ST. IGNATIUS COLLEGE OF EDUCATION

(AUTONOMOUS)

Accredited by NAAC at Grade A+ with CGPA 3.42 (Third Cycle)

Palayamkottai - 627 002

Affiliated to

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097

SEMESTERS I & III

CURRICULUM FOR M.ED. PROGRAMME

2024-25

M.Ed. Curriculum – Semesters I & III

PROGRAMME LEARNING OUTCOMES (PLOs)
Prospective Teacher Educators

PLO1	Understand the system of education from 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 a spirit of research and enquiry through critical thinking and analytical thinking
PLO5	Execute strategies to apply constructive and creative thought processes to handle diversified classroom
PLO6	Identify the role of education in promoting 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
PROGRAM SPECIFIC OUTCOMES
Prospective Teacher Educators

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 rationale 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 from 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 a spirit of research and enquiry through critical thinking and analytical thinking	1,5,6
5	PLO5:	Execute strategies to apply constructive and creative thought processes to handle diversified classroom	2,4,5,9
6	PLO6:	Identify the role of education in promoting 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	✓	✓						✓	✓	✓

M.Ed. - Distribution of Credits (2024-25)

Sl.No	Subject	Credits	Lecture (L)	Tutorial (T)	Practical (P)	Total
SEMESTER I						
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**

Sl.No	Subject	Credits	L	T	P	Total
SEMESTER III						
PERSPECTIVE COURSES						
1	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**

SCHEME OF EXAMINATION

FIRST SEMESTER

Sl. No.	Theory courses	Marks		
		Internal Marks	External Marks	Total
	SEMESTER - I			
	PERSPECTIVE COURSES			
1.	Advanced Educational Psychology	40	60	100
2.	Philosophical Perspectives of Education	40	60	100
	TOOL COURSE			
3.	Educational Research and Statistics	40	60	100
	SPECIALIZATION COURSE			
4.	Guidance and Counselling	40	60	100
	Total	**160**	**240**	**400**

Practical Assessment

Sl. No.	Practicum	Task for Evaluation	Credit	Marks
1.	Dissertation	Submission of Research Proposal	1	25
		Review of Related Literature	1	25
2.	Field Work	Observation – 10 classes	1	25
		Teaching –B. Ed. – 10 classes (PE and CPS courses)	1	25
		Total		100

THIRD SEMESTER

Sl. No.	Theory courses	Marks		
		Internal Marks	External Marks	Total
SEMESTER - III				
PERSPECTIVE COURSES				
1.	Development of Teacher Education	40	60	100
2.	Gender studies and Inclusive Education	40	60	100
TOOL COURSE				
3.	Advanced Educational Technology	40	60	100
SPECIALIZATION COURSE				
4.	Human rights and Value Education	40	60	100
	Total	**160**	**240**	**400**

Practical Assessment

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

Online Course (Choice Based)

MOOC / SWAYAM Courses (not less than 4 week duration)

The M.Ed. students should complete 2 online courses with the approval of the mentor and submit the course completion certificates before the commencement of fourth semester theory examinations. The courses have to be chosen in consultation with the M. Ed. Coordinator and it has to be approved by the panel chaired by the Principal. Two extra credits will be awarded for the successful completion of MOOC / Swayam online.

Field Activity:

M.Ed. students should observe 10 classes taken by the B.Ed. students during their internship in the supporting schools. They should take 10 classes for B.Ed. students – five in their respective major subjects and five in any of the core papers under the guidance of their supervisors. Further they should maintain a record for Research Colloquium. In addition, M.Ed. students 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 must complete data analysis, interpretations and submit the dissertation before the fourth semester theory examination commences.

Internal Evaluation (Theory):

S. No.	Type of Question	No. of Questions	Marks	Total Marks
Scheme of Internal Examination (40 Marks) **Maximum Time Duration : 1 ½ Hours**				
1	Objective type (Multiple choice questions)	5 (Compulsory)	1	5
2	Short Answer (Maximum of 250 words for each question)	3 out of 5 (Open Choice)	5	15
3	Essay (Maximum of 750 words for each question)	2 (Internal Choice)	10	20
	Total Marks			**40**

Internal Assessment (Theory) for 40 marks:-

The student teachers are evaluated according to their performance in

Internal Exam	: 20 Marks
Seminar	: 5 Marks
Assignment	: 5 Marks
Task Assessment	: 10 Marks
	40 Marks

External Evaluation (Theory):

S. No.	Type of Question	No. of Questions	Marks	Total Marks
	Scheme of External Examination (60 Marks) **Maximum Time Duration : 2 ½ Hours**			
1	Objective type (Multiple choice questions)	10 (Compulsory)	1	10
2	Short Answer (Maximum of 250 words for each question)	4 out of 6 (Open Choice)	5	20
3	Essay (Maximum of 750 words for each question)	3 (Internal Choice)	10	30
	Total Marks			**60**

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 the pass in the external examinations is 50%). For field activities also the required minimum for pass is 50%. The pass marks in the 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

SEMESTER – I		
Sl. No.	Course Name	COURSE CODE
PERSPECTIVE COURSES		
1	ADVANCED EDUCATIONAL PSYCHOLOGY	24FMPEP
2	PHILOSOPHICAL PERSPECTIVES OF EDUCATION	24FMPPE
TOOL COURSE		
3	EDUCATIONAL RESEARCH AND STATISTICS	24FMTRS
SPECIALIZATION COURSE		
4	GUIDANCE AND COUNSELLING	24FMSGC

SEMESTER III		
Sl. No.	Course Name	COURSE CODE
PERSPECTIVE COURSES		
1	DEVELOPMENT OF TEACHER EDUCATION	24TMPTE
2	GENDER STUDIES AND INCUSLIVE EDUCATION	24TMPGI
TOOL COURSE		
3	ADVANCED EDUCATIONAL TECHNOLOGY	24TMTET
SPECIALIZATION COURSE		
4	HUMAN RIGHTS AND VALUE EDUCATION	24TMSRV

CONTENT

Sl.No	Content
PERSPECTIVE COURSES	
1	Advanced Educational Psychology
2	Philosophical Perspectives of Education
TOOL COURSE	
3	Educational Research and Statistics
SPECIALIZATION COURSE	
4	Guidance and Counselling

Sl.No	Content
SEMESTER III	
PERSPECTIVE COURSES	
1	Development of Teacher Education
2	Gender Studies and Inclusive Education
TOOL COURSE	
3	Advanced Educational Technology
SPECIALIZATION COURSE	
4	Human Rights and Value Education

SEMESTER – I

ADVANCED EDUCATIONAL PSYCHOLOGY

Course Code: 24FMPEP
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 them in teaching (L3)*
- *identifies the ways and means of promoting social and emotional intelligence (L4)*
- *appraises the concept of mental health in acclaiming ourselves as integrated personality (L5)*
- *develops a plan of action for creating a positive climate in the community through education (L6)*

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

Influential Schools of thoughts in Psychology: Structuralism, Functionalism, Behaviourism, Humanism, Associationism, Constructivism, Gestalt Psychology, Cognitive Psychology, Individual Psychology, Social Psychology, Developmental Psychology, Analytical Psychology, Trans-Personal Psychology and Contemporary Psychology - Educational Psychology: Concept, Nature and Methods - Introspection, Observation, Interview, Case-study, Experimental Method and Correlational Research - Significance of Educational Psychology.

Task Assessment: Compare and contrast any two psychological perspectives and submit a reflective report with substantial evidences

Unit II : Human Development   **(L-11; T-3; P-3)**

Concept, Principles and stages of development -General characteristics, problems and needs of adolescence-Theories of Cognitive Development (Piaget, Bruner)-Theory of Social Development (Erickson), Concept of Social Cognition, Understanding social relationship and Socialization goals-Stages of Moral development (Kohlberg)-Theory of Emotional Development (Daniel Goleman)

Task Assessment: Conduct a brainstorming session on the challenges faced by adolescents of Gen-Next and suggest ways to overcome them.

Unit III : Learning   (L-12; T-3; P-3)

Learning: Principles and types -Gagne's Hierarchy of Learning-S.R. Theories (Skinner, Hull, Bandura, Guthrie)–Cognitive Theories (Kohler, Lewin and Ausubel) - Meta Cognition- Social Competence - Machine Learning and Deep Learning - Learning Disabilities – Identifying and analyzing diverse learning needs.

Task Assessment: Discuss the strategies of Metacognition and formulate a plan of action to include it in classroom teaching.

Unit IV : Intelligence   (L-11; T-5; P-5)

Definitions of Intelligence–Approaches to Intelligence: Unifactor, Two factor, Triarchic, Group factor theories and structure of intellect– Concepts of Multiple Intelligence, Social Intelligence and Emotional Intelligence and Artificial Intelligence - Convergent thinking Vs Divergent Thinking, Critical Thinking Concepts of problem solving and Creativity-Assessment of intelligence and uses of intelligence Test.

Task Assessment: Analyze an individual learner and submit a reflective report of his/her thinking style.

Unit V : Personality and Well-being   (L-14; T-5; P-5)

Personality: Definition and Theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Kofka)-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, Repression, Rationalization, Reaction formation, Sublimation–Stress management– Mindfulness - Influence of Empowered teachers on diverse needs of learners – Digital Learning Environment and Mental Health of Learners

Task Assessment: Prepare a presentation on stress management strategies which you have experienced to be effective.

