



Meston College of Education

(Autonomous)

Royapettah, Chennai - 600014.

M.Ed Syllabus

(First Semester)

AEP – Advanced Educational Psychology

No of Credits : 4

Objectives :

No of Hours : 120

The students will be able to

- a) know the concept of psychology and its methods.
- b) Compare and contrast the functions of different schools of psychology.
- c) underline the different stages of human development based on developmental theories.
- d) understand the concept of learning and transfer of learning and its related theories.
- e) explain the concept of intelligence and its theories.
- f) understand the concept of creativity and its theories with educational implications.
- g) analyse the concept and developmental patterns of personality.
- h) reproduce the theories of personality from different approaches of psychology.
- i) discriminate the different types of mental disorder and its treatment.
- j) understand the concept, importance and models of mental health.

Unit I: Introduction to Psychology and Developmental Psychology

(20 hours)

Psychology: Meaning and Definition – Methods of Psychology: Introspection, Observation, Survey, Case Study and Experimental – Major Schools of Psychology: Structuralism, Behaviourism, Constructivism, Psycho-analysis, Humanistic Psychology and Transpersonal Psychology – Educational Psychology: Definition and Importance – Significance of Educational Psychology to Teachers.

Growth and Development: Concept, Stages and Principles – Developmental Tasks – Theories of Development: Psychosocial Theory: Erikson; Behavioural Theory: Albert and Sears; Cognitive Theory: Kohlberg and Havighurts.

Unit II: Learning and Transfer of Learning

(20 hours)

Learning: Definition, Nature and Importance – Theories of Learning: Behavioural Theory: Bandura's Social Learning Theory; Cognitive Theory: Gange's Theory and Bruner's Theory; Developmental Theory: Vigotsky's Theory; Constructivist Theory: Kolb's Theory; Humanistic Theory: Carl Roger's Theory; Field Theory: Kurt Lewin's Theory and Informational Processing Theory - Transfer of Training: Definition and Types – Theories of Transfer of Training: Thorndike's Theory of Identical Elements, Theory of Generalisation and Theory of Transposition – Role of Teacher in maximizing the Transfer of Learning.

Unit III: Intelligence and Creativity**(20 hours)**

Intelligence: Meaning, Definition and Nature – Theories of Intelligence: Thurstone's Group Factor Theory, Guilford Structure of Intellect, Gardner's Theory of Multiple Intelligence, Sternberg's Triarchic Theory, Burt's Vernon's Hierarchical Theory, Carroll Theory and PASS Theory.

Creativity: Meaning and Definition – Theories of Creativity: Taylor's Level Theory and Componential Theory of Creativity - Models of Creativity: Geneplore and Graham Wall – Creative problem solving: Meaning, Steps and its Educational importance – Programmes and Strategies to enhance creativity among students.

Unit IV: Personality Development and Theoretical Approaches to Personality (20 hours)

Personality: Concept, Definition and Nature – Determinants of Personality: Biological, Social and Cultural Factors – Patterns of Personality Development in Infancy, Childhood and Adolescence – Theories of Personality: The Psychoanalytical Approach: Freud, Jung and Sullivan; The Behavioural Approach: Skinner, Bandura and Rotter; The Humanistic Approach: Roger, Allport and Eysenck – Assessment of Personality – Educational Implications of Theories of Personality.

Unit V: Mental Health and Psychopathology**(20 hours)**

Mental Health: Concept and Importance – Factors contributing Mental Health – Mental Health Model – Prevention Model: Primary, Secondary and Tertiary – Adjustment : Meaning and Definition, Types of Adjustive Behaviour – Mental Health and Adjustive Behaviour of 21st century students – Strategies for Strengthening Mental Health of Teachers and Students.

Introduction to Psychopathology – Concept of Mental Disorders – Disorders in Adolescence: Delirium, Anxiety and Panic Disorders, Personality Disorders, Substance related Disorders, Eating and Sleeping Disorders – Diagnostic Methods and Treatments.

Suggested Practicals: (Students have to undertake any two of the following activities)(20 Hrs.)

- 1) Identify and report the developmental tasks of adolescents.
- 2) Solicit and report examples for the types of transfer of learning from the students' own experience.
- 3) Measure and report the creative ability of the students during your internship
- 4) Differentiate individuals of your class by administering Eysenck's personality Inventory.
- 5) Identify the adolescents with sleeping and eating disorders during your internship and prepare a report.

References:

- 1) Aggarwal, J.C. (2008). Essentials of Educational Psychology (2nd Edition). New Delhi: Vikas Publishing House.
- 2) Baumgartner, J. (2010, June 2) The basics of creative problem solving.
<https://innovationmanagement.se/2010/06/02/the-basics-of-creative-problem-solving-cps>
- 3) Baron, R.A. (2012). Psychology (5th Edition). New Delhi: Pearson Prentice Hall.
- 4) Carson and Butcher (1992). Abnormal Psychology and Modern Life (9th Edition). New York : Harpercollins Publishers Inc.
- 5) Chauhan, S.S. (2007). Advanced Educational Psychology (7th Edition). New Delhi: Vikas Publishing House.
- 6) Dash and Dash (2012). Fundamentals of Educational Psychology. New Delhi: Atlantic Publishers.
- 7) Dececco, J.P. (1977). The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- 8) Dennis. (1973). Psychology and the Teacher. New York: Holt Rinehart and Winston.
- 9) Garrett, H.E. (2007). Great Experiments in Psychology. New Delhi: Surjeet Publications.
- 10) Hurlock, E. (1976). Personality Development. New Delhi: Tata Mc Graw Hill.
- 11) Laura E Berk. (2003). Child Development. New Delhi: Pearson Education.
- 12) Mindtools. (n.d.). Creative Problem Solving.
<https://www.mindtools.com/pages/article/creative-problem-solving.htm>
- 13) Mangal, S.K. (2002). Advanced Educational Psychology. (2nd Edition). New Delhi: Prentice Hall of India.
- 14) Morgan, C.T. King, R.A, Weisz, J.R. and Schopler (2012). Introduction to Psychology (7th Edition). New Delhi : Tata Mc Graw Hill.
- 15) Nirmala, J (2012). Psychology of Learning and Human Development. Hyderabad: Neelkamal Publications Pvt. Ltd.
- 16) Oltmanns and Emery (1995). Abnormal Psychology. New Jersey: Prentice Hall Inc.
- 17) Panday, V.C. (2005). Intelligence and Motivation. New Delhi : ISHA Books
- 18) Sarason and Sarason (2005). Abnormal Psychology: The Problem of Maladaptive Behaviour (11th Edition). New Delhi: Prentice Hall of India.



Meston College of Education

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M.Ed. Syllabus (First Semester)

HPI – HISTORICAL PERSPECTIVES OF INDIAN EDUCATION

No. of Credits: 4

No. of hours: 120

Objectives:

The student-teachers will be able to

- 1) acquire knowledge about the vedic and post vedic period education.
- 2) develop an understanding about the concepts of Buddhist education and education during the Medieval Period.
- 3) identify education under the British rule.
- 4) list out the significance of women education.
- 5) analyse the various problems of education in India.

UNIT – I Ancient Education in India:

(20 Hrs.)

Education in the vedic period : Aims - characteristics - methods - curriculum - Role of teachers - Women's Education - Vocational Education.

Buddhist Education : Objectives - Prominent centres of Education during the Buddhist period - contribution and characteristics of Buddhist education.

Education During Medieval Period : Education during the Mughal period - characteristics of Muslim Education - Aims - Merits - Demerits of Education in the Medieval period.

UNIT–II Education Under British Rule :

(15 Hrs.)

Wood's Despatch (1854) – Hunter's Commission (1882) – Lord Curzon's resolution (1902)
Indian Education Act (1904) – Sadler's Commission (1919) Hartog Committee (1929)
- Wood's – abbot's report (1937) – Wardha Scheme of Education (1937).

UNIT – III Education in the Post Independent Era (20 Hrs.)

UGC commission or Dr. Radhakrishnan commission (1948) – Mudaliar Educational Commission or Secondary Education commission (1952) – Kothari Education Commission (1964) - New NEP (1986) - Right to Education Act (2009).

UNIT – IV Development of Women Education (20 Hrs.)

Women Education : Meaning – Importance – Growth - Aims of women education – problems - Recommendation of various commissions and committees on women education – contributions of women education in National Development – Women Universities in India - Rights of women.

UNIT – V Current Educational Problems in India (25 Hrs.)

Sociological disparity : Increase in population – Poverty – Casteism – Corruption – Unemployment – Under employment - Ethnic and Cultural diversity - Demand versus supply and Brain drain.

