



Syllabus

of

MASTER OF PHILOSOPHY IN EDUCATION

M.Phil.(Edu.)

Rules for admission of students to the course of M.Phil. (Education).

Minimum Educational Qualification

The examination for the degree of Master of Philosophy in Education shall be open to those candidates who have passed the M.Ed./ M.A.(Education) or equivalent degree with 55% marks.

Reservation

Reservation of seats for SC/ST/OBC and Handicapped Candidates etc will be as per existing Rajasthan Government/Central Government/University rules.

Admission Procedure for M.Phil

Admission will be made strictly on the merit basis.

Objectives of the M.Phil. Course.

1. To equip students with essential knowledge and skills required for taking up multidimensional responsibilities in colleges of education at the pre-primary and secondary level.
2. To prepare students through systematic study and research towards contributing to the development of educational literature and lending to the growth of education as a discipline.
3. To develop a set of core skills in students to work with efficiency in the areas of teacher education, technology of teaching, educational administration and supervision
4. To train students to conduct field based research studies including selection of research problems, sampling, and preparation of research tools and adoption of statistical methodologies.
5. To prepare professional administrators and supervisors for the position of responsibilities in the context of emerging perspectives in educational planning and supervisory services.

The objectives are expected to be achieved through (a) a closer study of the subject (b) Research Studies and (c). Sessional work in the allotted field and optional papers. It is expected that active participation in workshops /seminars related to field work will contribute towards attainment of above mentioned competencies and skills.

The course as a whole is fixable enough to provide for (I). Specialization in a truth field or (II). Regard to new trends acquires autonomy to choose his/her specific areas of studies form among diverse fields.

COURSES OF STUDIES, RULES AND SCHEME OF EVALUATION :

1. The Examination shall be held yearly comprising of five written papers and project work.
2. In each paper evaluation process will be as follows –
 External Evaluation = 80%
 Internal Evaluation = 20%
3. Successful candidates who obtained 60% or above of the aggregate marks will be awarded “First Division” and who obtained 48% and above but less than 60% will be awarded “Second Division”. The minimum pass marks in each paper shall be 36% in external as well as in internal assessments and 40% in the aggregate of all the theory papers including internal assessment marks.
4. Each question paper will divided into the five units. Each unit will have questions – one essay type and two or three short answer type (with two to three parts.) having 16 marks in total.
5. The scheme of examination for the M.Phil. Degree shall consist of the following –

PAPER	MAX. MARKS
(a) Compulsory Papers :-	4X100=400
I. Research Methodology in Behavioural Science	100
II. Study and Development of Research Tools	100
III. Teacher Education : Principle and Practices	100
IV. Environmental Education	100
(b) Optional Papers :	
V. From any one of the following.	1X100=100
(A) Educational Administration and Supervision	100
(B) Technology of Teaching	100
(C) Distance and Open Learning	100
(c) Project work:	
<ol style="list-style-type: none"> 1. The Project embodying the results of an investigation carried out by the candidate. 2. The candidates shall complete a field problems based project work. Problem will be finalised in the Internal Research Committee consisting one external member. 3. After receiving the positive recommendations of external examiners both, VIVA-VOCE will be conducted by the Board of Experts, in which one of the external examiners, Guide of the candidate, Research Director of the university, Dean of the faculty will be included. The board of the experts will make recommendations for the award of M.Phil. degree. 4. Every candidate for the M.Phil. Examination under Part II shall, at the time of submitting his project report, produce a certificate from the Head of the Institution where he has studied to the effect that the project work is genuinely the work of the candidate and it is fit to be examined. 5. The project work together with two copies of the summary shall be submitted the head of the Institution who will forward the same to the Registrar of the University. The result will not be declare till the project work is submitted. 6. Failure to appear at or pass the examination shall not disqualify a candidate from presenting himself at any subsequent examination on a fresh application being forwarded at a further fee paid. Such a candidate shall not be required to peruse a further course of study at the university. 7. It should be mandatory for award of M.Phil. degree to submit project work within two years from the date of admission in the course otherwise result of the theory part will be also cancelled. 8. A candidate who has passed the M.Phil. Examination of this university or any other university recognised by Board of Management may be permitted to appear for the examination in the remaining paper/papers in the area of specialisation already offered by him (without attending the university), or the paper in any other area of specialization provided he studies in the department of education of the university for at least three months and complete the require amount of theoretical lectures. 	
Total	500

