

**KARNATAK UNIVERSITY, DHARWAD  
FACULTY OF EDUCATION**

**POST-GRADUATE DEPARTMENT OF STUDIES IN EDUCATION**

**SYLLABUS OF THE CHOICE BASED CREDIT SYSTEM**

**M.ED. REGULAR SEMESTER COURSE**

**Group - I: Course - I**

**Philosophical and Sociological Foundation of Education**

**Objectives**

1. To enable the student to understand the philosophical and sociological origins of education.
2. To enable the student to understand the role of education in effecting social, political economic and cultural changes.
3. To help the student to develop a philosophical and sociological outlook towards educational problems.
4. To help the students to understand the contributions of the important philosophical schools to the theory and practice.

**Group - I: Course - I**

**Philosophical and Sociological Foundations of Education-I  
Semester-I**

**Unit - 1 : Introduction to Educational Philosophy.**

- 1.1 Concept and Functions of Philosophy.
- 1.2 Need and Importance of Philosophical Framework.
- 1.3 Inter-relationship between Philosophy and Education.
- 1.4 Nature and Scope of Educational Philosophy.
- 1.5 Philosophical Analysis of Educational Aspects
  - 1.5.1 Aims and Objectives
  - 1.5.2 Methods of Teaching
  - 1.5.3 Curriculum
  - 1.5.4 Text Book
  - 1.5.5 Teacher-Pupil Relationship
  - 1.5.6 Discipline

**Unit - 2 : Fields of Philosophical Inquiry and Education.**

- 2.1 Metaphysics - Origin and Meaning.
- 2.2 Epistemology - Origin and Meaning.
  - 2.2.1 Epistemological Analysis of Sources of Knowledge-Indian and Western.
- 2.3 Axiology - Origin and Meaning.
- 2.4 Ethical Values of Science and Technology.
  - 2.4.1 Intellectual Honesty.
  - 2.4.2 Application of Technology for Human Welfare.
  - 2.4.3 Scientific Temper.

**Unit - 3 : Meaning and Scope of Sociological Foundations of Education.**

- 3.1 Development of the Science of Sociology.
- 3.2 Interrelationship between Sociology and Education
- 3.3 Nature and Importance of Sociology of Education
- 3.4 Society - The Origin of Sociology - Functions of Society, Types of Society Education and Society.
- 3.5 Social Institutions
- 3.5.1 The family - The changing Functions of the family. The continuing functions of the family - variations in family. Impact of family on the Development of Personality of the child
- 3.5.2 Functions of Religion; Education and Religion.

**Unit - 4 : Social Change and Education**

- 4.1 Social Stratification
  - 4.1.1 Nature and Importance of Stratification
  - 4.1.2 Types of Stratification - Class and caste
  - 4.1.3 Factors in Social Stratification
- 4.2 Social Mobility
  - 4.2.1 Factors in Social Mobility - Types of Social Mobility
  - 4.2.2 Sanskritisation as an agent of social Mobility.
  - 4.2.3 Role of Education in Social Mobility
- 4.3 Cultural Lag
  - 4.3.1 Factors in Cultural Lag - Reasons for Cultural Lag.
  - 4.3.2 Vested Interests and Cultural Lag.
- 4.4 Social Change
  - 4.4.1 Nature of Social Change - Theories of Social Change.
  - 4.4.2 Factors of Social Change - Social Evolution and Progress.

**Group - I : Course - I  
Philosophical and Sociological Foundations of Education-II  
Semester - II**

**Unit - 1: Indian Schools / Thinkers of Philosophy and Education**

- 1.1 Indian Schools of Philosophy
  - 1.1.1 Sad Darsanas ( Six Systems of Thought )
  - 1.1.2 Carvaka Darsana.
  - 1.1.3 Buddhism and Jainism.
  - 1.1.4 Dwaita, Adwaita and Shaktivishistadvaita.
  - 1.1.5 Islamic Philosophy.
- 1.2 Indian Thinkers.
  - 1.2.1 Sri Aurobindo Ghosh.
  - 1.2.2 Mahatma Gandhiji.
  - 1.2.3 Rabindranath Tagore.
  - 1.2.4 Swami Vivekananda.

**Unit -2: Western Schools / Thinkers of Philosophy and Education**

- 2.1 Western Schools of Philosophy
  - 2.1.1 Idealism
  - 2.1.2 Naturalism
  - 2.1.3 Pragmatism
- 2.2 Western Thinkers
  - 2.2.1 John Dewey
  - 2.2.2 Maria Montessori
  - 2.2.3 Aristotle

**Unit - 3 : Process of Socialisation of the Child - A Cultural Analysis.**

**3.1 Socialization**

- 3.1.1 Importance of Socialization - Role and Status.
- 3.1.2 Theories of the Development of Self and Personality
- 3.1.3 Agencies of Socialization.

**3.2 Culture**

- 3.2.1 Society and Culture Characteristics of Culture
- 3.2.2 Functions of Culture - Cultural Variation
- 3.2.3 Culture and Personality

**3.3 Enculturation**

- 3.3.1 Its significance in understanding the child.
- 3.3.2 Process of Enculturation
- 3.3.3 Enculturation and Education

**3.4 Acculturation**

- 3.4.1 Process of Acculturation
- 3.4.2 Variables of Acculturation, Bases of Acculturation
- 3.4.3 Impact of Acculturation on the Personality Development of the Child

**3.5 Traditionalisation**

- 3.5.1 Concept of Traditionalisation
- 3.5.2 Social and Cultural Traditions
- 3.5.3 Our Traditions and Modern India
- 3.6 Modernization
- 3.6.1 Features of Modernization
- 3.6.2 Attributes of Modernization
- 3.6.3 Modernization and Education

**Unit - 4 : Human Rights and Co-existence**

- 4.1 Constitutional Provisions for Education
  - 4.1.1 Preamble of the Constitution
  - 4.1.2 Fundamental Rights
  - 4.1.3 Directives Principles of State Policy
- 4.2 Concept of Human Rights
- 4.3 Universal Declaration of the Human Rights
- 4.4 United Nations High Commission for Human Rights
- 4.5 Amnesty International
- 4.6 National Human Rights Commission
- 4.7 State Human Rights Commission / Cell
- 4.8 Rights of Children
- 4.9 International Covenant on civil, Political, Economic, Social and Cultural Rights.
- 4.10 National Foundation for Communal Harmony
  - 4.10.1 National Integration Council

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**Group - I : Course - II**  
**Advanced Educational Psychology**

**Objectives**

1. To give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent psychological concepts;
2. To develop in the students capacity and skills to analyse educational issues and concerns on the basis of sound psychological principles;
3. To create an awareness among students regarding the development of psychological thought and its application for human growth in the context of Indian culture; and
4. To help the students to gain a practical insight into every day personal and educational problems and apply psychological research towards finding workable solutions.

