

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT.**  
**M.ED.**  
**SEMESTER - I**  
**CBCS 094177 (CORE PAPER : 1)**  
**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 organization, 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 : ITS NATURE      10%**

1. Liberal Discipline, An activity, Its Function – Speculative, Normative, Analytical
2. Concept and scope of Philosophy of Education and relation between Philosophy and Education
3. Metaphysical Problems and Education related to Nature, Man and Society
4. Epistemology and Education : Knowledge; methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical approach, Scientific inquiry, and Yoga.
5. Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita, Islam and Christianity to education in terms of value formation.

**UNIT-II: SCHOOLS OF PHILOSOPHY****10%**

1. Impact of Philosophical suppositions on education made by – Idealism, Realism, Pragmatism, Existentialism, Vedanta (Advaita & Veshitadvaita only), Sankhya School of thought with respect to :
  - a. ultimate reality
  - b. knowledge and knowing
  - c. morality and values
  - d. aims of education
  - e. curriculum and teaching methods
  - f. pupil teacher relationships

**UNIT-III : EDUCATIONAL THOUGHTS****10%**

1. Educational Thoughts : Contribution to educational thought and practice made by great thinkers (master minds) and their critical appreciation with specific reference to their views on :
  - a. Concept of man and the process of development.
  - b. Socio-cultural scenario, a global perspective
  - c. The thinkers : Dewey, Sri Aurobindo, Mahamana Gandhi, J. Krishnamurti, Plato.

**UNIT IV : SOCIOLOGY OF EDUCATION****10%**

1. Concept and nature of Sociology of Education.
2. Difference between Sociology of Education and Educational Sociology.
3. Social group; social stratification; factors influencing society.
4. Social organization, characteristics of social organization; institutions, attitude and values.

**UNIT V : CULTURE, SOCIAL CHANGE , AND EDUCATION 10%**

1. Culture – meaning and nature of Culture.
2. Role of education in cultural context, Education and cultural Change.
3. Meaning and Nature of Social change, Relationship between Education and Social change.
4. Factors promoting social change: Family, religion, school and mass media.
5. Constraints on social change : Caste, Class, Language, Religion, Population and Regionalism.

**UNIT- VI : EDUCATION AND SOCIALIZATION WITH SOCIAL MOBILITY**

**10 %**

1. Education and Society – Education as a social system, as a socialization process and a process of social progress and change.
2. Factors promoting the process of socialization : Politics, Religion, Culture, Democracy, Economy.
3. Meaning, Nature and Types of Social Mobility.
4. Role of Education in social mobility.
5. Education for national integration and international understanding.
6. Education of socially and economically disadvantaged section of society with special reference to : Scheduled Caste, Scheduled Tribes, Women and Rural Population.
7. Moral and Religious bases of Education

**UNIT- VII : CURRENT ISSUES AND EDUCATION**

**10%**

1. Globalization and Privatization : Concept, Overview of its impact on Education and Society.
  2. Politicization of Education : Political control, interference in the institutional administration.
  3. Equality of educational opportunities : Role of Education for Equalization.
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**CBCS 094177 - REFERENCES**

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## **SEMESTER - II**

**CBCS 094277 (CORE PAPER : 2)**

### **ADVANCED EDUCATIONAL PSYCHOLOGY**

#### **COURSE OBJECTIVES**

1. To enable the student teacher to understand meaning, nature and scope of Educational Psychology.
2. To acquaint the student teacher with characteristics and problems of adolescent period.
3. To enable the student teacher to develop understanding of various theories of teaching.
4. To enable the student teacher to understand implications of psychological theories of education.
5. To acquaint the learner with the process of development and assessment of various abilities and traits.
6. To enable the student teacher to apply psychological knowledge to solve problems of classroom teaching.
7. To acquaint the student with maintain an effective learning environment by managing classroom and becoming the best teacher.

#### **COURSE CONTENTS**

##### **UNIT – I : EDUCATIONAL PSYCHOLOGY & HUMAN DEVELOPMENT**

**10%**

1. Educational Psychology : Definition and meaning of educational psychology
2. Nature of educational psychology
3. Concern of educational psychology
4. Scope of educational psychology
5. Contribution of psychology to education

##### **UNIT- II : HUMAN DEVELOPMENT**

**10%**

1. Human development : Concept, principles, sequential stages of development, factors influencing development and their relative roles, general characteristics and problem of each stage.
2. Theories of Piaget and Bruner : Major concepts, stages and implications for education.
3. Indian theory of Psychological Development

##### **UNIT- III : TEACHING PROCESS**

**10%**

1. Meaning of teaching
2. Nature of teaching
3. Reflective Teaching

4. Models of teaching relate to learning theory :
  1. Concept Attainment Model
  2. Advance Organizer model.
5. Becoming a better teacher : Self-evaluation, student evaluation and self regulation

**UNIT- IV : LEARNING 10%**

1. Learning : Concept, kinds, levels of learning, various view points of learning
2. Gagne’s conditions of learning
3. Field theory : Kurt Lewin
4. Gestalt psychology : Kofka, Kohlar and Werthemer
5. Skinner’s operant conditioning
6. Group dynamics : Group process, interpersonal relations, sociometric grouping, social emotional climates of the classroom and influence of teacher characteristics

**UNIT – V : INDIVIDUAL DIFFERENCES : CONCEPT OF INTRA - INTER DIFFERENCES 10%**

1. Intelligence and cognitive abilities : identification and fostering
2. Creativity : Nature, identification, fostering and guiding creative children
3. Interests, attitude and values
4. Adjustment of teaching – learning process to suit individual difference – learning style and teaching strategies

**UNIT- VI : PERSONALITY –THEORIES & MEASUREMENT 10%**

1. Personality : Concept, development, structure and dynamics of personality.
2. Theories of personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behaviour approach – Miller, Dollard and Bandura; Humanistic approach – Roger, Maslow
3. Assessment of Personality – Techniques
  - a. Personality inventories – rating scales
  - b. Projective techniques : Rorscha, TAT

**UNIT- VII : ADJUSTMENT AND MENTAL HEALTH 10%**

1. Characteristics of well adjustment person
2. Introduction to common forms of psychosis and psycho-neurosis
3. Principles of mental hygiene – preventive, constructive, curative measures
4. Implications for education : with respect to Special and Gifted Children

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**SEMESTER - I**  
**CBCS 094377 (CORE PAPER : 3)**  
**METHODOLOGY OF EDUCATIONAL RESEARCH**

**COURSE OBJECTIVES**

To enable the students to understand :

1. The meaning of scientific method, scientific inquiry, Paradigm, and their implications for educational research.
2. The different approaches of educational research.
3. The techniques of developing a research proposal.
4. The meaning and techniques of sampling.
5. The various types of tools of data collection.
6. The various techniques of data analysis.
7. The mechanism of report writing.

**COURSE CONTENTS**

**UNIT-I : EDUCATIONAL RESEARCH : BASIC CONCEPT      10%**

1. Nature and Sources of knowledge and scientific inquiry.
2. Educational research : Meaning, Definition, General characteristics, and Need or Significance.
3. Paradigms and their implications for educational research.
4. Type /Purpose of Research : Basic or Fundamental, Applied and Action Research.
5. Areas of Educational Research : Problems related to content, Different stages of Education and Teaching process.

