



PONDICHERRY UNIVERSITY

PUDUCHERRY

REGULATIONS AND CURRICULUM FRAMEWORK FOR
THE DEGREE OF MASTER OF EDUCATION (M.Ed)

2009 - 10

1. REGULATIONS

1. ELIGIBILITY CRITERIA FOR ADMISSION TO THE M.ED. COURSE:

- a) Candidates with B.Ed degree / four year integrated B.A. Ed./ `B.Sc. Ed./ B.Com. Ed. of this university or of any other university as equivalent thereto with a minimum of 50% of marks in the aggregate are eligible for seeking admission to the M.Ed. Course.
- b) The candidate who has qualified through an M.Ed. Entrance Test to be conducted by the University for this purpose.
- c) The basis of selection shall be the aggregate of the marks in the qualifying examination (B.Ed.) and in the M.Ed. Entrance Test. (50% of B.Ed. aggregate marks and 50% of M.Ed. entrance marks respectively)
- d) Reservation of seats and other concessions for the S.C., S.T., M.B.C., O.B.C., B.C. and other special categories of candidates notified by the Government shall be in force from time to time.

2. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION:

A candidate shall be admitted to the M.Ed. Degree examination only if he/she has undergone a course of study as prescribed by Pondicherry University and having put in not less than 80 percent of attendance.

3. DURATION

The course of study shall be for a duration of **one academic year with two semesters**. The total number of days of an academic year will be 200 working days inclusive of Internship and Data Collection in connection with the Dissertation work, and Community based activities and exclusive of Admission and Examination work. The course work will be 1200 hours.

4. PROGRAM CONTENT

DISTRIBUTION OF CREDITS – HARD CORE AND SOFT CORE (COMPONENT WISE)

L: Lecture

T: Theory

P: Practicum

1 Hr L = 1 Hr T = 2 Hrs P

(1 Credit = 16 Hours)

COMPONENTS	SUBJECT	CREDIT	L	T	P	TOTAL
A	Hard Core Papers	36	344	120	224	688
AA	Core Education Papers(4)	15	184	16	80	280
AB	Specialisation Papers (3)	12	144	24	48	216
AC	Dissertation and Viva	6	-	64	64	128
AD	Internship, SBFE and Practicum	3	16	16	32	64
B	Soft Core Papers	6	64	16	32	112
BE	Elective Papers (2)	6	64	16	32	112
	TOTAL	42	408	136	256	800

(SBFE: School Based Field Experience)

**DISTRIBUTION OF CREDITS – HARD AND SOFT CORE
(SEMESTER WISE)**

SEMESTER	SUBJECT	CREDIT	L	T	P	TOTAL
I	Semester - I	21	232	40	128	400
I	Hard Core – 1 (Foundations of Education)	4	48	8	16	72
I	Hard Core -2 (Advanced Educational Psychology)	4	48	-	32	80
I	Hard Core -3 (Research Methodology)	4	48	8	16	72
I	Hard Core -4 (Methods of Data Analysis)	3	40	-	16	56
I	Soft Core –I (Elective Paper – 1) (from Group -A)	3	32	8	16	56
I	Hard Core (Internship, Field Based Experience and Practicum)	3	16	16	32	64
	Semester-II	21	176	96	128	400
II	Hard Core -5 (Specialisation Paper-1)	4	48	8	16	72
II	Hard Core -6 (Specialisation Paper-2)	4	48	8	16	72
II	Hard Core -7 (Specialisation Paper-3)	4	48	8	16	72
II	Soft Core -2 (Elective Paper -2) (from Group –B)	3	32	8	16	56
II	Hard Core (Dissertation and Viva)	6	-	64	64	128
	TOTAL	42	408	136	256	800

Equivalence of hours $800 \times 3 / 2 = 1200$ Hours

THEORY AND PRACTICAL COMPONENTS

A. HARD CORE PAPERS (Semester – I)

AA – Core Papers (FOUR core papers are to be offered . Foundations of Education, Advanced Educational Psychology, Research Methodology and Methods of Data Analysis are to be offered compulsorily as Core Paper-1, Core Paper -2, Core Paper-3, and Core Paper – 4 respectively)

- | | |
|-------------------|---------------------------------|
| 1. Core Paper – 1 | Foundations of Education |
| 2. Core Paper – 2 | Advanced Educational Psychology |
| 3. Core Paper – 3 | Research Methodology |
| 4. Core Paper – 4 | Methods of Data Analysis |

AB – Specialisation Papers (THREE papers related to an area of Specialisation to may be offered. The Department of Education / a College of Education can offer any number of specialization Groups depending upon the availability of the qualified staff and the aspirants for such a group)

A Student shall offer any **ONE GROUP** provided by the Department of Education / College of Education

Semester - II

1. Specialisation Paper - 1 Group A – Educational Technology

1. Educational and Instructional Technology
2. Multi-Media Technology of Education
3. Advanced Methods of Teaching

(OR)

2. Specialisation Paper – 2 Group B – Economics of Education, Educational Policies, Planning , Administration & Management

1. Economics of Education
2. Educational Policies and Planning
3. Educational Administration & Management

(OR)

3. Specialisation Paper – 3 Group C – Teacher Education

1. Principles and Systems of Teacher Education
2. Trends in Teacher Education
3. Teacher Education Organisations and Their Functions

AC – Dissertation and Viva (Semester – II)

Each student has to submit a Dissertation on a topic, preferably from the Specialisation Papers (specified in Component – AB) at the end of the M.Ed. course, before the commencement of the Theory Examination.

**AD- Internship, School Based Field Experience and Practicum
(Semester – I)**

Internship, School Based Field Experience and Practicum through a College of Education / Teacher Training institute has to be undergone by each student under the guidance and supervision of Teacher Educator/ Mentor Teacher in the College of Education / Teacher Training institute where the student undergoes internship

- a. Internship shall be for a period of three weeks in a teachers college and shall comprise Observation, Supervision, Administration , Teaching and Evaluation
- b. The School Based Field Experience shall comprise observation of minimum 10 lessons given by B.Ed. trainees, guidance of lessons to the B.Ed. trainees and demonstration lessons (minimum two).
- c. The practicum will include seminars, reviews, paper presentation, write-ups, psychological tests and experiments, Information Communication Technology and out reach programmes.

NOTE: The Department of Education / College of Education shall design record note books for the student to record all the details of internship, school based field experiences and practicum.

B. SOFT CORE PAPERS

BE-Elective Papers

A student shall opt any two of the elective papers (One paper from each of the groups A and B), provided for by the Department of Education / College of Education.

GROUP – A (Semester –I)	GROUP – B (Semester – II)
Guidance and Counselling (OR)	Value Education (OR)
Special Education	Environmental Education

DISTRIBUTION OF MARKS

Sl.No.	Hard Core and Soft Core Papers	End Semester Marks	Sessional Tests * Marks	Max Marks (100)	End Semester Exam Duration
1	Hard Core – 1 (Foundations of Education)	60	40	100	3 Hrs
2	Hard Core – 2 (Advanced Educational Psychology)	60	40	100	3 Hrs
3	Hard Core – 3 (Research Methodology)	60	40	100	3 Hrs
4	Hard Core – 4 (Methods of Data Analysis)	60	40	100	3 Hrs
5	Hard Core – 5 (Specialisation Paper -1)	60	40	100	3 Hrs
6	Hard Core -6 (Specialisation Paper -2)	60	40	100	3 Hrs
7	Hard Core – 7 (Specialisation Paper-3)	60	40	100	3 Hrs
8	Soft Core -1 (Elective Paper – 1)	60	40	100	3 Hrs
9	Soft Core -2 (Elective Paper -2)	60	40	100	3 Hrs
10	Dissertation	-	-	150	
	Viva	-	-	50	
11	Internship, Field Based Experience and Practicum	-	-	100	
	TOTAL	-	-	1200	

* There will be TWO Sessional Tests of 20 Marks each

QUESTION PAPER DESIGN FOR THE END SEMESTER EXAMINATION

Each theory question paper will be of 3 Hours duration, under three sections Part –I, Part – II and Part – III with the number of questions and allotments of marks as described below:

Section	Type of Question	Marks	Total
Part - I	Very Short Answer (10)	10 x 2	20
Part - II	Short Answer (5 Questions out of 8)	5 x 4	20
Part - III	Essay with Internal Choice (2)	2 x 10	20
	TOTAL MARKS		60

5. PASSING MINIMUM

1. Every candidate should register for all the papers in the Theory (sessional tests and end semester examination), dissertation and the Practical examination of that semester for the first time. A candidate shall be awarded the M.Ed. degree only if he/she has passed the theory, dissertation and practical examinations. A candidate who fails in one or more papers in the theory examination shall be permitted to appear again only for those papers in which he/she fails. A candidate who fails in the dissertation / practical examination and passes in the theory examination shall be deemed to have failed in the dissertation/ practical examination only and shall be permitted to appear again for the same.
2. A candidate shall be declared to have passed the theory examination if he/she secures not less than 50% in each of the sessional tests and end semester examination of the theory papers. Similarly, the candidate shall be declared to have passed the dissertation/ practicals if he/she secures not less than 50% in dissertation/ practicals.
3. A candidate should complete the M.Ed. course within three years, from the date of admission.

