

Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous)

Programme: M.Ed.

A PROFILE

Sri Ramakrishna Mission Vidyalaya College of Education started in 1950, is a premier institution of higher education located near the city of Coimbatore. It is a unit of Ramakrishna Mission Vidyalaya, Coimbatore, which is spread over an area of 300 acres. This institution was the first Autonomous College of Education in India and is affiliated to Tamil Nadu Teachers Education University, Chennai and Reaccredited with A+ Grade by NAAC. The programmes offered by the College are recognised by the National Council for Teacher Education. The College aims at man-making and character-building education as advocated by Sri Ramakrishna, Swami Vivekananda and Mahatma Gandhi.

PROGRAMMES

The College offers a wide range of programmes in education. The details of the programmes are as follows:

Bachelor Degree in Education (B.Ed.)

Master Degree in Education (M.Ed.)

Doctor of Philosophy in Education (Ph.D.)

The B.Ed. programme was started in the year 1950. From 2015 onwards, the one year B.Ed. programme of the college has been restructured as a two year programme consisting of four semesters as per the norms of NCTE and TNTEU.

The programme comprises of three broad curricular areas

Perspectives in Education: This theory part (12 courses) consists of core course (11 courses) and one Elective course (select any one from eight).

Curriculum and Pedagogical Studies: The course is designed to enable the students to specialize in their school subjects (Pedagogy 1 and Pedagogy 2).

Engagement with field – this includes school internship, tasks and assignments, and course on Enhancing Professional Capacities.

Pedagogy I courses offered in the B.Ed. Programme are: Commerce, Computer Science and General English.

Pedagogy II courses offered in the B.Ed. Programme are: Biological Science (Botany and Zoology), Commerce, History, Mathematics, Physical Science (Physics and Chemistry) and Special English.

Master Degree in Education (M.Ed.)

The M.Ed. Programme was started in the year 1964. Till the academic year 2014-2015, the programme was of one year duration. From 2015 onwards, the duration has been increased to two years which spreads over four semesters as per the norms of NCTE and TNTEU. The programme has twelve theory courses, practical aspects classified as Competence Enhancement Practical (CEP) and Performance Enhancement Practical (PEP), internship and dissertation.

Ph.D. Programmes

The College offer Ph.D. (Doctor of Philosophy in Education) degree programme on full-time and part-time basis. The Ph.D. Programme were started in the year.

IGNOU Programmes

The college is one of the study centres of IGNOU's distance education programme for B.Ed., M.A. (Edn.), PGDEMA, PGDPPED, PGDET, PGDSLML and PGCIATIVI.

VALUE ADDED COURSES

The College offers the following Value Added Courses for the benefit of the B.Ed., students. The descriptions of the courses are as follows:

1. Proficiency Course on Spoken English

A compulsory course on Phonetics and Spoken English has been arranged for all the students of the college thrice a week. They are trained with different sub-skills of speaking with varied topics and situations to use the language. All the modern gadgets are employed meticulously to provide high-tech English climate.

2. Certificate Course in Dynamics of Healthy Child Development

Child Education is the primary field in which the human resource of a nation is built upon. The plurality of Indian way of life and the influence of scientific and western thoughts play their respective role in imparting knowledge and skills of the children. Hence the certificate course in Dynamics of Healthy Child Development has been designed with an idea of equipping teachers in dealing with young children.

3. Certificate Course in Cultural Heritage of India

The course is an earnest attempt to inspire our young people with the ideals of patriotism, love of service, shraddha, dedication and integrity in personal and public life, and to bring out tremendous strength which comes out of purity, character and sustained effort. This certificate course, offered in collaboration with Swami Vivekananda Cultural and Heritage Centre, Coimbatore, is tailored to meet the needs of student teachers who are in pursuit of the glorious cultural heritage of India.

Self-Study Courses

1. Information and Communication Technology

ICT is widely used in our everyday life, and its need is ever-growing in the education sector. Today's classrooms are full of young minds who are technologically conscious. It is necessary that, every teacher should have the awareness and skill in application innovative ICT tools. Hence a self-study course on Information and Communication Technology has been designed to increase learner motivation and engagement by facilitating the acquisition of basic skills, and by enhancing teacher training.

2. Mathematical Reasoning and Aptitude

Mathematics is a critical skill that inculcate logical reasoning and out of the box analytical abilities. Studying Mathematics enable students to get much better at abstract reasoning. Mathematical knowledge and the ability to solve quantifiable problems and utilize critical thinking skills enhance the abilities of students to think and make decisions. Hence a self-study course on Mathematical Reasoning and Aptitude has been designed to prepare the students for competitive examinations and give them insights in analysing, evaluating and creating skills that provide a pathway to new discoveries.

Multidisciplinary Course

A Certificate Course in Physical Activities and Strategies for Inclusive Classroom offered by Faculty of General & Adapted Physical Education and Yoga (GAPEY), Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI), Coimbatore, is provided to enhance students' knowledge and practical skills in incorporating physical activities into classroom settings, promoting inclusivity and catering to diverse learning needs of all students.

Scout Masters Training Course

The modern trend in Education spells out various extracurricular development of the learner. The compulsory Scout Masters' training course is provided to all students to bring out their hidden talents and to run Scout troops in their future career as teachers.

COMMON FACILITIES AND LABORATORIES

Library and Information Centre

The College library has about 17,000 volumes. In addition to these, hundreds of theses and research reports are available for reference. The college subscribes to about 42 journals and magazines. A collection of educational materials in CD is also available. The facilities offered by the library include Lending, Reference Service, Internet and e-mail Service, Current Awareness Service, and Career Guidance.

Educational Psychology Laboratory

The college has a well-equipped psychology laboratory, which provides practical training to the student teachers and also gives guidance and counselling to children and parents in need. The laboratory has more than 100 tests to assess intelligence, aptitude, creativity and many other personality traits of individuals besides audio and videocassettes on personality development.

Educational Technology Laboratory

The educational technology laboratory of the college has a good collection of educational video films and provides training to students in using multimedia facilities. From its inception, our college has been a pioneer in integrating technology into education, establishing itself as a frontrunner in leveraging technological advancements to enhance learning experiences. Since the early days, our institution has curated a diverse collection of cutting-edge devices, ranging from vintage televisions to state-of-the-art projectors. Embracing innovation, we have utilized cameras, VCD, and VCR players to enrich our educational methods, fostering an environment where students can engage with content in dynamic and interactive ways.

Computer Laboratory

The centralized computer laboratory, with adequate number of computers is used in teaching various computer application. The students are given basic skills in computer operation theoretically and practically with the help of this laboratory.

Work Experience Laboratory

The students have the opportunity to develop socially useful productive work with different materials available here. It also provides exposure to notebook and envelope making skills.

STEM Laboratory

STEM Laboratory established in the College is an educational space that encourage active learning and problem solving. In this laboratory, students develop their Science, Technology, Engineering and Mathematics skills by using technology to create, collaborate and complete projects - learning and applying knowledge to find new solutions.

Educational Studio

Sri Ramakrishna Mission Vidyalaya College of Education has an educational studio dedicated to crafting high-quality video content. Here, student teachers harness contemporary digital technologies to create immersive e-learning materials for classroom use. The studio is furnished with state-of-the-art cameras, audio-video editing tools, and smart panel boards, alongside essential software. Its purpose extends beyond student education, serving as a training ground for both student-teachers and faculty from the parent institution and neighboring establishments. This resource enriches teaching practices by fostering proficiency in digital tools and enhancing instructional experiences through innovative multimedia content.

Smart Class

Smart class is a technology leveraged to improve the teaching – learning system which has evoked a new environment, new emotion in the classrooms. It is an environment where the teacher is empowered to teach better and student is inspired to learn better than before. Smart class can boast about multimedia, mapped to CBSE, ICSE, State board curriculums, and explains the most difficult concept with easy clarity, bridging the learning gaps between the two stakeholders. It is equipped with exhaustive repository of well researched, digital modules of lessons (consisting of audio-video, 2D and 3D animations and graphics) on almost every subject from KG to class XII.

SUBJECT SPECIFIC LABORATORIES

Language Laboratory

The language laboratory of the college has a good collection of language development materials and tests. A spoken English course is also offered to the students through this laboratory. It has electronic materials for listening and speaking, and provides language development training through multimedia.

Computer Laboratory

The college has a separate computer laboratory with appropriate hardware and software to provide training to the students in Pedagogy of Computer Science as well as in-service education to teachers and administrators.

Biological Science Laboratory

The laboratory has all equipment and materials for teaching Botany and Zoology up to class XII. It also provides practical experience to students and staff of nearby schools. The department prepares indigenous teaching kits to be used by the trainees and staff of nearby schools.

Physical Science Laboratory

The laboratory has all equipment and materials for teaching Physics and Chemistry up to class XII. It also provides practical experience to students and staff of nearby schools. The department prepares and distributes low-cost Science kits to schools.

Mathematics Laboratory

The Laboratory has indigenous kit to teach all mathematical concepts to students of primary to higher secondary levels. It also has number of video lessons on various topics on Mathematics and Mathematical puzzles.

History Resource Centre

All kinds of maps to teach History and Geography, pictures of historical places and information on national leaders are available in the resource centre. It also has various models.

Commerce Resource Centre

The Commerce Resource Centre has a collection of gadgets dealing with model bank, management, e-commerce and e-banking, international trade etc., besides video and audio cassettes.

EXTENSION SERVICES DEPARTMENT

This department conducts in-service courses on various topics to update the knowledge of teachers in schools. The department offers subjects and need-based in-service courses for teachers at various levels working in and around Coimbatore district. The department develops a close interaction between the college and the neighbouring schools, which is very vital for the overall development of education. The department organizes various extension services to the society.

PHYSICAL EDUCATION DEPARTMENT

The college has spacious playgrounds for sports and games. Facilities for indoor games are also available in the campus. The department provides information on health, and provides training on officiating and conducting tournaments. The staff recreational activities and indigenous activities for students are the special features of the department. The department also organises a certificate course in Yoga Education and other recreational activities periodically.

HIGHLIGHTS OF STUDENT ACTIVITIES

The student governed parliamentary system is adopted, and different ministers for a term of two months look after the respective activities. They are asked to organise seminars, workshops, educational exhibitions and student association activities. They are encouraged to take part in state and national level seminars, workshops and educational competitions. They help in maintaining the library and laboratories. They donate blood in case of emergency and render service as scribe and readers to blind students. Participation in community work, campus cleaning, cultural programmes and field trips are other activities of our students.

CAMPUS INTERVIEW FOR STUDENTS

The college arranges campus interview for the students every year. Most of the students get employment before completing the programme.

PUBLICATION DIVISION

The publication division of the college publishes a leading quarterly journal, Journal of Educational Research and Extension (JERE), since 1964. This is a notified journal by the Directorate of Collegiate Education and the Director of Public Libraries. The journal is subscribed by more than 200 Universities/Institutes/ members across India and abroad.

RESIDENTIAL FACILITIES

Residential facilities are available for all the B.Ed. students of the college. The hostel in the campus provides decent boarding and lodging facilities for about 140 students and the participants of in-service programmes are accommodated in a separate hostel. Prayer hall, recreation room, reading room, first-aid kit and health care facilities are available for our students. Sufficient quarters are available for all staff provided they wish to stay in campus.

