

Course Code: MEDIPC01

Perspective Course

**M.Ed. DEGREE PROGRAMME**  
**Semester I**  
**HISTORY, POLITICS AND ECONOMY OF EDUCATION**  
 (4 credits– 120 hours)

✍ **COURSE OBJECTIVES:**

*On the successful completion of the course the prospective teacher educator will be able to*

1. understand the development of education during different periods in the pre- independence era
2. comprehend the progress of education after Indian Independence
3. understand the details of constitutional provisions for education in Indian democracy, National integration and International understanding.
4. familiarise with the changing educational policies
5. get knowledge of contemporary Indian Education in global perspectives.

**Unit-I: DEVELOPMENT OF EDUCATION DURING PRE INDEPENDENT INDIA**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognizes the development of Education before Independence	1.1. Education in India during Vedic period 1.2. Education in India during Buddhist period 1.3. Education in India during Medieval period 1.4. Education in British period :Macaulay Minutes, Wood's Dispatch of 1854, Sadler Commission Report-1917, Wardha Scheme of Education-1937	<ul style="list-style-type: none"> <li>• ICT enabled group discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Interactive Session</li> <li>• Small Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar presentation</li> <li>• Assignment Evaluation</li> <li>• Written Test</li> </ul>

**Unit- II: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA**

<b>Learning Outcome</b>	<b>Content</b>	<b>Strategies and Approaches</b>	<b>Assessment</b>
1. Comprehends the development of Education after Independence	2.1 University Education Commission- 1948-49 2.2 Secondary Education Commission-1952-53 2.3 Indian Education Commission-1964-66 2.4 NPE-1986 , Revised National Policy of Education and Programme of Action (1992) 2.5 Ambani-Birla Committee (2000) 2.6 National Curriculum Framework (2005) 2.7 National Knowledge Commission (2005)	<ul style="list-style-type: none"><li>• ICT enabled group discussion</li><li>• Seminar</li><li>• Assignment</li><li>• Lecture</li><li>• Interactive Session</li><li>• Small Group Discussion</li></ul>	<ul style="list-style-type: none"><li>• QA Session</li><li>• Evaluation of assignment</li><li>• Test (written/oral)</li><li>• Seminar presentation</li></ul>

**Unit-III: EDUCATION FOR NATIONAL INTEGRITY**

<b>Learning Outcome</b>	<b>Content</b>	<b>Strategies and Approaches</b>	<b>Assessment</b>
1. Explains the constitutional provisions for Education in India. 2. Analyses the Right to Education act (2009). 3. Identifies the role of Education for nationalism.	3.1 Constitutional provisions for Education in India: Preamble of the Constitution – Seventh Schedule of the Constitution: Central List, State List and Concurrent List – Directive Principles of State Policy and Education – Constitutional Amendments on Education. 3.2 Right to Education act (2009) 3.3 Education and Nationalism Education for Democracy Education and Secularism Education for National integration and International understanding.	<ul style="list-style-type: none"> <li>• ICT enabled group discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Interactive Session</li> <li>• Small Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar Presentation</li> <li>• Test (written /oral)</li> <li>• Assignment evaluation</li> </ul>

**Unit-IV:CHANGING POLICY PERSPECTIVES AND SCHEMES ON  
EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Strategies and Approaches</b>	<b>Assessment</b>
1.Analyses the impact of new economic policy on education. 2.Recognizes the role of education for Knowledge Economy. 3.Explains the role of international bodies in educational development. 4. Explains the flagship programmes on education in India	4.1. New Economic Policy and Education: Liberalization, Privatization and Globalization (LPG) 4.2 Education for Knowledge Economy 4.3. Role of international bodies in educational development: UNDP, WHO, UNICEF, UNESCO, World Bank, with reference to India 4.4 Schemes on education Rashtriya Uchchar ShikshaAbhiyan (RUSA), Rashtriya MadhyamicShiksha Abhiyan (RMSA), National Skill Development Mission Samagrashiksha	<ul style="list-style-type: none"> <li>• ICT enabled group discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Interactive Session</li> <li>• Small Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written /oral )</li> <li>• Seminar Presentation</li> <li>• Assignment evaluation</li> </ul>

**Unit -V:ECONOMICS OF EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<p>1. Explains the various sources of financing of education in ancient and medieval period.</p> <p>2. Analyses the various sources of financing of education in free India</p>	<p>5.1 Financing of Education in Ancient, Medieval and British Period: Individual Contributions (Guru Dhakshanai), Religious Charities, Philanthropic Contributions ,Grant-in-aid System of East India Company</p> <p>5.2 Financing of Education in Free India: Public (Union and State Governments) and Private Funding, Public-Private Partnership Funding – Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding).</p>	<ul style="list-style-type: none"> <li>• ICT enabled group discussion</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Interactive Session</li> <li>• Small Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar Presentation</li> <li>• Test (written /oral)</li> <li>• Assignment evaluation</li> </ul>

**SUGESTED ACTIVITIES (Any Two)**

1. Conduct a critical study for promoting equality and equity for marginalized sections of society
2. Conduct a seminar on “Role of Education in Nation Building and integrity” and submit a report.
3. Participate in a seminar on some aspect of education for national development and submit a report.
4. Conduct a debate on impact of Globalization on Education.

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**PRESCRIBED READINGS**

1. Alex, V. Alexander. (1983). *Human Capital Approach to Economic Development*. New Delhi: Metropolitan Book Co.
2. Bertrand, Oliver. (1992). *Planning Human Resources: Methods, Experiences and Practices*. New Delhi: Sterling Publishers.
3. Blaug, M. (1972). *Economics of Education*. England: The English Language Book Society and Penguin Books.
4. Coombs, Philip, H., & Hallack, J. (1972). *Managing Educational Costs*. UNESCO International Institute of Educational Planning.
5. Govt. of India, Ministry of Education.(1959). *Report of the National Committee on Women's Education*.
6. Hallack, J.(1969). *The Analysis of Educational Costs & Expenditure*. Paris: UNESCO.
7. Harbison, F., & Myers, Charler. (1970). *A Education, Manpower and Economic Growth: Strategies of Human Resource Development*, Oxford & IBM Publishing, Co.
8. Kneller, G.F.(1968). *Education and Economics Thought*. New York: John Wilet and Sons, INC.

