St. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

Accredited by NAAC with 'A' Grade (Second Cycle)

Palayamkottai - 627 002.

Affiliated to

TAMILNADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.

CURRICULUM FOR M.ED. PROGRAMME

2022 - 2023

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SEMESTER I, II, III & IV

CURRICULUM FOR M.ED. PROGRAMME

2022 – 2023

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

Palayamkottai – 627002

M.Ed. Curriculum – Semester I, II, III, & IV

PROGRAMME LEARNING OBJECTIVES (PLOs)

Prospective Teachers

PLO1	understand the system of education in multiple perspectives.
PLO2	enhance manifold skills to excel in the field of education.
PLO3	facilitate diversified knowledge to cope with the educational needs of the contemporary society.
PLO4	develop spirit of research and enquiry through critical thinking and analytical thinking.
PLO5	execute strategies to apply constructive and creative thought process to handle diversified classroom.
PLO6	identify the role of education in promoting the national integration and international understanding.
PLO7	utilize innovative technologies and tools for teaching learning and research.
PLO8	apply knowledge of teacher education to address real life problems in school and society.

M.ED. PROGRAMME

PROGRAMME SPECIFIC OUTCOMES (PSOs)

Prospective Teachers

PSO1	establish the link between theoretical knowledge and practical aspect.
PSO2	apply learning experience towards emerging issues in the current environment.
PSO3	enhance sustainable development in personal and professional skills.
PSO4	expand their horizon of knowledge by integrating technology in the process of curriculum transaction.
PSO5	utilize research capacities for critical data analysis and interpretation.
PSO6	appreciate research perspective on teaching education.
PSO7	apply contextual knowledge to acquire social responsibilities relevant to educational settings.
PSO8	demonstrate relevant generic skills and global competencies for crisis management with well-defined solutions.
PSO9	elucidate an understanding of rational and conceptualization of creative learning.
PSO10	examine the theories and principles of higher education for school management.

S. NO	At the end of M.Ed. Programme, the Prospective Teachers	PSO Addressed
1	PLO1 : understand the system of education in multiple perspectives.	1,2,7,10
2	PLO2: enhance manifold skills to excel in the field of education.	3,4, 8
3	PLO3: facilitate diversified knowledge to cope with the educational needs of the contemporary society.	1,2,3,4,7,8
4	PLO4: develop spirit of research and enquiry through critical thinking and analytical thinking.	1,5,6
5	PLO5: execute strategies to apply constructive and creative thought process to handle diversified classroom.	2,4,5,9
6	PLO6: identify the role of education in promoting the national integration and international understanding.	3,7,8
7	PLO7: utilize innovative technologies and tools for teaching learning and research.	2,3,4,8,9
8	PLO8: apply knowledge of teacher education to address real life problems in school and society.	1,2,8,9,10

MAPPING OF PROGRAMME LEARNING OUTCOMES (PLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Programme Learning Outcomes (PLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
PLO1	✓	✓					✓			✓
PLO2			✓	✓				✓		
PLO3	✓	✓	✓	✓			✓		✓	
PLO4	✓				✓	✓				
PLO5		✓		✓	✓				✓	
PLO6			✓				✓	✓		
PLO7		✓	✓	✓				✓	✓	
PLO8	✓	✓						✓	✓	✓

ELIGIBILITY FOR ADMISSION TO THE COURSE

Any woman candidate who has taken the Degree of Bachelor of Education of any recognized University with 50% of marks may be admitted to the course for the Degree of Master of Education, after having fulfilled the requirements as laid down by the Teachers Education University and NCTE.

RESERVATION OF SEATS

Reservation stipulated by the Government of Tamil Nadu is followed. One seat is reserved under the ex-service men quota and one more for the differently abled.

DURATION

The M.Ed. Programme shall be of a duration of 2 years comprising of four semesters including field work and a research dissertation. There shall be atleast 100 working days for each semester exclusive of the period of admission and inclusive of classroom transaction, practical, field activity and conduct of examination. The minimum attendance of students shall be 85% for theory courses and practicum and 100% for field work.

M.Ed. - Distribution of Credits (2022-2023)

SEMESTER I						
Sl.No	Subject	Credit	L	T	P/PW	Total
PERSPECTIVE COURSES						
1	Advanced Educational Psychology	4	60	20	20	100
2	Philosophical Perspectives of Education	4	60	20	20	100
TOOL COURSE						
3	Educational Research and Statistics	4	60	20	20	100
SPECIALIZATION COURSE						
4	Guidance and Counselling	4	60	20	20	100
PRACTICUM						
5	Dissertation and Field work	4	-	20	80	100
	Total	**20**	**240**	**100**	**160**	**500**

II – Semester						
S. No	Courses	Credit	L	T	P	Total
PERSPECTIVE COURSES						
1	Social Perspectives and Economics of Education	4	60	20	20	100
2	Developments in Indian Education	4	60	20	20	100
TOOL COURSE						
3	Advanced Educational Research Methodology and Statistics	4	60	20	20	100
SPECIALIZATION COURSE						
4	Curriculum, Pedagogy and Assessment	4	60	20	20	100
PRACTICUM						
5	Dissertation and Field Work	4	-	20	80	100
	Total	20	240	100	160	500

SEMESTER III						
Sl.No	Subject	Credit	L	T	P/PW	Total
PERSPECTIVE COURSES						
1	Growth and Development of Teacher Education	4	60	20	20	100
2	Gender Studies and Inclusive Education	4	60	20	20	100
TOOL COURSE						
3	Advanced Educational Technology	4	60	20	20	100
SPECIALIZATION COURSE						
4	Human rights and Value Education	4	60	20	20	100
PRACTICUM						
5	Dissertation and Field work	4	-	20	80	100
	Total	**20**	**240**	**100**	**160**	**500**

	IV– Semester					
S.No	Courses	Credit	L	T	P	Total
PERSPECTIVE COURSES						
1	Educational Administration and Leadership	4	60	20	20	100
2	Status and issues of Secondary Education	4	60	20	20	100
TOOL COURSE						
3	Yoga and Holistic Education	4	60	20	20	100
SPECIALIZATION COURSE						
4	Educational perspectives of Environmental of Education	4	60	20	20	100
5	**Dissertation & Viva Voce**	10	10	10	80	100
	Total	26	250	90	160	500

Course-wise Credit Allotment

Sl.No.	Name of the Course	Number of Courses	Total Credits
1	Perspective Courses	8	32
2	Tool Courses	4	16
3	Specialization Courses	4	16
4	Practicum	-	12
5	Dissertation and Viva voce	-	10
6	Online Courses	2	4
Total			90

SCHEME OF EXAMINATION

FIRST SEMESTER

Sl.No	Theory courses	Marks		
		Internal Marks	External Marks	Total
SEMESTER - I				
PERSPECTIVE COURSES				
1	Advanced Educational Psychology	30	70	100
2	Philosophical Perspectives of Education	30	70	100
TOOL COURSE				
3	Educational Research and Statistics	30	70	100
SPECIALIZATION COURSE				
4	Guidance and Counselling	30	70	100
	Total	**120**	**280**	**400**

Practical Assessment

Sl. No.	Practicum	Task for Evaluation	Credits	Marks
1	Dissertation	Submission of Research Proposal	1	25
		Research Colloquium	1	25
2	Field Work	Observation – 10 classes	1	25
		Teaching –B. Ed. – 12 classes (core and optional)	1	25
		Total		100

Scheme of Examination

Second Semester

Sl.No	Theory Courses	Marks		
		Internal Marks	External Marks	Total Marks
	SEMESTER II			
	PERSPECTIVE COURSES			
1	Social Perspectives and Economics of Education	30	70	100
2	Developments in Indian Education	30	70	100
	TOOL COURSE			
3	Advanced Educational Research Methodology and Statistics	30	70	100
	SPECIALIZATION COURSE			
4	Curriculum, Pedagogy and Assessment	30	70	100
	Total	**120**	**280**	**400**

Practical Assessment

Sl. No.	Practicum	Task for Evaluation	Credits	Marks
1	Dissertation	Tool Construction & Research Colloquium	2	50
2	Field Work	Field visit to Teacher Education Institutions	2	50
	Total			**100**

THIRD SEMESTER

Sl.No	Theory courses	Marks		
		Internal Marks	External Marks	Total
SEMESTER - III				
PERSPECTIVE COURSES				
1	Growth and Development of Teacher Education	30	70	100
2	Gender studies and Inclusive Education	30	70	100
TOOL COURSE				
3	Advanced Educational Technology	30	70	100
SPECIALIZATION COURSE				
4	Human rights and Value Education	30	70	100
	Total	**120**	**280**	**400**

Practical Assessment

Sl. No.	Practicum	Task for Evaluation	Credits	Marks
1	Dissertation	Review of Related Literature	1	25
		Data Collection & Course Work	1	25
2	Field Work	Preparation of Reflective Reports (Scholastic and Non-scholastic)	2	50
	Total			100

Fourth Semester

Sl.No	Theory Courses	Internal Marks	External Marks	Total Marks
	SEMESTER IV			
	PERSPECTIVE COURSES			
1	Educational Administration and Leadership	30	70	100
2	Status and Issues of Secondary Education	30	70	100
	TOOL COURSE			
3	Yoga and Holistic Education	30	70	100
	SPECIALIZATION COURSE			
4	Educational perspectives of Environmental Education	30	70	100
	Total	**120**	**280**	**400**

Practical Assessment

Sl. No.	Practicum Task for Evaluation	Credits	Marks
1	Data Analysis	2	50
2	Dissertation	6	100
3	Viva Voce	2	50
	Total	**10**	**200**

ONLINE COURSES (CHOICE BASED)

MOOC-SWAYAM courses not less than 4 weeks' duration.

The M.Ed. students should complete the online courses and submit the Course Completion Certificates before the commencement of fourth semester theory examinations.

Field Work:

M.Ed. scholars should observe the classes taken by the B.Ed. teacher trainees during their internship in the supporting schools. They should handle 12 classes for B.Ed. students – six in their respective major subjects and six in any one of the core papers under the guidance of their guides. Further they should maintain a record for Research Colloquium. In addition, M.Ed. scholars are expected to prepare a reflective report on scholastic and non-scholastic activities of the supporting schools, any one of the Teacher Education Institutions, a Special School and DIET that are engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration.

Dissertation:

In the fourth semester, the prospective teacher educators have to complete data analysis, interpretations and submit the dissertation before the commencement of the fourth semester theory examinations.

Internal Assessment (Theory) for 30 marks:-

The student teachers are evaluated according to their performance in

Internal test	: 15 Marks
Seminar	: 5 Marks
Assignment	: 5 Marks
Task Assessment	: 5 Marks
	30 Marks

S.No	Type of Question	No.of Questions	Marks	Total Marks
**Scheme of Internal Examination (30 Marks)** **Maximum Time Duration : 1 Hours**
1	Short Answer (Maximum of 250 Words for each question)	3 out of 5 (Open Choice)	5	15
2	Essay (Maximum of 750 Words for each question)	1 Internal Choice)	15	15
	Total Marks			30

External Evaluation (Theory) :

S.No	Type of Question	No.of Questions	Marks	Total Marks
**Scheme of External Examination (70 Marks)** **Maximum Time Duration : 3 Hours**
1	Short Answer (Maximum of 250 Words for each question)	5 out of 8 (Open Choice)	5	25
2	Essay (Maximum of 750 Words for each question)	3 (internal Choice)	15	45
	Total Marks			70

Details of Passing minimum and Award of Class:

For each theory course the minimum marks required for a pass is 50%. of the aggregate of internal and external marks. (For each course the minimum marks for pass in the external examination is 45%). For field work the required minimum for pass is 50%.The pass marks in dissertation is 50%.

75% and above	-	Distinction
60% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear

CONTENT

SEMESTER I		
PERSPECTIVE COURSES		
1	ADVANCED EDUCATIONAL PSYCHOLOGY	22FMPEP
2	PHILOSOPHICAL PERSPECTIVES OF EDUCATION	22FMPPE
TOOL COURSE		
3	EDUCATIONAL RESEARCH AND STATISTICS	22FMTRS
SPECIALIZATION		
4	GUIDANCE AND COUNSELLING	22FMSGC

SEMESTER-II		
PERSPECTIVES COURSES		
1	SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION	22SMPSE
2	DEVELOPMENTS IN INDIAN EDUCATION	22SMPIE
TOOL COURSES		
3	ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS	22SMTRS
SPECIALIZATION		
4	CURRICULUM, PEDAGOGY AND ASSESSMENT	22SMSPA

SEMESTER III		
PERSPECTIVE COURSE		
1	GROWTH AND DEVELOPMENT OF TEACHER EDUCATION	22TMPTE
2	GENDER STUDIES AND INCLUSIVE EDUCATION	22TMPGI
TOOL COURSE		
3	ADVANCED EDUCATIONAL TECHNOLOGY	22TMTET
SPECIALIZATION		
4	HUMAN RIGHTS AND VALUE EDUCATION	22TMSRV

SEMESTER IV		
PERSPECTIVES COURSES		
1	EDUCATIONAL ADMINISTRATION AND LEADERSHIP	22LMPAL
2	STATUS AND ISSUES OF SECONDARY EDUCATION	22LMPSE
TOOL COURSE		
3	YOGA AND HOLISTIC EDUCATION	22LMTYH
SPECIALIZATION COURSE		
4	EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION	22LMSEE
DISSERTATION		
	INTERNAL	22LMPDI
	EXTERNAL	22LMPDE
	VIVA-VOCE	22LMPDV
	PRACTICUM	22LMPDP

SEMESTER – I

ADVANCED EDUCATIONAL PSYCHOLOGY
[SEMESTER – I]

Course Code: 22FMPEP
Credits : 4

Total Number of Hours: 100 (L- 60; T- 20; P- 20)
Course Learning Outcomes (CLOs)

The Prospective teacher educator

- *retrieves the principles of educational psychology (L1)*
- *exemplifies the determinants of growth and development (L2)*
- *examines the factors influencing learning and applies it in teaching (L3)*
- *identifies the ways and means of promoting emotional intelligences (L4)*
- *appraises the concepts of mental health and adjustment in acclaiming our well – being(L5)*
- *develops a plan of action for creating positive climate in the community througheducation (L6)*

Unit I - Nature of Psychology   (L-12; T-4; P-4)

Psychology: Meaning and Definition - Branches of Psychology - Educational Psychology – Concept, Nature and Methods - Introspection, Observation, Case-study, Experimental Method and Correlational Research - Schools of Psychology – Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Cognitive Psychology, Humanism and Trans -Personal Psychology – Significance of Educational Psychology.

