ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

M.ED.,

REGULATIONS AND SYLLABUS

(For the candidates admitted from the Academic Year 2022 - 2023)

DEPARTMENT OF EDUCATION

M.Ed. PROGRAMME

SYLLABUS

[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

ALAGAPPA UNIVERSITY

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC)

Karaikudi -630003, Tamil Nadu.

The panel of Members-Broad Based Board of Studies

Chairperson: Name:- Prof.G.Kalaiyarasan, Professor & Head, Department of Education, Alagappa University, Karaikudi, Teaching Experience: 27, Research Experience: 24, Area of Research: Biological Education, Curriculum and Instruction, Instructional Technology.	
Foreign Expert: Name Prof.Ong Eng Tek, Professor, Department of Education, Faculty of Social Science and Liberal Arts, UCSI University, Malaysia, Teaching Experience: 25, Research Experience: 25, Area of Research: Science Education; Curriculum & Instruction; and Research Methodology.	
Indian Expert: Name: Prof.E.Ramganesh, Professor & Head, Department of Educational Technology, Bharathidasan University, Trichy, Teaching Experience: 25, Research Experience: 25, Area of Research: Educational Technology, Mathematic Technology.	
Indian Expert: Name: Prof.V.Ambedkar, Professor & Head, Department of Education, Annamalai University, Teaching Experience: 22, Research Experience: 22, Area of Research: Methods of Teaching English, Educational Technology, Teacher Education, Educational Research.	
Industry Expert: Name: Prof.K.Mohanasundaram, Professor & Head, Department of Education, Periyar Maniammai University, Thanjavur Teaching Experience: 35, Research Experience: 20, Area of Research: Educational Psychology, School Education, e-Learning, Teacher Education, Guidance and Counselling.	
Student Alumni: Name: Prof.A.Edward William Benjamin, Professor, Department of Education, Directorate of Distance Education, Directorate of Distance Education, Bharathidasan University, Teaching Experience: 22, Research Experience: 14, Area of Research: Education & Educational Technology.	

Faculty Members:	
Name: Dr.A.Selvan, Associate Professor, Department of Education, Alagappa University, Teaching Experience: 16, Research Experience: 13, Area of Research: Human Rights Education, Value Education, History Education, Teacher Education, Educational Technology, Women's Education, Child Rights Practices, Educational Psychology.	
Name: Dr.R.Ramnath, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 14, Research Experience: 13, Area of Research: Teacher education Primary education, Educational Technology, Constructivism and Science Process Skills.	
Name: Dr.K.Govindarajan, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 16, Research Experience: 7, Area of Research: Educational Psychology, Educational Technology, Educational Management, Research Methodology.	
Name: Dr.A.Catherin Jayanthy, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 13, Research Experience: 7, Area of Research: Teacher Education, Secondary Education and Inclusive Education.	
Name: Dr.N.Sasikumar, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 13, Research Experience: 7, Area of Research: Cognitive Psychology, Teacher Education and Educational Technology.	
Name: Dr.M.Mahendraprabu, Assistant Professor, Department of Education, Alagappa University, Teaching Experience: 6, Research Experience: 5, Area of Research: Environmental Education, Mental Health, Social Intelligence	
Name: Dr.V.Sivakumar, Director, CD & DC, Alagappa University, Karaikudi	

ALAGAPPA UNIVERSITY
DEPARTMENT OF EDUCATION
Karaikudi -630003, Tamil Nadu.

SYLLABUS-(CBCS-University Department)
[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department: **Department of Education**
Name of the Subject Discipline: **Education**
Programme of Level: **M.Ed.**
Duration for the Course: Full Time (Two Years – Four Semesters)

Programme Educational Objectives

PEO-1	To enhance the student teacher-educators to be academically self-dependent
PEO -2	To shape the student teacher-educators to face the predetermined goals, norms and standards applying the things learnt.
PEO -3	To mould the student teacher-educators to have adequate skills to involve in teaching, research and extension work.
PEO -4	To elevate the student teacher-educators to perform function effectively either in the role of member or leader in diversified educational settings.
PEO -5	To widen the student teacher-educators' communication skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities
PEO -6	To make the student teacher-educators to attain skills required to be a good curriculum designer
PEO-7	To prepare the student teacher-educators to apply appropriate techniques, to the complex educational activities with an understanding of the limitations.
PEO-8	To build temperament among the student teacher-educators to involve in a need based research.
PEO-9	To nurture the student teacher-educators to provide valid conclusions with appropriate consideration to the educational problems of the contemporary society.
PEO-10	To sensitise the student teacher-educators to adhere professional ethics in the responsibilities and norms of the educational practice throughout his/her career.

Programme Specific Objectives

PSO-1	To realize the values for their personal, professional and social life.
PSO-2	To bridge the ICT with education in different aspects.
PSO-3	To excel in using various methods for educational research.
PSO-4	To develop a courseware according to the subjects.
PSO-5	To reflect on strategies and programme in Education.

Programme Outcomes

The student teacher-educators of M.Ed. would have the following efficiencies at the time of their graduation.

PO-1	**Academic Efficiency**: Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.
PO-2	**Administrative Efficiency**: Apply the knowledge of educational management, administration, philosophy, sociology, psychology, ICT, academic planning, organization, evaluation, decision making, and resource management according to the predetermined goals, norms and standards.
PO-3	**Capacity Building Efficiency**: Apply the knowledge of philosophy, Sociology, , Psychology, management, administration, Information and Communication Technology to set the context of teaching profession and develop the capacity in teaching, research and extension work in the field of teacher education.
PO-4	**Collaborative Efficiency**: Perform function effectively either in the role of member or leader in diversified educational settings and institutions of teacher education.
PO-5	**Communication Efficiency**: Use diversified tools & technologies of communications, communication skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.
PO-6	**Curricular Efficiency**: Understand the basis, principles and process of curriculum development at different levels of education.
PO-7	**Modern Tools Efficiency:** Create, select, and apply appropriate techniques, resources, and modern IT, CT, and ICT tools including prediction and modelling to complex educational activities with an understanding of the limitations.
PO-8	**Investigating Efficiency:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions to the educational problems.
PO-9	**Problem Solving Efficiency:** Design solutions for complex problems and design system of components or processes that meet the specified needs with appropriate consideration for the teaching, learning, extension, and all societal

	considerations.
PO-10	**Ethical efficiency:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the educational and educators practice.

Programme Specific Outcomes (PSO):

The student teacher-educators of M.Ed. would have the following specific competence at the time of their graduation.

1. **PSO-I:**

    Enough to execute any academic responsibilities with four fold dimensions of the teacher education institutions such as publications, teaching, research and extension. Manipulating and exploring the knowledge gained out of programme outcomes in the institutional governance with special reference to the e-governance, documentations, collaboration, accessible, handling finance and time management of the teacher education institution.

2. **PSO-II:**

    Establishing the good organizational climate in the institution where the teacher educator working and nurturing the soft sills (or) employable skills, confidence, self-efficacy, personality, accountability and being a model of all those intended to be nurtured at a teacher educational institution.

3. **PSO-III:**

    Establish a good rapport with the stakeholders of the teacher education institution like teachers, administrations, students, parents and non-teaching fraternity. Above all, should have collaboration with different funding agencies for the academic endeavour and fetching more social contributions through endowments, MoUs, and various reciprocal activities.

4. **PSO-IV:**

    Besides the literacy on electronic and digital communication in reducing the digital divide remarkably, to be cxcel in both verbal and non-verbal communication skills especially, the written skill for the publications and research activities and speaking skill for the good interpersonal relationship.

5. **PSO-V:**

    Possess intensive, strong, and deep knowledge in designing curriculum by infusing principles, determinants, approaches, and models of curriculum of any level of education in general and teacher education in particular. Establish suitable proportion of the heritage and modern concepts of the subject matter concerned. Simply, mastery over the curriculum engineering which consists curriculum design and development on par with the global standard.

Eligibility for admission

Candidates seeking admission to the M.Ed. programme shall be required to have passed the following programmes.

a) B.Ed. degree of 1 or 2 years duration recognized by any University

or

b) 4 year integrated teacher education degree programme (B.El.Ed./ B.Sc.Ed./ B.A.Ed.) recognized by any University

Since the teacher education is a praxis based field of study, it is desirable that teacher educators have a teaching experience. In this context, it is recommended that possibilities that encourage working teachers to join M.Ed. are explored. Thus, teaching experience may also be a desirable entry requirement for the programme. But, no additional weightage shall be given to the experience of teaching in an Elementary Teacher Training Institute or in an elementary/secondary /senior secondary school.

Although a Master Degree is mandatory for the Faculty member of teacher education institution, entries in the M.Ed. programme does not require Master Degree in parent subject.

Relaxation in the marks will be allowed in the case of candidates belonging to Scheduled Castes / Scheduled Tribes/ Most Backward Classes/ Backward Classes/ PWD and other applicable categories as per the rules of state government.

Reservation of seats shall be as per the rules of the State Government of Tamilnadu.

In all matters related to selection and admission, the decisions of the Alagappa University shall be the final.

Medium of instruction

The medium of the instruction is English only.

Maximum duration of the completion of the programme

The maximum period for completion of **M.Ed** programme shall not exceed eight semesters continuing from the first semester.

Conferment of the Master's Degree

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed therefor (i.e. 92 credits). Programme).

What to do after M.Ed., Programme ?

- ❖ To do Doctor of Philosophy in Education.
- ❖ To do Master of Philosophy in Education.
- ❖ To join PG Diploma in Guidance and Counselling.
- ❖ To study PG Diploma in Educational Administration and Management.
- ❖ To study PG Diploma in Educational Administration and Value Education.
- ❖ To study PG Diploma in Educational Administration and Higher Education

Job and Career option for

- ❖ To become a Teacher in High/Higher Secondary School.
- ❖ To become Assistant Professor in College of Education.
- ❖ To become Assistant Professor in University Department of Education.
- ❖ To become a consultant for Educational Research.
- ❖ To run a Research Agency.
- ❖ To start publishing house for research articles.

Employment Areas

- ❖ High/Higher Secondary schools.
- ❖ Colleges of Education.
- ❖ University Department of Education.
- ❖ District Educational Office.
- ❖ Chief. Educational Office.
- ❖ Guidance and Councelling centres.

M.Ed. Education
PROGRAMME STRUCTURE

S. No	Course Code		Title of the paper	T/P	Credits	Hours/Week	Marks		
							I	E	Total
			I Semester						
1	741101	Core 1	Philosophical and Sociological Fundamentals of Education	T	4	5	25	75	100
2	741102	Core 2	Advanced Educational Psychology	T	4	5	25	75	100
3	741103	Core 3	Research Methods in Education	T	4	5	25	75	100
4	741501		Elementary Education *	T					
5	741502	DSE-1	Secondary Education *	T	4	5	25	75	100
6	741503		Higher Education *	T					
7	741104	Practical 1	Yoga and Health Education	P	2	5	50	--	50
8	741105	Practical 2	Classroom Communication Strategies	P	2	5	50	--	50
					20	**30**	**200**	**300**	**500**
			II Semester						
9	741201	Core 4	Advanced Educational Statistics	T	4	5	25	75	100
10	741202	Core 5	Inclusive Education	T	4	5	25	75	100
11	741203	Core 6	Advanced Educational Technology	T	4	5	25	75	100
12	741204	Core 7	Contemporary Teacher Education	T	4	5	25	75	100
13	741504		Early Childhood Care and Education *	T					
14	741505	DSE-2	Curriculum Design and Development *	T					
15	741506		Guidance and Counselling *	T	4	5	25	75	100
16	741205	Practical 3	Institutional Visit Report		2	2	50	0	50
17		NME -1	NME-I (Offered by other department of same faculty)	T	2	3	25	75	100
18		SLC –I **	Self-Learning Course – I ** MOOCs	--	--	--	--	---	--
					24	**30**	**200**	**450**	**650**
			III Semester						
19	741301	Core 8	Emerging Trends in Teacher Education	T	4	5	25	75	100
20	741302	Core 9	Education at International Context	T	4	5	25	75	100
21	741303	Core 10	Educational Evaluation	T	4	5	25	75	100
22	741304	Core 11	ICT in Education	T	4	5	25	75	100
23	741507		Educational Management And Administration *	T					
24	741508	DSE-3	Environmental Education *	T	4	5	25	75	100
25	741509		Human Rights Education *	T					
26	741305	Practical 4	Preparation of Research Proposal	P	2	2	50	--	50
27	741NM2	NME-II	NME-II (Offered by other faculty)		2	3	25	75	100
28		SLC-II **	Self-Learning Course – II ** MOOCs	--	--	--	--	--	--
					24	**30**	**200**	**450**	**650**
			IV Semester						
29	741401	Core 12	Peace and Value Education	T	4	5	25	75	100
30	741402	Core 13	Economics of Education	T	4	5	25	75	100
31	741403	Core 14	Instructional Strategies	T	4	5	25	75	100

32	741510	DSE-4	Planning, Management and Financing of Education *	T		5			
33	741511		Open and Distance Learning *		4		25	75	100
34	741512		Quality Assurance in Education *						
35	741999	***	Dissertation Viva-Voce ***		8	10	25 25	75 75	200
					24	30	150	450	600
Total					**92**	**120**	**750**	**1650**	**2400**

*DSE – Student Choice and it may be conducted by parallel sections.

**SLC- Voluntary basis

*** Dissertation / internship report –Marks -Vivo-voce (50) + thesis (100) + internal (50) = 200

T-Theory

P-Practical

I- Semester					
Core	Course Code: 741101	Philosophical and Sociological Fundamentals of Education	T	Credits: 4	Hours:5

Unit -I		
Objective 1	To enable the students to develop a philosophical point of view towards society in general, and educational problems in particular.	

Overview: Philosophical Views on Education: Need, objectives, and branches (a) Historical Overview and Key Concepts: Indian perspectives of Education: Vidya, Dnyan and Darshan. • Western perspectives of Education: Information, Knowledge and Wisdom. Philosophical Models of Education • Impressionist Model • Insight Model • Rule Model Epistemological beliefs of teaching and learning. Orthodox and Heterodox schools.

Outcome 1	Manifest on the concept and nature of philosophy with the different discipline and various societies.	K3

Unit -II		
Objective 2	To postulates the implications of various schools of philosophy, vision of great thinkers and their educational doctrines with respect to Indian and Western perspectives.	

Indian and western philosophies:-Idealism with special reference to Plato, Naturalism with special reference to Rousseau, Pragmatism with special reference to John Dewey, Realism with special reference to Aristotle. Education for Science(C.D. Hardie) • Education for Values (Moral, Spiritual- Gandhi, Aesthetic-Tagore) • Education for Self (J. Krishnamurthy) • Education for Society (Paulo Freirie and Savitribai Phule).Existentialism: The chief characteristics of Existentialism reference to the Critique of system, Child centred Education, the student as a free participant. Modern Theories of Education: Existentialism, Marxism, Logical Empiricism.

Outcome 2	To postulates of various schools of philosophy, vision of great thinkers and their educational implications.	K4

Unit-III		
Objective 3	To enable the students to develop a Philosophical system to wards his/her Educational problems.	

Modern philosophies:-Philosophical Approaches to Education: Humanism: Educational Implications of Humanism- Aims and Ideals, Curriculum, Methods, Teacher, Discipline, and Critical Evaluation. Dialectical Materialism: Philosophical presupposition, Concept of Theory, Stages of Human History. Essentialism: Fundamental Principles of Essentialism. Eclecticism: Meaning, Need of Eclectic philosophy in Education .Feminism: The dearth of women in educational philosophy- Analytical Philosophy.

Outcome 3	Develop a Philosophical system to wards his/her Educational problems.	K6

Unit - IV		
Objective 4	To make the students to acquaint with social change for sociological reflection that deal with key aspects of social reality, and educational issues.	

Sociological Bases:-Approaches to Sociology of Education: [a] Symbolic Interactionism, b) Structural Theoretical Functionalism c) Conflict Theory d) Ritzer's Integrative (micro-macro) Theory of Social Analysis]. Social Stratification and Social Mobility: a) Concept and Types of Social Stratification and Social Mobility. b) Theories of Social Stratification-Functionalist and Conflict Theory. c) Stratification and

Equality of Educational Opportunity. Institutionalization and Education: a) Concept of Institutionalization b) Types of Social Institutions and their Functions c) Dimensions of Education as a Social Institution : Structure, Function and Culture d) Education as a Social Institution and Distributive Justice.

Outcome 4	Choose appropriate determinants of the social change and its impact on the world.	K3
	Unit - V	
Objective 1	To conceive, and critically examine the inter linkages among Education, Law and Society	

Education, Law and Society:- Constitutional Provisions on Education and its implications for education; Code of Conduct / /Professional Ethics for Teachers and Students. Mass Media and Education. Globalization and its impact on Education. Education and Culture: Concepts of Culture, Sub-Culture and Multiculturalism. Goals and Characteristics, Dimensions and Approaches of Multicultural Education. Social Reconstructions.

Outcome 5	Incorporate the chain reactions of Education, Law and Society in all education process	K2
	Practicum (Dynamic Components):- Preparation of report on the Orthodox and Heterodox schools -Identifying epistemological concepts in the Indian higher education-summarizing educational values of modern philosophies in the metamorphosis of Indian education system relation to the social change.	

Suggested Readings

Ahuja Ram (2007) *Social problems in India*, Jaipur ,Rawat publication

B.N.Das(2014) *Trends and Issues in Indian Education* –

Boyd, W. and Young, E.J. *The History of Western Education*. Adam and Charles Black, London, 1975.

Brembeck, Cole, S. *Sociological Foundations of Education*, Cross-Cultural Approach,

Broudy, H.S. *Building a Philosophy of Education*, Kriager, New York, 1977.

Brubacher, John S. *Modern Philosophies of Education*, Tata McGraw Hill New Delhi, 1969.

Charu Sethi, Pooja Rani (2018),UGC JRF/NET/SET EDUCATION Paper II & III-

Chatterji, S.C. & Dutta, D.M. *An Introduction to Indian Philosophy*, University Press, Calcutta, 2012.

Cook & Cook. *A Sociological Approach to Education*, McGraw Hill, 1960.

Dewey, John. *Democracy and Education*, MacMillan, New York, 1966.

Dr.S.P.Chaube (2020)*Philosophical and Sociological Foundations of Indian Education*, Shri Vinod Pustak Mandir

Dungles. *Introduction to Sociology*, Macmillan, 1973, New York.

Dunsoft. *An Introduction to Sociology*, Macmillan, 1975. New York.

Dupuis, A.M. *Philosophy of Education in Historical Perspective*, Thomson Press, New Delhi, 1972.

https://edfd 1.wikispaces.com/2-*sociological foundations of education*

J.C.Aggarwal(2020), *Foundation of Education*. Shri Vinod Pustak Mandir.

Kadem Srinivas & Prof.R.G.Kothari,(2016),UGC JRF/NET/SET EDUCATION-

Kneller, G.F. *The Logic and Language of Education*, John Willey, 1966.

Kneller, George F. *Foundations of Education* John Wiley and Sons, 1978.

Livingstone, R. *The Future of Education*, Cambridge University Press, 2013.

M.H.R.D. *Towards an Enlightened and Human Society*, Department of Education, New Delhi, 1990.

Mannheim, K. & Steward, A.W.C. *An Introduction to the Sociology of Education*, Routledge & Kegan Paul, 1962.

Mathur S.S.,(1971),*A Sociological approach to Indian Education*. Agra, Agrwal publication.

Mathur S.S.,(2009),*A Sociological approach to Indian Education*. Agra, Agrwal publication.

NCERT, 1983.*The Teacher and Education in Emerging Indian Society*,

O'Connor, D. *Introduction to the Philosophy of Education*, Methuen & Co., 1961.

of Educational Theory, George G. Harrap Ross, James, S. *Groundwork* and Co., Ltd.,1937.

Olive Banks. *The Sociology of Education*, London.

Ottaway, A.K.C. *Education and Society*, Routledge and Kegan Paul, 1953.

Pandey, R.S. *An Introduction to Major Philosphies of Education*, Vinod Pustak Mandir, Agra, 1982.

Philosophical And Sociological Foundations Of Education – , By – Dr. Sharma, ISBN Code – 978-93-86241-46-7

Rawat, H.K. (2012). *Sociology Basic Concepts*. Jaipur, India: Rawat Publication.

