

(e) Master of Education (M.Ed.) Course

Total sanctioned strength of student is 25. Reservation rules specifically applicable for SC/ST/OBC/OEC/BPL and PH candidates as per Government of Kerala rules. 1 seat is reserved under Teacher's quota (TQ). The selection shall be from the rank list prepared on the basis of the marks obtained in the Qualifying Exam. (B.Ed.) and entrance test conducted by the Kannur University. The Application form can be down loaded from the website of the Kannur University www.kannuruniversity.ac. The completed application form with a fee of ₹ 250 as D.D/Chalan receipts to be submitted.

Fees

The existing rate of fees for M.Ed. course are as follows.

<i>Item</i>	<i>Amount</i>
1. Tuition fees	₹ 1500
2. Special fees	₹ 895
(i) <i>Government Account :</i>	₹
(a) Admission fee	100
(b) Library fee	90
(c) Laboratory fee	20
(d) Calendar fee	15
	225
(ii) <i>P. D. Account of the Principal :</i>	₹
(a) Association fee	20
(b) Stationery fee	10
(c) Magazine fee	30
(d) Athletic/Games fee	75
(e) Audio Visual fee	10
(f) Teaching practice fee	25
(g) Excursion fee	35
(h) Medical inspection fee	5
(i) Students aid fund fee	5
(j) Women's study fund	5
	220

(iii) *Kannur University Account :*

(a) University Union fee	100
(b) Sports Affiliation fee	100
(c) Students Affiliation fee	200
(d) University Development fee	50
	450
3. Caution Deposit	600
4. University fee	
(1) Fee for M.Ed. Examination	
(a) First appearance per paper	120
Dissertation/project works	450
Viva	80
Camp valuation fee	100
Cost of mark list	50
(b) Subsequent appearance of ` 150 for each paper	

5. Students must submit their qualifying certificates or diplomas to the office of the Principal at least by 1st December, failing which their applications for admission to the University Examination may not be forwarded. The qualifying certificates will be returned to them when they are received from the University. They are directed to give self-addressed envelopes (long covers) sufficiently stamped to send their certificates by registered post. The certificates will on no account be returned to them at the expense of the College.

6. The Students should keep in safe custody of the receipts received for remittance of the caution deposit amount, during the tenure of the course. The caution deposit amount will be refunded only if the connected receipt issued from the College is produced along with the application for refund of the caution deposit. Failure to produce the original receipt will result in forfeiture of the claim for refund. Unclaimed caution deposit will be refunded to Government account.

**(f) Regulations, Scheme and Syllabus of
Master of Education (M.Ed.) Degree Course-2006**

REGULATIONS :

- I. Admission :* A candidate shall apply to the M.Ed. Course provided he/she has passed with 55% in the B.Ed. Degree Examinations of Kannur University or any University recognized by the Syndicate as equivalent there to.
- 1.1. Relaxation in marks be given to SC/ST/OBC/Handicapped and other eligible candidates as per the University rules.
 - 1.2. Teacher candidates who are in service in schools or colleges (Aided/Government) be given a weightage of 1% mark per year, subject to maximum 5 marks. 4% of the total seats be reserved for the serving teachers.
 - 1.3 Admission to M.Ed. Course shall be based on marks obtained for B.Ed. Degree examination and the Entrance Test.
 - 1.4 Applicants for M.Ed. with B.Ed. degree from Kannur University are eligible for 05 marks as weightage.
- II. Duration :* One year consisting of two semesters, with a minimum number of working days of 210 days inclusive of examination days 105 days for each semester.
- III. Medium of instruction :* Medium of instruction shall be English.
- IV. Attendance :*
- 80% of attendance is compulsory for each semester, failing which the candidate will not be permitted to appear for the examination. Shortage of attendance to the extent of 5% may be condoned by the Vice-Chancellor as per existing rules and on the recommendation of the Head of the Department/Principal.

V. *Scheme of Instruction* :

Part A — Written examination (Five Papers).

Part B — (a) Dissertation/Thesis and (b) Viva-Voce.

Part C — Field based experience.

PART – A

Part — A.1–Semester—I

<i>Paper</i>	<i>Title</i>	<i>Total</i>
Paper I	Philosophical and Sociological Foundations of Education	120
„ II	Methodology of Educational Research and Educational Statistics	120
„ III	Advance Educational Psychology	120

Part — C. Field Based Experience

Each candidate will submit a record of field based experience of minimum 5 B.Ed. trainees during their teaching practice programme and submit the record to the allotted teachers which will be evaluated by the teacher and Head of the Department/Principal.

Part — A.2–Semester—II

Paper – IV Elective Group A

One elective paper is offered from group A–120 marks

- (1) Advanced Methodology in Language Education.
- (2) Advanced Methodology in Mathematics Education.
- (3) Advanced Methodology in Science Education.
- (4) Advanced Methodology in Social Science Education.
- (5) Advanced Methodology in Commerce Education.
- (6) Advanced Methodology in Computer Science Education.

Paper – V Elective Group B.

One elective paper is offered from group B—120 marks

- (1) Techniques of evaluation and test construction.
- (2) Educational Technology and I. C. T.
- (3) Educational Management.
- (4) Special Education.
- (5) Environmental Education.
- (6) Curriculum Development.
- (7) Non-Formal Education.
- (8) Human Rights and Value Education.
- (9) Educational Guidance and Counselling.
- (10) Early Childhood Education.
- (11) Teacher Education.

N. B: All electives may not be offered in a particular year.

Part — B. (a) Dissertation/Thesis and (b) Viva-Voce

(a) Dissertation/Thesis:

Every candidate shall be required to submit a dissertation under the supervision of a member of the Faculty or a teacher approved by the University. Four copies of the dissertation shall be submitted before the commencement of 2nd semester theory examination, at least one week prior to the last working day.

(b) Viva-Voce:

A Viva-Voce exam board on the Dissertation shall be held after the University examination of the 2nd Semester.

VI. Scheme of Examination:

The University examination is of 3 hours duration for 100 marks and will be conducted at the end of each semester. Examination in Part A. 1 will be held at the end of 1 Semester and of Part A.2 at the end of the 2nd Semester. There will be a continuous internal assessment of 20 marks each to each of the theory papers.

The dissertation shall carry 150 (one fifty) marks and the Viva-voce exam based on research and dissertation shall carry 25 marks.

M.Ed. — Scheme of Examination

1st Semester

<i>Paper</i>	<i>Title</i>	<i>Marks for continuous internal assessment</i>	<i>Marks for External exams</i>	<i>Total</i>
I	Philosophical and Sociological Foundations of Education	20	100	120
II	Methodology of Educational Research and Educational Statistics	20	100	120
III	Advanced Educational Psychology	20	100	120
	Field Based Experience	25	..	25
Total		85	300	385

2nd Semester

<i>Title</i>	<i>Paper</i>	<i>Marks for continuous internal assessment</i>	<i>Marks for External exams</i>	<i>Total</i>
IV	Elective – A	20	100	120
V	Elective – B	20	100	120
	Dissertation/Thesis		150	150
	Viva-Voce		25	25
Total		40	375	415
Grand Total		385+415=800		marks

VII. Internal Assessment Marks:

Internal Assessment Marks for continuous internal assessment shall be given by the subject teachers concerned on the basis of the evaluation of the student's progress and the weightage shall be as follows:

<i>Sl. No.</i>	<i>Items</i>	<i>Weightage in marks</i>
1.	Test (2)	10
2.	Assignment (2)	5
3.	Seminar	5
	Total	20

The internal marks awarded in consultation with Head of the Department/Principal will be placed before the Examination committee and the finalized internal marks should be displayed in the notice board. Grievance if any may be placed before the constituted grievance cell within five days. The decision shall be communicated to the student. At the University level, the Vice-Chancellor shall appoint a committee if need be, to look into the grievances not settled at the college level.

VIII. Dissertation/Thesis Evaluation :

The dissertation 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 and the average of three valuations shall be awarded.

IX. Result Declaration :

A candidate shall be declared as having passed the M.Ed. Degree examination in Second class if he/she obtains not less than 50% but below 60% marks on the aggregate of two semesters and who secures 60% marks and above on the aggregate of two semesters shall be placed in the I Class.

This will also be applicable to the results of candidates availing more than one chance.

X. Re-examination :

If a candidate obtains less than 50% marks for Dissertation, he/she shall submit the dissertation in the subsequent semester examination.

A candidate may be permitted to take the written exam and fulfill the dissertation requirements separately but not more than 3 chances shall be given for completion of the examination. If a candidate fails in any paper/s, he or she can appear for that paper/s only.

A candidate who fails in 1st semester examination may be permitted to continue for the 2nd Semester. But he can appear for the 1st semester in the next or subsequent academic year only.

If a candidate fails in the 2nd semester he/she can appear for the 2nd semester in the next or subsequent academic year.

A candidate can appear for the viva-voce at the end of the 2nd semester examinations even if he/she has to complete the 1st semester examinations.

An M.Ed Degree holder may be permitted to improve his marks by appearing only for the written examinations within the next two academic periods.

For improvement of class, only one chance shall be given to the candidate. He/she shall appear for both first and second semesters in the subsequent academic year along with the junior batch.

In such cases the marks for Dissertation, Viva-voce and Internal assessment will be the same and will carryover to the appearance for improvement.

A candidate must secure not less than 50% for a pass in both internal assessment and external examinations of each paper and 50% in the aggregate (Part A, B and Part C) of all papers put together for a pass in the whole examination.

XI. Pattern of Question papers :

Pattern of Question paper for Theory Examinations—
Duration 3 hours Max. Marks-100

Part A – Essay (20 marks), 2 questions out of 4 ($2 \times 20=40$ marks)

Part B – Short answer (5 marks), 12 questions ($12 \times 5=60$ marks)
out of 16

Total : 100 marks

MASTER OF EDUCATION (M.Ed.) SYLLABUS

Paper I—Philosophical and Sociological Foundations of Education

COURSE OBJECTIVES

1. The student will understand philosophical enquiry as a basis of all educational endeavours.
2. The student will critically appraise the contributions made by prominent educational thinkers to Indian and Western.
3. The student will indulge in independent reflection on philosophical basis of major educational issues in the global context.
4. The student will understand the concept and process of social organization, social stratification and institution.
5. The student will understand the relationship between culture, society and Education.