Task Assessment: Discuss the challenges faced by adolescents of Gen-Next and suggest ways to overcome them.

Unit II - Human Development   (L-11; T-4; P-4)

Concept, Principles and stages of development - General characteristics, problems and needs of adolescence- Theories of Cognitive Development (Piaget, Bruner), Theory of Social Development (Erickson) and Stages of Moral development (Kohlberg) - Theory of Emotional Development (Daniel Goleman) and Components of Emotional Intelligence

Task Assessment: Prepare a plan of action for an academic year to satisfy the needs of an exceptional child of your choice

Unit III – Learning   (L-12; T-4; P-4)

Learning: Concept, nature and characteristics and types - Curves of learning - Gagne's Hierarchy of Learning – S.R. Theories (Skinner, Hull, and

Bandura, Guthrie)– Cognitive Theories (Kohler, Lewin and Ausubel) - Meta Cognition- Constructivism in learning – Learning beyond Cognition - Learning Disabilities – Educational needs of Exceptional Children.

Task Assessment: Analyze an individual learner and submit a reflective report on Convergent, Divergent and Critical Thinking you identify in him/her.

Unit IV – Intelligence   (L-11; T-4; P-4)

Definitions of Intelligence, Theories of Intelligence: Unifactor, Two factor, Triarchic, Group factor theories and structure of intellect - Multiple Intelligence– Convergent thinking Vs Divergent Thinking, Critical Thinking - Assessment ofIntelligence and uses of Intelligence Tests.

Task Assessment: Assess the personality of a high school student using Eysenck personality questionnaire available online and submit your reflective report.

Unit V - Personality and Well-being   (L-14; T-4; P-4)

Personality: Psychoanalytical theory, Self-actualization, Assessment (Projective and Non-Projective Techniques) - Integrated Personality - Mental health: Concept, importance - principles of mental hygiene - Maladjustment –- Defense mechanisms: Simple denial, Identification, Projection, Aggression, Regression, Rationalization, Reaction formation, Sublimation – Stress management – Influence of Empowered teachers on classroom diversity.

Task Assessment: Prepare a PowerPoint slide presentation on one of the techniques for stress management which you have experienced to be effective.

Note: The students should select any three Task Assessments   (T — 5, P-5)

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Advanced Educational Psychology

CLOs	At the end of the course, the Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	retrieves the principles of Educational Psychology (L1)	1, 2, 3, 5	1, 2, 7
2	exemplifies the determinants of growth and development (L2)	1, 2, 3, 5, 8	1, 2, 3, 6, 7
3	examines the factors influencing learning and applies it in teaching (L3)	1, 2, 3, 5, 7, 8	1, 2, 3, 4, 7, 9
4	identifies the ways and means of promoting emotional intelligences (L4)	1, 2, 3, 4, 5, 7, 8	1, 2, 3, 7, 8, 9
5	appraises the concepts of mental health and adjustment in acclaiming our well-being (L5)	1, 2, 3, 4, 5, 6, 8	1, 2, 3, 5, 7, 8, 9
6	develops a plan of action for creating positive climate in the community through education (L6)	1, 2, 3, 4, 5,6, 7, 8	1, 2, 3, 4, 5, 6,7, 9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	**Programme Learning Outcomes(PLOs)**							
	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	*	*	*		*			
CLO2	*	*	*		*			*
CLO3	*	*	*		*		*	*
CLO4	*	*	*	*	*		*	*
CLO5	*	*	*	*	*	*		*
CLO6	*	*	*	*	*	*	*	*

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)									
Course Learning Outcomes (CLOs)	**Programme Specific Outcomes(PSOs)**								
	PSO1	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**	**PSO7**	**PSO8**	**PSO9**	**PSO10**
CLO1	*	*					*			
CLO2	*	*	*			*	*			
CLO3	*	*	*	*			*		*	
CLO4	*	*	*				*	*	*	
CLO5	*	*	*		*		*	*	*	
CLO6	*	*	*	*	*	*	*		*	*

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M.Ed. – MODEL QUESTION PAPER
ADVANCED EDUCATIONAL PSYCHOLOGY

Time:3 Hrs   **Course Code: 22FMPEP**   **Max.Marks: 70**

Section - A   (5 x 5 = 25)
Answer any Five of the following questions in about 250 words each.

1. Describe the concept of Correlational research (L2)
2. Explain the principles of growth and development. (L2)
3. Analyze why Gagne categorizes learning as a hierarchy. (L4)
4. What is intelligence? How is the knowledge of intelligent tests applied for the development of learners? (L3)
5. The Principles of mental Hygiene are essential for the development of learners – Evaluate this statement. (L5)
6. Distinguish the stages of Moral development by Kohlberg. (L4)
7. Appraise the role of constructivism in learning? (L5)
8. Illustrate and Explain the following theories of intelligence.
   i) Triarchic Theory   ii) Two-Factor Theory. (L3)

Section - B   (3 x 15= 45)
Answer the following questions in about 750 words each:

9. a). Discuss the significance of Psychology for being an efficient teacher. (L4)
   (OR)
   b). Describe human development in view of Eric Erickson's theory of social development. (L3)

10. a). As a teacher, how will you meet the educational needs of exceptional children? (L6)
    (OR)
    b). Interpret in detail the concept of Multiple Intelligence as given by Howard Gardner. (L3)

11. a). Validate any ten defense mechanisms commonly used in learning environment. (L5)
    (OR)
    b). Formulate a plan of action for Stress Management, to be implemented as daily activities in classrooms. (L6)

PHILOSOPHICAL PERSPECTIVES OF EDUCATION
[SEMESTER - I]

Course Code : 22FMPPE
Credits : 4

Total Number of Hours: 100 **(L- 60; T- 20; P- 20)**
Course Learning Outcomes (CLOs)
The Prospective teacher educator

- *identifies the nature of different branches of philosophy (L1)*
- *compares Indian schools of philosophy with western schools of philosophy (L2)*
- *explains the nature of different branches of philosophy (L3)*
- *categorizes the objectives of schools of philosophy (L4)*
- *evaluates the impact of different schools of philosophy (L5)*
- *compares the contributions of educational thinkers (L6)*

Unit 1 – Basics of Philosophy **(L-12; T-3; P-3)**

Philosophy: Meaning, Nature and Characteristics. Concept of philosophy and philosophical minded person - Philosophy and other branch of studies – Philosophy and Arts - Philosophy and Science – Philosophy and Religion - The branches of Philosophy– Metaphysics, Epistemology and Axiology - Logical Positivistic view of Philosophy

Task Assessment: Compare and contrast the basic philosophical ideology of any two schools of philosophy and present a report.

Unit II – Philosophy and Education **(L-12; T-3; P-3)**

Philosophy and Education, Meaning: Philosophy of Education, Interplay of Philosophy and Education, Bridging the gap between Theory and Practice, Philosophyas theory and Education as practice, Nature of Educational theory.

Task Assessment: Analyze the philosophical perspectives of your own life and submit a reflective report.

Unit III – Indian Schools of Philosophy and Education **(L-12; T-3; P-3)**

Salient features of Nyaya and Sankhya. Vedic, Buddist and Jain System of Education - *Philosophical Ideas:* Metaphysics, Epistemology and Axiology - *Educational Ideas* - Aims of Education, curriculum, Methods of Teaching, Educational Institutions, Teacher, Student and Student Teacher Relationships.

Task Assessment: Discuss "The Philosophical vacuum in the society and the

ways to fill it" and submit a consolidated report.

Unit IV – Western Schools of Philosophy and their implications to Education
(L-12; T-3; P-3)

Idealism, Naturalism, Realism, Pragmatism and their Educational implication: Contemporary Philosophical thoughts and Education - Existentialism, logical positivism, Reconstructionism, Progressivism, Humanism and Eclecticism - *Philosophical concepts:* Metaphysics, Epistemology and Axiology– Educational implication: Aims of Education, Curriculum, Methods of Teaching, Teacher and Child.

Task Assessment: Conduct a case study of a school with respect to the philosophical aspects of being.

Unit V - Contributions of Educational Thinkers   **(L-12; T-3; P-3)**

Indian Thinkers: Rabindranath Tagore, Swami Vivekananda, M. K. Gandhi, Gijubai Badheka, Thiruvalluvar. Western Thinkers: Maria Montessori, Froebel, Paulo Freire, Ivan D. Illich, Pestalozzi – Educational perspectives of St. Ignatius.

Task Assessment: "Analyse the educational perspectives of St.Ignatius and Submit a report.

Note : The students should select any three Task Assessments   **(T – 5, P-5)**

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Philosophical Perspectives of Education

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the nature of different branches of philosophy (L1)	3,4,5,8	3,4,5,7
2	compares Indian schools of philosophy with western schools of philosophy (L2)	1, 3, 4, 5, 6,8	2,3,4,7,8,9,10
3	explains the nature of different branches of philosophy (L3)	3,4,5,6, 8	3,4,5,8,9
4	categorizes the objectives of schools of philosophy (L4)	1, 2, 3, 5, 6, 8	1,2,3,4,8,9
5	evaluates the impact of different schools of philosophy (L6)	1,3, 6, 7, 8	2,3,4,5,8
6	compares the contributions of educational thinkers (L5)	3, 4, 5, 7, 8	1,2,3,4,7,8

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1			*	*	*			*
CLO2	*		*		*	*		*
CLO3			*	*	*	*		*
CLO4	*	*	*		*	*		*
CLO5	*		*			*	*	*
CLO6			*	*	*		*	*

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1			*	*	*		*			
CLO2		*	*	*			*	*	*	*
CLO3			*	*	*			*	*	
CLO4	*	*	*	*				*	*	
CLO5		*	*	*	*			*		
CLO6	*	*	*	*			*	*		

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. –I SEMESTER MODEL QUESTION PAPER
PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Time: 3 hrs   **Course Code: 22FMPPE**   **Max. Marks: 70**

Section A   **(5x 5 = 25)**

Answer any Five of the following questions in about 250 words each.

1. Explain the major characteristics of Philosophy. (L2)
2. Elucidate the logical positivistic view of philosophy. (L3)
3. Briefly Discuss the relationship between philosophy and education? (L2)
4. Bring out the means of obtaining knowledge as proposed by Nyaya school of philosophy. (L5)
5. What is Gurukula? List out its importance. (L1)
6. Bring out the aims of education according to Pragmatism. (L1)
7. What is Humanism? What do humanists believe in? (L2)
8. Explain the vivekananda's thought on methods of teaching? (L2)

Section - B   **(3 x 15= 45)**

Answer the following questions in about 750 words each:-

9. a). Discuss in detail the different branches of Philosophy. (L2)

(OR)

   b). Discuss in detail the educational ideas of Buddhism . (L2)

10. a). The educational aims of a nation is determined by its philosophy – Explain. (L2)

(OR)

   b). Discuss the Contribution of Naturalism to Education. (L2)

11. a). Compare the educational thoughts of M.K.Gandhi and Tagore. (L4)

(OR)

   b). Explain the contributions of Maria Montessori to Education. (L2)

EDUCATIONAL RESEARCH AND STATISTICS
[SEMESTER – I]

Course Code: 22FMTRS
Credits : 4

Total Number of Hours: 100   (L- 60; T- 20; P- 20)
Course Learning Outcomes (CLOs)
The prospective teacher educator

- *lists the types of research (L1)*
- *categorizes the sources of review of literature (L2)*
- *examines various types of research problems (L3)*
- *analyses the statistical data(L4)*
- *compares the statistical inferences in research (L5)*
- *develops the statistical techniques in Educational research (L6)*

Unit I Educational Research   (L-10; T-2; P- 2)

Educational Research : Meaning, Definition, Need and Scope - Areas of Educational Research- Types of research –Pure Vs applied research and action research -Scientific method: Meaning, Steps- Characteristics of Scientific method: Replicability, precision, Falsifiability and Parsimony– Types of Scientific Method: Exploratory Vs Explanatory and Descriptive - Aims of research as a scientific activity : Problem solving , Theory building and Prediction – Approaches to Educational Research : Quantitative Vs Qualitative - Designs in Educational Research: Descriptive- Case Study, Types of Case Study design , Grounded Theory design and Ethnographic research – Experimental Design and Historical research

Task Assessment : Select a research problem based on scientific method and write a proposal

Unit II Review of related Literature   (L-10; T-3; P- 3)

Related literature- meaning, need, scope, sources –Role of Related Literature in a Research Project – Sources of Information – Reference Sources in Education / Social Sciences – Basic Guides – Reviews of Education – Related Literature- Periodical Indexes – Abstract Journals and citation – Resources in Education – Inter Library Loan – Government Publications – Test Sources - Dictionaries – Organizing the Related Literature – Tips for Search strategy on the Internet or Computer Database.

Task Assessment : Prepare a list of Indian studies related to any research problem.

Unit III Major Steps in Research   (L-10; T-3; P- 3)

Steps in the identification of research problems - criteria for selection, sources, need and significance -Variables : Meaning of concepts - Types of variables: Independent , Dependent, Extraneous, intervening and Moderator - Statement of the problem - defining concepts in operational terms - delimitations and limitations of the study - Formulation of research question - Objectives of the study – Hypothesis: definition, need, nature, functions and importance – Formulating Hypothesis- Characteristics of a good hypothesis - Types of Hypothesis: Directional, Nondirectional, Null - Testing of Hypothesis -Type I and Type II Errors - Research proposal – format, need and importance.