**UNIT-II : METHODS OF EDUCATIONAL RESEARCH      10%**

1. Historical Research : Definition and concept, sample selection, stages, primary and secondary sources, criticizing source material , data interpretation.
2. Descriptive Research : characteristics and limitations.
  - (a) Survey : Characteristics, importance and limitations.
  - (b) Types of Survey : School surveys, job analysis, documentary analysis, social survey / community survey, public opinion.
3. Relational Studies :
  - (a) Case study : Definition and type, characteristics, important stages, utility, merits and demerits.
  - (b) Causal-comparative study : Explanation, design, characteristics, utility, merits and demerits
  - (c) Correlational study : Concept, planning design, types, interpretation, merits and demerits.
4. Developmental Studies : Longitudinal and Cross-sectional.
5. Experimental Research :

- (a) Definition and characteristics, major steps, methods of controlling variables involved, internal and external validity, limitations.
  - (b) Various experimental designs : False, True, and quasi experimental and factorial designs.
6. Qualitative Research :
- (a) Concept
  - (b) Main qualitative research methods : Ethnography, participant observation and narratives.

**UNIT-III : PREPARATION OF THE RESEARCH PROPOSAL 10%**

1. Research Problem : selection, definition, statement, criteria and sources for identifying.
2. Study skills for educational research : Library skills, skill for review of researches and internet surfing.
3. Variables : Meaning, definition, types and their control.
4. Objectives – primary, secondary and concomitant.
5. Hypothesis – nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.

**UNIT –IV : TOOLS OF RESEARCH 10%**

1. Concept, types, forms, construction, characteristics, validity, reliability, advantages and limitations of following tools :  
Questionnaire, Opinionnaire, Interview, Observation, Rating Scale, Attitude Scale, Check List, Interest inventory, Personality inventory.
2. Standardized tests : Types and characteristics, Criteria for selecting Standardized test, criterion referenced test, some standardized test available in Gujarati medium.

**UNIT –V : SAMPLING 10%**

1. Universe, Population and Sample
2. Techniques of sampling :
  - ( a ) Probability sampling techniques : simple random, stratified random, systematic, cluster.
  - ( b ) Non-probability sampling techniques : incidental, purposive, quota.
3. Characteristics of a good sample
4. Size of the sample
5. Sampling errors and how to reduce them

**UNIT-V : METHODS OF DATA ANALYSIS 10%**

1. Scales of Measurement : Ordinal, Nominal, Interval, Ratio.
2. Nature of Educational Data : Quantitative and Qualitative, Parametric and Non Parametric.

3. Qualitative data : Its analysis with emphasis on content analysis, Development of Matrices and Pattern, Analysis of interview based and observation based data.
4. Types of Errors in Hypothesis testing, Two tailed and One tailed test of Significance, Degree of Freedom.
5. Quantitative data : Concept and use of descriptive and inferential Statistics :
  - I Parametric tests : t-test, F-test, ( analysis of variance and covariance : One Way and Two Way ANOVA )
  - III Non-parametric tests : Chi-square test(Equal Probability and Contingency)
  - IV Correlation test : Product-moment method
6. Computer data Analysis : Different computer packages for data analysis and its uses.

**UNIT-VII : REPORT WRITING AND EVALUATION OF RESEARCH REPORT 10%**

1. Preparation of Research Report of Dissertation/Thesis : Sections– Preliminary Main body, Reference, Bibliography
2. Preparation of Research Report for Journals and Conferences
3. Preparation of Research Abstracts and Research Synopsis
4. Oral Presentation of Research thesis/dissertation for defence
5. Evaluation of Research Report -Thesis / Dissertation (2 hrs.)
6. Evaluation of Research Report in Journals and conference/Seminar papers

**PRACTICUM :**

- Review of two research papers published in refereed international journals.
- Review of a Doctoral Thesis in Education.

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## CBCS 094377 - REFERENCES

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## **SEMESTER -II**

### **CBCS 094477 (CORE PAPER – 4)**

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

### **COURSE OBJECTIVES**

To enable the students to :

1. Create general awareness regarding Information and Communication Technology and its use in Education.
2. Acquaint different parts of the computer system and their function.
3. Develop competency in the use of off-line electronic resources (CD\_ROM, etc.) and on line resources(World Wide Web etc.)
4. Develop and encourage using ICT for improving school teaching and personal professional growth.
5. Develop understanding about the various aspects of multimedia and its usage in education.
6. Develop various skills to use information and communication technology.
7. Appreciate the contemporary developments in the emerging technologies of distance education as e-learning.

### **COURSE CONTENTS**

#### **UNIT – I : INFORMATION TECHNOLOGY 10%**

1. Concept and scope of Information Technology.
2. Need of Information Technology in education.
3. Concepts of Data, Information, Knowledge, Understanding and Wisdom.
4. Sources, Services and Properties of Information.
5. Barriers to Information flow.

#### **UNIT – II : COMMUNICATION TECHNOLOGY 10%**

1. Concept and Need of Communication.
2. Models and Processes of Communication
3. Communication for Education and Training
4. Classroom Communication
5. Interactivity in Communication
6. Types of Communication : Message related, Target related, Process related.
7. Barriers of Communication and remedies to it.

#### **UNIT – III COMMUNICATION MEDIA AND INFORMATON TECHNOLOGY 10%**

1. Meaning of communication media

2. Classification of communication media
3. Characteristics of communication media
4. Criteria for media selection
5. Production of Software

**UNIT – IV :TECHNOLOGY FOR EDUCATION AND TRAINING** **10%**

1. Technology and Educational Transactions
2. Technology for Design, Development and Delivery of Materials
3. Technology for Classroom Teaching and Self-Learning
4. Technology – Based Training
5. General considerations for appropriate Technology

**UNIT –V : COMPUTER TECNOLOGY** **10%**

1. Computer Fundamentals
2. Computer system hard wares
3. Operating system soft wares
4. Application soft wares
5. Utility soft wares
6. Computer application in Education : Teaching ,Learning, Evaluation

**UNIT – VI : EDUCATIONAL MULTIMEDIA** **10%**

1. Multimedia Growth and Development
2. Multimedia and Virtual Reality
3. Computer and Interactivity
4. Telemetric in Education and Training
5. e-Learning : Concept, Need, Importance, Components, Virtual Classroom, Advantages and Disadvantages

**UNIT – VII : NETWORKING AND INTERNET** **10%**

1. Computer Networking and Education
2. Internet: An Overview
3. Internet Tools: E-mail, FTP and Telnet
4. Browsers: Basics, Search Engines, Academic resources on web
5. Visiting Web Sites/Surfing
6. Distributed Computing and Mobile Computing
7. Concept and uses of EDU-SAT

**PRACTICUM**

- Developing self –learning material.
- Preparing PPT Slideshow.

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**SEMESTER - I**  
**CBCS 099177GI(ELECTIVE PAPER -1 : GR. – I)**  
**CONCEPTS AND METHODS OF STATISTICS IN**  
**EDUCATION**

**COURSE OBJECTIVES**

The student will be able to :

1. Acquaint with the basic concepts of statistics.
2. Learn various statistical methods used in data analysis.
3. Understand the basic assumptions and uses of various statistics.
4. Draw inferences and interpret the results of statistical analysis.
5. Acquire the skill of presenting data in graphical form.
6. Acquire the skill in using soft ware for data analysis.

