Annexure No.	50 D
SCAA Dated	29.02.2008

BHARATHIAR UNIVERSITY, COIMBATORE 641 046
DEGREE OF MASTER OF EDUCATION (M.Ed.)
(SEMESTER SYSTEM) (Non-CBCS)
REGULATIONS
(EFFECT FROM THE ACADEMIC YEAR 2008-2009 AND ONWARDS)

1. Eligibility for Admission to the course and examination

A candidate shall be admitted to the course provided he has passed a Degree Examination in Education or Teaching of this University or a Degree Examination in Education or Teaching of some other University recognized by the Syndicate as equivalent thereto with not less than an average of 55% of marks theory and practicals put together. A 5 % of concession from the minimum of 55% of marks may be given to the candidates belonging to SC / ST categories.

No candidate shall be admitted to the Examination unless he has taken the qualifying Degree in Education.

No candidate shall be eligible for the Degree of M.Ed. unless he has completed the prescribed course of study and has passed the qualifying examination and has satisfied the Examiners in a thesis on an approved subject.

2. General Framework

1. The course will be spread over two semesters each with a minimum of 90 working days per semester covering instructional hours, practicum, library reference, field-based dissertation and internship in school, etc. Field visit for dissertation and internship in school will be not less than four weeks.
2. The course of study will comprise four core subjects and two elective subjects each carrying 150 marks, a thesis carrying 150 marks, practicum in Psychology and ICT carrying 50 marks each totally 100 marks and internship in school carrying 50 marks.
3. Each core and elective subject will carry 50 marks for internal assessment plus 100 marks for end semester examination. For thesis work, 50 marks will be allotted for viva-voce examination and 150 marks for evaluation of thesis (i.e.) 75 marks for evaluation by the Research Supervisor and the remaining 75 marks by the external examiner. The Research Supervisor and the external examiner will conduct the viva-voce examination.
4. The practicum in ICT will be conducted in the first semester and that of the Psychology will be conducted during second semester. The students will be trained in any or more of the following items as per facility available for practicum in ICT: Development of media based instructional materials, Script Writing for the Development of Educational Media, Evaluation of such media based instructional materials, e-mail projects, Collection/identification of web-based educational resources, participation in Netforum, etc. At the end of the first semester, they will submit a report of their activity in their chosen item/items or even the media based instructional material developed by them for evaluation.
5. The practicum in Psychology will cover conduct of at least 10 psychological testing using paper pencil tests and psychological measuring instruments during second semester. At the end of the second semester, the students will be evaluated internally by the teacher concerned for a maximum of 50 marks.

3. I. Course of Study

1. Philosophical and Sociological Foundations of Education
2. Research Methodology and Educational Statistics
3. Advanced Educational Psychology
4. Curriculum :Principles and Foundation

II. Electives

1. Two Electives from the following two different groups, one from each will be taken

Group I

1. Educational Technology
2. Computer Based Instruction

Group II

1. Instructional Technology
2. Teacher Education

Thesis

a. Candidates pursuing the M.Ed. Degree Course of study as full-time or evening college students may take their theory examination and submit their thesis at the end of the second semester / year respectively or within six months after the theory examination is over.

b. The date if submission of the thesis will be 30th April of the Academic year or 31st October of the same year for the full-time and evening course students respectively.
Those who fail to submit the thesis in time will be permitted to submit the same after six months with a penalty fee prescribed by the University.

c. Each thesis shall be accompanied by a certificate signed by the supervisor and counter signed by the course co-ordinator and the Principal of the College / Head of the University Department to the effect that the thesis has been prepared under the direction of the Supervisor and that it had not been the basis for the award of any degree of diploma earlier.

4. Scheme of Examination

There shall be examination at the end of each semester. The subject and Scheme of Examination will be as follows: -

FIRST SEMESTER EXAMINATION

Sl. No.	Papers	Internal Marks	University Marks	Total
1	Philosophical and Sociological Foundations of Education	50	100	150
2	Research Methodology and Educational Statistics	50	100	150
3	Elective I from Group I	50	100	150
4	Practicum : Information and Communication Technology	50	-	50
Total		**200**	**300**	**500**

SECOND SEMESTER EXAMINATION

Sl. No.	Papers	Internal Marks	University Marks	Total
1	Advanced Educational Psychology	50	100	150
2	Curriculum: Principles and Foundation	50	100	150
3	Elective II from Group II	50	100	150
4	Practicum : Psychology practical	50	-	50
Total		**200**	**300**	**500**

The following break up of marks will be followed for assessment of thesis.

a.	Valuation by the Research Supervisor	75
b.	Valuation by External Examiner	75
c.	Viva-voce (to be conducted by the Research Supervisor and the External Examiner who evaluated the thesis)	50
Total		**200**

Candidates who fail in the thesis shall have to resubmit the thesis.

