

SRM School of Teacher Education and Research, SRM University,  
Kattankulathur  
Kancheepuram District – 603203.



Faculty of Science and Humanities

M.Ed.

(Regular stream – Non – Semester Pattern)

Regulations and Syllabus

From - 2013

**SRM UNIVERSITY**  
**SRM School of Teacher Education and Research**  
**Master of Education (M.Ed.) Programme**  
**REGULATIONS**  
**( wef the Academic year 2013 )**

**1. Objectives**

- Master of Education (M.Ed) programme is meant for candidates desirous of pursuing Post-Graduate programme in Education on full-time basis and for Preparing a professional cadre of Teacher Educators, Educational Researchers, Curriculum Developers, Text book writers, Evaluation Experts, Guidance and Counseling specialists etc.,
- M.Ed programme would comprise theoretical courses and specialized Courses in the discipline of Education. In addition, research work in the form of dissertation would form an essential part of the programme.
- Depending on the actual design and declared objectives the programme provides opportunities for students to extend as well as deepen their Knowledge and understanding of Education, specialize in selected areas Including Teacher Education and also acquire related research skills.

**2. Duration**

The M.Ed programme shall be of duration of one academic year, it shall not be less than 180 working days for instruction, field work and dissertation, excluding period of examination and admission etc.,

**3. Eligibility**

- Graduate in Education (B.Ed) with 55% of marks, Post Graduate in any Discipline is desirable.

**4. Medium**

- Medium of Instruction shall be English / Tamil / Hindi

**5. Subjects of Study**

- The course consists of (a) Core Subjects (b) Elective Subjects (c) Dissertation

**a) Core Subjects:**

1. Core Paper – I Research Methodology and Statistics
2. Core Paper – II Advanced Educational Psychology
3. Core Paper – III Technologizing Education

**b) Elective Subjects:**

Candidates can choose any TWO Electives from the following Subjects.

1. Elective – I Education in the 21<sup>st</sup> Century
2. Elective – II Philosophical and Sociological basis of Education

3. Elective - III Guidance and Counseling
4. Elective - IV Educational Measurement and Evaluation
5. Elective - V Teacher Education

**c) Dissertation:**

- The Candidate shall be required to submit a dissertation not exceeding 120 pages which should be a record of his/her original investigation prepared under the supervision of a guide.
- Candidate pursuing the course shall submit his/her dissertation within One month after the last date of their theory exam.
- The dissertation shall be written either in English (or) Tamil
- The maximum time limit for submission of thesis will be three years from the date of joining the course.

**6. Examination**

**Eligibility to appear for Examination:**

No candidate shall be admitted to the exam unless he/she has completed the prescribed course of study with a minimum of 75% attendance.

**Scheme of Examination:**

The subjects and the scheme of examination will be as follows:

Core/Elective Subjects	Subjects	Code No.	Duration	External Marks	Internal Marks	Total
<b>Core Papers - 300 Marks</b>						
Core Paper - I	Research Methodology and Statistics	TM1301	3 hrs	70	30	100
Core Paper - II	Advanced Educational Psychology	TM1302	3 hrs	70	30	100
Core Paper - III	Technologizing Education	TM1303	3 hrs	70	30	100
<b>Elective Papers (Any Two) – 200 Marks</b>						
Elective - I	Education in the 21 <sup>st</sup> Century	TM1304	3 hrs	70	30	100
Elective – II	Philosophical and Sociological basis of Education	TM1305	3 hrs	70	30	100
Elective - III	Guidance and Counseling	TM1306	3 hrs	70	30	100

Core/Elective Subjects	Subjects	Code No.	Duration	External Marks	Internal Marks	Total
Elective - IV	Educational Measurement and Evaluation	TM1307	3 hrs	70	30	100
Elective - V	Teacher Education	TM1308	3 hrs	70	30	100
<b>Dissertation – 200 Marks</b>						
Practical	Dissertation	TM1309		100	50	150
	Viva Voce			50	-	50
	<b>Total</b>					<b>700</b>

- Candidates must secure 50% in external (35/70) and 50% in internal (15/30) in each paper to pass M.Ed Degree Examination.
- Candidates must secure 50 % in Dissertation (50/100) and 50% in VIVA VOCE (25/50).

Marks	Class
50% - 59.99%	II Class
60% - 84.99%	I Class
85% above	Distinction

- Question Papers Setting will be purely External Examiners. The Question Paper designed for three hours will be in Part A, Part B, and Part C with the number of questions and allotment of marks as detailed below:

Section	Type	Answers in	No. of Questions to be attempted	Choice Pattern	Marks per Question	Total Marks
A	Very Short Answer	75 Words	5	No Choice	03	15
B	Short Answer	200 Words	5	Out of 7	05	25
C	Essay Type	500 Words	3	Internal Choice	10	30
<b>Total</b>						<b>70</b>

## 7. EVALUATION

- Double valuation one by External Examiner and one by Internal Examiner. The average of the two examiners will be taken as final marks .
- In the case of , where there is a difference of 10 or more in the marks allotted by the two evaluators, the paper will be valued by a third evaluator, the marks coinciding with either Internal or External Examiner will be taken for average mark.5

### Theory Examination:

- Those who failed in theory examination, can appear for arrear Examinations. (once in 6 Months) from the date of joining the course the total period of the programmed shall be reckoned from the commencement of the first year to which to candidate was admitted and shall not exceed maximum period of three years.
- Examination fees will have to be paid for each appearance according to the university rules .

