

ANNAMALAI UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION
MASTER OF EDUCATION DEGREE PROGRAMME
REGULATIONS AND SYLLABUS
CONTENTS

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	ii. Science Education	
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	ix. Language Education	
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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.

PART-A: Written Examination (Five Courses) and

PART-B: a) Thesis and b) Viva-Voce

PART-C: Field Based Experience

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

PART – A

SEMESTER – I

Course	Title	Marks
I	Philosophy and Sociology of Education	100
II	Advanced Educational Psychology	100
III	Methodology of Educational Research and Educational Statistics	100

SEMESTER – II

IV	One Course is offered from the following		100
	i.	Guidance and Counseling	
	ii.	Science Education	
	iii.	Women's Studies	
	iv.	Educational Measurement and Evaluation	
	v.	Educational Technology	
V	One course is offered from the following		100

	i.	Economics of Education	
	ii.	Value Education	
	iii.	Environmental Education	
	iv.	Language Education	
	v.	Teacher Education	

PART – B

THESIS & VIVA-VOCE

150

Every candidate shall be required to submit a thesis on a subject approved by the University. 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 teacher approved by the University. The Topic or Problem of the thesis offered by the students shall be reported to the University not later than the 30th January of the year of admission to the course.

PART – C

FIELD BASED EXPERIENCE

Field based experience related to supervision and evaluation of practice teaching and other aspect of school experience of B.ED., programme will be done by every candidate.

PART – A
WRITTEN EXAMINATION

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

Sl. No.	Courses	Duration in Hours	Marks for Continuous Internal Assessment	Marks for External Examination	Total
1.	Course-I: Philosophy and Sociology of Education	3	25	75	100
2.	Course-II: Advanced Educational Psychology	3	25	75	100
3.	Course-III: Methodology of Educational Research and Educational Statistics	3	25	75	100
4.	Course-IV: Elective (I)	3	25	75	100
5.	Course-V: Elective (II)	3	25	75	100

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

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

Note:

The number of tests in each course shall be two. The number of assignments and seminar respectively shall be two and one and the number of practicals shall be five.

The marks for attendance shall be awarded as follows:

Less than 60% – 1 Marks; 60 – 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 obtained not less than 45% in each paper (34 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 in case of discrepancy of 10% or more between the two valuations, of a course it shall be valued by the third examiner.

PART –B
THESIS AND VIVA-VOCE

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

No.	Thesis	Duration in Hours	Viva – voce	Marks for third examiner	Total
1.	Thesis	–	50	100	150

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

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

The thesis shall be valued by the guide and external examiner and in the case of discrepancy of 10% or more 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 (or in each of the two optional offered) in the external examination and not less than, 50% in the aggregate of the viva, internal and external examinations.

PART-C

The Scheme of Examination in Part-C SHALL BE AS FOLLOWS

No.	Thesis/ Paper	Duration in Hours for field Experience	Continuous Assessment	Marks for External Examinations	Total
1.	Field	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 the teacher 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 an 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 subject. If a different subject is selected, the same has to be approved by the University and in such case the candidate shall work under the supervision of a teacher approved by the University.

Candidates who fail to get the required minimum in the thesis or either of the two papers in the external examination may re-submit his/her thesis after correction,

or appear again in the concerned paper or papers alone 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 and in thesis.

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

In the each paper, the first question shall consist of fifteen Multiple-choice test items. The second and third question shall consist of three short answer type test items in each (the answer in respect of each item not exceeding 30 lines) with internal choice. The last two questions shall consist of 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 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 get marks of 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.

SEMESTER-I**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

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.

Ontology – Appearance and reality, change and the changeless, natural and super natural; the external and the ephemeral.

Epistemology and education – different theories of knowledge – empiricism, rationalism, sense realism, transcendentalism.

Axiology – Logic ethics and aesthetics – values – subjectivity and objectivity – kinds of values.

Unit-II : Philosophical Traditions

Fundamentals of Indian Philosophy and their bearing on education.

Jainism – Jiva, Ajiva, Triratna.

Buddhism – Law of karma, Four noble truths and Eight fold paths.

Sankhya theory of three gunas.

Nyaya – Doctrines of ‘anyathyakyathi’ process of change error is subjective.

Vedanta – Theistic and non – Theistic traditions.

Advaita – Sankara, Brahman, Absolute reality Four Indian Values.

An examination of our present day education system in the light of Indian Philosophical foundation.