Educational disparity : Infrastructure – Shortage of teachers – Unbalanced student - teacher ratio – Unqualified teachers – Faulty educational policies – Technological constraints – Youth unrest – Teacher ethics – Education as an industry.

Resolution to overcome the challenges in education : Quality, Access, Cost, Social and Cultural.

PRACTICALS (20 Hrs.)

(The Student teachers have to undertake any two of the following activities.)

- 1) Write the implication of vedic and post vedic education.
- 2) Prepare a power point on Education under British rule.
- 3) List the drawbacks of the various commissions and committees during the post Independent era - A report.
- 4) Review an article on women empowerment.
- 5) Administer a test related to the problems of the youth. Youth problem inventory by M. Verma.

SUGGESTED REFERENCE BOOKS

1. Aggarwal, J.C. (1999) Development and planning of Modern Education: Vikas Publishing House Pvt. Ltd, New Delhi.
2. Aggarwal, J.C. (1999) Landmarks in the History of Modern Indian Education : (Third Revised Edition), Vikas Publishing House Pvt. Ltd, New Delhi.
3. Aggarwal, J.C. (2010) Development of Education system in India : Shipra Publications, Delhi.
4. Biswa Raajan Purkait, (1991) Milestones in Modern Indian Education : New Central Book Agency, Calcutta.
5. Chaube SP and A Chaube, (1999) Education in Ancient and Medieval India : Vikas Publishing House Pvt. Ltd. New Delhi.
6. Dosh , M.M. (2014) History of Education in India : Dominant Publishers and Distributors Pvt. Ltd. New Delhi, India.
7. Droling Kindersley , (2012) Development of Educational System in India : Pvt. Ltd. New Delhi, 1100017.
8. Philosophical and Sociological Perspectives in Education L Sriram Publishers, Chennai, 2014.
9. Raghunath Safaya, (2000) Development Planning and Problems of Indian Education: Dhanpat Rai Publishing Company (p) Ltd., New Delhi,.
10. Sharma, R.N. (2004) History and Problems of Education in India : Surjeet Publications Delhi.
11. Talawar M.S. and V.A. Benakanal, (2009) Philosophical and Sociological perfections in Education : Centrum Press, New Delhi, India.
12. Yogendra K. Sharma, (2006) History and Problems of Education (Udume-1) : Kanishka Publishers, Distributor, New Delhi.

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M.Ed. Syllabus (First Semester)

EDS – EDUCATION STUDIES

No. of Credits : 4

No. of Hours: 120

Objectives:

The student-teachers will be able to

- 1) understand the nature of education as a discipline in the area of study.
- 2) examine issues related to education as an interdisciplinary knowledge.
- 3) understand the implication of psychology for teaching and learning.
- 4) help the students develop skills for designing and practicing curriculum.
- 5) discuss the emerging dimension of school and teacher education.

UNIT : I Theoretical Perspectives Of Education As A Discipline

(30 Hrs.)

Critical analysis of education as discipline / area of study : -

Critical analysis of concepts, Principles, theories, assumptions and content related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching – learning process etc. and their linkage to pedagogy and practices.

School education : Contemporary challenges.

Procedure of linking:

- Content knowledge with pedagogy knowledge.
- knowledge of school with life outside the school.
- knowledge of school with community knowledge.
- Experimental knowledge with empirical knowledge
- Knowledge on action and reflection on the outcome of action
- Theoretical knowledge and contextual knowledge.
- Universal knowledge and contextual knowledge

Need for developing a vision of school education and teacher education.

- Emerging dimensions of school education and teacher education.

UNIT : II Education As Interdisciplinary Knowledge.

(20 Hrs.)

Interdisciplinary nature of education ; relationship with disciplines / subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad frame work for insightful construction of knowledge. – contribution of science and technology to education and challenges ahead – Axiological issues in education : role of peace and other values, aesthetics in education.

UNIT : III Psychology Of Education: - (10 Hrs.)

Psychology of learning and development – Stake holders as well as pedagogical issues – psychology of Teaching – measurement of learning outcomes – Determinants of holistic Development.

UNIT: IV Curriculum Prospects (15 Hrs.)

Curriculum design for the future – future in education. School, design, Educational Technology design, Humanistic design, Vocational design, Social reconstruction design, De – Schooling design – Curriculum for each design – curriculum developers – required skills and training.

UNIT : V Support System Of Education (25 Hrs.)

Principles and guidelines in organizing the support systems – Department of public instruction, ministry and other government agencies, academic institutes : role involvements, issues related to control and autonomy – complementarily in participation of different stakeholders in school education – role of media, use of technology, NGOs, civil society groups, teacher organization, family and local community – supports to curricular engagement in schools – Monitoring evaluation of schools.

Practicals (20 Hrs.)

Student – teachers are allowed to take any two of the following.

- 1) Presenting a seminar on one of the topics assigned.
- 2) Critical analysis of the existing curriculum at any one level – Primary / Secondary / Higher Secondary.
- 3) Observation of an education programme through media - A report.
- 4) Submitting a report on the measurement of learning outcomes.
- 5) An Institutional Case Study – A report.

References:

1. Cronbach (1990) : Essential of psychological testing.
2. Freud (1989) : Introductory lectures of on psycho analysis.
3. Leslin, C.B, Pollock, J & Reigeluth, C.M (1992) : Instructional Design strategies and tactics, Englewood Chiffs, N.J : Education Technology Publications.
4. Mukherjee, S.N. (1955) : History of Education in India : Baroda : Acharya Book Depot.
5. Mukhejee (1964) : Education in India, today and Tomorrow. Baroda : Acharya Book Depot.
6. Singh, B.P. (1990) : Aims of Education in India, New Delhi : Ajanta Publications.
7. Valentive (1951) : Psychology and its bearing on Education.
8. Watson (1919) : Psychology from the stand point of a behaviourist.



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M.Ed. Syllabus (First Semester)

IRM - INTRODUCTION TO RESEARCH METHODOLOGY

No. of Credits: 4

No. of Hours: 120

Objectives:

The student-teachers will be able to

- know the importance of research in education.
- get acquainted with the various sources of research problems.
- become familiar with the different types of research methods.
- understand the different sampling techniques.
- develop an insight into the various types of hypotheses.

UNIT: I **Research – An Introduction** **(15 Hrs.)**

Meaning of Research – Characteristics of Research – Meaning of Educational Research – Need and Scope of Educational Research – Types of Research – Basic or Fundamental or Pure Research, Applied Research and Action Research - Problems faced in Educational Research – Steps in Research Process – Ethics in Research

UNIT: II **Selection Of Research Problem** **(15 Hrs.)**

Meaning of Research Problem - Sources of various Research Problems -Selection of a Research Problem – Stating the Research Problem – Limitations and Delimitations of a Research Problem

UNIT : III **Research Methods** **(30 Hrs.)**

Purpose of Historical Research – Major Steps in Historical Research – Primary and Secondary Sources of Data – Evaluation of Historical Data – Internal and External Criticism – Historical Report writing.

Purpose of Normative studies – Major steps in Descriptive studies – Limitations of Descriptive studies – Different Kinds of Survey

Definition of Experimental Research – Nature of Variables – Major steps in Experimental Method.

Definition of Genetic Research – Purpose of Genetic Research – Types of Genetic Research.

Meaning of Casual-Comparative method – Procedure of Casual-Comparative Method. Correlation Method – Steps in Correlation Method – Uses of Correlation Method.

UNIT : IV Sampling Techniques (25 Hrs.)

Meaning of Sample –Importance of Sampling –Characteristics of a good sample – Sampling Process - Disadvantages of Sampling.

Sampling Techniques – Probability based techniques – Simple random, Stratified, Systematic, Double, Multiple and Cluster.

Non Probability based techniques – Judgment, Incidental, Quota and Convenience

UNIT : V Formulation Of Hypothesis (15 Hrs.)

Definition of Hypothesis – Sources of Hypothesis – Importance of Hypothesis – Characteristics of Hypothesis – Types of Hypotheses

Suggested Practicals: (Students have to undertake any TWO of the following activities)

(20 Hrs.)

1. Prepare an action research report.
2. Select at least five research problems in educational research.
3. Conduct an experimental research and submit its report.
4. Select a sample using the simple random technique.
5. Formulate the various types of hypotheses for any research problem.