### Reappearance

Viva-Voce: Candidates must complete the Dissertation work within the academic year. Those who failed to appear for Viva-Voce shall be permitted to reappear for the Viva-Voce examination within the next three months. Candidates re-appearing for Theory Examination will not be awarded any class / distinction and will be categorized as Pass in the M.Ed Degree Examination, even though they secure 60% and above marks in the re-appearance.

### Internal Assessment

#### a. Internal Assessment for 30 marks will be split as

1. Attendance - 10 marks.
2. Test - 10 marks.
3. Seminar & Assignment - 10 marks.

#### b. Attendance marks will be strictly provided as follows :

Sl.No	Percentage of Attendance	Marks
1	Above 95 %	10
	90 - 94.99%	9
2	85 – 89.99 %	8
3	80 – 84.99 %	7
4	75 – 79.99 %	6
5	Below 75 %	Not be permitted for Examinations

**c. Internal Assessment for Dissertation****(50 marks)**

<b>Sl.No</b>	<b>Assessment</b>	<b>Weightage Marks</b>
1	Zeroth Review (Selection of the problem )	-
2	I Review (Research proposal )	10
3	II Review (Data Analysis )	15
4	III Review (Report Submission )	25
5	<b>Total</b>	<b>50</b>

## Research Methodology and Statistics - TM1301

### Objectives :

The Student will be able to –

- Understand the meaning and process of research in Education.
- Understand the features of data gathering tools
- Understand the various designs of sampling technique.
- Understand the different types of research methods.
- Prepare research proposal.
- Understand and apply appropriate statistical technique for data analysis.
- Search for information on internet.
- Draw conclusions from the findings arrived at.

### Unit I - Research in Education

Meaning – Characteristics – steps in educational research – Types of research – Basic and Educational - sources of Educational Researches – National Research Publications – Criteria of research problem.

### Unit II - Data Gathering Tools

Researcher made tools – questionnaire – features – Merit – Limitation – Attitude scale – Likert – Thurston – Validity – Content – Concurrent – Reliability – Test – retest method – split half method – schedules

### Unit III - Sampling

Purposive sample – merit – limitations – random sample – standard error – stratified sample – merits - Interview – observation – participant and non – participation – Administration of tools on the sample – postal and direct.

### Unit IV - Types of Research

**Survey Research :** Need – features – sample & population survey – limitations.

**Experimental Research :** Need – procedure – single group – parallel group experimental design – limitations.

**Historical Research :** Need – sources of information – data collection – criticism – objective reporting.

**Case Study :** Need – Procedure – Limitations .

### **Unit V - Hypothesis and data analysis**

Hypothesis – Meaning – Need – type – Null and directional – features – Testing of Hypothesis

**Descriptive Statistics:** Mean - standard deviation – variance percentile – Chi – square test – Pearson Correlation – Partial and Multiple Correlation - Regression - Linear.

**Inferential Statistics :** Student ‘t’ test – Analysis of variance – one way and two way classification – Graphical representation of data.

### **Unit VI - Research Proposal**

Rationale for the study – statement of problem – definition of terms – general & specific objectives – dependent and independent variables – Hypothesis Null and directional- Population and sample for the study – tools employed – Anticipated outcome of the Research.

### **Unit VII - Administrative Organisations of Research**

**State Level :** SCERT – DIET.

**National Level :** NCERT – UGC – ICSSR – NCTE

Role – Functions – Funding of research – publication of Research Journals – conducting eligibility test – Maintaining quality in educational research.

### **Unit VIII - Internet for Research**

History of Internet – equipment for internet based research – searching for information on internet – use of information available in internet – Google and Wikipedia & beyond - avoiding plagiarism – Net ethics.

### **REFERENCE:**

1. Best, John W & James V. Pearson. "*Research in Education*" Prentice Hall, Delhi, 2008.
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3. Hitesh, Gupta, Gupta, S.L., "*Research Methodology*" International Book house P Ltd., Chennai, 2011.
4. Kothari , C.R., "*Research Methodology*", New Age International Publishers, New Delhi, 2009.
5. Louis Cohen, Lawrence Manion and Keith Morrison– "*Research Michae*" Sulliran III Pearson, ' Statistics ' 2010 upper saddle River, New Jersey2008.
6. Peter, Yule, Dianna Laurent, Carl vogal "*Internet Research Methods: A practical guide for social and Behavioural Science*" SAGE Publications, New Delhi, 2003.
7. Saravanavel, P., "*Research Methodoogy*" Kitah Mahal Publishers, New Delhi, 2011.



