ALAGAPPA UNIVERSITY

(A State University Established in 1985)
Karaikudi - 630003, Tamil Nadu, India

ALAGAPPA UNIVERSITY COLLEGE OF EDUCATION

M.Ed.,

[Choice Based Credit System (CBCS)]
[For the candidates admitted from the academic year 2019 -2020]

COLLEGE OF EDUCATION
ALAGAPPA UNIVERSITY, KARAIKUDI – 630003
DEGREE OF MASTER OF EDUCATION (M.Ed.,)

(Semester pattern)
(Effect from the academic 2019 – 2020 onwards)
OBJECTIVES, RULES AND REGULATIONS, NORMS, CODE, COURSE, CREDITS,
CONTENT AND EVALUATION PATTERN

Introduction

The Two-year Master of Education (M.Ed.) is a professional degree programme designed on the basis of the New NCTE (Recognition Norms and Procedures) Regulations, 2014 and RUSA. The main purpose of this M.Ed. programme is to prepare teacher educators and educational administrators to develop a global as well as a national vision for education.

The programme provides opportunities for students to extend as well as deepen their knowledge and understanding of education, specialize in select areas, and develop research capacities, leading to specialization in either elementary education or secondary/higher secondary education.

General Objectives of the Programme
After completion of the course the students will be able to;
1. Acquire knowledge on the foundations such as educational philosophy, sociology and psychology as a teacher educator.
2. Elicit the temper and knowledge of educational research.
3. Gain an insight on status issues and role of elementary and secondary education in India.
4. Justify the need of programmes of elementary and secondary education.
5. Sensitize the special needs of the differently abled children.
6. Employ the appropriate statistical techniques in educational research.
7. Administer various technological gadgets in an instructional process.
8. Comprehend the need, interest, attitude and nature of early childhood.
9. Adopt principles, determinants, elements and types of curriculum in preparing syllabus.
10. Prepare a proposal for educational research.
11. Have knowledge on contemporary teacher education.
12. Obtain knowledge of the system of education in different countries.
13. Apply the evaluation, measurement and management techniques in their career.
14. Get an exposure on the tiers of institution.
15. Incorporate the economical, political and democratic policies in education.

Specific Objectives of the Programme
1. Realize the values for their personal, professional and social life.
2. Bridge the ICT with education in different aspects.
3. Excel in using various methods for educational research.
4. Develop a courseware according to the subjects.
5. Reflect on strategies sand programme in Education.
6. Make the learners to realize the values in their future life.
7. Understanding of the society.
8. Understand the students' needs, ability and interest.
9. Apply yoga in their day to day life.
10. Realise the expectations of students in teaching-learning process.

Outcomes of the Programme:

- Gained the foundation of education philosophy, sociology and psychology as a teacher educator.
- Understood the various methods of educational research as an educational researcher.
- To be able curriculum planner by knowing the types and principles of the curriculum.
- Able to apply ICT in different aspect of education.
- Gained the knowledge of the educational system of different countries.
- Able to realise the values for the personal, professional and social life.
- Learned the economical, political and democratic policies in education.

I. Duration and Weightage of the Programme

Total number of credits : 90 credits including Research Dissertation

Minimum period to complete the programme : **2 years** (four semesters and one Summer internship)under Choice Based Credit System

Maximum period to complete the programme : 4 years

II. Eligibility

Candidates seeking admission to the M. Ed programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

       i) B. Ed Degree of one or two years duration (or)

      ii) B. A., Ed./ B. Sc., Ed. (four years integrated course)

Reservation and relaxation shall be as per the rules of the State Government.

III. Sanctioned Strength

Five Zero (1 Basic Unit)

IV. Medium of Instruction

The medium of instruction is English

Evaluation

The ratio of Internal Evaluation and External Evaluation is 1:3 (25:75) for Theory Papers and 1:3 (25:75) for dissertation. Viva – voce exam is totally external.

Internal Assessment

1. Three tests – (two best out of three tests) aggregate	-	10 Marks
2. Group discussion / Seminar	-	5 Marks
3. Assignment	-	5 Marks
4. Library / Regularity	-	5 Marks
Total	**-**	**25 Marks**

Question Paper Pattern

The pattern of Question Paper will be as follows:

Each written paper shall be for the duration of three hours. The question paper will be set according to the following pattern: -

Section – A: Very short Answer Question. Answer ALL questions **10 x 2 = 20 Marks**
(**Question No. 1-10**)

Section – B: Short answer questions   5 x 5 = 25 Marks
Answer any five out of eight questions. Each question carries 5 marks.
(**Question No. 11-18**)

Section – C: Essay type questions   3 x 10 = 30 Marks
Answer all the THREE questions (either or type). Each question carries 10 marks.
(**Question No.19-21**)

Core, Elective and Practical Course Components

A student is required to undergo all the core components, viz., three core papers in first semester, four papers in second, four core papers in the third semester, and three core papers and dissertation in the fourth semester.
Each student is required to choose any one of the Elective Paper in all the Four Semesters.
The students are required to undergo one practicum in the first, second, and third semesters.

Internship/ Field Attachment

Each student will have to undergo two internship training for a period of minimum 6 weeks for both the teacher education institution (during second semester) and software production centre (during third semester). He/ She is required to produce a CAI/e-content and also submit the report of the classroom communication strategy and Educational Institution on completion of their Internship Training.

Dissertation

The maximum marks awarded for dissertation is 100; the guide will award marks for a maximum of 25 while the external examiner will award marks for a maximum of 75.

Viva – Voce

The marks for Viva – voce examination is for a maximum of 100, to be awarded by the viva – voce examination board.

Award of Class and Pass

The weighted average of the Grade points of all completed courses in a semester by taking the credits as weights is called Grade point Average. This shall be computed for courses in each semester. In other words, for each semester,

GPA = (sum of the products of the grade point and the respective credit of all completed courses) / (sum of the credits of these courses)

Mathematically, for each semester,

$$GPA = \frac{\sum_j C_j (GP)_j}{\sum_j C_j}$$

Where $(GP)j$ is the grade point for course j

C_j is the credit for course j

$\sum_j$ is the sum over all courses of that semester

Cumulative Grade Point Average

The cumulative Grade point Average gives an overall measure of the performance of a student in all semesters. This shall be calculated for each semester by dividing the sum of products of grade point and the credit (of all completed courses) by the sum of the credits (of these courses). In other words, the weighted average of the grade points of all completed courses in a program by taking the credits as weights is called Cumulative Grade Point Average. That is,

CGPA = (sum of the products of the grade point and the respective credit of all completed courses)/ (sum of the credits of these courses)

Mathematically, for each semester,

$$CGPA = \frac{\sum_j C_j (GP)_j}{\sum_j C_j}$$

Where $(GP)j$ is the grade point for course j

C_j is the credit for course j

$\sum_j$ is the sum over all courses of that semester

Classification

For each programme, the overall performance of the candidates shall be classified on the basis of the CGPA obtained as per the details given in the following table. The class of the students is specified on the grade and CGPA.

CGPA lies between	Grade	Class
9.50000 and 10.0000	O+	FIRST CLASS WITH DISTINCTION
9.00000 and 9.49999	O	
8.50000 and 8.99999	D++	
8.00000 and 8.49999	D+	
7.50000 and 7.99999	D	
7.00000 and 7.49999	A++	FIRST
6.50000 and 6.99999	A+	
6.00000 and 6.49999	A	
5.50000 and 5.99999	B+	
5.00000 and 5.49999	B	SECOND

COLLEGE OF EDUCATION
ALAGAPPA UNVERSITY, KARAIKUDI

M.ED. PROGRAMME

FIRST SEMESTER							
Paper	**Course Code**	**Title**	**Credits**	**Hrs**	**Int.**	**Ext**	**Total Marks**
Core Compulsory	742101	Philosophical and Sociological Perspectives of Education	5	6	25	75	100
	742102	Advanced Educational Psychology	4	6	25	75	100
	742103	Research Methods in Education	5	6	25	75	100
Elective (Any One Area)	742501	Elementary Education	4	6	25	75	100
	742502	Secondary Education					
Practical	742105	Yoga and Health Education	2	6	25	75	100
Total			**20**	**30**	**125**	**375**	**500**
SECOND SEMESTER							
Core Compulsory	742201	Educational Statistics	5	5	25	75	100
	742202	Education for Differently Abled Children	4	5	25	75	100
	742203	Educational Technology	4	5	25	75	100
	742204	Introduction to Teacher Education	4	4	25	75	100
Elective (Any One Area)	742503	Early Childhood Care and Education	4	4	25	75	100
	742504	Curriculum and Studies					
Practical	742205	Preparation of Classroom Communication Strategy & Institutional Visit	2	4	25	75	100
Non-major Elective - I	742701	NME-I	2	3	25	75	100
SLC -I	MOOCs	Self Learning Course - I	--	--	--	--	--
Total			**25**	**30**	**175**	**525**	**700**
SECOND YEAR-THIRD SEMESTER							
Core Compulsory	742301	Emerging Trends in Teacher Education	4	5	25	75	100
	742302	Comparative Education	4	5	25	75	100
	742303	Assessment in Learning	5	5	25	75	100
	742304	ICT in Education	4	5	25	75	100
Elective (Any One Area)	742505	Educational Management	4	4	25	75	100
	742506	Environmental Education					
Practical	742306	Developing E-Content	2	3	25	75	100
Non-major Elective - II		NME-II	2	3	25	75	100
SLC – II	MOOCs	Self Learning Course - II	--	--	--	--	--
Total			**25**	**30**	**175**	**525**	**700**

FOURTH SEMESTER								
Core Compulsory	742401	Value Education	4	5	25	75	100
	742402	Planning of Economy and Financing in Education	4	5	25	75	100
Elective (Any One Area)	742507	Policy in Education	4	4	25	75	100
	742508	Open and Distance Learning					
	742999	Dissertation Viva-Voce	8	16	25 25	75 75	200
Total			**20**	**30**	**125**	**450**	**600**
Over all Total			**90**	**--**	**600**	**1875**	**2500**

NON MAJOR ELECTIVES

Sl. No :	Area	Title	Credits	Hours/ Week	Marks		
					Int.	Ext.	Total
1	NME	Psychology of Teaching and Learning Process	2	3	25	75	100
2	NME	Gender ,School and Society	2	3	25	75	100

Semester - I				
Course code: 742101	**Philosophical and Sociological Perspectives of Education**		**Credits: 5**	**Hours: 6**
Objectives	1. To understand the nature of education as a discipline. 2. To examine the philosophical origin of educational theory and practice. 3. To analyze critically postulates of various schools of philosophy, vision of great thinkers and their educational implications. 4. To enable the students to develop a philosophical point of view towards educational problems. 5. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education. 6. To enable students to understand how the 'Education' is embedded in social structure and culture. 7. To enable students to understand education as a social institution and its complex linkages with other major social institutions. 8. To enable students to understand educational problems and issues related to educationally excluded/ disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity and disability. 9. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.			
Unit -I	**Foundations of Educational Philosophy:-**Meaning, concept, definition need and objectives and significance of philosophy of education – major branches of philosophy – metaphysics, epistemology and axiology and their relationship with education - Education as a discipline -Education in the context of democratic, secular, sovereign and egalitarian society.			
Unit-II	**Indian Schools of Philosophy:-**Unique characteristics of Indian philosophy and its relationship with India's cultural heritage – The Orthodox and Heterodox schools of philosophy: Impact of Upanishads, Sankhya, Yoga and Nyaya, Hinduism, Budhism and Jainism; Indian Philosophical Doctrines of Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Gandhiji, J.Krishnamoorthy and Zahir Hussain.			
Unit III	**Western Schools Of Philosophy:-**Contribution and Implications of idealism, naturalism, pragmatism humanism realism and existentialism on the Education of present scenario– Educational thoughts of Plato, Friedrich Froebel, Maria Montessori, Jean Jacques Rousseau, John Dewey, Paulo Friere and Pestollazzi.			
Unit IV	**Foundations of Educational Sociology :-** Educational sociology: Meaning, Definition, aim and scope - Sociology as the basis for Education - sociology and education - Conceptualizing of Education: Culture and Education, Education and civilization, Education and Politics and Education and Economy of society- Socialization of child and values – School as a Social sub system - School as a structural and functional unit of society-Education for rural mass –Education of Deprived section: SC/ST and Women – Multicultural Education, Inter cultural Education.			
Unit V	**Education and Social Change:-** Concept of Social Stratification: - types –Education and Social stratification - Social Differentiation and Social Inequality Forms and Bases of Social Stratification: Caste, Class, Gender, Race and Disability -Social Mobility: concept, types; relative and absolute social mobility, -Education as a determinant of social mobility – Meaning-Concept, types of social change and classification of social change –process of social change-Education as an agency for social change –constraints and determinants of social change –globalization; liberalization, urbanization and privatization in Education.			
	Practicum (Dynamic Components):- Preparation of report on the education of secular, sovereign and egalitarian society-Identifying metaphysics epistemology and axiological concepts in the Indian higher education-summarizing educational values of orthodox profession-sanitation of metamorphosis in education system relation to the social change.			

Reference and Textbooks:-

Acharya, P., (1987). *Education: Politics and Social Structure*. In Ghosh. R. and Zachariah, M. (eds.). *Education and the Process of Change*. New Delhi: Sage. pp. 64-79

Aikara, J., (1994). *Sociology of Education. Indian Council of Social Sciences Research*, New Delhi

Althusser, (1971). *Ideology and Ideological State Apparatuses 'Notes towards an vestigation'. Lenin and Philosophy and Other Essays*. New Left Books.

Bageley, W.C. (1935). *Educational and the Emergent Man*, NewYork: Thomas Welson& Son,

Banks,O. (1967). *The Sociology of Education*, London: Prentice Hall

Banrs, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Alynand, Becon.

Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice.* New York: Teachers College Press.

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge and New York: Cambridge Univ Press

Bourdieu, P. and L.J.D. Wacquant. 1992. *An Invitation to Reflexive Sociology*. Chicago and London: Univ of Chicago Press

Bourdieu, P. and Passeron, J.C. (1990). *Reporduction in Education Society and Cultutre.* London: Sage

Broudy, H.S. (1965). *Building a Philosophy of Education*, Delhi: Prentice Hall,

Brubacher, J.S. (1961). *Electric Philosophy of Education*, New york: Prentice Hall Inc.,

Brubacher, J.S.(1939). *Modern Philosophies of Education*, McGraw Hill Book Company,

Bruubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.

Butchvarov, P. (1970) *The Concept of knowledge. Evanston*, Illinois, North Western University Press.

Butler, J.S. (1951). *Four Philosophies and their implications in education and religion,* London: Harper and Bros.

