

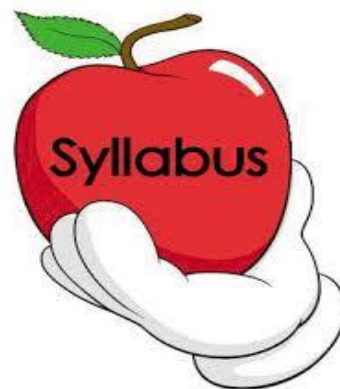
# **ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)**

[Re-accredited (4<sup>th</sup> Cycle) at 'A+' Grade by NAAC]

Palayamkottai, Tirunelveli District - 627 002, Tamil Nadu, India.



## **M.ED.**



## **2022-2024**

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## **Semester I**

### **Course I: Philosophical Perspectives of Education**

**M.Ed.: Sem. I**

**Course Code: MPPE**

**Credit: 4**

#### **Course Learning Outcomes:**

##### **The student**

1. acquires knowledge of traditional and contemporary philosophies related to education
2. understands the different philosophical systems and their educational implications
3. analyses the contributions made to education by prominent educational thinkers
4. realizes the significance of multi-cultural education in Indian society
5. values the need for imparting value education

##### **Unit I: Philosophy of Education (L.14, T.2, P.6)**

Philosophy: Meaning, concept, scope and nature - Functions of philosophy and education - Modes of philosophical inquiry - Relationship between philosophy of teaching and teaching styles - Salient features of eastern and western philosophies of education - Beliefs of traditional philosophy and progressive philosophy - Liberal philosophy: Historical background and basic characteristics - Radical philosophy: Special features, modern concept of philosophy: Analysis - Logical analysis - Logical empiricism and positive relativism

##### **Unit II: Eastern Philosophies of Education (L.12, T.2, P.6)**

Orthodox Schools of Philosophy: Vedas, Sankhya, Vedanta in education, concept of yoga and its educational implications - Heterodox schools of Indian philosophy: Buddhism, Jainism and their educational implication - Islamic philosophy of education and its implications - Christian philosophy of education and its implications

##### **Unit III: Western Philosophies of Education (L.12, T.2, P.6)**

Idealism, naturalism, pragmatism, existentialism, realism, Marxism with special reference to the concepts of knowledge, reality, values and their educational implications for aims, contents and methods of education

##### **Unit IV: Educational Thinkers and their Educational Contribution (L.10, T.2, P.6)**

Western thinkers: Plato, John Dewey, Pestalozzi, Maria Montessori, Froebel, Paulo Friere and Ivan Illich - Eastern Thinkers: Thiruvalluvar, Aurobindo, Dr. A.P.J. Abdul Kalam, Radha Krishnan, Vivekananda and Tagore

##### **Unit V: Multi-Cultural Education and Emerging Perceptions in Value Education (L.12, T.2, P.6)**

Multi-cultural Education: Meaning, concept, need, scope and principles of teaching and learning in multi-cultural society - Approaches to multi-cultural education - Value education: Meaning, definition, classification of values, emerging perceptions in value education - Values as an instrument to counter terrorism

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## Course II: Psychology of Learning and Development

M.Ed.: Sem. I

Course Code: MPPL

Credit: 4

### Course Learning Outcomes:

#### The student

1. understands the individual differences that exist among the learners
2. learns the theories of learning and its application
3. analyses the styles of learning
4. appreciates emotional behaviour and balances his/her emotions
6. constructs the concepts of mental health and group dynamics

#### Unit I: Educational Psychology (L.10, T.2, P.5)

Educational Psychology: Meaning, Nature, Branches and Methods - Individual Differences: Meaning, Characteristics, Types, Determinants, Causes - Individual differences and classroom management - Differential-learning: Needs and Challenges - Teacher's role - Becoming a fully functioning person

#### Unit II: Learning and Information Processing (L.15, T.2, P.6)

Factors influencing learning - Theories of learning: Guthrie, Hull and Kurt Lewin theory - Insight learning: Kohler - Hierarchy of Learning: Gagne - Information processing approach - Memory and its types - Causes of forgetting - Thinking and Meta cognition: Meaning and definition - ARCS model of instruction - Constructivism in teaching and learning - Holistic approach

#### Unit III: Motivation and Learning Styles (L.15, T.2, P.6)

Motivation cycle - McClelland's Achievement Motivation - Learning styles of Kolb: Diverging, assimilating, converging and accommodating - H. Gardener's styles of learning: Visual, auditory and kinesthetic - McCarthy's 4MAT learning cycle model

#### Unit IV: Emotional Behaviour (L.10, T.2, P.6)

Emotion, Decision making and Emotional Intelligence - Theories of Emotion: James Lange theory - Cannon-Bard theory - Characteristics of emotionally balanced people - Sexual violence - Balancing emotions for happiness - Classroom climate - Role of the teacher and students

