UNIT I:-Philosophy of Education

Meaning and Functions of Education, Relationship between Philosophy and Education

WesternSchoolsofPhilosophyandtheireducationalimplicationsforaims,curriculum and methods of education: (i) Idealism (ii) Realism (iii) Naturalism(iv) Pragmatism

Contributions of Tagore and Gandhi to modern educational theory.

Philosophy&ValueEducation:Philosophicalbasesofvalues,Typesofvalues,Valuesin
Indian Philosophy, Strategies for Value Education

UNIT II:-Sociology of Education

Relationship between Sociology and Education,EducationalSociology and Sociology of
Education, Sociological Approaches.Scope of Sociology of Education.

Education as a sub system of social system, social system, school, class as a social system, education and community.

Social change and Education: (i) School as an agent of social change, (ii) Education and Modernization, (iii) Education for Secularismand Democracy, (iv) Globalization and Education, and (v) Education for Sustainable Development

Education, Culture and Social Stratification: (i) Meaning of culture, cultural ethos in India, (ii) Social stratification, caste, class, gender, region,religion,and(iii)Equalityof educationalopportunitywithspecialreference to SC, ST, Women and other educationallybackwardclasses.

UNIT III:-Educational Psychology

Educational Psychology: (a) Relationship between education and psychology, (b) Nature and methods of educational psychology, and (C) Application of principles of psychology in the field of education.

Growth and Development:a) Concept, principles and stages of development, (b) Social, emotional and cognitive development, (c) Intelligence, development of intellectual abilities, and (d) Individual differences, areas of differences, abilities, aptitude, achievement, interests, motivation, values and attitudes of implication of individual differences in organizing educational programmes.

Learning: (a) Concept of learning, factors influencing learning, (b) Theories of learning: (i) Behaviorists Thorndike, Skinner, (ii)Cognitive Kohler, Lewin, (iii) Humanistic Maslow, (iv) Transfer of learning and (v) Learning of concepts and principles

Personality:(a) Concept, type and traits of personality (b) Approaches to the study of personality (i) Psychoanalytic – Freud, Erickson,(ii) Humanistic – Allport, Roger, (iii) Behavioral and social learning – Miller,Skinner (c) Assessment of personality:(i) Personality inventories and rating scale, (ii) Projective technique – TAT, Rorschach

Guidance and Counselling: (a) Concept and principles of guidance and counseling (b) Tools and techniques of guidance (c) Personal, vocational and educational guidance

UNIT IV:- Language Education

Language – Definition and characteristics: (a) Language as communication (b) Functions of language – mother tongue and other tongue (second language and foreign language) (c) Language, dialect and social style (d) Levels of language organization: phonology, morphology, syntax and semantics

Teaching of Language: (a) Developing listening and speaking ability through conversation, discussion, store telling, dramatization and description etc.(b) Developing readingability:loudreading, silent reading, vocabulary, comprehension and speed; intensive and extensive reading (c) Teaching of writing: types of writtencomposition, creative writing, spellingerrors and their correction, qualitiesof good written composition.

Language and Curriculum: (a) Place of language in school curriculum(b) Objectives of language learning andteaching, formulation of objectives in behavioural terms (c) Linguistics and language teaching: Role oflinguistics in teaching of a language

Language Aids and Equipments:(a) Text books and other reading materials (b) Types and purpose of audio-visual aids for language teaching (c) Language teacher – tasks and skills needed for a language teacher.

Evaluation:(a) Concept of evaluation – Comprehensiveandcontinuousevaluationina language(b)Tests:itstypesand

uses with special reference to achievement test (c) Diagnostic testing and remedial testing.

UNIT V:- Social Science Education

Concept of social sciences and social studies:social science as a total area, structure of social sciences, a brief survey of social sciences

Relationshipbetween social sciencesand social studies

Aims and objectives of teaching social sciences: (i) Major ctegories ofsocialscience goals (ii) Instructional objectives – relationship of objectives with instruction. (iii) Defining objectives in behavioural terms.

Development and Evaluation of curriculum inSocial Science:(a)concept of
curriculum(b) Construction and development ofcurriculum, considerationfor curriculum planning, methods of curriculumconstruction (c) Evaluation of curriculum-need, criteria and approaches.

Teaching and Learning Strategies in Social Sciences: (i) Various domains of human behaviour and teaching strategies for them(ii) Teacher controlled, learner controlled and group controlled instruction (iii) Resources for instruction

Planning for teaching, Lesson planning, Unit planning

Evaluation in Social Sciences:(i) Continuous and comprehensive evaluation (ii) Formative & Summative evaluation (iii) Interpretation of evaluation results

UNIT VI:- Science Education

Nature of Scientific Knowledge: (a) Nature of science (b) Pre supposition in science predictions in science (c) Concept formation in Science (d) Science as a process and asa product.

