

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, II, III & IV
CURRICULUM FOR M.ED. PROGRAMME
VALUE ADDED COURSES & SELF-STUDY COURSES**

2024 - 25

**ST. IGNATIUS COLLEGE OF EDUCATION
(AUTONOMOUS)**

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

Palayamkottai - 627 002.

Affiliated to

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.



**SEMESTERS I, II, III and IV
CURRICULUM FOR M.ED. PROGRAMME
VALUE ADDED COURSES & SELF-STUDY COURSES
2024-25**

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

Palayamkottai – 627002

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

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)

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

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

SEMESTER III						
Sl.No	Subject	Credits	L	T	P	Total
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

IV- Semester						
S.No	Courses	Credit	L	T	P	Total
PERSPECTIVE COURSES						
1	Educational Administration and Leadership	4	60	20	20	100
2	Secondary Education in India	4	60	20	20	100
TOOL COURSE						
3	Yoga and Holistic Education	4	35	15	50	100
SPECIALIZATION COURSE						
4	Educational perspectives of Environmental of Education	4	60	20	20	100
5	Dissertation & Viva Voce	10	10	10	80	100
	Total	26	250	90	160	500

Dissertation

The Dissertation should be completed and 2 copies of the reports shall be submitted one month ahead of the IV Semester Theory Examination, along with the soft copy. The Board appointed by the Controller of Examinations in consultation with the Principal will evaluate the Dissertation and Viva-Voce for the individual candidates will be conducted.

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

SECOND SEMESTER

Sl.No	Theory Courses	Marks		
		Internal Marks	External Marks	Total Marks
SEMESTER II				
PERSPECTIVE COURSES				
1	Social Perspectives and Economics of Education	40	60	100
2	Development in Indian Education	40	60	100
TOOL COURSE				
3	Advanced Educational Research Methodology and Statistics	40	60	100
SPECIALIZATION COURSE				
4	Curriculum, Pedagogy and Assessment	40	60	100
Total		160	240	400

Practical Assessment

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

THIRD SEMESTER

Sl. No.	Theory courses	Marks		
		Internal Marks	External Marks	Total
SEMESTER - III				
PERSPECTIVE COURSES				
1.	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

FOURTH SEMESTER

Sl.No	Theory Courses	Internal Marks	External Marks	Total Marks
SEMESTER IV				
PERSPECTIVE COURSES				
1	Educational Administration and Leadership	40	60	100
2	Secondary Education in India	40	60	100
TOOL COURSE				
3	Yoga and Holistic Education	40	60	100
SPECIALIZATION COURSE				
4	Educational Perspectives of Environmental Education	40	60	100
Total		160	240	400

Practical Assessment

Sl. No.	Practicum Task for Evaluation	Credits	Marks
1	Hands on Training - Data Analysis	2	50
2	Dissertation	4	100
3	Viva Voce	2	50
Total			200

Course-wise Credit Allotment

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

Online Course

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) 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

Total : 40 Marks

Scheme of Internal Examination (40 marks) Maximum Time Duration : 1 hr. 30 minutes				
S. No.	Type of Question	No. of Questions	Marks	Total Marks
	Objective type (Multiple choice questions)	5 (Compulsory)	5 x 1 = 5	5
1.	Short Answer (Maximum of 250 Words for each question)	3 out of 5 (Open Choice)	5	15
2.	Essay (Maximum of 600 words for each question)	2 (Internal Choice)	10	20
	Total Marks			40

External Evaluation (Theory) for 60 marks

Scheme of External Examination (60 marks) Time Duration : 3 Hours				
S. No	Type of Questions	No. of Questions	Marks	Total Marks
	Objective type	10 (Compulsory)	1	10
1.	Short Answer (Maximum of 250 words for each question)	4 out of 6 (Open choice)	5	20
2.	Essay (Maximum of 600 words for each question)	3 (Internal choice)	10	30
	Total Marks			60

Note :

Among the 10 objective type questions, 5 must be of multiple choice type with 4 options. Other 5 objective type questions may include any question of recall or recognize type.

Details of Passing minimum and Award of Class:

For each theory course the minimum marks required for pass is 50% in both Internal and External Examination individually. For field activities and dissertation also the required minimum for pass is 50%.

75% and above	- Distinction
60% to < 75%	- First Class
50% to < 60%	- Second Class
Less than 50%	- Reappear

SEMESTER - I		
Sl. No.	Courses	COURSE CODE
PERSPECTIVE COURSES (PC)		
1	ADVANCED EDUCATIONAL PSYCHOLOGY	24FMPEP
2	PHILOSOPHICAL PERSPECTIVES OF EDUCATION	24FMPPE
TOOL COURSE (TC)		
3	EDUCATIONAL RESEARCH AND STATISTICS	24FMTRS
SPECIALIZATION COURSE (SC)		
4	GUIDANCE AND COUNSELLING	24FMSGC

SEMESTER-II		
Sl. No.	COURSES	COURSE CODE
PERSPECTIVES COURSES (PC)		
1	SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION	24SMPSE
2	DEVELOPMENT IN INDIAN EDUCATION	24SMPIE
TOOL COURSES (TC)		
3	ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS	24SMTRS
SPECIALIZATION COURSE (SC)		
4	CURRICULUM, PEDAGOGY AND ASSESSMENT	24SMSPA

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

SEMESTER IV		
Sl. No.	COURSES	COURSE CODE
PERSPECTIVES COURSES (PC)		
1	EDUCATIONAL ADMINISTRATION AND LEADERSHIP	23LMPAL
2	SECONDARY EDUCATION IN INDIA	23LMPSE
TOOL COURSE (TC)		
3	YOGA AND HOLISTIC EDUCATION	23LMTYH
SPECIALIZATION COURSE (SC)		
4	EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION	23LMSEE

Semester – I	
Sl.No	COURSES
PERSPECTIVES COURSES (PC)	
1	ADVANCED EDUCATIONAL PSYCHOLOGY
2	PHILOSOPHICAL PERSPECTIVES OF EDUCATION
TOOL COURSES (TC)	
3	EDUCATIONAL RESEARCH AND STATISTICS
SPECIALIZATION COURSE (SC)	
4	GUIDANCE AND COUNSELLING
	VALUE ADDED COURSES SELF STUDY COURSE

Semester-II	
Sl. No.	COURSES
PERSPECTIVES COURSES	
1	SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION
2	DEVELOPMENT IN INDIAN EDUCATION
TOOL COURSES	
3	ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS
SPECIALIZATION COURSE	
4	CURRICULUM, PEDAGOGY AND ASSESSMENT

Semester III	
Sl.No	COURSES
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
	Value Added Courses Self Study Course

Semester IV	
Sl. No.	COURSES
PERSPECTIVES COURSES	
1	EDUCATIONAL ADMINISTRATION AND LEADERSHIP
2	SECONDARY EDUCATION IN INDIA
TOOL COURSE	
3	YOGA AND HOLISTIC EDUCATION
SPECIALIZATION COURSE	
4	EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL 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 acclimating 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

References:

- Ali Hadi Abdulwahid *et. al.* (2023), *Introduction to Deep Learning*. ISBN: 978-93-5842-072-2. Book Rivers
- Chauhan, S.S. (2007). *Advanced Educational Psychology*. Vikas Publishing House.
- Hardeep Kaur Shergill, (2010). *Psychology part I*. PHI Learning.
- Hurlock B. Elizabeth, K. (1980). *Developmental psychology*. Tata McGrawHill.
- Indra Mary Ezhilselvi. R. *et.al.* (2023). *Problem Solving and Creative Thinking*. Book

Rivers

Judith Rafferty (2024) *Neuroscience, Psychology and Conflict Management*. Creative Commons Attribution- Non-commercial 4.0 International License

Mangal, S.K. (2008). *Advanced educational psychology* (2nd ed). Prentice Hall of India.

Nyla R. Branscombe, Robert A. Baron, Preeti Kapur (2021), *Social Psychology*. Printing.

Randy, J. & Larson David M., & Buss, M. (2011). *Personality psychology – domains of knowledge about human nature*. Tata McGraw Hill.

Stephen P. Robbins, Timothy A. Judge, Neharika Vohra (2021), *Organizational Behaviour*. 18 th edition, Pearson India Education Services.

Vygotsky, L.S. (2006). *Educational Psychology*. Entagon Press Bhavana Book &

William E. Glassman, & Marilyn Hadal, J. (2010). *Approaches to Psychology*. TATA McGraw Hill.

<https://resilienteducator.com/classroom-resources/daniel-golemans-emotional-intelligence-theory-explained/>

<https://opentext.wsu.edu/carriecuttler/chapter/correlational-research/>

[https://www.cliffsnotes.com/study-](https://www.cliffsnotes.com/study-guides/psychology/psychology/psychology-personality/personality-assessment)

[guides/psychology/psychology/psychology-personality/personality-assessment](https://www.cliffsnotes.com/study-guides/psychology/psychology/psychology-personality/personality-assessment)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1583046/pdf/canmedaj00587-0020.pdf>

<https://studiousguy.com/methods-in-psychology/>

<https://valamis.com/hub/transformational-learning>

<https://www.thoughtco.com/triarchic-theory-of-intelligence-4172497>

<https://www.acui.org/resources/bulletin/bulletin-detail/2017/09/19/intra-and-interpersonal-competencies>

https://www.opentextbooks.org.hk/system/files/export/6/6118/pdf/Educational_Psychology_6118_r.pdf

<https://testbook.com/ias-preparation/issues-and-perspectives-in-modern-contemporary-psychology>

<https://www.verywellmind.com/developmental-psychology-4157180>

<https://www.simplypsychology.org/social-psychology.html>

[https://socialsci.libretexts.org/Bookshelves/Psychology/Culture_and_Community/Personality_Theory_in_a_Cultural_Context_\(Kelland\)](https://socialsci.libretexts.org/Bookshelves/Psychology/Culture_and_Community/Personality_Theory_in_a_Cultural_Context_(Kelland))

<https://www.routledge.com/blog/article/what-is-jungian-psychology>

<https://www.healthline.com/health/mind-body/mindfulness-activities>

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	✓	✓	✓	✓	✓	✓	✓		✓	✓

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

(10 x 1 = 10)

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

(4 x 5 = 20)

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 Western 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 Perspectives of 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

References

- Aggarwal, J. C & Gupta, S. (2006). *Great Philosophers and Thinkers on Education*. Shipra Publications.
- Bhatia, K.K. (2010). *Philosophical sociological and economic bases of education*. Tandon Publications.
- Bhattacharya, and Srinivas. (1962). *Society and Education Academic Publishers*.
- Francis S.Muthu (2020). *History of education in Tamil Nadu*. (From Ancient Times to 1970), Institute of Asian Studies.
- Gupta, R. (2011). *Philosophical sociological and economic bases of education*. Tandon Publications.
- Jody Ondich, (2018). *Words of Wisdom: Introduction to Philosophy*. Publisher Jody

Ondich

Matheson, David, (2004). *An Introduction to the study of education (2nd ed.)*. David Fulton Publish.

Mathews and Hendricks, *Introduction to Philosophy: Ethics*, Rebus Community Publisher

Mohanthi, J.(1994). *Indian education in the emerging society*. Sterling Publications.

Mrunalini, T. (2011). *Philosophical foundation of education*. Neelkamal Publications.

Mullan, E. (2007). *The Spiritual Exercise of St. Ignatius of Loyola*. State University of New York Press.

Nagarajan, K. (2008). *Educational challenges in the emerging Indian society*. Ram Publications

Palmer, A. (2001). *Fifty Major Thinkers on Education*. Routledge Taylor & Francis Group.

Payne, (2023). *An Introduction to Philosophy*, BCcampus Publisher

Ranganathan, S.(2007), *Educational Reform and Planning Challenge*. Kanishka Publishers & Distributors, New Delhi

Shaida, B.D. & Safaya, R.N. (2008). *Teacher in emerging Indian society*. Dhanpat Rai Publications.

Swift, D.F. (1970). *Basic readings in sociology of Education*. Routledge and Kegan Paul

Thakur, A. S., & Berwal, S. (2007). *Education in emerging Indian society*. National Publications.

Tuner, B. (1990). *The theories of modernity and post modernity*. Sage Publications.

Tyler, W. (1977). *The Sociology of Educational Inequality*. Methuen and Co.

UNESCO. (1996). *Learning the treasure within, report of the international commission on education for the 21st century*. UNESCO. the.greatthinkers.org

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	✓	✓	✓	✓			✓	✓		

Time: 2.30 hrs

Course Code: 23FMPPE

Section A

Max. Marks: 60
(10x 1 = 10)

Max. Marks: 60

(10x 1 = 10)

- Page 29

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 ideology 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

References

Books on Research:

- Aggarwal, L.P. (2007). *Modern Educational Research*. Dominant Publisher & Distributers.
- Angelica Pigola(2023). *Artificial Intelligence in Academic Research*. International Journal of Innovation 11(3): e25408
- Anugamini P. Srivastava, Sucheta A, (2024), *Utilizing AI Tools in Academic Research Writing*. IGI Global.
- Basavaya, D. & Venkataiah, N.(2016). *Essence of Educational Research Methodology*, Neel Kamal Publications.
- Best, J. W., Khan, J.V.& Jha, A.K. (2016). *Research in education*. (10thed.) Pearson Publication.
- Chandra, S.S. (2004). *Research in education*. Atlantic Publishers.
- Creswell, J.W. (2017) *Research design: Quantitative and Mixed Methods Approaches*. Sage Publications.
- Dwyer, L.M. (2014). *Quantitative Research for the Qualitative Research*. Sage Publications.
- Gay, L.R., Mills, G.E& Airaian, P.W.(2017).*Educational Research Competencies for Analysis and Application*.(10th ed.). Pearson.
- Ranjit Kumar, (2014). *Research Methodology: A Step-By-Step Guide for Beginners*. Sage Publications.
- Reddy, G.V. (2017). *Research Methodology in Education*. Pearl Books.
- Saxena, N.R. (2006). *Fundamentals of Educational Research*. Lall Book Dept.
- Sharma, A.K. (2014). *Research Methodology and Techniques in Science*. Centrum Press.
- Jeyasree Rani. B (2021). *Basic in Educational Research*. Samyuktha Publications

Books on Statistics:

- Aggarwal, Y.P. (2015). *Statistical Methods- Concept, Application and Computation*. Sterling.
- Argyrous, G. (2011). *Statistics for research*. Sage Publications.
- Asthana, H.S. & Bhushan, B. (2007). *Statistics for social sciences*. Prentice Hall of India.
- Garrett, H.E. & Woodworth., R.S.(2008). *Statistics in psychology and education*: Surjeet Publications.
- Gupta, S.P. (2011). *Statistical methods*. Roopak Printers.
- Henry Garret, E.(2014).*Statistics in Psychology and Education*. Surjeet Publications.
- Kremelberg, D. (2011). *Practical statistics*. Sage Publications.
- Mangal, S.K. (2007). *Statistics in psychology and education*. Prentice Hall of India.
- Neil, J.S. (2013). *Statistics for People who Hate Statistics*, Sage Publication.

Pal, N. & Sarkar, S.(2009). *Statistics concepts and applications*. PHI Learning.
Pillai, R.S.N. & Bagavathi, M. (2012). *Statistics - theory and practice*. Chand & Company Publications.

Books on Statistics and Research:

Anita Sharma (2010). *Education Research and Statistics*, Global Publications.
Kothari. C.R, Gaurav Garg (2019). *Research Methodology and Techniques*.
Yogesh Kumar Singh (2006) *Fundamental Research Methodology and Statistics*,
New age international Publishers.
Sansanwal D.N, (2020). *Research Methodology and applied statistics*, Shipra Publications.

<https://study.com> <https://campus.fsu.edu>

<https://math.tutorvista.com><https://businessjargons.com>

<https://research.phoenix.edu>

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	<i>f</i>
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

References

- Aggarwal, J.C. (1991). *Educational and vocational guidance and counselling*. Dobha House Booksellers & Publishers.
- Bhatia, K.K. (2011). *Principles of Guidance and Counselling*. Kalyani Publishers.
- Bhatnagar, R.P & Rai, S. (2001). *Guidance and counselling*. Surya Publication.

- Charles,K. &Jyothsna.N.C.(2017). *Guidance and Counselling*. Neelkamal Publication.
- Crow, L. & Crow, A. (2009). *Introduction to guidance*. Surjeet Publication.
- Geetika Patnaik. (2021). *Positive Psychology for Improving Mental Health & Well-Being*. India: Notion Press.
- Gibson, R.L. & Michell, H.M.(2008). *Introduction to Counselling and Guidance*. PHI learning ltd.
- Jothi,A., Balaji,D.L. &Jugran,P.(2011). *Guidance and Ccounselling*. Centrum Press.
- Kochar, S.K. (2006). *Guidance and counselling*. Sterling Publishers.
- Mishra, R.C. (2011). *Guidance and counselling*. APH Publication Corporation.
- Mishra, S. & Biswas,S.(2021). *Guidance and Counselling*. ABS Books Publisher and Exporter.
- Nayak, A.K. (2008). *Educational vocational guidance and counselling*. APH Publication.
- Omprakash, B. (2011). *Educational and vocational guidance and counselling*. APH Publication.
- Pachauri, S.C., Kumar, P. &Rana, P.S. (2011). *Educational technology*. New Apcon Publishers.
- Rao, V. (2011). *Guidance and Counselling*. Saurabh Publishing House.
- Reddy, V.G. (2017). *Guidance and Counselling in Education*. Manglam Publishers.
- Sharma, R. & Sharma, R. (2007). *Guidance and counselling in India*. Atlantic Publication.
- Sharma, R. (2006). *Guidance and counselling*. New Delhi: Surjeet Publication.
- Sharma, R.A. (2003). *Fundamentals of Guidance and counselling*. Meerut: R. Lall Book Depot.
- Zvelc, G.& Zvelc, M. (2020). *Integrative Psychotherapy: A Mindfulness and Compassion Oriented Approach*. United Kingdom: Taylor & Francis.
- www.anewmodel.org
- [www.smarter.com/Vocational education](http://www.smarter.com/Vocational%20education)
- [www.about.com/ guidance career](http://www.about.com/guidance%20career)
- <https://unacademy.com/lesson/frustration-and-conflict>
- <https://www.forbes.com/sites/bernardmarr/2023/07/06/ai-in-mental-health-opportunities-and-challenges-in-developing-intelligent-digital-therapies/>
- https://www.researchgate.net/publication/362520154_ARTIFICIAL_INTELLIGENCE_THERAPIST
- https://www.irjmets.com/uploadedfiles/paper/volume3/issue_4_april_2021/8723/1628083359.pdf
- <https://doi.org/10.22214/ijraset.2023.56393>
- <https://books.google.com/books?id=jG8OEAAAQBAJ&num=13>
- https://www.google.co.in/books/edition/Artificial_Intelligence_in_Behavioral_an/INvUBQAAQBAJ?hl=en&gbpv=0

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 an analysis 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 System in Higher education, Computer based testing, Innovations in evaluation systems.

References:

- Dr.Nirmala,J.(2012).*Psychology of learning and Human development*. Neelkamal Publications PVT LTD.
- Mangal,S.K, (2011). *Advanced Educational Psychology*. PHI Learning Private Limited.
- Mangal,S.K, (2008). *Essentials of Educational Psychology*. Prentice Hall of India Private Limited.
- https://en.wikipedia.org/wiki/Massive_open_online_course

<https://www.digitalclassworld.com/blog/traditional-method-of-teaching/>
<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.

References:

- Fantu cheru& colin Bradford (2013). *The Millennium Development Goals: Raising the Resources to Tackle World Poverty* (e-book)
- Sakiko Fukuda-Parr(2017). *Millennium Development Goals Ideas, Interests and Influence*.
- Alberto Cimadamore, Gabriele Koehler, Thomas Pogge (2016) *Poverty and the*

- Millennium Development Goals. A Critical Look Forward.* Zed Books
- Palgrave macmillan (2020) *Moving from the Millennium to the Sustainable Development Goals* Springer Nature Singapore
- Kobena T. Hanson, Korbla P. Puplampu, Timothy M. Shaw (2017) *From Millennium Development Goals to Sustainable Development Goals.* Taylor & Francis
- Herman Musahara, Nicholas Awortwi (2015) *Implementation of the Millennium Development Goals.* Organisation for Social Science Research in Eastern and Southern Africa (OSSREA)
- https://www.google.co.in/books/edition/Millennium_Development_Goals/1AYqDwAAQBAJ?hl=en&gbpv=1&dq=millennium+development+goals&printsec=frontcover
- https://www.google.com/books/edition/Moving_from_the_Millennium_to_the_Sustai/gy3fDwAAQBAJ?kptab=editions&gbpv=1
- https://www.google.co.in/books/edition/Poverty_and_the_Millennium_Development_G/--9iDgAAQBAJ?hl=en&gbpv=0
- https://www.google.co.in/books/edition/From_Millennium_Development_Goals_to_Sus/KFsPEAAAQBAJ?hl=en&gbpv=0
- https://www.google.co.in/books/edition/Implementation_of_the_Millennium_Develop/tcWDDAAAQBAJ?hl=en&gbpv=0
- <https://unesdoc.unesco.org/ark:/48223/pf0000247444.page=17>
- <https://unesdoc.unesco.org/ark:/48223/pf0000247444/PDF/247444eng.pdf.multi.page=17>

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

References

- David Allen, (2001). *Getting Things Done: The Art of Stress-Free Productivity*.
- Edwin Locke and Gary Latham, (1990). *Goal Setting: A Motivational Technique That Works*.
- George Pólya, (1945). *How to Solve It: A New Aspect of Mathematical Method*.
- Jennifer Wilson, (2014). *Critical Thinking: A Beginner's Guide to Critical Thinking, Better Decision Making, and Problem-Solving*.
- Josh Kaufman, (2013). *The First 20 Hours: How to Learn Anything... Fast*.
- Peter F. Drucker, (1967). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*.
- Ronald A. Howard and Clinton D. Korver, (2008). *Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life*.
- Wayne Baker, (2010). *The Power of Networking: How to Build Relationships for Career Success*.

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, career path, or personal interests.
- envisage a thirst for knowledge by offering a range of resources that explore various aspects of 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 to their own wish.
- The student teachers should contact the respective staff-in-charge to enroll and receive guidance.
- 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

References

- Aggarwal, L.P. (2007). Modern Educational Research. Dominant Publisher & Distributors.
- Aggarwal, Y.P. (2015). Statistical Methods- Concept, Application and Computation. Sterling.
- Ainscow.M., Booth T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for studies in Inclusive Education.
- Argyrous, G. (2011). Statistics for research. Sage Publications.
- Asthana, H.S. & Bhushan, B. (2007). Statistics for social sciences. Prentice Hall of India.
- Ballantine, J.H., & Spade, J. Z. (2014). Schools and Society: A Sociological Approach to Education. New York: Sage Publications.
- Basavaya, D. & Venkataiah, N.(2016). Essence of Educational Research Methodology, Neel Kamal Publications.
- Berger, P.L. and Luckmann, T. (1967) The social construction of Reality. Allene Lane : The Penguin Press (Set Book)
- Best, J. W., K h a n ,J.V.& Jha, A.K. (2016). Research in education. (10thed.) Pearson Publication.
- Bhatia, K.K. (2010). Philosophical sociological and economic bases of education. Tandon Publications.
- Bhatia, K.K., & Narang.M. (2005). *Philosophical and sociological foundations of Education.*, Tandon Publications.

