

THE GANDHIGRAM RURAL INSTITUTE

(Deemed to be University)

Ministry of Education (Shiksha Mantralaya), Govt. of India

OBE DOCUMENT

Dr.P.S.Sreedevi, Assistant Professor

Department of Education, GRI

for

M.ED SYLLABUS

(2021-2022 Onwards)

TWO YEAR – FOUR SEMESTER PROGRAMME



**DEPARTMENT OF EDUCATION
SCHOOL OF SOCIAL SCIENCES
GANDHIGRAM, DINDIGUL – 624 302.
TAMILNADU, INDIA.**

TWO YEAR M.ED PROGRAMME

OBE Elements for : M.Ed. Programme Educational Objectives (PEO)

PEO 1:	Moulding creative, competent teacher educators with required knowledge, skills and values to meet the requirements of digital era.
PEO 2:	Utilizing professional ethics and domain knowledge to develop quality teacher educators in elementary and secondary teacher education programmes.
PEO 3:	Applying administrative and entrepreneurial skills augmented with Gandhian ethos for upliftment of the society.
PEO 4:	Promoting extension activities among teacher educators for sustainable rural development.
PEO 5:	Demonstrating innovative research skills to solve contemporary issues and challenges in teacher education.

Programme Outcome (PO)

The POs are the statements that describe what the students graduating from any of the educational programmes should be able to do.

PO 1:	Become knowledgeable in the subject of Teacher Education and apply the principles of the same to the needs of the Employer / Institution / Society.
PO 2:	Gain Analytical skills in the field/area of Teacher Education.
PO 3:	Understand and appreciate professional ethics, community living and Nation Building initiatives
PO 4:	Execute professional ethics, attitude and values to be an effective teacher educator.
PO 5:	Acquaint with problem solving, leadership and reflective thinking skills to design curriculum and organizational structure to formulate policy planning in teacher education.
PO 6:	Organize pre-service and in-service programmes for lifelong learning and professional development of teachers.
PO 7:	Equip with techno-pedagogical skills to cater the needs of digital natives.
PO 8:	Apply philosophical, psychological and sociological perspectives for total quality management in teacher education.

Note: PO1,PO2 and PO3 can be common to all the departments. The respective department can add the rest.

Programme Specific Outcome (PSO)

The PSOs are the statements that describe what the graduates of a specific educational programme should be able to do.

Graduates will be able to:

PSO 1:	Apply the knowledge of Teacher Education in the domain of Teaching Learning and Research.
PSO 2:	Solve the complex problems in the field of Teacher Education with an understanding of the societal, legal and cultural impacts of the solution.
PSO 3:	Demonstrate knowledge and skills of inclusive education, guidance and counseling.
PSO 4:	Evolve as curriculum planners, course designers, content developers, programme evaluators and master trainers
PSO 5:	Apply assessment, evaluation, statistical and research skills for educational reforms and innovations
PSO 6:	Disseminate recent developments in teacher education through writing and publication of research articles

Note: PSO3: Here the distinctiveness of the Department/Programme can be brought in. That is, by incorporating a unit/module/a course or any other component(s), in a unique way, into the curriculum (Teaching, Learning and Evaluation), the Department can give an edge to its graduates in the competitive environment.

M.Ed Programme

Preface

The National knowledge commission (NKC) has observed that teachers are the single most important element of the school system. The prosperity of a nation depends on its enlightened human resource, which depends on the quality of education. Quality relies on a teacher which in turn relies on quality of teacher education. The M.Ed course is a teacher training programme of NCTE under Regulation, 2014 with basic objective to prepare quality of teacher educators in Indian school system and teacher education institutions. NCTE 2014 emphasised on introduction of two year M.Ed in all educational institutions and Universities. This tertiary level programmes are a link between higher secondary education and post graduate level education. The programme aims at giving quality education. It maintains a balance between theory and practice, and coherence and integration among the components of the programme. The course also ensures opportunities for higher learning of the students. The syllabus is designed in four semesters. M.Ed is offered to all sciences, social sciences and languages.

Objectives of the Course

- To provide excellence in the field of teacher education resulting in generating quality teacher educators
- To develop quality teacher educators.
- To acquaint the teachers with innovative teaching practices as envisaged in National Curriculum Framework for Teacher Education.
- To sensitize emerging issues such as environment, population, gender equality and peace education.

Unique Features of the Programme

- Choice Based Credit System (CBCS)
- Compulsory Course on Gandhian Thought
- Dissertation
- Village Placement Programme(VPP)
- Internship in Teacher Education Institutions
- Online Instructional Practices
- Soft skills and Communication skills training
- Introduction to Cognitive Science

- Modular course
- Value added course
- Training on Personality Development

Duration of the Course:

Duration of the programme shall be of two academic years comprising four semesters including field attachment for a minimum of four weeks and research dissertation.

Medium of Instruction

The medium of instruction is English.

Eligibility for Admission

- A pass in B.Ed, B.Sc.,B.Ed and B.A.,B.Ed with a minimum of fifty percent marks.
- in B.Ed, B.Sc.,B.Ed and B.A.,B.Ed degree from this university or any other recognized university are eligible to apply for admission to M.Ed degree programme.
- The candidates who have appeared for second year in B.Ed, B.Sc.,B.Ed and B.A.,B.Ed degree Examination are also eligible to apply. However, at the time of admission, the candidate should submit the qualifying mark statement.
- The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of Government of India.

DEPARTMENT OF EDUCATION, GRI-DU

M.Ed. Syllabus-2021 onwards

S.No	Category	Course Code	Title of the Course	No. of Credit	Hours	CFA	ESE	Total
I - SEMESTER								
1.	Core Papers	21EDNP0101	Psychology of Learning and Development	4	4	40	60	100
		21EDNP0102	Curriculum Studies in Education	4	4	40	60	100
		21EDNP0103	Teacher Education	4	4	40	60	100
		21EDNP0104	Advanced Philosophy of Education	4	4	40	60	100
2.	Elective papers (Any One)	21EDNP01D1	Early Childhood Education	3	3	40	60	100
		21EDNP01D2	Life Long Learning					
3.	Practicals	21ENGP00C1	Communication and Soft Skills	2	2	50	-	50
4.	Practicals	21EDNP01P1	Training on Personality Development	2	2	50	-	50
II - SEMESTER								
5.	Core Papers	21EDNP0205	Research Methodology in Education	4	4	40	60	100
		21EDNP0206	Instructional design and Technology Development	4	4	40	60	100
		21EDNP0207	Educational Planning Management and Administration	4	4	40	60	100
		21EDNP0208	Advanced Sociology of Education	4	4	40	60	100
6.	Elective papers (Any One)	21EDNP02D1	Elementary Teacher Education	3	3	40	60	100
		21EDNP02D2	Secondary Teacher Education					
7.	Practicals	21EDNP02P2	Internship in Teacher Education Institutions	2	2	50	50	100
	Practicals	21GTPP0001	Gandhi in Everyday Life	2	2	50	-	50
8.	Value Added Course	21EDNP02VA1	Professional Ethics in Education	-	2	50	-	50
III - SEMESTER								
9.	Core Papers	21EDNP0309	Inclusive Education	4	4	40	60	100
		21EDNP0310	Statistics in Education	4	4	40	60	100
		21EDNP0311	Education for Rural Development	4	4	40	60	100
		21EDNP0312	Pedagogy, Andragogy, Heutagogy and Assessment	4	4	40	60	100
10.	Elective papers (Any One)	21EDNP03D1	Educational Measurement and Evaluation	3	3	40	60	100
		21EDNP03D2	Comparative Education					
11.	Practicals	21EDNP03P3	Online Instructional Practices	2	2	50	-	50
12.	Dissertation	21EDNP03P4	Research Colloquium (Dissertation Phase-I)	2	2	50	-	50
13.	Practicals	21EDNP03P5	Educational Institutions Visit	2	2	50	-	50
14.	VPP	21EXNP03C1	Village Placement Programme	2	2	100	-	100
IV - SEMESTER								
16.	Core Papers	21EDNP0413	Perspectives in Peace Education	4	4	40	60	100
		21EDNP0414	Cognitive Science	4	4	40	60	100
17.	Elective papers (Any One)	21EDNP04D1	Educational Guidance and Counselling	3	3	40	60	100
		21EDNP04D2	Environmental Concerns and Education					
18.	Modular Course	21EDNP04M1	Exploring Library and other learning resources	2	2	50	-	50
		21EDNP04M2	Writing and publishing Articles					
19.	Dissertation	21EDNP04P6	Dissertation (Phase-II)	6	6	75	(75 + 50)	200
20.	Practicals	21EDNP04P7	Extension work in Rural schools	2	2	50	-	50
21.	Value Added Course	21EDNP04VA2	Yoga Education	-	2	50	-	50
				94	98	1445	1255	2700

* In place of discipline centric elective or generic elective, a student can opt for MOOC-SWAYAM/NPTEL or other online courses conforming to the stipulations of credit transfer policy of the institute.

Total Core Papers- 14
Total Marks in Theory=2700

Total Elective Papers- 8
Total Credits =94

I. Internship

Internship in teacher education institution is an integral component of a teacher education programme to help students learn and enhance their professional role. This experiences are designed to help students to observe and understand the fundamentals of practice, and to gradually assume full responsibility in school during the internship and gain experience. During the programme, the duration of internship will be 04 weeks.

Examination

Semester examinations will be held twice in a year. The Rules and regulations of choice based credit system are applicable to evaluation.

OBE Template

Name of the Programme	M.Ed										
Year of Introduction						Year of Revision			2021		
Semester-wise Courses and Credit distribution	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
No. of Courses	7	7	9	7							
No. of Credits	23	23	27	21							

Semester	I	Course Code	21EDNP 0101
Course Title	PSYCHOLOGY OF LEARNING AND DEVELOPMENT		
No. of Credits	4	No. of contact hours per Week	4 Hours
New Course/Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum 20%)	25%
Category	Core Course		
Scope of the Course (may be more than one)	Skill Development Entrepreneurship Employability		

Cognitive Levels addressed by the Course	K-1:(Remember) K-2:(Understand) K-3:(Apply) K-4:(Analyze) K-5:(Evaluate) K-6:(Create)	
Course Objectives (Maximum:5)	The Course aims to, <ul style="list-style-type: none"> • know the concepts and principles of growth and development. • analyse the various approaches and intelligence. • acquire knowledge about basic concepts of Cognitive psychology. • Acquaint with the theories of learning. • apply Guidance and Counseling Principles. 	
UNIT	Content	No. of Hours
I	GROWTH AND DEVELOPMENT Growth and Development: Concept and Principles - Cognitive Processes and stages of Cognitive Development - Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, and KurtKafka) -Mental health and Mental hygiene.	13
II	APPROACHES TO 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 - Critical thinking - Metacognition and Creativity	13
III	COGNITIVE PSYCHOLOGY Cognitive psychology: Meaning, Definition, Nature, Scope, and Cognitive Skills: Meaning, Importance role in learning - Structure of	12

	Brain - Role of Brain and Neurons in learning – Role of Neuro Transmitters in learning - Brain Imaging Techniques: Computer Tomography (CT), Positron Emission Tomography (PET) - Brain based Teaching - Body- brain concept of learning - Brain plasticity- Lateralization - Left Brain Vs Right Brain.	
IV	PRINCIPLES AND THEORIES OF LEARNING Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning - Factors affecting social learning - social competence - Concept of social cognition - understanding social relationship and socialization goals	13
V	GUIDANCE AND COUNSELLING Guidance and Counselling: Nature, Principles and Need - Types of guidance: educational, vocational, personal, health and social & Directive, Non-directive and Eclectic - Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic - Person-centred Counselling (Carl Rogers) - Theories of Counselling: Behaviouristic, Rational, Emotive and Reality.	13
References	Reference Books <ul style="list-style-type: none"> • Begum Jahitha, A. (2014). Metacognition. Agra. Bhargava Book House. • Chauhan S.S, (2005). Advanced Educational Psychology 7th Edition, Vikas Publishers House Pvt Ltd, Noida. • Kundu C.L, Tutoo D.N, (2009), Educational Psychology, Sterling Publishers Pvt, New Delhi. • Mangal, S.K. (2012), Advanced Educational Psychology, Prentice Hall of India, New Delhi. • Devaki, N. (2015), Psychopedagogy, Shanlax publications, Madurai. E-Resources <ul style="list-style-type: none"> • https://www.ugcnetonline.in/syllabus-new.php • https://www.sciencedirect.com/book/9780444515407/philosophy-of-psychology-and-cognitive-science • https://www.ugc.ac.in/net/syllabus.aspx. 	
Course Outcomes	On Completion of the course, students should be able to CO1: apply the concepts and principles of Growth and Development. CO2: collaborate the approaches to Intelligence from Unitary to Multiple. CO3: appraise about the concepts of Cognitive psychology. CO4: explore on various theories on Learning CO5: design the Concepts of Guidance and Counseling for Educational Psychology.	

Mapping of Cos with PSOs:

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	2	3	3	2.83
CO2	3	3	2	3	3	2	2.66
CO3	3	2	3	3	2	3	2.66
CO4	3	3	3	2	3	3	2.83
CO5	2	3	2	3	2	3	2.5
Average	2.8	2.8	2.6	2.6	2.6	2.8	2.7

Semester	: I	Course Code	: 21EDNP 0102
Course Title	: Curriculum Studies in Education		
No. of Credits	:04	No. of Contact Hours per Week	: 4 Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 23%
Category	:Core Course		
Scope of the Course	: 1. Basic skill/ Advanced skill 2. Skill Development 3. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) – Yes K-2 (Understand) – Yes K-3 (Apply) – Yes K-4 (Analyze) – Yes K-5 (Evaluate) – Yes K-6 (Create) – Yes		
Course Objectives	The student will be able to <ul style="list-style-type: none"> familiarize with the concept of curriculum development acquire knowledge about models of curriculum development. understand the need for curriculum evaluation analyse various models of curriculum evaluation with relevance to Indian education context. analyse the textbooks and other curricular materials using appropriate criteria. analyse the issues and problems related to evaluating the curriculum in a systematic manner. 		
Course Content			
UNIT	CONTENT		Hrs
I	UNDERSTANDING CURRICULUM DEVELOPMENT Curriculum: meaning and definition-curriculum development: concept, need, components, objectives -selection of content and learning experiences in curriculum development- organization of content and learning experiences - evaluation of curriculum – curriculum development as a continuous and cyclic process- structuring school curriculum as per NEP 2020.		13
II	MODELS OF CURRICULUM DEVELOPMENT Curriculum theories and their significance to curriculum planning - Curriculum models: - The AIM model, Taba 's Inverted model, Tyler's Ends-Means model, Oliva model, Saylor-Alexander Model, Macdonald's model. Zais Eclectic model, Cornett's personal practical theories model		13
III	PROCESS OF CURRICULUM DEVELOPMENT Curriculum Planning: Aims, goals and objectives - need and importance - factors influence the curriculum planning - establishing standards –level wise and subject wise curriculum - principles of curriculum planning - horizontal and vertical relationship in curriculum - integrating threads – steps in curriculum development		13

IV	<p>MODELS OF CURRICULUM EVALUATION</p> <p>Curriculum evaluation: concept, meaning and definition – curriculum evaluation process – need and source of curriculum evaluation - Ralph Tyler’s evaluation model - CIPP model (Stufflebeam)-Robert Stake’s countenance model - Micheal Scriven’s model.</p>	13
V	<p>FACETS OF CURRICULUM EVALUATION</p> <p>Factors contribute to Determine the educational aims and objectives - evaluation of curriculum at planning stage – instructional design, try out and revision - evaluation at the stage of large scale implementation - need for quality control in implemented curriculum - role of evaluator in quality control- process of quality control - , curriculum effectiveness – deterioration and systematic stock taking of implemented curriculum - identify causes of deterioration - Applying corrective measure and investigating their effectiveness</p>	12
Reference Books	<ul style="list-style-type: none"> • Arulsamy (2014), <i>Curriculum Development</i>, Neelkamal Publications, Hyderabad. • Tyler, R.W. (1998). <i>Basic Principles of Curriculum and Instruction</i>. Chicago: University of Chicago Press. • NCERT (1984), Curriculum evaluation, NCERT, New Delhi. • NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi • UNESCO (1981), Curriculum and Life Long Education, UNESCO, Paris. 	
E-Resources	<ul style="list-style-type: none"> • https://egyankosh.ac.in/bitstream/123456789/8278/1/Unit-13.pdf • https://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf • https://egyankosh.ac.in/bitstream/123456789/46015/1/Unit-7.pdf • https://egyankosh.ac.in/bitstream/123456789/46012/1/Unit-8.pdf • https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf 	
Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: organize and evaluate the curricular contents in the classroom transaction.</p> <p>CO2: recall the curriculum theories and their significance to curriculum planning</p> <p>CO3: critique the influence and standards of an established curriculum</p> <p>CO4: compare the various models of curriculum evaluation and the strategies involved in curriculum evaluation.</p> <p>CO5: design the quality control strategies in implemented curriculum.</p>	

Mapping of Cos and PSOs:

CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	3	2	3	2.66
CO2	3	3	2	2	3	2	2.5
CO3	3	3	3	3	2	2	2.66
CO4	2	2	3	2	2	2	2.16
CO5	2	2	2	2	2	3	2.16
Average	2.6	2.6	2.4	2.4	2.2	2.4	2.433

Semester	I	Course Code	21EDNP 0103
Course Title	TEACHER EDUCATION		
No. of Credits	04	No. of contact hours per Week	04
New Course / Revised Course	Revised	If revised, Percentage of Revision effected (Minimum 20%)	30%
Category	Core Course		
Scope of the Course (may be more than one)	Employability Advanced Skill		

Cognitive Levels addressed by the Course	K-1: (Remember) K-2: (Understand) K-3: (Apply) K-4: (Analyze) K-5: (Evaluate)		
Course Objectives (Maximum: 5)	<p>The Course aims to</p> <ul style="list-style-type: none"> • gain insight on the basic concepts of teacher education. • identify the innovative teacher education programmes. • explore the development of teacher education curriculum in India. • acquiring knowledge about the quality dimensions in teacher education. • examine the importance and fields of research in teacher education. 		
UNIT	Content		No. of Hours
I	BASICS OF TEACHER EDUCATION Teacher Education: Concept and Scope. Historical perspectives of Teacher education, Agencies of Teacher Education - SSA, RMSA, SCERT or DERT, NCERT, NCTE, CTE, DIET and UGC. Programs of Teacher Education - Pre-Service & In-Service. Types of Teacher Education Programs, The Structure of Teacher Education Curriculum. Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels. Organization of Components of Pre-service Teacher Education. Transactional Approaches - Expository, Collaborative and Experiential learning.		12
II	INNOVATIONS IN TEACHER EDUCATION Various levels of teaching – Memory level, Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching. Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models. Integrated Teacher Education Programme - RIE model. Models of INSET evaluation- Goal based evaluation model, Context Input Process Product model (CIPP) and Context Input Reaction Outcome (CIRO) model. Preparation of Teachers for specific areas: work education and Vocational education, HPE, Art education. Complementary nature of pre & in-service teacher education.		13
III	QUALITY DIMENSIONS OF TEACHER EDUCATION Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Preliminary		13

	Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget) Approaches to teacher education: Teaching as a Profession - Qualities of a good teacher – Competency Based Teacher Education. - TQM in Teacher Education. Quality assurance in teacher education. Professional Growth & Ethics. Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education.	
IV	TEACHER EDUCATION CURRICULUM AND TRANSACTION Renewal of Teacher education curriculum: Pre-service and In-service teacher education- Professional Identity of teachers: Role of professional organizations of teachers, Faculty improvement programme for teacher educators. - In-service teacher education: Orientation, Refresher courses and summer Institutes. Curriculum transaction in Pre-service Teacher Education: Concept and importance. - Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming, seminar, Workshops, Team Teaching, Use of ICT, Case analysis, Reading and review of original texts, projects and assignments.	13
V	RESEARCH IN TEACHER EDUCATION AND EVALUATION Research and innovations in Teacher education: Present status, Research trends & graphs; Experiments in Research. - Enhancing Teacher Effectiveness. – Paradigms for research on teaching : Gage,Doyle, and Shulman. - Areas of research in Teacher Education : Institutional context, Curriculum context and practicing school context. – Research in innovative teacher training practices : Learning materials, Technology enabled classrooms, Innovative Instructional Strategies, Techniques of Evaluation and assessment, Teaching models. CCE in Teacher Education - Evaluation of school experience/internship programmes. Organisation and regulation of internal assessment in PSTE: Theory, SEP and practical work - Concept of School Experience Programme (SEP). – Planning, organization, Monitoring and supervision of SEP. - Internship: concept; planning and organization. Organization of practice teaching for developing an effective teacher.	13
References	Reference Books: <ul style="list-style-type: none"> • Michael, J. Dunkin (Ed.),(2000). <i>The International Encyclopedia of Teaching and Teacher Education</i>, Pergamon press, New York. • NCTE (1998): Policy Perspectives in Teacher Education. New Delhi. • Rao, Digumarti Bhaskara (1998). <i>Teacher Education in India</i>. Discovery Publishing House. New Delhi. • Mishra, Lokanath (2013), <i>Teacher Education: Issues and Innovation</i>, Atlantic, New Delhi. • Mohanty, Jagannath (2008), <i>Dynamics of Teacher Education (Vol.1&2)</i>, Neelkamal Publications Pvt. Ltd, Hyderabad. • NCTE, (2004), <i>Teacher Education Curriculum</i>, New Delhi. • Singh, L.C. (Ed.) (1987), <i>Teacher Education – A Resource Book</i>, NCERT, New Delhi. 	

	<p>E-Resources:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=HThaqzkO6IE • http://www.iiep.unesco.org/sites/default/files/unit_7_eng.pdf • https://www.yourarticlelibrary.com/education/teacher-education-programmes-5-types/45257 • https://www.britannica.com/topic/teacher-education/Issues-and-problems-in-teacher-education • http://lib.unipune.ac.in:8080/xmlui/bitstream/handle/123456789/3230/08_chapter%202.pdf?sequence=8&isAllowed=y
Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: gain insight on the basic concepts of teacher education.</p> <p>CO2: identify the innovative teacher education programmes.</p> <p>CO3: explore the development of teacher education curriculum in India.</p> <p>CO4: acquiring knowledge about the quality dimensions in teacher education.</p> <p>CO5: examine the importance and fields of research in teacher education.</p>

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	2	3	2.66
CO2	3	3	2	2	3	3	2.66
CO3	3	2	3	3	2	2	2.5
CO4	3	3	2	2	3	3	2.66
CO5	2	2	3	3	2	3	2.5
Average	2.8	2.4	2.6	2.6	2.4	2.8	2.6

Semester	: I	Course Code	: 21EDNP 0104
Course Title	ADVANCED PHILOSOPHY OF EDUCATION		
No. of Credits	:04	No. of Contact Hours per Week	: 4Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 20%
Category	: Core Paper		
Scope of the Course	: 1. Basic Skills 2. Value added course in teacher education field 3. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyze) K-5 (Evaluate) K-6 (Create)		

Course Objectives (Maximum: 5)	The Course aims to <ul style="list-style-type: none"> • know the foundation principles of philosophy of education • study the Indian educational philosophies. • evaluate the philosophies of Indian educational thinkers • study the Western educational philosophies • evaluate the philosophies of Western educational thinkers. 	
UNIT	CONTENT	HOURS
I	INTRODUCTION TO PHILOSOPHY OF EDUCATION Philosophy - Meaning, Scope. Fundamental Philosophical Domains- Epistemology, Metaphysics and Axiology. Educational philosophy - Functions. Relationship Between Education and Philosophy - Meaning, Nature and Scope of Philosophy of Education - Functions of Philosophy of Education-Aims of Education in Relation to Philosophy of Life.	13
II	CONTRIBUTION OF INDIAN SCHOOLS OF PHILOSOPHY Indian Schools of Philosophy - Sankhya, Yoga, Vedanta, Buddhism, Jainism, Islamism, Christianity with special reference to the concept of knowledge, reality and values and their educational implications.	12
III	CONTRIBUTIONS OF INDIAN EDUCATIONAL THINKERS Educational Thoughts of Vivekananda, Tagore, Gandhi, Aurobindo Ghosh, Dr. Radhakrishnan, J. Krishnamurthi, Swami Dayananda, Abdul Kalam Azad and A.P.J. Abdul Kalam.	13
IV	CONTRIBUTION OF WESTERN SCHOOLS OF PHILOSOPHY Western Schools of Philosophy - Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to educational theory and practice. Modern concept of Philosophy - Logical Analysis - Empiricism and Positive Relativism.	13

V	CONTRIBUTION OF WESTERN EDUCATIONAL THINKERS Educational thoughts of Dewey, Rousseau, Maria Montessori, Ivan Illich, Paulo Freire, Emerson, Friedrich Nietzsche and Confucius.	13
References	<p>Reference Books:</p> <p>Anand, C.L, et al, (1993), <i>Teacher and Education in the Emerging Indian Society</i>, New Delhi, NCERT.</p> <p>Banerjee A.C., (1999), <i>Sociological and Philosophical Issues in Education</i>, Book Enclave Publishers, Jaipur.</p> <p>B.N.Dash, (2010), <i>Theories of Education & Education in Emerging Indian society</i>, Dominant Publishers and Distributors, New Delhi.</p> <p>Chaube.S.P, Akhilesh Chaube, (2002), <i>Western Educational Thinkers</i>, Concept Publishing Company, New Delhi.</p> <p>Lakshmaiah.T and Jeyakumar, (1994) <i>Education and Development</i>, Printwell Publishers, Jaipur.</p> <p>E-Resources (URLs of e-books / YouTube videos / online learning resources, etc.) https://anandakumarknatarajan.blogspot.com/KNOWLEDGE AND CURRICULUM.pdf (bdu.ac.in) https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_1.pdf</p>	
Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO 1 Understand the nature and functions of philosophy of education.</p> <p>CO 2 Explain the contribution of Indian schools of philosophies.</p> <p>CO 3 Describe the contributions of great Indian thinkers.</p> <p>CO 4 Explore the Western school of philosophies.</p> <p>CO 5 Adopt the Western thinkers of philosophy of education</p>	

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	2	3	2	3	3	2	2.5
CO2	3	3	2	2	1	2	2.16
CO3	3	3	3	2	2	2	2.5
CO4	3	2	2	3	2	2	2.33
CO5	1	3	3	3	3	3	2.66
Average	2.4	2.8	2.4	2.6	2.2	2.2	2.43

Semester	I	Course Code	21EDNP 01D1
Course Title	EARLY CHILDHOOD EDUCATION		
No. of Credits	3	No. of contact hours per Week	3
New Course/Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum20%)	25%
Category	Elective Course		
Scope of the Course (may be more than one)	Basic Skill Skill Development Value-Added Courses imparting transferable and life skills		

Cognitive Levels addressed by the Course	K-1:(Remember) K-2:(Understand) K-3:(Apply) K-4:(Analyze) K-5:(Evaluate) K-6:(Create)	
Course Objectives (Maximum: 5)	The Course aims to <ul style="list-style-type: none"> • Orient on policy and perspectives of ECE in India and world • Understand the Psycho-Social context of Pre-School education • Understand the quality dimensions i.e. Curriculum, programme and work force for ECE. • Know the strategies, approaches-resources for ECE. • Develop knowledge and skills for research and evaluation in ECE and training of personnel. 	
UNIT	Content	No. of Hours
I	UNIT - I EARLY CHILDHOOD EDUCATION (ECE) POLICY AND PERSPECTIVES ECE: Concept, Significance and Objectives – ECE in India: Policies and Programme in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009) – ECE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues – NEP 2020 on ECE	10
II	UNIT - II PSYCHO-SOCIAL CONTEXT OF PRE-SCHOOL EDUCATION Pre-School Education: nature and scope - Characteristics and norms – Physical, Cognitive, Emotional and Social – Transaction from home to School – Issues and Concerns – Socio – Cultural contexts in school and home – Child rearing practices in different cultures – NEP 2020 on Curriculum and Pedagogy in Schools.	09
III	UNIT - III CURRICULUM FOR PRE-SCHOOL EDUCATION Curriculum for School Readiness – Physical, Cognitive, Language and Socio Emotional Dimensions; Characteristics of learning experiences and approaches – Different types of Pre-school Curriculum, Montessori,	09

	Kindergarten, Balwadi and Anganwadi – Support of workforce; Teachers, parents and community support in functioning of ECE centers – NEP 2020 on Curriculum and Experiential Learning.	
IV	<p>UNIT - IV STRATEGIES / APPROACHES AND RESOURCES FOR ECE</p> <p>General principles to curricular approaches: Activity based/play - Way, Child – Centered, Theme - Based, Holistic, Joyful, Inclusive, Puppetry, Musical and Rhyme exercise, Dramatization, Role play, Art activities, Indoor and Outdoor play, Field trips and explorations as methods in primary and early primary stages - Method of transaction - Local specific community resources - Human and materials & their integration to curricular activities - Preparation & use of learning and play materials - Community involvement in ECE programmes.</p>	10
V	<p>UNIT - V TRAINING, RESEARCH & EVALUATION IN ECE</p> <p>Training programmes: Nature and Scope - Need and significance of personnel involved in ECE programme – Pre-service evaluation – Issues concerns and problems – Areas of research studies in ECE – Evaluation of ECE programmes – Informal evaluation through observation & remediation. Training of ECE workers.</p>	10
References	<p>Reference Books:</p> <ul style="list-style-type: none"> • Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.) Shipra Publication, New Delhi. • Mishra, R.C. (2005). Early Childhood Care and Education, Today Prentice Hall Publisher • Pankajam, G. (2010). Pre-Primary Education: Philosophy and Practice. Concept Publishing Company, New Delhi. • Nicola Yelland. (2010). Contemporary perspectives on early childhood education. Open University Press, England. • Eva L. Essa and Melissa M. Burnham. (2019). Introduction to Early Childhood Education. Sage Publications. <p>E-Resources</p> <ul style="list-style-type: none"> • https://en.wikipedia.org/wiki/Early_childhood_education#:~:text=Early%20childhood%20education%20(ECE)%2C,to%20the%20age%20of%20eight. • http://www.google.co.uk • http://www.reddit.com 	
Course Outcomes	<p>The students should be able to</p> <ul style="list-style-type: none"> • Practice on policy and perspective of ECE in India and world • Understand the Psycho-Social context of Pre-School education • Implement the quality dimensions i.e. Curriculum, programme and work force for ECE. • Evolve the new strategies, approaches-resources for ECE. • Create skills for research and evaluation in ECE and training of personnel. 	

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	2	3	3	2	3	3	2.66
CO2	3	3	3	3	2	3	2.83
CO3	3	2	2	3	3	3	2.66
CO4	2	2	3	3	2	3	2.5
CO5	3	2	3	3	3	3	2.83
Average	2.6	2.4	2.8	2.8	2.6	3	2.7

Semester	I	Course Code	21EDNP 02D2
Course Title	LIFE LONG LEARNING		
No. of Credits	03	No. of Contact Hours per Week	3 Hours
New Course / Revised Course	Revised Course	If revised, % of revision effected	30%
Category	Elective Course		
Scope of the Course	1. Skill Development 2. Employability 3. Entrepreneurship		
Cognitive Levels addressed by the course	K-1 (Remember) – Yes K-2 (Understand) – Yes K-3 (Apply) – Yes K-4 (Analyze) – Yes K-5 (Evaluate) – Yes		
Course Objectives:	<p>The M.Ed Scholars will be able to</p> <ul style="list-style-type: none"> • understand the concept of Life Long Learning. • know meaning and concept of Non-Formal Education. • aware of existing programmes and strategies for Life Long Learning. • develop skill in Vocational Guidance. • analyse strategies for self-employment. 		
UNIT	CONTENT		HOURS
I	LIFE LONG LEARNING Life Long Learning–Meaning, Concept, Aims and Objectives, Need and Importance, Problems and Measures, Various Programme of Life Long Learning in India with Special reference to: NAEP, NPE & NLM, Adult Learner–Characteristics, Problem and Motivation Life Long Teaching – Different Methods, Role of Mass Media, Evaluation of Life Long Learning.		10
II	NON-FORMAL EDUCATION Non-formal Education: Meaning, Concept, Scope, Aims and Objectives, Growth and Development, Curriculum Development. Non-formal Education Instructors, Teaching Methods, Media and Material, NEP 2020.		10
III	DISTANCE EDUCATION Distance Education: Meaning, Definition, Function, Objectives, Nature and Characteristics, Scope and Limitation. IGNOU (Indira Gandhi National Open University), Organization: NCERT, CABE. Models: CAPE (Comprehensive Approach for Primary Education Programme) – The New Policy on Education 1986.		10
IV	VOCATIONAL GUIDANCE Vocational Guidance: Meaning, Definition, Objectives, Aims, Need, Characteristics – Process of Vocational Guidance: Vocational Guidance in India – Classification of occupations – Source of		09

	Information – Purpose, Factors and Function of Vocational Guidance — Influence of Vocational Guidance on Educational Guidance.	
V	SELF – EMPLOYMENT Self – Employment: Meaning, Definition, Objectives, Characteristics, Traits Required, Barriers to self employment-Generation of Awareness and Motivation – Referral Services.	09
References	<ul style="list-style-type: none"> • Chopra, Rita (1993). <i>Adult Education</i>. Bombay: Himalaya Publishing House. • Ministry of Education (1987). <i>Adult Education Research-Future Directions</i>. • Om Praksh, B.Pal (2013). <i>Career and Vocational Guidance</i>, discovery publishing house Pvt. Ltd, New Delhi. • Prasad, Rajinder (2008). <i>Adult Education</i>. New Delhi: APH Publishing Corporation. • Thakur, Devendra (1980). <i>Adult Education and Mass Literacy</i>. New Delhi: Deep & Deep Publications 	
E-references	<ul style="list-style-type: none"> • https://www.unicef.org/education/inclusive-education • http://www.rehabcouncil.nic.in/writereaddata/vi.pdf • https://dse1.education.gov.in/sites/default/files/publication/module5.pdf • https://cognitiontoday.com/brain-based-learning-theory-strategies-and-concepts/ • https://www.youtube.com/watch?v=HThaqzkO6lE • http://www.iiep.unesco.org/sites/default/files/unit_7_eng.pdf • https://www.yourarticlelibrary.com/education/teacher-education-programmes-5-types/45257 	
Course outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: understand the concept of Life Long Learning.</p> <p>CO2: know meaning and concept of Non-Formal Education.</p> <p>CO3: aware of existing programmes and strategies for Life Long Learning.</p> <p>CO4: develop skill in Vocational Guidance.</p> <p>CO5: analyse strategies for self-employment.</p>	

