Department of Education
Manonmaniam Sundaranar University

Course Structure and Syllabus

M.Ed. Programme (CBCS)

(2017 –18 onwards)

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI - 627 012

M.Ed - Two-Year Programme (CBCS)

(2017 –18 onwards)

1. Introduction

The prosperity of a nation depends on its enlightened human resources, which depends on the quality of education. Quality of education depends upon quality of teachers, who in turn depend on quality of teacher education. Realizing the importance, the National Policy on Education (1986) suggested an overhauling of the system of teacher education, which will pave the way for a substantial improvement of the quality of teacher education. The two-year M.Ed. programme is designed by the NCTE (2015) to provide opportunities for students to deepen their knowledge, understand education, specialize in selected areas and develop research capacities. The programme is aimed at grooming up the students' knowledge of methodology of educational research and getting acquainted with social and psychological aspects of teaching and learning.

Importance of the programme: The programme has been structured with the following important features:

- Designed for two years under Choice Based Credit System (CBCS) for 90 credits and 2700 marks
- Structured with a special intention to produce competent teacher educators with adequate theoretical knowledge and practical abilities in teaching, research and educational management
- Aimed at imparting quality teacher education and pursuing research in education

Objectives: In order to revise the Teacher Education curriculum in tune with the vision of National Curriculum Framework of Teacher Education (NCFTE, 2009), the Department of Education has designed the M.Ed. programme with two fold objectives - producing committed teachers, who will be competent to teach subjects of their specialization at secondary and higher secondary levels, and serve as teacher educators with professionalism, academic leadership and research acumen. So, the curriculum aims at enabling the students –

- To empower them to become professionally competent, committed, performing and reflective teachers for different stages of school education and teacher education;

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- To promote the competencies and professional skills necessary in the contemporary context and transmit them to the prospective teachers;

- To enhance an understanding of the philosophical, sociological, psychological bases of the issues of Indian Education, Management of Education and Computer Education; and

- To develop competency in pursuing and reporting educational researches.
It has been planned to offer this two-year M.Ed. programme under CBCS, so that the students are free to choose subjects of their interest and earn credits. It has been envisaged to produce academicians, who can meet the challenges, proposed in the thrust areas of National Policy on Education (1986).

2. Eligibility for Admission

The pre-requisite educational qualifications for the eligibility for admission is as outlined below:

- A candidate who has secured minimum of 50% marks in the degree of Bachelor of Education (B.Ed.) of the Universities in Tamil Nadu or a degree of some other University accepted by the Syndicate of this University as equivalent thereto.

- Admission shall be made as per the norms of NCTE / Government of Tamil Nadu / Manonmaniam Sundaranar University.

- Reservation of seats stipulated by the Government of Tamil Nadu will be followed.

Duration of the programme: The programme will run over a period of four semesters (two years) after B.Ed. degree. Every year, usually, the programme commences in the month of July and ends in April. Students shall be permitted to complete the requirements of the two-year programme within a maximum period of three years from the date of admission to the programme.

3. Course Structure

The credit based theory papers and the practicum suggested (with the scheme of examination) for the M.Ed programme are given below.

Sem.	Sub. No.	Subject Status	Subject Title	Contact Hrs./ Week	Credits
I	1.	Core Paper-1	Educational Studies	5 4	4
	2.	Core Paper-2	Educational Philosophy	5 4	4
	3.	Core Paper-3	Educational Research	5	4
	4.	Specialisation Paper-1	Education at Elementary Level / Education at Secondary and Higher Secondary Levels	5	4
	5.	Specialisation Paper-2	Education Management and Administration	4	4
	6.	Research Activity-1	Research Proposal	4	2
	7.	Field Experience & Practicum-1	Communication Skills	4	2
			Subtotal	30	24
II	8.	Supportive Course-1	Guidance and Counselling / Tool Construction (to other department students) AV	3	3
	9.	Core Paper-4	Educational Psychology SL	5	4
	10.	Core Paper-5	Educational Sociology Sami	5	4
	11.	Core Paper-6	Educational Statistics BW	5	4
	12.	Specialisation Paper-3	ICT in Education SRS	4	4
	13.	Research Activity-2	Tool Construction	3 4	2
	14.	Field Experience & Practicum-2	Internship in Teacher Education Institutions – Spell I SL	20 days (120 hrs)	4
	15.	Field Experience & Practicum-3	Psychology & ICT Practicum SL, SRS	4	2
			Subtotal	30	27

Sem.	Sub. No.	Subject Status	Subject Title	Contact Hrs./ Week	Credits
III	16.	Supportive Course-2	Techniques of Teaching /	3	3

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			Environmental Education (to other department students)		
	17.	Core Paper-7	Curriculum Studies	6 7	4
	18.	Core Paper-8	Teacher Education - I	7	4
	19.	Specialisation Paper-4	Education for Differently Abled	7	4
	20.	Research Activity-3	Presentation & Publication of Paper(s)	4	2
	21.	Field Experience & Practicum-4	Internship in Teacher Education Institutions – Spell II (Specialisation)	20 days (120 hrs)	4
	22.	Field Experience & Practicum-5	Self-development – Yoga	2	2
			Subtotal	30	23
IV	23.	Core Paper-9	Educational Policy, Planning & Financing	5 7	4
	24.	Core Paper-10	Teacher Education - II	5	4
	25.	Specialisation Paper-5	Educational Evaluation	5 7	4
	26.	Research Activity-4	Dissertation & Viva (Project)	15	4
			Subtotal	30	16
			TOTAL	120	90

Mini Project

Supportive Course

Supportive courses offered by the Department of Education can be selected by the students of the other departments, any one of the following four papers in the even semesters as elective. The papers offered are:

- Guidance and Counselling
- Techniques of Teaching
- Tool Construction
- Environmental Education

M.Ed students will select any one of the supportive courses offered by the other Departments of the University in the even semesters.

4. Course Syllabus (with effect from the academic year 2017-18)

The programme is designed for two years under CBCS for 90 credits and 2700 marks.

Semester I

1. EDUCATIONAL STUDIES (LEDC11)

	L	T	P	C
	3	2	0	4

Preamble: Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Education frequently takes place under the guidance of educators, but learners may also learn by themselves. In addition to the formal/informal setting of education, the experience of an individual has a formative effect on the way he/she thinks, feels, or acts. This course brings together the various perspectives of education including its interdisciplinary nature, socio-cultural contexts, and place of education in constitution and also reflects its various support systems. The learner will understand education as a key discipline for learning. The vital features of education in Indian scenario are focused in this course.

Objectives:
After completing the course, the student will be able to -
- understand the nature of education as a discipline/an area of study;
- understand the basic concepts/issues of education with reference to the NCF (2005) and the NCFTE (2009);
- examine critically the theories and basic concepts of education drawn from various disciplines cognate to education;
- examine critically the concerns arise from vision of school education;
- reflect on the multiple contexts in which the schools are working; and
- discuss the emerging dimensions of school education.

Unit I - Education as a Discipline
Concepts, principles, theories, assumptions and contexts related to education discipline: schooling – curriculum – syllabus - text books – assessment - teaching-learning process - School education: Contemporary challenges - Aims of Indian Education **(L7, T3 = 10 Hrs)**

Unit II - Education as Interdisciplinary Knowledge
Interdisciplinary nature of education - relationships with various disciplines/subjects (philosophy, psychology, sociology, management, economics, anthropology) - Contribution of science and technology to education - Challenges to education **(L7, T6 = 13 Hrs)**

Unit III - Socio-cultural Context of Education
Social purpose of education – Cultural purpose of education - Socialization and acculturation of learners - Contemporary Indian society (with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child) - Teaching in the context of diversities - Appraisal of the role

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Semester I

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L	T	P	C
3	2	0	4

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Concepts, principles, theories, assumptions and contexts related to education discipline: schooling – curriculum – syllabus - text books – assessment - teaching-learning process - School education: Contemporary challenges - Aims of Indian Education   **(L7, T3 = 10 Hrs)**

Unit II - Education as Interdisciplinary Knowledge
Interdisciplinary nature of education - relationships with various disciplines/subjects (philosophy, psychology, sociology, management, economics, anthropology) - Contribution of science and technology to education - Challenges to education   **(L7, T6 = 13 Hrs)**

Unit III - Socio-cultural Context of Education
Social purpose of education – Cultural purpose of education - Socialization and acculturation of learners - Contemporary Indian society (with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child) - Teaching in the context of diversities - Appraisal of the role

of school, parents, peer group and the community – Equality in educational opportunity (L8, T5 = 13 Hrs)

Unit IV- Constitutional Provisions and Education

Constitutional Provisions and Education that reflect national ideals: Democracy and values of equality, justice, freedom, secularism, respect for human dignity and rights – Aims and purposes of Education drawn from Constitutional Provisions – Fundamental Rights and Duties of Citizens – Role of Central and state governments in the development of education (L7, T5 = 12 Hrs)

Unit V- Support Systems of Education

Support systems: Principles and guidelines - Teacher education and NCF (2005), Right to Education Act, (2009) - Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy – Participation of stakeholders in school education: NGOs, civil society groups, teacher organisations, parents, family, PTA and local community (L7, T5 = 12 Hrs)

(Total = 60 Hours)

References

1. Banrs, J.A. (1996). *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.). Boston: Alynand, Becon.
2. Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice.* NY: Teachers College Press.
3. Bhatia, K.K. & Singh, J. (2005). *Principles and practice of school management.* Ludhiana: Tandon Publication.
4. Bruubacher, John S. (1969). *Modern philosophies of education.* New Delhi: Tata McGraw-Hill Publishing Company.
5. Butchvarov, P. (1970) *The concept of knowledge.* Evanston, Illinois: North Western University Press.
6. Debra Heyes, Martin Hills, Pam Chistie & Bob Lingard. (2007). *Teachers and schooling: Making a difference.* Australia: Allen and Unwin,
7. Delors, Jacques et al. (1996). *Learning: The treasure within report of the international commission on education for 21st century.* UNESCO.
8. Mukhopadhyay, M. & Tyagi, R.S. (Eds.). (2001). Governance of school education in India. New Delhi: NIEPA.
9. Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education.* Bombay: Allied Publications.
10. Winch, C. (1996). *Key Concepts in the philosophy of education.* London: Routledge.

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2. EDUCATIONAL PHILOSOPHY (LEDC12)

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Preamble: The discipline of philosophy contributes in an indispensable way to the realization of four goals that should be fundamental to any institution of higher learning: instilling habits of critical thinking in students; enhancing their reading, writing, and public speaking skills; transmitting cultural heritages to them; and stimulating them to engage fundamental questions about reality, knowledge, and value. The course 'philosophy' contributes to curricula that stress more formal modes of logical reasoning, emphasizing the goals of quantitative literacy and symbolic reasoning.

Objectives:

After completing the course, the student will be able to -
- understand the significance of ultimate concerns and the contribution of philosophy with regard to education;
- enquire the philosophical basis of all educational endeavor;
- develop independent thinking and critical appraisal of educational theories and practices; and
- understand the educational philosophies of Indian and Foreign thinkers.