General Rules-

1. A candidate who does not meet the minimum attendance requirement will not permitted to appear in the examinations.

- 2.
3. The examination shall be held in two parts – Part I comprising of written papers and Part II comprising a project work carried out by the candidate. A candidate may take both parts simultaneously or part I at the end of first year and part II thereafter at the end of second year. A candidate who chooses to take the two parts of the examination separately shall not be eligible to submit a project work under part II unless he/she has been previously admitted to part I and passed in the papers under part I of the examination.
4. A candidate who has fails in theory paper(s) but passed in project work shall be required to reappear in all theory papers.
5. A candidate who fails in both theory paper as well as project work shall be required to appear in theory as well as project work as an ex-student.
6. No candidate shall be permitted to appear as an ex-student at more then one subsequent examination.
7. A candidate who fails in internal evaluation of any theory paper/ project work, he/she shall be declared fail in theory/ project work.
8. A candidate who does not meet minimum percentage of attendance i.e. 75% in each subject will not allowed to appear in theory examination and dissertation. He/she will not allowed to appear as a ex-student in the subsequent years.

M.Phil. EDUCATION

PAPER – I: RESEARCH METHODOLOGY IN BEHAVIOURAL SCIENCES

OBJECTIVES:

1. To develop an understanding about the concept and significance of educational research.
2. To gain knowledge in using proper research design.
3. To develop an ability of understanding and using the term, meaningfully and correctly, related to the area of research undertaking in project work.
4. To gain an understanding of –
 - (a). Analysing research,
 - (b). Using techniques of research both quantitative and qualitative analysis in the context of emerging trends in research.
 - (c). Parametric and non-parametric Statistics.
 - (d). Drawing conclusion, inferences and draw future directions.
5. To gain knowledge and understanding of the concepts and methods used in statistical analysis of the test.
6. To create interest in searching and solving educational problems through research.
7. To understand and use computer in research.
8. To prepare research report critically and systematically.
9. To write bibliography adopting standard international form for different types of referencing APA pattern.

Course Contents :

UNIT - I – Research Procedure -

- (a) Meaning and objectives of Educational Research
- (b) Selection of problem.
- (c) Review of Literature.
- (d) Research Design, Population and Sampling, formulation of hypothesis.
- (e) Tools and Data Collection.
- (f) Statistical Analysis of Data quantitative and qualitative analysis.
- (g) Formulation of Conclusions, Generalisation and identification of future directions.

UNIT - II – Types of Research & Report Writing –

(A). Types of Research –

- (a) Philosophical Research
- (b) Historical Research
- (c) Descriptive Research
- (d) Survey Research including Case Studies.
- (e) Development Research
- (f) Ex-post. Facto Research

(B). Writing Research Report –

- (a) Need for writing a coherent and systematic research report.
- (b) Preparing research synopsis.
- (c) Format of Research report

- (d) Writing research report following technical structure.
- (e) Writing research Abstract.
- (f) Writing research paper based on once own/experience of other researches in the field.

UNIT - III – Experimental Design

- (a) Meaning and purpose of Basic experimental design and basic types of errors.
- (b) Difference between social science research design and experimental design.
 - Simple Random design.
 - Level & treatment design
 - Level & Subject design.
 - Random Replication design, Randomised block design.
 - Group with Intreatments design.
 - Latin squire design
 - Factorial design.

UNIT - IV – Parametric Test & Non-Parametric Test –

(A). Parametric Test –

- (a) Meaning and purpose of parametric test and non-parametric test.
- (b) “t” test, its meaning, purpose; assumptions and uses.
- (c) Analysis of variance technique of “F” test.
- (d) Analysis of Co-variance technique.
- (e) Regression and step regression.

(B). Non-Parametric Test –

- (a) Difference between parametric and Non-parametric test.
- (b) Chi square test, its purpose and use.
- (c) Median test and sign test.
- (d) Correctional technique. Contingency, Phi-correlation etc.

UNIT - V - Advanced Technique of Correlation.

- (a) Meaning and purpose of correlation.
- (b) Pearson’s correlation Technique.
- (c) Multiple-correlation Technique.
- (d) Factor-Analysis Technique with special reference to centred method.

