



PRIST
DEEMED TO BE
UNIVERSITY
NAAC ACCREDITED
THANJAVUR – 613 403 - TAMILNADU

SCHOOL OF EDUCATION

Regulations & Syllabus

Degree of

Master of Education

Two -Year M.Ed. Programme – Semester System



(With effect from the academic year 2019-2020)

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SCHOOL OF EDUCATION

SEMESTER (CBCS) COURSE

REGULATIONS GOVERNING THE 2 – YEAR M.Ed. PROGRAMME PREPARED AS PER THE NCTE, NCERT & TNTEU NORMS AND STANDARDS OF PRIST DEEMED TO BE UNIVERSITY UNDER (CBCS)

1. Preamble

Quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardization and comparability of educational programmes across are one of the important steps that the UGC has taken relates to Academic Reforms in the university and college system. These reforms mainly include introduction of semester system, grading system, **choice-based credit-system**, regular curriculum development, transparent admission procedures, reform of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer, and credit accumulation. This has been welcomed by universities, and many of them have initiated changes in their academic practices.

2. Short title and commencement of the course June/July

Master of Education (M.Ed Degree)

3. Objectives

The M.Ed. programme aims at preparing truly professional teacher educators and other personnel specialized in different areas of education. The programme intends to achieve the following objectives:

- To understand the nature of education as a discipline
- To understand how concepts/ theories/issues drawn from disciplines relating to education
- To develop specialized knowledge and understanding of the bases of education
- To develop national and international perspectives on educational theory and practice
- To develop understanding of human behaviour and personality for guiding efficient and effective learning
- To acquire skills required to take up leadership roles in the areas of education
- To develop a rational conceptualization of educational research
- To enhance essential ICT skills required for educational practice and professional empowerment

4. Courses Offered and Duration of the Course:

M. Ed. course professional course of two year duration with Four Semesters. Each semester shall extend over a period 16 - 18weeks, i.e., minimum 200 working days per year. The intervening summer vacation (1) and winter vacation (2) summer should be used for field attachment/practicum/other activities

5. Eligibility for Admission: M.Ed. DEGREE COURSE

a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in any one of the following teacher preparation/degree/diploma programmes:

- i. B.Ed. with any undergraduate degree (with 50% marks in each).
- ii. B.A, B.Ed., B.Sc.B.Ed. (Integrated Course)
- iii. B.El.Ed.
- iv. D.El.Ed/D.Ed with any Undergraduate Degree i.e. B.A. B.Sc, B.Com etc., (with 50% marks in each).

b) Candidate with B. Ed. degree of this University or degree of any other University recognized as equivalent there to with not less than 50 % of marks in the aggregate, and 45% marks if he/she belongs to SC/ST/ categories are eligible to seek admission to the M.Ed. course.

Admission shall be as per Government of Tamil Nadu Policy and the directions issued in this regard from time to time.

6. Course of Study:

Each student shall study the following perspective courses (3), Tool course (1), Teacher Education course (1) and specialization course (1). He has to attend practicum, internship and also submit a dissertation after pursuing research on a problem as per the course structure.

A compulsory Dissertation work started in first semester shall be submitted by every student towards the end of second semester as per the date notified in this respect by the Department. The instruction for the course shall be by way of lectures delivered, seminars, Practical/Tutorials and visits conducted.

7. Working Days:

There shall be at least 200 working days for M.Ed. programme for each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

8. Medium of Instruction:

The medium of instruction shall be English. However, candidates may be permitted to write their answers in the examination in their regional language

9. Attendance: Each semester shall be taken as a unit for purpose of calculating attendance.

A student enrolled in the M. Ed. programme shall be deemed to have satisfied the requirement of attendance if he has attended not less than 85% of the total number of the actual working hours which include lectures, seminars, dissertation guidance, practical taken together during each semester. The minimum attendance of students shall be 85% for Theory and Practicum, and 90% for Field Attachment.

Students should have 85% of attendance in each semester. Students who do not satisfy the prescribed attendance requirements shall not be eligible to appear for the ensuing examination. Such candidates may seek admission afresh to the respective semester within a year so long the existing system prevails. Such of the candidates who have participated in State / National level Sports, NSS, NCC, Cultural activities and other related activities as stipulated under the existing regulations shall be considered for giving attendance for actual number of days utilized in such activities (including travel days) subject to the production of certificates from the relevant authorities within two weeks after the event.

10. Credit Distribution

Sem.	Core Courses						Elective Courses		CGPA Credits	NON-CGPA Credits		Total Credits
	Theory Courses		Practical Courses		Courses on *RSD					Nos.	Credits	
	Nos.	Credits	Nos.	Credits	Nos.	Credits	Nos.	Credits		Nos.	Credits	
I	05	15	-	-	01	01	01	02	18	-	-	18
II	05	15	01	06	01	02	01	02	25	-	-	25
III	05	15	-	-	-	-	01	02	17	-	-	17
IV	05	15	01	10	-	-	01	02	27	01	03	30
Total	20	60	02	16	03	03	08	08	87	01	03	90

*RSD-Research Skill Development

11. Course Structure & Credit Distribution

SEMESTER – I

Course Structure & Credit Distribution

SL N O.	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS			
			L	T	P	Credits
1	19230PC11	History and Political Economy of Education –I	3	0	0	3
2	19230PC12	Advanced Educational psychology -I	3	0	0	3
3	19230PC13	Curriculum Design and Development -I	3	0	0	3
TOOL COURSE						
4	19230TC14	Basics in Educational Research -I	3	0	0	3
TEACHER EDUCATION COURSE						
5	19230TE15	Teacher Education In India Elementary Level –I	3	0	0	3
SPECILIZATION: CORE COURSE (Any One)						
6	19230SC16A	Structure, Status and Issues in Secondary Education	2	0	0	2
	19230SC16B	Women Education And Empowerment				
	19230SC16C	Inclusive Education				
Research Skill Development (RSD) Course						
7	19230CRS	Research Led Seminar	1	0	0	1
		Total	18	0	0	18

L- Lecture, P-Practical, T- Tutorial

SEMESTER – II
Course Structure & Credit Distribution

SL N O.	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS			
			L	T	P	Credits
1	19230PC21	History and Political Economy of Education –II	3	0	0	3
2	19230PC22	Advanced Educational psychology -II	3	0	0	3
3	19230PC23	Curriculum Design and Development -II	3	0	0	3
TOOL COURSE						
4	19230TC24	Basics in Educational Research -II	3	0	0	3
TEACHER EDUCATION COURSE						
5	19230TE25	Teacher Education In India Elementary Level –II	3	0	0	3
SPECILIZATION: CORE COURSE (Any One)						
6	19230SC26A	Advanced Educational Technology	2	0	0	2
	19230SC26B	Early Childhood Education				
	19230SC26C	Value Education				
7	19230PT27	Practicum	0	0	6	6
Research Skill Development (RSD) Course						
8	19230CBR	Participation in Bounded Research	2	0	0	2
		Total	25	0	0	25

L- Lecture, P-Practical, T- Tutorial

SEMESTER – III

Course Structure & Credit Distribution

SL NO	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per week CREDITS			
			L	T	P	Credits
1	19230PC31	Philosophical and Sociological Perspectives in Education-III	3	0	0	3
2	19230PC32	Planning, Administration and Management of Secondary and Higher Secondary Education-III	3	0	0	3
3	19230PC33	Curriculum, Pedagogy and Assessment at Secondary Level-III	3	0	0	3
TOOL COURSE						
4	19230TC34	Advanced Educational Research and Statistics –III	3	0	0	3
TEACHER EDUCATION COURSE						
5	19230TE35	Teacher Education In India- Secondary level-III	3	0	0	3
SPECILIZATION: CORE COURSE (Any One)						
6	19230SC36A	Advanced Techniques of Education	2	0	0	2
	19230SC36B	Education for differently abled learners				
	19230SC36C	Trends in Indian Higher Education				
		Total	17	0	0	17

L- Lecture, P-Practical, T- Tutorial

SEMESTER – IV
Course Structure & Credit Distribution

SL N O.	COURSE CODE	TITLE OF THE PAPERS PERSPECTIVE COURSE	Periods per Week CREDITS			
			L	T	P	Credits
1	19230PC41	Philosophical and Sociological Perspectives in Education-IV	3	0	0	3
2	19230PC42	Planning, Administration and Management of Secondary and Higher Secondary Education-IV	3	0	0	3
3	19230PC43	Curriculum, Pedagogy and Assessment at Secondary Level-IV	3	0	0	3
TOOL COURSE						
4	19230TC44	Advanced Educational Research and Statistics-IV	3	0	0	3
TEACHER EDUCATION COURSE						
5	19230TE45	Teacher Education In India- Secondary level-IV	3	0	0	3
SPECILIZATION THEMATIC COURSE (Any One)						
6	19230SC46A	Guidance and counseling	2	0	0	2
	19230SC46B	Special Education				
	19230SC46C	Inferential Statistics				
7	19230PT47	Practicum	0	0	10	10
	19230PEE	Program Exit Examination				3
						30

L- Lecture, P-Practical, T- Tutorial

		L	T	P	TOT	MARKS
1	Dissertation					100
	Viva					50
2	Field based internship Cooperative Schools					50
3	Field based internship in the Teacher Education Institutions	0	0	10	10	75
4	Communication Skills: Academic Writing					75
5	Hands on Training					50
	Total	0	0	10	10	400

16 COMPONENTS OF INTERNAL ASSESSMENT

S.NO	COMPONENTS	MAX. MARKS
01	TEST (Aggregate of marks obtained by each candidate in minimum of class tests converted in to 40)	20
02	ATTENDANCE Weight age for Attendance 95% and above – 20 marks 90% to 94% - 15 marks 85% to 89% - 10 marks 80% to 84% - 5 marks (Below 80% no marks)	20
03	ASSIGNMENTS (Aggregate of marks obtained by each candidate in minimum 4 Assignments converted into 20)	20
04	SEMINAR (Minimum Two)	20
05	Model Examination	20
	Total	100

Maximum Marks 100 to be converted into 40 marks

12.Examination :

There shall be an examination at the end of each semester. The semester examinations shall be conducted by the University.

There shall be semester-end examination of 3 hours duration for 100 marks for compulsory and Elective course

13. Evaluation :

The M.Ed. programme shall have two evaluation components – Internal Assessment (IA) and the Semester End Exams.

14. Components of Question Paper Design:

Each theory subject question paper will be designed for 3 hours in two sections, Part – I and Part – II with number of questions and allotments of Marks as described below.

		Marks	Total
Part – I	Ten Short answers (No Choice)	10X2	20
Part – II	Five Essay Type with internal choice(Either or type)	5X16	80
Total Marks			100

Note: The question paper for external assessment will be set for a maximum of 100 marks and this will be converted to a maximum of 50 marks.

15. Question Paper Pattern

S. No

Code No:

(For candidate admitted from 2008- 2009 onwards)

M.Ed. DEGREE EXAMINATION APRIL/NOVERMBER 2014

Education

(Title of the Paper) History and Political Economy of Education -I

Time: 3 hours

Maximum Marks: 100

PART – I (10X2=20)

Answer **ALL** the questions not exceeding 50 words each:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

PART –II (5X16=80)

Answer **ALL** the questions not exceeding 400 words each:

11. (a) or (b)
12. (a) or (b)
13. (a) or (b)
14. (a) or (b)
15. (a) or (b)

16. Classification of Choice Based Credit System (CBCS)

A candidate shall be awarded the M.Ed degree if he/she has passed both the Theory Component and the practicum components .Successful candidates shall be classified as specified here under by taking into account of their secured mark in Theory and Practical Examination separately.

