SWAMI RAMANAND TEERTH MARATHWADA

UNIVERSITY, NANDED

STRUCTURE AND SYLLABUS

For award of degree

Master of Arts in Education

Introduced from Academic year 2009 onwards

And

Subject to revise from time to time

JULY -2009

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Introduction:

Swami Ramanand Teerth Marathwada University, Nanded is introducing a new post graduate course Master of Arts (Education) in the Faculty of Education from academic year 2009. This course is equivalent to M.Ed. program that already being run in the jurisdiction. M. A. Education will have good prospectus in teacher Education institutions and other Educational organizations. Course structure and syllabus for this is formed with following objectives.

The General Objectives of M.A.(Education) Course are as

1. To prepare professional personnel required for staffing of the Colleges of Education.
2. To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.
3. To prepare personnel for various educational services.
4. To enable to understand, analyse, evaluate Philosophical, Social, Economic, Cultural, Psychological concern of Education.

Duration of the Course

The course for the Master of Arts (M.A.-Education) Regular, semester Pattern shall be of two academic year having four semesters. The Terms and vacations of the course shall be as prescribed by the University from time to time.

Eligibility for Admissions:

a. A candidate, who has passed the B.Ed., Examination of this University or any other University recognized as equivalent there to shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part. In the case of SC/ST students this percentage of marks shall be at least 45%.

b. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university in this respect from time to time.

c. The reservations will be given as per the policy and guidelines prescribed by University and government, subject to revision by the university from time to time.

Medium:

a. Medium of Instruction: - The medium of instruction for this course will be Marathi or English. Concerned department can make arrangement and is permitted to do so by the University.

b. Medium of Dissertation: - The students, with preceding permission, have option of medium for the submission of the dissertation as - Marathi or English. irrespective of the medium of Instruction, but not different from the medium of the Examination.

c. Medium of Examination:-The medium of the Examination shall be Marathi or English.

Attendance

a. A candidate desiring to appear for the M.A. (Education) examination must attend the College recognized for this purpose.

b. In each semester in each paper/practical/ activities/seminar a student should put-in at least a minimum 75% attendance, subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or

second semester shall make good the same in the next year I semester and II semester term as the case may be.

c. Student shall attend the lectures and undertake activities (Components under each Head) of the course in each semester as prescribed by the University.

d. In case a student remains absent for a particular component he/she will have to make good the same in subsequent year.

Course Structure:

The course is structured by following heads:
Semester wise details of course are as-
Semester I:

Theory Papers	Title	Marks	
		Internal	External
MAE-01	Philosophical & Sociological Foundations of Education	20	80
MAE-02	Psychological Foundation of Education	20	80
MAE-03	Methodology in Educational Research	20	80
MAE-04	Teacher Education	20	80

Semester II

Theory Papers	Title	Marks	
		Internal	External
MAE-05	Philosophical & Sociological Foundations of Education	20	80
MAE-06	Psychological Foundation of Education	20	80
MAE-07	Methodology in Educational Research	20	80
MAE-08	Teacher Education	20	80

Semester III

Theory Papers	Title	Marks	
		Internal	External
MAE-09	Educational Administration & Management	20	80
MAE-10	Education Technology	20	80
MAE-11	Elective related to School subject Pedagogy	20	80
MAE-12	Practicum & Field study	100	
Total		400	

Note: From three elective related to school subject pedagogy papers one should be selected related to paper no. MAE-11 for semester third.

Head MAE-12	**Practical & Field Study**	**Marks**

1	Practise teaching observation (minimum 5 lessons)		20
2	Extension/ Community work related to Health, nutrition, cleanliness, literacy and other educational issues		15
3	Internship at Teacher Education Institutions (3 days)		30
4	Seminar on Comprehensive issues		15
5	Paper presentation at state/ National level (minimum 1 during the period of course)		20
	Total		100

Semester IV

Theory Papers	Title	Marks	
		Internal	External
MAE-13	Educational Measurement & Evaluation	20	80
MAE-14	Special Education	20	80
MAE-15	Elective Group A (Candidate has to opt any one)	20	80
MAE-16	Elective Group B (Candidate has to opt any one)	20	80
Dissertation and viva-voce		100	
Total		500	

Note:

1. **From elective group A one paper should be selected for paper no. MAE-15 and elective group B one paper should be selected for paper no MAE-16 for semester fourth.**
2. **Dissertation topic will be decided through discussion with teachers of concerned colleges and they have to take care of avoiding repetition of topic or plagiarism.**

Scheme of Examination

The examination for the degree of M.A. (Education) course shall be both

Grand Total:

Semester I (400) + Semester II (400) + Semester III (400) + Semester IV (500) = 1700

External & Internal modes. External exam will be arranged by University.

Internal assessment is to be followed by own mechanism of school.

External referee for viva voce will be appointed by University.

Standard of passing:

Standard of passing will be as per rules of university applicable to all PG

of the concern faculty.

Improvement of class:

Persons who hold Second class at the M.A. Education & who appear for

the same examination in the same subjects in order to improve their class

to secure higher Second Class shall be allowed to do so as per the provisions of the following rules :-

1. The concession to re-appear will be available only to the holders of the Master's degree of this University.

2. Persons holding M.A. Education degree of this University in the second class & desirous of reappearing for the same examination for improvement of class shall be given three chances to do so within a period of six years from his/her first passing the said examination in the second class.

3. The students who reappear for examination for improvement of class will be required to appear for a minimum of 2 theory papers at a time.

A candidate passing any of the post-graduate examination above under these rules shall be not eligible to receive any prize, scholarship etc. instituted by the University & he/she shall also not be entitled to a merit certificate from the University. If a candidate is unable to get a higher class under this scheme, his/her previous performance in the corresponding examination shall hold good.

SEMESTER I
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

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Objectives of Paper:

1. To enable the student to understand the philosophical and sociological origins of education.

2. Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumptions about educational phenomena.

3. To help the student to develop a philosophical and sociological outlook towards educational problems.

4. Critical appraisal of contributions made to education by prominent educational thinkers

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Content of Paper:

UNIT I: INTRODUCTION TO PHILOSOPHY OF EDUCATIONAL.