**COURSE CONTENTS**

**UNIT –I : FUNDAMENTALS OF STATISTICS** **10%**

1. Concept of Statistics
2. Role of Statistics in Educational Research.
3. Parametric and Non Parametric data : Concept and scales of measurement, uses of parametric and nonparametric tests
4. Descriptive and Inferential statistics : concept
5. Organization and Graphical representation of data

**UNIT –II : THE STATISTICAL MEASURES** **10%**

1. Measures of Central Tendency : Mean, Median, Mode
2. Measures of Dispersion : Range, Standard Deviation, Quartile Deviation
3. Measures of Relative Positions : Percentile and percentile Rank, Item Analysis, Standard scores – Z score, T score, Stanine,
4. Measures of Relationship : Coefficient of Correlation-Product Moment Correlation, Rank Order Correlation, Phi Correlation, Contingency coefficient
5. Interpretation of the correlation Coefficient : Outlines, Misinterpretation, Prediction
6. Standard error of estimate

**UNIT – III : THE NORMAL DISTRIBUTION** **10%**

1. Concept of Normal and Non Normal Distribution
2. The Normal probability curve : properties and application
3. Testing of the normality of the distribution
4. Measuring divergence from normality : Skewness and Kurtosis(concept and computation)
5. Practical applications of the normal probability curve
6. Causes for non normal distribution

**UNIT – IV : STATISTICAL INFERENCE** **10%**

1. Meaning of statistical inference
2. Sample and population
3. Types of distribution : Population distribution, Sample distribution, Sampling distribution
4. Concept of : Central limit theorem, level of confidence, Degree of freedom
5. Significance of ; mean, median, standard deviation, quartile deviation, percentages, coefficient of correlation

**UNIT – V : INFERENCE STATISTICAL METHODS** **10%**

1. Concept of inferential statistics
2. Testing statistical significance : the significance of difference between two means, medians, standard deviations, percentages and coefficient of correlation
3. Types of hypotheses and hypothesis testing : two types of error, One tailed and two tailed tests of significance, degree of freedom
4. t – test and F test (one way and two way ANOVA), Concept of ANCOVA
5. Regression Equations : meaning and calculation based on regression coefficient

**UNIT – VI : NON PARAMETRIC TESTS** **10%**

1. Difference between Parametric and Non Parametric tests
2. Assumptions in the use of Parametric and Non Parametric tests
3. Non Parametric techniques : meaning, scope and use of
  - Chi square, sign test, median test
  - Candal's T-test, Candal's W-test
  - Kolmogorav-Smirnov Testing
  - Man-whitney –U test
  - Wilcoxon matched pair sign rank test
  - Kruskal wallis one way analysis of variance
  - Friedman – two way analysis of variance

**UNIT – VII : FACTOR ANALYSIS** **10%**

1. Meaning and purpose of factor analysis
  2. Interpretation of factors
  3. Spearman – Brown formula for calculating split-half reliability of a test
  4. Effect of lengthening a test on its reliability and validity – calculations
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## CBCS 099177GI REFERENCES

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## **SEMESTER - I**

### **CBCS 099277GI (ELECTIVE PAPER-2 : GR. – I)**

#### **EDUCATIONAL MANAGEMENT**

##### **COURSE OBJECTIVES :**

1. To enable the student teachers to understand Meaning, Nature, Functions, Principles and Approaches of Educational Management.
2. To acquaint the student teachers with the process of Educational Management.
3. To orient student teachers with the procedure of Supervision , Inspection and improvement in the field of Education.
4. To enable a student teacher to understand the meaning and importance of Communication in Educational Management.
5. To acquaint student teachers with the meaning, concept, objectives, process, types, methods and techniques of supervision.
6. To acquaint student teachers with administrative aspects of Educational Management.
7. To acquaint a student teacher with the meaning, importance and principles of human relations in education.

##### **COURSE CONTENTS**

###### **UNIT-I : EDUCATIONAL MANAGEMENT 10%**

1. Definition of management
2. Concept of management
3. Concept of educational management
4. POSDCORB ( Planning, Organizing, Staffing, Directing, Co-ordination, Reporting, Budgeting) and PODC ( Planning, Organizing, Directing, Control) approaches
5. Organizational context of management

###### **UNIT-II : ‘EDUCATIONAL MANAGEMENT’ PRACTICE IN THE PRESENT DAY CONTEXT 10%**

1. Meaning, nature, scope and principles of modern scientific management
2. Systems approach to operational management in education
3. Functions and activities of educational managers
4. Researches related to educational management
5. The present trends in educational management

###### **UNIT – III : CONTROLLING AND LEADERSHIP STYLES IN EDUCATIONAL MANAGEMENT 10%**

1. Centralization Vs. Decentralization styles in educational

2. PERT, PPBS, Control and methods of controlling
3. Control-diameter, unity of command
4. Leadership : Meaning and Nature, Characteristics, Leadership styles
5. System Evaluation, Programme Evaluation and Evaluation of Functionaries

**UNIT-IV : ADMINISTRATIVE ASPECTS OF EDUCATIONAL MANAGEMENT** **10%**

1. Educational administration and management
2. Educational administration at various level :
  - A .Educational administration at central level
  - B. Educational administration at state level
  - C. Educational administration at local level
  - D. Educational administration at University level
  - E. Educational administration at open university level
3. PROCESS OF EDUCATIONAL ADMINISTRATION
  - A. Formation of objectives
  - B. Policy making
  - C. Educational planning
  - D. Organization process
  - E. Decision making process
  - F. Stimulating
  - G. Co-ordinating
  - H. Communicating
  - I. Controlling
  - J. Evaluation.
4. Functions of educational director, D.E.O. and Gujarat Secondary and Higher Secondary Education Board

**UNIT- V : SUPERVISION IN EDUCATION** **10%**

1. Meaning and Definition of supervision
2. Modern concept of supervision
3. Academic Vs. Administrative supervision
4. Supervision as a process :
  - A. Social
  - B. Educational
  - C. Psychological
5. Supervision as a function

**UNIT-VI : SUPERVISION AND INSPECTION IN EDUCATION** **10%**

1. Supervision as leadership for providing guidance
2. Different types of supervision
  - A. Authoritative supervision
  - B. Creative supervision
  - C. Organism supervision

- D. Democratic supervision
- E. Scientific supervision
- 3. Methods and techniques of supervision
  - A. Classroom observation
  - B. Conference
  - C. Workshop
  - D. Teachers' meeting
- 4. Supervision and inspection in education : Inspection Vs. Supervision
- 5. Evaluation for Performance and Accountability
- 6. Defects in the present supervision and inspection

**UNIT-VII : MOTIVATION AND COMMUNICATION IN HUMAN RELATIONS** **10%**

- 1. Meaning of human relation in education
  - 2. Need and importance of human relations in educational management
  - 3. Principles and values of human relations in educational Management
  - 4. Human relations among principal, supervisors, teaching –staff, non-teaching-staff, students, school- management, and educational officers
  - 5. Maslow's Theory and Human relations
  - 6. Process to increase staff harmony
  - 7. Concept and Importance of communication in effective Management
  - 8. Barriers of communication in educational management and Administration
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2. Steps in the development of Programmed Instructional Materials :  
Behaviour specification, content analysis , writing frames, tryout,  
editing and validation
3. Orientation to self learning material preparation

**UNIT-V: EDUCATIONAL TECHNOLOGY IN TEACHER  
EDUCATION 10%**

1. Development of teaching skills through Micro-teaching
2. Reflective levels of teaching
3. Teaching Strategies : Meaning, nature, functions and types
4. Educational Technology for Competency based Teacher Education

**UNIT – VI : MANAGEMENT OF EDUCATIONAL TECHNOLOGY  
10%**

1. Application of Systems approach in Classroom instruction
2. Planning for managing teaching-learning process
3. Organizing for managing teaching-learning process
4. Leading for managing teaching-learning process
5. Controlling for managing teaching-learning process

**UNIT- VII : TEACHING MODELS AND COMPUTER ASSISTED  
INSTRUCTION 10%**

1. Models of Teaching : meaning, nature, functions and types ( Concept attainment and advanced organizer model )
  2. Application of computers in instruction, learning and testing
  3. Characteristics of computer assisted instruction [ CAI ]
  4. Concept related with internet : world wide web (www), intranet, search engine, browsing, e-mail, MS office, Wikipaedia .
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ગુજરાત રાજ્ય

# **CBCS 099477GI (ELECTIVE PAPER-4: GR. – I) 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 : TEACHER EDUCATION : CONCEPT, AIMS , SCOPE AND CURRICULUM** **10%**

1. Concept of Teacher Education
2. General Objectives of Teacher Education
3. Aims and Objectives of Teacher Education at Primary level, Secondary level, Higher Secondary Level & Higher Education
4. Scope and Importance of Teacher Education
5. Teacher Education Curriculum: frame work and present Scenario of teacher education curriculum in Gujarat
6. Teacher Education Curriculum at different stages : Approaches to Teacher Education– consecutive and integrated

### **UNIT-II : TEACHER EDUCATION IN A CHANGING SOCIETY** **10%**

1. A brief review of historical perspective of the development of Teacher Education in India :ancient, medieval and British .
2. Post-independence period : Indian Education Commission report, (1964 - 1966), National Policy on Education (1986), 9th Five Year Plan.
3. Teacher Education in U.S.A, U.K, China, Australia.

