



**Department of Education  
Manonmaniam Sundaranar University  
Tirunelveli - 627 012**

**Learning Outcome Based Curriculum**

**MEd Programme (CBCS)  
(2022-23 onwards)**

**Department of Education  
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**MEd – Two Year Programme (CBCS)  
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**1. Preamble:**

Education determines the quality of human resources of a Nation. Quality of education is based upon quality of teachers, which in turn relies on quality of teacher education. Realizing the importance, the National Policy on Education (1986) suggested an overhauling of the system of teacher education, which will pave the way for a substantial improvement of the quality of teacher education. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best Mentors (NEP, 2020). The two-year MEd programme is designed by the National Council for Teacher Education (NCTE, 2014) to provide opportunities for students to deepen their knowledge, understand education, specialize in selected areas and develop research capacities. The programme is also aimed at grooming up the students' knowledge of methodology of educational research and getting acquainted with social and psychological aspects of teaching and learning.

*Importance of the Programme:*

The programme has been structured with the following features:

- Designed for two years under Choice Based Credit System (CBCS) for 94 credits and 2800 marks based on Learning Outcome based Curriculum Framework
- Structured with a special intention to produce competent teacher educators with adequate theoretical knowledge and practical abilities in teaching, research and extension in the light of National Curriculum Framework for Teacher Education (2014) and National Education Policy (2020)
- Aimed at imparting quality teacher education and pursuing quality research in education

## 2. Vision and Mission of the Department:

*Vision of the Department:*

Promoting excellence in teacher education for creating a humane and an enlightened society.

*Mission of the Department*

1. To conduct teaching, research and outreach programmes to enrich teacher education
2. To provide quality and inclusive education, especially for the rural, the unreached, and the differently-abled
3. To create an academic environment that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity
4. To equip the teacher educators as instruments for socio economic and cultural development
5. To prepare the teacher educators as planners / policy makers / curriculum designers / prodigious researchers to build the nation into bravura.

## 3. Programme Outcomes (POs):

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The programme aims the students to:

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- PO1: be effective citizens of the nation with academic integrity, values and ethics
- PO2: become best academicians, prominent scholars, educationists, educational theorists, policy makers, to be contributors for nation development
- PO3: conduct research in education and enable to solve various problems existing in the field of education at the global level, and disseminate in the research forums and through publications in journals
- PO4: be efficient personalities with competencies in preparing and disseminating teaching learning activities
- PO5: acquire the professional skills such as leadership, management, decision making, assessment, technological, analytical including interpretive skills
- PO6: develop interest and enthusiasm to be lifelong learners with high practical competencies and abilities of teaching
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#### 4. Programme Specific Outcomes (PSOs):

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After qualifying this programme, the student will be able to:

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- PSO1:** apply the multiple perspectives (historical, political, economic, philosophical, sociological, managerial, cognitive, psychological and technological) of education in the context of teaching profession and enhance the capabilities of teaching, research and extension to become a real professional
- PSO2:** reflect the spectrum of recommendations of various educational policies and evaluate their impact on the national development
- PSO3:** conduct need based qualitative and quantitative researches and projects with social concern employing apposite statistical techniques, if required and solve the issues pertaining special reference to education
- PSO4:** develop competencies of constructing curriculum, designing instructional models, creation of outcome based evaluative techniques based on revised Bloom's taxonomy and design innovative strategies to facilitate learner friendly environment which promotes inclusiveness
- PSO5:** acquire leadership qualities along with skills of communication, management, administration, organization and mindfulness
- PSO6:** incorporate the linguistic abilities, skills acquired during their internships, knowledge of psychological experiment, techniques of presenting and publishing research papers and awareness on health perspectives and serve the professional purpose of teaching to be an elite personnel in the field of teaching/teacher education
- PSO7:** gain insight into environmental conservation, language skills, vocational education, and principles of yoga and successful implementation of ICT experiences
- PSO8:** apply the knowledge gained through instrumentation, reporting - both oral and written, and drafting for writing research proposals.
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Through the MEd programme under CBCS, the students are free to opt courses of their interest and earn credits. It has been envisaged to produce academicians, who can meet the challenges, proposed in the thrust areas of National Education Policy (2020).

## 5. List of Abbreviations /Acronyms:

ABC Model	: The Antecedent-Behaviour-Consequence Model
ADDIE	: Analyze, Design, Develop, Implement, and Evaluate
An	: Analyse
ANOVA	: Analysis of Variance
Ap	: Apply
ASSURE	: Analyze learners, State objectives, Select media and materials, Utilize materials, Require learner performance, and Evaluate/revise (the learning and teaching process)
BEd	: Bachelor of Education
BIET	: Block Institute of Education and Training
C	: Create (or) Credit
CAI	: Computer-assisted/ aided Information
CAL	: Computer Assisted/ Aided Learning
CBCS	: Choice Based Credit System
CBSE	: Central Board of Secondary Education
CBT	: Computer Based Training
CC	: Core Course
CIA	: Continuous Internal Assessment
CIPP	: Context, Input, Process and Product
CML	: Computer Managed Learning
CO	: Course Outcome
D & M IS	: DeLone and McLean Information Systems
DIET	: District Institute of Education and Training
DNA	: Deoxyribo Nucleic Acid
DTERT	: Directorate of Teacher Education, Research and Training
E	: Evaluate
EC	: Elective Course
Ed.	: Editor
ed.	: edition
ESD	: Education for Sustainable Development

*List of Abbreviations /Acronyms ...*

FOSSEE	:	Free/Libre and Open Source Software for Education
FP	:	Field Experience & Practicum
GIAN	:	Global Initiative for Academic Networks
GoI	:	Government of India
H	:	High
H index	:	Hirsch index
HRD	:	Human Resource Development
HTML	:	Hypertext Markup Language
ICF	:	International Classification of Functioning
ICSE	:	Indian Certificate of Secondary Education
ICT	:	Information and Communications Technology
IED	:	Inclusive Education for Differently abled
IGNOU	:	Indira Gandhi National Open University
IIC	:	Institution Innovation Council
IMPRINT	:	IMPacting Research, Innovation and Technology
IUCN	:	International Union for Conservation of Nature and Natural Resources
L	:	Low
L	:	Lecture
LMS	:	Learning Management System
M	:	Medium
MEd	:	Master of Education
MHRD	:	Ministry of Human Resource Development
MIS	:	Management Information System
MOOCs	:	Massive Open Online Courses
MS	:	Microsoft
NAD	:	National Academic Depository
NCERT	:	National Council of Educational Research and Training
NCF	:	National Curriculum Framework

*List of Abbreviations /Acronyms ...*

NCFTE	:	National Curriculum Framework for Teacher Education
NCTE	:	National Council for Teacher Education
NDL	:	National Digital Library
NEP	:	National Education Policy
NGO	:	Non-Governmental Organization
NIEPA	:	National Institute of Educational Planning and Administration
NMEICT	:	National Mission on Teacher Education through Information and Communication Technology
NPE	:	National Policy on Education
NPTEL	:	National Programme on Technology Enhanced Learning
ODL	:	Open and Distance Learning
ODLM	:	Open Distance Learning Material
P	:	Practical
PO	:	Programme Outcomes
PoA	:	Programme of Action
PSO	:	Programme Specific Outcomes
PTA	:	Parent Teacher Association
R	:	Remember
RA	:	Research Activity
RIE	:	Regional Institution of Education
RMSA	:	Rashtriya Madhyamik Shiksha Abhiyan
S	:	Semester
SAP	:	Special Assistance Programme
SC	:	Supportive Course
SCERT	:	State Council of Educational Research and Training
SDG	:	Sustainable Developmental Goals
SEMIS	:	Secondary Education Management Information System
SUPW	:	Socially Useful Productive Work
SWAYAM	:	Study Webs of Active-Learning for Young Aspiring Minds

*List of Abbreviations /Acronyms ...*

T	: Tutorial
TEI	: Teacher Education Institution
TPACK	: Technological, Pedagogical, and Content Knowledge
TSC	: Teacher Specialized Course
U	: Understand
UAY	: Ucchatar Avishkar Yojana
UEE	: Universal Elementary Education
UEE-ECCE	: Universal Elementary Education – Early Childhood Care and Education
UGC	: University Grants Commission
UNCRPD	: United Nations Convention on the Rights of Persons with Diversity
UNESCO	: United Nations Educational Scientific and Cultural Organization
UTE	: University Terminal Examination
VA	: Value Added Practicum
VEC	: Village Education Committee
WWW	: World Wide Website

**6. Eligibility for Admission:**

The eligible educational qualifications for the admission for MEd programme is outlined below:

- A candidate who has secured minimum of 50% marks in the degree of Bachelor of Education (BEd) of the Universities in Tamil Nadu or a degree of some other University accepted by the Syndicate of this University as equivalent thereto.
- Admission shall be made as per the norms of NCTE / Government of Tamil Nadu / Manonmaniam Sundaranar University.
- Reservation of seats stipulated by the Government of Tamil Nadu will be followed.

*Duration of the programme:* The programme will run over a period of four semesters for two years after BEd degree. Every year, usually, the programme commences in the month of July and ends in April. Students shall be permitted to complete the requirements of the MEd programme within a maximum period of three years from the date of admission to the programme.



## 7. Curriculum Structure:

The credit based theory courses and the practicum suggested (with the scheme of examination) for the MEd programme are given below.

FIRST YEAR					
Semester	Sl. No.	Course Status	Course Title	Contact Hrs / Week	Credit
FIRST	1.	Core Course-1	1a. History, Politics and Economics of Education	4	4
			1b. Educational Studies		
	2.	Core Course-2	Applications of Educational Psychology	4	4
	3.	Core Course-3	Tenets of Educational Research	4	4
	4.	Elective Course-1	Technology Blended Education	4	4
	5.	Elective Course-2	Introductory Course in Education Management (e-PG Pathshala)	4	4
	6.	Research Activity-1	Research Proposal	2	2
	7.	Field Experience & Practicum -1	Communication Skills	4	2
8.	Value Added Practicum - 1	Mindfulness and Well-being	4	2	
Subtotal				30	26
SECOND	9.	Core Course-4	Sociological Perspective of Education	5	4
	10.	Core Course-5	Statistics for Educational Research	5	4
	11.	Elective Course-3 (Teacher Specialized Course - TSC)	3a. Cognitive Psychology in Education	4	4
			3b. Instructional Processes and Practices		
			3c. Perspectives in Language Education		
			3d. Education for Sustainable Development		
	12.	Supportive Course-1	SWAYAM Online Course(MOOCs) - (to other Depts)	3	3
	13.	Research Activity-2	Instrumentation	4	2
	14.	Field Experience & Practicum-2	Internship in Educational Institutions - Spell 1	20 days (120 hrs)	4
	15.	Field Experience & Practicum-3	Experimental Psychology	4	2
16.	Field Experience & Practicum-4	Experimental ICT	4	2	
Subtotal				30	25

SECOND YEAR					
Semester	Sl. No.	Course Status	Course Title	Contact Hrs / Week	Credit
THIRD	17.	Core Course-6	6a. Organisation and Administration of Teacher Education	5	4
			6b. Gandhian Way of Education		
	18.	Core Course-7	Curriculum Studies	4	4
	19.	Core Course-8	Inclusive Education	5	4
	20.	Elective Course-4	4a. Prospects of Elementary Education	5	4
			4b. Prospects of Secondary Education		
	21.	Supportive Course-2	SWAYAM Online Course(MOOCs) - (to other Depts)	3	3
	22.	Research Activity-3	Presentation and Publication of Paper(s)	4	2
23.	Value Added Practicum - 2	Self-Development	4	2	
Subtotal				30	23
FOURTH	24.	Core Course-9	Educational Policy, Planning & Financing	5	4
	25.	Core Course-10	Perspectives, Issues and Research in Teacher Education (e-PG Pathshala)	4	4
	26.	Elective Course-5	Educational Evaluation and Assessment	5	4
	27.	Field Experience & Practicum -5	Internship in Education Institutions - Spell 2	20 days (120 hrs)	4
	28.	Research Activity-4	Dissertation & Viva (Project)	15	4
Subtotal				30	20
Total				120	94

**Supportive Courses:**

Supportive courses are offered through online by the Department of Education in Semesters II and III, can be selected by the students of other Departments. It will be mentored by one of the teaching faculty of the Department. MEd students will select any one of the supportive courses facilitated by other Departments of the University.

**8. Course Syllabus (with effect from the academic year 2022-23 onwards):**

The programme is designed for two years under CBCS with 10 Core Courses (4 credits each), 5 Elective Courses (4 credits each), 2 Supportive Courses (3 credits each), 4 Research Activities (2 credits each, and 4 credits for dissertation & viva), 5 Field Experience & Practicum components (2 credits each, and 4 credits each for internships), and 2 Value Added Practicum (2 credits each) for 94 credits and 2800 marks. The structure of these 28 courses are detailed in the following pages.

# Semester I

## Semester I

### S1/CC1(a) - History, Politics and Economics of Education

L	T	P	C
4	0	0	4

a. Course Code: PEDC11A

**b. Course Objectives:**

This course enables the student to –

1. recall and conceptualize the history of education in Pre and Post - independent India
2. discover the contributions made by various committees and commissions and visualize the journey of teacher education
3. analyse the economic and political perspectives of education for formulating an effective financial management strategies in their workplace/educational institution

**c. Course Prerequisites:**

- general awareness of educational finance, budget
- list out the names of significant committees and commissions on education
- sources for educational finance

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	identify the glory of ancient universities of India and outline the growth and development of higher education in ancient India and post independent era	PSO1	R
CO2:	translate the important contributions of Committees and Commissions for teacher education	PSO2	U
CO3:	apply the theories and evaluation techniques of economics and politics to make decisions that improve efficiency in educational production	PSO4	Ap
CO4:	reflect upon the linkage among educational policy, political socialization and national development	PSO2	An
CO5:	evaluate the pros and cons of existing educational policies and make necessary recommendations to the Government/Stakeholders whenever there is a need	PSO2	E
CO6:	prepare techniques and strategies based on National policy predicting the development of nation	PSO2, PSO4	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	M	L	L	L	L	L	L
CO2	M	H	L	L	L	L	L	L
CO3	H	L	L	M	L	L	L	L
CO4	H	H	L	L	L	L	L	L
CO5	M	H	L	L	L	L	L	L
CO6	M	H	L	L	L	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: History of Education in Pre-independent India (Contact Hours: 14)**

Education in ancient India: Introduction - Type of Institutions: *Gurukul, Parishads, Sangam, Ashramas, Vidyapeeta, Agraharas Viharas* - Famed Educational Institutions: Takshasila, Nalanda University, Vallabhi, Vikramasila, Odantapuri and Ujjain - British Raj Higher Education: Charter Act (1813), Macaulay's Educational Policy (1835), Woods Despatch (1854), Hunter Commission (1882, 1920), Indian Universities Act (1904), Sadler University Commission (1917-19), Wardha Scheme of Basic Education (1937), Sargeant Plan of Education (1944)

**Unit II: Committees' and Commissions' Contribution to Teacher Education Post-independent India (Contact Hours: 15)**

Secondary Education Commission (1953) - Kothari Education Commission (1964-66) - National Policy of Education (1986, 1992) - National Commission on Teachers (1999) - National Curriculum Framework (2005) - National Knowledge Commission (2007) - Yashpal Committee Report (2009) - National Curriculum Framework for Teacher Education (2009) - Justice Verma Committee Report (2012) - National Education Policy (2020)

**Unit III: Policies and Education (Contact Hours: 11)**

Relationship between Policies and Education - Linkage between Educational Policy and National Development - Determinants of Educational Policy and Process of Policy Formulation: Analysis of the Existing Situation, Generation and Evaluation of Policy Options, Making the Policy Decision - Planning of Policy Implementation, Policy Impact Assessment and Subsequent Policy Cycles

**Unit IV: Economics of Education****(Contact Hours: 10)**

Concept of Economics of Education: Cost Benefit Analysis vs Cost Effective Analysis in Education - Economic returns to Higher Education Signaling Theory vs Human Capital Theory - Concept of Educational Finance: At Micro and Macro Levels - Concept of Budgeting – Preparation of Budget

**Unit V: Politics and Education****(Contact Hours: 10)**

Relationship between Politics and Education - Perspectives of Politics of Education: Liberal, Conservative and Critical - Approaches to Understanding – Politics: Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice - Education for Political Development and Political Socialization

**g. Activity based Assignments (Any 3):**

1. Create an album of ancient universities highlighting their features.
2. Critically review and report the NEP 2020.
3. Develop a model to depict the process of policy formulation.
4. Prepare a PowerPoint presentation with 10 slides to explain the application of theories of economics in education.
5. Does education pave way for political development and political socialization?

**h. References:**

1. Agarwal, J.C. (2009). *Modern Indian education: History, development and problems*. Shipra Publications
2. Banerjeetapan, (2003). *Politicisation of Indian Education*. Rajat Publication.
3. Dash, B. N. (2011). *History of Education in India*. Dominant Publishers and Distributors.
4. Eric, H. A., et al. (2016). *Handbook of the economics of education*. Elsevier.
5. Jayapalan, N. (2005). *History of education in India*. Atlantic Publishers.
6. MHRD, (1992). *Programme of action*. Government of India.
7. MHRD, Gov. of India (1992). *National policy on education (revised)*.
8. Mukerj, S. N. (1974). *History of Education in India*. Published by Acharya Book Depot.
9. National Education Policy (2020). MHRD, Government of India.
10. Panda, B. K., & Sankar, S. (2015). *Indian Education dimensions and success*. Anmol Publication.
11. Patel, R. C., & Srinivastava, S. (2020). *Contemporary Education in India: policy and practice*. Inter-University Centre for Teachers Education.
12. Pathak, R. P. (2007). *History, development and contemporary problems of Indian Education*. Kanishka Publishers.
13. Rajput, J. S & Walia, K. (2002). *Teacher education in India*. Sterling Publishers.

14. Samuel, A. *The economics of education*. Strategic Book Publishing and Rights Agency. LLC.
15. Singh, Y. K. (2007). *History of Indian education system*. APH Publishing.
16. Wall, Edmund (2001). *Educational theory: Philosophical and political perspectives*. Prometheus Books.

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## S1/CC1(b) – Educational Studies

L	T	P	C
3	2	0	4

**a. Course Code:** PEDC11B

**b. Course Objectives:**

This course enables the student to –

1. find out the nature of education as a discipline and compare the Indian and Western schools of philosophy
2. develop insights on the socio-cultural and political contexts of education and appraise the role of various support systems of education
3. evaluate the contribution of teachings of various schools of philosophy and apply the vital recommendations in life for creating new theories, principles, assumptions in the field of education

**c. Course Prerequisites:**

- general awareness about syllabus & curriculum
- various issues of education
- socio and cultural factors that affect education

**d. Course Outcomes (COs):**

Course Outcome	After the completion of the course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	relate education with philosophy, psychology, sociology, management, economics and anthropology showing its interdisciplinary nature	PSO1, PSO5	R
CO2:	compare the strengths and limitations of Western and Indian schools of thoughts with special reference to Sankhya Yoga, Vedanta, Buddhism, Jainism, Vidya, Nyaya	PSO1	U
CO3:	identify the social and cultural purposes of education and frame updated technology integrated curriculum that fits to the context of diversities	PSO4	Ap
CO4:	examine the role of schools affiliated to different boards to manage/administer as a mindful leader	PSO5	An
CO5:	choose the relevant support systems of education with the acquired knowledge about the guidelines of Department of Public Instruction, Ministry and Other Government Agencies	PSO2	E
CO6:	design research based innovative strategies to create a conducive learning space facilitating quality learning	PSO4	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**e. Mapping COs with PSOs:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	L	L	H	L	L	L
CO2	H	L	L	L	L	L	L	L
CO3	L	L	L	H	L	L	M	L
CO4	L	L	L	L	H	L	L	L
CO5	L	H	L	L	L	L	L	L
CO6	L	L	M	H	L	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I - Indian Perspectives (Contact Hours: 10)**

Contribution of Indian Schools of Philosophy: Sankhya Yoga, Vedanta, Buddhism and Jainism (with special reference to Vidya, Nyaya, Darshan) - Islamic Education

**Unit II: Western Thoughts of Education (Contact Hours: 12)**

Idealism - Realism - Naturalism - Pragmatism - Marxism - Existentialism - Their Contribution to Education with Special Reference to Information, Knowledge and Wisdom (Society and Education).

**Unit III - Education as a Discipline / an Interdisciplinary Knowledge (Contact Hours: 14)**

Concepts, Principles, Theories, Assumptions and Contexts Related to Education - Discipline: Schooling - Curriculum - Syllabus - Text Books - School Education: Contemporary Challenges - Aims of Indian Education - Interdisciplinary Nature of Education - Relationship of Education with Philosophy, Psychology, Sociology, Management, Economics, Anthropology - Challenges to Education - Axiological Issues in Education - Role of Peace and Other Values

**Unit IV - Socio-cultural and Political Contexts of Education (Contact Hours: 12)**

Social Purpose of Education - Cultural Purpose of Education - Teaching in the Context of Diversities - Appraisal of the Role of School, Parents, Peer Group and the Community - Multiple Schools Contexts: Rural/Urban, Tribal, Schools Affiliated to Different Boards - Role of Personnel in School Management - Learner-Friendly School Environment - School as Site of Curricular Engagement, Struggle and Social Change - Teacher's Autonomy - Academic Freedom

**Unit V- Support Systems of Education (Contact Hours: 12)**

Support Systems: Principles and Guidelines - Department of Public Instruction, Ministry and Other Government Agencies, Academic Institutes: Role, Involvements, Issues

Related to Control and Autonomy – Participation of Stakeholders in School Education: NGOs, Civil Society Groups, Teacher Organisations, Parents, Family, PTA and Local Community

**g. Activity based Assignments (Any 3):**

1. Present an essay on Contributions of Indian Schools of Philosophy.
2. Analyse the impact of Idealism, Realism and Naturalism in the present day classrooms.
3. Design a Curriculum suitable for a subject of your interest for class 9.
4. Visit different types of schools (a minimum of 3) and submit a report on it.
5. Discuss the role of family, PTA and local community in promoting education.

**h. References:**

1. Aggarwal, J. C & Gupta, S. (2006). *Great philosophers and thinkers on education*. Shipra Publications.
2. Banrs, J. A. (1996). *Cultural diversity and education: Foundations curriculum and teaching* (4<sup>th</sup> ed.). Alynand, Becon.
3. Beyer, L. E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice*. Teachers College Press.
4. Butchvarov, P. (1970). *The concept of knowledge*. Evanston, North Western University Press.
5. Delors, J. et al. (1996). *Learning: The treasure within report of the international commission on education for 21<sup>st</sup> century*. UNESCO.
6. Heyes, D., Hills, M., Chistie, P. & Lingard, B. (2007). *Teachers and schooling: Making a difference*. Allen and Unwin.
7. *International encyclopedia of education - Vol.10*. (2<sup>nd</sup> ed.) (1994). Perganon Press.
8. Matheson, David (2004). *An Introduction to the study of education* (2<sup>nd</sup> ed.). David Fulton Publish.
9. Mohanty, J. E. (1982). *Indian education in the emerging society*, Sterling Publications.
10. Slatterry, P. & Rapp, D. (2002). *Ethics and the foundations of education-Teaching Convictions in a postmodern world*. Allyn & Bacon.
11. Wall, E. (2001). *Educational theory: Philosophical and political Perspectives*. Prometheus Books.
12. Winch, C. (1996). *Key Concepts in the philosophy of education*. Routledge.