Grading of Course Performance		
Marks Secured	Grade	Grade Point
90-100	S	10
80-89	A	9
70-79	B	8
60-69	C	7
50-59	D	6
0-49	F(Fail)	0
Absent	AB	-
Incomplete	I	-
Withdrawal	W	-

Grading of Overall Semester Performance Cumulative performance	
GPA/CGPA	Overall Grade
6.00-6.49	D
6.50-7.49	C
7.50-8.49	B
8.50-9.49	A
9.50-10.00	S

GPA-Grade Point Average
$GPA = \frac{\sum_{i=1}^n C_i P_i}{\sum_{i=1}^n C_i}$
<p>C_i - Credit for the i^{th} Course P_i - Grade Point Secured in the i^{th} Course</p>

SEMESTER - I

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M.Ed. SYLLABUS – SEMESTER – I
PERSPECTIVE COURSE – I
HISTORY AND POLITICAL ECONOMY OF EDUCATION - I
COURSE CODE: 19230PC11

OBJECTIVES:

By the end of the course, student –teachers 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

UNIT – I: EDUCATION AND ITS AGENCIES

Education: Meaning, definition, concept - Aims 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, Indigenous Education: Nature, types and its implications – Islamic Education: Nature, types and its implication.

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).

SESSIONAL ACTIVITIES:

Trace the historical hallmarks of Indian Education till date with its salient features.

- Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education
- Develop a Cost benefit analysis chart and report with reference to any educational institute.
- Carry out an impact evaluation of any one educational projects of the government (survey or case study)

LEARNING OUTCOMES:

- A Knowledge of History of Education acquired.
- Critical analization of Educational Politics Practised
- Political perspectives of education is learnt properly
- Proper understanding of political economy of education achieved

REFERENCES:

- Agarwal J.C; Agrawal S.P, (1992), Educational Planning in India, Volume 1, Concept publishing Company, New Delhi.
- Agarwal, J.C (2007), Development of Education System in India, Shipra Publications, Delhi
- Agarwal .J.C(2007), History of Modern Indian Education, 6th Edition, Vikas Publishing House Pvt ltd, New Delhi.
- Amala,P.A, Anupama,P and Rao, D.bB;(2004), History of Education, Discovery Publishing House, New Delhi.
- Babalola, J B.(2003), Fundamentals of Economics of Education, University of Ibadan
- Bhatnagar S (2004) Kothari Commission Recommendations and evaluation with atext on NPE, International Publishing House, Meerut.
- Booth, T.&Ainscow, M (1998), From them to Us: An International study of Inclusion in Education. London: Routledge.
- Chauhan, C.P.S, Modern indian Education, Policies, Progress and Problems, Kanishka Publishers, Distributors, New Delhi.
- Devi, S (2005), A History of Modern Education, Omsons publications, New Delhi

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M.Ed. SYLLABUS – SEMESTER – I
PERSPECTIVE COURSE – II
ADVANCED EDUCATIONAL PSYCHOLOGY -I
COURSE CODE: 19230PC12

OBJECTIVES:

By the end of the course, student–teachers 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

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY

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

UNIT - II: GROWTH AND DEVELOPMENT

Growth and Development: Concept and Stages - 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 Havighurst.

UNIT - III: LEARNING

Learning: Meaning and definitions –Behavioral Theory: Bandura’s Social Learning Theory - Cognitive Theory: Gagne’s Theory and Bruner’s Theory - Developmental Theory: Vygotsky’s Theory - Constructivist Theory: Kolb’s Theory - Humanistic Theory: Carl Rogers Theory - Field Theory: Kurt Lewin’s Theory - Information Processing Theory: Donald Norman Theory Descriptive, Observation, Case Study, Survey and Experimental.

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 Mclelland - Level of Aspiration: Zeigarnik effect – Self-Regulation: Meaning - Factors influencing self-regulation.

UNIT – V: INTELLIGENCE AND CREATIVITY

Intelligence: Definitions and nature – concept of IQ – Gardner’s theory of multiple intelligence, Stenberg’s Triarchic theory, Catell’s theory of fluid and crystallised intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence. Creativity: nature, factors affecting creativity – programmes and strategies for developing creativity.

SESSIONAL ACTIVITIES:

- Problem Solving
- Creativity Test
- Concept Formation
- Level of Aspiration
- Steadiness Test

LEARNING OUTCOMES:

- Student teachers acquired knowledge of basic concept of educational psychology.
- They gained knowledge of methods of educational psychology.
- They understood the various schools of psychology.
- Adolescent's growth, development and their problems have been realized.
- Various theories of motivation have been understood.
- They acquired the knowledge about the changing concept of intelligence theories and creativity.

REFERENCES:

- Anastasi,A. (1980). Psychological Testing . London: McMillan
- APA's (1996). Diagnostic and Statistical Manual)-IV ., New Delhi: Jaypee Brothers
- Ausubel. & Robinson F.G . (1969) School learning – An Introduction to Educational Psychology, New York, Holt, Rinchart & Winston Inc.
- Baron, R.A., Byrne, D. (2003). Social Psychology (10th Edn) – Prentice Hall.
- Bee H & Boyd D (2002) Life span development Boston MA Allyn & Baccon.
- Bernard, H.W. (1972) Psychology of learning & Teaching, New York, Macgraw – Hill Company Third Edition
- Bigge, M.L. Hunt M.P. (1962) Psychological Foundations of Education, New York, Harper & Brothers, Publish.

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M.Ed. SYLLABUS – SEMESTER – I
PERSPECTIVE COURSE – III
CURRICULUM DESIGN AND DEVELOPMENT - I
COURSE CODE: 19230PC13

OBJECTIVES:

By the end of the course, student –teachers will be able to

- acquire the knowledge of the nature of the curriculum
- understand the determinants of curriculum design
- comprehend the various principles involved in curriculum design
- understand phases of curriculum process
- recognize models of curriculum development

UNIT- I: THE NATURE OF CURRICULUM

Definition of curriculum: Curriculum as a/an Plan, Experience, Objective, Product, Process, Subject Matter – Principles of Curriculum Construction.

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: CURRICULUM DESIGN

Components of Curriculum design – Sources of curriculum design – Conceptual framework: Horizontal and Vertical organisation – Design dimensions considerations: Scope, Integration, Sequence - Articulation, Balance and Continuity.

UNIT - IV: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum Development process: Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience, 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 - Non-technical Non-scientific Models: Kohl and Holt’s Model, and Rogers Model.

SESSIONAL ACTIVITIES:

- Design curriculum for higher secondary level.
- Curriculum as a system rationale make models for system rationale.
- Prepare web based instruction for curriculum renewal and change.
- Prepare a plan for implementation and evaluation of curriculum

LEARNING OUTCOMES:

- The contribution of psychologists to the field of curriculum achieved.
- Made acquaintance to the students for the need and urgency to change the curriculum.
- Implementation and evaluation of curriculum achieved.

REFERENCES:

- Bhatt, B.D and Sharma S.R, “Principles of Curriculum Construction”, Kanishka publishing House, New Delhi, 1992.
- Danis Lawton, Peter Darden, et. al., “Theory and Practice of curriculum Studies”,Routledge and Kagen Paul, London, 1978.
- Das R.C., et. al.,”Curriculum and Evaluation”, NCERT, 1984.
- David, Hamilton, “Curriculum Ealuation”, Open Books Press, London 1976.
- Davis, K.I, “Objectives in curriculum Designs”, Mc Graw Hill Book Company, London, 1978.
- Davis, K.I,”Objectives in Curriculum Design” , Mc Graw Hill Book Company, London, 1976.
- 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, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
- Whecker D.K. (1967) Curriculum Process, University of London Press.
- Faunce and Bossing,”Developing the core Curriculum”, Prentice Hall of India Pvt.Ltd, New Delhi, 1977.
- Gail N. Inlaw, he Emergent in Curriculum”, John Wiley and Sons Inc.New York,1966
- Hilda Taba, “Curriculum Development – Theory and Practice’, harcourt, Brce and World, Inc.
- Hooper R (Ed.), “The Curriculum content, Design and Development”,

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M.Ed. SYLLABUS – SEMESTER – I
TOOL COURSE – III – BASICS IN EDUCATIONAL RESEARCH-I
COURSE CODE: 19230TC14

OBJECTIVES:

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

- acquire knowledge of research in the field of education
- understand the process of research
- comprehend the research design and research plan
- recognize the research problem
- understand the formulating hypothesis

UNIT - I: NATURE AND PURPOSE OF EDUCATIONAL RESEARCH

Meaning and objectives of Research - Characteristics of research – Scope and Need for Educational Research – Basic types of research: Descriptive versus Analytical research, Applied versus fundamental research, Quantitative versus Qualitative research, Conceptual versus Empirical research – Significance of research – Ethical principles in conduct of research with human participants.

UNIT - II: PROCESS OF RESEARCH

Research proposal –Phases of Research process – Steps in the process of research: Identifying a Research problem, Reviewing the Literature, Specifying a purpose of research, collecting data, Analyzing and Interpreting the data. Reporting and evaluating research.

UNIT - III: RESEARCH DESIGNS

Meaning and parts of Research design, Need for research design , Features of a good design, Important concepts relating to research design - Experimental Research designs – Developing a Research plan.

UNIT - IV: DEFINING RESEARCH PROBLEM

Nature of Research problem – Research topic, Research problem, Research purpose, Research questions – Important tasks for determining research problem: Classifying in argument information needs, Redefining research problem - Establishing hypothesis, Research questions and Objectives - Criteria of a good research problem, Sources of research problem, Conditions for a research problem, Formulating and stating the problem.

UNIT - V: FORMULATING HYPOTHESIS

Meaning, Types, uses, Forms of hypothesis, Criteria for a hypothesis, Methods of deriving hypothesis, Testing of hypothesis, Basic concepts in testing the hypothesis: Null hypothesis and Alternative hypothesis, Level of significance, Decision Rule, Type I and Type II Errors, Two - tailed and One- tailed tests – Procedure for hypothesis testing – Distinguish among Purpose statements, Research questions, Hypothesis and Objectives.

SESSIONAL ACTIVITIES:

- Developing students to gain sufficient knowledge through knowledge resource centre.
- Preparation of different types of tools.
- Knowledge about review of literature activity.

LEARNING OUTCOMES:

- acquired knowledge of research in the field of education.
- familiarized with various types of research.
- awareness developed in the research process.
- developed the skill of selecting a research problem in education and formulate hypotheses.
- acquired skills to construct suitable tests and tools.
- acquired skills to select appropriate sampling techniques

REFERENCES:

- "A Hand Book on Educational Research", NCTE, New Delhi. 1999.
- Agarwal.Y.P., "Statistical methods, concepts, Applications and Computations", Sterling Publications, New Delhi.1986.
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- . Chandra.S.S., "Research in Education", Atlantic Publishers, New Delhi.2004.
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DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
TEACHER EDUCATION COURSE
TEACHER EDUCATION IN INDIA ELEMENTARY LEVEL - I
COURSE CODE: 19230TE15

OBJECTIVES:

On completion of this course, the students 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 Russia, USA, Japan, Germany and India
- analyse the elementary teacher education curriculum and its transaction modes

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

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) – NCERTCommittee (2005) – National Knowledge Commission (2006) – NCFTE (2010).

UNIT-III: STRUTCTURE OF ELEMENTARY TEACHER EDUCATION

Teacher Education: Concept, Objectives and Scope of Teacher Education; Pre-service and Inservice– 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 AT ELEMENTARY LEVEL

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

UNIT-V: ELEMENTARY TEACHER EDUATION 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).

SESSIONAL ACTIVITIES:

The students may undertake any one of the following activities

- Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom

process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

- Essential Readings - MHRD (2001): Convention on the Right of the child.
- New Delhi. - UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

LEARNING OUTCOMES:

- the context of elementary education knowledge acquired.
- the objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE) realized.
- knowledge acquired about elementary education in India since independence
- strategies and programmes of UEE adopted.

