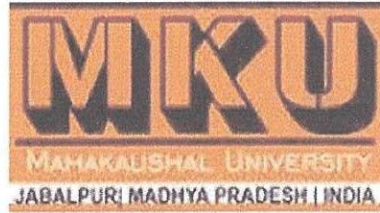


MAHAKAUSHAL UNIVERSITY, JABALPUR

**As per model syllabus of U.G.C. New Delhi, drafted
by Central Board of Studies and Approved by Higher
Education and the Governor M.P.**



Syllabus

कला एवं समाज विज्ञान संकाय

Faculty of Art & Social Science

Syllabus & Prescribed Books

Subject-Education

M.A. Semester Examination



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0101-T

M.A EDUCATION SYLLABUS

Ist SEMESTER

Paper-Ist Philosophical foundation of Education

UNIT – I Relationship between philosophy and education.

Metaphysics, Epistemology and Axiology

UNIT – II Modern School of Philosophy:

Logical Empiricism, Analytical Philosophy, positive relativism, with special reference to knowledge, values, purpose of education, subject matter and teaching process.

UNIT – III Western Schools of philosophy and their impact in aims, content and methods of education:

1. Idealism, 2. Realism, 3. Pragmatism, 4. Naturalism, 5. Existentialism, 6. Perennialism, 7. Reconstructionism.

UNIT – IV Educational Heritage of India:

Concept of Dharma., Artha, Kama and Mokshya and their educational implications, Vedic and Buddhist system of education and their educational implications for aims, content and methods of education, contribution of Vivekananda, Tagore, Gandhi and Aurobindo to educational thought and Practice.



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0102-T

M.A EDUCATION SYLLABUS

Ist SEMESTER

Paper-IIInd Sociological Foundation of Education

UNIT – I Sociology and Education:

Relationship of Sociology and Education, Meaning and Nature of Educational Sociology, Education as a process of Social System and Socializations.

UNIT – II Education and Different aspect of society:

Education and Community, Education and Culture, Education and Politics, Education and Values, Education in relation to secularism, National Integration and International understanding.

UNIT – III

Meaning and Nature of Social Change, Concept of Urbanization, Modernization and Westernization with reference to Indian Society and their educational implications, Educational Ability.

UNIT – IV

Education as related to Democracy and freedom, Equality of educational opportunity, Education of socially and economically disadvantaged sections of the society with reference to SC, ST, Women and rural population.



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0103 - T

M.A EDUCATION SYLLABUS

Ist SEMESTER

Paper-IIIrd Advance Educational Psychology

UNIT – I

Relationship of education and psychology, Contributions of the following schools of psychology to education, Behaviorism , Gestalt, Hermic and Psychoanalysis, Contribution of Ausubel, Bloom and Gagne..

UNIT – II

Theories of Learning, Pavlov's classical conditioning and Skinners aperent conditioning theory, Bandura's observational learning, Hull's Reinforcement theory, Bruner's Discovery learning, Transfer of leaning: its theories and educational implications, motivation and learning.

UNIT – III

Nature, Meaning and problem solving, Meaning, Nature and Measurement of creativity, development of creative ability, Piaget's theory of cognitive development, Individual differences- its meaning, nature, Causes and educational implications

. UNIT – IV

Intelligence-its meaning, nature, theories and measurement, personality-its meaning and nature, type and trait theories, measurement of personality, Adjustment, Defense Mechanism, Mental Hygiene and Mental Health, Stress Management.

UNIT – V

Psychology and Education of children with special needs, - Learning disability - High intellectual Capability(Giftedness) - Sensory impairment- Visual and Auditory - Emotional Disturbances - Intellectual Impairment - Orthopedically handicapped.



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0104-T

M.A EDUCATION SYLLABUS
Ist SEMESTER
Paper-IV Teachers Education

UNIT – I

Meaning and scope of teacher education, objectives of teacher education at elementary, secondary and collage level, Development of teacher education in India, Recommendation of the Education Commission 1964-66 and NPE(1986- 1992) on teacher education.

