

# **ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)**

[Re-accredited (4<sup>th</sup> Cycle) at 'A+' Grade by NAAC]

Palayamkottai, Tirunelveli District - 627 002, Tamil Nadu, India.



## **SYLLABUS FOR M.ED. PROGRAMME**

**2023-2025**

## OUTCOME BASED EDUCATION (OBE)

### Outcome Based Learning M.Ed. Curriculum Framework

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

Some important aspects of the Outcome Based Education:

1. **Programme** is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, co-curricular and extracurricular activities to accomplish predetermined objectives, leading to the awarding of a degree. For Example: M.Ed. Programme.

2. **Programme Educational Objectives (PEOs):** The Programme Educational Objectives of a program are the statements that describe the expected achievements of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after graduation.

3. **Programme Learning Outcomes (PLOs):** Program Learning Outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation.

4. **Course** is defined as a theory, practical or theory cum practical subject studied in a semester. For Eg. Educational Psychology.

5. **Course Learning Outcomes (CLOs):** Course Learning Outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course.

#### 6. Knowledge levels for assessment of Outcomes based on Blooms Taxonomy (BTL)

Level	Parameter	Description
BTL 1	Remembering	It is the ability to remember the previously learned material/information
BTL 2	Understanding	It is the ability to grasp the meaning of material.
BTL 3	Applying	It is the ability to use learned material in new and concrete situations
BTL 4	Analysing	It is the ability to break down material / concept into its component parts / subsections so that its organizational structure may be understood
BTL 5	Evaluating	It is the ability to judge the value of material / concept / statement / creative material / research report for a given purpose
BTL 6	Creating	It is the ability to put the elements together to form a coherent whole; reorganize into a new pattern or structure.

## **Programme Educational Objectives (PEOs)**

St. Xavier's College of Education aims at

1. equipping prospective teacher educator with 21<sup>st</sup> century professional skills.
2. empowering the prospective teacher educator with adequate skills of educational administration.
3. promoting educational research among the prospective teacher educator at the service of the society.
4. preparing the prospective teacher educator as the social engineers.
5. moulding prospective teacher educator as holistic personality.

## **Programme Learning Outcomes (PLOs)**

- PLO 1** : To enable the students to be innovative teachers / teacher educators.
- PLO 2** : To develop interest in research activities.
- PLO 3** : To equip the students for responsible positions in: Higher Secondary School, Colleges of Education, DIETs and Institutes of Higher Research.
- PLO 4** : To understand different dimensions of education like Guidance and Counselling, Technology, Management, ICT, Teacher Education and Higher Education.
- PLO 5** : To enable them to be the eminent educational thinkers and policy makers.

## Semester-wise Distribution of Courses

### Semester I

S. No	Course Code	Course Title	Credits	Hours	Marks		
					Internal	External	Total
<b>Perspective Courses</b>							
1	MPPE	Philosophical Perspectives of Education	4	100	30	70	100
2	MPPL	Psychology of Learning and Development	4	100	30	70	100
3	MPES	Educational Sociology	4	100	30	70	100
4	MPRM1	Research Methodology - I	4	100	30	70	100
<b>Tool courses</b>							
5	MTCE	Communication and Expository Writing (Internal)	2	50	50		50
6	MTSD	Self-Development (Internal)	1	25	50		50
		Dissertation (Research Seminar, Topic Selection and Review) (Internal)	2	50	25		25
<b>Use of Learning Resources</b>				75			
		<b>Total</b>	<b>21</b>	<b>600</b>	<b>245</b>	<b>280</b>	<b>525</b>

### Semester II

S.No	Course Code	Course Title	Credits	Hours	Marks		
					Internal	External	Total
<b>Perspective Courses</b>							
1	MPRM2	Research Methodology - II	4	100	30	70	100
2	MPEST	Educational Statistics	4	100	30	70	100
<b>Specialisations</b>							
3	MSEC	Early Childhood Care and Education / Education for Special Children	5	125	30	70	100
4	MSIE / MSEG	Inclusive Education / Education for Gender Sensitization	5	125	30	70	100
<b>Teacher Education</b>							
5		Internship in Early Childhood Care and Education / Special Schools (Internal)	1	25	50		50
<b>Research</b>							
6		Dissertation (Proposal and Tool Preparation) (Internal)	2	50	25	-	25
<b>Use of Learning Resources</b>				75			
		<b>Total</b>	<b>21</b>	<b>600</b>	<b>195</b>	<b>280</b>	<b>475</b>

### Semester III

S. No	Course Code	Course Title	Credits	Hours	Marks		
					Internal	External	Total
<b>Perspective Courses</b>							
1	MPET	Educational Technology	4	100	30	70	100
2	MPGC	Guidance and Counselling	4	100	30	70	100
3	MPTE	Teacher Education in 21 <sup>st</sup> Century	4	100	30	70	100
<b>Teacher Education</b>							
4		Internship in a Teacher Education Institution (Internal)	6	150	100		100
<b>Research</b>							
5		Data Collection (Internal)	2	50	25		25
6		Action Research in Teacher Education Institution (Internal)	2	50	25		25
<b>Use of Learning Resources</b>				50			
		<b>Total</b>	<b>22</b>	<b>600</b>	<b>240</b>	<b>210</b>	<b>450</b>

### Semester IV

S. No	Course Code	Course Title	Credits	Hours	Marks		
					Internal	External	Total
<b>Specializations</b>							
1	MSEP	Educational Management and Planning	5	125	30	70	100
2	MSII	ICT and Instructional System	5	125	30	70	100
3	MSHG	Higher Education in Globalized Context	5	125	30	70	100
<b>Research</b>							
4		Dissertation (Dissertation Drafting) Viva-Voce	6	150	100	100	200
						50	50
<b>Use of Learning Resources</b>				75			
		<b>Total</b>	<b>21</b>	<b>600</b>	<b>190</b>	<b>360</b>	<b>550</b>

### Summary

Semester	Credits	Marks
I	21	525
II	21	475
III	22	450
IV	21	550
<b>Total</b>	<b>85</b>	<b>2000</b>

## Syllabus

S.No.	Content	Pg. No.
<b>Semester I</b>		
1. Course I	: Philosophical Perspectives of Education	7
2. Course II	: Psychology of Learning and Development	10
3. Course III	: Educational Sociology	13
4. Course IV	: Research Methodology – I	16
5. Course V	: Communication and Expository Writing (Internal)	19
6. Course VI	: Self-Development (Internal)	21
<b>Semester II</b>		
1. Course VII	: Research Methodology - II	24
2. Course VIII	: Educational Statistics	27
3. Course IX	: Early Childhood Care and Education	30
4. Course X	: Education for Special Children	33
5. Course XI	: Inclusive Education	36
6. Course XII	: Education for Gender Sensitization	39
<b>Semester III</b>		
1. Course XIII	: Educational Technology	42
2. Course XIV	: Guidance and Counselling	45
3. Course XV	: Teacher Education in 21 <sup>st</sup> Century	48
<b>Semester IV</b>		
1. Course XVI	: Educational Management and Planning	51
2. Course XVII	: ICT and Instructional System	54
3. Course XVIII	: Higher Education in Globalized Context	57

# **Semester I**

## **Course I: Philosophical Perspectives of Education**

**M.Ed.: Sem. I**

**Course Code: MPPE**

**Credits: 4**

### **Course Learning Outcomes:**

#### **The student**

1. compares the traditional and progressive philosophies related to education. (BTL 5)
2. distinguishes between eastern and western philosophies of education. (BTL 5)
3. describes the different eastern philosophies of education and their educational implications. (BTL 1)
4. summarizes the different western philosophies of education and their educational implications. (BTL 2)
5. analyses the contributions made to education by prominent educational thinkers. (BTL 4)
6. recognizes the significance of multi-cultural education in Indian society. (BTL 1)
7. analyses the different approaches to multi-cultural education. (BTL 4)
8. identifies the need for imparting value education. (BTL 3)

#### **Unit I: Philosophy of Education (L.14, T.2, P.6)**

Philosophy: Meaning, concept, scope and nature – Functions of philosophy and education - Modes of philosophical inquiry – Relationship between philosophy of teaching and teaching styles - Salient features of eastern and western philosophies of education - Beliefs of traditional philosophy and progressive philosophy - Liberal philosophy: Historical background and basic characteristics - modern concept of philosophy: Analysis – Logical analysis – Logical empiricism and positive relativism

#### **Unit II: Eastern Philosophies of Education (L.12, T.2, P.6)**

Orthodox Schools of Philosophy: Vedas, Sankhya, Vedanta in education, concept of yoga and its educational implications - Heterodox schools of Indian philosophy: Buddhism, Jainism and their educational implication – Islamic philosophy of education and its implications – Christian philosophy of education and its implications

#### **Unit III: Western Philosophies of Education (L.12, T.2, P.6)**

Idealism, naturalism, pragmatism, existentialism, realism, marxism with special reference to the concepts of knowledge, reality, values and their educational implications for aims, contents and methods of education

#### **Unit IV: Educational Thinkers and their Educational Contribution (L.10, T.2, P.6)**

Western thinkers: Plato, John Dewey, Pestalozzi, Maria Montessori, Froebel, Paulo Friere and Ivan Illich – Eastern Thinkers: Thiruvalluvar, Aurobindo, Dr. A.P.J. Abdul Kalam, Radha Krishnan, Vivekananda and Tagore

## Unit V: Multi-Cultural Education and Emerging Perceptions in Value Education

(L.12, T.2, P.6)

Multi-cultural Education: Meaning, concept, need, scope and principles of teaching and learning in multi-cultural society - Approaches to multi-cultural education - Value education: Meaning, definition, classification of values, emerging perceptions in value education – Values as an instrument to counter terrorism

### Practicum

1. Compare and contrast the eastern and western philosophies of education.
2. Prepare an e-content on the contribution of any one of the philosophers to education.
3. Identify the status of values among the students and the need of value education.

