

DEPARTMENT OF EDUCATIONAL TECHNOLOGY

BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI – 620 023

Degree of Master of Educational Technology – M.Ed. (Educational Technology)

REGULATIONS:

1. Eligibility for Admission to the Course and Examinations: (As per the NCTE Norms)

The M.Ed., (Educational Technology) is a teacher education course, the norms are which A Candidate shall be admitted to the course provided he has passed a Degree Examination in **Education (B.Ed.)** with **50%** of marks and also **any basic degree** with **45%** of marks of this University or some other University recognized by the Syndicate as equivalent there to.

No candidate shall be eligible for the degree of **M.Ed. (Educational Technology)** unless he has completed the prescribed course of study and has passed the qualifying examinations and has satisfied the Examiners in a thesis on an approved subject.

2. General Framework:

2.1 Structure of the course:

Non-Semester - One year - 200 Working days with 7 hours per day.

Valuation Procedure : as per the **Choice-Based Credit System** Procedure.

2.2 Objectives of M.Ed. (Educational Technology) Programme:

On completion of the course, the student-teachers will

1. develop a wholistic vision of Education, its foundations, aspects and potentials.
2. understand the nature, purpose, philosophy, sociology and psychology of education
3. understand the objectives, concepts and potentials of Educational Technology.
4. acquire general awareness about the recent trends and developments in Educational Technology and the application of Educational Technology in teaching-learning.
5. acquire competencies to apply educational technology devices in teaching-learning.

6. equip them to acquire competencies relevant to pedagogy, curriculum development, its transaction and evaluation.
7. develop communication skills and use modern information technology for school and teacher education purposes.
8. acquaint them with the pragmatic skills of designing and execution of research in education and educational technology

3. PRESCRIPTION OF COURSES

S. No.	Particulars of Title	No. of Credits	No. of Hours (per week)
1	<p><u>FOUNDATION COURSES:</u></p> <p>FC 1 Philosophical and Sociological Foundations of Education</p> <p>FC 2 Research Methodology & Educational Statistics</p> <p>FC 3 Advanced Educational Psychology</p>	4 4 4	4 4 4
2	<p><u>CORE COURSES:</u></p> <p>CC 1 Educational Technology - Principles & Practices</p> <p>CC 2 Information & Communication Technology in Education</p>	4 4	4 4
3	<p><u>ELECTIVE COURSES :</u></p> <p>EC 1 Technology of Reading and Writing.</p>	4	4
4	<p><u>EXTRA DISCIPLINARY COURSES:</u></p> <p>EDC 1 Videography – Principles & Practices</p> <p>EDC 2 Video Script Writing, Direction and Production Techniques</p>	4	4
5	PW <u>PROJECT WORK</u>	8	7

4. GROUPING OF DEPARTMENTS (CHOICE BASED CREDIT SYSTEM-CBCS):

The various Departments of study and Research of the University are grouped into the following categories for executing the CBCS pattern smoothly.

4.1 DEPARTMENT GROUPING:

Group 1 Languages	Group 2 Social Sciences	Group 3 Physical Sciences	Group 4 Life Sciences	Group 5 Earth Sciences	Group 6 Education
1. English 2. Tamil Studies	1.Commerce 2. Economics 3. History 4. Sociology 5. Social work	1. Physics 2. Computer Science 3. Mathematics 4. Physics	1. Animal Science 2. Biotechnology 3. Eco-Biotechnology 4. Microbiology 5. Plant Science	1.Geography 2.Geology 3.Remote Sensing	1. Educational Technology 2. Adult Education 3. Physical Education 4. Library & Information Science

5. COURSES:

6.

The term **Course** is used to indicate a logical part of the subject matter of the programme and is equivalent to the subject matter of a “Paper” in the conventional sense.

5.1.1. FOUNDATION COURSES (FC):

Foundation Courses are strongly recommended for all Master’s Programme. The Foundation Courses are to be offered by the respective department.

5.1.2. CORE COURSES (CC):

Core Courses are basic courses required for each P.G Programme. The Core Courses are to be offered by the respective department.

5.1.3. ELECTIVE COURSES (EC) :

Elective Courses shall ordinarily be two in number. However, it is left to the individual departmenta to have more than two Elective Courses. Elective Courses is generally offered by the respective department.

5.1.4. EXTRA DISCIPLINARY COURSES (EDC):

This course will be two in number. They are offered by the respective group of departments.

5.1.5. PROJECT WORK (PW):

A project work is compulsory and it is offered by the respective department.