REFERENCES:

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. • Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
SPECILIZATION CORE COURSE
STRUCTURE, STATUS, ISSUES IN SECONDARY EDUCATION
COURSE CODE: 19230SC16A

OBJECTIVES:

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

- Understand the context of secondary education
- Understand the concept, objectives, rationale and context of secondary education
- Learns the challenges and extent of success of Universal Elementary
- Education (UEE) and their influence on secondary education
- Discuss the development of Secondary education in India since independence
- Reflect on the relevance of strategies and programmes of RMSA

UNIT–I: Secondary Education in India

Recommendations of different commissions and policies on secondary education (Mudaliar commission- aims, Problems and Recommendations), Kothari commission, Yashpal Committee) – Policies-and programmes for realizing the constitutional obligations related to secondary education (NPE 1986,-PoA 1992, RMSA) - NCF and KCF 2005 (emphasis of Secondary education)

UNIT–II: Quality in secondary Education

Quality education (concepts, indicators of quality, setting standards for performance) - The present-status of quality education in India (status and prospects) - Professional enrichment of secondary teachers (different in-service programmes for ensuring-quality-different agencies SCERT – NCERT – CIET – NUEPA – IASE etc)

UNIT–III: Secondary Education Curriculum

Secondary School curriculum (features, principles, relevance) - Critical appraisal of present Secondary-School curriculum in the state - Assessment and evaluation in secondary level (new trends in evaluation-- grading – internal assessment – semester system-need and importance of CCE,) - Critical appraisal of-the present evaluation system in elementary level

UNIT–IV: Emerging Perspectives of Secondary Education

Understanding the Secondary School Child-Knowledge and curriculum at Secondary level- Policies and programmes for secondary level (RMSA, Model Schools, yoga Education) skill Development.

UNIT–V: Innovations in Secondary Education

Innovative Resource management – Human and Material resources (Labs, Libraries)-Art and Craft as a pedagogic tool-ICT mediation at secondary level Centre and state initiatives. -Exploring E-resource for teaching and learning at Secondary level - RTE, Open School System

SESSIONAL ACTIVITIES:

- Preparation of data tables related to secondary education- Visits to various secondary schools – Private, Corporate, Aided Government and write a report-Comparison of secondary curricula of CBSE, SSC, JCSE, Cambridge etc.
- Preparation of caste studies, profiles of secondary children with reference to cognitive, affective and psychomotor abilities.
- Review of RTE and SCF with reference to knowledge and curriculum
- Collecting district wise data of secondary school children enrolment & School Teachers.
- Visit to technical / Setwin / Institutions.
- Critical review on Examination system at secondary level. 9. Observation review on CCE at Secondary level.
- Visits to worksites and documentation of the process.
- Preparation of portfolios.

LEARNING OUTCOMES:

- Accomplished Knowledge the context of secondary Education
- Achieved the concept, objectives, rationale and context of secondary education
- Learnt the challenges and extent of success of Universal Elementary
- Leant Education (UEE) and their influence on secondary Education

REFERENCES :

- NCTE, Teacher education curriculum (1978), A Framework, NCERT, New Delhi.
- Pradeep kumar T.(2010): Teacher education APH Publishing corporation.
- Ravi S. S. (2015): A Comprehensive study of Education, Prentice Hall India Pvt. Ltd. Delhi.
- Rita C (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubha Publications.
- Shrimali .K.L Better teacher Education, Ministry of education Govt. of India, New Delhi.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi. 89
- Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- UNESCO- Economic and Social aspects of Educational Planning, 1963

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER– I
SPECILIZATION: CORE COURSE
WOMEN EDUCATION AND EMPOWERMENT
COURSE CODE: 19230SC16B

OBJECTIVES:

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

- understand the implications of gender perspectives on women.
- deliberate on various Perspectives on Development and Developmental initiatives.
- adopt nationally and internationally.
- acquire and apply knowledge about Feminism, Women Entrepreneurs and Challenges.

Unit I: Basic concepts in Women Studies

Concept and Need for Women's Studies-Scope of Women's studies-Women's Studies as an Academic Discipline-Women's Movement to Academic Curriculum Development in Women Studies.(Historical Perspective)

Unit-II: Gender Perspectives and its Implications

Gender Concepts: patriarchy, sex and gender - social construction of sex and gender; gender roles gender stereotyping, gender discrimination, gender sensitivity; gender perspective, gender analysis, gender auditing, gender budgeting, gender equity, gender equality, gender - Gender as an Axis of Stratification (including Transgender) and its Relation to other Axes of Stratification (Caste, Class, Community and Ethnicity)-Implications of Gender perspectives on women Development and women Education.

Unit-III: Feminism

Feminism- Concept, Challenges -Overview of Feminist Thought and Theory i. Liberal Feminism- Equality, Rationality, Freedom, (Mary Wool stone Craft, Harriet Taylor, J.S Mill, Betty Frieden) ii. Marxist Feminism- Production, Reproduction, Class, Alienation, Marriage and Family (Marx & Engels, Margaret Benston, Dalla Costa Salma James, Zaretsky) iii. Radical Feminism- Gender, Patriarchy, Reproductive Technology, Motherhood (Shulamith firestone, Kate Millet, Mary Daly, Adrienne Rich iv. Socialist Feminism- Class and Gender, Division of Labor, Unified and Dual System, Exploitation (Alison Jaggar, Juliet Mitchell, Irish Young, and Sheila Rowbotham) v. Brief overview of Indian Feminism w.r.t to Family, Caste, Class, Culture, religion Social System c) Relevance of Feminism in the global context.

Unit-IV: Women and Development

Perspectives on Development – Women in Development-WID, Women and Development WAD, Gender and Development- GAD approach and its impact on Women. b) Women's Development and International Interventions i) International Women's Decade ii) Millennium Development Goals c) Rights of Indian Women- political, family and property rights.

Unit-V: Women and Education

Various Committees and commissions on women's education-Initiatives of Adult and non-formal education for women- National literacy Mission, National Adult and continuing Education, Functional Literacy programmes for women-Education for Disadvantaged Women: Socio Economic Deprived, Physical- Mental Challenged Women and Right to Education (RTE) Act 2011.

SESSIONAL ACTIVITIES:

- Report Writing – Gender perspectives /Women's Movement-Historical perspective
- Role Model case studies of Women entrepreneurs
- Exchange of ideas among faculty and students in group discussions and group initiatives on the topic –Women and development / Women and Education/ Feminism.
- Survey- To find out problems and challenges of women at work and its practical solutions

LEARNING OUTCOMES:

- the implications of gender perspectives on women realized
- various Perspectives on Development and Developmental initiatives exercised.
- adopted nationally and internationally.
- acquired and apply knowledge about Feminism, Women Entrepreneurs and Challenges

REFERENCES:

- Agnes, Flavia (1999). "Law and Gender Inequality: The Politics of Women's Rights in India" OUP, New Delhi
- Agnes, Flavia (2003). "Feminist Jurisprudence: Contemporary Concerns". Majlis, Mumbai.
- Butler, Judith and Scott Joan, (Ed). (1992). "Feminist Theorize the Political". Routledge, New York.
- Chaudhuri Maitrayee (Ed). (2004). "Feminism in India – Issues in contemporary Indian 'Feminism'". Book Review Literary Trust, New Delhi.
- Chowdary Paul (1992). "Women welfare and Development". Inter India Publications, New Delhi.
- Desai Neera and Krishnaraj Maithreyi (1987). "Women and Society in India". Ajantha Publications, New Delhi.

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – I
SPECILIZATION: CORE COURSE
INCLUSIVE EDUCATION
COURSE CODE: 19230SC16C

OBJECTIVES

On completion of this course the students will be able to

- understand the global and national commitments towards the education of children with diverse needs,
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- analyze special education, integrated education, mainstream and inclusive education practices, identify and utilize existing resources for promoting inclusive practice.
- To familiarize trainee-teachers with the basic concepts of the learning child.
- To enable trainee-teachers to have a knowledge of physical intellectual, emotional, social and moral aspects of learning
- child during three stages viz Pre-School, during-School and after School.
- To enable trainee teachers to know the factors influencing learning.
- To help trainee-teachers understand learning disabilities of students and adopt suitable strategies to help them.
- To enable trainee-teachers to understand constructivist approach to learning.
- to develop awareness of learner towards inclusive education and its practices.

UNIT-I: Introduction to Inclusive Education

Definition- concept and importance of inclusive education - Historical perspectives on education of children with diverse needs - Difference between special education, integrated education and inclusive education - Advantages of inclusive education for education for all children.

UNIT-II: Concept and Nature

Concept and principles of Inclusion-Benefits of Inclusion - Need of Inclusive education - Policies and legislations for Inclusive Education and Rehabilitation - National legislations for Inclusive Education -Government Scheme and Provisions.

UNIT-III: Competencies development for Inclusive Education

Theories of Inclusive Education - Philosophical Approaches to Inclusive Education - Attitude and positive behavior for Inclusion - Developing attitude and Competencies for Inclusion –Attitude, Self- Efficacy, Skill and Ideologies - Social skills for Inclusion.

UNIT-IV: Recommendations of Education Commissions and Committees

International Initiatives

The Convention on the Rights of the Child - the World Declaration on Education - World Declaration on the Survival, Protection and Development of Children - Plans of action - Asian and Pacific decade of Disabled Persons - World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education-**National Initiatives**-Indian Education Commission - integrated Education for Disabled Children - National Policy on Education - Establishment of National Institutes and their Regional Centers - Project Integrated Education for disabled children - District Primary Education Programme - Persons with Disabilities Act - Sarva Shiksha Abhiyan- Mental Health Act, - Rehabilitation Council of India Act, Persons with Disabilities Act, Protection of rights and full participation, National Trust for the Welfare of Persons with autism.

UNIT-V: Preparation for Inclusive Education

Concept and meaning of diverse needs- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education -Brief account of existing special, integrated and inclusive education services in India - Building inclusive learning friendly classrooms, overcoming barriers for inclusion- Creating and sustaining inclusive practices - Role of teachers, parents and community for supporting- Techniques and methods used for adaptation of content , laboratory skills and play material.

SESSIONAL ACTIVITIES:

- Various types of educational needs of children with respect education identified
- Policies and legislations for Inclusive Education and Rehabilitation implemented.
- Developing attitude and Competencies for Inclusion Attitude, Self Efficacy
- Skill and Ideologies Social skills for Inclusion.

LEARNING OUTCOMES:

- identified the global and national commitments towards the education of children with diverse needs,
- developed the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- developed critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- the nature of difficulties encountered by children.

REFERENCES :

- Dvani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi UBS Publishers' Distributors Pvt. Ltd.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.

SEMESTER - II

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
PERSPECTIVE COURSE– I
HISTORY AND POLITICAL ECONOMY OF EDUCATION - II
COURSE CODE: 19230C21

OBJECTIVES:

The teacher – educators will be able to:

- develop understanding about the educational provisions spelt out in the Indian co
- 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
- critically evaluate the changing economic policy in developing education.

UNIT – I: INDIAN CONSTITUTIONAL PROVISIONSON EDUCATION

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 – II: 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 – III: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

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

UNIT – IV: POLITICAL POLICY OF EDUCATION IN INDIA

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

UNIT – V: ECONOMICS OF EDUCATION

Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshanai), 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).

SESSIONAL ACTIVITIES:

- Collect the reports of all education reports.
- Prepare programs for developing nationalism.
- Suggest activities to impart cultural heritage of India.

LEARNING OUTCOMES:

- Acquired knowledge about education under British rule.
- Proper understanding of the preamble of Indian constitution achieved.
- Positive attitude towards nationalism inculcated.
- Concepts of peace living and global education were established.

REFERENCES:

- Aggarwal, J. C. (2009). *Recent developments and trends in education*. Delhi: Shipra Publications.
- Biswas, A. & Agarwal, S.P. (1994). *Development of education in India*. Delhi: Shipra Publications.
- Chandra, S.S., et al. (2008). *Indian education development, problems, issues and trends*, Meerut: R.Lal Book Depot.
- Gupta, S. (2011). *Education in emerging India*. Delhi: Shipra Publications.
- Lal & Sinha. (2011). *Development of Indian education and its problems*. Meerut: R.Lal Book Depot.
- Mohanty, Jaganath. (2011). *Dynamics of educational thoughts and practices*. Delhi: Shipra Publications.
- Prasad, Janardan. (2009). *Education and society*. New Delhi: Kanishka Publications.
- Seema, Sharma. (2004). *History of education*. New Delhi: Anmol Publications.
- Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of educational system in India*. Meerut: R.Lal Book Depot.
- http://www.aqu.cat/elButlleti/butlleti75/articles1_en.html#.WBBFTxKYiLo
- <http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf>
- <http://www.go.worldbank.org/6C7DK7W520>

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
PERSPECTIVE COURSE– II
ADVANCED EDUCATIONAL PSYCHOLOGY-II
COURSE CODE: 19230C22

OBJECTIVES

On completion of the course the students will be able to

- explores various theories of motivation
- understand the changing concept of intelligence theories and its measurement
- acquire the knowledge about creativity and various theories of creativity
- understanding the theories of personality and their use in the development of learner's personality, measurement of personality
- identify different types of adjustment mechanisms
- classify learning disabilities by nature and scope
- differentiate the concepts mental health and mental hygiene
- describe various types of groups and leadership types
- familiarized with various psychological testing procedures 9

UNIT- I: PERSONALITY

Meaning of the term personality : characteristic of personality: type approach: trait approach- type cum trait approach- Catell's approach, Eysenck's theory of personality – characteristics of extrovert's and introvert's kretchme's, shelton's, sprangers's lippitt's and jung's classification . Freud's psycho analytic theory. Integrated personality assessment of personality projective techniques.

