


ANNAMALAI UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION
Master of Education (M.Ed.)
REGULATIONS

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	
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

FIRST SEMESTER

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

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, Tltesfe & Viva-Voce**250 Marks**

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****50 Marks**

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:

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

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:

S.No.	Items	No	Marks
1.	Tests	2	10
2.	Assignments and / or Practical	2	10
3.	Participation in Seminar	2	5
4.	Attendance	-	5
			30

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 obtain 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-Voee

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

Sl.No.	Thesis	Internal	External	Total
1.	Research Proposal	50		50
2.	Thesis	50	100	150
3.	Viva-Voee	25	25	50
				250

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

The Viva-Voee 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-voee, internal and external examinations.

PART-C

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

S.No.	Field Experience Record	Duration in Hours	Marks for Continuous Assessment (Internal)	Total
1.	Field Based Experience	20	50	50

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

Philosophy and Education - Meaning and Definitions - Interplay of the two fields - Aims - Curriculum - Methods - Teacher and Discipline - Different branches of philosophy and their educational implications -Metaphysics - Epistemology - different theories of knowledge - Axiology - Logic, ethics and aesthetics.

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

Education as an investment -Education and employment - Human Resource Need - Mobilization - Utilization.

Reference Books

- 1) Brubacher John, S., Modern Philosophies of Education, McGraw Hill, New York, 1951.
- 2) Brown Francis, J., Educational Sociology, Prentice Hall Inc., New York, 1954.
- 3) Kilpatrick, W.H., Philosophies of Education, MacMillan, London, 1951.
- 4) Goode William, J., Principles of Sociology, McGraw Hill, New York, 1979.
- 5) Nelson B. Hendry, Modern philosophies of Education, Chicago University, 1964.
- 6) Mursgrave, P.W., Sociology of Education, Methuen & Co., London, 1973.
- 7) Nimbokor Mayor, R., A Handbook of Sociology, Eurassia & Ohburo William, F., Publishing House, New Delhi, 1950.
- 8) Nirajan Dhar, M., Fundamentals of Social Education, The Minerva Associates, Calcutta, 1971
- 9) Dash, B.N., Trends and Issues in Indian Education, Dominant, Publishers and Distributors, New Delhi, 2004.
- 10) Rao.V.K, Emerging Trends of Education, Rajat Publications, New Delhi, 2002.
- 11) Sharma, S.R., Education Planning in India, Anmol Publication, New Delhi, 1990.
- 12) Bhagia, N.M, Educational administration in India and other Developing Countries, Common Wealth Publishers, 1990.
- 13) Aggarwal, J.C., Role of UNESCO in Education, Vikas Publishing, New Delhi, 1982.
- 14) Srinibas Bhattacharya, Foundation of Education, Atlantic Publishers, New Delhi, 2008.
- 15) Seetharamu, A.S., Philosophies of Education, Ashish Publishers, New Delhi, 1980.
- 16) Jumayunkabir, Indian Philosophies of Education, Asia Publishing House, New Delhi, 1961.
- 17) Harbison Frederick and Meyers Charles, Education, Manpower and Economic Growth, McGraw Hill, New York, 1960.

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 class room situations.

Unit-I

The nature - scope - methods of Educational psychology - Experimental - Differential - Clinical - Case study, Genetic method.

Observation and Introspection.

Unit-II

Hornic 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

Thinking – Reasoning - Piaget's Cognitive development. Memory - Bartlett's* theory of remembering.

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

Unit-V

Theories of learning - i. Associationistic theories - Thorndike's trial and error (connectionist). Gurthrie's contigiity theory. Clark L. Hull's Reinforcement theory. LP Pavlov's Classical conditioning. B.F. Skinner's Operant conditioning - Gagne's Learning hierarchies - Lewin's topological theory. Tolman's Sign Gestalt - expectation theory - Transfer of learning - Theories of transfer - Motivation - Intrinsic and Extrinsic - Theories - Maslow - Mclelland.

