

**V.B.S. PURVANCHAL UNIVERSITY, JAUNPUR (U.P.)**



**B.Ed. & M.Ed. Syllabus**

# V.B.S. PURVANCHAL UNIVERSITY, JAUNPUR (U.P.)

## REGULATIONS

### Scheme of Examinations B.Ed.

The division of the B.Ed, examination shall be awarded separately in theory and practice on the basis of following percentage of the aggregate of maximum marks.

First division	60% or above
Second division	48% or above but below 60%
Third division	36% or above but below 48%

In each paper 30% marks will be necessary to pass B.Ed, written examination.

The minimum percentage of work in Practice-Teaching will be 75%, 60% and 50%, for First, second and Third division.

The entire programme for B.Ed, will be Completed in one year and consist of five compulsory papers and one elective course, practice teaching and sessional work. A candidate may however offer at his option one course from sixth paper and one method of teaching from each group A & B from fifth paper.

**Note :** Candidate for B.Ed, examination have the option of answering question through the medium of Hindi (Devnagari Script) or English.

### Scheme of Examination

Maximum Marks

Paper I Teacher in Emerging Indian Society 100

Paper II Development in Learner and Teaching-Learning Process 100

Paper III Development of Educational System in India 100

Paper IV Elements of Educational Technology and Management 100

Paper V Methods of Teaching (50+50) = 100

Group A (i) Methodology of teaching physical/Biological Science

(ii) Methodology of teaching Social Science-Group B (i) Methodology of teaching Mathematics.

(ii) Methodology of teaching language-Hindi/English/ Sanskrit/Urdu (Select any one language).

Paper VI Elective Course 100

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- (a) Elementary Education
- (h) Population Education,
- (c) Environmental Education,
- (d) Alternative Education.
- (e) Educational Administration and Management,
- (f) Educational and Mental Measurement,
- (g) Physical Education,
- (h) Career Information in career guidance,
- (i) Teaching of Values.

Practice of Teaching : Every candidate will offer two subject for study, selecting one subject from one group mentioned below.

## Group A

- (i) Methodology of teaching physical/Biological Science
- (ii) Methodology of teaching Social Science.

## Group B

- (i) Methodology of teaching Mathematics.
- (ii) Methodology of teaching language-Hindi/English/ Sanskrit/Urdu (Select any one language). Every candidate will have to teach 20 lessons each in two subjects, selecting one subject only from one group will have to be completed by the end of session. Beside this JO micro lesson in each subject will have to completed. These lessons will be in addition to those taught during the session.

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## **Scheme of Examination**

### **Practical Examination :**

Every candidate shall be required to give two lesson in the subject specified under paper fifth. The examination in practice teaching will be held at the end of the session. The board of Practice teaching Examiners will consist of two external examiners (one from out side the university and the other from within the university', but not from the same college where the examination is to be held) and one internal of that college (by rotation in order of seniority), who will be the convener of the board. The examiners will be appointed by the university. The evaluation of final practice teaching and the marking will be done as follows :

- (a) There shall be three hundred marks for practice of teaching and one hundred marks for sessional works.
- (b) Each examiners will award marks out of 150 marks in each lesson and the average of three examiners award will be endorsed in award sheet in the column meant for each lesson.
- (c) Sessional works as specified above will earn, 100 marks. Award will be given by all the members of the staff of Education department. Consolidation of marks out of 100 will be done by internal examiners and endorse it in the column meant for this in the result sheet. The division will be awarded on the total of two lessson and the sessional work out of 400 marks.

### **Scouting and Guiding**

- 1. A full seven days camp for training in scouting and guiding under the guiding of an expert in the field.
- 2. Lectures and discussions on different aspects of scouting and guiding as an important movement.
- 3. Evaluating the utility of scouting and guiding from the view point of social, moral and national value.
- 4. A brief written test to appraise the student familiarly with different steps in Scouting and guiding.

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## Paper - 1 Teacher in Emerging Indian Society

### Course Objectives :

To enable the students - teacher understand :

1. About the relationship between Philosophy and Education and implications of philosophy on education.
2. The importance and role of educator in the progress in Indian society.
3. The contribution of great education to the field of education.
4. The need to study education in a sociological perspective. The process of social change and socialisation to promote the development of a sense of commitment to the teaching professions and social welfare.
5. Their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. The means and measures towards the promotion of National integration and protection of human rights.

### Unit-1 Education : Nature, meaning scope and its aims in modern India.

- Education in the western context: With special reference to Rousseau, Pestalozzi, Dewey, Froebel, Montessori, their impact on Educational thought and Classroom practice in term of progressive trends in Education.
- Indian thinkers and their Contribution in developing principles of education

(a) M.K. Dandekar

(b) Swami Vivekananda

(c) Shri Aurobindo Professional growth of teachers and their job in twenty first century.

### Unit-2 • Philosophy and Education : Significance of studying Philosophy in understanding Educational practices and problem.

• Major Philosophical System : their salient features and impact on Education.

(a) Realism

(b) Naturalism

(c) Idealism

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(d) Pragmatism

- Bases and Principles of curriculum construction.

**Unit-3** Knowledge about the Indian constitution and its directive principles : Various Articles mentioned in the constitution that are related to Education. Meaning of Secularism. Social goals. Democratic and socialistic pattern of Society. Meaning of the term - "National Integration and Emotional Integration. Factors contributing to achieve them and its Educational implications. "Economic planing and the meaning of five year plans.

**Unit-4** Sociological basis of Education : Relationship between individual and Individual to Society in terms of Norms given by the Existing Social order\*. Education as a tool of liberal and Utilitarian r ducat Ion as a too! of Economic development. Education as an agent of Socia! change Education and Human Resource development.

**Unit-5** Meaning of a new social order, Eradication of illiteracy Objectives of NAEP. provisions, made and channels started for Educating. Society culturally and Economically deprived means and measures taken for Equality of opportunities in terms of castes, tribes. Disabled. Gender and Minorities, achieving a learning society in terms of Distance Education, States New Programmes and Nations Programmes like NCC, NSS, Scouting programme.

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## Paper - 2nd

### Development of Learner and Teaching Learning Process

#### Course Objectives :

To enable trainee teachers to :

1. Acquire Knowledge and understanding of stages of human developmental and development tasks with special reference to adolescents learners.
2. Develop understanding of process of Children learning in the
3. **context of various theories of learning.**
4. **Understanding** intelligence, **motivation** and various **types** of exceptional **children.**
5. Develop skills for effective teaching learning process and use of psychological tests.

