



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY

DEGREE OF MASTER OF EDUCATION (M.Ed)

REGULATIONS

From the Academic Year 2016-2017 onwards

The Master of Education programme, generally known as M.Ed is a professional course that prepares prospective teacher educators.

1. ELIGIBILITY FOR ADMISSION TO THE PROGRAMME

A candidate shall be eligible for admission to the programme leading to the Degree of Master of Education provided he/she has passed a Bachelor Degree Examination in Education of this University or any other University recognized by the Syndicate as equivalent thereto, with a minimum of 50% marks in theory and practical components separately.

The basis of selection of candidates for admission shall be based on the existing regulations of the University/Government of Tamil Nadu Reservation of seats and other concessions for the SC, SC(A), ST, MBC/DNC, BC, BC(M) and other special categories of candidates notified by the Government of Tamil Nadu shall be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

No candidate shall be eligible for the Degree of M.Ed unless he/she has completed the prescribed course of study and has passed the qualifying examinations (both in theory and practical components).

2. DURATION OF THE M.Ed PROGRAMME

The M.Ed programme shall be of duration of two academic years including the theory courses, field attachment for a minimum of 8 weeks, and other practical components. Students shall be permitted to complete the programme requirements of the two-year programme with a maximum period of three years from the date of admission to the programme.

There shall be at least 200 working days for each academic 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 (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

3. PROGRAMME CONTENT

The programme is comprised of five broad inter-related curricular areas – (i) Perspective Courses, (ii) Tool Courses, (iii) Teacher Education Courses, (iv) Specialisation of a Core Course and (v) Specialisation of a Thematic Course. All the courses include in-built field-based units of study and practicum work tailored to suit the requirements of prospective teacher educators.

Transaction of the courses is to be done using a variety of approaches, including expository writing, academic writing, group presentations, discussions, self development activities and field visits.

M.Ed FIRST YEAR: THEORY COURSES

Sl. No.	Course Code	COURSES
PERSPECTIVE COURSES		
1.	FMPA	Historical and Political Economy of Education in India
2.	FMPB	Advanced Educational Psychology
3.	FMPC	Curriculum Design and Development
TOOL COURSE		
4.	FMTC	Basics in Educational Research
TEACHER EDUCATION COURSE		
5.	FMTE	Teacher Education in India: Elementary Level
SPECIALISATION: CORE COURSE		
6.	FMSC	Curriculum, Pedagogy and Assessment at Elementary Level
SPECIALISATION: THEMATIC COURSE (Choose any one of the following courses)		
7.	FMSA	Planning and Administration of Elementary Education
8.	FMSB	Early Childhood Care and Education

M.Ed SECOND YEAR: THEORY COURSES

Sl. No.	Course Code	COURSES
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PERSPECTIVE COURSES

1.	SMPA	Philosophical and Sociological Perspectives in Education
2.	SMPB	Advanced Techniques of Instruction

TOOL COURSE

3.	SMTC	Advanced Educational Research and Statistics
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TEACHER EDUCATION COURSE

4.	SMTE	Teacher Education in India: Secondary Level
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SPECIALISATION: CORE COURSE

5.	SMSC	Curriculum, Pedagogy and Assessment at Secondary Level
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SPECIALISATION: THEMATIC COURSE

(Choose any one of the following courses)

6.	SMSA	Planning and Administration of Secondary Education
7.	SMSB	Trends in Indian Higher Education

M.Ed FIRST YEAR: PRACTICAL COMPONENTS

Sl. No	ACTIVITIES
1.	<p>Field Immersion with Co-operative Schools (2 Weeks)</p> <p>The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare reflective reports upon the administration, curriculum transaction, mode of evaluation and student – teachers’ curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examination.</p>
2.	<p>Field Visit (2 Weeks)</p> <p>The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc.</p>
3.	<p>Dissertation Preliminary Work</p> <p>Problem identification, selection/construction of tool/instrument, conduct of pilot study related to the title of dissertation of the prospective teacher- educators and the same should be submitted as a record during the Practical Examination.</p>
4.	<p>Communication Skills: Expository Writing</p> <p>The prospective teacher educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same shall be submitted during the Practical Examination.</p>
5.	<p>Self-Development : Yoga</p> <p>The prospective teacher educators shall demonstrate and conduct five sessions of yoga to the students of the co-operative schools. The procedures of these activities have to be recorded and submitted during the Practical Examination.</p>

M.Ed SECOND YEAR: PRACTICAL COMPONENTS

Sl. No.	ACTIVITIES
1.	<p>a) Dissertation The dissertation includes: Appropriate title/topic, statement of the problem, scope and limitations, objectives, operational definition of variables, hypotheses, need and importance of the study, review of related studies, method of study, analysis and interpretation of data, results, discussion and conclusion, bibliography and appendices.</p> <p>b) Viva-voce The prospective teacher educators should submit the data collection materials, master table, analysis output and the completed dissertation during the Viva voce Examination.</p>
2.	<p>a) Field-based Internship in the Co-operative Schools (1 Week) The prospective teacher educators shall observe the teaching and other co-curricular activities of student - teachers both at Level I & II in the co-operative schools and submit their reflective records during the Practical Examination.</p> <p>b) Field based Internship in the Teacher Education Institutions (3 Weeks) Each prospective teacher educator should be attached with their Parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 3 weeks continuously to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions affiliated to TNTEU, offering B.Ed programme. Each prospective teacher educator should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institution, where he/she is attached with and the same should be submitted at the time of Practical Examination.</p>
3.	<p>Communication Skills: Academic Writing Presentation of one research article related to the dissertation title/topic of the prospective teacher educators in the research colloquium of the respective Teacher Education Institution and the same should be submitted during the Practical Examination.</p>
4.	<p>Hands on Training The prospective teacher educators shall prepare a master table based on the data collected and the data shall be statistically analyzed using any relevant software. The output of the data should be submitted during the Viva-voce Examination.</p>