**SUGGESTED READINGS:**

1. M.H.R.D. (1990). *Towards an Enlightenment and Human Society- A Review* (NPERC), Ministry of Education, Govt. of India, New Delhi.
2. M.H.R.D. (1993). *Education for All: The Indian Science*, Ministry of Education, Govt. of India, New Delhi.
3. M.H.R.D. (1993). *Selected Education Study*, Ministry of Education, Govt. of India, New Delhi.
4. M.H.R.D. *National policy on Education* (1986), Ministry of Education, Govt.of India, New Delhi.

5. M.H.R.D. *Programme of Action* (1992), Ministry of Education, Govt. of India, New Delhi.
6. M.H.R.D.(1969). *Report of the education commission- Education and National Development (1964-66)*, Ministry of Education, Govt. of India, New Delhi.
7. Nagpal, S.C., &Mital, A.C. (1993). *Economics of Education, Publication*. New Delhi.
8. Natarajan, S.(1990). *Introduction to Economics of Education*. New Delhi: Sterling Publishers Pvt. Ltd.
9. Pandit, H.N.(1969). *Measurement of Cost Productivity and Efficiency of Education*. NCERT.
10. Rao, D.D. (2001). *National Policy on Education towards an Enlightenment and Human Society*. New Delhi: Discovery Publishing House.
11. Rao, V.K.R.V. (1965). *Education and Human Resource Development*. New Delhi: Allied Publishers.
12. Raza, Moonis. (1986).*Educational Planning: A long Term Perspective*, New Delhi: Concept Publishing Company.
13. Singh, Baljit. (1992). *Economics of Indian Education*. New Delhi : Meenakshi Prakashan.
14. Sodhi, T.S.(1990). *Economics of Education*. New Delhi:Vikas.
15. Tilak, J.B.G. (n.d). *Educational Planning at Grass Roots*. New Delhi: Ashish Publishing House.

Course Code: MEDIPC02

Perspective Course

**M.Ed. DEGREE PROGRAMME**  
**Semester- I**  
**ADVANCED EDUCATIONAL PSYCHOLOGY**  
 (4 credits – 120 hours)

 **COURSE OBJECTIVES:**

*On successful completion of course the prospective teacher educator will be able to*

1. understand the concept of modern psychology and schools of psychology.
2. apply the implication of learning theories in the classroom situation.
3. analyse the concept of cognitive neuroscience.
4. apply the theories of multiple intelligence and emotional intelligence in the classroom situation.
5. understand the theories of personality.

**Unit – I: SCHOOLS OF PSYCHOLOGY**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1.Explains the various schools of psychology 2. Analyses the contribution of various schools of psychology 3. Evaluate the various perspectives of psychology	1.1. Schools of psychology: 1.1.1.Structuralism 1.1.2.Functionalism 1.1.3. Behaviourism 1.1.4.Cognitivism 1.1.5. Psychoanalysis 1.1.6.Humanism 1.1.7.Constructivism 1.2. Psychodynamic, Socio-cultural and neurobiological perspectives of Psychology.	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Peer learning</li> <li>• Seminar with visual presentation</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral &amp; written)</li> <li>• Report of the seminar</li> <li>• Evaluation of Assignment</li> </ul>



**Unit – II: LEARNING THEORIES**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Explains the cognitive learning theories 2. Explains the Constructivist theories of learning 3. Explains the humanistic approach to learning 4. Analyses the contribution of various theories. 5. Applies the implications of various theories in the classroom	2.1 Cognitive Learning Theories: 2.1.1 Sign learning (Tolman) 2.1.2 Meaningful Reception learning (Ausubel), 2.1.3 Mastery learning (Bloom) 2.2. Humanistic Approach to Learning. 2.2.1. Kolb's Learning Theory 2.2.2. Kurt Lewin's Theory 2.3. Constructivist theories of Learning: 2.3.1. Piaget, 2.3.2. Vygotsky 2.3.3. Bruner	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assignment</li> <li>• Group discussion</li> <li>• Peer learning</li> <li>• Small group discussion</li> <li>• Seminar (visual presentation)</li> <li>• Brief explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Written Test</li> <li>• Observation</li> <li>• Written Test</li> </ul>

**Unit-III: COGNITIVE NEUROSCIENCE**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Explains the concept of Cognitive science 2. Applies the theories of cognitive science in learning 3. Defines different types of brain mapping. 4. Differentiates the mind map, cognitive map, semantic map, and concept map. 5. Explains Meta-Cognitive Theories.	3.1 Cognitive Science: meaning and significance. 3.2 Cognitive Neuro science of learning: concept and importance 3.2.1. Brain structures key functions and brain based learning. 3.3. Neuro-linguistic programming and its implications. 3.4. Meta Cognition: Concept and importance. 3.4.1. Theories of metacognition by Flavell and Brown. 3.4.2. Developing meta-cognitive strategies.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar with visual presentation</li> <li>• Small group discussion</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Report of Discussion</li> <li>• Assignment</li> <li>• Report of the Seminar</li> <li>• Tests (Oral/ Written)</li> </ul>

**Unit-IV: INTELLIGENCE AND CREATIVITY**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. The concepts of IQ, EQ, and SQ 2. Explains Triarchic Theory, Multiple Intelligence Theory, Emotional intelligence theory, Social Intelligence theory 3. Identifies the Different tests 4. Recognizes the Concept of creativity 5. foster creativity	4.1 Intelligence concept, nature and types. 4.2 Theories: 4.2.1.Triarchic Theory 4.2.2.Multiple Intelligence Theory 4.2.3. Emotional intelligence Theory. 4.3 Measurement of Intelligence: Issues and Approaches 4.4 Creativity: definition, nature 4.4.1 Factors affecting creativity. 4.4.2 Theories of Creativity: Graham Wall's 4.4.3 Fostering creativity.	<ul style="list-style-type: none"> <li>• Small group discussion</li> <li>• Lecture cum discussion</li> <li>• Question Answer sessions</li> <li>• Seminar</li> <li>• Peer teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Test</li> <li>• Assignment</li> </ul>

