

PERIYAR UNIVERSITY

SALEM-636 011

SYLLABUS

M.A (EDUCATION)

PRIDE

M.A. EDUCATION – I Year

Paper - I

Advanced Educational Philosophy and Sociology

Objectives

- To make the students understand the importance of Philosophical basis of education.
- To make them understand the development of the philosophical thought and the contribution of various school of philosophy to education in terms of aims, methods and curriculum.
- To make the pupils understand the scientific trends in the philosophy of education.
- To make the pupils arise the problems of technology through education.
- To make the student understand the social significance of education.
- To enable the students to see the relevance of education as a socializing agency.
- To acquaint the students with the special role of education in a changing society.
- To make the students understand the importance of education in the modernization of society.
- To develop the understanding of education in terms of special values and ideologies.

UNIT – I: Philosophical Foundations of Education

Concept, meaning and importance of philosophical foundations of education. relationship between education and philosophy - Main schools of philosophical thought and their application for educational theory and practice a) Idealism; Naturalism; Realism; Pragmatism - Analytical school - logic positivism and Linguistic analysis.

UNIT – II: Indian Philosophy and Modern Education

Indian Philosophers: Vivekanandha, Gandhi, Tagore, Radhakrishnan, J. Krishnamoorthy and their contributions to the modern system of education. Philosophy of Education to scope and implications for education in respect of aims. Contents and methods - Value system and education - Technology and Humanism - Socialism and Education.

UNIT – III: Social Change and Education.

Social Change: Concept, meaning and importance - Role of education in social change - education and modernization. Sociological approach to Education - Basic principles of social structure and organization - Education as a social system - Social Institutions and Education - Education and Social Mobility.

UNIT – IV: Culture and Social Change

Culture: Meaning, nature and importance. Role of education in maintaining cultural heritage and cultural change. Education and Modernization - The peer group and youth culture - The social functions of Education - Social integration in the classroom -Values and ideology - Social change and Education - Sociology of teaching.

References

1. Aggarwal, J.C. (2004). *Teacher and Education in a Developing Society*. Vikas Publishing House Pvt. Ltd, New Delhi.
2. Aggarwal, J.C. (2004). *Theory and Principles of Education*. Vikas Publishing House Pvt. Ltd, New Delhi.
3. Dash, B.N. (2004). *Education and Society*. Dominant Publishers and Distributors, New Delhi.
4. Dash, B.N. (2005). *Philosophical and Sociological Basis of Education*. Dominant Publishers and Distributors, New Delhi.
5. Marlow Ediger & Digumatri Bhaskara Rao. (2005). *Philosophy and Curriculum*. Discovery Publishing House, New Delhi.
6. Vijaya Kumari, K & Sharma, S.R. (2004). *Education and Social Change*. Anmol Publications Pvt. Ltd, New Delhi.

Paper - II

Advanced Educational Psychology

Objectives

- To enable the students to learn the methods of psychological study.
- To enable the students understand the process of development in the children as a result of the interplay of heredity and environment. To acquaint the students with individual differences in potentialities, needs and limitations of lectures.
- To make the students understand the learning process and the determinants of learning.
- To make the students to get insight into group dynamics socialization and interaction.
- To make the students understand the nature of attention, motivation boredom, memory and higher mental process.
- To acquaint the students understand the nature and purpose of various psychological tests.
- To acquaint the students with the nature of personal adjustment and mental health.

Unit I: Fundamental of Philosophy

Psychology of Education: Nature, Scope and importance of Educational Psychology, methods of Educational Psychology: Nature of the Learner: Individual, his needs, aspiration and potentialities and development process; Stages of development physical, intellectual and social aspects of development, Emotions and instincts; problems and difficulties at adolescence.

Unit II: Theories of Learning

Determination of development – Heredity. Environment, Individual differences in development. Learning: Concept and the basic needs of learning process, Classical conditioning, Operant conditioning, Gestalt psychology, laws of learning. Transfer of learning – its nature and favourable conditions.

Unit III: Higher Order Thinking Skills

Attention and motivation in the class room learning, fatigue and boredom, Memory and forgetting: Types of memories, factors which processes; development of language and forms of thought. Thinking, reasoning and judgment. Group Dynamics: Psychology of the Group Nature of classroom group- suggestion, sympathy and imitation Measurement of Social Interaction.