UNIT – II Pre-service Teacher Education:

Aims and objectives, organizational structure and administration, National Council of teacher Education and State Records of 3 Teacher Education- Their Structure and functions, Curriculum structure of the Pre-service teacher education programme, Organization of practice teaching and other practical work, Modification of teacher behavior- team teaching, simulation, role playing micro teaching and models teaching.

UNIT – III In-service Teacher Education:

Needs, aims and objectives, organizational structure and administration, Agencies for organizing inservice teacher education programmes, DIETS, CTEs, IASEs, SCERT and NCERT , Methods of various inservice programmes, direct teaching , distance education system and multimedia methods, refresher courses.

UNIT – IV Teacher Effectiveness and Professional growth

A. Teacher Effectiveness: Meaning and Definition, Measurement of teachers effectiveness, criteria for measuring, Cognitive flexibility: teaching functions, uses of hardware and software; attitude towards profession, self and others, teaching strategies, teacher-indirectness and classroom performance, Strategies for analyzing teacher behavior- Flauder's interaction Analysis Categories(FIAC), Other evaluative scales of teacher behaviors, Baroda General Teaching Competence Scale(GTC) and Teacher Assessment Batting(TAB)

B. Professional Growth: Meaning and purposes, strategies of professional growth, self study, acquisition of higher learning, conducting research and publications, Teachers Accountability- Meaning, teacher,s role in school, community and the nation, parent Teacher Association, Assessing accountability. Research trends in Teachers Education.



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0201-T

M.A EDUCATION SYLLABUS

IInd SEMESTER

Paper Ist Education in Emerging Indian Society

Objectives :

1. To develop an understanding of the relationship between philosophy and education.
2. To develop an understanding of the influence of different educational philosophies of India.
3. To develop an understanding of the contribution of Indian and western philosopher.
4. To create an awareness of the goals and provisions in the Indian constitution.
5. To develop an awareness of professional ethics and multi-faceted role of the teacher.

Unit 1 : Concept of Education

- 1.1 Meaning and characteristics of Education.
- 1.2 Scope of Education
- 1.3 Meaning of Philosophy.
- 1.4 Functions of Education.
- 1.5 Formal, Informal and Non formal Education.

Unit 2 : Impact of Philosophy on Education

- 2.1 Education during Vedic, Islamic and British period. (with reference to philosophy, aims, curriculum, methodology, discipline and role of teacher).
- 2.2 Educational contribution of Indian and western thinkers a) Mahatma Gandhi b) Rabindranath Tagore c) Jean J. Rousseau d) John Dewey e) Lokmanya Tilak

Unit 3 : Aspects of Education

- 3.1 Liberal and Vocational Education.
- 3.2 Education for Character Formation.

UNIT – V Improvement of quality of Teacher Education:

Role of the following organizations- Indian Association of pre-school Education(I.A.P.E), Indian Association of Teacher Education(I.A.T.E), Primary and secondary Teachers Organizations, National Council for Teachers Education(N.C.T.E), National Assessment and Accreditation Council(NAAC).



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0202-T

**M.A EDUCATION SYLLABUS
IInd SEMESTER
Paper-IInd Educational Technology**

UNIT – I Concept of Educational Technology.

- Meaning, Nature, Scope and significance of E. T.
- Components of E. T. Software, hardware.
- Educational technology and instructional technology.

UNIT – II Communication and instruction.

- Theory, Concept, Nature, Process, Components Types
- Classroom Communication, Mass Media approach in Educational
- Technology. Designing Instructional System.
- Formulation of instructional objectives
- Task analysis.
- Designing of instructional strategies such as lecture, team teaching discussion,
- seminar and tutorials.

UNIT III Teaching levels, Strategies and Models

- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies : Meaning, Nature, Functions and Types (Psychological • Models and Modern Models of Teaching). Modification of teaching behavior.
- Micro teaching, Flander's Interaction analysis, Simulation.