5. Pattern of Question Paper

Each written paper shall be for the duration of three hours. The question paper will be set according to the following pattern: -

Section – A: Objective type questions 10 x 1 = 10 Marks
(Two MCQs from each unit)

Section – B: Short answer questions 3 x 5 = 15 Marks

Answer any five questions from out of eight questions covering all the five unites each question carrying 3 marks.

Section – C: Essay type questions 5 x 15 = 75 Marks

Two questions from each unit either or type. Each essay type question carries 15 marks.

6. Valuation & Passing Minimum

a. There shall be an internal assessment of max. 50 marks and end semester examination (max. 100 marks) for each of the written papers. The end semester examination paper will be evaluated by internal as well as external examiners. The marks in the internal and external assessment will be added to arrive at the total marks in each paper (i.e. 50 + 100 = 150).
b. Each written paper will be valued by the internal examiners and one external examiner separately and the average of the marks awarded by them shall be taken as the final end semester mark for the respective paper provided the difference between the marks given by the two examiners is 10% or less. If the difference is over 10%, the concerned answer paper shall be sent to a third examiner for valuation whose valuation shall be final. The internal and external marks will be shown separately in the statement of marks.
c. Practicum in each of Psychology and ICT will be evaluated by the teachers concerned internally for a maximum of 50 marks totally 100

marks for practicum and the minimum of 50% marks is required in each practicum separately for a pass.

d. Each thesis shall be valued by two examiners, internal and external. Each examiner shall value for a maximum of 75 marks. If both the examiners pass the thesis by awarding 50% or more, thesis valuation shall be taken as final. If both the examiners fail the thesis by awarding less than 50% of marks, than the candidate shall be deemed to have failed in the thesis. If one examiner passed the thesis by awarding 50% or more marks and the other examiner fails, then the thesis shall be sent to a third examiner for valuation. In such case that best of the two marks awarded by the three examiners shall be taken as final. The total marks awarded by the two examiner will be taken as the evaluated marks for the thesis.
e. The minimum marks for a pass in each paper and thesis will be 50% in the end semester examination and 50% in the total of internal and end semester assessment in each paper. The minimum marks for pass in the thesis will be 50% in the evaluation of both the Research Supervisor and the external examiner taken together and 50% in the total of evaluation of the thesis and the viva-voce examination.

7. Classification of Successful Candidates:

Those candidates who have passed the examination in the first attempt with 75% of marks or above on an average of theory papers, practicum and thesis put together shall be declared to have passed the degree examination with distinction. Those candidates who have passed the examination with an average of 60% and above but below 75% will be declared to have passed the degree examination in first class. The other successful candidates shall be declared to have passed the examination in second class.

8. Restrictions on Appearance

Candidates shall be required to complete the course within a period of 4 years from the date of his/her admission to the course with a maximum of 4 attempts for each paper and thesis.

M.Ed. Syllabus

(EFFECT FROM THE ACADEMIC YEAR 2007-2008 AND ONWARDS)

Core Paper: 1 Philosophical and Sociological Foundations of Education

Objectives: -

To enable the students understand

(i) the basic principles of various schools of philosophy.
(ii) the inter-relationship between philosophy and education.
(iii) what education is in the philosophical perspectives.
(iv) the need and the basic principles of sociology.
(v) the inter-relationship between sociology and education.
(vi) the trends of social changes and their impact on education.
(vii) what education is in the sociological perspectives.

Syllabus

UNIT – I Philosophical Perspectives of Education and Issues

Philosophy of Education: Meaning and significance … Philosophies of Life and Education … Universalisation and democratization of Education … Heterodox schools of Indian Philosophy: Buddhism, Jainism, Quarnic Monism and Monotheism-- Philosophical Issues in Education viz. Metaphysical Issues:

Metaphysics as a basis of religion, ethics, aesthetics and morality and Epistemological issues: Meaning and scope

UNIT – II Contemporary and Western Philosophies

Major Philosophies of Education: An Introduction of Naturalism, Pragmatism, Idealism, Realism, Hegalism, Dialectical Materialism and Marxism and their implications on Education---Contemporary Philosophical Thought and Education: Humanism, Existentialism, Religio Philosophical Fundamentalism and Analytic,empiristic – rationalistic approaches.

