# M.Ed., FIRST YEAR (2015-16)

## I – THEORY COMPONENTS

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Course Code</th>
<th>COURSES</th>
<th>MARKS</th>
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<tr>
<td></td>
<td></td>
<td>PERSPECTIVE COURSES</td>
<td>Internal</td>
</tr>
<tr>
<td>1.</td>
<td>FPHPE</td>
<td>Historical and Political Economy of Education in India</td>
<td>30</td>
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<td>2.</td>
<td>FPAEP</td>
<td>Advanced Educational Psychology</td>
<td>30</td>
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<td>3.</td>
<td>FPCDD</td>
<td>Curriculum Design and Development</td>
<td>30</td>
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<td></td>
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<td>TOOL COURSE</td>
<td></td>
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<td>4.</td>
<td>FTBER</td>
<td>Basics in Educational Research</td>
<td>30</td>
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<td></td>
<td></td>
<td>TEACHER EDUCATION COURSE</td>
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<td>5.</td>
<td>FTEEL</td>
<td>Teacher Education in India: Elementary Level</td>
<td>30</td>
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<td></td>
<td>SPECIALISATION: CORE COURSE</td>
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<td>6.</td>
<td>FSCSE</td>
<td>Structure, Status and Issues in Secondary Education</td>
<td>30</td>
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<td>SPECIALISATION: THEMATIC COURSE</td>
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<td>(Choose anyone of the following courses)</td>
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<td>7.</td>
<td>FSTEE</td>
<td>Early Childhood Care and Education</td>
<td>30</td>
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<td>8.</td>
<td>FSTWS</td>
<td>Women Studies</td>
<td>30</td>
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<td>9.</td>
<td>FSTET</td>
<td>Advanced Educational Technology</td>
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<td>TOTAL</td>
<td>210</td>
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## M.Ed., FIRST YEAR
### II – PRACTICUM COMPONENTS

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>ACTIVITIES</th>
<th>MARKS</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Field Immersion with Co-operative Schools (2 Weeks):</strong></td>
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<td></td>
<td>(The prospective Teacher Educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare Reflective reports upon the administration, curriculum transaction, mode of evaluation and student – teachers’ curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examinations).</td>
<td>50</td>
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<tr>
<td>2.</td>
<td><strong>Field Visit (2 Weeks):</strong></td>
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<td></td>
<td>The prospective teacher educators shall visit and write reflective reports on anyone of the Teacher Education Institutions that are engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration etc.</td>
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<tr>
<td>3.</td>
<td><strong>Dissertation Preliminary Work:</strong></td>
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<td></td>
<td>Problem identification; tool/instrument selection/ construction; conduct of pilot study related to the title of dissertation of the prospective teacher- educators and the same should be submitted as a record during the Practical Examinations.</td>
<td>75</td>
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<tr>
<td>4.</td>
<td><strong>Communication Skills I: Expository Writing</strong></td>
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<td></td>
<td>The Prospective Teacher – Educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same need to be submitted during the Practical Examination.</td>
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<tr>
<td>5.</td>
<td><strong>Self – Development : Yoga</strong></td>
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<td></td>
<td>The Prospective Teacher – Educators shall demonstrate and conduct five sessions of yoga teaching to practice Yoga by the students of the cooperative schools. Proceeding of these activities has to be recorded and the same has to be submitted on the days of Practical Examinations.</td>
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<td><strong>TOTAL</strong></td>
<td><strong>300</strong></td>
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</table>
## M.Ed., SECOND YEAR (2016-17)

### I – THEORY COMPONENTS

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Course Code</th>
<th>COURSES</th>
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<tr>
<td></td>
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<td>PERSPECTIVE COURSES</td>
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<tr>
<td>1.</td>
<td>SPPSE</td>
<td>Philosophical and Sociological Perspectives in Education</td>
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<td>2.</td>
<td>SPATI</td>
<td>Advanced Techniques of Instruction</td>
<td>30</td>
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<td>TOOL COURSE</td>
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<td>3.</td>
<td>STAER</td>
<td>Advanced Educational Research and Statistics</td>
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<td></td>
<td>TEACHER EDUCATION COURSE</td>
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<td>4.</td>
<td>STESL</td>
<td>Teacher Education in India: Secondary and Higher Secondary Level</td>
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<td>70</td>
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<td>SPECIALISATION: CORE COURSE</td>
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<td>5.</td>
<td>SSCCA</td>
<td>Curriculum, Pedagogy and Assessment at Secondary Level</td>
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<td>SPECIALISATION: THEMATIC COURSE</td>
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<td>(Choose anyone of the following courses)</td>
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<td>6.</td>
<td>SSTED</td>
<td>Education for Differently Abled Learners</td>
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<td>7.</td>
<td>SSTAM</td>
<td>Planning, Administration and Management of Secondary and Higher Secondary Education</td>
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<td>8.</td>
<td>SSTHE</td>
<td>Trends in Indian Higher Education</td>
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<td>TOTAL</td>
<td>180</td>
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### M.Ed., SECOND YEAR

