FOURTH SEMESTER

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS4PC7	Educational Studies	30	70	100	4
	MS4PC8	Comparative Education	30	70	100	4
TC	MS4TC4	ICT on Teaching and Learning	30	70	100	4
STC	MS4STC3	Early Child Care and Education	30	70	100	4
	MS4STC4	Trends in Indian Higher Education				
	MS4STC5	Women's Education				
	MS4STC6	Guidance and Counselling				
	MS4STC7	Education for Differently-Abled				
Dissertation	MS4DN4	Dissertation	-	60	100	4
	MS4DN5	Viva-Voce	-	40		2
Practicum	MS4PM7	Hands on Training	50	-	50	2
	MS4PM8	Communication Skills: Academic Writing	50	-	50	2
Total			**220**	**380**	**600**	**26**

	ONLINE COURSES (CHOICE BASED)					
Online Courses	MS4OC1	MOOC-SWAYAM-1 (Not less than 4 weeks)	-	-	-	**2**
	MS4OC2	MOOC-SWAYAM-2 (Not less than 4 weeks)	-	-	-	**2**
The M.Ed. students should complete the online courses on their choice and the Course Completion Certificates need to be submitted to the TNTEU through the concerned College / Department before the commencement of fourth semester theory examinations.						**30**

Dissertation: In the fourth semester, the peospective teacher educators have to complete the data analysis, interpretations and submit the dissertation before the commencement of the fourth semester theory examinations.

The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation before submission of the dissertation to the university for external evaluation subject to the approval of the Research Advisory Committee.

Practicum: **(a) Hands on Training**

The prospective teacher educators shall prepare the master table based on the data collected and the data shall be statistically analysed by using any relevant software. The data (questionnaires, inventories, etc) and the output of the data shall be submitted during the viva-voce examination.

(b) Communication Skills: Academic Writing

The peospective teacher educators are expected to present the academic writing in the form of a research article related to the dissertation topic in the research colloquium of the respective Teacher Education Institution and the same shall be submitted to the concerned College / Department.

The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

SEMESTER - IV

COURSE CODE: MS4PC7   **CREDITS: 4**

EDUCATIONAL STUDIES

COURSE OBJECTIVES:

CO1: Understand the theoretical perspectives of education as a discipline in terms of social, cultural, political, economic, technological factors, and other substantial education system and the process of knowledge construction.

CO2: Explore the widening of interdisciplinary knowledge in education with respect to philosophy, psychology, sociology, management, economics, anthropology, ICT, etc. and insightful construction of knowledge.

CO3: Incorporate the socio-cultural context of India, in line with _unity in diversity' with reference to multilingual and multicultural, socialisation and acculturation among the community and its stakeholders, Equality in educational opportunities and education for socio-economically deprived groups and Policy of inclusion and multi-foundational approaches to learning disabilities.

CO4: Acquire knowledge about multiple school contexts and its personnel management system, contemporary challenges, participation of different stakeholders and reconceptualised learning resources.

CO5: Acquaint with institutions, systems and structure of education along with its various regulatory and advisory bodies in education.

CO6: Apply their interdisciplinary knowledge to resolve the issues and problems in all walks of life.

CO7: Get engaged with social service for betterment of the society and well-being of the public.

CO8: Emerge with the novel ideas and innovations for nation building as well for better tomorrow too.

CO9: Inculcate the values and ethos of teaching profession in order to producing the younger generation as good citizens.

CO10: Nurture the trio-bond among educational institutions, society and industry for vibrant nation building.

UNIT – I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors - Critical analysis of concepts, principles, theories, assumptions related to education discipline, sustainable education, schooling, curriculum, syllabus, text books, assessment, teaching-learning process - Critical analysis of education as a discipline - Aims of Indian Education in democratic, secular, egalitarian and humane society - Bridging gap of knowledge construction between: Content knowledge and Pedagogy knowledge; School knowledge and out of the school knowledge; Experiential knowledge and empirical knowledge; Knowledge on action and reflection on outcome of action; Theoretical knowledge and practical knowledge; Universal knowledge and contextual knowledge.