Butler, J.S. (1977). *Idealism in Education*, New York: Harper & Row,

Chatterji, S.C. & Dutta, D.M. (1954) *An Introduction to Indian Philosophy*, University Press, Calcutta.

Chauhan,S.S& Sharma, R.K (2001). *Philosophy of Education*. New Delhi: Atlantic publishers

Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.

Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education.* New York: Macmillan.

Kendel, I.L. (1930). *Conflicting Theories of Education*, Newyork: Macmillion,,.

Kneller, G.F. (1966).*The Logic and Language of Education*, Newyork: John Willey,

Livingstone, R. (1941). *The Future of Education*, Cambridge: Cambridge University Press,. Longman,

Nunn, P. (1957). *Education: Its Data and First Principles*, Newyork: Annold and Co.,.

O'Connor, D. (1961). *Introduction to the Philosophy of Education*, London: Methuen & Co.,

Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.

Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.

Radhakrishnan, S. (1952). *Indian philosophy*. University of California: Allen &Unvin Ltd.

Ross, J, S. 1937) .*Groundwork of Educational Theory*, George G. Harrap and Co., Ltd.,

Slatterry, Patrick &Rapp,D (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Newyork: Allyn& Bacon.

Wall, E. (2001). *Educational theory: philosophical and political Perspectives*. London: Prometheus Books.

Winch, C. (1986). *Philosophy of human learning*, London: Routledge,.

Winch, C. (1996). *Key Concepts in the philosophy of education*. London: Routledge.

Outcomes	➢ Gain understanding on the concept and nature of philosophy with the different discipline and various societies. ➢ Able to classify the schools of Indian philosophy and distinguish those schools from the doctrines of eastern and western thinkers. ➢ The information of the learners will be processed over the determinants of the social change and its impact on the world. ➢ Make the ascertaining capacity over the socialization process.

Semester - I				
Course code: 742102	Advanced Educational Psychology		Credits: 4	Hours: 6
Objectives	➢ To enable the students to be familiar with the contributions of schools of Psychology to education. ➢ To provide students advanced principles underlying human behaviour and its application to educational problems. ➢ To enable students to understand the cognitive process and its importance in learning. ➢ To develop an insight in learning methods and approaches. ➢ To provide systematic knowledge about motivation and emotion. ➢ To help them understand the concept of intelligence and their impact on teaching-learning process. ➢ To enable them to understand the theoretical contributions and conceptual background of theories of learning, personality, development and adjustment. ➢ To assist them in developing insight into educational implications of these concepts and principles. ➢ To enable the student to understand the concept of personality and its role inEducation.			
Unit -I	**Psychology and its Basic Schools** Meaning, Nature, scope and methods of educational psychology - Basic schools of psychology- Structuralism, Functionalism, Behaviourism, Constructivism and Humanism; Methods of Psychology - Introspection, Descriptive, Observation, Case Study, Survey and Experimental.			
Unit-II	**Growth and Development** Growth and Development- Concept and Stages; Factors influencing Development - Genetic, Biological, Physical and Environmental; Piaget's theory of cognitive development, Erikson's theory of psycho-social development, Freud's Psycho-analytic Theory, Kohlberg's theory of Moral development, Language development, emotional Development, aesthetic development, Educational Implications. Individual difference and its aspects, nature, measurement- intelligence, attitudes, interest- individual differences and instructional process.			
Unit III	**Learning Theories** Learning – Concept, Nature; attention; Motivation; Remembering & Forgetting; Transfer of learning; Learning Styles; Cognition & Meta Cognition – Educational Implication. Watson's behaviorism,Guthrie's contiguous conditioning, Cognitive theory of learning, Hull's Drive reeducation theory, Tolman's theory of Purposivism,Lewin's field theory, Bandura's Modeling and observation Learning Theory, Vygotsky's Theory of Social Constructivism; Gagne's signal of learning- Transfer of Learning.			
Unit IV	**Personality and Mental Health** Personality- Meaning and definitions; Determinants of personality - Genetic, Social and Cultural; Theories of personality - Type Theory, Trait Theory, Psycho-analytic Theory, Phenomenological Theory, Learning Theory, Social Behaviouristic Theory;Concept of Adjustment - Characteristic of well adjusted and maladjusted person- Causes of maladjusted behavior- adjustment mechanisms- Juvenile delinquency- Mental health and Mental hygiene -Mental health and hygiene- Anxiety, conflicts, frustration, stress and burn-out, mechanism of adjustments; Guidance and Counseling.			
Unit V	**Creativity and Intelligence** Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence, Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence - Concepts of Problem Solving and Critical thinking - Creativity : Creative and gifted children, Characteristics of a creative Individual, Education for accelerating creativity.			
	Practicum (Dynamic Components) Measurement of individual difference - conducting intelligence, attitude, interest test - find out creativity among students-find out the characteristics of gifted learners - improving mental health and assessment mechanism.			

Reference and Textbooks:-

Mc Graw Hill N.Y. 1961 Bernard H.W. *Mental Hygiene for classroom teachers*.

Bhatia, H.R. 1965*A text book of EducatiobnalPsycology Bombay*, Asia Publishing Hourse.

Bloom Benjamin S. George F. Madans and J Thomas Hastings1981. *Evaluation to improve Learning*. New York. Mc Graw Hill Book Co,.

Chauhan S.S.1982 Vikas. - *Advanced Educational Psychology*.

Cronbach L.J. 1958*Educational Psychology*, New York, Hercourt (2nd ed.).

Dandekar W.N. Mac.Millah, 1976*The Psychological Foundations of Education*, Delhi.

Freud Sigmund 1940*"Introductory Lectures in Psychoanalysis."* Allen Unwin London.

Hilgard and Atkinson1975, *Introduction to Psycology*, New York, Hercourt Brace Inc. (6th ed.).

Hilgard Ernest R. Ed.1964, *Theories and Learning and instruction - the sixty third year book of the national study of Ed.* Chicago University of Illenois press.

Jacob. W. And Philip W. :John Wiley, 1962, *Creativity and Intelligence*, N.Y.,.

Krishna Shyam. 1983, - *Personality Characteristic of problem children* Pustakshtha.

Kuppuswamy, B.1964, (2nd) *Advanced Educational Psychology*, Delhi, University Pubilshers.

Reilly Robert and Ernest Lewis 1983, - *Educational Psychology Application for classroom Learning and instruction,* New York Mac Millan Publishing Co., Inc,.

Rogers Carl R. 1959, *"Toward a Theory of Creativity"* in H.H. Anderson (ed) *Creativity and its cultivation,* N.Y. Harper.

Sandeep (ponnala) 1981 8 + 205 p., *Schools and mental ability*. New Delhi, Light & Life publishers,

Shaffer and Sholoen1956, *The Psychology of Adjustment*, Boston Houghton, Militing Co.,.

Vernon P.E. 1964, *"Personality Assessment A Critical Survey"* Methuen, London.

Wood MZ. R.S. : 1951, *Contemporary schools of Psychology*. London, Methuen.

Outcomes	➢ Correlate the prerequisite knowledge with the psychological concepts and will conceive the new ideas of the theories of psychology.
	➢ Understand the individual difference of the students in terms of physical, mental, emotional and social aspects.
	➢ Apply the learning theories in to the day-to-day pedagogical aspects.
	➢ Use the personality and creativity concepts in their daily life and professional competence.

Semester - I				
Course code: 742103	**Research Methods in Education**		**Credits: 5**	**Hours: 6**
Objectives	The students will be able to ➢ Get familiarized with the basic terms of research methodology. ➢ Develop understanding of concept of research in general and educational research in particular. ➢ Develop understanding of distinctive features of qualitative and quantitative ➢ Research paradigms. ➢ Acquaint the students with respect to different techniques of research.			
Unit -I	**Research in Education** Meaning, purpose and scope of educational research - Kinds of educational research: basic & applied research, and action research, and their characteristics - knowledge and Research – Characteristics of Social Science Research and Researcher – Sensing, defining, Planning the research study; Statement of problem, assumptions - Sources of research: primary and secondary; web resources - Review of related literature- - purpose.			
Unit-II	**Quantitative Educational Research** Meaning, concept, step and characteristics – Nature – scope and trends of quantitative research methods**:** Descriptive, Correlational, Quasi Experimental and Experimental; Meaning, concept, nature –variables in experimental research; Independent, dependent, Intervening Confounding, extraneous, etc. Experimental research Design: pre experimental designs and , true experimental designs- Threats to the experimental validity ; internal and external.			
Unit III	**Qualitative and Mixed Method of Research** a) Meaning, concept, type of qualitative research – characteristics, issues, concerns and major approaches - Methods – Content and Trend Analysis - Themes of qualitative inquiry - Historical Research -Approaches; Ethnography, Narrative, Phenomenolical, Grounded theory and case study. Variables in qualitative research; nominal variables and categorical variables (including dichotomous) b) Mixed Method: Meaning, concept, use and construct of mixed methods of research Sequential explanatory, Sequential exploratory, Sequential transformative, Concurrent triangulation, concurrent nested and concurrent transformative			
Unit IV	**Tools and Techniques of Research** Hypotheses • Concept of Hypothesis • Sources of Hypothesis • Types of Hypothesis (Research, Directional, Non-directional, Null) • Formulating Hypothesis • Characteristics-Sampling; Concepts of Universe and Sample - Characteristics of a good Sample - Techniques of Sampling, Sampling Calculator-Tools and Techniques of Research; Steps of preparing a research tool - Standardisation of a tool ; Validity-Meaning, types, indices and factors affecting validity -- Reliability ; Meaning, types, indices and factors affecting reliability - Item Analysis (Discrimination Index, Difficulty Index), Document Analysis - Types of Tools; Questionnaire, Observation schedule, and Interview, Rating Scale, Attitude Scale, Aptitude, and interest Inventory, and Achievement Test.			
Unit V	**Research Report** Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposal – format of the research report –Research styles: APA, Preparation of Synopsis –Research Report; concept, characteristics, components, and Evaluation of research report.			
	Practicum (Dynamic Components) Mastery over the concept of research – differentiate the traditional methods with modern methods – construction and adaptation of instrument, Administration of questionnaire – discussion and interpretation - proposal and report writing.			

Reference and Textbooks:-

Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.

Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.

Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistaar Publications.

Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York : Holt Rinchart and Winston Inc.

Flick, Uwe (1996): *An Introduction to Qualitative Research*. London sage publication

Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.

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Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.

Pamela Maykut& Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide.* The Falmer Press London. Washington D.C.

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Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.

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Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.

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Travers, Robert M.W. (1978). *An Introduction to Educational research (4th edition).* London: MacMillan.

Outcomes	➢ Prepare a research proposal by their own.
	➢ Apply the tools and all the methods of educational research appropriately.
	➢ Involve in the execution of the research activities in all the relevant fields.
	➢ Competent in preparing project report and documentation.

	Semester - I		
Course code: 742501	**Elementary Education**	**Credits: 4**	**Hours: 6**
Objectives	On completion of this course, the students will be able to ➢ understand the concept and context of ElementaryEducation ➢ describe the objectives and development of Elementary Education in India since independence ➢ understand the objectives and challenges of Universalisation of Elementary Education reflect on strategies and programmes in ElementaryEducation ➢ Reflect on strategies sand programme in ElementaryEducation		
Unit -I	**Concept of Elementary Education** a. Concept, nature and importance of Elementary Education in the context of teaching through mother tongue, contextualisation, multilinguism, heterogeneous socio-culturalbackgrounds. b. Developmental tasks. Influence of home, school and community related factors on child'sdevelopment. c. Conceptual analysis of learner and learning, learner- centred approach, activity- centred approach, freedom anddiscipline d. Reflection on current practices in ElementaryEducation		
Unit-II	**Development of Elementary Education** a. Nature and focus of Elementary Education after independence. b. Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education. c. Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right) d. Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework(NCF)-2005.		
Unit III	**Planning, Policies and Administration** a. Constitutional provision; recommendations of Education Commission, National Policies of Education b. FiveyearNationaldevelopmentplans– shiftinfocusonelementaryeducation,budgetconsumption of elementaryeducation c. Decentralizationofauthorityandfinancing:roleofPanchayatiRajInstitutions(PRIs),UrbanLocal Bodies, SMC,PTA/MTA d. TheleadingroleofCentralGovernmentforguidingpolicy,transferringnationalinitiatives andresources to states. Regulation of private school; matching supply-demand aspect ofelementary education. e. RighttoFreeandCompulsoryEducationAct2009		
Unit IV	**Programmes and Implementation Strategies at Elementary Education** a. Centrallysponsoredschemes– assumptions,implementationstrategiesandimpact(IEDC,SOPT, PMOST,OBB,MLL,DPEP,EGSandAIE,KGBV) b. State projects –assumptions, implementation strategies and impact (BEP, APEP, UP BEP, LokJumbhish,ABL,NaliKali,MahilaSamakhya,ShikshaKarmi,AIEP,LearningEnhancement) c. Centrallysponsoredschemesandstateprojects–changeitbroughtinelementaryeducation d. SarvaShikshaAbhiyan (SSA) –objectives, focus areas, implementation strategies and impact on qualityenhancement e. MidDayMealscheme(MDM)– objectives,implementationandimpactonqualityenhancement a. Roleofauthorityandcivilsocietyinprogrammeimplementation		

Unit V	**Curriculum, Pedagogy and Assessment in Elementary Education**
	b. PrinciplesofCurriculumdevelopmentatElementaryLevel
	c. NationalCurriculumFrameworksofSecondaryEducation,CommonCoreCurriculum
	d. Relevance. integration, flexibility, contextuality and plurality determinants of curriculum at elementarylevel
	e. Pedagogyrelevantattheelementarylevel
	f. CCE at elementarystage
	g. Schoolbasedassessment:Preparationofschemeandguidelines
	Practicum (Dynamic Components) Preparation of Educational thought of Mahatma Gandhi &Tagor – discussion on right to education - assignment on national curriculum framework – discussion on central government and state government on role in elementary education- discussion on teaching strategies.

Reference and Textbooks:-

Celin Richards (1984). *The Study of Primary Education and Resource Book. Vol. I.*

Govt.ofIndia(2005).*NationalPlanofActionforChildren,2005:DepartmentofWomenandChild Development*, NewDelhi

Government of India (1986*) National Policy on Education*, New Delhi,MHRD.

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Government of India (1987) *Report of the Committee for Review of National Policy on Education,* New Delhi,MHRD.

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Hurlock, E. (1995*). Child Development*. McGraw Hill Book Company,USA

Kurrian, J. (1993*) Elementary Education in India*, New Delhi: Concept Publication.