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10. Theresa . L. White and Donald H. Me Burney "*Research Methodology*" Wadsworth Cengage learning, U S , 2010.
11. William MK Trochim "*Research Methods*" Biztantra Publications, New Delhi – 2, 2009.

## Advanced Educational Psychology - TM1302

### Objectives:

The Student will be able to –

- Understand and apply methods of psychology
- Understand the role of heredity and environment in human development
- Understand the different aspects of development during various stages
- Understand and apply the measurement of intelligence and creativity for students
- Understand the methods of learning
- Understand the importance of motivation in learning
- Develop the personality among students
- Analyze the mental health of students
- Develop adjustment among students
- Understands the causes and specialized approaches and techniques for helping the learning disabled.

### UNIT I - Introduction to Educational Psychology

Introduction to Psychology, Definition, Branches of Psychology, Methods of Psychology, Meaning, Definition Nature and scope of Educational Psychology, Implications of Educational Psychology in class room. Heredity and Environment-Meaning, Nature, Nurture Controversy and supportive studies.

### UNIT II - Psychology of Growth and Development, Concept formation

Meaning, stages and principles of growth and development- Factors causing growth and Development, Difference between growth and development, Adolescence ( problems, Factors and Remedial measures) Theories of growth and development, (Erickson's Model of Psycho- social development, Kohlberg's theory of Moral Development) Piaget's theory of Cognitive Development, Bruner's theory of concept formation.

### UNIT III - Intelligence, Emotional intelligence and Creativity

Nature, Definition and types of intelligence- Single factor theory, two factor theory, Gardner's theory, and Guilford structure of Intellect. Intelligence tests. Emotional intelligence-Meaning, Definition, Characteristics of Emotionally matured person, Development of Emotional intelligence, Measurement of emotional intelligence Meaning, Nature and stages of creativity. Differences between intelligence and creativity. Sternberg theory of creativity, Creativity tests, Fostering creativity among children.

#### **UNIT IV - Nature and theories of Learning and Memory**

Nature and Definitions of Learning, Factors affecting Learning, Outcomes of learning, Theories of Learning (Thorndike' Trial and Error, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Kohler's insightful, Gagne's hierarchical, Carl Roger's Experimental, Bandura's Social learning and Vigotsky's theory of learning) Types of Memory, Training in memory, Ebbinghaus's curve of forgetting, Theories of forgetting.

#### **UNIT V - Psychology of Motivation**

Definition, Characteristics, classification of motives, Maslow's theory- Educational implications. Characteristics of self actualisers. Concept of Level of Aspiration, Hull's Drive-reduction theory, Mc Clelland's theory of achievement motivation-Characteristics of people with high achievement motivation-Role of Rewards and Punishments, success and failures, co-operation and competition in motivation – Measurement of Motives- Motivational strategies in the class room.

#### **UNIT VI - Personality**

Nature, Definition, Type theory (Shelden's & Jung's), Trait theory (Allport) Type-Trait (Eysenck), Freud's theory of Psycho sexual development, Neo-Freudian Theories, Integrated personality, Personality Assessment methods- Projective techniques and non projective techniques.

#### **UNIT VII - Mental Health and Psychology of Adjustment**

Mental Health- factors- Characteristics of a mentally healthy person, School and Class room practices for enhancing Mental Health and adjustment among the students. Teachers Mental Health. The Power of positive teachers for better Mental Health and adjustment, Psychology of Adjustment- Definition, Areas, Measurement of adjustment, Characteristics of well adjusted person, Theories or Models of adjustment-Moral Model, Medico-Biological Model, Psychoanalytic Model (Freud's view, Adler's view, Jung's view, Karen Horney's view, Fromms view, Erickson's view), Sociogenic Model, Behaviouristic Model. Methods of adjustment.

#### **UNIT VIII - Learning Disabilities and ADHD**

Meaning, Definitions and Causes of Learning disabilities- Identification and educational provisions of Learning disabled children-Specialized approaches and techniques for helping the learning disabled. ADHD

#### **REFERENCES**

1. Anne Anastasi: "*Psychological Testing*" Prentice Hall of India Pvt .Ltd. New Delhi, 2003.
2. Cattell R.B.,"*Theories of Personality*", Wiley publishers, New York. 1970,"

3. Charles E. Skinner Educational Psychology Prentice – Hall of India Pvt.Ltd., New Delhi -12003
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8. Mangal S.K ,"*Advanced Educational Psychology*", published by Ashok K.G, Prentice Hall of India Pvt, Ltd, New Delhi-1, 2002.
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13. Talawar.M.S. & Benakanal .V.A. "*Advanced Educational Psychology*", Centrum Press ,New Delhi -2, 2009.

