: NCERT

6. Sharma, S. (2005). History and development of higher education in free India.ABD

Publishers.

E – RESOURCES:

 1.http://www.aqu.cat/elButlleti/butlleti75/articles1_en.html#.WBBFTxKYiLo

 2.http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf

 3.http://www.go.worldbank.org/6C7DK7W520

C0URSE OUTCOMES:

After completing this course, the student teachers will be able to:

1. Explain the historical development of Indian education.

2. Understand the significance of seventh schedule of the Indian constitution in educating them asses of our country.

3. Describe the terms of reference various educational committees and commissions after Indian independence.

4. List the salient aspects of National Skill Development Mission.

5. Understand the relationship between education and economic development.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓								
CO2	✓								✓		✓						
CO3	✓								✓	✓							
CO4	✓								✓						✓		
CO5	✓	✓							✓								

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M. Ed. SYLLABUS – SEMESTER – I
PERSPECTIVE COURSE – II
ADVANCED EDUCATIONAL PSYCHOLOGY
COURSE CODE: 22230PC12

COURSE OBJECTIVES:
The Student teacher will be able to :

1. Enable students to understand the psychological orientation to education

2. Make students to comprehend the various schools and methods of psychology

3. Encourage students to list the biogenic and socio-genic motives of learner

4. Motivate students to explore the factors that influencing self-regulation of learners

5. Train students to narrate theories of intelligence and its assessment

6. Train students to identify strategies to foster creativity among the learners

7. Make students to examine the various theories of personality

8. Enable students to identify different types of adjustment mechanisms

9. Provide skills for performing experiments with learning material

10. Prepare students to administer, score and interpret various psychological experiments

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY

Educational Psychology: Nature, Meaning and Scope - Major Schools of Psychology: Structuralism, Functionalism, Behaviorism, Constructivism and Humanism - Methods of Psychology: Introspection, Descriptive, Observation, Case Study, Survey and Experimental.

UNIT - II: MOTIVATION AND SELF-REGULATION

Motivation: Meaning – Biogenic and Sociogenic motives – Approaches: Behavioural, Humanistic, Cognitive and Socio-cultural – Theories: Maslow, Vrooms Expectancy Model and Mclelland - Level of Aspiration: Zeigarnik effect – Self-Regulation: Meaning - Factors influencing self-regulation.

UNIT – III: INTELLIGENCE AND CREATIVITY

Intelligence: Definitions and nature – concept of IQ – Gardner's theory of multiple intelligence, Stemberg's Triarchic theory, Catell's theory of fluid and crystalised intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence. Concepts of Problem Solving, Critical Thinking, Metacognition and Creativity.

UNIT - IV : PERSONALITY AND ADJUSTMENT

Meaning of personality – Theories: Type theory: Sheldon and Jung; Trait theory-Catell, Allport and the Big Five Model; Psycho-analytic theory – Freud – Measuring Personality: Subjective, Objective methods – Projective techniques. Meaning and concept of Adjustment, characteristics of a well-adjusted person-Mai-adjustment and Defense mechanisms.

UNIT - V : PSYCHOLOGICAL MEASUREMENT

Concept of Assessment, Measurement and Evaluation – Psychological tests: Nature, characteristics and Types: Norm Referenced Test – Criterion-Referenced Test – Standardized Tests: Achievement Test, Diagnostic Test and Aptitude Test.

SUGGESTED ACTIVITIES:

1. Visit a nearby mental Healing Institute and prepare a detailed report about thevarious Mental Health Programmes offered to the Mentally Retarded Adolescents.

2. Observe and list out the developmental characteristics of a sample of 5 students at secondary level.

3. Conduct a Case Study of adolescent learners with deviant behaviour

4. Identify the learning difficulties of the student in any school subject at secondary level through administration of a diagnostic test and develop a module for remedial instruction.

5. Analyse the merits and demerits of the various methods of assessing the personality.

TEXTBOOKS:

1. Baron, R. A. and Misra .G (2016). *Psychology* . Pearson Education.

2. Guilford, J.P. (1967). *The Nature of Human Intelligence.* Pearson education.

3. Hall, C. S. & Lindsey, G (1978). *Theories of Personality* (3rd Edition). Atlantic Publishers.

4. Hurlock, Elizabeth. B. (1980). *Adolescent development.* McGraw Hill Education.

5. Ormrod, J. E. (2012). *Essentials of educational psychology: Big ideas to guideeffective instruction.* Prentice Hall.

6. Thangaswamy, Kokila. (2014). *Psychology of learning and human development.*MaaNila Publishers.

SUPPLEMENTARY READINGS:

1. Anita Woolfolk. (2004). *Educational psychology*. Pearson Education

2. Fay, J., & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden Publishers.

3. Garrett,H.E. (1981*). Fundamental statistics in psychology and education*. Vakils Publishers.

4. Laura, E. Berk. (2003). *Child development*. Pearson Education.

5. *Publication Manual of the American Psychological Association*: 7th Edition(2020). American Psychological Association.

E – RESOURCES:

1. http//:www.simplypsychology.org

2. http//:www.psychlassic.yorkn.ca

3. http//:www.wikia.com

PSYCHOLOGY PRACTICALS:

A) EXPERIMENTS

1. Concept Formation

2. Transfer of Training

3. Habit Interference

4. Illusion

5. Problem Solving

B) PAPER-PENCIL TESTS

1. Self-Concept

2. Intelligence

3. Personality

4. Mental Health

5. Adjustments

COURSE OUTCOMES:

After completing this course, the student teachers will be able to:

1. Understand the different schools of psychology
2. Compare and contrast the strength and weakness of different methods of psychology
3. Spell out the biogenic and socio-genic motives and various theories of motivation
4. Explain the factors influencing self-regulation of the learners
5. Understand the concepts of intelligence, its theories and measurement
6. Suggests ways to fostering creativity among the learners
7. Comprehend the personality theories and assessment of personality
8. Apply the different types of mechanisms in different situations
9. Acquire skills and competencies in designing and application of psychological tools and techniques
10. Debate the strength and weakness of standardized testing

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓		✓				✓		✓	✓							✓
CO2	✓		✓				✓		✓	✓							✓
CO3	✓		✓				✓		✓	✓							✓
CO4	✓		✓				✓		✓	✓							✓
CO5	✓		✓				✓		✓	✓							✓
CO6	✓		✓				✓		✓	✓							✓
CO7	✓		✓				✓		✓	✓							✓
CO8	✓		✓				✓		✓	✓							✓
CO9	✓		✓			✓	✓		✓	✓							✓
CO10	✓		✓			✓	✓		✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
TOOL COURSE
BASICS IN EDUCATIONAL RESEARCH
COURSE CODE: 22230TC13

COURSE OBJECTIVES :
The Student teacher will be able to :

1. Make the students to explore the different types of research
2. Encourage students to identify a suitable research problem pertaining to his/her dissertation work
3. Make the students to comprehend the review of literature and arrange them in rightful manner
4. Train the students to write a research proposal
5. Train the students to frame research questions and objectives
6. Enable the students to determine the best sampling techniques
7. Train the students to develop various research instruments and to standardize the same
8. Encourage students to understand the various types of hypotheses and its testing procedures
9. Train the students to conduct action research independently
10. Enable students to identify various types of measuring scales and its utility in educational research

UNIT-I: INTRODUCTION TO EDUCATIONAL RESEARCH

Research – meaning, objectives of Research- Characteristics, Scope and Need for research,

Ethics in doing Research – Plagiarism and its consequences – Research Proposal

UNIT-II: CLASSIFICATION OF RESEARCH

Classification Based on Data type – Quantitative, Qualitative - Classification based on Purpose –

Pure or Fundamental, Applied, Action - Classification based on Method –Historical,

Philosophical, Diagnostic studies, Experimental studies, Ex-Post Facto Research, Case study,

Descriptive – Survey.

UNIT- III: FORMULATING HYPOTHESIS AND SAMPLING TECHNIQUES

Hypothesis – Meaning, Characteristics, Types, Formulation of Hypothesis, Level of Significance,

Type I and Type II errors, Population and Sample- Meaning, techniques of the sampling,

Characteristics of a good sample, sample size and sampling error

UNIT-IV: VARIABLES AND SCALING TECHNIQUES

Variables- Meaning, Types- Method of selecting variable, Scale Measurement, Scaling, properties- Types of Scales: Nominal, Ordinal, Interval and Ratio Scales

UNIT-V: TOOLS OF RESEARCH

Tools – Meaning, Qualities of a good tool, standardised and non-standardized tools. Toolsfor quantitative data – types, criteria in selection. Tools for Qualitative data – types, criteria in selection. Construction of a tool – Item selection, establishing norms, try out, pilot study, item analysis. Standardisation of a tool – Reliability, validity, meaning, importance and types.

SUGGESTED ACTIVITIES:

1. Organise a seminar on research

2. Invited talk on research design

3. Discussion on types of hypothesis
4. Create an e-module on sampling techniques

5. Prepare a research proposal

6. Publish a research paper in journal

7. Present a paper in conferences

8. Conduct pilot study

TEST BOOKS:
1. Adiseshiah, W.T.V., & Sekhar, S.(1977). *Educational and social research.* Coimbatore Pathipagam.

2. Best, W. J and Kahn, J. W. (2006). *Research in education.* Prentice Hall.

3. Chandra, S. S and Sharma, R. K. (2007). *Research in education.* Atlantic Publishers.

4. Creswell, J. W. (2014). *Educational research.* PHI Learning.

5. Fox, D. J. (1969). *The Research Process in Education.* Holt, Rinehart and Winston.
SUPPLEMENTARY READINGS:

1. Garrett, H. V. (2008). *Statistics in psychology and education.* Surjeet.

2. Guilford, J. P. (1965). *Fundamental statistics in psychology and education.* McGraw Hill Book.

3. Kerlinger, F. N. (1973). *Foundation of Behavioural Research.* Holt, Rinehart and Winston.

4. Kothari, C. R. (1998). *Quantitative techniques.* Vikas.

5. Mangal, S. K. (2007). *Statistics in psychology and education.* Prentice Hall.

E – RESOURCES:

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf

2. http://guides.lib.utexas.edu/education

3. http://researchbasics.education.uconn.edu/types_of_research/

4. http://www.eldis.org/go/home&id=2419&type=Document

5. http://researchbasics.education.uconn.edu/sampling/

COURSE OUTCOMES:

After completing this course, the student teachers will be able to:

1. Identify the different types of research
2. Identify the appropriate research problem pertaining to his/her dissertation work
3. Write the review of literature in accordance with the 7th edition of the Manual of American Psychological Association
4. Write a research proposal in an effective manner
5. Frame research questions and objectives
6. Find relevant sampling techniques in his/her research work
7. Develop various research instruments and standardize by appropriate methods
8. Understand the various types of hypotheses and its testing procedures
9. Conduct case studies and action research independently
10. Use various types of scales of measurement

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓					✓			✓	✓							✓
CO2	✓					✓			✓	✓							✓
CO3	✓					✓			✓	✓							✓
CO4	✓					✓			✓	✓							✓
CO5	✓					✓			✓	✓							✓
CO6	✓					✓			✓	✓							✓
CO7	✓					✓			✓	✓							✓
CO8	✓					✓			✓	✓							✓
CO9	✓					✓			✓	✓							✓
CO10	✓					✓			✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M. Ed. SYLLABUS – SEMESTER – I
TEACHER EDUCATION COURSE
TEACHER EDUCATION IN INDIA ELEMENTARY & SECONDARY LEVEL
COURSE CODE: 22230TE14

COURSE OBJECTIVES:
The Student teacher will be able to :

1. Gain knowledge of teacher education ancient period.
2. Analyze the various assessment procedures used in elementary education.
3. Familiarize evaluation in elementary teacher education.
4. Understand the historical background of secondary teacher education in India.
5. Explain the objectives and structure of secondary teacher education.
6. Explore the commissions and committees 'recommendations of secondary teacher education.
7. Spell out the role of National level and State Level agencies at secondary level Education.
8. Analyze the functioning of various agencies of secondary teacher education.
9. Realize the importance of preparing special education teachers.
10. Comprehend the National Curriculum Framework (2005) and its aspects.

UNIT - I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT

Concept of Teaching, Instruction , Indoctrination and Teacher – Teacher and Teacher Education: Ancient Period, Medieval Period (Jainism, Buddhism, Islam) and British Period.

UNIT - II: EVALUATION IN ELEMENTARY TEACHER EDUCATION

Evaluation: Concept, Need, and Scope - Assessment of Students Learning: Pedagogical Theory, Practicum and Teaching Competency - Evaluation Strategies: Formative Vs Summative, Criterion Vs Norm-referenced, and Internal Vs External evaluations – Structured Vs Unstructured Evaluation Tools.

UNIT III: COMMISSIONS AND COMMITTEES ON SECONDARY TEACHER EDUCATION

Hunter Commission (1882) - Dr. Radhakrishnan Commission (1948-49) – Mudaliar Commission(1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I & II - NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – National Knowledge Commission (2005).

UNIT IV: AGENCIES OF SECONDARY TEACHER EDUCATION AND SPECIAL EDUCATION

National Level Agencies: National Council of Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs),National University for Educational Planning and Administration (NUEPA). State Level Agencies: State Institutes of Education, State Councils for Educational Research and Training (SCERTs) - Tamil Nadu Teachers Education University. Agencies of SpecialEducation: Rehabilitation Council of India(RCI), National Institute for Mentally Handicapped (NIMH), National Institute for Visually Handicapped (NIVH), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute of Speech and Hearing (NISH).

UNIT V : CURRENT TRENDS IN ASSESSING STUDENTS PER FORMANCE AT SECONDARY LEVEL

Open book system, E-evaluation, Uses of Computers in Evaluation – Computer Assisted Learning, Computer instructional learning, Online Examinations Assessment of Higher Order Mental Skills, Assessment of Practical Work / Field Experiences.

SUGGESTED ACTIVITIES:
1. Visit DIET nearby you to know about the curriculum and its transaction mode.

2. Observe the school teachers to learn how they handle the class effective and smoothly.

3. Interview the teachers who are awarded and honored with best teacher award
   at national and state level.

4. Prepare a Report based on the visit to anyone of the Secondary Teacher Education
   Institutions and critically evaluate the facilities are available.

5. Conduct interview with teachers / students / parents of different secondary schools and
   prepare a report on problems of secondary education.

6. Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher
   Education Programme.

TEXT BOOKS:
1. Hayes, Denis, (2008). *Primary teaching today: An Introduction*. Routledge.

2. Hurlock, E. (1995). *Child development*. McGraw Hill.

3. Kurrian, J. (1993). *Elementary education in India*. Concept Publication.

4. Aggarwal, J. C. (2012). *Development of education system in India*. Shipra.

5. Bhatta, H. S. (2010). *Secondary education*. APH.

6. Dash, M. (2000*). Education in India: Problems and perspectives*. Atlantic.

7. Mishra, R. C. (2015*). History of education administration*. APH.

SUPPLIMENTARY READINGS:

1. Mohanty, J. N. (2002). *Primary and elementary education*. Deep & Deep.

2. Rao, V.K. (2007). *Universalization of elementary education*. Indian Publishers.

3. Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. APH.

4. Govt. of India (1996). *Indian Education Commission* (1964-66) Report. MHRD.

5. Govt. of India (1986/1992). *National Policy of Education*, 1992 Modification andtheir

POA's. MHRD, Dept. of Education.

E-RESOURCES:
1. http://www.mhrd.gov.in
2.h ttp://www.ncert.nic.in

COURSE OUTCOMES:
After completion of this course, the student teachers will be able to:
1. Understand the context of elementary education.
2. Gain knowledge of teacher education in ancient period.
3. Analyze the various assessment procedures used in elementary education.
4. Familiarize evaluation in elementary teacher education.
5. Explore the commissions and committees 'recommendations of secondary teacher education.
6. Spell out the role of National level and State Level agencies at secondary level Education.
7. Analyze the functioning of various agencies of secondary teacher education.
8. Realize the importance of preparing special education teachers.
9. Comprehend the National Curriculum Framework (2005) and its aspects.
10. Undertake the current trends in student's assessment at secondary level.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO 1	✓			✓					✓	✓							✓
CO 2	✓			✓					✓	✓							✓
CO 3	✓			✓					✓	✓							✓
CO 4	✓			✓					✓	✓							✓
CO 5	✓			✓					✓	✓							✓
CO 6	✓			✓					✓	✓							✓
CO 7	✓			✓					✓	✓							✓
CO 8	✓			✓					✓	✓							✓
CO 9	✓			✓					✓	✓							✓
CO 10	✓			✓					✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS–SEMESTER–I
SPECIALIZATION CORE COURSE - 1
EARLY CHILD CARE AND EDUCATION
COURSE CODE: 22230SC15A

COURSE OJECTIVES:
The student teacher will be able to :
1. Know the historical development of early childhood care and education.
2. Understand the different aspects of child development.
3. Review the various committees and commissions suggestions on early childhood education.
4. Execute the principles of planning and management of early childhood care and education.
5. Explain the various organizations contributions in early childhood care and education.

UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION

Early Childhood Education: Concept, meaning, nature, objectives, need and importance – Early Childhood Education Movement in India and Abroad – Prominent promoters of Early Childhood Care and Education: Plato, Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Aurobindo, Giju Bhai Patel and TarabaiModak.

UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD

Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.

UNIT – III: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION

Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee (1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) – International Treaties on Agreement relating to ECCE: Declaration of Human Rights (1948), Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

UNIT – IV: PLANNING AND MANAGEMENT OF EARLY CHILDHOOD CARE AND EDUCATION

Principles involved in planning Pre-school programmes – Short-term and Long-term planning – Importance of Rhymes, Songs, Stories, Science exhibitions, Field trips, Puppet shows and Dramatization – Habit formation: Eating, Sleeping, Dressing and Toilet training- Requirements for Starting Early Childhood Care and Education: Finance, Place, Building, Staff and Records - Crèches: Aims, objectives, importance, and types.

UNIT – V: ORGANISATIONS INVOLVEMENT IN HEALTH CARE OF EARLY CHILDHOOD STAGE

Organizations working for pre-school education: NIPCCD (National Institute for Co-operative Child Development), NCERT, ICDS, UNICEF and CARE (Co-operative Assistance and Relief Everywhere) - Nutrition and Health of an Early Childhood Stage - Common Communicable Diseases of Early Childhood Stage.

SUGGESTED ACTIVITIES:

1. Make a resource file on collection of pictures, available materials and articles related early Childhood Education.
2. Visit to ICDS center and observing the ICDS Programme.
3. Prepare a list of equipments essential for a crèche.
4. Prepare a layout of indoor/outdoor arrangement for a Pre-school.
5. Conduct case study of a children with any behavioural Problems.

TEXTBOOKS:

1. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. Academic Press.
2. Evans, Ellis, D. (1975). *Contemporary influence in early childhood education*. Holt Rinehart and Winston.

3. Joann Brewer. (1995). *Introduction to early childhood education*. Allen & Baren.
4. George. (1995). *Early childhood education*. Prentice Hall.
5. Mishra, R.C. (2005). *Early childhood education today*. Prentice Hall.

SUPPLEMENTARY READINGS:

1. Beyer, L. E. (1996). Creating democratic classrooms: The struggle to integrate theory and practice. Teachers college Press.
2. Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.

3. UNICEF and MHRD. (2001). *Early childhood care for survival, growth and development.* MHRD.

4. UNESCO. (1979). *New approaches to education of children of pre-school age report of a regional meeting of experts.* UNESCO Regional Office for Education in Asia and Oceania.

5. UNESCO (2007). *Early childhood care and education.* Strong Foundations.

E – RESOURCES:

1. http//:www.expat.or.id/info/earlychildhoodeducation
2. http//:www.unicef.org/earlychildhood/index_40748
3. http//:www.unesco.org/images/001593/159355E

COURSE OUTCOMES:

After completion of this course, the students teachers will able to

1. Explain the concept, meaning and importance of early childhood care and education.
2. Summarize various developments in early childhood stage.
3. Implement the various committee recommendations and suggestions in early childhood care and education.
4. Describe the implications of planning and management of early childhood care and education.
5. Compare various organization contributions in early childhood care and education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓				✓	✓		✓
CO2	✓								✓	✓				✓	✓		✓
CO3	✓								✓	✓				✓	✓		✓
CO4	✓								✓	✓				✓	✓		✓
CO5	✓								✓	✓				✓	✓		✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS–SEMESTER–I
SPECIALIZATION CORE COURSE - II
WOMEN EDUCATION AND EMPOWERMENT
COURSE CODE: 22230SC15B

COURSE OBJECTIVES:
The student teacher will be able to :

1. To acquire knowledge on women's education

2. To analyze the policies related to women's empowerment

3. To understand the fundamental rights of the women

4. To examine the role of mass media on gender education

5. To analyze the role of education on women's empowerment

UNIT- I: WOMEN'S EDUCATION: AN INTRODUCTION

Women Education in early India – Medieval Women's Education – Colonial era – Before and after Independence era - 19th Century representation of women - Participation ofwomen in social reform movements - Women's representation in national freedom movement.

UNIT- II: POLICIES RELATED TO WOMEN'S EDUCATION

Women's Education in India-UGC's initiatives – Centers role for women's education - Capacitybuilding programmes for leadership development of Women in education— Women Development Cells– The RadhaKrishnan Commission (1948-49); Mudaliar Commission (1952-53); Kothari Commission (1964-66); National Policy on Education1986 and POA 1992, Sarva Shiksha Abhiyan – right to education and NEP 2020.

UNIT - III: WOMEN'S RIGHTS

Women's rights as human rights - UN Conventions - Convention on the Elimination of all forms of Discrimination against Women (CEDAW), Millennium Development Goals (MDGs) - Women's Rights in the Indian Constitution, Fundamental Rights, Directive Principles - Protective legislation for women in the Indian constitution- Anti dowry, SITA,PNDT, and Prevention Sexual Harassment at Workplace - Domestic violence (Prevention)Act.

UNIT – IV: GENDER AND MASS MEDIA

      Various forms of mass media - Print media, radio, visual, new media- internet, feminism and cyber space, texting, SMS and cell phone usage- Influence of media in society- patriarchy in operation - use of feminist methods for critiquing media representation, practice sessions.

UNIT - V: WOMEN'S EMPOWERMENT THROUGH EDUCATION

      Formal and non-formal ways to education - National Literacy Mission – literacy campaign - National Adult and Continuing Education - Social development – emotional development – language development - Identity in social sphere – mental health with cognitive development-NPEW.

SUGGESTED ACTIVITIES:

1. Compare the women's education in pre-independence and post-independence periods

2. Discussion on women rights.

3. Debate on the position of women in the National Education Policy – 2020

4. Mastery lecture on your favourite women entrepreneur.

5. Brain storming on merits and demerits of gender issues in mass media

TEXTBOOKS:

1. Agnes, Flavia, et. al. (2004). *Women and law in India*. OUP

2. Altekar, A.S. (1983). *The position of women in hindu civilization*. Motilal

3. Banarasidass Ajantha, & Forbes. (1998). G. *Women in modern India*. CUP

4. Pandey, & Seema. (2015). *Women in contemporary Indian society.* Rawat.

5. Saxena, Shobha. (1999). *Crime against women and protective laws.* Deep and Deep

6. Thakur B.S., Binod, & C.Agarwal. (2004). *Media utilization for the development of women and children*. Deep and Deep.

SUPPLEMENTARY READINGS:

1. Agarwal, Usha. (1995). *Indian women, education and development.* Ambala.

2. Khanna, S. (2009). *Violence against women and human rights.* Swastik.

3. Mary E. John. (2008). *Women's studies in India: A reader.* Penguin Books

4. Mathur, Y. B. (1973). *Women's education in India (1813–1966).* Asia Publishing House.

5. Ministry of Human Resource Development (2020). *National policy on education*-2020.

E- RESOURCES:

1. http://shodhganga.inflibnet.ac.in/bitstream/10603/18555/8/08_chapter%203.pdf

2. http://www.tn.gov.in/dear/archives/year2005_06/Women%20empower.pdf

3. https://www.ohchr.org/Documents/Events/WHRD/WomenRightsAreHR.pdf

COURSE OUTCOMES

After completing this course, the student teachers will be able to
1. Explain the Participation of women in social reform movements

2. Examine the Policies related to women's empowerment

3. Execute the Women's rights

4. Evaluate the role of Mass media on gender education

5. Understand the role of education on women's empowerment

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓	✓				✓		✓
CO2	✓								✓	✓	✓				✓		✓
CO3	✓							✓	✓	✓	✓		✓		✓		✓
CO4	✓								✓	✓	✓		✓		✓		✓
CO5	✓		✓						✓	✓	✓		✓	✓	✓		✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS–SEMESTER–I
SPECIALIZATION CORE COURSE – III
INCLUSIVE EDUCATION
COURSE CODE: 22230SC15C

COURSE OBJECTIVES:
The student teacher will be able to :

1. Enable students to understand the historical perspectives on education of children with diverse needs

2. Develop critical understanding of the recommendations of various commissions and committees towards inclusive education,

3. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,

4. Analyze special education, integrated education, mainstream and inclusive education practices, identify and utilize existing resources for promoting inclusive practice.

5. To develop awareness of learner towards inclusive education and its practices.

UNIT-I: INTRODUCTION TO INCLUSIVE EDUCATION

Definition- concept and importance 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 for education for all children.

UNIT-II: CONCEPT AND NATURE

Concept and principles of Inclusion-Benefits of Inclusion - Need of Inclusive education - Policies and legislations for Inclusive Education and Rehabilitation - National legislation's for Inclusive Education - Government Scheme and Provisions.

UNIT-III: COMPETENCIES DEVELOPMENT FOR INCLUSIVE EDUCATION

Theories of Inclusive Education - Philosophical Approaches to Inclusive Education - Attitude and positive behavior for Inclusion - Developing attitude and Competencies for Inclusion –Attitude, Self-Efficacy, Skill and Ideologies - Social skills for Inclusion.

UNIT-IV: RECOMMENDATIONS OF EDUCATION COMMISSIONS AND COMMITTEES INTERNATIONAL INITIATIVES

The Convention on the Rights of the Child - the World Declaration on Education - World Declaration on the Survival, Protection and Development of Children - Plans of action - Asian and Pacific decade of Disabled Persons - World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education-**National Initiatives-**Indian Education Commission - integrated Education for Disabled Children - National Policy on Education - Establishment of National Institutes and their Regional Centers - Project Integrated Education for disabled children - District Primary Education Programme - Persons with Disabilities Act - Sarva Shiksha Abhiyan- Mental Health Act, - Rehabilitation Council of India Act, Persons with Disabilities Act, Protection of rights and full participation, National Trust for the Welfare of Persons with autism.

UNIT-V: PREPARATION FOR INCLUSIVE EDUCATION

Concept and meaning of diverse needs- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education - Brief account of existing special, integrated and inclusive education services in India - Building inclusive learning friendly classrooms, overcoming barriers for inclusion- Creating and sustaining inclusive practices - Role of teachers, parents and community for supporting- Techniques and methods used for adaptation of content , laboratory skills and play material.

SUGGESTED ACTIVITIES:

1. Various types of educational needs of children with respect education identified

2. Mastery lecture on Government Scheme and Provisions for Inclusive Education

3. Make a resource file on collection of pictures, available materials and articles related
   to Inclusive Education.

4. Observation of five classroom teaching periods in each of special schools and inclusiv
   schools and prepare a report highlighting the teaching strategies implemented by
   teachers

5. Visit any one Non - Governmental Organization (NGO) offering vocational
   training for special children and prepare a report

TEXTBOOKS:

1. Dvani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi UBS Publishers' Distributors Pvt. Ltd.

2. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.

3. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.

4. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education Routledge Falmer, 2004.

5. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

SUPPLEMENTARY READINGS:

1. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

2. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.

3. Bender, W. N. (2002). Differentiating instruction for students with learning disabilities: Best practices for general and special educators. Corwin Press

4. Gartin, B. C., Murdick, N. L., Imbeau, M. & Perner, D. E. (2002). How to use differentiate destruction with students with mental retardation and developmental disabilities in the generaleducation classroom. Arlington

5. Narayan CL, John T. (2017). The rights of persons with disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families. Indian JPsychiatry

E – RESOURCES:

1. http://www.egyankosh.ac.in
2. http://www.unicef.org
3. http://www.deepaacademy.org

COURSE OUTCOMES:

After completing this course, the Students teachers will be able to

1. Identified the global and national commitments towards the education of children with diverse needs,
2. Gain knowledge about inclusive pedagogy
3. Explain the concept of specific teaching strategies to teach subjects at primary and secondary level
4. Evaluate the nature of difficulties encountered by disabled children.
5. Examine the Policies related to Inclusive Education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓						✓	✓
CO2	✓								✓	✓						✓	✓
CO3	✓								✓	✓						✓	✓
CO4	✓								✓	✓						✓	✓
CO5	✓								✓	✓						✓	✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS–SEMESTER–I
RESEARCH SKILL DEVELOPMENT (RSD) COURSE
RESEARCH LED SEMINAR
COURSE CODE: 22230CRS

COURSE OBJECTIVES:
The student teacher will be able to :

1. Reflect on the role of research in teaching and overall professional development

2. Discuss ways of ensuring integrity and ethics in conducting research

3. Understand the process of research

4. Comprehend the research design and research plan.

5. Recognize the research problem

UNIT-I:

Role of research in teaching and professional development Conceiving both teaching and research to strengthen the connections between the two Building effective teaching-research links at the curriculum level Relationship between nature of disciplines and research.

UNIT-II:

Understanding and avoiding plagiarism. Plagiarism and its constituent components Supporting student learning and awareness about plagiarism.

UNIT-III:

Research possibilities designing inter- disciplinary and collaborative research projects using action researchfor self-reflection and better student learning.

UNIT - IV:

Process of research proposal –Phases of Research process – Steps in the process of research: Identifying a Research problem, reviewing the Literature, specifying a purpose of research, and collecting data, Analyzingand Interpreting the data. Reporting and evaluating research.

UNIT – V:

Research designs Meaning and parts of Research design, Need for research design, Features of a good design,Important concepts relating to research design - Experimental Research designs – Developing a Research Plan.

SESSIONAL ACTIVITIES:

1. Case study-based discussions of good research outputs, Expert talks with discussion, Research proposal.
2. Writing exercise, Using plagiarism software
3. Designing draft research proposal, recognizing plagiarism through different means

REFERENCES:

1. "A Hand Book on Educational Research", NCTE, New Delhi. 1999.
2. Agarwal.L.P. "Modern Educational Research",   Dominant Publishers and Distributers. NewDelhi.2007.
3. Bhandarkar, P.L., Wilkinson,T.S, & Laldas,D.K., "Methodology and Techniques of Social Research", Himalaya Publishing House, Mumbai,2004.
4. Best, John, W., & Kahn James V. " Research in Education", Prentice Hall of India Pvt.Limited, 9th Edition, New Delhi.2005.
5. Bruce. J. Chalmer,"Understanding statistics", Marshall Décor Inc.USA.1997

E-RESOURCES

1. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf

COURSE OUTCOMES

After completing this course, the student teachers will be able to

1. Reflect on the role of research in teaching and overall professional development
2. Discuss ways of ensuring integrity and ethics in conducting research
3. Understand the process of research
4. Comprehend the research design and research plan
5. Recognize the research problem

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFICOUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓					✓			✓	✓							✓
CO2	✓					✓			✓	✓							✓
CO3	✓					✓			✓	✓							✓
CO4	✓					✓			✓	✓							✓
CO5	✓					✓			✓	✓							✓

SEMESTER - II

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
PERSPECTIVE COURSE III
PHILOSOPHY OF EDUCATION
COURSE CODE: 22230PC21

COURSE OBJECTIVES:

The student teacher will be able to :

1. Enable the students to acquire knowledge on the concepts and meaning of philosophy areducation.

2. Motivate the students to understand the relationship between Philosophy and education.

3. Make the students to comprehend the different Indian schools of philosophy.

4. Enable the students to explain the concept of Western schools of philosophy.

5. Enable the students to analyse the educational contributions of Indian and Western thinkers.

UNIT-I: FUNDAMENTALS OF PHILOSOPHY OF EDUCATION

Meaning and Concept of Philosophy of Education -Philosophy and Education - Relationship between Education and philosophy- Significance of Philosophy of Education - Branches of Philosophy - Scope and functions of Educational Philosophy.

UNIT - II: FUNDAMENTAL PHILOSOPHICAL DOMAINS

Fundamental Philosophical Domains – Epistemology, Metaphysics, Axiology. Education and Metaphysics, Education and Axiology.

UNIT - III: INDIAN SCHOOLS OF PHILOSOPHY

Contribution of Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT - IV: WESTERN SCHOOLS OF PHILOSOPHY

Contribution of Western Schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to education with special reference to information, knowledge and wisdom.

UNIT - V: CONTRIBUTIONS OF EDUCATIONAL THINKERS

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

Indian Thinkers: Swami Vivekananda, Sir Aurobindo, Rabindranath Tagore, MahatmaGandhi,

Dr. Radhakrishnan, J. Krishnamoorthy.