Mohanty, J. N. (2002): *Primary and Elementary Education*. Deep & Deep Publications, NewDelhi

NEUPA(2014)*India:EducationforAll–TowardsQualitywithEquity*.NEUPA,MHRD,NewDelhi

Pathak,Avijit(2002),*SocialImplicationsofSchooling,*RainbowPublishers,Delhi

Prakash,V(1997)(ed)*Teacherempowermentandschooleffectivenessatprimarystage*.NCERT, NewDelhi

Rao, V.K. (2007): *Universatisation of Elementary Education*. Indian Publishers, NewDelhi.

Sharma, Ram Nath (2002*): Indian Education at the cross road*. Shubhi Publications.

Tilak, J.B. (1992) *Educational Planning at gross roots*, NewDelhi.

Outcomes	➢ Understand the concept of Elementary Education and different approaches. ➢ Gain knowledge of Right to Education and its role. ➢ Learn different Educational commissions and its recommendations. ➢ Understand the schemes and programmes in Elementary Education. ➢ Learn different Pedagogy in Elementary Education.

Semester - I			
Course code: 742502	**Secondary Education**	**Credits: 4**	**Hours: 6**
Objectives	On completion of this course, the students will be able to ➤ understand the nature scope and systems of secondary and senior secondary education ➤ examine the status of development of secondary education ➤ develop critical understanding about current status of Secondary education in India ➤ develop critical understanding about issues and challenges in secondary education		
Unit -I	**Introduction to Secondary Education** Nature, Scope, function and system of Secondary- status of secondary education – process of teaching- learning secondary students- specific and integrated subject of secondary learners- Universalization of Secondary Education– Norms for Secondary Schools– Structure, Approaches and Strategies for Secondary Education.		
Unit-II	**Problems and Challenges of Secondary Education** Problems and challenges related to universalization of secondary education-achievement of Equalization of Educational opportunities-issues of Quality in Secondary and senior secondary education- Classroom problems, discipline, under achievement, lack of motivation- Intervention in relation to Access, Enrolment, Dropout.		
Unit III	**Organizations, Institutions and Agencies in Secondary Education** National level Organisations and Institutions in administration and management of– secondary education - Ministry of Human Resource Development (CABE, CBSE, ICSE, NUEPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS)- State level Organizations and Institutions in administration and management- SCERT- SIET-SIEMAT- District and sub district levels Organisations and Institutions in administration.		
Unit IV	**Teaching and Learning Process in Secondary Education** Techniques of Teaching at secondary stage and higher secondary stage- Teaching Models – Group Methods – Team Teaching - Individualized instruction – programmed instruction. - Teaching for creativity - Classroom climate; Teacher – Pupil Interaction.		
Unit V	**Programmes and implementation strategies of Secondary Education** Programmes and Strategies of Government of India implementation-improve access, enrolment, retention and quality of Secondary education RMSA for achieving Universalization of Secondary Education – programmes and strategies,– its impact on quality enhancement National Vocational Education Qualification Framework (NVEQF)– Role of authority and civil society groups in programme implementation.		
	Practicum (Dynamic Components) Brining the knowledge of the various elements offered by central and state government- guiding them to avail various schemes- solving the problem for better understanding of Education- implementation for program and strategies of Secondary Education .		

Reference and Textbooks:-

Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.

Chopra, R.K. (1993) *Status of Teachers in India*, NCERT, New Delhi

Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice (5th edition)*. Rout ledge Falmer. London and New York.

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Govt. of India - (1986/1992) *National Policy of Education, 1992 Modification and their POA's,* MHRD, Dept. of Education

Govt. of India (1953) *Report of Secondary Education Commission*, New Delhi

Govt. of India (1996) *Indian Education Commission (1964-66) Report*. New Delhi

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Committee, New Delhi

Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.

Linda Darling, Harmmond& John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.

Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching*. Routledge: New York.

Malhotra, P.L. (1986) *School Education in India: Present Status and Future Needs NCERT*, New Delhi

Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.

Report of the Delors Commission, UNESCO, 1996

Report of the Education Commission (1964-66).

Report of the National Commission on Teachers (1983-85).

Siddiqui, M.A. (1993*). In-Service Education of Teachers*. NCERT. New Delhi.

SudeshMudhopadyay and Anil Kumar K (2001) *Quality Profiles of secondary schools*, NIEPA, New Delhi

The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

UNESCO (2006): *Teachers and Educational Quality: Monitoring Global Needs for 2015*. UNESCO Publication. Montreal.

Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role.* India, NCTE.

Outcomes	➢ Understand the modalities of secondary education management information system.
	➢ Approve the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum.
	➢ Develop understanding of various strategies of teachers' professional development.
	➢ Use various methods and techniques for the identification of training needs.

	Semester - I		
Course code: 742105	Yoga and Health Education	Credits: 2	Hours: 6
Objectives	After completing the course, the student will be able to: ➢ Know the history of yoga and its applications ➢ Understand the physical structure and its functions ➢ Apply meditation for the mental health ➢ Know the physiology benefits of Asanas		
Unit -I	**Introduction to Yoga** Meaning of Yoga: Yoga as science, Yoga as art- origin and history of yoga; Yoga in Vethic period; after Vethic period - simplified kundalani yoga formulated by Sri Vethathiri maharishi - Comparison between Patanjali Yoga sutra and Thirumandiram- Yoga for modern age.		
Unit-II	**Physical Structure and its Functions** Yoga - Purpose of life, philosophy of life. Physical structure- 3 forms of body - pain, disease, death - causes for disease. Method and limit in 5 deeds. Importance of physical exercise- Rules and regulation of simplified physical exercises- Hand exercise, leg exercise, breathing exercise - Eye exercise, kapalapathi-benefits - Maharasana, body massage, acu-pressure, body relaxation- benefits.		
Unit III	**Meditation and Mental Health** Mind and body - powers of mind – conscious, subconscious and unconscious mind – Thoughts – power of - Thought culture – Blessing (Vazhgavalamudan, Vazhgavaiyagam) – re-engineering different stages of mind; Various types of meditation, Akana, Thuriyam, shanthi, manipuraka, visukthi etc., - Electro Encephalogram (EEG)– Mental frequencies.		
Unit IV	**Benefits of Asanas** Physiological benefits of pranayama – Mula bandha - Jalandhara bandha – Uddiyana bandha - Physiological benefits of mahamudraKeechari mudra - viparitakarani mudra - Physiological benefits of shatkriyas – Neti - DhautiBasti – Nauli – Trataka - Kapalabhati.		
Unit V	**Perfection in Consciousness** Who am I – self-realization – god realization – order of function – fraction demands, totality supplies – merging with oneness; Cause and effect system – Law of Nature – awareness – Karma Yoga – duty consciousness – thankfulness – 10 principles of karma yoga – Love and compassion – services to humanity; Individual peace, Family peace and World peace.		
	Practicum (Dynamic Components) Concept of Yoga and Health of human being yoga and disease - Different ashna and its uses to health - Comparison ground exercises with yoga in rules to be followed while performing yoga - role of yoga for duty conscious - yoga for perfection yoga for beauty - yoga and meditation - yoga for peace.		

Reference and Textbooks:-

B.K.S Iyenkar: *Light on the Yoga sutras of patanjali*(Haper Collins Publications India Pvt.,Ltd.,, New Delhi.)

Dr. HR. Nagendra: *Yoga Research and applications* (Vivekanda Kendra Yoga Prakashana Bangalore)

Dr. Shirley Telles: *Glimpses of Human Body* (Vivekanda Kendra Yoga Prakashana Bangalore)

George Feuerstein The yoga Tradition (its history, literature, philosophy and practice)

Science of Divinity and Realization of Self –Vethathiri publication, (6-11) WCSC, Erode.

Sri Ananda: 1982*The complete Book of yoga Harmony of Body and Mind*. (Orient paper Backs: vision Books Pvt.Ltd.,.

Outcomes	➢ Understand the need for yoga in our life. ➢ Know the origin and history of yoga. ➢ Compare Patanjali yoga Sutra with Thirumandiram. ➢ Understand the causes of diseases. ➢ Learn the methods of yoga. ➢ Identify various types of meditation. i. Visualise the physiological benefits of Pranayama

Semester - II			
Course code: 742201	**Educational Statistics**	**Credits: 5**	**Hours: 5**
Objectives	On completion of this course, the students will be able to: ➢ convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation ➢ examine relationship between and among different types of variables of a research study ➢ explain or predict values of a dependent variable based on the values of one or more independent variables ➢ estimate the characteristics of populations based on their sample data ➢ test specific hypotheses about populations based on their sample data ➢ use appropriate procedures to analyse qualitative data ➢ demonstrate competence in the use of statistical packages for analysis of data		
Unit -I	**Descriptive Statistics – Quantitative Data** **Scale of measurement:** Nominal, ordinal, Interval and Ratio – Organization and Graphical representation of Data - Mean, Median & Mode – The Normal Distribution: Skewness, and Kurtosis - computation of Mean using Excel. **Measures of Variability**: Range, Mean Deviation, Quartile Deviation and Standard Deviation – computation of standard deviation using Excel. **Correlation:** Product moment and Rank Correlation, computation of Pearson's product moment correlation co-efficient using excel.		
Unit-II	**Inferential Statistics – Quantitative Data** Hypothesis testing and the null hypothesis - Statistical significance – independent and dependent variables – computation of t-test value for an independent - sample design using excel - computation of t–test, value for a correlation sample design dependent, t test using excel.		
Unit III	**Inferential Statistics – Qualitative Data** Analysis of variance and Co-variance (ANOVA and ANCOVA) – concept, assumptions and uses – Analysis of Frequencies using Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses – Non-Parametric statistics : assumption and uses of sign test, rank test and median test.		
Unit IV	**Data Analysis in Qualitative and Mixed Research** Memoing, Analysis of visual data, segmenting , coding and developing category systems, enumeration, identifying relationship among categories, constructing diagrams, corroborating and validating results.		
Unit V	**Computer for Data Analysis and preparation of Research Report** Use of computer for data analysis – Knowledge of software for statistical analysis such as SPSS, EXCEL, N6 etc.		
	Practicum (Dynamic Components) Mastery over the concept of Research – Differentiate the tradition methods with modern methods- construction and adaptation of instruments, Administration of questionnaire – Discussion and interpretation – proposal and report writing.		

Reference and Textbooks:-

Cononver, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.

Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.

Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education andPsychology, (3rd edition).* Boston: Allyn& Bacon.

Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education andPsychology*. Tokyo: McGraw Hill (Student-Sixth edition).

Henry, G.T. (1995). *Graphing data: Techniques for display and analysis. Thousand oaks*, CA: Sage.

Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.

Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn& Bacon.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.

Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.

Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.

VanLeeuwen, T., &Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.

Outcomes	➢ Understand measures of central tendencies and dispersion.
	➢ Identify the characteristics of Normal probability curve and its application
	➢ Estimate the concept of Parameter and statistics.
	➢ Test specific hypotheses about populations base on their sample data.
	➢ Demonstrate competence in the use of statistical packages for analysis of data.

	Semester - II		
Course code: 742202	Education for Differently Abled Children	Credits:4	Hours: 5
Objectives	On completion of the course, the students will be able to; ➢ Understand the unusual needs of the special children ➢ sensitize that the difference in birth is natural ➢ cope up with the integration and accommodation of special children ➢ clarify the types of so called markedly deviated children ➢ know the role of agencies in the special children ➢ involve themselves in the process of Normalisation of special children ➢ acquire the strategies to promote the special children in to economically efficient ➢ distinguish between the disease and disability ➢ differ the impairment, disability and handicapped ➢ meet the educational needs of the deviated children		
Unit -I	**Inclusive Education** Special Education: Objectives, Types, Historical perspectives and issues and trends-Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools- Integrated education- Physical modifications: Built environment including ramps, grab bars, and wider doorways to enable access to buildings, businesses, and workplaces.		
Unit-II	**Interventions on clusive Education** Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under SarvaShikshaAbhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.		
Unit III	**Education for Mentally challenged** Mentally Retarded: Characteristics of the retarded, Educable mentally retarded, Teaching strategies, Enrichment programs, Remedial programs, Etiology and prevention, Mental hygiene as remediation- Education of the Gifted and Creative Children: Characteristics, Creativity and identification process, Educational Programs- Learning Disabled Children: Characteristics, Identification, Educational Program – ADHD : Characteristics, Identification, Educational Program – Autism: Characteristics, Identification, Educational Program.		
Unit IV	**Education of the Physical and Behavioural Impaired** Orthopaedically Impaired: Types of handicap, Characteristics, Educational programs - Education of the visually impaired: Characteristics, Degree of impairment, Etiology and prevention, Educational programs - Education of the Hearing Impaired: Characteristics, Degree of impairment, Etiology and prevention , Educational programs - Education of Juvenile Delinquents: Characteristics- Problems of alcoholion- drug addiction- Anti – Social and character disorder - Educational Programs for Rehabilitation.		
Unit V	**Assistive and Adaptive Technologies for Diverse learners:** Mobility aids: Wheelchairs, scooters, walkers, canes, crutches' prosthetic devices, and orthotic devices - Cognitive aids: Computer or electrical assistive devices, to help people with memory, attention, or other challenges in their thinking skills - Computer software and hardware: Voice recognition programs, screen readers, and screen enlargement applications, to help people with mobility and sensory impairments use computers and mobile devices – Tools: Automatic page turners, book holders, and adapted pencil grips to		

	help learners with disabilities participate in educational activities.
	Practicum (Dynamic Components) Internalising the concept of normalisation, economic efficiency, social independence and human relationship of CWSN-Introspection in the remedial measures of MRs - Possible interventions to the crippled children - preparation of the plus curriculum - Effective dealing with the behavioural problem children.

Reference and Textbooks:-

Barbara Keugh (1980*) Advances in special education*Aj Jai press Inc.

Bhangava M (1998) *Introduction to Exceptional children their nature and educational provisions* new Delhi, Sterling publications Pvt Lets.

Bhatt (1971) *Gifted children* united publications Allahabad.

Brill G. Richard (1952) *Exceptional children* New York Applied research Education Centre.

David Galloway (1987) *Schools pupils and special education needs*Groosm ltd London.

Dunn LM (1973) *Exceptional children in the school* New York Holt Richard and Winston.

Fleming (1973) *care and Management of exceptional children* New York Appleton century crofts.

Paul Wehman et al (1981) *Program development in special education*MeGraw Hill book company New York.

Sally Tomlinson (1987) *a sociology of special education* Routledge and Kegan Paul London and New York.

Outcomes	➤ Oppressed children –causes and factors related to handicaps- their possible prevention ➤ Learning Disabilities. ➤ Identification of visual impairment. ➤ Meaning of giftedness and creativity. ➤ Children with behavior problems -causes related to the family and society.