Task Assessment: Formulate hypotheses for a research question

Unit IV Introduction to Educational Statistics   (L-15; T-5; P- 5)

Statistics – Meaning – three kinds of statistical data – Nature and type of data – primary and secondary - Steps in Statistical Method – Application of Statistics – Scales of Measurement – Nominal, Ordinal, Interval and Ratio – Tabulation of data. Descriptive Statistics: Measures of Central Tendency – Mean, Median, Mode – Merits and Limitations. Measures of Variability - Range, Mean Deviation, Standard Deviation and Quartile Deviation, Merits and Limitations.

Graphical Representation of data: Histogram, Frequency Polygon, Frequency Curve and Cumulative Frequency Curve.

Task Assessment: Critically analyse the types of Graphical representation of data

Unit V Correlation & Regression   (L-15; T-5; P- 5)

Correlation – Types of Correlation – Positive, Negative, Simple, Partial and Multiple Correlation – Linear and Curve Linear Correlation – Coefficient of Correlation– Product moment Correlation – Rank difference Correlation.

Regression equations –Normal Probability distribution– meaning, properties and applications. Measures of skewness and kurtosis.

Task Assessment : Critically analyse the needs of different correlations in the field of Education

Note : The students should select any three Task Assessments   **(T – 5, P-5)**

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Educational Research and Statistics

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Lists the types of research (L1)	6, 7	6,7, 9
2	Categorizes the sources of review of literature (L2)	4, 6, 7	1,2,3 6
3	Examines various types of research problem (L3)	6, 7	2,8
4	Analyses the statistical data (L4)	5, 6, 7	3,5,6
5	Compares the statistical inferences in research (L5)	6, 7	4,6, 9
6	Develops the statistical techniques in Educational research (L6)	4, 7	1,2,3,5, 7

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1						*	*	
CLO2				*		*	*	
CLO3						*	*	
CLO4					*	*	*	
CLO5						*	*	
CLO6				*			*	

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)									
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)								
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1						*	*		*	
CLO2	*	*	*			*				
CLO3		*						*		
CLO4			*		*	*				
CLO5				*		*			*	
CLO6	*	*	*		*		*			

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. – I SEMESTER Model Question Paper
EDUCATIONAL RESEARCH AND STATISTICS

Time:3 Hrs   **Course Code: 22FMTRS**   **Max.Marks: 70**

Section - A   **(5 x 5 = 25)**

Answer any Five of the following questions in about 250 words each.

1. What are the different types of research? Bring out the differences among them. (L1), (L2)
2. Explain various designs in educational research. (L2)
3. Justify the need for reviewing the related literature. (L5)
4. Analyse types of Hypothesis with suitable examples. (L4)
5. Describe the scales of measurement. (L1)
6. Compute the mean for the following data: (L3)

CI	f
10 – 19	2
20 – 29	2
30 – 39	5
40 – 49	8
50 – 59	12
60 – 69	9
70 – 79	7
80 – 89	3

7. Calculate standard deviation for the following data: (L3)
   29, 52, 37, 43, 32, 48, 39, 34, 45, 33.
8. Critically analyse the types of correlation and describe the method of finding coefficient of correlation using Rank Difference method.(L4), (L1)

Section - B   **(3 x 15= 45)**

Answer the following questions in about 750 words each:-

9.a. Explain the areas of educational research with suitable   examples. (L2)

(OR)

  b. Describe the major steps in educational research. (L1)

10. a. What are variables? Analyse different types of variables with appropriate examples.(L2), (L4)

(OR)

  b. Select a research problem of your choice and write a research proposal. (L6)

11.a. Draw and explain how data can be represented graphically. (L3), (L4)

(OR)

  b. Calculate the value of co-efficient of correlation using
   Product Moment Correlation method for the following data: (L3)

X	64	65	66	67	68	69	70
Y	66	67	65	68	70	68	72

GUIDANCE AND COUNSELLING
[SEMESTER – I]

`
Course Code : 22FMSGC
Credits : 4

Total Number of Hours: 100 (L- 60; T- 20; P- 20)
Course Learning Outcomes (CLOs)

The prospective teacher educator

- *recognizes the need and characteristics of guidance and counselling(L1)*
- *categorizes the different types of guidance (L2)*
- *applies the knowledge in organization of guidance service (L3)*
- *identifies the various general aspects of testing (L4)*
- *compares the different counselling techniques(L5)*
- *integrates methods of developing mental health among students (L6)*

Unit I Introduction to Guidance and Counselling   (L-12; T-3; P-3)

Guidance and Counselling – Concept, Definition Characteristics, Principles, need for guidance- assumptions, issues and problems of guidance –Difference between Guidance and Counselling- Bases of Guidance – Philosophical, Psychological and Sociological- History of the Guidance Movement. Characteristics of a good counselor – Objectives of Counselling – Characteristic of Counselling – Elements of Counselling - Organization of Guidance Services in Schools.

Task Assessment: Write a report on organization of guidance services in school.

Unit II Types of Guidance   (L-12; T-3; P-3)

Educational Guidance: meaning, need, objectives, nature and characteristics of educational guidance - functions of educational guidance - curricula of educational guidance - Recommendations for developing study habits among children - procedure for educational guidance - Teacher as a guide in the learning process.

Vocational guidance: meaning, nature, objectives and need - Stages of vocational guidance - Procedure for organizing Placement service - common mistakes in choosing a career - Responsibility of the school for vocational guidance.

Personal Guidance: meaning, nature, objectives, need, Strategies, process and methods for follow up studies.

Social Guidance: meaning, objectives, functions and strategies of social guidance.

Task Assessment: Prepare report on counseling services offered in a school in a local area.

Unit III Techniques of Counselling   (L-12; T-3; P-3)

Directive or Counsellor Centred, Non Directive or Client Centred, Eclectic Counselling - Basic Assumptions, Characteristics, Advantages and disadvantages of Directive, Non-directive and Eclectic Counselling – The elements in the counselling process – Different roles of teachers in counselling situations – Organization of guidance service –Orientation service - Information service – Counselling service – Placement service – Follow –up service – Guidance and Counselling Centres.

Task Assessment: Prepare and submit a case study of a student with personal problem.

Unit IV Mental Health and Integrated Personality   (L-12; T-3; P-3)

Psychology of Adjustment - Role of Emotion in Personality Development - Mental Health and Development of Integrated Personality - Role of teacher in promoting mental health among the students - Methods of developing mental health among students - Defense mechanism – Alcoholism and Drug abuse and learning problems – Conflict and Frustration – Guidance for Problematic Children.

Task Assessment: Debate on the factors contributing to develop integrated personality

Unit V General Aspects of testing programme   (L-12; T-3; P-3)

General aspects of testing programme in the school- Test of intelligence, Academic achievement, Aptitude, Interest, Attitude, Personality assessment- Projective techniques - Techniques of Data Collection – Interview - Types of interview - Purpose of counseling interviews – Techniques of counselling interviewing - Questionnaires, Observation, Rating scale, Auto biography, Sociometry, Cumulative record and Case study.

Task Assessment : Write a report on common mistakes in choosing a career.

Note : The students should select any three Task Assessments   (T – 5, P-5)

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Guidance and Counselling

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recognizes the need and characteristics of guidance and counselling(L1)	1,3,6,8	1,3,4,7,8
2	categorizes the different types of guidance (L2)	2,3,7,8	1,2,4,7,10
3	applies the knowledge in organization of guidance service (L3)	6,8,7,4	2,4,7,8,9,10
4	identifies the various general aspects of testing (L4)	1,3,4,5,7	2,3,7,8,9
5	compares the different counselling techniques(L5)	2,4,5,7,8	2,6,7,8,9,10
6	integrates methods of developing mental health among students (L6)	1,3,5,7,8	1,2,3,7,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	*		*			*		*
CLO2		*	*				*	*
CLO3				*		*	*	*
CLO4	*		*	*	*		*	
CLO5		*		*	*		*	*
CLO6	*		*		*		*	*

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	*		*	*			*	*		
CLO2	*	*		*			*			*
CLO3		*		*			*	*	*	*
CLO4		*	*				*	*	*	
CLO5		*				*	*	*	*	*
CLO6	*	*	*				*		*	*

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. – I SEMESTER MODEL QUESTION PAPER
GUIDANCE AND COUNSELLING

Time:3 Hrs   **Course Code:** 22FMSGC   **Max.Marks: 70**

Section - A   (5 x 5 = 25)
Answer any Five of the following questions in about 250 words each.
1. Write a note on defense mechanism.(L1)
2. Briefly bring out the importance of Guidance & Counselling in the Present scenario. (L2)
3. What are the principles and needs of guidance? (L1)
4. Write notes on the Learning Problems faced by students. (L2)
5. Explain the strategies of personal guidance. (L3)
6. Give your recommendations to develop study habits among children.(L4)
7. " Interview is an important technique of counselling" Discuss.(L5).
8. Describe the characteristics of a good counselor.(L2)

Section - B   (3 x 15= 45)
Answer the following questions in about 750 words each:-

9. a). Explain about the organization of guidance service.(L1)
    (OR)
   b). Give the objectives and characteristics of counseling.   (L2)

10. a).Describe the role of teacher in promoting mental health among students. (L3)
    .(OR)
    b). Give the needs, objectives and stages of vocational guidance.(L2)

11. a). Discuss in detail the various techniques of counseling. (L3)
    (OR)
    b). What are the procedures for organizing placement service? Also point out the responsibility of schools for vocational guidance. (L4)

SEMESTER -III

GROWTH AND DEVELOPMENT OF TEACHER EDUCATION
[SEMESTER – III]

Course Code: 22TMPTE
Credits : 4

Total number of hours: 100 (L- 60; T-20; P- 20)
Course Learning Outcomes (CLOs)
The Prospective teacher educator

- Gets the insight of history of teacher education at various levels in India (L1)
- Receives the input of different agencies of teacher education and its programmes (L2)
- Acquires the information about the teacher education curriculum at different stages (L3)
- Cultivates the knowledge of quality assurance in teacher education (L4)
- Kindles the mind to obtain the knowledge of research and its gaps in teacher education (L5)
- Enhances the knowledge of comparing the different curriculum among the different nations (L6)

Unit I-   Teacher Education in India: A Historical Perspective   (L- 12; T-3; P- 3)

Teacher Education – Concept, aims and scope - Need and significance of Teacher Education - Levels: Pre-primary, Primary, Secondary and Tertiary (Higher Education) - Teacher Education in the Pre- Independence and Post-Independence Period - Changing roles and responsibilities of teachers: Paradigm shift.

Task Assessment: Discuss in small groups and submit a report on the changing roles and responsibilities of teachers.

Unit II-   Teacher Education Programmes in India   (L- 12 ; T-3 ; P- 3)

Pre-Primary, Primary, Secondary, and Senior Secondary, Integrated Teacher Education: Objectives-Teacher Education Programmes: Distance Education, Orientation Programme (Academic Staff College), Refresher Course (UGC-HRDC) and ARPIT- Institutions and Agencies: NCTE, NCERT, RIE, NUEPA, SCERT, TNTEU

Task Assessment: Prepare a format for Self-Appraisal of Secondary School Teachers.

Unit III – Teacher Education Curriculum and Transaction   (L-12 ; T-3 ; P- 3)

National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher (NCFTE, 2009) as prescribed by NCTE – Models of Teaching - TPACK Framework in Teacher Education (Technological knowledge,

Pedagogical Knowledge, Content knowledge) – Curriculum Theories in Teacher Education –Alternative Pedagogy- Critical Pedagogy- Teacher Education Curriculum: International Perspective –- Approaches to Curriculum Evaluation - Teacher Education Curriculum for 21st Century Skills

Task Assessment: Visit a school and record your observations to highlight the need for 'Competency- based Teacher Education'.

Unit IV- Recent Trends and Research in Teacher Education   (L-12; T-3; P-3)

Research in Teacher Education and scope of Action Research in teacher education –Documentation of Research work Growth Points and Gaps - Future Directions And Possibilities.- Recent Trends: study of futuristic, innovations, experiments and researches in teacher education-Areas of Research: History and Philosophy of TE, Curriculum, Teaching, Teachers, Learners, Learning Environment, Learning, Assessment & Evaluation

Task Assessment: Write the reflective journal on areas of research in Teacher Education

Unit V –Perspectives and Challenges in Teacher Education   (L- 12 ; T-3 ; P- 3)

Major Challenges in Secondary Teacher Education: Admission of Students, Duration of the Programme - Quantity and Quality of Secondary Teacher Education.- Technological Trends in Teaching and Learning: Social Media, Learning Management System UNESCO ICT Competency Framework – Web Quest Pedagogy- Tweet Capturing Analysis - Understanding global trends in Teacher Education: Need and importance of comparison – Comparative study of secondary teacher education of UK, USA, Finland with India.