6. SCHEME OF EXAMINATION:

There shall be an examination at the end of the academic year.

The course will blend the **theoretical** and **practical** aspects. The **theoretical aspects** will introduce students to the **concepts, principles, types and strategies in Educational Technology**. The **practical aspects** will expose students to the **development, application and evaluation of Educational Technology materials**.

6.1 Project Work

- (a) Candidates shall be required to submit a thesis and an abstract of it. This shall embody the record of original investigation or a critical study of existing data or combination of both. This work shall be prepared under the direction of a Teacher approved by the Department.
- (b) Each work shall be accompanied by a certificate signed by the Supervisor and countersigned by the Head of the Department to the effect that it has not been the basis for the award of any degree or diploma or previously submitted projects. **The last date for submission of the work shall be March 31 of the academic year.**

6.2 Internal and External Assessment Marks:

Internal assessment marks will be awarded as given below:

Tests = 20 marks

Seminar = 10 marks

Assignment = 10 marks

- (a) There shall be internal and external assessment for each of the prescribed papers. **40 Marks** shall be assigned for **internal assessment** and **60 Marks** for **external examinations**. There shall be internal and external assessment for the thesis. **50 Marks** shall be assigned for **internal assessment** and **150 Marks** for **external examination**.

Each written paper shall be valued by two external examiners separately. The average of the marks awarded by them shall be taken as the final external marks provided the difference between the marks given by the two examiners is not more than **10%**. If it exceeds 10 % then the concerned answer paper shall be sent to a third examiner for valuation. The average of the marks between the third examiner and the marks nearer to the third examiner will be taken as the final mark of the candidate in the paper.

- (b) The internal and external marks will be shown separately in the grade sheet.
- (c) Each thesis shall be valued by two external examiners separately and the average of the marks awarded by them shall be taken as the final marks provided the difference between their marks is 15% or less. When the examiners differ in their valuation by more than 15%, then the thesis shall be sent to a third examiner for valuation. The average of the marks between the third examiner and the marks nearer to the third examiner will be taken as the final mark of the candidate in the thesis.

The degree diploma shall specifically state that the candidate has been awarded the **M.Ed. (Educational Technology) degree**, having passed the **written examination and the thesis**.

7. GRADING SYSTEM:

A six point scale of evaluation of the performance of students is to be followed as indicated below.

MARKS	GRADE	GRADE POINTS
90-100	O	10
80-89	A	8
70-79	B	6
60-69	C	4
50-59	D	2
Less than 50 marks	E	0

The overall grade point average (OPGA) shall be worked out as follows: The average of the total marks obtained for all courses is converted into grade points out of the total points, which is 10. An OPGA of 2 points is the passing minimum for the subject and the candidate is deemed to have successfully completed the PG programme only on getting this minimum of 2 points.

7.1 Restrictions on Appearance:

1. Candidates who fail in any subjects either in internal or external or both examinations will have to repeat the course work of that subject.
2. Candidates who fail in the thesis shall have to resubmit the thesis
3. Candidates shall be required to complete the course within a period of 4 years from the date of his/her admission to the course with a maximum of 3 attempts for each paper and thesis

1. FOUNDATION COURSES

FC1: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Objectives:

- a. To enable the students to understand the significance of the ultimate concerns and the contribution of philosophy with regard to education.
- b. To expose the students to philosophical enquiry as a basis of all educational endeavors.
- c. To help the students to develop independent thinking and critical appraisal of Educational theories and practices.
- d. To give the students an idea of the structure and function of the Educational system in the total social system of today.
- e. To enable the students to understand the trends of social development and its impact on education.
- f. To enable the students to understand the inter-relationship between community and Education.
- g. To make the students to understand the importance of modern science and technology and their impact on Education

I. Introduction to Educational Philosophy

- a) Meaning and scope of philosophy
- b) Meaning of Education
- c) Origin and purpose of human existence as the common denominator between Education and Philosophy
- d) Need for Philosophy of Education

II). Fundamental Philosophical Issues

Idealism, Naturlism, Pragmatism, Buddhism, Jainism, Yoga and Vedanda – Their educational implications.

III). Contemporary philosophical thought and Education: Humanism, Existentialism, Religion-Philosophical fundamentalism and Analytical – rationalistic approach to problems of life.

IV). Educational thinkers: Educational thinkers of modern India: Tagore, Gandhi, Vivekananda, Aurobindo, Radha Krishnan, J.Krishnamoorthy. Educational thinkers of Western countries – Ivan Illich and De-schooling society, Paulo Freire's conscientisation – Marxism and its implications on Education.

