

U. P. HIGHER EDUCATION SERVICES COMMISSION, PRAYAGRAJ

Syllabus

B.Ed.
(Subject Code-60)

Unit-1 : Philosophical Foundations of Education

- (i) Etymology and concept of Philosophy and Education.
- (ii) Interralation between Philosophy and Education.
- (iii) Functions of Educational Philosophy – Speculative, Normative and Analytic.
- (iv) Epistemology of Education.
- (v) Methods of acquiring valid knowledge with reference to Analytical, Dialectic and Scientific.
- (vi) National values as enshrined in Indian Constitution and their Educational Implications.
- (vii) Indian Schools of Philosophy – Sankhya, Vedanta, Nayaya, Vaisheshik, Yoga and Mimansa and their Educational Implications.
- (viii) Philosophies and Educational Contributions of Vivekanand, Tagore, Gandhi and Aurobindo
- (ix) Western Schools of Philosophy – Idealism, Realism, Naturalism, Pragmatism, and Existentialism and their Educational Implications.
- (x) Modern Concepts of Philosophy – Logical Analysis, Logical Empiricism and Positive Relativism

Unit-2 : Sociological Foundations of Education

- (i) Meaning and Nature of Educational Sociology and Sociology of Education
- (ii) Interrelation between Sociology and Education.
- (iii) Education for Socialization – Role of Home, School, Community, Media, State, Culture and Religion for Socialization.
- (iv) Education for Internationalization and World Peace.
- (v) Meaning and Nature of Social Change.
- (vi) Constraints in Social Change in India- Caste, Ethnicity, Class, Language, Religion and Regionalism.
- (vii) Education of the Socially and Economically Disadvantaged sections of the Society with special reference to Scheduled Castes, Scheduled Tribes, Women, Divyanga and Rural population.

Unit-3 : Psychological Foundations of Education

- (i) Meaning and concept of Psychology
- (ii) Inter Relationship between Education and Psychology
- (iii) Stages and Processes of Growth and Development.
 - Physical, social, emotional linguistic and intellectual.
 - Development of concept formation, logical reasoning, problem solving and creative thinking; language development.
 - Individual differences – Determinants; Role of Heredity and Environment; implications of individual differences for organising educational programmes.
- (iv) Intelligence – Its concept, theories and measurement.
- (v) Concept, theories and Measurement of Learning
Thorndike's connectionism; Pavlov's classical and Skinner's operant conditioning; Learning by insight; Hull's reinforcement theory and Tolman's Theory of learning; Lewin's Field theory.
- (vi) Gagne's Hierarchy of Learning.
- (vii) Factors Influencing Learning.
- (viii) Learning and Motivation.

- (ix) Transfer of Learning and its Theories.
- (x) Psychology and Education of Exceptional Children – Creative, Gifted, Backward, and differently abled Children
- (xi) Meaning and Concept of Personality, Types, Trait, Theories, Measurement of Personality
Mental Health and Hygiene – Process of Adjustment, Conflicts and Defence Mechanism, Mental Hygiene and Mental Health.
- (xii) Sex Education Guidance and Counseling.

Unit-4 : Methodology of Educational Research

- (i) Meaning, Nature, Need and Purpose of Educational Research
- (ii) Types of Research – Fundamental, Applied and Action Research.
- (iii) Quantitative and Qualitative Research
- (iv) Methods of Research – Historical, Survey and Experimental
- (v) Identification of Research sources, Knowledge Gaps and Problems
- (vi) Formulation of Research Problem
- (vii) Review of related Literature,
Developing Assumptions and Hypotheses in various types of Researches.
- (viii) Delineating and Operationalizing variables.
- (ix) Concept of Population and Sample, Various methods of Sampling, Characteristics of a Good Sample.
- (x) Characteristics of a Good Research Tool.
Types of Research Tools and Techniques and their uses.
Questionnaire – Interviews, Observations,
Tests and scales, projective and sociometric techniques.
- (xi) Collection of Data
- (xii) Analysis of Data
Descriptive and Inferential Statistics. Measures of Central tendency, variability and correlation. The Null Hypothesis, Test of Significance, Types of error, One – tailed and Two – Tailed Tests.
The t – test.
ANOVA
Non – Parametric tests (Chi – square test).
Factor Analysis
Partial and Multiple Correlations.

