V. B. S. Purvanchal University, Jaunpur
Syllabus

M.Ed.

Sr.	Name of the Papers	Theory/Practical/Viva-Voce/Assignment	Maximum Marks	Duration (hours)
1.	Philosophical and social foundation of education	Theory	100	3.00
2.	Psychological foundation of education	Theory	100	3.00
3.	Methodology of educational research	Theory	100	3.00
**Optional Papers- 4th & 5th** (Two optional papers shall selected from following groups but not more than one from each group)			
	Group-A 1. Educational measurement and evaluation. 2. Comparative education. 3. Guidance and counseling. 4. Distance education. 5. Value education and human rights. **Group-B** 6. Teacher education 7. Special education 8. Language education 9. Curriculum development 10. Yoga education. **Group-C** 11. Managemental planning and financing of education. 12. Environmental education. 13. Educational technology 14. Science education.	Theory (Paper-4th)	100	3.00
		Theory (Paper-5th)	100	3.00
6.	Dessertation	M.M.=100		
7.	Sessional work & Viva-voce	M.M.=100 (50+50)		
	Total marks :700			

➢ The Question papers are divided into three section :

Section A : Ten very short Answer questions, based on entire course. Each question must be answered in about 50 words.

[10 x 2= 20 Marks]

Section B : Five short Answer questions. Each question must be answered in about 200 words.

[5 x 10= 50 Marks]

Section C : This section will have Five long Answer questions. The candidates will have to answer two questions. Each question must be answered in about 500 words.

[2 x 15= 30 Marks]

Note-

- The examination for the degree of master of education (M.Ed.) will be open to a candidate who after graduation passed L.T., B.Ed. or B.T. examination or any other examination recognized by the University as equivalent to B.Ed. examination of the university and has pursued a regular course of study in the faculty of education of the university or in a affiliated college as prescribed for one session full time student.

- The programme of study for M.Ed. examination shall comprise :
  a) The programme of study foe M.Ed. examination shall comprise: Three compulsory papers -100 marks each
  b) Two optional papers-100 marks each
  c) A dissertation-100 marks
  d) A sessional work and viva-voce exam-100 marks (Including 50 marks on sessional work. In each theory papers there shall be sessional work. The 50 marks (10 marks on sessional work of each paper) are allotted on evaluation of sessional work. The evaluation of sessional work will be done with viva-voce examination and marks endorse in the column meanly for this in result sheet. In addition to this workshop and seminars will be the regular feature for the M.Ed. course.)

- The following shall be compulsory papers-
  Paper I. Philosophical and social foundation of education.
  Paper II. Psychology foundation fof education.
  Paper III. Methodology of educational research.

- There shall be following three group of the optional papers. A candidate for the M.Ed. degree shall be required to offer two optional papers, selecting one from any of the following groups:

- Optional Papers :

Group-A

1. Educational measurement and evaluation.
2. Comparative education.
3. Guidance and counseling.
4. Distance education.
5. Value education and human rights.

Group-B

6. Teacher education .
7. Special education.

8. Language education.
9. Curriculum development.
10. Yoga education.

Group-C

11. Manage mental planning and financing of education.
12. Environmental education.
13. Educational technology.
14. Science education.

- Dissertation based on a research project investigation shall be compulsory. The allocation of the candidates to the qualified supervision would be made by the head of department of education. The topic of the dissertation should be related to the area of specialization which a candidate would offer. Each student will submit to his guide an outline of the project work. He intends to take which offer discussion and approval of the supervisor will be taken in the beginning of the session. Three typed are printed copies through the principal of the college the date decided by registrar of the university and these copies of dissertation should be accompanied with the declaration by the student that it is his own work and it has not been submitted previously it should also contain certificate from the supervisor concerned. The dissertation will be examined by the supervisor and by an external examiner appointed by the university. Each of them shall award marks out of hundred and average of the two will be the marks obtained by the candidate in the dissertation. The evaluation of sessional work and viva-voce examination will be conducted by the board of examiners appointed by the university. Board of examiners will consist of one external one internal by rotation. The head of the department will be convener of the board of examiners by rotation.

- The viva-voce examination shall be comprehensive and shall be based on dissertation offered by the candidate and entire course of M.Ed. The internal assessment of the sessional work will be done by the teacher of concerned subjects. However the internal assessment done by the concerned teacher may be consolidate by the board of examiner.