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## S1/CC2 – Applications of Educational Psychology

L	T	P	C
4	0	0	4

a. **Course Code:** PEDC12

b. **Course Objectives:**

The course enables the students to -

1. summarize the general perspectives of various schools of psychology, and theories of personality, intelligence and learning
2. develop skills to transact the contents of the course employing different teaching models in pedagogy and andragogy
3. analyze and solve the mental health issues by utilizing various approaches in guidance and counselling

c. **Course Prerequisites:**

- educational psychology, intelligence, and personality
- guidance and counselling
- models of teaching

d. **Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	acquire the literacy of underlying principles behind various psychological theories to understand the behavior of learners	PSO1	R
CO2:	comprehend the stages of growth and development of an individual	PSO1	U
CO3:	apply various strategies to identify individual differences and provide educational implications in classroom	PSO1	Ap
CO4:	distinguish the unique characteristics of children and adults in teaching learning process	PSO1	An
CO5:	critically appraise the implication of various theories of psychology in the field of education	PSO1, PSO4	E
CO6:	modify the existing teaching models or frame a new one in alignment with the need of the learners	PSO6	C

(R – Remember, U – Understand, Ap – Apply, An – Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	L	M	L	L	L	L
CO2	H	L	L	L	L	M	L	L
CO3	H	L	L	M	L	M	L	L
CO4	H	L	L	M	L	M	L	L
CO5	H	L	L	M	L	M	L	L
CO6	H	L	L	M	L	M	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: General Perspectives of Psychology (Contact Hours: 14)**

Psychology: The Concept - Educational Psychology: Meaning, Definition and Principles - Schools of Psychology: Structuralism, Functionalism, Behaviourism, Constructivism, Gestalt, Cognitive Psychology - Growth and Development: Concept and Principles - Cognitive Processes and Stages of Cognitive Development - Characteristics of Adolescents and Adult Learners (academic, social, emotional and cognitive) - Personality: Meaning, Definitions, Types - Theories of Personality: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka - Individual Differences

**Unit II: Intelligence (Contact Hours: 10)**

Approaches to Intelligence from Unitary to Multiple - Concepts of Social Intelligence, Multiple Intelligence and Emotional Intelligence - Theories of Intelligence: Sternberg, Gardner - Testing and Assessment of Intelligence - Concepts of Problem Solving - Critical Thinking - Metacognition and Creativity

**Unit III: Learning (Contact Hours: 10)**

Principles of Learning - Theories of Learning: Behaviouristic, Cognitive and Social Theories of Learning - Factors Affecting Social Learning, Social Competence - Concept of Social Cognition - Understanding Social Relationship and Socialization Goals - Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and Psychomotor Domains (R.H. Dave) of Learning

**Unit IV: Pedagogy & Andragogy (Contact Hours: 14)**

Pedagogy - Pedagogical Analysis: Concept and Stages - Critical Pedagogy: Meaning, Need and Implications in Teacher Education - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison Teaching Model), Reflective Level (Bigge and Hunt Teaching Model) - Concept of Andragogy in Education: Meaning,

Principles - Competencies of Self-directed Learning - Theory of Andragogy (Malcolm Knowles) - The Dynamic Model of Learner Autonomy - Models of Teaching: Suchman's Inquiry Training Model - Ausubel's Advance Organiser Model - Bruner's Concept Attainment Model - Jurisprudential Inquiry Model - Piaget's Cognitive Model

### **UNIT V: Guidance and Counselling**

**(Contact Hours: 12)**

Guidance: Meaning, Nature, Principles and Need - Types of Guidance: Educational, Vocational, Personal, Health and Social - Counselling: Meaning, Nature, Principles and Need - Types: Directive, Non-directive and Eclectic - Difference between Guidance and Counselling - Approaches to Counselling: Cognitive, Behavioural (Albert Ellis - REBT) & Humanistic, Person-centred Counselling (Carl Rogers) - Theories of Counselling: Behaviouristic, Rational, Emotive and Reality- Stress Management - Mental Health and Mental Hygiene

#### **g. Activity based Assignments (Any 3):**

1. Observe the characteristics of adolescent and adult learners and submit a report on it.
2. Prepare an album with five pictures each of scientists and educationalists who have excelled in their fields using their creativity.
3. Prepare and present a poster related to assessment of Cognitive (Anderson and Krathwohl) domain of learning.
4. Based on anyone of the models of teaching you have studied prepare a lesson plan.
5. Interview students (not less than 10) find the stress causing factors among them and report with suggestions to overcome.

#### **h. References:**

1. Butcher, M. J. (1993). *Human intelligence: Its nature and assessment*. Mertuen.
2. Coronback, L. J. (1990). *Essentials of psychology*. Harper and Row.
3. Dhandapani, S. (2016). *General psychology*. Neelkamal Publications.
4. Gardner, H. (1993). *Multiple intelligence*. Basic Books.
5. Goleman, D. (2000). *Working with emotional intelligence*. Bantam Books.
6. Kochhar, S. K. (2010). *Guidance and counselling in colleges and universities*, Sterling Publishers.
7. Mathew, B. & Raja, B. W. D. (2018). *Social cognition*. APH Publishing Corporation.
8. Mitchell, M. & Gibson, R. L. (2015). *Introduction to counseling and guidance* (7<sup>th</sup> ed.). Pearson Publishers.
9. Raja, B. W. D. (Ed.). (2014). *Cognitive science initiative in education*. Manonmaniam Sundaranar University.
10. Sandrock, J. W. (2006). *Educational psychology* (2<sup>nd</sup> ed.). Tata McGraw Hill Publishing Company.
11. Stenberg, R. J. (2006). *Cognitive psychology* (4<sup>th</sup> ed.). Vicki Knight Publisers.

12. Woolfolk, A. & Shivani, V. (2017). *Educational psychology* (13th ed.). Pearson Education Publishers.
13. Zimbardo, P. G. & Gerrig, R. J. (1999). *Psychology and life* (15<sup>th</sup> ed.). Longman.

□

## S1/CC3 - Tenets of Educational Research

L	T	P	C
4	0	0	4

**a. Course Code:** PEDC13

**b. Course Objectives:**

This course enables the student to -

1. recognize various designs in educational research and outline the attributes and types of quantitative and qualitative approaches in research
2. explain the significance of review of related literature, formulation of hypothesis and techniques of sampling
3. examine the tools and techniques in research and estimate reliability and validity of research tool

**c. Course Prerequisites:**

- research - meaning
- reading and reviewing skills
- need for research

**d. Expected Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	define and state concepts, principles, scope and approaches of educational research	PSO3, PSO6	R
CO2:	summarize the various types of qualitative and quantitative research	PSO3	U
CO3:	exhibit the skill of preparing a proposal, formulate hypothesis, reviewing related literature and writing research report	PSO6	Ap
CO4:	Examine the features of various tools and use appropriate tool as per the research objectives	PSO3	An
CO5:	assess thesis and articles based on the standard format and style of writing and referencing	PSO3	E
CO6:	conduct quantitative, qualitative and mixed method research with foundational knowledge of the steps, strength and weakness of it to solve educational problems	PSO3	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)



**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	L	H	L	L	H	L	L
CO2	L	L	H	L	L	H	L	L
CO3	M	L	H	L	L	M	L	L
CO4	M	L	H	L	L	M	L	L
CO5	M	L	H	L	L	M	L	L
CO6	M	L	H	L	L	M	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Foundations of Research****(Contact Hours: 14)**

Research: Meaning, Types, and Characteristics - Positivism and Post-positivistic Approaches to Research - Educational Research: Meaning, Definition, Aims and Scope - Scientific Method: Meaning, Steps and Characteristics (*replicability, precision, falsifiability and parsimony*) - Scientific Inquiry: Deductive and Inductive - Types: *Fundamental vs Applied vs Action and Exploratory vs Explanatory vs Descriptive* - Aims of Research as a Scientific Activity: Problem-solving, Theory Building and Prediction - Research Ethics

**Unit II: Approaches and Designs****(Contact Hours: 10)**

Approaches to Educational Research: Quantitative and Qualitative - Designs in Educational Research: Descriptive, Experimental and Historical

**Unit III: Variables and Hypotheses****(Contact Hours: 14)**

Meaning of Concepts, Constructs and Variables - Types of Variables: Independent, Dependent, Extraneous, Intervening and Moderator - Identification of Problem - Sources of Problem - Statement of the Problem - Review of Related Literature - Research Questions - Hypothesis: Concept, Sources, Characteristics and Types - Formulating Hypothesis, Steps of Writing a Research Proposal - Concept of Universe and Sample, Characteristics of a Good Sample, Techniques of Sampling

**Unit IV: Tools and Techniques of Quantitative Research****(Contact Hours: 10)**

Meaning of Tool - Validity - Reliability - Standardisation of a Tool - Types of Tools: Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Achievement Test, Checklist Inventory - Techniques of Research: Observation, Interview and Projective Techniques

**Unit V: Qualitative Research****(Contact Hours: 12)**

Meaning, Characteristics, Components, Types, Steps, and Strengths & Weaknesses of Qualitative Research Designs: Grounded Theory Designs - Phenomenological Research - Narrative Research Designs - Case study - Ethnography - Tools for Data Collection in

Qualitative Research- Focused Group Discussion, Asking the Fact/Interview, Written Texts/Artifacts, Observation, Acquiring Information, Online Forums/Internet/Software's/ICT Tools - Mixed Method Designs: Triangulation, Explanatory and Exploratory Designs - Thesis and Article Writing: Format and Styles of Referencing

**g. Activity based Assignments (Any 3):**

1. Prepare a table for the different types of research highlighting its salient features.
2. Prepare an experimental design choosing dependent and independent variables connected with the field of Education.
3. Prepare 10 slides for a Power Point presentation for the techniques of sampling.
4. Prepare an achievement test comprising 25 items any one of the courses in the MEd Programme based on revised Bloom's taxonomy for educational research.
5. Write the APA style of referencing for a book, edited volume, journal, website, thesis, slide share, conference/seminar proceedings, YouTube, newspaper and blog.

**h. References:**

1. Aggarwal, Y. P. (1998). *The science of educational research – A course book*. Nirmala Book Agency.
2. Best, J. W. (2012). *Research in Education* (10<sup>th</sup> ed.). Prentice Hall of India.
3. Bhanot, S. (2013). *Basics of Educational research methodology*. Kanishka Publication.
4. Check, J. & Schott, R. K. (2012). *Research methods in education*. Sage Publication.
5. David. & Dooley. (1997). *Social research method*. Prentice Hall of India.
6. Evans, A. N. & Rooney, B. J. (2014). *Methods in psychological research*. Sage Publication.
7. Guthrie, G. (2010). *Basic research methods: An entry to social science research*. Sage Publications.
8. Kothari, C. R. (1988). *Research methodology*. Wiley Eastern Ltd.
9. Newton, W. S. (2012). *Introduction to educational research: A critical thinking approach*. Sage publication.
10. Palaiologou, I. & Needham, D., & Male, T. (2016). *Doing research in Education theory and practice*. Sage Publication.
11. Picardi, C. A. & Masick, K. D. (2014). *Research methods: Designing and conducting research with a real-world focus*. Sage Publications.
12. Raja, B. W. D. & Sasikala, V. (2020). *Action research in education: A call for action*. Manonmaniam Sundaranar University.
13. Somekh, B. & Lewin, C. (2012). *Theory and methods in social research*. Sage Publication.
14. Sukhla, S. P. (1974). *Elements of educational research*. Allied Publications.
15. Suter, N. W. (2012). *Introduction to educational research*. Sage Publication, Inc.
16. William, N. (1986). *Research methods in education: An introduction*. Allwyn and Bacon.

## S1/EC1(a) - Technology Blended Education

L	T	P	C
4	0	0	4

**a. Course Code:** PEDEA

**b. Course Objectives:**

This course enables the student to -

1. define the concept of technology, ICT and outline its application in educational technology in formal, non-formal (ODL), informal and inclusive education systems
2. examine the emerging trends in e-learning for utilizing online repositories and digital initiatives in higher education
3. determine the role of internet and WWW in education and create webpages using HTML

**c. Course Prerequisites:**

- technology used in education
- meaning of Educational technology, ICT
- expansion of HTML, WWW, SWAYAM, MOOCs

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
<b>CO1:</b>	relate the implications of behaviourist, cognitive and constructivist theories to instructional design	PSO1, PSO4	R
<b>CO2:</b>	translate the various instructional designs and models and application of computers in education	PSO1, PSO4	U
<b>CO3:</b>	make use of web 2.0 and web 3.0 tools in learning to facilitate quality learning for all	PSO1, PSO4	Ap
<b>CO4:</b>	examine the various online platform and choose courses that suit their interest and need	PSO1	An
<b>CO5:</b>	value the open educational resources and web based learning in promoting lifelong learning	PSO1	E
<b>CO6:</b>	design new models and designs instructional design exploring the various digital initiatives in higher education	PSO4	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	L	M	L	M	L	L
CO2	M	L	L	M	L	L	M	L
CO3	H	L	L	M	L	L	L	L
CO4	H	L	L	L	L	L	L	L
CO5	H	L	L	L	L	L	L	L
CO6	H	L	L	M	L	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Concept of Educational Technology (Contact Hours: 12)**

Educational Technology as a Discipline: Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology - ICT: General Abbreviations and Terminology - ICT and Governance - Applications of Educational Technology in Formal, Non-Formal (ODL), Informal and Inclusive Education Systems - Use of ICT in Evaluation - Administration and Research: e-portfolios, ICT for Research - Online Repositories - Online Libraries, Online and Offline Assessment Tools: Online Survey Tools or Test Generators

**Unit II: Instructional Design (Contact Hours: 14)**

Systems Approach to Instructional Design – Implications of Behaviourist, Cognitive and Constructivist Theories to Instructional Design: Skinner, Piaget, Ausubel, Bruner, Vygotsky - Relationship between Learning Theories and Instructional Strategies for Large and Small Groups & Formal and Non-Formal Groups - Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey Model - Mason-Gagne’s Nine Events of Instruction and Five E’s of Constructivism - Nine Elements of Constructivist Instructional Design - Application of Computers in Education: CAI, CAL, CBT, CML - Process of Preparing ODLM

**Unit III: Emerging Trends in e-Learning (Contact Hours: 14)**

Concept of e-Learning, Approaches to e-Learning: Offline, Online, Synchronous, Asynchronous, Blended Learning, Mobile Learning - Social Learning: Concept, Use of Web 2.0 and Web 3.0 Tools for Learning - e-Mail, Social Networking Sites, Blogs, Chats, Video Conferencing, Discussion Forum, News Groups - Open Education Resources - Concept of e-Inclusion - Application of Assistive Technology in e-Learning - Quality of e-Learning - Measuring Quality of System: Information, System, Service, User Satisfaction and Net Benefits - D&M IS Success Model, 2003 - Ethical Issues for e-Learner and e-Teacher

#### **Unit IV: Web Based Learning & Hypertext Markup Language (Contact Hours: 10)**

*Internet and the WWW: Basics of Internet, Intranet - Information, Services and Functions of the Internet and Web - Keywords and Search Strategies; - Audio and Video-Conferencing - Cloud Computing - E-content: Meaning and Designing - HTML: Parts of the HTML Script and Script Writing*

#### **Unit V: Digital Initiatives in Higher Education (Contact Hours: 10)**

SWAYAM – MOOCs - SWAYAM PRABHA - e-Shodhsindhu - NDL - NPTEL – NMEICT - NAD - Virtual Labs - e-Yantra - e-Achariya - e-Kalpa – FOSSEE - e-Vidhwan - Spoken Tutorial - Central Cloud Infrastructure - IIC - SAP – UAY – IMPRINT – GIAN - e-Governance

#### **g. Activity based Assignments (Any 3):**

1. Pick up a concept & fix criteria of your own to make an e-Portfolio using any site.
2. Prepare an Open Distance Learning Material for any one of the theories of Instructional Design
3. Create a Blog related to ICT.
4. Prepare an e-Album for web-based learning.
5. Enroll any Course of your interest from MOOCs, apart from the mandatory and submit a report on course details

#### **h. References:**

1. Anandan, K. & Raja, B. W. D. (2010). *Educational technology*. APH Publishing Corporation.
4. Anderson, J. & Weert, T. V. (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. UNESCO.
2. Flynn, M. & Rutkosky, N. (2000). *Advanced microsoft office*. BPB Publications.
3. Gray, T. & Silver-Pacuilla, H. (2011). *Breakthrough teaching and learning: How educational and assistive technologies are driving innovation*. Springer.
5. Greaves, T. W., Hayes, J., Wilson, L., Gielniak, Michael. & Peterson, E. L. (2012). *Revolutionizing education through technology*. International Society for Technology in Education.
6. Hergest, D. (1992). *Excel 4 for windows – instant reference*. Tech Publications.
7. Hillman, D. (1998). *Multimedia technology and applications*. Delmar Publishers.
8. Jones, B. (1990). *Technology and future of work*. Oxford University Press.
9. Kumar, K. L. (1996). *Educational technology*. New Age International.
10. Mangal, S. K. (2012). *Essentials of Educational technology*. PHI Learning.
11. Underdahl, B. & Underdahl, K. (2000). *Internet with web page web site design*, IDG Books India.
12. Williams, P. J. (Ed.) (2012). *Technology education for teachers*. Sense Publishers.

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## S1/EC2 - Introductory Course in Education Management (e-PG Pathshala)

L	T	P	C
4	0	0	4

**a. Course Code:** PEDEPA

**b. Course Objectives:**

This course enables the student to –

1. explain the concept of educational management and categorize various types of leadership in educational administration
2. formulate solutions for conflicts in life and manages the stress by applying stress coping strategies
3. appraise performance that foster leadership qualities to build conducive organizational and institutional climate with conceptual understanding of the structural pattern of educational system in India

**c. Course Prerequisites:**

- who is a leader
- difference between manager and administrator
- meaning of stress, time management and conflict

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	state the meaning and concept of management, administration and organization in education	PSO1, PSO5	R
CO2:	outline the principles and theories in the governance, management and decision making in educational organizations	PSO5	U
CO3:	make use of strategies to plan and manage time, stress and conflicts in life and take wise decisions	PSO5	Ap
CO4:	consider various leadership style to adopt suitable one for their institutional climate	PSO5	An
CO5:	appraises one's performance employing appropriate tools and techniques	PSO4	E
CO6:	plan and develop the organization acquainted with the current changes in management and administration as effective managers and leaders	PSO5	C

(R – Remember, U – Understand, Ap – Apply, An – Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	L	L	H	L	L	L
CO2	H	L	L	L	H	L	L	L
CO3	L	L	L	L	H	L	L	L
CO4	M	L	L	L	H	L	L	L
CO5	L	L	L	M	M	L	L	L
CO6	M	L	L	L	H	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Concept of Administration, Management, and Organization****(Contact Hours: 14)**

Administration, Management and Organization: Meaning and Objectives - Educational Management: Meaning, Objectives, Need and Significance - Managers: Roles and Skills - Planning: A Function of Management - Planning: Steps, Elements and Process, Approaches - Organization as a Process, Steps, Features, Structure, Importance and Advantages and limitations of Organization, Staffing: Selection, Man Power Planning, Staffing: Training and Development, - Controlling: Characteristics and Types of Controlling, Controlling as a Function of Management, Delegating: Definition, Factors Influencing the Delegation, Delegating: Components, Principles and Benefits of Delegation

**Unit II: Decision Making and Motivation****(Contact Hours: 10)**

Decision Making: Meaning, Objectives - Types of Decisions - Human Resource Management - Motivation: Concept and Process- McClelland's Theory of Motivation - Theories of Motivation and its Application (Herzberg & Vroom), Equity Theory of Motivation

**Unit III: Conflict Management and Stress Management****(Contact Hours: 12)**

Conflict Management - Concept, Types of Conflict - Causes of the Stress and /Sources of Stress and Classification of Stressor - Stress Management: Meaning, Sources and Strategies - Time Management: Definition, Ten Common Time Management Mistakes, Matrix and Time Management Strategies

**Unit IV: Leadership in Educational Administration****(Contact Hours: 14)**

Leadership: The Concept - Leadership Theory: Great Man, Charismatic, Trait Theory, and Behaviourist - Contingency Theory of Leadership and Situational Leadership Theory - Path Goal Theory of Leadership Organizational Development, Intervention Techniques for Organizational Development (Sensitivity Training, Process Consultation, Survey Feedback - Staff Development: Meaning, Objectives, Process and Methods

**Unit V: Performance Appraisal and Institutional Climate (Contact Hours: 10)**

Performance Appraisal: Meaning, Objectives and Stages of Performance Appraisal – Performance Measurements – Tools and Techniques – Institutional Climate and Culture – Institutional Climate: Familial Climate

**g. Activity based Assignments (Any 3):**

1. Meet any one of the administrative staff of the University and report on the organizational structure of the University and discuss the need for organized structure for effective management.
2. As a team leader how will you motivate your team members to achieve the objectives?
3. Prepare a time management chart for a week. Identify the mistakes you made in managing your time.
4. Give a theoretical foundation for leadership style of yours.
5. How does Performance Appraisal help an individual's professional growth?

□



## S1/RA1 - Research Proposal

L T P C  
0 2 2 2

**a. Course Code:** PEDL11

**b. Course Objectives:**

This course enables the student to –

1. state the problem of research from his/her area of interest by identifying the research gap of the selected problem and the previous studies
2. recognize the need for a proposal as a basic framework of research process and formulate objectives and hypothesis for research
3. design a research proposal inculcating all essential components of research

**c. Course Prerequisites:**

- research - meaning
- educational problems and issues
- inquisitive skills

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	enumerate the components of quantitative/qualitative research	PSO3	R
CO2:	rephrase the significance and background of the study	PSO6	U
CO3:	employ the reviewing skills to have conceptual understanding of variable under study to coin objective and hypothesis of the study	PSO3	Ap
CO4:	examine the types of research, research tools and sampling technique to choose appropriate one for the study	PSO3	An
CO5:	critically appraise the empirical and thematic articles to identify the research gap	PSO6	E
CO6:	prepare research proposal in standard format meeting the guidelines for submitting to funding agencies or national bodies	PSO6	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	L	L	H	L	L	M	L	L
CO2	L	L	H	L	L	L	L	L
CO3	L	L	H	M	L	M	L	L
CO4	L	L	H	M	L	L	L	L
CO5	L	L	H	L	L	H	L	L
CO6	L	L	H	M	L	H	L	H

(H-High, M-Medium, L-Low)

**f. Course Guidelines:**

- Orientation to the components of educational research
- Apportionment of research supervisors to the students in sync with the area of interest
- Input on the procedure of reviewing literature and hence exploring on it
- Identification of a problem from the research area of interest
- Narrowing the problem to be executed within the duration of the programme
- Coinage of title and pruning it
- Review of related literature
- Statement of the selected problem
- Framing Hypotheses in the light of proposed objectives
- Indorsing the design for the study
- Research Colloquium (Minimum four times)
- Practice in writing research proposal in standard format
- Submission of Proposal

**g. Execution:**

- Exposure to and acquaint with the components of a research proposal such as introduction, background of the study, significance of the study, review of related studies, variables, statement of the problem, operational definitions, objectives, proposed hypothesis, method of the study, procedure of data collection, statistics to be used, delimitations, time budget, expected outcome, references
- Discussion, Writing, Pruning, Colloquium, Fragmental submission, Aggregate submission

**h. Activity based Assignments (Any 1)**

1. a. Explain the rules to coin a research title.  
b. Frame a title for your proposed study.
2. a. What is the need for review of related literature?  
b. Collect five reviews related to your proposed study.
3. List down the Dos and Don'ts in framing objectives of research.