3.3 Education for Democratic Citizenship.

Unit 4 : Aims of Education

4.1 National Goals of education as stated in Indian constitution.

4.2 National policy on education 1986 and 1992.

4.3 National Education curriculum frame work - 2005.

Unit 5 : Teacher for New Times

5.1 Role of teacher in the age of globalization.

5.2 Development of 21st century skills

Reference Book

1. Principles of education – R. M. Marathe

2. Teacher and Education in Emerging Indian Society – NCERT

3. Education Sociology – Francic – Francic Brown

4. Sociological Approach to Education – S. S. Mathur

5. Human values & Education – S. P. Ruhela

6. Educational Philosophy & Sociology – Waila

7. Educational Theories & Modern Trends – G. N. Graind & R. P. Sharma.

8. Human Values in Education – Gupta N

9. Future studies, National Psychological Corporation agra – Passi B. K. and Sahoo P. K.

10. Future Shock, Batam Books, New York – Toffler Ealvin (1971)

11. Future classrooms in India, Vikas Publishing House, New Delhi – Singh R. P. (1966)

***** (A2)-Psychology of Developm



MEDU0203-T

**M.A EDUCATION SYLLABUS
IInd SEMESTER**

Paper-IIIrd Methods of Educational Research and Statistics

Unit 1. Methods of acquiring scientific knowledge :

Tradition, Experience, Reasoning. Inductive and deductive, Empiricism and Rationalism.

Nature and scope of educational research :

- a) Meaning, nature and limitation
- b) Need and purpose.
- c) Scientific inquiry and theory development
- d) Basic, Applied and Action research.
- e) Quantitative and qualitative research

. Formulation of Research problem :

- a) Criteria and sources for identifying the problem.
- b) Delineating and operationalizing variables
- . c) Developing assumptions and hypotheses in various types of research. Preparation and evaluation of a Research proposal.

Unit 2

Major approach to Research, Descriptive Historical co-relational, Casual, Comparative experimental.

Unit 3. Collection of data types of data :

Quantitative and qualitative, techniques and tools, questionnaire, Interview, observations, Tests and scales. Sampling- Definition, purpose, methods of selecting a sample- Random sampling, Stratified sampling, cluster sampling and systematic sampling Review of literature. Need, source and methods. C Preparation and evaluation of research report.

UNIT – IV Programmed instruction – Origin and types liner and branching.

- Development of the programmed instruction material.
- Teaching machines.
- Computer Assisted Instruction
- Researches in Educational Technology.
- Future priorities in Educational Technology.

UNIT – V Educational technology in formal, non-formal and informal education

, • Distance Education, Open Learning Systems and Educational Technology. Emerging trends in Educational Technology, Video-tape, Radio & Television. Tele-conferencing, CCTV, CAI, INSAT-Problems of New Technologies. Evaluation and Educational Technology.

Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells 'AVRC', EMRC, NIST etc. – their activity for the improvement of teaching learning



MEDU0204-T

M.A EDUCATION SYLLABUS

IIInd SEMESTER

Paper-IVth Educational Planning and Management

UNIT—I

- (I) Educational Management—Meaning, nature and scope.
- (II) Evolution of concept of management in education.
- (III) Educational Administration : Meaning, purpose and functions of difference between general and educational administration.

UNIT—II

- (I) Educational administration at the central and state level, role and functions.
- (II) Advisory and implementation agencies at the central and state level—CABE, UGC, NCERT, PSEB, SCERT, DIET.
- (III) Functions of local bodies and private enterprises.

UNIT—III

- (I) Educational Supervision —Meaning, aims and principles, changing concepts in educational supervision.
- (II) Different techniques of supervision and their effectiveness.
- (III) Educational supervision and human relations.

UNIT—IV

- (I) Educational Finance : Sources of income for financing at central and state level, Grant-in-aid system—meaning and types.
- (II) Educational Planning—Need, importance and priorities.

Unit 4

Importance of descriptive and inferential statistics in educational research concept of standard error and its uses in tests of significance- Levels of significance- and Type I and Type II Errors. Two- Tailed and One- Tailed Tests. The t-tests for independent and nonindependent samples. Simple analysis of variance and the Scheffe test. Chi-square-tests, goodness-of-fit test, test of homogeneity, test of independence.

Unit 5. The pearson correlation coefficient-

calculation of correlation coefficient from a scattergram. Biserial, Point-Biserial, Ph : and Tetrachoric correlation Partial and Multiple correlation.



