SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed. SYLLABUS - I SEMESTER

MCC1 - PHILOSOPHICAL FOUNDATIONS OF EDUCATION

(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. acquire the concept philosophy and its branches

2. understand the orthodox and heterodox system of Indian philosophy

3. understand thoughts of Indian philosophers

4. acquire basic concepts of western philosophy

5. acquaint themselves with western philosophers

UNIT I: PHILOSOPHY (L-12, P-6, T-4)

Philosophy – Meaning, Definitions and Features of Philosophy

Branches of Philosophy- Metaphysics Epistemology and Axiology

Relation between Philosophy and Education

Scope and Function of Educational Philosophy

UNIT II: HETERODOX AND ORTHODOX SYSTEM OF INDIAN PHILOSOPHY

(L-14, P-6, T-6)

Heterodox system: Charvaka, Jainism, Buddhism

Orthodox system: Nyaya, Vaisesika, Sankhya, Mimamsa, Vedanta and Yoga

UNIT III: THOUGHTS OF INDIAN PHILOSOPHERS (L-15, P-6, T-6)

Rabindranath Tagore

M.K.Gandhi

Swami Vivekananda

Sri Aurobindo

J.Krishnamurthi

UNIT IV: BASIC CONCEPT OF WESTERN PHILOSOPHY (L-15, P-6, T-5)

Philosophies of Education- Idealism, Realism, Naturalism, Pragmatism and Existentialism

UNIT V: THOUGHTS OF WESTERN PHILOSOPHERS (L-15, P-7, T-5)

John Locke, John Dewey, Pestalozzi, Rousseau and Frobel

PRACTICUM

Discussion on the relationship between philosophy and education

Present a report on the heterodox system of Indian philosophy

Panel discussion on thoughts of Indian philosophers

Discussion on implications of western philosophies in education

Prepare a report on Rousseau's educational philosophy

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
M.Ed. SYLLABUS - I SEMESTER
MCC2 - EDUCATIONAL STUDIES
(4 CREDITS- 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the nature of education as a discipline of study
2. examine issues related to education as interdisciplinary knowledge
3. analyse the basic concepts and issues of education
4. acquire knowledge on support system of education
5. understand the multiple contexts in which the school and teacher education institutions are working

UNIT I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

(L-19, P- 5, T-6)

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors

School education: Contemporary challenges

Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society

Need for a vision of school education and teacher education

Concepts of quality and excellence in education- it's relation to quality of life

UNIT II: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE (L-19, P- 5, T-6)

Interdisciplinary nature of education; relationships with disciplines/subjects (philosophy, psychology, sociology, management, economics, anthropology)

Contribution of science and technology to education and challenges ahead

Axiological issues in education: role of peace and other values, aesthetics in education

Interrelation between education and development

UNIT III: SOCIO-CULTURAL CONTEXT OF EDUCATION (L-12, P- 7, T-6)

Social purposiveness of education

Understanding Indian society-with reference to multilingual and multicultural and other diversity

Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community

Education of socio-economically deprived groups based on gender, locality, income differential and different disabilities as reflected in society

UNIT IV: SCHOOL CONTEXT   (L-15, P -5, T-5)

Multiple schools contexts-rural/urban, tribal etc

Role of personnel in school management: teachers, headmasters, and administrators

Nurturing learner friendly school environment

School as site of curricular engagement

Teacher's autonomy, professional independence and professional competence

UNIT V: SUPPORT SYSTEMS OF EDUCATION (L-8, P- 5, T-5)

Principles and guidelines in organizing the support systems.

Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005) and NCFTE 2009

Complementarity in participation of different stakeholders in school education- NGOs, Civil society groups and their support to curricular engagement in schools and monitoring and evaluation of schools

Reconceptualize of learning resources –textbooks, supplementary books, workbooks, School library, multimedia, and ICT

PRACTICUM

Readings of original texts of Rabindranath Tagore, M.K. Gandhi, Sri Aurobindo, John Dewey

J. Krishnamurthy and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion

Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
M. Ed. SYLLABUS - III SEMESTER
MCC6 -HISTORY AND POLITICAL ECONOMY OF EDUCATION
(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. acquire the knowledge of the historical perspective of education in pre and Post independent India
2. understand the implications of various contribution through education for an equitable society
3. develop knowledge about the political perspective of education
4. develop understanding of the economics of education
5. develop understanding of the Perspectives on Political economy of education

UNIT I: EDUCATION IN PRE-INDEPENDENT INDIA (L-13, P-7, T-5)

Ancient India: Vedic, Buddhist, Jain

Medieval India: Sultanate and Mughal period

Colonial Period: Oriental Vs. Anglicist Education, Macaulay's Minutes, Woods Despatch, Indian Education (Hunter) Commission, Hartog Committee.