CONSULTANCY SERVICES

Besides teaching, the staffs of the college are also actively engaged in providing consultancy services to schools, and national and international agencies involved in education and special education.

MODEL SCHOOLS

The college uses the following four schools present in the campus as its model schools for the student teachers:

1. Sri Ramakrishna Mission Vidyalaya High School (1930)
2. T A T Kalanilayam Middle School (1940)
3. Swami Shivananda Higher Secondary School (Tamil Medium) (1960)
4. Swami Shivananda Higher Secondary School (English Medium) 1989)

Besides these schools, more than 30 schools in Coimbatore are cooperating with the college in organising practice teaching for the B.Ed. Students.

OTHER INSTITUTES IN THE VIDYALAYA

The Vidyalaya is a huge educational complex spread over an area of 300 acres. In addition to the college and the model schools, the Vidyalaya has several other institutes. They are:

1. Industrial Training Institute (1951)
2. Institute of Agriculture and Rural Development (1956)
3. Polytechnic College (Autonomous) (1956)
4. Maruthi College of Physical Education (Autonomous) (1956)
5. College of Arts and Science (Autonomous) (1964)
6. Ramakrishna Mission Vivekananda Educational and Research Institute(RKMVERI) - Coimbatore Campus
 - i. Faculty of Disability Management and Special Education (FDMSE) (2005)
 - ii. Faculty of General & Adapted Physical Education and Yoga (GAPEY) (2007)
 - iii. Faculty Centre for Agricultural Education and Research (FAR) (2014)
 - iv. Department of Mathematical Science - Department of Computer Science (DCS) (2014)
7. Integrated Rural Development Scheme
8. Swami Vivekananda Cultural and Heritage Centre (2019)

Support Services

1. **Book stall:** A bookstore / sales section disseminates the message of the Holy Trinity through display and sale of Ramakrishna-Vivekananda literatures.
2. **Printing Press:** A modern computerized printing press takes care of almost all the printing needs of Vidyalaya.
3. **Digital Technology Centre:** It takes care of the maintenance and repairs of all computers, printers, scanners, and photography, videography coverage in various institutions of the Vidyalaya.
4. **Maintenance and Repairs Department:** It takes care of practically all the requirements of Vidyalaya, including the construction of new buildings etc.
5. **Dairy and Goatery:** About 30 milch animals are maintained to serve hands-on training to our students of the Institute of Agriculture and Rural Development.
6. **Disabled Trainees' Vocational Production and Rehabilitation Centre:** A Notebook Section has been in operation on the Vidyalaya campus since 1992. Besides catering to the needs of notebooks of our various institutions within the campus, the section takes orders on a selective basis from other institutions as well with the primary objective of providing employment to the economically backward and the physically challenged persons. Notebooks are priced at bare minimum.
7. **Ramakrishna Mission Vidyalaya Charitable Dispensary:** The Charitable Dispensary of Vidyalaya caters to a population of around 8000 students and 800 staff members and their families besides a large number of underprivileged people residing in the

surrounding areas. In addition to regular general consultation, the dispensary also offers consultation by specialists in the areas of orthopaedics, neurology, paediatrics, cardiology, gynaecology, diabetes, skin, asthma, dental, ENT, general surgery, etc. On an average, around 150 patients visit the dispensary for consultation every day. As part of the medical services, many free medical camps are organised for the benefit of the underprivileged.

8. **Ramayana Park based on Indian Epic - A Project to Promote Indian Values:** The Ramayana Park has been set up with the aim of taking our ancestors' individual, family, social, ethical, and moral values to the general public. It is structured around the images of twenty-one important personalities of the Ramayana with their respective characteristics. The Park is an innovative and eye-catching attempt, therefore children can have facilities for exercise and recreation, and at the same time cultivate a mind to appreciate the Ramayana's subtle power of developing character, art, and culture. Ramayana with their respective characteristics. The Park is an innovative and eye-catching attempt, therefore children can have facilities for exercise and recreation, and at the same time cultivate a mind to appreciate the Ramayana's subtle power of developing character, art, and culture.

The above facilities are used by the College of Education whenever necessary. In general, the College of Education strives for EXCELLENCE in EDUCATION and INCULCATES VALUES in the students for becoming ideal teachers.

REGULATIONS OF THE M.Ed., DEGREE PROGRAMME

1. Eligibility for Admission

A candidate shall be eligible for admission to the programme leading to the degree of Master of Education provided he/she has passed a Bachelor's Degree Examination in Education of Tamil Nadu Teachers Education University or any other University recognized by the Syndicate as equivalent thereto, with a minimum of 50% marks in theory and practical separately. Reservation of seats and other concessions for the SC, ST, MBC / DNC, BC, and other special categories of candidates notified by the Government of Tamil Nadu shall be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

The selection and admission procedure is conducted by the University under the single window counselling system.

2. Duration of the Programme

The M.Ed degree programme shall be for duration of two years covering four semesters. Total Number of Working days per semester: 100 days

3. Programme of Study

The programme has two domains namely, theory part and other-than theory part:

1. The theory part (12 courses) consists of Core course, Tools course, Elective course and Specialization course and students' seminar, assignment etc.
2. The Other than theory part includes practical aspects (18), internship (2) and dissertation (1)
3. The practical aspects are classified as Competence Enhancement Practical (CEP) and Performance Enhancement Practical (PEP)
4. One internship is to any Teacher training college and another one is on specialization course.

STRUCTURE OF THE TWO-YEAR M.ED PROGRAMME THEORY & PRACTICAL COMPONENTS.

SEMESTER - I

| Code | Course | Hours | Credits | Marks | | | | | | G-Total (T+P) |
|-------------------------------------|---|------------|-----------|------------|------------|------------|------------|---|------------|------------------|
| | | | | Theory | | | Practical | | | |
| | | | | I | E | T | I | E | T | |
| M1CC01 | Philosophical and Sociological Foundations of Education | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| M1CC02 | Advanced Educational Psychology | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| M1CC03 | Introduction to Research Methodology | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| Total (Theory) | | 270 | 18 | 150 | 150 | 300 | | | | 300 |
| CEP1 | Psychology Practical | 60 | 3 | | | | 75 | | 75 | 75 |
| CEP2 | Yoga | 60 | 3 | | | | 75 | | 75 | 75 |
| CEP3 | Communication Skills | 60 | 3 | | | | 75 | | 75 | 75 |
| PEP1 | Test Construction | 30 | 1 | | | | 25 | | 25 | 25 |
| PEP2 | Preparation of Lecture outline | 30 | 1 | | | | 25 | | 25 | 25 |
| PEP3 | Content / Syllabi Analysis | 30 | 1 | | | | 25 | | 25 | 25 |
| Total (Practical) | | 270 | 12 | | | | 300 | | 300 | 300 |
| G-Total (Theory + Practical) | | 540 | 30 | 150 | 150 | 300 | 300 | | 300 | 600 |

SEMESTER - II

| Code | Course | Hours | Credits | Marks | | | | | | G-Total (T+P) |
|--|--|------------|-----------|------------|------------|------------|------------|---|------------|------------------|
| | | | | Theory | | | Practical | | | |
| | | | | I | E | T | I | E | T | |
| M2CC04 | Teacher Education in India | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| M2CC05 | Educational Research and Application of Advanced Statistics | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| M2CC06 | Educational Technology | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| Total (Theory) | | 270 | 18 | 150 | 150 | 300 | | | | 300 |
| CEP4 | Dissertation - I: Problem selection and Collection of Review | 60 | 3 | | | | 75 | | 75 | 75 |
| CEP5.1 | Development of Professional Competence for NET, SLET, TET and CTET | 20 | 1 | | | | 25 | | 25 | 25 |
| CEP5.2 | Preparation of Questions for Question Bank | 20 | 1 | | | | 25 | | 25 | 25 |
| CEP6 | Action Research | 20 | 1 | | | | 25 | | 25 | 25 |
| PEP4 | Journal Review | 30 | 1 | | | | 25 | | 25 | 25 |
| PEP5 | Evaluation of e-content material | 30 | 1 | | | | 25 | | 25 | 25 |
| I | Orientation on Internship | 10 | 0 | | | | | | | 0 |
| I | Internship (15 days) | 80 | 4 | | | | 100 | | 100 | 100 |
| Total (Practical) | | 270 | 12 | | | | 300 | | 300 | 300 |
| G-Total (Theory + Practical) | | 540 | 30 | 150 | 150 | 300 | 300 | | 300 | 600 |
| **MCC-Core Course; CEP-Competence Enhancement Practical; PEP-Performance Enhancement Practical, I - Internship; D - Dissertation | | | | | | | | | | |

SEMESTER - III

| Code | Course | Hours | Credits | Marks | | | | | | G-Total (T+P) |
|-------------------------------------|---|------------|-----------|------------|------------|------------|------------|---|------------|------------------|
| | | | | Theory | | | Practical | | | |
| | | | | I | E | T | I | E | T | |
| M3CC07 | Curriculum Development and Evaluation | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| M3CC08 | Education for Differently-Abled | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| M3CC09 | Value Education | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| Total (Theory) | | 270 | 18 | 150 | 150 | 300 | | | | 300 |
| CEP7 | Dissertation - II: Tool Development | 60 | 3 | | | | 75 | | 75 | 75 |
| CEP8 | Preparation of Remedial Teaching | 20 | 1 | | | | 25 | | 25 | 25 |
| CEP9 | Application of Statistical Packages for Data Analysis | 40 | 2 | | | | 50 | | 50 | 50 |
| PEP6 | Classroom Observation | 30 | 1 | | | | 25 | | 25 | 25 |
| PEP7 | Case Study | 30 | 1 | | | | 25 | | 25 | 25 |
| I | Orientation on Internship | 10 | 0 | | | | | | | 0 |
| I | Internship (15 days) | 80 | 4 | | | | 100 | | 100 | 100 |
| Total (Practical) | | 270 | 12 | | | | 300 | | 300 | 300 |
| G-Total (Theory + Practical) | | 540 | 30 | 150 | 150 | 300 | 300 | | 300 | 600 |

SEMESTER - IV

| Code | Course | Hours | Credits | Marks | | | | | | G-Total (T+P) |
|-------------------------------------|--|------------|-----------|------------|------------|------------|------------|------------|------------|------------------|
| | | | | Theory | | | Practical | | | |
| | | | | I | E | T | I | E | T | |
| M4CC10 | Teacher Behaviour and Classroom Communication | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| M4CC11 | Educational Management and Administration | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| M4CC12 | Environmental Education | 90 | 6 | 50 | 50 | 100 | | | | 100 |
| Total (Theory) | | 270 | 18 | 150 | 150 | 300 | | | | 300 |
| CEP10 | Research Colloquium | 60 | 3 | | | | 75 | | 75 | 75 |
| PEP8 | Preparation of Virtual Learning Material (ECO Consciousness) | 30 | 1 | | | | 25 | | 25 | 25 |
| D | Presentation of Research Progress Report | 20 | 0 | | | | | | | 0 |
| D | Final documentation of Dissertation and Submission | 160 | 8 | | | | 75 | 75 | 150 | 150 |
| D | Viva - Voce | | | | | | | 50 | 50 | 50 |
| Total (Practical) | | 270 | 12 | | | | 175 | 125 | 300 | 300 |
| G-Total (Theory + Practical) | | 540 | 30 | 150 | 150 | 300 | 175 | 125 | 300 | 600 |

4. Scheme of Examination

There will be a total of 12 theory courses spread over four semesters. Each theory course consists of 50 marks for internal and 50 marks for external assessment.