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	2	3	2.66
CO2	3	3	2	2	3	3	2.66
CO3	3	2	3	3	2	2	2.5
CO4	3	3	2	2	3	3	2.66
CO5	2	2	3	3	2	3	2.5
Average	2.8	2.4	2.6	2.6	2.4	2.8	2.6

Semester	: I	Course Code	21EDNP 01P1
Course Title	: TRAINING ON PERSONALITY DEVELOPMENT		
No. of Credits	:02	No. of Contact Hours per Week	: 2Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 30%
Category	: Practicals		
Scope of the Course	: 1. Skill Development 2. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyze) K-5 (Evaluate) K-6 (Create)		
Course Objectives:	<p>The M.Ed Scholar will be able to</p> <ul style="list-style-type: none"> • develop a positive attitude and leadership quality in life • keep in good mental health and reduce stress in life • sensitize towards the time management for process of dynamic and vibrant life • improve their communicative behavior performance and facilitate development. • effective performance in daily life and develop self-confidence. 		
UNIT	CONTENT	HOURS	
I	PERSONALITY DEVELOPMENT AND LEADERSHIP Personality Development – Concept, Nature and Scope; Development of positive thinking Leadership – Concept, Nature Types and Scope. ACTIVITIES: Identifying five leadership personality in their locality	6	
II	STRESS MANAGEMENT Stress Management – Concept of Stress and its scope. Components of Stress; Techniques of Stress Management. Emotional Intelligence – Concept and Scope. ACTIVITIES: Identifying five students with stress and give us stress coping strategies	6	
III	TIME MANAGEMENT Time Management – Concept and Scope; Principles of time management – Techniques for time management. ACTIVITIES: Identifying a time-waster in daily life situation such as social media, unexpected visitors, etc.. and give the time management techniques for overcome these	6	

IV	SOFT SKILLS Starting a conversation – responding appropriately and relevantly – role play in different situations. - Leadership skills - Group discussion - Training on Soft Skills. ACTIVITIES: Identifying the role of educational institution in training for soft skills for their students	7
V	CAREER SKILLS Applying for a job – Resume writing and effective profiling (C.V) – attending interviews – Telephone Skills – Basic and Telephone Communication, Greetings – How to handle the telephone calls. ACTIVITIES: Identifying 7 Benefits and highlight the importance of soft skills in the workplace	7
References	Reference Books: <ul style="list-style-type: none"> • Mangal, S.K. (2012), Advanced Educational Psychology, Prentice Hall of India, New Delhi. Jeanne Segal (2005): Raising Your Emotional Intelligence – Manga Books. • John C.Maxwell (2010): Developing the Leader within You – Manga Books. • Barbara Moses (2012): Career Intelligence – Manga Books. • Dale Carnegie (2014): How to Develop Self Confidence and Influence People by Public Speaking – Vermilion London. E-Resources: <ul style="list-style-type: none"> • https://www.nmac.org/wp-content/uploads/2015/04/Leadership-Development.pdf • https://www.bharathuniv.ac.in/colleges1/downloads/courseware_ece/notes/BSS201%20-%20PERSONALITY.pdf • https://www.thebalancesmb.com/time-management-tips-2947336 	
Course Outcomes:	On completion of the course, M.Ed scholar should be able to do CO1 a positive attitude and leadership quality in life CO2 keep in good mental health and reduce stress in life CO3 sensitize towards the time management for process of dynamic and vibrant life CO4 improve their communicative behavior performance and facilitate development CO5 effective performance in daily life and develop self-confidence	

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	2	3	3	2.83
CO2	3	3	2	3	3	3	2.83
CO3	3	2	3	3	2	3	2.66
CO4	3	3	3	2	3	3	2.83
CO5	2	3	2	3	2	3	2.5
Average	2.8	2.8	2.6	2.6	2.6	3	2.73

Semester	II	Course Code	21EDNP 0205
Course Title	Research Methodology in Education		
No. of Credits	4	No. of contact hours per Week	4
New Course/Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum20%)	40%
Category	Core Course		
Scope of the Course (may be more than one)	Employability Advanced skill		

Cognitive Levels addressed by the Course	K-1:(Remember) K-2:(Understand) K-3:(Apply) K-4:(Analyze) K-5:(Evaluate)	
Course Objectives (Maximum:5)	The Course aims to <ul style="list-style-type: none"> gain knowledge about the fundamental aspects of research in Education. understand various research paradigms and quantitative approaches in educational research. analyze the different qualitative and mixed research designs in education. distinguish the different sampling techniques. develop skills in various data collection techniques in educational research. 	
UNIT	Content	No. of Hours
I	RESEARCH IN EDUCATION Educational Research: Meaning, Definition, Characteristics, Need and Scope. Principles of scientific inquiry and theory development - Interdisciplinary 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 Educational 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, types, characteristics, importance. Review of Related Literature (RRL): - meaning, importance. Sources of RRL: Primary, secondary. - APA style of references, References,	13

	Bibliography and Foot Notes, Research Proposal, Use of Softwares in Educational Research.	
II	RESEARCH PARADIGMS AND RESEARCH DESIGNS Descriptive, Positivist and Phenomenological Research Paradigms, Quantitative, Qualitative and Mixed methods: meaning, definition, steps and characteristics. Quantitative Methods of Research: Experimental Research: Meaning, characteristics, Variables in experimental research, Threats to external and internal validity - Experimental Designs: Single group, Equivalent and Nonequivalent Comparison Group Design, Solomon Four group Designs - Casual-Comparative and Correlational research.	13
III	QUALITATIVE METHODS OF RESEARCH Qualitative Research: meaning, steps and characteristics. - Qualitative research approaches: Phenomenology, Ethnography, Case studies, Triangulation and Grounded theory -characteristics, types, data collection and data analysis - Historical Research: meaning, significance, steps, primary and secondary sources of information, external and internal criticism of Data - Mixed Research: meaning, fundamental principles, strength and types	13
IV	SAMPLING TECHNIQUES AND RESEARCH Concept of population and sample, Sampling unit, Sampling frame, Sample size and Sampling error. Sampling Techniques: Probability vs Non-Probability, Random Sampling Techniques: simple, systematic, stratified, cluster, and multi-stage. Non-Random Sampling Techniques: convenient, purposive, judgment, quota and snowball.	12
V	METHODS OF DATA COLLECTION Achievement Tests, Rating scales, Inventories: Definition, meaning, types, construction and uses. - Questionnaire: forms, principles of construction and uses. Interview: types, characteristics and guidelines. Qualitative and Quantitative observation: Checklist and Schedules, Focus group discussion. Online data collection tools. Standardization of a research tool: Reliability, Validity, Item analysis and Objectivity. NEP-2020 chapter 14: National Research Foundation	13
References	Text Books <ul style="list-style-type: none"> • Ajay Das, (2010), Research in Education, Pearl Books, New Delhi. • Mangal S.K (2013), Research Methodology in Behavioural Sciences, PHI Learning, New" Delhi. • Pandey K.P (2010), Fundamentals of Educational Research, Vishwavidyalaya Prakashan, Varanasi. • Radha Mohan, (2011), Research Methods in Education, Neelkamal 	

	<p style="text-align: center;">Publications Pvt. Ltd., Hyderabad.</p> <p>Reference Books:</p> <ul style="list-style-type: none"> • Best, John (2004), Educational Research, Prentice Hall India Ltd, New Delhi. • John W.Creswell (2012), Educational Research, PHI Learning, New Delhi." • Koul, Lokesh.(2006), Methodology of Educational Research, Vikas Publishing House," New Delhi. • Clifton F.Conrad and Ronald C.Serlin (Ed)(2006), The Sage Handbook for Research in" Education, Sage Publication, London & New Delhi. <p>E-Resources</p> <ul style="list-style-type: none"> • https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Political%20Science%203rd%20Semester/POLS-902C-Research%20Methodology.pdf • http://dspace.vnbrims.org:13000/jspui/bitstream/123456789/4651/1/Fundamental%20of%20Research%20Methodology%20and%20Statistics.pdf • https://www.kluniversity.in/arp%5Cuploads%5C2095.pdf • https://www.gnits.ac.in/sites/default/files/pics/ece/econtent/rmipr/Module1-ResearchMethodology.pdf • https://www.youtube.com/watch?v=8iFfzYVuCuM • https://www.slideshare.net/asmaatiq14/quasi-experimental-method • https://www.slideshare.net/kerbala2013/types-of-qualitative-research • https://www.slideshare.net/7mukut/sampling-techniques-49115431 • https://www.slideshare.net/priyansakthi/methods-of-data-collection-16037781
<p>Course Outcomes</p>	<p>The students should be able to</p> <p>CO1: understand the research process in education and steps in educational research.</p> <p>CO2: familiarize the students with various research paradigms and quantitative approaches in educational research.</p> <p>CO3: identifies the different qualitative and mixed research designs in education.</p> <p>CO4: distinguish the different sampling designs and techniques.</p> <p>CO5: apply the various data collection techniques in educational research.</p>

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	1	3	2	3	2.5
CO2	3	3	2	2	3	2	2.5
CO3	3	3	2	3	2	3	2.66
CO4	2	2	2	2	2	2	2
CO5	3	2	2	2	2	3	2.33
Average	2.8	2.6	1.8	2.4	2.2	2.6	2.4

Semester	II	Course Code	21EDNP 0206
Course Title	INSTRUCTIONAL DESIGN AND TECHNOLOGY DEVELOPMENT		
No. of Credits	04	No. of contact hours per Week	04
New Course / Revised Course	Revised	If revised, Percentage of Revision effected (Minimum 20%)	50
Category	Core Course		
Scope of the Course (may be more than one)	Basic Skill / Advanced Skill Field Placement / Field Project Internship		

Cognitive Levels addressed by the Course	K-1: (Remember) K-2: (Understand) K-3: (Apply) K-4: (Analyze) K-5: (Evaluate)	
Course Objectives	<p>The Course aims to make M.Ed scholars to</p> <ul style="list-style-type: none"> • understand the importance of instructional design • identify the theories and models of Instructional Design • know and practice educational technology and immersive technology • realize the importance of technology in Teaching and Learning Process • familiarize with the technological resources useful in assessment 	
UNIT	Content	No. of Hours
I	UNIT I INSTRUCTIONAL DESIGN Instructional Design: Historical Perspective, Meaning, Concept, Principle of Instructional design, steps, System Approach, Components of Instructional Design - Instructional Objectives & Instructional Design; Learning and Teaching Styles in Instructional Design, e - Learning and Instructional Design, Pedagogical Design for e - Learning, Interactive e - Lesson & Interactive Multimedia in instructional design.	13

II	<p>UNIT II THEORIES AND MODELS INSTRUCTIONAL DESIGN Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups); Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design</p>	13
III	<p>UNIT – III EDUCATIONAL TECHNOLOGY Educational Technology: Meaning, Definition, Nature and scope – Hardware, Software and System Approach – Multimedia Approach – Educational Technology in present scenario ; Educational Technology in present scenario - Instructional Technology, Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems; Immersive Technology: Artificial intelligence tutoring systems - Virtual reality, Integration of Virtual Reality in Teaching and Learning - Augmented Reality in Education.</p>	13
IV	<p>UNIT -IV: TECHNOLOGY IN TEACHING LEARNING ICT and Teaching and learning Process: Meaning, Need for ICT Selection - Factors affecting ICT Selection - Integration of ICT – TPACK – E- learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning) - Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research - Social learning: concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources: Creative Common, Massive Open Online Courses;</p>	13
V	<p>UNIT V TECHNOLOGY FOR ASSESSMENT Meaning and Types of Assessment, Current Trends in Assessment , Role of ICT in Assessment , Computer Assisted Assessment (CAA) , Computer Adaptive Testing, Digital Rubrics; Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) Online and Digital Education: Ensuring Equitable Use of Technology (NEP 2020).</p>	12
References	<ul style="list-style-type: none"> • Kulkarni, S.S. (1986). <i>Introduction to Educational Technology</i>. Oxford & IBH. • Kumar, K.L. (1997). <i>Educational Technology</i>. New Age International (P) Ltd 	

	<ul style="list-style-type: none"> • 3.Mangal, S.K. (2002).<i>Essentials of teaching learning and information technology</i>. Tandon Publisher. • Prasad, K. (Ed.,) (2004). <i>Information and communication technology: Recasting development</i>. B.R. • 5. Wayne, H; Maya, B and Charles, F. (2019). <i>Artificial intelligence in education</i>. Centre for Curriculum Redesign. .
	<p>E-Resources</p> <ul style="list-style-type: none"> • https://sitapur2.kvk4.in/img/SEC311-it-elearning-skills.pdf • https://www.youtube.com/user/cecedusat • https://egyankosh.ac.in/ • https://epgp.inflibnet.ac.in/ • https://onlinecourses.swayam2.ac.in/ugc19_hs38/preview
Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1 : explain the instructional design</p> <p>CO2: using various models of instructional design in teaching – learning</p> <p>CO3: apply the knowledge of educational technology to classroom teaching</p> <p>CO4: use the various ICT tools for teaching-learning.</p> <p>CO5: adopt appropriate ICT tools for assessment</p>

Mapping of COs with PSOs:

PSO CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	Average
CO1	3	3	3	3	2	2	2.66
CO2	3	2	3	3	2	3	2.66
CO3	3	2	3	3	2	3	2.66
CO4	3	3	3	3	2	3	2.83
CO5	3	2	3	3	2	3	2.66
Average	3	2.4	3	3	2	2.8	2.7

Semester	II	Course Code	21EDNP 0207
Course Title	EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION		
No. of Credits	04	No. of Contact Hours per Week	4 Hours
New Course / Revised Course	Revised Course	If revised, % of revision effected	30%
Category	Core Course		
Scope of the Course	1. Advanced Skill 2. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) – Yes K-2 (Understand) – Yes K-3 (Apply) – Yes K-4 (Analyze) – Yes K-5 (Evaluate) – Yes		
Course Objectives:	<p>The M.Ed. Scholars will be able to</p> <ul style="list-style-type: none"> • conceptualize the meaning, scope and various levels of educational planning • acquire knowledge about the role of educational administration at different levels • familiarize the concept of educational management and its approaches • sensitize the pupils towards the need for human resource management • develop skills and competencies in quality improvement in education 		

Course Content:

UNIT	CONTENT	HOURS
I	<p>EDUCATIONAL PLANNING: Educational Planning: Meaning, Definition, Nature, Need, Characteristics, Objectives and Principles. Approaches – Man power requirement approach- The social demand approach-Cost benefit approach - Social justice approach. Types of educational planning – Educational planning India- Different level of educational planning: Long term plan, Short term plan – Institutional Planning: Meaning, Definition, Scope, Need and Characteristics. Educational Finance: Meaning, Importance and Principles. Cost of Education: Social and individual cost, recurring and non-recurring. National and international funding</p>	13

	agencies. NEP 2020.	
II	<p>EDUCATIONAL ADMINISTRATION: Educational Administration: Meaning, Definition, Nature and Scope. Taylorism - Administration as a process – Administration as bureaucracy – Human relation approach to administration – Specific trends in educational administration – Decision Making – Organizational compliance – Organizational development – PERT – National level Advisory Bodies: Central advisory board of education, National Council of Educational Research and Training, University Grants Commission, National University of Educational Planning and Administration.</p>	12
III	<p>EDUCATIOANL MANAGEMENT: Educational Management: Meaning, Definition, Objectives, Administration vs Management- Functions of Management; Planning, Organization, Direction, Staffing, Co-ordination, Reporting, Budgeting (PODSCORB). Educational Supervision: Meaning and Nature, Supervision as service activity, Supervision as a process, Supervision as function, Supervision as educational leadership, Modern supervision, Functions of supervision, Planning the supervisory program, organizing supervisory program, Implementing supervisory program.</p>	13
IV	<p>EDUCATIONAL LEADERSHIP: Human Resource Development: Meaning, Definition, Characteristics and Important. – Aspects of HRD – Recruitment and Placement, Performance and Potential Approach. Educational Leadership: Meaning, Nature. Theories: Charismatic Theory, Situational Theory, Behavioural Theory, Trait Theory, Douglas Theory. Styles of Leadership: Autocratic Leadership, Participative Leadership, Free rein, Transactional Leadership, Transformational Leadership. Modern trends in educational management leadership in educational management.</p>	13
V	<p>QUALITY MANAGEMENT IN EDUCATION: Quality in Education: Meaning, Definition, Indicators and Importance. Quality Improvement: Meaning, Need, Importance and Programmes. Premises of Quality Improvement: Organizational Mission, Continuous Improvement, Student Orientation, Leadership Commitment, Empowerment, Collaboration, Data and Statistical Thinking. – Adam’s Model of Quality Improvement. Total Quality Management in Education (TQM): Process and Arcaro’s Model TQM. Measuring Quality of Education: Assessment and Benefits.</p>	13
References	Arulsamy, (2014), Education Innovations and Management, Neelkamal, New Delhi	