Modern educational thought in India – Tagore, Vivekananda, Mahatma Gandhiji and Aurobindo.

Fundamentals of the major schools of western philosophy and their Learning on education – Idealism, Pragmatism, Naturalism, Realism and Existentialism – Concepts, Aims, Curriculum, Teacher and methods.

Unit–III : Social Philosophy

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

Unit–IV : Educational Values

Values in life and in education, Different types of values such as aesthetic, intellectual, social, moral and spiritual values – their interrelationship and implications in education.

Unit–V : Social Change

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.

Education for national integration and international understanding.

Unit–VI : Social Structures

Primary structures – Society, Group, Institution, Community etc.

Ancillary structure – professional organization etc.

Social interaction – integrative and disintegrative social process – Social interaction process in schools.

Unit–VII : Socialization

The family and the socialization, social status and family environment.

The school and the socialization – School as an agency.

Community and socialization – Cultural diversity – It's impact on socialization, Cultural difference and inter group relation.

Religion and socialization/Religion as an agency.

Technological changes – Industrialization – Urbanization – Concept of Urban trends – Migration and opportunity – Urban schools growing population – Breaking up of old norms and the evaluation of the close link between educational systems and governmental and industrial needs.

Unit–VIII : Social Mobility

Definition, concepts – Horizontal and Vertical mobility – Its importance in developing the potentialities of people – The role of education in promoting social mobility.

Unit–IX : Education and the Economic Order

Education as an investment – Education and employment – Manpower needs of the country – State's help to educational institutions – its control over them to maintain efficiency – The problem of autonomy for higher learning.

Unit–X

Sociometric techniques – Stars – Isolates.

Reference Books

1. Brubacker John, S., *Modern philosophies of Education*, McGraw Hill, New York .
2. Brown Francis, J., *Educational Sociology*, Prentice Hall Inc., New York.
3. Green Arnold, *Sociology*, McGraw Hill, New York.
4. Kilpatrik, W.H., *Philosophies of Education*, MacMillan, London.
5. Goode William, J., *Principles of Sociology*, McGraw Hill, New York.
6. Nelson B. Hendry, *Modern philosophies of Education*, Chicago University.

7. Murgrave, P.W., *Sociology of Education*, Methuen & Co., London.
8. Nimbokor Mayor, R., *A Handbook of Sociology*, Eurasia & Ohburo William, F., Publishing House, New Delhi.
9. Nirajan Dhar, M., *Fundamentals of Social Education*, The Minerva Associates, Calcutta.
10. Philips Sazoick, *Sociology*, Harper Co., New York.
11. Ross, R., *Ground work of Educational Theory*, Geory Harpare & Co. London.

COURSE-II

ADVANCED EDUCATIONAL PSYCHOLOGY

Objectives

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

COURSE CONTENT**Unit-I : Educational Psychology and Methods**

The nature – scope – methods of Educational psychology – Experimental – Normative Survey method – Differential – Psycho – Physical – Clinical – Case study and Genetic method.

Fields of Psychology – Comparative, developmental, abnormal, social, differential and applied.

Unit-II

Schools of Psychology – Hormic School – Associationism, Behaviourism – Gestalt school, Psychoanalysis – their impact in the educational theory and practice.

Unit-III : Stages of Development

Adolescence – Significance of the study of adolescence – Needs and problems of adolescents.

Educational implications of physical, mental, social and emotional development in the adolescent stage.

Unit-IV

Problems solving – approaches to problems solving – phases of problem solving.

Thinking – Reasoning and Judgment: Piaget's Cognitive development.

Memory – steps of memory, types of memory – Conditions favouring retention, Bartlett's theory of remembering.

Forgetting – Causes, Ebbinghaus theory of forgetting.

Concept formation – Bruner's Contribution.

Unit-V

Incentives and motivation and their application to learning: Transfer of learning – Significance – Theories of transfer – role of the teacher – Gagne's Learning hierarchies.

Theories of learning – i. Associationistic theories Thorndike's trial and error(connectionist), Guthrie's contiguity theory, Clark L.Hull's reinforcement theory, I.P Pavlov's classical conditioning, B.F. Skinner's Operant conditioning – Programmed Instruction and its uses. ii. Field theories – Lewin's topological theory, Tolman, s Sign Gestalt – expectation theory.

Comparison of the two types of theories – points of agreement, points of dissociation, application in classroom.

Psychology of school subjects.

Unit–VI : Creativity

Meaning of creativity – Current views – nature – Creative process – identification – review of research – provision for the education of talented students.