6. CLASSIFICATION OF SUCCESSFUL CANDIDATES

Successful candidates who pass the examination in the first attempt and secure not less than 60% of aggregate marks shall be placed in the first class; and those who obtain between 50% and 59% shall be placed in the second class. Candidates who do not pass all or any of the papers and in the dissertation/practicals in the first attempt shall be declared to have passed the course, if they get through in the failed paper(s)/ dissertation/practicals in the successive attempts. (Hence, they are not eligible for higher classification though they get 60% and above in the aggregate marks in the reappearance(s)).

2. CURRICULUM FRAMEWORK FOR THE MASTER OF EDUCATION (M.ED.)

Duration : 1 Year (2 Semesters)

Eligibility : B.Ed.

Course of Study will consist of five components

A. Hard Core Papers

- AA. Core Papers
- AB Specialisation Papers
- AC Dissertation and VIVA
- AD Internship School Based Field Experience and Practicum

B. Soft Core Papers

- BE Elective Paper

1 COMPONENT AA - CORE PAPERS

- AA1 Foundations of Education
- AA2 Advanced Educational Psychology
- AA3 Research Methodology
- AA4 Methods of Data Analysis

2 COMPONENT AB - SPECIALISATION PAPERS

(ANY ONE GROUP OF THE FOLLOWING)

- AB Group A Educational Technology (OR)
- AB Group B Economics of Education, Educational Policies, Planning ,
Administration & Management (OR)
- AB Group C Teacher Education

3. **COMPONENT AC - DISSERTATION AND VIVA**
4. **COMPONENT AD – INTERNSHIP, SCHOOL BASED FIELD EXPERIENCE AND PRACTICUM**
5. **COMPONENT BE - ELECTIVE PAPERS**
Any Two of the following (one from each group)

GROUP – A (Semester –I)	GROUP – B (Semester – II)
Guidance and Counselling (OR)	Value Education (OR)
Special Education	Environmental Education

A. HARD CORE PAPERS

COMPONENT AA - CORE PAPERS

AA1 FOUNDATIONS OF EDUCATION (SEMESTER – I)

OBJECTIVES:

The student will:

1. acquire the knowledge of the concept & principles of Philosophy & Education.
2. apply the knowledge of Philosophy in the analysis of present day educational system
3. apply the knowledge of sociology in the analysis of present day educational system
4. develop interest in reading Philosophical , Sociological & Economic issues.

COURSE CONTENT

Unit -1: Philosophy and Education

- a) Philosophy of Education a) Meaning, nature and scope of philosophy (western and Indian prospective) – modern concept of philosophy, philosophy of education – meaning, nature and need, role and mechanics of conceptual analysis in education.
- b) Different branches of philosophy and their educational implications.
 - (I) Ontology – Appearance and reality, change and the changeless, natural and super natural : the external and the ephemeral
 - (II) Epistemology and education – different theories of knowledge – Empiricism, rationalism, sense realism, transcendentalism.
 - (III) Axiology – Ethics and Aesthetics Values – Subjectivity and objectivity – Kinds of values.

- c) Conceptual analysis of the following and their educational implications – Democracy, Secularism, Socialism, Authority and responsibility, Freedom, discipline, Punishment and Learning Society.

Unit-2: Western And Indian Philosophies Of Education

- a) Modern Thinkers (Indian) – Tagore, Vivekananda, Aurobindo, Gandhiji, Subramanya Bharathi and J. Krishna Murthy
- b) Modern Thinkers (Western) – John Dewey, Bertrand Russell, Paulo Friere and Ivan Illich
- c) Major Schools (Western) – Naturalism, Idealism, Pragmatism, Realism, Existentialism, Humanism and Marxism
- d) Major Schools (Indian) – Sankhya, Vedanta, Buddhism and Jainism –ideas and their implications.

Unit-3: Sociology of Education

- a) Concept, nature and scope of sociology and sociology of education, sociological approach to education, education and social system – characteristics of Indian social system, school as a social system.
- b) Culture- meaning and relationship to education, university and particularity of culture, culture lag, enculturation and acculturation, culture processes, culture and personality and ethnocentrism.

Unit-4: Education And Social Order And Social Change

- a) Society – its organization and operation; social stratification – class and caste, social mobility.
- b) Social control – formal and informal means, state responsibility, role of education in social control, education of disadvantaged groups and women.
- c) Group behaviour and group conflicts, inter-group education, prejudice, socialistic pattern of society.

- d) Meaning – Types of social change – Relationship between social change and economic change – theories of social change (Cultural, Environmental and Synthetic theory) – Role of Teacher in social change.
- e) Education for National integration and International Understanding.

Unit-5: Education and the Economic Order and Economic Transformation

- a) Concept of Economic order, Indian economic (order), education and economic order – inter – relationship and a critical review.
- b) Human Resource Development – concept and need, problems in human resource development' Education as an investment; Man power needs and Education, Employment and Education, Role of education in economic development.
- c) Globalization-GATT,WTO and other connected issues. Changing Work – culture – stable and unstable workforce, working conditions, Entry of women workforce, status of Child labour. Manufacturing Vs Service Industries – Impact of Automation.

PRACTICUM Presentation of papers on different topics ***(Any one of the following)***

1. Philosophy of Education of Indian Thinkers in comparison with western thinkers (any one)
2. Change in the concept of philosophy from tradition to modern times

REFERENCES :

- Brubacker John S Moderu phiolosophies of Education Mc Graw Hill
- Brown Francis J, Educational Sociology, Prentice Hall Inc., New York
- Green Arnold, Sociology, McGraw Hill, New York
- Goope William.J, Principles of sociology, ,McGraw Hill, New York.
- Kilpatrik W.H., Philosophies of Education, Macmillan London
- Nelson B. Hendry, Modem philosophies of Education, Chicago University.
- Murgrave P.W., Sociology of Education, Methemum &Co., London.
- Nimbkorr Mayor K A Handbook of Sociology, Eurassia & Ohburo William F Publ. House, New Delhi.
- Nirajan Dhar M., Fundamentals of social Education, The MinerVa Associates, Calcutta
- Philips Sazoick, Sociology, Harper Co., New York
- Ross R., Ground work of educational Theory Geory Harapare & Co. London

AA2 ADVANCED EDUCATIONAL PSYCHOLOGY (SEMESTER – I)

OBJECTIVES:

The student will:

1. define and understand the concepts of Educational Psychology , growth and development of an individual, learning, and learning process, attitude, aptitude, intelligence, personality and adjustment.
2. understand the methods of psychological study, psychologists' view on different factors influencing growth and development, theories on learning, theories on individual differences, theories on personality and adjustment and assessment of personality.
3. comprehend the relevance of theories in classroom applications
4. analyse educational components in terms of psychological principles

COURSE CONTENT

Unit -1: Educational Psychology

Its contribution to Education – Methods of Study; Introspection, Observation, Case Study, Scientific Enquiry, Experimental Method – Merits and Demerits – Educational Implications.

Unit -2: Growth and Development of an Individual

Concept – Factors influencing Development; genetic, biological and environmental – Physical and Motor Development, Cognitive Development; Piaget, Bruner – Language Development – Social development; Erikson's psycho-social stages-Moral Development – Piaget and Kohlberg – emotional Development – Aesthetic Development – Educational Implications.

Unit -3: Learning the Learning Process and Learning Theories

Concept – Nature of Learning – Attention – Motivation – Remembering and Forgetting – Transfer of Learning – Learning Styles / Strategies – Cognition – Meta cognition – Educational Implications.

Behaviourist (Pavlov, Skinner, Thorndike), Cognitive field (Tolman, Kohler and Yerkes, Wertheimer, Lewin), Drive Reduction (Hull), Reception Learning (Ausubel), Modelling and Observational Learning (Bandura), Conditions of Learning (Gagne), Humanistic emphasis (Bruner), Educational Implications.

Unit -4: Individual Differences

Achievement, Aptitude, Intelligence – Theories – Faculty Theory, Two – Factor theory, Multifactor theory, Group factor, Structure of Intellect (SOI) by Guilford, Vernon's Hierarchy Theory – Development of Intelligence – Multiple Intelligences, Emotional Intelligence – Creativity – Educational Implications.

Unit -5: Personality and Adjustment

Concept – Types – Traits – Factors – Development of Personality Theories of Personality : Freud, Jung, Adler, Allport, Maslow, Rogers, Stagner and ABC Theory -Assessment of Personality – Mental Hygiene – anxiety, conflicts, frustration, stress and burn - out – Mechanisms of adjustment – Guidance and Counselling – Nature – Type and Need – Educational Implications.