1. Philosophy – meaning, need, its Nature and functions.

2. Philosophy of Education – meaning & scope

3. Nature of Philosophy of Education: A directive Discipline, Liberal Discipline, An activity

4. Functions of Philosophy of Education : Speculative, Analytic , Normative

5. Understanding Nature & Functions of Philosophy with respect to aspects : like Aims and Objectives, Methods of Teaching, Curriculum, Text Book, Teacher-Pupil Relationship, Discipline , methods of evaluation

UNIT 2: PERSPECTIVES OF PHILOSOPHY OF EDUCATION:

1. Western Schools: Idealism, Realism, Naturalism, Pragmatism and Existentialism: concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

2. Indian Schools: Vedanta, Buddhism, Jainism and Islam: concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

UNIT 3: PHILOSOPHY OF EDUCATION AND DEVELOPMENT:

Educational thoughts and practices made by great thinkers like Vivekananda, Tagore, Gandhi and SriAurobindo and critical appreciation of their contribution with reference to their views on –

a) Concept of Man and his Development

b) Socio-cultural scenario, a global perspective.

UNIT 4: INTRODUCTION TO SOCIOLOGY OF EDUCATION:

1. Relationship of Sociology and Education

2. Meaning and nature of Educational sociology and Sociology of education

3. Education-as social sub-system-specific characteristics.

4. Social Process like Socialisation, Stratification, Social Change, social mobility; their meaning, nature, role, constraints and relation to education

UNIT 5: EMERGING TRENDS IN SOCIETY AND EDUCATION

Emerging trends in society, their meaning, nature, scope and impact on education regarding aims of education, curriculum, role of teacher, student teacher relations, Methods of teaching and Evaluation.

Emerging Trends:

1. Knowledge Society

2. Education for Sustainable Development

3. Liberalization

4. Privatization

5. Globalization

6. Multicultural Society

7. Open and Distance Education

Practicum: (any one)

1. Identifying the educational problems of socially deprived students and preparing and implementing a compensatory programme for them.

2. Reflective writing, in about 1000 words, on educational thoughts of any one educationist not included in curriculum

SEMESTER II

UNIT I: FIELDS OF PHILOSOPHICAL INQUIRY

1. Metaphysics and Education
2. Epistemology and Education
3. Axiology and Education

Meaning, Nature , limitations , significance and impact on aspects of education like Aims and Objectives, Methods of Teaching, Curriculum, Text Book, Teacher-Pupil Relationship, Discipline , methods of evaluation with reference to various Indian and western school.

UNIT II : PHILOSOPHY OF EDUCATION AND EVELOPMENT:

Educational thoughts and practices made by great thinkers like Plato, John Dewey, Kant and critical appreciation of their contribution with reference to their views on –

a) Concept of Man and his Development

b) Socio-cultural scenario, a global perspective.

UNIT III: CURRENT CHALLENGES IN EDUCATION

a. Women Empowerment through Education : Gender Disparities, Women empowerment – need & Role of Education

b. Education in multicultural society.

c. Parent Education: Meaning, need and scope, Parent-Teacher Associations & their functions, main features of Parent Education Programmes

UNIT IV: IMPACT OF SOCIO – ECONOMIC – POLITICAL IDEOLOGIES AND EDUCATION

a) Impact of Individualism

b) Impact of Fascism

c) Impact of communism

d) Philosophy of Emerging Indian Society and Education: Meaning and Characteristics of Democracy, Socialism and Secularism and Role of Education with reference to them

UNIT V: SOCIAL RELATES OF EDUCATION

- Education and Family
- Education and Schooling
- Education and Peer group
- Education and culture in general
- Education and religion, Caste, Gender, Class
- Education for Weaker Sections

PRACTICUM (ANY ONE)

1. Write your statement of Educational Philosophy in 5oo words

2. Conduct a survey regarding educational issues of your locality

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PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Objectives of Paper:

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.

2. To enable the leaner 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

Content:

UNIT I : EDUCATIONAL PSYCHOLOGY AN INTRODUCTION

• Educational Psychology : Concept, concerns and scope of educational psychology,
contribution of psychology to education

UNIT II : HUMAN DEVELOPMENT
• Human Development : Concept, principles, sequential stages of development; factors influencing d
evelopment and their relative role; general characteristics and problems of each stage.
• Theories of Piaget and Bruner – major concepts and stages and implications for
education. • Indian theory of Psychological Development.

UNIT III : THEORIES OF LEARNING
• 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 implications of the view points on learning.

UNIT IV : GROUP DYNAMICS
• Group Dynamics: Group process, interpersonal relations, sociometry grouping, Social-Emotional climate of the classroom and influence of teacher characteristics.

UNIT V : INDIVIDUAL DIFFERENCES
• Individual Difference: Concept of intra and inter differences:
a) Intelligence and cognitive abilities, identification fostering
b) Creativity – Nature, Process, Identification, fostering and Guiding creative children.
c) Interests, attitude and values
d) Adjustment of teaching – learning process to suit individual differences – learning styles and teaching strategies.

Practicum (any one)
1. Preparing a lesson plan incorporating the various psychological principles
2. Administering any one psychological test to 5 peers and writing a report.

SEMESTER II

UNIT I: THEORIES OF PERSONALITY
• Personality: Concept, development, structure and dynamics of personality
• Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson;
Behavioural approach – Miller, Dollard and Bandura, Humanistic approach – Rogers, Maslow

UNIT II: INDIAN PERSPECTIVES OF PERSONALITY
: Vedic, Buddhist, Rabindernath Tagore Mahatma Gandhi,
J.Krishnamurti and Sri Aurobindo

UNIT III: MEASUREMENT OF PERSONALITY
• Assessment of Personality – Techniques
a) Personality inventories – rating scales
b) Projective techniques : Rorchach, TAT

UNIT IV : ADJUSTMENT AND MENTAL HEALTH
• Adjustment and Mental Health
a) Concept, mechanism of adjustment – defence; escape, withdrawal, compensatory.
b) Introduction to common forms of neuroses, psychosis and somatic disorders

c) Principles of mental hygiene – preventive, constructive, curative measures,
d) Implications for education

Practicum: (any one)

1. Prepare two case studies regarding various factors of personality
2. Organise a programme for mental health and report the outcomes

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SEMESTER I

METHODOLOGY OF EDUCATIONAL RESEARCH

Objectives of Paper:

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.

Content:

UNIT I : EDUCATIONAL RESEARCH: AN INTRODUCTION
- Nature of Research, knowledge and Inquiry.
- Scientific inquiry, scientific method, nature and sources of knowledge.
- Paradigm, theory, model and approach; positivist and non-positivist (humanities)
- paradigms and their implications for educational research.

UNIT II : FOUNDATIONS OF RESEARCH
- Philosophical, psychological and sociological orientation in educational research.
- Interdisciplinarity in educational research and its implications.

UNIT III : METHODS OF EDUCATIONAL RESEARCH

• Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic; Documentary-analysis .
• Evaluative Research and Action Research

UNIT IV : Developing a Research Proposal
- Problem and its sources; Selection and Definition of problem.
- Objectives – primary, secondary and concomitant
- Hypothesis – nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.