#### Unit-1 Nature of Educational Psychology and Learners :

- (a) Educational Psychology : Its meaning, Nature, Methods and Scope Functions of Educational Psychology.
- (b) Stage of Human development, Stage. Specific characteristics and developmental task.
- (c) Adolescents in Indian context-characteristics and problems of adolescents, their needs and aspiration.
- (d) Guiding and Counselling adolescents.

#### Unit-2 Learning and Motivation :

- (a) Nature of learning, Learning theories : Skinner's conditioned response theory, Stimulus Response theory, classical conditioning. Information processing (Rosger's) and Humanistic theory (Masiow's).
- (b) Factors influencing learning and teaching process, Learner related, Teacher related, process related and content related.
- (c) Motivation : Nature, Types, Techniques of Enhancing Learners motivation.

#### Unit-3 Intelligence:

- (a) Nature and characteristics, of Intelligence and its development.
- (b) Theories of Intelligence : Two Factor theory, Multifactor theory (PMA) and

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S.I. Model.

- (c) Measuring Intelligence : Verbal, Nonverbal and performance test (one representative of Group test and Individual test of Each).

## Unit-4 Exceptional Children \_

- (a) Concept, types and characteristics of Exceptional children with learning disabilities.
- (b) Individual differences : Nature, accommodating individual differences in the classroom.
- (c) Learner centred techniques for teaching exceptional children.

## Unit-5

- Personality : Definition, Meaning and nature, development of personality, type and trait theory of personality.
- Mental Hygiene

Anyone of the Sessional work :

- (1) Observing the Behaviour of on early; mid adolescents and describing his/her characteristics and Problems.
- (2) Administering and interpreting the results of anyone test of Intelligence - Verbal and non Verbal test.

## Paper - 3<sup>rd</sup>

### Development of Education System in India

#### Course Objectives :

To enable student teacher to :

1. Understand that development of education is influenced by socio-political forces of the time.
2. Acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations.
3. Understand the contribution of various major committees and commissions on education set up from time to time.
4. Appreciate the developments in Indian education the post independence era.

**Unit-1** Education in India during : a- Vedic, b- Buddhist and c- Medieval period



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**Unit-2** Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations.

- Wood's Dispatch - 1854
- Lord Curzon's Educational policy. Growth of National consciousness, national Education movement.

**Unit-3** • Recommendations of Indian Education Commission -1882, its influence on the Subsequent development of Education.

- Essential Features of Sadler's commission report-1917
- Wardha Scheme of Education - 1937

**Unit-4** • University Education Commission (1948-49)

- Secondary Education Commission (1952-53)
- Indian Education Commission {1964-66)
- National Policy of Education (1986)
- AcharyaRammurti'sCommittee (1990) and modified form 1992.

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## Paper - 4th

### Elements of Educational Technology and Management

#### Course Objectives :

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip the student teacher with his various technological applications available to him/her improving instructional practices.
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop the professional skills required for guiding pupils in the three initial areas educational penal and victual.

**Unit-1** Definition of Educational technology; Distinction between Hard-ware and Software technologies, their role in modern Educational practices.

- Hardware techniques ; Important accessories and their application-OHP, Still and movie Projects Audio-Video recording instruments. T.V Computers, New technologies like-e-mail. Internet, etc.
- Use of Strategies like teleconferencing, micro-teaching.

Programmed Instruction (PI), Language Laboratory-

Unit-2 • Psychological bases for use of modern technologies, cone of experience (Edgerdale), Multisensory instruction-advantages.

- Development programmed instruction material linear.

Branching programmes: Tryout and Validation etc.

Unit-3 • Concept of teaching : Meaning, Definition and characteristics.

- Modalities of teaching: Coditioning Training Instruction, Indoctrination.
- Stages of teaching: Proactive, Post active and interactive.
- Levels of Teaching : Memory, understanding Reflective.
- Modification of teacher Behaviour: Flander's interaction analysis.
- Teaching Models : Interaction Model and Basic teaching

Model. Unit-4 • Meaning of management in Education.

- Managing Curriculum, Meaning of co-curriculum & School discipline, and

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managing Physical resources. Developing performance profiles of institution,

Unit-5 • Evaluating institutional Performance : Methods used : pupil Evaluation, Teacher Evaluation, Evaluation of Institutional Performance.

- Methods of Teacher Evaluation : Used of pupil's rating. Peer rating, Supervisor's rating. Community rating.
- Accountability in School Education : Method used for assessing accountability.
- Use of Professional Norms and Ethics

## **METHOD OF TEACHING Mathematics**

### **Course Objectives :**

To enable the pupil teacher to:

1. Understand and appreciate the uses and significance of mathematics in daily life.
2. Learn successfully various approaches of teaching mathematics and to use them mathematics.
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organize the library and book in it as per the needs.
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

**Unit-1** Meaning of Mathematics: History of Mathematics' Contribution of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Ramanujan and contribution of Euclid Pythagoras, Rene-descarte.

**Unit-2** Objectives of teaching Mathematics in terms of 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-3** 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,

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Developing/Preparing low cost improvised teaching aids relevant to local ethus; Skill in maintaining and using blackboard. Models. Charts, TV, Films, and Video Tapes and VCR.

**Unit-4** Principal and rationale of curriculum development; organizing the syllabi both logically and Psychologically according to age groups to Children.

**Unit-5** Using Mathematics as a Game for recreation Organizing Quiz Programmes, Skill development in answering puzzles, riddles, magic square, word search etc. Developing a maths laboratory, learning about the short cut mentioned in Vedic Mathematics.

## PHYSICAL/BIO SCIENCE

### Course Objectives :

Student teacher to have the ability to :

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science education.
3. Develop their skills necessary for preparing instructional accessories.
4. Prepare acceptance lesson models which lay down this procedures to the adopted for preparing designs of lesson.
5. Manage introductory activity in such a way that the vast majority of the learners attain most of the objectives.

**Unit-1** Nature of modern Science : Thrust areas in particular science - Impact of science on modern communities, Globalisation and science, path tracking discoveries and land mark development science, eminent world scientists, eminent Indian Scientists, professions in the area of sciences.

**Unit-2** Justification for including Science as a subject of study in School curriculum. Objectives of teaching phy/Bio Science-Taxonomy of Educational objectives. Concept of Entering a terminal behaviour, writing behavioural objectives.

**Unit-3** Co-curricular and Non-Formal approaches : Activity approaches and nonformal methods of science teaching in terms of field trips. School gardening Science clubs, visits to Science museums. Maintenance of aquariums. herbariums and Vivariums organizing Science Projects-

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Organizing Science fairs and excursion to be taken up.

**Unit-4** Major methods used for Science teaching : Project method, problem solving, lecture method, Demonstration method. Heuristic method, laboratory method.

