



KSR COLLEGE OF EDUCATION

Recognized by NCTE & Affiliated to Tamil Nadu Teachers Education University,

Accredited with 'B' Grade by NAAC

K.S.R Kalvi Nagar, Tiruchengode-637 215, Namakkal District, Tamil Nadu.

Dr. P. Suresh Prabu

Principal

M.Ed. PLO

REGULATIONS AND SYLLABUS FOR TWO-YEAR M.ED.


(Under CBCS Semester Pattern)

Preamble of the Programme

Education plays a key role in the development of a society and a country. The extent to which education is able to contribute to the process of socio-economic development and transformation of the nation depends on the trained and qualified human resources developed in the academic institutions and universities. In order to produce qualified human resources required for the country, the academic institutions should be equipped with adequate resources, competent and committed teachers and properly designed curriculum. The Tamil Nadu Teachers Education University has been producing and supplying trained and qualified teachers, teacher educators, and other educational professionals including curriculum designers, education policy analysts, educational planners, educational administrators, educational supervisors, school principals, and educational researchers to the country for more than one decade by offering B.Ed., M.Ed., M.Phil., and Ph.D. Degree Programmes.


General Outcome of the Programme

The overall objective of the M.Ed. programme is to produce higher level of manpower such as teachers, teacher educators, principals, educational planners and administrators, educational policy analysts and other kind of experts in the field of education.


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Specific Outcomes of the Programme

1. Able to demonstrate the competencies of teacher educators
2. Understand the historical, philosophical and sociological implications of education
3. Able to serve as educational psychologists and counsellors
4. Able to provide constructive feedback to restructure the elementary and secondary teacher education programmes and teacher preparation process
5. Capable of designing and developing curriculum and other learning resources
6. Able to demonstrate the research skills by undertaking research projects
7. Realises the values of learner-centred instruction
8. Actively participate in educational measurement and evaluation processes
9. Capable to serve as educational planners, administrators, managers, supervisors and other positions in the field of education
10. Able to provide solutions to educational problems
11. Able to suggest measures for effective functioning of various agencies including the regulatory bodies to enhance the quality of teacher education
12. Understand education as a separate discipline
13. Capable of using the information and communication technologies (ICTs) in teaching-learning process
14. Understand the importance of early childhood care and education
15. Realises the importance of education in improving the status of women and addressing their issues
16. Understand the emerging trends in education for children with special needs
17. Explain the skills needed to successfully complete the field internship, practicum components and dissertation works


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SEMESTER - I

MS1PC1: HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA


Course Outcomes:

After completing this course, the students will be able to:

1. Explain the historical development of Indian education.
2. Understand the significance of seventh schedule of the Indian constitution in educating the masses of our country.
3. Describe the terms of reference various educational committees and commissions after Indian independence.
4. List the salient aspects of National Skill Development Mission.
5. Understand the relationship between education and economic development.

MS1PC2: ADVANCED EDUCATIONAL PSYCHOLOGY

1. Understand the different schools of psychology
2. Compare and contrast the strength and weakness of different methods of psychology
3. Spell out the biogenic and socio-genic motives and various theories of motivation
4. Explain the factors influencing self-regulation of the learners
5. Understand the concepts of intelligence, its theories and measurement
6. Suggests ways to fostering creativity among the learners
7. Comprehend the personality theories and assessment of personality
8. Apply the different types of mechanisms in different situations
9. Acquire skills and competencies in designing and application of psychological tools and techniques
10. Debate the strength and weakness of standardized testing



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MS1TC1: BASICS IN EDUCATIONAL RESEARCH

1. Identify the different types of research
2. Identify the appropriate research problem pertaining to his/her dissertation work
3. Write the review of literature in accordance with the 7th edition of the Manual of American Psychological Association
4. Write a research proposal in an effective manner
5. Frame research questions and objectives
6. Find relevant sampling techniques in his/her research work
7. Develop various research instruments and standardize by appropriate methods
8. Understand the various types of hypotheses and its testing procedures
9. Conduct case studies and action research independently
10. Use various types of scales of measurement

MS1TE1: TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

1. Understand the context of elementary education.
2. Gain knowledge of teacher education in ancient period.
3. Enumerate the roles and responsibilities of teachers and teacher educators.
4. Comprehend the concept, objectives, rationale, challenges and extent of success of teacher education.
5. Explore the development of elementary education in India since independence.
6. Reflect on the relevance of strategies and programmes of UEE.
7. Analyze the various assessment procedures used in elementary education.
8. Familiarize evaluation in elementary teacher education.
9. Describe the teacher education system in India.
10. Grasp the importance of work education, vocational education, fine arts and crafts education.

MS1TE2: TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

1. Understand the historical background of secondary teacher education in India.
2. Explain the objectives and structure of secondary teacher education.
3. Explore the commissions and committees' recommendations of secondary teacher education.
4. Spell out the role of National level and State Level agencies at secondary level Education.
5. Analyze the functioning of various agencies of secondary teacher education.


