

**M.A. (Education) 3rd  
Semester**

**Course Code: EDUCC 111  
Course Type – Core**

## **EDUCATIONAL MEASUREMENT AND EVALUATION**

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## **UNIT-1**

### **TAXONOMY OF EDUCATIONAL OBJECTIVES: COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DOMAIN**

#### **Structure:**

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Taxonomy of Educational Objectives  
Self- Check Exercise-1
- 1.4 Taxonomy of Objectives in Cognitive Domain  
Self- Check Exercise-2
- 1.5 Taxonomy of Objectives in Affective Domain  
Self- Check Exercise-3
- 1.6 Taxonomy of Objectives in Psychomotor Domain  
Self- Check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self- check Exercises
- 1.10 References/ Suggested Readings
- 1.11 Terminal Questions

#### **1.1 Introduction:**

Teaching and instructions are organized to achieve the educational objectives. The desired behavioral change is brought among the students to realize the educational objectives. The programmed instructional material is designed to specific educational and to some specific instructional objectives. The teaching and instructional objectives are helpful for achieving the educational objectives. Teaching is a purposeful and meaningful process. A teacher has a delimited set of objectives. He should determine the teaching objectives. The educational objectives imply the changes that we try to produce in the child. In the words of B.S.Bloom, "Educational objectives are not only the goals towards which the curriculum is shaped and towards which instruction is guided, but they are also the goals that provide the detailed specification for the construction and use of evaluative techniques".

#### **1.2 Learning Objectives:**

After going through this Unit, learners will be able to:

- Develop an understanding of taxonomy of objectives in the Cognitive domain.
- Develop an understanding of taxonomy of objectives in the Affective domain.
- Develop an understanding of taxonomy of objectives in the psychomotor domain.
- Explain bloom's taxonomy of educational objectives.

**M. A. (Education) 3<sup>rd</sup> Semester**

**Course : EDUCE 201**

***Discipline Elective***

# **TEACHER EDUCATION**

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## **Unit – 1      HISTORICAL PERSPECTIVE OF TEACHER EDUCATION**

### **Structure**

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning of Teacher Education  
Self- Check Exercise-1
- 1.4 Objectives/vision of Teacher Education  
Self- Check Exercise-2
- 1.5 Scope of Teacher Education  
Self- Check Exercise-3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to self check Exercises
- 1.9 References/Suggested readings
- 1.10 Terminal Questions

### **1.1 INTRODUCTION:**

***“No educational system can drive without the help of trained and competent teachers. A country with competent Teacher is a country with a bright future.”***

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

### **1.2 LEARNING OBJECTIVES:**

After completing this unit, the learners will be able to;  
Explain the concept of Teacher Education  
Understand the scope of Teacher Education

**M.A. 4<sup>th</sup> Semester**

**Course Code: EDUGE 302**  
**Course Type – Generic Elective**

# **PEDAGOGY OF SCIENCES**

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## Unit-1

### MEANING AND NATURE OF SCIENCE, IMPORTANCE OF SCIENCE IN LIFE

#### STRUCTURE

- 1.0 Learning Objectives
- 1.1 Introduction
- 1.2 Meaning of Science  
Self Check Exercise-1
- 1.3 Nature of Science  
Self Check Exercise-2
- 1.4 Importance of Science in Everyday Life  
Self-Check Exercise-3
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to Self-Check Exercise
- 1.8 References and Suggested Readings
- 1.9 Terminal Questions

#### 1.0 Learning Objectives:

After reading this unit, you will be able to

- Understand the meaning, nature & importance of General Science
- Understand the importance of science in life

#### 1.1 INTRODUCTION:

Today science is advancing at an amazing speed and everything of our life has changed beyond recognition. It constitutes an attempt to conquer the forces of nature and aims to give man increasing power over his surroundings. In the daily life of a man science is visible. For instance, he can now travel much faster and more comfortably than in the past Bullock carts in villages and horse carriages in town are being replaced by tractors, trucks auto-carriages in and cars.

Invention of steam engine revolutionized travel Similarly quick means of communication have brought the peoples of the world together We can talk to any person through telephone and mobiles. Electronic mail (email) has made the transmission of any message across internet to any person in this world Science has played a tremendous role in our lives during the last century and is now changing our entire existence in such important aspects as health, communication transportation and power to visualize what science has done for man, it is simply necessary to sit in a modern room and look around. There you will find nothing which the hand of science has left untouched. The curtains and carpets are tinted with dyes which no plant could have produced.

**M.A. (Education) 1st Semester**

**Course Code : EDUCC 102**

**Course Type - Core**

# **SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**Units 1-16**

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# UNIT-1

## EDUCATION AND SOCIOLOGY

### **Structure:**

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning and Nature of Sociology  
Self Check Exercise-1
- 1.4 Meaning and Nature of Education  
Self Check Exercise-2
- 1.5 Meaning of Educational Sociology  
Self Check Exercise-3
- 1.6 Scope of Educational Sociology  
Self Check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self Check Exercise
- 1.10 References /Suggested Readings
- 1.11 Terminal Questions

### **1.1 INTRODUCTION:**

Humans are naturally social creatures, thriving on interaction and connection with others. A large amount of learning among humans takes place through various informal means which include different social settings. People's character traits are frequently seen as the product of hereditary characteristics and environmental influences that includes mainly the social

# Fundamentals of Educational Psychology

Units 1-20

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## **Unit - 1**

### **Educational Psychology: Meaning, Nature and Scope**

#### **Structure**

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning and Definition of Psychology and Educational Psychology  
Self-Check Exercise -1
- 1.4 Nature of Educational Psychology  
Self-Check Exercise -2
- 1.5 Scope of Educational Psychology  
Self-Check Exercise -3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answer to Self-Check Exercises
- 1.9 References/Suggested Readings
- 1.10 Terminal Questions

#### **1.1 Introduction**

Hey there, learner! This unit is all about the importance and role of educational psychology in shaping the theory and practice of education. We'll explore the concept, nature, and scope of educational psychology in educational settings. You know, understanding psychology is super important in life. And guess what? The study of educational psychology



**M.A. (Education) 3rd Semester**

**Course Code: EDUCC 110**

**Course Type – Core**

## **FOUNDATIONS OF EDUCATIONAL RESEARCH**

**Units 1-20**

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## **Unit - 1**

### **Meaning, Characteristics and Nature of Research**

#### **Structure**

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning, Characteristics and Nature of Research  
Self-Check Exercise - 1
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answer to Self-Check Exercise
- 1.7 References/Suggested Readings
- 1.8 Terminal Questions

#### **1.1 Introduction**

Dear learner, this unit deals with meaning, characteristics and nature of research.

#### **1.2 Learning Objectives**

After completing this unit, you will be able to;

- describe the meaning and characteristics of research.
- explain the nature of research.

#### **1.3 Meaning and Characteristics of Research**

The term “research” originates from the Latin word “to know,” encapsulating a systematic approach to inquiry and knowledge acquisition. It poses unanswered questions, employs a structured procedure, and seeks empirical evidence rather than mere theoretical musings. Research aims to establish facts, attain objective truths, and address practical challenges.