SCHEME OF EXAMINATION FOR TWO YEARS

Year	Theory	Practical	Total
I	700	300	1000
II	600	400	1000
Total	1300	700	2000

M.Ed FIRST YEAR: THEORY COURSES					
Sl. No.	Course Code	COURSES	MARKS		
PERSPECTIVE COURSES			Internal Marks	External Marks	Total Marks
1.	FMPA	Historical and Political Economy of Education in India	30	70	100
2.	FMPB	Advanced Educational Psychology	30	70	100
3.	FMPC	Curriculum Design and Development	30	70	100

TOOL COURSE

4.	FMTC	Basics in Educational Research	30	70	100
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TEACHER EDUCATION COURSE

5.	FMTE	Teacher Education in India: Elementary Level	30	70	100
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SPECIALISATION: CORE COURSE

6.	FMSC	Curriculum, Pedagogy and Assessment at Elementary Level	30	70	100
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SPECIALISATION: THEMATIC COURSE
(Choose any one of the following courses)

7.	FMSA	Planning and Administration of Elementary Education	30	70	100
8.	FMSB	Early Childhood Care and Education			
TOTAL			210	490	700

M.Ed FIRST YEAR: PRACTICAL COMPONENTS		
Sl. No	ACTIVITIES	Marks
1.	<p>Field Immersion with Co-operative Schools (2 Weeks)</p> <p>The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare reflective reports upon the administration, curriculum transaction, mode of evaluation and student-teachers' curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examination.</p>	50
2.	<p>Field-Visit (2 Weeks)</p> <p>The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc.</p>	75
3.	<p>Dissertation Preliminary Work</p> <p>Problem identification, selection/construction of tool/instrument, conduct of pilot study related to the title of dissertation of the prospective teacher- educators and the same should be submitted as a record during the Practical Examination.</p>	75
4.	<p>Communication Skills: Expository Writing</p> <p>The prospective teacher educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same shall be submitted during the Practical Examination.</p>	50
5.	<p>Self-Development : Yoga</p> <p>The prospective teacher educators shall demonstrate and conduct five sessions of yoga to the students of the co-operative schools. The procedures of these activities have to be recorded and submitted during the Practical Examination.</p>	50
	TOTAL	300

M.Ed SECOND YEAR: THEORY COURSES					
Sl. No.	Course Code	COURSES	MARKS		
PERSPECTIVE COURSES			Internal Marks	External Marks	Total Marks
1.	SMPA	Philosophical and Sociological Perspectives in Education	30	70	100
2.	SMPB	Advanced Techniques of Instruction	30	70	100

TOOL COURSE

3.	SMTC	Advanced Educational Research and Statistics	30	70	100
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TEACHER EDUCATION COURSE

4.	SMTE	Teacher Education in India: Secondary Level	30	70	100
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SPECIALISATION: CORE COURSE

5.	SMSC	Curriculum, Pedagogy and Assessment at Secondary Level	30	70	100
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SPECIALISATION: THEMATIC COURSE

(Choose anyone of the following courses)

6.	SMSA	Planning and Administration of Secondary Education	30	70	100
7.	SMSB	Trends in Indian Higher Education			
TOTAL			180	420	600

M.Ed SECOND YEAR: PRACTICAL COMPONENTS		
Sl. No.	ACTIVITIES	MARKS
1.	<p>a) Dissertation The dissertation includes: Appropriate title/topic, statement of the problem, scope and limitations, objectives, operational definition of variables, hypotheses, need and importance of the study, review of related studies, method of study, analysis and interpretation of data, results, discussion and conclusion, bibliography and appendices.</p>	100
	<p>b) Viva-voce The prospective teacher educators should submit the data collection materials, master table, analysis output and the completed dissertation during the Viva voce Examination.</p>	50
2.	<p>a) Field based Internship in the Cooperative Schools (1 Week) The prospective teacher educators shall observe the teaching and other co-curricular activities of student - teachers both at Level I & II in the co-operative schools and submit their reflective records during the Practical Examination.</p>	50
	<p>b) Field-based Internship in the Teacher Education Institutions (3 Weeks) Each prospective teacher educator should be attached with their Parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 3 weeks continuously to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions affiliated to TNTEU, offering B.Ed programme. Each prospective teacher educator should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institution, where he/she is attached with and the same should be submitted at the time of Practical Examination.</p>	75
3.	<p>Communication Skills: Academic Writing Presentation of one research article related to the dissertation title/topic of the prospective teacher educators in the research colloquium of the respective Teacher Education Institution and the same should be submitted during the Practical Examination.</p>	75
4	<p>Hands on Training The prospective teacher educators shall prepare a master table based on the data collected and the data shall be statistically analyzed using any relevant software. The output of the data should be submitted during the Viva-voce Examination.</p>	50
	TOTAL	400

**SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION FOR
THEORY COURSES (30 MARKS)**

S. No	Components	Marks
1.	Assignments (An average of Two Assignments)	10
2.	Seminar	10
3.	Class Tests (An average of 2 Unit Tests)	10
	TOTAL	30

MEDIUM OF INSTRUCTION

Each candidate admitted into M.Ed programme in any one of the Colleges of Education affiliated to Tamil Nadu Teachers Education University should select the Medium of Instruction either as English or as Tamil depending on the availability of Medium of Instruction in the College of Education.

