


**SYLLABUS
FOR TWO-YEAR MASTER OF
EDUCATION (M.ED.)**



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

[Re-accredited (3rd Cycle) at 'A' Grade by NAAC with CGPA: 3.67]
Palayamkottai - 627 002, Tirunelveli,
Tamilnadu

2016 - 2018


Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

M.Ed. Syllabus

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S.No.	Contents	Pg. No.
-------	----------	---------

Semester – I

1. PAPER - I	: Historical and Philosophical Perspective of Education	4
2. PAPER - II	: Advanced Psychology of Learning and Development	7
3. PAPER - III	: Advanced Educational Sociology	9
4. PAPER - IV	: Introduction to Research Methodology	12

Semester – II

5. PAPER - V	: Advanced Research Methodology	15
6. PAPER - VI	: Introduction to Statistics	18
7. PAPER - VII	: Early Childhood Care Education	20
8. PAPER - VII	: Education for Special Children	23
9. PAPER - VIII	: Inclusive Education	26
10. PAPER - VIII	: Education for Gender Sensitization	29

Semester – III

11. PAPER - IX	: Advanced Educational Technology	32
12. PAPER - X	: Guidance and Counselling	34
13. PAPER - XI	: Teacher Education at 21 st Century	37

Semester - IV

14. PAPER - XII	: School Management	39
15. PAPER - XIII	: Educational Management and Planning	41
16. PAPER - XIV	: ICT and Instructional System	43
17. PAPER - XV	: Higher Education in Globalized Context	46

SEMESTER - I

PAPER - I : HISTORICAL AND PHILOSOPHICAL PERSPECTIVE OF EDUCATION

M.Ed. : SEM – I
MPHP

Sub. Code :

Objectives:

The student

1. acquires knowledge of the basic concepts of Philosophy, the relationship between Education and Philosophy.
2. understands the different philosophical systems and their educational implications.
3. understands and appreciates the contributions made to education by prominent educational thinkers both Eastern and Western.
4. understands the concept of multi-cultural education in Indian society.
5. analyses the emerging perceptions in Value Education.

UNIT - I : PHILOSOPHY OF EDUCATION

Philosophy: Meaning, Concept, Scope, Nature - Functions of Philosophy and Education, Modes of Philosophical Inquiry, Relationship between Philosophy of Teaching and Teaching Styles - Salient features of Eastern and Western philosophies of Education, Beliefs of Traditional Philosophy and Progressive philosophy - Liberal philosophy: Historical background and basic characteristics - Radical Philosophy: Special features, Modern concept of Philosophy: Analysis - Logical analysis, Logical Empiricism and Positive Relativism.

UNIT - II : EASTERN PHILOSOPHIES OF EDUCATION

Philosophy of Vedas, Sankhya, Vedanta in Education, Concept of Yoga and its educational implications - Heterodox Schools of Indian Philosophy: Buddhism, Jainism and their educational implications - Islamic Philosophy of Education and its

educational implications - Christian Philosophy of Education and its educational implications.

UNIT - III : WESTERN PHILOSOPHIES OF EDUCATION

Idealism, Naturalism, Pragmatism, Existentialism, Realism, Marxism and their educational implications with special reference to the concepts of knowledge, reality, values and their educational implications for aims, contents and methods of education.

UNIT - IV : EDUCATIONAL PHILOSOPHERS AND THEIR EDUCATIONAL CONTRIBUTION

Western Philosophers: Plato, Aristotle, Karl Jaspers, John Dewey, Pestalozzi, Maria Montessori, Froebel, Paulo Friere and Ivan Illich - Eastern Philosophers: Aurobindo, Dr. A.P.J. Abdul Kalam, Jiddu Krishnamoorthi, Radha Krishnan, Vivekananda, Tagore, Zakir Hussain and Thiruvalluvar.

UNIT - V : MULTI - CULTURAL EDUCATION AND EMERGING PERCEPTIONS IN VALUE EDUCATION

Multi-cultural Education: Meaning, concept, Need, Scope and Principles of teaching and learning in multi-cultural society - Approaches to Multi-cultural Education - Value Education: Meaning, Definition and Meaning of Values, Classification of values, Emerging perceptions in Value Education, Values as an instrument to counter terrorism.

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18. Swaroop Saxena, N.R. (1993). *Principles of Education*. Meerut: R.Lall Book Depot.
19. Taneja, V.R. (1987). *Educational Thoughts and Practice*. Delhi: Sterling Publishing.
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PAPER - II : ADVANCED PSYCHOLOGY OF LEARNING AND DEVELOPMENT

M.Ed. : SEM - I
MPAD

Sub. Code :

Objectives:

The student

1. understands the psychology of the learners.
2. understands the individual differences that exist among the learners.
3. understands the theories of learning and its application.
4. understands the styles of learning.
5. understands emotional behaviour and balances his/her emotions.

UNIT - I : INDIVIDUAL DIFFERENCES

Meaning - Characteristics - Types - Determinants - Causes - Individual differences and classroom management - Teacher's role - Becoming a fully functioning person - Challenges.