UNIT – III Modern Indian Educational Thought

Philosophies of Tagore, Mahatma Gandhi, Vivekananda, Aurobindo, Rajaji and J. Krishnamoorthy … Adoptability and practicability of their ideologies for modern times.

UNIT – IV Sociology of Education, Social Structure and Cultural Perspectives

Sociology of Education: Concept, meaning and scope … Nature of sociological enquiry … Methods of sociological analysis … Changing nature of social structure in India …Educational implications in the context of socialization, social mobility, social conflict, identity crisis, cultural conflict, cultural unity and diversity and emergence of composite culture---Agencies of socialization

UNIT – V Impact of Science and Technology on Society and Education

Impact of Science and Technology Development on Society and Education: Nature of scientific society and place of individualin it, urbanization, industrialization, mass media and their impact on man and society … Nature and causes of inequality in education … Equalization of educational opportunity in India.—Moral Education: Need and significance

References:

1. Adi Seshiah. W.T.V. and Pavanasam, R. (1974), Sociology in **Theory and Practice,** New Delhi: Santhi Publishers.
2. Anand, CL et.al. (1993) Teacher and Education in the Emerging Indian Society, New Delhi: NCERT.
3. Best, John W. Research in Education, New Delhi, Prentice Hall of India (P) Ltd., 1963.
4. Bhatt, S.R. (1986), **Knowledge, Value and Education: an Axionetic Analysis,** Delhi: Gain Publishing House.
5. Coombs, Philips H., (1985), The World Crisis in Education, New York: Oxford University Press.
6. Delors, Jacques (1996), Learning the Treasure within, UNESCO: Report to UNESCO of the International Commission on Education for Twenty first Century.
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10. Garrett, Hanery E. Statistics in Psychology and Education, Bombay, Vakils, Feffer & Simons Pvt. Ltd.
11. Good Cartor, V. et.al. Methodology of Educational Research, New York: Appleton – Century Craft Inc., 1972.
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13. Guilford, J.P. Fundamental Statistics in Psychology and Education, New York: McGraw Hill Book Co., 1965.
14. Illich, L. (1971), **Deschooling society,** New York: Harper Row.

15. India, Ministry of Human Resource Development (1986), **Innovations in Education,** New Delhi: Ministry of HRD.
16. Karpaga Kumaravel, R. (1999), **Philosophical Thoughts in Indian Education,** Coimbatore: Sri Ramakrishna Vidhyalaya College of Education.
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18. Mathus, S.S. (1998), A Sociological Approach to Indian Education, Agra: Vinod Prakashen
19. Mookherjee, K.K. (1972), Some Great Educators of the World, Calcutta: Das Gupta & Co Pvt. Ltd.
20. Mukherjee, S.N. (1966), History of Education in India, Baroda: Acharya Bool Depot.
21. Naik, J.P. and Syed. N. (1974) A Student's History of Education in India, New Delhi: Macmillan Co.
22. Ruhela, S.P. and Vyas, K.C. (1970), Sociological Foundations of Education in Contemporary India, Delhi: Dhanpat Raj and Sons.
23. Seshadri C.M.A. Khader and G.L. Adhya (1992) Education in Values: A Source Book, NCERT.

M.Ed. Syllabus

(EFFECT FROM THE ACADEMIC YEAR 2007-2008 AND ONWARDS)

Core Paper:2 Research Methodology and Educational Statistics

Objectives: -

To enable the students

(i) develop scientific thinking in their minds.

(ii) familiarize them with the different types of methods of research in Education.

(iii) develop their skills in statistical calculation and their applications.

(iv) Acquiring knowledge in principles and procedures involved in the development of different types of research tools.

Syllabus: -

UNIT – I Educational Research: An Introduction

Educational Research: Meaning, need, scope and agencies of Educational Research … Qualities of a good Researcher … Areas of Educational Research with respect to content of education, teaching, learning and evaluation, socio-cultural perspectives, economic, political and historical contexts, levels & types of education … Priority areas of educational research at national and international perspectives.