- Bhatnagar & Aggarwal, V. (2009). *Educational administration, supervision, planning & financing*. Vikas Publishing House.
- Bhatnagar & Gupta. (2005). *Educational management*. Surya Publication.
- Bhattacharya, and Srinivas. (1962). *Society and Education* Academic Publishers
- Brookner, W.B. and Gottlieb, D. (1964) *A sociology of Education* (2 Ed) American Book Company.
- Chandra, S.S. (2004). *Research in education*. Atlantic Publishers.
- Chitnis, S. (1974) *Sociology of Education* (pp. 166-232) in *A survey of Research in sociology*
- Cosia W.L and et.al., (1961) *Education in Democracy*. London McGraw Hill Book Company Inc
- Creswell, J.W. (2017) *Research design :Quantitative and Mixed Methods Approaches*. Sage Publications.
- Dash, N. (2006). *Inclusive education for children with special needs*. Atlantic Publishers.
- Deshprabhu, S. (2014). *Inclusive education in india: An overview*. Kanihsha Publishers.
- Dwyer, L.M. (2014). *Quantitive Research for the Qualitative Research*. Sage Publications.
- Gnanam, D. & Nagarajan, K. (2016). *Creating an inclusive school*. Sriram Publications.
- Gupta Arun K. (1984). *Teacher Education: Current & Prospects*, Sterling Publications
- Gupta, R. (2011). *Philosophical sociological and economic bases of education*. Tandon Publications.
- Hodkinson, A. & Vickerman, P. (2009). *Key issues in special educational needs and inclusion*. Sage Publications.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. Teachers College Press.
- John W. Sanhock, (2006). *Educational psychology*. McGraw Hill Co.
- Kochhar, (2011). *School administration and management*. Sterling Publishers.
- Lakshmi, S. (1990). *Challenges in education*. Sterling Publishers.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling, Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- M. H. R. D. (1990). *"Towards an enlightened and human society"*, Department of Education.
- Mangal & Mangal, U. (2010). *Information Communication and Educational Technology*.
- Mangal, S.K. (2008). *Advanced educational psychology* (2 nd ed). Prentice Hall of
- Degree of Master of Education (M.Ed.)

- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Meenakshisundaram, (2010). Educational Innovations.:Kavyamala Publishers.
- Mishra, B.K. (2011). Psychology - The study of human behaviour. PHI Learning.
- Mishra, M. (2007). Modern methods of educational administration. Alfa Publications.
- Mohanthy, J. (1994). Indian education in the emerging society. Sterling Publishing.
- Mohanthy, J. (1994). Indian education in the emerging society. Sterling Publications.
- Mrunalini, T. (2011). Philosophical foundation of education. Neelkamal Publications.
- Mukherji, (1963). Administration of education in India. Acharya Book Depot.
- Nagarajan, K. & Srinivasan, R. (2006). Innovations in Education and Educational
- Nagarajan, K. (2008). Educational challenges in the emerging Indian society. am Publications
- Nagarajan, K. (2008). Educational challenges in the emerging Indian society. Ram Publishers.
- Naik R.K.(2011). Educational Planning and Finance. Vidyanidhi Prakashana Publishers.
- Natarajan S. (1990). Introduction to Economics of Education. Sterling.
- NCERT (2005): National Curriculum Framework.
- NCTE (1998): Perspectives in Teacher Education
- Neethu Ahlawat, (2010). Developmental psychology. RBSA Publishers.
- Neil, J.S. (2013). Statistics for People who Hate Statistics, Sage Publication.
- Niels Kryger, Brite Ravn, (2007). Learning Beyond Cognition. Danish University of Education Press.
- Notari, M.(2017), 21st Century Skills Development Through Inquiry Based Learning From Theory to Practice, Springer
- Patteti A.P., Thanarasseri, Isnail(2014). Economics of Education. APH Publishing
- Rajender Prasad Singh (2007). Educational Finance and the planning challenge. Kanishka Publishers.
- Ram Shakal Pandey, (2006). Advanced educational psychology. Lall Book Depot.
- Ram, S. (1999): Current Issues in Teacher Education .Sarup & Sons Publications
- Randy, J. & Larson David M., & Buss, M. (2011). Personality psychology – domains of knowledge about human nature. Tata McGraw Hill.
- Ranjit Kumar, (2014). Research Methodology: A Step-By-Step Guide for Beginners. Sage Publications.
- Rao V.K. (2009) Educational Technology. APH Publishing.
- Reddy, G.V. (2017). Research Methodology in Education. Pearl Books.
- Sachdeva, (2000). School organization, administration and management. Tandon Publications.
- Saxena, N.R. (2006). Fundamentals of educational research. Lall Book Dept.
- Saxena, S. & Oberoi.(2006). Technology of Teaching. R.Lall Book Depot.

- Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
- Sears, (1960). The nature of the administrative process. McGraw Hill.
- Sethu Rama, (2007). Developmental psychology. ALFA Publication.
- Sharma, (2005). Educational administration and management. Surya Publication.
- Sharma, (2010). Educational administration management and organisation. Surjeet Publications.
- Sharma, (2010). Teacher Education and Pedagogical Training. R.Lall Book Depot.
- Sharma, A.K. (2014). Research Methodology and Techniques in Science. Centrum Press.
- Sharma, R.A. (2008). Information and Communication Technology in Teaching. R.Lall Book Depot. Tandon Publications.
- Singh, M. (2016). Inclusive education. Ane Books.
- St. Ignatius College of Education (Autonomous) Page 20 India.
- Thakur, A. S., & Berwal, S. (2007). Education in emerging Indian society. National Publications.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.

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 humanrights 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

References:

- Benny Joseph (2016). Environmental Science and Engineering Tata Mcgraw Hill Education India Private Limited
- Gopal Dutt. N.H. (2007), *Environmental Pollution & Control*. Neelkamal Publication Jo Sabri Joseph Catherine (2011) Environment Education Nilkamal Publications
- Joshi. P. C. & Namita Joshi (2014). A Text Book of Environmental Science. A.P.H. Publishing Corporation
- Meenambal T (2009) Environmental Science and Engineering , MJP Publishers
- Sharma B.L. and Maheshwari BK (2006) Education for values Environment and Human rights, Surya Publication
- Sharma B.L. and Sharma, R.G. (1986). Environmental Education. Metropolitan Book Publications.
- Shrivastava, A.K. & Ranjan. R.K. (2019) Ecology and Environment. A.P.H. Publishers
- Shyam Divan and Armin Rosencranz (2001) Environmental Law and Policy in India: Cases and Materials ,Oxford publication
- Thomas L.G., Davi.M ,Thankachan B, Shailaja T.C. (2015). Text Book on Environmental Education Discovery Publishing House Pvt.Ltd

Web References:

- [Www.ces.iisc.ernet.in/hpg/cesmg/indiabio.html](http://www.ces.iisc.ernet.in/hpg/cesmg/indiabio.html)
- [Www.unep.org](http://www.unep.org)
- [Www.library.kingquest.org/26026/Science](http://www.library.kingquest.org/26026/Science)
- [Www.worldwildlife.org/bsp](http://www.worldwildlife.org/bsp)
- [Www.nrel.gov/rredc/](http://www.nrel.gov/rredc/)

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 personalized 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

References

Jharana Manjari et.al.(2021), Educational Measurement and Evaluation, Samyukdha Publications
S.k.Mangal et.al.(2022), Assessment for Learning, PHI Learning Private limited

Nancy.P.Gallavan(2009), Developing Performance-Based Assessments Grade 6-12, Corwin Press

Dr.B.Jayashree rani et.al(2017), Assessment for Learning, Samyukdha Publications

K.Nagarajan(2018), Assessment for Learning, Sriram Publications

https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Measurement%20and%20Evaluation%20in%20Education%20_%20MA-Edu%20_%20ED-804%20E%20_%20English_21072017.pdf

<https://www.dailyexcelsior.com/paradigm-shift-in-evaluation-system/>

https://www.youtube.com/watch?v=1-t4_TmmxEw

<https://www.scholarify.in/evaluation-systems/>

<https://www.aprcet.co.in/2020/06/elements-and-types-of-evaluation-nta-ugc-net-notes.html>

<https://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476>

<https://www.learningclassesonline.com/2021/07/continuous-and-comprehensive-evaluation-cce-notes.html>

https://www.queensu.ca/teachingandlearning/modules/assessments/31_s4_01_intro_section.html

<https://www.ugc.gov.in/e-book/EVALUATION%20ENGLISH.pdf>

<https://www.egyankosh.ac.in/bitstream/123456789/80506/1/Unit-16.pdf>

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

References

- Babu. S,. (2019). *Innovative teaching and inclusive classroom*. APH Publishing.
- Jha. M., (2002). *Inclusive Education for All: Schools Without Walls*. Heinemann

Educational Publishers.

Learning theories: Life long learning. Valamis [Blog]. Online Retrieved from:
<https://emeritus.org/blog/benefits-of-lifelong-learning>

Lifelong learning is the new normal. Here's how you benefit from it. Emeritus [Blog].
Online. Retrieved from: <https://emeritus.org/blog/benefits-of-lifelong-learning>

Nagarajan, K. (2016). *Creating an inclusive school*. Sriram publishers.

Saidu, S. & Shaibu A. J. (2014). Inclusive education and lifelong learning for gender equality: An overview. *National Journal of Inclusive education*, 2(1).

Sharma, Y. K., & Sharma, M. (2014). *Inclusive Education: Special educational needs of children with Special Needs*. Kanishka Publication.

UNESCO Institute for Lifelong Learning Technical Note: Lifelong Learning. Retrieved from: https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/UNESCO_TechNotesLLL.pdf

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 -II

PC-III - SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION

Course Code: 24SMPSE

Credits: 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- describes the basic principles of sociology (L2)
- compares nature of education with nature of society. (L2)
- categorizes the process of social change, social progress and social groups. (L3)
- integrates the knowledge of socialization process and the role of different social groups and culture towards socialization. (L5)
- reviews the knowledge about the interrelationship between the teachers and the various social agencies. (L6)
- categorizes the role of education in social and national reconstruction. (L4)

Unit I : Sociology and Education

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

Meaning and Nature of Educational Sociology - Inter Relationship between Education and Society - Sociology of Education and Educational Sociology - Process of Socialization -Role of Family, School, Peer group in Socialization Process - Social Interactions - Group Dynamics - Education in Relation to Social Stratification and Social Mobility - Concept of Social System and Education as a Social System.

Task Assessment: Analyze and submit a case study focusing on the impact of Education on social stratification or social mobility.

Unit II: Education and Social Change

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

Social Change - Meaning and Concept with special reference to India - Concept of Modernization, Urbanization and Digitalization with special reference to Indian Society and its Educational implications - Culture - Meaning, Nature, Cultural lag, Role of Education in Conservation, Development and Transmission of Culture- Education for Political Development and Political Socialization

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

Unit III : Educational Problems of Indian Society and Educational Innovations

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

Problems of Indian Society: Poverty, Illiteracy & Inequalities - Digital Divide - Under Employment and Unemployment - Brain Drain - Wastage & Stagnation - Terrorism and Need for Peace Education - Quantity versus Quality in Education - Educational Innovations: Delinking degrees from job - Distance & Open Education - Operational Black Board - Navodaya Vidhyalaya - DTERT - Integrated Scheme of School Education (2018) - Rashtriya Uchchatar Shiksha Abhiyan (RUSA) - New India Literacy Programme (NILP)

Task Assessment: Prepare and submit a comparative analysis of any two educational schemes in Indian Education

Unit IV : Economic Aspects of Education

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

Introduction – Concept – Need – Importance of Economic aspects of Education. Relationship between Education and Economics – Education as Knowledge Economy, Concepts and Components: Human Capital - Physical Capital – Concept of Educational Finance: Educational Finance at Micro and Macro Levels - Concept of Budgeting

Task Assessment : Critically analyze the impact of Educational finance at Micro and Macro Levels

Unit V : Education as Investment

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

Education as an Economic Good : Meaning, Importance and Impact – Education as Consumption – Education as an Investment: Meaning, Importance Difficulties in treating education as consumption or investment – Liberalization, Privatization and Globalization (LPG) : Meaning and Importance & Impact – Private Public Partnership (PPP) : Meaning, Nature, Need & Importance – Role of PPP in Indian Education.

Task Assessment: Participate in a group discussion on “The Impact of Globalization on the Accessibility and Quality of Indian Education.”

Note: The students should select any two Task Assessments

References

- Adamson, F., Åstrand, B., & Darling-Hammond, L. (Eds.). (2016). *Global Education Reform: How Privatization and Public Investment Influence Education Outcomes*. Routledge.
- Arulsamy,S.(2011).*Philosophical and Sociological Perspectives on Education*, Neelkamal Publications.
- Bhatia,K.K.&Narang.(2005).*Philosophical and Sociological Foundations of Education*. Tandon Publications.
- Bhatia,K.K.(2010). *Philosophical Sociological and Economic Bases of Education*. Tandon Publications.
- Bhushan, V. & Sachdeva, D.R. (2009). *Introduction to Sociology*. Kitab Mahal Agencies.
- Dash, B.N. (2000). *Teacher and Education in the Emerging Indian Society*. Neelkamal Publications.
- Gupta, R. (2011). *Philosophical Sociological and Economic Bases of Education*. Tandon Publication.
- Jandhyala B. G. Tilak (ed.) (2003). *Education, Society and Development*. APH Publishing Corporation.
- Naik R.K.(2011). *Educational Planning and Finance*. Vidyanidhi Prakashana Publishers.
- Patteti A.P., Thanarasseri, Isnail(2014). *Economics of Education*. APH Publishing Corporation.
- Rainu Gupta (2011). *Philosophical, Sociological and Economic Bases of Education*. Tandon Publications.
- Rajender Prasad Singh (2007). *Educational Finance and the Planning Challenge*. Kanishka Publishers.

- Sareria, S. (2006). *Education in Emerging Indian Society*. Surya Publications.
- Saxena, S. (2002). *Principles of Education*. R. Lall Book Depot.
- Shaida, B.D. & Safaya, R.N. (2008). *Teacher in Emerging Indian Society*. Dhanpat Rai Publications.
- Sharma, R.A. (2006). *Development of Educational System in India*. R. Lall Book Depot
- Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, Mayur Paperbacks: National Publishing House.
- www.yourarticlelibrary.com/sociology/socialisation.../8529
- http://www.academia.edu/3218832/Sanskritisation_Westernisation_and_Modernisation
- <https://www.quora.com/What-is-the-nature-and-scope-of-educational-sociology>
- <https://www.quora.com/What-is-the-role-of-education-in-preservation-and-transmission-of-culture>
- <https://www.vedantu.com/question-answer/operation-blackboard-started-a1985-b1987-c1989-class-11-social-science-cbse-5fd903a342757869af50369f>
- <https://dsel.education.gov.in/nlp>
- <https://www.routledge.com/education>

SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the basic principles of sociology (L1)	1,2,3,6,8	1,2,3,6,7,10
2	compares nature of education with nature of society.(L2)	3,6,8	1,2,3,4,6,7,8,9,10
3	categorizes the process of social change, social progress and social groups.(L4)	3,6,8	1,2,3,4,5,7,8,9,10
4	integrates the knowledge of socialization process and the role of different social groups and culture towards socialization.(L5)	1,2,3,6,8	1,2,3,4,6,7,8,9,10
5	reviews the knowledge about the interrelationship between the teachers and the various social agencies.(L6)	1,2,3,6,7,8	1,2,3,4,5,7,8,9,10
6	categorizes the role of education in social and national reconstruction.(L4)	1,2,3,5,6,7,8	1,2,3,4,6,7,8,9,10

Course Mapping

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

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

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

SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(1 x 10 = 10 Marks)

Choose the best answer

1. A difference between social class that different members of the same generation is called (CLO1 L3)
a. Social customs b. Intergenerational mobility c. Structural mobility
d. Social mobility
2. **The sociologist views that the components of social structure are human beings, the structure it self being an arrangement of persons in relationships, institutionally defined and regulated.**is (CLO1, L2)
a. Radcliffe Brown b. Kroeber c. Hutton d. Durkhiem
3. The theory of modernization and decay was formulated by (CLO2, L2)
a. Hutington b. Lipset c. Pye d. Rowstow
4. The model of development was adopted by India in (CLO2, L1)
a. Liberal model b. Capitalist model c. Mixed economy
d. Pro-capitalist model
5. On April 17, 2017----- launched its own portal and mobile app.
(CLO3
L1
a. Rashtriya Uchchatar Shiksha Abhiyan b. Sarva Shiksha Abhiyan
c. Pradhan Mantri Jan Dhan Yojana d. Grameen Vidyuitkaran Abhiyan
6. Operation blackboard aims at CLO3 L3
a. providing education to urban area
b. promoting adult literacy
c. opening of new schools specially for female children
d. providing primary education in an educational backward area
- 7 The state does not have Jawahar Navodaya Vidyalayas is ----- CLO3 L1
a. Jammu and Kashmir b. Kerala c. Nagaland d. Tamil Nadu
8. The process by which people creatively shape reality through social interaction is -
----- CLO1 L1
a. Social structure b. Role conflict c. Social construction of reality
d. Presentation of self
9. The policy which helps to integrate domestic economy with the world economy is
... CLO5L1
a. Liberalisation b. privatisation c. globalisation
d. Private public partnership
10. The main purpose of the audit of PPP projects be to provide CLO5 L1
a) a reasonable assurance to all stakeholders including the government,
parliament / legislatures, and the public
b) The PPP arrangement subjected to the audit has yielded value for money
c) The public interests have been adequately protected
d) All the above

Section - B (4 x 6 = 20 Marks)

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

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

Section - C (3 x 10= 30 Marks)

Answer the following questions in about 600 words each:

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

PC- IV - DEVELOPMENT IN INDIAN EDUCATION

Course Code : 24SMPIE

Credits : 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- acquires the knowledge of history of Indian Education (L2)
- sensitizes the educational problems at primary stage (L4)
- recognises the educational problems at secondary and tertiary stage (L1)
- provides the input about the higher education and its problems (L3)
- realises the value of education for national development (L5)
- proposes solutions for the challenges in higher education (L6)

Unit I : History of Indian Education

(L – 10; T – 3; P– 2)

Vedic Education - Education during Sangam Age - Buddhist Education - Muslim Education - Macaulay Minute(1835) - Wood's Despatch (1854), Hunter's Commission(1882), Lord Curzon's Contribution, Calcutta University commission (1919), Hartog Committee(1929), Basic Education(1937) - Sargent Report - Mudaliar Commission - Kothari Commission - National Policy on Education (1986) - National Education Policy(2020)

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

Unit II : Educational Challenges at Primary Stage

(L – 10; T – 3; P– 2)

Primary Education - Objectives of Primary Education - Problems - Wastage and Stagnation Universalization of Primary Education - Remedies for Wastages and Stagnation Problems - New Initiatives in Universalization of Elementary Education - District Primary Education Programme (DPEP) - Non- Formal Education (NFE) - Operational Blackboard (OBB), SLASH, OMIS, EMIS, UDISE and SCERT

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

Unit III : Educational Scenario at Secondary and Tertiary Stages

(L – 15; T – 3; P– 2)

Secondary Education: Objectives of Secondary Education - Problems - Vocationalization of Secondary Education - Diversification of Courses - Impact of Stress and Student Unrest and Indiscipline - Quantity versus Quality Digital Divide, Language problem in India - Problems related to Educational Finance , Planning and Administration - Expansion of Multipurpose schools in Secondary Education - RMSA (Rashtriya Madhyamik Shiksha Abhiyan).

Task Assessment : Critically analyse the problems of secondary education and submit a report

Unit IV : Structural Perspectives of Higher Education

(L – 15; T – 3; P– 2)

Higher Education – Types of Universities – Functions of Universities – Administrative and Academic related issues – Problems Related to Expansions, Equity, Excellence and Privatization – Study on the report of Rashtrya Uchchatar Shiksha Abhiyan (RUSA) – Students fees and Cost Recovery, Regulatory Aspects of Higher Education, Linkages of Academia with Industry – Need for Educational Researches

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

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

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

Task Assessment : Analyze a recent media event and create a report to critically evaluate media and its effects.

Note: The students should select any two Task Assessments

References

- Aggarwal, J.C. (2007). *Modern Indian Education*. Shipra Publication.
- Aggarwal, J.C. (2013). *Landmarks in the history of modern Indian education*. Vikas Publishing House.
- Arya, P. P. (2006). *Higher education and global challenges: System and Opportunities*. Deep and Deep Publications.
- Chaube, S.P. (2014). *History of Indian education*. Shri Vinod Pustak Mandir.
- Chauhan, C.P.S. (2013). *Modern Indian education: Policies, Progress and Problems*. Kanishka Publishers and Distributors.
- Dash, M. (2004). *Education in India: Problems and perspectives*. Atlantic Publishers.
- Ghosh, S. C. (2007). *The history of education in modern India: 1757-2007*. Orient Black Swan Publications.
- Govt of India. (2013). *Eleventh five year plan 2007-2012, Vol. II*. Oxford University Press.
- Hemlata Verma and Adarsh Kumar.(2002). *New Education Policy 2020 of India: A Theoretical Analysis*. International Journal of Business and Management Research 9(3):302-306 DOI:10.37391/IJBMR.090308
- Iyer, A. (2023). *Transformations in Indian Higher Education under the National Education Policy 2020*. India Today.
- Jain, M.K. (2007). *Committees and commissions: Elementary Education*. Shipra Publications.
- James V. Kahn, John W. Best, Arbind K. Jha (2016). *Research in Education*. Pearson Publisher.
- Kaustuv Bhattacharya and Mr. Suman Kalyan Roy (2021). *Educational Management & School Leadership in the Context of Secondary Education*. NP Publications.

- Kumar, R., & Raj, R. (2021). *Value education for sustainable development in Indian schools: Current practices and future directions*. *Journal of Value Education*, 38(1), 45-61.
- Lakshmi, S. (1989). *Challenge in Indian education*. Sterling Publishers Pvt. Ltd.
- Madhukar, & Indira. (2003). *Changing contexts of higher education*. Authors Press.
- Misra, N. (2022). *The role of media in sex education among Indian youth: Challenges and opportunities*. *International Journal of Adolescence and Youth*, 27(3), 264-276. doi:10.1080/02673843.2021.1967261
- Naik. (1979). *Equality, quality & quantity*. Allied Publishers.
- National Knowledge Commission. (2007). *Report to the nation*. Acharya Book Depot.
- Pathak, R. P. (2010). *Education in modern India: Global trends and development*. Atlantic Publishers & Distributors.
- Population Foundation of India. (2022). *Comprehensive sexuality education in India: A review of government and civil society-led curricula and strategies*. Health and Education Resource Centre, UNESCO.
- Rajan Bhonsle and Minnu Bhonsle (2013). *The Complete book of Sex Education*. Jaico Publishing House.
- Saxena, S. (2009). *Philosophical and sociological foundation of education*, Vinaya Rakheja Book Depot.
- Sharma, R.A. (2006). *Development of Educational System in India*. R.Lall Book Depot.
- Singh, P. K., & Shrivastava, D. (2023). *Adolescent perspectives on sex education and societal norms in India*. *PLOS ONE*, 18(6), e0267482
- UNESCO. (2023). *Teaching peace and harmony in Indian schools: Integrating values and social skills*. *UNESCO Education Research Bulletin*, 9(2), 114-127.
- <http://uis.unesco.org/node/334726>
- http://mhrd.gov.in/rmsa_guidelines
- <https://itpd.ncert.gov.in/>
- <https://doi.org/10.1080/02673843.2019.1596823>
- https://en.wikipedia.org/wiki/Education_in_ancient_Tamil_country
- <https://healtheducationresources.unesco.org/library/documents/comprehensive-sexuality-education-india-review-government-and-civil-society-led>
- <https://journals.sagepub.com/home/jve>
- <https://unesdoc.unesco.org/ark:/48223/pf0000382197>
- <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0267482>

DEVELOPMENT IN INDIAN EDUCATION

CLOs	At the end of the course, the Prospective Teacher Educators will be able to	PLO Addressed	PSO Addressed
1	acquires the knowledge of history of Indian Education (L2)	1,2,3,4,5,6,8	1,2,3,4,5,6,7,8,9,10
2	sensitizes the educational problems at primary stage (L4)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
3	recognises the educational problems at secondary and tertiary stage (L1)	1,2,3,4,5,6,7,8	1,2,3,4,5,7,8,9,10
4	provides the input about the higher education and its problems (L3)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10
5	realises the value of education for national development (L5)	1,2,4,5,6,7	1,2,3,4,5,6,7,8,9,10
6	proposes solutions for the challenges in higher education (L6)	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9,10

Course Mapping

MAPPING OF COURSE LEARNING OUTCOMES (CLOs) WITH PROGRAMME LEARNING OUTCOMES (PLOs)								LEARNING
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)									
	PS01	PS02	PS03	PS04	PS05	PS06	PS07	PS08	PS09	PS010
CLO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO3	✓	✓	✓	✓	✓		✓	✓	✓	✓
CLO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI - 627 002.
MODEL QUESTION PAPER
DEVELOPMENTS IN INDIAN EDUCATION

Time: 3.00 hrs.

