

# Semester - I

## PHILOSOPHICAL FOUNDATION OF EDUCATION

### COURSE OBJECTIVES

Theory: 35 Marks

The philosophical component of this (Foundation) core paper for a post-graduate course in Education (Professional) aims at developing the following competencies amongst the scholars.

1. Understanding the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
3. Understanding and use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers Indian and Western.

### COURSE CONTENTS

#### UNIT I - U.S.

Philosophy of Education : Its nature - Directive Doctrine:

- A Liberal Discipline
- An activity
- Its Function - Speculative, Normative, Analytical

#### UNIT II

- Metaphysical Problems and Education related to Nature, Man and Society
- Impact of Philosophical suppositions on education made by Idealism, Realism, Pragmatism, Existentialism, Vedanta (Advaita & Veshitadvaita 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, Islam and Christianity to education in terms of value formation.

#### 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 man and the process of development.
- (b) Socio-cultural scenario, a global perspective
- (c) The thinkers : Plato, Dewey, R.S. Peters, Sri Aurobindo, Mahatma, J. Krishnamurti.

### TESTS & PRACTICUM:

Full Marks: 15

- (i) Three class tests each carrying 5 marks
- (ii) Annotated bibliography covering 5 references : 5 Marks

*(Best two out of three tests and practicum will be added to the result)*

### Instruction:

The nature of Evaluation will be both internal and external systems of evaluation and theory papers may consist of Essay Type, Short answer Type and Objective Type questions.

**PAPER -II**  
**PSYCHOLOGICAL FOUNDATION OF EDUCATION:**  
**DEVELOPMENT, LEARNING & INDIVIDUAL DIFFERENCE**

**COURSE OBJECTIVES**

Theory: 35 Marks

1. To enable the student to understand concept and principles for Educational Psychology as an applied science.
2. To enable the learner to understand implications of learning and other psychological theories for education.
3. To enable the students to understand the concept of individual differences.
4. To acquaint the learner with the process of development of various abilities and traits.

**COURSE CONTENTS**

**UNIT I**

Educational Psychology : Concept, concern and scope of Educational psychology, contribution of psychology to education.

**UNIT II**

- Human Development : Concept, principles, sequential stages of development; factors influencing development and their relative roles, general characteristics and problem of each stage.
- Theories of Piaget and Burner- major concepts and stages and implications for education.
- Indian theory of Psychological Development.

**UNIT III**

Learning : Concept, kinds, levels of learning, various view points of learning, Gange's conditions of learning cognitive view point and information processing; issues related to learning, Educational implications of the view points on learning.

**UNIT IV**

Individual Difference : Concept of intra- inter 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 difference - learning style and teaching strategies.

**PRACTICUM :**

Full Marks : 15

- (i) Suitable practical related to learning, Transfer of learning, Fatigue, Conditioning, Laws of association.

**Instruction:**

The nature of Evaluation will be both internal and external systems of evaluation and theory papers may consist of Essay Type, Short answer Type and Objective Type questions.

## PAPER-III

### FOUNDATIONS OF EDUCATIONAL RESEARCH

#### COURSE OBJECTIVES

After undergoing this course the students will be able to:-

1. Explain and describe the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Write research proposals.

#### COURSE CONTENT

Theory Marks: 35

##### UNIT I

##### Nature of research, knowledge and inquiry

- Nature and sources of knowledge, Scientific method of inquiry and its role in knowledge generation.
- Meaning and nature of research, its need and purpose.
- Fundamental, applied and action research.
- Nature and scope of educational research.

##### UNIT II

##### Formulation of Research Problem

- Criteria and sources for identifying the research problem.
- Characteristics of a good research problem.
- Setting objectives of the study: primary, secondary and concomitant.

##### UNIT III

##### Developing assumptions and hypotheses

- Meaning and difference between assumptions, postulates and hypotheses.
- Nature and types of hypotheses: their sources.
- Characteristics of good hypotheses
- Role of hypotheses in theory building.

##### UNIT IV

##### Sampling

- Concept of population and sample.
- Sample frame, units of sampling.
- Determiners of sample size.
- Various methods of probability and non-probability sampling.
- Characteristics of a good sample.
- Sampling errors and how to reduce them.