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0301-T

**M.A EDUCATION SYLLABUS
IIIrd SEMESTER**

Paper -Ist Modern Educational Thinkers

Educational Thinkers –

Oriental Critical study of the educational thought of the following and their implication for Indian Education:and their contribution in developing principles of education.

- a) M. K. Gandhi: Basic tenets of Basic education.
- b) Vivekananda: Man making education.
- c) Rabindranath Tagore
- d) Aurovinda: Integral education, its basic premises; stages of development.
- e) Gijju Bhai : The world of the child
- f) L. Gokhle

Suggested readings

1. Aggrawal, S.K.: Shiksha ke Darshan Evam Samaj Shastriya Siddhant.
2. Meerut; Modern Publishing, 1981.
3. Aurobindo Society: Teaching of Aurobindo. Pondicherry; Aurobindo Society
- , 4. 1952Brubacher, L.S.: Modern Philosophies of Education. New York: McGraw Hill Co., 1962.
5. Butler, L.D.: Four Philosophies. New York : Harper, 1951.
6. Canker, W.: Hindu Personality of Education.Tagore, Gandhi, Aurbindo, New Delhi: Manohar Book Service, 1976.
7. Connor, D. J.; Introduction to the Philosophy of Education. London: Routledge and Kegan Paul.

(III) Administrative organization of education with special reference to Odisha, Merits and demerits of different directorates of elementary and secondary education.

BOOKS RECOMMENDED

1. Adame and Dickey : Basic Principles of Supervision, Euraka Publishing House, New Delhi.
2. Aggarwal J.C. : Educational Planning, Budgeting and Financing in India, Arya Book Depot.
3. Bhagia, N.M. : Educational Administration in India and their Developing Countries.
4. Bhatnagar, R.P. and Verma : Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut
5. Chaoudhri, N.R. : Management in Education, APH Publishing Corporation, New Delhi.
6. Goel, S.L. and Goel Aruna : Educational Policy and Administration, Deep and Deep Publication. 11
7. Khan, Mohd. & Khan, Mohd. : Educational Administration, Ashish Saleem Publishing House, New Delhi.
8. Mathur, S.S. : Educational Administration : Principles and Practices.
9. Mukherjee, S.N. : Administration of Education in India, Acharya Book Depot, Baroda.
10. Sharma, T.R. : Educational Administration in India (Pbi.), Punjabi University Publication.
11. Shukla, P.D. : Administration in Education in India, Vikas Publishing House Pvt. Ltd.,



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0302-T

**M.A EDUCATION SYLLABUS
IIIrd SEMESTER**

Paper- IIInd Distance Education

UNIT I. Distance Education and its development

- a) Some definitions and teaching Learning components
- b) Need and characteristic features of Distance Education
- c) Growth of Distance Education
- d) Distance Teaching-Learning systems in India

UNIT II. Intervention strategies at a distance

- a) Information and Communication Technologies and their application in Distance Education.
- b) Designing and preparing self-instructional material
- c) Electronic media (T.V.) for Education
- d) Distance Education

UNIT III. Learning at a distance

- a) Student-support-services in Distance Education and their management.
- b) Technical and vocational programmes through Distance Education.
- c) Programmes for women through Distance Education.
- d) Distance Education and Rural Development.

8. Dutt, R.P.; India today and Tomorrow. Delhi: People Publishing House, 1955.
9. Elmhrst, L.K.: Rabindra Nath Tagore. London: John Murrey, 1961.
10. Gaind, D.N. and Sharma, R.P.: Shiksha ke Siddhant. Agra: Universal Publishers, 1964.
11. Gokhale, B.G.: Indian Thought Through the Ages. Bombay: Asia Publishing House, 1961.
12. Kabir, H.: Indian Philosophy of Education. New Delhi: Asia Publishing House, 1964.
13. Mani, R. N.: Educational Ideas and Ideals of Eminent Indians. New Delhi:
14. New Book Society of India, 1965.



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0303-T
**M.A EDUCATION SYLLABUS
IIIrd SEMESTER**

Paper-IIIrd Early Childhood Education

UNIT – I

Nature, Aims and Objectives of Pre-School Education, Contribution of the following great educators to Pre-School Education. Rousseau, Pestalozzi, Froebel, Montessori, Gandhiji, Tagore and Sri Aurobindo.

