

M.ED. COURSE-V

✓ EDUCATIONAL MEASUREMENT & EVALUATION

COURSE OBJECTIVES

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. To help the student understand relationship between measurement and evaluation in education and the existing models of evaluation.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

UNIT I

- The Measurement and evaluation process :
- Concept, scope and need, Taxonomies of educational objectives, Norm-referenced and criterion-referenced measurement.
- Evaluation : Functions of evaluation, and the basic principles of evaluation.

UNIT II

- Models in Educational Evaluation :
- 3D Model, Total Reflection Model & Individual Judgement Model.
- Evaluation and Curriculum.
- Interrelationship between measurement and evaluation in education.

UNIT III

- Tools of Measurement and Evaluation
- Subjective and objective tools essay test, objectives test, scales, questionnaires, schedules, inventories, performance tests.

UNIT IV

- Test Construction :
- General principles of test construction and its standardization.
- Writing test items – objective type, essay type and interpretive type.
- Item analysis procedures for norm-referenced and criterion-referenced mastery tests.
- Basic characteristics of good measuring instruments :
Validity, Objectivity, Reliability, Usability and Norms :
- Types, Ways of determination, importance and application.
- Standardization of measuring instruments.
- Item analysis.
- Test Standardization.

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- Norm referenced and criterion referenced tests, scaling – standard scores, T-scores & Z-scores.
- Steps involved in standardising a Test.

UNIT V

- Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest, Skills.
- Interpretation of the above test-scores and methods of feed back to students.
- New trends in evaluation viz. :
 - Grading
 - Semester system
 - Continuous Internal Assessment
 - Question Bank
 - Use of Computers in Evaluation

M.ED. COURSE - I
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

Part I : Philosophical Foundation

COURSE OBJECTIVES

The Philosophical component of this (foundation) core paper for a post-graduate course in education (Professional) aims at developing the following competencies amongst the scholars.

1. Understanding the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
3. Understanding and use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers- Indian and Western.

COURSE CONTENTS

UNIT I

- Philosophy of Education : Its nature - Directive Doctrine;
- a Liberal Discipline;
- an activity.
- Its Function - Speculative, Normative, Analytical.

UNIT II

- Metaphysical Problem and Education related to Nature, Man and Society.
- Impact of Philosophical suppositions on education made by - Idealism, Realism, Pragmatism, Existentialism, Vedanta (Advaita & Veshistadvaita only), Sankhya, School of thought.

UNIT III

- Epistemology and Education : Knowledge; methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical approach, Scientific Inquiry, Nyaya, Yoga.

UNIT IV

- Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

UNIT V

- Educational Thoughts : Contribution to educational thought and practice made by great thinkers (master minds) and their critical appreciation with specific reference to their views on

- a) Concept of man and the process of development, and
b) Socio cultural scenario, a global perspective.

The thinkers : Plato, Kant, Dewey, R.S. Peters, Gandhi, Tagore, Sri Aurobindo.

PRACTICUM

- Annotated Bibliography covering 15-20 works.
- Attempts paper presentation on a given topic.

Part II : Sociological Foundation

COURSE OBJECTIVES

1. To enable the student to understand concept and process of social organization, social stratification and institution.
2. To enable the student to understand relationship, between culture, society and education.
3. To enable the student to know issues of equality, excellence and inequalities in education.

COURSE CONTENTS

UNIT I

- Concept and nature of sociology of Education, Difference between sociology of education and Educational Sociology, Social organization, social groups; social stratification; factors influencing so.
- Social organization, characteristics of social organization; institutions, attitude and values.

UNIT II

- Culture – meaning and nature of Culture. Role of education in cultural context; Education and cultural change

UNIT III

- Education and Society – Education as a social system, as a socialization process and a process of social progress and change.

UNIT IV

- Issues of equality of educational opportunity and excellence in education. Equality vs. equity in education; Inequalities in Indian social system with special reference to social disadvantages, gender and habitations, need measures to address them.

UNIT V

- Education and Democracy, Constitutional provisions for education; Nationalism and Education; Education for national integration and International understanding.