The various items of practical will run continuously during four semesters and will be assessed continuously, internally and externally. At the end of the programme, there will be an external examination for each candidate by a suitably constituted board of supervising examiners to increase credibility.

5. Criteria for the award of Internal Marks

The internal marks of 50 for each paper will be awarded as per the following classification.

- > Continuous Internal Assessment Test - 1 - 10 marks
- > Continuous Internal Assessment Test - 2 - 10 marks
- > Model Examination - 10 marks
- > Assignments - 10 marks
- > Paper specific practical - 10 marks

6. Passing Minimum

The Grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

| Percentage | Grade Point | Latter Grade | Description | Classification of final result |
|------------|-------------|--------------|---------------|--------------------------------|
| 85 & above | 8.5-10.0 | O | Outstanding | First class with Distinction |
| 70-84.99 | 7.0-8.49 | A+ | Excellent | |
| 60-69.99 | 6.0-6.99 | A | Very Good | First Class |
| 55-59.99 | 5.5-5.99 | B+ | Good | High Second Class |
| 50-54.99 | 5.0-5.49 | B | Average | Second Class |
| Below 50 | 0.0 | RA | Re-Appearance | Re-Appear |
| | 0 | AB | Absent | |

The Semester Grade Point Average (SGPA) is calculated as:

SGPA = Sum of credit grade points of all courses of the semester) / total credit of the semester.

A candidate shall be declared to have passed the M.Ed degree examination if he/she passes in all the theory courses and the practical.

A candidate who fails in one or more of the written courses may present at subsequent examination in such courses only in which he/she has failed.

7. Improvement of Marks

- i) Those who desire to improve their marks in the external assessment may do so by reappearing for the papers. They may apply to the college in the prescribed form and pay the prescribed fees. If they score more marks than what they had already scored, a new mark sheet will be issued stating the improvement. Otherwise the old mark sheet will continue to be valid.
- ii) Those who desire to improve their marks in the internal assessment may be permitted to do so by rejoining the college that semester and by taking the prescribed tests etc. They will have to apply in the prescribed form and pay the prescribed fees. In the case of candidates who show improvement, a new mark sheet will be issued showing the improved marks. Otherwise the old mark sheet will continue to be valid.

PRACTICALS

M.Ed. Degree Programme

The two year M.Ed programme has two domains namely, theory part and other-than theory part. The Other than theory part includes practical aspects, internship, and dissertation. The practical aspects are classified as Competence Enhancement Practical (CEP) and Performance Enhancement Practical (PEP).

a. Competence Enhancement Practical (CEP)

- A. Psychology Practical
- B. Yoga
- C. Communication Skills
- D. Development of Professional Competence for NET, SLET, TET and CTET
- E. Preparation of Questions for Question Bank
- F. Action Research
- G. Preparation of Remedial Teaching Material
- H. Application of Statistical Packages for Data Analysis
- I. Research Colloquium

b. Performance Enhancement Practical (PEP)

- A. Test Construction
- B. Preparation of Lecture Outline
- C. Content/Syllabi Analysis
- D. Journal Review
- E. Evaluation of e-content material
- F. Classroom Observation
- G. Case Study
- H. Preparation of Virtual Learning Material (Eco Consciousness)

c. Dissertation

Programme Outcomes of M.Ed., Programme

On the successful completion of the programme, prospective teacher educators will be able to

| | |
|-------------|--|
| PO1 | apply theories, principles and ideas of cognate disciplines like Philosophy, Sociology, Psychology and Technology in their teaching profession, and advances the capacities in teaching, research and extension work in the field of Education in general and Teacher Education in particular. |
| PO2 | familiarize with the process of curriculum development and evaluation, and able to design, develop and integrate innovative methods, approaches, processes and practices in teaching learning process considering recent trends in Education. |
| PO3 | acquire the strong foundation of research knowledge and skills to design and execute qualitative and quantitative research in the field of Education by exploring instructional and professional topics relevant to Education at different levels. |
| PO4 | examine and apply different principles of Teacher Education, Educational Management and Administration and their effectiveness in management of School Education and Higher Education System. |
| PO5 | critically examine and analyse current trends and issues in Teacher Education and apply their knowledge by demonstrating teacher leader competencies within the profession. |
| PO6 | adapt and integrate contemporary ICT enabled Education Techniques and developing the educational technology tools used in curriculum transaction. |
| PO7 | instill professional skills, administrative and managerial skills to work as master trainers in Teacher Education Colleges and Schools in one hand, and equip their Professional Competencies to qualify in competitive examinations on the other hand. |
| PO8 | address the needs of diverse learners by enhancing curriculum, instruction and assessment strategies appropriate for students' cultural backgrounds and different learning needs with an eye on the policies and programmes of Inclusive Education. |
| PO9 | exhibit the professional dispositions of effective teachers by engaging in research-based practice, reflective teaching practice, professional growth and development, and employing effective communication strategies with stakeholders. |
| PO10 | develop social, emotional, spiritual and professional values that pave the way for nurturing an egalitarian society blended with tradition and modernity. |
| PO11 | work professionally as teacher educators in all educational settings with lifelong learning adhering to ethical standards of teaching. |

SEMESTER - I

| Course Code | Course Title |
|--------------------|--|
| M1 CC 01 | Philosophical and Sociological Foundations of Education |
| M1 CC 02 | Advanced Educational Psychology |
| M1 CC 03 | Introduction to Research Methodology |

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|--|-------------------|
| M.Ed | M1 CC 01 | PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION | 6 |
| Preamble | | | |
| The aim of this course is to understand Philosophical issues in Education, the Implications of Indian and Western Thinkers, Educational Thoughts, Social Deviants, Social Thoughts, Social Agencies and their contributions to the Philosophical and Social Foundations of Education. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, prospective teacher educators will be able to | | | |
| CO1 | explicate the need, nature and function of philosophy of education in the Curriculum of Indian Education. | | |
| CO2 | examine the educational thoughts and implications from Indian and Western perspectives, and establish the relevance of philosophical theories in modern Education. | | |
| CO3 | examine the contemporary educational thoughts and values drawn from different disciplines cognate to Education. | | |
| CO4 | analyze education from different sociological perspectives and theoretical frameworks, and review the seminal works in the Sociology of Education. | | |
| CO5 | recognize and explain social agencies and their contributions to socialization. | | |
| Unit - I: Philosophical Basis of Education | | | (10 Hours) |
| 1.1 | Education: Definition, Meaning and Functions. | | |
| 1.2 | Aim in Education: Individual, Social, Knowledge, Moral and Character Formation, Religious, Vocational. | | |
| 1.3 | Democratic and Totalitarian Aims in Education. | | |
| 1.4 | Philosophy and Education: Areas of Philosophy - Philosophies of Education- Curriculum and teaching. | | |
| 1.5 | Philosophies of Education: Values - Philosophy of Life - Structure of Society. | | |
| Unit - II: Different Schools of Philosophy and Implications | | | (14 Hours) |
| 2.1 | Indian School of Thought: Vedic and Upanishadic thought - Buddhist thought- Jainism. | | |
| 2.2 | Western school of thought: Idealism - Naturalism - Pragmatism - Existentialism -Realism. | | |
| 2.3 | Philosophies of Indian Educational Thinkers: Tagore - Vivekananda - Gandhi- Aurobindo - Jiddu Krishnamurthy. | | |
| 2.4 | Philosophies of Western Thinkers: Russell - Paulo Freire - Ivan D Illich - Dewey. | | |
| 2.5 | Contemporary Philosophy and Education: Marxism - Progressive Education -Secularism - Positivism - Dialectic Materialism. | | |
| Unit - III: Current Educational Thought | | | (12 Hours) |
| 3.1 | Population Education - Meaning - Objectives - Problems -Programmes. | | |
| 3.2 | Environmental Education - Meaning - Objectives - Schemes in India. | | |
| 3.3 | Value Education - Meaning - Objectives - Value Oriented Curriculum - Programmes. | | |
| 3.4 | Human Rights Education - Meaning - Objectives - Laws (Right to Education Act) - Programmes. | | |
| 3.5 | Globalization in Education - Meaning - Objectives - Education for 21st Century- Education for National Integration and International Understanding. | | |
| Unit - IV: Sociology and Education | | | (12 Hours) |
| 4.1 | Nature, meaning and scope of Educational Sociology. | | |
| 4.2 | Culture: Meaning, Significance, features of Indian culture - Conservation, Development and Transmission of Culture. | | |
| 4.3 | Problems in maintaining discipline in schools and colleges - feasible solutions. | | |
| 4.4 | Social Deviants - Environmental (Physical, Natural, Social and Economical) Influences on Personality Development. | | |
| 4.5 | Social Change through Education, Equalization of Educational Opportunity - Social Stratification and Mobility and Social Determinants of Educability, Social control. | | |

| Unit – V: Agencies and their Contributions for Socialization | | (12 Hours) |
|---|---|-------------------|
| 5.1 | Family, School, Religion, Community and Media. | |
| 5.2 | Functions – Traditional Values and Norms – Evolution of Modern Values and Norms– Their Impact on Education. | |
| 5.3 | Role of Community Service, Need for Integrated Rural Development Schemes. | |
| 5.4 | Contributions of Education to Economic Growth – Technological Change Industrialization and Modernization. | |
| 5.5 | National Skill Development Corporation Recognized schemes – Community college, DDU - KAUSHAL Kendra scheme. | |
| References | | |
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| 2. | Catherine, J. (2011). <i>Environmental education</i> . Hyderabad: Neelkamal. | |
| 3. | Dhankar, N. (2010). <i>Value education</i> . New Delhi: APH. | |
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| 5. | Nagarajan, K. (2010). <i>Environmental education</i> . Chennai: Ram. | |
| 6. | Pathak, R.P. (2010). <i>Education in modern India: Global trends and development</i> . New Delhi: Atlantic. | |
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| 9. | Singh, M. (2010). <i>Secular and global, moral and ethical values</i> . New Delhi: International OpenInstitute of World Religion. | |
| 10. | William Dharmaraja. (2010). <i>Education in emerging Indian society</i> . New Delhi: APH. | |

Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 3 | 2 | | | 2 | | | 2 | | | |
| CO2 | 3 | 3 | | | | | | | | 2 | |
| CO3 | 3 | | 2 | | 2 | | 2 | | | 2 | |
| CO4 | 3 | | | 2 | | | | 2 | | | |
| CO5 | 3 | | 2 | | | 2 | | | | 2 | |

3 - High Correlation

2 - Moderate Correlation

1 - Low Correlation

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|-----------|-------------|------------------------------------|---------|
| M.Ed | M1 CC 02 | ADVANCED EDUCATIONAL PSYCHOLOGY | 6 |

Preamble

The aim of this course is three folded. First to explore what the field of Advanced Educational Psychology is all about and how it can help them and positively contribute to learner's development. Second to get acquainted with the significance of learning, motivation, individual differences in intelligence, multiple intelligences and Emotional intelligence. Third provide knowledge about Personality, Psycho-social-educational adjustment and to develop an interest in psychological research.

