

Course Code: MED2PC003

Perspective Course

M.Ed. DEGREE PROGRAMME
Semester II
HISTORY AND POLITICAL ECONOMY OF EDUCATION
(4 credits– 120 hours)

Preface

This course delves into the historical evolution of Education and its intricate relationship with political and economic forces. It aims to equip Prospective Teacher Educators with a critical understanding of the factors shaping educational policies, practices, and outcomes. By examining the past, students will develop a nuanced perspective on contemporary educational challenges and opportunities.

 **COURSE OUTCOMES**

On successful completion of the course, the Prospective Teacher Educator

1. Traces the development of Education in Ancient India
2. Analyses the Educational Commissions and Policies in India
3. Summarizes the constitutional provisions for Education in India
4. Discusses the provisions and rules of the Right to Education Act,2009
5. Appraises the flagship programmes on Education in India
6. Employs political economy as a method of understanding education and its nature
7. Assesses the impact of New Economic Policy on Education.
8. Explores the role of international bodies in Educational development
9. Traces the various financing sources of Education in Ancient and Medieval period
10. Examines the various financing sources of Education in free India

**Unit-I: DEVELOPMENT OF EDUCATION DURING PRE-INDEPENDENT INDIA
(12 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the development of education in ancient India 2. Analyses the impact of the British policies, acts, and reports on education in India.	1.1 Education in India: Vedic Buddhist Medieval periods 1.2 Education in the British period: Macaulay's Minutes Wood's Despatch of 1854 Sadler Commission Report (1917) Wardha Scheme of Education (1937)	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion

**Unit- II: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA
(15 Hours)**

Learning Outcomes	Content	Strategies and Approaches
1. Analyses the educational commissions and policies in India. 2. Describes National Curriculum Framework (2005) 3. Elaborates the main features of NEP (2020)	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) and Revised National Policy of Education and Programme of Action (1992). 2.5 Ambani-Birla Committee (2000). 2.6 National Curriculum Framework (2005) 2.7 NEP (2020)	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion

Unit-III: CONSTITUTIONAL PROVISION ON EDUCATION (18 Hours)

Learning Outcomes	Content	Strategies and Approaches
1. Describes the constitutional provisions for Education in India. 2. Explores the provisions and rules of the Right to Education Act, 2009 3. Analyses the flagship programmes on Education in India	3.1 Constitutional provisions for education in India: Preamble Seventh Schedule of the Constitution: Central, State, and Concurrent List Directive Principles of State Policy and education Constitutional amendments on education National Values as enshrined in the Indian Constitution 3.2 Right to Education Act (2009) 3.3 Schemes on Education: Samagra Shiksha Abhiyan (SSA) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Rashtriya Uchchatar Shiksha Abhiyan (RUSA) National Skill Development Mission	<ul style="list-style-type: none"> • ICT enabled group discussion • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion

Unit-IV: POLITICAL ECONOMY OF EDUCATION (18 Hours)

Learning Outcomes	Content	Strategies and Approaches
1. Employs Political economy as a method of understanding Education and its nature 2. Assesses the impact of new economic policy on Education. 3. Concludes the role of Education for knowledge economy. 4. Explains the role of international bodies in Educational development.	4.1 Meaning, nature, and purpose of political economy 4.2 Political economy as a method of understanding education and its nature 4.3 New Economic Policy and education: Liberalization, privatization, and globalization (LPG) 4.4 Education for knowledge economy 4.5 Role of international bodies in educational development: UNDP, WHO, UNICEF, UNESCO, World Bank (with reference to India)	<ul style="list-style-type: none"> • discussion • Seminar • Assignment • Lecture • Interactive Session • Small Group Discussion