	<p>Dash B.N, (2011) School organization administration and management, Neelkamal Publications, New Delhi.</p> <p>Indu Dave, (2005) Institutional Planning in India, Allied publishers, New Delhi</p> <p>Laximi Devi,(1998), Educational Planning, Anmol Publications, New Delhi.</p> <p>Mohanty, Jagannath. (2008), Educational Management Supervision-School organization, Neelkamal Publications, New Delhi.</p> <p>Natarajan. S (2006). Educational Management, Ram Publishers, Chennai.</p> <p>NUEPA (1971) Modern Management Techniques in Educational Administration, New Delhi: Asian Inst. Of Educational Planning and Administration.</p> <p>Trivedi(2006), Management Education, Discovery Publishing House, New Delhi</p>	
E- references	<ol style="list-style-type: none"> 1.https://www.youtube.com/embed/KGLsUGKQCis 2.https://www.youtube.com/embed/1a-MXp0tEm0 3.https://www.youtube.com/embed/6VyzbzxWIM 4.https://www.youtube.com/embed/6VyzbzxWIM 5.https://www.youtube.com/embed/Dm6CjXF81x4 6.https://www.youtube.com/embed/JIp0wBaY-Fs 7..https://www.youtube.com/embed/bZWl6snoP7I 	
Course outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: conceptualize the meaning, scope and various levels of educational planning</p> <p>CO2: acquire knowledge about the role of educational administration at different levels</p> <p>CO3: familiarize the concept of educational management and its approaches</p> <p>CO4: sensitize the pupils towards the need for human resource management</p> <p>CO5: develop skills and competencies in quality improvement in education.</p>	

Mapping of COs with PSOs:

PSO CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	Average
CO1	3	2	3	3	2	2	2.5
CO2	3	3	2	2	3	3	2.66
CO3	3	2	3	3	2	3	2.66
CO4	3	3	2	2	3	2	2.5
CO5	2	2	3	3	2	3	2.5
Average	2.8	2.4	2.6	2.6	2.4	2.6	2.56

Semester	II	Course Code	:21EDNP0208
Course Title	ADVANCED SOCIOLOGY OF EDUCATION		
No. of Credits	04	No. of contact hours per Week	04
New Course / Revised Course	New Course	If revised, Percentage of Revision effected (Minimum 20%)	
Category	Core Course		
Scope of the Course (may be more than one)	Basic Skill / Advanced Skill Field Placement / Field Project Internship		

Cognitive Levels addressed by the Course	K-1:(Remember) K-2:(Understand) K-3:(Apply) K-4:(Analyze) K-5:(Evaluate)	
Course Objectives	The Course aims to make M.Ed scholars to <ul style="list-style-type: none"> to understand the basic concepts of sociology of education to acquaint the process and agencies of socialization to analyze the role of education in social change and control to understand the education for socially and economically disadvantaged section. to aware about the culture and various social problems related to education. 	
UNIT	Content	No. of Hours
I	SOCIOLOGY OF EDUCATION Sociology of Education: Meaning, Scope - Relationship between Education and Sociology, Need to study Sociology of Education. - Difference between Educational Sociology and Sociology of Education - Functions of Education in Society – Educational Sociology: Meaning & Concept, nature, Scope and contribution of educational sociology to education.	13
II	SOCIALISATION AND EDUCATION Socialization: Meaning, Definitions, Characteristic, Process, Stages of Socialization and Internalization of the Individual - Agencies of socialization: Family, School, Peer Group, Religion, Mass media and Role Exit - Education as a social system and social progress; Education and Socialization: Role of the school	13

	and teacher in the socialization of the child.	
III	<p>SOCIAL CHANGE AND CONTROL</p> <p>Social Change: Meaning, Definitions, Nature, Factors of Social Change, Teachers Role in Bringing Social Change. Education and Social change - Social mobility, Social stratification.</p> <p>Meaning of Social Control, Definitions of Social Control, Need of Social Control, Types of Social Control, Agencies of Social Control, Role of education in Social Control.</p>	13
IV	<p>INDIAN SOCIETY AND EDUCATION</p> <p>Secularism, Socialism, Democracy and Education – Social Process: Definitions, Categories, Basic requirements, Factors and Forms of social Process– Articles in the constitution to education policy – Equality of educational opportunities – Education for socially and economically disadvantaged section of the society: SC / ST / OBC / Women/Disabled and rural population.</p>	13
V	<p>CULTURE, CIVILIZATION AND SOCIAL PROBLEMS RELATED TO EDUCATION</p> <p>Culture: Meaning, Definitions and characteristic, Invisible Culture, Kinds of Culture, Types of Culture, Education and Cultural Lag, Cultural Diffusion - Cultural Growth and Development - Culture and Civilization: Difference between Culture and Civilization; Social problems relating to education in India: Juvenile Delinquency, Child Labour , Drug Abuse, Poverty, Unemployment and Cybercrime</p>	12
References	<p>Reference Books:</p> <ul style="list-style-type: none"> • Agarwal, J.C. (2014). Philosophical and Sociological Perspectives on Education. New Delhi: Shipra Publications. • Gore, M.S. (1967). Papers in the sociology: Education in India. NCERT. • Mathur, S.S. (2001). A Sociological approach to Indian education. Agra: Vinod PustakMandir. • Shepard Jon M. (1981). Sociology. West Publishing Co. St. Paul Publishers. • Swaroop Saxena, N. R & Dutt, N. K. (2013). Philosophical & sociological foundation of education. Meerut: R.Lall Book Depot 	
	<p>E-Resources:</p> <ul style="list-style-type: none"> • https://egyankosh.ac.in/ • https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-16.pdf • https://www.youtube.com/user/cecedusat • https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Sociology%20of%20Edu..pdf • https://kkhsou.ac.in/eslm/E 	

	SLM_Main/1st%20Sem/Master%20Degree/Education/Course-3-Block-2.pdf
Course Outcomes	<p>After completing this course, the students will be able to:</p> <p>CO1. explain the sociology of education and educational sociology</p> <p>CO2. use socialization process in education</p> <p>CO3. apply the concept of social change and control in the education process</p> <p>CO4. explain socially and economically disadvantaged section of people in the society.</p> <p>CO5. practice, preserve, transmitting of our culture and explain the various social problems related to education</p>

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	3	2	2	2.66
CO2	3	2	3	3	2	3	2.66
CO3	3	2	3	3	2	3	2.66
CO4	3	3	3	3	2	3	2.83
CO5	3	2	3	3	2	3	2.66
Average	3	2.4	3	3	2	2.8	2.7

Semester	II	Course Code	21EDNP 02D1
Course Title	ELEMENTARY TEACHER EDUCATION		
No. of Credits	03	No. of Contact Hours per Week	3 Hours
New Course / Revised Course	Revised Course	If revised, % of revision effected	30%
Category	Elective Course		
Scope of the Course	1. Advanced Skill 2. Employability		
Cognitive Levels addressed by the course	K-1 (Remember) – Yes K-2 (Understand) – Yes K-3 (Apply) – Yes K-4 (Analyze) – Yes K-5 (Evaluate) – Yes		
Course Objectives:	<p>The M.Ed Scholars will be able to</p> <ul style="list-style-type: none"> • gain insight into the fundamental concepts of Elementary Teacher Education. • know the structure of ETE. • interpret the developments and emerging practices in pre-service and In-Service education of elementary school teachers. • understand the role and functions of various agencies and institutions of Elementary Teacher Education. • analyse the problems, issue and Research trends in Elementary Teacher Education. 		

UNIT	CONTENT	HOURS
I	FUNDAMENTALS OF ELEMENTARY TEACHER EDUCATION Elementary Teacher Education (ETE) - Concept, Meaning, Definition, Objectives and Need.– Development of Teacher Education during the Pre-Independence and Post-Independence period – Agencies of ETE- Characteristics and role of Elementary School Teacher.	10
II	STRUCTURE OF ETE Role and functions of Elementary Teacher Education Institutions - NCTE, SCERT, NCERT, TTI'S, DIET'S, Role	10

	and Functions – Models of Elementary Teacher Education – Right to Education(RTE) – Objectives, Principles and Recommendations.	
III	<p>IN-SERVICE EDUCATION OF ELEMENTARY SCHOOL TEACHERS</p> <p>In-service education - Meaning Definition, Concept, Role of DPEP, Role of SSA preparation of teachers – Role of centrally sponsored In-Service schemes - Programmes for Mass Orientation of School Teachers (PMOST), Special Orientation programme of primary teachers (SOPPT), Kendriya Vidyalaya and Navodya Vidyalayas- Professional Development of Teachers and Teacher Educators. Need for special education programmes and curriculum.</p>	10
IV	<p>GLOBAL TRENDS IN ETE</p> <p>Role and recommendations of UNESCO, UNICEF, UPE, EFA and OECD on ETE – Initiatives of Government, NGO’s in designing and implementation In-Service teacher educator programmes – Factors influencing the quality of pre and In-Service programmes in Elementary teacher education– Private Public Partnership in ETE. NEP 2020.</p>	09
V	<p>RESEARCH IN ETE</p> <p>Quality of ETE Programmes – Enhancing Teacher Competence, Commitment and Performance – Trends of research in ETE – ASER report –Programmes for International Students Assessment (PISA) – Research in ETE – Drop-outs and quality improvement in ETE.</p>	09
References	<p>Krishnamacharyulu, (2012) <i>Elementary Education</i>, Neelkaml Publications Pvt.Ltd.</p> <p>NCERT. (2005), <i>National Curriculum Framework</i>, NCERT, New Delhi.</p> <p>NCERT. (2006), <i>Teacher Education for Curriculum Renewal</i>. NCERT, New Delhi.</p> <p>NCERT, <i>Policy Perspectives in Teacher Education</i>.</p> <p>Mc Clelland V.A and Varma V.P (1989) <i>Advances in Teacher Education</i>, Roughage, London.</p>	
E-references	<p>https://www.unicef.org/education/inclusive-education</p> <p>http://www.rehabcouncil.nic.in/writereaddata/vi.pdf</p> <p>https://dsel.education.gov.in/sites/default/files/publication/module5.pdf</p> <p>https://cognitiontoday.com/brain-based-learning-theory-strategies-and-concepts/</p> <p>https://www.youtube.com/watch?v=HThaqzkO6lE</p> <p>http://www.iiep.unesco.org/sites/default/files/unit_7_eng.pdf</p>	

	https://www.yourarticlelibrary.com/education/teacher-education-programmes-5-types/45257	
Course outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: gain insight into the fundamental concepts of Elementary Teacher Education.</p> <p>CO2: know the structure of ETE.</p> <p>CO3: interpret the developments and emerging practices in pre-service and In-Service education of elementary school teachers.</p> <p>CO4: understand the role and functions of various agencies and institutions of Elementary Teacher Education.</p> <p>CO5: analyse the problems, issue and Research trends in Elementary Teacher Education.</p>	

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	2	2	2.5
CO2	3	3	2	2	3	2	2.5
CO3	3	2	3	3	2	3	2.66
CO4	3	3	2	2	3	3	2.66
CO5	2	2	3	3	2	3	2.5
Average	2.8	2.4	2.6	2.6	2.4	2.6	2.56

Semester	II	Course Code	21EDNP 02D2
Course Title	SECONDARY TEACHER EDUCATION		
No. of Credits	03	No .of contact hours per Week	03
New Course / Revised Course		If revised, Percentage of Revision effected (Minimum20%)	
Category	Elective Course		
Scope of the Course (may be more than one)	Basic Skill / Advanced Skill Field Placement / Field Project Internship		
Cognitive Levels addressed by the Course	K-1: (Remember) K-2: (Understand) K-3: (Apply) K-4: (Analyze) K-5: (Evaluate)		
Course Objectives(Maximum:5)	<p>The Course aims to</p> <ul style="list-style-type: none"> • Know the historical perspectives of teacher education in India. • appreciate the developments in pre-service and in-service education of secondary school teachers. • Acquaint the role and functions of various agencies and institutions of secondary teacher education. • familiarize the structure and management of secondary teacher education. • Gain insight into the problems, issues and research trends in secondary teacher education. 		
UNIT	Content		No.of Hours
I	UNIT - I INTRODUCTION TO TEACHER EDUCATION Teacher Education - Concept, Need and Relevance – Historical perspectives - Teacher education in contemporary and changing society. Present system of teacher education in India.Recommendations of Commissions and Committees on Teacher Education – National policy on Education.		13
II	UNIT - II SECONDARY TEACHER EDUCATION Secondary Teacher Education (STE) - Concept, Need and Objectives: STE in pre and post-independence period Changing vision of secondary education in global scenario -Secondary school teacher: Teacher competence, commitment, and performance.		12
III	UNIT - III ORGANIZATION AND MANAGEMENT OF STE Models of STE -Concept, need, purpose and scope of In-service Teacher Education-Agencies and Institutions of In-service teacher		13

	education- SSA, RMSA, SCERT, NCERT, NCTE and UGC.	
IV	<p>UNIT - IV STRUCTURE OF SECONDARY TEACHER EDUCATION</p> <p>Structure of STE system in India – Merits and Limitations - Universalisation of Secondary Education and its implications for STE -Preparing teachers of secondary education – Quality improvement in Secondary Teacher Education - B.Ed., Programme - curriculum, duration, admission process, transaction methods, evaluation patterns - Vertical mobility of a secondary school teacher.</p>	13
V	<p>UNIT - V PROBLEMS, ISSUES AND RESEARCH IN SECONDARY TEACHER EDUCATION</p> <p>Challenges of STE – ICT Integration, Quality Enhancement for professionalization of Teacher education- Research in STE - Need, significance and present scenario – Recommendations of NCFTE.</p>	13
References	<ul style="list-style-type: none"> • Anderson, L.W. (1995), <i>International Encyclopedia of Teaching and Teacher Education</i> (Second Edition), Elsevier Science Ltd, Oxford. • Arora G.L. (2002), <i>Teachers and their Teaching: Need for New Perspectives</i>, Ravi Books: New Delhi. • Dash B. N, (2003), <i>Teacher and Education in the Emerging Indian Society</i>, Neelkamal, New Delhi. • Singh L. C. and Sharma P. C. (1997), <i>Teacher Education and the Teacher</i>, Vikas, NewDelhi. • Tiwari D. (2006), <i>Methods of Teaching Education</i>, Crescent, New Delhi. 	
	<p>E-Resources</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=HThaqzkO6lE • http://lib.unipune.ac.in:8080/xmlui/bitstream/handle/123456789/3230/08_chapter%202.pdf?sequence=8&isAllowed=y • http://www.iiep.unesco.org/sites/default/files/unit_7_eng.pdf • https://www.yourarticlelibrary.com/education/teacher-education-programmes-5-types/45257 • https://www.britannica.com/topic/teacher-education/Issues-and-problems-in-teacher-education 	
Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: explain the development of teacher education in India.</p> <p>CO2:develop competence and commitment among student teachers at secondary school level.</p> <p>CO3:organize in-service training programs at secondary school level.</p> <p>CO4:facilitate pre-service training to the student teachers at secondary level.</p> <p>CO5:integrate ICT in teacher education.</p>	

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	3	2	2	2.66
CO2	3	2	3	3	2	3	2.66
CO3	3	2	3	3	2	3	2.66
CO4	3	3	3	3	2	3	2.83
CO5	3	2	3	3	2	3	2.66
Average	3	2.4	3	3	2	2.8	2.7

Semester	II	Course Code	21EDNP02P2
Course Title	INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS		
No. of Credits	2	No. of contact hours per Week	2
New Course / Revised Course	Revised	If revised, Percentage of Revision effected (Minimum 20%)	25%
Category	Internship		
Scope of the Course (may be more than one)	Basic Skill / Advanced Skill Skill Development Employability Value-Added Courses imparting transferable and life skills Field Placement / Field Project Internship		

Cognitive Levels addressed by the Course	K-1: (Remember) K-2: (Understand) K-3: (Apply) K-4: (Analyze) K-5: (Evaluate) K-6: (Create)	
Course Objectives (Maximum: 5)	The Course aims to <ul style="list-style-type: none"> • Understand the importance of various records maintained in the institution • Prepare an case study about the institution • Acquire the competence of Administer psychological experiments/test • Appraise innovative teaching methods • Construct and follow innovative lesson plans for effective teaching 	
UNIT	Content	No. of Hours
I	Institution Administration Institutional Plan- Annual Budget-Review of records maintained by the institution (Activity - Conduct interview with Principal, write a report on various records maintained in the Institution)	6
II	Case study individual and Institutional case study (Activity : Prepare a case study about the institution)	6
III	Psychological Experiments: Psychological test and Experiments – Scoring and Interpretation	7

