



Allexton College of Education

(Autonomous & Co Education)
Royapettah, Chennai – 600 014.

M.Ed.

(FIRST YEAR)

SYLLABUS

(with effect from 2024)



Allexton College of Education

(Autonomous & Co Education)
Royapettah, Chennai – 600 014.

M.Ed. SYLLABUS

First Semester

&

Second Semester



Allexton College of Education

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M.Ed Syllabus

(First Semester)

1M-PEC-AEP – ADVANCED EDUCATIONAL PSYCHOLOGY

No of Credits: 4

No of Hours: 120

Objectives:

The students will be able to

CO1: understand and explore the concept, nature and scope of educational neuropsychology and its methods.

CO2: discuss the neurobiological basis of psychological functions and develop understanding of the influence of the endocrine system on behaviour and cognition.

CO3: describe the theories of learning and different types of memory and remembering.

CO4: explain the concept of intelligence and creativity and its theories with educational implications.

CO5: analyze the concept and developmental patterns of personality and reproduce the theories of personality from different approaches of psychology.

CO6: analyze the functions of emotions and recognize stressors and healthy ways of dealing with them.

Unit : I Introduction to Educational Neuropsychology

(20 Hrs.)

Educational Neuropsychology: Nature, Scope, Methods - Brain: Structure, Functions - Neurons: Structure, Functions, Neural Conduction, Synaptic Transmission - Neuroplasticity of Brain: Neural Degeneration, Neural Regeneration, Neural Reorganization - Hemispheric Specialization.

Unit : II Learning and Remembering

(20 Hrs.)

Learning: Definition, Nature, Importance – Theories of Learning and its Educational Implications: Vygotsky's Theory, Kolb's Theory, Kurt Lewin's Theory.

Memory: Meaning, Definitions - Kinds of Remembering: Redintegrative, Recall, Recognition, Relearning - Types of Memory: Short Term Memory, Long Term Memory - Techniques of Improving Memory.

Unit : III Intelligence and Creativity**(20 Hrs.)**

Intelligence: Meaning, Definition, Nature – Theories of Intelligence and its Educational Implications: Sternberg’s Triarchic Theory, Burt and Vernon’s Hierarchical Theory - Assessment of Intelligence.

Creativity: Meaning, Definition – Theories of Creativity: Taylor’s Level Theory, Componential Theory of Creativity - Models of Creativity: Geneplore, Graham Wall - Nurturing Creativity.

Unit : IV Approaches to Personality**(20 Hrs.)**

Personality: Concept, Definition, Nature – Patterns of Personality Development in Infancy, Childhood and Adolescence – Theories of Personality and its Educational Implications: Sullivan, Dollard and Miller, Rotter, Allport – Assessment of Personality.

Unit : V Emotion and Stress**(20 Hrs.)**

Emotions: Concept and Definitions - Functions of Emotions - Biological Basis of Emotions - Theories of Emotion: James -Lange Theory, Cannon-Bard Theory - Relationship Between Emotion and Cognition.

Stress: Concept and Definitions - Stressors - Models of Stress: Cannon’s Fight or Flight Model, Selye’s General Adaptation Syndrome, Bounce Model - Stress Management Techniques.

Suggested Practicals:**(20 Hrs.)**

(Students have to undertake any two of the following activities)

- 1) Identify and write down the list of commonly used neuropsychological tests in the field of education.
- 2) Solicit and report examples for the types of learning from the students’ own experience.
- 3) Measure and report the creative ability of the student teachers.
- 4) Differentiate individuals of your class by administering personality Inventory based on any one of the theories of personality.
- 5) Identify the sources of stress faced by student teachers during their teaching practice and write suitable management techniques.

