

# **SYLLABUS**

## **Master of Education (M.Ed.)**

**Norms, Regulations & Course Content**



**DEPARTMENT OF EDUCATION  
COLLEGES OF ARTS & COMMERCE  
ANDHRA UNIVERSITY, VISAKHAPATNAM  
2010-2011**

## **Syllabus, Rules and Regulations of M.Ed. Course of Andhra University**

***Applicable to the students admitted from the academic year 2005-2006  
onwards for one year (Two-semester) M.Ed., Degree course***

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

### **Admission**

A Candidate for admission to one year (two-semester) M.Ed. Course has to qualify at the M.Ed Common Entrance Test Conducted by the Convener, Andhra University Common Entrance Test (AUCET) for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

### **Curriculum Transactions**

1. The duration of M.Ed. Course will be of one year in two semesters. Total number of working days / hours per year are 180- (1080 hours)
2. Number of days earmarked for Admissions – 2 days
3. Number of days for Theory internal assessment examinations – 6 days  
(1 semester 4 days + 2 semester 2 days)
4. Number of days for Theory Semester End Examinations – 6 days  
(1 semester 4 days + 2 semester 2 days)
5. Number of days for M.Ed. Dissertation Viva-Voce Examinations – 3 days  
(During semester 2)
  
6. Number of Teaching / Instructional days – 145 days (870 hours)
  
7. The number of days for dissertation Data Collection – 18 days (during semester 2)

## Scheme of M.Ed., Academic programme

### Structure of the Course

#### Semester – 1

Course	Title of the Paper	No. of Hrs. of Instruction
Paper 1	Philosophical and Sociological Foundation of Education	90 Hrs.
Paper 2	Advanced Educational Psychology	90 Hrs.
Paper 3	Methodology of Educational Research	90 Hrs.
Paper 4	Teacher Education	90 Hrs.

#### Semester – 2

Course	Title of the Paper	No. of Hrs. of Instruction
Paper – 5	Educational Measurement and Evaluation	90 Hrs.
Paper - 6	Educational Administration / Management and Planning	90 Hrs.
Dissertation	Conducting Research on a topic of recent importance	180 Hrs.

### Working Hours / Instructional Hours

1. Every College is expected to work for 6 hours every day. In other words, a working day should be of minimum 6 hours duration in a six-day working week.
2. The timings of the institution / college shall be from
  - a. Morning Session: 8.00 am to 1.30 pm or as per the University Rules and Regulations in vogue at that time.

## Scheme of Examination

### SEMESTER – 1

Course	Title of paper	Scheme of Examination			
		Internal Examination	Duration of examination in hours	Maximum Marks	Grand Total marks
Paper 1	Philosophical and Sociological Foundations of Education	15	3Hrs.	85	100 (85+15)
Paper 2	Advanced Education Psychology	15	3Hrs.	85	100 (85+15)
Paper 3	Methodology of Educational Research	15	3Hrs.	85	100 (85+15)
Paper 4	Teacher Education	15	3Hrs.	85	100 (85+15)

### SEMESTER – 2

Course	Title of Paper	Scheme of Examination			
		Internal Examination	Duration of examination in hours	Maximum Marks	Grand Total marks
Paper 5	Educational Measurement and Evaluation	15	3Hrs	85	100 (85+15)
Paper 6	Educational Administration / Management and Planning	15	3Hrs	85	100 (85+15)

## **General Rules for Examination**

### **“All the Examinations will be conducted as per the Rules and Regulations of Andhra University”**

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, residence, practical work etc. The prescribed fee should be submitted to the concerned Principal on or before the date fixed for this purpose. The Principal, after verifying the eligibility of the candidates, shall forward the application to the Examination Branch of the University.
3. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the Principal of the College. The Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. The Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.