COURSE CONTENTS

Unit I—Education and Philosophy :

Aims of Education, curriculum and methods of Education as that spring from Philosophy. Nature and functions of Philosophy Speculative, Normative and Analytical.

Teaching as a function—Philosophy of Education—it's significance in the teaching profession.

Unit II—Philosophical Areas of Study :

Metaphysics : Metaphysical problems and education related to Nature, Man and Society.

Epistemology : Epistemology and Education, knowledge, methods of acquiring valid knowledge.

Axiology : Axiology and Education critical appreciation of the contributions made by various religions to education.

Unit III—Western Schools of Philosophy :

Idealism, Naturalism, Pragmatism, Realism, Existentialism and Marxism with special reference to Epistemology, Metaphysics and Axiology and their educational implications.

Unit IV—Indian Schools of Philosophy :

Vedanta, Sankhya, Nyaya, Yoga, Buddhism and Jainism with special reference to Epistemology. Metaphysics and Axiology and their educational implications.

Educational importance of Upanishads and Bhagavad Gita. Educational prescriptions of Islam as evidenced through Quran. Christian thought as evidenced through Bible and their influence on education.

Unit V—Western Philosophers :

Contributions to Educational thought and practice by great western thinkers – Plato, Aristotle, Kant, Dewey, Spencer, Frobel, Montessori.

Unit VI—Indian Philosophers :

Contributions to Educational thought and practice by great Indian thinkers – Gandhiji, Tagore, Vivekananda, Aurobindo, Radhakrishnan and Krishna Murthi.

Unit VII—Freedom and Discipline :

Thoughts of Western Philosophers and Indian Philosophers, Democratic and Totalitarian concept of discipline.

Unit VIII—Modern concept of Philosophy :

Logical analysis, Logical empiricism and positive relativism. Vocational and liberal education.

Unit IX—Relationship of Education and Sociology :

Educational Sociology and Sociology of Education—Social system—Education for a socialistic pattern of society. Social institutions—Home and Community Socialisation of the child.

Unit X—Social Control and Social Change :

Nature of social control and social change. Constraints on social change in India due to caste, ethnicity, class language, religion and regionalism. Education related to social stratification and social mobility. Education and modernization.

Unit XI—Education and the State :

Education and Politics, Education and Democracy, Education and Culture, Education and Religion. Education of the disadvantaged sections—Scheduled Castes, Scheduled Tribes, Women and rural population, Legal and Constitutional provisions relating to education in India.

Unit XII—National integration :

Education for National integration. Education for National and international understanding. Education related to social equity and equality of educational opportunities.

Unit XIII—Value and Human Rights Education—Moral Education :

Change in value, national values in the Indian constitution, importance of value education and Human Rights education in the present context.

Unit XIV—Economics of Education :

Education as an investment. Educational planning. Manpower planning—Educational Management.

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Paper II—Methodology of Educational Research and Educational Statistics

COURSE OBJECTIVES

1. To acquaint the student with the methods used for locating problems areas and reseach problems.
2. To familiarize the student with the common tools of research and assess their efficiency.
3. To familiarize the student with various research designs and research methods.
4. To enable the student to select, plan, conduct research and prepare research report based on his/her investigation.
5. To help the student use statistical techniques and designs in educational research.
6. To familiarize the student with the standard conventions used in preparing and presenting the research report.

COURSE CONTENTS

Section—A Elements of Research Methods

1. *Introduction to research:* Scope, limitations and functions of educational research, scientific method and its use in research, Classification of educational research—Fundamental, Applied, Evaluative and Action Research. Major steps in a Research Process, research proposals.

2. *Selection of Problem :* Detection of research area, criteria for selecting and evaluating problems, statement of the problem formulation and definition.

3. *Survey of Literature :* Different methods of surveying literature, different source of information, Internet, search engines, Web sites, E-mail etc. Recording surveying information.

4. *Hypothesis* : Nature, types & sources of Hypothesis—Characteristics of a good hypothesis: Directional and Non-directional hypothesis: Declarative hypothesis, predictive hypothesis, Question from hypothesis, Null hypothesis.

5. *Methods and Designs of Research* : Classification of research methods—Experimental, Normative, survey, Historical case study, development, correlation, Ethnographic, Documentary analysis, Different Experimental designs, Different types of variables.

6. *Qualitative research* : Ethno methodology, Cross cultural, Multi lingual, Multi cultural and Multi racial.

7. *Tools and Techniques of research* : Questionnaires, schedules, Rating scales, Attitude scales, opinionnaires, Inventories, Observation, Interview, socio-metric tests, achievement test etc. Reliability and validity of tools and techniques, Essential qualities of a good tool.

8. *Sampling* : Unit of sampling Population: techniques, characteristics of a good sample. Sampling errors and ways to reduce them.

9. *Collection and Analysis of Data* : Procedure of data collection, scoring of data, tabulation, coding, editing, analysis and interpretation of data. Application of Data basis in Educational research.

10. *Research Report* : Composition, Pagination, title pages, Systems of indicating references Bibliography, Appendices.

11. *Evaluation of research report* : Criteria for evaluation. Format, organization of data. Reference materials and Bibliography, Validity and Limitations of findings.

Section—B Statistics

1. *Tabulation of Data* : Graphical presentation of data in the form of Histograms, Ogive, Frequency Polygons, Smoothed Frequency Curve, etc.

2. *Measures of Central Tendency*: Computation of the Arithmetic Mean, Median and Mode. When to use different measures. Merits and demerits of different measures.

3. *Measures of Variability*: Computation of Range. Mean Deviation, Standard Deviation and Quartile Deviation, Merits and demerits of different measures.

4. *The Normal curve*: Important properties and application fitting a normal curve to a given data. Use of standard scores in finding areas under the normal curve.

5. *The concept or correlation in Education Research*: Measures of Relationships: Indices of correlations, Rank co-efficient Correlation—Product Moment co-efficient of Correlation. Biserial, Point biserial, and Phi-co-efficient of correlation. Partial and Multiple correlation. Interpretations of co-efficient.

The important applications. Measurement of relationships, Prediction, Item Analysis, Estimating the Reliability and Validity of tests and Factor Analysis.

6. *Sampling*: Need for sampling—Different methods of sampling. Practical procedures, size of sample suitable for an investigation and criteria. Statistical concept of small and large samples.

7. *Statistical significance*: Testing the significance (reliability) of the Mean standard deviation. Product–movement co-efficient of correlation and percentage confidence limits.

8. *Test of Significance for Differences*: Hypothesis testing—Two tailed and one tailed tests of significance—Errors in making inferences. The Null Hypothesis and the use of tests of significance between percentages, difference between correlation in large independent samples difference between means in small independent samples, difference between means of large independent samples.

9. *Chi-square test*: Use of chi-square test for testing the agreement between theory and observation.

10. Analysis of variance-one way of ANOVA, Analysis of co-variance. MANOVA, Discriminant Analysis, SPSS, application in Educational Research.

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A Non technical Guide for the Social Sciences. Stage Publications, New Delhi, 2005.

Paper II—Advanced Educational Psychology

COURSE OBJECTIVES

1. To enable the students to understand concepts and principles of Educational Psychology as an applied science.
2. To enable the learner to understand implications of psychological theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits.
4. To prepare competent personnel for research in Educational Psychology.

COURSE CONTENTS

Unit I —Introductory concepts:

- | | | |
|----------------------------|---|--|
| (a) Psychology | : | Origin, Areas and Methods of Psychology, Scientific characteristics of Psychology. |
| (b) Educational Psychology | : | Concept and scope of Educational Psychology, Contribution of Educational Psychology. |

Unit II —Life Span of Psychology:

(a) Human Development : Concept and Principles: Basic Theories, Psycho Sexual Development-Freud. Psycho Social Development theory-Erickson. Learning–Social Learning, Stages of Development, General Characteristics of Development Problems of Pre natal, Childhood, Adolescence—Needs and problems of adolescence with special reference to Indian conditions identity crisis. Its class room implications. Adulthood and Old age.

(b) Aspects of Development : Physical, Emotional, Social, Intellectual and Language—Chomsky & Vygotsky, Education for emotions, Emotional Intelligence—Implications.

Unit III—Learning and Instruction:

(a) Preliminary Constructs : Concept and General Nature of learning. Variables, kinds and characteristics of learning.

(b) Learning Theories : Theories of Pavlov, Thorndike, Skinner, Guthrie, Tolman. Hull, Field Theory of Kurt Lewin and Gestalt theory of learning. Application to Instruction. Gagne's conditions of learning. Cognitive view point and information processing. Meaningful verbal learning by Ausubel.

(c) Learning from Learners Point of View : Orientation in learning, Meaning orientation, Achieving orientation, Non academic orientation, Styles and strategies of learning—Holistic, Serialistic and Versatile, Dun & Dun model of Learning style, Cognitive. Meta cognitive and Socio-affective strategies.

(d) Motivation : Role in teaching and learning experimental studies. Achievement motivation and studies.

(e) Transfer of learning : Concept theories, Experimental Studies Implications for educational theory and practice.

(f) Creative thinking, reasoning : Teaching of creative thinking, Teaching of reasoning and problem solving.

(g) Concept formation : Contributions of Piaget and Bruner.

(c) Theories of Instruction and models of Teaching:

Learning based Instructional theories, Cognition based instructional theories, Representative Models of Teaching—Inquiry training, Co-operative learning, Non-directive teaching and Learning from Simulation.

Unit IV —Intelligence and Cognition :

- (a) Intelligence : Concept, classifications and attributes.
- (b) Theories of intelligence: Theories of Spearman, Thorndike, Thomson, Thurstone, Burt & Vernon, Guilford and Cattell. Triarchial theory, Theory of Multiple Intelligence. Emotional Intelligence Socio cultural theory of intelligence.
- (c) Developmental theories and studies: Contributions of Piaget and Bruner to ideas of cognitive development.
- (d) Measurement of intelligence: Intelligence Quotient Constancy of IQ. Its futility and Criticism, DIQ, IQ Controversy. Classification of Intelligence Tests. Representative tests with special reference to India.
- (e) Affective correlates of Intelligence: Aptitude, Interest, Attitude, Values.
- (f) Creativity: Characteristics, Dimensions and measurement of creativity. Fostering and Guiding creative children.

