



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai - 600 097.

DEGREE OF MASTER OF EDUCATION (M.Ed)

**REGULATIONS &
SYLLABUS FOR SECOND YEAR**

**From the Academic Year 2016-2017 onwards
(Applicable for 2016-2017 Batch onwards)**

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY



DEGREE OF MASTER OF EDUCATION (M.Ed)
REGULATIONS

From the Academic Year 2016-2017 onwards

The Master of Education programme, generally known as M.Ed is a professional course that prepares prospective teacher educators.

1. ELIGIBILITY FOR ADMISSION TO THE PROGRAMME

A candidate shall be eligible for admission to the programme leading to the Degree of Master of Education provided he/she has passed a Bachelor Degree Examination in Education of this University or any other University recognized by the Syndicate as equivalent thereto, with a minimum of 50% marks in theory and practical components separately.

The basis of selection of candidates for admission shall be based on the existing regulations of the University/Government of Tamil Nadu Reservation of seats and other concessions for the SC, SC(A), ST, MBC/DNC, BC, BC(M) and other special categories of candidates notified by the Government of Tamil Nadu shall be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

No candidate shall be eligible for the Degree of M.Ed unless he/she has completed the prescribed course of study and has passed the qualifying examinations (both in theory and practical components).

2. DURATION OF THE M.Ed PROGRAMME

The M.Ed programme shall be of duration of two academic years including the theory courses, field attachment for a minimum of 8 weeks, and other practical components. Students shall be permitted to complete the programme requirements of the two-year programme with a maximum period of three years from the date of admission to the programme.

There shall be at least 200 working days for each academic year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students

concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

3. PROGRAMME CONTENT

The programme is comprised of five broad inter-related curricular areas – (i) Perspective Courses, (ii) Tool Courses, (iii) Teacher Education Courses, (iv) Specialisation of a Core Course and (v) Specialisation of a Thematic Course. All the courses include in-built field-based units of study and practicum work tailored to suit the requirements of prospective teacher educators.

Transaction of the courses is to be done using a variety of approaches, including expository writing, academic writing, group presentations, discussions, self development activities and field visits.

M.Ed FIRST YEAR: THEORY COURSES

Sl. No.	Course Code	COURSES
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PERSPECTIVE COURSES

1.	FMPA	Historical and Political Economy of Education in India
2.	FMPB	Advanced Educational Psychology
3.	FMPC	Curriculum Design and Development

TOOL COURSE

4.	FMTC	Basics in Educational Research
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TEACHER EDUCATION COURSE

5.	FMTE	Teacher Education in India: Elementary Level
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SPECIALISATION: CORE COURSE

6.	FMSC	Curriculum, Pedagogy and Assessment at Elementary Level
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SPECIALISATION: THEMATIC COURSE

(Choose any one of the following courses)

7.	FMSA	Planning and Administration of Elementary Education
8.	FMSB	Early Childhood Care and Education

M.Ed SECOND YEAR: THEORY COURSES

Sl. No.	Course Code	COURSES
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PERSPECTIVE COURSES

1.	SMPA	Philosophical and Sociological Perspectives in Education
2.	SMPB	Advanced Techniques of Instruction

TOOL COURSE

3.	SMTC	Advanced Educational Research and Statistics
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TEACHER EDUCATION COURSE

4.	SMTE	Teacher Education in India: Secondary Level
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SPECIALISATION: CORE COURSE

5.	SMSC	Curriculum, Pedagogy and Assessment at Secondary Level
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SPECIALISATION: THEMATIC COURSE

(Choose any one of the following courses)

6.	SMSA	Planning and Administration of Secondary Education
7.	SMSB	Trends in Indian Higher Education

M.Ed FIRST YEAR: PRACTICAL COMPONENTS

Sl. No	ACTIVITIES
1.	Field Immersion with Co-operative Schools (2 Weeks) The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare reflective reports upon the administration, curriculum transaction, mode of evaluation and student – teachers’ curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examination.
2.	Field Visit (2 Weeks) The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc.
3.	Dissertation Preliminary Work Problem identification, selection/construction of tool/instrument, conduct of pilot study related to the title of dissertation of the prospective teacher- educators and the same should be submitted as a record during the Practical Examination.
4.	Communication Skills: Expository Writing The prospective teacher educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same shall be submitted during the Practical Examination.
5.	Self-Development : Yoga The prospective teacher educators shall demonstrate and conduct five sessions of yoga to the students of the co-operative schools. The procedures of these activities have to be recorded and submitted during the Practical Examination.