## Technologizing Education - TM1303

### Objectives:

- to know the basics of ET, ICT, Technology in Education and other Teaching-Learning approaches.
- to understand the concept of e-learning, elements of e-learning and e-learning standards.
- to understand the patterns of e-content design and its validation
- to gain knowledge in the various technology based teaching approaches
- to learn the applications of audio-visual media in education
- to apply the technical aspects of e-content
- to understand the content management system, systems approach, communication technology in intranet and internet environments
- to understand the evaluation of on-line learning materials and process of on-line testing

### Unit I - Nature and Scope – Technologizing Education

Educational technology and Technology in Education -concept, product Vs process; Forms of educational technology: teaching technology, instructional technology and behaviour technology; Approaches of educational technology: Hardware and Software; Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent); Historical development – programmed learning stage; media application stage and computer application stage; Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

### Unit II - Introduction to e-Learning & Content Design

Elements of e-Learning, e-Content and e-Books - Virtual Classroom and Virtual University – merits and limitations - Characteristics , of the e-Learner - Knowledge,skill and attitude requirements of the e educator,E-tutor e-Moderator - Content – design - patterns- script writing- graphics-animation, audio-video; Inserting and interactivity; possibilities and design procedure. Multimedia and multimedia development teaching programs - Multimedia authoring and authoring toolsDesign content for Role based learning, situated based learning, scenario based learning.

### Unit III - Technological teaching approaches

Educational technology in teaching – ICT approach, Learner Controlled Instruction (LCI), Learner Centered Education (LCE), Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI) – Program for Learning in Accordance with Need (PLAN) – Advanced audio-visual transactional aids – Applications of SITE and

EDUSAT - Apps – Social Networking sites – Limitations – Ethical use of Internet and web-based applications – Applications related to mobile phone technology in learning.

#### **Unit IV - Audio Visual Media in Education**

Audio-visual media – meaning, importance and various forms. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference. Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes. Use of animation films for the development of children's imagination. Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions – UGC CWC (UGC – Country wide class rooms).

#### **Unit V - Course Management in e-Learning & Online Evaluation**

Introduction to Learning Management Systems - Introduction to Learning Management systems (LMS) and Learning course management systems (LCMS) ; Course management using LMS and LCMS - Standards for e-learning and future possibilities. Use of Wikipedia, Wikieducator and other web-based technologies for online learning and training - E-learners and e-educator interaction using Web tools, e-mail, chat, conferencing, discussion forum - Online testing – different methods; Designing - online evaluation in different subjects, courseware evaluation, designing of evaluation criteria for assessment of e-content and other courseware - E-portfolio , evaluation rubrics, assignments, projects - Technical standards to train the trainers.

#### **Unit VI - New Horizons of Technologizing Education**

Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc. - Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities - Recent experiments in the third world countries and pointers for India with reference to education - Recent trends of Research in Educational Technology and its future with reference to education.

#### **Unit VII - Teaching-Learning Theories, Communication Technology and Administration in Technologizing Education context**

Educational technology in Educational administration – globalized technology – interactive media – Knowledge networks. Herbert approaches – levels of teaching – memory level – reflective levels of teaching – managing teaching learning approaches (IK Davis approach) – Dale's cone of experience and its applications.

## Communication Technology

Definition – meaning – scope – communication process – models of communication – Shanon's Model – Westly and Machean Model – Leagan's Model and Berlo's Model.

### Unit VIII - Systems Approach to Education and Communication

Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies; Instructional Strategies and Media for Instruction. Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication. Education and Training: Face-to-face, Distance and other alternative modes . Modular Scheduling and Multimedia approach.

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1. Aggarwal, J. C. Essentials of educational technology: Teaching and learning. New Delhi: Vikas Publishing House Pvt. Ltd. 2006.
2. Chauhan.S.S. "*Innovations in Teaching Learning Process*". New Delhi: Vikas Publishing House, 1981.
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4. Hemalatha, T., & Ruhela, S. P.. Educational management-innovative global patterns. New Delhi: Regency Publication, 1997,
5. Jagannath,M, "*Educational administration, supervision and school management*". New Delhi: Deep and Deep Publications, 1990.
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9. Panneerselvam, A. Introduction to educational technology. New Delhi: Sterling Publishers Private Limited, 2006,
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12. Vanaja, M. Educational technology. Hyderabad: Neelkamal Publications Pvt. Ltd. 2006.

## Education in the 21<sup>st</sup> Century - TM1304

### Objectives:

- To create an elaborate understanding on global views and perspectives of Education
- To instill awareness of various social, economic, policy related and other problems that affect Education
- To stimulate comprehension and critical thinking towards various problems and challenges that behold Education
- To understand the Role of UNO, UNESCO AND UNICEF in the field of Education and World Peace
- To create a sense of understanding on the concepts of Non-violence, National Integration and International understanding
- To develop an appreciation for the role of sociology the teaching learning process of education.
- To develop abilities to make comparisons between different cultures
- To enable students to analyze education from different sociological perspectives and theoretical frameworks.
- To enable students to analyze the relationship of education with culture, social stratification and social mobility.
- To enable students to understand educational institution as an agency of socialization.
- To enable students to understand the relationship between education and 21st century society.
- To enable the students to understand the relation between education and social change and the necessity of Peace Education.
- To understand the process of social change, social progress and the difference between social change and cultural change.
- To applies the knowledge towards the promotion of National Integration and International understanding.
- To make them understand the impact of population growth on the various aspects of human life.
- To understand the inter-relationship of community and education

