

ST. IGNATIUS COLLEGE OF EDUCATION
(AUTONOMOUS)

(Re-accredited with 'A' Grade by NAAC)

Palayamkottai - 627 002.

Affiliated to

TAMILNADU TEACHERS EDUCATION UNIVERSITY
CHENNAI - 600 005.



Regulations and Syllabus for
Degree of
Master of Education (M.Ed.)
for the Academic Years
2015 - 2017

M.Ed. Syllabus

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M.Ed. Syllabus - Semester I, II , III & IV

General Objectives:

1. To set high standard of professional competence.
2. To produce dedicated teacher educators.
3. To prepare scholars who could be equipped with the knowledge of research process and would be familiar with the important techniques of Educational Research.
4. To promote innovative teaching methodology and practices.
5. To mould the prospective teacher educators for the mission of social change and social justice.
6. To train the scholars to be inspiring and motivating leaders in the educational institutions and the community.
7. To give training in undertaking research relating to a particular field in Education.

ELIGIBILITY FOR ADMISSION TO THE COURSE

Any woman candidate who has taken the Degree of Bachelor of Education of this University or any other University recognized as equivalent thereto with 50% of marks may be admitted to the course for the Degree of Master of Education, after having fulfilled the requirements as laid down by the University and NCTE.

RESERVATION OF SEATS

Reservation stipulated by the Government of Tamil Nadu is followed. One seat is reserved under the ex-service men quota and one more for the differently abled.

DURATION

The M.Ed. Programme shall be of a duration of 2 years comprising of four semesters including field attachment for a minimum of 4 weeks and a research dissertation. There shall be atleast 100 working days for each semester exclusive of the period of admission and inclusive of class room transaction, practical, field activity and conduct of Examination. The minimum attendance of students shall be 80% for theory courses and practicum, 90% for field attachment.

Course of Study

PAPERS FOR SEMESTER - 1

- Paper-I : Psychology of Development and Learning
- Paper-II : Philosophy and Education
- Paper-III : Curriculum Development
- Paper-IV : Introduction to Educational Research and Statistics
- Paper-V : Guidance and Counselling

PAPERS FOR SEMESTER - II

- Paper-I : Sociology of Education
- Paper-II : Development of Indian Education
- Paper-III : Educational Research Methodology and Statistics
- Paper-IV : Innovations in Teacher Education

PAPERS FOR SEMESTER - III

- Paper-I : Information Communication Technology in Education
- Paper-II : Competency Based Teacher Education
- Paper-III : Special Education
- Paper-IV : Higher Education

PAPERS FOR SEMESTER - IV - Electives

- Paper-I : Elective I
Educational Administration, Planning and Leadership
- Paper-II : Elective II
Advanced Educational Technology
- Paper-III : Elective III
Economics of Education

M.Ed. - Distribution of Credits

I - Semester						
Sl.No	Subject	Credit	L	T	P	Total
I	Core Papers					
	Core Paper – 1 Psychology of Development and Learning	4	80	20	-	100
	Core Paper – 2 Philosophy and Education	4	80	20	-	100
	Core Paper – 3 Curriculum Development	4	80	20	-	100
	Core Paper – 4 Introduction to Educational Research and Statistics	4	80	20		100
	Core Paper – 5 Guidance and Counselling	4	80	20		100
	Total	20	400	100	-	500
II - Semester						
II	Core Paper – 1 Sociology of Education	4	75	25		100
	Core Paper – 2 Development of Indian Education	4	75	25		100
	Core Paper – 3 Educational Research Methodology and Statistics	4	75	25		100
	Core Paper – 4 Innovations in Teacher Education	4	75	25		100
	Total	16	300	100		400

III - Semester						
Sl.No	Subject	Credit	L	T	P	Total
I	Core Papers					
	Core Paper – 1 Information Communication Technology in Education	4	80	20	-	100
	Core Paper – 2 Competency Based Teacher Education	4	80	20	-	100
	Core Paper – 3 Special Education	4	80	20	-	100
	Core Paper – 4 Higher Education	4	80	20		100
	Total	16	320	80	-	400
IV – Semester						
II	Electives					
	Elective – 1 Educational Administration, Planning and Leadership	4	80	20	-	100
	Elective – 2 Advanced Educational Technology	4	80	20	-	100
	Elective – 3 Economics of Education	4	80	20	-	100
	Total	12	240	60		300
III	Dissertation and Viva	8	-	-	200	200
IV	Practicum	8	40	40	120	200
	Total	80	1300	380	320	2000

Dissertation

The Dissertation should be completed and 2 copies of the reports shall be submitted to the office two weeks ahead of the IV Semester Theory Examination, along with the C.D. copy. The Board appointed by the Controller of Examinations in consultation with the Principal will evaluate the Dissertation and the Board members will conduct Viva-Voce for individual candidates one week ahead of the Fourth Semester Theory Examinations.

