

ORDINANCE NO. 29
MASTER OF EDUCATION EXAMINATION

1. Any graduate of a recognised University, who has been admitted to the Degree of bachelor of Education in the Guru Ghasidas University or to a degree recognised as equivalent there to for the purpose of this Ordinance, may subject to the provisions of this Ordinance, offer himself or herself as a candidate for examination of the Degree of Master of Education.

Provided that he or she shall have passed the examination for the Bachelor of Education Degree in the first or second division both in theory and practical.

2. The examination for the Degree shall be held annually at centres fixed by the University on such date as may be fixed by the University in this behalf.
3. A candidate for the M.Ed examination shall prosecute a regular course of study in a college admitted to the privileges of this university in this behalf, for a period of not less than one academic session.

Explanation -Regular course of study means attendance at least 75% of lectures delivered in each subject of the examination and completion of the prescribed course in sessional work and laboratory practical up to a date four weeks preceding the date of commencement of the written examination. The certificate of the Principal of the College relating to the completion of required attendance and required sessional and practical work shall reach the Registrar of the University not later than three weeks preceding the date of commencement of the written examination.

4. The examination shall consist of two parts, Part - I and Part - II.

(A) PART - I

Part - I of the examination shall consist of five written papers, four of which shall be compulsory. Each paper shall be of three hours duration and carry 80 marks. Aggregate marks, obtainable in Part - I, shall be 400.

The following four papers shall be compulsory :-

- Paper - I Philosophy of Education.
Paper - II Advanced Educational Psychology
Paper - III Comparative Education.

Paper - IV Methodology of Educational Research and Statistics.

Paper - V One of the following papers shall be offered by a candidate.

- (A) Experimental Education.
- (B) History and Problems of Indian Education.
- (C) Educational Administration Supervision and Finance.
- (D) Educational and Vocational Guidance
- (E) Education of Exceptional Children.

The scope of the papers shall be indicated in the prospectus of the Examination.

(B) PART - II

Part II of the Examination shall consist of the following :-

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|--|-----------|
| (i) Dissertation | 100 marks |
| (ii) Sessional and Practical work connected with theory papers in Part - I | 100 marks |
| (iii) Viva-voce Examination | 100 marks |

The total marks obtainable in Part - II shall be 300.

- (1) Candidate shall write a dissertation bearing on any aspect of his embodying either (a) the results of his original research or (b) a presentation of existing data.
- (2) Along with the dissertation he shall submit to the University three copies of the synopsis of his dissertation giving an account of the investigation research conducted and its main findings.
- (3) A viva voce examination shall be held on dissertation and sessional work, practical work connected with the papers in Part - I.
- (4) Candidate shall submit the sessional and Practical work connected with five theory papers. The marks obtainable in the sessional and practical work connected with each paper shall be 20.
- (5) for part- II of the examination of regular candidates one internal and the external examiner shall be appointed by the University. They may either award marks jointly and separately in respect of the dissertation and viva-voce examination in the later case the two examiners may award marks out half of the maximum marks allotted to dissertation and viva-voce. The external examiner shall examine

the sessional practical work of each theory paper of the candidates and award marks out 10 the college shall assess out of another 10 marks.

- (6) In order to be successful in the examination a candidate shall pass in the parts by obtaining not less than 36% of the aggregate marks obtained in Part - I but not less than 25% marks in any individual paper and not less than 50% of aggregate marks obtainable in Part - II. Candidate obtaining less than 48% of the aggregate marks obtainable for part I and II combined shall be placed in the III Division. Candidates obtaining less than 60% shall be placed in the II Division and candidates obtaining 60% and above percent marks shall be placed in the 1st Division. Distinction shall be awarded to the candidates who obtain 75% and above percent of aggregate marks in both the parts.
- (7) If a candidate fails in only one part of the examination he or she may appear in a subsequent examination in that part only, without joining a college, in case of a candidate failing in part II only he or she may submit the previous dissertation after necessary modification or a dissertation on new problem and similarly the sessions and practical work of each theory paper.
- (8) A candidate who has failed in M.Ed. examination in one or both papers may appear as an ex-student in the course prescribed under this Ordinance. The marks for sessional work and practicals connected with the theory papers in part - I shall be the same as awarded in the previous examination.
- (9) Transitory provision - The repealed ordinance relating to master of Education examination shall remain effective till the examination of 1974, and this new ordinance shall be applicable for the examination of 1975.

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OBJECTIVES:-

1. To prepare practitioners of Education.
2. To Prepare Professional Personnel required to staff institutes of Advanced Study in Education (IASES), colleges to Teacher Education (CTEs) and District institutes of Educational Training (DIETS).
3. To Prepare Professional administrators and Supervisors for positions of responsibility in Education institutions, department of education, educational planning and in supervisory educational services.
4. To enhance personnel with scientific attitude and research oriented disposition in the field of education.
5. To foster the attributes that contribute to the development of educational literature to the growth of education as a discipline.
6. To inculcate modern trends in education in various fields like & Psychological education, Philosophical, Sociological foundations of educational technology, educational evaluation curriculum development,

SEAT AVAILABLE

Category	Seats
a. School Education Department	
Principles/Equivalent	02
Lectures/Equivalent	05
UDT/Equivalent	03
b. Tribal Department	
Principles/Equivalent	01
Lectures/Equivalent	05
UDT/Equivalent	01
c. Non Government school & Trg. Institutions	02
d. Direct Candidates	03
Total	22

1. Subject at amendment by the Chhattisgarh State Council of Educational Research and Training, Raipur.
2. In case of non-availability of eligible candidates in the category of Non Government schools of Training Institutions, Seats will be filled through direct recruitment.