### Unit I - Understanding the existing Scenario of Education

Right to Education - Education for all, compulsory education from 6 to 14 - Education for socially and economically backward strata of the society - Women Education - Education for the exceptional and Handicapped children - Inclusive Education - 10+2+3 or 10+2+4 Pattern of education :- Examination systems in education - Historical, Philosophical, Sociological, Science and technological education - Indian



Education with reference to three language formula and medium of instruction - Specific problems regarding finance, organization, administration, students enrolment, quality of instruction in case of the following : Pre-Primary, Primary education and basic education - Secondary education - Higher Education - Teacher Education - Role of Education in Empowerment of Women and Weaker Sections including SC, ST, OBC and Minorities.

### **Unit II - Education for National Integration and International understanding**

Introduction – Ethical approach for international understanding – Need for international understanding – curriculum for international understanding - factors which hamper international understanding – ways and means of creating international understanding - Education for National Integration and International Understanding - Education for good life to every individual - Education for National Integration and International Understanding – Understanding social chaos, group unrest, political, social and economic unrest, understanding terrorism and other forms of violence – Creating a tolerant and harmonic self and understanding in the students – Role of Educational institutions in instilling values of self-integrity, emotional intelligence, value systems, tolerance and acceptance of other cultures and religions and living in harmony and Place of Education in creating Harmonious society, National Integration and International understanding.

### **Unit III - Education for change & Quality Assurance**

Pace of change : factors propelling the pace of change: population growth and the changing structure: Liberalization, Privatization, Globalization – Sociological, Environmental and ecological, Economical, Cultural disturbances, the impact of triple O's Bio, Nano and info – their influence, modernism to post modernism – competitive world - Principles and practices in quality assurance – Quality assurance mechanisms in educational perspective – Organizations that ensure quality education in India – MHRD, UGC, NAAC, NCTE, NUEPA, RCE, CASE and their role - Performance Based Assessment System (PBAS) with reference to Academic Performance - Indicators Academic Performance Indicator (API) by UGC - Academic Audit and Accountability.

### **Unit IV - Education and Modernization & Education for national development**

Modernism and Post Modernism , Characteristics of Post Modernism - Education in the post-modern age - Concepts of Globalization – GATT – Changing facets of Education – Consumerist perspective - Dilemma regarding modernism – Scientific materialism – Education for peace and social justice; diversity for integral development – quality of life education – Sensitizing teachers towards global issues and environmental issues - Abdul Kalam's India 2020 – vision for the new millennium

- National policy on education ( NPE ) – elementary education – Sarva Shiksha Abhiyan ( SSA ) – RMSA Adult Education – Reasons for dropouts and stagnation – how do we go about improving the quality of education throughout the nation – Total quality management ( TQM).

### **Unit V - Education and population Issues, environment, ecology and sustainable development, world hunger**

Population as a world problem – Population increase and quality of life – Need for population education – Population as a resource - Population education in India – Objectives of population education – Measures of population control - Introduction – Problems of the environment – Role of Universities in environmental development – Social forestry – Methods – Conclusion – sustainable development – conservation and preservation of nature – Role of Educational institutions in sustainable development - Awareness and literacy programmes - population Issues, environment, ecology and sustainable development – Mediums of promoting awareness and literacy programmes on population Issues, environment, ecology and sustainable development – Awareness through Seminar – Group Discussions – participant programmes - Historical Geographical, Sociological and Philosophical aspects of World Hunger- Role of F.A.O. in removing World Hunger-Culture- Meaning of poverty in different nations-Education and Poverty – Tribal and village people.

### **Unit VI - a) Education, Law and Society**

Symbolic Interactionism - Structural Functionalism - Conflict Theory – Ritzer's Integrative (micro-macro) Theory of Social Analysis - Social Stratification and Social Mobility - Concept and Types of Social Stratification and Social Mobility - Theories of Social Stratification-Functionalist and Conflict Theory - Stratification and Equality of Educational Opportunity – Government Policies on Equalized Education and opportunities – Constitutional Provisions on Education and its implications for education; Code of Conduct / Professional Ethics for Teachers and Students; Approaches to professionalization of higher education - Globalization and its impact on Education - Mass Media and Education - Fundamentals of Human Resource Management and Performance management in Education.

### **b) Education & Culture Institutionalization & Education**

Concepts of Culture, Sub-Culture and Multiculturalism – Transmission and Transformation of Culture – Cultural Fusion - Goals and Characteristics. Dimensions of Multicultural Education (Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture) - Approaches to Multi Cultural Education (Culturally Different, Human Relation, Single Group Study, Multicultural Education, Social Reconstructionist) - ) Relationship between culture and education – Implications of culture in Education.