PRACTICUM (Any Six of the following – Three Tests & Three Experiments)

Each student shall be required to administer tests / experiments from the areas specified below and maintain a record of it,

1. Intelligence
2. Aptitude
3. Achievement
4. Interest
5. Creativity
6. Personality
7. Adjustment
8. Learning
9. Attention
10. Sensation and Perception
11. Memory
12. Reaction Time

REFERENCES :

- Allport G.W. (1927), *Personality – A Psychological Interpretation*, Constable Co. Ltd. London
- Ausubel D.P. (1968), *Educational Psychology*, Holt, New York
- Bernard Harold W (1954), *Psychology of Learning and Teaching*, Mc Graw Hill Book co. New York
- Bigge L. Morris and Maurice P Hunt. (1968). *Psychological foundations of Education* (2nd ed.). New York: A Harper International Education
- Bourne, JR and Brace, R Ekstrand (1956). *Psychology : Its principles and meanings* (2nd ed.). New York: Holt Rinehart and Winston
- Cronbach L.J. (1960), *Educational Psychology*, Harper, New York,
- Crow & Crow (1973), *Educational Psychology*, Eurasia Publishing House, New Delhi,

- Gates A.I. et al (1949), *Educational Psychology*, Macmillan, New York
- Guilford J.P. (1964), *General Psychology*, Princeton, New York
- Hilgard, R Ernest and Gordon, H Bower (1977). *Theories of learning* (4th ed.). New Delhi : Printice – Hall of India
- Kuppusamy B (1964), *Advanced Educational Psychology*, Sterling Publication Co., New Delhi
- Mathur S.S. (1974), *Educational Psychology*, Vinoa Pustak Mandir, Agra
- Morris, G Charles (1993). *Psychology: An Introduction* (8th ed.). New Jersey: Prentice Hall, Englewood Cliffs.
- Presey S.L. (1967), *Psychology in Education*, Harper & Brother, New York
- Skinner C.E. (1953), *Educational Psychology*, Prentice Hall, India, New Delhi
- Sorenson (1948), *Psychology in Education*, Mc Graw Hill, New York
- Wool Folk E. Anita (1998). *Educational Psychology* (7th ed.). London: allyn and Bacon

AA3 RESEARCH METHODOLOGY (SEMESTER – I)

OBJECTIVES:

The student will:

1. know the meaning of scientific method, scientific inquiry, Paradigm, theory and it's implications for educational research
2. differentiate characteristics of philosophical, psychological and sociological researches in education
3. comprehend different strategies of educational research.
4. know the techniques of developing a research proposal.
5. understand the meaning and techniques of sampling
6. analyse various types of tools of data collection.

COURSE CONTENT

Unit -1: Aim and Scope of Research in Education

Research – meaning, importance and characteristics – Need for Research in Education – Areas of Research – Recent Trends in Educational research – Role of Educational bodies in developing Educational research (UGC,NCTE, NCERT, NIEPA, ICSSR, DST, ERIC and MHRD) Philosophical, Psychological and Sociological interdisciplinarity in educational research and its implications – Educational Researcher – Problems faced – Qualities of Educational Research.

Unit -2 : Methods of Educational Research

- Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic; Documentary-analysis .
- Evaluative Research and Action Research

Unit -3 : Developing a Research Proposal

- Problem and its sources; Selection and Definition of problem.
- Review of related literature – Use of e-journals, Infonet services, Inter library loan facilities, inculcating URL(Uniform Resource Locator), developing note taking skills – Bibliography writing.
- Objectives – primary, secondary and concomitant
- Hypothesis – nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypotheses.

Unit -4 : Sampling

- Unit of sampling, population; techniques (a) probability sampling techniques & (b) non-probability sampling techniques.
- Characteristics of a good sample
- Sampling errors and error reduction.
- Tables of Random Numbers; types; its uses.

Unit -5 : Tools and techniques of data collection

- Observation; Interview; Sociometric techniques.
- Questionnaire, Rating scales; Interview schedules Attitude scales.
- Reliability and validity of various tools and techniques, validity factors influencing validity of research; internal vs. external validity; Increasing the validity of research findings.

PRACTICUM

1. Development of a research proposal for M.Ed. Dissertation and its seminar presentation.

REFERENCES :

- Best, John, W. (1963). *Research in Education*.
New Delhi: Prentice Hall of India
- Cohen, Luis. et al. (2000). *Research Methods in Education* (5th ed.).
New York: Routledge Falmer
- Dalen Van, D.B (1973). *Understanding Educational Research*.
New York: McGraw Hill Co.,
- Gilbert Sax (1979). *Foundations of Educational research*.
New Jersey: Prentice-Hall, Inc, Englewood Cliffs.
- Kerlinger, F.N. (1973), *Foundations of Behavioural Research*.
New York: Holt, Rinehart and Winston
- Kothari, C.R. (1989). *Research Methodology-Methods and Techniques*.
New Delhi: Wiley Eastern Limited

OBJECTIVES:**The student will:**

1. have knowledge of Frequency Distributions
2. prepare an array of scores
3. compute Mean, Median, and Mode from the ungrouped and Grouped Data
4. compute the Measures of Dispersion
5. know the interpretation of the Correlation coefficient and compute “r”
6. explain and draw Cumulative Frequency.
7. apply Chi Square Analysis to test the Hypotheses on Equal Probability
8. understand Linear Regression, Standard Error, and True Measures
9. understand the Reliability, Validity and their importance in a test

COURSE CONTENT**Unit -1: Nature of Educational Data**

Quantitative and Qualitative

Unit -2: Data Analysis

Qualitative data : its analysis with emphasis on content analysis; analysis of interview-based data and observation based data.

Quantitative data : Scales of measurement: nominal, ordinal, interval and ratio.

Unit -3: Graphical Representation of Data

Organisation and representation : Frequency Distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

Unit -4: Measures of Central Tendency and Variability, Correlation and Regression

Measures of Central Tendencies : Mean – Median – Mode. Uses, relative merits and limitations.

Measures of Variability : Range – Quartile deviation – Average deviation – Standard deviation. Uses, relative merits and limitations Co-efficient of Variation – uses.

Percentiles and Percentile Ranks, its uses

Correlations: Assumptions – rank correlation – Pearson's Product Moment Correlation – Further methods of correlation; Biserial – Point biserial – Phi Co-efficient – Tetra Choric Correlation. Partial Correlation; Zero order – First Order – Second Order.

Regression equations: Simple Linear Regression.

Unit -5: Normal Distribution and Inferential Statistical Methods

- The normal probability curve, its Properties , applications and uses in a normal distribution, Skewness and Kurtosis
- Standard errors, confidence limits
- Hypothesis testing Difference between means, correlations
- Cross breaks (Chi-square)

PRACTICUM **(Any one of the following)**

- Review of two published research papers; one quantitative and the other qualitative.
- Review of an M.Ed. or an M.Phil. dissertation.

REFERENCES:

- Aggarwal, Y.P.(1996). *Statistical Methods*
New Delhi: Sultan Chand & Sons
- Garrett, Henry E. (1973). *Statistics in Psychology and Education*.
Bombay: Vakils, Feffer and Simons Private Ltd.
- Guilford, J.P. (1973). *Fundamental Statistics in Psychology and Education*. Tokyo: Mc Graw-Hill Koga kusha, Ltd.
- Gupta, S.P. (1996). *Statistical Methods*. New Delhi: Sultan Chand & Sons.
- Hawley, Warren (1996). *Foundations of Statistics*.
New York: Saunders College Publishing
- Kothari, C.R. (1998). *Quantitative Techniques*.
New Delhi: Vikas Publishing House

COMPONENT AB - SPECIALISATION PAPERS

AB – Group A EDUCATIONAL TECHNOLOGY (SEMESTER – II)

AB A1 EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

OBJECTIVES:

The student will:

1. understand the meaning, concept and scope of Educational Technology
2. establish the relationship between Learning Theories and Educational Technology
3. understand the use of Instructional Resources
4. understand the classification and rationale for selection of media
5. develop programmed instructional materials
6. understand major developments in Educational Technology
7. be familiarized with evaluation techniques

COURSE CONTENT

Unit -1: Conceptual Bases of Educational Technology and its Major Developments

Educational Technology; meaning, definitions and Historical Development of Educational Technology, Scope and Objectives of Education Technology, Components of Educational Technology, Software and Hardware / High and Low Technology, Differences between Educational Technology and Instructional Technology, Relevance of Educational Technology to Formal and Non-formal Education

Developments in Telecommunications, Electronic Media, Computers in Education, Instructional Applications of Computers – Advantages and Disadvantages of CAI

Unit -2: Learning Theories and their Educational Implications

Skinner's Response Centered Approach - Gagnes' Hierarchical Approach, Ausubel's Learning Categories, Bruner's Structure of knowledge, Miller's Learning sequences and Piaget's Learning Stages.

Unit -3: Planning of Teaching – Instructional Technology

Bloom's Taxonomy of Educational Objectives, writing performance objectives – Mager and Miller. Types of Instructional Design – Training Psychology, Cybernetic Psychology and Systems Approach

Need and Importance of Lesson Planning – approaches to Lesson Planning, Types of Lesson Plans, Resource Unit, Instructional Kit, Workbook and Text book

Unit -4: Programmed Learning

Programmed Learning – Main Features of Programmed Learning. Its Basic principles – types of programmed learning – Linear Programming – Important features of Linear Programming – Limitations. Branching programme – main features, Backward branching and Forward Branching – Advantages of Limitations, Mathematics – Basic Steps and Principles

Unit -5: Evaluation and Instructional Technology

Measurement and Evaluation – Meaning, concept - Purpose and Objectives of Evaluation, Types of Media Technology Evaluation, feasibility evaluation, formative evaluation, summative evaluation, maintenance evaluation - Norm Referenced Test – advantages and limitations, Criterion Referenced Test – Advantages and Limitations. Formative and Summative Evaluations – Continuous Comprehensive Evaluation.