M.Ed SECOND YEAR: PRACTICAL COMPONENTS

Sl. No.	ACTIVITIES
1.	<p>a) Dissertation The dissertation includes: Appropriate title/topic, statement of the problem, scope and limitations, objectives, operational definition of variables, hypotheses, need and importance of the study, review of related studies, method of study, analysis and interpretation of data, results, discussion and conclusion, bibliography and appendices.</p> <p>b) Viva-voce The prospective teacher educators should submit the data collection materials, master table, analysis output and the completed dissertation during the Viva voce Examination.</p>
2.	<p>a) Field-based Internship in the Co-operative Schools (1 Week) The prospective teacher educators shall observe the teaching and other co-curricular activities of student - teachers both at Level I & II in the co-operative schools and submit their reflective records during the Practical Examination.</p> <p>b) Field based Internship in the Teacher Education Institutions (3 Weeks) Each prospective teacher educator should be attached with their Parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 3 weeks continuously to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions affiliated to TNTEU, offering B.Ed programme. Each prospective teacher educator should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institution, where he/she is attached with and the same should be submitted at the time of Practical Examination.</p>
3.	<p>Communication Skills: Academic Writing Presentation of one research article related to the dissertation title/topic of the prospective teacher educators in the research colloquium of the respective Teacher Education Institution and the same should be submitted during the Practical Examination.</p>
4.	<p>Hands on Training The prospective teacher educators shall prepare a master table based on the data collected and the data shall be statistically analyzed using any relevant software. The output of the data should be submitted during the Viva-voce Examination.</p>

SCHEME OF EXAMINATION FOR TWO YEARS

Year	Theory	Practical	Total
I	700	300	1000
II	600	400	1000
Total	1300	700	2000

M.Ed FIRST YEAR: THEORY COURSES					
Sl. No.	Course Code	COURSES	MARKS		
PERSPECTIVE COURSES			Internal Marks	External Marks	Total Marks
1.	FMPA	Historical and Political Economy of Education in India	30	70	100
2.	FMPB	Advanced Educational Psychology	30	70	100
3.	FMPC	Curriculum Design and Development	30	70	100

TOOL COURSE

4.	FMTC	Basics in Educational Research	30	70	100
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TEACHER EDUCATION COURSE

5.	FMTE	Teacher Education in India: Elementary Level	30	70	100
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SPECIALISATION: CORE COURSE

6.	FMSC	Curriculum, Pedagogy and Assessment at Elementary Level	30	70	100
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SPECIALISATION: THEMATIC COURSE
(Choose any one of the following courses)

7.	FMSA	Planning and Administration of Elementary Education	30	70	100
8.	FMSB	Early Childhood Care and Education			
TOTAL			210	490	700

M.Ed FIRST YEAR: PRACTICAL COMPONENTS		
Sl. No	ACTIVITIES	Marks
1.	<p>Field Immersion with Co-operative Schools (2 Weeks)</p> <p>The prospective teacher educators shall be present in the co-operative schools concerned to the Teacher Education Institutions and prepare reflective reports upon the administration, curriculum transaction, mode of evaluation and student-teachers' curricular and co-curricular activities. The report of the same has to be submitted during the Practical Examination.</p>	50
2.	<p>Field-Visit (2 Weeks)</p> <p>The prospective teacher educators shall visit and write reflective reports on any one of the Teacher Education Institutions that is engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration, etc.</p>	75
3.	<p>Dissertation Preliminary Work</p> <p>Problem identification, selection/construction of tool/instrument, conduct of pilot study related to the title of dissertation of the prospective teacher-educators and the same should be submitted as a record during the Practical Examination.</p>	75
4.	<p>Communication Skills: Expository Writing</p> <p>The prospective teacher educators shall write the conceptual framework related to the problem/topic chosen for the dissertation and present it in the form of seminars for discussions and suggestions. The record of the same shall be submitted during the Practical Examination.</p>	50
5.	<p>Self-Development : Yoga</p> <p>The prospective teacher educators shall demonstrate and conduct five sessions of yoga to the students of the co-operative schools. The procedures of these activities have to be recorded and submitted during the Practical Examination.</p>	50
	TOTAL	300

M.Ed SECOND YEAR: THEORY COURSES					
Sl. No.	Course Code	COURSES	MARKS		
PERSPECTIVE COURSES			Internal Marks	External Marks	Total Marks
1.	SMPA	Philosophical and Sociological Perspectives in Education	30	70	100
2.	SMPB	Advanced Techniques of Instruction	30	70	100

TOOL COURSE

3.	SMTC	Advanced Educational Research and Statistics	30	70	100
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TEACHER EDUCATION COURSE

4.	SMTE	Teacher Education in India: Secondary Level	30	70	100
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SPECIALISATION: CORE COURSE

5.	SMSC	Curriculum, Pedagogy and Assessment at Secondary Level	30	70	100
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SPECIALISATION: THEMATIC COURSE
(Choose any one of the following courses)

6.	SMSA	Planning and Administration of Secondary Education	30	70	100
7.	SMSB	Trends in Indian Higher Education			
TOTAL			180	420	600