SUGGESTED ACTIVITIES:

1. Discussion on the relationship between Philosophy and Education.

2. Analysis on the Educational thoughts of any one of the Indian or Western thinkers.

3. Compare the Educational Implications of Indian and Western Educational thinkers.

TEXT BOOKS:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on education* Shipra.

2. Davan, M.L. (2005). *Philosophy of education*. Isha Books.

3. GaraLatchanna (2013). *Foundations of education*. Neelkamal.

4. SwaroopSaxena. N, R & Dutt, N.K. (2013). *Philosophical and sociological foundations of educations*. Lall

5. Walia,J. A. (2011). *Philosophical, sociological and economic bases of education*.Ahim Paul Publishers

SUPPLEMENTARY READINGS:
1. John Brubacher (2007). *Modern philosophy of ducation*. Surjeet.
2. MujibulHasan Siddiqui (2009). *Philosophical and sociological perspectives in education*. Neeraj.
3. Pandey, R. S. (1997). *East west thoughts of education*. Horizon Publishers

4. Sharma, Y.K. (2002). *The doctrines of the great Indian educators*. KanishkaPublishers.
5. SwaroopSaxena, N, R. (2013). *Foundation of educational thought & practice*. Lall.

E – RESOURCES:
www.wikipedia.org
1. https://www.questia.com/library/education/philosophy-of-education
2. https://supriyaprathapannotesoneducationalsociology.wordpress.com
3. www.yourarticlelibrary.com/education
4. www.fpri.org/wp-content/
5. www.teindia.nic.in/mhrd
6. www.ascd.org/ASCD/pdf/journals

COURSE OUTCOMES:
After completing this course, the student teachers will be able to:

1. Explain the concepts and meaning of philosophy and education.

2. Describe the fundamental philosophical domains.

3. Analyse the Indian schools of philosophy and their educational implications4. .4.

4. Examine the Western schools of philosophy and their educational implications

5. Discuss the educational contributions of Indian and Western thinkers.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓	✓							✓
CO2	✓	✓							✓	✓							✓
CO3	✓	✓							✓	✓							✓
CO4	✓	✓							✓	✓							✓
CO5	✓	✓							✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
PERSPECTIVE COURSE– IV
CURRICULUM DESIGN AND DEVELOPMENT
COURSE CODE: 22230PC22

COURSE OBJECTIVES:
The student teacher will be able to :
1. To acquire the knowledge of the nature and foundations of the curriculum

2. To understand the dimensions and approaches of curriculum design

3. To analyze the phases of curriculum process and models of curriculum development

4. To create the models of curriculum implementation and to plan effective curriculum transaction

5. To evaluate the need and importance of curriculum evaluation

UNIT- I: THE NATURE OF CURRICULUM

Concept of curriculum - Definition of curriculum: Curriculum as an Objective, Subject Matter, Plan, document, and Experience – Foundations of Curriculum: Historical, Philosophical, Sociological and Psychological Foundations of Curriculum.

UNIT- II: CURRICULUM DESIGN AND APPROACHES

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and Vertical organization – Scope, Integration, Sequence - Articulation, Balance and Continuity. Approaches of the Curriculum Design: Subject – Centered Designs –Learner-Centered Designs – Problem-Centered Designs.

UNIT - III: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum Development process - Models of Curriculum Development: Technical- Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model - Non- technical Non-scientific Models: Kohl and Holt's Model, and Roger's Model.

UNIT – IV: CURRICULUM IMPLEMENTATION AND TRANSACTION

Concept of Curriculum Implementation - Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent

(RCA) Model – Factors influencing Curriculum Implementation. Concept of Curriculum Transaction - Types of Teaching Models **-** Information Processing, Social Interaction, Personal Development, Behaviour Modification and Factors Contributing Effective Teaching.

UNIT - V: CURRICULUM EVALUATION

Concept, Definition, Need and Importance of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler's Objectives-centred Model – Stufflebeam's CIPP Model and Robert Stake's Congruence – Contingency Model.

SUGGESTED ACTIVITIES:

1. Reflective discussion on design dimensions of curriculum.

2. Learning contracts between prospective teachers and teacher educators to ensurethat the process of curriculum development will be undertaken in teaching learning pro- cess to achieve identified learning course outcome.

3. Interactive learning on various models of curriculum implementation.

4. Structured overview of peer groups on various approaches of curriculum organization and submits a report about need and importance of curriculum organizations.

5. Guided and shared reading, listening thinking and reflecting on various models of curriculum evaluation

TEXTBOOKS:

1. Allan Glatthorn, A., Floyd Boschee, & Bruce Whitehead, M. (2009). *Curriculum Leadership*. SAGE

2. Daniel Tanner & Laurel Tanner, N. (1975). *Curriculum development theory into practice*. Macmillan.

3. Galen Saylor & William Alexander, M. (1956). *Curriculum planning for better teaching and learning*. Rinehart Company, Inc.

4. Hilda Taba. (1962). *Curriculum development theory and practice.* Harcourt, Brace &World, Inc.

5. Orestein, A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles andissues*. Prentice Hall

SUPPLEMENTARY READINGS:

1. Arora, G.L. (1984). *Reflections on curriculum*. NCERT
2. Chikumbu, T.J., & Makamure, R., (2000). *Curriculum theory, design and assign-ment(Module 13)*. The Common wealth of Learning.
3. Dinn Wahyudin. (2019). *Curriculum development and teach-ingphilosophy*. LAMBERT
4. Kelly, A. B. (1996). *The curricular theory and practice*. Harper and Row
5. Yu, Shengquan. (2020), *Emerging technologies and pedagogies in the curriculum.*Springer.

E- RESOURCES:
1. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm
2. https://files.eric.ed.gov/fulltext/EJ124508.pdf
3. https://www.pdfdrive.com/curriculum-development-books.html

COURSE OUTCOMES:
After completing this course, the student teachers will be able to

1. Recognize the historical, philosophical, sociological and psychological foundations of curriculum
2. Summarize the principles of curriculum design and compare three approaches of curriculum design
3. Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum
4. Implement the curriculum models and types of teaching models
5. Explain the approaches and models of curriculum evaluation

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓				✓				✓	✓							✓
CO2	✓				✓				✓	✓							✓
CO3	✓				✓				✓	✓							✓
CO4	✓				✓				✓	✓							✓
CO5	✓				✓				✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
TOOL COURSE- ADVANCED EDUCATIONAL RESEARCH AND STATISTICS
COURSE CODE: 22230TC23

COURSE OBJECTIVES:
The student teacher will be able to :
1. Enable the students to know about the process of conducting research.
2. Enable them to select suitable research design for their study.
3. Enable them to understand the significance of qualitative study in research
4. Provide knowledge about the significance of mixed method of research
5. Enable students to understand the steps present in action research.
6. Enable to provide knowledge on the process of collecting, analyzing, interpreting quantitative data
7. Make them to describe the significance of qualitative data analysis in research.
8. Enable them to comprehend the different types of parametric and non-parametric tests.
9. Make them understand the process of data analysis in mixed mode research.
10. Make them to prepare a model research report.

UNIT - I: THE PROCESS AND METHODS OF CONDUCTING RESEARCH (QUALITATIVE AND QUANTITATIVE)

Definition of Research- Steps in the process of Research- Characteristics of research, skills required to design and conduct Research. Quantitative Research Method: Definition, Characteristics- Methods: Survey - Correlational designs, Experiment designs. Qualitative Research Method: Definition, characteristics, designs: one to one interview, focus groups, ethnographic, Case study research, Record keeping and process of observation, Grounded theory designs, Ethnographic designs - Narrative Research designs.

UNIT - II: MIXED METHOD AND ACTION RESEARCH

Mixed Methods: Meaning- Purpose- Types of Mixed methods design - Key Characteristics of Mixed Method designs- Steps in conducting a mixed methods study - Values added in conducting mixed method research - challenges in conducting the mixed mode research. Action Research: Meaning and definition – Purpose - Types: individual, collaborative, school wide and district wide - Key Characteristics of Action Research- Steps in conducting ActionResearch.

UNIT - III: COLLECTING, ANALYZING, INTERPRETING QUANTITATIVE AND QUALITATIVE DATA

Quantitative Data: Administering the data collected - Steps in the process of quantitative data analysis - Preparing master chart - Analyzing the data: Descriptive analysis and inferential analysis - Preparing and interpreting the results.

Qualitative Data: Types of qualitative data to be collected: Observation, Interview, Documents, Audio-Visual materials - Procedures to be used to record data - Steps in analyzing, interpreting qualitative data: Organizing data, transcribing data, coding the data, using codes and themes - Representing and reporting findings, summarizing findings.

Mixed Method Data: Data analysing methods: inductive, deductive, writing theoretical notes, Quantification, shaping metaphors, Critical methods: testing the findings and communicative validation.

UNIT - IV: PARAMETRIC AND NON-PARAMETRIC TESTS

Parametric tests: _t' test, _F'-ratio, ANNOVA, ANCOVA, MANOVA, MANCOVA, Correlation- pearson, Regression: Linear & Multiple regression, and Factor analysis, cohen's effect size test.

Non -Parametric: Kolmogrov-smirnov test (KS test of normality), Chi-square test, Mann-Whitney test,Kruskal-Wallis test, Sign test, spearman's correlation test, Cochran's Q-test and their statistical applications.

UNIT - V: WRITING RESEARCH REPORT

Writing the research report - Format of the Research Report: Title page, acknowledgement, table of content, table of figures, contents, introduction, review of literature, methodology, analysis and interpretation of data, discussion and conclusion, references and appendices.

SUGGESTED ACTIVITIES:

1. Prepare master chart in MS-Excel for 50 samples for any type questionnaire
2. Prepare a "rating scale or Inventory" with 5 points
3. Critically tabulate the various statistical techniques for various samples
4. Prepare a model research report of your study

TEXT BOOKS:

1. Best, W. J and Kahn, J. W. (2006). *Research in education.* Prentice Hall.
2. Chandra, S. S and Sharma, R. K. (2007). *Research in education.* Atlantic.
3. Henry E. Garrett. (2008). *Statistics in psychology and education.* Surjeet.
4. Neuman, W. L. (1997). *An introduction to educational research methods:Qualitative and quantitative approaches.* Allyn and Bacon.

SUPPLEMENTARY READINGS:

1. Bryman, Alan.(2008)**.** *Social research methods. 4th Edition.* Oxford UniversityPress.

2. Cohen, Louis. et.al (2008). *Research methods in education.* Routledge.

3. Cresswell, John W. (2012). *Educational research.* Pearson.

4. Patton, M. Q. (2002). *Qualitative research and evaluation methods.* Sage.

5. Turabian, K. L. (1973). *A manual for writers of term papers, theses and dissertation.*Chicago University Press.

E - RESOURCES:

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf

2. http://guides.lib.utexas.edu/education

3. http://researchbasics.education.uconn.edu/types_of_research/

4. http://www.eldis.org/go/home&id=2419&type=Document

COURSE OUTCOMES:

After completing this course, the student teachers will be able to

1. Explain the process of conducting research.

2. Select suitable research design for their study.

3. Understand the significance of qualitative study in research

4. Understand the significance of mixed method of research

5. Understand the steps in action research.

6. Explain the various techniques in collecting, analysing and interpreting thequantitative, qualitative and mixed method data.

7. Apply suitable statistical techniques to analyse the qualitative data.

8. Interpret the analysed data of the mixed mode research

9. Select suitable parametric or non-parametric tests for the data collected

10. Write a research report on their own.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓					✓			✓	✓							✓
2.	✓					✓			✓	✓							✓
3.	✓					✓			✓	✓							✓
4.	✓					✓			✓	✓							✓
5.	✓					✓			✓	✓							✓
6.	✓					✓			✓	✓							✓
7.	✓					✓			✓	✓							✓
8.	✓					✓			✓	✓							✓
9.	✓					✓			✓	✓							✓
10.	✓					✓			✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
TEACHER EDUCATION COURSE
PLANNING AND ADMINISTRATION OF ELEMENTARY & SECONDARY
EDUCATION
COURSE CODE: 22230TE24

COURSE OBJECTIVES:
The student teacher will be able to :
1. Enable students to understand the historical perspective of elementary education.
2. Make students to categorize the agencies involved in planning and administration ofelementary education.
3. Acquire knowledge about role of community in educational administration.
4. Observe the role of monitoring bodies in implementation of government schemes for universalization of school education.
5. Gain knowledge about the relationship among the Centre and State and local agencies andtheir role in educational administration.

UNIT - I: HISTORICAL PERSPECTIVE OF ELEMENTARY EDUCATION

   Charter Act of 1813 - Macaulay's Minutes (1835) - Woods Dispatch (1854) – Hunter Commission (1882) - Lord Curzon's Resolution (1904) - Hartog Committee (1928-1929) **–** Basic Education (1936-1937) - Sargent Plan (1944) - Kothari Commission (1964-66) – National Policy of Education (1986) - Programme of Action (1992) - Right to Education Act(2009).

UNIT - II: PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION

   Educational Planning and Administration: Meaning, Definition, Importance, and Types - Central Agencies: MHRD, CABE, NCERT, Kendriya Vidhayalaya Sangathan, All India Council for Basic Education (AICBE) - State Agencies: State Education Department, Department of Elementary Education, SCERT, State Welfare Departments (SC & ST),

UNIT–III: COMMUNITY PARTICIPATION IN EDUCATIONAL ADMINISTRATION

   Community participation in educational administration: Rationale and need for participation, Enabling provisions in the policy (73rd and 74th Amendment, NPE-1986), Public-private partnership as a paradigm of educational administration – World Bank, UNESCO and UNICEF.

UNIT – IV: INITIATIVES FOR UNIVERSALIZATION OF SCHOOL EDUCATION

Conceptual Framework for Education Planning in India: Role of planning in educational development, evolution of planning from centralization to decentralization - Role of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions – RMSA: Administrative Structures for implementing Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and State implementation partners.

UNIT – V: SECONDARY EDUCATION MANAGEMENT SYSTEM

Administration of public examinations: Role of Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), NCVT, Kendriaya Vidhayalaya Sangathan, Navodaya Vidyalaya Smiti, Navodaya Vidyalaya School (NVS), National Institute of Open Schooling (NIOS), Tamil Nadu State Board of Education (TNSBE) - Role of Secondary Education Management Information System (SEMIS), District Information System in Education(DISE), Project Management Information System (PMIS), School Mapping and Geographical Information System.

SUGGESTED ACTIVITIES:
1. Visit a nearby elementary school and prepare a detail report on its administrative system.
2. Prepare a report on the use of EDUSAT in an elementary school.
3. Visit the central and state pioneering educational institutions and write an essay on theeducational and academic administration of them.
4. Conduct a field survey to assess community-school partnership in achieving the goals ofuniversal schooling
5. Examine the impediments in implementation of RMSA.

TEXTBOOKS:
1. Lauernce, James C. (2010). *Educational planning and management*. Rajat Publications.
2. Mathur, S.S. (1990). *Educational Administration and Management*. The IndianPublica-tions.
3. Mishra, Manju. (2007). *Modern methods ofeducational administration*. Alfa Publication.

4. Mukhopadhyay, Marmar and Tyagi, R.S. (2005). *Governance of School Education inIndia*. National Institute of Educational Planning and Administration.

5. Ramanna, R.K. (2008). *Theory of educational administration*. Rajat Publications.

SUPPLIMENTARY READINGS:

1. Aggarwal, Y.P., & Thakur, R.S. (2013). *Concepts and terms used in educational plan- ning and administration – A guidebook*. National University of Educational PlanningandAdministration.

2. Govinda, R., & Rashmi Diwan. (Eds.). (2003). *Community Participation and Empower- ment in Primary Education.* Sage Publications.

3. Issac, T.M. Thomas & Richard W. Franke. (2000), *Local democracy and development: People's campaign for centralized planning in Kerala*. Left Word Books.

4. Kochhar, S.K. (1997). *Secondary school administration*. University Publication.

5. Ramchandran Padma & Vasantha, R. (2005). *Education in India*. National Book Trust.
6. . Tilak, J.B.G. (Ed.) (2003), *Education, society and development: National and interna- tional perspectives*. National Institute of Educational Planning and Administration.

E-RESOURCES:
1. http://www.mhrd.gov.in

2. http://www.niepa.ac.in

3. http://www.necrt.nic.in

COURSE OUTCOMES:
After completing this course, the student teachers will be able to:

1. : Explain the historical perspectives of elementary education.

2. List out the educational role and functions of the central government, state governmentand local bodies.

3. Understand the role of community in educational administration.

4. Analyse the difficulties in implementing the RMSA and other state level initiatives inuniversalization of school education.