	(Activity: Conduct any 3 psychological Experiments and 3 test)	
IV	Curriculum: Innovative lesson plan - innovative methods of teaching – innovative evaluation method (Activity: Conduct 2 classes using innovative teaching method and prepare a report)	6
V	Classroom Management Diagnostic test – Preparation, analysis-remedial programme – Action research (Activity: Identify slow learners and conduct remedial programme – write a report)	7
References	E-Resources (URLs of e-books / YouTube videos / online learning resources, etc.) https://www.slideshare.net/atulunik/case-study-introduction https://www.msuniv.ac.in/Download/Pdf/cef1993ea11f4a8	
Course Outcomes	On completion of the course, students should be able to do CO1: review various records maintain in the institution based on their importance CO2: Prepare an case study about the institution CO3: Administer and analyse psychological experiments/test CO4: implement innovative teaching and evaluating methods CO5: Construct innovative lesson plans for effective teaching	

Mapping of COs with PSOs:

PSO CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	Average
CO1	2	3	3	3	3	3	2.83
CO2	2	3	3	3	3	3	2.83
CO3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	2.83
CO5	3	3	3	3	3	3	3
Average	2.4	3	3	3	3	3	2.9

Semester	II	Course Code	21EDNP04VA1
Course Title	PROFESSIONAL ETHICS IN EDUCATION		Value added course
No. of Credits		No. of contact hours per Week	2
New Course / Revised Course	New Course	If revised, Percentage of Revision effected (Minimum 20%)	
Category	Value added course		
Scope of the Course (may be more than one)	Skill Development Value-Added Courses imparting transferable and life skills		

Cognitive Levels addressed by the Course	K1 - Remember K2 - Understand K3 - Apply K4 - Analyze K5 - Evaluate	
Course Objectives (Maximum: 5)	<ul style="list-style-type: none"> • Acquire the basic concept of ethics, professional ethics, professionalism. • Understand the basic theories of ethics and ethics development • Interpret teaching as a profession • Analyze the ethics in various domains of teaching and research. • Practice the professional ethics for teachers. 	
UNIT	Content	No. of Hours
I	Introduction Ethics: Basic Concepts, Governing Ethics, Personal & Professional Ethics and Ethical Dilemmas. – Thoughts of Ethics, Value Education, Dimensions of Ethics, Profession and professionalism, Professional Associations, professional risks, professional accountabilities, professional success.	6
II	Unit-II Basic Theories Basic Theories: Basic ethical principles, Moral development, Virtue theory, Deontology, Rights theory, Moral Absolution, Moral Rationalism, Moral Pluralism, Ethical Egoism, Moral Issues, Moral Dilemmas, Moral Autonomy and Utilitarianism.	6
III	Teaching as a Profession Teaching as a Profession: Duties and Responsibilities of a	6

	Teacher – Code of professional ethics for teacher – Strategies to promote professionalism among teachers.	
IV	Ethics in changing domains Ethics in changing domains of Teaching, Learning and Research - Work place rights and responsibilities – Organizational complaint procedure- difference of professional judgement-Research misconduct – Distinction of research misconduct from mistakes, errors. – Plagiarism -Publication Ethics.	6
V	Professional Ethics for Teachers Professional ethics for teachers : Meaning ,principles. Teacher in relation to students, parents, society and nation. Teacher in relation to Profession, colleagues and other Professional Organisations - Global issues in Professional Ethics : Intellectual Property Rights.	6
References	<p>REFERENCE BOOKS:</p> <ul style="list-style-type: none"> • Professional Ethics: R.Subramanian, Oxford University Press, 2015 • Professional Ethics and Human Values: R.S.Nagarazan, New Age Internatinal, New Delhi.2006 <p>E-RESOURCES (URLs of e-books / YouTube videos / online learning resources, etc.)</p> <ul style="list-style-type: none"> • https://www.learningclassesonline.com/2020/09/teaching-as-profession.html • https://schooleducation.mizoram.gov.in/uploads/attachments/b800d1de2cb6ee87c08e100993f2d8dd/posts-10-code-of-professional-ethics-for-teachers.pdf • https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/professional-ethics-and-codes-of-conduct/ • https://courses.lumenlearning.com/atd-epcc-introethics-1/chapter/professional-ethics/ • https://cdn.ymaws.com/www.saimeche.org.za/resource/collection/BFA070FF-C69A-4A96-8106-47BBF81920CE/044-081-PDP-Outcome-8-Conduct-activities-ethically-MJRev0-04112013.pdf 	
Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: Acquire the basic concept of ethics, professional ethics, professionalism.</p> <p>CO2: Understand the basic theories of ethics and ethics development</p> <p>CO3: Interpret teaching as a profession</p> <p>CO4: Analyze the ethics in various domains of teaching and research.</p> <p>CO5: Practice the professional ethics for teachers</p>	

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	1	1	1	2	1.66
CO2	3	3	1	1	1	2	1.83
CO3	3	1	3	3	1	3	2.33
CO4	3	3	2	2	1	3	2.33
CO5	1	2	3	3	1	3	2.16
Average	2.6	2.2	2	2	1	2.6	2.06

Semester	: III	Course Code	: 21EDNP 0309
Course Title	: INCLUSIVE EDUCATION		
No. of Credits	:04	No. of Contact Hours per Week	: 4 Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 36%
Category	: Core Course		
Scope of the Course	: 1. Employability 2. Value added course in teacher education field		
Cognitive Levels addressed by the course	: K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyse) K-5 (Evaluate) K-6 (Create)		

Course Objectives (Maximum: 5)	The Course aims to <ul style="list-style-type: none"> • Know the students to understand the concept, need, importance and emerging trends in the education of students with special needs. • Familiarize with basic aspects of Inclusive Education • Know the skills about the causes, characteristics, identification and assessment of students with special needs. • Study the teacher trainees in planning, development and implantation of different educational programs to the students with special needs. • Learn the deeper understanding and skills in the teacher trainees in the promotion of inclusive education practices to differently-abled students in regular schools. 	
UNIT	CONTENT	Hrs
I	CONCEPT OF INCLUSIVE EDUCATION Inclusive Education: meaning and definition- nature and principles – characteristics and scopes – need and benefits - differences between disability, impairment and handicap - special education, integrated education and inclusive education - Recommendations given in NPE 1986, POA 1992 and PWD Act 1995, NPD 2006, NCF 2005 and SSA 2000 to education of students with disabilities/special needs - role of national institute: NIMH, AIISH,	13

	AYJNISH, NIOH, NIMD, NIVH and RCI in the promotion of special education in India.	
II	VISUAL IMPAIRMENT Structure and functions of eye- blindness and low vision- causes of visual impairment- common eye diseases - prevention of visually impairment– characteristics of visually impaired – functional assessment of visually impaired - educational interventions: sensory training-concept formation-activities of daily living skills-orientation and mobility-learning through Braille	13
III	HEARING IMPAIRMENT Human ear and process of hearing- relevant terms and classification of hearing impairment- barriers of hearing impaired in classroom – strategies for addressing communication barrier-educational interventions: curriculum adaptations-teaching literacy skills-teaching arithmetic	12
IV	MENTAL RETARDATION Mental Retardation: definition, classification and relevant terms-causes, early identification and preventions - characteristics-assessment: types, tools and areas of assessment – educational interventions: functional academic and social skill developments-assistive devices and adaptations –vocational training and life skill education	13
V	LEARNING DISABILITIES Learning disabilities: meaning, definition, types and characteristics – tools and assessment - characteristics and identification – interventional strategies in 3Rs - Curriculum adaptation and education of learning disabilities - giftedness: concept and meaning - characteristics, identification and education for gifted children.	13

References	<p>Reference Books:</p> <p>Agarwal,R& Rao, BVLN (2010). <i>Learning Disabilities: Teaching Learning Strategies</i>. Shipra Publications, New Delhi.</p> <p>Chintamani Kar (2003). <i>Exceptional Children: Their Psychology and Education</i>, Sterling Publishers.</p> <p>Dhawan.M.L. (2005). <i>Learners with Special Needs</i>. Mehta Offset Press, New Delhi.</p> <p>Peterson, M.J. & Hittie.M.M. (2003). <i>Inclusive Teaching: Creating Effective School for all Learners</i>, Allyn & Bacon Publishers, USA.</p> <p>Parijit Kotwal (2008). <i>Special Education</i>, Authors Press, New Delhi.</p> <p>Manju Gupta (2007). <i>Special Education</i> KSK Publishers and Distributors, New Delhi.</p>
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	<p>E-Resources (URLs of e-books / YouTube videos / online learning resources, etc.)</p> <p>https://www.unicef.org/education/inclusive-education</p> <p>http://www.rehabcouncil.nic.in/writereaddata/vi.pdf</p> <p>https://dsel.education.gov.in/sites/default/files/publication/module4.pdf</p> <p>https://dsel.education.gov.in/sites/default/files/publication/module5.pdf</p> <p>https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/Confluence.pdf</p>
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Course Outcomes	<p>On completion of the course, students should be able to do</p> <ul style="list-style-type: none"> • Enable the students to understand the concept, need, importance and emerging trends in the education of students with special needs. • Provide adequate knowledge and skills about the causes, characteristics, identification and assessment of students with special needs. • Orient the teacher trainees in planning, development and implantation of different educational programmes to the students with special needs. • Develop deeper understanding and skills in the teacher trainees in the promotion of inclusive education practices to differently abled students in regular schools. • Use the different strategies for assessing the learning difficulties.
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Mapping of COs with PSOs:

PSO CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	Average
CO1	3	2	2	2	3	3	2.5
CO2	1	3	3	1	2	2	2
CO3	2	3	3	2	1	3	2.33
CO4	1	1	2	2	2	3	1.83
CO5	3	2	2	2	2	3	2.33
Average	2	2.2	2.4	1.8	2	2.8	2.2

Semester	: III	Course Code	: 21EDNP 0310
Course Title	: STATISTICS IN EDUCATION		
No. of Credits	:04	No. of Contact Hours per Week	: 4 Hours
New Course / Revised Course	Revised Course	If revised, % of revision effected	: 32%
Category	: Core Course		
Scope of the Course	1. Basic skill/ Advanced skill 2. Skill Development 3. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) – Yes K-2 (Understand) – Yes K-3 (Apply) – Yes K-4 (Analyze) – Yes K-5 (Evaluate) – Yes K-6 (Create) – Yes		
Course Objectives	The M.Ed. scholar will be able to <ul style="list-style-type: none"> • represent the data in tabular and graphical forms / compute relevant measures of central tendencies and measures of variation. • examine relationship between and among different types of variables of a research study. • predict and test specific hypotheses in research • use appropriate statistical procedures to analyze qualitative and qualitative data. • demonstrate competence in the use of statistical packages for analysis of data. 		
UNIT	CONTENT		Hrs
I	DESCRIPTIVE DATA ANALYSIS Data and its types –scales of measurements – graphical presentation of data – descriptive statistical measures: measures of central tendency and measures of dispersion- normal distribution and its properties- normal probability curve – skewness and kurtosis- deciles and percentiles - percentile rank- relative percentile rank positions – standard z-scores and T Stanines.		13
II	CORRELATION AL AND LINEAR REGRESSION ANALYSIS Scatter plots – correlation and correlation coefficients – product moment correlation – rank correlation – point bi-serial correlation – bi-serial correlation – tetra choric correlation – partial correlation – multiple correlations - linear regression analysis.		12
III	PARAMETRIC TESTS		13

	Parameter and statistics - estimation of a parameter- sampling error- sampling distribution - standard error of mean – types of errors– testing of hypotheses – degrees of freedom – levels of significance - parametric tests: uses and assumptions- t-test – ANOVA- MANOVA- ANCOVA	
IV	NON-PARAMETRIC TESTS Non-parametric tests for unrelated samples: Chi-square test – Median test – Mann Whitney test - non-parametric tests for related samples: sign test – Wilcoxon test - ranks test – statistical significance of correlation coefficient using non-parametric data	13
V	COMPUTER FOR DATA ANALYSIS Basic steps in data analysis – defining, editing and entering data - MS Excel: data entry in cells, chart wizards and use of data analysis tools – SPSS: labeling the variables, data entry for analysis and use of data analysis tools	13
Reference	<ul style="list-style-type: none"> • Asthana, Hari and Bhushan Braj (2007). Statistics for Social Sciences, New Delhi: Prentice Hall of India. • Dash B.N. and Nibedita Dash (2014). Educational Measurement Statistics and Guidance Services. New Delhi: Dominant Publishers. • Garett, H.E <i>Statistics in Psychology and Education</i>, Bombay: Vakils, Feffer and Simons, 2000. • Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill. • 5. Mathew B.M and A. Michael Huberman (1994). Qualitative Data Analysis, 2nd Edition, Sage Publication, California. 	
E-Resources	<ul style="list-style-type: none"> • https://egyankosh.ac.in/bitstream/123456789/53663/1/Block-4.pdf • https://egyankosh.ac.in/bitstream/123456789/8390/1/Unit-16.pdf • http://www.doe.du.ac.in/Study_Material/MPHIL/A.4/Unit-15.pdf • https://egyankosh.ac.in/bitstream/123456789/9476/1/Unit-15.pdf • https://egyankosh.ac.in/bitstream/123456789/11209/1/Unit-9.pdf 	
Course Outcomes	On completion of the course, students should be able to do CO1: represent the data in tabular and graphical forms CO2: compute relevant measures of average and measures of variation. CO3: examine relationship between and among different types of variables of a research study. CO4: predict and test specific hypotheses about populations based on their sample data. CO5: apply appropriate statistical procedures to analyze qualitative data.	

Mapping of Cos and PSOs:

PSO CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	Average
CO1	3	3	2	3	2	2	2.5
CO2	3	3	2	2	3	2	2.5
CO3	3	3	3	3	2	3	2.83
CO4	2	2	3	2	2	3	2.33
CO5	2	2	2	2	2	3	2.16
Average	2.6	2.6	2.4	2.4	2.2	2.6	2.46

Semester	III	Course Code	21EDNP 0311
Course Title	EDUCATION FOR RURAL DEVELOPMENT		
No. of Credits	04	No. of contact hours per Week	04
New Course/Revised Course		If revised, Percentage of Revision effected (Minimum 20%)	
Category	Core Course		
Scope of the Course (may be more than one)	Basic Skill/Advanced Skill Field Placement/Field Project Internship		

Cognitive Levels addressed by the Course	K-1: (Remember) K-2: (Understand) K-3: (Apply) K-4: (Analyze) K-5: (Evaluate)	
Course Objectives (Maximum: 5)	The Course aims to <ul style="list-style-type: none"> • know the concept, meaning of rural development. • familiarize the theories and approaches in rural development. • appreciate the role of various agencies in promoting rural development. • acquire the knowledge of the local governance of rural development. • Apply the principles and methods of social work. 	
UNIT	Content	No. of Hours
I	UNIT- I INTRODUCTION AND THEORIES Rural Development - Meaning , Definition , Importance - Theories of Rural Development poverty and Rural Development - Role of NGOs - Participatory Development - Rural Sociology - Rural Social Institution. Economy - Programmes , Issues and Problem - Rural Banking: Rural Indebtedness , Commercial Banks and NABARD.	13
II	UNIT - II APPROACHES AND PROGRAMMES Approaches to Rural Development in India: Broad Front Approach, Sectoral Approach , Participatory Approach , Area Approach, Target Group Approach. Programmes - Poverty Alleviation Programmes - Experiments in Rural Development before Independence - Sriniketan, Martandam, Sevegram, Baroda, Firka Development, Nilokheri and Etawa Pilot Project – Recent Approaches – Millenium Development Goals (MDG's) and Sustainable Development Goals (SDG's).	12

III	<p>UNIT - III RURAL DEVELOPMENT INSTITUTIONS</p> <p>Cooperative Institutions - Concept and Principles of Cooperation, Types and Working of Rural Cooperatives: Credit Cooperatives, Marketing Cooperatives Dairy Cooperatives, Sugar Cooperatives, Weavers Cooperatives. Stakeholder Participation - Non - Governmental Organization: Concept, Structure, Funding, Problems and Limitations. Role of CBOs in Sustainable Rural Development.</p>	12
IV	<p>UNIT – IV LOCAL GOVERNANCE AND RURAL DEVELOPMENT</p> <p>Early Experiments in Panchayati Raj - 73 rd Constitutional Amendment Act and Its Implication: Ashok Mehtha Committee Report, Its Salient Features - Role of PRIs in Rural Development - Tamil Nadu Panchayati Raj Act (1994) - Panchayati Raj and Decentralization - Items of Development Activities in 11 th Schedule of the Indian Constitution - Status of Women in India, Women and Political Participation, Women in Farm and Non-Farm Sector - National Policy for Empowerment of women (2001).</p>	13
V	<p>UNIT –V SOCIAL WORK FOR RURAL DEVELOPMENT</p> <p>Professional social work - Concept - definition - characteristics - Objectives - Steps of social work - Social worker - approach - skills and techniques. Scope and field of social work - primary and secondary Family welfare - child welfare - youth welfare - women - welfare and welfare of old age and handicapped - community development . Principle and method of social work - Case work and group work - Community organization - Social work research, administration and management in social work.</p>	13
Practicals	Quiz, Debate, Group Discussion , Assignment, Field Visit.	
References	<p>AdisehiahMalcoms. (1994), et. al., <i>Decentralized Planningand Panchayati Bill</i>, Concept Publishing Company, New Delhi.</p> <p>Jhingan, (2003), <i>Economics of Development and Planning</i> ,Konark Publishers, New Delhi.</p> <p>Joel S.G.R.,Bhose , (2003), <i>NGOs and Rural Development - Theory and Practice</i>, Concept Publishing Company, New Delhi.</p> <p>Lalitha N., (2004), <i>Rural Development : Trends and IssuesVolume I and II</i> , Dominant Publishers, New Delhi.</p> <p>Singh, Katar, (1999), <i>Rural Development: Principles, Policies and Management</i>, Sage Publications, New Delhi.</p> <p>E-Resources</p> <p>https://www.slideshare.net/Arpita615/rural-development-meaning-definition-and-concepts-66506574</p> <p>https://www.lkouniv.ac.in/site/writereaddata/siteContent/20200804205311</p>	

