MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL

CURRICULUM FRAMEWORK AND SYLLABI FOR
MASTER OF EDUCATION–M.Ed.

(UNDER CHOICE BASED CREDIT SYSTEM -CBCS)

DEPARTMENT OF EDUCATION

(Approved by Board of Studies in Department of Education in its meeting dated 24.04.2021)

Mother Teresa Women's University, Kodaikanal
Department of Education
Choice Based Credit System (CBCS)
(2021-2022 onwards)
Master of Education (General)

1. About the Programme

   Master of Education (M.Ed. General Education) was introduced in the Department of Education in the year 2006 with the approval of National Council for Teacher Education (NCTE). Master of Education (M.Ed.) programme aims to equip the knowledge and skills needed to become an educationist and an able Administrator. It develops the professional competencies and leadership qualities of students through the specializations offered, Internship and ICT enabled education. The programme enhances them to design curriculum, critically evaluate the teaching learning process through the construction of the standardized test. It also gives a base to teach children in inclusive setup. Practicums in all the paper enable the students to transfer the acquired skills and learning experiences within the classroom and outside the classroom. On attaining mastery, the students will be able to qualify the competitive exams in the respective fields.

2. Programme Educational Objectives (PEOs)

   Master of Education students, graduated as teacher educators will be able to

PEO1	Acquire the pedagogical skills, reflective practice and ability to adapt instruction to the needs of each individual as well as group as curriculum and instructional designer.
PEO2	Acquire knowledge and skills in research to be reflective practitioners throughout their careers and to assess and improve the teaching - learning and incorporate research in their teaching career
PEO3	Apply tools and techniques to assess and plan for education in the schools and Colleges of Education
PEO4	Promote technology enabled teaching learning process with working knowledge of information and communication technology.
PEO5	Work professionally as teacher educator in all educational settings with life long learning adhering to ethical standards of teaching.

3. Eligibility

   a) Candidates who have obtained at least 55% in the B.Ed. Degree are eligible for admission.
   b) Admission shall be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the University/State Government, as per the policy of the State Government/University, to which the institution is affiliated
   c) There shall be reservation of seats for SC/ST/OBC, Handicapped, Women, etc. as per the rules of the State/Central Government as the case may be.

4. **General Guidelines for PG Programme**
    i. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
    ii. **Medium of Instruction:**   English
    iii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

- **Evaluation Pattern**

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz(5) = 25**
- **External Theory: 75**

- **Question Paper Pattern for External examination for all course papers.**
Max. Marks: 75   **Time: 3 Hrs.**

S.No.	Part	Type	Marks
1	A	**10*1 Marks=10** Multiple Choice Questions(MCQs): 2 questions from each Unit	**10**
2	B	**5*4=20** Two questions from each Unit with Internal Choice (either / or)	**20**
3	C	**3*15=45** Open Choice: Any three questions out of 5 : one question from each unit	**45**
Total Marks			**75**

* Minimum credits required to pass: 90

- **Project Report**

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

- **Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

5. Conversion of Marks to Grade Points and Letter Grade
    (Performance in a Course/Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

PROGRAMME OUTCOMES (POs)

On Successful completion of Master of Education (M.Ed.), the student – teachers will be able to

PO1	gain knowledge to explore the educational thoughts of Indian and western thinkers and practice their educational implications while transacting the school curriculum.
PO2	enable the students to understand the nature of learners by applying the educational principles of philosophical, psychological and sociological foundations in classroom situation.
PO3	develop the generic skills such as decision making, critical reasoning, problem solving, creativity and innovation in addressing the needs of diverse learners by adopting suitable instructional strategies.
PO4	apply the Blooms taxonomy of behavioral objectives in the teaching learning process and assess the students learning outcomes in terms of teacher made test and standardized test.
PO5	build confidence in conducting research and experimentation in the issues and challenges existing in present system of education.
PO6	integrate the ICT enabled education in developing the educational technology tools and apply them in their curriculum transaction.
PO7	get equipped with pre-service training to enhance the professional ethics of the teacher.

PROGRAMMESPECIFICOUTCOMES (PSOs)

On completion of the Programme, the student-teachers will be able to

PSO1	acquire knowledge about the theories and ideals of different educational thinkers.
PSO2	develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.
PSO3	understand the role and responsibilities of central agencies like NCTE, NCERT, UGC, NIEPA in implementing the functions of Higher Education system in India.
PSO4	analyze and familiarize the principles underlying in the pre-service teacher education programmes at primary, secondary and higher secondary level.
PSO5	able to correlate the development of education in India in comparative perspective.

Master of Education (General)

Sl. No	Paper Code	Course Title	Credits	Hours T	Hours P	(CIA)	(ESE)	Total
				T	**P**			
SEMESTER – I								
1	P21GET11	**Core I** Philosophy and Sociology of Education	4	5	-	25	75	100
2	P21GET12	**Core II** Basics of Research in Education	4	5	-	25	75	100
3	P21GES11	**Specialization I** Education and Gender at the Secondary Education	4	5	-	25	75	100
4	P21GES12	**Specialization II** ICT Enabled Educational Practices	4	5	-	25	75	100
5	P21GES13	**Specialization III** Educational Planning and Management	4	5	-	25	75	100
6	P21CSS11	Computer Skills for Web Designing and Video Editing	2	3	-	25	75	100
7	P21GEP11	**Enhancement of Professional Capacity-EPC I** Institutional Visit- Field work – Visit to special schools / Secondary schools / Primary Schools / Institutional Visit	2	2	-	100	-	100
		Total	**24**	**30**	**-**	**-**	**-**	**700**

		SEMESTER – II						
8	P21GET21	**Core III** Perspectives in Teacher Education	4	5	-	25	75	100
9	P21GET22	**Core IV** Advanced Theories and Methods of Research	4	5	-	25	75	100
10	P21GES21	**Specialization IV** Curriculum Planning and Development	4	5	-	25	75	100
11	P21GES22	**Specialization V** Environmental Education for Sustainable Development	4	5	-	25	75	100

		PRACTICUM – CUM- FIELD WORK – PRACTICUM II						
12	P21GEP22	**Enhancement of Professional Capacity EPC-II** Communication Skill and Academic Writing	2	3	–	50	-	50
13	P21GEP23	Internship/ Field Attachment Internship in Subject/ Specialization	4	4	–	100	-	100
14	P21GEO211/ P21GEO212	Online MOOC Courses (or) E-Content Development	2	3	–	50	-	50
		Total	**24**	**30**	**0**	**-**	**-**	**600**

SEMESTER – III							
15	P21GET31	**Core V** Educational Measurement and Evaluation	4	5	-	25	75	100
16	P21GET32	**Core VI** Comparative Education	4	5	-	25	75	100
17	P21GES31	**Specialization VI** Higher Education	4	5	-	25	75	100
18	P21GES32	**Specialization VII** Inclusive Education	4	5	-	25	75	100
19	P21GES33	**Specialization VIII** Professional Education	4	5	-	25	75	100

PRACTICUM- CUM- FIELD WORK – PRACTICUM III								
20	P21GEP33	**Enhancement of Professional Capacity - EPC –III** Curriculum Review School Education – Subject wise Teacher Education	2	5	-	100	-	100
		Total	22	30	-	-	-	600

SEMESTER – IV							
21	P21GET41	**Core VII** Advanced Educational Psychology	4	5	-	25	75	100
22	P21GES 41	**Specialization IX** Educational Leadership	4	5	-	25	75	100

PRACTICUM- CUM-FIELD WORK- PRACTICUM 1V								
23	P21GEI41	Internship / Field Attachment Internship in Teacher Education Institution	4	5	-	50	-	100
24	P21GEP44	Tool Development & Data Processing using SPSS	2	5	-	50	-	50
25	P21GEP45	Data Processing Using SPSS Software Package	2	5	-	50	-	50
26	P21GED41	Dissertation & Viva–voce	4	5	-	50	50	100
		Total	20	30	-			500
	Total		90	120	-		120	2300

SEMESTER - I

COURSE CODE	P21GET11	PHILOSOPHY AND SOCIOLOGY OF EDUCATION	L	T	P	C
CORE –I			5	-	-	4
Cognitive Level	K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize					
Learning Objectives	The course aims to - acquire the knowledge of the concepts and principles of philosophy - understand the relationship between Philosophy and education and the implication of Philosophy on education - analyse the contributions of Indian and western educational thinkers to education - to understand the importance and role of education in the Indian society - to understand the inter-relationship of community and education.					