Richard t. Schaefer.(2006) ,*Sociology a brief introduction* New Delhi Tata mcgraw-hill publication

Robbins. *Educational Sociology*, Greenwood, Press pub., New York, 1969

Ruhela, S.P. & Vyasa, K.C. *Sociological Foundations of Education in Contemporary India*. Dhanpat Rai & Sons, 1970.

Ruhela, S.P. (Ed.), *Sociology of the Teaching Profession in India*, NCERT, 1970.

Shankarrao C.N. (2006),*Sociology principles of sociology with an introduction to social thought* .New Delhi. s. chand &company

Singh Y.M. (1992), *Sociological foundation of education*, Mumbai, Seth Publishers● pvt ltd.

V.R. Taneja(1995), *Educational Thought and Practice* , South Asia Books; Reprint edition

walia J.S. (2002) *, Principles and methods of education*, Jalandhar: Paul● publishers.

Whitchead, A.N. & Gifa. *The Aims of Education*, William & Horgate, 1951.

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www.tscermumbai.in/.../1.2.*sociological foundation*_of_education.pdf

e-resources

https://courses.lumenlearning.com/suny-oneonta-education106/chapter/5-3-philosophical-perspective-of-education/
https://cod.pressbooks.pub/introtoeducation/chapter/5-3-philosophical-perspective-of-education/
https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/Philosophy-%20III.pdf
https://www.differencebetween.com/difference-between-indian-philosophy-and-vs-western-philosophy/
https://www.britannica.com/topic/modern-philosophy
https://egyankosh.ac.in/bitstream/123456789/38294/1/Unit-1.pdf
https://courses.lumenlearning.com/wm-introductiontosociology/chapter/structural-functional-theory/
https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120825283934tara_bhatt_anthro_structural_functionalism.pdf
https://www.yourarticlelibrary.com/constitution/12-major-constitutional-provisions-on-education-in-india/45230

K1-Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

Course Outcome VS Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO2	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	S(3)	L(1)	S(3)	L(1)	S(3)	S(3)	L(1)	S(3)	S(3)	S(3)
CO4	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	M	S(3)	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	S(3)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	M(2)	M(2)	S(3)
CO2	M(2)	S(3)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	L(1)	S(3)	M(2)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	S(3)	M(2)	S(3)	M(2)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

I - Semester					
Core	Course Code: 741102	**Advanced Educational Psychology**	T	Credits:4	Hours: 5

Unit -I	
Objective 1	**To provide students advanced principles underlying human behaviour and its application to educational problems.**

Psychology and its Basic Schools:- Meaning, Nature, scope and methods of educational psychology - Basic schools of psychology- Structuralism, Functionalism, Behaviourism, Constructivism and Humanism; Methods of Psychology - Introspection, Descriptive, Observation, Case Study, Survey and Experimental.

Outcome 1	**Formulate the prerequisite knowledge with the psychological concepts and will conceive the new ideas of the theories of psychology.**	**K6**

Unit-II	
Objective 2	**To enable students to understand the cognitive process and its importance in learning.**

Growth and Development:-Growth and Development- Concept and Stages; Factors influencing Development - Genetic, Biological, Physical and Environmental; Piaget's theory of cognitive development, Erikson's theory of psycho-social development, Freud's Psycho-analytic Theory, Kohlberg's theory of Moral development, Language development, emotional Development, aesthetic development, Educational Implications.

Outcome 2	**Comparing the growth and development with different psychological theories.** .	**K2**

Unit - III	
Objective 3	**To develop an insight in learning methods and approaches.**

Learning Theories:-Learning – Concept, Nature and importance; attention; Motivation; Remembering & Forgetting; Learning Styles; Cognition & Meta Cognition. Watson's behaviorism, Cognitive theory of learning, Hull's Drive reeducation theory, Tolman's theory of Purposivism, Lewin's field theory, Bandura's Modeling and observation Learning Theory, Vygotsky's Theory of Social Constructivism; Gagne's signal of learning- Transfer of Learning, Plasticity of learning.

Outcome 3	**Apply the learning theories in to the day-to-day pedagogical aspects.**	**K3**

Unit - IV	
Objective 4	**To help them understand the concept of intelligence and their impact on teaching- learning process.**

Creativity and Intelligence:- 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 and Critical thinking – Creativity: Creative and gifted children, Characteristics of a creative Individual, Education for accelerating creativity.

Outcome 4	**Use the personality and creativity concepts in their daily life and professional competence.**	**K3**

Unit - V	
Objective 5	**To enable them to understand the theoretical contributions and conceptual background of theories of learning, personality, development and adjustment.**

Personality and Mental Health:-Personality- Meaning and definitions; Determinants of personality - Genetic, Social and Cultural; Theories of personality - Type Theory, Trait Theory, Psycho-analytic Theory. Concept of Adjustment - Characteristic of well-adjusted and maladjusted person- Causes of maladjusted behavior- adjustment mechanisms- Juvenile delinquency- Mental health and Mental hygiene -Mental health and hygiene- Anxiety, conflicts, frustration, stress and burn-out, mechanism of adjustments; Guidance and Counseling, Emotional regulation, emotional intelligence.	
Outcome 5 **Develops personality according personality theories and apply in teaching learning process.**	**K5**

Practicum (Dynamic Components) Measurement of individual difference - conducting intelligence, attitude, interest test - find out creativity among students-find out the characteristics of gifted learners - improving mental health and assessment mechanism-Digital Experiments.

Suggested Reading

Anita Wool folk 2019 *Educational Psychology, Pearson Education*; Fourteenth Edition

Bhatia, H.R. 1965*A text book of Educational Psychology Bombay*, Asia Publishing House.

Bloom Benjamin S. George F. Madans and J Thomas Hastings1981. *Evaluation to improve*

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S (3)	M (2)	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)
CO_2	M(2)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	L(1)	M(2)
CO_3	S (3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)
CO_4	M(2)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	L(1)	S(3)	M(2)
CO_5	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	L(1)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	S(3)	S(3)	M(2)	M(2)
CO_2	M(2)	S(3)	M(2)	M(2)	L(1)
CO_3	S(3)	M(2)	S(3)	L(1)	M(2)
CO_4	S(3)	S(3)	M(2)	M(2)	L(1)
CO_5	S(3)	M(2)	S(3)	M(2)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

I- Semester						
Core	Course code: 741103	Research Methods in Education	T	Credits:4	Hours:5	

Unit -I	
Objective 1	**Get familiarized with the basic terms of research methodology.**

Educational Research:- Meaning, Definition, Characteristics, Need and Scope. Principles of scientific inquiry and theory development – Inter – disciplinary nature of educational research. Taxonomy of Educational research: Basic, Applied and Action research. Educational research in India. Emerging Trends and Challenges in Educational Research. Steps in research: selection and sources of a research problem-Statement of a research problem, Variables: definitions and types, operationalization of key terms.-Objectives/research questions. – Hypothesis: definition, meaning, role, types, characteristics and functions. Preparation of a research proposal. Review of Related Literature (RRL): - meaning, importance. Sources of RRL: Primary, secondary. – APA style of references, References Vs Bibliography

Outcome 1	**Critically evaluate the emerging trends and challenges in educational research**	**K5**

Unit-II		
Objective 2	**Develop understanding of concept of research in general and educational research in particular.**	

Quantitative Research: - Meaning – collect quantitative data – Primary Quantitative Research Methods – Types of Quantitative Designs – Survey Research –Cross-sectional Surveys - Longitudinal Surveys – Correlational Research – Quasi- Experimental Research, or Comparative Studies –Experimental Research –Secondary Quantitative Research Methods –Advantages of Quantitative Research Methods -= Limitations of Quantitative Research Methods

Outcome 2	**Classify, explain and compare the different types of quantitative research**	**K4**

Unit III		
Objective 3	**Develop understanding of distinctive features of qualitative and quantitative**	

Qualitative and Mixed Research:- Introduction Stages of Qualitative Research Collecting the Data - Data Analysis Steps - Characteristics of Qualitative Research Methods of Qualitative research -Interviews - . Focus Groups - . Observation Participant observation, Non participant observation - . Ethnography - Grounded Theory -. Phenomenology -. Narrative – Case Study - Action Research - . Historical Research -. Content Analysis - Qualitative Data Techniques for ensuring quality in qualitative research - Comparisons between Qualitative and Quantitative Methods –Strengths of Qualitative Research Weakness of Qualitative Research- Advantages of Qualitative Research Disadvantages of Qualitative Research- Mixed Research: meaning, fundamental principles, strength and weaknesses, types and limitations.

Outcome 3	**Compare and Contrast quantitative and qualitative research paradigm**	**K3**

Unit -IV	
Objective 4	**Research paradigms**.

Tools and Techniques of Research:- Hypotheses • Concept of Hypothesis • Sources of Hypothesis • Types of Hypothesis (Research, Directional, Non-directional, Null) • Formulating Hypothesis • Characteristics-Sampling; Concepts of Universe and Sample – Characteristics of a good Sample – Techniques of Sampling, Sampling Calculator-Tools and Techniques of Research; Steps of preparing a research tool –Standardisation of a tool ; Validity-Meaning, types, indices and factors affecting validity – Reliability ; Meaning, types,

indices and factors affecting reliability – Item Analysis (Discrimination Index, Difficulty Index), Document Analysis –Types of Tools; Questionnaire, Observation schedule, and Interview, Rating Scale, Attitude Scale, Aptitude, and interest Inventory, and Achievement Test.		
Outcome 4	**Acquire knowledge of tools and techniques or research** Identify Discuss Retell Research Annotate Translate Give examples of Paraphrase Reorganise Associate Describe Report Recognise Review Observe Outline Account for Interpret Give main idea Estimate Define	**K2**
Unit - V		
Objective 5	**Acquaint the students with respect to different techniques of research.**	
Research Report:- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposal – format of the research report – Research styles: APA, Preparation of Synopsis – Research Report; concept, characteristics, components, and Evaluation of research report.		
Outcome 5	**Identify, explain and prepare the key elements of research proposal/report** Translate Manipulate Exhibit Illustrate Calculate Interpret Make Practice Apply Operate Interview Paint Change Compute Sequence Show Solve Collect Demonstrate Dramatise Construct	**K3**
	Practicum (Dynamic Components):- Mastery over the concept of research – differentiate the traditional methods with modern methods – construction and adaptation of instrument, Administration of questionnaire – discussion and interpretation – proposal and report writing.	

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)
CO_2	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	S(3)	M(2)	M(2)
CO_3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	L(1)
CO_4	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)
CO_5	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)

S-STRONG (3), M-MEDIUM(2), L-LOW(1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	M(2)	S(3)	S(3)	S(3)
CO_2	S(3)	S(3)	S(3)	S(3)	M(2)
CO_3	M(2)	S(3)	S(3)	S(3)	S(3)
CO_4	S(3)	M(2)	S(3)	S(3)	M(2)
CO_5	M(2)	S(3)	S(3)	S(3)	M(2)

S-STRONG (3), M-MEDIUM(2), L-LOW(1)

I - Semester						
Discipline Specific Elective 1	**Course Code: 741501**	**Elementary Education**		**T**	**Credits:4**	**Hours:5**

Unit -I	
Objective 1	**understand the concept and context of Elementary Education**

Concept of Elementary Education:-

  a. Concept, nature and importance of Elementary Education in the context of teaching through mother tongue, contextualisation, multilinguism, heterogeneous and socio-cultural backgrounds.
  b. Developmental tasks - Influence of home, school and community related factors on child's development.
  c. Conceptual analysis of learner and learning, learner- centred approach, activity- centred approach, freedom and discipline
  d. Reflection on current practices in Elementary Education

Outcome 1	**Understand the concept of elementary education.**	**K2**

Unit-II	
Objective 2	**understand the objectives and challenges of Universalisation of Elementary Education reflect on strategies and programmes in Elementary Education**

Development of Elementary Education:-

  a. Nature and focus of Elementary Education after independence.
  b. Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
  c. Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
  d. Elementary education as referred to NPE-1986, POA-1992, National Curriculum Framework(NCF)-2005.

Outcome 2	**Learn different Educational commissions and its recommendations.**	**K2**

Unit - III	
Objective 3	**Reflect on strategies sand programme in Elementary Education**

Planning, Policies and Administration:-
  a. Constitutional provision- recommendations of Education Commission, National Policies of Education
  b. Five year National development plans– shift in focus on elementary education, budget consumption of elementary education
  c. Decentralizationofauthorityandfinancing:roleofPanchayatiRajInstitutions(PRIs), Urban Local Bodies, SMC,PTA/MTA
  d. The leading role of Central Government for guiding policy, transferring national initiatives and resources to states. Regulations of private school; matching supply- demand aspect of elementary education.
  e. Right to Free and Compulsory EducationAct-2009

Outcome 3	**Gain knowledge of Right of education and its role and understand the implementation and impact on quality enhancement.**	**K1**

Unit - IV	
Objective 4	**Understand the policies and administration of elementary education**

	Programmes and Implementation Strategies at Elementary Education:-	
	a. Centrally sponsored schemes–assumptions, implementation strategies and impact(IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV, NEP, NPE)	
	b. Stateprojects–assumptions,implementationstrategiesandimpact(BEP,APEP,UP BEP, LokJumbhish, ABL, NaliKali, Mahila Samakhya, ShikshaKarmi, AIEP, Learning Enhancement)	
	c. Centrally sponsored schemes and state projects–change it brought in elementary education	
	d. Sarva Shiksha Abhiyan(SSA)–objectives, focus areas, implementation strategies and impact on quality enhancement.	
	e. ICDS, Mid-Day Meal scheme(MDM)–objectives, implementation and impact on quality enhancement.	
	f. Role of authority and civil society in programme implementation.	
Outcome 4	**Understand the schemes and programmes in Elementary Education.** Recognise, recollect, record, recount, relate, repeat, reproduce, show, state, outline	**K2**
	Unit - V	
Objective 5	**Inculcate pedagogy and assessment in elementary education**	
	Curriculum, Pedagogy and Assessment in Elementary Education: -	
	b. Meaning and Principles of Curriculum development at Elementary Level	
	c. National Curriculum Frameworks of Secondary Education, Common Core Curriculum	
	d. Pedagogy Relevant at the elementary level	
	e. Meaning and importance of assessment Continuous and Comprehensive Evaluation (CCE)and grading at elementary stage	
	f. Sharing Performance with parents and community	
Outcome 5	**Learn different pedagogy in Elementary Education and gain knowledge about assessment in elementary education.**	**K1**
	Practicum (Dynamic Components):-Preparation of Educational thought of Mahatma Gandhi &Tagor – discussion on right to education - assignment on national curriculum framework – discussion on central government and state government role in elementary education- discussion on teaching strategies.	

Suggested Reading

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
C01	S(3)	S(3)	S(3)	M(2)	L(1)	M(2)	M(2)	S(3)	L(1)	S(3)
C02	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	M(2)	L(1)
C03	S(3)	S(3)	S(3)	L(1)	L(1)	L(1)	S(3)	M(2)	M(2)	M(2)
C04	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	L(1)	S(3)
C05	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)

S-STRONG (3), M-MEDIUM(2), L-LOW(1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	M(2)	L(1)	L(1)
CO2	L(1)	M(2)	L(1)	M(2)	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	M
CO4	M(2)	M(2)	M(2)	S(3)	S(3)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM(2), L-LOW(1)

I - Semester						
Discipline Specific Elective -2	**Course Code: 741502**	**Secondary Education**	**T**	**Credits:4**	**Hours:5**	
**Unit -I**

Objective 1		**understand the nature scope and systems of secondary and senior secondary education**
**Introduction to Secondary Education:-** Nature, Scope, function and system of Secondary- status of secondary education – process of teaching- learning secondary students- specific and integrated subject of secondary learners- Universalization of Secondary Education☐ Norms for Secondary Schools☐ Structure, Approaches and Strategies for Secondary Education.
Outcome 1	**Understand the modalities of secondary education.**	**K2**

Unit-II

Objective 2		**develop critical understanding about current status of Secondary education in India**
**Problems and Challenges of Secondary Education:** -Problems and challenges related to universalization of secondary education-achievement of Equalization of Educational opportunities-issues of Quality in Secondary and senior secondary education- Classroom problems, discipline, under achievement, lack of motivation-Intervention in relation to Access, Enrolment, Dropout.
Outcome 2	**Use various methods and techniques for the identification of training needs.**	**K3**

Unit - III

Objective 3		**learn the problems and issues of secondary education**
**Organizations, Institutions and Agencies in Secondary Education: -** National level Organisations and Institutions in administration and management of☐ secondary education - Ministry of Human Resource Development (CABE, CBSE, ICSE, NUEPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS)- State level Organizations and Institutions in administration and management- SCERT- SIET-SIEMAT- District and sub district levels Organisations and Institutions in administration.
Outcome 3	**Understand the organizations and agencies of secondary education and developing an understanding about various strategies of teacher's professional development.**	**K4**

Unit - IV

Objective 4		**state the organizations and agencies in secondary education**
**Secondary Teacher Educational management information system: -** Structure and management of information system (MIS) school mapping at secondary level- course mapping at secondary level-types of media (Audios/Videos)- interactive technologies – teleconferencing E-Learning and Web 3.0-Role of IGNU and UGC.
Outcome 4	**Gain knowledge about educational management system.**	**K2**

Unit - V

Objective 5		**describe the educational management information system**
**Programmes and implementation strategies of Secondary Education: -** Programmes and Strategies of Government of India implementation-improve access, enrolment, retention and quality of Secondary education RMSA for achieving Universalization of Secondary Education – programmes and strategies,☐ its impact on quality enhancement National Vocational Education Qualification Framework (NVEQF)☐ Role of authority and civil society groups in programme implementation.
Outcome 5	**Learn the implementation strategies of secondary education.**	**K5**

Practicum (Dynamic Components):-Brining the knowledge of the various elements offered by central and state government- guiding them to avail various schemes- solving the problem for better understanding of Education- implementation for program and strategies of Secondary Education.

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
C01	M(2)	L(1)	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
C02	L(1)	M(2)	L(1)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)
C03	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	S(3)	L(1)	M(2)	M(2)
C04	L(1)	L(1)	M(2)	S(3)	S(3)	M(2)	S(3)	L(1)	L(1)	L(1)
C05	L(1)	L(1)	S(3)	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)	L(1)

STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	M(2)	M(2)	L(1)
CO2	S(3)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	S(3)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	S(3)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	L(1)

STRONG (3), M-MEDIUM (2),   L-LOW (1)

I - Semester						
Discipline Specific Elective-3	Course code: 741503	Higher Education	T	Credits:4		Hours:5
Unit -I						
Objective 1	Understand the historical evolution of higher education in India.					
Evolution of Higher Education:- Evolution of Higher Education in pre and post-independence India -Role of Central and State Governments -Role of Higher Education in Nation Building. Quantitative Expansion of Higher Education: Growth in terms of Enrolment, Institutions and Finance - Qualitative Reforms in Higher Education. Role of Teacher Education institutions in reshaping the higher education system.						
Outcome 1	Follow the significant role of higher education in the development of a nation					K6
Unit-II						
Objective 2	Explore the characteristics of learners in higher education, effective teaching-learning methods.					
Higher Education Teachers – Students:- Characteristics of Learners at higher education - Methods of teaching-learning in Higher Education - Need for evolving an ideal learning ecosystem -Integration of Information and Communication Technology in instruction - Social Media in Higher Education Learning-Technology and Cross border education - Open and online higher education - Teachers in Higher education-qualifications, Evaluation of teacher – (self-appraisal and appraisal by students) - Professional Development of Teachers - role of teachers in organizations and higher education institutions.						
Outcome 2	Incorporate technology-enhanced learning.					K4
Unit - III						
Objective 3	Examine global trends in curriculum reformation, choice-based credit systems.					
Evaluation in Higher Education:- Global trends in curriculum reformation - Choice based credit and semester system – inter disciplinary and multi-disciplinary approach - Evaluation- Why What & How of Evaluation. Critical appraisal of the present evaluation system. Computer based and online.						
Outcome 3	Update the various aspects of curriculum at higher education level					K3
Unit - IV						
Objective 4	Analyze the issues of access, equity, and excellence in higher education, including the impact of MHRD's policies.					
Expansions of Higher Education:- Issues of Access, Equity and Excellence - Resent trends in Higher Education – Role of MHRD in Higher Education - Regulation and Governance - Liberalisation, Privatisation and Globalisation - Technology and Higher Education - Indian Higher Education in the Globalisation Context - Issues and Challenges.						
Outcome 4	Inculcate awareness on different policies on the development of higher education in our country.					K5
Unit - V						
Objective 5	Understand the internationalization of higher education, challenges in collaborations and research, and knowledge management.					
Higher Education in International context:- Internationalization of Higher Education -Issues and Challenges -International Collaborations in Higher education and Research - Knowledge management in Higher Education – India as Knowledge capital - Major Legislative Initiatives - Regulating Authorities-						

Accreditation of Institutions for Higher learning - Financing of HE - RUSA and its functions.	
Outcome 5	**Involve in a research to supply both theoretical and practical inputs to solve the issues higher education.**	**K3**

Practicum (Dynamic Components):- Assignment on comparing Higher Education in pre and post-independence India. Identify the measures of Quantitative Expansion of Higher Education in terms of Enrolment. Observe the characteristics of learners at higher education. Mock certificate verification for the qualifications of teachers. Submitting appraisal report on the present evaluation system. Identify on spot Liberalisation, Privatisation and Globalisation issues in Access, and Equity. Appreciating Excellence of Technology in Higher Education. Make a mock Accreditation at department level.