Note: The students should select any three Task Assessments

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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 them in teaching (L3)	1, 2, 3, 5, 7, 8	1, 2, 3, 4, 7, 9
4	identifies the ways and means of promoting social and 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 integrated personality (L5)	1, 2, 3, 4, 5, 6, 8	1, 2, 3, 5, 7, 8, 9
6	develops a plan of action for creating a 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	✓	✓	✓	✓	✓	✓	✓		✓	✓

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

Time:2.30 hrs.   **Course Code: 23FMPEP**   **Max.Marks: 60**

Section - A   (10 x 1 = 10)

Choose the most appropriate answer from the choices given below:

1. The oldest method for the study of behaviour is ----------(CLO1, L1)
   a) Observation   b) Standardized
   c) Intelligence test   d) Introspection

2. A Systematic change in mental processes that underlie all learning and performance is known as ----------(CLO2, L2)
   a) Moral development   b) Intellectual development
   c) Social–emotional development   d) cognitive development

3. _____ is the major attribute of Correlation Analysis. (CLO1, L1)
   a) Association among variables   b)Difference among variables
   c) Regression among variables   d) Variations among variables

4. According to Bandura, one can be socialized by ---------- (CLO2, L3)
   a) punishment   b) observation
   c) food and rest   d) rewards

5. The single factor theory of Intelligence was propagated by ---------- (CLO4, L1)
   a) Freeman   b) Alfred Binet
   c) Thorndike   d) Howard Gardner

6. The goal of social cognition is basically ---------- (CLO4, L2)
   a) self- actualization   b) self – regulation
   c) uncovering hidden conflict   d) decision-making

7. In an Intelligence test a 10-year old child was found to have a mental age of 12 years. Her IQ is ---------- (CLO4, L3)
   a) 105   b) 110   c) 120   d) 101

8. ---------- said, "we are born capable of learning."(CLO3, L1)
   a) Noam Chomsky   b) Jean Piaget
   c) Jean-Jacques Rousseau   d) Ivan P. Pavlov

9. A pigeon is trained to bite at a green light. Now it pecks at all lighted dots. This is a case of _____.(CLO3, L3)
   a) Generalization gradient   b) Response formation
   c) Stimulus generalization   d) Assimilation and Discrimination

10. ---------- is related to post-traumatic stress disorder.(CLO5, L2)
    a) Sleep disturbance   b) Suicidal thoughts
    c) Depression   d) all of the above

Section - B   (4 x 5 = 20)

Answer any FOUR of the following questions in about 250 words each.
11.   Explain the principles of Correlational Research.(CLO1, L2)
12.   Write your understanding of the concept of Social Cognition and its effect on social relationship.(CLO2, L2)
13.   Describe the Hierarchy of learning as explained by Gagne by incorporating relevant examples from real-life.(CLO3, L3)

14. Analyze the similarities and dissimilarities between Convergent thinking and Divergent thinking.(CLO4,L4)
15. Elucidate the Principles of Mental Hygiene.(CLO5, L2)
16. "Rogers believed that humans were capable of becoming whole persons through self-discovery"- Analyze this statement and justify your point of view. (CLO5, L5)

Section - C (3 x 10 = 30)
Answer ALL the questions in about 250 words each.

17. a) Interpret the role of constructivism in learning process to satisfy the needs of learners? (CLO3, L4)

(OR)

b) Explain the concepts of Social Intelligence and Emotional Intelligence in accordance with the contemporary society.(CLO4, L6)

18. a). How will you apply the knowledge of Psychology as a teacher educator in future.(CLO1, L3)

(OR)

b). Discuss Eric Erickson's theory of social development and its educational implications.(CLO2, L3)

19. a).As a teacher, how will you support your student to become an Integrated Personality?(CLO5, L6)

(OR)

b). Illustrate with suitable examples how defense mechanisms are employed unconsciously as psychological strategies to protect oneself from anxiety arising from unacceptable thoughts or feelings.(CLO6, L3)

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Code : 24FMPPE
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)*
- *examines the contributions of educational thinkers (L6)*

Unit 1 : Basics of Philosophy   (L-12; T-4; P-4)

Philosophy: Nature and Characteristics. Concept of philosophy - Nature of Philosophically Minded Person-Philosophy and other Branches of Studies–Philosophy and Arts-Philosophy and Science–Philosophy and Religion-Branches of Philosophy: Metaphysics, Epistemology and Axiology-Logical Positivistic View of Philosophy

Task Assessment: Analyze the Philosophical Perspectives of your own life and submit a reflective report.

Unit II : Philosophy and Education   (L-12; T-4; P-4)

Philosophy and Education: Function, Concept, Scope and Nature of Philosophy of Education-Interplay of Philosophy and Education- Relationship between Philosophy of Teaching and teaching styles - Bridging the gap between Theory and Practice-Importance of Philosophy of Education- Modes of Philosophical Inquiry-Nature of Educational theory-Multicultural Education : Meaning, Concept, Need, Scope and Principles

Task Assessment: Discuss and submit a report on the relationship between Philosophy and Education

Unit III : Indian Schools of Philosophy and Education   (L-12; T-4; P-4)

Educational Thoughts on Sangam Age - Salient features of Nyaya and Sankhya – Yoga – Vedic – Buddhist - Jain and Islamic 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: Submit a consolidated report: 'If the Society is Philosophically Vacuum, how do you Be and Become'.

Unit IV : Western Schools of Philosophy and their implications to Education

(L-12; T-4; P-4)

Idealism - Naturalism – Realism - Pragmatism and their Educational implication: Contemporary Philosophical thoughts and Education- Existentialism - Logical Positivism – Reconstructionism – Progressivism - Humanism and Eclecticism about Information - Knowledge and Wisdom and Philosophical Concepts - Educational Implication: Aims of Education- Curriculum - Methods of Teaching - Teacher and Child.

Task Assessment: Conduct a Brainstorming Session on the Education Contribution of Wester Philosophers

Unit V : Contributions of Educational Thinkers (L-12; T-4; P-4)

Indian Thinkers: Rabindranath Tagore - Swami Vivekananda - M. K. Gandhi - Gijubai Badheka - Thiruvalluvar. Western Thinkers: Maria Montessori - Froebel, Paulo Freire - Ivan D. Illich – Pestalozzi - A.P.J.Abdul Kalam- Educational Perspectivesof St. Ignatius.

Task Assessment: "Analyse the Educational Perspectives of St.Ignatius and Submit a Report.

Note : The Prospective teacher should select any three Task Assessments

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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: 2.30 hrs   **Course Code: 23FMPPE**   **Max. Marks: 60**

Section A   **(10x 1 = 10)**

1. Which branch of philosophy concerned with the study of "first principles" and "being"? (L2)
   a)Ethics   b) Metaphysics
   c)Epistemology   d)Axiology

2. Who stated the following statement? "Learning is not the accumulation of scraps of knowledge. It is a growth, where every act of knowledge develops the learner". (L2)
   a)Plato   b) Lewis White Beck
   c)Husserl   d) Russel

3. Any system of religion that recognizes a number of gods or many gods is -----. (L2)
   a)Polytheism   b) Theism
   c)Pantheism   d) Atheism

4. The activity and critical analysis applied to the concepts, statements, statements and arguments pertaining to eduction is ---------. (L2)
   a)Philosophy of education   b)Philosophy and curriculum
   c)Philosphy and discipline   d) Philosphy and discipline

5. ------- is closely allied to Sanya system. (L2)
   a) Niyaya   b) Yoga
   b) Vedic   d)Buddhist

6. ------- can be considered as teaching learning measurement and evaluation process for desired desired behavior changes of individuals. (L2)
   a)Philosophy   b)Art
   c)Language   d)Education

7. …………. is the oldest system of philosophy known to man. (L2)
   a)Naturalism   b)Idealism
   c)Realism   d)Pragmatism

8. According to pragmatism, a ----------- is the centre of education. (L2)
   a)Teacher   b)child
   c)Discipline   d)Organization

9. According to Swami Vivekananda, the culture, values of India should form an integral part of the --------. (L1)
   a)socialist society   b) Existentialism
   c)curriculum of Education   d)philosophy of education

10. ………….. perceived the value of play as lying in the opportunities it provides for sensory experience which, in turn, are foundation of intellectual development. (L2)
    a)Rabindra Nath Tagore   b)Mahatma Gandhi
    c)Froebel   d)Plato

Section B (5x 4 = 20)

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

1. List out the educational thoughts of Sangam Age (L2)
2. Elucidate the logical positivistic view of philosophy. (L3)
3. Bring out the means of obtaining knowledge as proposed by Nyaya school of philosophy. (L5)
4. What is Gurukula? List out its importance. (L1)
5. Bring out the aims of education according to Pragmatism. (L1)
6. Explain the vivekananda's thought on methods of teaching? (L2)

Section - C (3 x 10= 30)

Answer the following questions in about 750 words each:-

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

(OR)

   b). What are the educational ideas of Buddhism . (L2)

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

(OR)

    b).What are the basic idealogy of Naturalism and elucidate 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

Course Code: 24FMTRS

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 Research Designs (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-11; T-4; P- 4)

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 Experimental Design and Historical research

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

Unit : II Qualitative Research Designs   (L-11; T-4; P- 4)

Qualitative Research Designs: Grounded Theory Designs (GT) - Types, characteristics–designs - Steps in conducting a research - Strengths and Weakness-Narrative Research Designs (NR): Meaning and key Characteristics- Steps-Case Study : Meaning-Characteristics-Components-Types of design-Steps of conducting a research-Strengths and weaknesses -Ethnography : Meaning-Characteristics-Underlying   assumptions-Steps-Writing   ethnographic   account-Strengths   and weaknesses-Mixed   Method   Designs: Characteristics-Types-Triangulation, explanatory and exploratory designs - Steps - Strengths and weakness – Artificial Intelligence for Academic Research

Task Assessment : Prepare a Case study related to a Qualitative research problem

Unit : III Major Steps in Research   (L-12; T-4; P- 4)

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, Non directional, Null - Research proposal –format, need and importance.