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6. Sensitize the emerging major issues and challenges in secondary teacher education.
7. Assimilate the secondary teacher education curriculum and its transaction mode.
8. Realize the importance of preparing special education teachers.
9. Comprehend the National Curriculum Framework (2005) and its aspects.
10. Undertake the current trends in student's assessment at secondary level.

SEMESTER-II

MS2PC3: PHILOSOPHY OF EDUCATION


1. Explain the concepts and meaning of philosophy and education.
2. Describe the fundamental philosophical domains.
3. Analyse the Indian schools of philosophy and their educational implications.
4. Examine the Western schools of philosophy and their educational implications.
5. Discuss the educational contributions of Indian and Western thinkers.

MS2PC4: CURRICULUM DESIGN AND DEVELOPMENT

1. Recognize the historical, philosophical, sociological and psychological foundations of curriculum
2. Summarize the principles of curriculum design and compare three approaches of curriculum design
3. Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum
4. Implement the curriculum models and types of teaching models
5. Explain the approaches and models of curriculum evaluation.

MS2TC2: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

1. Explain the process of conducting research.
2. Select suitable research design for their study.
3. Understand the significance of qualitative study in research
4. Understand the significance of mixed method of research
5. Understand the steps in action research.
6. Explain the various techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method data.
7. Apply suitable statistical techniques to analyse the qualitative data.
8. Interpret the analysed data of the mixed mode research


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9. Select suitable parametric or non-parametric tests for the data collected.
10. Write a research report on their own.

MS2ST1: PLANNING AND ADMINISTRATION OF EDUCATION:

ELEMENTARY LEVEL

1. Explain the historical perspectives of elementary education.
2. List out the educational role and functions of the central government, state government and local bodies.
3. Differentiate the concept of supervision, inspection and administration in the field of education.
4. Describe the implications of five year plans on the development of elementary education.
5. Evaluate the effect of different schemes implemented for quality enhancement of elementary education.

MS2ST2: PLANNING AND ADMINISTRATION OF EDUCATION:

SECONDARY LEVEL

1. Explain the meaning, concept and scope of educational administration in India.
2. Understand the role of community in educational administration.
3. Assess the synchronization of educational planning and Five Year Plans of India.
4. Analyse the difficulties in implementing the RMSA and other state level initiatives in universalization of school education.
5. Understand the relationship between funding and management of school education.
6. Understand the role of monitoring bodies in implementation of government schemes for universal school education.
7. Examine the development process of universalization of school education in terms of its merits and demerits.
8. Apply knowledge to resolve the issues among the Centre and State and local agencies in educational administration.
9. Critically evaluate the perspective plans of secondary education in 11th & 12th Five Year Plan.
10. Understand the conceptual framework conceptual framework of education planning in India.

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SEMESTER-III

MS3PC5: SOCIOLOGY OF EDUCATION

1. Describe the scope and functions of Educational Sociology
2. Interpret the Social system and its impact on Education
3. Examine the relationship between education and cultural change
4. Analyze the impacts of Liberalization, Privatization and Globalization on Education.
5. Discriminate the concept of social equity and equality

MS3PC6: ADVANCED TECHNIQUES OF INSTRUCTION

1. Submit a report on LMS with anyone mode and present it
2. Prepare content for mobile learning
3. Use mobile learning in the classroom
4. Use white board in the classroom instruction
5. Implement online evaluation in their students
6. Develop E – portfolios
7. Debate the pros and cons of social media
8. List the online courses pertaining to education
9. Gain knowledge on blended learning
10. Differentiate hardware and software

MS3TC3: EDUCATIONAL MEASUREMENT AND EVALUATION

1. Comprehend the concept, meaning and nature of measurement and evaluation.
2. Understand the relationship between measurement and evaluation.
3. Acquire knowledge about various tools of measurement and evaluation in existence.
4. Develop skills on using psychological test for measurement and evaluation.
5. Get hands on SPSS to learn various statistical measurements and its analysis.
6. Enable to distinct various competencies in standardizing different types of measuring instrument.
7. Familiarize to construct different kinds of tests and tools.
8. Obtain knowledge on statistical concepts, test scores and its transformation.
9. Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test.
10. Prepare question banks and other self-study materials.


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MS3SC1: CURRICULUM, PEDAGOGY AND ASSESSMENT: ELEMENTARY LEVEL

1. Recognize the basic types of curricula and issues in curriculum alignment.
2. Explain the knowledge dimensions and categories of major cognitive processes.
3. Summarize the Perspectives of Educational Pioneers on Curriculum and Pedagogy.
4. Implement the various types of instructional planning and support practices.
5. Evaluate the students 'performance by applying various types of assessment techniques.