M.ED COURSE - III✓ **METHODOLOGY OF EDUCATIONAL RESEARCH****Part I : Methods of Educational Research****COURSE OBJECTIVES**

- To enable the students to understand :
1. The meaning to scientific method, scientific inquiry, Paradigm, theory and this implications for educational research.
 2. The characteristics of philosophical, psychological and sociological researches in education.
 3. The different strategies of educational research.
 4. The techniques of developing a research proposal.
 5. The meaning and techniques of sampling.
 6. The various types of tools of data collection.

COURSE CONTENTS**UNIT I**

- Nature of Research, knowledge and Inquiry
- Scientific inquiry, scientific method, nature and sources of knowledge.
- Paradigm, theory, model and approach; positivist and non-positivist (humanities) paradigms and their implications for educational research.

UNIT II

- Philosophical, psychological and sociological orientation in educational research
- Interdisciplinary in educational research and its implications.

UNIT III

- Methods of Educational Research
- Experimental; Normative Survey; Historical Case Study; Development; Ethnographic; Documentary-analysis.
- Evaluative Research and Action Research.

UNIT IV

- Developing a Research Proposal
- Problem and its sources; Selection and Definition of problem.
- Objectives – primary, secondary and concomitant.
- Hypothesis – nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.

UNIT V

- Sampling
- Unit of sampling, population; techniques (a) probability sampling techniques & (b) non-probability sampling techniques.
- Characteristics of a good sample.
- Sampling errors and how to reduce them.
- Tables of Random Numbers; types; how to use them.

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UNIT VI

- Tools and techniques of data collection
- Observation; Interview; Sociometric techniques.
- Questionnaire, Rating scales; Interview schedules Attitude scales etc.
- Reliability and validity of various tools and techniques.

UNIT VII

Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings.

UNIT VIII

Evaluation of Research : Criteria and types and types of research.

PRACTICUM / SESSIONAL WORK

- Review of two published research papers; one quantitative and the other qualitative.
- Review of a M.Ed. or an M.Phil. dissertation.
- Development of a research proposal for M.Ed. Dissertation and its seminar – presentation.
- Construction of one tool of data collection.

Part II : Methods of Data Analysis

UNIT I

- Nature of educational data : Quantitative and Qualitative.

UNIT II

- Quantitative data : Scales of measurement : nominal, ordinal, interval, Ratio.

UNIT III

- Analysis of Data
Descriptive and Inferential Statistics
The null hypothesis, test of significance types of error,
One – tailed and two – tailed tests and t-test.
The F-test (one-way ANOVA)

UNIT IV

- Normal probability curve and its characteristics.

UNIT V

- Non-parametric statistics -- Chi-square test (Cross breaks)

UNIT VI

- Pearson's product moment correlation.

UNIT VII

- Biserial, point-biserial, tetrachoric and phi-coefficient of correlation, partial and multiple correlations.

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PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

1. To enable the student 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.

COURSE CONTENTS

UNIT I

- Educational Psychology : Concept, concerns and scope of educational psychology, contribution of psychology to education.

UNIT II

- Human Development : Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.
- Theories of Piaget and Bruner - major concepts and stages and implications for education.
- Indian theory of Psychological Development.

UNIT III

- Learning : Concept, kinds, levels of learning various view points on learning, Gagne's conditions of learning; cognitive view point and information processing; issues related to learning. Educational implications of the view points on learning.

UNIT IV

- Group Dynamics : Group process, interpersonal relations, sociometric grouping, social-emotional climate of the classroom and influence of teacher characteristics.

UNIT V

- Individual Difference : Concept of intra and inter differences:
 - a) Intelligence and cognitive abilities, identification fostering.
 - b) Creativity - Nature, Process, Identification, fostering and Guiding creative children.
 - c) Interests, attitude and values.
 - d) Adjustment of teaching - learning process to suit individual differences - learning styles and teaching strategies.

UNIT VI

- Personality : Concept, development, structure and dynamics of personality.
- Theories of Personality - Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behavioural approach - Miller, Dollard and Bandura; Humanistic approach - Roger, Maslow.
- Indian Theories : Vedic, Buddhist, Rabindernath Tagor, Mahatma Gandhi, J.Krishnamurti and Sri Aurobindo.

