

M.Ed., FIRST YEAR (2015-16)**I – THEORY COMPONENTS**

Sl. No.	Course Code	COURSES	MARKS		
			Internal	External	Total
PERSPECTIVE COURSES					
1.	FPHPE	Historical and Political Economy of Education in India	30	70	100
2.	FPAEP	Advanced Educational Psychology	30	70	100
3.	FPCDD	Curriculum Design and Development	30	70	100
TOOL COURSE					
4.	FTBER	Basics in Educational Research	30	70	100
TEACHER EDUCATION COURSE					
5.	FTEEL	Teacher Education in India: Elementary Level	30	70	100
SPECIALISATION: CORE COURSE					
6.	FSCSE	Structure, Status and Issues in Secondary Education	30	70	100
SPECIALISATION: THEMATIC COURSE (Choose anyone of the following courses)					
7.	FSTEE	Early Childhood Care and Education	30	70	100
8.	FSTWS	Women Studies			
9.	FSTET	Advanced Educational Technology			
TOTAL			210	490	700

M.Ed., FIRST YEAR
II – PRACTICUM COMPONENTS

Sl. No	ACTIVITIES	MARKS
1.	<p>Field Immersion with Co-operative Schools (2 Weeks):</p> <p>(The prospective Teacher Educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare Reflective reports 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 during the Practical Examinations).</p>	50
2.	<p>Field Visit (2 Weeks):</p> <p>The prospective teacher educators shall visit and write reflective reports on anyone of the Teacher Education Institutions that are engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration etc.</p>	75
3.	<p>Dissertation Preliminary Work:</p> <p>Problem identification; tool/instrument selection/ construction; conduct of pilot study related to the title of dissertation of the prospective teacher- educators and the same should be submitted as a record during the Practical Examinations.</p>	75
4.	<p>Communication Skills I: Expository Writing</p> <p>The Prospective Teacher – Educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same need to be submitted during the Practical Examination.</p>	50
5.	<p>Self – Development : Yoga</p> <p>The Prospective Teacher – Educators shall demonstrate and conduct five sessions of yoga teaching to practice Yoga by the students of the cooperative schools. Proceeding of these activities has to be recorded and the same has to be submitted on the days of Practical Examinations.</p>	50
TOTAL		300

M.Ed., SECOND YEAR (2016-17)**I – THEORY COMPONENTS**

Sl. No.	Course Code	COURSES	MARKS		
			Internal	External	Total
PERSPECTIVE COURSES					
1.	SPPSE	Philosophical and Sociological Perspectives in Education	30	70	100
2.	SPATI	Advanced Techniques of Instruction	30	70	100
TOOL COURSE					
3.	STAER	Advanced Educational Research and Statistics	30	70	100
TEACHER EDUCATION COURSE					
4.	STESL	Teacher Education in India: Secondary and Higher Secondary Level	30	70	100
SPECIALISATION: CORE COURSE					
5.	SSCCA	Curriculum, Pedagogy and Assessment at Secondary Level	30	70	100
SPECIALISATION: THEMATIC COURSE (Choose any one of the following courses)					
6.	SSTED	Education for Differently Abled Learners	30	70	100
7.	SSTAM	Planning, Administration and Management of Secondary and Higher Secondary Education			
8.	SSTHE	Trends in Indian Higher Education			
TOTAL			180	420	600

M.Ed., SECOND YEAR**II – PRACTICUM COMPONENTS**

Sl. No.	ACTIVITIES	MARKS
1.	a) Dissertation: (The dissertation includes: Appropriate title/topic, statement of the problem; scope and limitations; objectives; operational definitions of variables; need and importance of the study; review of related studies; method of study; analysis and interpretation of data; results, discussion and conclusion; bibliography and appendices).	100
	b) Viva-Voce: (The prospective teacher educators shall submit the data sheets, master table, analysis output and the completed dissertation during the Vive-voce examinations).	50
2.	a) Field based Internship in the Cooperative School (1 Week): (The prospective teacher educators shall observe the teaching and other co-curricular activities both at level I & II of student - teachers in the cooperative schools and submit their Reflective records on the same during the practical examinations).	50
	b) Field based Internship in the Teacher Education Institution (3 Weeks): Each prospective teacher educators should be attached with their Parent Teacher Education Institution or anyone of the Teacher Education Institution for field immersion for a period of 3 weeks continuously to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions attached with TNTEU, offering B.Ed., course. Each prospective teacher educators should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institutions, where he/she is attached with and the same need to be submitted at the time of Practical examinations.	75
3.	Communication Skills II: Academic Writing (Publication of minimum ONE Research article (Full paper) related to the dissertation topic of the prospective teacher educators in Educational Journals and the same need to be appended in the M.Ed., dissertation).	75
4.	Hands on Training: (The prospective teacher educators shall prepare a master table based on the data collected and the data shall be statistically analyzed using any software. The output of the data has to be submitted during the Practical examinations).	50
TOTAL		400

M.Ed., Degree Programme

Course Code: FPHPE

**HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN
INDIA**

OBJECTIVES:

At the end of the course, the prospective teacher-educators will be able to:

- acquire knowledge on education and its agencies;
- develop understanding about the educational system of ancient India;
- develop understanding about the educational system of medieval India;
- list out the educational contributions of Christian Missionaries and the East India Company;
- analyse the major recommendations of various educational committees and commissions during the British rule;
- develop understanding about the educational provisions spelt out in the Indian constitution;
- analyse the major recommendations of various educational committees and commissions after Indian independence;
- recognise the important role of education in promoting nationalism and international understanding;
- examine the Indian political policy of education; and
- critically evaluate the changing economic policy in developing education.

UNIT – I: EDUCATION AND ITS AGENCIES

Education: Concept – Meaning – Definition; Aims of Education; Functions of Education; Forms of Education: Formal, Non-formal and Informal; Agencies of Education: Formal, Non-formal and Informal agencies of education.

UNIT – II: EDUCATION IN ANCIENT INDIA

Vedic System of Education and its Educational implications – Buddhist System of Education and its educational implications – Jain System of Education and its educational implications.

UNIT – III: EDUCATION IN MEDIEVAL INDIA

Indigenous Education: Nature, Types and its implications – Islamic Education: Nature, Types and its implications.

UNIT – IV: EDUCATION UNDER THE EAST INDIA COMPANY

Educational contributions of The Portuguese, The Dutch, The French, The Danish and The English Christian Missionaries – Educational contributions of the East India Company: Charter Act (1813), Charter Act (1833), Macaulay's Minutes (1835), Wood's Despatch (1854).

UNIT – V: EDUCATION UNDER THE BRITISH RULE

Hunter Commission (1881-1882) – Indian Universities Commission (1902) – Indian Universities Act (1904) – Sadler Commission (1917-1919) – Hartog Committee (1928-1929) – Abbot-Wood Report (1936-1937) – Wardha Scheme of Basic Education (1937) – Sargent Plan (1944).

UNIT – VI: EDUCATION PROVISIONS IN INDIAN CONSTITUTION

Preamble of the Constitution – Seventh Schedule of the Constitution: Central List, State List and Concurrent List – Directive Principles of State Policy and Education – Constitutional Amendments on Education – Right to Education Act (2009).

UNIT – VII: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

Radhakrishnan Commission (1948–1949) – Mudaliar Commission (1952-1953) – Kothari Commission (1964-1966) – New Policy of Education (1968,1986) – Revised National Policy of Education and Programme of Action (1992) – Yashpal Committee (1993) – Chadurvedi Committee (1993) – Ambani-Birla Committee (2000) – National Knowledge Commission (2006).

UNIT – VIII: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

Nationalism: Concept, Meaning, Education and Nationalism - National and Emotional Integration: Concept, Meaning, Factors affecting national integration, Emotional Integration Committee (1961), Education and National Integration - Inter-cultural Integration: Concept, Meaning, Development of inter-cultural understanding - International Understanding: Concept,

Meaning, Factors affecting international understanding, Education and International Understanding.