Sessional Work any two :

1. A critical evaluation & Administration of Research to gain knowledge in proper research design.
2. Case studies of a school student.
3. Develop a research proposal for M.Phil/M.Ed. Dissertation and its seminar presentation.
4. Review of research studies in a field for 5 years.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation

20 Marks

BIBLIOGRAPHY:

1. Corey, Stephen M. : Action Research to improve School Practice, New York, Bureau of Publication, Columbia University.
2. Guiford , J.P.: Fundamental Statistics in Psychology and Education, London Mc Graw Hill Book Co.
3. Sellting, Clainandtures, Research Methods in Social Relation; London Nethuses & Co.
4. Travers, R.M.W., An introduction to Educational Research, London Mc Millian Co.
5. Verma, An Introduction to Educational & Psychological Research, Bombay, Asia publishing house.
6. Sukhia, S.P., Melhotra, P.V. , Elements of Educational Research, New Delhi, Allied Publishers.
7. Best, J.W., Research in Education, Englewood, Chiffs, J.N. Prentice Hall.

PAPER – II : STUDY AND DEVELOPMENT OF RESEARCH TOOLS

OBJECTIVES :

1. To prepare personnel for working with efficiency in the area of educational research pertaining to field situations.
2. To gain understanding of the basic concepts of reliability, validity and objectivity.
3. Development of skills necessary for :
 - (a). Preparation of achievement, Diagnostic, Intelligence, Aptitude, Interest, Values and personality test.
 - (b). Preparation of others tools like checklists, rating scales, Questionnaire interview schedule survey tools.
 - (c). Administration of test of different types such as achievement, diagnostic, intelligence, aptitude, attitude, interest, values and personality test and preparation of scheme for programming and processing data in computer.

Course Contents:

UNIT – I : Research tools and Principles -

1. Need,, nature of Data gathering through various types of tools; Characteristics of good research tools, construction of tools.

UNIT – II : Theory of Test Construction –

1. Theory of test construction; Nature of four types of errors in measurement (variable), constant, personal and interpretative errors.
2. Principles and step of construction of different tests: Intelligence, Aptitude, Achievement, Diagnostic, Attitude, Interest, Values and personality tests and their uses in research.

UNIT - III : Standardization of Research Tools –

- (A). Concept of norms or standardisation of research tools; Need of standardisation or developing Norms; Types of Norms computation and interpretation; Test manual and its need.
- (B). **Item Analysis -**
Item analysis : Difficulty value and Discriminative power; Methods of Item Analysis; Criteria of selecting and Rejecting Items including Davis and Stanley Methods of item analysis.

UNIT – IV : Reliability & Validity -

- (A). Concept of Reliability; Methods of Reliability including Hoyt's Analysis of Variance method; factors affecting Reliability index; Reliability indices for various types of research tools.
- (B). Concept of Validity; Types of Validity; Methods of estimating Validity indices; Factors influencing Validity index Relationship with Reliability; Cross validation and cut-of scores.

UNIT – V : Analytical Study of Research Tools -

Critical Study of research tools relating to the area of specialisation opted (Important tests of intelligence, aptitudes, interests, creativity and personality in addition to tests of organisational climate and environments climate).

Sessional work : Any two of the following.

1. Construction of a Diagnostic Test.
2. Construction of a Attitude Scale.
3. Standardisation of a Teacher Made Test.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation

20 Marks

BIBLIOGRAPHY

1. Corey, Stephen M. : Action Research to improve School Practice, New York, Bureau of Publication, Columbia University, New York.
2. Guilford, J.P. : Fundamental Statistics in Psychology and Education in Psychology and Education, London McGrew Hill Book Co.
3. Selltize Claire and others : Research Method in Social Research Methods in Social Relation, London Methuen & Co.
4. Trawers R.M.W. : An Introduction to Educational Research; London McMillan Co. 1958.
5. Verma : An Introduction to Educational & Psychological Research; Asian Publishing House, Bombay.
6. Sukhia, S.P. & Malhotra, P.V. : Elements of Educational Research; Allied Publishers, New Delhi.
7. Best, J.W. : Research in Education, Engliwood Chiffs, J.N. Prentice Hall, 1969.
8. Good, W & Hatt. P.K. : Method of Social Research, London McGrew HillBook Co. 1962.
9. Good : Methods of Educational Research, Appleton Centurry Crofts New York.