UNIT - II : LEARNING AND INFORMATION PROCESSING

Theories of Learning: Guthrie, Hull and Kurt Lewin theory - Insight Learning: Kohler - Hierarchy of Learning: Gagne - Information Processing Approach - Memory and its types - Causes of forgetting - Thinking and Metacognition: Meaning and Definition - ARCS model of instruction - Constructivism in teaching.

UNIT - III : MOTIVATION AND LEARNING STYLES

Motivation cycle - McClelland's Achievement Motivation - Learning styles of Kolb: Diverging, Assimilating, Converging and Accommodating - H. Gardener's Styles of Learning: Visual, Auditory and Kinesthetic learners - McCarthy's 4MAT model of teaching - ADDIE based five-step method towards instructional design.

UNIT - IV : EMOTIONAL BEHAVIOUR

Emotion, Decision Making and Emotional Intelligence -

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

UNIT - V : ADJUSTMENT AND MENTAL HEALTH

Adjustment as a process - Adjustment problems - Methods and mechanisms of adjustment - Stress: Causes, effects and control - coping styles and strategies - Need and functions of Mental Hygiene - Learning Disabilities of Children: Dyslexia, Dyscalculia, Dysgraphia and Children with Autism - Guidance techniques in adjustment - Group Dynamics - Group Process - Interpersonal Relationship - Sociometric grouping.

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PAPER - III : ADVANCED EDUCATIONAL SOCIOLOGY

M.Ed. : SEM - I

Sub. Code : MPAS

Objectives:

The student

1. understands the importance and role of education in the Indian society.
2. acquires the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations.
3. understands the process of social change, social progress and the difference between social change and cultural change.
4. acquires the knowledge of the constitutional provisions for Education in Indian democracy.
5. understands the concept of secularism, LPG, UNESCO's document on Education and its implications.

UNIT - I : FUNDAMENTALS OF EDUCATIONAL SOCIOLOGY

Educational Sociology: Concept, Nature and Scope, social functions of education - Relationship of Sociology and education, Education as a social sub system and its specific characteristics - Social Agencies of Education: Home, School, Community, Religion and State.

UNIT - II : SOCIAL PROCESSES

Education and socialization of the students, Education and social stratification, conflicts and Cooperation - Education and Social mobility - Marxism and social revolution - Martin Luther and social reformation - Social Organizations: meaning, nature and characteristics - Social Groups: meaning, significance and types.

UNIT - III : SOCIAL CHANGE AND CULTURE

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

UNIT - IV : EDUCATION AND MODERNIZATION

Modernization: Meaning, Characteristics and Educational role of Modernization - Digital Divides in the society - Cyberology - Education for National development - UNESCO: Four pillars of education.

UNIT - V : CURRENT ISSUES

Education and Democracy: Meaning, Characteristics, Democratic rights - Education and Secularism : Meaning, Characteristics, Educational implications - Socialism and Educational implications - Education of the socially and economically disadvantaged sections of the society with special reference to Scheduled castes and scheduled tribes, Women and rural population - Disaster management - Liberalization - Globalization - Privatization.

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PAPER - IV : INTRODUCTION TO RESEARCH METHODOLOGY

M.Ed. : SEM - I

Sub. Code : MPIR

Objectives:

The student

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

UNIT - I : CONCEPT OF EDUCATIONAL RESEARCH

Meaning and nature, need and importance and scope of educational research - Nature of knowledge, Source of knowledge - Scientific method: definition, steps - four levels of educational research - qualities of research - Areas of educational research - steps in educational research - Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics - Research paradigms in education: qualitative, mixed and quantitative and their characteristics.

UNIT - II : RESEARCH PROBLEMS, VARIABLES AND HYPOTHESIS

Source, selection and criteria of research problem, limitations and delimitations, statement of the problem in different forms - Concept, nature, characteristics and types of variables - inter relationship of different variables - Concept, importance, characteristics and forms of hypothesis- formulation and testing - level of significance - errors in hypothesis testing-Assumptions: meaning and role.

UNIT - III : REVIEW OF RELATED LITERATURE

Purpose, need at different stages of research and steps of review literature - Source: Primary, Secondary, other sources, On line / off line references - Qualities of a researcher - Study Skills for Educational Researcher: Skills for Literature Search, Library Skills,

Reading skills, and Note Taking Skills - abstracting and organizing literature - criticism of literature- Introduction to Integrative Research Review and Meta-Analysis.

UNIT - IV : POPULATION AND SAMPLING

Population - Concept and its type - Sampling - Concept and Need, characteristics of good sample-sampling unit, sampling frame - Sample Size: Important Considerations in determining Sample Size, sampling error, representative and biased samples - Probability Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi-stage sampling - Non-Probability Sampling Techniques: convenience sampling, purposive sampling, quota sampling and snowball sampling - Sampling in qualitative and mixed research - research proposal.

UNIT - V : TOOLS AND TECHNIQUES OF EDUCATIONAL RESEARCH

Tools: Meaning and concept - characteristics of a tool - Establishing validity, reliability - Validation and standardization of a tool - Techniques: Observation, Interview, Socio-metric techniques, Questionnaire, Rating scales, Interview schedules, Attitude scales, checklist, personality inventories - projective devices.