UNIT V :TOOLS AND TECHNIQUES OF DATA COLLECTION
- Observation; Interview; Sociometric techniques.
- Questionnaire, Rating scales; Interview schedules Attitude scales etc.
- Reliability and validity of various tools and techniques.

PRACTICUM (any one)
• Development of a research proposal for MEd. Dissertation and its seminar– presentation.
• Construction of one tool of data collection.

SEMESTER II

UNIT I : DATA ANALYSIS AND PRESENTATION
- Nature of educational data : Quantitative and Qualitative dara
- Qualitative data : its analysis with emphasis on content analysis; analysis of interviewbased data and observation based data.
- Quantitative data : Scales of measurement : nominal, ordinal, internal, Ratio.
- Organization and representation : Frequency distribution. Frequency polygon,
- Histogram, Ogive, Smoothed frequency curve.

UNIT II: DISCRIPTIVE STATISTICS
Concept, calculation and uses of : Measures of central tendencies,
a) Measures of variability.
b) Percentiles and Percentile Ranks.
c) Correlations, Regression equations
Properties and uses of normal distribution

UNIT III INFERENTIAL STATISTICS

- Standard errors, confidence limits
    - Hypothesis testing Difference between means, correlations, Cross breaks (Chi-square) ,ANOVAnal
- Application of statistical tests and their interpretation

UNIT IV : VALIDITY OF FINDINGS
- Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings.

UNIT V : RESEARCH REPORTING
- Research report: sections (Preliminary part, main body, reference section)
- Skills of writing research report:
- Evaluation of Research: Criteria and types and types of research.

Practicum: (any one)
1. Review of two published research papers; one quantitative and the other qualitative.
2. Evaluation of an MEd or an M.Phil. Dissertation.

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SEMESTER I

TEACHER EDUCATION

Objectives of Paper:

 To enable the student to:

1. Understand the philosophical foundation of teacher education.

2. Acquaint with aims, objectives, structure and curriculum of teacher education.

3. Trace the development of teacher education in India & West.

6. Understand the thinking process of a teacher.

7. Become acquainted with managerial aspects of various Practicals in teacher education.

Content:

UNIT- I PHILOSOPHICAL FOUNDATION OF TEACHER EDUCATION

a. Concept, Aims and General objectives of Teacher Education

b. Objectives of Teacher Education at various Levels

c. Schools of Philosophy, Psychology and their Implications for Teacher Education

i) Behaviouristic ii) Humanistic iii) Constructivistic iv) System Approach

e. Ethics of shaping another Person's Behaviour

UNIT- II DEVELOPMENT OF TEACHER EDUCATION

a. History of Teacher Education in West and India: Qualitative and quantitative growth

b. Reports of National Commissions on Education - (with reference to Teacher Education only)

c. Reports of International Commissions on Education - (with reference to Teacher Education only)

d. Agencies of Teacher Education, their functions and role with reference to NCTE, UGC, NAAC, NCERT, SCERT, University Faculty of Education, Academic Staff Colleges, Open Universities.

UNIT- III STRUCTURE AND CONTENT OF TEACHER EDUCATION

a. Pre-service and In-service Teacher Education: Meaning, rationale, need.

b. Structure and content of Pre-service and In-service Teacher Education at various levels.

c. General Components: Theory, Practical activities, Laboratory experiences, Practice Teaching, Field Experiences and Internal assessment: Nature, need, interrelations , constraints and quality management

UNIT- IV: PROCESS OF BECOMING A TEACHER

a. Contexts of Becoming a Teacher –

   i) Personal Context ii) Teacher Educator's Context

   iii) Client Context iv) Research Context

b. Teacher Professionalism – Roles, Attitudes, Values, Job Satisfaction

c. Role of Teacher Education in shaping the behavior

d.

e. of Teacher and Professionalizing a Teacher

f. Role of In service Teacher Education in shaping the teachers behavior and professionalizing a teacher

UNIT V: RESEARCHES IN TEACHER EDUCATION

a. Fundamental and applied researches in Teacher Education in India and in other countries

b. Areas of researches: Teaching Effectiveness, Criteria of admission, Modification of Teacher behaviour, School effectiveness, classroom processes, teacher competencies & Values.

Practicum (any one)

1. Prepare a tool for observation or measurement of any one field activity like practice teaching, internship etc.

2. Critical analysis of curriculum of teacher education program at various level.

SEMESTER II
TEACHER EDUCATION

Objectives of Paper:

To enable the student to:

1. Understand the philosophical foundation of teacher education.

2. Acquaint with aims, objectives, structure and curriculum of teacher education.

3. Trace the development of teacher education in India & West.

6. Understand the thinking process of a teacher.

7. Become acquainted with managerial aspects of various Practicals in teacher education.

UNIT I TEACHER THOUGHT PROCESS

a. Concept of Teaching & Learning

b. Relationship among Learning, Teaching and Teacher Education

c. 3 Ps in Teaching – Perception, Planning and Performance

d. Principles of planning, guiding for planning and procedure of feed back

e. Teacher Thought process and Decision making

UNIT II: PRACTICE TEACHING IN TEACHER EDUCATION

f. Demonstrations

g. Experimentation

h. Practice teaching and observations

i. Significance and Supervision of Practice teaching

j. Internship

k. Relationship of College of Education with Co-operating Schools

UNIT III : EVALUATION PROCEDURES IN TEACHER EDUCATION

a. Internal Assessment
b. Aspect of Internal Assessment
c. Weightage for Internal assessment
d. New techniques of Evaluation
e. External Evaluation
f. Practice Teaching – Final Lesson
g. Theory papers

UNIT IV: CURRENT PROBLEMS, FUTURE PRIORITIES

c. Teacher Education in the context of 21st century and Current issues in Teacher Education

d. Preparing teachers for special schools and inclusive education

e. Modification of teacher behaviour and teacher characteristics

f. Technological, Managerial, Pedagogical Trends in Teacher Education.

UNIT V : TEACHER EDUCATION AS A PROFESSION:
   g. Professional organizations for various levels of teacher-types and there role & functions

   h. Performance appraisal of teacher educator

   i. Code of conduct and ethics of teacher education profession.

   j. Faculty improvement programme for teacher Education.

Practicum: (any one)

   1. Organise a work shop/ seminar on any theme related to teacher education

   2. Make a case study of a teacher education college

References:

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SEMISTER III

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Objectives of Paper:

1. To help the students to understand the concepts, principles processes and techniques of management of education scientifically.

