

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

Reconceptualization 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)

M.Ed. SYLLABUS - I SEMESTER

MTE1 - TEACHER EDUCATION (PART -1)

(4- CREDITS -128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. know the characteristics and demands of teaching profession
2. know the teacher education system in India
3. understand the structure, curriculum and modes of pre-service in teacher education
4. acquire knowledge in in-service teacher education
5. understand the roles and function of national agencies and Total Quality Management in teacher educators

UNIT I: TEACHING PROFESSION (L-18, P-6, T-6)

Teachers in India: changing profile, roles and responsibilities

Concept of Profession- Teaching as a profession

Nature of Teacher Education

Characteristics and demands of teaching profession

Teachers as professionals, Professional ethics

Challenges in Teacher Education

UNIT II: TEACHER EDUCATION SYSTEM IN INDIA (L-16, P-4, T-4)

Historical development of Teacher Education

Recent developments in Teacher Education

Recommendations of commissions on Teacher Education

Levels of teacher preparation-ECE (Early Childhood Education) Elementary and Secondary

Preparation of Teachers for specific areas: work education, Vocational education, Health and Physical Education and Art education

UNIT III: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION (L-15, P-6, T-4)

Components of pre-service teacher education curriculum of NCERT and NCTE - foundation course, specialization and pedagogy, special fields, school based practicum and internship

Modes of pre service teacher education face to face, distance and online- merits and limitations

Preparation of trainees for teaching – Model lessons, criticism lessons, Block teaching/ Internship training, the role of co-operating schools and teachers Supervision before classroom teaching, during class teaching

New trends in teacher preparation

UNIT IV: IN-SERVICE TEACHER EDUCATION (L-14, P-6, T-6)

Concept, need for professional development of a teacher, purpose of an in service teacher education programme, orientation, refresher, workshop, seminar and conference, their meaning and objectives

structure for in service teacher education – district, state, regional and national level agencies and institutions

Modes and models of in service teacher education

Planning an in service teacher education programme

Designing an in service teacher education programme

steps and guidelines, training curriculum preparation of courses material

Organizing an in service teacher education programme

Qualities and characteristics of an in service teacher educator

UNIT V: NATIONAL AGENCIES AND TOTAL QUALITY MANAGEMENT

(L-15, P-4, T-4)

Total Quality Management (TQM) in Teacher Education: concept, Need and importance

Role and functions of NCTE, NCERT, NAAC, NUEPA, UGC, DEC, MHRD, SCERT, DTERT, RCI

Problems in Teacher Education and Suggestions to remedy the problems

PRACTICUM

Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions

Interaction with the faculty of Elementary/Secondary teacher education Institutions to asset their roles and responsibilities

Analyse the strategies and scope for professional development of teachers and prepare a report

Preparation of a plan based on any model of teaching for any topic/concept included in the B.Ed. 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

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)
M.Ed SYLLABUS

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

M.Ed. SYLLABUS - IV SEMESTER

MTB2- INCLUSIVE EDUCATION

(4 CREDITS - 128 HOURS)

OBJECTIVES

On completion of this course the prospective teacher educators will

1. understand concept of inclusive education
2. know the current issues in inclusive education
3. understand the national and international initiatives
4. prepare the teachers for inclusive schools
5. identify the planning and management of Inclusive Education.

UNIT I : INTRODUCTION TO INCLUSIVE EDUCATION (L-13, P-7, T-4)

Inclusive education- meaning, definition, concept and importance

Historical perspectives of inclusive education

Difference between special, integrated and inclusive education

Advantages of inclusive education in the context of right to education

UNIT II : CURRENT ISSUES IN INCLUSIVE EDUCATION (L-15, P-7, T-7)

Early identifications and placement in inclusion

Development of plus curriculum

Co-ordination and utility of resources

NCF and adaptation of teaching learning material

Research priority in inclusive education

UNIT III : National and International Initiatives (L-15, P-7, T-5)

Recommendations of the Indian Education Commission (1964-66)

Scheme of Integrated Education for Disabled Children

National Policy on Education (NPE) 1986 and 1992

The Persons with Disabilities Act (PWD Act, 1995)

National Curriculum Framework, 2005

The Mental Health Act 1987

Rehabilitation Council of India Act, 1992

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)

M.Ed SYLLABUS

UNIT IV : TEACHER PREPARATION FOR INCLUSIVE EDUCATION

(L-13, P-6, T-5)

Teaching skills, competencies and professional ethics for teachers in inclusive education

Role of teacher training institutions in preparing teachers for inclusive education

Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

Use of Information Communication Technology (ICT) in inclusive classroom

UNIT V : PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION

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

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices

Curriculum and Curricular Adaptations for Diverse Learners

Classroom Evaluation Practices

Management of Inclusive Education Classrooms

PRACTICUM

Plan two activities for co-operative learning in inclusive classrooms

Planning of two lessons and teaching in inclusive schools

Visit special school and observe the curricular activities and submit a report

Discuss the current policies on inclusive education

Discuss the plus curricular activities and present the report

REFERENCES

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