



SYLLABUS

SCHEME OF EXAMINATION AND COURSES OF STUDY

FACULTY OF EDUCATION

M.Ed. (ONE YEAR COURSE)

Master of Education

2010-2011

INSTITUTE OF ADVANCED STUDIES IN EDUCATION UNIVERSITY

GANDHI VIDYA MANDIR, SARDARSHAHR (RAJ.) 331401

Procedure for Admission in M.Ed. (One Year)

A. Minimum Educational Qualification :

- Admission in M.Ed. (One year) course will be allowed only to those candidates who have secured aggregate 55% marks in B.Ed. (both theory & practice teaching separately).

B. Reservation :

- Reservation of seats for SC/ST/OBC and Physically Handicapped will be as per existing Rajasthan Govt./University/Central Govt. rules.

C. Admission Procedure for Admission in M.Ed. (One Year)

- Admission will be made as per state Govt. guidelines.

D. COURSE OF STUDY AND SCHEME OF EVALUATION

PAPER NO.	PAPER NAME	Paper Code	Max. Marks				Min. Marks			
			Ext.	Int.	Ex. Pr.	Total	Ext.	Int.	Ex. Pr.	Total
PAPER – I	Philosophical & Sociological Foundations of Education	MED-101	80	20	-	100	29	7	-	36
PAPER – II	Psychological Foundations of Education	MED-102	80	20	-	100	29	7	-	36
PAPER – III	Methodology of Educational Research.	MED -103	80	20	-	100	29	7	-	36
PAPER – IV	Environmental Education.	MED– 104	80	20	-	100	29	7	-	36
PAPER – V	Computer and Their Role in Education.	MED -105	50	20	30	100	18	7	11	36
PAPER – VI	Work Experience	MED–106	50 (Viva-Voce)	50	-	100	18	18	-	36
PAPER – VII	Select any two Paper from the followings-									
	Guidance & Counselling	MED–107	80	20	-	100	29	7	-	36
	Distance Education	MED–108	80	20	-	100	29	7	-	36
	Value Education & Human Rights	MED–109	80	20	-	100	29	7	-	36
	Comparative Education	MED–110	80	20	-	100	29	7	-	36
	Teacher Education	MED–111	80	20	-	100	29	7	-	36
	Special Education	MED–112	80	20	-	100	29	7	-	36
	Educational Technology	MED–113	80	20	-	100	29	7	-	36
	Educational Measurement &	MED–114	80	20	-	100	29	7	-	36

	Evaluation									
	Curriculum Development	MED-115	80	20	-	100	29	7	-	36
	Management Planning & Financing of Education.	MED-116	80	20	-	100	29	7	-	36
	Science Education.	MED-117	80	20	-	100	29	7	-	36
	Child and Adolescence Psychology	MED -118	80	20	-	100	29	7	-	36
PAPER – VIII	DISSERTATION	MED -119	50	50	-	100	24	24	-	48
	Total					900				

Note:

1. A candidate who fails in internal evaluation of any theory paper(s) and/or external practical examination of 'Computer and their role in education' and/or viva-voce of 'work experience' and/or internal evaluation of 'work experience' he/she shall be declared fail in that theory paper(s).
2. If a candidate fails in any theory paper(s), he/she will be declared failed in all theory paper. Candidate who fail in theory papers may present themselves for re-examination therein at a subsequent examination as an ex-student. He/She shall be required to attend 1/3 duration of the regular course with minimum 75% attendance and have to complete all internal evaluation activities and have to complete all internal evaluation activities related to theory & practical work. He/She shall submit 1/3 fee of the M.Ed. course applicable at that time.
3. If a candidate fails in dissertation have to re-submit the dissertation only in the next session.
4. Candidate shall not be permitted to appear as an ex-student at more then one subsequent examination.
5. A candidate who does not meet minimum 75% attendance. He/She will not be allowed to appear in theory and practical examination. He/She may present themselves for re-examination therein at a subsequent examination as an ex-student. He/She shall be required to attend the regular course to meet minimum percentage of attendance and have to complete all internal evaluation activities related to theory & practical work. He/She shall submit 1/3 fee of the M.Ed. course applicable at that time.
6. Candidate reappearing in a subsequent Examination shall be examined in accordance with the scheme and syllabus in force.
7. It will be necessary for a candidate to pass separately in Internal and External Examinations.
8. M.Ed. dissertation topic will be decided in the internal research committee.
9. In dissertation 50% evaluation will be internal and 50% external. If Internal & External dissertation marks variation more than 20%, dissertation will be sent to third evaluator for assessment and average of two near evaluator taken into account.
 - (i). In each paper evaluation process will be as – (except v, vi, viii papers)
 - (a). External Evaluation = 80%
 - (b). Internal Evaluation = 20%
10. Re-evaluation in dissertation and Practical/Internal/Sessional work, is not allowed.
11. Successful candidates who obtained 60% or above of the aggregate marks will be awarded "First Division" and who obtained 48% and above but less than 60% will be awarded "Second

Division". The minimum pass marks in each paper except dissertation shall be 36% in external as well as in internal assessments and 40% in the aggregate of all the theory papers including internal assessment marks and in dissertation the minimum pass marks shall be 48%.