Suggested Readings

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COS	PO₁	PO₂	PO₃	PO₄	PO₅	PO₆	PO₇	PO₈	PO₉	PO₁₀
CO₁	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	L(1)	S(3)
CO₂	M(2)	S(3)	L(1)	M(2)	L(1)	M(2)	M(2)	S(3)	L(1)	M(2)
CO₃	S(3)	S(3)	S(3)	L(1)	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)
CO₄	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	L(1)	M(2)	S(3)	M(2)
CO₅	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	S(3)	L(1)	M(2)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COS	PSO₁	PSO₂	PSO₃	PSO₄	PSO₅	PSO₆
CO₁	M(2)	S(3)	L(1)	M(2)	S(3)	S(3)
CO₂	M(2)	M(2)	M(2)	S(3)	L(1)	M(2)
CO₃	S(3)	M(2)	S(3)	L(1)	M(2)	S(3)
CO₄	S(3)	M(2)	S(3)	S(3)	M(2)	L(1)
CO₅	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

		I - Semester			
Core	Course Code: 741104	Practical-1 Yoga and Health Education	P	Credits:2	Hours:5
		Unit -I			
Objective 1	Know the history of yoga and its applications				
Introduction to Yoga:-Meaning of Yoga: Yoga as science, Yoga as art- origin and history of yoga; Yoga in Vethic period; after Vethic period - simplified kundalani yoga formulated by Sri Vethathiri maharishi - Comparison between Patanjali Yoga sutra and Thirumandiram- Yoga for modern age.					
Outcome 1	Understand the need for Yoga in life				K2
		Unit-II			
Objective 2	Understand the physical structure and its functions				
Physical Structure and its Functions:-Yoga - Purpose of life, philosophy of life. Physical structure- 3 forms of body - pain, disease, death - causes for disease. Method and limit in 5 deeds. Importance of physical exercise- Rules and regulation of simplified physical exercises- Hand exercise, leg exercise, breathing exercise - Eye exercise, kapalapathi- benefits - Maharasana, body massage, acu- pressure, body relaxation- benefits.					
Outcome 2	Know the origin and history of yoga				K2
		Unit - III			
Objective 3	Apply meditation for the mental health				
Meditation and Mental Health:-Mind and body - powers of mind – conscious, subconscious and unconscious mind – Thoughts – power of - Thought culture – Blessing (Vazhgavalamudan, Vazhgavaiyagam) – re-engineering different stages of mind; Various types of meditation, Akana, Thuriyam, shanthi, manipuraka, visukthi etc., - Electro Encephalogram (EEG)– Mental frequencies.					
Outcome 3	Learn the methods of Yoga				K2
		Unit - IV			
Objective 4	Know the physiology benefits of Asanas				
Benefits of Asanas:-Physiological benefits of pranayama – Mula bandha - Jalandhara bandha – Uddiyana bandha -Physiological benefits of mahamudra Keechari mudra - viparitakarani mudra -Physiological benefits of shatkriyas – Neti – Dhauti Basti – Nauli – Trataka - Kapalabhati.					
Outcome 4	Identify various types of meditation				K2
		Unit - V			
Objective 5	Know about the value of consciousness in everyday life.				
Perfection in Consciousness:-Who am I – self-realization – god realization – order of function – fraction demands, totality supplies – merging with oneness; Cause and effect system – Law of Nature – awareness – Karma Yoga – duty consciousness – thankfulness – 10 principles of karma yoga – Love and compassion – services to humanity; Individual peace, Family peace and World peace.					
Outcome 5	Visualize the physiological benefits of Pranayama				K4
Practicum (Dynamic Components):-Concept of Yoga and Health of human being yoga and disease - Different ashna and its uses to health - Comparison ground exercises with yoga in rules to be followed while performing yoga - role of yoga for duty conscious - yoga for perfection yoga for beauty -yoga and meditation - yoga for peace.					
Suggested Readings					

B.K.S Iyenkar: *Light on the Yoga sutras of patanjali* (Haper Collins Publications India Pvt.,Ltd., New Delhi.)

Dr. HR. Nagendra: *Yoga Research and applications* (Vivekanda Kendra Yoga Prakashana Bangalore)

Dr. Shirley Telles: *Glimpses of Human Body* (Vivekanda Kendra Yoga Prakashana Bangalore)

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
C01	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
C02	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)	M(2)	L(1)	L(1)
C03	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)
C04	S(3)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	M(2)	S(3)	S(3)
C05	S(3)	L(1)	S(3)	M(2)	L(1)	S(3)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L(1)	L(1)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	L(1)	M(2)	L(1)
CO3	L(1)	S(3)	S(3)	L(1)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

		I - Semester			
Core	Course Code: 741105	Practical-2 Classroom Communication Strategies	P	Credits: 2	Hours: 5

- ❖ Students are given assignment cum seminar to do perform on one classroom communication strategy.

- ❖ Students will submit and get approval of the assignment. Further they will be presenting it in presence of all the students and staff.

- ❖ A detailed information should be given by the students both in the assignment and presentation.

- ❖ After the presentation is over, students should clarify the doubts and guidens raised by both staff and students.

- ❖ Based on the performance of the students in both, the marks would be awarded.

II - Semester					
Core	Course code: 741201	**Advanced Educational Statistics**	T	Credits:4	Hours:5

Unit -I	
Objective 1	**Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation**

Descriptive Statistics – Quantitative Data:-Meaning of Statistics – Statistics as a Tool in Educational Research. **Scale of measurement:** Nominal, ordinal, Interval and Ratio –Normal and Frequency distribution, Graphical representation of Data.

Measures of Central Tendency:-Mean, Median, and Mode –Calculation, Assumptions and Interpretation of measures of central tendency .

Measures of Variability:-Concept - Range, Mean Deviation, Quartile Deviation and Standard Deviation.

Correlation:- Pearson's product moment correlation and Rank Correlation-Computation using Excel.

Outcome 1	**Understand the role of descriptive and inferential statistics a part of quantitative research methodology**	K2

Unit-II	
Objective 2	**Explain or predict values of a dependent variable based on the values of one or more independent variables**

Inferential Statistics – I:-Hypothesis testing: Research and the null hypothesis - Statistical significance-degrees of freedom(t, f, Chi-square, and r) – computation of t-test independent, matched and student t-test-One tailed, and two tailed.

Outcome 2	**Perform statistical inference in several circumstances and interpret the results in an applied context**	K4

Unit - III	
Objective 3	**Test specific hypotheses about populations based on their sample data**

Inferential Statistics – II:-Analysis of variance and Co-variance (ANOVA and ANCOVA) – concept, assumptions and uses – Analysis of Frequencies using Chi- square as test of goodness of fit and test of independence, Contingency coefficient and its uses - regression analysis– Non-Parametric statistics :assumption and uses of sign test, rank test and median test.

Outcome 3	**Perform and present findings from chi square analysis and simple linear regression**	K4

Unit - IV	
Objective	**Use appropriate procedures to analyse qualitative data**

Data Analysis in Qualitative and Mixed Research:-Meaningful Units to them esmemoing, Analysis of visual data, segmenting , coding and developing category systems, enumeration, identifying relationship among categories, constructing diagrams, corroborating and validating results.

Outcome 4	**Have a knowledge regarding analyze of visual data segmenting coding and validating the results.**	K2

Unit - V	
Objective 5	**Demonstrate competence in the use of statistical packages for analysis of data**

Computer for Data Analysis and preparation of Research Report:-Use of computer for data analysis – Knowledge of software for statistical analysis such as SPSS , SoS viewer, N6 etc.

Outcome 5	**Develop competence in the fuse of SPSS clarifying and describing data**	K3

| | **aswllas for inference**
Translate Manipulate Exhibit Illustrate Calculate Interpret Practice Apply
Operate Interview Change Compute Sequence   Solve Collect
Demonstrate Dramatise   Construct | |

Practicum (Dynamic Components):-Mastery over the concept of Research – Differentiate the tradition methods with modern methods- construction and adaptation of instruments, Administration of questionnaire – Discussion and interpretation – proposal and report writing.

Suggested Reading

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	L(1)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
CO_2	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)
CO_3	S(3)	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)
CO_4	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)
CO_5	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	L(1)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	S(3)	S(3)	M(2)	M(2)
CO_2	M(2)	S(3)	S(3)	M(2)	M(2)
CO_3	S(3)	S(3)	S(3)	M(2)	M(2)
CO_4	S(3)	M	S(3)	S(3)	M(2)
CO_5	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

II - Semester						
Core	Course Code: 741202	Inclusive Education	T	Credits: 4	Hours5	

Unit -I	
Objective 1	To make the students to sensitize that the difference in birth is natural

Introduction to Inclusive Education:- Definition, concept and importance of inclusive education. Historical perspectives on education of children with diverse needs. Difference between special education, integrated education and inclusive education . Advantages of inclusive education in the context of RTE. Inclusive Education for Individual and Society. Historical perspective of Inclusive education in India & world. Concept of Inclusive Education and Models of Implementation. Lesson plan for inclusive practices.

Outcome 1	Sensitize that the difference in birth is natural	K2

Unit-II	
Objective 1	Enable the students to imbibe the legacy of various acts on CWSN

Policy Perspective:- Recommendations of Indian Education Commission (1964-66).Scheme of Integrated Education for Disabled Children .Inclusive Education of Disabled at Secondary Stage (IEDSS).National Policy on Education (NPE, 1986-92). National Curriculum Framework, 2005 NCERT on inclusion .The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).Educational provisions in Person with Disability Act. Rehabilitation Council of India Act (1992).National Trust Act (1999).UN convention on the Rights of Persons With Disabilities. Promoting Inclusion Preventing Exclusion. The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999.

Outcome 2	Carry the legacy of various acts on CWSN throughout his / her career. **Suggested Activities:** Solves problems, Demonstrates use of knowledge, Calculates,	K3

Unit - III	
Objective 3	To prepare the students to involve themselves in the process of Normalization of special children

Children with Diverse Needs:- Definition, characteristics and remedial measures for the children with sensory : hearing, visual and physically challenged, intellectual: gifted, and mentally challenged children , developmental disabilities: autism, cerebral palsy, learning disabilities. Social and emotional problems , scholastic backwardness, underachievement , slow learners , environmental/ecological difficulties and children belonging to other marginal groups.

Outcome 4	Ensure the process of Normalization of special children	K4

Unit - IV	
Objective 2	To orient the students to promote the special children to be socially ,and economically efficient

Teacher Preparation:- Importance of early detection, Functional assessment for development of compensatory skills. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning. Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC /ST and linguistic and other minority groups.

Outcome 4	Formulate the strategies to promote the special children in to be socially fit.	K6

Unit - V	

Objective 5	To prepare the students to cope up with the process of integration and accommodation of special children in to the normal stream.

Utilization of Resources:- Role of technology (Assistive Devices) for meeting diverse needs of learners. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities. Creating conducive environment in inclusive schools : material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community. Managerial skills for mobilizing appropriate resources. Identifying required resources for children with varied special needs.

Outcome 5	Enhance educational accommodation of special children	K5

Practicum (Dynamic Components):- Internalising the concept of normalisation, economic efficiency, social independence and human relationship of CWSN-Introspection in the remedial measures of MRs - Possible interventions to the crippled children - preparation of the plus curriculum – Effective dealing with the behavioural problem children – Cull out the innovations in each act on CWSN.

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)
CO2	S(3)	S(3)	S(3)	M(2)	L(1)	S(3)	M(2)	M(2)	M(2)	M(2)
CO3	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)
CO5	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	M(2)	L(1)	L(1)
CO2	M(2)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	S(3)	S(3)	S(3)	L(1)
CO4	S(3)	S(3)	S(3)	L(1)	M(2)
CO5	S(3)	S(3)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

II - Semester					
Core	Course Code: 741203	Advanced Educational Technology	T	Credits:4	Hours:5

Unit -I	
Objective 1	To enable the learner to understand the role of educational technology in education and explain the various approaches.

Introduction to Educational Technology:- Educational Technology : Meaning, Definition, Need and Scope, Significance, Relevance- Technology of Education – Technology in Education – Role of teachers in the context of Educational technology – Hardware and Software in Educational Technology - Concept and characteristics of Multimedia Technology, Multimedia packages in teacher training.

Outcome 1	Understanding concept and characteristics of multimedia technology in teacher training	K5

Unit-II	
Objective 2	Develop competence in different techniques and approaches in communication process.

Education and Communication:- System approach as a basic to Educational Technology– task analysis, Content analysis – Communication – Meaning, Definition, Types of Communication, Importance of Communication Process, Communication theories, Models of communication, Barriers to Communication- Principles of effective classroom communication, Communication – Mass media approach. FIA- Flander's Interaction Analysis

Outcome 2	To applying system approach as a basic to Educational Technology	K3

Unit - III	
Objective 3	To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.

Instructional Design:- Instructional Design – Meaning, Concept, Need, relevance and Importance – Models of Teaching:- Meaning, Function and Types, New Methods of teaching – ADDIE model – Development Model – Concept Attainment Model – Advance Organizer model – Non–Directive Leaning Model. Modalities of Teaching – difference between teaching and instruction, conditioning and training.

Outcome 3	Analyzing the instructional design and models of teaching	K3

Unit - IV	
Objective 4	To make the student familiar with new trends, techniques in education along with e-learning.

Audio – Visual Media in Education:- Audio- Visual media – Meaning, Needs, Importance, Advantages and Limitations – Audio- Video script writing, Educational radio- preparation and use of projected aids: Role of AIR, GYANVANI and SITE, Satellite based instruction GYAN DARSHAN – EDUSAT – e-learning /M-learning–web based Leaning, Preparation and use of non-Projected aids- Types.

Outcome 4	Understanding the types of Audio-Visual Media in Educational Technology	K2

Unit - V	
Objective 5	To enable the student to identify the use of computer packages in education become good practitioner of Educational technology and e-learning.

New Horizons of Educational Technology:- Text: Hypertext, Video text – Optical Fibre technology: Content Authorising tools - Procedure of Organizing teleconferencing and interactive Video Experience– Recent trends of research in educational technology – future of educational technology in India – Meeting the challenges in the digital age as globalization.		
Outcome 5	**Applying procedure of organizing teleconferencing and interactive video experience.**	**K4**

Practicum (Dynamic Components)
- ➢ Writing a simple script for media production.
- ➢ Instructional system based on components of system approach-Instructional design models.
- ➢ Preparation of a trend report on researches on Instructional design.
- ➢ Visit to local educational technology institute (BDU) to explore the various stages of media production.
- ➢ Visit to local TV/Radio station and analyzing the educational radio broad cast or TV telecast for quality and content.

Suggested Readings

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)	S(3)	S(3)	L(1)	M(2)
CO2	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	M(2)	S(3)
CO3	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)
CO4	M(2)	M(2)	L(1)	S(3)	M(2)	L(1)	S(3)	L(1)	M(2)	S(3)
CO5	S(3)	S(3)	M(2)	L(1)	L(1)	M(2)	M(2)	S(3)	M(2)	L(1)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	S(3)	S(3)	L(1)
CO2	S(3)	M(2)	S(3)	S(3)	S(3)
CO3	L(1)	M(2)	S(3)	M(2)	M(2)
CO4	M(2)	S(3)	L(1)	L(1)	M(2)
CO5	S(3)	M(2)	S(3)	S(3)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

II - Semester					
Core	Course code: 741204	**Contemporary Teacher Education**	T	Credits:4	Hours:5

Unit -I	
Objective 1	**Understand the concept, nature, and scope of teacher education, including the different types of teacher education programs and their curriculum structures at various levels.**

Concept and Objectives of Teacher Education:- 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, -Privatization in Teacher Education.

Outcome 1	**Understand the concept, needs of the education systems, objectives and privatization' teacher education.**	**K2**

Unit-II	
Objective 2	**Analyze the need for continuing professional development of teachers.**

Teacher Education in India:- Concept and need for continuing professional development of a teacher – areas of professional development. Purpose of pre service and in- service teacher education programme- different models/types – differences in their nature & purposes served (Orientation, refresher, workshop, Seminar, Symposium and Conference – their meaning and objectives) The structure for in-service teacher education–sub-district (BRCs and CRCs),district, state, regional and national level agencies and institutions.

Outcome 2	**Comprehend and understand the contemporary teacher education in India.**	**K2**

Unit - III	
Objective 3	**Examine the structure and curriculum of teacher education systems in India.**

Structure and Curriculum of Teacher Education:- Structure of Teacher education systems in India-levels-types-Universalization of Secondary Education and its implications for teacher educator-Preparing teachers for different contexts of school - Vertical mobility of a school teacher at secondary level.

Outcome 3	**Acquaint the structure and curriculum of teacher education at different level.**	**K2**

Unit - IV	
Objective 4	**Explore various instructional techniques used in teacher education, such as seminars, workshops, team teaching, and field studies.**

Instructional techniques:- Nature, assumption, relevance to objectives of the techniques- seminar-symposium-panel discussion-workshop-Team teaching-TLM- Programmed Learning- supervised Lecture-cum-Demonstration- Tutorials- Field study- Brain Storming- Buzz Group.

Outcome 4	**Utilize the instructional techniques.**	**K3**

Unit - V	
Objective 5	**Evaluate the qualities and challenges of an effective teacher educator, discuss professional ethics and code of conduct for teacher education.**

Professional Development in Teacher Education:- Need and modalities for continuing professional development of a teacher - Qualities and challenges of an effective Teacher Educator - Professional ethics and code of conduct for Teacher education - Planning in-service Teacher Education programmes for Teachers at Secondary stage - Designing and organizing an in-service Teacher Education programme –

Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.		
Outcome 5	**Understand the concept of quality enhancement for professionalization.**	**K2**
Practicum (Dynamic Components):- Analyze the best tool to understand a educational concept taught to teacher – efforts to understand education effectively - strategies for the overall minimum development in the class.		

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO7	PSO8	PSO9	PSO10
CO$_1$	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)
CO$_2$	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)	L(1)	L(1)	M(2)
CO$_3$	M(2)	M(2)	S(3)	M(2)	M(2)	S(3)	L(1)	L(1)	M(2)	L(1)
CO$_4$	M(2)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)
CO$_5$	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)	S(3)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO$_S$	PSO$_1$	PSO$_2$	PSO$_3$	PSO$_4$	PSO$_5$	PSO$_6$
CO$_1$	S(3)	M(2)	S(3)	S(3)	M(2)	M(2)
CO$_2$	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO$_3$	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)
CO$_4$	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
CO$_5$	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)

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S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

II - Semester					
Discipline Specific Elective-4	Course Code: 741504	**Early Childhood Care and Education**	T	Credits:4	Hours:5

	Unit -I	
Objective 1	**To understand the need and significance of early childhood care and education understand the policy of ECCE.**	

Human Growth and development: - Meaning and objectives of Early childhood care and education. Need and scope of early childhood care and education- Methods of studding child behavior and development (observation, Experimental, case study)

Outcome 1	**Understand the need and significance of early childhood car and education**	**K2**

	Unit-II	
Objective 2	**To develop the knowledge and skills for research and evaluation of ECCE and training program.**	

Goals of Early Care and Learning:-Introduction- Domains of Development-Birth–Three
-Six Years-Pedagogical Approaches to Principles of Programme planning-Guiding Principles of Programme Planning Three Years-Suggestive Developmentally Appropriate Practices for Birth to Three years-Suggestive Developmentally Appropriate Practices for Three to Six years.

