

THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)

காந்திகிராம கிராமிய நிகர்நிலைப் பல்கலைக்கழகம் | गांधीग्राम ग्रामीण संस्थान (मानित विश्वविद्यालय)

கிராமம் உயர நாடு உயரும்

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

Accredited by NAAC with 'A++' Grade (4th Cycle)

CURRICULUM WITH OUTCOME BASED EDUCATION

M.Ed. PROGRAMME

(2025-2026 Onwards)



DEPARTMENT OF EDUCATION

SCHOOL OF SOCIAL SCIENCES

GANDHIGRAM, DINDIGUL – 624 302.

TAMILNADU, INDIA.

DEPARTMENT OF EDUCATION, GRI-DU

M.Ed. Syllabus-2025 onwards

S.No	Category	Course Code	Title of the Course	No. of Credit	Hours	CFA	ESE	Total
I - SEMESTER								
1.	Core Papers	25EDNP0101	Psychology of Learning and Development	4	4	40	60	100
		25EDNP0102	Curriculum Studies in Education	4	4	40	60	100
		25EDNP0103	Teacher Education	4	4	40	60	100
		25EDNP0104	Advanced Philosophy of Education	4	4	40	60	100
2.	AEC* (Any One)	25EDNP01A1	Early Childhood Education	3	3	40	60	100
		25EDNP01A2	Lifelong Learning					
3.	Practical	24ENGP00C1	Communication and Soft Skills	2	2	50	-	50
4.	Practical	25EDNP01P1	Training on Personality Development	2	2	50	-	50
II - SEMESTER								
5.	Core Papers	25EDNP0205	Research Methodology in Education	4	4	40	60	100
		25EDNP0206	Instructional design and Technology Development	4	4	40	60	100
		25EDNP0207	Educational Planning Management and Administration	4	4	40	60	100
		25EDNP0208	Advanced Sociology of Education	4	4	40	60	100
6.	AEC* (Any One)	25EDNP02A1	Elementary Teacher Education	3	3	40	60	100
		25EDNP02A2	Secondary Teacher Education					
7.	Practical	25EDNP02P2	Internship in Teacher Education Institutions	2	2	50	50	100
	Practical	24GTPP0001	Gandhi in Everyday Life	2	2	50	-	50
8.	Value Added Course	25EDNP2VA1	Professional Ethics in Education	-	2	50	-	50
III - SEMESTER								
9.	Core Papers	25EDNP0309	Inclusive Education	4	4	40	60	100
		25EDNP0310	Statistics in Education	4	4	40	60	100
		25EDNP0311	Education for Rural Development	4	4	40	60	100
		25EDNP0312	Pedagogy, Andragogy, Heutagogy and Assessment	4	4	40	60	100
10.	AEC* (Any One)	25EDNP03A1	Educational Measurement and Evaluation	3	3	40	60	100
		25EDNP03A2	Comparative Education					
11.	Practical	25EDNP03P3	Online Instructional Practices	2	2	50	-	50
12.	Dissertation	25EDNP03P4	Research Colloquium (Dissertation Phase-I)	2	2	50	-	50
13.	Practical	25EDNP03P5	Educational Institutions Visit	2	2	50	-	50
14.	VPP	25VPP03V1	Village Placement Programme	2	2	100	-	100
IV - SEMESTER								
16.	Core Papers	25EDNP0413	Perspectives in Peace Education	4	4	40	60	100
		25EDNP0414	Cognitive Science	4	4	40	60	100
17.	AEC* (Any One)	25EDNP04A1	Educational Guidance and Counselling	3	3	40	60	100
		25EDNP04A2	Environmental Concerns and Education					
18.	Modular Course	25EDNP04M1	Exploring Library and other learning resources	2	2	50	-	50
		25EDNP04M2	Writing and publishing Articles					
19.	Dissertation	25EDNP04P6	Dissertation (Phase-II)	6	6	75	(75 + 50)	200
20.	Practical	25EDNP04P7	Extension work in Rural schools	2	2	50	-	50
21.	Value Added Course	25EDNP4VA2	Yoga Education	-	2	50	-	50
				94	98	1445	1255	2700

* 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 Ability Enhancement Courses- 8
Total Credits =94

**MINUTES OF MEETING OF THE BOARD OF STUDIES IN EDUCATION THROUGH HYBRID MODE
HELD ON 09.06.2025 AT 10.30 AM IN THE DEPARTMENT OF EDUCATION, GRI (DEEMED TO BE
UNIVERSITY), GANDHIGRAM**

Members Present:

1. Dr.P.S.Sreedevi
Associate Professor & Head
Department of Education, GRI. - Chairperson
2. Dr.E.Ramganes
Senior Professor
Department of Educational Technology
Bharathidasan University, Trichy - External Expert
3. Dr.P.Srinivasan
Professor
Department of Education
Central University of Tamil Nadu,
Thiruvavur-610 005. - External Expert
4. Dr.A.Jahitha Begum
Senior Professor
Department of Education, GRI. - Member
5. Dr.N.Devaki
Associate Professor
Department of Education, GRI. - Member
6. Dr.R.Bagdha Vatchala Perumal
Assistant Professor
Department of Education, GRI. - Member
7. Dr.P.Ponnusamy
Assistant Professor
Department of Education, GRI. - Member

The Chairperson introduced the Faculty Members of the Department and highlighted the accomplishments and the Programmes offered such as B.Ed., M.Ed. B.Sc.B.Ed. and Ph.D. in the Department at present. Dr.N.Devaki, was unable to attend the meeting due to her preoccupation. Dr.P.Srinivasan, Professor joined the meeting online through Google Meet: <https://meet.google.com/gce-ptmt-tqf>

The following agenda were taken for discussion.

- To approve the revised syllabus for Two Year B.Ed. Programme to be offered from the academic session 2025-2026.
- To approve the revised B.Sc.B.Ed. (Four Year Integrated) Syllabus offered from the academic Session 2025-2026.

Pdham
09.06.25

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09/06/25

- To approve the revised M.Ed. curriculum offered from the academic Session 2025- 2026.
- To approve the revised curriculum for Ph.D. programme for the academic session 2025-2026 onwards.
- To finalize and approve the Panel of Experts.
- Any other matter.

The experts have given the following suggestions.

- Skill based learning outcomes in Ph.D. Curriculum be framed.
- Repetition of concept in B.Ed. and M.Ed. for common Courses be avoided.
- Future of learning and Higher Education by Daniel Ehler be incorporated into the curriculum.
- National credit framework for Higher Education and Vocational Education be incorporated.

The following Resolutions were made in the BOS Meeting:

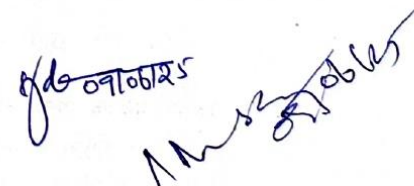
1. The Board finalized and approved the revised curriculum of B.Ed., M.Ed. B.Sc.B.Ed. (four Year Integrated) and Ph.D. programme from the academic session 2025-2026.
2. The B.Ed., M.Ed., and B.Sc.B.Ed. curriculum were thoroughly discussed and fine tuned as per the suggestions emerged in the Board of Studies meeting, NEP 2020 inputs, feedback from Alumni and stakeholders.
3. The Ph.D. Course Work Syllabus be approved as per the Ph.D. Regulations, 2024 of GRI.
4. The Board suggested to update the references and websites for all the papers, wherever necessary.
5. The Board finalized and approved the Panel of Examiners presented in the meeting.
6. The Board permitted the Chairperson to carry out the necessary modifications in the courses offered by the Department of Education comply with CBCS regulations of GRI.

The meeting came to end by at 1.30 PM.


09.06.25



A. Jeyaraj


11/06/25

Signature

1. Dr.P.S.Sreedevi - Chairperson
2. Dr.E.Ramganesb - External Expert
3. Dr.P.Srinivasan - External Expert
4. Dr.A.Jahitha Begum - Member
5. Dr.N.Devaki - Member
6. Dr.R.Bagdha Vatchala Perumal - Member
7. Dr.P.Ponnusamy - Member

P. S. Sreedevi
9/6/25

E. Ramganesb
9/6/25

P. Srinivasan
09.06.25

A. Jahitha Begum
9/6/25

R. Bagdha Vatchala Perumal
09/06/25

P. Ponnusamy
09/06/25

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, emphasized the introduction of two-year M.Ed. in all educational institutions and Universities. This tertiary level programme is 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 prepare professional teacher educators and researchers who are competent, reflective, and ethical.
- To develop critical understanding of curriculum, pedagogy, and assessment practices at various levels of education.
- To strengthen research skills and methods relevant to education, including quantitative and qualitative approaches.
- To promote the use of ICT, inclusive education, and innovative teaching practices in teacher education.
- To empower students to undertake policy analysis, educational planning, and leadership roles in educational institutions.

Unique Features of the Programme

- Choice Based Credit System (CBCS)
- Compulsory Course on Gandhian Thought
- Align with NEP-2020 & SDGs
- Introduction to Cognitive Science
- Dissertation
- Village Placement Programme (VPP)

- Internship in Teacher Education Institutions
- Online Instructional Practices
- Communication and soft skills training
- 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

- The candidate who hold B.Ed, B.Sc.B.Ed and B.A.B.Ed with a minimum of 50% marks from recognized University/colleges.
- Applicants who have completed their 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 categories as per the norms of the Government of India.

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	2025 onwards				
Semester-wise Courses and Credit distribution	I	II	III	IV	Total
No. of Courses	7	7	9	7	30
No. of Credits	23	23	27	21	94

Semester	I	Course Code	25EDNP0101
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, % of Revision effected (Minimum 20%)	25
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • know the concepts and principles of growth and development. • analyze 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, implications of Growth and development, Cognitive Processes and stages of Cognitive Development, Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) , Mental health and Mental hygiene- Implications of Positive Psychology: Meaning, Scope and Principles – Concepts of Well-being, Happiness, Flow (Csikszentmihalyi), Character Strengths (Seligman & Peterson), and Resilience and agility – Applications of Positive Psychology in Education and Mental Health	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 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	12
IV	PRINCIPLES AND THEORIES OF LEARNING Principles and Theories of learning: Behaviouristic, Vygotsky’s Constructivist Theory 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) - Integration of Positive Psychology in Counselling: Promoting Positive Emotions, Strengths-Based Counselling, Hope Therapy, Gratitude Practices, and Mindfulness in Educational Settings -Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)	13
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. • Seligman, M. E. P. (2011). <i>Flourish: A Visionary New Understanding of Happiness and Well-being</i>. Free Press. • Sharma, D. K. (2019). <i>Positive Psychology: Theory and Practice</i>. Sage Publications India. • Devaki, N. (2015), Psychopedagogy, Shanlax publications, Madurai. 	
Course Outcomes	On Completion of the course, students should be able to <ul style="list-style-type: none"> • 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 and 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	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	25EDNP0102
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 (Minimum 20%)	46
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • familiarize with the concept of curriculum development • acquire knowledge in process of curriculum development • analyze the models of curriculum development. • explain the features of curriculum development in OBE • understand curriculum implementation processes and the various models of curriculum evaluation. 		