Unit V —Personality:

- (a) Introductory concepts: Concept, development structure and dynamics of personality.
- (b) Theories of Personality: Type and Trait theories.
 Psychoanalytic theories—Freud, Jung, Adler.
 Neo-Freudians—Fromm, Horney, Sullivan, Erikson.
 Humanistic view—Rogers, Maslow, Allport, Lewin.
 Social learning theory—Bandura.
 S. R. Learning theory—Dollard and Miller, Big Five Model of Personality.

- (c) Measurement of Personality: Different types of measures, Personality inventories, Rating scales, Situational tests, Projective techniques.
- (d) Deviant Personality: Personality disorders—Neurosis, Psychoses and psychosomatic disorders. Determinants of Personality.

Unit VI —Adjustment and Mental Health:

- (a) Adjustment: Concept, types and mechanisms of adjustment.
- (b) Maladjustment: Causes, symptoms and detection of maladjustment.
- (c) Principles of mental hygiene: Preventive, constructive and curative measures—Psychotherapy, transactional analysis.
- (d) Guidance and Counselling: Concept, principles and types of guidance and counselling. Tools and techniques of guidance. Organisation of guidance services at different levels.

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PART-A2-SEMESTER-II

Paper—IV Group—A.1

Advanced Educational in Language Education

COURSE OBJECTIVES

- To Acquaint the student with the advanced developments in the theory relating to the teaching of the mother tongue.
- To acquaint the student with some of the modern procedures, skills and techniques in teaching languages.
- To help the student to improve his professional competency as a language teacher.
- To acquaint the student with the use of different modern materials and media used in language teaching.
- To acquaint the student with latest researches relating to the teaching and learning of languages.

COURSE OUTLINE

1. *Preliminary considerations*: Language—Its meaning and definitions—The Nature of Language—Language development—Role of language in the development of child—Factors considering language development.

2. *The psychology of language learning* : Recent development in the psychology language development and verbal learning. Readiness in relation to language skills—Implementation of the theories of Skinner. Piaget, Bruner, Gagne and Chomsky.

3. *Sociology of Language Learning* : Language and culture— Cultural Nature of language—social context of language acquisition— Contribution of Bloomfield, Edward, A Sapir, Robert Lado and Benjamin, L. Whorf. The Role of Environment in Language development with reference to socio-economic status of parents and socio cultural variables. Compensatory programmes for socially deprived groups— Research studies bearing on the above.

4. *Linguistics and language learning*: Language and Linguistics—Linguistics and phonetics—Phonetic principles in Language teaching and language learning. Studying native language. Chomsky and transformation grammar.

5. *Goals of language instruction*: A detailed consideration of the goals of language instruction at different levels of education. The cognitive, affective and psychomotor domains of behaviour associated with learning of languages. Evolving a taxonomy of language behaviour for different levels of instruction. Modern approaches to the instruction of languages.

6. (a) *Teaching of language skills*: A detailed consideration of modern developments in teaching of the main language skills viz., Listening, Speaking, Reading, Handwriting, Spelling, Creative writing, Expression both Oral and Written, Teaching of both poetry and prose with special reference to development of skills.

(b) *Teaching of cognitive changes associated with language development*: Teaching of vocabulary—Grammatical principles, History of language Literature with reference to cognitive changes—Use of detailed text book for cognitive learning.

(c) *Teaching for affective behaviour*: Teaching for affective behaviour—To understand the various aspects and dimensions of teaching English as a foreign such as attitude, interests, values and literary appreciation with special reference of teaching of literature. Teaching of poetry and prose for detailed and non-detailed study.

(d) *Co-curricular programmes for language instructions*—Literary associations, arts clubs, library work, educational Tours etc.

7. (a) *Educational technology and language teaching*: Teaching of language—teaching and learning. ET—Hardwares and softwares. The system approach. Use of Technological aids such as

computer, tele-vision, radio, video tape recorder and linguophone recorder. The language Laboratory—teaching machines and programmed learning. Language instruction through distance education.

(b) Modes of teaching suited for teaching of language and literature. The use of cognitive developmental models, behaviour modification model and concept attainment model. The type of lessons suited for each.

8. *Curriculum development* : Principles of curriculum development, Modern trends—The place of mother tongue in the present school curriculum.

9. *Skills in Language Development*

- Instructional strategies. Community language learning
- Acquiring skill—LSRW
- Total Physical Response
- Phases in Listening types of listening
- Phases in Reading—Advanced Reading skills.
- Phases in speaking—Teaching Pronunciations
- Mechanics of writing—Spelling and Creative writing

10. *Evaluation in Language teaching* : Role Summative and formative evaluation—defining the outcomes—Test and reliability of measuring instruments. Evaluating outcomes in speaking, reading, spelling, handwriting and creative writing. Construction of tests for measuring different outcomes. Standardized tests, Scope of Oral examination—diagnosis of learning difficulties in basic language skills.

11. *Recent researches in language teaching and learning.*
 1. Technologies and instructional materials
 2. Theories of verbal learning and language development
 3. Affective correlatives of languages learning
 4. Bilingualism on language learning
 5. Environmental variables affecting language learning
 6. Effect of laterality on early language skills

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Paper—IV Group—A.2**Advanced Methodology in Mathematics Education**

COURSE OBJECTIVES

- To Acquaint the students with the current trends in teaching mathematics in schools and colleges.
- To acquaint the student with the logical assumptions behind curricular planning in Mathematics.
- To acquaint the students with research in mathematics education.
- To help the students to understand the development of mathematics as a logical system.

COURSE CONTENTS

1. *The Modern Mathematics Curricula* : Justification for Modern mathematics Theoretical, Psychological, Curricular and applicational assumptions. New Mathematics as a method. Numeracy as an educational principle. A survey of the development of Modern mathematics curricula in different countries.

2. *The Evaluation of Modern Mathematics* :

(a) A Brief review of the developments in Mathematics from the late 19th century to the present.

(b) Euclidean and Non-Euclidean Geometrics.—Theoretical framework, Euclid's procedure, Euclid's postulates, axioms and definitions, theorems—Logical gap in Euclid's Elements. Sacchieiri's assumptions—Geometrical systems of Lobachevsky and Riemann.

(c) A theoretical introduction to the philosophic basis of the subject, philosophic problems about mathematics—empirical knowledge—Analytical and synthetical knowledge. The open texture of language.

3. *Psychology and Modern Mathematics* : Psychological theories that led to the evolution of modern Mathematics Psychological theories and researched of Piaget. Bruner and Gagne and their implications in curriculum construction and instructional practices.

4. *Mathematics Curriculum Planning* :

(a) Construction of Mathematics curriculum, criteria for selection of content—criteria and approaches of organizing content-development of source and supplementary materials.

(b) Mathematics curricula to meet individual differences-special treatment for gifted and slow learners. (Differential curricula, horizontal and vertical acceleration, enrichment, individualized instruction).

(c) Curriculum revision—Need for changing Mathematics curriculum.

5. *Some significant curricular experiment* : A detailed study of the “Modern mathematics Curricula” and material developed by the following groups.

- (i) School Mathematics study group.
- (ii) The School Mathematics Project.
- (iii) The Scottish Mathematics Project.
- (iv) The Nuffield Mathematics Project.
- (iv) The NCERT

6. *Structure of Mathematical Abilities* : Their theoretical and practical importance—Mathematical Giftedness and mathematical creativity—teaching basic skills in Mathematics (problem solving, reasoning, estimation approximation, Computational skills Geometrical measurements, construction and interpretation of tables, charts and graphs. Use of Mathematics in computer literacy and prediction etc.

7. *Strategies for Mathematics Education* :

- Implications of the theories of Piaget, Burner and Gagne in mathematics instruction.
- Techniques of teaching Mathematics—Lecture, demonstration, questioning, discussion, team teaching, directed study, problem solving, role playing and simulation.
- Models of teaching Mathematics—information processing models.
- Non formal techniques of learning mathematics, Mathematics quiz. Drawing, model making, games, puzzles, periodicals etc.

8. *Technology in Mathematics Education* : A survey of hardware used in instructional Technology and their merits and demerits—The software in instructional technology Programmed institution—classification and application to Mathematics Education.

9. *Evaluation of Learning Outcomes* : The theoretical assumptions and progress in evaluation, classification of learning outcomes. Principles of test construction and standardization. Measuring mathematics achievement—Diagnostic testing and remedial teaching—Measurement of higher outcomes. Formative and Summative Evaluation.

10. *Research on Mathematics Education* : Survey of important research bearing on Mathematics education with special reference to learning theories, instructional strategies, new curricula and materials.

11. *Survey of the content of New Mathematics* :

(*Note*: The topics under this heading will be covered through special lectures and assignment. No external examination is envisaged for these topics. There will only be internal assessment for these topics).

(a) *Numeration* : Primitive systems of numerals—The decimal system, The expanded nuerals and exponential notation—Numerals with base other than ten. The duodecimal system—Changing from base ten to another base—The binary system—Binary fractions-Binary codes of delay networks—Binary numbers in computers.

(b) *Counting numbers* : Communicative and associate property—The distributive property sets closure property—inverse operations—Between-ness and the number line—representation of unity and zero.

(c) *The rational Number system* : Properties of rational numbers, reciprocals number line. Multiplication and division of rational numbers—Ratios expressed as rational numbers—Decimal notation—Ordering.

(d) *Finite Arithmetic and Groups* : Introduction to using of time tables. Calendars and clock—congruence—codes—Finite Arithmetic as number systems—Symmetry groups—rings and fields—Regular polygons—slide rules for finite arithmetic—Recurring decimals—Finite Geometric—Latin squares—Polynomials over finite fields.

(e) *Mathematical Systems* : Generalization of the concept of addition and multiplication. Definition of an operation—closure—identity element—inverse of an element—Definition of a mathematical system—Mathematical systems without numbers—counting numbers and whole numbers—Modular arithmetic.

(f) *Introduction to Non-metric Geometry* : Points, Lines, Space, Planes, Names and symbols—inter section of sets—intersection of lines and planes—segments separation angles and triangles one to one correspondence—simple closed curves.

(g) *Sets and Boolean Algebra* : Introduction to sets—Developing the algebra of sets—Basic formula in the algebra of sets—Application of the language of sets—The logic of statements.

(h) *Patterns and connections* : Drawing patterns—investigation of the line patterns—Elementary networks—introductory work in topology.

