REVISED ORDINANCE NO.31

MASTER OF EDUCATION EXAMINATION

1. Any graduate of a recognised University, Who has been admitted to the degree of Bachelor of Education of Pt. Ravishankar Shukla University or a degree recognised as equivalent there to for the purpose of this Ordinance, may subject to the provisions of this ordinance offer himself as a candidate for the examination of the Degree of Master of Education.
   Provided that he, or she shall have passed the examination for the Bachelor of Education degree in the first or second division both in theory and practical.

2. The Examination for the degree shall be held annually at centres fixed by the University on such date as may be fixed by the University in this behalf.

3. A candidate for the M.Ed. examination shall be prosecute a regular course of study in a college admitted to the privileges of this University in this behalf, for a period of not less than one academic session.
   Explanation-regular course of study means attendance at least 75% of lectures delivered in each subject of the examination and completion of the prescribed courses in sessional work and laboratory practical upto a date four weeks preceding the date of commencement of the written examination. The certificate of the principal of the college relating to the completion of required attendance and required sessional and practical work shall reach the Registrar of the University not later than three weeks preceding the date of the commencement of written examination.

1. The examination shall consists of two parts; Parts-I & Part-II.

(A) PART-I

PART-I of the examination shall consist of five written papers three of which shall be compulsory, each paper shall be three hours duration and carry 100 marks. The following Three papers shall be compulsory:

1. Paper - I   Philosophical And Sociological Foundations of Education.
2. Paper - II   Psychological Foundations of Education.
3. Paper - III   Methodology of Educational Research.

(B) Any Two Elective Papers from the following:

(Areas of .specilsation)

Paper – IV   Guidance & Counselling
Paper - V   Distance Education
Paper - VI   Value education and Human rights
Paper - VII   Language education
Paper - VIII Comparative education
Paper - IX   Teacher education
Paper - X   Special education
Paper - XI   Educational Technology
Paper - XII   Education Measurement & Evaluations
Paper - XIII Curriculum Development
Paper -XIV   Management Planning & Financing Education
Paper- XV   Environmental Education
Paper - XVI Science Education
Paper - XVII Yoga Education
Paper - XVIII Computer Education

The Part I will be of 500 Marks (100 marks in each papers)
The Scope of the papers shall be indicated in the prospectus of the examination.

(B) PART II

-	Dissertation	100 marks
-	Sessional & Practical work in Psychology	50 marks
-	Viva Voce exam on dissertation, sessional & Psycho practical	100 marks
	(Internal and External Assessment) (40 marks internal & 60 Marks External)	
-	Field based experience related to supervision and evaluation of practical Teaching &other subject. of school experience	20 marks
-	Seminar presentation & research paper writing	30 Marks
The total marks in part II shall be 300 marks.		**300 marks**

   (i)   The candidate shall write a Dissertation bearing on any aspects of his study embodying either (A)the results of his original research of.(B) a critical presentation of existing data.

   (ii)   A Viva-Voce examination shall be held on dissertation and sessional and practical work.

   (iii)   Candidate shall submit the sessional and practical connected with the five theory papers. The marks obtainable in the sessional and practical in-each paper shall be 20.

5   For Part-Il of the examination of regular candidates one internal- and one external shall be appointed by the University: They may either award marks jointly or separately in respect of the dissertation and the viva-voce examination, in the later case the two examiners may award marks Out of half of the maximum marks allotted to dissertation and viva-voce. The external examiner shall examine the sessional and practical work of each theory paper of the candidate and award marks out of 10.The college shall assess out of another 10 marks.

6   In order to be successful in the examination a- candidate shall pass in both the parts by obtaining not less than 36% of the aggregate marks obtainable in Part-I but not less than - 25% marks in any individual paper and not less than 50% of aggregate marks obtainable in part-II. Candidate obtaining less than 48% of the aggregate marks obtainable for Part-I and Part-II combined-shall be placed in the III division, Candidate obtaining less than 60% hall be placed in the II division and candidate obtaining 60% and above marks shall be placed in the I division. Distinction shall awarded to the candidates who obtain 75% and above in aggregate of both the parts.

7.   (a)   If candidate fails in only one part of examination he or she may appear at a subsequent
examination in that part only. without joining a college. in case of candidate failing in-Part-II only he or she may submit the previous dissertation on after necessary modification or a dissertation on a new problem and similarly the sessional and practical work of each theory paper.

   (b)   A candidate who has fails in M.Ed. examination in one or both Parts may appear as an ex-student in the course prescribed under this Ordinance. The marks for Sessional work and Practicals connected with the theory paper in Part-I shall be the same as awarded in the previous examination.

PHILOSOPHICAL AND SOCIOOGICAL FOUNDATIONS OF EDUCATION –
PART I: PHILOSOPHICAL FOUNDATION

COURSE OBJECTIVES

The Philosophical component of this (foundation) core paper for a post-graduate course in education (Professional) aims at, developing the following competencies amongst the scholars.

1. Understanding the .nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of-various concepts, proposition and philosophical assumptions about educational phenomena
3. Understanding arid use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers - Indian and Western.

