ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India

2017 Accredited with A+ Grade by NAAC (CGPA : 3.64)

2018 MHRD Govt. of India & UGC Graded as Category - I & Granted Autonomy

2018 MHRD Swachh Campus Rank : 4

2021 nirf NATIONAL INSTITUTIONAL RANKING FRAMEWORK Rank : 33

2021 QS UNIVERSITY RANKINGS Asia Rank : 199

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATION

M.ED.,

REGULATIONS AND SYLLABUS

(For the candidates admitted from the Academic Year 2022 - 2023)

DEPARTMENT OF EDUCATION
M.Ed. PROGRAMME

REGULATIONS AND SYLLABUS

[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

ALAGAPPA UNIVERSITY
(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC)
Karaikudi -630003, Tamil Nadu.

THE PANEL OF MEMBERS-BROAD BASED BOARD OF STUDIES

Chairperson: Name:- Prof.G.Kalaiyarasan, Professor & Head, Department of Education, Alagappa University, Karaikudi, Teaching Experience: 27, Research Experience: 24, Area of Research: Biological Education, Curriculum and Instruction, Instructional Technology.	
Foreign Expert: Name Prof.Ong Eng Tek, Professor, Department of Education, Faculty of Social Science and Liberal Arts, UCSI University, Malaysia, Teaching Experience: 25, Research Experience: 25, Area of Research: Science Education; Curriculum & Instruction; and Research Methodology.	
Indian Expert: Name: Prof.E.Ramganesh, Professor & Head, Department of Educational Technology, Bharathidasan University, Trichy, Teaching Experience: 25, Research Experience: 25, Area of Research: Educational Technology, Mathematic Technology.	
Indian Expert: Name: Prof.V.Ambedkar, Professor & Head, Department of Education, Annamalai University, Teaching Experience: 22, Research Experience: 22, Area of Research: Methods of Teaching English, Educational Technology, Teacher Education, Educational Research.	
Industry Expert: Name: Prof.K.Mohanasundaram, Professor & Head, Department of Education, Periyar Maniammai University, Thanjavur Teaching Experience: 35, Research Experience: 20, Area of Research: Educational Psychology, School Education, e-Learning, Teacher Education, Guidance and Counselling.	
Student Alumni: Name: Prof.A.Edward William Benjamin, Professor, Department of Education, Directorate of Distance Education, Directorate of Distance Education, Bharathidasan University, Teaching Experience: 22, Research Experience: 14, Area of Research: Education & Educational Technology.	
Faculty Members:	
Name: Dr.A.Selvan, Associate Professor, Department of Education, Alagappa University, Teaching Experience: 16, Research Experience: 13, Area of Research: Human Rights Education, Value Education, History Education, Teacher Education, Educational Technology, Women's Education, Child Rights Practices, Educational Psychology.	

Name: Dr.R.Ramnath, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 14, Research Experience: 13, Area of Research: Teacher education Primary education, Educational Technology, Constructivism and Science Process Skills.	
Name: Dr.K.Govindarajan, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 16, Research Experience: 7, Area of Research: Educational Psychology, Educational Technology, Educational Management, Research Methodology.	
Name: Dr.A.Catherin Jayanthy, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 13, Research Experience: 7, Area of Research: Teacher Education, Secondary Education and Inclusive Education.	
Name: Dr.N.Sasikumar, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 13, Research Experience: 7, Area of Research: Cognitive Psychology, Teacher Education and Educational Technology.	
Name: Dr.M.Mahendraprabu, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 6, Research Experience: 5, Area of Research: Environmental Education, Mental Health, Social Intelligence	
Name: Dr.V.Sivakumar, Director, CD & DC, Alagappa University, Karaikudi	

ALAGAPPA UNIVERSITY
DEPARTMENT OF EDUCATION
Karaikudi -630003, Tamil Nadu.

REGULATIONS AND SYLLABUS-(CBCS-University Department)
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department : Education

Name of the Programme : M.Ed.,

Duration of the Programme : Full Time (Two Years – Four Semesters)

Choice-Based Credit System
A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

Programme
"Programme" means a course of study leading to the award of a degree in a discipline.

Courses
'Course' is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials/laboratory work/seminar/project work / practical training/report writing /Viva-voce, etc or a combination of these, to meet effectively the teaching and learning needs.

Credits
The Term "Credit" refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/tutorials/laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

Semesters

An academic year is divided into two Semesters**.** In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 36 working hours spread over 6 days a week.

Departmental committee

The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation. The Departmental Committee determine the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practicals, seminars etc. The courses (Core/Discipline Specific Elective/Non-Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme and MOOCs coordinator are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

Medium of instruction

The medium of the instruction is English only.

Programme Educational Objectives - (PEO)

PEO-1 Knowledge	Possess in-depth discipline knowledge and intellectual breadth of the subject area
PEO-2 Problem solving	Apply problem solving, creative and critical thinking skills to meet educational needs of children with disabilities in various settings
PEO-2 Investigation	Demonstrate core competencies to transform the student teachers as effective teachers through appropriate investigations to ensure quality service
PEO-4 Design	Design innovative curriculum, pedagogy and resources to cater to the needs of the stakeholders
PEO-5 Tools	Evince skill in research methodologies, use of appropriate scientific tools to carry out research to enhance education of children with disabilities in all settings.
PEO-6 Society	Demonstrate higher order thinking skills to take up creative and innovative research methodologies to create better living conditions for the people with visual impairment

PEO-7 Environmental sustainability	Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes to sustain the environmental changes
PEO-8 Ethics	Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues to uphold ethical practices
PEO-9 Team work	Recognize different value systems, ethics and professional commitment of the concerned discipline and collaborate with other professionals and work in teams
PEO-10 Lifelong learning	Be aspirant to take up new learning; well prepared for living, learning and working in a digital society

Programme Specific Objectives - (PSO)

PSO-1	To develop knowledge and skill to promote human resource development in the field of special education
PSO-2	To promote teaching competencies to the disability specialization and cross disability among students to promote them to be a better teacher educator
PSO-3	Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
PSO-4	Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design
PSO-5	To promote higher order thinking skills to take up creative and innovative research methodologies

Programme Outcomes - (PO)

PO-1 Knowledge	Possess in-depth discipline knowledge and intellectual breadth of the subject area
PO-2 Problem solving	Apply problem solving, creative and critical thinking skills to meet educational needs of children with disabilities in various settings
PO-2 Investigation	Demonstrate core competencies to transform the student teachers as effective teachers through appropriate investigations to ensure quality service
PO-4Design	Design innovative curriculum, pedagogy and resources to cater to the needs of the stakeholders
PO-5 tools	Evince skill in research methodologies, use of appropriate scientific tools to carry out research to enhance education of children with disabilities in all settings.
PO-6 society	Demonstrate higher order thinking skills to take up creative and innovative research methodologies to create better living conditions for the people with visual impairment

PO-7 Environmental sustainability	Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes to sustain the environmental changes
PO-8 Ethics	Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues to uphold ethical practices
PO-9 Team work	Recognize different value systems, ethics and professional commitment of the concerned discipline and collaborate with other professionals and work in teams
PO-10 Lifelong learning	Be aspirant to take up new learning; well prepared for living, learning and working in a digital society

Programme Specific Outcomes - (PSO)

PLO-1	Develops knowledge and skill to promote human resource development in the field of special education
PLO-2	Promotes teaching competencies to the disability specialization and cross disability among students to promote them to be a better teacher educator
PLO-3	Assists potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
PLO-4	Offers special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design
PLO-5	Promotes higher order thinking skills to take up creative and innovative research methodologies

Eligibility for admission

Candidates seeking admission to the M.Ed. programme shall be required to have passed the following programmes.

a) B.Ed. degree of 1 or 2 years duration recognized by any University

or

b) 4 year integrated teacher education degree programme (B.El.Ed./ B.Sc.Ed./ B.A.Ed.) recognized by any University

Since the teacher education is a praxis based field of study, it is desirable that teacher educators have a teaching experience. In this context, it is recommended that possibilities that encourage working teachers to join M.Ed. are explored. Thus, teaching experience may also be a desirable entry requirement for the programme. But, no additional weightage shall be given to the experience of teaching in an Elementary Teacher Training Institute or in an elementary/secondary /senior secondary school.

Although a Master Degree is mandatory for the Faculty member of teacher education institution, entries in the M.Ed. programme does not require Master Degree in parent subject.

Relaxation in the marks will be allowed in the case of candidates belonging to Scheduled Castes / Scheduled Tribes/ Most Backward Classes/ Backward Classes/ PWD and other applicable categories as per the rules of state government.

Reservation of seats shall be as per the rules of the State Government of Tamilnadu.

In all matters related to selection and admission, the decisions of the Alagappa University shall be the final.

Minimum Duration of programme

The programme is for a period of two years. Each year shall consist of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be 110 working days consisting of 6 teaching hours per working day (6 days/week).

Components

A PG programme consists of a number of courses. The term "course" is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of the courses suggested for the PG programmes:

A. Core courses (CC)- "Core Papers" means "the core courses" related to the programme concerned including practicals and project work offered under the programme and shall cover Core competency, critical thinking, analytical reasoning, and research skill.
B. Discipline-specific electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, and shall cover additional academic knowledge, critical thinking, and analytical reasoning.
C. Non-Major Electives (NME)- Exposure beyond the discipline
    - Students have to undergo a total of Non-Major Elective courses with 2 credits offered by other departments (one in II Semester and another in III Semester)
    - A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives
    - Non-Major Elective courses offered by the departments pertaining to a semester should be announced before the end of the previous semester.
    - Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME portal (University website).

D. Self Learning Courses from MOOCs platforms.
    - MOOCs shall be voluntary for the students.
    - Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semesters.
    - The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits. Otherwise 2 credits/course be given if the self Learning Course (MOOCs) is without credit.
    - While selecting the MOOCs, preference shall be given to the course related to employability skills.

E. Projects / Dissertation /Internships (Maximum Marks: 200**)**
The student shall undertake the Project/Dissertation/internship during the fourth semester.

- Plan of work

Project/Dissertation

The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide. The candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility from other departments/universities/laboratories/organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acknowledge the same in their dissertation/project work.

- **Format to be followed for dissertation/project report**

The format /certificate for thesis to be followed by the student are given below

- Title page
- Certificate
- Acknowledgment
- Content as follows:

Chapter No	Title	Page number
1	Introduction	
2	Aim and objectives	
3	Review of literature	
4	Materials and methods	
5	Result	
6	Discussion	
7	Summary	
8	References	

- **Format of the title page**

Title of Dissertation/Project work

Dissertation submitted in partial fulfilment of the requirement for the degree of Master of Science in _____to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of ----------

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

- **Format of certificates-**

Certificate -Guide

This is to certify that the thesis entitled "----------" submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the degree of Master of Science in ---------- by Mr/Miss ----------(Reg No:----------) under my supervision. This is based on the results of studies carried out by him/her in the Department of----------, Alagappa University, Karaikudi-630 003. This dissertation/Project or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar titles or record of any University or Institution.

Place: Karaikudi Research Supervisor

Date:_____

Certificate - (HOD)

This is to certify that the thesis entitled **"----------"** submitted by Mr/**Miss ----------(Reg No: ----------)** to the Alagappa University, in partial fulfilment for the award of the degree of **Master of --------**in ---------- is a bonafide record of research work done under the supervision of **Dr.----------,** Assistant Professor, Department of----------, Alagappa University. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi Head of the Department

Date:_____

Declaration (student)

I hereby declare that the dissertation entitled **"----------"** submitted to Alagappa University for the award of the degree of Master of -------- in ---------- has been carried out by me under the guidance of **Dr. ----------**, Assistant Professor, Department of----------, Alagappa University, Karaikudi – 630 003. This is my original and independent work and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi **(----------)**
Date:_____

Internship

The students shall undergo Internship / industrial training in the reputed organizations for minimum of two weeks to acquire industrial knowledge during the summer vacation of second semester. The students have to find industry related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge/Mentor and get approval from the Head of the Department and Departmental Committee before going for an internship / industrial training.

Format to be followed for Internship report

The format for internship report to be followed by the student are given below

- **Format of the title page**

Title of internship report

Internship report submitted in partial fulfillment of the requirement for the Master of Science in Fisheries Science to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of _____

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

- **Format of certificate**

(Faculty in-charge)

This is to certify that the internship report entitled "----------" submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in _____by Mr/Miss ---------- (Reg. No.:----------) under my supervision. This is based on the work carried out by him/her in the organization M/S ----------. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place: Research Supervisor
Date:_____

(HOD)

This is to certify that the Internship report entitled "----------" submitted by Mr./Miss.---------- (Reg No:----------) to the Alagappa University, in partial fulfilment for the award of the Master of Science in _____is a bonafide record of Internship report done under the supervision of ----------, Assistant Professor, Department of ----------, Alagappa University and the work carried out by him/her in the organization M/S ----------. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi Head of the Department
Date:_____

(Company supervisor or Head of the Organization)

This is to certify that the Internship report entitled "----------" submitted to Alagappa University, Karaikudi-630 003 in partial fulfilment for the Master of Science in _____by Mr./Miss ---------- (Reg No:----------) under my supervision. This is based on the work carried out by him/her in our organization M/S ---------- for the period of ------. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place: Supervisor or In charge
Date:_____

Declaration (student)

I hereby declare that the Internship Report entitled "----------" submitted to the Alagappa University for the award of the Master of Science in _____has been carried out by me under the supervision of----------, Assistant Professor, Department of----------, Alagappa University, Karaikudi – 630 003. This is my original and independent work carried out by me in the organization M/S ---------- for the period of ------ and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi (----------)
Date:_____

- Acknowledgment
- Content as follows:

Chapter No.	Title	Page No.
1	Introduction	
2	Aim and objectives	
3	Organisation profile / details	
4	Methods / Work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

Field Visit (Institutional Visit)

The students shall undergo Field Visits to various Educational Institutions such as University Education Departments, District Institution for Education and Training and Colleges of Education, etc. to acquire practical knowledge during the first semester.

Visits to governmental or non-governmental organisations, public administrations, private institutions, universities or other higher education institutions, where the main purpose of the event is internalising academic and infrastructural facilities for the teacher educational institutions. Institutional Visits can be local (situated in and around the university), state, and national (situated in the country of the university).

For example: Higher Education Institutions, Teacher Education Institutions, Colleges of Education, Educational Administration Offices, Educational Agencies, Alternative and Specials schools, non-

governmental organizations, Universities, etc. In a nutshell, Institutional Visit is an event during which scholars get to know the work of different types of institutions in first hand and benefit from the fact that the trip is completely organised by the permission and fund of university. Thus, each scholar should visit three (3) institutions during the programme.

Format to be followed for Field Visit report

The format for Field Visit report to be followed by the student are given below

- **Format of the title page**

Field Visit report

submitted in partial fulfilment of the requirement for the Master of Science in _____to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of _____

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

- **Format of certificate**

(HOD)

This is to certify that the Field Visit report submitted by Mr./Miss ---------- (Reg No:----------) to the Alagappa University, in partial fulfilment for the award of the Master of Science in _____is a bonafide record of Field Visit reports carried out by him/her during ----------. This is to further certify that the report or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi Head of the Department

Date:_____

Declaration (student)

I hereby declare that the Field Visit Report submitted to the Alagappa University for the award of the Master of Science in _____has been carried out by me. This is my original and independent work carried out by me during ------ and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi (----------)
Date:_____

- Acknowledgment
- Content as follows:

S. No.	Date	Field Visit	Page No.	Signature
1				
2				
3				
4				

No. of copies of the dissertation/internship report

The candidate should prepare three copies of the dissertation report and submit the same for the evaluation of examiners. After evaluation, one copy will be retained in the department library, one copy will be retained by the guide and the student shall hold one copy. The candidate should prepare one copy of the field visit/internship report and submit the same for the evaluation of examiner.

Teaching methods

The following methods are used to teach MEd students.

- Using power point slides.
- Interactive board.
- Group discussion among students.
- Conducting seminar.
- Brain storming.
- Field visit.

Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the

prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re-do the semester(s) after completion of the programme.

Examination

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

A. Internal Assessment

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

Theory -25 marks

Sr.No	Content	Marks
1	Average marks of two CIA test	15
2	Seminar/group discussion/quiz	5
3	Assignment/field trip report/case study report	5
	Total	25

Practical -25 Marks

1	Average marks of two CIA test	15 marks
2	Attendance	2 marks
3	Observation note book	8 marks
	Total	25 Marks

Internship- 25 Marks (assess by Guide/incharge/HOD/Supervisor)

1	Presentations	15 Marks
2	Progress report	10 Marks
	Total	25 Marks

Project/Dissertation -50 Marks (assess by Guide /incharge /HOD/ Supervisor)

1	Two presentations (mid-term)	30 Marks
2	Progress report	20 Marks
	Total	50 Marks

B. External Examination

- There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.
- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However, candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- A candidate should get registered for the first-semester examination. If registration is not possible owing to a shortage of attendance beyond condonation limit/regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- For the Project Report/ Dissertation Work the maximum marks will be 100 marks for project report evaluation and for the Viva-Voce it is 50 marks
- For the Internship the maximum marks will be 50 marks for project report evaluation and for the Viva –Voce it is 25 marks.
- Viva-Voce: Each candidate shall be required to appear for the Viva-Voce Examination (in defense of the Dissertation Work / Internship).

C. Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

Section A	10 questions. All questions carry equal marks. (Objective-type questions)	10 x 1 = 10 Marks	10 questions – 2 each from every unit
Section B	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 5 = 25	5 questions – 1 each from every unit
Section C	Essay type questions 5 out of 8 questions. All questions carry equal marks	5 x8 = 40	5 questions – 1 each from every unit

Dissertation /Project report Maximum 150 Marks

Dissertation /Project report	100 Marks
Vivo voce	50 Marks

Internship report Maximum 75 Marks

Internship report	50 Marks
Vivo voce	25 Marks

Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

Passing minimum

- A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.
- A candidate shall be declared to have passed in the Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship and Viva-Voce and not less than 50% in the aggregate of both the marks for Project / Dissertation / Internship Report and Viva-Voce.
- A candidate who gets less than 50% in the Project Report must resubmit the Project Report. Such candidates need to take again the Viva-Voce on the resubmitted Project.

Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the overall academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Paper / Course)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	**9.0 – 10.0**	**O**	**Outstanding**
80 - 89	**8.0 – 8.9**	**D+**	**Excellent**
75 - 79	**7.5 – 7.9**	**D**	**Distinction**
70 - 74	**7.0 – 7.4**	**A+**	**Very Good**
60 - 69	**6.0 – 6.9**	**A**	**Good**
50 - 59	**5.0 – 5.9**	**B**	**Average**
00 - 49	**0.0**	**U**	**Re-appear**
ABSENT	**0.0**	**AAA**	**ABSENT**

a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).

b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).

c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).
f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).
g) Candidates earning GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).
h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively **by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA).** These two are calculated by the following formulate

GRADE POINT AVERAGE (GPA) = $\Sigma_i C_i \ G_i / \Sigma_i C_i$

GPA = Sum of the multiplication of Grade Points by the credits of the courses
Sum of the credits of the courses in a Semester

Classification of the final result

CGPA	Grade	Classification of Final Result
9.5 – 10.0	**O+**	First Class – Exemplary*
9.0 and above but below 9.5	**O**	
8.5 and above but below 9.0	**D++**	First Class with Distinction*
8.0 and above but below 8.5	**D+**	
7.5 and above but below 8.0	**D**	
7.0 and above but below 7.5	**A++**	First Class
6.5 and above but below 7.0	**A+**	
6.0 and above but below 6.5	**A**	
5.5 and above but below 6.0	**B+**	Second Class
5.0 and above but below 5.5	**B**	
0.0 and above but below 5.0	**U**	Re-appear

The final result of the candidate shall be based only on the CGPA earned by the candidate.

a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+), those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary*.

b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+), those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction*.

c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class.

d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B), those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.

i) Candidates those who earned CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.

e) Absence from an examination shall not be taken as an attempt.

CUMULATIVE GRADE POINT AVERAGE (CGPA) = $\Sigma_n \Sigma_i C_{ni} G_{ni} / \Sigma_n \Sigma_i C_{ni}$

CGPA = Sum of the multiplication of Grade Points by the credits of the entire Programme
Sum of the credits of the courses for the entire Programme

Where '**Ci**' is the Credit earned for Course i in any semester; '**Gi**' is the Grade Point obtained by the student for Course i and 'n' refers to the semester in which such courses were credited.

CGPA (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: * The candidates who have passed in the first appearance and within the prescribed Semesters of the PG Programme are alone eligible for this classification.

Maximum duration of the completion of the programme

The maximum period for completion of **M.Ed** programme shall not exceed eight semesters continuing from the first semester.

Conferment of the Master's Degree

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefor (i.e. 92 credits). Programme).

Village Extension Programme

The Sivaganga and Ramnad districts are very backward districts where a majority of people Lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme.1. Environmental awareness 2. Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

What to do after M.Ed., Programme?

- To do Doctor of Philosophy in Education.
- To do Master of Philosophy in Education.
- To join PG Diploma in Guidance and Counselling.
- To study PG Diploma in Educational Administration and Management.
- To study PG Diploma in Educational Administration and Value Education.
- To study PG Diploma in Educational Administration and Higher Education

Job and Career option for

- To become a Teacher in High/Higher Secondary School.
- To become Assistant Professor in College of Education.
- To become Assistant Professor in University Department of Education.
- To become a consultant for Educational Research.
- To run a Research Agency.
- To start publishing house for research articles.

Employment Areas

- High/Higher Secondary schools.
- Colleges of Education**.**
- University Department of Education.
- District Educational Office.
- Chief. Educational Office.
- Guidance and Councelling centres.

M.Ed. Education
PROGRAMME STRUCTURE

S. No	Course Code	Title of the paper		T/P	Credits	Hours/ Week	Marks		
I Semester							**I**	**E**	**Total**
1	741101	Core 1	Philosophical and Sociological Fundamentals of Education	T	4	5	25	75	100
2	741102	Core 2	Advanced Educational Psychology	T	4	5	25	75	100
3	741103	Core 3	Research Methods in Education	T	4	5	25	75	100
4	741501	DSE-1	Elementary Education *	T	4	5	25	75	100
5	741502		Secondary Education *	T					
6	741503		Higher Education *	T					
7	741104	Practical 1	Yoga and Health Education	P	2	5	50	--	50
8	741105	Practical 2	Classroom Communication Strategies	P	2	5	50	--	50
					20	**30**	**200**	**300**	**500**
II Semester									
9	741201	Core 4	Advanced Educational Statistics	T	4	5	25	75	100
10	741202	Core 5	Inclusive Education	T	4	5	25	75	100
11	741203	Core 6	Advanced Educational Technology	T	4	5	25	75	100
12	741204	Core 7	Contemporary Teacher Education	T	4	5	25	75	100
13	741504	DSE-2	Early Childhood Care and Education *	T	4	5	25	75	100
14	741505		Curriculum Design and Development *	T					
15	741506		Guidance and Counselling *	T					
16	741205	Practical 3	Institutional Visit Report		2	2	50	0	50
17		NME -1	NME-I (Offered by other department of same faculty)	T	2	3	25	75	100
18		SLC –I **	Self-Learning Course – I ** MOOCs		--	--	--	---	--
					24	**30**	**200**	**450**	**650**
III Semester									
19	741301	Core 8	Emerging Trends in Teacher Education	T	4	5	25	75	100
20	741302	Core 9	Education at International Context	T	4	5	25	75	100
21	741303	Core 10	Educational Evaluation	T	4	5	25	75	100
22	741304	Core 11	ICT in Education	T	4	5	25	75	100
23	741507	DSE-3	Educational Management And Administration *	T	4	5	25	75	100
24	741508		Environmental Education *	T					
25	741509		Human Rights Education *	T					
26	741305	Practical 4	Preparation of Research Proposal	P	2	2	50	--	50
27	741NM2	NME-II	NME-II (Offered by other faculty)		2	3	25	75	100
28		SLC-II **	Self-Learning Course – II ** MOOCs		--	--	--	--	--
					24	**30**	**200**	**450**	**650**
IV Semester									
29	741401	Core 12	Peace and Value Education	T	4	5	25	75	100
30	741402	Core 13	Economics of Education	T	4	5	25	75	100
31	741403	Core 14	Instructional Strategies	T	4	5	25	75	100
32	741510	DSE-4	Planning, Management and Financing of Education *	T		5			

33	741511		Open and Distance Learning *		4		25	75	100
34	741512		Quality Assurance in Education *						
35	741999	***	Dissertation Viva-Voce ***		8	10	25 25	75 75	200
					24	**30**	**150**	**450**	**600**
Total					**92**	**120**	**750**	**1650**	**2400**

*DSE – Student Choice and it may be conducted by parallel sections.

**SLC- Voluntary basis

*** Dissertation / internship report –Marks -Vivo-voce (50) + thesis (100) + internal (50) = 200

T-Theory

P-Practical

I- Semester					
Core	**Course Code: 741101**	**Philosophical and Sociological Fundamentals of Education**	**T**	**Credits: 4**	**Hours:5**

Unit -I		
Objective 1	**To enable the students to develop a philosophical point of view towards society in general, and educational problems in particular.**	
Overview: Philosophical Views on Education: Need, objectives, and branches (a) Historical Overview and Key Concepts: Indian perspectives of Education: Vidya, Dnyan and Darshan. • Western perspectives of Education: Information, Knowledge and Wisdom. Philosophical Models of Education • Impressionist Model • Insight Model • Rule Model Epistemological beliefs of teaching and learning. Orthodox and Heterodox schools.		
Outcome 1	**Manifest on the concept and nature of philosophy with the different discipline and various societies.**	**K3**

Unit -II		
Objective 2	**To postulates the implications of various schools of philosophy, vision of great thinkers and their educational doctrines with respect to Indian and Western perspectives.**	
Indian and western philosophies:-Idealism with special reference to Plato, Naturalism with special reference to Rousseau, Pragmatism with special reference to John Dewey, Realism with special reference to Aristotle. Education for Science(C.D. Hardie) • Education for Values (Moral, Spiritual-Gandhi, Aesthetic-Tagore) • Education for Self (J. Krishnamurthy) • Education for Society (Paulo Freirie and Savitribai Phule).Existentialism: The chief characteristics of Existentialism reference to the Critique of system, Child centred Education, the student as a free participant. Modern Theories of Education: Existentialism, Marxism, Logical Empiricism.		
Outcome 2	**To postulates of various schools of philosophy, vision of great thinkers and their educational implications.**	**K4**

Unit-III		
Objective 3	To enable the students to develop a Philosophical system to wards his/her Educational problems.	
Modern philosophies:-Philosophical Approaches to Education: Humanism: Educational Implications of Humanism- Aims and Ideals, Curriculum, Methods, Teacher, Discipline, and Critical Evaluation. Dialectical Materialism: Philosophical presupposition, Concept of Theory, Stages of Human History. Essentialism: Fundamental Principles of Essentialism. Eclecticism: Meaning, Need of Eclectic philosophy in Education .Feminism: The dearth of women in educational philosophy- Analytical Philosophy.		
Outcome 3	**Develop a Philosophical system to wards his/her Educational problems.**	**K6**

Unit - IV		
Objective 4	**To make the students to acquaint with social change for sociological reflection that deal with key aspects of social reality, and educational issues.**	
Sociological Bases:-Approaches to Sociology of Education: [a) Symbolic Interactionism, b) Structural Theoretical Functionalism c) Conflict Theory d) Ritzer's Integrative (micro-macro) Theory of Social Analysis]. Social Stratification and Social Mobility: a) Concept and Types of Social Stratification and Social Mobility. b) Theories of Social Stratification-Functionalist and Conflict Theory. c) Stratification and Equality of Educational Opportunity. Institutionalization and Education: a) Concept of Institutionalization b) Types of Social Institutions and their Functions c) Dimensions of Education as a Social Institution : Structure, Function and Culture d) Education as a Social Institution and Distributive Justice.		
Outcome 4	**Choose appropriate determinants of the social change and its impact on the world.**	**K3**
Unit - V		
Objective 1	**To conceive, and critically examine the inter linkages among Education, Law and Society**	
Education, Law and Society:- Constitutional Provisions on Education and its implications for education; Code of Conduct / /Professional Ethics for Teachers and Students. Mass Media and Education. Globalization and its impact on Education. Education and Culture: Concepts of Culture, Sub-Culture and Multiculturalism. Goals and Characteristics, Dimensions and Approaches of Multicultural Education. Social Reconstructions.		
Outcome 5	**Incorporate the chain reactions of Education, Law and Society in all education process**	**K2**
	Practicum (Dynamic Components):- Preparation of report on the Orthodox and Heterodox schools -Identifying epistemological concepts in the Indian higher education-summarizing educational values of modern philosophies in the metamorphosis of Indian education system relation to the social change.	