Types of Feedback – Self –feedback and self – development, Relevance of Feedback to Students, Teachers and Parents.

PRACTICUM / SEMINAR ON (Any one of the Three)

- Research Trends in Educational Technology
- Future priorities in Educational Technology
- Learning Theories and their Educational Implications.

(OR)

- Visit to NIC, Puducherry and report writing

REFERENCES :

- Bengalee C.D. , *Educational Technology – Innovations in Education*, Sheth Publishers, Bombay
- Bloom. R. S. (1974) *Taxonomy of Educational Objectives*, Mckay co., Inc., New York
- Bruner J.S. (1966) *Towards a Theory of Instruction*, Cambridge, Mass: Harvard University
- Budget r. and Leedhan J (Eds), (1973) *Aspects of Educational Technology*, London, Ptsman,
- Couston J.E. (Ed.), (1962) *Programmed Learning and Computer Based Instruction*, New York
- Davies I.K. and Hartley J.A.(1971) , *Reading in Educational Technology*, London : Ilifee
- Kumar. K.L. (1996) , *Educational Technology*, New Age International (P) Ltd., New Delhi
- Kumar Sampath K., Pannerselvam. A., Santhareme (1981) , *Introduction to Educational Technology*, Sterling Publishers, New Delhi
- Mukhopadhyay, Marmar,(1991) *Educational Technology*, All India Association for Educaitonal Technology, New Delhi
- NCTE, (1973) *Educational Technology – Progress and Promise*, NCTE

AB – Group A EDUCATIONAL TECHNOLOGY

AB A2 MULTI-MEDIA TECHNOLOGY OF EDUCATION

OBJECTIVES:

The student will:

1. understand the concept, characteristics and types of media technology
2. know the use of multi-media packages in teacher training and the need for multi – media laboratory
3. understand the psychology behind using multi-media in the classroom, teaching and learning
4. know the different types of projected and non-projected aids, their preparation and use.
5. learn the skills of using appropriate media and methods in classroom teaching and learning
6. have an understanding of Barriers to Communication and remedies to overcome these barriers in the classroom
7. use appropriate tools to evaluate the media technology used in the classroom

COURSE CONTENT

Unit -1: Concept, Characteristic of Multi-media Technology and Innovations in Teaching and Learning

Concept and Characteristic of Multi-media Technology, Multi-media packages in teacher training.

Multi-media laboratory, need for multi-media laboratories in India, functions of multimedia laboratory, setting up of multi-media laboratory in class rooms.

Personalized System of Instruction (PSI); Meaning and concept, origin and growth of PSI, Current status and Research on PSI, problems involved in using PSI in India

Learner Controlled Instruction(LCI), Meaning and Concept of LCI, Advantages and Limitations of LCI.

Unit -2: Types of Multi – media Use in Classroom and in Distance Education

Television; Growth of television in the world and India, Importance of educational television, SITE(Satellite Instructional Television Experiment), Cable Television, Effects of television on other media, school T.V. programmes production and role of teacher, merits and limitations, the future of television.

Radio; Development of Radio broadcasting in India, Educational Radio, Scope of Radio in India, Ethics of Broadcasting.

Films; A short history of Indian films, educational films, its nature, stages of film making, techniques of teaching with films, selection of films, advantages and limitations.

Computers; characteristics, features, applications and functions, classification of computers, Computer Assisted Instruction(CAI), origin, types, Hurdles in using CAI and Remedies.

Meaning and Concept of Distance Education, Forms of Distance Education, Role of multimedia in Distance Education, Its influences and advantages.

Unit -3: Multi-media and Selection Process

Psychology of using media, Dale's Cone of experience, media selection pre-requisites and factors affecting selection of media; Cost – effectiveness,

practically (time and location), human factors, multi-media and multi-image teaching.

Group Vs Individual Instruction, Different teaching methods, Teacher centered, Learner centered, (monologue, Dialogue, Action, Self Study), Instructional Design and selection of appropriate media.

Unit -4: Projected and Non-projected Media Technology

Preparation and use of projected aids: filmstrips, slides, opaque projections, overhead projections.

Preparation and use of non projected aids: graphic aids; maps, charts, graphs, diagrams, posters, pictures. Display aids (Boards); Flash cards, Flannel Boards, Black board and Bulletin board. Three dimensional aids: objects specimens and models.

Unit -5: Communication System and Media Technology

Concept and need for Communication, forms and types of communication, communication process and models, communication network; mass media technology as means of communication, Barriers to communication, communication and teaching, communication in the classroom

PRACTICUM / SEMINAR ON *(Any one of the following)*

- Electronic media; radio, Television and Computer a boon to education.
- Effectiveness of multi-media packages in an in-service training of teachers

(OR)

- Preparation and use of transparencies and overhead projections
- Preparation and use of Audios in a subject of your choice

REFERENCES :

- Chatterji P.C. (1991), *Broadcasting in India* , New Delhi , Sage Publications
- Chuhan S.S. (1983), *Innovations in Teaching – learning Process*, New Delhi, vikas Publishing House Pvt. Ltd.
- Fry Edward B, (1963), *Teaching Machines and Programmed Instruction*, New York, Mc Graw Hill Book Co., Inc.
- Honck A , (1977), *Planning for Educational Mass Media*, New York, Longman Group Ltd
- Hussein, Khatech. M., (1973), *Development of Information System for Education*, New Jersey, Prentice Hall Inc., 1973
- Kumar K.L., (1996), *Educational Technology*, New Delhi, New Age International (P) Ltd, Publishing
- Goel M.R. (1989), *Introduction to Computer Science*, New Delhi, Sterling Publishers Pvt., Ltd.
- Rao Usha, (1996), *Educational Technology*, Bombay, Himalaya Publishing House
- Reher S.C. (1991) *Educational Television Programme*, New Delhi, deep and Deep Publications, Rajouri Garden
- Venkataiah N (1996), *Educational Technology*, New Delhi , APH Publisher
- Verma Ramesh and Suresh Sharma (1998), *Modern Trends In Teaching Technology*, New Delhi , Anmol Publishers Pvt. Ltd

AB – Group A EDUCATIONAL TECHNOLOGY

AB A3 ADVANCED METHODS OF TEACHING

OBJECTIVES:

The student will:

1. understand theories of teaching for effective classroom instruction
2. analyse teaching skills and activities and understand their application to classroom situation
3. understand the different styles and strategies of teaching and their application to classroom teaching
4. develop skills of analyzing interaction in Teaching learning situation
5. understand the theory behind different models of teaching together with their syntax, uses and outcomes.
6. derive teacher competencies and assess teacher performance
7. develop the skills of using and interpreting the different tools of teacher assessment.
8. understand the use of technology in teaching

COURSE CONTENT

Unit -1: Theories of Teaching

Teaching – concept, relationship with learning, as a system of actions; Anatomy of teaching, phases of teaching; styles, strategies and tactic approaches to teaching; need and function of teaching, Teaching theories and their bases – epistemology and psychological; Types of teaching theories – Formal theory of Teaching, Descriptive theory of teaching, and Normative theory of teaching.

Unit -2: Organization of Teaching

Teacher functions, operations and activities in teaching; classroom management, facilities and feedbacks; Teaching tactics, selecting appropriate teaching tactics: Signal learning structure and teaching tactics, Chain learning structure and teaching tactics, Multi discrimination learning structure and teaching tactics, Concept learning structure and teaching tactics.

Unit -3: Strategies of Teaching and Interaction Teaching

Meaning of teaching strategy; types of teaching strategies; autocratic-lecture, demonstration, tutorial, programmed instruction. Democratic – discussion, discovery, heurism, project strategy, brainstorming, role playing, independent study, sensitivity training, recapitulation, drill work, review, assignment, inductive, deductive strategy; Modular approach

Concept and dimensions of interactions; Interaction analysis, Flanders category systems, assumptions of FICS, 10 x 10 Matrix and its interpretation, uses of interaction analysis to a teacher

Unit -4: Models of Teaching

Model of teaching – Concept, nature and uses of models of teaching, brief critical analysis of the objectives, focus salient features and steps (syntax) of related models of different types; Information Processing Models (inductive thinking, scientific inquiry, concept-attainment, advance organizers, synectics), Social – Interaction Models (Jurisprudential inquiry, group investigation, structured inquiry) Personal Models (non-directive teaching, enhancing self esteem) Behaviour Modification Models(mastery learning, direct instruction, simulation, social learning, programmed schedule) .

Unit -5: Teaching Effectiveness and Teacher Assessment

Concept, principles and criteria: Presage, process and product variables; Sources for deriving teacher competencies, Measurement of problems of teacher competencies; General Strategies for assessment – performance and competency based assessment, Performance appraisal.

Use and interpretation of observation techniques, rating scales, Attitude scales, Inventories, Performance tests and achievement tests in teacher assessment.