2. To acquaint the students with some management skills required in the educational environment.

3. To enable the students to apply the concepts, techniques and processes of management to the situations in education.

4. To orient the students with the procedures of supervision and inspection and bring about improvement in the field of education.

Content:

Unit 1: Concept and Meaning of Educational Management

1. Educational Management: Concept, Nature, importance
2. Trends in management (concept, Nature and importance)
- Human Resource Management
- Performance Appraisal
- Time Management

Unit 2: Concept and Meaning of Educational Administration

1. Development of Modern Concept of Educational Administration from 1900 to Present-day.
2. Taylorism
3. Administration as a process
4. Administration as a bureaucracy
5. Meeting the Psychological needs of employees, systems approach
6. Administration such as (a) Decision making, (b) PERT,

UNIT 3: Structural Framework of Educational Management in India

1. Agencies of educational Management – U.G.C., NCERT, NIEPA, CABE, NCTE, IGNOU (Genesis, objectives, functions and role)

2. Management of Schools : Role of headmaster in planning of school activities

3. Staff development programmes

4. Role of teachers in school management and administration

UNIT4: Process of Management

A.   Planning

- Meaning and Nature
- Approaches to Educational Planning
- Perspective Planning
- Institutional Planning

B.   Organization

- Concept of Organization, Organisation theory.
- Concept of Organizational structure
- Factors affecting organizational structure

C.   Leadership

- Meaning and Nature of Leadership
- Theories of Leadership
- Styles of Leadership
- measurements of Leadership

Unit 5: Educational Supervision

- Meaning and Nature
- Supervision as service activity
- Supervision as a process
- Supervision as functions
- Supervision as educational leadership
- Modern supervision
- Functions of supervision
- Planning the supervisory programme
- Organizing supervisory programme
- Implementing supervisory programme

References:

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Burton, W.H. and Brueckner, L.J (1955) *Supervision – A Social Process*, U.S.A Appleton

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Desai, D and Other (1970) *School Management and Change*, Baroda: M.S University.

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L.A (1965) *Supervision of Instruction – a Phase of Administration*, New York: Harper and Row, Publisher.

Flippo, E.B (1884) *Personnel Management*. New York: McGraw Hill, Inc.

Hersey, P. and Blanchard, K.E (1978) *Management of Organizational Behavior*, New Delhi: Prentice Hall of India.

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SEMISTER III

EDUCATIONAL TECHNOLOGY

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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 ET along with the resource

Content:

UNIT-I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

- Meaning, Nature, Scope and Significance of E.T.
- Components of E.T.: Software & hardware.
- Educational Technology and Instructional technology.
- systems approach in educational technology and its characteristics

UNIT II : COMMUNICATION AND INSTRUCTION:

- Communication and Instruction: Theory, concept, nature, process, components, types and barriers
- Classroom communication: (Verbal- Nonverbal)
- Mass media approach in educational Technology.
- Designing instructional system
- Formulation of instructional objectives.
- Task analysis.
- Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT-III: TEACHING LEVEL, STRATEGIES AND MODELS:

.

- Stages of teaching- pre-active, interactive and post-active
- Teaching at different levels-memory, understanding and reflective

- Modification of teaching behaviour : Microteaching, Flander's Interaction Analysis, simulation.

- Models of Teaching: meaning, nature, functions and types (Psychological models and modern models of teaching.

- Teaching strategies: meaning, Nature, functions and types like lecturing, questioning , presentation etc.

- Modelities of Teaching-difference between teaching and instruction. conditioning and training

UNIT-IV : APPLICATIONS OF EDUCATION TECHNOLOGY

- Programmed instruction (linear/branching model) - Origin and types – linear and branching.
- Development of the progarmmed instruction material
- teaching machines
- Computer Assisted Instruction
- Researches in Educational Technology
- Future priorities in Educational Technology

UNIT V : TRENDS IN EDUCATION TECHNOLOGY

- Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – Problems of New Technologies.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET, UGG, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching learning.

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Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol 1 and 2 Pantagon Press..

SEMESTER III

SOCIAL SCIENCES EDUCATION (Elective)

Objectives:

1. To enhance the learners' understanding of new perspectives in Social Sciences education by developing a world view of the practices in the area.

2. To acquaint the learner with the latest educational thinking about Social Sciences education.

4. To develop the skills needed for the devising Social Sciences curriculum for schools and for developing support materials and literature for curriculum transaction.

5. To develop the ability and skills for evaluating the range of outcomes in Social Sciences education.

6. To use of research findings in Social Sciences education for improving practices related to Social Sciences education.

Content:

UNIT I : NATURE OF SOCIAL SCIENCES AND SOCIAL SCIENCES EDUCATION

- Meaning, Nature, Characteristics and Limitations of Social Sciences

- Philosophy of Social Sciences :

- Social Sciences Education: Concept, Need and Scope and aims

- Subjects studied under social sciences like Economics, Geography, Civics and History: their significance, nature and interrelations

- Interdisciplinary Nature of Social Sciences

- Psychological , Sociological foundations of Social sciences Education

UNIT II: TEACHING OF SOCIAL SCIENCES

- Aims & Objectives of Social Sciences Education at Primary, Secondary and Higher Education level

- Pedagogical principles of Social Sciences teaching, Methods, models and strategies for teaching of General and Specific Social Sciences.

- Innovative Teaching Social Sciences: Brain Storming, Group Discussion & Panel Discussion, Project, models of Teaching, CAI, multimedia approach.

UNIT III: SOCIAL SCIENCES: STRUCTURE, CURRICULUM AND EVALUATION

- Structure of General Social Sciences as a Subject of Study

- Curriculum & Text books of Social Sciences at School Level with reference to Content Cum Methodology

- Content Analysis and Content Enrichment of Social Sciences at School level

- Co curricular activities for value addition of Social Sciences Education

- Evaluation of Social Sciences learning related to cognitive, affective and psychomotor domain: tools and techniques

UNIT IV : TEACHER EDUCATION FOR SOCIAL SCIENCES TEACHER

- Curriculum of Social Sciences Methodology in teacher education program at various level
- Practice teaching, lesson guidance and super vision of Social Sciences teaching
- Behaviour modification of student teacher as a Social Sciences teacher: Inculcation of skills, methods and attitude
- Qualities of Social Sciences teacher- cognitive, affective and Psychomotor

UNIT V: RESEARCHES IN SOCIAL SCIENCES EDUCATION

- Research in Social Sciences Education: Need & Importance
- Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation and teachers of Social Sciences at School Level
- Present status of evaluation of Social Sciences teaching.
- Institutions/Organisations Involved in Social Sciences Education & Research: NCERT, Tata Institute of Fundamental Research, University departments and NGOs.