Suggested Readings

Ahuja Ram (2007) *Social problems in India*, Jaipur ,Rawat publication

B.N.Das(2014) *Trends and Issues in Indian Education –*

Boyd, W. and Young, E.J. *The History of Western Education*. Adam and Charles Black, London, 1975.

Brembeck, Cole, S. *Sociological Foundations of Education*, Cross-Cultural Approach,

Broudy, H.S. *Building a Philosophy of Education*, Kriager, New York, 1977.

Brubacher, John S. *Modern Philosophies of Education*, Tata McGraw Hill New Delhi, 1969.

Charu Sethi, Pooja Rani (2018),UGC JRF/NET/SET EDUCATION Paper II & III-

Chatterji, S.C. & Dutta, D.M. *An Introduction to Indian Philosophy*, University Press, Calcutta, 2012.

Cook & Cook. *A Sociological Approach to Education*, McGraw Hill, 1960.

Dewey, John. *Democracy and Education*, MacMillan, New York, 1966.

Dr.S.P.Chaube (2020)*Philosophical and Sociological Foundations of Indian Education*, Shri Vinod Pustak Mandir

Dungles. *Introduction to Sociology*, Macmillan, 1973, New York.

Dunsoft. *An Introduction to Sociology*, Macmillan, 1975. New York.

Dupuis, A.M. *Philosophy of Education in Historical Perspective*, Thomson Press, New Delhi, 1972.

https://edfd 1.wikispaces.com/2-*sociological foundations of education*

J.C.Aggarwal(2020), *Foundation of Education*. Shri Vinod Pustak Mandir.

Kadem Srinivas & Prof.R.G.Kothari,(2016),UGC JRF/NET/SET EDUCATION-

Kneller, G.F. *The Logic and Language of Education*, John Willey, 1966.

Kneller, George F. *Foundations of Education* John Wiley and Sons, 1978.

Livingstone, R. *The Future of Education*, Cambridge University Press, 2013.

M.H.R.D. *Towards an Enlightened and Human Society*, Department of Education, New Delhi, 1990.

Mannheim, K. & Steward, A.W.C. *An Introduction to the Sociology of Education*, Routledge & Kegan Paul, 1962.

Mathur S.S.,(1971),*A Sociological approach to Indian Education*. Agra, Agrwal publication.

Mathur S.S.,(2009),*A Sociological approach to Indian Education*. Agra, Agrwal publication.

NCERT, 1983.*The Teacher and Education in Emerging Indian Society*,

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

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

Olive Banks. *The Sociology of Education*, London.

Ottaway, A.K.C. *Education and Society*, Routledge and Kegan Paul, 1953.

Pandey, R.S. *An Introduction to Major Philosphies of Education*, Vinod Pustak Mandir, Agra, 1982.

Philosophical And Sociological Foundations Of Education – , By – Dr. Sharma, ISBN Code – 978-93- 86241-46-7

Rawat, H.K. (2012). *Sociology Basic Concepts*. Jaipur, India: Rawat Publication.

Richard t. Schaefer.(2006) ,*Sociology a brief introduction* New Delhi Tata mcgraw-hill publication

Robbins. *Educational Sociology*, Greenwood, Press pub., New York, 1969

Ruhela, S.P. & Vyasa, K.C. *Sociological Foundations of Education in Contemporary India*. Dhanpat Rai & Sons, 1970.

Ruhela, S.P. (Ed.), *Sociology of the Teaching Profession in India*, NCERT, 1970.

Shankarrao C.N. (2006),*Sociology principles of sociology with an introduction to social thought* .New Delhi. s. chand &company

Singh Y.M. (1992), *Sociological foundation of education*, Mumbai, Seth Publishers• pvt ltd.

V.R. Taneja(1995), *Educational Thought and Practice* , South Asia Books; Reprint edition

walia J.S. (2002) *, Principles and methods of education*, Jalandhar: Paul• publishers.

Whitchead, A.N. & Gifa. *The Aims of Education*, William & Horgate, 1951.

www.studylecturenotes.com/social.../education/331 -webpages

www.tscermumbai.in/.../1.2.*sociological foundation*_of_education.pdf

e-resources

https://courses.lumenlearning.com/suny-oneonta-education106/chapter/5-3-philosophical-perspective-of-education/
https://cod.pressbooks.pub/introtoeducation/chapter/5-3-philosophical-perspective-of-education/
https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/Philosophy-%20III.pdf
https://www.differencebetween.com/difference-between-indian-philosophy-and-vs-western-philosophy/
https://www.britannica.com/topic/modern-philosophy
https://egyankosh.ac.in/bitstream/123456789/38294/1/Unit-1.pdf
https://courses.lumenlearning.com/wm-introductiontosociology/chapter/structural-functional-theory/
https://www.lkouniv.ac.in/site/writereaddata/siteContent/20200412082528393 4tara_bhatt_anthro_structural_functionalism.pdf
https://www.yourarticlelibrary.com/constitution/12-major-constitutional-provisions-on-education-in-india/45230

K1- Remember	*K2-Understand*	*K3-Apply*	*K4-Analyze*	*K5-Evaluate*	*K6-Create*

Course Outcome VS Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	L(1)	S(3)	L(1)	S(3)	S(3)	L(1)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	M	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	M(2)	M(2)	S(3)
CO2	M(2)	S(3)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	L(1)	S(3)	M(2)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	M(2)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

I - Semester					
Core	**Course Code: 741102**	**Advanced Educational Psychology**	**T**	**Credits: 4**	**Hours: 5**

Unit -I		
Objective 1	**To provide students advanced principles underlying human behaviour and its application to educational problems.**	
Psychology and its Basic Schools:- Meaning, Nature, scope and methods of educational psychology - Basic schools of psychology- Structuralism, Functionalism, Behaviourism, Constructivism and Humanism; Methods of Psychology - Introspection, Descriptive, Observation, Case Study, Survey and Experimental.		
Outcome 1	**Formulate the prerequisite knowledge with the psychological concepts and will conceive the new ideas of the theories of psychology.**	**K6**

Unit-II		
Objective 2	**To enable students to understand the cognitive process and its importance in learning.**	
Growth and Development:-Growth and Development- Concept and Stages; Factors influencing Development - Genetic, Biological, Physical and Environmental; Piaget‘s theory of cognitive development, Erikson‘s theory of psycho-social development, Freud‘s Psycho-analytic Theory, Kohlberg‘s theory of Moral development, Language development, emotional Development, aesthetic development, Educational Implications.		
Outcome 2	**Comparing the growth and development with different psychological theories.**	**K2**

Unit - III		
Objective 3	**To develop an insight in learning methods and approaches.**	
Learning Theories:-Learning – Concept, Nature and importance; attention; Motivation; Remembering & Forgetting; Learning Styles; Cognition & Meta Cognition. Watson's behaviorism, Cognitive theory of learning, Hull‘s Drive reeducation theory, Tolman‘s theory of Purposivism, Lewin‘s field theory, Bandura‘s Modeling and observation Learning Theory, Vygotsky‘s Theory of Social Constructivism; Gagne's signal of learning- Transfer of Learning, Plasticity of learning.		
Outcome 3	**Apply the learning theories in to the day-to-day pedagogical aspects.**	**K3**

Unit - IV		
Objective 4	**To help them understand the concept of intelligence and their impact on teaching- learning process.**	
Creativity and Intelligence:- Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence, Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence - Concepts of Problem Solving and Critical thinking – Creativity: Creative and gifted children, Characteristics of a creative Individual, Education for accelerating creativity.		
Outcome 4	**Use the personality and creativity concepts in their daily life and professional competence.**	**K3**

Unit - V		
Objective 5	**To enable them to understand the theoretical contributions and conceptual background of theories of learning, personality, development and adjustment.**	
Personality and Mental Health:-Personality- Meaning and definitions; Determinants of personality - Genetic, Social and Cultural; Theories of personality - Type Theory, Trait Theory, Psycho-analytic Theory. Concept of Adjustment - Characteristic of well-adjusted and maladjusted person- Causes of maladjusted behavior- adjustment mechanisms- Juvenile delinquency- Mental health and Mental hygiene -Mental health and hygiene- Anxiety, conflicts, frustration, stress and burn-out, mechanism of adjustments; Guidance and Counseling, Emotional regulation, emotional intelligence.		
Outcome 5	**Develops personality according personality theories and apply in teaching learning process.**	**K5**

Practicum (Dynamic Components)

Measurement of individual difference - conducting intelligence, attitude, interest test - find out creativity among students-find out the characteristics of gifted learners - improving mental health and assessment mechanism-Digital Experiments.

Suggested Reading

Anita Wool folk 2019 *Educational Psychology, Pearson Education*; Fourteenth Edition

Bhatia, H.R. 1965*A text book of Educational Psychology Bombay*, Asia Publishing House. Bloom Benjamin S. George F. Madans and J Thomas Hastings1981. *Evaluation to improve*

Chauhan S.S. 2010; *Advanced Educational Psychology*; S Chand; Seventh edition.

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

Dandekar W.N. Mac.Millah, 1976*The Psychological Foundations of Education*, Delhi. Freud Sigmund 1940*"Introductory Lectures in Psychoanalysis."* Allen Unwin London.

Elizabeth Hurlock.2017 *Developmental Psychology*, McGraw Hill Education; 5th edition

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

Hilgard Ernest R. Ed.1964, *Theories and Learning and instruction - the sixty third year book of the national study of Ed.* Chicago University of Illenois press. India Pvt,Ltd;193

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

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

Jeanne Ellis Ormrod 2015, *Educational Psychology: Developing Learners; Pearson Education* India; 8th edition

Kalpana Pathak. 2015, Essentials Of Educational Psychology; KSK; 2014th edition

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

Lall.R.2021, *Advanced Educational Psychology*; Anu Books *Learning.* New York. Mc Graw Hill Book Co,.

Mangal S.K. :2002 *Advanced Educational Psychology*; New Delhi, Prentice Hall of

Maria Milagris Fernandes, 2017; *The advanced educational psychology*; Himalaya Publishing House

Mujibul Hasan Siddiqui 2009, *Advanced Educational Psychology*; APH

Pandey.K.P. 2010, *Advanced educational psychology*; Shipra Publication

Pearson. 2000 Psychology; Pearson Education India; 5th edition

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

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

Sandeep (ponnala) 1981 8 + 205 p., *Schools and mental ability*. New Delhi, Light & Life publishers, Shaffer and Sholoen1956, *The Psychology of Adjustment*, Boston Houghton, Militing Co.,.

Seema Sharma 2005, Advanced Educational Psychology; Anmol Publications Pvt. Ltd.

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

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

e-resources

https://www.verywellmind.com/psychology-schools-of-thought-2795247

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.psychologs.com%2Fschools-of-thought-in-psychology%2F&psig=AOvVaw2lnpdGXd-X6edAEUsM72YT&ust=1709013283339000&source=images&cd=vfe&opi=89978449&ved=0CAYQn5wMahcKEwjgwI2f9MaEAxUAAAAAHQAAAAAQBA

https://www.ncbi.nlm.nih.gov/books/NBK567767/#:~:text=In%20the%20context%20of%20childhood,%2C%20nutritional%2C%20and%20environmental%20factors.

https://specialeducationnotes.co.in/IDDPAPER4UNIT1.htm

https://ddceutkal.ac.in/Syllabus/MSW/PAPER-3.pdf

https://www.nu.edu/blog/theories-of-learning/

https://www.wgu.edu/blog/five-educational-learning-theories2005.html

https://www.phoenix.edu/blog/educational-learning-theories.html

https://opentext.wsu.edu/psych105/chapter/what-are-intelligence-creativity/

https://psychologywriting.com/the-relationship-between-intelligence-and-creativity/

https://onlinelibrary.wiley.com/journal/1932863X

https://onlinelibrary.wiley.com/page/journal/1932863x/homepage/forauthors.html

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S (3)	M (2)	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)
CO_2	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	L(1)	M(2)
CO_3	S (3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)
CO_4	M(2)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)	S(3)	M(2)
CO_5	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	L(1)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO_S	**PSO_1**	**PSO_2**	**PSO_3**	**PSO_4**	**PSO_5**
CO_1	M(2)	S(3)	S(3)	M(2)	M(2)
CO_2	M(2)	S(3)	M(2)	M(2)	L(1)
CO_3	S(3)	M(2)	S(3)	L(1)	M(2)
CO_4	S(3)	S(3)	M(2)	M(2)	L(1)
CO_5	S(3)	M(2)	S(3)	M(2)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

I- Semester					
Core	**Course code:** 741103	**Research Methods in Education**	**T**	**Credits:4**	**Hours:5**

Unit -I

Objective 1	**Get familiarized with the basic terms of research methodology.**

Educational Research:- Meaning, Definition, Characteristics, Need and Scope. Principles of scientific inquiry and theory development – Inter – disciplinary nature of educational research. Taxonomy of Educational research: Basic, Applied and Action research. Educational research in India. Emerging Trends and Challenges in Educational Research. Steps in research: selection and sources of a research problem- Statement of a research problem, Variables: definitions and types, operationalization of key terms.-Objectives/research questions. – Hypothesis: definition, meaning, role, types, characteristics and functions. Preparation of a research proposal. Review of Related Literature (RRL): - meaning, importance. Sources of RRL: Primary, secondary. – APA style of references, References Vs Bibliography

Outcome 1	**Critically evaluate the emerging trends and challenges in educational research**	**K5**

Unit-II

Objective 2	**Develop understanding of concept of research in general and educational research in particular.**

Quantitative Research: - Meaning – collect quantitative data – Primary Quantitative Research Methods – Types of Quantitative Designs – Survey Research –Cross-sectional Surveys - Longitudinal Surveys –Correlational Research – Quasi- Experimental Research, or Comparative Studies –Experimental Research –Secondary Quantitative Research Methods –Advantages of Quantitative Research Methods -= Limitations of Quantitative Research Methods

Outcome 2	**Classify, explain and compare the different types of quantitative research**	**K4**

Unit III

Objective 3	**Develop understanding of distinctive features of qualitative and quantitative**

Qualitative and Mixed Research:- Introduction Stages of Qualitative Research Collecting the Data - Data Analysis Steps - Characteristics of Qualitative Research Methods of Qualitative research -Interviews - . Focus Groups - . Observation Participant observation, Non participant observation - . Ethnography - Grounded Theory -. Phenomenology -. Narrative – Case Study - Action Research - . Historical Research -. Content Analysis - Qualitative Data Techniques for ensuring quality in qualitative research - Comparisons between Qualitative and Quantitative Methods –Strengths of Qualitative Research Weakness of Qualitative Research- Advantages of Qualitative Research Disadvantages of Qualitative Research- Mixed Research: meaning, fundamental principles, strength and weaknesses, types and limitations.

Outcome 3	**Compare and Contrast quantitative and qualitative research paradigm**	**K3**

<table>
<tr><td colspan="3">Unit -IV</td></tr>
<tr><td>Objective 4</td><td colspan="2">Research paradigms.</td></tr>
<tr><td colspan="3">Tools and Techniques of Research:- Hypotheses • Concept of Hypothesis • Sources of Hypothesis • Types of Hypothesis (Research, Directional, Non-directional, Null) • Formulating Hypothesis • Characteristics- Sampling; Concepts of Universe and Sample – Characteristics of a good Sample – Techniques of Sampling, Sampling Calculator-Tools and Techniques of Research; Steps of preparing a research tool –Standardisation of a tool ; Validity-Meaning, types, indices and factors affecting validity – Reliability ; Meaning, types, indices and factors affecting reliability – Item Analysis (Discrimination Index, Difficulty Index), Document Analysis –Types of Tools; Questionnaire, Observation schedule, and Interview, Rating Scale, Attitude Scale, Aptitude, and interest Inventory, and Achievement Test.</td></tr>
<tr><td>Outcome 4</td><td>Acquire knowledge of tools and techniques or research
Identify Discuss Retell Research Annotate Translate Give examples of Paraphrase Reorganise Associate Describe Report Recognise Review Observe Outline Account for Interpret Give main idea Estimate Define</td><td>K2</td></tr>
<tr><td colspan="3">Unit - V</td></tr>
<tr><td>Objective 5</td><td colspan="2">Acquaint the students with respect to different techniques of research.</td></tr>
<tr><td colspan="3">Research Report:- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposal – format of the research report – Research styles: APA, Preparation of Synopsis –Research Report; concept, characteristics, components, and Evaluation of research report.</td></tr>
<tr><td>Outcome 5</td><td>Identify, explain and prepare the key elements of research proposal/report
Translate Manipulate Exhibit Illustrate Calculate Interpret Make Practice Apply Operate Interview Paint Change Compute Sequence Show Solve Collect Demonstrate Dramatise Construct</td><td>K3</td></tr>
<tr><td></td><td colspan="2">Practicum (Dynamic Components):- Mastery over the concept of research – differentiate the traditional methods with modern methods – construction and adaptation of instrument, Administration of questionnaire – discussion and interpretation – proposal and report writing.</td></tr>
<tr><td colspan="3">Suggested Readings

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

Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.

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

Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York : Holt Rinchart and Winston Inc.</td></tr>
</table>

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

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

Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.

Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications. Keeves, John. P (ed)(1990) *Educational Research Methodology and Measurement : An International Handbook.* New York :Pergamo Press

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

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

Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods.* Thousand Oaks: C.A: Sage.

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

Shank, G.D.

(2002). *Qualitative Research.* Columbus, ott: Merill, Prentice Hall.

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

Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

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

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

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

Cohen, Louis, Lawrence Manion, and Keith Morrison.(2007) *Research Methods in Education*. London: Routledge,

Louis Cohen Lawrence Manion& Keith Morrison, (2017) *Research Methods In Education 8th Edition* published by Taylor & Francis Ltd

Mahaveer Singh (2012*) Research Methods in Education* Publication Laxmi Publications

Mohan Radha(2010) *Research Methods in Education* Publisher Neelkamal Publications Pvt

John W. Creswell(2002) *Educational Research Planning*, Conducting, and Evaluating Quantitative and Qualitative Research University of Nebraska–Lincoln FOURTH EDITION

e-resources
https://www.aera.net/About-AERA/What-is-Education-Research#:~:text=Education%20research%20is%20the%20scientific,institutions%20that%20shape%20educational%20outcomes. https://onlinenotebank.wordpress.com/2022/09/14/educational-research-meaning-characteristics-importance-and-scope-of-educational-research/ https://libguides.uta.edu/quantitative_and_qualitative_research/quant https://researcher.life/blog/article/what-is-quantitative-research-types-and-examples/ https://www.proprofssurvey.com/blog/quantitative-research/ https://cpb-eu-w2.wpmucdn.com/mypad.northampton.ac.uk/dist/d/6334/files/2018/01/Quantitative-qualitative-and-Mixed-Methods-Jan-2018-1hvxxl1.pdf https://pressbooks.bccampus.ca/jibcresearchmethods/chapter/3-5-quantitative-quantitative-mixed-methods-research-approaches/ https://ncte.gov.in/oer/Forms/OERDocs/OERDoc/OERDoc_601_39780_13_08_2021.pptx#:~:text=Meaning%20of%20Research%20Tools&text=It%20is%20defined%20as%20a,to%20the%20objectives%20of%20research. https://www.igntu.ac.in/eContent/IGNTU-eContent-857627652716-MSW-2-Dr.HanjabamShukhdebaSharma-SOCIALWORKRESEARCH-1,2,3,4,5.pdf https://www.formpl.us/blog/research-report https://www.adelaide.edu.au/writingcentre/ua/media/28/learningguide-writingaresearchreport.pdf https://egyankosh.ac.in/bitstream/123456789/41962/1/Unit-3.pdf https://www.utc.edu/document/36206
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
CO_2	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	S(3)	M(2)	M(2)
CO_3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	L(1)
CO_4	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)
CO_5	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)

S-STRONG (3), M-MEDIUM(2), L-LOW(1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	M(2)	S(3)	S(3)	S(3)
CO_2	S(3)	S(3)	S(3)	S(3)	M(2)
CO_3	M(2)	S(3)	S(3)	S(3)	S(3)
CO_4	S(3)	M(2)	S(3)	S(3)	M(2)
CO_5	M(2)	S(3)	S(3)	S(3)	M(2)

S-STRONG (3), M-MEDIUM(2), L-LOW(1)

I - Semester					
Discipline Specific Elective 1	**Course Code: 741501**	**Elementary Education**	**T**	**Credits:4**	**Hours:5**

Unit -I

Objective 1	**understand the concept and context of Elementary Education**

Concept of Elementary Education:-

a. Concept, nature and importance of Elementary Education in the context of teaching through mother tongue, contextualisation, multilinguism, heterogeneous and socio-cultural backgrounds.
b. Developmental tasks - Influence of home, school and community related factors on child's development.
c. Conceptual analysis of learner and learning, learner- centred approach, activity- centred approach, freedom and discipline
d. Reflection on current practices in Elementary Education

Outcome 1	**Understand the concept of elementary education.**	**K2**

Unit-II

Objective 2	**understand the objectives and challenges of Universalisation of Elementary Education reflect on strategies and programmes in Elementary Education**

Development of Elementary Education:-

a. Nature and focus of Elementary Education after independence.
b. Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
c. Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
d. Elementary education as referred to NPE-1986, POA-1992, National Curriculum Framework(NCF)-2005.

Outcome 2	**Learn different Educational commissions and its recommendations.**	**K2**

Unit - III

Objective 3	**Reflect on strategies sand programme in Elementary Education**

Planning, Policies and Administration:-

a. Constitutional provision- recommendations of Education Commission, National Policies of Education
b. Five year National development plans– shift in focus on elementary education, budget consumption of elementary education
c. Decentralizationofauthorityandfinancing:roleofPanchayatiRajInstitutions(PRIs), Urban Local Bodies, SMC,PTA/MTA
d. The leading role of Central Government for guiding policy, transferring national initiatives and resources to states. Regulations of private school; matching supply- demand aspect of elementary education.
e. Right to Free and Compulsory EducationAct-2009

Outcome 3	**Gain knowledge of Right of education and its role and understand the implementation and impact on quality enhancement.**	**K1**
Unit - IV		
Objective 4	**Understand the policies and administration of elementary education**	

Programmes and Implementation Strategies at Elementary Education:-

a. Centrally sponsored schemes–assumptions, implementation strategies and impact(IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV, NEP, NPE)
b. Stateprojects–assumptions,implementationstrategiesandimpact(BEP,APEP,UP BEP, LokJumbhish, ABL, NaliKali, Mahila Samakhya, ShikshaKarmi, AIEP, Learning Enhancement)
c. Centrally sponsored schemes and state projects–change it brought in elementary education
d. Sarva Shiksha Abhiyan(SSA)–objectives, focus areas, implementation strategies and impact on quality enhancement.
e. ICDS, Mid-Day Meal scheme(MDM)–objectives, implementation and impact on quality enhancement.
f. Role of authority and civil society in programme implementation.

Outcome 4	**Understand the schemes and programmes in Elementary Education.** Recognise, recollect, record, recount, relate, repeat, reproduce, show, state, outline	**K2**
Unit - V		
Objective 5	**Inculcate pedagogy and assessment in elementary education**	

Curriculum, Pedagogy and Assessment in Elementary Education: -

b. Meaning and Principles of Curriculum development at Elementary Level
c. National Curriculum Frameworks of Secondary Education, Common Core Curriculum
d. Pedagogy Relevant at the elementary level
e. Meaning and importance of assessment Continuous and Comprehensive Evaluation (CCE)and grading at elementary stage
f. Sharing Performance with parents and community

Outcome 5	**Learn different pedagogy in Elementary Education and gain knowledge about assessment in elementary education.**	**K1**

Practicum (Dynamic Components):-Preparation of Educational thought of Mahatma Gandhi &Tagor – discussion on right to education - assignment on national curriculum framework – discussion on central government and state government role in elementary education- discussion on teaching strategies.

Suggested Reading

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

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

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

(1987) *Programme of Action*, New Delhi: MHRD.

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

Hayes, Denis (2008): *Primary Teaching Today: An Introduction.* Routledge Publications, U.K.

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

Kurrian, J. (1993*) Elementary Education in India*, New Delhi: Concept Publication. Mohanty, J. N. (2002): *Primary and Elementary Education*. Deep & Deep Publications, New

Delhi NEUPA (2014) *India: Education for All–Towards Quality with Equity*. NEUPA, MHRD, New Delhi

Pathak, Avijit(2002), *Social Implications of Schooling,* Rainbow Publishers, Delhi

Prakash,V(1997)(ed)*Teacher empowerment and school effectiveness at primary stage*. NCERT, New Delhi

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

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

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

Luo, J.; Photchanachan, S. *Higher Education Service Quality for International Student*s : A Literature Review. **2022**, 1–9. https://doi.org/10.4236/ajibm.2022.121001.

Yılmaz, K. *The Effects of Educational Service Quality and Socio-Cultural Adaptation Difficulties on International Students ' Higher Education Satisfaction*. **2022**, No. 7. https://doi.org/10.1177/21582440221078316.

Ha, P. Le; Alas, Y.; Noorashid, N.; Lee, S.; Lee, K. Examining the Odd , Not the Norm : Korean *International Students in Brunei Darussalam* – a Less-Known Place in Asia. *Glob. Soc. Educ.***2022**, *0* (0), 1–19. https://doi.org/10.1080/14767724.2022.2098698.

Cheung, C.; Sung, M. *Research Papers in Education International Students ' Identity Negotiation in the Context of International Education* : Experiences of Burmese Students in Hong Kong. *Res. Pap. Educ.***2022**, *00* (00), 1–21. https://doi.org/10.1080/02671522.2022.2089207.

e-resources

https://www.sciencedirect.com/topics/agricultural-and-biological-sciences/elementary-education

https://www.waldenu.edu/online-bachelors-programs/bs-in-elementary-education/resource/an-introduction-to-elementary-education

http://www.nexschools.com/article-details/Elementary-School-Basics/56.aspx

https://unacademy.com/content/bank-exam/study-material/general-awareness/a-short-note-on-

elementary-education/#:~:text=Conclusion-,Elementary%20Education%20in%20India,of%20the%20government%20of%20India.

https://www.gsmp.in/uploads/journal/20210510060918.pdf

https://www.caluniv.ac.in/academic/Education/Study/EE.pdf

https://wmich.edu/sites/default/files/attachments/u57/2013/msw-policy-planning-admin.pdf

https://www.socialworkin.com/2023/04/planning-and-its-importance-in.html

https://www.egyankosh.ac.in/bitstream/123456789/31785/1/Unit-1.pdf

https://ncert.nic.in/dee/pdf/QMP_YK.pdf

http://bechalleducationalphilosophy.weebly.com/curriculum-pedagogy-and-assessment.html

http://anneinglisteachingphilosophy.weebly.com/curriculum-pedagogy-and-assessment.html

https://voccedu.org/docs/syllabus/M.ED/6.pdf

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
C01	S(3)	S(3)	S(3)	M(2)	L(1)	M(2)	M(2)	S(3)	L(1)	S(3)
C02	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	M(2)	L(1)
C03	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	S(3)	M(2)	M(2)	M(2)
C04	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	L(1)	S(3)
C05	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)

S-STRONG (3), M-MEDIUM(2), L-LOW(1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	M(2)	L(1)	L(1)
CO2	L(1)	M(2)	L(1)	M(2)	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	M
CO4	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM(2), L-LOW(1)

I - Semester					
Discipline Specific Elective -2	**Course Code: 741502**	**Secondary Education**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**understand the nature scope and systems of secondary and senior secondary education**	
Introduction to Secondary Education:- Nature, Scope, function and system of Secondary- status of secondary education – process of teaching- learning secondary students- specific and integrated subject of secondary learners- Universalization of Secondary Education Norms for Secondary Schools Structure, Approaches and Strategies for Secondary Education.		
Outcome 1	**Understand the modalities of secondary education.**	**K2**

Unit-II		
Objective 2	**develop critical understanding about current status of Secondary education in India**	
Problems and Challenges of Secondary Education: -Problems and challenges related to universalization of secondary education-achievement of Equalization of Educational opportunities-issues of Quality in Secondary and senior secondary education- Classroom problems, discipline, under achievement, lack of motivation- Intervention in relation to Access, Enrolment, Dropout.		
Outcome 2	**Use various methods and techniques for the identification of training needs.**	**K3**

Unit - III		
Objective 3	**learn the problems and issues of secondary education**	
Organizations, Institutions and Agencies in Secondary Education: - National level Organisations and Institutions in administration and management of secondary education - Ministry of Human Resource Development (CABE, CBSE, ICSE, NUEPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS)- State level Organizations and Institutions in administration and management- SCERT- SIET-SIEMAT- District and sub district levels Organisations and Institutions in administration.		
Outcome 3	**Understand the organizations and agencies of secondary education and developing an understanding about various strategies of teacher's professional development.**	**K4**

Unit - IV		
Objective 4	**state the organizations and agencies in secondary education**	
Secondary Teacher Educational management information system: - Structure and management of information system (MIS) school mapping at secondary level- course mapping at secondary level-types of media (Audios/Videos)- interactive technologies – teleconferencing E-Learning and Web 3.0-Role of IGNU and UGC.		
Outcome 4	**Gain knowledge about educational management system.**	**K2**

Unit - V		
Objective 5	**describe the educational management information system**	
Programmes and implementation strategies of Secondary Education: - Programmes and Strategies of Government of India implementation-improve access, enrolment, retention and quality of Secondary education RMSA for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement National Vocational Education Qualification Framework (NVEQF) Role of authority and civil society groups in programme implementation.		
Outcome 5	**Learn the implementation strategies of secondary education.**	**K5**
Practicum (Dynamic Components):-Brining the knowledge of the various elements offered by central and state government- guiding them to avail various schemes- solving the problem for better understanding of Education- implementation for program and strategies of Secondary Education.		