Methods and Approaches of Teaching Science: (a) Integrated, environmentalinquiry and disciplinarian approach (b) Demonstration-cum-discussion method (c) Lecture method (d) Project method (e) Discovery method

Science Curriculum: (a) Basic principles and approach of science curriculum development (b) Critical study of science curriculumat 10+2 stage (c) Innovations in science curriculum– PSSC, BSSC, CHEM, NCERT, HSEP.(d) Pedagogical analysisof units in science syllabus at secondary and Sr. Sec. levels.

Evaluation in Science:(a) Comprehensive and continuous evaluation (b) Development of test items-essay, short answer and objective types (c) Diagnostictest and remedial measures (d) Preparation of achievement test, analysis and interpretation of test data.

Science and Society:(a) Some landmarks in the history of science and their social implications (b) Scienceand technology in global development (c) Science for sustainable development (d) Science and human values (e) Science in day to day life (f) Non-formal science resource centres in Delhi.

UNIT VII:- Special Education

Concept, need, importance and historical perspectives of special education in India and abroad.

Meaning, definition, types and classification ofblindness, low vision, mental retardation, hearing impairment, learning disabilities,orthopedic and neuromuscular disorder, emotional disturbance, communication disorders.

Causes, prevention and characteristics of the above disabilities.

Forms of Special Education: (i) Special schools (Exclusion) (ii) Integrated education (Inclusion) (iii) Main streaming, normalization (iv) Leastrestrictive, environment, preparation of I.E.P. (v) Strengthand limitation of the above programmes

Role & responsibilities ofspecial teacher, resource and itinerant teacher and regular teacher in the education ofchildrenwithspecialneeds

Role of technology in facilitating the education of children with special needs.

Functions of various National and Internationalagencies working in the field of different disabilities: National Institute for variousdisabilities, NCERT, RCI, Helen Keller International, WHO, UNICEF & UNESCO.

Legislative measures for equal opportunityin education and rehabilitation for the disabled.

Teaching Strategies for teaching children with special needs:

-Diagnosis/teaching process: Purpose of diagnosis; obtaining data for diagnosis;
interpretation of data for diagnosis; clinical teaching; developing an I.E.P.

- Education of children with learning disabilities: perceptual disabilities, motor disabilities, reading & writing disabilities, arithmetic disabilities.

- Strategies for teaching learning disabled: Teaching strategies for perceptual disabilities, teaching strategies for developing language skills,teaching strategies for developing attention skills,teaching strategies for developing arithmetic skills.

UNIT VIII:- Educational Technology

Educational Technology: (i) Meaning, concept and scope (ii)Emergenceofeducational technology as an interdisciplinary field (iii) Trends ineducational technology in a developingsociety(Ref.to India) (iv) Open learning and Distance education (v)

Evolution ofeducational technology (vi) Contribution of Psychology- Skinner, Gagne, Brunner

Communication: (i) Concept, Principles and modesof communication (ii) Barriers in classroomcommunication (iii) Types of communication

Mass Communication and Educational Technology:(i) Emerging frontiers of technologyineducation(ii)Instructional media and materials (iii) Emerging technologies: Internet and Web based learning.

Computer Aided Instruction CAI: (a) SatelliteTelevision:A powerful tool for
Edu/tainment (b) Instructional models.

Modification of Teaching Behaviour: (i) Micro teaching (ii) Classroom interaction analysis (Flander's Interaction Analysis) (iii) Simulated teaching

Optimizing Learning with Educational Technology:(i) Systems approach to instruction, concepts and definition of a system, types of systems (ii) Media selectionand integration (iii) Educational technology as well as technology in education.

Programmed Instruction:(i) Salient features (ii) Linear, branching and Mathetics approach (iii) Media of P.I. (iv) Texts, teaching machines (v) Development of P.I. (Programmed Instruction) material

Software Development:(i) Principles for designing learning software (ii) Developing audio/video learning packages (iii) Developing computer based packages

Evaluation and Management of Educational Technology:(i) Purpose of evaluation of educationaltechnology(ii)Different approaches to evaluation.

Concept and steps of Management of Educational Technology:(i) Development of evaluation

tools – normreferenced & interior referenced text (ii) Critical appraisal ofany one educational programme in distance education

Trends in Research in Educational Technology

UNIT IX:-Teacher Education

Development of teacher education in India: (a) Brief historical outline frompre- Independence to post-Independence period (b) Recommendations of various commissions on teacher education (c) National policy on education: 1986, POA-1992.