#### Unit V: Mental Health (L.10, T.2, P.7)

Mental Health: Meaning and definition - Characteristics of a mentally healthy person - Development of Mental Health - Mental Hygiene: Definition and objectives - Need of mental health and hygiene for teachers - Factors affecting mental health - Assessment of mental health - Adjustment as a process - Maladjustment - Methods and mechanisms of adjustment - Guidance techniques in adjustment - Group dynamics - Group process - Interpersonal relationship - Socio metric grouping - Educational Significance of Group Dynamics

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## Course III: Educational Sociology

M.Ed.: Sem. I

Course Code: MPES

Credit: 4

### Course Learning Outcomes:

#### The student

1. understands the importance and role of education in the Indian society
2. acquires the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations
3. familiarizes the process of social change, social progress and the difference between social change and cultural change
4. comprehends the role of education in modernization
5. develops the competency of analyzing the current issues in education

#### Unit I: Educational Sociology (L.10, T.2, P.5)

Educational Sociology: Meaning, definition, nature and scope - Social functions of education - Relationship of sociology and education, education as a social sub system and its specific characteristics - Social agencies of education: Home, school, community, religion and state

#### Unit II: Social Processes (L.13, T.2, P.7)

Education and socialization of the students, education and social stratification, conflict and cooperation - Education and social mobility - Marxism and social revolution - Martin Luther and social reformation - Social organizations: Meaning, nature and characteristics - Social groups: Meaning, significance and types

#### Unit III: Social Change and Culture (L.13, T.2, P.6)

Meaning and nature of social change, education as related to social equity and equality of educational opportunities - Constraints on social change in India: Caste, ethnicity, class, language, religion, regionalism - Technology and Social change - Teacher as an agent of social change - Culture: Meaning, characteristics, cultural lag, education as an agency of cultural development

#### Unit IV: Education and Modernization (L.12, T.2, P.5)

Modernization: Meaning, characteristics and role of education in modernization - Cyberology - Digital divides in the society - Social Media and Social Problems - Education for national development

#### Unit V: Current Issues (L.12, T.2, P.7)

Education and democracy: Meaning, characteristics, democratic rights - Education and secularism: Meaning, characteristics, educational implications - Democracy and Secularism in Indian constitution - Socialism and educational implications - Women and rural population - Demonetisation - Status of socially disadvantaged group - Citizenship

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## Course IV: Research Methodology - I

M.Ed.: Sem. I

Course Code: MPRM1

Credit: 4

### Course Learning Outcomes:

#### The student

1. understands the concept of educational research
2. identifies the problems, variables in educational research
3. familiarizes with the review of literature
4. recognizes the different types of sampling techniques
5. applies different types of tools and techniques in educational research

#### Unit I: Concept of Educational Research (L.12, T.2, P.6)

Meaning and nature, need and importance and scope of educational research - Nature of knowledge, source of knowledge - Scientific method: Definition, steps - Four levels of educational research - Qualities of good research and researcher - Areas of educational research- steps in educational research - Kinds of educational research: Basic and applied research, evaluation research and action research, and their characteristics - Research paradigms in education: Qualitative, mixed and quantitative and their characteristics

#### Unit II: Research Problem, Variable and Hypothesis (L.10, T.2, P.6)

Sources, selection and criteria of research problems, limitations and delimitations, research questions, statement of the problem in different forms - Concept, nature, characteristics and types of variables - Inter relationship of different variables - Concept, importance, characteristics and forms of hypothesis - Formulation and testing - Level of significance - Errors in hypothesis testing - Assumptions: Meaning and role

#### Unit III: Review of related Literature (L.14, T.2, P.6)

Purpose, need at different stages of research and steps of review of literature - Source: Primary, secondary, other sources, on line / off line references - Study skills for educational researcher: Skills for literature search, library skills, reading skills, and note taking skills - Abstracting and organizing literature - Criticism of literature - Introduction to integrative research review and meta-analysis.

#### Unit IV: Population and Sample (L.12, T.2, P.6)

Population - Concept and its types - Sample: Concept, need, characteristics - sampling unit, sampling frame - Sample size: Important considerations in determining sample size, sampling error, representative and biased samples - Probability sampling techniques: Simple random, systematic, stratified random, cluster and multi-stage - Non-probability sampling techniques: Convenience, purposive, quota and snowball - Sampling in qualitative and mixed research - research proposal

#### Unit V: Tools and Techniques of Educational Research (L.12, T.2, P.6)

Tools: Meaning and concept - Characteristics of a tool - Establishing validity, reliability - Validation and standardization of a tool - Techniques: Observation, interview, socio-metric techniques, questionnaire, rating scales, interview schedules, attitude scales, checklist, personality inventories - projective devices