### References

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes  
(CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	compares the traditional and progressive philosophies related to education.	Evaluating (BTL 5)	1,3,4,5
<b>CLO 2</b>	distinguishes between eastern and western philosophies of education.	Evaluating (BTL 5)	1,3,4,5
<b>CLO 3</b>	describes the different eastern philosophies of education and their educational implications.	Remembering (BTL 1)	1,3,4,5
<b>CLO 4</b>	summarizes the different western philosophies of education and their educational implications.	Understanding (BTL 2)	1,3,4,5
<b>CLO5</b>	analyses the contributions made to education by prominent educational thinkers.	Analysing (BTL 4)	1,3,4,5
<b>CLO 6</b>	recognizes the significance of multi-cultural education in Indian society.	Remembering (BTL 1)	1,3,4,5
<b>CLO 7</b>	analyses the different approaches to multi-cultural education.	Analysing (BTL 4)	1,3,4,5
<b>CLO 8</b>	identifies the need for imparting value education.	Applying (BTL 3)	1,3,4,5

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## Course II: Psychology of Learning and Development

M.Ed.: Sem. I

Course Code: MPPL

Credits: 4

### Course Learning Outcomes:

#### The students

1. identifies the individual differences that exist among the learners. (BTL 3)
2. recognizes the different types of exceptional children. (BTL 1)
3. describes the theories of learning and its application. (BTL 1)
4. summarizes the strategies to improve memory. (BTL 3)
5. analyses the various styles of learning. (BTL 4)
6. considers the emotional behaviour and balances his/her emotions. (BTL 5)
7. discusses the strategies for development of emotional intelligence. (BTL2)
8. constructs the concepts of personality and mental health. (BTL 6)

#### Unit I: Educational Psychology (L.10, T.2, P. 5)

Educational Psychology: Meaning, Nature, Scope and Methods – Individual Differences: Meaning, Characteristics, Determinants and Educational Implications – Exceptional Children: Gifted Children, Children with Mental Retardation, Juvenile and physically impaired - Learning Disabilities: Identification and Remedial Measures

#### Unit II: Learning and Information Processing (L.15, T.2, P.6)

Factors Influencing Learning - Theories of Learning: Guthrie, Hull, Kurt Lewin, Hebb - Insight Learning: Kohler – Hierarchy of Learning: Gagne - Types of Memory – Causes of Forgetting – Strategies to Improve Memory - Thinking and Meta-cognition: Meaning and Definition - ARCS Model of Instruction – Holistic Approach in Teaching

#### Unit III: Motivation and Learning Styles (L.15, T.2, P. 6)

Motivation and Motivation Cycle – Theories of Motivation: McClelland's Achievement Motivation and Maslow's Hierarchy of Needs. Learning Styles of Kolb - McCarthy's 4MAT Learning Cycle Model - VARK Learning Styles – Gardener's Theory of Multiple Intelligence and Related Learning Styles

#### Unit IV: Emotional Behaviour (L.10, T.2, P.6)

Emotions: Meaning, Nature, Characteristics - Physiology of Emotions – Characteristics of Emotionally Mature Person - Theories of Emotions: James Lange Theory, Cannon – Bard Theory, Schachter – Singer Theory – Emotional Intelligence: Meaning and Theory - Strategies for Development of EI

#### Unit V: Personality and Mental Health (L.15, T.2, P.6)

Personality – Meaning, Definition, Characteristics – Theories of Personalities – Cattell's Theory, Eysenck's Theory, Freud's Theory. Stress: Meaning, Stressor, Coping With Stressors- 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

## Practicum

1. Prepare a life motivation programme with subtopics and other contents for X standard students.
2. Write a journal of your one-week life and identify the major emotions.
3. Identify the motivators of your life and write a paragraph on the motivating aspects of those people.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes  
(CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	identifies the individual differences that exist among the learners.	Applying (BTL 3)	1,3,4,5
<b>CLO 2</b>	recognizes the different types of exceptional children.	Remembering (BTL 1)	1,3,4,5
<b>CLO 3</b>	describes the theories of learning and its application.	Remembering (BTL 1)	1,3,4,5
<b>CLO 4</b>	summarizes the strategies to improve memory.	Applying (BTL 3)	1,3,4,5
<b>CLO5</b>	analyses the various Styles of Learning.	Analysing (BTL 4)	1,3,4,5
<b>CLO 6</b>	considers the emotional behaviour and Balances his/her emotions.	Evaluating (BTL 5)	1,3,4,5
<b>CLO 7</b>	discusses the strategies for development of emotional intelligence.	Understanding (BTL 2)	1,3,4,5
<b>CLO 8</b>	constructs the concepts of personality and mental health.	Creating (BTL 6)	1,3,4,5

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### Course III: Educational Sociology

M.Ed.: Sem. I

Course Code: MPES

Credits: 4

#### Course Learning Outcomes:

##### The student

1. creates an awareness of education as a social sub system. (BTL 6)
2. estimates the relationship between sociology and education. (BTL 5)
3. associates Marxism with social revolution. (BTL 2)
4. describes social organizations, formal and informal organizations and the role of individuals in organizations. (BTL 1)
5. criticizes the process of social change and social progress. (BTL 4)
6. differentiates between social change and cultural change. (BTL 4)
7. recognizes the role of education in modernization. (BTL 1)
8. develops the competency of analyzing the current issues in education. (BTL 6)

#### Unit I: Educational Sociology (L.10, T.2, P.5)

Educational Sociology: Meaning, definition, nature and scope - Social functions of education - Relationship of sociology and education, education as a social sub system and its specific characteristics - Social agencies of education: Home, school, community, religion and state

#### Unit II: Social Processes (L.13, T.2, P.7)

Education and socialization of the students, education and social stratification, conflict and cooperation - Education and social mobility - Marxism and social revolution – Martin Luther and social reformation - Social organizations: Meaning, nature and characteristics – Social groups: Meaning, significance and types

#### Unit III: Social Change and Culture (L.13, T.2, P.6)

Meaning and nature of social change, education as related to social equity and equality of educational opportunities - Constraints on social change in India: Caste, ethnicity, class, language, religion, regionalism - Technology and Social change - Teacher as an agent of social change - Culture: Meaning, characteristics, cultural lag, education as an agency of cultural development

#### Unit IV: Education and Modernization (L.12, T.2, P.5)

Modernization: Meaning, characteristics and role of education in modernization - Cyberology - Digital divides in the society: Meaning, definition, factors responsible, Role of education in bridging the gap - Social Media and Social Problems: Cyber bullying, Lack of Privacy, Social anxiety, fear of missing out, sexting and social violence – Education for national development

#### Unit V: Current Issues (L.12, T.2, P.7)

Education and democracy: Meaning, characteristics, democratic rights - Education and secularism: Meaning, characteristics, educational implications – Democracy and Secularism in Indian constitution – Socialism and educational implications – Demonetisation – Status of socially disadvantaged group

## Practicum

1. Critically analyse any one of the social agencies of education and submit a report.
2. Visit a nearby school, identify the ways and means followed by the teachers to socialize their students and submit a report.
3. Prepare and submit a report on the role of teachers on social change based on your experience.

## References

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes  
(CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	creates an awareness of education as a social sub system.	Creating (BTL 6)	1,3,4,5
<b>CLO 2</b>	estimates the relationship between sociology and education.	Evaluating (BTL 5)	1,3,4,5
<b>CLO 3</b>	associates Marxism with social revolution.	Understanding (BTL 2)	1,3,4,5
<b>CLO 4</b>	describes social organizations, formal and informal organizations and the role of individuals in organizations.	Remembering (BTL 1)	1,3,4,5
<b>CLO5</b>	criticizes the process of social change and social progress.	Analysing (BTL 4)	1,3,4,5
<b>CLO 6</b>	differentiates between social change and cultural change.	Analysing (BTL 4)	1,3,4,5
<b>CLO 7</b>	recognizes the role of education in modernization.	Remembering (BTL 1)	1,3,4,5
<b>CLO 8</b>	develops the competency of analyzing the current issues in education.	Creating (BTL 6)	1,3,4,5

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## Course IV: Research Methodology - I

M.Ed.: Sem. I

Course Code: MPRM1

Credits: 4

### Course Learning Outcomes:

#### The student

1. explains the concept of educational research. (BTL 2)
2. distinguishes among different kinds of educational research. (BTL 4)
3. identifies the problems for educational research. (BTL 3)
4. differentiates limitations from delimitations. (BTL 4)
5. organizes the review of literature. (BTL 4)
6. recognizes the different types of sampling techniques. (BTL 1)
7. applies different types of tools and techniques in educational research. (BTL 3)
8. prepares a research proposal. (BTL 6)

#### Unit I: Concept of Educational Research (L.12, T.2, P.6)

Meaning and nature, need and importance and scope of educational research - Scientific method: Definition, steps – Four levels of educational research – Qualities of good research and researcher – Areas of educational research - Kinds of educational research: Basic and applied research, evaluation research and action research, and their characteristics – Research paradigms in education: Qualitative, mixed and quantitative and their characteristics - steps in educational research

#### Unit II: Research Problem, Variable and Hypothesis (L.10, T.2, P.6)

Sources, selection and criteria of research problems, limitations and delimitations, research questions, statement of the problem in different forms - Concept, nature, characteristics and types of variables - Concept, importance, characteristics and forms of hypothesis - Formulation and testing - Level of significance – Errors in hypothesis testing - Assumptions: Meaning and role