12. Each question paper will be divided into five units. Each unit will have questions – one essay type and two short answer type (with 2 to 3 parts) having 16 marks in total, but in the paper of 'Computer and Their Role in Education', the distribution of marks and questions are as follows:-

S.No.	Type of Question	No. of Question	Marks of each question	Total marks of each types of question
1.	Multiple Choice Type (Four questions from each unit)	20	½	10
2.	One Word Answer type (Two question from each unit)	10	1	10
3.	Short answer type (One question from each unit)	5	2	10
4.	Essay Type questions (One Question from each unit)	5	4	20
	Total	40	-	50

13. Computer and Their Role in Education Application paper will consist of 100 Marks
- | | | |
|---------------------------------|---|--------------|
| Theory Examinations | - | 50 Marks |
| External Practical Examinations | - | 30 Marks |
| Internal Evaluation | - | 20 Marks |
| I- Sessional Work | - | 10 Marks |
| II- Two Tests | - | 5+5=10 Marks |

14. Marks Distribution of Waork Experince paper (M.Ed. 106)

S.No	Type of Activity	Max. Marks		
		Ext.	Int.	Total
1.	Work Related to Classroom and Practice Teaching	-	8	8
2.	Participant and Organization of co-curricular activity	-	8	8
3.	Organisation and Participation in community work	-	8	8
4.	Training about arrangement of different department of school	-	8	8
5.	Training for evaluation process	-	8	8
6.	Attendance of the course *	-	10	10
7.	Vivo-Voice	50	-	50
	Total	50	50	100

15. External evaluation of work experience will be conduct by a viva-voice. University shall appoint two external and one internal members for this purpose.

*	76-80%	-	2
	81-85%	-	4
	86-90%	-	6
	91-95%	-	8
	96-100%	-	10

LIST OF SPECIALIZATION PAPERS: (Select any two)

- A) Guidance & Counselling
- B) Distance Education
- C) Value Education & Human Rights
- D) Comparative Education
- E) Teacher Education
- F) Special Education
- G) Educational Technology
- H) Educational Measurement & Evaluation
- I) Curriculum Development
- J) Management Planning & Financing of Education.
- K) Science Education.
- L) Child and Adolescence Psychology

PAPER I: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

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

1. Understanding the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
3. Understanding and use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers – Indian and Western.
5. To enable the student to understand concept and process of social organisation, social stratification and institution.
6. To enable the student to understand relationship, between culture, society and education
7. To enable the student to know issues of equality, excellence and inequalities in education.

COURSE CONTENTS

Unit – I

Philosophy of education and metaphysical problems, epistemology, axiology and education.

1. Philosophy of Education : Its nature & theory.
2. Its Function – Speculative, Normative, Analytical.
3. Metaphysical problem and education related to nature, man and Society.
4. Epistemology and education : Knowledge, Methods of acquiring valid knowledge with specific reference to analytical philosophy, Dialectical approach & Scientific inquiry.
5. Axiology and Education : critical appreciation of the contribution made by Vedanta Yoga, Buddhism, Jainism, Bhagavad - gita and Islam to education in term of value education.

Unit –II

Contribution to Educational (Thinkers)

1. Western educational thinkers - Aristotle, Rousseau, John dewey
2. Indian Thinkers – Mahatma Gandhi, Ravindra Nath Tagore, Sri Aurobindo

Unit –III

Educational Implications of The following philosophical Thought

- | | |
|-------------|---------------|
| 1. Idealism | 2. Naturalism |
| 3. Realism | 4. Pragmatism |

Unit –IV

Sociology of Education, Culture and Society

1. Concept and nature of Sociology of Education, Difference between Sociology of Education and education of Sociology, Social Organisation, Social Group, Social stratification, Factors influencing Society.
2. Social organization : Characteristics of Social organization, Institutions, attitude and Values.

3. Education and Culture : Culture Meaning and Concept, Conservative & Creative function of education, Cultural Heritage & Education, Education as an agency of Social control.
4. Education and Society : Education as a Social System, as a Socialisation process and a process of Social progress and change.
5. Socio cultural Scenario, a global perspective.

Unit –V

Democracy and Issue of Equality

1. Education and Democracy, Constitutional provisions for Education, Nationalism and education.
2. Issues of equality of educational opportunity and excellence in education equality vs, Equity in education, Inequalities in Indian social system with special reference to Social disadvantage gender and habitations need measures to address them.

Sessional Work : Any Two of the following

- (1) Review of an article related to philosophical and social problem.
- (2) A survey based on educational and social aspects of a community.
- (3) Educational/sociological/philosophical terms related to concept and definition.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation (Sessional + Two Test)

10+10 Marks

References:

Dewey Jotin – Democracy and Education, New York.

ओड.एल.के. – शिक्षा के दार्शनिक एवं समाजशास्त्रीय भूमिका– नई दिल्ली मेकमिलन

मिश्र अर्जुन – दर्शन की मूलधाराएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल

Horne, H.H. – Democracy and education, Macmillon New York.

Raymont. T. – Principals of Education, Longmars Green, London.

सिंह एम.के. – शिक्षा के दार्शनिक एवं सामाजिक आधार, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ

सक्सेन, एम.आर.स्वरूप – ' शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, लाल बुक डिपो, मेरठ

चौबे सरभुप्रसाद – शिक्षा के दार्शनिक, ऐतिहासिक और समाजशास्त्रीय आधार इन्टरनेशनल,

पब्लिशिंग हाउस, मेरठ ।

पाण्डेय रामशक्ल, – शिक्षा की दार्शनिक एवं समाजशास्त्रीय प्रष्टभूमि, अग्रवाल पब्लिकेशन्स, आगरा ।

ओड.एल.के. – शिक्षा की दार्शनिक प्रष्टभूमि, रा.हि.ग्र. अकादमी, जयपुर ।

पचौरी गिरीश – शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ ।

रूहेला, सत्यपाल – शिक्षा के समाजशास्त्रीय परिपेक्ष्य, आर्म बुक डिपो, नई दिल्ली ।

PAPER II : PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES :

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.
2. To enable the learner to understand implications of psychological theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits.