Suggested Readings

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

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

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

Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers.* Maidenhead, Brinks Open University Press.

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

Govt. of India (1953*) Report of Secondary Education Commission*, New Delhi Govt. of India (1996*) Indian Education Commission (1964-66) Report*. New Delhi

Govt. of India, MHRD (2005). *Universalization of Secondary Education : Report of the CABE Committee*, New Delhi

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

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

Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and*

Learning about Teaching. Routledge: New York.

Malhotra, P.L. (1986) *School Education in India: Present Status and Future Needs NCERT*, New Delhi Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.

Report of the Delors Commission, UNESCO, 1996

Report of the Education Commission (1964-66).

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

Siddiqui, M.A. (1993*). In-Service Education of Teachers*. NCERT. New Delhi. SudeshMudhopadyay and Anil Kumar K (2001) *Quality Profiles of secondary schools*, NIEPA,NewDelhi

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

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

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

Luo, J.; Photchanachan, S. H*igher Education Service Quality for International Students* : A Literature Review**. 2022**, 1–9. https://doi.org/10.4236/ajibm.2022.121001.

Yılmaz, K. T*he Effects of Educational Service Quality and Socio-Cultural Adaptation Difficulties on International Students ' Higher Education Satisfaction*. **2022**, No. 7. https://doi.org/10.1177/21582440221078316.

Ha, P. Le; Alas, Y.; Noorashid, N.; Lee, S.; Lee, K. Examining the Odd , Not the Norm : Korean International Students in Brunei Darussalam – a Less-Known Place in Asia. *Glob. Soc. Educ.***2022**, *0* (0), 1–19. https://doi.org/10.1080/14767724.2022.2098698.

Cheung, C.; Sung, M. *Research Papers in Education International Students ' Identity Negotiation in the Context of International Education* : Experiences of Burmese Students in Hong Kong. *Res. Pap. Educ.***2022**, *00* (00), 1–21. https://doi.org/10.1080/02671522.2022.2089207.

e-resources

https://www.globalacademicgroup.com/journals/teacher%20perspective/Agim9.pdf

https://www.psychologydiscussion.net/educational-psychology/secondary-education-system-in-india/1851

https://archive.airo.co.in/paper/admin/upload/international_volume/491Mrs.%20Anuradha_Internati

onal_Vol%2014

https://www.ideasforindia.in/topics/governance/challenges-in-access-to-secondary-education-in-india.html

https://specialeducationnotes.co.in/IDDPAPER7UNIT3.htm

https://www.psychologydiscussion.net/educational-psychology/improving-secondary-education-in-india/1853

https://www.academiaerp.com/blog/importance-of-education-management-information-system/

https://www.edu.gov.mb.ca/k12/docs/support/success_futures/imple_strat.pdf

https://learn.teachingchannel.com/implementing-new-programs-module-sac

https://egyankosh.ac.in/bitstream/123456789/61984/1/Unit-2.pdf

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
C01	M(2)	L(1)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
C02	L(1)	M(2)	L(1)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)
C03	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	M(2)	M(2)
C04	L(1)	L(1)	M(2)	S(3)	S(3)	M(2)	S(3)	L(1)	L(1)	L(1)
C05	L(1)	L(1)	S(3)	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)	L(1)

STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	M(2)	M(2)	L(1)
CO2	S(3)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	S(3)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	S(3)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	L(1)

STRONG (3), M-MEDIUM (2), L-LOW (1)

I - Semester					
Discipline Specific Elective-3	**Course code: 741503**	**Higher Education**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**Understand the historical evolution of higher education in India.**	
Evolution of Higher Education:- Evolution of Higher Education in pre and post-independence India -Role of Central and State Governments -Role of Higher Education in Nation Building. Quantitative Expansion of Higher Education: Growth in terms of Enrolment, Institutions and Finance - Qualitative Reforms in Higher Education. Role of Teacher Education institutions in reshaping the higher education system.		
Outcome 1	**Follow the significant role of higher education in the development of a nation**	**K6**

Unit-II		
Objective 2	**Explore the characteristics of learners in higher education, effective teaching-learning methods.**	
Higher Education Teachers – Students:- Characteristics of Learners at higher education - Methods of teaching-learning in Higher Education - Need for evolving an ideal learning ecosystem - Integration of Information and Communication Technology in instruction - Social Media in Higher Education Learning-Technology and Cross border education - Open and online higher education - Teachers in Higher education- qualifications, Evaluation of teacher – (self-appraisal and appraisal by students) - Professional Development of Teachers - role of teachers in organizations and higher education institutions.		
Outcome 2	**Incorporate technology-enhanced learning.**	**K4**

Unit - III		
Objective 3	**Examine global trends in curriculum reformation, choice-based credit systems.**	
Evaluation in Higher Education:- Global trends in curriculum reformation - Choice based credit and semester system – inter disciplinary and multi-disciplinary approach - Evaluation- Why What & How of Evaluation. Critical appraisal of the present evaluation system. Computer based and online.		
Outcome 3	**Update the various aspects of curriculum at higher education level**	**K3**

Unit - IV		
Objective 4	**Analyze the issues of access, equity, and excellence in higher education, including the impact of MHRD's policies.**	
Expansions of Higher Education:- Issues of Access, Equity and Excellence - Resent trends in Higher Education – Role of MHRD in Higher Education - Regulation and Governance - Liberalisation, Privatisation and Globalisation - Technology and Higher Education - Indian Higher Education in the Globalisation Context - Issues and Challenges.		
Outcome 4	**Inculcate awareness on different policies on the development of higher education in our country.**	**K5**

Unit - V		
Objective 5	**Understand the internationalization of higher education, challenges in collaborations and research, and knowledge management.**	
Higher Education in International context:- Internationalization of Higher Education -Issues and Challenges -International Collaborations in Higher education and Research - Knowledge management in Higher Education – India as Knowledge capital - Major Legislative Initiatives - Regulating Authorities- Accreditation of Institutions for Higher learning - Financing of HE - RUSA and its functions.		
Outcome 5	**Involve in a research to supply both theoretical and practical inputs to solve the issues higher education.**	**K3**
Practicum (Dynamic Components):- Assignment on comparing Higher Education in pre and post-independence India. Identify the measures of Quantitative Expansion of Higher Education in terms of Enrolment. Observe the characteristics of learners at higher education. Mock certificate verification for the qualifications of teachers. Submitting appraisal report on the present evaluation system. Identify on spot Liberalisation, Privatisation and Globalisation issues in Access, and Equity. Appreciating Excellence of Technology in Higher Education. Make a mock Accreditation at department level.		

Suggested Readings

Ben, A. M. & Robert, M. K. (2017*). Managing for Quality in Higher Education A Systems Perspective* (2nd ed.). Book boon the e book company.

Chatterjee, Jayanta, *How to improve India's higher education and research quality*? http://www.nature.com/ 04 November 2008, available on 25.1.2011

Debkumar Mukherjee, *"Higher Education in India-concerns and strategies" Asia-Pacific Business and Technology report 2*010.

Gupta.O.P.(1993). *Higher Education in India Since independence* : UGC and its Approach. New Delhi: ConceptPub.co.

IANS (Indo-Asia News service) report of 18 August 2010. Sanat Kaul, *Higher Education in India: Seizing the Opportunity* (ICIER Working Paper No. 179).

India Education ,"*Open universities in India*" ,www.indiaedu.com>

Khurana, P.S.M. & Singhal,P.K. (Eds) (2010). *Higher Education: Quality &Management*. Delhi: Gyan

Manning,K. (2014). *Organizational Theory in Higher Education* . Nutech Print services

MHRD, *Annual Report on Higher Education* in India- 2009-2010.

New Delhi: *Indian Council for Research on International Economic Relations*, May 2006 (http://www.icrier.org/pdf/WP_179.pdf) available on 25.1.2011

Panikkar,K.N. & Bhaskaran Nair . (2012) *Globalization and Higher Education in India*. Delhi: Pearson

Patil .V.T. (1984). *The saemster System: substance and problems*. New Delhi :Sterling

Patnaik.J. (2001). *Higher Education in Information* Age. New Delhi: AuthersPress

Powar,K.B. (2002). *Indian Higher Education*. New Delhi : Concept Pub.co.

PWC report on "*Emerging opportunities for private and foreign participation in higher education*" Indo-US Summit on higher education 2010.

PWC report on, *"Redefining Higher Education for Inclusive Development in Eastern India*", Indian Chamber of Commerce, 2010.

Sambell.K., McDowell.L, & Montegommy (2013). *Assessment for Learning in Higher Education*. NewYork: Routledge

Sanat Kaul, "*Higher Education in India: seizing the opportunity*", Working paper no. 179, 2006.

Staley, D. J. (2019). *Alternative Universities Speculative Design for Innovation in Higher Education*. Johns Hopkins University Press

UGC report: "*Higher Education in India: Issues related to expansion, inclusiveness, quality and finance"* 2008. Sudhanshu Bhushan, "Universities and colleges requirements for 15% target during 11th plan-an estimate" in ibid.

Uttara Dukkipati, *"Higher Education in India: sustaining long term growth*" South Asia Monitor, 141, 01 May, 2010.

Vashist.V. (2002). *Modern Methods of Training of University and College Teachers*. New Delhi: Sarup & sons

Wright. J. (1982). *Learning to Learn in Higher Education*. Great Britan: Croom Helm

e-resources

https://in.pearson.com/blog/2022/05/the-rapid-evolution-of-the-higher-education-sector-in-india.html

https://www.iesalc.unesco.org/en/2020/12/23/understanding-access-to-higher-education-in-the-last-two-decades/

https://www.lancaster.ac.uk/educational-research/research/centre-for-higher-education-research-and-evaluation/research-themes/evolution-of-higher-education-research/

https://www.eurchembull.com/uploads/paper/6e314118aa69c019d7ef62fb7dae6c3f.pdf

https://www.apa.org/education-career/k12/relationships

https://egyankosh.ac.in/bitstream/123456789/44866/1/Unit-11.pdf

https://www.ugc.gov.in/pdfnews/4258605_Report-of-the-Committee-on-Evaluation-Reforms.pdf

https://siepr.stanford.edu/publications/working-paper/general-effects-educational-expansion

https://www.hurix.com/role-of-technology-in-higher-education-curriculum-development/#:~:text=Technology%20in%20higher%20education%20can,styles%2C%20preferences%2C%20and%20abilities.

https://www.igauge.in/blog/detail/the-role-of-technology-in-transforming-the-higher-education-landscape-in-india/114

https://education.stateuniversity.com/pages/2496/Technology-in-Education-HIGHER-EDUCATION.html

https://uni-foundation.eu/internationalisation-higher-education-challenges-trends-priorities/

https://www.nafsa.org/ie-magazine/2022/4/13/internationalizing-indian-higher-education

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	L(1)	S(3)
CO_2	M(2)	S(3)	L(1)	M(2)	L(1)	M(2)	M(2)	S(3)	L(1)	M(2)
CO_3	S(3)	S(3)	S(3)	L(1)	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)
CO_4	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	L(1)	M(2)	S(3)	M(2)
CO_5	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	S(3)	L(1)	M(2)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	**PSO_1**	**PSO_2**	**PSO_3**	**PSO_4**	**PSO_5**	**PSO_6**
CO_1	M(2)	S(3)	L(1)	M(2)	S(3)	S(3)
CO_2	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)
CO_3	S(3)	M(2)	S(3)	L(1)	M(2)	S(3)
CO_4	S(3)	M(2)	S(3)	S(3)	M(2)	L(1)
CO_5	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

I - Semester					
Core	**Course Code: 741104**	**Practical-1 Yoga and Health Education**	**P**	**Credits:2**	**Hours:5**

Unit -I

Objective 1	**Know the history of yoga and its applications**	
Introduction to Yoga:-Meaning of Yoga: Yoga as science, Yoga as art- origin and history of yoga; Yoga in Vethic period; after Vethic period - simplified kundalani yoga formulated by Sri Vethathiri maharishi - Comparison between Patanjali Yoga sutra and Thirumandiram- Yoga for modern age.		
Outcome 1	**Understand the need for Yoga in life**	**K2**

Unit-II

Objective 2	**Understand the physical structure and its functions**	
Physical Structure and its Functions:-Yoga - Purpose of life, philosophy of life. Physical structure- 3 forms of body - pain, disease, death - causes for disease. Method and limit in 5 deeds. Importance of physical exercise- Rules and regulation of simplified physical exercises- Hand exercise, leg exercise, breathing exercise - Eye exercise, kapalapathi- benefits - Maharasana, body massage, acu- pressure, body relaxation- benefits.		
Outcome 2	**Know the origin and history of yoga**	**K2**

Unit - III

Objective 3	**Apply meditation for the mental health**	
Meditation and Mental Health:-Mind and body - powers of mind – conscious, subconscious and unconscious mind – Thoughts – power of - Thought culture – Blessing (Vazhgavalamudan, Vazhgavaiyagam) – re-engineering different stages of mind; Various types of meditation, Akana, Thuriyam, shanthi, manipuraka, visukthi etc., - Electro Encephalogram (EEG)– Mental frequencies.		
Outcome 3	**Learn the methods of Yoga**	**K2**

Unit - IV

Objective 4	**Know the physiology benefits of Asanas**	
Benefits of Asanas:-Physiological benefits of pranayama – Mula bandha - Jalandhara bandha – Uddiyana bandha -Physiological benefits of mahamudra Keechari mudra - viparitakarani mudra - Physiological benefits of shatkriyas – Neti – Dhauti Basti – Nauli – Trataka - Kapalabhati.		
Outcome 4	**Identify various types of meditation**	**K2**

Unit - V

Objective 5	**Know about the value of consciousness in everyday life.**	
Perfection in Consciousness:-Who am I – self-realization – god realization – order of function – fraction demands, totality supplies – merging with oneness; Cause and effect system – Law of Nature – awareness – Karma Yoga – duty consciousness – thankfulness – 10 principles of karma yoga – Love and compassion – services to humanity; Individual peace, Family peace and World peace.		
Outcome 5	**Visualize the physiological benefits of Pranayama**	**K4**

Practicum (Dynamic Components):-Concept of Yoga and Health of human being yoga and disease - Different ashna and its uses to health - Comparison ground exercises with yoga in rules to be followed while performing yoga - role of yoga for duty conscious - yoga for perfection yoga for beauty -yoga and meditation - yoga for peace.

Suggested Readings

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

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

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

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

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

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

e-resources

https://yoga.ayush.gov.in/Yoga-History/

https://www.kalindiyoga.co.uk/blog/2017/9/5/the-three-bodies-and-five-sheaths

https://olympics.com/en/news/what-is-yogasana-rules

https://www.healthline.com/health/mental-health/types-of-meditation

https://www.rishikulyogshalarishikesh.com/blog/health-benefits-of-yoga/

https://theyogainstitute.org/what-is-karma-yoga-principles-and-importance-of-karma-yoga/

https://greatist.com/move/common-yoga-poses

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
C01	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
C02	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)
C03	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)
C04	S(3)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	M(2)	S(3)	S(3)
C05	S(3)	L(1)	S(3)	M(2)	L(1)	S(3)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	L(1)	M(2)	L(1)
CO3	L(1)	S(3)	S(3)	L(1)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

I - Semester					
Core	**Course Code: 741105**	**Practical-2 Classroom Communication Strategies**	**P**	**Credits: 2**	**Hours: 5**

- Students are given assignment cum seminar to do perform on one classroom communication strategy.
- Students will submit and get approval of the assignment. Further they will be presenting it in presence of all the students and staff.
- A detailed information should be given by the students both in the assignment and presentation.
- After the presentation is over, students should clarify the doubts and guidens raised by both staff and students.
- Based on the performance of the students in both, the marks would be awarded.

ALAGAPPA UNIVERSITY

II - Semester					
Core	**Course code: 741201**	**Advanced Educational Statistics**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation**	
Descriptive Statistics – Quantitative Data:-Meaning of Statistics – Statistics as a Tool in Educational Research. **Scale of measurement:** Nominal, ordinal, Interval and Ratio –Normal and Frequency distribution, Graphical representation of Data. **Measures of Central Tendency:-**Mean, Median, and Mode –Calculation, Assumptions and Interpretation of measures of central tendency . **Measures of Variability**:-Concept - Range, Mean Deviation, Quartile Deviation and Standard Deviation. **Correlation:-** Pearson's product moment correlation and Rank Correlation-Computation using Excel.		
Outcome 1	**Understand the role of descriptive and inferential statistics a part of quantitative research methodology**	**K2**

Unit-II		
Objective 2	**Explain or predict values of a dependent variable based on the values of one or more independent variables**	
Inferential Statistics – I:-Hypothesis testing: Research and the null hypothesis - Statistical significance- degrees of freedom(t, f, Chi-square, and r) – computation of t-test independent, matched and student t-test- One tailed, and two tailed.		
Outcome 2	**Perform statistical inference in several circumstances and interpret the results in an applied context**	**K4**

Unit - III		
Objective 3	**Test specific hypotheses about populations based on their sample data**	
Inferential Statistics – II:-Analysis of variance and Co-variance (ANOVA and ANCOVA) – concept, assumptions and uses – Analysis of Frequencies using Chi- square as test of goodness of fit and test of independence, Contingency coefficient and its uses - regression analysis– Non-Parametric statistics :assumption and uses of sign test, rank test and median test.		
Outcome 3	**Perform and present findings from chi square analysis and simple linear regression**	**K4**

Unit - IV		
Objective	**Use appropriate procedures to analyse qualitative data**	
Data Analysis in Qualitative and Mixed Research:-Meaningful Units to them esmemoing, Analysis of visual data, segmenting , coding and developing category systems, enumeration, identifying relationship among categories, constructing diagrams, corroborating and validating results.		
Outcome 4	**Have a knowledge regarding analyze of visual data segmenting coding and validating the results.**	**K2**

Unit - V		
Objective 5	**Demonstrate competence in the use of statistical packages for analysis of data**	
Computer for Data Analysis and preparation of Research Report:-Use of computer for data analysis – Knowledge of software for statistical analysis such as SPSS , SoS viewer, N6 etc.		
Outcome 5	**Develop competence in the fuse of SPSS clarifying and describing data aswllas for inference** Translate Manipulate Exhibit Illustrate Calculate Interpret Practice Apply Operate Interview Change Compute Sequence Solve Collect Demonstrate Dramatise Construct	**K3**
Practicum (Dynamic Components):-Mastery over the concept of Research – Differentiate the tradition methods with modern methods- construction and adaptation of instruments, Administration of questionnaire –Discussion and interpretation – proposal and report writing.		

Suggested Reading

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

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

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

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

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

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

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

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

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

Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row. Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.

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

Jim Frost MS(2020) I*ntroduction to Statistics: An Intuitive Guide for Analysing Data and Unlocking Discoverie*s Jim Publishing

Robert S. Witte and John S. Witte(2005) **Statistics Publisher** Pearson

Wendy J. Steinberg (2010) *Student Study Guide to Accompany Statistics Alive! 2nd ed.* Edition SAGE Publications Inc

Dr. S.P. Chaube (2020) *Educational Psychology And Educational Statistics*
e-resources
https://link.springer.com/chapter/10.1007/978-981-15-2537-7_5 https://www.scribbr.com/statistics/levels-of-measurement/ https://byjus.com/maths/central-tendency/ https://www.scribbr.com/statistics/central-tendency/ https://www.slideshare.net/jennytuazon01630/measures-of-variability-71636879 https://byjus.com/maths/correlation/ https://researchmethod.net/inferential-statistics/ https://www.researchgate.net/publication/267387779_Data_Analysis_in_Mixed_Research_A_Primer
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	L(1)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO_2	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)
CO_3	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)
CO_4	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)
CO_5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	S(3)	S(3)	M(2)	M(2)
CO_2	M(2)	S(3)	S(3)	M(2)	M(2)
CO_3	S(3)	S(3)	S(3)	M(2)	M(2)
CO_4	S(3)	M	S(3)	S(3)	M(2)
CO_5	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

II - Semester					
Core	**Course Code: 741202**	**Inclusive Education**	**T**	**Credits: 4**	**Hours5**

Unit -I		
Objective 1	**To make the students to sensitize that the difference in birth is natural**	
Introduction to Inclusive Education:- Definition, concept and importance of inclusive education. Historical perspectives on education of children with diverse needs. Difference between special education, integrated education and inclusive education . Advantages of inclusive education in the context of RTE. Inclusive Education for Individual and Society. Historical perspective of Inclusive education in India & world. Concept of Inclusive Education and Models of Implementation. Lesson plan for inclusive practices.		
Outcome 1	**Sensitize that the difference in birth is natural**	**K2**

Unit-II		
Objective 1	**Enable the students to imbibe the legacy of various acts on CWSN**	
Policy Perspective:- Recommendations of Indian Education Commission (1964-66).Scheme of Integrated Education for Disabled Children .Inclusive Education of Disabled at Secondary Stage (IEDSS).National Policy on Education (NPE, 1986-92). National Curriculum Framework, 2005 NCERT on inclusion .The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).Educational provisions in Person with Disability Act. Rehabilitation Council of India Act (1992).National Trust Act (1999).UN convention on the Rights of Persons With Disabilities. Promoting Inclusion Preventing Exclusion. The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999.		
Outcome 2	**Carry the legacy of various acts on CWSN throughout his / her career.** **Suggested Activities:** Solves problems, Demonstrates use of knowledge, Calculates,	**K3**

Unit - III		
Objective 3	**To prepare the students to involve themselves in the process of Normalization of special children**	
Children with Diverse Needs:- Definition, characteristics and remedial measures for the children with sensory : hearing, visual and physically challenged, intellectual: gifted, and mentally challenged children , developmental disabilities: autism, cerebral palsy, learning disabilities. Social and emotional problems , scholastic backwardness, underachievement , slow learners , environmental/ecological difficulties and children belonging to other marginal groups.		
Outcome 4	**Ensure the process of Normalization of special children**	**K4**

Unit - IV		
Objective 2	**To orient the students to promote the special children to be socially ,and economically efficient**	
Teacher Preparation:- Importance of early detection, Functional assessment for development of compensatory skills. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning. Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC /ST and linguistic and other minority groups.		
Outcome 4	**Formulate the strategies to promote the special children in to be socially fit.**	**K6**
Unit - V		
Objective 5	**To prepare the students to cope up with the process of integration and accommodation of special children in to the normal stream.**	
Utilization of Resources:- Role of technology (Assistive Devices) for meeting diverse needs of learners. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities. Creating conducive environment in inclusive schools : material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community. Managerial skills for mobilizing appropriate resources. Identifying required resources for children with varied special needs.		
Outcome 5	**Enhance educational accommodation of special children**	**K5**
Practicum (Dynamic Components):- Internalising the concept of normalisation, economic efficiency, social independence and human relationship of CWSN-Introspection in the remedial measures of MRs - Possible interventions to the crippled children - preparation of the plus curriculum – Effective dealing with the behavioural problem children – Cull out the innovations in each act on CWSN.		

Suggested Readings

Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach:* National Publishing house 23 Daryaganj, New Delhi.

Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. *Bristol: Center for Studies in Inclusive Education Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.

Baquer, A. and Sharma, A. (1997): *Disability: Challenges Vs Responses*. CAN, New Delhi

Brelje, W. (1999): *Global Perspective on Education of the Deaf. Selected countries*, USA: Butte Publication Inc.

Bruer, A.M. & Shea, M (1989*): Teaching Exceptional Students in your Classroom*, London: Allyn and Bacon.

Cruschank, W.M. (1975): *Psychology of Exceptional Children and Youth*. Englewood Cliffs N.J.: Prentice Hall

Danforth, S. and Smith T. J. (2005) *Engaging Troubled Students – A Constructivist Approach*. Corwia press – A Sage Publication Company

Deno, E. (1973): *Instructional Alternatives for Exceptional Children*. Reston V A E.F.

Dessent, T. (1987): *Making the Ordinary School Special*. London: The Falmer Press

Evans, P. & Verma, V. (Eds) (1990): *Special Education, Past Present and Future*. The Falmer Press.

Evans, R.C. & Mc Laughlin, P. (1993): *Recent Advances in Special Education and Rehabilitation*, Boston: And over Medical Publishers

Farrell, M. (2004) *Special Educational Needs: A Resource for Practitioners*, New Delhi, Sage Publications.

Farwel, M. (2004): *Special Education Needs*, Paul Chapman Publishing-Sage

Fox, A.M. (2003) *An Introduction to Neuro-Developmental Disorders of Children, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation & Multiple Disabilities*, New Delhi, India.

Friel, J. (1997): *Children with special needs*, Jessica Kingsley Publication, London

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

Government of India (1992). *Programme of Action*, MHRD, Department of Education, New Delhi.

Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). *Exceptional Learners – An Introduction to Education (11th Ed)* Allyn & Bacon, Pearson Education, Inc

Hegarty, S. & Alur, M. (eds.) (2002). *Education and Children with Special Needs: From Internet Source,*

Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*.

Jaswant kaur Virk, D. (2016*). Inclusive Education (1st ed.).* Twenty first Century Publications.

Jha. M.(2002*) Inclusive Education for All: Schools Without Walls, Heinemann Educational*

Kirk, S. & Gallalagher (1979): *Education of the Exceptional Children*, New Delhi, Oxford & IBH Publications.

Kumari, Meena: *Education for Children with Special Needs*, New Delhi, Centrum Press: 2009

Maitra,Krishna (2008). *Inclusion: Issues And Perspectives (For Teachers', Teachers)*MHRD (2005). Action Plan for Inclusive Education of Students and Youth with Disabilities".

Nutbrown, C., & Clough, P. (2006), *Inclusion in the Early Years*", London, Sage.

Panda, K.C. (1997*): Education of Exceptional Children*, New Delhi, Vikas Pub. House.

Pandey, R.S. and Advani, L. (1995): *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.

Porter, L. (2003) *Educating Young Children with Special Needs,* New Delhi, Sage Publication.

RCI (2008).*Status of Disability* in India.New Delhi.

Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C.

Sheh Vimal P (1982) *The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India*

Shelton, C.F (2000): *The Exceptional Teachers Handbook*, New Delhi, Cowries Press, Sage Publication.

Smith,Romayne: *Children with Mental Retardation : A parent's Guide Edited by Romanye Smith*, Bethasda , USA, Woodbine House,1993

Wall, K. (2003): *Special Needs and Early Years-A Practitioners Guide*, New Delhi, Paul Chapman Publishing.

