

**Curriculum Framework and Syllabi for
Master of Education – M.Ed
(Under Choice Based Credit System - CBCS)**



**Department of Education
Mother Teresa Women's University
Kodaikanal**

**(Approved by Board of Studies in Department of Education in
its meeting dated 24.01.2018)**

PREAMBLE

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

Vision

Quality Professionals in Teacher Education

Mission

- **To offer high quality skill and value based teacher education with research competency in Education**
- **To instill skills in the teacher educators to work as master trainers in Teacher Education Colleges and University Departments**
- **To inculcate technology enabled teaching learning to meet out the global needs of teaching**
- **To Enhance knowledge and skills of teacher educators for professional development**

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

Master of Education students on completion of the course will be able to

PEO1: acquire pedagogical skills, reflective practice and ability to adapt instruction to the needs of each individual as well as group as curriculum and instructional designer.

PEO2: acquire knowledge and skills in research to be reflective practitioners throughout their careers and to assess and improve the teaching-learning and incorporate research in their teaching career.

PEO3: apply tools and techniques to assess and plan for education in the schools and colleges of Education

PEO4: promote technology enabled teaching learning process with working knowledge of information and communication technology.

PEO5: work professionally as teacher educator in all educational settings with lifelong learning adhering to ethical standards of teaching

PROGRAMME OUTCOMES (POs)

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

PO1:

gain knowledge to explore the educational thoughts of Indian and western thinkers and practice their educational implications while transacting the school curriculum.

PO2:

comprehend the nature of learners by applying the educational principles of philosophical, psychological and sociological foundations in classroom situation.

PO 3:

develop generic skills such as decision making, critical reasoning, problem solving, creativity and innovation in addressing the needs of diverse learners by adopting suitable instructional strategies.

PO4:

apply Blooms taxonomy of behavioural objectives in the teaching learning process and assess the students learning outcomes in terms of teacher made test and standardized test.

PO5:

build confidence in conducting research and experimentation in the issues and challenges existing in present system of education.

PO6:

integrate ICT enabled education in developing the educational technology tools and apply them in their curriculum transaction.

PO7:

equip with pre service training to enhance the professional ethics of the teacher.

PROGRAMME SPECIFIC OUTCOMES

- PSO 1:** Acquire knowledge about the theories and ideals of different educational thinkers.
- PSO 2:** Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.
- PSO 3:** Understand the role and responsibilities of central agencies like NCTE, NCERT, UGC, NIEPA in implementing the functions of higher education system in India
- PSO 4:** Analyze and familiarize the principles underlying in the pre service teacher education programmes at primary, secondary and higher secondary level.
- PSO 5:** Correlate the development of education in India in comparative perspective.

SEMESTER – I

P. No.	Paper Code	Course Title	Hours	Credits	Continuous Internal Assessment (CIS)	End Semester Exam (ESE)	Total
1.	PEDT11	Core I Philosophy and Sociology of Education	6	5	25	75	100
2.	PEDT12	Core II Basics of Research in Education	6	5	25	75	100
3.	PEDS11	Specialisation I Education and Gender at the Secondary Education	5	4	25	75	100
4.	PEDS12	Specialisation II ICT Enabled Educational Practices	5	4	25	75	100
5	PEDS13	Specialisation III Educational Planning and Management	5	4	25	75	100
6.	PEDF11	Enhancement of Professional Capacity Institutional Visit	3	2	100		100
TOTAL			30	24	225	375	600

SEMESTER – II

P. No.	Paper Code	Course Title	Hours	Credits	Continuous Internal Assessment (CIS)	End Semester Exam (ESE)	Total
1.	PEDT21	Core I Perspectives in Teacher Education	6	5	25	75	100
2.	PEDT22	Core II Advanced theories and methods of research	6	5	25	75	100
3.	PEDS21	Specialisation I Curriculum planning and development	5	4	25	75	100
4.	PEDS22	Specialisation II Environmental Education for sustainable development	5	4	25	75	100
	PEDS23	Specialisation I Quality in Education	5	4	25	75	100
5	PEDF21	Enhancement of Professional Capacity Communication Skill and Academic Writing	3	3	100		100
TOTAL			30	25			600

SEMESTER – III

P. No.	Paper Code	Course Title	Hours	Credits	Continuou sInternal Assessment (CIS)	End Semester Exam (ESE)	Total
1.	PEDT31	Core I Educational Measurement and Evaluation	6	5	25	75	100
2.	PEDT32	Core II Comparative Education	6	5	25	75	100
3.	PEDS31	Specialisation I Higher Education	5	4	25	75	100
4.	PEDS32	Specialisation II Inclusive Education	5	4	25	75	100
	PEDT33	Specialisation I Professional Education	5	4	25	75	100
5	PEDF31	Enhancement of ProfessionalCapacity Internship to B.Ed College	3	2	100		100
TOTAL			30	24			600