Course Contents :-

UNIT I : Educational Psychology :

1. Educational Psychology: Concept and scope of educational psychology, contribution of psychology to education.
2. Human Development: Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.
3. Theories of Piaget and Bruner – major concepts and stages and implications for education.
4. Indian theories of Psychological Development.

UNIT II : Learning :

1. Learning : Concept, kinds, levels of learning, various view points on learning, Gagne's conditions of learning; cognitive view point and information processing; issues related to learning. Educational implication of the view points on learning.
2. Group Dynamics: Group process, interpersonal relations, sociometric grouping, social & emotional climate of the classroom and influence of teacher characteristics.

UNIT III : Individual Difference :

1. Concept, kinds & causes of individual difference.
2. Intelligence and cognitive abilities- identification & fostering
3. Creativity – Nature, Process, Identification, fostering and guiding creative children.
4. Interests, attitude and Aptitude.
5. Motivation – Concept, Kinds & Techniques of Motivation.

UNIT IV : Personality :

1. Personality : Concept, development, structure and dynamics of personality
2. Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Murray's need theory; Humanistic approach – Karl's Roger, Maslow & Sri Aurobindo.
3. Techniques of Assessment of Personality –
 - a). Projective
 - b). Non-Projective

UNIT V : Adjustment and Mental Health :

1. Adjustment and Mental Health
 - a) Concept & mechanism of adjustment – defences, escape, withdrawal, compensatory.
 - b) Introduction to common forms of neuroses, psychosis and somatic disorders
 - c) Concept of mental health.
 - d) Identification of Mental Health.

- e) Theoretical Basis of Mental Health.
- f) Factors influencing (parents and family life, community and school practices).
- g) Mental health & Teacher.
- h) Principles of mental hygiene – preventive, constructive, curative measures & Implications for education.

Sessional Work : (Any Two of the following)

1. Administration, Scoring and prepare result of any one of the following Test.
 - I. Creative Ability Test
 - II. Reasoning Ability Test
 - III. Mental ability Test
2. Administration, Scoring, Conclusion and Analysis of any one of the following test of aptitude –
 - I. Mechanical Aptitude Test
 - II. Abstract Reasoning Ability Test
 - III. Verbal Reasoning ability Test

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation (Sessional + Two Test)

10+10 Marks

References:

Dewey Jotin – Democracy and Education, New York.

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चौबे सरभुप्रसाद – शिक्षा के दार्शनिक, ऐतिहासिक और समाजशास्त्रीय आधार इन्टरनेशनल, पब्लिशिंग हाउस, मेरठ ।

पाण्डेय रामशक्ल, – शिक्षा की दार्शनिक एवं समाजशास्त्रीय प्रष्ठभूमि, अग्रवाल पब्लिकेशन्स, आगरा ।

ओड.एल.के. – शिक्षा की दार्शनिक प्रष्ठभूमि, रा.हि.ग्र. अकादमी, जयपुर ।

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रुहेला, सत्यपाल – शिक्षा के समाजशास्त्रीय परिपेक्ष्य, आर्म बुक डिपो, नई दिल्ली ।

PAPER III: METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE OBJECTIVES :

To enable the students to understand :

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

COURSE CONTENTS:

UNIT I: Concept of Research and Educational Research:

1. Meaning of Research & Research Significance and Need for Research in Education.
2. Subject – Topic & its selection.
3. Variables – Dependent, Independent, Extraneous.
4. Objectives – Primary and Secondary.
5. Hypothesis – Nature, Definition, Types, Sources, Characteristics of a good hypothesis; directional and non-directional hypothesis.
6. Survey of Related literature.
7. Population – Sampling, Characteristics of good Sample, Sampling Error.

UNIT II: Area of Educational Research:

1. Basic and Applied Educational Research related to Development
2. Research related to Sociological and Economic Conditions of education.
3. Research in Teacher Education.
4. Research on Psychological Aspects.
5. Research related to Philosophical aspects.
6. Inter-disciplinary Research.

UNIT III : Types of Educational Research :

1. Historical
2. Descriptive Research – Survey and Normative Survey
3. Experimental Research.
4. Action Research
5. Selection Criteria of a Problem.
6. Developing of a Research Plan.

UNIT IV: Research Design:

1. Concept of Research Design.
2. General Characteristics of a Research Design.
3. Process of the study
4. Simple Research Design
5. General Group & Pre-Post Test Design.
6. Correlational Studies

7. Collection and Analysis of Data
8. Tools & Techniques: Observation, Interview, Questionnaire, Psychological Test, Rating scale, Check list and Attitude scale.
9. Sources of Data.

UNIT V: Analysis Procedures:

1. Normal Distribution - Properties and uses of Normal distribution
2. T-test, Sign test, Chi-square test, F-ratio test, Median – test.
3. Interpretation of Data - Conclusions and Generalisations.
4. Writing of Research Report.
5. Use of Computer in Research work and statistical Analysis through computer.

Sessional Work: Any two of the following:

1. Prepare a research synopsis related to master thesis.
2. Construction Administration and standardization of any one of the following tools.
 1. Interview inventory
 2. Observation inventory
 3. Check list
 4. Rating scale.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

PAPER – IV: 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 realising 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.