References:

- 1) Agarwal, L.P. (2008). Modern Educational Research. New Delhi: Dominant Publishers and Distributors.
- 2) Best, J.W., & Kahn, J.V. (2006). Research in Education (Tenth Edition). New Jersey: Prentice Hall.
- 3) Borg, R.W., & Gall, M.D. (1983). Educational Research An Introduction. New York: Longman.
- 4) Keeves, J.P. (1988). Educational Research Methodology and Measurement: An International Handbook. New York: Pergamon Press.
- 5) Kothari, C. R. (2007). Research Methodology Methods and Techniques (Revised Second Edition). New Delhi: New Age International.
- 6) Mc Burney, D.H. (2003). Research Methods (Fifth Edition). New York: Thomas Asia.
- 7) Paneerselvam, R. (2009). Research Methodology. New Delhi: PHI Learning Publishers.
- 8) Singh, S.K. (1985). Methodology of Research in Education. New Delhi: Sterling Publishers.
- 9) Sothi Shivendra Chandra, Rajendra K. Sharma. (2007) Research in Education. New Delhi: Atlantic Publishers and Distributors.



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M.Ed. Syllabus (First Semester)

CEW – COMMUNICATION SKILLS AND EXPOSITORY WRITING

No. of Credits: 2

No. of Hours: 60

Objectives:

The student-teachers will be able to

- provide opportunities to learners to practice their communicative skills to become proficient users of English.
- examine the influence of climate on communication.
- acquire the impact of leadership skills.
- acquire the Discourse skills.
- communicate effectively.

UNIT : I Pedagogy of Communication

(20 Hrs.)

Concept of communication skills – Significance of communication skills as a tool for professional growth – Inter- personal communication skills – Principles of persuasive and argumentative communication.

Activity:

- Theoretical Background of Communication Skills.
- Prepare a chart on effect of different formats on communication.

Task:

Debate on- "Is Communication for teachers, persuasive or argumentative?"

UNIT : II Effective Communication

(20 Hrs.)

Inspiring Speeches - Listening to telephonic conversations – Conversation practice – Interview – Group Discussion – Introducing oneself and others – Role play – Debate – Presentation – Panel discussion.

Activity:

- Promoting an abstract idea through public speaking.
- Task based strategies like drawing the attention of the audience to the product, and convincing them about its value.
- Students can start with tangible object and then move to excerpts, articles and original work.

Task:

- Phase 1- Guidelines and Orientation have to be introduced.
 Phase 2- Students have to discuss the topics and design the presentation.
 Phase 3- Presentation of the topic.

UNIT : III Expository Writing Skills**(20 Hrs.)**

Concept of Expository Writing – Types of Expository Writing – Structure and process of Expository Writing.

Activity

- Workshop on Expository Writing.
- Power point presentation in the workshop on the topics which include articles, biographical writing or extracts from popular non-fiction writing, with theme that are drawn from the subject areas of the student teachers (Science, Mathematics, History, Geography, literature/ language)

Task:

Write a review or a summary of a text, with comments and opinions.

References:

1. Barker, A, (2006) Improve Your Communication Skills. New Delhi: Kogan Page India Pvt. Ltd.,
2. Cooper, P., Simonds, C, (1999) "Communication for Classroom teacher" Allyn & Bacon.
3. Expository Writing-http://web.gccaz.edu/~mdinchak/ENG101/expository_writing.html
4. John Seely, (2004) The Oxford Guide to Writing and Speaking. New Delhi: Oxford University Press,
5. Naterop, Jean & Rod Revell, (1987) Telephoning in English. Cambridge University Press,
6. PublicSpeaking<http://www.pta.org/files/Advocacy%20Training/Public%20Speaking%20Module.pdf>.
7. Ramesh, Gopalswamy and Mahadevan Ramesh, (2010) The ACE of Soft Skills. New Delhi: Pearson.



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M.Ed. Syllabus (First Semester)

SHL - SELF DEVELOPMENT FOR HEALTHY LIFESTYLE

No. of Credits: 2

No. of Hours: 60

Objectives:

The student-teachers will be able to

- a) understand the need and importance of physical education.
- b) develop the interest, knowledge and attitudes with regard to physical activities.
- c) develop an awareness of the human body.
- d) understanding the relationship between health and fitness.
- e) develop health consciousness among students and in the community.

Unit : I Healthy Lifestyle (10 Hrs.)

Meaning- Definition- Aims & Objectives of Health Education-Role of Health Education Programme on Community Health Promotion (Individual, Family and Society)-Components of healthy lifestyle-Factors influencing Healthy lifestyle

Unit: II Development Of Physical Fitness & Wellness (10 Hrs.)

Meaning & Importance of Physical Fitness & Wellness-Components of Physical Fitness & Wellness -Factors Affecting Physical Fitness & Wellness -Principles of Physical Fitness Development-Means of Fitness Development: Aerobic, Sports & Recreational Activities.

Unit: III Good Postures (10 Hrs.)

Concept of Correct Postures - Standing and Sitting - Advantages of Correct Posture - Causes of bad posture - Common Postural Deformities - Knock Knee, Flat Foot, Round Shoulders, Lordosis, Kyphosis - Bow Legs and Scolioses Physical Activities as Corrective Measures.

Practice based on the theoretical concepts

(30 Hrs.)

General orientation on

1. Practical aspects of exercise and training.
2. Practice for assessment on health related physical fitness.
3. Discussions and seminars on healthy life style.
4. Assignments and records on relevant topics.

References

1. Chaturvedi, B.K. Rules and Skills of Games and Sports ; Goodwill Publications, New Delhi.
2. Dash, B.N. (2013) Health and Physical Education ; Neelkamal publications, New Delhi.
3. Lakshmi, C. (2010) Physical and Health Education ; Sri Ghomathee Publications, Chennai.
4. Manjeet Kaur & Dr.R.C.Sharma, Health and Physical Education ; Tendon Publications, Ludhiana.
5. Rai, B.C. (2000) Health Education and Hygiene; Prakashan Kendra, Lucknow.
6. Soti Shivendra (2009) Health Education and Physical Education; Surjeet publications, Delhi.



Meston College of Education

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M.Ed. Syllabus (Second Semester)

PPI - POLITICAL PERSPECTIVES OF INDIAN EDUCATION

No. of Credits: 4

No. of hours: 120 Hrs.

Objectives:

The Students are able to

- a) identify the factors related to Education and Indian constitution.
- b) analyse the issues related to human right commission.
- c) explain the role and importance of education in Indian education.
- d) apply the role and importance of education in promoting nationalism and national integration.
- e) understand about higher education and challenges of higher education in India.

UNIT – I Education and the Indian Constitution

(15 Hrs.)

Preamble of the Constitution – Division of Power : Central list, State list and Concurrent list, Fundamental rights and Education – Directive principles and Education – Constitutional Amendments on Education – Right to Education Act (2009).

UNIT – II Human Rights Education

(25 Hrs.)

Concept of Human rights - Human rights through ages - Fundamental rights under part III and part IV - Human rights convention - Historical perspectives - Importance of Human rights education - Human right education in India - Meaning principles and Need for Human rights education - Different levels of Human rights education - Objectives for teacher education in Human rights - Universal declaration of Human rights.

UNIT – III Democracy in India

(25 Hrs.)

Fundamentals of democracy - Various aspects of Indian democracy - Place of education in Indian democracy, significance of Education with context of Indian democracy - significance of value of education for Democracy in India - Constitutional provisions regarding education under Indian democracy.

UNIT – IV Education for Nationalism and National Integration. (10 Hrs.)

Nationalism - Concept – Meaning – Education and Nationalism; National Integration: concept – Meaning – Factors affecting National Integration – Education and National Integration.

UNIT – V Challenges in Higher Education (25 Hrs.)

Higher Education : Introduction – Impact of globalization on higher education – Privatization of higher education – Use of Technology in higher education – Accountability in higher education – Access and equity in higher education – challenges in higher education of India.

Suggested Practicals : (20 Hrs.)

The Students have to undertake any two of the following activities :

- 1) Listing the fundamental rights and submitting the report.
- 2) Group discussion on the components of human rights and submit a group report.
- 3) "Democracy in India" – Comment on it and submit a write up.
- 4) Listing the report on relating education with national integration.
- 5) Submit a report on the developmental activities of any one of the Indian institutions of higher learning.

