COURSE CODE: MS1PC1   **CREDITS: 4**

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

COURSE OBJECTIVES:

CO1: Develop understanding about the educational system of ancient, medieval India.

CO2: Develop understanding about the constitutional provisions for education constitution.

CO3: Analyse the major recommendations of various educational committees and commissions after Indian independence.

CO4: Examine the impact of Indian political policy on education.

CO5: Critically evaluate the changing economic policy on education.

UNIT–I: EDUCATIONIN IN PRE-INDEPENDENT INDIA

Gurukul system of education - Buddhist and system of education - Islamic system of education – Education during the colonial period: The English Christian Missionaries, Charter Act (1813), Macaulay's Minutes (1835), Wood's Dispatch (1854), Hunter Commission (1882), Abbot-Wood Report (1936-37), Wardha Scheme of Basic Education (1937).

UNIT – II: CONSTITUTIONAL PROVISIONSONS FOR 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 – III: EDUCATION IN POST-INDEPENDENT INDIA

Radhakrishanan 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 Policy on Eductaion(2020).

UNIT – IV: POLITICAL POLICY OF EDUCATION IN INDIA

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

UNIT – V: ECONOMICS OF EDUCATION

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

SUGGESTED ACTIVITIES:

1. ―Gurukul system of education had developed strong bondage between Guru and Sishiya.‖ Discuss.

2. Putforth your ideas to effectively implement the constitutional provisions for educating the marginalised section of people in India.

3. Examine the impact of National Policy of Education (1986) in our country.

4. Present a seminar paper and present it on the theme ―Education is an investment.‖

5. What are your suggestions to improve public-private partnership in education?

TEXTBOOKS:

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

2. Biswas, A. & Agarwal, S.P. (1994). *Development of education in India.* Shipra Publications.

3. Chandra, S.S., et al. (2008). *Indian education development, problems, issues and trends, Meerut.* Book Depot.

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

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

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

7. Prasad, Janardan. (2009). *Education and society*. Kanishka Publications.

SUPPLEMENTARY READINGS:

1. Seema, Sharma. (2004). *History* of education. Anmol Publications.

2. Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of educational system in India.* R.Lal Book Depot.

3. Report of the University Education Commission (1948-49) Ministry of Education Government of India.

4. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.

5. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.

6. Sharma, S. (2005*). History and development of higher education in free India. ABD Publishers.*

E – RESOURCES:

1.http://www.aqu.cat/elButlleti/butlleti75/articles1_en.html#.WBBFTxKYiLo

2.http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf

3.http://www.go.worldbank.org/6C7DK7W520

COURSE OUTCOMES:

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

CO1: explain the historical development of Indian education.

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

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

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

CO5: understand the relationship between education and economic development.

SEMESTER – I

COURSE CODE: MS1PC2   **CREDITS: 4**

ADVANCED EDUCATIONAL PSYCHOLOGY

COURSE OBJECTIVES:

CO1: Enable students to understand the psychological orientation to education

CO2: Make students to comprehend the various schools and methods of psychology

CO3: Encourage students to list the biogenic and socio-genic motives of learners

CO4: Motivate students to explore the factors that influencing self-regulation of learners

CO5: Train students to narrate theories of intelligence and its assessment

CO6: Train students to identify strategies to foster creativity among the learners

CO7: Make students to examine the various theories of personality

CO8: Enable students to identify different types of adjustment mechanisms

CO9: Provide skills for performing experiments with learning material

CO10: Prepare students to administer, score and interpret various psychological

   experiments

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: MOTIVATION AND SELF-REGULATION

Motivation: Meaning – Biogenic and socio-genic 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 - III : 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 crystalized intelligence, PASS theory of intelligence – culture and intelligence – measuring intelligence
– Concepts of Problem Solving, Critical Thinking, Metacognition and creativity.

UNIT - IV： PERSONALITY AND ADJUSTMENT

Meaning of personality – Theories: Type theory: Sheldon and Jung; Trait theory-Catell, Allport and the Big Five Model; Psycho-analytic theory – Freud – Measuring Personality: Subjective, Objective methods – Projective techniques. Meaning and concept of Adjustment, characteristics of a well adjusted person-Mal-adjustment and Defence mechanisms.

UNIT - V： 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.

TEXTBOOKS:

1. Baron, R. A. and Misra .G (2016). *Psychology* . Pearson Education.

2. Guilford, J.P. (1967). *The Nature of Human Intelligence.* Pearson education.

3. Hall, C. S. & Lindsey, G (1978). *Theories of Personality* (3rd Edition). Atlantic Publishers.

4. Hurlock, Elizabeth. B. (1980). *Adolescent development*. McGraw Hill Education.

5. Ormrod, J. E. (2012). *Essentials of educational psychology: Big ideas to guide effective instruction*. Prentice Hall.

6. Thangaswamy, Kokila. (2014). *Psychology of learning and human development*. MaaNila Publishers.

SUPPLEMENTARY READINGS:

1. Anita Woolfolk. (2004). *Educational psychology*. Pearson Education

2. Fay, J., & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden Publishers.

3. Garrett, H.E. (1981*). Fundamental statistics in psychology and education*. Vakils Publishers.

4. Laura, E. Berk. (2003). *Child development*. Pearson Education.

5. *Publication Manual of the American Psychological Association*: 7th Edition(2020). American Psychological Association.