Max. Marks: 60

Section -A

Answer all the questions:-

(10x1 = 10 Marks)

1. ----- does not belong to the four noble truths identified by Buddha? (L2)

- a) Life is a suffering b) Desire is the cause of suffering
c) Salvation is necessary d) Suffering can be extinguished.

2. The knowledge obtained by the interaction between a subject and an object is called ----- (L1)

- a) Saskin Jnana b) Vrtti Jnana c) Antah Karan d) Nirvan

3. This was the year Macaulay submitted his famous report (L1)

- a) 1835 b) 1834 c) 1845 d) 1853

4. ----- was needed to reassess the educational reforms of the Wood's Despatch of 1854 (L1)

- a) Macauley,s Minute b) Hunter's Commission c) Hartog committee d) Sadler Commission

5. Operational Blackboard was launched as a result of the recommendations of ----- (L1)

- a) Mudaliar commission (1954), b) Kothari commission (1964 - 66)
c) University education Commission (1948) d) National Policy on Education (1986)

6. Consider the following Statements: (L3)

Statement 1: Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is aimed to achieve the goal of universalisation of education.

Statement 2: The primary objective of the Jawahar Gram Samridhi Yojana (JGSY) is the creation of demand driven community village infrastructure including durable assets at the

village level and assets to enable the rural poor to increase the opportunities for sustained employment.

Which of the statements given above is/are true?

- A. Only 1
B. Only 2
C. Both 1 and 2
D. Neither 1 nor 2

7. Which of the following is the regulator of higher education? (L1)

- (a) NCERT (b) AICTE (c) UGC (d) MHRD

8. RUSA is related to _____ (L1)

- (a) Primary Education (b) Secondary Education (c) Higher Education
(d) Vocational Education

9. Democracy improves the quality of decision-making because (L3)

- (a) Decisions are taken by educated people
(b) Decisions are taken by consultation and discussion
(c) Decisions are taken over a long period of time
(d) All decisions are approved by judiciary

10. The introduction of Sex Education in schools in India should be encouraged. This is because: (L5)

I: This will discourage children from believing in misconceptions about sex-related aspects
II: Sex education will help adolescents to lead a reproductively healthy life.
(a). Only I is Correct (b). Only II is Correct (c). Both I and II are correct (d). Both I and II are incorrect

Section - B (4X5=20 Marks)

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

11. Review and criticize the salient features of Macaulay's Minutes. (L5)
12. Critically analyse the impact of stress and unrest among the students in secondary schools. (L4)
13. Summarize the problems and remedies regarding wastages and stagnation at Primary Schools. (L2)
14. Elucidate the recommendations for bridging the gap of digital divide (L3)
15. Analyse the factors affecting privatization in India (L4)
16. Explain the role of teachers as an agent of population education (L3)

Section - C (3 x 10 = 30 Marks)

III Answer the following questions in about 600 words:-

17. Construct your own meaning of composite culture in India. Evaluate its sources and give a comprehensive system of education suitable and acceptable to the whole nation. (L3, 5 and L6)

(OR)

Compare and contrast the educational philosophy of Mahatma Gandhi and its present day implications (L6)

18. Discuss the features and impact of Wood's Despatch. (L2)

(OR)

Explain the measures recommended by Rashtriya Madhyamik Shiksha Abhiyan for the improvement of secondary education (L3)

19. Identify the role of Universities in modern society. (L4)

(OR)

Discuss the Needs and importance of Population Education (L5)

TC - II -ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS

Course Code:

24SMTRS

Credits: 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- describes the need, importance, and sources of related literature. (L1)
- illustrates the sampling methods, its benefits, and limitations. (L2)
- categorizes different types of research tools. (L4)
- executes correlation and regression analysis using statistical software. (L3)
- evaluates the digital tools for research report writing (L5)
- writes a research report following the APA format and ethical guidelines. (L6)

Unit I Review of related Literature

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

Related literature: Meaning, Definition, **Need**, Importance, Purpose **and Scope**
-Role of Related Literature: Framing Research Questions, Developing Theoretical Framework, Identifying Research Gaps, **and Supporting Research Findings** – Sources of Information: Primary, Secondary and Tertiary– Inter Library Loan – Government Publications – Test Sources - Dictionaries – Organizing the Related Literature: **Methods and Tools** – **Types of Literature Review: Narrative Review, Systematic Review, Meta-Analysis Review** - Tips for Search Strategy on the Internet or Computer Database: **Steps and Techniques**

Task Assessment: Conduct a systematic review of literature on your preferable topic using a citation management software and present the findings in a report.

Unit II – Sampling

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

Sampling: Nature, Terminology, Concepts, Design and Procedure - Target Population, Sampling Frame, and Sampling Units - Sampling Errors: Random and Non-Random - Probability and Non-Probability Sampling Methods: Types, Benefits and Limitations - Sample Size Determination in Mixed Methods Research.

Task Assessment: Compare and contrast the benefits and limitations of different types of non-probability sampling techniques and apply them to a hypothetical research problem.

Unit III - Tools of research

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

Types of tools: Rating Scale, Attitude Scale, Questionnaire, Aptitude Test, Achievement Test, and Inventory- Construction of Research Tools – Criteria for selection of Research Tools – Validity, Reliability and Standardization of a Research Tool – Techniques of Research: Observation, Interview and Projective Techniques - **Experimental and Quasi-Experimental Techniques** – **Content Analysis** - Psychological Test – Errors in Collection of Data-: **Sources and Types- Characteristics of a Research Tool.**

Task Assessment: Construct and validate a questionnaire for measuring any one of

the chosen variables and administer it to a sample of respondents.

Unit IV Correlation & Regression Testing of Hypothesis (L-12; T-3; P-3)

Correlation – Types of Correlation: Positive, Negative, Simple, Partial and Multiple Correlation – Linear and Curve Linear Correlation – Coefficient of Correlation– Product moment Correlation – Rank difference Correlation - **Biserial Correlation – Point Biserial Correlation – Tetra-Choric Correlation – Phi Coefficient-** Types of Regression: **Simple Linear Regression, Multiple Linear Regression, and Logistic Regression** –Normal Probability Distribution: Meaning, Properties and Applications - Skewness and Kurtosis

Task Assessment: Interpret a multiple linear regression analysis using SPSS on a given data set (download from <https://www.geeksforgeeks.org/multiple-linear-regression-analysis-of-boston-housing-dataset-using-r/>) and write a research report following the APA format.

Unit V- Research Report (L-12; T-3; P-3)

Types of Research Reports - Steps in Research Report, Chapterization, Style and Format - Bibliography- APA Format for Books, Journals, Newspapers, Websites, Footnote, Citations and Quotations – Language and Typing Style- **Plagiarism and Ethical Issues**-Digital Tools for Research Report Writing- AI-Powered Writing Tools.

Task Assessment: Write an article in your area of research, identify and correct the plagiarism and ethical issues

Note: The students should select any two Task Assessments

References

- Agarwal, L.P. (2007). *Modern educational research*. Dominant Publisher and Distributors.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Argyrous, G. (2011). *Statistics for research*. SAGE Publications.
- Asthana, H.S. & Bhushan, B. (2007). *Statistics for social sciences*. Prentice Hall of India.
- Best, J.W. & Kahn, J.V. (2005). *Research in education*. Prentice Hall of India.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- <https://www.amazon.com/Research-Design-Qualitative-Quantitative-Approaches-ebook/dp/B078M6GJ4Z>
- Devi, P.S.(2017).Research methodology: A handbook for beginners. Notion Press
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education
- Gupta, S.P. (2011). *Statistical methods*. Roopak Printers.
- Jyothi, K.S. (2017). *Educational research*. Sonali Publications
- Jyothi, S.& Rao, D.B. (2007). *Educational research*. Sonali Publications.

- Kennedy, R. (2021). *Artificial intelligence in academic writing: Tools and techniques for better research report writing*. Routledge.
- Kothari, C. R., & Garg, G. (2018). *Research methodology: Methods and techniques* (4th ed.). New Age International
- Kremelberg, D. (2011). *Practical statistics*. Sage Publications
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.
- Lichtman, Marilyn. (2006). *Qualitative research in education-A user guide*. Sage Publication.
- Mangal, S.K. (2007). *Statistics in psychology and education*. Prentice Hall of India.
- Mishra, R.C. (2018). *Research in education*. APH Publishing Corporation Mohr, D.L. & Wilson, J. (2021). *Statistical methods*. Academic Press.
- Neuman, W. L. (2022). *Social research methods: Qualitative and quantitative approaches* (9th ed.). Pearson.
- Pal, P. & Sarkar, S. (2009). *Statistics concepts and applications*. PHI Learning.
- Pillai & Bagavathi. (2012). *Statistics - theory and practice*. S. Chand & Company.
- Reddy, G.L. (2016). *Research methodology and statistics in education*. Discovery Publishing House
- Reddy, G.L., Ramar, R., Sivaram, R.T. & Shailaja, M. (2017). *Research in education: methods and statistics*. Discovery Publishing House
- Saxena, N.R. (2006). *Fundamentals of educational research*. R. Lall Book Dept.
- Schmettow, M. (2021). *New statistics for design researchers*. Springer international Publication
- Selvamuthu, D. & Das, D. (2018). *Introduction to statistical methods, design of experiments and statistical quality control*. Springer Publications
- Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.
- Wilson, J.H. & Joye, S.W. (2017). *Research methods and statistics-An integrated approach*. Sage Publications
- <https://research.methodology.net/research> <https://libguides.rutgers.edu>
- <https://m.bayt.com/specialities>
- <https://statistics.laerd.com>
- <https://writesonic.com/>
- <https://www.literatureandlatte.com/scrivener/overview>
- <https://www.turnitin.com/>

CLOs	At the end of the course, the Prospective Teacher	PLO Addressed	PSO Addressed
1	describes the need, importance, and sources of related literature. (L1)	1,2, 3,4, 7,8	5,6,7, 9,10
2	illustrates the sampling methods, its benefits, and limitations. (L2)	4, 5, 6, 7,8	1,2,3 ,4, 6
3	categorizes different types of research tools. (L4)	1, 3, 4, 6, 7,8	2,3, 4,8
4	executes correlation and regression analysis using statistical software. (L3)	4, 5, 6, 7,8	3,5,6,7
5	evaluates the digital tools for research report writing (L5)	4, 6, 7,8	4,5,6, 9,10
6	writes a research report following the APA format and ethical guidelines. (L6)	4,6, 7,8	1,2,3,5, 7

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI - 627 002.
MODEL QUESTION PAPER
ADVANCED EDUCATIONAL RESEARCH METHODOLOGY
AND STATISTICS [SEMESTER - II]

Time: 3.00 hrs.

Max. Marks: 60

Section - A

(10x1 = 10 Marks)

Answer all the following questions: -

1. Which of the following types of sources is most likely to present new and original research findings on a specific topic? (L5)
 - a. A journal article
 - b. A textbook
 - c. A review article
 - d. A reference book
2. Which type of literature review follows a predefined protocol that specifies the research question, inclusion and exclusion criteria, and search strategy? (L2)
 - a. Systematic literature review
 - b. Scoping literature review
 - c. Narrative literature review
 - d. Meta-analysis
3. The errors are caused by factors other than the random selection of units is: (L1)
 - a) Non-random sampling error
 - b) Random sampling error
 - c) Sampling bias
 - d) Sampling variance
4. A non-probability sampling that involves selecting a sample based on the recommendations of the initial participants is:(L1)
 - A) Snowball Sampling
 - B) Purposive sampling
 - C) Quota sampling
 - D) Judgment sampling
5. The technique of research that involves presenting ambiguous stimuli to the participants and interpreting their responses based on their personality, motives, or emotions is:(L2)
 - A) Observation
 - B) Interview
 - C) Projective technique
 - D) Experimental technique
6. The extent to which the results of the research tool agree with or predict the results of another established measure of the same concept. (CLO3, L2)
 - a. Content validity
 - b. Criterion validity
 - c. Construct validity
 - d. Internal consistency reliability
7. A type of correlation coefficient that measures the degree of association between two binary variables (CLO4, L2)
 - a. Product moment correlation
 - b. Rank difference correlation

- c. Biserial correlation
 - d. Phi coefficient
8. A measure of skewness that is based on the difference between the mean and the mode of a distribution (CLO4, L2)
- a. Pearson's coefficient of skewness
 - b. Bowley's coefficient of skewness
 - c. Kelly's coefficient of skewness
 - d. Fisher's coefficient of skewness
9. A document that reports the original findings of a research study conducted by a student as part of the requirements for a degree (CLO5, L1)
- a. Thesis
 - b. Monograph
 - c. Synopsis
 - d. Bibliography
10. Which of the following is the correct APA format for citing a journal article? (CLO5, L1)
- a. Author, A. A., & Author, B. B. (Year). Title of article. Title of Journal, volume number(issue number), page range.
 - b. Author, A. A., & Author, B. B. (Year). Title of article. Title of Journal, volume number(issue number), page range. DOI or URL.
 - c. Author, A. A., & Author, B. B. (Year). Title of article. Title of Journal, volume number(issue number). DOI or URL.
 - d. Author, A. A., & Author, B. B. (Year). Title of article. Title of Journal. DOI or URL.

Section - B (5x4 = 20 Marks)

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

1. How does inter-library loan help you find and use sources for literature review? Explain what inter-library loan is and how it works.(CLO1, L1)
2. Compare and contrast sampling frame and sampling units in research. Provide an example of each. (CLO2, L2)
3. What are the assumptions and limitations of simple linear regression? How can you check them? (CLO3, L2)
4. How do you define normal probability distribution and its properties? Give an example of a real-life phenomenon that follows a normal distribution. (CLO4, L3)
5. How do you standardize a research tool? Define the concept and steps of standardization. (CLO5, L6)
6. Explain the steps involved in writing a research report and the importance of each step.(CLO5, L2)

Section - D (3x10 = 30 Marks)

Answer the following questions in about 600 words each: -

7.(a) Discuss the steps and techniques of search strategy on the Internet or computer database for finding relevant and reliable sources of information for literature review. Illustrate your answer with an example (CLO1, L2)

(OR)

(b) How can you design and conduct a sampling process for your research? Explain the concept and steps of sampling design and sampling procedure. (CLO2, L6)

8. (a) Describe the process and tools of content analysis as a research technique. How can you

validate and verify the results of your content analysis? (CLO3, L4)

(OR)

(b) Explain the concept of tetra-choric correlation and phi coefficient. How are they used to measure the association between two binary variables? How can you estimate them using a contingency table? (CLO4, L2)

9. a) What are linear and curve linear correlation? How do they show up on a scatter plot? How do you test the significance of the correlation coefficients? (CLO4, L5)

(OR)

(b). Analyse the ethical issues that may arise in conducting and reporting research and how to avoid or resolve them. Give examples of ethical dilemmas that researchers may face and suggest possible solutions. (CLO5, L4)

SC - II - CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Code: 24SMSPA

Credits: 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- retrieves the concept of curricular aspects(L1)
- differentiates the models of curriculum design (L2)
- employs assessment as a tool for improving teaching and learning (L3)
- determines the significance of qualitative assessment (L5)
- integrates relevant knowledge with respect to Pedagogy, Andragogy and Assessment in the classrooms. (L6)
- develops innovative strategies to promote the classroom assessment

Unit I : Curricular Aspects

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

Curriculum: Concept, Meaning, Characteristics and Process - Strategies of Curriculum Development, Stages in the Process of Curriculum Development - Curriculum and Syllabus - Curriculum and Instruction - Need for Curriculum Development - Principles of Curriculum Construction - Curriculum Determinants - Benchmarking and Role of National Level Statutory Bodies - UGC -NCTE and University in Curriculum Development

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

Unit II : Curriculum Planning and Models of Curriculum Design

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

Curriculum Planning: Need - Pre requisites of effective Curriculum Planning - Curriculum Design: Attributes, Steps, Strategies and Types Traditional and Contemporary Models - Competency Based Model - Intervention Model - CIPP Model (Context, Input, Process, Product Model) - Discipline Based Model - Criteria for selecting the Curriculum Design - Models of Curriculum Development: Taba's Model and Tyler's Model.

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

Unit III : Learning Assessment

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

Meaning of Assessment in Behaviourist and Constructivist Context - Assessment for Learning, of Learning, as Learning - Concept of Authentic Assessment - Alternative Assessment Modes - Trends in Learning Assessment of Learning - Relationship Between Curriculum, Pedagogy and Assessment - Role of Assessment in Realizing the Curricular Objectives: Use of Assessment Results as Feedback in Improving Learners Performance, Teaching Performance, Redesigning the Instructional Inputs and Learning Outcomes, Learning Resources and Learning Environment as a Feedback to Curriculum Improvement/ Revision

Task Assessment: Analyze the relationship between curriculum, pedagogy and

assessment through group interaction.

Unit IV: Qualitative Techniques for Assessment (L-12; T-3; P-3)

Need and Importance of Qualitative Assessment – Tools for Qualitative Assessment: Observation, Interview, Anecdotal Records, Case Study, Auto-Biography, Rating Scale – Focus Groups, Document Review, Thematic Analysis, Rubric and Sociometry – Scoring and Interpretation Through Qualitative Assessment – Qualitative e-Learning Assessment- Questionnaire : Post-Activity Questionnaires-Pre-and-Post-Questionnaires

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

Unit V : Pedagogy, Andragogy and Assessment (L-12; T-3; P-3)

Assessment : Meaning – Nature – Perspectives – Types of Assessment – Assessment of Cognitive – Affective – Psychomotor Domains - Pedagogical Analysis : Memory Level – Understanding Level – Reflective Level – Concept of Andragogy in Education - Meaning – Competencies of Self-Directed Learning – Theory of Andragogy. Assessment in Pedagogy of Education : Feedback Devices : Meaning, Types, Criteria Guidance as a Feedback Devices : Assessment of Portfolios, Reflective Journal. Assessment in Andragogy of Education - Interaction Analysis : Flander's Interaction analysis, Galloways System of Interaction analysis - Criteria for teacher evaluation

Task Assessment: Prepare and evaluate a report on assessment in Andragogy of Education

Note: The students should select any two Task Assessments

References

- Aggarwal, Deepak (2007): *Curriculum development: concept, method and techniques*, Arul Samy.S (2017) *Curriculum Development*. Neelkamal Publications.
- Bharati Chand (2017), *Language Across Curriculum*. Neelkamal Publications.
- BhatNagarA.B, Anurag BhatNagar(2017) *Assessment for learning*. Vinay Rakheja.
- Dayakara Reddy.V,Narshima Chary.M, Mozaffar Islam (2019) , *Society Education And Curriculum*. Neelkamal Publications.
- Donna.P & Garvis.S (2023). *Teaching Early Years Curriculum, Pedagogy, and Assessment*. Routledge Publisher.
- Erickson H.L (2002). *Concept based curriculum & Instruction: Teaching beyond the facts*, corsion Press Inc. California
- Jayashree Rani. B,Mohanasundaram.K(2017), *Assessment learning*. Samyukdha Publications.
- Kalaivani.M,Kirthika Arun Kumar.S, Selvam.P(2021) *Language Across the Curriculum*. Samyukdha Publications.
- Katherine .M, (2020). *Teaching Middle Years Rethinking Curriculum, Pedagogy and Assessment* Taylor & Francis Group of publisher.
- Mangal S.K, Uma Mangal(2010), *Curriculum and School Management*, Tandon Publications.
- Marlow Ediger ,Digumarti Bhaskara Rao(2010) *Effective School Curriculum*. Discovery

- Publishing House Pvt Lmt.
- Nagarajan.K (2018), *Knowledge and Curriculum*. Sriram Publishers.
- Nagarajan.K (2021), *Assessment Learning*. Sriram publishers.
- Nagarajan.K,Natarajan.S,Manivasagan.C.R (2014),*Educational Innovations And Curriculum Development*. Sriram Publishers.
- Paratap kumar panda,Girija Raman (2019), *Assessment learning*, Neelkamal Publications.
- Periannan .G (2018), *Language Across the Curriculum*, Vanitha pathipagam.
- Periannan.G (2019) , *Knowledge and Curriculum*, Vanitha Pathipagam.
- S.K.Bhatia & Sonia Jindal, (2016). *A Textbook of Curriculum, Pedagogy and Evaluation*. Paragon International Publishers.
- Satpal swami,Sumitra Swami(2013),*Curriculum Technology & Learning* .Black Prints
- Sharma R.A (2012) , *Curriculum Development And Instruction*, Vinay Rakheja.
- Singaravelu.G (2017), *Assessment learning*, Neelkamal Publications.
- Swaroop Saxina N.R,Aarti Shashi Dargan,Trilok Chandra (2011), *Principles of Education And Curriculum Management*. Vinay Rekheja.
- Thanavanthi.C,Vimaleswary.T (2017), *Curriculum Design and Development*. Samyukdha Publications.
- http://www.academia.edu/22151869/MODELS_OF_CURRICULUM_DEVELOPMENT
- NCERT (2000). *National curriculum Framework for school education*, NCERT.
- NCERT (2006). *Constructivist approaches to teaching and learning - Handbook for teachers of secondary stage*.
- NCERT (2007). *Learning Assessment at primary stage*.
- NCTE (2009). *National Curriculum Framework for Teacher Education*.
- <https://link.springer.com/article/10.1023/A:1007444303156>
- <https://elearningindustry.com/qualitative-elearning-assessment-methods-track-online-learners-progress>
- https://www.education.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revised.pdf
- <https://unesdoc.unesco.org/ark:/48223/pf0000261445>

SC - II - Curriculum, Pedagogy and Assessment

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI - 627 002.
MODEL QUESTION PAPER
CURRICULUM, PEDAGOGY AND ASSESSMENT

Time: 3.00 hrs.

Max. Marks: 60

Section -A

Answer all the questions:-

(10x1 = 10 Marks)

1. This most recent curriculum era is highlighted with a global perspective, individualized instruction, differentiation, vouchers and charter schools. (CLO1, L2)

- a. Technological Constructivism b. Academic Scientism
c. Developmental Conformism d. Modern Conservatism.

2. Psychological foundation play its role in the development of curriculum keeping in view the: (CLO2, L2)

- a. Student's needs b. Student's interest c. Student's capabilities
d. All of the above

3. The main objective of Continuous and Comprehensive Evaluation (CCE) (CLO3, L2)

- a. to help teacher complete the course
b. to lay emphasis on thought process and de-emphasize memorisation
c. to satisfy parents with children's progress
d. to help authorities monitor school functioning

4. The curriculum design whereby the decisions pertaining to the content, planning process implementation process is taken by a central agency is- (CLO1, L2)

- a. Centralised curriculum b. decentralised curriculum
c. disciplinary curriculum d. competency based curriculum.