Task Assessment : Interview two student teachers who have just completed 'Two year B.Ed. course', identify the challenges of teacher education in their perspective and submit the report

Note : The students should select any three Task Assessments   **(T—5, P-5)**

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Name of the Course: GROWTH AND DEVELOPMENT OF TEACHER EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	Gets the insight of history of teacher education at various levels in India (L1)	1,6,8	2,7,8,9
2	Receives the input of different agencies of teacher education and its programmes (L2)	1,2,5,8	2,3,7
3	Acquires the information about the teacher education curriculum at different stages (L3)	3,5,8	1,4,7,10
4	Cultivates the knowledge of quality assurance in teacher education (L4)	1,2,3,4,5,8	1,3,7,8
5	Kindles the mind to obtain the knowledge of research and its gaps in teacher education (L5)	2,4,7	5,6,8,9
6	Enhances the knowledge of comparing the different curriculum among the different nations (L6)	1,2,3,4,6,8	1,3,7,9

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	*					*		*
CLO2	*	*			*			*
CLO3			*		*			*
CLO4	*	*	*	*	*			*
CLO5		*		*			*	
CLO6	*	*	*	*		*		*

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

Course Learning Outcomes (CLOs)	ProgrammeSpecific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		*					*	*	*	
CLO2		*	*				*			
CLO3	*			*			*			*
CLO4	*		*				*	*		
CLO5				*	*			*	*	
CLO6	*		*				*		*	

ST. IGNATIUS COLLEGE OF EDUCATION
(AUTONOMOUS)
PALAYAMKOTTAI - 627 002.
M.Ed. – MODEL QUESTION PAPER.
GROWTH AND DEVELOPMENT OF TEACHER EDUCATION

Time: 3 Hours **Course Code: 22TMPTE** **Maximum Marks: 70**

Section - A (5 x 5 = 25)
Answer any Five of the following questions in about 250 words each:-

1. Why is teaching considered as a profession? Explain your view.(L4)
2. There is a paradigm shift in the role of teachers in education: Analyze this statement. (L4)
3. Explain the significance for teacher education programme for preparation of teachers. (L3)
4. Discuss the growth points and gaps in professional development of Teacher Educators.(L2)
5. Evaluate the contemporary issues and enlist the concerns to reform Teacher Education. (L5)
6. Outline the integrated Teacher Education programme. (L2)
7. As a prospective teacher educator, explain your ideology of the need for understanding the global trends in Teacher Education.(L5)
8. Elaborate the issue related to admission of students in Secondary Teacher Education. Bring out the pros and cons. (L6)

Section - B (3 x 15= 45)
Answer the following questions in about 750 words each.

9. a) Validate the professional ethics for teachers in the fast changing digital world. (L5)
(OR)
b) Discuss the objectives of teacher education at different levels. (L4)
10. a)/Compare and Contrast teacher education curriculum in secondary and higher education level.(L4)

(OR)
b) Enlist the measures taken by NCERT and NCTE for the development of teacher education.(L3)
11. a) Narrate and illustrate the status of research and innovations in teacher education. (L5)
(OR)
b) Design a plan of study in higher education incorporating the technological trends in teaching-
learning. (L6)

ADVANCED EDUCATIONAL TECHNOLOGY
[SEMESTER – III]

Course Code : 22TMTET

Credits : 4

Total Number of hours:100 (L – 60; T – 20; P– 20)

Course Learning Outcomes (CLOs)

The Prospective teacher educator

- acquires the knowledge of nature, scope and the theories of educational technology *(L1)*
- realizes suitable methods of Educational Technology for Open Learning system *(L2)*
- gains expertise in Systems Approach and Instructional Design. *(L3)*
- develop Innovative attitude in Teaching – Learning *(L4)*
- discriminates the major institutions with educational technology in India (L5)
- builds the skills for new horizons of Educational Technology (L6)

Unit I –Educational Technology   (L-10; T-3;P-3)

Concepts of Information Technology and Instructional Technology. Applications of Educational Technology - formal, non-formal, informal, and inclusive education systems - Overview: Behaviourist, Cognitive and Constructivist Theories and usefulness to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky). Relationship between Learning Theories and Instructional Strategies – Modern educational technology approach and traditional educational technology approach - Benefits of educational technology in Teaching.

Task Assessment: Prepare a documentary video for Innovations in Teaching–Learning.

Unit II - Educational Technology for Open Learning system   (L-12; T-3;P-3)

Interactive Technology :-Digital Video Interactive (DVI), Artificial Intelligence(AI)- Teleconferencing-– EDUSAT - Virtual Classroom –Virtual Reality – Augmented Reality - Flipped learning importance and application –Cloud computing: benefits and application. Open Educational Resources : Swayam, Swayamprabha, e-Shodhssindu, e-Pathsala, e-Yantra, e-Acharya, e-Kalpa , e-Gyankosh–

Task Assessment : Elucidate and submit the a report on any one of the open educational resources.

Unit-III Systems Approach Instructional Design (L-12; T-3; P-2)

Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey Model, Gagne's Nine Events of Instruction- Five E's of Constructivism - Nine Elements of Constructivist Instructional Design. Application of Computers in Education: Concept, Process, and Approaches to e-learning. Integrated Pedagogical Paradigm (IPP), Jurisprudential model and Skinner's contingency management model.

Task Assessment: Prepare and submit a report on Five E's of Constructivism.

Unit-IV-- Innovations in Teaching – Learning (L-14; T-3; P-6)

Emerging Trends in e-learning -Social learning. Open Education Resources: Concept and Applications.E-Inclusion: Concept of E-Inclusion, Application of Assistive technology in E-learning,Quality and Measuring quality of E-Learning: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003).Ethical Issues for E-Learner and E Teacher: Teaching, Learning, and - Research-Systems Approach: – steps involved in system Approach – Learner Controlled Instruction (LCI): Steps Advantages and Limitations - -Stages of Teaching: Pre-active, Interactive and Post active - **ICT in Evaluation**-Administration and Research: E-portfolios. ICT for Research: Reference Management, Citation Management

Task Assessment : Develop digital album on emerging trends in teaching, learning, and assessment

Unit- V Major Institutions of Educational Technology in India and their role in Education.

(L-12; T-3; P-1)

CIET (Central Institute Of Educational Technology) - EMMRC (The Educational Multimedia Research Centre) - IGNOU - SIET(State Institute of Educational Technology) - Consortium for Educational Communication (CEC) - UGC- NMEICT – NPTEL – IMPRINT

Task Assessment : Visit NMEICT website submit report on digital initiatives for Higher Education in India

Note : The students should select any three Task Assessments (T—5, P-5)

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Advanced Educational Technology

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1.	acquires the knowledge of nature, scope and the theories of educational technology.	5,7,8	1,2,4,6,7,8
2	realizes suitable methods of Educational Technology for Open Learning system	6,7,8	2,3,4,7,10
3	gains expertise in Systems Approach and Instructional Design.	1,2,3,7,8	1,2,3,4,5,9
4	develop Innovative attitude in Teaching – Learning	1.2,3,4,5,6,7	1,2,3,4,5,6,7,9
5	discriminates the major institutions with educational technology in India (L5)	1,2,3,4,6,7,8	1,2,5,6,8,9
6	builds the skills for new horizons of Educational Technology	3,4,5,6,7,8	1,3,8, 10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1					*		*	*
CLO2						*	*	*
CLO3	*	*	*				*	*
CLO4	*	*	*	*	*	*	*	*
CLO5	*	*	*	*		*	*	*
CLO6			*	*	*	*	*	*

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	*	*		*		*	*	*		
CLO2		*	*	*			*			*
CLO3	*	*	*	*	*				*	
CLO4	*	*	*	*	*	*	*		*	
CLO5	*	*			*	*			*	*
CLO6	*		*					*		*

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. III SEMESTER EXAMINATION- JANUARY, 2021.
ADVANCED EDUCATIONAL TECHNOLOGY

Time: 3 hrs.   **Course Code: 22TMTET**   **Max. Marks: 70**

Section - A   (5 x 5 = 25)
Answer any Five of the following questions in about 250 words each:-

1. Write down the scope of educational technology.
2. Differentiate formal hardware and informal of educational technology.
3. Write down the educational uses of Artificial Intelligence
4. Explain the steps involved in system approach to teaching.
5. State the advantages and disadvantages
6. Write a note on Indira Gandhi National Open University
7. Bring out the role of Consortium for Educational Communication in the field of education.
8. Write a note ICT in Evluation

Section - B   (3 x 15= 45)
Answer the following questions in about 750 words each:-

9. Discuss the significant functions of Central Institute of Educational Technology.
(OR)
Discuss in detail the e-A chenya and its functions

10. Discuss the stages of teaching through 5E five E s of constructivism
(OR)
Discuss in detail the types of Open Educational Resources in the field of Education.

11. a) Discuss the behavioural Technology approach in educational technology
(OR)
b) Write a detailed note on NPTE2 and NMEICT Educational Television.

GENDER STUDIES AND INCLUSIVE EDUCATION
[SEMESTER – III]

Course Code :22TMTET

Credits : 4

Total Number of Hours: 100   (L- 60; T- 20; P- 20)

Course Learning Outcomes (CLOs)

The prospective teacher educator

- identifies the causes of gender discrimination at different levels of the institution(L1)
- exemplifies the role of gender in the society (gender rules and inclusion)(L2)
- computes the importance of working models in inclusion (L3)
- analyses the ideology of problems of women in contemporary society (L4)
- review the issues and challenges in Inclusive Education(L5)
- devises critically upon the various perspectives of inclusion(L6)

Unit I Introduction to Gender Studies   (L- 12 ; T-3 ; P- 3)

Meaning, nature and scope of Gender studies - Gender: Types of Gender (Male, Female & Transgender) - Culture and the formation of Gender Identities - Process of socialization and gender disparity in family, school, community, religion and media, Social Exclusion based on gender - Gender rules and Policies of Gender and Social Inclusion - Role of gender studies in the 21st Century. Socialist Feminism –Class and Gender, Division of Labour, Unified and Dual System, Exploitation. Adult literacy and Non-formal education for Women's Development

Task Assessment : Collect views on atrocities against girl students from newspapers and magazines and prepare a report.

Unit II Gender Studies and Education   (L- 12 ; T-3; P- 3)

Gender differences and Gender discrimination, Causes of discrimination, measures to eradicate discrimination - Gender based curriculum, hidden curriculum - teachers and educational institutions – Gender issues and role of teachers: Counseling and Guidance – Sex education – Life skill education – Gender inclusive classroom. Gender Issues and Role of mass media– Gender stereotypes in mass media – Gender identity roles – Positive notions of body and self – Gender in movies and advertisements – Gender equality and language use.

Task Assessment : Prepare power point slide on the projection of gender biased roles in media.

Unit III – Women Empowerment through Education   (L- 12 ; T-3; P- 3)

        Meaning, Need and significance of Women Empowerment – Hurdles in the path of Women Education – Issues related to female children : Foeticide, infanticide, child marriage – Issues related to Women : Dowry, Widowhood , Domestic violence, sexual harassment –Suicide – Women abuse - Children of Single parents – Singled out Women

        Economic and. Political Issues – Constitutional rights – remedial measures through education for effective participation of Women in governance – Single female child Scholarship – Nai-Thalim

Task Assessment: Conduct a Brainstorming session on safety of girls at school, home and work place.

Unit IV – Introduction to Inclusive Education   (L- 12 ; T-3 ; P- 3)

        Meaning, Concept and importance of inclusive education – Difference between special education, integrated education and inclusive education – Barriers of Inclusive Education: Quantitative Barriers- Qualitative Barriers (Educational, Social and Economic) - Overcoming the barriers in inclusive Education- Role of Government and Non-Government Organizations in Inclusive Education- General Concessions, facilities and allowances and schemes for Disabled Children.

Task Assessment : Visit a school promoting inclusive practices and submit a report

Unit V –Inclusive Classroom   (L- 12 ; T-3 ; P- 3)

        Creating and sustaining inclusive practices – Role of technology for meeting diverse needs of learners – Role of teachers, Parents and other community members for supporting inclusion of children with diverse needs – Resource Mobilization for Inclusive Education- Universal Design for Learning: Multiple Means of Access, Expression, Engagement& Assessment**.** Working models in the Inclusive Education: Shikshit Yuva Sawa Samiti (SYSS), Basti, Uttar Pradesh- Sir Shaburji Billimora Foundation, Mumbai, Maharastra- Joyful Inclusion Pack, CBR Network, Bangalore, Karnataka.

Task Assessment : Interact with teachers in inclusive schools and identify the barriers they encounter with it.

Note : The students should select any three Task Assessments   **(T – 5, P-5)**

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https://www.opensocietyfoundations.org/explainers/value-inclusive-education

Gender Studies and Inclusive Education

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the causes of gender discrimination at different levels of the institution(L1)	1,3,4,5,7,8	1,2,7,8,9,10
2	exemplifies the role of gender in the society (gender rules and inclusion)(L2)	2,3,6,7,8	1,2,7,9,10
3	computes the importance of working models in inclusion (L3)	2,3,5,8	1,6,7,10
4	analyses the ideology of problems of women in contemporary society (L4)	1,2,3,4,5,8	1,2,6,7,10
5	review the issues and challenges in Inclusive Education(L5)	1,2,3,4,5,7,8	2,3,4,7,8,9
6	devises critically upon the various perspectives of inclusion(L6)	1,2,3,4,5,8	5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	*		*	*	*		*	*
CLO2		*	*			*	*	*
CLO3		*	*		*			*
CLO4	*	*	*	*	*			*
CLO5	*	*	*	*	*		*	*
CLO6	*	*	*	*	*			*

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	*	*					*	*	*	*
CLO2	*	*					*		*	*
CLO3	*					*	*			*
CLO4	*	*				*	*			*
CLO5		*	*	*	*		*	*	*	
CLO6					*	*	*	*	*	*

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. (II year) III SEMESTER MODEL QUESTION PAPER
GENDER STUDIES AND INCLUSIVE EDUCATION

Time: 3 hours   Course Code: 22TMTET   Max. Marks= 70

SECTION – A   (5x5=25)
Answer the any Five questions in about 250 Words:-

1. Explain the scope of gender studies.(L2)
2. Elucidate the role of culture in the formation of gender identities.(L3)
3. Bring out the need and importance of sex education in schools.(L5)
4. Explain various gender issues involved in school curriculum.(L2)
5. What are the challenges faced by the children of single parent?(L4)
6. Illustrate with example the need and significance of Nai-Thalim in modern India.(L3)
7. Explain the characteristics of children with diverse needs.(L2)
8. What are the objectives of Joyful inclusion park?(L1)

SECTION - B   (3x15=45)
Answer the following questions in about 750 words each.