PRACTICUM (Any one of the following)

- Write a lesson plan according to a model of teaching and give a lesson in a simulated situation
- Observe a teaching-learning situation and categorise the activities according to FICS and interpret the 10 x 10 matrix
- Adopt the brain storming technique and teach a lesson of your choice

REFERENCES :

- Ammidon Edmund, J and Hough John, (1967), *Interaction Analysis: Theory Research and Application*, Reading Mass, Addison – Wessley
- Bellack, Arno et al., (1996), *The Language of the classroom*, Teachers' College Columbia University, New York
- Howard Nicholls and Andray Nicholls, (1975), *Creative Teaching – An Approach to achievement of Educational Objectives*, George Allen and Unwin, London
- James L. Mursell, (1954), *Successful Teaching – It's Psychological Principles*, Mc Graw Hill Book Co., Inc., Tokyo
- Joseph Lawmen(1985), *Mastering the techniques of teaching*, Jossey Boss, London
- Ned, A. Flanders (1978), *Analysing Teaching Behaviour*, Addison – werley Publishing Company, London
- Sharma R.A. (1991), *Technology of Teaching*, Loyal Book Depot., Meerut,
- Thomas C. Lout (1984) , *Tactics for Teaching*, Charles E. Merrilal Publishing company London

**AB – Group B ECONOMICS OF EDUCATION, EDUCATIONAL
POLICIES, PLANNING , ADMINISTRATION & MANAGEMENT
(SEMESTER – II)**

AB B1 ECONOMICS OF EDUCATION

OBJECTIVES:

The student will:

1. develop awareness of the importance of Economics to the field of Education
2. develop an understanding of Education both as consumption and investment
3. develop an understanding of the benefits and the costs of education and its role in human and economic development
4. develop various abilities to understand the internal efficiency of the system of education
5. understand the contemporary developments in economics of education

COURSE CONTENT

Unit -1: Introduction: Basic Concepts

1. Meaning, Nature and Scope of Economics
2. Meaning, Concept, Scope, Significance and recent trends in economics of education
3. Education as consumption and investment.
4. The concept and measurement of Human Capital
5. Education and its relation to Human Resource Development.

Unit-2: Education and Economic Development

1. Education and Economic growth.
2. Education and National Development .

3. Education and the Distribution of Income.
4. Education, Population and Poverty.
5. Liberalization, Privatization, Globalisation and Education.
6. Contemporary issues in Economics of Education.

Unit-3: Costs and Benefits of Education

1. Taxonomy of Educational Costs.
2. Resources for Education.
3. Difference between Cost and Expenditure, its components and determinants of Cost of Education, Unit Cost of Education, Analysis of costs of Education.
4. Approaches to measuring the benefits of Education.
5. Problems in measurement of benefits and costs.
6. Cost Benefit Analysis in Education.
7. Private and Social rates of return to education.

Unit-4: Education and the Labour Market

1. Labour, Market and Education.
2. Education and Employment.
3. Education and Migration (Internal and External).

Unit-5: Internal Efficiency of Education System

1. Efficiency of Education system - distinction between Internal and External efficiency.
2. Input-Output analysis in Education.
3. Parallelism between Education and Industry.
4. The measurement of output in education.
5. The effect of alternative inputs on educational output - the cost effectiveness analysis of education.
6. Internal efficiency of Indian Education System.
7. Cost effective Educational Programmes.

PRACTICUM / SEMINAR ON (Any one of the following)

- The Human Capital Revolution and its impact
- Education and Economic Development

REFERENCES:

- Becker, G.W. (1964). *Human Capital*. Princeton: Princeton University Press
- Blaug Mark (1970) *Economics of Education*. London: Penguin
- Bowman, M.J. et al. (Eds.) (1968). *Readings In The Economic Of Education*. Paris: UNESCO
- Cohn, E (1972). *Economics of Education*. Lexington Mass – D.C. Health Company
- Harbison, F.H. and Myers, C.A. (1964). *Education, Manpower and Economic Growth*. Maidenhead: McGraw-Hall
- Hedge, O. *Economics of Education* (1998). New Delhi :Himalaya Publishers
- Panchamukhi. *Research in Economics of Education*, Fifth Survey of Educational Research 1988-92; Trend reports Vol. I New Delhi, NCERT
- Pandit H.N. (Ed.) . (1969). *Measurement of Cost Productivity and Efficiency of Education*. New Delhi: NCERT
- Parnes, H.S. (1962) *Forecasting Educational Needs for Economic and Social Development*. Paris:OECD
- Perlman, Richard (1973). *The Economics of Education: Conceptual Problems and Policy Issues*. New York: Mc Graw Hill Book Company
- Reddy Shiva B (2000) *Education and Rural Development in India*. Paris:UNESCO; Inter-National Institute of Educational Planning
- Robinson, E.A.G. and Vaizey, J.E (Eds). (1966). *The Economics of Education*. (Proceedings of an International Economic Association Conference). London: Macmillan
- Sacharopoulos George, P and Woodhall, M (1985). *Education for Development* New York: Oxford University Press
- Schultz, T.W. (1963). *The Economic Values of Education*. New York: Columbia University Press
- Sheehan, John (1973). *The Economics of Education*. London: George Allen & Unwin Ltd.,
- Jandhya B.G. Tilak (1985). *Economics of Inequality in Education*. New Delhi: Sage Publication
- Thurow Laster, C. (1970). *Investment in Human Capital*. Belmont: Wadsworth Publishing Co.,
- Vaizey, John (1962). *The Economics of Education*. London: Penguin
- Vaizey, John(Ed.) (1964). *The Residual Factor and Economic Growth*. Paris: OECD.

**AB – Group B ECONOMICS OF EDUCATION, EDUCATIONAL
POLICIES, PLANNING , ADMINISTRATION & MANAGEMENT**

AB B2 EDUCATIONAL POLICIES AND PLANNING

OBJECTIVES:

The student will:

1. know the various Educational Policies and their recommendations both before and after independence
2. understand the importance of various commissions of Education
3. gain insights to Educational Planning, Agencies involved and Role of Government in various levels in Educational Planning
4. understand the various policies, principles and processes involved in Educational planning
5. comprehend the details of Planning and the recommendations for educational upliftment.

COURSE CONTENT

Unit -1: Policies on Education (Before Independence)

Macaulay's Minutes on Education (1835), Wood's Despatch (1854), Indian Universities Commission (1902), Calcutta University Commission (1917-19), Hartog Committee (1928-29), Zakir Hussain Committee (1938), Sargent Report (1944)

Unit -2: Policies on Education (After Independence)

University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66), National Policy on Education (1968), Committee on governance of Universities and Colleges (1969-73), Seminar on Open University (1970).

Unit -3: Development of Higher Education in India

Development of Higher Education in India: A Policy framework (1978), National Commission on Teachers I (1983-85), National Commission on Teachers II (1983-85), National Policy on Education (1986), Programme of Action (1986), Committee on Accreditation and Assessment Council (1988); Education in Five Year Plans.

Unit -4: Educational Planning

Need and importance of Educational Planning - Objectives of Planning Agencies .of Planning, Techniques of Planning, Execution and evaluation of planning.

Unit -5: Role of Government

First exercise Educational plan (1938-44), Education at Crossroads- National Education in India (1960-65), Role of Governments of India in Education Central, State and Local bodies, Private agencies.

PRACTICUM / SEMINAR ON (Any one of the following)

- Promoting internal efficiency of education : Policies and Measures
- Grant-in-Aid policies in Puducherry for Education

REFERENCES:

- Bakar, M.Abu. (1976). *The Union and the States in Education*. New Delhi: Shabd Sanchar.
- Bhatnagar, S and Saxena, Anmika. (1996). *Modern Indian Education and its Problems*. Meerut: R. Lall Book Depot.
- Goel, S.L and Goel, Aruna. (1994). *Education Policy and Administration*. New Delhi: Deep & Deep Publications.
- Kaur, Kuldip. (1985). *Education in India (1781-1785): Policies, Planning and Implementation*. Chandigarh.
- Lock, Michael. (1974). *Power and Politics in the School System*, London: RKP.
- Mukherjee, S.N. (1970). *Administration of education, Planning and Finance: Theory and Practice*. Baroda: Acharya Book Depot.
- *National Policy on Education* (1986), Govt of India, MHRD. New Delhi: 1986 and Revised Policy Formulations (1992)

**AB – Group B ECONOMICS OF EDUCATION, EDUCATIONAL
POLICIES, PLANNING , ADMINISTRATION & MANAGEMENT**

AB B3 EDUCATIONAL ADMINISTRATION & MANAGEMENT

OBJECTIVES:

The student will:

1. develop the fundamental perspectives of the theoretical tenants of administration and management
2. understand the competency concept and inter relationship of systems approach in educational administration and management
3. understand the relationship between educational administration and human relations to enhance the effectiveness of organization
4. understand the causes and types of role conflicts in the organization and know the devices to reduce them
5. be acquainted with the procedures of appraisal of educational Institutions

COURSE CONTENT

Unit -1: Educational Administration and Management in India

Meaning and types of Administration – Relation between Administration and Management – Educational Administration: An Independent Study – Functions and scope of Educational Administration and Management – Principles of Educational Administration and Management – Administrative Process – Administrative Skills. Educational Administration before 1947 – Educational Administration after 1947 and before 1986 – Educational Administration since 1986 – Conceptual changes in Educational Administration and Management.