UNIT - II: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

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

UNIT - III: SOCIO-CULTURAL CONTEXT OF EDUCATION

Social purposiveness of education - Understanding Indian society: Multilingual and multicultural, appropriate approaches for teaching of diversity - Process of socialization and acculturation of the child-critical appraisal: Role of school, parents, peer group, community and other stakeholders - Equality in educational opportunity-critical analysis in schooling, teaching-learning and curriculum for social inequality - Education of socio-economically

deprived groups based on gender, local (rural/urban), income differential and different disabilities in society - Policy of inclusion and multi-foundational approaches to learning disability.

UNIT - IV: SCHOOL CONTEXT

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

UNIT – V: INSTITUTIONS, SYSTEMS AND STRUCTURE OF EDUCATION

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

SUGGESTED ACTIVITIES:

1. Observational studies: Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers.
2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion.

3. Library readings on selected theme followed by group discussion.

4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.

5. Visit various educational institution such as universities, colleges, IITs, NITs, IISCs etc. to get good exposure.

TEXT BOOKS:

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

2. Delors, Jacques, et al; (1996*). Learning: The Treasure within report of the international commission on education for 21st century*. UNESCO.

3. *International Encyclopaedia of Education*. (1994) 2nd edition. Vol.10. Pergamon Press.

4. Matheson, David (2004*). An Introduction to the study of education* (2nd edition). David Fulton Publisher.

5. Wall, Edmund (2001). *Educational theory: Philosophical and political Perspectives*. Prometheus Books.

SUPPLIMENTRY READING:

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

2. NCERT (2005). *National curriculum framework*. NCERT Press.

3. MHRD, Govt. of India (1992). *National policy on education (revised).* MHRD.

4. MHRD, (1992). *Programme of action*. Govt. of India.

5. Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications.

E – RESOURCES:

1. http://www.mhrd.gov.in

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

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

4. http://www.unicef.org
5. http://www.unesco.org

COURSE OUTCOMES:

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

CO1: Understand the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.

CO2: Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.

CO3: Analyse the socio-cultural concept of India in the light of ‚unity in diversity' by integrating all the stakeholders for equality and quality education to socio-economically deprived groups with policy of inclusion to learning disabilities.

CO4: Explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.

CO5: Acquire knowledge on various regulatory and advisory bodies and agencies of education in India and oversees.

CO6: Get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.

CO7: Sensitise about contemporary issues and challenges in school education and teacher education in line with UNESCOs Sustainable Development Goals 2030 (SDGs) G4: ‚Equitable and quality education to all'.

CO8: Assimilate about multilingual and multicultural approaches for teaching diversity.

CO9: Apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.

CO10: Appreciate the values, ethos, culture and aesthetics in context of India.

OUTCOME MAPPING

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

SEMESTER - IV

COURSE CODE: MS4PC8   **CREDITS: 4**

COMPARATIVE EDUCATION

COURSE OBJECTIVES:

CO1: Understand the need, scope and history of comparative education.

CO2: Comprehend the primary and secondary education's aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.

CO3: Analyze the role of national and state government on education.

CO4: Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.

CO5: Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.

CO6: Acquire knowledge about the universalization of primary education in India.

CO7: Enable to distinct between the primary and secondary education.

CO8: Sensitize the constitutional provisions for comparative education in terms of oversees.

CO9: Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.

CO10: Explore the determinants of national education with its merits and demerits.

UNIT - I: HISTORY OF COMPARATIVE EDUCATION

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

UNIT - II: PRIMARY EDUCATION AND SECONDARY EDUCATION

Primary and Secondary Education in U.S.A, U.K, Japan and India - Aims, Content, Methods

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

UNIT - III: CONSTITUTIONAL PROVISIONS FOR COMPARATIVE EDUCATION

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

UNIT-IV: COMPARATIVE EDUCATION AT PRIMARY AND SECONDARY LEVEL

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

UNIT-V: ISSUES AND CHALLENGES

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

SUGGESTED ACTIVITIES:

1. Group discussion on the need, meaning and scope of comparative education.

2. Prepare scarp book on the system of primary education and secondary education in U.K, U.S.A, Japan, Finland and India.