Unit: 1

Philosophy- meaning, definition, scope -Need and importance of philosophy in life for Teachers- Branches of Philosophy -. Inter relationship between philosophy & Education- Functions of philosophy in education

Unit: 2

Indian Schools of Philosophy-Sankhya, Vedanta, Buddhism, Jainism, Islamic Traditions- Contributions of Swami Vivekananda, Tagore, Mahatma Gandhiji, , J. Krishnamurthi, Dr. Radhakrishnan, Aurobindo to educational thinking.

Unit: 3

Western Schools of Philosophy- Idealism, Naturalism, Pragmatism, Realism, Existentialism, Marxism- Contribution of Plato, Rousseau, Dewey, Froebel and Montessori.

Unit: 4

Sociology of Education-Meaning, definition - Nature of Educational Sociology- Interrelationship between Education and Social Variables- Process of Socialization-Social Stratification and education-Social Mobility and Education- Education as a means of social change - Education for National and International understanding- De-Schooling of Education and views of Evan Illich.

Unit: 5

Concept of secularism and its Educational implications- Equality of Educational Opportunities- Globalization- Privatization- Society for 21st century Indian Society. Paradigms of Educational Practice: Behaviorism, Constructivism, Critical Pedagogy.

Practicum:
- Case study of school/college/university with reference to philosophical aspects of learning.
- Critical appraisal of a thinker/book in terms of philosophy of life, values and ethics.

Text Books

1. Bhatia,K. Kand Narang, C. L. 2002. Philosophical and Sociological Bases of Education. Ludhiana. Tandon Publications.
2. Mohanty, J.1994. Indian Education in the Emerging Society. NewDelhi. Sterling Publishing.

References
1. Aggarwal, J.C.2003. Philosophical and Sociological Perspectives on Education. New Delhi . Shipra publications.
2. Bhatia, K.K and Narang, C.L.2002. Philosophical and Sociological Bases of Education. Ludhiana. T and on Publications.
3. Brubacher, R.S.,Modern Philososphies of Education, University Press, Chicago, Newyork.
4. Chandra S S and Sharma, Rajendra, K.2002. Principles of Education. NewDelhi. Atlantic Publishers and Distributors.
5. Deng, Z. (2003). School Subjects and Academic Disciplines. In A. Luke, A. Woods, & K. Weir (Eds) Curriculum, Syllabus design and equity: A Primer and model. Routledge.
6. Goodson, I. F. & Marsh, C. J. (2005).Studying School Subjects: A Guide.Routledge. Hollis, Martin. (2000). The Philosophy of Social Science: An Introduction. Cambridge University Press.
7. Mohanty, J.1994. Indian Education in the Emerging Society. NewDelhi. Sterling Publishing
8. Purkait, B.R.. 1996. Principles and Practices of Education. Calcutta. New Central Book Agency Private Ltd.
9. Shankar Rao. C.   N.   1990. Sociology –Primary principles New Delhi, Chand Publishing.

COURSE OUTCOME:

On the successful completion of the course students will be able to

CO1	provides the theoretical basis about the foundations in education	K1
CO2	understand the educational contribution of Indian and Western Philosophers	K2
CO3	apply the newly gained knowledge in the developments of Education for the betterment of the society.	K3
CO4	understand the educational contribution of Indian and Western Philosophers	K4
CO5	transfer the gained knowledge and apply them in the inter-relationship of community and education	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	M	S	S	M
CO2	S	S	S	S	M	S	S	S	S	S	M	S
CO3	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	M	S	S	S	M	S
CO5	M	S	M	S	S	M	S	M	S	S	S	S

Strongly Correlating (S)   -   3 Marks

Moderately Correlating (M)   -   2Marks

Weakly Correlating (W)   -   1 Mark

No Correlation (N)   -   0 Mark

COURSE CODE	P21GET12	Basics of Research in Education	L	T	P	C
CORE -II			5	-	-	4

Cognitive Level	K1-Knowledge K2- Understand K3-Apply K4-Analyze K5 – Synthesize
Learning Objectives	The course aims to • develop scientific thinking in their minds. • familiarize them with the different types of methods of research in Education. • develop their skills in statistical calculation and their applications. • acquire knowledge in the principles and procedures involved in the development of different types of research tools. • understand and appreciate the plan and conduct research on their own with optimum effort and confidence.

Unit: 1

Research-meaning, definition, need, scope -Difference between physical science and social sciences research- Importance of Research, Characteristics of Educational Research-Thrust areas of educational research- Types of Research: Basic, Applied and Action Research-Educational Research as a scientific method - Qualities of a Researcher-Problems faced by the Educational Researcher

Unit: 2

Research Problem- selection, sources- Criteria for selection of a problem- Review of related literature and its importance in research- Hypothesis: Meaning and concept - Criteria of good Hypothesis- Types of Hypothesis; Characteristics of a good Hypothesis- Sampling - Techniques of Sampling - Sampling Methods - Probability sampling, random sampling, systematic sampling, stratified sampling, cluster sampling and multistage sampling. Non-probability sampling: convenient sampling, judgment sampling, quota sampling.

Unit: 3

Methods of Research: Historical Research, Expost - facto Research, Survey Method, Case study, Content analysis, experimental research, , causal- comparative research, correlational Research - ethno methodology- phenomenological research - Interdisciplinary approach in Research, Multi Disciplinary Methods in Research.

Unit: 4

Tools for data collection- - Observation, Questionnaire, Attitude Scale, Aptitude, Interview Schedule, Achievement Test, Rating Scale, Check list, Inventories, Norm Referenced Test(NRT),

Criterion Referenced Test (CRT)- Development and Validation of Research Tools - Construction and Standardization of tools

Unit: 5

Analysis of data – Descriptive analysis – Tabulation and graphical representation of data, Measures of Central Tendencies - Measures of Dispersion- Normal Distribution – Percentiles- Skewness- Kurtosis – Correlation and its types.

Practicum:

- Develop a Research Proposal for the identified research Problem
- Identify the variables for your research study and construct and validate the variables.
- Review of Research report.

References:

1. Kothari C.K. (2004), Research Methodology- Methods and Techniques (New Age International, New Delhi)

2. Krishnaswamy, K.N., Sivakumar, AppaIyer and Mathiranjan M. (2006), Management Research Methodology; Integration of Principles, Methods and Techniques.

3. Balasubramanian, P.S. (1986), Quantitative and Qualitative Approaches to Educational research in Journal of the Madras University Vol.LVIII, No:1&2, 1986.

4. Borg, W.R., Gall, M.D. (1979).Educational Research – An Introduction, 3rd Edition, New York: Longman Inc. 3. Burgen, Robert, G. Ed., (1985). Issues in Educational Research: Qualitative Methods. London: The Falmer Press.

5. Burroughs, G.E.R. (1975).Design and Analysis in Educational Research. 2nd Edition. Oxford: Alden &Mowbray Limited.
6. Guilford, J.P. 1975, Psychometric methods, Tata McGraw-Hill,2nd Edition

COURSEOUTCOME:

On the successful completion of the course students will be able

CO1	disseminate the different types of methods of research in Education	K1
CO2	understand the mechanics of writing research proposals	K2
CO3	to apply basic statistics and its application in Educational research	K3
CO4	able to do documentation of research in the form of research proposal	K4
CO5	able to perform the acquired Statistical skills in statistical calculation and their applications.	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	M	S	S	S	S	M	S
CO2	M	S	S	M	S	S	S	S	S	S	S	S
CO3	S	M	S	S	S	S	S	S	S	M	S	M
CO4	S	S	S	S	S	M	S	S	S	S	S	S
CO5	M	S	S	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)   -   3   Marks Moderately Correlating (M) -2Marks

Weakly Correlating (W)   -   1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GES11	EDUCATION AND GENDER AT SECONDARY EDUCATION	L	T	P	C
SPECIALIZATION -I			5	-	-	4

Cognitive Level	K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize
Learning Objectives	The Course aims to • Understand the nature, scope and systems of secondary education • Examine the status and development of secondary education • Understand the problems and challenges related to secondary education • Understand the concept of sex and gender • Equip the students on the concept of Gender studies and socialization.

