



# Allexton College of Education

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

**M.Ed.**

**(SECOND YEAR)**

**SYLLABUS**

**(with effect from 2024)**



# Alexton College of Education

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

## **M.Ed. SYLLABUS**

**Third Semester**

**&**

**Fourth Semester**



# Alston College of Education

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Royapettah, Chennai – 600 014.

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# Allexton College of Education

(Autonomous)

Royapettah, Chennai - 600014.

## **M.Ed. Syllabus (Third Semester)**

### **3M-PEC- EMA– EDUCATIONAL MANAGEMENT AND ADMINISTRATION**

No. of Credits: 4

No. of Hours: 120 Hrs.

#### **Objectives:**

The students are able to

CO1: explain modern trends of educational administration.

CO2: interpret functions and types of educational management.

CO3: identify various approaches to educational planning.

CO4: analyze the models of organizational behaviour.

CO5: appraise the models of organizational communication.

CO6: sensitize the techniques of management and excel in teaching.

#### **UNIT : I Educational Administration**

**(20 Hrs.)**

Educational Administration: meaning, definition, nature, elements, scope, principles and functions – Program Evaluation Review Technique (PERT) - Critical Part Method (CPM).

#### **UNIT : II Educational Management**

**(20 Hrs.)**

Educational Management – meaning, definition, concept, features, functions and types of educational management: centralized and decentralized educational management, external and internal educational management and autocratic and democratic educational management - Total Quality Management (TQM).

#### **Unit : III Educational Planning**

**(20 Hrs.)**

Educational Planning: Guiding Principles, types of educational planning: micro, macro and grass root - Techniques of educational planning – approaches to educational planning: Social demand approach, Man-power approach and Intra Educational extrapolation approach.

**Unit : IV Organizational behaviour****(20 Hrs.)**

Organizational behaviour : meaning, concept, GUBA model of organizational behavior - Grid and Managerial Grid concept – Types of organizational behavior : autonomous and non – autonomous.

**Unit : V Organizational Communication****(20 Hrs.)**

Organizational Communication – concept, definition, purpose of organizational communication – levels of communication – patterns and process in communication – distortion in communication – barriers to communication – models of communication: Shanon Weaver model and Berlo's model.

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

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

1. Prepare a write up on modern trends of educational administration.
2. Present a flow chart on types of educational management.
3. Conduct a debate on different approaches of educational planning.
4. Prepare a report based on analyze the applicability of management grid system in grid system optimization.
5. Discuss and present a report based on barriers in communication.

**Suggested Reference books :**

1. Anbuvelan, (2007) Principles of Management, Lakshmi publications.
2. Arulsamy, (2010) Educational Innovations and Management, Hyderabad, Neelkamal Publications.
3. Balu, (2004) Systems Management, Sri Venkateswara Publications.
4. Balu, (2005) Advanced Management Theory, Mylapore, Sri Venkateswara Publications.
5. Balu, (2006) Human Resources Management, Sri Venkateswara Publications.
6. Everard, (1986) Developing Management in schools, Great Britain Oxford publishing services.
7. Gupta, (2000) Management Information system, S.Chand and company Ltd.
8. Khanka, (2002) Organizational behavior, S.chand & Co Ltd.
9. Masie, et.al, (1979) Essentials of Management by objectives, New Delhi,

Tata Mcgraw Hill publishing Co Ltd.

10. Muknopadhyay, M.(2005): Total quality management in education. New Delhi : Sage publications.
11. Radha, et.al, (2010) Principles of Management, Prasanna Publishers and Distributors.

## **E.Resources**

1.Educational Management-

[https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_8.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf)

2.Approaches to Educational Planning- Ukpong, N. N.

[https://www.researchgate.net/profile/Nse-Ukpong/publication/339469938\\_APPROACHES\\_TO\\_EDUCATIONAL\\_PLANNING/links/5e5473dfa6fdccbeba00c0cd/APPROACHES-TO-EDUCATIONAL-PLANNING.pdf](https://www.researchgate.net/profile/Nse-Ukpong/publication/339469938_APPROACHES_TO_EDUCATIONAL_PLANNING/links/5e5473dfa6fdccbeba00c0cd/APPROACHES-TO-EDUCATIONAL-PLANNING.pdf)

3.PERT and CPM-

[https://ebooks.lpude.in/arts/ma\\_education/year\\_2/DEDU503\\_EDUCATIONAL\\_MANAGEMENT\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ma_education/year_2/DEDU503_EDUCATIONAL_MANAGEMENT_ENGLISH.pdf)



# Allexton College of Education

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Royapettah, Chennai – 600 014

## M.Ed. Syllabus (Third Semester)

### 3M-TEC-ICT -ICT ENABLED EDUCATION

No. of Credits: 2

No. of Hours: 60 Hrs.