Structure and Curriculum of Teacher Education at different level: (i) Early childhood, primary/upper primary, secondary/Senior secondary (ii) M.A. (Ed.), M.Ed., M. Phil and Ph.D. levels of education, NCTE requirements and UGC norms for selection of teacher educatorsat various levelsNeed, objectives and strategies ofIn-service teacher education

Information and communication technologyinteachereducation:(i) Computer assisted instruction (ii) Teleconferencing (iii) Educationtelevision–Internetresources

Innovative Practice and research areas inteacher education – Trends and gaps

Teaching as profession, role of professional organization, professional development of teachers, preventing burning out, centrallysponsored scheme (1987) for Restructuring and Reorganizing Teacher Education.

Problems and Issues in Teacher Education:(i) Manpower Planning (ii) Quality assurance (iii) Pre-service teacher education for upper primary and senior secondary levels (iv) Internship (v)Internalevaluation(vi)Distanceeducation(vii)Pedagogical analysis (viii) NCTE role, functions and achievements.

UNIT X:-Measurement and Evaluation

Concept of measurement and evaluation

Measurement: Physical measurement, psychological measurement, nature of educational measurement, scale of measurement (nominal, ordinal. Interval and Ratio)

Evaluation: Meaning, difference between measurements and evaluation, types of evaluation (Formative, Summative, Diagnostic), comprehensive and continuous evaluation.

Achievement Test: Types of achievement tests: Oral, written (essay type, objective type), practical

Objective type test: Characteristics, strengths andlimitations, uses and different forms

Essay type test: Characteristics, strengths and limitations, uses, different forms (very short answer, short answers, long answer)

Development of achievement test: Formulation of objectives (Behavoural and instructional), preparation of blue prints, itemwriting, marking scheme, itemanalysis (Difficulty value, discrimination value), standardization of the test (Reliability, validity, norms)

Norms referenced vs. Criterion referencedtest: Meaning, differences and uses.

Psychological Testing:

Measurement of Personality: Personal inventories, rating scales, projective techniques

Measurement of Interest: Checklist,inventories,test

Measurement of Intelligence: I.Q., GeneralMental Ability, Guilford intellect model, Appraisal ofsome intelligence tests/GMA tests.

Measurement ofAptitude: Appraisal ofsome aptitude test

New Trends in Examination Reform: (i) Grading and marking (ii) Annual examination & semester system(iii) Development ofquestion bank (iv) Useofcomputer in evaluation

Statistics inEvaluation

Standard scores: Z, T, Stanines and C Score

Correlation:Biserialandpointbiserial, tetrachoric and phi coefficient, contingency coefficients,partial and multiple correlation.

Analysis ofvariance (one way classification) Regression analysis: Simple and multiple regression,Partialandmultiplecorrelation.

UNIT XI:- Guidance and Counseling

Concept of guidance, need and significanceof guidance, role of teacher in guidance

Types of guidance – educational, vocational,personal and group guidance, principles of all guidance

Educational Guidance:(a) Nature ofwork (b) Various motives associated with work (c) Career development – Super's theory about guidance

Guidance of children with special needs: (a) Problemand needs (b) Guidance of gifted and creative students (c) Guidance of under achievers and first generation learners (d) Role ofteacher in helping children with special needs

Human adjustment and mental health:(a) Psychological foundation ofadjustment (b) Role of motivation and perception in adjustment (c) Principles of mental hygiene and their implications in effective adjustment. (d) Mental health and development of integrated personality

Counselingprocess:(a) Concept, nature and principles of counseling (b) Counseling approaches–directive,non-directive and eclectic (c) Characteristics of good counseling.

Group Guidance: (a) Concept, concern and principles (b) Procedures and techniques of group guidance programme.

Organization of guidance programme: (a) Principles of organization (b) Various types of services-orientation service, individualinventory service, occupational information service, counseling service, placement service, research and follow up (c) Evaluation of guidance programme

Testing in guidance service:(a) Use of tests in guidance and counseling (b) Tests of intelligence,aptitude, creativity, interest and personality (c) Administering, scoring and interpretation oftest scores (d) Communication of test results as relevantin the context of guidance programme.

UNIT XII:- Educational Management

(a) Educational management & administration –meaning, nature and score (b) Development of modern concept of educational administration from1950 to the present time (c) Administration and management differentiated

(a) Educational authorities – role ofcentre in education

(b) Constitutional provisions

(c) Centre-state relations on education

(a) Educational authorities –role of state in education

(b) State level machinery of educational administration

Decentralized management of education: (a)Role of Panchayati Raj Institutions (b) VEC (c) Weaknesses ofPanchayati Raj Institutions andthe remedial measures

(a) Educational planning – meaning and nature, (b) Approaches to educational planning and (c) Expenditure on education

Leadership Behaviour and organizational climate in Educational Institutions: (a) Organizational climate – meaning, types, (b) Leadership behaviour – meaning and nature, (c) Style of leadership and (d) Leadership behaviourmeasurement

(a) Educational supervision–meaning,modernconcept, nature and functions (b) Methods of supervision

(a) Decision-making in education, (b) Organizational compliance and (c) Conflict managementin education.