Unit -V: ECONOMICS OF EDUCATION (17 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Traces the various financing sources of education in ancient and medieval period. 2. Examines the various financing sources of education in free India 3. Analyses the educational development through five year plans	5.1 Concept of Economics of Education 5.2 Financing of Education in Ancient, Medieval, and British periods: Individual contributions (Guru Dhakshina) Religious charities Philanthropic contributions Grant-in-aid system of East India Company 5.3 Financing of Education in Free India: Public (Union and State Governments) and private funding Public-private partnership funding 5.4 Five-year plans and educational development: Welfare economic approach (public funding)	<ul style="list-style-type: none"> ● Seminar ● Assignment ● Lecture ● Interactive Session ● Small Group Discussion

ASSESSMENT

- Assignment
- Seminar
- Tests
- Video Analysis
- Debate
- Discussions

TASKS/PRACTICUMS (Any two)

1. Prepare a report highlighting the merits and demerits of privatization, visiting a Self-financing and Government educational institution and observing their modus operandi.
2. Conduct a debate on the impact of LPG on Education and prepare a report.
3. Prepare a chart consisting of development of education during pre- independent India signifying the salient features.
4. Collect relevant paper cuttings/ videos/ on NEP 2020 and prepare a report.
5. Conduct a panel discussion on the role of technology in reducing educational costs.

PRESCRIBED READINGS

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Course Code: MED2TC002

Tool Course

M.Ed. DEGREE PROGRAMME

Semester II

EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS

(4 credits – 120 hours)

Preface

This course is designed to equip Prospective Teacher Educators with the essential skills of research methodology and statistical analysis applicable to educational contexts. It aims to develop critical thinking, problem-solving, and research skills necessary for conducting independent research studies.

 COURSE OUTCOMES

On successful completion of course, the prospective teacher educator

1. Identifies the steps in constructing a research tool
2. Proposes different tools of research and techniques of research
3. Prepares the relevant tool for conducting research
4. Categorises the types of data
5. Examines the features of Normal probability curve for data analysis
6. Assesses various descriptive statistics in data analysis.
7. Uses regression analysis
8. Describes the significance of measures of relationship
9. Analyses the various statistical inferences
10. Practices statistical measures appropriately

Unit – I: TOOLS AND TECHNIQUES OF RESEARCH (12 Hours)

Learning Outcomes	Content	Suggested strategies and Approaches
1. Analyses the criteria for selection of Research tools 2. Identifies the different tools of Research 3. Selects the appropriate tool for conducting Research 4. Identifies the different techniques of Research	1.1 Criteria for selection of tools 1.2 Tools of Research: Questionnaire, Schedule, Checklist, Rating Scale, Attitude scale (Thurstone and Likert method), Aptitude test, Interest inventories, Personality inventories 1.3 Techniques of Research: Observation, Interview, Sociometry, Projective techniques	<ul style="list-style-type: none"> • Lecture / briefing • Seminar • Assignment • Peer learning • Auto instruction • Group discussion

Unit - II: CONSTRUCTION OF RESEARCH TOOLS (14 Hours)

Learning Outcomes	Content	Suggested strategies and Approaches
1. Classifies the different types of scales 2. Suggests the steps in constructing a research tool 3. Analyses the characteristics of a research tool	2.1 Types of scales – Nominal, Ordinal, Interval, Ratio scales 2.2 Steps in constructing a research tool 2.3 Standardization of a research tool 2.4 Characteristics of a good research tool Validity: Types, methods of ensuring validity Reliability: Methods of establishing reliability Objectivity Practicability	<ul style="list-style-type: none"> • Lecture • Digital presentation • Workshop • Discussion • Seminar

Unit - III: INTRODUCTION TO STATISTICAL METHODS (24 Hours)

Learning Outcomes	Content	Suggested strategies and Approaches
1. Describes the significance of Statistics in Educational Research 2. Summarises the concept of central tendency and dispersion 3. Uses measures of central tendency and dispersion 4. Discusses the characteristics and applications of normal distribution	3.1 Significance of Statistics in educational research 3.2 Types of data: Quantitative and qualitative, Discrete and continuous data 3.3 Normal distribution: Characteristics and application Normal Probability Curve: Skewness & Kurtosis 3.4 Descriptive statistics Measures of central tendency: Arithmetic mean, Median, Mode Measures of dispersion: Range, Quartile deviation and Standard deviation Measures of position: Quartile, Deciles, Percentiles, Percentile rank, Z-scores, Stanine score	<ul style="list-style-type: none"> • Lecture • Digital presentation • Workshop • Discussion • Seminar