#### Objectives:

The students are able to

- CO1: identify approaches for the usage of ICT in teaching
- CO2: enumerate the role and uses of various technologies in teaching–learning situations
- CO3: develop the skill of using computer in evaluation
- CO4: develop learning and research skills among students through ICT enabled Education.

#### **Unit I ICT Mediated Teaching (15 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

#### **Unit : II ICT enriched Learning Experiences (15 Hrs.)**

E – Learning: Concept, Types, Advantages and Disadvantages – Online Platform (Self Study Courses) - Collaborative Learning - Blended Learning - Web Based Learning – Technology Aided Learning – Project Based Learning – Digital Library – Teleconferencing - Virtual Classrooms, Virtual Laboratories and Artificial Intelligence (AI) - Applications of AI.

#### **Unit : III ICT for Evaluation (15 Hrs.)**

Computerized Evaluation: Meaning and Purpose - Applications of Computerized Evaluation: CCE, Test Construction and Administration (CAT & CCT), Question Banking, Item Analysis, Test scoring procedures, Reporting Examination and Results - Rubrics: Meaning and uses - QR Code.

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

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

1. Report on the effectiveness of ICT in teaching – learning process
2. Debate on the usage of Artificial Intelligence among learners.
3. 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. Bharihoke, D. (2000). Fundamentals of Information Technology, New Delhi: Pentagon Press.
5. Chitrasen. (2006). Information Technology 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.

**E-Resources:**

1. Rubrics - <http://rubistar.4teachers.org/index.php>
2. E-learning - <https://elearningindustry.com/advantages-and-disadvantages-online-learning>
3. Types of e-learning - <https://e-student.org/types-of-e-learning/>
4. Artificial Intelligence - <https://www.techtarget.com/searchenterpriseai/definition/AI-Artificial-Intelligence>

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# Meston College of Education

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Royapettah, Chennai - 600014.

## M.Ed. Syllabus

### (Third Semester)

#### 3M-SPC-LIS -LIBRARY AND INFORMATION SCIENCE (ELECTIVE)

**No of credit-4**

**No of hours-120**

#### OBJECTIVES:

The student-teachers will be able to

CO1: understand purpose, role and importance of libraries.

CO2: study various types of sources of information.

CO3: know about the various library services and e-resources'

CO4: get familiar with applications of computers and information technology in library

CO5: understand the different contemporary technology in the library.

#### **Unit : I Information and Academic Libraries**

**(20 Hrs.)**

Data, Information and knowledge - Academic Libraries: School, College and University libraries, their objectives, features and functions.

#### **Unit : II Information Sources**

**(20 Hrs.)**

Information sources –Primary sources of information: Journal, conference volume, patents, research reports and thesis – Secondary sources of information: Bibliography, Encyclopedia, Dictionary, Yearbook, Directory, Biographical sources, Text Book and Geographical sources – Tertiary sources of Information: Guides, Bibliography of bibliography, Wikipedia, etc.

#### **Unit : III Electronic Resources**

**(20 Hrs.)**

E-resources – e -books, e- journals and e -theses and e-newspaper – OPAC, Mobile Library Applications.

#### **Unit : IV Library Automation and Institutional Repository**

**(20 Hrs.)**

Library software- open source software - Institutional Repository – Wi-Fi, Satellite communication, mobile communication, Barcode, RFID, QR Code, Biometric and Smart Card applications.

#### **Unit : V Emerging Technologies in Library and Data Analysis**

**(20 Hrs.)**

Bibliography and Citation: APA and MLA format, Plagiarism Software – Turnitin Drillbit, Professional Domain – Google Scholar, LinkedIn, Artificial Intelligence and Library, Social Media.

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

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

1. Hands on experiences with the library software.
2. Find out information from standard Reference sources.
3. Visit to any library – a report.
4. Developing skills in literature search by using Social Media.
5. Hands on experience with Plagiarism software.

**BOOK FOR REFERENCES:**

1. Ranganathan S.R. (1957) Five Laws of Library Science. Delhi: Vikas.
2. Ranganathan S.R. (1973). New Education and School Library. Delhi: Vikas
3. Sharma S.K. (1993) Library Computerization: Theory and Practice. Delhi: Ess Ess.
4. Satyanarayana B. ed., (1998). Multimedia its applications in Library and Information Science Chennai: T.R. Publications.
5. Roland Astall. (1966). Special Libraries and Information Bureaux. Bombay: Asia Pub. House.
6. Ranganathan S.R. (1969). Library Science based services. Madras: New Century Book House.
7. Krishna Kumar. (1987). Reference Services. Vikas.
8. Velaga Venkatappaiah. (1994). New horizons in Library and Information Science. Chennai: T.R. Pub.
9. Hasnain Qureshi. (2006). Principles and Practices of Library Science. New Delhi: Anmol Pub. Pvt. Ltd.