Unit–VII : Exceptional Children

Definition – types of exceptional children – gifted – backward and delinquent – diagnosis –causes and treatment – educational programmes.

Unit–VIII

Human abilities – structure and assessment. The concept of mental ability – intelligence – concept – definitions – nature – types of tests and measurement – Intelligence test – Alexander’s scale – Revised Beta examinations – Modified Alpha Examinations – Raven’s progressive matrices – uses.

Aptitude tests – Differential aptitude test (DAT) Flanagan 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 – Thrustone’s attitude scale – assessment – uses.

Unit–IX : Personality

Definitions – Theories of personality – Psychoanalytic theory of personality – Basic concept – Psychic structure, Dynamics of personality – Development of personality, G.W Allport’s theory – Classification of human traits – cardinal traits, central traits and secondary traits.

Carl Roger’s theory – Basic assumptions – The process of personality development – incongruence – Defensiveness – Critique on Roger’s theory.

Eysenck’s theory of personality – Definition – Dynamics of personality – Extroversion and Neuroticism. Neuroticism and the autonomic nervous system. Extroversion and cortical excitation. Causation criminality of critique.

Assessment of personality – Projective techniques – Rorschach inkblot test – Thematic apperception test, uses – Characteristics of matured personality.

Unit–X : Adjustment

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

The concept of maladjustment – Contribution of Freud, Adler, Jung and Neo Freudians.

Mental health and mental hygiene. Concept – need and importance – improving teacher relation, improving teacher community relations – mental health of the teacher community – Programmes to improve teacher mental health – mental health in school – Role of the teacher. Guidance and Counseling – Concept – definition – Principles and kinds – Role of the teachers.

Practical Work: Each student shall be required to administer tests from the areas specified below and maintain a record of it.

Intelligence

Interest

Creativity

Personality

Adjustment

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.
3. Gal Michael, L., *Manual of Child Psychology*, John Wiley Sons New York.
4. Chauhan, S.S., *A Text of Programmed Instruction*. Sterling Publishers Ltd., New Delhi.
5. Cronback, L.J., *Educational Psychology*, Harcour Brace and Co. New York.
6. Crow, L.D and Crow, A., *Educational Psychology*, Eurasia Pub. House New Delhi 1973.

7. Dececco, J.P., *The Psychology of learning and Instruction*, Prentice Hall of India, New York.
8. Eillis, *Educational Psychology*, Affiliated East, West Press, New Delhi.
9. Freeman, F.S., *Psychological Testing*, Holt. Rinehar, New York, 1962.
10. Garden R.Cross., *The Psychology of Learning*, Oxford Pergamon Press.
11. Guilford, J.P., *Personality*, McGraw Hill, Newyork.
12. Hall, C.S. and Lendzey, G., *Theories of Personality*, McGraw Hill, New York.
13. Hilgard, F.R., *Theory of Learning*, Appleton Centry, New York, 1958.
14. Hurlock, E., *Developmental Psychology*, Tata McGraw Hill, New Delhi, 1974.
15. Kirk, S.K., *Educating Exceptional Children*, Oxford University Press. IBH Pub. co.
16. Leons E. Tyler, *Test and Measurement*, Prentice Hall, New York, 1971.
17. Paramesh, C.R., *Creativgity and Personality*, M. Janta Book House, Madras.
18. Peel, E.A., *The Psychological Basis of Education*, Olive and Boyd, 1956.
19. Skinner, C.F., *Educational Psychology*, Prentice Hall of India, New Delhi, 1958.
20. Valentine, C.W., *Psychology and its Learning on Education*. Methuen & Co., London, 1965.
21. William M. Cruick, *The Psychology of Exceptional Children and Youth*, Staple Press, London, 1955.
22. Wood Worth, *Contemporary Schools of Psychology*, Methuen & Co, Ltd., London, 1948.

COURSE-III
METHODOLOGY OF EDUCATIONAL RESEARCH AND
EDUCATIONAL STATISTICS

Objectives

- The student
1. acquires the knowledge of the following
 - The different aspects of educational research
 - Various statistical terms, concepts, principles and processes.
 2. understands the following
 - Need, nature, scope of educational research – various methods and techniques of educational research.
 - The statistical terms, concepts, principles and processes.
 3. develops the skills of
 - preparing proposals for research
 - using different tools and techniques of research
 - stating hypotheses and conclusion
 - writing a research report
 - calculating the values of different statistical measures with speed and accuracy
 - graphical representation
 - solving problems in educational research using the appropriate statistics, and
 4. develops a favourable attitude towards the study of Educational Research and Educational statistics.