Unit1: Secondary Education

Secondary Education – concept –meaning -aims and objectives of secondary education-Curriculum for 10 year school (1975), National Curriculum frame work for school education(2000).Universalization of Secondary Education (2005),Right to Education Act(2009)-vocationalisation of secondary education

Unit:2 Secondary Education Curriculum

Principles of curriculum development at secondary level – curriculum development in secondary education- Rashtriya Madyamik Shiksha Abhiyan (RMSA)- Infra structure-Instructional facilities -Monitoring mechanisms at different levels of schooling- Supervision and Inspection -Evaluation of learning experience-Assessment of teaching proficiency and techniques.

Unit:3 Challenges of Secondary Education

Problems and challenges related to Universalization of secondary education- alternative schooling at secondary stage- problems and challenges to access enrollment, dropout, and achievement-equality of educational opportunities - problems of educations for girls- classroom problems-ensuring quality enhancement in secondary education.

Unit4: Women's Empowerment

Concept of Women's studies - Need and Scope of Women's studies - Women's studies as an academic discipline - Women's studies / Gender studies - Various Level-Women's Studies - theories - Feminism - Feminist movement - Radical, Social and Liberal Feminism - International Women's year - 1975 - International Women's decade 1975- 1985 - Towards Equal Status 1976 - National Policy on Education 1986 - Programme of Action1992.

Unit :5 Women's Education and Development

Importance of women's education, various committees - Curriculum for Girls Education - Gender Inclusive curriculum - Teacher – Kasturiba Gandhi Balika Vidhyalaya Schools(KGBV) - National Program for Education of Girl's at Elementary Level (NPEGL) – Teachers as ambassadors of Gender Empowerment - Gender at Home, School and community - Gender equity -portrait of Women in Text books - Achievement of Women – Educational, Political, Economic, Social - National and International Levels

Practicum:

- Review the government policy on women empowerment reflected in 11th and 12th Five Year Plan.
- Review the implementation and evaluation of different schemes of education of girl child (schooling).

References:

1. Mohammad, Miyan. (2004). Professionalization of teacher education. NewDelhi. Mittal Publications.
2. Sharma. (2003). Planning inclusive education in small schools. Mysore. RIE
3. Yadav, Lakshmi (2003). Conceptual in puts for secondary education. NewDelhi. NIEPA
4. Ahuja, Jangira. (2002). Effective teacher training: co-operative learning based approach. New Delhi. National Publishing House Adams, James. (1996). Counselling and Guidance. A summary view. New York.
5. Mudhopadyay, Sudesh and Anil kumar. K (2001), Quality Profiles of Secondary schools, NIEPA, New Delhi.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	Enable the student teachers to analyze the existing problems and challenges in secondary education.	K4
CO2	Able to understand the in equality issues in the concept of sex and gender.	K2
CO3	Apply the learned strategies for promoting girl child education through formal and non formal modes.	K3
CO4	Sensitized with the problems faced by girl children at secondary education school level.	K4
CO5	Facilitate the student teachers to analyze the existing problems and challenges in secondary education.	K5

Mapping of COS&PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	M	S	S	S	S	S	S	M	S	S	S	S
CO2	S	M	S	S	S	S	M	S	S	S	S	S
CO3	S	S	M	S	S	M	S	S	S	M	S	M
CO4	S	M	S	S	S	S	S	S	M	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	M

StronglyCorrelating (S)   -   3 Marks   ModeratelyCorrelating (M) -2Marks

Weakly Correlating (W) - 1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GES12	ICT ENABLED EDUCATIONAL PRACTICES	L	T	P	C
SPECIALIZATION - II			5	-	-	4
CognitiveLevel		K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize				
Learning Objectives		The course aims to - acquaint the student with the meaning, scope and relevance of technology in modern education - understand the need for ICT mediated education - realize the challenges in integrating ICT in school curriculum. - know the importance of ICT in e -learning. - acquire knowledge on the meaning and scope of educational technology.				

Unit:1 Introduction to ICT

Information and Communication technology-Meaning, Concept, Importance, Nature of Information &Communication Technology- Need for Information and Communication Technology in Education-Paradigm shift in Education - Challenges in integrating Information & Communication Technology -ICT equipped classrooms

Unit: 2 Role of ICT

Role of ICT in Class room Instruction - Principles of selecting technology for instruction-Steps for developing self -instructional material- Compute Assisted Learning (CAL)- Computer Aided Instruction(CAI),steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI, CMI, - multimedia in education- Educational software , Web Resources - Web based instruction.

Unit: 3 Application of ICT Tools

Network and Internet- working of internet-internet service provider-transmission control protocol- internet protocol- IP and domain name address system-applications of internet-WWW-Online services- Bulletin board services- internet browser- use of search engines-surfing- usage of internet in research-web2.0 tools, web 3.0 tools, FOSS

Unit: 4 ICT Enabled Learning Practices

ICT enhanced learner- centred learning environment -, e-sources for learning, CD-ROM, pen drive, networking, internet and intranet, search engines, digital library - infections-antivirus- Collaborative Learning, Technology Aided Learning, Cloud computing- E–Learning - preparation of e-learning material- e-content –strengths and weaknesses of e-content- on line learning- e-learning standards.

Unit: 5 Role of ICT in Distance Education

ICT in Open and Distance Education - Innovations in Distance Education: Virtual Classrooms –Consortium of Educational Communication- National Depository of learning(NDL). nature and concept of virtual education, effectiveness of virtual education, limitations and challenges of virtual environment-Teleconference - Videoconference- Role of EDUSAT- ICT for evaluation-portfolio, rubrics and other alternative assessment tools.

Practicum:

1. Create innovative methods of teaching learning project
2. Write any 4 best practices in teaching - learning
3. Create an effective teaching learning model Make a blog of your innovative out look Presentation of seminar by using power point.

References:

1. Aggarwal, D. D. (2004). Educational Technology. NewDelhi: Sarup & Sons.
2. Amidon, B.J. and Elizebeth Hunter. (1979). Impering Teaching Analysis of classroom, verbal Instruction. New York: Holt.
3. Chauhan.S.S. (1985). Innovations in Teaching – Learning Process. New Delhi: Vikas Publishing House.
4. Ronghuai Huang Kin shuk, JonK. Price. (2014). ICT in Education in Global Context. NewYork. Springer Publishing Company.
5. Rivehent and Wiston Inc.Barker P.(1987). Author Language for CAL. London: Macmillan Education Ltd.
6. Sareen N.Information and Communication Technology. (2011) New Delhi. Anmol Publications.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	Identified the need for ICT mediated education	K1
CO2	Enabled the students to attain mastery in integrating the applications of ICT in school curriculum	K2
CO3	Able to prepare the e-learning material	K3
CO4	grasp and overcome the challenges in integrating ICT mediated learning in school curriculum	K4
CO5	Gained confidence to transfer the ICT enabled teaching strategies in school curriculum	K5

Mapping of COS&PSOS

CO	PSO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	M	S	S	S	S	S	M	S	S	M
CO2	M	S	S	S	M	S	S	M	S	S	S	S
CO3	S	M	S	S	M	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	M	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	M

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W)   -   1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GES13	EDUCATIONAL PLANNING AND MANAGEMENT	L	T	P	C
SPECIALISATIONIII			5	-	-	4
Cognitive Level		K1-Knowledge K2- Understand K3-Apply K4-Analyze K5 –Synthesize				
Learning Objectives		1. To understand the basic concepts of Educational Planning and Management. 2. To understand the various approaches practiced in the management theory. 3. To acquire necessary knowledge and expertise of the principles and procedures of Educational Planning and Management. 4. To develop the requisite knowledge and skills for educational planning and institutional planning. 5. To understand contemporary developments in Educational Planning and Management and develop the skill in resource Management.				

Unit:1 Educational Planning

Educational Planning- concept, scope , nature and objective of Educational Planning – the need for Educational Planning – Basic characteristics of Educational Planning – steps involved in the preparation, implementation and evaluation of Educational Planning .

Unit: 2 Approaches to Educational Planning

Approaches to Educational Planning - Manpower Fore casting, Man power planning-concept- Educational Supervision and Inspection practices with respect to Curriculum planning, implementation and evaluation

Unit: 3 Educational Management

Educational Management- definition , scope of educational management – functions of educational Management- - Management and Decision making, Approaches and methods in educational management - Planning educational activities at various levels- Initiate and Manage educational innovations, Instructional leadership in curriculum improvement.

