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 afled 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) Quantative 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 Deshkukh 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, Adminiotation 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 constipection 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 Indectination

(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 Mathetices , 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 alcoholion, drug adiction
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.