**E-RESOURCES**

1. Academic Library - <https://copyleaks.com/education/academic-library>
2. Sources of Information - <https://www.lisedunetwork.com/sources-of-information/>
3. Information Technology in Library - <https://www.lisworld.in/p/use-information-technologyin-library.html>
4. RFID Technology in Library - <http://eprints.rclis.org/15253/3/RFID.pdf>
5. Plagiarism Checker - <https://smallseotools.com/plagiarism-checker/>



# Weston College of Education

(Autonomous)

Royapettah, Chennai - 600014.

## M.Ed. Syllabus (Third Semester)

### 3M-SPC - CE – COMPARATIVE EDUCATION (ELECTIVE)

No. of Credits: 4

No. of Hours: 120 Hrs.

#### Objectives:

The student teachers are able to

CO1: recognize the need, scope and history of comparative education.

CO2: compare the education systems of pre - primary and primary education.

CO3: explore the secondary and higher education systems.

CO4: identify the trends in teacher education programmes.

CO5: analyze the innovative approaches in International education.

CO6: develop professional competence in global context.

#### **Unit:I Development of Comparative Education (20 Hrs.)**

Comparative Education: meaning, need and scope, brief history of comparative education - Determinants of a National education system: Geographical, social, economic, political, cultural, linguistic and historical .

#### **Unit: II Pre - primary and Primary Education (20 Hrs.)**

Aims, Content, Methods of Instruction , Evaluation system and value based education in Pre - primary and primary education in U.K, U.S.A, Japan ,Finland and India.

#### **Unit: III Secondary Education and Higher Education (20 Hrs.)**

Aims, Content, Methods of Instruction , Evaluation system and Value based education in Secondary and Higher education in the U.K, U.S.A, Japan Finland and India.

#### **Unit : IV Teacher Education (20 Hrs.)**

Teacher education in the U.K, U.S.A, Japan,Finland and India - Historical background, types of Institutions, Curriculum, Practice teaching and Research in Education - problems of teacher trainee.

#### **Unit : V Innovative approaches in International Education (20 Hrs.)**

Recent approaches in Education: Interactive classes, virtual Reality technologies, cloud computing teaching, flipped classroom, online teaching, MOU - Problems and remedies in implementing.

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

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

1. Group discussion on the scope and brief history of comparative education.
2. Visit nearby pre - primary school and submit a report.
3. Compare and contrast the higher education system in India with that of any country - submit a report.
4. Collect articles related to the topic "Research in Teacher Education" and submit a report.
5. Watch the video lessons on the topic "Innovative trends in International Education" and submit a report.

**Suggested Reference books:**

1. Bexday, G.Z.L.(1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of the National System. New York Harcourt Brace & Company
3. Denis Lawten.(1986) School Curriculum :Planning, London Hodder and Stoughton.
4. Harold Albery.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
5. Harold, B.Albery& Elsic, J. Albery (1963). The Curriculum. New York, The MacMillan Company.
6. Hugh Sockett.(1976) Designing the Curriculum Design.(London), McGraw Hill
7. Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
8. Sodhi T S. (1988) Text book of Comparative Education, Vikas Publishing House, New Delhi.
9. Sharma Y K. (2004).Comparative Education ,Kanishka Publishers,Kanpur.
10. Sharma R.N. (2002). Comparative Education, Surjeet Publication, New Delhi.
11. Kalaivani, M & Krithika, S. (2022). Samyukdha Publication, Salem.

**E-Resources**

- 1.COMPARATIVE EDUCATION: NATIONAL AND INTERNATIONAL PERSPECTIVES  
<https://kalvisolai.files.wordpress.com/2012/02/ignou-m-ed-mes-055-study-material.pdf>
- 2.NATIONAL OPEN UNIVERSITY OF NIGERIA  
<https://nou.edu.ng/coursewarecontent/EDU%20314%20-%20COMPARATIVE%20EDUCATION.pdf>
- 3.EDUCATION IN THE UNITED STATES A BRIEF OVERVIEW  
<https://files.eric.ed.gov/fulltext/ED497134.pdf>



# Weston College of Education

(Autonomous)

Royapettah, Chennai - 600014

**M.Ed. Syllabus**

**(Third Semester)**

**3M-SPC-EE- ECONOMICS OF EDUCATION**

No. of Credits: 4

No. of Hours: 120 Hrs.

## **Objectives:**

### **The student teachers will be able to**

CO1: understand the conceptual background of economics of education and evaluate the cost of education

CO2: discuss the pricing and financing of education and interpret cost benefit analysis and cost effectiveness analysis.

CO3: describe the priorities given on various allocation of funds to education in the 5-year

Plans

CO4: estimate and utilise human resources based on demand and supply of teachers

CO5: correlate among educational development, economic development and economic growth

CO6: develop social sensitivity by inculcating knowledge on economics of education

### **UNIT: I Conceptual Background and Cost of Education (20 Hrs.)**

Economics of Education: meaning, definition, scope, importance - The relationship between education and the economic system - Concept of Cost of Education - Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost - Unit cost of Education.