SEMESTER – IV

P. No.	Paper Code	Course Title	Hours	Credits	Continuous Internal Assessment (CIS)	End Semester Exam (ESE)	Total
1.	PEDT41	Core I Advanced Educational Psychology	6	5	25	75	100
2.	PEDS41	Specialisation I Educational Leadership	5	4	25	75	100
3.	PEDP41	Dissertation	10	4	25	75	100
4.	PEDP42	Viva -voce	9	4	25	75	100
Total			30	17	100	300	400

Course code & Title	PEDT11 - PHILOSOPHY AND SOCIOLOGY OF EDUCATION		
PEDT11	SEMESTER I	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • acquire the knowledge of the concepts and principles of philosophy • understand the relationship between Philosophy and education and the implication of Philosophy on education • analyse the contributions of Indian and western educational thinkers to education • To understand the importance and role of education in the Indian society • To understand the inter-relationship of community and education. 		

Unit: 1

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

Unit: 2

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

Unit: 3

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

Unit: 4

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

Unit: 5

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

Practicum:

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

References

1. Aggarwal, J. C. 2003. Philosophical and Sociological Perspectives on Education. NewDelhi. Shipra publications.
2. Bhatia, K. K and Narang, C. L. 2002.Philosophical and Sociological Bases of Education.Ludhiana. Tandon Publications.
3. Chandra S S and Sharma, Rajendra, K. 2002. Principles of Education. New Delhi. Atlantic Publishers and Distributors.
4. Mohanty, J. 1994. Indian Education in the Emerging Society. New Delhi. Sterling Publishing
5. Purkait, B. R.. 1996. Principles and Practices of Education. Calcutta. New Central Book Agency Private Ltd
- 6.Shankar Rao. C. N. 1990. Sociology - Primary principles. New Delhi. Chand Publishing

COURSE OUTCOME:

On the successful completion of the course students will be able

- Provides the theoretical basis about the foundations in education. K2
- Understanding the new developments in the society and their impact on education.K3
- Understand the educational contribution of Indian and western philosophers.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	M	S	S	S	S	M	S	S	M	S	S
CO2	S	S	S	S	M	S	S	M	S	S	S	M
CO3	S	S	S	S	M	S	S	S	S	S	S	S
CO4	M	S	M	S	S	S	S	S	M	S	S	M
CO5	M	S	M	S	S	S	S	S	M	S	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDT12 - BASICS OF RESEARCH IN EDUCATION		
PEDT12	SEMESTER I	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	<p>The course aims to</p> <ul style="list-style-type: none"> • Develop scientific thinking in their minds. • Familiarize them with the different types of methods of research in Education. • Develop their skills in statistical calculation and their applications. • Acquire knowledge in the principles and procedures involved in the development of different types of research tools. • Understand and appreciate the plan and conduct research on their own with optimum effort and confidence. 		

Unit: 1

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

Unit: 2

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

Unit: 3

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

Unit: 4

Tools for data collection- - Observation, Questionnaire, Attitude Scale, Aptitude, Interview Schedule, Achievement Test, Rating Scale, Check list, Inventories, Norm Referenced Test(NRT, Criterion Referenced Test (CRT)- Development and Validation of Research Tools - Construction and Standardization of tools

Unit: 5

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

Practicum:

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

References:

1. Kothari C.K. (2004), Research Methodology- Methods and Techniques (New Age International, New Delhi)
2. Krishnaswamy, K.N., Sivakumar, AppaIyer and Mathiranjana M. (2006), Management Research Methodology; Integration of Principles, Methods and Techniques.
3. Balasubramanian, P.S. (1986), Quantitative and Qualitative Approaches to Educational research in Journal of the Madras University Vol.LVIII, No:1&2, 1986.
4. Borg, W.R., Gall, M.D. (1979).Educational Research – An Introduction, 3rd Edition, New York: Longman Inc. 3. Burgen, Robert, G. Ed., (1985). Issues in Educational Research: Qualitative Methods. London: The Falmer Press.
5. Burroughs, G.E.R. (1975).Design and Analysis in Educational Research. 2nd Edition. Oxford: Alden &Mowbray Limited.
6. Guilford, J.P. 1975, Psychometric methods, Tata McGraw-Hill,2nd Edition

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

- To apply basic statistics and its application in educational research K3
- Understand the mechanics of writing research proposals.K2
- Able to do documentation of research in the form of research proposal.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1												
CO2	S	S	M	S	S	S	M	S	S	S	S	M
CO3	S	S	S	M	S	M	M	S	S	S	M	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	M	S	M	S	S	S	S	S	M	S	M	S

Strongly Correlating (S) - 3 Marks
Moderately Correlating (M) - 2 Marks
Weakly Correlating (W) - 1 Mark
No Correlation (N) - 0 Mark

Course code & Title	PEDS11 EDUCATION AND GENDER AT SECONDARY EDUCATION		
PEDS11	SEMESTER I	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • understand the nature, scope and systems of secondary education • examine the status and development of secondary education • understand the problems and challenges related to secondary education • understand the concept of sex and gender • Equip the students on the concept of Gender studies and socialization. 		