UNIT II: EDUCATION FOR AN EQUITABLE SOCIETY IN A GLOBAL ERA
(L-15, P-6, T-5)

Right to Education Act (RTE)

Education for the marginalized group, Girls education and Inclusive education

Right to Education, Implication of GATT, WTO for Education

Education for all: Dakar Framework for action, Autonomy of Higher Education

UNIT III: POLITICAL PERSPECTIVES OF EDUCATION (L-15, P-7, T-5)

Concept of Politics and need in Education, Perspectives on the Politics of Education: Liberal, Conservative and Critical

Approaches to understanding Politics: Behavioralism, Theory of Systems analysis and theory of rational choice

Political reforms and Education, Education for political development and Political socialization

UNIT IV: ECONOMICS OF EDUCATION (L-13, P-7, T-5)

Concept, Need and Principles of Economics of Education

Cost Benefit Analysis in Educational Planning: Meaning, purpose and cost benefit Vs Cost Effective analysis,

Unit cost and Capital cost; Social and Individual cost; recurring and Non-recurring cost, Opportunity cost.

Theories of economics and its influence on Education: Human capital theory, signalling theory

UNIT V: INDIAN ECONOMY (L-13, P-5, T-7)

Globalization, liberalization and privatization of economic development.

Environmental concerns

Agrarian economy: key features, land ownerships, landlessness, agriculture production and marketing

Social and political movements in Indian Economy.

PRACTICUM

Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education

Develop a Cost benefit analysis chart and report with reference to any educational institute

Carry out an impact evaluation of any one educational projects of the government (survey or case study)

Group Discuss on Globalization, liberalization and privatization

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.
M.Ed. SYLLABUS - III SEMESTER
SPECIALIZATION LEVEL BASED COURSE
MSL1 -ELEMENTARY EDUCATION IN INDIA (4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. know the concept , need and significance of elementary education
2. understand the different policies and programmes of elementary education
3. realize the system and structure of elementary school education in India
4. comprehend the problem and challenges of Elementary Education
5. recognize the curriculum across different types of school in India

UNIT I: INTRODUCTION TO ELEMENTARY EDUCATION(L-12, P-7, T-6)

Elementary Education-Concept, Meaning, Objectives, Need and significance.

Nature and focus of Elementary Education after independence

Child Developmental Issues - Influence of Home, School and Community

UNIT II: NATIONAL POLICIES, PROGRAMMES AND COMMISSIONS

(L-15, P-8, T-5)

Policies- Agencies of Policy Making- NCERT, SCERT

Elementary education as highlighted in National Policy on Education (NPE) 1986 , National Plan of Action (1992)

Programmes: Universal Elementary Education (UEE) District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Shiksha Abhiyan), Right to Education as fundamental right

Commissions- Kothari Commission(1964-66), Yashpal Committee (1993), National Curriculum Framework (2005), Right To Education (2009) , State Policy 2010

UNIT III: SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS

(L-13, P-7, T-5)

Central Board of Secondary Education (CBSE), Secondary School Certificate (SSC) , Indian Certificate of Secondary Education (ICSE)

Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special Needs Schools

Organizational Structure of school in India, Types of School Education

(Government, Government aided, Private, International)

UNIT IV: PROBLEMS AND CHALLENGES OF ELEMENTARY EDUCATION

(L-14, P-6, T-5)

Behavioural Problems- symptoms, causes and prevention of Aggression, Jealousy, Thumb sucking, Nail biting, Hair pulling, Tantrums, Stealing and Bed wetting.

Challenges in Elementary Education- Education for all, Education for Quality Assurance, Alternative Strategies for achieving UEE and implementing RTE act, Reform Needs and improvement of school system & building accountability

UNIT V: CURRICULAR APPROACHES AND METHODS OF TEACHING

(L-13, P-6, T-6)

New trends and Approaches to Elementary Education

 Learner centered -   theme based, holistic, joyful,

Activity centered approaches– Activity Based Learning (ABL), play-way, storytelling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations -method of transaction in specific contexts

PRACTICUM

Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

Visit any one elementary school and prepare a report on the best learning engagement method of elementary level student.

Prepare a report after analysing the innovative educational programmes in India

Visit any two elementary schools and find out innovative teaching methodologies.

Critical review of any one of the commission /policies.