**i. References:**

1. Aggarwal, Y. P. (1998). *The science of educational research – A course book*. Nirmala Book Agency.
2. Baumfield, V., Hall, E. & Wall, K. (2013). *Action research in education*. Sage Publication.
3. Best, J. W. & Kahn, J. V. (2012). *Research in education* (10th ed.). Prentice Hall of India.
4. Check, J. & Schutt, R. K. (2012). *Research methods in education*. Sage Publication.
5. Creswell, J. W. (2012). *Educational research*. Pearson Education Inc.
6. Kothari, C. R. (1988). *Research methodology*. Wiley Eastern Ltd.
7. Lokesh, K. (1995). *Methodology of educational research*. Vikas Publishing House.
8. Palaiologou, I., Needham. D. & Male. T. (2016). *Doing research in education theory and practice*. Sage Publication.
9. Picardi, C. A. & Masick, K. D. (2014). *Research methods*. Sage Publication.
10. Singh, K. (2012). *Methodology of educational research*. Lotus Press.
11. Suter, N. W. (2012). *Introduction to educational research: A critical thinking approach*. Sage Publication.
12. Suter, N. W. (2012). *Introduction to educational research*. Sage Publication.
13. William, N. (1986). *Research methods in education: An introduction*. Allwyn and Bacon.

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## S1/FP1 - Communication Skills

L T P C  
0 1 3 2

**a. Course Code:** PEDI 11

**b. Course Objectives:**

This course enables the student to -

1. communicate fluently and confidently in English and develop the skill of writing using standard mechanics, style and grammar
2. build the skill to read, speak, write and listen perfect English in both formal and informal scenario
3. develop verbal and nonverbal communication skills to exhibit themselves positively in interviews or any forum

**c. Course Prerequisites:**

- basic communicative skills
- willingness or interest to speak perfect English
- usage dictionary and thesarus

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	recall meaning of words and pronounce them with correct accent	PSO5	R
CO2:	demonstrate the skill of listening to participate in group and classroom discussions effectively	PSO5	U
CO3:	read and review newspaper, articles and books swiftly and critically	PSO5	Ap
CO4:	distinguish the different types of letters, resume, and essays and develop the skill of writing	PSO5	An
CO5:	express their views and opinions without hesitation in a clear and concise way	PSO5	E
CO6:	create resume or bio data to present themselves confidently in an interview panel	PSO5	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	L	L	L	H	M	L	L
CO2	M	L	L	L	H	M	L	M
CO3	M	L	L	L	H	M	L	M
CO4	M	L	L	L	H	M	L	M
CO5	M	L	L	L	H	M	L	M
CO6	M	L	L	L	H	M	L	M

(H-High, M-Medium, L-Low)

**f. Course Guidelines:**

This course concentrates on developing all the four skills of English language and makes the learners to be effective communicators in English by executing the following practices.

- Opportunity to listen native speakers by means of video lessons
- Preparing the learners to propose welcome address and vote of thanks
- Practice in loud and silent reading
- Note taking and note making exercises
- Exercises to develop the skill of writing letters
- Paraphrasing documents / text
- Preparing resume of different kinds
- Extempore speeches

**g. Course Content:**

**Communication:** Meaning, types and characteristics - Effective communication: Verbal and Non-verbal, Inter-cultural and group communications - Classroom communication - Barriers to effective communication - Mass-Media and Society

**Listening:** Listening to audio/video lessons of Indian and native speakers

**Speaking:** Welcome speech - Proposing vote of thanks in the given context - Proposing extempore speeches

**Reading and Writing:** Practice in loud and silent reading - Answering questions from the given passage of text - Exercise on note taking and note making - Writing letters - Paraphrasing documents / text - Preparing resume

**h. Learning Sources:**

- 1) Oxford advanced learners dictionary
- 2) Audio/Video lessons
- 3) Short films in English

**i. References:**

1. Kenny, C. M. (2008). *The power of spoken English*. Sterling Publishers.
2. Palta, N. (2012). *The art of effective communication*. Lotus Press Publishers.
3. Peterson, M. (2012). *Group discussions*. Lotus Press: Publishers & Distributors.
4. Shanmugapriya, S. P., Sundarajan, N. & Hariharan, S. (2010). *Soft skills*. MJP Publishers.

□

## S1/VA1 - Mindfulness and Well-being

L	T	P	C
0	1	3	2

**a. Course Code:** PEDVL1

**b. Course Objectives:**

The course enables the students to –

1. define mindfulness and cognize its benefits for a stress free and happy life
2. apply various methods and exercises in daily life for analyzing and overcoming any emotional triggers
3. develop the mindfulness skills with emotional stability to become an effective leader

**c. Course Prerequisites:**

- students' perceptions about sufferings, depression and happy life
- knowledge about the psychological concepts – emotions, anxiety, feelings, personality beliefs
- awareness about stress and meditation
- ability to recognize their own feelings, thoughts and behaviour

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	know the various experiential methods of mindfulness training to enhance physical, mental and emotional wellbeing	PSO5, PSO6	R
CO2:	illustrate the different types of mindfulness exercise and use cognitive methods and mindfulness meditation in promoting happiness	PSO1, PSO5	U
CO3:	make use of the mindfulness based cognitive behavioural approaches to relieve from feelings of distress by managing thoughts and emotions	PSO1, PSO5	Ap
CO4:	examine the attitude, behaviour, thoughts and emotions of themselves and other individuals and regulate them for creating a joyful life	PSO1, PSO5	An
CO5:	value the ethical principles while practicing mindfulness based therapies and interventions	PSO1, PSO5	E
CO6:	adapt mindful strategies in leading the team effectively in the workplace and practicing them to relax the body and mind and help to reduce stress	PSO5	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	L	L	L	L	H	M	L	L
CO2	M	L	L	L	H	L	L	L
CO3	M	L	L	L	H	L	L	L
CO4	M	L	L	L	H	L	L	L
CO5	M	L	L	L	H	L	L	L
CO6	L	L	L	L	H	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: General Introduction to Mindfulness (Contact Hours: 04)**

Mindfulness - Benefits - Kabat - Zinn's Seven Attitudinal Foundations of Mindfulness - Relevance of the Mind-Body Relationship in Mindfulness - Mindfulness and a Holistic Mind-Body Approach - Body Scan - Mindful Breathing

**Unit II: Mindfulness Exercises (Contact Hours: 06)**

Mindful Exercises - Preparing for a Mindfulness Session - Raising Exercise, Body Scan, Mindful Seeing, Mountain Meditation, Breath Focus without Guidance, Lake Meditation

**Unit III: Experiential Methods of Mindfulness training (Contact Hours: 06)**

Kolb's Cycle of Experiential Learning - Experiential Exercises in Mindfulness - Mindfulness Exercises without Meditation - Mindfulness Meditation Exercises - Measurement of Mindfulness - Assessment and Monitoring of Mindfulness Exercises

**Unit IV: Cognition, Emotion and Mindfulness (Contact Hours: 06)**

Brain and Mindfulness - Cognitive Cycle and ABC Model - The Importance of Recognizing Emotions - Awareness of Emotions - Mindfulness - Based Cognitive Behavioural Approaches - Mindfulness-based Cognitive Therapy

**Unit V: Mindfulness and Leadership (Contact Hours: 08)**

Mindfulness - Based Stress Reduction - Mood Disorders - Trauma-Related Disorders - Chronic Pain - Executive Functioning Skills - Categories of Executive Functioning Skills - Using Mindfulness to Improve Executive Functioning Skills - Using Mindfulness to Improve Organizational Performance - The Value of Mindfulness in Leadership - Linkage Between Mindfulness and Personal Wellbeing - Mindfulness to Overcome Performance Anxiety (Exams/Public Speaking) - Overcoming Emotional Triggers and Responses using Mindfulness



### g. Activity based Assignments (Any 1)

1. Prepare a journal about your experience gained after one week mindful walking.
2. Interview a Counselor/Psychologist/Psychiatrist/Doctor about the applications of mindfulness in current scenario.
3. Visit a school of your convenience and measure the mindfulness of students and prepare a report.

### h. References:

1. Barnes, A. (2016). *How to be mindful*, Summersdale Publishers.
2. Baumgardner, S. R. & Crothers. M. K. (2012). *Positive psychology*. Dorling Kindersley.
3. Budhananda, S. (1971). *The mind and its control*. Advaita Ashrama.
4. Dabholkar, V. (2019). *Mindfulness*. Harper Collins.
5. Goleman, D. & Langer, E. (2017). *Emotional intelligence: Mindfulness*. Harvard Business School Publishing Corporation.
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7. Ie, A., Ngnoumen, C. T. & Langer, E. J. (Eds.). (2014). *The Wiley Blackwell handbook of mindfulness*. John Wiley & Sons.
8. Ivtzan, I. & Lomas, T. (Eds.). (2016). *Mindfulness in positive psychology: The science of meditation and wellbeing*. Routledge.
9. Jain, R. K. (2012). *The art of happy living*. Sterling Publishing.
10. Mckenzie, S. & Hased, C. (2012). *Mindfulness at work: How to avoid stress, achieve more and enjoy life*. Exisle Publishing.
11. Murphy, J. (2015). *The power of your subconscious*. Finger Print Publishing.
12. Raja, B. W. D. (Ed.). (2017). *Wellbeing*. Voice of Teachers Publications.
13. Reklau, M. & Villa, M. (2021). *Mindful zen habits*. Rupa Publications.
14. Sehgal, A. (2012). *Power of positive thinking*. Lotus Press.
15. Sterner, T. M. (2017). *The practicing mind*. Jaico Publishing House.

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## **Semester II**

## Semester II

### S2/CC4 – Sociological Perspectives of Education

L	T	P	C
4	0	0	4

a. **Course Code:** PEDC21

**b. Course Objectives:**

The course enables the students to –

1. define the meaning, aims and functions of educational sociology to paraphrase the social perspectives of education
2. apply the knowledge of theories, thoughts of sociologists and approaches in sociology to solve the educational problems
3. analyse the various constraints in promoting equality of educational opportunities and suggest strategies to overcome them

**c. Course Prerequisites:**

- awareness of various social issues
- knowledge on various cultural aspects
- idea about the aims and functions of education

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	recall the meaning and function of education and relate it with sociological perspectives	PSO1	R
CO2:	understand the structure and function of the educational system in accordance with today's social system	PSO1	U
CO3:	apply the educational thoughts of Indian and Western sociologists in formulating their own philosophy for education	PSO1	Ap
CO4:	discover the determinants of cultural lag and its impact on education and arrive at an optimal solution	PSO1	An
CO5:	criticise the social status of women and socio economically backward people for reaching substantiated conclusions	PSO1, PSO2	E
CO6:	make up holistic decisions adapting national values as enshrined in the Indian constitution	PSO1, PSO2	C

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	M	L	L	L	L	L	L
CO2	H	L	L	L	L	L	L	L
CO3	H	L	L	L	L	L	L	L
CO4	H	L	M	L	L	L	L	L
CO5	H	M	M	L	L	L	L	L
CO6	H	H	M	L	L	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Education and Sociology (Contact Hours: 10)**

Education: Meaning, Aims and Functions - Sociology: Meaning, Aims and Functions - Relationship between Sociology and Education - Educational Sociology: Meaning and Nature - Sociology of Education: Individual and Social Aims in Education - Education and Society (*mutually supporting systems*)

**Unit II: Sociology of Education (Contact Hours: 14)**

Socialization and Education - Education and Culture - Cultural Lag- Approaches to Sociology of Education (*symbolic Interaction, Structural Functionalism and Conflict Theory*) - Concept and Types of Social Institutions and their Functions (*family, school and society*) - Concept of Social Movements - Theories of Social Movements (*Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory*)

**Unit III: Educational Thoughts of Sociologists (Contact Hours: 10)**

Auguste Comte (1798-1857) - Herbert Spencer (1820-1903) - Charles Horton Cooley (1864-1929) - Pitrim A. Sorokin (1889-1968) - Talcott Parsons (1902-1979)

**Unit IV: Social Structure and Education (Contact Hours: 14)**

Education and Adjustment - Social Stratification - Social Mobility - Social Equity - Socialization and Education- Contribution of Thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule - National Values as Enshrined in the Indian Constitution: Socialism, Secularism, Justice, Liberty, Democracy, Equality, Poverty, Freedom

**Unit V - Equality of Educational Opportunities (Contact Hours: 12)**

Equality of Educational Opportunities: Meaning - Constraints: Caste, Community, Religion, Social Status - Women's Education - Education for: Socially, Economically and Backward People, Scheduled Caste, Scheduled Tribes, Rural Population - Human Rights Education

**g. Activity based Assignments (Any 3):**

1. Narrate from your experience how education has made you a useful citizen to the society?
2. Discuss the cultural lag developed due to the advancement of technology in education.
3. Differentiate the educational thoughts of Herbert Spencer and August Comte.
4. Discuss the National Values as enshrined in the Indian Constitution.
5. Which school of thought is the most suitable for today's society as perceived by you? Justify.

**h. References:**

1. Baviskar, & Patel, T. (2011). *Understanding Indian society*. Orient Blackswan Publishers
2. Chandra, S. S. & Sharma, R. K. (2006). *Sociology of Education*. Atlantic Publishers.
3. Das, K. (2015). *Higher education in India*. J. K. Singh.
4. Gore, M. S. (1984). *Education and modernization in India*. Rawat Publishers.
5. Havighurst, R. et al., (1995). *Society and education*. Allyn and Bacon. India.
6. Jayaram, N. (2015). *Sociology of education in India*. Rawat Publishers.
7. Kamat, A. R. (1985). *Education and social change in India*. Samaiya Publishing Co.
8. Mathur, S. (2012). *World's great personalities*. Lorus Press.
9. Nimbalkar, M. R. & Vishwanathappa, G. (2016). *Sociological perspectives of education*. Neelkamal Publishers.
10. Pandey, K. P. (1983). *Perspectives in social foundations of education*. Amitash Prakashan.
11. Purkait, B. R. (1996). *Principles and practices of education*. New Central Book Agency.
12. Ramachandani, S. (2016). *Great thoughts on education*. Dominant.
13. Rao, C. N. S. (2019). *Sociology: Principles of sociology with an introduction to social thoughts*, (6<sup>th</sup> Rev. Ed.). S. Chand Publishers.
14. Ritzer, G. (2015). *Sociological theory* (5<sup>th</sup> ed.). McGraw-Hill Publisher.
15. Shah, A. M. et al. (1998). *Social structure and change*. Sage Publications.
16. Tripathy, P. & Roy, P. (2015). *Contemporary issues in education*. Prem Singh Bisht.
17. Yadav, R. (2014). *Right to education*. Krishnan Mittal.



## S2/CC5 – Statistics for Educational Research

L	T	P	C
3	2	0	4

a. Course Code: PEDC22

**b. Course Objectives:**

The course enables the students to -

1. describe and summarize the basic concepts of statistics and the application of inferential and descriptive statistics in educational research
2. apply appropriate statistical techniques to variables under study to test the hypothesis and draw inferences from statistically significant results
3. skillfully compute the statistical analysis like correlation, regression, partial correlation, bi-serial correlation manually as well as using software for their research in future

**c. Course Prerequisites:**

- know basic arithmetic calculations like addition, subtraction, multiplication and division
- use log book to identify table values
- skill to enter data in excel spread sheet

**d. Course Outcomes (Cos):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	recognize and classify variable based on levels of measurement to use statistics to derive conclusion for wider population	PSO3	R
CO2:	realize the role and value of statistics in answering research questions or testing hypothesis	PSO3	U
CO3:	comprehend the concept and use of correlation, bi-serial correlation, phi correlation, partial correlation, regression, and multiple regression	PSO3	Ap
CO4:	assess statistical claims using the pragmatic tools and make decisions on the basis of hypothetical testing	PSO3, PSO4	An
CO5:	distinguish between parametric and non-parametric tests, and its application and employ them accordingly without committing any error	PSO3	E
CO6:	analyze any given data applying appropriate statistical techniques to make valid inferences and generalization	PSO3	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	L	L	H	L	L	L	L	L
CO2	L	L	H	L	L	L	L	L
CO3	L	L	H	L	L	L	L	L
CO4	L	L	H	M	L	L	L	M
CO5	L	L	H	L	L	L	L	L
CO6	L	L	H	L	L	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Introduction to Statistics****(Contact Hours: 10)**

Statistics – Meaning and Scope, Types of Measurement Scale - Data: Sources, Acquisition and Classification of Data - Quantitative and Qualitative Data - Graphical Representation: Bar-chart, Histogram, Pie-chart, Table-chart and Line-chart - Mapping of Data

**Unit II: Descriptive Statistics****(Contact Hours: 13)**

Quantitative Data Analysis - Descriptive Data Analysis: Measures of Central Tendency and Dispersion, Variability, Fiduciary Limits – Elementary Ideas of Probability, Normal Probability Curve - Qualitative Data analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation – Data Interpretation - Data and Governance

**Unit III: Correlation and Prediction****(Contact Hours: 11)**

Scatter Diagram – Meaning and Uses, Product Moment and Rank Correlations, Biserial, Point Biserial, Tetrachoric and Phi-coefficient Correlations, Partial and Multiple Correlations, and Applications - Linear Regression Equations, Prediction of Variables, Multiple Regression

**Unit IV: Parametric Tests****(Contact Hours: 14)**

Sampling Distribution - Standard Error - Estimation of Population Parameters - Testing of Hypothesis - Type I and Type II Errors - Degrees of Freedom - Levels of Significance - Power of a Statistical Test - Effect Size - Errors in Making Inference - Parametric Techniques - Conditions to be Satisfied for Using Parametric Techniques - t-Tests, z-Test, ANOVA

**Unit V: Non-parametric Tests****(Contact Hours: 12)**

Sign Test - Median Test - Chi-square Test – Kolmogrov-Smirnov Test - Two Sample Mann-Whitney Test - Kruskal-Wallis's Test

### g. Activity based Assignments (Any 3):

1. Represent the various cadres / types of teaching staff / administrative staff in the graphical form.
2. Check the normal distribution with the help of the first semester marks of your class.
3. Calculate Rank correlation for the scores in any two courses of the first semester.
4. What are the possible Type 1 & Type 2 errors in your study.
5. Of one-way ANOVA and Kruskal Wallis test, which you would prefer for finding significant difference in Guinness record in memory with regard to gender or age.

### h. References:

1. Argyrous, G. (2011). *Statistics for research*. Viek Mehra.
2. Argyrous, G. (2011). *Statistics for research*. Sage.
3. Aron, A., Aron, E. N. & Coups, E. (2012). *Statistics for psychology*. Pearson.
4. Best, J. W. & Kahn, J. V. (2012). *Research in education* (10<sup>th</sup> ed.). Prentice Hall of India.
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7. Guiford, J. F. (1950). *Fundamental statistics in psychology and education*. McGraw Hill.
8. Gupta, C. (1981). *Fundamentals of statistics*. Himalaya Publishing House.
9. Mangal, S. K. (2002). *Statistics in psychology and education* (2<sup>nd</sup> ed.). Prentice-Hall of India.
10. Nachmias, C. & Querrero, A. (2009). *Social statistics for a diverse society*. Saga Publication.
11. Pillai, R. S. N. & Bagavathi. (2013). *Statistics: Theory and practice*. S. Chand & Company.
12. Sarma, K. (2010). *Statistics made simple*. Ashoke K. Ghosh.
13. Sharma, R. N. (2003). *Statistical techniques in educational research*. Surjeet Publications.
14. Sidhu, K. S. (2010). *Statistics in education and psychology*. Sterling Publishers.
15. Warner, R. (2008). *Applied statistics*. Sage Publication.

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**S2/EC3(a) - Cognitive Psychology in Education**  
(Teacher Specialized Course - TSC)

L T P C  
4 0 0 4

**a. Course Code:** PEDEB

**b. Course Objectives:**

This course enables the students to –

1. examine where information is stored in brain and how it is extracted and retrieved for later use, when needed
2. apply the cognitive principles to understand the issues intelligence, thinking, division of attention, disruption in perception and problem-solving
3. think critically to find solutions for the cognitive problems

**c. Course Pre-requisites:**

- structure of the brain
- meaning of cognition, memory, attention, decision-making and forgetting
- interest to learn the cognition process

**d. Course Outcomes:**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	recognize the basic structure and functions of brain	PSO1	R
CO2:	compare and contrast different theories, approaches and paradigms of cognitive functions	PSO1	U
CO3:	apply the acquired information to have better perception, focused attention and enhanced memory skills	PSO1	Ap
CO4:	analyze the features of cognitive processes that facilitates language comprehension	PSO1, PSO6	An
CO5:	assess the reasons behind disruptions, forgetting, and memory distortions	PSO1	E
CO6:	take wise decisions to solve everyday problems	PSO1, PSO5	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	L	L	L	L	L	L
CO2	H	L	L	L	L	M	L	L
CO3	H	L	L	L	L	L	L	L
CO4	H	L	L	L	L	H	L	L
CO5	H	L	L	L	L	L	L	L
CO6	H	L	L	L	H	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Fundamentals of Cognitive Psychology (Contact Hours: 14)**

Brain: Regions, Structure and Functions - Structure of the Brain - The Hindbrain and Midbrain - The Forebrain - Cognitive Psychology: Definition and Scope - History, Methods - Paradigms of Cognitive Psychology: Structuralism - Functionalism - Behaviorism - Approaches in Cognitive Psychology: The Information - Processing Approach - The Connectionist Approach - The Evolutionary Approach - The Ecological Approach

**Unit II: Perception (Contact Hours: 10)**

Perception: Definition, Meaning, Nature - Theories of Perception - Bottom-Up and Top-Down Process - Gestalt Approaches to Perception - Disruptions of Perception - Subliminal Perception

**Unit III: Memory (Contact Hours: 12)**

Memory: Meaning, Definition - Types: Declarative vs Procedural - Short Term vs Long Term - Types of Long Term Memory: Encoding, Storage, Retrieval - Working Memory: Definition, Models - Process of Forgetting: Memory Distortions, Reconstructive Retrieval - Eyewitness Testimony

**Unit IV: Attention (Contact Hours: 12)**

Attention: Definition, Meaning, Nature - Theories of Attention: Filter Theory, Attenuation Theory, Late Selection Theory - Selective Attention: Filter Theory, Multimode Theory, Mental Effort Schema Theory- Division of Attention

**Unit V: Cognition Process (Contact Hours: 12)**

Cognitive Styles - Types of Cognition - Mental Imagery - Problem Solving: Steps and Barriers - Strategies of Problem Solving: Algorithms, Heuristic - Decision Making: Steps & Types - Language: Nature, Major Components - Process of Language Comprehension - Language and Thought Phonemes: Morphemes, Syntax, Semantics, Pragmatics

**g. Activity based Assignments (Any 3):**

1. Prepare a working model/model to signify the cognitive process.
2. Give some real-life examples for top-down and bottom-up perception process.
3. Choose any one memory game and interpret how it helps in enhancement of your memory.
4. Explore the brain activity during selective and divided attention.
5. Visit a school and identify the predominant cognitive styles of students in a class.