Task Assessment: Formulate fifteen hypotheses for a research question

Unit : IV Introduction to Educational Statistics   (L-13; T-4; P- 4)

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. Quantitative Data Analysis–Descriptive Data analysis-Measures of Central Tendency–Mean, Median, Mode–Merits and Limitations. Measures of Variability-Range, Mean Deviation, Standard Deviation and Quartile Deviation, Merits and Limitations-Fiduciary limits

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

Task Assessment: Compile the height and weight of fifty B.Ed. students and represent it in different types of graph

Unit : V Testing of Hypothesis   (L-13; T-4; P- 4)

Testing of Hypothesis -Type I and Type II Errors – Levels of significance, Power of a statistical test and effect size - Parametric techniques–Assumptions for Parametric testing of Hypothesis: Concept of One-tailed and Two- tailed Test-Testing the Significance of the Difference between Means – Variances-Correlations and Proportions-conditions to be satisfied for using parametric techniques - Analysis of Variance and Co-variance: Concept – Principle - Assumptions and Uses.

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

Task Assessment : Collect two different subject marks of forty B.Ed students and calculate the rank correlation

Note : The Prospective teacher should select any three Task Assessments

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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 research designs (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:2.30 Hrs   **Course Code: 23FMTRS**   **Max.Marks: 60**

Section - A   **(1 x 10 = 10)**

I. Choose the Best Answer

1. Which of the following statements is not true in the context of participatory research? (L2)

   (1) It recognizes knowledge as power.   (2) It emphasises on people as experts.

   (3) It is a collective process of enquiry.   (4) Its sole purpose is production of knowledge.

2. A researcher is interested in studying the prospects of a particular political party in an urban area. What tool should he prefer for the study? (L2)

   (1) Rating scale   (2) Interview   (3) Questionnaire   (4) Schedule

3. Ethical norms in research do not involve guidelines for: (L3)

   (1) Thesis format   (2) Copyright (3) Patenting policy   (4) Data sharing policies

4. Which of the following is an initial mandatory requirement for pursuing research? (L2)

   (1) Developing a research design   (2) Formulating a research question

   (3) Deciding about the data analysis procedure   (4) Formulating a research hypothesis

5. The format of thesis writing is the same as in (L4)

    (1) preparation of a research paper/article   (2) writing of seminar presentation

    (3) a research dissertation (4) presenting a workshop / conference paper

6. In qualitative research paradigm, which of the following features may be considered critical? (L4)

   (1) Data collection with standardised research tools.

   (2) Sampling design with probability sample techniques.

   (3) Data collection with bottom-up empirical evidences.

   (4) Data gathering to take place with top-down systematic evidences.

7. The principal of a school conducts an interview session of teachers and students with a view to explore the possibility of their enhanced participation in school programmes. This endeavour may be related to which type of research? (L2)

   (1) Evaluation Research   (2) Fundamental Research   (3) Action Research

   (4) Applied Research

8. In doing action research what is the usual sequence of steps? (L2)

   (1) Reflect, observe, plan, act   (2) Plan, act, observe, reflect

   (3) Plan, reflect, observe, act   (4) Act, observe, plan, reflect

9. The issue of 'research ethics' may be considered pertinent at which stage of research? (L4)

   (1) At the stage of problem formulation and its definition

   (2) At the stage of defining the population of research

   (3) At the stage of data collection and interpretation

   (4) At the stage of reporting the findings.

10. In which of the following activities, potential for nurturing creative and critical thinking is relatively greater? (L4)

   (1) Preparing research summary   (2) Presenting a seminar paper

(3) Participation in research conference   (4) Participation in a workshop

Answer any Five of the following questions in about 250 words each. (5 x 4 = 20)

1. What are the different types of research? Bring out the differences among them. (L1), (L2)
2. Write down the characteristics of Grounded theory design (L5)
3. Describe the scales of measurement. (L1)
4. 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

5. Calculate standard deviation for the following data: (L3)
   29, 52, 37, 43, 32, 48, 39, 34, 45, 33.
6. 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 10= 30)**

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. What are the principles and uses of ANOVA and ANCOVA (L2)

GUIDANCE AND COUNSELLING

`   **Course Code : 24FMSGC**
                                              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-4; P-4)

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-4; P-4)

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 a report on counselling services offered in a school in your local area.

Unit: III Techniques of Counselling   (L-12; T-4; P-4)

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   (L-12; T-4; P-4)

Mental Health: Meaning and Definition, Characteristics of Mentally Healthy Person - Mental Hygiene: Definition and Objectives - Factors Affecting Mental Health - Need of Mental Health and Hygiene for Teachers. Integrative Approaches to Mental Health: Mindfulness, Meditation and Relaxation Techniques. Artificial Intelligence and Mental Health: AI - driven Chatbots - virtual therapists - Teletherapy - Remote Monitoring- Benefits and Challenges of AI-powered Therapy Solutions

Task Assessment: Debate on AI Therapists: Revolutionizing or Ruining Mental Health Care

Unit : V General Aspects of Testing Programme   (L-12; T-4; P-4)

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 : Conduct an ideation session and submit the report titled 'Evolution of Personality Assessment: Exploring Cutting-Edge Approaches'.

Note : The students should select any three Task Assessments

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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

SECTION – A

Choose the most appropriate answer: (10x1=10)

1. Which class of learners are not included under "Exceptional Category"? (L1)
   a) Slow   b)Retarded   c)Normal   d)Gifted
2. What is the ultimate aim of counseling for the individuals to attain? (L2)
   a) Self-knowledge   b) Self-direction   c)Self-discovery
   d)Self-understanding
3. State which of the following statements is NOT TRUE with respect to the principles of guidance (L1)
   a) Guidance is a lifelong process
   b) Guidance can take the help of tests for effectiveness
   c) There is no scope for individual differences in guidance
   d) Guidance is a generalised and specialised process
4. Which type of stress provides the outlet to express our talent and energies and helps us to pursue happiness? (L1)
   a) Distress   **b) Eustress**   c) Acute stress   d) Chronic stress
5. E.G. Williamson was the chief proponent of ……………. (L2)
   a) Directive Counselling   b) Non- directive Counselling
   c) Eclectic Counselling   d) Directive and Non-directive Counselling
6. Guidance can be called a process because ……… (L1)
   a) One defines problems, identifies choices, sets goals and makes plans to reach that goal
   b) it helps every individual   c) it is a continuous process d) It is a voluntary process
7. Which of the following is not a defense mechanism? (L2)
   a) Identification   b) compensation   c) Rationalisation d) Association
8. A student has graduated from a university. He/She wants help in making the choice of stream of education. The type of guidance to be put in place for such a case will be called
   a) Personal guidance   b) **Educational guidance**   c) Vocational guidance
   d) Social guidance (L5)
9. ………….. that use questions designed to probe the candidates past behavior in specific situations (L2)
   a) group interview   b). behavior interview   c)face to face interview
   d. mock interview
10. For an effective non-directive counselling session, which one of the following will be essential? (L1)
   a) Training of the counsellor   b) Establishing a rapport with the client
   c) Expertise in using tests   d) Conversational fluency

SECTION – B

Answer any FOUR questions in about 250 words each: (4x5=20)

1. How will you organize guidance service in the school.(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. Elucidate the problems faced by the students in the classrooms . (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 – C

Answer the following questions in about 750 words each: (3x10=30)

1. a). Trace the History of Guidance movement in India .(L1)

    (OR)

    b). Give the objectives and characteristics of counseling. (L2)

2. a). Describe the role of teacher in promoting mental health among students. (L3)

    .(OR)

    b). Elaborate the procedure for organizing placement services in educational institutions.(L2)

3. a). Discuss in detail the various techniques of counseling. (L3)

    (OR)

    b). Describe the general aspect of testing programme in the school . (L4)

	SEMESTER I	
	COURSE DESIGNERS	
	PERSPECTIVE COURSES	
1	Advanced Educational Psychology	Dr.E.C.Punitha Dr.R.Indra Mary Ezhilselvi
2	Philosophical Perspectives of Education	Dr.J.Maria Prema Dr.V.Lavanya
	TOOL COURSE	
3	Educational Research and Statistics	Dr.N.Theresita Shanthi Ms.S. Arockia Reena
	SPECIALIZATION	
4	Guidance and Counselling	Rev.Sr.Dr.L.Vasanthi Medona Dr.M.Maria Saroja Ms.E.Michael Jeya Priya

VALUE ADDED COURSES

1. Teaching Aptitude

2. Millennium Development Goals: Poverty

3.   Skills for Professional Enhancement

SELF STUDY COURSES

1. NET / SET Preparatory Course – Phase I

2. Environmental Issues and Acts

3. Innovation in Teaching and Evaluation system for Gen z learners

4. Inclusive Education for Life Long Learning

VALUE- ADDED COURSES (VAC)

Value- added courses are provided by the institution to develop necessary skills, to increase the employability quotient and equip the students with essential skills to succeed in life. The Value Added Courses offer the students an edge over others and have the scope of enhancing communication skill, technical knowledge, time management and personality development. To compete with the recent trends of the current competitive world, Value Added Courses were made compulsory for all the student teachers. They were awarded the certificates after their successful completion of the courses.