Unit - IV: MEASURES OF RELATIONSHIP (18 Hours)

Learning Outcomes	Content	Strategies and Approaches
1. Suggests the types of correlation 2. Selects appropriate correlation techniques to measure the strength of relationship between two variables. 3. Predicts an unknown variable using regression analysis	4.1 Correlation Rank correlation Product moment correlation Uses of biserial, point biserial, partial, multiple, tetrachoric and pi-coefficient of correlation (computation not required) 4.2 Measurement of relationships: Prediction (simple regression equation)	<ul style="list-style-type: none"> • Introductory lecture • Visual presentation

Unit - V: STATISTICAL MEASURES (12 Hours)

Learning Outcomes	Content	Strategies and Approaches
1. Describes the concept of population and sample 2. Explains the concept of sampling error and standard error 3. Uses inferential statistics in measuring the possible impact of sampling error	5.1 Statistical inferences: Population and sample, Parameter and statistic, Sampling error, Standard error, Significance of means. Level of confidence, Degrees of freedom	<ul style="list-style-type: none"> • Interactive session • Hands on experience

ASSESSMENT

- Tests
- Seminar
- Construction of research tool
- Assignment
- Discussion

TASKS /PRACTICUMS (Any two)

1. Compare the application of measures of central tendency and measures of dispersion.
2. Collect any five types of research tool.
3. Prepare a Likert Type attitude scale.
4. Prepare any research tool, validate it and establish the norms using percentiles.
5. Reflect on the importance of statistical analysis in research and its limitations.

📖 PRESCRIBED READINGS

- Aggarwal, J. C. (2002). *Educational research: An introduction*. Arya Book Depot.
- Best, J. W., & Kahn, J. V. (2008). *Research in education* (10th ed.). Prentice Hall of India.
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Course Code: MED2LSC04

Level Based Specialisation-2

M.Ed. DEGREE PROGRAMME

Semester-II

CONTEXT, ISSUES AND PRACTICES IN SECONDARY EDUCATION

(4 credits-120 hours)

Preface

This course is designed to provide Prospective Teacher Educators with a comprehensive understanding of the complex and dynamic environment of secondary education. It explores the socio-cultural, economic, and political contexts that shape secondary schools, as well as the critical issues and challenges faced by educators and learners. By examining current trends, policies, and practices, the course aims to equip students with the knowledge and skills necessary to address the diverse needs of adolescent learners and to contribute to the improvement of secondary education.

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Explains the meaning, nature and concept of secondary education
2. Traces the development of higher secondary education in pre and post independent India
3. Documents the recommendations of NCF and TCF in school education
4. Assess the principles of school curriculum development at secondary education
5. Investigates the governance of secondary education
6. Proposes measures to monitor and evaluate educational process and product
7. Analyzes critical issues and challenges facing secondary education including diversity, equity and inclusion
8. Appreciates contemporary trends and innovations in secondary education
9. Critically analyses educational policies and practices
10. Fosters skills in problem-solving and decision-making related to secondary education

Unit-I:INTRODUCTION TO SECONDARY EDUCATION(10Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the meaning nature and concept of Secondary Education 2. Discusses the aims, objectives and needs of Secondary Education 3. Analyses the Structure of Secondary Education.	1.1 Secondary Education: meaning,nature and scope Aims, Objectives and Needs 1.2 Development of Secondary Education in India: Pre Independent and Post-independent period 1.3 Structure of Secondary Education in India	<ul style="list-style-type: none"> • Lecture • Electronic visual presentations • Seminar-presentation • Group work