(i) *Matrices* : Rotation in the Euclidean and Complex planes—Quarter turn in the Cartesian plane—General rotation in the Cartesian plane—Enlargements. Transformation of an area—General properties of

matrices—symmetric and antisymmetric matrices—solution of linear simultaneous equations using inverse matrix—General method of forming the inverse of a matrix—An alternative method of determining the inverse matrix multiplication in arithmetical problems—Eigen vectors and the, a characteristic equation of matrix.

(j) *Vectors* : Introduction to Vectors. Position vectors—Non geometrical vectors—The scalar product—Introduction to vector spaces—Application to Geometry and physics.

(k) *Applied Statistics* : Basic statistical concepts—Measure of central tendency. Measures of dispersion—The product moment correlation and rank difference method of correlation. Multiple and partial correlation, co-efficients—Probability—Normal distributions—The Chi-square distributions and the students 't' distributions—The applications of these distributions to statistical inference—Significance and concept of standard error. Simple experimental designs in Statistics—Null hypothesis. Application of tests of significance for difference between means—Simple one-way analysis of variance. Non parametric techniques: Wilcoxon's Matched-pairs test, Ranks test, Median test Mann Whitney U Test.

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Paper - IV Group–A-3.

Advanced Methodology in Science Education

COURSE OBJECTIVES

1. To enable the student understands the objectives of teaching Science.
2. To acquaint the learner with the latest educational thinking about Science education

3. To develop the skills needed for devising the science curriculum and for developing support materials for curriculum transaction.
4. To develop the ability and skills for evaluating the range of outcomes in Science education.
5. To acquaint the student with the recent developments in the theory and research in Science education for improving practices related to Science teaching.

COURSE CONTENTS

Unit I—Nature of Modern Science Education:

- (a) Evolution of Science over the centuries.
- (b) Social functions of Science.
- (c) Science education for the modern time—Nature and use of scientific method.

Unit II—Objectives of Teaching Science :

- (a) Taxonomy of Educational objectives—Cognitive, Affective and Psychomotor.
- (b) Specific objectives in the instruction of Physical Sciences and Biological Sciences. (According to own discipline—Physical Science or Biological Science).

Unit III—Science Curricula :

- (a) Curriculum patterns : Different approaches—unified, discipline wise, Interdisciplinary integrated and correlated.
- (b) Characteristics of significant curricular experiments like PSSC, HPP, Chem-Study, CBA, BSCS, Nuffield Sciences, SAPA, NCERT Science materials. (Study project related to own discipline—Physical Science or Biological Science).

- (c) Science syllabus revision in Kerala Modernization of science syllabus from Primary to Higher Secondary level, (critical study of syllabus, Textbooks, Hand books, Guide books and Auxiliary materials).

Unit IV—Psychological bases of Science Education :

- (a) Piaget’s developmental theory of learning.
- (b) Bruner’s theory of cognitive growth.
- (c) Gagne’s hierarchy of learning and conditions of learning.
- (d) Ausubel’s cognitive learning theory.
- (e) Vygotsky’s theory of development.
- (f) Reflection: A basic process from experience.

Unit V—Approaches for Science Instruction :

- (a) Product and Process approach by AAAS.
- (b) Enquiry approach Schwab’s Stable and Fluid enquiry approach.
- (c) Discovery approach—pure discovery and guided discovery approach.
- (d) Environmental approach.
- (e) Lateral thinking approach.
- (f) Expository Teaching approach.

Unit VI—Strategies for Science Instruction :

A. Models of Teaching :

- (a) Cognitive growth model.
- (b) Concept attainment model.
- (c) Advance organizer model.
- (d) Inquiry training model.

- (e) Inductive thinking model.
- (f) Creativity learning model.
- (g) Tobin-Capie process model.

B. Strategies for deformatisation of Science Instruction :

- (a) Personalized System of learning.
- (b) Programmed learning materials.
- (c) Learning modules.
- (d) Contact learning.
- (e) Auto lecture.
- (f) Tapping the hidden curriculum in work experience.
- (g) Team teaching.
- (h) Micro teaching.

Unit VII—Facilities and Hindrances :

- (a) Facilities available for science instruction—Academic, administrative and financial.
- (b) Hindrances to science instruction—academic hazards, administrative hazards and financial hazards.

Unit VIII—Impact of Information Technology :

- (a) I. T. in teaching Information Technology in Science Education.
- (b) CD-Rom, Encarta, ERIC, Multimedia, E-learning, INFLIBNET, Edusat.

Unit IX—Evaluation of Educational Outcomes :

- (a) Internal and External evaluation. Formative and Summative evaluation.
- (b) Diagnostic tests, teacher made tests and standardised tests.
- (c) Characteristics of a good test.
- (d) Concept of Continuous and Comprehensive evaluation.
- (e) Question bank.
- (f) Semester credit system.
- (g) Grading.

Unit X—Research Perspectives :

- (a) Review of Research done in areas—Variables related to Science achievement—Studies on Science Curricula—Efficiency of instructional models, other strategies.
- (b) Science areas in which more research is needed.
- (c) Small group techniques-brain storming, buzz session.
- (d) Scientific creativity.

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Paper—IV Group—A-4

Advanced Methodology in Social Science Education

COURSE OBJECTIVES

1. The student will be knowledgeable of ideas on guide-lines and teaching strategies for instruction in Social Sciences.
2. The student will understand the inquiry and conceptual approaches to social sciences.
3. The student will understand that both cognitive and affective dimensions of learning must receive attention in the instructional programme of Social Sciences.
4. The student will understand curriculum activities pertinent to Social Science teaching.

5. The student will apply the various techniques, strategies in the teaching of Social Sciences in actual classroom situation.
6. The student will understand the research needs in Social Science education.

COURSE CONTENTS

Unit I—Nature and Characteristics of Social Sciences :

Nature and characteristics of Social Sciences—meaning and definition of Social Sciences—History of Social Sciences. Different conceptions of Social Science—as a record of past with relevance to present and future as a Science and Art—Social Sciences include many disciplines or branches of knowledge, which help learn about people—correlation with other subjects.

Contribution of Social Science to the goals of Education.

Thinking ability—self-realization—Human relationship—Economic efficiency—Civic responsibility—Overall objective—Conceptual—Inquiry—skill—Affective.

Unit II—Development of skills necessary to Understand Social Sciences :

Developing effective logic and reasoning skilled—perception thought patterns—Experience patterns—concept patterns—conceptualization—Memory and Emotions—Complete Experience patterns—Sings—Methods of Reasoning—Learning to study—improving memory—Critical and creative thinking strategies for developing inquiry processes—problem solving as a unifying procedure—better reading getting main ideas—taking good notes—looking up the facts—using library.

Unit III—Organising the programme of Instruction:

Trends in organization—Dominant Topics and Units—Organising programmes around concepts and Generalizations—Planning Units of Instruction; Criteria—the Unit Plan—Guidelines for planning, Planning Learning Experiences.

Unit IV— Relating Instruction to Growth Characteristics and individual Differences:

Developmental characteristics—Planning to meet individual differences—The disadvantaged, less able gifted students.

Unit V— Developing Values, Attitudes and Valuing Processes:

Democratic behaviour patterns—Strategies for developing democratic behaviour—developing attitudes—Strategies for valuing and dealing with problems and conflicts—Developing competence in Handling value conflicts.

Unit VI— Investigating Current Affairs and Social Events:

Current affairs study—Selecting current affairs for study—Approaches to the study of current affairs—Activities and sources of information—Special Events.

Unit VII—Providing for Group and Independent work:

Providing for group work—group work techniques—Teachers role—individual work skills.

Unit VIII—Providing for Expressive Experience and Media:

Dramatic representation—music activities—Arts and crafts—Industrial or practical arts—Instructional media—Selection of material—effective use—sources of information on Instruction materials—Use of different types of reading materials—using references making using charts.

Unit IX—Community Resources, Audio-visual and Graphic materials:

Community resources for individual and group inquiry—using community resources using audio—visual materials—Realia and representation of Realia-sound and film sources—Picture and Pictorial representations symbolic and graphic materials, cartoons. Time charts and time line, tables graphs.

Unit X—Using Maps, Globes and Map-Making Activities

The Globe—Flat Maps—Discovering Associations and making inferences Map and Globe concepts and skills—Map making techniques—Modled Relief Maps.

Unit XI—Institutional Methods of Teaching Social Studies:

Traditional methods—Lecture—Lecture demonstration Heurism recitation review—drill—story telling inductive-deductive.

Modern methods—laboratory method, role play— Self-directed learning dramatization—historical method—information processing modes—Modular approach—Mastery Teaching, Programmed Tutoring and Programmed Teaching.

Project method and Problem solving method—Discussion and socialized methods. small group-panel-seminars-workshops. Symposia, Teleconference, Teletext and Videotext Computer Conference.

Field trips and Excursions

Team teaching—group learning and individual learning.

Unit XII—Curriculum in Social Sciences:

Modern methods curriculum constructor in Social sciences—Values or learning History, Geography, Political Science and Economics.

Unit XIII—Social Studies Text Book, Teacher and Teaching:

Social Science teacher—characteristics—his role inside and outside class room—The professional development of the teacher. Reflective Teaching. Teacher reflections on launching the teaching of thinking skills. Characteristics of a good textbook. Social Science teaching—practice any five skills relevant to Social Sciences-link practice.

Unit-XIV—Evaluation and Research in Social Sciences:

Need for evaluating the outcomes in the light of objects—Objectives based evaluation Achievement tests—Teacher made tests and standardised test—Forms of questions—Essay—Multiple choice—Completion—true false—improved multiple choice items—Criterion Referenced and Norm Referenced Tests—Cumulative Record Card. Techniques of conducting Action Research choosing topics for research in Social Sciences.

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Paper—IV Group -A. 5

Advanced Methodology in Commerce Education

COURSE OBJECTIVES

1. To enable the student to understand the objectives of teaching Commerce.
2. To acquaint the student with current trends in developing commerce curriculum up to higher education level.
3. To acquaint the student with the modern trends in teaching Commerce.
4. The student will apply the various techniques, strategies in the teaching of Commerce in actual classroom situation.
6. The student will understand the research needs in Commerce education.