3. Debate the role of Federal and State government on education.

4. Explore the issues and challenges in primary and secondary education from the perspective of countries: U.S.A, U.K, Japan, Finland and India.

5. Experts talks on the role of World Bank, UNESCO, UNICEF and IMF on education.

TEXTBOOKS:

1. Aggarwal, Santosh. (1991). *Three Language formula: An Educational Problem.* Sian.

2. Andrey, A. & Howard N. (1978). *Developing curriculum: A practical Guide.* George Allen and Unwin.

3. Gibson, R. (1981). *Critical theory and education*. Hodder & Stoughton.

4. Harold A. & Elsic, J. A. (1957). *The curriculum*. MacMillan.

5. Hans, N. (1961). *Comparative education*. Routledge and Kegan Paul.

SUPPLIMENDARY READINGS:

1. Rust, V. (1977). *Alternatives in education: Theoretical and historical perspectives*. Sage.

2. Sharma. Y.K., (2004). *A comparative study of educational systems*. Kanishka.

3. Sodhi, T.S., (1993). *A textbook of comparative education – Philosophy, Patterns & Problems of National Systems*. Vikas.

4. UNESCO (2012). *Shaping the education of tomorrow (Report on the UN Decade of Education for Sustainable Development)*. UNESCO.

5. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*. UNESCO.

E-RESOURCES:

1. http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/

2. http://www.euroeducation.net/prof/russco.htm

3. http://en.unesco.org 20. http://data.worldbank.org 36 21.

4. http://hdr.undp.org/en

COURSE OUTCOMES:

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

CO1: Understand the need, scope and history of comparative education.

CO2: Comprehend the primary and secondary education's aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.

CO3: Analyze the role of national and state government on education.

CO4: Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.

CO5: Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.

CO6: Acquire knowledge about the universalization of primary education in India.

CO7: Enable to distinct between the primary and secondary education.

CO8: Sensitize the constitutional provisions for comparative education in terms of oversees.

CO9: Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.

CO10: Explore the determinants of national education with its merits and demerits.

OUTCOME MAPPING

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

SEMESTER- IV

COURSE CODE: MS4TC4   **CREDITS: 4**

ICT ON TEACHING AND LEARNING

COURSE OBJECTIVES:

CO1: Develop the professional ability in ICT

CO2: Understand the impact of ICT

CO3: Explain the various educational resources

CO4: Describe the various assessment techniques

CO5: Explain ways to create online community

CO6: Understand the scope of ICT and its applications in teaching learning.

CO7: Analyse the types of ICT and apply them in education

CO8: Classify the new trends and techniques in education for achieving the goals of effective teaching and learning.

CO9: Get acquainted with emerging trends in E.T. along with resource centres of E.T. & e-learning.

CO10: Familiarize with AI in education

UNIT - I: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

UNIT - II: ICT MEDIATED EDUCATION

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

UNIT -III: ICT AND TEACHING LEARNING PROCESS

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

UNIT - IV: ICT FOR EDUCATIONAL MANAGEMENT AND ASSESSMENT

Definition – e-governance – importance of ICT in manpower planning and HRD – Applications of ICT in Educational Management – Use of ICT in financial management – Creating online community of Parents, Teachers and students for Effective management – TQM and applications of ICT in TQM - Concept and meaning of Computerized Test construction and Administration – Role of ICT in Assessment – Web based Assessment – Electronic support as a tool in assessment process – Use of Blogs for assessment – Advantages and Disadvantages of ICT based assessment

UNIT - V: ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION

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

SUGGESTED ACTIVITIES:

1. Select any one topic in the B.Ed. syllabus and integrate ICT in the selected topic

2. Create an online community to integrate the students and teachers in the classroom

3. Administer a Test using ICT

4. Create a personal blog and upload the ICT tools in the blog

5. Visit a nearby Teacher Education Institution and teach the students using ICT

TEXTBOOKS:

1. Kulkarni, S.S. (1986). *Introduction to Educational Technology*. Oxford & IBH.

2. Kumar, K.L. (1997). *Educational Technology*. New Age International (P) Ltd

3. Mangal, S.K. (2002).*Essentials of teaching learning and information technology*. Tandon Publisher.

4. Prasad, K. (Ed.,) (2004). *Information and communication technology*: *Recasting development*. B.R.

5. Rajasekar. S. (2005). *Computer education and educational Computing*. Neelkamal Yadav, D.S. (2006). *Foundations of information technology*. New Age International (P) Limited.

6. Wayne, H; Maya, B and Charles, F. (2019). *Artificial intelligence in education*. Centre for Curriculum Redesign.

SUPPLEMENTARY READINGS:

1. Gaskell, Jim & Miller, Jeff. "Constructivist Approaches to Developing Diverse Communities of Learners Online: Examples from the MET program." Fourth Pan Commonwealth Forum on Open Learning Conference. 30 October - 3 November, 2006.

2. Harasim, L. (1990). *Online education: perspectives on a new environment.* Praeger.

3. Kochhar, S.K. (2000). *School administration and organization*. Sterling.

4. Rajasekar, S. (2010). *Computers in education.* Neelkamal.

5. Rinebert Winston., Skinner, B.T. (1968). *The technology of teaching*. Applenton, Century Crofts.

6. Sadagopan S. (2008). *E - Governance today*. The ICFAI University Press.

7. Sharma, R. A. (2001). *Technological foundations of education*, R. Lal Book Depot,

8. Sharma, Sita Ram & A.L. Vohra. (1993). *Encyclopedia of educational technology*. Anmol.

E-RESOURCES:

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

2. https://334.edb.hkedcity.net/doc/eng/framework1/info.pdf

3. https://www.learningclassesonline.com/2018/07/ict-notes-in-english-medium-pdf-free.html

4. http://cbseacademic.nic.in/web_material/Curriculum20/AI_Integration_Manual.pdf

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Develop professional ability in ICT

CO2: Apply the ICT skills in communications

CO3: Describe the impact of ICT on learning environments

CO4: Prepare the learners in learning

CO5: Identify the various educational resources

CO6: Integrates ICT in teaching learning process

CO7: Differentiate the advantages and disadvantages of ICT in assessment

CO8: Administer the test and evaluation by using ICT

CO9: Create online community by integrating ICT

CO10: Use Artificial Intelligence in teaching-learning and assessment process

OUTCOME MAPPING

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

SEMESTER – IV

COURSE CODE: MS4ST3   **CREDITS: 4**

EARLY CHILDHOOD CARE AND EDUCATION

COURSE OBJECTIVES:

CO1: know the historical development of early childhood care and education.

CO2: understand the different aspects of child development.

CO3: review the various committees and commissions suggestions on early childhood education.

CO4: execute the principles of planning and management of early childhood care and education.

CO5: explain the various organizations contributions in early childhood care and education.

UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION

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

UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD

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

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

Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee (1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) –

International Treaties on Agreement relating to ECCE: Declaration of Human Rights (1948), Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

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

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

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

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

SUGGESTED ACTIVITIES:

1. Make a resource file on collection of pictures, available materials and articles related to Early Childhood Education.

2. Visit to ICDS center and observing the ICDS Programme.

3. Prepare a list of equipments essential for a crèche.

4. Prepare a layout of indoor/outdoor arrangement for a Pre-school.

5. Conduct case study of a children with any behavioural Problems.

TEXTBOOKS:

1. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. Academic Press.

2. Evans, Ellis, D. (1975). *Contemporary influence in early childhood education*. Holt Rinehart and Winston.

3. Joann Brewer. (1995). *Introduction to early childhood education*. Allen & Baren.

4. George. (1995). *Early childhood education*. Prentice Hall.

5. Mishra, R.C. (2005). *Early childhood education today*. Prentice Hall.

SUPPLEMENTARY READINGS:

1. Beyer, L. E. (1996). Creating democratic classrooms: The struggle to integrate theory and practice. Teachers college Press.

2. Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.

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

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

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

E – RESOURCES:

1. http//:www.expat.or.id/info/earlychildhoodeducation

2. http//:www.unicef.org/earlychildhood/index_40748

3. http//:www.unesco.org/images/001593/159355E

COURSE OUTCOMES:

After completion of this course, the students will able to

CO1: explain the concept, meaning and importance of early childhood care and education.

CO2: summarize various developments in early childhood stage.

CO3: implement the various committee recommendations and suggestions in early childhood

care and education.

CO4: describe the implications of planning and management of early childhood care and education.

CO5: compare various organization contributions in early childhood care and education.

OUTCOME MAPPING

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

COURSE CODE: MS4STC4   **CREDITS: 4**

TRENDS IN INDIAN HIGHER EDUCATION

COURSE OBJECTIVES:

CO1. Enable the students to understand the growth and expansion of Indian higher education.

CO2. Explain the students about the impact of IR 4.0 on higher education.

CO3. Make the students to realize the importance of quality in Indian higher education.

CO4. Enable the students to recognise the different sectors of governance in Indian higher education.

CO5. Explain the significance of internationalising India higher education.

UNIT-I: GROWTH AND EXPANSION OF HIGHER EDUCATION

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

UNIT-II: IR 4.0 AND HIGHER EDUCATION

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

UNIT-III: INITIATIVES FOR EXCELLENCE IN HIGHER EDUCATION

Assessment, Accreditation and Ranking: NAAC, NAB, NIRF, ARIIA, QS-Rankings, THE Rankings, Shanghai Rankings, Association of World University, Association of India University, Mentoring neighbouring institutions - Faculty Professional Development: FDPs in HRDC, PMMMNMTT, Adjunct and Visiting faculty, MOOCs – ICT Resources: SWAYAM, SWAYAMPRABHA, NAD, NDL, e-PG Pathasala, Shodhganga, e-ShodhSindhu, e-Yantra, FUSEE, Spoken Tutorial, Virtual Lab, SAMARTH, VIDWAN, IRINS, Shodh Suddhi - Research and Innovation Schemes: Institutions of Eminence Scheme, RUSA, Industry-Institution collaboration, IMPRINT, UAY, Research Parks, FAST, GIAN, SPARC, NIDI, IMPRESS, STARS, STRIDE.

UNIT-IV: GOVERNANCE AND LEADERSHIP IN HIGHER EDUCATION

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

UNIT-V: INTERNATIONALIZATION OF HIGHER EDUCATION

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

SUGGESTED ACTIVITIES:

1. Write a report on the trends in GER in Indian higher education since independence.
2. Conduct a seminar on ‒IR 4.0 and the prospects and challenges in higher education.‖
3. Write an analytical report on the impediments in promoting excellence in higher education in India.
4. Write a report based on the panel discussion on the theme ‒Autonomy and accountability in higher education is a myth.‖
5. Conduct a group discussion on the theme ‒Education has become an international commodity.‖

TEXT BOOKS:

1. Agarwal, P. (2009). *Indian higher education: Envisioning the future*. Sage.
2. Bhushan, S. (Ed.). (2019). *The future of higher education in India*. Springer Nature.
3. Chaturvedi, H. (2015). *Transforming Indian higher education*. Bloomsburry.
4. Chaturvedi, H. (2018). *Quality, accreditation and ranking: A silent revolution in the offing in Indian higher education*. Bloomsburry.
5. Shahid, K. M., & Pritam, B.P. (2015). *Indian higher education at a cross roads*. Kalpaz.
6. University Grants Commission. (2018). *Higher education in India – Issues related to expansion, inclusiveness, quality and finance*.
7. Varghese, N.V., & Panigrahi, J. (2019). *India higher education report 2018: Financing of higher education*. Sage.
8. Yeravdekar, V. R., & Tiwari, G. (2016). *Internationalization of higher education in India*. Sage.