References

- Aggarwal, J.C. (2008). *Essentials of Educational Psychology (2nd Edition)*. New Delhi: Vikas Publishing House.
- Baron, R.A. (2012). *Psychology (5th Edition)*. New Delhi: Pearson Prentice Hall.
- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Carlson, N. R. (2009). *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
- Carson and Butcher (1992). *Abnormal Psychology and Modern Life (9th Edition)*. New York: Harpercollins Publishers Inc.
- Chauhan, S.S. (2007). *Advanced Educational Psychology (7th Edition)*. New Delhi: Vikas Publishing House.
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- Dececco, J.P. (1977). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall of India.
- Dennis. (1973). *Psychology and the Teacher*. New York: Holt Rinehart and Winston.
- Garrett, H.E. (2007). *Great Experiments in Psychology*. New Delhi: Surjeet Publications.
- Hurlock, E. (1976). *Personality Development*. New Delhi: Tata Mc Graw Hill.
- Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.
- Mangal, S.K. (2002). *Advanced Educational Psychology*. (2nd Edition). New Delhi: Prentice Hall of India.
- Morgan, C.T. King, R.A, Weisz, J.R. and Schopler (2012). *Introduction to Psychology (7th Edition)*. New Delhi: Tata Mc Graw Hill.
- Nirmala, J (2012). *Psychology of Learning and Human Development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Panday, V.C. (2005). *Intelligence and Motivation*. New Delhi: ISHA Books
- Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
- Sarason and Sarason (2005). *Abnormal Psychology: The Problem of Maladaptive Behaviour (11th Edition)*. New Delhi: Prentice Hall of India.
- Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas
- Van den Bergh, O. (2021). *Principles and practice of stress management*. Guilford Publications.

E - Resources

- Meetu Koshla and Monika Misra, *Introduction to Biopsychology*, Indira Gandhi National Open University, Study material,
<https://egyankosh.ac.in/bitstream/123456789/61405/1/Unit1.pdf>
- Finley, J. R., Tullis, J. G., & Benjamin, A. S. (2010). Metacognitive control of learning and remembering. *New science of learning: Cognition, computers and collaboration in education*, 109-131.
https://www.researchgate.net/profile/Jonathan-Tullis/publication/228634459_New_Science_of_Learning/links/54877e3c0cf289302e2edc55/New-Science-of-Learning.pdf
- Silvia, P. J. (2015). Intelligence and creativity are pretty similar after all. *Educational psychology review*, 27, 599-606.
https://www.researchgate.net/profile/Paul-Silvia/publication/273512849_Intelligence_and_Creativity_Are_Pretty_Similar_After_All/links/556efa0908aefcb861dd1f36/Intelligence-and-Creativity-Are-Pretty-Similar-After-All.pdf?sg%5B0%5D=started_experiment_milestone&sg%5B1%5D=started_experiment_milestone&origin=journalDetail
- Feist, J., & Feist, G. J. (2006). Theories of personality.
<https://pdfuni.com/sample/PoliticsSociology/PS1401-1500/PS1480/sample-Theories%20Of%20Personality%2010th%2010E%20Gregory%20Feist%20Jess%20Feist.pdf>
- Shallcross, A. J., Troy, A., & Mauss, I. B. (2015). Regulation of emotions under stress. *Emerging Trends in the Social and Behavioral Sciences: An interdisciplinary, searchable, and linkable resource*, 1-16.
https://eerlab.berkeley.edu/pdf/papers/Shallcross_et_al_2015_Change_your_feelings_or_leave_them_be.pdf



Alexton College of Education

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M.Ed. Syllabus (First Semester)

1M-PEC-HPIE – HISTORICAL PERSPECTIVES OF INDIAN EDUCATION

No. of Credits: 4

No. of hours: 120

Objectives:

The student-teachers will be able to

CO1: acquire knowledge about education in ancient India.

CO2: develop an understanding about education during British rule.

CO3: identify the education in the post independent era

CO4: develop understanding about the constitutional provisions for education.

CO5: analyze the various problems and remedies of education in India.

CO6: understand social sensitivity on Indian education

UNIT – I Ancient Education in India: (20 Hrs.)

Education in the Vedic period: objective –structure – curriculum – method of teaching

Education Buddhist and Jainism period: objective –structure – curriculum – method of teaching

Education during the Medieval Period: objective –structure – curriculum – method of teaching.

UNIT– II Education under British Rule: (20 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) – Wardha Scheme of Education (1937).

