A candidate shall be admitted to the M.Ed. Programme provided he/she has passed with 50% in the B.Ed. Degree Examination or the M.H.Ed. Degree Examination of the University recognized by the Syndicate as equivalent thereto.

N.B: In the case of SC/ST candidates a pass in the qualifying examinations is the minimum qualification for M.Ed. programme.

No candidate shall be eligible for the M.Ed., Degree unless he/she has completed the prescribed course of study and has passed the examination.

Structure of the Programme

 Part-A: Written Examination (Seven Courses) ... 700
 Part-B:  
 a) Formulation of Research Proposal ... 50
 b) Thesis ... 150 250
 c) Viva-voce ... 50
 Part-C: Field Based Experience ... 50

1000

The Programme of study, which shall last for two semesters, shall comprise the following.

**PART-A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Philosophy and Sociology of Education</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>Advanced Educational Psychology</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>Methodology of Educational Research</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>One Course is offered from the following (Elective I)</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>i. Teacher Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii. Guidance and Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Science Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. Educational Measurement and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>v. Educational Technology</td>
<td></td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

| V      | Statistical Methods for Data Analysis | 100 |
| VI     | Curriculum Development and Curriculum Evaluation | 100 |
| VII    | One course is offered from the following (Elective II) | 100 |
|        | i. Economics of Education | |
|        | ii. Value Education | |
|        | iii. Women’s Studies | |
|        | iv. Environmental Education | |
|        | v. Language Education | |

Total 700

**PART-B**
Research Proposal, Tlestes & Viva-Voce  

Every candidate shall be required to submit a research proposal in the First semester.

Every candidate shall be required to submit a thesis on a research topic approved by the University in the second semester. Thesis shall be the work of original investigation or critical study of existing data or a combination of both.

It shall be prepared under the direction of a research guide approved by the University. The topic or problem of the thesis offered by the students shall be reported to the University not later than the 30th January of the year of admission to the course.

PART-C 

Field Based Experience  

Field based experience for 20 hours related to supervision and evaluation during practice teaching in B.Ed. programme will be done, by every candidate during the First Semester.

SCHEME OF EXAMINATIONS

PART-A WRITTEN EXAMINATION

The scheme of the examination in Part-A shall be as follows:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Courses</th>
<th>Duration in Hours</th>
<th>Marks for Continuous Assessment</th>
<th>Marks for Rumination</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course-I : Philosophy and Sociology of Education</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Course-II : Advanced Educational Psychology</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Course-III : Methodology of Educational Research</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Course-IV : Elective (I)</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>Course-V : Statistical Methods for Data Analysis</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>Course-VI : Curriculum Development and Curriculum Evaluation</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>7.</td>
<td>Course-VII : Elective (II)</td>
<td>3</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Continuous Assessment

Marks for continuous assessment shall be awarded by the concerned subject teacher on the basis of their evaluation of the students' progress during the semester and weightages shall be awarded to different aspects as follows:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>No</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tests</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Assignments and / or Practical</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Participation in Seminar</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Attendance</td>
<td>-</td>
<td>5</td>
</tr>
</tbody>
</table>

Note:

The marks for attendance secured by the students shall be awarded as follows:
60% - 1 mark; 61-69% - 2 marks; 70-79% - 3 marks; 80-89% - 4 marks; 90% and above - 5 marks.

A candidate shall be declared to have passed in Part-A if he/she obtains not less than 45% in each Course (32 marks) in the external examination and not less than 50% in the aggregate (50 marks) in continuous assessment and external examination.

In the external examination if there is a discrepancy of 10% or more between the two valuations of a course, it shall be valued by the third examiner.

**PART-B**

**Research Proposal, Thesis and Viva-Voce**

The scheme of examinations in Part-B shall be as follows:

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Thesis</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Research Proposal</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Thesis</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>3.</td>
<td>Viva-Voce</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>250</td>
</tr>
</tbody>
</table>

The thesis shall be submitted not later than the 30\textsuperscript{th} May of the year following the year of admission to the course.

The Viva-Voce examination shall be conducted within three months after the submission of the thesis at the Department of Education by the Board of Examiners appointed by the University. The Board shall consist of the Chairman, the internal examiner (guide) and the external examiner.

The thesis shall be valued by the guide and external examiner and in the case of discrepancy of 10% or more marks between the two valuations; it shall be valued by a third examiner.

A candidate shall be declared to have passed in Part-B if he/she obtains not less than 45% in the thesis in the external examination and not less than 50% in the aggregate of the Research Proposal, Thesis and Viva-voce, internal and external examinations.

**PART-C**

**The Scheme of Examination in Part-C shall be as follows:**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Field Experience Record</th>
<th>Duration in Hours</th>
<th>Marks for Continuous Assessment (Internal)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Field Based Experience</td>
<td>20</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Each candidate will submit a record of 20 hours field based experience of minimum five B.Ed., Trainees during teaching practice programme and submit the record to the allotted teacher which will be evaluated by him and Head of the Department.