UNIT – II Research Problems, Types & Designs

Research Problem: Criteria for selection, scope and delimitations … Survey of related literature and its importance … Hypothesis: meaning, characteristics, types, formulation and testing … Types of Research: Fundamental, applied, action research—Methods of Research: Survey, historic, experimental, ethnographic and case study … Research Designs.

UNIT – III Development and Validation of Research Tools and Report Writing

Types of Data: Quantitative and Qualitative … Development and validation of research tools: Observation Schedule, Questionnaire, Attitude Scale, Interview Schedule, Achievement Test, Rating Scale and Inventories … Sampling: Probability sampling & Non-probability sampling … Data Analysis … Writing research proposal and research report and evaluation of a research report.

UNIT – IV Descriptive Statistics

Measures of central tendency and variability---Graphical representations of data---Normal Distribution: Characteristic features and applications ... Measures of correlation: Product Moment Correction Co-efficient and its assumptions, uses and interpretations … Prediction: Concept of Regression, framing of regression equations and accuracy in prediction.

UNIT – V Inferential Statistics and Computer Applications in Data Analysis

Parametric Statistics: Sampling distribution, standard error, null hypothesis testing, t-distribution, testing the significances of the difference between means, SDs, and Analysis of Variance---Non-parametric Statistics: Chi-square test, sign test & median test … Use of computers in data analysis.

References

1. Best,John (1997), **Research in Education,** New Delhi: Prentice Hall of India (P) Ltd.
2. Devadas, Rajammal P. and Kulandaivel K. (1976), **A Hand Book of Methodology of Research,** Coimbatore. Sri R.K. Mission Vidyalaya Teacher's College.
3. Edwin A, Harper Junior Erika, S. Harper (1992), **Preparing Objective Examination: A Handbook for Teachers, Students Examiner,** New Delhi: Prentice Hall of India Pvt. Ltd.
4. Good, Cartor Vetal, (1975), **Methodology of Educational Research,** New York: Appe Iton – Century Croft, Inc.,
5. Norris, N. (1990), **Understanding Educational Evaluation,** New York, Allyn and Bacon.
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M.Ed. Syllabus

(EFFECT FROM THE ACADEMIC YEAR 2007-2008 AND ONWARDS)

Core Paper: 3 Advanced Educational Psychology

Objectives: -

To enable the students

(i) acquaint them with the objectives, methods and concepts of modern scientific psychology and the laws of principles governing learning and instruction.

(ii) understand, appreciate and synthesis the basic concepts of learning theories.

(iii) understand the nature of motivation, intelligence and personality and their functioning.

(iv) understand the nature of mental health and principles of mental hygiene and their implications for instructions.

Syllabus: -

UNIT – I Psychology as a Scientific Study:

Science of Psychology: Origins, trends and methods … Scientific characteristics of Psychology---Educational Psychology: Definition, scope, areas and fields of application—Schools of Psychology: Hormic School, Associationism, Behaviourism and Gestalt School

UNIT – II Human Development

Principles of Human Development … Role of Heredity and Environment in Human Development … Developmental Tasks and their educational implications … Characteristics of human beings at various stages of development … Erickson's stages of psycho-social development.

UNIT – III Intelligence, Cognition and Creativity: A Theoretical Perspective

Intelligence: Definitions Classifications, attribute and conceptual importance in education … Theories of Intelligence: Spearman, Holzinger, Thorndike, Thomson, Thurstone, Guilford and Cattell … Cognitive Developmental Theories of Piaget, Bruner and Gagne … Measurement of Intelligence: Classification of tests, I.Q. and standard scores in intelligence … Creativity : Definitions, measurement, classroom implications and its relation to intelligence and achievement.

UNIT – IV Psychology of Learning and Instruction

Learning: Definitions and constructs … Theories of Learning: Thorndike, Hull, Pavlov, Skinner, Lewin, Tolman, Gestalt and Field theory of learning … Theories of Instruction : Behavioural Modification, Cognitive Construct, Task Analysis and Information Processing.