PRACTICALS: (any one)

1. Planning a lesson using any one model of teaching.
2. Preparation of 20 higher order questions on any one unit of Social Sciences at Upper Primary and Secondary level.
3. Review of Minimum five Researches in Social Sciences Education.
4. Visits to Institutes related to Social Sciences Education.

SEMESTER III

SCIENCE EDUCATION (Elective)

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Objectives:

1. To enhance the learner's understanding of new perspectives in science education by

developing a world view of the practices in the area.

2. To acquaint the learner with the latest educational thinking about science education.

3. To develop the professional skills needed for practicing modern education including the Scientific listing of behavioral objective, devising appropriate transactional methodologies and technologies for achieving the outcomes.

4. To develop the skills needed for the devising science curriculum for schools and for

developing support materials and literature for curriculum transaction.

5. To develop the ability and skills for evaluating the range of outcomes in science education.

6. To use of research findings in science education for improving practices related to science education.

UNIT I NATURE OF SCIENCE AND SCIENCE EDUCATION

- Meaning, Nature, Characteristics and Limitations of Science
- Philosophy of Science : Positivistic and Non positivistic
- History of Science Revolution
- Major Scientific Principles evolved during the progress of Science
- Science Education: Concept, Need and Scope and aims
- Scientific Attitude And Science Literacy : meaning, nature, parameters and dimensions of Development : Personal, Social and National

UNIT II: TEACHING OF SCIENCE

- Aims & Objectives of Science Education at Primary, Secondary and Higher
- Education level
- Pedagogical principles of science teaching, Methods, models and strategies for teaching of General and Specific Science.
- Innovative Teaching Science: Brain Storming, Group Discussion & Panel Discussion, Project, models of Teaching, CAI ,multimedia approach.
- Constructive Learning in Science: Knowledge Construction- Meaning & Importance

UNIT III: SCIENCE: STRUCTURE, CURRICULUM AND EVALUATION

- Structure of General Science as a Subject of Study
- Interdisciplinary Nature of Science
- Curriculum & Text books of Science at School Level with reference to Content Cum Methodology
- Content Analysis and Content Enrichment of Science at School level
- Co curricular activities for value addition of Science Education
- Evaluation of Science learning related to cognitive, affective and psychomotor domain: tools and techniques

UNIT IV : TEACHER EDUCATION FOR SCIENCE TEACHER

- Curriculum of Science Methodology in teacher education program at various level
- Practice teaching, lesson guidance and super vision of science teaching

- Behaviour modification of student teacher as a science teacher: Inculcation of skills, methods and attitude
- Qualities of Science teacher- cognitive, affective and Psychomotor

UNIT V: RESEARCHES IN SCIENCE EDUCATION

- Research in Science Education: Need & Importance
- Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation and teachers of Science at School Level
- Present status of evaluation of science teaching.
- Institutions/Organisations Involved in Science Education & Research: NCERT, Tata Institute of Fundamental Research, Marathi Vidynyan Parishad, Centre for Environmental Education

PRACTICALS: (any one)

1. Planning a lesson using any one model of teaching.
2. Preparation of 20 higher order questions on any one unit of Science at Upper Primary and Secondary level.
3. Review of Minimum five Researches in Science Education.
4. Visits to Institutes related to Science Education.

REFERENCES:

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Belson A.G.& Creaser H (1965) : Techniques & Apparatus for Science Teacher .Nairobi: Oxford Univ. Press.

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Evaluation of Integrated Science Education (Vol I to IV) Delhi-55

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(stage 1 to 7) New Delhi: Cambridge Publishing House.

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1682, NaiSarak, Delhi 110006.

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Harper & Row Publishers.

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UNESCO Press.

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SEMESTER III
LANGUAGE EDUCATION (Elective)

OBJECTIVES

1. To develop an understanding of the nature functions and implications for planning
and teaching language.

2. To acquaint the students to the traditions of Language education.

3. To acquaint the students with pedagogy of language learning and teaching.

4. To develop understanding and skill in differentiating between Teaching language
and teaching literature in the context of L 1 and L2.

5. To help the students to know various problems such as contextual, curriculum,
teacher preparation etc. of language education in India.

Content:

UNIT I: NATURE, CHARACTERISTICS AND SOCIAL CONTEXT OF
LANGUAGE

a. Nature and characteristics of language

b. Use of Language

c. Social Context of Language

d. Saussure and Yekaboson's views about language

UNIT: II INDIAN AND WESTERN TRADITIONS IN LANGUAGE

a. Indian Traditions: Yask, Panini, Patanjali, Bhartihari

b. Western Tradition: Behaviouristic Approach, Cognitive Approach, Communicative Approach

UNIT: III: PSYCHOLOGY OF TEACHING AND LEARNING LANGUAGES.

a. Psycholinguistic approach, principles of language

b. Relation between the brain and language

c. Psychology of language learning and language acquisition

d. Factors affecting language learning and language acquisition

UNIT IV: PEDAGOGY OF LANGUAGE TEACHING

a. Developing the language curriculum and the syllabus, Need & Methods of teaching languages (L1, L2, L3) in school curriculum.

b. Innovative techniques for teaching grammar reading comprehension written expression, note-making, differential assignments, classroom tasks, personalized system of instruction, programmed learning and individualized i.e. need based reading and writing programmes

c. Teaching of Literature: Story, Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration, Memories

d. Teaching language for creativity

UNIT V: RESEARCHES AND PROBLEMS OF LANGUAGE EDUCATION IN INDIA

a. Multi lingual context of India

b. Three –Language formula original as well as modified and its present status

c. Policy Formulation and language Education levels: National Level, State level, District and Local level

d. Researches done in India in the field of Teaching of language

PRACTICUM (any one)

1. Preparation of vocabulary test for L1/L2/L3 at Primary /Secondary level

2 Survey the language Competency of school children /women /disadvantaged groups and writings its report.

3. Visit to Language Laboratory and writing its report

4. Preparation of two content enriched lesson –Plan by using various sources.

REFERENCES:

Corder S.P. Introducing Applied Linguistics, Penguin 1973 .

Halliday Mclntosh and Strevens The Linguistic Sciences and Languages Teaching ELBS 1970

Mackey W.F Language Teaching Analysis, Longmans 1966

Lado R,Language Testing : The Construction and use of foreign language tests, London. Longmans 1961

Gurry P.The Teaching of written English London Longmans 1954

Narayanswami K.R. Reading comprehension at the College level CIEFL Monograph

Bansal .R.K. and Harrison J.B. Spoken English for India Orient Longman Ltd. 1972.