After the last date of admission, Principals of the Colleges of Education should submit the name list along with the medium of instruction opted by each candidate to Tamil Nadu Teachers Education University. In case, if the admitted candidates prefer to change their Medium of Instruction at later stage of the programme it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of Instruction chosen by the candidates to pursue the M.Ed programme should be indicated in the M.Ed. programme Transfer Certificates by the Colleges of Education.

ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (170 days) of attendance, failing which they will not be permitted to appear for the M.Ed degree examination (both written and practical examination). However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 10.08.2010, candidates who are able to gain attendance only upto 75% on medical ground, will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.

EXAMINATIONS

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should apply for written examination and practical examination in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written

examination. Such candidates appearance in the practical examination will stand cancelled automatically.

Question Paper Pattern for Theory Courses: M.Ed Degree Examination

Duration	Type of Question	No. of Questions	Marks
3 Hours	Essay Type (Not Exceeding 500 words/5 pages)	7 out of 10	$7 \times 10 =$ 70

PASSING MINIMUM FOR WRITTEN EXAMINATION

Each candidate who appears for the written examination in the first attempt shall be declared to have passed the Written Examination only if he/she secures not less than 50% in aggregate (Internal + External) in each course with a minimum of 50% in the external examination. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to reappear only for those courses in which he/she failed.

RE-TOTALING/REVALUATION/PHOTOCOPY OF ANSWER SCRIPTS

Candidates can apply for either re-totalling/revaluation/photo copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees prescribed by the University.

REAPPEARANCE FOR WRITTEN EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the Written Examination within next three consecutive academic years.

PRACTICAL EXAMINATION

All the records related to the practical components should be made available to the examiner at the time of Practical Examination.

For the first year each candidate's practical work records shall be assessed by an examiner duly appointed by the Tamil Nadu Teachers Education University.

During the second year the Viva-voce Examination along with evaluation of practical work records shall be assessed by an examiner duly appointed by the Tamil Nadu Teachers Education University.

PASSING MINIMUM FOR PRACTICAL EXAMINATION

Each candidate who appears for the practical examination in the first attempt shall be declared to have passed the practical examination only if he/she secure not less than 50% in aggregate in practical activities. All other candidates shall be deemed to have

failed in the Practical Examination.

REAPPERANCE FOR PRACTICAL EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the Practical Examination within the next three consecutive academic years in the main examinations only.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate shall be awarded the M.Ed degree if he/she has passed both theory courses and the practical components. Successful candidates shall be classified as specified hereunder by taking into account of their marks secured in Theory and Practical Examinations.

<i>Percentage of Marks</i>	<i>Classification</i>
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

DEGREE OF MASTER OF EDUCATION (M.Ed)

FIRST YEAR SYLLABUS

Course Code: FMPA

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

Course Objectives:

The prospective teacher-educators will be able to:

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

UNIT – I: EDUCATION AND ITS AGENCIES

Education: Meaning, definition, concept - Aims of Education, Functions of Education - Forms of Education: Formal, Non-formal and Informal - Agencies of Education: Formal, Non-formal and Informal agencies of education.

UNIT – II: EDUCATION IN ANCIENT INDIA

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

UNIT – III: EDUCATION IN MEDIEVAL INDIA

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

UNIT – IV: EDUCATION UNDER THE EAST INDIA COMPANY

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

UNIT – V: EDUCATION UNDER THE BRITISH RULE

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

UNIT – VI: INDIAN CONSTITUTIONAL PROVISIONS ON 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 – VII: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

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

UNIT – VIII: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

Nationalism: 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 – IX: 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 – X: 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).

SUGGESTED ACTIVITIES:

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

REFERENCES:

1. Aggarwal, J. C. (2009). *Recent developments and trends in education*. Delhi: Shipra Publications.
2. 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.
3. Gupta, S. (2011). *Education in emerging India*. Delhi: Shipra Publications.
4. Lal & Sinha. (2011). *Development of Indian education and its problems*. Meerut: R.Lal Book Depot.
5. Mohanty, Jaganath. (2011). *Dynamics of educational thoughts and practices*. Delhi: Shipra Publications.
6. Prasad, Janardan. (2009). *Education and society*. New Delhi: Kanishka Publications.
7. Seema, Sharma. (2004). *History of education*. New Delhi: Anmol Publications.

8. Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of educational system in India*. Meerut: R.Lal Book Depot.
9. http://www.aqu.cat/elButlleti/butlleti75/articles1_en.html#.WBBFTxKYiLo
10. <http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf>
11. <http://www.go.worldbank.org/6C7DK7W520>

ADVANCED EDUCATIONAL PSYCHOLOGY

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the various schools and methods of psychology
2. understand adolescent's growth, development and their problems
3. acquaint with the significance of learning and the various theories of learning
4. understand the biogenic and sociogenic motives and different theories of motivation
5. understand the concepts and theories of intelligence and creativity
6. understand the theories of personality and its measurement
7. identify the different types of adjustment mechanisms
8. differentiate the concept of mental health from mental hygiene
9. describe the various types of groups and leadership styles
10. familiarize with various psychological testing procedures.

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY

Educational Psychology: Nature, Meaning and Scope - Major Schools of Psychology: Structuralism, Functionalism, Behaviourism, Constructivism 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.