Unit IV: Psychological Testing

Psychological Testing: Nature and assessment of intelligence, aptitudes personality, and creativity. Mental Health: Personality adjustment-causes, symptoms and prevention of maladjustment, mental hygiene and mental health, mental health of the teacher integrated personality. Character Education. Discipline courses, prevention and remedies related to indiscipline. Need for guidance and counseling in schools.

References

1. Aggarwal, J.C. (2005). *Essentials of Educational Psychology*. Vikas Publishing House Pvt. Ltd, New Delhi.
2. Chauhan, S.S. (2004). *Advanced Educational Psychology*. Vikas Publishing House Pvt. Ltd, New Delhi.
3. Dandapani, S. (2005). *Advanced Educational Psychology*. Anmol Publications Pvt Ltd, New Delhi.
4. Dhir, R.N. (2002). *Educational Psychology*. Abhishek Publications, Chandigarh.
5. Jafar Mahmud. (2005). *Psychology Systems and Theories*. A.P.H. Publishing Corporation, New Delhi.
6. Mangal, S.K. (2004). *Advanced Educational Psychology*. Prentice Hall of India Pvt. Ltd, New Delhi.
7. Panda, B.N. (2005). *Advanced Educational Psychology*. Discovery Publishing House, New Delhi.

Paper - III

Teacher Education in India

Objectives

- To enable the students to understand the meaning scope, objectives of teacher education and its development in India.
- To develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for different levels for education.
- To acquaint the students with the various aspects of student –teaching programmers, prevailing in the country.
- To enables the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
- To develop in the students an understand about the important research findings in teacher education.

UNIT I

- Evaluation and development of teacher education in India.
- Meaning and scope of teacher Education.
- Objectives of teacher education at different levels.
- Development of teacher education in India.

UNIT II

- Preparation of Teachers for Pre-Primary, Primary and Secondary stages.
- Professional preparation of teacher educators and educational administrators
- Preparation of teachers for the teaching of a particular subjects (Language, Mathematics, Science, Social Science, Commerce, Computer Science)
- In- service training programmers (School level, College level.)
- Training of guidance personnel, evaluators, lesson writers and educational administrators.
- Post graduate courses in education, research and innovations in teacher education.

UNIT III

- Students teaching programmes:

- Pattern of student teaching (internship, block teaching, teaching practice, off- campus teaching practice, online teaching practice)
- Techniques of teacher training, core teaching, micro-teaching, interaction analysis.
- Evaluation of student teaching.
- Taxonomy of teacher behavior

UNIT IV

- Trends in teacher education:
- Innovations in teacher education
- Integrated teacher education programme
- Comprehensive college of education.
- SIE/SERT/DIET
- NCERT
- NCTE (National Council for Teacher Education)
- Current Problems:
- Practicing Schools in Teacher Education
- Teacher Education and community
- Teacher Education and other institutions.(RIE)
- Implementation of curricula of Teacher Education

UNIT V

- Research activities in the field of teacher education and their implications with respect to:
- Teaching effectiveness
- Criteria of admission
- Approaches to teaching.

- Models in teaching
- Case study research.

References:

1. Diagonising school personality, CASE, M.S. University Baroda-Sharmas M.L. Buch pillo and Raj, kamala.
2. Foundations of Educational Administration – A behavioral Analysis, the Macmillan Co, New York.
3. Apprasing Teaching Quality, Wilson, J.D. (1988), Hodder & Stoughton London.
4. The psychology of leaning and Instruction, Prentice Hall of India Pvt Ltd, New Delhi.
5. Teacher competence and teacher effectiveness, Washington, D.C. American association of college teacher association.
6. Improving teacher education, Howeiy, K. Yarger, S& Joyce, B Washington, D.C, Association for teacher education.

Paper - IV

Methods of Teaching

The candidates have to choose any ONE of the methodology according to their specialization in UG/PG.

1. Methodology of teaching Physical/Biological Science.
2. Methodology of teaching Social Sciences.
3. Methodology of Teaching Mathematics.