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

University Education commission (1948-1949) – Secondary Educational Commission (1952-1953) – Kothari Education Commission (1964-1966) – National education policy (1986) – NEP 2020 -National curriculum framework for teacher education (2009)

UNIT – IV Constitutional provisions for education (20 Hrs.)

Education a fundamental Right - Seventh Schedule of the Constitution: Central List, State List and Concurrent List - Directive Principles of State Policy and Education - Constitutional Amendments on Education - Right to Education Act (2009).

UNIT – V Current Educational Problems and Remedies in India (20 Hrs.)

Rudiment problem: utilization of human resources –Poverty – creed and Casteism - Unemployment Education problem: Girl education - Overcrowded classes, untrained teachers, Technological constraints -Uniform pattern of education – NEET, JEE, CUET (UG & PG) – TET, NET, SET.

Effort taken by state and central government:SSA- RMSA-RUSA –JRF- Mahatma Gandhi national rural employment guarantee scheme- Beti Bachao Beti Padhao Abhiyan .

SUGGESTED PRACTICALS (20 Hrs.)

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

- 1) Write the report on contribution of Buddhist education
- 2) Prepare a powerpoint on Education under British rule.
- 3) Debate on education in pre and post Independent era
- 4) Discussion on Right to Education Act (2009).
- 5) Identify any one problem related to education and give suggestions to overcome it .

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.

E – RESOURCES:

1.Ancient Education System of India

<https://ncert.nic.in/textbook/pdf/heih111.pdf>

2.CONSTITUTIONAL PROVISIONS for Education FOR EDUCA

<https://egyankosh.ac.in/bitstream/123456789/71546/1/Unit-1.pdf>

3.DEVELOPMENT OF EDUCATION IN INDIA BEFORE INDEPENDENCE

<https://egyankosh.ac.in/bitstream/123456789/46982/1/Unit-9.pdf>

4.EDUCATION IN INDIA

http://www.wbnsou.ac.in/online_services/SLM/BED/CC-01.pdf

5.National Education Policy 2020

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf



Meston College of Education

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M.Ed. Syllabus (First Semester)

1M-TC-RMS:I - RESEARCH METHODOLOGY AND STATISTICS - PART: I

No. of Credits: 4

No. of Hours: 120

Objectives:

The students will be able to

CO1: know the importance of Research in Education.

CO2: get acquainted with the various sources of Research problems and types of hypotheses.

CO3: become familiar with the different types of Research methods.

CO4: understand the different sampling techniques and tools of Research.

CO5: apply various descriptive measures in Statistics.

CO6: hone their Research skills in Education.

UNIT: I Research – An Introduction

(15 Hrs.)

Research: Meaning, Characteristics – Educational Research: Need, Scope – Types of Research: Basic or Fundamental or Pure Research, Applied Research, Action Research - Problems faced in Educational Research – Steps in Research Process – Qualities of a Researcher

UNIT: II Selection of Research Problem and Formulation of Hypothesis (20 Hrs.)

Research Problem: Meaning, Sources, Selection, Stating, Limitations, Delimitations - Review of Related Literature

Hypothesis: Definition, Sources, Importance, Characteristics, Types – Hypothesis testing – Concept of Dependent and Independent variables

UNIT: III Research Methods

(20 Hrs.)

Historical Research: Purpose, Steps – Primary and Secondary Sources of Data – Internal and External Criticism – Report writing

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

Experimental Research: Definition, Steps - Experimental Design and its types.

Causal-Comparative Method: Meaning, Procedure

Correlation Method: Steps, Uses

UNIT: IV Research Tools and Sampling Techniques

(25 Hrs.)

Tools of Research: Questionnaire, Rating Scale, attitude scales, psychological tests, intelligence tests, aptitude tests

Techniques of Research: Interview, Observation, Schedule, Checklist, Sociometry

Population and Sample: Meaning – Characteristics of a good sample – Importance of Sampling - Sampling Process - Sampling Techniques – Probability based techniques: Simple random, Stratified, Systematic, Double, Multiple, Cluster, Snowball - Non-Probability based techniques: Judgment, Incidental, Quota, Convenience - Sampling Error

Research Proposal: Meaning, Need – Outline of a Research Proposal.