UNIT – V Motivation and Personality

Motivation: Meaning and Views: Psycho Analytic, Behaviouristic, cognitive and Field Humanistic … Personality: Meaning and various approaches to the study of personality … Theories of Personality: Type theory, Trait theory, Factor theory, Dimentional theory, Psycho analytic theory and Humanistic theory … Personality Assessment: Projective technique, Rorschach inkblot test and Thematic Apperception Test---Adjustment: Concept, problem, adjustment mechanism and maladjustment---Mental Health and Mental Hygiene: Concept and importance

References

1. Anderson, R.C. Faust, G.W. (1973), **Educational Psychology,** London: N.Y. London Harper.
2. Bernard Harold, Psychology of learning and teaching McGraw Hill, New York.
3. Bischolf, Ledford. (1970), **Interpreting Personality Theories,** London: Harper and Row Publishers.
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7. Dececco J.P. The Psychology of learning and Instruction. New York: Prentice Hall of India.
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14. Paramesh C.R., Creativity and Personality. Madras: M. Janatha Book House.
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M.Ed. Syllabus

(EFFECT FROM THE ACADEMIC YEAR 2007-2008 AND ONWARDS)

Core Paper: 4 Curriculum: Principles and Foundations

Objectives: -

To enable the students

(i) develop their ability to comment on approaches to Curriculum Design and Engineering.

(ii) develop their ability to design curriculum for a given level.

(iii) acquire a fuller understanding of the foundations of curriculum and its anatomy, design and engineering.

Syllabus

UNIT – I Curriculum: - A Conceptual Framework

Conceptions of Curriculum … Origin and development of curriculum as a field study … Historical evaluation of the curriculum … Perspectives of curriculum theory.

UNIT – II Foundations of Curriculum

Philosophy and Curriculum … Culture, values and the Curriculum … Curricular applications of the synoptic view of man---Learning theories and the curriculum practice.

UNIT – III Anatomy of Curriculum

Objectives of Curriculum … Architectonics of content and criteria for selection of content … Criteria for selection of learning activities and organization … Comprehensive evaluation of curriculum.

UNIT – IV Curriculum Design and Engineering

Representative curriculum designs … Alternatives in curriculum design … Problems involved in curriculum design … Methods of curriculum engineering.

UNIT – V Curriculum Development: A Critical Analysis

Teacher in curriculum development … Curriculum engineering as a research and development … Leadership in curriculum development … Consultants in curriculum development and implementation.

References:

1. Doll, Ronold, C. (1964) Curriculum Improvement: Decision-Making and Process. Boston: Allyn and Bacon.
2. Taba, Hilda, (1962) Curriculum Development: Theory and Practice: New York: Harcourt Brace Jovanovich.
3. Dewey, John (1916) Democracy and Education. New York: The Macmillian Company.
4. Kerlinger, Fred N. (1965) Foundations of Behavioural Research: New York: Hott, Rineont and Winston.
5. Robert S. Zais. (1976) Curriculum: Principles and Foundations, New York: Thomas Y. Crowell Company, Inc.

M.Ed. Syllabus

(EFFECT FROM THE ACADEMIC YEAR 2007-2008 AND ONWARDS)

Elective (Group I) Paper: 1 Educational Technology

Objectives: -

To enable the students

(i) understand the meaning, scope and concept of Educational Technology.

(ii) Compare and contrast between software approach and hardware approach to Educational Technology.

(iii) Develop necessary skills in the use of selected multimedia applications in the teaching-learning process.

Syllabus

UNIT – I Educational Technology: A Conceptual Framework

Educational Technology: Definition, meaning, scope and relevance to modern education … Technology of Education and Technology in Education … Foundations of Educational Technology: Psychology, Sociology, Communication and Management.

UNIT – II Communication Technology

Communication: Definition, meaning and scope … Communication process … Models of Communication: Shanon's Model, Westly and Machean Model, Leagan's Modl and Berlo's Model.

UNIT – III Systems Approach to Educational Technology

System: Concept and definition … Characteristics of systems analysis: input, process & output … Principles of Designing a Learning System … Modular Scheduling and Multimedia Approach.

UNIT – IV Teacher Behaviour and Micro-teaching

Models of Teaching: Glacer model, Classroom meeting model, Concept attainment model and Inquiry model … Interaction Analysis: FIACS … Micro-teaching: meaning, significance & practice--- An analysis of components of various teaching skills.

UNIT – V Relevance of Educational Technology in Open and Distance Education

Open and Distance Education: A Conceptual Framework … Innovations in Distance Education: Open Universities & Schools and Virtual Classrooms … Experiments and Projects in Educational Television including EDUSAT … Development and validation of self-instructional materials in Open and Distance Education.