UNIT – IX: POLITICAL POLICY OF EDUCATION IN INDIA

Education for the elite group – Education for Democracy, Secularism and Socialism – Education for Social Change and Modernization - Education for Knowledge Economy – Brain Drain and Brain Gain – National Skill Development Mission - Education for Human Resource Development.

UNIT – X: ECONOMICS OF EDUCATION

Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshana), Religious Charities (Hinduism, Buddhism, Jainism, Islam and Christianity) – Philanthropic Contributions (Rulers and Individuals) – Grant-in-aid System of East India Company – Financing of Education in Free India: Public (Union and State Governments) and Private Funding, Public-Private Partnership Funding – Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding) – New Economic Policy and Education: Privatization of Education, Internationalization of Education (Exporting and Importing of Education).

SUGGESTED ACTIVITIES:

1. Visit any one the formal or non-formal agencies of education and submit a report on the mode of its functioning.
2. Conduct a debate on “Success of Implementing Right to Education Act rests with the Government Machineries or Common People”. Submit a report on the outcome of the debate.
3. Conduct a Seminar on “Role of Education in Nation Building Activities”. Submit a report on the major aspects of the same.
4. Collect the data and present a report on the changing educational policies since Indian independence.
5. Conduct a debate on “Brain Drain and Brain Gain” in the Indian context.

SUGGESTED READINGS:

Agarwal, Pawan (2009). *Indian higher education – Envisioning the future*. New Delhi: Sage Publications.

Aggarwal, J. C. (1995). *Teacher and education in India*. New Delhi: Vikas Publishing House.

Aggarwal, J. C. (2009). *Recent developments and trends in education*. Delhi: Shipra Publications.

Aggarwal, J. C. (2010). *Educational reforms in India for the 21st century* (4th Revised Edition). Delhi: Shipra Publications.

Aggarwal, J. C. (2011). *Education policy in India - 1992 and review 2000 and 2005* (3rd Reprint) Delhi: Shipra Publications.

Aggarwal, J. C. (2013). *Basic ideas in education* (Reprint). Delhi: Shipra Publications.

Biswas, A. & Agarwal, S.P. (1994). *Development of education in India – A historical survey of educational documents before and after independence*. New Delhi: Concept Publishing Company.

Chand, Jagadish. (2007). *Education in India during British period*. Delhi: Anshah Publishing House.

Chand, Jagadish. (2007). *Education in India after independence*. Delhi: Anshah Publishing House.

Chandra, S.S., et al. (2008). *Indian Education Development, Problems, Issues and Trends*, Meerut: R.Lal Book Depot.

Gupta, Asha. (2010). *Educational in the 21st century – Looking beyond university*. Shipra Publications.

Gupta, Rainu. (2010). *Philosophical, sociological and economic bases of education*. Ludhiana: Tandon Publications.

Gupta, S. (2011). *Education in emerging India*. Delhi: Shipra Publications.

Haq, Ehsanul. (2011). *Education polity and society*. Delhi: Shipra Publications.

Kolhatkar, M.R. (2012). *Survey of higher education (1947-2007)*. New Delhi: Concept Publishing Company.

Lal & Sinha. (2011). *Development of Indian education and its problems*. Meerut: R.Lal Book Depot.

Mishra, Lokanath. (2013). *Internationalization of higher education – Access and quality* (Edited). Delhi: Shipra Publications.

Mohanty, Jaganath. (2011). *Dynamics of educational thoughts and practices*. Delhi: Shipra Publications.

Narayan Dash, Biranchi. (2004, First Edition). *Teacher and education in the emerging Indian society*. Hyderabad: Neelkamal Publications.

Prasad, Janardan. (2009). *Education and society*. New Delhi: Kanishka Publications.

Ramesh, Ghanta & Dash, B.N. (2004 First Edition). *Foundations of education*. Hyderabad: Neelkamal Publications.

Seema, Sharma. (2004). *History of education*. New Delhi: Anmol Publications.

Shashi, Prabha Sharma. (2006). *Basic principles of education*. New Delhi. Kanishka Publishers.

Shukla, K.K. et al. (2011). *Development of education system in India*. Meerut: R.Lal Book Depot.

Sunil, Chavan . (2004). *Education for All*. New Delhi: Rajat Publications.

Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of Educational System in India*. Meerut: R.Lal Book Depot.

Swaroop, Saxena. N.R. (2008). *Theory of education*. Meerut: R.Lal Book Depot.

M.Ed., Degree Programme

Course Code: FPAEP

ADVANCED EDUCATIONAL PSYCHOLOGY

OBJECTIVES:

At the end of the course, the prospective teacher-educators will be able to:

- understand the various schools and methods of psychology;
- understand adolescent's growth, development and their problems;
- acquaint with the significance of learning and the various theories of learning;
- understand the biogenic and sociogenic motives and different theories of motivation;
- understand the concepts and theories of intelligence and creativity;
- understand the theories of personality and its measurement;
- identify the different types of adjustment mechanisms;
- differentiate the concepts mental health and mental hygiene;
- describe the various types of groups and leadership styles; and
- familiarize with various psychological testing procedures.

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY

Educational Psychology: Nature, Meaning and Scope - Major Schools of Psychology: Structuralism, Functionalism, Behaviourism, Constructivism, Psycho-analysis, Gestalt Psychology and Humanistic Psychology - Methods of Psychology: Introspection, Descriptive Observation, Case Study, Survey, Experimental and Developmental.

UNIT - II: GROWTH AND DEVELOPMENT

Growth and Development: Concept and Stages - Development: Dimensions - Methods of Study – Developmental Tasks - Factors influencing Development: Genetic, Biological, Physical and Environmental - Theories of Development: Psycho-analytic Theory of Freud and Erikson - Behavioural Theory of Albert Bandura - Cognitive Theory of Jean Piaget, Kohlberg and Havighurts.

UNIT - III: LEARNING

Learning: Meaning, Definitions and Importance – Theories of Learning: Behavioral Theory: Bandura's Social Learning Theory - Cognitive Theory: Gagne's Theory and Bruner's Theory - Developmental Theory: Vogotsky's Theory - Constructivist Theory: Kolb's Theory -

Humanistic Theory: Carl Rogers Theory - Field Theory: Kurt Lewin's Theory - Information Processing Theory: Donald Norman - Programmed Learning: Principles and Types.

UNIT - IV: MOTIVATION AND SELF – REGULATION

Motivation: Meaning – Biogenic and Sociogenic motives – Approaches: Behavioural, Humanistic, Cognitive and Socio-cultural – Theories: Maslow, Vrooms Expectancy Model and Mclellands - Level of Aspiration: Zeigarnik effect – Self-Regulation: Meaning - Factors influencing self-regulation - Theory and process.

UNIT – V: INTELLIGENCE AND CREATIVITY

Intelligence: Definitions, nature, neurological foundation, genetic and environmental influences – Approaches, types and concept of IQ - Theories: Two Factor Theory, Multifactor Theory, Group factor Theory, Triarchic Theory, Multiple Intelligence Theory, Burt Vernon's Hierarchy Theory, Catell Theory, Carroll Theory, PASS (Planning, Attention - Arousal, Simultaneous and Successive) Theory and its Educational Implications – Measurement of Intelligence: Issues and Approaches – Psychometric tests, Biological measures, Brain size, Volume and related measures – Chronometric approach.

Creativity: Nature - Factors affecting creativity: Genetic, Neurobiological and Socio-cultural Theories: Psychoanalytical, Eysenck's Theory, Addition Theory and Humanistic Theory – Models: Geneptore, Graham Wall's, and MG Taylor Model - Creativity in Education: Programmes and Strategies – Problem Solving.

UNIT - VI: PERSONALITY

Personality: Meaning and definitions – Determinants: Genetic, Social and Cultural - Theories: Type Theory, Trait Theory, Psycho-analytic Theory, Phenomenological Theory, Learning Theory, Social Behaviouristic Theory and Rotter's Expectancy – Reinforcement Model - Measuring Personality: Subjective, Objective methods – Projective techniques.