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, Stemberg’s Triarchic theory, Catell’s theory of fluid and crystalised intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence. Creativity: nature, factors affecting creativity – programmes and strategies for developing creativity.

UNIT - VI: PERSONALITY

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

UNIT - VII: ADJUSTMENT

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

UNIT – VIII: MENTAL HEALTH AND HYGIENE

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

UNIT – IX: GROUP DYNAMICS

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

UNIT – X: PSYCHOLOGICAL MEASUREMENT

Concept of Assessment, Measurement and Evaluation – Psychological tests: Nature, characteristics and Types: Norm Referenced Test – Criterion-Referenced Test –Standardized Tests: Achievement Test, Diagnostic Test and Aptitude Test.

SUGGESTED ACTIVITIES:

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

REFERENCES:

1. Anita Woolfolk. (2004). *Educational psychology*. Singapore: Pearson Education.
2. Baron, R. A. and Misra .G (2016). *Psychology* . New Delhi: Pearson.
3. Dandapani, S. (2001). *A text book of advanced educational psychology (2ndEdn.)*. New Delhi: Animol Publications.
4. Garrett, H.E. (1981). *Fundamental statistics in psychology and education*. Bombay: Vakils Publishers.
5. Hurlock, Elizabeth. B. (1980). *Development psychology*. New Delhi: McGraw Hill Education.
6. Hurlock, Elizabeth. B. (1980). *Adolescent development*. New Delhi: McGraw Hill Education.
7. Hurlock, Elizabeth. B. (2015). *Child development*. New Delhi: McGraw Hill Education.
8. Laura, E. Berk. (2003). *Child development*. New Delhi: Pearson Education.

9. Thangaswamy, Kokila. (2014). *Psychology of learning and human development*. Madurai (TN): MaaNila Publishers.
10. <http://www.simplypsychology.org>
11. <http://www.psychclassic.yorkn.ca>
12. <http://www.wikia.com>

CURRICULUM DESIGN AND DEVELOPMENT

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire the knowledge of the nature of the curriculum
2. understand the determinants of curriculum design
3. comprehend the various principles involved in curriculum design
4. understand phases of curriculum process
5. recognise models of curriculum development
6. analyse the approaches of curriculum organization
7. understand the models of curriculum implementation
8. understand the factors influencing effective teaching
9. recognise the various approaches and models of curriculum evaluation
10. comprehend the strategies and models of curriculum change.

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.

UNIT-VI: 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 - VII: CURRICULUM IMPLEMENTATION

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

UNIT - VIII: CURRICULUM TRANSACTION

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 - IX: 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 X: 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.

SUGGESTED ACTIVITIES:

1. Conduct a seminar on determinants of curriculum.
2. Talk by teacher educators on process of curriculum development.
3. A debate on various models of curriculum implementation.
4. Discussion on various approaches of curriculum organization and submit a report on merits and demerits of the same.
5. Prepare a report on various models of curriculum evaluation.

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1. Aggarwal, Deepak. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
2. Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.
3. Chikumbu, T.J and Makamure, R. (2000). *Curriculum theory, design and assignment (Module 13)*. Canada: The Common wealth of Learning.
4. Dewey, John. (1996). *The child and the curriculum*. Chicago: The University of Chicago Press.
5. Glatthorn, A.A Boschee, F and Whitehead, B.M. (2009). *Curriculum leadership: strategies for development and implementation*, New Delhi: Sage
6. Joseph.P.B et al. (2000). *Cultures of curriculum (Studies in Curriculum Theory)*. New York: Teachers College Press.
7. McKernan, James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research*. London: Routledge.
8. Orestein A.C and Hunkins F.P (1988). *Curriculum: Foundations, principles and issues*. New Jersey: Prentice Hall
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11. www.edtrust.org
www.infed.org/research/b-actres.htm

Course Code: FMTC

BASICS IN EDUCATIONAL RESEARCH

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire knowledge of research in the field of education
2. understand the process of research
3. comprehend the research design and research plan
4. recognize the research problem
5. understand the formulation of hypothesis
6. understand the sampling technique
7. understand the scaling techniques
8. recognize the psychological theories and inventories
9. understand the interview and observation techniques
10. understand the different types inquiry forms and social scaling.

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.

UNIT - VI: 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, Snowbell sampling,

UNIT - VII: 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 - VIII: PSYCHOLOGICAL TESTS AND INVENTORIES

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

UNIT - IX: 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 – X: 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.

SUGGESTED ACTIVITIES:

1. Talk by teacher educators on various research designs in education.
2. A debate on phases of educational research.
3. Seminar on sampling technique.
4. Invited talk on scaling techniques.
5. Discussion on procedure for hypothesis testing and level of significance.

REFERENCES:

1. Agarwal.L.R.(2007).*Modern educational research*. New Delhi: Dominant Publishers.
2. Bhandarkar, P.L. Wilkinson, T.S., and Laldas, D.K., (2004). *Methodology and techniques of social research*.Mumbai: Himalaya Publishing House.
3. Best. John.W and Kahn, James.V. (2006). *Research in education*. Delhi:PHI Learning.
4. Chandra, S.S and Sharma, R.K. (2007).*Research in education*. New Delhi: Atlantic Publishers.
5. Creswell, John. W. (2014).*Educational Research*, Delhi: PHI Learning.

TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

Course Objectives:

The prospective teacher-educators will be able to:

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

UNIT-I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT

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

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

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

UNIT-III: STRUTCTURE OF ELEMENTARY TEACHER EDUCATION

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

UNIT-IV: COMPARATIVE TEACHER EDUCATION 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).

UNIT-VI: ORGANISATIONS INVOLVED IN ELEMENTARY TEACHER EDUCATION

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

UNIT-VII: MAJOR ISSUES IN ELEMENTARY TEACHER EDUCATION

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

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

Socio-economic Status of Teachers – Service Conditions of Teachers – Promotion – Job Security – Participation in Decision-making Process – Professional Organizations of Teachers: Local, National, and International Level and their activities for Professional Growth –In-service programmes for Elementary School Teachers: Objectives and Strategies.

UNIT-IX: EVALUATION IN ELEMENTARY TEACHER EDUCATION

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

UNIT-X: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

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

SUGGESTED ACTIVITIES:

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

REFERENCES:

1. Aggarwal, J.C. (1984). *Landmark in the history of modern india education*. New Delhi: Vikas Publications.
2. Chauraisa, G. (1967). *New era in teacher education*. New Delhi: Vikas Publications.
3. Jagangira, N.K. (1979). *Teacher training and teachers effectiveness of teacher educators*. New Delhi: National Publications.
4. Lokman Ali. (2010). *Teacher education*. New Delhi: APH Publications
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6. NCTE (1998). *Competency based and commitment oriented teacher education for quality school education: Pre-service education*. New Delhi: NCTE.
7. Ram, S. (1999). *Current issues in teacher education*. New Delhi: Saurp& Sons Publications.
8. Singh, U.K and Sundershan, K.N. (2005) *Teacher education*. New Delhi: Discovery Publishing House.
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11. <http://www.indiatoday.intoday.in/education/story/primary-education-in-india-stats-and-challenges>.
12. [http://www.academia.edu/1747225/history of education in india](http://www.academia.edu/1747225/history_of_education_in_india)

CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL

Course objectives:

The prospective teacher-educators will be able to:

1. understand the basic features of curriculum
2. understand the process knowledge construction
3. comprehend the organization of knowledge in schools
4. understand school curriculum
5. recognise the curriculum planning
6. analyse the issues in curriculum alignment
7. understand the educational theories in pedagogy
8. understand the planning and management of instruction
9. recognise the instructional support practices
10. understand the techniques assessment for learning.

UNIT - I: BASIC FEATURE OF CURRICULUM

Curriculum Conceptualizations: Humanistic, the Social Reconstructionist, the Technological, the Academic and the Cognitive process approach conceptions of curriculum – need and scope of curriculum - Linear conceptualization of curriculum from the narrow to the broad. Realms of Meaning – Spiral curriculum – Elementary school curriculum in Tamil Nadu.

UNIT-II: KNOWLEDGE AND KNOWING

Definition of Knowledge, Process of Knowing and Ways of knowing, Forms of knowledge, Characteristics and Classification of knowledge, Facts of knowledge, Process of knowledge construction and Process of constructivism.

UNIT-III: ORGANIZATION OF KNOWLEDGE IN SCHOOLS

Meaning of knowledge organization, Forms of knowledge included in school education, Selection of knowledge categories in school education, Agencies for selection and organization of categories of knowledge in schools, Process for developing curricula, Syllabi and Text books – Principles of formulating syllabus, Characteristics of a good syllabus - The process of curriculum development in India.

UNIT-IV: SCHOOL CURRICULUM

History of development of curriculum framework – Curriculum framework, School Curriculum – Nature and direction of change in the development of school curriculum – Recommendations of NCFs (1975, 1988, 2000, 2005) on school curriculum - Role of teacher in curriculum development.

UNIT-V: CURRICULUM PLANNING

Forms of Curriculum Planning: Ideological, Formal, Sanctioned, Perceived, Operational and Experiential curricula. Basic types of curricula: Traditional, Thematic Units, Programmed, Classical and Technological curricula.

UNIT –VI: ALIGNING THE CURRICULUM

Issues in curriculum Alignment: Recommended, Written, Taught, and Supported, Learned, Assessed and Hidden curricula - Issues in curriculum Development.

UNIT –VII: GENERAL EDUCATIONAL THEORIES IN PEDAGOGY

Active learning – Critical pedagogy – Eco pedagogy – Concept development teaching strategy – Cognitive learning theory – Discovery learning – Experiential learning – Guided learning and Meta-cognition - Constructivism – Learning Styles – Multicultural Education – Science-Technology society.

UNIT- VIII: PLANNING AND MANAGEMENT OF INSTRUCTION

Issues related to Instructional planning – Steps in instructional planning – Teacher as planer – Evolving instructional strategy – Determining most appropriate strategy – Management and Instruction – Managing a classroom, Time Management, Instructional resources: Print-based and Non-print based resources.

UNIT – IX: INSTRUCTIONAL SUPPORT PRACTICES

Need for Instructional support practices, Important support practices – Library Seminar, Cluster school system, Instruction collaboration, Flipped classroom, Interactive multimedia instruction, Community support, Guest lectures – Agencies involved in Instructional support.

UNIT – X: ASSESSMENT FOR LEARNING

Test, Examination, Measurement, Assessment and Evaluation - Areas of Assessment framework – Purpose of assessment and Learning indicators – Types of learning indicators: Assessment of

activity, Presentation, Group work and Collaborative learning – Techniques of Assessment: Test of Achievements, Oral Examination, Written Examination, Practical Examination, Peer assessment, Test of Ability, Test of Personality and Portfolio.