### **UNIT-III : . TEACHING AS A PROFESSION** **10%**

1. Professional Organisations for various levels of teachers and their roles.
2. Performance appraisal of teachers.
3. Faulty improvement programme for teacher education.
4. Competencies and commitment based teacher education – review of NCTE, NCF (2005) documents.
5. Professional Ethics for Teachers and Qualities of a good teacher – cognitive, affective and psychomotor skills.

**UNIT-IV : TEACHER EDUCATION : TYPES AND AGENCIES 10%**

1. In service Teacher Education – Concept, Meaning, Need, Objectives, Programmes, Problems and Suggestions for improvement
2. Pre-service Teacher Education- Concept, Meaning, Need and Type
3. Role of UGC, NCERT, SCERT with special reference to teacher Education
4. Competency-based teacher educations : Quality assurance in teacher education
5. Distance Mode of Teacher Education.

**UNIT-V : TEACHING AND TRAINING 10%**

1. Principles of Teaching; methods of teaching school subjects.
2. The Teaching Models – Concept Attainment Model, Inquiry Training Model, Problem Solving Model and Inductive Thinking Model.
3. Organization of Practice Teaching for developing an effective teacher – Block and Intermittent practice teaching internship – its organization and problems
4. Supervision of practice lessons : observation and assessment; feed back to student– teacher – concept and types

**UNIT-VI : TEACHER EDUCATION : PROBLEMS AND ISSUES IN INDIA 10%**

1. Major problems and issues of teacher education programmes (related to Admission Process, Quality of student teacher, syllabus, practice teaching And practicing schools, Constraints of time and Organizational and Administrative problems)
2. Remedies to Problems of teacher education

**UNIT-VII : RESEARCH IN TEACHER EDUCATION 10%**

1. Research in Teacher Education :
    - A. Need and Scope of Research in Teacher Education.
    - B. Areas of Research in Teacher Education.
    - C. Problems of Research in Teacher Education.
    - D. Current Problems of Teacher Education Institutions.
      - a) Isolation of Teacher Education Institutions.
      - b) Standards in Teacher Education.
      - c) Admission Policy and Procedures.
  2. Professional Development of Teachers Educator or quality control in Teacher Education
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**SEMESTER - I**  
**CBCS 099577GI (ELECTIVE PAPER-5 : GR. -I)**  
**SPECIAL EDUCATION**

**COURSE OBJECTIVES**

1. To enable the student teacher to acquire knowledge and understanding of special education.
2. To enable the student teacher to acquire knowledge and understanding about different areas of disability (Physically impaired, Visual, Hearing & Orthopaedically impaired, mentally retarded).
3. To acquaint the student teachers with Government Policies, Legislatures & National Institutes related to the disabled/exceptional learners.
4. To acquaint the student teacher with Educational programmes, Equipments and Aids for education of the disabled/ exceptional learners.
5. To acquaint the student teacher with the role of parents, peers and society in rehabilitation of the disabled/ exceptional learners.
6. Understand the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of “Universalisation of education”.

**COURSE CONTENTS**

**UNIT – I : CONCEPT, OBJECTIVES AND BASIC PRINCIPLES OF SPECIAL EDUCATION** **10%**

1. Meaning and scope of special Education.
2. A brief history of Special Education.
3. Scope of special education in India : Government policies and legislations.
4. Administration of special education.
5. Objectives and Principles of Special Education
6. Concept of Impairment, Disability, Handicap
7. Concept of Inclusion, Barrier-free Society

**UNIT -II : DEFINITIONS, CHARACTERISTICS AND NEED OF CHILDREN WITH DISABILITY :** **10%**

1. Visually Impaired
2. Hearing Impaired
3. Orthopaedically Impaired
4. Mentally retarded

### **UNIT –III : MEANING OF UNIVERSALISATION OF EDUCATION**

1. Meaning of universalisation of education as per constitutional provision as well as state-wise allotment; - **10%**
2. Recommendations given in NPE 1986, POA 1992, and PWD(Persons with disability Act) 1995
3. National Institutes of Handicapped and the role of Rehabilitation council of India

### **UNIT -IV: EDUCATIONAL PROGRAMMES FOR SPECIAL EDUCATION** **10%**

1. Educational Programmes for Special Education of Hearing, Visually, Orthopaedically impaired and Mentally retarded
2. Placement of these children
3. Aids & Appliances for these children

### **UNIT -V : REHBILATION** **10%**

1. Rehabilitation of Hearing impaired
2. Rehabilitation of Visually impaired
3. Rehabilitation of Orthopaedically impaired
4. Rehabilitation of Mentally retarded
5. Role of Parents, Peers, Teachers, and Community In Rehabilitation

### **UNIT – VI : EDUCATIONAL INTERVENTION** **10%**

1. Meaning of an educational intervention
2. Nature and objectives of special schools
3. concept of main streaming; integrated schools; support services provided within them viz. Resources room, resource teacher, counselor etc.
4. concept of remedial teaching (specially for learning disables children);

### **UNIT – VII : PLACEMENT** **10%**

Characteristics, prevention, educational programs and placement Of the following types of special children :

- Mentally Retarded (MR),
- With Learning Disabilities,
- Emotionally disturbed,
- With Speech and Language Disorders,
- Visually impaired,
- With Hearing Impairment
- Creative
- Gifed

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**SEMESTER - I**  
**CBCS 099677GI (ELECTIVE PAPER-6 : GR. –I)**  
**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 form 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-à-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.
6. Understand concept of citizenship & Human Rights Education.
7. Perceive need & importance of citizenship & Human Rights Education.
8. Understand correlative nature of citizenship Education and its role in various contemporary issues.
9. Identify importance of Human Rights awareness in existing social scenario.
10. Learn methodology for developing Human Rights awareness and qualities of good citizenship
11. Comprehend role of Government & non-government organizations in citizenship and Human Rights Education

**COURSE CONTENTS**

**UNIT- I : VALUES, HUMAN RIGHTS AND MORAL EDUCATION**  
**10%**

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

**UNIT- II : MORAL DEVELOPMENT OF THE CHILD 10%**

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

**UNIT- III : MORAL LEARNING TO MORAL EDUCATION 10%**

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

**UNIT- IV : INTERVENTION STRATEGIES FOR MORAL EDUCATION AND ASSESSMENT OF MORAL MATURITY 10%**

1. Model of Moral Education – a) Rationale Building Model, b) The consideration Model, c) Value classification Model, d) Social Action Model, e) Just Community intervention
2. Assessment of moral maturity via moral dilemma resolution
3. Examples of some select moral dilemmas.