Candidates who pass the examination at the first appearance under the regulations shall be ranked according to the order of merit. There shall be two class, First and Second. Candidates who secure not less than 60% in Part-A and
also Part-B in one sitting shall be placed in the First class. All other successful candidates shall be placed in the Second Class.

A candidate who has failed in Part-A or Part-B shall not be required to put in additional attendance before the subsequent appearance at the respective examination.

A candidate whose thesis has failed to reach the prescribed standard shall be required to submit a fresh thesis on the same or on a different Topic. If a different Topic is selected, the same has to be approved by the University and in such case the candidate shall work under the supervision of a Research Guide approved by the University.

Candidates who fail to get the required minimum marks in the thesis in the external examination may re-submit his/her thesis after correction, at a subsequent examination and qualify for a pass.

No candidate shall be admitted to the M.Ed., degree unless he/she has passed in all the papers in Part-A, Part-B and Part-C.

The question papers for the M.Ed, degree examination shall be of the following pattern.

In each paper, Section-A shall consist of ten Multiple-choice test items (10x1=10 marks). The Section-B and Section-C questions shall consist of three short answer type test items in each with internal choice (the answer in respect of each item not exceeding 30 lines - 15 marks each). The Section-D shall consist of two essay type test items with internal choice (the answer not to exceed 100 lines for each.) Each question should carry 15 marks.

Review of the internal assessment is same as for M.A., M.Sc.

The failed candidates of M.Ed. (Old Regulation) shall be permitted to take the examinations under the new regulations as under:

1) Internal assessment marks will not be allotted.

2) Candidates who have passed only in one of the two parts (Unit-I or Unit-II) of the M.Ed. Degree examination held under the Old Regulation be permitted to take the other part (Part-A or Part-B) of the M.Ed. Degree examination held under New regulation.

3) A candidate must secure not less than 45% for a pass in each paper and 50% in the aggregate (Part-A or Part-B) of all papers put together for a pass in the whole examination. Candidates who secured 45% and above but less than 50% and in one or more papers are given the option to reappear in one or more of such papers or their choice with a view to secure 50% or more in the aggregate.
FIRST SEMESTER

COURSE–I : PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Objectives

The student

- acquires the knowledge of the concept and principles of philosophy and sociology
- applies the knowledge of philosophy in the analysis of present day educational system
- applies the knowledge of sociology in the analysis of present day educational system
- develops understanding of the concepts and its implications to education
- develops interest in reading philosophical and sociological issues

Unit–I


Unit–II

Fundamentals of Indian Philosophy and their bearing on education – Jainism - Buddhism - Four noble truths and Eight fold paths - Sankhya - theory of three gunas - Vedanta.

Unit–III

Educational thought in India - Tagore, Vivekananda, Mahatma Gandhiji and Aurobindo and J. Krishnamurthi - Fundamentals of the major schools of western philosophy and their bearing on education - Idealism, Pragmatism, Naturalism, Realism and Existentialism - Concepts, Aims, Curriculum, Teacher and methods.

Unit–IV

School of socio-political philosophy - Socialism, Communism, Democracy, Fundamental principles and their educational implications with regard to the aims, methods, organization and administration.

Unit–V

Values such as aesthetic, intellectual, social, moral and spiritual - their interrelationship and implications in education.

Unit–VI

Meaning - Types of social change - Relationship between social change and economic change - Role of teacher in social change - Education for national integration and international understanding.

Unit–VII

Primary structures - Society, Group, Institution, Community - Ancillary structure - professional organization.

Unit–VIII

The family and the socialization - The school and the socialization - Community and socialization - Technological changes - Industrialization - Urbanization - Urban trends - Globalisation.
Unit–IX
Definition, concepts - Horizontal and Vertical mobility - Its importance in developing the potentialities of people - The role of education in promoting social mobility - Sociometric techniques - stars - Isolates.

Unit–X

Reference Books

COURSE–II : ADVANCED EDUCATIONAL PSYCHOLOGY

Objectives
The student
- acquires knowledge of the Various Psychological terms, Concepts, Principles and Theories.
- understands the various aspects of educational psychology, human development and Human learning
• applies the principles of psychology to the problems of education.
• develops skill to assess the different personality traits, to administer, collect and interpret the psychological data. To solve the problems of adjustment of pupils in the classroom situations using the appropriate principles of psychology.
• develops interest to know more about psychological concepts.
• develops favourable attitude to the Various findings in the field of educational psychology.
• appreciates the contribution of psychology in the classroom situations.

Unit–I
The nature - scope - methods of Educational psychology - Experimental - Differential - Clinical - Case study, Genetic method.
Observation and Introspection.

Unit–II
Hormic School - Behaviourism - Gestalt School, - their impact in the educational theory and practice.

Unit–III
Adolescence - Significance of the study of adolescence - Need and problems of adolescents.
Educational implications of physical, mental, social and emotional development in the adolescent stage.