SUGGESTED ACTIVITIES:

6. Talk by teacher educators on different forms of knowledge.
7. Prepare a report on the process of curriculum development in India.
8. A debate on basic types of curricula.
9. Participate and present the paper in seminar /workshop on issues in curriculum alignment.
10. Discussion on types of learning indicators and techniques of assessment.

REFERENCES:

1. Aggarwal, Deepak. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
2. Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.
3. Dewey, John. (1996). *The child and the curriculum*, Chicago: The University of Chicago Press.
4. Erickson, H.L (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
5. Glatthorn, A.A; Boschee, F and Whitehead, B.M. (2009). *Curriculum leadership: Strategies for development and implementation*. New Delhi: Sage Publications.
6. McKernan, James. (2007). *Curriculum and imagination: Process, theory, pedagogy and action research*. London: Routledge.
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12. www.infed.org/research/b-actres.htm

Course Code: FMSA

PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

1. explain the concept of elementary education
2. describe the development of elementary education in Pre-independent India
3. summarise the development of elementary education in Post-independent India
4. compare the Indian elementary education system with other countries
5. spell out the elements of educational planning
6. state the importance of institutional planning
7. categorise the agencies of educational administration at elementary level
8. distinguish the concept of inspection, supervision and administration in education
9. discuss the implications of five year plans on elementary education
10. evaluate the different schemes for quality enhancement of elementary education.

UNIT - I: INTRODUCTION TO ELEMENTARY EDUCATION

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

UNIT - II: HISTORICAL PERSPECTIVES OF ELEMENTARY EDUCATION: PRE-INDEPENDENT INDIA

Charter Act of 1813 – Macaulay’s Minutes (1835) – Woods Despatch (1854) - Hunter Commission (1882) - Lord Curzon’s Resolution (1904) - Hartog Committee (1928-1929) - Basic Education (1936-1937) - Sargent Plan (1944).

UNIT - III: HISTORICAL PERSPECTIVES OF ELEMENTARY EDUCATION: POST-INDEPENDENT INDIA

Constitutional Provisions for Elementary Education: Education as a Concurrent Subject - Fundamental Right to Education - Directive Principles: Substitution of Article 45 by 21A - Right to Education Act (2009) – Kothari Commission (1964-66) – National Policy of Education (1986) – Programme of Action (1992).

UNIT - IV: COMPARATIVE PERSPECTIVES OF ELEMENTARY EDUCATION

Comparative Elementary Education: United Kingdom, United States of America, Russia, China, Finland and Japan.

UNIT - V: PLANNING OF ELEMENTARY EDUCATION

Educational Planning: Meaning, Concept, and Definition – Elements of Educational Planning – Importance of Educational Planning – Objectives of Educational Planning – Steps in Educational Planning - Types of Educational Planning: Centralised, De-centralised and Participatory Planning.

UNIT - VI: INSTITUTIONAL PLANNING

Institutional Planning: Meaning, Concept and Definition – Importance and Characteristics of Institutional Planning – Steps in Institutional Planning - Essential aspects of School Plant - Organization of Curricular and Co-curricular activities - Time table – Budgeting - Maintenance of School Discipline – Guidance and Counselling Services.

UNIT - VII: ADMINISTRATION OF ELEMENTARY EDUCATION

Educational Administration: Meaning, Concept and Definition – Central Agencies: MHRD, CABE, NCERT, Kendriya Vidyalaya Sangathan, All India Council for Basic Education (AICBE). State Agencies: State Education Department - Department of Elementary Education – SCERT - State Welfare Departments (SC & ST) – DIET. Local Bodies: Corporations, Municipalities and Panchayats - School and Community Co-operation: Village Education Committee (VEC), Parent Teacher Association (PTA), Alumni Association and NGO's - Qualities of a School Head Mistress/Master.

UNIT - VIII: INSTITUTIONAL ADMINISTRATION

School Administration: Meaning, Concept and Definition. Inspection - Purposes of Inspection – Supervision – Kinds of Supervision - Characteristics of Supervision – Difference between Inspection, Supervision and Administration.

UNIT - IX: FINANCING OF ELEMENTARY EDUCATION

Sources of Funding: Central Government, State Governments, Local Bodies and Private Agencies - Five Year Plans and its implications on Elementary Education -International Funding Agencies: World Bank, UNESCO, UNICEF and UNDP.

UNIT - X: QUALITY ENHANCEMENT OF ELEMENTARY EDUCATION

Operation Blackboard Scheme - DPEP – District Education Revitalisation Programme (DERP) - SarvaShikshaAbhiyan - Kasturba Gandhi BalikaVidyalaya - National Programme for Education of Girls at Elementary Level (NPEGEL) - National Programme for Nutritional Support (Mid-day Meal) – MahilaSamakhya Programme – Minimum Levels of Learning (MLL) – National Curriculum Framework for School Education (2000) - Eklayva Model Residential Schools (EMRSs) - Inclusive Education for Equal Educational Opportunity to Disabled Children Education – EDUSAT and Elementary Education.

SUGGESTED ACTIVITIES:

1. Discussion on the educational policies initiated by the British government in Pre-independent India.
2. Seminar presentation on the structure of elementary education in India, UK and USA.
3. Discussion on the different types of educational planning at the elementary education level.
4. Seminar presentation on financing of elementary education in India.
5. Critical evaluation report on the success of various schemes on elementary education.