**Group I Course – II**  
**Advanced Educational Psychology - I**  
**Semester- I**

**Unit - 1 : Education and Psychology**

- 1.1 Nature and Scope of Educational Psychology
- 1.2 Major Schools of Psychology
  - 1.2.1 Behaviourism
  - 1.2.2 Gestalt
  - 1.2.3 Psychoanalysis

#### 1.2.4 Humanism

#### **Unit - 2 : Learning**

- 2.1 Piaget's developmental theory of learning
- 2.2 Bruner's discovery learning
- 2.3 Gagne's cumulative learning model
- 2.4 Ausubel's meaningful verbal learning
- 2.5 Banduras modelling and observational learning
- 2.6 Implications for Education

#### **Unit - 3 : Intelligence and Creativity**

- 3.1 Guilford's structure of intellect model
- 3.2 Gardner's theory of multiple intelligence
- 3.3 Sternberg's triarchic theory of intelligence
- 3.4 Relationship between intelligence and creativity
- 3.5 Creativity - concept, factors, tests and promotion
- 3.6 Implications for Education

#### **Unit - 4 : Development**

- 4.1 Social development
  - Erikson's psycho-social stages
- 4.2 Moral development
  - Piaget's analysis of the moral judgement
  - Kohlberg's description of moral development
  - Gilligan's view of identity and moral development
- 4.3 Emotional development
  - Bridge's genetic theory of emotions
- 4.4 Common behaviour characteristics and problems at different stages of development
- 4.5 Implications for education

### **Group - I : Course - II Advanced Educational Psychology - II Semester- II**

#### **Unit - 1 : Information Processing**

- 1.1 Information processing view of learning
- 1.2 A model of information processing
- 1.3 Cognitive processes in the information processing model
- 1.4 Metacognition
- 1.5 Helping students to become strategic learners

#### **Unit - 2 : Personality**

- 2.1 Neoanalytic perspective
  - Fromm's humanistic psychoanalysis  
(With Freudian Psychoanalysis as background)
- 2.2 Trait perspective
  - Eysenck's biological typology
- 2.3 Cognitive perspective
  - Kelly's theory of personal constructs
- 2.4 Existential perspective
  - May's existential - analytic position
- 2.5 Social - behaviouristic perspective
  - Rotter's expectancy - reinforcement value model
- 2.6 Personality and Adjustment

#### **Unit - 3 : Motivation**

- 3.1 Behavioural interpretations of motivation
- 3.2 Cognitive interpretations of motivation

- Atkinson's theory of achievement motivation
- 3.3 Humanistic view
  - Maslow's theory of growth motivation
- 3.4 Enhancing motivation for learning
  - Suchman's intrinsic motivation

#### **Unit - 4 : Humanistic Psychology**

- 4.1 Human needs and education
- 4.2 Developmental stages and education
- 4.3 Educational process and human potentialities
- 4.4 Becoming a person - a humanistic perspective
- 4.5 Emotional Intelligence and its development

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**Group I Course - III**  
**Methodology of Educational Research and Educational Statistics**

**Objectives:**

1. To develop in the student the concept that education can be studied as a science.
2. To acquaint the student with the methods used for locating problem areas and research problems.
3. To familiarise the student with the common tools of research and assess their efficiency.
4. To familiarise the student with the different methods of research.
5. To familiarise the student with the common techniques of sampling.
6. To help the student to use simple statistical techniques and designs in educational research.
7. To familiarise the student with the standard conventions used in preparing and presenting the research report.
8. To help the student to be a better consumer of educational research.

**Group I Course - III**  
**Methodology of Educational Research and Educational Statistics-I**  
**Semester- I**

**Unit 1 Introduction to Educational Research**

- 1.1 Meaning. Need and Importance (purposes)- Scope
- 1.2 Types-Basic, applied and action.
- 1.3 Scientific method and educational research
- 1.4 Special characteristics and steps.

**Unit 2 Review of Related Literature**

- 2.1 Purpose and Need at different stages of research
- 2.2 Sources and types
- 2.3 Preparing abstracts

**Unit 3 Research Problem- Variables, Hypotheses and Sampling**

- 3.1 Research Problem- Sources, Criteria and Selection of research problem, statement of the problem in different forms.
- 3.2 Variables
  - 3.2.1 Meaning and characteristics of variables
  - 3.2.2 Types of variables
  - 3.2.3 Interrelationship amongst different variables
- 3.3 Hypotheses
  - 3.3.1 Meaning and Importance
  - 3.3.2 Characteristics of Hypotheses
  - 3.3.3 Types and forms of hypotheses
- 3.4 Sampling
  - 3.4.1 Concept and need-Selection of representative and adequate sample
  - 3.4.2 Sampling Methods-Random, Stratified, Cluster and Multi-stage.
- 3.5 Research Blue Print-its components

**Unit 4 Educational Statistics and Computer Applications**

**4.1 Statistical Data**

- 4.1.1 Meaning and Nature, Measurement scales, Classification and



- tabulation of data.
- 4.1.2 Graphical representation of data- Frequency polygon, Histogram and Ogive.
- 4.2 Descriptive Statistics**
- 4.2.1 Measures of central tendency and Variability
- 4.2.2 Relative positions- quartiles, deciles, percentiles and percentile ranks (formula and graphical methods)
- 4.2.3 Normal Probability Curve - Its properties and applications (percentage of cases below above and within limits and its converse, relative difficulty of test items etc., separation of a group into subgroups according to some trait, skewness and kurtosis- their computation and use in evaluating normality of distributions
- 4.2.4 Standards scores, T scores and Stanine scores -computation and uses.
- 4.3 Computer Applications in Research**
- 4.3.1 Application of Computers in Educational Research.**  
Use of digital media and digital communication in creating and organizing research data, publishing of educational research reports digitally, Use of web sites in educational research, processing of research data Tracking
- 4.3.2 Using Excel for Educational Research,**  
Using Excel for educational research data-tabulation, organization and computations Data analysis in educational research, graphical representation of research data, and use of statistical tools for calculations of research data.
- 4.3.3 Applications of Internet in Educational Research .**  
Concept of Internet, Internet explorer, Toolbar, Adding educational research website to Favourites list, Searching and downloading educational research literature using web sites, concept and Characteristics of e-mail, use of e-mail in educational research, and sharing research process through discussion board about the research data, websites and designing web pages for uploading research work.
- 4.3.4 Criteria for Selecting Statistical Softwares - in Research.**  
Criteria for selecting software- SPSS, excel and SYSTAT for data analysis in educational research work. Packages on statistics (only its meaning and applications)

**Group I Course - III**  
**Methodology of Educational Research and Educational Statistics-II**  
**Semester - II**

**Unit 1 Tools and Techniques:**

- 1.1 Questionnaire, Interview schedule, checklist, Rating Scale- Need, Construction, Validity and reliability - (with special emphasis on questionnaire).
- 1.2 Tests - Construction, validity and reliability of ability, aptitude and achievement tests -(with special emphasis on achievement test).
- 1.3 Attitude scale - Thurstone or Likert method-Construction, Reliability and Validity.
- 1.4 Interview, Observation. Sociometric and Projective Techniques - Validity and reliability of the corresponding data.
- 1.5 Criteria for selecting a tool from among available tools.