UNIT - VII: ADJUSTMENT

Adjustment: Meaning and process – Mechanisms – Adjustment problems of children and adolescents – Maladjustment Causes: Physical, Emotional, Social and Mental – Remedial Measures – Stress Management - Exceptional Children: Meaning, definition and types - Education for gifted and backward children.

UNIT – VIII: MENTAL HEALTH AND HYGIENE

Mental Health: Concept – Mental Health status of Indian Children – Strategies for strengthening mental health of students and teachers - Mental Hygiene: Concept and importance - Student's Unrest and Conflict: Nature, Causes, Conflict Resolution and Management.

UNIT – IX: GROUP DYNAMICS

Group Dynamics and Teams: Types of Groups - Dynamics of Informal and Formal groups – Group relationship in the class - Teams: Characteristics, Types, Team building, Team effectiveness – Leadership: Nature, Styles, Role and Activities - Theories: Trait, Exchange, Contingency and Path-Goal.

UNIT – X: PSYCHOLOGICAL MEASUREMENT

Concept of Evaluation, Measurement and Assessment – Psychological tests: Nature, characteristics and types – Norm Referenced Tests – Criterion Referenced Tests – Characteristics – Types of Standardized Tests: Achievement Tests, Diagnostic Tests and Aptitude Tests - Issues in standardized testing.

SUGGESTED ACTIVITIES:

1. Visit a Mental Healing Institute nearer to you and prepare a detailed report about the various Mental Health Programmes offered to the Mentally Retarded Adolescents.
2. Observe and list out the developmental characteristics of a sample of 5 students at secondary level.
3. Conduct a Case Study of adolescent learners with deviant behaviour.
4. Identify the learning difficulties of the student in any school subject at secondary level through administration of a diagnostic test and develop a module for remedial instructions.
5. Analyse the merits and demerits of the various methods of assessing the personality.

SUGGESTED READINGS:

Anastasi, A. (1980). *Psychological teaching*. London: MacMillan.

APS's. (1996). *Diagnostic and statistical manual (IV)*. New Delhi: Jaypee Brothers.

- Ausubel and Robinson, F.G. (1969). *School learning – An Introduction to educational psychology*. New York: Holt, Rinehart & Winston Inc.
- Baron, R. A. and Byrne, D. (2003). *Social psychology (10th Edn.)*. New Delhi: Prentice Hall.
- Bee, H. and Boyd, D. (2002). *Life span development*. Boston MA: Allyn & Bacon.
- Bernard, H.W. (1972). *Psychology of learning and teaching (3rd Edn.)*. New Delhi: McGraw-Hill Company.
- Bigge, M.L. and Hunt, M.P. (1962). *Psychological foundation in education*. New York: Harper & Brothers.
- Dandapani, S. (2001). *A textbook of advanced educational psychology (2nd Edn.)*. New Delhi: Anmol Publications.
- Dash, M. (1997). *Education of exceptional children*. New Delhi: Atlantic Publishers.
- Garrett, H.E. (1981). *Fundamental statistics in psychology and education*. Bombay: Vakils Publishers.
- Guilford, J.P. (1954). *Psychometric method (2nd Edn.)*. New Delhi: McGraw Hill Publications.
- Henson, K.T. and Eller, B.F. (1999). *Educational psychology for effective teaching*. USA: Wordsworth Publishing.
- Laura, E. Berk. (2003). *Child development*. New Delhi: Pearson Education.
- Mangal, S.K. (2007). *Essentials of educational psychology*. New Delhi: Prentice Hall of India.
- Maslow, A. (1968). *Some educational implications of humanistic psychology*. Harvard Educational Review Vol. IV.
- Mazur. (1989). *Learning and Behaviour*. New Delhi: Prentice Hall of India.
- Moshin. (1984). *Research methodology in behavioural science*. New Delhi: Pearson Education.
- Pringle, M.K. and Verma, V.P. (1974). *Advances in educational psychology*. London: University of London Press.
- Santrock John, W. (2001). *Educational psychology*. Boston: McGraw Hill.

Saraswathi, T.S. (1999). *Cultural socialization and human development theory, research and applications in India*. New Delhi: Sage Publications.

Singh, A.K. (1986). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Tata McGraw Hill.

Snodgrass, J.G., Berger, G.L. and Haydon, M. (1985). *Human experimental psychology*. New York: Oxford.

Spinthal, N. and Sinthal, R.C. (1990). *Educational psychology (5th Edn.)*. New York: McGraw Hill.

Stenberg, R.J. (1982). *Advances in the psychology of human intelligence (Vol. I)*. New Jersey: Erlbaum.

Torrance, E.P. (1965). *Rewarding creative behaviour*. New Jersey: Prentice Hall.

Wordsworth, B.J. (1989). *Piaget's theory of cognitive and affective development*. New York: Longman.

Winer, B.J. (1971). *Statistical principles and experimental design*. Kogakusha: McGraw Hill.

M.Ed., Degree Programme**Course Code: FPCDD****CURRICULUM DESIGN AND DEVELOPMENT****OBJECTIVES:**

At the end of the course, the prospective teacher-educators will be able to:

- acquire the knowledge of the concepts, principles, types and theories of curriculum development;
- understand the determinants of curriculum design;
- comprehend the basic consideration, trends and issues in curriculum planning;
- understand phases of curriculum process;
- recognise the models of curriculum development;
- analyse the approaches of curriculum organization;
- understand the models of curriculum implementation;
- understand the modes of curriculum transaction;
- recognise the various forms and approaches of curriculum evaluation and
- comprehend the strategies and models of curriculum change and innovations.

UNIT - I: THE NATURE OF CURRICULUM

Meaning and Concept of Curriculum - Definition of curriculum: Curriculum as a Plan, Curriculum as an Experience, Curriculum as an Objective and Curriculum as a Subject Matter – Elements of Curriculum – Constituents of Curriculum – Correlates of curriculum – Types of Curriculum: Open Curriculum, Hidden Curriculum, Informal Curriculum, Actual Curriculum and Extra-Mural Curriculum – Principles of Curriculum Construction – Theories of Curriculum Development – Different ways of Approaching Curriculum Theory – Curriculum and Syllabus.

UNIT - II: DETERMINANTS OF CURRICULUM

National Aspirations and Needs – Cultural and Social Change – Factors influencing Curriculum : Political, Social, Economic, Technological, Environmental Factors – Changes in Values – Value System – Foundations of Curriculum: Philosophical, Sociological and Psychological Foundations of Curriculum .

UNIT - III: CONSIDERATION FOR CURRICULUM PLANNING

Nature of Discipline and Curriculum Planning – Basic Considerations in Curriculum Planning: Developmental Considerations, Social Considerations, Economic Considerations, Environmental Considerations, Institutional Considerations, and Teacher-related Considerations – Issues in Curriculum Development: Traditional Curriculum, Modern Curriculum, Irrelevant Curriculum Intentional Curriculum, Learned Curriculum and Emerging Curriculum - Future directions for Curriculum Development.

UNIT - IV: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum process: Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience - Vertical and horizontal organization of content and learning experience, and Evaluation

UNIT - V: MODELS OF CURRICULUM DEVELOPMENT

Technical Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model, Goodlad's Model, Hunkin's Model and Miller and Seller's Model. Non-Technical - Non-Scientific Models: Kohl and Holt's Model, Fantini's Model and Rogers Model.

UNIT - VI: APPROACHES OF CURRICULUM ORGANIZATION

Subject- Centred Designs: Subject design, Discipline design, Broad field design and Correlation design – Learner-Centred designs: Child-Centred design, Experience-Centred design, Romantic design and Humanistic design – Problem-Centred Design: Life-Situation design, Core design and Social Reconstruction design – Sources of Curriculum Design.