5. In order to identify individual differences of learners in a class, which of the following can be used by a teacher? (CLO3, L1)

- a. Summative Assessments b. Formative Assessments
c. Diagnostic Assessments d. Peer Assessments

6. Rubrics criteria are needed for field engagement as they give: (CLO4, L2)

- a. Diagnostic information to teacher b. Summative information to teacher
c. Formative feedback to students d. Placement information to students
e. Continuous information to students

Choose the correct answer from the options given below:

- a. a, b and e only b. a b and c only c. a, b and d only d. a,d and e only

7. The test measures what we intend to measure. This quality of the test is called? (CLO3, L2)

- a. Reliability b. Validity c. Objectivity d. Usability

8. Given below are two statements: (CLO5, L3)

Statement I: Assessment drives learning.

Statement II: No feedback is required to be given in formative assessments.

In light of the above statements, choose the most appropriate answer from the options given below:

- a. Both Statement I and Statement II are correct

- b Both Statement I and Statement II are incorrect.
 c. Statement I is correct but Statement II is incorrect
 d. Statement I is incorrect but Statement II is correct
 9. Which of the following factors influence curriculum change? (CLO2, L2)
 a. Growth in knowledge
 b. Technology change
 c. Needs and aspiration of people
 d. Availability of competent teachers
 10. Out of the following, the Rubric uses: (CLO3, L1)
 a. Rating scale
 b. Checklist
 c. Sociogram
 d. Inventory
 e. Grading scale
 1. a, c and e only
 2. a, b and e only
 3. b, c and d only
 4. c, d and e only

Section - B**(4X5=20 Marks)****II Answer any FOUR of the following questions in about 250 words each:-**

1. Define curriculum and explain the characteristics of curriculum. (CLO1, L1)
2. Analyze the relationship between Pedagogy and assessment. (CLO5, L3)
3. Specify the role of assessment in realizing the curriculum objectives? (CLO3, L2)
4. Write down the need and importance of qualitative assessment. (CLO4, L1)
5. List out the differences between centralized and decentralized curriculum. (CLO2, L2)
6. Write a report on pedagogical analysis. (CLO5, L2)

Section - C**(3 x 10 = 30 Marks)****III Answer the following questions in about 600 words:-**

1. a) How will you differentiate assessment for learning from assessment of learning and assessment as learning? (CLO3, L3)
 (or)
 b) Elaborately discuss the tools for qualitative Assessment (CLO4, L4)
2. a) Discuss about assessment in Pedagogy of Education and andragogy of education .
 (CLO5, L5)
 (or)
 b) As a teacher educator, how will you solve the problems related to the lack of infrastructure resources? (CLO4, L6)
3. a) Elaborately describe the principles of curriculum construction. (CLO1, L3)
 (or)
 b) Explain in detail about models of curriculum development (CLO2, L4)

COURSE DESIGNERS		
PERSPECTIVE COURSES		
1.	SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION	Ms.R.Bhuvaneswari Dr.V.Lavanya
2.	DEVELOPMENT IN INDIAN EDUCATION	Rev.Sr.L.Arul Suganthi Agnes Ms.E.Michael Jeya Priya
TOOL COURSES		
3.	ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS	Dr.A.Jeya Sudha Ms. J. Rawoofu Nisha
SPECIALIZATION		
4.	CURRICULUM, PEDAGOGY AND ASSESSMENT	Ms. S.Arockia Reena Dr.M.Gnana Kamali

VALUE ADDED COURSES

1. Conceptual Basis of Logical Reasoning
2. Instructional Technology
3. Personality Development and Soft Skills

SELF- STUDY COURSES

1. NET / SET Preparatory Course – Phase II
2. Classroom Management Skills
3. Digital Initiative in India
4. Equity and Equality in Women Education

SEMESTER II
VALUE ADDED COURSES
(VAC)

CONCEPTUAL BASIS OF LOGICAL REASONING

Course Code : 24SMVLR

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- defines the meaning of Logical and Reasoning. (L1)
- identifies the significance of Logical Reasoning. (L2)
- applies the Logical reasoning skills in various situation (L4)
- compares the Inductive, Deductive and Abductive Reasoning (L2)
- integrates the three approaches in Competitive Exams and for employment opportunities (L5)
- describes self-employment opportunities, challenges and job roles. (L3)

Unit 1: Introduction to Reasoning and Logical Reasoning

Logical reasoning: Meaning - Purpose - Types - Ways to think logically- Reason logically - ways to improve Reasoning Logically - Examples of Good Reasoning - Logical Reasoning Test and steps, Analogy, Classification, Coding-Decoding, Blood relation, Venn diagram, Calendar, Clocks, Direction and Distance, Input Output, Puzzle.

Unit II: Inductive Reasoning

Inductive reasoning: Types - Examples - Inductive reasoning in research - Inductive generalization - Statistical generalization - Causal reasoning- Sign reasoning- Analogical Reasoning- Applications.

Unit III: Deductive Reasoning

Deductive reasoning: Meaning - Types - Solved Examples - Applications- Syllogism- Modus Ponens- Modus Tollens, Inductive and Deductive Reasoning: Differences - Advantages and Disadvantages.

Unit IV: Abductive Reasoning

Abductive Reasoning: Meaning - Types - steps - purpose - Examples- Advantages and Disadvantages-Logic based abductions- Abductive validation- Set cover abduction-Subjective logic abduction-Differences: Inductive Deductive and Abductive approaches.

Unit V :Analogical Reasoning

Analogical Reasoning: Meaning - Steps - Application - Examples - Purpose and Types - Letter/Word Based - Number Based - Letter and Number Based Analogy - Image Based-General Knowledge Based -Tips and Tricks.

References:

- Bs Sijwalii (2021) Master Reasoning Guide € Arihant Publication India Limited.
Marco Jameson (2020) Critical Thinking –Inductive and Deductive Reasoning Explained, Efalon Acies Publishers.
Ruth M.J. Byrne, Jonathan St.B.T. Evans, Stephen E. Newstead (2019), Human Reasoning and The Psychology Of Deduction, Taylor & Francis Publishers.
Thagard, Paul and Cameron Shelley (2005) “Abductive reasoning: Logic, visual thinking, and coherence.” Waterloo, Ontario: Philosophy Department, Univerisity of Waterloo.
Alessandro Giordani, Jacek Malinowski (2020) Logic in High Definition and Trends in Logical Semantics, Springer International Publishers.
Bartha, P., 2010, By Parallel Reasoning: The Construction and Evaluation of Analogical Arguments, New York: Oxford University Press.
<https://harappa.education/harappa-diaries/types-of-reasoning/>
<https://www.indeed.com/career-advice/career-development/improve-your-logical-reasoning>
<https://www.scribbr.com/methodology/inductive-reasoning/>
<https://www.cuemath.com/data/deductive-reasoning/>
<https://www.studiobinder.com/blog/what-is-abductive-reasoning-definition/>

INSTRUCTIONAL TECHNOLOGY

Course Code : 24SMVIT

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- defines and explains the key terms and concepts related to instructional technology (IT). (L1)
- creates and uses various instructional media and tools to enhance teaching and learning. (L6)
- applies and integrates technology into instruction using appropriate models, skills, tools, and strategies. (L3)
- assesses and measures the effectiveness and impact of technology integration on learning outcomes and processes. (L4)
- identifies and addresses the legal and ethical issues related to IT in education. (L2)

Unit I: Introduction to Instructional Technology (IT)

Instructional Technology: Meaning, Definition, and Concept - Interrelationship of Educational Technology, Information Technology, and Instructional Technology-Importance of IT: formal, informal, online, blended, and distance Education-Evolution of IT: early ages, print media, Audio visual media, digital media

Unit II: Instructional Models and Theories

Instructional Design Models: Kemp Model - Universal Design for Learning (UDL) - Instructional Theories: Collins-Stevens' Cognitive Theory of Inquiry Teaching - Keller's Motivation Design of Instruction - Instructional Strategies for Declarative Knowledge

Unit III: Instructional Media and Tools

Instructional Media: Print, Visual, Audio-visual. Static/display, Electronic - Instructional Tools: Content Tools - Collaboration Tools - Communication Tools - Multimedia Tools - Video - Supplementary Tools - Assessment Tools

Unit IV: Integrating Technology into instruction

Technology Integration Models: SAMR model, the TPACK model, and the TIM model- Technology Integration Skills and Tools: digital literacy, information literacy, media literacy- Technology Integration Strategies: flipped classroom, blended learning, gamification, simulations - Technology Integration Assessment: rubrics, portfolios, surveys - Technology Integration Challenges: technical factors, pedagogical factors, organizational factors, ethical factors

Unit V: Legal and Ethical Issues in Instructional Technology

Legal Issues in Instructional Technology: plagiarism, copyright, fair use, privacy – Ethical Issues in Instructional Technology: netiquette, cyberbullying, diversity – Strategies and Resources for Legal and Ethical Issues in Instructional Technology

References

- Kalaivani & Krithika.S(2021), Advanced Techniques of Instruction, Samyukdha Publications.
- Vanaja.M & Rajasekaar.S(2014), Educational Technology & Computer Education, Neelkamal Publications Pvt.Ltd.
- Kamal Deep singh & Dalject Kaur(2012), Using Computers in Education, Dhanpat Rai Publishing Company
- Vanaja.M(2016), Educational Technology & Computer Education, Neelkamal Publications Pvt.Ltd.
- Ramakrishna & et.al (2019), ICT Mediation in Teaching and Learning, Neelkamal Publications Pvt.Ltd.
- Reiser, R.A. (2001). A history of instructional design and technology: Part I: A history of instructional media. Educational Technology Research and Development, 49(1), 53-64.
- Reiser, R.A. (2001). A history of instructional design and technology: Part II: A history of instructional design. Educational Technology Research and Development, 49(2), 57-67.
- Januszewski, A., & Molenda, M. (Eds.). (2013). Educational technology: A definition with commentary. Routledge.
- Roblyer, M.D., & Hughes, J.E. (2019). Integrating educational technology into teaching (8th ed.). Pearson Education.
- Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2013). Designing effective instruction (7th ed.). John Wiley & Sons.
- Ertmer, P.A., & Ottenbreit-Leftwich, A.T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. Journal of Research on Technology in Education, 42(3), 255-284.
- Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: What is 'enhanced' and how do we know? A critical literature review. Learning, Media and Technology, 39(1), 6-36.

PERSONALITY DEVELOPMENT AND SOFT SKILLS

Course Code : 24SMVPS

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- identifies the need of personality development.(L2)
- enhances holistic development and improve their soft skills.(L3)
- realizes the importance of confidence building (L1)
- develops leadership qualities and management skills (L6)
- evaluates attitude and understand its influence on behavior.(L5)

Unit I: Personality Development

Personality: Meaning, Definition, Types and Elements - Factors Affecting Personality - SWOT Analysis - Goal Setting - Creativity - Human Values - Role of Technology in Personality Development.

Unit II : Interpersonal Relationships

Interpersonal Relationship Skills: Need, Importance and Types - Factors affecting Interpersonal Relationships. Leadership: Qualities of Good Leader - Leadership Styles - Functions of Leadership.

Unit III : Soft Skills

Soft-Skills: Meaning, Importance and Types - Personal Skills: Knowing oneself / Self-Discovery. Self confidence: Importance - Confidence Building. Attitude: Developing Positive Attitude -Improving Perceptions. Negotiation: Meaning, Need, Types and Process of Negotiation.

Unit IV : Communication Skills

Key Elements of Communication - Characteristics of Effective Communication - Verbal communication - Non-verbal Communication- Barriers of Communication - Overcoming Barriers. Etiquette: Meaning - Types of Etiquette Social, **Eating, Telephone, Professional and Workplace.**

Unit V : Management Skills

Time management: Importance, Benefits and cultivating effective time management. Stress Management: Causes of Stress and its impact- Emotional Management: Meaning, Elements, Managing Emotional Intelligence, Relationship between Emotional Quotient (EQ) and Intelligent Quotient (IQ) - Conflict Management: Concept and causes of conflict - Intra and Inter individual conflict - Strategies to Resolve Conflicts.

REFERENCES:

Alex. A (2009) Soft Skills - Know Yourself & know the world, S.Chand & Company.
B.K.Pal (2014) Personality Development RBSA Publishers.

- Bhagyashree A.Dudhade (2016) Life Skills Education, NeelKamal Publications,
Bharathi et.al (2012) Personality Development, Neelkamal Publications.
Bharathi. T (2004) Personality Development, Neelkamal Publications.
Bharathi.T (2008) Personality Development, Neelkamal Publications.
Bill Scott (2008) The Skills of Communicating, A practical Guide for Effective Management, JAICO Publishing House.
BrainClegg (2009) Crash course in Personal development, Vinod Vasishtha for Kogan,
Dhirendra P.Singh (2009) Education and Personality Development, A.P.H. Publishing Corporation.
Dutt et al. (2009) A course communication Skills, Foundation Books.
Frank Atkinson (2010) Successful time Management, Viva Books, Crimson Publishing,
Frank Atkinson, (2010) Successful Time Management Viva Books.
Harihara et al. (2010) Soft Skills, MJP publishers.
Krishna Mohan (2006) Developing Communication Skills Rajiv Beri for Macmillan
Matthew McKay et al., (2008) Communication Skills, Jain Publishers
Mitra, B. K. (2011) Personality Development and Soft Skills (Vol. 56). Oxford, UK: Oxford University Press.
Ranasami. T (2004) Education and Personality Development, Ashish Publishing House
Rani, Y. J. S. Smart Work Through Soft Skills.
Rev.Sr.Nirmala Sundra Raj & Baskaran (2012) Soft Skills, Aroma Publications
Richard L. Hughes (2007) Leadership Enhancing the Lessons of Experience, Tata McGraw-Hill Publishing
Shivaramu.K (2017) Communication Skills S.B. Nangia APH Publishing Corporation.
Training, M. T. D. (2010) Successful Time Management. BookBoon.

Website Address

- <https://www.skillsyouneed.com/rhubarb/technology-interpersonal-skills.html>.
<https://www.waldenu.edu/online-masters-programs/ms-in-developmental-psychology/resource/how-is-modern-technology-affecting-human-development>.
<https://harappa.education/harappa-diaries/interpersonal-skills-all-you-need-to-know>.
<https://www.insightsonindia.com/ethics-integrity-and-aptitude/emotional-intelligence/relationship-between-iq-and-eq/>
<https://blog.happily.ai/personal-swot-analysis-a-comprehensive-guide-for-personal-development/>
<https://pestleanalysis.com/swot-analysis-in-personal-development/>

SEMESTER II

SELF-STUDY COURSES

(SSC)

NET / SET PREPARATORY COURSE -PHASE II

Course Code : 24SMSN2

PAPER II

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 (L4)
- develops the statistical techniques in Educational research (L6) stages (L3)
- reviews the issues and challenges in Inclusive Education(L5)

Unit 1: Educational Studies

- a) Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge
- b) Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom

Unit 2: History, Politics and Economics of Education

- a) Committees and Commissions' Contribution to Teacher Education Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)
- b) Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Unit 3: Learner and Learning Process

- a) Growth and Development: Concept and principles, Cognitive Processes and stages of Cognitive Development, Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka), Mental health and Mental hygiene

- b) Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

Unit 4: Teacher Education

- a) Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels , Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning
- b) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit 5: Curriculum Studies

- a) Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Benchmarking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development
- b) Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, Product Model)

Unit 6: Research in Education

- a) Meaning and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and

Qualitative), Designs in educational research (Descriptive, Experimental and Historical)

- b) Variables: Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardisation of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)

Unit 7: Pedagogy, Andragogy and Assessment

- a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy
- b) Assessment - Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit 8: Technology in/ for Education

- a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)
- b) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model, Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine

Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to elearning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Unit 9: Educational Management, Administration and Leadership

- a) Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate
- b) Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit 10: Inclusive Education

- a) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action 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 India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCERPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication
- b) Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

References

- Aggarwal, L.P. (2007). Modern educational research. Dominant Publisher & Distributors.
- Aggarwal, Y.P. (2015). Statistical Methods- Concept, Application and Computation. Sterling.

- Ainscow.M., Booth T. (2003).The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for studies in Inclusive Education.
- Argyrous, G. (2011). Statistics for research. Sage Publications.
- Asthana, H.S. & Bhushan, B. (2007). Statistics for social sciences. Prentice Hall of India.
- Ballantine, J.H., & Spade, J. Z. (2014). Schools and Society: A Sociological Approach to Education. New York: Sage Publications.
- Basavaya, D. & Venkataiah, N. (2016). Essence of Educational Research Methodology, Neel Kamal Publications.
- Berger, P.L. and Luckmann, T. (1967) The social construction of Reality. Allene Lane : The Penguin Press (Set Book)
- Best, J. W., Khan, J.V. & Jha, A.K. (2016). Research in education. (10th ed.) Pearson Publication.
- Bhatia, K.K. (2010). Philosophical sociological and economic bases of education. Tandon Publications.
- Bhatia, K.K., & Narang.M. (2005). Philosophical and sociological foundations of Education., Tandon Publications.
- Bhatnagar & Aggarwal, V. (2009). Educational administration, supervision, planning & financing. Vikas Publishing House.
- Bhatnagar & Gupta. (2005). Educational management. Surya Publication.
- Bhattacharya, and Srinivas. (1962). Society and Education Academic Publishers
- Brookoner, W.B. and Gottlieb, D. (1964) A sociology of Education (2 Ed) American Book Company.
- Chandra, S.S. (2004). Research in education. Atlantic Publishers.
- Chitnis, S. (1974) Sociology of Education (pp. 166-232) in A survey of Research in sociology
- Cosia W.L and et.al., (1961) Education in Democracy. London McGraw Hill Book Company Inc
- Creswell, J.W. (2017) Research design :Quantitative and Mixed Methods Approaches. Sage Publications.
- Dash, N. (2006). Inclusive education for children with special needs. Atlantic Publishers.
- Deshprabhu, S. (2014). Inclusive education in india: An overview. Kanihsha Publishers.
- Dwyer, L.M. (2014). Quantitive Research for the Qualitative Research. Sage Publications.
- Gnanam, D. & Nagarajan, K. (2016). Creating an inclusive school. Sriram Publications.
- Gupta Arun K. (1984). Teacher Education: Current & Prospects, Sterling Publications
- Gupta, R. (2011). Philosophical sociological and economic bases of education. Tandon Publications.
- Hodkinson, A. & Vickerman, P. (2009). Key issues in special educational needs and inclusion. Sage Publications.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. Teachers College Press.
- John W. Sanhock, (2006). Educational psychology. McGraw Hill Co.
- Kochhar, (2011). School administration and management. Sterling Publishers.
- Lakshmi, S. (1990). Challenges in education. Sterling Publishers.

- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling, Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- M. H. R. D. (1990). "Towards an enlightened and human society", Department of Education.
- Mangal & Mangal, U. (2010). Information Communication and Educational Technology.
- Mangal, S.K. (2008). Advanced educational psychology (2 nd ed). Prentice Hall of Degree of Master of Education (M.Ed.)
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Mishra, B.K. (2011). Psychology - The study of human behaviour. PHI Learning.
- Mishra, M. (2007). Modern methods of educational administration. Alfa Publications.
- Mohanthy, J. (1994). Indian education in the emerging society. Sterling Publishing.
- Mohanthy, J. (1994). Indian education in the emerging society. Sterling Publishing.
- Mrunalini, T. (2011). Philosophical foundation of education. Neelkamal Publications.
- Mukherji, (1963). Administration of education in India. Acharya Book Depot.
- Nagarajan, K. & Srinivasan, R. (2006). Innovations in Education and Educational
- Nagarajan, K. (2008). Educational challenges in the emerging Indian society. am Publications
- Nagarajan, K. (2008). Educational challenges in the emerging Indian society. Ram Publishers.
- Naik R.K.(2011). Educational Planning and Finance. Vidyavidhi Prakashana Publishers.
- Natarajan S. (1990). Introduction to Economics of Education. Sterling.
- NCERT (2005): National Curriculum Framework.
- NCTE (1998): Perspectives in Teacher Education
- Neethu Ahlawat, (2010). Developmental psychology. RBSA Publishers.
- Neil, J.S. (2013). Statistics for People who Hate Statistics, Sage Publication.
- Niels Kryger, Brite Ravn, (2007). Learning Beyond Cognition. Danish University of Education Press.
- Notari, M.(2017), 21st Century Skills Development Through Inquiry Based Learning From Theory to Practice, Springer
- Patteti A.P., Thanarasseri, Isnail(2014). Economics of Education. APH Publishing
- Rajender Prasad Singh (2007). Educational Finance and the planning challenge. Kanishka Publishers.
- Ram Shakal Pandey, (2006). Advanced educational psychology. Lall Book Depot.
- Ram, S. (1999): Current Issues in Teacher Education .Sarup & Sons Publications
- Randy, J. & Larson David M., & Buss, M. (2011). Personality psychology – domains of knowledge about human nature. Tata McGraw Hill.
- Ranjit Kumar, (2014). Research Methodology: A Step-By-Step Guide for Beginners. Sage Publications.
- Rao V.K. (2009) Educational Technology. APH Publishing.
- Reddy, G.V. (2017). Research Methodology in Education. Pearl Books.
- Sachdeva, (2000). School organization, administration and management. Tandon

Publications.

- Saxena, N.R. (2006). Fundamentals of educational research. Lall Book Dept.
- Saxena, S. & Oberoi. (2006). Technology of Teaching. R.Lall Book Depot.
- Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
- Sears, (1960). The nature of the administrative process. McGraw Hill.
- Sethu Rama, (2007). Developmental psychology. ALFA Publication.
- Sharma, (2005). Educational administration and management. Surya Publication.
- Sharma, (2010). Educational administration management and organisation. Surjeet Publications.
- Sharma, (2010). Teacher Education and Pedagogical Training. R.Lall Book Depot.
- Sharma, A.K. (2014). Research Methodology and Techniques in Science. Centrum Press.
- Sharma, R.A. (2008). Information and Communication Technology in Teaching. R.Lall Book Depot. Tandon Publications.
- Singh, M. (2016). Inclusive education. Ane Books.
- Thakur, A. S., & Berwal, S. (2007). Education in emerging Indian society. National Publications.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.

CLASSROOM MANAGEMENT SKILLS

Course Code :24SMSCM

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- relates Classroom Management as an integral to teaching (L1)
- categorizes the Classroom Management Skills (L2)
- integrates the techniques for an effective classroom management (L3)
- incorporates the approaches to manage student behaviours(L4)
- applies the methods to assess student learning (L5)
- creates innovative solutions in Classroom Management (L6)

Unit I: Introduction to Classroom Management

Classroom Management: Concept, Definition, Aims, Rationale- Role of Classroom Management in Teaching and Learning - Types of Classroom Management: Democratic, Authoritarian, Authoritative, Permissive, Indulgent-Philosophies of classroom management: Interventionist, Non interventionist, Interactivist - Positive Classroom Management

Unit II: Classroom Management Skills

Classification of Skills: Strategies and Techniques in Classroom Management - Leadership skills - Habits of Classroom Management skills - 4 Cs of Classroom Management skills : Caring, Consistency, Communication, Control - ABC model : Antecedent, Behaviour, Consequence - 5 E's model : Engage, Explore, Explain, Elaborate, evaluate

Unit III: Effective Classroom Management

Importance of Teacher preparation and Professional Development- Recommendation for improving Teacher Preparation in Classroom Management - Strategies to promote student use of rules and routines - Behaviour management - Techniques to decrease inappropriate behaviour.

Unit IV : Approaches in Classroom Management

Self Efficacy in Classroom Management - Approaches to manage student behaviour - Criteria for creating well designed rules - Rule management concept - Inclusion - Time management - Teacher student relationships.