UNIT: V Descriptive Statistics

(20 Hrs.)

Descriptive analysis: Meaning, Definition - Measures of Central Tendency: Calculation, Interpretation, Application - Measures of Dispersion: Calculation, Interpretation, Application - Raw score and Z score: Calculation, Interpretation, Application.

Suggested Practicals:

(20 Hrs.)

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

1. Prepare an action research report.
2. Select at least five research problems in educational research.
3. Construct a Rating Scale for a Research problem of your choice.
4. Select a sample using the simple random technique.
5. Prepare a research proposal (APA format) 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) Garrett, H. E. (1969). Statistics in Psychology and Education, Bombay, Vakils Feters and Simons, Pvt. Ltd.
- 5) Guilford, J. P. (1956), Fundamental of Statistics in Psychology and Education, New York, McGraw Hill Book Company.
- 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) Mc Burney, D.H. (2003). Research Methods (Fifth Edition). New York: Thomas Asia.
- 9) Paneer Selvam, 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.

E-Resources

1. An introduction to Educational Research
<https://niepid.nic.in/AN%20INTRODUCTION%20TO%20EDUCATIONAL%20RESEARCH.pdf>
2. Educational Research,
https://us.sagepub.com/sites/default/files/upm-assets/116855_book_item_116855.pdf
3. Research Proposal <https://www.2.hawaii.edu/~matt/proposal.html>
4. Sampling <https://www.questionpro.com/blog/types-of-sampling-for-social-research/>
5. Research Methods in Education
<https://gtu.ge/AgroLib/RESEARCH%20METHOD%20COHEN%20ok.pdf>



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M.Ed. Syllabus (First Semester)

1M-TEC-TP: I – TRENDS AND PRACTICES IN TEACHER EDUCATION - PART: I

No. of Credits: 2

No. of Hours: 60 Hrs.

Objectives:

The student teachers are able to

CO1: outline the contribution of the teacher education system in India.

CO2: appraise the roles and responsibilities of teachers and teacher educators.

CO3: reflect on the concept of teaching and the status of teaching as a profession.

CO4: sensitize the role and excel in the teaching profession.

Unit: I Teacher Education system in India

(15 Hrs.)

History of Teacher education system in India-Current status of Teacher education in India-Types of Teacher Education Institutions - Levels of teacher preparation – Elementary,Secondary and Higher Secondary - Preparation of Teachers for specific areas:Vocational education, Art education and Physical education -Role of NCTE in Teacher Education.

Unit: II Teacher Educators

(15 Hrs.)

Teacher educator -meaning,Role and responsibilities,Teacher morale-Preparation of teacher educator-Continuing education of teacher educators:Professional development,Institutional mechanism and provisions for continuing education of teacher educators-Challenges faced by teacher educators.

Unit: III Teachers and Teaching Profession

(15 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.

Suggested Practicals :**(15 Hrs.)**

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

1. Submit a report on norms developed by NCTE for recognition of teacher education Institutions.
2. Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain their roles and responsibilities and Present a report.
3. Prepare a report on various strategies of professional development.

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

E-Resources

1.Types of Teacher Education-

<https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-906E-Teacher%20Education.pdf>

2.Professional Ethics-Sherpa.K(2018) Importance of professional ethics of teachers, International journal of Research and Education

https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&as_vis=1&q=Professional+%2Bethics+%2B+teachers+&btnG=#:~:text=%5BPDF%5D%20Importance%20of%20professional%20ethics%20for%20teachers

3.Teacher Appraisal and Accountability-Stephan Gerhard Huber,Guri Skedsmo (2016) Teacher evaluation-accountability and improving teaching practices

<https://link.springer.com/article/10.1007/s11092-016-9241-1>



Meston College of Education

(Autonomous)

M.Ed. Syllabus (Second Semester)

2M-PEC-PSPI- PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF INDIAN EDUCATION

No. of Credits: 4

No. of hours: 120 Hrs.

Objectives:

The student-teacher will be able to

CO1 : acquire knowledge about Perspectives of Education.

CO2 : understanding the philosophical foundations of education.

