Objectives:

The philosophical and sociological components of this paper prepare for a post graduate course in education aim at developing the following competencies among the students.

- Understanding the nature and function of Philosophy of Education.
- Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers, Indian and Western.
- They enable the students to understand concepts and processes of social organization, social stratification and institution.
- They enable the students to understand the relationship between culture, society and education.
- They enable the students to understand uses of quality excellence and inequalities in education.

Unit I- Meaning, nature and functions of Philosophy:

- Meaning, nature and functions of Philosophy, speculative, normative and analytical. Relationship between philosophy and education. Teachers’ need for a Philosophical framework, Methods of studying Philosophy.

Unit II- Various Schools of Philosophy:

- Western Schools: Idealism, Realism, Naturalism and Pragmatism with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education.
Indian Schools: Vedic, Jainistic, Buddhistic and Islamic Traditions with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education.

Unit III

- Existentialism and Marxism: philosophic analysis with special reference to their concepts of reality, knowledge and values and their educational implications to aims, content and methods of education.
- Educational thoughts of the following thinkers:
  1. Mahatma Gandhi
  2. Dr. Zakir Hussain
  3. Swami Vivekanand
  4. John Dewey
  5. Plato
  6. Rousseau

Unit IV

- Meaning and Functions of Sociology and Sociology of Education
- Society: Structure, social stratification, Social mobility, concept of culture; cultural and social change, equality of educational opportunities and social equity; Social change in India; Factors affecting social change: Caste, ethnicity, class, language, religion and regional imbalances.

Unit V

- A critical study of democracy, secularism, socialism, modernization, national integration and their educational implications.
- Constitutional provisions for Education, Constitutional rights of Minorities for Education.

Recommended Books:
Advanced Educational Psychology
Paper Code – (EDY602)

Contact Hours-5 Periods/week
Examination Duration-3 Hours

Max. Marks: 100
Theory: 70
Sessional: 20
Assignment: 10

Objectives:

After completing this course, the students’ teacher will be able to:

- understand the nature, concept and principles of educational psychology as an applied discipline with its own scientific methods and approaches.
- acquaint learners with the nature and processes of development and assessment of various traits and abilities; appreciate common characteristics, educational needs and behavioral problems of learners at successive stages of development from childhood to adolescence to adulthood.
- help students understand the implications of various psychological theories for education.
- familiarize students with the structure, functioning, and development of personality and their implications for education.
- make them know and appreciate the need and value of organizing different educational programmes to suit the needs and demands of special children.

UNIT- I- Educational Psychology:

- Educational Psychology- Concept, nature, concerns and methodology important contributions of psychology to education and its significance and importance for teachers.

UNIT –II

Personality:

- Personality: Meaning and concept
- Theories of personality: Type theories: Freud, Adler, Jung and Kretschmer
- Trait theories – Allport, Cattell and Eysenck
- Humanistic Theory of personality-Maslow and Roger
• Psycho-analytic approach-Freud, Adler, Erikson,
• Behavioral approach-Miller, Dollard, Bandura.
• Assessment of Personality-Projective Techniques, Rorschach and TAT, Personality Inventories.

UNIT –III – Learning and Motivation:
• Meaning and Concept of learning:
• Theories of learning and their educational implications: Gagne, Hull and Tolman’s theories:
  Information processing theories: Roger and Ausubel
• Cognitive theories of learning.
• Needs: Maslow’s classification of needs.
• Motivation: Concept, nature and relationship with learning; strategies of motivation

UNIT- IV – Intelligence and Creativity:-
• Nature and Theories of Intelligence, Guilford model of Intellect, Piagetian perspective, Measurement of intelligence.
• Gifted, Mentally Retarded and learning disabled children: their characteristics and education.
• Creativity –Concept, identification and nurturing creativity
• Education of creative child.