- Major model of instruction useful for Science teaching Biological Science models. Ausubel's model
- Defining desired outcomes (Statement of objective)

**Unit-5** Planning of teaching and developing Lesson plan; content analysis and identification of important concepts for further Focus, use of piagetian, Brunerian. Gagnesian principles in developing lesson plans. Selection and use of teaching aids, Laboratory material, Audio-Video Support material, innovations in teaching in terms of learning-teaching seminar presentation. Micro-teaching, interdisciplinary approach in teaching Science. Practical work in Science teaching.

**Unit-6** Diagnostic testing and remedial teaching, developing Formative evaluation instruments as aid to learning.

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## SOCIAL-SCIENCE

### Course Objectives :

To enable the pupil teacher to ;

- 1- Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate disciplines or as any integrated discipline.
- 2- 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.
4. Acquire the completed to plan for instruction.
5. Develop the ability to organise co-curricular activities and community resource for promoting social science/social studies learning.
6. Acquire the ability to develop instructional support materials.

**Unit-1 •** The need for teaching the subjects under social science/ social studies (History, Geography, Civics and Economics) in school, concept of social studies and how it differs from other natural sciences. Present perception about social studies/social science, Relation 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-2** 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 curriculum, Integration approaches.

**Unit-3** Instructional Stratgies : Methods and Models Importance of instructional strategies for teaching social studies in term of specific methods like lecture, Lecture cum, discussion, projects, and source methods. Models-Inquiry Training model, juries predertial model.

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- Unit-4** Objectives of teaching social studies : Specifications to clarify planning Viz- Lesson, Units and Year plans Micro teaching lesson plan for developing the skills of introduction. Explanation questioning stimulus, Variation and providing illustrations with relevant examples.
- Unit-5** Arranging and organizing field trips to place of cultured importance through planning, preparing, executing, recording and following up the held trip for learning the underlying importance of content of the subject term - teaching organizing social studies clubs projective & Non Projective teachers aids with lone of experience.
- Unit-6** Purpose of evaluation in social studies formative and summative evaluating, her salient teatures, remedial teaching, question propartion and objectivity in Essay type examination. Preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

## LANGUAGE

### Course Objectives :

To enable the students teacher understand about:

1. The nature and characteristics of a language and mother-tongue and the use of language.
2. The require skills and their interlinks for mastering a language.
3. The various approaches for planning for successful language teaching.
4. Approaches for teaching different aspects of language. 5- Aids and other similar available material that could be used for teaching language.
6. The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

## HINDI

**Unit-1** Objectives of teaching Hindi at different school levels, place and importance of Hindi in school curriculum CA1 &CME in teaching learning process.

**Unit-2** Importance of pronunciation and expression of hindi. Aims of teaching, oral and silent reading, Intentive reading, reading interest and reading habits. Writing behavioural objectives Projective and Non projective teaching aids.

**Unit-3** Teaching of Prose : Methodology of teaching prose. Explanation of word-

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meaning and analyse of thought. Teaching of poetry : Types of Poetry, methods of teaching poetry. Importance of recitation and appreciation. Teaching of Grammar : Aims of grammar, methods of teaching Grammar (Traditional and Modern).

**Unit-4** Teaching of Composition : Aims of Composition, types of composition, step in writing composition Lesson-planning, unit planning, Micro teaching, teaching skills Introducing questioning Illustration with example narration., B.B. Writing.

## ENGLISH

**Unit-1** Aims and values of teaching English in our schools, place and Importance of English in curriculum.

Aid of teaching English.

Teaching of spoken English. **Unit-2** Approaches of teaching of English Grammar Translation, Direct method. Structural approaches step of structural approach.

Teaching of Reading : nature of Reading process, oral and silent reading. Intensive and Extensive reading, Methods of teaching English.

**Unit-3** Teaching of Prose : Aims, devices of exposition of words and phrases, step of teaching prose.

Teaching of Poetry : Aims and methods, Importance of recitation and appreciation.

Teaching Aids, CAI & CME in teaching Learning process.

**Unit-4** Teaching of written work.

- (i) Composition types, Essay, Story and Letter writing steps and methods of composition teaching.
- (ii) Translation : Methods and steps of translation teaching.
- (iii) Teaching of Grammar : Aims, methods Inductive, Deductive and Correlative Lesson planning of teaching English. (Prose, Poetry and Grammar).

## Paper V Urdu Teaching Methodology

*Note* : The medium of answer in this paper will be Urdu.



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**Unit-1** Objectives of teaching Urdu as mother tongue at different levels, place of Urdu in school curriculum.

Aims of teaching prose, poetry and grammar.

**Unit-2** Teaching of Reading : Oral and Silent, intensive and extensive, reading interest and reading habits.

Teaching of Prose : Methods of teaching prose. Explanation of work-meaning and analysis of thought.

Teaching of Poetry : Types of poetry, importance of recitation and appreciation.

**Unit-3** Teaching of Grammar: Aims of teaching Grammar, Methods of teaching grammar. (Traditional and Modern)

Teaching of Composition: Aims of composition Characteristics of good composition, steps in writing composition.

**Unit-4** Lesson planning of Urdu teaching.

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## SANSKRIT

**Unit-1** Objectives of Sanskrit at different school levels place and Importance of Sanskrit in School curriculum. Relation of Sanskrit with other Language. Importance of Pronunciation and Expression in Sanskrit Language. Aims of teaching prose, poetry. Grammar and Syntax. Projective & Non-Projective aids with cone of experience. CAT & CME in teaching learning process.

**Unit-2** Teaching of Reading ; Oral and silent. Intensive and Extensive reading, Reading interests and reading habits. Teaching of Prose : Methods of teaching Prose Explanation of word meaning, analysis of thought.

**Unit-3** Teaching of Poetry : Types of Poem, methods of teaching poetry. Importance of recitation and appreciation. Teaching of grammar : Aims methods (Traditional and modern).

**Unit-4** Teaching of Composition : Aims of Composition, types of composition, steps in writing composition. Lesson Planning in teaching of Sanskrit (Prose, Poetry and Grammar),

## ELECTIVE-SUBJECT

### Elementary Education

#### Course Objectives :

- 1- To develop in the student teacher an understanding of the role and development of Elementary Education in India.
- 2- To develop in the student teacher proper understanding of various components of the NPE 1986 and review of NPE 1992 relating to elementary education.
3. To acquaint the student teacher with the recent change in curriculum structuring and the modest of curriculum transactions.
4. To help to develop an appropriate teacher competencies on the part of the student teacher.
5. To acquaint in student teacher with emerging trends and practices in Elementary Education.