## **Unit VII - Peace Education**

Concept and Philosophy of Peace Education - Aims of Peace Education – Approaches to Peace Education - Need and Components of Peace Education :Peace for self, others and environment – Gandhian Ideas and approaches to Peace Education - Characteristics of a Culture of Peace - Types of Peace Education (International Peace Education, Developmental Peace-Education – Human Rights Peace Education (Concepts of Peace in Human Rights Education) – Conflict Resolutions – Improved versus consensual Peace) - Education for peace: Knowledge, skills, values and attitudes.

## **Unit VIII - e- Learning –Concept, Media, Materials and Trends**

The Changing base of educational institutions – the change in the role of the teacher – learning society – Resource based learning and computer aided learning – computer based assessment – Changes in teaching learning strategies - Approaches to e learning - Online- Synchronous, Asynchronous - Blended learning – Reflective Practices in Teaching and Learning - Mobile learning (M learning) - Learning Management Systems: Media and Materials - Open Educational Resources - Social Networking Sites - Spoken Tutorial and Camstudio - Learning objects - Current Trends in e-Learning - Podcasting - Virtual Reality with Intelligent Tutoring System – learning through social medias – online forums.

## **REFERENCES**

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9. Srivastava R.C. and Dr. (Miss) K. Bose Theory and Practice of Teacher Education in India, Chug Publications, Allahabad, India, 1973.

## **Philosophical and Sociological Bases of Education - TM1305**

### **Objectives:**

To Enable the Scholars to Develop:

- To understand the meaning and nature of Educational Philosophy.
- To understand the application of Indian school of philosophy with special reference to their values.
- Critical appraisal of contribution made to education by prominent educational thinker- Indian and Western.
- Understand the relationship of school and the society.
- Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumption about educational phenomenon.
- Critical appreciation of issue relating to social change, determinants of social change, equity and equality of educational opportunity.
- Analysis constitutional provisions, national integration and international understanding with the help of philosophical and sociological insight paradigms appropriately.

### **Unit I - Philosophical Foundations of Education**

Meaning & Nature of Educational Philosophy, Branches of Philosophy; metaphysics, epistemology, and axiology and their implications for education. philosophical redirection of educational research in recent times.

### **Unit II - Evolution of Educational thought:**

The Philosophic Religious Traditions–Characteristics of Indian Philosophy; Education as conceived in vedic times; Nature of the learner goals of life, theory of knowledge and the ethical values as advocated in the following Philosophies:- Buddhism, Jainism, Nyaya, Vedanta, Yoga, Samkhya, Bhagwatghita, Upanishads, Quranic monism .

### **Unit III - Western Philosophical Foundations of Education-**

Naturalism, Idealism, Realism, Pragmatism, Humanism, and existentialism (their metaphysics and theories of knowledge; the nature of the learner, aims of education, teacher pupil relationship, method of education and curriculum, values and educational implication)

### **Unit IV - Contemporary philosophical thought and education**

Totalitarianism, Marxism, Secularism and Democrasim (with special reference to knowledge, reality and values and their educational implication)

### **Unit V - Sociological Foundation of Education**

Meaning, Concept and nature of educational sociology and sociology of education, Relationship between sociology and education, Social organization, Social group  
Social stratification

### **Unit VI - Education as a social process**

Theories and process of socialization, Role of family, Caste, and state in preservation transmission and enrichment of culture, The concept of culture. Cultural lag, acculturation, social deviant cultural conflict, Education is related to social equity and equality of educational opportunity, Unity and diversity in India, making composite culture, Sociometry

### **Unit VII - Education and change**

Concepts of change and planned change, Process of Planned change, Functions and qualities of change agent, Social Mobility and factors affecting social mobility, Modernization and Education , Impact of science, globalization and technology on Society & Education.

### **Unit VIII - Social dimension of Education**

Approaches to religious, Socialistic democratic state of Indian society and education. Existing educational disparities, nature and causes equalization of education opportunities, Radical thought attentions in education, Deschooling, Concept and consequences, Futurology of Education (with special reference to schedule cast and schedule tribes women)

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3. Dewey, J. Democracy and Education: "*An Introduction to the philosophy of education*", New York: Macmillan. 1916/17.
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## Guidance and Counseling - TM1306

### Objectives

To recall the principles underlying guidance

- To recognize the need of guidance and counseling in schools
- To describe the different services in the school guidance programme
- To acquire the skills necessary to administer and interpret standardized tools
- To know the qualities required for a good counselor

### Unit I- Nature and Scope of Guidance

Nature, Scope, purpose, Need, Relationship- Education, Vocation, profession, Occupation, Counselling and Guidance. School and Guidance Programme. Community and Guidance Programme. Essential Features of Guidance. Nature, Scope, purpose, Need, different approaches of counselling

### Unit II- The Services in Guidance Programme

Exposition, Orientation, Information, Counselling, Appraisal, Follow up, Placement, Research and Evaluation.