UNIT VII

- Assessment of Personality - Techniques
 - a) Personality inventories - rating scales.
 - b) Projective techniques : Rorschach, TAT.

UNIT VIII

- Adjustment and Mental Health
 - a) Concept, mechanism of adjustment - defence, escape, withdrawal, compensatory.
 - b) Introduction to common forms of neuroses, psychosis and somatic disorders.
 - c) Principles of mental hygiene - preventive, constructive, curative measures.
 - d) Implications for education.

M.ED. COURSE-VI

GUIDANCE AND COUNSELLING

Part I : Guidance

COURSE OBJECTIVES

1. To help student understand concept, need and view point of guidance.
2. To help student understand principles, and problems of different types of guidance.
3. To help student understand concept and needs and guidance for the children with special needs.
4. To help student understand the concept and process of counselling.
5. To acquaint the student with the aim and principles of guidance programme.
6. To develop in student an understand of various procedures of organizing various guidance services.

COURSE CONTENTS

UNIT I

- Concept, assumptions, issues and problems of guidance.
- Needs scope and significance of guidance.

UNIT II

- Types of guidance - Educational, vocational and personal, Group guidance.
- Role of the teacher in guidance.
- Agencies of guidance - National, State level.

UNIT III

- Educational Guidance
- Principal of all guidance,
- Guidance and curriculum, guidance and classroom learning.

UNIT IV

- Vocational Guidance
- Nature of work,
- Various motives associated with work
- Career development - Super's Theory about guidance,
- Approaches to career guidance, Vocationalisation of secondary education and career development.

UNIT V

- Guidance of Children with special needs

- a) Problems and needs
- b) Guidance of the gifted and creative students
- c) Guidance of under-achiever and first generation learners
- d) Role of the teacher in helping children with special needs.

Part II : Counselling

UNIT VI

- Counselling Process
- Concepts, nature, principles of counselling
- Counselling approaches - directive, non-directive.
- Group counselling vs. individual counselling, Counselling for adjustment.
- Characteristics of good counselling.

UNIT VII

- Group guidance
- Concept, concern and principles
- Procedure and techniques of group guidance.

UNIT VIII

- Organization of a Guidance Programme
 - a) Principles of organisation
 - b) Various types of services - Counselling.
 - c) Group guidance, individual inventory service and information orientation service, placement service and follow up service.
 - d) Evaluation of guidance programme.

UNIT IX

- Testing in Guidance Service
 - a) Use of tests in guidance and counselling,
 - b) Tests of intelligence, aptitude, creativity, interest and personality
 - c) Administering, scoring and interpretation of test scores.
 - d) Communication of test results as relevant in the context of guidance programme.

UNIT X

- Human Adjustment and Mental Health
 - a) Psychological foundation of adjustment
 - b) Role of motivation and perception in adjustment
 - c) Principles of mental hygiene and their implication of effective adjustment
 - d) Mental health and development of integrated personality.



EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

1. To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help of students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
5. To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

UNIT I

- Concept of Educational Technology.
- Meaning, Nature, Scope and significance of E.T.
- Components of ET : Software, hardware.
- Educational technology and instructional technology.

UNIT II

- Communication and Instruction :
- Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional System :
- Formulation of instructional objectives.
- task analysis
- designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT III

- Teaching levels, Strategies & Models :
- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies : Meaning, Nature, Functions and Types.
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- Modification of teaching behaviour :
- Micro teaching, Flander's Interaction Analysis, Simulation.

UNIT IV

- Programmed instruction (linear/branching model) - Origin and types - linear and branching.

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- Development of the programmed instruction material
- teaching machines
- Computer Assisted Instruction
- Researches in Educational Technology
- Future priorities in Educational Technology.

UNIT V

- Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology, Videotape, Radio-vision, Teleconferencing, CCTV, CAI, INSAT – Problems of New Technologies.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State LE Cells, AVKC, EMRC, NIST etc. – their activity for the improvement of teaching-learning.