Eligibility Criteria 1 (For categories a, b & c above)

1. Attainment of at least second division in both graduation and post graduation examination from a recognized university.
2. Attainment of at least second division in both the theory and practical parts of the D.Ed. examination from a recognized university.
3. At least two years should have lapsed after passing the D.Ed. examination.
4. Age should not be more than 45 years on the 1st July of the concerned academic year.
5. The candidates passing through the D.Ed. (C.C.) examination of any recognized university are also eligible.

Eligibility Criteria 2 (For category)

1. Attainment of at least first division in any one graduation or post graduation examination and at least second division in the other from a recognized university.
2. Attainment of at least first division in any one - theory or practical part and at least second division in the other in the B.Ed degree from a recognized university.
3. The candidate passing the D.Ed. examination through correspondence course from any recognized university can apply for this M.Ed. course.
4. There is no binding of passing D.Ed. examination lapsing two years. The candidates passing B.Ed. examination can apply for M.Ed course in the same year.
5. Age should not be more than 30 years on the 1st of July of the concerned academic year.
6. Candidate should be a benefited resident of Chhattisgarh.
7. A certificate of character from the Rest passed, institution should be enclosed.
8. The rules of the reservations for admission will be followed as per the provisions by state Government of Chhattisgarh.

Duration of the Course

One academic session that is from 1st July to 30th April.

Pattern of the Course.

- a. The M.Ed. course consists of three Core (Compulsory) papers:
Core Paper I : Philosophical and Social foundations of Education.

Core Paper II : Psychological foundations of Education
 Core Paper III : Methodology of Educational Research.

b. In addition to the Core Papers, the candidate would offer for two elective papers, Papers IV and V for specialization from the following

- * Guidance and Counselling.
- * Distance Education.
- * Value Education and human right.
- * Language Interaction.
- * Comparative Education
- * Teacher Education.
- * Special Education.
- * Educational Technology.
- * Educational Measurement and Evaluation.
- * Curriculum Development.
- * Management Planning and Financing of Education.
- * Environmental Education.
- * Science Education.
- * Yoga Education.

c. Further move a dissertation any relevant educational topic would be solved by the candidate on his regional work.

d. consessional work consisting of the two terms papers relevant to the five theory papers however would be completed by the candidate.

1. Subject to amendment by the Chhattisgarh State Council of Educational Research and Teaching Raipur.

Scheme of

Part I

1. Core Paper 3	70	Ext.	30
2. Elective Paper 2	70	Ext.	30

Part II

3. Assignment	125	Int.	50
4. Field Based experience related education and Qualification of practice teaching and other aspects of school Experience of	50	Int.	20

D.Ed. Degree.

5. Dissertation	100	Ext Int.	40
6. Viva voce	50	Ext Int.	20

Sub Total 325

1. If a candidate pass in part I but fails in part II the marks obtained by him in part I will be carried over to the subsequent examination, similarly, if a candidate passed, in part II, but fails in part I, the marks obtained by him in part II will be carried over to the subsequent examination.
2. The candidates use the options to select on the elective papers from the list given in part (b) of the Pattern of the course section for specialization.
3. Two assessment the practical aspect of each paper should be submitted to be evaluated by the head of the institution internally.
4. The candidates should be engaged in the supervision of B.Ed. practice teaching program to supervise & to evaluate with the college staff. They are also to be engaged in the supervision of other school based D.Ed. These activities are to be evaluated internally by the head of the institution.
5. Five copies of the dissertation should be submitted in type - written or printed form.
6. Questions on Psychology practicals, Dissertations, assignments and school based D.Ed. program will be included in the viva- voce examination.

A-1615 M.Ed. COURSE

PAPER I: PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF EDUCATION

Part I: Philosophical Foundation

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 assumption about educational phenomena.
3. Understanding and use of Philosophical methods in studying educational data.
4. Critical appraisal of contribution made to education by prominent educational thinkers Indian and Western.

COURSE CONTENTS

- * Philosophy of Education: Its Nature - Directive Doctrine;
- * A Liberal Discipline;
- * an activity.
- * Its function - speculative Normative Analytical.

UNIT - II

- * Metaphysical Problem an Education related to Nature, Men and Society.
- * Impact of Philosophical suppositions on education made by - Idealism, Realism, Pragmatism, Existentialism, Vacante (Advaita & Veshistadpita only.) sankhya, School of thought.

UNIT - III

- * Epistemology and Education: Knowledge methods of acquiring valid knowledge with specific reference to analytic philosophy, Dialectical approach, Scientific Inquiry, Nyaya, Yoga.

UNIT - IV

- * Axiology and Education: Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

UNIT - V

- * 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 men and the process of development and.
- b. Socio cultural scenario, a global perspective.

The thinkers plato, kant, Dewey R.S. Petero Gandhi Tagore Sri Aurobindo.

Part II: Sociological Foundation

COURSE OBJECTIVES

1. To enable the student to understand concept and process of social organization, social stratification and institution.
2. To enable the student to understand relationship, between culture: society and education.
3. To enable the student to know issues of equality, excellence and inequalities in education.

COURSE CONTENTS

UNIT - I

- * Concept and nature of sociology of Education, Difference between sociology of education and Educational Sociology; Social organization social group, Social stratification; factors influencing social change.
- * Social organization, characteristics of social organisation, institutions, attitude and values.

UNIT - II

- * Culture - Meaning and nature of Culture, Role of education in cultural context: Education and cultural change.

UNIT - III

- * Education and Society - Education as a social system, as a socialization process and a process of social progress and change.

UNIT - IV

- * Issues of equality of educational opportunity and excellence in education. Equality Vs. equity in Education; Inequalities in Indian social system with special reference to social disadvantages, gender and habitations, need measures to address them.