Suggested reference books:

1. Chander Pal Singh; (2013). Higher Education and Development. Global Publications, New Delhi.
2. Chandra, S.S., etal (2008). Indian education development problems, issues and trends, Meerut : R.Lal book depot.
3. Lal and Suiha (2011). Development of Indian Education and its problems.
4. Pallavi Maitra; (2007). Higher Education and Global Challenges. Saurabh Publishing House, Delhi.
5. Sharma, R.S., (2006). Philosophical and Sociological Foundations of Education, Neel Kamal Publications. New Delhi ; Sharma, R.S. (2006). Philosophical and sociological foundation of education published by excellent books.
6. Shukla, K.K. etal (2011). Development of Education system in India Meerut : R. Lal book Depot.
7. Talawar., M.S and Benakanal, V.A., (2009). Philosophical and sociological perspectives in education. Centrum Press publishers. New Delhi.
8. Prof. K. Viyyanna Rao; (2014) Higher Education in India. Issues of Concern. S.K.Book Agency, New Delhi.



Meston College of Education

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M.Ed. Syllabus (Second Semester)

SPI - SOCIOLOGICAL PERSPECTIVES OF INDIAN EDUCATION

No. Of Credits: 4

No. of hours: 120 Hrs.

Objectives:

The students are able to

- a) be familiar with sociological inquiry
- b) trace the theoretical perspectives of sociological education
- c) develop appreciation of education as a means of social transformation
- d) reflect upon the Institutionalization in which educational processes taking place
- e) critically examine the social issues in the context of education and society

Unit: I Education in the Social Context (25 hrs.)

Meaning and Definition of Educational sociology - Dynamic relationship of education with society - Social purposiveness of education – Understanding the nature of contemporary Indian society – Process of socialization and acculturation - Education as Pre-requisite for the building of a socialistic pattern of society - A critical analysis of the impact of education in Modernizing Indian society

Unit: II Theoretical Approaches to Sociology of Education (10 hrs.)

Functionalism - Conflict Theory – Interactionism - Ritzer's Integrative (micro-macro) theory of Social Analysis.

Unit: III Education for Social Transformation (25 hrs.)

Education as a process of social control and social change - Social change in India: Education in accelerating social change, Education of the weaker sections of the community - Adult Education – Population education - Environmental education – Inclusive education - The Educational Demands of India for social transformation

Unit: IV Institutionalization and Education (15 hrs.)

Concept of Institutionalization - Types of Social Institutions and their Functions - Dimensions of Education as a Social Institution: Structure, Function and Culture - Education as a Social Institution and Distributive Justice.

Unit: V Current Issues in the Context of Indian Education and Society (25 hrs.)

Keeping pace with educational change and social change - Politicization of education: political control and interference in institutional administration; need and possibilities of autonomy of education. Education and the goal of secularism - equality of educational opportunities - Protection of human rights, environmental issues, eco-pedagogy and energy management.

Suggested Practicals : (20 hrs.)

Students have to undertake any two of the following activities :

1. Conduct a survey on violations of child rights in your neighbourhood schools
2. Investigate the impact of population growth on the various aspects of human life
3. Prepare an oral presentation on a given topic.
4. Analysis of recent research trends in education and society
5. Report on social awareness among students

Suggested Reference Books :

1. Brookner, W.B. and Gottlieb, D. (1964) A Sociology of Education (2 Ed.). New York: American Book Company .Donald, A. and et. al. (1967). On Education – Sociological Perspectives. John Wiley and Sons Inc.Shukla, S. (1963). The Context of Education in Developing Societies. Delhi: C.I.E.
2. Thirtha, T. (1974). Education and Society. Bangalore :Centre for Educational Sociology.
3. Ruhela, S.P. (1969). Social determinants of Educability in India. New Delhi : Jain Brothers Publishers.
4. Donald, A. and et. al. (1967). On Education – Sociological Perspectives. John Wiley and Sons Inc.
5. Bhattacharya, and Srinivas. (1962). Society and Education. Calcutta: Academic Publishers.
6. Hunt,M.P. (1973) Foundation of Education Social and Cultural Perspectives. New York: Halt, Rinehart and Winston..
7. Mujibul Hasan Siddiqui (2009) Philosophical and Sociological Perspectives in Education. New Delhi: A.P.H Publishing Corporation.Singh, Y. K. (2009) Sociological Foundation of Education. New Delhi: A.P.H Publishing Corporation.



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**M.Ed., Syllabus
(Second Semester)**

CUS - CURRICULUM STUDIES

No. of Credits: 4

No. of. Hours: 120 Hrs.

Objectives:

The students are able to

- a) understand the trends in curriculum planning.
- b) describe the various models of curriculum design and its impact on developing curriculum.
- c) apply the significance of resources for instruction.
- d) explain the various approaches to curriculum development.
- e) analyse curriculum evaluation.

UNIT I . Curriculum Planning (25 Hrs.)

Nature of discipline and curriculum planning – considerations in curriculum planning : developmental – social – economic – environmental – institutional and teacher - related considerations – Trends in curriculum : Curricula in the twentieth century – liberal education – global education – interdisciplinary content – secularism and education – psychology and curriculum.

Future trends in curriculum: Information explosion and communication technology – new jobs – bottom-up-model.

UNIT II. Curriculum Designing (20 Hrs.)

Factors that influence curriculum design : political, social, economic, technological and environmental – Models of curriculum design : the objectives model, the process model, the Tyler's model, Wheeler's model, and Kerr's model – developing curriculum design for the future : Cyber age, liberal outlook, economic liberalization, privatization, globalization, secularization - communication explosion - balancing materialism and spiritualism.

UNIT III. Instructional Resources For Curriculum (15 Hrs.)

Resources – definition – resource centres in educational institutions – types of resources in a resource centre – Print based resources and non-print based resources – role of teacher, learner and technical staff in a resource centre – other resources for instruction in an educational setting.

UNIT IV. Curriculum Development (20 Hrs.)

Approaches to curriculum development : major categories of curriculum approach – subject centered approach – broad fields approach – social problems approach – learner centered approach – issues related to curriculum approaches – process of curriculum development – role of teachers in curriculum development – challenges in curriculum development

UNIT V. Curriculum Evaluation (20 Hrs.)

The concept of curriculum evaluation – need – importance – sources of curriculum evaluation – aspects of curriculum evaluation – methods of curriculum evaluation – restructuring curriculum.

Suggested Practicals :

(20 Hrs.)

Students have to undertake any two of the following activities :

1. Future Trends in Curriculum – A Presentation.
2. Factors that influence Curriculum Design – A Report
3. Planning of instructional resource centre in a college of Education – Group Discussion
4. Campus Improvement Plan – A Write Up
5. Curriculum Frame work of the B.Ed two year programme in TamilNadu – A Critical Review

Suggested Reference Books :

1. Aggarwal J.C. (2000), Handbook of curriculum and instruction. Delhi: Doaba Book House.
2. Bhatt B.D. (2012). Curriculum reform, change and continuity. New Delhi: Kanishka Publishers and Distributors.
3. Dash B.N. (2010). Curriculum Planning Development. New Delhi: Wisdom Press.
4. Janardan Prasad and Vijayakumari Kaushik. (2013) Advanced Curriculum Construction. New Delhi: Kanishka Publishers and Distributors.
5. Kokila and Thangasamy S. (2006), Instructional Technology and Curriculum Development. New Delhi: Neelkamal Publications pvt.ltd, Educational Publishers.
6. Maitreya Balsara, (2014). Principles of curriculum and reconstruction. New Delhi: Kanishka Publishers and Distributors.
7. Marlow Ediger and Digumarti Bhaskara Rao, (2007). Curriculum of school subject. New Delhi: Discovery Publishing House.
8. Poornima Jain, (2012). Curriculum and Teaching. New Delhi: Kanishka Publishers and Distributors.
9. Satpal Swami and Sumithra Swami, (2013). Curriculum Technology and Learning. New Delhi: Black Prints India. INC
10. Shaivastava K.K. (2013), Instructional Methods and Curriculum in Social Studies. New Delhi: Kanishka Publishers and Distributors.
11. Usha Grover, Himanshu Das and Mahesh Chaudhari (2009). Curriculum Strategies. New Delhi: Kanishka Publishers and Distributors.
12. Vinay Rao, (2009). Curriculum Development. New Delhi: Saurabh Publishing House.



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M.Ed. Syllabus
(Second Semester)

TE I - TEACHER EDUCATION- Part I

No. of Credits: 4

No. of Hours: 120 Hrs.

Objectives:

The students are able to

- critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher education.
- understand the roles and responsibilities of teachers and teacher educators.
- gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- apply the various models and approaches in teaching.
- analyse the various assessment procedures used in teacher education.

Unit: I Teacher Education system in India (20 Hrs.)

Types of Teacher Education Institutions - Levels of teacher preparation – Elementary and Secondary - Preparation of Teachers for specific areas: Work education and Vocational education, Art education - Recognition, assessment and accreditation of Teacher education Institutions: Role of NCTE & NAAC - TQM in Teacher Education: concept.