**Unit – V: PERSONALITY**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognizes the historical Perspective 2. Analyse the various psycho analytic theories 3. Evaluates Neo-Freudian theories of personality 4. Explains the Humanistic view personality 5. Analyses various personality disorders	5.1 Personality: meaning and historical perspective 5.2 Theories of personality: 5.2.1 Psychoanalytic Theories: Freud, Jung, Adler, 5.2.2 Neo-Freudian Theories of personality From, Horney, Sullivan, 5.2.3. Humanistic view- Rogers, All port, Big Five theory of Personality 5.3 Personality disorders- 5.3.1. Neurotic disorders 5.3.2. Psychotic disorders 5.3.2. Somatic disorders.	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture cum Discussion</li> <li>• Peer learning</li> <li>• Seminar (visual presentation)</li> <li>• Small group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Report of group Discussion</li> <li>• Assignment</li> <li>• Questioning</li> <li>• Written test</li> <li>• Report of the Seminar</li> <li>• Report of discussion</li> </ul>

**SUGGESTED ACTIVITIES (Any two)**

1. Write an assignment on strategies to develop meta-cognition among the students at secondary level.
2. Prepare an album of 15 psychologists and write their contributions
3. Prepare a lesson transcript based on constructivist approach for any one unit in any one of the school subjects for class 8 students
4. Administer creativity test to identify the creativity of high school students(any one class) and report it.

 **PRESCRIBED READINGS**

1. Anastasi.A. (1980). *Psychological Testing*. London: MacMillan.
2. Baron.R. A. and Byrne, D. (2003). *Social psychology* (10<sup>th</sup>Edn.). New Delhi: Prentice Hall.
3. Chauhan.S.S. (1978). *Advanced Educational Psychology*. NewDelhi: Vikas Publishing house Pvt. Ltd.
4. Dandapani.S. (2001). *Advanced Educational Psychology* (2<sup>nd</sup>Edn.).New Delhi: Anmol Publications.
5. Guilford.J.P. (1954). *Psychometric method* (2<sup>nd</sup>Edn.). New Delhi: McGraw Hill Publications.
6. Mangal.S.K. (2007). *Advanced Educational psychology*. New Delhi: Prentice Hall of India.
7. Skinner.E.C.(1984). *Educational Psychology*-4<sup>th</sup> Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
8. Woolfolk.A. (2005). *Educational psychology*. (9<sup>th</sup>ed.) New Delhi: Pearson Education Pvt. Ltd.

 **SUGGESTED READINGS**

1. APS's. (1996). *Diagnostic and statistical manual* (IV). New Delhi: Jaypee Brothers.
2. Ausubel and Robinson, F.G. (1969). *School learning – An Introduction to educational psychology*. New York: Holt, Rinchart & Winston Inc.
3. Bee.H., & Boyed, D. (2002). *Life span development*. Boston MA: Allyn & Baccon.
4. Bernard.H.W. (1972). *Psychology of learning and teaching* (3<sup>rd</sup>edn.). New Delhi: Mc Graw-Hill Company.
5. Bigge.M.L. and Hunt, M.P. (1962). *Psychological foundation in education*. New York: Harper& Brothers.
6. Henson.K.T. and Eller, B.F. (1999). *Educational psychology for effective teaching*. USA: Wordsworth Publishing.
7. Laura.E. Berk. (2003). *Child development*. New Delhi: Pearson Education.
8. Maslow, A. (1968). *Some educational implications of humanistic psychology*. Harvard Educational Review Vol. IV.
9. Mazur. (1989). *Learning and Behaviour*. New Delhi: Prentice Hall of India.
10. Moshin. (1984). *Research methodology in behavioural science*. New Delhi: Pearson Education.

11. Pringle.M.K.,&Verma, V.P. (1974). *Advances in educational psychology*. London: University of London Press.
12. SantrockJohn.W. (2001). *Educational psychology*. Boston: McGraw Hill.
13. Saraswathi.T.S. (1999). *Cultural socialization and human development theory, research and applications in India*. New Delhi: Sage Publications.
14. Singh.A.K. (1986). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Tata McGraw Hill.
15. Snodgrass.J.G.,Berger.G.L. & Haydon.M. (1985). *Human experimental psychology*. New York: Oxford.
16. Spinthal.N. & Sinthal, R.C. (1990). *Educational psychology* (5<sup>th</sup>Edn.). New York: Mc Graw Hill.
17. Stenberg, R.J. (1982). *Advances in the psychology of human intelligence* (Vol. I). New Jersey: Erlbaum.
18. Torrance, E.P. (1965). *Rewarding creative behaviour*. New Jersey: Prentice Hall.
19. Wordsworth, B.J. (1989). *Piaget's theory of cognitive and affective development*. New York: Longman.
20. Winer, B.J. (1971). *Statistical principles and experimental design*. Kogakusha: McGraw.
21. Vygotsky, L.S (1986). *Mind in society. The development of higher psychological process*. Cambridge Mass: Harvard University Press.

Course Code: MEDITC01

Tool Course

**M. Ed. DEGREE PROGRAMME**  
**Semester – I**  
**BASICS IN EDUCATIONAL RESEARCH**  
 (4 credits–120 hours)

**COURSE OBJECTIVES:**

*On successful completion of the course, the prospective teacher educator will be able to*

1. acquire knowledge of research in the field of Education
2. develop skill in writing a research proposal.
3. understand sampling techniques
4. analyze the essential characteristics of a set of data through tabular and graphical forms
5. acquired with the process of quantitative and qualitative data analysis
6. elucidate the implications of measures of average and dispersion

**Unit- I: NATURE OF EDUCATIONAL RESEARCH**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
1. Recognizes characteristics and need for Educational Research 2. Analyses the criteria of good research 3. Classifies different types of research 4. Differentiates between qualitative and quantitative research	1.1. Research: Meaning and definition 1.1.1 Characteristics of research 1.1.2 Need for Educational Research 1.1.3 Criteria of good research 1.2 Types of Research 1.2.1 Basic Research, Applied research and Action research 1.2.2 Qualitative and Quantitative research	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Digital presentation</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Tests (written/oral)</li> <li>• Participation in group discussion</li> </ul>

**Unit- II: PROCESS OF RESEARCH**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes with the phases of research process 2. Identifies the different types of hypothesis 3. Discriminates different forms of hypothesis 4. Prepares research proposal	2.1 Phases of Research process 2.1.1 Identifying a problem 2.1.2 Reviewing the related literature 2.1.3 Formulation of hypothesis 2.1.4 Hypothesis – Meaning Types, forms and criteria of a hypothesis 2.1.5 Selection of sample 2.1.6 Collecting data 2.1.7 Analyzing and Interpreting data 2.1.8 Reporting research 2.1.9 Research proposal Meaning, importance – writing a research proposal	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Peer learning</li> <li>• Digital presentation</li> <li>• Assignment</li> <li>• Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Written/ oral)</li> <li>• Questioning</li> <li>• Participation in group discussion</li> <li>• Preparation of Research proposal</li> </ul>