9. a) Analyze the role of family, school and religion in socializing people.(L4)

(OR)

b) "The role of gender studies in transforming the present Indian society is indispensable" - Evaluate. (L5)

10 .a) What are the causes for gender discrimination? Illustrate different measures to eradicate gender discrimination.   (L3)

(OR)

b) Elucidate the need and significance of women empowerment in 21st century. (L4)

11. a) Explain any three issues related to education of girls and suggest certain ways and means to overcome that.   (L3)

(OR)

b) According to you, what are the barriers of Inclusive education? Suggest innovative ways to overcome those barriers.(L6)

HUMAN RIGHTS AND VALUE EDUCATION
[SEMESTER – III]

Course Code: 22TMSRV

Credits : 4

Total number of hours: 100(L-60; T-20; P-20)

Course Learning Outcomes (CLOs)

The prospective teacher educator

- *identifies the norms and values of human rights (L1)*
- *discusses the relationship between human rights and education(L2)*
- *illustrates social media as an effective agency of human rights and valuesdevelopment (L3)*
- *organizes cocurricular activities to teach human rights (L4)*
- *recommends strategies and approaches to inculcate values(L5)*
- *analyses religious perspectives on value education (L6)*

Unit – I: Human Rights   **(L-12; T-3; P-3)**

      Human Rights: Meaning, Need and Importance of Human Rights – Right to Education – Education for Human Rights. Advocacy and enforcement of rights: Role of government, civil society and other stakeholders- Constitutional Provisions for Human Rights.

Task Assessment : Write a report on implementation of Human Rights in a school of your choice

UNIT - II Historical Perspective of Human Rights in India   **(L-12; T-3; P-3)**

      Human Rights in Ancient and Medieval India -Human Rights in Islamic Era - Human Rights in British India - Human Rights in Contemporary India. Agencies promoting Human Rights in India. Media: Social media and Print Media - NGO's - NationalHuman Rights Commission (NHRC)

Task Assessment : Conduct a programme on awareness of Human Rights among people in yourlocality and submit their feedback.

Unit – III Human Rights Education   **(L-12; T-3; P-3)**

      Strategies of teaching Human Rights- Role play, Debate, Brain storming, Forming pairs and groups, Discussion, Questioning, Buzz session- Activities based on: picture, drawings, cartoons and comics- Cooperative learning. Human Rights education and co-curricular activities-Training teachers for Human Rights Education

Task Assessment : Perform a role play on social values and write a report on it.

Unit IV: Concept of Values in the Indian Context (L-12; T-3; P-3)

Education and Values: Need and Importance of Values in Education - Indian Culture and Human Values- Recommendations in NPE-1986 for inculcation of values at school level. Nature and Sources of Values-Biological, Psychological, Social and Ecological- Difference between Values, Religious Education and Moral Judgement. Classification of Values - Material, Social, Moral and Spiritual-Constitutional values

Task Assessment : Conduct a field study on issues related to violation of social values and submityour report.

Unit- V: Perspectives on Value Education (L-12; T-3; P-3)

Perspectives on Value Education: Islam -Sikhism - Christianity - Hinduism – Jainism. Inculcation of Human values- 5CS (Character - Connecting dots –Communication – Collaboration - Creation) Approaches and strategies. Present status of value education in schools.

Task Assessment : Prepare an e-content on recommendations of NPE-1986 with reference to value education.

Note : The students should select any three Task Assessments (T – 5, P-5)

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Human Rights and Value Education

CLOs	At the end of the course, the Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	identifies the norms and values of human rights (L1)	1, 2, 3	1, 2, 7
2	discusses the relationship between human rights and education (L2)	1, 2, 3, 6, 8	1, 2, 4, 6
3	illustrates social media as an effective agency of human rights and values development (L3)	1, 2, 3, 5, 6, 8	1, 2, 4, 7, 8
4	organizes cocurricular activities to teach human rights (L4)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 7, 8, 9
5	recommends strategies and approaches to inculcate values (L5)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 5, 7, 8, 9
6	analyses religious perspectives on value education (L6)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 5, 6,7, 9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	*	*	*					
CLO2	*	*	*			*		*
CLO3	*	*	*		*	*		*
CLO4	*	*	*		*	*	*	*
CLO5	*	*	*		*	*	*	*
CLO6	*	*	*		*	*	*	*

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	*	*					*			
CLO2	*	*		*		*				
CLO3	*	*		*			*	*		
CLO4	*	*	*				*	*	*	
CLO5	*	*		*	*		*	*	*	
CLO6	*	*		*	*	*	*		*	*

ST.IGNATIUS COLLEGE OF EDUCATION
(AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. (II year) III SEMESTER EXAMINATIONS
HUMAN RIGHTS AND VALUE EDUCATION

Time: 3 hours　　　　**Course Code: 22TMSRV**　　　　**Max. Marks= 70**

SECTION – A　　　(5x5=25)
Answer any Five of the following questions in about 250 words each:-

1. Explain constitutional provisions for Human Rights. (L2)
2. Write a note on Right to Education. (L1)
3. Expand NHRC and elaborate its objectives. (L1)
   NHRC-
4. As a teacher educator, explain the various strategies of teaching Human Rights. (L5)
5. Why should a teacher trainee be educated on Human Rights? Explain. (L5)
6. List the recommendations in NPE-1986 for inculcation of values in school education. (L1)
7. "Value education is inevitable in school education"- Justify (L6)
8. Compare religious education and Moral Judgement. (L4)

SECTION - B　　　　　　(3x15=45)
Answer the following questions in about 750 words each.

9.　　a) Briefly explain the different perspectives of value education. (L2)
　　　　　　　　　　(OR)
　　　　b) Elucidate the nature and sources of values in detail.(L2)

10.a)　Bring out the need and importance of HR for a teacher educator. (L2)
　　　　　　　　　　(OR)
　　　b) Differentiate the Human Rights in British India and Contemporary India. (L4)

11　.a)　Elaborate the role of agencies in promoting Human Rights in India.
　　　(L2)
　　　　　　　　　　(OR)
　　b) "Values are like finger prints"- Substantiate by elaborating the importance of values. (L6)

SEMESTER -II

PC- III - SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION

Course Code : 22SMPSPE
Credits : 4

Total Number of hours:100 (L – 60; T – 20; P – 20)
Course Learning Outcomes (CLOs)
The Prospective teacher educator
- describes the basic principles of sociology (L1)
- compares nature of education with nature of society.(L2)
- categorizes the process of social change, social progress and social groups.(L4)
- integrates the knowledge of socialization process and the role of different social groups and culture towards socialization.(L5)
- reviews the knowledge about the interrelationship between the teachers and the various social agencies.(L6)
- categorizes the role of education in social and national reconstruction.(L4)

Unit I - Sociology and education   **(L-12; T-3; P-3)**

Meaning and nature of educational sociology - Inter relationship between education and society - Sociology of education and educational sociology - Process of socialization –Role of family, school, peer group in socialization process – Social Interactions – Group dynamics – Education in relation to social stratification and social mobility. Concept of social system and education as a social system its characteristics.

Task Assessment : Prepare and submit a biography of a person whose life is an example for vertical social mobility.

Unit II - Education and Social Change   **(L-12; T-3; P-3)**

Social change; its meaning and concept with special reference to India - Concept of modernization, urbanization and digitalization with special reference to Indian society and its educational implications. Culture – Meaning, Nature, Cultural lag, Role of education in Conservation, Development and Transmission of culture.

Task Assessment : Analyze and submit a report on social change due to modernization and digitalization in contemporary India

Unit III - Educational Problems of Indian Society and Educational Innovations
                                 (L-12; T-3; P-3)

Problems of Indian Society: Poverty, Illiteracy & Inequalities – Digital Divide – Under employment and unemployment – Brain Drain – wastage & stagnation –Terrorism and Need for Peace Education – Quantity versus Quality in Education – Educational Innovations: Delinking degrees from job – Distance & open education - Operational Black Board – Navodaya Vidhyalaya – DTERT – Integrated scheme of School Education (2018) – Rashtriya Uchchatar Shiksha Abiyan (RUSA) -

Change in the role of teachers and students.

Task Assessment : Conduct a group discussion on "Role of Economics in the Field of Education"

Unit IV – Economic aspects of Education (L-12; T-3; P-3)

Introduction – Concept – Need – Importance of Economic aspects of Education. Relationship between education and economics – Education as knowledge economy, concepts of components of human capital Vs physical capital.– Sources of finance for education : private, public, fee and donations

Task Assessment : Critically analyze the impact of LPG on the cost and effectiveness of education and submit a report..

Unit V – Education as Investment (L-12;T-3; P-3) Education as an economic good : Meaning, Importance and impact - Education as a consumption-Education as an Investment: Meaning, importance Difficulties in treating education as consumption/ Investment Liberalization, Privatization and Globalization: Meaning and Importance and Impact Private Public Partnership: Meaning, nature, need and importance – Role of PPP in Indian Education.

Task Assessment: Justify the following statement - " Education as an Investment"

Note: The students should select any three Task Assessments (T—5, P-5)

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SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the basic principles of sociology (L1)	1,2,3,6,8	1,2,3,6,7,10
2	compares nature of education with nature of society.(L2)	3,6,8	1,2,3,4,6,7,8,9,10

3	categorizes the process of social change, social progress and social groups.(L4)	3,6,8	1,2,3,4,5,7,8,9,10
4	integrates the knowledge of socialization process and the role of different social groups and culture towards socialization.(L5)	1,2,3,6,8	1,2,3,4,6,7,8,9,10
5	reviews the knowledge about the interrelationship between the teachers and the various social agencies.(L6)	1,2,3,6,7,8	1,2,3,4,5,7,8,9,10
6	categorizes the role of education in social and national reconstruction.(L4)	1,2,3,5,6,7,8	1,2,3,4,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓			✓		✓
CLO2			✓	✓		✓		✓
CLO3			✓		✓			✓
CLO4	✓	✓	✓	✓		✓		✓
CLO5	✓	✓	✓		✓		✓	✓
CLO6	✓	✓	✓		✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓			✓	✓			✓
CLO2	✓	✓	✓	✓			✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO4	✓	✓	✓	✓		✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO6	✓	✓	✓	✓			✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION

Time: 3 hrs.   Course Code:22SMPSE   Max. Marks: 70

Section - A   **(5 x 5 = 25 Marks)**
Answer any Five of the following questions in about 250 words each:-

1. Explain the nature of educational sociology. (CLO1, L2)
2. Compare sociology of education and educational sociology. (CLO2, L4)
3. "Education is a social system" – Justify. (CLO3, L5)
4. Elucidate the salient features of social change. (CLO3, L2)
5. Highlight the role of RUSA in higher education. (CLO6, L1)
6. How is open education system helpful for effective learning? (CLO4, L3)
7. Analyze the relationship between education and economics. (CLO5, L4)
8. Discuss on "Education as knowledge economy". (CLO1, L4)

Section – B   **(3 x 15= 45 Marks)**
Answer the following questions in about 750 words each:

9. Elaborately discuss the relationship between education and society. (CLO2, L4)
10. What is socialization? Explain the agents of socialization with suitable illustration. (CLO5, L3)
11. How do modernization and digitalization cause social change? Explain with examples. (CLO3, L2)
12. Evaluate the role of education in conservation, development and transmission of culture. (CLO4, L5)
13. Review the prominent problems of Indian society and suggest remedies for them through education. (CLO4, L6)
14. Write an essay on "Role of Public Private Partnership (PPP) in Indian Education" (CLO6, L4)

DEVELOPMENTS IN INDIAN EDUCATION
[SEMESTER – II]

Course Code : 22SMPIE
Credits : 4

Total Number of hours:100 (L – 60; T – 20; P – 20)
Course Learning Outcomes (CLOs)
The Prospective teacher educator
- acquires the knowledge of history of Indian Education (L1)
- sensitizes the educational problems at primary stage (L4)
- recognises the educational problems at secondary and tertiary stage (L1)
- provides the input about the higher education and its problems (L3)
- realises the value of education for national development (L5)
- proposes solutions for the challenges in higher education (L6)

Unit I - History of Indian Education   **(L – 10; T – 3; P– 2)**

Vedic system of Education-Buddhist system of Education-Muslim System of Education-Education during British period – East Indian company. The Charter Act of 1813 and 1833 between the orientalists –and Anglicist –Macauley Minute(1835) – Wood's Despatch(1854), Hunter's Commission(1882), Lord Curzon's Contribution to Indian education, Calcutta University commission (1919), Hartog Committee(1929), Basic Education(1937) – Development of Indian education after independence.

Task Assessment : Prepare a timeline of events on the development of Indian education

Unit II - Educational Problems at primary stage   **(L – 10; T – 3; P– 2)**

Primary Education – Objectives of Primary Education – Problems – Wastage and Stagnation Universalization of Primary Education – Remedies for wastages and stagnation problems - New Initiatives in universalization of Elementary Education – District Primary Education programme (DPEP) – Non- Formal Education (NFE) – Operational Blackboard (OBB).

Task Assessment : Create a reflective journal as blog on the Educational Problems at primary stage

Unit III - Educational Problems at Secondary and Tertiary stage

                                           (L – 15; T – 3; P– 2)

Secondary education: Objectives of Secondary Education – Problems – Vocationalization of Secondary Education – Diversification of Courses –Student Unrest and Indiscipline – Quantity versus Quality Digital divide, Language problem in India – Problems related to Educational finance , planning and Administration - Expansion of Multipurpose schools in Secondary Education – RMSA (Rashtriya Madhyamik Shiksha Abhiyan).

Task Assessment : Critically analyse the problems of secondary education and

submit a report

Unit IV - Problems of Higher Education   (L – 15; T – 3; P– 2)

Higher Education – Types of Universities – Functions of Universities – Administrative and Academic related issues - Problems related to expansions, equity, excellence and privatization – Study on the report of Rashtrya Uchchtar Shiksha Abhiyan (RUSA) - Students fees and cost recovery, regulatory aspects of Higher Education, linkages of Academia with Industry.