### **UNIT: II Cost-Benefit Analysis, Pricing and Financing of Education (20 Hrs.)**

Cost-benefit analysis: meaning, purpose and problems - Cost effectiveness analysis in Education- Difference between Cost-benefit and Cost effectiveness analysis- Pricing of Education: Micro and Macro aspects of pricing of education - Sources of finance for education: private, public, fees, donations, endowments and grants.

### **UNIT: III Allocation of funds to Education in the 5-year Plans (20 Hrs.)**

The concepts of five-year planning - Actual and estimated allocation of funds at different levels of education in the Five-year plans (I-XII Plans) - Priority for education in the various five-year plans - Priorities within education in the various five year plans - Types of Plans: Central, State and Institutional.

**UNIT : IV Human Resource Development and Teacher Provision (20 Hrs.)**

Meaning, Definition and Significance of Human Resource Development - Meaning and purpose of Economics of Teacher provision, Estimating the demand for and supply of teachers and the problems associated with the estimation, Policy implications of economics of teacher provision.

**UNIT V - Education, Economic Development and Growth (20 Hrs.)**

Concepts of economic development and economic growth - Interrelationship between education and economic development - Suggestions for enhancing and sustaining economic development - Measuring the Contribution of Education to Economic Growth: Correlation, Manpower Forecasting and Wage-differential Approaches.

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

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

1. Identify and calculate various educational costs incurred in your institution
2. Compute the cost benefit analysis for replacing the smartboards with interactive whiteboards
3. Prepare a report on funds allotted by state government for different levels of education in the last 5 years
4. Analyse the problems associated with demand and supply of teachers
5. Compare the wage difference due to gender, location, hours of work and worker's skill

**Suggested Reference Books:**

1. Balsara, M. (1996) New Education policy and Development Challenge, New Delhi. Kanishka Publishers.
2. Blaug. M (1972) an Introduction to the Economics of Education London: Penguin
3. Cohn, E. and Gesker (1990) T. G. The Economics of Education Oxford: Pergamon Press
4. Creedy J. The Economics of Higher Education: analysis of Taxes Versos Fees Able shot: Edward Elgar publishing limited
4. Enaohwo J. O (1990) Economics of Education and the Planning Challenge. New Delhi. Anmol Publications.
5. Knight, J. B. and Sanot R. II (1990) duction. Productivity and Inequality. The World Bank Laxmi Devi (ed) (1996) Encyclopaedia of Education Development and Planning Economics of Education Vol. V New Delhi. Anmol Publications Pvt. Ltd.
6. Majumdar, T. (1983) Investment in Education and Social Choice, Cambridge, Cambridge University Press.
7. Murray T. R. (1990) The Encyclopaedia of Human Development and Education

Oxford. Pergamon

8. Muzammil, M. (1989) Financing of Education. New Delhi House.
9. Levin M. R. & Shank A (eds.) (1970) Educational Investment in an Urban Society: Costs, Benefits and Public Policy, New York Teachers College press.
10. Panchamukhi P. R. (ed) (1989) Economics of Educational Finance, Bombay, Himalaya publishing House.
11. Shriprakash and Chowdhury S (1994). Expenditure on Education - Theory, Models and Growth, New Delhi: NIEPA
12. Tilak J. B. G. (1994) Education for Development in Asia, New Delhi, Sage publications.