		6177NEETI Approaches and Barriers of Rural Development.pdf https://ncui.coop/cooperative-definition-principles/ https://www.youtube.com/watch?v=jViBAPoZcUc https://www.slideshare.net/JoemMagante/introduction-to-social-work-76994041
Course comes	Out	<p>On completion of the course, students should be able to do</p> <p>CO1: explain the concept of rural development.</p> <p>CO2: select appropriate approach for rural development</p> <p>CO3: identify various agencies involved to promote rural development.</p> <p>CO4: evaluate the schemes of rural development implemented by local governance.</p> <p>CO5: use various methods of social work in field work.</p>

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	2	2	2.5
CO2	3	2	3	3	2	2	2.5
CO3	3	3	2	3	2	3	2.66
CO4	2	3	3	2	2	3	2.5
CO5	3	2	3	3	2	3	2.66
Average	2.8	2.4	2.8	2.8	2	2.6	2.56

Semester	III	Course Code	21EDNP 0312
Course Title	PEDAGOGY, ANDRAGOGY, HEUTAGOGY AND ASSESSMENT		
No. of Credits	4	No. of contact hours per Week	4 Hours
New Course / Revised Course	New Course	If revised, Percentage of Revision effected (Minimum 20%)	---
Category	Core Course		
Scope of the Course (may be more than one)	Value-Added Courses imparting transferable and life skills Skill Development Employability		

Cognitive Levels addressed by the Course	K-1:(Remember) K-2:(Understand) K-3:(Apply) K-4:(Analyze) K-5:(Evaluate) K-6:(Create)	
Course Objectives (Maximum:5)	<p>The Course aims to</p> <ul style="list-style-type: none"> • understand the concepts of Pedagogy, Pedagogical Analysis and Critical Pedagogy. • Differentiate among different types of Assessment. • apply the Principles in assessment of Heutagogy. • acquaint with the process of Assessment in Education. • practice assessment in Andragogy of Education. 	
UNIT	Content	No. of Hours
I	PEDAGOGY: PEDAGOGICAL ANALYSIS AND CRITICAL PEDAGOGY Pedagogy: Definition, nature, scope - Pedagogical Analysis: Concept and Stages - Critical Pedagogy: Meaning, Need and its implications in Teacher Education - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model) – Concept of Andragogy in Education: Meaning, Principles - Competencies of Self-directed Learning - Theory of Andragogy (Malcolm Knowles) - The Dynamic Model of Learner Autonomy.	13
II	TYPES OF ASSESSMENT Assessment: Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment: Placement, formative, diagnostic,	13

	summative - Relations between objectives and outcomes - Assessment of Cognitive (Anderson and Krathwohl) - Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning.	
III	ASSESSMENT IN HEUTAGOGY Heutagogy: Meaning, Elements of Heutagogical design, Principles of Heutagogy - Self determined learning skills - Web 2.0 and Social Media Enable Heutagogy - Transitioning from pedagogy to Heutagogy - Design Principles for Heutagogical learning - Assessment in Heutagogy of Education.	12
IV	ASSESSMENT IN PEDAGOGY Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria - Guidance as a Feedback Devices: Assessment of Portfolios - Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources	13
V	ASSESSMENT IN ANDRAGOGY Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of Interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix) - Criteria for teacher evaluation: Product, Process and Presage criteria, Rubrics for Self and Peer evaluation: Meaning, steps of construction.	13
References	Reference Books: <ul style="list-style-type: none"> • Griffin, P., McGaw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21st century skills. New York: Springer. • Gronlund, E.N. (1965) Measurement and Evaluation in Teaching. London: Collier –Macmillan Ltd. • Harper (Jr.) A. E. & Harper E.S. (1990). Preparing Objective Examination, A Handbook for Teachers, Students and Examiners. New Delhi: Prentice Hall. • Linn, R. L. & Gronlund, N.E.(2003).Measurement and Assessment in Teaching. New Delhi Pearson Education Pvt. Ltd. Camberwell:ACER • Stella, A. (2001). Quality Assessment in Indian Higher Education: Issues of Future Perspectives. Bangalore: Allied Publishers Ltd. 	
	E-Resources <ul style="list-style-type: none"> • https://www.schoolology.com/blog/heutagogy-explained-self-determined-learning-education • https://web.njit.edu/~ronkowitz/presentations/pages/andragogy.htm • https://www.cornerstone.edu/blog-post/a-simple-easy-to-understand-guide-to-andragogy/ 	

	<ul style="list-style-type: none"> https://www.onlineassessmenttool.com/knowledge-center/assessment-knowledge-center/what-are-the-types-of-assessment/item10637
Course Outcomes	<p>On completion of the course, students should be able to</p> <p>CO1: appraise the concepts of Pedagogy, Pedagogical Analysis and Critical Pedagogy.</p> <p>CO2: explore the knowledge of Differentiate different types of Assessment</p> <p>CO3: collaborate the Principles of Heutagogy.</p> <p>CO4: design the process of Assessment in Pedagogy of Education</p> <p>CO5: apply basic concepts of Assessment in Andragogy of Education</p>

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	3	3	2	2.66
CO2	3	3	2	3	3	2	2.66
CO3	3	3	2	3	2	3	2.66
CO4	3	3	2	2	3	3	2.66
CO5	3	3	2	3	2	3	2.66
Average	3	3	2	2.8	2.6	2.6	2.66

Semester	: III	Course Code	21EDNP 03D1
Course Title	: Educational Measurement and Evaluation		
No. of Credits	:03	No. of Contact Hours per Week	: 3Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 20%
Category	:Elective		
Scope of the Course	: 1. Skill Development 2. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyze) K-5 (Evaluate) K-6 (Create)		
Course Objectives :	<p>The M.Ed Scholar will be able to</p> <ul style="list-style-type: none"> • acquaint with the basic concepts and practices adopted in educational measurement. • knows the progress in the area of educational evaluation • familiarize with the different types of evaluation techniques • sensitize towards measurement and evaluation tools. • apply the modern trends in evaluation 		
UNIT	CONTENT		HOURS
I	EDUCATIONAL MEASUREMENT Educational Measurement: Meaning, Definition, purpose, importance and types. Scales of measurement: Nominal, ordinal, Interval and Ratio scale with merits and demerits. – Standard Scores: ‘T’ Scores and ‘Z’ Scores - Graphical representations -Measures of Central tendency – Measures of Variation. – Limitations in Measurement.		10
II	EDUCATIONAL EVALUATION Educational Evaluation: Meaning, Definition, Objectives, Characteristics, Function, Purpose, Steps, types and techniques. – Role of Evaluation in Teaching - Learning Process. – Evaluation Vs Measurement.		10
III	TYPES OF EVALUATION Formative and Summative evaluation: Meaning, Definition, Characteristics. – Formative Vs summative evaluation. -		10

	External and Internal Evaluation: advantages and limitations. - Criterion Referenced and Norm Referenced Evaluation: Meaning, definition and characteristics. – Criterion Referenced Vs Norm Referenced evaluation. – Diagnostic evaluation. - Prognostic evaluation – Continuous and Comprehensive Evaluation (CCE).	
IV	<p>TOOLS AND TECHNIQUES OF EVALUATION AND MEASUREMENT</p> <p>Tests: Meaning, definition, importance and characteristics. Types of tests: Teacher made test, standardized test, oral tests, written test, Essay type, short Answer, objective type, its merits and demerits. - Techniques of Evaluation: Anecdotal Records, Sociometric methods, Case study, Cumulative Record. Standardization of a test: Reliability and its types, Validity and its types - item analysis.</p>	9
V	<p>MODERN TRENDS IN MEASUREMENT AND EVALUATION</p> <p>Grading System: Meaning, concept, importance and merits. Methods of Grading: Direct grading, Grading by score conversion. – Practical problems of Grading System. -Semester System: Meaning, need, importance and Limitations. Continuous Internal Assessment (CIA) and its advantages - Question Bank system and its advantages – Choice Based Credit System – Projects and Assignments. - Role of Computers in Examination. CGPA: Meaning, concept and importance</p>	9
References	<p>Reference Books:</p> <ul style="list-style-type: none"> • Mrunalini.T,(2009), <i>”Educational Evaluation”</i> Neelkamal Publications Pvt.Ltd, New Delhi. • Nagarajan.K and Srinivasan.R (2012), <i>Handbook of Statistics</i>, Ram Publishers, Chennai • Rawat D.S,(2002), <i>“Measurement and Evaluation in Education”</i>, New Raj Book Depot. • Robert.L.Ebel,(2004), <i>Essentials of Educational Measurement</i>, Prientice Hall of India, New Delhi. • Swarupa Rani.T, Priyadarsaini J.R, Bhaskara Rao.D (2004), <i>“Educational Measurement and Evaluation”</i>, Discovery Publishing House, New Delhi. <p>E-Resources:</p> <ul style="list-style-type: none"> • https://www.egyankosh.ac.in/bitstream/123456789/7310/1/Unit-13.pdf • https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf • https://keydifferences.com/difference-between-assessment-and-evaluation.html 	

Course Outcomes:	<p>On completion of the course, M.Ed Scholar should be able to do</p> <p>CO1: appraise the basic concepts and practices in educational measurement</p> <p>CO2: organize the progress in the area of educational evaluation</p> <p>CO3: differentiate the various types of evaluation techniques</p> <p>CO4: develop the skill in preparing the tools and techniques of evaluation</p> <p>CO5: practice to apply the modern trends in evaluation.</p>
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Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	3	3	1	2.66
CO2	3	3	2	3	3	2	2.66
CO3	3	2	3	3	2	2	2.5
CO4	3	3	3	3	3	3	3
CO5	2	3	3	3	2	3	2.66
Average	2.8	2.8	2.8	3	2.6	2.2	2.7

Semester	III	Course Code	21EDNP 03D2
Course Title	COMPARATIVE EDUCATION		
No. of Credits	03	No. of Contact Hours per Week	3 Hours
New Course / Revised Course	Revised Course	If revised, % of revision effected	30%
Category	Elective Course		
Scope of the Course	1. Advanced Skill 2. Employability		
Cognitive Levels addressed by the course	K-1 (Remember) – Yes K-2 (Understand) – Yes K-3 (Apply) – Yes K-4 (Analyze) – Yes K-5 (Evaluate) – Yes		

Course Objectives :	The M.Ed Scholars will be able to <ul style="list-style-type: none"> • know the concept, scope, need, history and development of Comparative Education. • analyse the structure and educational systems of various countries. • acquire the knowledge of factors and approaches in Comparative Education. • understand the role of UNO and its various bodies for the promotion of Indian Education • acquaint with the knowledge of current trends and problems in world Education. 	
UNIT	CONTENT	HOURS
I	UNDERSTANDING COMPARATIVE EDUCATION Comparative Education: Concept, Meaning, Nature, Objectives, Scope and Importance. History and Development. Approaches in Comparative Education: Problem or Thematic-Case study-Area study-Historical-Descriptive-Philosophical-International-Field study and Scientific. The Academic or Professional Associations: National and International level.	10
II	FACTORS IN COMPARATIVE EDUCATION Factors of Comparative Education: Geographical, Economical, Social and Cultural, Historical, Political, Language, Racial, Religious and Technological. Factors in National and International system of education. Stages in Comparative Methods in	10

	Education: Description, Interpretation, Juxtaposition and Comparison.	
III	<p>COMPARISON WITH GLOBAL EDUCATION</p> <p>Educational Structure and System in various countries: U.K, U.S.A, China, Japan, Finland, Brazil, Russia and India – Pre-Primary, Primary, Secondary, Higher Education, Educational Administration, Teacher Education, Finance Education and Vocalization of Secondary Education in U.K, U.S.A, China, Japan, Brazil and India.</p>	10
IV	<p>MODERN TRENDS AND ROLE OF UNESCO</p> <p>Modern trends in Global education. Role of UNESCO, UNO, UN and SAARC in improving educational opportunities among the member countries, various official organs of the UNESCO and their educational activities. Distance Education: Concept, Need, Higher Education, Adult Education – Role of OECD.</p>	09
V	<p>PROBLEMS IN COMPARATIVE EDUCATION</p> <p>Global Educational Problems, causes and Remedies: Unemployment, Poverty, Terrorism, Political instability, Population Explosion, Illiteracy, Equalization of Educational Opportunities, Women Education, Education of Exceptional Children, Technical and Vocational Education. CORONA and Educational Emergency. Research in Comparative Education.</p>	09
REFERE NCES	<ul style="list-style-type: none"> • Devi, S. F, De Silva & PeirieDutta, B.S.V, (2002), <i>Systems of Education</i>, Mittal Publication, New Delhi. • Mishra. N, (2001) <i>Poverty in South Asia</i>, Authors Press Publishers, Delhi. • Vijaya Kumari Kaushik & S.R.Sharma, (2006), “<i>Comparative Education</i>” Anmol Publications Pvt.Ltd, New Delhi. • T.Sudarsana Reddy, (2008), “<i>Comparative Secondary Education</i>”, Krishnan Mittal for Mittal Publications, New Delhi. • S.P.Chaube & A.Chaube, (2008), “<i>Comparative Education</i>”, Vikas Publishing house, New Delhi. 	
E-references	<ul style="list-style-type: none"> • https://www.unicef.org/education/inclusive-education • http://www.rehabcouncil.nic.in/writereaddata/vi.pdf • https://dsel.education.gov.in/sites/default/files/publication/module5.pdf • https://cognitiontoday.com/brain-based-learning-theory-strategies-and-concepts/ • https://www.youtube.com/watch?v=HThaqzkO6lE 	

	<ul style="list-style-type: none"> • http://www.iiep.unesco.org/sites/default/files/unit_7_eng.pdf • https://www.yourarticlelibrary.com/education/teacher-education-programmes-5-types/45257 	
Course outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: know the concept, scope, need, history and development of Comparative Education.</p> <p>CO2: analyse the structure and educational systems of various countries.</p> <p>CO3: acquire the knowledge of factors and approaches in Comparative Education.</p> <p>CO4: understand the role of UNO and its various bodies for the promotion of Indian Education.</p> <p>CO5: acquaint with the knowledge of current trends and problems in world Education.</p>	

Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	2	2	2.5
CO2	3	3	2	2	3	2	2.5
CO3	3	2	3	3	2	2	2.5
CO4	3	3	2	2	3	3	2.66
CO5	2	2	3	3	2	3	2.5
Average	2.8	2.4	2.6	2.6	2.4	2.4	2.53

Semester	III	Course Code	21EDNP03P3
Course Title	ONLINE INSTRUCTIONAL PRACTICES		
No. of Credits	2	No. of contact hours per Week	2
New Course/Revised Course	Revised	If revised, Percentage of Revision effected (Minimum 20%)	40
Category	Practical		
Scope of the Course	Basic Skill/Advanced Skill Skill Development Employability		

Cognitive Levels addressed by the Course	K-1:(Remember) K-2:(Understand) K-3:(Apply) K-4:(Analyze) K-5:(Evaluate) K-6:(Create)	
Course Objectives	<p>The Course aims to make a M.Ed scholars to</p> <ul style="list-style-type: none"> • understand the e-content and identify the e-learning portal • acquaint with the educational multimedia and blog • under the webinar and MOOCs courses • know the various video conferencing software • familiarize the e-LMS for teaching 	
UNIT	Content	No. of Hours
I	Development of E-Content for prescribed units (SLOs / Modules) Exploring of E- Learning Portal	8
II	Educational Multimedia Development Creation of Blogs	6
III	Participation in Webinars - minimum 5 in a year Enrollment in Online Courses – minimum one in a year	6
IV	Practicing Video conferencing software (MS Teams, Google Meet, Zoom, Cisco Webex, TeamViewer, jitsi.org)	6
V	Training in e-LMS for teaching	6
References	<ul style="list-style-type: none"> • Vanaja,M. and Rajasekar, S. (2010). Educational Technology & Computer Education • Malhotra Abhishek (2007) .Issues in WEB-BASED EDUCATION'.New Delhi: S.S. Publishers, • Thamarasseri Ismail, (2009). Information and Communication 	