Unit: 4 Techniques in Planning

Application of modern management techniques to educational administration – Decision Making and problems solving – Systems approach to education, Theories of Management. Role of planning in educational development, the 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 in educational planning-Critical Analysis of educational planning in India..

Unit: 5 Educational Administration

Educational Administration - Meaning – purpose and its functions-Educational supervision and Human relations – Educational finance –sources of income for financing at central and state level – grant in aid system – meaning and its type. Management of Personnel – teaching and non-teaching in organization –Institutional climate–group dynamics.

References:

1. Bala, Rajni, Educational Supervision theories and practices, Alfa Publications; NewDelhi, 2006.

2. Bush, Tony, Theories of Educational Leadership and Management, Sage Publications; New Delhi, 2003.
3. Burton, Jene, Management Today-Principles and Practice, TATA Mcgrow Hill Publishing company LTD; NewDelhi, 2002.
4. Kalwar, M.C. And Ratikanta Pathak, Principle of Bussiness Management, Abhilekh Publication and Production; Guwahati.
5. Kumar, Rajendra, C., The Leadership in Management, A.P.H. Publishing Company; New Delhi,2007.
6. Ananda, W.P. and Guruge. (1984). General Principles of Management for Educational Planners and Administrators. Paris: UNESCO.
7. Bell, Les. (1988). Management Skills in Primary Schools, London: Routledge.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	Understand the basic concepts of Educational Planning and Management.	**K1**
CO2	Acquired the knowledge in preparing, planning and executing the calendar of events	**K2**
CO3	Gained confidence to organize any programmes or events	**K3**
CO4	Developed the skills of leadership qualities to be an able administrator	**K4**
CO5	Analyze the contemporary developments in Educational Planning and Management and develop the skill in resource Management	**K5**

Mapping of COS & PSOS

CO	PSO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	M	S	S	S	S	M	S	M	S	S	M
CO2	S	S	S	S	M	S	S	S	S	S	M	S
CO3	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	M	S	S	S	S	S	S	M	S	S	S
CO5	S	S	S	M	S	S	S	S	S	S	S	S

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W) - 1 Mark   No Correlation (N)   - 0 Mark

SEMESTER - II

COURSE CODE	P21GET21	PERSPECTIVES IN TEACHER EDUCATION	L	T	P	C
CORE –III			5	-	-	4
Cognitive Level	K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize					
Learning Objectives	The course aims to 1. Know the concept, aims and scope of teacher education. 2. Understand the development of teacher education in India. 3. Adopt various methods of teaching for transacting the curriculum in schools. 4. Prepare the teacher educators for reflective teaching. 5. Acquire different competencies essential for a teacher for effective teaching.					

Unit 1: History of Teacher Education

Teacher Education-Concept, aim and scope- Evolution and development of Teacher Education in India-ancient, medieval and British era- Charter Act of 1813- Macaulay's Minute- Bentick resolution- Adam's Report and its recommendations- Historical Perspective – Two years teacher education programme.

Unit 2: Teacher Preparation at Various Levels

Aims and objectives of teacher education at pre-primary, primary, secondary, higher secondary and college level- Recommendations of various commissions established before and after independence for Teacher Education- National policy on education (1986) and revised programme of action 1992 (POA)- Agencies of Education-UGC, MHRD,NCTE, NCERT,RIE.

Unit 3: Teacher Preparation Programme

Teacher preparation programme -Aims –objectives – Organizational and Curriculum structure- functions of pre service teacher education programme – Organization of practice teaching. Modification of teacher behavior –meaning and concept -Flanders's Interaction Analysis (FIACS) –classroom situation - Teaching Competency- teacher behavior as a criterion for teaching competency - team teaching –simulation – role playing and micro teaching.

Unit 4: In service Teacher Education

In service Teacher Education - Aims – objectives – need – Organization structure and Administrative agencies for organizing – in service teacher education programme –DIET'S, CTEs - IASEs – CERT and NCERT . Orientation – refresher course- hands on training programmes – work shop. Teacher effectiveness – meaning - cognitive flexibility - teaching functions and Teacher Assessment Bating (TAB).
.

Unit 5: Innovative Practices in Teaching

Innovative practices in teacher training - Quality assurance in teacher Education, Accountability in teacher Education , performance appraisal of teachers - Changing needs and problems of Teacher Education- Preparing teachers for special schools - Supervision – observation – assessment – feedback and guidance.

Practicum : Any one

1. Critical appraisal of teacher education programme (D.TED/B.Ed./M.Ed.) Implemented in a Govt, private and university department teacher education institution
2. Evaluation of an in-service training programme for school teachers.
3. Attitudinal survey of teacher trainees.

References:

1. Biddle, B.J.etal: Contemporary Research on Teacher Effectiveness. New York: HoltRinehart, 1964.
2. Chaurasia, G:New Era in Teacher Education. New Delhi: Sterling Publishers Pvt.Ltd., 1967.
3. Chatterji and Desuja, A:Training for Teacher in India and England. NewDelhi :Orient Longman, 1959.
4. Gage, N.L. (Ed.): Hand book of Research on Teaching. Chicago: Rand Macnally and Co., 1967.
5. Sharma M.L., 2000, Educating the Educators, The Indian Publication, Delhi.
6. N.R.Saxena, B.K.Mishra, R.K.Mohanty., 2005, Teacher Education, Raj Printers, Meerut.

COURSE OUT COME:

On the successful completion of the course students will be able

CO1	understand the development of teacher education in India.	**K1**
CO2	knows the objectives of NCERT and trained to fullfill the National Curriculum Framework (NCF).	**K2**
CO3	will be a quality master trainer in the field of teacher education	**K3**
CO4	apply different methods of teaching in school curriculum.	**K4**
CO5	attain different competencies essential for a teacher for effective teaching.	**K5**

Mapping of COS&PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	M	S	M	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	M	S	S	M	S	S
CO3	M	S	S	S	S	S	S	S	S	S	S	M
CO4	S	S	S	M	S	S	S	M	S	M	S	S
CO5	M	S	S	S	S	S	S	M	S	S	S	S

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W) - 1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GET22	ADVANCED THEORIES AND METHODS OF RESEARCH	L	T	P	C
CORE IV			5	-	-	4
Cognitive Level		K1-Knowledge K2- Understand K3-Apply K4-Analyze K5- Synthesize				
Learning Objectives		The course aims to - understand the importance of Research Methodology in Education. - know the different types of Research Design. - develop the knowledge of Tool Construction. - find the different methods of Sampling. - analyse the research with the help of the inferential Statistics.				

Unit 1: Introduction to Research Methodology and Research Problem:

Meaning of Research – Ethics in Research - Significance of Research – Research Methods v/s Methodology – Research and Scientific Methods – Research Process – Criteria of Good research – Identification of Research Problem – Formulation of Research Problems - Limitations and Delimitations

Unit 2: Research Design:

Variables and their Linkages – Characteristics of Good Hypothesis – Hypothesis:Research Question and Formulation of Hypothesis – Directional and Non-directional Hypothesis– Needs and Features of Research Design – Basic Principles of Experimental Design – one Tail and Two Tail Method - Various Methods of Research – Survey, Philosophical, historical, Experimental, Causal Comparative, Genetic, Case Studies,

Unit 3: Tools for Data Collection:

Selection of appropriate Method of Data Collection – Case Study – Focus Group Discussion – Techniques of Developing Research Tools, viz – Questionnaire and Rating Scales etc. – Reliability and Validity of Research Tools Observation of Behaviour: Participant Observation – Direct and Indirect Observation

Unit 4: Sampling and Research Reporting:

Probability and Non-Probability Sampling – Types and Criteria for Selection – Developing Sampling Frames – Format and Style – Review of Related literature – Interpretation and Discussion of Results – Major Findings – Conclusions and Suggestions – Citation of References and Bibliography.