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## **Semester II**

### **Course V: Research Methodology - II**

**M.Ed.: Sem. II**

**Course Code: MPRM2**

**Credit: 4**

#### **Course Learning Outcomes:**

##### **The student**

1. understands the different types of quantitative research
2. realizes the different types of qualitative research
3. familiarizes with different methods of data collection
4. prepares a very good research report
5. knows the modern trends in educational research

##### **Unit I: Quantitative Methods of Research (L.15, T.2, P.6)**

Experimental research: Nature, variables: Independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables - Pre-experimental research, true experimental research quasi-experimental designs - Internal and external validity of results in experimental research - Non-experimental research: Survey, causal-comparative and correlational research, classification by time: Cross-sectional, longitudinal (Trend and Panel studies), and retrospective classification by research objectives: Descriptive, predictive and explanatory

##### **Unit II: Qualitative Methods of Research (L.12, T.2, P.6)**

Qualitative Research: Meaning, steps and characteristics - Phenomenology, ethnography, case studies and grounded theory - Historical research - Mixed research: Meaning, fundamentals, principles, strength and weaknesses, types and limitations

##### **Unit III: Collection of Data and Generalizations (L.9, T.2, P.6)**

Need for data collection, Data: Meaning, nature, types - Data collection: Ethical considerations - Precautions in data collection - Organization of data - Need of research generalizations - Generalization: Meaning, definition, types, level, applications - precautions in formulation of generalization

##### **Unit IV: Writing Research Report (L.12, T.2, P.6)**

Need of research report - Characteristics of a good research report - Preliminaries: Title page, declaration, certificate, acknowledgement, table of content, list of tables, list of figures - Text: Introduction, review of related literature, design of the study, data analysis, findings, interpretation, discussion - Format: APA and MLA - Reference Section: Bibliography/Reference, appendix, pagination - Language: Style of writing, footnote, citations and quotations - Evaluation of a research report - Writing research abstract and research papers, Publication in Journals and Plagiarism

##### **Unit V: Educational Research in India and Modern Trends (L.12, T.2, P.6)**

Growth and trend of educational research in India - Problems and suggestions for improvement - quality control of educational research - Funding agencies: UGC, DST, ICSSR, NCERT - Modern trends: E-research - Internet based research - Web based research tools - Social networking tools and semantic web in educational research

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## Course VI: Educational Statistics

M.Ed.: Sem. II

Course Code: MPEST

Credit: 4

### Course Learning Outcomes:

#### The student

1. acquires knowledge of fundamental statistical concepts
2. understands the skills of computation of central tendencies, variations and correlations
3. develops the skill of drawing statistical graphs
4. practices various statistical techniques in educational research
5. develops competency in software package for statistical analysis

#### Unit I: Introduction to Educational Statistics (L.12, T.2, P.6)

Meaning, importance and role of statistics in research - Scales of Measurement: Nominal, Ordinal, Interval and Ratio - Organisation of data - Frequency distribution - Graphical representation of data: Histogram, frequency polygon, frequency curve, cumulative frequency curve and Box Plot - Uses and importance of graphs

#### Unit II: Measures of Central Tendency and Variability (L.12, T.2, P.6)

Measures of Central Tendency: Mean, Median and Mode: calculation and its uses - Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation: Calculation and its uses, Calculation and uses of Co-efficient of Variation - Percentiles and Percentile Ranks

#### Unit III: Distribution of Curve (L.10, T.2, P.6)

Normal Probability Curve: Concept, Characteristics and Applications - Deviation from Normality: Skewness and Kurtosis - Confidential Limits - Estimation of Population Mean - Standard Scores - T-Scores - Sampling Error - One tailed and two tailed tests - Type 1 and Type 2 Errors - Degrees of Freedom

#### Unit IV: Correlation and Regression (L.12, T.2, P.6)

Correlation: Meaning, types and uses - Rank correlation, Product Moment Correlation, Partial Correlation and Multiple Correlation - Regression: Meaning - Regression Equations and Factor Analysis: Calculations and uses - Difference between Regression and Correlation

#### Unit V: Inferential Statistics - Parametric & Non-Parametric (L.14, T.2, P.6)

Inferential Statistics: Meaning and logic. Concept of Parametric and Non-Parametric tests - Calculations and Applications of: 't'-test (2 sample), one way ANOVA and Post Hoc test: Calculations and Applications - Non-Parametric Test: Chi-Square and Median Test - Computers in Data Analysis - Introduction to SPSS

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## Course VII: Early Childhood Care and Education

M.Ed.: Sem. II

Course Code: MSEC

Credit: 4

### Course Learning Outcomes:

#### The student

1. gets cognizance of Early Childhood Care and Education (ECCE)
2. understands the policies and legislations for children
3. acquires knowledge about the child development
4. familiarizes various strategies and activities in ECCE centers
5. develops the skill of managing ECCE Centre