Semester - II			
Course code: 742203	**Educational Technology**	**Credits:4**	**Hours: 5**
Objectives	➢ To enable the learner to become effective user of technology in Education. ➢ To enable the learner to understand the role of educational technology in education and explain the various approaches. ➢ Develop competence in different techniques and approaches in communication process. ➢ To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process. ➢ To enable the learner to understand and apply the models of teaching. ➢ To make the student familiar with new trends, techniques in education along with e-learning. ➢ To enable the student to identify the use of computer packages in education become good practitioner of Educational technology and e-learning. ➢ Comprehend the electronic systems and apply them in education.		
Unit -I	**Introduction to Educational Technology** Educational Technology : Meaning, Definition, Need and Scope, Significance, Relevance-Technology of Education – Technology in Education – Role of teachers in the context of Educational technology – Hardware and Software in Educational Technology - Concept and characteristics of Multi – Media Technology, Multi – Media packages in teacher training.		
Unit-II	**System Approach and Communication process** System approach as a basic to Educational Technology– task analysis, Content analysis – Communication – Meaning, Definition, Types of Communication, Importance of Communication Process, Communication theories, Models of communication, Barriers to Communication, Principles of effective classroom communication, Communication – Mass media approach.		
Unit III	**Instructional Design** Instructional Design – Meaning, Concept, Need, relevance and Importance – Models of Teaching:- Meaning, Function and Types, New Methods of teaching – ADDIE model – Development Model – Concept Attainment Model – Advance Organizer model – Non–Directive Leaning Model.		
Unit IV	**Audio – Visual Media in Education** Audio- Visual media – Meaning, Needs, Importance, Advantages and Limitations – Audio-Video script writing, Educational radio- preparation and use of projected aids:- Films trips, Slides, OHP, CCTV, Video tape recorders, Epidiascope, ETV use of Educational T.V, Role of AIR, GYANVANI and SITE, Satellite based instruction GYAN DARSHAN – EDUSAT – e-learning / M-learning –web based Leaning, Preparation and use of non-Projected aids- Types.		
Unit V	**New Horizons of Educational Technology** Text: Hyper text, Video text – Optical Fibre technology: Laser disc – Computer conferencing - Procedure of Organizing teleconferencing and interactive Video Experience – Recent trends of research in educational technology – future of educational technology in india – Meeting the challenges in the digital age as globalization.		
	Practicum (Dynamic Components) ➢ Writing a simple script for media production. ➢ Instructional system based on components of system approach-Instructional design models. ➢ Preparation of a trend report on researches on Instructional design. ➢ Visit to local educational technology institute (BDU) to explore the various stages of media production. ➢ Visit to local TV/Radio station and analyzing the educational radio broad cast or TV telecast for quality and content.		

Reference and Textbooks:-

Alberto, P.A. &Tontman, A.C. (1986). *Applied Behaviors Analysis for Teachers*. London: Merrill Publishing Co.

Das, R.C (1992) *Educational Technology: A Basic Text.* New Delhi : Sterling

Dececco. J.P. (1964) *Educational Technolgy*, New York: HRW

Joyce, B. & Others (1992) *Models of Teaching* New York: Holt, Rinehart & Winston.

Mukhopadhyaya, 988*Med Educational Technology* Year Book from 1.

Rao. V. (1991) *Educational Technology. Delhi: Himalayan Publishing House*

Sampath, K E et al (1990*) Educational Technology*. New Delhi : Sterling.

Sharma. RA. (1983) *Technology of Teaching*. Meerut, International.

Outcomes	➢ Understand the effective usages of technology in education and technology of education.
	➢ Utilize the system approaches and communication modus.
	➢ Develop and utilize the instructional design and model of teaching.
	➢ Apply audio-visual media to facilitate a variety of academic process.
	➢ Understand the new horizons and recent development in the field of Educational technology.

Semester - II			
Course code: 742204	Introduction to Teacher Education	Credits: 4	Hours: 4
Objectives	➢ To develop in the student understanding of the concept, objectives and principles of teacher education ➢ To acquaint the student with focal points in the development of teacher education in India ➢ To enable the student to organize teaching and training techniques ➢ To enable the student to organize		
Unit -I	**Concept and Objectives of Teacher Education** Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, - Privatization in Teacher Education.		
Unit-II	**Teacher Education in India** Concept and need for continuing professional development of a teacher – areas of professional– development. Purpose of an pre service and in-service teacher education programme-different models/types – differences in their nature & purposes served (Orientation, refresher, workshop, Seminar, Symposium and Conference – their meaning and objectives) The structure for in-service teacher education – sub-district (BRCs and CRCs), district, state,– regional and national level agencies and institutions.		
Unit III	**Structure and Curriculum of Teacher Education** Structure of Teacher education systems in India-levels-types-Universalzastion of Secondary Education and its implications for teacher educator-Preparing teachers for different contexts of school - Vertical mobility of a school teacher at secondary.		
Unit IV	**Instructional techniques** Nature, assumption, relevance to objectives of the techniques- seminar-symposium-panel discussion-workshop-Team teaching-TLM- Programmed Learning- supervised Lecture-cum-Demonstration- Tutorials- Field study- Brain Storming- Buzz Group.		
Unit V	**Professional Development in Teacher Education** Need and modalities for continuing professional development of a teacher - Qualities and challenges of an effective Teacher Educator - Professional ethics and code of conduct for Teacher education - Planning an in-service Teacher Education programmes for Secondary stage - Designing and organizing an in-service Teacher Education programme – Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.		
	Practicum (Dynamic Components) Analyze the best tool to understand a educational concept taught to teacher – efforts to understand education effectively - strategies for the overall minimum development in the class.		

Reference and Textbooks:-

Abell, S. K. (1990). *A case for the elementary school science specialist. School Science and Mathematics*, 90(4), 291-301.

American Association for the Advancement of Science. (1993). *Benchmarks for science literacy* . New York: Oxford University Press.

Bonwell, C.C. &Eison, J. A. (1991). *Active learning: Creating excitement in the classroom. ASHE-ERICHigher Education Report*. Washington, D.C.: *School of Education and Human Development*, George Washington University.

Gallagher, J. J., &Treagust, T. (1994). *Attempts at sense-making: Pre-service secondary science teachers' comprehension of selected science concepts.* East Lansing, MI: Michigan State University.

Giroux, H. A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning*. Granby, MA: Bergin & Harvey.

Grossman, J. H. (1991, March). *Improving the quality of college teaching. Performance and Instruction*, 30(3), 24-27.

Holmes Group. (1990). *Tomorrow's schools: Principles for the design of professional development schools*. East Lansing, MI: Author.

Huberman, M. (1983). *Recipes for busy kitchens. Knowledge: Creation, Diffusion, Utilization*, 4, 478-510.

Kozol, J. (1991). *Savage inequalities*. New York: Crown.

Levin, H. M. (1987, March). *Accelerated schools for disadvantaged students. Educational Leadership*, 44(6), 19-21.

McDermott, L. C. (1990). *A perspective on teacher preparation in physics and other sciences*: *The need for special science courses for teachers. The American Journal of Physics*, 58, 734-742.

National Council of Teachers of Mathematics. (1991). *Professional standards for teaching mathematics.* Reston, VA: Author.

National Research Council. (1996). *National science education standards*. Washington, D.C.: National Academy Press.

National Science Foundation. (1995*). Teacher preparation and NSF collaboratives for excellence in teacher preparation, FY 95 awards*. Washington, D.C.: Author.

Outcomes	➢ Understand the concept, needs of the education systems, objectives and privatization in teacher education.
	➢ Comprehend and understand the contemporary teacher education in India.
	➢ Acquaint the structure and curriculum of teacher education at different level.
	➢ Utilize the instructional techniques.
	➢ Apply the innovative practice in teacher education.

Semester - II				
Course code: 742503	**Early Childhood Care and Education**		Credits:4	Hours:4
Objectives	➢ To understand the need and significance of early childhood care and education understand the policy of ECCE. ➢ To understand the goals of early care and learning in childhood. ➢ To develop the knowledge and skills for research and evaluation of ECCE and training program.			
Unit -I	**A Global Perspective on Early Childhood** Introduction - Concepts, Significance of the Early Years - Emerging Concepts - Objectives of Early Childhood Care and Education - Locating the Status of the Young Child Globally - Global Developments - Profile of the Child in India-Rationale for ECCE-Principles of Early Learning and Development and its Implications for Practice – Multi - Age Grouping - Preparing ECCE Teachers/Caregivers.			
Unit-II	**Goals of Early Care and Learning** Introduction- Domains of Development-Birth –Three -Six Years-Pedagogical Approaches to Principles of Programme planning-Guiding Principles of Programme Planning Three Years-Suggestive Developmentally Appropriate Practices for Birth to Three years-Suggestive Developmentally Appropriate Practices for Three to Six years.			
Unit III	**Programme Planning and Practices** Early Learning Environment- Setting up and Early Years Classroom- Learning/ Activity Centre- Essential Learning and Play Material- Indoor Materials- Outdoor Materials-Assessing Children's Development and Learning- Addressing Concerns Related To Early Learning- Innovative Methods And Approaches For Classroom Transactions.			
Unit IV	**Critical Issues, Social Realities, and Policy Implication** Introduction -Societal Divides: Equity, Access, and Quality- Crèches and Day-care Centre-Private Sector- NGO Sector- Qualitative Picture of the ECCE Scenario- The Public Sector-Current Practices in ECE in the Private Sector- Risks of Early Instruction- Ensuring Quality for All- Developing Norms and Standard - Advocacy: Empowering the Parents, the Family, and the Community.			
Unit V	**Childhood Needs, Care and Education** Contributions and writings of thinkers such as Tagore, Gandhi, GijubhaiBadheka Montessori, Froebel and Tara Bai Modak for childhood and early education - Different kinds of early childhood settings and the role of care givers for meeting the needs of children in crèches, anganwadis, balwadis, fee paying ECCE centres - Evolving and changing nature of early education and ECCE centres Ethnic differences in the ECCE classrooms and building childhood identity by linking diversity of dress, food, celebrations songs and dance.			
	Practicum (Dynamic Components) Need and significance of personnel involved in ECCE programme-status and nature of training programmers-pre-service & in-service – a critical evaluation- issues, concerns and problems-areas of research studies in ECCE – evaluation of ECCE programmes-methods and implications.			

Reference and Textbooks:-

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Outcomes	➢ Understand the need and significance of early childhood care and education.
	➢ Understand the quality dimensions i.e, Curriculum, programmes and work force for early child hood care and education.
	➢ Develop knowledge for research in early child hood.
	➢ Understand the policy perspectives on early child hood and education in India and world.
	➢ Understand social and personal development of children 3-6 years.

Semester - II			
Course code: 742504	**Curriculum and Studies**	**Credits:4**	**Hours: 4**
Objectives	On completion of this course the students will be able to: ➢ define curriculum ➢ identify the components of curriculum ➢ describe the various principles of curriculum development explain various determinants of curriculum ➢ describe and analyse various approaches to curriculum development explain and compare various types of curriculum ➢ State the meaning of curriculum development ➢ State major issues to be addressed through curriculum Describe ➢ Describe various guiding principles for selection and organisation of learning experiences. ➢ Discuss various issues in curriculum development		
Unit -I	**Curriculum - Introduction** Meaning and concept of curriculum-Curriculum as a body of organized knowledge- inert and live curriculum- Components of Curriculum: Objectives, content, transaction mode and evaluation- Philosophical, sociological, psychological, religion, political and economical bases of curriculum - Principles: Integration ,Relevance, flexibility, quality, contexuality and plurality.		
Unit-II	**Approaches and Types to Curriculum Development** Approaches: subject - centred, learner - centred, community - centred and Activity – centred, curriculum -Curriculum Frameworks of School Education and Teacher Education - Humanistic Curriculum: characteristics, purpose, role of the teacher -Social reconstructionist curriculum: characteristics, purpose, role of the teacher.		
Unit III	**Models of Curriculum Development** Tyler's(1949) model - Hilda Taba (1962) model - Nicholls and Nicholls(1972) model – Outcomes–Based model - Discussion on intervention model -Vocational/Training model - with special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation.		
Unit IV	**Selection and Organization of Learning Experiences** Principles and criteria for developing learning experiences - Designing integrated and interdisciplinary learning experiences- Integration of learning experience related to work experience- sensitivity to gender parity- peace oriented values- health and needs of children with disabilities- arts and India's heritage of crafts-Infusion of environment related knowledge and concerns in all subjects and levels- local history and geography.		
Unit V	**Issues in Curriculum Development** Centralized vs. decentralized curriculum - Diversity among teachers in their competence - Problem of curriculum load - Participation of functionary and beneficiaries in curriculum development – NCF - BSCS – PSCS and Curriculum studies of different subject.		
	Practicum (Dynamic Components) Construction of curriculum-Types of curriculum-Preparation of different types of curriculum in subject concerned-Comparison of curriculum and syllabus-Curriculum charges and its approaches-Need based curriculum-Curriculum evaluation—types of evaluation-models of curriculum evaluation.		

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Oliva, Peter F. (1988) *Developing the Curriculum.* Scott, and Foresman and Co. Reddy, B. (2007): *Principles of curriculum planning and development.*

TabaHilda(1962) *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc.

Outcomes	
	➤ Define curriculum.
	➤ Analyse various approaches to curriculum development
	➤ State the major issues to be addressed through curriculum.
	➤ Describe various guiding principles for selection and organisation of learning experiences.
	➤ Component the principles and criteria for developing learning experience.

Semester - III			
Course code: 742301	**Emerging Trends in Teacher Education**	**Credits:4**	**Hours:5**
Objectives	After completing the course, the student will be able to: ➢ develop their ability to comment on approaches to Teacher Education. ➢ develop their ability to design Teacher Education for a given level . ➢ acquire a fuller understanding of the foundations of Teacher Education.		
Unit -I	**Institutions of Teacher Education** Concept, Needs, Importance, and Types of Teacher Education Institution- Role of Teacher Education Institutions, Quality Parameters in Teacher Education Institutions; Agencies of Quality Assurance in Teacher Education, - Action plan for Enhancing Quality of Teacher Education.		
Unit-II	**Reforms in Teacher Education** Centrally sponsored scheme for reconsuming and strengthening teacher education; IASEs, CTEs, DIETs-networking institutions like UGC, NCERT, NCTE, NUEPA, SCERT, SIEMAT, CIET, SAMAGRA SHIKSHA ABHIYAN and RCI –Uses of ICT in teacher Education- Teachers Diary-School experience programme (SEP).		
Unit III	**Education and Morality: The 21st Century Context** Education and Morality : Morality and 'Religion in the present scenario - socio, political philosophy- tolerance - Peace- unity- patriotism- non-violence- religion, ethics and philosophy – Code of ethics for Teacher Educators.		
Unit IV	**Indian Teacher – The 21st Century Context** Motivator and Guide- Teacher as an Organiser - Teacher as a maker of future generation-Teacher as an Facilitators - Teacher as a Guardian - Teacher as a peace lover –Teachers as a Technician –Teacher as a social engineer -Teacher as an all round personality.		
Unit V	**Issues and Problems of Teacher Education** Teacher Education- problems- measures,- Suggestions,- Solutions and Recommendations of secondary Education Commission (1952 -53)- Recommendations of Kothari commission (1964 -66) - Recommendations of the Indian Association of Teacher Education (IATE ,1965) - Recommendations of National Council of Teacher Education NCTE - NNPE (New National Policy on Education) – 2015.		
	Practicum (Dynamic Components) Various teacher education programmes and comparison merits & demerits practice various mode of transaction teacher-students relationships Internship progrmmes-importance preparation of teachers for special school comparing teacher education programmes of different countries comparing teacher education programmes of pre and post-independence.		

