

TWO-YEAR M.Ed. DEGREE PROGRAMME

(SEMESTER PATTERN UNDER CBCS)

PREAMBLE OF THE PROGRAMME

Education plays a key role in the development of a society and a country. The extent to which education is able to contribute to the process of socio-economic development and transformation of the nation depends on the trained and qualified human resources developed in the academic institutions and universities. In order to produce qualified human resources required for the country, the academic institutions should be equipped with adequate resources, competent and committed teachers and properly designed curriculum. The Tamil Nadu Teachers Education University has been producing and supplying trained and qualified teachers, teacher educators, and other educational professionals including curriculum designers, education policy analysts, educational planners, educational administrators, educational supervisors, school principals, and educational researchers to the country for more than one decade by offering B.Ed., M.Ed., M.Phil. and Ph.D. Degree Programmes.

GENERAL OBJECTIVES OF THE PROGRAMME

The overall objective of the M.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.

SPECIFIC OBJECTIVES OF THE PROGRAMME

PO1: To produce qualified and competent teachers and teacher educators

PO2: To provide knowledge on historical, philosophical and sociological foundation of educational practices

PO3: To provide training to become educational psychologists and counsellors PO4:

To provide opportunities to critically examine and reflect on the concept,

content, organization and status of elementary and secondary teacher education curriculum, infrastructure, resources needed, and issues and problems related to teacher preparation.

- PO5: To give training to design and develop curriculum, syllabus, textbooks and preparation of other instructional materials.
- PO6: To provide input on various methods of research, select/develop research tools, apply appropriate statistical techniques to analyse the data and infer results
- PO7: To motivate to learn and use sound principles and techniques in the learner-centred instructional process
- PO8: To encourage actively participate in educational measurement and evaluation Processes.
- PO9: To produce educational planners, administrators, managers, supervisors, researchers, and other educational experts
- PO10: To develop skills to identify and solve the educational problems at national and international level
- PO11: To critically examine the role and functions of various agencies including the regulatory bodies in enhancing the quality of teacher education
- PO12: To make to understand education as a discipline of study
- PO13: To motivate to use the information and communication technologies (ICTs) in the teaching-learning process
- PO14: To enable to realize the importance of early childhood care and education PO15: To examine the status and issues related to women and the role of education to address the issues
- PO16: To know the importance of special and inclusive education, and legislative measures to deal with education of children with diverse needs
- PO17: To prepare to carryout field internship, practical and dissertation works.

SPECIFIC OUTCOMES OF THE PROGRAMME

SOP1: Able to demonstrate the competencies of teacher educators

SOP 2: To provide knowledge on the historical, philosophical and sociological implications of education

SOP 3: Able to serve as educational psychologists and counsellors

SOP 4: Able to provide constructive feedback to restructure the elementary and secondary teacher education programmes and teacher preparation process

SOP 5: Capable of designing and developing curriculum and other learning resources

SOP 6: Able to demonstrate the research skills by undertaking research projects

SOP 7: Able to explain the values of learner-centred instruction

SOP 8: Actively participate in educational measurement and evaluation processes

SOP 9: Capable to serve as educational planners, administrators, managers, supervisors and other positions in the field of education

SOP 10: Able to provide solutions to educational problems

SOP 11: Able to suggest measures for effective functioning of various agencies including the regulatory bodies to enhance the quality of teacher education

SOP 12: Know education as a separate discipline

SOP 13: Capable of using the information and communication technologies (ICTs) in teaching-learning process

SOP 14: Define the importance of early childhood care and education

SOP 15: Realises the importance of education in improving the status of women and addressing their issues

SOP 16: Explain the emerging trends in education for children with special needs

SOP 17: Explain the skills needed to successfully complete the field internship, practicum components and dissertation works.

FIRST SEMESTER - COURSE STRUCTURE

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS1PC1	Historical and Political Economy of Education in India	30	70	100	4
	MS1PC2	Advanced Educational Psychology	30	70	100	4
TC	MS1TC1	Basics in Educational Research	30	70	100	4
TEC	MS1TEI	Teacher Education in India: Elementary Level	30	70	100	4
	MS1TE2	Teacher Education in India: Secondary Level				
Dissertation	MS1DN1	Review of Literature, Problem Identification and Writing Research Proposal	25	-	25	1
Practicum	MS1PM1	Field Immersion in the Co-operative Schools (10 Working Days)	25	-	25	1
	MS1PM2	Self Development: Yoga	50	-	50	2
Total			220	280	500	20

COURSE OUTCOMES

COURSE CODE: MS1PC1

CREDITS: 4

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

After completing this course, the students will be able to:

CO1: Explain the historical development of Indian education.