## UNIT V

### Major Approaches/Methods of Research

- Descriptive research.
- Survey Research
- Ex-post facto research.
- Experimental Research
- Field studies
- Case studies (developmental and longitudinal).
- Ethnographic studies.
- Historical research.
- Qualitative Research: Phenomenological research and naturalistic inquiry.

## UNIT VI

### Writing Research Proposals and Reports

- Formats, style and essential elements of research proposals for doctoral degrees and for submission to funding agencies.
- Format, style and essential elements of a doctoral thesis.

### TESTS & PRACTICUM

Marks: 15

- Two class tests of 5 marks each.
- Review of two research papers published in refereed international journals. 5
- Review of a Doctoral Thesis in Education. 5

*(Best one out of two tests & practicum will be added.)*

### Instruction:

The nature of Evaluation will be both internal and external systems of evaluation and theory papers may consist of Essay Type, Short answer Type and Objective Type questions.

# OPTIONAL PAPER

## DISTANCE EDUCATION

Theory

Full Marks: 70

### COURSE OBJECTIVES

1. To orient students with the nature and need of Distance Education in the present day Indian society.
2. To expose students to different kinds of information and communication technologies (ICT and enable them to be familiar with their use in teaching-learning process)
3. To enable student to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programs through Distance Education.
4. To enable students to evaluate programs of Distance Education and to develop in them the ability to enhance the quality and standards of different D. E. Programs.

### 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 programs through Distance Education
- c) Programs for women through distance education
- d) Distance Education and Rural Development

#### Unit IV: Quality Enhancement and Program 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

### TESTS & PRACTICUM:

Full Marks: 30

- 1) Two class tests of 10 marks each
- 2) Observation & report presentation of one telecast & one broadcast (10 marks)
- 3) Survey of one regional centre of Distance Education & Comparison between one conventional and one Distance mode program (10 marks)

*(Best one out of two tests & practicum will be added)*

### Instruction:

The nature of Evaluation will be both internal and external systems of evaluation and theory papers may consist of Essay Type, Short answer Type and Objective Type questions.

# TEACHER EDUCATION

Marks: 70

## COURSE OBJECTIVES

To enable the students to understand about the

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India
3. Different competencies essential for a teacher for effective transaction
4. Teaching models-concept & process
5. Teaching skills
6. Various aspects of supervision and feedback

## COURSE CONTENTS

### UNIT I:

- (d) Teacher Education – Concept, aims and scope; Need and significance of Teacher Education. Aims & Objectives of Teacher Education at various levels.

### UNIT II:

1. Teacher education in a changing society: a brief review of historical perspective of the development of teacher education in India.
2. Analysis of Teacher Education Curriculum at different stages Pre-primary, Elementary, Secondary and Higher Education: Approaches to Teacher Education—consecutive and integrated.
3. Qualities of a good teacher-cognitive, affective and psychomotor skills.
4. Competency-based teacher education : quality assurance in teacher education.

### UNIT III:

1. Models of Teaching-concept attainment, Inquiry training, Problem solving and Inductive thinking models.
2. Organization of Practice Teaching: Teacher preparation simulated and real situation, Micro, Mini and simulated teaching, Block teaching, Intermittent Practice teaching Internship – its organization and problems.
3. Supervision of Practice Lessons : Observation and assessment; Concept of feed back and its types, Evaluation in Practice of Teaching, Research and Innovations in practice teaching.

### UNIT IV:

1. In-service Teacher Education in India : Need, concept, objectives, techniques and evaluation.
2. Agencies of Teacher Education at Secondary Level and their functions.

## TESTS & PRACTICUM:

1. Two class tests of 10 marks each.
2. Term Paper submission on **any one** of the following: (10 marks)
  - A survey of research in Teacher Education conducted during last two years on school teachers, or on higher education teachers, or on teacher educators.
  - Preparation of resource/learning materials in Teacher Education (on any teaching unit)
  - A work study project related to Teacher Education.
3. A study of teaching competency and effectiveness of prospective teachers with reference to teaching methods and skills used and giving feedback. (10 marks)

*(Best one out of two tests & practicum will be added.)*

### Instruction:

The nature of Evaluation will be both internal and external systems of evaluation and theory papers may consist of Essay Type, Short answer Type and Objective Type questions.