Unit–IV
Forgetting - Causes, Ebbinghaus theory of forgetting-concept formation - Bruner's Contribution.

Unit–V

Unit–VI
Meaning of creativity - Convergent and Divergent thinking - Stages of creativity - Identification. Teaching strategies to stimulate creativity.

Unit–VII
Definition - Types of exceptional children - Gifted - Differentially abled - Backward - identification - Educational programmes.

Unit–VIII
Intelligence - concept - definitions - Theories - Intelligence test - Alexander's scale - Revised Beta examinations - Modified Alpha Examinations - Raven's progressive matrices - uses.
Aptitude tests - Differential aptitude test (DAT) Flagnan aptitude classification test (FACT) - assessment - uses.

Interest inventories - Thurstone's interest schedule - Strong's vocational interest blank.- Kuder's preference record - assessment - uses.

Attitude scales - Likert's attitude scale - Thurstone's attitude scale – assessment - uses.

**Unit–IX**

Definition - Theories of Personality - Freud - Jung - Adler - Carl Roger - Eysenck. Assessment of personality - Projective techniques - Rorschach inkblot test - Thematic - Apperception Test, Uses.

**Unit–X**

Concept - Adjustment mechanisms - Compensation - Sublimation - Identification - Projection - Rationalization - Regression - Repression, Reaction formation - Negativism - Fantasy.

Mental health and Mental hygiene. Concept - need and importance - Programmes to improve mental health - Role of the teacher. Guidance and Counseling - Concept - Definition - Principles and kinds.

**Reference Books**


COURSE-III : METHODOLOGY OF EDUCATIONAL RESEARCH

Objectives
The student
- acquires the knowledge of the different aspects of educational research
- understands the following
  - Need, nature, scope of educational research - various, methods and techniques of educational research
- develops the skills of
  - preparing proposals for research
  - using different tools and techniques of research
  - stating hypotheses and conclusion
  - writing a research report
- develops a favourable attitude towards the study of Educational Research.

Unit–I
Definition - need, importance and scope of educational research. Areas and field where educational research could be used - Nature of problems to be solved.

The difference between educational research and research in Science. Characteristics common to both - Special characteristics and steps involved in Educational research.

Unit–II
Survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, Experimental Method: Different experimental designs. Single group, parallel or equated group, rotation group designs - Limitations and advantages of each, design. Case study method.
Historical method: Meaning, significance, steps, primary and secondary sources of data - Location of sources - Authenticity and accuracy of data - Analysis of data - generalisation.

Unit–III
Historical perspective, the scientific, approach to the knowledge generation: basic assumptions of science, theory, nature, and functions, the principle of evidence, scientific methods applied to researches in social science and education.

Quantitative - qualitative, and their characteristics.

Unit–IV
Review of the literature - purpose and rescvureec; kinds of literature - procedure for survey - practical steps to be followed to collect Literature - Internet-web.

Unit–V
Selection of problem - criteria to evaluate problem (originality and significance of feasibility) - statement of problem - Statement of objective in different forms,

Hypothesis: definition - Examples - characteristic of a good hypothesis - types of hypothesis - forms of hypothesis - importance of hypothesis.

Unit–VI
Kinds of data: source and nature of data - characteristics of data - steps to be followed to secure valid data - collecting devices. Concept of analysis: purpose - steps to be followed - editing, classification, tabulationirr - Interpretation.

Unit–VII

Techniques, of observation and interview - characteristics - classification - steps to be followed.

Unit–VIII
Concept of Research population - sample need and importance, sampling unit, sample-size, sampling error.

Different kinds of sampling techniques: probability and non-probability sampling techniques.

Unit–IX

Unit–X
Importance of research reporting - Importance - Format of a research report; Title - Table of contents - Acknowledgement - List of tables and figures - Body of the report - Introduction - Review of Literature - Method of approach - Analysis of data, summary and conclusion.
Reference Books

COURSE–IV
ELECTIVE–I (i) : TEACHER EDUCATION

Objectives
The student
- to enable the students make a study of the changing concepts of Teacher Education during various periods of educational development in this country.
- to acquaint the students with - the Teacher Education programme at all levels, to develop an awareness of problems in Teacher Education among the students
- to acquaint the students with the responsibilities pertaining to the organization of a teacher Education institution.
- to develop necessary skills for planning and organization of functions for effective school management.
- to provide the students some practical experience with a view to make them aware of some of the essential technical knowledge of their job.

Unit–I
Teachers changing roles and responsibilities - Concept of Profession; Teaching as a profession - Service conditions of school teachers - Professional ethics for teachers - Social status of teachers; International Labour Organisation (ILO) version of the status of teachers - Teacher Appraisal and Accountability.
Unit–II
Characteristics of Teacher Educators - Roles and responsibilities of Teacher Educators - Preparation of Teacher Educators - Continuing education of Teacher Educators: provisions for the continuing education of Teacher Educators and institutional mechanism.