6. A candidate after he/ she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subject in which he /she was examined and the division in which he / she was placed.
7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for Diploma or Certificate Courses conducted by the University. In other words no candidate shall be allowed to pursue more than one-degree course at a time.
8. Students who have appeared once at any examination of the University need not put in fresh attendance if they want to re-appear for the same examination notwithstanding the fact that new subjects may have been introduced or the group of subjects has been changed by the University. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
9. Whenever a course or a scheme of examination changes, one more examination in the following year shall be conducted according to the old syllabus/regulations. Candidates not availing themselves of this chance or failing at this examination shall take the examination there after according to the changed syllabus regulations.
10. No admissions/readmissions/promotions are to be made after the expiry of two weeks from the date of commencement of instruction.
11. No. supplementary or any other examination shall be conducted during the instruction period.
12. Candidates will be allotted to M.Ed., course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including reservation.
13. Instruction in various subjects shall be provided by the College as per the scheme of instruction and syllabi prescribed.
14. The programme of instruction, examination and vacation shall be notified by the University.

15. The medium of instruction for the M.Ed., course shall be English and the students have to answer all examination in English only.
16. University examinations shall be held as prescribed in the scheme of the examination.
17. The course of study shall consist of class lectures, tutorials, seminars, assignments, guest lecturers, research through dissertation, etc.,
18. The examination in the theory papers will be a written examination. Besides the written examination there will be a viva-voce examination to defend the dissertation.
19. Principal of the college of education should depute their teachers for examination work as and when assigned by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

### **Rules of Attendance**

1. The degree of Master of Education shall be conferred on a candidate who, after getting admission into the M.Ed., course as specified above, has pursued a “Regular course of study” or in the “Distance Mode” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and dissertation and viva-voce examinations.
2. A regular course of study means attendance at not less than 80% in Teaching instructional period. In special cases the Vice-Chancellor may condone deficiently of attendance not exceeding 10% on the recommendation of the Principal, based on Medical certificate by an authorized medical officer approved by the Principal.
3. The names of students who are continuously absent for ten days or more without any leave sanctioned or who do not maintain a minimum of 50% average attendance in any particular subject at a given time, will be given readmission

- during the next academic year as per the request of the candidate with the permission of the Vice-Chancellor of Andhra University. As per the new regulations of the University daily attendance is submitted to the University authorities through AU-NETWORK. A monthly consolidated attendance will be displayed on the college notice board on 5<sup>th</sup> of every month.
4. The students who do not have adequate attendance will not be considered for the award of any scholarships or any kind of financial aid by the colleges or any other government or quasi government agency.
  5. Students who do not have adequate attendance will not be permitted to appear for theory examination and such candidates have to rejoin the course with exemption from the entrance test. The admission of all such candidates will be over and above the sanctioned ceiling of seats for the college.
  6. Attendance shall be reckoned from the date of commencement of instruction as per the almanac communicated by the university.

### **Award of Division**

Candidates will be awarded division in Theory, Dissertation and Viva-voce examinations put together.

#### **For theory Examination:**

First Class with Distinction	:	70% and above
First Class	:	60% and above
Second Class	:	50% and above and less than 60%
Minimum pass marks in theory papers:		40%

**i.e.,** 6 marks in internal assessment for a maximum of 15

34 marks in end-semester examination for a maximum of 85

#### **For Dissertation:**

Minimum pass marks in Dissertation : 50% - i.e. 75 marks for a  
Maximum of 150 marks.

Minimum pass marks for Viva-voce examination : 50% - i.e. 25 marks for 50  
for a Maximum of 50 marks.

Overall Aggregate at the end of the Semester – 2 : 50 %



Candidates, who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for rank certificates/Gold Medals/prizes.

### **Appearance and Reappearance for the Examination**

1. Candidates who secure minimum pass marks in theory, dissertation and viva-voce examinations and fails to secure overall aggregate of 50% (400 marks for a maximum of 800) at the end of Semester – 2 are declared failed and they have to reappear for those papers of their choice for a maximum of three attempts in three consecutive years, However, they are not eligible for distinction/rank certificates/Medals/Prizes.
2. Candidates who have completed dissertation work specified in the curriculum alone are eligible to appear for theory examination of M.Ed. course at the end of semester 2. No. candidate without the submission of M.Ed. dissertation is allowed for final semester end theory examinations.
3. The college will have the discretion of not allowing the candidates to appear for the final theory examination in case their dissertation work as prescribed is not satisfactory or incomplete at the time of sending the application for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their dissertation work.
4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper/papers in which he/she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.
5. A candidate who fails to secure the minimum pass mark in the Dissertation work/Viva-voce shall resubmit the dissertation after making necessary changes as open the instructions by the examiner and submit the same in the subsequent year to complete evaluation and viva-voce examination.