Zeki,S: *The Visual images in Mind and Brain*, Scientific American, 1992

e-resources

https://specialeducationnotes.co.in/paper11Unit1.htm

https://educationpd.com/lesson/new-lesson-733/

https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12559

http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf

http://dsel.education.gov.in/nep-overview

https://services.anu.edu.au/human-resources/respect-inclusion/different-types-of-disabilities

https://egyankosh.ac.in/bitstream/123456789/46063/1/Unit-2.pdf

https://leadschool.in/blog/the-role-of-a-teacher-in-inclusive-education/

https://www.understood.org/blog/how-technology-can-help-diverse-learners-thrive#:~:text=Technology%20allows%20activities%20to%20be,them%20in%20a%20human%20voice.

https://vikaspedia.in/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/education-for-children-with-special-needs

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
CO5	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	L(1)
CO4	S(3)	S(3)	S(3)	L(1)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

II - Semester					
Core	**Course Code: 741203**	**Advanced Educational Technology**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**To enable the learner to understand the role of educational technology in education and explain the various approaches.**	
Introduction to Educational Technology:- Educational Technology : Meaning, Definition, Need and Scope, Significance, Relevance- Technology of Education – Technology in Education – Role of teachers in the context of Educational technology – Hardware and Software in Educational Technology - Concept and characteristics of Multimedia Technology, Multimedia packages in teacher training.		
Outcome 1	**Understanding concept and characteristics of multimedia technology in teacher training**	**K5**

Unit-II		
Objective 2	**Develop competence in different techniques and approaches in communication process.**	
Education and Communication:- System approach as a basic to Educational Technology– task analysis, Content analysis – Communication – Meaning, Definition, Types of Communication, Importance of Communication Process, Communication theories, Models of communication, Barriers to Communication- Principles of effective classroom communication, Communication – Mass media approach. FIA- Flander's Interaction Analysis		
Outcome 2	**To applying system approach as a basic to Educational Technology**	**K3**

Unit - III		
Objective 3	**To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.**	
Instructional Design:-Instructional Design – Meaning, Concept, Need, relevance and Importance – Models of Teaching:- Meaning, Function and Types, New Methods of teaching – ADDIE model – Development Model – Concept Attainment Model – Advance Organizer model – Non–Directive Leaning Model. Modalities of Teaching – difference between teaching and instruction, conditioning and training.		
Outcome 3	**Analyzing the instructional design and models of teaching**	**K3**

Unit - IV		
Objective 4	**To make the student familiar with new trends, techniques in education along with e- learning.**	
Audio – Visual Media in Education:- Audio- Visual media – Meaning, Needs, Importance, Advantages and Limitations – Audio- Video script writing, Educational radio- preparation and use of projected aids: Role of AIR, GYANVANI and SITE, Satellite based instruction GYAN DARSHAN – EDUSAT – e-learning /M-learning–web based Leaning, Preparation and use of non-Projected aids- Types.		
Outcome 4	**Understanding the types of Audio-Visual Media in Educational Technology**	**K2**
Unit - V		
Objective 5	**To enable the student to identify the use of computer packages in education become good practitioner of Educational technology and e-learning.**	
New Horizons of Educational Technology:- Text: Hypertext, Video text – Optical Fibre technology: Content Authorising tools - Procedure of Organizing teleconferencing and interactive Video Experience– Recent trends of research in educational technology – future of educational technology in India – Meeting the challenges in the digital age as globalization.		
Outcome 5	**Applying procedure of organizing teleconferencing and interactive video experience.**	**K4**

Practicum (Dynamic Components)

- Writing a simple script for media production.
- Instructional system based on components of system approach-Instructional design models.
- Preparation of a trend report on researches on Instructional design.
- Visit to local educational technology institute (BDU) to explore the various stages of media production.
- Visit to local TV/Radio station and analyzing the educational radio broad cast or TV telecast for quality and content.

Suggested Readings

Alberto, P.A. & Tontman, A.C. (1986). *Applied Behaviors Analysis for Teachers*.

London: Merrill Publishing Co.

Das, R.C (1992) *Educational Technology: A Basic Text.* New Delhi : Sterling Dececco. J.P. (1964) *Educational Technology*, New York: HRW

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

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

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

Sampath, K E et al (1990*) Educational Technology*. New Delhi : Sterling. Sharma. RA. (1983) *Technology of Teaching*. Meerut, International.

N.Kumar (2017), *Educational Technology*, atith book.com, New Delhi.

David H.Jonassen (2004), *Handbook of research on Educational Communication and Technology*, New Delhi

S.K.Mangal and Uma Mangal (2012), *Essentials of Educational Technology*, New Delhi.

RP. Pathak (2012), *Educational Technology*, New Delhi

J.Speetor (2012), *Foundations of Educational Technology*, New Delhi.

KL.Kumar (2003), *Educational Technology*, New age International publisher, New Delhi.

e-resources

https://resources.owllabs.com/blog/what-is-education-technology

https://communication.iresearchnet.com/educational-communication/

https://www.britannica.com/topic/communication

https://www.td.org/talent-development-glossary-terms/what-is-instructional-design

https://www.upeducators.com/blog/models-of-teaching-everything-you-need-to-know/

https://www.adda247.com/teaching-jobs-exam/models-of-teaching/

https://www.teachmint.com/glossary/a/audio-visual-aids/#:~:text=Audio%20Visual%20aids%20are%20devices,they%20don't%20find%20interesting.

https://unacademy.com/content/kerala-psc/study-material/extension-education-and-communication/audio-visual-aids/

https://powergistics.com/education-technology-trends/

https://www.nascollege.org/e%20cotent%2010-4-20/dr%20vandna/Recent%20M%20ED%20II%2019-4.pdf

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)	S(3)	S(3)	L(1)	M(2)
CO2	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)
CO4	M(2)	M(2)	L(1)	S(3)	M(2)	L(1)	S(3)	L(1)	M(2)	S(3)
CO5	S(3)	S(3)	M(2)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	S(3)	S(3)	L(1)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	L(1)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	S(3)	L(1)	L(1)	M(2)
CO5	S(3)	M(2)	S(3)	S(3)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

II - Semester					
Core	**Course code: 741204**	**Contemporary Teacher Education**	**T**	**Credits:4**	**Hours:5**

Unit -I

Objective 1	**Understand the concept, nature, and scope of teacher education, including the different types of teacher education programs and their curriculum structures at various levels.**	
Concept and Objectives of Teacher Education:- Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, -Privatization in Teacher Education.		
Outcome 1	**Understand the concept, needs of the education systems, objectives and privatization' teacher education.**	**K2**

Unit-II

Objective 2	**Analyze the need for continuing professional development of teachers.**	
Teacher Education in India:- Concept and need for continuing professional development of a teacher – areas of professional development. Purpose of pre service and in- service teacher education programme-different models/types – differences in their nature & purposes served (Orientation, refresher, workshop, Seminar, Symposium and Conference – their meaning and objectives) The structure for in-service teacher education–sub-district (BRCs and CRCs),district, state, regional and national level agencies and institutions.		
Outcome 2	**Comprehend and understand the contemporary teacher education in India.**	**K2**

Unit - III

Objective 3	**Examine the structure and curriculum of teacher education systems in India.**	
Structure and Curriculum of Teacher Education:- Structure of Teacher education systems in India-levels-types-Universalization of Secondary Education and its implications for teacher educator-Preparing teachers for different contexts of school - Vertical mobility of a school teacher at secondary level.		
Outcome 3	**Acquaint the structure and curriculum of teacher education at different level.**	**K2**

Unit - IV

Objective 4	**Explore various instructional techniques used in teacher education, such as seminars, workshops, team teaching, and field studies.**	
Instructional techniques:- Nature, assumption, relevance to objectives of the techniques-seminar-symposium-panel discussion-workshop-Team teaching-TLM- Programmed Learning-supervised Lecture-cum-Demonstration- Tutorials- Field study- Brain Storming- Buzz Group.		
Outcome 4	**Utilize the instructional techniques.**	**K3**

Unit - V		
Objective 5	**Evaluate the qualities and challenges of an effective teacher educator, discuss professional ethics and code of conduct for teacher education.**	
Professional Development in Teacher Education:- Need and modalities for continuing professional development of a teacher - Qualities and challenges of an effective Teacher Educator - Professional ethics and code of conduct for Teacher education - Planning in-service Teacher Education programmes for Teachers at Secondary stage - Designing and organizing an in-service Teacher Education programme – Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.		
Outcome 5	**Understand the concept of quality enhancement for professionalization.**	**K2**
Practicum (Dynamic Components):- Analyze the best tool to understand a educational concept taught to teacher – efforts to understand education effectively - strategies for the overall minimum development in the class.		

Suggested Readings

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

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

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

Burns, R. W., &Klingstedt, J. L. (Eds.). (1973). *Competency-based education: An introduction*. Educational Technology.

Cochran-Smith, M., Barnatt, J., Lahann, R., Shakman, K., & Terrell, D. (2009). Teacher education for social justice: Critiquing the critiques. In *Handbook of social justice in education* (pp. 625-639). Routledge.

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

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

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

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

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

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

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

McDermott, L. C. (1990). *A perspective on teacher preparation in physics and other sciences*: *The*

need for special science courses for teachers. The American Journal of Physics, 58, 734-742.
Menter, I. (Ed.). (2021). *Teacher education in Russia: Past, present, and future*. Routledge.
National Council of Teachers of Mathematics. (1991). *Professional standards for teaching mathematics.*
Rajput, J. S., &Walia, K. (2002). *Teacher education in India*. Sterling Publishers Pvt. Ltd.
Reston, VA:Author.National Research Council. (1996). *National science education standards* Washington, D.C.: National AcademyPress.
Vasishtha, K. K. (1979). *Teacher Education in India: A Study in New Dimensions*. Concept Publishing Compan
Vazhayil, A., Shetty, R., Bhavani, R. R., &Akshay, N. (2019, December). Focusing on teacher education to introduce AI in schools: Perspectives and illustrative findings. In *2019 IEEE tenth international conference on Technology for Education (T4E)* (pp. 71-77). IEEE.y.

e-resources

https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf

https://educationsummary.com/lesson/the-structure-of-teacher-education-curriculum-documents-of-ncert-and-ncte/

https://ncert.nic.in/pdf/focus-group/teacher_edu_final.pdf

https://ncte.gov.in/WebAdminFiles/RCDownloadMaterial/teachers_education.pdf

https://www.slideshare.net/AMRITAROY26/teacher-education-in-india

https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-447?p=emailAGFxAyd/ljzrk&d=/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-447

https://egyankosh.ac.in/bitstream/123456789/8278/1/Unit-13.pdf

https://ncert.nic.in/pdf/focus-group/teacher_edu_final.pdf

https://www.slideshare.net/garimatandon10/universalization-of-secondary-education-and-its-implications-for-teacher-education-at-secondary-level

https://egyankosh.ac.in/bitstream/123456789/46505/1/Unit-13.pdf

https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-906E-Teacher%20Education.pdf

https://ncte.gov.in/website/PDF/NCFTE_2009.pdf

https://blog.teachmint.com/continuous-professional-development-for-teachers/

https://www.squarepanda.in/pandablog/teachers-professional-development/

https://files.eric.ed.gov/fulltext/EJ1245169.pdf

https://ncert.nic.in/pdf/Guidelines50HoursCpd.pdf

https://files.eric.ed.gov/fulltext/EJ1115837.pdf https://testbook.com/question-answer/in-planning-in-service-teacher-education-programs--5f3a7c90ed19f40d0d31e71f https://ncert.nic.in/pdf/announcement/otherannouncements/teachersandresearchers/Commerce.pdf https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Guidelines%20Planning%20for%20Teachers,%20HeadmastersPrincipals%20and%20Master.pdf
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PSO7**	**PSO8**	**PSO9**	**PSO10**
CO_1	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)
CO_2	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
CO_3	M(2)	M(2)	S(3)	M(2)	M(2)	S(3)	L(1)	L(1)	M(2)	L(1)
CO_4	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)
CO_5	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	**PSO_1**	**PSO_2**	**PSO_3**	**PSO_4**	**PSO_5**	**PSO_6**
CO_1	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)
CO_2	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO_3	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO_4	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO_5	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)

-

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

II - Semester					
Discipline Specific Elective-4	**Course Code: 741504**	**Early Childhood Care and Education**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**To understand the need and significance of early childhood care and education understand the policy of ECCE.**	
Human Growth and development: - Meaning and objectives of Early childhood care and education. Need and scope of early childhood care and education- Methods of studding child behavior and development (observation, Experimental, case study)		
Outcome 1	**Understand the need and significance of early childhood car and education**	**K2**

Unit-II		
Objective 2	**To develop the knowledge and skills for research and evaluation of ECCE and training program.**	
Goals of Early Care and Learning:-Introduction- Domains of Development-Birth–Three -Six Years-Pedagogical Approaches to Principles of Programme planning-Guiding Principles of Programme Planning Three Years-Suggestive Developmentally Appropriate Practices for Birth to Three years-Suggestive Developmentally Appropriate Practices for Three to Six years.		
Outcome 2	**Understand the quality dimensions i.e. Curriculum, Programmes and work force for early childhood and care and education**	**K2**

Unit - III		
Objective 3	**Describe the methods and approaches for classroom transactions.**	
Programme Planning and Practices:- Early Learning Environment- Setting up and Early Years Classroom- Learning/ Activity Centre- Essential Learning and Play Material- Indoor Materials- Outdoor Materials- Assessing Children‘s Development and Learning- Addressing Concerns Related To Early Learning- Innovative Methods And Approaches For Classroom Transactions.		
Outcome 3	**Learn the methods and approaches for classroom transactions.**	**K5**

Unit - IV		
Objective 4	**Comprehend the critical issues, and policy implication of Early childhood care and education**	
Critical Issues, Social Realities, and Policy Implication:- Introduction -Societal Divides: Equity, Access, and Quality- Crèches and Day-care Centre- Private Sector- NGO Sector- Qualitative Picture of the ECCE Scenario- The Public Sector- Current Practices in ECE in the Private Sector- Risks of Early Instruction- Ensuring Quality for All- Developing Norms and Standard - Advocacy: Empowering the Parents, the Family, and the Community.		
Outcome 4	**Understand the policy perspectives on early childhood and education in India and World.**	**K4**

Unit - V		
Objective 5	**Understand the contributions of thinkers of ECCE.**	
Childhood Needs, Care and Education:- Contributions and writings of thinkers such as Tagore, Gandhi, Gijubhai Badheka Montessori, Froebel and Tara Bai Modak for childhood and early education - Different kinds of early childhood settings and the role of care givers for meeting the needs of children in crèches, anganwadis, balwadis, fee paying ECCE centres - Evolving and changing nature of early education and ECCE centres Ethnic differences in the ECCE classrooms and building childhood identity by linking diversity of dress, food, celebrations songs and dance.		
Outcome 5	**Gain the contributions of thinkers and understand the critical issues and policy implication of early childhood care and education.**	**K4**
Practicum (Dynamic Components):- Need and significance of personnel involved in ECCE programme-status and nature of training programmers-pre-service & in-service – a critical evaluation- issues, concerns and problems-areas of research studies in ECCE – evaluation of ECCE programmes-methods and implications.		

Suggested Reading

Mishra, R.C. (2005). *Early Childhood Education Today*, Prentice Hall Publisher NCERT (2005).

National Curriculum Framework, New Delhi.

NCERT (2005). *Position Paper of the National Focus Group on Early Childhood Education*, NCERT, New Delhi.

NCTE (2005). *Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline*, New Delhi

NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.

NIPCCD (2002). *Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children*, New Delhi.

Pugh, G. (1996). *Contemporary Issues in Early Years: Working Collaboratively for Children* (2nd Ed.) National Children‘s Bureau, London.

Seefeldt, Carol (1990). *Continuing Issues in Early Childhood Education*, Merrill Publishing Company, Columbus, Ohio.

Swaminathan, M. and Daniel, P. (2000). *Activity-based Developmentally Appropriate Curriculum for Young Children*, Indian Association for Pre-school Education, Chennai.

Swaminathan, Mina (1998*). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India*.

UNESCO (2007). *Strong Foundations: Early Childhood Care and Education*, Paris, UNESCO.

UNESCO (2007): *Strong Foundations: Early Childhood Care and education*. Paris.

UNICEF and MHRD (2001). *Early Childhood Care for Survival, Growth and Development*, New

Delhi. World Bank (2004). *Reaching out to the Child: An Integrated Approach to Child Development*, New Delhi, Oxford University Press.

Luo, J.; Photchanachan, S. *Higher Education Service Quality for International Students : A Literature* Review. **2022**, 1–9. https://doi.org/10.4236/ajibm.2022.121001.

Yılmaz, K. T*he Effects of Educational Service Quality and Socio-Cultural Adaptation Difficulties on International Students ' Higher Education Satisfaction.* **2022**, No. 7. https://doi.org/10.1177/21582440221078316.

Ha, P. Le; Alas, Y.; Noorashid, N.; Lee, S.; Lee, K. Examining the Odd , Not the Norm : Korean International Students in Brunei Darussalam – a Less-Known Place in Asia. *Glob. Soc. Educ.***2022**, *0* (0), 1–19. https://doi.org/10.1080/14767724.2022.2098698.

Cheung, C.; Sung, M. *Research Papers in Education International Students* ' Identity Negotiation in the Context of International Education : Experiences of Burmese Students in Hong Kong. *Res. Pap. Educ.***2022**, *00* (00), 1–21. https://doi.org/10.1080/02671522.2022.2089207.

e-resources

https://www.google.com/url?sa=i&url=https%3A%2F%2Fresources.nu.edu%2Fearlychildhood%2Fresources&psig=AOvVaw3Lme0w08MoOF_UV-FL1skN&ust=1709011670681000&source=images&cd=vfe&opi=89978449&ved=0CAYQn5wMahcKEwjQmfLgosiEAxUAAAAAHQAAAAAQCA

https://www.google.com/url?sa=i&url=https%3A%2F%2Fresources.nu.edu%2Fearlychildhood%2Fresources&psig=AOvVaw3Lme0w08MoOF_UV-FL1skN&ust=1709011670681000&source=images&cd=vfe&opi=89978449&ved=0CAYQn5wMahcKEwioj5zzo8iEAxUAAAAAHQAAAAAQBA

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwcd.nic.in%2Fsites%2Fdefault%2Ffiles%2Fnational_ecce_curr_framework_final_03022014%2520%25282%2529_1.pdf&psig=AOvVaw3Lme0w08MoOF_UV-FL1skN&ust=1709011670681000&source=images&cd=vfe&opi=89978449&ved=0CAYQn5wMahcKEwioj5zzo8iEAxUAAAAAHQAAAAAQDA

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.kidscorneraz.com%2Fthe-goals-of-early-childhood-education%2F&psig=AOvVaw3SqJG4yzHm7aGOePg3S_j2&ust=1709012299583000&source=images&cd=vfe&opi=89978449&ved=0CAYQn5wMahcKEwiAus-

KpciEAxUAAAAAHQAAAAAQBA

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.ncbi.nlm.nih.gov%2Fbooks%2FNBK200883%2F&psig=AOvVaw3XV84ZrwfQuJmKCogDGtSz&ust=1709012529743000&source=images&cd=vfe&opi=89978449&ved=0CAYQn5wMahcKEwjwtZP3pciEAxUAAAAAHQAAAAAQBA

https://www.earlyadvantagedcc.com/early-advantage-parent-resources/5-current-trends-in-early-childhood-education/

https://www.rasmussen.edu/degrees/education/blog/3-ongoing-trends-early-childhood-education-impact-you/

https://www.erasmustrainingcourses.com/innovative-preschool.html

https://www.alpineconventschool.com/blog/innovative-and-popular-teaching-methods-used-in-preschool

https://earlychildcareeducation.wordpress.com/about/philosophers/tarabai-modak/

https://www.egyankosh.ac.in/bitstream/123456789/96661/1/Unit-10.pdf

http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10._early_childhood_care%2C_education_and_development/14._aurobindo%2C_gijubhai_badheka%2C_tarabai_modak/et/6716_et_et.pdf

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
CO2	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
CO3	S(3)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)
CO4	S(3)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	L(1)	L(1)	S(3)
CO5	S(3)	L(1)	S(3)	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

II - Semester					
Discipline Specific Elective-5	**Course code: 741505**	**Curriculum Design and Development**	**T**	**Credits: 4**	**Hours:5**

Unit -I

Objective 1	**To make the students to identify the components, concept and scope of curriculum.**	
Curriculum – Introduction:-Meaning and concept of curriculum-Curriculum as a body of organized knowledge- inert and live curriculum- Components of Curriculum: Objectives, content, transaction mode and evaluation- Philosophical, sociological, psychological, religion, political and economical bases of curriculum - Principles: Integration ,Relevance, flexibility, quality, contexuality and plurality.		
Outcome 1	**Get an insight over the component and principles of curriculum.**	**K1**

Unit-II

Objective 2	**To enhance learners to describe and analyse various approaches, and determinants to curriculum development.**	
Approaches and Types to Curriculum Development:-Approaches: subject - centred, learner - centred, community - centred and Activity – centred, curriculum -Curriculum Frameworks of School Education and Teacher Education - Humanistic Curriculum: characteristics, purpose, role of the teacher –Social reconstructionist curriculum: characteristics, purpose, role of the teacher.		
Outcome 2	**Examine to adopt suitable approaches to curriculum development**	**K5**

Unit - III

Objective 3	**To enable the learners to select and infuse suitable model in the curriculum designing process.**	
Models of Curriculum Development:- Process vs Product model - Tyler's(1949) model - Hilda Taba (1962) model – Alexander & Sail model - MalkanSkilberk (1976) model- Wheelar model (1967) - Outcomes–Based model - Discussion on intervention model - Vocational/Training model - with special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation.		
Outcome 3	**Select and infuse suitable model in the curriculum designing process.**	**K3**

Unit - IV

Objective 4	**To make the learners to adhere various guiding principles for selection and organisation of learning experiences.**	
Selection and Organization of Learning Experiences:-Principles and criteria for developing learning experiences - Designing integrated and interdisciplinary learning experiences- Integration of learning experience related to work experience- sensitivity to gender parity- peace oriented values- health and needs of children with disabilities- arts and India's heritage of crafts- Infusion of environment related knowledge and concerns in all subjects and levels- local history and geography.		
Outcome 4	**Explore various guiding principles for selection and organization of learning experiences.**	**K4**

Unit - V		
Objective 5	**To prepare the students to address various issues in curriculum development.**	
Issues in Curriculum Development:-Centralized vs. decentralized curriculum - Diversity among teachers in their competence -Problem of curriculum load - Participation of functionary and beneficiaries in curriculum development – NCF - BSCS – PSCS and Curriculum studies of different subject.		
Outcome 5	**Arrive solution to the issues of curriculum development**	**K6**
Practicum (Dynamic Components):-Construction of curriculum-Types of curriculum-Preparation of different types of curriculum in subject concerned-Comparison of curriculum and syllabus-Curriculum charges and its approaches-Need based curriculum- Curriculum evaluation—types of evaluation-models of curriculum evaluation.		

Suggested Readings

Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews, Doaba World Education Series-3*Delhi, Doaba House, Book seller and Publisher.

Anspal, T., Leijen, Ä.,& Löfström, E. (2019). Tensions and the teacher's role in student teacher identity development in primary and subject teacher curricula. *Scandinavian Journal of Educational Research*, *63*(5), 679-695.

Arora, G.L. (1984): *Reflections on Curriculum*. NCERT.

Barros, S., Domke, L. M., Symons, C., & Ponzio, C. (2021). Challenging monolingual ways of looking at multilingualism: Insights for curriculum development in teacher preparation. *Journal of Language, Identity &Education*, *20*(4), 239-254.

Bryson, J. R., & Andres, L. (2020). Covid-19 and rapid adoption and improvisation of online teaching: curating resources for extensive versus intensive online learning experiences. *Journal of Geography in Higher Education*, *44*(4), 608-623.

Dewey, John (1966). *The Child and the Curriculum. The University of Chicago Press*.

Dewey, John (1966).*The Child and the Curriculum. The University of Chicago Press.*

Diamnond Robert M. (1986*) Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication.

Houtrow, A., Harris, D., Molinero, A., Levin-Decanini, T., & Robichaud, C. (2020). Children with disabilities in the United States and the COVID-19 pandemic. *Journal of pediatric rehabilitation medicine*, *13*(3), 415-424.

Joseph P.B. et al; (2000): *Cultures of Curriculum (studies in Curriculum Theory)*. New York. Teacher College Press.

Lutfiana, R. N. D., Siregar, E., & Winarsih, M. (2022). Teacher Innovation to Facilitate Student Learning Experiences in Building Construction Cost Estimation Learning. *Journal of Education Research and Evaluation*, *6*(2).

McKernan, James (2007): *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K.

NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.

NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri AurobindoMarg, New Delhi.

NCTE (2009*) National Curriculum Framework for Teacher Education.*

Oliva, Peter F. (1988) *Developing the Curriculum.*

Scott, and Foresman and Co. Reddy, B. (2007):*Principles of curriculum planning and development.*

Pieters, J., Voogt, J., & ParejaRoblin, N. (2019). *Collaborative curriculum design for sustainable innovation and teacher learning* (p. 424). Springer Nature.

Schneiderhan, J., Guetterman, T. C., & Dobson, M. L. (2019). Curriculum development: a how to primer. *Family Medicine and Community Health*, *7*(2).

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

Whiting, M., Nash, A. S., Kendall, S., & Roberts, S. A. (2019). Enhancing resilience and self-efficacy in the parents of children with disabilities and complex health needs. *Primary Health Care Research & Development*, *20*.

Yang, W., & Li, H. (2022). The role of culture in early childhood curriculum development: A case study of curriculum innovations in Hong Kong kindergartens. *Contemporary Issues in Early Childhood*, *23*(1), 48-67.

e-resources

https://rkmsm.org/uploads/ckeditor_files/file/LMS/SB/Meaning,%20nature%20and%20scope%20of%20curriculum,%20Relationship%20between%20curriculum%20and%20syllabi.pdf

https://prepwithharshita.com/inert-and-live-curriculum/

https://www.europeanjournalofsocialsciences.com/issues/PDF/EJSS_58_1_02.pdf

https://www.differencebetween.com/what-is-the-difference-between-tyler-model-and-taba-model/

https://www.egyankosh.ac.in/bitstream/123456789/31623/1/Unit-3.pdf

https://core.ac.uk/download/pdf/48597773.pdf

http://ap.fip.um.ac.id/wp-content/uploads/2015/12/006_Desi-Eri-K-dkk.pdf https://counseling.education.wm.edu/blog/8-types-of-curriculum https://www.egyankosh.ac.in/bitstream/123456789/31623/1/Unit-3.pdf
K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	L(1)	M(2)
CO2	S(3)	M(2)	L(1)	S(3)	S(3)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

II - Semester					
Discipline Specific Elective-6	**Course code: 741506**	**Guidance and Counselling**	**T**	**Credits: 4**	**Hours:5**

Unit -I		
Objective 1	**To develop an understanding of the Nature and Scope of guidance**	
Nature and Scope of Guidance:- Concept and Areas in Guidance -□Nature, Principles and Scope of guidance -□Personal, Educational, and -vocational guidance: Its Educational Implications in the Global context. Essential Guidance Services - □Ethical basis in the use of Psychological Tests and Techniques Guidance for Special Population- □Exceptional learners: slow learners, children with mental retardation and gifted.		
Outcome 1	**Apply knowledge on concept, purpose of guidance and the types of guidance..**	**K3**
Unit-II		
Objective 2	**To develop an understanding of various theories related to guidance and its application.**	
Career Guidance and Mental Health:- Career Guidance -□Factors affecting vocational choice -□Approaches to career guidance Theories and its Implications -Super's Theory of Career Development. □Holland's Model of Interest and its application in selection of career.-□Social Cognitive Career Theory (SCCT)- -□Concept of mental health - □Factors affecting mental health -□Role of guidance personnel in promoting positive mental health at work place.		
Outcome-2	**Discuss to career guidance theories and its applications.**	**K2**
Unit - III		
Objective 3	**To develop an understanding of the Nature and Scope of counselling and their applications in various related field's of counselling**	
Nature and Scope of Counselling:- Concept of Counselling -□Nature, Principles, Functions and Types (Reactive & Proactive) -Stages of counseling -Counselling skills - □Conditions influencing counselling -□Ethical considerations in Counselling.		
Outcome-3	**Interpreting the knowledge on counselling types and relationship between guidance and counselling.**	**K2**
Unit IV		
Objective 4	**To develop an understanding of the implications of Intervention Strategies**	
Intervention Strategies:- Rational Emotive Behaviour Therapy -□Grief and Crisis Intervention Strategies -□Coping strategy for Disaster affected victims.		
Outcome 4	**Illustrate the knowledge of guidance and counselling tools and testing devices..**	**K3**
Unit V		
Objective 5	**To develop an understanding of counselling in 'focus' areas of life skill.**	
Counselling in Focus Areas of Life Skills:- Health and social events -□Sexual violence -□HIV/AIDS prevention -□Suicide prevention –Positivism.		
Outcome 5	**Identify the basic facts about guidance and counselling of students with behavioral problems and underachievement.**	**K2**

Practicum (Dynamic Components):-

- Prepare a Career Guidance for Undergraduates in Social Science.
- Assess the effectiveness of any one intervention strategy of counseling.