- To pass M.Ed. examination of the candidate should obtain at least 36% of the total marks in each theory paper and 40% in the dissertation and sessional work come viva-voce examination minimum marks for first, second and third division shall be 60%, 48% and 36% respectively.

- The candidate who fails in theory or dissertation or viva-voce and sessional work test shall have to repeat in examination for the whole course. Such candidate shall have to submit a fresh dissertation on a different topic.

M.Ed
Paper-1
Philosophical and social foundation of education
Part-1
Philosophical Foundation

Unit 1:-
- Philosophy of education- Its nature-Directive Doctrine.
- A liberal discipline

- Activity.
- Its Foundation

Unit 2:-

Metaphysical problem and education related to nature, man and society. Impact of Philosophical Supposition on education made by Idealism, Naturalism, Realism, Pragmatism, Existentialism, Vedanta (Advaita & Vishisht advaita only), Sankhya, School of thought.

Unit 3:-

Epistemology of education:- Knowledge, Methods of acquiring valid knowledge with specific reference to Naya Yoga.

Unit 4:-

Axiology and education critical appreciation of the contribution made by Budhism Janism, Bhagwatgita and Islam to Education in terms of value formulation.

Unit 5:- Educational Thoughts:- Contribution to educational thought and practice made by great thinkers (Master mind) and their critical appreciation with specific reference to their viewson.

 a- Concept of man and the process of development.
 b- Socio- Cultural Scenario , a global perspective.

The thinkers:- Plato, Russeaou, Dewey, Gandhi, Tagore, Sri arvindo.

Part-II
Sociological-Foundation

Unit-1:-

Concept and nature of Sociology of Education difference between Sociology of Education and Educational Sociology: Social groups,

Social stratification; Factors influencing Social organization, Characteristics

of social organization, institution attitude and values.

Unit-2:-

Culture :- Meaning and nature of culture, Role of education in cultural context, Educational and cultural change.

Unit-3:-

Education and Society:- Education as a Social system, as a Socialization process and a process of social change.

Unit-4:-

Issues of Quality of Educational opportunity and excellence in education us. Equity in Education; Inequalities in Indian social system with special reference to social disadvantages, Gender and Habitation, need measures to address them.

Unit-5:-

Education and Democracy :- Constitutional provisions for Education,

Nationalism, and Education, Education for National integration and International understanding.

Seggested Readings

Butler,J. Donald :   Four Philosophies and their practical in education and   religion
Ross,Clames, S. :Ground work of educational theory
Smith,P.G.   : Philosophy of education

Rusk, Rohert, R :   The philosophical basses of education
Singh, Sadhu S.   : Educational in Changing Indian Society
Browu,I.J.   : Educational Society

Dewey,John   : democracy and education
Ottaway   : Education and society
Mathur S.S. :Siksha Ka Samajshatra

M.Ed
Paper-2nd
Psychological Foundation of Education

Unit – 1:-

 Educational Psychology:- Concept concerns and Scope of educational Psychology, Contribution of psychology to education.

Unite -2:-

 Human development:- Concept, Principles, Sequential stages of development, Factors influencing development and their relative role, Gene3ral characteristics and Problem of each stage.

- Theories of Piaget and Bruner :- Major concepts and stages and implications fort education.

Unit-3:-

Learning :- Concept, Various theories fo learning, Gestalt, Tolman and Hull. Conditions of learning –Cognitive View point and information processing – issues related to learning: Educational implications of theories of learning : Educational implications of theories of leaning, Group dynemics.

Unite-4:-

 Individual difference :- Concept of intra and inter differences.
    a) Intelligence and cognitive abilities, Ideantification, Fostering.
    b) Creativity,: Nature, Process, Identification , Fostering and guiding creative children.
    c) Interests, Attitude.

Unite-5:-

Personality :- Concept, development, Structure and dynemics of personality.

Theories of personality :- Allport Eysenack, Psychoanalytic approach of freiud, Ericksume, Humanistic approach.

Unit-6:-

Assessment of Personality :-
    a) Personality Inventories :- Rating Scales.
    b) Projective technique:- Rorschach. TAT.

Unite–7:-

 Adjustenent and Mental Helth:-
    a) Concept Machanism of adjustment – defence scape, with drawl Conmpensatory.
    b) Introduction of to common types of neurosis, Psychosis and somatic disorders.
    c) Princeple of mental hygiene – Preventive, Constructive, Curective measures.
    d) Implications for Education.