**Unit-1** • Introduction to Elementary Education : The concept of Elementary Education.

- A brief History of Elementary Education (EE) with special reference to constitutional provisions.

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- Related concept and Target groups Elementary Education (EE).
- The learning needs of pupils.
- Unit-2** • National policy on Education 1986 and the revised policy of 1992 with reference to Elementary Education (EE).
- Role of Panchayat and Local bodies in EE.
- Role of the State Government in EE.
- Role of Non-Government organization in EE.
- Trends of commercialization of EE and remedies. **Unit-3** • Curriculum : Structure of curriculum at EE level.
- Curriculum Transaction : Activity based, Experience Centred. Learner centred play-way and Jaytull learning,
- Curriculum Adjustment adaptation to Special Needs of: a- Visually auditory and orthopedically Handicapper. b- First leneration learners and culturally deprived learners and remote rural areas, Slum areas and. c- Girls: Education for all and required variation in the curriculum.
- Unit-4** • Acquisition of Basic Skills required for teaching at elementary.
  - Special qualities of an Elementary School teachers.
  - Need for orientation and Refresher courses for E.S.T.
  - Developing competencies related to working **with** Parents and Community.
  - Role of Basic training Centres. Normal Schools and DIET'S in Providing training to EST.
  - Preparation of Teachers for Elementary Education for all.
- Unit-5** • Minimum level of learning(MLL).
  - School readiness.
  - Early child hood care and Education (ECCE)
- Continuous and coprehertive Evaluation at Elementary level.
- District Primary Education Programme (DPEP).
- Multigrade teaching in Elementary Schools.
- Teacher's Commitment.
- Use of Model technologies and media.

## ENVIRONMENTAL-EDUCATION

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1. To enable the student teacher understand about the concept of environmental education.
2. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environmental, bio-diversity and sustainable development.
- 4- To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
- 5- To enable the students a to understand about the various measures available to conserve the environment for sustaining the development.

Unit-1 • Environment: Meaning Scope and nature of Environmental Education.

- Types of Environmental Pollution.

Unit-2 • Causes and Effects of Environmental hazard. Global and local Environmental Pollution and its remedies.

- Green house effect.
- Ozone layer depletion-Environmental theaf, acid, rain, pillar

melting, rise of sea level and their implication.

**Unit-3\*** Salient features of Environmental a\wareness through Education Programmes of Environmental Education for Secondary' School Children.

- Programmes of Environmental Education for attitude changes among the children. Unit-4» Biodiversity : Conservation of Genetic diversity and important Environment Priority learning to live in harmony with nature.

Unit-5 Role of School in Environmental conservation and sustainable development.

## ALTERNATIVE - EDUCATION

Course Objectives :

1. To develop in the student teacher an understanding of the need. Working, concepts, objectives and scope of non-formal and adult educaton.
2. To help student teacher to appreciate the importance of providing life-long education to learners of all age groups at all levels according to their needs, aptitudes and convenience. To develop in the student teacher an awareness of the signifcnce of freedom, flexibility and openness in learning system.

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3. To enable the student teacher to understand the need for offering parallel, alternative and less costly mode of education for removal of illiteracy : the need of democratization and universalisation of education in India.
4. To acquaint the student teacher with the use of multidimensional and multisource education for schooled, semischooled and unschooled learners.
5. To promote the new cull of learning society believing in self-development, self-enrichment and advancement in the 'Art of Living' though imparting adult education.

**Unit-1** Introduction to Non-formal Education (NFE): Concept, Nature and scope of NFE. Philosophical bases of NFE.

**Unit-2** Types agencies and approaches on NFE. Types and agencies of NFE. Teachers of NFE.  
Teaching aids : Audio & Visual.

**Unit-3** NFE in Indian context:

Need for monitoring. Evaluation and resource for Effective implementation of NFE Programme.

**Unit-4** Introduction to Adult Education (AE), Meaning Scope and objectives of adult Education (AE) Adultt learning procedures-Factors and conditions effects of age. Tools of learning.  
Teachers of AE, Need for training.  
Education process in AE. Contents of A.E. Functional learning Unit-5 AE in Indian Context : Adult Education in India-on Instrument for social regeneration and cultural transformation.  
Functional Literacy Programmes : Role of Factional literacy mission. Total literacy campaign in achieving the social aims of Education for all.

## **Educational Administration & Management**

### **Course Objectives :**

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the roel of the headmaster and the teacher in school management.

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3. To enable the student's to understand to concept at importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

## Unit-1 •

Conceptual Framework : Concept of Educational administration.

- Concept of Educational Management: Human beings input process and output.
- Nature, objectives and scope of Educational administration.

Unit-2 • Role and Functions of Headmaster and teacher : Basic Functions administration, planning, Organising directing and controlling.

- Maintenance of discipline control management.
- Co-ordination and Growth development.
- Supervision and inspection:- Defects in the present supervision and inspection.
- Scope of Educational Supervision.
- Types of Supervision.
- Providing Guidance, leadership Function.
- Decision making.

Unit-3 • Communication and Educational Administration: Role of communication in effective management and administration,

- Methods of communication.
- Barriers of communication in Educational administration.
- Overcoming Barriers to communication and effective communication in Educational administration.

Unit-4 • Management of School : Role of Headmaster in planning monitoring supervision and Evaluation of School activities.

- involvement of other Functionaries and agencies in the preparation of a plan.
  - Delegation of authority and accountability
  - Optimum use of available resources growth and development of the School.
  - Staff development programmes.

Unit-5 • Educational administration in the State: The administrative structure in the field

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of Education in the State.

- Control of School Education in the State : A Critical analysis.
- Function of the State Government in relation to Secondary and Higher Secondary School.
- Function of the Board of Secondary Education in controlling Secondary Schools.
- Problems of administration in Government Secondary School.

## POPULATION - EDUCATION

### Course Objectives :

1. To develop in the student teacher an understanding of the concept, need and importance of population education.
2. To enable the student's to understand various terminology connected with population studies and factors responsible for population growth.
3. To develop an awareness in the student teacher of the implications of population growth on various aspects of social functioning.
4. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
5. To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.

**Unit-1** Introduction : Nature and scope of Population Education meaning, concept. Need, Scope importance and objectives.

**Unit-2** Population dynamics : Distribution and density population composition. Age, Sex, rural, urban. Literacy at India level. Factors affecting population growth : Fertility, Mortality' and migration (mobility).

**Unit-3** Population and Quality- of life : Population in relation to Socio-Economic development. Health status. Nutrition Health Services and Education. Effect of unchecked growth of population on natural resource and Environment. Population and Literacy campaigns in India.