Scheme of Examination

First Semester

SL. No.	Subjects	Duration	Internal Marks	External Marks	Total Marks
1	Psychology of Development and Learning	3 Hours	25	75	100
2	Philosophy of Education	3 Hours	25	75	100
3	Curriculum Development	3 Hours	25	75	100
4	Introduction to Educational Research and Statistics	3 Hours	25	75	100
5	Guidance and Counselling	3 Hours	25	75	100
Total					500

Second Semester

Sl. No.	Subjects	Duration	Internal Marks	External Marks	Total Marks
1	Sociology of Education	3 Hours	25	75	100
2	Development of Indian Education	3 Hours	25	75	100
3	Educational Research Methodology and Statistics	3 Hours	25	75	100
4	Innovations in Teacher Education	3 Hours	25	75	100
Total					400

Third Semester

Sl. No.	Subjects	Duration	Internal Marks	External Marks	Total Marks
1	Information Communication Technology in Education	3 Hours	25	75	100
2	Competency Based Teacher Education	3 Hours	25	75	100
3	Special Education	3 Hours	25	75	100
4	Higher Education	3 Hours	25	75	100
Total					400

Fourth Semester

Sl. No.	Elective	Duration	Internal Marks	External Marks	Total Marks
1	Educational Administration, Planning and Leadership	3 Hours	25	75	100
2	Advanced Educational Technology	3 Hours	25	75	100
3	Economics Education	3 Hours	25	75	100
					300

Internal Assessment – Theory

Sl. No.	Research	Internal Marks	External Marks	Viva-Voce	Total Marks
1	Dissertation	100	100	50	250
2	Preparation of Record (60 marks), Field Activity - Practice teaching at B.Ed. level (12 lessons) (60 marks), & Participation in seminar and Presentation of papers (minimum 2), (50 marks). Research Colloquium (30 marks) + Course Work (30 marks) Yoga Record (20 marks)	120 50 60 20			250
Total for Practical					500
(Semester I + Semester II + Semester III + Semester IV) = (1600)					1600
Grand Total (Dissertation , Practical & IV Semester)					2100

The M.Ed. Students are evaluated on their performance in

- | | | |
|---|---|----------|
| a) Preparation and Presentation of Assignment | : | 10 marks |
| b) Two Tests | : | 15 marks |
| Total | : | 25 marks |

Field Activity:

M.Ed. students should observe the classes taken by the B.Ed. teacher trainees during their internship in the cooperative schools. They should take 12 classes for B.Ed. students- six in their respective optional subjects and six in any one of the core papers under the guidance of their supervisors. Further they should maintain a record for the Research Colloquium. In addition M.Ed. students are expected to prepare a reflective record on the scholastic and non scholastic activities of the co-operative schools. The Internal marks allotted for this Practicum is 250.

External Evaluation – Theory:

Sl. No.	Type of Questions	No. Of Questions	Marks	Total Marks
1	Short Essay Type (2 Pages) 200 words	6 out of 8	5	30
2	Long Essay Type (5 pages) 750 words	3 (Internal choice)	15	45
TOTAL				75

Details of Passing minimum and Award of Class:

For each theory paper the minimum marks required for a pass is 50%. of the aggregate of internal and external marks. (For each paper the minimum marks for pass in the external examinations is 45%). For field activities also the required minimum for pass is 50%.The pass marks in dissertation is 50%.

Class is awarded separately for theory and practical.

75% and above	-	Distinction
60% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear

M.Ed. Core and Elective Subject Codes

I First Semester		
S.No	Subjects	Sub.Code
1.	Psychology of Development and Learning	MC1-F
2.	Philosophy of Education	MC2-F
3.	Curriculum Development	MC3-F
4.	Introduction to Educational Research and Statistics	MC4-F
5.	Guidance and Counselling	MC5-F
II Second Semester		
1.	Sociology of Education	MC6-S
2.	Development in Indian Education	MC7-S
3.	Educational Research Methodology and Statistics	MC8-S
4.	Innovations in Teacher Education	MC9-S
III Third Semester		
1	Information Communication Technology in Education	MC10-T
2	Competency Based Teacher Education	MC11-T
3	Special Education	MC12-T
4	Higher Education	MC13-T

IV Fourth Semester Electives		
1.	Educational Administration, Planning and Leadership	ME1-L
2.	Advanced Educational Technology	ME2-L
3.	Economics Education	ME3-L
4.	Dissertation Viva Voce	MD

SEMESTER - I

CORE - I - PSYCHOLOGY OF DEVELOPMENT AND LEARNING
[SEMESTER - I]

Sub Code : MC1-F

Objectives

The Prospective teacher educator is enabled

- to acquire the knowledge of educational psychology and to understand, the concepts and principles of Educational psychology.
- to understand the process of learning and the factors influencing learning.
- to acquire an understanding of the determinants of personality.
- to understand the concept of mental health and adjustment.
- to understand the ways and means to promote creativity.

Unit I - Nature of Psychology

Psychology: Definitions, Branches of Psychology - Educational Psychology - Concept, Nature and scope of Educational Psychology, New trends and Methods of Educational Psychology - Introspection, Observation, Case - Study, Experimental Method - Schools of Educational Psychology - Structuralism, Functionalism, Behaviorism, Gestalt, Humanism and Trans -Personal Psychology - Classroom implications of Educational Psychology.

Unit II - Human Development

Concept, Principles and stages of development, General characteristics and problems of each stage with special reference to adolescence- Theories of Piaget, Bruner, Erickson and Kohlberg.

Unit III - Learning, Memory & forgetting

Concept, nature and characteristics of learning, Curves of learning - Types of Learning - Gagne's Types of Learning - S.R. Theories (Skinner, Guthrie, Hull, Tolman and Bandura) - Cognitive Theories (Kohler, Lewin and Ausubel) Learning styles - Constructivism in learning.

Memory, Types and methods of Memorization, nature of forgetting, Causes of forgetting, methods to minimize forgetting - Transfer of learning - Types of transfer - Theories of transfer - Factors influencing positive transfer.