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

- 1) Allport, G.W., *Personality: A Psychological Interpretation*, Constable & Co. Ltd., London, 1927.
- 2) Bernard Harold, *Psychology of Learning and Teaching*, McGraw Hill, New York, 1954.
- 3) Chauhan, S.S., *A Text of Programmed Instruction*, Sterling Publishers Ltd., New Delhi, 1982
- 4) Cronbach, L.J., *Educational Psychology*, Harcour Brace and Co. New York, 1954.
- 5) Crow, L.D and Crow, A., *Educational Psychology*, Eurasia Pub. House New Delhi 1973.
- 6) Eillis, *Educational Psychology*, Affiliated East, West Press, New Delhi, 1965.
- 7) Freeman, F.S., *Psychological Testing*, Holt. Rinehar, New York, 1962.
- 8) Guilford, J &.; *Personality*, McGra# Hill, Newyork, 1978.
- 9) Hall, C.S. and Lendzey, G., *Theories of Personality*, McGraw Hill, New York, 1970.
- 10) Hilgard, F.R., *Theory of Learning*, Appleton Gentry, New York, 1958.
- 11) Hurlock, E., *Developmental Psychology*, Tata McGraw Hill, New Delhi, 1974.
- 12) Kirk, S.K., *Educating Exceptional Children*, Oxford University Press, IBH Pub.Co. 2006.
- 13) Leons E. Tyler, *Test and Measurement*, Prentice Hall, 'New York, 1971.
- 14) Paramesh, C.R., *Creativity< and Personality*, M.Janta Book House, Madras, 1950.
- 15) Peel, E.A., *The Psychological Basis of Education*, Olive and Boyd, 1956.

- 16) Skinner, C.F., *Educational Psychology*, Prentice Hall of India, New Delhi, 1958.
- 17) Valentine, C.W., *Psychology and its Learning on Education*. Methuen & Co., London, 1965.
- 18) William M. Cruik, *The Psychology of Exceptional Children and Youth*, Staple Press, London, 1955.
- 19) Wood Worth, *Contemporary Schools of Psychology*, Methuen & Co., Ltd. London, 1948.
- 20) Kuppusamy, B., *Advanced Educational Psychology*, Sterling Publishers, New Delhi, 1984.
- 21) Yogendra, K.Sharma, *Educational Psychology*, Kanishka Publishers, 2004.
- 22) Uday Shankar, *Advanced Educational Psychology*, Oxonian Press, New Delhi, 1984.
- 23) Aggarwal, J.C, *Psychology od Learning and Development*, Shipra Publications, New Delhi, 2005.
- 24) Tara Chand, *Modern Child Psychology*, Anmol Publications, New Delhi, 1997.

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.

Unii-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, tabulation - Interpretation.

Unit-VII

Meaning - kinds - characteristics of Research tools - Preparation and administration of tools. Questionnaire - Schedule - checklist - Rating Scale - inventory - opinionnaire - Attitude scale - tests.

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

Research Proposal: Meaning - Model of a research proposal - Title -Statement of problem - Need and importance of problem - Statement of objectives - Methods of study - Budgeting - Finance, and Time.

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

- 1) Best John, W., Research in Education, Prentice Hall of India, 1986.
- 2) Choucharan, W.G., Sampling Techniques, Aria Publishing House, 1964.
- 3) Edwards, A.L., Experimental Designs in Psychological Research, Henry Hort Co., New York, 1960.
- 4) Gage, N.L., Handbook for Research on Teaching, Vol.I, Rand Micholly, New York.
- 5) Good, V., Methodology of Educational Research, Appleton Century Crafts, Inc. New York, 1972.
- 6) Sukkia, S.P., Elements of Educational, Research Allied Publishers, Bombay, 1963.
- 7) Traverse Robert, M.W., Introduction of Educational Research, Allied Publishers, Bombay, 1978.
- 8) Travers, E.D., Handbook for Research on Teaching, Vol.11.
- 9) Whitney, F.D. and Lev Joseph, Elements of Research, Asia Publishing House, Bombay, 1961.
- 10) Sidhy Kulbir Singh, Methodology of Research in Education, Sterling publishers, New Delhi, 1995.
- 11) Kirk, Reliability and Validity in Qualitative Research Effectiveness, 1982.
- 12) Harris, Evaluating and Assessing Learning, Shankat, 1963.
- 13) Weiersma, W., Research Methods in Education - An Introduction, UBSPD, 1950.