### E- Sources:

1. Tilak, J. B., & Varghese, N. V. (1991). Financing higher education in India. *Higher Education*, 21(1), 83-101. [https://www.researchgate.net/profile/Jandhyala-Tilak/publication/226085821\\_Financing\\_higher\\_education\\_in\\_India/links/0046352cbac1a6f7d500000/Financing-higher-education-in-India.pdf](https://www.researchgate.net/profile/Jandhyala-Tilak/publication/226085821_Financing_higher_education_in_India/links/0046352cbac1a6f7d500000/Financing-higher-education-in-India.pdf).
2. Robinson, R. (1993). Cost-benefit analysis. *British Medical Journal*, 307(6909), 924-926. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1679054/pdf/bmj00042-0048.pdf>
3. Chaudhary, L. (2010). Land revenues, schools and literacy: A historical examination of public and private funding of education. *The Indian Economic & Social History Review*, 47(2), 179-204. [https://www.researchgate.net/profile/Latika-Chaudhary/publication/45280057\\_Land\\_revenues\\_schools\\_and\\_literacy\\_A\\_historical\\_examination\\_of\\_public\\_and\\_private\\_funding\\_of\\_education/links/5953f71b458515bbaa1e66ea/Land-revenues-schools-and-literacy-A-historical-examination-of-public-and-private-funding-of-education.pdf?sg%5B0%5D=started\\_experiment\\_milestone&origin=journalDetail&rtd=e30%3D](https://www.researchgate.net/profile/Latika-Chaudhary/publication/45280057_Land_revenues_schools_and_literacy_A_historical_examination_of_public_and_private_funding_of_education/links/5953f71b458515bbaa1e66ea/Land-revenues-schools-and-literacy-A-historical-examination-of-public-and-private-funding-of-education.pdf?sg%5B0%5D=started_experiment_milestone&origin=journalDetail&rtd=e30%3D)
4. Smylie, M. A., Miretzky, D., & Konkol, P. (2004). Rethinking teacher workforce development: A strategic human resource management perspective. *Teachers College Record*, 106(13), 34-69. [https://www.researchgate.net/profile/Deb-Miretzky/publication/227984960\\_Rethinking\\_Teacher\\_Workforce\\_Development\\_A\\_Strategic\\_Human\\_Resource\\_Management\\_Perspective/links/5dfa2ef1a6fdcc28372905db/Rethinking-Teacher-Workforce-Development-A-Strategic-Human-Resource-Management-Perspective.pdf](https://www.researchgate.net/profile/Deb-Miretzky/publication/227984960_Rethinking_Teacher_Workforce_Development_A_Strategic_Human_Resource_Management_Perspective/links/5dfa2ef1a6fdcc28372905db/Rethinking-Teacher-Workforce-Development-A-Strategic-Human-Resource-Management-Perspective.pdf)
5. Barro, R. J. (2013). Education and economic growth. *Annals of economics and finance*, 14(2), 301-328. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=756ea3bc9225033cf7d82530d0a1ef28be6bf95e>

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# Alexton College of Education

(Autonomous)

Royapettah, Chennai - 600014.

## M.Ed. Syllabus (Fourth Semester)

### 4M-PEC - IE - INCLUSIVE EDUCATION

No. of Credits: 4

No. of Hours: 120 Hrs.

#### Objectives:

The student teachers will be able to

- CO1: understand the various perspectives of Inclusive Education.
- CO2: develop critical understanding of National and International view of Inclusive Education.
- CO3: analyse the index for inclusiveness and the role of stakeholders in Inclusive Education
- CO4: develop the ability to create inclusive schools and sustain various practices of inclusive education.
- CO5: apply the knowledge of support services in an Inclusive situation.
- CO6: excel in handling the inclusive practices and perform a holistic approach in teaching and learning.

#### **Unit : I Inclusive education (20 Hrs.)**

Inclusive education: Meaning, Principles and significance – Perspectives of inclusive: Physical, Social and Cognitive – Factors affecting inclusive education - Common Myths and Facts about Inclusion.

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

National Level Developments: Inclusive education for Disabled children (IEDC), Rehabilitation Council of India (RCI), Sarva Shiksha Abhiyan (SSA), Samagra Shiksha (2019) - International Developments: The Universal Declaration of Human Rights (1948), Millennium Declaration (2000), UNESCO Policy Guidelines on Inclusion in Education (2009) - Recent Policies and Acts for Disabled: RPWD Act (2016), The Draft National Policy for Persons with Disability (NPPD-2022).

#### **Unit : III Index for Inclusiveness (20 Hrs.)**

Inclusiveness Index: Concept, Meaning, Assumptions, Process of Development of Index – Stakeholders in Inclusive Education: Administrators, Teachers, Community, Parents, Government and Non-Governmental organizations, Students



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

Models in Inclusive Education: Resource model, Dual teacher model, Cluster model – Merit and Demerits – Hallmarks of Inclusive School – Indicators of Inclusion: Inclusive Culture, Inclusive Policies, Inclusive Practices.

**Unit : V Support services to Inclusiveness (20 Hrs.)**

Support Services: Concept, Importance and Types of supportive Services: Medical, Rehabilitative and Educational - Early Identification and Referral Support – Devices and Technological Support – Documentation and Career support services.

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

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

1. Prepare a PPT on the myths and facts of Inclusion.
2. Critically evaluate the role of National and International efforts towards Inclusive education.
3. Analyse and submit a report on various stakeholders involved in Inclusive Education.
4. Visit a school and gather details of inclusiveness by using inclusive practice indicators.
5. Make an e album on support services to inclusiveness.

**Suggested Reference:**

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 3<sup>rd</sup> 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 00

## **E Resources:**

1. Index for Inclusive Schools (2021), National Council of Educational Research and Training Retrieved from: <https://ncert.nic.in/degsn/pdf/IndexforInclusiveSchools.pdf>
2. Index for Inclusion, Tony Booth and Mel Ainscow (2002) Retrieved from: <https://www.eenet.org.uk/resources/docs/Index%20English.pdf>
3. UN Millennium Declaration (2000) Retrieved from: <http://www.un.org/millennium/declaration/ares552e.htm>
4. Policy Guidelines on Inclusion in Education (2009) UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>
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# Allexton College of Education

(Autonomous)

Royapettah, Chennai - 600014.