COURSE CONTENT**Unit-I**

Definition, need, importance, and scope of educational research.

Areas and field where educational research could be used – Nature of problems solved by it.

The difference between educational research and scientific research – Characteristics common to both – Special characteristics and steps involved in educational research.

Unit-II

Selection of problem – Location of sources of problems, criteria to evaluate problem (originality, significance and feasibility) – Specifying the Problem – formulation of the problem.

Meaning of survey of related Literature – Kinds of Literature – Procedure for survey – practical steps to be followed.

Statement of objective in different forms – Definition of hypothesis – Examples – Characteristics of a good hypothesis – types of hypothesis – forms of hypothesis – importance of hypothesis.

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, calculation of statistical measures.

Interpretation – error analysis – confusion of facts with opinions – failure to recognize limitations – bias of the researchers.

Concept of generalization – Characteristics of generalization errors – Suggestions.

Applications of Computer in Education. Principles and steps involved in developing and using suitable software.

Unit-III

Meaning of a proposal for research – Model of a proposal for research – Title – Statement of the problem – Need and importance of the problem – Statement of objectives – Methods of study – Time – Schedule – financial statement.

Concept of a tool of research – kinds – characteristics of each of the tools – Preparation. Administration – Example of each tool – Questionnaire, Schedule, Checklist Rating scale – Scorecard – Opinionnaire – Attitude scale – Tests.

Techniques of observation – characteristics – classification – steps to be followed – Interview, characteristics – classification – steps.

Unit-IV

Historical Method – Selection of Problems – Statement of objectives – Collection of data – Sources of data, primary and secondary – Location of sources – Authenticity and accuracy of data – Analysis of data – Generalization.

Descriptive survey – Selection of problem – statement of objectives – kinds of data of construction of tools – Selection of sample – Analysis of data – Generalization.

Experimental method – statement of objectives – collection of data – Different experimental designs – Single group, Parallel or Equated group designs. Rotation group design – Limitations and advantages of each design – Limitations and advantages of each design – Analysis of data – Formulation of generalization.

Laboratory experiment – group techniques of experimentation – problems of manipulating the experimental variable in educational experimentations.

Case study method

Genetic method.

Unit-V

Need for sample in research – characteristics of different kinds of sampling – purposive, incidental, and random – Procedures followed – Selection by lot and selection by random numbers – Stratified sampling principles, proportionate stratified sample and disproportionate stratified sample.

Importance of Research Reporting – Points to be considered – Format of a research report. Title, Acknowledgements, Table of contents, list of Tables and Figures – Body of the report – Introduction – Review of literature – Method of Approach – Analysis of Data Summary and conclusion.

Reference Section – Style of Writing – language – Foot notes – Abbreviations.

Unit-VI

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 Graphical representation of data – Line diagram – Bar

diagram – pie diagram – Histogram – Frequency polygon
Cumulative frequency curve – Cumulative percentage
frequency curve or Ogive.

Unit–VII

Normal distribution – Properties – Skewness and
Kurtosis – Application of Properties to solve some
educational problems – Standard scores – T Scores and
Stanines.

Unit–VIII

Correlation – meaning and definition – Rank difference
method – Pearson product moment method – Biserial and
point bi-serial, phi co-efficient – partial and multiple
correlation – Linear regression.

Unit–IX

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 II
errors.

Unit–X

Chi square – Null hypothesis – Different kind of the
probability – Normal probability, equal probability and
Independence – Analysis of variance – one way
classification – F-ratio, Analysis of Co-Variance.

Reference Books

1. Best John, W., *Research in Education*, Prentice Hall of India.
2. Barnes John, B., *Education Research for Classroom Teachers*.
3. Choucharan, W.G., *Sampling Techniques*, Aria Publishing House.
4. Edwards, A.L., *Experimental Designs in Psychological Research*, Henry Hort Co., New York.
5. Gage, N.L., *Handbook for Research on Teaching*, Vol. I. Rand Micholly, New York.
6. Garret Henry, E., *Statistics in Psychology and Education*, Eiffer & Simens (O) Ltd., Bombay.
7. Good, V., *Methodology of Educational Research*, Appleton Century Crafts, Inc. New York.