#### Unit III: Review of related Literature (L.14, T.2, P.6)

Purpose, need at different stages of research and steps of review of literature - Source: Primary, secondary, other sources, on line / off line references - Study skills for educational researcher: Skills for literature search, library skills, reading skills, and note taking skills - Abstracting and organizing literature - Criticism of literature - Introduction to integrative research review and meta-analysis

#### Unit IV: Population and Sample (L.12, T.2, P.6)

Population - Concept and its types - Sample: Concept, need, characteristics – sampling unit, sampling frame - Sample size: Important considerations in determining sample size, sampling error, representative and biased samples - Probability sampling techniques: Simple random, systematic, stratified random, cluster and multi-stage - Non-probability sampling techniques: Convenience, purposive, quota and snowball - Sampling in qualitative and mixed research

#### Unit V: Tools and Techniques of Educational Research (L.12, T.2, P.6)

Tools: Meaning and concept – Characteristics of a tool – Establishing validity, reliability - Validation and standardization of a tool - Techniques: Observation, interview, socio-metric



techniques, questionnaire, rating scales, interview schedules, attitude scales, checklist, personality inventories – projective devices – research proposal

### **Practicum**

1. Select any one research problem and write objectives and hypotheses for the same.
2. Prepare a research proposal for any one of the research problem.
3. Construct a questionnaire for a psychological variable and validate it.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes  
(CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	explains the concept of educational research.	Understanding (BTL 2)	1,2, 3,5
<b>CLO 2</b>	distinguishes among different kinds of educational research.	Analysing (BTL 4)	1,2, 3,5
<b>CLO 3</b>	identifies the problems for educational research.	Applying (BTL 3)	1,2, 3,5
<b>CLO 4</b>	differentiates limitations from delimitations.	Analysing (BTL 4)	1,2, 3,5
<b>CLO5</b>	organizes the review of literature.	Analysing (BTL 4)	1,2, 3,5
<b>CLO 6</b>	recognizes the different types of sampling techniques.	Remembering (BTL 1)	1,2, 3,5
<b>CLO 7</b>	applies different types of tools and techniques in educational research.	Applying (BTL 3)	1,2, 3,5
<b>CLO 8</b>	prepares a research proposal.	Creating (BTL 6)	1,2, 3,5

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## Course V: Communication and Expository Writing

M.Ed.: Sem. I

Course Code: MTCE

Credits: 2

### Course Learning Outcomes:

#### The student

1. develops the listening and viewing skills.
2. improves the speaking skills.
3. promotes the reading skills.
4. reflects on the concept and process of communication.
5. familiarizes with expository writing.

#### Unit I: Listening / Viewing Skills

Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted in the language Lab

#### Suggested Activities:

Students can listen to Sounds of English, Patterns of stress and intonation, Self-recording while practicing pronunciation, Speeches of famous personalities, Keynote addresses in seminars

Students can View Phonetic symbols, Videos on sound production and articulation, Poetry recitation videos, Videos on conversation, Videos on group discussions and can observe body language, Making listening notes, Students can observe Anchors in programmes, Observing unstructured conversation

#### Unit II: Speaking Skills

These skills can be practiced in seminar rooms/language lab

#### Suggested activities:

Students can practice Sounds of English, Stress and intonation patterns, Recitation of poems

Students can Participate in conversations (Situations to be provided)

Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level, Analyze of speech styles, Analyze of presentations, Make presentations, Involved in mock Interview, Anchoring programmes in the institute

#### Unit III: Reading Skills

Students can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below

#### Suggested activities:

Students can read Editorials in newspapers on a regular basis, Articles in newspapers and magazines, Research papers in journals, Book reviews, film reviews and art reviews in newspapers and magazines, E-books, online journals, Subject related reference books

#### **Unit IV: Purpose and Process of Communication**

The students can be involved in Individual and group assignment on a chosen topic of communication and presenting using any ICT tool- Brainstorming on pertinent issues in education and analyze the elements/process of communication in the discussion - Critical Reflection on communication strategies in any literary work of local/national/international significance and presentation in the seminar- Panel discussion on different themes; peer assessment on their communication skills

#### **Unit V: Expository Writing**

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: Informational, Opinion, Narration and Argument

#### **Suggested Tasks**

To investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner- To write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence

To write informative/explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content - To write narratives to develop real or imagined experiences or events, well-chosen details, and well-structured event sequences

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## Course VI: Self-development

**M.Ed.: Sem. I**

**Course Code: MTSD**

**Credit: 1**

### **Course Learning Outcomes:**

#### **The student**

1. understands that the “development of self” is a resource to exercise their professionalism.
2. realizes that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
3. develops sensitivity towards social-cultural diversities crucial in making teaching–learning environment conducive/congenial to the learner.
4. demonstrates sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom.
5. achieves mental and physical well-being.

#### **Unit I: Understanding the Self**

##### **Suggested Activities**

- I. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats
- II. Analyse one’s perception about self and others
- III. “Who am I” Self concept
- IV. Inspirational Readings

#### **Unit II: Self-management in stressful/emotional (sad as well happy)/conflicting situations**

##### **Suggested Activities**

Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students

- Reflect on it
- Share with the group on how it was managed/resolved

#### **Unit III: Developing ‘Self’ in harmony with nature**

##### **Suggested Activities**

- i. Observation of nature during Nature Walk
- ii. Sharing personal experiences

#### **Unit IV: Developing ‘Self ‘as professional (Teacher Educator)**

Self - Critical awareness about one’s abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.

#### **Suggested Activities: Analysis and Self-reflection**

The students will be asked to

- i. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats as a teacher educator
- ii. Analyse one’s perception about self and others as teacher educators in a group context

#### **Unit 5: Self and Social Responsibilities**

#### **Suggested Activities**

- i. Group discussion: The focus of the discussion will be on an issue or event on the theme which is current and relevant.
- ii. The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.
- iii. Gender Sensitization Training: Students would engage in standard gender sensitization activities from any gender sensitization training programme.
- iv. Field Visit: Visits to the slums/migrant groups/institution or NGO’s working with disadvantaged groups.

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## **Semester II**

### **Course VII: Research Methodology - II**

**M.Ed.: Sem. II**

**Course Code: MPRM2**

**Credits: 4**

#### **Course Learning Outcomes:**

##### **The student**

1. identifies the different types of quantitative research. (BTL 3)
2. summarizes the different types of qualitative research. (BTL 2)
3. indicates the strengths and weaknesses of mixed research. (BTL 2)
4. describes the different methods of data collection. (BTL 1)
5. practices the ethical principles during data collection. (BTL 3)
6. prepares a very good research report. (BTL 6)
7. writes the references in APA format. (BTL 6)
8. infers the modern trends in educational research. (BTL 6)

##### **Unit I: Quantitative Methods of Research (L.15, T.2, P.6)**

Experimental research: Nature, variables: Independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables - Pre-experimental research, true experimental research quasi-experimental designs - Internal and external validity of results in experimental research - Non-experimental research: Survey, causal-comparative and correlational research, classification by time: Cross-sectional, longitudinal (Trend and Panel studies) and retrospective - classification by research objectives: Descriptive, predictive and explanatory

##### **Unit II: Qualitative Methods of Research (L.12, T.2, P.6)**

Qualitative Research: Meaning, steps and characteristics - Phenomenology, ethnography, case studies and grounded theory - Historical research - Mixed research: Meaning, fundamentals, principles, strength and weaknesses, types and limitations

##### **Unit III: Collection of Data and Generalizations (L.9, T.2, P.6)**

Need for data collection, Data: Meaning, nature, types - Data collection: Ethical considerations - Precautions in data collection - Organization of data - Need of research generalizations - Generalization: Meaning, definition, types, level, applications – precautions in formulation of generalization

##### **Unit IV: Writing Research Report (L.12, T.2, P.6)**

Need of research report - Characteristics of a good research report - Preliminaries: Title page, declaration, certificate, acknowledgement, table of content, list of tables, list of figures - Text: Introduction, review of related literature, design of the study, data analysis, findings, interpretation, discussion - Format: APA and MLA – Reference Section: Bibliography / Reference, appendix, pagination - Language: Style of writing, footnote, citations and quotations - Evaluation of a research report - Writing research abstract and research papers.