SUPPLEMENTARY READINGS:

1. Bhandari, L., Kale, S., & Mehra, C.S. (Eds.). (2019). *Higher education in India: A data compendium*. Routledge.
2. British Council. (2014). *Understanding India: The future of higher education and opportunities for international cooperation*.

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

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

5. Department of Higher Education, Ministry of Human Resource and Development, Government of India. (2019). *Education quality upgradation and inclusion programme - Five year vision plan 2019-2024*.

6. Janaki, B., & Prasenjit, P. (2016). Higher education in India: Recent issues and trends. *Research Journal of Educational Sciences*. *4*(1), 10-16.

7. Panikkar, K.N., Navi, Bhaskaran (Eds.). *Globalization and higher education in India*. Pearson.

8. Saidapur, S.K. (2020). Trends in the 21st century education. *University News – A Weekly Journal of Higher Education,* May 04-10, 2020, *54*(18), 3-9.

9. Tiak, J.B.G. (2013). *Higher education in India: In search of equity, quality and quantity*. Orient Black Swan.

10. Turcu, C.O., & Turcu, C.E. (2018). Industrial Internet of things as a challenge for higher education. *International Journal of Advanced Computer Science and Applications*. *9*(11), 55-60.

11. Varghese, N.V., & Malik, G. (Eds.). (2016). *India higher education report 2015*. Routledge.

E-RESOURCES:

1. https://www.pwc.in/assets/pdfs/industries/education-services.pdf

2. https://www.iiste.org/vol-8-no-1-no-9-2017-international-journal-of-education-and-practice/

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

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

5. https://www.brookings.edu/wp-content/uploads/2019/11/Reviving-Higher-Education-in-India-email.pdf

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

7. http://mhrd.gov.in

8. http://ugc.ac.in

COURSE OUTCOMES:

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

CO1: Deliberate on the issues related to access and equity in Indian higher education.

CO2: Analyse the impact of IR 4.0 on higher education.

CO3: Explain the different parameters determining the quality of Indian higher education.

CO4: Describe the role of statutory and other bodies in Indian higher education.

CO5: Suggest the means and methods of internationalising Indian higher education.

OUTCOME MAPPING

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

COURSE CODE: MS4ST5   **CREDITS: 4**

WOMEN'S EDUCATION

COURSE OBJECTIVES:

CO1: To acquire knowledge on women's education

CO2: To analyze the policies related to women's empowerment

CO3: To understand the fundamental rights of the women

CO4: To examine the role of mass media on gender education

CO5: To analyze the role of education on women's empowerment

UNIT- I: WOMEN'S EDUCATION: AN INTRODUCTION

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

UNIT- II: POLICIES RELATED TO WOMEN'S EDUCATION

Women's Education in India-UGC's initiatives – Centers role for women's education - Capacity building programmes for leadership development of Women in education— Women Development Cells– The RadhaKrishnan Commission (1948-49); Mudaliar Commission (1952-53); Kothari Commission (1964-66); National Policy on Education 1986 and POA 1992, Sarva Shiksha Abhiyan – right to education and NEP 2020.

UNIT - III: WOMEN'S RIGHTS

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

UNIT – IV: GENDER AND MASS MEDIA

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

UNIT - V: WOMEN'S EMPOWERMENT THROUGH EDUCATION

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

- NPEW.

SUGGESTED ACTIVITIES:

1. Compare the women's education in pre-independence and post-independence periods
2. Discussion on women rights.
3. Debate on the position of women in the National Education Policy – 2020
4. Mastery lecture on your favourite women entrepreneur.
5. Brain storming on merits and demerits of gender issues in mass media

TEXTBOOKS:

1. Agnes, Flavia, et. al. (2004). *Women and law in India*. OUP
2. Altekar, A.S. (1983). *The position of women in hindu civilization*. Motilal Banarasidass Ajantha, & Forbes. (1998). G. *Women in modern India*. CUP
3. Pandey, & Seema. (2015). *Women in contemporary Indian society*. Rawat.
4. Saxena, Shobha. (1999). *Crime against women and protective laws*. Deep and Deep
5. Thakur B.S., Binod, & C.Agarwal. (2004). *Media utilization for the development of women and children*. Deep and Deep.