**UNIT –V : CITIZENSHIP EDUCATION AND CONTEMPORARY ISSUES 10%**

1. Concept of Citizenship, Qualities of a good Citizen
2. Citizenship Education : Concept, need and scope
3. Citizenship and Value Education and Values of citizenship in Indian context
4. Role of citizenship education in environmental conservation, in preserving rich cultural heritage, in National Integration

**UNIT- VI: HUMAN RIGHTS EDUCATION : AN INTRODUCTION 10%**

1. Need and importance of Human rights in existing social scenario

2. History of Human Rights development
3. Human Rights Education : Meaning, need and scope.

## **UNIT- V: CITIZENSHIP AND HUMAN RIGHTS EDUCATION**

**10%**

1. Citizenship and Human Rights Education
  2. Agencies of citizenship and Human rights Education – School, Family, Community, Teacher.
  3. Teaching Learning Process in citizenship and Human Rights. Education through Curricular and co-curricular activities
  4. Role of different Government and non-government organizations in Citizenship and Human Rights Education
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**SEMESTER - I**  
**CBCS 099777GI (ELECTIVE PAPER-7 : GR. I)**  
**EDUCATIONAL MEASUREMENT & EVALUATION**

**COURSE OBJECTIVES :**

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. To help the student understand relationship between measurement and evaluation in education.
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 result recorded to help learners.

**COURSE CONTENTS**

**UNIT- I : THE MEASUREMENT AND EVALUATION PROCESS**

**10%**

1. Concept, scope and need of measurement & evaluation
2. Difference between measurement and evaluation
3. Characteristics of Evaluation
4. Steps in the Process of Evaluation
5. Bloom's Taxonomy of educational objectives
6. Writing Objectives in Behavioral Terms

**UNIT – II : MEASUREMENT AND EVALUATION : TYPES 10%**

1. Scales of Measurement : Ordinal, Nominal, Interval and Ratio
2. Different types of Evaluation and Measurement : Maximum Performance v/s Typical Performance; Formative, Summative, Diagnostic Evaluation and Continuous Comprehensive Evaluation
3. Norm-referenced and criterion-referenced test measurement, scaling – standard scores, T-scores & C-scores
4. Different types of norms and its rationale : Age, Sex, Occupation, Area, Specific group.

**UNIT – III : MODELS IN EDUCATIONAL EVALUATION 10%**

1. 3D Model, Total Reflection Model & Individual Judgment Model
2. Evaluation : Functions of evaluation, and the basic principles of evaluation
3. Evaluation and Curriculum
4. Interrelationship between measurement and evaluation in education.

**UNIT- IV : TOOLS OF MEASUREMENT AND EVALUATION 10%**

1. Subjective and objective tools : essay test, objective test, scales, questionnaires, schedules, inventories, performance tests.
2. Examination as a tool of measurement and evaluation and New trends in evaluation : Marking system, Grading system, Semester system, Question Bank, Profiles, use of Computer In evaluation
3. Test of Scholastic Achievement and Diagnostic Test : Need, Purpose, Steps in Construction
4. Standardized Tests : Meaning, Nature, Uses and Types
5. Choosing a standardized test

**UNIT – V : MEASUREMENT OF VARIOUS STANDARDIZED TOOLS 10%**

1. Measurement of Intelligence : Meaning and Types of Intelligence, Intelligence Quotient, Intelligence test (Individual and Group, Verbal and Non-verbal)
2. Measurement of Aptitude : Meaning, Nature and Characteristics of Aptitude, Differential and Specific Aptitude test
3. Measurement of Attitude : Meaning of Attitude, Thurston and Likert Method, Opinionative, Q-Sort Technique
4. Measurement of Interests : Meaning and Types of Interest (Expressed, Manifest, inventoried, Tested), Interest inventories
5. Measurement of Personality : Meaning and Techniques, Self Report Technique, Rating Scale, Projective Techniques, Interview, Observation, Sociometric Technique
6. Some standardized tools available in Gujarat

**UNIT-VI : TEST CONSTRUCTION 10%**

1. General principles of test construction and its standardization
2. Writing test items – objective type, essay type and interpretive

type

3. Item analysis procedures for norm-referenced and criterion-referenced, mastery tests
4. Basic characteristics of good measuring instrument : Validity, Reliability, Usability, Objectivity and Norms. Types, Ways of determination; importance and application
5. Standardization of measuring instruments : Steps involved

**UNIT- VII : TEST STATISTICS**

**10%**

1. Item Analysis for Norm referenced test : Statistics of Facility value(FV) and Discriminative Indices(DI) of Objective type test items and Essay items, Relationship Between FV and DI, Appropriateness of Distracters
  2. Item Analysis for Criterion referenced test :Statistics of Item Objective Congruence (IOC) and Pre – Test Difference Index (PPDI)
  3. Formulas for reliability
  4. Methods of Within Group Comparison : Percentiles, Standard Scores, T-Scores, Stanine Scores
  5. Presenting Test Results through Graphs
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## CBCS 099777GI REFERENCES

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**SEMESTER - I**  
**CBCS 099877GI (ELECTIVE PAPER-8 : GR.- I)**  
**ENVIRONMENTAL EDUCATION**

**COURSE OBJECTIVES**

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

**COURSE CONTENTS**

**UNIT- I : INTRODUCTION TO ENVIRONMENTAL EDUCATION**

**10%**

1. Concept, Importance and Scope
2. Aims and Objectives
2. Guiding Principles and Foundations
3. Ecological and Psychological Perspective

**UNIT- II : ENVIRONMENTAL HAZARDS & NEED OF CONSERVATION**

**10%**

1. Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system
2. Environmental pollution : physical, air, water, noise, chemical
3. Extinction of flora and fauna, deforestation, soil erosion.
4. Need for conservation, preservation and protection of rich environmental heritage.

**UNIT- III : CURRICULUM AND PROGRAMMES OF ENVIRONMENTAL EDUCATION**

**10%**

1. Programmes of environmental education for primary, secondary and higher education institute

2. Features of curriculum for environmental education
3. Special nature of Curriculum on environmental education.

**UNIT- IV : EVALUATION IN ENVIRONMENTAL EDUCATION**

**10%**

1. Concept and types of evaluation.
2. Evaluation of Curriculum at school level.
3. Comparative Study of Environmental Projects.

**UNIT-V : CONCEPT OF ENVIRONMENT AND ECOSYSTEM10%**

1. Natural system earth and biosphere, abiotic and biotic components.
2. Natural resources, abiotic resources.
3. Human systems – Human beings as part of environment, . human adaptations to environment, population and its effect on environmental resources

**UNIT- VI : METHODS AND APPROACHES OF ENVIRONMENTAL EDUCATION**

**10%**

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

**UNIT- VII : COMPARATIVE STUDY**

**10%**

Comparative Study of Environmental Projects from various Countries.

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**SEMESTER - I**  
**CBCS 099977GI (ELECTIVE PAPER-9 : GR. – I)**  
**YOGA EDUCATION**

**COURSE OBJECTIVES :**

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

**COURSE CONTENTS**

**UNIT- I : METAPHYSICAL BASIS OF YOGA 10%**

1. Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
2. Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
3. Further sub-divisions of Ahamkar – Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksham Sharir)
4. Nature of knowledge and knowledge getting process – the Pramanas.

**UNIT- II : THE PHILOSOPHY OF YOGA AND ITS RELATIONSHIP TO INDIVIDUAL AND SOCIAL UPLIFTMENT 10%**

1. The meaning and definitions of Yoga.
2. Yoga as a way to healthy and integrated living.
3. Yoga as a way to socio-moral upliftment of man.
4. Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti.

**UNIT- III : DIFFERENT TYPES OF YOGA SYSTEMS AND CHARACTERISTICS OF YOGA PRACTITIONER 10%**

1. Ashtanga yoga of Patanjali
2. Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita.
3. Integral yoga of Aurobindo and modern off shoots of yoga
4. Characteristics of a practitioner of yoga

**UNIT- IV : THE INSTRUMENTALS OF YOGA (SADHANA PAD) 10%**

1. The Five yamas (observances).
2. The Five Niyamas (abstinences).
3. Asans – The right postures.
4. Pranayam – controlling the breadth.
5. Pratyahara – controlling the senses.
6. Dharana (concentration) and its methods
7. Dhyana (meditation) and its kinds.
8. Samadhi – its various types.