## Unit V: Research Ethics and Modern Trends (L.12, T.2, P.6)

Intellectual honesty and research integrity - Scientific Mis-conducts: Falsification, Fabrication and plagiarism - Use of plagiarism software like Turnitin, Ouriginal and other open source software tools - Publication misconduct - Redundant Publications –Funding agencies: UGC, DST, ICSSR, NCERT - Modern trends: E-research - Internet based research - Web based research tools – Research visibility tools: Google scholar, ORCID ID

### Practicum

1. Collect data using a questionnaire for any psychological variable and prepare the master table.
2. Prepare Bibliography consisting of books, journals, dissertation using APA format (Any ten references)
3. Write a research paper for publication in journal by referring any one of the M.Ed dissertations.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	identifies the different types of quantitative research.	Applying (BTL 3)	1,2, 3,5
<b>CLO 2</b>	summarizes the different types of qualitative research.	Understanding (BTL 2)	1,2, 3,5
<b>CLO 3</b>	indicates the strengths and weaknesses of mixed research.	Understanding (BTL 2)	1,2, 3,5
<b>CLO 4</b>	describes the different methods of data collection.	Remembering (BTL 1)	1,2, 3,5
<b>CLO5</b>	practices the ethical principles during data collection.	Applying (BTL 3)	1,2, 3,5
<b>CLO 6</b>	prepares a very good research report.	Creating (BTL 6)	1,2, 3,5
<b>CLO 7</b>	writes the references in APA format.	Creating (BTL 6)	1,2, 3,5
<b>CLO 8</b>	infers the modern trends in educational research.	Creating (BTL 6)	1,2, 3,5

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## Course VIII: Educational Statistics

M.Ed.: Sem. II

Course Code: MPEST

Credits: 4

### Course Learning Outcomes:

#### The student

1. describes the fundamental statistical concepts. (BTL 1)
2. identifies the different types of data. (BTL 3)
3. computes central tendencies, variations and correlations. (BTL 3)
4. develops the skill of drawing statistical graphs. (BTL 6)
5. explains the characteristics of normal probability curve. (BTL 2)
6. practices various statistical techniques in educational research. (BTL 3)
7. differentiates regression from correlation. (BTL 4)
8. develops competency in software package for statistical analysis. (BTL 6)

#### Unit I: Introduction to Educational Statistics (L.12, T.2, P.6)

Meaning, importance and role of statistics in educational research – Scales of Measurement: Nominal, Ordinal, Interval and Ratio - Organization of data - Frequency distribution – Graphical representation of data: Histogram, frequency polygon and curve, cumulative frequency curve and Box Plot – Uses and importance of graphs

#### Unit II: Measures of Central Tendency and Variability (L.12, T.2, P.6)

Measures of Central Tendency: Mean, Median and Mode: calculation and its uses – Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation: Calculation and its uses, Calculation and uses of Co-efficient of Variation – Percentiles and Percentile Ranks

#### Unit III: Distribution of Curve (L.10, T.2, P.6)

Normal Probability Curve: Concept, Characteristics and Applications - Deviation from Normality: Skewness and Kurtosis - Confidential Limits - Estimation of Population Mean - Standard Scores - T-Scores - Sampling Error - One tailed and two tailed tests - Type 1 and Type 2 Errors - Degrees of Freedom

#### Unit IV: Correlation and Regression (L.12, T.2, P.6)

Correlation: Meaning, types and uses - Rank correlation, Product Moment Correlation, Partial Correlation and Multiple Correlation - Regression: Meaning - Regression Equations and Factor Analysis: Calculations and uses – Difference between Regression and Correlation

#### Unit V: Inferential Statistics – Parametric & Non-Parametric (L.14, T.2, P.6)

Inferential Statistics: Meaning and logic. Concept of Parametric and Non-Parametric tests - Calculations and Applications of: 't'-test (2 sample), one way ANOVA and Post Hoc test: Calculations and Applications - Non-Parametric Test: Chi-Square and Median Test – Computers in Data Analysis – Introduction to IBM SPSS

#### Practicum

1. Find the Outliers for a data using Boxplot graph.

2. Critically analyse the applicability of Type I and Type II error in different fields.
3. Compute ‘t’ test and ANOVA for a sample data in SPSS and interpret the output.

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### Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher Educator	Bloom’s Taxonomy Level	PLOs Addressed
<b>CLO 1</b>	describes the fundamental statistical concepts.	Remembering (BTL 1)	1,2, 3,5
<b>CLO 2</b>	identifies the different types of data.	Applying (BTL 3)	1,2, 3,5
<b>CLO 3</b>	computes central tendencies, variations and correlations.	Applying (BTL 3)	1,2, 3,5
<b>CLO 4</b>	develops the skill of drawing statistical graphs.	Creating (BTL 6)	1,2, 3,5
<b>CLO5</b>	explains the characteristics of normal probability curve.	Understanding (BTL 2)	1,2, 3,5

<b>CLO 6</b>	practices various statistical techniques in educational research.	Applying (BTL 3)	1,2, 3,5
<b>CLO 7</b>	differentiates regression from correlation.	Analysing (BTL 4)	1,2, 3,5
<b>CLO 8</b>	develops competency in software package for statistical analysis.	Creating (BTL 6)	1,2, 3,5

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## Course IX: Early Childhood Care and Education

M.Ed.: Sem. II

Course Code: MSEC

Credits: 5

### Course Learning Outcomes:

#### The student

1. describes the need and importance of Early Childhood Care and Education. (BTL 1)
2. reproduces the history of early childhood care and education in India. (BTL 1)
3. analyses the policies and legislations for children. (BTL 4)
4. reviews the child development during infancy and early childhood. (BTL 2)
5. criticizes the influence of family, community and society on child development. (BTL 4)
6. explains the various strategies and activities in ECCE centers. (BTL 2)
7. develops the skill of managing ECCE Centre. (BTL 6)
8. recognizes the role of ECCE teacher. (BTL 1)

#### Unit I: Introduction to Early Childhood Education (L.15, T.4, P.6)

Early childhood: Meaning and importance - Early childhood education: Meaning, Definition, Scope, Need and Importance - Goals: Developmental and Educational - Objectives: Cognitive, Affective and Psychomotor - History of early childhood care and education in India: Pre-independence and post-independence

#### Unit II: Policies and Legislations for Children (L.15, T.4, P.6)

Child Marriage Restraint Act (1929) - National policy on children (1974) – Integrated child development services (ICDS - 1975) - The Child Labour (Prohibition and Regulation) Act (1986) - UN convention on the rights of the child (1989) - Right to Education Act (2009) - Protection of Children from Sexual Offences Act (2012) - National Plan of Action for Children (2016)

#### Unit III: Development of Child (L.15, T.2, P.6)

Child development: Meaning, principles and importance – Stages of child development: Infancy and Early Childhood - Physical, Cognitive, Social, Emotional and Language Development: Meaning, Significance, Factors affecting and Educational programmes - Influence of the child's family, the community and the society

#### Unit IV: Strategies and Activities at ECCE Centre (L.15, T.4, P.6)

Strategies for Teaching Children: Rhymes, Story Telling, Dramatization, Puppet Show and Significances of Play way methods in the Holistic Development of Children - Activities: General, Outdoor, Indoor, Specific, Creative Art, Classroom, Safety and Health Care

#### Unit V: Management of ECCE Centres (L.15, T.2, P.6)

Day-care centers – Crèches – Mobile crèches – Anganwadis and Balwadis – Management of ECCE Centre: Selection of Sites, Building Requirements, Selection and Care of Equipments, Staff Pattern and Records and Reports – Issues and concerns – Characteristics and Responsibilities of an ECCE Teacher

#### Practicum

1. Prepare a plan of activities for the cognitive development of children at early childhood age.

2. Critically analyse the contribution of the strategies followed in ECCE centres for the holistic development of children.
3. Visit a day care centre, observe the activities given there and prepare a reflective report.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes  
(CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	describes the need and importance of Early Childhood Care and Education.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 2</b>	reproduces the history of early childhood care and education in India.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 3</b>	analyses the policies and legislations for children.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 4</b>	reviews the child development during infancy and early childhood.	Understanding (BTL 2)	1, 3,4, 5
<b>CLO5</b>	criticizes the influence of family, community and society on child development.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 6</b>	explains the various strategies and activities in ECCE centres.	Understanding (BTL 2)	1, 3,4, 5
<b>CLO 7</b>	develops the skill of managing ECCE Centre.	Creating (BTL 6)	1, 3,4, 5
<b>CLO 8</b>	recognizes the role of ECCE teacher.	Remembering (BTL 1)	1, 3,4, 5

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## Course X: Education for Special Children

M.Ed.: Sem. II

Course Code: MSES

Credits: 5

### Course Learning Outcomes:

#### The student

1. identifies the problems of exceptional children. (BTL 3)
2. recalls the historical development of special education. (BTL 1)
3. recognizes the different types of disabilities. (BTL 1)
4. differentiates among impairment, disability and handicap. (BTL 4)
5. summarizes the policy and legislative provisions for special education. (BTL 2)
6. identifies the different types of rehabilitation services in India. (BTL 3)
7. describes the role of family and community in the rehabilitation process. (BTL 1)
8. analyses the present status and future of special education. (BTL 4)

#### Unit I: Concept of Special Education (L.15, T.4, P.6)

Concept of exceptionality and special education - Positive, negative and multiple deviations - Needs and problems of exceptional Children - Need and scope of special education - Historical development of special education - Philosophy of special education - Sociological perspectives of special education

#### Unit II: Nature and needs of various Disabilities (L.15, T.4, P.6)

Concept of impairment, disability and handicap - Vision, Hearing, Mental, Learning disability, Multiple disabilities: Definition, identification and characteristics - Leprosy cured, Neurological and loco motor disabilities: Definition, identification and characteristics - Autism spectrum disorders: Definition, identification and characteristics

#### Unit III: Policy and Legislative Provisions for Special Education (L.15, T.4, P.6)

NPE (1986) - POA (1992) - RCI Act (1992) - PWD Act (1995) - National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (1999) - National Policy for Persons with Disabilities (2006) - International Legislation for Special Education - UNESCAP, UNCRPP - Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - Right to Education Act (2009)

#### Unit IV: Rehabilitation Services (L.15, T.4, P.6)

Meaning, definition and types of rehabilitation - Types of Rehabilitation programmes - Institution based rehabilitation and community based rehabilitation - Role of family and community in the rehabilitation process - Appropriate vocational counseling and training, different techniques in counseling

#### Unit V: Current Trends and Future Perspectives in Special Education (L.15, T.4, P.6)

Early identification and intervention - Individualized instruction - Advocacy - Collaboration - Attitudes and awareness - Normalization - Deinstitutionalization - Integration - Mainstreaming - Inclusion - Models of integration and inclusive education - Schemes and facilities to achieve normalization - Open distance learning system

## Practicum

1. Identify a disabled child and prepare a report on his/her characteristics.
2. Critically analyse the status of special children.
3. Visit a special school and write a reflective report.