CO2: Know the significance of seventh schedule of the Indian constitution in educating the masses of our country.

CO3: Describe the terms of reference various educational committees and commissions after Indian independence.

CO4: List the salient aspects of National Skill Development Mission.

CO5: Explain the relationship between education and economic development.

COURSE CODE: MS1PC2

CREDITS: 4

ADVANCED EDUCATIONAL PSYCHOLOGY

After completing this course, the students will be able to

- CO1: Know the different schools of psychology
- CO2: Compare and contrast the strength and weakness of different methods of psychology
- CO3: Spell out the biogenic and socio- genic motives and various theories of motivation
- CO4: Explain the factors influencing self-regulation of the learners
- CO5: Define the concepts of intelligence, its theories and measurement
- CO6: Suggests ways to fostering creativity among the learners
- CO7: Comprehend the personality theories and assessment of personality
- CO8: Apply the different types of mechanisms in different situations
- CO9: Acquire skills and competencies in designing and application of psychological tools and techniques.
- CO10: Debate the strength and weakness of standardized testing

COURSE CODE: MS1TC1

CREDITS: 4

BASICS IN EDUCATIONAL RESEARCH

After completing this course, the students will be able to:

- CO1: Identify the different types of research
- CO2: Identify the appropriate research problem pertaining to his/her dissertation work
- CO3: Write the review of literature in accordance with the 7th edition of the Manual of American Psychological Association
- CO4: Write a research proposal in an effective manner
- CO5: Frame research questions and objectives
- CO6: Find relevant sampling techniques in his/her research work
- CO7: Develop various research instruments and standardize by appropriate methods
- CO8: Explain the various types of hypotheses and its testing procedures
- CO9: Conduct case studies and action research independently
- CO10: Use various types of scales of measurement

COURSE CODE: MS1TE1

CREDITS: 4

TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

After completion of this course, the students will be able to:

- CO1: Explain the context of elementary education.
- CO2: Gain knowledge of teacher education in ancient period.
- CO3: Enumerate the roles and responsibilities of teachers and teacher educators.
- CO4: Comprehend the concept, objectives, rationale, challenges and extent of success of teacher education.
- CO5: Explore the development of elementary education in India since independence.
- CO6: Reflect on the relevance of strategies and programmes of UEE.
- CO7: Analyze the various assessment procedures used in elementary education.
- CO8: Familiarize evaluation in elementary teacher education.
- CO9: Describe the teacher education system in India.
- CO10: Grasp the importance of work education, vocational education, fine arts and crafts education.

COURSE CODE: MS1TE2

CREDITS: 4

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

After completion of this course, the students will be able to:

- CO1: Provide knowledge of the historical background of secondary teacher education in India.
- CO2: Explain the objectives and structure of secondary teacher education.
- CO3: Explore the commissions and committees recommendations of secondary teacher education.
- CO4: Spell out the role of National level and State Level agencies at secondary level Education.
- CO5: Analyze the functioning of various agencies of secondary teacher education.
- CO6: Sensitize the emerging major issues and challenges in secondary teacher education.
- CO7: Assimilate the secondary teacher education curriculum and its transaction mode.
- CO8: Realize the importance of preparing special education teachers.
- CO9: Comprehend the National Curriculum Framework (2005) and its aspects.
- CO10: Undertake the current trends in student's assessment at secondary level.

DISSERTATION:

In the first semester, the students have to identify two different research problems, write research proposals for the same and submit them to the concerned College / Department. The Principal / Head of the Department shall constitute a three member Research Advisory Committee including the supervisor of the candidate and two other senior teachers working in the institution at the M.Ed. level to monitor the research activities of the College / Department. The Research Advisory Committee shall scrutinize and finalize the research proposals. Then the Principal shall send the proposals (two) to the Controller of Examinations, Tamil Nadu Teachers Education University for further scrutiny and approval. The Research Advisory Committee shall evaluate the dissertation related work and award the internal marks for the students.