M.Ed SECOND YEAR: PRACTICAL COMPONENTS		
Sl. No.	ACTIVITIES	MARKS
1.	<p>a) Dissertation The dissertation includes: Appropriate title/topic, statement of the problem, scope and limitations, objectives, operational definition of variables, hypotheses, need and importance of the study, review of related studies, method of study, analysis and interpretation of data, results, discussion and conclusion, bibliography and appendices.</p>	100
	<p>b) Viva-voce The prospective teacher educators should submit the data collection materials, master table, analysis output and the completed dissertation during the Viva voce Examination.</p>	50
2.	<p>a) Field based Internship in the Cooperative Schools (1 Week) The prospective teacher educators shall observe the teaching and other co-curricular activities of student - teachers both at Level I & II in the co-operative schools and submit their reflective records during the Practical Examination.</p>	50
	<p>b) Field-based Internship in the Teacher Education Institutions (3 Weeks) Each prospective teacher educator should be attached with their Parent Teacher Education Institution or any one of the Teacher Education Institutions for field immersion for a period of 3 weeks continuously to undertake the following activities. The prospective teacher educators shall be engaged handling 12 classes during the field immersion @ 4 classes per week in their Parent Teacher Education Institution or nearby Teacher Education Institutions affiliated to TNTEU, offering B.Ed programme. Each prospective teacher educator should submit their field attachment appraisal reports duly endorsed by the mentor as well as by the Head of the Institution, where he/she is attached with and the same should be submitted at the time of Practical Examination.</p>	75
3.	<p>Communication Skills: Academic Writing Presentation of one research article related to the dissertation title/topic of the prospective teacher educators in the research colloquium of the respective Teacher Education Institution and the same should be submitted during the Practical Examination.</p>	75
4	<p>Hands on Training The prospective teacher educators shall prepare a master table based on the data collected and the data shall be statistically analyzed using any relevant software. The output of the data should be submitted during the Viva-voce Examination.</p>	50
	TOTAL	400

**SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION FOR
THEORY COURSES (30 MARKS)**

S. No	Components	Marks
1.	Assignments (An average of Two Assignments)	10
2.	Seminar	10
3.	Class Tests (An average of 2 Unit Tests)	10
	TOTAL	30

MEDIUM OF INSTRUCTION

Each candidate admitted into M.Ed programme in any one of the Colleges of Education affiliated to Tamil Nadu Teachers Education University should select the Medium of Instruction either as English or as Tamil depending on the availability of Medium of Instruction in the College of Education.

After the last date of admission, Principals of the Colleges of Education should submit the name list along with the medium of instruction opted by each candidate to Tamil Nadu Teachers Education University. In case, if the admitted candidates prefer to change their Medium of Instruction at later stage of the programme it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of Instruction chosen by the candidates to pursue the M.Ed programme should be indicated in the M.Ed. programme Transfer Certificates by the Colleges of Education.

ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (170 days) of attendance, failing which they will not be permitted to appear for the M.Ed degree examination (both written and practical examination). However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 10.08.2010, candidates who are able to gain attendance only upto 75% on medical ground, will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.

EXAMINATIONS

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should apply for written examination and practical examination in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written

examination. Such candidates appearance in the practical examination will stand cancelled automatically.

Question Paper Pattern for Theory Courses: M.Ed Degree Examination

Duration	Type of Question	No. of Questions	Marks
3 Hours	Essay Type (Not Exceeding 500 words/5 pages)	7 out of 10	7 × 10 = 70

PASSING MINIMUM FOR WRITTEN EXAMINATION

Each candidate who appears for the written examination in the first attempt shall be declared to have passed the Written Examination only if he/she secures not less than 50% in aggregate (Internal + External) in each course with a minimum of 50% in the external examination. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to reappear only for those courses in which he/she failed.

RE-TOTALING/REVALUATION/PHOTOCOPY OF ANSWER SCRIPTS

Candidates can apply for either re-totalling/revaluation/photo copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees prescribed by the University.

REAPPEARANCE FOR WRITTEN EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the Written Examination within next three consecutive academic years.

PRACTICAL EXAMINATION

All the records related to the practical components should be made available to the examiner at the time of Practical Examination.

For the first year each candidate's practical work records shall be assessed by an examiner duly appointed by the Tamil Nadu Teachers Education University.

During the second year the Viva-voce Examination along with evaluation of practical work records shall be assessed by an examiner duly appointed by the Tamil Nadu Teachers Education University.

PASSING MINIMUM FOR PRACTICAL EXAMINATION

Each candidate who appears for the practical examination in the first attempt shall be declared to have passed the practical examination only if he/she secure not less than 50% in aggregate in practical activities. All other candidates shall be deemed to have failed in the Practical Examination.

REAPPERANCE FOR PRACTICAL EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the Practical Examination within the next three consecutive academic years in the main examinations only.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate shall be awarded the M.Ed degree if he/she has passed both theory courses and the practical components. Successful candidates shall be classified as specified hereunder by taking into account of their marks secured in Theory and Practical Examinations.

<i>Percentage of Marks</i>	<i>Classification</i>
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

SECOND YEAR SYLLABUS

Course Code: SMPA

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire the knowledge of the concepts and meaning of philosophy and education
2. describe the philosophy of Indian schools of thought
3. describe the philosophy of Western schools of thought
4. analyse the educational contributions of Indian and Western thinkers
5. explain the basic concepts of sociology of education
6. explain the relationship between social system and education
7. analyse the role of education in cultural change
8. explain various agencies of education
9. identify the role of education in promoting the national integration and international understandings
10. discuss the diverse trends in education.