4. Methodology of teaching languages as mother tongue and as Second Language.

A. Methods of Teaching: Physical Science / Bio Science

Course Objectives

Student teacher to have the ability to

- Develop a broad understanding of the principles and procedures used in modern science education.
- Develop their essential skills for practicing modern science Education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the adopted for preparing designs of lessons.
- Manage Introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course contents

Unit I

Nature of modern sciences - Thrust areas in particulars sciences - Impact of science on modern communities, globalization and science; Path tracking discoveries and land mark development in science; eminent world scientists, eminent Indian scientists, Professions in the area of sciences.

Unit II

Justification for including sciences as a subject of study i.e. school curriculum. Objectives of teaching Phy./Bio Sciences - Taxonomy of educational objectives - Other taxonomies and approaches - Process outcomes, product outcomes, concept attainments. Behavioural developers of education - concept of entering and terminal - behaviour - organising learning experiences for achieving specified behavioural outcomes.

Unit III

Major methods used for science instruction: Major models of instruction useful for science education. Defining desired outcomes (statement of objectives) for different levels of education.

Unit IV

Co-curricular and non-formal approaches: Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and vivariums original science projects - organizing science fairs and excursions to be taken up.

Unit V

Planning for teaching developing year plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further focus; use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan; preparation and development of improvised apparatus; preparation, selection and use of teaching aids, innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approach in teaching science.

Unit VI

Curriculum and resource utilization; Interior for designing a Phy./Bio Science curriculum, approaches to curriculum organisation using procedures like concentric, topical, process and integrated approaches, Assignment which accepted curricular material like PCCS, Chemistry, Biology, etc. And their assumption; Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practical work in science teaching; record writing for science project.

Unit VII

Curricular accessories and support material - Textbooks Journals, Handbooks, students work books, display slides, laboratory materials, audio-video support material, etc. evaluating entire for the above.

Unit VIII

Evaluating outcomes of science teaching - Text assumptions about exluation - text assumptions, items formats; try-out; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes - cognitive in outcomes, affective outcomes, phycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc. Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

Unit IX

Designing lesson plans - ability to converts any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

References

1. Gupta.S.K. Teaching physical Science in Secondary Schools, Sterling publishers, Pvt. Ltd.
2. Nair C.P.C. Teaching Science in our School, S.Chand & Co.,
3. Panneerselvam.V Teaching of Physical Science (In Tamil) Tamil Nadu Texbook Society.
4. Doss R.C. (1922) Science teaching in schools, New Delhi, Sterling publications (P) Ltd.,S.K.Ghai.
5. Chand, Tara (1992) Educational Technology, Allahabad, Horizon publishers.

B.Methods of Teaching Social Sciences

Objectives

To enable the pupil teacher to:

- Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate disciplines or as any integrated discipline.
- Develop knowledge about the basic principles governing the construction of a social science.

- Develop the classroom skills needed for teaching of social science/social studies either as a separate or as an integrated discipline using modern methodology.
- Acquire the completed to plan for instruction.
- Develop the ability to organise co-curricular activities and community resources for promoting social science/social studies learning.
- Acquire the ability to develop instructional support materials.

Course contents

Unit I

The need for teaching the subjects under Social science/social studies (History, Geography, Civics, Sociology and Economics) in schools; concept of social studies and how it differs from other social sciences; present perception about social studies/social sciences. Rational for including these areas in school curriculum. The integrated section of the specialised approach in social science teaching. Objectives of teaching social studies. Objectives of teaching the subject at different levels. Discipline - oriented teaching of social studies and social reconstruction approach.

Unit II

Principles of designing a social studies curriculum with weightages to be given for each component subject areas; approaches to organising social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.

Unit III

Instructional strategies, methods and models. Importance of instructional strategies, strategies for teaching social studies in terms of specific methods like lecture, lecture cum discussion, projects, and source methods, socialised recitation and supervised study. Models of teaching appropriate for teaching social studies.

Unit IV

Objectives of teaching social studies - specifications to clarify planning viz., lesson, unit and year plans, micro-teaching lesson plans for developing the skills of introduction, explanation, questioning, stimulus variation and providing illustrations with relevant examples.

Unit V

Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching; organising social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.

