

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

**M.Ed. SYLLABUS - II SEMESTER**

**MCC4 – ADVANCED EDUCATIONAL PSYCHOLOGY**

**(4 CREDITS -128 HOURS)**

**OBJECTIVES**

**On completion of the course the prospective teacher educators will**

1. acquire knowledge of basic principles underlying in various schools of Psychology and its application to educational problems
2. acquaint knowledge on growth and development
3. understand the concept of learning and motivation
4. develop the knowledge about creativity and various theories of creativity
5. diagnose the theories of personality and their use in the development of learner's personality, measurement of personality
6. understand the concept of mental health and self-regulation

**UNIT I: PSYCHOLOGICAL BASIS OF EDUCATION AND LEARNER**

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

Psychology as an applied science – Contribution of various Schools of Psychology: Psychoanalysis-Sigmund Freud, Humanistic - Carl Rogers - Maslow, Behavioristic - Watson, Cognitive – Piaget with reference to Adolescence levels

Methods of psychology – Introspection, Descriptive, observation, case study, survey, experimental, Developmental

**UNIT II: LEARNING & MOTIVATION (L-16, P-7, T-2)**

Learning : Meaning , Definition and Importance, Factors

Theories: Developmental theory: Vygotsky's theory -Constructivist theory : Kolb's theory - Field theory : Kurt Lewin's Field theory

Motivation : Meaning – Biogenic and Sociogenic motives

Approaches : Behavioural, Humanistic, cognitive and Sociocultural

Theories: Instinct theory, Arousal theory, Vrooms Expectancy model

Level of Aspiration

**UNIT III: INTELLIGENCE AND CREATIVITY (L-15, P-7, T-7)**

Intelligence: Definition

**Intelligence Types – Concept of IQ - Measurement of Intelligence**

Theories: Triarchic theory – Multiple intelligence theory – Burt vernon’s Hierarchy theory – Cattell theory, Carroll theory and PASS(Planning, Attention - Arousal, Simultaneous and Successive) theory – Educational Implications

Creativity: Definition- Factors affecting creativity

Theories: Eysenck’s theory, Addiction theory and Humanistic theory

Models: Geneplore and Graham Wallas’s model of creativity.

Programs and Strategies to enhance creativity

#### **UNIT IV: PERSONALITY (L-13, P-7, T-6)**

Personality: Meaning, definitions

Theories: Type theory- Trait Theory- Psychoanalytic theory

**Measuring Personality: Subjective, Objective method and Projective techniques**

#### **UNIT V MENTAL HEALTH & SELF REGULATION (L-12, P-7, T-4)**

Mental Health: Concept – Strategies for strengthening mental health of students and teachers

Mental Hygiene: Concept and importance - Student’s Unrest and Conflict: Nature, Causes, Conflict Resolution and Management.

Adjustment: Meaning and process – Mechanisms – Adjustment problems of children and adolescents – Maladjustment Causes

Self-Regulation: Meaning - Factors influencing self-regulation, components and types of self regulation

#### **PRACTICUM**

Observe and list the developmental characteristics of adolescent students

Analyse the merits and demerits of the various methods of assessing the personality

Present a report on strategies for motivating the learners

**Identity a case of maladjusted adolescent learner and suggest remedial programme**

Critically analyse the learning situation in schools and preparing reflective diaries

#### **REFERENCES**

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

**M.Ed. SYLLABUS - III SEMESTER**

**SPECIALIZATION CORE COURSE**

**MSC2 -CURRICULUM STUDIES**

**(4 CREDITS 128 HOURS)**

**OBJECTIVES**

**On completion of this course the prospective teacher educators will**

1. understand the nature principles and determinants of curriculum
2. know approaches to and inquiry in curriculum studies
3. acquire the process of curriculum development
4. identify issues in curriculum development
5. understand the curriculum transaction and evaluation

**UNIT I: NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM**

**(L-12, P-7, T-5)**

Meaning and concepts of curriculum;

Curriculum as a body of organized knowledge, inert and live curriculum

Components of curriculum: objectives, content, transaction mode and evaluation

Philosophical and ideological basis of curriculum

Principles of integration

Theories of curriculum development (Descriptive, Prescriptive, Critical, personal, Scientific, Naturalistic, Curriculum, Johnson's, Macdonald's)

Determinants of curriculum

**UNIT II: APPROACHES IN CURRICULUM STUDIES (L-14, P-8, T-7)**

Subject centred, Learner centred, Community centred, and Humanistic curriculum, role of the teacher in social Reconstructionist curriculum