**h. References:**

1. Braisby, N., & Gellatly, A. (2005). *Cognitive psychology*. Oxford University Press.
2. Coxon, M. (2012). *Critical thinking in psychology cognitive psychology*. Sage Publications.
3. Galotti, K. (2011). *Cognitive development infancy through adolescence*. Sage Publications.
4. Galotti, K. M. (1999). *Cognitive psychology in and out of the laboratory* (2<sup>nd</sup> ed.). Wadsworth Publishing Company, Thomson Learning.
5. Goldstein, B. E. (2010). *Cognitive psychology: Connecting mind, research and everyday experience* (3<sup>rd</sup> ed.). Cengage Learning Inc.
6. Groome, D. & Eysenck, M. (2016). *An introduction to applied cognitive psychology*. Psychology Press.
7. Kellogg, T. R. (2012). *Fundamentals of cognitive psychology*. Sage Publications.
8. Kuppaswamy, B. (1991). *Advanced educational psychology*. Sterling Publishers.
9. Preece, L. M. (2011). *Test yourself cognitive psychology*. Learning Matters.
10. Quinlan, P. & Dyson B. (2008). *Cognitive psychology*. Pearson Education
11. Raja, B. W. D., Yuvaraj, T. & Baboo, S. (Eds.) (2014). *Cognitive science in India: Winning young scientists*. T.R. Publishers.
12. Smith, E. E. & Kosslyn, S. M. (2013). *Cognitive psychology: Mind and brain*, PHI Press
13. Stenberg, R. J. & Stenberg, K. (2012). *Cognitive psychology* (6<sup>th</sup> ed.), Wadsworth Publishing Company, Cengage Learning.

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## S2/EC3(b) - Instructional Processes and Practices (Teacher Specialized Course - TSC)

L	T	P	C
4	0	0	4

**a. Course Code:** PEDEC

**b. Course Objectives:**

The students will be able to –

1. acquires insight on various instructional theories and models
2. recognize the different instructional strategies of e-content development
3. design, develop and use various digital teaching learning resources

**c. Course Prerequisites**

- to recall Gagne’s nine steps of Instructional Design, ASSURE Model and Dick & Carey Model.
- to be familiar with the concept of e-learning.
- to be aware of MOOCs

**d. Course Outcomes:**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	implement the educational implications of Instruction, Teaching, and Learning and its relevant theories in their professional career	PSO1	R
CO2:	acquaint with different learning styles and learning resources	PSO1	U
CO3:	evaluate the different instructional design models and adapt the best among them in their teaching	PSO4	Ap
CO4:	formulate new theories and models related to instruction, teaching and learning	PSO4	An
CO5:	integrate technology into educational practice to improve learning in innovative and creative way	PSO1	E
CO6:	apply the instructional strategies for development of e-content	PSO4	C

(R – Remember, U – Understand, Ap – Apply, An- Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	L	M	L	L	L	L
CO2	H	L	L	M	L	L	L	L
CO3	L	L	L	H	L	L	L	L
CO4	L	L	M	H	L	L	L	L
CO5	H	L	M	M	L	L	M	L
CO6	M	L	M	H	M	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Instruction, Teaching, and Learning and Relevant Theories****(Contact Hours: 14)**

Instruction, Teaching, and Learning: An overview - Teaching Models - Identifying the Need and Problems for Instruction - Behaviouristic Schools of Thoughts and Theories: Pavlov & Classical Conditioning, Watson's Learning Theory, Guthrie's, Thorndike & Connectionism, Skinner Operant Conditioning, Gagne's Learning Theory and Social Learning Theories - Application of Behaviourism in Instructional Design - Cognitivism Schools of Thoughts and Theories: Piaget, Bruner, David Ausubel, Maslow and Roger - Application of Cognitivism in Instructional Design - Constructivist School of Thoughts and Theories: Discovery Learning, Zone of Proximal Development and Contextual Learning - Application of Constructivism in Instructional Design

**Unit II: Instructional Methods****(Contact Hours: 10)**

Instructional Framework - Instructional Strategies - Instructional Skill - Instructional Methods: Teacher-Centred Methods, Student-Centred Interactive Methods - Selecting Instructional Methods Using Logical Approach - Instructional Methods for Developing Practical Outcomes

**Unit III: Instructional Design Theories and Models****(Contact Hours: 14)**

Instructional Design: Concepts and Characteristics - Theories and Models of Instructional Design, Banathy's Design of Instructional Design, Keller's Motivation Design of Instruction, Bergman & Moore Model, Smith & Ragan Model, Backward Design (Understanding by Design), Kemp Design Model, The Kirkpatrick Model, Gerlach, Ely Model, TPACK, Situated Learning Theory, Anchored Instruction Model, Cognitive Apprenticeship, Flipped Classroom

**Unit IV: Process and Practice of Instructional Design (Contact Hours: 10)**

Learner's Characteristic and Learning Styles - Designing Learning - Development of Learning Resources - Evaluation of Learning - Instructional Design for Classroom, Training, Distance Education, Multimedia and e-Learning

**Unit V: e-Content Development for Instruction (Contact Hours: 12)**

Instructional Strategies for e-Content Development - Resources for e-Content Development - Pre-requisites, Roles and Responsibilities of Content Writer - e-Content Module : The Four Quadrant - Process, Steps and Role, and Responsibilities in Development of e-Content Module, Content Development, Web-Based Sources for e-Content - Editing and Publishing Tools

**h. Activity based Assignments (Any 3):**

1. Prepare a chart to differentiate the behaviouristic, Cognitivism and Constructivist Schools of thoughts.
2. Interview a School Teacher regarding student-centered interactive method and submit the report.
3. Choose a topic from theories and models of instructional design and take a seminar using Flipped Classroom Model.
4. Make a Power Point presentation with 10-15 slides for a topic multimedia and e-learning.
5. Prepare an e-Content for a topic in 5 minutes of your own.

**i. References:**

1. Akdeniz, C. (2018). *Instructional process and concepts in theory and practice: Improving the teaching process*. Springer.
2. Brown, A. H. & Green, T. D. (2016). *The essentials of instructional design: Connection fundamental principles with process and practice*. Taylor & Francis.
3. Church, J. (1999). *Instructional processes*. University of Canterbury.
4. Driscoll, M. P. (1994). *Psychology of learning for instruction*. Allyn & Bacon.
5. Gerlach, V. S. & Ely D. P. (1971). *Teaching and media: A systematic approach*. Prentice Hall.
6. Guidelines for E-Content Development. <https://www.ugc.ac.in/oldpdf/xiplanpdf/econtentxiplan.pdf>
7. James, K., Pam, S. & Linda, B. (2017). *Effective teaching*. Centre for British Teachers.
8. Merrill, M. & Twitchell, D. (1994). *Instructional design theory*. Educational Technology Publication.
9. Moore K. D. (2009). *Effective instructional strategies from theory to practice*. Sage Publications.

10. Norton, P. & Wiburg, K. M. (1998). *Teaching with technology*. Harcourt Brace & Company.
11. Owen, S. L., Bloount, H. P. & Moscow, H. (1978). *Educational psychology: An introduction*. Boston Little Brown.

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**S2/EC3(c) – Perspectives in Language Education**  
(Teacher Specialized Course – TSC)

L T P C  
4 0 0 4

**a. Course Code:** PEDED

**b. Course Objectives:**

The course enables the students to –

1. illustrate the social, cultural, economic, and intellectual backgrounds of the various periods of language development
2. understand the basic principles of communication, the importance of communication, barriers of effective communication, and applying the concept in oral and written communication
3. assess the four skills of language – Listening, speaking, reading and writing through various activities

**d. Course Prerequisites:**

- interest in acquisition of language skills
- knowledge in current trends of technology in language learning
- positive attitude towards e-learning

**e. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	understand the importance of language education	PSO5, PSO6	R
CO2:	recognize the role of e-learning modules in language learning	PSO1, PSO6	U
CO3:	develop the language skills – Listening, Speaking, Reading and Writing using language activities	PSO5, PSO6	Ap
CO4:	assess the barriers of effective communication and overcome the barriers.	PSO5, PSO6	An
CO5:	identify the social, cultural, economic, and intellectual backgrounds of the various periods of language development	PSO1, PSO5	E
CO6:	create innovative activities to enhance the four skills of language	PSO6, PSO7	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)



**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	L	L	L	L	H	M	H	L
CO2	M	L	L	L	H	M	H	L
CO3	L	L	L	L	H	M	H	L
CO4	L	L	L	L	H	H	H	L
CO5	H	M	L	L	H	M	H	L
CO6	L	L	L	L	M	H	h	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Language Education - An Introduction****(Contact Hours: 12)**

Language: Definition, Meaning, Need, History, Characteristics - Language Structure: Correspondence between Sounds in Speech and Letters in Writing - Language Education: Meaning, Need, History - Introduction to Languages in India - Languages taught as First, Second and Third Language - Language Policy in School Education: The Three-Language Formula - Place of English Language in Various Policies and the Role of English in India: From Library Language to Language of Empowerment - Significance of Language in Education and Curriculum - Functions of Language - Inside the Classroom and Outside the Classroom

**Unit II: e-learning and Language Education****(Contact Hours: 10)**

e-Learning - Meaning, Importance, Principles, Relevance in Higher Education, Types and Advantages - e-Learning Tools, Communication Technologies Used in e-Learning, e-Learning Platforms for Language Learning - e-Content Development to Develop Language Skills - e-Content Lifecycle - Importance of e-Content in Teaching Language - e-Content Design & Development - Standards of e-Content - e-Content Module Development Guidelines - Free Open Source Software's for Language Learning

**Unit III: Language and Communication****(Contact Hours: 12)**

Communication: Meaning, Definition, Nature, Types, Process, Objectives, Forms, Dimensions and its Characteristics - Effective Communication: Principles, Verbal and Non-verbal, Inter-Cultural and Group Communications, Classroom Communication - Barriers to Effective Communication - Measures to Overcome them - Mass-Media and Society - Modes of Communication - Communication Skills - Presentation Skills, Negotiation Skills, Meetings and Conferences - Career Advancement - Communication for Career Advancement - Interview Skills and Group Discussion - Modern Forms of Communication - Fax - E-mail - Video Conferencing - Internet - Websites and their use in Business

**Unit IV: Developing Language Skills****(Contact Hours: 14)**

**Listening Skills-** General Comprehension (Listening For Gist, Listening For Detailed Information, Evaluating the Importance of Information) - Lectures (Identifying the Topic and Main Themes, Identifying Relationships among Major Ideas, Comprehending Key Information) - **Speaking Skills** - Seminar Skills (Agreeing and Disagreeing, Clarifying, Questioning, Concluding) - Presentation Skills (Introductions and Stating The Purpose, Signposting, Highlighting Key Points, Summaries, Conclusions) - **Reading Skills-** Skimming, Scanning, Detailed Reading, Guessing Unknown Words From Context, Understanding Text Organization, Recognizing Argument and Counter-Argument; Distinguishing Between Main Information and Supporting Detail, Fact and Opinion, Hypothesis vs Evidence; Summarizing and Note-Taking - **Writing Skills** - Essay Content and Structure (Patterns of Organization, Paragraphing, Discussion - Argument/Counter-Argument, Advantages and Disadvantages, Topic Sentence and Supporting Ideas, Coherence and Cohesion, Punctuation) - Functions (Generalization, Definitions, Exemplification, Classification, Comparison and Contrast, Cause and Effect, Process and Procedure, Interpretation of Data)

**Unit V: Practicum to develop Language Skills****(Contact Hours: 12)**

**Listening Activities** - Listening to Audio & Video Lessons - Listening Texts Including Monologues and Interactions - Commentaries - **Speaking Activities-** Conversing on Different Topics (People, Jobs, Places to Visit, Festivals/Celebrations, Disasters/Accidents, Eating Habits, Sports/Hobbies, Environment, Education, Entertainment, Transport, My Family, Myself , Etc.) Introducing a Guest, Welcoming a Gathering , Proposal of Vote of Thanks - **Reading Activities-** Reading Newspapers, Textbooks, Novels, Articles in Journals, Magazines, e-Books - **Writing Activities** - Letter Writing - Formal Letter, Informal Letter - Office Correspondence - Memos, Notices, Agendas, Minutes- External Business Correspondence - Inviting Quotations, Sending Quotations, Placing Orders, Inviting Tenders - Job Application Letter, Preparing Resumes, Report Writing - Types of Reports, Basic Formats of Reports and Importance of Including Visuals Such as Including Tables and Charts in Reports

**g. Activity based Assignments (Any 3):**

1. How does language help a learner inside and outside the classroom?
2. Prepare a module to teach English language with the available technological resources in your hand.
3. Frame any ten questions to assess the language skill of an interviewee in an Interview.

4. Design a brochure to conduct a National level Seminar with a topic of the present day context of language education.
5. Prepare some models for the following Office correspondence - Memos, Notices, Agendas, Circulars, and Minutes.

**h. References:**

1. Betty, A. S. & Stacy, H. A. (2019). *Basic English grammar and literature: A complete course book for Amity University*.
2. Dubey, M. (2011). *Effective e-learning design, development and delivery*. University Press
3. Evans, V. & Dooley, J. (2002). *Upstream intermediate course book*. Express Publishing.
4. <https://2012books.lardbucket.org/books/a-primer-on-communication-studies/s01-introduction-to-communication-.html>
5. Jeremy, H. (2007). *The practice of English language teaching* (4th Ed.). Pearson Education.
6. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
7. Lenin, S. (2016). *An introduction to general English*. B-Digest Publications.
8. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
9. Sivarajan, K. (2018). *Educational technology*. Laxmi Publications.
10. Swan Michael, (2001). *Practical English usage*: Cornelsen & Oxford University Press.

□

## S2/EC3(d) – Education for Sustainable Development (Teacher Specialized Course – TSC)

L T P C  
4 0 0 4

**a. Course Code:** PEDEE

**b. Course Objectives:**

This course enables the student to –

1. create awareness on the concept of education for sustainable development and its history, and formulate strategies to overcome the problems related to it
2. acquire knowledge, values, attitudes and skills to maintain sustainable environment
3. recognize the importance of laws/ acts made by government to prevent pollution and to protect biodiversity and environment as a whole

**c. Course Prerequisites:**

- interest in biodiversity conservation and planting trees
- knowledge on the ill effects of pollutants like CFC, Methane, NO<sub>2</sub> and similar toxics
- positive attitude towards environmental conservation

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	understand the concept of sustainable development and the need for protection of environment and nature	PSO7	R
CO2:	acquaint with international agreements and national movements, and realize citizen's role in protecting the earth	PSO2, PSO7	U
CO3:	develop ways to protect the natural resources and conserve them	PSO7	Ap
CO4:	contribute to overcome climate change, global warming, green house effect, acid rain, ozone layer depletion, etc.	PSO7	An
CO5:	device sustainable initiatives for clean and green workplace/campus	PSO4, PSO7	E
CO6:	create innovative strategies to overcome the environmental issues	PSO7	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	L	L	L	L	L	L	H	L
CO2	L	H	L	L	L	L	H	L
CO3	L	L	L	L	L	L	H	L
CO4	L	L	L	L	L	L	H	L
CO5	L	L	L	H	L	L	H	L
CO6	L	L	L	M	L	L	H	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit 1: Sustainable Development****(Contact Hours: 12)**

Sustainable Development: History and Emergence of the Concept, Principles - Education for Sustainable Development - Environmental Issues and Crisis - Types of Energy (Conventional, Non-conventional and Renewable) - Alternative Energy Sources - Economics and Sustainability Resource Degradation - Greenhouse Gases - Desertification - Social Insecurity - Industrialization, Globalization and Environment - International Summits, Conventions, Agreements, Transboundary Issues - Action Plan for Implementing Sustainable Development.

**Unit 2: Global Environmental Issues****(Contact Hours: 11)**

Climate Change, Global Warming, Green House Effect, Loss of Bio-Diversity, Ozone Layer Depletion - Urbanization, Deforestation, Soil Erosion, Natural and Manmade Disasters, Sea Level Increase - Pollution: Meaning and Types - Role of Individuals, Community and Government in Planning, Decision-making, and Social Action for Prevention of Pollution

**Unit 3: Role of Developed and Developing Countries****(Contact Hours: 13)**

Socio-economic Policies for Sustainable Development - Sustainable Development through Trade: Economic Growth, Carrying Capacity, Public Participation - Global Citizenship Agenda for Future Global Sustainable Development: Role of Developed Countries in the Sustainable Development of Developing Countries - Demographic Dynamics and Sustainability - Integrated Approach for Resource Protection and Management

**Unit 4: Natural Resources and Conservation****(Contact Hours: 12)**

Natural Resource: Energy Resources - Mineral Resources - Ecological, Marine Resources. Renewable and Non-Renewable Resources - Resource Management: Forest Management Strategies, Strategies of Water Conservation, Rain Water Harvesting - Soil Resources: Importance of Soil, Soil Conservation Strategies - Food Resources: World Food Problem,

Green Revolution - Resources Degradation, Alternative Energy Resources, Resources Conservation - 4Rs – Refuse, Reduce, Reuse, and Recycle - Eco-Friendly/Green Products

**Unit 5: International Laws and Policy and Movement in India (Contact Hours: 12)**

Stockholm Conference 1972 - Nairobi Conference 1982 - United Nations Conference on Environment and Development 1992 - Rio de Janeiro (Rio Declaration, Agenda 21) - Convention on Biological Diversity, Montreal Protocol 1987 - Kyoto Protocol 1997 - Copenhagen and Paris Summits - Johannesburg Conference 2002; Environmental Movements: Bishnois of Rajasthan, Chipko Movement, Silent Valley Movement. UNESCO-Education for Sustainable Development (ESD)

**g. Activity based Assignments (Any 3):**

1. Prepare a poster signifying the ESD.
2. How will you practice: 4R – Reduce, Reuse, Recycle and Recover?
3. Prepare a report about various types of environmental awareness programmes conducted by Tamil Nadu Pollution Control Board during festival occasions.
4. Visit a place of ecological importance (eco-parks/ reserve forests/ biosphere reserves/ sanctuaries) nearby and prepare a report on how it restores sustainability of environment.
5. On visiting a solar power plant, justify that solar energy contributes for sustainable development.

**h. References:**

1. Abraham, C. M. 1999. *Environmental jurisprudence in India*. Kluwer Law International.
2. Agarwal, K. C. (2001). *Environmental biology*. Nidi Public Ltd.
3. Agarwal, V. K. (2005). *Environmental laws in India: Challenges for enforcement*. Bulletin of the National Institute of Ecology.
4. Borkin, D. B. & Keller, E. A. (1982). *Environmental studies*. E.E. Merrill Company.
5. Gerba, C. P. & Brusseau, M. L. (2011). *Environmental and pollution science*. Academic Press.
6. Jadhav, H. & Bhosale, V. M. (1995). *Environmental protection and laws*. Himalaya Pub. House.
7. Krihnamacharyulu & Reddy, G. S. (2005). *Environmental education*. Neelkammal Pub.
8. Kumar, V. (2000). *Modern methods of teaching environmental education*. Sarup and Sons Publications.
9. Saxena, A. B. (1986). *Environmental education*. National Psychological Corporation.
10. Sengupta, R. (2003). *Ecology and economics: An approach to sustainable development*.
11. Smarath, P. (2018). *Environmental studies*. Kalyani Publishers.
12. Veliappan, A., Raj, M. A., Prasad, A. T. J. & Leo, A. M. J. (2007). *Environmental education*. A. V. Parvathi Publication. □

**S2/SC1 - Supportive Course 1**  
**SWAYAM Online Course - MOOCs**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

Two supportive courses have to be undergone by the students which are facilitated by the other Departments – one in the Second semester and another in the Third semester. These Online courses (MOOCs), provide a platform for the students to choose the Course of their interest.

The Department of Education offer from the SWAYAM-NPTEL course ‘Emotional Intelligence’ to the students of other Departments.

**Course Content:**

*Week 1:* Introduction to emotion, intelligence & wisdom

*Week 2:* Concept, theory, measurement and applications of intelligence

*Week 3:* Emotional intelligence: concept, theory and measurements

*Week 4:* Correlates of emotional intelligence

*Week 5:* Emotional intelligence, culture, schooling and happiness

*Week 6:* For enhancing emotional intelligence EQ mapping

*Week 7:* Managing stress, suicide prevention, through emotional intelligence, spirituality and meditation

*Week 8:* Application of emotional intelligence at family, school and workplace

□

## S2/RA2 - Instrumentation

L	T	P	C
0	2	2	2

a. **Course Code:** PEDL21

**b. Course Objectives:**

The course enables the students to –

1. define instrumentation and explain the application of various types of research tools in the field of education
2. develop the skill to review related studies to write appropriate items for measuring the variables of the research study
3. construct standardized tools to assess social, political and cultural issues in the field of education

**c. Course Prerequisites:**

- basic theoretical knowledge about concepts in educational research
- knowledge to identify the related studies
- students' perceptions about their research problem
- understanding of various research methods and techniques available

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	recognize the basic framework of research tools and appropriate procedure for constructing it to measure the variables of the study	PSO3, PSO8	R
CO2:	demonstrate social responsible behaviour and research ethics systematically as a researcher	PSO3, PSO8	U
CO3:	plan and conduct pilot study to test the effectiveness of the items in the tools.	PSO3, PSO8	Ap
CO4:	analyze the data through statistical techniques to establish reliability and validity for standardizing the tool	PSO3, PSO8	An
CO5:	interpret based on analysis to uphold apposite and discard irrelevant items in the tool	PSO3, PSO8	E
CO6:	esign a new tool relevant for any research, by writing items comprising of the needed domains with the knowledge of the related studies	PSO3, PSO8	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)



**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	L	H	L	L	M	L	H
CO2	M	L	H	L	L	M	L	H
CO3	M	L	H	L	L	M	L	H
CO4	M	L	H	L	L	M	L	H
CO5	M	L	H	L	L	M	L	H
CO6	M	L	H	L	L	M	L	H

(H-High, M-Medium, L-Low)

**f. Course Content:**

- At least one tool has to be developed by the researcher
- Orientation on the procedure for the construction of tools
- Purpose of tool and characteristics of a good tool are explained
- Reading literature, consulting experts, gathering existing related tools etc. are encouraged
- Students have to submit sample statements (a minimum of 10) to verify their skill of construction of items
- Then, the whole tool with dimensions and scoring procedure is to be submitted
- Content / Construction validity is to be established
- Item analysis has to be established
- Reliability of the tool has to be established
- Final Version of the tool with details for all the dimensions, scoring procedure, references cited and list of experts met is to be submitted to Supervisor concerned for correction and pruning.