**Unit 2 Methods of Research**

- 2.1 Historical -Need and significance of Historical Research, Sources, and collection of data- Criticism and Interpretation of data.
- 2.2 Descriptive - Surveys, Correlation and Causal Comparative Studies, Case Study and Developmental Studies - Nature and Use, Steps and Interpretation.
- 2.3 Experimental -Need and significance, Nature, Validity -Internal and external. Role of control. Designs - single group, parallel groups and rotation groups.

**Unit 3 Research Report** - Format. Concept and Chapterisation, Style, Characteristics of good research report, Use of abbreviations in footnotes and bibliography.

#### **Unit 4 Educational Statistics**

- 4.1** Measure of Relationship- Rank Difference. Product Moment (Direct and Scatter Diagram Methods) Biserial, Point Biserial, Tetrachoric and Phi-Computation and uses in measurement and research, concepts of Partial and Multiple Correlations and their uses in education research
- 4.2 Inferential Statistics**
  - 4.2.1 Concept of Parametric statistics, sampling distribution, sampling error and standard error.
  - 4.2.2 Levels of significance, confidence limits and intervals, degrees of freedom and Types of errors - Type 1 and Type 2.
  - 4.2.3 Significance of mean and correlation coefficient and of difference between two means (correlated, independent, heterogeneous, homogeneous and large and small samples)- one tailed and two-tailed tests.
  - 4.2.4 Concept of non-parametric statistics- computation and uses of chi-square as a test of independence and contingency coefficient.

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**Group-II A Course I**  
**Area of Specialization : Educational Technology**  
**Advanced Instructional Technology -I**  
**Subject Code-104**  
**Semester-1**

**Objectives**

Upon completing this course, the teacher educator will

- 1 (a) Grasp the concept of educational technology as systems approach to education, enlist its foundations and view education at all levels as processes designed and monitored towards improving the process of human learning; and
- (b) Identify the stages of educational technology process and cast instructional technology into a flowchart of management of learning by objectives.
- 2 Trace the instructional theory building approaches from behaviour modification, cognitive construct, cognitive development, task analysis and synthesis of learning principles.
3. Use taxonomy of cognitive domain to state objectives, select and analyse content, build learning interaction sequence, write frames to form a programme of learning,, test, evaluate, and monitor the programme to better effectiveness.
4. Survey the world of traditional, new and digital media, and understand media as extensions adding to and extending our senses, and make applications of selected media devices and innovations in instruction using media such as radio vision, interactive video, teleconferencing and the like.

**Group-II A Course I**  
**Advanced Instructional Technology -I**  
**Semester-1**

**Unit –1.0 Concept of Educational Technology**

- 1.1 **Standard definitions** - (NCET and ET Encyclopedia)
- 1.2 **Foundations of Educational Technology** (a) Psychology of Learning  
(b) Communication Theory (c) Media Technology (d) Scientific Method (e) Systems Approach
- 1.3 Educational Technology as Systems Approach to Education.
- 1.4 **Stages of Educational Technology Process.** Instructional Technology (Conceptual Differentiation ). Instructional Technology as Management of Learning by Objective – A Flow Chart Based Description.
- 1.5 **Scope of Educational Technology.** Instructional, Institutional, Administration, Textual, Material and Media Systems
- 1.6 Educational Technology in the NPE Perspective (1986). Review of the following:
  - Educational Technology work at National and State level institutions.
  - Educational Technology Teaching and Research in the Universities.
  - Educational Technology work at EMRC's and AVRC's.
  - Educational Technology through computing institutions and internet.

**Unit – 2.0 Instructional Theory Building Approach**

- 2.1 (a) Behaviour Modification Approach -- Skinner's Principles of Instructional Programming.  
(b) Task Analysis Approach – Cumulative Hierarchy of Tasks.
- 2.2 .Cognitive Construct Approach – Bruner's Concept Attainment.
- 2.3 Clinical Approach- Piaget's Cognitive Development Stages.
- 2.4 Learning Instructional Theory Approach - Bugelski's Learning Principle.

**Unit –3.0 Planning and Managing Objectives Based Instruction**

- 3.1 **Taxonomy of Educational Objectives** : Bloom, Krathwhol and Harrow. NCERT's Version of Instructional Objectives and Specification.

**3.2 Content Analysis for Teaching:** Content Analysis, Concept Mapping and Task Analysis as Aids to Identify Categories of Content.

**3.3 Planning of Instruction:** - Setting Instructional Goals, Writing Instructional Objectives, Using Mager's Conditions, Entering Behaviour, Terminal Behaviour and Task Description.

**3.4 Programming Instruction**

3.4.1 Terms, Concept and Definitions, Programming, Principles Steps, Rules and Styles, Linear Branching and Mathematical Styles,

3.4.2 Programme Development Selection of the Topic, Stating Assumptions about the learner, Writing Objectives in Behavioral Terms, Frame Techniques, Prompting Characteristics and Types, Editing and Review of the Programms.

3.4.3 **Programme Testing and Evaluation** - Individual and Group Tryout, Error Rate, Programme Density, Sequence Progression, Percentage Gain and Pupil Acceptance, Sequencing and Structuring, Ruleg and Egrule, Operator Matrix, Over View of Model Programme Developed in India and Abroad.

**Unit-4.0 Media Use in Education**

4.1 Media Devices - Typical Attributes and Applications, Classification of Media According to Sensory Channel and Teacher-Student Control. Media Selection Process – A Flowchart. Developing a Multimedia Package

4.2 Traditional Media Devices - Slide Projector. Overhead Projector. Automatic Slide Projector.

4.3 New Media Devices

- a) Radio, Television, AVR and VCR, Video Camera, Camcorder and Handicam.
- b) Radio Lesson, Radio Vision, Teleconferencing
- c) Television Lesson, Video Conference, Video Lesson Interactive Video Lesson.
- d) Gyan Darshan, EduSat, Country Wide Classroom, IGNOU Distance Education Courses and Lessons.
- e) Activities and Programmes of NCERT, CIET, SCERT, UGC, IGNOU and EMRC/AVRC

4.4 Digital Recorders, Projectors and Devices- LCD Projectors, Visualiser, Digital Cameras, Digital Board, Mobile with internet and Web Camera, Pocket Recorder or Voice Recorder.