#### Unit I: Introduction to Early Childhood Education (L.12, T.2, P.6)

Early childhood: Meaning and importance - Early childhood education: Meaning, Definition, Scope, Need and Importance - Goals: Developmental and Educational - Objectives: Cognitive, Affective and Psychomotor - History of early childhood care and education in India: Pre-independence and post-independence

#### Unit II: Policies and Legislations for Children (L.12, T.2, P.6)

Child Marriage Restraint Act (1929) - National policy on children (1974) - Integrated child development services (ICDS - 1975) - The Child Labour (Prohibition and Regulation) Act (1986) - UN convention on the rights of the child (1989) - Right to Education Act, (2009) - Protection of Children from Sexual Offences Act (2012) - National Plan of Action for Children (2016)

#### Unit III: Development of Child (L.12, T.2, P.6)

Child development: Meaning, principles and importance - Stages of child development: Infancy and Early Childhood - Physical, Cognitive, Social, Emotional and Language Development: Meaning, Significance, Factors affecting and Educational programmes - Influence of the child's family, the community and the society

#### Unit IV: Strategies and Activities at ECCE Centre (L.12, T.2, P.6)

Strategies for Teaching Children: Rhymes, Story Telling, Dramatization, Puppet Show and Significances of Play way methods in the Holistic Development of Children - Activities: General, Outdoor, Indoor, Specific, Creative Art, Classroom, Safety and Health Care

#### Unit V: Management of ECCE Centres (L.12, T.2, P.6)

Day-care centers - Crèches - Mobile crèches - Anganwadis and Balwadis - Management of ECCE Centre: Selection of Sites, Building Requirements, Selection and Care of Equipments, Staff Pattern and Records and Reports - Issues and concerns - Characteristics and Responsibilities of an ECCE Teacher

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## Course VII: Education for Special Children

M.Ed.: Sem. II

Course Code: MSES

Credit: 4

### Course Learning Outcomes:

#### The student

1. understands the concept of special education
2. acquires knowledge on policy and legislative provisions for special education
3. recognizes the different types of disabilities
4. familiarizes with different rehabilitation services
5. analyses the present status and future of special education

#### Unit I: Concept of Special Education (L.10, T.2, P.6)

Concept of exceptionality and special education - Positive, negative and multiple deviations - Needs and problems of exceptional Children - Need and scope of special education - Historical development of special education - Philosophy of special education - Sociological perspectives of special education

#### Unit II: Nature and needs of various Disabilities (L.15, T.2, P.6)

Concept of impairment, disability and handicap - Vision, Hearing, Mental, Learning disability, Multiple disabilities: Definition, identification and characteristics - Leprosy cured, Neurological and loco motor disabilities: Definition, identification and characteristics - Autism spectrum disorders: Definition, identification and characteristics

#### Unit III: Policy and Legislative Provisions for Special Education (L.13, T.2, P.6)

NPE (1986) - POA (1992) - RCI Act (1992) - PWD Act (1995) - National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (1999) - National Policy for Persons with Disabilities (2006) - International Legislation for Special Education - UNESCAP, UNCRPP - Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - Right to Education Act (2009)

#### Unit IV: Rehabilitation Services (L.12, T.2, P.6)

Meaning, definition and types of rehabilitation - Types of Rehabilitation programmes - Institution based rehabilitation and community based rehabilitation - Role of family and community in the rehabilitation process - Appropriate vocational counseling and training, different techniques in counseling

#### Unit V: Current Trends and Future Perspectives in Special Education (L.10, T.2, P.6)

Early identification and intervention - Individualized instruction - Advocacy - Collaboration - Attitudes and awareness - Normalization - Deinstitutionalization - Integration - Mainstreaming - Inclusion - Models of integration and inclusive education - Schemes and facilities to achieve normalization - Open distance learning system

#### References

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## Course VIII: Inclusive Education

M.Ed.: Sem. II

Course Code: MSIE

Credit: 4

### Course Learning Outcomes:

#### The student

1. understands the need of inclusive education at present
2. comprehends the historical development of inclusive education
3. familiarizes with innovative practices in inclusive settings
4. promotes positive attitude towards inclusive education
5. develops the skill of organizing an inclusive classroom

#### Unit I: Introduction to Inclusive Education (L.12, T.2, P.5)

Inclusive education: Definition, concept and importance - Disability: Definition, concept and importance - Facing disability - Plan realistically - Difference among inclusive education: Special education and integrated education - Inclusion of children with diverse abilities in regular schools - Benefits of inclusion

#### Unit II: Recommendations of Education Commissions/ Committees (L.16, T.2, P.8)

Establishment of National Institutes and their Regional Centers - District Primary Education Programme (DPEP) - The Mental Health Act (1987) - Rehabilitation Council of India Act (1992) - The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation (1995)) - The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (1999) - Sarva Shiksha Abhiyan - Initiatives for the gifted and talented children - National Curriculum Framework (2005)