**Unit- III: SAMPLING TECHNIQUES**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
1. Differentiates between population and sample 2. Analyses the steps in sampling design 3. Identifies the characteristics of a good sample design 4. Familiarizes with different types of sampling. 5. Differentiates between probability sampling and non probability sampling	3.1 Meaning and definitions of population and sampling 3.2 Sampling design, 3.2.1 Steps in sampling design 3.2.2 Characteristics of a good sample Design 3.3 Types of sampling. 3.3.1 Probability sampling – random, Stratified random, systematic, Cluster, multistage random Sampling 3.3.2 Non- probability sampling – purposive, Quota, convenience sequential, snowbell sampling	<ul style="list-style-type: none"> <li>• Lecture/ briefing</li> <li>• Digital presentation</li> <li>• Discussion</li> <li>• Peer learning</li> <li>• Assignment</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Participant observation</li> <li>• Tests (Written/ Oral)</li> <li>• Assessment of assignments</li> </ul>

**Unit-IV: ORGANIZATION OF DATA**

<b>Learning Outcome</b>	<b>Content</b>	<b>Strategies and Approaches</b>	<b>Assessment</b>
1. Differentiate qualitative and quantitative data. 2. Familiarizes with tabular representation of data. 3. Identifies the significance of graphical representation of data.	4.1 Types of Data: Qualitative and quantitative. 4.2. Tabular representation of data: Frequency distribution 4.3 Graphical representation of data: Significance	<ul style="list-style-type: none"> <li>• Verbal interaction</li> <li>• Visual</li> <li>• Presentation</li> <li>• Hands on Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Problem sheets</li> </ul>

**Unit- V: QUANTITATIVE AND QUALITATIVE DATA ANALYSIS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes with the concepts of central tendency and dispersion. 2. Identifies relevant measures of central tendency and dispersion. 3. Interprets the coefficient of relative variation 4. Familiarizes with the concept of qualitative data analysis	5.1 Central tendency – concept 5.1.1 Measures of central tendency- Arithmetic mean, median, mode, Geometric mean and Harmonic mean. 5.2 Position values – quartile, deciles and percentiles 5.3 Measures of dispersion – Range, standard deviation, quartile deviation, mean deviation. 5.4 Coefficient of relative variation: 5.5 Qualitative data analysis – 5.5.1. Data reduction and classification, 5.5.2. Analytical induction, 5.5.3. Constant Comparison.	<ul style="list-style-type: none"> <li>• Introductory lecture</li> <li>• Group discussion</li> <li>• Peer learning</li> <li>• Hands on experience</li> <li>• lecture</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Concept maps</li> <li>• Problem sheets</li> <li>• Test (oral/ written)</li> </ul>

**Suggested Activities (Any two)**

1. Prepare an Action Research Report
2. Prepare a model research proposal
3. Conduct a discussion on sampling designs.
4. Setup a demographic profile of learners in you institution and use graphing techniques to describe the data

**PRESCRIBED READINGS**

1. Aggarwal. J.C (2002) *Educational Research; An Introduction*, New Delhi, Arya Book Depot.
2. Best. J. W and Kahn. J.V (2008), *Research in Education*, (10th ed) New Delhi Prentice Hall of India: Private Ltd.
3. Bhandarkar K.M. (2006).*Statistics in Education*, Hyderabad: Neelkamal publications Pvt Ltd.
4. Gouri. K Bhattacharyya & Johnson Richard. A (1977).*Statistical Concepts and Methods*. London: John Wiley and Sons Inc.
5. Hooda R.P. (2002). *Introduction to Statistics*, London: Macmillan and co Ltd.
6. Kotari .C.R (1998). *Quantitative techniques*, New Delhi: Vikas Publishing.
7. LokeshKoul (2007). *Methodology of Educational Research*, New Delhi: Vikas Publishing House Pvt Ltd.
8. Mangal S.K. (2000). *Statistics in Psychology and Education*. New Delhi: Ludhiana Publications.
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10. Rajamanickam. M. (2001). *Statistical Methods in Psychological and Educational Research*, New Delhi: Concept Publishing Company.
11. Saxena N.R. et.al (2012).*Fundamentals of Educational Research*, Meerut: R. Lal Book Depot.
12. Sharma R.A.(2006). *Parametric and Non Parametric in Education and Psychology*. Meerut: R.Lall Book De pot.

13. Sharma R.N. (2003).*Statistical Techniques in Educational Research*.  
Delhi:Surjeet Publications.
14. Sidhu, Kulbir Singh (1985).*Methodology of Research in Education*, New  
Delhi:Stering Publishers Pvt.Ltd.

### **📖SUGGESTED READINGS**

1. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
2. Clive Opie (2004). *Doing Educational Research – A Guide for First time researchers*, New Delhi: Vistar Publication.
3. Cohen L and Manion L. (1994) *Research Methods in Education*, London: Routledge.
4. George Argyrous. (2011). *Statistics For Research*, London: Sage Publications,
5. King W.H. (1969). *Statistics in Education*, Bombay: Macmillan & Co Ltd.
6. Kothari C.R. (2009).*Research Methodology Methods and Techniques* (2<sup>nd</sup>reviseded) New Delhi: New age international Publishers.
7. Lindquist, E.F. (1968). *Statistical Analysis in Educational Research*. New Delhi: Oxford and IBH Co Pvt Ltd.
8. Louis Cohen et.al(2013). *Research Methods in Education* (7<sup>th</sup>ed) London:Routledge Taylor and Francis Group.
9. Mangal S.K. & ShubhraMangal. (2013).*Research Methodology in Behavioural sciences*, Delhi: PHI Learning.
10. Mridula. (n.d) *Educational Statistics at A Glance*. New Delhi: Association of Indian Universities.

*Course Code: MED1LS01*

*Level Based Specialisation-1*

**M.Ed. DEGREE PROGRAMME**  
**Semester I**  
**CONTEXT AND ISSUES IN EARLY CHILDHOOD CARE AND**  
**EDUCATION**  
(4 credits –120 hours)

✍ **COURSE OBJECTIVES**

*On successful completion of the course, the prospective teacher educator will be able to:*

1. develop understanding about the nature, scope and significance of Early childhood education.
2. understand the contributions of various thinkers to the cause of Early childhood education.
3. develop an understanding about the different aspects of development during early childhood.
4. develop an awareness about the recommendations of various committees, policies and programmes on ECCE.
5. analyze the issues in ECCE in India.

