APPENDIX No.-6

MAHARSHI DAYANAND UNIVERSITY, ROHTAK
B.Ed. Correspondence Course

Detailed Course of Study

PAPER-I

Education in the Emerging Indian Society

Unit-1 Relating Education to Philosophy, Selected schools of Philosophy (Idealism, Realism, Naturalism, Pragmatism) and their educational implications.

Unit-2 Education—its aims in the modern context:
(a) Concept of Education, discrimination between education, training, instruction, schooling and indoctrination.
(b) Types of education—formal, informal and non-formal.
(c) Aims of education relevant to modern Indian society.

Unit-3 Education and present day Indian Society:
(a) Education as an instrument of social change.
(b) Role of the teacher in bringing social change.
(c) School as a sub-social system.
(d) School and community relationship and programmes of a community school.
(e) Areas of school and community collaboration.

Unit-4 Education, planning and national development:
(a) Meaning of national development.
(b) Role of planning in economic development.
(c) Role of education in economic development.
(d) Education as human capital.

Unit-5 Education in relation to problems of environment and population:
(a) Components of environment pollution.
(b) Deformation of environment and its effects.
(c) Methods of improving environment and the role of teacher.
(d) Population education, need and importance.

Unit-6 Education for national integration and international understanding:
(a) Meaning of nationalism
(b) Education and nationalism
(c) Role of the teacher in national integration and international understanding.
(d) Role of education for international understanding.
PAPER—II
Educational Psychology

1. Educational Psychology: its scope and importance for the teacher.
2. Psychology of development: learner’s growth (intellectual, social and emotional) and development with special reference to Indian adolescents.
3. Psychology of learning: concept of learning, characteristics of acquired behaviour, how learning takes place, Thorndike’s connectionism, Pavlov’s classical conditioning, Skinner’s operant conditioning and Gestalt’s theory.
4. Psychology of motivation: meaning and concept of motivation, technology and devices motivating the learner.
5. Intelligence: the concept and its definition, theories (Spearman’s Two Factor Theory and Thurstone Group Factor Theory). Measurement of intelligence, uses and application of intelligence tests.
6. Personality: its meaning, nature and assessment.
8. Elementary Statistics in Education: Graphical representation of data, Mean, Median, Mode, Standard Deviation and correlation (Rank difference method only).

PAPER-III (A)
Indian Education System: Structure and Problems

Unit-1 Primary Education, Problems of Wastage and stagnation, Universalisation of Education and organising non-formal programmes for drop outs.


Unit-3 Teacher Education at various levels of Education, Pre-service and In-service Education, Measures for qualitative improvement of teacher Education.

Unit-4 Adult, Continuing, Lifelong and Distance Education. Need, Problems, Agencies and Materials.

Unit-5 Some emerging problems:
(a) Public Schools and their future.
(b) Religious and Moral Education.
(c) Women Education and Co-education.
(d) Population Education.
(e) New Education Policy.
PAPER IV
Essentials of Teaching Learning

Unit — 1 Concept of Teaching:

Unit — 2 Principles of Teaching:
General principles of teaching, Psychological principles of teaching, maxims of teaching.

Unit — 3 Educational Technology:
Meaning, concept and scope of Educational Technology. Types of Educational Technology— teaching-learning.

Unit — 4 Approaches and Strategies:
System approach, programmed learning; principles of programmed learning; styles of programming (linear, branching, and Mathematics); preparation, writing, try out, and evaluation of programmes.

Unit — 5 (a) Microteaching—concept and significance, microteaching cycles, practising teaching skills such as narration, questioning, probing, presentation and feedback in microteaching session, Indian Model of microteaching.
(b) Simulated teaching—concept, significance and procedure of simulated teaching.
(c) Interaction, analysis—procedure with respect to the Flanders 10 category system.
(d) Action research strategy and its uses for behaviour modification of teachers and functionaries.

Unit — 6 Lesson Planning
Need and importance of lesson planning.

Unit — 7 Audio-Visual Aids
(a) Need and importance of A.V. Aids, types of A.V. aids, principles of selection, preparation and effective use of A.V. Aids.
(b) Use of hardware and software in education consisting of simple pictures, electronic gadgets such as Over-head Projectors, Epidescope, Radio and T.V., Video Material and Computers. Software such as simple book, Form programmed learning packages.