PRACTICUM:

(a) Field Immersion in the Co-operative Schools (10 Working Days)

The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare a reflective report upon the administration, curriculum transaction, mode of evaluation and student-teachers' curricular and co-curricular activities. The report of the same has to be submitted to the concerned College / Department.

(b) Self-Development Programme: Yoga

The prospective teacher educators shall demonstrate and conduct 10 sessions of Yoga to the students of the Co-operative schools. The procedures of these activities have to be recorded and submitted to the concerned College / Department. The Principal / Head of the Department shall constitute a three member Evaluation Committee consisting three senior teachers working in the institution at the M.Ed. level to assess all the practicum related works/records (excluding the dissertation related work) and award the internal marks for the students.

SECOND SEMESTER - COURSE STRUCTURE

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS2PC3	Philosophy of Education	30	70	100	4
	MS2PC4	Curriculum Design and Development	30	70	100	4
TC	MS2TC2	Advanced Educational Research and Statistics	30	70	100	4
STC	MS2ST1	Planning and Administration of Education : Elementary Level	30	70	100	4
	MS2ST2	Planning and Administration of Education : Secondary Level				
Dissertation	MS2DN2	Presentation of Research Proposal	25	-	25	1
Practicum	MS2PM3	Field Visit to Teacher Education Institutions (10 Working Days)	25	-	25	1
	MS2PM4	Psychology Practical (Minimum 10)	50	-	50	2
Total			220	280	500	20

COURSE OUTCOMES

COURSE CODE: MS2PC3

CREDITS: 4

PHILOSOPHY OF EDUCATION

After completing this course, the students will be able to:

CO1: Explain the concepts and meaning of philosophy and education.

CO2: Describe the fundamental philosophical domains.

CO3: Analyse the Indian schools of philosophy and their educational implications.

CO4: Examine the Western schools of philosophy and their educational implications.

CO5: Discuss the educational contributions of Indian and Western thinkers.

COURSE CODE: MS2PC4

CREDITS: 4

CURRICULUM DESIGN AND DEVELOPMENT

After completing this course, the students will be able to

CO1: Recognize the historical, philosophical, sociological and psychological foundations of curriculum

CO2: Summarize the principles of curriculum design and compare three approaches of curriculum design

CO3: Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum

CO4: Implement the curriculum models and types of teaching models

CO5: Explain the approaches and models of curriculum evaluation.

COURSE CODE: MS2TC2

CREDITS: 4

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

After completing this course, the students will be able to

CO1: Explain the process of conducting research.

CO2: Select suitable research design for their study.

CO3: Define the significance of qualitative study in research

CO4: Describe the significance of mixed method of research

CO5: Explain the steps in action research.

CO6: Explain the various techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method data.

CO7: Apply suitable statistical techniques to analyse the qualitative data.

CO8: Interpret the analysed data of the mixed mode research

CO9: Select suitable parametric or non-parametric tests for the data collected.

CO10: Write a research report on their own.

COURSE CODE: MS2ST1

CREDITS: 4

PLANNING AND ADMINISTRATION OF EDUCATION: ELEMENTARY LEVEL

After completing this course, the students will be able to:

CO1: Explain the historical perspectives of elementary education.

CO2: List out the educational role and functions of the central government, state government and local bodies.

CO3: Differentiate the concept of supervision, inspection and administration in the field of education.

CO4: Describe the implications of five year plans on the development of elementary education.

CO5: Evaluate the effect of different schemes implemented for quality enhancement of elementary education.

COURSE CODE: MS2ST2

CREDITS: 4

PLANNING AND ADMINISTRATION OF EDUCATION: SECONDARY LEVEL

After completion of this course, the students will be able to:

- CO1: Define the meaning, concept and scope of educational administration in India.
- CO2: Explain the role of community in educational administration.
- CO3: Assess the synchronization of educational planning and Five Year Plans of India.
- CO4: Analyse the difficulties in implementing the RMSA and other state level initiatives in universalization of school education.
- CO5: Correlate the relationship between funding and management of school education.
- CO6: Explain the role of monitoring bodies in implementation of government schemes for universal school education.
- CO7: Examine the development process of universalization of school education in terms of its merits and demerits.
- CO8: Apply knowledge to resolve the issues among the Centre and State and local agencies in educational administration.
- CO9: Critically evaluate the perspective plans of secondary education in 11th & 12th Five Year Plan.
- CO10: Explain the conceptual framework of education planning in India

DISSERTATION:

In the second semester, the Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on his/her research proposal. The Research Advisory Committee shall evaluate the candidate's performance and award the internal marks to him/her.