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## Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher Educator	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	identifies the problems of exceptional children.	Applying (BTL3)	1, 3, 4, 5
CLO 2	recalls the historical development of special education.	Remembering (BTL 1)	1, 3, 4, 5

<b>CLO 3</b>	recognizes the different types of disabilities.	Remembering (BTL 1)	1, 3, 4, 5
<b>CLO 4</b>	differentiates among impairment, disability and handicap.	Analysing (BTL 4)	1, 3, 4, 5
<b>CLO5</b>	summarizes the policy and legislative provisions for special education.	Understanding (BTL 2)	1, 3, 4, 5
<b>CLO 6</b>	identifies the different types of rehabilitation services in India. (BTL 3)	Applying (BTL 3)	1, 3, 4, 5
<b>CLO 7</b>	describes the role of family and community in the rehabilitation process. (BTL 1)	Remembering (BTL 1)	1, 3, 4, 5
<b>CLO 8</b>	analyses the present status and future of special education. (BTL 4)	Analysing (BTL 4)	1, 3, 4, 5

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## Course XI: Inclusive Education

M.Ed.: Sem. II

Course Code: MSIE

Credits: 5

### Course Learning Outcomes:

#### The student

1. discovers the need for inclusive education at present. (BTL 3)
2. reviews the historical development of inclusive education. (BTL 2)
3. analyses the recommendations of policies, acts and programmes in India. (BTL 4)
4. focuses on innovative practices in inclusive education. (BTL 4)
5. determines the evaluation tools used in inclusive setting. (BTL 3)
6. facilitates the positive attitude towards inclusive education. (BTL 6)
7. recognizes the teachers role in promoting inclusive education. (BTL 1)
8. develops the skill of organizing an inclusive classroom. (BTL 6)

#### Unit I: Introduction to Inclusive Education (L.15, T.4, P.5)

Inclusive Education: Definition, Concept, Principles and Importance - Benefits and Barriers to Inclusive Education - Evolution of Inclusive Education: Exclusion, Segregation, Integration and Inclusion - Important concepts related to Inclusive Education: Least Restrictive Environment and School Readiness - Concept of Impairment, Disability and Handicap - Educational needs of Children with special needs

#### Unit II: Recommendations of Policies, Acts and Programmes (L.15, T.4, P.7)

National Policy on Education (1986 &1992) - Rehabilitation Council of India Act (1992) - The Persons with Disability Act (1995) - Sarva Shiksha Abhiyan (2000) - National Curriculum Framework (2005) - National Policy for Persons with Disability (2006) - Inclusive Education of The Disabled at Secondary Level (2013) - United Nations Convention on the Right of Persons with Disabilities - National Education Policy 2020

#### Unit III: Innovative Practices in Inclusive Setting (L.15, T.4, P.7)

Co-Teaching Approaches - Peer Tutoring and Cooperative Learning - Modification of Environment - Curriculum Adaptation - Individualized Educational Plan (IEP) - Use of Assistive Technology - Evaluation Tools used in Inclusive Setting: Achievement Test, Anecdotal Records, Cumulative Records, Checklist, Rating Scale, Questionnaire - Remedial Teaching

#### Unit IV: Promoting Positive Behavior (L.13, T.4, P.7)

Challenging Behavior: Meaning, Response and Sources – Violence and Touching – Class Meetings - Developing Social Competencies: Friendships and Social Skills - Role of: Parents, Teachers, Peers, Professionals and School - Reflections: Practices, Diaries and Reflective Teaching

#### Unit V: Organizing the Inclusive Classroom (L.15, T.4, P.6)

Physical Layout of an Inclusive Classroom – Plans for Substitute Teachers – Meeting Students Personal Care and Medication Requirements - Characteristics of Inclusive Classroom - Components of Inclusive Classroom - Facilitators of Inclusive Education - Teachers Role in Promoting Inclusive Education in the Classroom

## Practicum

1. Design a curriculum for an inclusive student community.
2. Observe a classroom in your model school and reflect on the behavior of the class students.
3. Read an article on inclusive education and present your reflections.

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### Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher Educator	Bloom's Taxonomy Level	PLOs Addressed
CLO 1	discovers the need of inclusive education at present.	Applying (BTL 3)	1, 3,4, 5
CLO 2	reviews the historical development of inclusive education.	Understanding (BTL 2)	1, 3,4, 5

<b>CLO 3</b>	analyses the recommendations of policies, acts and programmes in India.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 4</b>	focuses on innovative practices in inclusive education.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO5</b>	determines the evaluation tools used in inclusive setting.	Applying (BTL 3)	1, 3,4, 5
<b>CLO 6</b>	facilitates the positive attitude towards inclusive education.	Creating (BTL 6)	1, 3,4, 5
<b>CLO 7</b>	recognizes the teachers role in promoting inclusive education.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 8</b>	develops the skill of organizing an inclusive classroom.	Creating (BTL 6)	1, 3,4, 5

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## Course XII: Education for Gender Sensitization

M.Ed.: Sem. II

Course Code: MSEG

Credits: 5

### Course Learning Outcomes:

#### The student

1. explains gender discrimination, gender stereo typing. (BTL 2)
2. analyses the issues and problems related to women in India. (BTL 4)
3. evaluates the discrimination and exploitation in the name of tradition. (BTL 5)
4. identifies the problems of special women. (BTL 3)
5. states the constitutional rights of women in India. (BTL 1)
6. sketches the role of women in nation building. (BTL 3)
7. analyses the impact of gender inequality on men and women. (BTL 4)
8. illustrates the role of in prevention of sexual harassment at workplace. (BTL 2)

#### Unit I: Socialization and Women (L.15, T.4, P.6)

Gender concepts - Socialization: Meaning, definition and stages – Agencies of socialization - Social construction of gender - Sex and gender, gender discrimination, gender stereotyping, gender roles and gender needs - practical and strategic - Women and social institutions: Family meaning and definition; ethos of joint, nuclear –Patriarchal and matriarchal families

#### Unit II: Women in India: Issues and Problems (L.15, T.4, P.6)

Issues related to female children: Female foeticide, female infanticide and child marriage - Issues related to women: Dowry, infertility, divorce, widowhood, female commercial sex workers, domestic violence, problems of elderly and spinster – Issues related to marginalized women: Problems of dalit and tribal women; devadasis – Discrimination and exploitation in the name of tradition - Problems of women prisoners, women living with HIV/AIDS and women who are physically and mentally challenged

#### Unit III: Women's Rights in India (L.15, T.4, P.6)

Women's rights: Meaning, concept and universal declaration of human rights -Enforcement of human rights for women and children - Understanding human rights in Indian context – UN conventions – Universal debate on human rights for women –Constitutional rights of women

#### Unit IV: Women's Role in Nation-Building (L.15, T.4, P.6)

Women in commercial poultry - Rural women and poverty alleviation – Role of women in forestry - Women's participation in farm and home activities –Problems in enterprise set-up and management – Promoting entrepreneurship among rural women

#### Unit V: Gender Sensitization (L.15, T.4, P.6)

Gender inequality and its impact on men and women - Understanding the notion of citizenship - Nature of gender inequalities - Transgender: Characteristics and challenges –Access to and control over resources and positions of power –Understanding sexual harassment as gender based violence: Nature, victims, causes and impact of gender –based violence - Violence by men against women: Impact of violence - Contributing to prevention of sexual harassment: What is and

what is not - Provisions in the act of 2013 about prevention of sexual harassment - Role of men in prevention of sexual harassment at workplace – Gender sensitive language, work culture

### **Practicum**

1. Identify any one of the issues related to women and suggest the ways to overcome it.
2. Analyse the present status of women in the entrepreneurship.
3. Prepare a report on gender inequality and its impact on man and woman with suitable examples.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	explains gender discrimination, gender stereotyping.	Understanding (BTL 2)	1, 3,4, 5
<b>CLO 2</b>	analyses the issues and problems related to women in India.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 3</b>	evaluates the discrimination and exploitation in the name of tradition.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 4</b>	identifies the problems of special women.	Applying (BTL 3)	1, 3,4, 5
<b>CLO5</b>	states the constitutional rights of women in India.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 6</b>	sketches the role of women in nation building.	Applying (BTL 3)	1, 3,4, 5
<b>CLO 7</b>	analyses the impact of gender inequality on men and women.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 8</b>	illustrates the role of in prevention of sexual harassment at workplace.	Understanding (BTL 2)	1, 3,4, 5

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## **Semester III**

### **Course XIII: Educational Technology**

**M.Ed.: Sem. III**

**Course Code: MPET**

**Credits: 4**

#### **Course Learning Outcomes:**

##### **The student**

1. states meaning, scope and types of educational technology. (BTL 1)
2. differentiates modern educational technology approach from traditional. (BTL 4)
3. recognizes the strategies and techniques of teaching-learning. (BTL 1)
4. writes a script for e-content development. (BTL 6)
5. compares the different models of teaching. (BTL 5)
6. describes the multimedia approach in teaching. (BTL 1)
7. appraises the use of computers in education. (BTL 5)
8. practices to use Open Educational Resources. (BTL 3)

##### **Unit I: The Concept of Educational Technology (L.10, T.2, P.2)**

Educational technology: Meaning and evolution of educational technology, differences between modern and traditional educational technology approaches - Micro and macro objectives of educational technology - Benefits of educational technology - Artificial Intelligence in Education

##### **Unit II: Innovations in Educational Technology (L.13, T.3, P.6)**

E-learning: Definitions, characteristics, components and Role of teachers in e-learning - Web-based Teaching (WBT) - Virtual Reality - Virtual University - Virtual Classroom - Blended Learning - Flipped classroom - Cloud computing - E-content Development: Concept, Steps and Script writing - Learning Management Systems (LMS) - CANVAS - Google Classroom