UNIT – II

Stages and Principles of Child Development from conception to early childhood, needs of the children from conception to pre-school stages, Principles of development according to Piaget; Aspects of Development – Physical and Motor, Emotional, Social Intellectual, Moral and Aesthetic; Nature and importance of language development Nature and importance of developing number and geometrical concepts. Sense Experiences, Aesthetic, and Creative Experiences.

UNIT – III Elementary Principles of Nutrition –

Importance and requirement, Food values available in regular diet, Under nutrition and malnutrition – Their effect, prevention and cure of deficiency diseases Planning for nutritious, food and balanced diets; Child welfare and school health programme; Aids – their importance, preparation and use.

UNIT – IV Activities of the following Agencies –

U.N.I.C.E.F., W.H.O., C.A.R.E., Red Cross, I.A.P.E., I.C.D.S.

UNIT IV. Quality Enhancement and Programme Evaluation

- a) Quality assurance of Distance Education
- b) Mechanisms for maintenance of standards in Distance Education.
- c) Programme evaluation
- d) Cost analysis in D.E. – concept, need and process
- e) New Dimensions in Distance Education – promises for the future

UNIT – V Organisation of Pre-School Centres :

Types of centres, Building and equipment, Records and reports, Staff, Programmes, Administration, Role of parents and the community and their education, role of Voluntary Agencies. Curriculum and Activities at the PreSchool Stage : : Language, Environmental Studies (Natural and social sciences), Creative Art andcrafts.



MEDU0304-T

**M.A EDUCATION SYLLABUS
IIIrd SEMESTER**

Paper-IVth Development Administration

Objective

1. This course is designed to make the students to understand the contours of Development Administration
2. . Specific Objectives of Learning
3. 1. To help the students to gain grip over the importance and need for the Development Administration in the developing countries and more particularly in India
4. . 2. To enables the students to appreciate the different perspectives and approaches to the development management. Course

Unit 1

Evolution of Administration in India

Emergence of Indian Republic - Central Government - Organization of Various Ministries - State Governments and their organizations - Developmental role of Public Administration in India since Independence

Unit 2

Concepts and Nature of Development

Changing Concept of Development - Development as a multidimensional concept - Economic, Social and Political Development

Unit 3

Development Administration Definition, Distinction between Development Administration and General Administration - Nature, Concept, Theories and Assumptions of Development Administration

Unit 4

Bureaucracy and Development Administration

Bureaucracy and Development - Development of Administrative Capability -
Bureaucracy and Development Administration in the context of Globalization,
Liberalization and Privatization

Unit 5

Development Administration emerging issues

Education and Training in Development Administration with emphasis on behavioural
change - inter-disciplinary and systems approach - Development Administration at
various spatial levels

Suggested Reading

1. Pai Panandikar V.A., Development Administration in India, New Delhi: Macmillan, 1974
2. Chatarjee S.K., Development Administration with Special Reference to India, New Delhi: Surjeet Publications, 1981
3. Hari Mohan Mathur., Administering Development in Third World Constraints and Choices, New Delhi: Sage Publications India Pvt. Ltd., 1986
4. Prayag Mehta, Bureaucracy, Organizational Behaviour and Development, New Delhi: Sage Publications India Pvt. Ltd., 1989
5. Chaturvedi T.N., Development Administration, New Delhi: Indian Institute of Public Administration, 1984.
6. Fred W. Riggs (Eds.), Frontiers of Development Administration, Durham: Duke University Press, 1970.



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0401-T

**M.A EDUCATION SYLLABUS
IVth SEMESTER**

Paper-Ist Curriculum Planning and Development

UNIT – I Introduction Concept development, theories and procedures.

- History of curriculum development.
- Bases of Determinants of Curriculum.
- Philosophical considerations.
- Psychological considerations.
- Sociological considerations.
- Discipline-oriented considerations.

UNIT – II Curriculum Design and organization.