Unit I - Philosophical Trends in Education
Meaning, Definition and Scope of Philosophy and Education. Need for philosophy of Education- man, knowledge, reality and values. Branches of philosophy - Metaphysics, Epistemology and Axiology   **(L7, T3 = 10 Hrs)**

Unit II - Educational Philosophies
Different philosophical trends – Eclectism, Existentialism, Jainism, Buddhism, Yoga and Vedanta, Positivism and Post Modernism – their educational implications. Western Schools of philosophy: Idealism, Naturalism, Pragmatism and Realism   **(L7, T5 = 12 Hrs)**

Unit III - Indian Philosophers
Indian philosophers: Rajaram Mohan Roy (1772 - 1833) - Rabindranath Tagore (1861-1941), Mahatma Gandhi (1869-1948), Zakir Hussain (1897-1969), Dr Radhakrishnan (1888-1975) and J Krishnamoorthy (1895-1986) – their educational implications   **(L7, T5 = 12 Hrs)**

Unit IV - Western Philosophers
Western Philosophers: Plato (428-34/ BC), Paulo Freire (1922-1997), John Dewey (1859-1952), Maria Montessori (1870-1952) – Bertrand Russell (1872-1970) - their educational implications   **(L7, T5 = 12 Hrs)**

Unit V - Certain Philosophical Issues

Philosophy as theory and Education as practice - Curriculum and Philosophy- Methods of Teaching and Philosophy - Value Education and Philosophy - Educational Evaluation and Philosophy - Educational Management and Philosophy - with reference to modernization. Philosophical Analysis of the Discourse in Education Concepts (Education, Teaching, Freedom, Discipline, Equality), Propositions and Theories   **(L8, T6 = 14 Hrs)**

(Total = 60 Hours)

References

1. Aggarwal, J.C. (1995). *Theory and principles of education, philosophical and sociological basics of education.* New Delhi: Vikas Publishing House.
2. Aggarwal, J.C & Gupta, S. (2006). *Great philosophers and thinkers on education.* New Delhi: Shipra Publications.
3. Aggarwal, J.C (2009). *Teacher and education in a developing society* (4th ed). New Delhi: Vikas Publishing House.
4. Dhewan, M.L. (2005). *Philosophy of education,* Delhi: ISHA Books
5. Mohanty, J.E. (1982). *Indian education in the emerging society,* New Delhi: Sterling Publications.
6. Raja, B.W.D., & Anandan, K. (2010). *Education in emerging Indian society.* New Delhi: APH Publishing Corporation.
7. Sharma, Naina. (2011). *Value education and social transformation.* New Delhi: Rawat Publications.
8. Sharma, S.R. (1997). *Practice of philosophy of education,* New Delhi: Mohit Publication.
9. Singh, Y.K. & Nath, Ruchika. (2005). *Education in emerging Indian society.* New Delhi: APH Publishing Corporation.
10. Taneja, V.R. & Taneja, S. (2004). *Educational thinkers.* New Delhi: Atlantic Publishers & Distributors.

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3. EDUCATIONAL RESEARCH (LEDC13)

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3	0	2	4

Preamble: The student will be able to acquire the knowledge of the different aspects, principles and processes of educational research. They can understand the need, nature and scope of educational research and various methods and techniques of educational research. Also they obscure the skills of preparing proposals, stating hypotheses, writing research report and solving problems in educational research. Provided the pupils will know the funding agencies and their support in proceeding with educational investigation.

Objectives:
After completing the course, the student will be able to -

- acquire the knowledge of the different aspects, principles and processes of educational research;
- understand the need, nature and scope of educational research and various methods and techniques of educational research; and
- acquire the skills of a) preparing proposals for research using different tools and techniques of research b) stating hypotheses c) writing research report and d) solving problems in educational research.

Unit I - Foundations of Research
Definition, aims and scope of research in education – The nature of scientific enquiry – deductive and inductive methods – Areas of research – Types of research: Pure, applied and action research, Quantitative vs. Qualitative research, funding agencies : ERIC, ICSSR, UGC, DST, HRD **(L9, P2 = 11 Hrs)**

Unit II - Identification of Problem
Identification of problems, Sources of problems, evaluating the problem – statement of the problem – Review of Related Literature – Research Questions - Hypothesis: definition, characteristics and types - Research Proposal
(L5, P5 = 10 Hrs)

Unit III - Sampling Techniques
Population – sample – characteristics of good sample – sampling design – Sampling Frame -Sampling Techniques – online sampling **(L7, P3 = 10 Hrs)**

Unit IV - Major Approaches to Research
Research paradigms: characteristics and purpose - Types: Phenomenological, Ethnographical, Case studies, Historical studies, Content and Documentary analysis - Quantitative analysis: Pre experimental, Experimental, Quasi Experimental, Expost facto Survey and Correlational and studies
(L9, P6 = 15 Hrs)

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Unit V - Tools and Techniques of Research and Research Report

Concept and Characteristics; Establishing Validity, reliability and objectivity. Research Tools: Types; Observation, interview, sociometry, questionnaire, opinionative schedule, checklist, rating scale, attitude scale, inventories, Questionnaire, criteria for Research report - Format –Bibliography & Reference

(L6, P8 = 14 Hrs)

(Total = 60 Hours)

References

1. Aggarwal, Y.P. (1998). *The science of educational research – A course book.* Kurushetra: Nirmala Book Agency.
2. Best, John W. (2012). *Research in Education (10th ed.).* New Delhi: Prentice Hall of India.
3. Check, Joseph & Schutt, Russell. K. (2012). *Research methods in education.* London: Sage Publication.
4. David & Dooley. (1997). *Social research method.* New Delhi: Prentice Hall of India.
5. Guthrie, Gerard. (2010). *Basic research methods: An entry to social science research.* New Delhi: Sage Publication.
6. Kothari, C.R. (1988). *Research methodology.* New Delhi: Wiley Eastern Ltd.
7. Lokesh, Koul (1995). *Methodology of educational research.* New Delhi: Vikas Publishing House.
8. Picardi, Carrie. A & Masick, Kevin. D (2014). *Research methods: Designing and conducting research with a real – world focus.* California: Sage Publications.
9. Sazena, N.R. (2006). *Fundamentals of educational research.* Meerut: R. Lall Book Dept.
10. Somekh, Bridget & Lewin, Cathy (2012). *Theory and methods in social research.* New Delhi: Sage Publication.
11. Suter Newton. W (2012). *Introduction to educational research: A critical thinking approach.* London. Sage Publication.
12. William, Niersma. (1986). *Research methods in education: An introduction.* Boston, USA: Allwyn and Bacon.

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4A. EDUCATION AT ELEMENTARY LEVEL

	L	T	P	C
	3	1	1	4

Preamble: This course presents the overview of the elementary education at the national and global levels. It is aimed at describing the historical progression of elementary education to help the teachers understand the nature and development of elementary education in a holistic way. This has been designed based on the needs of the society and varied life experiences to facilitate fair understanding of elementary education in the contemporary Indian society.

Objectives:
After completing the course, the student will be able to -
- acquire knowledge about the context of elementary education;
- understand the concept, objectives, rationale, challenges and extent of success of universal elementary education (UEE);
- comprehend the underlying principles of curriculum development and evaluation at elementary stage;
- acquaint research insight for curriculum development in elementary education;
- understand the development of elementary teacher education in post-independent India; and
- analyse the status of elementary teachers, the problems and issues related to professional growth.

UNIT I - Context of Elementary Education
Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood - Influence of home, school and community related factors on child's development - learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices

(L7, T2, P1 = 10 Hrs)

UNIT II - Development of Elementary Education
Nature of Elementary Education after independence - Educational thought of Gandhi and Tagore to elementary education - Constitutional provision for education and Directive Principles related to elementary education - Provision in RTE Act and related issues - Elementary education in NPE (1986), POA (1992), NCF (2005)

(L6, T2, P2 = 10 Hrs)

UNIT III - UEE and Challenges
Concept, objectives, meaning and justification of UEE - Current status of UEE (access, enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged

groups - Access and enrolment of different types of learners-issues and challenges - Enrolment and dropout: meaning and assessment and related issues and dropout - Achievement levels of different types of learners-status and issues - Inclusive education   **(L8, T2, P4 = 14 Hrs)**

UNIT IV- Programmes in Elementary Education

Panchayatraj and community involvement in educational planning and management related issues - Participation of NGOs in achieving goals of UEE - ECCE programme, women empowerment as support services - District primary education programme: goals and strategies - Sarva Shiksha Abhiyan: goals and specific programme interventions namely access, enrolment, retention /participation and achievement - Monitoring, research and evaluation of schemes viz., mid-day meals, VEC and incentive schemes and achievement levels   **(L8, T3, P3 =14 Hrs)**

UNIT V- Curriculum and Evaluation in Elementary Education

Elementary School Curriculum: Principles - Curriculum , Objectives, Planning, Organisation and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education   **(L7, T3, P2 = 12 Hrs)**

(Total = 60 Hours)

References

1. Erickson, H.L. (2002). *Concept-based curriculum and instruction.* California: Crown Press.
2. GOI. (1986). *National policy on education.* New Delhi: MHRD.
3. GOI. (1987). *Programme of action.* New Delhi: MHRD.
4. Hayes, Denis. (2008). *Primary teaching today: An introduction.* UK: Routledge Publications.
5. Kurrian, J. (1993). *Elementary education in India.* New Delhi: Concept Publication.
6. MHRD (2001). *Convention on the Right to the child.* New Delhi: MHRD.
7. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
8. NCERT (2005). *Position paper on teacher education for curricular renewal,* New Delhi: NCERT.
9. Rao, V.K. (2007). *Universalisation of elementary education.* New Delhi: Indian Publishers.
10. UNESCO (2006). *Teachers and educational quality: Monitoring global needs for 2015.* Montreal: UNESCO Publication.

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4B. EDUCATION AT SECONDARY AND HIGHER SECONDARY LEVELS
(LEDEA)

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Preamble: Secondary and higher secondary education is increasingly becoming an area of focus in developing countries, which have thus far concentrated on achieving universal elementary education. This policy note on secondary education in India discusses issues and aspects critical for the development of this subsector. Secondary education, in terms of policy, is a concurrent item in that it is within the purview of both State and Central governments. State level implications and strategies for developing this sub-sector are critical.

Objectives:
After completing the course, the student will be able to -
- understand the nature-scope and systems of secondary and senior secondary education;
- examine the status of development of secondary and senior secondary education in India after independence;
- explore the problem and challenges related to secondary and senior secondary education;
- understand the interventions to solve the problems and issues related to alternative schooling at secondary and higher secondary levels;
- identify critical issues related to universalization of secondary education; and
- know about the innovations at secondary and higher secondary levels of education.

Unit I - Secondary Education
General Aims and Objectives of Secondary Education, Education during Post Independence Period. Secondary Education Commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action, 1992
(L7, T2, P2 = 11 Hrs)

Unit II - Secondary and Higher Secondary School Curriculum
Principles of school curriculum development at secondary and higher secondary level and text book development in secondary and higher secondary education - Approaches to career guidance, Vocationalisation of education and career development - Ginzberg's theory about guidance; Holland's theory of vocational choice
(L8, T2, P3 = 13 Hrs)

Unit III - Problems and Challenges of Secondary Education
Problems and challenges related to universalisation of secondary education - Alternative schooling at secondary stage - Problems / challenges to access

enrolment, dropout, achievement- equality of educational opportunities - Problems of education for girls, disadvantaged and differently abled children - Classroom problems: discipline, underachievement, lack of motivation, slow learners, delinquency and maladjustment - Issues of quality in secondary and higher secondary education **(L7, T4, P2 = 13 Hrs)**

Unit IV - Research and Innovation in Secondary and Higher Secondary Education

Purpose - scope - trends of research in secondary and higher secondary education, innovative practices at secondary and higher secondary levels – micro teaching, simulated social skill training, team teaching, brain storming, independent study, group discussions and role playing **(L7, T2, P3 = 12 Hrs)**

Unit V - Monitoring for Quality Improvement in Schools

Monitoring – meaning, objectives and significance - Monitoring mechanism at different levels of schooling – Alumni association - Evaluation in Schools at State and Central boards **(L7, T2, P2 = 11 Hrs)**

(Total = 60 Hours)

References

1. Ahuja. A, Jangira, N.K. (2002). *Effective teacher training: Cooperative learning based approach*. New Delhi: National Publishing House.
2. Bhatnagar, R. P. *Technology of teaching*. Meerut: International Publishing House.
3. Burkes, H.M. & Steffir, B. (1979). *Theories of counseling* (3rd ed.). New York: McGraw Hill.
4. Jangira, N.K. & Mani, M.N. (1990). *Integrated education for visually handicapped*. Gurgaon: Old Subjimandi Academic Press.
5. Jha, M. (2002). *Inclusive education for all: schools without walls*. Chennai: Heinemann Educational Publishers.
6. Mohammad, Miyan. (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.
7. Sharma, P.L. (2003). *Planning inclusive education in small schools*. Mysore: RIE.
8. Sharma, P.L. (1990). *Teachers' handbook on IED - Helping children with special needs*. New Delhi: NCERT.
9. Sudesh, Mudhopadyay & Anil Kumar, K. (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA.
10. Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education: the instructional role*. New Delhi: NCTE.