**Group-II A Course I**

Advanced Instructional Technology –II

**Subject Code - 204**

**Semester-II**

**Objectives**

Upon completing this course, the teacher educator will

1 Understand systems concept, characteristics and objects of a system., and systems principles, use systems analysis tools such as flowcharting and decision tables, make feasibility study and find systems solutions in educational contexts.

2(a) Select real contexts, content and devise sequence of learning interaction to represent performance monitoring models of instruction such as norm referenced and criterion referenced models;

(b) Understand the rationale, syntax and interactive sequence making the application of theory based models of teaching such as concept attainment, synectics, contingency management and the like.

- 3(a) Know the major components and their role in the process of computing in a computing system,  
 identify input, process, output units and peripherals, and use Microsoft Word, Microsoft Paint,  
 Microsoft Excel, Adobe Photoshop, Microsoft Front Page, and other applications such as animation software in the Microsoft Windows environment.
- (b) Use cyberspace to browse, search, email, chat, and use live web cam interactive context, and design, upload and manage an educational webpage.

**4. Make simulated practice of a norm referenced test construction and standardization, and know using norms in summative/ normative evaluation, and write and use criterion referenced test in criterion referenced / formative evaluation contexts**

**Group-II A Course I**  
Advanced Instructional Technology -II  
**Semester-II**

**Unit 1.0 Systems Approach to Education.**

- 1.1 Systems Concept, Definitions, Basic Characteristics of a System, Objects of Systems, Black Box View, Systems Principles, Managing a System.
- 1.2 Systems Analysis: Systems Analysis Tools, System Identification, Graphic Symbols and Representation, Flow Charts, Decision Tables – Flow Charting and Decision Making in Systems Problem Solving.
- 1.3 Systems Approach: Studying the Existing System. Identifying Strengths and Weaknesses of the Existing System, Problem Statement Proposing Modification, Making Feasibility Study, Implementing the Selected Modification/Solution, Establishing the System and Monitoring Performance.
- 1.4 Instructional Systems (Flow Chart and Components Description):  
 Basic Models of Instruction, Management of Learning By Objective. Norm Referenced Teaching Model. Criterion Referenced Teaching Model. Education System – A Block Diagram. Systems Approach to Education. Flow Chart of Educational Administration System – Computer Based Instructional System.

**Unit 2.0 Contemporary Models of Instruction:**

- 2.1 Performance Based Models of Teaching -- Basic Teaching Models. Norm Referenced Teaching Model and Criterion Referenced Teaching Model
- 2.2 Theory Based Models of Teaching -- Nature and Components of Models of Teaching, Syntax of Model of Teaching - Information Processing Model - Concept Attainment and Advanced Organizer Model of Teaching.
- 2.3 Personal Development Model -- Awareness Training Model and Synectics Model.
- 2.4 Behaviour Modification Model -- Contingency Management.
- 2.5 Social Interaction Model -- Group Investigation and Social Inquiry Model (Theoretical, Rationale, Objectives, Syntax and Exemplars for the above said Models of Teaching).

**Unit 3.0: Computer Use of Education:**

- 3.1 **Computer Basics:** Types of Computers. Input Process Output Cycle. Input Output Devices.
- 3.2 **Microsoft Office Applications** -- Microsoft Word, Microsoft Paint, Microsoft Excel, Microsoft Power Point, Adobe PhotoShop, Microsoft Front Page and Animation Software.
- 3.3 **Cyberspace use in Education** – The Internet – Internet Explorer, Website, Email, Search, Chat and Live Web Cam. Creating Email Address, Sending and

Receiving Email. Cam Applications. Web Publishing. Creating a Web Page. Educational Websites. Online Courses and Testing. Virtual Classroom. Using a Search Engine. Searching, Selecting and Editing Specific Information. Conducting Live Chat and Live Web Cam Interaction. Computer used in Instruction – Question Bank.

**Unit 4.0 Evaluation Technology.**

- 4.1 Concept of Evaluation, Stages in the Evaluation Process and Evaluation Models.
- 4.2 NRT Construction and Standardization - Test Data Collection and Interpretation of Test Results.
- 4.3 Criterion Referenced Test - Definition, Construction Difficulty Level and Discrimination Index.
- 4.4 Difference Between CRT and NRT, Model CRT Format, Teacher Made Test, Interpretation of Student Performance, Marking and Grading.

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**Group-II A Course II**  
**Technology of Teacher Behaviour - I**  
**Semester-I**

**Objectives:**

1. To enable the students as future teacher educators to understand the complexity of the teaching act to discharge their duties more effectively.
2. To analyse teaching behaviour
3. To develop sufficient understanding to act as resource persons in their own institutions
4. To take up research in the area.

**Group-II A Course II**  
**Technology of Teacher Behaviour-I**  
**Semester - I**

**Unit:- I Teaching and Teacher Education:**

- 1.1 Teaching - Definitions and concepts (Scheffler, Smith and Green)
- 1.2 Teaching: Art or Science
- 1.3 Distinction between Teaching competency, Teaching competence, Teaching effectiveness and Teacher performance
- 1.4 Innovations in Teacher Education (Brief overview) Interaction Analysis, Instructional objectives, Micro teaching, Simulation, CBTE, Models of Teaching.
- 1.5 Teacher Education
- 1.5.1 Existing Teacher Training Programmes at Elementary and Secondary levels- Aims, Components and patterns of organisation. Evaluation of the programmes - NCTE Framework.
- 1.5.2 Competency Based Teacher Education. Description, Specifying competencies, Modular Instruction. Critique of CBTE.

**Unit:- II Observation as a tool of Research**

- 2.1 Participant and non-participant observation - Ethnography
- 2.2 Structured observation - Rating scale, sign system and observation category system - Ryans Rating Scale and Bales IPA.

**Unit:-III Methods of Evaluating Teaching**

- 3.1 Rating, Observation, Contract plans and Performance Test (Popham - Mc Neil Millman Method)
- 3.2 Biddle's Model for conducting Research on classroom teaching
- 3.3 Pre sage, Process, Product and contextual variables.
- 3.4 Medley's nine - variable model.