8. Guilford, J.P., *Fundamental Statistics in Psychology and Education*, McGraw Hill, New York.
9. Lindquest, E.F., *Statistical Analysis in Educational Research*, Houghton Mifflin Co, Boston.
10. Naidu, C.S., *Research in Education – Report of the First Conference of Training Colleges in India*, Indian Institute of Education, Bombay.
11. Sukkia, S.P., *Elements of Educational*, Research Allied Publishers, Bombay.
12. Traverse Robert, M.W., *Introduction of Educational Research*, Allied Publishers, Bombay.
13. Travers, E.D., *Handbook for Research on Teaching*, Vol. II.
14. Whitney, F.D. and Lev Joseph, *Elements of Research*, Asia Publishing house, Bombay.
15. Rough Pauline, V., *Scientific Social Survey and Research*, Asia pub. House Bombay.
16. Schumasky, *Action Research Way of Learning*, Columbia University, New York.
17. Sheadelore, G.W., *Statistical Methods*, Town State College.
18. Bloomer, P. and Lindquist, *Elementary Statistical Methods*, Houghton Mifflin.
19. Sidhy Kulbir Singh, *Methodology of Research in Education*, Jalandur City inter.
20. Braskamp, *Evaluating Teaching Effectiveness*, Saga Publications,
21. Hunter, *Meta Analysis Effectiveness*.
22. Kirk, *Reliability and Validity in Qualitative Research Effectiveness*.
23. Millman, *Handbook of Teacher Evaluation*, Saga Publications.
24. Merlin C. Wittrock, *Handbook of Research on Teaching*, 3rd Edn. *Effectiveness*, Handbook of UNESCO Curriculum Evaluation.
25. Van Mannen, *Qualitative Methodology*, Saga Pub.
26. Harris, *Evaluating and Assessing Learning*, Shankat.

27. Weiersma, W., *Research Methods in Education – An Introduction*, UBSPD.
28. Dr. K. Ramanathan, *Statistics in Education*, Tamil Nadu Text Book Society, Madras.

SEMESTER-II
COURSE-IV(I)
GUIDANCE AND COUNSELLING

Objectives

The Student

- knows the concept, need and viewpoint of guidance and counselling.
- understands the principles of problems of different types of guidance and counselling.
- applies the concept and needs of guidance and counselling for different types of students.
- develops skills of various procedures of organizing guidance and counselling.
- develops interest towards the guidance and counselling programmes.

Unit-I

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

Unit-II

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 – Adolescent characteristics – Adjustment.

Unit-III

Guidance of children with special needs – Problems and needs – Guidance of the gifted and creative students – Guidance of under achievers and first generation learners – Role of teacher in helping children with special needs.

Unit-IV

Group guidance – Concept, concern and principles – Procedures and Techniques of group guidance.

Unit-V

Organization of a guidance programme – Principles of organization – Various types of services – Individual inventory service and Information Orientation services Placement services and follow-up services – Evaluation of Guidance Programmes.

Unit-VI

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 programmes.

Unit-VII

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-VIII

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.

Unit–IX

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

Unit–X

Counselling process – Concept, nature and principles of counselling – Counselling for adjustment – Characteristics of a good counselor – Resources of counselor – Research in counseling.

Reference Books

1. Adam Jones, F., *Problems in Counselling*, Macmillan Co., New York.
2. Anastassi, A., *Differential Psychology*, Macmillan Co., New York.
3. Arbuckleugland, D., *Guidance and Counselling in the Class Room All*, Yn and Bacom Inc.
4. Chauhan, S.S., *Principles and Techniques of Guidance*, Vikas Publishing House Rt. Ltd., New Delhi.
5. Crow and Crow, *An Introduction to Guidance*, Eurasia Publishing House, New Delhi.
6. Freeman, E.S., *Theory and Practice of Psychological Testing* Henry Holt, New Delhi.
7. Ralbert, E.C., *Introduction to Counselling*, McGraw Hill Company.
8. Indu Dave, *The Basic Essential of Counselling*, Sterline Publishers, New Dehlhi.
9. Jones, A.J., *Principles of Guidance*, Tata McGraw Hill Company, New Delhi.
10. Mehdi Baques, *Guidance in Schools NCERT*, New Delhi.
11. Narayana Rao, *Counselling Psychology*, Tata McGraw Hill Company, New Delhi.
12. Super, D.R., *The Psychology of Career Harrer*, New York.
13. Roger Carl, L., *Client centered Therapy*, Houghton Tiffin Boston.