UNIT- V – Psychology of Adjustment and Mental Health:
• Concept, Mechanism of adjustment, Introduction to common forms of anxiety, Neurosis, psychosis and other mental disorders.
• Concept and importance of mental health, characteristics of mentally healthy individual.
• Defense mechanism – Psycho Analytical view point, client centered therapy- Rogers.

Recommended Books:

7. Londgren, R Q Educational Psychology in the classroom,N Y Wiley, 1968
8. Peel, B A Psychological Basis of Education (2nd Ed) London Old for and Boys, 1950
9. Gates, Jersild and others: Educational Psychology, NY Macmillan 1963
10. Londgren, R Q Educational Psychology in the classroom. NY Wiley, 1968
11. Peel, B A Psychological basis of education (2nd Ed) London old for and Boys, 1950
Research in Education
Paper Code- (EDY603)

Contact Hours- 5 Hours/ Week
Examination Duration-3 Hours

Objectives-

After completion of the course, the students will be able to:

- understand the Meaning and Concept of Educational Research
- know about the educational research as Basic, Applied and Scientific
- acknowledge the Research problems and methods of research
- be acquaint students about different sampling method and use of appropriate Sampling techniques for data collection
- application of Normal Probability Curve in educational research
- writing Research report
- testing of Hypotheses with the help of appropriate statistics

Unit-I - Concept of Educational Research

Unit-II - Methods of Educational Research
Philosophical, Historical, Descriptive, Ex-Post Facto and Experimental research: Need and significance, Types and steps, Scientific Research- Meaning, Purpose, Definitions, Characteristics, Importance and procedure, Naturalistic research- Meaning, Concept, Use and procedure of data collection, Characteristics of Researcher, Qualitative Research- Meaning and procedure of
conducting it, Formulating Research Proposals: Identification of a research problem, review of related literature, formulation of hypotheses and research design

**Unit-III - Sampling Techniques and Normal Probability Curve**
Sample- Meaning, Concept, Need and Importance, Population and Universe, Characteristics of Sample, Types of Sampling, Probability and Non-Probability Sampling-types and characteristics, Procedure and Technique, Minimizing Sampling Errors, Normal Probability Curve- Meaning, Concept, Need and Importance in Educational Research, Characteristics of NPC and Its applications in Educational Research

**Unit-IV - Techniques of Data Collection, Use of Library Resources**
Techniques and Tools of data collection: observation, questionnaire, interview, rating scale, inventory, checklist and content analysis, Internal and External Validity of Research, Factors affecting the Internal and External validity of Research, Analysis- Meaning, Importance of Data in Educational Research, Library Resources: M.B. Buch Survey, Journals-Print and on-line, Writing research report

**Unit-V - Statistical Techniques for data analysis and Interpretation**
Meaning of Descriptive and Inferential statistics, Concept of Standard Error of Mean, Parameter and Statistics for sample, Testing the Hypotheses, Types of error: type-I and type-II, Need of Non-Parametric statistics- Conditions for Using, Chi Square test- Equal distribution, Normal and Independent distribution, Need of Parametric statistics- Conditions for Using, t-test- Meaning and Need, t-test for Independent and Dependent group, One way ANOVA (f-test) for Independent group, Correlation- Meaning, Concept and Computation and Interpretation, Rank Difference, Product Moment, Partial and Multiple Correlation, Data analysis with the help of Computer, M.S. Excel, SPSS software for data analysis

**Recommended Books-**


Objectives-

1. To acquaint the learners with the historical development of special education in India.
2. To enable the learners to understand the concepts, needs, and viewpoints about special education and the underlying principles in reference to exceptional children.
3. To acquaint the learners with the knowledge & techniques required for providing education to children with special needs.
4. To enable the learners to develop an understanding of the supporting services required for the children with special needs in the context of education.
5. To familiarize the learners with the existing committees and commissions related to special education.
6. To enable the learners to understand the recent trends in special education.