Turner J.D. Introduction to the Language Laboratory : University of London Press London.1965

SEMISTER IV

EDUCATIONAL MEASUREMENT AND EVALUATION

Objectives: To enable the student to :

1. Get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation
2. Understand , manipulate and prepare the tools of measurement
3. To understand measurement of educational and psychological aspects
4. Get acquaint with various reforms in examination system

Content of course:

UNIT- I EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION

- Meaning and concept of Educational Measurement
- Historical background of measurement
- Educational Evaluation - Concept, process, principles and types
- Relationship among measurement, assessment and evaluation
- Taxonomies of educational objectives.

- Objective as a base of teaching and measurement.

UNIT-II: TOOLS OF MEASUREMENT AND EVALUATION

- Subjective and objective tools of measurement
- Nature, characteristics, advantages and limitations of the tests: essay tests, objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules
- Norm –referred and criterion referenced tests.
- Raw derived and standard scores Z score and T score

UNIT- III CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT

- Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms
- Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability
- Validity - Types, Factors affecting, interpretation and improving validity
- Process of standardization of test: meaning, nature, steps and limitations.

UNIT-IV MEASUREMENT OF E$DUCATIONAL AND PSYCHOLOGICAL ASPECTS

- Intelligence & creativity: Techniques, Needs, significance and limitations
- Personality : Techniques, Needs, significance and limitations
- Achievement, Interest, Attitude and Aptitude: Techniques, Needs, significance and limitations

UNIT- V EXAMINATION REFORMS

Meaning, nature, significance and limitations of following reforms

- Grading, Marking and Credit System
- Semester System
- Question Bank
- Continuous Internal Assessment
- Moderation and revaluation
- Online Examination

Researches in Measurement & Evaluation : present status and future priorities.

PRACTICALS

1. Prepare a question bank of 25 questions at different levels and types for any one paper of B.Ed. or M.Ed. Course.

2. Study of online examination system through visit to computer Institute.

3. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)with the readymade test or inventory and interpret the results.

4. Prepare administer and assess an achievement test for one Unit at B.Ed or M.Ed level and equivalence the results (within the group and against a standard)

References:

Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York : Harper and Row Publishers.

Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi : Common wealth Publishers.

Choppin, Bruce and PasHethwaite, T. (1981). Evaluation in Education An International Review Series. New Delhi : Pergamon Press.

Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay : Sheth Publishers.

Ebel, Robert and Frisible, David (2003). Essentials of Educational Measurements. New Delhi : Prentice Hall of India.

Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition. New York : Machmillan Publishing Company.

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Martuza, Victor (1977). Applying Norm - Referenced and criterion - Referenced Measurement in Education. Boston : Ptllyn and Bacon Tnc.

Mehrens, William and Lehmann,Irvin (1972). Measurement and Evaluation in Education and Psychology. New York : Holt, Rinehart.

<center>SEMESTER-IV</center>

SPECIAL EDUCATION

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Objectives :

To enable the students to:
- Understand the concept and nature of Special Education.
- Understand the modes an approaches of Special Education and approaches of Identification for Special children.
- Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

Content

UNIT I : Concept and nature of special education

Objectives, types, historical perspective, integrated education

UNIT II: Education of Mentally Retarded
- characteristics of the retarded
- educable mentally retarded
- teaching strategies
- enrichment programmes
- remedical programmes
- etiology and prevention
- mental hygiene as remediation

UNIT III Education of the impaired & Handicapped
- Impairments: Visual and Hearing, characteristics, degree of impairment, etiology and prevention
- Orthopaedically Handicapped: types of handicap, characteristics
- Educational programmes for impaired and orthopaedically handicapped

UNIT IV :Education of the Gifted , Creative and Disabled Children
- characteristics
- identification process
- educational programmes

UNIT V : Education of Juvenile Delinquents
- characteristics
- problems of alcoholion, drug adiction
- anti-social and character disorder
- educational programmes for Rehabilitation

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PRACTICALS -
1. Visit to any local Special School and Report.
2. A Survey of Special Children included in Regular Schools – Local Primary Schools or Secondary Schools and Report.
3. Visit to any local Special School and report.
4. Conduct of Two case studies (from Special Schools or Remand home) and report.

References :

Anlscow, M, (1994). Special Needs and the Classroom : UNESCO Publishing.

Heward, W. L., (1998) . Exceptional Children. Chicago: Merril Publishing Co.

Learner, J. (1985). Learning Disability. Haughton, Mifflin Co. Boston.

Panda, K. C., (2002) . Education of Exceptional Children. New Delhi : Vikas Publishing House Pvt. Ltd.

Reddy, L. G., Ramar R, & Kusuma A. (2000). Education of Children with Special Needs. New Delhi : Discovery Publishing House.

SEMESTER IV

Electives Group A

A-1:   ANTI -TERRORISM AND PEACE EDUCATION

Objectives of Paper
1. to develop critical understanding of relates of terrorism
2. To enhance civic responsibilities among the students
3. To develop social confidence and build own value order
4. Visioning peaceful futures

Content of paper

UNIT 1 : UNDERSTANDING TERRORISM & ANTITERRORISM

- Terrorism and anti terrorism : concept , nature, objectives, direct & indirect forms
- Introduction with antiterrorist activities

UNIT II : UNDERSTANDING RELATES OF TERRORISM

- Nature and impact of following relates on society, economy and development
- Psychology of violence,
- Socio-Economic roots
- Religious radicalism
- Political affairs at national / international levels
- Terrorism and Media
- Terrorism and Technology

UNIT III: SUPPORTING ANTITERRORISM

- Civic responsibilities, legislative provisions, Investigating conflicts, voilancde
- Understanding significance & limitations pof factors like Languages, region, religion, race etc.

UNIT IV: MOTIVATIONAL SKILL FOR ANTITERRORISM

- Positive attitude, intrapersonal relations, cooperation & team work, accountability, commitment, sensitivity & sympathy etc**.**

UNIT V: DEVELOPMENT OF VALUE ORDER

- World thinkers on peace education , their concept of man., aims of lifeand society with reference to :
- Caliph Omar, Abraham Lincon, Mahatma Gandhi, J. Krishnamurti
- Albert Einstein , Abdul Kalam

Practicum:
Field Visit
Organization of public awareness impartment programs
Preparation of posters
Group discussion
News paper cutting collection

SEMISTER IV

A-2: ECONOMICS OF EDUCATION

Objectives:

To make the students aware about:

1. The meaning, importance and scope of economics of education.

2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development;

3. The concept and relationship between input and output of education.

4. The source and resources of finances for education.

5. The financial resource management.

COURSE CONTENTS

UNIT I: ECONOMICS OF EDUCATION: AN INTRODUCTION

- Economics: Meaning , concepts, nature, significance and scope
- Interrelations between Economics, Education and development
- Economics of Education: Concept, Scope and Significance. Recent trends in Economics of education.