PAPER – III :TEACHER EDUCATION : PRINCIPLES AND PRACTICES

COURSE OBJECTIVES:

1. To Study the changing context and concerns in teacher education in India.
2. To develop in the student understanding of the concept, objectives, new thrusts and structure of teacher education in emerging context.
3. To study student teaching in the light of recent scientific advancement.
4. To enable the student to understand teaching and training techniques including IT enabled training devices.
5. To enable the students to organise various types of student teaching programmes including students support services.
6. To enable the student to know the concept and practice of evaluation in teacher education in the emerging context.
7. To enable the student to explore area of research and experiment in teacher education.
8. To acquaint the student with the innovative practices in teacher education both in context of India and other countries.
9. To develop among the students professional ethics and sense of commitments.
10. To enable the students to understand about in-service and pre-service teacher education programme for the profession.

COURSE CONTENTS :

UNIT - I : Introduction of Teacher Education -

- a. Meaning of Teacher Education and teacher training in the emerging context.
- b. Organisation of training workshops.
- c. Need of Teacher-education and its scope.
- d. Objectives of teacher-education.
- e. Structure, Models, Course of Teacher education in Indian perspectives.

UNIT – II : Student Teaching -

- a. Concept, purpose, and scope of student teaching & student support services.
- b. Lesson-Planning.
- c. Demonstration and observation of lesson.
- d. Organisation and supervision of student teaching.
- e. Evaluation of student teaching.
- f. Problems related to student teaching and solutions.

UNIT – III :Training Technology -

- a. Meaning and scope of Training Technology Designs and Mode.
- b. Training Psychology model.
- c. Cybernetic model.
- d. System Analysis Model.
- e. Teacher-Behaviour Modification Theory and technique.

UNIT - IV : In-service education of Teachers -

- a. Need and Purpose of in-service education.
- b. New trends in service teacher education.
- c. Existing structures and models.
- d. Current problems.
- e. Techniques of evaluation of teacher education curriculum.

UNIT -V : Innovative Practices & Research in Teacher education -

- a. Meaning of feedback, device and purpose.
- b. Micro teaching, IT enabled teaching strategies.
- c. Simulated social skill training.
- d. T-Group training.
- e. Interaction analysis technique.
- f. Research on teaching.
- g. Research on teacher effectiveness.
- h. Research on learning growth of a learner for a specified period of time.
- i. Researches and areas of classroom verbal and non-verbal interaction.

Sessional Work :

1. Critical evaluation of existing syllabus of teacher education.
2. Planning of practice teaching in a school.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation

20 Marks

BIBLIOGRAPHY

1. Altekar, A.S. : Education in Ancient India, Nand Kishore Brothers, Bannaras, 1951
2. Buch, M.B. and Palasane, M.M. : Reading in Inservice Education, Sardar Patel University, Anand, 1968.
3. Basu, A.M. : Education in Modern India, Orient Book Co., Calcutta, 1974.
4. Bruner, J.S.: Towards a theory of Instruction the Baltenop Press, Massachusetts, 1966.
5. Chaurasia, Gulab : New Era in Teacher Education, Sterling Publication, Delhi, 1967.
6. Chaurasia, Gulab : Innovation and Challenges in Teacher Education, Vikas Publication, New Delhi, 1977.
7. Dutta, S. : The Teacher and His World Sukumar Dutta, Soamibagh, Agra, 1972.
8. Govt. of India : Secondary Education Commission, Ministry of Education, GOI, New Delhi, 1947.
9. Govt. of India : Education and Development; Report of Education Commission (1964 –66), GOI, New Delhi 1966.
10. Govt. of India : Secondary Education Commission, Ministry of Education, GOI, New Delhi, 1947.
11. Hilgard CH(Ed.) : Teaching the Teacher : Trends in Teacher Education, George Allen and Union Ltd., London, 1971.
12. Jangira, N.K.: Technology of Classroom Questioning, National Publishing House, Daryaganj, New Delhi, 1982.

PAPER –IV: 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 realising 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.

COURSE CONTENTS:

UNIT - I: Introduction to Environmental Education:

- a. Concept, Importance and Scope.
- b. Aims and Objectives.
- c. Guiding Principles and foundations.
- d. Relationship between man and Environment.
- e. Ecological and Psychological Perspective.