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SEMESTER - II

PAPER - V : ADVANCED RESEARCH METHODOLOGY

M.Ed. : SEM – II
MPAR

Sub. Code :

Objectives:

The student

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

UNIT - I : QUANTITATIVE METHODS OF RESEARCH

Experimental Research: Nature, Variables: independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables - Pre-Experimental Research, Quasi-Experimental Designs, True experimental research- Internal and external validity of results in experimental research -Non- Experimental Research: Survey, Casual-Comparative and Correlational research, Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective Classification by research objectives: Descriptive, Predictive and Explanatory.

UNIT - II : QUALITATIVE METHODS OF RESEARCH

Qualitative Research: Meaning, steps and characteristics - Phenomenology, Ethnography, Case studies and Grounded theory - Historical Research - Mixed Research: meaning, Fundamentals, principles, strength and weaknesses, types and limitations.

UNIT - III : COLLECTION OF DATA AND GENERALIZATIONS

Need for data collection, Data: meaning, nature, types - data collection: ethical considerations - precautions in data collection - organization of data- need of research generalizations - generalization: Meaning, definition, types, level, applications - precautions in formulation of generalization.

UNIT - IV : WRITING RESEARCH REPORT

Need of research report - Characteristics of a good research report - Preliminaries: Title page, Declaration, Certificate, Acknowledgement, Table of contents, list of tables, list of figures - Text: Introduction, Review of Related Literature, Design of the study, Data analysis, summary and conclusions-Format : APA and MLA-Reference Section: Bibliography, Appendix, Pagination - Language: Style of writing, footnote, Citations and quotations - evaluation of a research report - writing research abstract and research papers.

UNIT - V : EDUCATIONAL RESEARCH IN INDIA AND MODERN TRENDS

Growth and trend of educational research in India - problems and suggestions for improvement- quality control of educational research - Funding Agencies: UGC, DST, ICSSR, NCERT - Modern trends: e-research - internet based research - web based research tools - social networking tools and semantic web in educational research.

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PAPER - VI : INTRODUCTION TO STATISTICS

M.Ed. : SEM - II

Sub. Code : MPIS

Objectives:

The student

1. acquires knowledge of fundamental statistical concepts.
2. develops the skills of computation of central tendencies, variations and correlations.
3. develops the skill of drawing statistical graphs.
4. develops the skill of doing Correlations and its applications.
5. develops the skill of testing of hypothesis using 't' test, ANOVA and Chi-square.

UNIT - I : INTRODUCTION TO EDUCATIONAL STATISTICS

Meaning, Importance and Role of Statistics for Researchers - Scales of measurement: Nominal, Ordinal, Interval and Ratio - Organisation of data - Frequency distribution - Graphical representation of Data: Histogram, Frequency polygon, Frequency curve and Cumulative frequency curve - Uses of graphs.

UNIT - II : MEASURES OF CENTRAL TENDENCY AND VARIABILITY

Measures of Central Tendency: Mean, Median and Mode - Calculation and Uses Measures of Dispersion: Range, Quartile deviation and standard deviation - Calculation and Uses - Co-efficient of Variation - Calculation and Uses - Percentiles - Standard Scores - T-scores - Calculation and Uses.

UNIT - III : NORMAL PROBABILITY

Normal Probability Curve: Properties and Uses - Applications of Normal Probability Curve - Skewness and Kurtosis - Confidential Limits - Estimation of Population Mean.

UNIT - IV : CORRELATION AND REGRESSION

Correlation: Meaning, types and uses - Rank Correlation, Product Moment Correlation, Partial Correlation, Multiple Correlation and Regression equations: Calculations and Uses - Factor Analysis (Theoretical Steps).

UNIT - V : TESTING OF HYPOTHESES

Parametric Tests: 't'-test, ANOVA and Post ANOVA tests - calculations and applications - Non-parametric test: Chi-square - Computers in Data Analysis - Steps involved in using suitable software - SPSS.

REFERENCES

1. Aggarwal, Y.P. (1988). *Statistical Methods - Concepts, Application and Computation*. New Delhi: Sterling.
2. Best, John, W. and Khan, James V. (1992). *Research in Education*. New Delhi: Prentice-Hall of India Pvt. Ltd.
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PAPER - VII : EARLY CHILDHOOD CARE AND EDUCATION

M.Ed. : SEM - II
MSEC

Sub. Code :

Objectives:

The student

1. knows the importance of Early Childhood Care and Education (ECCE).
2. understands the child's right.
3. knows the different techniques of developing child for schools.
4. gains knowledge about different institutions for ECCE.
5. familiarizes in organizing ECCE centers.

UNIT - I : INTRODUCTION TO EARLY CHILDHOOD EDUCATION

Early childhood: Meaning, Importance - Early Childhood Education: definition, scope and its significance, goals and objectives - History of Early Childhood Care and Education in India - Linkage of ECCE with primary education - Major contributions of UNICEF, NCERT and ICCW.

UNIT - II : CHILD'S RIGHT AND LEGISLATIONS OF CHILDREN

Child Rights: Right to health, Right to nutrition and Right to education- Role of NGOs in care and protection of rights of the child - UN convention on the rights of the child (1989) - National policy on children in 1974 - The Juvenile Justice Act (1986) - Child Marriage Restraint Act (1929) - Prevention of Immoral Traffic Act, The Child Labour (Prohibition and Regulation) Act (1986) - Hindus Adoption and Maintenance Act (1956).