UNIT – II: ADJUSTMENT

Meaning and definition – areas of adjustment – measurement of adjustment-mal adjustment- causes – physical, emotional social, mental and remedial measures- stress management, exceptional children, education for gifted and back-ward children characteristics of defense mechanism.

UNIT – III:MENTAL HEALTH AND HYGIENE

Mental health – concept of mental health; mental conflicts, status of Indian children role of school- teachers mental health concept of stress – categories of stress – 'U' stress-stressors . resilience of stress

UNIT – IV:GROUP DYNAMICS

Introduction- definition- kinds of groups – formal and informal groups - characteristics of stress groups. Group cohesiveness – leadership in groups – types of leadership -importance of leadership training.

UNIT –V: PSYCHOLOGICAL ASSESSMENT

Concept of evaluation– measurement an assessment. Psychological tests – classification of intelligence tests standardised intelligence tests – individual verbal tests- group non verbal intelligence tests – construction of an aptitude tests – some well known

aptitude tests- Rating scale, Rorschach ink blot tests- Thematic Apperception test TAT.- free association tests.

SESSIONAL ACTIVITIES:

- Span of attention
- Emotional Maturity
- Test of Adjustment
- Work Values Inventory
- Thurstone's Interest Schedule
- DAT- Verbal Reasoning
- DAT – Mechanical Reasoning
- DAT – Numerical Ability 12

LEARNING OUTCOMES:

- Student teachers understood the various theories of motivation
- They acquired knowledge about creativity
- Various theories of personality have been understood.
- They could identify the different types of adjustment mechanism.
- They could classify learning disabilities
- They could differentiate the concept of mental health and mental hygiene.

REFERENCES:

- Laura E Berk (2003) Child development, New Delhi, Pearson education
- Mangal,S.K. (2007), Essentials of Educational Psychology, Prentice Hall of India, Private Ltd.,New Delhi
- Maslow,A. (1968) . Some Educational Implication of Humanistic Psychologist, Harvard Educational Review.
- Mazur(1989). Learning and Behaviour ,NewDelhi: Prentice Hall of India
- Mohsin. (1984). Research Methodology in Behavioural Science.
- Pringle, M.K. Verma . V.P (1974) Advances in Educational Psychology, LONDON, Press Ltd, University of Lon
- Santrock John W. (2001) Educational Psychology, McGraw Hill (International Edition) Boston
- Saraswathi, T.S. (1999) , Cultural Socialization and Human Development . Theory , Research and Applications in India. A 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., & Haydon, M. (1985). Human Experimental Psychology, New York: Oxford

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
PERSPECTIVE COURSE– III
CURRICULUM DESIGN AND DEVELOPMENT - II
COURSE CODE: 19230PC23

OBJECTIVES

On completion of the course the students will be able to

- analyse the approaches of curriculum organization
- understand the models of curriculum implementation
- understand the factors influencing effective teaching
- recognise the various approaches and models of curriculum evaluation
- comprehend the strategies and models of curriculum change.

UNIT-I: APPROACHES OF CURRICULUM DESIGN

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 Designs: Life-Situation design, Core design and Social Reconstruction design.

UNIT - II: 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 - III: CURRICULUM TRANSACTION

Concept of teaching-learning – Teaching-Learning Process - Creating an effective environment – Effective Teaching – Factors influencing effective teaching- Instructional system – Need to enhance curricular transactions – Different types of enhancing curriculum transactions.

UNIT - IV: CURRICULUM EVALUATION

Concept, Definition, Need, Importance, Source Aspects and Methods of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler’s Objectives-centred Model – Stufflebeam’s CIPP Model and Robert Stake’s Congruence – Contingency Model.

UNIT V: CHANGE AND INNOVATION IN CURRICULUM

Definition, Need, Factors influencing the change in curriculum – Dimensions of curriculum change - Curriculum Change and Innovations - Context of Curriculum Change and Innovations –Strategies and Models for Curriculum Change and Innovations – Planning and Executing Change – Restructuring the curriculum.

SESSIONAL ACTIVITIES:

- Seminar on one of the topic assigned.
- Critical analysis of the existing curriculum at various levels- primary/Secondary/Higher Secondary.
- A report on the recent research on curriculum development
- A Comparative study of two syllabi-state Government/ ICSE.

LEARNING OUTCOMES:

- Concept and principles of curriculum development and design experienced.
- Gained insight in to the development of new curriculum
- The continuous Curriculum reconstruction appreciated
- Teaching-learning process of curriculum learnt.

REFERENCES:

- SaOxai Nak saMSaaoQana : mauLo maazo
- SaOxaiNak saMSaaoQanaacaI \$proKa : Da^ iva. ra. iBaMtaDo
- SaOxaiNak vyavasqaapna va p`Saasana :Da^ dunaaKo DaparsanaIsa.
- Curriculum Organisation and Design- Jack Walton, Great Briton
- Curriculum and lifelong Education- Studies for UNESCO
- School Curriculum- Mohmmad Sharif Khan- ASHISH Publishing House, New Delhi.
- The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.
- Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi
- Developing the Core Curriculum 3/ 4 roland C. Faunce, Nelson L. Bossing, Prentice Hall of India, New Delhi Page 58 of 71
- Evaluation and Research in Curriculum Construction- M.I. Khan I B.K. Nigam- Kanishka Publisher, New York 11. Curriculum Develop

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
TOOL COURSE- BASICS IN EDUCATIONAL RESEARCH-II
COURSE CODE: 19230PC24

OBJECTIVES:

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

- understand the sampling technique
- understand the scaling techniques
- recognize the psychological theories and inventories
- understand the and interview observation techniques
- understand the different types inquiry forms and social scaling.

UNIT - I: SAMPLING TECHNIQUES

Sampling design, Steps in sampling design, Characteristics of a good sample design, Types of sampling: Probability sampling: random, Stratified random, Systematic, Cluster Multi-stage random sampling – Non-probability sampling: Purposive, Quota, Convenience, Sequential, Snowball sampling,

UNIT - II: SCALING TECHNIQUES

Scale Measurement, Scaling, properties - Types of scales: Nominal, Ordinal, Interval and Ratio scales - Steps in developing or constructing research tool - Criteria for good measurement: Reliability, Validity , Objectivity, Sensitivity, Practicality and Economy - Techniques for measuring attitudes : Ranking , Rating, Sorting and Choice techniques - Attitude rating scale: Simple attitude scales, Category scales, Numerical scale, Constant sum scale – Graphic rating scale.

UNIT - III: PSYCHOLOGICAL TESTS AND INVENTORIES

Achievement Tests, Aptitude Tests, Interest inventories, Personality inventories, Projective devices: Nature and Characteristics of projective devices , Association, Completion, Roleplaying and Creative or Constructive techniques – Rorschach Test, Thematic Apperception Test.

UNIT - IV: INTERVIEW AND OBSERVATION TECHNIQUES

Interview: Meaning, Process of interview, Types of Interviews, Merits and Demerits of interview – Observation technique: Types of observation: Participant and non-participant – observations - Observation devices: Checklist, Rating scales – Case Study.

UNIT – V: INQUIRY FORMS AND SOCIAL SCALING

Questionnaire: Types of questionnaire, Characteristics of a good questionnaire, Preparing and administering the Questionnaire – The opinionnaire: Thurston technique, Likert method and Semantic differential method – Social Scaling: Sociometry.

SESSIONAL ACTIVITIES:

- Preparing students for report writing.
- Preparing students for study of literature from various books, journals, periodicals etc.,
- Training students to solve problems relating to research.

LEARNING OUTCOMES:

- acquired knowledge of research in the field of education.
- Familiarized with various types of research.
- developed an awareness of the steps involved in the research process.
- developed the skill of selecting a research problem in education and formulate hypotheses.
- acquired skills to construct suitable tests and tools.

REFERENCES:

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PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS–SEMESTER –I I
Teacher Education Course
TEACHER EDUCATION IN INDIA ELEMENTARY LEVEL-II

COURSE CODE: 19230TE25

OBJECTIVES:

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

- 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
- develop research attitude in teacher education

UNIT-I: 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–II: 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–III: 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–IV: 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–V: 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 Cooperation of Practicing Schools, Evaluation Strategies and Comparative Education.

SESSIONAL ACTIVITIES:

- Recommendations of Kothari Commission-NPE 1986
- Sarva Shiksha Abhiyan-Programme Interventions with respect to Access Enrolment Retention
- Physical Resource Management Management of the School plan Human Resource Management Management

LEARNING OUTCOMES:

- Sensitise the student teachers with the need and relevance of Elementary Education as a basic foundation stage.
- Reflect on the various concerns of Elementary Education including Access, Enrolment, Retention & Achievement
- Gain insight into factors promoting the Universalisation of Elementary Education
- Develop a critical outlook towards measures taken for the achievement of quality at the Elementary Education stage

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PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – II
SPECILIZATION: THEMATIC COURSE-I
ADVANCED EDUCATIONAL TECHNOLOGY
COURSE CODE: 19230SC26A

OBJECTIVES

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

- Understand the meaning of Educational Technology
- Understand the fundamentals of computer
- Attain knowledge about behavioural technology
- Understand the meaning and nature of instructional technology
- Acquire knowledge about communication technology
- Understand the features, working and use of the Internet and web
- Understand ICT application in education
- Appreciate the use of multimedia and web content for teaching learning
- Attain knowledge about e-learning
- Acquire knowledge about new horizons of educational technology

UNIT-I: INTRODUCTION TO ICT

ICT meaning and importance- introduction to computer - Types of Computer - Computer in Education – Characteristics of Computer – Role of ICT – Different uses of computer in education - Advantages and disadvantages of Computer - Assisted Instruction education – Introduction to a personal computer - standard computer accessories-their configurations- conceptions and functioning- functional overview of the operating system-standard office and media selection.

UNIT –II: BEHAVIOURAL TECHNOLOGY

Technology-meaning and nature-micro teaching-meaning and objectives- different phases of micro teaching-merits and demerits of microteaching – microteaching cycle-Meaning and nature-programmed instruction-meaning-nature and principles-types of programmed instruction-Linear-Branching and Mathematics-merits and demerits of programmed instruction.

UNIT-III: INTERNET AND THE WORLD WIDE WEB

The internet and the World Wide Web-Information-services and functions of the Internet and the web- connecting to and using the web- using search engines and web utilities-keywords and search strategies-synchronous and asynchronous communication on the web-e-mail-chat-news groups and forum- Websites with educational content-Search-locate and maintain lists of educational web sites-Critically examine the content of websites-using the web as a teaching-learning resource - Academic and Research content on the web-Online journals and abstraction services.

UNIT-IV: MULTIMEDIA AND WEB CONTENT

Multimedia packages- educational implications of media use and interactivity-websites with educational content-using the web as a teaching-learning resource-online learning-Multimedia Content-Multimedia packages – installation and use-Critical analysis of multimedia content-educational implications of media use and interactivity.

UNIT-V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY

Elements of e-learning; e-content and e-books- virtual classroom and virtual university-merits and limitations-Recent trends in the area of educational technology-interactive video-video-conferencing –M-learning-MOOC-Watsup etc-Recent experiments in the third world countries and pointers for India with reference to Education.

SESSIONAL ACTIVITIES:

- Prepare a power point presentation for any two units in Educational Technology and submit it.
- Develop a Blog of your own and add it in online.
- Visit to any IT Company to know about latest software's.
- Analyse any one topic in different website and present your report by comparing it.
- Explore the Usage of Office 365 and write the merits and demerits in CD.