Unit I: Fundamentals of Philosophy of Education

Philosophy of Education: Meaning, concept and importance - Philosophy and Education - Scope and functions of Educational Philosophy.

Unit II: Indian Schools of Philosophy

Indian Schools of Philosophy: Sankhya, Yoga, Nyaya, Vedanta, Buddhism, Jainism and Islamic traditions.

Unit III: Western Schools of Philosophy

Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism.

Unit IV: Educational Thinkers

Indian Educational Thinkers: Thiruvalluvar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, J. Krishnamoorthy - Western Educational Thinkers: Pavlov, Dewey, Rousseau, Comenius, Froebel, Confucius.

Unit V: Sociology and Education

Sociology of Education: Meaning, concept and importance - Sociology and Education - Scope and functions of Educational Sociology.

Unit VI: Social System and Education

Social System: Meaning, concept and characteristics - Education as a Sub-system – Education and Social Change: Social mobility, Social stratification, Social deviants, Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism).

Unit VII: Education in Cultural Context

Culture: Meaning, concept and characteristics - Education and Cultural change - Cultural lag: Meaning, concept, major causes and its effect on education - Education for multi-lingual and multi-cultural Indian society.

Unit VIII: Process of Socialisation

Agencies of Socialization: Family, School, Religion, Community - Education as a social system, social process and social progress - Technologies and Socialisation: Industrialisation, Modernisation and Urbanization.

Unit IX: Education and Democracy

Democracy: Meaning and concept - Education and Democracy - Education for national integration and international understanding - Constitutional Ideals and Education – Social equity and equality of educational opportunities – Education for socially and economically disadvantaged sections of the society: SC/ST/OBC/Women/Disabled and Rural population.

Unit X: Diverse Trends in Education

Women's Education - Human Rights Education - Vocational Education - Workers' Education - Environmental Education - Value Education - Peace Education - Effects of Liberalization, Privatization, Globalization on education.

Suggested Activities

1. Discussion on the relationship between Philosophy and Education.
2. Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
3. Presentation on the constraints of social change in India.
4. Discussion on social equity and equality of educational opportunities.
5. Power Point presentation on educational sociology and their educational implications.

References:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on Education*. Delhi: Shipra Publications.
2. Agarwal, J.C. (2002). *Theory and principles of education*. New Delhi: Vikas Publishing House.
3. Davan, M.L. (2005). *Philosophy of education*. Delhi: Isha Books.
4. Gara Latchanna (2013). *Foundations of education*. Hyderabad: Neelkamal Publications.

5. John Brubacher (2007). *Modern philosophy of education*. New Delhi: Surjeet Publications.
6. Mujibul Hasan Siddiqui (2009). *Philosophical and sociological perspectives in education*. New Delhi: Neeraj Publications.
7. Sharma, Y.K. (2002). *The doctrines of the great indian educators*. New Delhi: Kanishka Publishers.
8. Swaroop Saxena, N. R & Dutt, N.K. (2013). *Philosophical and sociological foundation of education*. Meerut: Lall Books.
9. Swaroop Saxena, N. R. (2013). *Foundation of educational thought and practice*. Meerut: Lall Books.
10. www.wikipedia.org
11. www.study.com/directory/
12. www.teindia.nic.in/mhrd

Course Code: SMPB

ADVANCED TECHNIQUES OF INSTRUCTION

The prospective teacher-educators will be able to:

1. understand mobile learning
2. use whiteboard for teaching
3. design instructional games
4. apply peer tutoring
5. explain active learning methods
6. describe teaching- learning process model
7. use student-centred teaching methods
8. understand the psychological perspectives in teaching
9. apply the neuro linguistic programming in education
10. use the technological trends in teaching and learning

Unit I: Mobile Learning

Meaning and Definition of mobile technologies – Use of Smart Phones in learning - Smart Phones in Schools, Colleges and Universities – Smart Phones in Open schools, Colleges and Universities – Mobile phones in distance learning.

Unit II: Interactive Whiteboard Based Learning

Computer, Projector and Whiteboard – How to use it – Interactive Whiteboard for Higher Education- As an Instructional tool- features available when using an Interactive Whiteboard- Interactive teaching- Group Interaction.

Unit III: Instructional Games

Meaning and purpose – Instructional game as a strategy – implementing the strategy – Impact of Instructional games on student learning – Intelligent tutoring system- Implication for teaching and learning.

Unit IV: Peer Tutoring

Peer tutoring – online tutoring- peer learning- definition – peer tutoring in the classroom- Benefits of peer tutoring- Importance of peer tutoring- disadvantages of peer tutoring.

Unit V: Active Learning Methods

Active Learning – Just-in-time teaching - Listening Teams - Structured sharing- Students as the teachers – Team quizzes.

Unit VI: Teaching–Learning Process Models

Basic teaching model – John Carroll’s model – Proctor’s model – Cruickshank’s model – Gage and Berliner’s model - Huit’s model.

Unit VII: Student- Centered Teaching

Student-centred teaching- meaning, characteristics, need – Implementing student-centred teaching methods – Types of student-centred methods: active learning, cooperative learning and inductive teaching- Learner-centred teaching in schools.