Unit	Content	No. of Hours
I	BASICS OF CURRICULUM DEVELOPMENT Curriculum: meaning, definition and its types-curriculum development: concept, need, components, objectives- role of UGC, NCTE and NCERT in curriculum development -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 and teacher education curriculums as per NEP 2020.	13
II	PROCESS OF CURRICULUM DEVELOPMENT Curriculum development process: Aims, goals and objectives - need and importance – steps in curriculum development process - 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
III	MODELS OF CURRICULUM DEVELOPMENT Models of curriculum design: traditional and contemporary models - 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

IV	CURRICULUM DEVELOPMENT IN OBE Outcome Based Education: meaning, need and importance – domains of learning outcomes – difference between output based education and outcome education – Programme Outcomes (POs) - Programme Specific Outcomes (PSOs) – Course Outcomes (COs) – attainment level of COs– OBE framework model - implementation and assessment on programmes in OBE	12
V	CURRICULUM IMPLEMENTATION AND EVALUATION Curriculum implementation: A process of change – planning implementation – role of teachers in curriculum implementation – role of SCERT, NCTE and NCERT in reforms - curriculum implementation models - curriculum evaluation: issues – approaches to evaluation of curriculum - tools and techniques of curriculum evaluation- curriculum evaluation models: Ralph Tyler’s objectives based model - CIPP model - Robert Stake’s countenance model - Micheal Scriven’s model – Kaufman Rogers’ model- Kirkpatrick's four-level model.	13
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. 	
Course Outcomes	On completion of the course, students should be able to do <ul style="list-style-type: none"> • CO1: Define and explain the key concepts and principles related to curriculum development in education. • CO2: Demonstrate comprehensive knowledge of the steps and processes involved in curriculum development. • CO3: Critically analyze and compare different models of curriculum development and their applications. • CO4: Describe the essential features of curriculum development within the framework of Outcome-Based Education (OBE). • CO5: Interpret and apply the principles of curriculum implementation and evaluate curricula using appropriate models and techniques. 	

Mapping of Cos and PSOs:

<div> <div>PSO</div> <div>CO</div> </div>	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	25EDNP0103
Course Title	TEACHER EDUCATION		
No. of Credits	04	No .of contact hours per Week	4 Hours
New Course / Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	30
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • Employability • Advanced Skill development • Entrepreneurship 		
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	The M.Ed. Scholars will be able to <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 of research and innovations 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 (For foundation Courses) -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 - 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 mode- Models of INSET evaluation- Goal based evaluation model, Context Input Process Product model (CIPP) and Context Input Reaction Outcome (CIRO) model. Reports of National and International Commissions on Teacher 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 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, ICT Integration, Quality Enhancement for Professionalization of Teacher Education - NEP 2020 - CPD, ICT, and reflective teaching.	13
IV	TEACHER EDUCATION CURRICULUM 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 AND INNOVATIONS IN TEACHER EDUCATION 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 (Planning, organization, Monitoring and supervision of SEP) and practical work - Internship: concept; planning and organization. Organization of practice teaching for developing an effective teacher.	13
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. 	

Course Outcomes	<p>On completion of the course, students should be able to do</p> <ul style="list-style-type: none"> • CO1: gain insight on the basic concepts of teacher education. • CO2: identify the innovative teacher education programmes. • CO3: explore the development of teacher education curriculum in India. • CO4: acquiring knowledge about the quality dimensions in teacher education. • CO5: examine the research and innovations in teacher education.
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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	25EDNP0104
Course Title	ADVANCED PHILOSOPHY OF EDUCATION		
No. of Credits	04	No .of contact hours per Week	4 Hours
New Course / Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	25
Category	Core Paper		
Scope of the Course	<ul style="list-style-type: none"> • Basic Skills • Value added course • 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	The M.Ed. Scholars will be able 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 • explore the Western educational philosophies • appraise the philosophies of Western educational thinkers. 		

Unit	Content	No. of Hours
I	INTRODUCTION TO PHILOSOPHY OF EDUCATION Philosophy - Meaning, Scope. Fundamental Philosophical Inquiries and Different Branches-Epistemology, Metaphysics and Axiology - Educational philosophy – Functions - Relationship Between Education and Philosophy - Meaning, Nature, Scope and significance of Philosophy of Education - Functions of Philosophy of Education-Modes of Philosophy-Aims of Education in Relation to Philosophy of Life.	13
II	CONTRIBUTION OF INDIAN SCHOOLS OF PHILOSOPHY Indian Schools of Philosophy–Sankhya, Nyaya,Yoga, Vedanta, Buddhism, Jainism, Islamism, Christianity with special reference to the concept of knowledge, reality and values and their educational implications.	13
III	CONTRIBUTIONS OF INDIAN EDUCATIONAL THINKERS Educational Thoughts of Thiruvalluvar, S w a m i Vivekananda, Tagore, M . K . Gandhi, Aurobindo Ghosh, Annie Besant, Savitri Bhai Phule, Dr.S. Radhakrishnan, J.Krishnamurti, SwamiDayananda, Abul KalamAzad and A.P.J.Abdul Kalam.	12

IV	CONTRIBUTION OF WESTERN SCHOOLS OF PHILOSOPHY Western Schools of Philosophy - Idealism, Realism, Naturalism, Pragmatism, Existentialism, Post-Modernism, 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 Immanuel Kant, Dewey, Rousseau, Froebel , Maria Montessori, Ivan Illich, Paulo Freire, Wollstonecraft, Nel Noddings, Wittgenstein, Friedrich Nietzsche and Confucius.	13
Reference Books	<ul style="list-style-type: none"> Anand, C.L, et al, (1993), <i>Teacher and Education in the Emerging Indian Society</i>, New Delhi, NCERT. Anandakumar, N., (2021), <i>Ancient Indian Philosophy of Education</i>, Shanlax Publications, Madurai-3, TN. India. Banerjee A.C., (1999), <i>Sociological and Philosophical Issues in Education</i>, Book Enclave Publishers, Jaipur. B.N.Dash, (2010), <i>Theories of Education & Education in Emerging Indian society</i>, Dominant Publishers and Distributors, New Delhi. Chaube.S.P, Akhilesh Chaube, (2002), <i>Western Educational Thinkers</i>, Concept Publishing Company, New Delhi. Davan, M.L. (2005). <i>Philosophy of Education</i>. Isha Books. Lakshmaiah.T and Jeyakumar, (1994) <i>Education and Development</i>, Printwell Publishers, Jaipur. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> CO 1: understand the nature and functions of philosophy of education. CO 2: explain the contribution of Indian schools of philosophies. CO 3: describe the contributions of great Indian thinkers. CO 4: explore the Western school of philosophies. CO 5: adopt the Western thinkers of philosophy of education 	

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	25EDNP01A1
Course Title	EARLY CHILDHOOD EDUCATION		
No. of Credits	3	No. of contact hours per week	3 Hours
New Course /Revised Course	Revised Course	If revised, % of revision effected (Minimum20%)	25
Category	Ability Enhancement Course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. Scholars will be able 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 • examine the quality dimensions i.e. Curriculum, programme and work force. • analyse the strategies, approaches-resources for ECE. • develop skills for research and evaluation in ECE and training of personnel. 		

Unit	Content	No. of Hours
I	Early Childhood Education Policy and Perspectives ECE: Concept, meaning, Definition, Significance and Objectives- Scope and Nature – Importance - Historical Background – ECE in India: ECC, ECCCD, ECD. Policies and Programme: NPE - 1986 and POA - 1992, National Plan of Action for children, 1992 and 2005; NCF - 2005, NCFTE - 2009 – ECE in Global Perspective: UNCRC - 1989, MDG - 2000 and Global Monitoring Report: UNESCO - 2007 – concerns and issues – NEP 2020.	10
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 – effective learning environment in the class - role of teacher in promoting learning in young children. Play and its importance - teacher's role.	09
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, Kindergarten, John Dewey, Balwadi and Anganwadi - Support of workforce. Play groups and recreational play-centres - Programme for young children - Importance of planning a programme for young children.	09

IV	Strategies / Approaches and Resources for ECE 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 - development of skills related to reading, writing and arithmetic.	10
V	Training, Research and Evaluation in ECE Training programmes: Nature, Scope, Need, Significance of personnel involved in ECE programme – Pre-service and In service training – Issues concerns and problems – Areas of research studies in ECE – Evaluation of ECE programmes – Informal evaluation through observation & remediation. Children with special needs – Defining and classification of disabilities. Sensitizing teachers - role in classroom setting. Need and guiding parents through parent-education programmes. Reports and Contributions of national committees and organizations in the field of ECCE. Recent trends in ECE.	10
Reference Books	<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. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> CO1: know the concept and principles of guidance and counselling CO2: apprise various the factors in learning and Guidance. CO3: analyse the principles and Techniques of guidance and counselling. CO4: acquaint skills of practicing the counselling services in schools CO5: practice on guidance and counselling programme for special groups. 	

Mapping of Cos with PSOs:

<div>PSO</div> <div>CO</div>	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	25EDNP01A2
Course Title	LIFELONG LEARNING		
No. of Credits	03	No. of Contact Hours per Week	3 Hours
New Course/ Revised Course	Revised Course	If revised, % of revision effected (Minimum 20%)	29
Category	Ability Enhancement Course		
Scope of the Course	<ul style="list-style-type: none"> • Skill Development • Employability • Entrepreneurship 		
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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • understand the concept of Lifelong Learning. • know meaning and concept of Non-Formal Education. • aware of existing programmes and strategies for Lifelong Learning. • aware the perspectives of lifelong learning. • analyse strategies for self-employment. 		

Unit	Content	No. of Hours
I	LIFELONG LEARNING Lifelong learning–Meaning, Concept, Aims and Objectives, Need and Importance– Concepts and Terminologies: Andragogy, Pedagogy, Lifelong Learning, Continuing Education, Formal Education, Non-Formal Education, Incidental Learning - Illiteracy and its forms - Programme of Lifelong Learning in India with Special reference to: NAEP, NPE & NLM - Lifelong Teaching – Different Methods, Role of Mass Media.	10
II	NON-FORMAL EDUCATION Non-formal Education: Meaning, Concept, Scope, Aims and Objectives, Growth and Development. Non-formal Education – 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	10
IV	PERSPECTIVES OF LIFELONG LEARNING Emerging Trends in Lifelong learning- Needs and future perspectives of lifelong learning – Role of various national and International organizations – Lifelong learning and professional development- Skill development through lifelong learning.	09

V	SELF-EMPLOYMENT Self – Employment: Meaning, Definition, Objectives, Characteristics, Traits Required, Barriers to self employment- Generation of Awareness and Motivation–Referral Services.	09
Reference Books	<ul style="list-style-type: none"> Chopra, Rita (1993). Adult Education. Bombay: Himalaya Publishing House. Ministry of Education (1987). Adult Education Research- Future Directions. Om Praksh, B.Pal (2013). Career and Vocational Guidance, discovery publishing house Pvt. Ltd, New Delhi. Prasad, Rajinder (2008). Adult Education. New Delhi: APH Publishing Corporation. Thakur, Devendra (1980). Adult Education and Mass Literacy. New Delhi: Deep & Deep Publications 	
Course outcomes	On completion of the course, the students should be able to <ul style="list-style-type: none"> CO1: explain the meaning, concept, nature and scope of Lifelong learning. CO2: recall the historical development of lifelong learning CO3: practice Lifelong Learning in real life. CO4: identify the different types of curriculum for Lifelong Learning. CO5: develop Skills and Employability through Lifelong Learning. 	