V). Concept, meaning and scope of sociology of Education, nature of sociological enquiry, methods of sociological analysis, limitations of Sociological approach, Sociology of Education as distinct from Educational Sociology and status of Sociology of Education in India.

VI). **Social Structure and Education:** Changing nature of family, caste, Role of caste system, religious groups: values, conflict and crisis within Indian Social structure- formation of class less society and social mobility.

VII). **Culture and Education:** Conservation and progressive function of Education, Social change and modernization – Conflict between tradition and modernity in India, Problems created by Socio-cultural change and Modernization, cultural lag, cultural conflict, cultural diversity in India, making of composite culture.

VIII). **Impact of Science and Technology on Society:** Environment and Education, Globalisation - Global village , The Nature of scientific society and the place of the individual in that Scientific Society- high speed technology, technology revolution, Mass media: as facilitating and debilitating factors, their impact on man and society, autonomy of individual and regimentation of thought.

REFERENCES

1. Adi Seshiah. W.T.V. and Pavanasam, R. (1974), **Sociology in Theory and Practice**, New Delhi: Santhi Publishers.
2. Anand, CL et.al. (1993) *Teacher and Education in the Emerging Indian Society*, New Delhi: NCERT.
3. Bhatt, S.R. (1986), **Knowledge, Value and Education: an axionetic Analysis**, Delhi: Gain Publishing House.
4. Coombs, Philips H., (1985), *The World Crisis in Education*, New York: Oxford University Press.
5. Delors, Jacques (1996), *Learning the Treasure Within*, UNESCO: Report to UNESCO of the International Commission on Education for Twentyfirst Century.
6. Freire, P. (1970), **Pedagogy of the Oppressed**, New York: Harper and Harper.
7. Illich, L. (1971), **Deschooling society**, New York: Harper Row.
8. India, Ministry of Human Resource Development (1986), **Innovations in Education**, New Delhi: Ministry of HRD.
9. Karpaga Kumaravel, R. (1999), **Philosophical Thoughts in Indian Education**, Coimbatore: Sri Ramakrishna Vidhyalaya College of Education.
10. Mathus, S.S. (1988), *A Sociological Approach to Indian Education*, Agra: Vinod Prakashen
11. Mookherjee, K.K. (1972), *Some Great Educators of the World*, Calcutta: Das Gupta & Co Pvt Ltd.,
12. Mukherjee, S.N. (1966), *History of Education in India*, Baroda: Acharya Bool Depot.
13. Naik, J.P. and Syed .N. (1974) *A Student's History of Education in India*, New Delhi: MacMillan Co.,
14. Ruhela, S.P. and Vyas, K.C., (1970), **Sociological Foundations of Education in contemporary India**, Delhi: Dhanpat Raj and Sons.
15. Seshadri C. M A Khader and G.L. Adhya (1992) *Education in Values: A Source Book*, NCERT.

FC 2: RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS

Objectives:

- a. To orient the thinking of the students towards research and its functions in the various fields of Education.
- b. To familiarize the students with the methodology of research of various types.
- c. To develop in the students skills of statistical calculations and their applications.
- d. To familiarize the students with the procedure of construction and use of various tools of data collection.
- e. To enable the students to interpret educational research and investigation.

SYLLABUS

Research Methodology:

1. **Educational Research** – Meaning, scope, need and importance, characteristics. Types: Basic, Applied and Action Research.
2. **Area of Educational Research with respect to:** Content of Education, Instruction, Learning, Evaluation, Social and Cultural needs.
3. **Research Procedure:** Sources of research problems – Criteria for the selection of a research problem – Related Literature – Hypothesis: meaning, types, formulation. Samples: meaning and selection of different sampling procedures. Collection of data – organization and analysis of data – Hypothesis testing.
4. **Methods of Educational Research:** Historical, Experimental, Descriptive, Exploratory, Normative, Cross-Sectional, Longitudinal and Analytic studies.
5. **Qualitative Research:** Naturalistic Inquiry, Ethnography and Case Study.