5. Understand the role of monitoring bodies in implementation of government schemes foruniversal school education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓		✓						✓	✓							✓
2.	✓		✓						✓	✓							✓
3.	✓		✓						✓	✓							✓
4.	✓		✓						✓	✓							✓
5.	✓		✓						✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
SPECIALIZATION CORE COURSE – 1V
ADVANCED EDUCATIONAL TECHNOLOGY
COURSE CODE: 22230SC25A

COURSE OBJECTIVES:
The student teacher will be able to :

1. Understand the meaning of Educational Technology

2. Attain knowledge about behavioural technology

3. Understand the features, working and use of the Internet and web

4. Appreciate the use of multimedia and web content for teaching learning

5. Attain knowledge about e-learning

UNIT-I: INTRODUCTION TO ICT

ICT meaning and importance- Introduction to computer - Types of Computers - Computer in Education – Characteristics of Computer – Role of ICT – Different uses of computer in education - Advantages and disadvantages of Computer - Assisted Instruction education –Introduction to a personal computer - standard computer accessories-their configurations-conceptions and functioning- Functional overview of the operating system-Standard office and media selection.

UNIT –II: BEHAVIOURAL TECHNOLOGY

Technology-Meaning and nature-Micro teaching-meaning and objectives- Different phases of micro teaching-Merits and demerits of microteaching – Microteaching cycle-Meaning and nature-Programmed instruction-Meaning-nature and principles-Types of programmed instruction-Linear-Branching and Mathematics-Merits and demerits of programmed instruction.

UNIT-III: INTERNET AND THE WORLD WIDE WEB

The internet and the World Wide Web-Information-services and functions of the Internet and the web- connecting to and using the web- using search engines and web utilities-keywords and search strategies- synchronous and asynchronous communication on the web-e-mail-chat-news groups and forum- Websites with educational content-Search-locate and maintain lists of educational web sites-Critically examine the content of websites-using the web as a teaching-learning resource - Academic and Research content on the web-Online journals and abstraction services.

UNIT-IV: MULTIMEDIA AND WEB CONTENT

Multimedia packages- educational implications of media use and interactivity-websites with educational content-using the web as a teaching-learning resource-online learning-Multimedia Content-Multimedia packages – installation and use-Critical analysis of multimedia content-educational implications of media use and interactivity.

UNIT-V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY

Elements of e-learning; e-content and e-books- virtual classroom and virtual university-merits and limitations-Recent trends in the area of educational technology-interactive video-video-conferencing –M- learning-MOOC-Watsup etc-Recent experiments in the third world countries and pointers for India with reference to Education.

SUGGESTED ACTIVITIES:
1. Prepare a power point presentation for any two units in Educational Technology and submit it.
2. Develop a Blog of your own and add it in online.
3. Visit to any IT Company to know about latest software's.
4. Analyse any one topic in different website and present your report by comparing it.
5. Explore the Usage of Office 365 and write the merits and demerits in CD.

TEXTBOOKS:
1. Kulkorni, S.S. – Introduction to Educational Technology, New Delhi – Oxford and IBH PublishersCo.
2. Sharma, R.A. – Technology of Teaching, Meerut – International Publishing House.
3. Skinner, B.F. – The Technology of Teaching, New York – Appleton.
4. Barbora, R.D. & Goswami, Deepali — Educational Technology.
5. Goswami Meena, Kumari — Educational Technology
6. Bharihok, D. (2000). Fundamentals of Information Technology. New Delhi: Pentagon Press.
7. Conrad, K. (2001). Instructional Design for Web based Training. HRD Press
8. Comdex Computer Course Kit. New Delhi: Dream Tech Publishing.

SUPPLIMENTARY READINGS:
1. Byran, P. (1997). Discover the Internet Comdex Computer. New Delhi: Dream Tech Publishing.
2. Edwards, F. B. (1973). Teaching Machines and Programmed. New York: McGraw Hill Book.
3. Das, R.C – Educational Technology, New Delhi Sterling Publishers.
4. Sharma, R.A. – Technology of Teaching, Meerut – International Publishing House.
5. Skinner, B.F. – The Technology of Teaching, New York – Appleton.
6. Barbora, R.D. & Goswami, Deepali — Educational Technology.
7. Goswami Meena, Kumari — Educational Technology

E-RESOURCES:
1. http://egyankosh.ac.in/
2. https://334.edb.hkedcity.net/doc/eng/framework1/info.pdf
3. https://www.learnin gcla ssesonline.co m/2018/07/ict-no tes-in-en glish -mediu
   m-pdf- free.html
4. http://cbseacademic.nic.in/web_material/Curriculum20/AI_Integration_Manual.pdf

COURSE OUTCOMES:

After completing this course, the student teachers will be able to:
1. Understand the meaning of Educational Technology
2. Attain knowledge about behavioural technology
3. Understand the features, working and use of the Internet and web
4. Appreciate the use of multimedia and web content for teaching learning
5. Attain knowledge about e-learning

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓						✓		✓	✓							✓
CO2	✓						✓		✓	✓							✓
CO3	✓						✓		✓	✓							✓
CO4	✓						✓		✓	✓							✓
CO5	✓						✓		✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
SPECIALIZATION CORE COURSE – V
PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION
COURSE CODE: 22230SC25B

COURSE OBJECTIVES:
The student teacher will be able to :
1. Understand the roles and responsibilities of teachers and teacher educators
2. Critically examine the growth and development of teacher education in the country
3. Develop understanding of various strategies of teacher professional development
4. Gain insight into the status of teacher's in-service education in the country
5. Use various techniques for the evaluation of in-service teacher education programmes

UNIT-I: TEACHERS AND TEACHING PROFESSION

Teachers changing roles and responsibilities – Concept of profession, Teaching as a profession – Service conditions of school teachers – Professional ethics for teachers – Teacher's appraisal and accountability – Roles and responsibilities of teacher educators – Preparation of teacher educators

UNIT-II: NATURE, OBJECTIVES AND STRUCTURE OF PRE-SERVICE TEACHER EDUCATION

Concept, nature, objectives and scope of pre-service teacher education – Development of teacher education in India pre and post-independence period – Recommendations of various commissions and committees concerning teacher education system – Impact of NPE 1986 on teacher education system –Centrally sponsored scheme for the reconstructing and strengthening of teacher education – Roles and functions of IASEs, CTE, DIETs - Roles, functions and networking of institutions like UGC, NCERT,NCTE, NUEPA,SCERTs etc. – Issues, concerns and problems of pre-service teacher education.

UNIT – III: CURRICULUM TRANSACTION IN PRE-SERVICE TEACHER EDUCATION

Methods and techniques: Lecture-cum- discussion, Demonstration, Group Discussion, Brain storming, Seminar, Workshops, Team teaching, Use of ICT, Case analysis, reading and review of original texts, Projects and assignments – Planning for teaching-learning: taxonomy formulating of instructional objectives – Unit planning – Lesson planning and teachers diary – Concept of school experience programme (SEP) internship – Planning and organization of SEP -Monitoring and supervision of SEP –Critical reflection as the central aim of teacher education.

UNIT – IV: CONTINUING PROFESSIONAL DEVELOPMENT OF THE IN-SERVICE TEACHERS

Concept and importance – Organisation of training, appraisal of course materials – Issues, concerns and problems of teachers In-service education – Split model followed in-service training of teacher under SSA – Concept and importance of professional development – Teacher learning resource centre and its functions – Provisions made by the States for professional development of the teachers.

UNIT – V: ASSESSMENT AND EVALUATION IN PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

CCE in teacher education – Formative and summative evaluation, norm referenced and criterion reference evaluation – Assessment of teaching proficiency: criterion, tools and techniques – Portfolio assessment – Assessment of higher order mental skills – Methods and techniques of evaluation – Survey, case study, observation, interview etc. – Tools of evaluation – Observation, rating scales, focus group discussion – Follow up of in-service training – Impact of in-service training.

SUGGESTED ACTIVITIES:
1. Organisation and participation in group discussion on norms developed by NCTE for recognition ofteacher education Institutions.
2. Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain their roles and responsibilities.
3. Preparation guidelines for organization of classroom resources for construction of knowledgefollowing constructivist approach on any theme/topics related to a school subject.
4. Preparation of self-learning material/e-content for primary or secondary school teachers
5. Review of one book related to teacher education.

TEXTBOOKS:
1. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: ASocial Constuctivist approach. State University of York.
2. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5" edition). Rout ledge Falmer. London and New York.
3. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
4. Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy ofRealistic Teacher Education. Lawrence Erlbaum Associates.
5. NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.

SUPPLIMENTARY READINGS:
1. NCTE (1998). Competency Based and Commitment Oriented Teacher Education forQuality School education: Pre-Service Education. New Delhi.
2. Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery PublishingHouse. New Delhi.
3. Linda Darling, Harmmond & John Bransford (2005): Preparing Teachers for achanging World. John Wiley & Son Francisco.
4. Loughran, John (2006): Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. Routledge: New York.
5. Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary TeacherEducation: The instructional Role. India, NCTE.

E-RESOURCES:
1. http://www.mhrd.gov.in
2. h ttp://www.ncert.nic.in

COURSE OUTCOMES:
 After completing this course, the student teachers will be able to:
1. Explain the roles and responsibilities of teachers and teacher educators
2. Familiarize evaluation in pre-service and in-service teacher education.
3. Understand the historical background of secondary teacher education in India.
4. Attain knowledge about issues, concerns and problems of teachers Inservice education
5. Analyze the various methods and techniques for pre-service teacher education

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓				✓				✓	✓							✓
CO2	✓				✓				✓	✓							✓
CO3	✓				✓				✓	✓							✓
CO4	✓				✓				✓	✓							✓
CO5	✓				✓				✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
SPECIALIZATION CORE COURSE – VI
VALUE EDUCATION
COURSE CODE: 22230SC25C

COURSE OBJECTIVES:
The student teacher will be able to :
1. Acquires the knowledge of the meaning, scope and significance of value education.
2. Uses suitable methods and media for inculcation of values in the student's life.
3. Develop critical understanding of the various commission reports towards value education
4. Understands the professional values and ethics.
5. Appreciates basic values underlying major religion of the world

UNIT–I: DEFINITION OF PROFESSION

Vocation and career - Professional values - Ethics - Professional competence - Professional efficiency - devotion and confidence - Accountability and responsibility - Transition in the world of work - Awarenessof the changing career options - Understanding the work culture - Willingness to change - Team spirit - Knowledge of Indian Constitution basis - Values of citizens - Global village - Global values -Population and environmental issues - Aggression and violence – Deviance – Discrimination – Drugs - Racial and ethnic relations.

UNIT–II: COMMISSION REPORTS

The place of value in commission reports – Radhakrishnan commission – Secondary education commission – Kothari education commission – National Policy on Education 1986 – Indian constitution.

UNIT–III: MEANING AND IMPORTANCE OF PRAYER

Meaning and importance of prayer – Truth – Love – Action – Offering – Austerity – Grace- Unity of religions – Values common to major religions of the world – Hinduism – Christianity – Islam – Jainism – Buddhism.

UNIT–IV: VALUES ON DEMOCRACY

The impact of values on democracy-Socialism-Secularism – Religious tolerance – Globalization. The role of agencies in value development – Mass media – Home – Community – Peer group – Non-governmentalorganizations.

UNIT–V: HABIT FORMATION

Habit formation – Character and conduct – Discrimination between right and wrong – Discussion of moraland immoral Acts-Cultivations of will power-self – control – Concept of citizenship – Necessity for rules- Obedience to the law – Punctuality – Orderliness – Patriotism – Dignity of labor – Truthfulness devotion to duty.

SUGGESTED ACTIVITIES:
1. Mastery lecture on Government Scheme and Provisions for value Education
2. Make a resource file on collection of pictures, available materials and articles related to value education
3. Practicing students towards learning various reports of the commission and national policy on value education.
4. Imparts truth, love, affection through values.
5. Habit formation, dignity of labour and devotion to duty are nurtured

TEXTBOOKS:
1. Chattopadhyaya, Sudhakar, *Traditional values in Indian Life*, Indian International Centre, New Delhi, 1961.
2. Kalra, R.M., *Values in a Developing Country with Special Reference to India*, Indian Publication Burau, Ambala Cantt, 1976.
3. Kenneth A. Strike, *Ethics and Educational Policy*, Rouleledge & Kogan paul. London.
4. Kothari D.S. "Education and Values", Report of the orientation coursecum- workshop on Education in Human Values. New Delhi.
5. Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
6. Mohanty, J., *Indian Education in the Emerging Society*, Sterling Publishers Private Limited, New Delhi 1982.

SUPPLIMENTARY READINGS:
1. Mukherjee, RK. *Social Structure of Values,* S.Chand, New Delhi, 1969.
2. Nazarethrjur, M. Pia, *A Childs World Of Values*, All India Association of Cathalic Schools, 28 CBCI Centre, Ashok Place, New Delhi-1.
3. Passi, B.K. and P. Singh, *Value Education*, National Psychological Corp. Agra. 1991.
4. Paul H. Hirst, *Moral Educational in a Secular Society,* Hodder and Stroughton National Children's Home, 1976.
5. Ruhela, S.P., *Human Values and Education,* Sterling Publishers Private Limited, New Delhi, 1986.

E-RESOURCES:
1. www.wikipedia.org
2. https://www.questia.com/library/education/philosophy-of-education
3. https://supriyaprathapannotesoneducationalsociology.wordpress.com

COURSE OUTCOMES:

After completing this course, the student teachers will be able to:

1. Examine the various commission report related to value education
2. Understand the unity of religious
3. Attain knowledge the impact of values on democracy
4. Organized family life, family responsibility and understand the values of sharing and caring
5. Suitable methods and media for inculcation of values in the student's life are learnt.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓									✓							
CO2	✓				✓								✓				
CO3	✓							✓	✓								
CO4	✓										✓						
CO5	✓								✓	✓							

SEMESTER - III

SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – III
PERSPECTIVE COURSE V
SOCIOLOGY OF EDUCATION
COURSE CODE: 22230PC31

COURSE OBJECTIVES:

The student teacher will be able to :

1. Enable the students to understand the basic concepts of sociology of education

2. Motivate the students to explore the relationship between social system and education

3. Make the students to analyze the role of education in cultural change

4. Enable the students to identify various agencies of education

5. Make the students to examine the role of education in promoting national integrationand international understanding

UNIT – I: SOCIOLOGY AND EDUCATION

Sociology of Education: Meaning, concept and importance –Sociology and Education -Basicconcepts of sociology and education. - Difference between sociology of education and Educational Sociology– Scope and functions of educational Sociology.

UNIT-II: SOCIAL SYSTEM AND EDUCATION

Social System: Meaning, Concept and Characteristics, Education as a Subsystem – Education and Social change; Social mobility, social stratification, social deviants; Constraints on social change in India (Caste, ethnicity, class, language, religion, regionalism).

UNIT – III: PROCESS OF SOCIALISATION

Agencies of socialization - Family, School, Religion, Community - Education as a social system, social process and social progress; Technological change – Industrialization, Modernization and Urbanization**.**

UNIT IV: EDUCATION AND DEMOCRACY

Democracy: Meaning and concept**-** Education and Democracy - Education for national integration and international understanding - Constitutional Ideals of education– Social equity and equality of educational opportunities – Education for socially and economically disadvantaged section of the society: SC/ST/OBC/Women/Disabled and rural population.

UNIT V: EDUCATION IN CULTURAL CONTEXT

Culture: Meaning, concept and characteristics - Education and cultural change - Cultural lag – Meaning, concept, major causes and its effect on education –Education for multi-lingual and multi- cultural Indian society.

SUGGESTED ACTIVITIES:

1. Discussion on the relationship between Sociology and Education.

2. Analyse the Constraints on social change in India.

3. Collect details on the type of educational facilities available for socially and economically disadvantaged section of the society in India

4. Discussion on social equity and equality of educational opportunities

5. Power Point presentation on educational sociology and their educational implications

TEXT BOOKS:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on education*.Shipra.