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5. EDUCATIONAL MANAGEMENT AND ADMINSTRATION (LEDEB)

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Preamble: Educational management aims at coordinating the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Educational administration includes functions like planning, organizing, financing, directing, supervising, inspecting and evaluation. It is also concerned with elements like setting up of goals of education, review, feedback and innovation. Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations.

Objectives:

After completing the course, the student will be able to -
- enrich the knowledge of learners in the management of educational institutions;
- understand the principles and theories in the governance and management of educational organizations;
- comprehend the structural pattern of educational organizations;
- sensitize the learners the importance of leadership in the accomplishment of educational goals and objectives;
- acquire the importance of educational planning, supervision and financing to ensure managerial effectiveness; and
- become effective educational managers.

Unit I - Concept of Educational Management
Management: meaning, principles, functions, importance – meaning, elements – Foundations of Management – Functions of Management - Institutional building - POSDCORB. CPM. PERT – Management as a system – SWOT Analysis **(L9)**

Unit II - Theoretical Foundations of Management
Management vs Administration: Classical Management Theory – Bureaucracy – Theory X and Theory Y - Human resource management: Meaning, goals, principles – H.R.D components: recruitment – training – performance appraisal – HR planning process **(L10)**

Unit III - Leadership and Decision Making
Leadership: definition, importance, types, functions - theories of leadership – effective leadership - assessment of leadership Concept of organization – organizational climate Decision making: definition, steps, elements - Aspects of decision making process - Participative decision making - Managing institutional

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resources and support system – Classroom climate management: meaning, scope
– Teacher as a manager   (L10)

Unit IV - Educational Administration

Administration: meaning, principles, scope and importance of educational
administration - Taylorism - Administration as a process - Administration as a
Bureaucracy - Human relations approach to administration – System approach –
Specific trends in educational administration: Organisational compliance –
Organisational development   (L10)

Unit V - Agencies of Educational Administration

Role of the central government – Role of the state government – Role of local
bodies – Role of voluntary agencies – UNESCO – UNICEF – UNDP –World Bank
– UGC – NCTE – NAAC – NCERT – NUPEA - SCERT – funding agencies   (L9)

(Total = 48 Hours)

References

1. Balu, V. (2000). *Management principles.* Chennai: Sri Venkateshware
   Publications.
2. Belvel, Patricia Sequeira. (2010). *Rethinking classroom management* (2nd ed.).
   California: Corwin.
3. Kocher, S.K. (2011). *Successful supervision and inspection.* New Delhi:
   Sterling Publishers.
4. Mishra. (2005). *Management of special educational research.* Coimbatore:
   Global Books Syndicate.
5. Mohanty, Jagannath. (2005). *Educational administration, supervision and
   school management* (2nd ed.). New Delhi: Deep & Deep Publication.
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   Jersey: Prentice-Hall.
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10. Tripathi, P.C. & Reddy, P.N. (1995). *Principles of management,* (2nd ed.).
    New Delhi: Tata McGraw Hill Publishing Company.

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6. RESEARCH PROPOSAL (LEDL11)

L	T	P	C
1	0	2	2

Preamble: Research proposal, the most crucial step in the research process, crystallizes the whole research into a concrete form. It reveals the procedure and techniques to sketch a well-organized and planned outline for any piece of research. The course facilitates the students to acquaint scholarly context for framing objectives and hypotheses, and decide the appropriate statistical procedures for the proposed study. It endows the students to execute the research work procedurally.

Objectives:
After completing the course, the student will be able to -
- recognize the components of quantitative/qualitative research process;
- establish the link between the selected research problem and available studies;
- describe the procedures for testing the hypotheses;
- identify and select appropriate method of statistics for the research; and
- equip the skills to frame a proposal that meets the guidelines.

Course Guidelines:
- Orientation to the components of educational research
- Apportionment of research supervisors to the students in sync with the area of interest
- Input on the procedure of reviewing literature
- Exploring review of literature
- Finding a research area
- Identification of problem
- Narrowing the problem to be executed within the duration of the programme
- Coinage of title and pruning it
- Review of related literature
- Statement of the selected problem
- Framing Objectives and Hypotheses
- Significance of the Study
- Development of design for the study
- Research Colloquium (Minimum four times)
- Practice in writing research proposal in standard format
- Submission of Proposal

Execution:

- Exposure to and acquaint with the components of a research proposal such as Introduction, Background of the Study, Significance of the Study, Review of Related Studies, Variables, Statement of the Problem, Operational Definitions, Objectives, Proposed Hypothesis, Method of the Study, Procedure of Data Collection, Statistics to be used, Delimitations, Time Budget, Expected Outcome, References – **L1, T1**

- Discussion, Writing, Pruning, Component-wise Submission – **P2**

(Total = 48 Hours)

References

1. Aggarwal, Y.P. (1998). *The science of educational research – A course book.* Kurushetra: Nirmala Book Agency.
2. Best, John W. (2012). *Research in Education (10th ed.).* New Delhi: Prentice Hall of India.
3. Check, Joseph & Schutt, Russell. K. (2012). *Research methods in education.* London: Sage Publication.
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7. COMMUNICATION SKILL (LEDI11)

L T P C
1 0 2 12

Preamble: Workers in the digital age must know how to effectively convey and receive messages in person via phone, email, and social media. Proficiency in English will help an individual to be a successful person throughout the career. Language problem has been one of the major issues among most of the prospective teachers / teacher educators, since long. The main focus of this course is enabling the learners to develop the communication skills in English.

Objectives:
After completing the course, the student will be able to -
- become an effective listener;
- participate in group and classroom discussions;
- deliver an effective interaction;
- read critically and quickly; and
- write effectively with apt lexis.

Course Guidelines:
- Opportunity to listen native speakers by means of video lessons
- Preparing the learners to propose welcome address and vote of thanks
- Practice in loud and silent reading
- Note taking and note making exercises
- Exercises to develop the skill of writing letters
- Paraphrasing documents / text
- Preparing resume of different kinds
- Extempore speeches

In toto, the course concentrates on developing all the four skills of English language and makes the learners to be effective communicators in English.

Execution:
- Making the students listen to native speakers by means of video lessons, to prepare the learners to welcome a gathering and to propose vote of thanks in the given context, to practice in loud and silent reading, to exercise note taking and note making, to develop the skill of writing letters, to paraphrase documents / text, to prepare resume of different kinds and to propose extempore speeches – **(T1, P1)**   **(Total = 24 Hours)**

Study Sources:
Oxford Advanced learners Dictionary, Video Lessons, Short films in English

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Semester II

8A. GUIDANCE AND COUNSELLING (LEDSA)

L	T	P	C
4	0	0	4

Preamble: Guidance and counselling as the third force in education along with instruction, is an integral part of educational system. Guidance programmes are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students. *Guidance* plays a vital role in preventing educational, personal, social, mental, emotional and other similar problems among students, whereas *Counselling* is a process of helping individuals or group of people to gain self-understanding in order to be themselves.

Objectives:
After completing the course, the student will be able to -
- gain knowledge about the basic principles of guidance and counseling;
- understand and make use of the approaches of counseling;
- know the different areas of guidance;
- apply the approaches of guidance in life situations;
- understand the concept of mental health and psychodynamics of adjustment;
- know the different techniques for collection of information; and
- develop skills in organizing guidance and counseling service in schools.

Unit I - The Concept of Guidance
Meaning, nature and scope of guidance - Philosophical, psychological and sociological bases of guidance - Need and importance of guidance services in colleges - History of Guidance movement – conceptual development of guidance in India – Status of guidance services in India **(L10)**

Unit II - Areas and Techniques of Guidance
Types of Guidance – Educational, Vocational and Personal Guidance. Health Guidance and Social Guidance – purpose and functions - Individual and group guidance - Individual and group techniques - Use of tests in guidance – intelligence, achievement and - personality tests **(L10)**

Unit III - The Concept of Counselling

Meaning, nature and scope of counselling - Different approaches of counselling (directive, client centered and eclectic) - Various steps of counselling - Qualities of a good counsellor - Comparison of guidance and counselling   (L9)

Unit IV - Counselling Tools, Techniques and Problems

Sociometric test, Interest inventories, aptitude tests, case study, Observation and interview - Dealing with problems like aggression, lying, depression, alcoholism, drug addiction and learning problems   (L10)

Unit V - Organization of Guidance and Counselling Services

Guidance and counselling programme - Essential activities of a good guidance programme, Role of guidance personnel, Counsellor and psychologist   (L9)

(Total = 48 Hours)

References

1. Bhave, Swati, A. & Saini, Sunil. (2009). *Anger management.* New Delhi: Sage Publications.
2. Dash. (2005). *Educational measurement statistics & guidance services.* Coimbatore: Global Books Syndicate.
3. Dash. (2005). *Guidance services in schools.* Coimbatore: Global Books Syndicate.
4. Gibson, Rebort L. & Mitchell, Marianne, H. (2006). *Introduction to counselling and guidance* (6th ed.). New Delhi: Prentice Hall of India.
5. Gillon, Ewan. (2007). *Person-centered counselling psychology: An introduction.* Chennai: Sage Publications.
6. Gupta, Sarla (Ed.). (2005). *Career and counselling education.* New Delhi: Kalpaz Publications.
7. Munju, Gupta. *Effective guidance & counselling - Modern methods and techniques.* Chennai: Tamil Nadu Book House.
8. Qureshi, Hasnain. (2005). *Educational guidance.* New Delhi: Anmol Publications.
9. Sinds, Yogesh, Kumar. (2005). *Guidance and career counselling.* New Delhi: APH Publishing Corporation.
10. Veliappan, A. & Amirtharaj, Vijay K. (2009). *Guidance and counselling.* Tirunelveli: A.V. Parvathi Publication.

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8B. TOOL CONSTRUCTION

L	T	P	C
4	0	0	4

Preamble: Research tool can be stated as the instrument in the hands of researchers to measure what they intended to do in their study. Constructing a research tool is the second practical step in carrying out research process. It needs to decide how to collect the data and then to construct a research tool for the same. A researcher requires many data gathering tools and techniques which varies in their complexity, design, administration and interpretation. Each tool or technique is appropriate for collection of certain types of evidence or information.

Objectives:
After completing the course, the student will be able to -
- understand the need for evaluation
- acquire knowledge about various tools of measurement
- attain the skill of construction of achievement test
- comprehend the process of standardization of various test and tools

Unit I - Measurement and Evaluation
Concepts, Scope, need and relevance - Role of measurement in Education
(L9)

Unit II - Tools of Measurement
Subjective and Objective tools, essay test, scales, questionnaires, schedules, inventories and performance tests
(L9)

Unit III - Construction of Tests
Steps in construction and standardization of a test: Determination of the purpose of testing – Development of the test specifications – selection of appropriate test types – preparation of relevant test items – test assembly – administration of the test – test appraisal item analysis – item difficulty and item discrimination power
(L10)

Unit IV - Standardization of Test
Validity – content validity – construct validity – criterion validity – factorial validity. Reliability – test retest reliability – alternate forms – internal consistency – Split half – Kuder Richardson formula – Rulan formula – Flanagan formula – Standardization of Test – norms – age norms – grade norms – standard norms – usability etc
(L10)

23

Unit V - Types of Tests

Norm referenced and criterion referenced test, measurement of achievement, aptitudes, intelligent, attitudes, interests, skills – Scaling - Standard scores; T-scores and sigma scores, interpretation of test scores and methods of feedback to students   (L10)

(Total = 48 Hours)

References

1. Ahmann, J. Stanley. (1965). *Testing student achievements and aptitudes.* New Delhi: Prentice Hall.
2. Anastasi, Anne. (1970). *Psychological testing (4th ed.).* New York: Macmillan & Co.
3. Jum Jr, Nunnally C. (1970). *Introduction to psychological measurement.* New York: Mc Graw Hill.
4. Leona, Tyler E. (1969). *Test and measurements.* New Delhi: Prentice - Hall.
5. Mehrens, W.A. (1999). *Measurement and evaluation in education and psychology.* New York: Hall Kiechaot and Wizeton.
6. Monroe, Miller D. (1972). *Interpreting test scores.* New York: John Willey.
7. Norman, Gronlund E. & Robert, Linn L. (1990). *Measurement and evaluation in teaching (6th ed.).* New York: Macmillan & Co.
8. Purohit, P.N. (2003).*Methodology of educational research-Tools and techniques.* Jaipur: Mangal Deep.
9. Quentin, Stodola & Kalmer, Stordahl (1967). *Basic educational test and measurement.* New Delhi: Thompson.
10. Rani. (2005). *Educational measurement and evaluation.* Coimbatore: Global Books Syndicate.
11. Singh (2005). *Modern educational measurement and evaluation system.* Coimbatore: Global Books Syndicate.
12. Victor, Noll H. (1965). *Introduction to educational measurement (2nd ed.).* Bostyon: Houghton Mifflin.