PRACTICUM:

(a) Field Visit to Teacher Education Institutions (10 Working Days)

The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc. The reflective reports should be submitted to the concerned College / Department.

(b) Psychology Practical

Each prospective teacher educator is expected to conduct a minimum of 10 practical (5 Experiments and 5 Paper-pencil Tests) during the second semester (List of practical is given in the syllabus of Advanced Educational Psychology). The practical records should be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

THIRD SEMESTER - COURSE STRUCTURE

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS3PC5	Sociology of Education	30	70	100	4
	MS3PC6	Advanced Techniques of Instruction	30	70	100	4
TC	MS3TC3	Educational Measurement and Evaluation	30	70	100	4
SCC	MS3SC1	Curriculum, Pedagogy and Assessment : Elementary Level	30	70	100	4
	MS3SC2	Curriculum, Pedagogy and Assessment : Secondary Level				
Dissertation	MS3DN3	Selection/Development of Research Instruments and Data Collection	25	-	25	1
Practicum	MS3PM5	Field Based Internship in Co-operative Schools (5 Working Days)	25	-	25	1
	MS3PM6	Field Based Internship in Teacher Education Institutes (15 Working Days)	50	-	50	2
Total			220	280	500	20

COURSE OUTCOMES

COURSE CODE: MS3PC5

CREDITS: 4

SOCIOLOGY OF EDUCATION

After completing this course, the students will be able to:

1. Describe the scope and functions of Educational Sociology
2. Interpret the Social system and its impact on Education
3. Examine the relationship between education and cultural change
4. Analyze the impacts of Liberalization, Privatization and Globalization on Education.
5. Discriminate the concept of social equity and equality.

COURSE CODE: MS3PC6

CREDITS: 4

ADVANCED TECHNIQUES OF INSTRUCTION

After completing this course, the students will be able to

1. Submit a report on LMS with anyone mode and present it
2. Prepare content for mobile learning
3. Use mobile learning in the classroom
4. Use white board in the classroom instruction
5. Implement online evaluation in their students
6. Develop E – portfolios
7. Debate the pros and cons of social media
8. List the online courses pertaining to education
9. Gain knowledge on blended learning
10. Differentiate hardware and software

COURSE CODE: MS3TC3

CREDITS: 4

EDUCATIONAL MEASUREMENT AND EVALUATION

After completion of this course, the students will be able to

CO1: Comprehend the concept, meaning and nature of measurement and evaluation.

CO2: Differentiate and relate between measurement and evaluation.

CO3: Acquire knowledge about various tools of measurement and evaluation in existence.

- CO4: Develop skills on using psychological test for measurement and evaluation.
- CO5: Get hands on SPSS to learn various statistical measurements and its analysis.
- CO6: Enable to distinct various competencies in standardizing different types of measuring instrument.
- CO7: Familiarize to construct different kinds of tests and tools.
- CO8: Obtain knowledge on statistical concepts, test scores and its transformation.
- CO9: Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.
- CO10: Prepare question banks and other self-study materials.

COURSE CODE: MS3SC1

CREDITS: 4

CURRICULUM, PEDAGOGY AND ASSESSMENT: ELEMENTARY LEVEL

After completing this course, the students will be able to

- CO1: Recognize the basic types of curricula and issues in curriculum alignment.
- CO2: Explain the knowledge dimensions and categories of major cognitive processes.
- CO3: Summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.
- CO4: Implement the various types of instructional planning and support practices.
- CO5: Evaluate the students' performance by applying various types of assessment techniques.

COURSE CODE: MS3SC2

CREDITS: 4

CURRICULUM, PEDAGOGY AND ASSESSMENT: SECONDARY LEVEL

After completing this course, the students will be able to

- CO1: Recognize the various approaches of curriculum theory and practice.
- CO2: Generalize the philosophical perspectives of curriculum Orientation.
- CO3: Summarize the different types of curriculum and pedagogy in the perspectives of educational pioneers.
- CO4: Explain constructivists view on pedagogy and implement the current developments across the different levels of secondary curriculum.
- CO5: Evaluate the merit and worth of various assessment techniques and evaluation models in the secondary level classroom context.