UNIT - III : DEVELOPING CHILD FOR EARLY SCHOOL YEARS

Emergence of physical and motor skills to participate in team games, play skills and engaging in learning complex tasks - Emphasis on self-help skills relating to health, hygiene, feeding, dressing, asking for things - Language development for skill in narrating events, stories, learning to discriminate sounds and role

play - Developing friendship, being part of a group, co-operation, social acceptability and exclusion- Debate, puzzles, quiz and riddles (oral and visual) to develop thinking, reasoning, problem solving - Listening to a story and promoting child participation through recall and express appeal and comprehension - Role of rhymes and storytelling (local and classic) in building children's orientation to mnemonic skills and build memory skills.

UNIT - IV : INSTITUTIONS OF EARLY CHILDHOOD CARE AND EDUCATION

Day-care centres / crèches / pre-schools / kindergartens - Play groups and recreational play-centres- Non-formal pre-school education and its importance - Mobile crèches, anganwadis, ICDS, Day-Cares, Mid-day Meals Scheme - Well baby clinic, Balbhavan, Hobby centre, Play centre - DWCRA, Cottage Industry at home - Role of care-givers for meeting the needs of children in crèches, anganwadis and balwadis.

UNIT - V : ORGANIZATION AND MANAGEMENT OF ECCE CENTRES

Philosophy and goals in the context of organization and management of the ECCE programmes - Management - Definitions, principles and techniques - Setting up and running the centre: Physical Facilities, Locality and Building, Furniture and equipment, Organizing indoor and outdoor spaces- Supervisor, Teacher/day-care worker, Supportive Staff / Helpers, Administrative Personnel.

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- Conclusions May Vary with Context. *Child Development*, 74(4), pp. 1021-1033.
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PAPER - VII : EDUCATION FOR SPECIAL CHILDREN

M.Ed. : SEM - II
MSES

Sub. Code :

Objectives:

The student

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

UNIT - I : CONCEPT OF SPECIAL EDUCATION

Concept of exceptionality and special education - Positive, Negative and Multiple deviations - Needs and Problems of Exceptional Children - Need and scope of special education - Historical development of Special Education - Philosophy of special education - Sociological perspectives of Special Education.

UNIT - II : NATURE AND NEEDS OF VARIOUS DISABILITIES

Concept of impairment, disability and Handicap - Blindness and Low Vision - Definition, Identification and Characteristics - Hearing Impairment: Definition, Identification and Characteristics - Mental Retardation: Definition, Identification and Characteristics - Learning Disability: Definition, Identification and Characteristics - Multiple Disabilities: Definition, Identification and Characteristics - Leprosy cured, Neurological and Loco motor disabilities: Definition, Identification and Characteristics - Autism Spectrum Disorders: Definition, Identification and Characteristics.

UNIT - III : POLICY AND LEGISLATIVE PROVISIONS FOR SPECIAL EDUCATION

NPE - 1986, POA - 1992, RCI Act - 1992, PWD Act - 1995 - National Trust for Welfare of persons with Autism, cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 - National Policy for Persons with Disabilities - 2006 - International Legislation

for special education - UN-ESCAP, UNCRPP - Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - Right to Education Act, 2009.

UNIT - IV : REHABILITATION SERVICES

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

UNIT - V : CURRENT TRENDS AND FUTURE PERSPECTIVES IN SPECIAL EDUCATION

Early identification and intervention - Individualized instruction - Advocacy - Collaboration - Attitudes and Awareness - Normalization, Deinstitutionalization - Integration, Mainstreaming, Inclusion - Concept and Definition - Models of Integration and Inclusive Education - Schemes and facilities to achieve normalization - Open Distance Learning System.

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PAPER - VIII : INCLUSIVE EDUCATION

M.Ed. : SEM - II
MSIE

Sub. Code :

Objectives:

The student

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

UNIT - I : INTRODUCTION TO INCLUSIVE EDUCATION

Definition, concept and importance of inclusive education - definition of disability and facing disability - plan realistically - Differences: special education, integrated education and inclusive education - inclusion of children with diverse abilities in regular schools - benefits of inclusion.

UNIT - II : RECOMMENDATIONS OF EDUCATION COMMISSIONS AND COMMITTEES ON RESTRUCTURING POLICIES AND PRACTICES TO RESPOND TO DIVERSITY

Indian Education Commission (1964-66) - Integrated Education for Disabled Children (IEDC 1974) - National Policy on Education (NPE, 1986-92) - Establishment of National Institutes and their Regional Centers - Project Integrated Education for disabled children (PIED, 1987) - District Primary Education Programme (DPEP) - The Persons with Disabilities Act (PWD Act, 1995)-Sarva Shiksha Abhiyan - Initiatives for the gifted and talented children - National Curriculum Framework, 2005 - NCERT - The Mental Health Act 1987 - Rehabilitation Council of India Act, 1992 - The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995) - The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act, 1999.