Unit1:

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

Unit: 2

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

Unit: 3

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

Unit 4:

Concept of Women's studies - Need and Scope of Women's studies - Women's studies as an

academic discipline - Women's studies / Gender studies - Various Level-Women's Studies - theories - Feminism - Feminist movement - Radical, Social and Liberal Feminism - International Women's year - 1975 - International Women's decade 1975- 1985 - Towards Equal Status 1976 - National Policy on Education 1986 - Programme of Action 1992.

Unit 5

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

Practicum:

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

References:

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

COURSE OUTCOME:

On the successful completion of the course students will be able

- Enable the student teachers to analyze the existing problems and challenges in secondary education. K4
- Able to understand the inequality issues in the concept of sex and gender .K2
- Apply the learned strategies for promoting girl child education through formal and non formal modes.K3

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	S	S	M	S	S	M	S	S	M	S	M
CO2	M	S	S	S	S	M	S	M	S	S	S	S
CO3	M	S	S	M	M	S	S	M	M	S	S	S
CO4	S	M	S	S	S	M	S	S	S	M	S	S
CO5	S	S	S	M	M	S	S	S	M	M	M	S

Strongly Correlating (S) - 3 Marks
Moderately Correlating (M) - 2 Marks
Weakly Correlating (W) - 1 Mark
No Correlation (N) - 0 Mark

Course code & Title	PEDS12- ICT ENABLED EDUCATIONAL PRACTICES		
PEDS12	SEMESTER I	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • acquaint the student with the meaning, scope and relevance of technology in modern education • understand the need for ICT mediated education • realize the challenges in integrating ICT in school curriculum. • know the importance of ICT in e -learning. • acquire knowledge on the meaning and scope of educational technology. 		

Unit: 1

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

Unit: 2

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

Unit : 3

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

Unit: 4

ICT enhanced learner-centred learning environment -, e-sources for learning, CD-ROM, pen drive, networking, internet and intranet, search engines, digital library - infections-antivirus-

Collaborative Learning, Technology Aided Learning, Cloud computing- E-Learning - preparation of e-learning material- e-content –strengths and weaknesses of e-content- on line learning- e-learning standards.

Unit: 5

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

Practicum:

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

References:

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

COURSE OUTCOME:

On the successful completion of the course students will be able

- Enabled the students to attain mastery in integrating the applications of ICT in school curriculum. K3
- Gained confidence to transfer the ICT enabled teaching strategies in school curriculum.K4
- Able to prepare the e- learning material.K2

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	S	M	S	S	S	M	M	S	M	S	S
CO2	S	M	S	M	S	S	S	S	M	S	S	M
CO3	S	S	S	S	S	M	M	S	S	S	M	S
CO4	M	S	S	S	S	S	S	M	S	S	S	S
CO5	S	S	M	M	S	S	S	S	M	M	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDS13 -EDUCATIONAL PLANNING AND MANAGEMENT		
PEDS13	SEMESTER I	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	<p>The course aims to</p> <ul style="list-style-type: none"> • Understand the basic concepts of Educational Planning and Management. • understand the various approaches practiced in the management theory. • acquire necessary knowledge and expertise of the principles and procedures of Educational Planning and Management • develop the requisite knowledge and skills for educational planning and institutional planning. • understand contemporary developments in Educational Planning and Management and develop the skill in resource Management 		

Unit: 1

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

Unit: 2

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

Unit:3

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

Unit: 4

Application of modern management techniques to educational administration – Decision Making and problems solving – Systems approach to education, Theories of Management.Role of planning in educational development, the evolution of planning from centralization to decentralization, Role

of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions in educational planning- Critical Analysis of educational planning in India.

Unit: 5

Educational Manager as a change agent and as a leader –Facilitator of Change – Factors affecting change- Management as communication system –Motivation and participation-Management of Personnel – teaching and non teaching in organization – Institutional climate –group dynamics.

References:

1. Bala, Rajni, Educational Supervision theories and practices, Alfa Publications; New Delhi, 2006.
2. Bush, Tony, Theories of Educational Leadership and Management, Sage Publications; New Delhi, 2003.
3. Burton, Jene, Management Today- Principles and Practice, TATA Mcgrow Hill Publishing company LTD; New Delhi, 2002.
4. Kalwar, M.C. And Ratikanta Pathak, Principle of Bussiness Management, Abhilekh Publication and Production; Guwahati.
5. Kumar, Rajendra, C., The Leadership in Management, A.P.H. Publishing Company ; New Delhi, 2007.
6. Ananda, W.P. and Guruge. (1984). General Principles of Management for Educational Planners and Administrators. Paris: UNESCO.
7. Bell, Les. (1988). Management Skills in Primary Schools, London: Routledge.