Seggested Readings

Anastasi, Anne   : Psychological Testing
Atkinson, J.W.   : An Introduction to Motivation.
Cronbach, L.J.   : Essentials of Psychological Testing
Dececco John P. & W.Crawford : The Psychology of learning and Instruction of
Dutt. N. K.   :Psychological Founditions of Education,
Gagne, Robert M.   : The Conditions of learning

Guilford, J. P.   : The nature of human Intelligence
Morse, C. W. and Wingo G. Max : Psychology and teaching.
Kuppuswamy B   : Advanced Educational Psychology.
Kundu, C. L.   : Educational Psychology.
Chauhan, S. S.   : Advanced Educational Psychology
Gates and Others : Educational Psychology.

M.ED
Paper-3rd
Methodlogy of Educational Research
Part-1
Methods of Educational Research

Unit-1:-
• Nature and meaning of Educational Research
- Scientific inquiring, Nature and sources of Knowledge.
- Paradigm, theory, Model and approach; Positive and non Postive (humanities) Paradigm and their implication for Educatioriresearch. Unit:2:-
• Philosophical, Psychological arid Sociological orientation in Educational research.
- Interdisciplinary in Educational research and its implications. Unit-3:- Developing a research Proposal :-
- Problem and its sources :- Selection and definition of Problem.
- Objective.
- Hypothesis :- Nature, definition, types (Research hypothesis and Null hypothesis). Characteristics of a good hypothesis.

Unuit-4:-
Methods of Educatioreresearch:-
- Experimental, Narrative survey, Historical, Case-study, Field Experiment, Field study Ex-post Facto research and meta research.
- Evaluative Research and Actiori research.

Unit-5:-
Population & Sampling :-
- Population, Unit of sampling, Techniques :-
  a- Probability sampling.
  b- Non Probability Sampling.
- Characteristics of a good Sample.
- Sampling Errors and how to reduce them.
- Tables of random numbers-types, How to use them.

Unit-6:-
Tools and techniques of data Collection :-
- Observation, Interview, Sociometric techniques.
- Questionnaire, Rating scales, Interview Schedule, Attitude Scale etc.
- Reliability and validity of Various tools and techniques.

Unit-7:-

Validity and Limitations of Findings :- Factors inFeuencing Validity of research : Internal as External Validity, How to increase Validity of research Findings.
Units:8
- Evaluation of research report.

Part-II
Methods of data analyhis

Unit-I:-
Nature of Educational data :- Quantitative & Qualitative.
Unit-2:-
Qualitative data :- Its analysis with emphalsis Content analysis-Analy-sis of interview based data and observation based data. Unit-3:-
Quantitative data-Scales of measurement :-
Nominal, Ordinal, Interval and ratio Scale.
Unit-4:-
Organization & Representation :- Frequency distribution, Frequency poligon, histogram, ogive, Smoothed Frequency Curve.
Unit-5:-
Concept, Calculation and uses of :-

        a- Measures of Central tendency. •
        b- Measuring of Variability.
        c- Percentile and percentile rank.
        d- Correlation. Regression and prediction.

Unit-6:-
Properties and uses of Normal probability curve.
Unit-7:-
Inferential statistical methods :-

        a- Standard error, Confidence limits.
        b- hypothesis testing between means ('t' and c.R. Value)
        c- Cross breaks (chi-squirs).
        d- ANOVA

Suggested Readings

Best, J.W.-Research in Education
Kaul, Lokesh-Methodology of Educational Research.
Kotharl. C.R.-Research Methodology. (Methods and Technique).
Lindquist. E.F.-Statistical Analysis in Educational research.
Verna, M.-An Introduction to Educational and Psychological Research.
Gupta. S.P.-Shankhlki Vidhiyan, Sharda Pustak Bhawan

Area of Specialisation
Guidance and Counselling
Part-1 Guidance

Unit-1:- •
Concept, Assumptions, issues and Problems of guidance.

        • Needs Scpoe and significance of Guidance.
Unit-2:- •
Types of Guidance :- Educational, Vacational and Personal. Group guidance.

- Role of the teacher in guidance.
- Agencies of Guidance :- National. State level.

Unit-3:- •

Educational Guidance.

- Principles of all guidance.
    - Guidance and Curriculum. Guidance and Classroom learning.
    - Unit-4:- • Vocational Guidance.
    - Nature of work.
    - Career development :- Super's theory about guidance.
- Approaches to carreer guidance, Vocationaisation of secondary education and career development.

Unit-5:-

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-1:- •

Counselling process.