Unit–III
Pre-Service Teacher Education: concept, nature, objectives and scope. Development of teacher education in India - pre and post independence period; recommendations of various commissions and committees concerning teacher education system. Impact of NPE, (1986) and its POA on teacher education system - The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASEs, CTE, DIETs' - Roles, functions and networking of institutions like UGC, NCERT, NOTE, NUEPA, SCERTs etc.

Unit–IV
Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience - Teacher education curriculum at different stages. National Curriculum Framework for Teacher Education, 2009 - Models of pre-service teacher education at secondary level: 4 years integrated model, one year model, 2 years model, 2 years distance mode - Model of pre-service teacher education at elementary level - 1 year, 2 years, 4 - years. B.Ele.Bd. and 2 years distance mode.

Unit–V
Selection of students for Pre-service Teacher Education Programmes. Admission tests - Interest, Aptitude, Attitude and Achievement Test. Interview - Their need and uses.

Unit–VI
Methods and Techniques: Lecture-cum-Demonstration, Group Discussion, Brain Storming, Seminar, Workshops, Team Teaching, Uses of ICT, Case analysis, reading and review of original texts, projects and assignments - Planning for teaching - learning; taxonomy, formulation of instructional objectives, unit planning, lesson planning, and teacher’s diary.

Unit–VII
Concept of school experience programme (SEP)/Internship - Planning and organization of SEP - Monitoring and supervisor of SEP - Internship: Concept, planning and organisation - Critical reflection as the central aim of teacher education.

Unit–VIII
Concept and importance - Modes of and pre service and inservice face to face, distance mode - Planning and Organisation of Preservice and inservice -assessment of training needs, formulation of training, curriculum, preparation of course materials - Organisation of training, appraisal of course materials - Issues,
concerns and problems of Teachers' Inservice education - Split Model followed in in-service training of teachers under SSA.

Unit–IX
Concept and importance of professional development - Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes – Teacher learning resource centre: functions - Provisions made by the States for professional development of the teachers.

Unit–X

Reference Books
2) Buch, M.B., Second All India Educational Survey, NCERT, New Delhi, 1967.
8) ICSSR, In Service Education for Teacher Education, New Delhi, 1968.
12) Pries, B.A., Better Teacher Education, Delhi University, Atma Ram, Delhi, 1959.
17) NCERT, Developing Teacher Education Curriculum, NCERT, 1976.
18) NCERT, Teacher Education in India, NCERT, 1963.
COURSE-IV
ELECTIVE-I (ii) : GUIDANCE AND COUNSELLING

Objectives
The Student
- knows the concept, need and viewpoint of guidance and counseling.
- understands the principles of problems of different types of guidance and counseling.
- applies the concept and needs of guidance and counseling for different types of students.
- develops skills of various procedures of organizing guidance and counseling.
- develops interest towards the guidance and counseling programmers.

Unit–I
Guidance - Meaning and Definition, Need for Guidance at various levels of education/schooling, Objectives of Guidance. Scope and Significance of Guidance.

Unit–II

Unit–III

Unit–IV

Unit–V
Organization of Guidance Programme - Principles of Organization - Various types of Services - Individual Inventory Service and Information Orientation Services - Placement Services - Follow up Services Evaluation of Guidance Programmes.

Unit–VI
Testing in Guidance Service - Use of Tests in Guidance and Counseling.

Unit–VII
Counseling - Meaning - Definition - Nature and Elements of Counseling; Objectives of Counseling - Scope of Counseling - Comparison between Teaching and Counseling. Relationship between Guidance and Counseling - Place of Counseling in the total Guidance Programme.

Unit–VIII
Counseling - Approaches - Counseling with Individuals - Counseling in Groups - Counseling with Community - Types of Counseling-Directive, Non-Directive Techniques - Person centred and Group centred.
Unit–IX

Theories of Counseling/Psychotherapy, Criteria of a good theory - Classification of Theories of Counseling - Dynamic Counseling - Humanistic Psychotherapy - Behaviour Counseling - New trends in Counseling.

Unit–X


Reference Books

1) Arbuclekugland, D., Guidance and Counselling in the Class Room All, Yn and BacOm Inc., 1965.
4) Freeman, E.S., Theory and Practice of Psychological Testing, Henry Holt, New Delhi, 1960.
14) Bhatnagar, R.P. and Sterna Rani, Guidance and Counseling in Education and Psychology, All Book Depot, Meerut.
COURSE–IV
ELECTIVE–I (iii) : SCIENCE BDUGAMON

Objectives

The student

- acquires knowledge of the nature & scope of science as a discipline
- develops understanding about the special problems connected with curriculum instruction and testing in Science in the present Indian educational System
- applies Scientific knowledge in day to day life
- develops scientific skills
- develops scientific attitude and interest
- appreciates the contribution of scientist

Unit –I
Nature and scope of science - Inter relationship between various branches of the fundamental science and the applied science - Sociological aspects of science - Humanistic aspects of science.