Outcome 2	**Understand the quality dimensions i.e. Curriculum, Programmes and work force for early childhood and care and education**	**K2**

	Unit - III	
Objective 3	**Describe the methods and approaches for classroom transactions.**	

Programme Planning and Practices:- Early Learning Environment- Setting up and Early Years Classroom- Learning/ Activity Centre- Essential Learning and Play Material- Indoor Materials- Outdoor Materials- Assessing Children's Development and Learning- Addressing Concerns Related To Early Learning- Innovative Methods And Approaches For Classroom Transactions.

Outcome 3	**Learn the methods and approaches for classroom transactions.**	**K5**

	Unit - IV	
Objective 4	**Comprehend the critical issues, and policy implication of Early childhood care and education**	

Critical Issues, Social Realities, and Policy Implication:- Introduction -Societal Divides: Equity, Access, and Quality- Crèches and Day-care Centre- Private Sector- NGO Sector- Qualitative Picture of the ECCE Scenario- The Public Sector- Current Practices in ECE in the Private Sector- Risks of Early Instruction- Ensuring Quality for All- Developing Norms and Standard - Advocacy: Empowering the Parents, the Family, and the Community.

Outcome 4	**Understand the policy perspectives on early childhood and education in India and World.**	**K4**

	Unit - V	
Objective 5	**Understand the contributions of thinkers of ECCE.**	

Childhood Needs, Care and Education:- Contributions and writings of thinkers such as Tagore, Gandhi, Gijubhai Badheka Montessori, Froebel and Tara Bai Modak for childhood and early education - Different kinds of early childhood settings and the role of care givers for meeting the needs of children in crèches, anganwadis, balwadis, fee paying ECCE centres - Evolving and changing nature of early education and

ECCE centres Ethnic differences in the ECCE classrooms and building childhood identity by linking diversity of dress, food, celebrations songs and dance.		
Outcome 5	**Gain the contributions of thinkers and understand the critical issues and policy implication of early childhood care and education.**	**K4**
Practicum (Dynamic Components):- Need and significance of personnel involved in ECCE programme-status and nature of training programmers-pre-service & in-service – a critical evaluation- issues, concerns and problems-areas of research studies in ECCE – evaluation of ECCE programmes-methods and implications.		

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
CO2	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
CO3	S(3)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)
CO4	S(3)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	L(1)	L(1)	S(3)
CO5	S(3)	L(1)	S(3)	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

II - Semester						
Discipline Specific Elective-5	Course code: 741505	Curriculum Design and Development	T	Credits:4	Hours:5	

Unit -I		
Objective 1	To make the students to identify the components, concept and scope of curriculum.	
Curriculum – Introduction:-Meaning and concept of curriculum-Curriculum as a body of organized knowledge- inert and live curriculum- Components of Curriculum: Objectives, content, transaction mode and evaluation- Philosophical, sociological, psychological, religion, political and economical bases of curriculum - Principles: Integration ,Relevance, flexibility, quality, contexuality and plurality.		
Outcome 1	Get an insight over the component and principles of curriculum.	K1
Unit-II		
Objective 2	To enhance learners to describe and analyse various approaches, and determinants to curriculum development.	
Approaches and Types to Curriculum Development:-Approaches: subject - centred, learner - centred, community - centred and Activity – centred, curriculum -Curriculum Frameworks of School Education and Teacher Education - Humanistic Curriculum: characteristics, purpose, role of the teacher –Social reconstructionist curriculum: characteristics, purpose, role of the teacher.		
Outcome 2	Examine to adopt suitable approaches to curriculum development	K5
Unit - III		
Objective 3	To enable the learners to select and infuse suitable model in the curriculum designing process.	
Models of Curriculum Development:- Process vs Product model - Tyler's(1949) model - Hilda Taba (1962) model – Alexander & Sail model - MalkanSkilberk (1976) model- Wheelar model (1967) - Outcomes–Based model - Discussion on intervention model -Vocational/Training model - with special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation.		
Outcome 3	Select and infuse suitable model in the curriculum designing process.	K3
Unit - IV		
Objective 4	To make the learners to adhere various guiding principles for selection and organisation of learning experiences.	
Selection and Organization of Learning Experiences:-Principles and criteria for developing learning experiences - Designing integrated and interdisciplinary learning experiences- Integration of learning experience related to work experience- sensitivity to gender parity- peace oriented values- health and needs of children with disabilities- arts and India's heritage of crafts-Infusion of environment related knowledge and concerns in all subjects and levels- local history and geography.		
Outcome 4	Explore various guiding principles for selection and organization of learning experiences.	K4
Unit - V		
Objective 5	To prepare the students to address various issues in curriculum development.	
Issues in Curriculum Development:-Centralized vs. decentralized curriculum - Diversity among teachers in their competence -Problem of curriculum load - Participation of functionary and beneficiaries in		

curriculum development – NCF - BSCS – PSCS and Curriculum studies of different subject.		
Outcome 5	Arrive solution to the issues of curriculum development	**K6**
Practicum (Dynamic Components):-Construction of curriculum-Types of curriculum- Preparation of different types of curriculum in subject concerned-Comparison of curriculum and syllabus-Curriculum charges and its approaches-Need based curriculum- Curriculum evaluation—types of evaluation-models of curriculum evaluation.		

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO2	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)
CO3	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	L(1)	S(3)	M(2)	M(2)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	S(3)	S(3)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	M(2)	L(1)	M(2)
CO2	S(3)	M(2)	L(1)	S(3)	S(3)
CO3	M(2)	M(2)	M(2)	S(3)	S(3)
CO4	S(3)	S(3)	S(3)	S(3)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

II - Semester						
Discipline Specific Elective-6	Course code: 741506	**Guidance and Counselling**	T	Credits:4	Hours:5	

Unit -I	
Objective 1	**To develop an understanding of the Nature and Scope of guidance**

Nature and Scope of Guidance:- Concept and Areas in Guidance -☐Nature, Principles and Scope of guidance -☐Personal, Educational, and -vocational guidance: Its Educational Implications in the Global context. Essential Guidance Services - ☐Ethical basis in the use of Psychological Tests and Techniques Guidance for Special Population- ☐Exceptional learners: slow learners, children with mental retardation and gifted.

Outcome 1	Apply knowledge on concept, purpose of guidance and the types of guidance..	K3

Unit-II		
Objective 2	**To develop an understanding of various theories related to guidance and its application.**	

Career Guidance and Mental Health:- Career Guidance -☐Factors affecting vocational choice -☐Approaches to career guidance Theories and its Implications -Super's Theory of Career Development. ☐Holland's Model of Interest and its application in selection of career.-☐Social Cognitive Career Theory (SCCT)- -☐Concept of mental health - ☐Factors affecting mental health - ☐Role of guidance personnel in promoting positive mental health at work place.

Outcome-2	Discuss to career guidance theories and its applications.	K2

Unit - III		
Objective 3	**To develop an understanding of the Nature and Scope of counselling and their applications in various related field's of counselling**	

Nature and Scope of Counselling:- Concept of Counselling -☐Nature, Principles, Functions and Types (Reactive & Proactive) -Stages of counseling -Counselling skills - ☐Conditions influencing counselling -☐Ethical considerations in Counselling.

Outcome-3	Interpreting the knowledge on counselling types and relationship between guidance and counselling.	K2

Unit IV		
Objective 4	**To develop an understanding of the implications of Intervention Strategies**	

Intervention Strategies:- Rational Emotive Behaviour Therapy -☐Grief and Crisis Intervention Strategies -☐Coping strategy for Disaster affected victims.

Outcome 4	Illustrate the knowledge of guidance and counselling tools and testing devices..	K3

Unit V		
Objective 5	**To develop an understanding of counselling in 'focus' areas of life skill.**	

Counselling in Focus Areas of Life Skills:- Health and social events -☐Sexual violence - ☐HIV/AIDS prevention -☐Suicide prevention –Positivism.

Outcome 5	Identify the basic facts about guidance and counselling of students with behavioral problems and underachievement.	K2

Practicum (Dynamic Components):-
➢ Prepare a Career Guidance for Undergraduates in Social Science.
➢ Assess the effectiveness of any one intervention strategy of counseling.

Suggested Readings

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO1	S(3)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	S(3)	M(2)	L(1)
CO2	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	L(1)	M(2)	S(3)
CO3	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	L(1)
CO4	M(2)	L(1)	L(1)	M(2)	L(1)	L(1)	M(2)	L(1)	S(3)	M(2)
CO5	M(2)	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	M(2)	M(2)
CO2	M(2)	L(1)	L(1)	M(2)	M(2)
CO3	M(2)	L(1)	L(1)	M(2)	M(2)
CO4	M(2)	L(1)	L(1)	M(2)	L(1)
CO5	M(2)	L(1)	L(1)	S(3)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

II - Semester					
Core	**Course Code: 741205**	**Institutional Visit Report**		**Credits: 2**	**Hours:2**

      The students shall undergo Internship / industrial training in the reputed organizations for minimum of two weeks to acquire industrial knowledge during the summer vacation of second semester. The students have to find industry related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge/Mentor and get approval from the Head of the Department and Departmental Committee before going for an internship / industrial training.

Format to be followed for Internship report

      The format for internship report to be followed by the student are given below

> ## Format of the title page

Title of internship report

Internship report submitted in partial fulfillment of the requirement for the Master of Education to the Alagappa University, Karaikudi -630003.

By
(Student Name)
(Register Number)

University Logo

Department of _____

Alagappa University

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank-216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003
(Year)

> ## Format of certificate

(Faculty in-charge)

      This is to certify that the internship report entitled "---------------------------------------

III - Semester					
Core	Course code: 741301	**Emerging Trends in Teacher Education**	T	Credits:4	Hours:5
Unit -I					
Objective 1	**Understand the concept and importance of teacher education institutions.**				
Institutions of Teacher Education:- Concept, Needs, Importance, and Types of Teacher Education Institution- Role of Teacher Education Institutions, Quality Parameters in Teacher Education Institutions; Agencies of Quality Assurance in Teacher Education, - Action plan for Enhancing Quality of Teacher Education.					
Outcome 1	**Understand the Needs, Importance, and Types of Teacher Education Institution.**				K2
Unit-II					
Objective 2	**Examine the various reforms in teacher education, including the centrally sponsored schemes, networking institutions, and the use of ICT in teacher education.**				
Reforms in Teacher Education:- Centrally sponsored scheme for reconsuming and strengthening teacher education; IASEs, CTEs, DIETs-networking institutions like UGC, NCERT, NCTE, NUEPA, SCERT, SIEMAT, CIET, SAMAGRA SHIKSHA ABHIYAN and RCI –Uses of ICT in teacher Education- Teachers Diary-School experience programme (SEP).					
Outcome 2	**Understand the reforms in Teacher Education.**				K2
Unit - III					
Objective 3	**Analyze the relationship between education and morality in the context of the 21st century.**				
Education and Morality: The 21st Century Context:- Education and Morality : Morality and Religion in the present scenario - socio, political philosophy- tolerance - Peace- unity- patriotism- non-violence- religion, ethics and philosophy – Code of ethics for Teacher Educators.					
Outcome 3	**Understand the present scenario of the Morality and Religion.**				K2
Unit - IV					
Objective 4	**Explore the evolving role of Indian teachers in the 21st century, such as motivators, guides, organizers, makers of future generations, facilitators, guardians, peace lovers, technicians, and social engineers.**				
Indian Teacher – The 21st Century Context:- Motivator and Guide- Teacher as an Organiser - Teacher as a maker of future generation-Teacher as an Facilitators - Teacher as a Guardian - Teacher as a peace lover – Teachers as a Technician –Teacher as a social engineer -Teacher as an all-round personality.					
Outcome 4	**Understand the multifaceted role of an Indian teacher in the 21st century.**				K2
Unit - V					
Objective 5	**Identify and address the issues and problems in teacher education, and critically evaluate the recommendations of various education commissions and bodies.**				
Issues and Problems of Teacher Education:- Teacher Education- problems- measures,- Suggestions,- SolutionsandRecommendationsofsecondaryEducationCommission(1952-53)- Recommendations of Kothari commission (1964 -66) - Recommendations of the Indian Association of Teacher Education (IATE,1965) - Recommendations of National Council of Teacher Education NCTE - NNPE (New National Policy on Education) – 2015.					
Outcome 5	**Understand the issues and problems in Teacher Education.**				K2

Practicum (Dynamic Components):- Various teacher education programmes and comparison merits & demerits practice various mode of transaction teacher-students relationships Internship progrmmes-importance preparation of teachers for special school comparing teacher education programmes of different countries comparing teacher education programmes of pre and post-independence.

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K1- Remember, K2-Understand, K3-Apply K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	L(1)	M(2)
CO$_2$	S(3)	M(2)	L(1)	M(2)	L(1)	S(3)	S(3)	L(1)	M(2)	S(3)
CO$_8$	S(3)	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)	L(1)	S(3)	L(1)
CO$_6$	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)
CO$_3$	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	M(2)	S(3)	L(1)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO$_S$	PSO$_1$	PSO$_2$	PSO$_3$	PSO$_4$	PSO$_5$	PSO$_6$
CO$_1$	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)
CO$_2$	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)
CO$_8$	M(2)	S(3)	L(1)	M(2)	M(2)	S(3)
CO$_6$	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)
CO$_3$	M(2)	L(1)	M(2)	L(1)	M(2)	L(1)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

III - Semester					
Core	Course Code: 741302	Education at International Context	T	Credits:4	Hours:5

Unit -I	
Objective 1	**To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.**

Introduction of Comparative Education:- Meaning, nature, principles, aims, scope and importance of comparative education - Approaches to comparative education Principles
and Approaches of Comparative Education -Globalization and its impact on education in developed and developing countries.

Outcome 1	Understand the concept and scope of comparative education	K2

Unit-II	
Objective 2	**To acquaint the students with educational systems in terms of factors and approaches of comparative education.**

International Organization in Education:- UNO, UNICEF, UNESCO- roles and responsibilities in Education and world peace- specialized agencies of UN- International Labour Organization- Food Agricultural organization-World Health organization-International Development Association- International Finance Corporation and International monitory fund and roles in education.

Outcome 2	Appreciate the roles and responsibilities of international organizations in education	K2

Unit - III	
Objective 3	**To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.**

Education in International Context:- Comparative analysis of educational policies, planning and practices in developed and developing countries with specific reference to U.K., USA, and third world countries -Status of teachers and teacher education system in developed and developing countries with specific references to U.K., USA and third world countries.

Outcome 3	Compare various educational system of India and other countries	K5

Unit - IV	
Objective 4	**To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.**

Factors influencing the Educational Problems in India:- Economic and geographical factors- Social factors- linguistic factors **-** Problems prevailing in developing countries with special reference to India, their causes and solutions through education – Poverty,Unemployment, population explosion, Hunger, Terrorism, Illiteracy- political instability- Economic underdevelopment.

Outcome 4	Acquire knowledge about educational problems and understand the geographic factors by learning the causes and solutions of educational problems	K2

Unit - V	
Objective 5	To know the causes and solutions of educational problems

Societal Education:- Environmental Education- population Education- Human Rights Education- Health education- Political Education- Rural Education- Tribal Education and Women Education at international

	context.	
Outcome 5	**Understand and comprehend the societal education at international context.**	**K2**
Practicum (Dynamic Components):- Comparison on Comparative Education in International Journal- International support of development of Education- Reducing the gap between society and Education- Educational problems-trends in world education.		

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create.

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P010
CO1	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	L(1)	L(1)
CO2	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)
CO3	S(3)	L(1)	S(3)	L(1)	L(1)	L(1)	L(1)	L(1)	M(2)	M(2)
CO4	S(3)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	L(1)	L(1)	S(3)
CO5	S(3)	L(1)	S(3)	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PS05
CO1	S(3)	L(1)	M(2)	L(1)	L(1)
CO2	S(3)	M(2)	L(1)	L(1)	M(2)
CO3	L(1)	L(1)	L(1)	L(1)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	L(1)
CO5	L(1)	L(1)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

III - Semester						
Core	Course code: 741303		Educational Evaluation	T	Credits:4	Hours:5

Unit -I

Objective 1	To prepare the students to choose appropriate item according to the objective of the test.

Testing: Concept, and Practices: Meaning and concept, and Need and uses of testing. Types of Tests: a. Psychological tests b. Teacher made test, Standardized test c. Reference test- Criterion reference test, Norm reference test. d. Diagnostic test. Factors Influencing Test Scores: Psychological Factors, Environmental Factors.

Outcome 1	Construct different types of tests.	K6

Unit-II

Objective 2	To sensitise the learners in aapplying all the three domains in testing process

Assessment of Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment as 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.

Outcome 2	Adapt all the maximum three domains in all testing process	K3

Unit - III

Objective	To enable learners to embed the principles to examination and evaluation work in all evaluation process.

Techniques and Tools: Planning and organizing testing programmes. Qualities of a good test. Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories, and interviews. Self-assessment by students and by teachers, peer assessment, Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills. Types of test items, Preparation of Subjective and Objective test items: Nature, Characteristics, Advantages and Limitations of Essay Test, Objectives Test, Performance Test and Oral Test.

Outcome 3	Excel in preparing appropriate item according to the objective of the test.	K1

Unit - IV

Objective 4	To ensure the linkage of educational objectives and assessment objectives in all educational process.

Measurement and Evaluation: Concept, and functions of measurement and evaluation. Types of evaluation – formal, informal, oral, written, formative and summative. Relationship between educational objectives, learning experiences, and evaluation. Construction of an Achievement Test: the Blueprint, the Pre-try-out, the try-out, Item analysis, final form of an Achievement Test. Standardization of an Achievement Test: Validity and Reliability and Setting up Norms.

Outcome 4	Cement the educational objectives and assessment objectives together.	K4

Unit - V

Objective 5	To make the learners to iimplement the educational evaluation reforms time-to-time.

Assessment and examination reforms: Assessment of different tests, Interpretation of Test Scores: qualitative and quantitative. Grading, Marking and Credit System, Question Bank, Remedial, and Internal Assessment. Moderation, and revaluation. Feedback Devices, Assessment of Portfolios, Reflective Journal,

Rubrics, CBCS, Continuous, Comprehensive Evaluation, e-Assessment: Teacher Prepared ICT Resources.

Outcome 5	Bring out innovative ideas in the examination pattern.	K6

Practicum (Dynamic Components):-Learning to use different tools of measurement and evaluation- – Analyse which characteristics of a tool is best – establish the purpose of each type of assessment – Identifying the possible measures to use the reforms of assessment – Standardizing a tool.