UNIT - VII: CURRICULUM IMPLEMENTATION

Definition of Curriculum Implementation – Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model, and Rand Change Agent (RCA) Model – Factors influencing Curriculum Implementation

UNIT - VIII: CURRICULUM TRANSACTION

Meaning and Definition of Curriculum Transaction – Main Components of Curriculum transaction: Bases of Curriculum Transaction, Teaching-Learning Process and Creating an Effective Environment – Effective Teaching – Factors influencing effective teaching - Lesson

Planning and Preparation: Need, Techniques and Format for Lesson Planning, Teacher's Diaries, Planning and Use of Teaching Aids – Actual Classroom Teaching: Observing Classroom Teaching, Teaching styles and behaviour, Student's Participation in the Teaching Learning Process, Classroom practices – Effective Guidance and Supervision of Classroom Practices – Role of ICT in Curriculum Transaction – Role of Teachers in Curriculum Transaction.

UNIT - IX: CURRICULUM EVALUATION

Concept, Definition, Need, Importance and Sources of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic, Democratic, Norm-referenced and Criterion – referenced Evaluation – Qualitative and Quantitative Evaluation – Functions of Curriculum Evaluation – Forms of Evaluation: Formative and Summative Evaluation – Focuses of Evaluation – Methods of Curriculum Evaluation: Evaluation during curriculum development and Evaluation during curriculum implementation – Continuous and Comprehensive Evaluation – Models of Curriculum Evaluation: Tyler's Objectives-Centred Model – Stufflebeam's CIPP Model and Robert Stake's Congruence – Contingency Model.

UNIT - X: CHANGE AND INNOVATIONS IN CURRICULUM

Patterns of Curriculum Designing: Centralised and Decentralised Curriculum Designing – Levels of Curriculum Designing – Advantage and Limitations of Centralised and Decentralised Curriculum Designing – Curriculum Change and Innovations - Context of Curriculum Change and Innovations – Strategies and Models for Curriculum Change and Innovations – Planning and Executing the Change.

SUGGESTED ACTIVITIES:

1. Prepare a report on different ways of approaching curriculum theory.
2. Prepare a list of factors influencing curriculum.
3. Prepare a report on various issues in curriculum development.
4. Conduct debate on various approaches of curriculum organization and submit a report on merits and demerits of the same.
5. Prepare a report on factors influencing effective teaching and learning.

SUGGESTED READINGS:

Aggarwal, J.C. (1990). *Curriculum Reform in India – World Overviews, Doba World Education Series – 3*. Delhi: Doba House, Book Seller and Publisher.

Aggarwal, Deepak. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.

Orstein, A.C and Hunkins, F.P (1988). *Curriculum: Foundations, principles and issues*. New Jersey: Prentice Hall International

Arora, G.L. (1984). *Reflections on curriculum*. New Delhi:NCERT.

Chauhan, S.S. (1993). *Innovations in the teaching learning process*, New Delhi: Vikas Publishing House.

Chikumbu, T.J and Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13)*. Canada: The Common wealth of Learning.

Dewey, John. (1996). *The child and the curriculum*, Chicago: The University of Chicago Press.

Diamond Robert, M. (1986). *Designing and improving courses in higher education: A systematic approach*, California: Jossey – Bass Inc. Publication.

Doll Ronald, C. (1986). *Curriculum improvement: Decision making process*. London: Allyon and Bacon Inc.

Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press Inc.

Glatthorn, A.A. Boschee, F., and Whitehead, B.M. (2009). *Curriculum leadership: Strategies for development and implementation*. New Delhi: Sage Publications.

Joseph,P.B et al. (2000). *Cultures of curriculum (Studies in Curriculum Theory)*. NewYork: Teachers College Press.

Julian C. Stanley and Kenneth D.Hopkings. (1978). *Education and evaluation*. New Delhi: Prentice Hall of India.

McKernan, James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research*. London: Routledge.

Ciddldwood, D. and Burton, N. (2010). *Managing the curriculum*, New Delhi: Sage Publications.

Saylor, G.J. and Alexander, W. (1965). *Planning curriculum for school*, New York: Holt Richard and Winston Inc.

Sterling, G . Callahan .(1958). *Successful teaching in secondary schools*, Brigham: Young University.

Taba, Hilda.(1962). *Curriculum development: Theory and practice*, New York: Harcourt Brace, Jovanovich Inc.

Tanner, D. and Tanner, L.N. (1975). *Curriculum development: Theory and practice*, New York: MacMillan.

Wrightstrane Justman, Robbins. (1964). *Evaluation in modern education*, New Delhi: Eurasia Publishing House.

M.Ed., Degree Programme

Course Code: FTBER

BASICS IN EDUCATIONAL RESEARCH

OBJECTIVES

At the end of the course, the perspective teacher-educators will be able to:

- acquire knowledge of research in the field of education;
- write a research proposal;
- describe the nature, characteristics, types, advantages and limitations of quantitative and qualitative research;
- acquire skills to select appropriate population and sampling techniques;
- acquire skills to construct suitable tests and tools;
- differentiate the population and sampling;
- understand the different types of errors in research;
- familiarize with agencies of research;
- develop the skills of selecting a research problem in education and formulate hypotheses; and
- write a research report.

UNIT – I: NATURE OF EDUCATIONAL RESEARCH

Research; Meaning and Definition – Scope and Need for Educational Research – Characteristics of Educational Research – Classification of Educational Research – Functions of Educational Research – Nature of Educational Research.

UNIT – II: RESEARCH PROPOSAL

Meaning of Research Proposal – Need of Research Proposal – Introduction – Statement of the Problem – Review of Related Literature – Methodology: Objectives, Hypothesis, Sampling, Tools, Procedures for Treating Data, Bibliography, Time Schedule, Budget Schedule.

UNIT – III: QUANTITATIVE RESEARCH

Introduction – Characteristics of Quantitative Research – Major Types of Quantitative Research: Descriptive Survey Research, Correlation Research, Causal-comparative Research and Experimental Research - Advantages and Limitations of Quantitative Research.

UNIT – IV: QUALITATIVE RESEARCH

Introduction - Characteristics of Qualitative Research – Major Types of Qualitative Research: Phenomenology, Document or Content Analysis, Ethnography, Case studies, Genetic Studies and Grounded theory - Advantages and Limitations of Qualitative Research.

UNIT – V: KINDS OF EDUCATIONAL RESEARCH

Basic Research, Applied Research and Action Research - Meaning and Definition of Action Research – Characteristics of Action Research – Objectives of Action Research – Value of Action Research – Methodology of Action Research.

UNIT – VI: TOOLS OF RESEARCH

Meaning of Research Tool - Criteria for Selection of Tools – Factors related to Construction of Tools – Classification of Tools: Psychological Tests: General Mental Ability or Intelligence, Aptitudes, Creativity, Achievement, Personality Traits and Adjustment, Interest and Values - Inquiry Forms: Questionnaire, Schedule, Check List, Rating Scale, Score Card and Attitude Scale (Thurstone method and Likert method)- Observation – Interview - Socio-metric Techniques: Sociogram, Sociometric matrix, Guess-who technique and Social distance scale – Characteristics of Research Tools: Reliability, Validity and Objectivity – Standardization of Tests, Pilot Study and General procedure for Item analysis- Ethical issues in Conducting research.

UNIT – VII: POPULATION AND SAMPLING

Meaning and Definitions of Population and Sampling – Types of Sampling: Probability Sampling; Characteristics of Probability Sampling, Types of Probability Sampling – Non-Probability Sampling, Characteristics of Non-Probability Sampling, Types of Non-Probability Sampling - Errors in Sampling – Size of Sample – Application of Sampling Technique in Research.

UNIT – VIII: ERRORS IN RESEARCH

Introduction – Types of Errors in Research: Theoretical Errors, Methodological Errors, Sampling Errors, Measurement Errors, Statistical Errors, Interpretation Errors, Inferential Errors and Reporting Errors.