COURSE OUTCOME:

On the successful completion of the course students will be able

- Developed the skills of leadership qualities to be an able teacher educator.K3
- Acquired the knowledge in preparing, planning and executing the calendar of events.K2
- Gained confidence to organize any programmes or events.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	M	S	S	M	S	S	M	M	S	S	M
CO2	S	S	M	M	S	M	S	S	S	S	M	S
CO3	S	S	M	S	S	S	S	S	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	M	S
CO5	M	S	S	S	M	S	S	S	S	M	S	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDT21 - PERSPECTIVES IN TEACHER EDUCATION		
PEDT21	SEMESTER II	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • Know the concept, aims and scope of teacher education. • Understand the development of teacher education in India. • Adopt various methods of teaching for transacting the curriculum in schools. • Prepare the teacher educators for reflective teaching. • Acquire different competencies essential for a teacher for effective teaching. 		

Unit 1:

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

Unit 2:

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

Unit 3:

Teacher preparation programme: Pre service, in service, orientation and refresher Courses- Organization of practice teaching for developing an effective teacher-Block and intermittent practice teaching internship –its organization and problems.

Unit 4:

Teacher behavior- meaning and concept-Modification of teacher behaviour- Flanders's Interaction Analysis (FIACS) –classroom situation-Teaching Competency- teacher behaviour as a criterion for teaching competency.

Unit 5:

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

Practicum: Any one

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

References:

- Biddle, B.J. et al: Contemporary Research on Teacher Effectiveness. New York: Holt Rinehart, 1964.
- Chaurasia, G: New Era in Teacher Education. New Delhi: Sterling Publishers Pvt. Ltd., 1967.
- Chatterji and Desuja, A: Training for Teacher in India and England. New Delhi: Orient Longman, 1959.
- Gage, N.L. (Ed.): Handbook of Research on Teaching. Chicago: Rand Macnally and Co., 1967.
- Sharma M.L., 2000, Educating the Educators, The Indian Publication,Delhi.
- N.R.Saxena, B.K.Mishra, R.K.Mohanty., 2005, Teacher Education,Raj Printers ,Meerut.

COURSE OUTCOME:

On the successful completion of the course students will be able

- Understands the roles and responsibilities of teachers. K2
- Will apply the different methods of teaching in the school curriculum.K3
- Knows the objectives of NCERT and trained to full fill the National Curriculum Framework (NCF). K2
- Will be a quality master trainer in the field of teacher education.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	M	S	S	M	S	S	M	M	S	S	M
CO2	M	S	M	M	S	M	S	S	S	S	M	S
CO3	S	S	M	S	S	S	S	S	S	S	S	M
CO4	S	S	S	S	M	S	M	S	M	S	M	S
CO5	M	S	S	M	S	S	S	S	S	M	S	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDT22- ADVANCED THEORIES AND METHODS OF RESEARCH		
PEDT22	SEMESTER II	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • Understand the importance of Research Methodology in Education. • Know the different types of Research Design. • Develop the knowledge of Tool Construction. • Find the different methods of Sampling. • Analyse the research with the help of the inferential Statistics. 		

Unit 1: Introduction to Research Methodology and Research Problem:

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

Unit 2: Research Design:

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

Unit 3: Tools for Data Collection:

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

Unit 4: Sampling and Research Reporting:

Probability and Non-Probability Sampling – Types and Criteria for Selection – Developing Sampling Frames – Format and Style – Review of Related literature – Interpretation and

Discussion of Results – Major Findings – Conclusions and Suggestions – Citation of References and Bibliography.

Unit 5: Statistics for quantitative data analysis:

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

Practicum:

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

References:

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

COURSE OUTCOME:

On the successful completion of the course students will be able

- Will conduct the action research among the students to find solution to the existing problems.K3
- Developed the attitude of doing research and documentation analysis to solve the educational problems.K4
- Will conduct research and learnt the statistical analysis by using SPSS VERSION .K2

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	M	S	M	S	M	S	M	S	S	M	S	S
CO2	S	M	S	S	S	M	M	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	M	S	M	S
CO4	M	S	S	M	S	S	S	M	S	S	S	M
CO5	S	M	S	S	S	M	S	M	S	S	M	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDS21 - CURRICULUM PLANNING AND DEVELOPMENT		
PEDS 21	SEMESTER II	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • Understand the meaning and nature of curriculum. • Understand different approaches to curriculum development. • Apply the role of teacher in the transaction and evaluation of curriculum. • Know the recent developments in the field of curriculum development. • Understand the role of curriculum development in improving instruction. 		