#### Unit III: Innovative Practices in Inclusive Settings (L.14, T.2, P.7)

Peer tutoring - Cooperative learning - Team teaching - Curriculum adaptation: Identification, Types and Modification of Environment - Identification, assessment and intervention of exceptional Children by: Records, Profiles, Intelligent and Achievement tests - Individualized Programme Plan (IPP) - Assistive technology and its uses - Learning Outcomes for Inclusive Children - Minimum levels of learning for Inclusive Children

#### Unit IV: Promoting Positive Behaviour (L.8, T.2, P.4)

Challenging behavior: Meaning, response and sources - Violence and touching - Class meetings - Developing Social competencies: Friendships and social skills - Reflection: practices, diaries and reflective teaching

#### Unit V: Organizing the Inclusive Classroom (L.10, T.2, P.6)

Physical layout of an inclusive classroom - Plans for substitute teachers - Meeting student's personal care and medication requirements - Collaborating with: Parents, para-professionals and other professionals in the inclusive campus and classroom

#### References

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## Paper VIII: Education for Gender Sensitization

M.Ed.: Sem. II

Course Code: MSEG

Credit: 4

### Course Learning Outcomes:

#### The student

1. acquires knowledge about gender discrimination
2. analyses the issues and problems related to women in India
3. understands the constitutional rights of women in India
4. comprehends the role of women in nation building
5. acquaints with the concept gender sensitization

#### Unit I: Socialization and Women (L.12, T.2, P.6)

Gender concepts - Socialization: Meaning, definition and stages - Agencies of socialization - Social construction of gender - Sex and gender, gender discrimination, gender stereotyping, gender roles and gender needs - practical and strategic - Women and social institutions: Family meaning and definition; ethos of joint, nuclear - Patriarchal and matriarchal families

#### Unit II: Women in India: Issues and Problems (L.14, T.2, P.6)

Issues related to female children: Female foeticide, female infanticide and child marriage - Issues related to women: Dowry, issueless women, divorce, widowhood, female commercial sex workers, domestic violence, problems of elderly and single women - Issues related to marginalized women: Problems of dalit and tribal women; devadasis - Discrimination and exploitation in the name of tradition - Problems of women prisoners, women living with HIV/AIDS and women who are physically and mentally challenged

#### Unit III: Women's Rights in India (L.10, T.2, P.6)

Women's rights: Meaning, concept and universal declaration of human rights - Enforcement of human rights for women and children - Understanding human rights in Indian context - UN conventions - Universal debate on human rights for women - Constitutional rights of women

#### Unit IV: Women's Role in Nation - Building (L.10, T.2, P.6)

Women in commercial poultry - Rural women and poverty alleviation - Role of women in forestry - Women's participation in farm and home activities - Problems in enterprise set-up and management - Promoting entrepreneurship amongst rural women

#### Unit V: Gender Sensitization (L.14, T.2, P.6)

Gender inequality and its impact on men and women - Understanding the notion of citizenship - Nature of gender inequalities - Transgender: Characteristics and challenges - Access to and control over resources and positions of power - Understanding sexual harassment as gender based violence: Nature, victims, causes and impact of gender-based violence - Violence by men against women: Impact of violence - Contributing to prevention of sexual harassment: What is and is not sexual harassment - Provisions in the act of 2013 about prevention of sexual harassment - Role of men in prevention of sexual harassment at workplace - Gender sensitive language, work culture and work-place

#### References

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## **Semester III**

### **Course IX: Educational Technology**

**M.Ed.: Sem. III**

**Course Code: MPET**

**Credit: 4**

#### **Course Learning Outcomes:**

##### **The student**

1. acquires the knowledge of meaning, scope and types of educational technology
2. recognizes the strategies and techniques of teaching-learning
3. attains the knowledge of the instructional designs and models of teaching
4. comprehends the mass media approach
5. appreciates the use of computers in education

##### **Unit I: The Concept of Educational Technology (L.10, T.2, P.2)**

Educational technology: Meaning, evolution and development of educational technology, differences between modern and traditional educational technology approaches - Micro and macro objectives of educational technology - Challenges of the modern times - Benefits of educational technology

##### **Unit II: Innovations in Educational Technology (L.13, T.3, P.6)**

E-learning: Definitions, characteristics, components and Role of teachers in e-learning - Web-based Teaching (WBT), Web-based Learning (WBL) - Virtual University - Virtual Classroom - Blended Learning Strategies - Flipped classroom - Cloud computing - E-content Development: Concept, Steps and Script writing - Learning Management Systems (LMS) – CANVAS – Google Classroom

