UNIT-I: Philosophical Foundations of Education

1.1: Educational Philosophy – Concept, nature and scope. Aims & objectives. Relationship between education & philosophy.
1.2: Branches of educational philosophy – Metaphysics, epistemology, axiology
1.3: Indian schools of philosophy – Sankhya, yoga, charuvaka, Buddhism, Jainism, Nyaya, Christianity & Islam.
1.4: Western schools of philosophy – Idealism, Realism, Naturalism, Pragmatism, Humanism, Socialism, secularism, Marxism.
1.6: Indian Thinkers: Mahathma Gandhiji, Swami Vivekananda, Ravindranath Tagore, Aravind Ghosh, Acharya Vinobha Bhave, J.Krishnamurthy.

UNIT-II: SOCIOLOGICAL FOUNDATIONS OF EDUCATION:

2.1: Sociology of Education – Meaning, nature and scope. Relationship between Sociology and Education.
2.2: Process of Socialization – Agencies of socialization (school, family and community)
2.3: Social structure & education – Components, class & caste structure in India, social stratification, social change & mobility.
2.4: Culture & education – Culture, cultural lag, Enculturation & acculturation, cultural conflict.
2.5: Social trends & education – Modernization, Liberalization, privatization & globalization in higher education.
2.6: Sociological perspectives in education – Equalization of educational opportunity, emotional and national integration.

UNIT-III: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION:

3.4: Intelligence and Creativity: Intelligence – Concept and nature, Concept of Mental age and IQ & its distribution. Guilford’s structure of intellect model Gardner’s Theory of multiple intelligence sternberg’s triarchic Theory of intelligence,
Creativity – Concept, nature and components and methods and techniques of fostering. Relationship between creativity and intelligence.
3.5: Personality: Concept and nature. Approaches to personality – Trait approach, Type approach, Type cum Trait approach, Neo-analytic perspective (Frowm and Freud) Existential perspective.
3.6: Motivation: Concept type and techniques of motivation. Atkinson’s Theory of achievement motivation, Moslows hierarchy of needs.
3.7: Growth and Development:

3.7a.: Stages of Human Development – Significance, common behavioural characteristics, needs and problem. Piagets, cognitive development theory, Kohlbergs stages of moral development.
3.7b: Adolescence – meaning, significance, physical, mental, social & emotional development, needs and problems, developmental tasks.
UNIT-IV: Research Methodology and Statistics in Education

4.1: Educational Research: Meaning, nature, importance characteristics and types – steps in Educational research, criteria for selecting problem for Educational research, sources of problem.

4.2: Variables: Meaning, Importance, Characteristics and types

4.3: Hypothesis: Meaning, importance, characteristics and types.

4.4: Sample and sampling: Concept, need and importance, sampling techniques (Probabilistic and non-probabilistic).

4.5: Meaning, Importance and Preparation of Research proposals, Research report, research abstract, and research synopsis.

4.6: Methods of research: Historical, survey, case-study, Experimental, causal comparative correlation.

4.7: Tools and techniques of research: Construction and standardization of achievement test, scales, questionnaire, interview schedule, checklist, observation schedule, Establishing validity and reliability of tools.

4.8: Statistical computing and its Interpretation: Types of scales, graphical representation of data, Frequency polygon, Histogram, Pie-chart, Bargraph, ogives.

4.9: Descriptive statistics: Measures of central tendency, Mean, Median and mode, Measures of variability – Deviation, Mean deviation & quartile deviation, percentiles.

4.10: Normal Probability curve: Characteristics & its applications. skewness & kurtosis – characteristics and types.

4.11: Uses and application of standard scores, T.scores and stanine scores.

4.12: Concept and Measures of relationship: Rank difference, Method product, moment relation, partial and multiple correlation and phi computation.

4.13: Concept of distribution, sampling error and standard error.

4.14: Levels of significance – Confidence limits, degrees of Freedom, Types of error, one tailed test and two-tailed test. Significance of mean and coefficient of correlation for small and large samples t-test computation and its interpretation.

4.15: Concept of non-parametric & parametric statistics. Chi-square test and contingency coefficient.

Unit-V: Educational Technology:

5.1: Educational Technology – Meaning, nature, concept and needs of Educational Technology Process of educational technology and approaches of educational technology.