UNIT II : APPROCHES OF ECONOMICS OF EDUCATION:

- Education as productive Consumption
- Education as returning Investment
- Taxonomy of Costs of Education
- Taxonomy of Benefits of Education
- Age-Education-Earning Profiles
- Rates of Return of Investment in Education
- Earning Differentials
     -Concepts, Significance and Strategies.

UNIT III: DEVELOPMENT AND EDUCATION

- Education and Economic development: Human capital formation and Manpower planning.
- Human development: meaning, concept and importance
- Role of Education in human development
- Resources for Education: Role of the Centre, Slates and Institutions for financing education.
- Five year plans and Education
- Impact of Liberalization, Privatization and Globalization

UNIT IV: EDUCATIONAL FINANCE

- Importance of Financing of Education
- Principles of Financing of Education
- Sources of Educational Finance
- Factors influencing Financing of Education
- Role of Government in Financing of Education
- The System of Grants-in-Aid Scheme
- (Sharing and distribution of financial responsibility)

- International Sources of Financing Education in India
- Problems of Financing Education in India..

UNIT V: EDUCATIONAL FINANCING AND ECONOMIC PRODUCTIVITY

- Concept of Economic Productivity
- Productivity of educational System
- Efficiency of Educational System
- Education as a industry
- Approaches for measuring the Contribution of Education to Economic Growth
  1. Correlation Approach
  2. Residual approach
  3. Age Differential

Practicum:

- Development of Institutional Plan or Institutional Budget
- Preparation of a Educational Perspective Plan
- Review of Research Studies in Educational Planning or Finance
- Review of a Book on Educational Planning /Financing
- Development of Learning Resources on Educational Planning/Finances.
- Annotated Bibliography on Educational Planning /Finance.

References:

Bhatnagar, R. P. & Agarwal, V., (1986). Educational Administration . New Delhi: International Publishing House.

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Goel, S. L & Rajneesh, Shalini. Management Techniques-Principles & Practices. New Delhi.: Deep & Deep Publication Pvt. Ltd.

Goel, S. L .& Salini Rajnesh (2001). Management Techniques Principles & Practices. New Delhi : Deep & Deep Publisher.

Gupta, L.D.,(1987). Educational Administration :Oxford & IBH Publishing Co. Pvt. Ltd.

Chalapathi, I.V., Roy Choudhari, College Teacher & Administrators a handbook.

Mathur, S. S., Educational Administration. Principles and Practices, Krishna Brothers.

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Owers, R.G., (1970). Organizational Behavior in Schools. Pretenice Hall, Inc. Talesha Menbata, Pal Ruhela Satya, Nagda, M.L.,(1989).

Roy Choudhari, Nanita, (1992). Management in Education. New Delhi.: A.P.H. Publishing .

B-1: INFORMATION COMMUNICATION TECHNOLOGY AND EDUCATION

OBJECTIVES:

To enable the student to :

1. Be acquainted with the Information and Communication Technology to apply for Education
2. Be acquainted with Computer Hardware and Software to be able to use in Education.
3. Be acquainted with Media Technology and Instructional System for use in Education

Content:

UNIT–I INFORMATION AND COMMUNICATION TECHNOLOGY

- Information technology: concept need and importance
- Historical development of information technology and different facts of information technology
- Meaning of telecommunication, Analog and digital signal, Modulation and its need
- Modems: Transfer speeds
- Communication satellite, ISDN

- Need for Data Transmission, The Basic communication systems, Data Transmission and techniques
- Importance of computer networks, network terminology, types of network
- Theory and models of communication

UNIT – II COMPUTER HARDWARE

- Meaning of hard-ware and various hardware components of a personal computer
- Input Device: Input fundamentals, Categories of Input Devices: Keyboard, Pointing Devices, voice Input Devices,
- Hardware inside data processing unit
- Output devices : Output Fundamentals, Categories of output devices: Monitors,voice output systems, :Hard Copy Output Devices,
- Memory and its types–primary secondary stage devices

UNIT- III COMPUTER SOFTWARE
- Computer Software: Meaning and Types
- System software: Types - System Control Software, System support software, System Development Software
- Operating Systems: Meaning, Types, Commands and Working
- Programming language: Classification, Types, Uses and special features of high level languages
- Application software, Utility software (in brief) & Features of MS Windows & MS Office

UNIT- IV: INTERNET, WORLD WIDE WEB AND COMPUTER MULTIMEDIA
- Concept and Meaning of Internet, A brief History of the Internet, Applications of the Internet
- Internet Hardware and Software requirement, Internet Security, Internet Terminology
- The World Wide web : Introduction to WWW, web pages and HTML, web Browsers; web Search Engines, Internet Service Providers, Net Surfing, Internet Services
- Electronic Mail (e-mail) : The Concept of e-mail, \ Advantages and Disadvantages of e-mail, working with e-mail, Mailing Basics, Internet Mail Protocols, Useful e-mail services, Newsgroups
- The Concept of Multimedia, Components of Multimedia, Use Of Multimedia : in Entertainment, Software Training, Education and Training, in office work; Multimedia Servers and Databases

- Multimedia Tools (In brief) : Paint and Draw Applications, Graphic Effects and Techniques, Sound and Music, Video, Multimedia Authoring Tools, types of Presentations
- Computer care - Virus, security and maintenance

UNIT-V APPLICATIONS OF IT IN EDUCATION, TRAINING AND RESEARCH

- Use of IT in Educational Management : Office Automation, Correspondence, Personal records, Accounting, Examinations
- Use of IT in Self Learning; Distance learning, Virtual schools and colleges, Educational web sites
- Use of IT in Teaching and Learning at School and College Levels : Computer in schools, Computer Aided Instruction, Computer Assisted Learning, Drill-Practice-Tutorial, Simulation and games in instruction, Presentation aids, interactive multimedia, web based learning
- Use of IT in Research : Problem selection, Review, Data collection, Analysis and Interpretation, Reporting, Presentation.

Practicum:
- Use Internet for e-mailing, chatting, Blog etc.
- MS word application: A letter for Job application or Leave application.
- MS Excel –feed and process data: Mean; Median; SD; Correlation & prepare graphs.
- Power point slide show between 12 to 15 slides on school topic or B.Ed topic or M.Ed topic.
- Paint applications: Prepare pictorial chart.
- Use Internet for teaching, learning and research.