UNIT - III : INNOVATIVE PRACTICES IN INCLUSIVE SETTINGS

Peer tutoring - cooperative learning - collaboration and consultation - team teaching- curriculum adaptation: Concept, meaning and need for curriculum adaptations for children with disabilities - Guidelines for adaptation for teaching / practicing science, mathematics, social studies, languages, physical education yoga, heritage, arts, drama in inclusive settings - Utilization of records / case profiles for identification, assessment and intervention for inclusive classrooms - Techniques and methods used for adaptation of content, laboratory skills and play material - Individualized Education Programme (IEP) - Interactive White Board - m-learning - e-learning - assistive technology - ICT in inclusive classroom.

UNIT - IV : PROMOTING POSITIVE BEHAVIOR

Challenging behavior: Meaning, response and sources - Violence and touching - Class meetings - Social competence: Meaning, friendships and social skills - Reflection: reflecting on practice-effects of reflective teaching

UNIT - V : ORGANIZING THE INCLUSIVE CLASSROOM

Physical Layout of the inclusive campus and classroom - plans for substitute teachers - meeting students personal care and medication requirements-collaborating with other professionals and parents in the inclusive campus, inclusive classroom - working with paraprofessionals in the inclusive classroom.

REFERENCES

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6. Neena Dash (2006). *Inclusive Education*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
7. Sharma, P.L. (1990). *Teachers Handbook on IED - Helping Children with Special Needs*. New Delhi: NCERT Publication.
8. Sharma, P.L. (2003). *Planning Inclusive Education in Small Schools*. Mysore: Regional Institute of Education.
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PAPER - VIII : EDUCATION FOR GENDER SENSITIZATION

M.Ed. : SEM - II
MSEG

Sub. Code :

Objectives:

The student

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

UNIT - I : SOCIALIZATION AND WOMEN

Gender Concepts - Socialization: Meaning, Definition and Stages - Agencies of Socialization. Social construction of Gender-Sex & Gender, Gender discrimination, gender stereotyping, Gender Roles, and Gender needs– practical and strategic. Women and Social Institutions: Family Meaning and Definition; Ethos of Joint, Nuclear - patriarchal and matriarchal families.

UNIT - II : WOMEN IN INDIA: ISSUES AND PROBLEMS

Issues related to Female children: Female foeticide, Female Infanticide and child marriage - Issues related to Women: Dowry, Issueless Women, Divorce, Widowhood, Female commercial sex workers, Domestic violence, problems of Elderly and single women - Issues related to Marginalized Women: Problems of Dalit and Tribal Women; Devadasis - discrimination and exploitation in the name of tradition - Problems of Women prisoners, Women living with HIV / AIDS and women who are physically and mentally challenged.

UNIT - III : WOMEN'S RIGHTS IN INDIA

Women's Rights: Meaning, Concept and Universal Declaration of Human Rights - Enforcement of Human Rights for women and children - Understanding Human Rights in Indian context - UN Conventions - Universal debate on Human Rights for women - Constitutional rights of women.

UNIT - IV : WOMEN'S ROLE IN NATION - BUILDING

Women in Commercial Poultry - Rural women and Poverty Alleviation - Role of Women in Forestry - Women's Participation in Farm and Home Activities - Problems in enterprise set-up and Management - Promoting entrepreneurship amongst rural women.

UNIT - V : GENDER SENSITIZATION

Gender Inequality and its Impact on Men and Women - Understanding the Notion of Citizenship - Nature of Gender Inequalities - Transgender: Characteristics and Challenges - Access to and Control over Resources and Positions of Power - Understanding sexual harassment as gender based violence: Nature, victims, causes and impact of gender-based violence - Violence by men against women: Impact of violence - Contributing to Prevention of Sexual Harassment: What is and is not Sexual Harassment - Provisions in the Act of 2013 about prevention of Sexual Harassment - Role of men in prevention of sexual harassment at workplace - Gender sensitive language, work culture and workplace.

REFERENCES

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SEMESTER - III

PAPER - IX : ADVANCED EDUCATIONAL TECHNOLOGY

M.Ed. : SEM - III

Sub. Code :

MPAE

Objectives:

The student

1. acquires the knowledge of meaning, scope and types of Educational Technology.
2. understands the strategies and techniques of teaching.
3. attains the knowledge of the instructional designs and models of teaching.
4. comprehends the mass media approach.
5. understands the use of computers in education.

UNIT - I : THE CONCEPT OF EDUCATIONAL TECHNOLOGY

Educational Technology: Meaning, Allied terms, Evolution and Development of Educational Technology, Differences between Modern Educational Technology Approach and Traditional Educational Technology Approach - Micro and Macro objectives of Educational Technology, Technology of Teaching and Challenges of the Modern times – Benefits of Educational Technology.

UNIT - II : STRATEGIES AND TECHNIQUES OF TEACHING

ICT and its role in Higher Education - E-learning: Definitions, characteristics, components and Role of E-learning - Web-based Teaching (WBT) and its educational benefits - Virtual University and Virtual Classrooms - Blended learning in Education and Teacher's role - Flipped classroom - cloud computing - Learning without limits for creating an innovative society - E-content Development.

UNIT - III : INSTRUCTIONAL DESIGNS AND MODELS OF TEACHING

Instructional Designs: Definitions. Forms of Instructional Designs: Training psychology, Cybernetic psychology: Meaning, out-

put and advantages - System analysis: Meaning, procedure, evaluation - System approach: components, steps in Instructional System. Models of teaching: Definition, Characteristics, Roles, Elements, Types: Advance organizer model, Inquiry Training model, Integrated Pedagogical Paradigm (IPP), Jurisprudential Model and Skinner's Contingency Management Model.