UNIT -V

- * Education and democracy, Constitutional provisions for education; Nationalism and Education; Education for national Integration and International Understanding.

FRACTICUM

1. Annotated Bilbliography covering 15 -20 works.
2. Attempt paper presantation on a given topic.
3. To, prepare an abstract of research study in Philosophy of Education or Educational Sociology.
4. To collect information regarding the problems faced by at least five school going student belonging to the Scheduled Caste, Scheduled Tribe or other Backward Caste and to write a report.

REFERENCE:-

- * Alterkar : Education in Ancient India.
- * Brubecher : Modern Philosophies of Education
- * Curtis, S.J. : Introduction to the Philosophy Education.
- * Bewey : Democracy and Education.
- * Kabir : Indian Philosophies of Education.
- * Mathur V.S. : A Sociological Approach to Indian Education
- * Mukherjee R.K. : Ancient Indian Education(Frologue)
- * Nunn : Education, ltes Data and First Principle
- * Ramanathan : Education from Dewey to Gandhi.
- * Rusk : Philosophical Bases of Education
- * Russel Bertrand : Education and Social order.
- * Setranjiwala Z.K. : Philosophical and Sociologic Foundation of Education.
- * White head, A.N. : Aims of Education and other Essa.

~~A-6709~~ **PAPER II** ~~4637~~ ~~8697~~
PHYCHOLOGICAL FOUNDATIONS OF EDUCATION

~~AK-3713~~ ~~AI-1157~~ ~~AM-1675~~ ~~AI-2698~~
COURSE OBJECTIVES

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 Psychologyed theories for education.

A-1616

3. To acquaint the learner with the process of development and assessment of various abilities and traits.

COURSE CONTENTS

UNIT-I

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

UNIT- II

- * Human Development : Concept, Principles, sequetial stages of development: factors influencing development and their relative role; general characteristics and problems of each stage.
- * Theories of Plaget and Bruner - major Concepts and stages and implications for education.
- * Indian Theory of Psychological Development.

UNIT- III

- * Learning: Concept, Kinds, levels of learning various view points on learning, Gegne'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 process, interpersonal relations, socimetric grouping, social - emotional climeto of the classroom and influence of teacher characteristics.

UNIT- V

- Individual Difference : Concept of Intra and intet difference.
- (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.

UNIT-VI

- * Personality : Concept development structure and dynamics of personlity.
- * Theories of Personality _ Allpart, Eysenck, Psychonalytic approach of Freud, Erickson; Behaviourel approach - Mille Dollard and Dandura Humanestic approach -Rager, Maslon.

Indian Theories: Vedic, Dudhist, Rabindranath Tagor Mahatma Gandhi, J. Krishnamurti and Sri Arubindo.

NIT -VII

Assessment of Personality - Techniques

(a) Personality inventories - rating scales.

(b) Projective Technique : Rerchach,

JNIT - VIII

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, curetive measures.

(d) Implications for education.

List of Deparments (Any Ten)

1. Measurment of Personality
2. Measurment of Creativity
3. Measurment of intelligence
4. Measurment of teaching aptitude
5. Measurment of vol.
6. Measurment of attitude
7. Measurment of jocus of control
8. Vocational Interest Inventory
9. Adjustment Inventory
10. Level of Aspiration
11. Learning by substitution Method
12. Human Maze Learning
13. Habit Interference Learning
14. Ellateral Transfer of Learning hand to another.
15. Cattell's 16 PFI.

Reference

- * Dames, Peter
- * Dince, Morris L.

Personality Development and Learning
Learning Theories For Teachers.

- | | | |
|------------------------|---|--|
| Bigge John. D. | : | The Process of Learning. |
| Camlin, Peter | : | Responding to Individual Needs: A guide for Teachers. |
| Chauhan, S.S. | : | Advanced Educational Psychology |
| Child, Donnis | : | Application of Psychology for the Teacher. |
| Child Dennis | : | Psychology and the Teacher |
| Clark, Barbana | : | Optimizing Learning |
| Clever John | : | A. and Draning : Educational Psychology |
| Crow, Lester D. | : | Principals and Applications |
| Pandekar W.N. | : | Educational Psychology |
| | : | The Psychological Foundations of Education. |
| Derville, Leonore M.T. | : | The Use of Psychology in Teaching |
| Egan, Kieran | : | Education and Psychology |
| Entwise noel | : | New Directions in Educational Psychology and Teaching |
| Gagne, Rober M. | : | Conditions of Learning and Theory of Instruction. |
| Hall, R.V. | : | Managing behaviour Part - I |
| Holt John | : | How Children Learn |
| Klein stehen s. | : | Learning Principles and Application |
| Krishnamurti J. | : | An Experiment in New Education for student and Teachers |
| Kundu C.L. | : | Educational Psychology |
| Kuppuswami D. | : | Advanced Psychology of Education. * |
| Mayer, Richard R. | : | Educational Psychology |
| New hastings Nigal | : | New Directions in Educational Psychology |
| Richardson, John T.E. | : | Student Learning: Research in Education and cognitive Psychology |
| Rogers. Rick | : | Education and Social Class |
| Salvin, Robert E. | : | Educational Psychology : Theory into Practice. |
| Stones, E. | : | An Introduction to Educational Psychology. |
| Thermbug Hershel D. | : | Introduction to Education Psychology |
| Travers, Robert M.W. | : | The New Cognitive Learning for Students of education Essentials of Learning. |

1. Various Tests will be used in some categories The candidate has the option to select any ten experiments.

PAPER III : METHODOLOGY OF EDUCATIONAL RESEARCH

Part I: Method's of Educational Research

COURSE OBJECTIVES

To enable the students to understand:

1. The Meaning of scientific method, scientific inquiry, Paradigm, theory and this Implications for educational Research.
2. The Characteristics of Philosophical, Psychology and sociological researches in education.
3. The different strategies of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of sampling.
6. The various types of tools of data collection.