Suggested Readings

Chandra R. (2009). *Career Information and Guidance & Counselling*, Isha Books, Description: Delhi

Pandey V.C. (2006) *Educational Guidance & Counselling*, Isha Books, Description: Delhi

Kinra A. (2008) Dorling Kindersley (India) Pvt. Ltd, *Guidance and counseling,Description*: South Asia

Aggarwal R. (2010) *Elementary Guidance and counselling*, Shipra Publication, 66

Description: New Delhi: Aggarwal R.(2006) *Educational Vocational Guidance and counselling*, Shipra Publication, Description: Delhi: 2006.

Koshy J. (2007) Guidance and counselling (Vol.IV) -. *Dominant Pub & Distributors, Description*: New Delhi:

Rao S N.(2006) *Counselling and guidance*. McGraw hill, Description; Delhi'

Rao S N & Hari H S.(2004) *Guidance and counselling*. Discovery Pub house, Description: New Delhi.

Bala Rajni.(2007) *Guidance and Counselling*: modern review, Alfa Publication, Description'. ; New Delhi:

Naik D. (2007) *Fundamentals of Guidance and counselling*. Adhyayan publishers Description: New Delhi.

Sharma R A.(2006), *Fundamentals of Guidance and Counselling*. R Lal Book Depot, Description: Meerut

Madhukumar I.(2007). *Guidance and Counselling*: Authors Press, Description: New Delhi

Varky B G & Mukhopadhyay M.(2006). *Guidance and Counselling*: Sterling Publications: Description: New Delhi

e-resources

https://johnparankimalil.wordpress.com/2015/01/17/nature-of-guidance/

https://www.jaspstudy.com/2023/12/meaning-nature-and-scope-of-educational.html

https://egyankosh.ac.in/bitstream/123456789/21200/1/Unit-4.pdf

https://partnership-monitor.alerts.ztf.uw.edu/text-exhttps://repository.canterbury.ac.uk/item/86w23/vocational-choice-theories-and-their-impact-on-the-career-guidance-processplore/files?redir_esc=gwV:6479&Edu=john_holland_theory_of_career_choice.pdf

https://egyankosh.ac.in/bitstream/123456789/58736/1/Unit1.pdf

https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/15/378/et/P10_M22200218090902025454.pdf

https://www.studocu.com/in/document/christ-deemed-to-be-university/counselling-psychology/doc-20220203-wa0015-definition-goals-scope-history-and-areas-of-counseling-psychology/35474243

https://udspace.udel.edu/server/api/core/bitstreams/89cd4c97-ffeb-4dff-8ec7-3755c11a2a27/content

https://usq.pressbooks.pub/counselling/chapter/crisis/

http://anucde.info/Paper-2.pdf

https://healtheducationresources.unesco.org/sites/default/files/resources/iiep_evaluation.pdf

https://manodarpan.education.gov.in/assets/img/pdf/CBSE_MH_Manual.pdf

https://www.unodc.org/pdf/youthnet/action/message/escap_peers_00.pdf

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

	PO_1	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO1	S(3)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	S(3)	M(2)	L(1)
CO2	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	L(1)	M(2)	S(3)
CO3	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	L(1)	S(3)	M(2)
CO5	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	S(3)	L(1)	L(1)	M(2)	M(2)
CO2	M(2)	L(1)	L(1)	M(2)	M(2)
CO3	M(2)	L(1)	L(1)	M(2)	M(2)
CO4	M(2)	L(1)	L(1)	M(2)	L(1)
CO5	M(2)	L(1)	L(1)	S(3)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

II - Semester				
Core	**Course Code: 741205**	**Institutional Visit Report**	**Credits: 2**	**Hours:2**

The students shall undergo Internship / industrial training in the reputed organizations for minimum of two weeks to acquire industrial knowledge during the summer vacation of second semester. The students have to find industry related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge/Mentor and get approval from the Head of the Department and Departmental Committee before going for an internship / industrial training.

Format to be followed for Internship report

The format for internship report to be followed by the student are given below

- **Format of the title page**

Title of internship report

Internship report submitted in partial fulfillment of the requirement for the Master of Education to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of _____

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the ThirdCycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank- 216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003

(Year)

- **Format of certificate**

(Faculty in-charge)

This is to certify that the internship report entitled "----------

III - Semester					
Core	**Course code: 741301**	**Emerging Trends in Teacher Education**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**Understand the concept and importance of teacher education institutions.**	
Institutions of Teacher Education:- Concept, Needs, Importance, and Types of Teacher Education Institution- Role of Teacher Education Institutions, Quality Parameters in Teacher Education Institutions; Agencies of Quality Assurance in Teacher Education, - Action plan for Enhancing Quality of Teacher Education.		
Outcome 1	**Understand the Needs, Importance, and Types of Teacher Education Institution.**	**K2**

Unit-II		
Objective 2	**Examine the various reforms in teacher education, including the centrally sponsored schemes, networking institutions, and the use of ICT in teacher education.**	
Reforms in Teacher Education:- Centrally sponsored scheme for reconsuming and strengthening teacher education; IASEs, CTEs, DIETs-networking institutions like UGC, NCERT, NCTE, NUEPA, SCERT, SIEMAT, CIET, SAMAGRA SHIKSHA ABHIYAN and RCI –Uses of ICT in teacher Education- Teachers Diary-School experience programme (SEP).		
Outcome 2	**Understand the reforms in Teacher Education.**	**K2**

Unit - III		
Objective 3	**Analyze the relationship between education and morality in the context of the 21st century.**	
Education and Morality: The 21st Century Context:- Education and Morality : Morality and Religion in the present scenario - socio, political philosophy- tolerance - Peace- unity- patriotism- non-violence- religion, ethics and philosophy – Code of ethics for Teacher Educators.		
Outcome 3	**Understand the present scenario of the Morality and Religion.**	**K2**

Unit - IV		
Objective 4	**Explore the evolving role of Indian teachers in the 21st century, such as motivators, guides, organizers, makers of future generations, facilitators, guardians, peace lovers, technicians, and social engineers.**	
Indian Teacher – The 21st Century Context:- Motivator and Guide- Teacher as an Organiser - Teacher as a maker of future generation-Teacher as an Facilitators - Teacher as a Guardian - Teacher as a peace lover –Teachers as a Technician –Teacher as a social engineer -Teacher as an all-round personality.		
Outcome 4	**Understand the multifaceted role of an Indian teacher in the 21st century.**	**K2**

Unit - V		
Objective 5	**Identify and address the issues and problems in teacher education, and critically evaluate the recommendations of various education commissions and bodies.**	
Issues and Problems of Teacher Education:- Teacher Education- problems- measures,-Suggestions,-SolutionsandRecommendationsofsecondaryEducationCommission(1952-53)-Recommendations of Kothari commission (1964 -66) - Recommendations of the Indian Association of Teacher Education (IATE,1965) - Recommendations of National Council of Teacher Education NCTE - NNPE (New National Policy on Education) – 2015.		
Outcome 5	**Understand the issues and problems in Teacher Education.**	**K2**
Practicum (Dynamic Components):- Various teacher education programmes and comparison merits & demerits practice various mode of transaction teacher-students relationships Internship progrmmes-importance preparation of teachers for special school comparing teacher education programmes of different countries comparing teacher education programmes of pre and post-independence.		

Suggested Reading

Adami, R. (2019). Morality without Rights? The Empty Space in Cosmopolitan Education. *Knowledge Cultures*, *7*(3).

Anderson, J. (2022). Learning from Indian teacher expertise. *Learning*.

Allen, J., Rowan, L., & Singh, P. (2020). Teaching and teacher education in the time of COVID-19. *Asia-Pacific Journal of Teacher Education*, *48*(3), 233-236.

Basturkmen, H. (2019). ESP teacher education needs. *Language Teaching*, *52*(3), 318-330.

Bawane, J. (2019). Paradoxes in teacher education: Voices from the Indian context. In *Teaching and Teacher Education* (pp. 49-70). Palgrave Macmillan, Cham.

Buabeng, I., Ntow, F. D., &Otami, C. D. (2020). Teacher Education in Ghana: Policies and Practices. *Journal of Curriculum and Teaching*, *9*(1), 86-95.

Clandinin, D. J. (2019). Teacher education as narrative inquiry. In *Journeys in Narrative Inquiry* (pp 79-90). Routledge.

Connell, R. W., Ashenden, D. J., Kessler, S., &Dowsett, G. W. (2020). *Teachers' work*. Routledge.

Darling-Hammond, L. (2020). Accountability in teacher education. *Action in teacher Education*, *42*(1), 60-71.

Donitsa-Schmidt, S., &Ramot, R. (2020). Opportunities and challenges: teacher education in Israel in the Covid-19 pandemic. *Journal of Education for Teaching*, *46*(4), 586-595.

Ellis, V., Souto-Manning, M., &Turvey, K. (2019). Innovation in teacher education: towards a critical re-examination. *Journal of Education for Teaching*, *45*(1), 2-14.

Evans, R. W. (Ed.). (2021). *Handbook on teaching social issues*. IAP.

Hidayah, R. (2021). Students' self-adjustment, self-control, and morality. *Journal of Social Studies Education Research*, *12*(1), 174-193.

IntakhabA. Khan (2006) *Foundations of Education*, Anmol Publications Put ltd.

Jacques Delors (1998). *Education for the twenty first century*, BernanAssoc, University of Michigan.

Kundu, A. (2021). A sound framework for ICT Integration in Indian Teacher Education. *International Journal of Teacher Education and Professional Development (IJTEPD)*, *4*(1), 49-67.

Kundu, A., &Bej, T. (2022). Reflective Teachers: A Probe Into 21st Century Skills Among Indian Trainee Teachers. *International Journal of Teacher Education and Professional Development (IJTEPD)*, *5*(1), 1-20.

Marom, L. (2019). Under the cloak of professionalism: Covert racism in teacher education. *Race Ethnicity and Education*, *22*(3), 319-337.

Mohan, R. (2019). *Teacher education*. PHI Learning Pvt. Ltd..

Mueller, L. (2022). Education, Philosophy, and Morality: Virtue Philosophy in Kant. In *Philosophy of Culture as Theory, Method, and Way of Life* (pp. 242-274). Brill.

NCTE (1998) *Competency based and committed oriented teacher education for quality school education: Initiation Document* (Serial No.20).

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

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

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

Van Der Leij, T., Avraamidou, L., Wals, A., &Goedhart, M. (2022). Supporting Secondary Students' Morality Development in Science Education. *Studies in Science Education*, *58*(2), 141-181.

Yaman, B., &Aydemir, H. (2019). Teacher education in China, Japan and Turkey. *Educational research and reviews*, *14*(2), 51-55.

e-resources

https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf

https://globusedujournal.in/wp-content/uploads/2019/01/JD16Sushma-jaiswal.pdf

https://oaji.net/articles/2017/1201-1546069490.pdf

https://cervellopages.com/pdf_cervellopages/journal_4.pdf

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/mhrd_report_27.8.0https://samagra.education.gov.in/docs/Letter%20to%20States%20(Final).pdf9.pdf

https://www.samagrashikshajk.nic.in/assets/documents/framework/Chapter6.pdf

https://ncte.gov.in/website/PDF/NCFTE_2009.pdf

https://ncert.nic.in/pdf/focus-group/teacher_edu_final.pdf

https://files.eric.ed.gov/fulltext/EJ1095995.pdf

https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf

https://cbseacademic.nic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

https://philpapers.org/rec/MIRGFT

https://tspmt.com/vol9(2)_april_2019/14.Pitambar%20Padhan.66-69.pdf

https://www.dei.ac.in/dei/deifoeraa/files/Preparing%20Teachers%20for%2021st%20Century%20Reflections%20and%20Concerns.pdf

https://atheneumglobal.education/blogs/teacher-training-in-india-to-create-21st-century-learners

https://onlinenotebank.wordpress.com/2023/11/10/issues-and-problems-and-suggestions-of-teacher-education/

https://files.eric.ed.gov/fulltext/EJ1282885.pdf

https://www.studocu.com/in/document/central-university-of-kerala/education/issues-and-problemsof-teacher-education/25936061

https://byjus.com/question-answer/outline-the-recommendations-of-the-kothari-commission-1/#:~:text=Its%20recommendations%20were%3A,Hindi%20and%20English%20in%20education.

https://www.eurasiareview.com/07092023-kothari-commission-on-indian-education-emerging-trends-oped/

http://dsel.education.gov.in/ncte

https://ncte.gov.in/website/index.aspx

http://www.niepa.ac.in/new/download/NEP2016/ReportNEP.pdf

K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	L(1)	M(2)
CO_2	S(3)	M(2)	L(1)	M(2)	L(1)	S(3)	S(3)	L(1)	M(2)	S(3)
CO_8	S(3)	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)	L(1)	S(3)	L(1)
CO_6	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)
CO_3	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	M(2)	S(3)	L(1)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6
CO_1	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)
CO_2	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)
CO_8	M(2)	S(3)	L(1)	M(2)	M(2)	S(3)
CO_6	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)
CO_3	M(2)	L(1)	M(2)	L(1)	M(2)	L(1)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

III - Semester					
Core	**Course Code: 741302**	**Education at International Context**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.**	
Introduction of Comparative Education:- Meaning, nature, principles, aims, scope and importance of comparative education - Approaches to comparative education Principles and Approaches of Comparative Education -Globalization and its impact on education in developed and developing countries.		
Outcome 1	**Understand the concept and scope of comparative education**	**K2**

Unit-II		
Objective 2	**To acquaint the students with educational systems in terms of factors and approaches of comparative education.**	
International Organization in Education:- UNO, UNICEF, UNESCO- roles and responsibilities in Education and world peace- specialized agencies of UN- International Labour Organization- Food Agricultural organization-World Health organization-International Development Association- International Finance Corporation and International monitory fund and roles in education.		
Outcome 2	**Appreciate the roles and responsibilities of international organizations in education**	**K2**

Unit - III		
Objective 3	**To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.**	
Education in International Context:- Comparative analysis of educational policies, planning and practices in developed and developing countries with specific reference to U.K., USA, and third world countries -Status of teachers and teacher education system in developed and developing countries with specific references to U.K., USA and third world countries.		
Outcome 3	**Compare various educational system of India and other countries**	**K5**

Unit - IV		
Objective 4	**To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.**	
Factors influencing the Educational Problems in India:- Economic and geographical factors- Social factors- linguistic factors - Problems prevailing in developing countries with special reference to India, their causes and solutions through education – Poverty,Unemployment, population explosion, Hunger, Terrorism, Illiteracy- political instability- Economic underdevelopment.		
Outcome 4	**Acquire knowledge about educational problems and understand the geographic factors by learning the causes and solutions of educational problems**	**K2**

Unit - V		
Objective 5	**To know the causes and solutions of educational problems**	
Societal Education:- Environmental Education- population Education- Human Rights Education- Health education- Political Education- Rural Education- Tribal Education and Women Education at international context.		
Outcome 5	**Understand and comprehend the societal education at international context.**	**K2**
Practicum (Dynamic Components):- Comparison on Comparative Education in International Journal- International support of development of Education- Reducing the gap between society and Education- Educational problems-trends in world education.		

Suggested Readings

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

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

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

Leo Goedgeburre et al 1994, *Higher Education Policy An International Comparative Perspective* Edited by New York Pergamon Press.

Harold J Noah and AMx Eckstein Macmilaln 1969*Towards a science of Comparative Education* New York.

Luo, J.; Photchanachan, S. *Higher Education Service Quality for International Students* : A Literature Review. **2022**, 1–9. https://doi.org/10.4236/ajibm.2022.121001.

Yılmaz, K. *The Effects of Educational Service Quality and Socio-Cultural Adaptation Difficulties on International Students ' Higher Education Satisfaction*. **2022**, No. 7. https://doi.org/10.1177/21582440221078316.

Ha, P. Le; Alas, Y.; Noorashid, N.; Lee, S.; Lee, K. Examining the Odd , Not the Norm : Korean International Students in Brunei Darussalam – a Less-Known Place in Asia. *Glob. Soc. Educ.***2022**, *0* (0), 1–19. https://doi.org/10.1080/14767724.2022.2098698.

Cheung, C.; Sung, M. *Research Papers in Education International Students ' Identity Negotiation in the Context of International Education* : Experiences of Burmese Students in Hong Kong. *Res. Pap. Educ.***2022**, *00* (00), 1–21. https://doi.org/10.1080/02671522.2022.2089207.

e-resources
https://www.duliajancollegeonline.co.in/attendence/classnotes/files/1691642869.pdf https://www.slideshare.net/MonojitGope/comparative-educationpptx http://camponotes.blogspot.com/2013/01/the-scope-of-comparative-education.html https://osre.ncert.gov.in/images/survey/Fifth_Survey/ch_34.pdf https://www.un.org/youthenvoy/2013/08/unesco-united-nations-educational-scientific-and-cultural-organization/#:~:text=UNESCO's%20mission%20is%20to%20contribute,%2C%20culture%2C%20communication%20and%20information. https://www.unesco.org/en/brief https://byjus.com/free-ias-prep/united-nations-educational-scientific-and-cultural-organization-unesco/ https://testbook.com/ias-preparation/what-is-unesco https://www.kingseducation.com/kings-life/education-in-uk-vs-us https://www.internationalstudent.com/study-abroad/guide/uk-usa-education-system/ https://www.21kschool.com/in/blog/problems-in-indian-education-system/ https://byjus.com/free-ias-prep/indian-education-system-issues-and-challenges/ https://www.yourarticlelibrary.com/education/factors-influencing-the-progress-of-compulsory-education-in-india/44839 https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf https://www.coe.int/en/web/compass/introducing-human-rights-education https://files.eric.ed.gov/fulltext/ED380319.pdf
K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create.

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
CO2	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
CO3	S(3)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)
CO4	S(3)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	L(1)	L(1)	S(3)
CO5	S(3)	L(1)	S(3)	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PS05
CO1	S(3)	L(1)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

III - Semester					
Core	**Course code: 741303**	**Educational Evaluation**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**To prepare the students to choose appropriate item according to the objective of the test.**	
Testing: Concept, and Practices: Meaning and concept, and Need and uses of testing. Types of Tests: a. Psychological tests b. Teacher made test, Standardized test c. Reference test- Criterion reference test, Norm reference test. d. Diagnostic test. Factors Influencing Test Scores: Psychological Factors, Environmental Factors.		
Outcome 1	**Construct different types of tests.**	**K6**

Unit-II		
Objective 2	**To sensitise the learners in aapplying all the three domains in testing process**	
Assessment of Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment as Learning) - Types of Assessment (Placement, formative, diagnostic, summative). Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning.		
Outcome 2	**Adapt all the maximum three domains in all testing process**	**K3**

Unit - III		
Objective	**To enable learners to embed the principles to examination and evaluation work in all evaluation process.**	
Techniques and Tools: Planning and organizing testing programmes. Qualities of a good test. Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories, and interviews. Self-assessment by students and by teachers, peer assessment, Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills. Types of test items, Preparation of Subjective and Objective test items: Nature, Characteristics, Advantages and Limitations of Essay Test, Objectives Test, Performance Test and Oral Test.		
Outcome 3	**Excel in preparing appropriate item according to the objective of the test.**	**K1**

Unit - IV		
Objective 4	**To ensure the linkage of educational objectives and assessment objectives in all educational process.**	
Measurement and Evaluation: Concept, and functions of measurement and evaluation. Types of evaluation – formal, informal, oral, written, formative and summative. Relationship between educational objectives, learning experiences, and evaluation. Construction of an Achievement Test: the Blueprint, the Pre-try-out, the try-out, Item analysis, final form of an Achievement Test. Standardization of an Achievement Test: Validity and Reliability and Setting up Norms.		
Outcome 4	**Cement the educational objectives and assessment objectives together.**	**K4**

Unit - V		
Objective 5	**To make the learners to iimplement the educational evaluation reforms time-to-time.**	
Assessment and examination reforms: Assessment of different tests, Interpretation of Test Scores: qualitative and quantitative. Grading, Marking and Credit System, Question Bank, Remedial, and Internal Assessment. Moderation, and revaluation. Feedback Devices, Assessment of Portfolios, Reflective Journal, Rubrics, CBCS, Continuous, Comprehensive Evaluation, e-Assessment: Teacher Prepared ICT Resources.		
Outcome 5	**Bring out innovative ideas in the examination pattern.**	**K6**
Practicum (Dynamic Components):-Learning to use different tools of measurement and evaluation- – Analyse which characteristics of a tool is best – establish the purpose of each type of assessment – Identifying the possible measures to use the reforms of assessment – Standardizing a tool.		

Suggested Readings

Aggrawal, Y. P. (1990). *Statistical Methods*-Concepts, Applications and Composition, New Delhi: Sterling Publishers.

Alkin, M., & Christie, C. (2004). An evaluation theory tree. In *Evaluation roots* (pp. 13–65). Thousand Oaks, CA: Sage Publications, Inc. https://doi.org/10.4135/9781412984157.n2

Anderson, L. W., and Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives.* New York: Longman.

Angelo, T. A., & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey-Bass.

Association of American Colleges and Universities. (n.d.). *VALUE rubrics*. https://www.aacu.org/value- rubrics

Baker, D. F. (2008). Peer assessment in small groups: A comparison of methods. *Journal of Management Education*, 32 (2), 183-209.

Bamberger, M., Vaessen, J., & Raimondo, E. (Eds.). (2016). *Dealing with complexity in development evaluation.* Thousand Oaks, CA: SAGE Publications, Inc. https://www.doi.org/10.4135/9781483399935

Banta, T. W., & Palomba C. A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education.* San Francisco, CA: Jossey-Bass Higher and Adult Education. ISBN- 10:1118903323

Barkley, E. F., Cross, K. P., and Major, C.H. (2005). *Collaborative learning techniques*. San Francisco, CA: Jossey-Bass.

Bean, J. C. (1996). Engaging ideas: *The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

Biggs, J. (1999). *Teaching for quality learning at university: What the student does*. Bristol, PA: Open University Press.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-74.Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives, handbook I: Cognitive domain.* New York: McKay.

Boud, D. & Brew, A. (1995). Developing a typology for learner self-assessment practices. *Research and Development in Higher Education*, 18, 130-135.

Bryk, A. S, Gomez, L.M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How American's schools can bet better at getting better.* Cambridge, MA: Harvard Educational Press. ISBN 678-1- 61250-791-0

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Dochy, F., Segers, M. , Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. *Studies in Higher Education*, 24(3), 331-350.

Frey, B., Schmitt, V. and Allen, J. (2012). Defining authentic classroom assessment. *Practical Assessment Research & Evaluation* 17(2), 1-18.

Hall, D., & Buzwell, S. (2013). The problem of free-riding in group projects: Looking beyond social loafing as reason for non-contribution. *Active Learning in Higher Education, 14(1), 37-49.*

Harlen, W. (2010). What is quality teacher assessment? In J. Gardner, W. Harlen, L. Hayward, G. Stobart, & M. Montgomery (Eds.), *Developing teacher assessment* (pp. 29 – 52). Maidenhead: Open University Press.

Henning, G., Heiser, C., Lundquist.,& Rice, A. (2021, May 20). Uncovering equity in everyday assessment practice. *Assessment Update, 33*(3). .

Hesse, B. W., Moser, R. P., & Riley, W. T. (2015). From big data to knowledge in the social sciences. *Annals of the American Academy of Political and Social Science, 659*(1), 16–32.

Hundley, S. (2021, May). An equity conversation previewing the Equity-Centered Assessment Landscape Survey [Audio podcast]. Assessment Institute in Indianapolis.

Johnson, R. B., & Schoonenboom, J. (2016). Adding qualitative and mixed methods research to

health intervention studies: Interacting with differences. *Qualitative Health Research, 26*(5), 587–602.

Kyriakides, L., Creemers, B., & Charalambous, E. (2018). *Equity and quality dimensions in educational effectiveness.* Cham, Switzerland: Springer. ISBN-10:3319720643

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Thousand Oaks, CA: Sage Publications, Inc. Lindouist Everest F (Ed) Educational Measurement A.C.E. Washington.

Mertens, D. M. (2018a). *Mixed methods design in evaluation*. Thousand Oaks, CA: Sage Publications, Inc.

Mertens, D. M. (2018b). Trends, challenges, and advances in mixed methods evaluation. In

Mertens, D. M., & Wilson, A. T. (2012). *Program evaluation theory and practice: A comprehensive guide.* New York, NY: The Guilford Press.

Mixed methods design in evaluation (pp. 175-182). Thousand Oaks, CA: Sage Publications, Inc.

Morse, J. M., & Niehaus, L. T. (2009). *Mixed method design: Principles and procedures*. Walnut Creek, CA: Left Coast Press.

Nicol, D. J., & MacFarlane-Dick, D. (2007). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218.

Nicol, D., & Macfarlane-Dick, M. (n.d.). *Rethinking formative assessment in HE: A Theoretical model and seven principles of good feedback practice*. Higher Education Academy: UK.

Nicol, D.J., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher education: A peer review perspective. *Assessment & Evaluation in Higher Education*, 39(1), 102-122.

Nuhfer E. & Knipp D. (2006). The use of a knowledge survey as an indicator of student learning in an introductory biology course. *Cell Biology Education*, 313–314.

O'Hare, M. (2013, September 23). Peer evaluation of class participation.

Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use.* Guilford press.

Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, 35 (5), 535-550

Sherer, D., Norman, J., Bryk, A.S., Peurach, D.J., Vasudeva, A., & McMahon, K. (2020). *Evidence for improvement: An integrated analytic approach for supporting networks.* Stanford, CA: The Carnegie Foundation for the Advancement of Teaching.

Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

Sinha, H. S. (1974). Modern Educational Testing, New Delhi: Sterling

Stevens, S. S. (1959). Measurement, psychophysics, and utility. In C. W. Churchman and P. Ratoosh (eds.), *Measurement: Definitions and theories.* New York: John Wiley.

Suskie, L. (2009). *Assessing student learning*. (2nd ed.). San Francisco, CA: Jossey-Bass.

Suskie, L. (2014). *Five dimensions of quality: A common sense guide to accreditation and accountability.* San Francisco: Jossey-Bass. ISBN-10:9781118761571

Svinicki, M. D. (2004). Authentic assessment: Testing in reality. *New Directions in Teaching and Learning*, 100, 23-29.

Thorndike, R. L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley.

Trochim, W. M., Donnelly, J. P., & Arora, K. (2016). *Research methods: The essential knowledge base* (2nd ed.). Boston, MA: Cengage Learning. ISBN-10:1133954774

University of Pittsburg. (n.d.). *Improvement science: A crash course for Ed faculty and advisors* .

Van Zundert, M., Sluijsmans, D., and van Marrienboer, J. (2010). Effective peer assessment processes:

Research findings and future directions. Learning and Instruction, 20(4), 270-279.

W. K. Kellogg Foundation. (2014). *Using logic models to bring together planning, evaluation, and action: Logic model development guide* [PDF].

Wanzer, D. L. (Host). (2021, May). Beckner, C., Keith, C., & Yorger, S. (Producers). What is evaluation?

Perspectives of how evaluation differs (or not) from research. Indiana University Assessment Institute.

Weisberg, R., Paul, L., and Bubier, J. L. (2007). Keeping it short and sweet: Brief, ungraded writing assignments facilitate learning. *Teaching of Psychology*, 34 (3), 172-176.

Western and Northern Canadian Protocol for Collaboration in Education. (2006). *Rethinking classroom assessment with purpose in mind: Assessment for learning, assessment as learning, assessment of learning*. Winnipeg, Canada: Manitoba Education, Citizenship, and Youth.

Wittrock, M. C. & Wiley, D. E. (ed.) (1970). The Evaluation of Instruction, New York: Holt Rinehart.