**g. Activity based Assignments (Any 1)**

1. Write 10 statements for the tool to be developed for your study.
2. How did you choose the dimensions for the variable(s) of your study?
3. Explain the process of standardization of a research tool.

**h. References:**

1. Anastasi, A. (1970). *Psychological testing* (4<sup>th</sup> ed.). Macmillan & Co.
2. Nunnally C. J. (1970). *Introduction to psychological measurement*. Mc Graw Hill.
3. Monroe, M. D. (1972). *Interpreting test scores*. John Willey.
4. Norman, G. E. & Robert, L. L. (1990). *Measurement and evaluation in teaching*. (6<sup>th</sup> ed.). Macmillan & Co.
5. Quentin, S. & Kalmer, S. (1967). *Basic educational test and measurement*. Thompson.
6. Rani. (2005). *Educational measurement and evaluation*. Global Books Syndicate.
7. Victor, N. H. (1965). *Introduction to educational measurement* (2<sup>nd</sup> ed.). Houghton Mifflin.

## S2/FP2 – Internship in Education Institutions - Spell 1

L T P C  
0 0 8 4

**a. Course Code:** PEDI 21

**b. Course Objectives:**

The course enables the students to –

1. recognize the academic and administrative functions in elementary teacher education institutions and gain professional experience
2. observing the classroom management and teaching methods to develop professional attitude, aptitude, and organizational skills
3. develop organizing skills by participating in variety of activities during pre-service period and report the experience

**c. Course Prerequisites:**

- meaning of internship
- difference between elementary teacher education and secondary teacher education institution
- various types of teacher education institution
- skill of observation, note-making and reporting

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
CO1:	recall the day to day activities that are taking place in educational institutions like DIET, Kendriya Vidhyala, Teacher Training Colleges	PSO6	R
CO2:	Interpret various teaching methodologies used in present day classroom situation and acquire various skills of teaching through the direct experiences with the teacher educators	PSO4, PSO6	U
CO3:	integrate the theoretical knowledge on strategies and methods and instructional aids to try out in the real life situation	PSO4, PSO6	Ap
CO4:	value new perspectives and enhances motivation to continue learning and reflecting to become an inspiring teacher	PSO6	An
CO5:	assess their teaching competencies and skills to perform proficiently in future job	PSO4, PSO6	E
CO6:	build their own way choosing, designing, organizing and conducting meaningful classroom activities	PSO6	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	L	L	L	M	H	L	L
CO2	M	L	L	H	M	H	L	L
CO3	M	L	L	M	M	H	L	L
CO4	M	L	L	H	M	H	L	L
CO5	M	L	L	H	M	H	L	L
CO6	M	L	L	M	M	H	L	L

(H-High, M-Medium, L-Low)

**Course Content:**

Students have to go for internship to have first-hand experience with institutions ranging from various types of schools and elementary teacher training to the state/National institutions of school/Teacher Education for the Spell 1. The duration of this internship for 20 days, with a span of 20 days for 120 hours in the semester.

Sl. No.	Type of Institution	No. of Days
1	Schools of the following State board/ Matriculation/ Navodhaya/ Sainik/ Special / Kendriya Vidhyalaya /CBSE /ICSE curriculum	5
2	SSA/BIET/DIET/SCERT/NCERT	5
3	Government/ Govt-Aided Teacher Training Institute(s)	5
4	A self-financed Teacher Training Institute	5
<b>20 days of Internship (Spell 1)</b>		

**f. Activities:**

The students undergo an Internship for a period of 20 days (120 hours) in Elementary level TEIs. This exercise helps the students to get knowledge on all the happenings in the TEI and thereby paves way to prepare the students to face the profession of teaching in the future ahead

- They observe all the activities such as Microteaching, Teaching Learning Material preparation, preparation of Lesson Plan, etc. and all other activities taking place from morning assembly till the end of the day.
- The students record what they have observed in the day and make the entry in the prescribed records given to them.
- They clarify their doubts with the principal/responsible personnel of the institution or with the allotted guide teacher of the Institution. **(P120 Hrs in 20 days)**

**g. References:**

1. Mahapatra, B. C. & Prakash, A. (2012). *Future prospects of teaching strategies and teacher education*. Sarup Book Publishers.

2. Patel, R, C. & Srivatsava, S. (2020). *School internship practices in India*. Inter-University Centre for Teacher Education.
3. Reddy, L. G. & Anuradha, V. R. (2015). *Teacher education*. Discovery Publishing House.
4. Wood, K. & Mora, J. C. (2014). *Practical knowledge in teacher education*. Routledge.

□

## S2/FP3 - Experimental Psychology

L	T	P	C
0	0	4	2

**a. Course Code:** PEDI 22

**b. Course Objectives:**

The course enables the students to -

1. recognize various conglomeration of psychological strategies and applications with conceptual clarity for applying in real life situation
2. develop the skill of using psychometric tests to explain, predict and change behaviour of students and relieve them from psychological issues
3. apply the acquired knowledge through experimental psychology to enhance the professional skills in their future career

**c. Course Prerequisites:**

- basic knowledge on various principles, schools and theories of educational psychology
- interest to solve educational problems of students by applying systematic and scientific process
- significance of daily psychological experiments

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	recognize various psychological equipment to assess the domains of learning to frame relevant implications	PSO6	R
CO2:	understand the psychometric properties of tools and techniques and their applications	PSO3, PSO6, PSO8	U
CO3:	apply appropriate psychological test to diagnose and deal students for better understanding of their psychological problems and control the behaviour of the human as a whole in order to solve real world problems	PSO3, PSO6	Ap
CO4:	assess intelligence, memory, personality, creativity, finger dexterity and altruistic behaviour of students by conducting paper pencil test and performance tests to guide them, to work for the well- being of them in future	PSO3, PSO6, PSO8	An
CO5:	appraise and use various instruments and draw inferences accordingly	PSO3, PSO6, PSO8	E
CO6:	design and construct inventories/questionnaires adopting standardization procedure as per the needs and trends	PSO3, PSO6, PSO8	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	L	L	L	L	H	L	M
CO2	M	L	H	L	L	H	L	H
CO3	M	L	H	L	M	H	L	M
CO4	M	L	H	L	M	H	L	H
CO5	M	L	H	L	L	H	L	H
CO6	M	L	H	L	L	H	L	H

(H-High, M-Medium, L-Low)

**f. Practicum:****Paper and Pencil Tests (Any 3)**

1. Least Preferred Co-worker Scale to assess leadership style
2. Retroactive Inhibition
3. Personal Efficacy Scale
4. The Self-report on Altruism Scale
5. Verbal Test of Creative Thinking
6. Passi Test of Creativity

**Performance Tests (Any 3)**

1. Bhatia's Battery of Performance Test of Intelligence
2. Span of Attention - Tachistoscope
3. Finger Dexterity Test
4. Habit Interference Experiment with Board and Cards
5. Trial and Error Learning - Mirror Tracing Experiment
6. Concept Formation

**Execution:**

The students are exposed to conduct psychological practicum in form of both performance and paper pencil tests. They conduct these practicals and record their observations in their observation note and make the fair format in their record notes, which leads for understanding the various concepts involved in the process of teaching and learning.

**g. References:**

1. Bukhari, R. (2013). *The DBS handbook of Educational psychology*. DBS Imprints.
2. McCall, W. A. (2015). *Correlation of some psychological and Educational measurements*. Creative Media Partners, LLC.
3. Meumann, E. (2018). *The psychology of learning*. Creative Media Partners, LLC.
4. Weis, R. (2014). *Introduction to abnormal child and adolescent psychology*. Sage Publications.

## S2/FP4 - Experimental ICT

L T P C  
0 0 4 2

**a. Course Code:** PEDI 23

**b. Course Objectives:**

The course enables the students to –

1. recognize various conglomeration of MS Office tools and applications with conceptual clarity for applying in classroom environment
2. skillfully use MS Word, MS Excel, MS PowerPoint, forms, blogs and online tools effectively
3. design and develop modules and webpages using MS office tools and HTML like computer professionals

**c. Course Prerequisites:**

- basic skill to use computer or laptop with MS office supplication & internet facility/ ICT with internet facility
- knowledge on online tools
- knowledge on modules for teaching

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to –	PSOs Addressed	Cognitive Level
<b>CO1:</b>	recognize common terminologies and correct syntax of HTML and applications of MS Office to demonstrate ICT & technological skills to suit 21 <sup>st</sup> century learners	PSO1, PSO7	R
<b>CO2:</b>	comprehend the development in online learning and web tools, their applications in the field of education	PSO1, PSO7	U
<b>CO3:</b>	construct and maintain academic and administrative records, documents, study materials and modules using MS Word and online tools	PSO1, PSO4, PSO7	Ap
<b>CO4:</b>	analyze educational data and metrics using MS Excel, and prepare power point presentations incorporated with appropriate animations to improve the quality of teaching learning process	PSO1, PSO3, PSO7	An
<b>CO5:</b>	assess academic performances and report them digitally using offline and online tools	PSO1, PSO4, PSO7, PSO8	E
<b>CO6:</b>	design and create webpages, modules, YouTube videos for integrating them in their teaching to arouse interest and encourage active learning	PSO1, PSO4, PSO7	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	M	M	L	L	H	M
CO2	H	L	M	M	L	L	H	L
CO3	H	L	M	H	L	L	H	L
CO4	H	L	H	M	L	L	H	M
CO5	H	L	M	H	L	L	H	H
CO6	H	L	M	H	L	L	H	L

(H-High, M-Medium, L-Low)

**f. Practicum:**

1. *MS Word*: Creating a file, saving, editing a text, finding and replacing a text, formatting a text, creating a table, inserting, deleting a row and column
2. *MS Excel*: Creating a Excel work sheet file, entering data in the sheet, manipulating data in the row and column, inserting a chart, Functions
3. *MS PowerPoint*: Creating a PowerPoint file, inserting a new slide, slide show – view show- creating a link between the slides and files
4. *Developing a module* (Using MS Word, MS Excel, and MS PowerPoint)
5. Creating New Web page using html – formatting listing – creating table – images – linking webpages
6. Online forms for survey – designing invitation, brochure, banner – Game app creation – blog – YouTube channel – video recording and video editing – Online meeting platform – Google, Zoom – Online classrooms – LMS Platforms: Moodle – Online teaching resources

**Execution:**

The students are exposed to conduct ICT practicum in the form of performance learnt from demonstration given by the Instructor. During demonstration, the students clarify their queries. Then the students will perform individually in the computer laboratory and note the observations in their observation note. After getting correction in the observation note the students fair it in the record note.

**g. References:**

1. Mangal, S. K. & Mangal, U. (2012). *Information, communication and educational technology*. Tandon Publications.
2. Mrunalini, T. & Ramakrishna, A. (2016). *Information and communication technology (ICT) in education*. Neelkamal Publications.
3. Shukla, B. (2019). *Key perceptions of ICT in education*. Agrawal Publications.



## **Semester III**

## Semester III

### S3/CC6(a) – Organisation and Administration of Teacher Education

L T P C  
3 1 1 4

a. **Course Code:** PEDC31A

**b. Course Objectives:**

The course enables the students to -

1. define the concept of teacher education, its objectives, scope and functions and know about the various types of teacher education institutions across the country
2. detect the problems existing in teacher education and find solutions through various researches
3. carryout investigations on pre-service and in-service teacher education programmes with reference to recent trends.

**c. Course Prerequisites:**

- aims and development of teacher education
- types of teacher education institution across the country
- need for teacher education

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	recall the objectives, scope and functions of teacher education	PSO1	R
CO2:	demonstrate transactional approaches and models in teacher education	PSO4	U
CO3:	exhibit professional competency, professional commitment and professional ethics in the field	PSO4	Ap
CO4:	consider and adhere the steps and responsibilities pertaining to the organization of pre-service and in-service teacher education	PSO1, PSO5	An
CO5:	appraise the need for research to solve the issues and challenges in teacher education	PSO1, PSO3	E
CO6:	plan and take up research projects funded by National and international agencies	PSO3, PSO2	C

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	L	L	L	L	L	L
CO2	M	L	L	H	M	M	L	L
CO3	M	L	L	H	M	M	L	L
CO4	H	L	L	M	H	M	L	L
CO5	H	L	H	M	L	M	L	L
CO6	M	H	H	M	L	M	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Pre-service Teacher Education****(Contact Hours: 14)**

Teaching: Concept, Objectives, Characteristics and Basic Requirements – Teacher Centred vs Learner Centred Methods - Teacher Education: Meaning, Nature, Scope - Types of Teacher Education Programmes - Structure of Teacher Education - Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels - Organization and Components of Pre-service Teacher Education - Transactional Approaches (for foundation courses): Expository, Collaborative and Experiential Learning

**Unit II: Models of Teacher Education****(Contact Hours: 10)**

Knowledge Base of Teacher Education: Schulman, Deng and Luke & Habermas - Reflective Teaching: Meaning and Strategies - Models of Teacher Education: Behaviouristic, Competency-based and Inquiry Oriented

**Unit III: In-service Teacher Education****(Contact Hours: 12)**

In-service Teacher Education: Concept, Need, Purpose, Scope, Organization and Modes - Agencies and Institutions of In-service Teacher Education: District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC) - Planning In-service Teacher Education Programme: Purpose, Duration, Resources and Budget

**Unit IV: Professionalism****(Contact Hours: 12)**

Concept of Profession and Professionalism - Teaching as a Profession - Professional Ethics of Teachers - Professional, Technical and Skill Based Education - Personal and Contextual Factors Affecting Teacher Development - ICT Integration - Quality Enhancement for Professionalization of Teacher Education - Teaching Support System: Traditional, Modern and ICT Based.

**Unit V: Research in Teacher Education****(Contact Hours: 12)**

Research Programmes: Action Research, Experimental Projects and Major & Minor Research Projects. Funding Agencies for Researches in Teacher Education: NCTE, NCERT, UGC, DTERT, etc. Survey of Educational Researches conducted in India and Abroad. Role Played by University Departments in Researches Related to Teacher Education

**g. Activity based Assignments (Any 3):**

1. Make a Tree for Structure of Teacher Education.
2. Create a PowerPoint Presentation for any one of the models of teacher education.
3. Compare the district, state and national level agencies of In-service teacher education and submit a report.
4. As a teacher, what are the initiatives taken to improve your skills for your profession? and submit a report.
5. Visit a nearby DIET and submit a report on current on-going project.

**h. References:**

1. Anderson, L. W. (1995). *International encyclopaedia of teaching and teacher education* (2<sup>nd</sup> ed.). Elsevier Science.
2. Arora, G. L. (2002). *Teachers and their teaching: need for new perspectives*. Ravi Books.
3. Joyce, B. & Weal, M. (2003). *Modals of teaching* (7<sup>th</sup> ed.). Allyn & Bacon.
4. Lampert, M. (2001). *Teaching problems and the problems of teaching*. Yale University Press.
5. Linda, D. & John, B. (2005). *Preparing teachers for a changing world*. Jossey-Bass.
6. National Curriculum Frame Work Review. (2005). *National focus groups – position paper on teacher education*. NCERT.
7. Patel, R. C. & Srivastava, S. (2019). *Human teachers attributes and trends*. Inter University Centre for Teacher Education.
8. Raja, B. W. D. & Sasikala, V. (2020). *Action research in education: a call for action*. Manonmaniam Sundaranar University
9. Ram, S. (1999). *Current issues in teacher education*. Sarup & Sons Publications.
10. Ramanath, K. N. (2007). *Global trends in teacher education*. APH Publishing Corporation.
11. Reddy, L. G. & Anuradha, R. V. (2015). *Teacher education certain reflections*. Discovery Publishing House.
12. Srivastava, R. C. & Bose, K. (1973). *Theory and practice of teacher education in India*. Chug Publications.
13. Khine, M. S., Liu, Y. (Ed.). (2022). *Handbook of research on teacher education: Innovations and practices in Asia*. Springer Nature. □

## S3/CC6(b) – Gandhian Way of Education

L	T	P	C
3	2	0	4

**a. Course Code:** PEDC31B

**b. Course Objectives:**

This course enables the student to -

1. define the concept of Nai Talim and infer the social and philosophical thoughts of Gandhi developing the village community and reconstructing the rural society
2. model cognitive competencies, social competencies and affective competencies to assess and solve the problems of rural society
3. develop a positive attitude towards basic education, experiential learning and work education in order to design a suitable curriculum

**c. Course Prerequisites:**

- philosophical thoughts of gandhi
- vocational education
- concept of SUPW

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	define and state the meaning of Nai Talim, basic education, Alcoholism, Democracy, political decentralization and SUPW	PSO1, PSO2	R
CO2:	dramatize the philosophy of sarvodhya, gram swaraj, democracy, and nationalism to criticize modern civilization	PSO1, PSO2	U
CO3:	utilize the thought and ideas of Gandhiji for the welfare of the Harijan and Tribal people	PSO1, PSO2	Ap
CO4:	investigate the issues in rural or village community and recommend solutions fostering national development	PSO2, PSO3	An
CO5:	appraise the contribution of work education and experiential learning for holistic development of an individual	PSO1, PSO2, PSO7	E
CO6:	build a non-violent, cooperative and sustainable society	PSO1, PSO2	C

(R – Remember, U – Understand, Ap – Apply, An – Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	H	L	M	L	L	M	L
CO2	H	H	L	M	L	M	M	L
CO3	H	H	L	L	L	M	M	L
CO4	M	H	H	M	M	M	M	L
CO5	H	H	M	M	M	M	M	L
CO6	H	H	M	L	M	L	H	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Gandhiji's Nai Talim****(Contact Hours: 12)**

Nai Talim Meaning - Gandhiji's Philosophy of Life and Nai Talim – Gandhiji's Nai Talim: Concept and Methodology - Wardha Scheme of Basic Education (1937): Historical Perspective and Principles - Nai Talim in Adult Education - Concern and Issues of Nai Talim

**Unit II: Social Thought of Gandhi and Social Work****(Contact Hours: 10)**

Philosophy and Sociology of Sarvodaya - Gandhian Approach to the Village Community and Rural Reconstruction - Concept of Gramswaraj - Varanshram System - Harijan Welfare - Tribal Welfare - Social Service, Work and Reforms - Gandhi's Drive Against Alcoholism

**Unit III: Work Education****(Contact Hours: 14)**

Experiential Learning and Work Education - Curriculum: Cognitive Competencies, Social Competencies and Affective Competencies - Guideline for Making Work Part of School Curriculum – Management of Work Education – Typology of Work in Education: Integral to Daily Living, Habitat and Shelter, Transport, Agricultural Processing and Forestry, Textiles, Leather and Other Fiber Based Materials, Pottery, Metal-Work, Basket-Making and Book-Binding, Tools, Machines and Services, Art, Music and Theatre, Health, Sports and Physical Education, Community Work and Social Action – Assessment of Work Education: Basis of Evaluation

**Unit IV: Gandhian Thought****(Contact Hours: 10)**

Political: Nationalism - Democracy, Decentralization of Power – Concept of Ramrajya - Economic: Value Based Approach – Critique of Modern Civilization – Swadeshi and Kadhi - Indian and Global Context: Impact of Gandhian Thoughts on Indian Constitution – Vinoba Bhave and Bhoodan Movement – Martin Luther and Movements against Racism

**Unit V: SUPW and Rural Development****(Contact Hours: 14)**

SUPW: Concept, Need, Objectives, Framework , Content of Curriculum and Teaching and Learning Process – Crafts-Centric Education - Craft Based Pedagogy in Science Education Rural Development: History and Concept – Evolution of Village Communities in India – Rural Reconstruction Before 1952 - Recent Approaches to Rural Development - Indian Rural Economy - Importance of Rural Development - Problems of Rural Society - Role of Constructive Programme in Rural Development - Local Energy Sources, Role of Rural Banking, Evils of Money Economy, Role of Cooperative Sector in Rural Development - Technology and Development, Essential Principles of Co-operation, Problems of Co-operative Movement in Rural Areas.

**g. Activity based Assignments (Any 3):**

1. Make a Poster – Gandhiji’s Nai Talim.
2. Take a case study of a family affected by alcoholism.
3. Create a Mind Map for any one of the Typologies of work in education.
4. Meet a Shop Keeper of Sarvodaya and submit a report on goods, their uses and demand for the same.
5. Submit a report with evidence in relation to SUPW by visiting a nearby village.

**h. References:**

1. Bharathi, K. S. (2000). *Mahatma Gandhi the man of the millennium*, S. Chand & Company.
2. Madan, G. R. (1971). *Social problems in India*, Allied Publishers.
3. Mamoria, C. B. (2008). *Agricultural problems of India*, Kitab Mahal.
4. Pasricha, A. (2005). *Gandhian approach to integrated rural development*, Shirpa Publications.
5. Purkait, B. R. (1992). *Milestones in Modern Indian Education*, New Central Book Agency.
6. Shrimali, K. L. (1947). *The Wardha Scheme II*. Vidhya Bhavan Society.
7. Kumarappa, B. (Ed.) (1953). *Gandhi Mahatma Towards new education*. Navajivan Publishing House.
8. Gandhi, M. (1963). *Village swaraj*. Navajivan Publishing House.
9. Gandhi, M. K. (1960). *Village industries*. Navajivan Publishing House.

□

## S3/CC7 - Curriculum Studies

L	T	P	C
3	1	1	4

**a. Course Code:** PEDC32

**b. Course Objectives:**

The course enables the students to -

1. outline the concepts, principles, characteristics, and strategies of curriculum development and identify the various approaches for curriculum development
2. compare various models of curriculum and reflect them in their academic career
3. involve in research in curriculum studies to reform and improve existing curriculum

**c. Course Prerequisites:**

- curriculum vs syllabus
- reviewing skill
- textbook vs source book

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	enumerate the stages in the process of curriculum development	PSO4	R
CO2:	summarize the approaches to evaluate curriculum and instructional system	PSO4	U
CO3:	transact curriculum which is intended for evaluating the curricular experience	PSO4	Ap
CO4:	compare and contrast the applicability of various models of curriculum development and differentiate syllabus from curriculum	PSO1, PSO4	An
CO5:	criticize text books for conceptual accuracy, and analyse the content	PSO4, PSO3	E
CO6:	design new and improvised curriculum based on research outcomes, textbooks and source books	PSO3	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)



**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	M	M	H	L	M	L	L
CO2	M	M	L	H	L	M	L	L
CO3	M	M	M	H	H	M	L	L
CO4	H	L	M	H	L	M	L	L
CO5	M	M	M	H	L	L	L	L
CO6	M	M	H	M	L	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Perspectives of Curriculum (Contact Hours: 12)**

Concept and Principles of Curriculum - Characteristics of a Good Curriculum- Strategies of Curriculum Development - Stages in the Process of Curriculum Development - Foundations of Curriculum Planning - Philosophical Bases: National, Democratic, Sociological Basis, Psychological Bases: Learners' Needs and Interests, Bench Marking and Role of National Level Statutory Bodies - UGC, NCTE and University in Curriculum Development

**Unit II: Approaches to Curriculum Development (Contact Hours: 12)**

Instructional System - Instructional Media - Instructional Techniques and Material in Enhancing Curriculum Transaction - Approaches to Evaluation of Curriculum - Approaches to Curriculum and Instruction: Academic and Competency Based Approaches - Subject Centred: Core Curriculum, Learner Centred, Community Centred, Activity Centred Curriculum, Environmental Centred Curriculum, Problem Centred Curriculum, Core Curriculum, Fused Curriculum

**Unit III: Models of Curriculum (Contact Hours: 12)**

Models of Curriculum Design: Traditional and Contemporary Models - Academic / Discipline Based Model - Competency Based Model - Social Functions / Activities Model, Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, CIPP Model (Context, Input, Process, Product Model) - Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

**Unit IV: Curriculum Reforms and Development (Contact Hours: 12)**

Curriculum Change: Meaning and Types - Factors Affecting Curriculum Change - Approaches to Curriculum Reforms - Role of Students, Teachers and Educational Administrators in Curriculum Reforms and Improvement - Scope of Curriculum Research - Types of Research in Curriculum Studies

**Unit V: Textbook Review and Content Analysis****(Contact Hours: 12)**

Textbook Review: Meaning, Need, Uses - Qualities of a Good Text Book - Content Analysis: Meaning, Need and Significance – Conceptual Accuracy, Learners' Perception of Content - Curriculum vs Syllabus – Source book vs Textbook

**g. Activity based Assignments (Any 3):**

1. Compare the state board and Central Board curriculum of a subject of your interest and prepare a report highlighting the various components which you appreciate in both?
2. Have a discussion with any one of the subject experts and describe the insights you got about the process of curriculum development.
3. Take a lesson from a textbook of your interest, review the content and write down the learning outcomes for that particular lesson.
4. If you are invited to serve as one of the experts in designing the curriculum at primary school level, what criteria/guidelines will you follow to design an effective one?
5. Review any five research studies related to the quality of text book and mention the inferences from them.