Unit: II Teacher Educators (20 Hrs.)

Teacher educator - meaning, Role and responsibilities. Preparation of teacher educators - Continuing education of teacher educators: Institutional mechanism and provisions for continuing education of teacher educators.

Unit: III Teachers and Teaching Profession (20 Hrs.)

Teachers in India: Changing roles and responsibilities of teachers - Concept of Profession; Teaching as Profession - Service conditions of school teachers - Professional ethics for teachers - Social status of teachers; International Labour Organisation (ILO) version of the status of teachers -Teacher Appraisal and Accountability.

Unit: IV Teaching Models and approaches (20 Hrs.)

Concept and nature of teaching – Micro teaching – Simulated teaching - Reflective teaching: concept and strategies for making teachers as reflective practitioners - Models of Teaching: Concept Attainment; Inquiry training; Advance Organiser model, Inductive teaching model - Approaches to Teaching-learning: Behaviouristic approach, Systems approach; Cognitivist approach, Constructivist approach.

Unit : V Assessment and Teacher Education (20 Hrs.)

Need for entrance test for teacher education programme, Oral interview, Interview schedule, Achievement test, Interest, Attitude and Aptitude tests.

Suggested Practicals : (20 Hrs.)

The Students have to undertake any two of the following activities :

1. Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions – submit a report.
2. Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain their roles and responsibilities – a report submission.
3. Prepare a report based on Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain the strategies they use for their professional development.
4. Preparation of a plan based on any model of teaching to teach any topic/concept included in the curriculum.
Compare any two models of teaching in both CBSE and State Board schools

Suggested Reference books :

1. Caggart, G.L (2005): Promoting Reflective Thinking in Teachers, Crowin Press.
2. Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
3. Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
4. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
5. Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
6. Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
7. Ram, S. (1999): Current Issues in Teacher Education. Sarup & sons Publications, New Delhi.
8. Schon, D. (1987): Educating the Reflective Practioner; Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
9. Mohit Chakrabarti (2014) Teacher Education Modern Trends. New Delhi : Kanishka Publishers.
10. Janardan Prasad (2013) Principles and Practices of Teacher Education. New Delhi: Kanishka publishers.
11. Shashi Prabha Sharma (2004) Teacher Education: Principles, Theories and Practices. New Delhi: Kanishka publishers.



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M.Ed. Syllabus (Third Semester)

SED – SPECIAL EDUCATION IN THE CONTEXT OF INCREASING DIVERSITY

No. of Credits: 4

No. of. Hours: 120

Objectives:

The students will be able to

- understand the concept, meaning and significance of special education.
- acquire knowledge of the various disabilities.
- identify the children with diverse needs.
- analyse the different therapeutic techniques – (Speech Therapy, Occupational Therapy and Physiotherapy)
- apply the behavior modification techniques.

Unit I : Introduction to Special Education

(10 Hrs.)

Special Education: Concept, Meaning, Aims of special education – Significance, Historical perspective – Shifting models of disability.

Unit II: Nature of Disabilities

(25 Hrs.)

Mentally Challenged: Definition, Causes and Prevention, Characteristics and Intervention programmes.

Visually Challenged: Characteristics, Degree of impairment, Causes, Prevention and Educational programmes.

Hearing Challenged: Characteristics, Degree of impairment, Causes, Prevention and Educational programmes.

Orthopedically Challenged: Characteristics, types and Educational Programmes.

Unit III: Children with Diverse Needs

(25 Hrs.)

Gifted Children: Definition, Characteristics, Identification, Specialized education programmes.

Learning Disability: Characteristics, Types of learning disabilities, Identification and educational programmes, Slow Learners: Definition, Characteristics, Identification and Special remedial programmes.

Creative Children: Identification, Characteristics and Educational programmes.

Unit IV: Therapy in Special Education**(20 Hrs.)**

Speech Therapy: causes of speech defects – identification – types - teaching for speech correction.

Occupational Therapy: definition – rehabilitation and habilitation concepts - training for vocation – types of vocational education.

Physio Therapy: definition – types – uses and application.

Unit V: Behaviour Modification Techniques and Parental Involvement**(20 Hrs.)**

Concept of Behaviour Modification – Task analysis – Behaviour modification Techniques for various problems and skill behaviours.

Parental Involvement: Types of parental involvement – Overcoming barriers - home and school collaboration – Professionals to build home and school collaboration.

Suggested Practicals: (Students have to undertake any TWO of the following activities)**(20 Hrs.)**

1. Prepare a Multi Media Presentation on Historical Perspectives of Special education.
2. Visit a Special School and present a report.
3. Group discussion on topics related to diverse needs of children – A report.
4. Identify and prepare a report on the use of any one therapy in special Education
5. Identify a problem behavior of a student using the task analysis and ways to rectify it through behaviour modification techniques – A report.

Suggested Referenced Books:

- 1) Alice Rajkumari et al. (2004). Special Education Discovery Publications.
- 2) Chintamanikar. (2007). Exceptional Children – Their Psychology and Education. New Delhi: Sterling Publications.
- 3) Dena Gardiner, M. (2005). The Principles of Exercise Therapy (4th Edition). CBS Publications.
- 4) Dhawar, M. L. (2006). Learners with Special Needs. New Delhi: Isha Publications.
- 5) Hallahan D.P. and Kauffman MJ. (1991) Exceptional children: Introduction to Special Education, Fifth Edition, Prentice – Hall, Inc, New Jersey.
- 6) Keeves, J.P. (1988). Educational Research Methodology and Measurement: An International Handbook. New York: Pergamon Press.
- 7) Meenakumari. (2009). Education for the Children with Special Needs. New Delhi: Centrum Press.
- 8) Nirmala Thapar. (2013). Special Education. A Practical Approach to Educating Disables. New Delhi: Saurabh Publishing House.
- 9) Panda, U.N. (2007). Essentials of Physiotherapy. New Delhi: Jaypee, Brothers Medical publishers.
- 10) Pat Talbot et al. (2010). Key Concepts in Learning Disabilities. New Delhi: Saga Publications.
- 11) Reeta Peshawaria and Venkatesan S (1992) Behavioural approach in teaching mentally retarded children, A manual for teachers, Farah Printers, NIMH, Secunderabad.
- 12) Sadhanoor et al. (2006). Fundamentals of speech & Speech Teaching. DSE Manual. Agra: Kanishka Publications.



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M.Ed. Syllabus (Third Semester)

ICT – INFORMATION AND COMMUNICATION TECHNOLOGY

No. of Credits: 4

No. of Hours: 120 Hrs.

Objectives:

The students are able to

- identify approaches for the usage of computers in Education.
- explain the role and uses of various technologies in teaching –learning situations.
- develop the skill of using computer in evaluation.
- apply e-sources for carrying out Educational Research.
- assess the effectiveness of virtual classroom environment in the context of open and distance education.

Unit I : ICT Mediated Education

(20 Hrs.)

ICT: Concept, Objectives, Need, Importance, Scope, Characteristics, Significance of ICT in Education. Approaches to the use of computers in Education: CBT, CML and CAI – Computer Assisted Instruction: Functions, Modes, Advantages, and Limitations – Problems related to the use of CAI approach – Steps involved in development of CAI package.

Unit II : ICT enriched Learning Experiences

(20 Hrs.)

E – Learning: Concept, tools, Advantages and Disadvantages – Networking (LAN, WAN, MAN, WLAN) – Benefits of Internet and Intranet – Online Learning - Collaborative Learning - Web Based Learning – Technology Aided Learning – Project Based Learning – Digital Library – Teleconferencing (Audio, Video & Computer conferencing).

Unit III : ICT for Evaluation

(20 Hrs.)

Computerized Evaluation: Purposes , Applications: CCE, Test Construction and Administration (CAT & CCT), Question Banking, Item Analysis, Test scoring procedures, Reporting Examination Results, Maintenance of cumulative record.

Unit IV : ICT for Educational Research:

(20 Hrs.)

E – Source for problem Identification, Review, methodology, tool simulation – Descriptive and Inferential statistical analysis using MS-Excel - Use of computers in Data processing, word processing and Graphical processing – Introduction to SPSS applications in Educational Research.

Unit V : ICT in Open and Distance Education**(20 Hrs.)**

Open and Distance Education: Conceptual framework – Innovations in Distance Education: Open Universities, Virtual Classrooms, Audio – Video technology (Interactive Broadcasting, Tele text and video text), computer technology (virtual reality, Videodisc, E-mail) Telecommunications: Communication Satellite, telephone and Fax - VSAT – Role of EDUSAT.