Reference and Textbooks:-

Nidhi Agarwal, Dr.S.D.Siognh, MonawwerEqbal (2009). *Paradigm Shift in Teacher Education*, Vauv. Education of India

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R.C. Srivastava (1997), *Teacher Educationin India*. Daya books.

R.S. Shukla (1978) *Emerging trends in teacher education*, Chugh publications.

Outcomes	➢ Understand the Needs, Importance, and Types of Teacher Education Institution. ➢ Understand the reforms in Teacher Education. ➢ Understand the issues and problems in Teacher Education.

	Semester - III		
Course code: 742302	**Comparative Education**	**Credits:4**	**Hours:5**
Objectives	➢ To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education. ➢ To acquaint the students with educational systems in terms of factors and approaches of comparative education. ➢ To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries. ➢ To help the students to use the results of assessment made by various countries and to know the role of U.N.O. and its various bodies for the promotion of Indian education. ➢ To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.		
Unit -I	**Introduction of Comparative Education** Meaning, nature, principles, aims, scope and importance of comparative education - Approaches to comparative education Principles and Approaches of Comparative Education -Globalization and its impact on education in developed and developing countries.		
Unit-II	**International Organization in Education** UNO, UNICEF, UNESCO- roles and responsibilities in Education and world peace- specialized agencies of UN- International Labour Organization- Food Agricultural organization-World Health organization- International Development Association-International Finance Corporation and International monitory fund and roles in education.		
Unit III	**Education in International Context** Comparative analysis of educational policies, planning and practices in developed and developing countries with specific reference to U.K., USA, and third world countries - Status of teachers and teacher education system in developed and developing countries with specific references to U.K., USA and third world countries.		
Unit IV	**Educational Problems in India** Problems, Its causes and Probable Solutions through Education in developing Countries (SAARC) Problems prevailing in developing countries with special reference to India, their causes and solutions through education – Poverty, Unemployment, population explosion, Hunger, Terrorism, Illiteracy- political instability- Economic underdevelopment.		
Unit V	**Societal Education** Environmental Education- population Education- Human Rights Education- Health education- Political Education- Rural Education- Tribal Education and Women Education at international context.		
	Practicum (Dynamic Components) Comparison on Comparative Education in International Journal- International support of development of Education- Reducing the gap between society and Education- Educational problems-trends in world education.		

Reference and Textbooks:-

Albatch Philip G. *Comparative Higher Education Knowledge the University and Developemnt Greenwich* CT.Ablex Pub Corp 1998.

Arnove R and Torres C eds (1999*) Comparative educative The Dialectic of the Global and the local Oxford Rowamanan Littlefield*.

Mark Bray Bob Adamson and Mark Masson Hong Hong and Dordrech Springer 2007,*Comparative Education research Approaches and Methods*.

Leo Goedgeburre et al 1994, *HighrEduaction Policy An International Comapritive Perspective* Edited by New York Pergamon Press.

Harold J Noah and AMx EcksteinMacmilaln 1969*Towards a science ofComapritive Education*

	NewYork New York.
Outcomes	➢ Understand the concept and scope of comparative education. ➢ Appreciate the roles and responsibilities of international organizations in education. ➢ Comprehend the societal educational at international context. ➢ Compare various educational system of India with other countries. ➢ Acquire knowledge about educational problems in India.

Semester - III			
Course code: 742303	**Assessment in Learning**	**Credits:5**	**Hours:5**
Objectives	The Students will be gaining ability to ➢ Prepare and use psychological tests and different kinds. ➢ Handle data interpret results ➢ Participate in examination reform. ➢ Carry to examination and evaluation work.		
Unit -I	**Educational Measurement and Evaluation** Concept, Scope, need and relevance- Tools of measurement and evaluation: subjective and objective tools; essay test objective test, scales, questionnaires, schedules, inventories, performance tests - Characteristics of a good Instrument; Validity, Reliability, Norms, and Usability – Test Standardization: Steps in the standardization of a test, Norm – referenced and criterion – referenced tests, scaling-standard scores. T – Scores and C – scores.		
Unit-II	**Assessment** Meaning, nature, perspectives (assessment for Learning, and assessment of learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning - Grading, Semester, Continuous Internal Assessment, and Question Bank.		
Unit III	**Pedagogical Analysis** Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy.		
Unit IV	**Assessment in Pedagogy of Education** Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources.		
Unit V	**Assessment in Andragogy of Education** Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).		
	Practicum (Dynamic Components) Learning of tools of measurement and evaluation – characteristics of evaluation tool – purpose of assessment of learning – different levels of teaching – Flander's Interaction Analysis.		

Reference and Textbooks:-

Eble Robert, L 1966., *Measuring Educational Achievement*. New Delhi Prentice Hall.

Gronland N.E. 1977, *Conctructing Achievement tests*. (2nd ed) New Delhi Prentice - hall.

Gronland, N.E.1976, *Measurement and Evaluation in teaching* (3rd ed) New York macmillan co.

Hills, J.R. 1976, *Measurment and evaluation in the class room* .Columbs, Ohio a bell Howell co.

Lindquist Evert F 1955, (ed) *Educational measurement. Washington american Council of Education*.

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Numally, J.C. 1964, *Educational measurement and Evaluation*. New York McGrow-Hill Book Co.

Popham W.J. 1971 (ed.) *criterion Reference measurement*. Englewood Cliffs,N.J. Educational technology pub.

Thorndike Robert, l & Elizabeth and P.hagen1961, *measurement and Evaluation in psychology and*

education second Ed. New York Wiley.

Thuckman, B.W. 1975, *Measuring Educational outcomes* New York : Harcourt Brace, Jovanovich.

Wrightsone, J.Wayee*, Joseph Justman&irawing Robbins* 1956, *Evaluation in Modern Educational*, New York American Book Co.

Outcomes	- Construct different types of tests. - Standardize the test for data collection. - Bring the innovative ideas in the examination pattern.

	Semester - III		
Course code: 742304	**ICT in Education**	**Credits:4**	**Hours: 5**
Objectives	On completion of this course the students will be able to ➢ understand the scope of ICT and its applications in teaching learning. ➢ understand the means of ICT integration in teaching learning. ➢ understand the computer components and software and hardware approach in education. ➢ know the instructional applications of Internet and web resources. ➢ understand E-Learning, its nature, dimensions, modes and technologies. ➢ understand the process of using the application software for creating documents, database, presentation and other media applications. ➢ understand web 2.0 and its features ➢ understand the basics of Mobile Learning. ➢ appreciate the role of e-resources in education. ➢ understand the different aspects of E-content.		
Unit -I	**Information and Communication Technologies – an Introduction** Nature and scope of a communication system – sender, receiver, message and the medium- one-to-one, one-to-many, and many-to-many communication- broadcast and non-broadcast applications – Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications- ICT in classroom – ICT in Distance Education – ICT for Professional Development and ICT for Institutional Management.		
Unit-II	**Internet and Web** Internet: meaning, concept, need and significance- Basic Services - World Wide Web -Using search engines and Web Utilities: Keywords and search strategies-Synchronous and synchronous communication on the web: e-mail, chat, newsgroups and forums.		
Unit III	**e- Learning** E-Learning: Meaning, Concept, Importance, Strengths and Limitations Elements and Dimensions of E-Learning - E-Learning Technologies: LMS, CMS - Virtual Learning: Virtual Classroom/Virtual University, Virtual Instrumentations Virtual Labs- Merits and Limitations - Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content.		
Unit IV	**ICT Applications In Education** Word Processors and Word Processing: Common features of word processors, their functions and use- using word processors, spreadsheets and power point presentation in the classroom- Common features and their functions. Web 2.0 Technologies: Nature and Characteristics of Web 2.0 – Blogs, Podcasts, Wikis,Web Quests, Applets, Hot Potatoes, Digg, Del.icio.us and other Web 2.0 technologies /applications relevant for academic purposes. Social Media: Facebook, MySpace, Twitter and their educational implications. Academic Social Networking Sites: Academia, LinkedIn, Edutopia -- m-Learning: Concept and Meaning, Definition – Pedagogical approaches, models and theories for m-Learning – m-Learning in and across formal and informal settings- Enabling m-Learning technologies (Handheld Devices, MP3 players, Notebooks, Mobile Phones and Tablet PCs), Applications and Uses.		
Unit V	**E-Resources and E–Content Development** E-Resources: Meaning, Concept, Importance, Advantages and Limitations-Types of e – Resources – Forms of Digital information- On – Line Libraries –On – Line Journals and Abstraction Services Full Text Databases – Gateways and Portals, E-theses Library, E-Resources in Indian Education : UGC – INFLIBNET,UGC INFONET, ERNET, DELNET, E–Journal Consortium, NPTEL,UGC – CEC. E–Content Development – Meaning, Need and Significance – Types and Forms of e- Content – Short Learning Objectives – Modules : Components – Stages of e- Content Development and Steps involved – Scripting for e-Content – Learning Object Repositories - E – Content Development initiatives in India : NPTEL, NMC-ICT – Role of UGC – CEC and EMMRC's - Quality Assurance in E-Content		
	Practicum (Dynamic Components) ➢ Creation of Blog		

	➢ Member of any one Content Management System.

Reference and Textbooks:-

Adam, D.M. (1985) *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.

Alexey Semenov, UNESCO, (2005): *Information and Communication Technologies in Schools: A Handbook for Teachers*.

Bose K Sanjay (1996): *Hardware and Software of Personal Computer.*

Conrad, Kerri (2001) *Instructional Design for web – based Training HRD Press*.

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Gagne, RM, Leslie J.B.; & Walter W.W. (1987) *Principles of Instructional Design Wodworth Publishing Co.*

Horton, W (2001): *Designing web-based Training John Wiley & Sons.Intl Teach to the Future –beginner's Curriculum*. 2000.

Lee, William W; Diana L Owens (2001) *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.

Lee, William W; Diana L Owens (2001) *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.

Mallik, Utpal et al. (2001): *Leaning with Computers Level – III*. NCERT New Delhi.

Morey, D; Maybury M &Bhavani, Th. (2001) *Knowledge Management University Press* (India) Ltd: Hyd.

Phillips. R (1997) *Interactive Multimedia* London: Kogan Page.

Rosenberg, M.J. (2001) *e-learning* New York: McGraw Hill.

Schank, R.C. (2001) *Virtual Learning*, McGraw Hill.

Outcomes	➢ ICT, Professional development of ICT.
	➢ Explain the Computer fundamentals: Hardware and Software, Introduction to personal Computer.
	➢ Explain the Internet and World Wide Web, Information, Service and function of the Internet and the web.
	➢ Explain the ICT application in Education: Word, Data and Image Processing.
	➢ Explain the Multimedia Packages-usage educational implications of Media and Interactivity website with educational content, Interpersonal communication through the e-Mail, Web forums and Chatting groups.

Semester - III				
Course code: 742505	**Educational Management**		**Credits:4**	**Hours:4**
Objectives	On completion of the course the students will be able to: ➢ develop an insight into the perspectives of Educational Management theories and Practices in Education, ➢ study Educational Management system and functions in India with specific reference to National, State, District and Village level administration of education, ➢ recognize the importance of Educational Resources and their effective management for quality education, ➢ understand the issues and challenges in Management of Education in India with special reference to educational institution. ➢ identify the trends and needed areas for research in Educational Management.			
Unit -I	**Concept, Need and Dimensions of Educational Management** Concept, scope and need of Management of Education - Goals and objectives of educational management : The ideal nature of educational goals, Translation into specific objectives - Basic elements of management process: decision-making, problem solving, human relations, and communication, Issues of decision making and communication in management process, Role of school Principal in decision making, human relations and communication - Dimensions of Management Process: Planning, Staffing, Organizing, Budgeting, Directing, Motivating, Coordinating, Directing, Monitoring, Evaluating, Reporting. - Meaning, Objectives & Scope of School Management - Principles & Factors Influencing School Management.			
Unit-II	**Modern Trends in Educational Management** Modern trends in educational management - quality management in education- meaning and importance. quality in higher education, assessment and accreditation of higher education institutions- criteria, techniques and issues- organizational compliance, organizational development and pert. Evaluation of instruction - evaluation of outcomes, analysing the results and modifying the system.			
Unit III	**Quality Management in Educational Administration** Meaning and nature of educational supervision, meaning and importance of quality in Higher Education. Institutional assessment SWOT analysis - Assessment and accreditation, criteria and bench mark quality enhancement and sustenance. Total quality Management in Education (TQM) Liberalization, Privatization, and globalization. Impact and educational implication. Knowledge Economy, Use ICT in educational administration, methods, advantages and problems involved, E Governance, Concept, features, practice and problems involved. E Governance in the context of education.			
Unit IV	**Human Resource Management** Human Resource Management: Concept, Need, Principles, Job analysis. - The concept of human-oriented Management & leadership - Characteristics of an Effective and Successful Leader and Manager for managing Human and Material Resources - Models of Human Resources Management: Democratic & Autocratic - Approaches to Leadership: Trait, Transformational, Transactional, Value Based, Cultural, Psychodynamic, Charismatic, Community based, Social - Office management: overview of office functions, record management and material management, work simplification. - Management of Conflicts and Stress.			
Unit V	**Physical and Financial Resources Management** Physical Resources: Meaning & principles of Managing Physical Resources, Physical Resources & Health of Students, Maintenance of Records and Register of Physical Resources, General principles & Scientific Planning of School Building. - Nature and Scope of Educational Finance, Sources, Procurement, Budgeting and Allocation of Funds - Mobilization of local resources: Contribution of Local Governance, NGOs and PTA - Financial accounting : scope and importance, accounting ,concept and conventions, balance sheet and related concepts (related to educational system), Sharing and Distribution of Financial Responsibilities - Theories of Financial Management - Fund flow analysis:			

	analysis of statement of long term sources and uses of funds, working capital based fund flow statements, cash flow statements.
	Practicum (Dynamic Components) Human Resource Planning – Characteristics – Need for planning – HRP Process – Job analysis – Job design – Job description – Job specification; The Selection Process – Placement and induction – Training and development – Promotion – Demotions – Transfers – Separation. Employee Maintenance and Integration – Welfare and safety – Accident prevention – Administration of discipline – Employee motivation – Need and measures. Fringe benefits – Job evaluation systems – Wage and salary administration in relation to personal taxation.