Unit -2: Theories of Administration and Management

The theoretical contributions of Foyal, Gullick and Urwick – The competency concept of Graft – Theories of decision making – Theory of administrative behaviour by Halpin

Systems theory by Griffiths and its application to school as a sub system of society – Bernard – Simon theory of organizational equilibrium – Getzels theory of conflicts – Organisational behaviour and climate – Maslow’s theory of needs and job satisfaction

Unit -3: Theories of Organization Management

Theory “X”, Theory “Y” of Douglas Megregar – Theory of Management by objections by Peter Druck – General systems approach to educational administration – Initiation and consideration structure of Leadership behaviour – Halpin – The application of the above theories to educational administration.

Unit -4: Applicational aspects of Human relations in Educational Administration

Concepts and scope of personnel administration and human relations in educational administration. – Dynamics of human behaviour, Inter personal behaviour – System norms and staff norms and cultural norms, factors responsible for conflicts – Devices to reduce conflicts.

Unit -5: Institutional Appraisal – Appraisal of Educational Institutions

Concepts, nature, need and scope of appraisal of educational Institutions – Measurement of competence and accountability of educational Institutions and their implications– Types of Management evaluation – summative and formative evaluation – Objectives, principles, types and guidelines of appraisals and accreditation

PRACTICUM / SEMINAR ON (*Any one of the following*)

- Decision making process centralized and decentralized administration
- Theoretical approaches of conflict resolving and enhancing the efficiency and effectiveness of organization
- Latest research on Educational Administration and Management

REFERENCES:

- Bhat, K.S and Ravi Shaner, S., (1985). *Administrator of Education*. New Delhi: Seema Publications. .
- Bhat, B.D and Sharma S.R., (1992). *Education Administration: Emerging Trends*. New Delhi: Kanishka Publishing House.
- Bhatnagar, R.P and Agrawal, Vidya. (1986). *Educational Administration*. Meerut: Loyal Book Depot.
- Halpin, A.W. (Ed). (1958). *Administrative Theory in Education*. New York: Mc Millan Company.
- Hanson, E. Mark.(1991). *Educational Administration and Organisational Behaviour*. Boston: Allyn and Bacon.
- Koontz, Harold and O'Donnel, Cyrill. (1982). *Essentials of Management*. New Delhi: Tata McGraw Hill.
- Mathur, S.S. (1990). *Educational Administration and Management*. Ambala Cantt: The Indian Publications.
- Mohanty, J. (1990). *Educational Administration, Supervision and School Management*. New Delhi: Deep & Deep Publications.
- Morphet, Edgar, L. et al. (1974). *Educational Administration and Organization*. Engle Wood Cliff: Prentice Hall of India.
- Nwanko, John 1. (1982). *Educational Administration: Theory and Practice*. New Delhi: Vikas Publication House.
- Rao, V.S.P and Narayana (1987). *Principles and Practice of Management*. New Delhi: Konark Publishers Pvt. Ltd., ,
- Sears, J.B.(1950). *The nature of the Administrative Process*. New York: McGraw Hill Co.,
- Sharma, R.C. (1983). *School Management*. New Delhi: Samrita Prakashan.
- Shukla, P.D. (1983). *Administration of Education in India*. New Delhi: Vikas Publications.

AB – Group C TEACHER EDUCATION (SEMESTER – II)

AB C1 PRINCIPLES AND SYSTEMS OF TEACHER EDUCATION

OBJECTIVES:

The student will:

1. understand the concept and objectives of Teacher Education. theories of teaching for effective classroom instruction
2. be acquainted with the structure and curriculum in teacher education at different levels
3. familiarize with different national and state level agencies of teacher education and their roles and functions

COURSE CONTENT

Unit -1: Conceptual Bases of Teacher Education

Teacher Education – meaning, concept and scope. A brief review of historical perspective of development of Teacher education; Ancient Period, Medieval Period, Buddhist Period, Mughal Period and British Period

Unit -2: Need for Teacher Education

Need and Importance of Teacher Education, Objectives of Teacher Education at Primary, Secondary and College Levels.

Unit -3: Structure and Curriculum of Teacher Education at Different Levels

Structure of Teacher Education – two years undergraduate, one year post graduate and four years integrated, salient characteristics of the teacher education curriculum – Relevance, Flexibility, Integration and interdisciplinary Teacher Education Curriculum at Primary, Secondary and College Levels,

Pedagogical Theory – Content cum Methodology – Practice Teaching, NCTE Teacher Education Curriculum Framework.

Unit -4: Agencies of Teacher Education – Role and Functions

National Level Agencies – (UGC) University Grant Commission; National Council for Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), Center for Advanced studies in Education (CASE), National Institute for Educational Planning and Administration (NIEPA)

State Level Agencies – State Institute of Education, State Institute of Education, State Councils for Education, Centers for continuing Education for Teachers, State boards of Teacher Education, University, Department of Education.

International Level : UNESCO

Unit -5: Evaluation in Teacher Education

Use of observational systems – Flanders, Reciprocal Category System Equivalent Talk Category system, Use of observational schedules – Rating Scale, competency scales and Attitude Scales, Self and student evaluation of Teacher Performance.

PRACTICUM (Any one of the following)

- Preparation of resource material on any teaching Unit of Teacher Education
- A critical study of any one aspect of Teacher Education.

REFERENCES :

- Anderson, Edmund J. and Hunter, Eligabeth, *Improving the teaching analysis of classroom Verbal Interaction*, New York: Halt Rinehart and Winston, Inc.,
- Biddle, bruce J. and Ellena, *Contemporay Reasearch on Teacher-effectiveness*-Hoet Rine hart and wins for New York
- Bruner J.S.(1966), *Towards A theory of Instruction Massachusetts*, Harvard University
- Davies, Irook (1971), *The Management of Learning* Mc Graw Hill, London,
- Dunkin Micheal J. et.al (1974)., *The study of Teaching*, Holt Rinehart and Winston Inc. New York
- Flanders, Ned A (1970) , *Analysing teaching behaviour*, California London, Addision-Wesley Publishing company,
- Gage, N.L.(1965), *Handbook of Research on Teaching*, Rand Mac Nalley Co., New York.
- Joyce, Bruce and Marsha Weil(1972) , *Models of Teaching*, Prentice Hall Inc., Englewood cliffs, New Jersey,.
- Kothari, D.S. (1964), *Education Commission (1964 - 66)*, Ministry of Education, New Delhi,
- Ryan, Drauid, G.(1969), *Characteristics of Teachers*, Delhi Sterling Publisher (P) Ltd.
- Sharma, R.A.(1988) , *'Technology of Teaching'* International Publishing House, Meerut, .
- Skinner, B. F.(1988) , *'Technology of Teaching'*, International Publishing House, Meerut,
- Travers, Robert M.W (Ed)., (1973)*Second Hand Book of Research on Teaching*, Chicago Read Mc Nally College Publishing Company
- Tibble, J. W.(1971) , *'Future of Teacher Education'*; London, Roubledge and Kagon Pual,
- White William L.(1969) , *Psychological Principles Applied to Classroom Teaching*, McGraw Hill, New York.

AB – Group C TEACHER EDUCATION

AB C2 TRENDS IN TEACHER EDUCATION

OBJECTIVES:

The student will:

1. learn the issues and problems of teacher education
2. understand and analyse teacher behaviour
3. be acquainted with research trends and experimentation in teacher education.

COURSE CONTENT

Unit -1: Status of Teacher Education

Status of Teachers – Meaning Recommendations for Raising Status of Teachers, Education Commission (1964-66), National Commission on Teachers Professional Ethics, working Conditions – Provision for necessary facilities and equipment. Economic status – salary system, service conditions, promotional policy – service security. Social status – Recognition, Participation in the decision making bodies, provision of awards.

Unit -2: Major Issues and Problems of Teacher Education

Admission Policies and Procedures, Standards in Teacher Education, Isolation of Teacher Education Institutions, Preparation of Teachers for Special Education, Issues Pertaining to in-service training programmes

Unit -3: Professional Organisations and Teacher Accountability

Professional Organisations for Teachers at State, National and International Levels – their objectives and activities, Accountability in Education; concept, components, objectives, teacher accountability.

Unit -4: Research and Innovation in Teacher Education

Purpose of Research in Teacher Education, Scope of Teacher Education Research, New Trends in Teacher Education Research, Innovative Practices at Secondary and Elementary Levels – Micro teaching, Simulated Social skill training, Team – Teaching

Unit -5: Planning and Financing of Teacher Education

Approaches Teacher Education Planning – Social Demand Approach, Manpower Planning, Rate of Return Approach, Financial Planning – factors relating to demand and supply of financial resources.