Wray, E. (2013). RISE model for meaningful feedback.

e-resources

https://study.com/learn/lesson/norm-referenced-test-vs-criterion-referenced-test-what-is-a-norm-referenced-test.html

https://pressbooks.pub/uwgedpsych/chapter/standardized-and-other-formal-assessments/

https://www.ncbi.nlm.nih.gov/books/NBK305233/

https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf

https://thesecondprinciple.com/instructional-design/threedomainsoflearning/

https://teaching.uic.edu/blooms-taxonomy-of-educational-objectives/

https://www.umb.edu/media/umassboston/content-assets/documents/2_bloomoverview-1u292hb.docx

https://www.egyankosh.ac.in/bitstream/123456789/46042/1/Unit-7.pdf

https://www.inspirajournals.com/uploads/Issues/238312462.pdf

https://www.niu.edu/citl/resources/guides/instructional-guide/formative-and-summative-assessment.shtml

https://poorvucenter.yale.edu/Formative-Summative-Assessments

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)
CO2	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	L(1)	M(2)
CO3	S(3)	L(1)	S(3)	L(1)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)
CO4	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	L(1)	M(2)
CO2	S(3)	S(3)	L(1)	M(2)	M(2)
CO3	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	M(2)	S(3)	M(2)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

III – Semester					
Core	**Course code: 741304**	**ICT in Education**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**Understand the scope of ICT and its applications in teaching learning.**	
Information and Communication Technologies – an Introduction:- Nature and scope of a communication system – sender, receiver, message and the medium- one-to-one, one-to- many, and many-to-many communication- broadcast and non-broadcast applications – Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications- ICT in classroom– ICT in Distance Education – ICT for Professional Development and ICT for Institutional Management.		
Outcome 1	**List out the Computer fundamentals: hardware and Software, Introduction to personal Computer.**	**K1**
Unit -II		
Objective 2	**Know the instructional applications of Internet and web resources**.	
Internet and Web:- Internet: meaning, concept, need and significance- Basic Services - World Wide Web -Using search engines and Web Utilities: Keywords and search strategies- Synchronous and synchronous communication on the web: e-mail, chat, newsgroups and forums.		
Outcome 2	**Explain the Internet and World Wide Web, Information, Service and function of the Internet and the web.**	**K2**
Unit -III		
Objective 3	**Understand E-Learning, its nature, dimensions, modes and technologies.**	
e- Learning:- E-Learning: Meaning, Concept, Importance, Strengths and Limitations Elements and Dimensions of E-Learning - E-Learning Technologies: LMS, CMS - Virtual Learning: Virtual Classroom/Virtual University, Virtual Instrumentations Virtual Labs- Merits and Limitations - Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content.		
Outcome 3	**Explain the LMS, CMS.**	**K2**
Unit IV		
Objective 4	**Understand the process of using the application software for creating documents, database, presentation and other media applications**	
ICT Applications In Education:- TPACK and skills- Web Tools: Web 1.0,Web 2.0,Web 3.0– Blogs, Wikis, Web Quests, RSS, Tagging, Book marking. Social Media in learning-Academic Social Networking Sites: Academia, LinkedIn, - Models and theories for M-Learning – M-Learning in and across formal and informal settings- Enabling m-Learning technologies (Handheld Devices, PDA, Digital Notebooks, Mobile Phones and Tablet, PCs), Applications and Uses: Windows, Mac, Android.		
Outcome 4	**Evaluate models and theories for m-learning.**	**K6**

Unit V		
Objective 5	**Appreciate the role of e-resources in education**.	
E-Resources and E–Content Development:- E-Resources: Meaning, Concept, Importance, Advantages and Limitations-Types of e – Resources – Forms of Digital information- On – Line Libraries –On – Line Journals and Abstraction Services Full Text Databases – Gateways and Portals, E-theses Library, E- Resources in Indian Education : UGC – INFLIBNET,UGCINFONET,ERNET,DELNET,E–JournalConsortium,NPTEL,UGC–CEC. E–Content Development – Meaning, Need and Significance – Types and Forms of e- Content – Short Learning Objectives – Modules.		
Outcome 5	**Organize E-resources in Indian Education.**.	**K5**
Practicum (Dynamic Components) ➢ Creation of Blog ➢ Member of any one Content Management System. ➢ Demonstrating a web tool:1.0, 2.0,and 3.0 ➢ Developing a E-content ➢ Visiting resource centers ➢ Mobile learning Class		

Suggested Readings :-

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

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

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

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

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

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

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

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

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

Phillips. R (1997) *Interactive Multimedia* London: Kogan Page. Rosenberg, M.J. (2001) *e-learning* New York: McGraw Hill.

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

e-resources
https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/information-and-communication-technology-ict-in-education https://www.hzu.edu.in/csit/IV.1_information_and_communication_technology.pdf https://byjus.com/free-ias-prep/information-communication-technology-ict/ https://www.techtarget.com/whatis/definition/Web-based-training-e-learning https://economictimes.indiatimes.com/definition/e-learning https://www.talentlms.com/old/wp-content/uploads/2018/09/elearning-101-concept-trends-applications.pdf https://www.simplilearn.com/what-is-web-1-0-web-2-0-and-web-3-0-with-their-difference-article https://www.geeksforgeeks.org/web-1-0-web-2-0-and-web-3-0-with-their-difference/ https://core.ac.uk/download/pdf/111071528.pdf https://educationaltechnology.net/technological-pedagogical-content-knowledge-tpack-framework/ https://files.eric.ed.gov/fulltext/EJ868626.pdf https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf https://www.ugc.gov.in/oldpdf/xiplanpdf/EContentxiplan.pdf https://nios.ac.in/media/documents/SrSecLibrary/LCh-008.pdf
K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	M(2)	L(1)	L(1)	M(2)	S(3)	S(3)	M(2)	L(1)	L(1)
CO_2	M(2)	S(3)	L(1)	M(2)	L(1)	S(3)	L(1)	M(2)	M(2)	L(1)
CO_3	M(2)	L(1)	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)
CO_4	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)
CO_5	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

COs	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	M(2)	S(3)	M(2)	M(2)	S(3)
CO2	M(2)	S(3)	M(2)	S(3)	M(2)
CO3	M(2)	S(3)	M(2)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	S(3)	M(2)
CO5	M(2)	S(3)	M(2)	M(2)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

III - Semester					
Discipline Specific Elective-7	**Course code: 741507**	**Educational Management and Administration**	**T**	**Credits: 4**	**Hours:5**

Unit -I

Objectives 1	Understanding the fundamental concepts of educational management	
Educational management: concept, nature and scope, difference between administration and management, Characteristics of good management, Process of Educational management, Management at different levels-elementary, secondary, higher education.		
Outcome 1	**Understanding the fundamental concepts of educational management**	**K2**

Unit-II

Objective 2	To learn the managerial process and concept of SWOT, PERT , CPM analysis.	
Modern Trends in Educational Administration Managerial process and its importance, Planning: process and means, Organizing: process and means, Controlling and staffing: process, means and new practices, group dynamics and motivation. Implementing and decision making: process and means, SWOT analysis: concept and process, Application of SWOT analysis at various levels of education Concept of PERT and CPM, Cost-benefit and cost-efficiency analysis in education, Participation of stakeholders in educational management, Promoting need based educational programmes.		
Outcome 2	**Analyse the modern trends in educational administration**	**K2**

Unit - III

Objective 3	To know the relationship between Administration and Management in Education	
Educational Supervision and Administration Introduction Concept, aims, principles and changing views of Educational Supervision Techniques of supervision -Educational supervision and Human Relation School inspection, Application of educational management in academic areas, Application of educational management in administrative areas. - Quality management in education: Challenges, Total quality management, Time management, Quality improvement issues in higher education. IQAC in higher education institutions, Professional Learning Community (PLC) in Education, IIEP as an Apex body in Educational planning and management.		
Outcome 3	**Understand the application of educational management in academic area**	**K2**

Unit - IV

Objective 4	To get knowledge on adapting appropriate Models of leadership	
Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)		
Outcome 4	**Acquire knowledge on adapting appropriate Models of leadership**	**K3**

Unit - V		
Objective 5	To know the sources of income for financing educational at central and state level	
Financing in Education Introduction Sources of income for financing educational at the Central and State level, Grant-in-aid system Types of Grant-in-aid Educational Planning Need for Educational Planning Goals of Educational Planning Priorities of Educational Planning Administrative organization of Education with special reference to Tamilnadu.		
Outcome 5	**Compare the sources of income for financing educational at central and state level**	**K5**
Practicum (Dynamic Components):-Human Resource Planning – Characteristics – Need for planning – HRP Process – Job analysis – Job design – Job description – Job specification; The Selection Process – Placement and induction – Training and development – Promotion – Demotions – Transfers– Separation. Employee Maintenance andIntegration–Welfareandsafety–Accidentprevention–Administrationofdiscipline– Employee motivation – Need and measures. Fringe benefits – Job evaluation systems – Wage and salary administration in relation to personal taxation.		

Suggested Readings

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

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

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

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

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

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

Mukhopadhyay, M. (2005): *Total quality management in education*. New Delhi: Sage Publications. Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.

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

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

Bhat, B.D and Sharma S.R., (1992). *Education Administration: Emerging Trends*. New Delhi: Kaniskha Publishing House.

Halpin, A.W (Ed) (1985). *Administrative Theory in Education*. New York: Mac Millan Company.

Hanson, E. Mark (1991). *Educational Administration and Organisational Behaviour. Boston*: Allyn and Bacon.

Mohanty, J. (1990). *Educational Administration, Supervision and School Management*. New Delhi: Deep and Deep Publications.

Shukla, P.D. (1983). *Administration of Education in India*. New Delhi: Vikas Publications.

e-resources

https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf

https://www.scribd.com/document/232689814/Concept-of-Educational-Management

https://www.yourarticlelibrary.com/educational-management/educational-management-meaning-definition-and-types/63721

http://www.newtonproject.eu/wp-content/uploads/2019/10/Redzur2017-Modern-Trends-in-Education-p47-50.pdf

https://www.abacademies.org/articles/The-future-of-educational-management-innovations-and-emerging-trends-1528-2643-27-s1-001.pdf

https://www.techtarget.com/searchcio/definition/SWOT-analysis-strengths-weaknesses-opportunities-and-threats-analysis

https://www.ifm.eng.cam.ac.uk/research/dstools/swot/

https://ncte.gov.in/oer/Forms/OERDocs/OERDoc/OERDoc_732_21024_11_08_2021.pdf

https://study.com/academy/lesson/the-blake-mouton-managerial-grid-five-leadership-styles.html

https://thecompletemedic.com/leadership/leadership-theories

https://www.unesco.org/en/education-policies/financing#:~:text=The%20financing%20of%20education%20is,that%20contribute%20to%20improving%20equity.

https://prepwithharshita.com/financing-of-education-in-india/

https://unesdoc.unesco.org/ark:/48223/pf0000090282

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	M(2)	S(3)	L(1)	M(2)	S(3)	M	L(1)	S(3)	M(2)
CO_2	S(3)	M(2)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
CO_3	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)
CO_4	S(3)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO_5	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	S(3)	S(3)	M(2)	M(2)
CO_2	M(2)	S(3)	S(3)	M(2)	M(2)
CO_3	S(3)	M(2)	S(3)	S(3)	M(2)
CO_4	S(3)	M(2)	S(3)	S(3)	M(2)
CO_5	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

III - Semester					
Discipline Specific Elective-8	**Course Code: 741508**	**Environmental Education**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**To comprehend about the field of Environmental Education (EE).**	
Environmental Education: An Introduction:- Environmental Education: Definition- Goals- Objectives and guidelines - Origin of Environmental Education. - Pre requisition for a successful environmental education - Issues related to environmental education.		
Outcome 1	**To creating origin of Environmental Education and issues related to Environmental Education**	**K3**

Unit-II		
Objective 2	**To develop Environmental Education curriculum at various levels of Education.**	
Environmental Education Curriculum:- EE Curriculum - need and significance -scope and sequence of Environmental education curriculum -Role of NCERT-UGC and educational institutions in developing Environmental Educational Curriculum - Approach to curriculum planning and Development Environmental Education at various levels of Education -Development of Environmental Curriculum in India.		
Outcome 2	**Applying the approach to curriculum planning and development environmental education at various levels of education**	**K5**

Unit - III		
Objective 3	**To get awareness on culture and environmental crisis.**	
Culture –Environmental Nexus:- Environmental crisis - Science, Technology and Environmental crisis -cultural values and Environment. Major environmental problems in India – Need and objectives of conservation – Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws		
Outcome 3	**Understanding the environmental movements and International efforts for environmental protection**	**K2**

Unit IV		
Objective 4	**To develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and non-formal education.**	
Environmental hazards and pollution:- Meaning and definition of Environmental hazards and pollution – Types of environmental hazards and disaster – Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion. Need for environmental management – function and characteristics- dimensions of environmental management. Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna.- causes for forest fire- measures of prevention.		
Outcome 4	**Evaluating types of environmental hazards and disaster**	**K4**

Unit - V		
Objective 5	**To know the environmental disasters and their protection.**	
Environmental Movements and International Efforts for Environmental Protection:- Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa –conditions for achieving the goals of sustainable development – Strategies for sustainable development in India. The Stockholm conference 1972 – Brundtl and commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997.		
Outcome 5	**Analysing environmental movements and international efforts for environmental protection**	**K3**

Practicum (Dynamic Components)

- Visit to a local area to document environmental assets-river/ Forest / grassland / hill / mountain.
- Visit to a local polluted site-Urban / Rural / Industrial /Agricultural.
- Study of common plants, insects, birds.
- Study of simple ecosystems-Pond, river, hill, slopes, etc.,

Suggested Readings

Goel, M.K. (2006*) Paryavaran Addhyayan, Vinod Pustak Mandir*, Agra, Pp. 581.

Kaushik,A. and Kaushik, C.P.(2004). *Perspectives in Environmental studies, New Age* 269-0529 – 4 Allahabad, Pp.175

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

Bhall, S.C. &Khanna, H. (2007), *Environmental Education*, New Delhi : Regal Publication

Bharucha E (2005), *Text book of Environmental Studies*, University Press.

Delhi , Association of Indian Universities, Pp.54-58.ISSN NO 0566-2257

Singh,S.K.(2007)*Environmental Education and its concern in Educational Policies in Independent India, in Trivedi, B. and Jain, S. (Ed.) Environmental Issues in India, New Delhi, Discovery*

Environmental Ethics, Seema Press, Varanasi, Pp. 242.

For Elementary Teacher Educators, NIEPA, New Delhi.pp.278.

International(P) Ltd. Publishers, New Delhi

Leelakrishnan,P. (1999) *Environmental Law in India, Butterworths India*, New Delhi, Pp. 194 NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112. NCERT (2011). *Teachers" Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316. *Publishing House,Pp.73-82.ISBN 978-81-8356-224-9. Source Book on environmental education*

Ram,P.S. and Singh,R.(2013). *Paryawaran Shikshakeubharateaayam*, Allahabad: Sharda Pustak Bhawan.

Ramakrishnan, P.S.(2001) *Ecology and Sustainable Development*, N.B.T., New Delhi, Pp.198. Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) *Societyand*

Sharma,P.D.(2001).*Ecology And Environment, Rajson Printers* ,New Delhi,pp660. Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994).

Shrivastva, K.A. (2007), *Global Warming*, New Delhi: APH Publishing Corp.

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

Singh, S.K.(2006) *Environmental Education* ,Sapna Ashok Prakashan , Varanasi,Pp.176 Singh, S.K.(2008) *Environmental Education and Ethics* ,AmritPrakashan , Varanasi,Pp.114 Singh, S.K.(2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan ,

Singh, S.K.(2007).*Environmental Education: A Remedy for Environmental Crisis*, inTiwari, S.(Ed.)*Education in India* ,Vol.-IV**,** New Delhi, Atlantic Publishers,Pp.83-90.ISSN 978-81-

Singh,S.K.andSingh,N.(2007)‖*EnvironmentalEthics:AReorientationofEnvironmentrelatedEthical ” University News A Weekly Journal of Higher Education ,45 : 44,Oct.29 – Nov.4,New*

Speth & James,G. (2006) *Global Environmental challenges: Transition to a sustainable world*, Orient Longmann.

e-resources

https://www.epa.gov/education/what-environmental-education#:~:text=Environmental%20education%20is%20a%20process,make%20informed%20and%20responsible%20decisions.

https://www.unescap.org/sites/default/files/CH15.PDF

https://www.getmyuni.com/articles/environmental-education

https://fyi.extension.wisc.edu/wateroutreach/water-outreach-education/what-are-beps/knowledge-area-beps-2/knowledge-area-beps-environmental-education-principles/

https://wgbis.ces.iisc.ac.in/biodiversity/sahyadri_enews/newsletter/issue22/art5.htm

https://www.ugc.gov.in/pdfnews/4111559_Environment_Guideline.pdf

https://ageconsearch.umn.edu/record/266484/files/KhademiVidra.pdf

https://ncert.nic.in/

https://legalitysimplified.com/2023/06/08/ugc-measures-for-implementing-the-national-education-policy-for-environmental-education/

https://www.educationtimes.com/topics/higher-education-subject-wise/99234620/ugc-initiates-rules-to-promote-environmental-education-as-core-subject

https://byjus.com/biology/environmental-issues-solutions/

https://www.wto.org/english/res_e/reser_e/gtdw_e/wkshop09_e/taylor_e.pdf

https://unacademy.com/content/kerala-psc/study-material/science-technology/environmental-hazards/#:~:text=This%20hazard%20faces%20some%20factors,%2C%20Toxic%20waste%2C%20Radiation%E2%80%9D.

https://bio.libretexts.org/Bookshelves/Ecology/Environmental_Science_(Ha_and_Schleiger)/04%3A_Humans_and_the_Environment/4.04%3A_Environmental_Health/4.4.01%3A_Types_of_Environmental_Hazards

https://byjus.com/biology/types-of-pollution/

https://www.samhsa.gov/find-help/disaster-distress-helpline/disaster-types

https://www.preventionweb.net/understanding-disaster-risk/component-risk/hazard

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	M(2)	M(2)	S(2)	L(1)
CO_2	L(1)	M(2)	M(2)	M(2)	L(1)	S(3)	S(3)	M(2)	L(1)	M(2)
CO_3	S(3)	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	M(2)	M(2)	S(3)
CO_4	M(2)	M(2)	M(2)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	M(2)
CO_5	M(2)	L(1)	L(S)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5
CO_1	S(3)	S(3)	M(2)	S(3)	L(1)
CO_2	M(2)	S(3)	M(2)	M(2)	M(2)
CO_3	M(2)	L(1)	S(3)	S(3)	S(3)
CO_4	M(2)	M(2)	L(1)	S(3)	L(1)
CO_5	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

III - Semester					
Discipline Specific Elective-9	**Course Code: 741509**	**Human Rights Education**	**T**	**Crdits:4**	**Hours:5**

Unit -I		
Objective 1	**To enable the student – teacher know the concept of human rights education and their significance.**	
Human Rights Education – an Introduction:- Human Rights Education – Meaning – Concepts – Need – Significance – Scope – Types – Rights of Children and Juveniles – Rights of Women – Rights of Aliens – Rights of Prisoners – Rights of Indigenous Peoples – Rights of Workers – Political Rights – Economic, Social and Cultural Rights – Approaches to teach Human Rights Education: Direct approach – Indirect approach – Implicit approach.		
Outcome 1	**To Creating Human Rights concepts and Human Rights Education**	**K3**

Unit-II		
Objective 2	**To enable the student – teachers know the various organizations and their work in the direction of human rights education.**	
Historical, Philosophical, Psychological and Sociological Perspectives of Human Rights Education:- Magna Carta (Bill of Rights) of England (1215) – United Nation Organisation Declaration of Human Rights (1948) – Vienna Declaration (1993) – Indian Constitution (1995 – 2002) – Pre-Independence and Post-Independence period – Human Rights Concept of Indian Philosophers and Reformers: Mahatma Gandhi – Rabindaranath Tagore – Periyar EVR – Ambedkar – Western Philosophers Reformers – Nelson Mandela – Martin Lather King – Karl Marx – Mother Theresa – Personality Development – Analytical Thinking and Creativity – Need Satisfaction Theory – Awareness – Unity – Values – Equality – Justice – Liberation – Social Problems – Approaches and Solutions.		
Outcome 2	**Understanding the Human Rights concept of Indian and western philosophers and reformers.**	**K5**

Unit - III		
Objective 3	**To enable the student – teachers acquire the ability to implement the Human Rights Education Programme (HREP).**	
Promoting Human Rights Education:- Education for International Understanding – Cooperation – Peace Making – Human Morale – Human Unity – Human Tolerance – Human Culture – Promoting Human Rights Education – Activities – Games – Group Discussion – Brain Storming – Special Lectures – Role Play – StoryTelling – Dramatization – Songs – Debate – Street Plays – Puppet Shows – Folk Songs – Folk Dramas – Exhibitions and Competitions – Research Activities – Publications – Video Programmes – Essay – Drawing – Seminars – Symposia – Workshop – Panel Discussions – Value Awareness Programmes – Through Camps – Mass Media – Print Media and Voluntary Organization – State and National Human Rights Commission.		
Outcome 3	**To applying promoting Human Rights Educational activities**	**K4**

Unit - IV		
Objective	**To enable the student – teachers know research innovations regarding effective implementation of human rights education.**	
Human Rights Violations and Remedies:- Denial of Basic Human Rights – Prejudicial Environments – Prejudices – Ignorance – Evil Deeds – Social Disparities – Social Discriminations – Anti-Social Activities – Human Rights Violations in Religions – Human Rights Deprivations – Racial Discrimination – Social Injustice – Illegal Arrests – Murders – Dowry – Violation among Tribes and Dalits – Bonded Labourers – Child Labour – Elements Prejudicial to Human Rights Practices in Schools – Revisiting of Indian Constitution with reference to Human Rights – Critical review of Human Rights in Globalized world.		
Outcome 4	**Analysing Human Rights violations and remedies**	**K3**
Unit V		
Objective 5	To enable the student – teacher to equip with different skills, to adopt the method and to prepare teaching materials related with the human rights education.	
Extension Activities of Human Rights Education:- Meeting People in the Society – Identifying Human Rights Violations – Practical Guidance to Rescue People – Restoring Fundamental Rights Through NSS Activities.		
Outcome 5	**Remembering critical review of Human Rights in Globalized world**	**K3**

Practicum (Dynamic Components:-

1. Compilation of articles / papers on human rights
2. Compilation of Stories, poem related to human rights
3. Moral values scale
4. Personal values questionnaire
5. Comprehensive value scale
6. Compilation of news items of human rights violations
7. Membership in human rights activities
8. Organising services on human rights inviting judges to increase human rights awareness of the students.

Suggested Readings

Baskaran Herbert, et.al. (2007), *Perspectives of Human Rights Education*, Alagappa University, Karaikudi.

Selvan (2010), *Human Rights Education : Modern Approaches and Strategies*, Concept Publication Company Pvt. Lt., New Delhi.

Muthirlandi Raja (1988), *Human Rights, The Constitution and Statutory Institutions of India*, Sorya Pathippakkam, Tiruchirappalli.

Ponnaian and Ramalingam Panch (1990), *Education and Human Rights*, Ponrani Publications (Regd)

No. 101, A-14, Bhandari House, Commercial Complex, Dr.Mukherjee Nagar, Delhi-9.

Rani Ponnaian (2000), *The PRP Journal of Human Rights*, Skeptics India. New Delhi-5.

Patel. And Sastry (2000), *Studies in Human Rights*, M/S Ponrani Publication (Regd) Human Rights, Problems and Prospective, Ponrani Publication.

Rani Ponnaian (1998), *Human Rights, Problems and Prospective*, Ponrani Publications No.101, A-14, Bhandari House, Commercial Complex, Dr.Mukherjee Nagar, Nelhi-9.

The First State Level Consultation on Human Rights Education in Schools. Seminar Report Conducted on 3rd and 4th November (2000), People's Watch Tamil Nadu and India Institute, Bangalore.

Sivagami Pammasivam (2000), *Studies in Human Rights*, Sriram Computer and Prints and Offset, Salem-7, Tamil Nadu, India.

Rahul (2000), *Human Rights Initiatives*, Jawahar Park (Shree Ganesh Comp.), Laxmi Nagar, Delhi-92.

Aloysius Irudayam (1999), *Human Rights Education – Part I and II, People's* Watch, Indian Social Institute, Bangalore.

Das Kamleshwar (1956), *Violation of Democratic Rights of Women*, APH Publishing Corporation, New Delhi.

Henry Tiphange (1998), *United Nations Decade of Human Rights Education*, Publication Division, Department of Education, Madura Kamaraj University, Madurai.

e-resources

https://www.humanrightscareers.com/issues/human-rights-education/

https://www.ohchr.org/en/resources/educators/human-rights-education-training/11-united-nations-declaration-human-rights-education-and-training-2011#:~:text=Human%20rights%20education%20and%20training%20comprises%20all%20educational%2C%20training%2C%20information,human%20rights%20violations%20and%20abuses

https://www.coe.int/en/web/compass/introducing-human-rights-education

https://egyankosh.ac.in/bitstream/123456789/63519/2/Unit-1.pdf

https://rgu.ac.in/wp-content/uploads/2021/02/Download_588.pdf

https://ebooks.lpude.in/arts/ma_education/year_1/DEDU401_PHILOSOPHICAL_AND_SOCIOLOGICAL_FOUNDATIONS_OF_EDUCATION_ENGLISH.pdf

http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-2/HRE-intro.htm

https://onlinenotebank.wordpress.com/2022/01/15/role-of-educational-institutions-for-promoting-

human-rights/ https://www.un.org/esa/socdev/enable/comp103.htm https://www.icj.org/chapter-6-remedies-and-enforcement-of-decisions-2/6-1-various-types-of-remedies/ https://politeknik-international.org/pi5229/
K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	M(2)	S(3)	L(1)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)
CO_2	M(2)	M(2)	L(1)	L(1)	M(2)	S(3)	S(3)	L(1)	M(2)	S(3)
CO_3	S(3)	L(1)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)
CO_4	S(3)	L(3)	M(2)	M(2)	L(1)	M(2)	L(1)	S(3)	L(1)	M(2)
CO_5	L(1)	L(1)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	L(1)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**
CO_1	M(2)	M(2)	S(3)	M(2)	M(2)
CO_2	S(3)	S(3)	L(1)	M(2)	S(3)
CO_3	L(1)	M(2)	M(2)	M(2)	S(3)
CO_4	S(3)	S(3)	M(2)	S(3)	S(3)
CO_5	M(2)	L(1)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

II - Semester					
Core Practical-4	**Course Code: 741305**	**Preparation of Research Proposal**	**P**	**Credits: 2**	**Hours:2**

- Each student should prepare a research proposal on any one topic in detail.
- All students should present it infront of staff and students of the M.Ed. class in Power Point Mode.
- Staff and students are questions in each expect of the proposal.
- Based on the performance of the students, marks would be awarded.
- Preparation of research proposal in the third semester in order to develop awareness, research attende and an advance training to do their M.Ed project work in the fourth semester.

IV - Semester					
Core	**Course code: 741401**	**Peace and Value Education**	**T**	**Credits: 4**	**Hours:5**

Unit -I

Objective 1	**Understand the concept, scope, and objectives of peace education.**

Peace Education :– Meaning- Definition – Concept – Scope, Aim and Objectives of Peace Education -- Different Levels of Education - Human Miseries in the Modern world and quest for peace - Gandhian concept of peace - Different approaches to peace - Establishment of peace education institutions - Pacifism and Education.

Outcome 1	**Understand the Gandhiji's contributions to peace movement.**	**K2**

Unit-II

Objective 2	**Examine the historical development of peace education, including its curriculum development and the role of international organizations and NGOs in promoting peace.**

Education for Peace and Historical Development of Peace Education:-Concept and meaning of Education for peace - Curriculum Development of Education for peace - Stage specific approach- Early childhood - Elementary stage - Secondary stage - Higher Education stage- Adult Education stage. Creation of United Nations- Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC - Amnesty International, International Committee of Red Cross and NGOs -Peace Education in India and its development - Gandhiji's contributions to peace movement.

Outcome 2	**Understand the Some Important Organisations in the world peace; *viz*., UNESCO, UNO, NAM, SAARC, G-8, G-20, NATO, ASEAN Theosophical Movement and communal harmony for peace.**	**K2**

Unit - III

Objective 3	**Explore the concept of values in education, their classification, sources, and the role of education.**

Education and Values:-Definition, Concept, Classification, Theory, Criteria and Sources of values - Aims and objectives of value education - Role and Need for value education in the contemporary society - Role of education in transformation of values in society - Role of parents, teachers, society, peer group and mass media in fostering values - Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.

Outcome 3	**Understand the need and importance of value education.**	**K2**

Unit - IV

Objective 4	**Analyze the significance of value education towards national and global development.**

Value Education towards National and Global Development:-Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity - Social Values: Pity and Probity, Universal Brotherhood. - Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Integrity Faith. - Religious and Moral Values: Tolerance, Wisdom, character. - Aesthetic Values: Love and Appreciation of literature, fine arts

and respect for the same. - Environmental Ethical Values - National Integration and international understanding. - Need of Humanistic value for espouse peace in the society - Conflict of cross-cultural influences, cross-border education.