Unit IV - Intelligence and Creativity

Definitions of Intelligence, Theories of Intelligence, Multiple Intelligence, Emotional Intelligence, Social Intelligence and Meta-cognition – Assessment of Intelligence – Creativity – Meaning and Characteristics – Steps of Creativity - Fostering Creativity and Measurement of Creativity – intelligence and Brain dominance.

Unit V - Personality and Mental Health

Concept, Theories – Allport, Eysenck, Freud, Dollard Miller & Carl Rogers. Assessment of personality – Inventories, rating scales and projective techniques - Integrated Personality - Concept of mental health, Causes of maladjustment – conflict, frustration, stress and stress management techniques with special reference to yoga & meditation - Defense mechanisms: Simple denial, Identification, Projection, Agression, Regression, Rationalization, Reaction formation, Sublimation - principles of mental hygiene – yoga and mental health - Effects of yoga in enhancing psychological and physical well being.

References :

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CORE - II - PHILOSOPHY AND EDUCATION
[SEMESTER - I]

Sub Code : MC2-F

Objectives

The Prospective teacher educator is enabled

- to acquire the Knowledge of the concepts and Principles of Philosophy.
- to develop understanding of the concepts and its implications to education.
- to analyse the contributions made to education by prominent educational thinkers}
– Indian and Western.
- to understand the importance and role of education in the Indian Society.
- To explain the relationship between education and philosophy.
- To write a critical note on the contribution of philosophy to the field of education and vice versa.

Unit 1 - Philosophy

Meaning, Nature and Characteristics of Philosophy - Concept of philosophy and philosophical minded person - Philosophy and other branch of studies - Philosophy and Arts - Philosophy and Science - Philosophy and Religion - The branches of Philosophy - Metaphysics, Epistemology and Axiology - Logical Positivist view of Philosophy

Unit II - Philosophical perspective of Education

Philosophy and Education - Relationship between Philosophy and Education - transfer between Theory and Practice - Meaning of Philosophy of Education - Nature of Educational theory - Descriptive and Prescriptive - Educational theories and Educational practices - critique of Educational theories - logical structure of Educational theory - Place of Philosophy in determining Educational Aims - Assumption about human nature in Educational theory.

Unit III - School of thoughts

(A)The Indian School of thought :- Vedic and Upanishadic thought - philosophical ideas of Vedic and Upanishadic period - Metaphysics, Epistemology and Axiology - Vedic Educational Ideas: Aims of Education, curriculum, Methods of Education, Guru & Gurukula - Buddhist school of thought - Philosophical Ideas : Metaphysics, Epistemology

and Axiology - Educational ideas of Buddhism – Aims of Education, curriculum, methods and processes of Education

Unit IV - Philosophical trends in Education

Educational Implications of Schools of Philosophy Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical positivism, Eclectism, Reconstructionism and Progressivism – Philosophical concepts: Metaphysics, Epistemology and Axiology – Educational Implication: Aims of Education, Curriculum, Methods of Teaching, Teacher and Child.

Unit V - Contributions of Educational Thinkers

Indian: - Rabindranath Tagore - Swami Vivekananda - M. K. Gandhi - Jiddu Krishnamurthy - APJ Abdul Kalam - Western Thinkers: Rousseau, John Dewey, Bertrand Russell, Paulo Freire, Ivan D. Illich.

References

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CORE - III - CURRICULUM DEVELOPMENT [SEMESTER- I]

Sub Code : MC3-F

Objectives

The Prospective teacher educator is enabled

- to understand the concept of curriculum development
- to discuss the factors of curriculum planning and designing
- to achieve mastery in transacting effective curriculum
- to evaluate the effectiveness of curriculum
- to promote curriculum change for future

Unit I - Concepts and Definitions of Curriculum

Classification of curriculum Concepts – Meaning and Definitions of Curriculum – Characteristics of Curriculum – Curriculum as a Process – Curriculum and Syllabus – Curriculum and Instructions – Need for Curriculum Development – Principles of Curriculum Construction – Curriculum determinants.

Unit II - Curriculum Planning and Designing

Curriculum planning – Curriculum Designing – Attributes of Curriculum Design – Steps in Curriculum design – Curriculum Design Strategies – Types of Curriculum Design – Considering and selecting Alternating Designs – Criteria for selecting the Curriculum Design.

Unit III - Curriculum Transaction

Teaching – Meaning – Definition – Principles – Functions – Levels of Teaching – Autonomous level – Memory level – Understanding Level – Morrison's Method of Teaching for Understanding – Reflective Level of Teaching – Models of Teaching – Definition – Characteristics – functions – Sources and Elements – Types of Models of teaching – System Approach.

Unit IV - Curriculum Evaluation

Meaning – Objectives – Role of Evaluation – Need and Importance – Scope of Evaluation – Characteristics – Formative and Summative Evaluation – Purposes – Types of tools – Achievement test – Questionnaire – Check Lists – Rating Scale – Anecdotal

Record – Observation Schedule – Criterion – Referenced test and Norm – Referenced test – Advantages and Limitations – Comparison between CRT and NRT Continuous Internal Assessment – Characteristics – Advantages – Disadvantages – Importance of the results of evaluation to different Users.

Unit V - Curriculum change for Future

Important Ingredients in Curriculum Improvement – Personality – Materials – Physical environment and facilities – Defensible ideas – Support and resistence – Pre-service Teacher Education – Methods of Curriculum change – Supervision – Sequence of Curriculum Development – Factors Influencing curriculum change – Socio-political factors – Economic factors – Mega Trends – Future Direction for curriculum – Need for future forecasting in curriculum development – What are Future Curricula?