E – RESOURCES:

1. http//:www.simplypsychology.org

2. http//:www.psychlassic.yorkn.ca

3. http//:www.wikia.com

PSYCHOLOGY PRACTICALS:

A) EXPERIMENTS

1. Concept Formation

2. Transfer of Training

3. Habit Interference

4. Illusion

5. Problem Solving

B) PAPER-PENCIL TESTS

1. Self-Concept

2. Intelligence

3. Personality

4. Mental Health

5. Adjustments

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Understand the different schools of psychology

CO2: Compare and contrast the strength and weakness of different methods of psychology

CO3: Spell out the biogenic and socio-genic motives and various theories of motivation

CO4: Explain the factors influencing self-regulation of the learners

CO5: Understand the concepts of intelligence, its theories and measurement

CO6: Suggests ways to fostering creativity among the learners

CO7: Comprehend the personality theories and assessment of personality

CO8: Apply the different types of mechanisms in different situations

CO9: Acquire skills and competencies in designing and application of psychological tools
and techniques

CO10: Debate the strength and weakness of standard

SEMESTER -I

COURSE CODE: MS1TC1   **CREDITS: 4**

BASICS IN EDUCATIONAL RESEARCH

COURSE OBJECTIVES:

CO1: Make the students to explore the different types of research

CO2: Encourage students to identify a suitable research problem pertaining to his/her
dissertation work

CO3: Make the students to comprehend the review of literature and arrange them in a
rightful manner

CO4: Train the students to write a research proposal

CO5: Train the students to frame research questions and objectives

CO6: Enable the students to determine the best sampling techniques

CO7: Train the students to develop various research instruments and to standardize the same

CO8: Encourage students to understand the various types of hypotheses and its testing
procedures

CO9: Train the students to conduct action research independently

CO10: Enable students to identify various types of measuring scales and its utility in
educational research

UNIT-I: INTRODUCTION TO EDUCATIONAL RESEARCH

Research – meaning, objectives of Research- Characteristics, Scope and Need for research,
Ethics in doing Research – Plagiarism and its consequences – Research Proposal

UNIT-II: CLASSIFICATION OF RESEARCH

Classification Based on Data type – Quantitative, Qualitative - Classification based on
Purpose – Pure or Fundamental, Applied, Action - Classification based on Method –

Historical, Philosophical, Diagnostic studies, Experimental studies, Ex-Post Facto Research, Case study, Descriptive – Survey.

UNIT- III: FORMULATING HYPOTHESIS AND SAMPLING TECHNIQUES

Hypothesis – Meaning, Characteristics, Types, Formulation of Hypothesis, Level of Significance , Type I and Type II errors, Population and Sample- Meaning, techniques of the sampling, Characteristics of a good sample, sample size and sampling error

UNIT-IV: VARIABLES AND SCALING TECHNIQUES

Variables- Meaning, Types- Method of selecting variable , Scale Measurement, Scaling, properties- Types of Scales : Nominal, Ordinal, Interval and Ratio Scales

UNIT-V: TOOLS OF RESEARCH

Tools – Meaning, Qualities of a good tool, standardised and non-standardized tools. Tools for quantitative data – types, criteria in selection. Tools for Qualitative data – types, criteria in selection. Construction of a tool – Item selection, establishing norms, try out, pilot study, item analysis. Standardisation of a tool – Reliability, validity, meaning, importance and types.

SUGGESTED ACTIVITIES:

1. Organise a seminar on research

2. Invited talk on research design

3. Discussion on types of hypothesis

4. Create an e-module on sampling techniques

5. Prepare a research proposal

6. Publish a research paper in journal

7. Present a paper in conferences

8. Conduct pilot study

TESTBOOKS:

1. Adiseshiah, W.T.V., & Sekhar, S.(1977). *Educational and social research*. Coimbatore Pathipagam.

2. Best, W. J and Kahn, J. W. (2006). *Research in education*. Prentice Hall.

3. Chandra, S. S and Sharma, R. K. (2007). *Research in education*. Atlantic Publishers.

4. Creswell, J. W. (2014). *Educational research*. PHI Learning.

5. Fox, D. J. (1969). *The Research Process in Education*. Holt, Rinehart and Winston.

SUPPLEMENTARY READINGS:

1. Garrett, H. V. (2008). *Statistics in psychology and education*. Surjeet.

2. Guilford, J. P. (1965). *Fundamental statistics in psychology and education*. McGraw Hill Book.

3. Kerlinger, F. N. (1973). *Foundation of Behavioural Research.* Holt, Rinehart and Winston.

4. Kothari, C. R. (1998). *Quantitative techniques.* Vikas.

5. Mangal, S. K. (2007). *Statistics in psychology and education*. Prentice Hall.

E – RESOURCES:

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf

2. http://guides.lib.utexas.edu/education

3. http://researchbasics.education.uconn.edu/types_of_research/

4. http://www.eldis.org/go/home&id=2419&type=Document

5. http://researchbasics.education.uconn.edu/sampling/

COURSE OUTCOMES:

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

CO1: Identify the different types of research

CO2: Identify the appropriate research problem pertaining to his/her dissertation work

CO3: Write the review of literature in accordance with the 7th edition of the Manual of American Psychological Association

CO4: Write a research proposal in an effective manner

CO5: Frame research questions and objectives

CO6: Find relevant sampling techniques in his/her research work

CO7: Develop various research instruments and standardize by appropriate methods

CO8: Understand the various types of hypotheses and its testing procedures

CO9: Conduct case studies and action research independently

CO10: Use various types of scales of measurement

SEMESTER-I

COURSE CODE: MS1TE2   **CREDITS: 4**

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

COURSE OBJECTIVES:

CO1. Understand the historical background of secondary teacher education in India.

CO2. Explain the objectives and structure of secondary teacher education.

CO3. Explore the commissions and committees' recommendations of secondary teacher education.

CO4. Spell out the role of National level and State Level agencies at secondary level Education.

CO5. Analyze the functioning of various agencies of secondary teacher education.

CO6. Sensitize the emerging major issues and challenges in secondary teacher education.

CO7. Assimilate the secondary teacher education curriculum and its transaction mode.

CO8. Realize the importance of preparing special education teachers.

CO9. Comprehend the National Curriculum Framework (2005) and its aspects.

CO10. Undertake the current trends in student's assessment at secondary level.

UNIT - I: HISTORICAL BACKGROUND AND OBJECTIVES OF SECONDARY TEACHER EDUCATION IN INDIA

Historical Background of Secondary Teacher Education: Development of secondary teacher education during - Pre-independence and Post-independence period - Secondary Teacher Education: Concept, Objectives, scope, pre-service and in-service teacher education.

UNIT - II: COMMISSIONS, COMMITTEES AND AGENCIES OF 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). 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. 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 - III: CURRICULUM PLANNING AT SECONDARY LEVEL

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

UNIT - IV: STRUCTURE AND ISSUES OF SECONDARY EDUCATION IN INDIA

Structure of secondary education in India (10+2+3 / 5+3+3+4) pattern of education - Salient features of secondary teacher education; Problems and issues of secondary education in India (equalization of educational opportunity, wastage and stagnation at secondary school level) - Nature and forms of inequality of gender in schooling, public- private schools, rural-urban-

tribal schools) Vocationalization of secondary education in India (the efforts, present status, problems and prospect).

UNIT - V: CURRENT TRENDS IN ASSESSING STUDENTS' PERFORMANCE AT SECONDARY LEVEL

Open book system, E-evaluation, Uses of Computers in Evaluation - Computer Assisted Learning, Computer instructional learning, Online Examinations Assessment of Higher Order Mental Skills, Assessment of Practical Work / Field Experiences.

SUGGESTED ACTIVITIES:

1. Prepare a Report based on the visit to anyone of the Secondary Teacher Education Institutions and critically evaluate the facilities are available.

2. Compare and Evaluate the Secondary Teacher Education Curriculum and its Transaction Modes in Tamil Nadu with other States of India.

3. Conduct interview with teachers / students / parents of different secondary schools and prepare a report on problems of secondary education.

4. Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.

5. Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.

TEXT BOOKS:

1. Aggarwal, J. C. (2012). *Development of education system in India*. Shipra.

2. Bhatta, H. S. (2010). *Secondary education*. APH.

3. Dash, M. (2000*). Education in India: Problems and perspectives*. Atlantic.

4. Jayapalan, N. (2005). *Problems of Indian education*. Atlantic.

5. Mishra, R. C. (2015*). History of education administration*. APH.

SUPPLIMENTARY READINGS:

1. Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. APH.

2. Mudhopadyay, Sudesh and Anil Kumar, K. (2001). *Quality profiles of secondary schools*. NIEPA.

3. Govt. of India (1953). *Report of Secondary Education Commission*. MHRD.

4. Govt. of India (1996). *Indian Education Commission* (1964-66) Report. MHRD.

5. Govt. of India (1986/1992). *National Policy of Education*, 1992 Modification and their POA's. MHRD, Dept. of Education.

E-R ESOURCES:

1. http://www.mhrd.gov.in

2. http://www.ncert.nic.in

3. http://www.unesco.org

4. http://www.unicef.org

COURSE OUTCOMES:

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

CO1: Understand the historical background of secondary teacher education in India.

CO2: Explain the objectives and structure of secondary teacher education.

CO3: Explore the commissions and committees' recommendations of secondary teacher education.

CO4: Spell out the role of National level and State Level agencies at secondary level Education.

CO5: Analyze the functioning of various agencies of secondary teacher education.

CO6: Sensitize the emerging major issues and challenges in secondary teacher education.

CO7: Assimilate the secondary teacher education curriculum and its transaction mode.

CO8: Realize the importance of preparing special education teachers.

CO9: Comprehend the National Curriculum Framework (2005) and its aspects.

CO10: Undertake the current trends in student's assessment at secondary level.