UNIT - II: Environmental Hazards and Bio-diversity:

A: Environmental Hazards

- a. Meaning, concept & types of environmental Hazards.
- b. Environmental pollution: physical, air, water, noise & chemical.
- c. Extinction of flora and fauna, deforestation, soil erosion.
- d. Need for conservation, preservation and protection of rich environmental heritage.
- e. Programme of environmental education for primary, secondary and higher education institutions.

B. Bio-diversity and Its Conservation:

- a) Introduction – Definition: genetic, species and ecosystem diversity.
- b) Biographical classification of India.
- c) Value of Biodiversity: Consumptive use, productive use, social, ethical, aesthetic and option values.
- d) Biodiversity at global, National & local levels.
- e) India as mega-diversity Nation.
- f) Hot-Spots of Bio-diversity.
- g) Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- h) Endangered and endemic species of India.
- i) Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

UNIT - III : Curriculum :

- a. Features of curriculum for environmental education.
- b. Concept of environment and ecosystem.
- c. Natural system - earth and biosphere, biotic and non-biotic components.
- d. Natural & biotic resources.

- e. Human systems-Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
- f. Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT - IV: Methods and Approaches of Environmental Education:

- a. Methods and approaches of environmental education.
- b. Strategies of treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- c. Methods – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- d. Role of Media, Print, films, and TV.

UNIT - V: Environmental Studies:

- a. Documentation of environmental assets – river/forest/grassland/hill / mountain.
- b. Local polluted sites- Urban/Rural/Industrial/Agricultural.
- c. Study of common plants, insects, birds.
- d. Comparative Study of Environmental Projects from various countries

Sessional Work : Any two of the following :

1. To submit a report after surveying a typical degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics :
 - a. Noise pollution.
 - b. Water Pollution.
 - c. Air Pollution.
 - d. Deforestation.
 - e. Role of Pollution Control Boards.
 - f. Role of Voluntary organizations.
 2. Report of study of Common Plants.
 3. Report of Visit to a local Polluted site – Urban/Rural/Industrial/Agricultural.
- Field Work-
4. Visit to a local area to document environmental assets-river/forest/grassland / hill/ mountain.
 5. Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
 6. Study of common plants, insects, birds.
 7. Study of a simple eco-systems – ponds, river, hill, slopes etc.

Evaluation Procedure

External Evaluation
Internal Evaluation

Total Marks - 100

80 Marks

20 Marks

PAPER V (A): EDUCATIONAL ADMINISTRATION AND SUPERVISION

COURSE OBJECTIVES:

1. To develop in the student a broad understanding of the influences of behaviour science on educational administration.
2. To impart the knowledge of the principles and theories of educational administration.
3. To acquaint them with the emerging administrative structure in education.
4. To give them knowledge of types of educational administration.
5. To enable them to understand the issue of administration.
6. To provide them with a critical knowledge of supervisory skills, tasks, tools and techniques with reference to administrative, academic and non-academic activities in educational institutions.
7. To make them aware with the latest researches in education administration.
8. To enable the student to understand the concept of leadership in educational organization.
9. To develop skills in planning and management of educational programme including MIS system at different levels.
10. To enable the students to understand the educational planning at the Centre and State level.
11. To acquaint the student with the concept, importance, principles and procedure of institutional complex planning for the all round development of an institutional.

COURSE CONTENTS:

UNIT – I : Educational Administration : An Introduction.

- a. General Background; Meaning and Nature, Status, Critical Evaluation of Administration in India.
- b. Educational Administration as an independent study as a part of general Administration
- c. Scope and Function of Educational Administration in the emerging context.
- d. Organisations and their characteristics : Nature and Characteristics of an organisation as per the new trends.
- e. Organisational climate : Its meaning, Nature, Measurement, Research in organisational climate, Organisational Health.

UNIT – II : Development of Modern Concept of Educational Administration.

- a. Historical Development of Educational Administration.
- b. Administrative theories : Impact of Administrative theories on theory & practices of Educational Administration in the context of new developments.
- c. Some specific trends in Educational Administration, Decision making, Organisational development, M.B.OPERT, Organisational compliance.

UNIT - III: Leadership in Educational Organisation -

- a. Meaning, concept and nature of leadership.
- b. Theories of leadership and style of leadership in emerging educational developments.
- c. Measurement of leadership

UNIT - IV: Management of Stress of Conflict of Educational organisation –

- a. Meaning and nature of stress conflict management.
- b. Types of conflicts and source of conflict.
- c. Dynamics and management of conflict.