SEMESTER I
VALUE ADDED COURSES
(VAC)

TEACHING APTITUDE

Course Code : 24FMVTA

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- reiterates the concepts of Teaching and Learning (L1)
- acquires the methods of teaching in higher education (L2)
- develops the skill to use modern and ICT based methods (L3)
- critically evaluates various real-life situations by resorting to ananalysis of key issues and factors (L5)

Unit I : Teaching

Teaching, Levels of teaching, Characteristics and basic requirements, Learning, Characteristics of adolescent and adult learners, Types of Learning Disability, Concept of Aptitude.

Unit II : Factors affecting Teaching Process

Factors affecting teaching related to Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution.

Unit III : Methods of Teaching in Institutions of Higher Learning

Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Mooc).

Unit IV : Teaching Support System

Traditional, Modern and ICT based.

Unit V : Evaluation Systems

Elements and Types of evaluation, Evaluation in Choice Based Credit Systemin Higher education, Computer based testing, Innovations in evaluation systems.

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https://www.scholarify.in/choice-based-credit-system-cbcs/

https://testbook.com/ugc-net-paper-1/evaluation-system

https://www.scholarify.in/teaching-concept-objectives-characteristics-levels/

https://ugcnetpaper1.com/learners-characteristics/

https://testbook.com/ugc-net-paper-1/factors-affecting-teaching

https://www.scholarify.in/teacher-centred-and-learner-centred-methods/

https://ugcnetpaper1.com/teaching-support-system/

MILLENNIUM DEVELOPMENTAL GOALS: NO POVERTY

Course Code : 24FMVGP

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- acquires the knowledge about the local, national and global distribution of extreme poverty and extreme wealth. (L1)
- identifies causes and impacts of poverty **(**L5)
- distinguishes deficit-based and strength-based approaches to addressing poverty (L2)
- analyses extremes of poverty and wealth affect basic human rights and needs. (L3)
- relates their personal experiences with respect to poverty (L4)
- organizes brainstorming session on Millennium Developmental Goals. (L6)

Unit I : Definitions of poverty

Global - National - Local Distribution of extreme poverty and extreme wealth and their reasons

Unit II : The importance of social welfare protection systems and measures

Access to basic services-ownership- inheritance-natural resources-appropriate new technology and financial services.

Unit III: Conditions related to poverty

The interrelation of poverty - natural hazards-climate change and other economic, social and environmental shocks and stresses- Work conditions related to poverty: sweatshops -child labour and modern slavery

Unit IV: Consequences of Poverty

Consequences of poverty: Malnutrition- Child and Maternal Mortality-Crime and Violence

Unit V: Development cooperation

Policy frameworks at the local, national and international levels: pro-poor and gender-sensitive development strategies.

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SKILLS FOR PROFESSIONAL DEVELOPMENT

Course Code :24FMVPE

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- identifies their values and priorities (L1)
- plans and schedules their time efficiently (L3)
- organizes physical and digital spaces for maximum productivity (L4)
- evaluates and select the best solution (L5)
- makes ethical decisions based on sound moral and ethical principles (L5)
- embraces continuous improvement through training and development opportunities (L6)

Unit I: Self-assessment and Goal Setting

Reflection-Identifying values and priorities-setting SMART Goals-Breaking down goals into smaller Milestones-Assessing resources and Obstacles-Regular monitoring and Evaluation-Flexibility and Adaptability-Seeking feedback

Unit II: Time Management and Organisational Skills

Goal Setting-Prioritization-Planning and Scheduling-Time Allocation-Task Delegation-Time blocking-organisation of physical and digital spaces-efficient workflow-proactive approach-ongoing evaluation and adjustment

Unit III: Problem-solving and Critical thinking

Define the Problem-Gather Information-Analyse the Information-Generate alternative solutions-evaluate and select the best solution-implement the Solution-Monitor and evaluate the Results-Reflect and learn from the experience-critical thinking

Unit IV Professional ethics and integrity

Honesty and truthfulness – Integrity – Confidentiality-Respect for diversity and inclusion-professional competence-conflicts of interest-professional accountability-ethical decision-making-compliance with laws and regulations-social and environmental responsibility

Unit V Continuous learning and professional growth

Lifelong learning-self-awareness-goal setting-adaptability-networking-reflection-continuous feedback-continuous improvement-time management-resilience-mentoring and coaching

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SEMESTER I
SELF-STUDY COURSES
(SSC)

Self-Study Courses

The quest for knowledge stretches beyond the conventional boundaries of coursework. Acknowledging this evolving paradigm, our Institution is committed to providing a comprehensive educational experience that goes beyond the core curriculum. In line with this vision, the Institution offers Self Study Courses that empower students with additional skills, expertise, and perspectives. These courses are meticulously designed to enrich the learners with a journey towards self-directed learning and nurture a holistic development. Self-Study Courses revolve around empowering the learners to take control of their education, nurturing critical skills, fostering curiosity, and facilitating personal and professional growth. By achieving these objectives, the learners are better prepared to navigate a rapidly changing world and make meaningful contributions to their chosen fields.

Course Learning Outcomes

The Prospective Teacher Educator

➢ acquire effective learning, personal growth, and skill development
➢ develop specific skills, competencies, and knowledge relevant to their chosen subject, careerpath, or personal interests.
➢ envisage a thirst for knowledge by offering a range of resources that explore various aspectsof a subject.
➢ motivate learners to explore beyond the core content.

Duration

The duration of Self Study Courses should not be less than 30 hours.

Awarding Certificate

The passing requirement for Self Study Courses shall be 50% of the marks prescribed for the course. The students who successfully complete the Self Study Courses shall be issued Course Completion Certificates by St. Ignatius College of Education(Autonomous), Palayamkottai.

Guidelines for conducting Self Study Courses

➢ Self-Study Courses are mandatory for all the student teachers.
➢ The student teachers should select any one of the above mentioned courses according theirown wish.
➢ The student teachers should contact the respective staff-in-charge to enroll and receiveguidance.
➢ External Assessment shall be done at the end of the Course.

NET / SET PREPARATORY COURSE –PHASE I

Course Code : 24FMSN1

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- exemplifies the determinants of growth and development (L2)
- examines the factors influencing learning and applies it in teaching (L3)
- identifies the nature of different branches of philosophy (L1)
- compares Indian schools of philosophy with western schools of philosophy (L2)
- develops the statistical techniques in Educational research (L6)
  stages (L3)
- reviews the issues and challenges in Inclusive Education(L5)
- integrates the knowledge of socialization process and the role of different

Link for Net Examination Syllabus

NET-Syllabus-for-Education-E.pdf

Units - Educational Studies - History, Politics and Economics of Education - Learner and Learning Process - Teacher Education - Curriculum Studies - Research in Education- Pedagogy, Andragogy and Assessment - Technology in /for Education - Educational Management, Administration and Leadership - Inclusive Education

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ENVIRONMENTAL ISSUES AND ACTS

Course Code : 24FMSEA

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- understands the code of environmental ethics (L2)
- analyses the various laws related to environmental protection (L4)
- develops awareness towards human health issues related to environment (L3)
- acquires the skills necessary to practice human rights (L6)
- familiarizes with the International conventions and protocols (L3)

Unit-1 : Environmental Ethics

Environmental ethics:-meaning- consumerism and waste products- effects of consumerism--Overcoming consumerism- need for environmental ethics- code of environment ethics-Practical code

Unit II: Environmental Laws

Environment Protection Act 1986- powers of Central Government under this act- provisions-functions of CPcb- functions of spcb- powers of state government- Yeah right- year at- life wildlife act- penalties- constitutional provisions- forest conservation act: Indian forest act- powers of the state Government-Water at- water conservation in industry -Wish you see important for environmental legislation- breaking laws- public awareness

Unit III : Environment and Human Health

Environment and human health: Introduction- water related diseases- pesticides on human health- heppers of air pollution on human health- noise pollution and human health- energy and health- industry and health- HIV/ hiv in India-Clinical manifestation- transmission- risk factors- prevention- women and child welfare measures to improve the nutritional status- role of IT in environment and human health- conservation of bio resources

Unit1V : Human Rights

Human rights in India- functions of the commission- Baba Sahab Commission of powers of - abolition of child labour-Human rights act 1933- Human Rights global: Declaration of human rights 1948-Articles 1 to 30- Amnesty International

Unit-V : International Convention and Protocols

implementation of convention- major International environmental

conventions: convention on international trade in endangered species of wild fauna and flora-Vienna Convention for the protection of ozone layer- Basal convention-Earth summit-United Nations Framework convention on climatic change-Convention on biological diversity - International plant protection convention-Major International environmental protocols: The Montreal protocol on substances that deplete the ozone layer - cartagena protocol on biosafety-Kyoto protocol

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INNOVATION IN EVALUATION SYSTEM FOR GEN Z LEARNERS

Course Code : 24FMSTE

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- understands Gen Z Learners and innovation in Evaluation system. (L1)
- creates awareness about the various reforms in evaluation system. (L4)
- applies various tools and techniques in the process of evaluation. (L3)
- promotes Gen Z learners' confidence and self-efficacy by personaliized assessment. (L5)
- develops an online quiz using a chosen assessment tool. (L6)

Unit 1: Introduction to Gen Z Learners and Evaluation

Overview of Generation Z characteristics and their unique learning needs - limitations of traditional evaluation methods for Gen Z learners - Importance of innovative evaluation systems for engaging and motivating Gen Z learners