CO3 : develop appreciation of education as a means of social transformation.

CO4 : critically examine the Philosophical perspectives of learning on education in a social context.

CO5 : explain the various Trends in Sociological Perspectives of Education

CO6 : Managing various philosophical and sociological perspectives and trends for achieving better academic excellence in education.

UNIT I - Perspectives of Education (20 Hrs.)

Education as a discipline with interdisciplinary perspectives - Relationship with Philosophy and Sociology - A critical study of democracy, secularism, national Integration and their educational implications - Education of the socially and economically disadvantaged sections.

UNIT II - Philosophical Perspectives of Education (20 Hrs.)

Philosophical foundation of Education - Need and Relevance - Epistemological consideration - Knowledge, Method of acquiring valid knowledge with reference to Analytic Philosophy, Dialectical Approach and Scientific Inquiry - Axiology and Metaphysical Approach.

UNIT III - Sociological Perspectives of Education (20 Hrs.)

Meaning and functions of sociology and sociology of education - Society:Structure, social stratification, social mobility - Culture: cultural and social change - Factors affecting social change: caste, ethnicity, class, language and religion.

UNIT IV - Examining Philosophical basis of education in a social context

(20 Hrs)

Philosophical perspectives of learning- Activity theory of learning: Tagore -
Discovery theory of learning: Dewey - Dialogue and theory of learning: Plato -
Context of universalism, nationalism, and secularism: Jiddu Krishnamurthy.

UNIT V - Trends in Sociological Perspectives of Education (20 Hrs.)

Education and Modernisation: Concept and Characteristics, Role of Education in
Modernisation with special reference to Indian Society - Education in a Globalised
Society: Internationalisation, Privatisation of Education.

Suggested Practicals:

(20 Hrs.)

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

1. Group discussion on the relationship between Philosophy and Sociology.
2. Observe and list various philosophical perspectives that are manifested in the teaching learning process.
3. Prepare a write up based on the topic "Exploring real-life examples of educational inequality and its impact on various social groups."
4. Multimedia presentation on education as a Social Institution.
5. Discuss and analyze the implications of media representations of current educational trends in Sociology - A Report.

Suggested Reference Books :

- 1) Dash, B.N(2005).philosophical & Sociological Foundations of Education, New Delhi Dominant publishers and Distributors Epistemic Virtue. Internet Encyclopedia of Philosophy.
- 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) Publishers.
- 5) Donald, A. and et. al. (1967). On Education – Sociological Perspectives. John Wiley and Sons Inc.
- 6) Bhattacharya, and Srinivas. (1962). Society and Education. Calcutta: Academic Publishers.
- 7) Hunt,M.P. (1973) Foundation of Education Social and Cultural Perspectives. New York: Halt, Rinehart and Winston.
- 8) MHRD (2009).National Curriculum Framework for Teacher Education, New Delhi.
- 9) 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.
- 10)NCERT (2005). National Curriculum Framework, New Delhi.
- 11)Pathak, R.P (2007) Philosophical & Sociological Perspectives of Education, New Delhi:Atlantic publishers & distributors.

- 12) Sharma, Yogendra K.(2004).Sociological Philosophy of Education, New Delhi: Kanishka publishers & distributors.
- 13) Swann, Jonna and John Pratt (2003).Educational Research in Practice. New York:Continuum.

E-Resources:

- ❖ Philosophy – Metaphysics, Epistemology and Axiology and their sub-branches:<https://www.rammohancollege.ac.in/images/Study%20Materials/Vedanta%20Philosophy-Anima%20Roy.pdf>.
- ❖ Annells, M., 1996. Grounded theory method: Philosophical perspectives, paradigm of inquiry, and postmodernism. *Qualitative health research*, 6(3),pp.379-393.
<file:///C:/Users/jeyantha%20john/Downloads/groundedtheorymethodsannells.pdf>
- ❖ NATHA, A. (2001). Educational sociology.
- ❖ https://ddceutkal.ac.in/Downloads/UG_SLM/Education/CORE_3.pdf
- ❖ McDonald, P. (2000). Gender equity, social institutions and the future of fertility. *Journal of population Research*, 1-16.
- ❖ https://openresearch-repository.anu.edu.au/bitstream/1885/41448/4/gend_equ.pdf



Meston College of Education

(Autonomous)

Royapettah, Chennai – 14

M.Ed., Syllabus (Second Semester)

2M-PEC-CDM - CURRICULUM DEVELOPMENT AND MANAGEMENT

No. of Credits: 4
Hrs.