Unit 5: Statistics for quantitative data analysis:

Measures of Central Tendencies: Mean, Median and Mode - Analysis of Variance (ANOVA) and Analysis of covariance (ANCOVA) – Concept and Applications only – Factor Analysis and Path Analysis (Concept and Applications Only) - Non Parametric Statistics: Sign Test – Mann Whitney Test- Chi Square Test - Normal Probability Curve: Meaning – Characteristics and Applications – Relationship between Chi square and phi correlation-Computers in Educational Research- SPSS and its application- Qualitative Data analysis

Practicum:

* **Identify and report the results of any of the research work (using correlational analytical / non-parametric techniques in analyzing the data).**

References:

1. Gupta S.C., Fundamentals of Statistics, Himalaya Publication House, Bombay.
2. Rajaram.V. (1996), Fundamentals of Computers, Prentice Hall of India, New Delhi.
3. Sanders (1981), Computer Today, McGraw Hill, New York.
4. Sinha (1992), Computer Fundamentals, BPB Publications, New Delhi.
5. Engalhart Max (1972), Methods of Educational Research, Rand McNally and Company, Chicago.

COURSEOUTCOME:

On the successful completion of the course students will be able

CO1	understand the importance and scope of Research in Education	K1
CO2	developed the attitude of doing research and documentation analysis to solve the educational problems	K2
CO3	will conduct research and learnt the statistical analysis by using SPSS VERSION	K3
CO4	will conduct the action research among the students to find solution to the existing problems	K4
CO5	able to construct the tool and test the efficacy of the tool construction	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	S	S	M	S	S	M	S	S	S	S	S	S
CO2	S	M	S	M	S	S	S	S	S	M	S	S
CO3	M	S	S	S	S	S	S	M	S	S	M	S
CO4	S	S	M	S	S	M	S	S	M	S	S	S
CO5	S	M	S	S	S	S	M	S	S	S	S	M

Strongly Correlating (S)　-　3 Marks　　　　Moderately Correlating (M) -2 Marks

Weakly Correlating (W)　-　1 Mark　　　　No Correlation (N)　　　- 0 Mark

COURSE CODE	P21GES21	CURRICULUM PLANNING AND DEVELOPMENT	L	T	P	C
SPECIALISATION IV			5	-	-	4
Cognitive Level		K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize				
Learning Objectives		The course aims to 1. Understand the meaning and nature of curriculum. 2. Understand different approaches to curriculum development. 3. Apply the role of teacher in the transaction and evaluation of curriculum. 4. Know the recent developments in the field of curriculum development. 5. Understand the role of curriculum development in improving instruction.				

Unit 1: Curriculum Development

Curriculum-meaning-definition-aims and objectives-difference between syllabus and curriculum-National Curriculum Frame work (NCF, 2005)-Common elements of a curriculum frame work- Curriculum theory and practice. Foundations of Curriculum: curriculum as lived experience; curriculum as sociallrganized knowledge, Types of curriculum: Knowledge based, Activity based, Skill based and Experience based curriculum.

Unit 2: Models of Curriculum Development

Models of curriculum development – Taba's curriculum development model-Tyler model-Saylor and Alexander model-types of curriculum- curriculum design and its broad categories-System analysis-principles of curriculum transaction.Curriculum visualized at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences).

Unit 3:Curriculum Organization
Curriculum organization -criteria for effective organization- Approaches to curriculum development – developmental approach –functional approach -System managerial approach-child or learner centered-subject centered-problem centered and human relation centered approach.

Unit 4: Curriculum planning development

Curriculum development process- phases and steps in curriculum development- planning– Content and method - implementation- evaluation -curriculum development change-role of teachers in the curriculum process. Factors affecting curriculum development, Role of organizations like NCERT, SCERTs, UGC and NCTE in curriculum development.

Unit 5: Curriculum Evaluation

Curriculum evaluation and student assessment- - educational implications for reflection of curriculum – Evaluation of Curriculum: Need for evaluation of curriculum, Methods of curriculum evaluation, Process of curriculum evaluation and revision -Feedback from learners, teachers, community, and administrators - Issues and trends in curriculum development.

Practicum:

(science / socialscience / mathematics / languages) either at secondary or higher secondary stage of school education.

1. Develop curriculum for a shool subject for a class (I-VIII/IX-X/XI-XII).
2. Develop a plan for curriculum evaluation for a school subject at Secondary or higher secondary stage.

References:

1. Marsh, C. and Willis. G.(2007). Curriculum: Alternative approaches, on going issues (4thEdition), Upper Saddle River, NJ: Merrill.
2. Henson, K. (2001). Curriculum planning, integrating multi culturalism, constructivism, and education reform. New York: McGraw - Hill.
3. Marshall, J.D. ,Sears, J.,Schubert, W.(2000). Turning points in curriculum: A contemporary American memoir. New Jersey: Prentice - Hall.
4. Moon, B. & Murphy, P. (1999). Curriculum in context. London: The Open University.
5. Ornstein, A., Pajak, E. and Ornstein, S. (2007). Contemporary issues in curriculum. Boston: Pearson.
6. Glatthorn, A.A., Boschee, F., & Whitehead, B.M.(2009). Curriculum leadership: Strategies of development and implementation (2[nd]edition). Thousand Oaks, CA:Sage.
7. Reed, R. & Johnson, T. (2000). Philosophical documents in education. New York: Addison – Wesley Longman, Inc.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	Identify with different approaches to curriculum development	K1
CO2	Acquaint the student teacher store flect on the various trends in the curriculum design and development	K2
CO3	Knows the need and importance of curriculum revision and evaluation of the curriculum	K3
CO4	Will identify the functions and implications of various curriculum designs	K4
CO5	Analyze the recent developments in the field of curriculum development.	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	S	S	M	S	S	M	S	S	S	S	S	S
CO2	S	M	S	M	S	S	S	S	S	M	S	S
CO3	M	S	S	S	S	S	S	M	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	S	M	S	S	S	S	S	S

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W)   - 1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GES22	ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT	L	T	P	C
SPECIALISATION V			5	-	-	4
Cognitive Level		K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize				
Learning Objectives		The course aims to 1. understand the objectives, scope and nature of environment education 2. develop an understanding of environmental issues 3. analyze the environmental movements and its effects on the earth. 4. understand the environmental ethics and apply them in their day to day life. 5. develops knowledge in conserving the environment				

Unit I : Environmental Education

Environmental Education- Meaning, Definition, concept, objectives - historical background- need and significance of environmental education – problems - objectives and principles of environmental education

Unit II: Population Explosion

Population explosion - climate change - global warming – green house effect – pollution - acid rain – ozone depletion – urbanization – deforestation – solid waste and its disposal –marine pollution – food adulteration - specific environmental issues pertaining to the local area.

Unit III : Environmental Movements in India

Environmental movements in India – Silent Valley movement, Chipko movement, Narmada Bachao Andolon, Sustainable development: Concept, meaning and strategies for sustainable development in India – National Environmental Awareness Campaign (NEAC) - Role of NGO's in conservation of Environment.

Unit IV : Environmental Management

Environmental management – definition – need of environmental management – characteristics of environmental management – approaches to environmental management – Managing natural resources – renewable resources – non – renewable resources – forest management and water management - Bio remediation - treatment of effluents.

Unit V: Environmental Ethics

Environmental Ethics: Meaning - concept – definition - Principles – Types – Preventive measures of environmental issues – promoting preventive measures - Relationship between educational philosophy and environmental ethics and its impact on environment.

References:

1. Nasrin, Environmental Education, APH Publishing corporation, New Delhi
2. Cloud, 1996, Resources and Man, WHF reedom and Company, San Francisco
3. Sharma VS, 2005, Environmental Education, Anmol Publication, New Delhi
4. Singh YK, 2009, Teaching of Environmental Science, APH Publishing corporation, New Delhi

COURSE OUTCOME:
On the successful completion of the course students will be able

CO1	develop an understanding of environmental issues	K1
CO2	will apply the scientific principles in their day to day life	K2
CO3	gained Knowledge in conserving and preserving the nature without producing the harmful effect to the nature	K3
CO4	knows the ways to preserve the environment for the sustainable development	K4
CO5	follow the environmental ethics and apply them in their day to day life.	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	M	S	S	S	S	S	S	S	S	M
CO3	M	S	S	S	S	S	M	S	M	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	M	S	S	M	S	S	S	S	S	M	S

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W) - 1 Mark   No Correlation (N)   - 0 Mark

SEMESTER - III

COURSE CODE	P21GET31	EDUCATIONAL MEASUREMENT AND EVALUATION	L	T	P	C
CORE –V			5	-	-	4

Cognitive Level	KI-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize
Learning Objectives	The course aims to 1. Explain the key concepts of evaluation and describe the developments in evaluation. 2. Describe the scope of evaluation in education. 3. Familiarize the students with theoretical background of educational measurement and evaluation. 4. Develop competence in construction and standardization of various measuring instruments. 5. Make the future teacher educators aware about major reforms in educational testing and assessment.