6. Candidates who have appeared once at any examination of the University need not put in fresh attendance if they want to reappear at the same examination notwithstanding the fact that new subjects may have been introduced or group of subjects changed by the University. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
7. Attendance at N.C.C./N.S.S. Camps or inter-collegiate or Inter University or Inter-state or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter college activities, as approved by the university, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

### **Teaching Faculty as Research Guides for M.Ed. Dissertations**

Each lecturer in the College will act as a Dissertation Guide. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the M.Ed. student i.e., attendance, preparation of research proposals, research designs, development of research tool, standardization if necessary, collection of data, interpretation of data, statistical treatment of data if necessary and preparation of Research Report in the form of a Dissertation as per the existing rules of the University. Each Research Guide, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. The Research guide will authenticate the report prepared by his/he student and evaluate the Dissertation and Viva-voce examination as one of the examiners.

### **Viva-Voce Examination:**

1. The candidates are expected to preserve all their manuscripts, tools, data sheets, corrected copies of the dissertation, reference material, etc., and present them for verification during the viva-voce examination. The external examiner and

- Principal of the College of Education should go through the manuscripts and data sheets for the authenticity of the research carried out.
2. If any student is found to carryout plagiarism in the preparation of dissertation his dissertation will be cancelled and he has to prepare a new dissertation. He will not be allowed to take the examination during that year and he has to re appear for the examination in the subsequent year.
  3. The students should submit attendance certificate from the Head of the Institution from where they have collected the information/data for their dissertation and these should be acknowledged in the dissertation and submitted during the viva-voce examination.
  4. The evaluation of the M.Ed. dissertation will be conducted by a panel of at least two independent examiners one internal and one external (From outside the University). The modalities of conducting the viva-voce examination are as per the rules and regulations of Andhra University.
  5. The College will have the discretion of not sending up candidates for the final examination, both in Theory and Dissertation in case their performance is not satisfactory and those candidates who fail in the Internal Examinations and /or in Dissertation also have to seek fresh admission in the sub-sequent year(s) to complete their work.

### **Transitory Provisions**

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed syllabus regulations.

**M.Ed. Degree Examination**  
**(With effect from M.Ed. Admitted Batch 2005-2006)**  
**Model Question Paper**  
**Semester – 1/Semester -2**

**Paper – 1/2/3/4/5: .....**

**Time: 3 Hours**

**Max. Marks: 85**

**Section – A (5x5 = 25 Marks)**

**Answer all the questions with internal choice in not less than one page.**

**Each Question Carries 5 marks**

1. (a) – Unit 1  
[OR]
1. (b) – Unit 1
  
2. (a) – Unit 2  
[OR]
2. (b) – Unit 2
  
3. (a) – Unit 3  
[OR]
3. (b) – Unit 3
  
4. (a) – Unit 4  
[OR]
4. (b) – Unit 4
  
5. (a) – Unit 5  
[OR]
5. (b) – Unit 5

Section – B (5X12 = 60 Marks)

Answer all the Questions with internal choice in not less than three pages.

Each Question Carries 12 marks

6. (a) – Unit 1

[OR]

6. (b) – Unit 1

7.(a) – Unit 2

[OR]

7(b) – Unit 2

8.(a) – Unit 3

[OR]

8(b) – Unit 3

9.(a) – Unit 4

[OR]

9.(b)- Unit 4

10.(a) – Unit 5

[OR]

10(b)- Unit 5

**M.Ed. Degree Examination**  
**Semester-1**

**PAPER-I: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF  
EDUCATION**

**Unit 1:**

Relationship between Education and philosophy: Scope and functions of Educational Philosophy: Modern Concept of Philosophy: Analysis, Logical Analysis, Logical Empiricism and positive Relativism.