**Unit:- IV Classroom Communication**

- 4.1 Definitions, Type of Communication, Conceptual model of classroom communication process, noise and its reduction.
- 4.2 Teaching learning as a communication process- Information processing and concept attainment- Factors affecting information processing.
- 4.3 Non-verbal communication and its significance in the classroom - Teacher expectancy
- 4.4 Enhancing communication effectiveness- communicator - communicate relationship - Role of Media.
- 4.5 Inter personal communication skills

**Group-II A Course II**  
**Technology of Teacher Behaviour - II**  
**Semester-II**

**Unit:- I Study and Use of Observation Systems**



- 1.1 Flanders Interaction Analysis Category System - Description, Procedure of Observation, Ground Rules, Training in observation, Establishing reliability of observation.
- 1.2 Matrix Tabulation and its interpretation. Calculation of Indices - Subscription of Categories.
- 1.3 Uses of FIACS - Critique of FIACS
- 1.4 Reciprocal category system (as in 1.1&1.2)
- 1.5 Equivalent Talk category system (as in 1.1&1.2)
- 1.6 Jangira's Observation System (as in 1.1&1.2)
- 1.7 Development of Instructional Strategies - Modification of Teacher Behaviour.
- 1.8 Correlates of Teacher effectiveness (Resenshine and Furst)

**Unit:- II Micro Teaching**

- 2.1 Micro-teaching - the use of at least six skills (Fluency in questioning, probing questions, stimulus variation, Illustrating with examples, Explaining, and Introducing a lesson)
- 2.2 Integration of three skills using any one of the strategies (Summative, Additive or Subsumption)
- 2.3 Organisation of Micro-teaching Programmes.
- 2.4 Mini courses
- 2.5 Critique of the technical skills approach to teaching.

**Unit:- III Managing the classroom**

- 3.1 Classroom as a social system (Getzels and Thelen's model) Role conflicts and their resolution, Teacher power.
- 3.2 Classroom Management and Control - Discipline and Management
- 3.3 Techniques of managing the classroom. The Behaviour Modification Approach - Gordon's Teacher Effectiveness Training
- 3.4 Kounin's Study - Strategies of classroom management.

**Unit:- IV Instructional Strategies**

- 4.1 Team Teaching, Brain storming, Simulation and Gaming (Cruickshank's TPL and Equations). Cognitive Mapping.
- 4.2 Models of Teaching
  - 4.2.1 Models emphasizing Instructional Time. (with Carroll's Model of School Learning as a base) Mastery Learning and Direct Instruction.
  - 4.2.2 Role playing, Synectics and Inquiry Training.

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**Group II B Course I**  
**Area of Specialization : Educational Management**  
**Educational Management**

**Objectives:**

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

2. To acquaint the students with some management skills required in the educational environment.
3. To enable the students to apply the concepts, techniques and processes of management to the situations in education.
4. To orient the students with the procedures of supervision and inspection and bring about improvement in the field of education.

**Group II B Course I  
Educational Management – I**

**Unit 1: Concept and Meaning of Educational Management**

- 1.1 Nature of management – Concept of management, importance of management, management and administration, professionalisation of management and administration, professionalisation of management in India.
- 1.2 Development of management thought – Early contributions, classical, scientific human relations, human behaviour, management science, systems and contingency approaches – their implications for educational management
- 1.3 Nature of Management functions, management roles and management skills.

**UNIT 2: Structural Framework of Educational Management in India**

- 2.1 Partnership in Education – centre- state relations
- 2.2 System of Educational Management at the centre.
- 2.3 Central agencies of education – U.G.C., NCERT, NIEPA, CABE, NCTE, IGNOU (Distance Educational Council)
- 2.4 System of Educational Management in the State
- 2.5 State agencies of Education – DSERT and SABE
- 2.6 Local bodies in Educational Management
- 2.7 Private enterprise in educational Management
- 2.8 Management of Universities in India

**UNIT 3: Process of Management**

- 3.1 : Planning
  - 3.1.1 concept and Nature of Planning
  - 3.1.2 Process of Planning
  - 3.1.3 Types of planning, strategic and operational planning, long term and short term planning – proactive and reactive planning.
  - 3.1.4 Barriers to effective planning
  - 3.1.5 Making planning effective
- 3.2: Organization
  - 3.2.1 Concept of Organization, Organisation theory.
  - 3.2.2 Concept of Organizational structure
  - 3.2.3 Factors affecting organizational structure
  - 3.2.4 Formal and informal organization
  - 3.2.5 Concept of Departmentation
  - 3.2.6 Bases of Departmentation
  - 3.2.7 Concept of Delegation of Authority
  - 3.2.8 Effective delegation
  - 3.2.9 Measures for effective delegation
- 3.3 Leadership
  - 3.3.1 Approaches to leadership
  - 3.3.2 Theories of leadership
  - 3.3.3 Power orientation
  - 3.3.4 Leadership styles
  - 3.3.5 Leadership skills

- 3.3.6 Successful v/s effective leadership
- 3.4 Control
  - 3.4.1 Concept of control
  - 3.4.2 Types of control
  - 3.4.3 Total quality management
  - 3.4.4 PERT/CPM
  - 3.4.5 Management Information System (MIS) Computer and MIS

#### **Unit 4 Management of Change**

- 4.1 Need for change
- 4.2 Process of change
- 4.3 Nature of change
- 4.4 Resistance to change
- 4.5 Role of change Agents

### **Group II B Course I Educational Management – II Semester – II**

#### **Decision Making and Communication**

##### **Unit 1: . Decision making**

- 1.1.1 Concept of decision making
- 1.1.2 Decision making process
- 1.1.3 Rational decision making process
- 1.1.4 Styles of decision making
- 1.1.5 Individual v/s group decision making
- 1.1.6 Techniques for improving group decision making
- 1.1.7 Decision making areas within educational organizations

##### 1.2 Communication

- 1.2.1 Concept of Communication
- 1.2.2 Communication of communication
- 1.2.3 Communication networks
- 1.2.4 Channels of communication
- 1.2.5 Verbal and non-verbal communication
- 1.2.6 Barriers to communication
- 1.2.7 Making communication effective

##### **Unit 2: Individual and Organizational Behaviour.**

##### 2.1 Motivation

- 2.1.1 Meaning of motivation
- 2.1.2 Nature of motivation
- 2.1.3 Motivational process
- 2.1.4 Need of motivation
- 2.1.5 Theories of motivating, Maslow's need hierarchy theory, McGregor's theory of X and Y. Herberg's two facto theory

##### 2.2. Group Dynamics

- 2.2.1 Characteristics Groups
- 2.2.2 Need of group formation
- 2.2.3 Theories of Group formation
- 2.2.4 Types of groups
- 2.2.5 Strategies of group development
- 2.2.6 Group cohesiveness

### **Unit 3: Management of Resources**

#### 3.1 Human Resource Management

- 3.1.1 Personal management
- 3.1.2 Selection Recruitment, Induction and Training
- 3.1.3 Staff development
- 3.1.4 Performance Appraisal