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<div align="center">B-2. ENVIRONMENTAL EDUCATION</div>

COURSE OBJECTIVES

To make the students to

1. Understand the meaning, nature and importance of environmental

education or develop sensitivity towards environmental issues.

2. Know the relationship between man and environment and understand

the need for a sustainable development.

3. Develop competencies of environmental education.

4. Understand environmental hazards or their procreative measures.

5. Know about the progress of various environmental projects that are

going on the Globe.

COURSE CONTENTS

• Nature, Meaning and importance of environmental education.

• Relationship between man and environment: Ecological and

psychological perspectives.

• Programmes of environmental education for Primary, Secondary and

Higher institutions.

• Education for environmental awareness and attitude change.

• Environmental stressors – Natural and man made disasters; education

for coping with the environmental stressors.

• Comparative study of environmental projects from various countries.

B-3. POPULATION EDUCATION

COURSE OBJECTIVES

To enable the students

1. To understand the nature scope and need of population education;

2. To know about the factors affecting population growth and understand

the need for balancing the composition through distribution.

3. To gain knowledge about the various techniques of maintenance of

"status" of population.

4. To understand the concept of prosperous family.

5. To learn about the latest policies of population education and agencies

working towards their achievement.

COURSE CONTENTS

• Nature and Scope of Population Education : Meaning, Concept, Need and Importance of population education, objectives of Population Education.

• Population Situation and Dynamics : Distribution and density; Population composition – age, sex, rural/urban, world and Indian factors affecting populaton growth, mortality, migration and other implications.

• Population and Quality of Life : Population in relation to socio-economic development; health status health service; nutrition, environment, resource educational provision.

• Family Life Education : Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.

• Population related policies and programmes : Population policy in relation to healthenvironment education policies; programmes related to employment social movements; voluntary and international agencies, UNFPA, WHO, UNESCO etc.

B-4 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 apprise them 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

a) Some definitions and teaching Learning components

b) Need and characteristic features of Distance Education

c) Growth of Distance Education

d) Distance Teaching-Learning systems in India

UNIT II

• Intervention strategies at a distance

a) Information and Communication Technologies and their application in Distance Education.

b) Designing and preparing self-instructional material

c) Electronic media (T.V.) for Education

d) Distance Education

UNIT III

• Learning at a distance

a) Student-support-services in Distance Education and their management.

b) Technical and vocational programmes through Distance Education.

c) Programmes for women through Distance Education.

d) Distance Education and Rural Development.

UNIT IV

• Quality Enhancement and Programme Evaluation

a) Quality assurance of Distance Education.

b) Mechanisms for maintenance of standards in Distance Education.

c) Programme evaluation

d) Cost analysis in D.E. – concept, need and process

e) New Dimensions in Distance Education – promises for the future.

B-5 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.

COURSE CONTENTS

UNIT I

• The Socio-moral and cultural context

a) Need and Importance of Value Education and Education for Human Rights in the existing social scenario.

b) Valuation of culture : Indian Culture and Human Values.

UNIT II

• Nature and Concept of Morality and Moral Education

a) Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrintion.

b) Language of moral education – its form and context characteristics of a morally educated persons.

c) Justice and Care – the two dimensions perspectives in Morality :
Dichotomy between reason and passion.

d) Moral Judgement and Moral Action.

UNIT III

• Moral Development of the Child

a) Concept of Development and Concept of Moral development.

b) Psycho-analytic approach

c) Learning theory approach, especially social learning theory approach.

d) Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT IV

• Moral Learning to Moral Education

a) 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.

b) Moral Learning Inside the school : providing "form" and "Content to from education.

c) Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum.

UNIT V

• Intervention Strategies for Moral Education and Assessment of Moral Maturity.

a) Model of Moral Education – a) Rationale Building Model, b) The consideration Model, c) Value classification Model, d) Social Action Model, e) Just Community intervention Model.

b) Assessment of moral maturity via moral dilemma resolution

c) Examples of some select moral dilemmas.

B-6 EDUCATION FOR EMPOWERMENT OF WOMEN

COURSE OBJECTIVES

• To know the expected roles (political, social and economic) of Indian Women in developing countries including India.

• To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the Constitutional directives.

• To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organisations like ILO.

COURSES CONTENT

UNIT 1

• Problems of women face in developing countries including India - high rate of population growth — literacy percentage of women inadequate nutrition and technology, existing prejudices, against women etc.

UNIT 2

• Sub-culture of men and women in all countries including India.

UNIT 3

• A retrospective profile in a tradition bound society and a prospective profile in the changing Indian Society; major areas to be tapped.

Aspiration of Indian society for sustainable development of girls, planned

governmental efforts. Achieving quality of life, equality of opportunities, equity, social justice and empowerment.

UNIT 5

• Needs of girls education, - poverty, prejudice and population explosion minimum level of learning in scientific literacy and computer literacy – focus on teacher preparation in gender sensitivity.

UNIT 6

• Needed direction in educational research : access to education, and retention, apathy at home, child labour, early child marriage continuance of out-dated laws, positive attitude towards girl's education.

B-7 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.

UNIT I

Metaphysical basis of yoga

• Concept of Purusha (pure consciousness) and Prakriti as basic

components of cosmic reality.

• Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components

of prakriti of the individual.

• Further sub-divisions of Ahamkar - Mana (the mind), karmendris,

Jnanendris and Tanmatras (the Suksham Sharir)

• Nature of knowledge and knowledge getting process – the Pramanas.

UNIT II

The Philosophy of yoga and its relationship to individual and social

upliftment.

• The meaning and definitions of Yoga.

• Yoga as a way to healthy and integrated living.

• Yoga as a way to socio-moral upliftment of man.

• Yoga as a way to spiritual enlightenment – Atmanubhuti

Pratykshanubhuti.

UNIT III

Different types of yoga systems and characteristics of yoga practitioner

• Ashtanga yoga of Patanjali -

• Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita.

• Integral yoga of Aurobindo and modern off shoots of yoga

• Characteristics of a practitioner of yoga.

UNIT IV

The instrumentals of yoga (Sadhana pad).

• The Five yamas (observances).

• The Five Niyamas (abstinences).

• Asans – The right postures.

• Pranayam – controlling the breadth.

• Pratyahara – controlling the senses.

• Dharana (concentration) and its methods

• Dhyana (meditation) and its kinds.

• Samadhi – its various types.

UNIT V

Scientific basis of yoga – yoga and mental health.

• Yoga and Bio-feedback

• Therapeutic values of yoga.

• Different Asans and their effects to promote a sound physical and

mental health.

• Dhyana, and its therapeutic value.