- Concept. Nature Principles of counselling.
- Counselling approaches :- Diregtive-NOn directive.
- Group counselling Vs. Indidual Counselling, Counselling for adjustment.
- Characteristics of good counselling.

Unit-2:-

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 Fallow up service.
d- Evaluation of Guidance Programme.

Unit-3:-

Testing in Guidance Service :-

a- use of tests in guidance and Counselling.
b- Test of Intelligence. Aptitude. Creativity, Interest and personality.
c- Administering, Scoring and interpretation of test Scores.
d- Communication of results as relevant in the context of guidance Programme.

Mayers. E.G-Principles and Techniques of Vocational Guidance,

Torrance. E. Paul :-Guidance Creative Talent,

Traxlet. A.E.-Techniques of Guidance.

Sharma N.R.-Educational and Vocational Guidance,

Yogendrjeet-Shiksha Avem Vyavasaik Nideshan tatha Paramarsh.

Jaiswal, S.R.-Shiksha Mc Nirdeshan Avem Paramarsh,

Oberai. S.C.-Shaik. Vayavasaik Nirdeshan Avem Paramarsh

Distance - Education

Unit-l:-

Distance Education and its development :-

a- Some definitions and teaching learning Components.

b- Need and characteristics Features of D.E. .

c- Growth of D.E. .

d- Distance teaching - Learning system in India.

Unit-2:-

Intervention Strategies at a Distance :-

a- Information arid Communication techniligies and their application in D.E.

b- Designing and prefaring Self instructional material.

c- Electronic media (T.V.) fr D.E.

Unit-3:•

Learning at Distance :-

a- Student Survives in D.E. and their management.

b- Technical and Vocational Programmes through D.E.

c- Programmes for Women through D.E.

d- D.E. and Rural development.

Unit-4:-

Quality Enhancement and Programme Evaluation :-

a- Quality assurance of D.E.

Machanism for maintenance of standards in D.E.

c- Programme evaluation.

d- Cost analysis in D.E.- Concept, need and process.

e- New dimensions in distance Education.

Promises for the Future.

Suggested Readings

Agrwal, J.C.-Landmarks in the histry of modern Education.

Keegan. D.-Foundations of distance Education,

KumarVeena-Media options for teachers

Sharma R.A.-Distance Education Meerul

Shahoo, P.K-Open Learning system

Shahoo. P.K.-Educational Technology hi Distance

Value Education and Human Rights.

Unit-1:-

1- The socio-moral arid cultural content :-

a- Need and importance of Value· Education and Education for Human Rights in the existing SoCial Scenario.

b- Valuation of Culture :- Indian culture and Human Value.

Unit-2:- Nature and Concept of Morality and Moral Education :-

a- Moral Education Vis-a-Vis religious Education. Moral Instructions, Moral training and Moral Indoctrintion.

b- Language of moral Education :- Its Formand context Characteristics of a morally educated Persons.

c- Justice and Care :- The two dirnentsions perspectives in morality : Dichotomy between reasm and possion.

d- Moral Judgerment and Moral action.

Unit-3:

Moral development of the child :-

a- Concept of development and Concept of moral development.

b- Psychoanalytic approach.

c- Learning theory approach. Especially social learning theory approach.

d- Cognitive developmental approach: - Piaget and Kohlberg, Stages of moral development and their characteristics Features.

Unit-4- Moral learning to moral Education :-

a- Moral learning outside the School: - Child rearing practices and moral learning. Moral learning. Via limitation. Nature of society and moral learning. Media and moral learning.

b- Moral Learning inside the School: - Providing "Form" and content to Education.

c- Moral Education and the Curriculum: - Can moral Education be Imparted taking it as a subject of Curriculum.

Unit-5:-

Intervention Strategies for moral Education and assessment of moral maturity :-

(I) Model of Moral Education :-

a- Rationale Building Model.

b- The consideration Model.

c- Value Classification Model.

d- Social action Model.

e- Just Community intervention Model.

(II) Assessment of moral maturity Via Moral dilemma resolution.

(Ill) Examples of Some Select Moral dilemmas.

Suggested readings

T.R. Miks-Religion and scientific out line.

Dr. S. Radhakrishanan- An Idealistic view of life.

Jean Piaget-The Moral judgment of the child.

C.E.M. Joad-Guid to the Philosophy of morals and politics.

James Boner-Morale sense.

Nicolas Hari Mann -Ethics (Vol-I) Moral Phenamena.