**Unit -I: EARLY CHILDHOOD CARE AND EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes with the concept, scope and significance of Early childhood care and education 2. Internalises the rationale for extending ECCE stage up to eight years 3. Realises the significance of ECCE as foundation for learning	1.1. Concept of Early Childhood Care and Education its holistic and integrated nature including health, nutrition, care and education 1.1.1. Rationale for extending ECCE sub Stage up to eight years. 1.2. Scope and Objectives of ECCE for children from birth to eight years	<ul style="list-style-type: none"> <li>• Lecture / briefing</li> <li>• Peer learning</li> <li>• Seminar and discussion</li> <li>• Group discussion</li> <li>• Interactive learning</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• Seminar presentation</li> <li>• Assignment evaluation</li> </ul>

**Unit-II: DEVELOPMENTAL PERSPECTIVE OF EARLY CHILDHOOD CARE AND EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<p>1. Acquaints with the development of Early childhood education in India</p> <p>2. Develops an insight into the contribution of various educational thinkers to the cause of Early childhood education.</p>	<p>2.1. Development of Early Childhood Care and Education in India.</p> <p>2.1.1. Influence of work by Early missionaries, Central Social Welfare Board, Balwadi programme, Kosbad programme (Anutai Wagh), Role of Balshikshan Sangh, IAPE, ICDS Programme and five year plans.</p> <p>1.1 Contributions of educational thinkers in the field of Early childhood education- Rousseau, Froebel, McMillan sisters, Montessori, Piaget Vygotsky, Gijubhai Badeka, Mahatma Gandhi and Tarabai Modak</p>	<ul style="list-style-type: none"> <li>• Lecture / briefing</li> <li>• QA session</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Peer learning</li> <li>• Group discussion</li> <li>• Digital presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• Assignment Evaluation</li> <li>• Student's reflective reporting</li> </ul>

**Unit- III: DEVELOPMENT OF CHILDREN**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes with the domains of development 2. Critically examine the role of preschool in promoting harmonious development of preschool children	3.1. Stages of Child Development: Prenatal to birth, infancy and toddler hood, early childhood, middle childhood 3.2. Domains of development and their inter relationship and interdependence concept of whole child 3.3. Role of preschool in promoting harmonious development of children.	<ul style="list-style-type: none"> <li>• Lecture / briefing</li> <li>• Projective and non projective gadgets</li> <li>• Application of electronic devises like tablet &amp; computer</li> <li>• Group discussion</li> <li>• Extension and field outreach</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• Field level observation and reporting</li> <li>• Assignment evaluation</li> <li>• Observation of students</li> </ul>



**Unit -IV: POLICIES AND PROGRAMMES IN ECCE IN INDIA**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes the policies in ECCE in India 2. Critically examines the programmes and provision of ECCE in India	4.1. Policies in ECCE in India 4.1.1. National policy for the child (1974) 4.1.2. New education policy (1986) 4.1.3. Convention on the rights of the child (1992) 4.1.4. National Focus Group On ECCE (2006) 4.1.5. ECCE in Right to education (2010) 4.1.6. National Policy on ECCE (2013) 4.1.7. National plan of action for children (2016) 4.2. Commitment to International conventions such as EFA, Sustainable development goals, EFA Global Monitoring Report 4.3. Programmes and provision in ECCE in India : Public Sector – ICDS, Rajiv Gandhi Crèche scheme, Private sector provisions in ECCE, voluntary sector initiatives in ECCE	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Group discussion</li> <li>• QA session</li> <li>• Self-study</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/oral)</li> <li>• Assignment evaluation</li> <li>• Report writing</li> </ul>

**Unit - V: ISSUES IN EARLY CHILDHOOD CARE AND EDUCATION IN INDIA**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the issues in ECCE in India 2. Analyses the problems prevailing in ECCE	5.1. Issues in ECCE 5.1.1. Inadequate importance to ECCE: Status and gaps in access and coverage of ECCE 5.1.2. Quality issues, harms of accelerated formal learning 5.1.3. Recognition and accreditation of programs 5.1.4. Status and issues of Teacher education in ECCE 5.1.5. Lack of regulation and monitoring 5.1.6. Transition from home to preschool to primary school	<ul style="list-style-type: none"> <li>• Lecture / briefing</li> <li>• Brain storming</li> <li>• Discussion</li> <li>• Assignment</li> <li>• Field visit</li> </ul>	<ul style="list-style-type: none"> <li>• Test (written/ oral)</li> <li>• Assignment evaluation</li> <li>• Student's reflective reporting</li> <li>• Field Report</li> </ul>

**SUGGESTED ACTIVITIES** (Any two)

1. Study of present status of ECCE in one District.
2. Prepare a profile of a pre-school child on different domains of development.
3. Prepare materials and activities for (Any two aspects of development).
  - Motor development (gross motor skills and fine motor skills).
  - Cognitive development
  - Language development
  - Creative development
4. Maintain the health diary of a pre-school child.

**PRESCRIBED READINGS**

1. Berk.L. E. (2009). *Child Development*. (8th ed.). Singapore: Pearson Education, Inc.
2. Devadhas., & P.Rajammal. (1984). *A text book on child development*. New Delhi: MC Millan India Ltd.
3. Hurlock, Elizabeth.B (2001). *Child growth and development*. NewDelhi:Tata McGraw Hill publishing company.
4. Kaul,Venita (1997) *.Early childhood Education programme*, NewDelhi: NCERT.
5. Kaul.V. & Sankar, D. (2009) *Early Childhood Care and Education in India: Mid-Decade Assessment*; NUEPA.
7. Kon, Ruth.(1972). *The exploring child*. Mumbai: Orient Longman Ltd.
8. National Curriculum Framework (2005). *Early childhood care and Education*. New Delhi. NCERT.
9. National Focus Group (2006). Position paper on Early childhood care and Education. New Delhi: NCERT.
6. Pankajam.G. (1994). *Pre-.school education – History and philosophy*.Ambalka: The Indian publication.
10. Santrock.J.W. (2010). *Child Development: An Introduction*. NewDelhi: McGraw-Hill Education.
11. UNESCO (2007). *Strong foundations: Early Childhood Care and Education*. Paris,

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**📖 SUGGESTED READINGS**

1. Austin, Gilbert R. (1976). *Early childhood education: An International Perspective*. New York: Academic Press.
2. Banta.T. (1966). *Are these really a Montessori method?* Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. David.T. (1989). *Teaching Young Children*. New Delhi: Sage publications.
4. Ministry of Women and Child development, (2013). *Early Childhood Curriculum Frame work*. Government of India.
5. Essa.E. (1990). *Introduction to Early Childhood Education*. New York: Delimar
6. Montessori.M. (1996). *The Secret of Childhood*. Chennai: Orient Private Longman Limited.
7. Vygotsky.L (1986). *Thought and Language*. Cambridge: MIT Press.