COURSE CONTENTS

UNIT -I

- 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

- * Philosophical, Psychological and Sociological orientation in education research.
- * Indeterminacy 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

- Sampling
- Unit of sampling, population; techniques (a) capability sampling techniques & (b) Non - probability sampling techniques.
- Characteristics of a good sample.
- Sampling errors and how to reduce them.
- Tables of Random Number; types how to use them.

UNIT - VI

- 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.

UNIT -VII

- Validity and Limitation of findings; factors influencing validity of research; internal vs. external validity ' how to increase validity of research findings.

UNIT - VIII

- Evaluation of Research : Criteria and types and types of research.

Part II: Methods of Data Analysis

UNIT- I

- * Nature of educational data : Quantitative and Qualitative.

UNIT- II

- * Qualitative data: Its analysis with emphasis on content ; analysis of interview based data and observation based data.

UNIT-III

- * Quantitative : Scales of measurement : Nominal, ordinal, Interval, Ratio.

UNIT- IV

- * Organization and representation : Frequency distribution, Frequency Polygon, Histogram, Ogive, smoothed frequency curve.

UNIT -V

- * Concept calculation and uses of : Measures of central tendencies.
 - a) Percentiles and Percentile Ranks.
 - b) Measures of variability.
 - c) Correlations, Regression equations.

UNIT-VI

- * Properties and uses of normal distribution

UNIT -VII

- * Inferential statistical methods.
 - a) Standard errors, confidence limits.
 - b) Hypothesis testing Difference between means, correlations.
 - c) Cross breaks (Chi square.)

Assignments

- * Preparation of a chart differentiating among fundamental applied and action research.
- * Preparation of an action plan on any educational action research problem.
- * Preparation of a research proposed for a research project.
- * Writing abstracts (Any Two) of M.Ed. Dissertations.
- * Constructing a diagnostic test on any school subject.

Reference

- * Association of Indian : Monograph on Syllabus Analysis and Restructuring Universities.
- * Bloom, D.S. et al (Ed) : Taxonomy of Educational Objectives: Handbook I - The Cognitive Domain.
- * Dranville, Tony : Designing Special Programmes
- * Caswell A.D. Stand : Curriculum Improvement in Public School associated Systems.
- * Ciles, H.H. : Mecoutcheon, S.P. and Zechiel A.N. : Exploring the Curriculum
- * Doll, Renald : Curriculum Development
- * Faunce F.C. and : Developing and Core Curriculum
- * bossing, N.R.
- * Govt. of India : The Implement of Curriculum in Indian Schools. Ministry of Education
- * Gwyon, J. : Curriculum Principles and Social Trends
- * Heath R.W. : New Curriculum
- * King, A.R. and : The Curriculum and the Disciplines of Knowledge. Brownell, J.A.
- * Ary, D. and Jacob L.C. : Introduction to research in education.
- * East J.W. : Research in Education.
- * Cochran, W.G. : Experimental Designs.

- * Cohen, L and Macloni, : Research Methods in Education.
- * Dayton, C.M. : The Design of Educational Experiments
- * Ferguson George A. : Statistical Analysis in Psychology and Education
- * Festiger, L. : Festinger, L. : Research Methods in Behavioural science.
- * Force, D.P. and : Research Methods in Behavioural Sciences
- * Garrett, H. : Social Research Methods. Richer S.
- * Goode W.J. and Hatt P.K. : Statistics in Psychology and Education
- * Guilford J.P. and : Methods in Social Research
- * Kerlinger F.N. : Fundamental Statistics in Psychology and Fruchter D. Education.
- * Mouley G.S. : Foundations of Behavioural Research
- * Razavich, A. : The science of Educational Research
- * Sardy, H. : Methods of Social Research
- * Upasani N.K. : A research Primer for the social and Behavioural Sciences.
- * Wiersma, W. : Foundation Research
- * : Research methods in Education : An introduction

AREA OF SPECIALISATION

A. GUIDANCE AND COUNSELLING

A-1620 Part I: Guidance

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 counselling.
5. To acquaint the student with the aim and principles of guidance programme.
6. To develop in student an understand of various procedures of organizing various guidance services.

COURSE CONTENTS

UNIT-I

- * Concept, assumptions, issues and problems of guidance.
- * Needs scope and significance of guidance.

UNIT-II

- * Types of guidance - Educational, vocational and personal, group guidance.
- * Role of the teacher in guidance.
- 3. agencies of guidance - National, State Level.

UNIT - III

- * Educational Guidance
- * Principles of all guidance.
- * Guidance and curriculum, guidance and classroom learning.

UNIT - IV

- * Vocational Guidance
- * Nature of Work.
- * Various motives associated with work
- * Career development - super's theory about guidance
- * Approaches to career guidance, Vocationalisation of secondary education and career development.

UNIT -V

- * Guidance of Children with special needs
 - a) Problems and needs
 - b) Guidance of the gifted and creative students.
 - c) Guidance of under achiever and first generation learners.
 - d) Role of the Teacher in helping children with special needs.

UNIT-VI

- * Counselling Process
- * Concept, nature, principles of counselling
- * Counselling approaches - directive, non - directive.
- * Group counselling vs. individual counselling , counselling for adjustment.
- * Characteristics of good counselling.

UNIT - VII

- * Group guidance
- * Concept, concern and principles.
- * Procedure and techniques of group guidance.

UNIT- VIII

- * Organization of a Guidance Programme

- a) Principles of organisation
- b) Various types of services - Counselling
- c) Group guidance , individual inventory service and information orientation service, Placement service and follow up service.