**Unit2:**

Impact of modern philosophical thought on education – Development on the different school of philosophical thought such as Idealism, Naturalism, Realism, Pragmatism, Existentialism, Marxism with a special reference to the concept of knowledge, reality and values and their contributions to the field of Education and the Educational aims and objectives.

**Unit 3:**

Relationship of Sociology and Education, The Concept, scope and functions of Educational Sociology and Sociology of Education – Education as a social sub system – specific characteristics. Intra group Education – factors, which make for social harmony and conflict of the individual and group. Education and the State – Provisions in the constitution of India in relation to education with special reference to (a) Education and democracy and (b) Education as an instrument of change – National integration through Education – Education for International Understanding.

**Unit 4:**

Education in relation with home, culture, religion, politics, modernization – Role of culture in personality development – Education and Culture changes in India with special reference to changes in India – Education and social change, social stratification and social mobility – Education and its responsibility for social changes – Constraints on social change in India (Caste, ethnicity, class, language, religion, regionalism)

**Unit5:**

Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes, scheduled tribes, women and rural population. Principles underlying the choice of content and methods of Education in relation to the

aims of education and the nature of the child. Familiarity with the recent literature on Education, eg., Harvard Report. General Education in a free society. The future of Education, Education for a world debt, Mannheim's Diagnosis for our time, Report of the Educational Commission.

**Reference Books:**

Barubacher, G.S.	:	Modern Philosophers of Education
John Dewey	:	Democracy and Education
Ralph Id Linton	:	The Cultural Background of personality
Brown	:	Educational Sociology
Thiratha, N.A.	:	National Integration of Education approach.
K.G. Saiyidaiah	:	Education for International understanding
Kandel	:	Conflicting Theories of Education
Cooks	:	A Sociological Approach Education
Brookover	:	A Sociology of Education
Ross	:	Groundwork of Educational Research
Sri T.P. Nunn	:	Education, its data and first principles
Kilpatrick	:	Philosophies of Education

**M.Ed. Degree Examination**

**Semester – 1**

**PAPER – II: ADVANCED EDUCATIONAL PSYCHOLOGY**

**Unit 1:**

The nature, scope and methods of Educational psychology – Experimental – differential, Psycho – physical and Clinical. Comparative study of the concepts and approaches of different contemporary schools of psychology to the study of human behaviour and problems of education, with special reference to Associations behaviorism, Gestalt Psychology and Psycho-analysis and related schools.

**Unit 2 :**

Learning: Nature and Laws of Learning. Theories of learning with special reference to Thorndike's connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Learning by insight, Hull's Reinforcement theory, Tolman's Theory of learning and Lewin's Field theory of learning, Gagne's Hierarchy of learning, factors influencing learning, Transfer of Learning or Training and its theories and their educational implications.

**Unit 3:**

Intelligence: Nature of Intelligence, theories of intelligence, with special reference to two factor and multiple factors, Guilford's Structure of Intellect, Modern concepts of Intelligence-Eight types of Intelligence, Multiple Intelligence.

**Unit 4:**

Personality: Its nature, Assessment of personality-type and trait, projective techniques – Indian Psychological view points

**Unit 5:**

Higher mental process: Thinking, Reasoning and Judgment. Mental health and hygiene – Process of adjustment, conflicts and defense mechanisms, sex education: Sex hygiene and health (HIV-AIDS) education and Guidance

**Reference Books:**

- |                     |   |  |
|---------------------|---|--|
| Thorndike and Hagen | : | Measurement and Evaluation in Psychology and Education |
| Andrews, T.G.,      | : | Methods of psychology                                  |
| Woodworth           | : | Contemporary Schools of psychology                     |