Outcome 4	**Assess the impact of value education on fostering national and global development.**	**K6**

Unit - V

Objective	**Promote personal development through value education, focusing on human values, character formation, challenges of adolescence, self-analysis, introspection.**

Value Education and Personal Development:-Human Values: Truthfulness, Constructively, Sacrifice, Sincerity, Self-resilience, Altruism, Egoism, Scientific Vision, relevancy of human values to good life. - Character Formation towards Positive Personality - Modern challenges of adolescent: emotions and behavior - Self-analysis and introspection: sensitization towards gender equality, physically challenged, intellectually challenged, Respect to - age, experience, maturity, family members, neighbors, co- workers.

Outcome 5	**Develop a strong foundation of human values for personal growth and positive character formation.**	**K5**

Practicum (Dynamic Components)

- A Critical analysis of teachers, school personal, students and parents and curriculum in terms of value education.
- Value of self-sacrifice as value of self-centeredness.
- Value of altruism Vs Egoism.

Suggested Readings

Allport, G.W., Vermon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin.

Centaral Board of Secondary Education (1997), *Value Education: A Handbook for Teachers*, Delhi: Central Board of Secondary Education.

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

Delors, J. (1996), *Learning: The Treasure within- Report of the International Commission on Education for the Twenty-First Century*, Paris: UNESCO.

Eighty-first Report on Value Based Education (1999*), Department Related Parliamentary Standing Committee on Human Resources Development*, New Delhi: Rajya Sabha Secretariat.

Havighurst, R.J. (1953), *Human Development and Education*, New York: Longman's Green and Co. Karan Singh (1996) *Education for global society*, in Delors, J., *Learning: The Treasure Within*, Paris: UNESCO.

Kluckhohn, C., *"Value and Value Orientations in the theory of action: An exploration indefinition*

and classification" in T. Darsons and E.A. Skill (1951) (eds), *Towards a General Theory of Social Action*, Cambridge: Harvard University Press.

Kohlberg, L. (1969), Stage and sequence, in D.A. Goslin (ed) *Handbook of Socialization Theory and Research*, Chicago: Rand Mc Nally.

Kollberg, L. (1964), *Development of moral character and ideology*, in M.K. Hoffman and L.W. Hoffman (eds) *Review of Child Development Research*, Vol.1, New York: Russell Sage.

Konopka, G. (1973), *Formation of Values in the Developing person*, *American journal of Orthopsychiatry*,43(1), 86-96

Krathwohl, D.R., Bloom, B.S., and Masia, B.B. (1964), *Taxonomy of Educational Objectives: The Classification of Education Goals, Handbook ii: Affective Domain*, NewYork: David Mckay Co. Inc. Living Values: An *Educational Program (1999)*. New York: UNESCO's International Coordination Office

Peck, R.F. and Havinghurst, R.J. (1960). *The Psychology of Character Development*. New York: Willey Piaget, J. (1960). *The Moral Judgment of the Child*. New York: Free Press

Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup & Sons, New Delhi Venkataiah.N, (1998) *Value Education*, APH Publishers, New Delhi,.

Arul Selvi V Kiruba Charles 2015, *Peace and Value Education*, ISBN-13 : 978-8183163194

Dr. S. Arulsamy 2016, *Peace And Value Education*, Neelkamal; First edition (1 January 2016)

M Brindhamani 2011, *Peace and Value Education*, Discovery Publishing Pvt. Ltd

e-resources

https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Value%20Education%20_%20EDCN-901C%20Eng%20Edn.pdf

https://egyankosh.ac.in/bitstream/123456789/63704/4/Unit-1.pdf

https://www.studocu.com/in/document/bangalore-university/english/value-education-for-national-and-global-development/74697894

https://egyankosh.ac.in/bitstream/123456789/71237/1/Block-4.pdf

https://www.egyankosh.ac.in/bitstream/123456789/63367/1/Unit-12.pdf

https://eprints.ugd.edu.mk/8002/1/THE%20ROLE%20OF%20AMNESTY%20INTERNATIONAL%20IN%20PROTECTING%20OF%20HUMAN%20RIGHTS.pdf

Forsythe, D. P. (1990). Human Rights and the International Committee of the Red Cross. *Human Rights Quarterly*, *12*(2), 265–289. https://doi.org/10.2307/762380

https://www.tc.columbia.edu/epe/epe-entries/Harris_ch2_22feb08.pdf https://uutampa.org/uuhumanist/shaagdata/history/120627_humanvalues_.pdf
K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	L(1)
CO_2	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	L(1)	M(2)	S(3)
CO_3	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	L(1)	S(3)	M(2)	L(1)
CO_4	S(3)	S(3)	M(2)	M(2)	L(1)	S(3)	S(3)	S(3)	L(1)	M(2)
CO_5	S(3)	S(3)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	S(3)	L(1)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	**PSO_1**	**PSO_2**	**PSO_3**	**PSO_4**	**PSO_5**	**PSO_6**
CO_1	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)
CO_2	S(3)	M(2)	S(3)	S(3)	L(1)	S(3)
CO_3	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)
CO_4	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)
CO_5	S(3)	M(2)	M(2)	M(2)	L(1)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

IV - Semester					
Core	**Course Code: 741402**	**Economics of Education**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**Understand the concept and significance of education as an investment and consumption.**	
Economics Education:- Concept- Educational resources are limited – Educational Wants are unlimited- Nature of Economics of education – Scope of Economics of education – Emergence of Economics Education – Need of Economics of Education.		
Outcome 1	**Understanding the concept and significance of education as an investment and consumption**	**K2**

Unit-II		
Objective 2	**Understand the principles and approaches to educational planning**	
Education and Economic Development:- Education and Economic growth - Education and National Development - Education and the Distribution of Income - Education, Population and Poverty - Liberalization, Privatization, Globalization and Education - Contemporary issues in Economics of Education.		
Outcome 2	**Analyse the cost-benefit aspects of education**	**K4**

Unit - III		
Objective 3	**Analyze the cost-benefit aspects of education and the internal and external efficiency of education**	
Cost Analysis in Education Cost Concepts:- Expenditure vs. cost , Cost in economics and in education , Determinants of educational costs , Behaviour pattern of educational costs , Social and private costs , Opportunity cost , Fixed and variable costs - **Estimating Educational Costs** - Normative and actual costs , Effectiveness , Costs-efficiency and cost-effectiveness , Cost-Benefit Analysis , Cost-benefit defined , Rates of return: social and private , Cost-benefit analysis: an illustration , Evaluation of cost-benefit analysis .		
Outcome 3	**Critically evaluate the recent trends in Liberalization, privatization, Globalization and education**	**K5**

Unit - IV		
Objective 4	**Understand new educational reforms adopted in India and their capability in the field of education.**	
Economic Reforms and Education:- 1. Standard of living schooling and Education 2. Modernization of education relationship between Market and education, Human Development Index 3. Privatization of education – public and private partnership in education 4. Globalization of Education; Role of International Institutions, IMF, WB & WTO 5. Liberalization of Educational policies a critical appraisal.		
Outcome 4	**Discuss economic reform and education**	**K4**

Unit - V		
Objective 5	**Understand the labour market, education and migration**	
Education and the Labour Market:- Education and the Labour Market: Labour, Market and Education - Education and Employment - Education and Migration (Internal and External).		
Outcome 5	**Compare and contrast education and labour market, education and employment**	**K3**
Practicum (Dynamic Components):- Debate on education as investment – discussion on benefit of education – need of educational planning and institutional planning – role of panchayat raj and public in school expenditure.		

Suggested Readings

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

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

Alvarez J, Garcia Moreno V, Patrinos HA (2007) *Institutional effects as determinants of learning outcomes: exploring state variations in Mexico. Well-Being and Social Policy* 3(1): 47–68.

Ansell BW (2008) *Traders, teachers, and tyrants: democracy, globalization, and public investment in education. International Organization* 62(2): 289–322.

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

Barrerra-Osorio, F, Fasih, T, Patrinos, H.A, Santibáñez, L (2009), *Decentraliseddecisionmaking in schools: the theory and evidence on school-based management*, The World Bank, Washington D.C., USA.

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

Béteille T (2009) *Absenteeism, transfers and patronage: the political economy of teacher labor markets in India. Dissertation*, Stanford University, California.

Birdsall N, Levine R, Ibrahim A (2005*), Toward universal primary education: investments, incentives and institutions, UN Millennium Project Task Force on Education and Gender Equality*, London:

Earth scan Bold T, Kimenyi M, Mwabu G, Ng'ang'a A, Sandefur J (2013) *Scaling up whatworks: experimental evidence on external validity in Kenyan education. Working Paper*. Washington, DC: Centre for Global Development.

Bourguignon F, Verdier T (2005) *The political economy of education and development in an open economy. Review of International Economics* 13(3): 529–548. *A rigorous review of the political economy of education systems in developing countries 58*

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

Buchert L (ed.) (1998) *Education reform in the South in the 1990s*. Paris: UNESCO.

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

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

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

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

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

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

e-resources

http://duliajancollege.digitallibrary.co.in/bitstream/123456789/254/1/4thSemGE.pdf

https://archive.mu.ac.in/myweb_test/ma%20edu/M%5B1%5D.A._EDU_ECONOMICS_OF_EDU.-Final_1_2011-12.pdf

https://hdr.undp.org/data-center/human-development-index#/indicies/HDI

https://egyankosh.ac.in/bitstream/123456789/8531/1/Unit-9.pdf

https://priaacademy.org/pdf/IDAELL/unit3/AELL%20Unit%203%20The%20Role%20of%20International%20Organisations.pdf

https://munshisinghcollege.org.in/what-is-a-relationship-between-education-and-employment#:~:text=Higher%20levels%20of%20education%20tend,be%20applied%20to%20educational%20pursuits.

Christian Dustmann, Albrecht Glitz,Chapter 4 - Migration and Education,Editor(s): Eric A. Hanushek, Stephen Machin, LudgerWoessmann,Handbook of the Economics of Education,Elsevier,Volume 4 2011,Pages 327-439,ISSN 1574-0692,ISBN 9780444534446, https://doi.org/10.1016/B978-0-444-53444-6.00004
K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	M(2)	S(3)	L(1)	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)
CO_2	S(3)	M(2)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
CO_3	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)
CO_4	S(3)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO_5	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	**PSO_1**	**PSO_2**	**PSO_3**	**PSO_4**	**PSO_5**
CO_1	M(2)	S(3)	S(3)	M(2)	M(2)
CO_2	M(2)	S(3)	S(3)	M(2)	L(1)
CO_3	S(3)	M(2)	S(3)	M(2)	M(2)
CO_4	M(2)	S(3)	S(3)	M(2)	S(3)
SCO_5	S(3)	S(3)	M(2)	S(3)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

IV - Semester					
Core	**Course code: 741403**	**Instructional Strategies**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**Summarize readings, films, or speeches related to an instruction.**	
Introduction:- Instructional Technology: A History. Foundations in Learning Instruction. Instructional Systems Design. Identifying and Specifying Requirements for Instruction. Who, When, and Where: Instructional Technologists. Why: Linking Means to Ends. What: Using Hard and Soft Technology. How: Using Systematic and Systemic Approaches. The Relationship between IT and HPT.		
Outcome 1	**To Creating identifying and specifying requirements for Instruction**	**K3**

Unit-II		
Objective 2	**Compare and contrast two or more theories, events, or processes.**	
Foundations of Instructional Development:- Job and Task Analysis. Learning Situations and Instructional Models. Learner Characteristics. Displays and Communication. Innovations in Telecommunications. The Evolution of Computer-Aided Educational Delivery Systems. Assessing Instructional Outcomes. Planning for Instructional Systems. Instructional Systems Development. Factors Affecting Utilization of instructional resources.		
Outcome 2	**Jot and Task Analysis and factors affecting utilization of instructional resources**	**K5**

Unit - III		
Objective 3	Classify or categorize cases, elements, or events using established criteria.	
Theories for Instructional Development:- Evolution of Human Performance Technology. Learning, Behavioural Change, and Performance Human Performance Technology. Edward Lee Thorndike (1874-1949), Ralph Winfred Tyler (1902-1994), Burrhus Frederic Skinner (1904-1990), Benjamin Samuel Bloom (1913-1999). Organizational Behavior: Frederick Taylor's Scientific Management, The Hawthorne Studies, Kurt Lewinís Field Theory, Frederick Herzbergís Motivation-Hygiene Theory.		
Outcome 3	**Evaluating the Learning. Behavioural change and performance Human Performance Technology**	**K3**

Unit - IV		
Objective 4	**Determine bias, values, or underlying intent in presented material.**	
Principles for Instructional Development:- The Systematic Instructional Design. Systematic Process of Instructional Design. Robert Gagne's Instructional Theories. Robert Mager's Method of Preparing Instructional Objectives. Dick and Carey's Model of Instructional Design. John Keller's ARCS Model. Instructional Systems Development. The ADDIE Model. Training Needs Assessment.		
Outcome 4	**Understanding the systematic instruction design and systematic process of instructional design**	**K2**

Unit - V		
Objective 5	**Test, monitor, judge, or critique readings, performances, or products against established criteria or standards.**	
Evaluation of Instruction:- Systematic and Systemic Evaluation of instructional Programs. Donald Kirkpatrickís Four-Level Model of Evaluation. Constructing “Smile” Sheets Measurement Scales. Response Modes. Conducting Four-Level Evaluations: An Example. Front-End Analysis.		
Outcome 5	**Evaluating the systematic and systemic evaluation of instructional programs**	**K3**
Practicum (Dynamic Components):- To prepare an instruction based on a design. Preparation of a list of requirements for the instruction at primary, secondary, and tertiary level. To do a task analysis on a job such as teacher, teacher educator and education administrators. Developing an outcome based instructional technique. Incorporate a theory in the instructional development. Drawing a flow chart on the system of instructional design at your institution. Identifying the pros and cons of any one instructional design at your institution.		

Suggested Readings

Banathy, B. H. (1968). Instructional Systems. Palo Alto, CA: Fearon Publishers.

Banathy, B. H. (1992). A Systems View of Education: Concepts and Principles for Effective Practice. Englewood Cliffs, NJ: Educational Technology Publications.

Clark, R. (1983). Reconsidering research on learning from media. Review of Educational Research, 53(4),445ñ459.

Clark, R. (1994). Media will never influence learning. Educational Technology Research and Development,42(2), 21ñ29.Commission on Instructional Technology (1970). Instructional technology today (Part one: A report by the Commission on Instructional Technology). In S. G. Tickton (ed.), To Improve Learning: An Evaluation of Instructional Technology (Vol. I, pp. 21ñ27). New York: R. R. BowkerCompany.

Cuban, L. (1986). Teaching and Machines: The Classroom Use of Technology Since 1920. New York: Teachers College, Columbia University. Gentry, C. G. (1995). Educational technology: A question ofmeaning. In G. Anglin (ed.), Instructional Technology: Past, Present, and Future (2nd ed., pp. 1ñ9).Englewood, CO: Libraries Unlimited.

GagnÈ, R. M. (1988). Mastery learning and instructional design. Performance Improvement Quarterly, 1(1),7ñ18.

GagnÈ, R. M., and K. Medsker (1996). The Conditions of Learning: Training Applications. Orlando, FL:Harcourt Brace College Publishers.

GagnÈ, R. M., and W. D. Rohwer, Jr. (1969).Instructional psychology. Annual Review of Psychology, 20,381ñ418.

Heinich, R., M. Molenda, J. Russell, and S. Smaldino (1999). Instructional Media and Technologies forLearning (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Kaufman, R. (1983). A holistic planning model: A system approach for improving organizationaleffectiveness and impact. Performance and Instruction, 22(8), 3ñ12.

Kaufman, R., and J. Keller (1994). Levels of evaluation: beyond Kirkpatrick. Human ResourceDevelopment Quarterly, 5(4), 371ñ380.

Kaufman, R., H. Oakley-Browne, R. Watkins, and D. Leigh (2003). Strategic Planning for Success:Aligning People, Performance, and Payoffs. San Francisco: Jossey Bass/Pfeiffer.

Krathwohl, D. R., B. S. Bloom, and B. B. Masia (1964). Taxonomy of Educational Objectives: The Classification of Educational Goals (Handbook II: Affective Domain). New York: David McKay Company, Inc.

Saettler, P. (1968). A History of Instructional Technology. New York: McGraw-Hill.

Simpson, E. (1972). The Classification of Educational Objectives in the Psychomotor Domain: ThePsychomotor Domain (Vol. 3). Washington, DC: Gryphon House.

Thorndike, E. L. (1906). The Principles of Teaching. New York: A. G. Seiler.

e-resources

https://www.webpages.uidaho.edu/cte492/Modules/M3/Methods-Strategies.html

https://www.egyankosh.ac.in/bitstream/123456789/47065/1/Unit-1.pdf

http://www.ispi.org/content.aspx?id=54

https://publichealth.buffalo.edu/cat/kt4tt/best-practices/need-to-knowledge-ntk-model/ntk-commercial-devices/master-list-of-tools/business-tools/human-performance-technology--hpt-.html

https://www.mindtools.com/anx8725/frederick-taylor-and-scientific-management

https://psychopedia.in/field-theory-kurt-lewin/
K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	L(1)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	S(3)
CO_2	S(3)	M(2)	M(2)	M(2)	M(2)	L(2)	S(3)	(2)	M(2)	M(2)
CO_3	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	S(3)	S(3)
CO_4	M(2)	L(1)	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	M(2)	L(2)
CO_5	L(2)	L(2)	M(2)	M(2)	L(2)	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**
CO_1	S(3)	S(3)	M(2)	S(3)	S(3)
CO_2	M(2)	M(2)	L(1)	S(3)	L(1)
CO_3	L(1)	M(2)	M(2)	S(3)	S(3)
CO_4	S(3)	M(2)	M(2)	M(2)	S(3)
CO_5	S(3)	M(2)	M(2)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

IV - Semester					
Discipline Specific Elective-10	**Course code: 741510**	**Planning, Management and Financing of Education**	**T**	**Credits: 4**	**Hours:5**

Unit -I

Objective 1	**Understanding the fundamental concept and principles of educational management**

Principles, Techniques and approaches of Educational Planning:- Guiding principles of educational planning methods and Techniques of educational Planning. Approaches to educational planning.

- Social demand approach
- Man-power approach
- Return of Investment approach

Types of educational planning; process of district level planning including micro level planning exercise; institutional planning. Critical Analysis of educational planning in India.

Outcome 1	**Understanding the fundamental concept of educational management**	**K2**

Unit-II

Objective 2	**Discuss the management process and its importance**

Planning Mechanisms and Five-Year Plan in Education:-

- Perspective planning at central, state and local levels: concepts of macro, meso and micro level planning.
- Priorities to be given at central and state levels. Perspective plan for education in the Five Year Plan. District level planning: recent initiatives.
- Institutional Planning. School mapping exercises.
- Availability of educational statistics at central, state and district levels.
- Five year plans in India-its historical background. Main features of five year plans with special reference to education. Impact of five year plans on education.

Outcome 2	**Discuss the management process and its importance**	**K4**

Unit - III

Objective 3	**The role and contribution of different agencies in educational planning.**

Performance and Resource Management in Educational Institutions:-

- Monitoring of school performance. Performance appraisal of teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach. Financial and administrative management of educational institutions.
- Nature and characteristics of resource in education.
- Need for resource management in education.
- Need for resource management in education. Material resources. Human resource.
- Financial resource.
- Procurement, utilization and maintenance of resources.

- Roles of state, central and local governments in resource mobilization.
- Quality assurance in material and human resources.

Outcome 3	**Understanding the application of educational management in academic area**	**K2**

Unit - IV

Objective 4	**Grow knowledge in dealing the financial problems of educational administration and leadership**

Educational Finance: Need, Significance and Principles:- Concept of Educational Finance.
Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education
Supply of education
Constitutional responsibility for providing education.
Principles of educational finance
General theory of public finance:
Allocation of resources-economic and social bases for allocation of resources in education.
Financing education for: Equality of education-social justice
Efficiency-cost-minimization and quality improvement
Productivity-relevance of education to the world of work and create qualified and productive manpower.
Educational Financing in India: Historical Perspective

Outcome 4	**Acquire knowledge on appropriate models of leadership**	**K3**

Unit - V

Objective	**Evaluate various sources of financing in India:**

Finance and Educational Expenditure:-
Source of finance Government Grant (Central, state, local)Tuition fee
Taxes Endowment Donation and gifts Foreign aids.
Grant-in-aid system:
School Budgetary and accounting procedure.
Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and state.
Monitoring of expenditure control and utilization of funds, accounting and auditing.
Central-State Relationship in Finance of Education
Problems and Issues in Educational Management and Finance.

Outcome 5	**Compare the sources of income for financing educational at central and state level.**	**K5**

The students may undertake any one of the following activities:
Assignment/term paper on selected theme from the course.
A study of the functioning contribution of a VEC/SMC/PTA.
Study of conflict resolution studies adopted by Heads in two schools. Panel discussion on corporate punishment in schools.
Prepare a plan for the mobilization of different types of resources for a school form the community.
Analysis of School Education Act of a state.

Case studies of School Education Act of state with better results at the secondary/senior secondary levels.

The students are to select any two of the following:

Estimation of institutional cost of a secondary school.

Estimation of unit cost of education in a school taking student as an unit.

Estimation of opportunity cost on a sample of working school age children.

Preparation of a school budget.

Preparation of a blue print for expenditure control in a school.

The students may undertake any one of the following activities

- Critical Analysis of School Education Act of a State.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro-level educational survey. Formulation of a school mapping exercise for location of schools in an indentifies are.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEP activities in a district.
- The students may undertake any one of the following activities: Coast benefits analysis of education at primary level.
- Assignments of partnership of VEC, self help groups, MTA, PTAs etc in universalisation of elementary education.
- Project report on issues of educational finance based on data collected from educational administrations.
- Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.
- Evaluation of management of SSA activities in a district. Assignment on any of the themes discussed in the paper.
- Study of Conflict Resolution technique adopted by Heads of two schools. Critical review of present.

Suggested Readings

Bell & Bell (2006): *Education, Policy and Social Class*. Routledge.

Bottery Mike (ed.) (1992): *Education, Policy & Ethics. Continuum*, London.

Naik, J.P. (1965): *EducationalPlanning in India.* New Delhi: Allied. Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.

Mathur, S.P. (2001): *Financial* Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes inElementary. Education: A Study of Existing Practices in Selected States in India.* New Delhi, the European Commission.

Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New

Delhi,NIEPA. *Administration and Management.* The India.

Publications, India. Ramcharan Padma & R.Vasantha (2005): *Education In India*.

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

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

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

Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.

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

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

Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.

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

Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect andProspect* Jouranl of Education Planning and Administration. VII (2) April.

Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London. Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning*. Paris:

International Institute for Educational Planning.

Griffiths, V.L. (1963). *Educational Planning*. London, O.U.P.

Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: InternationalInstitute for Educational Planning.

Hough J.R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.

Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomic*. Institute for Health Sector Development (2005): *Sector-wide Approach in Education. Comparative Education*,31(1).

Less Bell & Howard Stevenson (2006*): Education Policy: Process, Themes and Importance* Routledge.

Livak, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.

Nanjundappa, D.M. (1995): Concept*, Approaches and Techniques of Decentralized Planning in Readings inDecentralized Planning.* B.N. Yudgandhar and Amitabh Mukherjee (ed.) . New Delhi: Concept.

Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic andPolitical Weekly*, June 25, pp.2822-32.

Psacharopolous, G.(ed.) (1987): *Economics of Education: Research of Studies*. Oxford, Pergamon.

Scheerens, Jaap (2000): *Improving School Effectiveness*. Paris: International Institute for Educational Planning.

Tilak, J.B.G. (1988). *Cost of Education In India:* International Journal of Education Development.

Tilak, J.B.G. (1992*). Education Planning at Grassroots*. Ashish Publication, New Delhi.

UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*.

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

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

Mahajan, Baldev and Khullar, K.K. (2002*): Educational administration in Central Government: structure, processes, and future prospects.* Vikas Publication house Pvt. Ltd. New Delhi..

Musaazi, J.C.S. (1982): *The Theory & Practice of educational administration*. London: the Macmillan Press.Mukhopadhyay, M. (2005*): Total quality management in education*. New Delhi: Sage Publications.

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

Becker, G.S (1993), Human Capital: *A Theoretical and Empirical Analysis with Special Reference to Education(Third Edition).* Chicago, IL National Bureau of Economic Research, 161-227.

Blaug. Mark (1972): *An Introduction to Economics of Education*, Allen Lane, London, Penguin.

Cohn E and T. Gaske (1989): *Economics of Education*, Pregamon Press, London. Cooms, P.H. and Hallak. J(1988) Coast Analysis in Education: A Tool for Police and Planning, Baltimore: John Hopkins Press.

G.Psacharopoulos (1987): *Economics of Education: Research and Studies*, New York: Pergamon Press. John, R.L & Morphet, B.L. (ed.) (1952): *Problems and Issues in Public school finance*. New York: Columbia University.

Levin, Henry M (1983): *Introduction to Cost Analysis in Cost-effectiveness*: A Premie, New Delhi, and Sage.Musgrave, R.A.: *Theory of Public Finance: A study of public Economy*, New York: McGraw Hill.

Nail J.P. (1975*) Equality, Quality and Quantity*. New Delhi, Allied. Saxton, P.G. (1961). Education andIncome. New York: Viking Press.

World Baum (1986): *Financing Education in developing Countries: An exploration of Policy option*.
Robert G. Oweus (1970): *Organizational Behaviour*. Prentice Hall. Inc. Englewood Clifs.
Rao, V.K.R.V. (1966*): Education and Human Resources Development*. Delhi, Allied Publishers.
Vaizeg, J. (1964: *Costs of Education, London: Allen an Union*. School Organization and Management by Janardhan Prasad. *Educational Administration and Organisational Behaviour by Hanson* (E-Mark). Discovery Publishing House,New Delhi.

e-resource

https://ddceutkal.ac.in/Syllabus/MA Education/Paper_8.pdf

https://educationforallinindia.com/wpcontent/uploads/2020/12/Concepts_and_terms_in_educational_planning_YPAggarwal.pdf

https://egyankosh.ac.in/bitstream/123456789/42561/1/Unit-1.pdf

https://files.eric.ed.gov/fulltext/ED086273.pdf

Bagshaw, K. (2021) PERT and CPM in Project Management with Practical Examples. *American Journal of Operations Research*, **11**, 215-226. doi: 10.4236/ajor.2021.114013.

https://www.niepa.ac.in/download/Publications/NUEPA%20Occasional%20Paper%20No-12-EDUCATIONAL%20FINANCES%20IN%20INDIA.pdf

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)
CO_2	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)
CO_3	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO_4	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)
CO_5	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	M(2)	S(3)	M(2)	M(2)
CO_2	S(3)	M(2)	M(2)	M(2)	M(2)
CO_3	M(2)	S(3)	S(3)	L(1)	L(1)
CO_4	M(2)	M(2)	S(3)	M(2)	M(2)
CO_5	L(1)	M(2)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

IV- Semester					
Discipline Specific Elective-11	**Course code: 741511**	**Open and Distance Learning**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**Understand with the nature and need of Distance Education in the present day Indian society**.	
Distance Education -An Introduction:- Distance Education: Definition, meaning and concept, Goals and objectives of Distance Education–distance learning and open learning –Distance education need of the hour – Growth and development of distance education – Distance Education in India – Issues in Distance Education-quantity, quality, relevance and effectiveness- Present status of distance education system - challenges in distance Education -Distance education in the global context.		
Outcome 1	**Illustrate the meaning and concept of distance education**	**K3**

Unit-II		
Objective 2	**use different kinds of information and communication Technologies (ICT and enable them to be familiar with their use in teaching-learning process) in distance education**	
Teaching at a Distance:- Information and Communication Technologies and their application in Distance Education-ICT in Open Distance Learning: Issues and Challenges- network infrastructure-computing infrastructure - stable system and application software - internet service provider (ISP) and internet bandwidth - security infrastructure, service compatibility: computer hardware and software -Scalability issues- Ensure data compatibility - Security in distance learning: Concept and meaning- network service- Server- Hackers- service software- design and coding of hosted software-passwords- Social engineering and operational control.		
Outcome 2	**Appraise that the distance education is the need of the hour.**	**K4**

Unit - III		
Objective 3	**Understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programs through Distance Education.**	
Self-Learning Material (SLM) in Distance Education:- Self-Learning Material: meaning, scope, importance and characteristics-Designing and preparing self-instructional materials - Editing in Distance Education- Distance Educators - Electronic media for Distance Education – Intervention strategies for admission, classes, examination and evaluation- Student-Support Services(SSS) in Distance Education and their management -Technical and vocational programs through Distance Education - Programs for women through distance education - Distance Education and Rural Development –Skill development through distance Education –Challenges, opportunities in Distance Education. Counselling methods in Distance Education.		
Outcome 3	**Evaluates an insight into the intervention strategies at distance education**	**K6**

Unit - IV		
Objective 4	**Evaluate programs of Distance Education and to develop in them the ability to enhance the quality and standards of different D. E. Programs.**	
Quality Enhancement and Program Evaluation:- Quality assurance of Distance Education - Mechanisms for maintenance of standards in Distance Education - Programme evaluation. Best practices in ODL: IGNOU, EFLU and SYMBIOSIS Centre for Distance Learning.		
Outcome 4	**Generate the Quality assurance of Distance Education and its New Dimensions**	**K5**

Unit - V		
Objective 5	**Understand various agencies in distance education**	
Agencies in Distance Education:- Agencies and recognition in Distance education – Open University system in India- Learning management system in Open University- IGNOU – TNOU – Learning-virtual university- Distance Education Bureau (DEB) – Role of UGC in Distance education—role of learning centres in distance educations.		
Outcome 5	**Describes the important role of UGC and DEB in Distance education**	**K2**

Practicum (Dynamic Components):- Self-study, Discussion, display of various audio- visual programmes, Lecture and Library consultation, and visit to DDE study centre and Observation of the functioning of the distance mode. Review of CIET/UGC/IGNOU TV programmes and preparation of report.