Unit–II

Unit–III
Science curriculum: Factors to be considered in drawing up the curriculum in science for different levels. The needs of the learner and society.

Unit–IV
Recent trends in Science curriculum - Evaluation of current Science syllabi at the different levels of schools.

Unit–V
Development of scientific attitude and scientific temper and their importance to the individual and society-Incorporation of them in the common teaching methods - Impact of scientific methods on the methodology of teaching.

Unit–VI
Materials of science teaching - Improvisation and substitution of aids - maximum utilization of available facilities. Utilizing; community resources for Science Education.

Unit–V
Cognitive learning of science - Piaget’s stage of intellectual growth - AusubelFs theory of cognitive s^feUmption. Gagne's model of sequential learning - Brunei's model of concept. l$8$ping>

Unit–VI
An identification of the scientific background of problems of over population - Malnutrition - Diseases - superstition - Environmental problems in India - the role of science education in solving these problems,

Unit–IX
Special problems of science teaching in Indian schools - Teacher preparation and inservice education Identification of scientifically talented pupils and their nurturance.
Unit–X

Research in science Education in India - variables - related science achievement - Intelligence - adjustment - motivational dimension - under achievement - variables related to it.

Reference Books
9) NECRT Text Books Series, Physics, Chemistry and Biology, New Delhi: NCERT.

COURSE–IV

ELECTIVE–I (iv) : EDUCATIONAL MEASUREMENT AND EVALUATION

Objectives
The student
- acquires knowledge with different tools of measurement and evaluation and characteristics of measuring tools.
- understands the concept of measurement and evaluation
- develops the ability to administer and use measuring tools and interpret results.
- develops ability to construct various types of measurement.
- develops ability to use the results for evaluation purposes in respect of objectives, curriculum, teaching strategies and measuring tools.

Unit–I
Measurement and evaluation - concept, meaning, nature and need.

Unit–II
Measurement scales - ordinal - interval - ratio.

Unit–III
Characteristics of a good measuring instrument - objectivity - validity - reliability - Practicability.
Unit–IV
Reliability and its estimation - Validity and its types - Norms.

Unit–V
Construction and standardization of a Psychological Tests.

Unit–VI
Intelligence - its nature - Theories - Spearman, Thorndike, Thurstaone and Guilford. Types of intelligence test - their functions and uses.

Unit–VII
Achievement and Diagnostic Tests - Construction and functions – Difference between them.

Unit–V
Measurement of Aptitude - DAT - Seashcie's musical Aptitude Test.
Measurement of Interest - SVIB - Thurstone's interest Schedule - Kuder's preference record.

Unit–IX
Personality - Definition - Theories - Freud, Adter, Jung, Allport and Roger, Eusehck, Eric Fromn, Assessment - Projective test.

Unit–X
Research Needs in evaluation - problems and issues— priority areas.

Reference Books


### COURSE–IV

**ELECTIVE-I (v) : EDUCATIONAL TECHNOLOGY**

**Objectives**

The student

- to enable the student teacher to understand the meaning, nature, scope and significance of Educational technology and its important component in terms of Hardware and software
- to help the student teacher to distinguish between communication and instruction so that they can develop and design a sound instructional system.
- to acquaint student teacher with levels strategies and models to teach - in future improvement.
- to enable the student teacher to understand about the importance of programmed instructions and researches in Educational Technology.
- to acquaint the student teacher with emerging trends in Educational Technology along with the resource centers of Educational Technology.

**Unit–I**


**Unit–II**

Communication and Instruction - Theory, Concept, Nature, Process - Components, Types, Classroom Communication, Mass media approach in Educational Technology - Designing instructional System - Formulation of instructional objectives. Tasks analysis - Instructional techniques such as lecture, team teaching discussion, seminar and tutorials.

**Unit–III**


**Unit–IV**

Definition of system - systems approach, systems approach Vs. Contingency approach - Phases of systems approach: Systems analysis, systems design, system management - Steps in systems analysis - Principles of systems design and flow chart.

**Unit–V**

Programmed instruction - origin and types - linear and branching - Development of programmed instruction materials - Computer Assisted Instruction.
Unit–VI

Educational Technology in formal, non-formal and informal education, Distance Education and open learning systems - Emerging trends in Educational Technology - Radio, Tele-conferencing, CCTV, GAI, Internet, Online education, INSAT, Problems of new Technologies- Use of Educational Technology in Evaluation- Resource centers for Educational Technology, CIET, UGC, IGNOU, State ET Cells, AVRC, NIST etc, their activity for the improvement of teaching learning.

Unit–VII

Research and development in Educational Technology - Educational Technology and new information Technologies - Applications of information Technology in Education - India as a knowledge society.

Unit–VIII

Educational television - Use of Television in Education - Evaluation of television lessons - Integration of ITV & VCR into classroom instruction.