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 managetafent.
- 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

Research in Teacher Education - Action Research - Individual work and working in Groups. Professional growth of Teacher - In-service - Preservice Programme. Evaluation of school experience/Internship programme – Assessment of Teaching Proficiency - criteria tools and technique. New trends in Teacher Education Programme.

Reference Books

- 1) Arun K, Gupta, *Teacher Education Current Problems Prospects*, Sterling Publishers, New Delhi, 1984.
- 2) Buch, M.B., *Second All India Educational Survey*, NCERT, New Delhi, 1967.
- 3) Buch, B. (Ed). *A Survey of Research in Education*, Centre of Advance Study in Education, M.S. University of Barod, Bacroda, 1974.
- 4) Chaurasia, G., *New Era in Teacher Education*, Sterling Publishers, New Delhi, 1967.
- 5) Contant, J.B., *The Education of American Teachers*, McGraw Hill, New York, 1963.
- 6) Pikshit, S.S., *Teacher Education in Modern Democracies*, Sterling Publishers, New Delhi, 1969.
- 7) D'Souza and Chatterji, *Training for Teachers in India and England*, Orient Longmans, Bombay, 1959.
- 8) ICSSR, *In Service Education for Teacher Education*, New Delhi, 1968.
- 9) Jeffreys, V.C., *Revolution in Teacher Training Pitman*, London, 1961.
- 10) Lindsey, Margaret Ed., *New Horizons in the Teaching Profession ERA.*, Washinton, N.E.A., 1961.
- 11) Mukherji, S.N., *Education for Teachers in India* (Vol.1 and II), Chand and Co., Delhi 1968.
- 12) Pries, B.A., *Better Teacher Education*, Delhi University, Atma Ram, Delhi, 1959.
- 13) Rugg, H., *The Teacher - Harpers and Row*, New York, 1952.
- 14) Shrimali, K.L., *Better Teacher Education*, Ministry of Education, New Delhi 1954.
- 15) NCERT, *Elementary Teacher Education*, NCERT, 1975.
- 16) NCERT, *Fourth Ymr Book of Education*, NCERT, 1975.
- 17) NCERT, *Developing Teacher Education Curriculum*, NCERT, 1976.
- 18) NCERT, *Teacher Education in India*, NCERT, 1963.

COURSE-IV
ELECTIVE-I (iii) : GUIDANCE AND COUNSELLING

Objectives

The Student

- knows the concept, need and view point 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 programmes

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

Types of Guidance - Educational, Vocational, Personal and Social - Role of Teacher in Guidance. Role of Teacher in Community and Family. Agencies of Guidance - Career Development Process - Factors affecting Career Development.

Unit-III

Guidance of children with special needs - Problems and Needs - Guidance of the Gifted and Creative student - Guidance of Under Achievers and First Generation Learners - Role of teachers in helping children with Special needs.

Unit-IV

Group Guidance - Concept, Principles and Procedures - Group Guidance - Advantages of Group Guidance - Techniques of Group Guidance - Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role play.

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 and 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

Counseling process - Steps - Skills - Process in group counseling - Uses of Group Process in Counseling Family - Parents - Adolescents - Girls - Special children. Peer counseling for adjustment - Skills, Qualities and Characteristics of an Effective Counselor - Resources of Counselor - Research in Counseling.