Mapping of COs with PSOs:

<div>PSO</div> <div>CO</div>	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

24ENGP00C 1/24ENGD00C1
COMMUNICATION AND SOFT SKILLS
(2 Credits/2 Hours per week)

(For all PG students except MA ECS students)

Objectives:

- To help the students improve their communication and life and soft skills; and
- To enhance their personality and employability skills.

UNIT I

- Basics of Communication
- Barriers to Communication

UNIT II

- Communication and Language Skills
- Communicating in a Global Language

UNIT III

- Resumes and Cover Letters
- Group Discussions

UNIT IV

- Business communication
- Intercultural Communication

UNIT V

- Professional Communication
- Interviews

Textbook:

Krishnaswamy, Dhariwal and Krishnaswamy. *Mastering communication Skills und Soft Skills*. Blomsbury, 2015.

Assessment: There is no ESE. Assessment is totally internal and is performance-based.

Semester	I	Course Code	25EDNP01P1
Course Title	TRAINING ON PERSONALITY DEVELOPMENT		
No. of Credits	02	No. of contact hours per week	2 Hours
New Course /Revised Course	Revised Course	If revised, % of revision effected (Minimum 20%)	30
Category	Practical		
Scope of the Course	<ul style="list-style-type: none"> • Skill Development • Employability • Entrepreneurship 		
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	The M.Ed. Scholars will be able to <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	No. of Hours
I	PERSONALITY DEVELOPMENT AND LEADERSHIP Personality Development – concept, nature and scope; - integrity and ethics - development of positive thinking - leadership qualities. ACTIVITY: <ul style="list-style-type: none"> • Identify five prominent personalities and prepare a detailed report on each. • Identify the five qualities of a good leader and give brief commentary on each. 	6
II	STRESS MANAGEMENT Stress management – concept of stress and its scope - strategies to effectively manage stress, improve well-being - three C's techniques of stress Management. (Challenge, control and commitment) ACTIVITY: <ul style="list-style-type: none"> • Identify a student with stress and suggest stress coping strategies • Suggest the daily habits to reduce stress of the students. 	6

III	TIME MANAGEMENT Time management – concept and scope; principles of time management – techniques for time management - benefits of time management - implications of poor time management ACTIVITY: <ul style="list-style-type: none"> Identify time-wasting activities in daily life situation and suggest effective time management techniques to overcome them. 	6
IV	SOFT SKILLS Starting a conversation – responding appropriately and relevantly – role play in different situations - teamwork - problem-solving and critical thinking - Group discussion. ACTIVITY: <ul style="list-style-type: none"> Mention the role of educational institution in training soft skills for students. 	7
V	CAREER SKILLS Applying for a job – resume writing and effective profiling (CV) – attending interviews –basic and telephone communication – use of AI in career skills. ACTIVITY: Identify benefits and highlight the importance of soft skills in the workplace	7
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. 	
Course Outcomes	On completion of the course, the students should be able to <ul style="list-style-type: none"> CO1: demonstrate a positive attitude and apply leadership qualities in personal and professional life CO2: apply techniques to maintain good mental health and manage stress effectively in daily situations. CO3: recognize the importance of time management and implement strategies for a dynamic and well-organized life CO4: enhance their communication skills to improve interpersonal behavior and support continuous development. CO5: perform daily tasks more effectively and exhibit increased levels of self-confidence and self-awareness. 	

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	25EDNP0205
Course Title	RESEARCH METHODOLOGY IN EDUCATION		
No. of Credits	4	No. of contact hours per Week	4 Hours
New Course/ Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	25
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • Employability • Advanced skill • Entrepreneurship 		
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	The M.Ed. Scholars will be able 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, Scope - Taxonomy of Educational research: Basic, Applied and Action research -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): - importance. Sources of RRL: primary and secondary sources - APA style of references, Foot Notes – Research proposal - Use of Software in Educational Research - NEP-2020 chapter 14: National Research Foundation	13
II	RESEARCH PARADIGMS AND RESEARCH DESIGNS Positivist and post-positivist research paradigms - Quantitative, Qualitative and Mixed methods: meaning, definition, types, fundamental principles, strength, steps and characteristics - quantitative methods of research: descriptive/normative survey and correlation method - 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, nature 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.	13
IV	SAMPLING TECHNIQUES AND RESEARCH Concept, importance and characteristics of population and sample - Sampling unit, Sampling frame, Sample size and Sampling error- criteria for determining sample size- 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, psychological test, aptitude and attitude scales - rating scales - inventories: definition, meaning, types, construction and uses. - Questionnaire: forms, principles of construction and uses – sociometry and interview - 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.	13
Reference 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 Publications Pvt. Ltd., Hyderabad. • 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. 	
Course Outcomes	On completion of the course, the students should be able to <ul style="list-style-type: none"> • CO1: understand the research process in education and steps in educational research. • CO2: familiarize the students with various research paradigms and quantitative approaches in educational research. • CO3: identifies the different qualitative and mixed research designs in education. • CO4: distinguish the different sampling designs and techniques. • CO5: apply the various data collection techniques in educational research. 	

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	25EDNP0206
Course Title	Instructional Design And Technology Development		
No. of Credits	04	No. of contact hours per Week	04 Hours
New Course/ Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	50
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • Advanced Skill • 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	The M.Ed. Scholars will be able to <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 Extended Reality • realize the importance of technology in Teaching and Learning Process • familiarize with the technological resources useful in assessment 		

Unit	Content	No. of Hours
I	INSTRUCTIONAL DESIGN Instructional Design: Meaning, Concept, Principle of Instructional design, steps, System Approach, Components of Instructional Design. Instructional Objectives and Instructional Design. Instructional Design in Classroom, Training, Distance Education and e-Learning.	13
II	THEORIES AND MODELS OF INSTRUCTIONAL DESIGN Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and 5E's of Constructivism, Nine Elements of Constructivist Instructional Design, Bergman and Moore Model, Keller's Motivational Design of Instruction	13

III	EDUCATIONAL TECHNOLOGY Educational Technology: Meaning, Definition, Nature and scope –Approaches of Educational Technology: Hardware, Software, System Approach – Multimedia Approach –Educational Technology in present scenario; Instructional Technology, Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems; Artificial intelligence tutoring systems - Integration of Extended Reality in Teaching and Learning.	13
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 - Web 2.0 Technologies: Nature and Characteristics of Web 2.0 – Blogs, Podcasts, Wikis, Web Quests, Applets, Hot Potatoes, Digg, Del.icio.us and other technologies / applications relevant for academic purposes - Social Media and their Educational Implication Open Education Resources: Creative Common, Massive Open Online Courses; Concept and Application	13
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) - Assessment software (Kahoot, quizlet etc.,)	12
Reference Books	<ul style="list-style-type: none"> • Dick, W., Carey, L. and Carey, J.O. (2001). The Systematic Design of Instruction. (5th Edition). Addison-Wesley Educational Publishers, Inc. • Kumar, K.L. (1997). Educational Technology. New Age International (P) Ltd • Mangal, S.K. (2002).Essentials of teaching learning and information technology. Tandon Publisher. • Prasad, K. (Ed.,) (2004). Information and communication technology: Recasting development. B.R. • Wayne, H; Maya, B and Charles, F. (2019). Artificial intelligence in education. Centre for Curriculum Redesign. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: explain the instructional design • CO2: use various models of instructional design in teaching – learning • CO3: apply the knowledge of educational technology to classroom teaching • CO4: use the various ICT tools for teaching-learning. • CO5: adopt appropriate ICT tools and software for assessment 	

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	25EDNP0207
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 (Minimum 20%)	30
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • Advanced Skill • Employability • Entrepreneurship 		
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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • conceptualize the meaning, scope and various levels of educational planning • indicate the role of educational administration. • familiarize the concept of educational management and its approaches • sensitize the pupils towards the educational leadership and supervision. • develop skills and competencies in quality improvement in education. 		

Unit	Content	No. of Hours
I	EDUCATIONAL PLANNING Educational Planning: Meaning, Definition, Nature, Need, Characteristics, Objectives, Principles, Types of educational planning - Different level of educational planning: Long term plan, Short term plan – Approaches: Man power requirement approach- Social demand approach-Cost benefit approach - Social justice approach - Educational Planning India. Institutional Planning: Meaning, Definition, Scope, Need, Characteristics and steps. Educational Finance: Meaning, Importance and Principles - Cost of Education: Social and individual cost, recurring and non-recurring. National and international funding agencies. NEP 2020.	12
II	EDUCATIONAL ADMINISTRATION Educational Administration: Meaning, Definition, Nature, Scope and Importance. 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: CABE – NCERT - UGC – NUEPA.	13

III	EDUCATIOANL MANAGEMENT Educational Management: Meaning, Definition, Objectives, Principles, Taylorism, Management as a system, SWOT analysis, CPM - Functions of Management: Planning, Organization, Direction, Staffing, Co-ordination, Reporting, Budgeting (PODSCORB) - Administration vs Management. Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke - Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis.	13
IV	EDUCATIONAL LEADERSHIP AND SUPERVISION Educational Leadership: Meaning, Nature - Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic - Models of Leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory – Styles of Leadership: Autocratic, Participative, Free rein. Educational Supervision: Meaning and Nature, Supervision: as a service activity, process, function and an educational leadership - Functions of supervision: Planning, organizing and implementing.	13
V	QUALITY MANAGEMENT IN EDUCATION Quality in Education: Meaning, Definition and Importance - Performance Indicators - Quality Improvement: Meaning, Need and Importance – Adam's Model and Arcaro's Model. Premises of Quality Improvement: Organizational Mission, Continuous Improvement, Student Orientation, Leadership Commitment, Empowerment, Collaboration, Data and Statistical Thinking. Total Quality Management (TQM), Six sigma - Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad. Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives - NAAC, QCI, INQAAHE.	13
Reference Books	<ul style="list-style-type: none"> • Arulsamy, (2014), Education Innovations and Management, Neelkamal, New Delhi. • Dash B.N, (2011) School organization administration and management, Neelkamal Publications, New Delhi. • Indu Dave, (2005) Institutional Planning in India, Allied publishers, New Delhi • Mohanty, Jagannath. (2008), Educational Management Supervision-School organization, Neelkamal Publications, New Delhi. • Natarajan. S (2006). Educational Management, Ram Publishers, Chennai. • Pandya S.R. (2008), Administration and Management of education. Himalaya Publishing, Mumbai. • Thakur R.S and Aggarwal Y.P. (2003), Concepts and terms in Educational Planning- A guide book. NIEPA, New Delhi. • Trivedi (2006), Management Education, Discovery Publishing House, New Delhi. 	