6. construction of a Tool: Criteria for the selection of a tool, Factors related to the construction of the tool, characteristics of a good tool.
7. **Techniques:** Observation, Interview, Sociometry, Questionnaire, check list, rating scale, Item analysis, reliability, validity, objectivity, practicability, interpretability.
8. **Standardisation of a Test.**
9. **Research proposal and Research report.**

EDUCATIONAL STATISTICS

10. **Descriptive and Inferential Statistics:** Organisation and tabulation of data with respect to the nature of Measurement. Scales: Nominal, Ordinal, Interval and Ratio. Pictorial representation of Data: Bar diagram, histogram, Frequency polygon, phi diagram, Ogive.
11. **Measures of central tendency and variability:** Calculation, Interpretation and uses of the measures of Central tendency, normal distribution and its properties, Skewness and Kurtosis.
12. **Correlation:** Meaning and uses- Calculation of Co-efficient of Correlation – Regression and prediction.
13. **Concept of standard Error and its uses** – Testing of difference between two means – t – test: small and large samples, correlated and uncorrelated means, Elementary ideas about F-test; one way analysis of variance.
14. **Non-parametric methods:** Ranking procedure, percentile ranks, and Rank difference method – Chi-square test: computation and its uses. Sign test and Median test: concepts, computation and uses.
15. **Qualitative data Analysis Technique:** Content analysis.

REFERENCES

1. Best, John W. (1997), **Research in Education**, New Delhi: Prentice Hall of India (P) Ltd.
2. Devadas, Rajammal P. and Kulandaivel K. (1976), **A Hand Book of Methodology of Research**, Coimbatore: Sri R.K. Mission Vidyalaya Teacher's College.
3. Edwin A, Harper Junior Erika, S. Harper (1992), **Preparing Objective Examination A Handbook for Teachers, students Examiner**, New Delhi: Prentice Hall of India Pvt. Ltd.,.
4. Good, Cartor Vetal, (1975), **Methodology of Educational Research**, New York: Appleton – Century Croft, Inc.,
5. Norris, N. (1990), **Understanding Educational Evaluation**, Kegan Pal Ltd.
6. Popham, W.J (Wd.) (1993), **Educational Evaluation**, New York: Allyn and Bacon.
7. Shukla S.P. (1966), **Elements of Educational Research**, Bombay: Allied Publishers(P) Ltd.

FC 3: ADVANCED EDUCATIONAL PSYCHOLOGY

OBJECTIVES:

To enable the students to

- a) understand the nature of psychology as a scientific discipline and the basic concepts and methods.
- b) appreciate the purpose and role of education as one in helping and guiding self actualization and self enhancement of individual in a social context.
- c) understand ,appreciate and synthesis the basic concepts of learning theories.

- d) Understand the nature of motivation and its implications for human life in learning.
- e) Understand the development and functioning of personality.
- f) Understand the nature of mental health and principles of mental hygiene and its implications for educational practice.

SYLLABUS

1. **Psychology as a scientific study:** its concerns (behaviour, experience, mind, consciousness), Methods followed in Psychology: Experimental, Clinical, Psychological, Analytical; Psychological Principles of Mass Communication and Educational Technology.
2. **Motivation:** Intrinsic and Extrinsic; Levels of Motives: Social, esteem, need achievement, competence; Motivation and learning; concept of incentives – reward and punishment.
3. **Intelligence:** Concept of Intelligence; Recent trends in Testing Intelligence, Emotional Intelligence and Social Intelligence.
4. **Creativity:** Nature, Process, characteristics; fostering creativity and guiding creative children; Intelligence and creativity.
5. **Learning:** Concept, Nature, Learning theories of Guthrie, Hull, Tolman, Lewin – Ausubel’s contribution; Piaget’s theories of cognitive development.
6. **Memory and forgetting:** Bartlett’s theory of Forgetting, Ebbinghaus theory of forgetting.
7. **Personality:** Definitions, theories: Freud, Adler, Jung, Rogers, Cattell and Eysenck; Deviant Personality, Assessment of personality.
8. **Guidance and Counselling:** Need, Types, Mental Health, Adjustment, Maladjustment, Ego Mechanisms.

REFERENCES

1. Anderson, R.C. Faust, G.W. (1973), **Educational Psychology**, London: N.Y. London Harper and Row Publishers.
2. Bischof, Ledford. (1970), **Interpreting Personality Theories**, London: Harper and Row Publishers.
3. Bower, G. and Hilghard E.A. (1981), **Theories of learning (5th Edn.)**, New York: Prentice Hall, Engliwood Cliffs.
4. McShane, J. (1991), **Cognitive Development: An Information Processing Approach**, Oxford: Basil Blackwell.
5. Rothestein, P.R. (1990), **Educational Psychology**, New York: McGraw Hills

2. CORE COURSES

CC 1: PRINCIPLES AND PRACTICES OF EDUCATIONAL TECHNOLOGY

OBJECTIVES:

At the end of the course the pupil is expected to

1. know the different approaches to Educational Technology
2. explain the different models of instructional design
3. develop the packages of the following:
 - a) Audio Technology
 - b) b) Modular Materials

4. Apply the following classroom communication and interaction systems.
 - a FIACS
 - b VICS
5. Know the different components of Media technology.
6. Apply the principles of systems approach in Education.
7. To expose students to the principles and preparation of software for improving learning.