Reference Books

- 1) Arbucklekugland, D., Guidance and Counselling in the Class Room All, Yn and BacOm Inc., 1965.
- 2) Chatihan, S.S., Principles and Techniques of Guidance, Vikas Publishing Housse, Rt. Ltd., New Delhi, 1982.
- 3) Crow and Crow, An Introduction to Guidance, Eurasia Publishing House, New Delhi, 1973.
- 4) Freeman, E.S., Theory and Practice of Psychological Testing, Henry Holt, New Delhi, 1960.
- 5) Indu Dave, The Basic Essential of Counselling, Sterline Publishers, New Delhi, 1983.
- 6) Jones, A.J., Principles of Guidance, Tata McGraw Hill Company, New Delhi, 1977.
- 7) Narayana Rao, Counselling Psychology, Tata McGraw Hill Company, New Delhi, 1987.
- 8) Tyler, D.E., The Work of the Counsellor, Appleton Century Craft, New Delhi, 1969.
- 9) Kochhar, S.K., Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New York, 1976.
- 10) Chibber, S.K., Guidance and Educational Counselling, Common wealthy Publishes, New Delhi, 1999.
- 11) Barki, B.G. and B. Mukhopadhyay, Guidance and Counseling. A Manual, Sterling Publishers, New Delhi.
- 12) Hamrin, S.A. and C.E. Erickbon, Guidance in the Secondary Schools, Appleton - Century - Gofts - Inc, New York, 1950.
- 13) Bennett, M.E., Guidance in Groups, McGraw Hill, New York, 1966.
- 14) Bhatnagar, R.P. and Sterna Rani, Guidance and Counseling in Education and Psychology, All Book Depot, Meerut.
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- 17) Fullmer, Counselling Content and Process, Thomson Press (India) Ltd., New Delhi.
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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

Development of science education in India and abroad. Science of Curriculum improvement projects in India and abroad. BSCS - PSSC - Nuffield - Chemistry.

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 - Ausubel's theory of cognitive assimilation. Gagne's model of sequential learning - Bruner's model of concept. *Learning by Discovery*

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

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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, Thurstone 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 - Thurstone's masical Aptitude Test.

Measurement of Interest - SVIB - Thurstone's interest Schedule - Kuder's preference record.

Unit–IX

Personality - Definition - Theories - Freud, Adler, Jung, Allport and Roger, Eusehck, Eric Fromn, Assessment - Projective test.

Unit–X

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

Reference Books

- 1) Adams, G.S., *Measurement and Evaluation in Education*, Psychology and Guidance, Holt, Rinehart & Winstone, New York, 1964.
- 2) Anastasi, Anne, *Psychological Testing*, The MacMillan Co., New York, 1984.
- 3) Anastasi, Anne, *Differential Psychology*, The MacMillan Co., New York, 1958.
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- 5) Bhattacharaya, S., *Psychometrics and Behaviour Research*, Sterling Publishers, New Delhi, 1972.
- 6) Bradfield, J.M., *Measurement and Evaluation in Education*, MacMillan Co., New York.
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- 9) Ebel, R.L., *Measuring Educational Achievement*, Prentice Hall of India Pvt. Ltd., New Delhi, 1966.
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- 12) Nail, V.H., *Introduction to Educational Measurement*, Houghton Mifflin Co. (Second Edition), Boston, 1965.

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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 for 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 Education Technology along with the resource centers of Educational Technology.

Unit-I

Concept of Educational Technology - Meaning, Nature,, scope and significance of Educational Technology - Components of Educational Technology: Software, Hardware - Educational Technology and instructional Technology.

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

Teaching levels, Strategies & Models - Memory, understanding and Reflective levels of teaching - Teaching strategies: Meaning, Nature, Functions and Types (Psychological Models arid Modern Models of Teaching) - Modification of Teaching behaviour - Micro Teaching, Flander's interaction Analysis, Stimulation.

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

Instructional Kits of Media Packages, Projects - Instructional designs using audio, video cassette, T.V. and the Internet - Evaluation of audio and video lesson and T.V. lessons instructional CD's subject related web-site.