Unit 2: Evaluation Reforms in Higher Educational Institutions

Framework for Outcome based Education and Assessment - Elements and Type of Evaluation system – method of evaluation - significant tools

Unit 3: Tools and Techniques for Classroom Assessment

Concept maps – e-Portfolio - talk Show Performance - index card - Teaching Aptitude – one minute papers– Assessment Rubrics – Socratic seminars – Ipsative assessments - Semester System, Grading System - Credit system - Online Examination System - Open Book System

Unit 4: Personalized Assessment

Importance of personalized assessment for Gen Z learners - Designing self-assessment and reflection activities - Adaptive and individualized assessment approaches

Unit 5: Paradigm Shift in Evaluation System

Blooms Taxonomy in e-Assessment - Computer based testing - Digital evaluation- ICT and Assessment- online assessment tools -   learning management systems and educational apps for assessment

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INCLUSIVE EDUCATION AND LIFE LONG LEARNING

Course Code : 24FMSTL

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- acquires the value of Inclusive Education (L2)
- recognises the importance of diversity in the classroom (L1)
- contrasts and distinguishes children with disabilities in regular schools and to provide them with effective academic support (L4)
- hypothesizes about social inclusion, active citizenship, and personal development (L5)
- prioritizes the role of lifelong learning in personal development (L4)
- supports students to become adapted to life and the society (L5)

Unit I : Introduction to Inclusive Education

Inclusive Education: Meaning – Definition – Need - Nature – Concept - Scope - Importance

Unit II : Types of Disability and Diverse Learners

Learners with Disability: Vision & Hearing Impairment, Intellectual disability, physical disability (Causes and Identification) - Diverse learners – Assistive and Adaptive Technologies for Diverse learners

Unit III - Barriers of Inclusive Education

Barriers of Inclusive Education – Strategies to overcome the barriers in inclusive Education - Role of family, peer group, teacher and educational institution on inclusive education – NEP 2020 for inclusive education

Unit IV - Introduction to Lifelong Learning

lifelong learning: Meaning – Importance – Concept – Goal – Need - Benefits - Types of lifelong learning: formal education, informal education, and self-directed learning.

Unit V - Preparing Learners for Lifelong Learning

Four pillars of lifelong learning - Role of teachers in lifelong learning - Promoting lifelong learning - Sustainable Development Goal 4 (SDG 4) - Implementation of lifelong learning

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COURSE DESIGNERS		
VALUE ADDED COURSES		
1.	Teaching Aptitude	Ms.C.Deepa
2.	Millennium Development Goals: Poverty	Ms.S.Jebasheela Jenifer
3.	Skills for Professional Enhancement	Ms.J.Rawoofu Nisha Ms.S.Arockia Reena
SELF-STUDY COURSES		
1.	NET / SET Preparatory Course – Phase I	Dr.J.Maria Prema
2.	Environmental Issues and Acts	Dr.N.Theresita Shanthi
3.	Innovation in Teaching and Evaluation system for Gen z learners	Dr.M.Gnana Kamali
4.	Inclusive Education for Life Long Learning	Ms. D.Chandra Prabha

SEMESTER -III

DEVELOPMENT OF TEACHER EDUCATION

Course Code: 23TMPTE

Credits : 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- develops knowledge about history of Teacher Education in India (L1)
- acquaints the needs and importance of Teacher Education programmes (L2)
- acquires the information about construction and continuous evaluation of teacher education curriculum (L3)
- cultivates the understanding of quality assurance in Teacher Education (L4)
- enhances the knowledge of research and its gaps in Teacher Education (L5)
- kindles the mind to compare the different curriculum among the different nations (L6)

Unit I: Concept of Teacher Education   (L-10; T-4; P- 3)

Teacher Education–Meaning, Nature, Scope, Need and Significance–Objectives of Teacher Education at Different Levels of Education: Pre-Primary, Primary, Secondary and Tertiary - Changing Context of Teacher Education in the Indian and Global Scenario - Teacher Education in the Pre- Independence and Post-Independence Period - Changing Roles and Responsibilities of Teachers.

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- 14 ; T-4; P- 3)

Pre-service Teacher Education: Concept, Objectives, Importance and Scope - Organization of Components - Transactional Approaches: Expository, Collaborative and Experiential learning - In-service Teacher Education: Concept, Need, Purpose and Scope-Organization and Modes – Agencies and Institutions of In-service at District, State and National Levels : SSA, RMSA, RUSA, SCERT, NCERT, NCTE and UGC-Preliminary Consideration in Planning in-service Teacher Education Programme : Purpose, Duration, Resources and Budget.

Task Assessment: Conduct and Record a brainstorming session on the topic "Problems in Teacher Education and Suggestions to rectify it".

Unit III: Teacher Education Curriculum and Transaction   (L-10 ; T-4 ; P- 4)

National Curriculum Framework for Teacher Education towards Preparing Professional and Humane Teacher (NCFTE, 2009) as prescribed by NCTE – Integrating 21st Century Skills in the Curriculum of Teacher Education. The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels.

Task Assessment: Enumerate the features of Performance Appraisal of Teacher Educators.

Unit IV: Research and Professionalism in Teacher Education   (L-13; T-4; P-5)

Research: Nature and Scope – Areas – Trends and Implications of Research in Teacher Education - Concept of Profession and Professionalism - Professionalization of Teaching Skills- Professional Ethics of Teachers - Personal and Contextual factors affecting Teacher Development - ICT Integration - Quality Enhancement for Professionalization of Teacher Education - Innovation in Teacher Education - Enhancing and Evaluating Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators

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

Unit V : International Perspectives and Challenges in Teacher Education
(L-13; T-4; P- 3)

Understanding Knowledge base of Teacher Education from the viewpoint of Schulman - Deng and Luke & Habermas - Reflective Teaching : Meaning - Strategies for Promotion - Models of Teacher Education – Behaviouristic, Competency-based and Inquiry oriented - Major Challenges in Teacher Education: Maintaining Standards – Admission Policies and Procedures - Recruitment of Teacher Educators - Service Conditions of Teacher Educators - Quality Management of Teacher Education- Privatization, Globalization and Autonomy.

Task Assessment: Analyse and submit a report of Teacher Education programmes in any three countries.

Note : The Prospective teacher should select any three Task Assessments

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Name of the Course: 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)	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, 2024.
DEVELOPMENT OF TEACHER EDUCATION

Time: 3 hrs.   Max. Marks:60
Choose the best answer   **10x1=10**

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

1. The national Institute for Basic Education in our country was established in (L1)
   A) 1969 B) 1953 C) 1964 D) 1972
2. The second amendment of 1976 with Indian constitution insisted on (L1)
   A) the vocationalization of education
   B) the social aspects of knowledge to be imparted in schools
   C) closer relationship between education and agriculture
   D) the partial considerations as aims of education
3. The introduction of education for internationalism through social science in schools was first recommended by (L1)
   A) The U.N.O B) The U.N.E.S.C.O C) The I.E.C D) The C.A.B. E
4. Teacher's Professionalism may be assessed in terms of all the following commitments except (L2)
   A) Commitment to the colleagues and employer
   B) Commitment to the profession and students
   C) Commitment to the religion and castes
   D) Commitment to the parents and community
5. Who recommended that the years of secondary schooling be increased to 10+2 pattern? (L1)
   A) The Ramamurthi Report B) The Kothari Commission C) Basic Scheme D) The Seshadri Report
6. An effective teacher adopts the norms of the (L2)
   A) Democratic society B) Autocratic society C) Leizes Fair Society D) Authoritative society
7. Who is to decide "the mode and type of education which an individual is to receive for its welfare"? (L1)
   A) Citizen B) State C) Society D) Community
8. The year 1986 is significant in the history of Indian Education for the (L1)
   A) Adoption of New Education Policy
   B) Reconstruction of the CABE
   C) Report of the committee on Emotional Integration
   D) Reforms in the vocational and technical education
9. The U.G.C in our country was established under the act of parliament on the recommendations of (L1)
   A) The Secondary Education commission
   B) The University Education commission
   C) The National Board of University Education
   D) The Central Board Secondary Education
10. Nationalism in education has the aim of (L2)
    A) enforcing obedience and society in the individuals
    B) supporting the democratic educational objectives
    C) development of individuality as its end
    D) making education internationalist as well

Section - B

II. Answer Any Four Questions (Maximum of 250 words for each)   **4 x 5 = 20**

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. Evaluate the contemporary issues and enlist the concerns to reform Teacher Education. (L5)
4. Outline the integrated Teacher Education programme. (L2)
5. As a prospective teacher educator, explain your ideology of the need for understanding the global trends in Teacher Education.(L5)
6. Elaborate the issue related to admission of students in Secondary Teacher Education. Bring out the pros and cons. (L6)

Section C   3 x 15= 45

III. Write the Essay Type Answer (Maximum of 750 words for each)

7. 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)

8. 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)

9. 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)

GENDER STUDIES AND INCLUSIVE EDUCATION

Course Code :23TMPGI
Credits : 4

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

- identifies the scope of gender studies and gender issues in society(L1)
- exemplifies the role of mass media in gender identity and gender roles (L2)
- computes measures to overcome hurdles in the path of women empowerment (L3)
- analyses and compares the features of special education and inclusive education (L4)
- evaluates the issues and challenges in Inclusive Education(L5)
- devises plans for creating and sustaining inclusive practices (L6)

UNIT- I Introduction to Gender Studies   **(L-12; T-4; P-4)**

Meaning, Nature, and Scope of Gender Studies–Types of Gender–Role of Culture in the formation of Gender Identities – LGBTQ+ - Process of Socialization and gender disparity in Family, School, Community, Religion and Media–Social Exclusion and Social Inclusion based on Gender–A Paradigm shift from Women studies to Gender studies - Gender studies in the 21st century.

