



MANONMANIAM SUNDARANAR UNIVERSITY

Accredited With B++ Grade by NAAC
Tirunelveli, Tamilnadu, India. Pin - 627012.

அறிவே அனைத்து ஆற்றலும்
KNOWLEDGE IS POWER



MASTER OF ARTS [EDUCATION]

TWO YEARS PROGRAM

1. Course Objective

The main purpose of this Program is to prepare teacher educators and educational administrators/managers to develop a global as well as a national vision for education in the 21st century, acquainting them with the state-of-the-art technology applicable in the practice of education.

Further, it seeks to prepare educational experts capable of generating knowledge by the application of the scientific method of inquiry or investigation, and to develop a critical mind, which can sense gaps in knowledge and find solutions to problems relating to the theory and practice of education.

2. Admission

Candidate can apply for either (1) Academic Year Admission or (2) Calendar Year Admission

1. Academic Year Admission – Candidates are admitted during June to December
2. Calendar Year Admission – Candidates are admitted during January to May

3. Eligibility for admission

a. A candidate who has passed BA (Education) / Any Bachelor Degree with B.Ed. from recognized university is eligible for admission.

b. Lateral Entry: A Candidate who has passed Post Graduate Degree with B.Ed. is eligible for lateral entry into 2nd year.

c. Readmission: A Candidate who has passed/failed 1st year MA Education/M.Ed from any recognized University is eligible for readmission into 2nd year.

4. Duration of the program

The duration of this program is Two Years. Candidate should clear the program within four years of registration to the program else they have to register afresh

5. Medium of Instruction

The medium of instruction of this program is English. Examination must be written in English only.

6. Program Structure

The Program of MA Education consists of 7 subjects of 100 marks each (80 marks theory + 20 marks internal assessment through assignment) and Project and Viva Voce

7. Internal Assessment and Continuing Evaluation

Internal Assessment marks will be evaluated on the basis of following criteria

- a. Attendance – 5 marks
- b. Two assignments – 10 marks
- c. One Internal Test – 5 marks

8. Contact classes

Online Campus, Bangalore provide Contact Classes that combines all three forms of learning namely, Online Classes, Classroom Training and Recorded Video Lectures

9. Project Work

Every candidate must submit a project report before the commencement of the final year examination without which candidates will not be permitted to appear for the said examination. Project must be done under the guidance of a guide.

Project report must contain a certificate from the guide/supervisor. Candidates must submit a brief synopsis of the project mentioning.

- a. Statement of the problem
- b. Objectives of the study
- c. Research Methodology

Submission of Project Report

Two copies of Project Report must be submitted to the Registrar – Evaluation, Manonmaniam Sundaranar University.

Project Evaluation

Project report shall be evaluated for 150 marks and viva – voce for 50 marks will be conducted after the examination.

10. Scheme of Examination

- I. The University Examination for Calendar year batch will be held in January and for academic year batch it will be held in July.
- II. Repeaters can appear for any of these 2 examinations
- III. Examinations centers in which the candidate has to appear examinations will be intimated individually through email/SMS.
- IV. Candidates must submit the following documents issued by the study centers along with examinations registration form.
 - a. Certificate of writing the internal test.
 - b. Certificate of submission of assignment.
 - c. Certificate for attending contact classes.
- V. Evaluation of each subject is divided into 2 parts:
 - a. University Year end examinations for 80 marks of each subject
 - b. Internal assessment for 20 marks of each subject.
- VI. Duration of the examination will be 3 hours.
- VII. Candidate shall complete their internal assessment program before commencement of the year end examinations.
- VIII. Candidates shall submit the project report in the final year only.

11. Passing Marks

1. Candidates must secure a minimum of 10 marks in the internal assessments
2. Candidates must secure a minimum 40 marks in theory examination out of 80 marks in each subject and aggregate or 50 marks including internal assessment marks should be obtained to pass in the course
3. Minimum of 75 marks should be scored out of 150 marks in case of project report and minimum of 25 marks out of 50 in viva-voce.

12. Award of Degree

After successful completion of university examinations of all papers, degree of Master of Arts in Education will be awarded by Manonmaniam Sundaranar University

13. Classification of Successful Candidates

Candidates shall be entitle for the declaration of class upon successful completion of all the papers in a single appearance

- First Class with Distinction – 75% and above
- First Class – 60% and above but below 75%
- Second Class – 50% and above but below 60%

14. Scheme of Distribution of Marks

1st Year	Theory	Minimum for Pass	Internal	Minimum for Pass	Total	Minimum for Pass
1.1 Philosophical and Sociological Foundations of Education	80	40	20	10	100	50
1.2 Educational Psychology and Pedagogy	80	40	20	10	100	50
1.3 Teacher Education in India	80	40	20	10	100	50
1.4 Educational Planning and Administration	80	40	20	10	100	50

2nd Year	Theory	Minimum for Pass	Internal	Minimum for Pass	Total	Minimum for Pass
2.1 Research Methodology and Statistics	80	40	20	10	100	50
2.2 Dynamics of Educational Technology	80	40	20	10	100	50
2.3 Guidance and Counseling	80	40	20	10	100	50
2.4 Project and Viva					200	100

15. Question Paper Pattern

As per the norms of the DD&CE, MS University

16. Course fee

Candidate are required to purchase two Demand Drafts at the time of admission. One drawn in favour of "The Registrar, MS University", payable at Tirunelveli of Rs. 900/- and another Demand Draft drawn in favour of "ONLINE CAMPUS", payable at Bangalore of Rs. 2100/-.