**h. References:**

1. Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques*. Book Enclave.
2. Boyle, B. & Marie, C. (2016). *Curriculum development: A guide to educators*. Sage Publications.
3. Chaube, S. N. (2016). *Curriculum planning and instruction*. Wisdom Press.
4. Glatthorn, A. A., Boschee, F. & Whitehead, M. B. (2009). *Curriculum leadership: Strategies for development and implementation*. Library of Congress.
5. Kridel, C. (Ed.). (2010). *Encyclopedia of curriculum*. Sage Publications.
6. Madhulika, S. (2013). *Education management, curriculum development and teaching techniques*. Kanishka Publishers.
7. Mangal, S. K. & Magal, U. (2011). *Curriculum and school management*. Tandon.
8. McKernan, J. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research*. Routledge.
9. National Curriculum Framework for Teacher Education (2009). *Towards preparing professional and humane teacher*. National Council for Teacher Education.
10. National Curriculum Framework Review (2005). *Curricular areas*. National Council of Educational Research and Training.
11. NCERT (2009). *National Curriculum Framework – 2005*. NCERT.
12. O'hara, M. (2004). *Meeting the standard for initial teacher training and induction*. Continuum.

13. Prasad, J. & Kaushik, V. K. (2013). *Advanced curriculum construction*. Kanishka Publishers.
14. Roland, C. F. & Nelson, L. B. (1967). *Developing the core curriculum* (2<sup>nd</sup> ed.). Prentice Hall of India.
15. Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt Brace.
16. Wheeler, D. (1967). *Curriculum process*. University of London Press.

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## S3/EC4 - Inclusive Education

L T P C  
3 1 1 4

a. **Course Code:** PEDC33

**b. Course Objectives:**

The course enables the students to -

1. list the classification of disabilities based on ICF Model and understand the concepts of impairment, disability and physically challenged
2. identify the different types of disabilities and its prevalence, characteristics and educational needs and analyse the issues pertaining to inclusive education and suggest remedies for them
3. gauge the policies and legislations related to inclusive education and create new knowledge by researching the trends of inclusive education in India

**c. Course Prerequisites:**

- stages of development
- types of special children
- positive attitude towards education of special children

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	state the concept, principles, scope and evolution of philosophy of inclusive education	PSO1, PSO4	R
CO2:	outline the international and national legislations for education of diverse learners	PSO2	U
CO3:	apply appropriate psychological tools and techniques to identify the diverse learners	PSO1, PSO6	Ap
CO4:	assess the attitudinal barriers, social barriers, physical barriers and educational barriers and take steps to mitigate	PSO3	An
CO5:	devise innovative strategies to plan, manage and facilitate inclusive classroom	PSO4, PSO5	E
CO6:	create strategies to facilitate inclusive education by examining its place in India	PSO2	C

(R – Remember, U – Understand, Ap – Apply, An – Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	M	M	H	M	L	L	L
CO2	M	H	M	L	L	L	L	L
CO3	H	L	M	M	M	H	L	L
CO4	M	L	H	M	M	L	L	L
CO5	M	M	M	H	H	M	L	L
CO6	M	H	M	M	L	M	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Introduction to Inclusive Education (Contact Hours: 10)**

Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated and Inclusive Education

**Unit II: Diverse Learners (Contact Hours: 12)**

Concept of Impairment, Disability and Handicap - Classification of Disabilities Based on ICF Model, Readiness of School - Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse Learners' Intellectual, Physical and Multiple Disabilities - Causes and Prevention of Disabilities - Identification of Diverse Learners for Inclusion - Educational Evaluation Methods, Techniques and Tools

**Unit III: Inclusive Classrooms (Contact Hours: 14)**

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices - Curriculum and Curricular Adaptations for Diverse Learners - ILP - Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching) - Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School

**Unit IV: Barriers and Facilitators (Contact Hours: 10)**

Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational and Current Status - Challenges of Online Teaching and Learning in Inclusive Education - Ethical Issues of Inclusive Education in India - Research Trends of Inclusive Education in India

**Unit V: Legal Provisions****(Contact Hours: 14)**

Policies and Legislations (National Policy of Education (1986) - Programme of Action (1992) - Persons with Disabilities Act (1995) - National Policy of Disabilities (2006) - National Curriculum Framework (2005), National Education Policy (2020), Concession and Facilities to Diverse Learners (Academic and Financial) - Rehabilitation Council of India Act (1992) - Inclusive Education under *Sarva Shiksha Abhiyan* (SSA) - Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

**g. Activity based Assignments (Any 3):**

1. Prepare a PowerPoint presentation on the “Evolution of the Philosophy of Inclusive Education: Special, Integrated and Inclusive Education”.
2. Present a description on the causes and prevention of disabilities.
3. Collect few images of Assistive and Adaptive Technologies helpful for Diverse Learners and prepare an album.
4. Visit a school and write a report on Inclusive Education under *RMSA*.
5. Write on the Ethical Issues of inclusive education in India.

**h. References:**

1. Bharat, S. (2008). *Modern teaching of exceptional children*. Anmol Publications.
2. Chintamani, K. (2008). *Exceptional children their psychology and education*. Sterling Publishers.
3. Dash, M. (2007). *Education of exceptional children*. Atlantic Publishers and Distributors.
4. Kavitha, J. (2006). *Special education*. Mohit Publications.
5. Kirk, S. A., Gallagher, J. J. & Coleman, M. R. (2009). *Educating exceptional children* (14<sup>th</sup> ed.). Wadsworth.
6. Kumari, A. R., Sundari, R. D. & Rao, D. B. (2004). *Special education*. Discovery Publishing House.
7. Meenakumari. (2009). *Education for the children with special needs*. Centrum Press.
8. Prem, P. (2008). *Education of exceptional children challenges and strategies*. Kanishka Publishers.
8. Raja, B. W. D. & Kumar, P. S. (2011). *Special education: Focus on mathematics learning disability*. APH Publishing Corporation.
9. Saini, B. L. (2002). *Education of exceptional children*. Tandon Publications.
10. Vernon, P. E., Adamson, G. & Vernon, D. F. (1977). *The psychology and education of gifted children*. Methuen of Co. Ltd.
11. Ysseldyke, J., Algozzine, B. & Thurlow, M. (2010). *Critical issues in special education*. Kanishka Publications.

### S3/EC4(a) – Prospects of Elementary Education

L T P C  
3 1 1 4

a. Course Code: PEDEF

b. Course Objectives:

The course enables the students to -

1. acquire knowledge and understanding about the physical, psychological concepts of elementary education
2. comprehend the principles of curriculum development and evaluation at elementary stage
3. evaluate the status of elementary teachers, the problems and issues to professional growth and create a school curriculum in elementary education

c. Course Prerequisites:

- levels of education
- course /subjects in elementary education
- current government acts and programmes in elementary education
- aware about programme and curriculum
- conscious about the issues and challenges
- provisions in elementary education

d. Course Outcomes (COs):

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	identify the context of elementary education with the help of developmental characteristics and various approaches	PSO1	R
CO2:	explain the principles and provisions in elementary education in the light of RTE, NPE, POA and NCF	PSO2	U
CO3:	develop an enduring ambience assisted with technology for the pupil with an insight to bridge the gap in elementary education in future	PSO4	Ap
CO4:	examine the issues and challenges of upper elementary education for predicting the solutions	PSO3	An
CO5:	prioritise, monitor and criticize the programmes (UEE, ECCE, SSA, mid-day meals, VEC, ...) in elementary education as an effective leader	PSO2, PSO5	E
CO6:	curate innovative curriculum suitable for elementary education	PSO4	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	L	L	L	L	L	L	L
CO2	M	H	L	L	L	L	L	L
CO3	M	L	L	H	L	L	M	L
CO4	L	L	H	L	L	L	L	M
CO5	L	H	L	L	H	M	L	L
CO6	L	L	L	H	L	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I - Context of Elementary Education (Contact Hours: 12)**

Developmental Characteristics and Norms-Physical, Cognitive Process and Abilities; Language Development; Socio-Emotional Development during Early and Late Childhood - Learner/Learning Centered Approach, Activity Centered Approach, Freedom and Discipline; Reflection on Present Practices

**Unit II - Provisions in Elementary Education (Contact Hours: 12)**

Nature of Elementary Education after Independence - Educational Thought of Gandhi and Tagore to Elementary Education - Constitutional Provision for Education and Directive Principles Related to Elementary Education - Provision in RTE Act and Related Issues - Elementary Education in NPE (1986), POA (1992), NCF (2005)

**Unit III - Issues and Challenges of Upper Elementary Education (Contact Hours: 12)**

Concept, Objectives, Meaning and Justification of UEE - Current Status of UEE (Access Enrolment, and Retention) With Reference to the Equity Principles: Differential Across Habitation, Gender, Caste and Other Socially Disadvantaged Groups - Access and Enrolment of Different Types of Learners - Issues and Challenges - Enrolment and Dropout: Meaning and Assessment and Related Issues and Dropout - Achievement Levels of Different Types of Learners - Status and Issues

**Unit IV- Programmes in Elementary Education (Contact Hours: 12)**

Panchayatraj and Community Involvement in Educational Planning and Management Related Issues - Participation of NGOs in Achieving Goals of UEE - ECCE Programme - District Primary Education Programme: Goals and Strategies - SSA: Goals and Specific Programme Interventions Namely Access, Enrolment, Retention/Participation and Achievement - Monitoring, Research and Evaluation of Schemes viz., Mid-Day Meals, VEC and Incentive Schemes and Achievement Levels



**Unit V- Curriculum in Elementary Education****(Contact Hours: 12)**

Elementary School Curriculum: Principles - Curriculum, Objectives, Planning, Organisation and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/Social Sciences and Natural Sciences in Elementary Education

**g. Activity based Assignments (Any 3):**

1. Compare the socio emotional development in early childhood and later childhood stage.
2. Assess NCF 2005 and present the provision available for elementary education.
3. Visit an elementary education institution and write a report on issues and challenges in promoting elementary education.
4. Interview a special educator in SSA and give a report.
5. Review the element school curriculum and give pros and cons.

**h. References:**

1. Celin, R. (1984). *The study of primary education and resource book. Vol. I.*
2. Erickson, H. L. (2002). *Concept-based curriculum and instruction.* Crown Press.
3. GOI. (1986). *National policy on education.* MHRD.
4. GOI. (1987). *Programme of action.* MHRD.
5. Hayes, D. (2008). *Primary teaching today: An introduction.* Routledge Publications.
6. Hurlock, E. (1995). *Child development.* McGraw Hill Book Company.
7. Kurrian, J. (1993). *Elementary education in India.* Concept Publication.
8. MHRD (2001). *Convention on the Right of the child.* MHRD.
9. NCERT (1998). *National Curriculum for Elementary and Secondary Education - A Framework.* NCERT.
10. NCERT (2005). *National Curriculum Framework.* NCERT.
11. Rao, V. K. (2007). *Universalisation of elementary education.* Indian Publishers.
12. UNESCO (2006). *Teachers and educational quality: Monitoring global needs for 2015.* UNESCO Publication.

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## S3/EC4(b) – Prospects of Secondary Education

L T P C  
3 1 1 4

a. **Course Code:** PEDEG

b. **Course Objectives:**

The course enables the students to -

1. highlight the principles of curriculum development with the contextual knowledge of committees and commissions in post-independence period
2. function effectively as vocational and career guide with the theoretical foundations of secondary education
3. develop the skills for monitoring, course mapping and school mapping for quality improvement in secondary education

c. **Course Prerequisites:**

- fundamental knowledge on structure of education system
- previous knowledge on development of education in Pre-Independence period
- aware about the significance of secondary education

d. **Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	enumerate the nature, scope and systems of secondary and senior secondary education	PSO1	R
CO2:	summarise the journey of secondary and senior secondary education in India after independence	PSO1, PSO2	U
CO3:	utilise the research skills to bring in interventions for quality improvement in schools	PSO3	Ap
CO4:	categorise the various career opportunities available in secondary and higher secondary levels to channelize the students	PSO5, PSO6	An
CO5:	assess the educational problems and challenges of girls, disadvantaged and differently abled children for devising innovative practices to resolve them	PSO3, PSO4	E
CO6:	design textbooks with innovations at secondary and higher secondary levels of education	PSO4	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	H	M	L	L	L	L	L	L
CO2	H	H	L	L	L	L	L	L
CO3	M	L	H	L	M	M	L	L
CO4	L	L	L	L	H	H	L	L
CO5	M	M	H	H	M	L	L	L
CO6	M	M	M	H	L	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Secondary Education****(Contact Hours: 12)**

General Aims and Objectives of Secondary Education, Education during Post Independence Period. Constitutional Provisions for Education, Secondary Education Commission 1952-53, Education Commission 1964-66, National Education Policy 1986 with Programme of Action, 1992, National Education Policy 2020

**Unit II: Secondary and Higher Secondary School Curriculum****(Contact Hours: 12)**

Principles of School Curriculum Development at Secondary and Higher Secondary Level and Text Book Development in Secondary and Higher Secondary Education - Approaches to Career Guidance, Vocationalisation of Education and Career Development - Ginzberg's Theory about Guidance, Holland's Theory of Vocational Choice

**Unit III: Problems and Challenges of Secondary Education****(Contact Hours: 14)**

Problems and Challenges Related to Universalisation of Secondary Education - Alternative Schooling at Secondary Stage - Problems / Challenges to Access Enrolment, Dropout, Achievement- Equality of Educational Opportunities - Problems of Education for Girls, Disadvantaged and Differently Abled Children - Classroom Problems: Discipline, Underachievement, Lack of Motivation, Slow Learners, Delinquency and Maladjustment - Issues of Quality in Secondary and Higher Secondary Education

**Unit IV: Research Trends in Secondary and Higher Secondary Education****(Contact Hours: 10)**

Purpose - Scope - Trends of Research in Secondary and Higher Secondary Education, Innovative Practices at Secondary and Higher Secondary Levels - Simulated Social Skill Training, Independent Study and Role Play

## Unit V: Monitoring for Quality Improvement in Schools (Contact Hours: 12)

Monitoring – Meaning, Objectives and Significance - Monitoring Mechanism at Different Levels of Schooling - Alumni Association - Secondary Education Management Information System (SEMIS) - Structure of MIS School Mapping at Secondary Level - Course Mapping at Senior Secondary Level

### g. Activity based Assignments (Any 3):

1. As a teacher, how will you implement the constitutional provisions for education in your institution?
2. Present on the text book development in secondary and higher secondary education.
3. After visiting a nearby school share your experiences on problems, challenges, enrolment issues, dropout and academic achievement among secondary students.
4. Describe on the innovative practices followed at secondary level.
5. Interview the Head of a secondary school about the strengths and challenges of using MIS in his/her institute.

### h. References:

1. Ahuja, A, Jangira, N. K. (2002). *Effective teacher training: Cooperative learning based approach*. National Publishing House.
2. Bhatnagar, R. P. (n.d.). *Technology of teaching*. International Publishing House.
3. Burkes, H. M. & Steffir, B. (1979). *Theories of counseling* (3<sup>rd</sup> ed.). McGraw Hill.
4. Jangira, N. K. & Mani, M. N. (1990). *Integrated education for visually handicapped*. Old Subjimandi Academic Press.
5. Jha, M. (2002). *Inclusive education for all: Schools without walls*. Heinemann Educational Publishers.
6. Mohammad, M. (2004). *Professionalisation of teacher education*. Mittal Publications.
7. Sharma, P. L. (1990). *Teachers' handbook on IED - Helping children with special needs*. NCERT Publication.
8. Sharma, P. L. (2003). *Planning inclusive education in small schools*. RIE.
9. Sudesh, M. & Kumar, A. K. (2001). *Quality profiles of secondary schools*. NIEPA.
10. Yadav, M. S. & Lakshmi, T. K. S. (2003). *Conceptual inputs for secondary teacher education: The instructional role*. NCTE.

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## **S3/SC 2 – Supportive Course 2**

### **SWAYAM Online Course - MOOCs**

This is the second online course to the MEd students offered by the other Departments. Two supportive courses have to be undergone by the students which are facilitated by the other Departments – one in the Second semester and another in the Third semester. These Online courses (MOOCs), provide a platform for the students to choose the Course of their interest. The Department of Education offers the Online course to the students of other Departments.

The course ‘Educational Leadership’, in the SWAYAM-NPTEL portal is offered by the Department of Education.

#### **Course Content:**

*Week 1: Educational Management & Leadership: Issues & challenges*

*Week 2: Professional Development & the Reflective Practitioner*

*Week 3: Professional Ethics & Values in Teaching*

*Week 4: Key Challenges for Educational Leaders: Grooming Capable & Authentic Educational Leaders*

*Week 5: Emotional Intelligence & Educational Leadership*

*Week 6: Leadership for Managing Diversity & Inclusion in Education*

*Week 7: Educational Leadership in a changing World : 21st Century Challenges*

*Week 8: Innovative Pedagogy ,Technology & Turnaround Leadership : The Stakeholders’ Perspectives*

□

### S3/RA3 – Presentation and Publication of Paper(s)

L	T	P	C
0	2	2	2

a. **Course Code:** PEDL31

**b. Course Objectives:**

The course enables the students to -

1. recognize the techniques and demonstrate the skill of writing original papers/articles/conferences/journals
2. disseminate research findings through publication in peer reviewed journals to scientific community
3. present empirical/thematic papers skillfully in seminars and conferences at national and international level

**c. Course Prerequisites:**

- knowledge on note-taking, comprehending, synthesizing and paraphrasing
- familiarity with scholarly journals
- basic knowledge in MS word and MS PowerPoint
- skill of oral presentation

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	identify and list journals in the field of education by exploring the UGC/Scopus/Web of Science databases	PSO3	R
CO2:	conceptualize research ethics and maintain academic integrity in writing research papers	PSO3, PSO5	U
CO3:	scrutinize the scholarly articles for plagiarism using software and avoid it by employing quoting, paraphrasing, and citation	PSO3, PSO6	Ap
CO4:	distinguish original peer reviewed journals from fake and predator journals for publishing quality papers	PSO6	An
CO5:	assess the journals based on impact factor and calculate H index and i10 index	PSO3	E
CO6:	prepare original, plagiarism free empirical and thematic paper and present them confidently in any academic forum	PSO6	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	L	H	L	M	M	L	M
CO2	L	L	H	M	H	H	M	M
CO3	L	L	H	M	M	H	M	M
CO4	L	L	H	L	L	H	L	M
CO5	L	L	H	M	L	M	L	M
CO6	L	L	M	L	M	M	L	M

(H-High, M-Medium, L-Low)

**f. Course Guidelines:**

1. The techniques of writing papers/articles for the seminars/ conferences / journals are to be exposed to the students in detail.
2. Exercises for writing abstract for published research paper/dissertation/thesis and paraphrasing – two quintessential qualities of a writer – are provided.
3. Papers prepared for presentation/publication have to be co-authored with their supervisor concerned.
4. Before submission of papers for presentation/publication they have to get the approval of the supervisor concerned to avoid plagiarism, have optimum quantum of paraphrasing, with content richness, relevance to the seminar/journals.
5. A minimum of two publications are to be made at International/National forums in relation to their research topic.
6. Apart from it one article has to be published in an educational journal pertaining to their dissertation topic.
7. The photocopies of certificates and article in the journal are to be submitted to the supervisor concerned and enclosed in the dissertation at the time of submission.

**g. Activity based Assignments (Any 1)**

1. Evaluate an article published in a reputed journal
2. Prepare a chart representing the impact factor of 10 journals of education and the related.
3. Prepare 7-10 slides for a PowerPoint Presentation on any topic to be presented in a seminar based on the guidelines.