##### **Unit III: Multi Media Approach in Teaching (L.12, T.2, P.10)**

Multimedia: Concept and characteristics and procedure -Building blocks of Multimedia: Text, Hypertext, Audio Video and Animation - Developing multimedia package: Principles and Steps - Telecommunication in education: Tele, audio, video and computer conferencing - tele-teach - webinar

##### **Unit IV: Instructional Designs and Models of Teaching (L.13, T.1, P.2)**

Instructional designs: Definitions and Concept – Instructional Design for: Classroom, Training, Distance education, Multimedia and E-learning - Models of teaching: Definition, characteristics, roles, elements, types: Advance organizer model, Inquiry training model, Integrated Pedagogical Paradigm (IPP), Jurisprudential model and Skinner’s contingency management model

## Unit V: Educational Technology for Open Distance Learning (ODL) (L.12, T.2, P.10)

Open Distance Learning (ODL): Meaning, scope and characteristics – Educational technology in distance education, mobile learning, EDUSAT - Intelligent Tutoring System (ITS) - Massive Open Online Courses (MOOCs): Coursera - Technology enhanced learning initiatives in India: Swayam – Open Educational Resources (OER): National Repository of Open Educational Resources (NROER)

### Practicum

1. Develop a E-content for a topic of your own.
2. Visit a neighbouring school and identify an Innovative Educational Technology used in the classroom and write a report.
3. Write a Lesson / Instructional plan for any one of the models of Teaching in Unit IV.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes  
(CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	states meaning, scope and types of educational technology.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 2</b>	differentiates modern educational technology approach from traditional.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 3</b>	recognizes the strategies and techniques of teaching-learning.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 4</b>	writes a script for e-content development.	Creating (BTL 6)	1, 3,4, 5
<b>CLO5</b>	compares the different models of teaching.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 6</b>	describes the multimedia approach in teaching.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 7</b>	appraises the use of computers in education.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 8</b>	practices to use Open Educational Resources.	Understanding (BTL 2)	1, 3,4, 5

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## Course XIV: Guidance and Counselling

M.Ed.: Sem.III

Course Code: MPGC

Credits: 4

### Course Learning Outcomes:

#### The student

1. extends the knowledge of guidance and counseling. (BTL 2)
2. states the objectives of guidance and counseling. (BTL 1)
3. distinguishes among educational, personal and vocational guidance. (BTL 5)
4. differentiates the different approaches to counseling. (BTL 4)
5. determines the way of guiding the students with special problems. (BTL 3)
6. recognizes the role of teachers in guiding students with special needs. (BTL 1)
7. develops the skill of organizing guidance centre in schools. (BTL 6)
8. practices the testing in guidance and counseling. (BTL 3)

#### Unit I: Concept of Guidance and Counselling (L.12, T.2, P.6)

Guidance and counselling: Definition, need, scope, aims, nature, principles and areas of guidance - Objectives of Guidance and Counselling for different stages: Childhood, adolescents and adult - Difference between Guidance and Counselling – Educational Guidance, Personal guidance and Vocational guidance: Meaning, need, objectives at Primary, secondary and higher stages, characteristics and Problems.

#### Unit II: Approaches to Counselling (L.12, T.2, P.6)

Directive or Counsellor Centered, Non-Directive or Client - Centered, Eclectic Counselling: Basic Assumptions, Characteristics, Advantages and Disadvantages - Bases for different counselling approach: Rational Emotive Behaviour Therapy, Psycho-Analysis (Freud) - Counsellor: Functions, Qualifications, Training of a Counsellor - Marital Counselling - Family Counselling

#### Unit III: Guidance of students with special problems (L.16, T.2, P.6)

Nature and causes of behavioral problems - Underachievement - School discipline: Problems of violence, bullying, drug abuse, truancy, and dropout - Guidance of students with behavioral problems - Developing coping skills- Nature of stress and its causes, consequences of stress, and types of coping skills - Promoting psychological well-being and peace through school based programmes

#### Unit IV: Guidance for Special Children (L.8, T.1, P.6)

Characteristics, problems and needs: Slow learners, gifted, socially disadvantaged children, mentally retarded, emotionally disturbed and first generation learners - Role of the teacher in helping these children with special needs

#### Unit V: Organization of Guidance and Counselling Centre (L.12, T.3, P.6)

Guidance centre: Objectives, functions, resources, operational framework, contact with national and state level guidance centres - Role of headmaster and staff - Role of school counsellor - Activities at primary, secondary and higher secondary stage - Career conference, career talk - functions of career master

Testing in guidance and counselling service: Use of tests in guidance and counselling - Test of intelligence: Aptitude, creativity, interest, personality - Psychology of adjustment - Mental health and hygiene, EQ and SQ: Implication on effective adjustment and development of integrated personality

### **Practicum**

1. Identify an incident of violence in schools from newspaper and suggest the ways of providing counselling for those students.
2. Conduct an intelligence test for your friend and submit the report.
3. Prepare a report of your experience in guiding a friend or neighbour.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	extends the knowledge of guidance and counselling.	Understanding (BTL 2)	1, 3,4, 5
<b>CLO 2</b>	States the objectives of guidance and counselling.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 3</b>	distinguishes among educational, personal and vocational guidance.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 4</b>	differentiates the different approaches to counselling.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO5</b>	determines the way of guiding the students with special problems.	Applying (BTL 3)	1, 3,4, 5
<b>CLO 6</b>	recognizes the role of teachers in guiding students with special needs.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 7</b>	develops the skill of organizing guidance centre in schools.	Creating (BTL 6)	1, 3,4, 5
<b>CLO 8</b>	practices the testing in guidance and counselling.	Applying (BTL 3)	1, 3,4, 5

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## Course XV: Teacher Education in 21<sup>st</sup> Century

M.Ed.: Sem. III

Course Code: MPTE

Credits: 4

### Course Learning Outcomes:

#### The student

1. recalls the fundamentals of teacher education in India. (BTL 1)
2. identifies the aims and objectives of teacher education at various levels. (BTL 3)
3. recognizes the agencies of teacher education and their roles. (BTL 1)
4. distinguishes the methods and approaches in teacher education. (BTL 5)
5. analyses the teacher education curriculum at different levels. (BTL 4)
6. develops the qualities and ethics of a teacher. (BTL 6)
7. criticizes the performance appraisal of teachers. (BTL 5)
8. analyses the problems of teacher education. (BTL 4)

#### Unit I: Teacher Education in the Emerging Society (L.10, T.2, P.6)

Teacher education in the emerging society: Historical perspective - Recommendations of commissions on teacher education: Kothari Commission and National Policy on Education - Aims and objectives of teacher education: Elementary, secondary, higher secondary and tertiary level - National Education Policy (2020)

#### Unit II: Teacher Education and Agencies (L.12, T.2, P.6)

Types of teacher education programmes and agencies - Pre-service teacher education - Distance education and teacher education - In-service teacher education - Orientation and refresher courses - Role and functions of MHRD, UGC, HRDC, NCERT, NAAC, NCTE, NUEPA, SCERT, TANSCH, RIE and TNTEU

#### Unit III: Teacher Education Curriculum (L.14, T.2, P.6)

Teacher education curriculum - National Curriculum Framework for Teacher Education 2009 - Critical analysis of teacher education syllabus at different levels - Innovative practices in teacher education: Micro teaching - Simulated teaching - Team teaching - Group methods - Individualized instruction: Definition, nature, characteristics, advantages and limitations - Recent trends in curriculum: E-content and online question bank system

#### Unit IV: Teaching as a Profession (L.12, T.2, P.6)

Teaching as a profession - Qualities, duties and responsibilities of a teacher - Characteristics of an effective teacher - Competency based teacher education - 21<sup>st</sup> Century Teachers: Concept, Characteristics and Competencies - Professional ethics - Performance appraisal of teachers: By self, administrators, colleagues and students - Technology and teachers

#### Unit V: Problems in Teacher Education (L.12, T.2, P.6)

Problems in teacher education: Liberalization - Privatization - Globalization - Commercialization of teacher education - Problems in admission - Curriculum and evaluation

#### Practicum

1. Critically evaluate the Teacher Education Curriculum in Tamil Nadu.
2. Suggest the Reforms in Examination system of present Teacher Education.
3. Collect any two innovative practices of Teacher Education Institutions and Write a Report.