Unit VI

Purposes of evaluation in social studies, formative and summative evaluation, their salient features, remedial teaching, question proportion and objectivity in essay type examination, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

References:

1. Kochhar.S.K. 1998 Social Science in actual practice India sage pub.
2. Verma Rameshetal 1998. Modern trends in teaching Technology, India Bhagava Pub.
3. Saxena.N.R. Mishra, B.Kand Mohanty, R.K.P., Lall Book Depot.
4. Shida.B.D. and Shaida, A.K.Teaching of Social Studies, Arya Book Depot.

C.Methods of Teaching Mathematics

objectives

To enable the pupil teacher to:

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches of teaching mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities and organize the library and book in it as per the needs.

- Appreciate and organize activities to develop aesthetics of mathematics.
- Obtain feedback both about teaching as well as student's learning.

Course contents

Unit I

Using mathematics as a game for recreating; organizing Quiz programmes, skill development in answering puzzles, riddles, magic squares, word search etc., developing Meaning of mathematics; History of Mathematics; contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabathi, Ramanujam and contributions of Euclid, Pythagorus, Rene-descarte.

Unit II

Objectives of teaching mathematics in terms of instruction and behaviour, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory; using various techniques for teaching mathematics viz., oral, written, drill, assignment; supervised study and programmed learning.

Unit III

Meaning and importance/purpose of a lesson plan; Proforma of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan; meaning and purpose of an yearly plan; developing/preparing low cost improvised teaching aids relevant to local methods; skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

Unit IV

Principles and rationale of curriculum development; organizing the syllabi both logically and psychologically according to the age groups of children; Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi.

Unit V

A Math's laboratory; learning about the short cuts mentioned in vedic mathematics.

Unit VI

Textbooks in mathematics - qualities of a good textbooks in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioural developments.

References

1. Chauhan.S.S (1979) Innovations in Teaching-Learning Process-Vikas publishing house(P) Ltd.,
2. Four authors (1988) the teaching of Mathematics, Prakash publishers Regd., Ludhania.
3. Kulbir Singh Sidhu (1995) the teaching of Mathematics, sterling publishers (P) Ltd., New Delhi.
4. NCERT Brochures on themes related to teaching of Mathematics.
5. NCERT Text Book on mathematics: Secondary and Higher Secondary Classes.

Paper - V

Educational Management

Objectives

At the end of the paper the student teacher will be able to

- acquire the knowledge about nature, scope and recent trends in educational management.
- understand the different types of management of Human Resources.
- understand the concept of organizational behavior.
- know the management of the school plant.
- know the styles of leadership and characteristics of leaders.

UNIT-I :NATURE AND SCOPE OF MANAGEMENT

Meaning, definition and nature of educational management. Resources in Educational Management. Scope, Aspects and functions. Objectives and functions. Role of Management in improving the quality of Learning.

UNIT-II : INSTITUTIONAL PLANNING

Meaning, definition and nature of Institutional Planning. Steps in Institutional Planning. Methods of Institutional Planning. Role of pupil, teachers and Principal of the Institution in Planning. Planning Techniques.

UNIT-III : THE SCHOOL PLANT

The School plant- infrastructure – space according to the type of the school. Type and design of schools- rural and urban schools. Maintenance of the school plant. Class rooms- Play Grounds- Library- Hostel- Equipments and Furniture. School records and registers- importance and maintenance. Different kinds of registers.

UNIT IV: HEADMASTER AND HIS DUTIES.

The major components of the school. The professional and technical preparation of the Head Master for educational leadership. The qualities and personality of the headmaster. Functions of the headmaster- Administrative duties & Responsibilities of the Headmaster. Teaching work of the headmaster.

UNIT-V: DYNAMICS OF DISCIPLINE AND ROLE OF THE TEACHER.

Changing concept of classroom discipline. Problem of student indiscipline- examination. Classroom climate- teacher behavior. Involving students in curricular and co-curricular activities. Role of community in school activities.

References

1. Balu.V.- ‘Human Resource Management’ Sri Venkateswara Publication, Chennai (1999)
2. Bhaskara Rao.D- “Reforming School Education”. Discovery Publishing House, New Delhi (1998)
3. Bhatnagar.R.P and Vidya Agarwal-. “ Educational Administration”

4. Dwivedi.R.S- “ Management of Human Resources”” Oxford IBH Publication Company, New Delhi (1985)
5. Jaganath Mohanti- “Educational Management and Supervision”” Nilkamal Publication, Hyderabad.
6. Kochar.S.K- “Successful Supervision and Inspection”” Sterling Publishers, New Delhi.
7. Raghunath Safaya- “School Administration and Organization”, Dhanpat Rai and Sons. New Delhi.
8. Sachdeva.M.S- “School Organization, Administration and Management”” Tandon Publications, Ludhiana.