Cort of India-Report of the Committee on Moral Education.

Language Education

Unit-I:-

Language :-

a- Nature, Functions and Implications for planning and Teaching language i-e First Language and Second language.

b- Linguistics and Language :- Nature and Functions of Linguistic with special reference to the rate of constructive analysis, error analysis and structural linguistic.

Unit-2:-
Psychology of teaching and Learning of Lanaguages :-

The Indian Tradition :- Contribution of yasr, Panini Patonjall and Bhartihari.

b- The Western Tradition :- In behaviourist approach. the cognitive-code approach, the communicative approach.

c- Psycholinguistic approach :- Principles of Language and Psychology of Language teaching and language learning.

Unit-3:-
Pedagogy of Language learning and Language teaching :-

a- Language learning and Language acquisition :- Fattors offecting language learning and Language acquisition.

b- Teching the First language (L_t) and second Language (L_2) and other language (L_3) : differences in objectives instructional materials, evaluation etc. Factors affecting the teaching the teaching of 1_2 and L_i.

c- Developing the language curriculum and the syllabus :Dimensions , Factors the influence the curriculum Selection arid Groding of Content. Selecting the contexts for teaching and Learning. transaction techniques and evaluation techniques.

d- Developing basic Language Skills and intermediate as well as advance language Skill that are level specific Uiz. Primary, Secondary and Senior Secondary.

e- Innovative techniques for teaching Crammer, reading Comprehension, writer expression, note-making etc.

Unit-4:-
individualization of Language learning :- Need techniques Viz, differential assignments, Classroom tasks. Personalized system of instruction, Programmed learning and individualized i.e.. Need reading and waning Programmes.

Unit-5:- •
Teaching Language and teaching literature in the context of L_i **and L_2:** differences in their nature, Content and emphases ; interrelationships, advanced techni9que of teaching and evaluation :-

a- Creativity in Language education: - Nature.

b- Techniques for Fostering and developing creativity in Language.

Unit-6:- • Research in language Education :- Status. Gaps and Priorities.

• Reading research and writing research: - Directions and emerging Priorities.

part-II
Problems of Language Education in India

Unit-7:
Contextual Problems :-

a- Multilingual context of India. •

b- Constitutional provisions regarding language and education and their Impact.

c- Three - Language Formula :- Original aswellas modified and Its present status.

d- Medium of instruction :- Controversy, recommendations in NPE1968, 1986. 1992 and National School Curriculum-2000.

Unit-8

Curriculum development in Multilingual context of India :- The care
component and the add- on components. their transaction tech-
. niques and evaluation.

Unit-9

 Preparation of Language teachers :-

•   a- Pre-Service education, in senile& education ; site professional de-
elopement.

b- planning. inputs. transaction and evaluation.

c- Distance mode based preparation of Language teachers.

d- Alternative course designs for preparing Language teachersd.

Unit-10:-

Functioning and contribution of CIEFL, centrol institude of Indian Language (CIIL) Kendriya Hindi, Sanskrit etc. • In Strengthening Language education in India.

Unit-11:-

 Policy formulation and Language Education :-

a- Levels :- National level, state level, District and Local level.

b- Need Surveys and trend analysis.

c- Lessons from other multilingual' countries e.g. Canada, Russia, The U.K. Israel etc.

Comparative Education

Unit-1:- • Comparative Education :- Meaning in terms of looking at it as a new discipline.

* Scope and major Concepts of comparative Education.
* Methods.
* Democracy and Nationalism.
* Jurtaposition.
* Area Study.
* Inha and Inter educational analysis.

Unit-2:-

Comparative education Factors and approaches Geographical. Economic, cultural. Philosphical, sociologycal Linguistic. Scientific, Historical. Ecological. Structural and Functionl Factors-cross desciplinary approach used in Comparative Education.

Unit-3:- •

Modern trends in world Education :- National and global.

* Role of U.N.O. in Improving educational opportunities among the member countries Varicus official organs of the U.N.O. and their educational activities.

Unit-4:-

A Comparative study of the Education systems of countries with special reference to.

Primary Education :- <u>USA. UK</u>. Russia, Japan, India.

Secondary Education :- USA, UK, Russia. Japan, Germany. India. Higher

Education :- USA, UK, Russia. Fiance, India.

Teacher Education :- USA, UK, Russia, Germany. India.

Adult. Education :- Australia, Cuba, Brazil India.

Unit-5:- •

Problems Prevailing in developing Countries with special refernce to India. their causes and sulution through Education.