LEARNING OUTCOMES:

- Understand the meaning of Educational Technology
- Understand the fundamentals of computer
- Attain knowledge about behavioural technology
- Understand the meaning and nature of instructional technology
- Acquire knowledge about communication technology
- Understand the features, working and use of the Internet and web
- Understand ICT application in education
- Appreciate the use of multimedia and web content for teaching learning
- Attain knowledge about e-learning
- Acquire knowledge about new horizons of educational technology

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PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS–SEMESTER–II
SPECILIZATION: THEMATIC COURSE-II
EARLY CHILDHOOD EDUCATION
COURSE CODE: 19230SC26B

OBJECTIVES

On completion of this course the students will be able to:

- understand the need and significance of early childhood care and education • understand the policy perspectives on ECCE in India and world
- understand social and personal development of children (3-6 years)
- understand the quality dimensions i.e. curriculum, programmes and work force for ECCE.
- develop knowledge and skills for research and evaluation in ECCE and training of personnel. Course Content

Unit-I: ECCE: Policy and Perspectives

Concept-significance and objectives of ECCE-ECCE in India-Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992)-National Plan of Action for Children-1992 and 2005-National Curriculum Framework (2005)- ECCE in Global Perspective-United Nations Convention on Rights of the Child (UNCRC1989-Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

Unit-II: Psycho – Social Context of Pre-school Education

Developmental characteristics and norms – physical-cognitive-language-socioemotional during preliminary stage-Transition from home to school – issues and concerns-Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge.

Unit-III: Curriculum for Pre-school Education

Curriculum for School Readiness – physical-cognitive-socio-emotional dimensions-characteristics of learning experiences and approaches- Anganwadi Centre-different types of preschool curriculum like Montessori-Kindergarten-Balawadi-Support of workforce-Teachers’ helpers-parents and community support in functioning of ECCE centers

Unit –IV: Strategies/ Approaches and Resources

Characteristics of programmes for different settings – Pre-primary schoolers and early primary grade children – needed emphasis and rationale -General principles to curricular approaches – activity based play-way-child centred, theme-based-holistic-joyful-inclusive – meaning- rationale and practical implications in specific contexts-story-telling-puppetry-musical and rhythmic exercises-dramatization-role-play-art activities-indoor and outdoor play-field trips and explorations as methods in primary and early primary stages – meaning, rationale-selection criteria-method of transaction -local specific community resources – human and material & their integration in curricular activities-preparation & use of learning and play materials – principles and characteristics-community involvement in effective

implementation of ECCE programmes Informal evaluation through observation & remediation training of ECCE workers.

Unit -V: Training, Research & Evaluation in ECCE

Need and significance of personnel involved in ECCE programme-Status & nature of training programmes – pre-service & in-service for personnel involved in ECCE programmes – a critical evaluation-issues-concerns and problems-Areas of research studies in ECCE-Evaluation of ECCE programmes-methodology and implications-Transaction Mode-Group Discussion- Book/Report/Document reviews and analysis-Case studies of children and observation- Visit to pre-school-Anganwadies/ICDS centers and pre-school Teacher Education institutions-Film show-Seminar presentation-Research review and criticism-Development of research proposal

SESSIONAL ACTIVITIES:

The students may undertake any one of the following activities:

- Case study of Anganwadi, pre-school centers
- Assignment on selected themes from the course
- Study of present status of ECCE in State/Region/District
- Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)
- Reflection on literature on equality ECCE services of one western country (internet, journals)
- Writing of journal articles on different issues on ECCE
- Survey of play materials and comparing with the socio-cultural set-up
- Survey of child rearing practices in different cultures 29 Essential Readings
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.

LEARNING OUTCOMES:

- understand the need and significance of early childhood care and education • understand the policy perspectives on ECCE in India and world
- understand social and personal development of children (3-6 years)
- understand the quality dimensions i.e. curriculum, programmes and work force for ECCE

REFERENCES:

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10. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
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PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS-SEMESTER-II
SPECILIZATION: THEMATIC COURSE-III
VALUE EDUCATION
COURSE CODE: 19230SC26C

OBJECTIVES:

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

- acquires the knowledge of the meaning, scope and significance of value education.
- understands the foundations of values of philosophical, sociological and psychological.
- organize family life, family responsibility and understand the values of sharing and caring.
- uses suitable methods and media for inculcation of values in the students life.
- learn to live together in the society.
- develops social responsibility.
- understands the professional values and ethics.
- appreciates basic values underlying major religion of the world

UNIT–I: Definition of Profession

Vocation and Career - Professional Values - ethics - Professional competence - Professional efficiency - devotion and confidence - Accountability and Responsibility - Transition in the world of work - Awareness of the changing career options - Understanding the work culture - Willingness to Change - Team Spirit - Knowledge of Indian Constitution Basis - values of citizens - Global village - Global values -population and environmental issues - Aggression and Violence – Deviance – Discrimination – Drugs - Racial and ethnic relations.

UNIT–II: commission reports

The place of value in commission reports – Radhakrishnan commission – Secondary Education commission – Kothari education commission – National Policy on Education 1986 – Indian constitution.

UNIT–III: Meaning and importance of prayer

Meaning and importance of prayer – Truth – Love – Action – Offering – Austerity – Grace-Unity of Religions – Values common to major religions of the world – Hinduism – Christianity – Islam – Jainism – Buddhism.

UNIT–IV: values on Democracy

The impact of values on Democracy-Socialism-Secularism – Religious tolerance – globalization. The role of agencies in value development – Mass media – Home – Community – Peer group – Non-governmental Organizations.

UNIT–V: Habit formation

Habit formation – Character and conduct – Discrimination between right and wrong – Discussion of Moral and Immoral acts-Cultivations of will power-self – control – Concept of Citizenship – Necessity for rules-Obedience to the law – Punctuality – Orderliness – Patriotism – Dignity of labour - Truthfulness – Devotion to duty.

SESSIONAL ACTIVITIES:

- Understanding knowledge about global activities
- Practicing students towards learning various reports of the commission and national policy on education.
- Imparts truth, love ,affection through values.
- Habit formation , dignity of labour and devotion to duty are nurtured

LEARNING OUTCOMES:

- acquired sufficient knowledge about the foundations of values of philosophical, sociological and psychological.
- organized family life, family responsibility and understand the values of sharing and caring.
- suitable methods and media for inculcation of values in the students life are learnt.
- learned to live together in the society.

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- Paul H. Hirst, *Moral Educational in a Secular Society*, Hodder and Stroughton National Children’s Home, 1976.
- Ruhela, S.P., *Human Values and Education*, Sterling Publishers Private Limited, New Delhi, 1986.
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SEMESTER - III

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –SECOND YEAR
SEMESTER – III
PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION-III
COURSE CODE: 19230PC31

OBJECTIVES

On completion of the course the prospective teacher-educator shall

- acquire the knowledge of the concepts and meaning of philosophy and education
- describe the philosophy of Indian schools of thought
- describe the philosophy of Western schools of thought
- analyse the educational contributions of Indian and Western thinkers
- explain the basic concepts of sociology of education
- explain the relationship between social system and education

Unit I: Fundamentals of Philosophy of Education

Philosophy of Education: Meaning, concept and importance - Philosophy and Education - Scope and functions of Educational Philosophy.

Unit II: Indian Schools of Philosophy

Indian Schools of Philosophy: Sankhya, Yoga, Nyaya, Vedanta, Buddhism, Jainism and Islamic traditions.

Unit III: Western Schools of Philosophy

Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism.

Unit IV: Educational Thinkers

Indian Educational Thinkers: Thiruvalluvar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, J. Krishnamoorthy - Western Educational Thinkers: Pavlov, Dewey, Rousseau, Comenius, Froebel, Confucius.

Unit V: Sociology and Education

Sociology of Education: Meaning, concept and importance - Sociology and Education - Scope and functions of Educational Sociology.

SESSIONAL ACTIVITIES:

- Discussion on the relationship between Philosophy and Education.
- Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
- Presentation on the constraints of social change in India.
- Discussion on social equity and equality of educational opportunities.
- Power Point presentation on educational sociology and their educational implications.

LEARNING OUTCOMES:

The prospective teacher-educators could

- acquire the knowledge of the concepts and meaning of philosophy and education
- describe the philosophy of Indian schools of thought
- describe the philosophy of Western schools of thought
- analyse the educational contributions of Indian and Western thinkers
- explain the basic concepts of sociology of education
- explain the relationship between social system and education

REFERENCES:

- Agarwal, J.C. (2002). *Philosophical and sociological perspectives on Education*. Delhi: Shipra Publications.
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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –II YEAR- SEMESTER – III
PLANNING, ADMINISTRATION AND MANAGEMENT OF SECONDARY AND
HIGHER SECONDARY EDUCATION-III
COURSE CODE: 19230PC32

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the structure of secondary education in India
- comprehend the development of secondary education in India
- compare the Indian secondary education system with other countries
- understand the role and functions of governing agencies of secondary education in India
- critically evaluate the planning of secondary education in India
- suggest the areas for research in secondary education

Unit I: Introduction to Secondary Education

Secondary Education : Concept, Meaning, Aims and Objectives ,Scope and Structure of Secondary Education.

Unit II: Historical Perspectives of Secondary Education

Secondary Education in India :Pre-independence period-Post-independence period: Secondary Education Commission (1952-53), Dr. Malcom Adishesiah Committee(1977-78) ,Dr .Eswarbai Patel Committee (1977-78), National Policy on Education (1986),v Programme of Action (1992) CABE’s Reporton Universalisation of Secondary Education (2005)- Right to Education Act(2009).

Unit III: Comparative Perspectives of Secondary Education

Secondary Education in the United Kingdom, United States of America, Russia, China, Finland and Japan.

Unit IV: Governance of Secondary Education

Central Agencies MHRD, CABE ,NCERT , CBS, ICSE, NCVT, Kendriya Vidhayalaya Sangathan, Navodaya Vidyalaya Samiti ,NUEPA .State Agencies :State Education Departments ,SCERTs, State Board sof Education, State Welfare Department s(SC&ST). Local Bodies :Corporations ,Municipalities, Panchayats.

Unit V: Planning of Secondary Education

Types of Educational Planning: Centralized, De-centralized and Participatory Planning. Techniques of Educational Planning: Micro,Meso and Macro Planning.

SESSIONAL ACTIVITIES:

- Discussion on the recommendations of Secondary Education Commission (1952-53).
- Seminar presentation on the structure of secondary education system in India, USA and China.
- Discussion on the role and functions of CABE in secondary education.

- Presentation of a reflective report on the functioning styles of Head Masters / Principals of secondary schools.
- Critical evaluation report on the National Curriculum Framework for School Education (2000).

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the structure of secondary education in India
- comprehend the development of secondary education in India
- compare the Indian secondary education system with other countries
- understand the role and functions of governing agencies of secondary education in India
- critically evaluate the planning of secondary education in India
- suggest the areas for research in secondary education

REFERENCES:

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- Edward, Beauchamp R. (2003). Comparative education reader. New York :Rutledge Falmer.
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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –SECOND YEAR
SEMESTER – III
CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL-III
COURSE CODE: 19230PC33

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- differentiate the curriculum and syllabus
- understand the theoretical perspectives of curriculum
- understand the models of curriculum theory
- understand the models of curriculum design
- understand the implication of educational theories for today's classroom teachers

Unit I: Nature of Curriculum :

Concept, meaning and definitions - Difference between curriculum and syllabus. Curriculum approaches: Behavioral, Managerial, System, Academic, Re-conceptualist and Humanistic – Structure of secondary school curriculum in Tamil Nadu.

Unit II: Curriculum Theory

Theoretical Perspectives of Curriculum: Realms of knowledge, Indian and Western Theories of Knowledge, Categories of knowledge – Curriculum Theories: Formal Theory, Event Theory, Volitional Theory and Praxiological Theory.

Unit III: Models of Curriculum Theory

Models of Curriculum Theory: Johnson's Model, McDonald's Model and Wilson's Open Access Curriculum Model.