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	S(3)	M(2)	M(2)	L(1)
CO2	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	L(1)	M(2)
CO3	S(3)	L(1)	S(3)	L(1)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)
CO4	S(3)	M(2)	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	S(3)
CO5	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	L(1)	M(2)
CO2	S(3)	S(3)	L(1)	M(2)	M(2)
CO3	S(3)	S(3)	M(2)	S(3)	S(3)
CO4	S(3)	M(2)	S(3)	S(3)	S(3)
CO5	M(2)	S(3)	M(2)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

III – Semester						
Core	Course code: 741304	ICT in Education	T	Credits:4	Hours:5	

Unit -I		
Objective 1	Understand the scope of ICT and its applications in teaching learning.	
Information and Communication Technologies – an Introduction:- Nature and scope of a communication system – sender, receiver, message and the medium- one-to-one, one-to- many, and many-to-many communication- broadcast and non-broadcast applications – Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications- ICT in classroom– ICT in Distance Education – ICT for Professional Development and ICT for Institutional Management.		
Outcome 1	List out the Computer fundamentals: hardware and Software, Introduction to personal Computer.	K1
Unit -II		
Objective 2	Know the instructional applications of Internet and web resources.	
Internet and Web:- Internet: meaning, concept, need and significance- Basic Services - World Wide Web - Using search engines and Web Utilities: Keywords and search strategies- Synchronous and synchronous communication on the web: e-mail, chat, newsgroups and forums.		
Outcome 2	Explain the Internet and World Wide Web, Information, Service and function of the Internet and the web.	K2
Unit -III		
Objective 3	Understand E-Learning, its nature, dimensions, modes and technologies.	
e- Learning:- E-Learning: Meaning, Concept, Importance, Strengths and Limitations Elements and Dimensions of E-Learning - E-Learning Technologies: LMS, CMS - Virtual Learning: Virtual Classroom/Virtual University, Virtual Instrumentations Virtual Labs- Merits and Limitations - Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content.		
Outcome 3	Explain the LMS, CMS.	K2
Unit IV		
Objective 4	Understand the process of using the application software for creating documents, database, presentation and other media applications	
ICT Applications In Education:- TPACK and skills- Web Tools: Web 1.0,Web 2.0,Web 3.0– Blogs, Wikis, Web Quests, RSS, Tagging, Book marking. Social Media in learning-Academic Social Networking Sites: Academia, LinkedIn, - Models and theories for M-Learning – M-Learning in and across formal and informal settings- Enabling m-Learning technologies (Handheld Devices, PDA, Digital Notebooks, Mobile Phones and Tablet, PCs), Applications and Uses: Windows, Mac, Android.		
Outcome 4	Evaluate models and theories for m-learning.	K6
Unit V		
Objective 5	Appreciate the role of e-resources in education.	
E-Resources and E–Content Development:- E-Resources: Meaning, Concept, Importance, Advantages and Limitations-Types of e – Resources – Forms of Digital information- On – Line Libraries –On – Line Journals and Abstraction Services Full Text Databases – Gateways and Portals, E-theses Library, E- Resources in Indian Education : UGC – INFLIBNET,UGCINFONET,ERNET,DELNET,E–JournalConsortium,NPTEL,UGC–CEC. E–Content Development – Meaning, Need and Significance – Types and Forms of e- Content – Short Learning Objectives – Modules.		
Outcome 5	Organize E-resources in Indian Education..	K5

Practicum (Dynamic Components)
- ➢ Creation of Blog
- ➢ Member of any one Content Management System.
- ➢ Demonstrating a web tool:1.0, 2.0,and 3.0
- ➢ Developing a E-content
- ➢ Visiting resource centers
- ➢ Mobile learning Class

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

COs	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	S(3)	M(2)	L(1)	L(1)	M(2)	S(3)	S(3)	M(2)	L(1)	L(1)
CO$_2$	M(2)	S(3)	L(1)	M(2)	L(1)	S(3)	L(1)	M(2)	M(2)	L(1)
CO$_3$	M(2)	L(1)	L(1)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)
CO$_4$	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	L(1)	L(1)	L(1)	L(1)
CO$_5$	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

COs	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	M(2)	M(2)	S(3)
CO2	M(2)	S(3)	M(2)	S(3)	M(2)
CO3	M(2)	S(3)	M(2)	M(2)	M(2)
CO4	M(2)	S(3)	M(2)	S(3)	M(2)
CO5	M(2)	S(3)	M(2)	M(2)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

III - Semester						
Discipline Specific Elective-7	Course code: 741507	Educational Management and Administration	T	Credits:4		Hours:5

Unit -I	
Objectives 1	Understanding the fundamental concepts of educational management
Educational management: concept, nature and scope, difference between administration and management, Characteristics of good management, Process of Educational management, Management at different levels- elementary, secondary, higher education.	

Outcome 1	**Understanding the fundamental concepts of educational management**	**K2**

Unit-II	
Objective 2	To learn the managerial process and concept of SWOT, PERT , CPM analysis.
Modern Trends in Educational Administration Managerial process and its importance, Planning: process and means, Organizing: process and means, Controlling and staffing: process, means and new practices, group dynamics and motivation. Implementing and decision making: process and means, SWOT analysis: concept and process, Application of SWOT analysis at various levels of education Concept of PERT and CPM, Cost-benefit and cost-efficiency analysis in education, Participation of stakeholders in educational management, Promoting need based educational programmes.	

Outcome 2	**Analyse the modern trends in educational administration**	**K2**

Unit - III	
Objective 3	To know the relationship between Administration and Management in Education
Educational Supervision and Administration Introduction Concept, aims, principles and changing views of Educational Supervision Techniques of supervision -Educational supervision and Human Relation School inspection, Application of educational management in academic areas, Application of educational management in administrative areas. - Quality management in education: Challenges, Total quality management, Time management, Quality improvement issues in higher education. IQAC in higher education institutions, Professional Learning Community (PLC) in Education, IIEP as an Apex body in Educational planning and management.	

Outcome 3	**Understand the application of educational management in academic area**	**K2**

Unit - IV	
Objective 4	To get knowledge on adapting appropriate Models of leadership
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)	

Outcome 4	**Acquire knowledge on adapting appropriate Models of leadership**	**K3**

Unit - V	
Objective 5	To know the sources of income for financing educational at central and state level
Financing in Education Introduction Sources of income for financing educational at the Central and State level, Grant-in-aid system Types of Grant-in-aid Educational Planning Need for Educational Planning Goals of Educational Planning Priorities of Educational Planning Administrative organization of Education with special	

reference to Tamilnadu.		
Outcome 5	**Compare the sources of income for financing educational at central and state level**	**K5**
Practicum (Dynamic Components):-Human Resource Planning – Characteristics – Need for planning – HRP Process – Job analysis – Job design – Job description – Job specification; The Selection Process – Placement and induction – Training and development – Promotion – Demotions – Transfers– Separation. Employee Maintenance andIntegration–Welfareandsafety–Accidentprevention–Administrationofdiscipline– Employee motivation – Need and measures. Fringe benefits – Job evaluation systems – Wage and salary administration in relation to personal taxation.		

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	S(3)	M(2)	S(3)	L(1)	M(2)	S(3)	M	L(1)	S(3)	M(2)
CO$_2$	S(3)	M(2)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
CO$_3$	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)
CO$_4$	S(3)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO$_5$	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	S(3)	S(3)	M(2)	M(2)
CO_2	M(2)	S(3)	S(3)	M(2)	M(2)
CO_3	S(3)	M(2)	S(3)	S(3)	M(2)
CO_4	S(3)	M(2)	S(3)	S(3)	M(2)
CO_5	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

III - Semester						
Discipline Specific Elective-8	**Course Code: 741508**	**Environmental Education**		**T**	**Credits:4**	**Hours:5**
Unit -I						
Objective 1	**To comprehend about the field of Environmental Education (EE).**					
Environmental Education: An Introduction:- Environmental Education: Definition- Goals- Objectives and guidelines - Origin of Environmental Education. - Pre requisition for a successful environmental education - Issues related to environmental education.						
Outcome 1	**To creating origin of Environmental Education and issues related to Environmental Education**					**K3**
Unit-II						
Objective 2	**To develop Environmental Education curriculum at various levels of Education.**					
Environmental Education Curriculum:- EE Curriculum - need and significance -scope and sequence of Environmental education curriculum -Role of NCERT-UGC and educational institutions in developing Environmental Educational Curriculum - Approach to curriculum planning and Development Environmental Education at various levels of Education -Development of Environmental Curriculum in India.						
Outcome 2	**Applying the approach to curriculum planning and development environmental education at various levels of education**					**K5**
Unit - III						
Objective 3	**To get awareness on culture and environmental crisis.**					
Culture –Environmental Nexus:- Environmental crisis - Science, Technology and Environmental crisis - cultural values and Environment. Major environmental problems in India –Need and objectives of conservation – Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws						
Outcome 3	**Understanding the environmental movements and International efforts for environmental protection**					**K2**
Unit IV						
Objective 4	**To develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and non-formal education.**					
Environmental hazards and pollution:- Meaning and definition of Environmental hazards and pollution – Types of environmental hazards and disaster – Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion. Need for environmental management – function and characteristics- dimensions of environmental management. Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna.- causes for forest fire- measures of prevention.						
Outcome 4	**Evaluating types of environmental hazards and disaster**					**K4**
Unit - V						
Objective 5	**To know the environmental disasters and their protection.**					
Environmental Movements and International Efforts for Environmental Protection:- Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa –conditions for achieving the goals of sustainable development – Strategies for						

sustainable development in India. The Stockholm conference 1972 – Brundtl and commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997.

Outcome 5	Analysing environmental movements and international efforts for environmental protection	K3

Practicum (Dynamic Components)

- Visit to a local area to document environmental assets-river/ Forest / grassland / hill / mountain.
- Visit to a local polluted site-Urban / Rural / Industrial /Agricultural.
- Study of common plants, insects, birds.
- Study of simple ecosystems-Pond, river, hill, slopes, etc.,

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	M(2)	M(2)	S(2)	L(1)
CO$_2$	L(1)	M(2)	M(2)	M(2)	L(1)	S(3)	S(3)	M(2)	L(1)	M(2)
CO$_3$	S(3)	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	M(2)	M(2)	S(3)
CO$_4$	M(2)	M(2)	M(2)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	M(2)
CO$_5$	M(2)	L(1)	L(S)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$
CO$_1$	S(3)	S(3)	M(2)	S(3)	L(1)
CO$_2$	M(2)	S(3)	M(2)	M(2)	M(2)
CO$_3$	M(2)	L(1)	S(3)	S(3)	S(3)
CO$_4$	M(2)	M(2)	L(1)	S(3)	L(1)
CO$_5$	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

III - Semester					
Discipline Specific Elective-9	**Course Code: 741509**	**Human Rights Education**	**T**	**Crdits:4**	**Hours:5**

Unit -I	
Objective 1	**To enable the student – teacher know the concept of human rights education and their significance.**

Human Rights Education – an Introduction:- Human Rights Education – Meaning – Concepts – Need – Significance – Scope – Types – Rights of Children and Juveniles – Rights of Women – Rights of Aliens – Rights of Prisoners – Rights of Indigenous Peoples – Rights of Workers – Political Rights – Economic, Social and Cultural Rights – Approaches to teach Human Rights Education: Direct approach – Indirect approach – Implicit approach.

Outcome 1	**To Creating Human Rights concepts and Human Rights Education**	**K3**

Unit-II	
Objective 2	**To enable the student – teachers know the various organizations and their work in the direction of human rights education.**

Historical, Philosophical, Psychological and Sociological Perspectives of Human Rights Education:- Magna Carta (Bill of Rights) of England (1215) – United Nation Organisation Declaration of Human Rights (1948) – Vienna Declaration (1993) – Indian Constitution (1995 – 2002) – Pre-Independence and Post-Independence period – Human Rights Concept of Indian Philosophers and Reformers: Mahatma Gandhi – Rabindaranath Tagore – Periyar EVR – Ambedkar – Western Philosophers Reformers – Nelson Mandela – Martin Lather King – Karl Marx – Mother Theresa – Personality Development – Analytical Thinking and Creativity – Need Satisfaction Theory – Awareness – Unity – Values – Equality – Justice – Liberation – Social Problems – Approaches and Solutions.

Outcome 2	**Understanding the Human Rights concept of Indian and western philosophers and reformers.**	**K5**

Unit - III	
Objective 3	**To enable the student – teachers acquire the ability to implement the Human Rights Education Programme (HREP).**

Promoting Human Rights Education:- Education for International Understanding – Cooperation – Peace Making – Human Morale – Human Unity – Human Tolerance – Human Culture – Promoting Human Rights Education – Activities – Games – Group Discussion – Brain Storming – Special Lectures – Role Play – StoryTelling – Dramatization – Songs – Debate – Street Plays – Puppet Shows – Folk Songs – Folk Dramas – Exhibitions and Competitions – Research Activities – Publications – Video Programmes – Essay – Drawing – Seminars – Symposia – Workshop – Panel Discussions – Value Awareness Programmes – Through Camps – Mass Media – Print Media and Voluntary Organization – State and National Human Rights Commission.

Outcome 3	**To applying promoting Human Rights Educational activities**	**K4**

Unit - IV	
Objective	**To enable the student – teachers know research innovations regarding effective implementation of human rights education.**

Human Rights Violations and Remedies:- Denial of Basic Human Rights – Prejudicial Environments – Prejudices – Ignorance – Evil Deeds – Social Disparities – Social Discriminations – Anti-Social Activities –

Human Rights Violations in Religions – Human Rights Deprivations – Racial Discrimination – Social Injustice – Illegal Arrests – Murders – Dowry – Violation among Tribes and Dalits – Bonded Labourers – Child Labour – Elements Prejudicial to Human Rights Practices in Schools – Revisiting of Indian Constitution with reference to Human Rights – Critical review of Human Rights in Globalized world.

Outcome 4	Analysing Human Rights violations and remedies	K3

<div align="center">Unit V</div>

Objective 5	To enable the student – teacher to equip with different skills, to adopt the method and to prepare teaching materials related with the human rights education.

Extension Activities of Human Rights Education:- Meeting People in the Society – Identifying Human Rights Violations – Practical Guidance to Rescue People – Restoring Fundamental Rights Through NSS Activities.

Outcome 5	Remembering critical review of Human Rights in Globalized world	K3

Practicum (Dynamic Components:-
1. Compilation of articles / papers on human rights
2. Compilation of Stories, poem related to human rights
3. Moral values scale
4. Personal values questionnaire
5. Comprehensive value scale
6. Compilation of news items of human rights violations
7. Membership in human rights activities
8. Organising services on human rights inviting judges to increase human rights awareness of the students.

Suggested Readings

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https://politeknik-international.org/pi5229/

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	S(3)	M(2)	S(3)	L(1)	M(2)	M(2)	S(3)	L(1)	M(2)	M(2)
CO$_2$	M(2)	M(2)	L(1)	L(1)	M(2)	S(3)	S(3)	L(1)	M(2)	S(3)
CO$_3$	S(3)	L(1)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)	L(1)
CO$_4$	S(3)	L(3)	M(2)	M(2)	L(1)	M(2)	L(1)	S(3)	L(1)	M(2)
CO$_5$	L(1)	L(1)	S(3)	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	L(1)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$
CO$_1$	M(2)	M(2)	S(3)	M(2)	M(2)
CO$_2$	S(3)	S(3)	L(1)	M(2)	S(3)
CO$_3$	L(1)	M(2)	M(2)	M(2)	S(3)
CO$_4$	S(3)	S(3)	M(2)	S(3)	S(3)
CO$_5$	M(2)	L(1)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

II - Semester					
Core Practical-4	Course Code: 741305	Preparation of Research Proposal	P	Credits: 2	Hours:2

- ❖ Each student should prepare a research proposal on any one topic in detail.

- ❖ All students should present it infront of staff and students of the M.Ed. class in Power Point Mode.

- ❖ Staff and students are questions in each expect of the proposal.

- ❖ Based on the performance of the students, marks would be awarded.

- ❖ Preparation of research proposal in the third semester in order to develop awareness, research attende and an advance training to do their M.Ed project work in the fourth semester.

IV - Semester					
Core	Course code: 741401	**Peace and Value Education**	T	Credits:4	Hours:5

Unit -I	
Objective 1	**Understand the concept, scope, and objectives of peace education.**

Peace Education :– Meaning- Definition – Concept – Scope, Aim and Objectives of Peace Education -- Different Levels of Education - Human Miseries in the Modern world and quest for peace - Gandhian concept of peace - Different approaches to peace - Establishment of peace education institutions - Pacifism and Education.

Outcome 1	**Understand the Gandhiji's contributions to peace movement.**	**K2**

Unit-II		
Objective 2	**Examine the historical development of peace education, including its curriculum development and the role of international organizations and NGOs in promoting peace.**	

Education for Peace and Historical Development of Peace Education:-Concept and meaning of Education for peace - Curriculum Development of Education for peace - Stage specific approach- Early childhood - Elementary stage - Secondary stage - Higher Education stage- Adult Education stage. Creation of United Nations- Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC - Amnesty International, International Committee of Red Cross and NGOs -Peace Education in India and its development - Gandhiji's contributions to peace movement.

Outcome 2	**Understand the Some Important Organisations in the world peace; *viz*., UNESCO, UNO, NAM, SAARC, G-8, G-20, NATO, ASEAN Theosophical Movement and communal harmony for peace.**	**K2**

Unit - III		
Objective 3	**Explore the concept of values in education, their classification, sources, and the role of education.**	

Education and Values:-Definition, Concept, Classification, Theory, Criteria and Sources of values - Aims and objectives of value education - Role and Need for value education in the contemporary society - Role of education in transformation of values in society - Role of parents, teachers, society, peer group and mass media in fostering values - Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.

Outcome 3	**Understand the need and importance of value education.**	**K2**

Unit - IV	
Objective 4	**Analyze the significance of value education towards national and global development.**
	Value Education towards National and Global Development:-Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity - Social Values: Pity and Probity, Universal Brotherhood. - Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Integrity Faith. - Religious and Moral Values: Tolerance, Wisdom, character. - Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. - Environmental Ethical Values - National Integration and international understanding. - Need of Humanistic value for espouse peace in the society - Conflict of cross-cultural influences, cross-border education.

CO-4	Assess the impact of value education on fostering national and global development.	K6
	Unit - V	
Objective	Promote personal development through value education, focusing on human values, character formation, challenges of adolescence, self-analysis, introspection.	

Value Education and Personal Development:-Human Values: Truthfulness, Constructively, Sacrifice, Sincerity, Self-resilience, Altruism, Egoism, Scientific Vision, relevancy of human values to good life. - Character Formation towards Positive Personality - Modern challenges of adolescent: emotions and behavior - Self-analysis and introspection: sensitization towards gender equality, physically challenged, intellectually challenged, Respect to - age, experience, maturity, family members, neighbors, co- workers.

Outcome 5	Develop a strong foundation of human values for personal growth and positive character formation.	K5

Practicum (Dynamic Components)

- A Critical analysis of teachers, school personal, students and parents and curriculum in terms of value education.
- Value of self-sacrifice as value of self-centeredness.
- Value of altruism Vs Egoism.

Suggested Readings

Allport, G.W., Vermon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin. Centaral

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    Research*, Chicago: Rand Mc Nally.

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Piaget, J. (1960). *The Moral Judgment of the Child*. New York: Free Press

Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup & Sons, New Delhi Venkataiah.N, (1998) *Value Education*, APH Publishers, New Delhi,.

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Forsythe, D. P. (1990). Human Rights and the International Committee of the Red Cross. *Human Rights Quarterly*, *12*(2), 265–289. https://doi.org/10.2307/762380

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)	M(2)	S(3)	S(3)	L(1)
CO_2	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)	L(1)	M(2)	S(3)
CO_3	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	L(1)	S(3)	M(2)	L(1)
CO_4	S(3)	S(3)	M(2)	M(2)	L(1)	S(3)	S(3)	S(3)	L(1)	M(2)
CO_5	S(3)	S(3)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	S(3)	L(1)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5	PSO_6
CO_1	M(2)	S(3)	M(2)	M(2)	S(3)	M(2)
CO_2	S(3)	M(2)	S(3)	S(3)	L(1)	S(3)
CO_3	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)
CO_4	S(3)	S(3)	M(2)	L(1)	M(2)	S(3)
CO_5	S(3)	M(2)	M(2)	M(2)	L(1)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

IV - Semester					
Core	Course Code: 741402	Economics of Education	T	Credits:4	Hours:5

Unit -I

Objective 1	Understand the concept and significance of education as an investment and consumption.

Economics Education:- Concept- Educational resources are limited – Educational Wants are unlimited- Nature of Economics of education – Scope of Economics of education – Emergence of Economics Education – Need of Economics of Education.

Outcome 1	Understanding the concept and significance of education as an investment and consumption	K2

Unit-II		
Objective 2	Understand the principles and approaches to educational planning	

Education and Economic Development:- Education and Economic growth - Education and National Development - Education and the Distribution of Income - Education, Population and Poverty - Liberalization, Privatization, Globalization and Education - Contemporary issues in Economics of Education.

Outcome 2	Analyse the cost-benefit aspects of education	K4

Unit - III		
Objective 3	Analyze the cost-benefit aspects of education and the internal and external efficiency of education	

Cost Analysis in Education Cost Concepts:- Expenditure vs. cost , Cost in economics and in education , Determinants of educational costs , Behaviour pattern of educational costs , Social and private costs , Opportunity cost , Fixed and variable costs - **Estimating Educational Costs** - Normative and actual costs , Effectiveness , Costs-efficiency and cost-effectiveness , Cost-Benefit Analysis , Cost-benefit defined , Rates of return: social and private , Cost-benefit analysis: an illustration , Evaluation of cost-benefit analysis .

Outcome 3	Critically evaluate the recent trends in Liberalization, privatization, Globalization and education	K5

Unit - IV		
Objective 4	Understand new educational reforms adopted in India and their capability in the field of education.	

Economic Reforms and Education:- 1. Standard of living schooling and Education 2. Modernization of education relationship between Market and education, Human Development Index 3. Privatization of education – public and private partnership in education 4. Globalization of Education; Role of International Institutions, IMF, WB & WTO 5. Liberalization of Educational policies a critical appraisal.