COURSE CONTENTS:

UNIT I: Introduction to Environmental Education:

1. Concept, Importance and Scope.
2. Aims and Objectives
3. Guiding Principles and foundations.
4. Relationship between man and Environment
5. Ecological and Psychological Perspective

UNIT II: Environmental Hazards:

1. Meaning, concept & types of environmental Hazards. :
2. Extinction of flora and fauna, deforestation, soil erosion.
3. Need for conservation, preservation and protection of rich environmental heritage.
4. Programme of environmental education for primary, secondary and higher education institutions.

UNIT III: Curriculum:

1. Features of curriculum for environmental education:
2. Natural system - earth and biosphere, biotic and non-biotic components.
3. Natural & biotic resources.
4. Human systems-Human beings as part of environment, human adaptations to environment, Population and its effect on environmental resources.
5. Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT IV: Methods and Approaches of Environmental Education:

1. Methods and approaches of environmental education.
2. Strategies of treating environmental education as a separate subject, topical units, integration and interdisciplinary approaches.
3. Methods – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
4. Role of Media, Print, films, and TV.

UNIT V : Environmental Studies :

- 1) Documentation of environmental assets – river/forest/grassland/hill / mountain.
- 2) Local polluted sites- Urban/Rural/Industrial/Agricultural.
- 3) Study of common plants, insects, birds.
- 4) Comparative Study of Environmental Projects from various countries

Sessional Work : Any two of the following :

1. To submit a report after surveying a typical degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics :
 - a). Noise pollution.
 - b). Water Pollution.
 - c). Air Pollution.
 - d). Deforestation.
 - e). Role of Pollution Control Boards.
 - f). Role of Voluntary organizations.
2. Report of study of Common Plants.
3. Report of Visit to a local Polluted site – Urban/Rural/Industrial/Agricultural.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

PAPER V – COMPUTERS AND THEIR ROLE IN EDUCATION

COURSE OBJECTIVES:

1. To acquaint the teacher educator with the knowledge of latest computer technology and its use in education.
2. To acquaint the teacher educator with the various computer software packages available now a days.
3. To develop the capabilities to analyse the educational data using computers and already developed software
4. To train the teacher educators to computer science as a subject at Secondary level and Graduation/B.Ed. (Computing) level.
5. To acquaint the students with Author ware package.
6. To develop the skills of writing programs to analyse and process the statistical data.

COURSE CONTENTS:

UNIT I : INTRODUCTION TO COMPUTERS :

- History of computer, computer generations, classification of computers, characteristics of modern digital computers, Type of digital computers. Architecture of a computer system.
- Computer Hardware, Software, Input/Output devices, Types of computer software, Number system, Memory of Computer (Primary & Secondary)

UNIT II : DIFFERENT SOFTWARE AND ITS APPLICATION IN EDUCATION :

- Introduction of word processing, Word processing capabilities of computer, Text writing, Editing, Formatting, Printing, Spell checking and Mail merging, Research report writing etc.

UNIT III : SPREADSHEET & ITS UTILITY :

- Workbook & worksheet concepts, Creating worksheet, Functions, what... if... analysis, macros, Data analysis, Data analysis tools, Chart and its types, Two and three dimensional chart creations.

UNIT IV : COMPUTER AIDED INSTRUCTION :

- Concept, Advantages and disadvantages, Step involving in developing CAI, Different forms of CAI, Programmed Learning material, Text cum graphics, Question Answer, Dialogue etc.

UNIT V - AUTHOR WARE :

- Authoring tools, Design of Courseware, Variables, Animation, Sound, Graphics, Manipulation using author ware

PRACTICUM :

- (1) An essay on any topic related to I to V unit.
- (2) Practical work on any one of the following –
 1. MS-WORD,
 2. MS-EXCEL,
 3. FOXPRO.

4. POWER POINT.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

Reference :

1. MS-WORD; 7-0 for WINDOWS 98 by T.J.O. Leary & L.O. Leary.
2. MS-Excel 7.0 for WINDOWS 98 by T.J.O. Leary & L.O. Leary
3. MS – Office Made Simple by Sibi Bhaskaran.
4. Fox-pro 2.5: Made Simple by P.K. Taxali, B.P.B. Publication, New Delhi.
5. Foxpro 2.5: Made Simple by Anil Goel, Tata Mc Grow Hill, New Delhi
6. Kent, W.A. : Computer Assisted Learning in the Humanities and Social Sciences, Oxford Black well, Publishing, 1987.
7. Silver, Girald, A. And Silver, Myrona : Simplified BASIC Programming for computers, New York, Harper & Row, 1984.

Max. 100

PAPER – VI (Work Experience)

Objectives :

1. To aware the students about importance and need of work experience.
2. To develop effective teaching skills in the teacher educator in making.
3. To develop their insight into the Co-Curricular activities.
4. To Empowered them in leadership capacity towards community works.
5. To develop the managerial skill of educational administration.
6. To enable the students for access the class room teaching work.
7. To develop necessary skills to evaluate and interpret the learning outcomes of students.
8. Develop an understanding of the main managerial aspects of school organization.

Course Contentes :

Activity – I Work related to classroom and practice teaching :

1. Teaching work – 5 periods in any one compulsory paper.
2. Supervision of daily lessons and observation of 5-5 lesson in each teaching subject.
3. Co- Incharg in block teaching for five days.
4. Micro teaching lesson practice any five teaching skills.

Activity – II Participation and Organization of Co-Curricular activities.

1. Cultural
2. Literacy
3. Games & sports
4. Sharamdan.

Activity – III Organization and participation in community work.