Unit –I- Meaning Nature Concept and Scope of Special Education:

- Exceptional children and their types
- Terminology and prevalence of Exceptional Children with special reference to India.
- History of special education
- Labeling

Unit –II -Children with Visual and Hearing Impairment:

- Definitions, degrees, and characteristics of visual impairment
- Etiology and preventive measures
- Educational considerations
- Hearing impaired children
- Definitions, degrees and characteristics
- Etiology and preventive measures
- Educational considerations

Unit-III -

A) Gifted & Creative Children:

- Definition and identification
- Characteristics and factors contributing to giftedness
- Gifted underachievers and factors contributing to underachievement
- Educational considerations
- Creative children and their education

B) Children with Mental Retardation:

- Definition and Identification
- Characteristics
- Factors contributing to mental retardation
- Educational considerations

Unit -IV -Children with learning disabilities

- Definition and causes
- Measurement
- Psychological and behavioral characteristics
- Educational consideration
- Delinquent children and characteristics and their education

Unit- V -Issues and trends in special education

- Normalization
- Mainstreaming
- Deinstitutionalization
- Legislation with special reference to India
- Recommendations of various committees and commission, NPE (1986), POA (1992)
- PWD (Persons with disability) act 1995
- National institutions of special education
- Role of Rehabilitation council of India.
**Recommended Books:**

1. Hewett, FM and Farness, S R (1984), Education of exceptional learners, Allyn and Bacon, Inc., 7 wells avenue, Newton, Massachusetts
4. Blackhurst, A E and Berdine, WH (1981) and Introduction to Special Education, little brown and Co. Toronto
Environmental Education
Paper Code (EDY605)

Objectives:

After completion of the course, the students will be able:

- to make student teachers aware of the concept, importance scope and aims of environmental education.
- to acquaint the student teacher 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.
- to orient student teachers with various components of environment for preparing a curriculum for environmental education.
- to enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
- to enable the student teachers to understand about various projects in the area of environmental studies in different countries.

Unit I Introduction:

- Concept, importance and scope.
- Aims and Objectives.
- Guiding Principles and foundations.
- Relationship between man and Environment.

Unit II

- Environmental hazards.
- Environmental pollution; physical, air, water, noise, chemical pollution.
- 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 educational institutions.
Unit III

- Special nature of curriculum on Environmental education
- Concept of Environment and ecosystem
- Natural system earth and biosphere, a biotic and biotic components
- Natural resources, a biotic resource.

Unit IV

(A) Environmental Awareness:

- Concepts, structure, organization and working elements.
- Human systems – Human being as part of Environment, human adaptations to
- Environment, population and its effect on Environment resources.
- Technology system – industrial growth, scientific and technological inventions and their impact on the environmental system.

Unit V

Environmental Management:

- Concepts, Principles, Characteristics and approaches of Environmental Management
- Importance of Environmental Management
- Management of Environmental education–Interpretation of objectives, planning,

  Organizing, staffing, directing, coordination reporting, budgeting.

- Comparative study of Environmental projects from various countries.

References:-

Guidance and Counselling
Paper Code (EDY606)

Contact Hours- 5 Hours/ Week
Examination Duration-3 Hours

Objectives:

After completing this course, the students’ teacher will be able to

- Understanding the concepts, needs and viewpoints about guidance and counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.
- Get acquainted with the organizational framework and procedures of guidance services in educational institutions.
- Knowledge and techniques required for providing guidance and counseling services to students.

Unit- I

- Guidance and counselling concept: Concepts, nature, need, scope and purpose; relationship with education; issues and problems; role of teacher.
- Basic types o guidance and the underlying principles, their nature, scope and purposes.
- Basic approaches of counselling and their underlying assumptions.
- Educational guidance: Basic assumptions and principles
- Curriculum choice and its implications for career guidance; Guidance and curriculum and the classroom learning.
- Vocational Guidance: basic principles, Vocational choice as a development process
- Nature of work and job analysis; dissemination of occupational information; vocationalization of secondary education and career development.
- Personal Guidance: basic assumptions; types of behavioural problems of school stage students.
- Place of counselling in personal guidance
Unit -II

- Guidance services: Individual Inventory service, Information service, Counseling service, Group guidance services, Placement services and follow-up services.
- Principles of organization, Various types of services – Counselling

Unit -III

- Guidance and Appraisal of the individual: Meaning, need, purpose and place of appraisal in guidance.
- Techniques of Appraisal
- Testing techniques – tests (viz intelligence, aptitude, knowledge and achievement), interest tests personality measures.
- Non-Testing Techniques-Rating scales, Questionnaires, Inventories, Records and sociometric tools.