UNIT - V : Educational Planning & Supervision –

(A). Educational Planning -

- a. Meaning and nature of educational planning.
- b. New perspectives in Educational planning in India.
- c. Characteristics of educational planning.
- d. Principles of Modern Educational Planning.
- e. Approaches, strategies of Educational Planning.
- f. Kinds of Educational planning, process and techniques of Educational planning.
- g. Administrative machinery for educational planning.

(B). Educational Supervision -

- a. Meaning and nature of supervision.
- b. Scope and functions of supervision.
- c. Operative and evaluation supervision program.
- d. Principles of good supervision.

Sessional Work :

1. Evolving a plan for Educational Administration at Division/District /Block level.
2. Preparation of supervision report of an institute.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation

20 Marks

BIBLIOGRAPHY

1. Morphet, R.L. John & Reller : Educational Administration Englewood Cliffs, N.O. Prentice Hall Inc., 1959.
2. Mort, P.R. : Principles of School Administration, McGraw Hill Book Co., New York.
3. Seers, J.B. : The Nature of the Administrative Process, New York McGraw Hill, 1950.
4. N. Wan Kwo, John : Educational Administration, Vikas Pub., New Delhi, 1981.
5. Campbell, Renald F. Russel LI Gregg : Administrative Behaviour in Education, Harper and Row, New York, 1957.
6. Seers, J.B. : The Nature of the Administrative Process, McGraw Hill, New York, 1950.
7. Bhatnagar & Verma : Educational Administration, International Publishing House, Meerut (U.P.), 1978.
8. Mathur, S.S. : Educational Administration, Krishna Brothers, Jullundhur, 1975.
9. Lulla B.P. : Research in Education Administration, Faculty of Educational Psychology, M.S. University, Baroda.
10. Mukherji, S.M. : Secondary School Administration of Education, Acharya Book Depot, Baroda, 1959.
11. Mukherji, S.M. : Administration Educational Planning & Finance, Acharya Book Depot, Baroda.
12. Chandrakanta, L.S. : Educational Administration – What is means ?, Ministry of Education, Delhi, 1957.
13. Simon Hebery, A. : Administrative Behaviour, MacMillan and Co. 1967.

PAPER V (B) : TECHNOLOGY OF TEACHING

COURSE OBJECTIVES :

1. To develop in the prospective teachers the basic knowledge and understanding about new developments in educational technology.
2. To develop necessary background skills and understanding about micro-teaching, simulated social skill teaching, interaction analysis techniques, T-group training and teaching of technology.
3. To make the teacher aware of various methods, techniques media and material being used for maximising learning outcomes.
4. To gain understanding of evolving educational objectives.
5. To develop skills necessary for the - (i) formulation of educational objectives and their classification, (ii). Classification of educational objectives of cognitive, affective and psychomotor domain in behavioural terms.
6. To enable the student to know areas of research and experimentation in teaching and teacher efficiency.
7. To acquaint the student with the innovative practice in teaching technology.

COURSE CONTENTS :

UNIT – I : Educational Technology & Concept of Teaching -

1. Origin, meaning and definition, objectives, types and its need in our country.
2. Definition of teaching, theories of teaching

UNIT – II : Planning & Organisation of teaching

1. Analysing the task, bases for the classification of objectives. Objectives in the cognitive, affective & psychomotor domains. Taxonomy of objectives and writing objectives.
2. Principles of organisation of teaching at different levels. Memory, understanding and reflective levels of teaching, models of teaching Theories of Teaching selecting appropriate communication strategies and tactics of teaching and audio – visual aids.

UNIT – III : Analysis of Teaching & Instructional Design -

1. The observational system for instructional analysis. The classification of behaviour, summarising behaviour and interpreting the institution.
2. Training Psychological approach, cybernetic principles of teaching and learning Educational system analysis.

UNIT – IV : Mechanism of feedback -

Devised for improving teaching; Micro-teaching, simulated social skill teaching, interaction analysis technique, T Group training.

UNIT – V : Research on teacher education -

1. A review of research studies in the area of teaching and teacher behaviour.
2. New innovations in Educational Technology.