UNIT- IX

- * Testing in Guidance Service
 - a) Use of tests in guidance and counselling.
 - b) Tests of intelligence, aptitude, creativity, interest and personality.
 - c) Administering, scoring and interpretation of test scores.
 - d) Communication of test results as relevant in the context of guidance programme.

UNIT- X

- * Human Adjustment and Mental Health
 - a) Psychological Foundation of adjustment
 - b) Role of motivation and perception in adjustment
 - c) Principles of mental hygiene and their implication of affective adjustment.
 - d) Mental health and development of integrated personality.

B. DISTANCE EDUCATION

COURSE OBJECTIVES

1. To orient students with the nature and need of Distance education in the present day Indian Society.
2. To expose students to different kinds of information and communication Technologies (ICT) and enable them to be familiar with their use in teaching - learning process.
3. To enable student to understand various modes of student 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 students of different D.E. Programmes.

COURSE CONTENTS

UNIT - I

- * Distance Education and its development
 - a) Same definitions and teaching Learning components

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- 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 propering 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 Educations.
 - c) Programme evaluation
 - d) Cost analysis in D.E. - concept need and proces.

C. VALUE EDUCATION AND HUMAN RIGHTS

COURSE OBJECTIVE

1. To enable students to understand the need and inportance of Value Education and education for Human Rights.
2. To enable them to understand th nature of values, moral values, moral Education and to differentiate such values from religious education, moral training or moral Indoctrination.
3. To orient the students with the besis 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 visa- vovo 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 scenaric.
 - b) Valuation of culture: Indian Culture and Human Values.

UNIT- II

- * Nature and Concept of Morality and Moral Education
 - a) Moral Education vis -a- vis religious education; moral instructions, moral training and moral inductrintion.
 - b) Language of moral education- its form and context characteristics of a moral educated persons.
 - c) Justicse and Care - the two dimensions perspectives in Morality: Bichotomy 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, Stageof moral development and their characteristic features.

UNIT- IV

- * Moral Learning to Moral Education
 - a) Moral Learning outside the school - child hearing practices and moral learning, Moral learning via limitation Nature of Society and moral learning. Media and Moral learning.
 - b) Moral learning Inside the school: Providing "Form" and "Content"to Education.
 - c) Moral Education and the carriculum: 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.

D. LANGUAGE EDUCATION

Part I: Theoretical & Pedagogical Bases of Language Education

COURSE OBJECTIVES

1. To develop an understanding of the nature, Functions and implications for planning and teaching language.
2. To help the students to know the Psychology of teaching language learning.
3. To acquaint the students 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 language and teaching literature in the context of L₁ and L₂.
6. To acquaint the students with various areas of research in Language education;
7. To help the students to know various problems such as contextual, curriculum teacher preparation etc. of language education in India.
8. To develop an understanding of policy formulation of language education in India.

COURSE CONTENTS

UNIT- I

- * Language :
 - a) Nature, functions and implications for planning and teaching language i.e. first Language and second language.
 - b) Linguistics and Language: Nature and functions of linguistics with special reference to the role of contrastive analysis, error analysis and structural linguistics.

UNIT- II

- * Psychology of teaching and learning language.
 - a) The Indian tradition: Contribution of Yask, panini Patanjali and Dhartihari.
 - b) The Western tradition: The behaviouristic approach the cognitive - code approach, the communicative approach.
 - c) Psycholinguistic approach ; principle of language and psychology of language of language teaching and language learning.

UNIT - III

- * Pedagogy of Language Learning and Language Teaching
 - a) Language learning & language requisition : Factors affecting language learning and language acquisitions.
 - b) Teaching the first language (L₁) the second language (L₂) and other languages (L₂) differences in objectives instructional materials evaluation etc. Factors affecting the teaching of L₂ and L₃.
 - c) Developing the language curriculum and tip syllabus: dimensions factors that influence the curriculum, dimensions, selection and grading of content, selecting the context for teaching and learning transation techniques and evaluation techniques.
 - d) Developing basic language skill and intermediate as well as advanced language skills that are level specific viz; primary secondary and senior secondary.
 - e) Innovative techniques for teaching grammer, reading comprehension, written expression Note - Making etc.

UNIT- IV

- * Individualization of Language Learning: Need, techniques viz; Differential Assignments, classroom tasks, personalized system of instruction programmed learning and individuals i.e. need based reading and writing programmes.

UNIT-V

- * Teaching Language and teaching Literature in the context of L₁ and L₂: Differences in their nature, conten: and emphases: interrelationships, advanced technique of teaching and evaluation

- a) Creativity in Language education : Nature.
- b) Techniques for fostering and developing creativity in language.

UNIT - VI

- * Research in Language education: status gaps and priorities.
- * Reading research and writing research - directions and emerging priorities.

Part II : Problems of Language Education in India

UNIT - VII

- * Contextual Problems
 - a) Multilingual context of India.
 - b) Constitutional provisions regarding language and education and their impact.
 - c) Three - language formula - original as well as modified and its present status.
 - d) Medium of Instruction Controversy, recommendations in NEE 1998, 1986, 1992 and National School Curriculum - 2000.

UNIT - VIII

- * Curriculum development in multilingual of India - the core component and the add- on components, their transaction techniques & evaluation.

UNIT - IX

- * Preparation of Language Teachers.
 - a) Pre- service education, in- service education site professional development .
 - b) Planning inputs, transaction and evaluation.
 - c) Distance mode based preparation of Language teachers.
 - d) Alternative course designs for preparing language teachers.

UNIT - X

- * Functioning and contribution of CIEFL Central Institute of India Language (CIIL) Kendriya Hindi Sanshta etc in strengthening language education in India.

UNIT - XI

- * 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.