UNIT –IX: RESEARCH REPORT

Title Page: Title, Author's name and Institutional Affiliation, Running Head- Abstract – Introduction: Statement of the Problem, Background/Review of Literature – Purpose and Rationale/ Hypothesis – Design of the Study: Apparatus or Instrumentation, Procedure – Analysis and Interpretation of the data: Tables and figures, Statistical Presentation – Summary, Conclusions and Discussion: Support and

Nonsupport of hypotheses, Practical and Theoretical Implications – Reference Section: Bibliography – Appendix – Author Note.

UNIT – X: AGENCIES IN EDUCATIONAL RESEARCH

Need and Importance of Agencies in Educational Research – Role of Different Agencies: MHRD, UGC, NCERT, NCTE, ICSSR, ICHR, ICPR, SCERT's, State Ministries of Education.

SUGGESTED ACTIVITIES:

1. Prepare a model Research Proposal.
2. Prepare a tool for your study and find out validity and reliability.
3. Participate and Present the paper in workshop, Seminar and Conferences.
4. Prepare a model Research Report.
5. Submit an Action Research Report.

SUGGESTED READINGS:

Agarwal. L.P. (2007). *Modern educational research*. New Delhi: Dominant Publishers.

Bhandarkar, P.L. Wilkinson, T.S., and Laldas, D.K., (2004). *Methodology and techniques of social research*. Mumbai: Himalaya Publishing House.

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Kothari, C.R. (1998). *Quantitative techniques*. New Delhi: Vikas Publishing House.

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Radha Mohan, (2006). *Research methods in education*. Hydrabad: Neelkamal Publications.

Ravi Prakash, (2003). *Problems of educational research*. New Delhi: Common Wealth Publications.

M.Ed., Degree Programme**Course Code: FTEEL****TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL****OBJECTIVES:**

At the end of the course, the prospective teacher-educators will be able to:

- acquire the knowledge on the origin of teacher education programme in the Indian context;
- develop the understanding about the development of elementary teacher education system in India;
- Comprehend the structure of elementary teacher education in India;
- compare and contrast the salient features of elementary teacher education programmes of UK, USA, Japan, Germany and India;
- analyse the elementary teacher education curriculum and its transaction modes;
- list out the District, State, National and International organizations related to elementary teacher education;
- critically evaluate the major issues in elementary teacher education;
- take a stock of the elementary school teachers status and the avenues for their professional growth;
- recognize the various modes of evaluation adopted in elementary teacher education programme; and
- develop research attitude in teacher education.

UNIT-I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT

Concept of Teaching, Instruction, Indoctrination and Teacher - Teacher and Teacher Education: Ancient Period, Medieval Period (Jainism, Buddhism, Islam) and British Period.

UNIT-II: DEVELOPMENT OF ELEMENTARY TEACHER EDUCATION IN FREE INDIA

Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66) - Chattopadhyaya Committee (1983-85) – NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – NCERT Committee (2005) – National Knowledge Commission (2006) – NCFTE (2010).

UNIT-III: STRUTURE OF ELEMENTARY TEACHER EDUCATION

Teacher Education: Concept, Objectives and Scope of Teacher Education; Pre-service and In-service – Structure of Elementary Teacher Education – Salient features of Elementary Education: Relevance, Flexibility, Integration and Interdisciplinary – Nature and Concept of Elementary Teacher Education – Objectives of Elementary Teacher Education.

UNIT-IV: COMPARATIVE TEACHER EDUCATION - ELEMENTARY LEVEL

Comparative Education: Concept, Need, Importance and Scope – Comparative Study of Elementary Teacher Education: UK, USA, Japan, Germany and India.

UNIT-V: ELEMENTARY TEACHER EDUCATION CURRICULUM AND TRANSACTION

Pedagogical Theory – Methodology of Teaching School Subjects – Practice Teaching/Internship – Other Practical Works – Competency Based and Commitment Oriented Teacher Education – Curriculum Framework of NCTE Regulations, Norms and Standards (2014).

UNIT-VI: ORGANISATIONS INVOLVED IN ELEMENTARY TEACHER EDUCATION

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level), SIEMAT, SCERT/DTERT (State Level), NCERT, RIEs, NUEPA, NCTE, RCI (National Level), UNESCO, UNICEF (International Level).

UNIT-VII: MAJOR ISSUES IN ELEMENTARY TEACHER EDUCATION

Admission of Students – Fee Structure – Duration of the Programme – Curriculum and Pedagogy – Originations of Practice Teaching and relationship with Co-operative Schools – Supervision of Internship – Facilities at Teacher Education Institutions – Teachers for Student with diverse needs in Elementary Schools - Quantity and Quality of Elementary Teacher Education – Privatization of Teacher Education.

UNIT-VIII: STATUS AND PROFESSIONAL GROWTH OF ELEMENTARY SCHOOL TEACHERS

Socio-economic Status of Teachers – Service Conditions of Teachers – Promotion – Job Security – Participation in Decision-making Process – Professional Organizations of Teachers:

Local, National, and International Level and their activities for Professional Growth –In-service programmes for Elementary School Teachers: Objectives and Strategies.

UNIT–IX: EVALUATION IN ELEMENTARY TEACHER EDUCATION

Evaluation: Concept, Need, and Scope – Assessment of Students Learning: Pedagogical Theory, Practicum and Teaching Competency - Evaluation Strategies: Formative Vs Summative, Criterion Vs Norm-referenced, and Internal Vs External evaluations – Structured Vs Unstructured Evaluation Tools.

UNIT–X: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

Areas of Research: Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching, Service Conditions and Job Satisfaction, Quality Maintenance, Practice Teaching and Co-operation of Practicing Schools, Evaluation Strategies and Comparative Education.

SUGGESTED ACTIVITIES:

1. Prepare a Report based on the visit to anyone of the Elementary Teacher Education Institutions and critically evaluate the facilities available in the Elementary Teacher Education.
2. Compare and contrast the Elementary Teacher Education Curriculum and its Transaction Modes in Tamilnadu with that of any other States of India.
3. Critically evaluate the role of NCTE in promoting Quality in Elementary Teacher Education Programme.
4. Prepare a Portfolio to evaluate the prospective teachers of Elementary Teacher Education Programme.
5. Suggest any Five areas of Elementary Teacher Education for undertaking of Research Projects.

SUGGESTED READINGS:

Aggarwal, J.C. (1984). *Landmark in the history of modern india education*. New Delhi: Vikas Publications.

Balsare Maitraya. (2005). *Administration and reorganization in teacher education*. New Delhi: Kanishka Publishers.

Chauraisa, G. (1967). *New era in teacher education*. New Delhi: Vikas Publications.

Day, C. and J. Sachs, J. (Ed.) (2004). *International handbook on the continuing professional development of teachers*. Maidenhead: Brinks Open University Press.

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Mohammed Miyan. (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.

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NCTE (1998). *Competency based and commitment oriented teacher education for quality school education: Pre-service education*. New Delhi: NCTE.

Ram, S. (1999). *Current issues in teacher education*. New Delhi: Saurp & Sons Publications.

Singh, U.K and Sundershan K.N. (2005) *Teacher education*. New Delhi: Discovery Publishing House.

Srivastava, G.N. (2004). *Perspectives in teacher education concept*. New Delhi: APH Publications.

M.Ed., Degree Programme**Course Code: FSCSE****STRUCTURE, STATUS AND ISSUES IN SECONDARY EDUCATION****OBJECTIVES:**

At the end of the course, the prospective teacher-educators will be able to

- trace out the historical perspectives of secondary education in India;
- know the various Boards of secondary and higher secondary education;
- analyse the different types of secondary school system;
- examine the various committees and commissions views on secondary education;
- analyse the quality aspects of the secondary education in India;
- identify the various curriculum framework related to secondary education;
- use the different teaching strategies at secondary level;
- understand the planning and administrative procedure of the secondary schools;
- get familiarized with the issues related to vocational education; and
- compare our secondary education system with other countries.