Outcome 4	Discuss economic reform and education	K4

Unit - V		
Objective 5	Understand the labour market, education and migration	

Education and the Labour Market:- Education and the Labour Market: Labour, Market and Education - Education and Employment - Education and Migration (Internal and External).

Outcome 5	Compare and contrast education and labour market, education and employment	K3

Practicum (Dynamic Components):- Debate on education as investment – discussion on benefit of

education – need of educational planning and institutional planning – role of panchayat raj and public in school expenditure.

Suggested Readings

Altinok N, Kingdon G (2012) *New evidence on class size effects: a pupil fixed effects approach. Oxford Bulletin of Economics and Statistics* 74(2): 203–234.

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School of Education.

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primary schools. Policy Research Working Paper Series* 5809. Washington, DC: The World

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Oxford Development Studies* 37(2): 123–144.

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https://hdr.undp.org/data-center/human-development-index#/indicies/HDI

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	S(3)	M(2)	S(3)	L(1)	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)
CO$_2$	S(3)	M(2)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)
CO$_3$	S(3)	S(3)	M(2)	L(1)	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)
CO$_4$	S(3)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO$_5$	S(3)	M(2)	M(2)	M(2)	M(2)	M(2)	M(2)	L(1)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO$_S$	PSO$_1$	PSO$_2$	PSO$_3$	PSO$_4$	PSO$_5$
CO$_1$	M(2)	S(3)	S(3)	M(2)	M(2)
CO$_2$	M(2)	S(3)	S(3)	M(2)	L(1)
CO$_3$	S(3)	M(2)	S(3)	M(2)	M(2)
CO$_4$	M(2)	S(3)	S(3)	M(2)	S(3)
SCO$_5$	S(3)	S(3)	M(2)	S(3)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

IV - Semester						
Core	Course code: 741403	**Instructional Strategies**	T	Credits:4	Hours:5	
Unit -I						
Objective 1	**Summarize readings, films, or speeches related to an instruction.**					
Introduction:- Instructional Technology: A History. Foundations in Learning Instruction. Instructional Systems Design. Identifying and Specifying Requirements for Instruction. Who, When, and Where: Instructional Technologists. Why: Linking Means to Ends. What: Using Hard and Soft Technology. How: Using Systematic and Systemic Approaches. The Relationship between IT and HPT.						
Outcome 1	**To Creating identifying and specifying requirements for Instruction**					K3
Unit-II						
Objective 2	**Compare and contrast two or more theories, events, or processes.**					
	Foundations of Instructional Development:- Job and Task Analysis. Learning Situations and Instructional Models. Learner Characteristics. Displays and Communication. Innovations in Telecommunications. The Evolution of Computer-Aided Educational Delivery Systems. Assessing Instructional Outcomes. Planning for Instructional Systems. Instructional Systems Development. Factors Affecting Utilization of instructional resources.					
Outcome 2	**Jot and Task Analysis and factors affecting utilization of instructional resources**					K5
Unit - III						
Objective 3	Classify or categorize cases, elements, or events using established criteria.					
Theories for Instructional Development:- Evolution of Human Performance Technology. Learning, Behavioural Change, and Performance Human Performance Technology. Edward Lee Thorndike (1874-1949), Ralph Winfred Tyler (1902-1994), Burrhus Frederic Skinner (1904-1990), Benjamin Samuel Bloom (1913-1999). Organizational Behavior: Frederick Taylor's Scientific Management, The Hawthorne Studies, Kurt Lewinís Field Theory, Frederick Herzbergís Motivation-Hygiene Theory.						
Outcome 3	**Evaluating the Learning. Behavioural change and performance Human Performance Technology**					K3
Unit - IV						
Objective 4	**Determine bias, values, or underlying intent in presented material.**					
Principles for Instructional Development:- The Systematic Instructional Design. Systematic Process Of Instructional Design. Robert Gagne's Instructional Theories. Robert Mager's Method of Preparing Instructional Objectives. Dick and Carey's Model of Instructional Design. John Keller's ARCS Model. Instructional Systems Development. The ADDIE Model. Training Needs Assessment.						
Outcome 4	**Understanding the systematic instruction design and systematic process of instructional design**					K2
Unit - V						
Objective 5	**Test, monitor, judge, or critique readings, performances, or products against established criteria or standards.**					
Evaluation of Instruction:- Systematic and Systemic Evaluation of instructional Programs. Donald Kirkpatrickís Four-Level Model of Evaluation. Constructing "Smile" Sheets Measurement Scales. Response Modes. Conducting Four-Level Evaluations: An Example. Front-End Analysis.						

Outcome 5	Evaluating the systematic and systemic evaluation of instructional programs	K3
Practicum (Dynamic Components):- To prepare an instruction based on a design. Preparation of a list of requirements for the instruction at primary, secondary, and tertiary level. To do a task analysis on a job such as teacher, teacher educator and education administrators. Developing an outcome based instructional technique. Incorporate a theory in the instructional development. Drawing a flow chart on the system of instructional design at your institution. Identifying the pros and cons of any one instructional design at your institution.		

Suggested Readings

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    effectiveness and impact. Performance and Instruction, 22(8), 3ñ12.

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	S(3)	L(1)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	L(1)	S(3)
CO$_2$	S(3)	M(2)	M(2)	M(2)	M(2)	L(2)	S(3)	(2)	M(2)	M(2)
CO$_3$	M(2)	M(2)	L(1)	L(1)	M(2)	M(2)	L(1)	M(2)	S(3)	S(3)
CO$_4$	M(2)	L(1)	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	M(2)	L(2)
CO$_5$	L(2)	L(2)	M(2)	M(2)	L(2)	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$
CO$_1$	S(3)	S(3)	M(2)	S(3)	S(3)
CO$_2$	M(2)	M(2)	L(1)	S(3)	L(1)
CO$_3$	L(1)	M(2)	M(2)	S(3)	S(3)
CO$_4$	S(3)	M(2)	M(2)	M(2)	S(3)
CO$_5$	S(3)	M(2)	M(2)	S(3)	S(3)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

IV - Semester					
Discipline Specific Elective-10	**Course code: 741510**	**Planning, Management and Financing of Education**	**T**	**Credits:4**	**Hours:5**

Unit -I	
Objective 1	**Understanding the fundamental concept and principles of educational management**

Principles, Techniques and approaches of Educational Planning:- Guiding principles of educational planning methods and Techniques of educational Planning. Approaches to educational planning.
- Social demand approach
- Man-power approach
- Return of Investment approach

Types of educational planning; process of district level planning including micro level planning exercise; institutional planning. Critical Analysis of educational planning in India.

Outcome 1	**Understanding the fundamental concept of educational management**	**K2**

Unit-II	
Objective 2	**Discuss the management process and its importance**

Planning Mechanisms and Five-Year Plan in Education:-
- Perspective planning at central, state and local levels: concepts of macro, meso and micro level planning.
- Priorities to be given at central and state levels. Perspective plan for education in the Five Year Plan. District level planning: recent initiatives.
- Institutional Planning. School mapping exercises.
- Availability of educational statistics at central, state and district levels.
- Five year plans in India-its historical background. Main features of five year plans with special reference to education. Impact of five year plans on education.

Outcome 2	**Discuss the management process and its importance**	**K4**

Unit - III	
Objective 3	**The role and contribution of different agencies in educational planning.**

Performance and Resource Management in Educational Institutions:-

- Monitoring of school performance. Performance appraisal of teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach. Financial and administrative management of educational institutions.
- Nature and characteristics of resource in education.
- Need for resource management in education.
- Need for resource management in education. Material resources. Human resource.
- Financial resource.
- Procurement, utilization and maintenance of resources.
- Roles of state, central and local governments in resource mobilization.
- Quality assurance in material and human resources.

Outcome 3	Understanding the application of educational management in academic area	K2

Unit - IV		
Objective 4	Grow knowledge in dealing the financial problems of educational administration and leadership	

Educational Finance: Need, Significance and Principles:- Concept of Educational Finance.

Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education

Supply of education

Constitutional responsibility for providing education.

Principles of educational finance

General theory of public finance:

Allocation of resources-economic and social bases for allocation of resources in education.

Financing education for: Equality of education-social justice

Efficiency-cost-minimization and quality improvement

Productivity-relevance of education to the world of work and create qualified and productive manpower.

Educational Financing in India: Historical Perspective

Outcome 4	Acquire knowledge on appropriate models of leadership	K3

Unit - V		
Objective	Evaluate various sources of financing in India:	

Finance and Educational Expenditure:-

Source of finance Government Grant (Central, state, local)Tuition fee

Taxes Endowment Donation and gifts Foreign aids.

Grant-in-aid system:

School Budgetary and accounting procedure.

Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and state.

Monitoring of expenditure control and utilization of funds, accounting and auditing.

Central-State Relationship in Finance of Education

Problems and Issues in Educational Management and Finance.

Outcome 5	Compare the sources of income for financing educational at central and state level.	K5

The students may undertake any one of the following activities:

Assignment/term paper on selected theme from the course.

A study of the functioning contribution of a VEC/SMC/PTA.

Study of conflict resolution studies adopted by Heads in two schools. Panel discussion on corporate punishment in schools.

Prepare a plan for the mobilization of different types of resources for a school form the community.

Analysis of School Education Act of a state.

Case studies of School Education Act of state with better results at the secondary/senior secondary levels.

The students are to select any two of the following:

Estimation of institutional cost of a secondary school.

Estimation of unit cost of education in a school taking student as an unit.

Estimation of opportunity cost on a sample of working school age children.

Preparation of a school budget.

Preparation of a blue print for expenditure control in a school.

The students may undertake any one of the following activities

- Critical Analysis of School Education Act of a State.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro-level educational survey. Formulation of a school mapping exercise for location of schools in an indentifies are.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEP activities in a district.
- The students may undertake any one of the following activities: Coast benefits analysis of education at primary level.
- Assignments of partnership of VEC, self help groups, MTA, PTAs etc in universalisation of elementary education.
- Project report on issues of educational finance based on data collected from educational administrations.
- Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.
- Evaluation of management of SSA activities in a district. Assignment on any of the themes discussed in the paper.
- Study of Conflict Resolution technique adopted by Heads of two schools. Critical review of present.

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)
CO$_2$	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)
CO$_3$	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	M(2)	M(2)	L(1)
CO$_4$	S(3)	M(2)	M(2)	M(2)	M(2)	S(3)	M(2)	L(1)	S(3)	M(2)
CO$_5$	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	M(2)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO$_S$	PSO$_1$	PSO$_2$	PSO$_3$	PSO$_4$	PSO$_5$
CO$_1$	M(2)	M(2)	S(3)	M(2)	M(2)
CO$_2$	S(3)	M(2)	M(2)	M(2)	M(2)
CO$_3$	M(2)	S(3)	S(3)	L(1)	L(1)
CO$_4$	M(2)	M(2)	S(3)	M(2)	M(2)
CO$_5$	L(1)	M(2)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

IV- Semester					
Discipline Specific Elective-11	Course code: 741511	Open and Distance Learning	T	Credits:4	Hours:5
		Unit -I			
Objective 1		Understand with the nature and need of Distance Education in the present day Indian society.			
		Education -An Introduction:- Distance Education: Definition, meaning and concept,GoalsandobjectivesofDistanceEducation–distancelearningandopenlearning –Distance education need of the hour – Growth and development of distance education – Distance Education in India – Issues in Distance Education-quantity, quality, relevance and effectiveness- Present status of distance education system - challenges in distance Education -Distance education in the global context.			
Outcome 1		Illustrate the meaning and concept of distance education			K3
		Unit-II			
Objective 2		use different kinds of information and communication Technologies (ICT and enable them to be familiar with their use in teaching-learning process) in distance education			
		Teaching at a Distance:- Information and Communication Technologies and their application in Distance Education-ICT in Open Distance Learning: Issues and Challenges- network infrastructure- computing infrastructure - stable system and application software - internet service provider (ISP) and internet bandwidth - security infrastructure, service compatibility: computer hardware and software -Scalability issues- Ensure data compatibility - Security in distance learning: Concept and meaning- network service- Server- Hackers- service software- design and coding of hosted software- passwords- Social engineering and operational control.			
Outcome 2		Appraise that the distance education is the need of the hour.			K4
		Unit - III			
Objective 3		Understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programs through Distance Education.			
		Self-Learning Material (SLM) in Distance Education:- Self-Learning Material: meaning, scope, importance and characteristics-Designing and preparing self-instructional materials - Editing in Distance Education-Distance Educators - Electronic media for Distance Education – Intervention strategies for admission, classes, examination and evaluation- Student-Support Services(SSS) in Distance Education and their management - Technical and vocational programs through Distance Education - Programs for women through distance education - Distance Education and Rural Development –Skill development through distance Education – Challenges, opportunities in Distance Education. Counselling methods in Distance Education.			
Outcome 3		Evaluates an insight into the intervention strategies at distance education			K6
		Unit - IV			
Objective 4		Evaluate programs of Distance Education and to develop in them the ability to enhance the quality and standards of different D. E. Programs.			
		Quality Enhancement and Program Evaluation:- Quality assurance of Distance Education -Mechanisms for maintenance of standards in Distance Education - Programme evaluation. Best practices in ODL: IGNOU, EFLU and SYMBIOSIS Centre for Distance Learning.			
Outcome 4		Generate the Quality assurance of Distance Education and its New Dimensions			K5
		Unit - V			
Objective 5		Understand various agencies in distance education			
		Agencies in Distance Education:- Agencies and recognition in Distance education – Open University system in India- Learning management system in Open University- IGNOU – TNOU – Learning- virtual university-Distance Education Bureau (DEB) – Role of UGC in Distance education—role of learning centres in distance educations.			
Outcome 5		Describes the important role of UGC and DEB in Distance education			K2

Practicum (Dynamic Components):- Self-study, Discussion, display of various audio- visual programmes, Lecture and Library consultation, and visit to DDE study centre and Observation of the functioning of the distance mode. Review of CIET/UGC/IGNOU TV programmes and preparation of report.

- ODL Involving technology.
- Comparing a course of one University with ODL material.

Suggested Readings

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)
CO_2	M(2)	S(3)	S(3)	M(2)	L(1)	S(3)	M(2)	L(1)	S(3)	M(2)
CO_3	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	L(1)
CO_4	M(2)	S(3)	S(3)	M(2)	L(1)	M(2)	L(1)	M(2)	S(3)	S(3)
CO_5	S(3)	M(2)	S(3)	M(2)	M(2)	S(3)	L(1)	M(2)	L(1)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PSO_1	PSO_2	PSO_3	PSO_4	PSO_5
CO_1	M(2)	S(3)	S(3)	M(2)	L(1)
CO_2	S(3)	M(2)	S(3)	S(3)	L(1)
CO_3	M(2)	S(3)	M(2)	L(1)	S(3)
CO_4	M(2)	S(3)	S(3)	M(2)	S(3)
CO_5	M(2)	S(3)	L(1)	M(2)	S(3)

S –Strong (3), M-Medium (2), L- Low (1)

IV - Semester						
Discipline Specific Elective-12	Course code: 741512	Quality Assurance in Education	T	Credits:4	Hours:5	

Unit -I	
Objective 1	Understand the concept of quality in education from both Indian and international perspectives.

Evolution of Quality:- Concept of Quality in Education: Indian and International perspective. Dimensions and Characteristics of Quality. Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total quality Management (TQM), Six sigma. Quality Gurus: Walter Shewart, Edward Deming, Joseph Juran, and Armand V. Feigenbaum. Concept of Quality Learning Environments, Quality Teaching, Quality Learners, Quality Curriculum.

Outcome 1	Ensure the characteristics of quality in education.	K6

Unit-II		
Objective 2	Familiarize with the evolution of quality management approaches, including inspection, quality control, quality assurance, Total Quality Management (TQM).	

Competency Mapping:- Assessment and Accreditation: Meaning, Objectives, Relation between Assessment and Accreditation. Strategic Planning: Leadership, Identifying the Mission, Creating a Vision. Generating Quality Culture. Establishing Goals and Objectives. Sources of Competency Information. Essential Competencies: Creative thinking, Critical Thinking and Interpersonal skills.

Outcome 2	Set the goals and objectives as per the concept of assessment and accreditation in sustaining quality in education.	K3

Unit - III		
Objective 3	Develop competency mapping skills, including the assessment and accreditation processes, strategic planning.	

Educational Quality Management Systems:- Stages of Quality Management Systems. Educational Quality Management Systems: International Organization for Standardization (ISO), Integrated Management System. Rewards and Recognition: EQFI's India Education Awards, Malcom Baldridge Award in Education. Quality Audit: Types, Procedures. Quality Circles in education: Structure, Implementation, Operations and Benefits.

Outcome 3	March toward winning the educational awards.	K5

Unit -IV		
Objective 4	Gain knowledge of educational quality management systems, such as the International Organization for Standardization (ISO) and the Integrated Management System.	

Quality Measurements and Concerns:- Tools: Control chart, Fishbone diagram (cause and effect diagram),and Pareto diagram. Techniques: Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA). Liberalisation, Privatisation, Globalisation (LPG) in quality education. Public Private Partnerships in India. Quality Crisis in Teacher Education. Bench marks in Higher Education: IITs, IIMs, and IISc.

CO-4	Deal the Liberalisation, Privatisation, and Globalisation (LPG) as the factors affecting quality in education.	K3

Unit - V		
Objective 5	Understand the impact of liberalization, privatization, and globalization (LPG) in quality education and the challenges related to quality in teacher education.	

Quality Maintenance and Sustenance:- Agencies of Education: Objectives, Functions, Roles and Initiatives.

National Level: National Assessment Accreditation Council (NAAC), Quality Council of India (QCI),and National Accreditation Board of Education Training (NABET).International Level: Institutional Network for Quality Assurance Agencies in Higher Education (INQAHEE), Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Higher Education Institutions: Structure, Composition, Goals, Functions and Benefits.

Outcome 5	**Establish a structure in an institution so as to meet expectation of accreditation agencies.**	**K5**

Practicum (Dynamic Components):- Precise the doctrines of any one Quality Guru through contemporary education system. Identify the interconnectedness among Quality Teaching, Quality Learners, Quality Curriculum. Formulate a Quality Culture in teacher education institution. Practising essential Competencies such as Creative thinking, Critical thinking and Interpersonal skills. Preparation of detailed account on International Organization for Standardization (ISO). Conducting a mock Quality Audit in teacher education institution. Drawing a Fishbone diagram for quality education. Listing out how Liberalisation, Privatisation, and Globalisation (LPG) being hurdle for quality education. Attempt for Public Private Partnerships. Draw an inference on the seven parameters of National Assessment Accreditation Council (NAAC).