- Poverty.
- Unemployment.
- Population explosion.
- Hunger.
- Terrerism.
- Casteism and Commundism.
- Illiteracy.
- Beggary.
- Political instability.
- Economic under - development.

Teacher Education
Part-A

Unit-1:-

Teacher Education :- Concept. aims and Scope.

Unit-2:-

Teacher Education in a changing Society :- a brief review of historical prespective of the development of teacher Education in India acient medieval and British and during Aest-independence period.

Unit-3:-

Teacher Education curriculum at different Stages :- Approaches to teacher education :- Consecutive and integrated.

Unit-4:-

A Critical apraisal of the Present system of Teacher Education in India :- A study of the Various recommendations of commissions and committees in the post-independence era.

Unit-5:-

Qualities of a good teacher :- Cognitive, affective and Psychomotor Skill.

Unit-6:-

Competency-based teacher educations :- Quality assurance in teacher education. •

Part-B

Unit-1:-

Principles of teaching :- Methods of teaching School subjects. unit-2:-

The Teaching Models :- Concept attainment Model. Inquiry training model, problem solving Model and Inductive Thinking Model. Unit-3:-

Organization of practice teaching for developing an effective teacher-

Block and intermittent practice teaching 1nternshipits organization and Problems.

Unit-4:-

Supervision of practice lessens :- Observation and assessment : Feedback to student-teacher-concept and types.

Special - Education

Unit-1:-

Meaning and Scope of special Education. A brief history of special Education. scope of special Education in India Government policies and legislations. Administration of special Education. Characteristics, education and placarding of the Mowing type of special children.

- Mentally retated (MR).
- With Learning disabilities.
- Emotionally disturbed.
- with speech and Language disorders.
- Visually impairment.
- Creative.
- Gifted.

Unit-2:-

Meaning of universalization of education as per constitutional provision as well as state-wise allotment-recommendation given in NPE 1986, POA 1992 and PWDA (persons with disability Act) 1995, National Institutes of Handicapped and the role of rehabilitation council of India.

Unit-3:-

Exceptional Learners :- Learners who ,are mentally handicapped, Visualy impaired, hearing impaired, Locomotors impaired , Suffering with learning difficulties and Gifted-the meaning and salient characteristics of learners of each category in a manor that proves way for early and easy identification.

Educational -Technology

Unit-l:- •

Concept of Educational technology.

- Meaning. Nature Scope and Significance of E.T.
- Components of E.T.
  - Educational Technology and Instructional Technology.
  - Unit-2:- 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-3:-

Teaching Levels, Strategies & Models :

- Memory, Understanding and reflective levels of teaching.
- Teaching Strategies :- Meaning, Nature, Functions and types.

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- Models of teaching :- Meaning. 'Nature, Functions and types (Psychological models and modern models of teaching.).
- Modifications of teaching behaviour :
- Micro. teaching, Flanders's Interaction analysis simulation.
- Unit-4:- • Programmed Instruction (Linear/branching mode origin and types-Linear and branching.
- Development of the programmed instruction model.
- Teaching machines.
- Computer Assisted instruction.
- Researches in Educational Technology.   •
- Future priorities in Educational Technology.

Unit-5:- •

Educational Technology in For that Non-Formosan Inform./ Education. Distance Education, Open learning systems and Educational technology.

- Emerging trends in Educational technology, Video tape, Radio-Vision. Teleconferencing, CCTV. CAI, INSAT-Problems of new technologies.

Education and Educational Technology.

- Resource centers for Educational Technology, CIET. UGC. IGNOU.

State ET cells, AVRS. EMRC, NIST etc.- their activity for the improvement of teaching learning.

Educational Measurement and Evaluation

Unit- I:- •

The measurement and evaluation Process:

- Concept, Scope and need taxonomies of education▪ al objectives, Norm-referenced and criterion referenced measurement.
- Evaluation :- Functions of Evaluation, and the basic principles of Evaluation.
- Interrelaticrship between measurement and evaluation in education.

Unit-2:-

Tools of measurement and Evaluation:-

Subjective and objective tools essay test, objective test, scales Questionnaires. Schedules inventories, Performance tests.

Unit-3:-

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 test.
- Basic characteristics of a good measuring instruments :- Validity. Objectivity, Reliability, Usability and Norms.
- Types. Ways of determination: - Importance and application.
- Norm referenced and criterion referenced tests Scaling :- Standard Scores. T. Scores and C. Scores.