Unit-II:CURRICULUM TRANSACTION AT SECONDARY LEVEL(15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Examines the different perspectives of curriculum transaction 2. Identifies the significance of materials for curriculum transaction	2.1 Concept of curriculum transaction 2.2 Perspectives to curriculum transaction: Behavioristic,Cognitive Constructivist 2.3 Designing strategies for curriculum transaction 2.4 Curriculum Transaction Materials – Textbooks, Teachers’ handbook, Reference books, Supplementary reader, Encyclopedia	<ul style="list-style-type: none"> • Lecture • Group discussion • Assignment • Seminar • Self Learning • Q A session • Peer learning

**Unit-III:ISSUES AND CHALLENGES IN SECONDARY EDUCATION
(20Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Discusses the problems and issues in Secondary Education 2. Discriminates the nature and forms of inequalities at various levels 3. Estimates the current status and problems of vocationalisation of Secondary Education 4. Identifies the major challenges related to secondary education	3.1 Problems and challenges related to access, equity and quality sustenance of secondary education 3.2 Problems of education for girls, disadvantages and differently abled. 3.3 Inequality – nature and forms –Gender, Type of School (public & private) Locality (rural, urban and tribal)school 3.4. Vocationalisation of secondary education 3.5 Teacher related challenges: Teacher shortage, lack of continuous professional development, working condition, funding and Mental health concerns	<ul style="list-style-type: none"> • Lecture • QA session • Talk by Invitees/ Experts • Electronic visual presentations • Seminar presentation • Group work

**Unit-IV: POLICIES AND ORGANISATION IN SECONDARY EDUCATION
(18 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies the role of National Curriculum Framework in secondary education 2. Discusses the recommendations of National Knowledge Commission on secondary education 3. Discovers various centrally sponsored schemes for secondary and higher secondary education 4. Analyses the role of National level and State level organisations	4.1 National Curriculum Framework (2005) NCF SE2023, NEP 2020, 4.2 National Knowledge Commission (with special reference to secondary education) 4.3 Centrally sponsored schemes for secondary education SamagraSikshaAbhiyan subsuming schemes like SSA and R M SA 4.4 National level organisations- National council of Educational Research and Training(NCERT), ,Central Board of Secondary Education(CBSE), National Institute of Open Schooling(NIOS), State Level organizations SCERT, Tamilnadu State Board of Education, District and Local Level organisations	<ul style="list-style-type: none"> • Lecture through visualpresentation • Group discussion • Assignment • Seminar • QA session • Peer learning • Self Learning

Unit V: QUALITY PERSPECTIVES IN SECONDARY EDUCATION(17Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies the local and global resources in quality enhancement 2. Explains the role of technology in enhancing quality education 3. Examines the examination reforms at secondary education level	5.1 Resources in Quality Enhancement Local resources, Global resources 5.2 Quality enhancement through integrating technology 5.3 Internal Quality assurance in schools- School development plan, School Management Committee, Teacher Professional development. 5.4 External Quality Assurance Bodies - Boards of education, National Programme for School Standards and Evaluation(NPSSE)/ SHAALA SIDHI, 5.5 New trends in evaluation – grading, internal assessment, semester system, CCE, online assessment, Content based assessment to competency based assessment, Continuous assessment, 360-degree feedback- holistic progress cards, assessment techniques rubrics	<ul style="list-style-type: none"> • Lecture • Electronic visual presentations • Seminar

ASSESSMENT

- Assignment
- Project Reports
- Seminar
- Tests
- Debates



TASKS/PRACTICUMS (Any two)

1. Critically analyze the secondary school curriculum based on discipline.
2. Prepare an observation schedule and critical analysis of the curriculum transaction in secondary school level.
3. Analyse Secondary Education curriculum of different Boards (NCERT, State, ICSE)
4. Conduct a survey to assess the status of implementation of ICT at School Scheme in Secondary schools.
5. Conduct an interview with teachers/students and parents of different secondary schools and prepare a report on the problems and issues in secondary schools.



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