5.2: Taxonomy of educational objectives – Bloom, Krathwohl, Harrows and NCERT’s version of educational objectives.

5.3: Meaning and importances of: Content Analysis, Entry Behaviour, Terminal Behaviour, Task Description and Task Analysis.

5.4: Models of Teaching – Concept, nature and common features and components of Models of teaching. Information Processing Model – Inductive Model, Concept Attainment Model, Advanced organiser Model, personal Model-Classroom meeting model of teaching.

5.5: Programmed Instruction – Concept nature and Principles of Programmed instruction. Types of programmed instruction – Linear, Branching and Mathetiles – Its meaning and characteristics.

5.6: Programme development – Selection of the topic, formulation of objectives, Frames – characteristics and types Prompting – Its meaning and characteristics.

5.7: Programme Evaluation – Tryout study, Error rate, programme density gain percentage, sequencing and structuring of programme – Ruleg and Egrule – construction procedure.

5.8: Media selection and Integration classification of media, effectiveness synchronized two media presentation involving slides, Text, Films, workbook and Transparencies. OHP, Liquid crystal Display (LCD presentation)

5.9: Feedback mechanism – Types of feedback, self feedback, peer group feed back and students feedback.


Unit-VI: Human Rights:

6.1: Concept of human rights.

6.2: Historical perspective of human rights
6.4: Convention on the rights of the child
6.5: United National High Commission for human rights
6.6: National Human Rights Commission
6.7: National Foundation for Communal Harmony
6.8: National Integration Council.

Reference

27. Mohan I: Environmental awareness.

Paper-II

Present Trends in Education

Unit: 1 Educational administration and management, economics of education, leadership and group dynamics.

1.1 : Educational administration and management-meaning, nature and scope, relationship between administration and management.

1.2: Nature and definitions of leadership; functions of leader; characteristics of leaders; The concept of leadership effectiveness, Educational leadership; leader Accountability, leadership styles and leadership skills.

Unit 2 Higher Education & Teacher Education:

2.1: Man power planning; need and importance. Financial planning, factors relating to demand and supply of financial resources. Financial crunch; causes and measures, self financing institutions and courses. Vocationalization of education at the first degree level. Distance education, objectives and development of qualitative courses; Academic staff colleges, objectives and programmes, autonomous colleges; objectives, courses offered and present status. National Accreditation and Assessment Council; objectives, process of accreditation and its impact.

2.2: Teacher Education: meaning, concept and scope, need and importance of teacher education, objectives of teacher education at primary, secondary and college levels. Structure of teacher education- D.Ed, B.Ed, M.Ed. Agencies of teacher education-state level (Directorate of State Educational Research and Training (DSERT)), District Institute For Educational Training (DIET), College of Teacher Education (CTE), National Level (National Council for Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), National University for Educational Planning and Administration (NUEPA), Institute for Advanced Studies in Education (IASE), Center for Advanced Studies in Education (CASE). International Level-United Nations Educational Socio Cultural Organization (UNESCO),

Unit 3 Special Education, Guidance and Counseling and Mental Health.

3.1 Special education-Concept of special education, exceptionality, integrated and inclusive education – Approaches to special education segregated, Integrated, conventional and functional approaches. Classification of exceptional children-intellectually challenged, visually-hearing challenged, physically challenged children-children with cerebral palsy, epilepsy-behavioral disorder-characteristics and their education, role of different agencies in improving and providing education and rehabilitation programmes.

3.2 Guidance and Counseling-concept need, importance, scope, characteristics of Guidance and Counseling Types of Guidance: educational guidance, vocational guidance, personal and group guidance-It’s meaning and importance, counselling-meaning and it’s process. Types of counselling-Directive counselling, Non directive counselling, and eclectic counselling It’s need and importance.

3.3 Mental Health-It’s concept and importance. Factors affecting on mental health, principles of mental hygiene, method to promote mental health of the individual.

Unit 4 Education and National Concerns:

4.1 Universalisation of primary education-need, importance and problems-wastage and stagnation population explosion and Aids-Concept, causes, preventive measures-values in education –meaning, types and methods-environmental education-Meaning, types, causes and prevention. Peace education-meaning, objectives, strategies-family life education-meaning and importance-NGO’s and VO’s in education-concept of voluntary and Non government organization, legal foundations of NGO’s & VO’s in India-Objectives and functioning establishment and management of NGO’s and VO’s in Education-.