No. of. Hours: 120

Objectives:

The students are able to

- CO1: outline the trends in curriculum planning.
- CO2: classify the various approaches of curriculum design
- CO3: identify the issues related to curriculum development
- CO4: distinguish the various models of curriculum development
- CO5: analyse curriculum evaluation
- CO6: sensitize the curriculum management and excel in teaching.

UNIT: I Curriculum Planning (25 Hrs.)

Curriculum Planning - definition, importance of curriculum planning for Effective Learning - levels of curriculum planning - principles of curriculum planning - curriculum planning framework – factors influencing curriculum planning - 4C's of curriculum planning: Creativity, Critical Thinking, Communication and Collaboration - Role of teachers in curriculum planning - Future trends in curriculum: Information explosion and Communication technology.

UNIT: II Curriculum Designing (15 Hrs.)

Curriculum design: definition and components – Sources of curriculum design – Approaches of the curriculum design: subject-centered designs, learner-centered designs and problem-centered designs – Design dimensions: Horizontal and vertical organization – scope, Integration and sequence - Articulation, Balance and Continuity.

UNIT: III Curriculum Development (20 Hrs.)

Approaches to curriculum development : subject centered approach – learner centered approach – constructivist approach – Behaviourist approach - issues related to curriculum development – process of curriculum development – role of teachers in curriculum development – challenges in curriculum development.

UNIT : IV Models of curriculum development (20 Hrs.)

Models of curriculum development: Hilda Taba's model, Tyler model, Saylor and Alexander model, Kohl and Holt's Model and Roger's Model - types of curriculum - principles of curriculum transaction. Curriculum visualized at different levels: National-level, state level and school-level.

UNIT : V Curriculum Evaluation (20 Hrs.)

The concept of curriculum evaluation – need – importance – sources of curriculum evaluation– Approaches to curriculum evaluation: Scientist and Humanistic approach; Intrinsic and Pay-off Evaluation and Formative and Summative Evaluation.

Suggested Practicals: (20 Hrs.)

Students have to undertake any two of the following activities:

1. Discuss and write a report on '4C'S in Curriculum Planning'.
2. Prepare a presentation on factors that influence curriculum design.
3. Identify and prepare a write up on 'The role of teachers in Curriculum development'.
4. Develop and design a curriculum for a middle school (VI to VII)
5. Present a comprehensive evaluation of the two - year B. Ed program curriculum framework in Tamil nadu from a critical perspective.

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.

E.Resources

1. Curriculum design- Gautam Kumar Chaudhary, Rohit Kalia(2015), "Development curriculum and teaching models of curriculum design for teaching institutes" International Journal of Physical Education, Sports and Health 2015; 1(4): 57-59
<https://www.kheljournal.com/archives/2015/vol1issue4/PartB/14.1-967.pdf>
- 2.. Curriculum evaluation- Dr. Amrut J. Bharvad (2010), International Research Journal , September 2010 ISSN- 0975-3486 RNI: RAJBIL 2009/30097 VOL I * ISSUE 12
3. Approaches to Curriculum development-
<https://egyankosh.ac.in/bitstream/123456789/46853/1/Unit-3.pdf>
4. <https://www.pdfdrive.com/curriculum-development-books.html>



Weston College of Education

(Autonomous)

Royapettah, Chennai – 14

M.Ed. Syllabus (Second Semester)

2M-TC-RMS : II - RESEARCH METHODOLOGY AND STATISTICS - PART : II

No. of Credits: 4

No. of. Hours: 120

Objectives:

The students will be able to

CO1: know the major approaches in research and the benefit of merging the two approaches.

CO2: differentiate and describe the various research designs along with its uses.

CO3: compute the data from various tests in inferential statistics.

CO4: analyze and use the various tools for research.