## **M.Ed. Syllabus (Fourth Semester)**

### **4M-TEC-AITL - ARTIFICIAL INTELLIGENCE FOR TEACHING AND LEARNING**

No. of Credits: 2

No. of Hours: 60 Hrs.

#### **Course Objectives:**

The student teachers will be able to

CO1: understand the foundations, history and approaches of Artificial Intelligence

CO2: familiarise students about AI and its related fields

CO3: develop practical skills in implementing emerging AI tools for education

CO4: attain academic excellence by implementing AI in their teaching and learning process

#### **UNIT : I Introduction to Artificial Intelligence (15 Hrs.)**

Artificial Intelligence (AI): Meaning and Definition - History of Artificial Intelligence - Components of Intelligence: learning, reasoning, problem-solving, perception, language comprehension - Approaches to Artificial Intelligence: The Cognitive Modelling, The Law of Thought, The Rational Agent - Comparison among Artificial Intelligence, Machine Learning and Deep Learning.

#### **UNIT : II Artificial Intelligence Techniques for Education (20 Hrs.)**

AI and its related fields - Health Care, Agriculture, Automobile, Transport, Education - AI for educational management and delivery: school administration, learning management system, virtual reality, augmented reality, learning analytics- AI for learning and assessment: intelligent tutoring systems, automated evaluation, virtual reality and augmented reality - AI for teaching practices: discussion forum monitoring, dual teacher model, teaching assistants.

#### **UNIT : III Emerging Technologies in AI for Education (15 Hrs.)**

Artificial Intelligence tools for Education: Plagiarism checkers, Voice to text tools, Search suggestions, ChatGPT, Smart personal assistance, Cloud computing, Google AI, Biometric mapping, Personalised learning, Smart content creators, Task automation - Ethical considerations and challenges in AI adoption - Advantages and Disadvantages of AI in education - Generative Artificial Intelligence (GAI) in education and research - UNESCO's initiative on GAI in education.

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

(The students have to undertake any one of the following activities)

1. Compare and contrast human intelligence with artificial intelligence and highlight the existential risks of AI to humanity
2. Identify and report the various ways of engaging learners through augmented and virtual reality
3. Utilise any five significant AI tools during your internship and report its effectiveness and challenges.

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2. AI and Education: Guidance for policy-makers, UNESCO, 2021.[https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000376709&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_62611cef-d00f-4563-ac9d-d95c5c12309d%3F\\_%3D376709eng.pdf&locale=es&multi=true&ark=/ark:/48223/pf0000376709/PDF/376709eng.pdf](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000376709&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_62611cef-d00f-4563-ac9d-d95c5c12309d%3F_%3D376709eng.pdf&locale=es&multi=true&ark=/ark:/48223/pf0000376709/PDF/376709eng.pdf)
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<https://www.sciencedirect.com/science/article/pii/S1877050918315382>



# Meston College of Education

(Autonomous)

Royapettah, Chennai - 600014.

## **M.Ed. Syllabus (Fourth Semester)**

### **4M-VAC-UVPE – UNIVERSAL VALUES AND PROFESSIONAL ETHICS (ELECTIVE)**

No. of Credits: 4

No. of Hours: 120 Hrs.

#### **Objectives:**

The student teachers will be able to

CO1: understand the various personal values essential for a holistic life.

CO2: analyse the relative importance of social values and its connectivity towards individual wellbeing.

CO3: sensitise the scope of life – individual, family, society and nature/existence and the ways of strengthening life with self-reflection.

CO4: balance the diversity and differences of work area through various professional ethics.

CO5: develop and act with confidence and commitment towards teaching ethics

CO6: excel in the teaching profession by implementing the teacher ethics.

#### **UNIT:I PERSONAL VALUES**

**(20 Hrs.)**

Concept of values -Types of values - Value Education: Aims, Components, Sources - Positive Values - Value Crisis – Value Conflict - Value Erosion - Value Transmission - Preservation of values - Approach of Highly valued person towards: gender equality, physically and intellectually challenged, Respect to - age, experience, maturity, family members, neighbours, co-workers.

#### **UNIT : II SOCIAL VALUES**

**(20 Hrs.)**

Constitutional values: Meaning, Importance - Different Constitutional values: Democracy, socialism, secularism, equality, justice, liberty, freedom, fraternity, universal brotherhood - Religious Values: Meaning, Importance - Different religious values: Tolerance, wisdom, love, forgiveness, gratitude, generosity - Professional Values: Meaning, Importance - Different professional values: Knowledge thirst, sincerity in profession, regularity, punctuality, co –operation, respect - Methods to inculcate social values among students.