Sessional Work :

1. Case studies of selected innovations in Education Technology.
2. Analysis of teaching tasks in Education Technology.
3. Developing a plan for analysis of Instructional Design.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation

20 Marks

BIBLIOGRAPHY

1. M. Weill, B. Joyee and Kluwain : Models of Teaching, Englewood Cliff, N.J. Prentice Hall, 1972.
2. Lindsay, P and Norman, D. : Human information Processing : An Introduction to Psychology, N.Y. Academic Press, 1973.
3. Eggen Kauchak and Harder : Strategies for Teachers : Information Processing Models in the classroom, N.J. Prentice Hall, INC 1979.
4. Taba, H. : Teaching Strategies and Cognitive Functioning in Elementary School Children, D.C. USOE, Washington, 1956.
5. Ausubel, D. : Use of Advance Organizers in the learning and retention of meaningful material, Journal of Educational Psychology, 1960-61, 267-72.
6. Suchman : Inquiry Development Programme Development Inquiry, Chicage, Scientific Research Asspciates, 1966.
7. Sharma, R.A.: Advanced Educational Technology, Meerut.

PAPER V(C) : DISTANCE AND OPEN LEARNING

COURSE OBJECTIVES :

1. To enable the learners to develop an understanding of the concept of distance education and its importance in the present socio-political and academic milieu.
2. To help the learners to trace the emergence of Open University system in India.
3. To acquaint the learners with the present status of distance education in India and abroad.
4. To make the learners of various media option available for education through distance education. mode.
5. To develop among the learners an understanding of major considerations for planning and management of distance education institutions.
6. To enable the learners to understand the various ways in which distance learners might be supported.
7. To familiarize the learners with the efforts being made for ensuring quality and standards in distance education.

CONTENT

UNIT – I : Development of Distance Education

- a. Distance Education : Concepts, Scope; Characteristics: Need and Importance.
- b. Role of Distance Education in Human Recourse Development, Rural Development and Women Development.
- c. Historical Perspective: Emergence of Open University System.
- d. Present Status : National and International Scenario.

UNIT – II : Distance Education and Distance Learner

- a. Distance Educator : Characteristics, Tasks, Problems of Distance Teaching.
- b. Distance Learner : Characteristics, Problems, Expectations.
- c. Distance Education council : Role, Responsibilities and Efforts.
- d. Norms and Standards for Delivery of Teacher Education through Distance Mode.

UNIT – III : Print, Non-Print and Media Integration in Distance Education

- a. Print Media : Strengths and Limitations, Book; Self Instructional material, Its development, Assignments..
- b. Non-Print Media : Potential; Application; Strengths, Weakness, Radio; Telephone; Television; Videodisk; Audio Cassettes; Video Cassettes, Computer.
- c. Media Integration : Media Selection, Multimedia Approach; Satellite Based Technology; Telephone Mediated Instruction, Audio Conferencing, Video Conferencing, Video Text System, Teleconferencing.

UNIT – IV : Planning and Management of Distance Education.

- a. Planning Control and Co-ordination of Various sub-Systems.
- b. Social Demand and Cost Analysis Approach.
- c. General Organisational Structure of Distance Educational Institutions.
- d. Types of Distance Education Institutions.
- e. Students Support Services : Need and Mechanisms.
- f. Regional and Study Centres : Role and Functions.
- g. Counselling : Concept, Importance, Categories, Organisation.
- h. Assignment : Types and Significance of Tutor Comments Evaluation.

UNIT – V : Research and Innovations in Distance Education

- a. World – Wide Innovative Experiences.
- b. Research Paradigms; Trends in India and Abroad.
- a. Programme Evaluation : Concept, Need and Process.

Sessional Work :

1. To prepare a project study material.
2. To conduct a survey of the Study Centre/Regional Centre/Off-Campus Centre in the locality and write a report.
3. Write a report on a Teleconferencing Programme/ Radio Conferencing Programme.

Evaluation Procedure

Total Marks - 100

External Evaluation

80 Marks

Internal Evaluation

20 Marks

Reference

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10. Freeman R., Managing Open System, London : Kogan Page, 1977.
11. Holmberg, B., Status and Trends of Distance Education, London : Kogan Page, 1981.
12. IGNOU, Open Learning System in India, New Delhi : IGNOU, 1996.
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16. Laweis, R., How to write Study Materials. London : Council for Educational Technology, 1981.
17. Lewis, R., How to Tutor in an Open Learning System, New York : John Wiley and Sons, 1984.
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19. Rowntree, D., Teaching through Self Instruction, London : Kogan Page, 1986
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