Unit 1:

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

Unit 2:

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

Unit 3:

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

Unit 4:

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

Unit 5:

Curriculum evaluation and student assessment- Critical issues-trends- and future directions- educational implications for teachers.Evaluation of Curriculum:Need for continued evaluationofcurriculum, Methods of curriculum evaluation, Process of curriculum evaluation and revision:Feedback from learners, teachers, community, and administrators,

Practicum :

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

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

References:

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

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

- Will identify the functions and implications of various curriculum designs.K4
- Acquaint the student teachers to reflect on the various trends in the curriculum design and development.K3
- Knows the need and importance of curriculum revision and evaluation of the curriculum.K2

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	S	M	S	S	M	S	M	S	M	S	S
CO2	M	S	S	S	M	S	S	S	M	S	S	S
CO3	S	S	M	S	S	S	M	S	M	S	S	S
CO4	S	M	S	M	S	M	S	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	M	S	S

Strongly Correlating (S) - 3 Marks**Moderately Correlating (M) - 2 Marks****Weakly Correlating (W) - 1 Mark****No Correlation (N) - 0 Mark**

Course code & Title	PEDS22-ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT		
PEDS22	SEMESTER II	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • understand the objectives, scope and nature of environment education • develop an understanding of environmental issues • Analyse the environmental movements and its effects on the earth. • Understand the environmental ethics and apply them in their day to day life. 		

Unit I:

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

Unit II:

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

Unit III:

Environmental movements in India- Silent Valley movement, Chipko movement, Narmada BachaoAndolon, Sustainable development: Concept, meaning and strategies for sustainable development in India- National Environmental Awareness Campaign (NEAC)

Unit IV:

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

Unit V:

Environmental Ethics: Meaning, concept, definition, Preventive measures of environmental issues
 – promoting preventive measures

References:

1. Nasrin, Environmental Education, APH Publishing corporation, New Delhi
2. Cloud, 1996, Resources and Man, WH Freedom and Company, San Francisco
3. Sharma V S, 2005, Environmental Education, Anmol Publication, New Delhi
4. Singh Y K , 2009, Teaching of Environmental Science, APH Publishing corporation, New Delhi

COURSE OUTCOME:

On the successful completion of the course students will be able

- Knows the ways to preserve the environment for the sustainable development.K2
- Will apply the scientific principles in their day to day life .K3
- Gained Knowledge in conserving and preserving the nature without producing the harmful effect to the nature.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	M	S	M	S	S	M	S	M	S	S	M	S
CO2	S	S	S	M	M	S	M	S	S	S	S	M
CO3	S	M	S	S	S	M	S	S	M	S	S	S
CO4	M	S	M	M	M	S	S	S	S	M	S	S
CO5	S	M	S	S	M	M	S	M	S	S	S	S

Strongly Correlating (S) - 3 Marks
Moderately Correlating (M) - 2 Marks
Weakly Correlating (W) - 1 Mark
No Correlation (N) - 0 Mark

Course code & Title	PEDS23- QUALITY EDUCATION		
PEDS23	SEMESTER II	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • Enable the students appreciate the importance of quality in education. • Familiarize themselves with the various strategies for quality improvement • understand the concept of TQM • Face the challenges and take up the opportunities for ensuring the quality management in their educational careers 		

Unit: 1

Quality-concept of quality-importance of quality in education- issues in maintaining quality in educational institutions- Role of National organizations in maintaining quality in educational institutions- Principles of quality

Unit:2

Management strategies for quality improvement - - Assessment for quality improvement: - by other institutions (Govt., NGO's, ISO Certification, Accreditation.) within the institution (Inspection and Supervision, Self evaluation, Student evaluation, Peer evaluation) - Autonomy-Accountability-Academic Audit-Social Audit – Quality Management Mechanism under SSA and RMSA- Quality Management tools, DISE, UDISE, uses of data of DISE and UDISE – implementation of Right to Education Act- Quality Monitoring tools of elementary education

Unit: 3

Decision-making and quality improvement -Team building for quality improvement - Time management for quality improvement -Event Management - Stress management - Classroom management – Communication- Change the management environment – issues related to educational management- issues related to autonomy and accountability- SWOT analysis

Unit: 4

Concept of Total Quality Management (TQM) - Planning for TQM - Implementing for TQM - E governance- Organizational Structure: Concept, Institutional Planning b. Men: Concept, need and

importance: Human resource development-meaning and strategies.