- Components and source of design.
- Principles.
- Approaches.
- Categories and types
- Curriculum Construction.
- Different models and principles
- Deduction of curriculum from, aims and objectives of education
- administrative consideration. System analysis.
- Curriculum Implementation Strategies.
- Role of Curriculum support materials.

- Types of materials and aids.
- Models of implementation.

UNIT – III Curriculum, Development :

Factors contributing to curriculum development

- (a) Needs of the Learners, the community and the society.
- (b) National Goal, Social Values and Cultural heritage.
- (c) Scope of study, work and leisure.
- (d) Job opportunities in society and vocational needs.
- (e) National integration and International Understanding.

Principles of Curriculum Development :

- a. Need and Relevance.
- b. Flexibility.
- c. Uniformity and variety.
- d. Adoptability.

Approaches of Curriculum Development :

- a. Subject area approach.
- b. Board fields approach.
- c. Social Problem approach.
- d. Emerging needs approach.

UNIT – IV Curriculum Planning :

Definition Planning Levels : National Level, State Level, Local Level, Teacher Level and Learner Level. Issues in Curriculum Planning : Subject centred versus learners centred. Who is to plan the curriculum ? The basis that constitute the curriculum. Planning Special Curriculum for : Adult and non-formal Education, Population Education, Vocational Educational Education, Pre-school Education, Environment Education. Teacher Education.

UNIT – V Curriculum Evaluation.

- Importance of evaluation of curriculum
- Models of curriculum evaluation
- Interpretation of evaluation results and method
- Issues and trends in curriculum development, curriculum research in India Suggestions and recommendations on curriculum development as per the following commissions
 - University Education Commission, 1948
 - .– Secondary Education Commission, 1952.
 - Education Commission, 1966.



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0402-T

**M.A EDUCATION SYLLABUS
IVth SEMESTER**

**Paper-II Ind Tools & Technique of Educational Measurement
and Evaluation**

UNIT – I The measurement and assessment process

- Concept, scope and need, Interrelationship between measurement and assessment in education. Norm-referenced and criterion-referenced measurement Functions of assessment and the basic principles of assessment.
- Taxonomies of educational objectives.

UNIT – II Models in Educational Assessment :

Tyler's Stufflebeam's, metfessel – Michael's, provus's, Stufflebeam's Model.

UNIT – III Tools of Measurement and Assessment 24 Subjective and objective tools essay test, objectives test scales, questionnaires, scheduled, inventories, performance tests.

UNIT – IV Test construction.

General principles of test construction and its standardization.

- Writing test items-objective type, essay type and interpretive type.
- Item analysis procedures for norm-referenced and criterion referenced mastery tests. Basic characteristics of good measuring instruments.
- Validity, Objectivity. Reliability, Usability and Norms.
- Types, Ways of determination, importance and application.
- Standardization of measuring instruments.
- Items analysis.
- Test Standardization.
- Norm referenced and criterion referenced tests, scaling-standard scores, T-scores & C-scores. Steps involved in standardizing a Test.

UNIT – V

Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interests, Skills Interpretation of the above test-scores and methods of feed back to students New trends in evaluation viz.

Grading– Semester system– Continuous Internal Assessment.– Question Bank– Use of Computers in Evaluation–



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0403-T

**M.A EDUCATION SYLLABUS
IVth SEMESTER**

Paper-IIIrd Comparative Education: UK/USA/India

UNIT – I

The Meaning, Need, Scope and Purpose of Comparative Education, Major concepts in comparative education.

UNIT – II

Approaches to Comparative Education Historical approach, Cross-disciplinary approach, problem approach Factors affecting national system of education.

UNIT – III

A comparative Study of – elementary education, secondary education, vocational education and vocationalisation of secondary education, higher education : With special reference to USA, UK, INDIA

UNIT – IV

A Comparative Study of the following problems – Educational administration in USA, UK and INDIA Distance Education and continuing education in USA, UK and India.– The language problem – USSR and India.–

UNIT – V

A comparative study of developments, -Teacher education, Computer education, Population education, Environment education with special reference to USA, UK and INDIA



MAHAKAUSHAL UNIVERSITY, JABALPUR (M.P.)