2. Jayapalan, N. (2001). *Sociological theories*. Atlantic Publishers.

3. MujibulHasan Siddiqui (2009). *Philosophical and sociological perspectivesinEducation.* Neeraj.

4. Ruhela, S.P. (1970). *Sociological foundation of education in contemporary India*,DhanpatRai.

5. Shukla Sureshchandra. (1985). *Sociological perspectives in education*. Chanakya.

 SUPPLEMENTARY READINGS:

1. Agarwal, J.C. (2002). *Theory and principles of education*. Vikas.

2. Gore, M.S. (1967*). Papers in the sociology: Education in India.* NCERT.

3. Mathur, S.S. (2001). *A Sociological approach to Indian education*.VinodPustakMandir.

4. Shepard Jon M. (1981). *Sociology*. West Publishing Co. St. Paul Publishers.

5. SwaroopSaxena, N. R & Dutt, N. K. (2013). *Philosophical & sociological founda-tionof education*. Lall Book Depot.

E – RESOURCES:

1. www.wikipedia.org

2. https://supriyaprathapannotesoneducationalsociology.wordpress.com

3. www.yourarticlelibrary.com/education

4. www.fpri.org/wp-content/

5. www.teindia.nic.in/mhrd

COURSE OUTCOMES:

After completing this course, the student teachers will be able to:

1. Describe the scope and functions of Educational Sociology
2. Interpret the Social system and its impact on Education
3. Examine the relationship between education and cultural change
4. Analyze the impacts of Liberalization, Privatization and Globalization on Education.
5. Discriminate the concept of social equity and equality

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓	✓							✓
CO2	✓	✓							✓	✓							✓
CO3	✓	✓							✓	✓							✓
CO4	✓	✓							✓	✓							✓
CO5	✓	✓							✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – III
PERSPECTIVE COURSE VI
ADVANCED TECHNIQUES OF INSTRUCTION
COURSE CODE: 22230PC32

COURSE OBJECTIVES:
The student teacher will be able to :
1. Gain knowledge of instructional technology
2. Differentiate software and hardware
3. Apply learning theories in instruction
4. Understand the meaning and definitions of mobiletechnology
5. Develop the skill of using mobile learning in the classroom

UNIT-I: CONCEPTUAL BASES OF EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Meaning, nature and scope – Instructional Technology: Scope and Objectives, Differences between Educational Technology and Instructional Technology. – Historical development of Educational Technology– programmed learning stage; media application stage and computer application stage – Components of educational technology: Software and hard ware.

UNIT - II: LEARNING THEORIES AND MODELS FOR INSTRUCTIONAL DESIGN

Behavioural Learning Theories, Social Learning Theories– Cognitive and constructivist Learning Theories –Theory of multiple intelligences and its implications for instructional design – Developing a personal learning theory -Instructional Design Models: ADDIE Model, System model, ASSURE Model, ARCS Model, Reflective instructional design models

UNIT - III: MOBILE LEARNING

Meaning and Definition of mobile technologies – Use of Smart Phones in learning-applications of android phone, tablets in teaching learning- - Smart Phones in Schools, Colleges and Universities – Smart Phones in Open schools, Colleges and Universities – Mobile phones in distance learning -Role of social media, – Smart class room: Features, prerequisite, importance and advantages.

UNIT - IV: TECHNOLOGY INTEGRATION- TRENDS AND ISSUES

Increased online access and connectivity, Digital assistive technology – Emerging role for augmented and virtual reality in education– Blended Teaching Learning Methodologies: Use of learning management Systems (LMS) – E-folios in Learning management Systems – On line and Offline learning management Systems: Moodle and Edmodo Basics – Podcasts, wikis and reflection blogs as Teaching Learning methodologies.

UNIT - V: INTERACTIVE WHITEBOARD BASED LEARNING

Computer, Projector and Whiteboard – How to use it – Interactive Whiteboard for Higher Education- As an instructional tool- features available when using an Interactive Whiteboard Interactive teaching- Group Interaction.

SUGGESTED ACTIVITIES:
1. Discussion on mobile learning.
2. A group discussion on peer tutoring.
3. Seminar presentation on the student-centered teaching.
4. A debate on various models of teaching-learning process.
5. Invited a talk on neuro-linguistic programming in education.

TEXTBOOKS:
1. Anderson, R.H. (1976). *Selection and developing media instruction*. Van Nostrand Reinhold Company.

2. Behera, S.C. (1991). *Educational television programmes*. Deep and Deep.

3. Bhushan, A. and Ahuja, M. (2003). *Educational technology: Theory and practice*. Bawa

4. Brown, J.W., Lewis, R.B. and Harcle Road, F.F. (1985). *AV Instruction Technology, Media and Methods.* McGraw Hill.

5. C.M. Reigeluth (Ed.) (1999). *Instructional Design Theories and Models: A New Par-adigm of Instructional Theory*. Lawrence Erlbaum Associates.

SUPPLEMENTARY READING:
1. Kapp, K. M. (2012). *The gamification of learning and instruction: Game based meth-ods*. John & Wiley sons Publishers.

2. Norton Peter (2000). *Introduction to computers*. Tata McGraw Hill.

3. Sabhu, S. D. (2014). *Schooling the mobile generation.* Shipra Publications.

4. Schwatz & Schultz (2000). *Office 2000*. BPB Publications.

5. Sinha P K (1992). *Computer Fundamentals*. BPB Publication.

E – RESOURCES:

1. http://www.usciences.edu/teaching/Learner-centered

2. http://ctl.byu.edu/tip/active-learning-techniques

3. http://indahtriastuti1.blogspot.in/2013/06/neurolinguistic-programming.html

COURSE OUTCOMES:

After completing this course, the student teachers will be able to

1. Prepare content for mobile learning

2. Use mobile learning in the classroom

3. Use white board in the classroom instruction

4. Implement online evaluation in their students

5. Develop E – portfolios

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓						✓		✓	✓							✓
CO2	✓						✓		✓	✓							✓
CO3	✓						✓		✓	✓							✓
CO4	✓						✓		✓	✓							✓
CO5	✓						✓		✓	✓							✓

TOOL COURSE- EDUCATIONAL MEASUREMENT AND EVALUATION
COURSE CODE: 22230TC33

COURSE OBJECTIVES:
The student teacher will be able to :
1. Comprehend the concept, meaning and nature of measurement and evaluation

2. Understand the relationship between measurement and evaluation.

3. Acquire knowledge about various tools of measurement and evaluation in existence.

4. Develop skills on using psychological test for measurement and evaluation.

5. Get hands on SPSS to learn various statistical measurement and its analysis.

6. Enable to distinct various competencies in standardizing different types of measuring instrument.

7. Familiarize to construct different kinds of tests and tools.

8. Obtain knowledge on statistical concepts, test scores and its transformation.

9. Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.

10. Prepare question banks and other self-study materials.

UNIT - I: CONCEPT OF MEASUREMENT AND EVALUATION

Measurement and Evaluation – Concept, Meaning, nature and need. Relationship between measurement and evaluation, Functions of measurement and evaluation.

UNIT - II: TOOLS OF MEASUREMENT AND EVALUATION

Subjective and objective tools - Tests: Essay tests, objective test, scales, questioners, schedules, inventories, observation, interviews, performance tests, oral tests-diagnostic tests and remedial measures.

UNIT - III: PSYCHOLOGICAL TESTING

Construction and Standardization of Psychological tests, Aptitude, Attitude, personality tests. Intelligence and its nature - Theories: Spearman, Thorndike, Thurston and Guilford - Types of intelligence test - their functions and uses.

UNIT - IV: STATISTICAL CONCEPTS
   Test scores and their transformation: Z and T Scores, percentile-Interpretation of qualitative data
Correlation analysis, Item analysis – Basic assumption, Methods

UNIT - V: NEW TRENDS IN EVALUATION
   Grading System, Semester system, Continuous Comprehensive Evaluation, Question
Bank, usesof computer in evaluation.

SUGGESTED ACTIVITIES:
1. Give experts talk on various aspects of measurement and evaluation.

2. Prepare self-made tools such as questionnaire, scales, survey materials for any interestedtopic.

3. Visit various well-equipped educational institutions like IITs, NITs, IIMs, IISCs, Universities (Central/State/Deemed to be) and Autonomous Colleges to know about the multifaceted measurement and evaluation systemin existence.

4. Provide hands on using SPSS to apply statistical techniques and methods.

TEXTBOOKS:
1 Adams, G. S. (1964). *Measurement and evaluation in education, psychology andguidance.* Holt, Rinehart & Wins tone.

2 Anastasi. (1984). *Anne psychological testing.* The MacMillan.

3 Aggarwal, Y.P. (1998). *Statistical methods.* Sterling.

4. Cooper, D. (2007). *Talk about assessment, strategy and tools to improve learning.* Thomson Nelson.

5. Earl, L. M. (2006). *Assessment as learning: Using class room assessment to maximizestudent learning.* Corvine Press.

SUPPLIMENTRY READINGS:
1. Ferguson, G. A. (1981). *Statistical analysis in psychology and education*, McGrawHillInternational Book.

2. Gupta, S. (2014). *Educational Evaluation*, A.P.H.

3. Reynolds, C.R., Livingston, R. B, & Will son, V. (2009*). Measurement and Assessment in Education*. PHI Learning.

4. Singh, B. (2004*). Modern Educational Measurement and evaluation System*. Anmol.

5. Taba & Hilda. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.

E-RESOURCES:
1. http://www.adprima.com

2. http://www.tc.columba.edu

COURSE OUTCOMES:

After completion of this course, the student teachers will be able to

1. Comprehend the concept, meaning and nature of measurement and evaluation

2. Understand the relationship between measurement and evaluation.

3. Acquire knowledge about various tools of measurement and evaluation in existence

4. Develop skills on using psychological test for measurement and evaluation.

5. Get. hands on SPSS to learn various statistical measurement and its analysis.

6. Enable to distinct various competencies in standardizing different types of measuring instrument.

7. Familiarize to construct different kinds of tests and tools.

8. Obtain knowledge on statistical concepts, test scores and its transformation.

9. Assimilate the new trends in evaluation in terms of grading, semester, CCE and onlinetest.

10. . Prepare question banks and other self-study materials.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓							✓	✓	✓							✓
2.	✓							✓	✓	✓							✓
3.	✓							✓	✓	✓							✓
4.	✓							✓	✓	✓							✓
5.	✓							✓	✓	✓							✓
6.	✓							✓	✓	✓							✓
7.	✓							✓	✓	✓							✓
8.	✓			✓	✓			✓	✓	✓							✓
9.	✓			✓	✓			✓	✓	✓							✓
10.	✓			✓	✓			✓	✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – III
TEACHER EDUCATION COURSE
CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY
& SECONDARY LEVEL
COURSE CODE: 22230TE34

COURSE OBJECTIVES:
The student teacher will be able to :
1. To acquire the knowledge of curriculum planning and alignment

2. To analyze the curriculum and pedagogy as envisaged by various educational pioneers

3. To understand the theory and practice of curriculum

4. To acquire knowledge of philosophical perspectives of curriculum

5. To recognize the different assessment techniques and evaluation models

UNIT- I: CURRICULUM PLANNING AND ALIGNMENT

Forms of Curriculum Planning: ideological, Formal, Sanctioned, Perceived, Operational and Experiential Curricula. Basic types of curricula: Traditional, Thematic Units, Programmed, Classical and Technological curricula. Issues in curriculum Alignment: Recommended, Written, Taught, and Supported, Learned, Assessed and Hidden Curricula – School Curriculum – Nature and direction of change in the development of school curriculum - Elementary school curriculum in Tamil Nadu- Role of teacher in curriculum planning and alignment.

UNIT – II: CURRICULUM AND PEDAGOGY IN THE PERSPECTIVE OF EDUCATIONAL PIONEERS

Meaning of Pedagogy – Curriculum and Pedagogy as envisaged by educational pioneers: Swami Dayananda- Mahatma Gandhi – Tagore - Paramhansa Yogananda – Gijibhai - Annie Besant - Badhaka –– Karl Mark - Herbert Spencer - Montessori – Pestalozzi – John Dewey –Kilpatric- Frobel- Martin Luther Christen Mikkelsen Kold, John Amos Comenius, Mohammad Iqbal, John Locke – Bonewell & Eison Pedagogical Models: Productive Pedagogies, Primary and Middleschool inquiry faced model – Multi literacies model.

UNIT - III: CURRICULUM THEORY AND PRACTICE

The ways of Approaching Curriculum Theory and Practice-Curriculum Theories: Formal Theory, Event Theory, Valuational Theory and Praxiological Theory- Future and Futurism - Directions for the Future - Challenge of Dealing with future - Censored, Compensatory, Irrelevant and Emerging Curricula. Models of Curriculum Theory: Johnson's Model, McDonald's Model and Wilson's Open Access Curriculum Model - Structure of secondary school curriculum in Tamil Nadu.

UNIT - IV: PHILOSOPHICAL PERSPECTIVES AND CURRICULUM ORIENTATION

Philosophical Perspectives: Progressivism, Perennialism, Essentialism, Reconstructionism, Reconceptualism and its educational implications – Curriculum Orientation: Academic Rationalism, Social relevance, Personal Relevance, Cognitive Process and Technological Orientations.

UNIT - V: ASSESSMENT TECHNIQUES AND EVALUATION MODELS

Measurement, Assessment and Evaluation: Concept, meaning and definitions – Assessment for learning and Assessment of learning – Techniques of Assessment: Observation, interview, questionnaire and rating scales - Semester System – Marks, Grading system, Types of Grading and their relative advantages and Computer in Evaluation- Models of Curriculum Evaluation: Metfessel- Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.

SUGGESTED ACTIVITIES:

1. Compare and contrast by tutorial groups on curriculum theory and practice.
2. Mastery lecture and structured overview on philosophical perspective and
    curriculumorientation.
3. Debate on curriculum and pedagogy in the perspectives of educational pioneers.
4. Small group interaction on constructivist thinkers.
5. Inquiry based learning on usefulness of various assessment techniques and
    evaluationmodel.

TEXT BOOKS:

1. Aggarwal & Deepak. (2007). *Curriculum development: concept, methods andtechniques.* Book Enclave

2. Allan A.Glatthorn, Floyd Boschee, Bruce, M. Whitehead. (2009). *Curriculumleader-ship.* SAGE.

3. Arbind Kumar Jha. (2009). *Constructivist epistemology and pedagogy.* Atlantic.

4. Daniel Tanner & Laurel N.Tanner. (1975). *Curriculum development theory intopractice.* Macmillan.

5. Galen Saylor & William M. Alexander. (1956). *Curriculum planning for betterteachingand learning.* Rinehart Company,Inc

6. Hilda Taba. (1962). *Curriculum development theory and practice.* Harcourt, Brace &World, Inc.

SUPPLEMENTARY READINGS:

1. Anderson & Lorin, W., etal., *(Ed.)(2001). A taxonomy for learning, teaching and assessing.* Longman

2. Arora, G.L. (1984). *Reflections on curriculum.* NCERT

3. Chikumbu, T.J., & Makamure, R. (2000). *Curriculum theory, design and assignment(Module 13)* The Common wealth of Learning.

4. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy.* LAMBERT

5. Yu, Shengquan, Ally. (Eds)(2020). *Emerging technologies and pedagogies in the curriculum.* Springer

E-RESOURCES:

1. https://en.wikipedia.org/wiki/Philosophy_of_education
2. https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)
3. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm
4. https://cd1.edb.hkedcity.net/cd/cns/sscg_web/html/english/main04.html

COURSE OUTCOMES:

After completing this course, the student teachers will be able to

1. Recognize the basic types of curricula and issues in curriculum alignment.

2. Summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.

3. Recognize the various approaches of curriculum theory and practice

4. Generalize the philosophical perspectives of curriculum Orientation.

5. Evaluate the merit and worth of various assessment techniques and evaluation modelsin

   the secondary level classroom context.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓			✓	✓				✓	✓							✓
CO2	✓			✓	✓				✓	✓							✓
CO3	✓			✓	✓				✓	✓							✓
CO4	✓			✓	✓				✓	✓							✓
CO5	✓			✓	✓				✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – III
SPECIALIZATION CORE COURSE - VII
TRENDS IN INDIAN HIGHER EDUCATION
COURSE CODE: 22230SC35A

COURSE OBJECTIVES:
The student teacher will be able to :
1. Enable the students to understand the growth and expansion of Indian higher education.

2. Explain the students about the impact of IR 4.0 on higher education.

3. Make the students to realize the importance of quality in Indian higher education.

4. Enable the students to recognise the different sectors of governance in Indian higher education.

5. Explain the significance of internationalising India higher education.

UNIT-I: GROWTH AND EXPANSION OF HIGHER EDUCATION

Higher education during the ancient, medieval and colonial period - Higher education during the Post-independence period - Access to higher education: Status of GER in higher education, enrolment status of OBCs, SCs, STs, women, differently-abled and other marginalised sections of the society, causes for low rate of enrolment, strategies to increase the enrolment ratio - Equity in higher education: Equity issues and solutions for ensuring equity.

UNIT-II: IR 4.0 AND HIGHER EDUCATION

IR 4.0 and Education 4.0 - Curriculum: Curriculum for 21st century skills and employability, multi/inter/cross-disciplinary curriculum, STEM and liberal arts curriculum, community colleges, learning outcome-based curriculum - Pedagogy: Participatory and collaborative approach, field-based and experience-based approach, blended learning - Evaluation: Peer and self-assessments, portfolios, assignments and projects, open book and online examinations, examination on demand, modular certification.