Unit I: Nature and Scope of Educational Technology:

Different approaches: Physical Science approach, behavioral Science approach and systems approach.
Technology in Education and Technology of Education – Improvised and low cost technology.

Unit II: Instructional Technology:

Instructional design, Models: Kemp, ISD, UNESCO, IPO, Audio technology: Audio lecture, Audio laboratory and language laboratory, modular approach, learning kits, Keller Plan.

Unit III: Communication Technology:

Theories of communication, Teaching as communication, Classroom communication, Forms of teacher pupil interaction: Observation schedule of interaction – FIACS, VICS, Interaction Matrix, Modification of Teacher Behaviour. Group Instruction: Characteristics and patterns, Small Group and large group.

Unit IV: Media Technology:

Psychology of using AV aids, Media classification-Projected and Non-Projected aids, Media sub-systems – Films strips and slides, OHP, motion pictures, audio tape recording, radio, ETV, CCTV, VCR and Satellite Instruction, Simulation and games, Printed materials, Media selection criteria – Multimedia approach.

Unit V: Systems Approach in Education:

Systems Analysis - Input - Process - output - approach - approach for curriculum development.

Unit VI: Basic strategies of Education:

Teacher centered approach. Student centered approach – Mass Instructional Techniques – Resource based learning and resource center, Impact of Radio, Television, Computers, Satellites on Education.

Unit VII: Video Technology in Education:

Video equipment and guidelines for the development of video software, Video technology for the development of Teaching and learning, Video feed back, Development and validation of video software – Various stages in the production of video materials.

Unit VIII: Computer Technology:

Central Processing Unit (CPU), Memory, Various types of Input output devices, modes of computer operation – Mass storage devices – Tapes, Discs, basic principles and functions of computers. Computer Assisted Instruction: Development and validation of computer packages – Computer managed Instruction; Web-based instruction. Application of Internet in Education.

Unit IX: Distance Education and Educational Technology:

Meaning, Need and Importance of Distance Education, Growth of Distance Education, Face to Face versus Distance Education, a comparison, Student Support Services, Open School and Open University, Course designing – steps and approach, Online Education and Virtual Education

PRACTICALS:

1. Observation of classroom interaction using FIACS, VICS etc.
2. Seminar in new trends in Educational Technology.
3. Discussion on application of Educational Technology in different disciplines.
4. Developing instructional strategies and materials for rural schools.
5. Preparing tape and slide programmes.
6. Developing computer software for instruction

7. Students are introduced to video camera equipments. They will be trained in the areas of Pre-production, Production and Post-Production Techniques with the available facilities in the TOTE Studio of the Department. Completed productions will be screened for class preview sessions which include discussions and critical analysis.
8. Critical review of TV or Radio Programme of CIET, IGNOU and UGC.
9. Preparation of Script for Radio or TV Programme.
10. Preparation of Self Instructional Material/Course Material.

REFERENCES

1. Bansal,S.K.(2002), **Fundamentals of Information Technology**, New Delhi: AHP Publishing Corporation.
2. Bhushan, C. (1992), **Video production and scriptwriting–a working manual for media trainers**, Tehran: Institute for Development of Educational Media.
3. Goel,D.R.(Ed) (2000), **Educational Media in India**, Bharatiya Kala Prakashan Publishers.
4. Karpaga Kumaravel R. (1998), **Educational Applications of Video – Theory, Research and Practice**, Coimbatore: Suri Publishers.
5. Karpaga Kumaravel R. (1999), **Readings in Educational Technology**, Coimbatore: Suri Publishers.
6. Kumar,K.L. (2000), **Educational Technology**, New Delhi: New Age Internatinal (P) Ltd.
7. Paul F.Merrill. (1986), **Computer in Education**, New Jersely Prentice Hall, Englewood Ltd.
8. Aajaraman. (1994), **Computer Systems and Education**, New Delhi: Tata Mcgraw Hill Publishing Company Ltd.
9. Robert T.Graver and Paul K. Su Grue (1987), **Micro Computer Applications**, Mcgraw Hill Book Company.
10. Singh U.K. and Sudar Shan K.N. (1996), **Computer Education**, New York: Discovery Publishing Company.