14. Traxler Arthur, B., *Techniques of Guidance*, Harper and Brother New York.
15. Tyler, D.E., *The Work of the Counsellor*, Appleton Century Craft, New Delhi.
16. Dinkineyer, D.C., *Guidance and Counseling in the Elementary School*, Holt, New York.
17. Kochhar, S.K., *Educational and Vocational Guidance in Secondary Schools*, Sterling Publishers, New York.
18. Kelly, J.A., *Guidance and Curriculum*, Prentice Hall, Inc, USA.
19. Chibber, S.K., *Guidance and Educational Counselling*, Commonwealth Publishers, New Delhi.
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22. Bennett, M.E., *Guidance in Groups*, McGraw Hill, New York.
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24. Ohisen, M.I., *Group Counseling Holt*, Rinehart and Winston, New York.
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28. Mach, *Principles of Guidance and Counselling*, Sarup and Sons, New Delhi.

COURSE-IV (II)
SCIENCE EDUCATION

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 – Chem study.

Unit-III

Science curriculum: Factors to be considered in drawing up the curriculum in science for the different level. 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–VII

Cognitive learning of science – Piaget’s stage of intellectual growth – Ausubel’s theory of cognitive subsumption. Gagne’s model of sequential learning – Bruner’s model of concept learning.

Unit–VIII

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

1. Blough, G.D. and J. Schwcurtz, *Elementary school Science and How to Teach It*, Holt Rinchart & Winston In., New York, 1974.
2. Burnes Jerome, *The Process of Education*, Cambridge Harvard press, 1960.
3. Fitzpatrick, F.L., *Policies of Science Education*, Teachers College Press, New York 1960.
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8. Lynde and Carletas, *John Science Experiments with Inexpensive Equipment*, Princeton M.J.D. Van Nostrand Co. Inc. 1950.
9. *NECRT Text Book Series*, Physics, Chemistry and Biology, New Delhi: NCERT.
10. Das, R.C., et.al., *Curriculum and Evaluation*, NCERT, New Delhi, 1984.

COURSE– IV (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.

CONTENT

Unit–I

Definition and scope of women's 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 Publications, 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 Puspaltha, *Education for Women*, Discovery Publishing House, New Delhi, 2004.
8. *Report of the Committee on Status of Women in India*, Ministry of Education and 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-IV(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.

COURSE CONTENT

- Concept of Measurement and Evaluation – its meaning nature and need.
- Measurement scales – Ordinal – interval – ratio
- Characteristics of a good measuring instrument.
- Reliability and its estimation.
- Construction & Standardization of a Psychological Test.

COURSE CONTENT**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-VIII

Measurement of Aptitude – DAT – Spearman's Aptitude Test.

Measurement of Attitude – Thurstone's method of equal appearing intervals – Likert's method of summation.

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

Unit-IX

Personality – Definition – Theories – Freud, Adler, Jung, Allport and Roger, Eysenck, Eric Fromm, 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 & Winston, 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.
4. Bean, K.L., *Construction of Educational and Personal Tests*, McGraw Hill Book Co., New York, 1953.
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.
7. Brown, F.S., *Principles of Educational and Psychological Testing*, Holt Rinehart and Winston, New York.
8. Cronbach, J. Lee, *Essentials of Psychological Testing*, Harper and Row., New York, 1949.
9. Ebel, R.L., *Measuring Educational Achievement*, Prentice Hall of India Pvt. Ltd., New Delhi, 1966,
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11. Greene Edward, B., *Measurement of Human Behaviour*, Odyssey, 1952.
12. Nall, V.H., *Introduction to Educational Measurement*, Houghton Mifflin Co. (Second Edition), Boston, 1965.
13. Nunnally, J., *Test and Measurements Assessment and Prediction*, McGraw Hill Book Company Inc., New York, 1959.

14. Payne and McMorris, *Educational and Psychological Measurement*, Oxford and IBH Publishing Co., Bombay, 1967.
15. Remmers, M H., N.L., *A Practical Introduction to Measurement and Evaluation*, University Book Stall, Delhi, 1967.

COURSE-IV(V)
EDUCATIONAL TECHNOLOGY

Objectives

- The student teacher
- 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.

COURSE CONTENT

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 and Modern Models of Teaching).
- Modification of Teaching behaviour:
- Micro Teaching, Flander's interaction Analysis, Stimulation.