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## Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher Educator	Bloom's Taxonomy Level	PLOs Addressed

<b>CLO 1</b>	recalls the fundamentals of teacher education in India.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 2</b>	identifies the aims and objectives of teacher education at various levels.	Applying (BTL 3)	1, 3,4, 5
<b>CLO 3</b>	recognizes the agencies of teacher education and their roles	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 4</b>	distinguishes the methods and approaches in teacher education.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO5</b>	analyses the teacher education curriculum at different levels.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 6</b>	develops the qualities and ethics of a teacher.	Creating (BTL 6)	1, 3,4, 5
<b>CLO 7</b>	criticizes the performance appraisal of teachers.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 8</b>	analyses the problems of teacher education.	Analysing (BTL 4)	1, 3,4, 5

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## **Semester IV**

### **Course XVI: Educational Management and Planning**

**M.Ed.: Sem. IV**

**Course Code: MSEP**

**Credits: 5**

#### **Course Learning Outcomes:**

##### **The student**

1. describes the concept and approaches of educational management. (BTL 1)
2. analyses the present trends in educational management. (BTL 4)
3. estimates the importance of educational planning. (BTL 2)
4. explains the role of national, state, district and institution in educational planning. (BTL 2)
5. identifies the role of state and central government in educational planning. (BTL 3)
6. applies the procedures of supervision. (BTL 3)
7. develops the leadership qualities. (BTL 6)
8. prepares institutional budget. (BTL 6)

##### **Unit I: Educational Management (L.15, T.4, P.6)**

Management: Meaning, nature and functions (POSCoRB) – Educational Management: Meaning, Definition, principles - Models of Educational Management - Modern scientific management: Meaning, nature, scope and principles - System approach to Educational Management - Research in educational management - Present trends in educational management: X, Y and Z Theory of management; Organizational Behaviour Management (OBM), Management By Objectives (MBO), Management By Exception (MBE), Management By Results (MBR)

##### **Unit II: Educational Planning (L.15, T.4, P.6)**

Meaning, need and importance- Areas of planning - Principles of educational Planning - Approaches to educational planning - Techniques of planning, execution and evaluation of planning- Educational Planning at the National, State, District and Institutional Level - Institutional Planning: Meaning, need, objectives , steps and scope

##### **Unit III: Educational Organisation and Administration (L.15, T.4, P.6)**

Objectives, scope and functions of educational administration- Factors determining the character of administration: Central, Provincial and Local authorities connected with educational administration - Organisation and Function of the Ministry of Education, Govt. of India and the State Ministry of Education - Central Advisory Board of Education (CABE), Central Board of Secondary Education (CBSE) and University Grants Commission (UGC). - Trends and issues in educational administration - uses of educational research in educational administration.

##### **Unit IV: Educational Supervision and Leadership (L.15, T.4, P.6)**

Supervision: Meaning, nature, scope, significance, principles - Limitations of present supervisory procedures - Evaluation of supervisory effectiveness - Leadership: Nature, importance, functions and characteristics - Leadership theories - Approaches of leadership: Behavioral, trait, situational, quantitative, contingent and operational approach - Leadership styles: Motivational, power, intervention - Suitability of different styles - Developing quality of leadership

## **Unit V: Management of Financing (L.15, T.4, P.6)**

Nature and scope of educational finance, sources, procurement, budgeting and allocation of funds, maintenance of accounts, sharing and distribution of financial responsibility - Mobilization of local resources - Private and self-financing of educational institutions - cost benefit analysis: Individual, social, institutional and unit cost - Budgeting: Processes, formulation, types, drawbacks

### **Practicum**

1. Prepare an institutional planning for a teacher education institution.
2. Analyse the leadership qualities of your neighbour and prepare a report.
3. Plan the annual budget for a teacher education institution.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	describes the concept and approaches of educational management.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 2</b>	analyses the present trends in educational management.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 3</b>	estimates the importance of educational planning.	Understanding (BTL 2)	1, 3,4, 5
<b>CLO 4</b>	explains the role of national, state, district and institution in educational planning.	Understanding (BTL 2)	1, 3,4, 5
<b>CLO5</b>	identifies the role of state and central government in educational planning.	Applying (BTL 3)	1, 3,4, 5
<b>CLO 6</b>	applies the procedures of supervision.	Applying (BTL 3)	1, 3,4, 5
<b>CLO 7</b>	develops the leadership qualities.	Creating (BTL 6)	1, 3,4, 5
<b>CLO 8</b>	prepares institutional budget.	Creating (BTL 6)	1, 3,4, 5

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## Course XVII: ICT and Instructional System

M.Ed.: Sem. IV

Course Code: MSII

Credits: 5

### Course Learning Outcomes:

#### The student

1. analyses the educational uses of application software. (BTL 4)
2. creates awareness on legal and ethical issues in using internet. (BTL 6)
3. criticizes the paradigm shift in education due to ICT. (BTL 5)
4. analyses the challenges in integrating ICT in school education. (BTL 4)
5. identifies the role of technology aided learning in higher education. (BTL 3)
6. compares the different models of instructional system. (BTL 5)
7. develops a computer assisted instruction for a topic. (BTL 6)
8. evaluates instructional material or program. (BTL 5)

#### Unit I: Application of Computers (L.15, T.4, P.6)

Educational uses of application software: Word Processors, Presentation and Spread sheet - Viruses and its Management - Facilities available for communication: E-mail, Chat, e-library, websites, blog, wiki and social networking - Concept and uses: Internet forum and search engines - Legal and ethical issues: Copyright, hacking, netiquettes and net-safety

#### Unit II: Information and Communication Technology in Education (L.15, T.4, P.6)

Information and Communication Technology (ICT): Meaning, importance, nature and need - Scope of ICT in education: Teaching-learning process, publication, evaluation, research and administration - Paradigm shift in education due to ICT: Curriculum, methods of teaching, classroom environment, evaluation procedure and educational management - Challenges in integrating ICT in school education

#### Unit III: ICT Supported Teaching/Learning Strategies (L.15, T.4, P.6)

Computer Assisted Learning (CAL) - Project Based Learning (PBL) - Collaborative Learning - E-learning - Web Based Learning - Virtual Classroom – The role of Technology Aided Learning in Higher Education

#### Unit IV: System Approach, Instructional System and Strategies (L.15, T.4, P.6)

Education, Instruction and training: differences - System Approach: Concept, principles and applications in instruction - Instructional System: Meaning, nature, components, need, importance and uses - Instructional System Design - Models: ADDIE and Gagne's, Merrill's Principles - Instructional Strategies: Programmed instruction and Computer Assisted Instruction

#### Unit V: Application of Technology and Evaluation of Instructional System (L.15, T.4, P.6)

Technology for instruction: Meaning, definition, need and importance - Principles of media selection for instruction - Developing self-instructional material - Developing computer assisted instruction program: Concept and steps - Preparation of instructional design for online learning: Steps and process of validation

#### Practicum

1. Critically analyse the salient features of any one of the e-libraries of a University.
2. Write an Instructional Design for a topic in E-learning.
3. Conduct a survey on Internet Safety on Prospective Teachers and write a report.

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### Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)	The Prospective Teacher Educator	Bloom's Taxonomy Level	PLOs Addressed
<b>CLO 1</b>	analyses the educational uses of application software.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 2</b>	creates awareness on legal and ethical issues in using internet.	Creating (BTL 6)	1, 3,4, 5

<b>CLO 3</b>	criticizes the paradigm shift in education due to ICT.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 4</b>	analyses the challenges in integrating ICT in school education.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO5</b>	identifies the role of technology aided learning in higher education.	Applying (BTL 3)	1, 3,4, 5
<b>CLO 6</b>	compares the different models of instructional system.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 7</b>	develops a computer assisted instruction for a topic.	Creating (BTL 6)	1, 3,4, 5
<b>CLO 8</b>	evaluates instructional material or program.	Evaluating (BTL 5)	1, 3,4, 5

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## Course XVIII: Higher Education in Globalized Context

M.Ed.: Sem. IV

Course Code: MSHG

Credits: 5

### Course Learning Outcomes:

#### The student

1. explains the concept of higher education in India. (BTL 2)
2. analyses the demand for higher education in India. (BTL 4)
3. recognizes the role and functions of administrative bodies of higher education. (BTL 1)
4. surveys the growth of universities in recent years. (BTL 4)
5. develops readiness to undertake reforms and innovations in higher education. (BTL 6)
6. criticizes the linking of LPG with higher education. (BTL 5)
7. recommends the solution for problems of Indian Higher Education. (BTL 5)
8. plans to enrich the quality of higher education through research. (BTL 6)

#### Unit I: Concept of Higher Education (L.15, T.4, P.6)

Higher education: Meaning, definition, objectives of higher education - Development of higher education in India - Demand for higher education - Higher education and social change - Higher education and culture - Quantitative and qualitative higher education - Financing higher education

#### Unit II: Role and Functions of Administrative Bodies (L.15, T.4, P.6)

The Role of MHRD, UGC, NUEPA, NAAC, NCTE, TANSCH on higher education - Growth of universities in recent years - Types and functions of universities - Role and functions of university administrative bodies: Syndicate, senate, academic council and board of studies

#### Unit III: Present Trends in Higher Education (L.15, T.4, P.6)

Autonomy to colleges - Deemed Universities - College with potential for excellence - Self financing colleges - Higher education and open universities and distance education

#### Unit IV: Problems and Innovations in Higher Education (L.15, T.4, P.6)

Liberalization, privatization, globalization: Meaning, definition, need, importance and impact on higher education - Commercialization of higher education - Democratization of higher education - Problems of Indian higher education: Admission, curriculum, teaching, learning and evaluation - Reforms in higher education: Curriculum and examination system - Higher education and employment - Knowledge Commission - Vocationalisation of higher education

#### Unit V: Research and Quality Perspectives of Higher Education (L.15, T.4, P.6)

Research in higher education: Meaning, need and importance - Research organizations in India - Funding agencies: UGC, CSIR, DST, ICSSR - ICT in Quality Higher Education and Research

#### Practicum

1. Read an article on higher Education from the newspaper and present your reflections.
2. Prepare an album, consists of newspaper cuttings on agencies of high education.
3. Visit the websites of Research organizations and fill up the form for a project.