Unit 5 Curriculum and Evaluation:

5.1: Concept, nature and scope of curriculum; components and dimensions of curriculum. Styles of curriculum theorizing. The disciple style, the analytic style, humanistic style and futuristic style. Principle of curriculum construction-formulation and validation of educational objectives, deduction of curriculum from aims and objectives of education, administrative consideration, gross-root level planning, process of curriculum construction-curriculum construction process-steps, criteria for selection of content, sequence continuity, structure and integration of content, nature of discipline and its types, logic of content, presentation and development of content, grade placement and distribution, allotment of time.

5.2: Concepts of testing, measurement and evaluation, educational evaluation, need and function of evaluation, teaching, guidance, administrative, curricular and research purposes of evaluation, types of evaluation, summative and diagnostic, characteristics of evaluation, norm referenced testing and criterion referenced testing.
Unit: 6 Innovations in Teaching:

6.1 Team teaching, cooperative learning, Brain storming, BUZZ, Quiz, Discussion-small group and large group, panel discussion, inductive deductive approach, role-play, independent study, multimedia approach, Computer Aided Instruction, programmed learning and project method- It’s importance, relevance and implementation.

6.2 Microteaching-meaning, nature, process, need and importance of microteaching.
Microteaching skills-introducing the lesson, skill of explanation, questioning skill, stimulus variation, Black board using skill, illustrating with examples and probing questions-It’s components and importance.

References

2. Ghosh (1975) Personal Administration in India, New Delhi, Sudha Publishers
3. Tyagi, A.R Public Administration, New Delhi, Sudhi Publishers
5. Eric, H and Mc Mohan A (1986), The Management of Schools, Londen; Kogan Page,
9. Pasrich, Prem (1976) Guidance and Counselling in Indian Education New Delhi, NCERT
27. Passi.B.K. (1976) Becoming a Better Teacher, Ahmedabad: Sahitya Mudranalaya,
1.1 1.2 1.3 1.4 1.5 1.6 2.1 2.2 2.3 2.4 2.5 2.6 3.1 3.2 3.3 3.4 3.5 3.6 3.7
6.7 캐로리 계산 방법

6.8 캐로리 밸런스 (소비자) 방법.

## 장치-2

## 장치-1 :-

1.1 캐로리 계산 방법:

1) 캐로리 계산 방법
2) 캐로리 계산 방법
3) 캐로리 계산 방법
4) 캐로리 계산 방법
5) 캐로리 계산 방법

## 장치-2

## 장치-2

1.1 장치-2의 캐로리 계산 방법:

1) 장치-2의 캐로리 계산 방법
2) 장치-2의 캐로리 계산 방법
3) 장치-2의 캐로리 계산 방법
4) 장치-2의 캐로리 계산 방법
5) 장치-2의 캐로리 계산 방법

## 장치-3

## 장치-3

1.1 장치-3의 캐로리 계산 방법:

1) 장치-3의 캐로리 계산 방법
2) 장치-3의 캐로리 계산 방법
3) 장치-3의 캐로리 계산 방법
4) 장치-3의 캐로리 계산 방법
5) 장치-3의 캐로리 계산 방법

## 장치-4

## 장치-4

1.1 장치-4의 캐로리 계산 방법:

1) 장치-4의 캐로리 계산 방법
2) 장치-4의 캐로리 계산 방법
3) 장치-4의 캐로리 계산 방법
4) 장치-4의 캐로리 계산 방법
5) 장치-4의 캐로리 계산 방법

## 장치-5

## 장치-5

1.1 장치-5의 캐로리 계산 방법:

1) 장치-5의 캐로리 계산 방법
2) 장치-5의 캐로리 계산 방법
3) 장치-5의 캐로리 계산 방법
4) 장치-5의 캐로리 계산 방법
5) 장치-5의 캐로리 계산 방법

## 장치-6

## 장치-6

1.1 장치-6의 캐로리 계산 방법:

1) 장치-6의 캐로리 계산 방법
2) 장치-6의 캐로리 계산 방법
3) 장치-6의 캐로리 계산 방법
4) 장치-6의 캐로리 계산 방법
5) 장치-6의 캐로리 계산 방법

## 장치-7

## 장치-7

1.1 장치-7의 캐로리 계산 방법:

1) 장치-7의 캐로리 계산 방법
2) 장치-7의 캐로리 계산 방법
3) 장치-7의 캐로리 계산 방법
4) 장치-7의 캐로리 계산 방법
5) 장치-7의 캐로리 계산 방법

## 장치-8

## 장치-8

1.1 장치-8의 캐로리 계산 방법:

1) 장치-8의 캐로리 계산 방법
2) 장치-8의 캐로리 계산 방법
3) 장치-8의 캐로리 계산 방법
4) 장치-8의 캐로리 계산 방법
5) 장치-8의 캐로리 계산 방법

## 장치-9

## 장치-9

1.1 장치-9의 캐로리 계산 방법:

1) 장치-9의 캐로리 계산 방법
2) 장치-9의 캐로리 계산 방법
3) 장치-9의 캐로리 계산 방법
4) 장치-9의 캐로리 계산 방법
5) 장치-9의 캐로리 계산 방법

## 장치-10

## 장치-10

1.1 장치-10의 캐로리 계산 방법:

1) 장치-10의 캐로리 계산 방법
2) 장치-10의 캐로리 계산 방법
3) 장치-10의 캐로리 계산 방법
4) 장치-10의 캐로리 계산 방법
5) 장치-10의 캐로리 계산 방법

## 장치-11

## 장치-11

1.1 장치-11의 캐로리 계산 방법:

1) 장치-11의 캐로리 계산 방법
2) 장치-11의 캐로리 계산 방법
3) 장치-11의 캐로리 계산 방법
4) 장치-11의 캐로리 계산 방법
5) 장치-11의 캐로리 계산 방법

## 장치-12

## 장치-12

1.1 장치-12의 캐로리 계산 방법:

1) 장치-12의 캐로리 계산 방법
2) 장치-12의 캐로리 계산 방법
3) 장치-12의 캐로리 계산 방법
4) 장치-12의 캐로리 계산 방법
5) 장치-12의 캐로리 계산 방법

## 장치-13

## 장치-13

1.1 장치-13의 캐로리 계산 방법:

1) 장치-13의 캐로리 계산 방법
2) 장치-13의 캐로리 계산 방법
3) 장치-13의 캐로리 계산 방법
4) 장치-13의 캐로리 계산 방법
5) 장치-13의 캐로리 계산 방법

## 장치-14

## 장치-14

1.1 장치-14의 캐로리 계산 방법:

1) 장치-14의 캐로리 계산 방법
2) 장치-14의 캐로리 계산 방법
3) 장치-14의 캐로리 계산 방법
4) 장치-14의 캐로리 계산 방법
5) 장치-14의 캐로리 계산 방법

## 장치-15

## 장치-15

1.1 장치-15의 캐로리 계산 방법:

1) 장치-15의 캐로리 계산 방법
2) 장치-15의 캐로리 계산 방법
3) 장치-15의 캐로리 계산 방법
4) 장치-15의 캐로리 계산 방법
5) 장치-15의 캐로리 계산 방법
6) ಕೃಷ್ಣಾ ದೇಶದಲ್ಲಿ ಸಹಜ ಸುಧೀರೆಯಾದ ಮಂದಿರಗಳು (NUEPA)
7) ಮಾಸ್ಟರ್ ಡಿಗ್ರೀ ಮಂದಿರಗಳು (IASE)
8) ವಿಶ್ವ್ಯದಲ್ಲಿ ಸಹಜೋತ್ಸವ ಹಳಿದಿ (CASE)
9) ಸರೋವರ ತೃತೀಯ ಕೃಷ್ಣಾ ಸಹಜೋತ್ಸವ, ಮಾಸ್ಟರ್ ಡಿಗ್ರೀ (UNESCO)

ಮಾಹಿತಿ-3

ಮಾಹಿತಿ ಆಡಿ. ಮಾಹಿತಿ ಆಡಿ. ಮಾಹಿತಿ ಆಡಿ.

3.1 ಮಾಹಿತಿ ಆಡಿ- ಮಾಹಿತಿ ಆಡಿ ಮಾಹಿತಿ, ಮಾಹಿತಿ ಆಡಿ ಮಾಹಿತಿ ಆಡಿ ಮಾಹಿತಿ ಆಡಿ ಮಾಹಿತಿ ಆಡಿ ಮಾಹಿತಿ ಆಡಿ ಮಾಹಿತಿ ಆಡಿ 3.1

ಮಾಹಿತಿ ಆಡಿ. ಮಾಹಿತಿ ಆಡಿ. ಮಾಹಿತಿ ಆಡಿ.