Unit 1: Foundations in Evaluation

Educational Measurement and Evaluation: Concept- meaning - Scope and Importance of Measurement and Evaluation - Principles of Evaluation -Types of Evaluation - formal, informal, oral, written, formative and summative - Functions of Measurement and evaluation in Education –Scaling Methods– Nominal, Ordinal, Interval, and Ratio.

Unit 2: Tools for Evaluation

Tools for evaluation - Subjective and objective type and process of standardization - Tests, rating scales, Schedules, Checklist, Anecdotal record, cumulative record, inventory, questionnaire- Types of Achievement Tests- Essay and Objective Type Test - Standardized Tests and Teacher Made Tests - Steps in Standardization of Achievement Tests - Norm Referenced and Criterion Referenced Tests - Diagnostic tests and remedial measures Relationship between educational objectives, learning experiences and evaluation - question paper pattern - Choice Based Credit System

Unit 3 : Evaluation of Different Aspects of an Individual

Attitude - meaning , measurement - Thurstone, Likert Method; Interest – meaning, measurement -Kuder Preference, strong Campbell interest inventory; Intelligence – meaning and measurement Individual and group test – verbal, non-verbal and performance: Personality – meaning and measurements Projective techniques : Rorschach and Thematic Apperception Test; Motivation and Creativity.

Unit 4 : Testing and Interpretation of Scores

Interpretation of Test Scores - Item analysis and improvement of test- Grading, Marking and Credit System - Semester System - Question Bank: steps for preparation - Continuous Remedial Internal Assessment – Evaluation – Online examination

Unit 5: Current Trends in Evaluation

Knowledge based evaluation – Performance Based Evaluation : Role play, Concept maps - Application of ICT in Evaluation- New trends in Evaluation- Grading, Semester system and Credit system - concept, merits and demerits – Continuous and comprehensive evaluation - Authentic Evaluation: Interviews , Writing samples, Projects, Exhibitions, Reflective Journals – Self evaluation: Rubrics & Rating scales - Exams: Online, On-demand, Take-home Power Tests & Open book - concept, merits and demerits - Viva Voce - Practicum and Practical - workshop – Practice teaching.

Practicum:

1. Critically review the system of grading vs. marking in examination.
2. Prepare the socio-demo graphic profile of five high achiever and five low achiever School students or development of a NRT and CRT in a school subject.

References:

1. Aggarwal, R.N. and Vipin Asthana (1983), Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir
2. Arlene Fink, 2005, Evaluation Fundamentals, Sage Publications New Delhi
3. Chavan C.P.S.(1993), Emerging trends in Educational Evaluation, New Delhi: Common wealth Publishers
4. Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6thEdition). Macmillan, NewYork.
5. Hamayan, (1995). Approaches to alternative assessment."Annual Review of Applied
6. Linguistics,"15,212-226.
7. Hibbard, K. M. and others. (1996). A teacher's guide to performance - based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	developed the skill of applying the evaluation tools to assess the teaching learning process	**K1**
CO2	gained insight in constructing the teacher made test and standardized test to assess the effective teaching	**K2**
CO3	able to differentiate assessment, testing, measurement and continuous evaluation in the teaching learning process	**K3**
CO4	develop competence in construction and standardization of various measuring instruments.	**K4**
CO5	make the future teacher educators aware about major reforms in educational testing and assessment.	**K5**

Mapping of COS & PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	M	S	S	S	S	M	S	S	M	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	S	S	M	S	S	S	M	S	S
CO4	S	S	M	S	M	S	S	S	S	S	S	M
CO5	M	S	S	M	S	S	M	S	S	M	S	S

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W) - 1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GET32	COMPARATIVE EDUCATION	L	T	P	C
CORE –VI			5	-	-	4

Cognitive Level	K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize
Learning Objectives	The course aims to 1. acquaint the student with concept, scope, Need, History and development of Comparative Education 2. acquaint the student with the methods of Comparative Education 3. Study the Problems of Education in World perspective. 4. Acquaint the students with the current trends and problems in world Education. 5. Compare all levels of education in the global perspective.

Unit :1 History and Development of Comparative Education

Concept, scope, Purpose, and Need of Comparative Education - History and Development of Comparative Education – Aims of Comparative Education – Intra and Inter education analysis– Advantages of Comparative Education

Unit:2 Approaches of Comparative Education

Comparative education factors and approaches - geographical, economic, cultural, philosophical, sociological , linguistic, scientific, historical, ecological, structural and functional factors- area study – juxta position- cross disciplinary approach used in comparative education

Unit : 3 Modern Trends in Education

Modern trends in world education - National and Global- Education in Developing and Under Developed countries with reference to following problems – Free Universal Compulsory Education , Higher Education, Adult Education, and Teacher Education.

Unit:4 Education in Global Perspective

Comparative study of the education systems of India and US, UK, USSR with special reference to primary education- secondary education- higher education- teacher education- adult education – Curriculum Frame work – Medium of Instruction — Evaluation Pattern –Value oriented Education - Secular Education – Futurology of Education

Unit :5 Current Trends and Issues in Education

Current trends and problems in Education to be studied in the world perspective-technology, privatization, globalization, urbanization, industrialization.

Practicum:

1. Analyse the Case study focusing on development of teacher education in any of the two Countries based on document analysis and other secondary data.
2. Report on comparative study of curriculum at different levels of any of the two Countries.

References:

1. William Fletcher   Russell .(2014).   Comparative   Education.   England. Stand ford Publications.
2. Sharma YK (2004). A Comparative Study of Educational Systems. New Delhi. Kanishka Publishers.
3. RaiBC. (1972). Comparative Education. Lucknow. Prakashan Kendra.
4. Khanna SD, Lamba TP, Saxena VR, and Murthy V.(1979). Comparative Education made easy. NewDelhi. Doaba House.
5. Sodhi TS.(1993). A text book of comparative education–Philosophy, Patterns & Problems of National Systems (UK, USA, Russia, India). New Delhi. Vikas Publishing House Pvt., Ltd.
6. Biswas A & Aggarwal J C. (1986). Comparative Education (India, U.K., U.S.A., U.S.S.R.). New Delhi. Arya Book Depot.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	understand the system of education in India and able to compare the system of education at Global Perspective	K1
CO2	acquired knowledge about the issues and challenges existing in the system of education at global level	K2
CO3	gained insight to compare the system of education in developed countries and developing countries	K3
CO4	acquaint the students with the current trends and problems in world Education.	K4
CO5	compare all levels of education in the global perspective	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	M	S	S	M
CO2	S	S	S	S	M	S	S	S	S	S	M	S
CO3	S	S	S	S	M	S	S	S	S	S	S	S
CO4	M	S	S	M	S	S	S	M	S	S	S	M
CO5	S	M	S	S	M	S	S	S	S	M	S	M

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W) -   1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GES31	HIGHER EDUCATION	L	T	P	C
SPECIALIZATION -VI			5	-	-	4

Cognitive Level	K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize
Learning Objectives	The course aims to 1. Enable the students to know about the five year plans and its importance to the contribution of educational planning. 2. Understand the concept & development of Higher Education 3. Develop the innovative practices in higher education 4. To maintain the standards in promoting quality Higher Education among the student teachers. 5. Understand the roles and responsibilities of the higher education system existing in India.

Unit I: Concept of Higher Education

   Concept and Aims of Higher Education – Development of Higher Education in India – – Human Resource Development in Higher Education– Constitutional Provisions –Education Planning in Five Year Plans with focus on expansion, equity and excellence in education with special reference to higher education.

Unit II: Innovations in Higher Education

   Innovations in Higher Education – Community College- Choice Based Credit System (CBCS) –Mentorship – Adjunct Faculty – Teacher - Learner Rapport – Scholars in Residence – ICT Enabled Education–Universities: Unitary Universities, Deemed University, Affiliating Universities – Structure of Universities – Globalization and Privatization in Higher Education– Prospects ,Problems, Strategies – Total Quality Management

Unit III: Institutional Autonomy

   Institutional Autonomy – Accountability –Assessment and Accreditation in Education- Concept role of ISO – QCI - NAAC. Policy Formulation –process and implementation Analysis, Issues and policy change at National and State Level affecting Indian education .Decentralized planning and management –problems and issues.- Role of Teacher, Students and Parents in Board of Studies–College Development Council– Inter Collegiate Activities.