Suggested Practicals : (The Students have to undertake any two of the following activities)

(20 Hrs.)

1. Report on the effectiveness of ICT in teaching – learning process.
2. Prepare the various type of graphs using ICT.
3. Debate on the usage of Internet among learners.
4. Develop a CAI package on a particular unit with answer key using computers.
5. Prepare a computerized question Bank with Answer Key.

Suggested Reference books :

1. Aggarwal, J.C. (2000). Innovations in Educational Technology. New Delhi : Vikas Publishing House.
2. Arulsamy, S., Sivakumar, P. (2009). Application of ICT in Education. New Delhi : Neelkamal Publications Pvt. Ltd.
3. Balakumar, A. (2016). Information and communication Technology in Education, Chennai : Polymath Press.
4. Bharihok, Do (2000). Fundamentals of Information Technology, New Delhi: Pentagon Press.
5. Chitrasen. (2006). Information Technology in in modern Education, New Delhi : Alfa Publications.
6. Chitrasen. (2006). Role of Computer and Internet in Modern Education, New Delhi: Alfa Publications.
7. Khagendra Prasad. (2009). Information and communication Technology in Education, New Delhi: Centrum Press.
8. Pandey, V.C. (2007). Framework for ICTs and Teacher Education, Delhi: Isha Books.
9. Sharma, V.K. (2005). Information Technology in Education, New Delhi: Global Publications.
10. Shukla, Sathish, S. (2005). Basics of Information Technology for Teacher Trainees, Ahmedabad: Varishan Prakashan.



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M.Ed. Syllabus (Third Semester)

SHE - SECONDARY AND HIGHER SECONDARY EDUCATION: ISSUES AND TRENDS

No. of Credits: 4

No. of Hours: 120 Hrs.

Objectives:

The students are able to

- acquire basic knowledge of SE & HSE.
- analyse the problems and challenges of SE & HSE .
- identify the strategies and Initiatives in quality enhancement of SE & HSE.
- apply the trends in Assessment and Evaluation at the SE & HSE level.
- comprehend various areas of research in SE & HSE.

Unit I : Introduction to SE and HSE

(20 Hrs.)

Secondary and Higher Secondary Education (SE & HSE): Concept, Meaning, Objectives, Need and significance – Exposure to integrated and subject specific stream - Problems of secondary and higher secondary schools - Counseling strategies to meet the Physiological and Sociological changes – Parent Teachers Association (PTA) in SE &HSE.

Unit II : Challenges in SE & HSE

(20 Hrs.)

Challenges and Strategies in relation to access, enrolment, dropout, achievement, Education for Girls – Issues and quality in SE & HSE, Management system, Department of Education, Directorate, Inspectorate and Private Agencies.

Unit III : Strategies and Initiatives in Quality Enhancement

(20 Hrs.)

Aims and goals in providing strategies and Initiatives in Quality enhancement, pre service and In-service of teachers - NCERT and SCERT: Role in enhancing quality education - SAAC – Role and functions in providing quality education at SE & HSE.

Unit IV : Trends in Assessment and Evaluation

(20 Hrs.)

Assessment : Assessment of teaching proficiency – Criteria, tools and techniques – organization and regulations of internal assessment in Pre-service Teacher Education (PSTE) : Preparation of guidelines and schemes for internal assessment.

Evaluation : Continuous and Comprehensive Evaluation (CCE): Formative and Summative evaluation – Norm-referenced and Criterion referenced evaluation – Evaluation of school experiences and Internship programmes.

Unit V : Research in SE & HSE**(20 Hrs.)**

Need for research in SE &HSE – Present Innovative research in the teaching and learning process at SE & HSE: Blend of ICT, Competency Based Teaching, Project based learning and Scenario based learning.

Suggested Practicals : (Students have to undertake any two of the following activities) **(20 Hrs.)**

1. Prepare a report on problems of secondary and higher secondary schools prevalent today.
2. Debate on Issues and quality in SE & HSE - Report.
3. Discuss the role of NCERT and SCERT in enhancing quality education – submit a write up.
4. Prepare a report on CCE.
5. Collect the research abstracts based on present innovative research in SE & HSE.

Suggested Reference books :

1. Glasser, W. (1990). The quality school: Managing students without coercion. New York: Perennial library.
2. Kochhar. S.K. (2002). New Delhi: "Secondary School Administration", Sterling Publishers private limited.
3. Linda Darling, Haarmmond and John Bransford (2005) : Preparing teachers for a changing world.
4. Nanda, S.K. (2003). Ludhiana. "Indian Education and its problems today". Kalyani Publishers.
5. NCTE (2009). National Curriculum framework for Teacher Education, new Delhi.



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M.Ed. Syllabus (Third Semester)

ARMS - ADVANCED RESEARCH METHDODOLOGY AND STATISTICS

No. of Credits: 4

No. of. Hours: 120

Objectives:

The students will be able to

- a) know the various research tools and scales available for doing educational research .
- b) draft the research proposal and reporting.
- c) apply various descriptive measures in statistics.
- d) compute the data from various tests in inferential statistics.
- e) analyse the different types of errors in research.

Unit I : Research Tools and Scales

(20 Hrs)

Meaning of Research Tool - Classification of Research Tool: Questionnaire, Interview, Observation, Check List, Attitude Scale, Rating Scale, Sociometry and Psychological test - Criteria for selection of tools - Factors related to the construction of tools.

Measurement: Meaning, Types of scale: Nominal, Ordinal, Interval and Ratio Scale.

Unit II: Research Proposal and Reporting

(20 Hrs)

Research Proposal: Meaning and Need – Outline of a Research Proposal

Outline of a Research Report (APA Format) – Preliminary Section – Main body of the Report – Reference Section – Webliography – Format of Synopsis and Abstract

Unit III : Descriptive Measures

(20 Hrs)

Measures of Central Tendency (Mean, Median and Mode) – Calculation, Interpretation and Application.

Measures of Dispersion (Range, Mean Deviation, Quartile Deviation and Standard Deviation) - Calculation, Interpretation and Application.

Raw score and Z score – Calculation, Interpretation and Application.

Unit IV: Inferential Statistics**(30 Hrs)**

Normal distribution: Properties, Skewness, Kurtosis and Application – Testing of difference between two means: tests for small and large sample.

Tests for Analysis of Data: t-Test, Critical Ratio, Variance, Co-variance, ANOVA, Chi-square Test and Correlation.

Unit V: Errors in Research**(10 Hrs)**

Types of errors: Hypothetical, Theoretical, Methodological, Sampling, Measurement, Statistical, Interpretation, Inferential and Reporting.

Suggested Practicals: (Students have to undertake any TWO of the following activities)

(20 Hrs)

1. Select an online research tool, test your performance and submit the report.
2. Prepare a research proposal (APA format) for any research problem.
3. Calculate various measures of central tendency and dispersion of your own set of data.
4. Compute Pearson's product moment coefficient of correlation and Spearman rank order coefficient of correlation for any two sets of data.
5. Analyze and submit a report on common errors committed in Research.

Suggested Referenced Books:

- 1) Agarwal, L.P. (2008). Modern Educational Research. New Delhi: Dominant Publishers and Distributors.
- 2) Best, J.W., & Kahn, J.V. (2006). Research in Education (Tenth Edition). New Jersey: Prentice Hall.
- 3) Bhandarkar, K.M., & Pathan, S.N (2006). Statistics in Education. New Delhi: Neelkamal Publication.
- 4) Borg, R.W., & Gall, M.D. (1983). Educational Research An Introduction. New York: Longman.
- 5) Garret, H. E., & Woodworth, R. S. (2007). Statistics in Psychology and Education (Revised Edition). Bombay: Vakils, Feffer and Simons.
- 6) Keeves, J.P. (1988). Educational Research Methodology and Measurement: An International Handbook. New York: Pergamon Press.
- 7) Kothari, C. R. (2007). Research Methodology Methods and Techniques (Revised Second Edition). New Delhi: New Age International.
- 8) Mangal, S.K. (2007). Statistics in Psychology and Education (Second Edition). New Delhi: PHI Learning.
- 9) Paneerselvam, R. (2009). Research Methodology. New Delhi: PHI Learning Publishers.
- 10) Singh, S.K. (1985). Methodology of Research in Education. New Delhi: Sterling Publishers.
- 11) Sothi Shivendra Chandra, Rajendra K. Sharma. (2007) Research in Education. New Delhi: Atlantic Publishers and Distributors.
- 12) Upton, G., & Cook, I. (1998). Introducing Statistics. New York: Oxford University Press.