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9. EDUCATIONAL PSYCHOLOGY (LEDC21)

L	T	P	C
3	2	0	4

Preamble: Educational psychology is the branch of psychology that deals with the scientific study of human learning. The study of learning processes, from both cognitive and behavioral perspectives, allows researchers to understand individual differences in intelligence, cognitive development, motivation, self-regulation, and self-concept, as well as their role in learning. It is necessary for a teacher to understand the human behavior because they deal with the humans most of the time. This course highlights the essential perspectives of educational psychology. The main focus of this course is on enabling the learner to develop an understanding about intelligence, models of teaching, learning and personality. The concepts on introduction to psychology as a scientific study are also revealed through this course.

Objectives:

After completing the course, the student will be able to -
- understand the different psychological explanations of learning;
- understand the process of knowledge acquisition and knowledge construction;
- develop skills to transact curriculum employing different models of teaching;
- understand the aspects of individual differences and implications for teaching learning; and
- be able to align learning styles and teaching strategies.

Unit I – Introduction to Psychology as a Scientific Study
Relationship of Education and Psychology, Process of growth and development: Physical, Social, Emotional, and Intellectual, Methods followed in psychology: Experimental, Clinical, Psycho-physical, Analytical - Psychological principle of mass communication and educational technology – Schools of psychology: structuralism, functionalism, behaviourism, constructivism, Gestalt school of psychology, cognitive psychology   (L8, T3 = 11 Hrs)

Unit II - Intelligence
Sternberg Triarchic Theory of Intelligence - Gardner's multiple intelligence theory - Testing of Intelligence - Emotional intelligence - Multiple intelligence
                                                        (L8, T2 = 10 Hrs)

Unit III - Models of Teaching
Suchman's Inquiry Training Model - Ausubel's Advance Organiser model - Bruner's Concept Attainment Model – Jurisprudential Inquiry Model – Piaget's Cognitive Model   (L8, T4 = 12 Hrs)

25

Unit IV - Learning

Principles of learning – Guthrie's Cognitive theory of learning, Hull's reinforcement theory, Tolman's theory of Purposivism, Lewin's field theory – Vygotskian explanations of learning – Cosca's contribution – Gagne's Hierarchy of learning, Factors influencing learning, Theory of Mediated learning experience (MLE) Metacognition, self-regulatory skills, Bandura's modeling – Psychology and education of exceptional children - Rogers levels of Aspiration - Learning and Motivation

(L11, T4 = 15 Hrs)

Unit V - Personality

Definition - Theories of Freud, Carl Roger, Max Wertheimer, and Kurt Koffca - Assessment of personality: rating scales, situational tests, projective tests, personality profiles. Meaning: Mental health and mental hygiene – Process of Adjustment - Stress management – Conflicts and Defence Mechanism, Type and trait theories

(L9, T3 = 12 Hrs)

(Total = 60 Hours)

References

1. Butcher, M J. (1993). *Human intelligence: Its nature and assessment*. London: Mertuen.
2. Coronback, L. J. (1990). *Essentials of psychology*. NY: Harper and Row.
3. Coxon, Matthew. (2012). *Critical thinking in psychology: Cognitive psychology*. New Delhi: Sage Publications.
4. Dhandapani, S. *General Psychology*. Hyderabad: Neelkamal Publications.
5. Dharma Raja, B. William (Ed.). (2014). *Cognitive science initiative in education*. Tirunelveli: Manonmaniam Sundarnar University.
6. Dharma Raja, B. William, Yuvaraj, T., & Baboo, Smitha. (Eds.). (2014). *Cognitive science in India*. Chennai: TR Publications.
7. Gardner, H. (1993). *Multiple intelligence*. NY: Basic Books.
8. Goleman, Daniel. (1998). *Working with emotional intelligence*. NY: Bantam Books.
9. *International Encyclopedia of Education* (2000). USA: Perguman Press.
10. Mehrans, W. A. & Irvin, Y. Lehamann, (1999). *Measurement and evaluation in education and psychology*. NY: Hall Kiechaot & Wizeton. ☺

10. EDUCATIONAL SOCIOLOGY (LEDC22)

L	T	P	C
3	2	0	4

Preamble: This paper aims to probe the nature of Sociology and Education and to establish and develop students' educational-sociological competences. This paper introduces the sociological bases of Education. The educational thoughts of sociological exponents are also able to understand in a detailed means. This also gives a clear understanding of the educational structure and educational opportunities available for the different strata in the society.

Objectives:
After completing the course, the student will be able to -
- understand the sociological perspective in education;
- understand the structure and function of the educational system in the social system of today;
- understand the trends of social development and its impact on education;
- understand the quality perspective in Education; and
- realize the perspective changes in the society.

UNIT I - Education and Sociology
Meaning, aims and functions of education; Sociology – Relationship with education; Educational sociology- nature; Sociology of education; Individual and social aims in education; Education and Society as mutually supporting systems
(L7, T4 = 11 Hrs)

UNIT II - Sociological Bases of Education
Socialization and Education – Education and Culture – Cultural lag- Education and Education and Values – Agencies of Education – Education for Modernization – Education for National Integration and International understanding-Education and Democracy
(L7, T5 =12 Hrs)

UNIT III - Educational Thoughts of Sociologists
Auguste Comte (1798-1857) – Herbert Spencer (1820-1903) – Charles Horton Cooley (1864-1929) – Pitirim A. Sorokin (1889-1968) – Talcot Parsons (1902-1979)
(L8, T5 = 13 Hrs)

UNIT IV - Social Structure and Education
Education and adjustment; Social stratification; Social mobility; Social equity; value education – Education and Social Change: Process, patterns, factors responsible for social change, relationship between education and social change
(L7, T5 = 12 Hrs)

UNIT V - Equality of Educational Opportunities

Meaning – Constraints: Caste, Community, Religion, Social status, etc.; Women's Education; Education for socially, economically backward people – Scheduled caste, Scheduled Tribes, Rural population – Human Rights Education

(L7, T5 = 12 Hrs)

(Total = 60 Hours)

References

1. Gore, M.S. (1984). *Education and modernization in India.* Jaipur: Rawat Publishers.
2. Havighurst, Robert et al. (1995). *Society and education.* Baston: Allyen and Bacon.
3. Kamat, A.R. (1985). *Education and social change in India.* Bombay: Samaiya Publishing Co.
4. Pandey, K.P. (1983). *Perspectives in social foundations of education.* Ghaziabad: Amitash Prakashan.
5. Purkait, Biswa, Ranjan. (1996). *Principles and practices of education.* Calcutta: New Central Book Agency.
6. Ruhela, S.P. (2002). *Sociology of education.* Ambala: Associated Publishers.
7. Shah, B.V. & Shah K.V. (1998). *Sociology of education.* New Delhi: Rawat Publications.
8. Swift, D.F. (1969). *The sociology of education: Introductory analytical perspectives.* London: Routledge & Kegan.
9. Syed, M.H. (2007). *Teacher's handbook of sociology.* New Delhi: Anmol Publication.
10. Talesra, Hemlata. (2002). *Sociological foundations of education,* New Delhi: Kanishka Publisher. ☺

11. EDUCATIONAL STATISTICS (LEDC23)

	L	T	P	C
	3	2	0	4

Preamble: This paper capacitates to acquire knowledge about the Educational Statistics and the fundamental concepts and procedures of descriptive and inferential statistics. The need of statistics to analyse the data which the students collect for their research work for inquiry in the social and behavioral sciences during the current programme and to utilize the same in their future research ventures is made clear through this course.

Objectives:

After completing the course, the student will be able to -
- understand the meaning and need of statistics in educational researches;
- know the difference between descriptive and inferential statistics;
- distinguish parametric and non-parametric statistics; and
- select and apply appropriate statistical techniques.

Unit I - Descriptive Statistics
Statistics – meaning and scope, Scales – types and applications, Data – tabulation and graphic representation – types and uses, Measures of Central Tendency and Dispersion, Elementary ideas of Probability, Normal probability curve – properties and applications
(L7, T7 = 14 Hrs)

Unit II - Correlational Techniques
Scatter Diagram – meaning and uses, Product moment and Rank Correlations, Biserial, Point biserial, tetrachoric and phi-coefficient correlations, Partial and multiple correlations, and applications
(L9, T5 = 14 Hrs)

Unit III - Prediction
Linear Regression Equations, Prediction of Variables, Multiple regression
(L6 = 6 Hrs)

Unit IV - Parametric Tests
Sampling Distribution - Standard error - Estimation of population parameters - testing of hypotheses - degrees of freedom - levels of significance - errors in making inference – t-tests - ANOVA - and applications
(L7, T5 = 12 Hrs)

Unit V - Non-parametric Tests
Sign test - Median test - Chi-square Test - Kolmogrov-Smirnov test - Two sample Mann-Whitney test, Kruskal-Wallis test and applications
(L7, T7 = 14 Hrs)

(Total = 60 Hours)

References

1. Aron, Arthur., Aron, Elaine N., & Coups, Elliot. (2012). *Statistics for psychology*. Noida: Pearson.
2. Argyrous, George. (2011). *Statistics for research*. New Delhi: Sage.
3. Best, John W., & Kahn, James V. (2012). *Research in education*. (10th ed.). New Delhi: Prentice Hall of India.
4. Garrett, Henry. (1961). *Statistics in psychology and education*. New Delhi: Paragon International Publishers.
5. Guiford, J.F. (1950). *Fundamental statistics in psychology and education*. NY: McGraw Hill.
6. Gupta, C. (1981). *Fundamentals of statistics*. Bombay: Himalaya Publishing House.
7. Mangal, S.K. (2002). *Statistics in psychology and education* (2nd ed.). New Delhi: Prentice-Hall of India.
8. Pillai, R.S.N., Bagavathi. (2013). *Statistics: Theory and practice*. New Delhi: S. Chand & Company.
9. Sidhu, Kulbir Singh. (2010). *Statistics in education and psychology*. New Delhi: Sterling Publishers.
10. Sharma, R.N. (2003). *Statistical techniques in educational research*. New Delhi: Surjeet Publications.   ☺

12. ICT IN EDUCATION (LEDEC)

L	T	P	C
4	0	0	4

Preamble: ICT in Education aims at preparing the students to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socio-economic development of the nation and global competitiveness. To catalyse, support and sustain ICT and ICT enabled activities and processes in order to improve access, quality and efficiency in the school educational system and ICT literate community which can deploy, utilise and contribute to nation building. To create an environment of collaboration, cooperation and sharing, conducive to the creation of a demand for optimal utilisation of and optimum returns on the potentials of ICT in education.

Objectives:
After completing the course, the student will be able to -
- appreciate the role of ICT in teaching learning;
- use ICT devices and its applications in teaching learning contexts;
- understand the fundamentals of computers and operating systems;
- understand the operations and use of computers and common accessories;
- understand the features, working and use of the Internet and the Web;
- appreciate the use of word, date and media processing for teaching learning;
- appreciate the use of multimedia and web content for teaching learning; and
- appreciate the use of MS word, MS Excel, MS Power Point, HTML – for teaching and learning.