Course Code: MED1LS02

Level Based Specialisation- 1

**M.Ed. DEGREE PROGRAMME**  
**Semester I**  
**CONTEXT AND ISSUES IN ELEMENTARY EDUCATION**  
 (4 credits– 120 hours)

**✍ COURSE OBJECTIVES:**

*On successful completion of the course, the prospective teacher educator will be able to:*

1. familiarize with the concept of Elementary Education
2. acquire the knowledge of universalization of elementary education.
3. contribute to strengthen elementary education system.
4. understand the various issues related with elementary education.
5. understand structure and system of elementary education.

**Unit- I: ELEMENTARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Explains the Historical perspectives of Elementary education. 2. Analyses the implications of modern practices. 3. Identifies the recommendations of different education commissions and policies	1.1 Historical Perspectives of Elementary education – Rousseau ,Froebel, Pestalozzi, Maria Montessori and Gandhiji. 1.2 Implications of modern practices in Elementary Education 1.3 Recommendations of different education commissions and policies (Kothari Commission, NPE1986, Yashpal Committee, Pot, Ramamoorthi commission, Janardhan Reddy committee, NCF -2005)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentations</li> <li>• Seminar</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral/ written)</li> <li>• Report</li> <li>• Seminar presentation</li> </ul>

**Unit-II: UNIVERSALIZATION OF ELEMENTARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1.Familiarizes the concept of Universalization of Elementary Education. 2.Recognizes the constitutional provisions related to elementary education	2.1.Concept, definition and Objectives of Universalization of Elementary Education. 2.2.Constitutional provisions related to elementary education 2.3. Recommendations of Saikia committee1997 2.4.86 <sup>th</sup> Constitutional Amendment Bill (RTE) 2.5. EFA – Education for all with special reference of Early childhood education	<ul style="list-style-type: none"><li>• Lecture</li><li>• Illustrations</li><li>• Auto instruction</li><li>• Assignment</li></ul>	<ul style="list-style-type: none"><li>• Tests (oral/ written)</li><li>• Report</li><li>• Assignment evaluation</li></ul>

**Unit-III: CURRENT STATUS OF ELEMENTARY EDUCATION IN INDIA**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Explains the Latest initiatives in Universalization of Elementary education. 2. Analyses the current status of primary education 3. Evaluates positive impact of universalization of primary education	3.1 Critical appraisal of the current status of primary education in India. 3.2 Latest initiatives in universalization of Elementary Education - Operation Black board, Midday meal scheme -DPEP, community globalization & participation EGS, NPGEL, ICGBC Schemes. 3.3 Positive impact of universalization of primary education.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentations</li> <li>• Seminar</li> <li>• QA session</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral/ written)</li> <li>• Report</li> <li>• Seminar presentation</li> </ul>

**Unit-IV: MAJOR ISSUES IN ELEMENTARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the facilities of Teacher Institution. 2. Identifies professional organization of teachers	4.1 Admission, Fees structure, programme duration, curriculum and pedagogy, Facilities of teacher Institution, quality and quantity of Elementary Teacher education – Privatization of Teacher Education. 4.2 Professional organization of teachers. Structure and Management of Elementary teacher Education system in India-Salient features of Elementary education: Relevance, flexibility, integration& interdisciplinary nature and concept of Elementary Teacher Education, Objectives of Elementary teacher education	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Auto instruction</li> <li>• Assignment</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral/ written)</li> <li>• Report</li> <li>• Assignment evaluation</li> </ul>



**Unit-V: CHILD RIGHTS AND ELEMENTARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes with child rights. 2. Analyses protection of children	5.1 Child Rights conventions (CRC 1959,1989), Basic Rights of child, child rights legislation in India (National Policy on Children 1974, 5.2 Ratification of CRC in 1992, Juvenile Justice Act 1986, its amendments in 2000 and 2006, child Labour prohibition and regulation Act 1986, protection of children from sexual offences act 2012.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Digital presentations</li> <li>• Seminar</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral/written)</li> <li>• Report</li> <li>• Seminar presentation</li> </ul>

**SUGGESTED ACTIVITIES** (Any two)

1. Visit any one of the Elementary Teacher Education institution and critically evaluate the facilities available in Elementary Teacher Education.
2. Prepare a report on the constitutional provisions related to Elementary Education.
3. Prepare a portfolio to evaluate the prospective teachers of Elementary Teacher Education programme.
4. Prepare a report on recommendations of educational commissions related to Elementary Education.

**PRESCRIBED READINGS**

1. Mohanty J.N.(2002). *Primary Elementary Education*. New Delhi: Deep & Deep Publications:
2. NCERT.(1991). *Elementary Teacher Education curriculum*. New Delhi:
3. Rajput J.S. (1994). *Universalisation of Elementary Education: Role of the teacher*. NewDelhi: Vikas Publishing House.
4. Rao V.K (2007). *Universalization of Elementary Education*. New Delhi. Indian Publishing House.
5. Siddiqui,M.A .(1993). *Inservice Education of Teachers*, New Delhi, NCERT.

**📖 SUGGESTED READINGS**

1. International Journal of Elementary Education. (2017). Vol. 6, Issue 2.
2. Lovat, T.J. (2003). *The role of the 'Teacher' coming of age?.* Australian Council Deans of Education, Discussion paper.
3. Mudhopadyay, Marmar., & Tyagi, R.S. (2001). *Governance of school education in India.* New Delhi: National Institute of Educational Planning and Administration.
4. Rao, D. J. (2012). *Elementary Education in India: Status, Issues and Concerns.* New Delhi: Viva Books.