□

## S3/VA3 – Self-Development

L	T	P	C
1	0	2	2

**a. Course Code:** PEDVL2

**b. Course Objectives:**

The course enables the students to -

1. develop their critical thinking, logical and reasoning skills and environmental concerns and incorporate them in teaching
2. classify foods according to their nutritive value and adopt positive attitude towards highly nutritive and natural foods and appraise the influence of healthy food choices and ecofriendly behaviour on wellness and quality of life
3. internalize the significance of yoga and imbibe yoga practices in their day to day life to establish balance among mind, body and soul

**c. Course Prerequisites:**

- perception towards natural and healthy lifestyle
- basic mathematical knowledge and logical and reasoning skills
- attitude towards yoga, health and environment
- interest in maintaining, or improving health

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	recognize and identify different forms and asanas of yoga	PSO6, PSO7	R
CO2:	outline the techniques in performing yoga and integrate them in daily life for strength, flexibility, balance and coordination in mind, body and soul	PSO5, PSO6, PSO7	U
CO3:	make use of their mathematical knowledge, critical and reasoning skills to analyze given hypothesis and hence solve real life problems	PSO3	Ap
CO4:	categorize foods based on nutritive value and prioritize healthy food choices to maintain healthy lifestyle	PSO6	An
CO5:	gauge the significance of yoga and healthy foods for mental hygiene, emotional stability, physical health and maintain higher level of consciousness	PSO6, PSO7	E
CO6:	create innovative strategies for mitigating natural hazards with an in-depth understanding of the impact of pollutants on human health	PSO4, PSO6, PSO7	C

(R - Remember, U - Understand, Ap - Apply, An - Analyze, E - Evaluate, C - Create)



**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	L	L	L	L	H	H	L
CO2	M	L	L	L	H	H	H	L
CO3	L	L	H	L	M	H	L	L
CO4	L	L	L	L	L	H	M	L
CO5	L	L	L	L	M	H	H	L
CO6	L	L	L	M	L	H	M	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Loosening Exercise****(Contact Hours: 06)**

Meaning and Definition of Yoga: Pranayama, Asana, Dhyana, Samadhi, Principles of Breathing - Awareness - Relaxation, Sequence - Stretching Exercise: Dynamic and Static Exercise. Loosening Exercise: Upper Body Exercise, Lower Body Exercise, Strengthening Exercise

**Unit II: Aasanas and Pranayama****(Contact Hours: 06)**

Asanas: Types, Techniques and Benefits - Padmasanas, Bhujangasana, Dhanurasana, Halasana, Navasana, Thirikonasana, Padhahasthasana, Laughing Asana. Pranayama: Types, Methods and Benefits - Naudi Suddhi, Naudi Shodhana, Kapalapathy and Bhastricka Pranayama

**Unit III: Health and Nutrition****(Contact Hours: 04)**

Health and Wellness - Food Pyramid- Nutritive Value of Food - Traditional Food - Food Selection and Meal Planning - Impact of Food Choices- Influence of Health on Education

**Unit IV: Reasoning and Aptitude****(Contact Hours: 08)**

Mathematical Reasoning: Number Series - Letter Series - Codes and Relationships. Logical Reasoning: Structure of Arguments - Deductive and Inductive Reasoning. Analogies - Venn diagram - Indian Logic: Means of Knowledge - Pramanas - Anumana (Inference) - Vyapti (Invariable Relation) - Hetvabhasas (Fallacies of Inference) - Mathematical Aptitude

**Unit V: Environmental Values****(Contact Hours: 06)**

Human and Environment Interaction - Anthropogenic Activities - Local, Regional and Global Environmental Issues - Pollution: Air, Water, Soil, Noise, Light, Radioactive - Socio-Economic and Political Dimensions of Climate Change - Impacts of Pollutants on Human Health - Natural Energy Resources: Solar, Wind, Soil, Hydro, Geothermal, Biomass, Nuclear and Forests - Mitigation Strategies for Natural Hazards/Disasters - Eco Living

### g. Activity based Assignments (Any 1)

1. Consult a nutritionist and know about the various types of healthy foods.
2. Organize one hour session/programme on the awareness of food choices/sustainable environment/healthy food habits
3. Involve in any environment/productive social activity and prepare a report with evidences.
4. Prepare a documentary of the environmental hazards in your area.

### h. References:

1. Besant, A. (2018). *An introduction to yoga*. Independently Published.
2. Blaxter, M. (2010). *Health* (2<sup>nd</sup> ed.). Polity Press.
3. Contento, I. R. (2011). *Nutrition education: Linking research, theory and practice* (2<sup>nd</sup> ed.). Jones and Barlett Publishers.
4. Eccles, P. J. (1997). *An introduction to mathematical reasoning: numbers, sets and functions*. Cambridge University Press.
5. Feuerstein, G. (1975). *Text book of yoga*. Motilal Bansaridass Publishers.
6. Kenghe, C. T. (1976). *Yoga as depth-psychology and para-psychology (Vol-I): Historical*
7. Pandey, V. C. (2007). *Environmental education*. Gyan Publishing House.
8. Praveen, R. V. (2012). *Quantitative aptitude and reasoning*. PHI Learning.
9. Sijwalii, B. S. & Sijwalii, I. (2011). *A new approach to reasoning verbal and non-verbal*. Arihant Publishers.
10. Stern, W. (1914). *The psychological methods of testing intelligence*. Warwick & York.
11. Swami Sivananda, (1971). *The science of pranayama*. A Divine Life Society Publication.
12. Tatya, T. (2007). *The yoga philosophy*. Kessinger Publishing.
13. Tiwari. O. P. (1998). *Asanas - Why and how*. Kaivalyadham.

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## **Semester IV**

## Semester IV

**S4/CC9 - Educational Policy, Planning and Financing**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**a. Course Code:** PEDC41

**b. Course Objectives:**

The course enables the students to -

1. rephrase the recommendations of various committees and commissions before and after independence
2. utilise the finance and resources effectively with conceptual knowledge of the principles of planning and financing
3. make approved choices from available resources for the best possible educational outcomes

**c. Course Prerequisites:**

- memory of the history of committees and commissions in education
- recall the application of economics of education
- aware of the importance of planning in education

**d. Course Outcomes (COs):**

<b>Course Outcome</b>	<b>After the Completion of the Course, the student will be able to -</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
<b>CO1:</b>	acquire knowledge on the various educational policies recommended to promote education in the country during pre and post independent period	PSO2	R
<b>CO2:</b>	understand the principles and theories in governance and planning of educational organizations	PSO5	U
<b>CO3:</b>	sensitize the learners the importance of leadership in the accomplishment of educational goals and objectives	PSO5	Ap
<b>CO4:</b>	get insight on educational planning, its areas and various recommendations put forth by the five year plans of the country	PSO4	An
<b>CO5:</b>	recognize the importance of supervision, financing and budgeting to ensure managerial effectiveness	PSO5	E
<b>CO6:</b>	prepare a well-planned realistic budget with an in-depth knowledge of economics of education	PSO5	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	L	H	L	L	L	L	L	L
CO2	L	M	L	L	H	L	M	L
CO3	M	L	L	M	H	L	M	L
CO4	L	M	L	H	L	M	M	L
CO5	M	M	L	L	H	L	M	L
CO6	M	L	L	L	H	L	L	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Educational Policy before Independence (Contact Hours: 10)**

Policies of Education – Macaulay’s Minute on Education (1835), Woods Despatch (1854), Indian University Commission (1902), Calcutta University Commission (1917-19), Hartog Committee (1928-29), Zakir Hussain Committee (1938), Sargent Report (1944)

**Unit II: Educational Policy after Independence (Contact Hours: 14)**

University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66), National Policy of Education (1968), Committee on Governance of Universities and Colleges (1969-73), Development of Higher Education in India: A Policy Framework (1978), National Commission on Teachers I (1983-85), National Commission on Teachers II (1983-85), National Policy on Education (1986), Programme of Action (1992), Women Education Commission, National Knowledge Commission (2005), National Education Policy (2020)

**Unit III: Educational Planning (Contact Hours: 12)**

Introduction to Educational Planning – Meaning, Need and Importance, Areas of Planning, Salient Features, Principles of Educational Planning, Techniques of Planning, Execution and Evaluation of Planning. First Exercise of Educational Plan (1938-44), Education in Five Year Plans

**Unit IV: Financing in Education (Contact Hours: 12)**

Definition, Meaning and Principles of Educational Finance, Educational Finance at Macro and Micro Levels. Budgeting – Steps in Budget Preparation, Fund Allocations and Expenditure, Fund Raising, Accounting and Auditing, Financial Accountability Systems, Educational Loans and Taxes

**Unit V: Economic Development in Education****(Contact Hours: 12)**

Development of Country's Economy, Social Relevance, Human Resource Development. Financial Resource: Procurement, Utilization and Maintenance of Resources, Allocation of Resources – Economic and Social Bases for Allocation of Resources in Educations. Cost Benefit Analysis and Cost Management

**g. Activity based Assignments (Any 3):**

1. Highlight the major recommendations of Educational Policies before Independence pertaining to teacher education.
2. Present a report on the Educational Policies after Independence.
3. Explicate on Education in Five Year Plans.
4. Prepare an annual budget for a higher secondary school.
5. Bring out the differences between cost benefit analysis and cost management.

**h. References:**

1. Becker, G. W. (1964). *Human capital*. Princeton University Press.
2. Bell & Bell. (2006). *Education, policy and social class*. Routledge.
3. Blaug, M. (1970). *Economics of education*. Penguin.
4. Bowman, M. J. (Eds.). (1968). *Readings in the economics of education*. UNESCO.
5. Cohn, E. (1972). *Economics of education*. Lexington Mass – D.C. Health Company.
6. Harbison, F. H. & Myres, C. A. (1964). *Education, man power and economic growth*. McGraw-Hall.
7. Jandhya, B. G. T. (1985). *Economics of inequality in education*. Sage Publications.
8. Mukhopadadyay, M. & Tyagi, R. S. (2005). *Governance of school education in India*. NIEPA.
9. Pandit, H. S. (Ed). (1969). *Measurement of cost productivity and efficiency of education*. NCERT.
10. Perlman, R. (1973). *The economics of education: Conceptual problems and policy issues*. McGraw Hill Book Company.
11. Reddy, S. B. (2000). *Education and rural development in India*. UNESCO: International Institute of Educational Planning.
12. Sacharopoulos, G. P. & Woodhall, M. (1985). *Education for development*. Columbia University Press.

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## S4/CC10 – Perspectives, Issues and Research in Teacher Education (e-PG Pathshala)

L	T	P	C
3	1	1	4

**a. Course Code:** PEDCPB

**b. Course Objectives:**

This course enables the student to -

1. summarise the scenario of teacher education from ancient to contemporary India
2. assess the existing issues and concerns of teacher education for designing innovative practices to ensure quality
3. function effectively as a humane, professional and holistic teacher

**c. Course Prerequisites:**

- previous knowledge of the history of teacher education
- conceptual understanding about pre-service and in-service programmes
- know about the various frameworks proposed by national bodies
- list out the names of Nobel Laureates

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	define the concept and significance of teacher education programme, e-teacher education and e-learning	PSO6	R
CO2:	outline the functions of pre-service and in-service programme for teachers in India based on NCF/NCFTE	PSO6	U
CO3:	lay strong foundations for teacher education institute by bringing changes in align with the needs of the 21 <sup>st</sup> century	PSO6	Ap
CO4:	discover innovative teaching practices by examining critically the teaching methods followed in India	PSO4	An
CO5:	solve the various disputes and challenging problems in teacher education by applying appropriate research methodologies	PSO6	E
CO6:	exhibit competencies to build a path for pioneering culture	PSO1	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**e. Mapping with PSO:**

(H-High, M-Medium, L-Low)

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	M	M	L	L	L	H	M	M
CO2	L	M	L	M	L	H	M	M
CO3	M	L	L	L	L	H	M	M
CO4	M	L	M	H	L	L	M	L
CO5	M	L	M	L	L	H	L	M
CO6	H	L	L	L	L	M	L	L

**f. Course Content:****Unit I: Scope of Teacher Education Programmes in India (Contact Hours: 12)**

Introduction - Pre-service Teacher Education Programme: Objectives, Functions, Curriculum - In-service Teacher Education: Nature, Objectives, Scope and Context - Modes of Teacher Education - Face to Face, Open and Distance Education, e-Teacher Education: Concepts and Features, Technology: A Vehicle for Development of Classroom Instruction, Issues in Implementing e-Learning in Teacher Education, Advantages and Disadvantages - Stage Specific Teacher Education - Teacher Education for all Levels

**Unit II: Scenario of Teacher Education in Ancient, Medieval, Modern and Contemporary India (Contact Hours: 12)**

Teacher Education in Vedic, Buddhist, Medieval, Pre-Independent India and Post-Independent Periods - Development of Understanding about HRD - Identity Crisis of Education - NCFTE (2009-Preface) - Achievement of NCFTE (2009) and NCF (2005) - Challenges and Reality - Quality Concerns of Teacher Education - Total Teacher Education Courses Recognized and Intake Approved

**Unit III: Innovations, Issues and Concerns of Teacher Education (Contact Hours: 12)**

Innovative Practices - Need of Innovative Practices in Teacher Education - Innovations in Secondary Teacher Education Programme - Deployment of Innovation - Issues Faced by Teacher Education in India: Institutional Inertia and Brand Inequity - Quality of Teacher Education Institutions -Mushrooming of Teacher Education Institutions

**Unit IV: Research of Teacher Education & School Education Symbiosis (Contact Hours: 12)**

Identity of Education in India - Journey of NCFTE (2009) & NCF (2005) - Research and Innovation - Need for Taxonomy of Educational Skills - Renewal of the Courses in Education - Problems of Research: More of Descriptive and Evaluative Research than Suggestive, Stereotyped Educational Research, Rare Innovative Research, Borrowed



Research Methodology, Weak and Meek Qualitative Research Methodology, Mechanization of Educational Research, Biased Research – Research Ethics - Researching Pioneer Competencies in India: Meaning of Pioneer, Pioneer Competencies, Attributes of Nobel Laureates of India – Problems addressed by the Pioneers and Developing Pioneer Culture

**Unit V: Teachers Today: A Reality Check**

**(Contact Hours: 12)**

Science Education for Holistic Development of Teachers: Developing Humane and Professional Teachers, Holistic Education and Approach, Teacher in the Digital Age, Issues and Concerns – Integration of ICT Aided Constructivist Learning Approach: Issues and Concerns – Good Teacher - NCFTE (2009) and NCF (2005) – Challenges and Reality – Human Resource Planning – Scenario of School Teaching – Students’ Perception of Teacher

□

## S4/EC5 - Educational Evaluation and Assessment

L	T	P	C
1	3	3	4

**a. Course Code:** PEDEH

**b. Course Objectives:**

The course enables the students to -

1. state and illustrate the current status, procedures and trends in evaluation
2. have an exposure to various assessment techniques to infuse the evaluative competency in andragogy and pedagogy
3. make inferences from various assessment and evaluation techniques to bring innovation in evaluation system

**c. Course Prerequisites:**

- Bloom's taxonomy in education
- difference between assessment and evaluation

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	get insight on evaluation procedure based on Blooms taxonomy of educational objectives	PSO4	R
CO2:	outline the criteria, tools and techniques for assessing ICT resources, internship programmes and teaching proficiency	PSO1	U
CO3:	construct the test items , question papers and blue print by applying revised Blooms' taxonomy	PSO4	Ap
CO4:	compare norm-referenced testing & criterion-referenced testing	PSO3	An
CO5:	criticise the existing trends of evaluation based on standard criteria	PSO4	E
CO6:	propose innovation in evaluation techniques in the field education	PSO4	C

(R - Remember, U - Understand, Ap - Apply, An- Analyze, E - Evaluate, C - Create)

**e. Mapping with PSO:**

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	L	L	M	H	L	L	M	M
CO2	H	L	M	L	L	M	M	M
CO3	L	M	M	H	L	L	M	L
CO4	M	L	H	L	L	L	L	M
CO5	M	L	L	H	L	L	M	L
CO6	M	L	L	H	L	L	M	L

(H-High, M-Medium, L-Low)

**f. Course Content:****Unit I: Status of Evaluation****(Contact Hours: 14)**

Origin of Examinations in India: Takshila University, Nalanda University, Mithila University, Nadic University – Indian Committees and Commission on Examinations and Evaluation - Functions of Examinations – Evaluation: Meaning, Need, Functions, Elements and Types - Difference among Measurement, Evaluation, Assessment, Testing, Appraisal and Examination - Tests and Examinations - Examination Reforms - Norm-Referenced Testing & Criterion-Referenced Testing - Formative and Summative Tests – Indicators of Formative Assessment - Cognitive and Non-Cognitive Assessment of Learning Outcomes – Evaluation of Practical Work - Internal Examination Versus External Examinations – Criticism on Examinations

**Unit II: Procedure of Evaluation****(Contact Hours: 12)**

Bloom’s Taxonomy – Revised Taxonomy of Objectives 2001 – Bloom’s Digital Taxonomy – Oral Examination: Objectives and Advantages - Different Forms of Test Items – Framing Test Items and Question Papers - Objective Type Questions: Meaning, Types, Merits, Limitations – Diagnostic, Prognostic and Achievement Test - Preparation of a Blue Print - Preparing a Good Question Paper - Characteristics of a Good Test – Malpractices of Evaluation

**Unit III: Assessment in Pedagogy of Education****(Contact Hours: 12)**

Assessment: Meaning, Nature, Perspectives, Types – Relationship Between Objectives and Outcomes of Assessment - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices - Assessment of Portfolios - Reflective Journal - Field Engagement Using Rubrics - Competency Based Evaluation - Assessment of Teacher Prepared ICT Resources – Evaluation of Internship Programmes - Assessment of Teaching Proficiency: Criterion, Tools and Techniques for Online Assessment

**Unit IV: Assessment Techniques****(Contact Hours: 12)**

Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction Analysis, Galloway's System of Interaction Analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for Teacher Evaluation (Product, Process and Presage Criteria, Mastery Learning and Evaluation), Student Assessment, Institutional Evaluation - NAAC, ISO, NBA - Outcome Based Evaluation - Evaluation in Choice Based Credit System in Higher Education - Anecdotal Records, Question Bank - Marks and Grades - Reliability and Validity of Examinations - Percentile Scores

**Unit V: Current Trends in Evaluation****(Contact Hours: 10)**

Computer Based Testing - Electronic Delivery of Objective Tests - Alternative Assessment - Rubrics for Self and Peer Evaluation (Meaning, Steps of Construction) - Assessment as an Aspect of Learning - Continuous and Comprehensive Evaluation - Progress Report and Cumulative Record - Open Book Examination - Innovations in Evaluation Systems - Testing Programmes - NTA - Examinations of tomorrow - Research in Examinations

**g. Activity based Assignments (Any 3):**

1. Prepare a portfolio of yourself and assess it to trace your learning progress during the academic years.
2. What type of evaluation is adopted in our University and prepare a chart of its grading system?
3. As a teacher, prepare a simple rubric to assess your students' essay writing/oral presentation/science project/arithmetic problem with proper scoring criteria.
4. Prepare a question paper on the course 'Educational Evaluation' at UG level and on the basis of a blue print of your own.
5. Write down the pros and cons of open book examination from your personal experience.

**h. References:**

1. Aggarwal, J. C. (2005). *Essentials of examination system*. Vikas Publishing House.
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3. Ebel, R. L. & Fribie, D. A. (1991). *Essentials of educational achievement*. Prentice-Hall of Hall.
4. Freeman, R. & Lewis, R. (1998). *Planning and implementing assessment*. Kogan Page.
5. Frey, B. (2014). *Modern classroom assessment*. Sage Publication.
6. GOI. (1991). *Minimum levels of learning at primary stage*. MHRD.
7. Gronlund, N. E. (1990). *Measurement and evaluation in teaching (6<sup>th</sup> ed.)*. The MacMillan.
8. NCERT (1985). *Contemporary issues in public examination*. NCERT.
9. NCERT (1985). *Handbook of continuous and comprehensive evaluation*. NCERT.

10. Shah, B. (Ed.). (1988). *Revamping the examination system*. Northern Book Cent.
11. Singh, P. (2003). *Dynamics of a question*. Doaba House.
12. [www.learningoutcomeassessment.org](http://www.learningoutcomeassessment.org)

□

## S4/FP5 – Internship in Education Institutions – Spell 2

L	T	P	C
0	0	8	4

**a. Course Code:** PEDI 41

**b. Course Objectives:**

The Course enables the students to -

1. gain professional experience through understanding the academic and administrative functions of teacher education institutions
2. develop professional aptitude, organizational skills, and evaluation skills through participating variety of activities during pre-service period
3. cultivate the skill of note-making/maintain diary in the preparation of academic report based on the empirical fieldwork

**c. Course Prerequisites:**

- Before undergoing internship, the student will be exposed with the concepts of internship, pre-service period, note-taking, reporting

**d. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
<b>CO1:</b>	observe and appraise the institutional activities for identifying innovative practices and incorporate them in their future workplace	PSO6	R
<b>CO2:</b>	understand and connect activities like teaching, evaluation, administration, clerical works, community involvement, student support services that are taking place in District Institute of Education and Training (DIET), and State Council for Education, Research and Training (SCERT) with the concepts, theories they learnt in classroom	PSO4	U
<b>CO3:</b>	apply the pedagogical skills, organizational skills, and professional ethics gained through the actual field experience in realistic situation in their future	PSO5	Ap
<b>CO4:</b>	adapt with the institution norms and socialize and collaborate with teaching and non-teaching faculty to demonstrate themselves as effective team leaders	PSO5	An
<b>CO5:</b>	develop and expand network with professionals/ educational administrators/managers which lays the foundation for mutual benefit in their career	PSO5	E
<b>CO6:</b>	draw inferences based on the experience gained in the internship and prepare an appraisal report	PSO6	C

(R – Remember, U – Understand, Ap – Apply, An– Analyze, E – Evaluate, C – Create)

**Course Content:**

The internship – Spell 2 will be for 20 days with a span of 120 hours for this semester.

Type of Institution	No. of days
Government offices /Government Hospital/ Petrol Bunk/ Hotel/ Ulavar Sandhai/ Old Age Home/ Orphanage/ Home for Destitute /Railway Station/ Airport/ Bus Station	5 days
State or National level organization bodies (UGC/NCTE/IGNOU/NAAC)	
State University/ Central University	15 days
Teaching in other disciplines – Medical college, Law college, Arts & Science/ Engineering college/ University Departments	
Special Schools at Higher secondary level	
Government/Govt-Aided/Self-financed Colleges of Education	
Self-financed Colleges of Education	
Total 20 days of Internship – Spell 2	

**Execution:**

The students undergo an Internship for a period of 20 days (120 hours) in Secondary Level TEI(s). They observe all the activities that are taking place from morning assembly till the end of the day in the evening. The students record what they have observed. They clarify their doubts with the allotted mentor (teacher educator of the TEI) or the principal of the Institution, if necessary. This training in the TEI helps the students to earn knowledge on all the academic and administrative functions of the Institute and thereby prepare them to be the professionals and hence better nation builders.

(P 120 Hrs in 20 days)

□

## S4/RA4 - Dissertation & Viva (Project)

L T P C  
0 5 3 4

a. **Course Code:** PEDP41

**b. Course Objectives:**

The course enables the students to -

1. plan and structuring the report in a logical and coherent order
2. write interpretation and documenting it in a clearly and concisely
3. elaborate the notions of the research work through a short presentation and defend the posed questions convincingly based on the findings of their research work

**d. Course Prerequisites:**

- possess basic skill of writing Skill
- Skill of articulating one own view
- Knowledge of tabulation and statistical techniques
- Knowledge to work in MS word, MS excel
- Critique research reports and published studies.

**e. Course Outcomes (COs):**

Course Outcome	After the Completion of the Course, the student will be able to -	PSOs Addressed	Cognitive Level
CO1:	recall the standard guideline for reporting and referencing	PSO3	R
CO2:	conceptualize and introduce the variables in a scholarly manner; and rephrase reviewed literature in a standard format	PSO3	U
CO3:	organize a report in a coherent way adhering the mechanics and formal style of writing	PSO3	Ap
CO4:	explore the data to formulate appropriate implication and recommendation	PSO1	An
CO5:	prioritise the novel findings and interpret them aligning with related literature	PSO3	E
CO6:	design a comprehensive report and demonstrate the expertise by defending in front of the panel of examiners	PSO4	C

(R - Remember, U - Understand, Ap - Apply, An - Analyze, E - Evaluate, C - Create)



**f. Course Guidelines:**

1. Each student is required to get correction (pruning) for the sub components of each chapter before submission of the aggregate report from the supervisor concerned, in continuation of the submission of Proposal (I Semester), Instrumentation (II Semester), Data collection & analysis (during Summer Vacation) and Presentation & Publication (III Semester).
2. Dissertation shall be submitted before the commencement of the terminal examination of Semester IV.
3. Candidate shall not be permitted to submit the dissertation on which a degree/ diploma / certificate has already been conferred on him/her on any one else by the University or any other university / institution.
4. Dissertation will be evaluated by both the internal and external examiners.