M.A. –EDUCATION – II Year

Paper - VI

Educational Guidance and Counselling

Objectives

- To enable the students understand the concept of guidance and counselling, meaning and importance.
- To make the students to understand the types of guidance and counselling.
- To orient the students regarding the guidance and counseling in India and the present scenario in guidance and counseling
- To enable the students understand process of guidance and counseling and kinds and guidance services.

- To acquaint the students with the concepts regarding human adjustment and mental health.
- Acquire knowledge of organizing guidance and counseling centers.
- Understand different types of tests for counseling.

UNIT- I CONCEPT OF GUIDANCE AND COUNSELLING

Guidance; concepts ,definition, nature and scope , aims and objectives, history of guidance movement, fundamental rules and principles of guidance, types of guidance – educational guidance ,personal and career guidance.

Counseling: concepts, definition, nature and scope, aims and objectives, types of counseling, philosophy and goals of counseling, counseling in education, difference between guidance and counseling.

UNIT-II GUIDANCE SERVICES

Need for students’ services- kinds of students’ services –free admission service, placement services –remedial services – evaluation services, follow up services.

UNIT- III PROCESS OF COUNSELLING

Understanding the individual personality, self concept, mental health, human relationship, nature and functions of counselor, role of family and school,

Client centred therapy, psychoanalysis, psychotherapy.

UNIT-IV ORGANISING GUIDANCE AND COUNSELLING CENTRES

Organizing guidance and counselling centers at different levels of education- personnel’s involved in guidance and counselling –administrator, counselling officer, teacher, warden, physical education teacher, librarian, parents.

UNIT-V: TOOLS, TESTS AND TECHNIQUES OF GUIDANCE AND COUNSELLING

Interview schedules, questionnaire, kinds of records and their relevance, rating scale. Test of intelligence, aptitude, interest, personality.

PRACTICAL WORK

Field work; practice in individual counselling with at least two students in classes VIII to X- record to be maintained

References

1. CHAUHAN S.S(2004) Principles and techniques of guidance; Vikas publishing house, New Delhi
2. DASH.R.N (2003) Guidance services in schools. Dominant Publishers and Distributors, New Delhi.
3. SAFAYA,(2002) Guidance And Counselling , Abhishek publications, Chandigarh
4. HUMPHERYS J.A and TRAXLER J.E (1954) –Guidance Services Science Research Associates, Chicago
5. KOACHHAR S.K(1998) Guidance And Counselling In Colleges And Universities, Sterling Publishing Private Ltd
6. LEWIS. E.D (2001) The Psychology of Counselling. Holt, Rinehart And Winston , Inc, New York
7. NAGESHWARA RAO .S MURUGUDU SRI HARI, DIGURMARTI BHASKARA RAO (2004) Guidance and Counselling. Discovery publishing house, New Delhi.
8. PATTERSON C.H (1962)counselling and guidance in schools, Harper Row Publishers, new Delhi
9. PETERS H.J and HANSEN J.C (1999) Vocational Guidance and Career Development. New York
10. SHERTZER B and STONE S.C (1971) Fundamentals of Counselling, Houghton Mifflin Company, New York.
11. STRANG R and MORRIS .G (1964)Guidance In The Classroom Mc Milan Company, New York
12. TRAXLER A.R and NORTH R.D.(1996)Techniques of Guidance. Harper Row Publishers, New Delhi

Paper - VII

Research Methodology and Statistics

Objectives

- To familiarize the students-teachers with the nature and scope of educational research.
- To acquaint the students-teachers with the procedures involved in educational research.
- To acquaint the students- teachers with the fundamentals of educational statistics.
- To make the students-teachers record, analyze and interpret the classroom data using different statistical measures.

Contents

Unit I: Fundamentals of Educational Research

Educational Research The meaning, nature and scope of educational research - The selection of a problem for educational research – selection, operational definition and evaluation of the problem - Hypothesis formation. Types of Research – Pure, applied, Action Research - Historical Research & Philosophical Research - Experimental and Prognostic research.