UNIT-I: HISTORICAL PERSPECTIVES OF SECONDARY EDUCATION IN INDIA

Need, Scope and objectives of Secondary Education – Development of Secondary and Higher Secondary Education in India: Pre-independence and Post-independence Periods – Achievements and Failures.

UNIT-II: STRUCTURE OF SECONDARY EDUCATION

The Changing Patterns – Articulation with other Stages of Education and with other Channels – Structure of different School Boards at Secondary Level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board - Types of School Education: Government, Govt. Aided and Private - In-service and Pre-service Teacher Education Institutions at Secondary level.

UNIT-III: EXPERIMENTS IN SECONDARY EDUCATION

Public Schools; Multi-Purpose Schools; Junior Technical Schools; Post-Basic Schools; Kendriya Vidyalaya Schools (KVS), Navodaya Vidyalaya Schools (NVS) and Sainik Schools – New Policy Priorities and Programmes in Secondary Education.

UNIT - IV: COMMISSIONS AND COMMITTEES ON SECONDARY EDUCATION

Education in the Concurrent List – Constitutional Provisions related to Education – Secondary Education Commission (1932-1953); Indian Education Commission (1964-1966); Ishwar Bhai Patel Committee (1977); Adisehiah Committee (1978); National Policy on Education (1986); and Programme of Action (1992).

UNIT-V: QUALITY ISSUES IN SECONDARY EDUCATION

Quality: Meaning and Definitions – Enrollment, Dropout and Achievement at Secondary and Higher Secondary level – Universalization of Secondary Education - Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Equalities of Educational Opportunities – Education for Girls, Disadvantaged, Differently Abled Children and Slow Learners – Global Monitoring Report (2000 -2015) – NGOs Pratham Report (2014) and UNESCO Report – Strategies for promoting Access and Achievement at Secondary level.

Unit-VI: CURRICULUM AT SECONDARY LEVEL

Development of New Curriculum: Needs, Strategies, Advanced and Enrichment Programmes - History of Curriculum Reforms in India: National Curriculum for Elementary and Secondary Education (1988), NCERT National Curriculum Framework for School Education (2000), National Curriculum Framework (2005) and National Curriculum Framework for Teacher Education (2014) – Importance of Mathematics, Humanities and Social Sciences – Work Experience - Socially Useful Productive Work (SUPW) – Curriculum for Physical Education; Education of Social, Moral and Spiritual Values – Inclusive Education.

UNIT-VII: TEACHING STRATEGIES AT SECONDARY LEVEL

Techniques of Teaching at Secondary Level: Teaching Models; Group Methods; Team Teaching; Individualized Instruction; Programmed Instruction; De Bono's Six Thinking Haps and Mind Mapping; Co-operative Learning; Brain Based Learning; and Teacher Pupil Interaction – Reforms in the System of Examination.

UNIT-VIII: PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION

Role of Government in Secondary Education – Central Level Agencies: CABE and NCERT - State Level Agencies: School Boards of Education and State Council for Educational Research and Training (SCERT) - Institutional Administration: Staff and Personnel Administration; Organizational Climate: Teacher Morale; Job Satisfaction – School Budget – Sources of

Income – School Time-table; Records; Library and Co-curricular Activities – Supervision and Inspection – Emerging Supervisor and his Problems – Management Innovations in Secondary School – Community Relationships and Secondary Schools.

UNIT-IX: VOCATIONALISATION OF EDUCATION AT SECONDARY LEVEL

Vocationalisation of Education: Meaning, Need and Objectives – Vocationalisation of Secondary Education: Management Structure – Organizations for Vocational Education; Joint Council of Vocational Education (JCVE); Bureau of Vocational Education (BVE); Central Institute of Vocational Education (CIVE); and State Institute of Vocational Education (SIVE) – Centrally Sponsored Scheme of Vocationalisation of secondary Education – Challenges in Vocationalisation of Education – Studies and findings on Vocational Education – Strategies for furthering Vocationalisation.

UNIT-X: RESEARCH IN SECONDARY EDUCATION

Need for research in Secondary Education – Agencies – Present Trends in India – Compare the Indian Secondary Education System with USA, UK, Japan and Germany.

SUGGESTED ACTIVITIES:

1. Visit the Government, Govt. Aided and Private Schools in your locality and prepare a profile of these schools.
2. Prepare a report on the functioning of In-service and Pre-service Teacher Training Institutions in your locality.
3. Conduct an Action Research about the impact of RMSA Programme in your Block.
4. Conduct an Interview with the students and their parents on problems in studying Vocational Education Courses at Higher Secondary level.
5. Appraise the Training Programme organized by the SCERT to Secondary School Teachers in your State.

SUGGESTED READINGS:

Abbey, N. (2003). *Pedagogy: The key issue in education, discussion paper parts 1 & 2*. New Delhi: UNICEF.

Agrawal, M. (2004). *Curricular reform in schools: The importance of evaluation*. Journal of Curriculum Studies, 36 (3): 361-379.

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Ministry of Human Resource Development. (1992). *National policy on education 1986 as modified in 1992 with programme of action*. New Delhi: MHRD.

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National Council of Educational Research and Training (NCERT). (2011). *Programme evaluation report of activity based learning*. Tamil Nadu, India: NCERT.

Sarangapani P.M., Jain M., Mukhopadhyay R., and Winch, C. (2013). *Baseline survey of the school scenario in some states in the context of RTE: Study of educational quality, school management and teachers: Andhra Pradesh, Delhi and West Bengal*. New Delhi: MHRD (SSA).

Silver, HF., Strong, R.W., Perini, M.J. (2000). *So each may learn – integrating learning styles and multiple intelligences*. New York: ASCD Publications.

Udaya, Sankar. (1976). *Exceptional children*. New Delhi: Sterling Publishing House.

UNESCO (2006). *Teachers and educational quality: monitoring global needs for 2015*. Montreal: UNESCO Publication.

UNICEF (2008). *Third party assessment of GOI-UNICEF quality package for primary education (2003-2007): Final report*. New Delhi: UNICEF, India Country Office.

Warwick, David. (Ed.) (1973). *Integrated studies in the secondary school*, London: University of London Press.

M.Ed., Degree Programme

Course Code: FSTEE

EARLY CHILDHOOD CARE AND EDUCATION

OBJECTIVES:

At the end of the course, the prospective teacher-educators will be able to,

- know the historical development of early childhood education;
- review the various committees and commissions suggestions on early childhood education;
- know the different aspects of child development;
- understand the principles involved in the planning of pre-school programmes;
- know the various management process of the pre-school programmes;
- analyse the methods of teaching to pre-school children;
- find out the behavioural problems of the pre-school children;
- get awareness about the common diseases and ailments of the pre-school children;
- interact and know about the involvement of parents and community regarding the nutrition and health of the pre-school children; and
- explore the objectives, types and techniques in educating the early childhood education programmes.

UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION

Early Childhood Education: Concept, meaning, nature, objectives, need and importance – Early Childhood Education Movement in India and Abroad – Prominent promoters of Early Childhood Care and Education: Plato, Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Aurobindo, Giju Bhai Patel and Tarabai Modak.

UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD

Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.

UNIT – III: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION

Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee (1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) – International Treaties on Agreement relating to ECCE: Declaration of Human Rights (1948), Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

UNIT – IV: PLANNING PRE-SCHOOL PROGRAMMES

Principles involved in planning Pre-school programmes – Short-term and Long-term planning – Importance of Rhymes, Songs, Stories, Science exhibitions, Field trips, Puppet shows and Dramatization – Habit formation: Eating, Sleeping, Dressing and Toilet training.

UNIT – V: MANAGEMENT OF PRE-SCHOOL

Selection of sites – Building requirements – Selection and Care of equipment - Staff Pattern and Qualifications – Importance of Records and Reports – Budget – Income and Expenditure – Characteristics and Responsibilities of Pre-school teachers – Need of Parent-teachers Cooperation – Crèches: Aims, objectives, importance, and types – Organisations working for Pre-school Education: NIPCCD (National Institute for Co-operative Child Development), NCERT, ICDS, UNICEF and CARE (Co-operative Assistance and Relief Everywhere).