Unit V: Innovative Classroom Management

Google classroom skills : Concept - Tools and resources : e-quiz, edu puzzle, open side by side, news Ela - Smarter ways to use Google classroom skills: flipped classroom, feedback and learning, paperless classroom - Google Meet - Apps that integrate with Google classroom - The classroom of the future : Navigating AI and Ethics in Education

References:

- Chandan, (2010) *Management Theory & Practice*, Vikas Publishing house
Bruce B. (2014) Frey, *Modern Classroom Assessment*, Sage Publications
Sachdeva, M.S. (2000) *School Organisation and Management*, Tandon Publications
Gupta R.C. & Jain, T.C. (2009) *Principles of Management*, Alfa Publications, New
S. Arulsamy, (2011) *Educational Innovations and Management*, Neelkamal Publications Pvt. Ltd.

- Knapp, J., & Zeratsky, J. (2018). *Make Time: How to Focus on What Matters Every Day.*: Currency.
- Kulbir Singh Sidhu, (2009) *School Organisation and Administration*, Sterling Publishers**
- Mishra, R.C. (2016) *Classroom Administration*, APH Publishing Corporation,**
- Bender, William N., (2006) *20 Disciplinary Strategies for Working With Challenging Students*, Learning Sciences International.**
- Fuller, Ethlyn Davis, (2008) *A Teaching Heart: A Notebook for Managing Classroom, Experiencing Cultural Diversity for Effective Teaching and Developing Confident Parenting Skills*, 122 pages, Xlibris,**
- Harris, Bryan and Goldberg (2012) *Cassandra*, 75 Quick & Easy Solutions to Common Classroom Disruptions, pb, 81 pages, Eye on Education.**
- Payne, Ruby, (2013). *A Framework for Understanding Poverty: A Cognitive Approach*, 5th Edition, pb, aha! process Inc.,**
- Weinstein, C. S., & Romano, M. (2023). *Elementary Classroom Management: Lessons from Research and Practice* (8th ed.). McGraw-Hill Education.
- <https://files.eric.ed.gov/fulltext/ED543769.pdf> (Effective Classroom Management, Teacher Preparation and Development)
- https://edu.google.com/intl/ALL_us/workspace-for-education/classroom/ (Google classroom skills)
- <https://www.linkedin.com/pulse/classroom-future-navigating-ai-ethics-education-dr-justin-b-rose>

DIGITAL INITIATIVES IN INDIA

Course Code : 24SMSDI

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- gains familiarity with vision, mission, and pillars of the Digital India programme (L2)
- identifies and describes the various digital initiatives and projects that are being implemented under the Digital India programme (L1)
- analyzes and evaluates the achievements and challenges of the Digital India programme (L4)
- discusses and reflects on the impact and potential of digital technologies for improving education in India (L5)
- applies and integrates digital technologies into their own teaching and learning practices (L3)
- develops a critical and ethical perspective on the use of digital technologies in education (L6)

Unit 1: Digitally Empowered Society

Vision and Mission of Digital India – Nine Pillars of Digital India - Initiatives and Projects under Digital India: Aadhaar, DigiLocker, UMANG, e-Hospital- e-Kranti, - E-Commerce: Flipkart, Amazon, Paytm - Achievements and Challenges of Digital India - Impact of Digital India Campaign.

Unit 2: Digital Infrastructure in India

Internet: concept, history, and architecture of the internet, and discuss its benefits and challenges for digital services - Cloud Computing: concept, types, and characteristics of cloud computing, and explore its applications and advantages for digital services - Data Centers: concept, functions, and components of data centers, and examine their role and importance for digital services-safe and secure cyberspace.

Unit 3: Digital Education in India

Digital Education in India- Ministry of Human Resources Development (MHRD) Initiatives for Digital Education -DIKSHA, SWAYAM, NPTEL.- Challenges and impact Digital Education in India

Unit 4: Digital Empowerment of citizen

Digital Literacy: concept, dimensions, importance and benefits for personal and professional development, strategies and resources to improve digital literacy skills. -Digital Inclusion: concept and indicators, and barriers and enablers, measures and policies to promote digital inclusion in India - Digital Citizenship: concept and elements of digital citizenship, rights and responsibilities, ethical issues and challenges in the digital world.

Unit 5: Digital Integration in teaching and learning.

Integration of digital technologies into teaching and learning processes - Technology Integration Models: SAMR model, TPACK model, TIM model. - Technology Integration Skills and Tools: digital communication, collaboration, content creation, problem solving. - Technology Integration Strategies: flipped classroom, blended learning, gamification, simulations.

References

- Digital India. (n.d.). Retrieved October 30, 2023, Government of India. (2018). Digital India: Achievements and initiatives. Ministry of Electronics and Information Technology
- Kurose, J. F., & Ross, K. W. (2017). Computer networking: A top-down approach (7th ed.). Pearson Education.
- Martin, A., & Grudziecki, J. (2006). DigEuLit: Concepts and tools for digital literacy development. *Innovation in Teaching and Learning in Information and Computer Sciences*, 5(4), 249–267.
- Ribble, M., & Miller, T.N. (2013). Educational leadership in an online world: Connecting students to technology responsibly, safely and ethically. *Journal of Asynchronous Learning Networks*, 17(1), pp-137-145.
- Roblyer M.D., & Hughes J.E., (2019). Integrating educational technology into teaching: Transforming learning across disciplines (8th ed.). Pearson Education.
- Technology Integration for Teachers | Edutopia. (n.d).
- Sharma, R. (2020). How Digital India is transforming the lives of citizens
<https://digitalindia.gov.in/di-initiatives/>
<http://digitalindiainsight.com/what-is-digital-india-campaign>
<https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1885962>
<https://www.thebetterindia.com/27331/12-projects-you-should-know-about-under-the-digital-india-initiative/>
<https://currentaffairs.adda247.com/digital-india-initiative/>
<https://egyankosh.ac.in/bitstream/123456789/72086/1/Unit-4.pdf>
<https://egyankosh.ac.in/bitstream/123456789/85264/1/Unit%201%20Cloud%20Computing%20-%20An%20Introduction.pdf>
<https://egyankosh.ac.in/handle/123456789/11108>

EQUITY AND EQUALITY IN WOMEN EDUCATION

Course Code : 24SMSWE

Course Learning Outcomes (CLOs) The Prospective Teacher Educator

- identifies the role of women and economic reform in India (L1)
- differentiates equity and equality in women education (L2)
- classifies the significance and scope of women empowerment (L3)
- discriminates the women's equality and empowerments (L4)
- analyses the Role of ICT in Gender Equality (L5)
- familiarizes the vocational education recent trends in women education - (L6)

Unit I: Women Empowerment and Education in India

Objectives of education for women - Importance of women education - Women empowerment through education - Educational equality - Significance and Scope of education for girls and women - Women empowerment in India: Women in Vedic period, Upanishad period, Bhakti period, British period, Post-Independence period and Modern Era.

Unit II: Gender Equity and women empowerment

Education for achieving quality of life, equality of opportunities and equity - Women's education-gender bias in enrolment - Curriculum content dropouts negative capability in education - Values in education - Vocational education recent trends in women education.

Unit III: Gender Equality and the Empowerment of Women

The Sustainable Development Goals Report 2023 - Gender-Responsiveness in Partnerships for the SDGs: consultations, tools, strategies and approaches to overcome barriers towards gender equality - Women's rights and law - National Commission for Women - Commission for Women's Rights.

Unit IV: Role of ICT in Gender Equality

Information and communications technologies: essential tools for achieving gender equality - For an information society with gender equity - The potential of ICT for rearranging family communication networks - Improving Gender Equality with ICTs - Benefits of ICT in the health sector - Empowerment and Governance through ICT.

Unit V: Women and Economic Reform in India

The premises of economic reform - Women as reproducer: The dominant image - Women's health and well-being in the era of reform - Vocational training for

women -- Women's work and economics empowerment -- Indian women gaining economic independence.

REFERENCES:

- Ajay Kumar Tomar & Pradeep Kumar Pandey & Shobha Jain(2016), Women Entrepreneurship in India Potential and Prospects, Kunal Books.
- Arun R. K (2009), Women's Education, Centrum Press.
- Bardhan, P. (1984), The Political Economy of Development in India, Oxford University Press.
- Batliwala, Srilatha (ed.). "Women and Health Care". Foundation for Research in Community Health.
- Jyoti. K. Heggani(2024), Women Empowerment Through Self-Help Groups, Current Publication
- Liji K.T &Deepa N(ed)(2017), Women Entrepreneurship an Overview, Abhijet Publications.
- Mane M. S (2015), "Education for Women Development", Published by Chandralok Prakashan.
- Meenu Agrawal, (2015), "Women Education and Social Development", Kanishka Publishers & Distributors.
- Rani B. A, & Bala Theresa Tirumala Reddy,(2013), Neelkamal Publications Pvt. Ltd, Educational Publishers.
- RAO R.K (2000), Women and Education, Kalpaz Publications.
- Shahu Dhanu Gawade(2022), Women Workers in Cashew Industries, Current Publications.
- Sita Ram Naik(2018), Women Laws of India, Anjali Publishers & Distributors.
- <https://www.cwds.ac.in/wpcontent/uploads/2016/09/WomenandEconomicReforminIndia.pdf>
- <https://www.un.org/womenwatch/daw/public/w2000-09.05-ict-e.pdf>
- <https://www.un.org/sustainabledevelopment/gender-equality/>
- <https://www.skillrary.com/blogs/read/role-of-education-in-women-empowerment>
- https://www.andrew.cmu.edu/course/94812/public/ICT_and_Gender_Equality.pdf
- <https://www.linkedin.com/learning/equity-first-the-path-to-inclusion-and-belonging/gender-equality-for-women>
- <https://www.cwds.ac.in/wpcontent/uploads/2016/09/WomenandEconomicReforminIndia.pdf>
- <https://www.unilever.com/planet-and-society/equity-diversity-and-inclusion/gender-equality-and-womens-empowerment/>
- <https://www.graygroupintl.com/blog/promoting-gender-equality>
-

COURSE DESIGNERS		
VALUE ADDED COURSES		
1.	Conceptual Basis of Logical Reasoning	Ms.S.Arockia Reena
2.	Instructional Technology	Dr.M.Gnana Kamali
3.	Personality Development and Soft Skills	Dr.V.Lavanya
SELF-STUDY COURSES		
1.	NET / SET Preparatory Course - Phase II	Dr.J.Maria Prema
2.	Classroom Management Skills	Rev.Sr.L.Arul Suganthi Agnes
3.	Digital Initiative in India	Dr.M.Gnana Kamali
4.	Equity and Equality in Women Education	Ms. J.Rawoofu Nisha

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

References

- Aggarwal & Sumita Aggarwal, (2020): *Teacher Education in India: Progress, Process and Prospects*. PHI Learning Pvt. Ltd
- Irvine, J.J. (2003): *Educating Teachers for Diversity: Seeing with A Cultural Eye*. Teachers College Press.
- Kochar, S.K.(1985): *Methods & Techniques of Teaching 2nd & rev & enlarged edition*. New Delhi, Sterling Publishers.
- Lampert, M. (2001). *Teaching Problems and the Problems of Teaching*. New Haven: Yale University Press.
- Linda Darling, Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A Constructivist Approach to Introducing Education*. Wadsworth Publishing.
- Md. Abdul Malek and Lokanath Mishra, (2019): *Quality Assurance in Teacher Education*, International Journal of Peace, Education and Development
Citation: IJPED: 4(1): 25-29 June 2016 ©2016 Renu Publishers.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications
- Rama Mathew, (2021): *Teacher Education in India : Issues and Trends*. Sage Publications India.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. Basic Books.
- Schwille, J & Dembélé, M. (2007). *Global Perspectives on Teacher Learning: Improving Policy And Practice*. UNESCO.
- Srivastava, G.(2004). *Perspectives in Teacher Education*. Concept publishing company.
- UNESCO, (1976). Regional office for Education in Asia, Bangkok, Exploring, New dimensions in Teacher Education.
- UNESCO, (1981). A System approach to teaching & learning procedures a guide for teacher Educators: UNESCO.
- NCTE (1998): Perspectives in Teacher Education
- NCERT (2005): National Curriculum Framework.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCERT (2006): Teacher Education for Curriculum renewal.
- https://www.mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/mhrd_report_27.8.09.pdf
- https://ncte.gov.in/Website/PDF/NCFTE_2009.pdf
- <https://unesdoc.unesco.org/ark:/48223/pf0000087866>
- <https://unesdoc.unesco.org/ark:/48223/pf0000150261>

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 C.A.B.E
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

References:

- Agnes Ronald D' Costa, (2017). *Gender, School and Society*. Himalaya Publishing House.
- Ainscow.M., Booth T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for studies in Inclusive Education.
- Ballantine, J.H., Spade, J. Z. (2014). *Schools and Society: A Sociological Approach to Education*. New York: Sage Publications.
- Beenu Kumari, (2018). *Inclusive Education: Important and benefits*. Sonali Publications
- Christa Binswanger, Andrea Zimmermann (2021). *Transitioning to Gender Equality* (pdf)
- Dash, N. (2006). *Inclusive education for children with special needs*. Atlantic Publishers.
- Deshprabhu,S. (2014). *Inclusive education in India: An overview*. Kanishka Publishers.
- Gnanam, D ;Nagarajan, K. (2016). *Creating an inclusive school*. Sriram Publications.
- Hodkinson, A.;Vickerman, P. (2009). *Key issues in special educational needs and inclusion*. Sage Publications.
- Susie Tharu; A. Suneetha; Uma Maheswari Bhrugubanda(2022), *A World of Equals: A Textbook on Gender*, ISBN9789354420962, Orient Blackswan
- Singh, M. (2016). *Inclusive education*. Ane Books.
- Singvi, L.M. (2002) *Democracy and the rule of Law*. Ocean Books.
- State Council of Educational Research and Training (SCERT, 2022), *Manual on Inclusive Education*, ISBN: 978-93-5626-938-5
- Suchitra Deshpabhu, (2014) *Inclusive Education in India*; Kanishka Publisher & Distributer
- Yogendra K Sharma, Madhulika Sharma, (2014). *Inclusive Education: Special Educational Need (SEN) of Learners*, Kanishka Publisher & Distributor
- https://scert.delhi.gov.in/sites/default/files/SCERT/publication%2021-22/manual_on_inclusive_education_scert_11zon_0.pdf
- <https://doi.org/10.3390/books978-3-03897-867-1>
- <https://www.mdpi.com/books/edition/1296-transitioning-to-gender-equality>
- <https://www.antiessays.com/free-essays/Gender-Roles-In-The-21St-Century-175916.html>
- <https://www.groupoftutors.in/womens-studies-to-gender-studies/>
- <https://www.worldbank.org/en/topic/girlseducation>
- <http://krytyka.org/gender-stereotypes-in-mass-media-case-study-analysis-of-the-gender-stereotyping-phenomenon-in-tv-commercials/>
- http://www.legalserviceindia.com/helpline/woman_rights.htm
- <https://www.opensocietyfoundations.org/explainers/value-inclusive-education>
- <https://studyofeducation.com/difference-between-special-education-inclusive-education-and-integrated-education/>
- <https://www.groupoftutors.in/inclusive-education-and-models-of-inclusion/>
- 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)

- Gender is a ----- concept while sex is ----- (CLO1, L1)
 - biological social
 - social, biological
 - biological, physiological
 - physiological, biological
- Association of colour 'pink' with girls and 'blue' with boys is an example of ----- (CLO1,L2)
 - gender equity
 - gender equality
 - gender stereotyping
 - gender empowerment
- Gender roles are ----- (CLO1, L1)
 - Learned behaviour
 - Innate behaviour
 - Biological constructions
 - genetically determined
- The age at which gender identity is established in children is ----- (CLO1, L1)
 - 2 years
 - 4 years
 - 6 years
 - 7 years
- is an effective strategy to reduce children's gender stereotyping and gender role conformity.(CLO1, L2)
 - Discussion about gender bias
 - Emphasizing gender – specific roles
 - gender – segregated play groups
 - gender – segregated seating arrangements in classrooms
- 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-III; B-II; C-IV; D-I
 - A-II; B-I; C-IV; D-III
 - A-I; B-IV; C-III; D-II
 - A-IV; B-II; C-III; D-I
- Optimizing access to tools and assistive technologies will help in inclusion of ----- (CLO6, L3)
 - Students with loss of vision
 - Students with attention deficit hyperactive disorder
 - Students with extraordinary talent
 - All the above students
 - An important philosophical principle understanding inclusive education for students with disabilities is ----- (CLO4, L2)
 - Realism
 - Assimilation
 - Normalization
 - 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

References

Aggarwal, J.C (2009). *Essentials and Educational Technology innovations in Teaching*
Arulsamy, S (2010). *Educational Innovations & Management*. Neelkamal publication

Classroom computing

- Indrajit Sharma., Shiv Kumar Kovil.(2019). *Educational Technology for Teachers.*, Arpan Publications.
- John Paul Mueller.,Luca Massaron.(2022). *Artificial intelligence for dummies.* John Wiley & Sons Publisher.
- Kumar, K.L (2009). *Educational Technology. New Age international.* UBS publishers
- Li, K.C, et.al (2015), *Technology in Education Transforming Educational Practices with Technology.* Springer
- Mangal & Mangal, U. (2010). *Information Communication and Educational Technology.*
- Meenakshisundaram, (2010). *Educational Innovations.* : Kavyamala Publishers.
- Nagarajan, K. & Srinivasan, R. (2006). *Innovations in Education and Educational*
- Notari, M.(2017). *21st Century Skills Development Through Inquiry Based Learning From Theory to Practice.* Springer
- Ramakrishna.,A.Sujatha.,M.Arjumand Ara.,(2019). *ICT Mediation in Teaching Learning.* Nilkamal Publication.
- Rao, V.K. (2009) *Educational Technology.* APH Publishing.
- Saxena, S. & Oberoi.(2006). *Technology of Teaching.* R.Lall Book Depot.
- Sharma, (2010). *Teacher Education and Pedagogical Training.* R.Lall Book Depot.
- Sharma, R.A. (2008). *Information and Communication Technology in Teaching.* R.Lall Book Depot. Tandon Publications.
- Tatnal, A.(2010). *Web Technologies: Concepts, Methodologies, Tools, and Applications, Information Science Reference (an imprint of IGI Global) Technology.* Ram Publishers.
- Vanaja, M. (2010). *Educational Technology.* Neelkamal Publications.
- Venkataiah.,N(2019). *Educational Technology.* APH Publication Corporation.
- <https://educationaltechnology.net> › Teaching & Learning
- <https://searchcloudcomputing.techtarget.com/definition/cloud->
- <https://techterms.com/definition/wimax>
- <https://www.smarter.com/Computer management systems/>
- <https://www.techopedia.com/definition/13914/virtual->
- <https://www.4icu.org/institutions/nl/494.htm>

Advanced Educational Technology

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

Course Mapping

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

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

**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002.
M.Ed. III SEMESTER EXAMINATION- JANUARY, 2024.
ADVANCED EDUCATIONAL TECHNOLOGY**

Max. Marks:60

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 Attentive 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. Incultation 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.

References:

- Donders, Y. and Vladimir Volodin (Eds) (2007). *Human Rights in Education, Science and Culture: Legal Developments and Challenges*, UNESCO Publishing.
- Donders, Y. and Vladimir Volodin (Eds) (2007). *Human Rights in Education, Science and Culture: Legal Developments and Challenges*, UNESCO Publishing.
- Grose, D.N. (2005), *A Text Book of Value Education*, Dominant Publishers and Distributors
- Hammarberg, T (1997). *A School for Children with Rights*, Innocenti lectures, UNICEF, Florence.
- Hammarberg, T (1997). *A School for Children with Rights*, Innocenti lectures, UNICEF, Florence.
- Kiruba Charles , V. Arul Selvi (2016), *Value Education*, Neelkamal Publishers Value Education (2017), (Bangalore University), ISBN Number : 978-93-5262- 687-8
- Kiruba Charles , V. Arul Selvi (2016), *Value Education*, Neelkamal Publishers
- Lahon, S. (2017). *Value Education and Human Rights Education*. Purbayon Publication
- Moriyon, F. G. (2016). *Human Rights and Education*. Encyclopedia of Educational Philosophy and Theory. Springer Science+Business Media.
- National Human Rights Commission. (2005). *Human rights education for beginners*. Rajika Press Services Pvt. Ltd. Retrieved from: <https://nhrc.nic.in/sites/default/files/HREdu.pdf>
- Shukla, R. P. (2004). *Value Education and Human Rights*. Sarup & Sons. Retrieved from: https://www.google.co.in/books/edition/Value_education_and_human_rights/uUQkF8Lrc6IC?hl=en&gbpv=1
- Shukla, R. P. (2004). *Value education and human rights*. Sarup & Sons.
- Tomasevski, K (2001). *Governmental Human Rights Obligation in Education*. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.

- Tomasevski, K (2001). Governmental Human Rights Obligation in Education. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
- UGC X plan guidelines. Guidelines for Human rights & Values in education. UGC X plan guidelines. Retrieved from:
<https://www.ugc.gov.in/oldpdf/xplanpdf/humanrights.pdf>
- Value Education (2017), (Bangalore University), ISBN Number : 978-93-5262- 687-8
- Vekataram & Sandhiya, N. (2001), Research in Value Education, APH Publishing Corporation
- Verhellen, E (1998). *Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents*, University of Ghent.
- Weiner, Myron (1991). *The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective*, Princeton: Princeton University Press.
- <https://guides.lib.jjay.cuny.edu/humanrights> Parents and Teachers in Value Education, Ramakrishna Mission.
- <https://fivebooks.com/best-books/ethics-artificial-intelligence/>
- <https://guides.lib.jjay.cuny.edu/humanrights> Parents and Teachers in Value Education, Ramakrishna Mission.

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-governmental 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) Aurangzeb 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) Personal development b) Physical development
c) Social development 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

References

- Agapur Basu Mallick, (2014). The Introduction of Western Education in India: A Case Study of Maharashtra.
- Aggarwal, (2003). Medieval Education in India: Essays on the History of Indian Education.
- Anil C. Sen and T. K. Behera, (2015). The Post-liberalization Scenario: Reforms and Challenges in Indian Education.
- Arjun Singh, (2008). Education in India: A Critical Analysis.
- Geetha B. Nambissan, (2009). Education and Egalitarianism in India.
- H. Trivedi, (2020). Macaulay's Children: The Colonial Origins of Modern Indian Education.
- Jandhyala B. G. Tilak, (2014). Education Reforms in India: A Comparative Perspective.
- Jaya Indiresan, (1991). Indian Education: Past, Present, and Future.
- Kher (2013). Education in Ancient India.
- Krishna Kumar, (1991). Education and Society in Colonial India.
- Margrit Pernau, (2018). Muslim Education in Medieval India.
- Mohammad Habib, (1961). Education in Medieval India.
- Panda, (2012). Indian Education System: Issues and Challenges.
- Sahana Singh, (2020). The Educational Heritage of Ancient India: How an Ecosystem of Learning was Laid to Waste.
- Srinivasa Rao, (2002). Indian Education at the Crossroads: Yesterday, Today, and Tomorrow.
- Suresh Bhatnagar (2008). Modern Indian Education and its problems. R. Lall Book Depot.
- Swaroop Sexana (2008). Education in Emerging Indian Society. R. Lall Book Depot.

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.

References:

- Müller, V. C. (Ed.). (2020). Artificial Intelligence and Ethics: Philosophical and Societal Implications.
- Lin, P., Abney, K., & Bekey, G. A. (2017). Robot Ethics 2.0: From Autonomous Cars to

Artificial Intelligence.

Muller, V. C. (Ed.). (2020). *Ethics of Artificial Intelligence and Robotics*.

Floridi, L. (2019). *The Logic of Information: A Theory of Information: A Theory of Philosophy as Conceptual Design*. Oxford University Press.

Anderson, M., & Anderson, S. L. (2011). Machine ethics: Creating an ethical intelligent agent. *AI & Society*, 26(4), 487-510.