Unit - IX


Unit–X

Emerging Trends in Educational Technology - Use of Educational Technology in individualized instruction - Role of the teacher Vis-a-vis educational technology - Implications of emerging trends in Educational Technology for teacher preparations, Pre-service and in-service.

Reference Books

1) Bhatt, B.I. and Prakash Ravi, Modern Encyclopaedia of Educational Psychology (Volume 1, 2 & 3), Kanishka Publishers Distributors, New Delhi, 1994.
COURSE–V
STATISTICAL METHODS FOR DATA ANALYSIS

Objectives
The student

- acquires the knowledge of the following:
  - the different aspects of educational statistics various statistical terms, concepts, principles and processes.
  - understands the following Need, nature, scope of educational statistics - various methods and techniques of educational statistics
  - the statistical terms, concepts, principles and processes

- develops the skills of
  - calculating the values of different statistical measures with speed and accuracy

- Graphical representation
  - solving problems in educational research using the appropriate statistics, and stating hypotheses and conclusion
  - writing a research report

- develops a favourable attitude towards the study of Educational Statistics.

Unit–I
Measures of central tendency and variability - Combined mean - Standard deviation - effects of addition and multiplication of raw data on mean and standard deviation - Shepherd’s correction for standard deviation.

Unit–II
Graphical representation of data - Line diagram - Bar diagram - Pie diagram - Histogram - Frequency polygon - Cumulative frequency curve - Cumulative percentage frequency curve or Ogive.

Unit–III
Normal distribution - Properties - Skewness and Kurtosis - Application of Properties to solve some educational problems.

Unit–IV
Standard scores - T Scores and Stanines - Need and Application.

Unit–V
Correlation - meaning and definition - Rank difference method - Pearson product moment method.

Unit–VI
Biserial and point bi-serial, phi co-efficient - partial and multiple correlation - Linear regression - Uses of correlational analysis and its significance.

Unit–VII
Population and Samples - Standard error of Mean, Percentage, Standard deviation and coefficient of correlation - Significance of difference between means test - confidence intervals, degrees of freedom - Type I and Type II.
Unit–VIII
Chi square - Null hypothesis - Different kinds of the probability - Normal probability, equal probability and Independence.

Unit–IX
Analysis of variance - one way classification - F-ratio - Analysis of Co-Variance.

Unit–X
Use of Computer for Data analysis - Different types of software for statistical analysis, preparing research report - Excel.

Reference Books
9) Sheadelore, G.W., Statistical Methods, Town State College, 1957.

COURSE–VI
CURRICULUM DEVELOPMENT AND CURRICULUM EVALUATION

Objectives
The student
- Acquires knowledge of the various terms, concepts and principles of curriculum development and evaluation.
- understands the various types and approaches in curriculum applies the principles to analyze the models of curriculum development.
develops skill to evaluate the different types of curriculum and the integration of ICT in education.

develops interest in curriculum development, transaction and evaluation.

devotes favourable attitude towards various tools and techniques in the field of curriculum.

appreciates the contribution of curriculum in the classroom situation.

Unit–I : Nature, Principles and Determinants of Curriculum
Meaning and concept of curriculum - Components of Curriculum: Objectives, content, transaction mode and evaluation - Open and hidden curriculum - Principles of curriculum construction - Theories of curriculum development - Determinants of Curriculum.

Unit–II : Curriculum Designs
Subject, centred - Learner centred - problem centred designs – Curriculum - Frameworks of School Education and Teacher Education.

Unit–III : Models of Curriculum Development

Unit–IV : Process of Curriculum Development
Phases of Curriculum Development process - Need assessment - Formulation of aims, goals and objectives - Selection of content - Selection of learning experience - Vertical and horizontal organization of content and learning experiences - Evaluation.

Unit–V : Curriculum Implementation

Unit–VI : Curriculum Transaction
Teaching - Learning process - Instructional system - Steps - Role of teacher in instructional system - Activity Based Learning (ABL) and Active Learning Methodology (ALM) — merits and precautions - Constructivism - Group controlled instruction: Group Interactive sessions, Co-operative learning methods, Group investigation and Group projects - Effective Teaching and Learning.

Unit–V : Integration of ICT in Curriculum Transaction
ICT in transaction of curriculum: Role and importance - Various modes of ICT: PLM, CAL, CAI - strength and limitations - ICT use in teaching-learning of social science - Role of Communication in transaction.

Unit–VIII : Programme Evaluation
Stages of programme evaluation - Identifying decision makers - Studying purpose and objectives of the programme - Deciding indicators of success.

Unit–IX : Approaches and Models of Curriculum Evaluation
Concept of Formative evaluation, scope and importance - Validity and significance of course content - Consistency with social reality - collection of

Unit–XI : Tools and Techniques of Curriculum Evaluation

Observation: classroom interaction with teacher and in peer group, group work - Oral - pretest and diagnostic evaluation - Interview: consulting users of curriculum - Opinionative - Maintaining diary by the learners and teachers - Project work - Peer evaluation - Maintaining portfolio of the work and their presentation.