Unit IV: Models of Curriculum Design

Curriculum Design Models: Wheeler's Model, Freire's Model and Bruner's Model

Unit V: Philosophical Perspectives and Curriculum Orientation

Philosophical Perspectives: Progressivism, Perennialism, Essentialism, Reconstructionism, Reconceptualism and its educational implications – Curriculum Orientation: Academic Rationalism, Social relevance, Personal Relevance, Cognitive Process and Technological Orientations.

SESSIONAL ACTIVITIES:

- Talk by teacher educators on various approaches of curriculum.
- A debate on various models of curriculum design.
- Seminar on educational implications of educational philosophies.
- Invited talk on the views of educational pioneers and their influence on today's Class room.
- Discussion on emerging trends in curriculum evaluation.\

LEARNING OUTCOMES:

The prospective teacher-educators could

- differentiate the curriculum and syllabus
- understand the theoretical perspectives of curriculum
- understand the models of curriculum theory
- understand the models of curriculum design
- understand the implication of educational theories for today's classroom teachers
- understand the influence of views of educational pioneers on today's school

REFERENCES:

- Glatthorn,A.A; Boschee,F and Whitehead,B.M.(2009) Curriculum Leadership: Strategies for Development and Implementation, New Delhi: Sage
- Hewitt,WThomas.(2006).Understanding and shaping curriculum, NewDelhi:Sage.
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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
ADVANCED EDUCATIONAL RESEARCH AND STATISTICS-III
COURSE CODE: 19230TC34

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the process of conducting research
- acquire knowledge about the quantitative research designs
- understand the different types of qualitative research designs
- understand the mixed methods of research
- acquire knowledge about the action research
- know the process of collecting ,analyzing, interpreting quantitative data
- know the process of collecting ,analyzing, interpreting qualitative data
- recognize the different types of parametric tests
- comprehend the different types of non-parametric tests
- comprehend the various components in the research report

Unit I: The Process of Conducting Research

Definition of Research-Steps in the process of Research-Characteristics of Qualitative and Quantitative research- Skills needed to design and conduct Research.

Unit II: Quantitative Research Designs

Survey designs- Correlational designs-Experimental designs.

Unit III: Qualitative Research Designs

Grounded Theory designs- Ethnographic designs- Narrative Research designs.

Unit IV: Mixed Methods Design

Meaning-Purpose-Types of Mixed methods design-Key Characteristics of Mixed Method designs- Steps in conducting a mixed methods study.

Unit V: Action Research Design

Meaning of Action Research–Purpose of Action Research-Types of Action Research Designs- Key Characteristics of Action Research-Steps in conducting Action Research

SESSIONAL ACTIVITIES:

- Discussion on the quantitative and the qualitative research designs.
- Conduct SPSS workshop in your institution.
- Presentation on style of writing the review of related literature.
- Discussion on parametric and non-parametric tests.
- Prepare a model research report.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the process of conducting research
- acquire knowledge about the quantitative research designs
- understand the different types of qualitative research designs
- understand the mixed methods of research
- acquire knowledge about the action research
- know the process of collecting ,analyzing, interpreting quantitative data

REFERENCES:

- Bryman,Alan.(2008). *Socia lresearch methods.4th Edition*, New Delhi: Oxford University Press.
- Cohen,Louis.et.al(2008). *Research methods in education*. London: Routledge.
- Cresswell, John W. (2012).*Educational research*. New Delhi: Pearsons Education.
- Cresswell,John W. (2014).*Research design. 4th Edition*, New Delhi: Sage Publications.
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- JohnW. Best and James V.Kahn.(2012).*Research in education,10th Edition*. New Delhi: PHI Learning Private Limited.
- Patton,M.Q.(2002).*Qualitative research and evaluation methods*. Thousand Oaks:C.A: Sage.
- Ranjith kumar.(2005).*Research methodology*. New Delhi: Pearsons Education
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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – III
TEACHER EDUCATION IN INDIA- SECONDARY AND HIGHER SECONDARY
LEVEL-III
COURSE CODE: 19230TE35

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the historical background of secondary teacher education in India
- understand the objectives and structure of secondary teacher education
- analyze the commissions and committees recommendations on secondary teacher education
- compare the Indian secondary teacher education programme other countries
- analyze the functioning of various agencies of secondary teacher education

Unit I: Secondary Teacher Education in India

Historical Back ground of Secondary Teacher Education: Development of secondary teacher education during Pre-independence and Post-independence period-Role of NCTE in Teacher education.

Unit II: Objectives of Secondary Teacher Education

Secondary Teacher Education: Objectives, scope, pre-service and in-service teacher education– Structure of secondary teacher education – Salient features of secondary teacher education: Relevance, flexibility, integration and interdisciplinary.

Unit III: Commissions and Committees on Secondary Teacher Education

Hunter Commission (1882) - Dr.Radhakrishnan Commission (1948-49)– Mudaliar Commission (1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I&II-NPE (1986) – Acharya Ramamurthy Committee (1990)– RevisedNPE(1992) -Yashpal Committee (1993)– National Knowledge Commission (2005).

Unit IV: Comparative Teacher Education at Secondary Level

Comparative Teacher Education: Need and importance of comparison– Comparative study of secondary teacher education of UK, USA, China, Japan, Germany,Finland with India.

Unit V: Agencies of Secondary Teacher Education

National Level Agencies: National Council of Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), National University for Educational Planning and Administration (NUEPA). State Level Agencies: State Institutes of Education, State Councils for Educational Research and Training (SCERTs)- Tamil Nadu Teachers Education University.

SESSIONAL ACTIVITIES:

- Prepare a Report based on the visit to any one of the Secondary Teacher Education Institutions and critically evaluate the facilities available.
- Compare and contrast the Secondary Teacher Education Curriculum and its Transaction Modes in Tamil Nadu with other States of India.
- Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.
- Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.
- Suggest any five areas of Secondary Teacher Education to undertake Research Projects.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the historical background of secondary teacher education in India
- understand the objectives and structure of secondary teacher education
- analyse the commissions and committees recommendations on secondary teacher education
- compare the Indian secondary teacher education programme other countries
- analyse the functioning of various agencies of secondary teacher education
- understand the major issues in secondary teacher education
- analyse the secondary teacher education curriculum and its transaction mode

REFERENCES:

- Aggarwal, J.C. (1984). Landmark in the history of modern Indian education. New Delhi: Vikas Publications.
- Balsare Maitraya. (2005). Administration and reorganization in teacher education. New Delhi: Kanishka Publishers.
- Day, C. and Sachs, J. (Ed.) (2004). International handbook on the continuing professional development of Teachers. Maiden head: Brinks Open University Press.
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- Singh, U.K. and Sundershan K.N. (2005), Teacher education. New Delhi: Discovery Publishing House.
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- <http://india.gov.in/national-scheme-incentives-girls-secondary-education>
- http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_CommissionReport
- http://www.teindia.nic.in/Files/Reports/CCR/KC/KC_V1.pdf

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR - SEMESTER – III
ADVANCED TECHNIQUES OF EDUCATION
COURSE CODE: 19230SC36A

OBJECTIVES:

On completion of this course the prospective teacher-educators shall

- understand mobile learning
- use whiteboard for teaching
- design instructional games
- apply peer tutoring
- explain active learning methods
- describe teaching- learning process model
- use student-centred teaching methods
- understand the psychological perspectives in teaching
- apply the neuro linguistic programming in education
- use the technological trends in teaching and learning

Unit I: Mobile Learning and Interactive Whiteboard Based Learning

Meaning and Definition of mobile technologies – Use of Smart Phones in learning - Smart Phones in Schools, Colleges and Universities – Smart Phones in Open schools, Colleges and Universities – Mobile phones in distance learning. -Computer, Projector and Whiteboard – How to use it – Interactive Whiteboard for Higher Education- As an Instructional tool- features available when using an Interactive Whiteboard- Interactive teaching- Group Interaction.

Unit II: Instructional Games and Peer Tutoring

Meaning and purpose – Instructional game as a strategy – implementing the strategy – Impact of Instructional games on student learning – Intelligent tutoring system- Implication for teaching and learning. Peer tutoring – online tutoring- peer learning- definition – peer tutoring in the classroom- Benefits of peer tutoring- Importance of peer tutoring- disadvantages of peer tutoring.

Unit III: Active Learning Methods and Teaching–Learning Process Models

Active Learning – Just–in-time teaching - Listening Teams - Structured sharing- Students as the teachers – Team quizzes. -Basic teaching model – John Carroll’s model – Proctor’s model – Cruickshank’s model – Gage and Berliner’s model - Huitt’s model.

UNIT IV: Student- centered teaching and Psychological Perspectives in Teaching

Student-centred teaching- meaning, characteristics, need – Implementing student-centred teaching methods – Types of student-centred methods: active learning, cooperative learning and inductive teaching- Learner–centred teaching in schools. -Meaning, nature and importance of Cognitive, Behaviourist and Constructivist strategies of teaching.

Unit V: Neuro Linguistic Programming and Technological Trends in Teaching and Learning

Neurolinguistic programming – meaning – nature- advantages- Application in teaching.

Smart phones, Tablet, i pad - Chat applications - Instagram, Skype, Facebook, Twitter, Whatsapp and blogs – RSS (Rich Site Summary) feed and Podcasts and their educational applications.

SESSIONAL ACTIVITIES:

- . Discussion on mobile learning.
- A group discussion on peer tutoring.
- Seminar presentation on the student-centered teaching.
- A debate on various models of teaching-learning process.
- Invited talk on neuro-linguistic programming in education.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand mobile learning
- use whiteboard for teaching
- design instructional games
- apply peer tutoring
- explain active learning methods
- describe teaching- learning process model
- use student-centred teaching methods

REFERENCES:

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- Eugenia, M.W. et.al (2012) Evaluating the impact of technology on learning, teaching and designing curriculum: Emerging trends, New York: Information Science Reference.
- Steven Morose. (1990) Basic programming for educations, New York. Prentice Hall.
- Sambhu Sankar Deep. (2014) Schooling the mobile generation, New Delhi: Shipra Publications.
- Kapp, Karl M. (2012). The gamification of learning and instruction: game based methods, New Jersey: John Wiley & Sons.
- Marzano, R., D. Pickering, and J. Pollock. 2001. Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development. . Silberman, Melvin. L. (1996) Active learning: 101 strategies to teach any subject, boston : allyn & bacon (company)

PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –II YEAR SEMESTER – III
EDUCATION FOR DIFFERENTLY ABLED LEARNERS
COURSE CODE: 19230SC36B

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
- To enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.
- To enable the learner with the educational programmes, equipments and aids for the differently abled.

UNIT I Inclusive, Integrated and Special education

-concept, meaning and difference .Concept of mainstreaming from segregated, integrated to inclusive. Introduction to education for the disabled, its objectives, assumptions and scope. Key terms – Handicap, Impairment and disability. Historical perspectives of special education. Special education in India: Constitutional provisions , government policies and legislations. Recommendations of various Committees and Commissions – NPE (1986), POA (1992) , PWD (Person’s with Disability) Act (1995). National Institutes for the handicapped and the role of rehabilitation Council of India.

UNIT II Current issues in education for the differently abled.

Cross Disability Approach. Meaning of educational intervention: Nature and objectives of schools and support services for differently abled . Role of family, counselor, peer members and the community in educating the child.

UNIT III Types of special children:

children with exceptional abilities- creative and gifted ; with deficiency and handicaps - mentally retarded , sensory and physically disabled ; with learning disability – slow learners ,under achievers ,and other types of learning disabled ; with social and emotional problems – truant ,delinquents ,drug addicts .Easy identification and educational programmes and their placement.

UNIT IV Children with exceptional abilities:

Types – Gifted and creative; Meaning, characteristics and identification of each type. Measurement of creativity and fostering activities and programmes for creativity. Psychology of teaching and learning in respect to the gifted and the creative. Curriculum, Pedagogy , evaluation and placement for each type.

UNIT V Problem children:

concept , meaning of truants , delinquents , drug addicts and other types of problem children. Etiology and prevention. Preventive measures and educational programmes ; placement of delinquents , drug addicts and other types.

SESSIONAL ACTIVITIES:

Visit to integrated school: identification of creative child – measurement of creativity

LEARNING OUTCOMES:

The prospective teacher-educators could

- enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
- enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.