REFERENCES:

1. Dutt, B. & Garg, Jyoti. (2012). *Educational planning and administration*. New Delhi: Global Publications.
2. Government of India. (1986). *National policy on education 1986*. New Delhi: Ministry of Human Resource Development.
3. Mathur, S.S. (1990). *Educational administration and management*. India: The Indian Publications.

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5. MithuAlur& Michael Bach. (2005). *Inclusive education from rhetoric to reality*, New Delhi: Viva Books.
6. Mukhopadhyaya, Marmar&Tyagi, R.S. (2005). *Governance of school education in India*. New Delhi: National Institute of Educational Planning and Administration.
7. Sodhi, T.S. (1998). *Textbook of comparative education*. New Delhi: Vikas Publishing House.
8. Tilak, J.B.G. (Ed.) (2003). *Financing education in India*. New Delhi: Ravi Books.
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11. <http://164.100.47.134/intranet/FinalGovernmentSchemesforSchoolEducation.pdf>
12. <http://pcf4.dec.uwi.edu/viewpaper.php?id=357>

EARLY CHILDHOOD CARE AND EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

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

UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION

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

UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD

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

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

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

UNIT – IV: PLANNING PRE-SCHOOL PROGRAMMES

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

UNIT – V: MANAGEMENT OF PRE-SCHOOL

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

UNIT VI: METHODS OF TEACHING TO PRE-SCHOOL CHILDREN

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

UNIT - VII: BEHAVIOURAL PROBLEMS OF PRE-SCHOOL CHILDREN

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

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

Communicable diseases: Symptoms, causes and prevention of Pneumonia, Malaria, Typhoid, Diphtheria, Measles, Mumps, Chicken pox, Tuberculosis, Conjunctivities and scabies –

Ailments: Symptoms, causes, and care during of Diarrhea, Ear ache, Cold and Cough, Fever, Vomiting and Teeth problems.

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

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

UNIT - X: EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMME

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

SUGGESTED ACTIVITIES:

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

REFERENCES:

1. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. New York: Academic Press.
2. Evans, Ellis, D. (1975). *Contemporary influence in early childhood education*, New York: Holt Rinehart and Winston.
3. Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.
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5. George. (1995). *Early childhood education*. New York: Prentice Hall.
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7. UNICEF and MHRD. (2001). *Early childhood care for survival, growth and development*. New Delhi: MHRD.
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SECOND YEAR SYLLABUS

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire the knowledge of the concepts and meaning of philosophy and education
2. describe the philosophy of Indian schools of thought
3. describe the philosophy of Western schools of thought
4. analyse the educational contributions of Indian and Western thinkers
5. explain the basic concepts of sociology of education
6. explain the relationship between social system and education
7. analyse the role of education in cultural change
8. explain various agencies of education
9. identify the role of education in promoting the national integration and international understandings
10. discuss the diverse trends in 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.

Unit VI: 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 VII: 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 VIII: 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 IX: 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 X: 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.

Suggested Activities

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

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2. Agarwal, J.C. (2002). *Theory and principles of education*. New Delhi: Vikas Publishing House.
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5. John Brubacher (2007). *Modern philosophy of education*. New Delhi: Surjeet Publications.
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Course Code: SMPB
ADVANCED TECHNIQUES OF INSTRUCTION

The prospective teacher-educators will be able to:

1. understand mobile learning
2. use whiteboard for teaching
3. design instructional games
4. apply peer tutoring
5. explain active learning methods
6. describe teaching- learning process model
7. use student-centred teaching methods
8. understand the psychological perspectives in teaching
9. apply the neuro linguistic programming in education
10. use the technological trends in teaching and learning

Unit I: Mobile 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.

Unit II: Interactive Whiteboard Based 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 III: Instructional Games

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.

Unit IV: Peer Tutoring

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 V: Active Learning Methods

Active Learning – Just-in-time teaching - Listening Teams - Structured sharing- Students as the teachers – Team quizzes.

Unit VI: Teaching–Learning Process Models

Basic teaching model – John Carroll’s model – Proctor’s model – Cruickshank’s model – Gage and Berliner’s model - Huitt’s model.

Unit VII: Student- Centered 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.

Unit VIII: Psychological Perspectives in Teaching

Meaning, nature and importance of Cognitive, Behaviourist and Constructivist strategies of teaching.

Unit IX: Neuro Linguistic Programming in Education

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

Unit X: Technological Trends in Teaching and Learning

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.

Suggested Activities

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

References:

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2. Cotton, K. 1989. Classroom questioning. *School Improvement Research Series*. Northwest Regional Educational Laboratory. <http://www.nwrel.org/scpd/sirs/3/cu5.html>.
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Course Code: SMTC
ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the process of conducting research
2. acquire knowledge about the quantitative research designs
3. understand the different types of qualitative research designs
4. understand the mixed methods of research
5. acquire knowledge about the action research
6. know the process of collecting, analyzing, interpreting quantitative data
7. know the process of collecting, analyzing, interpreting qualitative data
8. recognise the different types of parametric tests
9. comprehend the different types of non-parametric tests
10. 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.

Unit VI: 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 VII: 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: Organizing data, transcribing data, coding the data, using codes and themes - Representing and reporting findings, summarizing findings.

Unit VIII: Parametric Tests

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

UNIT IX: Non-parametric Tests

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

Unit X: 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.