UNIT - IV : MASS MEDIA APPROACH

Multimedia: Concept and Characteristics - Developing multimedia package - Telecommunication in Education: Audio and Video Conferencing, Audio Graphs, Computer Conferencing, Teleconferencing, tele teach, tele seminar, tele tutoring and hyper media.

UNIT - V : EDUCATIONAL TECHNOLOGY IN DISTANCE EDUCATION

Distance Education: Meaning, Scope and Characteristics - Educational Technology in Distance Education, Mobile learning, Video Conferencing, EDUSAT - Virtual Reality - Virtual tutoring - Intelligent Tutoring System (ITS) - MOOCs - NROER.

REFERENCES

1. Aggarwal, J.C. (1995). *Essentials of Educational Technology: Teaching-Learning*. New Delhi: Vikas Publishing House.
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PAPER - X : GUIDANCE AND COUNSELLING

M.Ed. : SEM - III
MPGC

Sub. Code :

Objectives:

The student

1. acquires the knowledge of Guidance and Counselling.
2. understands the objectives of Guidance and Counselling.
3. develops skills for an effective Counsellor.
4. understands the need and the scope of Guidance and Counselling.
5. acquires the knowledge of Educational, Personal and Vocational Guidance.

UNIT - I : CONCEPT OF GUIDANCE AND COUNSELLING

Guidance and Counselling: Definition, Need, Scope, Aims, Nature, Principles and Areas of Guidance - Objectives of Guidance and Counselling for Different Stages: Childhood, Adolescents and Adult - Characteristics of good Guidance and Counselling - Guidance and Counselling - Differences.

UNIT - II : APPROACHES TO COUNSELLING

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

UNIT - III : TYPES OF GUIDANCE

Educational Guidance: Meaning, Need, Objectives, Characteristics - Stage wise educational guidance: Primary, Secondary and Higher stages- objectives - Problems and challenges and alternatives / solutions - Techniques of Educational Guidance.

Personal Guidance: Meaning, Nature, Objectives - Personal guidance for Primary, Secondary and Higher Secondary Levels - its objectives - Types of emotional problems - Strategies of Personal Guidance - Information Gathering: Parents, Siblings, Friends and

Observations - Tools of investigation: Projective and Non-Projective Techniques: Situational test, Free Association Techniques, Guess who Techniques.

Vocational Guidance: Meaning, Definitions, Characteristics and Objectives - Vocational Guidance for Secondary and Higher Secondary - Problems in Vocational Guidance.

UNIT - IV : GUIDANCE FOR SPECIAL CHILDREN

Characteristics, Problems and needs: Slow Learners, Gifted, Socially Disadvantaged Children, Emotionally Disturbed and First Generation Learners - Role of the Teacher in helping these children with special needs.

UNIT - V : ORGANISATION OF GUIDANCE AND COUNSELLING CENTRE

Guidance centre: Objectives, Functions, Resources, Operational framework, Contact with National and State Level Guidance Centres - Role of Headmaster and Staff - Role of School Counsellor - Activities at Primary, Secondary and Higher Secondary Stage - Career Conference, Career talk - functions of career master.

Testing in Guidance and Counselling Service: Use of Tests in Guidance and counselling - Test of Intelligence : Aptitude, Creativity, Interest, Personality - Psychology of Adjustment - Mental health and hygiene, EQ and SQ: Implication on Effective Adjustment and Development of Integrated Personality.

REFERENCES

1. Alam Shah (2008). *Basics of Guidance and Counselling*. New Delhi: Global vision.
2. Barki, B.G. (2006). *Guidance and Counselling A Manual*. New Delhi: Sterling Publishers.
3. Chauhan Ramsehsingh, M. (2007). *Testing in Guidance and Counselling*. New Delhi: Sumit.
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**PAPER - XI : TEACHER EDUCATION AT 21ST
CENTURY**

M.Ed. : SEM - III
MPTE

Sub. Code :

Objectives:

The student

1. understands the fundamentals of teacher education in India.
2. gets awareness of the agencies of teacher education and their roles.
3. understands the methods and approaches in teacher education.
4. understands the qualities, ethics and self-evaluation of a teacher.
5. acquires knowledge of the problems of teacher education.

UNIT - I : TEACHER EDUCATION IN THE EMERGING SOCIETY

Teacher Education in the Emerging Society: Historical Perspective - Recommendations of Commissions on Teacher Education: Kothari Commission and National Policy on Education - Aims and Objectives of Teacher Education at Elementary, Secondary, Higher Secondary and Tertiary level.

UNIT - II : TEACHER EDUCATION AND AGENCIES

Types of Teacher Education Programmes and Agencies - Pre-service Teacher Education - Distance Education and Teacher Education - In-service Teacher Education - orientation and Refresher courses - Role and functions of MHRD, UGC, ASC, NCERT, NAAC, NCTE, NUEPA, SCERT, TANSCH, DTERT, RIE and TNTEU.