Unit-5 : Issues in Education

- (i) Indian Education before independence with special reference to British Colonial Legacy
- (ii) Education after independence with special reference to decolonization and Indianization.
- (iii) Constitutional Provisions for Education.
- (iv) Critical Review of Recommendations of National Commissions and Committees on Education – University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66), National Knowledge Commission, Hansa Mehta Committee, Durga Bai Deshmukh Committee, Ishwar Bhai Patel Committee, Adieshasiah Committee, Yashpal Committee (1992-93) Yashpal Committee (2008-09)
- (v) Critical Review of National Policies on Education of – 1968, 1986 and 2020
- (vi) (a) Universalization of Elementary Education- SSA and RTE
(b) Secondary Education & RMSA
(c) Higher Education & RUSA
- (vii) Vocationalization of Education

- (viii) Educational Administration in India, Role of Apex Bodies like MoE, CABE, UGC, NCERT and different Councils at Central and State Levels.
- (ix) Revisiting Curriculum at various stages *viz* School and Higher Education.
- (x) Nature and Types of Grievances related to Students, Teachers, Employees and Officers. Grievance Redressed Mechanisms.
- (xi) Indigenization of Education with special reference to heritage of India – Content and Pedagogy
- (xii) Investment in Education – Private Vs Public, PPP Model
- (xiii) Quality of Education – Assessment and Accreditation
- (xiv) Conflict and Synthesis between on-line and off-line education.

Unit-6 : Educational Administration

- (i) Meaning, Concept, Nature and Scope of Educational and Administration
- (ii) Administration as a process, Administration as a bureaucracy and Human Relations, Approach to Administration, Administration based in MBO approach and Taylorism, Systems Approach
- (iii) Modern Concept of Educational Administration after Independence
- (iv) Meeting the needs of employees, Specific trends in Educational Administration such as (a) Decision making, (b) Organizational Compliance, (c) Organizational Development, (d) PERT, (e) Modern Trends in Educational Management.
- (v) Leadership in Educational Administration- Meaning and Nature of Leadership, Theories of Leadership, Styles of Leadership, Training for Leadership, Measurements of Leadership
- (vi) Educational Planning - Meaning and Nature, Approaches to Educational Planning, Perspective Planning, Institutional Planning
- (vii) Educational Supervision- Meaning and Nature, Supervision as Service Activity, Supervision as a Process, Supervision as a Functions, Supervision as Educational Leadership, Modern Supervision, Functions of Supervision, Planning the Supervisory Program, Organizing Supervisory Program, Implementing Supervisory Program
- (viii) Analysis and Utilization of Feedbacks of the Supervision

Unit-7 : Educational Measurement

- (i) Educational Measurement and Evaluation – Concept , Scope, Need and Relevance
- (ii) Tools of measurement and evaluation – Subjective and Objective tools, essay test objective test, scales, questionnaires, schedules, inventories, performance tests.
- (iii) Characteristics of a good measuring Instrument – Validity, Reliability, Norms, Usability, etc.
- (iv) Norm – referenced Criterion – referenced tests, Scaling and standard scores- Z-scores T – Scores and C – scores, Formative and Summative Evaluation Assessment for hearing
- (v) Text constription and standardization- Steps in the standardization of a test.
- (vi) Measurement of achievement, aptitudes, intelligence, attitudes, interests and skills. Interpretation of test-scores and methods of feedback to students.
- (vii) New trends :
Grading, Semester, Continuous Internal Assessment, Question Bank, uses of computer in evaluation, qualitative analysis, CCE, CBCS, CGPA, Transfer of Credits.