Reference and Textbooks:-

Bhagia, N.M. (1990): *Educational Administration in India and other developing countries. Commonwealth Publishers*, New Delhi

Bush, Tony & Les, Bell (2002): *The principles & Practice of educational management*. London: Paul Chapman Publishing.

Bush, Tony (1986): *Theories of educational management. London*: Harper & Row Publishers.

Luthens, Fred. (1981), *Organizational Behavior*, Mcgraw Hill, Tokyo.

Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects*. Vikas Publication housePvt. Ltd. New Delhi.

Milton, Charles R. (1989). *Human Behavior in Organizations*, Prentice Hall, Inc, USA.

Mukhopadhyay, M. (2005): *Total quality management in education*. New Delhi: Sage Publications.

Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.

Roger, Smith (1995): *Successful School Management*. Mcgraw Hill, Tokyo.

Ronald, Cambell F., et al; (1987): *A History of thought and Practice in educational administration*. New York: Teachers College Press.

Outcomes	➢ Understand teaching as a process of communication and be aware of various resource available for making it effective. ➢ To design and develop an ICT integrated learning resource. ➢ To organize learning with active participation of learners-individually and in groups. ➢ To understand importance of classroom management and management. ➢ To understand ways of preventing problems in managing a classroom and supervision. ➢ To describes approaches to classroom management and communication. ➢ Able to prepare and use appropriate instructional material for effective classroom transaction.

Semester - III				
Course code: 742506	**Environmental Education**		**Credits:4**	**Hours:4**
Objectives	➢ To comprehend about the field of Environmental Education (EE). ➢ To develop Environmental Education curriculum at various levels of Education. ➢ To get awareness on culture and environmental crisis. ➢ To develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and non-formal education. ➢ To know the environmental disasters and their protection.. ➢ To understand the Asian perspectives of environmental education.			
Unit -I	**Environmental Education: An Introduction** Environmental Education: Definition- Goals- Objectives and guidelines - Origin of Environmental Education. - Pre requisition for a successful environmental education - Issues related to environmental education.			
Unit-II	**Environmental Education Curriculum** EE Curriculum - need and significance -scope and sequence of Environmental education curriculum -Role of NCERT-UGC and educational institutions in developing Environmental Educational Curriculum - Approach to curriculum planning and Development Environmental Education at various levels of Education -Development of Environmental Curriculum in India.			
Unit III	**Culture –Environmental Nexus** Environmental crisis - Science, Technology and Environmental crisis -cultural values and Environment - Environment and sensitive culture- need to revive traditional values.			
Unit IV	**Disasters and Environmental Protection** Natural disaster: An Over view -Types - Nature - Impact- solution for Environmental issues- Gandhi's views on Environmental -Protection -monitoring and supervision of environmental Education- Plastic free, Eco-friendly, green chemistry, Carbon free, Go green.			
Unit V	**Environmental Education: Asian Perspectives** Historical perspectives-Objectives- Strategies of Integration- Matrix showing the status of integration of environmental Education- Asian People's Quality of Life and Environmental Education - Mobilizing community support for concentration of Environmental education.			
	Practicum (Dynamic Components) • Visit to a local area to document environmental assets-river/ Forest / grassland / hill / mountain. • Visit to a local polluted site-Urban / Rural / Industrial / Agricultural. • Study of common plants, insects, birds. • Study of simple ecosystems-Pond, river, hill, slopes, etc.,			

Reference and Textbooks:-

Bahuguna, Sundarlal(1996*) DhartikiPukar, Radhakrishna Publication*, Delhi, Pp. 111.

Goel, M.K. (2006*) ParyavaranAddhyayan, Vinod PustakMandir*, Agra, Pp. 581.

Kaushik,A. and Kaushik, C.P.(2004). *Perspectives in Environmental studies,New Age International(P) Ltd. Publishers*, New Delhi

Leelakrishnan,P. (1999) *Environmental Law in India, Butterworths India*, New Delhi, Pp. 194

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NCERT (2011). *Teachers' Handbook on Environmental Education for the HigherSecondary Stage*, DESM, NCERT, New Delhi, Pp.316.

Ram,P.S. and Singh,R.(2013). *ParyawaranShikshakeubharateaayam*, Allahabad: ShardaPustak Bhawan.

Ramakrishnan, P.S.(2001) *Ecology and Sustainable Development*, N.B.T., New Delhi, Pp.198.

Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) *Societyand Environmental Ethics*, Seema Press, Varanasi, Pp. 242.

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Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994).

Shukla, C.S.(2007) ParyavaranShiksha, AlokPrakashan, Lucknow, Pp.311.

Singh, S.K.(2006) *Environmental Education* ,Sapna Ashok Prakashan , Varanasi,Pp.176

Singh, S.K.(2008) *Environmental Education and Ethics* ,AmritPrakashan , Varanasi,Pp.114

Singh, S.K.(2010) *Fundamentals of Environmental Education* , ShardaPustakBhawan , Allahabad, Pp.175

Singh, S.K.(2007).*Environmental Education: A Remedy for Environmental Crisis*, inTiwari,

S.(Ed.)*Education in India* ,Vol.-IV,NewDelhi, Atlantic Publishers,Pp.83-90.ISSN 978-81-269-0529 – 4

Singh,S.K. and Singh,N.(2007)"*Environmental Ethics : A Reorientation of Environment related Ethical ” University News A Weekly Journal ofHigher Education ,45 : 44,Oct.29 – Nov.4, New Delhi , Association of IndianUniversities*, Pp.54-58.ISSN NO 0566-2257

Singh,S.K.(2007)*Environmental Education and its concern in Educational Policies in Independent India, in Trivedi, B. and Jain, S. (Ed.) Environmental Issues in India, New Delhi, Discovery Publishing House,Pp.73-82.ISBN 978-81-8356-224-9. Source Book on environmental education For Elementary Teacher Educators*, NIEPA, New Delhi.pp.278.

Outcomes	➢ Gain awareness and sensitivity to various environmental problems.
	➢ Acquire knowledge and attitude towards environment.
	➢ Acquire skills for solving environmental problems.
	➢ Understand EE curriculum and evaluation procedures.
	➢ Participate in activities aimed at resolving environmental problems.

Semester - IV				
Course code: 742401	**Value Education**		**Credits:4**	**Hours:5**
Objectives	The students will be able to: ➢ understand the need of values and its classification in contemporary society. ➢ appreciate the values needed for peaceful society like democratic, secular, and socialist etc. ➢ become aware of role of education in building value as dynamic social reality. ➢ know the importance of value education towards personal, national and global development. ➢ understand the process of moral development vis-s-vis their cognitive and social development. ➢ use various intervention strategies for moral education.			
Unit -I	**Education and Values** Definition, Concept, Classification, Theory, Criteria and Sources of values - Aims and objectives of value education - Role and Need for value education in the contemporary society - Role of education in transformation of values in society - Role of parents, teachers, society, peer group and mass media in fostering values - Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.			
Unit-II	**Child Moral Development** Concept of moral development - Psycho-analytic approach - social learning theory approach in moral education- Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.			
Unit III	**Value Education towards National and Global Development** Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity - Social Values: Pity and Probity, Universal Brotherhood. - Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Integrity Faith. - Religious and Moral Values: Tolerance, Wisdom, character. - Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. - Environmental Ethical Values - National Integration and international understanding. - Need of Humanistic value for espouse peace in the society - Conflict of cross-cultural influences, cross-border education.			
Unit IV	**Value Education and Personal Development** Human Values: Truthfulness, Constructively, Sacrifice, Sincerity, Self-resilience, Altruism, Egoism, Scientific Vision, relevancy of human values to good life. - Character Formation towards Positive Personality - Modern challenges of adolescent: emotions and behavior - Self-analysis and introspection: sensitization towards gender equality, physically challenged, intellectually challenged, Respect to - age, experience, maturity, family members, neighbors, co-workers.			
Unit V	**Models and Assessment of Moral Education** Models of Moral education: Rationale Building Model, The consideration Model, Value classification Model, Social Action Model, and Just Community Intervention Model - Assessment of Moral maturity via moral dilemma resolution- Examples of some select moral dilemmas.			
	Practicum (Dynamic Components) • A Critical analysis of teachers, school personal, students and parents and curriculum in terms of value education. • Value of self-sacrifice as value of self-centeredness. • Value of altruism Vs Egoism.			
Reference and Textbooks:- Allport, G.W., Vermon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin. Centaral Board of Secondary Education (1997), *Value Education: A Handbook forTeachers*, Delhi: Central Board of Secondary Education.				

Charles, E.A. (2000) (ed), *Value Education: A Manual for Teachers*, Mumbai: St. Xavier's Institute of Education Society.

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Havighurst, R.J. (1953), *Human Development and Education*, New York: Longman's Green and Co.

Karan Singh (1996) *Education for global society*, in Delors, J., *Learning: The Treasure Within*, Paris: UNESCO.

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Venkataiah.N, (1998) *Value Education*, APH Publishers, New Delhi,.

Outcomes	➢ Understand the need and importance of value education.
	➢ Impart value education to students.
	➢ Develop moral values through various approaches like Psycho-analytic approach and Cognitive developmental approach.
	➢ Assess moral maturity via moral dilemma resolution.

	Semester - IV		
Course code: 742402	Planning of Economy and Financing in Education	Credits:4	Hours: 5
Objectives	On completion of this course the students will be able to: ➢ develop understanding of the role of education in economic development. ➢ understand the concept and significance of education as an investment and consumption. ➢ understand the principles and approaches to educational planning ➢ analyze the cost-benefit aspects of education and the internal and external efficiency of education ➢ understand policy perspective in financing of education in planned economy through five-year plans.		
Unit -I	**Education and Economic Development – Concept, Meaning and Significance** Meaning, Nature and Scope of Economics – Meaning, Concept, Scope, Significance and recent trends in economics of education – Education as consumption and investment – Education and Economic growth – Education and National Development – Education and the Distribution of Income – Education, Population and Poverty – Labour, Market and Education – Education and Employment.		
Unit-II	**Cost of Education** Components of education cost - Methods of determining cost - Problems arising in the application of the concept of cost in education. - Benefits of education.		
Unit III	**Cost Benefit Analysis in Educational Planning** Meaning and Purpose. Cost -Benefit v/s Cost Effective Analysis, Unit Cost and Capital Cost; Social and Individual Cost; Recurring and Non-recurring Cost, Opportunity Cost. - Economic Returns to Higher Education: Signaling Theory v/s Human Capital Theory.		
Unit IV	**Educational Planning and Finance** Concept of Educational Planning- Principles and approaches of educational planning, Problems of educational planning in India - Institutional Planning and Budgeting. - Concept of Educational Finance- Principles and sources of Educational Finance, Problems of Educational Finance, Role of centre, state and panchayath raj institutions in Educational Finance. - Mobilization and allocation of Resources – Five year plan, post five year plan.		
Unit V	**Financing of Education** Role of national agencies in financing of education: UGC, NUEPA, Principles of financing education: Equity, Efficiency, Adequacy - Education and distribution, inequality; Distribution of public spending on education - Importance of public expenditure on education; its impact on development - Determinants of expenditure on education – Public, Household.		
	Practicum (Dynamic Components) Debate on education as investment – discussion on benefit of education – need of educational planning and institutional planning – role of panchayat raj and public in school expenditure.		

Reference and Textbooks:-

Altinok N, Kingdon G (2012) *New evidence on class size effects: a pupil fixed effects approach. Oxford Bulletin of Economics and Statistics* 74(2): 203–234.

Altschuler D (2013) *How patronage politics undermines parental participation and accountability: community-managed schools in Honduras and Guatemala. Comparative Education Review* 57(1): 117–144.

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Archer M (1981) *Educational politics: a model for their analysis*. In: Broadfoot P, Brock C, Tulasiewicz W (eds) *Politics and educational change: an international survey*. London:

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Bermingham D (2011) *The politics of global education policy: the formation of the Education for All – Fast Track Initiative (FTI). Journal of Educational Policy* 26(4): 557–570.

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Bruns B, Filmer D, Patrinos HA (2011) *Making schools work: new evidence on accountability reforms. Washington*, DC: World Bank

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Carnoy M, Luschei T, Marshall JH, Naranjo B, Sorto A (2007), *Improving Panamas and Costa Rica's education systems for the 21st century economy: a comparative study*, Stanford: Stanford University School of Education.

CfBT (2011) *Recovery in crisis: the politics of education reform in Zimbabwe. Reading: CfBt Education Trust*.

Chabbott C (2003) *Constructing education for development: international organisations and Education for All*. London: Taylor and Francis.

Chen D (2011*) School-based management, school decision-making and education outcomes in Indonesian primary schools. Policy Research Working Paper Series* 5809. Washington, DC: The World

Kingdon G, Muzammil M (2003) *The political economy of education in India, teacher politics in Uttar* . Oxford: Oxford University Press.

Kingdon G, Muzammil M (2009) *A political economy of education in India: the case of Uttar Pradesh. Oxford Development Studies* 37(2): 123–144.

Outcomes	➢ Identify the need, scope and purpose of educational planning in terms of national and community needs.
	➢ Comprehend the skills in planning and using a variety of administrative strategies.
	➢ Explain the role and contribution of different agencies/ contribution in educational planning.
	➢ Competent in determining and implementing the objectives of planning and financing for education on the basis of individual needs of the students.