Unit I - Computer Fundamentals: Hardware & Software
Introduction to computer: Functional overview of a personal computer – its parts and functions; Standard computer accessories – operating system: files and folders; the concept of window and multi-tasking **(L9)**

Unit II - MS-Office
MS Word: Creating a file, saving, editing a text, finding and replacing a text, formatting a text, creating a table, inserting, deleting a row and column. *MS-Excel:* Creating a Excel work sheet file, entering data in the sheet, manipulating data in the row and column, inserting a chart, Functions. *MS-PowerPoint:* Creating a Power Point file, inserting a new slide, slide show –view show- creating a link between the slides and files. *Developing a module (Using MS Word, MS-Excel, and MS-PowerPoint)* **(L11)**

Unit III - Role of ICT in Teaching and Learning
ICT: Meaning and importance – theories of teaching and learning. Uses of resources in Video conferencing. *e-learning:* Definitions, scope, trends,

Synchronous and Asynchronous mode., Pedagogical designs & e-learning , Assessments, feedback and e-moderation. Role of Computers in Evaluation. EDUSAT: Mobile learning. *On line learning management system:* Digital learning objects, Online learning course development models, Management and implementation of e-learning **(L10)**

Unit IV- WWW & Web Based Learning

Internet and the WWW: Information, services and functions of the internet and web; connecting to and using the web. Using search engines and Web utilities: Keywords and search strategies; e-mail, chat, news groups and forums, web blogs. *Multimedia:* Concept and meaning, text, graphics, animation, audio & video - Multimedia applications: Computer based training - Electronic books and references - Information kiosks - web2 and web3 Tools, cloud computing **(L10)**

Unit V - Hyper Text Markup Language

Script writing html-part of the HTML script – defining header and body sections- formatting statements – listing statements – creating menus. Creating link between files, inserting pictures and images **(L8)**

(Total = 48 Hours)

References

1. Anandan, K. & Dharma Raja, B. William. (2010). *Educational technology.* New Delhi: APH Publishing Corporation.
2. Flynn, Meredith & Rutkosky, Nita. (2000). *Advanced Microsoft office.* New Delhi: BPB Publications.
3. Hergest, Douglas. (1992). *Excel 4 for windows – instant reference.* Singapore: Tech Publications.
4. Hillman, David. (1998). *Multimedia technology and applications.* NY: Delmar Publishers.
5. Jonathan Anderson & Tom Van Weert (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development.* UNESCO.
6. Jones, B. (1990). *Technology and future of work.* Oxford University Press.
7. Microsoft Corporation (1994). *User Guide, MS Office, Microsoft Word,* Microsoft Corporation. USA.
8. Minasi, Mar, Christiansen, Eric & Shapar, Kristina. (1998). *Expert guide to window 98.* San Francisco: Sysbex.
9. Rajaraman, V. (1997). *Fundamentals of computers.* New Delhi: Prentice-Hall of India.
10. Rasool, Shahid. (2012). *Educational Television in India: Present scenario and future proslects.* New Delhi: Concept Publishing Company.

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13. TOOL CONSTRUCTION (LEDL21)

L T P C
1 0 2 2

Preamble: Collection of data is one of the most important steps in any research. For this, an appropriate tool is very essential and it is employed for the collection of evidences or information. A researcher for his/her study requires many data gathering tools which vary in their complexity, design, administration and interpretation. The data collected with the help of tools help the researcher to analyze the objectives of the study. Tool construction is a methodological process with certain steps and procedures. This course helps the learner to construct the tools in a systematic way.

Objectives:

After completing the course, the student will be able to –
- tailor apposite statements for collecting required data;
- experience the expertise of judges and gain thirst for research;
- attain the skill of constructing cognitive and non-cognitive tools; and
- understand the process of standardization of various types of tools.

Course Guidelines:

- Atleast one tool has to be developed by the researcher
- Orientation on the procedure for the construction of tools
- Purpose of tool and characteristics of a good tool are explained
- Reading literature, consulting experts, gathering existing related tools etc. are encouraged
- Students have to submit sample statements (atleast 10) to verify their skill of construction of items
- Then, the whole tool with dimensions and scoring procedure is to be submitted
- Content / Construction validity is to be established
- Item analysis has to be established
- Reliability of the tool has to be established
- Final Version of the tool with details for all the dimensions, scoring procedure, references cited and list of experts met is to be submitted to Supervisor concerned for correction and pruning.

Execution:

By constructing a relevant tool based on the research topic chosen, an M.Ed student could know most of the research procedures of developing an instrument. It is executed by giving the students an Orientation on the procedure

for the construction of tools; explaining the characteristics of a good tool; giving avenues for reading literature, consulting experts, gathering existing related tools etc.; making the students to write sample statements in the presence of the course teacher; establishing the Content / Construction validity, doing Item analysis and establishing Reliability of it after framing all the required items of the tool. (L1, P2)

(Total = 36 Hours)

References

1. Anastasi, Anne. (1970). *Psychological testing (4th ed.).* New York: Macmillan & Co.
2. Jum Jr, Nunnally C. (1970). *Introduction to psychological measurement.* New York: Mc Graw Hill.
3. Mehrens, W.A. (1999). *Measurement and evaluation in education and psychology.* New York: Hall Kiechaot and Wizeton.
4. Monroe, Miller D. (1972). *Interpreting test scores.* New York: John Willey.
5. Norman, Gronlund E. & Robert, Linn L. (1990). *Measurement and evaluation in teaching (6th ed.).* New York: Macmillan & Co.
6. Quentin, Stodola & Kalmer, Stordahl (1967). *Basic educational test and measurement.* New Delhi: Thompson.
7. Rani. (2005). *Educational measurement and evaluation.* Coimbatore: Global Books Syndicate.
8. Victor, Noll H. (1965). *Introduction to educational measurement (2nd ed.).* Bostyon: Houghton Mifflin.

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14. INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS – Spell I
(LEDI21)

L	T	P	C
0	0	8	4

Preamble: Teacher Education is widely developing in a massive way today in 21st century India. Teacher Education Institutions (TEIs) are expected to bring out competent teachers who can present the matters very effectively and systematically. It is very vital for developing young teachers to get a wide experience with the happenings in TEIs. To develop the skills of teaching, the students are given opportunity to undergo Internship in Teacher education Institutions including District Institute of Education and Training (DIET), and State Council for Education, Research and Training (SCERT) in the/nearby State during I year of M.Ed. Programme.

Objectives:

After completing the course, the student will be able to –

- get experience in the day to day activities that are taking place in teacher training institute like DIET, etc.;
- acquire various skills of teaching through the direct experiences with the teacher educators;
- get a sound knowledge in various teaching methodologies used in present day classroom situation; and
- acquire knowledge to prepare and develop different kinds of teaching aids helpful for the process of teaching and learning.

Execution:

The students undergo an Internship for a period of 20 days (120 hours) in Elementary level TEIs. They observe all the activities that are taking place from morning assembly till the end of the day in the evening. The students record what they have observed in the day and make the entry in the prescribed records given to them. They clarify their doubts with the principal/responsible personnel of the institution or with the allotted guide teacher of the Institution. This training in the Institution helps the students to get knowledge on all the happenings in the TEI and thereby paves way to prepare the students to face the profession of teaching in the future ahead. **(P120 Hrs in 20 days)**

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15. PSYCHOLOGY AND ICT PRACTICUM (LED122)

L T P C
0 0 4 2

15a. Psychology Practicum

Preamble: Psychology is a science which aims to give us better understanding and control of the behaviour of the organism as a whole. It is also the science of human behavior. Understanding the human behaviour is a challenging task for any person. It is also vital to understand the behaviour of students by the teachers. Having this in mind, activities in name of Psychology Practicum are conducted to understand the process of teaching and learning, behaviour, attitude, aptitude, skills, interest, personality, creativity, etc.

Objectives:
After completing the course, the student will be able to –
- identify their interest, intelligence, personality, etc.;
- get knowledge in conducting paper and pencil tests and performance tests;
- study the behaviour in the laboratory set-up; and
- diagnose and deal with select psychological problems.

Practicum:

Paper and Pencil Tests (Any 3)

1. Least Preferred Co-worker Scale to assess leadership style
2. Retroactive Inhibition
3. Personal Efficacy Scale
4. The Self-report on Altruism Scale
5. Verbal Test of Creative Thinking
6. Passi Test of Creativity

Performance Tests (Any 3)

1. Bhatia's Battery of Performance Test of Intelligence
2. Span of Attention – Tachistoscope
3. Finger Dexterity Test
4. Habit Interference Experiment with Board and Cards
5. Trial and Error Learning – Mirror Tracing Experiment
6. Concept Formation

Execution:

The students are exposed to conduct psychological practicum in form of both performance and paper pencil tests. They conduct these practicals and record their observations in their observation note and make the fair format in their record notes, which leads for understanding the various concepts involved in the process of teaching and learning. **(P2)**

(24 Hrs)

15b. ICT Practicum

Preamble: Information and Communication Technology (ICT) is now regarded to have promising features to enhance and support teaching learning practice at all levels of Education. Word processor, software packages, enables to create, edit, print and save documents for future retrieval and reference. The most popular software in these days is MS-WORD (for word processing), MS-EXCEL (for spreadsheet), MS-POWERPOINT (for presentation purpose) and HTML (for presentation of information via internet), and hence, the undertakings of ICT practicum are conducted to understand and develop the ICT skills, creativity, and simply, the teaching skills.

Objectives:
After completing the course, the student will be able to -
- use ICT devices and its applications in teaching learning contexts;
- practise the Internet and the Web for teaching and learning purposes;
- make use of the multimedia and web content for teaching learning;
- employ MS word, MS Excel, MS Power Point, HTML – for teaching and learning; and
- acquire the ability to develop multimedia package of their own.

Practicum:
1. *MS Word:* Creating a file, saving, editing a text, finding and replacing a text, formatting a text, creating a table, inserting, deleting a row and column
2. *MS-Excel:* Creating a Excel work sheet file, entering data in the sheet, manipulating data in the row and column, inserting a chart, Functions
3. *MS-PowerPoint:* Creating a Power Point file, inserting a new slide, slide show –view show- creating a link between the slides and files
4. *Developing a module* (Using MS Word, MS-Excel, and MS-PowerPoint)
5. *Development of Small Package* (It covers Selection of the topic, Preparing the content, Organizing & Designing, Writing scripts for the content, Developing modules using above mentioned software, Developing the HTML & Front page scripts, and Scripts to create the new web page)

Execution:
The students are exposed to conduct ICT practicum in the form of performance learnt from demonstration given by the Instructor. During demonstration, the students clarify their queries. Then the students will perform individually in the computer laboratory and note the observations in their observation note. After getting correction in the observation note the students are fair it in the record note **(P2).**   **(24 Hrs)**

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Semester III

16A. TECHNIQUES OF TEACHING (ASBED)

L	T	P	C
4	0	0	3

Preamble: Teaching technique refers to the structure, methods, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. Teaching strategies identify the various existing learning methods to equip the wards to advance the right strategy to deal with the group identified. Assessment of the students' learning fitness is a prime factor for enhancing the teaching strategy.

Objectives:
After completing the course, the student will be able to -
- acquire knowledge about teaching and teaching techniques;
- comprehend the instructional objectives;
- acquire knowledge about various methods of teaching and uses of audio-visual aids; and
- comprehend the process of evaluation.

Unit I - Teaching
Teaching - Definition, meaning - Teaching vs. Instruction - Principles of teaching - phases of teaching -Levels of teaching - Memory level, Understanding level , Reflective level (L10)

Unit II - Instructional Objectives
Meaning - need - Relationship among instructional objectives, Learning experience and Evaluation - Blooms Taxonomy of Instructional objectives - Cognitive, affective and psychomotor (L9)

Unit III - Methods of Teaching
Method - Technique - tactics - Inductive and Deductive method - Lecture method - lecture cum demonstration method - Story telling method - Discussion method - Problem solving method - Project method - Dramatization - Role play - Seminar - Symposia - Workshop - Supervised study - Individualized instruction (L10)

Unit IV - Planning for Teaching
Unit plan - Lesson plan - Advantages of united lesson plans - Format of a lesson plan - Audio - visual aids - Types, uses (L9)

38

Unit V - Evaluation

Test – Measurement – Evaluation – Formative, Summative – Types of tests – achievement test – Characteristics of a good test – Steps in the construction of an achievement test – Scoring key – Marking scheme **(L10)**

(Total = 48 Hours)

References

1. Jaganath, Mohanty. (2003). *Modern trends in educational technology.* Hyderabad: Neelkamal.
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3. Kumar, K.L. (1996). *Educational technology.* New Delhi: New Age International Publishers.
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6. Sampath, K., Panneerselvam, A. & Santhanam, S. (1984). *Introduction to educational technology. II revised Edition.* New Delhi: Sterling Publishers.
7. Sharma, S.R. (2003). *Effective classroom teaching modern methods, tools & techniques.* Jaipur: Mangal Deep.
8. Siidiqui. (2005). *Challenges of educational technology.* Coimbatore: Global Books Syndicate.
9. Vedanayagam, E.G. (1989). *Teaching technology for college teachers.* NY: Sterling Publishers.
10. Witch, W.A. & Schulles, C.F. (1973). *Instructional technology: Its nature and use* New York: Harpu & Row. ☺

16B. ENVIRONMENTAL EDUCATION

L	T	P	C
4	0	0	4

Preamble: Our environment has been indiscriminately exploited through loss of biodiversity, soil, weather and water pollution, population explosion, climate change, global warming, deforestation and scarcity of natural resources are the some of the consequences of our reckless deeds. The real development of any nation is progressing without damaging the environment. The Government is enacting several laws and implementing various policies and amendments to safeguard the nature. The objectives of environment education cannot be achieved without the involvement of the students at the grass root level. To make the citizens environment conscious, the supreme court of India has given direction to make all enrich environment orientation.