Unit VIII: Psychological Perspectives in Teaching

Meaning, nature and importance of Cognitive, Behaviourist and Constructivist strategies of teaching.

Unit IX: Neuro Linguistic Programming in Education

Neurolinguistic programming – meaning – nature- advantages- Application in teaching.

Unit X: Technological Trends in Teaching and Learning

Smart phones, Tablet, i pad - Chat applications - Instagram, Skype, Facebook, Twitter, Whatsapp and blogs – RSS (Rich Site Summary) feed and Podcasts and their educational applications.

Suggested Activities

1. Discussion on mobile learning.
2. A group discussion on peer tutoring.
3. Seminar presentation on the student-centred teaching.
4. A debate on various models of teaching-learning process.
5. Invited talk on neuro-linguistic programming in education.

References:

1. Ahlsen, Elisabeth (2006) *Introduction to neurolinguistics*, Amsterdam: John Benjamins Publishing.
2. Cotton, K. 1989. Classroom questioning. *School Improvement Research Series*. Northwest Regional Educational Laboratory. <http://www.nwrel.org/scpd/sirs/3/cu5.html>.
3. Eugenia, M.W. et.al (2012) *Evaluating the impact of technology on learning, teaching and designing curriculum: Emerging trends*, New York: Information Science Reference.
4. Steven Morose. (1990) *Basic programming for educations*, New York. Prentice Hall.
5. Sambhu Sankar Deep. (2014) *Schooling the mobile generation*, New Delhi: Shipra Publications.
6. Feden, Preston D and Robert Mark Vogel (2003) *Methods of teaching: applying cognitive science to promote student learning*, Ney York : Mc Graw Hill
7. Kapp, Karl M. (2012). *The gamification of learning and instruction: game based methods*, New Jersey: John Wiley & Sons.
8. Marzano, R., D. Pickering, and J. Pollock. 2001. *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

9. Silberman, Melvin. L. (1996) *Active learning: 101 strategies to teach any subject*, boston : allyn & bacon (company)
10. <http://www.usciences.edu/teaching/Learner-Centered>
11. <http://ctl.byu.edu/tip/active-learning-techniques>
12. <http://indahtristuti1.blogspot.in/2013/06/neurolinguistic-programming.html>

Course Code: SMTC
ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the process of conducting research
2. acquire knowledge about the quantitative research designs
3. understand the different types of qualitative research designs
4. understand the mixed methods of research
5. acquire knowledge about the action research
6. know the process of collecting, analyzing, interpreting quantitative data
7. know the process of collecting, analyzing, interpreting qualitative data
8. recognise the different types of parametric tests
9. comprehend the different types of non-parametric tests
10. comprehend the various components in the research report

Unit I: The Process of Conducting Research

Definition of Research- Steps in the process of Research- Characteristics of Qualitative and Quantitative research- Skills needed to design and conduct Research.

Unit II: Quantitative Research Designs

Survey designs - Correlational designs - Experimental designs.

Unit III: Qualitative Research Designs

Grounded Theory designs - Ethnographic designs - Narrative Research designs.

Unit IV: Mixed Methods Design

Meaning- Purpose- Types of Mixed methods design - Key Characteristics of Mixed Method designs- Steps in conducting a mixed methods study.

Unit V: Action Research Design

Meaning of Action Research – Purpose of Action Research- Types of Action Research Designs- Key Characteristics of Action Research- Steps in conducting Action Research.

Unit VI: Collecting, Analyzing, Interpreting Quantitative Data

Steps in the process of data collection - Information to be collected - Formulating research questions and hypotheses - Operational definition of variables - Choosing types of data - Developing suitable instruments - Administering the data collection - Steps in the process of quantitative data analysis - Preparing data analysis - Analyzing in the data: Descriptive analysis and inferential analysis - Preparing and interpreting the results.

Unit VII: Collecting, Analyzing, Interpreting Qualitative Data

Steps in the process of data collection - Different sampling approaches - Types of qualitative data to be collected: Observation, Interview, Documents, Audio-Visual materials - Procedures to be used to record data - Steps in analyzing, interpreting qualitative data: Organizing data, transcribing data, coding the data, using codes and themes - Representing and reporting findings, summarizing findings.

Unit VIII: Parametric Tests

't' test, 'F' -ratio, ANCOVA, Correlation, Regression and Factor analysis.

UNIT IX: Non-parametric Tests

Chi-square test, Mann-Whitney test, Kruskal-Wallis test, Cochran's Q-test and their statistical applications.

Unit X: Research Report

Writing the research report - Format of the Research Report: Title page, introduction, review of literature, methodology, analysis and interpretation of data, discussion and conclusion, references and appendices.

Suggested Activities:

1. Discussion on the quantitative and the qualitative research designs.
2. Conduct SPSS workshop in your institution.
3. Presentation on style of writing the review of related literature.
4. Discussion on parametric and non-parametric tests.
5. Prepare a model research report.