E 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 system of various countries in terms of the prevailing trends in these countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

UNIT-I

- * Comparative education- Meaning in terms of looking at it as a new discipline.
- * Scope and major concepts of comparative education.
- * Methods.
- * Democracy and Nationalism.
- * Juxtaposition
- * Area Study
- * Intra and Inter educational analysis
- * Democracy and Nationalism

UNIT - II

- * Comparative education factors and approaches geographical, economic, cultural, Philosophical sociological, Linguistic, scientific, Historical, ecological, structural and functional factors- Cross disciplinary approach used in comparative education.

UNIT - III

- * Modern trends in world education - National and global.
- * Role of U.N.O. in Improving educational opportunities among

the member countries, various official organs of the U.N.O. and their educational activities.

UNIT - IV

- * A comparative study of the education systems of countries with special reference to :

Primary Education	: USA, UK, RUSIA, JAPAN, INDIA
Secondary Education	: USA, UK, RUSIA, JAPAN, GERMANY, INDIA,
Higher Education	: USA, RUSSIA UK, FRENCE INDIA.
Teacher Education	: USA, UK, RUSIA, GERMANY, INDIA,
Adult Education	: AUSTRALIA, QUBA, DRAZIL, INDIA.

UNIT- V

- * Problems provailling in developing countries with special reference to India, their causes and solution through education.
- * Poverty
- * Unemployment
- * Population explosion
- * Hunger
- * Terrorism
- * Casteism and Commulism
- * Illiteracy
- * Poggary
- * Political Instability
- * Economic underdevelopment

F. 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 feed back.

COURSE CONTENTS.

PART : A

- Teacher Education - concept, aims and scope,
- Teacher Education in a changing society: A brief review of historical perspective of the development of teacher, Education in India ancient medilevel and British and during Post Independence period,
- Teacher Education Curriculum at different stages: Approaches to Teacher Education Consecutive and integrated.
- A critical appraisal of the present system of teacher education in India - a study of the various recommondations and committes in the post - Independence era,
- Qualities of a good teacher- cognitive affective and psychomotor skills.
- Competency based teacher educations : Quality essurance in teacher education.

PART : B

1. Principles of Teaching : Methods of teaching school subject.
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 intership - its organization and problems.
4. Supervision of practice lessons : Observation and assessment : food back to student - teacher concept and types.

ASSIGNMENT

Student will be required to submit a term paper on any one of the following.

1. Preparation of resource material on any teaching unit of Teacher Education Paper,
2. A critical study of any one aspect of Teacher Education.
3. Study of Teaching methods used at any stage of schooling.
4. A survey of research on any aspect of teacher education - attitude and job satisfaction school teachers.
5. Work study project to teacher education.

G. SPECIAL EDUCATION.

COURSE OBJECTIVES

To make the student:

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent

commissions of education children with special needs for realising the concept of Universalisation of education.

3. Grasp about the meaning specific characteristics and modelities of Identification various types of (Students who are different then majority or are) exceptional learners,
4. Understand various educational intervention programmes for meeting the needs of except learners.

COURSE CONTENTS

- * Meaning and scope of special Education. A brief History of special Education. Scope of special education in India. Government Policies and legislations. Administration of special education. characteristics. education and placement of the following types of special children.
- * Meaning of universalisation of education as per constitutional provision as well as state wise allotment : _ recommendations given in NEE 1986, PCA 1992, and PWD (persons with disability Act.) 1995; National Institutes of Handicapped and the role of rehabilitation council of India.
- * Exceptional learners who are mentally handicapped, visually impaired, hearing impaired locomotor impaired suffering with learning difficulties and gifted-the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.
- * Meaning of an educational intervention- nature and objectives of special schools; concept of main streaming: integrated schools and support services provided with in them viz. Resources room, resource teacher, counselor etc. ; concept of remedial teaching (specially for learning disables children); role of other (peer) members of the school (children as well as teachers.); Family of the concerned child and the community in educating thechild who is an exceptional one..

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.

Gifted

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

EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

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.

To Help the Students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.

To acquaint students teachers with levels, Strategies and models of teaching for future improvement.

To enable the students teachers to understand about the importance of programmed instruction and searches in E.T.

To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

UNIT - I

- Concept of Educational Technology
- Meaning Nature Scope and significance of ET.
- Components of ET: Software Hardware.
- Educational technology and instructional technology.

UNIT-II

- Communication and Instruction.
- Theory, Concept, Nature, Process. Components Types Classroom Communication, approach in Educational Technology.
- Designing Instructional System.
- Formulation of Instructional objectives.
- Task analysis.
- Designing of instructional strategies such as lecture, team teaching discussion senior and tutorials.

UNIT-III

- Teaching levels, strategies & Models.

- * Memory, Understanding and Reflective levels of teaching.
- * Teaching strategies: Nature functions and Types.
- * Models of Teaching : Meaning Nature Functions and Types (Psychological Models and modern Models of Teaching.)
- * Modification of teaching behaviour.
- * Micro teaching, Flender's Interaction Analysis, Simulation.

UNIT- IV

- * Programmed instruction (linear / branching Model)-Origin and types
- linear and branching
- * Development of the programmed instruction material.
- * Teaching machines.
- * Computer Assisted Instruction
- * Researches in Educational Technology
- * Future priorities in Educational Technology.

UNIT- V

- * Educational technology in formal, non - formal and Informal Educational Distance Education, Open learning System and Educational Technology
- * Emerging trends in Educational Technology Video- tape, Radio-Vision, Teleconferencing CCTV, CAI, INSAT problems of new Technology.
- * Evaluation and Educational Technology
- * Resource Centres for Educational Technology, CIET, VGG, IGNOU NOS State ET calls, NRC, EMRC, NIST etc.- Their activity for the improvement of teacher learning.