#### 3.2 Time Management

- 3.3.1 Principles of time management – Role of time management in achieving individual goals.
- 3.3.2 Time management leading to teacher effectiveness and management effectiveness

#### 3.3 Office Management

- 3.3.1 Meetings – Objectives of meetings, types of meetings, planning for a meeting, meeting agenda, minutes of meeting

### **Unit 4: Supervision as a Monitoring Mechanism**

#### 4.1 Need for supervision, meaning, nature and scope

#### 4.2 Supervision and Inspection

#### 4.3 Methods and Techniques of supervision

#### 4.4 Evaluation of supervisory effectiveness

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## **Group II B Course -II Educational Planning and Finance**

Objectives:

1. To enable the students to understand concept, principles, approaches and models of educational planning
2. To acquaint the students with the structural framework of educational planning in India
3. To enable the students to develop the skills of developing, implementing and evaluating institutional plan and institutional budget.
4. To make the students aware about the meaning, principles importance and scope of economics of education.
5. To acquaint the students with the sources, resources and management of educational finances.
6. To enable the students to understand the relation between educational planning, economic productivity and national development.

## **Group II B Course -II**

Educational Planning and Finance-I

### **Semester-I**

#### **Unit-1: Introduction to Educational Planning**

- 1.1. Concept of Educational Planning
- 1.2. Need and Importance of Educational Planning
- 1.3. Principles of Educational Planning
- 1.4. Historical development of Educational Planning
- 1.5. Constitutional Provisions for Educational planning
- 1.6. Integration of Educational Plans with General Development plans
- 1.7. Institutional Planning
- 1.8. Perspective Planning

#### **Unit -2: Structural Framework of Educational Planning in India**

- 1 Educational Planning as a Centre-State-Local Partnership
- 2 Organisation and Process of Educational Planning in India.
- 3 National Planning Commission
- 4 National Institute of Educational Planning and Administration
- 5 State Planning Boards
- 6 District Planning Committees
- 7 Intuition Machinery for Planning

#### **Unit-3: Approaches and Models for Educational Planning**

- 3.1 Concept of Approaches and Models
- 3.2 Approaches to Educational Planning
  - 3.2.1 Manpower Planning Approach
  - 3.2.2 Human Capital Formation Approach
  - 3.2.3 Cultural Requirements Approach
  - 3.2.4 Systems Approach

- 3.3 Models for Educational Planning
- 3.3.1 The Social Demand model
- 3.3.2 The International Comparison Model
- 3.3.3 The Cost Benefit Analysis Model.

**Unit-4: Educational Planning for National Development**

- 4.1 Correlates of Educational and Economic Growth
- 4.2 Education and Human Resources Development
- 4.3 Educational Planning for Removal of Educational Obsolescence
- 4.4 Educational Planning for Promotion of Meritocracy and Excellence
- 4.5 Education under Five Year Plans in India

**Group II B Course -II**

Educational Planning and Finance-II

**Semester-II**

**Unit-1: Introduction to Educational Finance**

- 1.1 Importance of Financing of Education
- 1.2 Principles of Financing of Education
- 1.3 Sources of Educational Finance
- 1.4 Factors influencing Financing of Education
- 1.5 Role of Government in Financing of Education
- 1.6 The System of Grants-in-Aid Scheme  
(Sharing and distribution of financial responsibility)
- 1.7 International Sources of Financing Education in India
- 1.8 Problems of Financing Education in India.

**Unit-2: The Economic Approach to Education**

- 2.1 Need and Importance of Economics of Education
- 2.2 Education as productive Consumption
- 2.3 Education as returning Investment
- 2.4 Taxonomy of Costs of Education
- 2.5 Taxonomy of Benefits of Education
- 2.6 Age-Education-Earning Profiles
- 2.7 Rates of Return of Investment in Education
- 2.8 Earning Differentials

**Unit-3: Financial Administration in Education**

- 3.1 Organisation and Process of Educational Financing in India
- 3.2 Concept of Budget
- 3.3 Budget Formation
- 3.4 Budgetary Controls
- 3.5 Modern Budgeting Practices
- 3.5.1 Zero Base Budgeting
- 3.5.2 Performance Budgeting
- 3.6 Institutional Budgeting
- 3.7 The concept of Accounting of Expenditures
- 3.8 The concept of Auditing of Accounts.

**Unit-4: Educational Financing and Economic Productivity**

- 4.1 Concept of Economic Productivity
- 4.2 Productivity of educational System
- 4.3 Efficiency of Educational System
- 4.4 Education as a industry
- 4.5 Approaches for measuring the Contribution of Education to Economic Growth
- 4.5.1 Correlation Approach
- 4.5.2 Residual approach
- 4.5.3 Wage Differential Approach

- Practicum:**
1. Development of Institutional Plan or Institutional Budget
  2. Preparation of a Educational Perspective Plan
  3. Review of Research Studies in Educational Planning or Finance
  4. Review of a Book on Educational Planning /Financing
  5. Development of Learning Resources on Educational Planning/Finances.
  6. Annotated Bibliography on Educational Planning /Finance.

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**Group II C Course -I:**  
**Area of Specialization : Psychological Services**  
**Measurement of Human Abilities**

**Objectives :**

1. To enable the students to understand about procedures, techniques and devices in measurement and evaluation
2. To develop in the students cognitive and performance competencies with respect to measurement of intelligence , aptitude, interest, learning, retention personality and values.
3. To develop in students competencies in the management of individual differences in the educational context.

**Group II C Course -I**  
**Measurement of Human Abilities -I**  
**Semester - I**

**Unit - I Human abilities and Individual differences.**

- 1.1 The Nature of Human Abilities
  - Attributes of abilities
- 1.2 Cognitive Abilities and their Organization
  - a general intellectual ability - intelligence
  - primary mental abilities
  - specific abilities
  - a hierarchical structure of abilities
  - cognitive abilities high school abilities

- determinants of intellectual abilities
  - stability and change in mental growth rate
- 1.3 Psychomotor Abilities
- a matrix of psychomotor abilities
  - abilities and physical fitness

### **Unit -II Fundamentals of Measurement and Evaluation**

- 2.1 Tools of Measurement and Evaluation . Subjective and Objective Tools- Essay test, objective test, scales, questionnaire, schedules, inventories and performance tests.
- 2.2 Basic characteristics of good measuring instruments : Validity , Reliability , Usability and Norms . Ways of determination.