Task Assessment : Collect the articles related to the problems of higher education create a digital diary published into your blog

Unit V - Education for National Development   (L – 10; T – 3; P– 2)

Democracy and Education - Development of Nationalism and Inter – Nationalism- Population Education – Education for peace and harmony – Media Education – Education and Economic Development in India. NISHTHA (National Initiative for School Heads and Teachers Holistic Advancement)

Task Assessment : Prepare a playlist regarding NISHTHA vodcast in your YouTube Channel

Task Assessment (Any three)   (T – 5; P –10)

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DEVELOPMENTS IN INDIAN EDUCATION

CLOs	At the end of the course, the Prospective Teacher Educators will be able to	PLO Addressed	PSO Addressed
1	acquires the knowledge of history of Indian Education (L1)	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	sensitizes the educational problems at primary stage (L4)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	recognises the educational problems at secondary and tertiary stage (L1)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	provides the input about the higher education and its problems (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	realises the value of education for national development (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
6	proposes solutions for the challenges in higher education (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓	✓		✓
CLO2	✓	✓		✓	✓	✓	✓	
CLO3	✓	✓	✓	✓	✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓		✓	✓	✓	✓	
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. – II SEMESTER EXAMINATION – DECEMBER,2020.
DEVELOPMENTS IN INDIAN EDUCATION

Time:3Hrs   Course Code:22SMPIE   Date: 17.12.2020

Max.Marks: 70

Section - A (5 x 5 = 25)
Answer any Five of the following questions in about 250 words each: -

1. Write down the salient features of Vedic System of Education. (CLO 1, L2)
2. Explain the Basic Education briefly. (CLO 1, L2)
3. Evaluate the objectives of Primary Education. (CLO 2, L5)
4. Elucidate the purpose of Non- Formal Education. (CLO 2, L1)
5. What do you mean by diversification of courses? Is it needed in the secondary education? Why? (CLO 3, L1)
6. State the functions of Universities. (CLO 4, L2)
7. Briefly explain the problems of privatization of Higher Education. .(CLO 5, L2)
8. How will you develop Nationalism among your students? .(CLO 5, L6)

Section B (3x15=45)
Answer the following questions in about 750 words each.

9. a) How the recommendations of Hunter's Commission related to education? Explain (CLO 1, L3)

(OR)

b) What do you mean by wastage and stagnation? Suggest any ten ways to solve these   problems. (CLO 2, L6)

10. a) What are the causes for the unrest and indiscipline of the   students ? Suggest any ten ways to overcome these problems.

(OR)

b)   Mention the objectives of Secondary Education. Explain in detail the Vocationalization of Secondary Education (CLO 3, L1)

11. a) Discuss the administrative and academic issues of higher   education. (CLO 4, L4)

(OR)

b) How will you promote peace and harmony among students   through education? Explain. (CLO 5, L3)

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS[SEMESTER – II]

Course Code :

22SMTRS

Credits: 4

Total Number of hours:100 (L – 60; T – 20; P – 20)

Course Learning Outcomes (CLOs)

The Prospective teacher educator

- understands the sampling procedure (L2)
- analyses the steps in tool construction (L4)
- interprets the parametric and non- parametric tests in inferential Statistics (L3)
- evaluates the data using suitable statistical tests (L5)
- develops the skill of preparing research report (L6)
- acquires the skill of applying statistical techniques (L1)

Unit I – Sampling   **(L-13; T-2; P- 2)**

         The Nature of sampling – sampling Terminology – Practical Sampling Concepts - Defining the Target Population – The sampling frame – Sampling units – Random sampling error and Non sampling Error – Probability versus – NonProbability Sampling – Non Probability Sampling – Convenience sampling Quota sampling – Snowball Sampling - Probability sampling – Simple Random sampling – Systematic Sampling - Stratified Random Sampling – cluster sampling – Multi - Stage Area Sampling – Sampling Procedure – Steps in sampling Design

Unit II - Tools of research   **(L-13; T-2; P-2)**

         Types of tools - Rating Scale, Attitude Scale, Questionnaire, Aptitude Test, Achievement Test and Inventory- Construction of Tools – Criteria for selection ofTools – Validity, Reliability and Standardization of a Tool – Techniques of Research - Observation, Interview and Projective techniques – Psychological Test – Errors in collection of Data.

Unit III Inferential statistics-Parametric

         Parametric testing of Hypothesis: Concept of One-tailed and Two- tailed Test- Type 1 and Type 2 Error- Testing the Significance of the Difference between Means, Variances, Correlations and Proportions- Analysis of Variance and Co-variance: Concept, Principle, Assumptions and Uses.

Unit IV Inferential Statistics - Non-Parametric

Non-parametric statistics in education- Use of non-parametric tests- Chi- Square Test- Median Test- Sign Test- Mann Whitney U-test, Kruskal-Walli's test . SPSS and its uses

Unit V- Research Report   **(L-15; T-3; P- 5)**

Types of research reports - Steps in research report- chapterization, styleand format - Bibliography- APA format for books, journals, newspapers, websites,Footnote, citations and quotations - Language and Typing style.

Task Assessment(Any three)   **(T-2; P- 2)**

1. Collect standardized tools for any five research problems
2. Prepare an appropriate sample design for the research problem of your study
3. Prepare an analytical report on ANOVA and ANCOVA
4. Report the results of Kruskal-Walli's test for a given data
5. Write Bibliography in APA format for a research problem

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CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	understands the sampling procedure (L2)	1,2, 3,4, 7,8	5,6,7, 9,10
2	analyses the steps in tool construction (L4)	4, 5, 6, 7,8	1,2,3 ,4, 6
3	interprets the parametric and non- parametric tests in inferential Statistics (L3)	1, 3, 4, 6, 7,8	2,3, 4,8
4	evaluates the data using suitable statistical tests (L5)	4, 5, 6, 7,8	3,5,6,7
5	develops the skill of preparing research report (L6)	4, 6, 7,8	4,5,6, 9,10
6	acquires the skill of applying statistical techniques (L1)	4,6, 7,8	1,2,3,5, 7

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓			✓	✓
CLO2				✓	✓	✓	✓	✓
CLO3	✓		✓	✓		✓	✓	✓
CLO4				✓	✓	✓	✓	✓
CLO5				✓		✓	✓	✓
CLO6				✓		✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1					✓	✓	✓		✓	✓
CLO2	✓	✓	✓	✓		✓				
CLO3		✓	✓	✓				✓		
CLO4			✓		✓	✓	✓			
CLO5				✓		✓	✓		✓	✓
CLO6	✓	✓	✓		✓		✓			

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. – II SEMESTER EXAMINATION

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS

Time:3 Hrs   Course Code: 22SMTRS   Max.Marks: 70

Section - A   (5 x 5 = 25)
Answer any Five of the following questions in about 250 words each.

1. Differentiate between Probability and Non Probability Sampling(CLO1 , L2)
2. Explain the types of Rating Scales with illustrations(CLO2 , L4)
3. Enumerate the Criteria of a good tool in Educational Research(CLO2 , L3)
4. Write down the principles and uses of Variance and Co-Variance. (CLO3 , L2)
5. Briefly explain the type of error in testing of hypothesis. (CLO3 , L4)
6. A study was conducted on social intelligence. The data were collected from male and female students. (CLO4 , L5)

Group	Mean	SD	N
Male students	69	11	150
Female students	65	9	250

Verify if there is any significant difference between male and female students in their social intelligence. (The table value of 't' at 5% level of significance is 1.96)
7. Itemize the steps in writing a Research Report. (CLO5, L4)
8. Briefly explain the software SPSS and its uses in Educational research. (CLO6 , L2)

Section - B   (3 x 15= 45)
Answer the following questions in about 750 words each:-
1. (a) Discuss the Steps in the procedure of sampling Design(CLO1 , L2)
OR
(b) The opinion of boys & girls regarding homework are given. By Chi–Square test, Find is there any significant association between sex and attitude towards home work? (CLO3 , L5)

	Negative	Positive	Total
Boys	20	80	100
Girls	40	60	100
Total	60	140	200

2. (a) Explain in detail the procedure of Construction and validation of a tool (CLO2 , L4)
OR
(b) Explain the format of APA style of referencing of books, journals, citations and quotations in a thesis (CLO5 , L2)

3. (a) Find out the significant difference for the following data using Kruskal-wallis test.
8,5,7,11,9,6, 10,12,11,9,13,12, 11,14,10,16,17,12, 18,20,16,15,14,22,
Significance Level α=0.05 and One-tailed test. (CLO6 , L5)
OR
(b) Discuss the Chapterization of a Research Work in Education. (CLO5, L2)

CURRICULUM, PEDAGOGY AND ASSESSMENT
[SEMESTER – II]

Course Code: 22SMSPA
Credits: 4

Total Number of hours: 100 (L – 60; T – 20; P – 20)
Course Learning Outcomes (CLOs)
 The Prospective teacher educator
  * retrieves the concept of curriculum development (L1)
  * differentiates the models of curriculum development (L2)
  * employs assessment as a tool for improving teaching and learning (L3)
  * determines the significance of qualitative assessment (L5)
  * integrates knowledge and skills for solving pedagogical issues in multicultural classrooms.(L6)

Unit I - Concepts and Definitions of Curriculum   **(L-12; T-3; P-3)**
            Curriculum: Concept, Meaning and Characteristics - Concepts of curriculum – Meaning and Definitions of curriculum – Characteristics of Curriculum – Curriculum as a Process – Curriculum and Syllabus – Curriculum and Instruction – Need for curriculum Development – Principles of Curriculum Construction – Curriculum determinants.

Task Assessment : Compare any 2 models of curriculum development and prepare a reflective report.

Unit II - Curriculum Planning and Designing   **(L-12; T-3; P-3)**
      Curriculum planning: Need – Pre requisites of effective Curriculum Planning - Curriculum Designing: Attributes, Steps, Strategies and Types - Attributes of Curriculum Design – Steps in Curriculum design – Strategies of Curriculum Designing – Types of Curriculum Design – Considering, selecting and Alternating Designs – Criteria for selecting the Curriculum Design - Models of curriculum Development: Taba's Model and Tyler's Model.

Task Assessment : Analyze the relationship between curriculum, pedagogy and assessment through group interaction.

Unit III – Learning Assessment   **(L-12; T-3; P-3)**
            Meaning of assessment in Behaviourist and constructivist context - Assessment for learning, of learning, as learning – Concept of authentic assessment – Alternative assessment modes – Trends in learning assessment of learning – Relationship between curriculum, pedagogy and assessment – role of assessment in realizing the curricular objectives: use of assessment results as feedback in improving learners performance, teaching performance, redesigning the instructional inputs and learning outcomes, learning resources and learning

environment. as a feedback to curriculum improvement/ revision

Task Assessment : Conduct a survey in your locality to identify a need for curriculum development in secondary education

Unit IV – Qualitative techniques for assessment (L-12; T-3; P-3)

Need and importance of qualitative assessment – Tools for qualitative assessment : observation, interview, anecdotal records, case study, auto-biography, rating scale, focus groups, document review, rubric and sociometry – Procedure of development, a demonstration, scoring and interpretation through qualitative assessment – Qualitative eLearning Assessment to track progress of online learners.

Task Assessment : Create a test or quiz for online assessment and share your experience with your peer group.

Unit V – Issues in Curriculum development, Pedagogy and Assessment
(L-12; T-3; P-3)

Centralized Vs decentralized curriculum – common curriculum – issues involved – curriculum for empowering socially disadvantaged groups (tribal children and disabled etc) - concern and issues – Problems related to curriculum load – issues involved in addressing the multicultural context of children through curriculum – Need for active role of stakeholders in the process of curriculum development – Pedagogical issues in multicultural classrooms: in addressing different levels of learning abilities, bilingual and multilingual classrooms – Problems related to lack of infrastructure, resources and pedagogical competencies of teachers.

Task Assessment : **Enact a multicultural classroom to identify its Pedagogical issues.**

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CLOs	The Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	retrieves the concept of curriculum development (L1)	1, 3, 5, 8	2, 3, 7, 8
2	differentiates the models of curriculum development (L2)	1, 2, 3, 4, 7	1, 3, 6, 7, 8, 10
3	employs assessment as a tool for improving teaching and learning (L3)	1, 2, 4, 5, 7	1, 2, 3, 4,5, 7,8,9,10
4	analyzes the relationship between curriculum, pedagogy and assessment (L4)	1, 2, 3, 4, 5, 6, 7, 8	1, 4, 5, 6, 7, 8, 10
5	validates the significance of qualitative assessment (L5)	2, 3, 4, 7	1, 2,4, 5, 6, 8, 9
6	integrates knowledge and skills for solving pedagogical issues in multicultural classrooms.(L6)	1, 2, 3, 5, 6, 8	1,2,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓			✓			✓
CLO2	✓	✓	✓	✓			✓	
CLO3	✓	✓		✓	✓		✓	
CLO4	✓	✓	✓	✓	✓	✓	✓	✓
CLO5		✓	✓	✓			✓	
CLO6	✓	✓	✓		✓	✓		✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		✓	✓				✓	✓		
CLO2	✓		✓			✓	✓	✓		✓
CLO3	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO4	✓			✓	✓	✓	✓	✓		✓
CLO5	✓	✓		✓	✓	✓		✓	✓	
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI - 627 002
M.Ed. – MODEL QUESTION PAPER

Course: Curriculum, Pedagogy and Assessment
Course Code:

Time: **aximum Marks:
70**

Section - A (5 x 5 = 25)
Answer any Five of the following questions in about 250 words each.