PRACTICUM / SEMINAR ON (Any one of the following)

- Teacher Commitment and Value Education
- Problems faced by Teachers' of Special Education

REFERENCES:

- Buch, M.B. (1967), *Second All India Educational Survey*, NCERT, New Delhi
- Buch, B. Ed. (1974), *A survey of Research in Education*, Centre of Advance Study in Education, M.S. University of Baroda, Baroda
- Chaurasia G (1967), *New Era in Teacher Education*, Sterling Publishers, New Delhi
- D'Souza and Chatterji (1959), *Training for Teachers in India and England*, Orient Longmans, Bombay
- Jeffreys V.C. *Revolution in Teacher Training*, Pitaman, London
- Lindsey, Margaret Ed. (1961), *New Horizons in the Teaching Profession* N.E.A., Washinton N.E.A.
- Mukherji S.N. (1968), *Education for Teachers in India* (Vol.I and II) Chand and Co., Delhi
- Pries, B.A. (1959), *Better Teacher Education*, Delhi, University, Atma Ram, Delhi
- Rugg. G. (1952), *The Teacher* – Harper and Row, New York

AB – Group C TEACHER EDUCATION

**AB C3 TEACHER EDUCATION ORGANISATIONS AND THEIR
FUNCTIONS**

OBJECTIVES:

The student will:

1. make a study of the changing concepts of Teacher Education during various periods of educational development in this country.
2. be acquainted with the teacher education programmes at all levels
3. develop an awareness of problems in Teacher Education
4. be acquainted with the responsibilities pertaining to the organization of a Teacher Education institution
5. develop necessary skills for planning and organisation of functions for effective school management
6. be provided some practical experience with a view to have some of the essential technical knowledge of their job.

COURSE CONTENT

Unit -1: Development of Teacher Education

The development of teacher education organizations in India. - The present position of Teacher Education Organization, MOU with NAAC and NCTE. Comparison with Teacher Education Organization of U.S.A. and U.K.

Unit -2: Teacher Education Programmes

Different types of Teacher Education programmes Pre-primary Secondary, Higher-Secondary and Tertiary levels – Technical teachers' training; Special teacher training such as Physical education, Music, Teaching the handicapped, Mentally retarded – Other Institutions of training NIE – Regional Institutes of

Education, Colleges of Education, State Institute of Education, University Department of Education.

Unit -3: Pre-Service and In-Service Teacher Education

Pre service teacher education – Historical perspective different types of teacher education institutions – General and stage wise – objectives of teacher education.

Need for in-service education – for teachers - objectives – techniques of in-service education – function of NCERT, SCERT , IGNOU , DEC and Open University.

Unit -4: Pattern and practices in Teacher Education

Selection of students for Teacher Education programmes : Admission tests, Interests, Aptitude , Attitude and Achievement tests – Interview – their need and use.

Patterns and practices of student teaching programme – Model lessons – Criticism lessons – The role of Co-operating schools and teachers – The role of Education Department – Micro Teaching – interaction analysis.

The Planning of Higher Secondary, Primary and Pre-primary and Special Training Institutions with reference to structure and organization – The need for experimental or model school and its functions – criteria for evaluating Teacher Training Institutions.

Evaluation in Teacher Education – Maintaining records of students, Development of performance during training.

Unit -5: Administration in Teacher Education

Administration of Teacher Education in Puducherry and Tamil Nadu -Role of State Board of Teacher Education, Universities, NCTE, NCERT, NAAC and UGC in maintaining the quality of Teacher Education . Secondary Teacher Education in five year plans.

PRACTICUM (Any one of the following)

- Analysis of two microteaching skills of a student trainee during teaching practice
- Analysis of any one record submitted by a B.Ed. trainee during the course of study
- Prepare a College of Education Profile

REFERENCES:

- Buch, M.B. (1967), *Second All India Educational Survey*, NCERT, New Delhi
- Buch, B. Ed. (1974), *A survey of Research in Education*, Centre of Advance Study in Education, M.S. University of Baroda, Baroda
- Chaurasia G (1967), *New Era in Teacher Education*, Sterling Publishers, New Delhi
- D'Souza and Chatterji (1959), *Training for Teachers in India and England*, Orient Longmans, Bombay
- Jeffreys V.C. *Revolution in Teacher Training*, Pitaman, London
- Lindsey, Margaret Ed. (1961), *New Horizons in the Teaching Profession* N.E.A., Washinton N.E.A.
- Mukherji S.N. (1968), *Education for Teachers in India* (Vol.I and II) Chand and Co., Delhi
- Pries, B.A. (1959), *Better Teacher Education*, Delhi, University, Atma Ram, Delhi
- Rugg. G. (1952), *The Teacher* – Harper and Row, New York

B. SOFT CORE PAPERS

COMPONENT BE - ELECTIVE PAPERS

Any Two of the following (one from each group)

BE - GROUP – A 1 GUIDANCE AND COUNSELLING (SEMESTER – I)

OBJECTIVES:

The student will:

1. know the concept, need and view point of guidance and counselling
2. understand the principles of problems of different types of guidance and counselling
3. apply the concept and needs of guidance and counselling for different types of students
4. develop skills of various procedures of organizing guidance and counselling
5. develop interest towards the guidance and counselling programmes

COURSE CONTENT

Unit -1: Concept and Types of Guidance

Concept, assumptions, Issues and problems of guidance – needs, scope and significance of guidance

Types of guidance – Educational Vocational - Personal and social – Role of teacher in guidance – Agencies of guidance – Role of community and Family

Educational Guidance – Principles of guidance – Guidance and curriculum, guidance and class room teaching

Vocational guidance – Nature of work – various motives associated with work – Career development - Super's Theory about Guidance – Approaches to Career guidance, vocationalisation of secondary education and career development

Personal and Social Guidance – concept, need and purpose and principles – Types of problems – Emotional and Social – Adolescents characteristics – Adjustment.

Unit -2: Guidance Programmes

- Organisation of a guidance programme – Principles of organization – various types of services – individual inventory service and information Orientation services, Placement service and follow-up service Evaluation of Guidance Programmes
- Guidance of children with special needs – problems and needs – Guidance of the gifted and creative students – Guidance of under achiever and first generation learners – Role of teacher in helping children with special needs.

Unit -3: Testing services

Testing in guidance service – use of tests in guidance and Counselling – Tests of Intelligence, aptitude, creativity, interest and Personality – Administering, scoring and interpretation of test scores – Communication of test results as relevant in the context of guidance programme

Unit -4: Fundamentals of Counselling

Fundamentals of counselling – Definition – elements of Counselling – Comparison between Teaching and Counselling

Advice and counselling – direction and counselling – Instruction and counselling – Education and counselling – Interdisciplinary foundations of counselling

Unit -5: Counselling Approaches, Process and Theories

Counselling – Approaches – Counselling with Individuals – Counselling in Groups – Counselling in community – Agencies – Vocational Development and the work of the counselor – Types – Directive counselling – Non-Directive counselling – Roger’s view – Eclectic counselling – Psycho-analytic approach to counselling.

Counselling process – Concept, nature and principles of counselling – Counselling for adjustment – Characteristics of good counselor – Racecourses of counselor – Research in counselling

Theories of counselling / Psychotherapy – Criteria of a good theory – Classification of theories of counselling – Dynamic counselling – Humanistic Psychotherapy – Behaviour counselling – New trends in counselling.

PRACTICUM *(Any one of the following)*

- Preparation of an interview schedule to be used with university students
- Construction of a diagnostic test
- Conduct a Psychological test on a case selected during School Based Field Experience – aptitude test – adjustment inventory – creativity test
- Prepare a comprehensive record of a case selected during School Based Field Experience

REFERENCES :

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- Anastasia A., *Differential Psychology*, Macmillan Co. New York
- Chauhan S.S. , *Principles and Techniques of Guidance*, Vikas Publishing house Pvt. Ltd, New Delhi
- Crow and Crow (1950) , *An Introduction to Guidance*, Eurasia Publishing House, New Delhi
- Freeman E.S., *Theory and Practice of Psychological Testing*, Henry Holt, New Delhi
- Indu Dave (1983), *The Basic Essentials of counselling*, Sterling Publishers, Pvt. Ltd, New Delhi
- Jones A J , (1969), *Principles of Guidance*, Tata McGraw Hill, Book Co., New Delhi 1969
- Mehendi Baquer, *Guidance in Schools* ,NCERT, New Delhi
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- Rogers Carl, (1951) *Client Centered Therapy*, Houghton-Hiffin, Boston
- Traxler, Arthur E , *Techniques of Guidance*, Harper and Brothers, New York
- Tyler L.E. (1962), *The Work of the Counsellor*, Appleton Century Craftes, New Delhi

OBJECTIVES:

The student will:

1. know the meaning and scope of special education in India.
2. understand the various suggestions given by different recent commissions of education on children with special needs for realising the concept of “Universalisation of education “
3. grasp the meaning, specific characteristics and modalities of identification of various types of students (who are different than majority)or exceptional learners.
4. understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENT

Unit -1: Meaning And Scope Of Special Education

A brief history of Special Education. Scope of special education in India. Government policies and legislations. Administration of special education. Characteristics, education and placement of the special children :

Unit -2: Meaning Of Universalisation Of Education

As per constitutional provision as well as state-wise allotment - recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation council of India.

Unit -3: Exceptional Learners

Learners who are mentally handicapped, visually impaired, hearing impaired, loco motor impaired, suffering with learning difficulties, and gifted – the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.