UNIT-III: INITIATIVES FOR EXCELLENCE IN HIGHER EDUCATION

Assessment, Accreditation and Ranking: NAAC, NAB, NIRF, ARIIA, QS-Rankings, THE Rankings, Shanghai Rankings, Association of World University, Association of India University, Mentoring neighboring institutions - Faculty Professional Development: FDPs in HRDC, PMMMNMTT, Adjunct and Visiting faculty, MOOCs – ICT Resources: SWAYAM, SWAYAMPRABHA, NAD, NDL, e-PG Pathasala, Shodhganga, e- ShodhSindhu, e-Yantra, FUSEE, Spoken Tutorial, Virtual Lab, SAMARTH, VIDWAN,IRINS, Shodh Suddhi - Research and Innovation Schemes:

Institutions of Eminence Scheme, RUSA, Industry-Institution collaboration, IMPRINT, UAY, Research Parks, FAST, GIAN, SPARC, NIDI, IMPRESS, STARS, STRIDE.

UNIT-IV: GOVERNANCE AND LEADERSHIP IN HIGHER EDUCATION

Sectoral Governance: MHRD-Higher Education Department, UGC, AICTE, NCTE, RCI, BCI, MCI, PCI, INC, DCI, CCH, CCIM, VCI, Higher Education Departments of States; State Councils for Higher Education - Institutional Governance: Statutory bodies- Syndicate/Executive Council, Senate, Academic Council, BOS - Autonomy and accountability of higher education institutions - Decentralization of powers - Leadership Training for Academicians and Administrative Staff - Grievance redressal system.

UNIT-V: INTERNATIONALIZATION OF HIGHER EDUCATION

Internationalization of Education: Meaning and scope - Issues and concerns in internationalization of education: Institutional mobility, Programme mobility, Student mobility, Faculty mobility – Internationalization Initiatives: Study in India Programme, Scholarships for international students, Hostel facilities, Easing VISA norms, Relaxation to the ceiling of 15 percent super numeracy seats in institutions, Paid internship, Issuing work permit, Offering language and bridge courses, student exchange programmes, faculty exchange programmes, Funding Indian Missions in abroad for initiatives, Mutual recognition of qualification and degrees.

SUGGESTED ACTIVITIES:
1. Write a report on the trends in GER in Indian higher education since independence.
2. Write an analytical report on the impediments in promoting excellence in higher education in India.
3. Write a report based on the Panel discussion on the theme autonomy and accountability in higher education is a myth.

TEXT BOOKS:
1. Agarwal, P. (2009). *Indian higher education: Envisioning the future*. Sage.
2. Bhushan, S. (Ed.). (2019). *The future of higher education in India*. Springer Nature.
3. Chaturvedi, H. (2015). *Transforming Indian higher education*. Bloomsburry.
4. Chaturvedi, H. (2018). *Quality, accreditation and ranking: A silent revolution in theoffing in Indian higher education*. Bloomsburry.
5. Shahid, K. M., & Pritam, B.P. (2015). *Indian higher education at a cross roads*.Kalpaz.
6. University Grants Commission. (2018). *Higher education in India – Issues related toexpansion, inclusiveness, quality and finance*.

SUPPLEMENTARY READINGS:

1. Bhandari, L., Kale, S., & Mehra, C.S. (Eds.). (2019). *Higher education in India: A data compendium.* Routledge.

2. British Council. (2014). *Understanding India: The future of higher education and opportunities for international cooperation.*

3. Chandrasekar, R. (2020). Internationalization an important dimension of higher education. *University News – A Weekly Journal of Higher Education*, Association of Indian Universities, May 04-10, 2020, *54*(18), 10-13.

4. Chea, C. C., & Huan, J. T. J. (2019). Higher education 4.0: The possibilities and challenges. *Journal of Social Sciences and Humanities*. *5*(2), 81-85.

5. Department of Higher Education, Ministry of Human Resource and Development, Government of India. (2019).

E-RESOURCES:

1. https://www.pwc.in/assets/pdfs/industries/education-services.pdf
   https://www.iiste.org/vol-8-no-1-no-9-2017-international-journal-of-education-and- practice/

2. http://www.isca.in/EDU_SCI/Archive/v4/i1/2.ISCA-RJEduS-2015-037.pdf

3. https://sannams4.com/the-internationalisation-of-indian-higher-education-10-trends- to-watch-for/

4. https://www.brookings.edu/wp-content/uploads/2019/11/Reviving-Higher-Educa- tion-in-India-email.pdf

COURSE OUTCOMES:

After the completion of this course, the student teachers will be able to:

1. Deliberate on the issues related to access and equity in Indian higher education.

2. Analyse the impact of IR 4.0 on higher education.

3. Explain the different parameters determining the quality of Indian higher education.4.0..

4. Describe the role of statutory and other bodies in Indian higher education.

5. Suggest the means and methods of internationalizing Indian higher education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓									✓							
CO2	✓				✓								✓				
CO3	✓							✓	✓								
CO4	✓										✓						
CO5	✓								✓	✓							

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – III
SPECIALIZATION CORE COURSE – VIII
EDUCATION FOR DIFFERENTLY ABLED LEARNERS
COURSE CODE: 22230SC35B

COURSE OBJECTIVES:
The student teacher will be able to :
1. Enable students to understand RPWD Act and educational implications of learning
2. Make students to comprehend learning resources and strategies for inclusive pedagogy
3. Enable student to understand the concept of universal design for learning
   (UDL) in the context of inclusive education.
4. Create awareness on inclusive learning environments for successful inclusive education
5. Encourage students to understand curriculum and the importance of guidelines given byNational
   Curriculum Framework and its significance
6. Make the students to recognize the concept of Curriculum Adaptation and make
   plan forinclusive setting
7. Train students to learn universal design of learning and differentiated learning
   instruction to engage learners with special needs
8. Enable students to know about Continuous and Comprehensive Evaluation and its importance
9, Enable students to identify suitable tools and methods of evaluation
10. Encourage students to aware of provision and exemptions for educational evaluation

UNIT-I: DISABILITIES AND IMPLICATIONS ON LEARNING

Defining Disability as per Right of persons with disabilities Act 2016, Causes and prevention

- Characteristics of different types of disabilities-Assessment tools for students with

different types of disabilities - Educational implications of different types of disabilities

UNIT-II: PEDAGOGY FOR INCLUSIVE EDUCATION

Concept and meaning of diverse learners, understand learners and their learning

styles - strategies for developing inclusive pedagogy– learning resources and its types -

use of learningresources and devices - creating an inclusive learning environment

UNIT-III: CURRICULUM ACCOMODATIONS

Meaning and definition of curricular and co-curricular activities - National Curriculum Framework (2005) - Universal Design of Learning in context of Inclusive Education - Assistive Technology - Curriculum adaptation- Accommodations and Modification for students with Differently abled in inclusive classrooms

UNIT-IV: TEACHING PRACTICES AND STRATEGIES

Teaching school subjects at primary and secondary level: language, mathematics, science and social science to students with different disabilities – Sensory impairment, Intellectual impairment - Multiple disabilities (including Deaf blindness) - Teaching practices and strategies specific to the different types of disabilities

UNIT-V: ALTERNATIVE EVALUATION METHOD

Evaluation – Meaning and concept - Continuous and Comprehensive Evaluation (CCE) for scholastic and co-scholastic aspects - alternative evaluation methods according to the needs of students with disabilities - Common tools and techniques used for inclusive classroom, provisions, concessions and exemptions for educational evaluation

SUGGESTED ACTIVITIES:

1. Submit journal of a case study of a child with disability focusing developmental issues
2. Observation of five classroom teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by teachers
3. Make a check list for identifying low vision in secondary classes
4. Form a small group of 5-6 student teachers and conduct a awareness camp in any village on causes, prevention and referral services available for differently abled children and prepare a report
5. Visit any one Non - Governmental Organization (NGO) offering vocationaltraining for special children and prepare a report

TEXTBOOKS:

1. Aruna Mohan, (2019). *Educational Psychology – curriculum modification forstu- dents with special needs.* Vikkasha Publishers.
2. Gayatri Ahuja, (2018. *Curriculum accommodations and adaptations, society for ad-vance study in rehabilitation* (SASR). Atlantic Publisher.
3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011*). Handbook of SpecialEduca-tion.* Routledge
4. Ranganathan, R. (2006). *International rehabilitation conference on channeling the challenges of disability.* MacMillen

5. Umadevi, M.R. (2010). *Special education: A practical approach to education of children with special needs*. Neelkamal

SUPPLEMENTARY READINGS:
1. Bender, W. N. (2002). *Differentiating instruction for students with learning disabilities: Best practices for general and special educators*. Corwin Press

2. CBSE. (2010). *Manual for teachers on school based assessment classes VI to VIII.*

3. CBSE (2011). *Continuous and Comprehensive Evaluation – Manual for EnglishTeachers, classes IX and X.* SCERT

4. Gartin, B. C., Murdick, N. L., Imbeau, M. & Perner, D. E. (2002). *How to use differ- entiated instruction with students with mental retardation and developmental disabilities in the general education classroom.* Arlington

5. IGNOU, Unit 11, *Continuous and comprehensive evaluation.*

6. Jarolimek, J. & Foster, C. (1981). *Teaching and learning in the elementary school.* (2nd ed.).: Macmillan

E – RESOURCES:
1. http://www.egyankosh.ac.in
2. http://www.unicef.org
3. http://www.edudel.nic.in
4. http://www.ugc.nic.in

COURSE OUTCOMES:
After completing this course, the student teachers will be able to
1. Understand the educational implications for the students with differently abled
2. Gain knowledge about inclusive pedagogy
3. Acquire knowledge about various level of curriculum accommodate for students with special needs
4. Gain knowledge of National Curriculum Framework and its role in inclusion
5. Apply universal design of learning and use assistive technology for students withdifferently abled
6. Explain the concept of specific teaching strategies to teach subjects at primary and secondary level
7. Learn the concept of alternative methods of evaluation for students with special needs.
8. Apply and utilize the provisions and exemptions for educational evaluation of studentswith differently abled
9. Plan to accommodate students with special needs in regular inclusive classroom
10. Develop strategies and teaching practices for teachers to teach school subjects

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓						✓	✓
CO2	✓								✓	✓						✓	✓
CO3	✓								✓	✓						✓	✓
CO4	✓								✓	✓						✓	✓
CO5	✓								✓	✓						✓	✓
CO6	✓								✓	✓						✓	✓
CO7	✓								✓	✓						✓	✓
CO8	✓								✓	✓						✓	✓
CO9	✓								✓	✓						✓	✓
CO10	✓								✓	✓						✓	✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – III
SPECIALIZATION CORE COURSE – IX
EDUCATIONAL PLANNING, MANAGEMENT AND FINANCING
OF EDUCATION
COURSE CODE: 22230SC35C

COURSE OBJECTIVES:
The student teacher will be able to :

1. Identify the need, scope and purpose of educational planning.

2. To understand the issues and challenges in educational management and administration in India.

3. To develop familiarities with various sources of financing inIndia,

4. Understand the issues related to planning and management of education.

5. Critically analyse the policies of educational finance and its implications of efficiency of the system.

UNIT-I: PRINCIPLES, TECHNIQUES AND APPROACHES OF EDUCATIONAL PLANNING

Guiding principles of educational plan – Methods and techniques of educational planning – Approaches to educational planning: Social demand approach, Man power approach, Return of investment approach – Types of educational planning – Critical analysis of educational planning in India.

UNIT-II: PLANNING MECHANISMS AND FIVE-YEAR PLAN IN EDUCATION

Perspective planning at central, state and local levels – Priorities to be given at central and state levels – Perspective plan for education in the 11th Five-year plan – District level planning: recent initiatives – Institutional planning – School mapping exercises – Availability of educational statistics at central, state and district levels – Main features of five-year plan with special reference to education – Impact of five year plans on education.

UNIT-III: PERFORMANCE AND RESOURSE MANAGEMENT IN EDUCATIONALINSTITUTIONS

Monitoring of school performance – Performance appraisal of teachers – Financial and administrative management of educational institutions – Nature and characteristics of resource in education – Need for resource management in education – Material resources – Human resource –

Financial resource – Roles of state, central and local governments in resource mobilization – Quality assurance in material and human resources.

UNIT-IV: EDUCATIONAL FINANCE: NEED, SIGNIFICANCE AND PRINCIPLES

Concept of Educational Finance – Need and significance of educational finance – Constitutional responsibility for providing education – Principles of educational finance – Allocation of resources: economic and social bases for allocation of resources in education – Equality of education-social justice – Educational financing in India: Historical perspective.

UNIT-V: FINANCE AND EDUCATIONAL EXPENDITURE

Source of finance – Government grant (central, state, local) – Tuition fee – Taxes – Donation and gifts – Foreign aids – Grant-in-aid system: School budgetary and accounting procedure, Central grants, State grants and allocation of grants by UGC – Grant-in-aid policy in India and state – Monitoring of expenditure control and utilization of funds, accounting and auditing – Central, State relationship in finance of education – Problems and issues in educational management and finance.

SUGGESTED ACTIVITIES:
1. **P**reparation of a blue print for expenditure control in a school.
2. Critical analysis of school education act of a state.
3. Project report on issues of educational finance based on data collected from educational administrations.
4. Evaluation of management of SSA
5. Assignment on any of the themes discussed in the paper.

TEXTBOOKS:
1. Bush, Tony (1986): Theories of educational management. London: Harper & Row Publishers.
2. Bush, Tony & Les, Bell (2002): The principles & Practice of education management. London: Paul Chapman Publishing.
3. Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures,processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
4. Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The MacmillanPress.
5. Mukhopadhyay, M. (2005): Total quality management in education. New Delhi: Sage Publications.
6. Ronald, Cambell F., et al; (1987): A History of thought and Practice in educational administration. NewYork: Teachers College Press

SUPPLEMENTARY READINGS:
1. Becker, G.S (1993); Human Capital: A Theoretical and Empirical Analysis with SpecialReference to Education (Third Edition). Chicago, IL National Bureau of Economic Research, 161-227.
2. Blaug. Mark (1972): An Introduction to Economics of Education, Allen lane.London,Penguin.
3. Cohn E and T. Gaske (1989), Economics of Education, Pregamon Press, London.

4. Coombs, P.H and Hallak.J (1988) Cost Analysis in Education: A Tool for Policy and Planning,Baltimore: John Hopkins Press.
5. G. Psacharopoulos (1987): Economics of Education: Research and Studies, NewYork:Pergamon Press.

E – RESOURCES:
1. www.wikipedia.org
2. https://www.questia.com/library/education/philosophy-of-education
3. https://sannams4.com/the-internationalisation-of-indian-higher-education-10 trends- to-watch-for/
4. http://mhrd.gov.in

COURSE OUTCOMES:
After completing this course, the student teachers will be able to
1. Explain the need, scope and purpose of educational planning.
2. Summaries the issues and challenges in educational management and administration in India.
3. Acquire knowledge about the various sources of financing in India,
4. Understand the issues related to planning and management of education.
5. Critically analyse the policies of educational finance and its implications of efficiency of the system.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓								
CO2	✓								✓		✓						
CO3	✓								✓								
CO4	✓								✓								
CO5	✓							✓	✓								

SEMESTER - IV

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – IV
PERSPECTIVE COURSE VII
EDUCATIONAL STUDIES
COURSE CODE: 22230PC41

COURSE OBJECTIVES:
The student teacher will be able to :
1. Understand the theoretical perspectives of education as a discipline in terms of social, cultural, political, economic, technological factors, and other substantial education system and the process of knowledge construction.
2. Explore the widening of interdisciplinary knowledge in education with respect to philosophy, psychology, sociology, management, economics, anthropology, ICT, etc. and insightful construction of knowledge.
3. Incorporate the socio-cultural context of India, in line with _unity in diversity' with reference to multilingual and multicultural, socialisation and acculturation among the community and its stakeholders, Equality in educational opportunities and education for socio-economically deprived groups and Policy of inclusion and multi- foundational approaches to learning disabilities.
4. Acquire knowledge about multiple school contexts and its personnel management system, contemporary challenges, participation of different stakeholders and reconceptualised learning resources.
5. Acquaint with institutions, systems and structure of education along with its various regulatory and advisory bodies in education.
6. Apply their interdisciplinary knowledge to resolve the issues and problems in all walks of life.
7. Get engaged with social service for betterment of the society and well-being of the public.
8. Emerge with the novel ideas and innovations for nation building as well for better tomorrow too.
9. Inculcate the values and ethos of teaching profession in order to producing the younger generation as good citizens.
10. Nurture the trio-bond among educational institutions, society and industry for vibrant nation building.