##### **Unit III: Instructional Designs and Models of Teaching (L.13, T.1, P.2)**

Instructional designs: Definitions - Forms of instructional designs: Training psychology, cybernetic psychology: Meaning, output and advantages - System analysis: Meaning, procedure, evaluation - System approach: Components, steps in Instructional system - Models of teaching: Definition, characteristics, roles, elements, types: Advance organizer model, Inquiry training model, Integrated Pedagogical Paradigm (IPP), Jurisprudential model and Skinner's contingency management model

##### **Unit IV: Media Approach (L.12, T.2, P.10)**

Multimedia: Concept and characteristics - Developing multimedia package: Principles and Steps - Telecommunication in education: Audio and video conferencing, audio graphs, computer conferencing, teleconferencing, tele teach, webinar and tele tutoring

##### **Unit V: Educational Technology for Open Distance Learning (ODL) (L.12, T.2, P.10)**

Open Distance Learning (ODL): Meaning, scope and characteristics - Educational technology in distance education, mobile learning, video conferencing, EDUSAT - Virtual reality - Virtual tutoring - Intelligent Tutoring System (ITS) - Massive Open Online Courses (MOOCs): Coursera - Technology enhanced learning initiatives in India: Swayam - Open Educational Resources (OER): National Repository of Open Educational Resources (NROER)

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## Course X: Guidance and Counselling

M.Ed.: Sem. III

Course Code: MPGC

Credit: 4

### Course Learning Outcomes:

#### The student

1. acquires the knowledge of guidance and counselling
2. understands the objectives of guidance and counselling
3. develops skills for an effective counsellor
4. realizes the need and the scope of guidance and counselling
5. gains knowledge about educational, personal and vocational guidance

#### Unit I: Concept of Guidance and Counselling (L.12, T.2, P.6)

Guidance and counselling: Definition, need, scope, aims, nature, principles and areas of guidance - Objectives of guidance and counselling for different stages: Childhood, adolescents and adult - Characteristics of good guidance and counselling - Guidance and counselling - Differences

#### Unit II: Approaches to Counselling (L.12, T.2, P.6)

Directive or Counsellor Centered, Non-Directive or Client - Centered, Eclectic Counselling: Basic Assumptions, Characteristics, Advantages and Disadvantages - Bases for different counselling approach: Rational Emotive Behaviour Therapy, Psycho-Analysis (Freud) - Counsellor: Functions, Qualifications, Training of a Counsellor - Marital Counselling - Family Counselling

#### Unit III: Types of Guidance (L.16, T.2, P.6)

Educational guidance: Meaning, need, objectives, characteristics - Stage wise educational guidance: Primary, secondary and higher stages - objectives - Problems and challenges and alternatives / solutions - Techniques of educational guidance

Personal guidance: Meaning, nature, objectives - Personal guidance for primary, secondary and higher secondary levels - Its objectives - Types of emotional problems - Strategies of personal guidance - Information gathering: Parents, siblings, friends and observations - Tools of investigation: Projective and non-projective techniques: Situational test, free association techniques, guess who techniques

Vocational guidance: Meaning, definitions, characteristics and objectives - Vocational guidance for secondary and higher secondary - Problems in vocational guidance

#### Unit IV: Guidance for Special Children (L.8, T.1, P.6)

Characteristics, problems and needs: Slow learners, gifted, socially disadvantaged children, mentally retarded, emotionally disturbed and first generation learners - Role of the teacher in helping these children with special needs

#### Unit V: Organization of Guidance and Counselling Centre (L.12, T.3, P.6)

Guidance centre: Objectives, functions, resources, operational framework, contact with national and state level guidance centres - Role of headmaster and staff - Role of school counsellor - Activities at primary, secondary and higher secondary stage - Career conference, career talk - functions of career master

Testing in guidance and counselling service: Use of tests in guidance and counselling - Test of intelligence: Aptitude, creativity, interest, personality - Psychology of adjustment - Mental health and hygiene, EQ and SQ: Implication on effective adjustment and development of integrated personality

## References

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## Course XI: Teacher Education in 21<sup>st</sup> Century

M.Ed.: Sem. III

Course Code: MPTE

Credit: 4

### Course Learning Outcomes:

#### The student

1. understands the fundamentals of teacher education in India
2. recognizes the agencies of teacher education and their roles
3. distinguishes the methods and approaches in teacher education
4. develops the qualities and ethics of a teacher
5. acquires knowledge of the problems of teacher education

#### Unit I: Teacher Education in the Emerging Society (L.10, T.2, P.6)

Teacher education in the emerging society: Historical perspective - Recommendations of commissions on teacher education: Kothari Commission and National Policy on Education - Aims and objectives of teacher education: Elementary, secondary, higher secondary and tertiary level - National Education Policy (2019)

#### Unit II: Teacher Education and Agencies (L.12, T.2, P.6)

Types of teacher education programmes and agencies - Pre-service teacher education - Distance education and teacher education - In-service teacher education - Orientation and refresher courses - Role and functions of MHRD, UGC, HRDC, NCERT, NAAC, NCTE, NUEPA, SCERT, TANSCH, RIE and TNTEU