Unit IV : Teacher Competence

Teacher Competence in Higher Education – Communication and Managerial Skills – Classroom Management – Teaching – Learning Process in Tertiary Education – Understanding Adolescence – Development, Changes, Characteristics and Conflicts – Role of Academic Staff College in developing the Teacher competence.

Unit V: Agencies of Higher Education

MHRD, UGC, NUEPA, NAAC Affiliation, Accreditation, Autonomous Institution of Excellence –National and Central Universities – Agencies in Higher Education – National Bodies – Monitoring and Supervision- Teaching, Research, Extension and Consultancy – Performance Appraisal – Quality Concerns in Higher Education – Self Study–Students Evaluation.

Reference:

1. Gauri Shankar Sinha, Redefining Higher Education, Common Wealth, New Delhi, 2002.
2. N. Rajavel, Management of Higher Educational Institutions, New Century, New Delhi, 2003
3. N. B. Oza and K. M.Joshi, Higher Education, Mangal Deep, Jaipur, 2001.
4. Association of Indian Universities, Policies of Higher Education, AIU, NewDelhi, 1995.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	Understand the role and contribution of regulatory bodies in executing the functions of Higher Education	K1
CO2	Gained knowledge about the structure and functions of higher education in India	K2
CO3	Orient themselves to the institutions, systems and structure of higher education	K3
CO4	Develop the innovative practices in Higher Education	K4
CO5	Maintain the standards in promoting quality Higher Education among the student teachers	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	S	S	M	S	S	S
CO2	M	S	S	S	S	S	S	S	S	S	S	S
CO3	S	M	S	M	S	S	S	S	S	S	S	M
CO4	S	S	M	S	S	S	S	M	S	M	S	M
CO5	S	M	S	M	M	S	S	S	S	S	M	S

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W)   -   1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GES32	INCLUSIVE EDUCATION	L	T	P	C
SPECIALIZATION-VII			5	-	-	4

Cognitive Level	K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize
Learning Objectives	The course aims to 1. Explain the nature and objectives of inclusive education. 2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers 3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education. 4. Develop the skills associated with inter – personal relationships, managing relations in educational settings, problem – solving in educational settings, 5. Encourage the leadership qualities, peer group learning, co-operative learning and collaborative learning, learning with joy to promote inclusion among the students.

Unit 1: Introduction to Inclusive Education

Meaning – Definition, Classification of Disabilities - Marginalization vs. Inclusion: Meaning & Definitions – Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion - Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity-Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment – Challenges in Inclusive Education : Attitudinal , Physical & Instructional

Unit 2 :International and National Initiatives in Inclusive Education

World Declaration for Education for All (1990) - United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) - Incheon Strategy (2012) - Salamanca Framework (1994) –National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005) - National Policy for Persons with Disabilities (2006)- : IEDC (1974), RCIAct(1992), PWDAct(1995), RPWDAct(2016), National Trust Act(1999), SSA(2000), RTE (2009) and amendment 2012, RMSA(2009), IEDSS(2013), New Education Policy (2015).

Unit 3: Inclusive Learning Environment

Inclusion of all children with diverse needs in existing schools – Early identifications and placement in inclusion - Identifying barriers to Inclusion in schools - Attitudinal, Systemic and structural; Ensuring Physical, Academic and Social Access; Teachers as Change Agents; Assistive Technology; Classroom Management; Promoting Positive Behaviour; Peer mediated instruction: Peer tutoring, Co – operative learning – training teachers for inclusive education – developing skills and competencies

Unit 4 :Inclusive Academic Instructions

Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment – Co – Teaching Methods : One Teach One Assist, Station-Teaching Parallel Teaching, Alternate Teaching & Team Teaching - Differentiated Instructions: Content, Process Product- Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies - ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education

Stake holders of Inclusive Education & Their Responsibilities – Advocacy & Leadership for Inclusion in Education - Family Support & Involvement for Inclusion - Community Involvement for Inclusion – Resource Mobilization for Inclusive Education.

Practicum:
1. Visit special schools, integrated schools and inclusive schools – observe and Report . Create awareness among parents and community about educating children with disability.

References
1. Clough, P. ,& Corbett ,J.(2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
2. Jha, M.M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
3. Mukhopadhyay, S., & Mani, M.N.G.(2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
4. Peterson, M.,& Hittie,M. (2009).Inclusive teaching: The journey towards creating effective schools for alllearners. Merrill, New Jersery.
5. Skid more, D.(2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
6. Villa ,R.A., & Thousand, J.S.(2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
7. UNESCO(1994). The Salaman castatement and frame work for action on special needs education. Paris.
8. Sharma,P.L.(1990) Teachers hand book on IED – Helping children with special needs N.C.E R T Publication.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	understand the nature of difficulties encountered by children with special needs (cwsn).	K1
CO2	develop knowledge and skills required to address the classroom setting of both Integrated and Inclusive Education	K2
CO3	prepare a conducive teaching learning environment with the available resources for promoting inclusive education	K3
CO4	appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers	K4
CO5	facilitate peer group learning, cooperative learning and collaborative learning, learning with joy to promote inclusion among the students.	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	M	S	S	S	S	S	S	S	S	S	S
CO2	M	S	S	M	S	S	M	S	S	S	S	S
CO3	S	S	M	S	S	S	S	S	M	S	S	S
CO4	S	S	S	S	M	S	M	S	S	S	S	M
CO5	S	M	S	S	S	S	S	S	M	S	S	S

Strongly Correlating (S) - 3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W) - 1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GES33		L	T	P	C
SPECIALIZATION VIII		PROFESSIONAL EDUCATION	5	-	-	4
Cognitive Domain		K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize				
Learning Objectives		The course aims to 1. prepare the students for the competitive examinations 2. help the students acquire the knowledge in preparing for the NET/SLET examinations 3. Understand how to prepare for the TET examinations. 4. Acquire knowledge about foundation and development courses in teacher education programmes. 5. Understand the principles of teacher education programmes.				

Unit1: Introduction to Philosophy

Concept of Education- Western Schools of Philosophy-Indian Schools of Philosophy-Contribution of Indian and Western hinkers–SocializationofEducation-GrowthandDevelopment-Intelligence-Personality –Concept and principles of guidance and counselling-Mental Health andHygiene-Motivation and Group Dynamics

Unit2:Methods of Research

Concept of research- Methods of research- Sampling- Hypothesis- tool construction- data analysis-Universalisation of elementary education-Educational administration-educational evaluation- curriculum construction and development-curriculum evaluation

Unit3:Professional Preparation

Elective: Educational Management / Educational Measurement and Evaluation/ Educational Technology/ Special Education.

Unit4:Institutional Planning

Institutional Planning-concept –scope-need and importance - nature of Institutional Planning – Types of institutional planning-evaluation of institutional planning –Models and approaches of value development-Value development theories –psycho analytic-learning theory-social learning and cognitive development theory.

Unit 5: School Based Curriculum

Science- Science Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)- Social Science-Social Science Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time).

Practicum (any one of the activities)

1. Review the researches carried out in teacher education programme and write their policy implications.
2. Review the research article in teacher education and write the implications for Practice.
3. Review the newspaper / magazine write – up about teachers' status and teaching learning process – are flection on teacher education programmes.