COURSE CONTENTS

Unit I—Nature and Characteristics of Commerce Education:

Meaning—Definitions—History of commerce education—Nature, characteristics and scope of Commerce education—Major divisions of commerce: Trade, Transport, Banking and Credit. Warehousing, Insurance, Advertising, Accountancy and Auditing—Correlation of Commerce with other discipline such Economics, Geography, Mathematics, Statistics. International relations, etc.

Unit II—Aims and Values of Commerce Education:

Aims, objectives and values of studying Commerce—Need and Importance of learning commerce up to higher education level—Formulation of objectives—Educational objectives according to Bloom's Taxonomy—Relevance of Commerce education in the present day educational system.

Unit III—Curriculum Development:

Meaning—Selection. Organisation and Gradation of subject and content—Principles of curriculum construction—curriculum V's syllabus—Functions—Types of curriculum: subject-centred, child-centred, activity-centred etc.—Different approaches of curriculum construction: concentric, spiral, logical and topical approaches—Enriched curriculum—Defects of existing pattern of curriculum.

Unit IV—Commerce Teacher:

Academic and professional qualifications—Qualities required for a good Commerce teacher—Duties and responsibilities—Teacher competencies and effectiveness—Pre-service and in-service training—Opportunities available for professional growth of Commerce teacher in our country.

Unit V—Instructional strategies:

(a) Conventional methods:—Lecture, Lecture cum demonstration, discussion, project, problem-solving inductive and deductive. Analytical and synthetic. Heuristic. Dalton plan—Market studies and surveys.

(b) Modern approaches:—Programmed learning—computer Assisted Instruction(CAI) and Computer Managed Learning (CML)—Modular approach—Simulation—Models of Teaching—information processing models.

(c) General approaches:—Micro—teaching—Team teaching—Reflective teaching Seminar—Workshop—Symposia—Mastery learning—Case study—E-Commerce—Current affairs—Co-operative learning—Brain storming—Buzz session—Supervised study.

(d) Approaches in teaching Accountancy—Journalizing Ledger Posting-its procedure—Preparation of Trial balance—Closing entries—Teaching of final accounts and Balance sheet—Analysis of budgets and balance sheets of various organizations.

Unit VI—Instructional Materials:

Need and importance of instructional materials.

(a) Projected and Non-projected aids-Text Book—Characteristics of a good text book-Library-community resources and its utilization.

(b) Co-curricular activities-fields trips, trade Fair, visits to commercial places share-Markets—industrial centres—Banks etc. Organisation of commercial club, Exhibition, organization of planning forum etc.

Unit VII—Development of Skills:

Developing effective logical reasoning skills—Preception, Thought Patterns. Experience patterns—Concepts—Concept patterns—Conceptualization—Complete Experience Patterns—method of Reasoning—improving memory—Critical and Creative Thinking—Strategies for developing inquiry processes—Problem solving as a unifying procedure.

Unit VIII—Evaluation Need for evaluation: General approaches to evaluation—outcomes in the light of objectives—The measurement and assessment process.

Purpose of class room testing and assessments-Objective based evaluation—Techniques of evaluation for achievements—Diagnostic test—Teacher made test—Standardized test—Forms of questions and its

preparation—Criterion referenced and Norm-referenced evaluation—Cumulative record card—internal and external examination—internship—Use of Question bank—Grading system—Techniques of conducting Action Research choosing topics for research in commerce.

PRACTICAL:

1. Visit as industrial undertaking and prepare instructional materials based on the information collected.
2. Prepare a lesson transcript each, based on any two information processing models.

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Paper IV—Group -A. 6**Advanced Methodology in Computer Science Education**

COURSE OBJECTIVES

1. Introduce teachers to the potentially of E-learning.
2. Create an awareness of pedagogical possibilities and issues involved in use of I.T.
3. Get awareness about the issues, problems and reforms in the field of Pre-Primary to Higher Secondary levels.
4. Get acquainted with the modern instructional strategies adopted in Pre-Primary to Higher Secondary levels.

COURSE CONTENTS SECTION A: **Information Technology**

1. **Introduction to I. T.:** Scope of Information Technology in Education, Educational informatics and E-learning: integrating IT with different subjects.

2. **Functional introduction to computers:** Parts and peripherals, software and Hardware, block level interaction, operating system, application softwares, speed and memory, Different computer languages, Data information and knowledge. Role of computers in Education and Training.

3. **Personal Computer Practice:** Activating and shutting down, Mouse practising with paint or calculator. creating and managing files and folders, Familiarizing desktop, Practising other softwares, word processor for document preparation & key board practice, spread sheet for preparation of mark list/progress report etc.

4. ***Secondary storage Devices:*** CD/Floppies for transferring data, writing the CD. Virus and anti-virus programme.

5. ***Access to internet:*** Browsing Educational sites and other resources, creating E-mail ID, Sending and receiving E-mail, Ethical issues.

6. ***Use of information Technology:*** Edusat, use of computers by students and teachers, self-directed learning, co-operative learning. Problem solving role of teachers.

SECTION B: Modern Educational Practices—Pre-Primary to Higher Secondary

1. ***Issues, problems and reforms:*** Issues and problems at Pre-Primary, Primary, Secondary and Higher Secondary Education Levels, Educational reforms in Kerala at Pre-Primary, Primary, Secondary and Higher Secondary levels.

2. ***Curriculum:*** Curricular reforms at Pre-Primary, Primary Secondary and Higher Secondary levels, curriculum construction—different models administrative—grass root demonstration system analysis—curriculum evaluation.

3. ***Instructional strategies:*** Instructional strategies now in practice at Pre-Primary, Primary, Secondary and Higher Secondary levels, programmed learning—modular approach—PSI, models of teaching—families of models—information processing models. Tele conference—computer conference

4. ***Preparation of tools:*** Characteristics of a good tool, Steps in the standardization of a test, Diagnostic test and Remedial teaching, Norm referenced test and criterion referenced tests-standard scores, T-Scores and C-Scores.

5. **General areas of education:** Universalisation of elementary education in India. Vocationalisation of education in USA and India. Education administration in USA, UK and India. Distance education, continuing education in Australia, UK and India. Women's education, Women Empowerment, Family life education.

REFERENCE:

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Paper V—Group -B. 1

Techniques of Evaluation & Test Construction

COURSE OBJECTIVES

To provide for essential theory relating to the basic concepts of measurement and evaluation.

To study critical various tools and techniques of evaluation

To provide for skill development in test construction and analysis and interpretation of test results.

COURSE CONTENTS

1. *The Measurement and Evaluation Process:*
 - (a) Concept, scope and need—taxonomy of educational objectives—Objective—based teaching and evaluation—Different approaches to formulating objectives and specific learning outcomes.
 - (b) Functions, basic principles and characteristics of measurement and modern evaluation.
 - (c) Inter-relationship between measurement and evaluation in education.

2. *Techniques and Tools of Evaluation:*

- (a) Oral, written and performance tests; Subjective and objective tools and observational and rating techniques.
- (b) Essay type, short answer type and different forms of objective type test items.
- (c) Check-lists, inventories, questionnaires, schedules, scales sociometry and performance tests—the construction of these tools.
- (d) Measurement of intelligence, aptitude, interest and personally traits.
- (e) Evaluation of achievement (cognitive, affective and psychomotor outcomes)-Teacher-made and Standardized tests—Diagnostic and Achievement tests.

3. *Test Construction:*

- (a) General Principles of test construction and standardization.
- (b) Basic characteristics of good measuring instruments (validity, reliability, objectivity, adequacy, usability, Economy and norms)—the different types ways of determining them, factors affecting them, their importance and application.
- (c) Writing test items, scrutinizing and editing—preliminary selection and piloting.
- (d) Items analysis—Item selection—Standardization procedures—Norm referenced and Criterion referenced measurement—Scaling—interpreting test scores and Norms.

4. *Analysis and Interpretation of evaluative Data:*

Application of statistical concepts and techniques—Interpreting test results and other evaluative data—Factors and precautions to be considered in the interpretation and use of evaluative data.

5. *Modern Trends in Evaluation:*

Grading-Semester system-Continuous Internal Assessment—question Bank-Use of Computers in evaluation.

REFERENCES:

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9. Wood, D. A., “Construction Development and Interpretation of Achievement Tests”.
10. Wiersma, William & Jurs, Stephen G. “Educational Measurement and testing”. (2nd Edn.)

Paper—V Group -B. 2
Educational Technology and ICT

COURSE OBJECTIVES

- To enable the student teacher to understand the nature, scope and significance of E. T. and to comprehend the different approaches and theoretical basis followed in the use of E. T.
- Practice individualized learning materials different models followed in teaching and get acquainted with class room communications.
- To acquaint student teacher with the strategies and models of teaching for future improvement.
- To enable the students to familiarize with different Audit-Tutorial Approaches.
- To develop skills in operating computer and in information management.

COURSE CONTENTS

Unit I— Concept of Educational Technology:

Nature: Scope and Significance of E. T.

Different Approaches: Hardware and Software approaches, E. T. as revolution in education.

Theoretical basis: Skinner's Response Centred Approach, Gagne's Hierarchical Approach, Ausubels Learning Categories, Bruner's Structure of Knowledge, Piaget's Learning Stages.

Unit II— Communication Technology:

Classroom communication, factors affecting classroom communication, observation schedules of interaction: OSCAR, Bales, VICS, BLAS, Interaction Matrix Analysis.

Micro Teaching: Identification of teaching skills, concept of micro teaching, procedure and implementation, link practice and full class teaching.

Unit III— Learning Technology:

Individualized instruction, Basic principles, Programmed Learning (PL), principles of P. L., contributions of Pressey, Skinner and Crowder, Styles in Programming Linear, Branching and Mathematics.

Models of Teaching: Classification of models (1) information processing models, social interaction models (2) Personal development models and behavioural modification models.

Teaching machines and their significance. Scope with special reference to higher education.

Approach: Audio lecture, Audio laboratory and language laboratory.

Modules Approach: Modules, Learning Kits, Keller Plan.

Unit IV— Management Technology:

Systems approach to education definition and advantages. Steps in designing a system.

Unit V— Information Technology:

Definition, recent trends, scope of it in education.

- As an Education technology
- Educational informatics and E-learning.