Course Code: MED1LS03

Level Based Specialisation - I

**M.Ed. DEGREE PROGRAMME**  
**Semester – I**  
**CONTEXT AND ISSUES IN SECONDARY AND HIGHER SECONDARY**  
**EDUCATION**  
 (4 credits -120hours)

**✍ COURSE OBJECTIVES:**

*On successful completion of the course the prospective teacher educator will be able to:*

1. Develop an understanding of the foundations of secondary education and higher secondary education
2. familiarise with the committees and commissions of secondary and higher secondary education
3. conceptualise the innovations at secondary and higher secondary education
4. develop understanding of the roles and responsibilities of various agencies in planning and management of secondary and higher secondary education
5. develop understanding and application of trends and innovations in secondary and higher secondary education

**Unit-I: INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes the foundations of secondary and higher secondary education	1.1. Meaning, concept, aims, objectives, need and scope of secondary education 1.2. Meaning, Concept, Aims, Objectives, Need and Scope of Higher Secondary Education	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Electronic visual presentations</li> <li>• Seminar-presentation</li> <li>• Group work</li> <li>• Auto instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Questioning</li> <li>• Reports</li> </ul>

**Unit-II: COMMITTEES AND COMMISSIONS ON SECONDARY AND HIGHER  
SECONDARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Develops the ability to clarify the status of secondary and higher secondary education in India 2. Recognises the views of committees and commissions of secondary and higher secondary education 3. Identifies the problems and challenges related to secondary and higher secondary education	2.1. Development of secondary and higher secondary education in India during Post-independence period  2.2. Committees and Commissions on Education 2.2.1. Secondary Education Commission (1952-53) 2.2.2. Indian Education Commission (1964-66) 2.2.3. IshwarBhai Patel Committee (1977-78) 2.2.4. Adishesiah Committee 2.2.5. National Policy on Education (1986) 2.2.6. Programme of Action (1992)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• QA session</li> <li>• Talk by Invitees/ Experts</li> <li>• Electronic visual presentations</li> <li>• Seminar-presentation</li> <li>• Group work</li> <li>• Auto instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/ written)</li> <li>• Questioning</li> <li>• Reports</li> <li>• Paper presentation and evaluation</li> </ul>

**Unit-III: QUALITY CONCERNS AND CURRICULAR REFORMS IN  
SECONDARY AND HIGHER SECONDARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies impediments related to universalization of secondary education 2. Recognises the innovations at secondary and higher secondary level of education 3. Analyses the quality aspects of secondary and higher secondary education in India	3.1. Need for continual revision of curriculum 3.2. Recommendations of National Curriculum Framework (1975,1988, 2000, 2005) and Tamilnadu Curriculum Frame work on School Curriculum. 3.3.Principles of school curriculum development at secondary and higher secondary level and text book development in secondary and higher secondary education 3.4. Universalisation of Secondary Education: SarvaShiksha Abhiyan (SSA), RashtriyaMadhyamik Shiksha Abhiyan (RMSA) and Rashtriya Ucharan Shiksha Abhiyan (RUSA)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Electronic visual presentations</li> <li>• QA session</li> <li>• Talk by Invitees/ Experts</li> <li>• Seminar- presentation</li> <li>• Group work</li> <li>• Auto instruction</li> <li>• Study of documents</li> <li>• Inter view with educational experts</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Questioning</li> <li>• Reports</li> <li>• Paper presentation</li> </ul>

**Unit-IV: PLANNING AND MANAGEMENT OF SECONDARY AND HIGHER SECONDARY EDUCATION**

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Identifies the role and responsibilities of various agencies in planning and management of secondary and higher secondary education 2. Analyses the management innovations in secondary and higher secondary schools	4.1.Educational planning– Micro level and Macro level planning 4.2.Governance of Secondary and Higher Secondary Education 4.2.1National and State Agencies in education: NCERT, NUEPA, NCTE, SCERT, TNTEU 4.3.Educational Management and Administration in India - Monitoring and Evaluation of Educational process and product.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• QA sessions</li> <li>• Electronic visual presentations</li> <li>• Seminar- presentation</li> <li>• Group work</li> <li>• Auto instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Questioning</li> <li>• Reports</li> <li>• Paper presentation</li> </ul>

**Unit - V: TRENDS AND INNOVATIONS IN SECONDARY AND HIGHER SECONDARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarises the trends and innovations in secondary and higher secondary education 2. Analyses the innovative practices in secondary and higher secondary education	5.1. Innovations in secondary and higher secondary education 5.2. Practices at secondary and higher secondary levels – competency enhancement in a. Simulation b. Brain Storming c. Auto instruction d. Group activity e. Role playing	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Electronic visual presentations</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Test (oral/written)</li> <li>• Questioning</li> <li>• Reports</li> <li>• Paper presentation</li> </ul>

**SUGGESTED ACTIVITIES** (Any two)

1. Conduct an interview on the impact of RMSA programme in the nearby school
2. Prepare a report on the management styles of Headmasters/Principals of secondary schools.
3. Prepare a report based on the interview with the students on problems related to skill based education (Vocational Education Courses) at Higher Secondary Level.
4. Compare the innovative practices followed in Government schools and private schools in your locality

**PRESCRIBED READINGS**

1. Aggarwal, Deepak. (2001). *Curriculum Development: Concept, methods and techniques*. New Delhi: Book Enclave.
2. Bhatnagar, R. P. (2000). *Technology of teaching*. Meerut: International Publishing House.
3. Mudhopadyay, Marmar., & Tyagi, R.S. (2001). *Governance of school education in India*. New Delhi: National Institute of Educational Planning and Administration.

4. Taba, Hilda. (2000). *Curriculum Development: Theory and practice*. New York: Harcourt Brace.
5. Tilak, J.B.G. (2003). *Financing education in India*. New Delhi: Ravi Books.
6. Varghese, N.V. (1997). *School Mapping: In modules on District Planning in Education*. New Delhi: National Institute of Educational Planning and Administration.

### SUGGESTED READINGS

1. Biswal, K. (2011). *Secondary Education in India: Development Policies, programmes and challenges*. New Delhi: National University of Educational Planning and Administration.
2. Mudhopadyay, Sudesh., & Kumar, K. Anil. (2001). *Quality profiles of secondary schools*. New Delhi :NIEPA
3. Varghese, N.V. (1997). *School Mapping: In modules on District Planning in Education*. New Delhi: National Institute of Educational Planning and Administration.
4. Yadav,M.S., & Lakshmi,T.K.S.(2003). *Conceptual in puts for secondary teacher education: the instructional role*. New Delhi:NCTE.