References:

1. Aggarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.
2. Bruner, J.S. (1963) The Process of Education, New York: Vintage Books.
3. Dececon, John, P. (Ed.) (1964) Educational Technology. New York, Holt Rinebert Winston.
4. Skinner, B.T. (1968) The Technology of Teaching. New York: Applenton Century Crofts.
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M.Ed. Syllabus

(EFFECT FROM THE ACADEMIC YEAR 2007-2008 AND ONWARDS)

Elective (Group I) Paper:2 Computer Based Instruction

Objectives: -

To enable the students

(i) examine and evaluate the materials made for computer medium.

(ii) explore the potentialities of computer-based technology for effective teaching and learning.

(iii) develop instructional materials in different modes of computer-based instruction.

Syllabus

UNIT – I Computer Based Instruction: A Conceptual Framework

Computers in Education: Administrative use, teaching about computers and teaching with computers … Computer as a tool of instruction: Word processing, Statistical analysis, graphics and power point presentation…Computer as a medium of communication.

UNIT – II Methods of Computer Based Instruction

Methods of Computer Based Instruction: Meaning and scope, Tutorials: Presentation of information, interaction, feedback, sequencing the contents and closing … Drill and Practice: Basic procedures, introduction, item features, selection & grouping and data storage … Simulations: Physical, procedural, situational and process, factors in simulations, introduction, presentation and simulation … Instructional games: Types, factors, introduction and conclusion.

UNIT – III Development and Validation of Computer Based Instructional Materials

Eight-step model for developing computer-based instructional materials … Lesson Design: Defining purpose, collection of materials, generation and organization of ideas … Display production: Writing & revising texts, producing story boards, etc…Flowcharting the steps, programming and error detection … Lesson evaluation, revision and validation.

UNIT – IV Computerized Test Construction and Administration

Computerized Test Construction and Administration: Concept, meaning and importance … Nature of Test: Purpose, objectives, item banking, etc. and presentation of results … Implementation of the test: Teachers' and students' role at pre, during and post phases … Computerized Question Banking: Selection of items, specification of objectives, item analysis, etc … Online Testing: A critical analysis.

UNIT – V West Based Instruction and Net Forum

Web-based Instruction: Meaning, significance and scope … Web-based Instructional Design: Guiding principles…Development of web-based instruction: A general framework … Computer mediated communication: Internet, telnet, e-mail, voice-mail & chat and Open Educational Resources & Netforum.

References

1. Berge, Z.L. and Collins, M.P. (1999) Computer Mediated Communication and the Online Classroom (Vol.1-3) Cresskil, N.S: Hamptom Press.
2. Khan, B.H. (1977) Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
3. Rheingold, H. (1993) The Virtual Community, Reading: M.A. Addison Wesley.
4. David Hardisty and Scott Windeatt (1989) Computer Assisted Language Learning, Oxford: OUP.
5. Kumar K.L. (1996) Educational Technology. New Delhi: New Age International Publishers.
6. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: methods and development. NJ: Prentice Hall.
7. Harasim, L. (1990) Online Education: Perspectives on a New Environment. New York: Praeger.
8. Harasim, L. (1993) Global Networks: Computers and International Communication. Cambridge: MIT Press.

M.Ed. Syllabus

(EFFECT FROM THE ACADEMIC YEAR 2007-2008 AND ONWARDS)

Elective (Group II) Paper: 1 Instructional Technology

Objectives: -

To enable the students

(i) understand the meaning and significance of Instructional Technology.

(ii) Relate instructional objectives to Instructional Technology.

(iii) assess the relative effectiveness among different instructional development models.

Syllabus

UNIT – I Instructional Technology: A Conceptual Framework

Instructional Technology: Meaning, definition, development and scope … ABCD Method of writing instructional objectives … Process of Instructional Technology … Procedures involved in need assessment and task assessment.

UNIT – II Models of Instructional Development

Kemp Model … Instructional Development Institute Model … Criterion Referral Instructional Model … UNISIO ISD Model.

UNIT – III Instructional Design and Techniques

Stages of instructional designs … Instructional designs: objective based, skill-based, computer based and learning style based … Instructional Technology for large groups: Psycho – dynamics of group learning, symposium, panel discussion, team teaching and project approach … Instructional technology for small groups. simulation approach, role-play, buzz group technique, brainstorming and case discussions.