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

M.Ed. SYLLABUS - III SEMESTER

SPECIALIZATION LEVEL BASED COURSE

MSL2- SECONDARY & HIGHER SECONDARY EDUCATION IN INDIA

(4 CREDITS 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

understand the concept and nature of secondary and higher secondary education

recognize the different policies and programmes and commissions of secondary and higher secondary education

cognize the system and structure of secondary and higher secondary education in India

know the problems and challenges of secondary and higher secondary education

identify the curriculum across different types of school in India

UNIT I: INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION (L-12, P-8, T-5)

Concept, meaning, objectives, need and significance of secondary education

Nature, scope, function and systems of secondary and higher secondary education

Status of secondary and higher secondary education

Socio-cultural, economic, political, and statutory environment of secondary and higher secondary education in India

UNIT II: POLICIES, PROGRAMMES AND COMMISSIONS (L-15, P-8, T-5)

Agencies of policy making- NCERT, SCERT and NUEPA

Policies and schemes National Policy of Education (NPE-1992), National Scheme of Incentives to Girls for Secondary Education (2008)

National Programmes- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Inclusive Education for Disabled at Secondary Stage, the Adolescence Education Programme (AEP), NCF-2005.

Commissions - Secondary Education Commission (1952-53), Kothari commission (1964-66), Programme of Action, National Policy of Education (NPE-1986) Ramamurti Review Committee (1990), Janardhan Reddy Committee (1992), Yashpal, Committee (1993)

UNIT III: SYSTEM AND STRUCTURE OF DIFFERENT SCHOOL BOARDS (L-13, P-6, T-6)

Central Board of Secondary Education (CBSE),Secondary School Certificate Board (SSC) State Board, Higher secondary school Certificate Board (HSC), Indian Certificate of Secondary Education (ICSE)

Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools

Organizational Structure of school in India, Types of School Education

(Government, Government aided, Private, International)

UNIT IV: PROBLEMS AND CHALLENGES OF SECONDARY AND HIGHER SECONDARY EDUCATION (L-13, P- 7, T-5)

Problems and challenges - Universalization of secondary education and alternative schooling at secondary stage

Problems, challenges and strategies - Access, enrolment, dropout, achievement, equality of educational opportunities, education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem

UNIT V: TEACHING AND LEARNING STRATEGIES (L-12, P-6, T-7)

General principles to curricular approaches – Active Learning Methodology (ALM), Learning by observation, contextual learning, Virtual learning, field trips and explorations

Group Methods- Team Teaching, Co-operative Learning, Inquiry Based Learning.

Individualized Instruction- Programmed Instruction, Computer Assisted Instruction, Self Instructional Module

PRACTICUM

Survey the educational needs of disadvantaged and disabled

Prepare a report with the help of documents/reports on major obstacles and challenges in universalization of secondary education

Visit any one secondary and higher secondary school and find out innovative teaching methodologies and prepare a detailed report.

Organize a debate on current status of higher secondary education in India

Critical review any one of the commission /policies.

REFERENCES

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

M.Ed. SYLLABUS - IV SEMESTER

THEME BASED COURSE

MTB1- EDUCATIONAL ADMINISTRATION AND LEADERSHIP

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand the process of educational administration
2. recognize the importance and areas of institutional planning
3. know the concept of educational leadership
4. understand the concept of TQM in education
5. develop the capacities for being efficient and effective educational leaders

UNIT I : EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(L-14, P-8, T-7)

Meaning, definition, objectives and characteristics

Levels of management- Top, Middle and Low level

Stages in the Management Process – Planning, organizing, leading, controlling

Principles of democratic administration

Administrative structure of education at different levels and transparency in educational administration

UNIT II : INSTITUTIONAL PLANNING (L-12, P-7, T-5)

Meaning, definition and characteristics

Aims and objectives of Institutional Planning

Steps in preparation of institutional planning

Role of head in institutional planning

Areas of Institutional planning- administration, academic, curricular activities, evaluation, discipline, school records and registers, school community relationship and health and physical education

UNIT III : EDUCATIONAL LEADERSHIP (L-14, P-6, T-4)

Leadership –Meaning and nature

Theories of Leadership- great man theory, path-goal theory, participate theory

Styles of Leadership – (democratic, autocratic and lazzies faire)

Time management techniques and manager as a good leader

Principal characteristics of effective educational leadership

UNIT IV : TQM IN EDUCATION AND MANAGEMENT OF RESOURCES (L-13, P-7, T-5)

Concept, need and principles of TQM in Education

Basic elements in TQM

Application of TQM in education - physical resources, human resource development and health practices

Management of Finance and Budgeting

UNIT V: HEAD OF INSTITUTION AND LEADERSHIP ROLES (L-15, P-6, T-5)

Qualities of successful Principal- Professional, Educational and Human personality

Importance of head of institution and functions or duties of principals

Principals relationship with staff, pupils and parents

Principal's role in leading and managing educational change and improvement - gender issues, diversity and multiculturalism

PRACTICUM

Discuss the administrative structure of education at different levels

Present a report on different **a**reas of institutional planning

Discuss the time management techniques

Prepare a report on importance of TQM in educational institutions

Visit different schools and observe the daily work schedule of the school head

REFERENCES

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