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M.Ed. Syllabus (Third Semester)

TED II - TEACHER EDUCATION - Part II

No. of Credits: 4

No. of Hours: 120 Hrs.

Objectives:

The students are able to

- analyse the classroom interaction
- understand about various teacher education programmes at different levels.
- perceive globally how teacher education in abroad is
- develop skills of research in teacher education
- analyse the new possibilities with information technologies.

Unit I : Analysing Classroom Interaction. (20 Hrs.)

Meaning of classroom interaction analysis, Theoretical assumptions, Characteristics and Precautions - Verbal interaction analysis: Reciprocal Category System and Equivalent Talk Category System: Objectives, Assumptions, Application, Measurements and Interpretation.

Unit II : Techniques for Learning (20 Hrs.)

Critical Pedagogy, Science Technology Engineering Mathematics (STEM) Education, Collaborative learning, Dialogic Teaching: Meaning, Procedure and Applications

Unit III : Status and Need for Research in Teacher Education (20 Hrs.)

Emerging themes in teacher education research – Distinctive profile of teacher education in India – Innovative research methodologies within teacher education – Research capacity building – Research on Pedagogical approaches – Sustainability in teacher education research.

Unit IV : Global Mirror of Teacher Education (20 Hrs.)

Comparison: Classrooms, Training practices, Educational Technology, Peer group, Evaluation at the global level.

Unit V : Development of Future Faculty. (20 Hrs.)

Team Based Learning, Blended and online learning, Career Development, In-service training, Meta Cognition, Visual thinking and Human Engineering

Committees on Future faculty: NCERT Committee (2005) – National Knowledge Commission (2006) – National Curriculum Framework for Teacher Education (2009).

Suggested Practicals : (The Students have to undertake any two of the following activities :) **(20 Hrs.)**

1. Submit a report on modification of teacher behavior using anyone of the models.
2. Identify an –e-learning package for remedial measures and submit a report.
3. Visit any one teacher education institution and submit a report.
4. Compare and contrast the Teacher Education Curriculum in Tamil Nadu with that of other States of India.
5. Prepare a portfolio to evaluate the prospective teachers.

Suggested Reference books :

1. Caggart, G.L (2005): Promoting Reflective Thinking in Teachers, Crowin Press.
2. Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
3. Janardan Prasad (2013) Principles and Practices of Teacher Education. New Delhi : Kanishka Publishers.
4. Janardan Prasad (2013) Principles and Practices of Teacher Education. New Delhi: Kanishka publishers.
5. Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
6. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
7. Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
8. Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
9. Mohit Chakra Barti (2014) Teacher Education Modern Trends New Delhi: Kanishka Publishers.
10. Mohit Chakrabarti (2014) Teacher Education Modern Trends. New Delhi : Kanishka Publishers.
11. Ram, S. (1999): Current Issues in Teacher Education. Sarup & sons Publications, New Delhi.
12. Schon, D. (1987): Educating the Reflective Practioner; Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
13. Shashi Prabha Sharma (2004) Teacher Education: Principles, Theories and Practices. New Delhi : Kanishka Publishers.
14. Shashi Prabha Sharma (2004) Teacher Education: Principles, Theories and Practices. New Delhi: Kanishka publishers.



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M.Ed. Syllabus (Fourth Semester)

FPI – FUTURE PERSPECTIVES OF INCLUSIVE EDUCATION

No. of Credits: 4

No. of Hours: 120 Hrs.

Objectives:

The students are able to

- understand the various perspectives of inclusive education.
- develop critical understanding of frame work in inclusive education.
- acquire knowledge about creating and sustaining practices of inclusive education.
- develop awareness of supportive services of inclusive education.
- apply the knowledge of technological services for the accessibility of special children.

Unit I : Inclusive education (20 Hrs.)

Inclusive education: Meaning, Principles and significance – Perspectives of inclusive : Physical, Social and Cognitive – Factors affecting inclusive education – Models in Inclusive education: Resource model, Dual teacher model, Cooperative model, Combined model and Cluster model – Merit and Demerits.

Unit II : Development of Inclusive education (20 Hrs.)

Development framework of Inclusive education - Inclusive education in India: Inclusive education for Disabled children (IEDC), Shikshit Yuva Sewa Samiti, Joyful inclusive pack, Sarva Shiksha Abhiyan (SSA), Rehabilitation Council of India (RCI).

Unit III : Creating and Sustaining Inclusive Practices (20 Hrs.)

Factors for Successful Inclusion – Preparation for Inclusive Education – Building Learner Friendly Classrooms – Role of Teachers, Parents and Other community members for supporting inclusion of children with diverse needs.

Unit IV : Supportive Services for Inclusion (20 Hrs.)

Concept, Importance and Types of supportive Services: Medical, Rehabilitative and Educational – Early Identification and Available Referral Services for Support – Role of Teacher Educators in utilizing support services for Inclusion - Academic Supports - Resource Room support - Support of Special School and Special Teachers - Family and Community Participation - Guidance and Counseling and NGO Collaboration.

Unit V : Technology and Accessibility to Inclusiveness (20 Hrs.)

Accessibility Principles – Technology for persons with disability: Mentally Challenged, Visually Challenged – Hearing Challenged – Orthopedically challenged - Barriers for the use of technology – Overcoming the barriers – Benefits of Technology in Inclusive Education.

Suggested Practicals : (The Students have to undertake any two of the following activities) **(20 Hrs.)**

1. Prepare a Power Point Presentation on the models in Inclusive Education.
2. Critically evaluate the role of SSA in Inclusive education.
3. List the factors for successful inclusion for special children.
4. Visit any school and identify inclusive practices – A report.
5. Discuss on Barriers and benefits of technology in inclusive settings - A report.

Suggested Reference books :

1. Bharti Sharma (2014), Inclusive Education, Needs, Practices and Prospects, Kanishka Publisher, New Delhi – 110 002.
2. Hemlata (2014), Technology for Inclusion persons with Disabilities, Kanishka Publisher, New Delhi – 110 002.
3. Katewall (2011) Special Needs & Early years, A practioners Guide 3rd Edition, Sage Publications ltd. London.
4. Krishna Maitra and Vandana Sarena (2014) Inclusive Issues and Perspective, Kanishka Publisher, New Delhi – 110 002.
5. Latika Meam (2014), Inlusive and inteprated Approaches to Special Education, Kanishka Publishers, New Dellhi - 110 002.
6. Suchitra Deshprabhu (2014) Inclusive Education in India. An overview, Kanishka Publisher, New Delhi – 110 002.
7. Technology for Inclusive of PWD. Dr. Hemalata, Kanishka Publisher, New Delhi – 110 002.
8. Yogendra K. Sharma and Madhulika Sharma 2014, Inclusive Education, Special Educational Needs (SEN) of Learners, Kanishka Publisher, New Delhi – 110 002.



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M.Ed. Syllabus (Fourth Semester)

GAC - GUIDANCE AND COUNSELING

No. of Credits: 4

No. of Hours: 120 Hrs.

Objectives:

The students are able to

- comprehend the concept of guidance and counseling.
- integrate guidance into curriculum.
- identify the required approaches for guidance and counseling.
- analyse the specialized areas in Counseling.
- understand various therapeutic techniques.

Unit I : Guidance and Counseling

(20 Hrs.)

Meaning, Nature, Definitions, Principles, Needs and Types - Counseling process: concepts and stages - Group Counseling: Meaning, Process, Advantages and Limitations.

Unit II : Guidance and Curriculum

(20 Hrs.)

Integration of guidance in curriculum – Guidance services in schools and colleges - Psychological factors in classroom learning - Guidance and Discipline: Classroom discipline, behavior, misbehavior and guidance methods - Evaluation of Guidance Programme.

Unit III : Approaches to Guidance and Counseling

(20 Hrs.)

Specialist Approach, Career teacher approach, Teacher Counselor Approach: Meaning, Concept, Process, Advantages and disadvantages

Unit IV : Specialized areas in Counseling

(20 Hrs.)

Family, Career, Marital, Genetics and Addiction – Anxiety and Depression Counseling – Bereavement Counseling – Anger management counseling – Self Esteem Counseling – Domestic abuse counseling

Unit V : Therapeutic Techniques in Counseling

(20 Hrs.)