1. Explain the basic principles of curriculum construction.(CLO1, L2)
2. Discuss the concept of curriculum as a process.(CLO1 , L4)
3. What does curriculum design involve? Specify the strategies to be followed in designing a curriculum. (CLO2, L3)
4. Enumerate the pre-requisites of effective curriculum planning. (CLO2, L2)
5. How can assessment be defined? Differentiate the terms assessment for learning, assessment as learning and assessment of learning. (CLO3, L4)
6. What is meant by alternative assessment? Why is this type of assessment receiving much attention? (CLO4, L5)
7. Explain the need and importance of qualitative assessment.(CLO5, L2)
8. Formulate a procedure for interpreting qualitative assessment. (CLO6, L6)

Section - B (3 x 15= 45)
Answer the following questions in about 750 words each.

9. a) Explain the various determinants of curriculum. (CLO1, L2)

(OR)

b) Expound Toba's model of curriculum development and state its advantages. How does it differ from Tyler's model. (CLO2, L4)

10)   a) Analyse the recent trends in learning assessment. (CLO3, L4)

(OR)

b) Describe the various tools for qualitative assessment and illustrate with appropriate examples.
    (CLO5, L3)

11)   a) Discuss the issues involved in addressing the multicultural context of students through curriculum. (CLO6, L6)

(OR)

b) Explain the need of curriculum framework for disadvantaged students. Evaluate the ways and means for resolving the related issues and justify your statement. (CLO6, L5)

SEMESTER -IV

EDUCATIONAL ADMINISTRATION AND LEADERSHIP
[SEMESTER – IV]

Course Code :
LMSEAL
Credit : 4

Total number of hours: 100(L-60; T-20; P-20)
Course Learning Outcomes (CLOs)
The Prospective teacher educator

- recalls the different approaches in educational administration,(L1)
- summarizes the important trends in educational administration, (L2)
- classifies the various approaches in educational planning, (L4)
- analysis the problems in the field of educational administration and supervision (L3)
- reviews the leadership style required for an effective teacher and an administrator.(L6)

Unit I - Development of Modern Concept of Educational Administration
(L-12; T-3; P-3)

Meaning and Scope of Educational Administration – Development of modern concept of Educational Administration - Administration vs Management – Taylorism – Administration as a process – Administration as a bureaucracy – Human relations approach to Administration – system approach.

Task Assessment : "Decision Making is the primary task of Management"- Discuss the statement and enumerate the steps you would adopt to develop the decision making skills among your students.

Unit II - Specific Trends in Educational Administration   (L-12; T-3; P-3)

Decision Making – Types – Characteristics – Elements and special problems in decision making. Organizational compliance – Meaning and nature – Factors linked with compliance structures. Organizational Development – Strategies of organizational development. Modern trends in educational management – PERT and SWOT analysis.

Task Assessment : Conduct a self analysis report using SWOT Analysis procedure and prepare a powerpoint presentation.

Unit III - Educational Planning   (L-12; T-3; P-3)

Meaning and Nature of Educational Planning – Approaches to Educational Planning – Intra educational extrapolation model – Demographic projection model – School mapping – Man power approach – Social demand approach – The rate of return approach – Social justice approach. Perspective Planning – Institutional Planning.

Task Assessment : Dialogue and prepare a report on, "Planning is an organized foresight and a corrective hind sight". How as a teacher you will use planning as both a foresight and hindsight to improve your teaching and learning?

Unit IV - Educational Supervision   (L-12; T-3; P-3)

Meaning of Supervision – Modern Supervision – Functions of Supervision– Types of Supervision - Planning the Supervisory Programme – Organising the Supervisory Programme – Implementing the Supervisory Programme.

Task Assessment : Critically analyze the statement and present a report : On " Supervision primarily deals with guiding and inspiring human beings towards greater level of performance."

Unit V - Leadership in Educational Administration   (L-12; T-3; P-3)

Leadership in Educational Administration. Meaning and Nature of Leadership – Theories of Leadership – Trait theory – Type theory – Behavioural theory – Situational theory – Group theory – Path Goal – Styles of Leadership – Grid and Management Grid Concept – Tridimensional Grid of Educational Management – Role and qualities of an effective administrator.

Task Assessment : Observe and measure the leadership style of the Head of any one Institution in your locality and submit areport.

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CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	recalls the different approaches in educational administration (L1)	1,2,5,7,8	1,2,3,4,5
2	summarizes the important trends in educational administration (L2)	1,2,4,5,7	1,2,5,6,7,
3	classifies the various approaches in educational planning (L3)	1,3,4,7,8	2,3,4,5,9,10
4	analysis the problems in the field of educational administration and supervision	1,2,3,4,5,	2,3,5,7,8,9
5	criticizes the Leadership theories (L5)	1, 3,5,7,8	1,2,3,5,7,9
6	reviews the leadership style required for an effective teacher and an administrator (L6)	1, 3,5,7,8	2,3,6,7,9,10

Educational Research and Statistics (Semester – I)
Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1						*	*	
CLO2				*		*	*	
CLO3						*	*	
CLO4					*	*	*	
CLO5						*	*	
CLO6				*			*	

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1						*	*		*	
CLO2	*	*	*			*				
CLO3		*						*		
CLO4			*		*	*				
CLO5				*		*			*	
CLO6	*	*	*		*		*			

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. IV SEMESTER EXAMINATION
EDUCATIONAL ADMINISTRATION AND LEADERSHIP

Time: 3 hrs.   **Course Code: LMSEAL**   **Max. Marks: 70**

Section - A   (5 x 5 = 25)
Answer any Five of the following questions in about 250 words each:-
1. Tabulate the differences between Administration and Management.(CLO1,L2)
2. Explain the strategies of organizational development .(CLO2,L4)
3. Mention the characteristics of decision making .(CLO2,L3)
4. Elucidate the nature of educational planning .(CLO3, L4)
5. Describe social justice approach. (CLO3,L2)
6. List out the functions of supervision .(CLO4,L1)
7. Explain the role and qualities of an effective administrator .(CLO6,L2)
8. Illuminate the type theory of leadership .(CLO5,L5)

Section - B   (3 x 15= 45)
Answer the following questions in about 750 words each:-
9. a. Discuss on Human relations approach to Administration. .(CLO3,L2)

   (OR)

   b. What do you mean by organizational compliance? Explain its nature and the factors linked with it .(CLO2,L4)

10. a. What is SWOT analysis? Self- examine yourself on the basis of SWOT analysis .(CLO2,L6)

    (OR)

    b.Write short notes on .(CLO3,L2)
       i) Social Demand Approach.
       ii) Man Power Approach.

11. a. How will you plan, organize and implement the supervisory programme? .(CLO4,L6)

    (OR)

    b.Discuss on grid and management grid concept .(CLO6,L2)

STATUS AND ISSUES OF SECONDARY EDUCATION
[SEMESTER-IV]

Course Code :LMSSSE
Credits : 4

Total Number of Hours: 100   (L- 60; T- 20; P- 20)
Course Learning Outcomes (CLOs)
The Prospective teacher educator

- recognizes the historical perspectives of secondary education in India (L1)
- explains the various boards of Secondary and Higher Secondary education (L2)
- analyses the different types of secondary education (L4)
- validates the quality aspects of secondary education in India (L5)
- specifies approaches to meet issues related to vocational education (L6)

Unit I: Historical perspectives of Secondary Education in India

(L-12; T-3; P-3)

Need, scope and objectives of secondary education – development of secondary and higher secondary education in India: Pre –Independence and post - independence periods – achievements and set backs failures.

Task Assessment : Visit a Government and Private School in your locality and prepare a profile of these schools.

Unit II: Structure of Secondary Education   **(L-12; T-3; P-3)**

The changing patterns – articulation with other stages of education and with other channels – Secondary Education of different school boards at Secondary level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board-Equitable Standard Education - Types of Secondary Education: Government, Government Aided and Private – Inservice and preservice Teacher education Institutions of Secondary level.

Task Assessment : Prepare a reflective report on the functioning of any two Teacher Education Colleges of your locality.

Unit III: Experiments in Secondary Education   **(L-12; T-3; P-3)**

Public schools, Multipurpose schools, Junior Technical schools, Post basic schools, KendriyaVidyalaya Schools (KVS), NavodayaVidayalaya Schools (NVS) and Sainik School - New Education Policy and Programmes in Secondary Education – Universalization of Education (NEP 2020)

Task Assessment : Interact with anyone RMSA co-ordinator in your educational District and find out the impact of RMSA on Secondary Education.

Unit IV – Quality Issues in Secondary Education (L-12; T-3; P-3)

Quality: Meaning and Definitions – Enrollment, Dropout and Achievement at Secondary and Higher Secondary level – Universalization of Secondary Education – RashtriyaMadhyamikShikshaAbhiyan (RMSA) – Equalities of Educational Opportunities – Education for Girls, Disadvantaged, Differently abled children and slow learners – Global monitoring Report (2000-2015) – NGOs Pratham Report (2014) and UNESCO Report – Strategies for promoting Access and Achievement at Secondary level.

Task Assessment : Interview the students in the vocational group to find out the possibilities and feasibilities of studying Vocational Education courses at Higher Secondary level.

Unit V – Vocationalisation of Education at Secondary Level (L-12; T-3; P-3)

Vocationalisation of Education: Meaning, Need and Objectives – Vocationalisation of Secondary Education: Policy Making, Management Structure – Organizations for Vocational Education (JCVE), Bureau of Vocational Education(BE), Central Institute of Vocational Education (CIVE) and State Institute of Vocational Education (SIVE) – Centrally sponsored scheme of Vocationalisation of Secondary Education – Challenges in Vocationalisation of Education – Studies and finding on Vocational Education – Strategies for furthering Vocationalisation.

Task Assessment : Compare the syllabus of your optional subject in the CBSE and State board pattern for 9th standard

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STATUS AND ISSUES OF SECONDARY EDUCATION

CLOs	The Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	recognizes the historical perspectives of secondary education in India (L1)	1,3, 5, 7	1,2,3,7
2	explains the various boards of Secondary and Higher Secondary education (L2)	1, 2, 3, 5, 7	1, 2, 3, 4,7
3	applies knowledge to solve the contemporary issues in higher education (L3)	1, 2, 4, 5, 7	1, 2, 3, 4, 7, 8
4	analyses the different types of secondary education (L4)	1,2,3,5,6,8	1,2,3,6,7,9
5	validates the quality aspects of secondary education in India (L5)	1,2,3,5,6,7,8	1,2,3,4,5,6,8,10
6	specifies approaches to meet issues related to vocational education (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMMELEARNING OUTCOMES(PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓		✓		✓		✓	
CLO2	✓	✓	✓		✓		✓	
CLO3	✓	✓	✓	✓			✓	
CLO4	✓	✓	✓		✓	✓		✓
CLO5	✓	✓	✓		✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓

MAPPINGOFCOURSELEARNINGOUTCOMES(CLOs)WITHPROGRAMME SPECIFICOUTCOMES(PSOs)										
Course LearningOutcomes (CLOs)	Programme Specific Outcomes PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓				✓			
CLO2	✓	✓	✓	✓			✓			
CLO3	✓	✓	✓	✓			✓	✓		
CLO4	✓	✓	✓			✓	✓		✓	
CLO5	✓	✓	✓	✓	✓	✓		✓		✓
CLO6	✓	✓	✓	✓	✓		✓		✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. MODEL QUESTION PAPER.
STATUS AND ISSUES OF SECONDARY EDUCATION

Time: 3 hrs.　　　　**Course Code:**　　　　　　　**Max. Marks: 70**

Section - A　　　　　　**(5 x 5 = 25)**

Answer any Five of the following questions in about 250 words each:-

1. Elucidate the need, scope and objectives of secondary education(CLO1, L2)
2. Examine the salient differences in the existing curriculum of secondary education with respect to CBSE and ICSE boards.(CLO2, L3)
3. Detect the noteworthy features of KendriyaVidyalaya Schools and Sainik Schools.(CLO2, L4)
4. Suggest few strategies to promote equality of educational opportunities among girls, disadvantaged, differently abled children and slow learners.(CLO3, L6)
5. 'Vocationalization of Education in India in the current scenario' – Describe and Justify your view.(CLO6, L5)
6. Portray the recommendations of NGOs Pratham report (2014) and UNESCO report with regard to promoting quality in Secondary education.(CLO5, L4)
7. Elaborate your understanding of Equitable Standard Education. (CLO5, L5)
8. Expound the salient features of centrally sponsored scheme of vocationalisation of Secondary Education.(CLO6, L4)

Section - B　　　　　　**(3 x 15= 45)**

Answer the following questions in about 750 words each:

9. a. Discuss the development of secondary and higher secondary education in Post – independent India with special reference to its achievements and setbacks.(CLO1, L4)

(OR)

   b. Establish your views on in- service and pre-service teacher education in secondary level in the light of NEP-2020.(CLO3, L6)

10. a. New Education policy and programmes in secondary education have enhanced its quality-Justify.(CLO5, L5)

(OR)

   b. Highlight the existing quality issues in Secondary Education and suggest means to overcome them.(CLO5, L6)

11. a. Analyze the roles of Central Institute of Vocational Education (CIVE)and State Institute of Vocational Education (SIVE) in enhancing vocational education and determine their significance.(CLO6, L5)

(OR)

   b. Explain your observations in the functioning of a government school and a private school and critically evaluate the issues identified.(CLO3, L5)

TC – IV - YOGA AND HOLISTIC EDUCATION

Course Code : 22LMTYH

Credits : 4

Total Number of Hours: 100 (L- 60; T- 20; P- 20)

Course Learning Outcomes (CLOs)

The prospective teacher educator

- *identifies the concept of yoga and its significance (L1)*
- *interprets the knowledge related to the need of yoga in the present life situation. (L2)*
- *demonstrates yoga and meditation in teaching-learning (L3)*
- *analyzes the role of yoga in Holistic Health Education (L4)*
- *appraises the value of yoga education and its benefits in daily life (L5)*
- *creates a plan of action to attain holistic education. (L6)*

Unit – I : Perspectives of Yoga **(L -14; T – 3; P – 1)**

Meaning, Aim and objectives Yogic practices –The two types of yoga – Raja yoga and Hath yoga, yogic practices for healthy living, understanding Astanga Yoga, Role of mind in positive health. Yogic Perspectives of Vallalar and Vethathri Maharishi

Task Assessment : Visit any recognized/reputed Yoga institute and prepare a report for the same.