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**Mapping of Programme Learning Outcomes (PLOs) and Course Learning Outcomes  
(CLOs)**

<b>Course Learning Outcomes (CLOs)</b>	<b>The Prospective Teacher Educator</b>	<b>Bloom's Taxonomy Level</b>	<b>PLOs Addressed</b>
<b>CLO 1</b>	explains the concept of higher education in India.	Understanding (BTL 2)	1, 3,4, 5
<b>CLO 2</b>	analyses the demand for higher education in India.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 3</b>	recognizes the role and functions of administrative bodies of higher education.	Remembering (BTL 1)	1, 3,4, 5
<b>CLO 4</b>	surveys the growth of universities in recent years.	Analysing (BTL 4)	1, 3,4, 5
<b>CLO 5</b>	develops readiness to undertake reforms and innovations in higher education.	Creating (BTL 6)	1, 3,4, 5
<b>CLO 6</b>	criticizes the linking of LPG with higher education.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 7</b>	recommends the solution for problems of Indian Higher Education.	Evaluating (BTL 5)	1, 3,4, 5
<b>CLO 8</b>	plans to enrich the quality of higher education through research.	Creating (BTL 6)	1, 3,4, 5

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## **Evaluation**

Evaluation would be of a comprehensive and continuous nature. Its purpose would be to improve the performance of student teacher and improve teaching competencies and performance skills. It should be formative and summative in nature. For each course of M.Ed. programme, there are both Continuous Internal Assessment (CIA) during the semester by the course teachers and an External at the end of the semester by an outside examiner. The Internal and External ratio will be 30:70. There is no passing minimum for CIA. The students will be declared to have passed a course if he/she secures 45% in the external and 50% in the aggregate.

## **Internal Evaluation**

This is done by the course teachers and this will have two components.

- |   |            |
|---|------------|
| 1. Internal Tests-2                     | : 15 Marks |
| 2. Other modes (15 Marks)               |            |
| (1) Assignments (Compulsory)            | : 5 Marks  |
| (2) Other modes of internal assessments | : 10 Marks |

List of other modes of internal assessments

(For Practicum - Refer the Syllabus in the College Website)

1. Quiz announced / unannounced
2. Individual viva / group viva
3. Short duration objective type test / snap tests.
4. Short answer / Problem Solving  
(15 to 30 Minutes for periodical assessment of cognitive ability)
5. Long answer / Essay (30 to 60 Minutes for periodical assessment of higher order cognitive ability)
6. Guided individual / Group Projects.
7. Lab / Field / Practical work / Case Study (to assess practical skills in handling instruments, experiments, reporting, etc.)
8. Group discussion (Once a month to assess his originality, creativity, initiative, communication skills, etc.)
9. Preparing computer animated package and CAI package to assess the ICT skills in teaching

## **External Evaluation**

External examination will be of three hours each for all the perspective courses and specialization courses. In general, all theory courses question papers for the semester examination will be set by external examiners. There will be double valuation for M.Ed. answer scripts, both valuation done by the external

experts. The difference of the marks between the two valuations is 15 and above, the script will be sent for a third valuation and the average of the closest two marks will be taken.

### Internal and Semester Question Paper Design

The theory question paper for each course will be designed for 1½ hours for Internal and 3 hours for Semester in three sections respectively, Part-I, Part-II, Part -III with the number of questions and allotments of marks as described below:

#### Internal Question Paper Design

<b>M.Ed.</b>			
<b>Time: 1½ Hours</b>			<b>Max: 45 Marks</b>
<b>Part</b>	<b>Type of Questions</b>	<b>Marks</b>	<b>Total Marks</b>
A	Very Short Answer Type (30 words each) – 10 Questions	02	20
B	Short Essay Type (200 words each) – 3 Questions	05	15
C	Long Essay Type (800 words each) – 1 Questions	10	10
<b>Total Marks</b>			<b>45</b>

#### Semester Question Paper Design

<b>M.Ed.</b>			
<b>Time: 3 Hours</b>			<b>Max: 70 Marks</b>
<b>Part</b>	<b>Type of Questions</b>	<b>Marks</b>	<b>Total Marks</b>
A	Very Short Answer Type (30 words each) – 10 Questions (Compulsory)	02	20
B	Short Essay Type (200 words each) – 6 Questions out of 8	05	30
C	Long Essay Type (800 words each) – 2 Questions with Internal Choice	10	20
<b>Total Marks</b>			<b>70</b>

Model Question Papers



**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)**

[Re-accredited (4<sup>th</sup> cycle) at 'A+' Grade by NAAC]

**PALAYAMKOTTAI - 627 002.**

Register. No.

Subject Code

MPRM1

**M.Ed. DEGREE EXAMINATION  
FIRST SEMESTER-FIRST INTERNAL TEST  
PAPER -IV – RESEARCH METHODOLOGY - I**

Time: 1<sup>1</sup>/<sub>2</sub> hours

Maximum: 45 marks

**PART-A (10×2 = 20 marks)**

**Answer all the following questions in about 30 words each.**

1. Mention any eight areas of educational research.(CLO1)
2. List out any four characteristics of educational research. (CLO1)
3. What are the special features of Action Research? (CLO 2)
4. What is quantitative research? (CLO 2)
5. Write down the differences between limitations and delimitations. (CLO 4)
6. What is type II error? (CLO 3)
7. What is non-directional hypothesis? Give one example. (CLO 3)
8. What is scientific method? (CLO1)
9. Write down the differences between dependent and independent variable.(CLO 3)
10. Mention the sources of research problem. (CLO 3)

**PART-B (3×5 = 15 marks)**

**Answer all the following questions in about 200 words each.**

11. Explain the steps to be followed in educational research. (CLO 1)
12. Explain the criteria for selecting a research problem. (CLO 3)
13. What is hypothesis? List out the characteristics of a good hypothesis. (CLO 3)

**PART-C (1×10 = 10 marks)**

**Answer the following question in about 800 words.**

14. Define Educational Research. Explain in detail the different kinds of Educational Research.(CLO 2)



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**Subject Code**

**MPRM1**

**M.Ed. DEGREE EXAMINATION**

**FIRST SEMESTER-SECOND INTERNAL TEST (Model)**

**COURSE -IV – RESEARCH METHODOLOGY - I**

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Time: 1½ hours

Maximum: 45 marks

**PART-A (10×2 = 20 marks)**

**Answer all the following questions in about 30 words each.**

1. What is population? (CLO 6)
2. Mention any four characteristics of a good sample.(CLO 6)
3. What is concurrent validity? (CLO 7)
4. What do you mean by research proposal? (CLO 8)
5. Mention the characteristics of a good tool. (CLO 7)
6. Write down the advantages of observation method. (CLO 7)
7. List out the characteristics of a standardised test? (CLO 7)
8. Explain the different types of interview. (CLO 7)
9. Write down the differences between probability and non-probability sampling.(CLO 6)
10. List out the sampling techniques used in mixed research. (CLO 6)

**PART-B (3×5 = 15 marks)**

**Answer all the following questions in about 200 words each.**

11. How will you establish reliability of a tool? (CLO 7)
12. Explain any two projective techniques. (CLO 7)
13. Write down the characteristics of a good Questionnaire. (CLO 7)

**PART-C (1×10 = 10 marks)**

**Answer the following question in about 800 words.**

14. Explain in detail the probability sampling techniques. (CLO 6)



**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)**

[Re-accredited (4<sup>th</sup> cycle) at 'A+' Grade by NAAC]

**PALAYAMKOTTAI - 627 002.**

**Register. No.**

**Subject Code**

**MPRM1**

**M.Ed. PROGRAMME**  
**FIRST SEMESTER EXAMINATION (Model)**  
**COURSE -IV -RESEARCH METHODOLOGY - I**

Time: 3 hours

Maximum: 70 marks

**PART – A (10 X 2 = 20 Marks)**

**Answer all the questions in about 30 words each.**

1. What are the four levels of educational research? (CLO 1)
2. What is research paradigm? (CLO 2)
3. Mention the different types of variables. (CLO 3)
4. How will you test a hypothesis? (CLO 3)
5. What is meta-analysis? (CLO 4)
6. Differentiate primary source from secondary sources of research. (CLO 4)
7. Mention the non-probability sampling techniques. (CLO 6)
8. What do you mean by a research proposal? (CLO 8)
9. What are projective devices? (CLO 7)
10. What is a questionnaire? (CLO 7)

**PART – B (6 X 5 =30 Marks)**

**Answer any SIX of the following questions in about 200 words each.**

11. Explain the steps in scientific method (CLO 1)
12. What is action research? State the characteristics of action research. (CLO 2)
13. Explain the different forms of hypotheses. (CLO 3)
14. What is hypothesis? State the characteristics of a good hypothesis. (CLO 3)
15. Discuss the skills needed for reviewing related literature. (CLO 4)
16. What is a sample? State the characteristics of a good sample. (CLO 6)
17. Discuss about sampling in qualitative research. (CLO 6)
18. How would you effectively use observation as a technique of research? (CLO 7)

**PART – C (2 X 10 =20 Marks)**

**Answer the following questions in about 800 words each.**

19. a) Discuss in detail about qualitative, quantitative and mixed research. (CLO 2)  
(or)  
b) How will you select a research problem? Explain the sources of research problems and also the criteria of research problem. (CLO 3)
20. a) Explain in detail the characteristics of a research tool with illustrations. (CLO 7)  
(or)  
b) What is probability sampling? Explain in detail the various probability sampling techniques with illustrations. (CLO 6)



## CLASSIFICATION OF CANDIDATES

The Candidates shall be classified separately for theory and practical as per the table given below.

### GRADING OF THE PROGRAMME (M.Ed.)

MARKS	GRADE POINT (GP)	CGPA	LETTER GRADE	CLASSIFICATION OF FINAL RESULT
100	10	9.51-10.00	O	FIRST CLASS WITH DISTINCTION
95-99	9.9			
90-94	9.4	9.01-9.50		
85-89	8.9	8.51-9.00		
80-84	8.4	8.01-8.50		
75-79	7.9	7.51-8.00		
70-74	7.4	7.01-7.50		
65-69	6.9	6.51-7.00	A+	
60-64	6.4	6.01-6.50	A	
55-59	5.9	5.51-6.00	B+	SECOND CLASS
50-54	5.4	5.01-5.50	B	
BELOW 50	0	BELOW – 5.0	RA	REAPPEAR