### Unit III- Areas of Guidance Programme

**Types of Guidance** : Educational, Vocational, Personal, Societal, Occupational, professional, Health, Environmental, Cultural -Types of Information – Physical, Social, occupational , Educational. Emotional, Vocational Methods – guidance programme – various guidance services – collecting occupational information – classification and filing updating occupational information – evaluation of occupational information material .

### Unit IV - Methods and Techniques of Collecting Data

Method and Techniques of collecting Data – Inventories, Scales, Records, Observations, Interviews, Questionnaires, Sociometry – with reference to Intelligence, Aptitudes , Interests, Attitudes, Personality, skill Concept, Problem-solving. Collecting Data about Learners-Preliminary Data, Interpreting and classifying Data, Disseminating Data.

### Unit V - Group Guidance and Group Counseling

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counseling – Meaning, Requirements - Uses.

### **Unit VI - Management and Organisation of Guidance at Various Levels**

Requisites policy making, Administration, Guidance Centre – set up and coordination, Supervision, Evaluation, Guidance Personnel. Stage – Primary, Secondary, Higher Secondary. Roles – Counsellors Qualities and attitudes, Role of the Principal, Headmaster, In-charge, Counsellor, Class Teacher, Teachers In-charge, the consultant, the Counsellor. Perspective- Guidance Movement in the world, Guidance Movement in India.

### **Unit VII - Basic Concepts in Counselling**

Goals of counselling - Counselling for adjustment - The elements in the counseling process - Counsellor's limitations in providing self-help - Influence of psycho analysis on counselling - Client centered therapy - Clinical counselling Eclectic approach to counselling. Adult counselling - Guidance in learning process - Learning and effective work habit - Functions of the vocational counsellor - Techniques of placement - Career guidance. Psychological Concept and process in counselling. Factors theory – Vernon hierarchy – Thurstone Factorial approaches- learning theory, existential and development, Carl Rogers theory.

### **Unit VIII - Guidance for Exceptional Children**

Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, The Problem of juvenile delinquency - Guidance of deviant individuals

### **REFERENCES**

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## **Educational Measurement and Evaluation - TM1307**

### **Objectives**

- To acquaint the students with the basic concepts and practices adopted in educational measurement and educational evaluation.
- To help the students understand relationship between measurement and evaluation in education and the existing models of evaluation.
- To orient the students with tools and techniques of measurement and evaluation.
- To develop skills and competencies in constructing and standardizing a test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

### **Unit I- Concept of Educational Evaluation**

Concept of Measurement, Assessment & Evaluation in Education, Need and scope of Evaluation, Meaning, Nature & Functions of Measurement, Assessment and Evaluation, Principles of Evaluation, Steps involved in Evaluation, Internal Assessment: Meaning, Significance & Areas (Scholastic, Co-scholastic & Personality Types of Evaluation- Formative Evaluation - Summative Evaluation

### **Unit II- Models in Educational Evaluation**

3D Model, Total Reflection Model & Individual Judgment Model., Interrelationship between measurement and evaluation in education

### **Unit III - Educational Objectives**

Relationship between Aims and Objectives, Taxonomy of Educational Objectives Cognitive Domain.(Revised Bloom's taxonomy by Anderson and Krathwohl), Affective Domain , Psychomotor Domain, Criteria for writing statements of Objectives. and Specifications.

### **Unit IV - Learning Experiences**

Concept of learning experience, Types- Direct and Indirect, Value based Learning Experiences, Relationship between Objectives, Specifications, Learning Experiences and Evaluation.

### **Unit V - Tools of Evaluation**

Essential Characteristics of Measuring Tools-Validity, Reliability, Objectivity and Practicability, Types of test, Performance Tests: Oral test and Practical test (merits, limitations, suggestions for improvement, criteria for evaluation), Written test- Essay type and Objective type (merits, limitations, suggestions for improvement) Norm- Referenced tests and Criterion Referenced tests (meaning, characteristics). Observation Tools- Check list, Rating scale and Anecdotal record.



## **Unit VI - Test Construction**

General principles of test construction and its standardization (Norm-reference and criterion referenced). Writing test items -- Objective type, Essay type and Interpretive type – steps in the standardization of a test.

## **Unit VII - Educational Statistics**

Measurement of Central tendency from grouped and ungrouped data, usage of statistics. Measures of Variability : Range, Quartile deviation, Standard deviation

## **Unit VIII - Interpretation, Measurement and Evaluation**

Characteristics of Normal Probability Curve.

Percentile and percentile ranks, Correlation and its significance in Education. Standard Scores - Z.Scores. T.Scores, Stan Scores  
Achievement test: Construction of a standardized achievement test. Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest and Skills. Interpretation of the above test-scores and methods of feed back to students. Grading, Semester system, Continuous Internal Assessment, Question Bank, Use of Computers in Evaluation.