MEDU0404-T
**M.A EDUCATION SYLLABUS
IVth SEMESTER**

Paper-IVth Environmental & population Education

Objectives : Upon completion of the course, the student-teacher will be able to :

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislations in conservation and protection of the environment.
4. Understand the role of governmental and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.

CONTENT

Unit 1 : Introduction to Environmental Education

- 1.1 Environmental Education – Concept , Importance and Scope
- 1.2 Objectives and Principles of Environmental Education.
- 1.3 Basic Concepts in Environmental Education
 - 1.3.1 Ecology
 - 1.3.2 Eco-System
 - 1.3.3 Ecological Balance
 - 1.3.4 Food Chain
 - 1.3.5 Pollution and Pollutants
 - 1.3.6 Natural Resources
 - 1.3.7 Green House Effect

- 1.3.8 Bio-degradable and Non-degradable Materials.
- 3.3.9 Bio-sphere – Bio-Diversity
- 1.4 National Environment Awareness Campaign (NEAC)
- 1.5 Environmental Orientation for School Education (EOSE)
- 1.6 Environmental Information System (ENVIS).

Unit 2 : Environment and Pollution

- 2.1 Meaning of Environment.
- 2.2 Types of Environment
- 2.3 Types of Environmental Pollution
 - 2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981.
 - 2.3.2 Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977
 - 2.3.3 Soil Pollution : Meaning, causes, Remedies
 - 2.3.4 Sound Pollution : Meaning, causes , Remedies
- 2.4 Ecological Imbalances
 - 2.4.1 Deforestation
 - 2.4.2 Soil Erosion
 - 2.4.3 Extinction of Wild life
 - 2.4.4 Depletion of Ozone layer
- 2.5 Life and Contributions of Environmental Activists.
 - 2.5.1 Mahesh Chandra Mehta
 - 2.5.2 Sunderlal Bahuguna
 - 2.5.3 Vandana Shiva
 - 2.5.4 Maneka Gandhi
 - 2.5.5 Shivaram Karanth

Unit 3 : Agencies in Environmental Education

- 3.1 United Nations Environment Programme (UNEP)
- 3.2 International Union for Conservation of Nature and Natural Resources (IUCN).
- 3.3 Union Ministry of Environment and Forests.
- 3.4 Central Pollution Control Board (CPCB).
- 3.5 Centre for Environment Education (CEE).

3.6 National Afforestation and Eco-Development Board (NAEB)

3.7 Environment Protection Movements in India.

3.7.1 Chipko Movement

3.7.2 Appiko Movement

3.7.3 Narmada Bachao Andolan (NBA).

3.7.4 Western Ghats Protection Movement

Unit 4: Methods of Teaching Environmental Education

4.1 Direct (Specialized) Approach

4.2 Integrated (Multi-Disciplinary) Approach

4.3 Incidental Approach

4.4 Co-curricular and Extra-Curricular activities.

4.4.1 Project Work.

4.4.2 Intellectual Meets – Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.

4.4.3 Field Outreach and Extension Activities.

4.4.4 Eco-Clubs / Nature Clubs.

4.4.5 Problem Solving Activities related to Burning Ecological Problems.

4.4.6 Quiz, Poster Making, Models Making and Exhibitions.

4.5 Evaluation in Environmental Education

4.5.1 Formative Evaluation

4.5.2 Summative Evaluation.

MEDU0405-P — Project (Education Project Work)

Unit I: Basics of Educational Research

- Meaning and types of research
- Quantitative and qualitative approaches
- Identification of research problems
- Objectives and hypothesis

Unit II: Research Design & Tools

- Research design types
- Sampling techniques
- Tools: questionnaire, interview, observation
- Validity and reliability

Unit III: Data Collection & Analysis

- Methods of data collection
- Data coding and tabulation
- Basic statistics in education
- Interpretation of data

Unit IV: Project Writing

- Structure of project report
- Referencing styles
- Plagiarism and ethics
- Review of literature

Unit V: Presentation & Viva

- Presentation techniques
- Use of PPT and visuals

- Academic communication
- Viva voce preparation

References:

- Kothari, C.R. — *Research Methodology*
 - Best, J.W. & Kahn — *Research in Education*
 - Cohen, Manion & Morrison — *Research Methods in Education*
-