Unit-4:- •

Measurement of Achievement, Aptitudes Intelligence, Attitudes Interest. Skills.

- Interpretation of the about test-scores and methodic of feed back of to students.
- New Trends in evaluation Viz.
- Grading.
- Semester system.
- Continues Internal Assessment.
- Question Bank.
- Use of Computers in Evaluation' .

Curriculum Development

Unit-1:-

introduction

- Concept and meaning of curriculum.
- Curriculum development, Theories and Procedures.
- History of Curriculum development.

Unit-2:-

Bases of Determinants of Curriculum :-

Philosophical, Psychological. Sociological and Discipline-oriented considerations.

'Unit-3:-

Curriculum design and organization :-

Components. sources Principles, Approaches, Categories and types of Curriculum design and organization.

Curriculum Construction :-

- different models and principles.
- Deduction of curriculum from aims and objectives of Education.
- Administrative consideration.
- Class room level Planning.
- System-analysis.

Curriculum implementation Strategies :-

- Role of Curriculum support materials.
- Types of materials and aids.
- Models of implementation.

Curriculum Evaluation :-

- Importance of evaluation of Curriculum.
- Models of Curriculum evaluation.
- Interpretation of evaluation results and method.
- Issues and trends in Curriculum research in India.

Suggestions and recommendations in Curriculum development as per the· Following Commissions :-

- University Education **Commission,** 1948.
- Secondary Education Commission, 1952.
- Education commission, 1966.

Management Planning and Financing of Education

Unit-I

Educational management : meaning, nature, scope and principles

System approaches

Functions of educational management

Research relating and trends of educational management

Unit-2:- • The Process of management:-

- Planning for a rational approaches to goal achievement. Concept of objectives, steps for formulating the objectives, planking strategy, policy and Programme for realizing the objective in terms of : Decision making, Programme development and Forecasting. Organizing, Directing. Staffing and recruiting and planing for human resources; Training, Co-coordinating and Controlling; Budgeting. recording and reporting.

POSDCORBS PDDC approaches.

Unit-3:-

Management of Financing :-

- Nature and Scope of Educational Finance.

- • Sources, Procurement. Budgeting and Allocation if Funds.
  - Maintenance of Accounts.
  - Sharing and distribution of financial responsibility.
  - Mobilization of Local resources.
  - Private and self Financing of educational institutions.

Unit-4:- • Supervision and Inspection in Education :- Need for Supervision; Meaning, Nature. Scope. Limitations of present supervisory procedures, Evaluation of supervisory effectiveness.

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- Inspection Vs. Supervision.
- Academic Supervision Vs. Administrative Supervision.
- Resources Budgeting and auditing in education.
- Resource : Meaning types mobilization, allocation and creation.
- Budgeting : Processes, Formulation, types, drawbacks.
- Evaluation for performance and accountability.

Unit 5: •

Controlling & Leadership styles in educational management ;Centralization Vs. Decentralization, PERT, PPBS, Control and methods of controlling, control-diameter. Unity of command.

- Leadership : Meaning and Nature, Theories of Leadership. Leaderships styles.

   System Evaluation, Programme Evaluation and Evaluation of Functionarie

Environmental - Education

 Unit-1:- • Introduction
- Concept. Importance and Scope.
- Aims and Objectives.
- Guiding Principles and Foundations.
- Relationship between man and Environment.

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- Ecological and Psychological perspective.

Unit-2:-

Environmental Hazards :-

- Environmental Pollution : Physical, air water, noise chemical.
- Extinction of flora and fauna, deforestation, Sail: erosion.
- Need for conservation, preservation and protection of rich environmental heritage.
- Programme of environmental education for primary, Secondary and Higher education institutions.

Unit-3:-

• Features of Curriculum for environmental education :-

- Special nature of Curriculum on environmental education.
- Concept of environment and ecosystem.
- Natural system each and biosphere. Abiotic and biotic components.
- Natural resources, abiotic resources.
- Human system :- Human beings as part of environment. Human adaptations and environment. Population and its, effect on environmental resources.
- Technological systems :- Industrial growth, Scientific and technological inventiona and their impact on the environment system.

    Unit-4:- • Methods and approaches of environmental Education.

- strategies and approaches. treating environment education as a separate Subject, topical units, integration and interdisciplinary appruaches.
- Methods- discussion, Seminar. Work shop. Dialogue, Problem solving, Field surey Projects and Exhibition.
- Role of media. Print, films and TV.