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 Praksh«Ravi,»: *Modern Encyclopaedia of Educational Psychology* (Volume 1, 2 & 3), Kanishka Publishers Distributors, New Delhi, 1994.
- 2) Dale Edgar, *Audio Visual Methods in Technology*, Dryden Press Inc. New York, 1995.
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- 4) Clasen, R., *Teaching Machines and Programmed Learning Date and Directions*, Washington: De. Nea.
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- 6) Kumar, K.L., *Educational Technology*, New Age International Publishers, New Delhi, 1966.
- 7) Marilyn Nickson, *Educational Technology - A Systematic Approach for Teachers*, Work lock Educational Limited, London, 1971.
- 8) Ruhela, S.P., *Essentials of Educational Technology*, Indian Publishers, New Delhi, 1999.
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- 10) Vashist, S., *Research on Educational Technology*, Book Enclave Publishers, Jaipur, 1997.

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

- 1) Best John, W., Research in Education, Prentice Hall of India, 1986.
- 2) Edwards. A.L., Experimental Designs in Psychological Research, Henry Hort Co., New York, 1960.
- 3) Garret Henry, E., Statistics in Psychology and Education, Eiffer & Simens (O) Ltd., Bombay, 1981.
- 4) Good, V., Methodology of Educational Research, Appleton Century Crafts, Inc. New York, 1972.
- 5) Guilford, J.P., Fundamental Statistics in Psychology and Education, McGraw Hill, New York, 1958.
- 6) Lindquest, E.F., Statistical Analysis in Educational Research, Houghton Mifflin Co, Boston.
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- 8) Rough Pauline, V., Scientific Social Survey and Research, Asia pub. House Bombay, 1960.
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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.
- develops 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

Tyler Model - Hilda Taba Model - Saylor and Alexander Model - Goodlad Model - Hunkin's Model - Miller and Seller Model - Open Classroom Model - Weinstein and Fantini Model and Roger's Model.

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

Overcoming Resistance to Change (ORG) Model - Leadership Obstacle Course (LOG) Model- Linkage Model - Organizational Development (OD) Model- Rand Change Agent (RCA) Model.

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

evidences during designing of curriculum and try out '- Summative Evaluation: Students, Parents and other stakeholders - Stufflebeam's Context, Input, Process, Product (CIPP) Model and Robert Stake's Congruence - Contingency Model.

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

- 1) Aggarwal, J.C. (1990). Curriculum Reform in India- World Overviews, Doba World Education Series-3, Delhi: Doba House, Book seller and Publisher.
- 2) Aggarwal, Deepak. (2007). Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave.
- 3) Allan C. Ornstein and Francis P.Hu-nkins (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall.
- 4) Arora, G.L. (1984): Reflections on Curriculum. New Delhi: NCERT.
- 5) Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press.
- 6) Diamond Robert, M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey-Bass Inc. Publication.
- 7) Doll Ronald C. (1986). Curriculum Improvement: Decision Making Process, London: Allyon and Bacon Inc.
- 8) Erickson, H.L. (2002). Concept Based Curriculum and Instruction: Teaching Beyond the Facts. California: Gorsion Press Inc.
- 9) Joseph.P.B et al. (2000). Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.
- 10) McKernan, James. (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. London: Routledge.

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

Economics and Education - Concept and scope of Economics - Concept and scope of Education - Economic aspect of Education - Dependence of economic development of Education - Economics of Education - Concept and scope - Different form Economics and Education - Education as an industry - Comparison of Education and industry with input - output frame work criticisms.

Unit-II

Education and Economic growth - Definition of growth - Determinants of economic growth - Income and education of the labour force - Literacy and economic development of a country - Social and political indicators of economic development - Analysis of the contribution of education to economic growth - Schultz's analysis - Denison's approach - Individual and social demand for education.

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

Measurement of Costs and benefits - Measurement ~ problems- Problems in assessing costs and benefits - Suggestions - Rate of return analysis - marginal analysis - social welfare criterion - Individual rate of return - Social rate of return.