1. Organization of community work in educational and social awareness camp by B.ED. students.
2. Participation in national program - Puls Polio, Literacy companion, Assitance Medical Camps and Yoga camp in any one in 5 villages.

Activity – IV Training about arrangement of different department of the school.

1. Librery management
2. Guidance carrier
3. Admisstration and scoring of any five psychological test.
4. Science club, games & sports, examination department office
Records and maintenance of attendance register, teacher's diary stock registrar.
5. Maintenance of technology department.

Activity – V Training for evaluation process.

1. Construction of question paper (From all the lessons completed by a B.ED. student during teaching practice.)
2. Pre-Preparation for Examination .
3. Evaluation of answer books and preparation of result

Attendance

76%-80%	-	2
81%-85%	-	4
86%-90%	-	6
91%-95%	-	8
96%-100%	-	10

AREA OF SPECIALISATION

A. GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

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

COURSE CONTENTS:

UNIT I : Concept, Type & Principles of Guidance :

1. Concept, assumptions, issues and problems of guidance.
2. Needs scope and significance of guidance.
3. Principles and types of guidance.
4. Role of the teacher in guidance.
5. Agencies of guidance – National & State level.
6. Guidance in curriculum and classroom learning.

UNIT II: Vocational Guidance:

1. Concept and utility.
2. Nature of work.
3. Various motives associated with work
4. Career development – Super's Theory about guidance.
5. Approaches to career guidance, Vocationalization of secondary education and career development.

UNIT III: Guidance of Children with Special Needs:

1. Guidance of Children with special needs –
 - a) Problems and needs
 - b) Guidance of the gifted and creative students
 - c) Guidance of under – achiever and slow learners
 - d) Role of the teacher in helping children with special needs.
2. Group guidance - Concept, concern and principles.
3. Procedure and techniques of group guidance.

UNIT IV : Nature, Principles and Approach of Counselling :

1. Counselling Process
2. Concept, Nature, Principles of counselling.
3. Counselling approaches – directive, non-directive.
4. Group counselling vs. individual counselling. Counselling for adjustment.
5. Characteristics of good counselling.

UNIT V : Testing in Guidance Service :

1. Use of tests in guidance and counselling.
2. Tests of intelligence, aptitude, creativity, interest and personality
3. Administering, scoring and interpretation of test scores.
4. Communication of test results as relevant in the context of guidance programme.

Sessional Work : Any two of the following -

- (I). Preparation of any one Scale of the following for the guidance of the student
 - A. Observation Schedule,
 - B. Check List,
 - C. Rating Scale and
 - D. Interview Schedule.
- (II) . Educational/Vocational Guidance profile of any stream.
- (III). Guiding any student through different attitude test.
- (IV). A case study of child with special needs.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

B. DISTANCE EDUCATION

COURSE OBJECTIVES:

1. To orient students with the nature and need of Distance Education in the present day Indian Society.
2. To expose students to different kinds of information and communication Technologies (ICT) and enable them to be familiar with their use in teaching-learning process.
3. 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 programmes through Distance Education.
4. To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

COURSE CONTENTS:

UNIT I : Distance Education and its development :

1. Some definitions and teaching learning components
2. Need and characteristic features of Distance Education
3. Growth of Distance Education
4. Distance teaching-learning systems in India.

UNIT II : Intervention Strategies at a Distance :

1. Information and Communication Technologies and their application in Distance Education.
2. Designing and preparing self-instructional material
3. Electronic media (T.V.) for Education.
4. Distance Education

UNIT III : Learning at a Distance :

1. Student-Support-Services in Distance Education and their management.
2. Technical and vocational programmes through Distance Education
3. Programmes for women through Distance Education.
4. Distance Educations and Rural Development.

UNIT IV : Quality Enhancement and Programme Evaluation :

1. Quality assurance of Distance Education.
2. Mechanisms for maintenance of standards in Distance Education.
3. Programme evaluation.
4. Cost analysis in D.E. – concept, need and process
5. New Dimensions in Distance Education – promises for the future.

UNIT V : Electronic Media & Role of Different Agencies :

1. Electronic Media – T.V. and Computer in Distance Education
2. Role of Various agencies in Distance Education
 - NIOS
 - IGNOU
 - NCERT
 - UGC

Sessional : Any two of the following

1. Need and Utility of NIOS programme

2. Preparation of study material for distance education.
3. Term Paper on the utility of the media in teaching.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

C. VALUE EDUCATION AND HUMAN RIGHTS

COURSE OBJECTIVES:

1. To enable students 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 values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students 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 process of moral development vis-a-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral teaching into moral education.

COURSE CONTENTS:

UNIT I : Need & Importance in the socio-moral and cultural context :

(I). The Socio-moral and cultural context -

1. Need and Importance of Value Education and Education for Human Rights in the existing social scenario.
2. Valuation of culture: Indian Culture and Human Values.

(II). Nature and Concept of Morality and Moral Education -

1. Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
2. Language of moral education – its form and context characteristics of a morally educated persons.
3. Justice and Care – the two dimensions perspectives in Morality: Dichotomy between reason and passion.
4. Moral Judgement and Moral Action.

UNIT II : Moral Development of Child :

1. Concept of Development and Concept of Moral development.
2. Psycho-analytic approach
3. Learning theory approach, especially social learning theory approach.
4. Cognitive development approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT III : Moral Learning to Moral Education :

1. Moral Learning outside the school – child rearing practices and moral Learning, Moral learning via imitation. Nature of Society and moral learning. Media and moral learning.
2. Moral Learning inside the school: providing “form” and “Content of education”.
3. Moral Education and the curriculum: Can moral education be imparted taking it as a subject of curriculum.