REFERENCES:

- Dhokalia, R.P. 2001. External Human Values and world Religions, New Delhi, NCERT.
- Government of India 1999. Fundamental Duties of Citizens: Report of the committee setup by the government of India to operationalise the suggestions to teach fundamental duties to the citizens of the country (vol.I & II) New Delhi; MHRD.
- Krishnamurthy, J. 2000. Education and the significance of Life, Pune: KFI
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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – II YEAR- SEMESTER – III
TRENDS IN INDIAN HIGHER EDUCATION
COURSE CODE: 19230SC36C

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the historical background of the Indian Higher Education
- get familiarized with the various committees and commissions on Higher Education
- understand the role of various regulatory agencies in Higher Education
- analyze the need for access and equity in Higher Education
- understand the quality assurance mechanism in Higher Education

Unit I: Higher Education

Historical background of Higher Education in India: Pre-Independence and Post-Independence period- Types and functions of Universities- Development of Open and Distance Education Programme-Recent trends in Higher Education: Mass Higher Education and Privatization Higher Education- Objectives of 21st Century Higher Education.

Unit II: Commissions and Committees on Higher Education

Hartog Committee (1928)–University Education Commission (1949)– Kothari Commission (1964-66) – National Policy on Education (1986)–Acharya Ramamuthi Review Committee (1992) –Janadhan Reddy Committee(1992)–National Knowledge Commission(2005)–Sachar Committee (2006) – J.S.Verma Committee(2012).

Unit III: Governance in Higher Education

UGC,NCTE,DEC and NAAC–South Asian University (SARRC), AIU, NUEPA, Inter-university Consortium, State Councils for Higher Education ,GATS and Higher Education

Unit IV: Higher Education and Workforce Development

Higher Education and Economic Growth-Higher Education and Labour Market-Changing Nature of Work-Higher Education and Skill Development-Skill short age-Educational Skill and Work Skill distinction-Addressing Skill shortage: National Skill Development Mission, Community Colleges and Manpower forecasting.

Unit V: Access and Equity in Higher Education

Expanding Access –Promoting Equity –Regional imbalances –Disparities in Enrolment-Implications of Five Year Plans on Higher Education -RUSA.

SESSIONAL ACTIVITIES:

- Organise a student seminar on the Disparity in Enrolment at Higher Education level.
- Conduct an interview with an employer pertaining to skills required for placement in the organisations.

- Organise a group discussion on various ways and means for improving the quality of Higher Education.
- Visit, observe and submit a reflective report on any one of the agencies involved in promoting Research in Higher Education.
- Poster presentation on Social, Economic and Intellectual Imperatives of Higher Education.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the historical background of the Indian Higher Education
- get familiarized with the various committees and commissions on Higher Education
- understand the role of various regulatory agencies in Higher Education
- Comprehend the knowledge on Indian Higher Education and Workforce development
- analyze the need for access and equity in Higher Education
- understand the quality assurance mechanism in Higher Education

REFERENCES:

- Agarwal Pawan. (2009). Indian higher education: Envisioning the future. London: Sage Publications.
- Kinaap, C.& Seigel, David.J.(2009). The business of higher education. California:ABC – CLIO Press.
- Kidwari, A.R.(2010).Higher education: Issues and challenges. New Delhi: Viva Book Hous.
- Kolhatkar, M.R. (2012). Survey of higher education (1947-2007).New Delhi: Concept Publishers.
- Mishra Loknath.(2013).Internalisation of higher education–Access and quality. New Delhi: Shipra Publications.
- Patil,V.T.(1999). New dimensions and perspectives in higher education. New York: Rowman Publishers.
- Rajakanta Mohapatra.(2013). Examination system in higher education of india. New Delhi: SSDN Publishers.
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SEMESTER - IV

**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS –SECOND YEAR
SEMESTER – IV**

**PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION-IV
COURSE CODE: 19230PC41**

OBJECTIVES

On completion of the course the prospective teacher-educator shall

- acquire the knowledge of the concepts and meaning of philosophy and education
- describe the philosophy of Indian schools of thought
- describe the philosophy of Western schools of thought
- analyse the educational contributions of Indian and Western thinkers
- explain the basic concepts of sociology of education
- explain the relationship between social system and education
- analyse the role of education in cultural change
- explain various agencies of education
- identify the role of education in promoting the national integration and international understandings
- discuss the diverse trends in education.

Unit I: Social System and Education

Social System: Meaning, concept and characteristics - Education as a Sub-system – Education and Social Change: Social mobility, Social stratification, Social deviants, Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism).

Unit II: Education in Cultural Context

Culture: Meaning, concept and characteristics - Education and Cultural change - Cultural lag: Meaning, concept, major causes and its effect on education - Education for multi-lingual and multi-cultural Indian society.

Unit III: Process of Socialisation

Agencies of Socialization: Family, School, Religion, Community - Education as a social system, social process and social progress - Technologies and Socialisation: Industrialisation, Modernisation and Urbanization.

Unit IV: Education and Democracy

Democracy: Meaning and concept - Education and Democracy - Education for national integration and international understanding - Constitutional Ideals and Education – Social equity and equality of educational opportunities – Education for socially and economically disadvantaged sections of the society: SC/ST/OBC/Women/Disabled and Rural population.

Unit V: Diverse Trends in Education

Women's Education - Human Rights Education - Vocational Education - Workers' Education - Environmental Education - Value Education - Peace Education - Effects of Liberalization, Privatization, Globalization on education.

SESSIONAL ACTIVITIES:

- Discussion on the relationship between Philosophy and Education.
- Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
- Presentation on the constraints of social change in India.
- Discussion on social equity and equality of educational opportunities.
- Power Point presentation on educational sociology and their educational implications.

LEARNING OUTCOMES: The prospective teacher-educators could

- explain the basic concepts of sociology of education
- explain the relationship between social system and education
- analyse the role of education in cultural change
- explain various agencies of education
- identify the role of education in promoting the national integration and international understandings
- discuss the diverse trends in education.

REFERENCES:

- Agarwal, J.C. (2002). Philosophical and sociological perspectives on Education. Delhi: Shipra Publications.
- Agarwal, J.C. (2002). Theory and principles of education. New Delhi: Vikas Publishing House.
- Davan, M.L. (2005). Philosophy of education. Delhi: Isha Books.
- Gara Latchanna (2013). Foundations of education. Hyderabad: Neelkamal Publications.
- John Brubacher (2007). Modern philosophy of education. New Delhi: Surjeet Publications.
- Mujibul Hasan Siddiqui (2009). Philosophical and sociological perspectives in education. New Delhi: Neeraj Publications.
- Sharma, Y.K. (2002). The doctrines of the great indian educators. New Delhi: Kanishka Publishers.
- Swaroop Saxena, N. R & Dutt, N.K. (2013). Philosophical and sociological foundation of education. Meerut: Lall Books.
- Swaroop Saxena, N. R. (2013). Foundation of educational thought and practice. Meerut: Lall Books.
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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.ED. SYLLABUS –II YEAR- SEMESTER – IV
PLANNING, ADMINISTRATION AND MANAGEMENT OF SECONDARY AND
HIGHER SECONDARY EDUCATION-IV
COURSE CODE: 19230PC42

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- critically evaluate the planning of secondary education in India
- suggest the areas for research in secondary education
- discuss the implications of five year plans on secondary education
- analyze the need for technology integration in planning and administration of secondary education
- describe the emerging trends in secondary education and
- understand the need for quality enhancement of secondary education.

Unit I: Organizational Development and Leadership in Secondary Education

Organizational Development: Meaning, Concept, Definition, Principles and Functions. Qualities of Headmasters /Principals-Research in Secondary Education: Need and Importance, Areas of Research: Organizational Climate, Leadership Styles, Teaching-learning Process, Resources, Curriculum and Examination.

Unit II: Financing of Secondary Education

Planning Commission and Five Year Plan-Sources of Funding: Central Government, State Governments, Local Bodies and Private Agencies-International Funding Agencies: World Bank ,UNESCO and UNICEF.

Unit III: Technology Integration in Planning and Administration of Secondary Education

Secondary Education Management Information System in India(SEMIS), District Information System for Education(DISE),Project Management Information System(PMIS),Geographical Information System(GIS)-School Mapping–Institutional linking and networking

Unit IV: Quality Enhancement of Secondary Education

Curriculum for TenYear School-A Framework (1975)–National Curriculum Framework fo School Education (2000 –Rashtriya Madhyamik Shiksha Abhiyan (RMSA)-Infrastructure and Instructional facilities–Supervision and Inspection–Professional Development and Management of Teachers.

Unit V: Alternative Trends in Secondary Education

Public Schools-International Schools-Alternative Schools (National Institute of Open Schooling)- Home Schooling-Special Schools (Visually Impairment, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Autism Spectrum Disorders, Learning Disabilities)-Inclusive Schools.

SESSIONAL ACTIVITIES:

- Discussion on the recommendations of Secondary Education Commission(1952-53).
- Seminar presentation on the structure of secondary education system in India, USA and China.
- Discussion on the role and functions of CAGE in secondary education.
- Presentation of a reflective report on the functioning styles of HeadMasters/Principals of secondary schools.
- Critical evaluation report on the National Curriculum Framework for School Education (2000).

LEARNING OUTCOMES:

The prospective teacher-educators could

- critically evaluate the planning of secondary education in India
- suggest the areas for research in secondary education
- discuss the implications of five year plans on secondary education
- analyze the need for technology integration in planning and administration of secondary education
- describe the emerging trends in secondary education and
- understand the need for quality enhancement of secondary education.

REFERENCES:

- Biswal,K.(2011). Secondary education in India: Development policies, programmes and challenges (Research MonographNo.63). NewDelhi: National University of Educational Planning and Administration.
- Edward, Beauchamp R. (2003). Comparative education reader .New York: Rutledge Falmer.
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- Ministry of Education.(1966).Report of the education commission(1964-66) :Education and national development .New Delhi :Govt .of India.
- Mithu Alur & Michael Bach.(2005). Inclusive education from rhetoric to reality, New Delhi: Viva Books.
- Mukhopadhyaya, Marmar & Tyagi,R.S.(2005). Governance of school education in India. New Delhi: National Institute of Educational Planning and Administration.
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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.ED. SYLLABUS – SEMESTER – IV
CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL - IV
COURSE CODE: 19230PC43

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- understand the influence of views of educational pioneers on today's school
- analyse the various pedagogical approaches
- understand the different types of assessment techniques
- recognize the different methods of curriculum evaluation
- understand the future directions for curriculum development.

Unit I: Educational Thinkers and Curriculum Transactions

Views of Educational thinkers on Curriculum, methods of instruction, principles of teaching and learning - Role of teachers with special reference to Rousseau, Froebel, Dewey, Montessori, Swami Vivekananda, Rabindranath Tagore and J. Krishnamurthy.

Unit II: Curriculum and Pedagogy

Universal design for learning (UDL) - Project-based learning - Assessment as learning - Formative Assessment - Mastery learning - Personal learning environments and the classroom of the future.

Unit III: Assessment Techniques

Measurement, Assessment and Evaluation: Concept, meaning and definitions – Assessment for learning and Assessment of learning – Techniques of Assessment: Observation, interview, questionnaire and rating scales - Semester System - CCE – Marks, Grading system, types of Grading and their relative advantages and Computer in Evaluation.

Unit IV: Curriculum Evaluation

Curriculum Evaluation: Meaning, nature and scope – Models of Curriculum Evaluation: Metfessel - Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.

Unit V: Current Trends in the Curriculum

Current Developments in the subject fields - Current Developments Across the Curriculum - Individualizing the curriculum - Curriculum of the future: Digital delivery, interest-driven - Internet connectivity.