Assignments.

1. Presentation of the candidate's can research project with the help of transparencies on over Head Projector.
2. Preparation of instructional design for a unit in any school subject.
3. Evaluation of any one educational computer software.
4. Critical evaluation of educational broadcast/telecast/teleconferencing.
5. Critical evaluation of the role of multimedia in education.

Reference

- * Daviss, I.K. and : Contributions to an educational

- Hartaly, J.(eds.) : technology.
- Pitman (London : All ten volumes of Aspects of Publishers) Educational Technology.
- Shah G.D. : Studies in Programmed Learning.
- Shah G.D. and : Technology Knocks at the Door of Powal O.S. Education.
- Sharma A.R. : The Technology of Teaching
- Sharma R.A. : Educational Technology.
- Sidnnor, D.f. : The Technology of Teachnig.
- Wittich W.A. and Schuller E.F. : Instructional Technology: Its Nature and Use.

L 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 and the existing models of evaluation.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured evaluated interpreted and their results are recorded to help learners.

UNIT- I

1. The Measurement and evaluation process.

- * Concept scope and need, Taxonomies of educational objectives, Norm reference and criterion reference measurement.
- * Evaluation : Functions of evaluation , and the basic principles of evaluation.

UNIT-II

- * Models in Educational Evaluation.
- * 3d Model: Total Reflection Model & Individual Judgement Model.
- * Evaluation and Curriculum.
- * Interrelationship between measurement and evaluation in education.

UNIT- III

- * Tools of measurement and Evaluation.

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- * Subjective and objective tools essay test, objectives test scales, questionnaires, Schedules, inventories, performance test.

UNIT- IV

- * Test Construction.
- * General principles of test construction and its standardization.
- * Writing test items- objectives type, essay type and interpretive type.
- * Item analysis procedures for non referenced and criterion referenced mastery tests.
- * Basic characteristics of good measuring instruments.
- * Validity Objectivity, Reliability, Usability and Norms:
- * Types, Ways of determination importance and application.
- * Standardization of measuring instruments.
- * Item analysis.
- * Test Standardization.
- * Norm referenced and criterion referenced tests, scaling - Standard scores, T - scores & C- scores.
- * Steps involved in standardising a Test.

UNIT-V

- * Measurement of Achievement, Aptitudes Intelligence, Attitudes Interest, skills.
- * Interpretation of the above test- scores and methods of feed back to students.
- * Now trend's in evaluation viz.
- * Grading.
- * Semester System
- * Continuous Internal Assessment.
- * Question Bank.
- * Use of Computer in Evaluation.

J. CURRICULUM DEVELOPMENT

COURSE OBJECTIVES

1. To enable the student teachers to develop an understanding about important principles of curriculum construction.
2. To Help student teachers understand the bases and determinants of curriculum.

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3. To orient the student teachers with curriculum design, process and construction of curriculum development.
4. To acquaint student teachers with curriculum content, curriculum implementation and process of curriculum evaluation.
5. To help student teachers understand issues, trends and researcher in the area of curriculum in India.

UNIT- I

- * Introduction.
- * Concept and meaning of curriculum
- * Curriculum development theories and procedures.
- * History of curriculum development.

UNIT- II

- * Bases of Determinants of Curriculum.
- * Philosophical considerations.
- * Psychological considerations.
- * Sociological consideration.
- * Discipline- Oriented considerations.

UNIT-III

- * Curriculum Region and organization.
- * Components and source of design.
- * Principles
- * Approaches
- * Categories and types.
- * Curriculum Construction.
- * Different models and principles.
- * Deduction of curriculum from aims and objectives of education.
- * Administrative consideration.
- * Grass - root level planning.
- * System - analysis.
- * Curriculum Implementation strategies.
- * Role of Curriculum support materials.
- * Types of materials and aids.
- * Models of implementation.
- * Curriculum evaluation.

- * Importance of evaluation of curriculum.
- * Models of curriculum evaluation.
- * Interpretation of evaluation results and method's
- * Issues and trends in curriculum development, curriculum research in India.
- * Suggestion and recommendation in curriculum development as per the following commission.
- * University Education Commission. 1948.
- * Secondary Education Commission, 1952.
- * Education Commission, 1966.

K. MANAGEMENT PLANNING AND FINANCING OF EDUCATION COURSE OBJECTIVES

1. To enable the student teachers to understand meaning nature scope, functions, principles, and approaches of educational management.
2. To acquaint the student teachers with the processes of educational management.
3. To develop an understanding in the student teachers about the management of finance, resources and enable them to prepare school / institutional budget.
4. To orient student teachers with the procedures of supervision, inspection and improvement in the field of education.
5. To make the student teachers understand about the type of leadership required and accountability to be maintained by the teacher and administrator.

UNIT-I

- * Educational Management practice in the Present day context :
- * Meaning nature scope and principles of modern scientific management.
- * Systems approach to managerial management in education.
- * Functions of educational managers.
- * Research relating to educational management.
- * The present trends in educational management.

UNIT- II

- * The process of management:
- * Planning for a rational approach to goal achievement:

- * Concept of Objectives, steps for formulating the objectives: Planning strategy, Policy and Programme for realizing the Objectives in terms of : Decision making Programme development and forecasting; Organizing, Directing, Staffing and Recruiting and Planning for Human Resource Training, Coordinating and Controlling; Budgeting, Recording & Reporting.
- * POSTODORD & PCDC approaches.

UNIT- III

- * Management of Financing.
- * Nature and scope of Educational Finance.
- * Sources, Procurement, and Allocation of Funds.
- * Maintenance of Accounts.
- * Sharing and distribution of financial responsibility.
- * Mobilization of local resource.
- * Private and self financing of educational institutions.