Task Assessment: Prepare and present a poster depicting 'Gender Disparity in family and society'

UNIT- II Gender Studies for Women Empowerment   **(L-12; T-4; P-4)**

Gender differences and Gender Discrimination–Causes of Discrimination and Measures to Eradicate Discrimination–Gender-Based Curriculum, Hidden Curriculum –Gender Neutrality - Gender Inclusive Classroom- Gender Issues and Role of Teachers - Gender Issues in Virtual Environment – Understanding Equity and Inclusion in Artificial Intelligence (AI) - Women Empowerment: Need, Significance and Hurdles–Issues Related to Female Children: Foeticide, Infanticide, Child Marriage–Issues Related to Women: Dowry, Widowhood, Domestic Violence, Sexual Exploitation, Sexual Trafficking, Suicide, Women Abuse, Single Parenting, Singled Out Women - Feminization of Workforce.

Task Assessment: Conduct a debate on 'Portrayal of women in Mass Media: Influence of AI'

UNIT – III Introduction to Inclusive Education (L-12; T-4; P-4)

Concept, Principles, Scope-Evolution of the Philosophy of Inclusive Education: A comparative study of Special, Integrated, Inclusive Education - Legal Provisions-Policies and Legislations: National Policy of Education(1986), Programme of Action(1992), Persons with Disabilities Act(1995), National Policy of Disabilities(2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of Indian Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its implications.

Task Assessment: Visit a school, analyze the provisions available for Inclusive Education and submit your reflective report.

UNIT – IV Creating and sustaining Inclusive Practices

Target Groups: Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model - Characteristics and Educational Needs of Diverse learners: Intellectual, Physical and Multiple Disabilities - Causes and Prevention of Disabilities - Marginalized Group and Learners with Disabilities–Models of Inclusion: Push in, Adaptive Learning Environment, Team Teaching, Strategies Intervention and Human Rights Models–Types: Regular and Partial–Educational Evaluation Methods – Techniques and Tools.

Task Assessment: Identify the Educational needs of diverse learners and suggest innovative models of inclusion

UNIT- V Planning and Management of Inclusive Classrooms (L-12; T-4; P-3)

Infrastructure, Human Resource and Instructional Practices– Curriculum and Curricular Adaptations for Diverse Learners-Assistive and Adaptive Technology for diverse Learners: Product (Aids and Appliance) and Process (Individualized Education Plan) Remedial Teaching)–Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School –Barriers and Facilitators in Inclusion: Attitude, Social and Educational, Current, Status and Ethical Issues of Inclusive Education in India – Research Trends of Inclusive Education in India.

Task Assessment: Interact with school teachers in schools and identify the barriers to inclusion and the practical measures to overcome them.
Note: The Prospective teacher should select any three Task Assessments

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

https://studyofeducation.com/difference-between-special-education-inclusive-education-and-integrated-education/

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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. –I SEMESTER MODEL QUESTION PAPER

Time:2.30 hrs.   Course Code: 23FMPEP   Max.Marks: 60

SECTION – A

Choose the most appropriate answer: (10x1=10)

1. Gender is a ---------- concept while sex is ---------- (CLO1, L1)
   a) biological social   b) social, biological
   c) biological, physiological   d) physiological, biological

2. Association of colour 'pink' with girls and 'blue' with boys is an example of ----------
   (CLO1,L2)
   a) gender equity   b) gender equality
   c) gender stereotyping   d) gender empowerment

3. Gender roles are ----------(CLO1, L1)
   a) Learned behaviour   b) Innate behaviour
   c) Biological constructions   d) genetically determined

4. The age at which gender identity is established in children is ----------(CLO1, L1)
   a) 2 years   b) 4 years
   c) 6 years   d) 7 years

5. ---------- is an effective strategy to reduce children's gender stereotyping and gender role
   conformity.(CLO1, L2)
   a) Discussion about gender bias   b) Emphasizing gender – specific roles
   c) gender – segregated play groups
   d) gender – segregated seating arrangements in classrooms

6. Match the disability with its description (CLO4, L3)

Learning Disability	Description
A – Dyslexia	I - Difficulty in Handwriting and written expression
B – Dysgraphia	II - Difficulty in reading, spelling and writing
C – Dyscalculia impulsivity	III - Difficulty in attention, hyperactivity and impulsivity
D – ADHD	IV - Difficulty in mathematical calculations and concepts

   a) A-III; B-II; C-IV; D-I
   b) A-II; B-I; C-IV; D-III
   c) A-I; B-IV; C-III; D-II
   d) A-IV; B-II; C-III; D-I

7. Optimizing access to tools and assistive technologies will help in inclusion of ---------
   (CLO6, L3)
         a) Students with loss of vision
         b) Students with attention deficit hyperactive disorder
         c) Students with extraordinary talent
         d) All the above students

8. An important philosophical principle understanding inclusive education for students with
   disabilities is ----------(CLO4, L2)
         a) Realism   b) Assimilation
         c) Normalization   d) Accommodation

9. Inclusion of students with disabilities require ----------(CLO5, L1)
   a) Inaccessible infrastructure b) inequality of opportunities
   c) Barriers to participation   d) Non-discrimination
10. The Rehabilitation Council of India Act was enacted by the Parliament in ----------(CLO4, L1)
   a) September 1995   b) October 2005
   c) October 2006   d) September 1992

SECTION – B

Answer any FOUR questions in about 250 words each: (4x5=20)
11. Explain the scope of gender studies.(CLO1, L2)
12. Elucidate the role of culture in the formation of gender identities.(CLO1, L2)
13. Analyze the needs and importance of gender-based curriculum.(CLO1, L4)
14. Identify the challenges faced by the children of single parents.(CLO3, L4)
15. Compare Special, Integrated and Inclusive Education.(CLO4, L5)
16. Explain any two models of inclusion. (CLO5, L2)

SECTION – C

Answer the following questions in about 750 words each: (3x10=30)
17. a) Illustrate the role of media in socializing people and explain its role in social exclusion and social inclusion based on gender. (CLO2, L3)
                              (OR)
   b) "Gender studies in the 21st century transforms the present Indian Society" - Justify this statement. (CLO1, L5)
18. a) Analyze the hurdles in the path of Women Education and suggest ways to overcome them. (CLO3, L4)
                              (OR)
   b) Describe the salient features of UNCRPD and its implications.(CLO4, L2)

19.a) How are disabilities classified based on ICF Model? Signify the educational needs of diverse learners.(CLO5, L4)
                              (OR)
b) Mention innovative methods for educational evaluation in Inclusive classrooms.(CLO6, L6)

ADVANCED EDUCATIONAL TECHNOLOGY

Course Code : 23TMTET

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-4;P-4)

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-4;P-4)

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 a report on any one of the open educational resources.

Unit : III Systems Approach Instructional Design   (L-12; T-4; P-4)

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-4; P-4)**

   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- Artificial Intelligence Powered Learning Environment - ICT in Evaluation-Administration and Research: E-portfolios. ICT for Research: Reference Management, Citation Management

Task Assessment : Develop a 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-4; P-4)

   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 – International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

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

Note : The students should select any three Task Assessments

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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	✓		✓					✓		✓

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. III SEMESTER EXAMINATION- JANUARY, 2024.
ADVANCED EDUCATIONAL TECHNOLOGY

Time: 3 hrs.   **Max. Marks:60**
Choose the best answer   **10x1=10**

1. SWAYAM Stands for (L1)
   a. Study Websites for Automated Young Active Minds
   b. Study Webs of active learning for Young Aspiration Minds
   c. Study Websites for Actual Learning
   d. Study Webs for active learning Of Attendive Minds

2. Flipped learning enables (L2)
   a. Students Access to Tools and Technologies
   b. Students Takes notes in the class
   c. Students listen to the lectures
   d. Students is assigned to do homework

3. Who is known as the Father of AI"? (L2)
   a. Fisher Ada   b. Alan Turing   c. John McCarthy   d. Allen Newell

4. Which of the following is an example of a low-tech assistive technology device? (L2)
   a. Timer   b. Text-to-Speech Software
   c. Talking Spell Check   d. Portable Word Processor

5. When was the VR(Virtual Reality) headset made? (L2)
   a. 1968   b. 1972   c. 1981   d.1990

6. Why does virtual reality enhance instruction? ((L1)
   a. It allows teachers to communicate with parents
   b. It tally's rewards to help with classroom management
   c. It provides a deeper understanding with realistic 3D imagery
   d. All of the above

7. Some of the advantages of e-learning are (L1)
   a. Train more independent learners in the leaning process
   b. Does not require the preparation of learning
   c. Does not require teacher or instructor
   d. Reaching a wider geographical area

8. Bruner's theory states that _____. (L2)
   a. Learning is learned by repetition.   b. Learning is taught..
   c. Learning is active, not passive.   d. Learning is only internal.

9. The Constructivist approach utilizes _____.(L3)
   a. Technology alone for all learning experiences.
   b. Technology to explore various topics.
   c. Technology to assist teacher led instruction.
   d Technology to engage students in discussion of class outlines.