	<p>Technology in Education'.New Delhi: Kanishka Publishers.</p> <ul style="list-style-type: none"> • Verma Mahesh, (2006). Technology in Digital Education. New Delhi: Murarilal & Sons Ansari Road, Darya Ganj
	<p>E-Resources (URLs of e-books/YouTube videos/online learning resources, etc.)</p> <ul style="list-style-type: none"> • https://sakshat.ac.in/ • https://epgp.inflibnet.ac.in/ • https://sitapur2.kvk4.in/img/SEC311-it-elearning-skills.pdf • https://www.education.gov.in/en/e-contents • https://content.inflibnet.ac.in/
Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: develop the e-content and use e-learning portals for teaching</p> <p>CO2: create blog and multimedia content</p> <p>CO3: complete the online course</p> <p>CO4: use the video conferencing software for teaching</p> <p>CO5: offer the online course using e-LMS.</p>

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	3	3	2.83
CO2	3	3	2	3	2	3	2.66
CO3	2	2	3	3	2	3	2.5
CO4	3	3	3	2	3	3	2.83
CO5	2	3	2	3	2	3	2.5
Average	2.6	2.6	2.6	2.8	2.4	3	2.66

Semester	: III	Course Code	: 21EDNP03P5
Course Title	: Educational Institutions Visit		
No. of Credits	:02	No. of Contact Hours per Week	: 2Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 30%
Category	:Practical's		
Scope of the Course	: 1. Skill Development 2. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyze) K-5 (Evaluate) K-6 (Create)		
Course Objectives:	<p>The M.Ed scholar will be able to</p> <ul style="list-style-type: none"> • develop a knowledge about reflective records • understand the educational institutional administration • identify basic needs of the children in orphans. • Improve the knowledge about teaching and other co-curricular activities in the special institution. • analyse the educational challenges faced by the children with special needs. 		
UNIT	CONTENT		HOURS
I	REFLECTIVE RECORDS Reflective Records: concept, structure-maintenance of reflective records –pedagogy practice and innovative curriculum in different types of school. <i>ACTIVITIES:</i> <i>Prepare any two reflective reports on innovative curriculum in different types of school</i>		8
II	INSTITUTIONAL ADMINISTRATION Institutional administration-curriculum transaction-student curricular and co-curricular activities-mode of evaluation <i>ACTIVITIES:</i> <i>Prepare reflective reports on any one of the education institution.</i>		6
III	EDUCATIONAL VISIT OF ORPHANS UNDER GURUGULA EDUCATION		6

	<p>Build Infrastructure - Food and Clothes - Teaching and Learning systems - Medicines & Sanitary Requirements - Provisions and other needs</p> <p><i>ACTIVITIES:</i></p> <p><i>Visit various homes and identify five basic needs of the children in orphans.</i></p>	
IV	<p>FIELD BASED INTERNSHIP IN SPECIAL INSTITUTIONS</p> <p>Education for All special Children - Types of Disabilities - Individualized Education Programs for special children - Teaching Students With Mild-to-Moderate Disabilities - Teaching Students With Severe/Multiple Disabilities.</p> <p><i>ACTIVITIES:</i></p> <p><i>The prospective teacher shall observe the teaching and other co-curricular activities in the special institution and submit their reports.</i></p>	6
V	<p>GUIDANCE AND COUNSELLING OF CHILDREN WITH SPECIAL NEEDS</p> <p>Guidance And Counseling activities - Distractions in the environment during counseling - Multisensory approaches including auditory, visual, tactile, and kinesthetic – Emotional learning problem - social skills instruction.</p> <p><i>ACTIVITIES:</i></p> <p><i>identifying children with special needs in their locality and analyses the educational challenges faced by the children, give guidance to overcome the challenges – report.</i></p>	6
Reference	<p>Reference Books:</p> <ul style="list-style-type: none"> • Om Praksh, B.Pal (2013). Career and Vocational Guidance, discovery publishing house Pvt. Ltd, New Delhi. • Jeanne Segal (2005): Raising Your Emotional Intelligence – Manga Books. • John C.Maxwell (2010): Developing the Leader within You – Manga Books. • Barbara Moses (2012): Career Intelligence – Manga Books. • Dale Carnegie (2014): How to Develop Self Confidence and Influence People by Public Speaking – Vermilion London.. <p>E-Resources:</p> <ul style="list-style-type: none"> • https://files.eric.ed.gov/fulltext/EJ1243612.pdf • https://files.eric.ed.gov/fulltext/ED593865.pdf • https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf 	

Course Outcomes:	<p>On completion of the course, M.Ed scholar should be able to do</p> <p>CO1: develop a knowledge about reflective records</p> <p>CO2: understand the educational institutional administration</p> <p>CO3: identify basic needs of the children in orphans</p> <p>CO4: Improve the knowledge about teaching and other co-curricular activities in the special institution</p> <p>CO5: analyze the educational challenges faced by the children with special needs</p>
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Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	2	3	3	2	2.66
CO2	3	3	3	2	3	2	2.66
CO3	3	3	2	3	3	3	2.83
CO4	3	3	3	2	3	3	2.83
CO5	3	3	3	3	3	3	3
Average	3	3	2.6	2.6	3	2.6	2.8

Semester	IV	Course Code	21EDNP 0413
Course Title	PERSPECTIVES IN PEACE EDUCATION		
No. of Credits	04	No. of contact hours per Week	4 Hours
New Course/ Revised Course	Revised Course	If revised, Percentage of Revision effected (Minimum20%)	25%
Category	Core Course		
Scope of the Course (may be more than one)	Skill Development Entrepreneurship Value added Courses imparting transferable and life skills		

Cognitive Levels addressed by the Course	K-1:(Remember) K-2:(Understand) K-3:(Apply) K-4:(Analyze) K-5:(Evaluate) K-6:(Create)	
Course Objectives(Maximum:5)	The Course aims to, <ul style="list-style-type: none"> • apprise the concept, theory and practice of peace. • understand nature and history of Peace Education • explore on Peace Education For 21st Century • practice pedagogy for peace education • create Role Models for Peace Action 	
UNIT	Content	No. of Hours
I	CONCEPT OF PEACE Positive Peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system (Gaia Peace) and Holistic Inner and Outer Peace - Negative Peace: Peace as absence and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.	13
II	PEACE EDUCATION Peace Education: History of Peace Education, Meaning, Aims and Objectives, Nature and Concepts of Peace Education – Peace Education in Schools: Current Status, Peace and School, Peace and Community. Peace Education in India: Gandhi’s vision of Peaceful World Order and New Education – Basic Education, Adult Education, Education for Health Hygiene, Education for Holistic Development, Nonviolent Direct Action (Satyagraha) and Constructive Work.	12

III	<p>PEACE EDUCATION FOR 21ST CENTURY Methods and Approaches to Peace Education– Humanistic Instructional Strategies for Peace Education, New Methodologies and Approaches to Teaching Peace Education, Value Education for Peace, Inculcating Core Values of Peace and Core Teaching Skills - Peace as New Life Style, Alternative Defense (Shanti Sena), Education for the Promotion of Culture of Peace and Nonviolence.</p>	13
IV	<p>PEDAGOGY FOR PEACE EDUCATION Peace Education for Life and Lifelong education: Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Analytic Method – Case Analysis and Situation analysis, Transpersonal Strategies, Participatory methodologies – Dramatics, Literary Activities and Social Service Camps. Peace Research, Teachers as Peace Builders, Education for Peace: Values and Skills</p>	13
V	<p>PEACE EDUCATION IN TEACHER EDUCATION CURRICULUM Peace Education in Teacher Education Programmes - Pre-service Teacher Education Curriculum - In-service Teacher Education Curriculum - Participatory Methodology for Peace Education – Need for Promotion of National Integration - Values to be cultivated for promoting National Integration - Role of Teachers - International Understanding and Peace.</p>	13
References	<p>Reference Books:</p> <ul style="list-style-type: none"> • Adams.D (Ed.,) (2005), UNESCO and A Culture of Peace: Promoting A Global Movement, UNESCO, Paris. • Andrews. M. L, (1998), Educating for Peacemaking abilities, Cambridge, Harvard. • Colin S. Gray (2012). War, Peace and International Relations: An introduction to strategic history, 2nd Edition, New Delhi. • Grewal,J.S and Nirmal Sabharwal, (2004), Peace Education: Self-Instructional Package for Teacher Educators, NCERT, New Delhi. • Kruba Charles, (2012), Peace and Value Education, Neelkamal Publication New Delhi. <p>E-Resources</p> <ul style="list-style-type: none"> • https://www.ei-ie.org/en/item/20945:peace-education • https://link.springer.com/chapter/10.1007/978-94-017-3368-7_44 • https://www.britannica.com/topic/Winners-of-the-Nobel-Prize-for-Peace-1856940 • https://en.wikipedia.org/wiki/Peace_education#:~:text=Since%20the%20early%2020th%20century,human%20rights%20awareness%2C%20tolerance%20of 	

Course Outcomes	<p>On Completion of the course, students should be able to</p> <p>CO1: practice and disseminate peace in day - today life.</p> <p>CO2: Create frameworks for achieving Peaceful and Nonviolent societies.</p> <p>CO3: Promote awareness on Peace Education for 21st Century.</p> <p>CO4: develop pedagogical competencies</p> <p>CO5: evolve as a peace role models for sustainable society</p>
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Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	3	2	2.66
CO2	3	3	2	3	3	3	2.83
CO3	2	2	3	3	2	2	2.33
CO4	3	3	3	2	3	3	2.83
CO5	3	3	2	3	2	3	2.66
Average	2.8	2.6	2.6	2.8	2.6	2.6	2.66

Semester	IV	Course Code	21EDNP 0414
Course Title	COGNITIVE SCIENCE		
No. of Credits	04	No. of contact hours per Week	04
New Course / Revised Course	Revised	If revised, Percentage of Revision effected (Minimum 20%)	40%
Category	Core Course		
Scope of the Course (may be more than one)	Employability Advanced Skill		

Cognitive Levels addressed by the Course	K-1: (Remember) K-2: (Understand) K-3: (Apply) K-4: (Analyze) K-5: (Evaluate)		
Course Objectives (Maximum: 5)	<p>The Course aims to make M.Ed. students</p> <ul style="list-style-type: none"> • Know the Basics of Cognitive Science • Identify the Brain parts and Learning • Analyze the role of Emotions in Learning • Understand Cognitive Processes in Teaching and Learning • Familiarize with the approaches and applications of cognitive science in teaching and learning. 		
UNIT	Content	No. of Hours	
I	BASICS OF COGNITIVE SCIENCE Cognitive Science: Meaning, Definition, Scope and Evolution – Branches of Cognitive Science: Cognitive Science – Cognitive Neuropsychology – Cognitive Neuroscience - Cognitive Psychology – Educational Cognitive Science: Meaning, Importance and Scope – Cognitive Science as Interdisciplinary and Multidisciplinary subject.	12	
II	BRAIN AND LEARNING Brain and Learning: Structure of Brain, Parts of Brain and Role in learning - Hemispherity – Neurons and Types: Functions of Neurons, Types of Neurons, Neural networks. Synapse: Synapgenesis, Gaining and Loosing Synapses, Brain Mapping - Brain Based Teaching: Concept, Meaning, Definition, Principles of ERP – Imaging Techniques: EET, MRI, fMRI and uses.	13	
III	COGNITIVE SKILLS Cognitive Skills: Meaning, Definition, Brain and cognitive skills - Types of Cognitive Skills: Attention, Perception, Decision making, Visual and Auditory Recognition, Reasoning, Problem solving and Information processing – Computational Modelling.	13	

IV	NEURO ASPECTS OF LEARNING Neuro Plasticity: Definition -Central Nervous System - Autonomous Nervous system - Nerous System and Learning. Neuro Transmitters: Meaning, Definition and Role of Neuro Transmitters in Teaching and Learning - Limbic system and Learning – Mindfulness and Relaxation Techniques.	13
V	APPROACHES AND APPLICATIONS OF COGNITIVE SCIENCE Fundamental concepts and approaches of cognitive science – Application of cognitive science in Teaching and Learning – Role of Emotions in learning – Cognitive science programs in India – Reputed cognitive scientists in India and Abroad – The role of Cognitive science in empowering teachers.	13
References	<p>Text Books:</p> <ul style="list-style-type: none"> • Paul Thagard. (2005). Mind Introduction to Cognitive Science. Second Edition – New Delhi: Prentice Hall of India. • Begum, Jahitha A. & Subburaman, R. (2017). Cognitive Science. New Delhi: APH Publications. <p>Reference Books:</p> <ul style="list-style-type: none"> • Srinivasan, N., Gupta, A.K., & Pandey, J. (2008). Advances in Cognitive Science: Volume 1. New Delhi: Sage Publications. • Srinivasan, N., Kar, B. R., & Pandey, J. (2010) Advances in Cognitive Science: Volume 2. New Delhi: Sage Publications. • Stephen K Reed (2007). Cognitive theories and Applications. New Delhi: Pearson Education Dorling Kindersley Publishing. • Ronald T Kellog (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publications. <p>E-Resources:</p> <ul style="list-style-type: none"> • https://www.slideshare.net/duttamonasen/15-neuroplasticity-17228288 • https://www.slideshare.net/damarisb/neurotransmitters-27039224 • https://www.youtube.com/watch?v=2pRm0m_xQik • https://www.youtube.com/watch?v=c9j1hlVQ_-E • https://www.youtube.com/watch?v=x37vwau0mTA • https://www.youtube.com/watch?v=SSmD5RREqiY • https://www.youtube.com/watch?v=LOHKVp8hn7o • https://cognitiontoday.com/brain-based-learning-theory-strategies-and-concepts/ • https://www.sciencedirect.com/topics/psychology/cognitive-ability • https://www.worldscientific.com/doi/epdf/10.1142/8747 • http://www.scholarpedia.org/article/Cognitive_neuropsychology 	

Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: Acquire knowledge about basic concepts of Cognitive Science.</p> <p>CO2: Understand the role of brain in learning.</p> <p>CO3: Analyze the role of emotion in learning.</p> <p>CO4: Familiarize in the fundamental concepts of cognitive science.</p> <p>CO5: Know the approaches and applications of cognitive science.</p>
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Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	2	2	3	2	3	2	2.33
CO2	3	3	2	3	3	3	2.83
CO3	2	2	1	3	2	3	2.16
CO4	3	3	3	3	2	2	2.66
CO5	2	2	3	2	3	3	2.5
Average	2.4	2.4	2.4	2.6	2.6	2.6	2.5

Semester	IV	Course Code	21EDNP 04D1
Course Title	EDUCATIONAL GUIDANCE AND COUNSELLING		
No. of Credits	03	No. of Contact Hours per Week	3 Hours
New Course / Revised Course	Revised Course	If revised, % of revision effected	30%
Category	Elective Course		
Scope of the Course	1. Advanced Skill 2. Employability 3. Value added course imparting transferable and life skills.		
Cognitive Levels addressed by the course	: K-1 (Remember) – Yes K-2 (Understand) – Yes K-3 (Apply) – Yes K-4 (Analyze) – Yes K-5 (Evaluate) – Yes		
Course Objectives:	<p>The M.Ed Scholars will be able to</p> <ul style="list-style-type: none"> • acquire knowledge the concept and need of guidance in education. • examine principles and problems of various guidance and services • develop the concept and process of counseling • explore the various techniques of counselling. • identify the need of guidance for children with special needs. 		