DISSERTATION:

In the third semester, each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research. The Research Advisory Committee shall evaluate the process involved in the adoption/development of tools/instruments by the candidates and award the internal marks to him/her.

PRACTICUM:

(a) Field based Internship in Co-operative Schools (5 Working Days)

The prospective teacher educators shall observe the teaching and other co-curricular activities of students both at Level I & II in the Co-operative Schools and submit their reflective records to the concerned College / Department.

(b) Field Based Internship in the Teacher Education Institution (15 Working Days)

Each prospective teacher educator shall be attached with their parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 15 days continuously to undertake the activities specified below.

The prospective teacher educators shall be engaged handling 12 classes during the field immersion in their parent Teacher Education Institution or nearby Teacher Education Institution affiliated to TNTEU offering B.Ed Programme. Each prospective teacher educator shall submit their field based/attachment appraisal reports duly endorsed by the Mentor as well as by the Head of the Institution, where he/she is attached with and the same is to be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.

FOURTH SEMESTER - COURSE STRUCTURE

Type of Course	Course Code	Name of the Course	Marks			Total Credits
			Int.	Ext.	Total	
PC	MS4PC7	Educational Studies	30	70	100	4
	MS4PC8	Comparative Education	30	70	100	4
TC	MS4TC4	ICT on Teaching and Learning	30	70	100	4
STC	MS4ST3	Early Child Care and Education	30	70	100	4
	MS4ST4	Trends in Indian Higher Education				
	MS4ST5	Women's Education				
	MS4ST6	Guidance and Counselling				
	MS4ST7	Education for Differently-Abled				
Dissertation	MS4DN4	Dissertation	-	60	100	4
	MS4DN5	Viva-Voce	-	40		2
Practicum	MS4PM7	Hands on Training	50	-	50	2
	MS4PM8	Communication Skills: Academic Writing	50	-	50	2
Total			220	380	600	26
ONLINE COURSES (CHOICE BASED)						
Online Courses	MS4OC1	MOOC-SWAYAM-1 (Not less than 4 weeks)	-	-	-	2
	MS4OC2	MOOC-SWAYAM-2 (Not less than 4 weeks)	-	-	-	2
The M.Ed. students should complete the online courses on their choice and the Course Completion Certificates need to be submitted to the TNTEU through the concerned College / Department before the commencement of fourth semester theory examinations.						30

COURSE OUTCOMES

COURSE CODE: MS4PC7

CREDITS: 4

EDUCATIONAL STUDIES

After completion of this course, the students will be able to:

- CO1: Define the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.
- CO2: Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.
- CO3: Analyse the socio-cultural concept of India in the light of ‘_unity in diversity’ by integrating all the stakeholders for equality and quality education to socio-economically deprived groups with policy of inclusion to learning disabilities.
- CO4: Explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.
- CO5: Acquire knowledge on various regulatory and advisory bodies and agencies of education in India and overseas.
- CO6: Get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.
- CO7: Sensitise about contemporary issues and challenges in school education and teacher education in line with UNESCOs Sustainable Development Goals 2030 (SDGs) G4: ‘_Equitable and quality education to all’.
- CO8: Assimilate about multilingual and multicultural approaches for teaching diversity.
- CO9: Apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.
- CO10: Appreciate the values, ethos, culture and aesthetics in context of India.

COURSE CODE: MS4PC8

CREDITS: 4

COMPARATIVE EDUCATION

After completion of this course, the students will be able to

- CO1: Explain the need, scope and history of comparative education.
- CO2: Comprehend the primary and secondary education’s aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.

- CO3: Analyze the role of national and state government on education.
- CO4: Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.
- CO5: Consolidate the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.
- CO6: Acquire knowledge about the universalization of primary education in India.
- CO7: Enable to distinct between the primary and secondary education.
- CO8: Sensitize the constitutional provisions for comparative education in terms of overseas.
- CO9: Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.
- CO10: Explore the determinants of national education with its merits and demerits.

