



DRVIDIAN UNIVERSITY
Centre for Off-Campus Education & Research
Syllabus for M.Phil/Ph.D Education
Paper II: Broad Field

Objectives:

1. To sensitise the research students towards different aspects of Education.
2. To expose the research students into the progress made in the area of Education with its problems and prospects.
3. To enable the research students to understand and apply the different concepts of education in practice.
4. To develop scientific temper in the research students so as to undertake need based research activities on various aspects of Education leading to better policy planning, development and implementation.

Contents:

Unit: 1 Dynamics of Education

- a) Concept, nature and scope of Education: Education and Human Resource development
- b) Different types of Education – Informal, formal, Non-formal, continuing Education/Life – long learning and Distance Education.
- c) Importance of School Education – Primary, Secondary, Higher Secondary levels.
- d) Critical Evaluation of Educational opportunities with special reference to weaker sections in India.
- e) Equality and Equalisation of Educational opportunities with special reference to weaker sections in India.

Unit – II: Curriculum Development

- a) Concept, meaning and importance of Curriculum development
- b) Curriculum theory
- c) Curriculum Process
- d) Bases of Curriculum Development
- e) A Critical analysis of present Curriculum at Primary, Secondary and Higher Secondary levels.
- f) Curriculum Evaluation

Unit – III: Teaching and Training Methodologies

- a) Concept of Teaching and Training Methodologies – Effective Teaching: Classroom climate, Classroom management, teaching – learning strategies and teaching competencies.
- b) Methods and Techniques of Teaching: Difference between methods and techniques – need for Methods and techniques in teaching.

- c) A Critical evaluation of Teaching Methods : Lecture method, Lecturer – cum Demonstration, Laboratory method, Inductive – Deductive method, discussion, observation, questioning and Narration.
- d) Characteristics of a Good Trainer – Basic principles of training and need for participating approaches of training programmes. Training Methods: Role – play, Dramatization, Demonstration, Brain – storming, Problem – solving, workshop, Project, method, Conference, Seminar, Symposium, Tutorial and Group discussion.
- e) Models of Teaching – Information Processing Models : Concept Attainment Model by Bruner – Advance Organizer by David Ausubel – Non-directive Teaching by Carl Rogers.

Unit – IV: Technology and Education

- a) Concept, meaning, and importance of technology and its relevance and application to Education in the 21st Century.
- b) Technology in Teaching – Learning Process : Hardware and software in Educational Technology – High and Low technology – Teaching Machines – TV/CCTV-Radio – Interactive Video – Computer – Tape Recorder – Projectors – motion pictures – Films – Micro –computers – with their nature, Characteristics, advantages and limitations.
- c) Application of Educational Technology at Primary, Secondary, Tertiary levels, Special Education, Non-formal Education and Rural Development.

Unit – V : Measurement and Evaluation in Education

- a) Concept, meaning, nature, scope and need for Measurement and Evaluation in Education. Types of Evaluation: Formative and Summative.
- b) Tools of Measurement and Evaluation: Questionnaire, Interview, Rating Scale, Checklist, Anecdotal Records and Cumulative Records. Tests: Achievement Tests, Performance tests, diagnostic tests, Intelligence tests, interest Inventories.
- c) Test construction: General Principles of test construction, basic characteristics of good measuring instruments – methods of establishing reliability and validity of a test.
- d) New Trends in Evaluation: Cumulative Grade Point Average (CGPA), Choice – Based credit system (CBCS), Career Advancement Scheme (CAS), Grading, Continuous Internal Assessment use of Computers in measurement and Evaluation.

Reference books:

1. Bruce Joyce and Marsha Weil (2003). Models of Teaching (5th Edition). New Delhi: Prentice- Hall, India Pvt. Ltd.,
2. Kulkarni, S.S(1986). Introduction to Educational Technology, New Delhi: Oxford and IBH Publishers.
3. Sampath, A and Paneerselvam, (1982) Educational Technology, Sage Publications, New Delhi.
4. Siddiqui, M.H.(2004) Technology in teacher Education, New Delhi: APH Publishing House.
5. Mohanty.J.(2003) Modern Trends in Educational Technology, Hyderabad, Neelkamal Publishers.
6. Bhatia.K.K.Measurement and Evaluation in Education in Education Ludhiana: Prakash Brothers.
7. Bharat Singh.(2004) Modern Educational Measurement and Evaluation System, New Delhi: Anmol Publishers.
8. Mrunalini.T (2007), /Curriculum Development, Hyderabad: Neelkamal Publications.



DRAVIDIAN UNIVERSITY
Model Question Paper for M.Phil/Ph.D Education
Paper II: Broad Field

Time: 3 Hours

Max marks: 100

Answer any Five Questions

All Question Carry Equal Marks

5x20=100

1. Discuss the relationship between Education and Human Resource Development giving suitable examples.
2. Critically evaluate our Teacher Education at Secondary level and suggest certain measures to assure quality at this stage.
3. What are various determinants of curriculum Evaluation
4. Discuss the criteria of curriculum Evaluation
5. Describe the nature of teaching model and discuss the implications of concept attainment model proposed by Bruner to our class room teaching and learning process.
6. Discuss the salient features of class room management.
7. Discuss the importance of technology and its relevance and its implication to teaching – learning process in the present concept.
8. Discuss the role of educational technology in the education of children with special needs.
9. Explain the concept reliability and validits of a test and describe various methods of establishing reliability and validity of a test.
10. What is choice based – credit system? Explain its merits in the present evaluation system.