Unit-IV

- Programmed instruction - origin and types - linear and branching
- Development of programmed instruction materials
- Computer Assisted Instruction
- Future priorities in Educational Technology
- Research in Educational Technology

Unit-V

- Educational Technology in formal, non - formal and informal education, Distance Education and open learning systems.
- Emerging trends in Educational Technology.
- Radio, Tele-conferencing, CCTV, CAI, 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–VI

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

Unit–VII

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

Unit–VIII

- 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–IX

- 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–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.D. and Prakash 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.

3. Dececo, J.P., *Educational Technology*, Holt, Rinehart and Winston Inc, New York, 1964.
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5. Kulik, J.A. Kulik, C.C. and B.B. Smith, *Research on the Personalized Systems of Instruction*, 'Educational Technology' 1976.
6. Kumar, K.L., *Educational Technology*, New Age International Publishers, New Delhi, 1966.
7. Marilyn Nickson, *Educational Technology – A Systematic Approach for Teachers*, Word lock Educational Limited, London, 1971.
8. Ruhela, S.P., *Essentials of Educational Technology*, Indian Publishers, New Delhi, 1999.
9. Sampath, K., A. Panirselvan and Santhanam, *Introduction to Educational Technology*, Sterling Publishers Private Limited, New Delhi, 1981.
10. Vashist, S., *Research on Educational Technology*, Book Enclave Publishers, Jaipur, 1997.

COURSE–V(VI)

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 under utilized manpower.

Unit-IV

Strategies for human resource development (as in the study of Harbison and Meyers)

Developing countries.

Partially developed countries

Semi advanced countries.

Advanced 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.

Unit–VIII

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–IX

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–X

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

The role of Centre and States – Grants-in-aid with particular reference to Tamil Nadu.

Financing Education – first level, second level and third level education – General Considerations.

Unit–XI

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. Altabach Philip, *Comparative Higher Education Abroad*, Preger Pub., New York.
2. Baljit Singh Ed., *Education as Investment*.
3. Blaug Mark, *An Introduction to the Economics of Education*, Penguin, London, 1976.
4. Blaug, M., *Economics of Education*, Vol I & II, English Language Book Society, London.
5. Burgeas, T., R. Loyard & Pant, *Manpower and Educational Development in India 1961 – 86*.
6. Cohn Elchannan, *The Economics of Education Mas*, Cambridge Ballinger Publishing Co., 1975.
7. Harbison Frederick and Meyers Charles, *Education, Manpower and Economic Growth*, New York, McGraw Hill.
8. Kothari, VN & PR. Panchamukhi, *Survey of Research in Economics Education*.
9. Martino, Deonobue, *Economic Dimensions in Education*, Dublin Cabil & Co Ltd.
10. Manzoor Ahmed, *The Economics of Non-formal Education*, Pragar publication, New York.
11. Periman Richard, *The Economics of Education – Conceptual Problems and Policy Issues*, New York.
12. Shechan John, *The Economics of Education*, Macmillan George Allen & Unwin, London, 1973.
13. Vajzey John, *The Economics of Education*, Macmillan, London.
14. UNESCO on Planning and Human Resource Development Education.
15. Garg, V.P., “*The Cost Analysis*” Readings in Economics of Education UNESCO.

COURSE-V (VII)
VALUE EDUCATION

Objective

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 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. Krishnakumurti 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 Religious – 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. 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.
4. Mohanty, J., *Indian Education in the Emerging Society*, Sterling Publishers Private Limited, New Delhi 1982.
5. Mukherjee, RK. *Social Structure of Values*, S.Chand, New Delhi, 1969.
6. Nazarethrjur, M. Pia, *A Childs World Of Values*, All India Association of Cathalic Schools, 28 CBCI Centre, Ashok Place, New Delhi-1.
7. Passi, B.K. and P. Singh, *Value Education*, National Psychological Corp. Agra. 1991.
8. Paul H. Hirst, *Moral Educational in a Secular Society*, Hodder and Stroughton National Children's Home, 1976.
9. Ruhela, S.P., *Human Values and Education*, Sterling Publishers Private Limited, New Delhi, 1986.
10. 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-V(VIII)

ENVIRONMENTAL EDUCATION

Objectives

The student teacher

- 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 environment 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 explosion 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 me – 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.