#### Unit III: Teacher Education Curriculum (L.14, T.2, P.6)

Teacher education curriculum - National Curriculum Framework for Teacher Education 2009 - Critical analysis of teacher education syllabus at different levels - Innovative practices in teacher education: Micro teaching - Simulated teaching - Team teaching - Group methods - Individualized instruction: Definition, nature, characteristics, advantages and limitations - Recent trends in curriculum: E-content and online question bank system

#### Unit IV: Teaching as a Profession (L.12, T.2, P.6)

Teaching as a profession - Qualities, duties and responsibilities of a teacher - Characteristics of an effective teacher - Competency based teacher education - 21<sup>st</sup> Century Teachers: Concept, Characteristics and Competencies - Professional ethics - Performance appraisal of teachers: By self, administrators, colleagues and students - Technology and teachers

#### Unit V: Problems in Teacher Education (L.12, T.2, P.6)

Problems in teacher education: Liberalization - Privatization - Globalization - Commercialization of teacher education - Problems in admission - Curriculum and evaluation

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## **Semester IV**

### **Course XII: School Management**

**M.Ed.: Sem. IV**

**Course Code: MSSM**

**Credit: 4**

#### **Course Learning Outcomes:**

##### **The student**

1. comprehends the basic concept of school as an organization
2. understands the leadership in educational management and about various management approaches
3. acquires knowledge of school plant and school registers and records
4. develops the skill of management of human resources
5. appreciates the different techniques of classroom management

##### **Unit I: School Management & School Administration (L.10, T.2, P.6)**

School Management: Meaning, definition, aims, objectives, characteristics, principles, scope, functions of (POSDCORB) and School administration: meaning, definition, aims and objectives - School organization: meaning, definition, aims and objectives, Difference between school administration and school organization

##### **Unit II: Leadership in School Management (L.13, T.2, P.6)**

Leadership: Nature, importance, functions and characteristics - Leadership theories - approaches of leadership: Behavioural approach, trait approach, situational approach, quantitative approach, contingent approach, operational approach - Leadership styles: Motivational, power, intervention - Suitability of different styles - Developing quality of leadership

##### **School Plant and School Registers and Records (L.12, T.2, P.6)**

School Plant: Meaning and maintenance of school plant - School buildings: Design and location - Components: School office, academic and co-curricular activity provision, library, classroom, laboratory, playground lawn and garden and hostel - School records and registers: Need and importance of school records, advantages of school records, Essential requirements of school records, Kinds of school records

##### **Unit IV: Management of Human Resources and TQM (L.12, T.2, P.6)**

Headmaster: Qualification, qualities, duties, responsibilities and relationship with teachers, parents and community - Teachers: Qualification, qualities, duties, responsibilities, diaries, professional ethics and relationship with headmaster, teachers, students and Parents - Role of PTA in school management - Principles of time table construction - Total Quality Management (TQM): Meaning, models, Total quality management based education - Rules for managing quality education and total quality management based education

##### **Unit V: Classroom Management and Instructional Management (L.13, T.2, P.6)**

Components of classroom - Classroom Management: Meaning, Definition, principles, approaches, dimensions, techniques, determinants, teacher's role and evaluation - Instructional management: Meaning, models and problems

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## Course XIII: Educational Management and Planning

M.Ed.: Sem. IV

Course Code: MSEP

Credit: 4

### Course Learning Outcomes:

#### The student

1. understands meaning, nature, scope, functions, principles and approaches of educational management
2. realizes the processes of educational management
3. develops an understanding about the management of finance, resources
4. prepares school or institutional budget
5. applies the procedures of supervision and inspection

#### Unit I: Educational Management Practice in the Present day Context (L.14, T.2, P.6)

Concept of Education Management - Models of Education Management - Modern scientific management: Meaning, nature, scope and principles - System approach to Educational Management - Research in educational management - Present trends in educational management: X, Y and Z Theory of management; Organizational Behaviour Management (OBM), Management By Objectives (MBO), Management By Exception (MBE), Management By Results (MBR)

#### Unit II: The Process of Management (L.10, T.2, P.6)

Planning and Management of Education: Policy for strategies, Priority areas and Implementation Machinery, Training, Research and Orientation. Basic functions of Educational Management: Educational Planning, Organizing, Directing and Controlling - Functions of Educational Managers

#### Unit III: Management of Financing (L.12, T.2, P.6)

Nature and scope of educational finance, sources, procurement, budgeting and allocation of funds, maintenance of accounts, sharing and distribution of financial responsibility - Mobilization of local resources - Private and self-financing of educational institutions - cost benefit analysis: Individual, social, institutional and unit cost - Budgeting: Processes, formulation, types, drawbacks