Unit: 5

Professional growth of personnel in educational institutions for quality improvement pre-service and in-service education for the quality development of professionals - Role of the leader in professional growth of the personnel - opportunities for professional growth- role of IQAC in quality improvement of an organisation

Practicuum:

- Conduct a field survey to assess community-school partnership in achievement of goals of UEE (8 years schooling) for EFA.
- Conduct a Case study of school head/teacher regarding implementation of RTE.

References:

1. Arcaro, J.A. 1997. Quality in education – An implementation Handbook, Vanity Books International, New Delhi.
2. D.B. Tara. 1999. Educational Measurement- Richard h. Lindeman. Taraporevala Sons
3. Dr. V.Z. Sali. 2002. Principles and Techniques of Unit testing- National Publishing House, 23, Darya-ganj, Ansari Road, New Delhi-110005.
4. H.R. Remmers, Gage Rummel . 2004. A Practical Introduction to Measurement and Evaluation-, Universal Book stall, New Delhi.
5. Mukhopadhyay, M. (2005). Total Quality Management in education, 2nd edition, Sage Publication.

COURSE OUTCOME:

On the successful completion of the course students will be able

- Understand the pedagogy in teaching learning process.K2
- Gained insight and reflect on the concepts of total quality management .K3
- Develop the skills to monitor and evaluate the quality assurance strategies.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	M	S	M	S	S	S	S	M	S	S	S
CO2	S	S	M	S	S	S	M	S	S	M	M	S
CO3	S	S	S	M	S	S	S	M	S	S	S	M
CO4	S	S	S	S	M	S	S	S	S	M	M	S
CO5	M	S	M	S	S	M	S	S	S	M	S	S

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDT31 - EDUCATIONAL MEASUREMENT AND EVALUATION		
PEDT31	SEMESTER III	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • Explain the key concepts of evaluation and describe the developments in evaluation. • Describe the scope of evaluation in education. • Familiarize the students with theoretical background of educational measurement and evaluation. • Develop competence in construction and standardization of various measuring instruments. • Make the future teacher educators aware about major reforms in educational testing and assessment. 		

Unit 1: Foundations in Evaluation

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

Unit 2: Tools for Evaluation

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

Unit 3: Evaluation of Different Aspects of an Individual

Attitude - meaning , measurement - Thurstone, Likert Method; Interest – meaning, measurement - Kuder Preference, strong Campbell interest inventory; Intelligence – meaning and measurement

Individual and group test – verbal, non-verbal and performance: Personality – meaning and measurements Projective techniques : Rorschach and Thematic Apperception Test; Motivation and Creativity.

Unit 4: Testing and Interpretation of Scores

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

Unit 5: Current Trends in Evaluation

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

Practicum:

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

References:

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

COURSE OUTCOME:

On the successful completion of the course students will be able

- Developed the skill of applying the evaluation tools to assess the teaching learning process.K3
- Gained insight in constructing the teacher made test and standardized test to assess the effective teaching.K2
- Able to differentiate assessment, testing, measurement and continuous evaluation in the teaching learning process.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	S	M	S	S	M	S	S	S	M	S	M
CO2	S	S	S	S	M	S	S	S	S	M	M	S
CO3	S	M	S	S	S	S	S	M	M	S	S	S
CO4	M	S	M	S	M	M	M	S	M	M	S	S
CO5	S	M	S	M	S	M	S	S	S	S	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDT32 - COMPARATIVE EDUCATION		
PEDT32	SEMESTER III	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	<p>The course aims to</p> <ul style="list-style-type: none"> • acquaint the student with concept, scope, Need, History and development of Comparative Education • acquaint the student with the methods of Comparative Education • Study the Problems of Education in World perspective. • Acquaint the students with the current trends and problems in world in world Education. 		

Unit: 1

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

Unit: 2

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

Unit: 3

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

Unit: 4

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

Unit:

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

Practicum:

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

References:

1. [William Fletcher Russell](#) (2014). Comparative Education. England. StandfordPublications.
2. Sharma Y K (2004). A Comparative Study of Educational Systems. New Delhi. Kanishka Publishers.
3. Rai B C. (1972). Comparative Education .Lucknow. Prakashan Kendra.
4. Khanna S D, Lamba T P, Saxena V R , and Murthy V. (1979). Comparative Education made easy. New Delhi. Doaba House.
5. Sodhi T S. (1993). A textbook of comparative education – Philosophy, Patterns & Problems of National Systems (UK, USA, Russia, India). New Delhi. Vikas Publishing House Pvt., Ltd.
6. Biswas A & Aggarwal J C. (1986). Comparative Education (India, U.K., U.S.A., U.S.S.R.). New Delhi. Arya Book Depot.