2. Choudhuri, S.K., *Environmental Legislation in India*, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
3. De A.K N.C Datta, A.K Mitra and T.R Sinha (Ed) *Sustainable Development of Environment*, Cosmo Publications, New Delhi, 1998.
4. Grover, I.S and A.K. Thukral (Ed), *Environmental and Development*, Scientific Publishers, Jodhpur 1998.
5. Gupta, Das N. *Environmental Accounting*, Wheeler Publishing, New Delhi, 1997.
6. Gupta Sunit and Mukta Gupta, *Environment, Population and Resources, Critical Challenges*, Anmol Publications Pvt, Ltd, Lucknow, 1997.
7. Karpagam M, *Environmental Economics*, a Text Book, Sterling Publishers Private Limited, New Delhi, 1991.
8. Khoshoo, T.N., *Environmental Economics*, A Text Book, Sterling publishers Private limited New Delhi, 1991.
9. Krishna Iyer, V.R, *Environmental Protection and Legal Defence*, Sterling Publishers Private Ltd, New Delhi, 1992.
10. Roy Dilip (Ed)., *Environmental Management with Indian Experience*, A.P.H Publishing Corporation, New Delhi 1998.

COURSE–V (IX)

LANGUAGE EDUCATION

Objectives

The student teacher

- 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 : Language Instruction

- 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 : Language and Linguistic

- 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

Constructive Linguistics, 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 : Theories of Language Learning

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

Unit-V : Language skills and their specifications

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

Unit-VI : Methods of Teaching Languages and Literature

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 : Language Curriculum

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

Unit-VIII : Measurement of Achievement in Language

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

Unit-IX

Languages 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

1. Allen, E.D. and Velette, Rm., *Classroom Technique in Foreign Language and English as a Second Language*, New York, 1979. Harcourt Bract Jevanarich.
2. Ebel, *Measuring Educational Achievement*, Prentice Hall of India Ltd., New Delhi, 1996.
3. Frics, P.C., *Linguistics and Reading*, Helt Pinchat, New York, 1962.
4. Heatene, J.B., *Writing English Language Test*, Longman Group Ltd., London, 1975.
5. Joyce Bruce and Well Marsh, *Models of Teaching*, Prentice Hall of India Pvt.Ltd., New Delhi, 1985.
6. Lado, R., *A Cross – Culture Linguistics for Language Teachers*, Ann Arbou: Michinan U P. 1957.
7. Lado, R., *Language Testing & A Scientific Approach*, McGraw Hill Publishing Co. Ltd., New Delhi, 1979.
8. Rama Murthy, V., *A Text Book of Linguistics and Language Teaching*. Doaba Publishers, New Delhi, 1998.
9. Bennet, W.A., *Aspects of Language Teaching*, Cambridge University Press, New York, 1998.

COURSE–V (X)**TEACHER EDUCATION****Objectives**

The student teacher

- 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 develops an awareness of problems in Teacher Education among the students
- To acquaint the students with the responsibilities pertaining to the organization of a teacher Education institution.

- To develop necessary skills for planning and organization of functions for effective school management.
- To provide the students some practical experience with a view to make them aware of some of the essential technical knowledge of their job.

Unit-I

The development of teacher education in India – The present position of Teacher Education, role and Status of a Teacher. Teacher organizations, Code of conduct for Teachers.

Unit-II

Different types of Teacher Education programmes, Pre-Primary, Secondary, Higher – Secondary and Tertiary levels – Technical teacher's training: Special teacher training such as, Physical education, Music, Teaching the handicapped, Mentally retarded – the institutions of training NIE – Regional Institutes of Education, Colleges of Education, State Institutes of Education, university Department of Education.

Unit-III

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

Unit-IV

Structure and curriculum of Teacher Education at different levels – The need for continuous evaluation of curriculum and changes to be brought about – Job analysis and skills to be developed in teachers as a basis for curriculum construction – ICT as a Compulsory component in Teacher Education Curriculum.

Unit-V

Principles of Teaching, Phases of Teaching – Models of teaching Glaser's model – Bruner's model Teaching Strategies – Dynamic Methods Seminar, Symposia, Workshops, Projects, Assignments, Work Experience, programmed learning, Team Teaching, Field Study – brainstorming.

Unit–VI

Pattern and practices of student teaching programme – Model lesson – Criticism lesson – The role of Co-operating Schools and teachers – The role of Education Department – Micro Teaching – Interaction analysis.

Unit–VII

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

Unit–VIII

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.

Unit–IX

Role of NCERT, NCTE and UGC in maintaining the quality of Teacher Education – Objectives, Structure, organization and functions.

Unit–X

Research in Teacher Education – Action research – Individual work and working in groups – Professional growth of teachers – In service programme. New trends in Teacher Education programmes.

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