Unit -IV

- Guidance and Counseling in groups: nature, aim, principles and procedure;
- Group counselling vs. Individual counselling
- Counseling for adjustment, Psychological foundation of adjustment.
- Types of group activities-their merits and demerits.
- Role of motivation and perception in adjustment
- Current trends, Concerns and demands in guidance

Unit -V- Guidance of children with special needs:

- Problems and needs
- Guidance of the gifted and creative students.
- Guidance of under-achiever and first generation learners.
- Guidance of learning disabled students.
- Role of the teacher in helping children with special needs.
Recommended Books:

### Distance Education

**Paper code (EDY607)**

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Maximum Marks: 100
- Theory: 70
- Sessional: 20
- Assignment: 10

#### Objectives:

1. The learners to develop an understanding of the concept of distance education and its importance in the present socio-political and academic milieu.

2. The learners to trace the emergence of Open University system in India.

3. Acquaint the learners with the present status of distance education in India and abroad.

4. Make the learners aware of various media options available for education through distance mode.

5. Develop among the learners an understanding of major considerations for planning and management of distance education.

#### Unit I - Distance Education:

- Concept, scope, characteristics, need and importance
- Role of Distance education in Human Resource Development, Rural Development and Women Development.
- Historical Perspective: Emergence of Open University System.
- Present Status: National & International scenario.
- Distance Learner: characteristics, problems, expectations.

#### Unit II - Print Media in Distance Education:

- Strength and limitations
- Books self Instructional Material and its development
- Assignments. Non Print Media in Distance education.
- Potential, applications, strengths, weaknesses.
- Radio, Telephone, Television, Videodiscs, Audio Cassettes, Video cassettes, Computer.
- Media Integration, Media selection
- Multimedia Approach; Satellite Based Technology, Telephone Medicated Instruction, Audio-Video conferencing.

**Unit III - Planning and Management of Distance Education:**

- Planning, control and coordination of various subsystems.
- Social Demand & cost Analysis Approach.
- General Organizational structure of Distance Education Institutions.
- Types of Distance education Institutions.

**Unit IV**

- Student support services
- Need and Mechanisms
- Regional and study centers: Role and Functions.
- Counselling: concept, importance, categories, organizations.
- Assignments: Types and significance of Tutor comments, Evaluation

**Unit V**

- Research and Innovations quality in Distance education:
- World-wide innovative experiences.
- Research Paradigms; Trends in India and Abroad.
- Distance Education Council: Role, Responsibilities and Efforts.
- Norms and standards for Delivery of Teacher Education through Distance Mode.

**Recommend Books:**

1. Anand Satyapal, University Without Walls: The Indian Perspective in Correspondence.
Muslim Educational Thinkers and Educators

Paper Code (EDY608)

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Contact Hours- 5 Hours/ Week
Examination Duration-3 Hours

Maximum Marks-100
Theory-70
Sessional-20
Assignment: 10

Objectives:

- To introduce the students with educational thoughts of Imam Ghazali
- To enable the students to know about the personality of Allama Iqbal
- To enable the students to understand the concept of Khudi and Man in context to Allama Iqbal
- To acquaint the students with the basic tenets of the thoughts of Ibn-e-Arabi
- To enable the students to explore the educational thoughts of Zakir Hussain
- To introduce the students with the personality of Sir Sayed Ahmad Khan
- To make the students able to realize the educational contribution of Sir sayed Ahmad Khan