Suggested Activities:

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

References

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Course Code: SMTE
TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the historical background of secondary teacher education in India
2. understand the objectives and structure of secondary teacher education
3. analyse the commissions and committees recommendations on secondary teacher education
4. compare the Indian secondary teacher education programme other countries
5. analyse the functioning of various agencies of secondary teacher education
6. understand the major issues in secondary teacher education
7. analyse the secondary teacher education curriculum and its transaction mode
8. understand the importance of preparing special education teachers
9. understand the status of teachers working at secondary education level
10. understand the need for research on secondary teacher education.

Unit I: Secondary Teacher Education in India

Historical Background 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) – Revised NPE (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.

Unit VI: 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 VII: 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-centred, 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 VIII: 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 IX: 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 X: 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.

Suggested Activities:

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

References:

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Course Objectives:

The prospective teacher-educators will be able to:

1. differentiate the curriculum and syllabus
2. understand the theoretical perspectives of curriculum
3. understand the models of curriculum theory
4. understand the models of curriculum design
5. understand the implication of educational theories for today's classroom teachers
6. understand the influence of views of educational pioneers on today's school
7. analyse the various pedagogical approaches
8. understand the different types of assessment techniques
9. recognize the different methods of curriculum evaluation
10. understand the future directions for curriculum development.

Unit I: Nature of Curriculum

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: Tyler's Model, Taba's Model, 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.

Unit VI: 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 VII: 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 VIII: 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 IX: 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 X: 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.

Suggested Activities:

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

References:

1. Glatthorn, A.A; Boschee, F and Whitehead, B.M. (2009) *Curriculum Leadership: Strategies for Development and Implementation*, New Delhi: Sage
2. Hewitt, W Thomas. (2006). *Understanding and shaping curriculum*, New Delhi: Sage.
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Course Objectives:

The prospective teacher-educators will be able to:

1. understand the structure of secondary education in India
2. comprehend the development of secondary education in India
3. compare the Indian secondary education system with other countries
4. understand the role and functions of governing agencies of secondary education in India
5. critically evaluate the planning of secondary education in India
6. suggest the areas for research in secondary education
7. discuss the implications of five year plans on secondary education
8. analyze the need for technology integration in planning and administration of secondary education
9. describe the emerging trends in secondary education and
10. understand the need for quality enhancement of 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), Programme of Action (1992), CABE's Report on 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, CBSE, ICSE, NCVT, Kendriya Vidhayalaya Sangathan, Navodaya Vidyalaya Samiti, NUEPA. State Agencies: State Education Departments, SCERTs, State Boards of Education, State Welfare Departments (SC & ST). Local Bodies: Corporations, Municipalities, Panchayats.

Unit V: Planning of Secondary Education

Types of Educational Planning: Centralised, De-centralised and Participatory Planning. Techniques of Educational Planning: Micro, Meso and Macro Planning.

Unit VI: 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 VII: 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 VIII: 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 IX: Quality Enhancement of Secondary Education

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

Unit X: 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.

Suggested Activities

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

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TRENDS IN INDIAN HIGHER EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the historical background of the Indian Higher Education
2. get familiarised with the various committees and commissions on Higher Education
3. understand the role of various regulatory agencies in Higher Education
4. comprehend the knowledge on Indian Higher Education and Workforce development
5. analyse the need for access and equity in Higher Education
6. understand the quality assurance mechanism in Higher Education
7. analyse the various issues and challenges in Higher Education
8. compare the Indian Education system with other countries
9. know about the importance of research and development in Higher Education
10. envisage the Indian Higher Education: Vision 2030.

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 Privatisation 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 shortage - 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.

Unit VI: Quality Assurance in Higher Education

Quality of Higher Education: Meaning and concept – Total Quality Management in Higher Education – Six Sigma in Education – Quality Assurance in Higher Education: IQACs, NAAC and NBA - Suggestions to improve the quality of Higher Education.

Unit VII: Issues and Challenges in Higher Education

Liberalisation, Privatisation, Globalisation of Higher Education – Critical Issues in Indian Higher Education – Challenges of Higher Education System in India Social (Gender disparity and Urban/Rural distinctions), Economical (Employability) and Intellectual (Global ranking).

Unit VIII: Comparative Higher Education

Comparison of Indian Higher Education System with USA, UK, China, Australia, Japan and Finland.

Unit IX: Research in Higher Education

Indian Higher Education Research and Development in the global context: Research Publications and Citations; Global and Domestic Patenting; Research, Innovations and Growth Linkage – India as a Hub for Global Research and Development – Low and Declining Standards in Higher Educational Research – Research Funding Agencies: MHRD, UGC, CSIR, DST, ICSSR, ICHR and ICPR.

Unit X: Higher Education and Vision 2030

The planned expansion of the differentiated University System – Transition to the Learner-centred Paradigm of Education – Intensive use of Technology – Indian Higher Education at Socio-economic context (Demographic and Economic) – NGOs – Kinds of Higher Learning Institutions: Foundational Institutions, Career-focused Institutions, Research-focused Institutions – Higher Education Architecture: Curriculum and Pedagogy, Faculty, Research, Partnership (Industry-academic Linkage and Tie-up between Higher Education Institutions and Skill-based

Training providers), Infrastructure (Physical and Digital) – Higher Educational Foundation: Funding and Governance.

Suggested Activities:

1. Organise a student seminar on the Disparity in Enrolment at Higher Education level.
2. Conduct an interview with an employer pertaining to skills required for placement in the organisations.
3. Organise a group discussion on various ways and means for improving the quality of Higher Education.
4. Visit, observe and submit a reflective report on any one of the agencies involved in promoting Research in Higher Education.
5. Poster presentation on Social, Economic and Intellectual Imperatives of Higher Education.

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