Unit -4: Meaning Of An Educational Intervention

Nature and objectives of special schools - concept of main streaming; integrated schools and support services provided within them viz. Resources room, resource teacher, counsellor; concept of remedial teaching (specially for learning disabled children); role of other (peer) members of the school (children as well as teachers); family of the “concerned child” and the community in educating the child who is an exceptional one.

Unit -5: Characteristics, Prevention, Educational Programs And Placement Of Special Children

Mentally Retarded (MR) - With Learning Disabilities – Emotionally disturbed – with speech and Language Disorders – Visually impaired – With Hearing Impairment - Creative – Gifted .

PRACTICUM *(Any one of the following)*

- Visit to a Special Education School for the Mentally Retarded and prepare a note on it
- A Case study on any one student having learning disability
- Administration of a Psychological test to measure the intelligence of the student with hearing impairment

REFERENCES :

- Burt, C., (1953). *The Causes and Treatment of Backwardness*, London: University of London
- Burt, C., (1950) *The Backward Child*, London : University of London
- Burt, C., (1953) *The Young Delinquent* (3rd ed.), London: University of London
- Kirk, S.A., (1984) *Educating Exceptional Children*, Quoted in S.S. Chauhan, *Advanced Educational Psychology* (7th ed), New Delhi: vikas Publishing House
- Lerner, J.W. (1976) *Children with Learning Disabilities*, Boston; Houghton Mifflin
- Lerner, J.(1985) , *Learning Disabilities: Theories, Diagnosis and Teaching Strategis*, Boston: Houghton Mifflin
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- Tannenbaum, A.J. (1983) , *Gifted Children Psychological and Educational Perspectives*. New York : Macmillan
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- Telford, C.W. and Sawrey, J.M.(1977) , (3rd Ed.), Englewood Cliffs, N.J.:Prentice-Hall
- Wallace, G and Mc Loughlin, J.A. (1979) *Learning Disabilities: Concepts and Characteristics* (2nd ed.), Columbus, OH:Merrill

OBJECTIVES:

The student will:

1. become aware of one's self
2. develop self discipline, self confidence and self control
3. inculcate personal values like simplicity, sympathy, empathy and honesty
4. organize family life, family responsibility and understand the values of sharing and caring
5. learn to live together in the society
6. develop social responsibility
7. respect the Indian Constitution and follow the basic values of citizens
8. plan and organize the transition in the changing work culture
9. understand the professional values and ethics
10. develop life skills for leading a successful life

COURSE CONTENT

Unit -1: Value Education and Character Development

Values – Meaning, Nature and their importance. Relation between needs and values hierarchy of values, place of values in character development and education.

Unit -2: Values of Self and Life

- Awareness of one's self – Definition of self., Assessing one's self
- Self Management – Self discipline, Ambition, Self confidence, Determination, Motivation, Self-control, Self satisfaction]

- Personal values – Humility and Simplicity, Sympathy and empathy, Honesty and Commitment
- Life – skills for individual and social living
- Behavioural values – Good manners at home and outside, Openness in thought word and action
- Role of religious Values, Religious tolerance, Truthfulness to self and others
- Leadership as a Life-skill, Leadership in other Life-skill, Interpersonal and intrapersonal skills

Unit -3: Intervention Strategies of Value Education and Assessment of Value Pattern

- *Krathwohls Taxonomy of Education*: Objective selection of values as recommended by NCERT, National Policy on Education and Constitution of India.
- *Models of Value Education*: Rationale Building Model – The Consideration Model – Value Analysis Model – Value clarification Model – Social Action Model – Jurisprudential Enquiry Model , Role Playing Model , Cognitive Moral Development Model, and Value Discussion Model.

Unit -4: Values of Family and Society

- Understanding Family Life – Definition of Family, Family life in the Context of rapidly changing society
- Organising Family life – Responsibility, Mutual respect, Sharing and Caring, Accommodation and Adjustment, Individual interests Vs Family Interests.
- Providing continuity in Traditional values - Traditional norms and family norms Changing Values – Joint families Vs Nuclear families, Family responsibilities in the changing societal and living standards

- Learning to live together – Definition of Society, Units of Society – Community living Social awareness, Equity, Equality and brotherhood.
- Challenging the diversities – Value differences, Sex and gender related issues, Differences of opinions, Tolerance, Conflicts, Avoidance of Conflicts – Dialogue, Confliction resolution, Social responsibility

Unit -5: Professional Values, National and International Values

- Planning and organizing for transition in the changing work-culture- Definition of Profession, Vocation and Career, Professional Values and ethics, Professional competence, devotion and confidence, Professional efficiency, Accountability and Responsibility
- Transition in the world of work – Learning as a dynamic process in the world of work – Awareness of the changing career options, Understanding the work culture, Willingness to Change, Team Spirit
- Knowledge of Indian Constitution – Basis values of citizens
- Global village – Global values, Values of health and health care population and environmental issues, Aggression and Violence, Deviance, Discrimination, Drugs, Racial and ethnic relations.

PRACTICUM *(Any one of the following)*

- Identification of Value components from any two lessons of the school text book
- Administration of a Value Preference Test
- Collection / Writing of any two stories with themes on human values

REFERENCES :

- Chattopadhyaya, Sudhakar(1961), *Traditional values in Indian Life*, New Delhi, Indian International Centre
- Gandhi Indira (1980, 1982)*India's Cultural Tradition*, (Prime Ministers speaks 60) National Integration, New Delhi, Directorate of Advertising & Visual Publicity, Ministry of I & B, Govt. of India
- Kalra, R.M. (1976) *Values in a developing Country with special reference to India*, Indian Publication Burau, Ambala cantt,
- Mohanty, J (1982) *Indian Education in the Emerging Society*, Sterling Publishers Private Limited, New Delhi,
- Mukherjee, RK (1969) *Social Structure of Values*, New Delhi S. Chand
- Paul H. Hirst, (1976) *Moral Education in a Secular Society*, Hodder and stroughton National children's Home,
- Ruhela, S.P. (1986) *Human values and Education* Sterling Publisher Private Limited, New Delhi

OBJECTIVES:

The student will:

1. understand the concept, importance scope and aims of environmental education
2. know the possible environmental hazards enabling to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education
3. be oriented with various components of environmental for preparing a curriculum for environmental education.
4. develop various methods and strategies for realizing the objectives of environmental education
5. understand various projects in the area of environmental studies in different countries

COURSE CONTENT

Unit -1: Environment and Ecosystem

- Introduction
- Concepts, importance and Scope
- Aims and Objectives
- Guiding Principles and foundations.
- Relationship between man and Environment
- Ecological and Psychological Perspective

Unit -2: Environmental Hazards

- Environmental pollutions; physical, air, water, noise, chemical
- Extinction of flora and fauna, deforestation, soil erosion
- Need for conservation, preservation and protection of rich environmental heritage

- Programme of environmental education for primary, secondary and higher education institutions.

Unit -3: Curriculum for Environmental Education

- Features of curriculum for environmental education
- Special nature of curriculum on environmental education
- Concept of environment an ecosystem
- Natural system earth and biosphere, abiotic and biotic components
- Natural resources, abiotic resources.
- Human systems – Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system

Unit -4 : Pedagogical Basis for Environmental Education

- Methods and approaches of environmental education
- Strategies and approaches, treating environment education as a separate subject, topic, unit, integration and interdisciplinary approaches.
- Methods – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibitions.
- Role of Media, Print, films, and TV.

Unit -5 : Environmental Projects

Comparative study of Environmental Projects from various Countries

PRACTICUM **(Any one of the following)**

- Development of appropriate strategy for teaching any one topic in the area of environmental education.
- Development of questionnaire/check list to assess environmental awareness of school children

- Preparation of one poster from any one of the following
 - a. Nature of balance
 - (i) Forest
 - (ii) Pond
 - (iii) Sea
 - b. Food web
 - c. Bio-diversity
 - d. Energy cycle

Submission of a report on the current environmental issues of a village

REFERENCES :

- Chanda, S.K. (1992) *Conserving Indian Environment*, Aavishar Publisher, Jaipur
- Choudhuri. S.K. (1996) *Environmental Legislation in India*, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi
- De A.K. N.C. Datta, A.K. Mitra and T.R. Sinha (ed) (1998) *Sustainable Development of Environment*, Cosmo Publications, New Delhi
- Grover, I.S and A.K. Thukral (Ed), (1998) *Environmental and Development*, Scientific Publishers, Jodhpur
- Gupta, Das N (1997) , *Environmental Accounting*, Wheeler Publishing , New Delhi
- Gupta Sunit and Mukta Gupta, (1997) *Environment, Populatin and Resources, Critical Challenges*, Anmol Publications Pvt, Ltd, Lucknow

- Karpagam M (1991) , *Environmental Economics, a Text Book*, Sterling Publisher Private Limited, New Delhi
- Khoshoo, T.N. (1991) *Environmental Economics, A Text Book*, Sterling Publisher Private limited New Delhi
- Krishna Iyer, V.R. (1992) *Environmental Protection and Legal Defence*, Sterling Publisher Private Ltd. New Delhi
- Roy Dilip (Ed) (1998) *Environmental Management with Indian Experience*, A.P.H. Publishing Corporation, New Delhi