**UNIT- V : SCIENTIFIC BASIS OF YOGA – YOGA AND MENTAL HEALTH 10%**

1. Yoga and Bio-feedback
2. Therapeutic values of yoga.
  3. Different Asans and their effects to promote a sound physical and mental health
4. Dhyana, and its therapeutic value.

**UNIT – VI : YOGA IN MODERN AGE 10%**

1. Yoga in thought revolution
2. Yoga in Moral upliftment
3. Yoga in Globalization

**UNIT – VII : YOGA AND ULTIMATE REALITY 10%**

1. Realization of Ultimate Reality through Yoga :
  2. Precautions and Self – observations
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**SEMESTER -II**  
**CBCS 099177GII (ELECTIVE PAPER-1 : GR. – II)**  
**PSYCHOLOGICAL TESTING**

**COURSE OBJECTIVES**

1. To acquaint a student teacher with the meaning, uses and types of psychological tests.
2. A student teacher will be able to understand characteristics of a good psychological test.
3. A student teacher will be able to understand the process of construction and administration of the test.
4. A student teacher will be able to understand meaning and construction of achievement test.
5. To acquaint a student teacher with the concept and uses of diagnostic test.
6. To acquaint a student teacher with the test of intelligence.
7. A student teacher will be able to understand multifactor test batteries, interest inventories, attitude scale and personality test.

**COURSE CONTENT**

<b>UNIT-I : MEANING AND CHARACTERISTICS OF A TEST</b>	<b>10%</b>
1. Meaning of Psychological test	
2. Definition of Psychological test	
3. Uses of Psychological tests	
4. Types of Psychological tests	
5. Characteristics of a good Psychological test	
<b>UNIT-II : TEST CONSTRUCTION</b>	<b>10%</b>
1. Item analysis	
2. Tryout of the test	
3. Concept of reliability and validity	
4. Norms	
<b>UNIT-III : ADMINISTRATION AND USE OF THE STANDARDISED TEST</b>	<b>10%</b>
1. Testing conditions	
2. Procedure of test administration	
3. Factors affecting on test results	
4. Use of related Manuals	
<b>UNIT- IV : TEST OF INTELLIGENCE</b>	<b>10%</b>
1. Binet Scale	
2. Stanford-Binet Scale of 1937 and 1960	
3. Wechsler Scale : WAIS and WPPSI	
4. Intelligence tests prepared in Gujarat	
5. Clinical uses of intelligence test	
<b>UNIT-V : MULTIFACTOR TEST BATTERIES</b>	<b>10%</b>
1. Description of Differential Aptitude Test ( DAT)	



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## **SEMESTER - II**

### **CBCS 099277GII (ELECTIVE PAPER-2 : GR. – II)**

#### **EDUCATIONAL PLANNING AND FINANCE IN INDIA**

##### **COURSE OBJECTIVES :**

1. To acquaint a student teacher with the meaning and objectives of educational planning.
2. To acquaint a student teacher with types of educational planning.
3. To enable a student teacher to understand the principles and techniques of educational planning.
4. To acquaint a student teacher with the process of planning and five year plans in India.
5. To enable a student teacher to understand the objectives of expenditure and source of finance during post independence in India.
6. To acquaint a student teacher with the meaning, concept, importance and principles of educational finance.
7. To acquaint a student teacher with the meaning and types of Grants- in-aid.
8. To enable a student teacher to prepare school budget.

##### **COURSE CONTENTS**

##### **UNIT-1 : FOUNDATIONS OF EDUCATIONAL PLANNING      10%**

1. Meaning of planning and educational planning
2. Definition of planning and educational planning
3. Objectives of educational planning
4. Theoretical base of planning
5. Three approaches in educational planning
6. Importance of educational planning

##### **UNIT-II : TYPES, PRINCIPLES AND TECHNIQUES OF EDUCATIONAL PLANNING :      10%**

1. Types of Educational planning :
2. National educational planning
3. Educational planning of states
4. Educational planning at district level
5. Institutional planning
6. Comprehensive perspective of planning.
7. Principles and techniques of educational planning
8. Social components of educational planning.

##### **UNIT-III : PLANNING COMMISSION AND FIVE YEAR PLANS OF EDUCATION      10%**

1. Establishment of planning commission in India
2. Process of planning in India

3. Five year plans of education in India (Only qualitative development and expansion of education during five- year plans in India)
4. Main constitutional direction-indicatives for educational planning
5. Criticism of Indian Planning Commission

**UNIT- IV : OBJECTS OF EXPENDITURE 10%**

1. Direct Objects :
  - A. Primary education
  - B. Secondary education
  - C. Higher education
  - D. Professional education
2. Indirect Objects :
  - A. Direction and Inspection
  - B. Building and furniture
  - C. Scholarship and financial concessions
  - D. Hostel expenditure.
3. Education and economical development

**UNIT- V : EDUCATIONAL FINANCE IN INDIA 10%**

1. Meaning of educational finance
2. Concept of educational finance
3. Importance of educational finance
4. Principles of educational finance
5. Meaning of Grant-in aid
6. Types of Grant-in aid

**UNIT-VI: SOURCE OF FINANCE : 10%**

1. Contribution of Central Government
2. Contribution of State Government
3. Contribution of Local Institutions :
  - A. Contribution of Municipalities
  - B. Contribution of Panchayats
  - C. Contribution of Private and Self-financed educational Institutions.
4. Fees endowments and Foreign Aid
5. Educational finance in last three five-year plans in India

**UNIT-VII : SCHOOL BUDGET, PROBLEMS AND SOLUTIONS OF EDUCATIONAL FINANCE IN INDIA 10%**

1. Planning of school budget
  2. Budget making process
  3. Maintenance of Accounts
  4. Functions of University Grants Commission (UGC)
  5. Problems regarding educational finance in India
  6. Solutions regarding problems of educational finance in India.
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**SEMESTER - II**  
**CBCS 099377GII (ELECTIVE PAPER-3 : GR. – II)**  
**INNOVATIONS AND CHANGE IN EDUCATION**

**COURSE OBJECTIVES**

1. To enable the students teacher to understand about the concept, meaning, stages and significance of Innovations & Change in Education and its important aspects.
2. To enable a student teacher to understand the role of change agents.
3. To help the students teachers to distinguish between innovation and change so that they can develop and design a sound strategy for innovation.
4. To acquaint student teachers with innovations in the field of Teacher education.
5. To acquaint student teachers with National Policy of Education and innovative practices at School level.
6. To acquaint the student teachers with emerging trends in Indian Education.
7. To acquaint the student teachers with emerging trends in World Education.

**COURSE CONTENTS**

**UNIT – I : CONCEPT OF EDUCATIONAL CHANGE                      10%**

1. Concept of Educational Change
2. Characteristics of Educational Change
3. Difference between Change & Innovation
4. Process of Change – Adoption & Rejection
5. Planned Change- Meaning ,Concept and Stages of implementation

**UNIT – II : THE AGENTS OF CHANGE    10%**

1. Agents of Change- Meaning
2. Characteristics of Change Agent
3. Teacher as a change agent
4. Science & Technology as a change agent
5. Economic factors as a change agent
6. Values as a change agent

**UNIT – III : CONCEPT OF INNOVATION    10%**

1. Meaning of Innovation,
2. Definition of Innovation

3. Concept of Innovation
4. Need of Innovation in Education
5. Stages of Innovation – knowledge, persuasion, decision, implementation and confirmation
6. Diffusion of Innovation
7. Barriers to Educational Innovations

**UNIT – IV : INNOVATIONS IN TEACHER EDUCATION 10%**

1. Characteristics of Innovative Teacher
2. Role of Agencies such as NCTE, UGC, NCERT & GCERT in improving quality of Teacher Education
3. Self-financed Institutions – advantage & limitations
4. New Curriculum for teachers
5. Qualitative Practices in Teacher Education