Suggested Readings

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO$_S$	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	S(3)	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	S(3)
CO$_2$	M(2)	S(3)	S(3)	L(1)	L(1)	M(2)	M(2)	M(2)	M(2)	L(1)
CO$_3$	S(3)	M(2)	L(1)	M(2)	L(1)	L(1)	S(3)	M(2)	S(3)	S(3)
CO$_4$	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	S(3)	M(2)	L(1)
CO$_5$	M(2)	S(3)	M(2)	L(1)	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2), L-LOW (1)

Outcome VS Programme Specific Outcomes

CO$_S$	PSO$_1$	PSO$_2$	PSO$_3$	PSO$_4$	PSO$_5$	PSO$_6$
CO$_1$	S(3)	S(3)	M(2)	S(3)	M(2)	S(3)
CO$_2$	S(3)	M(2)	S(3)	M(2)	M(2)	L(1)
CO$_3$	S(3)	S(3)	S(3)	M(2)	S(3)	S(3)
CO$_4$	S(3)	M(2)	S(3)	S(3)	M(2)	L(1)
CO$_5$	M(2)	S(3)	S(3)	L(1)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

IV- Semester					
Core	**Course code: 741999**	Dissertation Viva-Voce		**Credits:8**	**Hours:10**

Non Major Elective Courses (NME)

II- Semester						
NME	Course code:	Psychology of Learning and Human Development	T	Credits:2		Hours:3
Unit -I						
Objective 1	Acquire the knowledge of the nature and scope of Educational Psychology					
Nature of Educational Psychology:- Definition of Psychology – Methods of Psychology - Branches of Psychology - Educational Psychology – Definition, Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning Experience, Learning environment, Teacher and teaching- Significance of Educational Psychology to the teacher.						
Outcome 1	Generate the prerequisite Knowledge's or psycho ontological concepts and will conceive the new ideas of the psychology.					K5
Unit-II						
Objective 2	Understand the process of mental development and mental abilities					
Human Growth and Development:- Interaction of Nurture and Nature. Concept, Distinction among Growth, Development and Maturation. General Principles of Growth and Development – Characteristics, Dimensions of Development – Physical, Cognitive, Emotional, Social and Moral- Phases of Development and Developmental tasks – Infancy, Childhood and Adolescence.						
Outcome 2	Identify the individual difference of the students in terms of physical, mental, emotional and social aspects.					K2
Unit III						
Objective 3	Understand the process of learning and the factors influencing learning					
Learning:- Nature and importance of learning – Individual differences in learning- Learning Curves- Factors influencing the learning- theories of learning - Conditioning: Classical and Operant (Pavlov, Skinner), Trial and Error (Thorndike), Learning by Insight (Kohler)- Transfer of Learning- Learning by Imitation- Levels of Learning: Gagne- Remembering and Forgetting: Curve of forgetting.						
Outcome 3	Apply the learning theories in to the day-to-day pedagogical aspects.					K3
Unit IV						
Objective 4	Acquire the knowledge of intelligence and creativity and their educational implication					
Motivation, Intelligence and Creativity:- Motivation – Kinds of Motives - Theories of Motivation: Maslow's hierarchy of needs Nature of Intelligence - Distribution of Intelligence – Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of the Intellect, Gardner's Multiple Intelligence Theory- Constancy of IQ – Assessment of Intelligence- Uses of Intelligence tests. The Process of Creativity - Creativity and Intelligence – Identification and promotion of Creativity- Thinking: Convergent and Divergent thinking.						
Outcome 4	Use the creativity concepts in their daily life and professional competence.					K3
Unit V						
Objective 5	Understand the importance of mental health and hygiene					
Mental Health and Personality:-Meaning and Definitions of mental health and Personality –Conflict and Frustration – Unrest – Adjustment and Mal adjustment - Major Determinants of Personality – Theories of						

Personality - Type, Trait, Type and Trait, Psychoanalytic-Assessment of Personality: Projective and Non projective Techniques – Aptitude – concept, types and measurement. Personality and Assessment		
Outcome 5	**Apply the personality theories in teaching learning process.**	**K3**

Practicum (Dynamic Components):- Experiments and Tests related to the following topics to be conducted on children/ adolescents. Each student teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from Group B.

Group A (Related to Adolescence)	Group B (Related to Childhood)
1. Intelligence	1. Distraction of Attention
2. Learning	2. Division of Attention
3. Transfer of Training	3. Creativity
4. Aptitude	4. Piaget's task
5. Adjustment	5. Non-Verbal Intelligence Test
6. Concept Formation	6. Sociometry
7. Level of Aspiration	7. Measure of Anger
8. Interest	8. Emotional Stability
9. Personality Types	9. Moral Values
10. Attention	10. Motivation
11. Creativity	11. Span of Attention
12. Achievement Motivation	12. Motor Skills

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K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

	PO$_1$	PO$_2$	PO$_3$	PO$_4$	PO$_5$	PO$_6$	PO$_7$	PO$_8$	PO$_9$	PO$_{10}$
CO$_1$	M(2)	L(1)	S(3)	M(2)	L(1)	M(2)	S(3)	L(1)	S(3)	M(2)
CO$_2$	L(1)	L(1)	M(2)	M(2)	L(1)	L(1)	M(2)	L(1)	M(2)	L(1)
CO$_3$	S(3)	L(1)	M(2)	S(3)	L(1)	M(2)	S(3)	L(1)	M(2)	S(3)
CO$_4$	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)	S(3)	M(2)	L(1)	M(2)
CO$_5$	S(3)	S(3)	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)

S –Strong (3), M-Medium (2), L- Low (1)

Mapping Course Outcome VS Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	L(1)	S(3)	M(2)	L(1)
CO2	M(2)	L(1)	M(2)	L(1)	M(2)
CO3	S(3)	L(1)	M(2)	S(3)	M(2)
CO4	S(3)	M(2)	L(1)	M(2)	M(2)
CO5	M(2)	L(1)	S (3)	S(3)	L(1)

S –Strong (3), M-Medium (2), L- Low (1)

III - Semester						
NME	Course Code	**Environmental Education**	T	**Credits: 2**	**Hours: 3**	

Unit -I	
Objective 1	**To comprehend about the field of Environmental Education (EE).**

Environmental Education: An Introduction:- Environmental Education: Definition- Goals- Objectives and guidelines - Origin of Environmental Education. - Pre requisition for a successful environmental education - Issues related to environmental education.

Outcome 1	**To creating origin of Environmental Education and issues related to Environmental Education**	**K3**

Unit-II	
Objective 2	**To develop Environmental Education curriculum at various levels of Education.**

Environmental Education Curriculum:- EE Curriculum - need and significance -scope and sequence of Environmental education curriculum -Role of NCERT-UGC and educational institutions in developing Environmental Educational Curriculum - Approach to curriculum planning and Development Environmental Education at various levels of Education -Development of Environmental Curriculum in India.

Outcome 2	**Applying the approach to curriculum planning and development environmental education at various levels of education**	**K5**

Unit - III	
Objective 3	**To get awareness on culture and environmental crisis.**

Culture –Environmental Nexus:- Environmental crisis - Science, Technology and Environmental crisis - cultural values and Environment. Major environmental problems in India –Need and objectives of conservation – Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws

Outcome 3	**Understanding the environmental movements and International efforts for environmental protection**	**K2**

Unit IV	
Objective 4	**To develop environmental education (EE) curriculum, teaching methods and evaluation procedures for students at various levels of school education, teacher education and non-formal education.**

Environmental hazards and pollution:- Meaning and definition of Environmental hazards and pollution – Types of environmental hazards and disaster – Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion. Need for environmental management – function and characteristics- dimensions of environmental management. Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna.- causes for forest fire- measures of prevention.

Outcome 4	**Evaluating types of environmental hazards and disaster**	**K4**

Unit - V	
Objective 5	**To know the environmental disasters and their protection.**

Environmental Movements and International Efforts for Environmental Protection:- Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa –conditions for achieving the goals of sustainable development – Strategies for

sustainable development in India. The Stockholm conference 1972 – Brundtl and commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997.

Outcome 5	Analysing environmental movements and international efforts for environmental protection	K3

Practicum (Dynamic Components)

- Visit to a local area to document environmental assets-river/ Forest / grassland / hill / mountain.
- Visit to a local polluted site-Urban / Rural / Industrial /Agricultural.
- Study of common plants, insects, birds.
- Study of simple ecosystems-Pond, river, hill, slopes, etc.,

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    Sharda Pustak Bhawan.

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Singh, S.K.(2006) *Environmental Education* ,Sapna Ashok Prakashan , Varanasi,Pp.176

Singh, S.K.(2008) *Environmental Education and Ethics* ,AmritPrakashan , Varanasi,Pp.114

Singh, S.K.(2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan ,

Singh, S.K.(2007).*Environmental Education: A Remedy for Environmental Crisis*, inTiwari,

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Singh,S.K.andSingh,N.(2007)‖*EnvironmentalEthics:AReorientationofEnvironmentrelatedEthical* ‖

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https://www.preventionweb.net/understanding-disaster-risk/component-risk/hazard

K1- Remember, K2-Understand, K3-Apply, K4-Analyze, K5-/Evaluate, K6- Create

Course Outcome VS Programme Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}
CO_1	S(3)	M(2)	M(2)	S(3)	M(2)	L(1)	M(2)	M(2)	S(2)	L(1)
CO_2	L(1)	M(2)	M(2)	M(2)	L(1)	S(3)	S(3)	M(2)	L(1)	M(2)
CO_3	S(3)	L(1)	L(1)	S(3)	M(2)	L(1)	M(2)	M(2)	M(2)	S(3)
CO_4	M(2)	M(2)	M(2)	L(1)	L(1)	S(3)	L(1)	M(2)	L(1)	M(2)
CO_5	M(2)	L(1)	L(S)	M(2)	L(1)	M(2)	M(2)	S(3)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

Course Outcome VS Programme Specific Outcomes

CO_S	PO_1	PO_2	PO_3	PO_4	PO_5
CO_1	S(3)	S(3)	M(2)	S(3)	L(1)
CO_2	M(2)	S(3)	M(2)	M(2)	M(2)
CO_3	M(2)	L(1)	S(3)	S(3)	S(3)
CO_4	M(2)	M(2)	L(1)	S(3)	L(1)
CO_5	S(3)	S(3)	M(2)	M(2)	M(2)

S-STRONG (3), M-MEDIUM (2),   L-LOW (1)

CURRICULUM VITAE

Name: Prof.G.KALAIYARASAN

Designation: Professor & Head

Address: Department of Education, Alagappa University, Karaikudi

Phone: 98654 55442

Email: gkauce@yahoo.com, karasang@alagappauniversity.ac.in

Educational Qualifications:

Course	Subject	University	Month & Year	Class
M.Sc	Botany	Bharathidasan	April 1989	I Class
M.Ed.	Education	Bharathidasan	April 1991	I Class
M.Phil	Educational Technology	Bharathidasan	July 1994	I Class
Ph.D	Education	Alagappa	Feb 2002	Not applicable
PGDCA	Computer	Alagappa	Oct 2001	I Class
CCV	Videography	Bharathidasan	Mar 1995	II Class
UGC -JRF	Education (JRF & Lecturership)	UGC	June 1992	Not Applicable

10. Teaching Experience   :   27Years

11. Administrative Experience

 a).Served as Principal Investigator two Major Projects& two minor projects

 b).Served as Organizing secretary for 5 Conferences/ Workshop

 c) Serving as HoD of Department of Education, Alagappa University

12. Research Experience   :   20 Years

13. Research Guidance

      M.Ed. Level   -   Guided   -   52 candidates
      M.Phil Level   -   Guided   -   72candidates

Ph.D. Level   - Guided   -   12 Candidates

Research Paper Presented in National Conferences/Seminars	- 39
Research Paper Presented in International Conferences/Seminars	- 18
Participation in seminars/ Conferences/Workshops	- 57
Research Paper Published in Journals	- 34
Organized seminars/ Conferences/Workshops	- 06
Served as Chief-Superintendent of Alagappa university Exams	- 01
Acted Chairperson in seminars/ Conferences	- 21
Offered Invited Lectures	- 27
Books written	- 08
Chapters written in Books	- 01
Full paper published in conference proceedings	- 33
Projects completed/ongoing	- 06

Referee in Journal

Member of the Standing Committee in Alagappa University.
Special invitee of Senate of Alagappa University.

Member of the Selection Committee in Alagappa University.

Associate Editor of Journal of Education Dynamics.

Associate Editor of Journal of Edureach.

Member of Advisory Committee of Faculty of Education Library.

DECLARATION

The above information is true and correct to the best of my knowledge and belief.

Signature

(Dr.G.KALAIYARASAN)

Professor Dr. Ong Eng Tek

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Faculty of Social Science and Liberal Arts,UCSI
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CURRICULUM VITAE

PERSONAL PARTICULARS

TITLE	Dr
NAME	ONG ENG TEK
SEX:	MALE
NATIONALITY:	MALAYSIAN
MARITAL STATUS:	MARRIED
WIFE:	YEAM KOON PENG, MEd (USM), BEd. (Hons) (USM) BIOLOGY TEACHER, SMK KHIR JOHARI, TANJUNG MALIM
CHILDREN:	1. ALICIA ONG SU MAY, MB BCh BAO (RCSI, Ireland) MEDICAL DOCTOR 2. ADELINE ONG SU LYNN, MB BCh BAO (RCSI, Ireland).MEDICAL DOCTOR
PREVIOUS POSITION & PLACE OF WORK	PROFESSOR (VK7) DEPARTMENT OF EDUCATIONAL STUDIESFACULTY OF HUMAN DEVELOPMENT SULTAN IDRIS EDUCATION UNIVERSITI 35900 TANJUNG MALIM, PERAK PROFESSOR
CURRENT POSITION &PLACE OF WORK	DEPARTMENT OF EDUCATION FACULTY OF SOCIAL SCIENCES AND LIBERAL ARTSUCSI UNIVERSITY, KUALA LUMPUR CAMPUS ☎ (+603) 9102 2614 -- EXT 2301

	Year
PhD (Science Education) Passed Without Correction University of Cambridge, UK. (26 Feb 2005) (Fully funded by the Commonwealth Scholarship Commission)	2005

M.Ed. (Curriculum & Instruction)   CGPA: 4.00
   University of Houston, Texas, USA. (17 Dec 1994)
          (Fully funded by the Malaysian Ministry of Education)
	1994

B.Sc. with Ed. (Hons) (Mathematics & Chemistry Education) 2nd Class Upper Universiti Sains Malaysia, Malaysia. (25 July 1987)	1987
Postgraduate Certificate in TESL Passed with Grade A – DISTINCTION Lembah Pantai Teachers' Training College, Kuala Lumpur, Malaysia. (Fully funded by the Malaysian Ministry of Education)	1988
Grade 8 (Pianoforte) Associated Board of the Royal Schools of Music, ARRSM (London)	1983
Grade 8 (Theory of Music) Associated Board of the Royal Schools of Music, ABRSM (London)	1981
Grade 6 (General Musicianship) Associated Board of the Royal Schools of Musi, ABRSM (London)	1984
Certificate in Basic French University of Cambridge, UK.	2004

ADVANCED TRAINING   **Years**

	Years
Postdoctoral Fellowship (Science Education) Faculty of Education, University of Cambridge, UK. (Fully funded by the Ministry of Higher Education, Malaysia)	2012-2014

FIELDS OF SPECIALISATION

Science Education; Curriculum & Instruction; and Research Methodology

RESEARCH INTEREST

Cooperative Learning; Constructivism in Science; Attitudes towards Science; Multiple Intelligences; Science Process Skills; Education for Sustainable Development (ESD); STEM (Science, Technology, Engineering & Mathematics) Education, HIV/AIDS Preventive Education; Indigenous People (IP); Inquiry Learning in Science.

WORK EXPERIENCE AND CAREER HISTORY

Dates	Position/Institutions
16.02.83 – 08.06.83	Physics & Mathematics ("O" Level) Temporary Teacher at Hua Lian National Type Secondary School, Taiping, Perak, Malaysia.
June 83 – May 87	Pursuing B.Sc.Ed. (Hons) at University Science Malaysia, Penang, Malaysia.
06.07.87 – 11.01.88	GCE "A" Level (Science) Lecturer at Damansara Utama College, Kuala Lumpur, Malaysia.
11.01.88 – 14.04.88	Pursuing Postgraduate Certificate in TESL at Lembah Pantai Teachers' Training College, Kuala Lumpur, Malaysia.
18.04.88 – 30.11.91	Song Government Secondary School, Kapit Division, Sarawak *Head of English Department, *Teacher (Chemistry, Core Science, Additional Mathematics) *Head of SPM English Oral Examiner at Kapit Government Secondary School, Sarawak for 1988, 1989, 1990 & 1991.
01.12.91 – 07.11.93	Simpang National Secondary School, Taiping, Perak. *Teacher (SPM Core Science & Additional Mathematics) *Examiner for SRP Paper 2 (English Language) for 1992 – 1995
08.11.93 – 16.11.94	STUDY LEAVE to pursue M.Ed. (Curriculum & Instruction) at University ofHouston, Texas, USA. (17 Dec 1994) (Malaysian Ministry of Education Scholar)
17.11.94 – 19.01.96	Simpang National Secondary School, Taiping, Perak: *Teacher (SPM Core Science & Additional Mathematics)
20.01.96 – 31.07.99	Specialist (Science) at SEAMEO RECSAM, Penang, Malaysia.
01.08.99 – 09.12.99	Acting Head of Science Division, SEAMEO RECSAM, Penang.
10.12.99 – 30.09.01	Head of Science Division & Senior Specialist (Science), SEAMEO RECSAM, Penang.
01.10.01 – 06.12.04	STUDY LEAVE to pursue PhD (Science Education) at University of Cambridge, UK. (Commonwealth Government Scholar)
07.12.04 – 31.10.05	Senior Assistant Director, Planning and Policy Division, The Inspectorate of Schools, Ministry of Education Malaysia, Levels 3-6, Block E15, Federal Government Administrative Centre,62604 Putrajaya.
01.11.05 – 30.04.06	School Inspector, The Inspectorate of Schools, Ministry of Education Malaysia, Level 36, KOMTAR, 10000 Penang, Malaysia.
01.05.06 – 31.05.10	Senior Lecturer, Faculty of Science and Technology, Sultan Idris Education University, 35900 Tanjung Malim, Perak, Malaysia.
01.06.10 – 31.01.2016	Associate Professor, Faculty of Education and Human Development, Sultan Idris Education University, 35900 Tanjung Malim, Perak Malaysia.
15.07.10 – 31.03.12	Deputy Director, Research Management Centre, Sultan Idris Education University, 35900 Tanjung Malim, Perak Malaysia.
01.04.12 - 21.10.12	Associate Professor, Faculty of Education and Human Development, Sultan Idris Education University.
22.10.12 – 21.10.14	Postdoctoral Fellow, Faculty of Education, University of Cambridge, UK
01.02.16 – 08.07.21	Professor of Science Education
01.03.2018-16.06.20	Deputy Dean (Research and Innovation, Faculty of Human Development).
27.12.2021 - current	Professor (Education Department, Faculty of Social Sciences and Liberal Arts, UCSI University)

1: PUBLICATIONS

1.1 Journals

128. **Ong, E.T.** Nasip, A. M., Singh, C.K.S., Tho, S.W., Borhan, M.T., Saad, F.M., & Ali, S.R. (2022, Under Review). (2022, Under Review). 5E inquiry-based teaching module: Its impact on science achievement among year one students. Cakrawala Pendidikan (Scopus)

127. **Ong, E.T.**, Charanjit Kaur, S.S., Nurulhuda, A.R., Md Nasir, I., Nor'ain, M.T., & Rosdy, W. (2022, In Press). Uncovering Pedagogical Gaps in a Chemistry Classroom: Implications for Teaching and Learning. International Journal of Evaluation and Research in Education.

126. Ng, K.T., Kim, P.L., Lay, Y.F., Pang, Y.J., **Ong, E.T.**, & Anggoro, S. (2021). Enhancing Essential Skills in Basic Education for Sustainable Future: Case Analysis with Exemplars Related to Local Wisdom. DINAMIKA: Jurnal Ilmiah Pendidikan Dasar,

    DOI 10.4108/eai.19-7-2021.2312821

125. Ng, K.T., Jamaludin, J., Pang, Y.J., Choong, C., Lay, Y.F., **Ong, E.T**., Durairaj, K., Talib, C.A., & Chin, C.K. (2022). Developing conceptual and procedural knowledge/skills of lifelong learners from basic to advance learning: Exemplars, challenges and future directions. DINAMIKA: Jurnal Ilmiah Pendidikan Dasar, 13(2), 22-35.