Course Content:

UNIT	CONTENT	HOURS
I	INTRODUCTION Guidance - Meaning, Concept, Nature, Scope, Need and Importance. Principles of Guidance. Types of guidance- Group and Individual guidance. Educational, Vocational and Personal Guidance – concept, meaning, definitions, Nature and Scope. Approaches in guidance - Direct, Indirect and Eclectic guidance. Guidance and its relation with education. NEP 2020.	10
II	TESTING AND NON-TESTING TECHNIQUES Testing in guidance service: intelligence, aptitude, attitude and personality – Administering, scoring and interpretation of test scores. Non-testing techniques: Observation, Interview and Questionnaire, Cumulative Record Card. Communication of test results- Application and use of testing service for placement.	10
III	COUNSELLING Counselling: Meaning, Nature - Need and Scope- Principle's - Approaches to Counselling. Qualities and Role of a Counsellor	09

	- Teacher as a Counsellor. counseling techniques- Characteristics of effective counselor- Group counseling techniques -Counseling for adjustment-specialized areas in counseling-Counseling for Professional courses	
IV	<p>COUNSELLING SERVICES</p> <p>Pre-requisites of a guidance programme –Planning of a Guidance programme-Guidance activities- Evaluation of guidance programme Information Services - Individual information Service - Sources of information - Organization of Guidance Services in Schools. Occupational Information Services - Nature and Importance of Occupational information Service - Sources of Occupational Information - Classification of Occupational Information - Dissemination of Occupational Information - Career Counselling - Approaches to career guidance, career talks, Employment Bureau and campus interviews and career information services. Career development – Super’s theory - placement services -Teacher’s role in career planning.</p>	10
V	<p>GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION</p> <p>Guidance of children with special needs – problems and needs – guidance of the gifted and creative students – guidance of under achievers, slow learners and first generation learners – guidance for learning disabled, Drug addicts and alcoholics-De addiction centers, Career resource centre, Evaluation of counseling, need for research and reforms in guidance and counseling service</p>	09
References	<p>Crow & Crow, (1992) <i>An Introduction to Guidance</i>, Eurasia Publishing House, New Delhi.</p> <p>Kocher S.K, (1990), <i>Educational and Vocational Guidance in Secondary Schools</i>, New Delhi, Sterling Publishers Pvt. Ltd, New Delhi.</p> <p>NCERT, (1978), <i>Guidance and Counselling in Indian Education</i>, New Delhi.</p> <p>Nayak, A K, (2014), <i>Guidance and Counselling</i>, APH Publication, New Delhi.</p> <p>Vashist, S R, (2002), <i>Principles of Guidance</i>, Anmol Publication, New Delhi</p>	
E-references	<p>https://www.unicef.org/education/inclusive-education</p> <p>http://www.rehabcouncil.nic.in/writereaddata/vi.pdf</p> <p>https://dsel.education.gov.in/sites/default/files/publication/module5.pdf</p>	

Course outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: acquire knowledge the concept and need of guidance in education.</p> <p>CO2: examine principles and problems of various guidance and services</p> <p>CO3: develop the concept and process of counseling</p> <p>CO4: explore the various techniques of counselling.</p> <p>CO5: identify the need of guidance for children with special needs.</p>	
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Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	2	3	3	2	2	2.5
CO2	3	3	2	2	3	2	2.5
CO3	3	2	3	3	2	3	2.66
CO4	3	3	2	2	3	3	2.66
CO5	2	2	3	3	2	3	2.5
Average	2.8	2.4	2.6	2.6	2.4	2.6	2.56

Semester	: IV	Course Code	21EDNP 04E2
Course Title	ENVIRONMENTAL CONCERNS AND EDUCATION		
No. of Credits	:04	No. of Contact Hours per Week	: 4Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 20%
Category	: Elective Paper		
Scope of the Course	: 1. Basic Skills 2. Value added course in teacher education field 3. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyze) K-5 (Evaluate) K-6 (Create)		

Course Objectives (Maximum: 5)	The Course aims to	
	<ul style="list-style-type: none"> • know the basic concept and principles of environmental education • learn the various techniques of biodiversity and conservation. • understand the teaching methods of environmental science. • study the innovative technologies in environmental science. • evaluate the learning out comes of environmental science. 	
UNIT	CONTENT	HOURS
I	INTRODUCTION TO ENVIRONMENTAL EDUCATION Environmental Education - Characteristic and principles - Nature and scope of Environmental Education, Aims and objectives of Environmental Education, Environmental Awareness, Important issues in Environmental Education.	12
II	ENVIRONMENTAL HAZARDS Man, and his relationship with environment, Environmental hazards and pollution - soil, air, noise, water, chemical and thermal, extinction of flora and fauna, need for conservation, preservation and protection of rich environmental heritage, Programme of environmental education for primary, secondary and higher education institutions – Biodiversity and conservation - Global warming, ozone depletion, acid rain, population explosion, urbanization, poverty and deforestation.	13
III	TEACHING STRATEGIES OF ENVIRONMENTAL SCIENCE	13

	Environmental education, Role and Responsibilities of teachers, Competencies of environmental education teacher, Specific approaches to teaching environmental education, Problems of Environmental education. Nature study and Eco-clubs. Role of Government and Non-government Agencies for environmental protection.	
IV	<p>INNOVATIVE TECHNOLOGIES OF ENVIRONMENTAL EDUCATION</p> <p>Features of Curriculum for Environmental Education, Nature of Curriculum on Environmental education, Concept of environment and ecosystem, Natural system, Natural Resources, Human Systems – Technological System, Remote sensing - Steps in preparation for Environmental curriculum at different levels of education.</p>	13
V	<p>EVALUATION TOOLS OF ENVIRONMENTAL EDUCATION</p> <p>Strategies and Methods of Environmental Education, approaches - treating environmental issues as a separate subject, integrated approach, Discussion, seminar, workshop, dialogue, problem solving, field trips, projects, exhibition, role of media, films and television, Study of environmental projects, National organizations for Environmental Protection, National Policy on Environment and Environmental laws</p>	13
References	<p>Reference Books:</p> <ul style="list-style-type: none"> • Bharucha Erach, (2005), <i>Textbook of Environmental Studies</i>, University Press, New Delhi • Himonshu Vashist, (2002), <i>Environmental Education: Problems and Solutions</i>, Book Enclave, Jaipur. • Kalyani Devi, (1997), <i>Home and School: Environment Their Influence on Perceptual Styles</i>, : Discovery Publishing House, New Delhi. • Kalyani Devi, (1998), <i>Environmental Deprivation and Perceptual Tasks of Preschool Children</i>, Discovery Publishing House, New Delhi. • Krishnamacharyulu. V, Reddy. G.S,(2004), <i>Environmental Evaluation</i>, Neelkamal Publication, New Delhi. <p>E-Resources (URLs of e-books / YouTube videos / online learning resources, etc.)</p> <ul style="list-style-type: none"> • https://anandakumarnatarajan3.blogspot.com/ • https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/ENVIRONMENTAL%20EDUCATION.pdf • http://www.tnteu.ac.in/pdf/environmental.pdf 	

Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: Describe the meaning and basic principle of environmental education.</p> <p>CO2: List out the various techniques of biodiversity and conservation.</p> <p>CO3: Utilize the teaching techniques for learning of environmental science.</p> <p>CO4: Implement the various programs for innovative practice of environmental science.</p> <p>CO5: Adopt different evaluation techniques for assessment of environmental science.</p>
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Mapping of COs with PSOs:

PSO CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	Average
CO1	3	3	2	2	3	2	2.5
CO2	2	2	3	1	2	2	2
CO3	2	3	2	3	3	3	2.66
CO4	3	3	3	2	2	3	2.66
CO5	2	2	2	3	3	3	2.5
Average	2.4	2.6	2.4	2.2	2.6	2.6	2.46

Semester	: IV	Course Code	: 21EDNP 04M1
Course Title	: Exploring Library and other Learning Resources		
No. of Credits	:02	No. of Contact Hours per Week	: 2Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 30%
Category	: Practical's		
Scope of the Course	: 1. Skill Development 2. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyze) K-5 (Evaluate) K-6 (Create)		
Course Objectives :	<p>The M.Ed scholar will be able to</p> <ul style="list-style-type: none"> • Identify electronic and other online resources. • develop a knowledge about usage of search engine • Understating the usage of printed resources. • Apply the skill of network usages in related to higher education. • acquire the knowledge about usage of social networks in education 		
UNIT	CONTENT		HOURS
I	ELECTRONIC AND ONLINE RESOURCES Internet - OPAC/WEBOPAC- Online data Base - E-Books- E-Journals- Web Portals- Subject Gateway- Specialized Collection - E-Encyclopedia-Full text database-E-thesis/Dissertation- E-Questions Bank-Online lecture note/Video Courses- Research Reports and Manuals- Others. ACTIVITY: Categorize the any five electronic and other online resources in your institutional library.		8
II	USING SEARCH ENGINE Google – Yahoo- Alta vista-MSN- Rediff- Ask.Com- Aiexa-Free Book Search.net- AskMeNow- E-Encyclopedia-Full text database-E-thesis/Dissertation- E-Questions Bank-Online lecture note/Video Courses- Research Reports and Manuals- Others. ACTIVITY: Categorize the any five usage of search engine in different situation in education.		6

III	<p>PRINTED RESOURCES Text Books – Reference Books – Dictionaries – Thesaurus – Encyclopedias - Magazines – News Papers – Journals - Reports – Back Copies – Thesis – Dissertation. ACTIVITY: Sort any five printed resources in teaching and learning.</p>	6
IV	<p>NETWORKS Info-net – Inlibnet - Del net – Tele net – NPTEL – UGC Consortium. ACTIVITY: identifying any two networks for learning in your institution.</p>	6
V	<p>SOCIAL NETWORK Social Network-Blogs-wikis-Research Gate- Others ACTIVITY: Identifying Variety of social networks in education.</p>	6
Reference	<p>Reference Books:</p> <ul style="list-style-type: none"> • Bavakutty, M. & Muhammad Salih, T.K. (2006). Research on library computerization. New Delhi: Ess publications. • Dhamdhere, S. (2011). ABCD, open source software for modern libraries. Chinese Librarianship, (32), 1-17 • John C.Maxwell (2010): Developing the Leader within You – Manga Books. • Barbara Moses (2012): Career Intelligence – Manga Books. • Oladokun, O. (2010). Information seeking behaviour of the off-campus students at the University of Botswana: A case of two satellite centres. Journal of Library Administration, 50(7/8), 883-898 <p>E-Resources:</p> <ul style="list-style-type: none"> • https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.301.4396&rep=rep1&type=pdf • https://www.researchgate.net/publication/343960097_The_Use_of_Electronic_Educational_Resources_and_Innovative_Educational_Technologies_in_University_Education • https://qc-cuny.libguides.com/resources/reference 	
Course Outcomes:	<p>On completion of the course, M.Ed scholar should be able to do CO1:apply the electronic and other online resources in education CO2:the usage of search engine in different situation in education CO3:improve the usage of printed resources CO4:effective performance in usage of networks related to higher education. CO5:effective usage of social networks in education</p>	

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	3	3	3	3	3	2	2.83
CO2	3	3	2	3	3	3	2.83
CO3	3	2	3	3	2	3	2.66
CO4	3	3	3	3	3	3	3
CO5	2	3	3	3	2	3	2.66
Average	2.8	2.8	2.8	3	2.6	2.8	2.8

Semester	: IV	Course Code	:21EDNP 04M2
Course Title	WRITING AND PUBLISHING ARTICLES		
No. of Credits	:02	No. of Contact Hours per Week	: 2 Hours
New Course / Revised Course	: Revised Course	If revised, % of revision effected	: 20%
Category	Modular Course		
Scope of the Course	: 1. Basic Skills 2. Value added course in teacher education field 3. Employability		
Cognitive Levels addressed by the course	: K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyze) K-5 (Evaluate) K-6 (Create)		

Course Objectives (Maximum: 5)	<p>The Course aims to</p> <ul style="list-style-type: none"> • know the basic concept of research paper format • study the language of writing skills. • learn the citation procedures. • study the statistical techniques of research. • study the research paper publication procedures
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UNIT	CONTENT	HOURS
I	Research paper format	04
II	Use of Language in Writing a Research Paper	04
III	APA Citation Style -7 th Edition	04
IV	Statistical Techniques for Data Analysis	04
V	Research Paper Publication Process	04

References	Reference Books: Ajay Das, (2010), Research in Education, Pearl Books, New Delhi. Best, John (2004), Educational Research, Prentice Hall India ltd, New Delhi. Koul, Lokesh.(2006), Methodology of Educational Research, Vikas Publishing House, New Delhi. Mangal S.K (2013), Research Methodology in Behavioural Sciences, PHI Learning, New Delhi. Pandey K.P (2010), Fundamentals of Educational Research, Vishwavidyalaya Prakashan Varanasi.
	E-Resources (URLs of e-books / YouTube videos / online learning resources, etc.) https://archive.mu.ac.in/myweb_test/ma%20edu/Research%20Methodology%20-%20III.pdf https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCNMethodology%20of%20Educational%20Research.pdf
Course Outcomes	On completion of the course, students should be able to do CO 1 Explore the basic concept of various research paper formats CO 2 Practice the language of writing skills. CO 3 Adopt the citation procedures. CO 4 Describe the statistical techniques of research. CO 5 Practice the research paper publication procedures

Mapping of COs with PSOs:

PSO CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	Average
CO1	2	3	3	1	3	2	2.33
CO2	2	2	1	1	2	2	1.66
CO3	3	2	2	3	1	3	2.33
CO4	2	3	2	3	2	2	2.33
CO5	2	3	2	3	3	3	2.66
Average	2.2	2.6	2	2.2	2.2	2.4	2.26

	Innovative report preparation is expected and encouraged. Suggested methods of carrying out the activities are just examples. Students are free to innovate their own method.	6
II	Activity: (10 marks) Identifying slow learners and remediation. Diagnosing their problems in learning Suggested follow up activities Note: Report of this activity will carry 10 marks. Innovative report preparation is expected and encouraged.	6
Course Outcomes	On completion of the course, students should be able to do CO1: gain new experience through the extension works. CO2: identify slow learners and provide remedial teaching. CO3: apply the skills gained through various extension activities.	

Mapping of Cos with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Average
CO1	2	2	2	2	1	3	2
CO2	3	3	2	1	2	3	2.33
CO3	3	2	2	2	1	3	2.16
Average	2.66	2.33	2	1.66	1.33	3	2.16

Semester	IV	Course Code	21EDNP 04VA2
Course Title	YOGA EDUCATION		Value added course
No. of Credits		No. of contact hours per Week	2
New Course / Revised Course	New Course	If revised, Percentage of Revision effected (Minimum 20%)	
Category	Value added course		
Scope of the Course (may be more than one)	Skill Development Value-Added Courses imparting transferable and life skills		

Cognitive Levels addressed by the Course	K1 - Remember K2 -Understand K3 - Apply K4 - Analyze K5 - Evaluate	
Course Objectives (Maximum:5)	<ul style="list-style-type: none"> • To acquire knowledge about yoga and concepts of health. • To create awareness on different aspects of health and fitness. • To understand the concept and develop skills of personality development. • To analyze and apply concept of stress management and self-development. • To Practice and recognize the benefits of Asanas, Pranayama, Bandhas, Mudras and Meditation 	
UNIT	Content	No. of Hours
I	INTRODUCTION TO YOGA AND HEALTH Yoga: Meaning and Definition – History and development – Aims and objectives – streams of yoga- Astanga yoga – General guidelines for yoga practices – Positive health - concept of health and diseases – Kriyas - life style for healthy living – Holistic health - integrated approach – Physical development –flexibility – balance- strength – endurance – Obesity and diabetics management.	5
II	YOGA AND PERSONALITY DEVELOPMENT Concepts of personality: Pancakosa – Gunas, Dimensions of integrated personality: Physical- Emotional - cognitive intellectual – social – spiritual – Yogic attitudes – Astanga yoga for personality development.	4

III	<p>YOGA AND STRESS MANAGEMENT</p> <p>Concept of stress – Types of stress: Eustress - Distress - Symptoms of stress – Consequences of stress – Psychosomatic disorders – way of life to cope with stress – yoga practices for stress management –types of meditation - benefits of meditation.</p>	4
IV	<p>YOGA AND SELF DEVELOPMENT</p> <p>Essentials of self-development –Holistic approach to self-development – concept of values and value education – yoga and value development – Yama and Niyamas in self-development – approach to develop values – Human excellence through yoga.</p>	5
V	<p>ASANAS, PRANAYAMA BANDHA, MUDRA AND MEDITATION (Practices)</p> <p>Asanas:Padmasana - Vajrasana - Vakrasana – Pascimottanasana - Ustrasana – Trikonasana – Vriksasana – Ardhakaticakrasana – Utkatasana - Makarasana – Bhujangasana – Dhanurasana –Shalabhasana – Pavanamuktasana – Setubandhasana – Sarvangasana – Navasana-Suryanamaskara.</p> <p>Pranyama:Kapalabathi - Sectional breathing -Nadisuddhi – Bhramari – Sethali–Sitkari-AUM</p> <p>Bhandas:Uddiyana – Jalandhara – Mula – jihva.</p> <p>Mudras:Chinmudra– Chinnmayamudra–Brahmamudra – Adi mudra - Shambhavi mudra</p> <p>Trataka –eye exercises.</p> <p>Relaxation technique: Instant relaxation technique (IRT) Quick Relaxation Technique (QRT)</p> <p>Meditation - Transcendental – Cyclic.</p>	12
References	<p>Reference Books:</p> <ul style="list-style-type: none"> • Chandrasekaran, (1999), <i>Sound Health through Yoga</i>, Madurai: PremKalyan Publications, Sedipatti. • Swami SatyanandaSaraswathi, (1997), <i>Asana Pranayama Mudra Bandha</i>, Bihar: Yoga • NCTE (2015) <i>Yoga Education Master of Education Programme</i>. New Delhi. • NCTE (2015) <i>Yoga Education Bachelor of Education Programme</i>. New Delhi. <p>E-Resources (URLs of e-books / YouTube videos / online learning resources, etc.)</p> <ul style="list-style-type: none"> • https://ncert.nic.in/textbook/pdf/iehp109.pdf • https://www.scribd.com/document/255977770/yoga-for-stress-management-pdf • https://www.slideshare.net/ghantali/personality-development-with-yoga • https://www.slideshare.net/harshitajhalani/self-development-and-yoga-education • https://youtu.be/SmbHU-IDsHI?t=80 	

Course Outcomes	<p>On completion of the course, students should be able to do</p> <p>CO1: acquire knowledge about yoga and concepts of health.</p> <p>CO2: create awareness on different aspects of health and fitness.</p> <p>CO3 develop skills of personality development.</p> <p>CO4: understand the ways of stress management and self-development.</p> <p>CO5: perform and practice Asanas, Pranayama, Bandhas, Mudras and meditation</p>
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Mapping of COs with PSOs:

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	AVERAGE
CO1	3	2	1	1	1	3	1.83
CO2	3	3	1	1	1	2	1.83
CO3	3	1	3	3	1	3	2.33
CO4	3	3	2	2	1	3	2.33
CO5	1	2	3	3	1	3	2.16
AVERAGE	2.6	2.2	2	2	1	2.8	2.1