Bostrom, N., & Yudkowsky, E. (2014). *The ethics of artificial intelligence*.

Mehlmann & M. Holz (Eds.), *The Cambridge Handbook of Artificial Intelligence* (pp. 316-334). Cambridge University Press.

Russell, S. J., & Norvig, P. (2022). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.

Gunkel, D. J. (2018). *Robot Rights*. MIT Press.

Coeckelbergh, M. (2010). Robot rights? Towards a social-relational justification of moral consideration. *Ethics and Information Technology*, 12(3), 209-221.

Jobin, A., Ienca, M., & Vayena, E. (2019). The global landscape of AI ethics guidelines. *Nature Machine Intelligence*, 1(9), 389-399.

Floridi, L. (2019). The onlife manifesto: Epistemology, ethics, and the ontology of the digital. In J. Pitt, & A. M. Smith (Eds.), *Philosophy of Technology after the Empirical Turn* (pp. 41-61). Springer.

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

References

- Blaxter, L., Hughes, C. & Tight, M. (2006). *How to research*. Grammar, referencing and plagiarism. Open University Press. Pp. 244-251
- Gurumani, N. (2006). *Research Methodology for biological sciences*. Literature citation. MJP Publishers. pp. 17-50
- Gurumani, N. (2010). *Scientific thesis writing and paper presentation*. References, citing and listing. MJP Publishers. pp. 133-162
- Krishnaswami, O. R. & Ranganatham, M. (2007). *Himalaya Publishing House*. *Methodology of research in social sciences*. Report writing: Terminal items. Pp. 402-421.
- Mohan, R. (2010). *Research methods in education*. Neelkamal Publications.
- Publication Manual of the American Psychological Association (7th Edition)*. *The Official Guide to APA Style*. American Psychological Association
- Raymond-Alain Thietart et al. (2001). *Doing management research: A comprehensive guide*. Writing up the research: SAGE Publication. Pp. 375-381
- Thomas, C. G. (2015). *Research methodology and scientific writing*. References: How to cite and list correctly. Ane Books Pvt. Ltd. Pp. 343-385
- Citation management software and tools. SFU Simon Fraser University. Retrieved from: <https://www.lib.sfu.ca/find/research-tools/citation-software>
- Citation Management Tools: Overview. Penn Libraries: University of Pennsylvania. Retrieved from: <https://guides.library.upenn.edu/citationmgmt>
- How to Cite a PDF in APA. EasyBib. Retrieved from: <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 (UNFCCC), sustainable development, Kyoto Protocol, Conference of Parties (COP), Clean Development Mechanism (CDM).

References

- Meenambal,T (2009). Environment Science & Engineering. *MJP Publisher*
- Krishnamacharyulu,V. &ReddyG.S.(2009). Environmental Education. *Neelkamal Publication.*
- Dharmaraj,J.(2009). Environmental Studies.*Tensy Publications.*
- <https://powermin.gov.in/en/content/protection-environment>
- <https://www.beeindia.gov.in/sites/default/files/12.pdf>
- https://www.researchgate.net/publication/359115243_Energy_conservation_in_India_a_TQM_approach
- <https://tnpcb.gov.in/>
- <https://idr.l3.nitk.ac.in/jspui/bitstream/123456789/7942/1/7942.pdf>

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 -

References

- Adhikari, S. (2023). *Indian Polity: Governance and Constitution*. Pearson Education.
- Austin, G. (2021). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Balagopal, K. (2022). *Socialism and Secularism in the Indian Constitution: Historical Perspectives*. Cambridge University Press.
- Baxi, P. (2022). *Constitutional Law of India: Issues and Challenges*. Cambridge University Press.
- Begum, M.S. (2010). *Human Rights in India - Issues and Perspectives*. APH Publishing Corporation.
- Bhargava, R. (Ed.). (2020). *The Making of India's Constitution: Debates and Discourses*. Routledge.
- Biswas. A. (2018). *Women Rights and Privileges in India*. Anjali publishers and distributors.
- Chakrabarty, B. (2019). *Indian Constitution: Text, Context and Interpretation*. Sage Publications.
- Chowdhury, S. R. (2024). *Liberty, Equality, Fraternity: Constitutional Principles in India*. SAGE Publications.
- Cyril,A. Santhanam, A. Kennedy, J.S.M. (2021). *Protection of children from sexual offences Directions and Guidelines for Schools*. TANCEAN Publication.
- Gledhill, A. (2013). *The Republic of India, The Development of Its Laws and Constitution*. Greenwood Publication.
- Government Of India Ministry of Law and Justice (2021). *The Constitution of India*. <https://www.iitk.ac.in/wc/data/coi-4March2016.pdf> Retrieved on 21.08.2023
- Gupta, A. P. (2021). *Sovereignty in the Indian Constitution: A Comparative Perspective*. Palgrave Macmillan.
- Iyer, R. (2023). *Key Elements of the Indian Constitution: An Analytical Study*. Springer.
- Meklalli, P. (2015). *Constitution of India, Professional Ethics and Human Rights*. Sage Publications.
- Naseri, A.S. (2019). *Right to Education – Issues and Challenges Ahead*. A.K Publications.
- Panday, J.N. (2009). *The Constitutional Law of India*. Vipin Enterprises.
- Prasad, K. Usharani, R. Muthuraja, B. (2009). *Human Rights Education*. Centrum Press.
- Rao, D.B. (2018). *Right to Education*. Neelkamal Publications.
- Reeta Vasishta. (2021). *The Constitution of India*.

- Ruhela, S.P., Nayak, N.K. (2011). Value Education and Human Rights Education Vol.2. Neelkamal Publications.
- Sarkaria, R.S. (2001). *Constitutional Mechanisms for Settlement of Inter-State Disputes*.
- Sharma, B.K. (2021). Introduction to Constitution of India, 10th Edition. PHI Learning Private Ltd.
- Singh, M.P, Roy, H. (2018). Indian Political System. Pearson Publication Fourth Edition.
- Thiruvengadam, A. K. (2024). *Understanding Indian Constitution: Theory and Practice*. SAGE Publications.
- <https://lddashboard.legislative.gov.in/sites/default/files/COI...pdf> Retrieved on 21.08.2023
- Vigyan Bhawan Annexe, New Delhi. Retrieved on 21.08.2023
- <https://iasexamportal.com/ebook/the-constitution-of-india>

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).

References

- Ashish Saxena. (2013). *Marginality, Exclusion and Social Justice*. Rawat Publications.
- Daniel A. Wagner, Nathan M. Castillo, Suzanne Grant Lewis · (2022). *Learning, Marginalization and Improving the Quality of education in low income countries*. open book publishers.
- Etienne Nel, Raghubir Chand, Stanko Pelc. (2017). *Societies, Social Inequalities and Marginalization: Marginal Regions in the 21st Century*. Springer International Publishing
- Borna Fuerst-Bjeliš, Walter Leimgrube. (2020). *Globalization, Marginalization and Conflict Political, Economic and Social Processes*.
- Freire, P. (2007). *Critical education in the new information*. Oxford: Rowman & Littlefield Publishers, Inc.
- UNESCO. (2009). *Policy guidelines on inclusion in education* (ED.2009/WS/31). Paris: UNESCO.
- UNESCO. (2013). *Inclusive education* (Education sector technical notes). Paris: UNESCO.
- <https://www.slideshare.net/mehfilhathi/education-of-the-marginalized-with-special-reference-to-india>
- <https://books.openbookpublishers.com/10.11647/obp.0256/ch10.xhtml>
- <https://panotbook.com/committees-and-commissions-on-education/>
- <https://www.studocu.com/in/document/indira-gandhi-national-open-university/foundation-course-in-humanities-and-social-sciences/marginalized-groups-lecture-notes/22044417>
- [https://www.toppr.com/guides/civics/confronting marginalisation/confrontation-of-the-marginalised/](https://www.toppr.com/guides/civics/confronting-marginalisation/confrontation-of-the-marginalised/)

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 III	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

SEMESTER –IV

PC - VII - EDUCATIONAL ADMINISTRATION AND LEADERSHIP

Course Code: 23LMPAL

Credits : 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- identifies the different approaches in educational administration, (L2)
- evaluates the important trends in educational administration, (L5)
- classifies the various approaches in educational planning, (L4)
- analyses the problems in the field of educational administration and supervision (L3)
- reviews the leadership style required for an effective teacher and an administrator. (L6)

Unit I : Development of Modern Concept of Educational Administration

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

Meaning and Scope of Educational Administration – Development of Modern Concept of Educational Administration - Administration Vs Management – Taylorism – Administration as a Process – Administration as a Bureaucracy – Human Relations Approach to Administration – System Approach – Organizational Compliance-Organizational Development - Organizational Climate

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

Unit II : Specific Trends in Educational Administration

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

Decision Making: Types – Characteristics – Elements and Special Problems
Organizational Compliance: Meaning - Nature – Factors linked with Compliance
Structures - Organizational Development: Strategies - Modern Trends in Educational Management : PERT - SWOT Analysis – POSDCORB –Critical Path Method - Management as a System

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

Unit III : Educational Planning

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

Educational Planning : Meaning - Nature – Approaches : Intra Educational Extrapolation Model – Demographic Projection Model – School Mapping – Man Power Approach – Social Demand Approach – The rate of Return Approach – Social Justice Approach - Perspective Planning – Institutional Planning – Education for Sustainable Development Planning

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

Unit IV : Educational Supervision

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

Educational Supervision: Meaning-Functions-Types-Modern Supervision-Planning the Supervisory Programme : Organising and Implementing - Quality Control-Quality Assurance-Total Quality Management (TQM)-Six sigma.

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

Unit V : Leadership in Educational Administration

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

Leadership in Educational Administration : Meaning - Nature- Theories of Leadership: Trait Theory - Type Theory - Behavioural Theory - Situational Theory - Group Theory - Path Goal - Styles of Leadership - Grid and Management Grid Concept - Tridimensional Grid of Educational Management - Leader-Member Exchange Theory - Role and Qualities of an Effective Administrator.

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

Note: The students should select any two Task Assessments

References

Arulsamy, S (2024). *Educational innovations and Management*, Neelkamal Publications
Bhatnagar & Aggarwal, V. (2009). *Educational administration, supervision, planning & financing*. Vikas Publishing House.

Bhatnagar & Gupta. (2005). *Educational management*. Surya Publication.

Kalapana Kapse, Akash Bele, (2020). *Education administration and management* Swastik Publications

Kalpana Kapse & Akash Bele (2020) *Educational administration and management*, Swastik publication

Kochhar, (2011). *School administration and management*. Sterling Publishers.

Mishra, M. (2007). *Modern methods of educational administration*. Alfa Publications.

Mukherji, (1963). *Administration of education in India*. Acharya Book Depot.

Sachdeva, (2000). *School organization, administration and management*. Tandon Publications.

Sears, (1960). *Thee nature of the administrative process*. McGraw Hill.

Sharma, (2005). *Educational administration and management*. Surya Publication.

Sharma, (2010). *Educational administration management and organisation*. Surjeet Publications.

<http://community.aiim.org/blogs/matthew-bretzius/2013/07/10/defining-compliance-for-your-organization>

http://www.academia.edu/8415737/Approaches_of_educational_planning

<http://journals.sagepub.com/home/ema>

<https://www.unesco.org/en/sustainable-development/education>

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI - 627 002.

MODEL QUESTION PAPER

EDUCATIONAL ADMINISTRATION AND LEADERSHIP [SEMESTER - II]

Time: 3.00 hrs.

Max. Marks: 60

Section - A

I. Answer all the questions:-

(10x1 = 10 Marks)

1. Organizational Climate includes all of the following components EXCEPT: CLO1 L2

- a. is based on individual perceptions
- b. feelings that characterize life in the organization
- c. includes values needed to act on the strategic values
- d. refers to current situations in an organization

2. The father of TQM is ----- CLO4 L2

- a. Edward Deming
- b. Joseph Juran
- c. Philip Crosby
- d. Kaoru Ishikawa

3. Principle of TQM is ----- CLO4 L2

- a. Decisions made by top executives only
- b. Intermittent improvement
- c. Customer-focus
- d. Product-centered system

4. The basis of all programmes of qualitative and quantitative improvement in education is CLO3 L2

- a. Educational Management
- b. Educational Planning
- c. Educational Finance
- d. Educational Supervision

5. The process of preparing a set of decisions for realizing specific goals by the best possible means is – CLO3 L2

- a. Educational Administration
- b. Educational Management
- c. Educational Planning
- d. Educational Finance

6. The word “POSDCORB” was coined by CLO2 L2

- a. J M. Pfiffner
- b. Marshal Dimock
- c. Luther Gullick
- d. L D. White

7. In the acronym ‘POSDCORB’ the letter ‘CO’ stands for CLO2 L3

- a. Co-Operation
- b. Co-Ordination
- c. Corporation
- d. Copying

8. Processes that operate with “six sigma quality” over the short term are assumed

to produce long-term defect levels below ____ defects per million opportunities CLO4 L2

- a. 2.4
- b. 3.4
- c. 4.4
- d. 5.4

9. Educational Administration is the process of ----- CLO5 L2

- a. Utilizing appropriate resources for development of Human qualities
- b. Manage Activities of educational institutions
- c. planning, organizing, directing and controlling human resources in educational setting
- d. Preparing for future for desired goals

10. Management is multi dimensional and it has -----dimensions CLO1 L2

- a. 1
- b. 2
- c. 3
- d. 4

Section – B (5x4 = 20 Marks)

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

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

1. Tabulate the differences between Administration and Management.(CLO1,L2)
2. Explain the strategies of organizational development .(CLO2,L4)
3. Mention the characteristics of decision making .(CLO2,L3)
4. Elucidate the nature of educational planning .(CLO3, L4)
5. List out the functions of supervision .(CLO4,L1)
6. Illuminate the type theory of leadership .(CLO5,L5)

Sec C

Answer the following questions in about 600 words each:-

9. a. Discuss on Human relations approach to Administration. .(CLO3,L2)
(OR)

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

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

(OR)

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

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

(OR)

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

PC - VIII - SECONDARY EDUCATION IN INDIA

Course Code :23LMPAC

Credits : 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- recognizes the historical perspectives of secondary education in India (L1)
- explains the various boards of Secondary and Higher Secondary education (L2)
- examines the pedagogical innovations in secondary education (L3)
- analyses the different types of secondary education (L4)
- validates the quality aspects of secondary education in India (L5)
- integrates approaches to meet issues related to vocational education (L6)

Unit I: Historical Perspectives of Secondary Education in India (L-12; T-3; P-3)

Secondary Education: Concept – Aims – Need – Scope and Objectives – Development of Secondary and Higher Secondary Education in Pre –Independence, Post-Independence and Contemporary Period – Key Milestones in the Development of Secondary Education in India – Current Status and Trends of Secondary and Higher Secondary Education in India – Comparative Analysis of Secondary Education Systems in Different Countries: Finland, Korea, Singapore and China.

Task Assessment: Compare and Report the Development of Secondary Education in India During Pre- Independence and Post-Independence Periods.

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

Levels and Stages – Types of Secondary Education: Government, Government Aided and Private- Different Educational boards: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE), National Institute of Open Schooling (NIOS) and International Baccalaureate (IB), – Role of Non-formal Education in Secondary Education –

Task Assessment: Prepare a reflective report on the functioning of any two school boards at Secondary level in your locality.

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

Public schools, Multipurpose schools, Junior Technical schools, Post basic schools, – National Education Policy and Programmes in Secondary Education –Pedagogical Innovations in Secondary Education: Constructivism, ICT, Multilingualism, Experiential Learning, Social Emotional Learning – Assessment Innovations in Secondary Education: Continuous and Comprehensive Evaluation (CCE) Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH,) 360 degree Multidimensional Report Card.

Task Assessment: Organize a brainstorming session on 360-degree multidimensional report card and analyze its benefits.

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

Quality: Meaning and Definitions – Enrollment, Dropout and Achievement at Secondary and Higher Secondary level – Universalization of Secondary Education :Challenges and Strategies –Equalities of Educational Opportunities – Education for Girls, Disadvantaged, Differently Abled Children and Slow Learners – Home Schooling and the impact of Social Media – Global Monitoring Report (2000-2015) and UNESCO Report Strategies for promoting Access and Achievement at Secondary Level.

Task Assessment: Conduct a group discussion on challenges of universalization of secondary education and submit the report.

Unit V : Vocationalisation and Skill Development in Secondary Education**(L-12; T-3;P-3)**

Organizations for Vocational Education: National Council for Vocational Education and Training (NCVET), Council for Vocational Education and Skill Development (CVESD), National Skill Development Agency (NSDA), The National Skills Qualifications Framework (NSQF), Central Institute of Vocational Education (CIVE) and State Institute of Vocational Education (SIVE) – Centrally sponsored scheme of Vocationalisation of Secondary Education- Skill Development for Integrated Personality

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

Note: The students should select any two Task Assessments

References

- Aggarwal, J. C. (2012). *Theory and principles of education: With a historical perspective*. Vikas Publishing House.
- Bhattacharya, K. & Roy,S.K. (2020). *Institutions, Systems Structures in Secondary Education*. Kunal Books Publishers and Distributors.
- Bhattacharya, K. & Roy,S.K. (2021). *Educational Management & School Leadership in the Context of Secondary Education*. NP Publications.
- Chambe S.P. (1965). *A survey of educational problems and experiments in India*
- Chauhan, C. P. (2020). *Secondary education in India: Issues and challenges*. Concept Publishing Company.
- Govt. of India (1953). *Report of secondary education commission* MHRD
- Govt. of India (1996). *Indian education commission (1964-66)* MHRD
- Govt. of India (2005). *Universalization of secondary education commission: Report of the CABE Committee* MHRD
- Isaias, P. Sampson, D.G & Ifenthaler, D. (2020). *Technology Supported Innovations in School Education*. Springer Cham. <https://doi.org/10.1007/978-3-030-48194-0>
- Joshi, P. (2020). *Vocational education in India: Challenges and opportunities*. SAGE Publications.
- KitabMahal

- Kochar S.K. (2000) *Secondary School Administration*. Sterling Publishers
- Maclean,R. Wilson, D.N. & Lauglo,J. (2006).*Vocationalisation of Secondary Education Revisited*. Springer Dordrecht. DOI <https://doi.org/10.1007/1-4020-3034-7>
- Ministry of Human Resource Development (1992) National Policy on education 1986 as modified in 1992 with programme of action MHRD
- Mishra, Y. (2014). *Principles of Education*. APH Publishing Corporation.
- Reddy, P. R. (2020). *Education reforms in India: An overview*. New Century Publications.
- NCERT (2005) *National Curriculum framework* NCERT
- NCERT (2005) *Position paper on Teacher Education for circular renewal* NCERT
- <http://cbse.nic.in/>
- <http://cisce.org/>
- <http://ssc.nic.in/>
- <https://egyankosh.ac.in/bitstream/123456789/46983/1/Unit-16.pdf>
- <https://www.egyankosh.ac.in/bitstream/123456789/71563/1/Unit-7.pdf>
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001684/M021802/ET/1502166696ContentNote_structureandProblemsofSchoolEducationinIndia.pdf
- <https://old.mu.ac.in/wp-content/uploads/2020/01/Paper-4-TY-Edu-Indian-Education-System-E-Rev.pdf>
- <https://www.vedantu.com/general-knowledge/secondary-education>
- <https://egyankosh.ac.in/bitstream/123456789/7938/1/Unit-1.pdf>
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf
- <https://www.shiksha.com/education-boards-in-india-chp>
- <https://www.vedantu.com/blog/education-boards-in-india>
- <https://mu.ac.in/wp-content/uploads/2021/03/Book-No-E-7-M.A.-II-History-Of-Education.pdf>
- <https://www.egyankosh.ac.in/bitstream/123456789/71563/1/Unit-7.pdf>
- <https://indjst.org/articles/skill-development-in-india-challenges-and-opportunities>

SECONDARY EDUCATION IN INDIA

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

PALAYAMKOTTAI - 627 002.

MODEL QUESTION PAPER

SECONDARY EDUCATION IN INDIA

[SEMESTER - II]

Time: 3.00 hrs.

Max. Marks: 60

Section - A

I. Answer all the questions: -

(10x1 = 10 Marks)

1. Secondary education is the final stage of (CLO1, L1)
 - a. Elementary education
 - b. Compulsory education
 - c. Formal education
 - d. None of the above
2. The highest number of drop outs is seen at (CLO1, L2)
 - a. Elementary education
 - b. Secondary education
 - c. Higher education
 - d. All the above
3. CBSE was constituted in the year (CLO2, L2)
 - a. 1958
 - b. 1956
 - c. 1954
 - d. 1952
4. The most preferred board all over India is (CLO2, L1)
 - a. CBSE
 - b. ICSE
 - c. CISCE
 - d. None of the above
5. Higher education includes (CLO3, L1)
 - a. Professional courses
 - b. Technological courses
 - c. Academic courses
 - d. All the above
6. Students learn SEL skills (CLO5, L2)
 - a. Are more likely to graduate high school
 - b. Get a full time paying job by the age of 24
 - c. are less likely to graduate college
 - d. Will make more friends and will be generally happier
7. Consider the following Statements: (CLO4, L3)

Statement 1: Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is aimed to achieve the goal of universalisation of education.

Statement 2: The primary objective of the Jawahar Gram Samridhi Yojana (JGSY) is the creation of demand driven community village infrastructure including durable assets at the village level and assets to enable the rural poor to increase the opportunities for sustained employment.

Which of the statements given above is/are true?

 - a. Only 1
 - b. Only 2
 - c. Both 1 and 2
 - d. Neither 1 nor 2
8. NEP 2020 lays particular emphasis on the development of — — — — — (CLO3, L2)
 - a. the best infrastructure in the world
 - b. the provision to give 100 employment
 - c. the provision to give free education
 - d. the creative potential of each individual
9. Which of the following scheme is not included under National Skill Qualification

Framework scheme? (CLO5, L2)

- a. Voc Degree programme
- b. Deen Dayal Upadhyay KAUSHAL Kendras
- c. Pandit Madan Mohan Malaviya National Mission on Teachers and Training
- d. Community College

10 Which of the following is not a function of National Council for Vocational Education and Training (NCVET). (CLO5, L1)

- a. Grants the recognition to quality awarding bodies
- b. Grants the recognition to quality assessing agencies
- c. Regulates the functioning through standardised norms, procedures and continuous quality governance
- d. Assess and accredit institutions of higher learning to work continuously and improve the quality of education

Section - B (5x4 = 20 Marks)

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

- 11. What is the present status of secondary education in India? (CLO1, L1)
- 12. Identify the major issues related to the Education Sector in India? (CLO2, L4)
- 13. Discuss about NEP 2020 emphasizes on *ensuring universal access to school education at all levels- pre-school to secondary level*. (CLO3, L3)
- 14. Elucidate the basic components of RMSA (CLO4, L5)
- 15. What are the schemes under National Skills Development Mission? (CLO5, L3)
- 16. Analyse the challenges and strategies in Vocationalisation and skill development of secondary education. (CLO5, L4)

Section - C (3x10 = 30 Marks)

Answer the following questions in about 600 words each: -

- 17.a. Compare and contrast the education systems in Finland and China (CLO1, L4)
(OR)
 - b. Appraise the role of teacher education institutions in Inservice education (CLO2, L6)
- 18.a. As a Prospective Teacher Educator, what strategies would you suggest to improve the achievement level of the students? (CLO3, L5)
(OR)
 - b. Give a brief account on the challenges and strategies of universalization of Secondary Education: - (CLO 4, L2)
- 19. a) Describe the roles and functions of the organizations for Vocational Education and skill development: - (CLO5, L2)
(OR)
 - b) Discuss the structure of different school boards at Secondary level in India: - (CLO 2, L3)

TC - IV - YOGA AND HOLISTIC EDUCATION

Course Code : 23LMTYH

Credits : 4

Number of Hours: 100 (L- 35; T- 15; P- 50)

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

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

Unit - I : Perspectives of Yoga

(L -10; T - 3; P - 5)

Meaning, Aim and Objectives Yogic Practices -The Two Types of Yoga - Raja Yoga and Hath Yoga, Yogic Practices for Healthy Living, Understanding Astanga Yoga, Role of Mind in Positive Health - Yogic Perspectives of Vallalar and Vethathri Maharishi

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

Unit - II : Yoga Therapy for physical and Psychological Disorders

(L -10; T - 2; P- 10)

Attitude Training in Yoga Therapy - Health Management through Naturopathy - Naturopathic Techniques for Healthy Living - Physiological Effects of Asanas and Pranayama - Role of Asanas, Pranayama & Meditation in Common Diseases - Role of Yoga in Coronary Heart Disease - Yogic Management of Diabetes, Hypertension and Obesity - Effect of Surya Namaskar on Different Systems of the Body

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

Unit III: Yoga for Holistic Health Education (L -10; T - 3; P- 8)

Holistic Health - Concept - Importance and Ways to Attain it, Role of Yoga in Maintaining Holistic Health, Meditation - Meaning - Concept - Yoga and Meditation in Life Situation- Yogic Concept of Diet - Yoga for Emotional Health - Controlling Emotions by Yama and Niyama- Anger and Greed, Pride - Arrogance - Vanity - Jealousy. Yoga as Key to Health and Happiness.