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**CORE – IV - INTRODUCTION TO EDUCATIONAL
RESEARCH AND STATISTICS [SEMESTER – I]**

Sub Code : MC4-F

Objectives

On completion of this course the prospective teacher educator will

- Acquire knowledge of research in the field of education
- Know the problems of researcher and research
- Understand the sources of review of literature.
- Develop the skill of preparing research proposal.
- Familiarize with various types of research methods
- Develop the skill of stating hypotheses
- Acquire the knowledge of descriptive statistics.
- Develop the skill of selecting and applying relevant correlational techniques.
- Analyze the data using suitable statistical tests.
- Draw interpretations on the basis of the analysis of data.
- Develop appreciation for application of statistics in Research Process.
- Develop competency in applying statistical techniques in different phases of Research.

Unit I Scope and need for Educational Research

- ☐ Research : Meaning, Definitions, Educational Research- need and scope
- ☐ Areas of Educational Research
- ☐ Types of research – fundamental, applied and action research
- ☐ Problems faced in educational research
- ☐ Qualities of Research worker – Ethics in Research.

Unit II Review of related Literature

- ☐ Related literature- meaning, need, scope, sources
- ☐ Difference between related literature and studies
- ☐ Procedure to organize related literature systematically highlighting the gaps in previous researches, identifying the need and scope of the current study, relating to current study to other studies,
- ☐ e-sources

Unit III Major Steps in Research

- Steps in the identification of research problems - criteria for selection, sources, need and significance.
- Statement of the problem- defining concepts in operational terms, delimitations and limitations of the study.
- Formulation of research question
- Objectives of the study
- Hypothesis- definition, need, nature, functions and importance
- Research proposal - format, need and importance.

Unit IV Introduction to Statistics & Graphical Representation

Meaning of Statistics - steps in Statistical method - Application of Statistics - Scales of Measurement - Nominal, Ordinal, Interval and ratio - Forming frequency distribution table. Graphical Representation of data - Histogram, Frequency polygon, Frequency curve, Cumulative frequency curve - Uses of graphs.

Unit V Descriptive Statistics & Correlation

Measures of Central tendency - Mean, Median, Mode - their Calculation - Merits and demerits. Measures of Variability Range, Mean Deviation, Quartile Deviation and standard Deviation, their Calculation, Merits and demerits.

Correlation - Types of Correlation - Positive Negative, Simple, Partial and Multiple Correlation - Linear and Curve linear Correlation - Coefficient of Correlation - Product moment Correlation - Rank difference Correlation.

Practicum

1. Prepare a review article
2. Select a research problem and evaluate
3. Prepare a research proposal
4. Formulate hypotheses for a research question

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CORE - V - GUIDANCE AND COUNSELLING

[SEMESTER - I]

Sub Code : MC5-F

Objectives

The Prospective teacher educator is enabled

- to understand the need, principles, and problems of different types of guidance.
- to understand the concept and process of guidance and counselling for children with special needs.
- to get acquainted with the aims and principles of guidance programme.
- to develop an understanding of various procedures of organizing various guidance services.

Unit I Introduction to Guidance and Counselling

Foundation of Basis of Guidance: Philosophical – Psychological – Educational and Socio-political Basis of Guidance – Organization of Guidance Services in Schools - Guidance and Counselling – Concept, Definition Characteristics, Principles, need for guidance and History of the Guidance Movement – characteristics of a good counselor.

Unit I Techniques of Counselling

Directive or Counsellor Centred, Non Directive or Client Centred, Eclectic Counselling, Basic Assumptions, Characteristics, Advantages and disadvantages of Directive, Non-directive and Eclectic Counselling – The elements in the counselling process – Different roles of teachers in counselling situations – Organization of guidance service – Orientation service – Information service – Counselling service – Placement service – Follow -up service – Guidance and Counselling Centres.

Unit III General aspects of Testing Programme

General aspects of testing programme in the school- Test of intelligence, Academic achievement, Aptitude, Interest, Attitude, Personality assessment-Projective techniques - Techniques of Data Collection – Interview - Types of interview – Purpose of counseling interviews – Techniques of counselling interviewing - Questionnaire, Observation, Rating scale, Autobiography, Sociometry , Cumulative record and Case study.

Unit IV Types of Guidance

Educational Guidance: meaning, need, objectives, nature and characteristics of educational guidance - functions of educational guidance - curricula of educational guidance - Recommendations for developing study habits among children - procedure for educational guidance - Teacher as a guide in the learning process.

Vocational guidance: meaning, need, objectives and nature - Stages of vocational guidance Procedure for organizing Placement service - common mistakes in choosing a career - Responsibility of the school for vocational guidance.

Personal Guidance: meaning, nature, objectives, Strategies, process and methods of follow up studies.

Social Guidance: meaning, objectives, functions and strategies of social guidance.

Unit V Mental Health and Research in Guidance

Psychology of Adjustment - Role of Emotion in Personality Development - Mental Health and Development of Integrated Personality - Role of teacher in promoting mental health among the students - Methods of developing mental health among students - Defense mechanism - Alcoholism and Drug abuse and learning problems - Conflict and Frustration - Approaches to Evaluation Research in guidance - Guidance for Problematic Children - Stealing, Lying, Being late for school, Avoiding tasks allocated for home work.

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SEMESTER - II

CORE - VI - SOCIOLOGY OF EDUCATION [SEMESTER - II]

Sub Code : MC6-S

Objectives

- To familiarize students with sociological inquiry;
- To make the students understand education as a social process.
- To Social Interactions and their educational implications
- to understand the basic principles of sociology and the relationship between education and society.
- to understand the process of social change, social progress and social groups.
- to acquire the knowledge of socialization process and the role of different social groups and culture towards socialization.
- to acquire the knowledge about the interrelationship between the teachers and the various social agencies.
- to understand and appreciate the role of education in social and national reconstruction.