UNIT - III : TEACHER EDUCATION CURRICULUM

Teacher Education Curriculum - National Curriculum Framework for Teacher Education 2009 - Critical Analysis of Teacher Education Syllabus at different levels - Innovative practices in Teacher Education: Micro teaching, Simulated teaching, Team teaching, Group methods, individualized Instruction: Definition, Nature, Characteris-

tics, Advantages and Limitations - Recent trends in Curriculum : E-Content and On-line Question Bank System.

UNIT - IV : TEACHING AS A PROFESSION

Teaching as a profession - Qualities, Duties and Responsibilities of a teacher - Characteristics of an effective teacher - Competency based teacher education - Professional ethics - Performance appraisal of teachers: by self, administrators, colleagues and students - Technology and teachers.

UNIT - V : PROBLEMS IN TEACHER EDUCATION

Problems in Teacher Education: Impact of Liberalization, Privatization and Globalization on Teacher Education - Commercialization of Teacher Education – Problems in admission - Curriculum and Teacher Evaluation.

REFERENCES

1. Dash, B.N. (2002). *Teacher and Education in the Emerging Indian Society*. Hyderabad: Neelkamal Publishers.
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SEMESTER - IV

PAPER - XII : SCHOOL MANAGEMENT

M.Ed. : SEM - IV
MSSM

Sub. Code :

Objectives:

The student

1. understands the concept of school management.
2. acquires knowledge about various management approaches.
3. develops the skill of maintaining school plant.
4. masters the methods of managing human resources.
5. understands the importance of financial resources.

UNIT - I : SCHOOL MANAGEMENT

Management: Meaning and definition - Educational management: Meaning, definition and components - School Management: Meaning, definition, aims, objectives, characteristics and principles - Elements of school organization and administration.

UNIT - II : APPROACHES AND FUNCTIONS OF MANAGEMENT

Approaches: Manpower, cost benefit analysis: unit cost, individual and social cost, social demand, social justice, Intrapolation and extrapolation, demographic projection and system approach - Functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB).

UNIT - III : SCHOOL PLANT AND MAINTENANCE AND MANAGEMENT OF MATERIAL RESOURCES

School buildings: Design and location - Components: school office, library, classroom, Blackboard, laboratory, playground and hostel - School records and registers: Need, importance, types and modes of keeping records – Principles of Time table construction - Discipline - Student welfare services.

UNIT - IV : MANAGEMENT OF HUMAN RESOURCES

Educational Leadership: Meaning, Types: Democratic, Laissez-faire and Authoritarian - Headmaster: Qualification, qualities, duties and responsibilities, Relationship with teachers and parents

and community - Teachers: qualification and qualities, duties and responsibilities, relationship with headmaster, teachers, students and community - Supervision and Inspection: Meaning, aims, types, steps, report writing, guidance and qualities of a supervisor - Difference between Supervision and Inspection.

UNIT - V : MANAGEMENT OF FINANCIAL RESOURCES AND TOM

Financial Resources: Meaning, principles administration, sources and expenditure - Educational grants - Budget: Meaning, types, preparation and process of school - TQM: Meaning, methods and rules for managing quality education - Total Quality Management in education and total quality management based education.

REFERENCES

1. Alka kalra (2007). *Efficient School Management and Role of Principals*. New Delhi: A.P.H. Publishing Corporation.
2. Arulsamy, S. (2010). *Educational Innovations and Management*. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Chaube, S.P. & Chaube, A. (2005). *School Organisation*. New Delhi: Vikash Publishing House.
4. Rai, B.C. (1989). *School Organization and Management*. Lucknow: Prakash Kendra.
5. Raj Singh (2007). *School Organization and Administration*. New Delhi: Common Wealth Publishers.
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PAPER - XIII : EDUCATIONAL MANAGEMENT AND PLANNING

M.Ed. : SEM - IV

Sub. Code : MSEP

Objectives:

The student

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

UNIT - I : EDUCATIONAL MANAGEMENT PRACTICE IN THE PRESENT DAY CONTEXT

Meaning, nature, scope and principles of modern scientific management- Systems approach to operational management in education - Functions of educational managers - Research in educational management - Present trends in educational management - (X, Y and Z) Theory of management.

UNIT - II : THE PROCESS OF MANAGEMENT

Planning for a rational approach to goal achievement: Concept, objectives, steps for formulating the objectives - Planning strategy, policy and programme for realizing the objectives in terms of Decision Making programme development and forecasting; Organizing, Directing, Staffing, Recruiting - Planning for Human Resources, Training, coordinating and controlling; Budgeting, Recording and Reporting.

UNIT - III : MANAGEMENT OF FINANCING

Nature and scope of educational finance, Sources, Procurement, Budgeting and Allocation of Funds, Maintenance of Accounts, Sharing and distribution of financial responsibility - Mobilization of local resources - Private and self-financing of educational institutions - cost benefit analysis: Individual, Social, Institutional and unit cost.

UNIT - IV : SUPERVISION AND INSPECTION IN EDUCATION

Need for supervision: Meaning, nature, scope, limitations of present supervisory procedures - Evaluation of supervisory effectiveness - Inspection Vs Supervision - Academic Supervision Vs Administrative Supervision - Resources budgeting and auditing in education; Resource: Meaning, types of mobilization, allocation and creation - Budgeting: processes, formulation, types, drawbacks - Evaluation for performance and accountability.