Unit-8 : Educational Technology

- (i) Meaning and Scope of Educational Technology :
Educational Technology as systems approach to education.
Systems approach in educational technology and its characteristics.

- Components of educational technology, software, hardware
- (ii) Multi – media approach in Educational Technology.
- (iii) Modalities of Teaching – difference between teaching and instruction, conditioning and training, Teaching and Indection
- (iv) Stages of teaching – Pro – Active, Interactive and Post-active
- (v) Teaching at different levels – memory, understanding and reflective.
- (vi) Modification of teaching behaviour : Microteaching, Flander’s Interaction Analysis, Simulation.
- (vii) Programmed Instruction (Origin, Types, Linear and branching and Mathetics , Development of programmed instruction materials, Teaching Machines, Computer Assisted Instruction(CAI).
- (viii) Models of Teaching : Concept, different families of teaching models
- (ix) Designing Instructional System- formulation of instructional objectives, task
- (x) Digital Learning
 - Analysis, designing of Instructional Strategies, such as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials.
 - Communication Process : Concept of Communication, Principles. Modes and Barriers of communication, Classroom Communication (Verbal and Non – Verbal Interaction).
 - Distance Education : Concept, Different Contemporary Systems, viz., Correspondence, Distance and Open; Student support services; Evaluation Strategies in Distance Education; Counselling Methods in Distance Education.

Unit-9 : Special Education

- (i) Concept, Nature and Need of Special Education
 - Objectives, types, historical perspective, Integrated Education, Inclusive Education
- (ii) Education of Mentally Challenged
 - Characteristics
 - Educable mentally retarded
 - Teaching strategies
 - Enrichment programmes
 - Remedial programmes
 - Etiology and prevention
 - Mental hygiene as remediation
- (iii) Education of the visually impaired
 - Characteristics
 - Degree of impairment
 - Etiology and prevention
 - Educational programs
- (iv) Education of the Hearing Impaired
 - Characteristics
 - Degree of impairment
 - Etiology and prevention
 - Educational programs
- (v) Education of the Orthopaedically Handicapped
 - Types of handicap
 - Characteristics
 - Educational programs
- (vi) Education of the Gifted and Creative Children
 - Characteristics
 - Creativity and identification process
 - Educational Programs
- (vii) Learning Disabled Children

- Characteristics
- Identification
- Educational Programme
- (viii) Education of Juvenile Delinquents
 - Characteristics
 - Problems of alcoholism, drug addiction
 - Anti – Social and character disorder
- (ix) Educational Programs for Rehabilitation
 - PWD Act, 1995 and RPWD Act, 2016- Provisions for Training, Education and Employment.

Unit-10 : Teacher Education

- (i) Teacher Education : Meaning, Concept, Nature and Scope, Historical perspective
- (ii) Recommendations Of various commissions on teacher education.
- (iii) Teacher Education in National Policies on Education, 1968, 1986 and 2020
- (iv) Aims and objectives of teacher education at :
 - Elementary Level
 - Secondary Level
 - College Level
- (v) Teaching as a Profession :
 - Professional organisations for various levels of teachers and their role; performance appraisal of teachers.
 - Faculty improvement program for Teacher Education.
- (vi) Types of Teacher Education Programs and Agencies :
 - Inservice Teacher Education.
 - Preservice Teacher Education.
 - Distance Education and Teacher Education.
 - Orientation and Refresher courses
- (vii) Current Problems :
 - Teacher Education and Practicing Schools
 - Teacher Education and Other Institutions
 - Preparing Teachers for special schools
 - Implementation of curricula of teacher education
- (viii) Areas of Research in Teacher Education
 - Teaching effectiveness
 - Criteria of admission
 - Modification of teacher behavior
 - School Effectiveness
 - Quality Enhancement
- (ix) Statutory bodies – NCTE : Inception, Roles and Regulatory Mechanism – Recognition, Affiliation, Monitoring and Curricular Renovation/ Innovation.