Unit I - Sociology and education

Meaning and natures of educational sociology - Inter relationship between education and social variable - Sociology of education - Political education - process of socialization - Education and family, school, peer group - Education and culture, religion, caste, gender, class - Education and constitution.

Unit II - Social Interactions and their educational implications

Social group - inter group relationship , group dynamics - Social stratification and Education - Social Mobility and Education - Social systems - Education for emotional and social integration

Unit III - Education as a means of social changes and cultural changes

Social change; its meaning and concept with special reference to India - Concept of sanskritisation, westernization, modernization and urbanization with special reference to Indian society and its educational implications - Social principles in Education - Culture - Meaning, Nature, Cultural lag, Conservation, Development and Transmission.

Unit IV - Social forces and Education

Education for nationalism and inter- national understanding - Meaning and need of equality of educational opportunity and social justice with special reference with Indian

society - Education of socially, economically and under development society - Education for maintaining the peace in diverse religious belief - World problems and terrorism its causes, its impact on society and remedies through education - Concept of Democracy and secularism in India and world prospect and building of secularism through education.

Unit V - Educational Problems of Indian Society and Educational Innovations

PROBLEMS OF INDIAN SOCIETY: Poverty, Illiteracy & Inequalities - Digital Divide - Under employment and unemployment - Brain Drain - wastage & stagnation - Terrorism and Need for Peace Education - Quantity versus Quality in Education - EDUCATIONAL INNOVATIONS: Delinking degrees from job - Distance & open education - Operational Black Board - Navodaya Vidhyalaya - DTERT - Sarvashiksha Abiyan. (SSA). Education for conservation of environment - Change in the role of teachers and students.

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CORE - VII - DEVELOPMENT OF INDIAN EDUCATION [SEMESTER - II]

Sub Code : MC7-S

Objectives

To enable the student teachers to:

- Understand the evolution of the present system of Education
- Study the developments in Indian Education from the past systems during post independent stage
- Enable the students analyse various issues related to the development of education in India
- Understand the observations and contributions of major committees and commissions on education from time to time
- Realizing the importance of expansion, equity and excellence in stages and sectors of Education

Unit I - History of Indian Education

Vedic system of Education-Buddhist system of Education-Muslim System of Education-Education during British period – East Indian company. The Charter Act of 1813 and 1833 between the orientalist –and Anglicist –Macaulay Minute, 1835 – Wood’s Education Despatch 1854.

Unit II - Education Commissions and Policies during Pre-Independent and Post Independent Era

Hunter’s Commission (1882) – Lord Curzon’s policy on education - The Calcutta University Commission (1919), Hartog Committee Report (1929) Basic Education (1937) - Recommendation of University Education Commission 1948-1949 (Radhakrishnan Commission) – concepts and goals of Education as given by secondary education commission 1952-1953 – Constitutional Provisions of Education in India - Recommendation of the Indian Education Commission (Kothari Commission 1964- 1966) – National Policy on Education 1986 – modified National Policy on Education 1992 – National knowledge Commission (2009).

Unit III - Educational Problems at primary stage

Primary Education – Objectives of Primary Education – Problems – Wastage and Stagnation Universalisation of Primary Education – Remedies for wastages and stagnation problems - New Initiatives in universalization of Elementary Education – District Primary

Education programme (DPEP) – Non- Formal Education – (NFE) – operational Blackboard (OBB) – Serva Shikshya Abhiyan – SSA (Education for All).

Unit IV - Educational Problems at secondary and Tertiary stage

Secondary education - Objectives of Secondary Education - Problems - Vocationalization of Secondary Education - Diversification of Courses - Hansa Mehta Committee (1962) - Student Unrest and Indiscipline - quantity versus quality Digital divide Language problem in India - Problems related to Educational finance planning and Administration - Expansion of Multipurpose schools in Secondary Education - Study on the report of (RMSA) Rashtrya Madhyamik Shiksha abhiyan.

Higher Education - Types of Universities - functions of Universities - Administrative and Academic related issues - Problems related to expansions, equity, excellence and privatization - Study on the report of Rashtrya Uchchatar Shiksha abhiyan (RUSA) .

Unit V - Education for National Development

Democracy and Education - Development of Nationalism and Inter - Nationalism - Population Education - Environmental Education (Clean India) - Education for peace and harmony - Media Education - Statutory Bodies in the field of Education - MHRD - UGC- UNESCO - NCTE-NCERT-NAAC-IQAC.

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**CORE - VIII - EDUCATIONAL RESEARCH METHODOLOGY AND
STATISTICS [SEMESTER - II]**

Sub Code : MC8-S

Objectives

On completion of this course the prospective teacher educator will

- Acquire knowledge of techniques of collection of data
- Understand the sampling procedure
- Know the tools of research
- Understand the steps in tool development
- Develop the skill of preparing research report
- Analyze the data using suitable statistical tests.
- Draw interpretations on the basis of the analysis of data.
- Develop appreciation for application of statistics in Research Process.
- Develop competency in applying statistical techniques in different phases of Research.