COURSE CODE: MS4TC4

CREDITS: 4

ICT ON TEACHING AND LEARNING

After completing this course, the students will be able to

- CO1: Develop professional ability in ICT
- CO2: Apply the ICT skills in communications
- CO3: Describe the impact of ICT on learning environments
- CO4: Prepare the learners in learning
- CO5: Identify the various educational resources
- CO6: Integrates ICT in teaching learning process
- CO7: Differentiate the advantages and disadvantages of ICT in assessment
- CO8: Administer the test and evaluation by using ICT
- CO9: Create online community by integrating ICT
- CO10: Use Artificial Intelligence in teaching-learning and assessment process.

COURSE CODE: MS4ST3

CREDITS: 4

EARLY CHILDHOOD CARE AND EDUCATION

After completion of this course, the students will able to

- CO1: Explain the concept, meaning and importance of early childhood care and education. CO2: summarize various developments in early childhood stage.
- CO3: Implement the various committee recommendations and suggestions in early childhood care and education.

CO4: Describe the implications of planning and management of early childhood care and education.

CO5: Compare various organization contributions in early childhood care and education.

COURSE CODE: MS4ST4

CREDITS: 4

TRENDS IN INDIAN HIGHER EDUCATION

After the completion of this course, the students will be able to:

CO1: Deliberate on the issues related to access and equity in Indian higher education.

CO2: Analyse the impact of IR 4.0 on higher education.

CO3: Explain the different parameters determining the quality of Indian higher education.

CO4: Describe the role of statutory and other bodies in Indian higher education.

CO5: Suggest the means and methods of internationalising Indian higher education.

COURSE CODE: MS4ST5

CREDITS: 4

WOMEN'S EDUCATION

After completing this course, the students will be able to

CO1: Explain the Participation of women in social reform movements

CO2: Examine the Policies related to women's empowerment

CO3: Execute the Women's rights

CO4: Evaluate the role of Mass media on gender education

CO5: Explain the role of education on women's empowerment.

COURSE CODE: MS4ST6

CREDITS: 4

GUIDANCE AND COUNSELLING

After completing this course, the students will be able to:

CO1: Explain the basics of guidance and would be able to plan out guidance programs.

CO2: Describe the nature and procedural aspects of Educational and Vocational guidance.

CO3: Compare the role of counsellors and teacher.

CO4: Suggest ways to organize the need based minimum guidance programmes in schools.

CO5: Demonstrate the skills and competencies in carry out individual, group and career appraisal.

CO6: Spell out the strength and weakness of non-standard and standard techniques of guidance.

CO7: Comprehend the nature of counselling along with the skills and responsibilities of a counsellor.

CO8: Suggest ways to organize counselling sessions.

CO9: Analyze the cause and effect relationship and possible corrective measures.

CO10: Describe the nature of disabilities of the children.

COURSE CODE: MS4ST7

CREDITS: 4

EDUCATION FOR DIFFERENTLY ABLED

After completing this course, the students will be able to

CO1: Define the educational implications for the students with differently abled

CO2: Gain knowledge about inclusive pedagogy

CO3: Acquire knowledge about various level of curriculum accommodate for students with special needs

CO4: Gain knowledge of National Curriculum Framework and its role in inclusion

CO5: Apply universal design of learning and use assistive technology for students with differently abled

CO6: Explain the concept of specific teaching strategies to teach subjects at primary and secondary level

CO7: Learn the concept of alternative methods of evaluation for students with special needs.

CO8: Apply and utilize the provisions and exemptions for educational evaluation of students with differently abled

CO9: Plan to accommodate students with special needs in regular inclusive classroom

CO10: Develop strategies and teaching practices for teachers to teach school subjects.

DISSERTATION:

In the fourth semester, the prospective teacher educators have to complete the data analysis, interpretations and submit the dissertation before the commencement of the fourth semester theory examinations. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation before submission of the dissertation to the university for external evaluation subject to the approval of the Research Advisory Committee.

PRACTICUM:

(a) Hands on Training

The prospective teacher educators shall prepare the master table based on the data collected and the data shall be statistically analysed by using any relevant software. The data (questionnaires, inventories, etc) and the output of the data shall be submitted during the viva-voce examination.

(b) Communication Skills: Academic Writing

The prospective teacher educators are expected to present the academic writing in the form of a research article related to the dissertation topic in the research colloquium of the respective Teacher Education Institution and the same shall be submitted to the concerned College / Department. The three members Evaluation Committee shall assess the practicum related works/records and award the internal marks for the students.