**UNIT – V : INNOVATIVE PRACTICES AT SCHOOL LEVEL 10%  
WITH REFERENCE TO TEACHING METHODS,  
CURRICULUM AND EVALUATION**

1. Innovations at Primary level
2. Innovations at Secondary level
3. Innovations at Higher Secondary level
4. National Policy of Education for School Education

**UNIT – VI : EMERGING TRENDS IN INDIAN EDUCATION 10%  
WITH REFERENCE TO MEANING, NEED AND  
IMPORTANCE**

1. Knowledge Commission
2. Total Quality Management
3. Population Education
4. Environmental Education
5. Sex Education
6. Developing future vision

**UNIT – VII : MODERN TRENDS IN WORLD EDUCATION 10%**

1. Role of U.N.O./ UNICEF in improving educational opportunities
2. Globalisation
3. Privatisation
4. Education for Exceptional learners
5. Education for Peace
6. Health Education : Yoga
  - as a way to healthy live,
  - as a way to social moral upliftment of man and
  - as a way to spiritual enlightenment

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**SEMESTER - II**  
**CBCS 099477GII (ELECTIVE PAPER – 4 : GR.-II)**  
**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 understand concept and needs and guidance for the children with special needs.
4. To help student understand the concept and process of counseling.
5. To acquaint the student with the aim and principles of guidance programme.
6. To develop in student an understanding of various procedures of organizing various guidance services

**COURSE CONTENTS**

**UNIT- I : BASICS OF GUIDANCE**

**10%**

1. Concept, assumptions, issues and problems of guidance
2. Needs, scope and significance of guidance
3. Types of guidance – Educational, vocational and personal, Group guidance
4. Role of the teacher in guidance
5. Agencies of guidance – National, State level

**UNIT- II : EDUCATIONAL AND VOCATIONAL GUIDANCE 10%**

1. Educational Guidance
2. Principles of all guidance
3. Guidance and curriculum, guidance and classroom learning
4. Vocational Guidance
5. Nature of work and Various motives associated with work
6. Vocationalisation of secondary education and career development

**UNIT –III : GUIDANCE OF CHILDREN WITH SPECIAL NEEDS**

**10%**

1. Problems and needs
2. Guidance of the gifted and creative students
3. Guidance of under – achiever and first generation learners
4. Role of the teacher in helping children with special needs.

**UNIT –IV : BASICS OF COUNSELING**

**10%**

1. Counseling Process
2. Concept, nature, principles of counseling
3. Counseling approaches – directive, non-directive,

4. Group counseling vs. individual counseling, Counseling for adjustment
5. Characteristics of good counseling.

#### **UNIT –V : ORGANIZATION OF A GUIDANCE PROGRAMME**

10%

1. Principles of organisation
2. Various types of services – Counseling
3. Group guidance, individual inventory service and information orientation service, placement service and follow up service
4. Evaluation of guidance programme

#### **UNIT –VI : TESTING IN GUIDANCE SERVICE**

10%

1. Use of tests in guidance and counseling
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

#### **UNIT- VII : HUMAN ADJUSTMENT AND MENTAL HEALTH**

10%

1. Psychological foundation of adjustment
  2. Role of motivation and perception in adjustment
  3. Principles of mental hygiene and their implication of effective adjustment
  4. Mental health and development of integrated personality
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## CBCS 099477GII REFERENCES

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**SEMESTER - II**  
**CBCS 099577GII (ELECTIVE PAPER-5 : GR.-II)**  
**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 10%**

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 10%**

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 10%**

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 Education and Rural Development.

**UNIT- IV : QUALITY ENHANCEMENT AND PROGRAMME EVALUATION 10%**

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 : MEDIA IN DISTANCE EDUCATION** **10%**

1. Media in Distance Education: An Overview
2. Radio and Audio Components
3. Television and Video Components

**UNIT –VI : AUDIO VIDEO PRODUCTION** **10%**

1. Production of Audio/Video Programme: An Overview
2. The Language of Television
3. Writing Scripts for Audio an Video Programmes
4. Skills and Resources for Video Production
5. Production of Television Programmes : The Process

**UNIT-VII : COMPUTER AND COMMUNICATION NETWORKS**

10%

1. Computer as an Educational Media
  2. Satellite Technology and Distance Education
  3. Internet for Distance Education
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**CBCS099577GII REFERENCES**

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4. Rathore, H.C. S., (1930). *Management of Distance Education India*. New Delhi : Ashish Publishing House.
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**SEMESTER - II**  
**CBCS O99677GII (ELECTIVE PAPER-6 : GR.-II)**  
**CURRICULUM DEVELOPMENT**

**COURSE OBJECTIVES :**

3. To enable the student teachers to develop an understanding about important principles of curriculum construction.
4. To help student teachers understand the bases and determinants of curriculum.
5. To orient the student teachers with curriculum design, process and construction of curriculum development.
6. To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
7. To help student teachers understand issues, trends and researches in the area of curriculum development in India.

**COURSE CONTENTS**

**UNIT- I : INTRODUCTION**

**10%**

1. Concept and meaning of curriculum
2. Curriculum development, theories and procedures
3. History of curriculum development
4. Technical terms : curriculum, Syllabus, core curriculum

**UNIT- II : BASES OF DETERMINANTS OF CURRICULUM 10%**

1. Philosophical considerations : schools of Philosophy- Idealism, Pragmatism, Realism and reflection of Republic India in Curriculum development
2. Psychological considerations : effect of Maturation, Growth, Development, Individual Differences and personality traits On Curriculum development
3. Sociological considerations : effect of Social system, Social Stratification, Social need, Population growth, Economical Factors and modernization on curriculum development
4. Discipline-oriented considerations i.e. subject matter bases : Levels of – specific facts, descriptive ideas, specific processes And skills, basic ideas and principles, concepts, thought systems

**UNIT- III : CURRICULUM DESIGN AND ORGANIZATION 10%**

1. Components and source of design : Principles ,Approaches, Categories and types, Curriculum Construction, Different models and principles

2. Deduction of curriculum from aims and objectives of education
3. Administrative consideration : Grass-root level planning ,  
System-analysis
4. Four ways of organizing content : a) separate (ISOLATED)  
Subjects, b) correlated subject matter, c) Core, d) Broad  
Fields (SEVERAL CORES)
5. Concerns in Curriculum designing : teachers, parents, subject  
matter specialists and community leaders

**UNIT-IV : SELECTION OF CONCEPT 10%**

1. Validity and significance of concept
2. Factors governing the selection of content : a) Nature and  
Composition of present and future student population, b)  
Consistency with need of society, c) knowledge explosion,  
Nature and structure of disciplines, d) values
3. Overall stage wise, grade wise, and unit wise placement of  
content

**UNIT-V : DEVELOPING INSTRUCTIONAL MATERIALS 10%**

1. Textbook
2. Teachers Handbook
3. Pupils workbook
4. Curriculum guide
5. Supplementary books
6. Self-instructional materials

**UNIT-VI : CURRICULUM IMPLEMENTATION STRATEGIES 10%**

1. Role of Curriculum support Materials
2. Types of materials and aids
3. Models of implementation
4. Procedure for curriculum change
5. Various agencies for curriculum change

**UNIT-VI : CURRICULUM EVALUATION 10%**

1. Importance of evaluation of curriculum
2. Models of Curriculums evaluation
3. Interpretation of evaluation results and method.
4. Issues and trends in curriculum development, curriculum research in  
India.
5. Suggestions and recommendation in curriculum development as per the  
following commissions :
  - University Education Commission, 1948
  - Secondary Education Commission, 1952
  - Education Commission, 1966

## CBCS 099677GII REFERENCES

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**SEMESTER - II**  
**CBCS 099777GII (ELECTIVE PAPER-7 : GR.-II)**  
**LANGUAGE EDUCATION**

**COURSE OBJECTIVES :**

1. To develop an understanding of the nature, function and implication for planning and teaching language.
2. To help the students to know the psychology of teaching language learning.
3. To acquaint the student with pedagogy of language learning and language teaching.
4. To orient the student with individualization of language learning, PSI, programmed learning etc. in language learning
5. To develop understanding and skill in differentiating between teaching and teaching literature in the context of L<sub>1</sub> and L<sub>2</sub>.
6. To acquaint the student with various areas of research in language education.
7. To help the student to know various problems such as contextual, curriculum, teacher preparation etc. of language in India.
8. To develop an understanding of policy formulation of language education in India.