Unit-5:-

Comparative study of environmental Projects from Various countries.

Science Education

Unit-1:-

Nature of Modern Science and Science Education

- Evolution of Science over the centuries ; Role of Science in the $21°$ Century information Society and the emerging educational Scenario.
- Science Education For the $21^{3'}$ Century: - New assumptions and practices in modern Sciences education. Nature of Scientific method of generating new Knowledge..

Unit-2:-

Objectives of modern Science education:-

- Different approaches adapted for defining educational outcomes :- Trinomial approach Problem solving approach, discovery approach etc.

Unit-3:-

Modern Sciences Curricula :-

- Nature of modern Science Curricula; Criteria used for developing Science Curriculum for Schools; discipline oriented Science Curricula.
- Specialized verses integrated Science Curricula.

- Characteristics of important Curricular experiments like the PSSC. CChem study. BSCS. Nuffield science etc.
- Format of the Science Curriculum document.
- Curriculum support documents and materials.

Unit-4:-

Psychological bases of modern Science Education.

Contribution of modern educational thinkers to Science Education and tiller implications for educational practice with special reference to the works of :

a- Piaget b- Bruner c- Gagne d- Amusable and e- mager.

Unit-5:- Instructional strategies and teaching Model :-

- Study of any three representative models of teaching, useful for science teaching.

Applications of enquiry approach, environmental approach and creative learning approach to science education.

- Project work in science learning.
- Use of curricular activities for science learning.
- Instructional strategies for dealing with the gifted children; strategies for dealing with lowachiewes Education for scientific credibility.

Unit-6:-

Curricular Support material and educational technology :-

- Text books :- Criteria used for developing text books student work books, teacher hand books and reference books; use of on line search for information.
- Educational technology :- Meaning and Scope: hardware and software technologies, Programmed instruction: CAT : AudioVideio support material for science learning.

Unit-7:-

Evaluation of educational outcomes :-

- Evaluation specified outcomes :- Modern assumptions, developing instruments for measuring specialiased behavioural outcomes.
- Test formats, items analysis, validity and reliability of texts Question banks ; Scoring, Marking and groding : items of measuring process and product outcomes ; diagnostic testing and remedial teaching concept of MLL.

Unit-8:-

Research Perspectives :-

- Acquaintance with important research findings with special reference to Science education in India in the following areas :-
  (a) Variables related to Science achievement Intelligence, adjustment and motivational dimensions.
  (b) Underachievement in Science :- Incidence ; Variables related to underachievement.
  (c) Studies on science curricula.
  (d) Efficacy of instructional models used for science teaching.

Yoga Education.

Unit-1:- Metaphysical basis of Yoga :-

- Concept of Uprush (Pure consciousness) and Prakritsa as basic components of cosmic reality.
- Concept of Budhi (Mahal) and Ahamkar (The Ego) as basic components of prakriti of the individual..
- Further subdivisons of Ahamkar - Mana (thew mind). Karmandris, Jananendris and Tanmatras (the sursham shalt.).
- Nature of Knowledge and Knowledge of getting .process - the prarnanas.

Unit-2:-

The Philosophy of Yoga and its relationship to individual and social upliflment.

- The meaning and definitions of Yoga.
- Yoga as a way to healthy and integrated leaving.
- Yoga as a way to socio-moral upliflment of man.
- Yoga as a way to spiritual enlightenment - Atmanubhuti Pratyrshanubhuti.

Unit-3:-

Different types of Yoga systems and characteristics of Yoga Practitioner :-

- Ashtanga Yoga of Patanjali -
- Jnana Yoga. Bhani Yoga and Karmyyoga of the Bhagwatgita.
- Integral Yoga of Aurobindo and modern of Schools of Yoga.
- Characteristics of a Practitioner of Yoga.

Unit-4:-

The instrumentals of Yoga (Sadhana Pod)

- The five Yamas (Observances)
- The five Niyams (abstinances)
- Asans- The right pastures.
- Pranayam - Controlling the breath.
- Pratyahara - Controlling the Scenes.
- Dharana - (Concentration) and its methods.
- Dhyana - (meditation) and its Rinds.
- Samadhi - its Various types.

Unit-5:-

Scientific basis of Yoga - Yoga and mental health.

- Yoga and Bio-Feed back.
- Therapeutic Values of Yoga.
- Different assns. and their effects to promote sound Physical and mental health.
- DhYana, and its therapeutic Value.