### **Unit - III: Construction and Standardisation of Measuring Instruments**

- 3.1 Standardizing a test, Item Analysis, Discriminative Power, Item Difficulty. Establishment of reliability, validity and norms
- 3.2 Norm Referenced Test (NRT), Criterion Referenced Test (CRT)
- 3.3 Construction of Achievement tests
- 3.4 Construction of Attitude scales

### **Unit -IV : Measurement of Intelligence, Aptitude and Learning**

- 4.1 Concept of mental age, intelligence quotient (IQ), deviation IQ and distribution of IQ classifications of intelligence tests-verbal, Nonverbal, performance tests, individual and group tests.
- 4.2 Binet Kamat's, Bhatia's Battery Tests of intelligence (Historical importance only), RPM-WAIS/WISC. their administration and interpretation . Structure of intellect-Guilford's Model (sample test items for at least 10 abilities to be studied)
- 4.3 Measurement of Learning and Retention
- 4.3.1 Kinds of Learning (Gagne)
  - 4.3.2 Transfer of Learning / Training-Concepts and Theories.
  - 4.3.3 Principles of Retention and transfer
  - 4.3.4 Retention and forgetting - Concept.
  - 4.3.5 Measurement of memory abilities of SI model-learning curves
  - 4.3.6 Aptitude-concept, nature and its measurement (DAT test)

## **Group II C Course -I Measurement of Human Abilities -I Semester - II**

### **Unit-I Problem solving and Creativity**

- 1.1 The Nature of Problem Solving
- 1.1.1 Sequential operations in problem solving
  - 1.1.2 Developmental trends in problem solving
- 1.2 The Nature of Creativity
- 1.2.1 Creative abilities
  - 1.2.2 Cognitive variables and creativity
  - 1.2.3 Personality variables and creativity
  - 1.2.4 Strategies for Encouraging creative Problem Solving
- 1.3 Approaches to the Measurement of Creativity
- 1.3.1 Measurement of divergent thinking abilities
  - 1.3.2 Indian tests of creativity
    - B.K. Passos' test creativity
    - Baquer Mehdi's test creativity
    - K. Ramachandrarachar's creativity response Matrices

## **Unit-II Measurement of Personality, attitudes and Values**

### 2.1 The Bases of Personality Integration

- Health and Psychomotor skills
- Means of adjustment
- Self concept
- Emotional Quotient

### 2.2 Approaches to the Assessment of Personality

- trait approach
- type approach

### 2.3 Techniques of Measurement of Personality

- 16 Personality Factor (16PF)
- Minnesota Multiphase Personality Inventory (MMPI)
- Thematic Apperception Test

### 2.4 The defining Attributes of Attitudes

- Developmental trends
- Identity the attitudes of Attitudes
- Attitudes directly connected with school

### 2.5 Measurement of Attitudes

- Student Ratings of Teaching Effectiveness scale (SROTES)
- Ahulawalia's Teacher Attitude Inventory

### 2.6 Values

- Concept
- Measurement of Values
- Allport Vernon and Lindzey Scale of Values
- Deshpande's modernity scale
- Kohlberg's approach  
(tests to be discussed following the characteristics of each test)

## **Unit-III Perception, Attention and Interest**

### 3.1 Perceptual Processes

- 3.1.1 Form Perception
- 3.1.2 Visual depth Perception
- 3.1.3 Movement Perception
- 3.1.4 Experiments in Perception – Tilting room and Tilting chair- Rod and Frame Test
- 3.1.5 Measurement of Perception – Witkin's Embedded figure Tests

### 3.2 Attention

- 3.2.1 Characteristics of attention
- 3.2.2 Attention and the processing of information
- 3.2.3 Psychological Correlates of attention
- 3.2.4 Span of attention and its measurement

### 3.3. Interest

- 3.3.1 Nature and factors affecting interest
- 3.3.2 Interest Inventories
  - Strong Vocational Interest Blank (SVIB)
  - Kuder Interest Inventories
  - Kuder Vocational Preference Record

## **Unit-IV Diagnosis Remediation and Ability**

### 4.1 Diagnosis of Learning Difficulties and Learning Disabilities

### 4.2 Planning, Construction, administration and Interpretation of diagnostic test/test scores

### 4.3 Organisation of Remedial Instruction

- 4.4 Ability Grouping – meaning and purpose
- 4.5 Specific studies on grouping
- 4.6 Research on Acceleration
- 4.7 Educational Intervention

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**GROUP II C COURSE – II**  
**Area of Specialization: Psychological Services**  
**Guidance and Counselling in Education**

### Objectives

1. To enable the students to take up minimum guidance programme at the institutional level.
2. To help the students to understand the principles, scope , need of guidance and counselling.
3. To acquaint them with the techniques of guidance and counselling.

4. To develop the skills of using the tools and techniques to know the abilities, I interests of students.
5. To acquaint them with the process of collection and dissemination of educational and occupational information.
6. To acquaint the students with the concept, principles and factors of mental health.

**Group II C Course II**  
**Guidance and Counselling in Education**  
**Semester – I**

**Unit - 1 : Introduction to Guidance and Counselling**

- 1.1 Concept of Guidance and Counselling
- 1.2 Need, Importance and Scope of Guidance and Counselling
- 1.3 Principles of Guidance and Counselling
- 1.4 Characteristics of good Counselling
- 1.5 Types of Guidance - nature and scope
  - 1.5.1 Educational Guidance
  - 1.5.2 Personal Guidance
  - 1.5.3 Vocational Guidance

**Unit - 2 : Measurement of Human Abilities (Psychometry) in Guidance and Counselling**

- 2.1 Tools and Techniques in Guidance and Counselling
  - 2.1.1 Tests of Intelligence
  - 2.1.2 Tests of Personality
  - 2.1.3 Tests of Aptitude
  - 2.1.4 Tests of Interests
- 2.2 Non-testing techniques in Guidance and Counselling
  - 2.2.1 Anecdotal records
  - 2.2.2 Case studies
  - 2.2.3 Cumulative records
  - 2.2.4 Projective techniques
- 2.3 Administering, Scoring and Interpretation of test scores
- 2.4 Reporting (Communication) of results.