Cronbach	:	Essentials of psychology
Aanastast	:	Psychological Testing
Vernon, P.E.	:	The Structure of human abilities
Beriety and Teeven	:	Measuring Human Motivation
Atkinson, U.W.	:	Motives in Fantasy, Action and Society
Eysenk	:	The structure of Human
Bell projective	:	Projective Techniques
Throse and Scumllok	:	Contemporary theories of learning
Hartman	:	Gestalt Psychology
Watson	:	Psychology from the standpoint of a behaviour
Freued	:	Introductory Lectures on Psychoanalysis
Valenatine	:	Psychology and its bearing on Education
Lindquist	:	Educational Measurement

**M.Ed. Degree Examination**  
**Semester – 1**  
**PAPER – III: METHODOLOGY OF EDUCATIONAL RESEARCH**  
**(Including Educational Statistics)**

**Objectives:**

1. To enable students to understand the foundations of educational research
2. To enable students to identify research problems, and variables.
3. To enable students to formulate hypotheses, design educational research and to make them understand different techniques of data collection and the preparation of research report.
4. To enable students to familiarize with different methods and approaches of educational research.
5. To enable students to understand the contemporary developments in educational research.

**Unit 1:**

Meaning, Nature, Scope and purpose of Educational Research – The problem for research: Nature and importance of problems in education, Fields and Sources of Educational Research: The curriculum and textbooks, methodology, administration and supervision, finance, teacher education, school plant, examinations and evaluation. Sources for Educational Research – Literature Review: Sources, Selection and Interpretation of Various sources: Reference Books, publication of educational associations and Departments of Education, Monographs and Journals, Educational bibliographies, Syllabus and Text books; Encyclopedia of Educational Research.

**Unit 2 :**

Types of Educational Research: Empirical Research and Qualitative Research – Fundamental, Applied and Action Research – Major Approaches to Educational Research: Survey Research, Descriptive Research, Ex-post facto research, Observations, Causal Research, Historical Research, Experimental Research: Designs and Types, Case Studies, Philosophical research, Ethnographic studies and Prognostic and Diagnostic research.

**Unit 3:**

Process of Educational Research: Defining and evaluating the problems – Research Question Research Design – delineating and Operational sing various types of variables, developing assumptions and hypothesis (its types) in various types of research, collection of data (its types), concept of population and sample, sample types, sampling methods, confidence interval and confidence level – Tools and Techniques of research:

characteristics of good research tool reliability and validity types: Questionnaire, Schedule, observation, interview, Checklist, Rating scale, Opinionative, attitude scales, Anecdotal Records, scales, inventories, tests: projective and sociometric techniques and their uses.

#### **Unit 4:**

The Research Report: Need for reporting, the formal, style of writing the reports, the level of discussions; Bibliography and Reference Books – APA Format of reporting research publication of Research Reports in Research Journals.

#### **Unit 5 :**

Educational Statistics – Analysis and Interpretation of data: Recapitulation or Tabulation of data and statistics, related to Measures of Central Tendency, Measures of Dispersion and Properties of Normal Probability Curve. Hypothesis Testing, the null hypothesis, test of significance, types of decisions and errors, one tailed and two tailed tests. The t-test, the F-test) one-way and ANOVA), non-parametric tests (Chi-square test) correlation and its types, regression and prediction.

#### **Reference Books:**

- |  |   |   |
|--|---|---|
| Carter V. Good and Douglas E. Scates         | : | Methodology of Education Research                                     |
| Barr, David and John Oliseman                | : | Educational Research and Appraisal<br>Reporting Research in Education |
| Oliver                                       | : | Research in Education   |
| Rusk   | : | Research in Education   |
| Whitney                                      | : | The elements of Research  |
| Goode and T.J. Hathi                         | : | Methods in Social Research  |
| John W. Best, James Kahn                     | : | Research in Education   |
| Aggrawal, G.C.                               | : | Educational Research  |
| S.P. Sukhia, P.V. Malhotra and R.V. Malhotra | : | Elements of Education Research  |
| Ordasco and Gather                           | : | Research and Report Writing   |
| Coney, Stepchen M.                           | : | Action Research to improve school practices                           |
| Chapin, F.S.                                 | : | Educational Designs in sociological research                          |
| Varnia John, B.                              | : | Educational Research for classroom teachers                           |
| Garrett. H.E.                                | : | Statistics in Psychology and Education                                |

**M.Ed Degree Examination**  
**Semester - 1**  
**PAPER-IV TEACHER EDUCATION**

**Objectives:**

1. To prepare teacher students as global teacher educators/administrators/planners to envision the changes in the areas of teacher education with a view of world order perspective.
2. To develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for different levels of education.
3. To acquaint the students with the various aspects of student teaching programmes prevailing in the country.
4. To enable the students to understand the trends in teacher education and agencies to develop and implement the concerned policies in India.
5. To develop awareness in the students about the important research findings in teacher's education.