***Viva-voce Examination:***

The Viva-voce Board may consist of the Head of the Department, the Research Supervisor and an External Examiner. The minimum quorum may be two including the external examiner.

□

## 9. Distribution of Marks:

FIRST YEAR						
Semester	Sl. No.	Course Code	Course Title	Max. Marks		
				Internal	External	Total
FIRST	1.	PEDC11A	a. History, Politics and Economics of Education	25	75	100
		PEDC11B	b. Educational Studies			
	2.	PEDC12	Applications of Educational Psychology	25	75	100
	3.	PEDC13	Tenets of Educational Research	25	75	100
	4.	PEDEA	Technology Blended Education	25	75	100
	5.	PEDEPA	Introductory Course in Education Management (e-PG Pathshala)	25	75	100
	6.	PEDL11	Research Proposal	50	50	100
	7.	PEDI 11	Communication Skills	50	50	100
8.	PEDVL1	Mindfulness and Well-being	50	50	100	
<b>Subtotal</b>				<b>275</b>	<b>525</b>	<b>800</b>
SECOND	9.	PEDC21	Sociological Perspective of Education	25	75	100
	10.	PEDC22	Statistics for Educational Research	25	75	100
	11.	PEDEB	3a. Cognitive Psychology in Education	25	75	100
		PEDEC	3b. Instructional Processes and Practices			
		PEDED	3c. Perspectives in Language Education			
		PEDEE	3d. Education for Sustainable Development			
	12.		SWAYAM Online Course(MOOCs)	25	75	100
	13.	PEDL21	Instrumentation	50	50	100
	14.	PEDI 21	Internship in Educational Institutions - Spell 1	50	50	100
	15.	PEDI 22	Experimental Psychology	50	50	100
16.	PEDI 23	Experimental ICT	50	50	100	
<b>Subtotal</b>				<b>300</b>	<b>500</b>	<b>800</b>
SECOND YEAR						
THIRD	17.	PEDC31A	Organisation and Administration of Teacher Education	25	75	100
		PEDC31B	Gandhian Way of Education			
	18.	PEDC32	Curriculum Studies	25	75	100
	19.	PEDC33	Inclusive Education	25	75	100
	20.	PEDEF	4a. Prospects of Elementary Education	25	75	100
		PEDEG	4b. Prospects of Secondary Education			
	21.		SWAYAM Online Course(MOOCs)	25	75	100
	22.	PEDL31	Presentation and Publication of Paper(s)	50	50	100
23.	PEDVL2	Self-Development	50	50	100	
<b>Subtotal</b>				<b>225</b>	<b>475</b>	<b>700</b>
FOURTH	24.	PEDC41	Educational Policy, Planning & Financing	25	75	100
	25.	PEDCPB	Perspectives, Issues and Research in Teacher Education (e-PG Pathshala)	25	75	100
	26.	PEDEH	Educational Evaluation and Assessment	25	75	100
	27.	PEDI 41	Internship in Education Institutions - Spell 2	50	50	100
	28.	PEDP41	Dissertation & Viva (Project)	50	50	100
<b>Subtotal</b>				<b>175</b>	<b>325</b>	<b>500</b>
<b>TOTAL</b>				<b>975</b>	<b>1825</b>	<b>2800</b>

## 10. Scheme of Valuation - Continuous Internal Assessment (CIA) and University Terminal Examinations (UTE)

- 10.01 Performance in each course shall be evaluated on the basis of (i) CIA throughout the semester and (ii) UTEs at the end of each semester.
- 10.02 The University examinations shall be conducted in the month of November during Odd semester and in the month of April during Even semester.
- 10.03 A candidate who has already appeared for an examination in a Course of a semester and also passed in the same is not entitled to reappear in the same Course for improvement of marks/grades.
- 10.04 Each test carries a maximum of 25 marks and shall be converted for 15. The marks secured in CIA (in total only) may be rounded off to the nearest integer.
- 10.05 The CIA component for a theory course shall include tests, seminar and assignments.  
*The split-up of the CIA marks for all the Theory Courses:*  
 The average of the best two tests (15) + Assignment (5) + Seminar (5)  
 = 25 Marks
- 10.06 There is no passing minimum for the CIA components and for the CIA in total.
- 10.07 There shall be no provision for improvement of CIA components.
- 10.08 There shall be three compulsory periodical tests in a semester.
- 10.09 Each periodical test is conducted for about one and a half units of the syllabus in each course.
- 10.10 The duration of each test (CIA) is one hour.
- 10.11 The question paper pattern for all theory courses (CIA) is given below:
- |  |                   |          |      |
|--|-------------------|----------|------|
| <b>Part A</b> - Objective Type           | - 5 Qns.          | - 5 x 1  | = 5  |
| <b>Part B</b> - Short Answers / Problems | - 2 out of 3 Qns. | - 2 x 5  | = 10 |
| <b>Part C</b> - Descriptive/ Analytical  | - 1 out of 2 Qns. | - 1 x 10 | = 10 |
| <b>Total Marks = 25</b>                  |                   |          |      |
- 10.12 There will be a special supplementary examination for those candidates who have failed in only one Course in the entire programme.

- 10.13 There is a passing minimum of 50% in each practicum/theory course.
- 10.14 The passing minimum is 50% in each UTE and also in the aggregate of CIA and UTE of each course.
- 10.15 Performance in each course shall be evaluated on the basis of (i) CIA throughout the semester and (ii) UTEs at the end of each semester.
- 10.16 The University examinations shall be conducted in the month of November during Odd semester and in the month of April during Even semester.
- 10.17 A candidate who has already appeared for an examination in a Course of a semester and also passed in the same is not entitled to reappear in the same Course for improvement of marks/grades.
- 10.18 For each Theory course, the CIA component will carry a maximum of 25 marks and UTE will carry a maximum of 75 marks. Thus, there is a total of 100 marks for each Theory course.
- 10.19 For each Practicum or Dissertation or Field work, the CIA component will carry a maximum of 50 marks and the UTE will carry a maximum of 50 marks. Thus, there is a total of 100 marks for each course
- 10.20 The marks secured in CIA (in total only) may be rounded off to the nearest integer.

**11. Blue Print of the Question Paper for the Internal Examination:****Total Marks: 25**

Course Outcome	Cognitive level (U, R, Ap, An, E, C)	Question No.	Options	Marks
<b>Section A - Multiple Choice Type Questions</b>				<b>(5 x 1 = 5)</b>
CO1		1	-	1
CO2		2	-	1
CO3		3	-	1
CO4		4	-	1
CO5		5	-	1
<b>Section B - Any TWO Questions</b>				<b>(2 x 5 = 10)</b>
CO2		11		5
CO3		12		5
CO4		13		5
<b>Section C - Either OR Type Questions</b>				<b>(1x 10 = 10)</b>
CO3 /CO4/ CO5/CO6		14	14(a) / 14(b)	10

**12. Blue Print of the Question Paper for the University Terminal Examination:****Total Marks: 75**

Unit	Course Outcome	Cognitive level (U, R, Ap, An, E, C)	Question No.	Options	Marks
<b>Section A - Multiple Choice Type Questions</b>					<b>(10 x 1 = 10)</b>
1	CO1, CO2, CO3, CO4, CO5 (two questions per CO)		1	-	1
2			2	-	1
3			3	-	1
4			4	-	1
5			5	-	1
			6	-	1
			7	-	1
			8	-	1
			9	-	1
			10	-	1
<b>Section B - Either OR Type Questions</b>					<b>(5 x 5 = 25)</b>
1	CO1- CO6		11	11(a) / 11(b)	5
2			12	12(a) / 12(b)	5
3			13	13(a) / 13(b)	5
4			14	14(a) / 14(b)	5
5			15	15(a) / 15(b)	5
<b>Section C - Either OR Type Questions</b>					<b>(5 x 8 = 40)</b>
1	CO1- CO6		16	16(a) / 16(b)	8
2			17	17(a) / 17(b)	8
3			18	18(a) / 18(b)	8
4			19	19(a) / 19(b)	8
5			20	20(a) / 20(b)	8

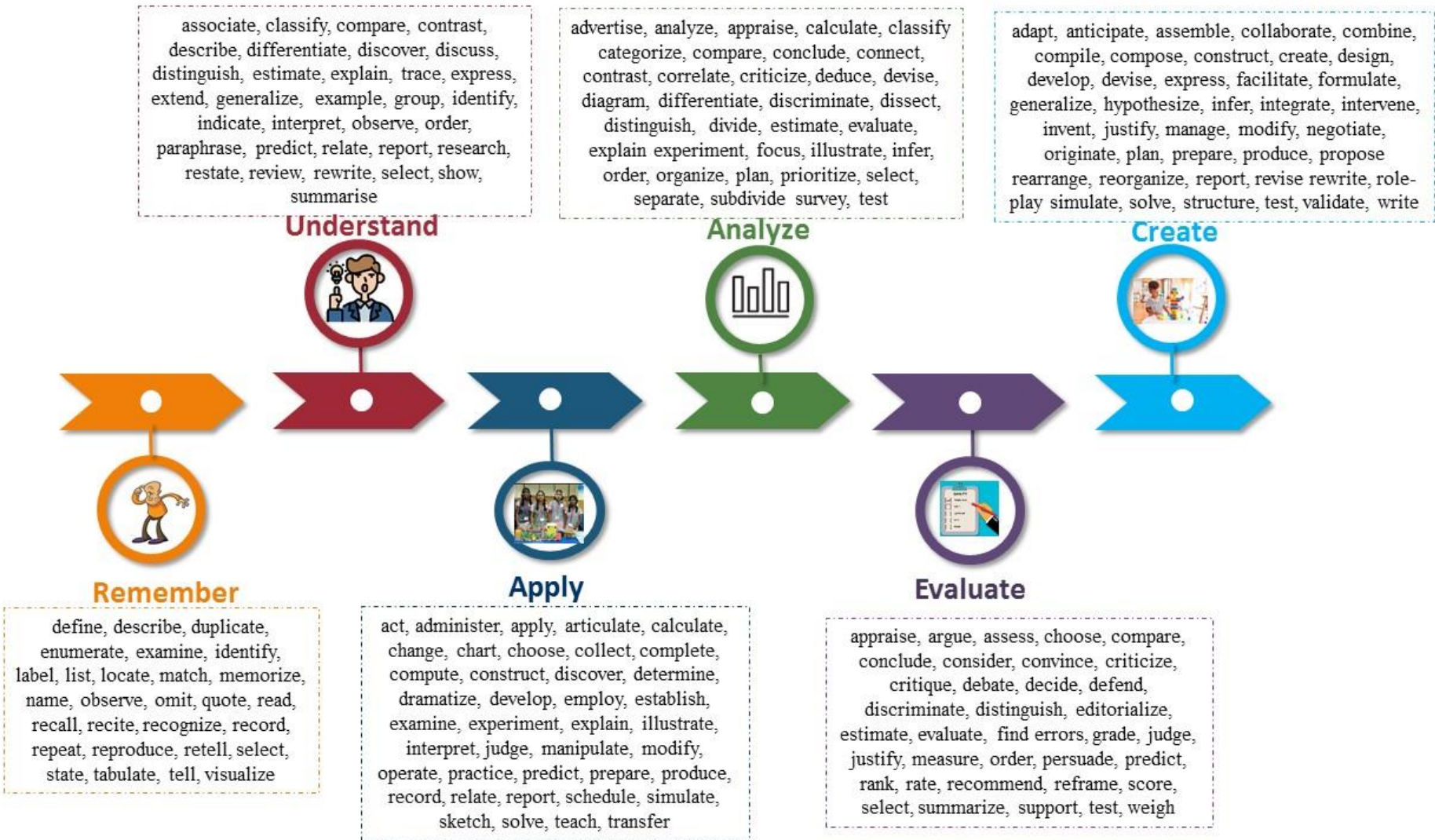
**Note:** In Questions having either/or pattern, both the questions [(a),(b)] should be taken from same CO, except CO5 and CO6.

To evaluate the cognitive level of each student based on their performance in the summative examinations, six levels of Revised Bloom's Taxonomy—R, U, Ap, An, E, C—are to be adopted in framing the questions.

<b><i>Revised Bloom's Taxonomy</i></b>	<b><i>Part A 1 mark</i></b>	<b><i>Part B (Either OR Type Questions) 5 marks</i></b>	<b><i>Part C (Either OR Type Questions) 8 marks</i></b>	<b><i>Total</i></b>	<b><i>Percentage</i></b>
Remember (R)	3 (3)	1 (5)	1 (8)	16	21
Understand (U)	3 (3)	1 (5)	1 (8)	16	21
Apply (Ap)	2 (2)	1 (5)	1 (8)	15	20
Analyse (An)	1 (1)	1 (5)	1 (8)	14	19
Evaluate (E) / Create (C)	1 (1)	1 (5)	1 (8)	14	19
<b>Total</b>	10	25	40	75	100

**Note:** *Parenthesized number represents marks and unparenthesized represents number of questions*

### 13. Action Verbs for the Cognitive Level



**14. UTE Question Paper – Skeleton:****Department of Education****Manonmaniam Sundaranar University, Tirunelveli – 627 012**

Title of the Paper with Code

Course Title:

Date:

Semester:

Time: 180 min

Marks: 75

<b>Course Outcome</b>	<b>Bloom's Taxonomy</b>	<b>Q. No.</b>	<b>Section – A Answer all questions (10 x 1 = 10 marks)</b>
		1 2 3 4 5 6 7 8 9 10	
			<b>Section – B Answer all questions by choosing either (a) or (b) (5 x 5 = 25 marks)</b>
		11(a) / 11(b)	OR
		12(a) / 12(b)	OR
		13(a) / 13(b)	OR
		14(a) / 14(b)	OR
		15(a) / 15(b)	OR
			<b>Section – C Answer all questions by choosing either (a) or (b) (5 x 8 = 40 marks)</b>
		16(a) / 16(b)	OR
		17(a) / 17(b)	OR
		18(a) / 18(b)	OR
		19(a) / 19(b)	OR
		20(a) / 20(b)	OR



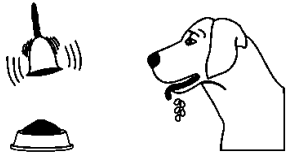
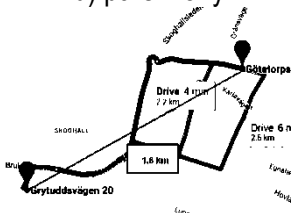

**15. UTE Model Question Paper:**

*MEd – First Semester*

**EDUCATIONAL RESEARCH**

Duration: 180 min

Marks: 75

Sl. No.	Question	Level	Course Outcome
<b>PART – A</b>			
<b>Choose the best answer. (10 x 1 = 10)</b>			
1.	 <p>The adjacent figure is an example of</p> <p>a) applied research b) action research c) fundamental research d) explanatory research</p>	R	CO1
2.	<p>The exact same questionnaire is handed out to all the participants is a characteristic of</p> <p>a) replicability b) precision c) falsifiability d) parsimony</p>	R	CO1
3.	 <p>The adjacent picture infers the</p> <p>a) descriptive research b) quantitative data c) qualitative data d) survey research</p>	U	CO2
4.	<p>The primary sources of historical research doesn't include</p> <p>a) videos b) letters c) photographs d) elocution</p>	U	CO2
5.	 <p>The given image illustrates</p> <p>a) dependent variable b) survey method c) randomization d) independent variable</p>	Ap	CO3

- |     |   |                             |        |
|-----|---|-----------------------------|--------|
| 6.  | “Students who take breakfast will perform better than the students who do not”. The correct option it is related with |                             |        |
|     | a) hypothesis   | c) problem                  | Ap CO3 |
|     | b) question   | d) variable                 |        |
| 7.  | Find the odd man out  |                             |        |
|     | a) personality test   | c) cognitive ability        | An CO4 |
|     | b) verbal reasoning   | d) attitude test            |        |
| 8.  | Studying the subject of interest in its own environment, as it would occur in day-to-day life is an example of        |                             |        |
|     | a) controlled observation   | b) naturalistic observation | An CO4 |
|     | c) participant observation  | d) structured observation   |        |
| 9.  | Interviewing participants with open ended questions is commonly used in   |                             |        |
|     | a) grounded theory design   | b) ethnography              | R CO6  |
|     | c) narrative research design  | d) case study               |        |
| 10. | The option used for unknown date in APA is  |                             |        |
|     | a) u. d.  | b) n.d.                     | R CO5  |
|     | c) u d  | d) n d                      |        |

### PART – B

**Answer the following questions either (a) or (b). (5 x 5 = 25)**

- |     |   |    |     |
|-----|---|----|-----|
| 11. | a) Describe exploratory research.   |    |     |
|     | (OR)  |    |     |
|     | b) List the characteristics of the research work which you pursue for the MEd programme.  | R  | CO1 |
| 12. | a) Convert the research title, “Self Esteem of Students in relation to the Experience of Teachers” into a title for historical research.              |    |     |
|     | (OR)  | U  | CO2 |
|     | b) The process of ethical clearance is a must in Experimental research – Interpret.   |    |     |
| 13. | a) Coin three research questions for your research topic.   |    |     |
|     | (OR)  |    |     |
|     | b) Propose three hypotheses in sync with the objectives framed for your planned study.  | C  | CO3 |
| 14. | a) Validity and reliability are the two eyes of a good research tool - Interpret.   |    |     |
|     | (OR)  | An | CO4 |
|     | b) Test, Inventory – same or different. How?  |    |     |
| 15. | a) Name any three styles of referencing used in education? Explain any one with suitable examples (Book, Journal, Seminar Proceedings, Dissertation). |    |     |
|     | (OR)  | C  | CO6 |
|     | b) Draw a mind map for triangulation method of research.  |    |     |

**PART – C****Answer the following questions either (a) or (b). (5 x 8 = 40)**

16. a) Relate scientific method and scientific enquiry with appropriate examples.  
(OR) R CO1  
b) What do you mean by replicability, precision, falsifiability and parsimony?
17. a) Explain the approach of research used for studying an individual intensely.  
(OR) U CO2  
b) What are the designs in educational research? Illustrate any one of them with suitable example.
18. a) Categorize the sources of problem. How will you state the problem that you have chosen for your study?  
(OR) An CO3  
b) Deduce the method of research, type of variables and sample involved in the study titled "The effect of parenting on mental well-being of the children".
19. a) Sketch out the standardization procedure for an interview schedule.  
(OR) Ap CO4  
b) Construct Thurston Scale and Likert Scale for Usage of Internet with five items.
20. a) Paraphrase the passage given below:  
Educational aspirations have been studied intensively by different disciplines to explain educational disparities, including psychological, social-psychological, sociological and economic perspectives. Yet, despite the frequent use of the term 'educational aspirations', which is generally used to refer to the educational goals students set for themselves, there is no single and universally accepted definition or common agreement as to what the term means. The importance ascribed to student aspirations derives from the acknowledgment that human behavior is not only regulated by external influences but that it is also extensively motivated by self-influence. While aspirations may be concrete or vague, the essence of the idea is that desired future events will direct and motivate effort in the present and thereby increase students' chances to succeed in the educational system (Bandura 1986, 1991). To take into account that expressed aspirations may not necessarily reflect the outcomes an individual realistically expects to achieve, the literature makes a clear theoretical distinction between idealistic and realistic aspirations, which are also referred to as aspirations and expectations.  
(OR) C CO5  
b) Imagine that you are going to examine the 'Career Aspirations of Transgender'. Which is the most appropriate method? Why?

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**Department of Education**  
**Manonmaniam Sundaranar University, Tirunelveli - 627 012**

**List of Course Designers of MEd Programme**

<b>Sl. No.</b>	<b>Title of the Course</b>	<b>Semester</b>	<b>Designer(s)</b>
1.	History, Politics and Economics of Education	I	B. William Dharma Raja & V. Sasikala
2.	Educational Studies	I	S. Lenin
3.	Applications of Educational Psychology	I	B. William Dharma Raja & S. Lenin
4.	Tenets of Educational Research	I	B. William Dharma Raja
5.	Technology Blended Education	I	S. R. Sundaravalli
6.	Research Proposal	I	B. William Dharma Raja
7.	Communication Skills	I	S. Lenin
8.	Mindfulness and Well-being	I	B. William Dharma Raja, V. Sasikala & B. Viji
9.	Sociological Perspective of Education	II	A. Veliappan
10.	Statistics for Educational Research	II	B. William Dharma Raja
11.	Cognitive Psychology in Education	II	B. William Dharma Raja
12.	Instructional Processes and Practices	II	S. R. Sundaravalli
13.	Perspectives in Language Education	II	S. Lenin
14.	Education for Sustainable Development	II	A. Veliappan
15.	Instrumentation	II	B. William Dharma Raja & V. Sasikala
16.	Internship in Educational Institutions - Spell I	II	B. William Dharma Raja
17.	Experimental Psychology	II	B. William Dharma Raja & V. Sasikala
18.	Experimental ICT	II	S. R. Sundaravalli & V. Sasikala
19.	Organisation and Administration of Teacher Education	III	S. R. Sundaravalli
20.	Gandhian Way of Education	III	S. R. Sundaravalli

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*List of Course Designers of MEd Programme ...*

21.	Curriculum Studies	III	A. Veliappan
22.	Inclusive Education	III	B. William Dharma Raja, V. Sasikala & B. Viji
23.	Prospects of Elementary Education	III	B. William Dharma Raja & B. Viji
24.	Prospects of Secondary Education	III	S. Lenin
25.	Presentation and Publication of Paper(s)	III	B. William Dharma Raja
26.	Self-Development	III	B. William Dharma Raja & V. Sasikala
27.	Educational Policy, Planning & Financing	IV	S. Lenin
28.	Educational Evaluation and Assessment	IV	B. William Dharma Raja & S. R. Sundaravalli
29.	Internship in Education Institutions - Spell II	IV	S. Lenin

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Department of Education  
Manonmaniam Sundaranar University, Tirunelveli – 627 012

### MEMBERS OF BOARD OF STUDIES

Sl. No.	Member	Role
1.	Prof. B. William Dharma Raja Head, Department of Education, MSU	Chairperson
2.	Dr A. Veliappan Assistant Professor, MSU	Member
3.	Dr S. R. Sundaravalli Assistant Professor, MSU	Member
4.	Mr S. Lenin Assistant Professor, MSU	Member
5.	Prof. E. Ramganesh Professor of Educational Technology Bharathidasan University, Trichy	External Expert
6.	Dr M. Jeya Krishnan Senior Scientist NPTEL, IIT, Chennai – 600 036	External Expert
7.	Prof. Amruth G. Kumar Professor of Education Central University of Kerala, Kasaragod	External Expert
8.	Dr Vasant D. Bhat Consultant Professor Inter-University Centre for Teacher Education Regional Institute of Education, Mysuru	External Expert
9.	Dr P. Nithila Devakarunyam Principal & Secretary St. Christophers College of Education Chennai	External Expert
10.	Dr S. Balamurugan Assistant Professor Department of Educational Psychology Tamil Nadu Teachers Education University, Chennai	Alumni
11.	Mr Gerald Selvaraja Chairman, Bethlahem Group of Institutions, Karungal, Kanyakumari Dist	Industrialist
12.	Ms S. Bebina Manonmaniam Sundaranar University	Student Representative