Unit- I-

- Imam Ghazali
- Ethical development
- Spiritual development
- Mystic experiences
- Educational implications

Unit- II-

- Allama Mohammad Iqbal
- Dichotomy of Passion and reason
- Concept of Khudi
- Concept of Man – his higher awareness
- Educational implications
Unit –III-
- Ibn-e-Aarabi
- Basic tenets of his thought
- Concept of imagination (Khayal)
- Mystic experiences
- Educational implications

Unit –IV-
- Zakir Hussain, Their Contribution and thoughts

Unit –V-
- Sir Syed Ahmad Khan, Their Contribution and thoughts

Recommended Books:

1. Ansari A A, Iqbal Essays and Studies
2. Beg A A, Poet of East
3. Burney, S M H, Poet & Patriot of India
4. Corbin, H ,Creative Imagination in Ibn-e
5. Ghazali. I,Ahy-ul-Oloom Al-Din
6. Ghazali I, Mishkatul Anwar
7. Hakin A, Philosophy of Iqbal
8. Ibn-e-Aarabi, Fosusul Hikman
10. Nadvi, A S, Iqbal-e-Kamil
Curriculum Development

Paper Code (EDY701)

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Contact Hours- 5 Hours/ Week
Examination Duration-3 Hours

Maximum Marks-100
Theory-70
Sessional-20
Assignment: 10

Objectives:

After completing this course, the students will be able to:

- understand the concepts and principles of curriculum and its foundations
- understand the nature and relationship of the components of curriculum
- understand how society and culture influence the planning and development of curriculum
- understand the significance of difference approaches to curriculum planning.

Unit I-Nature of curriculum:

- Meaning and concept, Domains of curriculum, objective, concept, learning experiences and evaluation; types of curriculum: Subject centered, learner centered, core curriculum, and integrated curriculum., History of curriculum development.

Unit II

- Bases and determinants of curriculum
- Philosophical considerations
- Psychological Considerations
- Sociological Considerations
- Discipline oriented considerations
Unit -III- Approaches to curriculum designing:

- Administrative
- Demonstration
- Grass root
- Systems analysis
- Different models

Unit -IV- Curriculum Evaluation:

- Nature and need
- Approaches to curriculum evaluation – formative and summative evaluation
- Methods of curriculum evaluation
- Interpretation of evaluation results and methods

Unit- V-Curriculum Development in India:

- Curriculum at primary secondary and University level in the light of
- Mudaliyar commission report
- Kothari commission report
- NPE, 1986
- Role of NCERT and SCERT in curriculum development.

Recommended Books:

1 Alberty and Alberty, Reorganizing the Secondary School Curriculum

2 Hyman Ronald T, Approaches to Curriculum

3 Taunce HC and Bossing NL, Development the Core Curriculum, second ed. Prentice Hall of India

4 Stratemyer Developing Curriculum for Modern living

5 American Associations of School Administrators, American School Curriculum

6 Mohd Shrif Khan, School Evaluation APH Publishing Corp.

5, Ansari Road, Dariya Ganj, New Delhi 02
Educational Technology and Computer Application in Education
Paper Code (EDY702)

Contact Hours- 5 Hours/ Week
Examination Duration-3 Hours

Objectives:

After completing this course, the students will be able to:

- understand the need and significance of Educational Technology in the present era of education.
- know the concept of system approach and understand its application in education.
- be acquainted with the modern models of teaching and their role in effective teaching.
- use and apply educational and computer technology in teaching and training.
- understand the concept of programmed instruction and develop self instructional material.

Unit- 1

- Meaning, scope and significance of Educational Technology.
- Hardware and Software instructional aids.
- Resource centers of Educational Technology: CIET, ET Cells, and DIETs.