SUPPLEMENTARY READINGS:

1. Agarwal, Usha. (1995). *Indian women, education and development*. Ambala.
2. Khanna, S. (2009). *Violence against women and human rights*. Swastik.
3. Mary E. John. (2008). *Women's studies in India: A reader*. Penguin Books

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

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

E- RESOURCES:

1. https://www.caluniv.ac.in/global-mdia-journal/Documents/D.1.%20WOMEN%20AND%20MEDIA%20-JUSTICE%20%20%20%20%20G%20N%20ROY.pdf

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

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

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

5. https://www.iitk.ac.in/wc/data/Handbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Explain the Participation of women in social reform movements

CO2: Examine the Policies related to women's empowerment

CO3: Execute the Women's rights

CO4: Evaluate the role of Mass media on gender education

CO5: Understand the role of education on women's empowerment

OUTCOME MAPPING

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

COURSE CODE: MS4ST6   **CREDITS: 4**

GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

CO1: Enable the students to explain the conceptual aspects of Guidance and procedural aspects of guidance services.

CO2: Make the students to understand the knowledge about theoretical and procedural issues in Educational and Vocational guidance.

CO3: Enable the students to explain the role of counsellor, and Teacher in the guidance programme.

CO4: Enable the students to identify the different activities rendered by the different guidance personnel.

CO5: Make the students to familiarize with self, group and career appraisal techniques.

CO6: Enable the students to enlist different non-standard and standard techniques of guidance.

CO7: Make the students to identify the nature of counselling along with the competencies and responsibilities of a counsellor.

CO8: Train the students on the skills for performing counselling process.

CO9: Enable the students to identify the reason for the educational underdevelopment of the socially disadvantaged children.

CO10: Make the students to identify the children with mild and moderate disabilities.

UNIT – I: CONCEPT OF GUIDANCE

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

UNIT – II: THE GUIDANCE SERVICE

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

UNIT – III: TECHNIQUES AND THEORIES OF GUIDANCE

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

UNIT – IV: COUNSELLING

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

UNIT – V: GUIDANCE FOR EXCEPTIONAL CHILDREN

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

SUGGESTED ACTIVITIES:

1. Conduct an interview of B.Ed students of any college, to find out the burden/psychological effects of practical/other programme. Mention how counsel/guide them and write a report.

2. Study the problems and barriers faced by the schools in providing guidance services in schools and write a report.

3. Preparing a Rating scale to study. Student's opinion on career opportunities. Visit a local school and write a report.

4. Conduct a survey on few out-of-schools boys/girls belonging to SC and ST. Find out the reasons for their non-attendance in schools. Try to analyze the reasons and find out the root causes, prepare a report.

5. Examine any one of the School text books in your teaching subjects and mark the portions which have gender biases. Prepare a report.

TEXTBOOKS:

1. Agarwal, R. (2010). *Elementary guidance and counselling*. Shipra.
2. Gupta, M. (2003). *Effective guidance and counselling: Modern methods and techniques.* Mangal Deep.
3. Kochar, S.K. (1993). *Educational and vocational guidance in secondary schools*. Sterling.
4. Madhukumar, I. (2007). *Guidance and counselling*. Author press.
5. Mishra, R. C (2004). *Guidance and counselling.* APH.

SUGGESTED READINGS:

1. Agarwal, J.C. (2004). *Educational, vocational guidance and counselling.* Doaba House.
2. Bhatia. K.K. (1993). *Educational and vocational and guidance.* Vinod.
3. Crow and Crow. (1962). *An introduction to guidance*. S. Chand and Company.
4. Naik, D. (2004). *Fundamentals of guidance and counseling*. Lall Book Depot.
5. Traxler, A. E.and North, R.D. (1996). *Techniques of guidance*. Harper and Row.