Course Outcomes (Cos)

On the successful completion of the course, prospective teacher educators will be able to

| | |
|-----|---|
| CO1 | remember educational behaviour. Evaluate the learning capabilities and competencies of the learners and apply blended teaching-learning strategies to enhance the quality as well as quantity of learning. |
| CO2 | apply the key elements of motivation, achievement motivation and develop learner involvement, learner recognition programmes to promote growth needs among learners. |
| CO3 | remember the factors that influence individual differences. Analyse factors of Intelligence, Creativity, Multiple intelligences and Emotional intelligences and apply it in the process of learn to teach. |
| CO4 | examine and apply different theories of personality, and assessment methods to promote integrated personality among trainees. |
| CO5 | remember several psychological tests (Paper/pencil, Performance, and e-test) and analyse challenges involved in administering it to individuals and group. Further identify priority areas of research in Educational Psychology. |

Unit – I: Cognitive Processes and Learning Theories (12 Hours)

| | |
|-----|--|
| 1.1 | Advanced Educational Psychology – Meaning, Scope and Methods: Ethnographic, Correlational and Experimental studies |
| 1.2 | Piaget's Cognitive Development theory and its educational implications. |
| 1.3 | Educational implications of Thorndike's Laws of learning, Pavlov's Classical and Skinner's Operant conditioning. |
| 1.4 | Theory of Insightful learning: Gestalt- Kohler's concept of insight –Guthrie's theory of Contiguous conditioning. |
| 1.5 | Hull's Systematic Behaviour theory – Tolman's theory of Learning- Transfer of training. |

Unit – II: Motivation, Teaching and Learning (12 Hours)

| | |
|-----|---|
| 2.1 | Importance of Motivation – Learning and motivation (Rewards, Value of incentives and punishment) |
| 2.2 | Goal setting, Planning and self-Monitoring – Expectations – Students Expectations – Teachers Expectations. |
| 2.3 | Theories of motivation: Theory of instincts – Hull's Drive reduction theory. |
| 2.4 | Carl Roger's fulfillment model of motivation – Mc Clelland's theory of achievement need. |
| 2.5 | Maslow's need hierarch theory – Perspectives on motivation- Behavioural, Humanistic and Cognitive perspectives. |

Unit – III: Individual Variations – Intelligence and Creativity (12 Hours)

| | |
|-----|--|
| 3.1 | Natural and Artificial intelligence – Role of ICT in promoting Intelligence |
| 3.2 | Dimensions of intelligence – Its multi - dimensional characteristics |
| 3.3 | Emotional intelligence – concept and dimensions – Gardner's theory of Multiple intelligences and its educational implications. |
| 3.4 | Nature and characteristics of Creativity – Identification of creative potential. |
| 3.5 | Theories of Creativity: Taylor's Level Theory of Creativity- Arieti's Theory of Creativity. |

| | | |
|---|--|-------------------|
| Unit – IV: Personality and Psycho Social Adjustment | | (12 Hours) |
| 4.1 | Salient features and characteristics of personality | |
| 4.2 | Theories of personality – Type approach –Trait Approach –Type Cum Trait Approach. | |
| 4.3 | Psychoanalytical Approach – Humanistic Approach –Learning Theories of Personality. | |
| 4.4 | Assessment of Personality – subjective, objective and projective ways of assessing Personality. | |
| 4.5 | Psycho- social adjustment – meaning and nature – adjustment mechanisms | |
| Unit – V: Psychological Measurement and Research in Educational Psychology | | (12 Hours) |
| 5.1 | Types of psychological tests – Factors affecting psychological testing and its results. | |
| 5.2 | Aptitude and Achievement tests: Types of Standardized tests – Standardized test for teacher candidates | |
| 5.3 | Psycho diagnosis – limitations of diagnosis – common diagnostic classification system in Education. | |
| 5.4 | Planning matrix for Behavioural research – Importance of longitudinal and cross- sectional studies in Behavioural Science. | |
| 5.5 | Priority areas of research in Educational Psychology: Adolescence problems – Behavioural approaches to learning, Social Cognitive approaches to learning, Emotional intelligence and Multiple Intelligences. | |
| References | | |
| 1. | Airasian, P.W., & Russell, M.K. (2008). <i>Classroom assessment</i> . New York: McGraw Hill. | |
| 2. | Aruna Mohan, G. (2007). <i>Educational psychology</i> . Hyderabad: Neelkamal. | |
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| 8. | Comer, J.P. (2004). <i>Leave no child behind</i> . New Haven, CT: Yale University Press. | |
| 9. | Crow, L.D. & Crow, A. (1993). <i>Educational psychology</i> . New Delhi: Eurasia Publishing Hour. | |
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| 11. | Gilford, J.P. (1999). <i>The nature of human intelligence</i> . New York: Mc Graw –Hill. | |
| 12. | Hick, P., & Thomas, G. (2009). <i>Inclusion and diversity in education</i> . Thousand Oaks. CA: Sage. | |
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| 16. | Panda, B.N. (2004). <i>Advanced educational psychology</i> . New Delhi: Discovery. | |
| 17. | Skinner, C.E. (1998). <i>Essential of educational psychology</i> . New York: Prentice Hall. | |
| 18. | Smith, E.E., & Kosslya. S.M. (2007). <i>Cognitive psychology –Mind and brain</i> . New Delhi: Prentice Hall. | |
| 19. | Terry, W.S. (2006). <i>Learning and memory</i> . (3rd ed.). Boston: Allyn & Bacon. | |
| 20. | Valley, F.P. (1975). <i>Motivation - Theories and issues</i> . California: Brooks /Cole Monterey. | |
| 21. | Weber, E. (2005). <i>MI strategies in the classroom and beyond</i> . Boston: Allyn & Bacon. | |
| 22. | Wilkinson, B. (2021). <i>Educational psychology for learners: Connecting theory, research, and application</i> . (2nd Edition). Bosten. Kendall Hunt. | |

Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 3 | | | | | | | | | | |
| CO2 | 3 | | | | | | | | | | |
| CO3 | | | | | | | | 3 | | | |
| CO4 | | | | | | | | | | | 3 |
| CO5 | | | 3 | | | | | | | | |

4 - High Correlation

2 - Moderate Correlation

1 - Low Correlation

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|-----------|-------------|---|---------|
| M.Ed | M1 CC 03 | INTRODUCTION TO RESEARCH METHODOLOGY | 6 |

Preamble

The aim of this course is to make students comprehend with the different types of research; methodologies adopted in educational research and enhance their research attitude.

Course Outcomes (Cos)

On the successful completion of the course, student teachers will be able to

| | |
|------------|--|
| CO1 | discuss research, its types, functions and the qualities of a research scholar and supervisor. |
| CO2 | compare the different methodologies adopted in research. |
| CO3 | discuss and apply with the various components needed to do research. |
| CO4 | recommend the procedures followed in construction of tools and use them for data collection. |
| CO5 | apply appropriate tools and techniques for data collection. |

Unit – I: Introduction to Educational Research (8 Hours)

| | |
|------------|---|
| 1.1 | Research - Meaning, Characteristics, Need for Research, Challenges in Conducting Research |
| 1.2 | Qualities of a Research Scholar, Qualities of a Research Supervisor |
| 1.3 | Ethics in doing research - Plagiarism and its consequences |
| 1.4 | Applications of ICT in research - Need and significance - Evolution of AI Tools in Research. |
| 1.5 | Research Design - Meaning, Characteristics, Concept of Research Proposal, Concept of Research Report, Difference between Research Proposal and Research report. |

Unit – II: Classification of Research (15 Hours)

| | |
|------------|--|
| 2.1 | Classification Based on Data Type - Quantitative, Qualitative |
| 2.2 | Classification Based on Purpose - Pure or Fundamental, Applied, Action, Evaluation |
| 2.3 | Classification based on Method - I: Historical, Philosophical, Diagnostic studies, Experimental Studies, Ex-Post Facto Research, Case Study |
| 2.4 | Classification based on Method- II: Descriptive Studies- Surveys (longitudinal, cross- sectional) - Interrelationships (Causal-Comparative Studies, Correlation Studies) |
| 2.5 | Classification based on Method - III: Developmental Studies (Growth Studies and Trend Studies) |

Unit – III: Components of Research - Hypothesis, Variables, Population and Sample (12 Hours)

| | |
|------------|--|
| 3.1 | Related Literature - Importance, Sources (Information Resource Centre, e-resources), Steps in Literature Review. |
| 3.2 | Identification of the Research Problem and framing objectives. |
| 3.3 | Hypothesis - Meaning, Characteristics, Types, Formulation of Hypothesis. |
| 3.4 | Variables - Meaning, Types, Method of selecting the variables. |
| 3.5 | Population and Sample - Meaning, Characteristics, types - Difference between population and sample - Sampling techniques: Probability and Non-Probability. |

Unit – IV: Tools for Research (14 Hours)

| | |
|------------|---|
| 4.1 | Tools - Meaning, Qualities of a good tool, standardised and non- standardised tools |
| 4.2 | Tools for Quantitative data - types, criteria in selection |
| 4.3 | Tools for Qualitative Data - types, criteria in selection |
| 4.4 | Construction of a tool - Item selection, establishing norms, tryout, pilot study, item analysis |
| 4.5 | Standardisation of a tool : Reliability; Validity - Meaning, Importance and types |

Unit – V: Data gathering and Organizing (11 Hours)

| | |
|------------|---|
| 5.1 | Scales of measurement: Nominal, Ordinal, Interval and Ratio - its application |
| 5.2 | Objectivity in data collection; Types of data - Quantitative, Qualitative |
| 5.3 | Classification, Organization and Tabulation of data. Frequency distribution |
| 5.4 | Presentation and Interpretation of data using diagrams and graphs. |

| | |
|-------------------|--|
| 5.5 | Selection of statistical techniques for analyzing data - Parametric, Non- parametric and Correlation |
| References | |
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| 2. | Basavayya, D. & Venkataiah, N. (2016). <i>Essence of educational research methodology</i> . New Delhi: Neelkamal. |
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| 22. | Sandeep Chauhan. (2012). <i>Research methodology in education</i> . New Delhi: Dorling Kindersley. |
| 23. | Sharma, R.A. (2006). <i>Advanced statistics in education and psychology</i> . Meerut: Surya. |
| 24. | Srinivasan, G. (2010). <i>Operational research: Principles and applications</i> . New Delhi: Prentice Hall. |

Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 3 | | 2 | | | 3 | 3 | | 2 | | 2 |
| CO2 | 2 | | 3 | 3 | 3 | 2 | 2 | | 2 | | 3 |
| CO3 | 2 | | 3 | | | 2 | 2 | | 2 | | 2 |
| CO4 | 3 | | 2 | | | 3 | 3 | | 2 | | 2 |
| CO5 | 3 | | 2 | | | 3 | 2 | | 3 | | 3 |

3 - High Correlation

2 - Moderate Correlation

1 - Low Correlation

SEMESTER - II

| Course Code | Course Title |
|--------------------|--|
| M2 CC 04 | Teacher Education in India |
| M2 CC 05 | Educational Research and Application of Advanced Statistics |
| M2 CC 06 | Educational Technology |

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|--|--|----------------------------|-------------------|
| M.Ed | M2 CC 04 | TEACHER EDUCATION IN INDIA | 6 |
| Preamble | | | |
| The aim of this course is to understand Teacher Education, Curriculum Transaction, National Level Agencies, Innovations and develop research knowledge in Teacher Education. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | understand the context of Teacher Education at various levels. | | |
| CO2 | state the different curriculum strategies and techniques for curriculum evaluation. | | |
| CO3 | differentiate the role of state and national level agencies in Teacher Education | | |
| CO4 | develop criteria for the selection of best innovations in teacher education. | | |
| CO5 | analyses the existing research in teacher education and write research proposal and research reports. | | |
| Unit - I: Introduction of Teacher Education | | | (10 Hours) |
| 1.1 | Meaning and concept of Teacher Education - objectives of Teacher Education. | | |
| 1.2 | Evolution and Development of Teacher Education in India. | | |
| 1.3 | Approaches to Teacher Education - Consecutive versus Integrated, Face to Face versus Distance Mode- Pre-service versus In-service. | | |
| 1.4 | Different levels of Teacher Education Programmes - Pre-primary, Primary, Secondary and Higher Secondary levels. | | |
| 1.5 | Different specialisations in Teacher education programmes: Teacher Educators, Special Educators, Physical Educators, Technical teachers. | | |
| Unit - II: Curriculum and Transaction in Teacher Education | | | (10 Hours) |
| 2.1 | Teacher Education curriculum at different stages - Pre-primary, Primary, Secondary and Higher Secondary levels. | | |
| 2.2 | Need for continuous evaluation of teacher education curriculum. | | |
| 2.3 | Strategies of curriculum transaction - theory courses, content-cum methodology courses, Practice teaching and Internship. | | |
| 2.4 | Techniques for Higher learning: Seminar - Conference - Symposium - Workshop and Panel discussion. | | |
| 2.5 | Professional Development of Teacher Educators - Self improvement, In- service training, Study visits, Club activities, participation in seminar, Research Publication. | | |
| Unit - III: Institution and Agencies of Teacher Education | | | (12 Hours) |
| 3.1 | National Level Institutions: Regional institutions - training institutes for special fields - Language institutes - CASE. | | |
| 3.2 | State Level Institutions: University Departments of teacher education - Institutes of Teacher Education - DIET. | | |
| 3.3 | National Level agencies and Teacher Education: NCTE, NCERT, UGC, RCI, AICTE, NAAC, CABE. | | |
| 3.4 | National Policies for Teacher Education and Need Projection in Teacher Preparation in India. | | |
| 3.5 | Specific programmes of Teacher Preparation - Art Education, Language Education, Physical Education, Technical Education and Special Education. | | |
| Unit - IV: Innovations in Teacher Preparation | | | (12 Hours) |
| 4.1 | Teacher education through open and distance learning. | | |
| 4.2 | Media and Technology in teacher preparation. | | |
| 4.3 | Quality assurance and accreditation in teacher education. | | |
| 4.4 | Evaluation techniques, Feed-back devices and simulated teaching. | | |
| 4.5 | Centrally Sponsored schemes to Teacher Education - RUSA (Rashtriya Uchchar Shiksha Abhiyan). | | |

| Unit – V: Research in Teacher Education | | (12 Hours) |
|--|---|-------------------|
| 5.1 | Need for research in Teacher Education. | |
| 5.2 | Trends in Teacher Education Research - Priority areas of Teacher Education. | |
| 5.3 | Meta analysis of Research Studies in Teacher Education. | |
| 5.4 | Preparation of research proposal for funding. | |
| 5.5 | Role of National and State level organisations funding for Teacher Education Research. | |
| References | | |
| 1. | Aggarwal, J.C (1983). <i>Landmarks in the history of modern Indian education</i> . New Delhi: Vikas. | |
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Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3 | 2 | | | 2 | | 3 | | | |
| CO2 | | | 3 | | | 1 | | 2 | | |
| CO3 | 3 | | | 1 | | | 3 | | | |
| CO4 | | 2 | | 1 | 2 | | | | 1 | 2 |
| CO5 | 3 | 2 | 3 | | | | | | 3 | 2 |

4 - High Correlation

2 - Moderate Correlation

1 - Low Correlation

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|--|--|--|---------|
| M.Ed | M2 CC 05 | EDUCATIONAL RESEARCH AND APPLICATIONS OF ADVANCED STATISTICS | 6 |
| Preamble | | | |
| The aim of this course is to understand the process of acquiring knowledge and conducting research in the field of Education and allied disciplines. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | analyse various types of data and their purpose in research. | | |
| CO2 | develop skills in employing various statistical techniques and their applications. | | |
| CO3 | identify the steps of educational research and be aware of different types of errors caused during research. | | |
| CO4 | get familiarized with the procedure of testing the hypotheses and infer the result. | | |
| CO5 | interpret the results of their research investigation and prepare the research report. | | |
| Unit - I: Analysis of Quantitative Data (Descriptive Statistics) (10 Hours) | | | |
| 1.1 | Descriptive and Inferential Statistics - Meaning, Importance and Usage | | |
| 1.2 | Measures of Central Tendency - Mean, Median, Mode - Calculation | | |
| 1.3 | Measures of Variability - Range, Quartile Deviation, Standard Deviation - Calculation | | |
| 1.4 | Interpretation of results based on central value and variability | | |
| 1.5 | Applications of Normal Distribution - Measures of relative standing. | | |
| Unit - II: Analysis of Quantitative Data (Inferential Statistics - I) (14 Hours) | | | |
| 2.1 | Parametric and Non-Parametric statistics - Meaning, importance and application. | | |
| 2.2 | Concept of Standard Error, Sampling Distribution and Sampling Error | | |
| 2.3 | Students' t-test - Correlated and Uncorrelated Groups - Calculation (Large and Smallgroup) | | |
| 2.4 | Concept of ANOVA - Calculation of one-way ANOVA (F-test) | | |
| 2.5 | Hypothesis Testing - Interpretation of results of t-test and F-test; Type-I Error, Type- II Error; one-tailed and two-tailed tests | | |
| Unit - III: Analysis of Quantitative Data (Inferential Statistics - II) (14 Hours) | | | |
| 3.1 | Types of non-parametric tests. | | |
| 3.2 | Chi-Square test and its application - Goodness of fit. | | |
| 3.3 | Sign test, Median test, Mann-whitney U test - Meaning and its application | | |
| 3.4 | Correlation - Meaning, Types and Interpretation | | |
| 3.5 | Hypothesis Testing - Interpretation of results of Non-Parametric tests. | | |
| Unit - IV: Analysis of Qualitative Data (12 Hours) | | | |
| 4.1 | Qualitative analysis - Meaning, Importance, Usage - Difference between Qualitative and Quantitative data. | | |
| 4.2 | Data Collection, Validity of data, Coding of data. | | |
| 4.3 | Analysis of Qualitative data - Steps and Methods | | |
| 4.4 | Interpretation of Results of Qualitative data | | |
| 4.5 | Role of Computers in Analysing Qualitative data | | |
| Unit - V: Research Report Preparation (12 Hours) | | | |
| 5.1 | Important components of Research Reporting - Preparation of report. | | |
| 5.2 | Presentation of tables and figures in the report - Importance of Scale in presenting figures. | | |
| 5.3 | Interpretation and presentation of research findings. Presentation of reference materials, bibliography (APA, MLA, etc.), appendices | | |
| 5.4 | Preparation of Research Abstracts and Dissemination of Research Reports. | | |
| 5.5 | Evaluation of Research Reports and Identification of Journals for publication - Impact factor and H-index. | | |

| References | |
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Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 3 | | 2 | | | 1 | 1 | | | | 2 |
| CO2 | | | 3 | | | 2 | 1 | | 1 | | 1 |
| CO3 | 2 | | 3 | | | | | | 2 | | 1 |
| CO4 | 2 | 3 | | | | | | | 2 | | 1 |
| CO5 | 2 | | 3 | | | | | | 3 | | 2 |

3 - High Correlation

2 - Moderate Correlation 1 - Low Correlation

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|--|--|------------------------|---------|
| M.Ed | M2 CC 06 | EDUCATIONAL TECHNOLOGY | 6 |
| Preamble | | | |
| The aim of this course is to enhance the knowledge and professional competency of prospective teachers in integrating Information and Communication Technologies in education. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | implement the principles, types and approaches of educational technology in teaching learning process. | | |
| CO2 | construct multi - media Video content using educational technology aids. | | |
| CO3 | sequence and apply the systems approach and its application. | | |
| CO4 | make and familiarize to develop various self learning materials. | | |
| CO5 | categorise and Evaluate the significant impact of ICT and its contribution to education. | | |
| Unit - I: Principles of Educational Technology (10 Hours) | | | |
| 1.1 | Educational Technology - Meaning, Definition, Need, Objectives, Scope and Limitations. | | |
| 1.2 | Approaches of Educational Technology- Hardware, Software and Instructional Designs. | | |
| 1.3 | Types of Educational Technology - Technology of Education and Technology in Education. | | |
| 1.4 | Development of Educational Technology - Traditional and Modern Educational Technology. | | |
| 1.5 | Present status of Educational Technology in education - Role of the teacher in the Context of Educational Technology. | | |
| Unit - II: Multi-Media Approaches in Education (12 Hours) | | | |
| 2.1 | Multi-Media - meaning- concept -characteristics - features- components- application. | | |
| 2.2 | Media selection and integration process- need of media selection- factors affecting media selection- procedure for selecting media | | |
| 2.3 | Multimedia packages-steps for using multimedia - developing multimedia instructional strategy. | | |
| 2.4 | Audio and Video technology in education- Preparation of video lessons using Educational Studio- AR and VR Video Production. | | |
| 2.5 | Mass Media in Education - Limitations of Mass Media - Present Status of Mass Media in Education. | | |
| Unit - III: Systems Approach (8 Hours) | | | |
| 3.1 | Systems Approach : Definition, Meaning, Scope and Procedure. | | |
| 3.2 | Components of an instructional system. | | |
| 3.3 | Steps in Instructional Design - Advantages - Application of a Systems Approach. | | |
| 3.4 | Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Mason's Model). | | |
| 3.5 | Gagne's Nine Events of Instruction and Five E's of Constructivism - Nine Elements of Constructivist Instructional Design. | | |
| Unit - IV: Self Learning Materials (13 Hours) | | | |
| 4.1 | Self-Learning Materials- Nature, Characteristics of SLM - Development of Self Learning Print Materials. | | |
| 4.2 | Designing instructional system - individual mode, small group mode and large group mode. | | |
| 4.3 | Learner controlled instructions- Computer Assisted Instruction (CAI) - Computer Based Training (CBT) - Computer Aided Learning (CAL) - Computer Assisted Language Learning (CALL) - Computer Managed Learning (CML) -Personalized System of Instruction (PSI). | | |
| 4.4 | Self learning module-Modular Approach in Teaching Learning. | | |
| 4.5 | Resource centres for Educational technology: CIET, UGC, IGNOU, AVRC, EMRC and NIST- their activity for the improvement for learning | | |