UNIT – I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors - Critical analysis of concepts, principles, theories, assumptions related to education discipline, sustainable education, schooling, curriculum, syllabus, text books, assessment, teaching-learning process - Critical analysis of education as a discipline - Aims of Indian Education in democratic, secular, egalitarian and humane society - Bridging gap of

knowledge construction between: Content knowledge and Pedagogy knowledge; School knowledge and out of the school knowledge; Experiential knowledge and empirical knowledge; Knowledge on action and reflection on outcome of action; Theoretical knowledge and practical knowledge; Universal knowledge and contextual knowledge.

UNIT - II: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

Interdisciplinary nature of education pertinent to philosophy, psychology, sociology, management, economics, anthropology, ICT etc. and the framework for insightful construction of knowledge - Contribution of science and technology to education and challenges ahead - Axiological issues in education: Role of peace and other values, aesthetics in education - Issues in planning, management and monitoring of school and teacher education in behavioural management - Interrelation between education and development.

UNIT - III: SOCIO-CULTURAL CONTEXT OF EDUCATION

Social purposiveness of education - Understanding Indian society: Multilingual and multicultural, appropriate approaches for teaching of diversity - Process of socialization and acculturation of the child-critical appraisal: Role of school, parents, peer group, community and other stakeholders- Equality in educational opportunity-critical analysis in schooling, teaching-learning and curriculum for social inequality - Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities in society - Policy of inclusion and multi-foundational approaches to learning disability.

UNIT - IV: SCHOOL CONTEXT

Multiple school contexts: Rural/urban, tribal etc. - Role of personnel's in school management: Teacher, headmaster, and administrators - Nurturing learner friendly school environment - School as site of curricular engagement - Teacher's autonomy and professional independence – School education: Contemporary challenges - Educational transformation in national development: The rights of the child - Concepts of quality and excellence in education: Quality of life - Different stakeholders in school/teacher education: Media, ICT, NGOs, Civil society groups, Teacher organisations, Family and local community - Monitoring and evaluation of schools – Re-conceptualize of learning resources: Textbooks, supplementary books, workbooks, multimedia and ICT, school library and well- equipped laboratories etc.

UNIT – V: INSTITUTIONS, SYSTEMS AND STRUCTURE OF EDUCATION

Teacher education: Functional relation adequacy and contemporary issues as reflects in NCF (2005) - Department of Public instruction, Ministry and other Government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy - Regulatory and advisory bodies in education: NCERT, NUEPA, UGC, NAAC, NCTE, ICSSR, DST – Two/Three Language Formula - Diversification of courses and its utilitarian values - Institutions of higher education (universities, deemed universities and autonomous colleges).

SUGGESTED ACTIVITIES:

1. Observational studies: Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers.
2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion.
3. Library readings on selected theme followed by group discussion.
4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
5. Visit various educational institution such as universities, colleges, IITs, NITs, IISC setc. to get good exposure.

TEXT BOOKS:

1. Beyer, L.E. (Ed.) (1996*) Creating democratic classrooms: The struggle to integrate theory and Practice*. Teachers College Press.
2. Delors, Jacques, et al; (1996*). Learning: The Treasure within report of the international commission on education for 21st century*. UNESCO.
3. *International Encyclopaedia of Education*. (1994) 2nd edition. Vol.10. Pergamon Press.
4. Matheson, David (2004*). An Introduction to the study of education* (2nd edition). David Fulton Publisher.
5. Wall, Edmund (2001). *Educational theory: Philosophical and political Perspectives*. Prometheus Books.

SUPPLIMENTRY READINGS:
1. Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer.
2. NCERT (2005). *National curriculum framework*. NCERT Press.
3. MHRD, Govt. of India (1992). *National policy on education (revised).* MHRD.
4. MHRD, (1992). *Programme of action*. Govt. of India.
5. Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications.

E – RESOURCES:
1. http://www.mhrd.gov.in
2. http://www.ugc.ac.in
3. http://www.ncert.nic.in
4. http://www.unicef.org
5. http://www.unesco.org

COURSE OUTCOMES:
After completion of this course, the student teachers will be able to:
1. Understand the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.
2. Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.
3. Analyse the socio-cultural concept of India in the light of _unity in diversity' by integrating all the stakeholders for equality and quality education to socio-economically deprived groupswith policy of inclusion to learning disabilities.
4. Explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.
5. Acquire knowledge on various regulatory and advisory bodies and agencies of education in India and oversees.
6. Get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.
7. Sensitise about contemporary issues and challenges in school education and teacher education in line with UNESCOs Sustainable Development Goals 2030 (SDGs) G4: _Equitable and quality education to all '.
8. Assimilate about multilingual and multicultural approaches for teaching diversity.
9. Apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.
10. Appreciate the values, ethos, culture and aesthetics in context of India.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
CO1	✓								✓	✓		✓					✓
CO2	✓								✓	✓		✓					✓
CO3	✓								✓	✓		✓					✓
CO4	✓								✓	✓		✓					✓
CO5	✓								✓	✓		✓					✓
CO6	✓								✓	✓		✓					✓
CO7	✓								✓	✓		✓					✓
CO8	✓								✓	✓		✓					✓
CO9	✓								✓	✓		✓					✓
CO10	✓								✓	✓		✓					✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – IV
PERSPECTIVE COURSE VIII
COMPARATIVE EDUCATION
COURSE CODE: 22230PC42

COURSE OBJECTIVES:
The student teacher will be able to :
1. Understand the need, scope and history of comparative education.
2. Comprehend the primary and secondary education's aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.
3. Analyze the role of national and state government on education.
4. Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.
5. Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.
6. Acquire knowledge about the universalization of primary education in India.
7. Enable to distinct between the primary and secondary education.
8. Sensitize the constitutional provisions for comparative education in terms of oversees.
9. Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.
10. Explore the determinants of national education with its merits and demerits.

UNIT - I: HISTORY OF COMPARATIVE EDUCATION

Comparative Education: meaning, need and scope, brief history of comparative education - Determinants of a National education system: Geographical, social, economic, political, cultural, linguistic, historical etc. approaches to comparative education, historical, sociological, philosophical and scientific approaches.

UNIT - II: PRIMARY EDUCATION AND SECONDARY EDUCATION

Primary and Secondary Education in U.S.A, U.K, Japan and India - Aims, Content, Methods of Instruction and Evaluation system. Concept of Universalization of Primary Education in India: its implications - Salient features of Education system of U.S.A, U.K, Japan and India.

UNIT - III: CONSTITUTIONAL PROVISIONS FOR COMPARATIVE EDUCATION

Basic requirements of Education in different countries- Constitutional Provisions for Comparative Education – Federal Acts on Education – Relationship between Federal, State and Local Governments – International Project for the Evaluation of Educational Achievement (IEA).Universal compulsory Education – Higher Education– Educational Finance – World Bank – UNESCO, UNICEF and IMF.

UNIT-IV: COMPARATIVE EDUCATION AT PRIMARY AND SECONDARY LEVEL

Comparative Education: Importance of Comparison-study about comparative education at primary and secondary level in U.S.A., U.K. Japan and India. Vocationalization of Secondary Education.

UNIT-V: ISSUES AND CHALLENGES IN EDUCATION

Issues and challenges in primary and secondary education from the perspective of countries: U.S.A., U.K. Japan, Finland and India. Education for disadvantaged Children, Girls 'education, Child- labour, Teacher education, expenditure and quality concerns in Elementary education.

SUGGESTED ACTIVITIES:

1. Group discussion on the need, meaning and scope of comparative education.
2. Prepare scarp book on the system of primary education and secondary education in U.K, U.S.A, Japan, Finland and India.
3. Debate the role of Federal and State government on education.
4. Explore the issues and challenges in primary and secondary education from the perspective of countries: U.S.A, U.K, Japan, Finland and India.
5. Experts talks on the role of World Bank, UNESCO, UNICEF and IMF on education.

TEXTBOOKS:

1. Aggarwal, Santosh. (1991). *Three Language formula: An Educational Problem.* Sian.
2. Andrey, A. & Howard N. (1978). *Developing curriculum: A practical Guide.* GeorgeAllen and Unwin.
3. Gibson, R. (1981). *Critical theory and education*. Hodder & Stoughton.
4. Harold A. & Elsic, J. A. (1957). *The curriculum*. MacMillan.
5. Hans, N. (1961). *Comparative education*. Routledge and Kegan Paul.

SUPPLIMENDARY READINGS:

1. Rust, V. (1977). *Alternatives in education: Theoretical and historical perspectives*. Sage.
2. Sharma. Y.K., (2004). *A comparative study of educational systems*. Kanishka.
3. Sodhi, T.S., (1993). *A textbook of comparative education – Philosophy, Patterns & Problems of National Systems*. Vikas.
4. UNESCO (2012). *Shaping the education of tomorrow (Report on the UN Decade of Education for Sustainable Development)*. UNESCO.
5. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*. UNESCO.

E-RESOURCES:

1. http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/
2. http://www.euroeducation.net/prof/russco.htm
3. http://en.unesco.org 20. http://data.worldbank.org 36 21.
4. http://hdr.undp.org/en

COURSE OUTCOMES:

After completion of this course, the student teachers will be able to

1. Understand the need, scope and history of comparative education.
2. Comprehend the primary and secondary education's aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.
3. Analyze the role of national and state government on education.
4. Explore the comparative education of primary and secondary education of U.S.A,U.K, Japan, Finland and India.
5. Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.
6. Acquire knowledge about the universalization of primary education in India.
7. Enable to distinct between the primary and secondary education
8. Sensitize the constitutional provisions for comparative education in terms of oversees.
9. Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.
10. Explore the determinants of national education with its merits and demerits.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓		✓					✓
CO2	✓								✓	✓		✓					✓
CO3	✓								✓	✓		✓					✓
CO4	✓								✓	✓		✓					✓
CO5	✓								✓	✓		✓					✓
CO6	✓								✓	✓		✓					✓
CO7	✓								✓	✓		✓					✓
CO8	✓								✓	✓		✓					✓
CO9	✓								✓	✓		✓					✓
CO10	✓								✓	✓		✓					✓

COURSE OBJECTIVES:

The student teacher will be able to :
1. Develop the professional ability in ICT
2. Understand the impact of ICT
3. Explain the various educational resources
4. Describe the various assessment techniques
5. Explain ways to create online community
6. Understand the scope of ICT and its applications in teaching learning
7. Analyse the types of ICT and apply them in education
8. Classify the new trends and techniques in education for achieving the goals of effective teaching and learning.
9. Get acquainted with emerging trends in E.T. along with resource centers of E.T. &e-learning.
10. Familiarize with AI in education

UNIT - I: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Definition, meaning, importance and scope of ICT - Applications of Information and Communication Technologies - Classroom and ICT; Professional development and ICT - Emergence of new information technology- convergence of computing and telecommunications.

UNIT - II: ICT MEDIATED EDUCATION

Concept, Importance, Meaning, Objectives & Nature of ICT mediated education - Teaching- Learning Environment: Types and Modes of using ICT - Learning Environments - Features of an ICT Mediated Teaching-Learning Environment - Physical Constituents of Classroom/Environment - Social Constituents - Supporting Learners in learning

UNIT -III: ICT AND TEACHING LEARNING PROCESS

ICT and Teaching and learning Process - Need for ICT Selection - Factors affecting ICT Selection - Selection of ICT - Integration of ICT – TPACK – E- learning, Web based learning, MOOC - Educational e-resources.

UNIT - IV: ICT FOR EDUCATIONAL MANAGEMENT AND ASSESSMENT

Definition – e-governance – importance of ICT in manpower planning and HRD – Applications of ICT in Educational Management – Use of ICT in financial management – Creating online community of Parents, Teachers and students for Effective management – TQM and applications of ICT in TQM - Concept and meaning of Computerized Test construction and

Administration – Role of ICT in Assessment – Web based Assessment – Electronic support as a tool in assessment process – Use of Blogs for assessment – Advantages and Disadvantages of ICT based assessment

UNIT - V: ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION

Artificial intelligence: Meaning and history – AI integrated education – Principles and objectives of AI integrated learning – Role of schools in the success of AI integrated learning – Meeting of National Goals through AI integration – Assessment of AI integrated learning.

SUGGESTED ACTIVITIES:
1. Select any one topic in the B.Ed. syllabus and integrate ICT in the selected topic
2. Create an online community to integrate the students and teachers in the classroom
3. Administer a Test using ICT
4. Create a personal blog and upload the ICT tools in the blog
5. Visit a nearby Teacher Education Institution and teach the students using ICT

TEXTBOOKS:
1. Kulkarni, S.S. (1986). *Introduction to Educational Technology*. Oxford & IBH.
2. Kumar, K.L. (1997). *Educational Technology*. New Age International (P) Ltd
3. Mangal, S.K. (2002).*Essentials of teaching learning and information technology*. Tandon Publisher.
4. Prasad, K. (Ed.,) (2004). *Information and communication technology*: *Recasting development*. B.R.
5. Rajasekar. S. (2005). *Computer education and educational Computing*. Neelkamal Yadav, D.S. (2006). *Foundations of information technology*. New Age International (P) Limited.

SUPPLEMENTARY READINGS:
1. Gaskell, Jim & Miller, Jeff. "Constructivist Approaches to Developing Diverse Communities of Learners Online: Examples from the MET program." Fourth Pan Commonwealth Forum on Open Learning Conference. 30 October - 3 November, 2006.
2. Harasim, L. (1990). *Online education: perspectives on a new environment.* Praeger.
3. Kochhar, S.K. (2000). *School administration and organization*. Sterling.
4. Rajasekar, S. (2010). *Computers in education.* Neelkamal.
5. Rinebert Winston., Skinner, B.T. (1968). *The technology of teaching*. Applenton, Century Crofts.
6. Sadagopan S. (2008). *E - Governance today*. The ICFAI University Press.
7. Sharma, R. A. (2001). *Technological foundations of education*, R. Lal Book Depot,
8. Sharma, Sita Ram & A.L. Vohra. (1993). *Encyclopedia of educational technology*. Anmol.

E-RESOURCES:
1. http://egyankosh.ac.in/
2. https://334.edb.hkedcity.net/doc/eng/framework1/info.pdf
3. https://www.learnin gcla ssesonline.co m/2018/07/ict-no tes-in-en glish -mediu m-pdf-free.html
4. http://cbseacademic.nic.in/web_material/Curriculum20/AI_Integration_Manual.pdf

COURSE OUTCOMES:

After completing this course, the student teachers will be able to
1. Develop professional ability in ICT
2. Apply the ICT skills in communications
3. Describe the impact of ICT on learning environments
4. Prepsare the learners in learning
5. Identify the various educational resources
6. Integrates ICT in teaching learning process
7. Differentiate the advantages and disadvantages of ICT in assessment
8. Administer the test and evaluation by using ICT
9. Create online community by integrating ICT
10. Use Artificial Intelligence in teaching-learning and assessment process

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓			✓				
CO2	✓								✓	✓			✓				
CO3	✓								✓	✓			✓				
CO4	✓								✓	✓			✓				
CO5	✓								✓	✓			✓				
CO6	✓								✓	✓			✓				
CO7	✓								✓	✓			✓				
CO8	✓								✓	✓			✓				
CO9	✓								✓	✓			✓				
CO10	✓								✓	✓			✓				

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – IV
SPECIALIZATION CORE COURSE – X
GUIDANCE AND COUNSELING
COURSE CODE: 22230SC44A

COURSE OBJECTIVES:
The student teacher will be able to :
1. Enable the students to explain the conceptual aspects of Guidance and procedural aspects of guidance services.
2. Make the students to understand the knowledge about theoretical and procedural issues in Educational and Vocational guidance.
3. Enable the students to explain the role of counsellor, and Teacher in the guidance programme.
4. Enable the students to identify the different activities rendered by the differentguidance personnel.
5. Make the students to familiarize with self, group and career appraisal techniques.
6. Enable the students to enlist different non-standard and standard techniques of guidance.
7. Make the students to identify the nature of counselling along with the competenciesand responsibilities of a counsellor.
8. Train the students on the skills for performing counselling process.
9. Enable the students to identify the reason for the educational underdevelopment of thesocially disadvantaged children.
10. Make the students to identify the children with mild and moderate disabilities.

UNIT – I: CONCEPT OF GUIDANCE
Guidance - Concept, need, scope, assumptions, issues and problems of guidance. Difference between Guidance and Counselling. Bases of Guidance – Philosophical, Psychological and Sociological. Types of Guidance – Educational, Vocational, Recreational, Civic, Social and Moral, Personal, Leadership and Health, Group and Individual Guidance. Aims and Objectivesof Guidance – as per the recommendations of Kothari Commission.