UNIT IV : Intervention Strategies for Moral Education & Assessment :

1. Model of moral education – (a) Rational Building, Model, (b) The consideration model, (c) Value classification, (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.

UNIT – V : Human Rights Education :

1. Concept, significance, Universal Declaration (1948), Thirty articles, constitutional safeguards for Human Rights in India, Women and Child Rights, National and State commission, Violation and Human Rights and role of various agencies. Role of teacher in promoting Human Rights.

Sessional Work : Any two of the following -

1. Organisation of value education programme for inculcation of values at Secondary level.
2. Term paper related to Constitutional provisions on Human Rights.
3. Report writing of any Seminar/Workshop organised by any Institution.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation (Sessional + Two Test)

10+10 Marks

D. COMPARATIVE EDUCATION

COURSE OBJECTIVES:

1. To help the students 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 approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results 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 students about the implications of education for solving the prevailing problems of education in India.

COURSE CONTENTS:

UNIT I : Comparative Education :

1. Meaning in terms of looking at it as a new discipline.
2. Scope and major concepts of comparative education.
3. Methods
4. Democracy and Nationalism
5. Area Study
6. Intra and Inter educational analyses
7. Democracy and Nationalism

UNIT II : Factors & Approaches :

1. Comparative education, factors and approaches - geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural.
2. Factors related to – Cross disciplinary approach used in comparative education.

UNIT III : Modern Trends & UNO :

- 1) Modern trends in world education – national and global.
- 2) Role of UNO in improving educational opportunities among the member countries, various official organs of the UNO and their educational activities.

UNIT IV : Comparative Study :

- 1) 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.
Open Learning	-	India, Japan, USA, Russia, U.K.

UNIT V : Problems of Education

1. Problems prevailing in developing countries with special reference to India, their causes and solution through education.
2. Poverty
3. Unemployment
4. Population explosion
5. Hunger.
6. Terrorism.
7. Castesim and Communalism.
8. Illiteracy.
9. Gender Sensitisation.
10. Political instability.
11. Economic under-development.

Sessional Work : Any two of the following -

1. Term paper related content of the course
2. Comparative study on Educational system of two countries
3. Term paper related to problem prevailing in development countries with special reference to India : Causes & their solutions.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

E. TEACHER EDUCATION

COURSE OBJECTIVES :

To enable the students 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.

COURSE CONTENTS :

UNIT - I : Introduction of Teacher Education & Its Curriculum :

1. Teacher Education – concept, aims and scope;
2. Teacher Education in a changing society: A brief review of historical perspective of the development of teacher, system of teacher Education in India-ancient, medieval, British and during Post-independence period.
3. Teacher Education Curriculum at different stages and Approaches to Teacher Education – consecutive and integrated.
4. Qualities of a good teacher – cognitive, affective and psychomotor skills

UNIT – II : Appraisal of Teacher Education System :

1. 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.
2. Role of different Agencies in Teacher Education – District Level, State Level, National Level, International Level.

UNIT – III : Principles, Methods & Models of Teaching :

1. Principles of Teaching, methods of teaching school subjects.
2. Competency-based teacher education: Quality assurance in teacher education
3. The Teaching Models – Concept Attainment Model, Inquiry Training Model, Problems Solving Model and Inductive Thinking Model.

UNIT – IV : Practice Teaching :

1. Organisation of Practice Teaching for developing an effective teacher 2– Block and Intermediate practice teaching, 3- Internship – its organisation and problems.

UNIT – V : Supervision of Practice Lessons :

1. Supervision of practice lessons: observation and assessment, feed back to student – teacher – concept and types.
2. Evaluation System in Teacher Education.
3. Research in Teacher Education – Action Research.

Sessional Work : Any two of the following -

1. Evaluation/supervise of five lessons of class room teaching related to school teacher.
2. Constructions of a tool for measurement of teaching skill of Teacher educator.

3. Critical analysis of unit of Teacher education curriculum .

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation (Sessional + Two Test)

10+10 Marks

F. SPECIAL EDUCATION

COURSE OBJECTIVES:

To make the students:

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions of education of children with special needs for realising the concept of “Universalisation of education”.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of (students who are different then majority or are) exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS:

UNIT – I : Introduction of Special Education :

Meaning and scope of special Education. A brief history of Special Education. Scope of special education in India. Government policies and legislation. Administration of special education. Characteristics, education and placement of the following types of special children.

UNIT - II : Universalization of Education :

Meaning of universalisation of education as per constitutional provision as well as state-wise allotment; recommendations given in NPE 1986, POA 1992, and PWD (Persons With Disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation council of India.

UNIT – III : Exceptional Learners :

Exceptional learners – Mentally handicapped, visually impaired, hearing impaired, loco motor impaired, suffering with learning difficulties, and gifted learners – the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.

UNIT – IV : Educational Interventions :

Meaning of an educational intervention – nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resource room. Resource teacher, counsellor etc.; Concept of remedial teaching (specially for learning disabled children); Role of other (peer) members of the school (children as well as teachers): family of the “concerned child” and the community in educating the child who is an exceptional one.

UNIT – V : Special Children and their Educational Programmes :

1. Characteristics, prevention, educational programmes and placement of the following types of special children:
 - a) Mentally Retarded (MR).
 - b) With Learning Disabilities.
 - c) Emotionally disturbed.
 - d) With Speech and Language Disorders.
 - e) Visually Impaired (V.I.).