Unit -II

- System approach in teaching and learning
- Formulation and writing of instructional objectives in behavioral terms
- Designing of instructional strategies such as lecture, Team- Teaching, Discussion and Seminar.
Unit -III

- Classroom communication: Concepts, Process Components and Types.
- Levels of teaching: Meaning, nature, functions and Types
- Micro Teaching:-Discussion and analysis of Important Teaching skills
- Flanders Interactional Analysis
- Programmed learning: Meaning, Origin and Types

Unit- IV

a) Introduction: - Basic of computer functionality, component Analysis, Memory basic, Input & Output devices, software types and their utility.

b) Internet: - Types of Internet connections, Educational website (Governmental; and non-Governmental), Searching techniques, Networking fundamentals, Cyber laws and cyber crime.

c) Software: - MSWord, Ms PowerPoint, Ms Excel (General operations, charting simple function and formula, conditional formatting)

Unit-V

- Fostering creativity, intelligence and Problem solving ability with the help of computer technology.
- Computer Application in 1) Research 2) Innovations 3) Evaluation
- EDUSAT and its application.

Suggested Readings:

- Dececco, John P, The Psychological Learning and Instruction, Prentice Hall, India
- Freiberg, H.J. and Driscoli, Amy, Universal Teaching Strategies, Boston: Allyn and Bacon, 1992
- Mohanty ,Jagannath, Modern Trends in Educational Technology ,Neelkamal publication , New Delhi
• Mangal S. K. Mangal, Uma; Essentials of Educational Technology, PHE Learning pvt. Ltd. New Delhi, 2009
• Vanaja, M; Rajasekar, S; Educational Technology and Computer Education, Neelkmal Publications, New Delhi, 2007
• Gill, N.S. Essential of computer and Network Technology, Khanna Book publishing co., Delhi, 2000
• Varansi, Lalini; Sudhakar, V; Marunalini; Computer Education, Neel Kamal publications Pvt. Ltd. New Delhi 2007
**Fundamental of Educational Administration and Supervision**  
**Paper code (EDY703)**

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Contact Hours- 5 Hours/ Week  
Examination Duration- 3 Hours

Maximum Marks-100  
Theory-70  
Sessional-20  
Assignment: 10

**Objectives:**

After completing this course, the students will be able to:

- understand the meaning and concept of educational administration.
- Understand the meaning, nature and theories of leadership.
- develop qualities of leadership.
- Develop decision making power.
- Understand the meaning and nature of educational finance.
- Understand the different theories of Educational Administration.

**Introduction and Functions:**

- Meaning and concept of Educational Administration.
- Scope of Educational Administration.
- Principles of Educational Administration.
- Administration as a process.

**Unit II**

**Leadership in Educational Administration:**

- Meaning and nature of leadership
- Theories of Leadership.
- Styles of leadership
- Measurement of leadership
• Decision making-concept principles, types and problems.

Unit III- Educational Supervision:

• Meaning, objectives, need and scope of supervision
• Principles of supervision.
• Importance of democratic procedures.
• Evaluation of Supervisory effectiveness.
• Academic Supervision Vs. Administrative supervision

Unit –IV- History of Educational Administration:

• Historical development of concept of Education Administration
• Scientific Management
• Human relationship approach to administration
• Behavioral Sciences
• Administration as bureaucracy
• System approach
• Landmarks in the development of Educational Administration before independence (1813-1947) in India.
• Educational Administration in India after independence.

Unit –V- Educational Planning:

A) Meaning and nature of Educational planning Approach to educational planning Perspective planning.


Recommended Books:


4. Sears, J.B., Public School Administration-Ronald Press.


Objectives:

After completing this course, the students’ teacher will be able to:

- To acquaint the learners with the historical development of teacher education in India.
- To familiarize the learners with existing teacher education programmes in India.
- To enable the learners to understand the recent trends in teacher education.
- To enable the learners to develop an understanding of educational technology for teacher education.

Unit I - Teacher Education:

- Concept, Scope.
- Objectives of teacher education at various levels: Pre–Primary, Elementary and Secondary.
- A Brief Review of development of teacher education in ancient, medieval and British India.
- A study of recommendations of various committees, and commissions in British India and Post independence Era, NPE-1986, and its revised formulation 1992 regarding Teacher Education.