MS3SC2: CURRICULUM, PEDAGOGY AND ASSESSMENT: SECONDARY LEVEL

1. Recognize the various approaches of curriculum theory and practice.
2. Generalize the philosophical perspectives of curriculum Orientation.
3. Summarize the different types of curriculum and pedagogy in the perspectives of educational pioneers.
4. Explain constructivists view on pedagogy and implement the current developments across the different levels of secondary curriculum.
5. Evaluate the merit and worth of various assessment techniques and evaluation models in the secondary level classroom context.

SEMESTER - IV

MS4PC7: EDUCATIONAL STUDIES

1. Understand the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.
2. Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.
3. Analyse the socio-cultural concept of India in the light of _unity in diversity 'by integrating all the stakeholders for equality and quality education to socio- economically deprived groups with policy of inclusion to learning disabilities.
4. Explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.
5. Acquire knowledge on various regulatory and advisory bodies and agencies of education in India and overseas.
6. Get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.
7. Sensitise about contemporary issues and challenges in school education and teacher education


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in line with UNESCOs Sustainable Development Goals 2030 (SDGs) G4:Equitable and quality education to all

8. Assimilate about multilingual and multicultural approaches for teaching diversity.
9. Apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.
10. Appreciate the values, ethos, culture and aesthetics in context of India.

MS4PC8: COMPARATIVE EDUCATION

1. Understand the need, scope and history of comparative education.
2. Comprehend the primary and secondary education's aims and methods of instruction in U.S.A, U.K, Japan, Finland and India.
3. Analyze the role of national and state government on education.
4. Explore the comparative education of primary and secondary education of U.S.A, U.K, Japan, Finland and India.
5. Realize the issues and challenges in primary and secondary education of perspective of countries: U.S.A., U.K, Japan, Finland and India.
6. Acquire knowledge about the universalization of primary education in India.
7. Enable to distinct between the primary and secondary education.
8. Sensitize the constitutional provisions for comparative education in terms of overseas.
9. Analyze the emerging issues and challenges with respect to primary and secondary education in the global context.
10. Explore the determinants of national education with its merits and demerits.

MS4TC4: ICT ON TEACHING AND LEARNING

1. Develop professional ability in ICT
2. Apply the ICT skills in communications
3. Describe the impact of ICT on learning environments
4. Prepare the learners in learning
5. Identify the various educational resources
6. Integrates ICT in teaching learning process
7. Differentiate the advantages and disadvantages of ICT in assessment
8. Administer the test and evaluation by using ICT
9. Create online community by integrating ICT
10. Use Artificial Intelligence in teaching-learning and assessment process


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MS4ST3: EARLY CHILDHOOD CARE AND EDUCATION

1. Explain the concept, meaning and importance of early childhood care and education.
2. Summarize various developments in early childhood stage.
3. Implement the various committee recommendations and suggestions in early childhood care and education.
4. Describe the implications of planning and management of early childhood care and education.
5. Compare various organization contributions in early childhood care and education.

MS4ST4: TRENDS IN INDIAN HIGHER EDUCATION

1. Deliberate on the issues related to access and equity in Indian higher education.
2. Analyse the impact of IR 4.0 on higher education.
3. Explain the different parameters determining the quality of Indian higher education.
4. Describe the role of statutory and other bodies in Indian higher education.
5. Suggest the means and methods of internationalising Indian higher education.

MS4ST5: WOMEN'S EDUCATION

1. Explain the Participation of women in social reform movements
2. Examine the Policies related to women's empowerment
3. Execute the Women's rights
4. Evaluate the role of Mass media on gender education
5. Understand the role of education on women's empowerment

MS4ST6: GUIDANCE AND COUNSELLING

1. Understand the basics of guidance and would be able to plan out guidance programs.
2. Describe the nature and procedural aspects of Educational and Vocational guidance.
3. Compare the role of counsellors and teacher.
4. Suggest ways to organize the need based minimum guidance programmes in schools.
5. Demonstrate the skills and competencies in carry out individual, group and career appraisal.
6. Spell out the strength and weakness of non-standard and standard techniques of guidance.
7. Comprehend the nature of counselling along with the skills and responsibilities of a counsellor.
8. Suggest ways to organize counselling sessions.
9. Analyze the cause and effect relationship and possible corrective measures.




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10. Describe the nature of disabilities of the children.

MS4ST7: EDUCATION FOR DIFFERENTLY ABLED

1. Understand the educational implications for the students with differently abled
2. Gain knowledge about inclusive pedagogy
3. Acquire knowledge about various level of curriculum accommodate for students with special needs
4. Gain knowledge of National Curriculum Framework and its role in inclusion
5. Apply universal design of learning and use assistive technology for students with differently abled
6. Explain the concept of specific teaching strategies to teach subjects at primary and secondary level
7. Learn the concept of alternative methods of evaluation for students with special needs.
8. Apply and utilize the provisions and exemptions for educational evaluation of students with differently abled
9. Plan to accommodate students with special needs in regular inclusive classroom
10. Develop strategies and teaching practices for teachers to teach school subjects.


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