Course outcomes	<p>On completion of the course, students should be able to</p> <ul style="list-style-type: none"> • CO1: conceptualize the meaning, nature and scope of educational planning • CO2: acquire knowledge of educational administration at different levels • CO3: familiarize the concept of educational management and approaches. • CO4: sensitize the pupils towards the need for human resource management and leadership styles • CO5: develop skills and competencies in quality improvement in education.
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Mapping of COs with PSOs:

PSO CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		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	25EDNP0208
Course Title	ADVANCED SOCIOLOGY OF EDUCATION		
No. of Credits	04	No. of contact hours per Week	4 Hours
New Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	34
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • Advanced Skill • Field Placement • 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • understand the basic concepts of sociology of education • acquaint the process and agencies of socialization • analyze the role of education in social change and control • understand the education for socially and economically disadvantaged section. • 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, Significance Study of Sociology of Education. - Difference between Educational Sociology and Sociology of Education - Functions of Education in Society – Educational Sociology: Meaning & Concept, nature, Scope, contribution and function of educational sociology to education.	13
II	SOCIALISATION AND EDUCATION Socialization: Meaning, Definitions, Characteristic, Process, Different 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 and teacher in the socialization of the child. Technological change – Industrialization, Modernization and Urbanization.	13

III	SOCIAL CHANGE AND CONTROL Social Change: Meaning, Definitions, Nature, Factors of Social Change, Teachers Role in Bringing Social Change. Education and Social change - Social mobility, Social stratification. Social deviants; Constraints on social change in India: Caste, ethnicity, class, language, religion, regionalism - 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.	13
IV	INDIAN SOCIETY AND EDUCATION Secularism, Socialism, Democracy and Education – Social Process: Definitions, Categories, Basic requirements, Factors and Forms of social Process– Constitutional Ideals of education-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.	13
V	CULTURE, CIVILIZATION AND SOCIAL PROBLEMS 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; Education for multi-lingual and multi- cultural Indian society. Social problems related to education: Juvenile Delinquency, Child Labour, Drug Abuse, Poverty, Unemployment and Cybercrime.	12
Reference Books	<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 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: explain the sociology of education and educational sociology • CO2: use socialization process in education • CO3: apply the concept of social change and control in the education process • CO4: explain socially and economically disadvantaged section of people in the society. • CO5: practice, preserve, transmitting of our culture and explain the various social problems related to education 	

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	25EDNP02A1
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 (Minimum 20%)	30
Category	Ability Enhancement Course		
Scope of the Course	<ul style="list-style-type: none"> • Advanced Skill • 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	The M.Ed. Scholars will be able to <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	No. of 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 – Indian Knowledge Systems and Multilingualism.	10
II	STRUCTURE OF ETE Role and functions of Elementary Teacher Education Institutions – Pre service education - NCTE, SCERT, NCERT, TTI'S, DIET'S, Role and Functions – Models of Elementary Teacher Education - Right to Education (RTE) – Objectives, Principles and Recommendations – Holistic and Multidisciplinary Education.	10

III	IN-SERVICE EDUCATION OF ELEMENTARY SCHOOL TEACHERS 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 Navodaya Vidyalayas- Professional Development of Teachers and Teacher Educators. Need for special education programmes and curriculum. Academic leadership, Governance and Management.	10
IV	GLOBAL TRENDS IN ETE 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 and Public Partnership in ETE- Higher Education and Society - NEP 2020.	09
V	RESEARCH IN ETE Quality of ETE Programmes – Enhancing Teacher Competence, Commitment and Performance – Trends in ETE - MMTTC – ASER report –Programmes for International Students Assessment (PISA) – Research in ETE – Drop-outs and quality improvement in ETE – ICT -Skill development – Inclusive Education.	09
Reference Books	<ul style="list-style-type: none"> • Krishnamacharyulu, (2012) <i>Elementary Education</i>, NeelkamPublications Pvt.Ltd. • NCERT. (2005), <i>National Curriculum Framework</i>, NCERT,New Delhi. • NCERT. (2006), <i>Teacher Education for Curriculum Renewal</i>.NCERT, New Delhi. • NCERT, <i>Policy Perspectives in Teacher Education</i>. • Mc Clelland V.A and Varma V.P (1989) <i>Advances in TeacherEducation</i>, Roughage, London. 	
Course outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: acquaint into the fundamental concepts of Elementary Teacher Education. • CO2: explore the various structures of ETE. • CO3: interpret the developments and emerging practices in pre-service and In-Service education of elementary school teachers. • CO4: predict the role and functions of various agencies and institutions of Elementary Teacher Education. • CO5: analyse the problems, issue and Research trends in Elementary Teacher Education. 	

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	25EDNP02A2
Course Title	SECONDARY 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 (Minimum 20%)	22
Category	Ability Enhancement Course		
Scope of the Course	<ul style="list-style-type: none"> • 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) K-6: (Create)		
Course Objectives	The M.Ed. Scholars will be able to <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	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 – View of NEP 2020 in Teacher Education.	13
II	SECONDARY TEACHER EDUCATION Secondary Teacher Education (STE) - Concept, Need and Objectives: Changing vision of secondary education in global scenario -Secondary school teacher: Teacher competence, commitment, and performance- Evaluation.	12
III	ORGANIZATION AND MANAGEMENT Models of STE -Scope of In-service Teacher Education-Agencies and Institutions of In-service teacher Education- SSA, RMSA, SCERT, NCERT, NCTE and UGC – MMTTC.	13

IV	STRUCTURE OF SECONDARY TEACHER EDUCATION Structure of STE system in India – Recent trends in Preparing teachers of secondary education ITEP – Quality improvement in Secondary Teacher Education - B.Ed., Programme - curriculum, duration, admission process- National Common Entrance Test (NCET) - Transaction methods, evaluation patterns.	13
V	CHALLENGES AND RESEARCH IN SECONDARY TEACHER EDUCATION Challenges of STE – ICT Integration, Quality Enhancement for professionalization of Teacher education- Research in STE - Need, significance and present scenario – Recommendations of NCFTE.	13
Reference Books	<ul style="list-style-type: none"> • Anderson, L.W. (1995), International Encyclopedia of Teaching and Teacher Education (Second Edition), Elsevier Science Ltd, Oxford. • Arora G.L. (2002), Teachers and their Teaching: Need for New Perspectives, Ravi Books: New Delhi. • Dash B. N, (2003), Teacher and Education in the Emerging Indian Society, Neelkamal, New Delhi. • Singh L. C. and Sharma P. C. (1997), Teacher Education and the Teacher, Vikas, New Delhi. • Tiwari D. (2006), Methods of Teaching Education, Crescent, New Delhi. 	
Course Outcomes	<p>On completion of the course, students should be able to</p> <ul style="list-style-type: none"> • CO1: explain the development of teacher education in India. • CO2: develop competence and commitment among student teachers at secondary school level. • CO3: organize in-service training programs at secondary school level. • CO4: facilitate pre-service training to the student teachers at secondary level. • CO5: integrate ICT in teacher education. 	

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	25EDNP02P2
Course Title	INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS		
No. of Credits	2	No. of contact hours per Week	2 Hours
New Course / Revised Course	Revised	If revised, % of Revision effected (Minimum 20%)	35
Category	Practical		
Scope of the Course	<ul style="list-style-type: none"> • Skill Development • Employability • Value-Added Courses imparting transferable and life skills • 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	The M.Ed. Scholars will be able 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 -Steps in Institution Administration : Planning, organizing, staffing, directing, coordinating, reporting, recording and budgeting 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: <ul style="list-style-type: none"> • Analyze the impact of a specific teaching method on student learning • Prepare a case study about the institution 	6

III	PSYCHOLOGICAL EXPERIMENTS Psychological test: effect of attention on learning, memory recall experiment, testing the effect of colour on memory scoring and interpretation ACTIVITY: <ul style="list-style-type: none"> Conduct any two psychological Experiments for the students and record the result and interpretations Identify certain colours to improve learning Identify different types of music lead to different physiological responses 	7
IV	CURRICULUM Innovative lesson plan - innovative methods of teaching –innovative evaluation method ACTIVITY: <ul style="list-style-type: none"> Conduct two classes using e - content method of teaching and prepare a report. Involving parents, peers, and teachers in assessing student's performance. 	6
V	CLASSROOM MANAGEMENT Diagnostic test – preparation, analysis - remedial programme – action research ACTIVITY: <ul style="list-style-type: none"> Identify students who are struggling academically or developmentally and provide targeted remedial support to improve their learning outcomes. Enhance the memory and Focus through games and physical activities and record it. 	7
References	E-Resources (URLs of e-books / YouTube videos / online learning resources, etc.) https://www.slideshare.net/atulunik/case-study-introduction	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> CO1: review various records maintain in the institution based on their importance CO2: Prepare a 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

Course Code & Title	24GTPP0001- GANDHI IN EVERYDAY LIFE		
Class	ALL PG	Semester	First or Second
Cognitive Level	K-1 ✓ K-2 ✓ K-3 ✓		
Course Objectives	The Course aims : <ul style="list-style-type: none"> ➤ To understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times. ➤ To develop noble character and attitude to enable the students to cope up with the challenges of Everyday life. 		

Unit	Content	No. of Hours
I	Understanding Gandhi Childhood days, Student days, influence of dramas, books, individuals, religions, family and social factors - Gandhi as rebel, mimicking western civilization, acquaintance with vegetarianism, as lawyer - encountering and transforming humiliation in India with British Agent -In south Africa: Pietermaritzburg train incident, Coach incident, on path way, at court, attack by protesters - Gandhi as political leader, social reformer and Constructive Worker.	8
II	Gandhian Management Gandhi's experiments in managing family - Eleven vows - Managing Organizations - All India Congress Committee - Harijan Sevak Sangh - All India Spinners' Association - Examples of Trusteeship Management - All India Village Industries - Experiments of Sarvodaya Sanghs, Sarva Seva Sangh - community living and financial ethics - Managing Social and political movements - Transvaal March - Noncooperation movement and Salt Satyagraha - non-attachment to position and power.	6
III	Conflict Resolution Pursuance of Truth and nonviolence - Rights and duties, Ends and means - Openness, love and kindness in handling relationship - nonviolent communication - nonviolent Direct Action (Satyagraha) and conflict Transformation - Conflict resolution practices in interpersonal relations, forgiveness and reconciliation - Shanti Sena.	6
IV	Humanism Trust in goodness of human nature - Respect for individual and pluralistic nature of society - equal regard for all religions (Sarvadharmā Samābhava) - simple and ethical life - swadeshi and unity of humankind - Humanism in the era of Artificial Intelligence.	7