Unit – II : Yoga Therapy for physical and Psychological Disorders

(L -15; T – 2; P– 2)

Attitude training in Yoga therapy – Health management through naturopathy – Naturopathic techniques for healthy living - Physiological effects of asanas and pranayama - Role of asanas, pranayama & meditation in common diseases – Role of Yoga in Coronary Heart disease – Yogic Management of Diabetes – Yogic Management of Hypertension – Obesity, Causes, complications and yogic management – Effect of surya namaskar on different systems of the body

Task Assessment : Prepare three Yoga lesson plans in teaching Asanas, Pranayama and Meditation.

Unit III: Yoga for Holistic Health Education **(L -15; T – 3; P– 1)**

Holistic Health – concept – importance and ways to attain it, Role of yoga in maintaining Holistic Health, Meditation – Meaning – Concept -

yoga and meditation in life situation- Yogic concept of Diet. Yoga for Emotional Health – Controlling Emotions by *Yama* and *Niyama*- Anger and Greed, Pride – Arrogance – Vanity – Jealousy. Yoga as key to health and happiness.

Task Assessment : Prepare a booklet to depict various positions of Asanas.

Unit – IV: Teaching of Yoga
(L-13; T-5; P-2)

Sources of Teaching Methods – Essential qualities of a good yoga teacher – Considerations in Teaching yoga practical class – Class Management – Preparation of Yoga Lesson plan – Guidelines for conducting a lesson on Meditation – Pranayama: expanding the Mother Energy – Teaching yoga to children

Task Assessment : Interview a person who has undergone Yoga therapy for physical or psychological disorder and submit a report of the changes.

Unit V: Practice / Practical
(L -3; T – 2; P– 10)

Guidelines for the practice of asanas - Surya Namaskar - Different position of Asanas – Standing position - Kneeling position - Sitting position– Prone position – Supine position - Meditative Pranayama, Yogic Pranayama, Nadisuthi Pranayama, Kabalapathy Pranayama, Sithali Pranayama and Ocean Breath Pranayama, Meditation - Mudras and Bhandas – Jaladhara Banda, Uddiyana Banda and Mula Banda

Task Assessment : Express your personal views and experiences on the role of Yoga and meditation in promoting Holistic Health.

Note: The students should select any three Task Assessments **(T—5, P-5)**

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https://www.artofliving.org/in-en/yoga/yoga-beginners

https://www.yogabasics.com/practice/yoga-for-beginners/

YOGA AND HOLISTIC EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	identifies the concept of yoga and its significance (L1)	1, 2, 3, 4,5,7,8	1,2,3, 6
2	interprets the knowledge related to the need of yoga in the present life situation. (L2)	1, 2, 3, 4,5,8	1,2,3,4,5,9
3	demonstrates yoga and meditation in teaching-learning (L3)	1, 2, 3,4, 6, 7, 8	1,3,4,5,6,8,9
4	analyzes the role of yoga in Holistic Health Education (L4)	1,2, 3, 4, 6, 7	3,4,5,6,8,9
5	appraises the value of yoga education and its benefits in daily life (L5)	1, 2, 5, 6, 7, 8	1,3,4,5,6,8,9,10
6	creates a plan of action to attain holistic education. (L6)	1,2, 3, 4, 6, 7, 8	3,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓	✓	✓		✓	✓
CLO2	✓	✓	✓	✓	✓			✓
CLO3	✓	✓	✓		✓	✓	✓	✓
CLO4	✓	✓	✓	✓		✓	✓	
CLO5	✓	✓			✓	✓	✓	✓
CLO6	✓	✓	✓	✓		✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓	✓			✓				
CLO2	✓	✓	✓	✓	✓				✓	
CLO3	✓		✓	✓	✓	✓		✓	✓	
CLO4			✓	✓	✓	✓		✓	✓	
CLO5	✓		✓	✓	✓	✓		✓	✓	✓
CLO6			✓		✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. – I SEMESTER EXAMINATION – DECEMBER, 2022.
YOGA AND HOLISTIC EDUCATION

Time: 3 Hrs Course Code: FMTYHE   Max. Marks: 70

Section - A   (5 x 5 = 25)
Answer any <u>FIVE</u> of the following questions in about 250 words each.

1. Write the differences between Physical Exercise and Yoga. (CLO1, L1)
2. What are the naturopathic techniques for healthy living? (CLO2, L2)
3. Discuss in detail the yogic concept of diet. (CLO3, L3)
4. How will you get holistic health through yoga? (CLO4, L5)
5. Prepare the yoga lesson plan for secondary school students. (CLO6, L6)
6. What are the benefits of Suryanamaskar on any three Physiological system of our body? (CLO3, L2)
7. How will you control emotions by practicing yama and niyama? (CLO4, L6)
8. Explain the major role of yoga in the management of stress. (CLO5, L1)

Section - B   (3 x 15= 45)
Answer the following questions in about 750 words each:-

9. a). Write about the aims, objectives and significance of
      Yoga. (CLO1, L2)
                    (OR)
   b). How will you prevent Depression and suicidal
      tendencies through yoga practices? (CLO2, L4)

10. a). What is the role of teachers in promoting yoga and
       meditation in schools? (CLO3, L3)
                     (OR)
   b). Write any four standing Asanas with their benefits. (CLO4, L1)

11.a). What are the eight limbs of Yoga? How can you
        practice them in your daily life? (CLO5, L3)

                    (OR)
   b). Explain any four Mudras with their benefits. CLO6, (L2)

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SC – IV - EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION

Course Code: 22LMSEE

Credits : 4

Total number of hours: 100 (L-60; T-20; P-20)

Course Learning Outcomes (CLOs)

The Prospective teacher educator

- develops the ability to evaluate measures for the improvement and protection of environment (L6)
- acquires knowledge and skills necessary to develop environmental awareness (L1)
- familiarizes about the International efforts for environmental protection (L3)
- understands the role of mass media, governmental and non-governmental agencies in imparting environmental education (L2)
- becomes aware of the global environmental problems and sustainable usage (L6)
- practices effective electronic waste management techniques (L4)

Unit I – Environmental Education- Transaction and Evaluation

(L-12; T-3; P-3)

Teaching- Learning strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation and Games. Evaluation in environmental education - use of observation. Self reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education. Training for environmental education- major components of the training programme, Role of Central and State Government in Environmental Education.

Task Assessment: Prepare an e-content on environmental issues in India

Unit II- Basic Concepts & Issues of Environmental Education

(L-12; T-3; P-3)

Concepts of environmental Education: Definition, nature, scope, objectives and limitations of Environmental Education. Features of curriculum for environmental education at primary and secondary school levels. Need for developing environmental awareness or consciousness. Relationship between man and environment; Ecological and psychological perspective. Effect of man-made and natural disaster, Disaster management - Role of education institutions in disaster management. Concept and importance of sustainable development.

Task Assessment: Present a seminar on Evaluation in environmental education.

Unit III-International Efforts for Environmental Protection

(L-12; T-3; P-3)

Environmental issues and global community: Stockholm conference (1972)- Nairobi conference (1982)-Brundtland commission (1983) – The Earth Summit or Rio conference (1992) – Rio declaration or The Earth charter– Kyoto conference (1997) – Doha climate change conference (2002) – UNESCO 2030 sustainable Development Goals.

Task Assessment: Submit a report of Brain Storming session on "Electronic Waste Management"

Unit IV- Strategies and Approaches, Methods of Teaching Environmental Education **(L-12; T-3; P-3)**

Teaching environment education as a separate subject. Interdisciplinary and integrated approaches for teaching environmental education. Role of mass media-Newspaper, Radio, Electronic media and others in imparting environmental education. Principles and content of Environmental Education. Methods of teaching environmental education: Discussion , seminar, workshop , problem solving, field survey, projects and exhibition. Role of governmental and non-governmental agencies. Evaluation of student's learning in EVS programme.

Task Assessment: Write a reflective report on Effect of man-made and natural disaster management.

Unit V-Global environmental problems **L-12; T-3; P-3)**

Environmental pollution: physical, air, water, noise, chemical. Light Extinction of flora and fauna, deforestation, soil erosion. Need and efforts for conservation, preservation and protection of rich heritage. Global warming, ozone depletion, soil erosion, resource degeneration and population explosion its effect on environmental resources.

Task Assessment: Prepare a debate report on Biowar.

Note: The students should select any three Task Assessments **(T—5, P-5)**

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EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION

CLOs	At the end of the course, the Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	develops the ability to evaluate measures for the improvement and protection of environment (L6)	1, 2, 3	1, 2, 7
2	acquires knowledge and skills necessary to develop environmental awareness (L1)	1, 2, 3, 6, 8	1, 2, 4, 6
3	familiarizes about the International efforts for environmental protection (L3)	1, 2, 3, 5, 6, 8	1, 2, 4, 7, 8
4	understands the role of mass media, governmental and non-governmental agencies in imparting environmental education (L2)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 7, 8, 9
5	becomes aware of the global environmental problems and sustainable usage (L6)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 5, 7, 8, 9
6	practices effective electronic waste management techniques (L4)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 5, 6,7, 9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								
Course Learning Outcomes (CLOs)	Programme Learning Outcomes(PLOs)							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	✓	✓	✓					
CLO2	✓	✓	✓			✓		✓
CLO3	✓	✓	✓		✓	✓		✓
CLO4	✓	✓	✓		✓	✓	✓	✓
CLO5	✓	✓	✓		✓	✓	✓	✓
CLO6	✓	✓	✓		✓	✓	✓	✓

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)										
Course Learning Outcomes (CLOs)	Programme Specific Outcomes(PSOs)									
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1	✓	✓					✓			
CLO2	✓	✓		✓		✓				
CLO3	✓	✓		✓			✓	✓		
CLO4	✓	✓	✓				✓	✓	✓	
CLO5	✓	✓		✓	✓		✓	✓	✓	
CLO6	✓	✓		✓	✓	✓	✓		✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
MODEL QUESTION PAPER
EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION

Time: 3 hrs.   Course Code: Max. Marks: 70

Section - A   (5 x 5 = 25 Marks)

I Answer the following in 200 words   (5x 5 =25)

1. Elucitate the preservice and inservice training strategies could be provided to the teachers for environmental education (L3)

2. Illustrate disaster management techniques with regard to natural disaster in Indian context (L5)

3. Highlight the role of mass media in Environmental education at secondary educational level (L3)

4. Describe the impact of Population explosion in environmental resources and suggest ways proper utilization (L5)

5. Explain the interaction between man with environment as a social organism (L4)

6. As a teacher suggest the features could be taken into account while constructing curriculum for environmental education at primary level (L6)

7. Critical review on the suggestion made by Stockholm conference for environmental education (L5)

8. Clarify the role of non governmental agencies in environmental education at state level (L4)

II Answer the following in 750 words   (3x 15 =45)

9. Write an essay on UNESCO 2030 sustainable Development Goals and means to achieve that in our context (L3)

10. Enumerate the effects of Water pollution in extinction of Flora and Fauna with its adverse effect on human life(L5)

11. Furnish a detail account on teaching strategies of Environmental Education with its merits and demerits (L6)

SEMESTER I		
COURSE DESIGNERS		
PERSPECTIVE COURSES		
1	ADVANCED EDUCATIONAL PSYCHOLOGY	Rev.Sr.Dr.A.Nirmala Devi Dr.R.Indra Mary Ezhilselvi
2	PHILOSOPHICAL PERSPECTIVES OF EDUCATION	Dr.Maria Prema Dr.Jeya Sudha
TOOL COURSE		
3	EDUCATIONAL RESEARCH AND STATISTICS	Rev.Sr.Dr.L.Vasanthi Medona Dr.N.Theresita Shanthi Ms. Stella Rajakumari
Specialization course		
4	GUIDANCE AND COUNSELLING	Dr.M.Maria Saroja Dr.E.C.Punitha Ms.E.Michael Jeya Priya

SEMESTER-II		
PERSPECTIVES COURSES		
1	SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION	Dr.J.Maria Prema
2	DEVELOPMENTS IN INDIAN EDUCATION	Dr.Jeya Sudha
TOOL COURSES		
3	ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS	Rev.Sr.Dr.L.Vasanthi Medona Dr.N.Theresita Shanthi Ms. Stella Rajakumari
SPECIALIZATION		
4	CURRICULUM, PEDAGOGY AND ASSESSMENT	Dr.R.Indra Mary Ezhilselvi

	SEMESTER III	
	COURSE DESIGNERS	
	PERSPECTIVE COURSE	
1	Growth and Development of Teacher Education	Ms. J. Rawoofu Nisha Ms. Deepa
2	Gender Studies and Inclusive Education	Dr.R.Indra Mary Ezhilselvi Ms.E.Michael Jeya Priya
	TOOL COURSE	
3	Advanced Educational Technology	Ms. M.Gnana Kamali
	SPECIALIZATION COURSE	
4	Human rights and Value Education	Dr.J.Maria Prema Ms. A.Lilly Maria Praveena

	SEMESTER IV	
	PERSPECTIVES COURSES	
1	EDUCATIONAL ADMINISTRATION AND LEADERSHIP	Dr.Jeya Sudha
2	STATUS AND ISSUES OF SECONDARY EDUCATION	Dr.R.Indra Mary Ezhilselvi
	TOOL COURSE	
3	YOGA AND HOLISTIC EDUCATION	Dr.S.Josephine
	SPECIALIZATION COURSE	
4	EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION	Ms. Lilly Maria Praveena