COURSE OUTCOME:

On the successful completion of the course students will be able

- Understand the system of education in India and able to compare the system of education at Global Perspective.K2
- Acquired knowledge about the issues and challenges existing in the system of education at global level.K4
- Gained insight to compare the system of education in developed countries and developing countries.K3

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	M	M	S	S	S	M	S	S	M	S	S
CO2	S	S	S	M	S	S	S	S	S	M	M	S
CO3	M	S	S	S	S	M	M	S	S	S	S	S
CO4	S	S	S	M	S	S	S	M	S	M	S	M
CO5	S	M	S	S	M	S	M	S	S	M	S	M

Strongly Correlating (S) - 3 Marks
Moderately Correlating (M) - 2 Marks
Weakly Correlating (W) - 1 Mark
No Correlation (N) - 0 Mark

Course code & Title	PEDS31- HIGHER EDUCATION		
PEDS31	SEMESTER III	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • Enable the students to know about the five year plans and its importance to the contribution of educational planning. • understand the concept & development of Higher Education • developed the innovative practices in Higher Education • To maintain the standards in promoting quality Higher Education among the student teachers. 		

Unit I:

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

Unit II:

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

Unit III:

Curriculum Planning – Curriculum Development – Curriculum Transaction – Curriculum Evaluation – Board of Studies – Role of Teacher, Students and Parents in Board of Studies– College Development Council – Inter Collegiate Activities

Unit IV:

Teacher Competence in Higher Education – Communication and Managerial Skills – Classroom Management – Teaching – Learning Process in Tertiary Education – Understanding Adolescence –

Development, Changes, Characteristics and Conflicts- Role of Academic Staff College in developing the Teacher competence.

Unit V:

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

Reference:

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

COURSE OUTCOME:

On the successful completion of the course students will be able

- Understand the role and contribution of regulatory bodies in executing the functions of Higher Education.K3
- Gained knowledge about the structure and functions of higher education in India.K2
- Orient themselves to the institutions, systems and structure of higher education.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	M	S	S	S	S	S	M	S	S	M	S	S
CO2	S	S	S	M	S	S	S	S	S	M	M	S
CO3	S	S	S	S	S	M	M	S	S	S	S	S
CO4	M	S	S	M	S	S	S	M	S	M	S	M
CO5												

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDS32 - INCLUSIVE EDUCATION		
PEDS32	SEMESTER III	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • Explain the nature and objectives of inclusive education. • appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers • Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education. • Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, • Encourage the leadership qualities, peer group learning, cooperative learning and collaborative learning, learning with joy to promote inclusion among the students. 		

Unit 1: Introduction to Inclusive Education

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

Unit 2: International and National Initiatives in Inclusive Education

World Declaration for Education for All (1990) - United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) - Incheon Strategy (2012) - Salamanca Framework (1994) - National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005) - National Policy for Persons with Disabilities (2006) - : IEDC (1974), RCI Act (1992), PWD Act (1995), RPWD Act(2016), National Trust Act (1999), SSA

(2000), RTE (2009) and amendment 2012, RMSA(2009), IEDSS (2013), New Education Policy (2015)

Unit 3: Inclusive Learning Environment

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

Unit 4: Inclusive Academic Instructions

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

Unit 5: Supports and Collaborations for Inclusive Education

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

Practicum:

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

References

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
- Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.

- Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School*, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.

COURSE OUTCOME :

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

- Understand the nature of difficulties encountered by children with special needs(cwsn).K2
- Develop knowledge and skills required to address the classroom setting of both Integrated and Inclusive Education.K3
- Prepare a conducive teaching learning environment with the available resources for promoting inclusive education.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	S	M	S	S	M	S	S	M	S	S	M
CO2	S	M	S	S	M	S	M	S	S	M	S	S
CO3	S	S	S	S	S	M	S	S	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	M	M	S
CO5	M	S	S	M	S	S	S	M	S	M	S	S

Strongly Correlating (S) - 3 Marks
Moderately Correlating (M) - 2 Marks
Weakly Correlating (W) - 1 Mark
No Correlation (N) - 0 Mark

Course code & Title	PEDS 33 - PROFESSIONAL EDUCATION		
PEDS33	SEMESTER III	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	The course aims to <ul style="list-style-type: none"> • prepare the students for the competitive examinations • help the students acquire the knowledge in preparing for the NET/SLET examinations • understand how to prepare for the TET examinations. • Acquire knowledge about foundation and development courses in teacher education programmes. • Understand the principles of teacher education programmes. 		

Unit 1:

Concept of Education- Western Schools of Philosophy-Indian Schools of Philosophy-Contribution of Indian and Western Thinkers – Socialization of Education - Growth and Development-Intelligence-Personality –Concept and principles of guidance and counselling-Mental Health and Hygiene- Motivation and Group Dynamics

Unit 2:

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

Unit 3:

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

Unit 4:

English- English Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)- Mathematics - Mathematics Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

Unit 5:

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

Practicum (any one of the activities)

- Review the researches carried out in teacher education programme and write their policy implications.
- Review the research article in teacher education and write the implications for Practice.
- Review the newspaper/magazine write-up about teachers' status and teaching learning process- a reflection on teacher education programmes.