V	<p>Sarvodaya Concept of Sarvodaya - Different ordes of Sarvodaya - Constructive Programmes - Gandhian alternatives to poverty, unemployment, terrorism, environmental degradation, education, science and technology - Governance : Decentralization of power - Nature Cure : health and hygiene.</p>	5
References	<p>Books: Web Link: M.K. Gandhi, <i>An Autobiography or The Story of My Experiments with Truth</i>, Navajivan Publishing House, Ahmedabad. ---. Satyagraha in South Africa, Navajivan Publishing House, Ahmedabad. ---. Constructive Programme: Its Meaning and Place, Navajivan Publishing House, Ahmedabad. ---. Key to Health, Navajivan Publishing House, Ahmedabad. ---. Diet and Diet Reform, Navajivan Publishing House, Ahmedabad. ---. Basic Education, Navajivan Publishing House, Ahmedabad. ---. Village Industries, Navajivan Publishing House, Ahmedabad. ---. Hind Swaraj, Navajivan Publishing House, Ahmedabad. ---. Trusteeship, Navajivan Publishing House, Ahmedabad. ---. India of my Dreams, Navajivan Publishing House, Ahmedabad. Vinoba, Shanti Sena, Sarva Seva Sangh Prakashan, Varanasi. V.P.Varma, Political Philosophy of Mahatma Gandhi and Sarvodaya, Lakshmi Narain Agarwal, Agra. Louis Fisher, Gandhi: His Life and Message . B.R. Nanda. Mahatma Gandhi: A Biography, Allied Publishers Private Ltd., New Delhi. N.K. Bose. Studies in Gandhism, Navajivan Publishing House, Ahmedabad. Gopinath Dhawan, The Political Philosophy of Mahatma Gandhi, Navajivan Publishing House, Ahmedabad. N. Radhakrishnan, Gandhi's Constructive Programmes: An Antidote to Globalized Economic Planning?, Gandhigram Rural Institute, 2006.</p> <p>Web Link: > www.mkgandhi.org > https://www.mkgandhi.org/ebks/gandhian_thought.pdf</p> <p>Films: > Richard Attenborough, Gandhi. > Syam Benegal, Making of The Mahatma. > Anupam P. Kher, Mein Gandhi Ko Nahin Mara. > Peter Ackerman and Jack Duvall, A Force More Powerful</p>	
Course Outcome	<p>On completion, the Course will enable the students:</p> <ul style="list-style-type: none"> > To understand the life and message of Gandhiji. > To imbibe the Gandhian way of Leadership. > To practice the Gandhian model of conflict resolution. > To lead a life on Gandhian lines. > To encourage the students to become a constructive worker for Peace and Development. 	

Semester	II	Course Code	25EDNP2VA1
Course Title	PROFESSIONAL ETHICS IN EDUCATION		
No. of Credits	2	No. of contact hours per week	2 Hours
New Course / Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	24
Category	Value added course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • acquire the basic concept of ethics, professional ethics and 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. – Value Education, Dimensions of Ethics, Profession and professionalism, Professional Associations, risks and success.	6
II	BASIC THEORIES Basic Theories: Basic ethical principles, Virtue theory, Deontology, Rights theory, Moral Pluralism, Ethical Egoism, Moral Issues, Moral Dilemmas, Moral Autonomy and Utilitarianism.	6
III	TEACHING AS A PROFESSION Duties and Responsibilities of a Teacher – Code of professional ethics for teacher – Strategies to Promote professionalism among teachers - Recommendations of NPE 1986 & 92, RTE Act - 2009 and NEP 2020 regarding professional ethics.	6

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 judgment-Research misconduct – Distinction of research misconduct from mistakes and 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 Organizations, Professional Learning communities, Professional development through online courses - Global issues in Professional Ethics: Intellectual Property Rights (IPR).	8
Reference Books	<ul style="list-style-type: none"> • Subramanian.R (2015) Professional Ethics:, Oxford University Press. • Nagarazan R.S (2006) Professional Ethics and Human Values:, New Age International, New Delhi. • Kalaivani M.P. & Devaki.N(2024). Research and Publication Ethics, Forschung Publishers. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: acquire the basic concept of ethics, professional ethics, and professionalism. • CO2: understand the basic theories of ethics and ethics development • CO3: interpret teaching as a profession • CO4: analyze the ethics in various domains of teaching and research. • CO5: practice the professional ethics for teachers 	

Mapping of COs with PSOs:

<div> <div>PSO</div> <div>CO</div> </div>	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	25EDNP0309
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 (Minimum 20%)	72
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • Employability • Value added course in teacher education field 		
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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • explore the concept, principles, evolution, and scope of inclusive education • analyze different forms of disabilities and ways to support diverse learners • develop skills for planning and managing inclusive classrooms • examine the barriers and facilitators of inclusive classroom • acquaint knowledge about curriculum adaptation and education of learning disabilities 		

Unit	Content	No. of Hours
I	CONCEPT OF INCLUSIVE EDUCATION Inclusive Education: meaning and definition- nature and principles – characteristics and scope - 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- Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and its Implication.	13
II	DISABILITY, IMPAIRMENT AND HANDICAP Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools	13

III	PLANNING AND MANAGEMENT OF INCLUSIVE CLASSROOMS Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School	12
IV	BARRIERS AND FACILITATORS Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India	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
Reference Books	<ul style="list-style-type: none"> • Agarwal,R& Rao, BVLN (2010). <i>Learning Disabilities: Teaching Learning Strategies</i>. Shipra Publications, New Delhi. • Chintamani Kar (2003). <i>Exceptional Children: Their Psychology and Education</i>, Sterling Publishers. • Dhawan.M.L. (2005). <i>Learners with Special Needs</i>. Mehta Offset Press, New Delhi. • Peterson, M.J. & Hittie.M.M. (2003). <i>Inclusive Teaching: Creating Effective School for all Learners</i>, Allyn & Bacon Publishers, USA. • Parijit Kotwal (2008). <i>Special Education</i>, Authors Press, New Delhi. Manju Gupta (2007). <i>Special Education</i> KSK Publishers and Distributors, New Delhi. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: explain the nature and scope of inclusive education. • CO 2: analyse the diversified needs of disabled students. • CO3: plan and manage an inclusive classroom using strategies and resources. • CO4: create strategies to overcome the barriers of inclusive education in schools. • CO5: assess and apply suitable interventions for students with learning disabilities and giftedness 	

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	25EDNP0310
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 (Minimum 20%)	35
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. Scholars 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	No. of Hours
I	DESCRIPTIVE DATA ANALYSIS Data and its types –scales of measurements – graphical presentation of data – descriptive statistical measures: measures of central tendency, variability, fiduciary limits - graphical representation of data - skewness and kurtosis- deciles and percentiles –levels of significance – powers of a statistical test and effect size - standard z-scores – testing normality of data.	13
II	CORRELATION AND LINEAR REGRESSION ANALYSIS Correlation analysis: meaning, uses and its types - Scatter plots – product moment correlation – rank correlation – point bi-serial correlation- bi-serial correlation – tetra choric correlation – partial correlation multiple correlations - linear regression analysis: meaning, uses and its types – applications of linear regression in educational research types – applications of linear regression in educational research	12

III	PARAMETRIC TESTS Parameter and statistics - estimation of a parameter- sampling error- sampling distribution - standard error of mean – types of errors– testing of hypotheses: Type I and II Errors – – degrees of freedom – levels of significance - parametric tests: types, uses and assumptions- t-test – F-test- ANCOVA – Factorial Analysis	13
IV	NON-PARAMETRIC TESTS Assumptions of non-parametric tests - Chi-square test – Sign test- Wilcoxon-signed rank test - Median test – Mann Whitney U test – Kruskal-wallis test – significance of correlation coefficient using non-parametric data	13
V	TECHNOLOGY IN 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 – use of data analysis tools for: descriptive statistics, mean comparison, linear regression, correlation and regression analyses	13
Reference Books	<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. • Garrett, 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. • Mathew B.M and A. Michael Huberman (1994). Qualitative Data Analysis, 2nd Edition, Sage Publication, California. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • 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	25EDNP0311
Course Title	EDUCATION FOR RURAL DEVELOPMENT		
No. of Credits	04	No. of contact hours per Week	4 Hours
New Course/Revised Course	Revised	If revised, % of Revision effected (Minimum 20%)	25
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • 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) K-6(Create)		
Course Objectives	The M.Ed. Scholars will be able 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	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 - Rural Banking: Rural Indebtedness , Commercial Banks and NABARD.	13
II	APPROACHES AND PROGRAMMES Approaches to Rural Development in India: Broad Front Approach, Sectoral Approach , Participatory Approach, Area Approach, Target Group Approach. Poverty Alleviation Programmes - Experiments in Rural Development before Independence - Sriniketan, Martandam, Sevagram, Baroda, Firka Development, Nilokheri and Etawa Pilot Project – Recent Approaches – Sustainable Development Goals (SDG's).	12
III	RURAL DEVELOPMENT INSTITUTIONS 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.	12

IV	LOCAL GOVERNANCE AND RURAL DEVELOPMENT 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).	13
V	SOCIAL WORK FOR RURAL DEVELOPMENT Professional social work - Concept - definition - characteristics - Objectives. Scope and field of social work - primary and secondary, Family welfare - child welfare - youth welfare - women welfare. Principle and method of social work - Case work and group work - Community organization.	13
Reference Books	<ul style="list-style-type: none"> • Adisehiah Malcoms. (1994), et. al., Decentralized Planning and Panchayati Bill, Concept Publishing Company, New Delhi. • Jhingan, (2003), Economics of Development and Planning, Konark Publishers, New Delhi. • Joel S.G.R., Bhose, (2003), NGOs and Rural Development - Theory and Practice, Concept Publishing Company, New Delhi. • Lalitha N., (2004), Rural Development : Trends and Issues Volume I and II, Dominant Publishers, New Delhi. • Singh, Katar, (1999), Rural Development: Principles, Policies and Management, Sage Publications, New Delhi. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: explain the concept of rural development. • CO2: select appropriate approach for rural development • CO3: identify various agencies involved to promote rural development. • CO4: evaluate the schemes of rural development implemented by local governance. • CO5: use various methods of social work in field work. 	

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	25EDNP0312
Course Title	PEDAGOGY, ANDRAGOGY, HEUTAGOGY AND ASSESSMENT		
No. of Credits	4	No. of contact hours per Week	4 Hours
New Course / Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	20
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • grasps the concepts of Pedagogy, Pedagogical Analysis and critical pedagogy. • differentiate among different types of Assessment. • acquaint with the process of Assessment in pedagogy • practice assessment in Andragogy of Education. • apply the Principles in assessment of Heutagogy. 		