Unit -II

(A) Approaches to Pre-service Teacher Education:

- Competency based approach
- Integrated Approach
- Consecutive/ Traditional approach
- School/ Field based approach
- Need Objectives strategies, Agencies of in service teacher education Orientation & Refresher courses, Summer Classes, Workshops, and Projects etc.

Unit III

(A Pre service Teacher Education Curriculum (As suggested by NCTE):

- Salient features
- Curricular structure at different stages as suggested by NCTE
- Teaching strategies
- Evaluation

(B) Continuing and distance education for Teachers Open University and Distance University courses

Unit IV- Educational Technology in Teacher Education:

- The teaching models: concept attainment and Inquiry Training Model
- Writing objectives in behavioral terms
- Lesson planning
- Micro teaching, simulated teaching
- Role of ICT in teacher education

Unit V

A) Research, Innovations in Teacher Education:

- Need, trends, present status, gaps
- Experiment in teacher education

B) Quality and standards in Teacher Education:

- Professional organization: Roles & Responsibilities
- National council for teacher education: Role responsibilities, efforts made.

Recommended Books:

2. APEID, Innovations and Initiatives in teacher education in Asia and the Pacific region. Vol II, Case studies, Bangkok, UNESCO Principal regional office for Asia and the Pacific 1990

3. Buch, M B (Ed) Surveys of research in education (4Nos) Trend reports on teacher education, Baroda and New Delhi


5. GOI, National Council for Teacher Education (NCTE) Act, MOLCA, 1993


9. Mehra, C National Survey of Elementary Education in India, New Delhi NCERT 1990

Objectives:
After completing this course, the student’s teacher will be able to:

- know the concept and characteristics of Measurement and Evaluation
- understand the relationship between measurement and evaluation in education
- measure of intelligence, creativity, personality and aptitude
- know the approaches of evaluation, Bloom’s taxonomy
- To develop skills and competencies in constructing and standardizing a test
- be acquainted the new reforms in examination system

Unit I - Concept and Scope of Measurement and Evaluation
Concept, definitions and Nature of Measurement and Evaluation, purposes, function and principles of measurement and evaluation, scale of measurement and their characteristics, difference and relationship between measurement and evaluation, scope of Measurement and evaluation in educational system, Reliability and Validity: Meaning, types, Methods for estimating and factors affecting it

Unit II - Measurement of Intelligence and Creativity
Measurement of general mental ability and aptitudes, theories of intelligence and its measurement with special reference to Thurston, Spearman and Guilford, creativity and its measurement, factors affecting intelligence and creativity

Unit III - Measurement of achievement, attitude and Personality
Measurement of achievement, attitude and interest; Thurston and Likert type scales for Attitude and interest measurement, Measurement of personality: personality inventory, rating scales and projective techniques

Unit IV - Traditional approaches and New Trends in Examination Reforms

Unit-V- TEST CONSTRUCTION

General principles of test construction and its standardization, Writing test items, item construction, and try out and Item analysis procedures for norm, referenced and criterion referenced mastery tests, Basic characteristics of good measuring instruments :Validity, objectivity, Reliability, Usability and Norms, Standardization of measuring instruments

Recommended Books:
1 Bloom, B.S. and Krath, Taxonomy of Education Objectives Hand Book I,
2 Wohl (1956) New York Davis Mekay,
11 Pomham Educational Evaluation, Prentice Hall
Value Education
Paper Code (EDY706)

L T P
4 1 0

Maximum Marks-100

Contact Hours- 5 Hours/ Week
Examination Duration-3 Hours

Theory-70
Sessional-20
Assignment:10

Objectives:

- To enable students to understand the need and importance of value education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education.
- To orient the students with the basis of morality and the place of reason and emotions in moral development of the child.
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
- To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

Unit- I

- The socio-moral and cultural context
- Need and importance of Value Education and Education for Human Rights in the existing social scenario.
- Valuation of Culture: Indian Culture and Human Values.