### **References:**

1. Anastasi, "A. *Psychology testing: Macmillan*" New York, 1988.
2. Asthan, B. "*Measurement and Evaluation in Psychology and Education*" Vinod pustak mandir, Agra. 2000.
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4. Mohanty and Das, "*Educational Guidance, Measurement and statistics*" Takshyashilla publication, Cuttack. 1996.
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9. Singh Arun Kumar: . "*Tests, Measurement and Research Methods in Behavioral Science*" Bharati, Bhawan Publications, Patna. 1997.
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## Teacher Education - TM1308

### Objectives:

After Completion of this course the perspective Teacher Educators will be able to:

- Gain insight about the concept, need, objectives and scope of Teacher Education and Teacher Educators.
- Accustom with the evolution of Teacher Education in India from Vedic Period to the present scenario.
- Distinguish with the recommendations of various Indian Commissions
- Identify the statutory bodies of Teacher Education Programme and role & responsibilities of Teacher Education Programme.
- Classify the different levels of the teaching of Teacher Education.
- Bring into the light the different methods of teaching and prepare them for a good teacher educator to diagnose the problems and to give remedies accordingly.
- Reallocate the analytical approaches of different types of Teaching styles
- Reflect the various issues and innovations of Teacher Education for research.

### UNIT I- Preface and Historical Perspective of Teacher Education:

Meaning, Nature, Need and Objectives of Teacher Education, Changing profile and Scope of Teacher Education in present scenario, Evolution of Teacher Education in India from Vedic to the modern era , Recommendations of various commissions of Pre-Independence Era, Recommendations of various commissions of Post-Independence Era

### UNIT II - The Statutory Bodies of Teacher Education Programme:

Statutory Bodies of Teacher Education at National Level: Their role, responsibilities and challenges, Statutory Bodies of Teacher Education at State Level: Their role, responsibilities and challenges, Role and functions of MHRD, NCTE, NCERT, NAAC, NUEPA, UGC, DEC, ICSSR, CSIR

### UNIT III- Structure of Teacher Education Programme:

#### Types of Teacher Education Programme:

Pre-service Teacher Education Programmes , In-service Teacher Education Programmes, Distance Education

#### Levels of Teacher Education Programme:

Pre-Primary level Teacher Education Programmes, Primary level Teacher Education Programmes, Secondary level Teacher level Education Programmes, Higher level Teacher Education Programmes

#### Special Teacher Training:

Technical Teacher's Training, Physical Education, Fine Arts, Teaching the differently abled Children

**Other Institutes of Training :**

Regional Institutes of Education , State Institutes of Education, University Departments of Education, Institutes of Advanced Study in Education

**UNIT IV - Curriculum and Models:**

**Implementation of Curriculum of Teacher Education at various levels**

**Teaching Models:**

Concept Attainment Model , Inquiry Training Model , Problem Solving Model

Inductive Teaching Model

**Instructional Methods**

Lecture Strategy, Discussion , Individualized Study

**UNIT V - Major Issues of Teacher Education Programmes:**

Measures of Admission, Execution of Curricula, Practicing Schools, Isolation of Teacher Education Programmes, Professional Ethics and Norms for the Teachers

Preparing teachers for Inclusive schools

**UNIT VI - Principle of Practice-teaching and supervision of practice lessons:****Principle of teaching- method of teaching of school subjects**

Science Teaching, Mathematics Teaching, Language Teaching, Social Sciences Teaching

**Internship related Problems, Observation and Assessment of Practice-Lessons. Concept and Types of Feedback to Pupil-Teachers**

Concept of Pedagogy and Andragogy, Micro Teaching, Simulated Teaching, Peer Teaching, Macro Teaching: Its approaches, Case analysis: Analysis of teaching of student teachers

**Technical, Pedagogical and content knowledge:**

Assistive Technology, Virtual Schooling, Technology Diffusion / Integration

**Unit VII- Research and Innovations in Teacher Education:**

Research: Its Need, Area, Problems and Trends in Teacher Education

Recent trends in Research in Teacher Education

Researches in the area of Teachers' Effectiveness in India and abroad

Areas of Research : Institutional Context, Curriculum context, Practicing School

Context, Researches in the area of admission criterion for pupil teachers, Innovations

in Teacher Education: Meaning of Innovation, Factors and Constraints in its

Acceptance and Implementation , Innovation in Teaching Learning and Evaluation

Process, Some Innovations - Micro teaching, Observational Systems and Interaction

Analysis of Teaching (verbal and non-verbal)

### **Selection of Student Teachers**

Need for Admission Tests, Interests, Aptitude, Attitude and Achievement Tests, and Interviews – Changing role of teachers in the modern world.

### **Development of Future Faculty**

Work Force Education, New Possibilities with Information Technology , Computational Thinking, Educating the mobile generation – Applications, ipads in the classroom, e – learning technologies and remedial measures

### **UNIT VIII -Teacher and School Organisation**

Importance of teacher , Qualities of a good teacher , Teacher as professionals and researchers, Professional prospects for teachers, Service conditions of teachers, Timetable and budgeting : Importance of principles and types, Discipline : Bases of discipline, Causes of indiscipline, its remedial measures

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