Unit VI— Functional Introduction to Computers:

Parts & Peripherals

Software & Hardware

Operating System, Application Software

Different Computer Languages

Speed and Memory

Data Information and Knowledge

Evolution of Computers

Unit VII— Using Secondary Storage Devices:

CD/Floppies for transferring data searching for educational information.

Unit VIII— Access to Internet:

Introduction, Browsing educational Slides and other resources creating E-mail ID, Sending & receiving E-mail.

Unit IX— Practicum:

1. Construction of PLM & Models of teaching—Internship in microteaching, preparation of ratio & TV lessons, observation of classroom interaction using FLACS, VICS etc., Seminar in new trends IT, undertaking research on IT.

REFERENCES:

1. Alexi's Leon & Mathews Leon, Fundamentals of information technology New Delhi: Vikas Publishing House.
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12. Leon (2002) Internet for Everyone. New Delhi: Vikas Publishing House.

Paper V—Group -B. 3
Educational Management

COURSE OBJECTIVES:

- To understand the basic concepts and principles of Educational management
- To become familiar with various aspects of Instructional planing.
- To become capable of applying the principles regarding Time management, Resource management and Management of Educational activities
- To understand and evaluate the role of Educational investigators, Principals, Faculty, Managers, Parents in Educational management
- To evaluate the administrative structure of Education in India.

COURSE STRUCTURE :

Unit I— Basic concepts of Educational Management:

Meaning, nature and scope of the concepts—Management, Educational Management, Administration, Organization, Supervision, Evaluation Characteristics—Efficiency and effectiveness in Management Functions of Management—planning, organizing, leading and controlling.

Unit II— Approaches and Methods:

Modern Theories of management—Theory of Mc Gregor, “Y” theory of Douglas and “Z” theory of W. G. Ouchi. Principles of Management.

Unit III— Institutional Planning:

Need, importance and essential planning aspects—School complex scope and functions—Role of Heads in the effective planning of educational system.

Unit IV— Aspects of School Management:

Time Management: Time table—its importance, principles of construction of time table Resource management Concept of resource with special reference to education—proper analysis, and management of input, the relation between input process and out put (product).

Material resource management: The school plant building, Equipment and school amenities development and transaction of curriculum.

Human resource management: Recruiting appropriate staff, admission of students, leadership styles, leadership and power, Healthy inter personal relationships, Organisation and function of staff council and PTA.

Management of School activities: Teaching learning activities, examination, placement Co-curricular programmes, club activities, celebration of days of National importance, recreational activities, competition.

Unit V— Academic Supports:

Library—importance and functions, laboratory, Museums, workshops, playgrounds, Recreational rooms, Games (indoor and outdoor).

Unit VI— Records and Registers:

Need and importance of keeping registers and documents advantages of records, kind of records, reports and registers—Cumulative records, Special records, General records. Maintenance of different records.

Unit VII— Maintenance:

Means and measures, Modern concept of discipline, Foundations of good discipline, Indiscipline, causes of indiscipline, Remedial measures.

Unit VIII— Evaluation:

Need for the system of examination, Latest concept of evaluation, continuous and comprehensive evaluation, Grading system, Internal assessment, Recommendations of various commissions—SEC, IEC, NEC.

Unit IX— Administrative and organizational structure of education in India: Centre, State and Local levels

Elementary, Primary, Secondary, Higher Secondary, College/ University Education.

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Paper—V Group—B. 3**Special Education**

COURSE OBJECTIVES

- To enable the student to understand the concepts, objectives and methods of special education.
- To enable the student to understand the various aspects of growth and development of handicapped children.
- To help the student to understand the method of clinical assessment and evaluation.
- To enable the student to develop research skills in the field of special education.

COURSE CONTENTS

1. Meaning and scope of Special Education—A brief history of special education—Deprived Children. Present status and problems involved with special reference to India—Government policies and legislations—Recommendations of NPE (1986) and POA (1992)—National Institutes of Handicapped and the role of Rehabilitation Council of India.

2. Concept, prevalence, screening and identification, characteristics and causes of Mental Retardation, Learning Disability, Speech and Language Disorders, Hearing Impairment, Visually impaired and gifted—Prevention of disabilities.

3. Assessment of Disabilities—Assessment for identification and assessment for intervention—Need of multi disciplinary assessment—intelligence tests and adaptive behaviour tests used.

4. Special education—Importance of mother and family—Impact of exceptional children on the family—attitudes of society—family and school.

5. Organisation of special schools—special schools and integrated approach—Principles of Organising special classes—mainstreaming and normalization—Integrated education-nature and scope.

6. Curriculum goals and instructional methodology of various levels of mentally retarded, visually impaired, hearing impaired and gifted individuals—Rehabilitation and placement.

7. Research in special education—problems and issues.

PRACTICAL WORK

1. Study and submit a report of the existing special education system of the state.

2. Conduct three case studies from each category of disability.

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Paper V—Group-B. 5

Environmental Education

COURSE OBJECTIVES

- To help students to understand about the concepts, scope and importance of environmental education.
- To acquaint student with possible environmental hazards enabling them to combat with the negative effects.
- To orient student with various components of environment for preparing a curriculum for environmental education.
- To enable student to develop various methods and strategies for realising the objectives of environmental education.

COURSE CONTENTS

Unit I—Environmental Education :

Environmental Education—Meeting, Historical background, Need and significance and objectives. Meaning of Environmental Education based

on philosophical, sociological, ethical and cultural view. Structure and status of environmental education-environmental education in a global perspective.

Unit II—Curriculum Construction for Environmental Education:

Curriculum planning-philosophical background, patterns of environmental education curriculum. Factors affecting curriculum construction.

Curriculum construction at different levels—primary, secondary and senior secondary.

Concept map as a tool of curriculum planning and analysis.

Unit III—Environmental Problems:

Environmental Problems—Global, Regional and Local.

PROBLEMS AT GLOBAL LEVEL:

- (a) Population explosion
- (b) Global warming and Green house effect
- (c) Pollution
- (d) Acid rain
- (e) Ozone depletion and CFCs
- (f) Industrialization and urbanization
- (g) Commercialization of agriculture
- (h) Deforestation, Extinction of species, loss of habit and biodiversity.
- (i) Oil spills.

PROBLEMS AT STATE LEVEL:

- (a) Soil erosion
- (b) Deforestation
- (c) Bad water management
- (d) Solid waste and its disposal
- (e) Destruction of mangroves.
- (f) Over fishing and marine pollution. Shrinking of back waters
- (g) Quarrying, sand mining.
- (h) Food adulteration
- (i) Changing cropping patterns and land use.

PROBLEMS AT THE LOCAL ENVIRONMENT:

Specific environmental issues pertaining to the district.

Unit IV—Environmental Planning and Management:

Concept and need of Environmental Planning. Levels of planning—micro and macro levels.

- Issues related to environmental planning.
- Concept of sustainable development—Need and scope.
- Environmental management information system.
- Environmental monitoring system.
- Environmental accountability.

Unit V—Problems and issues of Environmental Education:

Challenges in Environmental Education—Steps take by National, International and State organisations in the promotion of Environmental Education.

Teacher related issues—issues related to supervision and assisting of Environmental Education.

Need of environmental psychology for teachers.

Unit VI—Evaluation and Research in Environmental Education:

Evaluation—Need and Signification, Tools and techniques of evaluation, Different types-horizontal and vertical, formative and summative, micro and macro, formal and informal, pupil achievement and teacher performance, criterion reference test and norm reference test. Diagnostic test in Environmental Education and remedial measures.

Models of evaluation, Difficulties in evaluation. Researches in environmental education.

REFERENCES:

1. Bell, Fisher. Et. al (1996) Environmental Psychology, New York: Harcourt Brace College Publishers.
2. Jones M. Allan (1997). Environmental Biology, New York: Routledge Introductions to Environment Series.
3. Yearly Steven. (1996) Sociology, Environmentation, Globalization, London: Sage Publications.
4. Elliott David (1997) Energy, Society and Environment, London: Routledge Introduction to Environment Series.
5. Light Andrew & Katz Evic. (1996) Environmental programatism, London: Environmental Philosophies Series.
6. Pepper David (1996). Modern Environmentalism: An Introduction, London: Routledge.
7. Palmer Joy & Neal Philip (1996). The Handbook of Environmental Education, London: Routledge.

8. Goudie Andrew (1993). The nature of the Environment Great Britain: Hartnolls Ltd.,
9. Harrison Lee (1995) Environmental health and Safety Auditing Handbook New York: McGraw-Hill inc.
10. Metah, Chetan Singh. (1997). Environmental protection and the Law. New Delhi: Ashish Publishing House.
11. Bridgeman Howard. (1992) Global Air Pollution, New Delhi: CBS Publishers and Distributors.
12. Agawal K. C. (1995). Environmental pollution and Law, New Delhi: Agro Botanical Publishers (India).
13. Sharmakadambari. (1996). Perspectives in Nuclear Toxic and Hazardous Wastes. New Delhi: Common Wealth Publishers.
14. Srivasthava N. Yogendra (1995). Environmental Pollution, New Delhi: Ashish Publishing House.
15. Jadhav. H. V. (1994). Principles of Environmental Science. New Delhi: Himalaya Publishing House.
16. Mohan. I. (1989) Environmental Pollution and Management, New Delhi: Ashion Publishing House.
17. Khoshoo (1991) Environmental Concerns and Stragies, New Delhi: Ashion Publishing House.
18. Lacey Collin and Willams Roy (1987). Education Ecology and Development. Great Britain: Derek Doyle and Associates.
19. Vgas, L. N., Garg R. K. et.al. (1996), Contributions to the Environmental Sciences, New Delhi: Himansion Publication.
20. Seth, M. S. & Iqbal S. A. (1998). Encyclopaedia of Nature and Environment, New Delhi: Discovery Publishing House.

Paper V—Group-B. 6

Curriculum Development

COURSE OBJECTIVES

- To enable the students to develop an understanding about important principles of curriculum construction.
- To help students to understand the bases and determinants of curriculum.
- To orient the student with curriculum design process and construction of curriculum development.
- To help student to understand issues, trends, researches in the area of curriculum and the process of curriculum evaluation.

COURSE CONTENTS

1. *Meaning and Scope of Curriculum Construction:*

Importance of curriculum construction—changing concept of curriculum-objectives of Education and their influence on the curriculum—Forces affecting curriculum development: philosophical, sociological and psychological.