References:

1. Ashmore, L., & Robinson, D. (2014). Learning, Teaching and Development: Strategies for Action. Sage.
2. Chapman David W. et. al (1993). Teacher Incentives in Third World. Teacher and Teacher Education. International Journal of Research andStudies,9(3),301-16.
3. Cheng, Y., C., Ching MOK, M., & Tsui, K.T (Eds.) (2001). Teaching Effectiveness and Teacher Development: Towards A New Knowledge Base. Hong Kong: Hong Kong Institute of Education and Kluwer AcademicPublishers.
4. Cooke, B.L. and Pang, K.C (1991). Recent Research on Beginning Teachers: Studies of Trained and Untrained Novices.Journal of Teaching and Teacher Education, 7(1),93-110.
5. Daresh. John C (1987). Research Trends in Staff Development and In-service Education.
6. Journal of Education for Teaching, 13(1),3-11.
7. Engelking, JeriL(1987). Attracting and Retaining Quality Teachers through Incentives.
8. NASSPL Bulletin, 1-6.
9. Fullan, M (1982). The Meaning of Educational Change. New York: Teachers College Press.
10. Khora, Sthabir (2011). Education and Teacher Professionalism, Jaipur: Rawat Publications.
11. NCERT(1995). Teacher Policy, Training Needs and Perceived Status of Teachers 114, 116
12. IER: SPECIAL NUMBER, New Delhi.
13. NCERT(2005). Position Paper of National Focus Group on Teacher Education for Curriculum Renewal. New Delhi: National Council of Educational Research and Training.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	understand the nature of difficulties encountered by children with special needs (cwsn).	K1
CO2	understand the principles of teacher education programmes	K2
CO3	acquired knowledge about foundation and development courses in teacher education programmes.	K3
CO4	acquainted in Training the assessment at entry level behavior and terminal behavior of the students in terms of continuous and comprehensive evaluation procedure	K4
CO5	apply the acquired knowledge in transmitting the principles of Indian and Western schools of philosophy to the school curriculum	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	M	S	M	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	M	S	S	M	S
CO4	S	M	S	M	S	S	S	S	M	S	M	S
CO5	S	S	M	S	S	S	S	S	S	S	S	S

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W)   - 1 Mark   No Correlation (N)   - 0 Mark

SEMESTER - IV

COURSE CODE	P21GET41	ADVANCED EDUCATIONAL PSYCHOLOGY	L	T	P	C
CORE - VII			5	-	-	4

CognitiveLevel	K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize
LearningObjectives	The course aims to 1. Enable the student to understand concepts and principles of Educational Psychology as an applied science 2. enable the learner to understand implications of psychological theories for education 3. understand the theories of learning, motivation and personality their utility in the Teaching learning process 4. apply psychological aspects to teaching – learning situations. 5. Understand the nature of learners and apply the principles of child psychology in the classroom situation.

Unit 1: Overview of Educational Psychology

Nature and scope of educational psychology- Principles of educational psychology - Methods of Educational Psychology and its branches - Contribution of psychology to education - Stages of Human Development with special reference to adolescents - Social and Emotional development – common emotional and behavioural problems in school setting

Unit 2: Learning Theories

Theories of teaching: Behaviouristic, cognitive and humanistic – Behaviouristic approach– Skinner's - Cognitivistic theory – cognition, information processing theory: Robert Shieghler, meta cognition, constructivism and active learning. Social learning- Albert Bandura and Social Constructivism - Vygotsky - Socialistic and Humanistic approach Social cognition theory: Bandura & Carl Rogers - Constructivist theory: Vygotsky - Hierarchical Theory of Learning: Gagne - Hull's reinforcement theory.

Unit 3: Motivation, and Personality

Concept, definition and theories of Motivation - Personality Theories: Allport, Eyesenck, Cattell – Psycho analytic approach of Freud - Nature of Intelligence - Theories of Intelligence: Guilford J.P, Gardener, Sternberg – Creativity and thinking – Theories of Learning

Unit 4 : Individual Differences

Intellectual and language developments – contribution of Chomsky and Vygotsky- Factors affecting mental growth and language development - Role of teachers in varied development of interest, attitude and values- Learning styles - Emotional Intelligence.

Unit 5: Mental Health and Adjustment

Mental health and hygiene - factors affecting Mental Health - strategies to promote mental health - Need of guidance and counselling - concept and scope - types of guidance - vocational and career and counselling - role of teacher in guidance and counselling - Managing class room Behaviour -GroupDynamics: leadership, team building and techniques of managing group.

Practicum:

Administration of:

1. Verbal Intelligence Test.
2. Non – verbal Intelligence Test.
3. Personality Inventory.
4. Mental Health Test.
5. Creativity Test.

References:

1. Agarwal, I.J.C(1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt. Ltd., New Delhi.
2. Chatterjee, S.K.(2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED (P) Ltd.,
3. Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., NewDelhi.
4. Bernard, H.W.(1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
5. Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
6. Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, NewDelhi.
7. Sharma,P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.

COURSE OUTCOME:

On the successful completion of the course students will be able

CO1	Understand the cognitive, affective and co native development of children	K1
CO2	Will apply the theories of learning and their utility in the teaching learning process	K2
CO3	Able to administer the psychological test to enhance the mental health and personality of the individuals	K3
CO4	understand the theories of learning, motivation and personality their utility in the Teaching learning process	K4
CO5	Apply psychological aspects to teaching – learning situations.	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	S	M	S	S	S	S	M	S	M	S	S	M
CO2	S	S	S	S	M	S	S	S	S	S	M	S
CO3	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S	S	S
CO5	M	S	S	S	S	S	M	M	S	M	S	S

Strongly Correlating (S)   -   3 Marks   Moderately Correlating (M) -2Marks

Weakly Correlating (W) - 1 Mark   No Correlation (N)   - 0 Mark

COURSE CODE	P21GES41	EDUCATIONALLEADERSHIP	L	T	P	C
SPECIALISATION IX			5	-	-	4
Cognitive Level		K1-Knowledge K2- Understand K3-Apply K4-Analyze K5-Synthesize				
Learning Objectives		The course aims to 1. Develop the leadership qualities among the teachers trainees. 2. Enable the students to understand the need and role of leaders in Educational Institution 3. Educate the women students to become effective educational leaders. 4. Develop competency to design, transact and evaluate the curriculum. 5. Over come the conflicts through conflict management and resilience.				

Unit I: Nature of Leadership

Leadership: Meaning, Nature and Definition of Leadership -Need and Significance-Principles ofLeadership – Characteristics of Leadership, Qualities of Leadership, Functions of Leadership-Leadership duties of the Educational Institutions

Unit II: Styles of Leadership

Styles of Leadership - Theories of Leadership: Traits Theory – Behaviorist Theory – Situational Theory – Leadership Models- Administration, Management and Leadership– Informal and Formal Leaders – Group Dynamics and Leadership- Leader vs Boss

Unit III: Educational Leadership

Educational Leadership – Meaning, Need and Significance-Leadership in Educational Administration – Behavior pattern of Educational Leaders -Aloofness, Production emphasis, Thrust, Consideration, Human relationship ,Political Pressure, social Pressure.

Unit IV: Leadership for The Learning Community

Leadership for the learning community: Developing leadership and managerial skills - Values, vision and moral ethics in educational leadership - Democratic Leadership in Education- Preparing to lead, Leading Teachers, Leading Schools Team formation, Exercising authority, Delegating Tasks, Communication, collegiate Leadership , leadership in School Improvement.

Unit V: Conflict Management

Conflict–Conflict Management- Conflict Resolution- Organizational Change – Organizational Structure –Organizational Climate- Internal Barriers and Bias against Women – Changed Internal Influences –Breaking the Glass Ceiling–Developing Leadership Competency among Women.

Reference Books:

1. Educational Psychology, C.L.Kundu., D.N.Tutoo
2. Organizational Behaviour, L.M.Prasad,Sultan Chandhan Son,2008.
3. Educational Administration, R.D.Bhatnagar Vidya Agarwal.
4. Womenas Educational Leader, Crown Press Inc.,California, 1999.
5. Leadership Style in Interpersonal Perspective, Neelam Varma, 1986.
6. Leadership Behaviourin Educational Administration, Manju Bala.

COURSE OUTCOME:
On the successful completion of the course students will be able

CO1	Understand the role and responsibilities of teachers and teacher educator	K1
CO2	Develop quality master trainer in the field of teacher education	K2
CO3	Able administrator in planning and implementing the educational administration works.	K3
CO4	Educate the women students to become effective educational leaders.	K4
CO5	Develop competency to design, transact and evaluate the curriculum	K5

Mapping of COS & PSOS

CO	PSO							PSO				
	1	**2**	**3**	**4**	**5**	**6**	**7**	**1**	**2**	**3**	**4**	**5**
CO1	S	S	S	M	S	S	S	S	S	S	S	S
CO2	M	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	M	S	S	S	S	S	S	M
CO4	S	S	M	S	S	M	S	S	S	M	S	S
CO5	M	S	S	S	M	S	S	S	S	S	S	M

StronglyCorrelating (S)   -   3 Marks   ModeratelyCorrelating (M) -2Marks

Weakly Correlating (W) - 1 Mark   No Correlation (N)   - 0 Mark