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 - Types of Assessment: Placement, formative, diagnostic, summative - Relations between objectives and outcomes - Assessment of Cognitive (Anderson and Krathwohl) - Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning.	13

III	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 - Relationship between curriculum objectives and pedagogy - Use of Art-Integrated and Toy-based Pedagogy as per NEP 2020.	12
IV	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
V	ASSESSMENT IN HEUTAGOGY Heutagogy: Meaning, Elements of Heutagogical design, Principles of Heutagogy - Transitioning from pedagogy to Heutagogy- Design Principles for Heutagogical learning -Assessment in Heutagogy of Education.-Curriculum and pedagogy integration - Flexible learning environments.	13
Reference Books	<ul style="list-style-type: none"> Griffin, P., McGaw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21 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. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> CO1: appraise the concepts of Pedagogy, Pedagogical Analysis and Critical Pedagogy CO2: explore the knowledge of Differentiate different types of Assessment CO3: design the process of Assessment in Pedagogy of Education CO4: apply basic concepts of Assessment in Andragogy of Education CO5: collaborate the Principles of Heutagogy 	

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	25EDNP03A1
Course Title	EDUCATIONAL MEASUREMENT AND EVALUATION		
No. of Credits	03	No. of Contact Hours per Week	3 Hours
New Course / Revised Course	Revised Course	If revised, % of revision effected (Minimum 20%)	30
Category	Ability Enhancement Course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. Scholars will be able to <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	No. of Hours
I	EDUCATIONAL MEASUREMENT Educational Measurement: Meaning, definition and importance. - Assessment: meaning, definition, purpose. - Tools & techniques for classroom assessment: observation, self-reporting, and check lists. - Scales of measurement: Nominal, ordinal, Interval and Ratio scale with merits and demerits. –Standard Scores: „, t- Scores and “Z” Scores	10
II	EVALUATION IN EDUCATION Educational Evaluation: Meaning, Definition, Objectives, Characteristics and importance. – Measurement Vs Evaluation - Role of evaluation in teaching and learning process: Teaching, Curriculum, Society, Parents. - Trends in educational evaluation: internal assessment, grading, semester system	10

III	TYPES OF EVALUATION Formative and Summative evaluation: Meaning, Definition, Characteristics – Formative Vs summative evaluation - External and Internal Evaluation: advantages and limitations - Teacher made test Vs Standardized test - Interpretation of tests: norm reference test (NRT), criterion reference test (CRT) – Continuous and Comprehensive Evaluation (CCE).	10
IV	TOOLS AND TECHNIQUES OF EVALUATION Techniques of Evaluation: Observation Schedule, Chick lists, Anecdotal Records, Sociometric methods, Case study, Cumulative Record - Peer Evaluation, Teacher as Evaluation, Rating Scale and Inventories - Characteristics of good test: validity, reliability, objectivity, practicability- Graphical representations of data.	9
V	MODERN TRENDS IN EVALUATION 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 – Projects and Assignments - Role of Computers in Evaluation – students’ feedback mechanism – Evaluation Reforms in NEP 2020	9
Reference Books	<ul style="list-style-type: none"> • Mrunalini.T,(2009),”Educational Evaluation” Neelkamal Publications Pvt.Ltd, New Delhi. • Nagarajan.K and Srinivasan.R (2012), Handbook of Statistics, Ram Publishers, Chennai • Rawat D.S,(2002), “Measurement and Evaluation in Education”, New Raj Book Depot. • Robert.L.Ebel,(2004), Essentials of Educational Measurement, Prientice Hall of India, New Delhi. • Swarupa Rani.T, Priyadarsaini J.R, Bhaskara Rao.D (2004), “Educational Measurement and Evaluation”, Discovery Publishing House, New Delhi. 	
Course Outcomes	On completion of the course, M.Ed Scholar should be able to <ul style="list-style-type: none"> • CO1: Understand key concepts in educational measurement. • CO2: Identify advancements in educational evaluation. • CO3: Compare and apply different evaluation techniques • CO4: Recognize ethical considerations in measurement and evaluation. • CO5: Implement modern trends in educational evaluation practices 	

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	25EDNP03A2
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 (Minimum 20%)	30
Category	Ability Enhancement Course		
Scope of the Course	<ul style="list-style-type: none"> • Advanced Skill • Employability 		
Cognitive Levels addressed the course	K-1 (Remember) K-2 (Understand) K-3 (Apply) K-4 (Analyze) K-5 (Evaluate) K-6 (Create)		
Course Objectives	The M.Ed Scholars will be able to <ul style="list-style-type: none"> • know the concept, history and development, objectives and scope of Comparative Education. • analyse the factors and approaches in Comparative Education. • compare the structure and educational systems of various countries. • indicate the modern trends and role of UNO and various bodies. • infer the challenges and remedies in world Education. 		

Unit	Content	No. of Hours
I	UNDERSTANDING COMPARATIVE EDUCATION Comparative Education: Concept, Meaning, Nature, Objectives, Scope and Importance. History and Development. Approaches in Comparative Education: Problem - Scientific – Systematic Area study – Historical - Thematic-Case study – Descriptive – Philosophical – International - Field study - The Academic or Professional Associations: National and International level – NEP 2020.	10
II	FACTORS OF COMPARATIVE EDUCATION Factors of Comparative Education: Geographical, Economic, Social, Cultural, Historical, Political, Language, Racial, Religious and Technological - Factors in National and International system of education. Methods in Comparative Education: Description, Interpretation, Juxtaposition and Comparison.	10
III	COMPARISON WITH GLOBAL EDUCATION Educational Structure and System in various countries: U.K, U.S.A, China, Japan, Finland, Brazil, Sweden, Russia and India – Pre-Primary, Primary, Secondary, Vocalization of Secondary Education, Teacher Education, Finance Education, Higher education, Technical Education, Professional Courses, Educational Administration – Academic Leadership, Governance and Management in U.K, U.S.A, China, Japan, Brazil and India.	10

IV	MODERN TRENDS AND ROLE OF UNESCO 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 - Open and Distance Education: Concept, Need, Higher Education, Adult Education – Role of Organization for Economic Co-operation and Development - Indian Knowledge system – Holistic and multidisciplinary education – ICT.	09
V	PROBLEMS IN COMPARATIVE EDUCATION Global Educational Problems, causes and Remedies: Unemployment, Poverty, Terrorism, War, Natural disasters, Political instability, Population Explosion, Illiteracy, Equalization of Educational Opportunities, Women Education, Education of Exceptional Children, Technical and Vocational Education. Educational emergency during Pandemic period. Research in Comparative Education.	09
Reference Books	<ul style="list-style-type: none"> • Devi, S. F, De Silva & Peirie Dutta, 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. 	
Course outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: know the concept, history and development, objectives and scopes of Comparative Education. • CO2: analyse the factors and approaches in Comparative Education. • CO3: compare the structure and educational systems of various countries. • CO4: indicate the modern trends and role of UNO and various bodies. • CO5: infer the challenges and remedies in world Education. 	

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	25EDNP03P3
Course Title	ONLINE INSTRUCTIONAL PRACTICES		
No. of Credits	2	No. of contact hours per Week	2 Hours
New Course/ Revised Course	Revised course	If revised, % of Revision effected (Minimum 20%)	40
Category	Practical		
Scope of the Course	<ul style="list-style-type: none"> • Skill Development • Employability • Entrepreneurship 		
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	The M.Ed. scholars will be able to <ul style="list-style-type: none"> • understand the steps in developing e-content • explore AI technologies and create blogs • undergo MOOCs courses and create interactive lesson • know the various video conferencing software • familiarize the e-LMS for teaching and software 		

Unit	Content	No. of Hours
I	Development of E-Content for prescribed units (SLOs / Modules). Educational Multimedia Development.	8
II	Exploring AI technologies in education Creation of Blogs and Use of AI in creation.	6
III	Prepare an interactive video lesson. Enrollment in Online Courses – minimum one in a year	6
IV	Practicing Video conferencing software and designing software (MS Teams, Google Meet, Zoom, Cisco Webex, TeamViewer, jitsi.org Canva), Educational Software (Ex: Edpuzzle, Nearpod etc.,)	6
V	Training in e-LMS for teaching. Exploring Software (Edapp, 360 learning, Ottolearn)	6
Reference Books	<ul style="list-style-type: none"> • Vanaja,M. and Rajasekar, S. (2010). Educational Technology and Computer Education • Malhotra Abhishek (2007) .Issues in WEB-BASED EDUCATION, New Delhi: S.S. Publishers, • Thamarasseri Ismail, (2009). Information and Communication Technology in Education, New Delhi: Kanishka Publishers. • Verma Mahesh, (2006). Technology in Digital Education. New Delhi: Murarilal & Sons Ansari Road, Darya Ganj 	

Course Outcomes	<p>On completion of the course, the students should be able to</p> <ul style="list-style-type: none"> • CO1: develop e-content • CO2: create blog using AI • CO3: complete the online course • CO4: use the video conferencing software for teaching • CO5: explore e-LMS software.
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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	25EDNP03P4
Course Title	RESEARCH COLLOQUIUM		
No. of Credits	2	No. of contact hours per Week	2 Hours
New Course / Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	30
Category	Dissertation Phase I		
Scope of the Course	<ul style="list-style-type: none"> • Skill Development • Research Colloquium imparting transferable and Research 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	The M.Ed. scholars will be able to <ul style="list-style-type: none"> • acquire the basic concept of Research and ethics. • understand the objectives of Research. • interpret the Hypotheses, sample and methodology. • analyze the preparation of tools. • practice pilot study and finalize the tool. 		

Unit	Content	No. of Hours
I	UNIT I Introduction about Research, Research Ethics	6
II	UNIT II Collection and organization of Review of Related Literatures and Framing Research Objectives.	6
III	UNIT III Research out line- Hypotheses, Population, Sample and Methodology	6
IV	UNIT IV Tool Preparation-Check list, Questionnaire, Blue Print, Rating Scale, etc.,	8
V	UNIT V Pilot Study and Tool Validation	6
Reference Books	<ul style="list-style-type: none"> • John W. Best, James V. Kahn (2016). Research in Education, Pearson Education India. • Kothari C.R. (2023). Research Methodology and Methods, New Age International Publishers; 5th edition. • Koul, Lokesh.(2006), Methodology of Educational Research, Vikas Publishing House, New Delhi. 	