**Unit-4** Population Education in Schools : Scope of Population Education in Schools. Integration of Population Education with the general School curriculum Population and sex education at different levels. **Unit-5** Method and

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approaches : Inquiry approach, observation self study, discussions, assignments, Use of Mass-Media : Newspapers. Radio, television, A.V. aids.

**Unit-6** Role of teachers : Teacher role in creating awareness of consequences of Population Problems, inculcation of ne\ values and attitude leading to modification of Student's behaviur. Working with community to build awareness.

## Educational And Mental Measurement

### Course Objectives :

1. To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teacher for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To enable the student understnd abut various educational and mental measurement tools.

**Unit-1** • Concept of Measurement: Testing and Evolution.

- Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scale.
- Discrete and continuous variables.
- Criterion and Norm reference test.
- Qualities of a test: Reliability, Validity and usability.

**Unit-2** • Achievement test : Construction of a standardized achievement test.

- Measurement of Intelligence : Concept of Intelligence and its measurement.
- Norms Nature. Kinds and importance.
- Individual and Group test of Intelligence. » Test administration and Scoring.
- Assessment of Personality : Interview self report Inventories, rating Scale, projective technique.

**Unit-3** • Educational Statistics : Measurement of Central tendency from grouped and ungrouped data, usage of statistics.

- Measures of Variability : Range, Quartile deviation, Standard deviation.



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## **Unit-4 • Interpretation Measurement:**

- Characteristics of Normal Probability Curve.
- Percentile and percentile ranks.
- Correlation and its significance in Education.
- Standard Scores - Z.Scores. T.Scores, Stanic Scores.

## **PHYSICAL EDUCATION**

### **Course Objectives :**

To develop in student teacher:

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organising the practice of physical Education.
3. Activities required for evaluation attainments of physical education.
4. Activities required for organising physical education meets and events,

### **Unit-1 • Physical Education : its meaning and Implications, aim and objectives.**

Foundation of Physical Education, Concept of Physical Fitness recreation.

- Physiological effects of exercise : Biophysical different in Boys and Girls and their implication. Postural defect: including remedial exercise including Asans.

### **Unit-2 • The significance of child's growth and development for the practice of physical Education.**

- The interaction of Health, Physical Education and Physical Fitness : concept of Positive Health.

### **Unit-3 • Types of Food and their relative efficiency; role of balance diet, dangers of the use of alcohol nicotine, narcotic and drugs Different types of Beverages.**

### **Unit-4 • The Principle of Programme building : Organization physical Education Programme in Secondary School Competition, their role, Values and limitations, Team and house System, Classification of pupils for instructional and other purpose : Preparation of fixtures.**

- Organization of annual athletic meet including laying of a double bend tracks with provision of Stagers.

### **Unit-5 • Evaluation of Student's performances in Physical Education Programmes.**

- Ventilation and postures.
- Problems in organising Physical Education Programme in Indian School.

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## **Career Information in Career Guidance**

### **Course Objectives :**

- To develop an understanding of the need and importance of career information for the pupils.
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.

To develop an understanding of how one's ability, interests and aptitudes are related to world of work.

To know about the importance of developing the right attitudes and values at every stage of education.

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**Unit-1** Meaning of career and career information Components of career information occupational information about education and opportunity and personal social information.

**Unit-2** Aims to study career information at different school levels.

**Unit-3** Career information : Sources, methods of collection Classification and Filling-up of information and Evaluation of the information.

**Unit-4** Information about education and training opportunities for Primary, Elementary and secondary level of School.

**Unit-5** Personal Social information at every School level.

**Unit-6** Setting up of a career resource Centre, its major importance.

## **TEACHING OF VALUES**

### **Course Objectives :**

1. To understand the nature and sources of values and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic secular and socialist.

**Unit-1** Nature and source of values, biological, Physiological, Social and ecological determinants of Values-their bearing on education in varying degrees.

**Unit-2** Classification of values into Various types material social, moral and Spiritual values. Status of Values how can these be realised through education.

**Unit-3** Corresponding to Values there are evils or disvalues material, social, economic, moral and religious evils leading to Faithlessness and irreverence : how can Education overcome these negative values.

**Unit-4** Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.

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**Unit-5** Development of Values as a personal and life long process-teaching of values as an integral part of education.

**Unit-6** • Evaluating teachers and other School Personnel.

- Value of self-Sacrifice versus values of self Centredness.
- Values of excellence versus of ego-Centricism.
- Values of work versus values of selfishness.
- Every teacher needs to each values.

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## M.Ed. Examination

1. The examination for the degree of master of education (M.Ed.) will be open to a candidate who after-graduation passed L.I Ed. or B.T. examination or any other examination recognised by the University as equivalent to B.F.d. examination of the university and has pursued a regular course of study in the faculty of education of the university or in an affiliated college as prescribed for one session full time student.
2. The programme of study for MEd. examination shall comprise
  - a- 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).

Note : In each theory paper 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-voc examination of sessional work will be done with viva-voc examination and marks entered in the column meant for this in result sheet. In addition to this workshop and seminars will be the regular feature for the M.Ed, course.

3. The following shall be compulsory papers :  
Paper I - Philosophical and social foundation of education. Paper II - Psychological foundation of education. Paper III - Methodology of educational research.
4. There shall be following three groups 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. Science Education
4. Distance education
5. Value education and human rights.

### Group B :

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- 1 Teacher education
2. Special education S. Language education
4. Curriculum development
5. Yoga education.

## **Group C :**

1. Managemental, planning and financing of education.
2. Environmental education.
3. Educational technology.
4. Guidance and counselling.
5. Dissertatin based on a research project investigation shall be compulsory. The allocation of the candidates to the qualified supervisors would be made by the head of department of education. The topic of the dissertation should be related to the crea of specialisation which a candidate would offer. Each student will submit to his guide an outline of the project work, he intends to take which after discussion and approval of the supervisor will be taken in the beginning of the session. Three typed or printed copies of dissertation shall be submitted to the registrar of the university through the Principal of the college the date decided by registrar of the university and those copies of dissertation should be accompaied 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 100 and average of the two will be the marks obtained by the candidate in the dissertation. The evaluation of sessional work and vtva-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 and Head of the Deptt. The Head of Deptt. will be convenor of the board of examiners. 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 teachers of concerned subjects, nowever me assessment done by the concerned teacher may be c b\ the board of examiners.

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6. To pass M.Ed, examination the candidate should obtain at least 36% of the total marks in each theory paper and 40% in Dissertation and sessional work cum viva-voce examination, minimum marks for 1. Hand III division shall be 60%, 48% and 36% respectively.