References

1. Bryman, Alan. (2008). *Social research methods. 4th Edition*, New Delhi: Oxford University Press.
2. Cohen, Louis. et.al (2008). *Research methods in education*. London: Routledge.
3. Cresswell, John W. (2012). *Educational research*. New Delhi: Pearsons Education.
4. Cresswell, John W. (2014). *Research design. 4th Edition*, New Delhi: Sage Publications.
5. Henry E. Garrett. (2008). *Statistics in psychology and education*. 1st Indian Print. Delhi: Surjeet Publications.
6. John W. Best and James V. Kahn. (2012). *Research in education*, 10th Edition. New Delhi: PHI Learning Private Limited.

7. Patton, M.Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks: C.A: Sage.
8. Ranjithkumar. (2005). *Research methodology*. New Delhi: Pearsons Education
9. Thangasamy, Kokila. (2014). *Educational research: A step-by-step Approach*. Maanila: Madurai.
10. www.archive.mu.ac.in
11. www.sfu.ca
12. www.unesco.org

Course Code: SMTE

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the historical background of secondary teacher education in India
2. understand the objectives and structure of secondary teacher education
3. analyse the commissions and committees recommendations on secondary teacher education
4. compare the Indian secondary teacher education programme other countries
5. analyse the functioning of various agencies of secondary teacher education
6. understand the major issues in secondary teacher education
7. analyse the secondary teacher education curriculum and its transaction mode
8. understand the importance of preparing special education teachers
9. understand the status of teachers working at secondary education level
10. understand the need for research on secondary teacher education.

Unit I: Secondary Teacher Education in India

Historical Background of Secondary Teacher Education: Development of secondary teacher education during Pre-independence and Post-independence period - Role of NCTE in Teacher education.

Unit II: Objectives of Secondary Teacher Education

Secondary Teacher Education: Objectives, scope, pre-service and in-service teacher education – Structure of secondary teacher education – Salient features of secondary teacher education: Relevance, flexibility, integration and interdisciplinary.

Unit III: Commissions and Committees on Secondary Teacher Education

Hunter Commission (1882) - Dr.Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I & II - NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – National Knowledge Commission (2005).

Unit IV: Comparative Teacher Education at Secondary Level

Comparative Teacher Education: Need and importance of comparison – Comparative study of secondary teacher education of UK, USA, China, Japan, Germany, Finland with India.

Unit V: Agencies of Secondary Teacher Education

National Level Agencies: National Council of Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), National University for Educational Planning and Administration (NUEPA). State Level Agencies: State Institutes of Education, State Councils for Educational Research and Training (SCERTs) - Tamil Nadu Teachers Education University.

Unit VI: Major Issues in Secondary Teacher Education

Admission of Students – Fee Structure – Duration of the Programme – Curriculum and Pedagogy – Organization of School Internship and Co-ordination – Supervision of Internship – Privatization of Teacher Education - Facilities at Teacher Education Institutions – Quantity and Quality of Secondary Teacher Education.

Unit VII: Curriculum Planning at Secondary Level

National Curriculum Framework (2005): Curriculum designing and evaluation - Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), State Board, Indian Certificate of Secondary Education, International Baccalaureate (IB), National Institute of Open Schooling - General principles to curricular approaches: Activity based/play-way, child-centred, theme-based, holistic, joyful, inclusive, story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and exploration.

Unit VIII: Teacher Education for Students with Special Needs

Education for Persons with Disability - Agencies of Special Education: Rehabilitation Council of India (RCI), National Institute for Mentally Handicapped (NIMH), National Institute for Visually Handicapped (NIVH), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute of Speech and Hearing (NISH).

Unit IX: Status and Professional Development of Teachers

Status of Teachers at Secondary Level: Professional, social and economic - Issues: Service conditions, Provision for facilities and equipments, promotions, transfer, in-service training, administrative and professional supervision - Teacher's responsibilities and rights – Opportunities for professional development - Code of Ethics for Teachers.

Unit X: Research and Innovations in Secondary Teacher Education

Research in Secondary Teacher Education: Areas, trends, problems and issues of research in Secondary Teacher Education - Best practices in Secondary Teacher Education: National and International Level.

Suggested Activities:

1. Prepare a Report based on the visit to anyone of the Secondary Teacher Education Institutions and critically evaluate the facilities available.
2. Compare and contrast the Secondary Teacher Education Curriculum and its Transaction Modes in Tamil Nadu with other States of India.
3. Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.
4. Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.
5. Suggest any five areas of Secondary Teacher Education to undertake Research Projects.

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Course Code: SMSC

CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL

Course Objectives:

The prospective teacher-educators will be able to:

1. differentiate the curriculum and syllabus
2. understand the theoretical perspectives of curriculum
3. understand the models of curriculum theory
4. understand the models of curriculum design
5. understand the implication of educational theories for today's classroom teachers
6. understand the influence of views of educational pioneers on today's school
7. analyse the various pedagogical approaches
8. understand the different types of assessment techniques
9. recognize the different methods of curriculum evaluation
10. understand the future directions for curriculum development.