| Unit – V: ICT and its Contribution to Education | | (15 Hours) |
|--|---|-------------------|
| 5.1 | Internet - E-Mail - Search Engines- Search Techniques – Introduction to FTP (File Transfer Protocol)- Tele-Conferencing | |
| 5.2 | E - Learning - Basic Concepts - Meaning, Scope and Limitations of E – Learning -B Learning- M learning- On Line Testing - Advantages and Limitations of on-line Testing | |
| 5.3 | Blogs - Discussion Forums, Social Networks - Web Browsers - An Overview of E - Learning Software’s - Web Based Training (WBT). | |
| 5.4 | e- portfolios, ICT for Research, Ethical Issues for e- Learner and e- Teacher in Teaching, Learning and Research. | |
| 5.5 | Cyber Values - Computer Viruses- Awareness over Cyber Security, Cyber Law and Cyber Crimes. | |
| References | | |
| 1. | Aggarwal, J .C. (1995). <i>Essentials of educational technology</i> . New Delhi: Vikas. | |
| 2. | Das ,B. C. (2005). <i>Educational technology</i> . New Delhi: Sterling. | |
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| 7. | Pandey, S. K., & Sharma, R. S. (2004). <i>Encyclopedia of modern techniques of teaching</i> . New Delhi: Commonwealth. | |
| 8. | Rawat, S. C. (2005). <i>Essentials of educational technology</i> . Meerut: R Lai. | |
| 9. | Rohan, S. P. (2002). <i>Educational technology</i> . New Delhi : Indian. | |
| 10. | Sampath, K., Panneerselvam, A., & Santhanam, S .(2008). <i>Educational technology basics and applications</i> . Chennai: Shantha. | |
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| 12. | Sharma, R.N., & Chandra, S.S. (2007). <i>Advanced educational technology</i> . New Delhi: Atlantic. | |
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| 14. | Siva Kumar F. (2001). <i>Information processing models of teaching theory and research</i> . Hyderabad: Neelkamal. | |
| 15. | Venkaiah, N. (2004). <i>Educational technology</i> . New Delhi: APH. | |

Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 1 | | | 2 | 3 | | | | | | |
| CO2 | | 2 | | | | 3 | | | | | 1 |
| CO3 | 2 | 3 | | | 1 | | | | | | |
| CO4 | | 2 | 1 | | | 3 | | | | | |
| CO5 | 1 | | | 3 | | 2 | | | | | |

3 - High Correlation 2 - Moderate Correlation 1 - Low Correlation

SEMESTER - III

| Course Code | Course Title |
|--------------------|--|
| M3 CC 07 | Curriculum Development and Evaluation |
| M3 CC 08 | Education for Differently-Abled |
| M3 CC 09 | Value Education |

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|--|--|--|-------------------|
| M.Ed | M3 CC 07 | CURRICULUM DEVELOPMENT AND EVALUATION | 6 |
| Preamble | | | |
| The aim of this course is to enhance student teachers' knowledge of principles in curriculum construction, current patterns of curriculum organization and models of curriculum evaluation, and to acquaint them with the researches in the area of teacher education. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | explain the need, nature and importance of curriculum development. | | |
| CO2 | enumerate the models of curriculum development. | | |
| CO3 | compare the curriculum transaction at state and national levels. | | |
| CO4 | analyse the recent trends in curriculum development. | | |
| CO5 | describe the curriculum evaluation process and reforms. | | |
| Unit - I: Concept of Curriculum | | | (10 Hours) |
| 1.1 | Curriculum: Definitions, Meaning and scope. | | |
| 1.2 | Curriculum and syllabus: relationship and difference. | | |
| 1.3 | Educational objectives and curriculum planning. | | |
| 1.4 | Need for curriculum development. | | |
| 1.5 | Post-independence efforts to curriculum reconstruction in India. | | |
| Unit - II: Process of Curriculum Development | | | (14 Hours) |
| 2.1 | Approaches to curriculum: Subject centered - Broad field - Social problem - learner centred approaches. | | |
| 2.2 | Models of curriculum development: Tylor model - Taba model - Saylor and Alexander model - Humkins model - Miller and seller model - open classroom model - Roger's Model. | | |
| 2.3 | Tasks in curriculum development: Need assessment - formulation of objectives -selection of content - selection of learning experience - evaluation. | | |
| 2.4 | Role of teacher in curriculum development. | | |
| 2.5 | Emerging areas to be included in curriculum: Multicultural education - special education - environmental education - health education - population education - value education - disaster management - Human Rights Education. | | |
| Unit - III: Curriculum Transaction | | | (12 Hours) |
| 3.1 | Meaning and Definition of curriculum transaction. | | |
| 3.2 | Strategies for curriculum Transaction: Organisation for instruction - Distance learning model - Resource for curriculum transaction. | | |
| 3.3 | Role of Board of Education in Transaction of curriculum: State Board of education - CBSE - ICSE - University Board of Studies for higher level. | | |
| 3.4 | Concept of management of Teaching: Davies and Thomas concept of classroom management - Robert Glaser's Basic Model of Teaching. | | |
| 3.5 | Basis of Transaction of curriculum: Philosophy - Needs of society - Nature of course - Psychology of the students - Significant recommendations of national commissions and committees of education. | | |
| Unit - IV: Trends in Curriculum Development | | | (12 Hours) |
| 4.1 | Curricula in the Twenty first century: Liberal education - Global education - interdisciplinary content - secularism and education. | | |
| 4.2 | Possible future trends in curriculum: Demographic changes - Technological innovations - social innovations - cultural diffusion. | | |
| 4.3 | Adapted curriculum for special need students: Materials - instruction - evaluation. | | |
| 4.4 | Need for research in curriculum change and development: National Curriculum Framework (NCF) 2010 | | |
| 4.5 | E - Content: Meaning, Significance, Developing Procedure. | | |

| Unit - V: Curriculum Evaluation | | (12 Hours) |
|--|---|-------------------|
| 5.1 | Concept, need and importance of continuous curriculum evaluation and development | |
| 5.2 | Aspects of curriculum evaluation: Pre-test - Post-test - Norm referred - Criterionreferred - Formative - Summative. | |
| 5.3 | Types of curriculum evaluation: Content evaluation - input evaluation - process evaluation - product evaluation. | |
| 5.4 | Models of curriculum evaluation: Taylerion model - Stake's model - Stufflebeam's model. | |
| 5.5 | Challenges and Opportunities in Curriculum reforms. | |
| Essential Readings | | |
| 1. | Report of the Delores Commission, UNESCO, 1996 | |
| 2. | National Curriculum Framework-2010 | |
| References | | |
| 1. | Agarwal, J.C. (2010). <i>Development and planning of modern education</i> . Coimbatore: TBH. | |
| 2. | Arulsamy, S. (2010). <i>Curriculum development</i> . Hyderabad: Neelkamal. | |
| 3. | Bhati, A. (2012). <i>Curriculum technology and learning</i> . New Delhi: Anmol. | |
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| 5. | Khan, M.S. (2004). <i>School curriculum</i> . India: APH. | |
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| 7. | Mrunalini, T. (2007). <i>Curriculum development</i> . Hyderabad: Neelkamal. | |
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| 9. | Pannervelam. (2010). <i>E-learning</i> . New Delhi: APH. | |
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Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 1 | 3 | | | 2 | 2 | 1 | 3 | 1 | 1 | 1 |
| CO2 | 1 | 2 | 1 | | 2 | 2 | 1 | 2 | 2 | 3 | 2 |
| CO3 | | 3 | 2 | 2 | 3 | 2 | | 3 | 2 | | 1 |
| CO4 | 2 | 3 | 2 | | 1 | 3 | 1 | 2 | 3 | 2 | 2 |
| CO5 | 2 | 3 | 1 | 2 | 1 | 2 | | 2 | 2 | 1 | 2 |

3 - High Correlation

2 - Moderate Correlation

1 - Low Correlation

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---------------------------------|-------------------|
| M.Ed | M3 CC 08 | EDUCATION FOR DIFFERENTLY ABLED | 6 |
| The aim of this course is to enable the student teachers to understand the differently abled persons and their educational provisions pertaining to various disabilities. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | summarize the basic concepts on special education with PWD act and Rehabilitation Council of India. | | |
| CO2 | explain the different kinds of differently abled children | | |
| CO3 | predict the characteristics of disorders | | |
| CO4 | integrate service delivery models in special education and rehabilitation services | | |
| CO5 | predict the problems and research in special education | | |
| Unit - I: Basic Concepts on Special Education | | | (14 Hours) |
| 1.1 | Meaning of Special Education and Classification of Special need children. | | |
| 1.2 | Objectives and role of Rehabilitation Council of India. | | |
| 1.3 | People With Disability (PWD) Act 1995, National Trust Act 1999. | | |
| 1.4 | Role of Governmental and Non Governmental Agencies in Special Education. | | |
| 1.5 | Significance of Intervention Services and assessment for various categories in special education. | | |
| Unit - II: Fundamental of Children with Mental and Physical Exceptional(14 Hours) | | | |
| 2.1 | Meaning, Characteristics, Types, Identification of Gifted and Mentally Retarded. | | |
| 2.2 | Meaning and types of Orthopedic Handicap. | | |
| 2.3 | Meaning, Characteristics, Types and non-clinical identification of Visual impairment. | | |
| 2.4 | Meaning, Characteristics, Types and non-clinical identification of Hearing impairment. | | |
| 2.5 | Educational services for impairments in mental and physical aspects under special education. | | |
| Unit - III: Introduction to Other Categories of Disability | | | (14 Hours) |
| 3.1 | Meaning, Characteristics, Types and identification of learning disabled. | | |
| 3.2 | Meaning, Characteristics of Autism. | | |
| 3.3 | Meaning, Characteristics and types of attention deficit disorders. | | |
| 3.4 | Meaning and Characteristics of Behavioral disorders. | | |
| 3.5 | Meaning and Classification of multiple disabilities. | | |
| Unit - IV: Basic Concepts in Special Education and Rehabilitation Services(9 Hours) | | | |
| 4.1 | Meaning, Significance of rehabilitation services | | |
| 4.2 | Service delivery modes in Special Education - Regular mode (Residential, Integration) and Distance mode | | |
| 4.3 | Inclusive Education - Components of Inclusive Education. | | |
| 4.4 | Service delivery models in rehabilitation service - Center Based, Community Based. | | |
| 4.5 | Role of Parents, Siblings and Peer group. | | |
| Unit - V: Research in Special Education | | | (9 Hours) |
| 5.1 | Research in Special Education in India. | | |
| 5.2 | Problems in doing research in Special Education. | | |
| 5.3 | Need for practical classroom research. | | |
| 5.4 | Single subject design - its significance. | | |
| 5.5 | Concept and need for research in Assistive Technology for Children with special needs. | | |

| References | |
|-------------------|---|
| 1. | Algozzire, B., & Yesseldyke, E. (2006). <i>Effective instruction of students with special needs: a practical guide for every teacher</i> . Thousand Oaks, CA: Corwin Press. |
| 2. | Bigge, J.L., & Stump, C. (1999). <i>Curriculum assessment and instruction for students with disabilities</i> . Belmont, C.A: Wadworth. |
| 3. | Daniel, H.P., & James, K.M. (1978). <i>Exceptional learners- Introduction for special education (8th ed.)</i> . London: Allen and Bacon. |
| 4. | Farrell, M. (2009). <i>Foundations of special education: An introduction</i> . Singapore: Wiley-Blackwell. |
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| 8. | Mangal, S.K. (2007). <i>Educating exceptional children- an introduction to special education</i> . New Delhi: PHI. |
| 9. | <i>Listening to sounds and signs</i> . CBM International, Germany, 1998. |
| 10. | Yesseldyke, E.J. (1998). <i>Special education - A practical approach for teachers</i> . New Delhi: Kanishka. |

Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 3 | 2 | | | 3 | 3 | 1 | 3 | 1 | | 2 |
| CO2 | 2 | 2 | 1 | 1 | 3 | 3 | 1 | 3 | 2 | | 2 |
| CO3 | 2 | 3 | | | 2 | 3 | | 3 | 2 | | 1 |
| CO4 | 2 | 2 | 2 | | 2 | 2 | | 3 | 2 | 1 | 3 |
| CO5 | 3 | 3 | 3 | 1 | 2 | 3 | 1 | 3 | 2 | 2 | 1 |

3 - High Correlation 2 - Moderate Correlation 1 - Low Correlation

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|---|--|-----------------|-------------------|
| M.Ed | M3 CC 09 | VALUE EDUCATION | 6 |
| Preamble | | | |
| The aim of this course is to understand the values, values of eminent personalities, the impact of global ethics and values, values in curriculum and enrich the values for professional development in teaching professionals. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | explain the theories on value development. | | |
| CO2 | analyse the educational ideas and thoughts on values of eminent personalities | | |
| CO3 | describe the value conflict and impact of global development on ethics and values | | |
| CO4 | identify the teaching methods for value development | | |
| CO5 | develop the research perspectives in Valued Education | | |
| Unit - I: Introduction to Values | | | (10 Hours) |
| 1.1 | Values - meaning, nature, need and importance | | |
| 1.2 | Philosophical theories on value development: Idealism, Naturalism and Pragmatism. | | |
| 1.3 | Psychological theories on value development: Kohlberg and Piaget. | | |
| 1.4 | Place of values in character formation in education of 21st century | | |
| 1.5 | Classification of values: Mahatma Gandhi's Classification - NCERT Classification | | |
| Unit - II: Educational Ideas and thoughts on Values of Eminent Personalities' | | | (12 Hours) |
| 2.1 | Rabindranath Tagore's educational ideas and thoughts on values. | | |
| 2.2 | Swami Vivekananda's educational ideas and thoughts on values. | | |
| 2.3 | Mahatma Gandhi's educational ideas and thoughts on values. | | |
| 2.4 | Sri Aurobindo's educational ideas and thoughts on values. | | |
| 2.5 | Jiddu Krishnamurthy ideas and thoughts on values. | | |
| Unit - III: Impact of Global Development on Ethics and Values | | | (12 Hours) |
| 3.1 | Conflict of cross-cultural influences, mass media, cross-border education, materialistic values. | | |
| 3.2 | Value conflict: Value conflict and Social unrest - Socio-economic status and values - Attitude towards life - impact of values on life | | |
| 3.3 | Challenges of adolescents: Emotional and Behavioral Conflicts. | | |
| 3.4 | Impact of Globalization and Science & Technology development on democracy- socialization - secularism - religious harmony. | | |
| 3.5 | Challenges in living together: family life - sharing and caring - accommodation and adjustment - family norms and traditional norms. | | |
| Unit - IV: Integration of Values in Curriculum | | | (14 Hours) |
| 4.1 | Integration of values in school subjects: language, mathematics, science and social science | | |
| 4.2 | Experiential Learning: Case method - Role Play - Simulations - Games - Situational Experiences. | | |
| 4.3 | Teaching methods for value development: method of attitudinal change - Spiritual therapy - brainstorming | | |
| 4.4 | Inculcating values through co-curricular activities: assembly - sports and games -debates - club activities - cultural meet | | |
| 4.5 | Value inculcation through personal examples of eminent personalities. | | |
| Unit - V: Inculcation of Values for Professional Development | | | (12 Hours) |
| 5.1 | Meaning and concept of professional values and ethics - vocational and career development. | | |
| 5.2 | Professional competence - professional efficiency - confidence building and devotion - Accountability | | |
| 5.3 | Understanding the work culture - willingness to change - team spirit | | |
| 5.4 | Awareness on changing career opportunities - adaptation for transition to work place. | | |
| 5.5 | Research perspectives in value education: Recommendations of committees and Policies. | | |

| References | |
|------------|--|
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| 2. | Chitkara, M.G. (2003). <i>Education and human values</i> . India: A.P.H. |
| 3. | Chitkara, M.G. (2013). <i>Education and human values</i> . New Delhi: APH. |
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| 12. | Saraswathi, T.S. (1999). <i>Culture, socialisation and human development</i> . India: Sage. |
| 13. | Sarma, D.S. (1967). <i>The master and the disciple</i> . Chennai. Sri Ramakrishna Math. |
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| 15. | Sharma, S.R. (2006). <i>Education and democratic values</i> . India: Cosmo. |
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| 17. | <i>Summary of recommendations of the high level seminar on value, Simla, May 27-28 (1981)</i> |
| 18. | Swaroop Sexena, N.R. (1998). <i>Principles of education</i> . India: Lali. |
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| 20. | <i>The life of Swami Vivekananda</i> . India: Advaita Ashrama. |
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Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 3 | 1 | | 1 | | 2 | 1 | 1 | 2 | 1 | 3 |
| CO2 | 3 | 3 | | | | 2 | | 1 | 2 | 2 | 3 |
| CO3 | 1 | | | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 2 | 2 | | 2 | 2 | 2 | 2 | 1 | 3 | 2 |
| CO5 | 2 | 2 | 3 | | 2 | 2 | | 2 | 2 | 1 | 3 |

3 - High Correlation

2 - Moderate Correlation

1 - Low Correlation

SEMESTER - IV

| Course Code | Course Title |
|--------------------|--|
| M4 CC 10 | Teacher Behaviour and Classroom Communication |
| M4 CC 11 | Educational Management and Administration |
| M4 CC 12 | Environmental Education |

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|---|--|--|-------------------|
| M.Ed | M4 CC 10 | TEACHER BEHAVIOUR AND CLASSROOM COMMUNICATION | 6 |
| Preamble | | | |
| The aim of this course is to understand the teacher behavior and classroom climate. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | recognize the significance of classroom behaviour and communication of teachers and firmly follow them in their profession. | | |
| CO2 | recognize the implications of teacher behaviour and apply various measuring techniques for studying teacher behaviour. | | |
| CO3 | appreciate the significance of the study of teacher behaviour and teaching models in the context of efforts to promote teacher effectiveness. | | |
| CO4 | apply different techniques and conduct action research as tools for modifying teacher behaviour. | | |
| CO5 | realize different avenues of personal, social, behavioural modification models and apply the values in classroom interactions to nurture an egalitarian society. | | |
| Unit – I: Teaching and Teacher Behaviour | | | (10 Hours) |
| 1.1 | Meaning and Definitions of teaching and teacher behaviour. | | |
| 1.2 | Teaching Strategies: special features and characteristics | | |
| 1.3 | Teaching devices : concept, meaning and types | | |
| 1.4 | Distinguishing Teaching method from Teaching strategies, Teaching devices, Teaching Tactics | | |
| 1.5 | Classroom climate: meaning and concept, implications | | |
| Unit – II: Measuring Teacher Behaviour | | | (10 Hours) |
| 2.1 | Techniques for Studying Teacher Behaviour. | | |
| 2.2 | Factors Affecting Teacher Behaviour. | | |
| 2.3 | Teacher Behaviour as Dependent and Independent attributes. | | |
| 2.4 | Category Systems and Sign Systems. | | |
| 2.5 | Inter-observer Reliability. | | |
| Unit – III: Types of Selected Category Systems | | | (14 Hours) |
| 3.1 | Flander’s Interaction Analysis Categories. | | |
| 3.2 | Reciprocal Category System. | | |
| 3.3 | Equivalent Talk Category. | | |
| 3.4 | Principles of evolving category system. | | |
| 3.5 | Innovative Techniques in Classroom Interaction – Rao’s Model – Bale’s Model. | | |
| Unit – IV: Techniques for Modification of Teacher Behaviour | | | (12 Hours) |
| 4.1 | Need and importance of Modification of Teacher Behaviour. | | |
| 4.2 | Interaction analysis and Transaction analysis | | |
| 4.3 | Action research and modification of teacher behaviour | | |
| 4.4 | Skill-based teaching practice and modification of teacher behaviour | | |
| 4.5 | Teacher evaluation: Evaluation of Teachers by students, peers, stakeholders – self appraisal | | |
| Unit – V: Basic Ideas of Models of Teaching | | | (12 Hours) |
| 5.1 | Characteristics and fundamental elements of teaching models | | |
| 5.2 | Information processing models | | |
| 5.3 | Social Interaction models | | |
| 5.4 | Personal development models | | |
| 5.5 | Behaviour modification models | | |

| References | |
|------------|--|
| 1. | Amidon, E. J., & Hough, J. B. (1967). <i>Interaction analysis: Theory, research and application</i> . London: Addison Wesley. |
| 2. | Flanders, N.A. (1970). <i>Analysing teacher behaviour</i> . New York: Addison Wesley. |
| 3. | Joyce, B., & Weil, M. (1972). <i>Models of teaching</i> . New Jersey: Prentice Hall. |
| 4. | Khanna, S.D. (1982). <i>Technology of teaching</i> . New Delhi: Doaba House. |
| 5. | Mangal, S.K., & Mangal, U. (2009). <i>Essentials of educational technology</i> . New Delhi: PHI. |
| 6. | Ober, R.L., Bentley, E.L., & Miller, E. (1971). <i>Systematic observation of teaching</i> . New Jersey: Prentice Hall. |
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| 8. | Shumsky, A. (1960). <i>In search of teaching style</i> . New York: Meredith. |
| 9. | Vashistha, K.K. (1982). <i>Interaction analysis: Theory and research</i> , Ajmer: Regional College of Education, Extension Service Department. |

Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 3 | | | | | | 2 | | | 2 | 2 |
| CO2 | 3 | 2 | | 2 | | | | | | | |
| CO3 | 3 | 3 | | | | | | | | | 2 |
| CO4 | 3 | | 3 | | | 2 | | | 2 | | |
| CO5 | 3 | | | | | | | 2 | | 2 | 2 |

3 - High Correlation

2 - Moderate Correlation

1 - Low Correlation

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|-------------------|
| M.Ed | M4 CC 11 | EDUCATIONAL MANAGEMENT AND ADMINISTRATION | 6 |
| Preamble | | | |
| The aim of this course is to enhance the knowledge in educational management and administration that includes educational planning, utilization of human, material and financial resources, and apply the knowledge in the management techniques in the framework of existing educational system. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | recognise the concept of educational management and educational administration. | | |
| CO2 | illustrate the effective management and utilization of human, material and financial resources. | | |
| CO3 | acquire the requisite knowledge and skills for educational planning. | | |
| CO4 | develop the skills for better classroom management and leadership qualities. | | |
| CO5 | realise the recent trends in educational management in India. | | |
| Unit – I: Introduction to Educational Management | | | (12 Hours) |
| 1.1 | Educational Management: Definition, Scope and Functions – Management and decision making – Management and Administration. | | |
| 1.2 | Management of School Education – Principles of Democratic School management – Functions of effective school management. | | |
| 1.3 | Modern educational administration - Major approaches to Modern Management - Application of modern management techniques to educational administration. | | |
| 1.4 | Basic Concepts and Types of Organisational Structure- School as a Social Organization – Types of Organisations - Reforms for School improvement. | | |
| 1.5 | Concept of Institutional Autonomy-Relationship between Academic Freedom and Institutional Autonomy | | |
| Unit – II: Resource Management | | | (12 Hours) |
| 2.1 | Resource Management - Types of Resources in Education - Management of Human, Material and Financial resources. | | |
| 2.2 | Resource identification: Procurement of Resources -Utilization and Maintenance of Resources | | |
| 2.3 | Human Resource Management – Teacher recruitment - Management of students: admission, participation in curricular and co-curricular activities - Management of Teaching and Learning Process- Management of student conflicts – disciplinary problems. | | |
| 2.4 | Management of Physical Resources -Records and registers – need and importance of maintaining records - types of records and other documents- time table- Preparation and its importance | | |
| 2.5 | Financial Management and Budgeting – concept of educational finance – principles of educational finance – administration of finance – sources of income and educational expenditure. | | |
| Unit – III: Educational Planning | | | (12 Hours) |
| 3.1 | Educational Planning: meaning, nature, need and importance of Educational Planning - principles of Educational Planning | | |
| 3.2 | Institutional Planning: Definition, Aims, Objectives and Characteristics of Institutional Planning – Preparation of an Institutional Plan – Headmaster and Institutional Plan. | | |
| 3.3 | Approaches to Educational Planning: Social Demand Approach - Man-power Approach - Return of Investment Approach (Cost - Benefit Approach) | | |
| 3.4 | Institutional structures and functions: NUEPA, SIEMAT, NCERT, SCERT and DIET. | | |
| 3.5 | Educational Planning in India: Progress, Problems and Prospects. | | |

| Unit - IV: Classroom Management | | (12 Hours) |
|---|--|-------------------|
| 4.1 | Classroom Management - Principles - Techniques - understanding student needs -factors influencing Classroom Management. | |
| 4.2 | Time Management - Importance - Types - Constraints. | |
| 4.3 | Supervision and Inspection: meaning, need, characteristics - traditional vs. modern - Principles of supervision - difference between supervision, inspection and administration. | |
| 4.4 | Leadership - Characteristics of an ideal teacher - Types: Autocratic, Democratic and Laissez faire styles. | |
| 4.5 | Decision making - concept, definition, characteristics of decision making - role of educational managers and impact of decision making in an organization. | |
| Unit - V: Recent Trends in Educational Management in India | | (12 Hours) |
| 5.1 | Quality: criterion and dimensions of quality - Quality Control, Quality assurance and indicators | |
| 5.2 | Quality Education: Characteristics - Total Quality Management in Education-Concept, Principles and approaches. | |
| 5.3 | Components of Performance Management in Schools - Monitoring School Performance - Best Practices - Performance Appraisal of Teachers | |
| 5.4 | Quality concerns issues for research - status of research in educational management. | |
| 5.5 | Decentralised planning and management:Problems and Issues - Implementation of RTE Act. | |
| References | | |
| 1. | Ananda,W.P., & Guruge. (1984). <i>General principles of management for educational planners and administrators</i> . Paris: UNESCO. | |
| 2. | Bell, L. (1988). <i>Management skills in primary schools</i> . London: Routledge. | |
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| 10. | Luthans, F. (1998). <i>Organizational behaviour</i> . Boston: Irwin, McGraw Hill. | |
| 11. | Mahajan, B., & Khullar, K.K. (2002). <i>Educational administration in central government: structures, processes, and future prospects</i> . New Delhi: Vikas. | |
| 12. | Milton Charles, R. (1989). <i>Human behavior in organizations</i> , USA: Prentice Hall. | |
| 13. | Mukhopadhyay, M. (2005). <i>Total quality management in education</i> . New Delhi: Sage. | |
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| 17. | Pareek, U. (1988). <i>Organizational behaviour process</i> . Jaipur: Rawat. | |
| 18. | Roger, S. (1995). <i>Successful schoolmanagement</i> . Tokyo: Mc Graw Hill. | |
| 19. | Ronald Cambell, F. (1987). <i>A history of thought and practice in educational administration</i> . New York: Teachers College Press. | |
| 20. | Rao, V.S.P., & Narayana. (1987). <i>Principles and practice of management</i> . Delhi: Konark. | |
| 21. | Sharma, R.C. (1983). <i>School management</i> . Delhi: Sarita Prakashan. | |

Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | 2 | | 2 | 3 | 2 | | 2 | | | | 2 |
| CO2 | | | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 2 | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | | | 2 | 2 | | 2 | 3 | 2 | 2 | 2 | 2 |
| CO5 | | 2 | 2 | 3 | 2 | 2 | | | 2 | | |

3 - High Correlation

2 - Moderate Correlation

1 - Low Correlation

| PROGRAMME | COURSE CODE | COURSE TITLE | CREDITS |
|--|--|-------------------------|-------------------|
| M.Ed | M4 CC 12 | ENVIRONMENTAL EDUCATION | 6 |
| Preamble | | | |
| The aim of this course is to make aware of Environments needs, Natural Resources and Problems, Environment based Curriculum, Sustainable development, Social issues and Environmental Protection Acts. | | | |
| Course Outcomes (Cos) | | | |
| On the successful completion of the course, student teachers will be able to | | | |
| CO1 | obtain a clear understanding of the purpose, needs, approach and impact of environmental Education. | | |
| CO2 | prioritize and Evaluate the natural resources and related issues and the role of the individual in the conservation of natural resources. | | |
| CO3 | appraise the importance of environmental education at the school level in the curriculum. | | |
| CO4 | integrates and plans the sustainable growth through socio-economic and environmental Education | | |
| CO5 | practice and Examine pollution reduction and relevant legal provisions through environmental protection Acts. | | |
| Unit – I: Introduction | | | (12 Hours) |
| 1.1 | Environment – definitions and need – types and structure | | |
| 1.2 | Environmental Education – Meaning, Scope, Principles, Aims and Objectives | | |
| 1.3 | Need and Importance of Human – Environmental relationships | | |
| 1.4 | Approaches to the study of Environmental Education – Types – social implications | | |
| 1.5 | Educational Implications: Deterministic Approach - Teleological Approach - Possibilistic Approach – Economic and Deterministic Approach - Ecological Approach | | |
| Unit – II: Natural Resources and Associated Problems | | | (12 Hours) |
| 2.1 | Natural resources – definition, meaning and its classification. | | |
| 2.2 | Forest Resources, Water resources and Land resources- importance, ecological significance, degradation, causes of degradation and management and conservation. | | |
| 2.3 | Energy resources – Need, importance and types. | | |
| 2.4 | Greenhouse gases and Global warming-causes- effects and control measures | | |
| 2.5 | Role of an Individual in conservation of Natural resources. | | |
| Unit – III: Environmental Education Curriculum | | | (12 Hours) |
| 3.1 | Meaning, Need and Principles of Environmental Education Curriculum | | |
| 3.2 | Environmental Education and School Curriculum | | |
| 3.3 | Constraints for the implementation of Environmental Education | | |
| 3.4 | Important components of Environmental Education Curriculum. | | |
| 3.5 | Environmental Education syllabi – analysis at different levels | | |
| Unit – IV: Environmental Education – Sustainable Development | | | (12 Hours) |
| 4.1 | Meaning, definition and improving sustainable development | | |
| 4.2 | Social dimensions of sustainable development | | |
| 4.3 | Economic Dimensions of Sustainable development | | |
| 4.4 | Environmental Dimensions of sustainable development | | |
| 4.5 | Development plans for social, economic and environmental elements - World Summit on sustainable development | | |

| Unit - V: Environmental Protection Acts and Disaster Management (12 Hours) | |
|---|--|
| 5.1 | Major environmental issues in India- air and water pollution, deforestation, biodiversity loss. |
| 5.2 | Environmental policies and Legislation in India - key acts (Air Act 1981, Water Act 1974, Wildlife Protection Act 1972, Forest Act 1980, Environment Protection Act 1986); National Action Plan on Climate Change. |
| 5.3 | Resettlement and rehabilitation of people - issues and concerns - The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013 (RFCTLARR Act 2013). |
| 5.4 | Overview of global environmental agreements - Montreal Protocol, Rio Summit, CBD, Kyoto Protocol, Paris Agreement, International Solar Alliance. |
| 5.5 | Challenges in enforcing environmental laws - Public awareness initiatives - India's commitment to SDGs. |
| Practical: | |
| 1. | Collecting materials related to contribution of Eminent Scientists. |
| 2. | Preparation of life history in physical science scientist. |
| 3. | Preparing material for Activity Based Instruction. |
| References | |
| 1. | Agarwal, K.C. (2001). <i>Environmental biology</i> . Bikaner: Nidi. |
| 2. | Arumugan, N. (1998). <i>Concepts of ecology</i> . Nagarkoil: Saras. |
| 3. | C.P.R. Environment Education Center. <i>Water - A book of facts and activities</i> . Madras: Aiyar |
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| 6. | Gleick, H.P. (1993). <i>Water in crisis - Pacino institute for studies in developmental environmental and security</i> . Stockholm Env. Institute: Oxford University Press. |
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| 8. | McKinney, M.L., & Schocb, R.M. (1996). <i>Environmental science systems and solutions</i> . Webenhanced Edition. |
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| Web sources | |
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Mapping of Course Outcomes (COs) with Programme Outcomes (POs)

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | | 2 | | 3 | | | | | | 1 | |
| CO2 | 3 | 2 | | | | | | | | 1 | |
| CO3 | 1 | | | | 3 | | | | | | 2 |
| CO4 | | 1 | 2 | | | | | | 3 | | |
| CO5 | | 2 | | | | | | | | 3 | 1 |

3 - High Correlation

2 - Moderate Correlation

1 - Low Correlation