**Note :** The candidate who fails in theory or dissertation or Viva Voce and sessional work test shall have to reappear in examination for the whole course. Such candidate shall have to submit a fresh dissertation on a different topic.

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## M.Ed. Syllabus

### M.Ed. Paper-1

Philosophical and Social Foundation of Education

Part -1 Philosophical Foundation

#### Course Objectives :

The Philosophical component of this (Foundation) core paper for, 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, propositions 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.

**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 Suppositions on Education made by Idealism, Naturalism, Realism, Pragmatism, existentialism, Vedanta (Advaita & Vishist Advaita). Sankhya. School of thought.

**Unit-3** Epistemology of Education : Knowledge : Methods of acquiring valid knowledge with specific reference to Nyaya, Yoga.

**Unit-4** Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to Education in terms of value formulation.

**Unit-5** Educational Thoughts : Contribution to Educational thought and practice made by great thinkers and their critical appreciation with specific reference to their views. a- Concept of man and the process of development and. b- Socio-Cultural Scenario, a global perspective. The Thinkers : Plato, Rousseau, Dewey, Gandhi, Tagore, Sri Arvind.



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## **Part - II Social- 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

**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 process of social change.

**Unit – 4** Issue of Quality of educational opportunity and excellence in in education. Equity in Education : In equalities in Indian social system with special reference to social disadvantage,. 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.

## **Paper-2<sup>nd</sup> Psychological Foundation of Education**

### **Course Objectives :**

1. To enable the student to understand concept and principle 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.

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**Unit-1** Educational Psychology : Concept concerns and Scope of Educational Psychology, Contribution of Psychology to Education.

**Unit-2** • 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 Burner : Major concepts and stages and implications for education.

**Unit-3** Learning : Concept, Various theories of learning, Gestalt, Tolman and Hull, Conditions of learning cognitive View point and information processing - issues related to learning : Educational implications of theories of learning. Group dynamics.

**Unit-4** 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.

**Unit-5** Personality : Concept, development structure and dynamics of personality. Theories of personality': Allport, Eysenack, Psychoanalytic approach of Freud, Erickson, Humanistic approach. Assessment of Personality : a- Personality Inventories : Rating Scales, b- Projective Technique : Rorschach, TAT.

## **Unit-7 Adjustment and Mental Health**

**a- Concept. Mechanism** of Adjustment defense with drawl. Compensatory.

b- Introduction of common types of neurosis and somatj disorders.

c- Principle of mental hygiene-Preventive, Constructive Corrective measures,

d- Implications for Education.

## **Paper - 3rd Methodology of Educational Research**

### **Part - 1 Methods of Educational Research**

**Course Objectives :**

To enable the student's to understand.

1. The meaning of scientific method, scientific inquiry paradigm, theory and

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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.

**Unit-1** • Nature and meaning of Educational Research.

- Scientific enquiry, Nature and sources of Knowledge.
- Paradigm, theory, Model and approach. Positive and non positive (humanities) Paradigm and their implication for educational research.

**Unit-2** • Philosophical, Psychological and Sociological orientation in Educational research.

implications.

**Unit-3** Developing a research Proposal :

- Problem and its sources : Selection and definition ;•{ Problem.
- Objective.
- Hypothesis : Nature, definition, types (Research hypothesis and Null hypothesis).  
Characteristics of a good hypothesis.

**Unit-4** Methods of Educational Research :

- Experimental, Normative Survey, Historical. Case-study; Field Experiment, Field study  
Ex-post Facto research and meta research.
- Evaluative Research and Action research.

**Unit-5** Population & Sampling:

- Population. Unit of sampling, Techniques : a- Probability Sampling, b- Non Probability Sampling.
- Characteristics of 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, Interviews, Sociometric techniques.
- Questionnaire, Rating scales, Interview Schedule, Attitude Scale etc.
- Reliability and validity of Various tools and techniques.

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**Unit-7** Validity and Limitations of Findings : Factors influencing Validity of research : Internal vs External Validity. How to increase Validity of research Findings.

**Unit-8** Evaluation of Research report.

## **Part - II**

Methods of data analysis

**Unit-1** Nature of Educational data : Quantitative & Qualitative.

**Unit-2** Qualitative data : Its analysis with emphasis Content analysis-Analysis 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 polygon, histogram, ogive. Smoothes (-regression) 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 (V and C.R. Value)
- c- Cross breaks (chi-squares).
- d- ANOVA

**Area of Specialisation**

**Guidance and Counselling**

**Part - 1 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.

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3. To help student understand organizing various guidance services.

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

**Distance** - Education

**Course Objectives :**

1. To orient student's with the nature and need of distant Education in the present day Indian Society.
2. To expose student's to different kinds of information at-communication technologies (ICT) and enable them to be famitir with their use in leaching-learning piuccw -i To enable student to understand various modes of student support services (SSS) and develop in them skills to manage such services for various kinds of programmess through distance education.
- 4 To enable student's evaluate programmes of distance education and to develop in them the abilit to enhance the quality and standards of different D.E. Programmes.

**Unit-1** 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 and Communication technilgies and their aplication in D.E.
- b- Designing and preparing Self-instructional material.
- c- Electronic media (T.V.) for Distance Education.

**Unit-3** Learning at Distance :

- a- Student Services 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.
- b- Machanism for maintenance of standards in D.E.

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c- Cost analysis in D.E.- Concept need and process.

e- New dimensions in distance Education. Promises for the future.

## Value Education and Human Rights

### Course Objectives :

1. To enable student's to understand the need and importance of value-education and education for human rights.
2. To enable them to understand the nature of values moral value-. moral education and to differentiate such values form religious education, moral training or moral indoctrination.
3. To orient the student's with the basis of morality and with the place of reason and emotions in moral development of the child
4. To enable them to understand the proces of moral development vis-a-vis their cognitive and social development.
5. To orient the student's with various intervention strategies foi moral education and conversion of moral learning into moral education.

### Unit-1 The socio-moral and 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 Indoctrination.
- b- Language of moral Education : its form and context characteristics of a morally educated persons.
- c- Justice and care : The UV<sub>0</sub> dimension perspectives in morality : Dichotomy between reason and passion.
- d- Moral judgment and Moral action 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.

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## 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:

(1) Model of Moral Education : a- Rational Building Model. b- The consideration Model. c- Value Classification Model, d- Social action Model. e- Just Community intervention Model.

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

(3) Examples of Some Select Moral dilemmas.