Unit I: Nature of Curriculum

Curriculum: Concept, meaning and definitions - Difference between curriculum and syllabus.
Curriculum approaches: Behavioral, Managerial, System, Academic, Re-conceptualist and Humanistic – Structure of secondary school curriculum in Tamil Nadu.

Unit II: Curriculum Theory

Theoretical Perspectives of Curriculum: Realms of knowledge, Indian and Western Theories of Knowledge, Categories of knowledge – Curriculum Theories: Formal Theory, Event Theory, Volitional Theory and Praxiological Theory.

Unit III: Models of Curriculum Theory

Models of Curriculum Theory: Johnson's Model, McDonald's Model and Wilson's Open Access Curriculum Model.

Unit IV: Models of Curriculum Design

Curriculum Design Models: Tyler's Model, Taba's Model, Wheeler's Model, Freire's Model and Bruner's Model.

Unit V: Philosophical Perspectives and Curriculum Orientation

Philosophical Perspectives: Progressivism, Perennialism, Essentialism, Reconstructionism, Reconceptualism and its educational implications – Curriculum Orientation: Academic Rationalism, Social relevance, Personal Relevance, Cognitive Process and Technological Orientations.

Unit VI: Educational Thinkers and Curriculum Transactions

Views of Educational thinkers on Curriculum, methods of instruction, principles of teaching and learning - Role of teachers with special reference to Rousseau, Froebel, Dewey, Montessori, Swami Vivekananda, Rabindranath Tagore and J. Krishnamurthy.

Unit VII: Curriculum and Pedagogy

Universal design for learning (UDL) - Project-based learning - Assessment as learning - Formative Assessment - Mastery learning - Personal learning environments and the classroom of the future.

Unit VIII: Assessment Techniques

Measurement, Assessment and Evaluation: Concept, meaning and definitions – Assessment for learning and Assessment of learning – Techniques of Assessment: Observation, interview, questionnaire and rating scales - Semester System - CCE – Marks, Grading system, types of Grading and their relative advantages and Computer in Evaluation.

Unit IX: Curriculum Evaluation

Curriculum Evaluation: Meaning, nature and scope – Models of Curriculum Evaluation: Metfessel - Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.

Unit X: Current Trends in the Curriculum

Current Developments in the subject fields - Current Developments Across the Curriculum - Individualizing the curriculum - Curriculum of the future: Digital delivery, interest-driven - Internet connectivity.

Suggested Activities:

1. Talk by teacher educators on various approaches of curriculum.
2. A debate on various models of curriculum design.
3. Seminar on educational implications of educational philosophies.
4. Invited talk on the views of educational pioneers and their influence on today's classroom.
5. Discussion on emerging trends in curriculum evaluation.

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Course Code: SMSA

PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the structure of secondary education in India
2. comprehend the development of secondary education in India
3. compare the Indian secondary education system with other countries
4. understand the role and functions of governing agencies of secondary education in India
5. critically evaluate the planning of secondary education in India
6. suggest the areas for research in secondary education
7. discuss the implications of five year plans on secondary education
8. analyze the need for technology integration in planning and administration of secondary education
9. describe the emerging trends in secondary education and
10. understand the need for quality enhancement of secondary education.

Unit I: Introduction to Secondary Education

Secondary Education: Concept, Meaning, Aims and Objectives, Scope and Structure of Secondary Education.

Unit II: Historical Perspectives of Secondary Education

Secondary Education in India: Pre-independence period - Post-independence period: Secondary Education Commission (1952-53), Dr. Malcom Adishesiah Committee (1977-78), Dr. Eswarbai Patel Committee (1977-78), National Policy on Education (1986), Programme of Action (1992), CABE's Report on Universalisation of Secondary Education (2005) - Right to Education Act (2009).

Unit III: Comparative Perspectives of Secondary Education

Secondary Education in the United Kingdom, United States of America, Russia, China, Finland and Japan.

Unit IV: Governance of Secondary Education

Central Agencies: MHRD, CABE, NCERT, CBSE, ICSE, NCVT, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti, NUEPA. State Agencies: State Education Departments, SCERTs, State Boards of Education, State Welfare Departments (SC & ST). Local Bodies: Corporations, Municipalities, Panchayats.

Unit V: Planning of Secondary Education

Types of Educational Planning: Centralised, De-centralised and Participatory Planning. Techniques of Educational Planning: Micro, Meso and Macro Planning.

Unit VI: Organizational Development and Leadership in Secondary Education

Organizational Development: Meaning, Concept, Definition, Principles and Functions. Qualities of Headmasters/Principals - Research in Secondary Education: Need and Importance, Areas of Research: Organizational Climate, Leadership Styles, Teaching-learning Process, Resources, Curriculum and Examination.

Unit VII: Financing of Secondary Education

Planning Commission and Five Year Plan- Sources of Funding: Central Government, State Governments, Local Bodies and Private Agencies- International Funding Agencies: World Bank, UNESCO and UNICEF.

Unit VIII: Technology Integration in Planning and Administration of Secondary Education

Secondary Education Management Information System in India (SEMIS), District Information System for Education (DISE), Project Management Information System (PMIS), Geographical Information System (GIS) - School Mapping – Institutional linking and networking.