2. CORE COURSES

CC 2: INFORMATION AND COMMUNICATION TECHNOLOGY

OBJECTIVES:

To enable the students to

1. create general awareness regarding Information and Communication Technology (ICT) and its use in teaching – learning.
2. Acquaint different parts of computer system and their functions
3. develop vocabulary of information technology
4. develop competency in the use of off-line electronic resources (CD-ROM, etc) and on-line resources (world wide web etc.)
5. develop and encourage in using ICT for improving school teaching and personal professional growth

Unit I: **Information** - Nature and characteristics of information–Misinformation and Disinformation – Information Explosion and information environment.

Unit II: **Computer System:** Characteristics, parts and their functions- Operation of Computer: Switching On/Off/restart, mouse, mouse control for movement of cursor, clicking (single/double) of left button at mouse/right button of mouse – Key board: Use of keyboard for entering information, familiarization with special keys, such as: enter, delete, backspace escape, control, alt, etc. & some functions of keys.

Unit III: **Basic features of Windows and Information Storing Procedure:** Three window control buttons, scroll bar, menu bar, title bar, file, edit, view, insert, format, tools, table, and help etc – Opening Programme: Notepad – Use of Notepad, saving a file, file dialogue box, name of file,

opening a file, save as and etc – Floppy Drive: Inserting and removing floppy- CD-ROM drive – inserting/removing of CD – ROM.

Unit IV: File Process: Running a file – My Computer: Floppy Diskette Drive, External CD Drive, Hard Diskette Drive, Selecting Files and Copying Files from one drive to another– Explorer: Folders-creating a new folder, shifting a file from one folder to another, deleting a file, etc- Loading of software from floppy and CD.

Unit V: MS Office, MS Word and Power Point: Creation of a document, use of editing facilities: bold, italics, underline, type of font, size of font, line spacing, margins, paragraph, spelling and grammar, insertion of files/text, objects, creation of tables, etc- Power Point: Preparation of slides, slide show – Preparation of lesson plans using MS-Word and Power Point.

Unit VI: Use of Internet/World Wide Web (WWW): Logging to Internet Service, Internet Explorer, Search engines, opening a website from URL, saving a file into hard disk/floppy: e-mail: creation of mail, send, inbox, outbox, attachment of files, etc. chat, voice mail – Appreciation of computer network for online contact between computers, World Wide Web (WWW), unreliability of information available on the web, easy access to undesirable information on the web – need of monitoring, discrimination of information, viruses, advantages and limitations of information and communication technologies in teaching – learning.

PRACTICALS:

1. 20 hours of hands-on experience will be provided.
2. Presentation of seminars using multi media features of computer
3. Carrying out assignments using off-line and on-line resources (eg. Use of NCTE CD-ROMs NCTE website)
4. Use of e-mail for communication etc.

REFERENCES

1. Flynn, Meredith and Rutkosky, Nita (2000), **Advanced Microsoft office, New Delhi: BPB Publications.**
2. Hergest, Douglas (1992), **Excel 4 for windows – instant reference**,Singapore:Tech Publications PTE Ltd.
3. Hillman, David (1998), **Multimedia technology and applications**, New York: Delmar Publishers.
4. Jones, B (1990), **Technology and future of work**, Oxford University Press.
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6. Minasi, Mar, Christiansen, Eric and Shapar, Kristina (1998) **Expert guide to windows 98**, San Francisco: Sysbex.
7. Nagpal, D.P. (2001), **Computer Course**, New Delhi: Wheeler Publishing.
8. Norton, (1998) **Windows 95**, New Delhi: BPB Publication, B-14, Connaught Place.
9. Rajaraman,V. (1997), **Fundamentals of Computers**, New Delhi: Prentice–Hall of India Pvt. Ltd.
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11. Sinha,P.K. (1992) ,**Computer fundamentals: concepts, systems and applications**, New Delhi: BPB Publications.
12. Underdahl, Brain and Underdahl, Keith (2000), **Internet with Web page Web site design**, New Delhi: IDG Books India (p) Ltd.,

4. ELECTIVE COURSE

EC 1: TECHNOLOGY OF READING AND WRITING

3.1 TECHNOLOGY OF READING

OBJECTIVES:

To enable the students to

1. identify various sub skills involved in reading
2. know the different Methods of Teaching Reading
3. know the different models of reading
4. know the contributions made by different subjects to reading
5. provide a grounding regarding the measurement of reading and research in reading

Unit: I

Introduction to Reading:

- a) Place of reading in languages skills: receptive and productive skills of language
- b) Taxonomy of reading

Oral: Lower Order – Reading without errors. Higher Order – Oral reading according to punctuation marks – emotional segments – chunking – stress – pause and intonation - silent reading: lower order – recognition of letter, word, sentence, Higher order skills, study skills.