UNIT VI: METHODS OF TEACHING TO PRE-SCHOOL CHILDREN

Methods: Kindergarten, Montessori and Nursery – Play: Characteristics, theories (early classical and current theories), Stages and types – Role of play in the overall development of children.

UNIT VII: BEHAVIOURAL PROBLEMS OF PRE-SCHOOL CHILDREN

Behavioural Problems: Symptoms, causes and prevention of Aggression, Jealousy, Thumb sucking, Nail biting, Hair pulling, Tantrums, Stealing and Bed wetting.

UNIT VIII: COMMON COMMUNICABLE DISEASES AND AILMENTS OF PRE-SCHOOL CHILDREN

Communicable diseases: Symptoms, causes and prevention of Pneumonia, Malaria, Typhoid, Diphtheria, Measles, Mumps, Chicken pox, Tuberculosis, Conjunctivitis and scabies – Ailments: Symptoms, causes, and care during of Diarrhea, Ear ache, Cold and Cough, Fever, Vomiting and Teeth problems.

UNIT IX: NUTRITION AND HEALTH OF THE PRE-SCHOOL CHILDREN

Nutrition and Health: Meaning and importance – Balanced Diet – Malnutrition, under nutrition and over nutrition – Role of Family, Parents, School and Community in promoting Children's Health and Nutrition, Government and NGO's involved in the delivery of nutritional and health services to children.

UNIT X: EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMME

Evaluation: Meaning, objectives, need and significance – Functions, components and characteristics of Evaluation – Types of evaluation: Summative and Formative, Formal and Informal and Competency based Evaluation – CCE: Principles and Techniques - Anecdotal Record, Cumulative Record and Report Card.

SUGGESTED ACTIVITIES

1. Make a resource file on collection of pictures, available materials and articles related to Early Childhood Education.
2. Visit to ICDS center and observing the ICDS Programme.
3. Prepare a list of equipments essential for a crèche.
4. Prepare a layout of indoor/outdoor arrangement for a Pre-School.
5. Conduct case study of a children with any behavioural Problems.

SUGGESTED READINGS

Aggarwal, J.C and Gupta, S. (2013). *Early childhood care and education*. Delhi: Shipra Publications.

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- Evans, Ellis, D. (1975). *Contemporary influence in early childhood education*, New York: Holt Rinehart and Winston, Inc.
- Ganai M.Y. & Sayid, Mohd. (2002). *Early child care and education*. Srinagar (India): Kashmir University.
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M.Ed., Degree Programme

Course Code: FSTWS

WOMEN STUDIES

OBJECTIVES:

At the end of the course, the prospective teacher-educators will be able to,

- trace out the growth of women movements in India and in Tamil Nadu;
- understand the feminist thinkers' views on women and their development;
- review the various feminist theories;
- analyse the issues related to women's education in India;
- evaluate the legal framework for women in India;
- comprehend the various programmes for women development;
- understand the different perspectives of women empowerment;
- comprehend the issues related to women's health and hygiene; and
- explore the various problems related to conducting research in women studies.

UNIT – I: CONCEPT AND SCOPE OF WOMEN STUDIES

Women Studies: Concept, need and scope – Women studies as an academic discipline – Women's Movements: Pre and Post-Independence – Women's Movement in Tamil Nadu: Women's role in Dravidian Movement, Tamil Nadu Women's Movement Forum (TNWF), Dalit Women's Movement, Women's Movement Against Poverty and Violence (MAPOVT), Women's Movement for Reservation – Women's Organizations and Associations: MHRD, Indian Association of Women Studies, All India Democratic Association, National Commission for Women and Self Help Groups (SHG).

UNIT – II: SOCIAL REFORM MOVEMENT IN INDIA AND FEMINIST THINKERS

Contribution of Brahma Samaj, Ariya Samaj and Prarthan Samaj – Feminist Thinkers: Raja Ram Mohan Roy, Ishwarachandra Vidyasagar, Sarojini Naidu, Durga Bai, Dr. B.R. Ambedkar, Pandit Rama Bai, Bharathiyar, Bharathidasan and E.V.Ramasamy.

UNIT – III: STATUS OF WOMEN IN INDIA

Position and Status of Women in Indian Society – Sex Ratio: Factors and Consequences of adverse sex ratio and measures to achieve the balance between the both sexes – Sex Education

– Women and Economic Development – Women Participation in Political Process – Women and Governance in Indian context.

UNIT – IV: WOMEN’S EMPOWERMENT

Gender difference in Personality – Gender and Academic Achievement – Women’s Empowerment – Women’s Labour Force Participation – Women’s Leadership and Participation in Management – Role of Women in Protecting the Environment – Women Entrepreneurship and Participation in Mass-media.

UNIT – V: WOMEN AND HEALTH

Health Status of Women in India: - Social, Economic and Cultural Factors influencing Health – Maturity, Morbidity and Life Expectancy – Wholistic Approach to women’s health – Health and Sanitation – New Reproductive Technologies – Birth Control Technologies - National and International Initiatives on Women’s Health.

UNIT – VI: FEMINISM

Feminism: Objectives, goals and phases of feminist movements – Theories: Liberal Feminism - Equality, Rationality and Freedom; Marxist Feminism - Production, Class alienation, Marriage and Family, Black feminism, Dalit feminism, Techno feminism and Cyber feminism; Radical Feminism - Gender, Patriarchy, Sexuality, Androgyny, Misogamy and Motherhood; Socialist Feminism - Class and Gender, Divisions of Labour, Masculinity, Femininity, Separation and Socialisation.

UNIT – VII: INITIATIVES FOR WOMEN’S DEVELOPMENT

Women’s Development: Meaning, definitions and scope – Human Development in India (HDI) – Women’s Development under Five Year Plans: Welfare Perspective (Ist – Vth Plans); Development Perspective (VIth – VIIth Plans); and Empowerment Perspective (VIIIth Plan and Onwards) – Women’s Development and International Intervention: International Women’s Decade, Plan of Action, Mexico (1975); Programme of Action, Copenhagen (1980); Forward Looking Strategies, Nairobi (1985); Platform for Action, Beijing (1995) and Millennium Development Goals (2000).

UNIT – VIII: INDIAN LEGAL FRAMEWORK FOR WOMEN

Articles related to Women in Indian Constitution (73rd and 74th Amendments) – Fundamental Rights – Directive Principles of State Policy – Marriage Registration Act (2005) - Dowry

Prohibition Act (1961) - The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act (2013) - Domestic Violence Prohibition Act (2005) - The Maternity Benefit Act (1961) - Child Marriage Act (2006) – Enforcement Machinery: Policy and Judiciary, Family Courts, National Commission for Women (NCW), State Commission for Women (SCM) and Convention on the Elimination of All Forms of Discriminations Against Women (CEDAW).

UNIT – IX: WOMEN’S EDUCATION IN INDIA

Women’s Education: Vedic, Post-Vedic and Modern Period – Gender Disparity of Women Enrolment and Dropout in Education at different levels – Essentials of Educating the Girls – Education and Career Opportunity for Women – Discrimination of Women – State Initiatives: Mid-Day Meal Scheme, Free Education, Literacy Campaign, Lifelong learning, SSA, RMSA, RUSA and Right to Education

UNIT – X: RESEARCH IN WOMEN STUDIES

Meaning of Research – Objectives – Motivation for research in women’s studies – Need and Significance of research in women’s studies – Areas of research in women’s studies – Problems of research studies – Recent trends in women’s studies.