**UNIT : III UNIVERSAL VALUES****(20 Hrs.)**

Harmony in the Self: Understanding Human being as the Co-existence of the Self and the Body - Harmony in the Family: Justice in Human-to-Human Relationship - Harmony in the Society: Social Responsibility - Harmony in the Nature: Interconnectedness, self-regulation and Mutual Fulfilment.

**UNIT : IV PROFESSIONAL ETHICS****(20 Hrs.)**

Morals, Values, and Ethics: Meaning, Importance - Integrity-Work Ethic - Civic Virtue – Respect for Others – Living Peacefully –Caring – Sharing – Honesty – Courage – Valuing Time –Cooperation –Commitment – Empathy –Self Confidence - Enhancing Professional Ethics- Effective utilisation of common resources .

**UNIT : V TEACHER PROFESSIONAL ETHICS****(20 Hrs.)**

Responsibility (Code of Conduct) related to the Profession, Professional Competence, Students, School, Community, Ethical use of technology - Relationship with Authorities, students, colleagues, Non teachers, parents/guardians, society - Measuring Professional Ethics: Self, Peer, Superior.

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

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

1. Identify various personal values of yourself and prepare a report.
2. Collect various real life incidents of leaders related to social values.
3. Develop and present a talk on harmony with the family and nature to your teacher trainees.
4. Analyse and submit a report on different professional ethics of any two professions.
5. Make a video talk on the expected teacher's professional ethics.

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3. Gaur R R, Asthana R & Bagaria (2022) Teacher's Manual A Foundation Course In Human Values And Professional Ethics -2nd Edition, Excel Books Publishers, Daryaganj ,New Delhi,
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7. Ram P Sharma & Madhulika S (2011), Value Education and Professional Ethics, Kaniskha Publishers, New Delhi.
8. Tripaty A.N, 2003. Human Values, New Age International Publishers, New Delhi

## **E RESOURCES**

- 1) The Minnesota Code of Ethics for Teachers <https://wp.stolaf.edu/education/model-code-of-ethics-for-educators/>
- 2) National Professional Standards for Teachers - Preliminary Draft Version 01.08 National Council for Teacher Education (2021)  
[https://ncte.gov.in/WebAdminFiles/PublicNotice/Hindi\\_0\\_17\\_11\\_2021\\_637727482281976435.pdf](https://ncte.gov.in/WebAdminFiles/PublicNotice/Hindi_0_17_11_2021_637727482281976435.pdf)
- 3) HUMAN VALUES AND PROFESSIONAL ETHICS [https://vit.ac.in/files/Ethics\\_Manual.pdf](https://vit.ac.in/files/Ethics_Manual.pdf)
- 4) LECTURE NOTES ON HUMAN VALUES AND PROFESSIONAL ETHICS  
<https://ccsuniversity.ac.in/bridge-library/pdf/MCA-I-Human-values-and-Ethics.pdf>
- 5) PROFESSIONAL ETHICS FOR ENGINEERING  
<https://www.stannescet.ac.in/cms/staff/qbank/ECE/Notes/GE8076-PROFESSIONAL%20ETHICS%20FOR%20ENGINEERING-1815996033-PEE%20NOTES.pdf>
- 6) Professional Ethics in Engineering  
<https://www.srividyaengg.ac.in/questionbank/Mech/QB114561.pdf>
- 7) MODULE 1 – HUMAN VALUE <https://www.studocu.com/in/document/apj-abdul-kalam-technological-university/professional-ethics/module-1-human-values-this-pdf-contain-all-the-notes->



# Allexton College of Education

(Autonomous)  
Royapettah, Chennai - 600014

## M.Ed. Syllabus (Fourth Semester)

### 4M-VAC-PPP- PSYCHOPATHOLOGY AND PSYCHOTHERAPY (ELECTIVE)

No. of Credits: 4

No. of Hours: 120 Hrs.

#### Course Objectives:

#### The students will be able to

- CO1: understand the fundamental concepts of psychopathology.  
 CO2: describe the emergence, objectives and schools of psychotherapy and different therapeutic forms.  
 CO3: critically evaluate different conceptual approaches in psychotherapy.  
 CO4: discuss the causes, symptoms and treatment of various mental disorders.  
 CO5: apply practical knowledge on facilitative and action-oriented dimensions of the psychotherapeutic process and develop important skills of psychotherapy.  
 CO6: develop social and professional skills by practising therapeutic treatments for various psychological disorders.

#### **UNIT : I Introduction to Psychopathology (20 Hrs.)**

Psychopathology: Meaning, definition, History - Classification: Psychosis and Neurosis - Development of the Diagnostic and Statistical Manual (DSM V) and the International Classification of Diseases (ICD 10) - Mental Status Examination: General Description, Emotions, Perceptual disorders, Disorders of Thought Process and Memory.