UNIT – II: THE GUIDANCE SERVICE
Organizing Guidance service in School–Principles and importance, Role of Headmaster, Teachers, Parents and Counsellor's in organizing guidance services in School. Pupil Personal work – Its nature, scope and relation to vocational guidance. The Student Information Services, the Counselling Services, Placement Service, Occupation Information Service, Individual Inventory Service.

UNIT – III: TECHNIQUES AND THEORIES OF GUIDANCE

Techniques – Testing and Non-Testing. Essential in launching Guidance Programme – Science of information needed, use of interview and questionnaire in collecting information. Appraisal of Personal quality and interest – Inventory, Rating Scales, Anecdotal Record, Socio-metric methods, Cumulative Record Cards. Theories of Vocational Guidance – Ginsberg's theory andSuper's Vocational Choice Theory.

UNIT – IV: COUNSELLING

Counselling–Concept, steps, Individual and group. Counselling. Approaches of Counselling – Directive Counselling, Non Directive Counselling, Eclectic Counselling and their utility, Role of the Career Master. Vocational Counselling Service – Nature, Qualification of the Vocational Counsellor, Place of counselling in a vocational guidance programme, counselling for all, setting, preparing and conducting the interview, Teacher Counsellor, Vocational Counsellor, Characteristics of a Coordinator.

UNIT – V: GUIDANCE FOR EXCEPTIONAL CHILDREN

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents guidance for dropouts-Socially disadvantaged children - Alcoholics Addicts - Sexual harassment Eve teasing- Gender discrimination - Exemptions in examination for exceptional children.

SUGGESTED ACTIVITIES:
1. Conduct an interview of B.Ed students of any college, to find out the burden/psychological effects of practical/other programme. Mention how counsel/guide them and write a report.
2. Study the problems and barriers faced by the schools in providing guidance services in schools and write a report.
3. Preparing a Rating scale to study. Student's opinion on career opportunities. Visita local school and write a report.
4. Conduct a survey on few out-of-schools boys/girls belonging to SC and ST. Find out the reasons for their non-attendance in schools. Try to analyze the reasons and find out the root causes, prepare a report.
5. Examine any one of the school text books in your teaching subjects and mark the portions which have gender biases. Prepare a report.

TEXTBOOKS:
1. Agarwal, R. (2010). *Elementary guidance and counselling*. Shipra.
2. Gupta, M. (2003). *Effective guidance and counselling: Modern methods andtechniques.* Mangal Deep.
3. Kochar, S.K. (1993). *Educational and vocational guidance in secondary schools.* Sterling.

4. Madhukumar, I. (2007). *Guidance and counselling*. Author press.

5. Mishra, R. C (2004). *Guidance and counselling.* APH.

SUPPLEMENTARY READINGS:

1. Agarwal, J.C. (2004). *Educational, vocational guidance and counselling.* Doaba House.

2. Bhatia. K.K. (1993). *Educational and vocational and guidance.* Vinod.

3. Crow and Crow. (1962). *An introduction to guidance*. S. Chand and Company.

4. Naik, D. (2004). *Fundamentals of guidance and counseling*. Lall Book Depot.

E – RESOURCES:

1. http://www.counseling.org

2. http://www.academia.edu

3. http://www.tandfonline.com

COURSE OUTCOMES:

After completing this course, the student teachers will be able to:

1. Understand the basics of guidance and would be able to plan out guidance programs.

2. Describe the nature and procedural aspects of Educational and Vocational guidance

3. Compare the role of counsellors and teacher.

4. Suggest ways to organize the need based minimum guidance programmes in schools.

5. Demonstrate the skills and competencies in carry out individual, group and career appraisal.

6. Spell out the strength and weakness of non-standard and standard techniques of guidance.

7. Comprehend the nature of counselling along with the skills and responsibilities of a counsellor.

8. Suggest ways to organize counselling sessions.

9. Analyze the cause-and-effect relationship and possible corrective measures.

10. Describe the nature of disabilities of the children.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓	✓							✓	✓							✓
2.	✓	✓							✓	✓							✓
3.	✓	✓							✓	✓							✓
4.	✓	✓							✓	✓							✓
5.	✓	✓							✓	✓							✓
6.	✓	✓							✓	✓							✓
7.	✓	✓							✓	✓							✓
8.	✓	✓							✓	✓							✓
9.	✓	✓							✓	✓							✓
10.	✓	✓							✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – IV
SPECIALIZATION CORE COURSE – XI
SPECIAL EDUCATION
COURSE CODE: 22230SC44B

COURSE OBJECTIVES:
The student teacher will be able to :
1. Acquire knowledge and understanding of Special education and its curriculum.

2. Enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).

3. Acquaint the prospective teacher with Educational Programmes, Equipment's, and Aids for education of the disabled.

4. Acquaint the prospective teacher with the role of Formal, Informal and Non formal in the context of Special children.

5. Aware the students with the various trends in the area of Special Education.

UNIT- I: CURRICULUM PLANNING IN SPECIAL EDUCATION

Meaning of curriculum - Difference in General and Special curriculum, - Foundations of curriculum - Components of curriculum Adaptation for Visually Impaired, Hearing Impaired, Learning Disable, Current Issues in Special Education: - Cross Disability Approach. - Role of Formal and Informal agency in dealing with special children.

UNIT- II: EDUCATION FOR MENTALLY RETARDED

Concept, Definition, Classification, Characteristics, Causes, Educational Programmes.

UNIT-III: EDUCATION OF BACKWARD CHILD

Concept of Backward children Causes of backwardness and Education Programmes.

UNIT IV: EDUCATION OF GIFTED AND CREATIVE CHILD

Concept- Definition-Characteristics-Identification - Educational Programmes.

UNIT V: EDUCATION FOR LEARNING DISABLED CHILDREN

Concept-Definition-Classification-Characteristics-Causes-Educational Programmes.

SUGGESTED ACTIVITIES:
 1. Visit to Special School

 2. Project on any one disability area

 3. Preparation of Learning Material

 4. Curriculum planning for special children

 5. Test preparation for Learning Disabled

TEXTBOOKS:

1. Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York, 1992.

2. Cruschank, W. M: Psychology of Exceptional Children and Youth, Engelwood Cilffs. N.J.: Prentice Hall, 1975.

3. Kirk, S.A & companions Educating Exceptional Children. Houghton Mifflin Company, Eleventh ed, Boston, New York, 2006.

4. Pal, H.R: Vishishta Balak, Madhya Pradesh Hindi Granth , Academy,Bhopal, 2010.

5. Panda, K.C: Education of Exceptional Children, Vikas Publishing House, New Delhi, 1997.

SUPPLEMENTARY READINGS:

 1. Banerjee, R M A, and Nanjundaiah M, (2011). *Understanding inclusive practicesin school: Examples of schools from India.* Bangalore, Karnataka : Seva-in-Actionand Disability and Development Partners, U.K.

 2. Bender, W. N. (2002). *Differentiating instruction for students with learningdis-abilities: Best practices for general and special educators.* Corwin Press

 3. Shankar, U: Exceptional Children, Enkay Publisher, New Delhi, 1991.

   Singh, N: Special Education. Commonwealth Publishers. New Delhi, 1997.

 4. Stow & Selfe : Understanding Children with Special Needs, Unwin Hyman Ltd. London, 1989.

 5. Yesseldyke, E. James, Bob Algozzine. Special Education- A Practical Approach for Teachers, Kanishka Publishers & Distributers ,New Delhi

E – RESOURCES:

1. http://www.egyankosh.ac.in

2. http://www.unicef.org
3. http://www.deepaacademy.org

4. http://www.edudel.nic.in

5. http://www.ugc.nic.in

COURSE OUTCOMES:

After completing this course, the students will be able to

1. Understand the educational implications for the student teachers with differently abled
2. Apply universal design of learning and use assistive technology for students with differently abled
3. Explain the concept of specific teaching strategies to teach mentally retarded children
4. Learn the concept of gifted and creative child
5. Develop strategies and teaching practices for learning disabled children

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓						✓	✓
CO2	✓								✓	✓						✓	✓
CO3	✓								✓	✓						✓	✓
CO4	✓								✓	✓						✓	✓
CO5	✓								✓	✓						✓	✓

COURSE OBJECTIVES:

The student teacher will be able to :
1. Understand the scope and application of educational statistics.
2. Acquire himself with statistical theories and its application in Educational Research.
3. Appropriate the role of parametric and non-parametric statistics in various types of educational research.
4. Understand the importance of educational statistics and its relationship with of educational research.
5. Enable them to comprehend the different types of parametric and non-parametric tests.

UNIT – I: ANOVA AND ANCOVA

Analysis of variance (One-way, Two-way, Three-way) -Analysis of Co-variance and Factorial Design(No Computation) - Its Uses (ANOVA and ANCOVA)

UNIT – II SPECIAL METHODS OF CORRELATION

Bi-serial correlation, Point Bi serial Correlation and their standards - Point bi-serial correlation Tetra choric, Phi-Correlation and their significance -Contingency coefficient C, standard ERROR and their significance -Partial and Multiple Correlation

UNIT – III NON-PARAMETRIC METHODS

Meaning and scope of non-parametric Methods -Median test, Candal's T-test, Candal's W-test, Mann- whitney U-test, Wilcoxan Testing (Computation and Interpretation for each Method) - Use of parametricand non-parametric methods

UNIT – IV: RELIABILITY, VALIDITY, SCALING

Reliability: Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent standard errors of Measurement of reliability, effectiveness of reliability on small and large group -Validity: Meaning, Methods, Calculations, length of test of validity, effects of validity onreliability Scaling of test -T scaling - Stanine scores -Scaling of Judgments and their types - Item analysis : Difficulty index, Discrimination index Item objective congruence (IOC) in CRT

UNIT-V   FACTOR ANALYSIS

Factor Analysis - Meaning, Scope, Use of Factor Analysis -Basic equations -Types and Identification offactors =Different methods of F.A.

SUGGESTED ACTIVITIES:

1. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis
2. Analysis of data using Statistical Packages
3. Conduct a test any one class in different time period and find out test reliability on that score.
4. Prepared a cognitive note on the topic Factor Analysis.
5. Provide hands on using SPSS to apply statistical techniques and methods.

TEXTBOOKS:

1. Blommers, Paul and Lindquist (1965): Elements Statistical Methods, University of London press ltd.
2. Dowine N.M., R.W. Heath (1965): Basic Statistical Methods, New York: Harper & Row.
3. Edwards, A.L. (1963): Statistical Methods of Behavioural Science, New York: Hall, Rinhert and Winston.
4. Forguson, G.A.: Statistical Analysis in Psychology and Education, New York: McGraw Hill & Co. Inc.
5. Fruther B.: Introduction to Factor Analysis, New Delhi: Affiliated east-west-press Pvt. Ltd.

SUPPLEMENTARY READINGS:

1. Garrett, H. V. (2008). *Statistics in psychology and education*. Surjeet.
2. Guilford, J. P. (1965). *Fundamental statistics in psychology and education*.McGraw Hill Book.
3. Kerlinger, F. N. (1973). *Foundation of Behavioural Research.* Holt, Rinehart and Winston.
4. Kothari, C. R. (1998). *Quantitative techniques.* Vikas.
5. Mangal, S. K. (2007). *Statistics in psychology and education*. Prentice Hall.

E – RESOURCES:

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf
2. http://guides.lib.utexas.edu/education
3. http://researchbasics.education.uconn.edu/types_of_research/

COURSE OUTCOMES:

After completing this course, the student teachers will be able to:

1. Understand the analysis of variance and co-variance
2. Frame the special methods of correlation
3. Find relevant sampling techniques in his/her research work
4. Develop various research instruments and standardize by appropriate methods
5. Appropriate the role of parametric and non-parametric statistics in various typesof educational research.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓					✓			✓	✓							✓
CO2	✓					✓			✓	✓							✓
CO3	✓					✓			✓	✓							✓
CO4	✓					✓			✓	✓							✓
CO5	✓					✓			✓	✓							✓

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS - SEMESTER – IV
COURSE: RESEARCH SKILL DEVELOPMENT (RSD)
PROGRAM EXIT EXAMINATION
COURSE CODE: 22230PEE

COURSE OBJECTIVES:

1. Enable students to understand the various dimensions of human growth and development

2. Attain the knowledge of internet and its applications

3. Explore the commissions and committees 'recommendations of secondary teacher education.

4. Acquire the knowledge of commonly used Tests in schools

5. Describe the various testing devices in guidance

UNIT-I: EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND DEVELOPMENT

Psychology: Meaning and definitions- Educational psychology: Meaning, scope and significance - Dimensions of human growth and development: physical, cognitive, emotional, social, moral and language – Phases of developmental and development tasks - Infancy, childhood and adolescence.

UNIT II: ICT IN EDUCATION

E-learning – Meaning - Advantages and Disadvantages – Open Educational Resources - Concept and Significance - Internet and Education - Critical Issues in Internet usage – Authenticity - Addiction - Plagiarism, - Ethical and Legal Standards - INTERNET AND ITS APPLICATIONS - Introduction - History of the internet- Understanding WWW- Web browsers - Favorites and bookmarks - Kinds of information available - Parts of internet, searching the net, researching on the net - Intranet.

UNIT III: COMMISSIONS AND COMMITTEES ON SECONDARY TEACHER EDUCATION

Hunter Commission (1882) - Dr. Radhakrishnan Commission (1948-49) – Mudaliar Commission(1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I & II - NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – National Knowledge Commission (2005).

UNIT IV: BASICS OF MEASUREMENT AND EVALUATION

Test- Measurement and Evaluation - Concept, Meaning, Nature- Characteristics and Need Measurement scales- Nominal scale, Ordinal scale, Interval scale and Ratio scale - Characteristics of good evaluation – Formative and Summative Evaluation –Uses of evaluation. Meaning and Definition of Evaluation approach - Steps in Evaluation approach - Techniques of Evaluation - Classification of Evaluation Tests - Educational purpose and objectives of Evaluation - Difference between Test and Examination.

UNIT V: TESTING DEVICES IN GUIDANCE

Testing devices in guidance: Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustration conflict. Non – Testing Devices in Guidance Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

SUGGESTED ACTIVITIES:
1. Observe and list out the developmental characteristics of a sample of 5 students at secondary level.
2. Conduct a Case Study of adolescent learners with deviant behaviour
3. Visit a nearby Teacher Education Institution and teach the students using ICT
4. Observe the school teachers to learn how they handle the class effective and smoothly
5. Study the problems and barriers faced by the schools in providing guidance services in schools and write a report

TEXTBOOKS:
1. Guilford, J.P. (1967). *The Nature of Human Intelligence.* Pearson education.
2. Hall, C. S. & Lindsey, G (1978). *Theories of Personality* (3rd Edition). AtlanticPublishers.
3. Kumar, K.L. (1997). *Educational Technology.* New Age International (P) Ltd
4. Mangal, S.K. (2002). *Essentials of teaching learning and information technology.* Tandon Publisher.
5. Bhatta, H. S. (2010). *Secondary education.* APH.
6. Dash, M. (2000*). Education in India: Problems and perspectives.* Atlantic.
7. Gupta, M. (2003). *Effective guidance and counselling: Modern methods andtech- niques.* Mangal Deep.

SUPPLEMENTARY READINGS:

1. Anita Woolfolk. (2004). *Educational psychology*. Pearson Education
2. Harasim, L. (1990). *Online education: perspectives on a new environment.* Praeger.
3. Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. APH.
4. Govt. of India (1996). *Indian Education Commission* (1964-66) Report. MHRD.
5. Adams, G.S., Measurement and Evaluation in Education, Psychology and Guidance, New
6. Agarwal, J.C. (2004). *Educational, vocational guidance and counselling.* DoabaHou

E-RESOURCES

1. http://www.place-based-community-engagement-highereducation
2. http://www.gandhiashramsevagram.org/pdf-books/village-swaraj.pdf
3. http//:www.mgnrce.org
4. http//:www.epgp.inflipnet.ac.in
5. http//:www.ncert.ac.in

COURSE OUTCOMES:

After completing this course, the student teachers will be able to:

1. Understand the dimensions of human growth anddevelopment
2. Describe the impact of ICT on learning environments
3. Explore the commissions and committees 'recommendations of secondary teacher education.
4. Familiarize to construct different kinds of tests and tools.
5. Describe the nature and procedural aspects of Educational and Vocational guidance

OUTCOME MAPPING

COURSE	PROGRAMME SPECIFIC OUTCOMES																
OUTCOMES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓			✓	✓				✓	✓							✓
CO2	✓			✓	✓				✓	✓							✓
CO3	✓			✓	✓				✓	✓							✓
CO4	✓			✓	✓				✓	✓							✓
CO5	✓			✓	✓				✓	✓							✓