Unit: II Methods of teaching Reading:

The Alphabet Method – the Phonic or Syllabic Method – the word or look and say method – Sentence Method – Sense group method – teaching of vocabulary

Unit: III Models of Reading:

Bottom up Model, Top down model – process and product of Reading. Readability of the text.

Unit IV Reading as interdisciplinary subject:

Reading and language, Reading and Linguistic, Reading and Psychology with special reference to memory, Memory Systems. Reading habits, Reading Readiness.

Unit: V Measurement of Reading:

Informal Reading Inventory – Standardised Tests – development and validation of reading tests – Research in Reading – Norm Referenced Tests and Criterion Referenced Tests with special reference to reading.

REFERENCES

1. Ahuja and Pramila Ahuja. (1979), **The Art of Rapid Reading** , New Delhi: Sterling Publishers.
2. Deboer.John and Dallmann. (1967), **The Teaching of Reading** , Calcutta: Oxford IBH Publishing Company.
3. Dechant Emerald.V.(1964), **Improving Teaching of Reading**, London: Prentice-Hall,Englewood Cliffs,N.C.Inc.,.
4. Karpaga Kumaravel.R. (1999), **Communication Skills – A Technology of Evaluation**, Coimbatore: Suri Associates.

5. Kaushik.V.K. and Sharma S.R. (Ed)., (2002)., **Teaching of Reading in Elementary Schools**, New Delhi: Anmol Publications Pvt. Ltd.
6. Perfetti, A. Charles. (1985), **Reading Ability**, New York: Oxford University Press.
7. Smith Frank. (1978), **Understanding Reading - A psycholinguistic Analysis of Reading and Learning to Read**, New York: Holt, Rinchart and Winston.
8. Smith Frank . (1978), **Reading** , Cambridge: Cambridge University Press.

3.2 TECHNOLOGY OF WRITING

OBJECTIVES:

To enable the students to

1. identify various sub skills involved in writing
2. know the different methods of teaching writing
3. know the different types of writing
4. provide a grounding regarding the measurement of writing and research in writing
5. know the different methods of writing

Unit: I

Introduction to Writing

1. Place of writing in language skills – receptive and productive skills of language
2. Taxonomy of writing – Mechanical Skills – Grammatical Skills – Stylistic Skills – Judgement Skills

Unit: II

Methods of Teaching Writing:

Handwriting – Spelling – Syllabification – punctuation – composition – process of writing – pre-writing – writing – Revision

Unit: III Types of Writing:

Expository writing – Narrative Writing – Creative Writing – Critical Writing

Unit: IV Methods of Writing:

Scientific Writing – Journalistic Writing – Technical Writing – Psychology and Writing

Unit: V Measurement of Writing:

Informal measuring instruments – Standardised Tests – Research in Writing – Norm Referenced Tests and Criterion Referenced Tests with special referenced to writing.

REFERENCES

1. Allen, J.P.B. and Widdowsen, H.G. (1974), **Teaching the communicative use of English**, London: IRAL Ltd,.
2. Bright, J.A. and McGregor, G.P. (1970), **Teaching English as a second Language**, London: Longman Groups.
3. Haliday, M.A.K., (1973), **Language structure and Language Function**, London: Penguin Ltd.
4. Munby, (1978), **Communicative Syllabus Design**, Cambridge: Cambridge University Press.

4. EXTRA DISCIPLINARY COURSE

EDC 1: VIDEOGRAPHY –PRINCIPLES AND PRACTICES

OBJECTIVES:

- 1) To equip students with the necessary skills of this Visual Media and the background
- 2) To motivate the students to enable them to compete for leadership roles in this field.
- 3) To provide field training in Video production that will encourage the students to produce programs in their specialized and interest area.