References


COURSE–VII

ELECTIVE–II (i) : ECONOMICS OF EDUCATION

Objectives

The student

- acquires the knowledge of the concept of economics of education, economic value of education, human resources development, cost of Education and general approaches of planning.
- understands the principle, policies and techniques pertaining to economics of education.
- applies the principle of Economics in various dimension of Education.
- critically examines various issues in economic analysis of educational investment.
- develops the skill of using economic instruments in taking educational decision.
Unit–I

Unit–II

Unit–III
The concept of Human Resource Development - Indicators of Human resource development and indicated in the study of Harbison and Meyers - The ways of developing resources - generation and utilization of high - level manpower - Problems of human resource development underutilized manpower.

Unit–IV
Strategies for human resource development (as in the study of Harbison and Meyers) - Advanced countries - Semi advanced countries - Developed countries - Partially developed countries.

Unit–V
The concept of Manpower - Manpower planning and Economic development - Estimation of manpower requirements - Historical approach, Cross section comparison method - Surveys of Businessman - utility of each method - Suggestions - Problems of manpower estimation - technology changes, Migratory flow - Theoretical considerations - Labour supply forecast and educational planning - Education and labour market - skill development - shortage and surpluses.

Unit–VI
Cost - benefit analysis - procedure - Cost of education - Different taxonomies - Unit - cost, Direct and Indirect - Private and Social cost - Benefits and Education - individual and social - benefits, Direct and Indirect benefits.

Unit–VII

Unit–VIII
Investment in Education - Demand for education - Criteria for individual investment - Profitability of investment in Education - Input - output analysis of investment in education - Social demand criteria for Public Investment.

Unit–IX
Finance of Education - sources: fees, scholarships, vouchers, loans, tax - relief and endowments - Trends and problems in each.
Unit–X

Educational planning - Meaning - Objectives - Characteristics of good planning - Institutional Planning Education policy considerations - Centralized and decentralized planning - advantages of planning at the Central and State levels - Different approaches to planning - The Social demand Approach - The manpower approach - Rate of return - Limitation of each - Macro models - Systems approach to educational planning, simulation techniques in educational planning - Limitations.

Reference Books
4) Burgeas, T., R.Loyard 8b Pant, *Manpower and Educational Development in India 1961 - 86*.

COURSE–VII

ELECTIVE–II (ii) : VALUE EDUCATION

Objectives

The student

- understands the meaning, scope and significance of value education.
- selects value based axioms, principles, laws, events and stories etc. suitable to school students and use them for inculcating values to the school students.
- uses suitable methods and media for inculcation of values in the students life.
- uses suitable evaluation tools and techniques for the assessment of value development.
- integrates desirable values in their day to day work.
- appreciates basic values underlying major religion of the world.

Unit–I

Values - Meaning, Nature and their importance. Relation between needs and values, Hierarchy of values, Place of values in character development and education.
Unit–II

Unit–III
Theories of Value development -. Cognitive theory, Social learning theory - Psycho analytical theory. Characteristics of Values, Classification of Values, Aims of Value Oriented education - Approach in value oriented education.

Unit–IV
Models of Teaching for Value education. Rationale building model Consolidation model - Value classification model - Value analysis model - Cognitive moral development model - Social action model - Jurisprudential model - Role playing model.

Unit–V

Unit–VI
Role of education in development of values - The role of values in child development ~ Social development - cultural integrity - World harmony - Unity - Non - violence and Peace.

Unit–VII
Unity of Religions - Values common to major religious of the world ~ Hinduism - Christianity - Islam - Jainism-Buddhism.

Unit–VIII
The impact of values on Democracy, Socialism, Secularism - Religious tolerance - globalization. The role of agencies in value development - Mass media - Home - Community - Peer group - Non-governmental Organisations.

Unit–IX
Habit formation - Character and conduct - Discrimination between right arid wrong - Discussion of Moral and Immoral acts. Cultivations of will power, self-control - Concept of Citizenship - Necessity for rules. Obedience to the law -Punctuality - Orderliness - Patriotism - Dignity of labour, Truthfulness – Devotion to duty.

Unit–X
Scope and need for research in value education ~ Outline of a research design - Value scales - Sprangers scale, Allport and Vernon study on value scale.

Reference Books
1) L. Chattopadhyaya, Sudhakar, Traditional values in Indian Life, Indian International Centre, New Delhi, 1961.
2) Kalra, R.M., Values in a Developing Country with Special Reference to India, Indian Publication Burau, Ambala Cantt, 1976.


5) Mukherjee, RK. *Social Structure of Values*, S.Ghand, New Delhi, 1969.


9) Smt Indira Gandhi India's Cultural Tradition, (Prime Minister speaks 60) National Integration, Directorate of Advertising 8s Visual Publicity, Ministry of I & B, Govt, of India, New Delhi, 1980.