10. In education, multimedia is used to produce -------------------- course.(L2)
    a) Teacher – based training   b) Computer- based training

   c) Learning- based training   d) Educational – based training

II. Answer Any Four Questions (Maximum of 250 words for each) 4 x 5 = 20

1. What are the concepts of information technology and instructional technology? L1
2. Explain the importance and application of artificial intelligence (AI) (L2)
3. Provide examples of formal, non-formal, informal, and inclusive education systems in the context of educational technology? (L3)
4. What are the Five E's of Constructivism? L1
5. Explain the concept and applications of open education resources (OER? (L2)
6. How does assistive technology support e-inclusion in the context of e-learning? (L4)

III. Write the Essay Type Answer (Maximum of 750 words for each) 3 x 10 = 30

1. Explain the behaviorist, cognitive, and constructivist theories and their usefulness in instructional design (L4)

   (or)

   Describe the open educational resources (OER) such as Swayam, Swayamprabha, e-Shodhssindu, e-Pathsala, e-Yantra, e-Acharya, and e-Gyankosh (L4)

2. How do learning theories influence instructional strategies in modern educational technology and traditional educational technology approaches? L3

   (or)

   Compare and contrast the ADDIE, ASSURE, Dick and Carey Model, and Gagne's Nine Events of Instruction models in instructional design? (L5)

3. Discuss the concept of open educational resources (OER) and their practical applications in teaching and learning (L5)

   (or)

   Discuss the contributions and initiatives of each major initiatives of educational technology in India (L5)

HUMAN RIGHTS AND VALUE EDUCATION

Course Code: 23TMSRV

Credits : 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- recognizes the fundamental principles and values of human rights (L1)
- reviews the history of human right movement in India. (L2)
- familiarizes the formation of UNO and its various Covenants and Conventions. (L3)
- extrapolates the reality of human values through co-curricular activities (L4)
- formulates strategies and approaches to inculcate values. (L5)
- justifies the relationship between human rights and education (L6)

Unit I: Introduction to Human Rights (L-12; T-4 P-4)

Human Rights: Principles and Concepts - Rule of Law and Democracy – Liberty – Equality - Non-Discrimination - Human dignity. Human Right as a Value: Meaning - Need and Importance - Universal appeal - Indivisible and Interdependent Nature - Socio Cultural - Educational - Economical Rights. Sets of Rights: Civil and Political Rights - Formation of UNO and its Core Covenants and Conventions - Functioning of UNO.

Task Assessment: Write a report on the relevance of UNO in today's context.

Unit II: Historical Perspective and Collective Rights (L-12; T-4; P-4)

Human Rights in Ancient India: Human rights principles as reflected in Tamil literature (Starting from Sangam Period) - Medieval India - British India and Contemporary India. Meaning and importance of collective rights in Indian context- Child Rights - Women's Rights - Dalit Rights - Tribal (Adivasi) Rights - Prisoners' Rights - Migrant Workers' Rights - Unorganized Workers' Rights - LGBTQ+ Rights, Refugees Rights - Farmers' Rights - Fisherfolk Rights and Right to development.

Task Assessment: Submit a critical review of the functioning of the National Human Rights Commission in India.

Unit III: Promotion and Protection of Human Rights (L-12; T-4; P-4)

UN Decade UN Human Rights Education - Role of Union Government and State Government in Protection of Human Rights - Role of educational institution in promotion and protection of Human Rights - Role of NGOs in taking up human rights issues - Role of Students in promotion and protection of Human Rights - Human Rights education as a tool mitigate in human rights violations in own society.

Task Assessment: Visit an NGO in your locality and write a report on their activities.

Unit- IV: Human Rights Education   (L-12; T-4; P-4)

Strategies of teaching Human Rights- Roleplay, Debate, Brainstorming, Forming pairs and groups – Discussion – Questioning - Buzz Session- Activities Based on: Pictures – Drawings - Cartoons and Comics- Co-operative learning. Human Rights Education and Co-Curricular Activities- Training teachers for Human Rights Education- Strategies to retain Human Values in the field of Artificial Intelligence.

Task Assessment: Perform a role play on specific human rights violation that take place in your locality.

Unit V: Perspective into Value Education   (L-12; T-4; P-4)

Types of Values: Innate and Acquired Values- Categorization of Values: Personal, Social, Political, Economic, Religious Values. 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. Strategies to retain Human Values in the field of Artificial Intelligence.

Task Assessment : Prepare a report on why human rights are considered to be universal and interdependent.

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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	recognizes the fundamental principles and values of human rights (L1)	1, 2, 3	1, 2, 7
2	reviews the history of human right movement in India. (L2)	1, 2, 3, 6, 8	1, 2, 4, 6
3	familiarizes the formation of UNO and its various Covenants and Conventions. (L3)	1, 2, 3, 5, 6, 8	1, 2, 4, 7, 8
4	extrapolates the reality of human values through co-curricular activities (L4)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 7, 8, 9
5	formulates strategies and approaches to inculcate values. (L5)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 5, 7, 8, 9
6	justifies the relationship between human rights and 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:2.30 hours   **Course Code: 23TMSRV**   **Max. Marks=60**

SECTION – A   (10x1=10)
Choose the most appropriate answer:

1. The Universal Declaration of Human Rights was adopted in the year (L1)
   a) 1948 b)1958   c)1952   d)1960
2. --------------- international instrument provides comprehensive guidelines for the protection of migrant workers' rights. (L1)
   a) Universal Declaration of Human Rights
   b) International Covenant on Civil and Political Rights
   c) International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
   d) Convention on the Elimination of All Forms of Discrimination Against Women
3. ……………   is NOT the non-state Actor (L2)
   a) non-govermental organizations b) multinational corporation
   c) lobby groups   d) inter-governmental organizations
4. In Mughal period Emperor -------- gave regard to human rights (L2)
   a) Humayun   b) Aurangazeb   c) Akbar
   d) Mahmud Ghaznavi
5. ---------- is NOT a basic human right (L2)
   a) Freedom to live a luxurious life   b)Freedom from slavery and torture
   c) The right to work and education   d) Freedom of opinion and expression
6. Ethical Values are nourished by -------- (L2)
   a)Social system   b) Compassionate living   c) Religious living
   d) Rule making
7. ----------- is NOT included in 5Cs approaches (L2)
   a) Character   b) Collaboration   c)Collaboration
   d) Creativity
8. Perspectives on Value Education in Christianity is --------- (L2)
   a) Love b) Rebirth   c) Profession of Faith   d)Non violence
9. Value education is important for ----------- (L2)
   a) Personaldevelopment   b) Physical development
   c) Socialdevelopment   d) Moral development
10. The values NOT expressed in the Preamble of India (L1)
    a) Sovereignty b) Secularism   c) Socialism
    d) Stillness

SECTION – B (5x4=20)

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

11. Explain constitutional provisions for Human Rights. (L2)

12. List out the roles of NGOs in taking up human rights issues. (L1)

13. As a teacher educator, explain the various strategies of teaching Human Rights. (L5)

14. Why should a teacher trainee be educated on Human Rights? Explain. (L5)

15. "Value education is inevitable in school education"-Justify (L6)

16. Compare religious education and Moral Judgement. (L4)

SECTION – C (3x10=30)

Answer the following questions in about 750 words each.

17. a) Briefly explain the different perspectives of value education. (L2)

(OR)

b) Elucidate the nature and sources of values in detail.(L2)

18 .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)

19. a) Elaborately discuss on the strategies of teaching human rights . (L2)

(OR)

b) "Values are like finger prints"- Substantiate by elaborating the importance of values. (L6)

SEMESTER III		
COURSE DESIGNERS		
PERSPECTIVE COURSE		
1	Development of Teacher Education	Dr.A.Jeya Sudha Ms. R.Bhuavneswari
2	Gender Studies and Inclusive Education	Dr.R.Indra Mary Ezhilselvi
TOOL COURSE		
3	Advanced Educational Technology	Dr. M.Gnana Kamali Ms.J.Rawoofu Nisha
SPECIALIZATION		
4	Human Rights and Value Education	Dr.J.Maria Prema Ms. Chandra Prabha

VALUE ADDED COURSES

1. Historical Perspectives on Education

2. Artificial Intelligence: Sustainability of Human Values

3. Citation Management

SELF STUDY COURSES

1. NET / SET Preparatory Course – Phase III

2. Energy Conservation: Proactive Strategies

3. Dissemination of Constitutional Values

4. Meeting the Challenges of Marginalized sectors

HISTORICAL PERSPECTIVES OF EDUCATION

Course Code : 23TMVHP

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- recognizes the role of the guru and the significance of the student-teacher relationship in ancient Indian education. (L1)
- analyzes the role of Madrasas in disseminating knowledge and their impact on medieval Indian education. (L4)
- assesses the impact of British colonization on education in India. (L5)
- understands the introduction of vocational education and educational initiatives targeting marginalized groups. (L2)
- analyses the expansion of private education and the rise of coaching centers. (L4)
- identifies the challenges in achieving equitable and quality education in the post-liberalization era. (L3)

Unit I: Ancient Indian Educational Systems

Vedic education and the Gurukula system- Role of the guru and the student-teacher relationship- Educational institutions like Takshashila and Nalanda

Unit II: Medieval Education in India

Education during the Gupta and Mughal periods-Madrasas and their role in disseminating knowledge
- Influence of Sufism on education

Unit III: Education in the Colonial Era

Impact of British colonization on education in India- Charter Act of 1813 and the Wood's Despatch of 1854- Introduction of Western education and the growth of missionary schools

Unit IV: Education in the Post-Independence

Education policies and challenges in the early years of independence- Expansion of primary, secondary, and higher education systems- Introduction of vocational education and educational initiatives for marginalized groups

Unit V: Education in the Post-Liberalization Era

Impact of economic reforms on education- Expansion of private education and the rise of coaching centers- Challenges in achieving equitable and quality education

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ARTIFICIAL INTELLIGENCE SUSTAINABILITY OF HUMAN VALUES

Course Code : 23TMVAI

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- understands the basics of Artificial Intelligence and Human values (L1)
- identifies the ethical framework and theories relevant to AI (L5)
- distinguishes the cultural implications of AI on human values (L2)
- analyses the strategies for designing AI systems (L3)
- explains the potential challenges of human values and AI (L4)

Unit 1: Introduction to Ai and Human Values

Understanding the basics of artificial intelligence (AI) and its various applications - Exploring the interplay between AI and human values - Historical perspectives on the relationship between technology and societal values.