Unit IX: Quality Enhancement of Secondary Education

Curriculum for Ten Year School-A Framework (1975) – National Curriculum Framework for School Education (2000) – Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - Infrastructure and Instructional facilities – Supervision and Inspection – Professional Development and Management of Teachers.

Unit X: Alternative Trends in Secondary Education

Public Schools - International Schools - Alternative Schools (National Institute of Open Schooling) - Home Schooling - Special Schools (Visually Impairment, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Autism Spectrum Disorders, Learning Disabilities) - Inclusive Schools.

Suggested Activities

1. Discussion on the recommendations of Secondary Education Commission (1952-53).
2. Seminar presentation on the structure of secondary education system in India, USA and China.
3. Discussion on the role and functions of CABE in secondary education.
4. Presentation of a reflective report on the functioning styles of Head Masters/Principals of secondary schools.
5. Critical evaluation report on the National Curriculum Framework for School Education(2000).

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Course Code: SMSB

TRENDS IN INDIAN HIGHER EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the historical background of the Indian Higher Education
2. get familiarised with the various committees and commissions on Higher Education
3. understand the role of various regulatory agencies in Higher Education
4. comprehend the knowledge on Indian Higher Education and Workforce development
5. analyse the need for access and equity in Higher Education
6. understand the quality assurance mechanism in Higher Education
7. analyse the various issues and challenges in Higher Education
8. compare the Indian Education system with other countries
9. know about the importance of research and development in Higher Education
10. envisage the Indian Higher Education: Vision 2030.

Unit I: Higher Education

Historical background of Higher Education in India: Pre-Independence and Post-Independence period - Types and functions of Universities - Development of Open and Distance Education Programme - Recent trends in Higher Education: Mass Higher Education and Privatisation Higher Education - Objectives of 21st Century Higher Education.

Unit II: Commissions and Committees on Higher Education

Hartog Committee (1928) – University Education Commission (1949) – Kothari Commission (1964-66) – National Policy on Education (1986) – Acharya Ramamuthi Review Committee (1992) – Janadhan Reddy Committee (1992) – National Knowledge Commission (2005) – Sachar Committee (2006) – J.S.Verma Committee (2012).

Unit III: Governance in Higher Education

UGC, NCTE, DEC and NAAC – South Asian University (SARRC), AIU, NUEPA, Inter-university Consortium, State Councils for Higher Education, GATS and Higher Education.

Unit IV: Higher Education and Workforce Development

Higher Education and Economic Growth - Higher Education and Labour Market - Changing Nature of Work - Higher Education and Skill Development - Skill shortage - Educational Skill and Work Skill distinction - Addressing Skill shortage: National Skill Development Mission, Community Colleges and Manpower forecasting.

Unit V: Access and Equity in Higher Education

Expanding Access - Promoting Equity - Regional imbalances - Disparities in Enrolment - Implications of Five Year Plans on Higher Education - RUSA.

Unit VI: Quality Assurance in Higher Education

Quality of Higher Education: Meaning and concept – Total Quality Management in Higher Education – Six Sigma in Education – Quality Assurance in Higher Education: IQACs, NAAC and NBA - Suggestions to improve the quality of Higher Education.

Unit VII: Issues and Challenges in Higher Education

Liberalisation, Privatisation, Globalisation of Higher Education – Critical Issues in Indian Higher Education – Challenges of Higher Education System in India Social (Gender disparity and Urban/Rural distinctions), Economical (Employability) and Intellectual (Global ranking).

Unit VIII: Comparative Higher Education

Comparison of Indian Higher Education System with USA, UK, China, Australia, Japan and Finland.

Unit IX: Research in Higher Education

Indian Higher Education Research and Development in the global context: Research Publications and Citations; Global and Domestic Patenting; Research, Innovations and Growth Linkage – India as a Hub for Global Research and Development – Low and Declining Standards in Higher Educational Research – Research Funding Agencies: MHRD, UGC, CSIR, DST, ICSSR, ICHR and ICPR.

Unit X: Higher Education and Vision 2030

The planned expansion of the differentiated University System – Transition to the Learner-centred Paradigm of Education – Intensive use of Technology – Indian Higher Education at Socio-economic context (Demographic and Economic) – NGOs – Kinds of Higher Learning Institutions: Foundational Institutions, Career-focused Institutions, Research-focused Institutions – Higher Education Architecture: Curriculum and Pedagogy, Faculty, Research, Partnership (Industry-academic Linkage and Tie-up between Higher Education Institutions and Skill-based Training providers), Infrastructure (Physical and Digital) – Higher Educational Foundation: Funding and Governance.

Suggested Activities:

1. Organise a student seminar on the Disparity in Enrolment at Higher Education level.
2. Conduct an interview with an employer pertaining to skills required for placement in the organisations.
3. Organise a group discussion on various ways and means for improving the quality of Higher Education.
4. Visit, observe and submit a reflective report on any one of the agencies involved in promoting Research in Higher Education.
5. Poster presentation on Social, Economic and Intellectual Imperatives of Higher Education.

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