Semester - IV				
Course code: 742507	**Policy in Education**		**Credits:4**	**Hours:4**
Objectives	After completion of the course the students will be able to; ➢ understand the types of educational policy and its classifications ➢ aware about the need and importance , objectives and determinants of educational policy ➢ know the identification of implementation agencies of the educational policy ➢ understand the role of private and public partnership in implementation of educational policy ➢ aware about the issues and strategies in evaluation policy ➢ aware about the issues and strategies in evaluation of educational policies ➢ acquire the knowledge of monitoring and evaluation agencies of education policies ➢ analyse the documents of the educational policy ➢ understand the research methods of the educational policies and funding agencies for he research of educational policy ➢ aware about the linkage between educational policy and national development.			
Unit -I	**Formulation of Educational Policy** Need and importance of educational policy- objectives-determinants of educational policy - Type of Education Policy - national, state and institutional level - short-term, long-term polices - Preparation of discussion document, - state-level and national consultations, consultations with all stakeholders- constitutions of task forces, presentation of draft document in CABE and parliament - Educating policy vis-à-vis development policy – i.e. school development policy.			
Unit-II	**Implementation of Policy** Formulation of Plan of Action- Policy parameters for formulation of programmes and strategies - Identification of implementation agencies- Centre-state partnership in policy implementation-public private partnership in implementation of educational policy -Role of civil society and NGOs in policy implementation-Issues, challenges and opportunities involved in implementation of educational policy.			
Unit III	**Monitoring and Evaluation of Policy Implementation** Issues and strategies in evaluation of educational policies-issues of the evaluation and monitory policy implementation –evaluation criteria to be followed in the educational policies –monitoring and evaluation agencies of educational policies at state, central and local level – National policies for education of marginalized, weaker and differently abled groups.			
Unit IV	**Research in Policies** Concept of policy research –Analysis of the documents of the educational policy –research methods of the educational policies –process and impact of educational studies –Funding agencies for the research of educational policy.			
Unit V	**Linkage between Educational Policy and National Development Policy** Linkage between educational policy and national development policy- Fruitful effect on the linkage of their policies - role of government in correlation these policies – Education in the concurrent list.			
	Practicum (Dynamic Components) Discussion on write-up on state partnership in policy implementation – role of NGO in policy implementation – national policies for education of marginalized, weaker and differently abled groups – awareness on policy research – funding agencies.			

Reference and Textbooks:-

Blackmore, C., and Lauder, H. (2004): *Researching Policy*, in Somekh, B., and Lewkin, C. (2004) Ed. *Research Method in the Social Sciences'*. Pp. 97-104.

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Nisbet, J.D. (1988): *Policy Oriented Research*, in Keevs, J.P. (ed) *'educational research Methodology and Measurement: An International Handbook'*. Pergamon Press Plc. Pp139-145

Nordhaus, W.D. (1998*): Economic and Policy Issues in Climate Change*. Washington, D.C.

Trow, M. (1988): *Policy Analysis*, in Keevs, J.P. (ed) *'Educational Research Methodology and Measurement: An International Handbook.' Pergamon Press Plc*. Pp 197-202

Wildavsky, A. (1979): *'The Art and Craft of Policy Analysis'*, London: Macmillian Press Ltd. Pp 3-21

Outcomes	➢ Identify the types of educational policy, need, importance of educational policy.
	➢ Comprehend the role of private and public partnership in implementation of educational policy and aware about the issues and strategies in evaluation policy.
	➢ The knowledge of monitoring and evaluation agencies of education policies and aware about the linkage between educational policy and national development.

Semester - IV				
Course code: 742508	**Open and Distance Learning**		**Credits:4**	**Hours: 4**
Objectives	After completion of the course the students will be able to: ➢ understand with the nature and need of Distance Education in the present day Indian society. ➢ reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with discuss the socio-academic relevance of distance education ➢ use different kinds of information and communication Technologies (ICT and enable them to be familiar with their use in teaching-learning process) in distance education ➢ understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programs through Distance Education. ➢ evaluate programs of Distance Education and to develop in them the ability to enhance the quality and standards of different D. E. Programs.			
Unit -I	**Distance Education -An Introduction** Distance Education: Definition, meaning and concept, Goals and objectives of Distance Education –distance learning and open learning –Distance education need of the hour – Growth and development of distance education –Distance Education in India – Issues in Distance Education-quantity, quality, relevance and effectiveness- Present status of distance education system - challenges in distance education -Distance education in the global context.			
Unit-II	**Teaching at a Distance** Information and Communication Technologies and their application in Distance Education -ICT in Open Distance Learning: Issues and Challenges- network infrastructure- computing infrastructure - stable system and application software - internet service provider (ISP) and internet bandwidth - security infrastructure, service compatibility: computer hardware and software -Scalability issues- Ensure data compatibility - Security in distance learning: Concept and meaning- network service- Server- Hackers- service software- design and coding of hosted software- passwords- Social engineering and operational control.			
Unit III	**Self Learning Material (SLM) in Distance Education** Self Learning Material: meaning, scope, importance and characteristics-Designing and preparing self-instructional materials - Editing in Distance Education- Distance Educators - Electronic media for Distance Education – Intervention strategies for admission, classes, examination and evaluation- Student-Support Services(SSS) in Distance Education and their management -Technical and vocational programs through Distance Education - Programs for women through distance education - Distance Education and Rural Development –Skill development through distance Education –Challenges, opportunities in Distance Education.			
Unit IV	**Quality Enhancement and Program Evaluation** Quality assurance of Distance Education -Mechanisms for maintenance of standards in Distance Education - Programme evaluation. Best practices in ODL: IGNOU, EFLU and SYMBIOSIS Centre for Distance Learning.			
Unit V	**Agencies in Distance Education** Agencies and recognition in Distance education – Open University system in India- Learning management system in Open University- IGNOU – TNOU – Learning- virtual university- Distance Education Bureau (DEB) – Role of UGC in Distance education–- role of learning centres in distance educations			
	Practicum (Dynamic Components) Self-study, Discussion, display of various audio-visual programmes, Lecture and Library consultation, and visit to DDE study centre and Observation of the functioning of the distance mode. Review of CIET/UGC/IGNOU TV programmes and preparation of report. • ODL Involving technology.			

	• Comparing a course of one University with ODL material.

Reference and Textbooks:-

American Association of University Professors (1999). *Statement on Distance Education.* June 1999.

Aragon, S. R. (2003). *Creating social presence in online environments. New Directions for Adult and Continuing Education,* 100, 57-68.

Ayers, E. L. (2004). *The academic culture and the IT culture: Their effect on teaching and scholarship. EDUCAUSE, 39*, 48-62.

Baker, J. (2003). *Instructor immediacy increases student enjoyment, perception of learning.* Online Cl@ssroom: Ideas for Effective Instruction, Sept. 2003.

Beaudoin, M. (1990). *The instructor's changing role in distance education.* The American Journal on Distance Education, 4(2):21-29.

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Benson, A. D. (2003). *Assessing participant learning in online environments. New Directions for Adult and Continuing Education, 100,* 69-78.

Berge, Z.L. &Muilenburg, L.Y. (2003). *Barriers to distance education: Perceptions of K-12 educators. Proceedings of the Society for Information Technology and Teacher Education International Conference.* Albuquerque, New Mexico USA, March 24-29. Issue 1, pp. 256-259.

Borden,J.D.(2004). *On your mark, get set.* Educator's Voice, Sept. 15, 2004.

Bourne, J. & Moore, J. C. (eds). (2004). *Elements of quality online education: into the mainstream. Summary.* Vol. 5, Sloan Series. The Sloan Consortium.

Caruso, J. B. &Kvavik, R. B. (2005). *Ecar Study of Students and Information Technology*, 2005: *Convenience, Connection, and Learning. Educause Center for Applied*

Chalouz, B. (2004). *Increasing Adult Access to E-Learning: Five Strategies for Overcoming Policy Barriers. In Elements of Quality Online Education: Into the Mainstream: Wisdom from the Sloan Consortium.* pp. 197 - *The Sloan Consortium.*

Cho, S.K., & Berge, Z. L. (2002). *Overcoming Barriers to Distance Training and Education. EModerators.*RetrievedOct.24,2005

.   (Originally published in USDLA Journal 16 (1) at but not longer available online at that location)llen, I. A. & Seaman, J. (2003). Sizing the opportunity: the quality and extent of online education in the United States, 2002 and 2003. The Sloan Consortium.

Outcomes	➢ Comprehend the meaning and concept of distance education ➢ Appreciate that the distance education is the need of the hour ➢ Acquire an insight into the Intervention strategies at distance education ➢ Realize the Quality assurance of Distance Education and its New Dimensions. ➢ Appreciate the important role of UGC and DEB in Distance education.

Personal information

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Teaching experiences:

Teaching subjects on different levels including BA, MA, PhD and other postgraduate trainings in Hungarian and also in our English language program for foreigner students:

- Health psychology (lecture)
- Health behavior and health promotion (lecture)
- Personality psychology
- Research methods – general (lecture and interactive group work)
- Research methods in clinical and health psychology (lecture and interactive group works)
- Practice in statistics with SPSS (intense interactive group work)
- Structural equation modeling practice (AMOS & MPlus) (intense interactive group work)
- Evidence-based medicine for psychologists (interactive group work)
- Motivational interviewing – introductory level (interactive group work)

Dr. E. Ramganesh

Professor and Head

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Academic Qualifications: M.Sc, M.A (Psy), M.Ed, M.Phil (Edn) Ph.D (Edn), Ph.D (CS), PGDCA

Teaching Experience: 25 Years
Research Experience: 19 Years

Additional Responsibilities:
Registrar (i/c)
Finance Officer (i/c)
Director, College & Curriculum Development Cell,
Professor Head
Director (i/c) UGC- Human Resource Development Centre,
BDUChair, School of EducationCoordinator, UGC-SAP (DRS-II)
Director (i/c) Institute for Entrepreneurship and Career Development (IECD), BDU
Director (i/c) DDU-KAUSHAL Kendra

CumulativeImpactFactor(asperJCR):		**0.905**
h-index	**:**	**01**
TotalCitations	**:**	**33**

Conferences / Seminars / Workshops: 191

Conferences	**:**	**65**
Seminars	**:**	**77**
Workshops:	**:**	**49**

Profile of Dr. A.Jahitha Begum

(i) Designation : Professor & Head i/c

(ii) Qualification : M.A.(Eng), M.A (Pol.Sci), M.Ed., M.Phil., PGDCA., Praveen in Hindi, Dip. In Urdu, Ph.D.

(iii) Experience : 16 years, School Experience 10 years

(iv) Specialization : Cognitive Science, Communicative Competence

(v) Email id : jahee_j@yahoo.co.in

(vi) Research Guidance:

Degree	Awarded	Guiding
M.Phil	12	-
Ph.D	12	3

(vii) Publications

Sl. No.	Category	Total	For the period 2010-2015
1.	Books	16	9
2.	Chapters in Books	35	25
3.	No. of papers in Edited Volume / Proceedings	16	11
4.	No. of Publications in International and National Journal	45	17

Dr. K. Chellamani
Professor
School of Education

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Teacher Education, Science of Education, Language Education, Neuro-linguistic Programming, Metacognition and Neuro-cognition.

Interested and experience in Think-Aloud protocol, Comprehension Monitoring, Writing competence and construction of e-portfolios and Portfolio assessment.

1. Name : **Dr. G. PAZHANIVELU**
2. Date of Birth & Age : .28-04-1966, 52yrs
3. Designation : **Associate Professor**
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5. Area of Specialization : Tamil Education

6. E-mail id : prof.pazhanivelu@gmail.com
7. Teaching / Research Experience : 29 Years

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Educational Qualification: MA. M.Phil, M.Ed., P.hD (Edn).
Professional Experience : Teaching: 23 Years
                       Research: 14 Years
Honours and Awards   :

1. Manitha Neya Panpalar – Tamil Nadu College of Education, Sivaganga.

2. Best Teacher Award – VSS Govt. Arts College, Sivaganga.

Recent Publications   :
1. Dr.A.Balu, 2013 Humanistic Education in Teaching and Learning Abhinav National Monthly Refereed Jounral of Research in Arts & Educatiion 2(6):9-12
2. Dr.A.Balu 2014, Classroom Climate and Academic Performance of Higher Secondary Students Abhinav National Monthly Refereed Jounral of Research in Arts & Educatiion 2(6):9-12
3. Dr.A.Balu, 2016, emerging trends on inculcation of values Sai Om Journal of Arts & Education: A peer reviewed International Journal, 5 (8):537-528 Cumulative Impact Factor: 4.889

PROFILE

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Educational qualification: M.Sc., Zoology, M.Ed General, M.Phil Coastal Aqua culture,
NET – Education, Certificate Course on Learning Disabilities, M.A. Sociology.

Professional Experience:

❖ Seven years served as Assistant Professor in S.N.D.P Yogam Training College, Adimaly, Kerala.

❖ One Year Acted as Principal in Sri Bharathi College of Education, Pudukkottai.

❖ Presently working as an Assistant Professor, Alagappa University College of Education Karaikudi.

Honours and Awards:

❖ Excellent Educators Award has been given by Voice of Teachers 2017

❖ Excellence Teaching In Higher Education award has been given by DKIRF 2018

❖ Best Women Faculty award has been given by DKIRF 2018

❖ Best Young Teacher Award has been given by GRABS Educational Charitable Trust September 5, 2018

❖ Young Researcher Award has been given by Voice of Teachers 2019

Recent publication:

❖ Parental Influence and Academic Achievement of Higher Secondary students, Review of Research, Laxmi Book Publications Maharastra ISSN 2249-894X,Vol.8, issue-5,Feb 2019. Impact Factor 5.763.

❖ Effectiveness of certain Instructional Strategies to overcome learning disabilities in Mathematics at primary level, Review of Research, Laxmi Book Publications Maharastra ISSN 2249-894X Vol.8, issue-5,Feb 2019. Impact Factor 5.763.

❖ Effectiveness of need based strategies to overcome Dyslexic students at primary level, Review of Research, Laxmi Book Publications Maharastra ISSN 2249-894X Vol.8, issue-5,Feb 2019. Impact Factor 5.763.

Publications Maharastra ISSN 2249-894X, Vol.8, issue-3, Dec 2019. Impact Factor 5.763.