- ODL Involving technology.
- Comparing a course of one University with ODL material.

Suggested Readings

American Association of University Professors (1999). *Statement on Distance Education*. June 1999. Aragon, S. R. (2003). *Creating social presence in online environments*. *New Directions for Adult and Continuing Education,* 100, 57-68.

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

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

Beaudoin,M.(1990).*Theinstructor"schangingroleindistanceeducation*.TheAmericanJournalo n Distance Education,4(2):21-29.

Beaudoin, M. (1998). *A new professoriate for the new millennium.* Deosnews, Vol. 8, No. 5.

Beaudoin, M. F. (2003). *Distance education leadership: An appraisal of research and practice*. In M. G. Moore & W.G. Anderson (Eds.), Handbook of Distance Education (pp. 519-530). Muhwah, New Jersey: Lawrence Erlbaum Associates Publishers.

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

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

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

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

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

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

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

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

e-resources

http://dlkkhsou.inflibnet.ac.in/bitstream/123456789/17/9/09_chapter3.pdf

https://egyankosh.ac.in/bitstream/123456789/47131/1/Unit-4.pdf

https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-803C-Distance%20Education.pdf

https://egyankosh.ac.in/bitstream/123456789/43744/1/Unit-1.pdf

https://egyankosh.ac.in/bitstream/123456789/47145/1/Unit-7.pdf

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)
CO_2	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	M(2)	L(1)	S(3)	M(2)
CO_3	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	L(1)
CO_4	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	L(1)	M(2)	S(3)	S(3)
CO_5	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	L(1)	M(2)	L(1)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	S(3)	S(3)	M(2)	L(1)
CO_2	S(3)	M(2)	S(3)	S(3)	L(1)
CO_3	M(2)	S(3)	M(2)	L(1)	S(3)
CO_4	M(2)	S(3)	S(3)	M(2)	S(3)
CO_5	M(2)	S(3)	L(1)	M(2)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

IV - Semester					
Discipline Specific Elective-12	**Course code: 741512**	**Quality Assurance in Education**	**T**	**Credits:4**	**Hours:5**

Unit -I		
Objective 1	**Understand the concept of quality in education from both Indian and international perspectives.**	
Evolution of Quality:- Concept of Quality in Education: Indian and International perspective. Dimensions and Characteristics of Quality. Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total quality Management (TQM), Six sigma. Quality Gurus: Walter Shewart, Edward Deming, Joseph Juran, and Armand V. Feigenbaum. Concept of Quality Learning Environments, Quality Teaching, Quality Learners, Quality Curriculum.		
Outcome 1	**Ensure the characteristics of quality in education.**	**K6**

Unit-II		
Objective 2	**Familiarize with the evolution of quality management approaches, including inspection, quality control, quality assurance, Total Quality Management (TQM).**	
Competency Mapping:- Assessment and Accreditation: Meaning, Objectives, Relation between Assessment and Accreditation. Strategic Planning: Leadership, Identifying the Mission, Creating a Vision. Generating Quality Culture. Establishing Goals and Objectives. Sources of Competency Information. Essential Competencies: Creative thinking, Critical Thinking and Interpersonal skills.		
Outcome 2	**Set the goals and objectives as per the concept of assessment and accreditation in sustaining quality in education.**	**K3**

Unit - III		
Objective 3	**Develop competency mapping skills, including the assessment and accreditation processes, strategic planning.**	
Educational Quality Management Systems:- Stages of Quality Management Systems. Educational Quality Management Systems: International Organization for Standardization (ISO), Integrated Management System. Rewards and Recognition: EQFI's India Education Awards, Malcom Baldridge Award in Education. Quality Audit: Types, Procedures. Quality Circles in education: Structure, Implementation, Operations and Benefits.		
Outcome 3	**March toward winning the educational awards.**	**K5**

Unit -IV		
Objective 4	**Gain knowledge of educational quality management systems, such as the International Organization for Standardization (ISO) and the Integrated Management System.**	
Quality Measurements and Concerns:- Tools: Control chart, Fishbone diagram (cause and effect diagram),and Pareto diagram. Techniques: Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA). Liberalisation, Privatisation, Globalisation (LPG) in quality education. Public Private Partnerships in India. Quality Crisis in Teacher Education. Bench marks in Higher Education: IITs, IIMs, and IISc.		
CO-4	**Deal the Liberalisation, Privatisation, and Globalisation (LPG) as the factors affecting quality in education.**	**K3**

Unit - V		
Objective 5	**Understand the impact of liberalization, privatization, and globalization (LPG) in quality education and the challenges related to quality in teacher education.**	
Quality Maintenance and Sustenance:- Agencies of Education: Objectives, Functions, Roles and Initiatives. National Level: National Assessment Accreditation Council (NAAC), Quality Council of India (QCI),and National Accreditation Board of Education Training (NABET).International Level: Institutional Network for Quality Assurance Agencies in Higher Education (INQAHEE), Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Higher Education Institutions: Structure, Composition, Goals, Functions and Benefits.		
Outcome 5	**Establish a structure in an institution so as to meet expectation of accreditation agencies.**	**K5**
Practicum (Dynamic Components):- Precise the doctrines of any one Quality Guru through contemporary education system. Identify the interconnectedness among Quality Teaching, Quality Learners, Quality Curriculum. Formulate a Quality Culture in teacher education institution. Practising essential Competencies such as Creative thinking, Critical thinking and Interpersonal skills. Preparation of detailed account on International Organization for Standardization (ISO). Conducting a mock Quality Audit in teacher education institution. Drawing a Fishbone diagram for quality education. Listing out how Liberalisation, Privatisation, and Globalisation (LPG) being hurdle for quality education. Attempt for Public Private Partnerships. Draw an inference on the seven parameters of National Assessment Accreditation Council (NAAC).		

Suggested Readings

Arcaro, J.(1997): *Quality in Education: An Implementation Handbook*, Vanity Books International New Delhi

Basterfield, D.et.al.(2010): *Total Quality Management*, Pearson Education Asia, Third Edition. New Delhi: prentice Hall is an imprint of.

Bhote, K.(2003): *The Power of Ultimate Six Sigma*, American Management Association,USA

Burt Scanlan, B. K. (1987). *Management & Orgnizational Behavior, Second Edition.* Florida: Roberte Krieger Publishing Company.

Bush T., L. B. (2003). *The Principles and Practice of Educational Management.* (Edited,Ed.) New Delhi: Sage Publications.

Frank M. Gryna, R. C. (2007). *Juran's Quality Planning And Analysis,fifth edition.* New Dilhi: Tata McGraw-Hill Publishing.

Fraiser, A (2000): *A Roadmap For Quality Transformation In Education*

Lewis,R. & Smith D.(1998): *Total Quality in Higher Education*, Vanity Books International New Delhi

Morrison, K.(1998) *Management theories for Educational Change.* PaulChapmanpublishing limited

Mukhopadhaya, M. (2000): *Total Quality in Education*, NIEPA, New Delhi.

Mukherjee, P.N. (2010). *Total Quality Management.* New Delhi: PHI Learning Pvt.ltd.

Pathan, S. (2005). *Quality Improvement Programme in Higher Educatin NAAC.* Bhopal: Intellectual Book Bureau.

Prasad, A. (2007). *University Education Administration and the Law.* New Delhi: Deep & Deep Publications.

R.Kesavan, C. B. (2008). *Total Quality Management.* New Delhi: I.K.International.

Rampersad, H.(2001): *Total Quality Management: An executive guide to continuous improvement*, Springer: New York

Rita, S. (2004). *Assessment and Accreditation in Higher Education.* New Delhi: Association of Indian Universities.

Rob Paton, G. P. (2005). *Handbook of Corporate University Development.* (E. by, Ed.) Wngland: Gower Publishing.

Rolf Lynton, U. P. (2000). *Training for Organizational Transformation Part 2.* New Delhi: Sage Publisher.

Scheerens,J. et.al (2003): *Educational Evaluation, Assessment and Monitoring: A systemic approach*, Swets & Zentlinger Publications

Saini Debi, K. S. (2000). *Human Resource Management.* New Delhi: Response Books, Sage Publications.

Sanghi, S. (2007). *The Handbook of Competency Mapping, Second Edition.* New Delhi: Response Books, Sage Publications.

Singh , A. (2004),: *Fifty Years of Higher Education In India, The Role of the UGC,* Sage Publications

Stella, A. & Gnanam, A. (2003): *Making the most of Accreditation*, Concept Publishing Company, New Delhi.

Stella, A. & Gnanam, A. (2003): *Foundations of External Quality Assurance in Indian higher Education,* Concept Publishing Company, New Delhi

Stella, A. (2001): *Quality Assessment in Indian higher Education: Issues of impact and future perspectives*, Allied Publishers Limited, New Delhi

Varma, M. (2001). *Managing more effectively, Second edition.* New Delhi: Response Books, Sage Publications .

Vieira, W. (1999). *Managing Executive Success.* New Delhi: Response Books, Sage Publications.

e-resources

https://rm.coe.int/prems-108118-gbr-2507-quality-history-education-web-21x21/16808eace7

https://herearmenia.files.wordpress.com/2011/09/ebooksclub-org__total_quality_management_in_education.pdf

https://peopleforeducation.ca/wp-content/uploads/2017/06/MWM-Quality-Learning-Environments-summary.pdf

https://www.egyankosh.ac.in/bitstream/123456789/62023/3/MES-45%20BLOCK-4%20(UNIT-11)%20ENGLISH.pdf

https://www.promoteteaching.com/uploads/1/5/4/4/15442782/rewardandrecognition_2.pdf

https://www.raijmr.com/ijre/wpcontent/uploads/2017/11/IJRE_2014_vol03_issue_04_02.pdf

https://www.academia.edu/42228338/Quality_Sustenance_in_HEIs_Issues_and_Challenges

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)
CO_2	M(2)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO_3	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	S(3)	M(2)	S(3)	S(3)
CO_4	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	L(1)
CO_5	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6
CO_1	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)
CO_2	S(3)	M(2)	S(3)	M(2)	M(2)	L(1)
CO_3	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
CO_4	S(3)	M(2)	S(3)	S(3)	M(2)	L(1)
CO_5	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

IV- Semester					
Core	**Course code: 741999**	Dissertation Viva-Voce		**Credits:8**	**Hours:10**

Non Major Elective Courses (NME)

II- Semester					
NME	**Course code:**	**Psychology of Learning and Human Development**	**T**	**Credits:2**	**Hours:3**

Unit -I		
Objective 1	**Acquire the knowledge of the nature and scope of Educational Psychology**	
Nature of Educational Psychology:- Definition of Psychology – Methods of Psychology - Branches of Psychology - Educational Psychology – Definition, Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning Experience, Learning environment, Teacher and teaching- Significance of Educational Psychology to the teacher.		
Outcome 1	**Generate the prerequisite Knowledge's or psycho ontological concepts and will conceive the new ideas of the psychology.**	**K5**

Unit-II		
Objective 2	**Understand the process of mental development and mental abilities**	
Human Growth and Development:- Interaction of Nurture and Nature. Concept, Distinction among Growth, Development and Maturation. General Principles of Growth and Development – Characteristics, Dimensions of Development – Physical, Cognitive, Emotional, Social and Moral- Phases of Development and Developmental tasks – Infancy, Childhood and Adolescence.		
Outcome 2	**Identify the individual difference of the students in terms of physical, mental, emotional and social aspects.**	**K2**

Unit III		
Objective 3	**Understand the process of learning and the factors influencing learning**	
Learning:- Nature and importance of learning – Individual differences in learning- Learning Curves- Factors influencing the learning- theories of learning - Conditioning: Classical and Operant (Pavlov, Skinner), Trial and Error (Thorndike), Learning by Insight (Kohler)- Transfer of Learning- Learning by Imitation- Levels of Learning: Gagne- Remembering and Forgetting: Curve of forgetting.		
Outcome 3	**Apply the learning theories in to the day-to-day pedagogical aspects.**	**K3**

Unit IV	
Objective 4	**Acquire the knowledge of intelligence and creativity and their educational implication**
Motivation, Intelligence and Creativity:- Motivation – Kinds of Motives - Theories of Motivation: Maslow's hierarchy of needs Nature of Intelligence - Distribution of Intelligence – Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of the Intellect, Gardner's Multiple Intelligence Theory- Constancy of IQ – Assessment of Intelligence- Uses of Intelligence tests. The Process of Creativity - Creativity and Intelligence – Identification and promotion of Creativity- Thinking: Convergent and Divergent thinking.	

Outcome 4	**Use the creativity concepts in their daily life and professional competence.**	**K3**

Unit V		
Objective 5	**Understand the importance of mental health and hygiene**	
Mental Health and Personality:-Meaning and Definitions of mental health and Personality – Conflict and Frustration – Unrest – Adjustment and Mal adjustment - Major Determinants of Personality – Theories of Personality - Type, Trait, Type and Trait, Psychoanalytic-Assessment of Personality: Projective and Non projective Techniques – Aptitude – concept, types and measurement. Personality and Assessment		
Outcome 5	**Apply the personality theories in teaching learning process.**	**K3**

Practicum (Dynamic Components):- Experiments and Tests related to the following topics to be conducted on children/ adolescents. Each student teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

Group A (Related to Adolescence)	Group B (Related to Childhood)
1. Intelligence	1. Distraction of Attention
2. Learning	2.Division of Attention
3. Transfer of Training	3. Creativity
4. Aptitude	4. Piaget's task
5. Adjustment	5.Non-Verbal Intelligence Test
6. Concept Formation	6.Sociometry
7. Level of Aspiration	7.Measure of Anger
8. Interest	8. Emotional Stability
9. Personality Types	9. Moral Values
10. Attention	10.Motivation
11. Creativity	11.Span of Attention
12. Achievement Motivation	12. Motor Skills

Suggested Readings

Judith, I. (2008). *Learners, learning and educational activity*. London : Routledge

Graham, R. (2008). *Psychology: The key concepts*. London : Routledge

Samuel, W. (2007). *The intellectual and moral development of the present age.* U.S: Kessinger Pub Co

Chobra, R. K. (2006). *Elements of educational psychology*. New Delhi: Arise Publishers.

John, W. S. (2006).*Educational psychology: Classroom update preparing for PRAXIS and the classroom. U.S*: Mc Graw Hill Company.

Ramesh Chadurvethi, R. (2006). Guidance and Counselling Techniques. Chennai: SBA Book Publishers

Thomas, M.H. (2005). A Student's guide to studying psychology. London: Psychology Press.

Alison, G. (2004). Exploring cognitive development: The Child as problem solver (1st ed).

U.S: Blackwell Pub.

Michael, W. E. (2004). *Psychology: An international perspective.* USA: Psychology Press

Jack, S., & Robert, B. (2004). *Psychology applied to teaching*. U.S.A: Houghton Mifflin.

Migel, J. (2001). *Counseling in careers guidance.* U.S: Open University Press.

Matt, J. (2000). *Theoretical approaches in psychology.* London: Routledge.

Bhatnagar, A., & Gupta, N. (1999). *Guidance and counseling.* New Delhi: Vikas Publishing House.

Nagarajan, K., Selvakmar, S. D., Mani,S., & Devaraj,G. (1999). Ram Publishers, Chennai.

Cara, F. (1998). *Practicals for psychology: A student workbook.* London :Routledge.

Coleman, D. (1998). *Working with emotional intelligence*. New York: Bantan Books.

Robert, N. (1998). *Aging and mental health*: *Positive, psychosocial and biomedical approaches*. Trey Sunderland: Pro Ed.

Hall, C. S., & Lindzey, G. (1998). *Theories of personality (3rd ed)*. New York: John Wiley.

Hurlock, E. B. (1998). *Child psychology*. Tokyo: McGraw Hill.

DeCecco., & Joghn, P. (1997). *The psychology of learning and instruction (2nd ed)*. New Delhi: Prentice Hall of India.

Eysenck, H. J. (1997). *Dimensions of personality*. London: Kegan Paul.

Brody.E. B., & Brody, N. (1996). *Intelligence: Nature, determinants and consequences*. New York: Academic Press.

Michael,W. E. (1996). *Simply psychology.* London: Psychology Press.

Weiner, B. (1996). *Human motivation*. New York: Halt Richert & Winston.

Butcher, H. J. (1993). *Human Intelligence: Its nature and assessment*. London: Merthuen.

Crow., & Crow. (1993). *Educational psychology*. New Delhi: Eurasia Publishing House.

Gardner, H. (1993). *Multiple intelligence: Theory into practice*. New York: Basic Books.

Santhanam, S. (1993). *Kalvi Ulaviyal*. Chennai: Santha Publications.

Adams, J. A. (1992). *Learning and memory*: An introduction. Illions: Dorsey Press.

Chronback, L. J. (1990). *Essentials of psychology*. New York: Harper and Row Publishers.

Maslow, A. H. (1990). *Motivation and personality(2nd ed).* New York: Harper & Row.

Mangal, S. K. (1981). *Psychological foundations of education*. Ludhiana: Parkash Bros.

Morgon., &King. (1976). *Introduction to psychology*. Delhi: Tata McGraw Hill.

Hilgard, E.F., & Richard, E. C. (1971). *Introduction to psychology (5th ed)*. New York: Harcourt Brace.

Murthy, S. K. (1970). *Essential foundations of educational psychology*. Ludhiana: Tandon Pub.

e-resources

https://www.jaspstudy.com/2023/12/meaning-nature-and-scope-of-educational.html
https://www.psychologydiscussion.net/notes/psychology-notes/educational-psychology-psychology-notes/notes-on-educational-psychology-nature-scope-and-methods/2020
https://byjus.com/question-answer/who-is-the-father-of-educational-psychology/
https://www.scribd.com/document/107130534/Educational-Psychology-B-ed
https://www.ncbi.nlm.nih.gov/books/NBK567767/
https://www.studocu.com/row/document/jomo-kenyatta-university-of-agriculture-and-technology/social-psychology/human-growth-and-development-lecture-notes/33883177
https://byjusexamprep.com/ugc-net/ugc-net-study-notes-on-theories-of-learning
https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/chapter/learning-theories-understanding-how-people-learn/
https://unacademy.com/content/upsc/study-material/psychology/theories-of-learning/
https://egyankosh.ac.in/bitstream/123456789/7978/1/Unit-1.pdf
https://pressbooks-dev.oer.hawaii.edu/psychology/chapter/what-are-intelligence-and-creativity/
https://egyankosh.ac.in/bitstream/123456789/65128/3/Block-4.pdf
https://digitaleditions.library.dal.ca/intropsychneuro/chapter/what-are-intelligence-and-creativity-2/
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3682183/

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	M(2)	L(1)	S(3)	M(2)	L(1)	M(2)	S(3)	L(1)	S(3)	M(2)
CO_2	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)	M(2)	L(1)
CO_3	S(3)	L(1)	M(2)	S(3)	L(1)	M(2)	S(3)	L(1)	M(2)	S(3)
CO_4	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	S(3)	M(2)	L(1)	M(2)
CO_5	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	M(2)	L(1)	S(3)	M(2)	L(1)
CO2	M(2)	L(1)	M(2)	L(1)	M(2)
CO3	S(3)	L(1)	M(2)	S(3)	M(2)
CO4	S(3)	M(2)	L(1)	M(2)	M(2)
CO5	M(2)	L(1)	S (3)	S(3)	L(1)

S –Strong (3), M-Medium (2), L- Low (1)

III - Semester					
NME	**Course Code**	**Environmental Education**	**T**	**Credits: 2**	**Hours: 3**

Unit -I		
Objective 1	**To comprehend about the field of Environmental Education (EE).**	
Environmental Education: An Introduction:- Environmental Education: Definition- Goals- Objectives and guidelines - Origin of Environmental Education. - Pre requisition for a successful environmental education - Issues related to environmental education.		
Outcome 1	**To creating origin of Environmental Education and issues related to Environmental Education**	**K3**

Unit-II		
Objective 2	**To develop Environmental Education curriculum at various levels of Education.**	
Environmental Education Curriculum:- EE Curriculum - need and significance -scope and sequence of Environmental education curriculum -Role of NCERT-UGC and educational institutions in developing Environmental Educational Curriculum - Approach to curriculum planning and Development Environmental Education at various levels of Education -Development of Environmental Curriculum in India.		
Outcome 2	**Applying the approach to curriculum planning and development environmental education at various levels of education**	**K5**

Unit - III		
Objective 3	**To get awareness on culture and environmental crisis.**	
Culture –Environmental Nexus:- Environmental crisis - Science, Technology and Environmental crisis -cultural values and Environment. Major environmental problems in India – Need and objectives of conservation – Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws		
Outcome 3	**Understanding the environmental movements and International efforts for environmental protection**	**K2**

Unit IV		
Objective 4	**To develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and non-formal education.**	
Environmental hazards and pollution:- Meaning and definition of Environmental hazards and pollution – Types of environmental hazards and disaster – Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion. Need for environmental management – function and characteristics- dimensions of environmental management. Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna.- causes for forest fire- measures of prevention.		
Outcome 4	**Evaluating types of environmental hazards and disaster**	**K4**

Unit - V		
Objective 5	**To know the environmental disasters and their protection.**	
Environmental Movements and International Efforts for Environmental Protection:- Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa –conditions for achieving the goals of sustainable development – Strategies for sustainable development in India. The Stockholm conference 1972 – Brundtl and commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997.		
Outcome 5	**Analysing environmental movements and international efforts for environmental protection**	**K3**

Practicum (Dynamic Components)

- Visit to a local area to document environmental assets-river/ Forest / grassland / hill / mountain.
- Visit to a local polluted site-Urban / Rural / Industrial /Agricultural.
- Study of common plants, insects, birds.
- Study of simple ecosystems-Pond, river, hill, slopes, etc.,

Suggested Readings

Goel, M.K. (2006*) Paryavaran Addhyayan, Vinod Pustak Mandir*, Agra, Pp. 581. Kaushik,A. and Kaushik, C.P.(2004). *Perspectives in Environmental studies, New Age* 269-0529 – 4 Allahabad, Pp.175

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

Bhall, S.C. &Khanna, H. (2007), *Environmental Education*, New Delhi : Regal Publication

Bharucha E (2005), *Text book of Environmental Studies*, University Press.

Delhi , Association of Indian Universities, Pp.54-58.ISSN NO 0566-2257

Singh,S.K.(2007)*Environmental Education and its concern in Educational Policies in IndependentIndia, in Trivedi, B. and Jain, S. (Ed.) Environmental Issues in India, New Delhi, Discovery Environmental Ethics*, Seema Press, Varanasi, Pp. 242.

For Elementary Teacher Educators, NIEPA, New Delhi.pp.278.

International(P) Ltd. Publishers, New Delhi

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

NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.

NCERT (2011). *Teachers" Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316. *Publishing House,Pp.73-82.ISBN 978-81-8356-224-9. Source Book on environmental education*

Ram,P.S. and Singh,R.(2013). *Paryawaran Shikshakeubharateaayam*, Allahabad:Sharda Pustak Bhawan.

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

Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) *Societyand*

Sharma,P.D.(2001).*Ecology And Environment, Rajson Printers* ,New Delhi,pp660.

Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994). Shrivastva, K.A. (2007), *Global Warming*, New Delhi: APH Publishing Corp.Shukla, C.S.(2007) Paryavaran Shiksha, AlokPrakashan, Lucknow, Pp.311.

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

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

Singh, S.K.(2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan ,

Singh, S.K.(2007).*Environmental Education: A Remedy for Environmental Crisis*, inTiwari, S.(Ed.)*Education in India* ,Vol.-IV**,** New Delhi, Atlantic Publishers,Pp.83-90.ISSN 978-81-

Singh,S.K.andSingh,N.(2007)‖*EnvironmentalEthics:AReorientationofEnvironmentrelatedEthical" University News A Weekly Journal of Higher Education* **,***45 : 44,Oct.29 – Nov.4,New*

Speth & James,G. (2006) *Global Environmental challenges: Transition to a sustainable world*, OrientLongmann.

e-resources

https://www.epa.gov/education/what-environmental-education#:~:text=Environmental%20education%20is%20a%20process,make%20informed%20and%20responsible%20decisions.

https://www.unescap.org/sites/default/files/CH15.PDF

https://www.getmyuni.com/articles/environmental-education

https://fyi.extension.wisc.edu/wateroutreach/water-outreach-education/what-are-beps/knowledge-area-beps-2/knowledge-area-beps-environmental-education-principles/

https://wgbis.ces.iisc.ac.in/biodiversity/sahyadri_enews/newsletter/issue22/art5.htm

https://www.ugc.gov.in/pdfnews/4111559_Environment_Guideline.pdf

https://ageconsearch.umn.edu/record/266484/files/KhademiVidra.pdf

https://ncert.nic.in/

https://legalitysimplified.com/2023/06/08/ugc-measures-for-implementing-the-national-education-policy-for-environmental-education/

https://www.educationtimes.com/topics/higher-education-subject-wise/99234620/ugc-initiates-rules-to-promote-environmental-education-as-core-subject

https://byjus.com/biology/environmental-issues-solutions/

https://www.wto.org/english/res_e/reser_e/gtdw_e/wkshop09_e/taylor_e.pdf

https://unacademy.com/content/kerala-psc/study-material/science-technology/environmental-hazards/#:~:text=This%20hazard%20faces%20some%20factors,%2C%20Toxic%20waste%2C%20Radiation%E2%80%9D.

https://bio.libretexts.org/Bookshelves/Ecology/Environmental_Science_(Ha_and_Schleiger)/04%3A_Humans_and_the_Environment/4.04%3A_Environmental_Health/4.4.01%3A_Types_of_Environmental_Hazards

https://byjus.com/biology/types-of-pollution/

https://www.samhsa.gov/find-help/disaster-distress-helpline/disaster-types

https://www.preventionweb.net/understanding-disaster-risk/component-risk/hazard

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**	**PO_6**	**PO_7**	**PO_8**	**PO_9**	**PO_{10}**
CO_1	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	M(2)	M(2)	S(2)	L(1)
CO_2	L(1)	M(2)	M(2)	M(2)	L(1)	S(3)	S(3)	M(2)	L(1)	M(2)
CO_3	S(3)	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	M(2)	M(2)	S(3)
CO_4	M(2)	M(2)	M(2)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	M(2)
CO_5	M(2)	L(1)	L(S)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	**PO_1**	**PO_2**	**PO_3**	**PO_4**	**PO_5**
CO_1	S(3)	S(3)	M(2)	S(3)	L(1)
CO_2	M(2)	S(3)	M(2)	M(2)	M(2)
CO_3	M(2)	L(1)	S(3)	S(3)	S(3)
CO_4	M(2)	M(2)	L(1)	S(3)	L(1)
CO_5	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), MEDIUM (2), L-LOW (1)

EDUCATION CAMPUS