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

Unit – IV: Teaching of Yoga

(L -2; T – 5; P -12)

Sources of Teaching Methods – Essential Qualities of a Good Yoga Teacher – Considerations in Teaching Yoga Practical Class – Class Management – Preparation of Yoga Lesson plan – Guidelines for Conducting a Lesson on Meditation – Pranayama: Expanding the Mother Energy – Teaching Yoga to Children

Task Assessment : Prepare three Yoga Lesson Plans in Teaching Asanas, Pranayama and Meditation.

Unit V: Hatha Yogic Practices

(L -3; T – 2; P- 15)

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

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

Note: The students should select any two Task Assessments

Reference

- Ada P. Khan, (1992). *Arthritis – Causes, Prevention & Treatment*, Orient Paperbacks.
- Bakhru. K.H. Dr. (2010) *The Complete Handbook of Nature Cure*, Jaico Publishing House.
- Dash. B.N. (2013). *Health and Physical Education*. Neelkamal Publications.
- Kasibhatta Satyamurthy.Dr.,(2018). *Therapeutic Yoga*, APH Publishing Corporation.
- Krishan Verma, (2010). *Sri Sri Yoga*, Sri Sri Publications Trust.
- Maxine Tobias & Mary Stewart, (1985). *The Yoga Book*, Pan Books.
- Meghna Virk Bains, (2007). *Yoga for Women*, Pushtak Mahal Publishers.
- Mini Thapar & Neesha Singh (2004). *Yoga for Children*, Brijbasi Art Press.
- Mrunalini.T. Dr. (2006). *Yoga Education*, Neelkamal Publications.
- Myageri. C.V, (2006). *Health Education*, Vidyanidhi Prakashana,
- NCERT (2015) *Yoga Education (B.Ed Programme)*, National Council for Teacher Education. New Delhi. St. Joseph Press.
- Nimmy Alexander, (2016). *Effects of Yoga and Physical Exercises on Young Women*, Abhijeet Publications
- Osho, (2004). *Meditation for Busy People*, Hamlyn, Octopus Publishing Group
- Paramita. P,(2022). *Yoga Education*, Mega Publications.
- Phillips. L. Dr. *Causes & Control of Diabetes*. Classic Paperbacks.
- Ramesh Singh.Dr. (2011). *Curriculum in Physical Education & Sports*, Sports

Publication.

- Renu Mahtani.Dr. (2011). *Power Pranayama – Discover the Healing Potential of your Breath*, Jaico Publishing House.
- Rob Hicks., (2007). *Control Your Blood Pressure*, Dorling Kindersley
- Rukmani Gopal. Dr. & Kiruba Charles. Dr. (2011). *Health Education for Teachers from a Doctor's Perspective*, Neelkamal Publications.
- Srilakshmi. B, (2011). *Dietetics*, New Age International Publishers.
- Trehan.B.K., Indu Trehan, (2009). *Effective Yoga for Health and Happiness*, Macmillan Publishers
- Trivedi.V. (1961). *Surya Namaskar and Asanas*, Rajam Electric Press.
- Upadhyay, (2023). *Yoga Philosophy of Education*, Gyan Geetha Prakashan,
- Vera Peiffer, (2004). *Total Stress Relief*, Judy Piatkus Publishers.
- Venugopal. B, (2023). *Yoga in Daily Life*. Neelkamal Publication
- <https://www.youtube.com/watch?v=lWDclSXSuv8>
- <https://www.artofliving.org/in-en/yoga/yoga-beginners>
- <https://www.yogabasics.com/practice/yoga-for-beginners/>

Yoga and Holistic Education

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

Course Mapping

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

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

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI - 627 002.
MODEL QUESTION PAPER
YOGA AND HOLISTIC EDUCATION

Time: 3.00 hrs.

Max. Marks: 70

Section - A

1. Halasana is done in ----- position. (L1)
a) Supine b) Standing c) Prone d) Sitting
2. Asana means ----- (L1)
a) Meditation b) Prayer c) Union d) Exercise
3. Standing Position Asana is _____ (L1)
a) Padmasana b) Sarvangasana c) Dhadhasana d) None of the above
4. Yoga means ----- (L1)
a) Meditation b) Prayer c) Union d) Exercise
5. Asana improves _____ (L1)
a) Flexibility b) வேகம் c) Strength d) Height
6. Asana to perform Meditation is ----- (L1)
a) Eka pada asana b) Savasana c) Padmasana d) Sarvangasana
7. Sitting Position Asana is _____ (L1)
a) Padmasana b) Sarvangasana c) Dhadhasana d) None of the above
8. Pranayama in yogic practices is _____
a) Breathing exercise b) Concentration c) Meditation d) None of the above
9. Backward bending of vertebral column occurs during the practice of which asana?
a) Bhujangasana b) Vajrasana c) Pashchimotasana d) Dandasana
10. Which is the Sanskrit root of the word yoga _____
a) yuva b) yuj c) jai d) jawan

Section - B (5 x 5 = 25)

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

11. Write the differences between Physical Exercise and Yoga. (L1)
12. What are the naturopathic techniques for healthy living? (L2)
13. Discuss in detail the yogic concept of diet. (L3)
14. How will you get holistic health through yoga? (L5)
15. Prepare the yoga lesson plan for secondary school students. (L6)
16. What are the benefits of Suryanamaskar on any three Physiological system of our body? (L2)

Section - B (3 x 15= 45)

Answer the following questions in about 600 words each:-

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

10. a). What is the role of teachers in promoting yoga and meditation in schools?
(L3)

(OR)

b). Write any four standing Asanas with their benefits. (L1)

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

(OR)

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

SC - IV - EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION

Course Code: 23LMSEE

Credits : 4

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

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- recalls and recognizes the key concepts of environmental education. (L1)
- explains the development of environmental education and its relevance in global contexts.(L2)
- implements effective environmental education programmes in educational settings.(L3)
- analyzes the impact of environmental education initiatives on individuals and communities.(L4)
- assesses the implications of environmental education practices and proposes improvements.(L5)
- develops strategies to promote environmental awareness and sustainable practices in educational context.(L6)

Unit I - Environment and Natural Resources

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

Environmental Education: Definition, Nature, Scope, Objectives, Importance and Limitations - Need for Developing Environmental Awareness - Relationship between Human and Environment: Ecological and Psychological Perspectives - Human as an Integral Part and Product of Nature - Biodiversity: Definition, importance - Values: Ecological, Consumptive, Productive, Social, Ethical and Aesthetic - Levels: Genetic, Species and Ecosystem Diversity.

Task Assessment: Prepare an e-content on the ecological systems and biodiversity in India.

Unit II- Environmental Degradation and Disasters

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

Population Growth and its Impacts on Environment: Land Use, Land Degradation, Soil Erosion and Climate Change - Use and Over-Exploitation of Surface and Ground Water - Deforestation: Causes and Effects - Non-Renewable Energy Resources: Utilization and Influences - Pollution and Poverty - Global Warming, Ocean Acidification, Ozone Layer Depletion, Acid Rain, Extinction of Species - Threats to Biodiversity- Flood, Earthquake, Tsunami, Landslides.

Task Assessment: Collect data from different sources and analyze the impact of environmental degradation on life on earth. Submit a reflective report.

Unit III-International Efforts for Environmental Protection

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

Environmental Issues and Global Community: Stockholm Conference (1972)- Nairobi Conference (1982) - Brundtland Commission (1983) - The Earth Summit Or Rio Conference (1992) - Rio Declaration or The Earth Charter- Kyoto Conference (1997) - Doha Climate Change Conference (2002) - UNESCO 2030 Sustainable

Development Goals (SDG) - United Nations Environment Program (UNEP) – Care for Our Common Home (Laudato Si')

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

Unit IV- Approaches of Teaching and Evaluating Environmental Education

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

Teaching Environment Education as a Separate Subject - Interdisciplinary and Integrated Approaches for Teaching Environmental Education - Role of Mass Media: Newspaper, Radio, Electronic Media and Others in Imparting Environmental Education - Approaches of Teaching Environmental Education: Field Survey, Experimentation, Demonstration, Discussion, Seminar, Workshop, Projects and Exhibition Features of Curriculum For Environmental Education at Primary and Secondary School Levels - Evaluation of Student's Learning in Environmental Education: Observation, Self-Reporting Techniques and Projective Techniques.

Task Assessment: Visit a near-by area and document the environmental assets.

Unit V - Disaster Preparedness, Response and Management (L-12; T-3; P-3)

Disaster Profile of India - National Policy on Disaster Management - School Disaster Preparedness Plans - Risk Assessments in Educational Institutions - Training Teachers, Staff and Students in Disaster Preparedness - Immediate Response to a Disaster Situation - Evacuation Procedures and First Aid - Post-Disaster Recovery - Strategies for Mitigating Future Disaster Risks Within the School Environment

Task Assessment: Conduct a Case study of a recent disaster at local, state or national level and submit a reflective report of the mechanism of management

Note: The students should select any two Task Assessments

References

- Arulsamy. S; Jeyadevi. J (2011). *Safety and Disaster Management*. Neelkanmal Publication
- Chong Shimray (2016). *Teaching Environmental Education*. Sage Publishers Gopal Dutt.
- N.H. (2007), *Environmental Pollution & Control*. Neelkamal Publication
- Francis, the Supreme Pontiff (2015), *Praise Be To You*, ISBN 978-1-62164-081-3. Ignatius Press
- Gupta, A. K; Niar, S.S & Chatterjee, S. (2013). *Disaster management and risk reduction, role of environmental knowledge*. Narosa Publishing House.
- Joy, P. & Neal, P. (1994). *The Handbook of Environmental Education*. New Fetter Lane.
- Kelu, P. (2000). *Environmental Education – A Conceptual Analysis*. Calicut University.
- Meenambal,T (2009). *Environment science & Engineering*. MJP Publisher
- Nasrin, (2019). *Environment Education*. APH Publishing Corporation
- Parkash Surya and Kathait Anil (2024). *A Selected Annotated Bibliography and Bibliography on Landslides in India*, National Institute of Disaster Management, Ministry of Home Affairs, Government of India
- Prem Prakash, Amirtha Prakash & Narendra Kumar Singh (2017). *Environmental Education for Social Sustainability*. Adhyayan Publishers.

Publications.

Shrivastava, A.K. & Ranjan. R.K. (2019) *Ecology and Environment*. A.P.H. Publishing Corporation

Whyte, I. (2013). *A dictionary of environmental history* (Environmental history and global change series, 2). I.B. Tauris.

Yadav, R.S. & Amith Yadav, (2018). *Fundamentals of Environmental Science*. Sonali Publications.

<https://www.epa.gov/education/what-environmental-education>

<https://www.science.org.au/curious/earth-environment/population-environment>

<https://www.unep.org/explore-topics/oceans-seas/what-we-do/working-regional-seas/partners/international-union>

https://link.springer.com/chapter/10.1007/978-1-4020-8551-2_6

https://ndma.gov.in/Reference_Material/National_Policy

https://link.springer.com/chapter/10.1007/978-1-4020-8551-2_6

https://ndma.gov.in/Reference_Material/National_Policy

<https://www.gktoday.in/disaster-management-agencies-of-india/>

<https://www.unep.org/explore-topics/education-environment>

EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION

CLOs	At the end of the course, the Prospective Teacher Educator	PLO Addressed	PSO Addressed
1	recalls and recognizes the key concepts in environmental education	1, 2, 3	1, 2, 7
2	explains the historical development of environmental education and its relevance in contemporary global contexts	1, 2, 3, 6, 8	1, 2, 4, 6
3	demonstrates the ability to design and implement effective environmental education programmes in educational settings.(L3)	1, 2, 3, 5, 6, 8	1, 2, 4, 7, 8
4	analyzes the impact of environmental education initiatives on individuals, communities and ecosystems.(L4)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 7, 8, 9
5	assesses the ethical, social and cultural implications of environmental education practices and propose improvements.(L5)	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 5, 7, 8, 9
6	develops innovative strategies to promote environmental awareness and sustainable practices in educational context.	1, 2, 3, 5, 6, 7, 8	1, 2, 4, 5, 6, 7, 9, 10

Course Mapping

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

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

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

Time: 3.00 hrs.

Max. Marks: 60

Section - A (10x1 = 10 Marks)

Answer all the following questions.

1. The primary goal of environmental education is _____.(CLO1, L1)
 - a) To promote industrial development
 - b) To increase pollution levels
 - c) To raise awareness and understanding of the environment
 - d) To exploit natural resources for economic gain
2. Biodiversity is important for ecosystem stability as _____.(CLO1, L2)
 - a) It has no impact on ecosystem stability
 - b) Biodiversity promotes a uniform and stable environment
 - c) Diverse ecosystems are more resilient to disturbances
 - d) Ecosystem stability is not influenced by biodiversity
3. Desertification can be prevented or mitigated by _____.(CLO1, L2)
 - a) Promoting unsustainable agricultural practices
 - b) Implementing effective land management, afforestation and sustainable agriculture
 - c) Desertification is inevitable and cannot be mitigated
 - d) Encouraging overgrazing and deforestation
4. A potential human-induced environmental cause of seismic activity is _____.
(CLO5, L2)
 - a) Heavy rainfall
 - b) Deforestation
 - c) Industrial pollution
 - d) Reservoir-induced seismicity
5. The focus of the Nairobi Conference on Environmental Protection is _____.(CLO2, L1)
 - a) Space exploration
 - b) Marine pollution
 - c) Artificial intelligence
 - d) Nuclear energy
6. The Kyoto Protocol targeted on _____ gas emissions. (CLO2, L1)
 - a) Carbon dioxide (CO₂) only
 - b) Methane (CH₄) and nitrous oxide (N₂O)
 - c) Ozone (O₃) and sulfur dioxide (SO₂)
 - d) Hydro fluorocarbons (HFCs) only
7. The activity which is most aligned with the demonstration approach of teaching environmental education is _____. (CLO3, L2)
 - a) Lecture and note-taking
 - b) Group discussions
 - c) Field trips and experiments

- d) Online quizzes
8. The main advantage of using self-reporting techniques in evaluating environmental education is _____. (CLO3, L2)
- a) Objective and standardized results
 - b) Limited student engagement
 - c) Insights into individual perspectives and experiences
 - d) Passive learning outcomes
9. For conducting environmental risk assessments, _____ are typically responsible in schools. (CLO6, L1)
- a) Students
 - b) Parents
 - c) School administrators or safety officers
 - d) External consultants only
10. The purpose of establishing designated assembly points in evacuation procedures is _____. (CLO3, L1)
- a) To create confusion among evacuees
 - b) To discourage people from gathering in one place
 - c) To facilitate accountability and ensure everyone is safe
 - d) To provide shelter during the disaster

Section - B (4x5=20 Marks)

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

11. In the context of humans as an integral part and product of nature, analyze and evaluate the various ways in which human activities impact ecosystems. (CLO4, L4)
12. Provide examples of the environmental consequences associated with the extraction and consumption of non-renewable energy sources and identify the potential challenges. (CLO5, L3)
13. Critically assess the effectiveness of UNESCO's initiatives in advancing the 2030 Sustainable Development Goals (SDGs). Synthesize innovative strategies for overcoming the barriers. (CLO2, L5)
14. Design a comprehensive electronic media strategy for imparting environmental education that not only engages diverse audiences but also promotes sustainable behaviour change. (CLO6, L6)
15. Analyze and assess the effectiveness of using projective techniques in evaluating environmental education programmes. Interpret the underlying perceptions and attitudes. (CLO3, L4)
16. What are the key components of a school-based training programme focused on disaster preparedness? Provide examples of the skills and knowledge students should acquire during the training. (CLO6, L3)

Section - C (3x10=30 Marks)

Answer the following questions in about 600 words.

17. a. Critically analyze and appraise the scope and objectives of environmental education. Evaluate the alignment of these objectives with current global environmental challenges. (CLO1, L5)

(OR)

b. Explain the environmental implications of population growth. Discuss the opportunities associated with managing these impacts. (CLO4, L2)

18. a. Examine the interconnected factors contributing to habitat loss, pollution and climate change. Synthesize mitigation strategies that encompass conservation efforts and sustainable resource management, considering the complex interplay of these threats on biodiversity. (CLO4, L5)

(OR)

b. Propose methodological approaches for assessing the impact of environmental sustainability initiatives on local communities and explain the potential implications for achieving the overarching goals of sustainable development by 2030. (CLO6, L6)

19. a. Explain the features of environmental education curriculum at both primary and secondary school levels. Illustrate with examples, the instructional methods, learning activities and assessment tools used to engage students in understanding environmental concepts. (CLO3, L3)

(OR)

b. Analyze the National Policy on Disaster Management in India. Evaluate its strategic objectives. Assess the effectiveness of the policy in addressing various types of disasters. (CLO2, L4)

COURSE DESIGNERS		
PERSPECTIVES COURSES		
1.	EDUCATIONAL ADMINISTRATION AND LEADERSHIP	Rev.Sr.Dr.L.Vasanthi Medona Ms.S. Jebasheela Jenifer
2.	SECONDARY EDUCATION IN INDIA	Dr.A.Jeya Sudha Ms.C.Deepa
TOOL COURSE		
3.	YOGA AND HOLISTIC EDUCATION	Dr.S.Josephine
SPECIALIZATION COURSE		
4.	EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION	Dr.Indra Mary Ezhilselvi Ms.C.Vennila Santha Ruby

VALUE ADDED COURSES

1. Understanding Self
2. Teacher Effectiveness and Professionalization
3. Education for Holistic Development

SELF-STUDY COURSES

1. NET / SET Preparatory Course – Phase IV
2. Art of Writing Academic Books
3. Article Writing Competence
4. Insights on NAAC

**SEMESTER IV
VALUE ADDED COURSES
(VAC)**

UNDERSTANDING SELF

Course Code : 23LMVUS

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- recognizes the central concepts of defining self and identity (L1)
- identifies themselves as a person as well as a teacher (L2)
- reflects on one's experiences, aspirations and efforts towards becoming a humane individual and teacher (L3)
- analyzes the skills needed for effective communication (L4)
- validates resilience as a tool to deal with conflicts at different levels (L5)
- performs the critical role of teachers in promoting self and students well-being. (L6)

Unit 1: Understanding of Self

Self and Identity: Understanding, identifying factors, critical analysis SWOC and reflections – Building philosophical and cultural perspectives of self – Developing philosophical and cultural perspectives of self as a teacher.

Unit 2: Development of Professional Self and Ethics

Shaping professional identity: socio-cultural, historical and political influences – exploring and reflecting aspirations, dreams, concerns and struggles – values and professional ethics as a teacher – role of teacher as facilitator for well-being of learners.

Unit 3: Life skills

Communication skills-Body language-Verbal and Non-verbal – skills of active listening and accepting – Team building –Purpose of living-Time management-3Rs of conflict management: recognize, respond, and resolve.

Unit 4: Relationship Management

Relationship Management: Types and significance- Self-esteem and regards for others – Factors affecting relationships – Relationship with family, friends and colleagues – Relationship with nature and environment – Relationship with the supreme.

Unit 5: Powers of Self

Power to decide – Power to accommodate – Power to face – Power to tolerate – Power to co-operate – Power to discriminate – Power to pack up and let go- The seven Powers for Self-Control: Attention, Love, Acceptance, Perception, Intention, Free Will and Unity.

References

Bhattacharjee, D.K. (2010). *Psychology and Education – Indian Perspectives*, NCERT
Brain Clegg (2009), *Personal Development*, Kogan Page India.

- Krishnamurti, J. (1998) *On Self- knowledge*. Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and Significance of Life*. Krishnamurti Foundation India.
- Pant, D. and Gulati, S. (2010). *Ways To Peace – A Resource Book for Teachers*. NCERT.
- Pal. B.K. (2014), *Personality Development*, RBSA Publishers.
- Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan.
- Suryanarayana N.V.S. (2013), *Self-Motivation*, APH Publishers.
- Venkateshamurthy, C. G., and Rao, A.V.G (2005). *Life Skills Education Training Package*. R.I.E.
- <https://helpfulprofessor.com/emotion-in-education/>
- <https://teach.com/what/teachers-change-lives/motivating-students/>
- <https://www.grouptutors.in/understanding-the-self-file-b-ed/>
- <https://www.scribd.com/document/479223159/Understanding-the-Self-Notes>
- <https://www.runningrachel.com/2010/05/the-seven-powers-for-self-control/>

TEACHER EFFECTIVENESS AND PROFESSIONALIZATION

Course Code : 23LMVTE

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- identifies the professional development benefits - (L1)
- integrates the challenges for effective teaching - (L3)
- adapts to a comprehensive teacher education system - (L4)
- reviews the student progress and potential - (L2)
- enhances monitoring ability (L5)
- promotes a professional development attitude - (L6)

Unit I: Teacher as professionals

Rewards of Teaching as a profession - Challenges of Teaching Career: Changing Technological Trends, Conflict Management, Continues self-learning, Dealing with Zen-2 Time management ideas, Professional certifications, Flexibility, Leadership, Human resources software, Talent management.

Unit II : Evaluating Teacher Effectiveness

Definition of Teacher Effectiveness - Methods of Evaluating Teacher Effectiveness -- Principal Evaluation - Analysis of Classroom Artifacts - Portfolios - Self-Report of Practice - Student Evaluation - Creating a comprehensive Teacher Education System - Importance of teacher effectiveness.

Unit III : Qualities of an Effective Teacher

Personally-focused exploration of the attributes of effective teaching - Convergence of a profile of effective teaching - powerful teaching - Self-Assessment - Characteristics of effective teacher- Challenges and Promoting teaching - Importance of ICT knowledge for effective teacher - Personally-focused exploration of the attributes of effective teaching - Convergence.

Unit IV : Factors of Professional development

Personal, task or duty and environment - Faculty Demographics - Classroom Management and Organization - Some Strategies - Organizing for Instruction - Implementing Instruction - Benefits of professional development - Impact of professional development.

Unit V : Teacher Professionalization

Types of professional activities - Professional Bodies - Professional ethics - In-service training: seminars, workshops, conference and mental health related programmes - Monitoring Student Progress and Potential.

References:

Bawa S. K & Anandaa Padhan, Ms. Sumanpreet Kaur, Ms. Poonam and Ms. Sneha Laa(2010), "Teacher Education", APH Publication.

Nikose R. L (2013), Teacher Education in the New Millennium, APH Publishing Corporation.