Unit: I

Videography – Definition, Origin, Development, Application and Future Developments – Knowledge of Photography – Human Eye – Construction of Camera – Lens, Body, Film Holder – Depth of Field, Depth of Focus, Aperture Control, Shutter Speed, Film Speed – Black and White and Color Photography, Computerized Color Labs. Principles of TV Transmission – CCTV, Cable TV, Terrestrial and Satellite Transmission – Receiving DTH System – Concept of Interactive Video – Digital and Analog system

Unit: II

Types of Television Cameras – Portable, Studio and Outdoor broadcasting cameras – Camera Support systems – Monopod, tripod, dolly, crane – Video projection Systems. Types of Video Recording formats – Video8, VHS, U-Matic, Betacam and Studio VTRs – Vision mixer – Switcher, Special Effects Generator, Color Corrector, Time Base Corrector – Title Generator – Chroma key. Basic Camera operation – Composition, focus, exposure control, white and Black balancing – camera movements – Pan, Tilt, Dolly and Crane movements

Unit: III

Light – Types of illumination – natural and artificial – lighting techniques – Indoor and Outdoor – Creative use of lighting – Filters – Different types and usage. SOUND – Techniques of Sound Recording – Different types of microphones and their use – microphone support system – fish pole, boom studio mixers – Different types of Recorders – method of recording sound in studio and out door. EDITING – Principles of Editing – Different types of editing consoles - Types of Video Editing – Assemble, Insert, Time Code based editing – On-line and Off-line editing-Types of transitions-Cut,Fade,dissolve, wipe and optical transitions.

Unit IV: PRACTICALS

REFERENCES

1. Alan Wurtzel (1979), **Television Production**, University of Georgia, United States of America: MacGraw-Hill Publishing,.
2. Barry Hampe (1993) , **Video Script writing**, USA: Plume, Penguin.
3. Fil Hunter and Paul Fuqua (1992), **Illusion**, London: Focal Press.
4. George Haines (1992), , **Learn Photography**, London: Hamlyn Publishing Group.
5. Gerald Millerson (1982), **The Techniques of Lighting for Television and Motion Picture**, Newyork: Hasting House.
6. Micheal Longford (1986), **Basic Photography**, London: Focal Press.
7. Sue & Wink Hackman, Hodder and Stoughton (1988) **Television Studies**, London.

EDC 2: VIDEO SCRIPT WRITING, DIRECTION AND PRODUCTION TECHNIQUES

OBJECTIVES:

Participants will be able:

- i) To identify various steps/stages involved in developing Video/Television scripts.
- j) To recognize the importance of programme research and message planning.
- iii) To develop story boards on the selected topics
- iv) To structure programmes in visual terms and learn to develop and layout scripts for video programmes.

Unit I

BASICS OF VIDEOGRAPHY- Nature and Characteristic of Videography, meaning of videography, use of videography in education, function and operation of videography.

Unit II

SCRIPT-WRITING AND DIRECTION – Formation of Ideas- the purpose-the structure-difference between story and script – steps of writing video script-the story board-script for different types of programmes-educational, commercial, industrial and informational. The role of the director and his crew members-the creative use of camera-lens, lights, types of shots, camera and various camera movements, subject movements the action axis principle. The director's tools-Sound- The three dimensions of sound-Editing-Controlling of space and time. Types of cuts-cut-in, cut-away, the match cut-Graphic-special effects

Unit III

TECHNIQUES OF PRODUCTION – The various stages of production-pre production, production and post production- Planning-Budgeting-the production design, the Rehearsal-Comparison between Fiction and Non-Fiction productions. The production stage-the single camera shooting the multi-camera shoot-the step-by-step methodology of shooting In-door and Out-door shoot-use of Chroma key. The Post-production stage- the lay-out of an editing room – stages of procedures of editing-selection of transition-Dissolve, Cut, Fade, Wipe -Recording in the Post-production stage-Dubbing, Narration Sound effect, Music and Re-Recording-Special effects-Titling.

UNIT IV

Practicals

REFERENCES

1. Alan Wurtzel (1979), **Television Production**, University of Georgia, United States of America: MacGraw-Hill Publishing,.
2. Barry Hampe (1993) , **Video Script writing**, USA: Plume, Penguin.
3. Fil Hunter and Paul Fuqua (1992), **Illusion**, London: Focal Press.
4. George Haines (1992), , **Learn Photography**, London: Hamlyn Publishing Group.
5. Gerald Millerson (1982), **The Techniques of Lighting for Television and Motion Picture**, Newyork: Hasting House.
6. Micheal Longford (1986), **Basic Photography**, London: Focal Press.
7. Owen, David and Mark Dunton (1982), **The Complete Hand Book of Video**, Penguin books.
8. Sue & Wink Hackman, Hodder and Stoughton (1988) **Television Studies**, London.