UNIT – IV Individualized Instructional Techniques

Individualized Instruction: Meaning and significance … Tutorials, mastery learning & Kellar Plan … Programmed instruction: nature, types and development … Development and validation of CAI packages.

UNIT – V Instructional Evaluation and Remedial Teaching

Measurement and Evaluation in Education: Meaning and significance … Criterion referenced and noun-referenced testing … Innovations in educational evaluation: Choice Based Credit System, Grading and Semester Systems, Question Banking and Computerized test construction and administration …Diagnostic testing and Remedial teaching.

References:

1. Kumar, K.L. (1997) Educational Technology. New Delhi: New Age International (P) Ltd.
2. Vedanayagam, E.G. (1989) Teaching Technology for College Teachers. New Delhi: Sterling Publishers (P) Ltd.
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4. Romiszowski, A.J. (1974) The selection and Use of Instruction: A systems approach. London: Kongen Page.
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11. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development. NJ: Prentice Hall.

M.Ed. Syllabus

(EFFECT FROM THE ACADEMIC YEAR 2007-2008 AND ONWARDS)

Elective (Group II) Paper:2 Teacher Education

Objectives: -

To enable the students

(i) make a study of the changing concepts of Teacher Education during various periods of educational development in the country.

(ii) develop an awareness of the problems in Teacher Education.

(iii) acquaint them with the responsibilities pertaining to the organization of a Teacher Education Institution.

(iv) develop necessary skills for planning and organization of functions for effective school management.

Syllabus

UNIT – I Teacher Education: Objectives, Evaluation and Growth

Teacher Education: Concept, Objectives, functions, expectations and performance … Evolution and Growth: Development of Teacher Education in India and types of Teacher Education Institutions: Primary, Secondary and Tertiary levels … Special Teacher Training Institutions: Physical Education,Music, Physically Handicaped and Mentally Retarded---Other Teacher Education Institutions: NCERT, CIET, National Institutes of Education, National Institutes of Technical Teachers' Training, State Institutes of Education, Colleges of Education and University Departments of Education and Educational Technology.

UNIT – II Academic and Administrative Functions of Teacher Education Institution

Selection of Students: Conduct of tests viz. attitude, aptitude and achievement and interviews … Continuous evaluation of Teacher Education Curriculum … Job analysis and skill development as a basis for curriculum development in Teacher Education … Advanced methods of teaching adopted in Teacher Education---ICT as a compulsory component in the curriculum..

UNIT – III Organization of Practice Teaching and Assessment

Different methods of practice teaching:model lessons, criticism lessons, etc. … Role of co-operating schools, teachers and Dept. of Education of the State Governments … Trends in teacher preparation: Interaction analysis & micro-teaching training and periodical assessment of cognitive and affective variables of teacher trainees … Tools for assessment of teacher trainees and need for maintaining cumulative records.

UNIT – IV Planning of Pre-service and In-service Teacher Education Programmes

National Council for Teacher Education: Roles and responsibilities in Teacher Education … Planning of Secondary and Elementary Teacher Education Institutions with reference to infrastructural facilities and human resources … Criteria for evaluating teacher education institutions … In-service Teacher Education: Objectives, organization, methods and follow up actions … Agencies of in-service Teacher Education programmes: NCTE, NCERT, CIET, SCERT,DIET,etc.

UNIT V Research in Teacher Education

Research Programmes: Action Research, Experimental Projects and Major & Minor Research Projects … Funding Agencies for Researches in Teacher Education: NCTE, NCERT, UGC, DTERT, etc. … Survey of Educational Researches conducted in India and Abroad … Role played by University Departments in Researches related to Teacher Education.

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2. Buch M.B., A Survey of Research in Education, CASE.
3. Dikshit S.S., Teacher Education in Modern Democratics
4. Disouza and Chetterji, Training for Teachers in India and England.
5. NCERT, Elementary Teacher Education, 1965.
6. NCERT, National Surveys of Elementary and Secondary Teacher Education.
7. Sharma R.A. (2005) Teacher Education. Meerut:Loyal Book Depot.
8. Sharma S.P.(2005) Teacher Education:Principles, Theories and Practices
9. Udayaveer (2006) Modern Teacher Training. New Delhi:Anmol Publications.