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

- Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
- Language of moral education- its form and context characteristics of a morally educated person.
- Justice and Care-the two dimension perspectives in Morality: Dichotomy between reason and passion.
- Moral Judgment and Moral Action.
Unit -III

- Moral Development of the Child
- Concept of Development and concept of Moral Development.
- Psycho-analytic approach.
- Learning theory approach, especially social learning theory approach.
- Cognitive developmental approach- Piaget and Kohlberg, stages of moral development and their characteristic features.

Unit- IV

- Moral Learning to Moral Education
- Moral Learning Inside the school: providing “form “and “content of education.”
- Moral Education and the curriculum: Can moral education be imparted taking it as a subject of curriculum.

Unit- V

Intervention Strategies for Moral Education and Assessment of Moral Maturity.

a) Model of Moral Education – i) Rationale Building Mode,
   ii) The consideration Model, iii) Value classification Mode,
   iv) Social Action Mode, v) Just Community Intervention Model.

b) Assessment of moral maturity via moral dilemma resolution.

c) Examples of some select moral dilemmas.

Recommended Books:

Higher Education
Paper Code (EDY707)

Contact Hours- 5 Hours/ Week
Examination Duration-3 Hours

Objectives:
After completing this course, the students’ teacher will be able to:

- know the history and governance of higher education
- understand the structure and features of universities
- know the types of universities and funding
- understand the different issues and problems
- know the functions of regulatory bodies of university and colleges.

Unit -I
History and Governance of Higher Education

- The mother universities – Bologna, Oxford, and Paris
- Idea, meaning aims and functions of University
- Growth of modern Universities in India during colonial period and after
- Types and Governance of Indian Universities and Colleges
- Central Universities, Center of excellence
- State Universities: salient features of U P State Universities Act, 1975
- Deemed Universities (Government owned and private)
- Private Universities

Unit -II
Structure and features of Universities

- Act, Status, Ordinance and regulations
- General structure of a University
- Higher education in colleges under directorate of higher education; and colleges under grant-in-aid and self-financing mode
- Associations of Universities and higher education institutions
Unit -III

Various types of Universities across the world
- Federal unitary, affiliating, residential
- State controlled vs private
- Universities as corporate bodies

2. Funding of Universities abroad and in India

3. Concept of rating and accreditation in higher education.
- American concept
- Accreditation in India by NAAC
- Other benchmarking models

Unit -IV

Contemporary Issues and Problems in Higher Education
- University and Society
  - An instrument of service and public relations
  - Autonomy versus accountability
  - Political interference in the functioning of University
- Problem of discipline: students, teachers and employees
- Open University system

Unit -V

Regulatory Bodies: UGC, AICTE, NCTE, NAAC
- Privatization: Concept of self – financing
- Interaction with industry and business, placement services
- Foreign Universities in India
- Increasing role of professional education
- Concept of distance education

Recommended Books:
1. Oxford University Act, 1200 AD
4. Crammer and Brown Contemporary Education

Objectives:

After completion of the course, the students will be able to:

- develop Physical Health and fitness.
- develop right concept about mental health Education.
- understand the rule and regulations of different physical education activities.
- construct different playfields and grounds.
- have idea about assessment and evaluation procedure of physical fitness and sports skills.

Unit 1: Physical Health Education

Meaning, definition, aim and objectives of Physical Health Education.

- Development of Physical Health Education:
  - Development of Strength
  - Development of Speed
  - Development of Endurance
  - Development of flexibility
  - Development of Coordinative abilities

Unit 2: Mental Health Education

- Meaning and definition of Sports Psychology
- Meaning and Importance of Motivation in Sports
- Stress, Anxiety, Aggression, Mental Toughness in games and sports

Unit 3: Major Games and Sports (Practical)

- Basketball (History, Court Measurement)
- Badminton
- Cricket
- Football
- Hockey
- Volleyball
- Athletics

Any other games as per available resources in the institute.


**Suggested Readings:**