**COURSE CONTENTS**

**Unit -1 : INTRODUCTION TO TEACHER EDUCATION**

Meaning and scope of teacher education

Aims and objectives of teacher education at different levels

Need and significance of teacher education in India and at global level

Historical review of teacher education in India

**Unit – II ; PROCESS OF TEACHER EDUCATION AND PLANNING**

Teacher preparation process at subject level and language level in view of different stages of education

Professional and disciplinary oriented courses in education at UG and PG level

Professional preparation and academic orientation of teacher educators and educational administrators

Pre-service and in service teacher training programmes

Training for lesson writing/preparation using ICT

**Unit – III – TEACHING AND TEACHER BEHAVIOUR**

Process of student teaching programmes – internship – block teaching – teaching practice off campus teaching practice

Techniques of teacher training – macro teaching – micro teaching – interaction analysis –feedback

Evaluation of student teaching  
Taxonomy of teacher behavior

#### **Unit-IV - TRENDS IN TEACHER EDUCATION**

Teaching and learning perspective [E-learning and teaching  
Developing an inclusive approach to teacher training for people with disabilities .  
Innovations in teacher education  
The role of NCERTY, NCTE, IASE and CTE for strengthening teacher education  
Problems in teacher education – practice teaching schools  
Revision of teacher education curriculum

#### **Unit – V - RESEARCH IN TEACHER EDUCATION**

Research activities and their implications for improving teaching effectiveness  
Research on continuing professional development (CPD) within teacher education  
Research on pedagogical approaches in teacher education.  
Research on professional knowledge, identity, beliefs & understanding of Teaching & Learning in teacher education.  
Building a research agenda for teacher education research  
Research on teacher induction

#### **Reference books**

Ramanath Kishan, N. [2007] Global Trends in Teacher Education, APH Publishing Corporation, New Delhi  
Govt .of India (1986) New Educational Policy  
National Curriculum Frame Work Review, National Focus Groups – Position paper on Teacher Education, NCERT, New Delhi-2005  
Ramanath Kishan, N. (2004) Strengthening of Teacher Education: Role of ICT  
Report of the Education Commission (1964-66) Education and National Development, Ministry of Education, GOI.  
The Teacher and Society, Chatopadaya Committee Report (1983-95) MHRD. GOI.  
V.K. Rao and R.S. Reddy (1992) Instructional Objectives and Teacher Education, Commonwealth Publishers, New Delhi.  
R.C. Srivastava and Dr. (Miss) K. Bose (1973) Theory and Practice of Teacher Education in India, Chug Publications, Allahabad, India  
NCTE, Discussion Document on Curriculum Framework (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education  
YOJANA, September-2005.

**M.Ed Degree Examination**  
**2<sup>nd</sup> Semester**  
**PAPER-V EDUCATIONAL MEASUREMENT AND EVALUATION**

**Unit 1 :**

Educational Measurement and Evaluation, Concept, Scope, Need and Relevance, Relationship between Measurement and Evaluation.

**Unit 2 :**

Tools of Measurement and Evaluation: Subjective and Objective tools, Tests: Essay tests, Objective tests, Scales, Questionnaires, schedules, inventories, anecdotal records, observation, interviews, performance tests, Oral tests. – Diagnostic tests and remedial measures.

**Unit 3 :**

Characteristics of a good measuring instrument: Planning, Reliability, Validity, Practicability, Scorability, Usability, applicability etc., - Types of Reliability and Validity and Methods of finding out the reliability and validity of a measuring instrument – Test Standardization: Item Analysis, Norms ( Age Norms, Grade Norms and percentile Norms) Norm referenced and criterion referenced tests, scaling, standard scores, T-scores and C-scores, steps in the standardization of a test – Standardized Tests and Question Banks.