## Language Education

### Course Objectives :

1. To develop an understanding of the nature, functions and implications for planning and teaching language.
2. To help the student's to know the psychology of teaching language learning.
3. To acquaint the student's with pedagogy of language learning and language teaching.
4. To prient the student's with individualization of language learning. PSI, programmed learning etc. in language learning.
5. To develop understanding and skill in differentiating between teaching language and leaning literature in the context of L and L<sub>n</sub>.
6. To acquaint the student's with various areas of research in language education.
7. To help the students to know various problems such a; contestual, curriculum, teacher preparation etc. of language education in India.
8. To develop an unaersianaigoi policy lormulatiun.-i lanmi.n.o education in India.

## Unit-<sup>1</sup> Language:

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a- Nature, Functions and Implication of Teaching language i.e. First Language and Second language, b- Linguistics and Language : Nature and Function? of Linguistic with special reference to the role of constructive analysis, error analysis and structural linguistics.

**Unit-2** Psychology of teaching and Learning of Language ; a- The Indian Tradition : Contribution of yasr. Panini Patanjali and Bhartihari. b- The Western Tradition : In behaviour 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 : Factors affecting language learning and Language acquisition. b- Teaching the First language ( $L_1$ ) and second Language ( $L_2$ ) and other language ( $L_3$ ): Differences in objectives instructional materials, evaluation etc. Factors affecting the teaching of  $L_1$  and  $L_2$ . c- Developing the language curriculum and the syllabus : Dimensions, Factors that influence the curriculum Selection and Grading of Content Selecting the contexts for teaching and Learning, transaction techniques and evaluation techniques, d- Developing basic Language Skills and intermediate as well as advanced language Skill that are level specific Viz. Primary, Secondary and Senior Secondary, e- Innovative techniques for teaching Grammar, reading comprehension, written expression, note-making etc.

**Unit-4** Individualization of Language learning: Need techniques Viz, differential assignments. Classroom tasks. Personalized system of instruction, Programmed learning and

## Comparative Education

### Course Objectives :

1. To help the student's to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and



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approaches of comparative education.

3. To orient the student's with skills to assess the efficacy of educational systems of various countries in t<sup>^</sup> of the prevailing trends in those countries.
- 4- To help the student's to use the result of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the student's about the implication for solving the prevailing problems of education in India.

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.
- Juxtaposition
- Area Study
- Intra and Inter Educational analysis.

Unit-2 Comparative Education Factors and approaches Geographical, Economic, cultural, Philosophical, sociological linguistic, Scientific, Historical, Ecological. Structural and Functional Factors-cross disciplinary 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 various 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 : USA, UK, Russia, Japan, India.

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

Higher Education : USA, UK, Russia, France, India.

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

Adult Education : Australia, Cuba, Brazil, India. Unit-5 • Problems Prevailing in developing countries with special reference to India, their causes and solution through Education.

- Poverty.
- Unemployment.
- Population Explosion.

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- Hunger.
- Terrorism
- Casteism and Communalism
- Illiteracy.
- Beggary.
- Political instability.
- Economic under-development.

## Teacher - Education Part - A

### Course Objectives :

To enable the student's to understand about the :

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India.
3. Different competencies essential for a teacher for effective transaction.
4. Teaching models - concept & process.
5. Teaching skills.
6. Various aspects of supervision and feedback.

Unit-1 Teacher Education: Concept, aims and Scope.

Unit-2 Teacher Education in a changing Society : a brief review of historical perspective of the development of teacher Education in India ancient medieval and British and during Pre and after independence period.

Unit-3 Teacher Education curriculum at different stages :

Approaches to teacher education : Consecutive and integrated.

**Unit-4** A critical appraisal 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

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training model, problem, solving Model and Inductive thinking Model.

**Unit-3** Organization of practice teaching for developing an effective teacher Bolck and intermitten practice teaching Internshipits organization and Porblems.

**Unit-4** Supervision of prastice lessons : Observation and assesment : Feed-back to student-teacher-concept and types.

## Special -Education

### Course Objectives :

To make the student's :

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commission of education of children with special needs for realising the concept of "Universalisation education."
3. Grasp about the meaning, specific characterisites and kmodaiities of identification varrious types of (Students whoare different then majority or are) exceptional learners. **Unit-1** Meaning and Scope ofspecial Education.A beirf history of special Education. Scope of special Education in India Government policies and legislations. Administration of special Education. Characteristics, education and placement of the following type of special children.
  - Mentally retarted (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

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Handicapped and the role of rehabilitation council of India.

**Unit-3** Exceptional Learners : Learners who are mentally handicapped. Visually impaired, hearing impaired, Locomotor impaired. Suffering with learning difficulties and Gifted-the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.

## **Educational Technology**

**Course Objectives :**

1. To enable the student's teacher's to understand about the meaning nature and scope and significance of E.T. and its important components in terms of Hardware and Softwares.
2. To help the students' teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint student's teacher with levels, strategies and models of teaching for future improvement.
4. To enable the student's teachers to understand about the importance of programmed instructions and researches in E.T.
5. To acquaint the student teacher with emerging trends in ET along with the resource centres of ET.

**Unit-1** • 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.

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- Teaching Strategies : Meaning, Nature, Functions and types.
- Models of teaching: Meaning, Nature, Functions and types  
(Psychological models and modern models of teaching.)
- Modifications of teaching behaviour.
- Micro teaching, Gagne's Interaction analysis simulation. Unit-4 • Programmed instruction (Linear/branching model) 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 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.
- Education and Educational Technology.
- Resource centres 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**

Course Objectives :

1. To enable the student with the basic concept 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 tests.
5. To make the student understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

**Unit-1** • The measurement and evaluation Process.

- Concept, Scope and need, taxonomies educational objectives, Norm-referenced and

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criterion referenced measurement.

- Evaluation : Functions of Evaluation and the basic principles of Evaluation.
- Interrelationship between measurement and evaluation in education.

**Unit-2** Tools of measurement and Evaluation :

Subjective and objective tool 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, Objectively, 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, Aptitude, Intelligence, Attitude Interest, Skills.

- Interpretation of the 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

**Curriculum** Development

**Course Objectives :**

1. To enable the student teacher to develop an understanding about important principles of curriculum construction.
2. To help student teacher understand the base and determinants of curriculum.
3. To orient the student teacher with curriculum design, process and construction of curriculum development.

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4. To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
5. To help student teachers understand issues, trends and researcher in the area of curriculum in India.

## **Unit-1** Introduction:

Concept and meaning of curriculum.

Curriculum development. Theories and Procedures.

History of Curriculum development.

## **Unit-2** Bases of construction 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.

## **Unit-4** • Administrative consideration.

- Class room level Planing.
- Sysem-analysis.