- Panda P. N & Tewari A. D (2009), Teacher Education, APH Publishing Corporation.
- Delpit, L (1995, Language Diversity and Learning, In Other people's children: cultural conflict in the classroom (pp. 48-69), The New Press.
- Panner N. K (2014), Emending Instruction ,Teacher Education, Published by Advance Learner Press.
- Delpit, L (1995). Teachers voices: rethinking teacher education for diversity, In Other people's children: cultural conflict in the classroom (pp. 105-127), The New Press.
- Harper, C. & De Jong E (2004), Misconceptions about teaching English language learners, Journal of Adolescent and Adult Literacy.
- McLaughlin, B. (1992). Myths and misconceptions about secondary language learning: what every teacher needs to unlearn, National Center for Research on Cultural Diversity and Secondary Language Learning, Center for Applied Linguistics.
- <https://pubmed.ncbi.nlm.nih.gov/3704687/>
- <https://inside.lanecc.edu/sites/default/files/fpd/htteachassess.pdf>
- <https://www.nu.edu/blog/qualities-of-a-good-teacher/>
- <https://cndls.georgetown.edu/atprogram/twl/effective-teacher/>
- <https://www.abeka.com/blog/12-characteristics-of-an-effective-teacher/#gref>
- <https://files.eric.ed.gov/fulltext/EJ815372.pdf>
- <https://www.slideshare.net/LoveDescuatan1/professionalization-of-teaching>
- <http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm>.
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1079387/>
- <https://www.upeducators.com/blog/professional-development-for-teachers-a-complete-guide/>

EDUCATION FOR HOLISTIC DEVELOPMENT

Course Code : 23LMVHD

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- describes the concept and importance of holistic development (L1)
- explores the key dimensions of holistic development (L3)
- enhances teaching techniques to promote holistic development among students (L4)
- identifies individual differences and diverse learning needs in fostering holistic development (L2)
- applies assessment and evaluation methods aligned with holistic development principles (L5)
- relates education for holistic development (L3)

Unit I: Introduction to Holistic Development

Holistic Development: Meaning – Definition – Importance – Historical Context – Theoretical Foundations.

Unit II: Dimensions of Holistic Development

Physical well - being – Health Promotion – Cognitive Development – Critical Thinking Skills – Interpersonal Skills – Spiritual and Ethical Values.

Unit III: Teaching Techniques for Promoting Holistic Development

Active Learning Strategies – Inquiry - Based Approach – Project - Based Approach – Collaborative Learning – Individualized Instruction – Differentiated Learning.

Unit IV: Individual Differences in Holistic Development

Diverse Learners – Students with Special Needs – Barriers to Holistic Development – Strategies to Promote Holistic Development.

Unit V: Assessment and Evaluation in Holistic Development

Assessment methods – Assessing Non – Cognitive Skills and Dispositions – Providing Constructive Feedback to Support Growth.

References:

- Baliya, J.K., Parmodh Kumar and Anuradha Sharma. (2014). *Education in Comprehensive Perspectives*, Abhijeet Publications.
- Mohit Chakrabarti, (2014). *Modern Issues in Education*, Kanishka Publishers.
- Chander Pal Singh, (2013). *Higher Education and Development*, Global Publications.
- Kulbir Singh Sidhu, (2010). *Education the Hope for a Better World*, Sterling Publishers.
- Miller, J.P. Ed. (2005). *Holistic Learning and Spirituality in Education: Breaking new Ground*, Albany : State University of New York Press.
- Forbes, S (2003). *Holistic Education: Principles, Perspectives and Practice*, Brandon, VT:

Holistic Education Press.

https://www.researchgate.net/publication/368662624_Conceptual_Framework_for_Holistic_Development_NEP_2020

https://www.researchgate.net/publication/346877436_Holistic_Development_of_Education

**SEMESTER IV
SELF-STUDY COURSES
(SSC)**

NET / SET PREPARATORY COURSE -PHASE IV

Course Code : 23LMSN4

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

Unit-I Teaching Aptitude

- Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements.
- Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.
- Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution.
- Methods of teaching in Institutions of higher learning: Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.).
- Teaching Support System: Traditional, Modern and ICT based.
- Evaluation Systems: Elements and Types of evaluation, Evaluation in Choice Based Credit System in Higher education, Computer based testing, Innovations in evaluation systems.

Unit-II Research Aptitude

- Research: Meaning, Types, and Characteristics, Positivism and Post-positivistic approach to research.
- Methods of Research: Experimental, Descriptive, Historical, Qualitative and Quantitative methods.
- Steps of Research.
- Thesis and Article writing: Format and styles of referencing.
- Application of ICT in research.
- Research ethics.

Unit-III Comprehension

- A passage of text be given. Questions be asked from the passage to be answered.

Unit-IV Communication

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

Unit-V Mathematical Reasoning and Aptitude

- Types of reasoning.
- Number series, Letter series, Codes and Relationships.
- Mathematical Aptitude (Fraction, Time & Distance, Ratio, Proportion and Percentage, Profit and Loss, Interest and Discounting, Averages etc.).

Unit-VI Logical Reasoning

- Understanding the structure of arguments: argument forms, structure of categorical propositions, Mood and Figure, Formal and Informal fallacies, Uses of language, Connotations and denotations of terms, Classical Square of opposition.
- Evaluating and distinguishing deductive and inductive reasoning.
- Analogies.
- Venn diagram: Simple and multiple use for establishing validity of arguments.
- Indian Logic: Means of knowledge.
- Pramanas: Pratyaksha (Perception), Anumana (Inference), Upamana (Comparison), Shabda (Verbal testimony), Arthapatti (Implication) and Anupalabdhi (Non-apprehension).
- Structure and kinds of Anumana (inference), Vyapti (invariable relation), Hetvabhasas (fallacies of inference).

Unit-VII Data Interpretation

- Sources, acquisition and classification of Data.
- Quantitative and Qualitative Data.
- Graphical representation (Bar-chart, Histograms, Pie-chart, Table-chart and Line-chart) and mapping of Data.
- Data Interpretation.
- Data and Governance.

Unit-VIII Information and Communication Technology (ICT)

- ICT: General abbreviations and terminology.
- Basics of Internet, Intranet, E-mail, Audio and Video-conferencing.
- Digital initiatives in higher education.
- ICT and Governance.

Unit-IX People, Development and Environment

- Development and environment: Millennium development and

Sustainable development goals.

- Human and environment interaction: Anthropogenic activities and their impacts on environment.
- Environmental issues: Local, Regional and Global; Air pollution, Water pollution, Soil pollution, Noise pollution, Waste (solid, liquid, biomedical, hazardous, electronic), Climate change and its Socio-Economic and Political dimensions.
- Impacts of pollutants on human health.
- Natural and energy resources: Solar, Wind, Soil, Hydro, Geothermal, Biomass, Nuclear and Forests.
- Natural hazards and disasters: Mitigation strategies.
- Environmental Protection Act (1986), National Action Plan on Climate Change, International agreements/efforts -Montreal Protocol, Rio Summit, Convention on Biodiversity, Kyoto Protocol, Paris Agreement, International Solar Alliance.

Unit-X Higher Education System

- Institutions of higher learning and education in ancient India.
- Evolution of higher learning and research in Post-Independence India.
- Oriental, Conventional and Non-conventional learning programmes in India.
- Professional, Technical and Skill Based education.
- Value education and environmental education.
- Policies, Governance, and Administration.

PAPER – II

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 (L4)
- develops the statistical techniques in Educational research (L6) stages (L3)
- reviews the issues and challenges in Inclusive Education(L5)

Unit 1: Educational Studies

- a) Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge
- b) Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom

- c) Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)
- d) Socialization and education- education and culture; Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J.Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule) to the development of educational thought for social change, National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.

Unit 2: History, Politics and Economics of Education

- a) Committees and Commissions' Contribution to Teacher Education Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)
- b) Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.
- c) Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting
- d) Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization

Unit 3: Learner and Learning Process

- a) Growth and Development: Concept and principles ,Cognitive Processes and stages of Cognitive Development , Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) , Mental health and Mental hygiene
- b) Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence

by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

- c) Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals
- d) Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person- centred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit 4: Teacher Education

- a) Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels , Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning
- b) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models
- c) Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)
- d) Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

Unit 5: Curriculum Studies

- a) Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC,

NCTE and University in Curriculum Development

- b) Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, Product Model)
- c) Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model
- d) Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

Unit 6: Research in Education

- a) Meaning and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)
- b) Variables: Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses - Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardisation of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)
- c) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power

of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

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

Unit 7: Pedagogy, Andragogy and Assessment

- a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education:
- b) Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy
- c) Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes , Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning
- d) Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources
- e) Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Unit 8: Technology in/ for Education

- a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)
- b) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODL, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- c) Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Commons, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher -Teaching, Learning and Research
- d) Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) - Concept and Development.

Unit 9: Educational Management, Administration and Leadership

- a) Educational Management and Administration - Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate
- b) Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey

and Blanchard's Model, Leader-Member Exchange Theory)

- c) Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad
- d) Change Management: Meaning, Need for Planned change, Three- Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

Unit 10: Inclusive Education

- a) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action 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 India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication
- b) Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools
- c) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent- Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

- d) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

References

- Aggarwal, L.P. (2007). Modern educational research. Dominant Publisher & Distributors.
- Aggarwal, Y.P. (2015). Statistical Methods- Concept, Application and Computation. Sterling.
- Ainscow, M., Booth T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for studies in Inclusive Education.
- Argyrous, G. (2011). Statistics for research. Sage Publications.
- Asthana, H.S. & Bhushan, B. (2007). Statistics for social sciences. Prentice Hall of India.
- Ballantine, J.H., & Spade, J. Z. (2014). Schools and Society: A Sociological Approach to Education. New York: Sage Publications.
- Basavaya, D. & Venkataiah, N. (2016). Essence of Educational Research Methodology, Neel Kamal Publications.
- Berger, P.L. and Luckmann, T. (1967) The social construction of Reality. Allene Lane : The Penguin Press (Set Book)
- Best, J. W., Khan, J.V. & Jha, A.K. (2016). Research in education. (10th ed.) Pearson Publication.
- Bhatia, K.K. (2010). Philosophical sociological and economic bases of education. Tandon Publications.
- Bhatia, K.K., & Narang, M. (2005). Philosophical and sociological foundations of Education., Tandon Publications.
- Bhatnagar & Aggarwal, V. (2009). Educational administration, supervision, planning & financing. Vikas Publishing House.
- Bhatnagar & Gupta. (2005). Educational management. Surya Publication.
- Bhattacharya, and Srinivas. (1962). Society and Education Academic Publishers
- Brookner, W.B. and Gottlieb, D. (1964) A sociology of Education (2 Ed) American Book Company.
- Chandra, S.S. (2004). Research in education. Atlantic Publishers.
- Chitnis, S. (1974) Sociology of Education (pp. 166-232) in A survey of Research in sociology
- Cosia W.L and et.al., (1961) Education in Democracy. London McGraw Hill Book Company Inc
- Creswell, J.W. (2017) Research design :Quantitative and Mixed Methods Approaches. Sage Publications.
- Dash, N. (2006). Inclusive education for children with special needs. Atlantic Publishers.
- Deshprabhu, S. (2014). Inclusive education in india: An overview. Kanihsha Publishers.
- Dwyer, L.M. (2014). Quantitative Research for the Qualitative Research. Sage Publications.
- Gnanam, D. & Nagarajan, K. (2016). Creating an inclusive school. Sriram Publications.

- Gupta Arun K.(1984). Teacher Education: Current & Prospects, Sterling Publications
- Gupta, R. (2011). Philosophical sociological and economic bases of education. Tandon Publications.
- Hodkinson, A. & Vickerman, P. (2009). Key issues in special educational needs and inclusion. Sage Publications.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. Teachers College Press.
- John W. Sanhock, (2006). Educational psychology. McGraw Hill Co.
- Kochhar, (2011). School administration and management. Sterling Publishers.
- Lakshmi, S. (1990). Challenges in education. Sterling Publishers.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling, Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- M. H. R. D. (1990). "Towards an enlightened and human society", Department of Education.
- Mangal & Mangal, U. (2010). Information Communication and Educational Technology.
- Mangal, S.K. (2008). Advanced educational psychology (2 nd ed). Prentice Hall of Degree of Master of Education (M.Ed.)
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Meenakshisundaram, (2010). Educational Innovations.:Kavyamala Publishers.
- Mishra, B.K. (2011). Psychology - The study of human behaviour. PHI Learning.
- Mishra, M. (2007). Modern methods of educational administration. Alfa Publications.
- Mohanthy, J. (1994). Indian education in the emerging society. Sterling Publishing.
- Mohanthy, J. (1994). Indian education in the emerging society. Sterling Publications.
- Mrunalini, T. (2011). Philosophical foundation of education. Neelkamal Publications.
- Mukherji, (1963). Administration of education in India. Acharya Book Depot.
- Nagarajan, K. & Srinivasan, R. (2006). Innovations in Education and Educational
- Nagarajan, K. (2008). Educational challenges in the emerging Indian society. am Publications
- Nagarajan, K. (2008). Educational challenges in the emerging Indian society. Ram Publishers.
- Naik R.K.(2011). Educational Planning and Finance. Vidyanidhi Prakashana Publishers.
- Natarajan S. (1990). Introduction to Economics of Education. Sterling.
- NCERT (2005): National Curriculum Framework.
- NCTE (1998): Perspectives in Teacher Education
- Neethu Ahlawat, (2010). Developmental psychology. RBSA Publishers.
- Neil, J.S. (2013). Statistics for People who Hate Statistics, Sage Publication.
- Niels Kryger, Brite Ravn, (2007). Learning Beyond Cognition. Danish University of Education Press.
- Notari, M.(2017), 21st Century Skills Development Through Inquiry Based Learning From Theory to Practice, Springer
- Patteti A.P., Thanarasseri, Isnail(2014). Economics of Education. APH Publishing

- Rajender Prasad Singh (2007). Educational Finance and the planning challenge. Kanishka Publishers.
- Ram Shakal Pandey, (2006). Advanced educational psychology. Lall Book Depot.
- Ram, S. (1999): Current Issues in Teacher Education .Sarup & Sons Publications
- Randy, J. & Larson David M., & Buss, M. (2011). Personality psychology – domains of knowledge about human nature. Tata McGraw Hill.
- Ranjit Kumar, (2014). Research Methodology: A Step-By-Step Guide for Beginners. Sage Publications.
- Rao V.K. (2009) Educational Technology. APH Publishing.
- Reddy, G.V. (2017). Research Methodology in Education. Pearl Books.
- Sachdeva, (2000). School organization, administration and management. Tandon Publications.
- Saxena, N.R. (2006). Fundamentals of educational research. Lall Book Dept.
- Saxena, S. & Oberoi. (2006). Technology of Teaching. R.Lall Book Depot.
- Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
- Sears, (1960). The nature of the administrative process. McGraw Hill.
- Sethu Rama, (2007). Developmental psychology. ALFA Publication.
- Sharma, (2005). Educational administration and management. Surya Publication.
- Sharma, (2010). Educational administration management and organisation. Surjeet Publications.
- Sharma, (2010). Teacher Education and Pedagogical Training. R.Lall Book Depot.
- Sharma, A.K. (2014). Research Methodology and Techniques in Science. Centrum Press.
- Sharma, R.A. (2008). Information and Communication Technology in Teaching. R.Lall Book Depot. Tandon Publications.
- Singh, M. (2016). Inclusive education. Ane Books.
- St. Ignatius College of Education (Autonomous) Page 20 India.
- Thakur, A. S., & Berwal, S. (2007). Education in emerging Indian society. National Publications.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.

ART OF WRITING ACADEMIC BOOKS

Course Code : 23LMSAB

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- realizes the purpose and kinds of academic writing. (L1)
- develops comprehensive reading and writing skills. (L4)
- outlines an academic book with clear and logical structures. (L2)
- familiarizes with the ethical considerations and best practices for academic writing. (L3)
- applies the strategies for promoting and marketing academic books. (L6)
- promotes skills for academic writing (L6)

Unit - I: Introduction to Academic Books

Meaning – Purpose and Importance – Characteristics – Genres of Academic Books – Difference between Academic Books and Other forms of Academic Writing.

Unit – II: Reading and Writing Skills

Four Stages of Active Reading – SQ3R – Writing: Descriptive, Summary, Persuasive, Critical Analysis, Report, Research – Mind Mapping – Developing Study Skills – Enhancing Reading and Writing Skills by using Technology.

Unit – III: Planning and Structuring an Academic Book

Defining the Book's Scope and Audience – Outlining Chapters, Sections and Subheadings – Understanding and Incorporating Revised Bloom's Taxonomy – Time management – Citations and Referencing.

Unit – IV: Writing Style and Language

Writing Content with Cohesion and Coherence – Language and Grammar Rules for Writing Academic Books – Plagiarism: Meaning – Regulations on Plagiarism in India.

Unit – V: Publication, Promotion and Marketing of Academic Books

Identifying Productive Publishers – Copy Rights – Proof Reading – Strategies for Promoting the Book to the Target Audience – Utilizing Online Platforms – Strategies for Accepting and Implementing Feedback.

References:

David A. MCMurrey, Joanne Buckley (2008). *Handbook for Technical Writing*.

CENGAGE Learning.

Dharmendra Mittal, *The Power of Effective written Communication, key to win people & Business through Correspondence*. Airhant Publications.

Edwin A. Abbott (2017). *How to write clearly-Rules and Exercises on English Composition*. MJP Publisher

Halan Y.C. (2013). *Communication skills Effective Editing*. Sterling Publishers.

Judith F. Olson. *Writing Skills Success in 20 minutes a Day*. GoodWill Publishing House.

Patrick Forsyth (2009). *How to write Reports & Proposals*. Kogan Page. India Private. Limited.

Ramados.P, Wilson Aruni.A. (2009). *Research Writing Across the Disciplines*. MJP Publishers

RichaDewani (2016). *English Writing Skills*.Wisdom Press..

<https://www.evelynlearning.com/types-of-content-writing/>

<https://www.cnet.com/tech/services-and-software/how-to-self-publish-an-ebook/>

ARTICLE WRITING COMPETENCIES

Course Code : 23LMSAW

Course Learning Outcomes (CLOs)

The Prospective Teacher Educator

- identifies the nature and basic concept of article writing (L1)
- recognizes the kinds and parts of article writing (L2)
- classifies different types of article writing (L3)
- familiarizes the types of expository writing (L4)
- analyzes the nature and parts of scholarly research article (L5)
- creates Scholarly Research Article (L6)

Unit I Introduction

Writing: Concept, Nature and Characteristic Features - Writing as a Production Skill - Types of Writing - Styles of Writing - Language Skills for Effective Writing - Grammar and Vocabulary - Reporting Research and Writing Research Articles.

Unit II Basics of Article Writing

Article writing: Meaning, basic format, kinds and parts- Researching, Heading or Keyword of the Article, Writing Style, Compelling Introduction, Use Spaces, Drafting and Highlighting Important Texts - Accompany with Facts, Proof Reading and Editing, Focusing on Digital Optimization.

Unit III Expository Writing skills

Meaning, Concept of Expository Writing, Types: Descriptive, Sequential, Comparative, Cause and Effect, Problem and Solution and Classification - Structure: Introduction, Body Paragraph, Conclusion - Steps: Generating Ideas, Plan and Organize, Drafting, Revising, Editing, Finalizing.

Unit IV Qualities of a Good Researcher

Inquisitiveness - Innate Creativeness - Unbiasedness - Perseverance - Analytical Mind - Technology Savvy - Communication Skills - Expert in the Field.

Unit V Components of Scholarly Research Article

Journal information - Author and affiliation - Abstract - Specialized Vocabulary - Research Sponsors - Introduction - Review of Literature - Methodology - Data - Results - Discussion - Conclusion.

Reference

Angela Thody (2006) Writing and Presenting Research (SAGE Study Skills Series), 1st edition SAGE Publications Ltd

Margaret Cargill and Patrick O' Connor (2013) Writing Scientific Research Articles: Strategy and Steps, Second Edition, Wiley-Blackwell Publisher

Nicola Owtram (2010) The Pragmatics of Academic Writing: A Relevance Approach

to the Analysis of Research Article, Peter Lang AG, Internationaler Verlag der Wissenc

Paul Lima (2013) Fundamentals of writing, Ingram Short Title Publishers, India

Learning Express (2002) Research and Writing Skills Learning Express Llo

Albert Samah (2022) Skills in Research Writing, Kindle Edition

<https://byjus.com/english/writing-an-article-tips-and-techniques/>

<https://www.youtube.com/watch?v=I2juNIS9pJw>

INSIGHTS ON NAAC

Course Code : 23LMSNC

Course Learning Outcomes:

The Prospective Teacher Educator

- recognizes the role and significance of NAAC in the context of higher education in India (L1)
- identifies strategies and best practices for quality assurance and improvement of higher education institutions (L2)
- applies knowledge of framework for NAAC accreditation, including self-assessment and documentation (L3)
- analyses the key criteria and assessment parameters used by NAAC for accreditation (L4)
- appraises entire accreditation process, including preparing for peer team visits and addressing feedback and recommendations (L5)
- creates a well-structured and comprehensive self-study report in line with requirements of NAAC (L6)

Unit 1 - Introduction

Aims and Objectives - role in higher education - Historical development and evolution of NAAC - Functions of NAAC - Accreditation and its importance in academic institutions - Key stakeholders in the accreditation process

Unit 2 - Criteria and Assessment Parameters

Detailed overview of the seven criteria of NAAC - Explanation of assessment parameters and their relevance - Understanding the grading system and assessment methodology

Unit 3 - Preparing for Institutional Accreditation

Self-assessment as a fundamental step in the accreditation process - Data collection, analysis and presentation for self-assessment (SSR) - Developing a culture of quality in educational institutions - The role of leadership in accreditation preparedness

Unit 4 - Accreditation Process

Data Verification Process - Understanding peer team visit and interaction - Qualitative and Quantitative Indicators - Addressing feedback and recommendations - Maintaining quality standards

Unit 5 - Post-accreditation measures

Reassessment and Grievance Redressal - Strategies for continuous quality improvement - Benchmarks for institutional development - Annual Quality Assurance Report - Ensuring academic excellence and Student Satisfaction

Practicum:

Conduct a Case study of an institution that has excelled in any specific criteria of NAAC accreditation and submit a reflective report.

Reference:

Rathore.M.S. (2023). *Foundation Course on NAAC Accreditation*, Kindle edition, Amazon Asia-Pacific Holdings.

National Assessment and Accreditation Council, Series on *Great Institutions of Higher Learning Accredited Colleges in India*.

National Assessment and Accreditation Council, Best Practice Series -1, *Internal Quality Assurance Cell Activities*.

<http://naac.gov.in/index.php/en/assessment-accreditation>

<https://www.ugc.gov.in/page/NAAC.aspx>

<https://www.iitms.co.in/blog/importance-of-naac-accreditation-for-colleges.html>

<https://www.education.gov.in/university-and-higher-education-1>

https://ignatiuscollegeofeducation.com/iqac_SSS.php

http://naac.gov.in/index.php/en/?option=com_content&view=article&id=26:apply-now&catid=18:apply-now

COURSE DESIGNERS		
VALUE ADDED COURSES		
1.	Understanding Self	Dr.J.Maria Prema
2.	Teacher Effectiveness and Professionalization	Ms.S.Arockia Reena
3.	Education for Holistic Development	Ms.C.Vennila Santha Ruby
SELF-STUDY COURSES		
1.	NET / SET Preparatory Course – Phase IV	Dr.J.Maria Prema
2.	Art of Writing Academic Books	Ms. R.Bhuvaneswari
3.	Article Writing Competence	Dr.J.Maria Prema
4.	Insights on NAAC	Dr.R.Indra Mary Ezhil Selvi