**COURSE CONTENTS**

**UNIT- I : LANGUAGE**

**10%**

1. Nature, function and implication for planning and teaching language i.e. language and second language.
2. Linguistic and Language : Nature and function of linguistic with special reference to the role of contrastive analysis, error analysis and structural linguistic.
3. Policy formulation of language at different levels : national, state, district and local.

**UNIT- II : PSYCHOLOGY OF TEACHING AND LEARNING OF  
LANGUAGES**

**10%**

1. The Indian tradition : Contribution of Yaks, Panini, Patanjali and Bhartihari.
2. The Western tradition: the behaviouristics approach, the cognitive - approach, the communicative approach.
3. Psycholinguistic approach; principle of language and psychology  
Of language teaching and language learning

**UNIT- III : LEARNING PEDAGOGY OF LANGUAGE AND  
LANGUAGE TEACHING**

**10%**

1. Language learning and language acquisition; factors affecting language learning and language acquisitions.
2. Teaching the first language (L<sub>1</sub>) and the second language (L<sub>2</sub>) and other language (L<sub>3</sub>); differences in objectives, instructional materials, evaluation etc. Factors affecting the teaching of L<sub>2</sub> and L<sub>3</sub>.
3. Developing the language curriculum and the syllabus : dimensions, factors that influence the curriculum, selection and grading of content, selecting the contexts for teaching and learning, transaction techniques and evaluation techniques.
4. Developing basic language skills and intermediate as well as advance language skill that are level specific viz. primary, secondary and senior secondary
5. Innovative techniques for teaching grammar, reading comprehension, written expression, note-making , co-operative Learning, computer assisted teaching and learning, language Games and communicative tasks, etc.

**UNIT- IV : LANGUAGE LEARNING AND TEACHING**

**10%**

1. Individualized language learning :  
Need, techniques viz. differential assignments classroom tasks, personalized system of instruction, programmed learning and individualized, i.e., need-based reading and writing, programmes.
2. Creativity in language education : Nature
3. Techniques for fostering and developing creativity in language
4. Teaching language and teaching literature in the context of L<sub>1</sub> and L<sub>2</sub> : differences in their nature content and emphasis; interrelationship, advanced techniques of teaching and evaluation

**UNIT- V : CONTEXTUAL PROBLEMS****10%**

1. Multilingual Context of India
2. Constitutional provisions regarding language and education and their impact
3. Three – Language Formula- original as well as modified and its present status
4. Medium of instruction – Controversy, recommendations in NPE 1968, 1986, 1992 and National School Curriculum – 2000
5. Curriculum development in multilingual context of India – the core component and the add - on components, their transaction techniques and evaluation.

**UNIT- VI : PREPARATION OF LANGUAGE TEACHERS 10%**

1. Pre-service education, in service education; site professional development education
2. Planning, inputs, transaction and evaluation
3. Distance mode based preparation of language teachers
4. Alternative course designs for preparing language teachers

**UNIT-VII : RESEARCH AND POLICY FORMULATION 10%**

1. Research in language education : status; gaps and priorities.
  2. Reading research and writing research – directions and emerging priorities.
  3. Functioning and contribution of CIEFL, Central Institute of Indian Languages (CIIL)
  4. Policy Formulation and language education :
    - a) Levels : national level; state level; district and local level.
    - b) Need surveys and trend analysis.
    - c) Lessons from other multilingual countries e.g. Canada, Russia, the UK, Israel etc.
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## CBCS 099777GII REFERENCES

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**SEMESTER -II**  
**CBCS 099877GII (ELECTIVE PAPER-8 : GR.-II)**  
**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 U.N.O. 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 10%**

1. Comparative education-meaning in terms of looking at it as a new discipline
2. Scope and major concepts of comparative education
3. Methods, democracy and nationalism.
4. Juxtaposition, Area study
5. Intra and inter educational analysis

**UNIT- II : COMPARATIVE EDUCATION, FACTORS AND APPROACHES 10%**

1. Comparative education, factors and approaches: geographical, economical, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors
2. Cross disciplinary approach used in comparative education

**UNIT-III : HISTORY OF EDUCATION IN MODERN INDIA 10%**

1. Early phase (from the time of Warren Hastings )
2. Social impact of the Introduction to Western Education;
3. Subsequent Progress of Education (under official and non-official enterprises) from 1825 upto 1947



- g. Correspondence Courses.
  - h. Sports Schools
  - i. Foreign participation in Indian Education
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### **CBCS 099877GII REFERENCES**

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3. Homes, B. (1966). *Comparative Education Methodology*.
4. Karan Mandy.(2004). *Comparative and International Education : Issues for Teachers*. The Orion Society.
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**CBCS 099977GII (ELECTIVE PAPER-9 : GR.-II)  
SCIENCE EDUCATION**

**COURSE OBJECTIVES :**

1. Enhance the learner's understanding of new perspectives in science education by developing a world view of the practices in the area.
2. Acquaint the learner with the latest educational thinking about science education.
3. Develop the professional skills 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 OF MODERN SCIENCE AND SCIENCE EDUCATION**

**10%**

1. Evolution of science over the centuries.
2. Role of science in the 21st century information society and the emerging educational scenario.
3. Science education for the 21st century – new assumptions and practices in modern science education.
4. Nature of scientific method; use of scientific method of generating new knowledge.

**UNIT- II : OBJECTIVES OF MODERN SCIENCE EDUCATION**

**10%**

1. Different approaches adopted for defining educational outcomes A. taxonomical approach  
B.Products versus process approach,  
C.problem solving approach,  
D.discovery approach etc.

**UNIT –III : MODERN SCIENCE CURRICULA**

**10%**

1. Nature of modern science curricula; criteria used for developing science curriculum for schools; discipline oriented science curricula.
2. Specialised verses integrated science curricula.
3. Characteristics of important curricular experiments like the PSSC, Chem Study, BSCS, Nuffield Science etc.
4. Format of the science curriculum document.
5. Curriculum support documents and materials :

Text books – criteria used for developing textbooks. Student workbooks, teacher handbooks and reference books; use of on-line search for information

**UNIT –IV : PSYCHOLOGICAL BASES OF MODERN SCIENCE EDUCATION 10%**

1. Contributions of modern educational thinkers to science education and their implications for educational practice with special reference to the works of: (a) Piaget; (b) Bruner; (c) Gagne; (d) Ausubel; and (e) Mager.
2. Education for scientific credibility.
3. Educational technology – meaning and scope; hardware and software technologies; programmed instruction; CAI; audio-video support material for science learning

**UNIT- V : INSTRUCTIONAL STRATEGIES AND MODELS 10%**

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; strategies for dealing with low achievers.
- 6.

**UNIT –VI : EVALUATION OF EDUCATIONAL OUTCOMES 10%**

1. Evaluating specified outcomes – modern assumptions. Developing instruments for measuring specialised behavioural outcomes.
2. Test formats, items 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 –VII : RESEARCH PERSPECTIVES 10%**

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.
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1. Abruscato Joseph (1982). ***Teaching Children Science***. New Jersey : Prentice Hall.
2. Aumiller, Mary Frances (1972). ***Teaching High school Chemistry*** .New York : Parker Publishing Company.
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