#### **UNIT : II Introduction to Psychotherapy (20 Hrs.)**

Psychotherapy: Meaning, Definitions - Emergence of Psychotherapy - Main Features and Objectives of Psychotherapy - Schools of Psychotherapy: Psychodynamic, Humanistic and Behavioural - Therapeutic Forms: Individual, Couples, Family and Group Therapy - Effectiveness and Trends in Psychotherapy.

#### **UNIT : III Approaches in Psychotherapy (20 Hrs.)**

Psychodynamic Approach: Characteristics, Therapies (Analytic Psychotherapy, Adlerian Therapy) - Behavioural Approach: Characteristics, Therapies (Cognitive-Behavioral Therapy and Rational Emotive Behavioural Therapy) - Humanistic Approach: Characteristics, Therapies (Gestalt Therapy and Existential Therapy)

#### **UNIT : IV Mental disorders and Treatments (20 Hrs.)**



Meaning, causes, symptoms, psychotherapeutic approach in treatment of Mental Disorders: Delirium, Anxiety and Panic Disorders, Personality disorders, Eating and Sleeping Disorders, Mood Disorders, Addictive Disorders, Substance-induced Disorders, Social Phobia.

**UNIT : V Skills of Psychotherapy (20 Hrs.)**

Welcoming the Client: Make the client comfortable, therapeutic task, observing the body language, displaced activities, eye-scanning, various gestures, modalities of physical attending - Letting the client tell the story: levels of expression, types of problem situation, listening, responding, reflecting - Personalising: employing problem-solving techniques, behavioural strategies, action programs

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

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

1. Assess the cognitive, emotional and behavioural functioning (Mental Status Examination) of the student teachers
2. Compare and Contrast the ideas of any two schools of psychotherapy
3. Identify and provide a suitable therapy for a student with mental disorder
4. Practise cognitive behavioural therapy with the support of the mental health counsellor and report your experience
5. Observe the skills of mental health counsellor during counselling session and write a report

**Suggested Reference Books:**

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2. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.)
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15. Kapur M. (2011). *Counselling Children with Psychological Problems*. India. India Binding House, Pearson.
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### E- Sources:

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2. Beauchaine, T. P., & Hinshaw, S. P. (Eds.). (2017). *Child and adolescent psychopathology*. John Wiley & Sons. <http://repository.umpwr.ac.id:8080/bitstream/handle/123456789/147/Child%20and%20Adolescent%20Psychopathology.pdf?sequence=1&isAllowed=y>
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# Allexton College of Education

(Autonomous)  
Royapettah, Chennai - 600014.

## **M.Ed. Syllabus (Fourth Semester)**

### **4M-VAC- SDHL- SELF DEVELOPMENT FOR HEALTHY LIFESTYLE (ELECTIVE)**

No. of Credits: 4

No. of Hours: 120

#### **Objectives:**

The student-teachers shall be able to

CO1: develop an awareness of a healthy lifestyle.

CO2: motivates the interest, knowledge and attitudes with regard to physical activities.

CO3: improve their posture through daily routine work.

CO4: increase nutritional knowledge and nutritional practices.

CO5: develop healthy habits and healthy life and living.

CO6: fostering the student teacher's holistic personality.

#### **Unit : I Healthy Lifestyle**

**(20 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**

**(20 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**

**(20 Hrs.)**

Body types; Sheldon and Kedar - 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 Scoliosis Physical Activities as Corrective Measures

## **Unit : IV Food and Nutrition**

**(20 Hrs.)**

Meaning of food – Classification of food – Constituents of food – Nutrition - Food Pyramid - water helps in our body – Malnutrition and its Causes – Remedies for Malnutrition – Balanced Diet - Weight management

## **Unit : V Yogasana and Healthy Lifestyle**

**(20 Hrs.)**

Meaning of Yogasana – importance of yogasana for healthy lifestyle - Guidelines for practicing Asanas - Asanas as preventive measure - Procedure, benefit and contraindications for Vajrasana, Padahastasana, Matseyendrasana, Trikonasana, Pawanmuktasana, Bhujangasana and Tadasana

### **Suggested Practicals:**

**(20 Hrs.)**

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

- 1) Experience sharing on habits of personal hygiene.
- 2) Demonstrate basic aerobic exercise with music in five minutes.
- 3) Find the causes and suggest some corrective exercises for postural deformities.
- 4) Prepare a one week healthy diet plan for adults (men & women).
- 5) Demonstrate any three asanas and write a report.

### **References**

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3. Lakshmi, C. (2010) Physical and Health Education ; Sri Ghomathee Publications, Chennai.
4. Rai, B.C. (2000) Health Education and Hygiene; Prakashan Kendra, Lucknow.
5. Kamlesh M.L(2011) Principle and History of Physical Education; Prakash Brothers Publications, Delhi.

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3. Dr. Einas Al-Eisa, Kinesiology & Biomechanics-posture retrieved
4. Diet for healthy Lifestyle Retrieved <https://ncert.nic.in/textbook/pdf/iehp111.pdf>
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