Objectives:
After completing the course, the student will be able to -
- acquire the knowledge of various Environmental Issues;
- understand the relationship between Human Population and Environment;
- develop the positive attitude towards Environmental Education;
- understand environmental problems and their causes and remedies;
- develop a sense of responsibility and favorable attitude towards conservation of environment, biodiversity and sustainable development; and
- understand the environmental Management.

Unit I - Environment and Environmental Issues
Meaning, importance and scope of Environmental Education – Eco-system and its components. Pollution – Types. Climate change – Global warming – Green House effect – Acid Rain – Ozone layer depletion and its effects – Urbanization – Deforestation – Soil erosion – Natural disasters and disaster management
(L10)

Unit II - Human Population and Environment
History of Human population growth – Human Population growth in India – Environmental problems due to population growth – Population Education: Need and Objectives – Accelerating the process of population education – concept of sustainable development. Environment and Health Problem. Environmental stress – Effect of stressors on health and behaviour – Morbidity, respiratory problems, skin problems, nervous system, diseases, hypertension, and aggression
(L10)

Unit III - Biodiversity and its Conservation

Definition, Types, and Significance. Hot spots of biodiversity – Threats to biodiversity – Endangered and endemic species of India – Conservation of biodiversity (In-situ and Ex-situ conservation) - National parks and Sanctuaries

(L9)

Unit IV - Environmental Management

Definition and Need – Managing the natural resources – Renewable and non-renewable resources – Social forest – Water Management – Rainwater harvesting, Role of NGOs – Environmental protection acts. Role of DST, DBT in protecting environment

(L9)

Unit V - Strategies for Environmental Education

Activities – Field trips, workshop, exhibitions, video shows, nature clubs, nature walk and celebration of environment day. Practical measures – saving energy, hygiene and sanitation programmes, eco-friendly behaviour, organic farming, 'Clean and green campus' programme

(L10)

(Total = 48 Hours)

References

1. Begon, W.D. & Mortimer, M. (1981). *Population ecology*. UK: Blackwell Oxford.
2. Borkin, D.B. & Keller, E.A. (1982). *Environmental studies*. Ohio: E.E. Merrill Company.
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4. Krihnamacharyulu & Reddy, G.S. (2005). *Environmental education*. Hyderabad: Neelkammal Publication.
5. Kumar, Vijandra. (2000). *Modern methods of teaching environmental education*. Sarup and Sons.
6. Saxena, A.B. (1986). *Environmental education*. Agra: National Psychological Corporation.
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8. Sharma, R.A. (2002). *Environmental education*. Meerut: Surya Publication.
9. Singh, S. & Dubey, A. (1989). *Environmental management*, Allahabad: Allahabad University.
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17. CURRICULUM STUDIES (LEDC31)

L	T	P	C
2	2	2	4

Preamble: Curriculum Studies is a concentration within curriculum and instruction concerned with understanding curricula as an active force of human educational experience. One of the vital roles of teachers is to facilitate and refine the knowledge of students by using the curriculum as a tool. This course imparts necessary preparation of the learners to know the basic concepts and process of curriculum. It also helps to get acquaintance on various approaches and models of curriculum development.

Objectives:
After completing the course, the student will be able to -
- acquire knowledge and get insight into curriculum perspectives;
- understand the concept of curriculum and characteristics of a good curriculum;
- gain experience in constructive and critical analysis of text book;
- get insight into the guiding principles and recommendations of NCF 2005 and NCFTE 2009;
- develop the capability to play the role of curriculum designer, reviewer, implementer and assessor; and
- gain total curricular experiences.

Unit I - Curriculum Perspectives
Curriculum: Concept, Definitions, Need and Importance, Principles, Aims and Objectives – Philosophical and ideological basis of curriculum - Characteristics of a good curriculum – Components of Curriculum: Objectives, content, transaction mode and evaluation - Preservation of Culture - Curriculum for the differently-abled students - Curriculum vs Syllabus – Source book vs Textbook

(L5, T5, P5 = 15 Hrs)

Unit II - Language Curriculum
Inclusion of First language / ESL in school curriculum: Need – Specific objectives of teaching First language / ESL – Developing LSRW skills – Learning outcomes at elementary level - Teacher as Implementer and Assessor - Textbook Review: Meaning, Need, Uses - Qualities of a good text book - Content analysis: Meaning, Need and significance.

(L5, T5, P5 = 15 Hrs)

Unit III - Approaches to Curriculum Development
Subject-centred: Core curriculum, Learner-centred, Community-centred - Curriculum Frameworks of School Education and Teacher Education - Humanistic Curriculum and Social reconstructionist curriculum: characteristics, purpose, role of the teacher, psychological basis

(L5, T5, P5 = 15 Hrs)

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Unit IV - Models of Curriculum Development

Tylers model (1949) - Hilda Taba model (1962) - Nicholls and Nicholls model (1972) - Willes and Bondi model (1989) - Need assessment model - Futuristic model - Vocational/Training model

(L4, T4, P4 = 12 Hrs)

Unit V - Curriculum Implementation and Renewal

Teachers role in generating dynamic curriculum – Selection and development of learning resources (textbooks, teaching – learning materials and resources outside the institution – local environment, community, media, etc, - Process of curriculum evaluation and revision – Need for continual evaluation – Feedback from learners, teachers, community and Administrators – Observable incongruencies and correspondence between expectations and actual achievements

(L5, T5, P5 = 15 Hrs)

(Total = 72 Hours)

References

1. Aggarwal, Deepak. (2007). *Curriculum development: concept, methods and techniques.* New Delhi: Book Encla.
2. Hutchinson, TGom & Alan, Waters. (1987). *English for specific purposes.* Cambridge: Cambridge University Press.
3. Johnson, et al. (1982). *Communication in the classroom.* Honkong: Longman Edrs.
4. Madhulika, Sharma. (2013). *Education management, curriculum development and teaching techniques.* New Delhi: Kanishka Publishers.
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6. NCERT (2009). *National Curriculum Framework – 2005.* New Delhi: NCERT.
7. O'hara,M. (2004). *Meeting the standard for initial teacher training and induction.* London: Continuum.
8. Parkinson, J. (2000). *Reflective teaching of science.* London: continuum.
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18. TEACHER EDUCATION – I (LEDC32)

L	T	P	C
1	3	3	4

Preamble:
Teachers are the builders of a nation. This paper enable to acquire necessary skills for planning and organizing classroom management. The student will be able to gain insight and reflect values and status of teaching as a profession, understand the roles and responsibilities of teachers and teacher educators. They will be able to examine critically the issues, problems and concerns of teacher education.

Objectives:
After completing the course, the student will be able to -
- study the changing concepts of teacher education during various periods of educational development in the country;
- develop an awareness of the problems in teacher education;
- acquaint with the responsibilities pertaining to the organization of a teacher education institution; and
- develop necessary skills for planning and organization of functions for effective school management.

Unit I - Teacher Education: Objectives and Growth
Teacher Education: Definition, Scope, Objectives, functions. Development of teacher education in India - Types of Teacher Education Institutions: Primary, Secondary and Tertiary levels lineage
(L2, T7, P7 = 16 Hrs)

Unit II - Academic and Administrative Functions of Teacher Education Institutions
Selection of Students: Conduct of tests viz. attitude, aptitude and achievement and interviews - Evaluation of Teacher Education Curriculum - Curriculum development in Teacher Education - Advanced methods of teaching adopted in Teacher Education - ICT in the curriculum
(L2, T7, P7 = 16 Hrs)

Unit III - Organization of Practice Teaching and Assessment
Different methods of practice teaching: model lessons, criticism lessons - Role of co-operating schools, Trends in teacher preparation: Interaction analysis & micro-teaching, training, and periodical assessment of cognitive and affective variables of teacher trainees. Tools for assessment of teacher trainees and need for maintaining cumulative records
(L3, T8, P8 = 19 Hrs)

Unit IV - Pre-Service and In-service Teacher Education Programmes
National Council for Teacher Education: Roles and responsibilities in Teacher Education - Planning of Secondary and Elementary Teacher Education

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...ions with reference to infrastructural facilities and human resources - ...ria for evaluating teacher education institutions - In-service Teacher ...cation: Objectives, organization, methods and follow up actions

(L3, T7, P7 = 17 Hrs)

Unit V - Research in Teacher Education

...earch Programmes: Action Research, Experimental Projects and Major & Minor Research Projects. Funding Agencies for Researches in Teacher Education: NCTE, NCERT, UGC, DTERT, etc. Survey of Educational Researches conducted in India and Abroad. Role played by University Departments in Researches related to Teacher Education

(L2, T7, P7 = 16 Hrs)

(Total = 84 Hours)

References

1. Anderson, L.W. (1995). *International encyclopaedia of teaching and teacher education* (2nd ed.). Oxford: Elsevier Science.
2. Arora, G.L. (2002). *Teachers and their teaching: need for new perspectives*. New Delhi: Ravi Books.
3. Joyce, B., & Weal, M. (2003). *Modals of teaching* (7th ed.). Boston: Allyn & Bacon.
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7. Ram, S. (1999). *Current issues in teacher education*. New Delhi: Sarup & Sons Publications.
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19. EDUCATION FOR DIFFERENTLY ABLED (LEDED)

L T P C
1 3 3 4

Preamble: This paper enables to acquire knowledge about the differently abled children and the label under which they are categorized. The problems of these children are made clear and the need and significance of educating these children are realized through this paper. Moreover the paper is also systematically designed how to identify and detect the children with specific disabilities and how to sort educational provisions to meet the unique needs of the children with disabilities.

Objectives:
After completing the course, the student will be able to -
- identify the types and categories of differently abled children;
- develop a favorable attitude towards differently abled children;
- develop an understanding of problems in educating these children; and
- appreciate the need, scope and significance of special educational treatments.

UNIT I - Differently Abled Children
Meaning and definition of exceptional children, Types of Exceptional Children - Intellectually Exceptional, Physically Exceptional, Emotionally Exceptional - Need and significance of education of exceptional - Importance of early detection - Inclusive and integrated education - Role of teachers working in inclusive settings
(L2, T7, P7 = 16 Hrs)

UNIT II - Education of the Intellectually Exceptional
Meaning, nature and characteristics of gifted, creative, backward, mentally retarded, autism, and cerebral palsy - Identification, needs, problems and educational provisions
(L2, T7, P7 = 16 Hrs)

UNIT III - Education of the Physically and Emotionally Exceptional
Meaning of Physical disability - Causes, Educational provisions for Visually impaired, hearing impaired children and children with learning disabilities - dyslexia, dyscalculia, dysgraphia. Meaning of emotionally exceptional - Causes - provision and treatment
(L3, T7, P8 = 18 Hrs)

UNIT IV - Recent trends and issues in the Education of Differently Abled Children
Need based and skill oriented education, Role of Educational Technology - Computer assisted instruction, Tutorial, self-study and distance learning. Assistive technology in special education - Use of hardware and software devices
(L2, T7, P7 = 16 Hrs)

UNIT V - Policies and Legislations

International and national legislations for education of children with special needs, National policy on education with reference to Education of the exceptional learners. Government schemes and provisions for children with special needs. Services and programmes for the disabled – Research in Special Education

(L3, T8, P7 = 18 Hrs)

(Total = 84 Hours)

References

1. Alice, Rajkumar, M., Rita, Sundari,D., & Digumarti, Bhaskara, Rao, (2004). *Special education.* New Delhi: Discovery Publishing House.
2. Bharat, Singh. (2008). *Modern teaching of exceptional children.* New Delhi: Anmol Publications.
3. Chakraborty, Asok; Bhattacharjee, Amit et al. (2013). *Principles of management in employment of persons with mental retardation.* New Delhi: Kanishka Publishers.
4. Chintamani, Kar. (2008). *Exceptional children their psychology and education.* New Delhi: Sterling Publishers.
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6. Dharma Raja, B. William., & Kumar, Praveen S. (2011). *Special education: Focus on mathematics learning disability.* New Delhi: APH Publishing Corporation.
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20. PRESENTATIONS AND PUBLICATIONS (LEDL31)

	L	T	P	C
	0	2	2	2

Preamble: *Presentations* and *Publications* are the two communication media through which the results of the research study are communicated to the people who have an interest in the topic. This also enables the learners to disseminate the results of researches after writing their report. It also enhances the learners' reputations and also their employability.