2. *Techniques of Curriculum Development:*

Curriculum Development: A Historical perspective.

Selection of subject matter-trends in subject matter are as—
 Technical Scientific Approach—The Taba model: Grass-roots Rationale, Hunkins's Decision Making model—Nontechnical-Nonscientific Approach—Glathorn: Naturalistic Model, Weinstein and Fantini Model: A curriculum of Affect—Component to consider in developing a Curriculum—curriculum content—Curriculum Experiences—Educational Environments—Participants in developing the curriculum—Teacher as curriculum developer.

3. *The curriculum Planning Process:*

Newer trends in curriculum planning—Curriculum forecasting—Types of Approaches of Forecasting—The bases of Curriculum planning—A Compendium of steps used in planning—Curriculum mapping-Computer as a planning instrument—Curriculum Design—Representative Curriculum Designs.

4. *Patterns and Curriculum Organization:*

The Subject Curriculum—The Activity Curriculum—The Core Curriculum—Censored Curriculum—The Irrelevant Curriculum: The Fixed Curriculum—The Antiseptic Curriculum—The Trival Curriculum—The Hidden Curriculum—The Frontline Curriculum.

5. *Guidance in the Curriculum:*

Need for individualizing the Curriculum—programmes for meeting special needs of learners—Enrichment of the Curriculum for gifted children—Adjustment of the curriculum for mentally retarded and slow learners.

6. *Curriculum Implementation and Evaluation:*

The nature of implementation—Relationship of implementation to planning—Curriculum implementation as a change process—Practices and issues of Curriculum Evaluation—Programme Evaluation—Research in Curriculum construction.

7. A Study of educational reconstruction in any one of the following countries:

1. Indonesia
2. Israel
3. Philippines

8. Critical Study of recent Curriculum improvements in India with reference to school subjects. Each student shall study the development with reference to at least one school subjects.

REFERENCES

1. Ornstein, Allan C. and Hunkins Francis (1993), Curriculum—Foundations, Principles and Issues, Boston: Allyn and Bacon.
2. Doll, Ronald (1992), Curriculum Improvement—Decision making and process, Boston: Allyn and Bacon.
3. Morrison, George S. (1993). Contemporary Curriculum K-8, Boston: Allyn and Bacon.
4. Shepherd, GeneD, and Regan, William B, (1982), Modern Elementary Curriculum, New York: Holt, Rhinehart and Winston, Inc.
5. Khan, M. I. and Nigam, B. K. (1993), Evaluation and Research in Curriculum Construction, Delhi; Kanishka Publishers and Distributors.
6. Kurian, George Thomas, (Ed) (1993) World Education Encyclopaedia Vol. II, Bombay: Jaico Publishing House.
7. Curriculum Group, (2000), National Curriculum framework for School Education. New Delhi: NCERT.

Paper V—Group-B. 7**Non-Formal Education**

COURSE OBJECTIVES

- To develop in the student an understand of the need, scope and importance of non-formal education.
- To help student to appreciate the importance of providing life-long education to learners of all age groups at all levels according to their needs and aptitudes.

- To enable the student to understand the need for offering parallel, alternative and less costly mode of education for removal of illiteracy; the need of universalisation of education in India.
- To acquaint the student with the use of multidimensional and multisource education for schooled, semi schooled and unschooled learners.

COURSE CONTENTS

1. *Non-formal Education*:—Definition, different meanings—Relations to Continuing Education, Life long education, Fold education and Adult education, Non-formal education to adults, children and disadvantaged groups.

2. *Adult Education*:—Concept, scope, its origin and development in India. Adult Education movements in UK, USA, USSR, Denmark—Modern trends in developing countries.

3. *The Concept of Literary*:—Traditional and changing concepts—Social Education, FFLP, RFLP, MPFL, NAEP, NLM, ADA, each one teach one etc.

4. *Adult Behaviour*:—Economic, Social and Psychological needs and problems. Motivation of Adults for Education.

5. *Major Agencies and Programmes*:—Governmental Agencies, Non-Governmental Agencies, Universities, Panchayats and Municipalities. Agencies at National level, Pioneering Agencies in Kerala—Kerala Grandha Sala Sangham, KSSP, KANFED, Lanbach Literacy Mission etc.

6. *Methods of Teaching*:—Methods of Adult Education—Workshop, Seminar, Discussion, Dramatization, Role Play, Buzz Session, etc.

7. *Use of Audio-Visual materials*:—Sophisticated and improvise. Printed materials, Electronic aids, Improvised aids, Traditional/local materials—Folk and Popular Act form.

8. *Continuing Education for children*:—Neo literates, Dropouts, Job seekers, disadvantaged groups etc. Ongoing Continuing Education Programmes in India—EQP, IGP, QLIP, etc.

9. *Non-formal Education and Extension*:—Field outreach—Fieldback vocational Education, Workers Education, Population Education, Environmental Education, Functional Science for the mass, Legal literacy Health and Hygiene Education, Income generation activities, Anti-Narcotic activities, Family Life Education.

10. *Research in continuing Education Programme*:—Information Technology in non-formal education.

11. PRACTICUM

1. Field visit report of 20-30 pages- visiting institutions/continuing Education Centers in the locality.
2. A report on analysis of materials (primers and books) used for non- formal Education.

REFERENCES:

1. History of Adult Education in India .. S. C. Dutta
2. Non-formal Education and the rural .. Nie Hoff
poor
3. How Adults Learn .. J. R. Kidd
4. Adult Education in India .. Anil Bordia (Ed.)
5. New Trends in Adult Education .. S. C. Dutta
in India
6. Perspectives on Non-formal .. Lyra Sreenivasan
Adult Learning
7. Life-Long Learning .. Easwara Reddy [Ed.]
8. Towards a Functional Learning .. Malcom Adiseshaiah [Ed.]
Society

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|---|--|
| 9. Pedagogy of the oppressed | .. Paulo Freire. |
| 10. Cultural Action for Freedom | .. Paulo Freire. |
| 11. De-schooling Society | .. Ivan Illich. |
| 12. After De-schooling What? | .. Ivan Illich. |
| 13. School is Dead | .. Evert Reimer. |
| 14. To Light a Candle | .. Welthy Fisher. |
| 15. New Paths to Learning | .. Philip C. Coobs [Ed.] |
| 16. Learning to Be | .. Edger Faure (Ed.) |
| 17. The implication of continuous Learning | .. J. R. Kidd. |
| 18. Adult Learning | .. R. Jayagopal. |
| 19. Students in Extension Activities | .. R. Jayagopal |
| 20. Adult Education for Farmers | .. J. C. Mathur. |
| 21. University goes to community | .. Subha Rao. |
| 22. Life Long Education | .. P. D. Shukla. |
| 23. Training Teaching Techniques | .. K. R. Khamborkar. |
| 24. Education in a new perspective | .. K. Sivadasan Pillai. |
| 25. Non-formal Education in Britain | .. K. Sivadasan Pillai. |
| 26. Colleges in continuing Education | .. K. Sivadasan Pillai. |
| 27. ABC of non-formal Education | .. K. Sivadasan Pillai |
| 28. Total Literacy by 2000 | .. K. C. Choudhary &
J. L. Sachdeva [Ed.] |
| 29. Directory of Adult Education Institutions in India | .. IAEA Publication |
| 30. Each one teach one—Laubach's materials and methods. | .. S. Y. Shah (Ed.) |
| 31. Mass movement for Adult Education | .. B. R. Patil. |

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| 32. People's Education | .. S. R. Mohsini. |
| 33. National Literacy Mission
problems and | .. J. C. Saxena &
J. L. Sachdeva. |
| 34. Popularising Science and
Technology | .. J. L. Sachdeva (Ed.) |
| 35. Role of Adult Education
and Mass Media | .. J. C. Saxena &
J. L. Sachdeva. |
| 36. Literacy to Liberation | .. S. C. Dutta (Ed.) |
| 37. University Adult Education | .. S. C. Dutta &
J. K. Freisen (Ed.) |
| 38. Adult Education for Parliamentary
Democracy | .. IAEA Publication. |
| 39. Development work among
Rural women | .. Krishna Bai Nimbkar |
| 40. Adult Education Research in India | .. Salamatullah &
S. D. Bareth. |
| 41. Research in Adult Education | .. S. C. Bhatic & B. R. Patil. |
| 42. Statistical Database for
Literacy Vol. II, New Delhi | .. National Institute of Adult
Education (1993) |

Paper V—Group-B. 8

Human Rights And Value Education

Unit I—Conceptual and Theoretical Understanding of Human Values:

Introduction to human rights—meaning—Principles of Human Right—Theories of H. R.—Rights and duties—Democracy and Human rights—International relations—Culture, Wisdom, Religion and Human Rights.

Unit II—Instruments of Human Rights:

Universal Declaration of Human Rights (UDHR)—International declarations and conventions—International covenants—ICESCR—ACCPR—HRC—Optional protocols—Group rights—Personal and Family rights.

Unit III—Specific themes of Human Rights:

Child's rights—Women's rights—Right to Development—Right to Environment—Right to property—Right to information—Intellectual property right—Education for Deprived Groups, Inclusive Education.

Unit IV—Human Rights in Indian Context:

Indian Constitution and HR—Constitutional provisions of HR Fundamental rights, Fundamental Duties, Implementations of Human Rights in India—National Human Rights Commission—State HR Commission—HR Courts,—Role of Judiciary—Public Interest—litigations and media.

Unit V—Human Rights Education:

Human Rights Education—Teaching and training—Implementation of HR, Determinants—Need of HR education—Educational policies in India—Hr education at Elementary, Primary, Secondary, Higher Secondary levels—Training of teachers for HR Education—Methods of teaching—Role of creating HR culture.

Unit VI—Value Education:

Value based life—Value based Education,—Need and Importance—Psychologically beneficial, physiological beneficial. Values beneficial for family, relations, society and Nation.

Nature and Hierarchy of values—sources—values in relation to needs and development of personality—Values enshrined in Indian constitution.

Methods and techniques of teaching values—Integration of human values with all academic subjects—Organisation of co-curricular activities—Group activities, Cultural programmes, service activities—sports and games.

Unit VII—Education for Peace:

Activities for peace awareness—importance of peace—strategies.