**Unit 4 :**

Different types of Measurements : Measurement of achievement, aptitudes, intelligence, personality, attitudes, interests and skills – Interpretation of test scores and methods of feedback to the students

**Unit 5 :**

New Trends in Evaluation: Grading system, semester system, continuous internal assessment, question bank, uses of computer in evaluation, qualitative analysis.

**Reference Books:**

Orbnach	:	Essentials of Psychological Testing
Anastasi	:	Psychological Testing
Thomdike and Hagen	:	Measurement and Evaluation in Psychological Testing
Lindquist	:	Educational Measurement
Travers	:	Educational measurement

Ross and Sunnley : Measurement and Evaluation in Secondary schools  
Cattell : Guide to Mental attesting  
Vernon : Measurement of Abilities  
Bell : Projective Techniques

**M.Ed. Degree Examination**  
**Semester – 2**  
**PAPER –VI EDUCATIONAL ADMINISTRATION/MANAGEMENT AND**  
**PLANNING**

**Objectives:**

1. To enable the students to understand basic concepts of educational administration and planning.
2. To develop an understanding and appreciation of the role of different agencies of educational administration
3. To enable the students to understand contemporary developments in educational administration and planning.
4. To develop an understanding and appreciation of the role of leadership and supervision in educational administration.
5. To develop an understanding towards quality in education.

**COURSE CONTENTS**

**Unit 1:**

**PRINCIPLES AND PRACTICES OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT:** Meaning, scope and importance of educational administration. Growth of educational administration – Historical Perspective. Objectives of educational administration and management. Principles of educational administration and administrative process.

**Unit-2**

**EDUCATION IN INDIAN CONSTITUTION:** Provisions for education in India constitution. Universal elementary education. Equality of educational opportunities. Education for all Educational administration at various levels. a. Centre b. State c. Local bodies d. Private agencies. Structure and functioning of some of the pioneering organizations at national and state level: CABE, NCERT, UGC, NCTE, SCERT, Residential educational institutions in AP.

**Unit -3**

**TYPES AND THEORIES OF EDUCATIONAL ADMINISTRATION AND LEADERSHIP:** Theories of educational administration and its applications. Meaning and nature of leadership and types autocratic, Bureaucratic, Laissez-faire and democratic. Measurement of leadership. Decision making process – Concept of decision of making, Factors influencing decision making, participation of staff and pupils in decision making. Human relations approach in educational administration.



## **Unit – 4**

EDUCATIONAL SUPERVISION: Meaning and nature of supervision. Difference between administration and supervision. Functions of supervision. Types and methods of supervision. Steps for improvement of supervision. Classroom management – Dynamics of classroom teacher as facilitator and leader of teaching and learning process.

## **Unit – 5**

EDUCATIONAL PLANNING: Meaning and importance of educational planning. Goals of educational planning. Approaches of educational planning-Social demand approach, Rate of return approach, Manpower requirement approach. Perspective planning. Institutional planning. Quality Management in Education – Equity – Equality – Quality – Quality management – Teacher effectiveness – Institutional effectiveness – Total Quality Management (TQM) in education.

### **Reference Books:**

- |                                |   |  |
|--------------------------------|---|--|
| S.N. Mukerji                   | : | Administration of education in India   |
| J.C. Aggarwal                  | : | Educational Administration   |
| Bn.J. Mukerji                  | : | History of Education in India  |
| Govt. of India                 | : | I, II and III Five year plans publication  |
| Bhatnagar R.P. & Vidya Aggrwal | : | Educational Administration, Supervision, Planning and Finance  |
| Jagannath Mohanty              | : | Educational Administration, Management, Planning, Inspection of School Organization, Maneka Prakashak, Sambalpur |
| Kulbhi Singh Sidhu             | : | School Organization & Administration   |
| B.N. Dash                      | : | Educational Administration   |