Unit I - Methods of Educational Research

- Research methods- descriptive- Historical, normative, survey, case study, ethnographic, Observation research, Experimentation- designs- pre-experimental , true and quasi experimental.
- Population, sample, sampling- procedure, criteria for selecting sampling technique- probability and non - probability sampling

Unit II - Tools of research

- Tools of research- Characteristics of research tools.
- Types of tools- Observation, interview, questionnaire, check list, rating scale, scales of attitude, social scales.
- Criteria for selection of tools.
- Errors in collection of data.
- Construction and standardization of tools.

Unit III - Reporting Research

- Types of research reports
- Steps in research report- chapterization, style and format
- Bibliography- APA format for books, journals, newspapers, websites
- Footnote, citations, quotations
- Language and Typing style,

Unit IV - Regression & Normal Probability

Regression equations – Random events – Normal Probability distribution – its properties, applications, meaning, usefulness. Measures of skewness and kurtosis

Unit V - Testing of Hypothesis

Testing of significance of difference between two means – large and small samples. Elementary ideas about F-test - one way analysis of variance – steps and calculation- Post ANOVA – Non parametric tests – Chi – Square test - its computation and uses. SPSS – its uses.

Practicum

1. Develop and validate a tool
2. Prepare a research report

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CORE - IX - INNOVATIONS IN TEACHER EDUCATION [SEMESTER - II]

Sub Code : MC9-S

Objectives

The Prospective teacher educator is enabled

- to acquire knowledge of historical perspectives of teacher education.
- to acquaint the students with the teacher education programmes at all levels.
- to create awareness of process and practice in teacher education.
- to become competent and committed professionals willing to perform the identified skills / tasks.
- to acquire the knowledge of professional norms and ethics of teachers.

Unit I - Historical Perspectives of Teacher Education

History of Teacher Education in Ancient and Medieval period, Buddhist period, British period, Pre-Independence and Post-Independence period – aims and objectives of Teacher Education at various levels – Meaning and need of Teacher Training – Selection of suitable students for teacher training programme.

Unit II - Various Commissions of Teacher Education and Promotion of National Integration

Wood's dispatch - Lord Stanley's commission - Indian Education commission - Sadler Commission - Hartag Committee - Sargent Reports - Kothari Commission - National Policy on Education - Education for Promotion of National Integration: meaning, obstacles, a complete programme of education for national integration.

Unit III - Process and Practice in Teacher Education

Micro Teaching - Interaction analysis - In-service teacher education - pre-service teacher education - distance education and teacher education - orientation and refresher courses.

Need for change - education and action development - education as an instrumental social change - education and self-reliance - education as investment in development - changing concept of teaching, new responsibility of teachers.

Unit IV - Techniques for Higher Learning

Interactive teaching - Team teaching - Student centered methods - Activity method, Heuristic method, Project method, Lecture - cum - discussion, Discussion and reflection

in groups, Assignment based on library and Internet followed by presentation in seminars, Group discussion, Panel discussion, Symposium, Reports and Research Journal – School visit and sharing of experiences – connected classroom – Role of ICT.

Unit V - Teaching as a Profession

Meaning of profession, characteristic, need and importance of professional development, activities for professional developments, professional norms, professional ethics of teacher, five domains of teacher competency assessment, empowering the teacher educator for the globalization of education.

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SEMESTER - III

**CORE - X - INFORMATION COMMUNICATION TECHNOLOGY IN
EDUCATION [SEMESTER - III]**

Sub Code : MC10-T

Objectives

The Prospective teacher educator is enabled

- to understand the role of ICT in education.
- to acquire knowledge about communication.
- to develop skills in preparing power point slides.
- To acquire the knowledge about Application of ICT in Education
- to appreciate the potential of ICT in Education and orient them to the latest development in the field.

Unit I - Information Communication Technology

Meaning, origin and growth of ICTs - The Traditional and Modern ICTs - Advantages of ICT in Education - limitations in the use of ICT - ICT competencies for teachers - Challenges in Integrating ICT in Education.

Unit II - Communication and Interaction

Meaning and types of communication - Communication cycle - Interaction Analysis: FIACS and its advantages - different media or channels of communication concept of Tele-Communication - use of satellite communication in the field of teaching and learning: EDUSAT - Phases of EDUSAT operation - role of NCERT in making use of EDUSAT.

Unit III - ICT Teacher skills

Computer related storage devices knowledge(drives, Zip disk, DVDs etc) - Electronic presentation skills - Multimedia Approach to teaching and learning - Word Processing skills - Browsing Skills - downloading software and Installing software on to a computer-scanner knowledge- Download video files from You tube- computer security.

Unit IV - Application of ICT in Education

Interactive white board - Uses of Mobile learning - Augmented Reality (AR)- Virtual Field Trips - Intelligent Computer Assisted Instruction(ICAI) - 3D Printing - Web2.0, blog, wikis, twitter - media uploading sites - Social Networks - E-books - E-journals -E-Forums - E-resources.

Unit V - ICT as a Tool for Teaching and Learning in Respect of Learner with Disability

Types of Disability and ICT: Types of Disability, Difficulties of Disabled in using ICT - Some Assistive Technologies Software- Recommendations for Improvement - The Benefits of ICT in e-Learning and Improving Capabilities of Students with Disabilities - Limitations in Using ICT for Disabled.

References

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**CORE - XI - COMPETENCY BASED TEACHER EDUCATION
[SEMESTER - III]**

Sub Code : MC11-T

Objectives

The Prospective teacher educator is enabled

- to take up learning opportunities throughout the life.
- to understand the agencies of teacher education.
- to use the structure and models of teacher education.
- to acquire knowledge of various teacher education systems in India and other countries.
- to examine critically the qualities of a professional teacher.