#### Unit IV: Supervision and Inspection in Education (L.10, T.2, P.6)

Supervision: Meaning, nature, scope, significance, principles - Limitations of present supervisory procedures - Evaluation of supervisory effectiveness - Inspection vs supervision - Academic supervision vs administrative supervision - Auditing in Education - Evaluation for performance and accountability

#### Unit V: Controlling and Leadership Styles in Educational Management (L.14, T.2, P.6)

Centralization - Decentralization, PERT, PPBS, Control and methods of controlling, Control-diameter - Leadership: Meaning and nature, theories of leadership - Leadership styles - Decision making and crisis management - System evaluation - Programme evaluation and evaluation of functionaries

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## Course XIV: ICT and Instructional System

M.Ed.: Sem. IV

Course Code: MSII

Credit: 4

### Course Learning Outcomes:

#### The student

1. acquires knowledge about the meaning, nature and scope of ICT in education
2. acquaints with e-learning and development in ICT
3. understands meaning and nature of instructional system
4. recognizes and use technology in instructional system
5. evaluates instructional material or program

#### Unit I: Application of Computers (L.10, T.2, P.6)

Educational uses of application software: Word Processors, Presentation, Spread sheet, Database Management, Viruses and its Management - Facilities available for communication: E-mail, chat, online conferencing (Audio-video), e-library, websites, blog, wiki and social networking - Concept and uses: Internet forum and search engines - Legal and ethical issues: Copyright, hacking, netiquettes and net-safety

#### Unit II: Information and Communication Technology in Education (L.12, T.2, P.6)

Information and Communication Technology (ICT): Meaning, importance, nature and need - Scope of ICT in education: Teaching-learning process, publication, evaluation, research and administration - Paradigm shift in education due to ICT: Curriculum, methods of teaching, classroom environment, evaluation procedure and educational management - Challenges in integrating ICT in school education

#### Unit III: ICT Supported Teaching/Learning Strategies (L.14, T.2, P.6)

Computer Assisted Learning (CAL) - Project Based Learning (PBL) - Collaborative Learning - E-learning - Web Based Learning - Virtual Classroom – EDUSAT – The role of Technology Aided Learning in Higher Education

#### Unit IV: System Approach, Instructional System and Strategies (L.14, T.2, P.6)

Education, Instruction and training: differences - System Approach: Concept, principles and applications in instruction - Instructional System: Meaning, nature, components, need, importance and uses - Instructional System Design - Models: ADDIE and Gagne's, Merrill's Principles - Instructional Strategies: Programmed instruction and Computer Assisted Instruction

#### Unit V: Application of Technology and Evaluation of Instructional System (L.10, T.2, P.6)

Technology for instruction: Meaning, definition, need and importance - Principles of media selection for instruction - Developing self-instructional material - Developing computer assisted instruction program: Concept and steps - Preparation of instructional design for online learning: Steps and process of validation: Individual testing, group testing, field testing and master validation

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## Course XV: Higher Education in Globalized Context

M.Ed.: Sem. IV

Course Code: MSHG

Credit: 4

### Course Learning Outcomes:

#### The student

1. understands the concept of higher education in India
2. acquires knowledge about role and functions of administrative bodies of higher education
3. develops readiness to undertake reforms and innovations in higher education
4. comprehends the importance of linking LPG with higher education
5. decides to enrich the quality of higher education through research

#### Unit I: Concept of Higher Education (L.12, T.2, P.6)

Higher education: Meaning, definition, objectives of higher education - Development of higher education in India - Demand for higher education - Higher education and social change - Higher education and culture - Quantitative and qualitative higher education - Financing higher education

#### Unit II: Role and Functions of Administrative Bodies (L.14, T.2, P.6)

The Role of MHRD, UGC, NUEPA, NAAC, NCTE, TANSCH on higher education - Growth of universities in recent years - Types and functions of universities - Role and functions of university administrative bodies: Syndicate, senate, academic council and board of studies

#### Unit III: Present Trends in Higher Education (L.12, T.2, P.6)

Autonomy to colleges - Deemed Universities - College with potential for excellence - Self financing colleges - Higher education and open universities and distance education

#### Unit IV: Problems and Innovations in Higher Education (L.10, T.2, P.6)

Liberalization, privatization, globalization: Meaning, definition, need, importance and impact on higher education - Commercialization of higher education - Democratization of higher education - Problems of Indian higher education: Admission, curriculum, teaching, learning and evaluation - Reforms in higher education: Curriculum and examination system - Higher education and employment - Knowledge Commission - Vocationalisation of higher education - ICTs in higher education

#### Unit V: Research and Quality Perspectives of Higher Education (L.12, T.2, P.6)

Research in higher education: Meaning, need and importance - Research organizations in India - Funding agencies: UGC, CSIR, DST, ICSSR - ICT in Quality Higher Education and Research

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