- f) With Hearing Impairment.
- g) Creative
- h) Gifted

(Definition, types, causes, psychological and behavioural characteristics and education)

Sessional work.: Any two of the following –

1. Development of a learning programme for –
 - a) Mentally retarded children,
 - b) Physically handicapped children,
 - c) Creative children,
 - d) With Hearing Impaired children,
 - e) Gifted Children.
2. Reporting of any school related to special children.
3. Term paper on the universalization of Education.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

G. EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES :

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

COURSE CONTENTS :

UNIT I : Concept of Educational Technology :

1. Meaning, Nature, Scope and Significance of ET.
2. Approaches of ET: Software, Hardware & system.
3. Educational Technology and Instructional Technology.

UNIT – II :Communication & Instruction :

1. Theory, Concept, Nature, Process, Components & Types of Classroom Communication, Mass media approach in Educational Technology.
2. Designing Instructional System : Formulation of instructional objectives, Task analysis.
3. Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT III : Teaching levels, Strategies & Models :

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

UNIT IV : Innovations in Teaching :

1. Programmed Instruction (linear/branching model) – Origin and types – linear and branching.
2. Development of the programmed instruction material
3. Teaching machines
4. Computer Assisted Instruction
5. Researches in Educational Technology
6. Future priorities in Educational Technology

UNIT V : Emerging Trends in Educational Technology :

1. Educational technology in Formal, Non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
2. Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – Problems of New Technologies.
3. Evaluation and Educational Technology.
4. Resource Centres for Educational Technology, CIET, UGC, INGOU, NIOS State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching learning.

Sessional Work : Any two of the following -

1. Development of Linear/Branching Programme
2. Development of CAI Package
3. Write a term paper on any contents of the Syllabus.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

H. EDUCATIONAL MEASUREMENTS & EVALUATION

COURSES OBJECTIVES:

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

COURSE CONTENTS:

UNIT I : The measurement and evaluation process :

1. Concept, scope and need of measurement, Taxonomies of educational objectives, Norm-referenced and criterion-referenced measurement.
2. Concept, functions, methods & basic principals of evaluation.
3. Examination system of countries with special reference to U.K., U.S.A. and INDIA.

UNIT II

1. A Critical review of examination system in India.
2. Nature and Status of examination system in India.
3. Evaluation Systems in Advanced Countries U.S.A., U.S.S.R. and U.K.

UNIT III : Tools of Measurement and Evaluation :

1. Subjective and objective tools essay test, objectives test, scales, questionnaires, schedules, inventories and performance tests.
2. Projective & Non-projective techniques of evaluation.
3. Basic characteristics of good measuring instruments.

UNIT IV : Tools Construction :

1. Test Construction: General principles of test construction and its standardisation, Writing test items – objective type, essay type and interpretive type.
2. Item analysis procedures for norm-referenced and criterion referenced mastery tests.
3. Validity, Objectivity, Reliability, Usability and Norms: Types, Ways of determination, importance and application
4. Difference between Standardised and Non-standardised test.
5. Norm referenced and criterion referenced tests, scaling – standard scores, T-scores & C-scores.

UNIT V: Measurement of Different Types of Test:

1. Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest, Skills.
2. Interpretation of the above test-scores and methods of feed back to students
3. New trends in evaluation viz. :
 - Grading
 - Semester system

- Continuous Internal Assessment
- Question Bank

Sessional Work: (Any two)

1. A Critical Analysis of any one psychological test.
2. Formulation of objectives of an unit of any subject on the basis of B.S. bloom taxonomy.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation (Sessional + Two Test)

10+10 Marks

I. CURRICULUM DEVELOPMENT

COURSE OBJECTIVES

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

COURSE CONTENTS:

UNIT I : Meaning and Theories of Curriculum :

1. Introduction: Concept and meaning of curriculum, Curriculum development, theories and procedures.
2. History of curriculum development.

UNIT II : Process of Curriculum Development :

1. Bases of Determinants of Curriculum : Philosophical considerations, Psychological considerations, Sociological considerations
2. Discipline oriented considerations

UNIT III : Principles and Design of Curriculum :

1. Curriculum Design and organisation
2. Components and source of design
3. Principles
4. Approaches
5. Categories and types

UNIT IV : Models and Planning of Curriculum :

1. Curriculum Construction : Different models and principles, Deduction of curriculum from aims and objectives of education
2. Administrative consideration
3. Grass-root level planning
4. System – analysis.

UNIT V : Implementation and Evaluation :

1. Curriculum Implementation Strategies
2. Role of Curriculum support materials
3. Types of materials and aids.
4. Models of implementation.
5. Curriculum Evaluation :
 - a) Importance of evaluation of curriculum
 - b) Models of curriculum evaluation
 - c) Interpretation of evaluation results and method.
6. Issues and trends in curriculum development, curriculum research in India.

7. Suggestions and recommendation in curriculum development as per the following commissions :
- a) University Education Commission, 1948
 - b) Secondary Education Commission, 1952
 - c) Education Commission, 1966

Sessional Work : Any of the Following :

1. Two term papers on any relevant theme of the syllabus.
2. Evaluation of the Syllabus of any class of secondary level.
3. Abstracts of recent articles publish in National Journal.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

J. MANAGEMENT PLANNING AND FINANCING OF EDUCATION

COURSES OBJECTIVES :

1. To enable the student teachers to understand meaning, nature, scope, functions, principles and approaches of educational management.
2. To acquaint the student teachers 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 teachers with the procedures of supervision, inspection and improvement in the field of education.
5. To make the student teachers understand about the type of leadership required and accountability to be maintained by the teacher and administrator.