CO5: draft the research reporting.

CO6: discover the existing knowledge and construct new knowledge by developing research skills.

Unit : I Major approaches in Research (20 Hrs.)

Qualitative approach: Grounded Theory, Ethnography, Narrative Inquiry, Phenomenology and Case-study – Quantitative approach: Survey, Correlational, Causal-Comparative and Experimental – Concept of measurement, causality, generalization, replication - Merging the two approaches.

Unit : II Research Design (20 Hrs.)

Research Design: Concept, Importance – Features of a good research design – Exploratory Research Design – concept, assumptions and uses - Descriptive Research Design – concept, assumptions and uses - Explanatory Research Design: concept, assumptions, uses.

Unit : III Inferential Statistics in Research (20 Hrs.)

Normal distribution: Properties, Skewness, Kurtosis and Application – Tests for Analysis of Data: t-Test, Chi-square Test, ANOVA, MANOVA, MANCOVA, Correlation, Regression, Discriminative Functional Analysis

Unit : IV ICT Tools for Research**(20 Hrs.)**

Reference Management Software: Zotero, Mendeley - Article Formatting Software: Latex, MS Office - Plagiarism Software - Introduction to Software for Statistics: MS Excel, SPSS, R.

Unit : V Research Report writing**(20 Hrs.)**

Outline of a Research Report - Main body of the Report - Chapterisation - Graphical Representation – Preliminary Section – Reference Section – Bibliography - Webliography – Index – Footnote – Paging – Tables – Appendix – APA seventh edition - Format of Synopsis and Abstract.

Suggested Practicals:**(20 Hrs.)**

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

1. Compare and contrast the quantitative and qualitative research approaches
2. Calculate various measures of central tendency and dispersion of your own set of data
3. Compute Pearson's product moment coefficient of correlation and Spearman rank order
4. coefficient of correlation for any two sets of data
5. Prepare and format your research article using Latex software
6. Prepare a research Report (APA format) for any research problem

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) Daniel, P. S., & Sam, A. G. (2011). *Research methodology*. Gyan Publishing House.
- 6) Dawson, C. (2013). *Advanced research methods: A practical guide for social research projects*. Hachette UK.
- 7) Garret, H. E., & Woodworth, R. S. (2007). *Statistics in Psychology and Education (Revised Edition)*. Bombay: Vakils, Feffer and Simons.
- 8) Giles, D. (2013). *Advanced research methods in psychology*. routledge.
- 9) Gupta, A., & Gupta, N. (2022). *Research methodology*. SBPD Publications.

- 10) Keeves, J.P. (1988). *Educational Research Methodology and Measurement: An International Handbook*. New York: Pergamon Press.
- 11) Kothari, C. R. (2007). *Research Methodology Methods and Techniques (Revised Second Edition)*. New Delhi: New Age International.
- 12) Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- 13) Ketchen Jr, D. J., & Bergh, D. D. (Eds.). (2006). *Research methodology in strategy and management*. Emerald Group Publishing.
- 14) Mangal, S.K. (2007). *Statistics in Psychology and Education (Second Edition)*. New Delhi: PHI Learning.
- 15) Pandey, P., & Pandey, M. M. (2021). *Research methodology tools and techniques*. Bridge Center.
- 16) Rajasekar, D., & Verma, R. (2013). *Research methodology*. Archers & Elevators Publishing House.
- 17) Singh, S.K. (1985). *Methodology of Research in Education*. New Delhi: Sterling Publishers.
- 18) Sothi Shivendra Chandra, Rajendra K. Sharma. (2007) *Research in Education*. New Delhi: Atlantic Publishers and Distributors.
- 19) Upton, G., & Cook, I. (1998). *Introducing Statistics*. New York: Oxford University Press.
- 20) Zawacki-Richter, O., Kerres, M., Bedenlier, S., Bond, M., & Buntins, K. (2020). *Systematic reviews in educational research: Methodology, perspectives and application* (p. 161). Springer Nature.
- 21) Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.