Course Outcomes	<p>On completion of the course, students should be able to</p> <ul style="list-style-type: none"> • CO1: Acquire the basic concept of Research and ethics. • CO2: Understand the objectives of Research. • CO3: Interpret the Hypotheses, sample and methodology. • CO4: Analyze the preparation of tools. • CO5: Practice pilot study and finalize the tool.
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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	2.7
CO2	3	2	2	3	3	3	2.7
CO3	3	2	2	3	3	3	2.7
CO4	3	3	2	3	3	3	2.8
CO5	3	2	2	3	3	3	2.7
Average	3	2.4	2	3	3	2.8	2.72

Semester	III	Course Code	25EDNP03P5
Course Title	Educational Institutions Visit		
No. of Credits	02	No. of Contact Hours per Week	2 Hours
New Course / Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	30
Category	Practical		
Scope of the Course	<ul style="list-style-type: none"> • Skill Development • Employability • Field Placement/Field Project 		
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	The M.Ed. scholars will be able to <ul style="list-style-type: none"> • explore the structure of school education in India. • know the importance of universities and university level institutions • empower house of hope students through education • gain practical experience through field-based internships in special institutions • provide effective guidance and counseling for children with special needs 		

Unit	Content	No. of Hours
I	TYPES OF SCHOOLS IN INDIA Government Schools: Central Government Schools, State Government Schools, and Local Government Schools (municipalities or panchayats) - Private Schools: Independent Private Schools, Government-Aided Private Schools, - International Schools ACTIVITY: <ul style="list-style-type: none"> • Prepare reflective reports on any one of the education institutions • Prepare a case study about the institution 	8
II	UNIVERSITIES AND UNIVERSITY LEVEL INSTITUTIONS Central Universities, - State Universities, - Open Universities- Deemed Universities, - Institutes of National Importance (IITs, NITs and AIIMS) - Private Universities. ACTIVITY: <ul style="list-style-type: none"> • Conduct interview with principal, or head and prepare any two reflective reports on the Institution 	6

III	EDUCATIONAL VISIT TO HOUSE OF HOPE Infrastructure -Human existence - teaching and learning systems - medicines & sanitary requirements - provisions and other needs ACTIVITY: <ul style="list-style-type: none"> Visit various homes and identify five basic needs of the children in orphans. 	6
IV	INTERNSHIP IN SPECIAL INSTITUTIONS Education for special Children - Types of Disabilities –Individualized Education Programs for special children -Teaching students with multiple disabilities. ACTIVITY: <ul style="list-style-type: none"> The prospective teacher shall observe the teaching and other co-curricular activities in the special institution and submit their reports. 	6
V	GUIDANCE AND COUNSELLING OF CHILDREN WITH SPECIAL NEEDS Guidance and Counselling activities - Distractions in the environment during counselling - Multisensory approaches including auditory, visual, tactile, and kinaesthetic – Emotional learning problem. ACTIVITY: <ul style="list-style-type: none"> Identifying children with special needs in their locality and analyses the educational challenges faced by the children, give guidance to overcome the challenges – report. 	6
Reference Books	<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. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> CO1: recognize the importance of universities and higher education institutions. CO2: understand the different types of schools and education systems in India. CO3:empower orphans through the Gurukula education system CO4:gain practical skills through field-based internships in special institutions. CO5:Provide effective guidance and counseling to children with special needs. 	

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	25EDNP0413
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, % of Revision effected (Minimum 20%)	32
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • apprise the concept, theory and practice of peace. • understand nature and history of Peace Education • explore the methods and approaches in peace education • analyse various pedagogy for peace education • examine the role of peace education in teacher education 		

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 -Paradigm shift from Peace Education to Education for 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, Gandhian concept of peace - Approaches to peace, Balance of Power, Establishment of Institutions, Pacifism and Education. Adult Education, Education for Health Hygiene, Education for Holistic Development, Nonviolent Direct Action (Satyagraha) and Constructive Work.	12

III	METHODS AND APPROACHES 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. Non – Aligned Movement– Nuclear Disarmament - Arms Reduction.	13
IV	PEDAGOGY FOR PEACE 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 - Major Media of Integration-Classroom and School Management.	13
V	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 – Stage specific Approach – Early childhood and Elementary Stage - Role of Teachers: Need for Promotion of National Integration - Values to be cultivated for promoting National Integration, International Understanding, Peace and harmony.	13
Reference Books	<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. • Daya Pant, Sushma Gulati, (2010), <i>Ways to Peace</i>, NCERT, 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. 	
Course Outcomes	On completion of the course, the students should be able to <ul style="list-style-type: none"> • CO1: Differentiate between positive peace and negative peace • CO2: Assess the role of adult education, health hygiene, and holistic development in peace promotion. • CO3: Discuss alternative defense (Shanti Sena) and the role of non-aligned movements in nuclear disarmament. • CO4: Implement participatory methodologies (cooperative learning, role-play, storytelling, case analysis) in peace education. • CO5: Cultivate values for international understanding, harmony, and nonviolent conflict resolution in education 	

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	25EDNP0414
Course Title	COGNITIVE SCIENCE		
No. of Credits	04	No .of contact hours per Week	4 Hours
New Course / Revised Course	Revised	If revised, % of Revision effected (Minimum 20%)	40
Category	Core Course		
Scope of the Course	<ul style="list-style-type: none"> • New Knowledge in Cognitive Science. • Application of Cognitive Science in Teaching Learning. • 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • know the fundamental aspects of Cognitive Science. • identify the Brain parts associated with learning. • analyze the role of Emotions in Learning. • understand cognitive processes in learning. • familiarize with importance of cognitive science in teaching and learning 		

Unit	Content	No. of Hours
I	BASICS OF COGNITIVE SCIENCE Cognitive Science: Meaning, Definition, Scope and Evolution – Fundamental concepts and approaches of cognitive science – Educational Cognitive Science: Meaning, Importance and Scope – Cognitive Science as Interdisciplinary and Multidisciplinary subject – Mind, Brain and Education.	12
II	BRAIN AND LEARNING Structure of Brain, Parts of Brain and Role in learning – Hemispherity– Neurons: Types, Functions in Learning, Neural networks. Synapse: Synaptogenesis, Brain Mapping - Brain Based Teaching: Concept, Meaning, Definition –Brain Imaging Techniques: EEG, MRI, fMRI, ERP and others.	13
III	COGNITIVE SKILLS Cognitive Skills: Meaning, Definition, Role of Brain and cognitive skills - Types of Cognitive Skills: Attention, Perception, Memory, Thinking Skills, HOTS Vs. LOTS, Decision making, Visual and Auditory Recognition, Reasoning, Problem solving and Information processing – Computational Modeling – Cognitive control skills and learning.	13

IV	NEURO ASPECTS OF LEARNING Neuroplasticity: Meaning, Definition and its types – Nervous System: Central Nervous System (CNS), Peripheral Nervous System (PNS) and Autonomous Nervous system (ANS). Neurotransmitters: Meaning, Definition and Role in Learning - Limbic system: Structure, Theories of Emotion and Role of Emotions in learning – Mindfulness and Relaxation Techniques – Resilience and coping with Stress.	13
V	APPLICATIONS OF COGNITIVE SCIENCE Application of cognitive science in Teaching and Learning –AI and Cognitive Science – Cognitive science programs in India – Reputed cognitive scientists in India and Abroad – The role of Cognitive science in empowering teachers – Research Paradigm of cognitive science.	13
Reference Books	<ul style="list-style-type: none"> • Baddeley, A. D. (1986). <i>Working memory</i>. Oxford: Psychology Press. • Begum, Jahitha A. & Subburaman, R. (2017). <i>Cognitive Science</i>. New Delhi: APH Publications. • Begum, A. J. (2025). <i>Cognitive control skills for educational success: Theory and practice</i> (1st ed.). Singapore: Springer. • Paul Thagard. (2005). <i>Mind Introduction to Cognitive Science</i>. Second Edition – New Delhi: Prentice Hall of India. • Ronald T Kellog (2007). <i>Fundamentals of Cognitive Psychology</i>. New Delhi: Sage Publications. • Srinivasan, N., Gupta, A.K., & Pandey, J. (2008). <i>Advances in Cognitive Science: Volume 1</i>. New Delhi: Sage Publications. • Srinivasan, N., Kar, B. R., & Pandey, J. (2010) <i>Advances in Cognitive Science: Volume 2</i>. New Delhi: Sage Publications. • Stephen K Reed (2007). <i>Cognitive theories and Applications</i>. New Delhi: Pearson Education Dorling Kindersley Publishing. 	
Course Outcomes	On completion of the course, the students should be able to <ul style="list-style-type: none"> • CO1: apply the knowledge of cognitive science in teaching. • CO2: utilize the role of brain in teaching learning. • CO3: cope-up with emotions and encourage positive emotions. • CO4: enhance the cognitive skills of students. • CO5: appreciate the knowledge of cognitive science and gain skills in teaching - learning. 	

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	25EDNP04A1
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 (Minimum 20%)	40
Category	Ability Enhancement Course		
Scope of the Course	<ul style="list-style-type: none"> • Advanced Skill • Employability • Value added course 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • acquire knowledge the concept and need of guidance in education • indicate the testing and non-testing techniques of guidance. • apply the concept and process of counseling among students • appraise the various counselling services. • explore the need of guidance for children with special population. 		

Unit	Content	No. of 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, rating scale, anecdotal record, case study. Communication of test results- Application and use of testing service for placement.	10
III	COUNSELLING Counselling: Meaning, Nature - Need and Scope - Principles - Approaches to Counselling. Qualities and Role of a counselor -Teacher as a Counsellor - Characteristics of effective counselor- Counselling techniques - Group counselling techniques - Counselling for adjustment - specialized areas in counselling - Counselling for Professional courses. Egan model of Counselling Stages: Problem exploration and clarification – Integrative understanding dynamic self-understanding – facilitating action, developing a new perspective.	09

IV	COUNSELLING SERVICES 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 - Employment Bureau and campus interviews - Career Development of Girls in India.	10
V	GUIDANCE AND COUNSELLING FOR SPECIAL NEEDS POPULATION 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 counselling, need for research and reforms in guidance and counseling service.	09
Reference Books	<ul style="list-style-type: none"> • Crow & Crow, (1992) <i>An Introduction to Guidance</i>, Eurasia Publishing House, New Delhi. • Kocher S.K, (1990), <i>Educational and Vocational Guidance in Secondary Schools</i>, New Delhi, Sterling Publishers Pvt. ltd, New Delhi. • NCERT, (1978), <i>Guidance and Counselling in Indian Education</i>, New Delhi. • Nayak, A K, (2014), <i>Guidance and Counselling</i>, APH Publication, New Delhi. • Vashist, S R, (2002), <i>Principles of Guidance</i>, Anmol Publication, New Delhi 	
Course outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: acquire knowledge on the concept and need of guidance in education. • CO2: examine the testing and non-testing techniques of guidance. • CO3: indicate the concept and process of counseling among students • CO4: appraise the various counselling services. • CO5: explore the need of guidance for children with special population. 	

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	25EDNP04A2
Course Title	ENVIRONMENTAL CONCERNS AND EDUCATION		
No. of Credits	03	No. of Contact Hours per Week	3 Hours
New Course / Revised Course	Revised Course	If revised, % of revision effected (Minimum 20%)	40
Category	Ability Enhancement Course		
Scope of the Course	<ul style="list-style-type: none"> • Basic Skills • Value added course in teacher education field • 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	The M.Ed. scholar will be able to <ul style="list-style-type: none"> • know the basic concept and principles of environmental education • examine the various environmental hazards • explore various environmental movements. • acquaint knowledge about solid and e-waste management. • evaluate the strategies and methods of environmental education. 		