E – RESOURCES:

1. http://www.counseling.org
2. http://www.academia.edu
3. http://www.tandfonline.com
4. http://www.jstor.org
5. http://www.apa.org

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Understand the basics of guidance and would be able to plan out guidance programs.

CO2: Describe the nature and procedural aspects of Educational and Vocational guidance.

CO3: Compare the role of counsellors and teacher.

CO4: Suggest ways to organize the need based minimum guidance programmes in schools.

CO5: Demonstrate the skills and competencies in carry out individual, group and career appraisal.

CO6: Spell out the strength and weakness of non-standard and standard techniques of guidance.

CO7: Comprehend the nature of counselling along with the skills and responsibilities of a counsellor.

CO8: Suggest ways to organize counselling sessions.

CO9: Analyze the cause and effect relationship and possible corrective measures.

CO10: Describe the nature of disabilities of the children.

OUTCOME MAPPING

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

COURSE CODE: MS4ST7   **CREDITS: 4**

EDUCATION FOR DIFFERENTLY ABLED

COURSE OBJECTIVES:

CO1: Enable students to understand RPWD Act and educational implications of learning

CO2: Make students to comprehend learning resources and strategies for inclusive pedagogy

CO3: Enable student to understand the concept of universal design for learning (UDL) in the context of inclusive education.

CO4: Create awareness on inclusive learning environments for successful inclusive education

CO5: Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Framework and its significance

CO6: Make the students to recognize the concept of Curriculum Adaptation and make plan for inclusive setting

CO7: Train students to learn universal design of learning and differentiated learning instruction to engage learners with special needs

CO8: Enable students to know about Continuous and Comprehensive Evaluation and its importance

CO9: Enable students to identify suitable tools and methods of evaluation

CO10: Encourage students to aware of provision and exemptions for educational evaluation

UNIT-I: DISABILITIES AND IMPLICATIONS ON LEARNING

Defining Disability as per Right of persons with disabilities Act 2016, Causes and prevention - Characteristics of different types of disabilities-Assessment tools for students with different types of disabilities - Educational implications of different types of disabilities

UNIT-II: PEDAGOGY FOR INCLUSIVE EDUCATION

Concept and meaning of diverse learners, understand learners and their learning styles - strategies for developing inclusive pedagogy– learning resources and its types - use of learning resources and devices - creating an inclusive learning environment

UNIT-III: CURRICULUM ACCOMODATIONS

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

UNIT-IV: TEACHING PRACTICES AND STRATEGIES

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

UNIT-V: ALTERNATIVE EVALUATION METHOD

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

SUGGESTED ACTIVITIES:

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

TEXTBOOKS:

1. Aruna Mohan, (2019). *Educational Psychology – curriculum modification for students with special needs.* Vikkasha Publishers.

2. Gayatri Ahuja, (2018. *Curriculum accommodations and adaptations, society for advance study in rehabilitation* (SASR). Atlantic Publisher.

3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011*). Handbook of Special Education*. Routledge

4. Ranganathan, R. (2006). *International rehabilitation conference on channeling the challenges of disability*. MacMillen

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

SUGGESTED READINGS:

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

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

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

4. CBSE (2011). *Continuous and Comprehensive Evaluation – Manual for English Teachers, classes IX and X.* SCERT

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

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

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

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

E – RESOURCES:

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

3. http://www.deepaacademy.org

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

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

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Understand the educational implications for the students with differently abled

CO2: Gain knowledge about inclusive pedagogy

CO3: Acquire knowledge about various level of curriculum accommodate for students with special needs

CO4: Gain knowledge of National Curriculum Framework and its role in inclusion

CO5: Apply universal design of learning and use assistive technology for students with differently abled

CO6: Explain the concept of specific teaching strategies to teach subjects at primary and secondary level

CO7: Learn the concept of alternative methods of evaluation for students with special needs.

CO8: Apply and utilize the provisions and exemptions for educational evaluation of students with differently abled

CO9: Plan to accommodate students with special needs in regular inclusive classroom

CO10: Develop strategies and teaching practices for teachers to teach school subjects

OUTCOME MAPPING

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