Web Resources:

1. Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR journal of humanities and social science*, 19(4), 99-104.
https://d1wqtxts1xzle7.cloudfront.net/48198072/RESEARCH_METHODS-libre.pdf?1471701276=&response-content-disposition=inline%3B+filename%3DThe_Strengths_and_Weaknesses_of_Research.pdf.
2. Dharmarajan, P. V., Pachigalla, R., & Lanka, K. (2012). The significance of inculcating Soft Skills in students in the process of teaching Hard Skills. *International Journal of Applied Research and Studies*, 1(2), 1-11.
<http://www.hgsitebuilder.com/files/writeable/uploads/hostgator427959/file/ijars209.pdf>
3. Eddles-Hirsch, K. (2015). Phenomenology and educational research. *International Journal of Advanced Research*, 3(8).
https://researchonline.nd.edu.au/edu_article/171/
4. McDermott, H. J., & Dovey, T. M. (2013). Strategy to promote active learning of an advanced research method. *Psychology Learning & Teaching*, 12(1), 92-95.
<https://journals.sagepub.com/doi/abs/10.2304/plat.2013.12.1.92>

5. Senthamarai, S. (2018). Interactive teaching strategies. *Journal of Applied and Advanced Research*, 3(1), S36-S38.
<https://pdfs.semanticscholar.org/d977/bdf268ab28ceaa7498c72070a6e9fbc255b.pdf>



Alexton College of Education

(Autonomous)

Royapettah, Chennai - 600014.

M.Ed. Syllabus (Second Semester)

2M-TEC-TP: II –TRENDS AND PRACTICES IN TEACHER EDUCATION -PART: II

No. of Credits: 2

No. of Hours: 60 Hrs.

Objectives:

The student teachers are able to

- CO 1: understand various interaction analysis, designs and models of teaching.
- CO 2: analyze the role of different quality assessors of teacher education institutions.
- CO 3: integrate varied recently developed approaches and methods in teaching
- CO 4: perform and excel quality assured teacher profession.

Unit: I Classroom Interactions, Design and Model (15 Hrs.)

Meaning of classroom interaction analysis - Verbal interaction analysis: Reciprocal Category System and Equivalent Talk Category System: Objectives, Assumptions, Application, Measurements and Interpretation - Models of Teaching: ADDIE Model, ASSURE Model, ARCS Model.

Unit: II Quality Management In Teacher Education (15 Hrs.)

Quality: Meaning, Characteristics of Educational Quality, Quality Assurance: IQAC (Internal Quality Assurance Cell), Peer Assessment by NAAC, NIRF (National Institutional Ranking Framework) - Quality Management: TQM (Total Quality Management) as a quality measure and a process, Strategies for Quality Management.

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

Career Development, In-service training – Recent approaches and Methods: Team Based Learning, Blended and online learning, Peer tutoring, e-tutor, Focus Group Discussion (FGD), Study circle - Smartphones in Teaching - Interactive Whiteboard in Teaching - Learning Management Systems (LMS) - Online Learning Platforms.

Suggested Practicals:**(10Hrs.)**

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

1. Submit a report on classroom interaction analysis by using Reciprocal Category System.
2. Report Preparation on the role of IQAC of an institution and the peer assessment task of NAAC.
3. Analyze any two Learning Management systems and prepare a presentation.

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. Joyce, B., and Weal, M. (2003). Models of Teaching (7th Ed.). Boston: Allyn & Bacon.
5. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
6. Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
7. Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
8. Mohit Chakrabarti (2014) Teacher Education Modern Trends. New Delhi : Kanishka Publishers.
9. Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
10. Reigeluth C.M. (1999). Instructional Design Theories and Models: A New Paradigm of Instructional Theory. Lawrence Erlbaum Associates.
11. Schon, D. (1987): Educating the Reflective Practitioner; Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
12. Shashi Prabha Sharma (2004) Teacher Education: Principles, Theories and Practices. New Delhi: Kanishka publishers.

E-Resources

1. Using Cell Phones as Learning Tools by Becton Loveless, Retrieved from: <https://www.educationcorner.com/cell-phones-learning-tools.html>
2. Active Learning Techniques, Retrieved from: <https://ctl.byu.edu/tip/active-learning-techniques.html>