UNIT- IV

- * Supervision and Inspection in Education: Need for supervision: Meaning, Nature, Scope, Limitation of present supervisory procedures Evaluation of supervisory effectiveness.
- * Inspection Vs. Supervision.
- * Academic Supervision Vs. Administrative Supervision.
- * Resource: budgeting and auditing in education:
- * Resource: Meaning types mobilization, allocation and creation
- * Budgeting: Processes, formulation types, drawback.
- * Evaluation for performance and accountability.

UNIT- V

- * Controlling & Leadership styles in educational management:
- * Centralization Vs. Decentralization PERT, PEDS, Control and methods of controlling, control diameter, unity of Command.
- * Leadership : meaning and nature, Theories of leadership, Leadership styles.
- * System Evaluation, Programme Evaluation and Evaluation of functionaries.
- * System Evaluation, Programme Evaluation and Evaluation of functionaries.

L. ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

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

UNIT- I

- * Introduction
- * Concept Importance and Scope.
- * Aims and Objectives.
- * Guiding Principles and Foundations.
- * Relationship between man and Environment.
- * Ecological and Psychological Perspective.

UNIT- II

- * Environmental Hazard's
- * Environmental pollution; physical, air, water, noise, chemical.
- * Extinction of flora and fauna, deforestation, soil erosion.
- * Need for conservation, preservation, and protection of rich environmental heritage.
- * Programme of environmental education for primary, secondary and Higher education institutions.

UNIT- III

- * Features of curriculum for environmental education:
- * Special nature of curriculum on environmental education.
- * Concept of environment and ecosystem.
- * Natural system earth and biosphere, abiotic and biotic components.

- * Natural resources, abiotic, Resources.
- * Human system - Human being as part of environment human adaptations to environment, population and its effect on environmental resources.
- * Technological system- Industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT-IV

- * Methods and approaches of environmental education:
- * Strategies and approaches, treating environment education as a separate subject, topical units integration and interdisciplinary approaches.
- * Methods- Discussion seminar, Workshop Dialogue Problem Solving Field Surveys Projects and Exhibition.
- * Role of Media, Print, Films and T.V.

UNIT- V

- * Comparative study of Environmental Project from various Course.

M. SCIENCE EDUCATION

COURSE OBJECTIVES

1. Enhance the learner's understanding of new perspective 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 to 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:
- * Evolution of science over the centuries role of science in the 21st

century information society and the emerging educational scenario.

- Science education for the 21st century - new assumptions and practices in modern science education. Nature of scientific methods use of scientific method of generating new knowledge.

UNIT- II

Objectives of modern science education:

- Different approaches adopted for defining educational outcomes - taxonomical approach, products versus process, approach problem solving approach, discovery approach etc.

UNIT- III

- Nature of modern science curriculum criteria used for developing science curriculum for schools discipline oriented science curriculum.
- Specialised versus integrated science curriculum.
- Characteristics of important curriculum experiments like the PSSC, chem Study, BSCS, Nuffield etc.
- Format of the science curriculum document.
- curriculum support documents and materials.

UNIT- IV

Psychological based of modern science education

- 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.

UNIT- V

Instructional strategies and models:

- Study of any three representative models of teaching, useful for science teaching.
- Applications of enquiry Approach, environmental approach and creative learning approach to science education.
- Project work in science learning.
- Use of co- curriculum activities for science learning.
- Instructional strategies for dealing with the gifted children strategies for dealing with low achievers. Education for scientific aptitude.

UNIT- VI

Curricular support material and educational technology:

- Text books criteria used for developing textbooks, student workbooks, teacher handbooks and reference books; use of online a search for information.

- Educational Technology - meaning and scope; hardware and software technologies; programmed instruction, CAI; audio - video support material for science learning.

UNIT - VII

Evaluation of educational outcomes:

- Evaluating specific outcome - modern assumptions, Developing instruments for measuring specialised behavioural outcomes.
- Test formats, items analysis, validity and reliability of tests; question banks; scoring making and grading; items of measuring process and product outcomes diagnostic testing and remedial teaching: concept of MLL.

UNIT- VIII

Research perspectives:

- Acquaintance with importance research findings with special reference to science education in India in the following area:
 - Variables related to science achievement- intelligence, adjustment and motivational dimensions.
 - Underachievement in science - incidence: variables related to under achievement.
 - Studies on science curriculum.
 - Efficacy of instructional models used for science teaching.

N. YOGA EDUCATION**COURSE OBJECTIVES**

- Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti Budhi (Mahat) and Ahankar etc.
- Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
- Understand different types of Yoga- The Astang Yoga, the Jhana Yoga, Dhikri yoga and other modern of yoga.
- Understand the socio - psychological basis leading to a dynamic transformation of personality.
- 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 prakriti of the individual.
- Concept of Dukhi (Mahat) and Ahankar (The Ego) as basic

components of Prakriti of the individual.

- * Further sub - divisions of Ahankar - Mana (the mind), leardris, Janodris and Tenmatras (The Sukshem 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 sociomoral upliftment of man.
- * Yoga as a way to spieitual enlightenment aumanbhuti Pratyshanubhuti.

UNIT-III

Different types of yoga systems and characteristics of yoga practitioner

- * Ashtanga yoga of Patanjali.
- * Janana Yoga. Bhakti Yoga and Karma Yoga of the Bhagwatgita.
- * Incegral 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 vama (observances)
- * The five Niyamas (abstinences)
- * Asens - The right postures.
- * Pranayan - Contralling the breadth.
- * Pratyahara- controlling the senses.
- * Bharana - (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
- * Therepeutic values of yoga.
- * Different Asens and their effects to promote a sound physical and mentel health.
- * Dhyana and its therapeutic values.