Unit	Content	No.of 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. Environment and Ecological factors – climate; Ecosystem – Structure and functions - Major ecosystems – aquatic and terrestrial system - Energy and its flow in ecosystem.	12
II	ENVIRONMENTAL HAZARDS 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 - Ways of protecting, Management of Environment, Preserving and Restoring of environment.	13

III	ENVIRONMENTAL MOVEMENTS Nature study and Eco-clubs. Role of Government and Non-government Agencies for environmental protection. Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Odissa - Conditions for achieving the goals of sustainable development Strategies for sustainable development in India - Kyoto Protocol of Japan, Earth Summit and Paris Agreement	13
IV	CURRICULUM FOR ENVIRONMENTAL EDUCATION Features of Curriculum for Environmental Education, Nature of Curriculum on Environmental education, Steps in preparation for Environmental curriculum at different levels of education, Concept of environment and ecosystem, Natural system, Natural Resources, Human Systems – Technological System, Remote sensing-Bioremediation – Solid and e-Waste Management-Green Audit.	13
V	STRATEGIES AND METHODS OF ENVIRONMENTAL EDUCATION 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 Environmental Legislation, Acts, Rules, Notifications and Amendments.	13
Reference Books	<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. 	
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: describe the meaning and basic principle of environmental education. • CO2: List out the various environmental hazards. • CO3: Analyze the role of government and non-government agencies in environmental protection • CO4: Explain fundamental concepts like ecosystems, natural systems, and human-technological systems. • CO5: Interpret key environmental legislation, acts, rules, and amendments in India. 	

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	25EDNP04M1
Course Title	EXPLORING LIBRARY AND OTHER LEARNING RESOURCES		
No. of Credits	02	No. of Contact Hours per Week	2 Hours
New Course / Revised Course	Revised Course	If revised, % of Revision effected (Minimum 20%)	30
Category	Modular Course		
Scope of the Course	<ul style="list-style-type: none"> • 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	The M.Ed. scholar will be able to <ul style="list-style-type: none"> • Understand 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 • develop a knowledge about usage of search engine • Identify electronic and other online resources. 		

Unit	Content	No. of Hours
I	PRINTED RESOURCES Text Books – Reference Books – Dictionaries – Thesaurus – Encyclopedias - Magazines – News Papers – Journals - Reports – Semester Questions – Back Copies – Thesis – Dissertation. ACTIVITY: Sort any five printed resources in teaching and learning.	8
II	ONLINE PLATFORMS Info-net – Inlibnet - Del net – Tele net – NPTEL-SWAYAM- SWAYAM Prabha- MOOCs (Massive Open Online Courses- OCLC (Online Computer Library Center) – UGC Consortium – ONOS. ACTIVITY: Identifying any two online networks for learning in your institution.	6
III	SOCIAL NETWORKS Social Network-Blogs-wikis-Research Gate- NROER (National Repository of Open Educational Resources) - Academia.edu - Mendeley - Edmodo - Google Classroom - LinkedIn - AI Tools. ACTIVITY: Identifying Variety of social networks in education.	6

IV	USING SEARCH ENGINE Google – Yahoo- Alta vista-MSN- Rediff- Ask.Com- Aiexa- Free Book Search.net- AskMeNow- Shodhganga - Shodhgangotri- e-PG Pathshala- e-Adhyayan- National Digital Library in India (NDLI)-National Centre for Research Methods (NCRM) – DIKSHA - Coursera-edX - Udacity. ACTIVITY: Categorize the any five usage of search engine in different situation in education.	6
V	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. ACTIVITY: Categorize the any five electronic and other online resources in your institutional library.	6
Reference Books	<ul style="list-style-type: none"> • Bavakutty, M. & Muhammad Salih, T.K. (2006). Research on library computerization. New Delhi: Ess publications. • Dhamdhare, 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 	
Course Outcomes	On completion of the course, M.Ed. scholar should be able to <ul style="list-style-type: none"> • CO1: improve the usage of printed resources • CO2: effective performance in usage of Online networks related to higher education • CO3: effective usage of social networks in education • CO4: use search engine in different situation in education . • CO5: apply the electronic and other online resources in education 	

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	25EDNP 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 (Minimum 20%)	20
Category	Modular Course		
Scope of the Course	<ul style="list-style-type: none"> • Basic Skills • Value added course in teacher education field • Employability • Entrepreneurship 		
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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • know the basic concept of research paper format • learn the use of AI in review process. • Use technology for citation. • study the statistical techniques of research using software. • study the research paper publication procedures 		

Unit	Content	No. of Hours
I	Research paper format, Scientific Writing	6
II	Use of AI in preparing Review of literature and related studies (R Discovery, Elicit, Connected Papers etc...), Identifying Research Gaps	6
III	APA Citation Style -7 th Edition, Use of Reference Management Tools (Mendely, Zotero, etc...)	6
IV	Statistical Techniques for Data Analysis using software (SPSS, Jamovi etc...) and Interpretation.	8
V	Research Paper Publication Process and citation indexes.	6
Reference Books	<ul style="list-style-type: none"> • 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. 	

Course Outcomes	<p>On completion of the course, students should be able to</p> <ul style="list-style-type: none"> • CO 1: Explore the basic concept of various research paper formats • CO 2: Practice the use of AI in writing Papers. • CO 3: Adopt the citation procedures. • CO 4: Describe the statistical techniques of research using software. • CO 5: Practice the research paper publication procedures
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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

Semester	IV	Course Code	25EDNP04P7
Course Title	EXTENSION WORK IN RURAL SCHOOLS		
No. of Credits	2	No. of contact hours per Week	2 Hours
New Course / Revised Course	Revised	If revised, % of Revision effected (Minimum 20%)	50
Category	Practical		
Scope of the Course	<ul style="list-style-type: none"> • Skill Development • 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	The M.Ed. Scholars will be able to <ul style="list-style-type: none"> • analyze the role of extension education in the development of rural communities and schools. • create awareness about common mental health issues and its severity. • develop awareness on key moral and ethical values • acquaint knowledge about personality development. • synthesize the skill of problem solving. 		

Unit	Content	No. of Hours
I	Extension Education Meaning-definition, History of extension education, concept of extension, Principles of extension education, Scope of extension education, Features of extension education, Importance of extension education. Objectives. Process of extension education. Need for extension education. Activities: (10 marks) Public discussion & Village Mapping	8
II	Mental Health and Hygiene (Suggested Methods: Lecture / PPT Presentation related videos / Conducting awareness programmes in schools, etc.) Activities: (10 marks) Identifying slow gifted children to give remediation for Mental Health and Hygiene	6
III	Character Building (Suggested Methods: Lecture / PPT Presentation related videos/ Projecting role model characters. Activities: (10 marks) Conducting competitions to students on various themes to draw the character and ability.	6

IV	Personality Development (Suggested Methods: Projecting Story / Events / incidents to the students depicting good personalities, lecture presentation, etc.) Activities: (10 marks) Constructive practices like Self-Introduction- Communication Skills- Group Discussion-Resume Preparation etc...	6
V	Problems Solving skills (Suggested Methods: Creating situation and finding Solutions / lecture / taking the existing problems and find solutions, etc.) Activities: (10 marks) Giving hypothetical problem, Puzzle Challenge, Brainstorming, Role Play solutions etc...	6
Course Outcomes	On completion of the course, students should be able to <ul style="list-style-type: none"> • CO1: explore the need of extension education and its role in the development of rural communities. • CO2: apply the practical techniques such as mindfulness, time management, emotional regulation, and relaxation for mental well-being. • CO3: recognize values such as honesty, integrity, respect, responsibility, compassion, fairness, and justice • CO4: cultivate skills like teamwork, empathy, relationship-building, and conflict resolution for effective social interaction. • CO5: develop and apply appropriate action plans to resolve problems in practical scenarios. 	

Mapping of COs with PSOs:

<div>PSO</div> <div>CO</div>	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	25EDNP4VA2
Course Title	YOGA EDUCATION		
No. of Credits	02	No. of contact hours per Week	02 Hours
New Course/ Revised Course	Revised Course	If revised, % of revision effected (Minimum 20%)	25
Category	Value Added Course		
Scope of the Course	<ul style="list-style-type: none"> 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	The M.Ed. Scholars will be able to do <ul style="list-style-type: none"> acquire knowledge about yoga and concepts of health. develop skills of personality development. analyze and apply concept of stress management. explore the concepts of value education practice and recognize the benefits of Asanas, Pranayama, Bandhas, Mudras and Meditation. 		

Unit	Content	No. of Hours
I	INTRODUCTION TO YOGA AND HEALTH Yoga: Definition – Aim and objectives – Streams of yoga - Schools of yoga - Astanga yoga – General guidelines for yoga practices – Indications and contraindications for poses - Positive health - Concept of wellbeing – Criteria of health - Holistic health - Integrated approach -Physical development - Flexibility - Balance- Strength - Endurance - Obesity and diabetic’s management.	6
II	YOGA AND PERSONALITY DEVELOPMENT Concepts of personality: Pancakosa – Tri Gunas - Dimensions of integrated personality: Physical - Emotional - Cognitive - Social – Spiritual – Bhagiranga yoga practices – Astanga yoga for personality development.	4
III	YOGA AND STRESS MANAGEMENT Concept of stress – Types of stress: Eustress - Distress - Symptoms of stress – Acute Stress disorder - Post-traumatic Stress disorder - Psychosomatic disorders - Consequences of stress – Coping with stress – 5 R’s of stress management - Yoga practices for stress management – Types of meditation – Mind fullness meditation - Benefits of meditation.	4
IV	YOGA AND SELF DEVELOPMENT Essentials of self-development – Holistic approach to self-development – Concept of value education – State of conscious and sub consciousness - Yama and Niyamas in self-development – Concept of self realization - Human excellence.	5

V	ASANAS, PRANAYAMA BANDHA, MUDRA AND MEDITATION (Practices) Asanas: Padmasana - Vajrasana - Vakrasana – Pascimottanasana - Ustrasana – Trikonasana – Vriksasana – Ardhakaticakrasana – Utkatasana - Makarasana – Bhujangasana – Dhanurasana – Shalabhasana – Pavanamuktasana – Setubandhasana – Sarvangasana – Navasana- Suryanamaskara. Pranyama: Kapalabathi - Sectional breathing - Nadisuddhi – Bhramari – Sethali–Sitkari- Sadanta. Bhandas: Jalandhara - Uddiyana – Mula – Maha bandha . Mudras: Chinmudra - Chinnmayamudra – Brahmamudra – Adi mudra - Shambhavi mudra Trataka – eye exercises. Relaxation technique: Instant relaxation technique (IRT) Quick Relaxation Technique (QRT) Meditation: Focused Meditation – Mindfulness Meditation - Transcendental – Cyclic.	13
Reference Books	<ul style="list-style-type: none"> Chandrasekaran, (1999), Sound Health through Yoga, Madurai: PremKalyan Publications, Sedipatti. Swami SatyanandaSaraswathi, (1997), Asana Pranayama Mudra Bandha, Bihar: Toga NCTE (2015) Yoga Education Master of Education Programme. New Delhi. NCTE (2015) Yoga Education Bachelor of Education Programme. New Delhi. 	
Course Outcomes	On completion of the course, students should be able to do <ul style="list-style-type: none"> CO1: acquire knowledge about yoga and concepts of health. CO2: develop skills of personality development. CO3: recognize the ways of stress management and self-development. CO4: create awareness on concepts of value education. CO5: perform and practice Asanas, Pranayama, Bandhas, Mudras and Meditation 	

Mapping of Cos with PSOs:

<div>PSO</div> <div>CO</div>	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