The Examination fee of Rs. 1000/- should be paid through a Demand Draft drawn in favour of 'The Registrar, Manonmaniam Sundaranar University' payable at Tirunelveli, once the Examination Notification is issued by the Registrar-Evaluation.

17. Syllabus of Program

This syllabus is specially designed to shape the individuals into a successful professional. This is a comprehensive program which encompasses various aspects of this field. Institute and the University reserve the right to change or re-schedule the curriculum as per the requirement of the industry.

1st Year Detailed Syllabus

1.1 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

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 - Idealism; Naturalism; Realism; Pragmatism – Analytical school – logic positivism and Linguistic analysis

UNIT II - Indian Philosophy and their implications

Indian Philosophers: Vivekanandha, Gandhi, Tagore, Radhakrishnan, J. Krishnamoorthy and their contributions to the 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 - Western philosophical thought and Modern Education

Western philosophies: Idealism, Realism, Existentialism, Socialism, Democracy, Eclecticism and their applications to Teaching - Learning Process. Concept of Urbanization, Modernization and westernization – with special reference to educational implications.

UNIT IV - Social Change and Education.

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

UNIT V - Role in 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 classrooms- Values and Ideology – Social Change and Education – Sociology of Teaching.

Reference Books

- I. Principal and Practice of Education - Chakraborty A.K., Lal Book Depot - Meerut
- II. Educational and Social Change – Vijay Kumari – Anmol Publication
- III. Teacher and Education in Development Society – J C Aggarwal , Vikas Publications

1.2 EDUCATIONAL PSYCHOLOGY AND PEDAGOGY

UNIT I Nature of Educational Psychology

Definition of Psychology: Nature and Scope of Educational Psychology and its implications to education. Major theories of learning: Thorndike, Pavlov, Skinner and Piaget - their contributions to teaching-learning process.

UNIT II Human Growth and Social Changes in Education

Concept of Growth and maturation. General Principles of Growth and maturation; Development tasks and education – early child hood, late child hood and adolescence. Development of motor abilities of childhood. Social Change: - Role of education in social change - education and modernization. Role of education in maintaining Indian cultural heritage and cultural change.

UNIT III Learning and memory

Nature and importance of learning – types of learning. Theories of learning. Transfer of learning – Social development, Emotional development, Moral development. Meaning and nature of Memory – types of memory – factors/ stages of memory. Meaning and nature of forgetting – forgetting curve.

UNIT IV Personality, Intelligence and Creativity

Meaning and nature of personality. Theories of personality. Factors influencing Personality. Teachers role in developing personality. Nature of Intelligence, Theories of Intelligence: Gardner- (Multiple Intelligence), Goleman (Emotional intelligence) and Perkins (Artificial Intelligence), Intelligence Tests. Definition of Creativity and assessment of creativity. Relationship between Creativity and Intelligence

UNIT V 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.

Reference Books

- I. Essentials of Educational Psychology , Aggarwal – Vikas Publishing
- II. Educational Psychology, Dhir R N, Abhishek Publications
- III. Psychology of Learning and instruction, DeCecco J.P. – Prentice Hall Inc., New Delhi

1.3 TEACHER EDUCATION IN INDIA

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.

Reference Books

- I. Teacher Education: Current and Prospectus, Gupta A.K – Sterling Publication, New Delhi
- II. Policy Perspective in Teacher Education, NCTE – New Delhi
- III. Curriculum Framework for Teacher Education, NCTE –New Delhi

1.4 EDUCATIONAL PLANNING AND ADMINISTRATION

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 AND FINANCIAL STATUS

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

Financing of Education in India, resources and expenditure of education, different grants – in – aids available for colleges in India.

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, Programme 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

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

Reference Books

- I. Educational Management in India – NIEPA, New Delhi
- II. Development of Planning of Modern Education, Aggarwal J C – Vikas Publishing
- III. Educational Administration, Khan – Allied Publishers

2nd Year Detailed Syllabus

2.1 RESEARCH METHODOLOGY AND STATISTICS

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-Achievement, 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

UNIT V

GRAPHICAL METHODS

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.

Reference Books

- I. Research in Education - Best John, Prentice Hall of India
- II. Introduction to Educational Research - Travers, Robert M W, MacMillion Co.
- III. Methodology of Educational Research - Koul, Lokesh - Vikas Publication

2.2 DYNAMICS OF 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, MEDIA AND METHODS IN EDUCATIONAL TECHNOLOGY

Concept, Meaning and importance of communication – Types of Communication - Classroom communication -Principles of effective communication- Mass communication and Media in communication. Role of Teacher 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 III

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 IV

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 V

APPLICATION OF EDUCATIONAL TECHNOLOGY

Educational Technology and Distance Education: Education through Print, Radio, Television, Educational Satellite, Audio visual Resource Centres, Educational Media Resource centres, Online learning and Artificial Intelligence in Education. Uses of ICT in Education

Reference Books

- I. Introduction to Educational Technology – Samapth , Sterling Publishing
- II. Modern Trends in Educational Technology – Verma R, Anmol Publisher
- III. Educational Technology – Mohanty J., Deep and Deep Publications, New Delhi

2.3 GUIDANCE AND COUNCELLING

UNIT I

CONCEPT OF GUIDANCE

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.

UNIT II

CONCEPT OF COUNSELLING AND GUIDANCE SERVICES

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

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 centered 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

Reference Books

- I. Guidance and Counseling - Bengalee M.D. - Sheth Publishers
- II. Guidance in Education - Bhattacharya, Asian Publishing House
- III. Techniques of Guidance - Traaxler A R and North R D, Harper Row Publications

******* 2.4 Project and Viva *******