3.2 ಮಾಹಿತಿ ಆಡಿ. ಮಾಹಿತಿ ಆಡಿ. ಮಾಹಿತಿ ಆಡಿ.

3.3 ಮಾಹಿತಿ ಆಡಿ. ಮಾಹಿತಿ ಆಡಿ. ಮಾಹಿತಿ ಆಡಿ.

ಕೆಳಗಡೆ-4

ಕೆಳಗಡೆ ಆಡಿ. ಕೆಳಗಡೆ.

4.1 ಕೆಳಗಡೆ ಆಡಿ. ಕೆಳಗಡೆ ಆಡಿ. ಕೆಳಗಡೆ ಆಡಿ.

ಕೆಳಗಡೆ ಆಡಿ. ಕೆಳಗಡೆ.

5.1 ಕೆಳಗಡೆ ಆಡಿ. ಕೆಳಗಡೆ ಆಡಿ. ಕೆಳಗಡೆ ಆಡಿ.
5.2  ಸ್ವತಾದಿಯ ಸಂಬಂಧಿಸುವ - ಅರ್ಧದ ತೊಡೀಗೆ ಪ್ರಮುಖಪರ್ಷ್ಟೆ. ರೂಪದ ತೊಡೀಗೆ ಪ್ರಮುಖಪರ್ಷ್ಟೆ ಸೇವಾಪಡೆ. ಅಧ್ಯಯನದ ಉತ್ತಮ ರೂಪದ ವೈದ್ಯಪರ್ಷ್ಟೆ. ಪ್ರಮುಖಪರ್ಷ್ಟೆ ವಿಧಾನ. ರೂಪದ ಸಂಬಂಧಿಸುವ ಹೊತ್ತಿದ್ದು. ಪ್ರಮುಖಪರ್ಷ್ಟೆ ಸೇವಾಪಡೆ. ಸ್ವತಾದಿಯ ಸಂಬಂಧಿಸುವ (Norm) ಅಥವಾ ಪ್ರಮುಖಪರ್ಷ್ಟೆ (criterian) ವಿಧಾನ ಸೇವಾ.

ಮೇಲೆಕ್ಕಾರಣ-6

ನಾಲ್ಕುನೆಯೂರಿನ ವಿಜ್ಞಾನ

6.1 ಅದೇ ಮತ್ತು ಅನ್ವಯದ ಸಂಬಂಧಿಸುವ ಪ್ರಮುಖಪರ್ಷ್ಟೆ. ಮಾನುಳು ಪ್ರಮುಖಪರ್ಷ್ಟೆ (Brain Storming), Buzz, ಸುಧಾರು, ವಿಶ್ವರಂದು ಮಾನುಳು ಪ್ರಮುಖಪರ್ಷ್ಟೆ. ಪ್ರತಿದಿನವೊಳಗೆ (Panel Discussion) ಅಂಗೀ, ಸುಧಾರು ಅನಾನು ವಿಧಾನ, ಹೂಡು ಪ್ರಮುಖಪರ್ಷ್ಟೆ, ಹೂಡು ಸಂಬಂಧಿಸುವ. ಮಾನುಳು ಪ್ರಮುಖಪರ್ಷ್ಟೆ ಸೇವಾ. ದೇಶವಾದಿದ್ದು ತೊಡೀಗೆ. ದೇಶವಾದಿದ್ದು ಸೇವಾ. ಅನ್ವಯದ ಉತ್ತಮ ಪ್ರಮುಖಪರ್ಷ್ಟೆ. ಅನ್ವಯದ ಉತ್ತಮ ಪ್ರಮುಖಪರ್ಷ್ಟೆ.

6.2 ವಿಜ್ಞಾನದ ಕಾಲಸೇವೆ. ಅಧ್ಯಕ್ಷರ, ಪುನ್ನಾನುಭವ ಅಧ್ಯಕ್ಷರ ಮಾನು ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ, ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ. ಅಧ್ಯಕ್ಷರ ಶ್ರೇಷ್ಠರ.