124. **Ong, E.T**., Ng, K.T., Charanjit Kaur Swaran Singh, Mohd Hairi Ibrahim, Nurulhuda Abd Rahman, Norwaliza Abdul Wahab, & Fauziah Mohd Sa'ad. (2021, Accepted for publication). Investigating the Attitudes toward Science among the Secondary Students of Orang Asli and Mainstream Ethnicities in Malaysia. Review of International Geographical Education, 11(9), 2497-2509. Doi: 10.48047/rigeo.11.09.217

123. Razalli, A.R., Kamaruddin, K., **Ong, E.T.,** Wong, K.T., & Daud, N.A.M. (2021). Evaluating teaching workload of academic staff for optimum and effective use of expertise resources. International Journal of Academic Research in Business and Social Sciences, 11(6), 13-26. Doi:10.6007/IJARBSS/v11-i6/10077

122. Charanjit Kaur, S.S., Harsharan Kaur, J.S., Mulyadi, D., **Ong, E.T**., Tarsame Singh, M.S., Mostafa, N.A., Yunus, M.M. (2021). In-service Teachers' Familiarisation of the CEFR- aligned School-based assessment in the Malaysian Secondary ESL Classroom. Pertanika Journal of Social Sciences & Humanities, 29(S3), 1-23. Doi: 10.47836/pjssh.29.S3.10

121. Zainah Don, & **Ong, E.T.** (2021). Dismal science achievement among upper secondary school students in Penang during the COVID-19 pandemic: A survey of the contributing factors. High Technology Letter, 27(10), 817-824. Doi: 10.37896/HTL27.10/4469

120. **Ong**, **E.T.,** Abdul Manas Hanafi Mohamed Noor, Charanjit Kaur Swaran Singh, Janchai Yingprayoon, Norwaliza Abdul Wahab, & Mohd Hairy Ibrahim. (2021). The mastery level of basic science process skills between the Malay and the Orang Asli upper primary students in Malaysia. Review of International Geographical Education (RIGEO), 11(8),
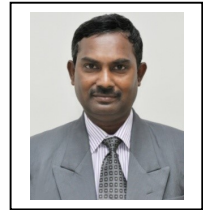
CURRICULUM VITAE

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Address: Department: Department of Educational Technology,
        Bharathidasan University, Trichy
Phone: +91 94430-85415
Email: eramganesh68@gmail.com∗ dreramganesh@bdu.ac.in

Educational qualification: M. Sc.(Mathematics), M. Ed, M. Phil, M. A (Psychology), M. A (Philosophy), PGDCA, Ph. D (Education), Ph. D (Computer Science)

- Ph. D (Computer Science) – Bharathidasan University, Tiruchirappalli – 2018.
- Ph. D (Education) – Alagappa University, Karaikudi – 2004.
- PGDCA – Madurai Kamaraj University, Madurai – 1994.
- M A (Philosophy) - Bharathidasan University, Tiruchirappalli – 2010.
- M A (Psychology) - Annamalai University, Chidambaram – 1998.
- M Phil - Madurai Kamaraj University, Madurai – 1996.
- M Ed - Madurai Kamaraj University, Madurai – 1994.
- M Sc. (Mathematics) - Madurai Kamaraj University, Madurai – 1991.

Professional experience:

- Registrar (i/c) - 11.07.2013 -10.11.2014
- Finance Officer(i/c) - 31.01.2014 -11.03.2014
- Director, College & Curriculum Development Cell - 29 .09.2011 -11.07.2013
- Director(i/c) Curriculum Development Cell - 23.02.2015 to till date
- Director (i/c) UGC- Human Resource Development Centre, BDU - 13.01.2016 – 21.10.2016
- Chair, School of Education - 30.6.2016 to till date
- Head, Department of Educational Technology - 12.01.2015 - till date
- Adjunct Professor at UniversitiPendidikan Sultan Idris, Malaysia.- 01.01.2018 – 31.12.2019
- Coordinator, UGC-SAP (DRS-II) - 08.11.2014- till date

Honours and Awards:

- National (All India Competition on Innovative Practices and Experiments for Teacher Educators), NCERT, New Delhi -2004.
- Siksha Rattan Puraskar Award for the best services in Education, India International Friendship Society, New Delhi - 2010.
- Best Citizens of India Award, International Publishing House, New Delhi - 2010.

Recent publications:

- Logical Reasoning of School Students as Predictor of Their Academic Performance in Mathematics INTERNATIONAL JOURNAL OF MANAGEMENT, (IJM), Volume – 12, Issue – 01, pp: 707 – 712 (INDEXED BY SCOPUS) January 2021
- A Review Based Study on Problem Solving Ability in Mathematics With Respect of Gender Differences Among School Students DOGO RANGSANG RESEARCH JOURNAL, Volume – 11, Issue – 01, No. 02, pp: 66 – 70 ISSN: 2347-7180 January 2021
- A Symbiotic Review of Studies on Neurocognition in Relation To Language Development JOURNAL OF THAMIZH RESEARCH, Volume – 09, Issue – 01, pp: 753 – 757 ISSN: 2321-984X Jan -- March 2021

- A Systematic Review of the Role of English Language in Indian Education System JOURNAL OF CLASSICAL THAMIZH, Volume – 09, Issue – 01 pp: 365 – 370 ISSN: 2321-0737 Jan -- March 2021
- Can Google Classroom and Google Meet Provide Attitudinal Development Among Prospective Teachers During The Teaching Learning Process? An Investigation Through TAM GIS SCIENCE JOURNAL Volume – 08, Issue – 06 - 2021 pp: 504 – 514 ISSN: 1869-9391 June 2021
- A study in an attempt to develop Tamil language Journal of Valartamil, UPSI, Malaysia Vol-2 No 2, pp:132-144 eISSN:2716-5507 Dec 2021
- Assessing English Language skills of Undergraduate ESL learners Research and Reflection on Education, Vol 19, No 4, pp:39- 42 ISSN:0974-648X Dec 2021

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Educational qualification:　　　M.A.,(Eng) M.Ed., M.Phil., (Edl.Tech) Ph.D.,
　　　　　　　　　　　　　　　 NET (Education) SLET (Education)

Professional experience:　　　24 Years

Honours and Awards:

- Selection Board Sri Ramakrishna Mission Idyalaya College of Education, Coimbatore – 03
- Selection Board Annamal College of Education For Women, Thoothukudi - 02
- M.Ed., Board of Studies Tamil Nadu Teachers Education University, Chennai - 02
- Selection Board Mahatma Gandhi University, Kerala - 05
- Board of Study – Education – Madurai Kamaraj University – 03
- Board of Study-Education-Annamalai University – 04
- All India Association for Educational Research – 2219

Recent publications:

- Prof. V. Ambedkar, Madhurima Chakraborty, "Gamification: An Aid to Facilitate Formative Assessment.", *Education India Journal*, Volume 10, Number 2, May 2021, pp. 265-272. 2021.
- Prof. V. Ambedkar, A. Radhika, "Attitude towards Learning English Language through ICT among Secondary Students during COVID-19 Pandemic Scale-Standardization.", *Shodh Sarita*, Volume 8, Number 29, Mar 2021, pp. 22-25. 2021
- Prof. V. Ambedkar, Madhurima Chakraborty, "Construction and Validation of an English Grammar Achievement Test for Secondary School Students: An Indian Perspective.", *European Online Journal of Natural and Social Sciences*, Volume 7, Number 1, Mar 2022, pp. 156-163. 2022.
- Prof. V. Ambedkar, Ke. Sreejaya, "Best Practices for Online Teaching Classrooms, Educational Resource and Tools.", *EduInspire-An International E-Journal*, Volume 9, Number 1.1, Mar 2022, pp. 222-227. 2022.
- Prof. V. Ambedkar, V. Manikandan, "Mathematical Anxiety among High School Students in Relation to their Achievement in Mathematics.", *Jundishapur Journal of Microbiology*, Volume 15, Number 1, Apr 2022, pp. 1106-1111. 2022.
- Prof. V. Ambedkar, V. Manikandan, "Relationship between Mathematical Aptitude and Achievement in Mathematics among IX Standard Students.", *International Journal of Early Childhood Special Education*, Volume 14, Number 3, Jun 2022, pp. 9632-9637. 2022.

- Prof. V. Ambedkar, Madhurima Chakraborty, "Emotional Intelligence: Measurement and Classroom Implication.", *Vidyabharati International Interdisciplinary Research Journal*, Volume Special issue, Number 11, Oct 2021, pp. 182-186. 2021.
- Prof. V. Ambedkar, V. Manikandan, "Mathematical Anxiety of High School Students in Relation to Some Selected Variables.", *Strad Research*, Volume 8, Number 12, Dec 2021, pp. 194-203. 2021.
- Prof. V. Ambedkar, V. Manikandan, "Construction and Standardization of Mathematical Interest for High School Students.", *Journal of Modern Thamizh Research*, Volume 9, Number 4, Oct 2021, pp. 991-995. 2021.
- Prof. V. Ambedkar, V. Manikandan, "Research in Teacher Education.", *International Journal of Trend in Scientific Research and Development*, Volume 5, Number 3, Mar 2021, pp. 888-891. 2021.

CURRICULUM VITAE

Name: **Dr.K.MOHANASUNDARAM**
Designation: Professor & Head
Address: Depatrment of Education, Periyar Maniammai Institute of Science
         Technology (Deemed to be University), Vallam East P.O,
         Thanjavur-613 403

Phone: 9443617730.
Email: (Official) kmsedn@pmu.edu, dr.k.mohanasundaram@gmail.com

Educational qualification:	M.Sc., M.Phil., M.Ed., Ph.D., PGDCA.,
Teaching Experience :	UG (B.Ed) : 35 years. (In B.Ed college and Tamil University) PG: 13 years. (In B.Ed college and Tamil University)
Research Experience :	**M.Phillevel:** 18 years. (In Education) 53 Nos – guided and degree awarded **Ph.D level:**20 years. (In Education) 25 Nos. – Degrees awarded (In Education). No .of Ph.D theses adjudicated -32(In Education).

 No .of Ph.D viva – voce conducted as an external examiner- 22 (In Education).

Honours and Awards:

- Life Time Achievement Award-1999 by United Writer's Association.
- MPHF Award- 2018 by Rotary International.
- *Best Faculty Award-* 2019 by Indian Academic Researchers' Association.
- Golden President Award -2019 by Rotary International

Publications

No. of papers Published in Journals.	:	27 International + 20 National level = 47
No. of papers Published in Scopus indexed Journals	:	06 Nos.
In edited books	:	20 Nos.
No .of conferences attended and papers presented	:	International 16 + National 35 = 51 Nos.
No .of books published	:	09 Nos. in Education.

CURRICULUM VITAE

Name: **Dr. A. Edward William Benjamin**
Designation: Professor& Chair
Address: School of Education, Department of Education, CDE
         Bharathidasan University, Tiruchirappalai – 620 024.
Phone: 9944541615
Email: edward.a@bdu.ac.in

Educational qualification:

Name of the Course	Name of the University/College	Year of passing
Ph.D. (Education)	Alagappa University, Karaikudi	2008
M.Phil. (Education)	Alagappa University, Karaikudi	2002
M.A (English)	Annamalai University, Chidambaram	1998
M.Sc (Physics)	Loyola College, Chennai	1994
M.Ed.	Annamalai University, Chidambaram	1992
B.Ed (Physical Science)	Pope John Paul-II College of Education, Pondicherry	1991
B.Sc(Physics)	Sacred Heart College, Tirupattur (Dt).	1989

Professional experience:

	Name of the position	Duration
1	Chair, School of Education, BDU	20.06.2022 to till date
2	Professor, Dept. of Education, CDE,BDU	24-12-2015 to Till date
3	Director i/c, Centre for Distance Education Bharathidasan University, Tiruchirappalli	07-01.2021 to 04.05.2022
4	Professor& Head, Dept. of Education, CDE,BDU	04-06-2018 to 7.01.2021
5	Deputy Director, CDE,BDU	21-03-2018 to 20-06-2018
6	Deputy Controller of Examinations, CDE,BDU	14.02-2014 to 14.5.2015
7	Associate Professor, Dept. of Education, CDE,BDU	24.12.2012 to 24.12.2015
8	Assistant Professor, Alagappa University College of Education, Karaikudi	13-08-2008 to 24-12-2012 F/N
9	Assistant Professor, Pope John Paul-II College of Education, Pondicherry	01-07-2000 to 12-08-2008
10	P.G.Asst.(Physics),St. Joseph's Hr. Sec. School, Eraiyur, Villupuram Dt.	01-06-1994 to 27-07-1999
11	P.G.Asst. (Physics),A.K.T .Hr. Sec. School, Kallakurichi, Villupuram Dt.	01-08-1999 to 30-05-2000

Honours and Awards:

- Centum Result Produced Continuously for the Class X and XII Std in Science and Physics(1994-1999)By drawing Rs.900/ per month as salary from PTA   St. Joseph's Hr. Sec. School, Eraiyur (Pondicherry Diocese School) 1994-1999.
- Adarsh Vidya Saraswati Rashtriya Puraskar Adarsh Vidya Saraswati Rashtriya Puraskar 2nd Dec' 2017.

Recent publications:

- V.Gnanaselvi & Dr.A.Edward William Benjamin. "EFFECTIVENESS OF MULTIMEDIA IN ENVIRONMENTAL STUDIES AT THE COLLEGES OF EDUCATION". Group, 15(66.27), 3-75. EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal Volume: 6 | Issue: 12 |December 2020 || Journal DOI: 10.36713/epra2013 || SJIF Impact Factor: 7.032 ||ISI Value: 1.188

- Sr.Fabiola Ricci, R.Selvaganapathy & Dr.A.Edward William Benjamin. "SOCIAL MATURITY OF STUDENTS IN RELATION TO THEIR ACHIEVEMENT IN SCIENCE". EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal Volume: 7 | Issue: 1 |January 2021|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor: 7.032||ISI Value: 1.188

- R.Selvaganapathy & Dr.A.Edward William Benjamin. "Effectiveness of online learning and academic achievement in chemistry at the higher secondary level" in Journal of Modern Thamizh research, ISSN:2321-984X Vol.9 No.3, July-September 2021.

- R.Selvaganapathy & Dr.A.Edward William Benjamin. "Impact of SLM in teaching chemistry at the higher secondary level" in Research and reflections on education journal Vol. 20, No. 1A, Pages 61-63. ISSN:0974-648X. March 2022.

- R.Selvaganapathy & Dr.A.Edward William Benjamin. "Remedial teaching technique to overcome learning difficulties in chemistry at the higher secondary level" in International journal of health sciences. Vol. 6, (S1) ISSN:2550-6978.EISSN:2550-696X, April 2022.

- Sr.S.Sabina Jose & Dr.A.Edward William Benjamin. "Factors for enhancing achievement in biology at the higher secondary level". International Journal of Early Childhood Special Education (INTJECSE) DOI:10.9756/INTJECSE/V14I5.449 ISSN: 1308-5581 Vol 14, Issue 05 2022 Resource personsin various capacities Others Recent Publications

- Sr.S.Sabina Jose & Dr.A.Edward William Benjamin. "Relationship between school environment and achievement in biology of higher secondary students" in Research and reflections on education journal Vol. 20, No. 1A, Pages 56-60, ISSN:0974-648X. March 2022.

- E.Sankar & Dr.A.Edward William Benjamin. "Flipped classroom in learning chemistry at the secondary level" in International Journal of Multidisciplinary Research (IJMR), Vol 8, Issue 6, Kune 2022. ISSN:2455-3662 (Online), Impact factor: (SJIF)8.205(ISI)1.188.

- E.Sankar & Dr.A.Edward William Benjamin. "ROLE OF SELF - LEARNING MODULES IN CHEMISTRY AT THE SECONDARY LEVEL" in International Journal of Creative Research Thoughts, Vol. 10, Issue 6, June 2022. 7.97 Impact factor, Refereed Journal, Peer Journal and Indexed Journal (ISSN: 2320-2882)

CURRICULUM VITAE

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Educational qualification: **M.A., M.Ed., M.Phil, Ph.D.**

Professional experience: **16 Years**

Honours and Awards:
- Global Indian excellence Achievement Award For Outstanding performance in your Teaching and Research in the field of Education, Bharat Rattan Publishing House September 2021 New Delhi

- TIP Inspiring Educators Award As the TIP Inspiring Educators of the Year – 2021 Award for his/her extraordinary contribution in the field of education, The Inked perception (TIP) Aroster Street, UPO Tyothi Baghpat, Uttarpradesh, India October 5th 2021

Recent publications:
- Child Rights and their Legislative Support in Indian Laws, The journal of Behavioural Scientist, Agra, Vol.22, No. 1-2, January to August, 2021, ISSN: 0972-5911 (P. No.83-90).

- Integrating life situations in teaching need based concepts of listening skills in english among secondary school students, The journal of Miracle of Teaching, Karaikudi, Vol.XXXIII, No. 1, Jan -April, 2021, UGC Approved No. 200,   ISSN: 0755-7343 (P. No.6-10).
- Parents educational environment and academic performance of their children studying in rural schools, The journal of Miracle of Teaching, Karaikudi, Vol.XXXIV, No. 2, May-August, 2021, UGC Approved No. 200, ISSN: 0755-7343 (P. No.17-21).
- Utilization of ICT for teacher professional development in 21st century, The International journal of Pedagogical studies (IJPS) Kollampalayam Vol.9, No. 1, August, 2021, ISSN: 2321- 2306 (P. No.1-10).
- Human rights education enhance social responsibility among students, The journal of Miracle of Teaching, Karaikudi, Vol.XXXV, No. 2, September-December, 2021, UGC Approved No. 200, ISSN: 0755-7343 (P. No.19-23).
- Role of teachers in inculcating values, the journal of Miracle of Teaching, Karaikudi, Vol.XXXVI, No. 1, January to April, 2022, UGC Approved No. 200, ISSN: 0755-7343 (P. No.8-13).
- Understanding in identifying twice exceptionality - an issue analysis,
- The journal of Xll kogretion online – Elementary Education 2021, Vol20 issue 57 Pp.2535-2551, doi :10 17051/ilkonline -2021-05-275."

CURRICULUM VITAE

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Educational qualification: M.Sc., M.Ed, M.Phil. Ph.D

Professional experience: 14 Years

Honours and Awards :   Nil

Recent publications:

- A vision of teaching learning practices in mathematics education through open educational resources, International Journal of Education and Teaching, Impact Factor 2.5
- Perception of Slum Parents Who Benefited from the Tamil Nadu Slum Clearance Board Regarding Free Online Education for Their Children during the COVID-19 Pandemic, International Journal of Advance and Innovative Research, Impact Factor 7.36

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Professional experience: 16 Years

Honours and Awards: Nil

Recent publications:

- Effect of Attitude and Competency towards ICT on Job Satisfaction of Secondary School Teachers International Journal of Science and Research, Volume 11 Issue 3, March 2022
- Effectiveness of Digital Pedagogy on Teaching Competency in Physical Science among B.Ed. Students with Special Reference to Constructivism, Indian Journal of Educational Technology 52 – 61 Volume 4, Issue 1, January 2022

CURRICULUM VITAE

Name: **Dr.A.CATHERIN JAYANTHY**

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Professional experience: 13 Years

Honours and Awards: Nil

Recent publications: Nil

CURRICULUM VITAE

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Educational qualification: M.Sc., M.Sc(psy) M.Phil.. M.Ed., Ph.D.,

Professional experience: 13 Years

Honours and Awards:

- Dr APJ ABDUL KALAM Achievers Award-2021,Thiruvalluvar Book of Global Achievers & Yohi Publication, Pudhucharry

Recent publications:

- A vision of teaching learning practices in mathematics education, through open educational resources International Journal of Education and Teaching Volume 1, Issue 2, June 2021 pp-30-36

- Usage and Performance of Open Educational Resources among State Universities of Tamil Nadu Research Scholars International Journal of Management and Humanities (IJMH), Volume-5 Issue-10, June 2021

- Job Satisfaction and Stress Among Secondary School Teachers In Sivaganga District, Tamilnadu, India Vidyabharati International Interdisciplinary Research Journal Special Issue on Multidisciplinary Academic Research in Current Era (October – December 2021) 351-358

- Perception of Slum Parents who Benefited From the Tamil Nadu Slum Clearance Board Regarding Free online Education for Their Children During the Covid-19 Pandemic International Journal of Advance and Innovative Research Volume 8, Issue 4 (VI) October – December 2021

- Emotional Maturity and Social Adjustment among Adolescent Students in East Coast Region of Tamil Nadu, India American Journal of Applied Psychology vol. 9, no. 1 (2021): 36-40.(International)

- Development of Infrastructure at Puliancholai: A Study Journal of the Asiatic Society of Mumbai, (UGC CARE Journal) Vol. XCV, No.10, 2022P 139-146 (National)

- A study on Medical Tourism and Hospitality Special References to Kottakkal Arya Vaidya Sala Shodha Prabha (UGC CARE Journal) Vol. 47, Issue. 01, No.8: 2022 p 81-89 (National)

- A Tool Construction And Validation of Women's Legal Rights Journal of Education: Rabindra Bharati University (UGC CARE Journal) Vol: XXIV, No.:1(XVII) 2022 P 145-153 (National)

CURRICULUM VITAE

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Educational qualification: M.Ed., Ph.D.,

Professional experience: 6 Years

Honours and Awards: Nil

Recent publications:

- Open Educational Practices among Research Scholars in Education, Ahalia International Journal of Advanced Science and Technology Impact Factor 0.4

- A vision of teaching learning practices in mathematics education through open educational resources, International Journal of Education and Teaching, Impact Factor 2.5

- Perception of Slum Parents Who Benefited from the Tamil Nadu Slum Clearance Board Regarding Free Online Education for Their Children during the COVID-19 Pandemic, International Journal of Advance and Innovative Research Impact Factor7.36

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