# ENVIRONMENTAL EDUCATION

theory

Marks: 70

## COURSE OBJECTIVES

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

### UNIT I : Introduction to Environmental Education

- Concept, Importance and Scope
- Aims and Objectives
- Guiding Principles and Foundations
- Ecological and Psychological Perspective

### UNIT II : Environmental Hazards & Need of Conservation

- Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system.
- Environmental pollution.
- Extinction of flora and fauna, deforestation, soil erosion.
- Need for conservation, preservation and protection of rich environmental heritage.

### UNIT III : Curriculum and Programmes of Environmental Education

- Programmes of environmental education for primary, secondary and higher education institute
- Features of curriculum for environmental education
- Special nature of Curriculum on environmental education.

### UNIT IV : Evaluation in Environmental Education

- Concept and types of evaluation.
- Evaluation of Curriculum at school level.
- Comparative Study of Environmental Projects.

### TESTS AND PRACTICUM:

Marks: 30

- (a) Two class tests of 10 marks each
- (b) Eco-friendly activities (direct Experiences) 10 marks
- I Preparation of slogans, Charts/pie-charts and plantation activities for awareness 10 marks

*(Best one out of two tests & practicum will be added.)*

### Instruction:

The nature of Evaluation will be both internal and external systems of evaluation and theory papers may consist of Essay Type, Short answer Type and Objective Type questions.

# EDUCATIONAL TECHNOLOGY

Marks: 70

theory:

## UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

- Meaning, nature, scope and significance
- Approaches : Software, Hardware and Systems
- Teaching Technology and Instructional Technology

## UNIT II: COMMUNICATION PROCESS

- Concept, nature, process, models
- Classroom communication
- Mass media – selection and types
- Multimedia approach

## UNIT III: TEACHING PROCESS

- Levels and stages of teaching
- Models of teaching : meaning, function and types (Modern Models of Teaching)
- Modification of Teacher Behaviour : Microteaching, Flander's Interaction Analysis and Simulations.

## UNIT IV: DESIGNING INSTRUCTIONAL SYSTEM

- Formulation of instructional objectives
- Task Analysis
- Instructional strategies : lecture, team teaching, discussion, seminar, tutorials.

## UNIT V: STYLES AND PROCESS OF PROGRAM INSTRUCTION

- Origin and types – linear, branching, mathetics
- Development of programme instructional material
- Teaching machines
- Computer Assisted Instruction.

## UNIT VI: EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

- Distance education, Open learning system
- Evaluation and Educational Technology
- New Technologies – Videotapes, Radiovision, Teleconferencing, CCTV, INSAT, EDUSAT, Internet, Broadband
- Resource Centre for ET : CIET, UGC, IGNOU, NIOS, State ET cells, AVRC, EMRC, etc.

## TESTS & PRACTICUM

Marks: 30

- Two class tests of 10 marks each
- Preparation of a Programmed Instructional Material (10 marks)
- Preparation of a Power Point Presentation on computer or preparation of transparencies / filmstrip / slides and Visit to Computer Centre, Radio Station, T.V. Centre. (10 marks)

*(Best three out of four, tests & practicum will be added.)*

### Instruction:

The nature of Evaluation will be both internal and external systems of evaluation and theory papers may consist of Essay Type, Short answer Type and Objective Type questions.



# CURRICULUM DEVELOPMENT

Theory

Marks: 70

## COURSE OBJECTIVES

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

## UNIT III

- Curriculum Design 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 Curriculums evaluation

- Interpretation of evaluation results and method.
- Issues and trends in curriculum development, curriculum research in India.
- Suggestions and recommendation in curriculum development as per the following commissions

**TESTS AND PRACTICUM**

**Marks: 30**

- (e) Evaluation of different courses of different School Board
- (ii) Annotated Bibliography of 10 works
- (f) Paper Presentation

*(Best three out of four, tests & practicum will be added.)*