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**COURSE–VII**

**ELECTIVE–II (iii) : WOMEN'S STUDIES**

**Objectives**

The Student

- acquires the knowledge of women's struggle for human rights and laws governing women in India
- understands the factors determining women's population
- develops interest in women's studies
- develops a positive attitude towards women folk
- appreciates the contribution of the achievements of women in different fields.

**Unit–I**

Definition and scope of women studies - its relationship with other social Sciences.

**Unit–II**

Philosophy of Women's Studies - Contributions of Nietzsche, Schopenhauer, Marxist and Existential Philosophers.

**Unit–III**

Freudian and Neo Freudian explanation of Women's behaviour - Theories of eternal conflict between sexes - Love - hate relationship between nither / mother substitute and daughter.

**Unit–IV**

Role of Mahatma Gandhi and Tagore in the emancipation of Indian women.

**Unit–V**

Image of Indian women in Literature.

**Unit–VI**

History of Women's struggle for equality, freedom and justice with special reference to India.
Unit–VII

Study of Women's population in India.

Birth rate - Death rate - Rate of growth of population - factors governing fertility, fecundity, infant mortality, maternal mortality.

Unit–VIII

Women and economic growth in India.

Contribution of women in economic development - Women working in industry and agriculture as skilled, semi-skilled and unskilled workers - Women entrepreneurship - Representation of women in Organized Sector - Women's wages - sex difference in wages - The problems of women workers - Self-employment among women.

Unit–IX

Study of women's education in India - regional disparities.

Unit–X

Atrocities on women in India at different stages - Laws governing women in India - Dowry, marriage, divorce, maintenance, succession and inheritance, custody of children, Cruelty and rape.

Reference Books

9) Status of Women Through Curriculum (Elementary Stage), NECRT, New Delhi, 1982.
COURSE–VII
ELECTIVE–II (iv) : ENVIRONMENTAL EDUCATION

Objectives

The student

- to create an awareness among the students regarding environment and its preservation
- to orient the learners on the effects of technological and population explosions upon the environment.
- to expose the learners to curricular strategies for environmental education.

Unit–I

Environmental Education - meaning and scope of environmental studies - man biosphere concept - historical setting of environmental education.

Unit–II

Instructional objectives of environmental studies at primary, secondary and tertiary levels.

Unit–III

Effects of technological explosions upon the environment - Urbanization - Industrialization, deforestation and their impact upon environment - Green house effect.

Unit–IV

Pollution - kinds of pollution - causes - prevention and management - environmental sanitation.

Unit–V

Population explosion - depletion of natural resources - creating community awareness.

Unit–VI

Developing policies and procedures - planning and implementing - efforts for maintaining ecological balance.

Unit–VII

Nature conservation movements - environmental quality movement - Chipco movement - Social forestry scheme - National and international movements - Constrains to implementation - case studies on Silent Valley project, Ganga cleaning, Dal Lake study - Environmental Costing.

Unit–VIII

Hazards of Nuclear power plants and similar health hazards in Tamil Nadu due to industrialization and pollution.

Unit–IX

Teaching - learning strategies for environment education - formal and non-formal approaches - integrated curriculum - learner initiated activities which are i) value-oriented ii) problem-centered iii) inter disciplinary iv) community-oriented and v) present and future oriented.

Unit–X

Role of mass media in Environmental education.
Reference Books

**COURSE–VII**
**ELECTIVE–II (v) : LANGUAGE EDUCATION**

**Objectives**

- The student
  - to develop an understanding about the relevance and status of Languages in School Education.
  - to develop an understanding into research advances and current trends in the teaching of languages.
  - to develop an understanding and skills in effective evaluation of language teaching outcomes.

**Unit–I**

A brief historical survey of language instruction in India - Present Status of language education in India - The place of languages in the educational process.

**Unit–II**

a. Nature of Language
b. Aspects of Language
c. Language Teaching and Linguistics

Role of linguistics in speech training and preparation of teaching material, selection and gradation - gradation of language methods, selection and gradation of word lists, frequency counting etc.

**Unit–III**

Its utility and limitations of teaching a second language and first language - preparing language material for foreign language and mother tongue on the basis of constructive studies.
**Unit–IV**


**Unit–V**

Listening - Speaking - Reading - Writing, Technique of skills in L1 and L2.

**Unit–VI**

Most common types in use. b) Characteristics of method i.e. the principles of i) Selection, ii) Preparation, iii) gradation and iv) practice.

**Unit–VII**

Syllabus b) Language learner c) Language teacher d) Lesson plans and aides e) use of machines in language teaching, and f) Instructional materials (text books.)

**Unit–VIII**

Characteristics of good language tests; i) First language achievement ii) Second language achievement.

**Unit–IX**

Language and Literature in Schools and Colleges.

**Unit–X**

Research and the teaching of languages with special reference to.

First language (Tamil) ii) Second language (English).

**Reference Books**

2) Ebel, Measuring Educational Achievement Prentice Hall of India Ltd., New Delhi, 1996.