Unit 2: Ethical Foundations of AI

Ethical frameworks and theories relevant to AI and human values - Identifying potential ethical dilemmas and biases in AI systems - Case studies of AI-related ethical controversies and their impact on human values.

Unit 3: Impact of Ai On Society and Values

Analyzing the social, economic, and cultural implications of AI on human values - Studying AI's effects on privacy, human relationships, and employment - Examining the role of AI in promoting or hindering social justice and equality.

Unit 4: Designing AI for Human Values

Strategies for designing AI systems that align with and support human values - Human-centered design principles and methods in AI development - Incorporating transparency, accountability, and fairness into AI algorithms and systems.

Unit 5: Ensuring the Sustainability of Human Values

Discussing long-term considerations for maintaining human values in an AI-driven world - Exploring the role of regulations, policies, and governance in AI ethics - Future scenarios and potential challenges in sustaining human values as AI continues to evolve.

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CITATION MANAGEMENT

Course Code : 23TMVCM

Course Learning Outcomes (CLOs)

The Prospective teacher educator

- comprehends the citation management (L2)
- develops the skill of citing research papers (L6)
- acquires the skill of applying references (L1)
- lists the styles of citation management in research (L1)
- compares the referencing styles in research (L5)
- develops the knowledge of using reference manager in Educational research (L6)

Unit I - Introduction to Citation Management

Citation: Meaning, Purpose, and Types - Citation Management: Meaning, Definition, Concept, Source, and Components - Method, Need, Importance and advantages

Unit II - Citation Styles

Citation and listing Systems of Document: - Types of Citation: Parenthetical Citation, Numerical Citation, Note Citation – Citation of source in the text: Using common knowledge, Quoting a sentence or paragraph, Visuals, Paraphrasing – In-Text Citation: One Author, Two Authors, Multiple Authors, Book, Chapter in a book, Journal, Government report, online material, Blog, Newspaper

Unit III - Referencing styles

Reference: Meaning, Definition, Sources – Elements: Author, Date, Title, Source - Referencing styles: Origin, Disciplines used, Citation Format - Chicago - MLA - IEEE – Harvard – Royal Society of Chemistry - American Medical Association

Unit IV - Mechanics of styles

APA Mechanics of style: Punctuation, Spelling, Capitalization, Italics, Abbreviations and Numbers – Reference Element: Author, Date, Title and Source – Referencing: Journal, Book, Chapter in a book, Conference, Government report, online material, Blog, Newspaper

Unit IV - Reference Manager Software

Mandley: History, Meaning, Features, Procedure, and Benefits - Zotero: History, Meaning, Features, Procedure, Benefits – EndNote: History, Meaning, Features, Procedure, and Benefits

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https://www.easybib.com/guides/citation-guides/how-do-i-cite-a/pdf-article/#:~:text=Citing%20a%20PDF%20Document&text=This%20means%20that%20the%20reference,the%20source%20URL%20or%20DOI

SEMESTER III

SELF-STUDY COURSES

(SSC)

ENERGY CONSERVATION: PROACTIVE STRATEGIES

Course Code : 23TMSEC

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- extrapolates the principles about energy scenario (L2)
- develops the skills of energy monitoring and targeting (L6)
- interprets the knowledge of energy management (L3)
- adapts the strategy of energy management (L4)
- interprets the knowledge of energy audit (L3)
- implements the principles of energy and environment (L2)

Unit I: Energy Scenario

Introduction -Primary and Secondary Energy-Commercial and Non-commercial Energy-Renewable and Non-Renewable Energy-Sectorial energy consumption -domestic, industrial and other sectors-energy conservation and its importance-energy strategy for the future.

Unit II : Energy Monitoring and Targeting

Defining monitoring and targeting- elements of monitoring and targeting-data and information-analysis. Techniques: energy consumption- production-cumulative sum of differences (CUSUM)- Energy Management Information Systems (EMIS).

Unit III : Energy Management

Meaning and Objectives of Energy Management- Energy Management Process- Energy Auditing- Energy Management Strategies: Passive Strategy, Short-Time Profit Strategy, Long-Time Profit Strategy , Proactive Strategy and Pro-Environment Strategy

Unit IV : Energy Audit

National Energy consumption data -Energy Auditing: need-types-methodology and barriers-role of energy managers- instruments of energy auditing.

Unit V : Energy and Environment

United Nations Framework Convention on Climate Change (UNFCC), sustainable development, Kyoto Protocol, Conference of Parties (COP), Clean Development Mechanism (CDM).

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DISSEMINATION OF CONSTITUTIONAL VALUES

Course Code : 23TMSCV

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

• recalls the characteristics of Indian Constitution. (L1)

• explains the key elements of the Indian Constitutional values (L2)

• illustrates fundamental rights and duties. (L3)

• analyzes the process of making a law. (L4)

• evaluates the importance of constitutional bodies. (L5)

• organizes programmes for students to educate constitutional values. (L6)

Unit I : Introduction to the Constitution of India

Meaning of the Constitution - Sources of the Constitution - Government of India Act, 1935 - Indian Independence Act 1947 - Indian Federal System - Main Characteristics of Indian constitution- Annexures and Articles of Constitutions

The Constitution of India-An Introduction - Federal Republic, Rule of Law, Separation of Power - Sovereignty, Socialism, Democracy - Secularism and Sarva Dharma Sama Bhava

Unit II : Key Elements of the Constitution

Preamble - sovereignty: Definition, Characteristics, Types and facts – Socialism and its interpretation – Secularism in Ancient, Medieval and Modern India – Democracy – Justice: Social, Political, Economic - Liberty: Thought, Expression, Belief, Faith, Worship -Equality: Equality Before Law & Equal Application of Laws - Fraternity: Dignity, Unity and Integrity

Unit III : Fundamental Rights and Duties

Fundamental Rights and Fundamental Duties in the Constitution of India - Nature and Implementation - Directive Principles of State Policy - Protection of Human Rights: The Indian Experience - The Supreme Court and the Fundamental Rights.

Unit IV : The Structure and Functions of Government

Union, State and Local levels -Federal Republic -Rule of Law - Separation of Power - Indian Parliament: President, Vice President and Prime Minister of India - Governors and Legislative Assembly -Election Commission of India -Process of making law - Constitutional Reform Process

Unit V : Constitution and Statutory Bodies

Constitutional Bodies - Statutory Bodies in India - Regulatory Bodies in India

- Executive Bodies- Judicial Bodies: Supreme Court of India, High Court of India - Quasi-Judicial Bodies - Difference between Judicial and Quasi-Judicial Bodies -Main functions of the regulatory bodies -

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MEETING THE CHALLENGES OF MARGINALIZED SECTOR

Course Code : 23TMSMS

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- understands the concept of marginalization(L1)
- defines the causes of different marginalized groups(L2)
- identifies the challenges of marginalized groups (L3)
- assess the board constitutional provision and safe guards for those who are marginalized(L4)
- analyses the processes of social mobility through which the marginalized people seek to uplift their status(L5)

Unit I: Marginalization and its types:

Marginalization: Definition - Meaning and Nature of Marginalized Groups and Marginalization-concept - Levels of Marginalized Groups - Types of Marginalized Groups: Socially backward women, People with disabilities, Ethnic Minority, Caste, Tribes, Aged people, and children.

Unit II: Causes for Marginalization:

Causes: Lack of awareness - Lack of Education – Poverty – Political marginalization - Social marginalization - Discrimination and bias. Characteristic of marginalized groups - Factors for marginalization.

Unit III: Challenges of Marginalized Sectors:

Challenges faced by marginalized communities - Problems of Marginalized group - effects of Marginalization on Education - Empowering Marginalized and Vulnerable Populations.

Unit IV: Constitutional Provision for Marginalization:

Provisions and policies for the Marginalized Groups - Safeguard measures: Educational, social, cultural, economical, and political - Fundamental Rights - Steps for Protecting the Rights.

Unit-V: Role of Education for Marginalized Groups.

Commissions and Recommendations on Education: Kothari commissions – National Education commission- New Education Policy (1992) and (2020) - Dhanalakshmi Scheme for girls - The Rajiv Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG).

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COURSE DESIGNERS		
VALUE ADDED COURSES		
1.	Historical Perspectives on Education	Ms.J.Rawoofu Nisha Dr.V.Lavanya
2.	Artificial Intelligence: Sustainability of Human Values	Dr.S.Josephine
3.	Citation Management	Ms.D.Chandra Prabha
SELF-STUDY COURSES		
1.	NET / SET Preparatory Course – Phase I	Dr.J.Maria Prema
2.	Energy Conservation: Proactive Strategies	Ms.E.Michael Jeya Priya
3.	Dissemination of Constitutional Values	Dr.A.Jeya Sudha
4.	Meeting the Challenges of Marginalized sectors	Ms.Jebasheela Jenifer