Unit II: Tools of Educational Research

Tools and techniques of data collection - Questionnaire, opinionaire, check list, rating scale - Anecdotal records, cumulative records, documents - Interviews, group discussions observations - Tests-Achievements, diagnostic, intelligence, aptitude, interest scale, attitude scale, social measures.

Unit III: Research Report

Organization, analyzing and interpretation of data - Principles for analyzing the data - Objectivity, reliability and validity of data - The nature of research report - Preparation of a Research Report – Chapterization – Style and Language, Effective writing reports – Evaluation of Research Reports - Using Computers in Educational Research.

Unit IV: Educational Statistics

The nature of educational statistics - meaning, use and scope of statistics in education, descriptive and differential statistics. Classification and tabulation of data: Type of educational data: Forming the frequency table; Graphical representation of data. Measures of central representation of data. The concept of correlation –different methods of correlation. Normal curve and its applications; Skewness and Kurtosis. Chi-Square test, critical ratio and their use.

References

1. Adiseshiah, W.T.V. & Sehar. (1977). Education and Social Research. Velar Pathippagam, Coimbatore.
2. Best John, W. (1963) Research in Education. Prentice Hall of India, New Delhi.
3. Edwards, Allen (1969) Techniques of Attitude Scale Construction, Vakils, Feffer and Simons, Bombay.
4. Garret. Henry E. (1981) Statistics in Psychology and Education. Vakils, Feffer & Simons (P) Ltd., Bombay.
5. George a. Ferguson, (1981) Statistical Analysis in Psychology and Education. Mc Graw Hill, Kogakusha Ltd., London, Tokyo,

6. Good, Carter, V. et-al (1972) Methodology of Educational Research. New York. Appleton century craft, Inc. Guildford, J.P.(1954) "Psychometric Methods" "New York, Mcgraw Hill Book co. Inc.
7. Good, G.V. and Halt, (1965), Research Methods in Social Sciences. Tata Mc Graw Hill Book Company, New Delhi:
8. Guilford, J.P. (1965) Fundamental of Behavioral Research. Mcgraw hill book co, New York
9. Guiljond J.P. and Benjamin Fruchter (1971), Fundamentals of Statistics in Psychology and Education. Mc Greed Hall, New York.
10. Kerlinger, F.N. (1973) "Foundations of Behavioral Research. Holt, Rinehart and Winston, New York Shukla S.P. (1966) Elements of Educational Research, Allied Publishers (P) Ltd., Bombay.
11. Kesves, P, (1990) Educational Research, Methodology and Measurement: An International Hand Book, Pergamon Press, Oxford, New York,
12. Maser and Kalton, (1980) Survey Methods in Social Investigation. Heinemann Educational Books Ltd., London.
13. Popham, James, W.(1967) Educational Statistics: Use and Interpretation. Harper and Row Publications, New York
14. Travers, Robert M.W. (1964) Introduction to Educational Research. Macmillan co, New York.
15. Young, Pauline V. (1968) Scientific Social Surveys and Research. Asia Publishing House, Bombay.

Paper - VIII

Dynamics of Educational Technology

Objectives

- To enable the participants and to apply the ideas of modern technologies and its future in classroom situations.
- To acquaint the scholars with emerging trends in Educational Technology along with the resource centers in educational technology

Unit-I : Meaning and Importance in Educational Technology

Meaning – definition – need –scope and limitations of Educational Technology- Characteristics and objectives of Educational Technology – Broad Classification of Educational Technology- Educational Technology and Instructional Technology.

Unit- II : Communication Theories and Educational Technology

Concept, Meaning and importance of communication - Classroom communication - Principles of effective communication- Mass communication and Media in communication. Role of Teacher in Educational Technology.

Unit-III : Media and Methods in Educational Technology

Use of Teaching aids in Education- Problems in the use of teaching aids- Hardware and Software approach in education-Projected and Non-projected aids- Press as a medium of instruction- School Broadcasts – Educational Television and Video films.

Unit- IV : Individualized Instruction and Educational Technology

Learning and Instruction – Relationship with learning and teaching – FIACS -Teacher Behaviour analysis –Skinner Operant Conditioning – System Approach in Education. Programmed Instruction. Need for Individualized Instruction – Modular Scheduling. CAI.