## **Unit-5** Curriculum implementation Strategies :

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

## **Unit-6** Curriculum Evaluation :

- Importance of evaluation of Curriculum.
- Models of Curriculum evaluation.
- Interpretatin of evaluation results and methods,
- Issues and trends in Curriculum research in India.

## **Unit-7** Suggestions and recommendations in Curriculum development as per the following Commissions :

- University Education Commission, 1948.
- Secondary Education Commission, 1952
- Education Commission, 1 966 .

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## Management Planning and Financing of Education

### Course Objectives :

1. To enable the student teacher to understand meaning, nature, scope, functions, principles and approaches of educational management.
2. To acquaint the student teacher with the processes of educational management.
3. To develop an understanding in the student teachers about the management of finance, resources and enable them to prepare school/institutional budget.
4. To orient student teacher with the procedures of supervision inspection and improvement in the field of education.
5. To make the student teacher understand about the type of leadership required and accountability to be maintained by the teacher and administrator.

### Ujiit-1 • Educational Management Practices in the present day context :

- Meaning, Nature, Scope and Principles of modern Scientific management.
- System approach to operational management in education.
- Functions of educational managers.
- Research relating to educational management.
  - The Present trends in educational management.

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

- Planning for a rational approaches to goal achievement.
- Concept of objectives, steps for formulating the objectives, planning strategy, policy and programme for realizing the objective in terms of : Decision making, Programme development and Forecasting, organizing, Directive. Staffing and recruiting and planning for human resources; Training, Co-ordinating 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 of 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



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Inspection in Education : Need for Supervision : Meaning, Nature, Scope, Limitations, of present supervisory procedure, Evaluation of supervisory effectiveness.

- Inspection Vs. Supervision.
- Academic Supervision Vs. Administrative Supervision.
- Resources Budgeting and auditing in education.
- Resource : Meaning types mobilization, allocation and creation.
- Budgeting: Process, 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, Leadership styles.
- System Evaluation, Programme Evaluation and Evaluation of Functionaries.

## **Environmental - Education**

### **Course Objectives :**

1. To make student teachers understand about the concept, importance scope and aims of environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
5. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

### **Unit-1 • Introduction.**

- Concept, Importance and Scope.
- Aims and Objectives.

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- Guiding Principles and Foundations.
- Relationship between man and Environment.

Ecological and Psychological perspective. Unit-2 • Environmental Hazards:

- Environmental Pollution : Physical, air water, noise-chemical.
- Extinction of flora and fauna, deforestation, soil 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 earth 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 invention 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 approaches.
- Methods : discussion, Seminar, Work shop, Dialogue, Problem solving, Field survey Projects and Exhibition. • Role of media Print, films and TV.

**Unit-5** Comparative study of environmental Projects from Various countries

## **Science Education**

### **Course Objectives :**

1. Enhance the learner's understanding of new perspectives in science education developing a world view of the practices in the area.
2. Acquaint the learner with the latest educational thinking about science education.
3. Develop the professional skills needs for practising modern education including

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scientific listing of behavioural objective. Devising appropriate transaction methodologies and technologies for achieving the outcomes.

4. Develop the skills needed for the devising science curriculum for schools are developing support materials and literature for curriculum transaction.
5. Develop the ability and skills for evaluating the range of outcomes in science education.
6. Use of research findings in science education for improving practice relating science education.

Unit-1 • Nature of Modern Science and Science Education :

Evaluation of Science over the centuries : Role of Science in the 21<sup>st</sup> Century information society and the emerging educational Scenario.

- Science Education for the 21<sup>st</sup> Century: New assumptions and practice in modern Sciences education. Nature of Scientific method of generating new knowledge. Unit-2 Objectives of modern Science education :

- Different approaches adopted for defining educational outcomes : Traditional approach, Problem solving approach, discovery approach etc. Unit-3 Modern Science Curricula :

- Nature of modern Science Curricula : Criteria used for developing Science Curriculum for Schools : discipline oriented Science Curricula.

- Specialised versus integrated Science Curricula.

- Characteristics of important Curricular experiments like the PSSC, Chem study, BSCS, Nuffield science etc.

- Form 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 their implications for educational practice with special reference to the works of: a- Piaget, b- Bruner, c- Gagne, d- Ausubel and e- Mayer. 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.

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- Use of co-curricular activities for science learning.
- Instructional strategies for dealing with the gifted children, strategies for dealing with low-achievers 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: Audio- Video support material for science learning.

## **Unit-7** Evaluation of educational outcomes:

- Evaluation specified outcomes : Modern assumptions, developing instruments for measuring specialised behavioural outcomes.
- Test formats, items analysis, validity and reliability of tests: Question Banks, Scoring, Marking and grading, 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 of science curricula.
- (d) Efficacy of instructional models used for science teaching.

## **Yoga Education**

### **Course Objectives :**

1. Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar etc.
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. • Understand different types of Yoga - The Ashtang Yoga, the Jnana yoga, Bhakti yoga and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation

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of persona Uty.

5. Understand the scientific basis and therapeutic values of Yoga.

**Unit-1** • Metaphysical basis of Yoga.

- Concept of Purusha (Pure consciousness) and Prakriti as basic components of cosmic reality.
- Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
- Further subdivisions of Ahamkar - Mana (the mind), Karmandris, Jananendris and Tanmatras (the sursham sharir).
- Nature of Knowledge and Knowledge of getting process - the pramanas.

**Unit-2** The Philosophy of Yoga and its relationship to individual and social upliftment.

- The meaning and definitions of Yoga.
- Yoga as a way to healthy and integrated living.
- Yoga as a way to socio-moral upliftment of man.
- Yoga as a way to spiritual enlightenment - atmanubhuti Prtyrshanubhuti.

**Unit-3** Different types of Yoga systems and characteristics of Yoga practitioner:

- Ashtanga Yoga of Patanjali.
- Jnana Yoga, Bharti Yoga and Karmyoga of the Bhagwatgita.
- Integral Yoga of Aurobindo and modern Schools of Yoga.
- Characteristics of a Practitioner of Yoga.

**Unit-4** The instrumental of Yoga (Sadhana Pod)

- The five Yamas (observances)
- The Five Niyamas (abstinances)
- Asans - The right postures.
- Pranayam - Controlling the breath.
- Pratyaharra-Controlling the Senses.
- Dharana - (Concentration) and its methods.
- Dhyana - (meditation) and its Rinds.
- Samadi - its Various types.

**Unit-5** Scientific basis of Yoga – Yoga and mental health.

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- Yoga and Bio-feed back.

Therapeutic values of Yoga.

Different assans and their effects to promoteasoum Physicaland mental health.

Dhyana, and its therapeutic Value.