#### II – PRACTICUM COMPONENTS

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

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

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

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

UNIT – I: EDUCATION AND ITS AGENCIES

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

UNIT – II: EDUCATION IN ANCIENT INDIA

UNIT – III: EDUCATION IN MEDIEVAL INDIA


UNIT – IV: EDUCATION UNDER THE EAST INDIA COMPANY


UNIT – V: EDUCATION UNDER THE BRITISH RULE


UNIT – VI: EDUCATION PROVISIONS IN INDIAN CONSTITUTION


UNIT – VII: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA


UNIT – VIII: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

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

UNIT – IX: POLITICAL POLICY OF EDUCATION IN INDIA


UNIT – X: ECONOMICS OF EDUCATION


SUGGESTED ACTIVITIES:

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


M.Ed., Degree Programme

Course Code: FPAEP

ADVANCED EDUCATIONAL PSYCHOLOGY

OBJECTIVES:

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

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

UNIT - I: SCHOOLS AND METHODS OF PSYCHOLOGY


UNIT - II: GROWTH AND DEVELOPMENT


UNIT - III: LEARNING

Learning: Meaning, Definitions and Importance – Theories of Learning: Behavioral Theory: Bandura’s Social Learning Theory - Cognitive Theory: Gagne’s Theory and Bruner’s Theory - Developmental Theory: Vogotsky’s Theory - Constructivist Theory: Kolb’s Theory -
Humanistic Theory: Carl Rogers Theory - Field Theory: Kurt Lewin’s Theory - Information Processing Theory: Donald Norman - Programmed Learning: Principles and Types.

UNIT - IV: MOTIVATION AND SELF – REGULATION


UNIT – V: INTELLIGENCE AND CREATIVITY


UNIT - VI: PERSONALITY


UNIT - VII: ADJUSTMENT

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


UNIT – X: PSYCHOLOGICAL MEASUREMENT


SUGGESTED ACTIVITIES:

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

SUGGESTED READINGS:


M.Ed., Degree Programme  
Course Code: FPCDD

CURRICULUM DESIGN AND DEVELOPMENT

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

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

UNIT - I: THE NATURE OF CURRICULUM


UNIT - II: DETERMINANTS OF CURRICULUM

UNIT - III: CONSIDERATION FOR CURRICULUM PLANNING

UNIT - IV: PROCESS OF CURRICULUM DEVELOPMENT
Phases of Curriculum process: Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience - Vertical and horizontal organization of content and learning experience, and Evaluation

UNIT - V: MODELS OF CURRICULUM DEVELOPMENT

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

UNIT - VII: CURRICULUM IMPLEMENTATION

UNIT - VIII: CURRICULUM TRANSACTION

UNIT - IX: CURRICULUM EVALUATION


UNIT - X: CHANGE AND INNOVATIONS IN CURRICULUM


SUGGESTED ACTIVITIES:

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


M.Ed., Degree Programme

Course Code: FTBER

BASICS IN EDUCATIONAL RESEARCH

OBJECTIVES

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

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

UNIT – I: NATURE OF EDUCATIONAL RESEARCH


UNIT – II: RESEARCH PROPOSAL


UNIT – III: QUANTITATIVE RESEARCH

UNIT – IV: QUALITATIVE RESEARCH

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

UNIT – V: KINDS OF EDUCATIONAL RESEARCH


UNIT – VI: TOOLS OF RESEARCH


UNIT – VII: POPULATION AND SAMPLING


UNIT – VIII: ERRORS IN RESEARCH


UNIT – IX: RESEARCH REPORT

Title Page: Title, Author’s name and Institutional Affiliation, Running Head- Abstract – Introduction: Statement of the Problem, Background/Review of Literature – Purpose and Rationale/ Hypothesis – Design of the Study: Apparatus or Instrumentation, Procedure – Analysis and Interpretation of the data: Tables and figures, Statistical Presentation – Summary, Conclusions and Discussion: Support and
Nonsupport of hypotheses, Practical and Theoretical Implications – Reference Section: Bibliography – Appendix – Author Note.

UNIT – X: AGENCIES IN EDUCATIONAL RESEARCH

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

SUGGESTED ACTIVITIES:

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

SUGGESTED READINGS:


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

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

UNIT-I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT  
Concept of Teaching, Instruction, Indoctrination and Teacher - Teacher and Teacher Education: Ancient Period, Medieval Period (Jainism, Buddhism, Islam) and British Period.  