Objectives:

After completing the course, the student will be able to -

- help to replicate the study by identifying the gap;
- contribute new knowledge to the scientific community;
- enhance the competency of professional writing through scholarly articles;
- bring out the sensitivity of the problems in the specific area; and
- recommend actions to be taken by the practitioners, policy makers and stake holders on the basis of the results of the study.

Course Guidelines:

1. The techniques of writing papers/articles for the seminars/ conferences / journals are to be exposed to the students in detail.

2. Exercises for writing abstract for published research paper/dissertation/thesis and paraphrasing – two quintessential qualities of a writer – are provided.

3. Papers prepared for presentation/publication have to be co-authored with their supervisor concerned.

4. Before submission of papers for presentation/publication they have to get the approval of the supervisor concerned to avoid plagiarism, have optimum quantum of paraphrasing, with content richness, relevance to the seminar/ journals.

5. A minimum of two publications are to be made at International/National forums in relation to their research topic.

6. Apart from it one article has to be published in an educational journal pertaining to their dissertation topic.

7. The photocopies of certificates and article in the journal are to be submitted to the supervisor concerned and enclosed in the dissertation at the time of submission.

Expected Outcomes:

- Develop the skill of reading vast and in depth
- Earn expertise in referring, note-making, note-taking, comprehending, synthesizing and paraphrasing
- Follow the ethics of writing thematic and research articles
- Prepare quality academic writers
- Attain the skill of effective presentation at any research forum
- Disseminate the research finding in educational journals **(T2, P2)**

(48 Hrs)
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21. INTERNSHIP IN TEACHER EDUCATION - Spell – II (LED131)

L	T	P	C
0	0	8	4

Preamble: The Kothari Education Commission's prelude signifies that "the destiny of the nation is shaped in her classroom. The destiny of the classroom is shaped by the teachers". Hence the quality teachers are judged by the quality of teacher education provided by the teacher education institutions. It is the truth that the quality teachers can be prepared by providing quality teacher education programmes. To provide quality experience in teacher education, the Second Year M.Ed students are provided opportunity to undergo Internship in Teacher Education Institutions at Secondary level.

Objectives:

After completing the course, the student will be able to –

- get sound knowledge of experience in the day-to-day activities that are taking place in secondary Teacher Education Institutions (TEIs);
- acquire the various skills of training through experiences with the teacher educators;
- get a sound knowledge in various teaching methodologies used in present day classroom situations; and
- acquire knowledge to prepare different types of teaching aids helpful for teaching and learning.

Execution:

The students undergo an Internship for a period of 20 days (120 hours) in Secondary Level TEIs. They observe all the activities that are taking place from morning assembly till the end of the day in the evening. The students record what they have observed in the day and make the entry in the prescribed record given to them. They clarify their doubts with the allotted mentor (teacher educator of the TEI) or the principal of the Institution, if necessary. This training of the TEI helps the students to earn knowledge on all the academic and administrative functions of the Institute and thereby prepare them to be the professionals and hence better nation builders. **(P 120 Hrs in 20 days)**

22. SELF DEVELOPMENT - ~~YOGA (LED132)~~

22A - YOGA.

L	T	P	C
0	0	2	2

Preamble: Primary goal of yoga is to gain balance and control in one's life. Yoga frees the mind from the negative feelings caused by the fast pace of modern life and prepares the students physically and mentally for the integration of their physical, mental and spiritual faculties so that they can become healthier, saner and more integrated members of the society and of the nation. Yoga education helps in self-discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness. Yoga poses tone the whole body, they strengthen bones and muscles, improve breathing, and increase energy.

Objectives:
After completing the course, the student will be able to -
- realign and rejuvenate the body inside and out;
- practice mental hygiene;
- possess emotional stability;
- provide a sense of calmness;
- integrate moral values; and
- attain higher level of consciousness.

Unit I - Introduction
Meaning and Definition of Yoga: Pranayama, asana, Dhyana, Samadhi, Principles of Breathing – Awareness – Relaxation, Sequence - Origin, History and development of Yoga (P4)

Unit II - Loosening exercise and mudras
Stretching exercise: Dynamic and static exercise. Exercise: Upper body exercise, Lower body exercise, strengthening exercise (P5)

Unit III – Aasanas
Loosening exercise: Techniques and benefits. Asanas: Padmasanas, Bhujangasana, Dhanurasana, Halasana, Navasana, Thirikonasana, Padhahasthasana, Laughing asana (P5)

Unit IV – Pranayama
Pranayama: Types, Methods and benefits: Naudi suddhi, Naudi Shodhana, Kapalapathy and Bhastricka Pranayama (P5)

22B – Health Education 3 ½ 51

22C – Value Education 2.6

Unit V - Nadis and Chakaras

Nadis Types - Techniques and Benefits. Chakras: Major Chakaras- Benefits of clearing and balancing Chakras (P5)

(Total = 24 Hours)

References

1. George Feuerstein. (1975). *Text Book of Yoga*. London: Motilal Bansaridass Publishers.
2. Gore. (1990). *Anatomy and Physiology of Yogac Practices*. Lonavala: KanchanPrkashan.
3. Karbelkar. N.V. (1993). *Patanjal Yogasutra Bhashya* (Marathi Edition) Amravati: Hanuman Vyayam Prasarak Mandal.
4. Kenghe. C.T., (1976). *Yoga as Depth-Psychology and para-Psychology* (Vol-I): Historical Background, Varanasi: Bharata Manishai.
5. Swami Sivananda, (1971). *The science of pranayama*. Chennai: A Divine Life Society Publication.
6. Tiwari. O.P., (1998). *Asanas -Why and How*. Lonavala: Kaivalyadham.

Expected Outcomes:

- Improves balance, endurance, flexibility, and strength
- Consistent practice helps in keeping the spine strong and prevents fatigue
- Increases blood flow and reduces the blood pressure
- Helps to keep the mind and body healthy and happy
- Enhances to manage stress and balance emotion
- Facilitates to integrate moral values
- Makes to attain higher level of consciousness. ☺

Semester IV

23. EDUCATIONAL POLICY, PLANNING AND FINANCING (LEDC41)

L	T	P	C
1	3	3	4

Preamble: Planned development of skills must be strengthened by a "policy", which is both comprehensive as well as national in character. Educational Planning in India is one of the vital areas of concern in all the Five year Plans in India. With the onset of globalization and modernization in recent times, education at all levels is very necessary if India is to surpass other nations. Its purpose is to guide the skill development strategies and coordinated action by all stake holders. It is also important to refresh the knowledge of educational policies in the economic, employment and social development arenas.

Objectives:

After completing the course, the student will be able to -
- enrich the knowledge of learners in educational policies;
- understand the principles and theories in governance and planning of educational organizations;
- sensitize the learners the importance of leadership in the accomplishment of educational goals and objectives;
- acquire the importance of supervision, financing and budgeting to ensure managerial effectiveness; and
- refresh the knowledge in the field of economic development.

Unit I - Educational Policy before Independence

Policies of Education – Macaulay's Minute on Education (1835), Woods Despatch (1854), Indian University Commission (1902), Calcutta University Commission (1917- 1919), Hartog Committee (1928 -29), Zakir Hussain Committee (1938), Sargent Report (1944)

(L2, T7, P7 = 16 Hrs)

Unit II - Educational Policy after Independence

University Education Commission (1948 -49), Secondary Education Commission (1952 - 53), Education Commission (1964 - 66), National Policy of Education (1968), Committee on governance of Universities and Colleges (1969 -73), Development of Higher Education in India: A policy framework (1978), National Commission on Teachers I (1983 – 85), National Commission on Teachers II (1983 -85), National Policy on Education (1986), Programme of Action (1992), Women Education Commission, National Knowledge Commission (L3, T8, P8 = 19 Hrs)

Unit III - Educational Planning

Introduction to Educational Planning – Meaning, need and importance, areas of planning, salient features, principles of educational planning, approaches to educational planning, techniques of planning, execution and evaluation of planning. First exercise Educational plan (1938 – 44), Education in Five Year Plans, limitations and suggestions for effective planning, role of government in education

(L2, T7, P7 = 16 Hrs)

Unit IV - Financing in Education

Definition, meaning and principles of educational finance, Educational finance at Macro and Micro levels. Budgeting – Steps in budget preparation, fund allocations and expenditure, fund raising, accounting and auditing, Financial Accountability Systems, Educational Loans and Taxes

(L2, T7, P7 = 16 Hrs)

Unit V - Economic Development in Education

Development of country's economy, Social Relevance, Human resource development. Financial resource: Procurement, utilization and maintenance of resources, Allocation of resources – economic and social bases for allocation of resources in educations. Cost benefit analysis and cost management

(L3, T7, P7 = 17 Hrs)

(Total = 84 Hours)

References

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3. Bowman, M.J. ctral, (Eds). (1968). *Readings in the Economic of Education*. Paris: UNESCO.
4. Harbison, F.H. & Myres, C.A. (1964). *Education, man power and economic growth*. Maidenhead: McGraw - Hall.
5. Hedge, O. (1998). *Economics of education*. New Delhi: Himalaya Publishers.
6. Mathur, S.P. (2001). *Financial administration and management*. India: The Indian Publications.
7. Mukhopadadyay, Mamar & Tyagi, R.S. (2005). *Governance of school education in India*. New Delhi: NIEPA.
8. Pandit, H.S. (Ed). (1969). *Measurement of cost productivity and efficiency of education*. New Delhi: NCERT.
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10. Sacharopoulos, George, P. & Woodhall, M. (1985). *Education for development*. New York: Columbia University Press

24. TEACHER EDUCATION – II (LEDC42)

L	T	P	C
1	3	3	4

Preamble: By the end of the course, the student will be able to gain insight and reflect on the concept of teaching and the status of teaching as a profession, understand the roles and responsibilities of teachers and teacher educators. They will be able to examine critically the growth and development of teacher education in the country along with the various techniques for the evaluation of in-service teacher education programmes reflecting the issues, concerns and problems of teacher in-service education of the teachers.

Objectives:
After completing the course, the student will be able to -
- gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- understand the roles and responsibilities of teachers and teacher educators;
- prepare teachers for reflective teaching, Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education;
- critically examine the growth and development of teacher education in the country;
- use various methods and techniques for transaction of curriculum;
- use various techniques for the evaluation of in-service teacher education programmes; and
- reflect on issues, concerns and problems of teacher in-service education of the teachers.