Unit I - Reflection on Teacher Education

Goals of Education, Planning for balance in Teacher Education, Pattern of Teacher Training in India, Stakeholders in Teacher Education, Key stakeholders, Some essential features of Teacher Education in 21st century, components of Innovative Teacher Education.

Unit II - Agencies of Teacher Education

Central Level Agencies: UGC, Teacher Education Committees, NCERT, Extension, RIES, NUEPA, Training Institutions for special fields, Language Institutions, ICSSR, CASE, NCTE.

State Level Agencies: SBTE, UDTE, CCET, Distance Education, SIE and CTE.

Unit III - Structure and Models

Meaning of structure, structure of teacher education – models of Teacher Education: The Florida State University model, Georgia Model, Toledo Model, Pittsburgh Model, Michigan State Model, Teacher for the real world model – Teaching models of Teacher Education – National model of Teacher Education.

Unit IV - Comparative Teacher Education

Teacher Education in India, UK, USA, USSR – Institutions for training of teachers, Selection and requirements of admission, salary and facilities.

Unit V - Evaluation of Teacher Performance

Teacher evaluation by students, peers / community rating, Evaluation by management - Self evaluation, Present status of teacher - performance assessment.

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CORE - XII - SPECIAL EDUCATION [SEMESTER - III]

Sub Code : MC12-T

Objectives

The Scholars are enabled to

- Develop favourable attitude towards special children
- Comprehend the types of children with special needs
- Comprehend the types and categories of intellectually exceptional children
- Develop an understanding of speech language and hearing problems
- To acquaint with the policies and legislation for education of children with special needs
- To identify the role educational technology in special education
- Appreciate the need scope and significance of special education treatments

Unit I - Special Education – An Introduction

Definition – Aims and Objectives of Special Education – Principles and functions of Special Education – Nature and Characteristics of Special Education – Need for Special Education – Types of Children with Special needs.

Unit II – Nature and Needs of Special Children

Meaning, nature and characteristics of gifted, creative, backward and mentally challenged, identification, needs, problems and educational provisions

Meaning of physical disability – Causes Educational provisions for Visually impaired, hearing impaired children and children with learning disabilities – dyslexia, dyscalculia, dysgraphia Meaning of emotionally exceptional – Causes – prevention and treatment

Unit III – Policies Legislations and Acts

National Policy on Education 1986 Programme of Action 1992 – Rehabilitation council of India RCI – Persons with disability Act 1995 – Role of Governmental agencies in Special Education – NCERT, SCERT, RCI, NCTE, International organizations, international Non Governmental organizations – UNICEF, UNESCO, WHO, UNDP – Action Aid and CBM

Unit IV – Inclusive and Integrated Education

Concept – Meaning and Definitions of inclusive and integrated Education, Challenges in the implementation of inclusive Education, Educational placement options

- Special Schools - Residential Schools - Special Class in Mainstream settings - Itinerant teachers and Resources room - Role of Special Schools and Special Teachers in facilitating inclusive Education

Unit V - Curriculum development and Role of Educational Technology in Special Education

Concept and principles of curriculum development - Significance of need based curriculum. Recent trends and issues in the field of Special Education.

Assistive devices and Computer aids, information handling, assistive instructions in tutorial, self study and distance learning - Use of software for individuals with special needs. Role of white boards and smart boards in Special Education.

References

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CORE - XIII - HIGHER EDUCATION [SEMESTER - III]

Sub Code : MC13-T

Objectives

The scholars are enabled

- ❖ to understand the concept & development of higher education.
- ❖ to understand the role of ICT in education.
- ❖ to develop the skills in curriculum planning.
- ❖ to learn the innovative practices in higher education.
- ❖ to enrich the quality of higher education.

Unit I - Concept and Aims of Higher Education

Concept and aims of Higher Education – development of Higher Education in India – Social Relevance – Human Resource development – Constitutions provisions – Five year plans.

Unit II - Innovations in Higher Education

Innovations in Higher Education – CBCS – Mentorship – Adjunct Faculty – ICT enabled Education – Globalization and Privatization in Higher Education – Prospects, Problems, Strategies – TQM.

Unit III - Curriculum Planning

Principles of Planning Curriculum – Structure of the Curriculum – Changing concepts of Curriculum – Curriculum development – A dynamic process – Curriculum construction according to needs – Integrated Curriculum – Core Curriculum – Work Centred Curriculum.

Unit III - Curriculum Planning

Teacher Competence in Higher Education – Communication and Managerial skills – Class room management – Teaching Learning process in tertiary Education – Understanding Adolescence – Development – Changes – Characteristics – Conflicts.

Unit V - Educational Policies in Monitoring Higher Education

National Education Commissions – University Education Commission (1948 – 1949) – The Hartag Committee (1929) – Sadler Committee (1949) – Sargent Report (1944) – Mudaliar Commission (1954) – Kothari Commission (1964 – 66) – National Policy on

Education (1986) – Ramamoorthy revised Education Policy – POA – 1992, Statutory Bodies – MHRD – UGC – UNESCO – NCTE – NCERT – NAAC – IQAC – NCF.

Colleges – Universities – Tamil Nadu Teachers Education University - Higher Education agencies – Teaching, Research, Extension and Consultancy – Performance appraisal – self-study – students evaluation – national bodies – monitoring and supervision – Need and Role of Soft Skills in Higher Education.