REFERENCES:

1. Human Rights Education—Jagannath Mohanty
 2. Human Right Education—Conceptual and Pedagogical aspects—
Dr. C. Naseema, Kaniska Publications, New Delhi.
 3. Constitution of India.
 4. Human Values and Education—S. D. Ruhela Sterling Publishers.
 5. Human Rights Education in India, Pal Chakraborty, Somen
India social Institutue.
 6. Teaching Human Rights, Harry Dhand, Authors Press.
 7. Humanity and Human Rights—Sudha Rani Shrivastava—
Commonwealth Publishers.
- National Curriculum Framework (2005), NCERT, New Delhi.

Paper V—Group-B. 9

Educational Guidance And Counselling

COURSE OBJECTIVES

- To help student understand need, principles and problems of different types of Guidance.
- To help student understand concept and process of guidance and counselling for the children with special needs.

- To acquaint the student with the aims and principles of guidance programme.
- To develop in student and understanding of various procedures of organizing various guidance services.

COURSE CONTENTS

1. *Guidance and Counselling*:—Emergence and growth of guidance and counselling psychology—Guidance movement in USA—Guidance movement in India—Present status of guidance and counselling.

2. *Concept of guidance*:—Nature, scope and principles of guidance, bases of guidance—Philosophical, Psychological, Sociological, logical and pedagogical—Types of guidance—Educational—Vocational—Avocational—Social—Moral—Group guidance—Personal guidance.

3. *Educational guidance*:—Its philosophy—purpose, functions and programmes at different stages-organising guidance service at different levels of education—guidance and curriculum, Guidance and classroom learning.

4. *Vocational guidance*:—Rationale for career guidance, the need for helping individuals relate to work, theories of career development and decision making—career planning and decision making in schools—techniques for career planning and decision making—computerised career assistance system.

5. *Tools and techniques of guidance*:—Records—scales—tests—intelligence. Aptitude. Interest and personally—interview—rating scale—checklists—socio-metric techniques.

6. *Guidance of children with special needs:*—Guidance of the gifted and creative students, guidance under achievers and first generation learners, role of teacher in guidance, agencies of guidance—state, national level.

7. *Concept and nature of counselling:*—Counselling approaches, directive, non-directive, electric counselling, group counselling, individual counselling, theories of counselling, characteristics of good counselling.

8. *Counselling skills:*—Communication skills—diagnostic skills—motivation skills—management skills.

9. *Group techniques for counselors:*—Group therapy—structuring group—T groups. Sensitivity groups—encounter groups—mini groups—group process and group dynamics—in groups and outgroups social networks.

10. *Modern trends in counselling:*—Family life, drug abuse Counselling and psychotherapy, trends in counseling, three dimensional model—values in counseling.

11. *Human adjustments and mental health:*—Psychology of adjustment, role of motivation and perception in adjustment, role of motivation and perception in adjustment, principles of mental hygiene, mental health and integrated personality.

PRACTICAL WORK:

1. Two case studies.
2. Testing of intelligence of two individuals by an individual test for testing intelligence of at least 70 students by a group test of intelligence.

3. Preparation of occupational information materials for any occupation.
4. Job analysis of one occupation.
5. Review of at least one intelligence test, one aptitude test, one interest inventory test measuring personality characteristics.

REFERENCE

1. Gibson, L. Robbert and Hitchll, Marianne (1995). Introduction to Counselling and Guidance, London: Prentice Hall International Ltd.
2. Barki, B. G. and Mukhopadhyay B., (1998) Guidance and Counselling, New Delhi: Sterling Publishers Pvt. Ltd.
3. Hanseen C. James, Stevic, R. Richard and Warner W. Richard (1986) Counselling: Theory and Process.
4. Gelso. J. Charles and Fretz, R. Bruce (1995). Counselling, Psychology, Bangalore: Prem Books Pvt. Ltd.
5. Issacson Leec (1985), Basics of Career Counselling, London: Allyn and Bacon. Inc.
6. Aggarval. J. C. (1991). Educational and Vocational Guidance and Counselling New Delhi: Doata House.
7. Bayak, A. K. Guidance and Couselling, New York: APH Publishing Corporation.
8. Narayana Rao, S. Counselling and Guidance, New Delhi: Tata McGraw Hill Publishing Ltd., 1992.

Paper V—Group-B. 10**Early Childhood Education****COURSE OBJECTIVES**

- To develop in the student an understanding of the need and significance of Early Childhood Education.
- To acquaint the student with the recent changes in curriculum structuring and the mode of curriculum transactions at Pre-primary level.
- To help the student to develop an appropriate teacher competency for dealing children at early childhood stage.
- To help the student to understand the emerging trends and practices in Early Childhood Education.

COURSE CONTENTS

1. Need and scope of early childhood education.
2. Methods of child study—Various Methods, Modern Methods.
3. Contribution of Philosophers and educationists such as Comenius, Rousseau, Froebel, Pestalozzi, Montessori, Dewey and Gandhiji towards childhood education.
4. Origin and development of pre-school Education. A few countries for detailed study—UK, USA, Israel, Sweden, France, Germany, India with special reference of Kerala.
5. Process of growth and development. Principles of development, Development Task, Psychological needs of children.
6. Different phases of child development—physical, mental, social, emotional, intellectual, aesthetic, moral.
7. Learning readiness—concept of compensatory education Development of language, mathematical and scientific concepts in children logical reasoning, problem solving, creative thinking. Theories of Montessori, Einstein, Piaget and Bruner.

8. Individual differences in mental ability—determinants—role of heredity and environment. Psychology and education of exceptional children—creative, gifted, backward, learning disabled and mentally retarded—their characteristics and identification, implications of individual differences for organizing educational programmes.

9. Learning and Motivation—Theories of learning: Thorndike's conditioning, Pavlov's classical and Skinner's Operant conditioning. Learning by insight. Hull's Reinforcement theory and Tolman's theory of learning.

10. Factors influencing learning. Child rearing practices, influence of home and community in personally development.

11. Mental Health an hygiene.

12. Behavioural problems. Process of adjustment, factors leading to maladjustment, conflicts and defense mechanism.

13. Child guidance Concept and principles of guidance, organizing guidance services.

14. Organization and administration of pre-school institutions—Agencies conducting pre-schools—Educational activities and programmes—Equipments, working with parents and the teachers.

PRACTICAL WORK

- (a) Acquaintance with various type of educational material for children. Forebel's gifts. Montessori's "didactic" apparatus, reading, writing and number readiness materials. Designing and using materials based on more recent theories such as those of Burner and Piaget. Use of Logic blocks and discovery approaches at the pre-school state.
- (b) Use of the environmental resources for aiding cognitive, affective and psychomotor development. Preparing educative materials suited to local condition.
- (c) Maintenance of anecdotal records and cumulative records.
- (d) Organization of Pre-school learning.

REFERENCES

1. Early childhood care and Education .. Mohante
2. Nutrition, Education and child development .. Anjali Patnaik.
3. Text book on Child Development .. Rajammal P. N.
Jaya Devadas
4. Introduction to Early Childhood Education .. Jo Ann Brewer
5. Child Development—Issues, Policies & Programmes .. Dolly singh
Vol. I, II & III
6. A curriculum for the Pre-school child learning to learn .. Audrey Curits
7. The Developing Child .. Helen Bee
8. Child Development .. Laura E. Berk
9. Early Childhood Care and Education .. U. K. Rao
10. The Years before School-Guiding Pre-School Children .. Vivian Edmiston
Todd Helen Hefferman

Paper V—Group-B. 11**Teacher Education**

COURSE OBJECTIVES

- To enable the student to understand about concept, aims and scope of teacher education in India with its historical perspectives.
- To understand about the development of teacher education curriculum in India.
- To enable the student to understand about the different competencies essential for a teacher for effective transaction.
- To understand about the teaching models, teaching skills and various aspects of supervision and feedback.

COURSE CONTENTS

1. Teacher Education, Historical perspective. Evaluation and Development of Teacher Education in India.

2. Teacher Education Vs. Teacher Training.

3. Recommendations of various commissions on teacher education: Kothari Commission, National Policy on Education.

4. Aims & Objectives of Teacher Education in India at different levels—elementary, secondary and university level—and of different types recruitment & Selection of student—teachers at different level, their qualifications & Preparation for the same. Types of Teacher Education Programmes and their curriculum today.

5. Problems of Teacher Education Institutions, internship programmes, Relationship of the training institution with the schools and the community, Library and equipment, Demonstration and experimental school, supervision of practical work and maintenance of record. Updating the curriculum and methods in teacher education, preparation of teachers of vocational and technical education.

Control and finance of teacher education institutions, control over curricula and examination: Problem of autonomy for such institutions, inspection and supervision of such institutions.

Teacher educators, their qualifications, preparation and in-service education. Teaching as a profession, their professional growth, Professional organisations for various levels of teachers and their role: performance appraisal of teachers.

Internal organization set up of teacher education institutions and their problems: The staffing pattern, Optimum size.

New types of Institutions—Regional college of Education, the Four-year Integrated Courses College, comprehensive college. State Institute of Education.

6. Types of Teacher Education Programmes and agencies.

— In-service Teacher Education.

— Pre-service Teacher Education.

— Distance Education & Teacher Education.

— Orientation & Refresher Course.

7. Evaluations and Examination of Trainees:

- Internal vs. External Evaluation: Continuous internal record.
- In-service Education of Teachers, Administering and Teacher Education, Dynamic Methods of Teaching: Tutorials & Seminars, Discussion groups, Symposiums, workshops. Use of audio-visual materials: Team teaching Teacher Education in U.K., U.S.A., U.S.S.R. Teacher Education and Socio Economic change.

REFERENCES:

1. Educating the Educated .. M. L. Sharma.
2. Teacher Education in India .. Bhaskara Rao.
3. Need Based curriculum .. Arun K. Gupta.
4. Training for teaching in India and ..
England.
5. Teacher Education in Kerala .. Dhar, T. N.
6. Teacher Education at Secondary level .. Nagapur Vasanth.
7. Teacher's Role, Status, Service
Conditions and Education in India ..
A Reference Manual with special ..
Reference to committees and Commissions
8. Challenges in teacher education .. Mohit Chakravarthy.
9. Research on Teaching .. Witrock.
10. Teacher Education and professional .. Gulab Chaurasia.
Organisation
11. Teacher Education in India, Origin and .. Nizam, Elahi.
Development of Teacher Education in
India.