*Course Code: MED1LS04*

*Level Based Specialisation - 1*

**M.ED. DEGREE PROGRAMME**  
**Semester I**  
**CONTEXT AND ISSUES IN HIGHER EDUCATION**  
(4 credits – 120 hours)

***✍* COURSE OBJECTIVES**

*On successful completion of the course the prospective teacher educator will be able to*

1. understands the definition and purposes of higher education.
2. analyses the growth and development of higher education in India and other countries.
3. analyzes the problems and issues arising in the situation in higher education.
4. understands the diverse role of the university teachers
5. evaluates the total quality management process in higher education
6. understands the importance of the concept of university autonomy and decision making in the university management.

**Unit-I: HIGHER EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognizes the Meaning, definition, Need, Scope and objectives of Higher Education	<p>1.1. Meaning, definition, Need, Scope and objectives of Higher Education</p> <p>1.2. Development of Higher Education in India: Pre-independence and Post-independence periods: Achievements and Failures.</p> <p>1.3. Recent trends in Higher Education: Mass and Privatisation Higher Education</p> <p>1.4. Reports of various commissions: Acharya Ramamuthi Review Committee (1992)</p> <p>1.4.1. Janardhan Reddy Committee (1992)</p> <p>1.4.2 National Knowledge Commission (2005) – Sachar Committee (2006) – J.S.Verma Committee (2012).</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar with visual presentation</li> <li>• Peer learning</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (Oral / Written)</li> <li>• Report of the seminar</li> <li>• Assignment</li> <li>• Report of the group discussion</li> </ul>

**Unit-II: AGENCIES OF HIGHER EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Examines the growth of higher education. 2. Categorises the agencies in Higher Education 3. Analyses the present status	2.1. Agencies of Higher Education : DST, ICSSR, AIU, IISER, DEC and NAAC – South Asian University (SARRC), AIU, NUEPA, Inter university Consortium, State Councils for Higher Education, GATS and Higher Education. 2.2. Types of Universities: Formal: affiliated, federal, unitary, unitary residential, deemed universities, Institutes of National Importance, Rural Universities, IIT and Women's Universities. Non-Formal: Open Universities, correspondence courses, continuing adult education.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar with visual presentation</li> <li>• Peer learning</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (Oral / Written)</li> <li>• Report of the seminar</li> <li>• Assignment</li> <li>• Report of the group discussion</li> </ul>

**Unit-III: ISSUES AND CHALLENGES IN HIGHER EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the problem of standards in Higher Education 2. Explains the equalities of educational opportunities	3.1.Problem of Quality of Higher Education, 3.2.Total Quality Assurance in Higher Education: IQAC, NAAC and NBA. Problems of qualitative Improvement 3.3.Wastage and stagnation in higher education 3.4.Quality Teaching, Examination and Textbook in higher education 3.5.Inequalities of Educational Opportunities: Education for women, socially and economically Disadvantaged, Differently abled and rural students Problems of qualitative Improvement 3.6.Liberalization, Privatization and Globalization in Higher Education. Autonomy to institutions for improvement of Standards	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar with visual presentation</li> <li>• Peer learning</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (Oral / Written)</li> <li>• Report of the seminar</li> <li>• Assignment</li> <li>• Report of the group discussion</li> </ul>

**Unit-IV: TOTAL QUALITY MANAGEMENT**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Explains the concept of Total Quality Management 2. Evaluates TQM 3. Identifies the state grants	4.1.Total Quality Management TQM: Concept, meaning and process in higher education. 4.2 Implementing TQM: NAAC Accreditation towards productivity Administrative Reforms in Universities State grants: patterns, Procedures and policies.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar with visual presentation</li> <li>• Peer learning</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (Oral / Written)</li> <li>• Report of the seminar</li> <li>• Assignment</li> <li>• Report of the group discussion</li> </ul>

**Unit-V: RESEARCH AND HIGHER EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the need for research in Higher Education 2. Familiarizes the agencies providing research in the universities	5.1. Need for research in Higher Education Research Publications and Citations; Global and Domestic Patenting; 5.2. Research, Innovations and Growth Linkage – India as a Hub for Global Research and Development – Low and Declining Standards in Higher Educational Research 5.3. Research Funding Agencies: MHRD, UGC, CSIR, DST, ICSSR, ICHR, ICPR. and RUSA	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar with visual presentation</li> <li>• Peer learning</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (Oral / Written)</li> <li>• Report of the seminar</li> <li>• Assignment</li> <li>• Report of the group discussion</li> </ul>

**SUGGESTED ACTIVITIES** (Any two)

1. Preparation of three abstracts of papers/articles in professional journals.
2. Report on the contribution of the agencies such as UGC, ICSSR, AIU, ICMR to Higher Education.
3. Discussion on Best practices for quality improvement
4. Discussion on the role of the Vice Chancellor, and Pro Vice-chancellor, and Chancellor.

**📖 PRESCRIBED READINGS**

1. Agarwal, R.B. (1993). *Financing of Higher Education in India*. Varanasi : Ganga Kaveri Publishing House.
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3. Kaul,J.N.(1988). *Governance of Universities, Autonomy of the university community*. NewDelhi :Abhinav Publications.
4. Pandey, V. (2006). *Higher Education in a Globalising World*. New Delhi :Isha Books.
5. Ram,A.(1990). *Higher Education in India–Issues and Perspectives*. NewDelhi:Mittal Publications.

**📖 SUGGESTED READINGS**

1. Asby,E.(1971). *Any Person, Any Study: An Essay on Higher Education in the United States*. New York: Mc GrawHill.
2. Basu,A.(1974). *The Growth of Education and Political Development in India*. NewDelhi: Oxford University Press.
3. Bhatt,N.(2006). *Higher Education Administration and Management*: Sublime Publications.
4. Castaldi, B.(1987). *Educational Facilities: Planning, Modernization and Management*, Boston : Allyn and Bacon.
5. Dekha, B. (2000). *Higher Education in India*. Atlantic Publishers and Distributors.
6. Raza,M.,& Malhotra,N.(1991). *Higher Education in India–A Comprehensive Bibliography*. New Delhi : Concept Publishing House.