UNIT - V : CONTROLLING AND LEADERSHIP STYLES IN EDUCATIONAL MANAGEMENT

Centralization - Decentralization, OBM, MBO, MBR, PERT, PPBS, Control and methods of controlling, Control-diameter unity of command - Leadership: Meaning and nature, Theories of Leadership - Leaderships styles - Decision Making and Crisis Management - System Evaluation - Programme Evaluation and Evaluation of functionaries.

REFERENCES

1. Aggarwal, J.C. (2010). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House.
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7. Ricky W. Griffin (1997). *Management*. New Delhi: AITBS.

PAPER - XIV : ICT AND INSTRUCTIONAL SYSTEM

M.Ed. : SEM - IV

Sub. Code : MSII

Objectives:

The student

1. understands the meaning, nature and scope of ICT in Education.
2. gets acquainted with e-learning & development in ICT.
3. understands Meaning and Nature of instructional system.
4. understands and use technology in instructional system.
5. evaluates instructional material or Program.

UNIT - I : INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Concept, Importance, Meaning and Nature of Information and communication Technology - Need of Information and Communication Technology in Education - Scope of ICT in Education - Teaching-learning Process, Publication, Evaluation, Research and Administration - Paradigm shift in Education due to ICT content, with special reference to Curriculum: Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure, Educational management - Challenges in integrating Information and Communication Technology in School Education.

UNIT - II : INTRODUCTION TO COMPUTER

Computer - Definition and Structure Hardware - Input devices - Key Board, Mouse, Scanner, Microphone, Digital Camera - Output devices - Monitor, Printer, Speaker, Screen image projector. Storage devices - Hard Disk, CD and DVD, Mass Storage Device (Pen drive) Software - Operating System - Concept and function, Application Software (It uses in Education) Word Processors, Presentation, Spread sheet, Database Management, Viruses and its Management. Concept, need and importance - Facilities available for Communication - E-mail, Chat, online conferencing, (Audio-video), e-library, websites, Blog, wiki and social networking - Internet forum - News Groups - Search Engines - Concept and uses - Legal

and Ethical issues - copyright, Hacking Netiquettes, Student safety on the internet (Net-safety).

UNIT - III : ICT SUPPORTED TEACHING/LEARNING STRATEGIES

Computer Assisted Learning (CAL), Project Based Learning (PBL), Collaborative Learning, Technology Aided Learning - E-Learning - Concept and Nature - Web based Learning - Virtual Classroom - Role of EDUSAT.

UNIT - IV : SYSTEMS APPROACH AND INSTRUCTIONAL STRATEGIES

System - Meaning and Characteristics - Systems approach - Concept and Principles - Distinction between education, instruction and Training - Application of systems approach to education - Meaning and Nature of Instructional system - Components of Instructional system - Need, Importance and Uses - Analysis of Instructional system - Instruction strategies - Self Instruction, Programmed instruction, Computer Assisted instruction - Models of Instructional system - Mastery Learning Model - Synectic Model - Modified system Model.

UNIT - V : APPLICATION OF TECHNOLOGY AND EVALUATION OF INSTRUCTIONAL SYSTEM

Technology for instruction: Meaning, Definition, Need and importance - Principles of media selection for instruction - Developing self - instructional material - Developing computer Assisted instruction program: concept and steps - Preparation of instructional design for online learning: steps and Process of Validation: Individual testing, Group testing, Field testing and Master validation.

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PAPER - XV : HIGHER EDUCATION IN GLOBALIZED CONTEXT

M.Ed. : SEM - IV
MSHG

Sub. Code :

Objectives:

The student

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

UNIT - I : CONCEPT OF HIGHER EDUCATION

Higher Education: Meaning, Definition, Objectives of Higher Education - Development of Higher Education in India - Demand for Higher Education - Higher Education and Social Change - Higher Education and Culture - Quantitative and Qualitative Higher Education - Financing Higher Education.

UNIT - II : ROLE AND FUNCTIONS OF ADMINISTRATIVE BODIES

The Role of MHRD, UGC, NUEPA, NAAC, NCTE, TANSCHER, RUSA on Higher Education - Growth of Universities in recent years - Types and functions of Universities - Role and functions of University Administrative Bodies: Syndicate, Senate, Academic Council and Board of Studies.

UNIT - III : HIGHER EDUCATION AND LPG

Liberalization, Privatization, Globalization: Meaning, definition, need, importance and impact on higher Education. Commercialization of higher education - Democratization of higher education - Autonomy to colleges - College with potential for

excellence - Self financing colleges - Higher education and Open universities and Distance education.

UNIT - IV : PROBLEMS AND INNOVATIONS IN HIGHER EDUCATION

Problems of Indian Higher Education: Admission, curriculum, teaching, learning and evaluation - Reforms in Higher Education: Curriculum and Examination system - Higher Education and Employment - Knowledge Commission - Vocationalisation of Higher Education - ICTs in Higher Education.

UNIT - V : RESEARCH AND QUALITY PERSPECTIVES OF HIGHER EDUCATION

Research in higher education: Meaning, need and importance - Research organizations in India-Funding agencies: UGC, CSIR, DST, ICSSR - ICT - Role of ICT in research - ICT and quality in higher education - Maintenance of standards of higher education.

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