Relevance, flexibility, quality, contextuality and Plurality

Curricular aspects in educational experiences in and out of school contexts

Curriculum frameworks of school education and teacher education

**UNIT III: MODELS OF CURRICULUM DEVELOPMENT (L-16, P-7, T-4)**

Tylers-1949 model

Hilda Taba 1962 model

Willes and Bondi-1989 model

Need, assessment model

Futuristic model

Vocational/Training model

#### **UNIT IV: ISSUES IN CURRICULUM DEVELOPMENT (L-13, P-7, T-5)**

Centralized Vs. Decentralized Curriculum

Diversity in Teachers' Competence and Problem of Curriculum Load

Participation of Functionary and Beneficiaries in Curriculum Development

#### **UNIT V: CURRICULUM TRANSACTION AND EVALUATION (L-13, P-6, T-4)**

Curriculum transaction – meaning, definition, components of Curriculum transaction

Basis of curriculum transaction, teaching-learning process and creating an effective environment

Models of evaluation- Scientific, positivistic, Tylerian, Stake's Congruence Contingency

Types of evaluation- content, input, process and product

#### **PRACTICUM**

Analyse how curriculum is culturally, politically, and economically situated.

An essay on your reflections on curriculum studies involving critical theory or post structuralism

Prepare a report on different ways of approaching curriculum theory.

Prepare a list of factors influencing curriculum.

Prepare a report on various issues in curriculum development.

Conduct debate on various approaches of curriculum organization

Critical Evaluation of Curriculum

#### **REFERENCES**

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

**M.Ed. SYLLABUS - II SEMESTER**

**MTE2 -TEACHER EDUCATION – PART II**

**(4 CREDITS- 128 HOURS)**

## **OBJECTIVES**

**On completion of the course the prospective teacher educators will**

1. understand the knowledge of historical background of Secondary Teacher Education
2. know the structure of secondary education
3. know the issues in secondary education
4. organisations of elementary education
5. acquire knowledge of assessment and evaluation in teacher education

## **UNIT I: HISTORICAL BACKGROUND AND OBJECTIVES OF SECONDARY TEACHER EDUCATION IN INDIA (L-15, P -7, T-6)**

Historical Background of Secondary Teacher Education: Development of Secondary Teacher Education during – Pre-Independence and Post – Independence Period – Secondary Teacher Education: Concept, Objectives, Scope.

## **UNIT II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION (L-13, P -6, T-4)**

Structure of teacher education system in India – its merits and limitations

Universalization of Secondary Education and its implications for teacher education at the secondary level

Challenges and Strategies of Secondary Education in India has been included.

Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes

Professional development of teachers and teacher educators – present practices and avenues

Systemic factors influencing the quality of pre and in-service education of secondary school teachers

## **UNIT III: CURRICULAM PLANNING AT SECONDARY LEVEL (L-15, P -8, T-7)**

**Structure of different School Boards at Secondary Level:** Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board

**Types of School Education:** Government, Govt. Aided and Private - In-service and Pre-service Teacher Education Institutions at Secondary level.

### **Quality Issues in Secondary Education**

Quality: Meaning and Definitions – Enrollment, Dropout and Achievement at Secondary and Higher Secondary level

Universalization of Secondary Education - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)  
Equalities of Educational Opportunities – Education for Girls, Disadvantaged, Differently Abled Children and Slow Learners.

### **UNIT IV: COMMISSIONS AND AGENCIES OF SECONDARY TEACHER EDUCATION (L-16, P -6, T-6)**

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level),

NCERT, RIEs, NUEPA, NCTE, RCI (National Level)

### **UNIT V: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION**

**(L-10, P -5, T-4)**

#### **CCE in Teacher Education**

**Formative and Summative evaluation: Norm referenced and Criterion referenced evaluation**

**Evaluation of school experience/ internship programmes**

**Assessment of teaching proficiency: Criterion, Tools and Techniques**

**Portfolio Assessment**

**Assessment of higher order cognitive abilities Assessment of practical work/Field experiences**

### **PRACTICUM**

Visit the Government, Govt. Aided and Private Schools in your locality and prepare a profile of these school

Prepare a report on the functioning of In-service and Pre-service Teacher Training institutions in your locality

Conduct an Action Research about the impact of RMSA Programme in your Block



Conduct an Interview with the students and their parents on problems in studying Vocational Education Courses at Higher Secondary level

## REFERENCES

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