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

- 1) Baljit Singh Ed., *Education as Investment*, Manimekalai Press, Chennai, 1974.
- 2) Blaug Mark, *An Introduction to the Economics of Education*, Penguin, London, 1976.
- 3) Blaug, M., *Economics of Education*, Vol.1 & II, English Language Book Society, London, 1972.
- 4) Burgeas, T., R.Loyard 8B Pant, *Manpower and Educational Development in India 1961 - 86*.
- 5) Cohn Elchannan, *The Economics of Education, Mas*, Cambridge Ballinger Publishing Co., 1975.
- 6) Martino, Deonobue, *Economic Dimensions in Education*, Dubline Cabil 8s Co Ltd. 1971, Macmillan - India.
- 7) Shechan John, *The Economics of Education*, Macmillan George Allen 8B Unwin, London, 1973.
- 8) Vajzey John, *The Economics of Education*, Macmillan, India, 1973.

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

Foundations of values - Philosophical - Sociological and Psychological. Concept of values with reference to Idealism, Naturalism, Pragmatism and Existentialism. Values profounded by Swami Vivekananda, Sir Aurobindo, J. Krishnamurthi and Rabindranath Tagore.

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

Meaning and importance of prayer - Truth - Love - Action - Offering -Austerity - Grace, The place of value in commission reports - Radhakrishnan commission - Secondary Education commission - Kothari education commission -National Policy on Education 1986 - Indian constitution.

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 and 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 Bureau, Ambala Cantt, 1976.

- 3) Kenneth A, Strike, *Ethics and Educational Policy*, Roulledge & Kogan Paul, London, 1987.
- 4) Mohanty, J., *Indian Education in the Emerging Society*, Sterling Publishers Private Limited, New Delhi 1982.
- 5) Mukherjee, RK. *Social Structure of Values*, S.Ghand, New Delhi, 1969.
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- 7) Paul H. Hirst, *Moral Educational in a Secular Society*, Hodder and Stroughton National Children's Home, 1976.
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- 9) Smt Indira Gandhi India's Cultural Tradition, (Prime Minister speaks 60) National Integration, Directorate of Advertising & Visual Publicity, Ministry of I & B, Govt, of India, New Delhi, 1980.

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 mother / 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

- 1) Ferguson Mary, A., *Image of Women in Literature*, Boston Croom Helm 1977.
- 2) Kaushik Vijag, *Women's Movement and Human Rights*, Jabari Priole , Publishers, 1997.
- 3) *National policy on Education*, Ministry of Social Welfare, New Delhi, 1986.
- 4) *National Policy on Education*, Ministry of Human Resource Development, New Delhi, 1986.
- 5) Pruthi Rajkumar, Rameswari Devi and Romila Purthi, *Education, Employment and Empowerment of Women*, Mangal Deep Publication, Jaipur, 2001.
- 6) *Programme of Action on National Policy on Education*, Ministry of Human Resource Development, New Delhi, 1986.
- 7) Rao, D.B., and Digmurti Pushpalatha, *Education for Women*, Discovery Publishing House, New Delhi 2004.
- 8) *Report of the Committee on Status of Women's in India*, Ministry of Education Social Welfare, New Delhi, 1974.
- 9) *Status of Women Through Curriculum (Elementary Stage)*, NECRT, New Delhi, 1982.
- 10) *Survey of Research in Arab Gulf Region*, UNESCO Report, 1984.
- 11) *Towards Equality (Report)*, Ministry of Education and Social Welfare, New Delhi, 1974.
- 12) Visvanathan Maithili, *Development of Women's Education*, Printwell, Jaipur, 1994.

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

- 1) Chanda, S.K. *Conserving Indian Environment*, Aavishar Publishers, Jaipur, 1992.
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- 4) Gupta, Das N. *Environmental Accounting*, Wheeler Publishing, New Delhi, 1997.
- 5) Gupta Sunit and Mukta Gupta, *Environment, Population and Resources, Critical Challenges*, Anmol Publications Pvt.Ltd, Lucknow, 1997.
- 6) Karpagam.M, *Environmental Economics*, a Text Book, Sterling Publishers Private Limited, New Delhi, 1991.
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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

The Learning process and its relation to thinking and remembering psychological principles of learning. Language 1. Language, 2. Bilingualism and multilingualism its of the methods of the teaching L1 and L2.

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

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- 3) Fries, P.C., Linguistics and Reading, Helt Pinchat, New York, 1962.
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