SESSIONAL ACTIVITIES:

- Talk by teacher educators on various approaches of curriculum.
- A debate on various models of curriculum design.
- Seminar on educational implications of educational philosophies.
- Invited talk on the views of educational pioneers and their influence on today's
- Discussion on emerging trends in curriculum evaluation.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the influence of views of educational pioneers on today's school
- analyze the various pedagogical approaches
- understand the different types of assessment techniques
- recognize the different methods of curriculum evaluation
- understand the future directions for curriculum development

REFERENCES:

- Glatthorn, A.A; Boschee, F and White head, B.M.(2009) Curriculum Leadership: Strategies for Development and Implementation ,New Delhi: Sage
- Hewitt, W Thomas.(2006).Understanding and shaping curriculum, New Delhi: Sage.
- Janardan Prasad & Vijay Kumar Kanshik. (2007),Advanced curriculum construction, New Delhi: Kanishka Publishers.
- JulianC.Stanley and Kenneth D.Hopkings.(1978) Education and evaluation, NewDelhi: McKernan,James. (2007).Curriculum and imagination: process, theory, pedagogy and action research. London: Routledge.
- Orenstein, A.C .and Hunkins,F.P.(1988).Curriculum: foundations, principles and issues. New Jersey: Prentice Hall International.
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- Srivastava,H.(2006)Curriculum and methods of teaching, NewDelhi: Shipra Publication

PRIST DEEMED TO BE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed. SYLLABUS – SEMESTER – IV
ADVANCED EDUCATIONAL RESEARCH AND STATISTICS - IV
COURSE CODE: 19230TC44

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- acquire knowledge about the action research
- know the process of collecting ,analyzing, interpreting quantitative data
- know the process of collecting ,analyzing, interpreting qualitative data
- recognize the different types of parametric tests
- comprehend the different types of non-parametric tests
- comprehend the various components in the research report

Unit I: Collecting, Analyzing, Interpreting Quantitative Data

Steps in the process of data collection –Information to be collected-Formulating research questions and hypotheses –Operational definition of variables –Choosing types of data-Developing suitable instruments –Administering the data collection-Steps in the process of quantitative data analysis -Preparing data analysis –Analyzing in the data :Descriptive analysis and inferential analysis-Preparing and interpreting the results

Unit II: Collecting, Analyzing, Interpreting Qualitative Data

Steps in the process of data collection- Different sampling approaches-Types of qualitative data to be collected: Observation, Interview, Documents, Audio-Visual materials- Procedures to be used to record data-Steps in analyzing, interpreting qualitative data analyzing data, transcribing data, coding the data ,using codes and themes-Representing and reporting findings, summarizing findings.

Unit III: Parametric Tests

‘t’ test, ‘F’-ratio, ANCOVA, Correlation, Regression and Factor analysis.

UNIT IV: Non-parametric Tests

Chi-square test, Mann-Whitney test, Kruskal-Wallis test, Cochran’s Q-test and their statistical applications.

Unit V: Research Report

Writing the research report-Format of the Research Report: Title page ,introduction, review of literature ,methodology ,analysis and interpretation of data ,discussion and conclusion references and appendices.

SESSIONAL ACTIVITIES:

- Discussion on the quantitative and the qualitative research designs.
- Conduct SPSS workshop in your institution.
- Presentation on style of writing the review of related literature.
- Discussion on parametric and non-parametric tests.
- Prepare a model research report.

LEARNING OUTCOMES:

The prospective teacher-educators could

- acquire knowledge about the action research
- know the process of collecting ,analyzing, interpreting quantitative data
- know the process of collecting ,analyzing, interpreting qualitative data
- recognize the different types of parametric tests
- comprehend the different types of non-parametric tests
- comprehend the various components in the research report

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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.ED. SYLLABUS – SECOND YEAR
SEMESTER – IV
TEACHER EDUCATION IN INDIA- SECONDARY LEVEL-IV
COURSE CODE: 19230TE45

OBJECTIVES

On completion of this course the prospective teacher-educators shall

- analyze the functioning of various agencies of secondary teacher education
- understand the major issues in secondary teacher education
- analyze the secondary teacher education curriculum and its transaction mode
- understand the importance of preparing special education teachers
- understand the status of teachers working at secondary education level
- understand the need for research on secondary teacher education.

Unit I: Major Issues in Secondary Teacher Education

Admission of Students– Fee Structure– Duration of the Programme– Curriculum and Pedagogy – Organization of School Internship and Co-ordination– Supervision of Internship –Privatization of Teacher Education- Facilities at Teacher Education Institutions–Quantity and Quality of Secondary Teacher Education.

Unit II: Curriculum Planning at Secondary Level

National Curriculum Framework (2005): Curriculum designing and evaluation- Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), State Board, Indian Certificate of Secondary Education, International Baccalaureate (IB), National Institute of Open Schooling-General principles to curricular approaches: Activity based/play-way, child-centered, theme- based ,holistic, joyful, inclusive, story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and exploration.

Unit III: Teacher Education for Students with Special Needs

Education for Persons with Disability –Agencies of Special Education: Rehabilitation Council of India (RCI), National Institute for Mentally Handicapped (NIMH), National Institute for Visually Handicapped (NIVH), National Institute for Empowerment of Persons with Multiple Disability(NIEPMD),National Institute of Speech and Hearing(NISH).

Unit IV: Status and Professional Development of Teachers

Status of Teachers at Secondary Level: Professional, social and economic - Issues: Service conditions, Provision for facilities and equipments, promotions, transfer, in-service training, administrative and professional supervision-Teacher’s responsibilities and rights– Opportunities for professional development –Code of Ethics for Teachers.

Unit V: Research and Innovations in Secondary Teacher Education

Research in Secondary Teacher Education: Areas, trends, problems and issues of research

in Secondary Teacher Education-Best practices in Secondary Teacher Education: National and International Level.

SESSIONAL ACTIVITIES:

- Prepare a Report based on the visit to anyone of the Secondary Teacher Education Institutions and critically evaluate the facilities available.
- Compare and contrast the Secondary Teacher Education Curriculum and its Transaction Modes in TamilNadu with other States of India.
- Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.
- Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.
- Suggest any five areas of Secondary Teacher Education to undertake Research Projects.

LEARNING OUTCOMES:

The prospective teacher-educators could

- analyze the functioning of various agencies of secondary teacher education
- understand the major issues in secondary teacher education
- analyze the secondary teacher education curriculum and its transaction mode
- understand the importance of preparing special education teachers

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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
GUIDANCE AND COUNSELLING
COURSE CODE: 19230SC46A

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- Understand the meaning, need and types of guidance
- Get acquainted with the tools and techniques of appraisal of an individual
- Understand the meaning, characteristics and types of counseling
- Get acquainted with process and techniques of Counseling

Unit I: Meaning and Nature of Guidance Bases of guidance-

Philosophical, Sociological, Pedagogical, Psychological- Concept of guidance- Meaning, Nature and Need of guidance, Functions and purposes of-Guidance Types of guidance. Major guidance areas- Personal, Educational, Career, Social, Health,- Marital, Moral Influence of family and community on guidance

Unit II: Appraisal for Guidance testing devices-

Intelligence tests- Achievement tests- Aptitude tests- Personality- Inventories- Interest Inventories- Attitude Scale Non testing devices- Cumulative record Card- Sociometric techniques, projective- techniques Rating Scale- Case Study, Personal account (diary entries) Presenting, analyzing, interpreting and reporting the data acquired through testing and non-testing devices Techniques of guidance- home visits, interview, observation.

Unit III: Qualities of a counsellor

Counsellor- an introduction-Qualities-Characteristics of counsellor-Functions duties of a counselor-Professional ethics of a counsellor- counsellor and Teacher- Difference between counseling and psychotherapy- counselling and teaching-Interview and counselling

Unit IV: Types and Techniques of Counseling

Types –Individual and Group counseling- Approaches to counseling-Directive, Non directive, Eclectic counseling- Techniques in counseling-Testing and Non Testing techniques- Steps of counseling- Qualities of effective counselor and counseling skills

Unit V: Guidance and Counseling service in schools

Role of teacher in organizing guidance services- Teacher as a counselor- Types of problems faced by students -Academic Problems, Class room problems,- Personal, Vocational, -Types of service-occupational information-guidance for exceptional children-gifted-backward-mentally retarded- juvenile delinquents.

SESSIONAL ACTIVITIES- Any one

- Undertake a case study of a student at secondary level and assess his/her counseling needs

- Organize a career guidance session for B.Ed. students
- Write a detailed report on counseling services offered in a school in a local area

LEARNING OUTCOMES:

The prospective teacher-educators could

- Understand the meaning, need and types of guidance
- Get acquainted with the tools and techniques of appraisal of an individual
- Understand the meaning, characteristics and types of counseling
- Get acquainted with process and techniques of Counseling

REFERENCES:

- Sharma, V.K. Administration and Training of Educational and Vocational Guidance
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**PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
SPECIAL EDUCATION
COURSE CODE: 19230SC46B**

OBJECTIVES

On completion of this course the prospective teacher-educator shall

- acquire knowledge and understanding of Special education and its curriculum.
- enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- acquaint the prospective teacher with the role of Formal, Informal and Nonformal in the context of Special children.
- aware the students with the various trends in the area of Special Education.

Unit- I: Curriculum planning in special education

Meaning of curriculum - Difference in General and Special curriculum,- Foundations of curriculum - Components of curriculum Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable ,Current Issues in Special Education: -Cross Disability Approach. - Role of Formal and Informal agency in dealing with special children.

Unit- II: Education of mentally retarded

Concept, Definition, Classification, Characteristics, Causes, Educational Programmes.

Unit-III: Education of backward child

Concept of Backward children Causes of backwardness and Education Programmes.

Unit IV: Education of gifted and creative child

Concept- Definition-Characteristics-Identification - Educational Programmes.

UNIT V: Education of learning disable

Concept-Definition-Classification-Characteristics-Causes-Educational Programmes.

SESSIONAL ACTIVITIES:

- Visit to Special School
- Project on any one disability area
- Preparation of Learning Material
- Curriculum planning for special children
- Test preparation for Learning Disabled

LEARNING OUTCOMES:

The prospective teacher-educators could

- acquire knowledge and understanding of Special education and its curriculum.
- enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- acquaint the prospective teacher with the role of Formal, Informal and Nonformal in the context of Special children.

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- Stow & Selfe : Understanding Children with Special Needs, Unwin Hyman Ltd. London, 1989.
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PRIST DEEMED TO BE UNIVERSITY
SCHOOL OF EDUCATION
M.Ed. SYLLABUS – SECOND YEAR
SEMESTER – IV
INFERENTIAL STATISTICS
COURSE CODE: 19230SC46C

OBJECTIVES:

On completion of this course the prospective teacher-educator shall

- understand the scope and application of educational statistics.
- acquire himself with statistical theories and its application in Educational Research.
- appropriate the role of parametric and non-parametric statistics in various types of educational research.
- understand the importance of educational statistics and its relationship with of educational research.

Unit – I: ANOVA and ANCOVA

Analysis of variance (One-way, Two-way, Three-way) -Analysis of Co-variance and Factorial Design (No Computation) - Its Uses (ANOVA and ANCOVA)

Unit – II Special Methods of Correlation

. Bi-serial correlation, Point Bi serial Correlation and their standards - Point bi-serial correlation Tetrachoric, Phi-Correlation and their significance -Contingency coefficient C, standard ERROR and their significance -Partial and Multiple Correlation

Unit – III Non parametric methods

Meaning and scope of non-parametric Methods -Median test, Candal's T-test, Candal's W-test, Mann-whitney U-test, Wilcoxon Testing (Computation and Interpretation for each Method) - Use of parametric and non-parametric methods

Unit – IV: Reliability, Validity, Scaling

Reliability : Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent standard errors of Measurement of reliability, effectiveness of reliability on small and large group -Validity : Meaning, Methods, Calculations, length of test of validity, effects of validity on reliability Scaling of test -T scaling - Stanine scores - Scaling of Judgments and their types - Item analysis : Difficulty index, Discrimination index Item objective congruence (IOC) in CRT

Unit-V Factor Analysis

Factor Analysis - Meaning, Scope, Use of Factor Analysis -Basic equations -Types and Identification of factors =Different methods of F.A.

SESSIONAL ACTIVITIES:

- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis

- Analysis of data using Statistical Packages
- Conduct a test any one class in different time period and find out test reliability on that score. -Prepared a cognitive note on the topic Factor Analysis.

LEARNING OUTCOMES:

The prospective teacher-educators could

- understand the scope and application of educational statistics.
- acquire himself with statistical theories and its application in Educational Research.
- appropriate the role of parametric and non-parametric statistics in various types of educational research.
- understand the importance of educational statistics and its relationship with of educational research.

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