**Unit - 3 : Guidance and Counselling of Exceptional Children.**

- 3.1 Scientific classification of Exceptional Children
  - 3.1.1 Gifted and Creative Children
- 3.2 Concept of Special education and types
  - 3.2.1 Major Learning Disorders-Dyslexia, Dysgraphia, Dyscalculia
- 3.3 Strategies for helping exceptional children to overcome their problem

**Unit - 4 : Counselling Services in Education**

- 4.1 Counselling Process
- 4.2 Humanistic Theories of Personality
  - 4.2.1 Karl Roger's Theory
  - 4.2.2 Maslow's Theory
- 4.3 Types of Counselling
  - 4.3.1 Directive Counselling
  - 4.3.2 Non-Directive Counselling
  - 4.3.3 Eclectic Counselling
- 4.4 Interview Technique of Counselling
- 4.5 Psychotherapy and Counselling
  - 4.5.1 Behavioural Therapy

4.5.2 Play-way therapy

**Group II C Course II**  
**Guidance and Counselling in Education-II**  
**Semester –II**

**Unit :1: Educational and Vocational Guidance**

- 1.1 Approaches of Educational and Vocational Guidance
  - 1.1.1 Individual Approaches
  - 1.1.2 Group Approaches
- 1.2 Collection and Systematization of Information
- 1.3 Concept of Job Analysis and Job Satisfaction
  - 1.3.1 Herzberg's two-factor Theory
  - 1.3.2 Super's Theory

**Unit : 2 - Placement and Follow-Up Services**

- 2.1 Concept of Placement Service
- 2.2 Purposes of Placement Service
- 2.3 Educational Placement and its functions.
- 2.4 Vocational Placement and its functions.
- 2.5 Concept of follow - up services
- 2.6 Purposes of follow-up services
- 2.7 Techniques of follow-up services

**Unit - 3: Organisation of Guidance Programme**

- 3.1 Principles of Organization
- 3.2 Guidance Services at different levels
  - 3.2.1 National Level
  - 3.2.2 State Level
  - 3.2.3 District Level
  - 3.2.4 Institution Level
  - 3.2.5 Evaluation of Guidance programme

**Unit - 4: Guidance and Counselling for Promotion Mental Health.**

- 4.1 Concept of Mental Health
- 4.2 Factors affecting Mental health
- 4.3 Principles of mental hygiene
- 4.4 Mental health and development of Integrated Personality

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### **Open Elective Course (for students of other Departments)**

#### **COURSE – I STRATEGIES OF TEACHING First Semester**

Objectives : Upon completion of the course the student-teacher will be able to:

1. Acquire competency in different teaching skills.
2. Understand the context of application of different strategies of teaching and also implement them.
3. Understand and appreciate the role of communication in effective teaching.
4. Understand the impact of teacher communication on student's personality development.

5. Understand the various features of models of teaching.
6. Know and understand the correlates of teacher effectiveness.

### Unit 1 : Micro-teaching

- 1.1 Meaning, definitions and importance of micro-teaching.
- 1.2 Micro-teaching cycle.
- 1.3 Elements of micro-teaching - modelling, setting (simulation/real), feed-back, integration.
- 1.4 Planning of micro lesson.
- 1.5 Teaching skills –
  - 1.5.1 Introducing lesson
  - 1.5.2 Probing questions
  - 1.5.3 Explaining
  - 1.5.4 Stimulus variations
  - 1.5.6 Black board writing.
- 1.6 Integration of Teaching Skills

### Unit 2 : Methods of Teaching

- 2.1 Teacher Centered Approaches
  - 2.1.1 Lecture method
  - 2.1.2 Demonstration method
  - 2.1.3 Exposition method
- 2.2 Learner Centered Approaches.
  - 2.2.1 Discussion method
  - 2.2.2 Heuristic method
  - 2.2.3 Problem Solving method
- 2.3 Individualized Instruction – Meaning, Characteristics, Types and Importance
  - 2.3.1 Programmed Learning
    - Meaning, Definitions, Characteristics and Importance
    - Basic Principles of Programme Learning
    - Styles of Programmed Text Designing
- 2.4 Evaluation of a Programme**
- 2.5 Mastery Learning**
  - 2.5.1 Origin and Growth
  - 2.5.2 Basic Principles of Mastery Learning
  - 2.5.3 Importance of Mastery Learning in Education
- 2.6 Group Instruction**
  - 2.6.1 Debate, Dialogues and Team Learning
  - 2.6.2 Team teaching, Brain Storming, Case Study and Synetics

### **Unit 3: Understanding Teacher Effectiveness**

- 3.1 Meaning and Concept of Teacher Effectiveness
- 3.2 Role consensus and Teacher Effectiveness
- 3.3 Characteristics of Effective Teacher
- 3.4 Role of Teacher in Student Learning
- 3.5 Recommendations for Teacher Effectiveness
  - 3.5.1 For teachers
  - 3.5.2 For Policy Makers and Educational Planners
  - 3.5.3 Classroom Environment, Climate and culture
- 3.6 Assessment of Teacher Effectiveness



- Unit 4 : Communication and Teaching
- 4.1 Meaning and definition of communication
  - 4.2 Components of Communication
  - 4.3 Types of Communication
  - 4.4 Communication Models
  - 4.5 Barriers of Communication
  - 4.6 Strategies for Effective Communication

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Open Elective Course (for students of other Departments )

### **COURSE – II TECHNIQUES OF EVALUATION**

#### **Second Semester**

**Objectives :** Upon Completion of the course, the student will be able to :

1. give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent Evaluation concepts.
2. create awareness among students regarding the relationship between Instructional Objectives and Evaluation ; Evaluation models and designs and their application for assessment of performance.
3. help students to gain a practical insight into the evaluation of instructional design, teacher, student and to utilize the evaluative data for improvement.
4. develop in the students capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

#### Unit – 1 : Introduction to Evaluation

- 1.1. Concept of Evaluation, Assessment and Measurement
- 1.2. General principles of Evaluation

- 1.3. Types of Evaluation Procedures
- 1.4. Classification of Evaluative Methods
- 1.5. Evaluation of the Teaching – Learning Process

#### Unit – 2 : Instructional Objectives and Evaluation

- 2.1 Instructional Objectives as Learning Outcomes
- 2.2 Mager’s Specifications of Instructional Objectives
- 2.3 Taxonomy of Instructional Objectives
  - 2.3.1 The Cognitive Domain
    - Bloom’s Taxonomy
  - 2.3.2 The Affective Domain
    - Krathwohl’s Taxonomy
  - 2.3.3 The Psychomotor Domain
    - Harrow’s Taxonomy

#### Unit – 3 : Technology of Educational Evaluation

- 3.1 Evaluation Model Building – Theory and Technology
- 3.2 Models of Evaluation
  - 3.2.1 Goal Attainment Model
  - 3.2.2 Judgmental Model – Intrinsic Criteria
  - 3.2.3 Judgmental Model – Extrinsic Criteria
  - 3.2.4 Decision – Facilitation Model

#### Unit – 4 : Learner Evaluation

- 4.1 Diagnosis and Remediation of Learning Difficulties
  - Nature and Characteristics of good diagnosis
  - Diagnostic Test – meaning, purpose planning, administration and interpretation
  - Remedial Instruction – meaning, principles, and organization
- 4.2 Techniques in Evaluating Learning and Development  
(Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)
- 4.3 Student Assessment in :
  - The Inductive Model
  - The Concept – Attainment Model
  - The Integrative Model
  - The Direct – Instruction Model
  - The Lecture – Discussion Model
  - The Inquiry Model

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