Unit- V : Educational Technology in India

Teaching machine – Language laboratory – Instructional uses of Computers –Internet in Education –Video Conferencing –Virtual Classroom –SITE, INSAT, EDUSAT, UGC Country wide Classroom, IGNOU, CLASS Project, e-learning, e- Books, e-journals, e-content, features of ICT in India.

Unit- VI : Application of Educational Technology

Educational Technology and Distance Education: Education through Print, Radio, Television, Educational Satellite, Audio visual resource centers, Educational Media Resource centers, on line learning and artificial intelligence in education. Uses of ICT in Education.

References:

1. Bhatt, R.D & Ravi Prakash.(1994) Modern Encyclopaedia of Educational Technology- Vol- I, II, III, IV. Kanishka Publishers, New Delhi.
2. Joyce,B & Wail, M.(1990) Models of Teaching. Prentice Hall of India, New Delhi.
3. Kochkar,S.K.(1985) Methods and Techniques of Teaching. Sterling Publishers. New Delhi –16.
4. Mukhopadhyay,M.(1988,1990,1991) I, II and III Year Book Of Educational Technology, AIAET Publishers & Sterling Publishers, New Delhi.
5. Nachimuthu, K (ed) (2007) Dynamics of Information and Communication Technology, APH publishers, New Delhi.
6. Passi,B.K. (1976) Becoming a Better Teacher- Microteaching Approach. Sahitya Mudra Malaya, Ahmedabad – 32.

7. Sampath. et al. (1990) Introduction to Educational Technology. Sterling Publishers, New Delhi.
8. Kumar,K.L.(1996) Educational Technology. New Age International (P) Ltd, New Delhi.
9. Tarachand & Pakuja, N.P. (2004) Essentials of Instructional Technology. Anmol Publishers Pvt Ltd, New Delhi.
10. Varma, R. et al. (2004) Modern Trends in Educational Technology. Anmol Publishers Pvt Ltd, New Delhi.

Paper - IX

Educational Planning and Administration

Objectives

- To enable the students to understand the concept of educational planning, administration and management.
- To make the students understand the present day concept of educational administration and the need for human and public relations in educational administration.
- To develop deeper understanding in the students about the Psychological needs of employers from educational administration point of view.
- To enable the students to understand the different leadership styles and develop the same for effective school administration.
- To develop better understanding in the students on the concept of supervision for better functioning of educational institutions.
- To make the students understand the problems of educational financing and the role of national level organizations in educational planning, administration and management.

UNIT – I: Educational Planning

Educational Planning: Meaning, nature, principles, institutional planning. Modern trends in educational planning – Process of Educational planning at central and state level. Approaches to Educational planning- Social demand approach, Production function approach. Man Power Planning approach.

UNIT – II: Educational Administration

Educational Administration: meaning, development of modern concept from independence to the present day. Taylorism. Administration – as a process, as a bureaucracy, as

a monochromic. Approaches to Educational administration: objectivity in administration, administration and human ethics, administration and public relations and administration.

UNIT – III: Psychological Needs

Psychological Needs of Employees – job satisfaction, job involvement, teacher morale, and classroom environment. System approach – specific trends in educational administration such as – decision-making, organizational compliance, organizational development, Performance Evaluation and Review Technique (PERT). Administering tool on Job satisfaction to the school / college teachers and report writing about it.

UNIT – IV: Leadership Theories

Leadership in Educational Administration – concept, meaning and nature of leadership, principles, process of great leadership. Theories of leadership Fiedler’s contingency theory, X & Y theory, Path-Goal theory. Styles of leadership - authoritarian, democratic, delegative. Likert styles of leadership, measurement of leadership. Leadership model- structural, Human resource, political, symbolic and managerial grid.

UNIT – V: Structure of Institutions and Financial Status

Financing of Education in India, resources and expenditure of education, different grants – in – aids available for colleges in India. Role of UGC, NCERT, SCERT, NIEPA, CBSE, NCTE. Structure of the school- role of CEO, DEO, AEO, Structure of College- role of principal and structure of collegiate education- role of Director, Structure of University- role of Vice Chancellor, Registrar, controller of Examinations and their subordinates.

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Paper X – Dissertation