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

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

UNIT-IV: COMPARATIVE TEACHER EDUCATION - ELEMENTARY LEVEL

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

UNIT-V: ELEMENTARY TEACHER EDUCATION CURRICULUM AND TRANSACTION


UNIT-VI: ORGANISATIONS INVOLVED IN ELEMENTARY TEACHER EDUCATION

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

UNIT-VII: MAJOR ISSUES IN ELEMENTARY TEACHER EDUCATION

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

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

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

UNIT–IX: EVALUATION IN ELEMENTARY TEACHER EDUCATION


UNIT–X: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

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

SUGGESTED ACTIVITIES:

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

SUGGESTED READINGS:


M.Ed., Degree Programme
Course Code: FSCSE

STRUCTURE, STATUS AND ISSUES IN SECONDARY EDUCATION

OBJECTIVES:

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

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

UNIT-I: HISTORICAL PERSPECTIVES OF SECONDARY EDUCATION IN INDIA


UNIT-II: STRUCTURE OF SECONDARY EDUCATION

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

UNIT-III: EXPERIMENTS IN SECONDARY EDUCATION

Public Schools; Multi-Purpose Schools; Junior Technical Schools; Post-Basic Schools; Kendriya Vidyalaya Schools (KVS), Navodaya Vidyalaya Schools (NVS) and Sainik Schools – New Policy Priorities and Programmes in Secondary Education.
UNIT - IV: COMMISSIONS AND COMMITTEES ON SECONDARY EDUCATION


UNIT-V: QUALITY ISSUES IN SECONDARY EDUCATION


Unit-VI: CURRICULUM AT SECONDARY LEVEL


UNIT-VII: TEACHING STRATEGIES AT SECONDARY LEVEL

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

UNIT-VIII: PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION

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

UNIT-IX: VOCATIONALISATION OF EDUCATION AT SECONDARY LEVEL

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

UNIT-X: RESEARCH IN SECONDARY EDUCATION

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

SUGGESTED ACTIVITIES:

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

SUGGESTED READINGS:


Govt. of India. (1986). *National policy on education*. New Delhi: MHRD


M.Ed., Degree Programme

Course Code: FSTEE

EARLY CHILDHOOD CARE AND EDUCATION

OBJECTIVES:

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

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

UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION

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

UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD

Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.
UNIT – III: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION


UNIT – IV: PLANNING PRE-SCHOOL PROGRAMMES


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

33
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


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.

SUGGESTED READINGS


Muralidharan, R. (Ed.) Relating pre-school to primary school. New Delhi: Indian Association of Pre-School Education.


UNESCO. (1979). *New approaches to education of children of pre-school age report of a regional meeting of experts*, Bangkok: UNESCO Regional Office for Education in Asia and Oceania.


M.Ed., Degree Programme
Course Code: FSTWS

WOMEN STUDIES

OBJECTIVES:

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

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

UNIT – I: CONCEPT AND SCOPE OF WOMEN STUDIES

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

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

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

UNIT – III: STATUS OF WOMEN IN INDIA

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

UNIT – IV: WOMEN’S EMPOWERMENT


UNIT – V: WOMEN AND HEALTH


UNIT – VI: FEMINISM

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

UNIT – VII: INITIATIVES FOR WOMEN’S DEVELOPMENT


UNIT – VIII: INDIAN LEGAL FRAMEWORK FOR WOMEN

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

UNIT – IX: WOMEN’S EDUCATION IN INDIA

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

UNIT – X: RESEARCH IN WOMEN STUDIES

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

SUGGESTED ACTIVITIES

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

SUGGESTED READINGS

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


M.Ed., Degree Programme
Subject Code: FSTET

ADVANCED EDUCATIONAL TECHNOLOGY

OBJECTIVES:

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

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

UNIT -1 EDUCATIONAL TECHNOLOGY

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

UNIT- II BEHAVIOURAL TECHNOLOGY


UNIT-III INSTRUCTIONAL TECHNOLOGY

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

UNIT- V TEACHING AIDS
Importance of teaching aids - Classification of teaching aids - Principles of selection - Use of teaching aids.

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

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

UNIT - VIII INTRODUCTION TO E-LEARNING

UNIT- IX INTERACTION ANALYSIS
UNIT –X RECENT TRENDS IN EDUCATIONAL TECHNOLOGY

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

SUGGESTED ACTIVITIES

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

SUGGESTED READINGS


Question Paper Pattern for M.Ed., Degree Examinations

Duration: 3 Hours

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<th>Part</th>
<th>Type of Questions</th>
<th>No. of Questions</th>
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<td>Part - A</td>
<td>Very Short Answer</td>
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<tr>
<td>Part - B</td>
<td>Short Answer</td>
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