COURSE CONTENTS :

UNIT I : Meaning, Nature & Principles :

1. 'Educational Management' practice in the present day context.
2. Meaning, nature, scope and principles of modern scientific management.
3. System approach to operational management in education
4. Functions of educational managers
5. Research relating to educational management
6. The present trends in educational management

UNIT II : Process of Management :

1. The process of management
2. Planning for a rational approach to goal achievement.
3. Concept of objectives, steps for formulating the objectives, planning strategy, Policy and Programme for realising the objectives in terms of, Decision making, Programme development and forecasting, Organising, Directing, Staffing and Recruiting, and planning for Human Resources; Training, Co-ordinating and Controlling, Budgeting, Recording & Reporting.
4. POSDCORB & PODC approaches.

UNIT III : Management of Finance :

1. Management of financing.
2. Nature and scope of educational finance
3. Sources, Procurement, Budgeting and Allocation of Funds,
4. Maintenance of Accounts,
5. Sharing and distribution of financial responsibility,
6. Mobilisation of local resource,
7. Private and self financing of educational institutions.

UNIT IV : Supervision and Inspection in Education :

1. Supervision and Inspection in Education : Need for supervision; Meaning, Nature, Scope, limitations of present supervisory procedures, Evaluation of supervisory effectiveness.
2. Inspection Vs. Supervision
3. Academic Supervision Vs Administrative Supervision.
4. Resources budgeting and auditing in education : Resource- Meaning types mobilization, allocation and creation; Budgeting - Processes, formulation, types, drawbacks.

5. Evaluation for performance and accountability.

UNIT V : Controlling & Leadership :

1. Controlling & leadership styles in educational management.
2. Centralisation Vs. Decentralisation, PERT, PPBS, Control and methods of controlling, control-diameter, unity of command.
3. Leadership : Meaning and nature, Theories of leadership, leaderships styles.
4. System Evaluation, Programme Evaluation and Evaluation of functionaries.

Sessional Work : Any two of the following –

- 1) Term paper covering unit I to V.
- 2) Survey of any Educational Institute with regards to its teaching system.
- 3) Construction of School Budget (Secondary/Sr. Secondary)

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

K. SCIENCE EDUCATION

COURSE OBJECTIVES :

1. Enhance the learner's understanding of new perspectives in science education by developing a worldview of the practices in the area.
2. Acquaint the learner with the latest educational thinking about science education.
3. Develop the professional skills needed for practising modern education including the scientific listing of behavioural objective, devising appropriate transactional methodologies and technologies for achieving the outcomes.
4. Develop the skills needed for the devising science curriculum for schools and for 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 practices related to science education.

COURSE CONTENTS :

UNIT I : Nature & Objective of Modern Science :

1. Evolution of science over the centuries; role of science in the 21st century information society and the emerging educational scenario.
2. Science education for the 21st century – new assumptions and practices in modern science education. Nature of scientific method; use of scientific method of generating new knowledge.
3. Different approaches adopted for defining educational outcomes – taxonomical approach, products versus process approach, problem solving approach, discovery approach etc.

UNIT II : Curricula & Psychological Bases of Modern Science Education :

1. Nature of modern science curricula; criteria used for developing science curriculum for schools; discipline oriented science curricula.
2. Specialised versus integrated science curricula.
3. Characteristics of important curricular experiments like the PSSC, Chen Study, BSCS, Nuffield Science etc.

UNIT III : Instructional Strategies and Models :

1. Study of any three representative models of teaching, useful for science teaching.
2. Applications of enquiry approach, environmental approach and creative learning approach to science education.
3. Project work in science learning.
4. Use of Co-curricular activities for science learning.
5. Instructional strategies for dealing with the gifted children & Low achiever.
6. Text books – criteria used for developing textbooks. Student workbooks, teacher handbooks and reference book : use of on-line search for information.
7. Educational technology – meaning and scope, hardware and software technologies; programmed instruction; CAI, audio-video support material for science learning.

UNIT IV : Evaluation of Educational Outcomes :

1. Evaluating specified outcomes – modern assumptions. Developing instruments for measuring specialised behaviour outcomes.

2. Test formats, item analysis, validity and reliability of texts; question banks; scoring, marking and grading, items of measuring process and product outcomes; diagnostic testing and remedial teaching; concept of MLL.

UNIT V : Research Perspectives :

1. Acquaintance with important research findings with special reference to science education in India in the following areas :
 - (a) variables related to science achievement – intelligence, adjustment and motivational dimensions.
 - (b) underachievement in science – incidence; variables related to underachievement.
 - (c) studies on science curricula.
 - (d) efficacy of instructional models used for science teaching.

Sessional Work : Any two of the following :

1. Development of Programme Instruction Material of any teaching subject.
2. Term Paper on any topic of your subject.
3. Term paper on the utility of CAI Package.

Evaluation Procedure

External Evaluation

Internal Evaluation (Sessional + Two Test)

Total Marks - 100

80 Marks

10+10 Marks

Unit – V

Adolescents and agencies

Growing up of adolescents in western and Indian families a comparative study of family interaction patterns. Characteristics of adolescents from broken & unbroken families. Problem of adolescent from home in India and other countries emancipation. Adolescent and role of the school, adolescent interest and the school, role of the school in the development of creativity among adolescents.

Sessional Work :

1. prepared any psychological tool and standardlization.
2. Case study of an adolescent and its follow up work report.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation (Sessional + Two Test)

10+10 Marks