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SEMESTER - IV

**ELECTIVE - I - EDUCATIONAL ADMINISTRATION, PLANNING AND
LEADERSHIP [SEMESTER - IV]**

Sub Code : ME1-L

Objectives

The Prospective teacher educator is enabled

- to develop an understanding and appreciation of the different approaches to educational administration.
- to develop competency in educational administration.
- to acquaint with the broad problems in the field of educational administration and supervision.
- to understand the type of leadership required for an effective teacher and an administrator.
- to get familiar with basic concepts, principles and process of educational planning.

Unit I - Development of Modern Concept of Educational Administration

Meaning and Scope of Educational Administration – Development of modern concept of Educational Administration. Administration vs Management – Taylorism – Administration as a process – Administration as a bureaucracy – Human relations approach to Administration – system approach.

Unit II - Specific Trends in Educational Administration

Decision Making – Types – Characteristics – Elements and special problems in decision making. Organizational compliance – Meaning and nature – Factors linked with compliance structures. Organizational Development – Strategies of organizational development. Modern trends in educational management – PERT and SWOT analysis.

Unit III - Educational Planning

Meaning and Nature of Educational Planning – Approaches to Educational Planning – Intra Educational Extrapolation model – Demographic projection model – School mapping – Man power approach – Social demand approach – The rate of return approach – Social justice approach. Perspective Planning – Institutional Planning.

Unit IV - Educational Supervision

Meaning of Supervision – Modern Supervision – Functions of Supervision – Types of Supervision – Planning the Supervisory Programme – Organising the Supervisory Programme – Implementing the Supervisory Programme.

Unit V - Leadership in Educational Administration

Leadership in Educational Administration. Meaning and Nature of Leadership – Theories of Leadership – Trait theory – Type theory – Behavioural theory – Situational theory – Group theory – Path Goal – Styles of Leadership – Measurement of Leadership – The administrator – his/her role and qualities.

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ELECTIVE - II - ADVANCED EDUCATIONAL TECHNOLOGY
[SEMESTER - IV]

Sub Code : ME2-L

Objectives

The Prospective teacher educator is enabled

- to understand the meaning, nature and scope of Educational Technology and its Components in terms of Hardware and Software.
- to acquaint the basic developments in Educational Technology.
- to understand the new innovations in teaching and learning.
- to acquire knowledge about Wireless Communication Technologies.
- to acquire knowledge about Major Institutions of Educational Technology in India.

Unit I - Educational Technology

Meaning and Definition of Educational Technology – objectives of Educational Technology – scope of Educational Technology – Approaches of Educational Technology – Difference between hardware and software approaches –Significance of Educational Technology – Difference between technology of Education and Technology in Education – Types Approach to Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology.

Unit II - New Horizons of Educational Technology and their Application

Digital Video Interactive (DVL), Artificial Intelligence (AI)- Electronic mail- Interactive Video- Teleconferencing- Tele lecture- Tele tutorial- Educational Television – Internet - CCTV- EDUSAT - Virtual Class Room - Cloud Computing: Models of Cloud, Categories Of Cloud Computing, E-Learning Using Cloud Computing, Benefits Of Using Cloud Computing In E-Learning , Key Benefits Of Cloud Based E-Learning – flipped class room .

Unit III - Innovations in Teaching – Learning

System Approach:- steps involved in system Approach – Learner Controlled Instruction (LCI): Steps for LCI, Advantages of LCI, Limitations of LCI - Computer Assisted Instruction – Computer Managed Instruction - Stages of Teaching: Pre-active, Interactive and Post active - Models of teaching: Glaser's, Bruner's concept Attainment model.

Unit IV - Wireless technologies with Applications

Wireless technologies: Meaning, Types of Wireless Communication Technologies: Satellite - Wireless Networking: Wimax and Wi-Fi - Bluetooth Technology - ZigBee - Wireless Router- Wireless Adapters - Wireless Repeater - Microwave - Infrared (IR) - Radio - Wireless Phones and its advantages and disadvantages.

Unit V - Major Institutions of Educational Technology in India and their role in Education.

CIET (Central Institute Of Educational Technology) - EMMRC (The Educational Multimedia Research Centre)- IGNOU - SIET(State Institute of Educational Technology) - Consortium for Educational Communication (CEC)- UGC .

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ELECTIVE - III - ECONOMICS OF EDUCATION [SEMESTER - IV]

Sub Code : ME3-L

Objectives

The Prospective teacher educator is enabled

- to understand meaning, nature, scope and principles of economics of education.
- to acquire the knowledge of methods of educational finance.
- to understand the knowledge about cost – Benefit analysis.
- to develop the knowledge of financing education.
- to know the problems of educational finance

Unit I - Economics of Education - an Introduction

Economics of education: Nature, meaning, scope, objectives, principles and characteristics- sources of educational finance – procurement.

Unit II - Grant – in – aid system in India

Grant – in – aid system in India: Meaning , characteristics , purposes – Types of Grants – Defects in Grant – in – aid system - Five year plans and Educational Finance.

Unit III - Cost – Benefit Analysis

Cost – Benefit Analysis: Individual, Social, Institutional and Unit cost, Opportunity cost – Budget: Budgeting and process of budgeting – The performance budget – Zero based budget – Allocation of funds, maintenance of accounts – Sharing and distribution of local resources – Private and Self – financing of educational institution.

Unit IV - Financing Education

Education finance: Its importance, State responsibility Financing Education in India, Cost of Education – Education as investment and Expenditure - Role of the Central Government – Administration of Educational Finance, Basic Principles of provision, Sanction, Utilization- State Finance and Institutional Finance.

Unit V - Problems of Educational Finance

Problems of Educational Finance: Internal problem and External problem – Factors influencing Educational finance - National income and Educational Expenditure – Suggestions for improving finance.

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