Behaviour therapy, Psycho therapy, Psycho analytical therapy, Cognitive therapy, Cognitive Behaviour therapy, Mind fullness Cognitive Behaviour therapy Dialectical Behaviour therapy, Eye movement desensitization and reprocessing (EMDR), Rational Emotive Behaviour Therapy (REBT) and Cognitive Analytic therapy

Suggested Practicals : (The Students have to undertake any two of the following activities) **(20 Hrs.)**

1. Prepare a flow chart on guidance and counseling process.
2. List the prevailing classroom indiscipline problem and the ways of tackling them.
3. Conduct group and individual sessions on work ethics.
4. Conduct a classroom discussion on how a family problem affects student's life – A Report.
5. Organize individual and group sessions based on behavior modification techniques and collect their feed back – submit a report.

Suggested Reference books :

1. Bengalee. M. (1984) : 'Guidance and Counselling' Seth Publishers, Bombay.
2. Crow and Crow ' Introduction to Guidance' 2nd ed. Eunasia Publishing Co. New Delhi.
3. Dava, Indu (1984): The Basic Essentials of counseling. Sterling Publishers Private Limited. New Delhi.
4. Jayaswal, Monica (1968): Guidance and Counselling'. Prakashan Kendra. Lucknow.
5. Kochhar, S.K., (1985): Educational Guidance and Counselling.
6. Nugent, Frank A., (1990): An Introduction to the Profession of counseling, Merrill publishing Co. Columbus.
7. Occupational Information in Guidance, NCERT New Delhi.
8. Ramachandra, C., Reading for career Teachers, NCERT New Delhi.
9. Rao. S.N. (1992): Counselling and Guidance, Tata McGraw Hill. New Delhi.
10. Readings of career Teachers, NCERT, New Delhi.



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M.Ed. Syllabus (Fourth Semester)

EMT - EDUCATIONAL MANAGEMENT TECHNIQUES

No. of Credits: 4

No. of Hours: 120 Hrs.

Objectives:

The students are able to

1. know the meaning and various styles of educational administration
2. develop various approaches of planning in Educational Management.
3. apply the techniques of supervision and inspection
4. analyse the management techniques of leadership
5. comprehend the advanced techniques of management

Unit I : Introduction to Educational Administration (20 Hrs.)

Educational Administration and Management : Meaning, Definition and Nature - Administration and Management Philosophy - Administration and Management style.

Unit II : Planning for Educational Management (20 Hrs.)

Educational Planning: Guiding Principles and Techniques – Methods and Techniques of planning – Approaches to Educational Planning: Social demand approach, Man-power approach and Return of investment approach.

Unit III : Management Techniques in Supervision and Inspection (20 Hrs.)

Supervision and Inspection: Concept, Objectives, Principles and Techniques - Duty and responsibilities of Inspector and supervisor.

Unit IV : Management Techniques in Leadership (20 Hrs.)

Leadership: Meaning, Concept, Theories and Styles - Motivational style, Types of Leadership: Supervisory, Democratic, Autocratic, Laissez faire - Modern concept of leadership: Grid and Managerial Grid concept - Tridimensional view of Educational management.

Unit V : Advanced Techniques in Management (20 Hrs.)

Classification - Program Evaluation Review Technique (PERT), Critical Path Method (CPM) Management By Objectives (MBO) and Total Quality Management (TQM)

Suggested Practicals : (The Students have to undertake any two of the following activities) **(20 Hrs.)**

1. Prepare a flow chart on different management styles.
2. Conduct a debate on different approaches of educational planning – Report.
3. Reflect on supervision and inspection on any educational institution.
4. Identify and compare Indian educational leaders – Report.
5. Evaluate TQM of an institution by using a standardized tool.

Suggested Reference books :

1. Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and prospect. Journal of Educational Planning and Administration. VII (2). April.
2. Bell and Bell (2006): Education, Policy and Social Class. Routledge.
3. Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Common wealth publishers, New Delhi.
4. Bush, Tony (1986): Theories of educational management. London: Harper and Row publishers.
5. Hallack, J. (1977): Planning the location of schools: an instrument of Educational Policy. Paris : International Institute for Educational Planning.
6. Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in central government: Structures, Processes and future Prospects. Vikas publication house pvt. Ltd. New Delhi.
7. Muknopadhyay, M.(2005): Total quality management in education. New Delhi : Sage publications.
8. MusaaZe, J.C.S. (1982): The Theory and practice of educational administration. London : The Mackillan press.
9. Nanjundappa, D.M. (1995): concept, Approaches and Techniques of Decentralized planning in Readings in De centralized planning.
10. Ronald, cambell F., et al : (1987) : A History of thought and Practice in educational administration, New York : Teacher college press.
11. Ta – Ngoc (2003): Demographic Aspects of Educational Planning, Paris : International Institute for Educational Planning.
12. Tilak, J.B.G. (1998). Cost of Education in India: International Journal of Educational Development.
13. Tyler, William : School Organization A Sociological Perspective London : croom Helm 1988.



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M.Ed. Syllabus (Fourth Semester)

EED - ELEMENTARY EDUCATION

No. of Credits: 4

No. of Hours: 120 Hrs.

Objectives

The students will be able to

- understand the concept of Elementary Education.
- discuss the development of Elementary Education in India after independence.
- identify the objectives and challenges of Universalisation of Elementary Education.
- reflect on strategies and programmes in Elementary Education
- develop ideas related to curriculum development in Elementary Education

Unit I: Introduction to Elementary Education

(20 Hrs.)

Elementary Education: Concept, Objectives, Features and importance of Elementary Education in the context of teaching through Mother tongue, Contextualisation, Multilingualism and Heterogeneous socio-cultural backgrounds - Developmental tasks: Influence of home, school and community related factors on child's development - Recent Trends in Elementary Education.

Unit II: Development of Elementary Education

(20 Hrs.)

Nature and focus of Elementary Education after independence - Relevance of Educational thought of Mahatma Gandhi and Rabindranath Tagore on Elementary Education - Constitutional Provisions for Elementary Education and Directive Principles related to Elementary Education and their implications - Right to Education Act – 2009 (Education as a fundamental right) - Elementary Education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit III: Universalisation of Elementary Education (UEE)

(20 Hrs.)

Concept, Objectives and Meaning of UEE - Need and Significance of UEE - Important aspects of UEE (access, enrolment, retention and achievement) - Target and Aims of UEE - Present position of UEE - Enrolment and Dropout: Meaning and Assessment, reasons for drop out - Measures for the achievement of the Goal of UEE.

Unit IV: Strategies and Programmes in Elementary Education

(25 Hrs.)

Decentralised educational planning and management - Community mobilization - Operation Black Board - District Primary Education Programme (DPEP)-Principles - National and State Policies on Elementary Education - Sarva Shiksha Abhiyan – Goals and Objectives - Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of Village Education Committees (VEC), different incentive schemes and achievement levels.

Unit V: Curriculum for Elementary Education**(15 Hrs.)**

Salient Features, General Objectives and Importance of curriculum - Goals and aims, Different types of curriculum - Methods of transaction, Minimum Levels of Learning(MLL) - Continuous and Comprehensive Education at Elementary Level.

Suggested Practicals: (The Students have to undertake any two of the following activities) **(20 Hrs.)**

1. Discuss on - measures for retaining disinterested and low achieving children in schools.
2. Prepare a case study of a child from pre-school centres.
3. Report on promising actions and policies for achieving the target of UEE.
4. Collect information on programmes sponsored by SSA and VEC submit a report
5. Analyse the practices of CCE at elementary level and submit a report.

Suggested Reference Books:

1. Aggarwal, J.C., (2010). Development of Education System in India, Delhi: Shipra Publications.
2. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
3. Dinesh Kumar Krishnan, Ismail Thamarasseri, (2013). Contemporary Issues in Indian Education, New Delhi : Kanishka Publishers.
4. Government of India (1986) National Policy on Education, New Delhi, MHRD.
5. Government of India (1987) Programme of Action, New Delhi: MHRD.
6. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
7. Haseen Taj, (2007), National concerns and Education, Hyderabad : Neelkamal publications Pvt. Ltd.
8. Ismail Thamarasseri, (2013). Early Childhood and Elementary Education, New Delhi: Kanishka Publishers.
9. Jain, M.K., (2010). Committees and Commissions – Elementary Education, Delhi: Shipra Publications.
10. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
11. MHRD (2001): Convention on the Right of the child. New Delhi.
12. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi.
13. Mohit Puri, (2012), Issues and concerns in Elementary Education, New Delhi : Kanishka Publishers.
14. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
15. Rao, V.K. (2007): Universalisation of Elementary Education. Indian Publishers, New Delhi.
16. Sharma, S.N., (2014), Elementary Education – Experiences & Expectations, New Delhi : Kanishka Publishers.