SUGGESTED ACTIVITIES

1. Visit anyone of the Public Sector Organization nearer to your college and prepare a detailed report on Women’s Participation on different Cadres in that Organization.
2. Conduct an Action Research about the various Health Problems of Women’s working in IT Sector.
3. Conduct an Interview with a successful Women Entrepreneur and submit the report in the form of Power Point Presentations.
4. Give an account of the various Enforcement Machineries available for redressing the Women’s grievances.
5. Visit anyone of the Self Help Group (SHG) in your locality and list out their activities for the Empowerment of Women.

SUGGESTED READINGS

Agnes, Flavia, et.al. (2004). *Women and law in india*. New Delhi: OUP.

Anjani, Kant. (2008). *Women and the law*. New Delhi: A.P.H Publishing Corporation.

- Bharathi, Ray. (2005). *Women of india: Colonial and post-colonial periods in history of sciences and philosophy in indian civilization (vol. ix part - 3)*. New Delhi: Sage Publications.
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- Jayawardan, Kumari. (1986). *Feminism and nationalism in the third world*. London: Zed Publishing House.
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- Lotika, Sarkar. (1995). *Women's movement and the legal process*. New Delhi: Centre for Women's Development Studies.
- Monica, Chawla. (2006). *Gender justice, women and law in India*. New Delhi: Deep and Deep Publications.
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- Myers, K.A., Anderson, C.D and Risman. (1998). *Feminist foundations*. London: Sage Publications.
- Kaushik, P.D. (2007) *Women rights – Access to justice*. New Delhi: Bookwell.
- R.C.Mishra, R.C. (2009) *Women education*. New Delhi: APH Publishing Corporation.
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- Sahai, Shailly. (1986). *Social legislation and status of hindu women*. Jaipur: Rawat House.
- Saxena, Shobha. (1998). *Crime against women and protective laws*. New Delhi: Deep and Deep.
- Sharma, M.R. (2008). *Perspectives on feminism*. Jaipur: Ritu Publishing House.
- Sharmila, Rege. (2003) (Ed.) *Sociology of gender – The challenge of feminist sociological knowledge*. New Delhi: Sage Publications.
- Thakur B.S., Binod,C. and Agarwal. (2004). *Media utilisation for the development of women and children*. New Delhi: Sage Publications.

UNDP. (2000). *Human development report*. New Delhi: OUP.

Vohra, Roopa, Arun K. Sen. (1986). *Status, education and problems of indian women*. New Delhi: Akshat Publications.

Mary John. (2008). *Women's studies in india: A reader*. New Delhi: Penguin Publications.

M.Ed., Degree Programme

Subject Code: FSTET

ADVANCED EDUCATIONAL TECHNOLOGY

OBJECTIVES:

At the end of the course, the prospective teacher-educators will be able to,

- understand the concept and scope and objectives of Educational technology;
- acquire knowledge about behavioural technology;
- understand about instructional technology;
- understand about communication strategies;
- gain knowledge of using teaching aids;
- understand about system approach;
- attain knowledge about e-learning;
- acquire the knowledge about interaction analysis;
- know the instructional applications of Internet and web resources; and
- apply the recent trends of technology in education.

UNIT -1 EDUCATIONAL TECHNOLOGY

Meaning - Definition - Scope and Significance of Educational Technology, Difference between Technology in Education and Technology of Education, Aims and Objectives of Educational technology - Approach: Hardware and Software - Difference between Educational Technology and Instructional Technology - Role of a teacher in Educational Technology.

UNIT- II BEHAVIOURAL TECHNOLOGY

Behavioural technology - Meaning and nature - Micro teaching - Characteristics of micro-teaching - Meaning and objectives - Different phases of Micro-Teaching - Merits and demerits of Micro teaching.

UNIT-III INSTRUCTIONAL TECHNOLOGY

Instructional Technology – Meaning and nature-Programmed Instruction – Meaning, nature and principles - Types of Programmed Instruction – Linear, Branching and Mathematics - Merits and demerits of Programmed Instruction.

UNIT -IV COMMUNICATION STRATEGIES

Communication - Meaning and nature - Communication in the classroom- Communication cycle - Types of Communication: Speaking-listening, Visualizing-observing and Writing - reading - Classroom Communication – Teaching as a process of Communication- Organisation of Communication - Models of Communication: Linear, interactive and Transactional Model of Communication.

UNIT- V TEACHING AIDS

Importance of teaching aids - Classification of teaching aids - Principles of selection - Use of teaching aids.

UNIT -VI SYSTEM APPROACH

Definition of a System - Components of an Instructional System - System approach in Education – Meaning and objectives - Procedural steps in the System approach – Advantages - Area of use.

UNIT- VII MULTIMEDIA AND WEB CONTENT

Multimedia Content: Multimedia packages – Critical analysis of multimedia content- Educational implications of Multi-media use and Interactivity - Websites with Educational Content - Critically examine the content of websites - Academic and Research content on the web - Online journals and abstraction services - Online courses - Communication through the web - Interpersonal communication through e-mail, web forums and chatting groups.

UNIT - VIII INTRODUCTION TO E-LEARNING

Elements of e-learning; e-content, e-book, e-tutoring, e-journal, e-paper and e-library - Virtual Classroom and Virtual University – Merits and Limitations of e-learning - Language laboratory- need and operation- Teleconferencing- Video conferencing.

UNIT- IX INTERACTION ANALYSIS

Meaning of Interaction Analysis - Characteristics of Interaction Analysis - Theoretical Assumptions of Interaction Analysis - Important techniques of Interaction Analysis: Flanders' Interaction Analysis Categories System (FIACS), Reciprocal Category System (RCS), Equivalent Talk Categories (ETC), Verbal Interaction Category System (VICS) and Bale's Interaction Process Categories (BIPC).

UNIT –X RECENT TRENDS IN EDUCATIONAL TECHNOLOGY

Online Learning: MOOC - Video-based tutorials - Flipped classroom - Project based learning- Mobile learning - Gaming - Social Media for enriching teaching and learning.

SUGGESTED ACTIVITIES

1. Prepare a programmed learning material.
2. Prepare a multi- media package
3. Visit to nearest Radio/FM station/Doordarshan Kendra/local station
4. Prepare e-content on any topic of your choice
5. Prepare FIACS matrix for your classroom interaction.

SUGGESTED READINGS

Adam, D.M. (1985) *Computers and teacher training: A practical guide*, New York: The Haworth Pren.

Alexey Semenov, UNESCO, (2005): *Information and communication technologies in schools: A Handbook for Teachers*.

Aggarwal, J. C. (2000). *Essentials of educational technology*. New Delhi: Vikas Publishing House.

Aggarwal.D.D (2004).*Educational technology*. NewDelhi: Sarup Publishing House.

Bhattachary, S.P. (1994). *Models of teaching*. Regency Publications.

Byran, P. (1997). *Discover the internet comdex computer*. New Delhi: Dream Tech Publishing.

Bharihok, D. (2000). *Fundamentals of information technology*. New Delhi: Pentagon Press

Crouton, T. E. (1962). *Programmed learning and computer based instruction*. New York: McGraw Hill Book Company Inc.

Conrad, Kerri (2001) *Instructional design for web – based Training*, HRD Press.

Gupta, M., and Arya. (1993). *The illustrated computer dictionary*. New Delhi: Dream land Publications.

Lee, William W; Diana L Owens (2001) *Multimedia – based instructional design: Computer – based training.*

Mallik, Utpal, et al. (2001): *Leaning with computers Level – III.* New Delhi: NCERT.

Ramnath Sharma and Chandra, S.S. (2003), *Advanced educational technology*, New Delhi: Atlantic publishers and distributors.

Saxena, S. (2000). *A first course in computers.* New Delhi: Vikas Publishing House.

Question Paper Pattern for M.Ed., Degree Examinations**Duration: 3 Hours**

Part	Type of Questions	No. of Questions	Marks
Part - A	Very Short Answer	5 (No Choice)	5 × 3 = 15
Part - B	Short Answer	5 (Out of 7)	5 × 5 = 25
Part - C	Essay Type	3 (with Internal Choice)	3 × 10 = 30
TOTAL			70