References:

- Ashmore, L., & Robinson, D. (2014). *Learning, Teaching and Development: Strategies for Action*. Sage.
- Chapman David W. et. al (1993). Teacher Incentives in Third World. *Teacher and Teacher Education. International Journal of Research and Studies*, 9(3), 301-16.
- Cheng, Y., C., Ching MOK, M., & Tsui, K.T (Eds.) (2001). *Teaching Effectiveness and Teacher Development: Towards A New Knowledge Base*. Hong Kong: HongKong Institute of Education and Kluwer Academic Publishers.
- Cooke, B.L. and Pang, K.C (1991). Recent Research on Beginning Teachers : Studies of Trained and Untrained Novices. *Journal of Teaching and Teacher Education*, 7(1), 93-110.
- Daresh. John C (1987). Research Trends in Staff Development and In-service Education. *Journal of Education for Teaching*, 13(1), 3-11.
- Engelking, Jeri L (1987). Attracting and Retaining Quality Teachers through Incentives. *NASSPL Bulletin*, 1-6.
- Fullan, M (1982). *The Meaning of Educational Change*. New York: Teachers College Press.
- Khora, Sthabir (2011). *Education and Teacher Professionalism*, Jaipur: Rawat Publications.

- NCERT (1995). *Teacher Policy, Training Needs and Perceived Status of Teachers* 114,116 *IER: SPECIAL NUMBER*, New Delhi.
- NCERT (2005). *Position Paper of National Focus Group on Teacher Education for Curriculum Renewal*. New Delhi: National Council of Educational Research and Training.

COURSE OUTCOME:

On the successful completion of the course students will be able

- Apply the acquired knowledge in transmitting the principles of Indian and Western schools of philosophy to the school curriculum.K3
- Acquainted in Training the assessment at entry level behaviour and terminal behaviour of the students in terms of continuous and comprehensive evaluation procedure.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	M	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	M	S	S	S	S	S	M	S	S
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	S	M	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	M	M	S	M	S	S	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark

Course code & Title	PEDT41- ADVANCED EDUCATIONAL PSYCHOLOGY		
PEDT41	SEMESTER IV	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	<p>The course aims to</p> <ul style="list-style-type: none"> • enable the student to understand concepts and principles of Educational Psychology as an applied science • enable the learner to understand implications of psychological theories for education • understand the theories of learning, motivation and personality their utility in the Teaching learning process • apply psychological aspects to teaching - learning situations. • Understand the nature of learners and apply the principles of child psychology in the classroom situation. 		

Unit 1: Overview of Educational Psychology

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

Unit 2: Learning theories

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

Unit 3: Motivation, and Personality

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

Unit 4: Individual Differences

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

Unit 5: Mental Health and Adjustment

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

Practicum:

Administration of:

- Verbal Intelligence Test.
- Non-verbal Intelligence Test.
- Personality Inventory.
- Mental Health Test.
- Creativity Test.

References:

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

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

- Understand the cognitive ,affective and conative development of children.K2
- Will apply the theories of learning and their utility in the teaching learning process.K3
- Able to administer the psychological test to enhance the mental health and personality of the individuals.K4

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	S	S	S	S	M	S	S	M	S	S	S
CO2	S	S	S	M	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	M	S	S	S	M	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	M	S	S	S	S

Strongly Correlating (S) - 3 Marks**Moderately Correlating (M) - 2 Marks****Weakly Correlating (W) - 1 Mark****No Correlation (N) - 0 Mark**

Course code & Title	PEDS41 - EDUCATIONAL LEADERSHIP		
PEDS41	SEMESTER IV	CREDITS :5	HOURS : 5
Cognitive Level	K2- UNDERSTAND K3- APPLY K4-ANALYZE		
Learning Objectives	<p>The course aims to</p> <ul style="list-style-type: none"> • Enable the students to understand the need and role of leaders in Educational Institution • Educate the women students to become effective educational leaders. • Develop competency to design, transact and evaluate the curriculum. • Overcome the conflicts through conflict management and resilience 		

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV:

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

Unit V:

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

Reference Books:

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

COURSE OUTCOME:

On the successful completion of the course students will be able

- Understand the role and responsibilities of teachers and teacher educator.K2
- Develop quality master trainer in the field of teacher education.K4
- Able administrator in planning and implementing the educational administration works.K3

Mapping of COS & PSOS

CO	PO								PSO			
	1	2	3	4	5	6	7	8	1	2	3	4
CO1	S	S	S	M	S	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	M	S	S
CO3	M	S	S	S	S	S	M	S	S	S	S	M
CO4	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	M	S	S	M	M	S	M	S	S	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 Marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 Mark