PROFILE OF THE BBBOS MEMBER

Name : Dr. C. ANBUCHELVAN
Designation : Assistant Professor in Commerce
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Karaikudi-630003.
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Fax :
E-mail : anbuchelvanc@alagappauniversity.ac.in

Educational Qualification: M.B.A, NET, M.Com, M.Phil, NET, M.Ed, M.Phil, NET, Ph.D.(Edu)

Professional Experience:

Institution	Designation and period	Classes handled	Duration
Alagappa University College of Education, Karaikudi- 630 003.	Assistant Professor in Commerce (28.5.2012 to Till date)	B.Ed., and M.Ed.,	7 years & 5 months
K.R.P.College of Education, Sankari.	Asst. Professor in Education (26.09.2007 to 26.05.2012)	B.Ed., and M.Ed.,	4 years & 8 months
Dr. G R D College of Education, Coimbatore.	Lecturer in Commerce Education (1.7.2006 to 25.9.08)	B.Ed.,	1 Year & 2 months

Honours, awards & projects:
Projects completed:-
❖ Motivational factors determining regular attendance of primary school children – from SSA, Rs. 3,00,000/-
❖ Occupational stress and job satisfaction of teaching fraternity at higher education level in Tamilnadu- from ICSSR, Rs. 8,00,000/-

Profile

Name	**:**	**Dr. A. Pio Albina**
Designation	**:**	**Assistant Professor in Maths,**
Address	**:**	**Alagappa University College of Education,**
		Alagappa University,
		Karaikudi – 630 003.
Phone	**:**	**9944526677**
E-mail	**:**	pioalbina123@gmail.com

Educational Qualification: **M.Sc., M.Ed., M.Phil.(Maths), M.Phil.(Edn.), NET., Ph.D.,**

Professional Experience: **10 years**

Awards   :   **3**

Recent Publications:

1. Pio Albina.A, (2019), "A Study on Students with Dyscalculia and their Mathematical Abilities at Primary Schools in Karaikudi", *International Journal of Social Sciences.* 4(3), 1533-1542. DOI: https://dx.doi.org /10.20319/pijss.2019.43.15331542

2. Pio Albina.A, (2018), "Effectiveness of E-Content in Teaching of Mathematics Education among B.Ed. Student-teachers", *American Journal of Educational Research*. 2018, 6(7), 1021-1028. DOI: 10.12691/education-6-7-20

Number of papers published in Journals	**: 22**
Number of Invited / Special Lectures delivered	**: 52**
Number of papers presented in Conferences	**: 28**
Number of Seminars / Workshops attended	**: 24**
Number of projects completed	**: 2**
Number of Countries visited	**: 6**

PROFILE OF THE BBBOS MEMBERS

Name : **Dr.M.SUGANTHI**

Designation : Assistant Professor in Tamil

Address : Alagappa University, College of Education

Alagappa University, Karaikudi – 630 003.

Phone : 9443520027

Email. : sugu.rasu.2005@gmail.com.

Educational Qualification : M.A. (Tamil) M.A.(Sociology). M.Sc. (Zoology) M.Sc. (Psy.)

M.Ed., M.Phil. (SLET & NET in SOCIOLOGY)

PGDIR&LW., : Ph.D., (Edu.)

Professional Experience : U.G. 13 Years

P.G. 12 Years

Honours and Awards : 1. Best women faculty award

2. Excellence teaching in higher education award

3. Best research advisor award

4. Distinguished Faculty in Humanities and Social Sciences

Recent Publications : National – 2

Inter National - 4

Profile of the BBBOS Members

Name: Dr.M.PARIMALA FATHIMA

Designation: Assistant professor

Address: Alagappa University college of Education

School of Education, Alagappa University

Karaikudi. Tamil Nad,.Pin Code – 630 003

E.mail: parisyed11@gmail.com

Educational Qualification: M.Sc(Che),M.Sc(Psy),M.A(Soci),M.A(Philo),M.Ed., M.Phil.,Ph.D.

Professional experience: U.G -13   P.G -07

Honours and Awards: 8

Recent publication: Inter National - 13   National -11

Cumulative impact factor: 5.7634

Name	:	**Dr.R.PORTIA**
Designation	:	Assistant Professor
Address	:	Alagappa University College of Education
		Alagappa University, Karaikudi,Sivagangai (Dt)
Phone	:	9789274668
E-Mail	:	portiap77@gmail.com, einsten_paul@yahoo.co.in

Educational Qualification:
- M.Sc Chemistry
- M.Ed Education
- M.Phil Chemistry
- M.Sc Psychology
- PG Dip.in Guidance and Counselling
- M.Sc Counselling & Psychotherapy
- MA Sociology
- Ph.D Education

Professional Experience:
- Teaching – 14 Years 6 Months
- Research - 09 Years

Honours and Awards:
- NET in Education
- NET in Psychology
- College Gold Medallist and University II rank in M.Sc Chemistry
- College Gold Medallist and District First in M.Ed
- University II rank in M.Sc Psychology
- University First rank and Gold Medallist in PG Dip. Psychological Counselling
- University First rank and Gold Medallist in PG Dip .Gerontology
- **Achievement Award for Excellence in Teaching and Research** by GRABS Educational Charitable Trust, Chennai on 3rd Febraury 2019.
- **Best Social Scientist Award** by Indian Academic Researchers Association, Trichy on 21st April 2018.
- **Best Researcher Award** by D K International Foundations, Perambalur on May 2018

Publications:
- Research Articles Published - 40
- Conferences /Seminrs   - 70
- Books Published   - 06

  Cumulative Impact Factor: 4.10

Total Citation	: 3
h- Index	: 1

Jayachithra.J
Designation: Assistant professor
Address: Alagappa University College of Education
Phone: 9442564225
E-mail: jayamadhav.chithra@gmail.com
Educational qualification: M.Sc., M.Ed., M.Phil., Ph.D

Professional Experience:

- Teaching Experience   :10 Years
- Research Experience   : 9 years
- Research Guidance (Ph.D.)   : 03
- papers presented in seminar   : 45
- chaired session/Special Lectures delivered : 15
- Courses and Workshops attended   : 27

Honors and awards:

"**Best Teacher**" Award from Innovative Research Developers and Publishers (IRDP) Awards -2018.

Recent publications:

Books published:

1. Dr.Jayachithra, J. (2017) Life Skills of B.ED Students in Relation to their teaching performance, Shanlax Publications.Madurai. (ISBN: 978-93-86537-19-5)

2. Dr.Jayachithra, J. (2018) Attitude to Science and Academic Achievement in Physics of the Students of XI Standard in Madurai district, Shanlax Publications. Madurai. (ISBN: 978-93-87871-64-9)

Journal published:

1. M.Monicka, Dr.J.Jayachithra (January-2019) Information and Communication Technology Awareness of M.Ed Trainees: Journal of Applied Science and computations (ISSN: 1076-5131) volumeVI, Issue I, January/2019, p.2572-2578.(impact factor 5.8) (UGC approved).
2. Dr.J.Jayachithra (January-2019) Wellness Education: Life skill approach in Teacher Education: Ajantha, an International Multidisciplinary Quarterly Research Journal, Peer reviewed, Referred, and UGC listed Journal (ISSN: 2277-5730) Volume-VIII, Issue-1, January/2019, p.53-57. (impact factor 5.5) (UGC approved).
3. M.Monicka, Dr.J.Jayachithra (June-2019) "Information and Communication Technology Awareness among Prospective Teachers", Pramana Research Journal (ISSN No: 2249-2976)Volume 9, Issue 6, 2019,p787-792.(impact factor 6.2)(UGC CARE listed)

4. Dr.J.Jayachithra (July-2019)"Enrolment of Narikuravar (NOMADS) Students in Primary School" , The International Journal of Analytical and Experimental Modal Analysis (ISSN NO:0886-9367) Volume XI, IssueVII,2019,P.374-379. (impact factor 6.3)(UGC CARE listed)

Chapters in Book:

1. M.Monicka and Dr.J.Jayachithra (January 2019),teacher educators attitude towards information and Communication Technology,conference on "Education for sustainable development" on January 15th and 16th , under the scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT),at Gandhigram Rural Institute (Deemed to be University),Gandhigram.Shanlax publication,(ISBN 9789388398237) P 201-203

2. Dr.J.Jayachithra (February 2019), "Digital classroom Technology: A study on Internet utilization of prospective teachers" conference on National seminar on "Technology Enabled Learning" under the scheme of (PMMMNMTT),at School of Education Gandhigram Rural Institute , Shanlax publication(ISBN 978-93-88398-45-9)P.114-117

3. M.Monicka and Dr.J.Jayachithra (February 2019), "Impact of Blended Learning on Teaching Competency among B.Ed Trainees" conference on National seminar on "Technology Enabled Learning" under the scheme of (PMMMNMTT),at School of Education Gandhigram Rural Institute , Shanlax publication(ISBN 978-93-88398-45-9)P.233-236

Cumulative Impact factor: 23.3

PROFILE OF THE BBBOS MEMBERS

Name : Dr.M.Sanmuga Revathi

Designation : Assistant Professor in Education,

Address : Alagappa University College of Education
School of Education, Alagappa University
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Educational Qualification :

M.Sc. (Bot.), M.Sc. (Psy.), M. Ed., M.Phil. (Edu.),Ph.D. (Edu.),

Professional Experience :
Teaching Experience UG: 9years, PG: 3years

Honors and Awards :

'Dr.Radhakrishnan Award' from Theivanaipriya kalaimandram
(Reg no: 116/2016)-07.01.2018
'Best Innovative Teacher' Award from AdaikkanChinnammal
Trust. On 31/01/2018

Recent Publications :

Dr.M.Sanmuga Revathi. (2019), "Challenges of Mental Health at Work Place",*AJANTA –An International Multidisciplinary Quarterly Research Journal,* vol. VIII, Issue – 1, January-March-
\2019.pp. 116 -121

Recent Seminar, Conference Proceedings: Inter National-3.National-4.

Average Impact Factor : 5.5

Profile of the BBBOS Members

Name: **Dr. G. Sivakumar**

Designation: **Assistant Professor in Education**

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     School of Education,
     Alagappa University
     Karaikudi.Tamil Nadu – 630 003

Phone: **9842561855**

Email:**sivamannai@gmail.com**

Educational Qualification: M.Sc., MEd., M.Phil., M.Phil(Edn) Ph.D. (Edn), PGDHE, NET (Edn)

Professional Experience: Teaching Experience UG: 14 years, PG: 10 years, Research ; 10 Years

Honours and Awards:

F632/BSS/2019-Bose Science Society – Fellow of Bose Science Society.
KALVISUDAR AWARD –Theivanai Priya Kalai Ilakkia Narpanimandram, Chennai.
KALVISEMMAL AWARD – Dr.A.B.J.Abdulkaam Kalai Illakkia Narpanimandram, Chennai.
BEST FACULTY AWARD- Adaikkan Chinnammal International Educational Trust.
Dr.A.B.J. ABDULKALAM BEST EDUCATOR AWARD – BOSE Science Society-TNSRO.

Average Impact Factor: 7.5

Total citation: 76

h – Index: 5

I-10 Index: 3

Profile of the BBBOS Members
Name: **Dr. G. Rajeswari**
Designation: **Assistant Professor in Biological Science**,
Address: Alagappa University college of Education
School of Education, Alagappa University
Karaikudi.Tamil Nadu – 630 003
Phone: **94444 85073**
Email:**rajeswariau2016@gmail.com**

Educational Qualification: M.Sc. (Bot.), M.Sc. (Psy.), M. Ed., M.Phil. (Bot.),Ph.D. (Bot.), Professional Experience: Teaching Experience UG: 12 years, PG: 10 years

Honours and Awards:

'Dr.Radhakrishnan Award' from Theivanaipriyakalaimandram (Reg no: 116/2016)-07.01.2018

'Best Performing Teacher' Award from AdaikkanChinnammal Trust.

Recent Publications:

Rajeswari.G. (2018), Human Behaviours and Environmental Sustainability, *Education Dynamics,* Vol.III, Issue – II, pp. 90 -92

Rajeswari.G. (2019), Classroom Practices for Positive Mental Health, *AJANTA –An International Multidisciplinary Quarterly Research Journal,* vol. III, Issue – 1, pp. 106 -111

Rajeswari.G. (2019), Massive Open Online Courses- A New Paradigm for Sustainable Learning, *AJANTA –An International Multidisciplinary Quarterly Research Journal,*vol. III, Issue – 1, pp. 121 – 126.

Average Impact Factor: 5.5

Total citation: 103

h – Index: 3

I-10 Index: 1

Name   : I.LENIN
Designation: Assistant Professor
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                 Alagappa University,
                 Alagappapuram,
                 Karaikudi.03.
   Mobile Number: 97 900 60 649
   Email: leniniyer81@gmail.com

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Educational Qualification: M.Sc; M.Ed; M.Phil (Edn); UGC-NET (Edn).
Professional Experience : Teaching: 6 Years
                              Research: 4Years
Honours and Awards   :

             1. Best Teacher Award
               Dr A.P.J.Abdul Kalam Kalai   Illakiya Narpani Mandram,
          Chennai.18

             2. Excellent Teacher Award
                Adaikkan Chinnammal Trust,
                Pudukottai.12

Recent Publications   : Education Dynamics
Cumulative Impact Factor: 4.889

Profile

Name : **Dr. A. Rube Jesintha**
Designation : **Assistant Professor in Physical Education,**
Address : **Alagappa University College of Education,**
          Alagappa University,
          Karaikudi – 630 003.
Phone : **9942177077**
E-mail : **drrubejesintha@gmail.com**
Educational Qualification: **B.sc., M.P.Ed., P.G.D.Y (YOGA)., P.G.D.C.A., Ph.D.,**
Professional Experience : **03 years**
Awards : **3**
Recent Publications:
1. "Yoga for Human well –being", An International Multidisciplinary quarterly research journal(AJANTA).ISSN2277-5730 Volume-VIII,Issue-1,January-March-2019
2. "Physiological Benefits of Asanas and pranayama", An International Multidisciplinary quarterly research journal.(AJANTA).ISSN2277-5730 Volume-VIII,Issue-1,January-March-2019
3. "Effect of Isolated and combined intermittent training", continuous running training on anaerobic power performance of inter-collegiate men hockey players, Education Dynamics.volume-III No.II,July-Dec2018.Biannual Alagappa University,karaikudi.

Number of papers published in Journals : **06**
Number of Invited / Special Lectures delivered : **12**
Number of papers presented in Conferences : **22**
Number of Seminars / Workshops attended : **12**
Number of projects completed : **1**
Number of Countries visited : **1**

Profile of the BBBOS Members

Name : E.M.N.Sharmila

Designation : Arts and Crafts Instructor

Address : Alagappa University College of Education

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Karaikudi,

Tamil Nadu – 630 003

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Educational qualifications: M.C.A., M.Phil, B.Ed., SET, T.T.C., D.Y.Sc.,

Professional experience : PG 4 Years, UG 4 Years

Honours and Awards : 'Dr.Radhakrishnan Award' from Theivaipriya Kalai Mandram

(Reg. No. : 116/2016) – 07.01.2018

'Best Teacher' Award from Adaikkan chinnammal Trust.

'Best Motivator' from Alagappa University,

Digital Education Cell - 2019

National Seminars : 6

National Conferences : 5

International Conferences: 2

Attended many workshops, symposium, short term courses, Training Courses.

Guest Lectures : 2

Recent publication:

Sharmila.E.M.N. (2019), Global Classification and Retrieval of Disease from Unstructured Medical Data of Health Care System using Deep Neural Network in Cognitive Computing, L Ordine Nuovo Publication.