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 - Social status of teachers; Teacher Appraisal and accountability - Who is a Teacher educator? - Roles and responsibilities of teacher educators - Preparation of teacher educators - Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism

(L2, T7, P7 = 16 Hrs)

Unit II - Nature, Objectives, Structure and Models of Pre-Service Teacher Education
Recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system - The Centrally Sponsored Scheme for the Reconstructing and Strengthening of

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...Education: Components of pre-service teacher education: foundational ...ponent, specialization areas, practicum internship, co-curricular activities, ...ing with the community and work experience. Teacher education ...ulum at different stages. Models of Pre-service teacher education at ...ondary level: regular and distance mode - Model of pre-service teacher ...cation at elementary levels. Issues, concerns and problems of pre-service

(L2, T7, P7 = 16 Hrs)

...her education

Unit III - Curriculum transaction in Pre-service Teacher Education

...thods and Techniques: Lecture-cum-Discussion, Demonstration, Group ...scussion, Brain storming Team Teaching, Use of ICT, Case analysis, reading ...d review of original texts, projects and assignments - taxonomy formulating of ...structional objectives, unit planning, lesson planning, and teacher's diary - ...oncept of school experience programme (SEP)/Internship- Planning and ...ganization of SEP - Monitoring and supervision of SEP - Internship: concept; ...anning and organization - Critical reflection as the central aim of teacher

(L3, T7, P7 = 17 Hrs)

...ducation

Unit IV - Continuing Professional Development of the In-Service Teachers

Concept and importance - Modes of Teaching: face to face, distance mode, eclectic mode. Assessment of training needs, formulation of training curriculum, preparation of course materials - 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 - Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self-study and study groups book clubs, extension lectures, research colloquium, refresher courses, orientation programmes -Teacher learning resource centre : functions - Provisions made by the States for professional development of the teachers

(L3, T8, P8 = 19 Hrs)

Unit V - Innovations and Quality in Teacher Education

Innovations in teacher education - Integrated teacher education, comprehensive teacher education. Teacher Effectiveness - ICT in teacher education Professional competence of Teacher Educators - Assessment and Accreditation of teacher education institutions

(L2, T7, P7 = 16 Hrs)

(Total = 84 Hours)

References

1. Mohammad, Miyan (2004) Professionalization of teacher education New Delhi: Mittal Publications
2. NCTE (1998) Policy perspective in teacher education - critique and documentation New Delhi: NCTE

Sreenath, Kishan, N. (2007). *Global trends in teacher education*. New Delhi. Publishing Corporation.

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Sethi & Tomar, Monika. (2005). *Teacher education, making education effective*. Delhi: ISHA Books.

Sharma, B.M. (2005). *Teacher training and educational research*. New Delhi: Commonwealth Publications.

Siddiqui, M.A. (1993). *In-service education of teachers*. New Delhi: NCERT.

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Srivastave, Prakash, G.N. (2004). *Perspectives in teacher education*. New Delhi: Concept Publishing Company.

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25. EDUCATIONAL EVALUATION (LEDEE)

L	T	P	C
1	3	3	4

Preamble: Evaluation is an indispensable component of the educational process, which helps teachers and learners to improve teaching and learning. It is continuous process not a periodic exercise. It helps in forming the values of judgment, educational status, or achievements of students. It is desirable that teachers must acquire knowledge and understanding about the various aspects of evaluation and its application in classrooms. It provides students with the need, importance, concepts and characteristics of educational evaluation.

Objectives:

After completing the course, the student will be able to -
- understand the difference between measurement and evaluation;
- develop skills in conducting internal assessment exams and external assessment exams;
- apply the characteristics of an effective tool of evaluation to design a standard question paper;
- utilize the recommendations of various commissions in the evaluation of academic and non-academic development of learners;
- understand the specific uses of the different procedures of evaluation; and
- apply the various types of activities for the effective use of CCE techniques in evaluating the primary level learners.

UNIT I - Status of Evaluation
Educational evaluation in teaching learning process - Difference among measurement, evaluation, assessment, testing, appraisal and examination - Tests and examinations - Examination reforms - Norm-referenced testing & Criterion-referenced testing - Formative and Summative Tests – Indicators of formative assessment - Cognitive and Non-cognitive assessment of learning outcomes - Internal examination verses External examinations   **(L3, T7, P7 =17 Hrs)**

UNIT II - Procedure of Evaluation
Bloom's taxonomy – Revised taxonomy of objectives 2001 – Oral test and Written test - Different forms of test items – Framing test items and question papers – Diagnostic, Prognostic and Achievement test - Preparation of a Blue print - Preparing a good question paper - Characteristics of a good test
          (L2, T7, P7 =16 Hrs)

UNIT III - System Assessment and Evaluation
Secondary Education Management Information System (SEMIS) - Evaluation of school experience/internship programmes- Assessment of teaching proficiency

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criterion, tools and techniques. Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment. Portfolio assessment - Structure of MIS School mapping at secondary level - Course mapping at senior secondary level

(L2, T8, P7 =17 Hrs)

UNIT IV - Evaluation - Tools and Techniques

Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading

(L2, T7, P8 =17 Hrs)

UNIT V - Current Trends in Evaluation

Computers in students' evaluation – Electronic delivery of objective tests – Alternative assessment – Rubrics - Assessment as an aspect of learning - Continuous and Comprehensive Evaluation – Progress report and Cumulative record - Open book examination

(L3, T7, P7 =17 Hrs)

(Total = 84 Hours)

References

1. Aggarwal, J.C. (2005). *Essentials of examination system.* New Delhi: Vikas Publishing House.
2. Drummond, M.J. (1993). *Assessing children's learning.* London: David Fulton.
3. Ebel, Robert L. & Fribie, David. A. (1991). *Essentials of educational achievement.* New Delhi: Prentice-Hall of Hall.
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8. Lindgren, B, W. (1975). *Basic ideas of statistics.* New York: Macmillan Publishing Co. Inc.
9. NCERT (1985). *Handbook of continuous and comprehensive evaluation.* New Delhi: NCERT.
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11. Singh, Pritam. (2003). *Dynamics of a question.* New Delhi: Doaba House.

26. DISSERTATION AND VIVA (LEDP41)

L	T	P	C
0	5	4	4

Preamble: Dissertation is a document submitted in support of candidature of an academic degree or professional qualification presenting the author's research and findings. This task develops the research aptitude and interest of the budding scholar. It focuses on a scientific, systematic and analytical skills of approach towards the chosen problem. It demonstrates that a student is capable of identifying his/her own area of interest, able to explore a subject in-depth, manage a research project, define a suitable research problem and use the appropriate research tools. After concluding the dissertation work, a student can able to gain confidence to face the challenges regarding the area of his/her specialization. After completing a dissertation, a student can adopt patience, thinking power, analytical skill, creativity etc.

Objectives:

After completing the course, the student will be able to -

- lead for knowledge quest;
- state and narrate the research problem in depth;
- enrich the research attitude;
- construct an theoretical framework for their area of research
- report and demonstrate the research work effectively;
- utilize the appropriate statistical techniques to analyse and synthesis the collected data effectively;
- apply the accumulated research knowledge and skills in empirical form;
- frame appropriate interpretation to the findings;
- gain the skill of verbal defence;
- elaborate the systematic presentation of the proposed components of the study; and
- lead for furthering higher level research programmes.

Course Guidelines:
1. The duration of the project work shall be for a period of one semester.
2. The Dissertation and Viva-voce shall be compulsory components for all the students carrying 100 marks (50 internal and 50 external) each.
3. Each student is required to identify a research problem for dissertation from the area of interest under the guidance of supervisor in the Department.
4. Dissertation shall be submitted before the commencement of the terminal

examination of Semester IV.

5. Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him/her on any one else by the University or any other university / institution.

6. Dissertation will be evaluated by both internal and external examiners.

Viva-voce Examination

The Viva-voce Board may consist of the Head of the Department, the guide and an external examiner. The minimum quorum may be two including the external examiner.

(108 Hrs)

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5. Structure of Marks & Scheme of Valuation

Internal and External Marks - I Year

Semester	Sub. No.	Sub. Code	Title	Max. Marks		
				Internal	External	Total
First	1.	LEDC11	Educational Studies	25	75	100
	2.	LEDC12	Educational Philosophy	25	75	100
	3.	LEDC13	Educational Research	25	75	100
	4.	LEDEA	Education at Elementary Level / Education at Secondary and Higher Secondary Levels	25	75	100
	5.	LEDEB	Educational Management and Administration	25	75	100
	6.	LEDL11	Research Proposal	50	50	100
	7.	LEDI11	Communication Skills	50	50	100
			Total	**225**	**475**	**700**
Second	8.	LEDC21	Educational Psychology	25	75	100
	9.	LEDC22	Educational Sociology	25	75	100
	10.	LEDC23	Educational Statistics	25	75	100
	11.	LEDEC	ICT in Education	25	75	
	12.	LEDSA	Supportive Course - I	25	75	100
	13.	LEDL21	Tool Construction	50	50	100
	14.	LEDI21	Internship in Teacher Education Institutions – Spell I	50	50	100
	15.	LEDI22	Psychology & ICT Practicum	50	50	100
			Total	**275**	**525**	**800**

Internal and External Marks - II Year

Semester	Sub. No.	Sub. Code	Title	Max. Marks		
				Internal	External	Total
Third	16.	LEDC31	Curriculum Studies	25	75	100
	17.	LEDC32	Teacher Education - I	25	75	100
	18.	LEDED	Education for	25	75	100

19.	ASBED	Differently abled Supportive Course – II	25	75	100
20.	LEDL31	Presentations & Publication of Paper(s)	50	50	100
21.	LEDI31	Internship in Teacher Education Institutions – Spell II (Specialisation)	50	50	100
22.	LEDI32	Self-development (Yoga etc.)	50	50	100
		Total	**250**	**450**	**700**
23.	LEDC41	Educational Policy, Planning and Financing	25	75	100
24.	LEDC42	Teacher Education – II	25	75	100
25.	LEDEE	Educational Evaluation	25	75	100
26.	LEDP41	Dissertation & Viva	50	50	100
		Total	**125**	**275**	**400**
		GRAND TOTAL	**875**	**1725**	**2600**

(Fourth)

Scheme of Valuation - Continuous Internal Assessment (CIA) and University Terminal Examinations

5.01 Performance in each course shall be evaluated based on the basis of (i) CIA throughout the semester and the (ii) University Terminal Examinations at the end of each semester.

5.02 The University examinations shall be conducted in the month of November during odd semester and in the month of April during even semester.

5.03 A candidate who has already appeared for an examination in a subject of a semester and also passed in the same is not entitled to reappear in the same subject for improvement of marks/grades.

5.04 For each Theory course, the CIA component will carry a maximum of 25 marks and the Semester Terminal examination will carry a maximum of 75 marks. Thus, there is a total of 100 marks for each Theory course.

5.05 For each Practicum or Dissertation or Field work, the CIA component will carry a maximum of 50 marks and the Semester Terminal examination will carry a maximum of 50 marks. Thus, there is a total of 100 marks for each course

5.06 The marks secured in CIA (in total only) may be rounded off to the nearest integer.

5.07 The CIA component for a theory course shall include tests, seminar and assignments.

5.08 There is no passing minimum for the CIA components and for the CIA in total.

5.09 There shall be no provision for improvement of CIA components.

5.10 There shall be three compulsory periodical tests in a semester.

5.11 Each test is conducted for about one and half unit of the syllabus in each course.

5.12 The duration of each test is one hour.

5.13 There shall be two tests in a working day-one in the forenoon and the other in the afternoon.

5.14 Each test carries a maximum of 25 marks and shall be converted for 15.

5.15 *The split-up of the CIA marks for all the Theory Courses:*
The average of the best two tests (15) + Assignment (5) + Seminar (5) = 25 Marks

5.16 The question paper pattern for each test of each of the theory papers is given below:

Part A - Objective Type   - 5 Qns.   - 5 x 1   = 5

Part B - Short Answers / Problems - 2 out of 3 Qns. - 2 x 5   = 10

Part C - Descriptive/Analytical   - 1 out of 2 Qns. - 1 x 10   = 10

                                                    Total Marks = 25

5.17 The duration of the University Terminal examination for each theory course is 3 hours.

5.18 The question paper pattern for the University Terminal examination of each theory paper is
Part A - Objective Type   10 Qns   10 x 1   10

[2 from each unit]

Part B - Short Answers / Problems   - 5 Qns.   - 5 x 5 = 25
[Unit-wise choice – Either (a) or (b)]

Part C - Descriptive / Analytical   - 5 Qns.   - 5 x 8 = 40
[Unit-wise choice – Either (a) or (b)]

Total Marks = 75

5.19 There will be a special supplementary examination for those candidates who have failed in only one subject in the entire course

5.20 There is a passing minimum of 50% in the University examinations in each theory course.

5.21 There is a passing minimum of 50 % in the overall component, i.e out of the total marks in the CIA component and the University Terminal examination for each theory course.

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