COURSE CONTENTS

UNIT-I

- Philosophy of Education Its nature - Directive Doctrine;
- A liberal Discipline;
- An activity.
- Its Function - Speculative, Normative, Analytical.
- Metaphysical Problem and Education related to Nature, Man and Society.
- Impact of Philosophical suppositions on education made by - Idealism, Realism, Pragmatism, Existentialism, Vedanta (Advaita & Veshistadvaita only), Sankhya, School of thought

UNIT-II

- Epistemology and Education Knowledge; methods of acquiring valid knowledge with specific reference 'to Analytic philosophy, Dialectical approach, Scientific Inquiry, Nyaya Yoga.
- Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

UNIT-III

- Educational thought Contribution to educational thoughts and practice made by great thinkers (master minds) and their critical appreciation with specific reference to their views on-
  a) Concept of man and the process of development, and
  b) Socio cultural- scenario, a global perspective.
  The thinkers Plato, Kant, Dewey, R.S. Peters, Gandhi, Tagore, Sri Aurobindo.

PRACTICUM

- Annotated Bibliography covering 15-20 works.
- Attempt paper presentation on a given topic

PART II - SOCIOLOGICAL FOUNDATION

COURSE OBJECTIVES

1. To enable the student to understand concept and process p1 social organization, social Stratification and institution.
2. To enable the student to understand relationship, between culture, society and education
3. To enable the student to know issues of equality, excellence and inequalities in education.

COURSE CONTENTS -

UNIT-IV

- Concept and nature of sociology of Education, Difference between sociology of

education and Educational Sociology; -Social organization; social groups; social strati-
fication; factors influencing so.

- Social organization, characteristics of social organization ; institutions, attitude and
values. Education and Society - Education as a social system, as .a socialization
process and a process of-social progress and change.

UNIT-V

- Culture - meaning and nature of Culture, Role of education in cultural context;
Education and cultural change.
- Issues of equality of educational opportunity and excellence in education. Equality vs.
equity in education; Inequalities in Indian social system with special reference to
social disadvantages, gender and habitations, need measures to address then.
- Education and Democracy, Constitutional provisions for education; Nationalism and
Education; Education for national integration and International understanding.

REFERENCE

1. Bhattacharaya, S. : Foundation of Education, Atlantic Publications, New Delhi.
2. Chandra & Sharma: Sociology of Education, Atlantic Publications, New Delhi.
3. Choube, S.P.: Shiksha ke Darshnik, Aitihasik our Samajshatriya Adhar, Loynll Book Depot,
Meerut.
4. Choudhry, Umrao Singh: Samajik Parivartan aur Shiksha, Vishwa Prakashan, New Delhi.
5. Lal, Raman V.: Shiksha ke Darshriik Evam Samaj Shastri Sidhdhant, Rastogi Prakshan
Meerut.
6. NCTE: Gandhi on Education (Chapter 4, Experiments of Education in India), New Delhi.
7. Ord, Laxmilal K.: Shiksha ki Darshnik Prishtbhoomi Rajashan Hindi Grant. Academy,
Jaipur.
7. Pandey, Ramshakal : Shiksha ki Darshnik Evam Samajshastriya Prishtbhoomj, Vinod
Pustak Mandir Agra.
8. Rajgoplalacharya, Chakravarty: Vedant, Santa Sahitya Mandal, New Delhi.
9. Saxena. N.R.: Shiksha Ke Darshnik Evam Samaj Shastri Siddhant R. Lal Book Depot,
Meerut.
10. Sharma, R. N:: Shiksha Darshan, Atlantic Publications, New Delhi.

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PAPER - II (Paper Code-1242)

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION .

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1. To enable the student to understand concepts and principles of Educational Psychology as
an applied science.
2. To enable the leaner to understand implications of psychological theories for education.
3. To acquaint the learner with he process of development and assessment Of various abilities
and traits

COURSE CONTENTS

UNIT-I

- Educational Psychology Concept, concerns and scope of educational psychology,
contribution o psychology to education .
- Human Development Concept, principles, sequential stages of development; factors
influencing development 'and their relative role; general characteristics and problems
of each stage.
- Theories of Piaget and Bruner - Major concepts , stages and implications for educa-
tion.
- Indian theory of Psychological Development.

UNIT-II
- Learning: Concept, kinds, levels of learning various view points on learning, Gagne's conditions of learning; cognitive view point and information processing; issues related to learning, Educational implications of the view points on learning.
- Group Dynamics : Group process, interpersonal relations, sociometric grouping emotional climate of the classroom and influence of teacher characteristics

UNIT-III
- Individual Difference : Concept of intra and inter differences.
  a) Intelligence and cognitive abilities,. identification fostering.
  b) Creativity - ,Nature, Process, Identification, fostering and Guiding creative children.
  c) Interests, attitude arid, values.
  d) Adjustment of teaching.- learning process to suit. individual differences -learning styles and teaching strategies.

UNIT-IV
- Personality Concept, development, structure and dynamics of personality.
- Theories of Personality Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behiavioural approach - Miller, Dollard and Bandura; Humanistic approach- Roger, Maslow.
- Indian Theories : Vedic, Buddhist, Rabindra. Nath Tagore, Mahatma Gandhi, J.Krishnamurti and Sri Aurobindo.

UNIT-V
- Assessment of Personality - Techniques
  a) Personality inventories - rating scales
  b) Projective techniques : Rorshach, TAT
- Adjustment and Mental Health.
  a) Concept, mechanism of adjustment - defense; escape, withdrawal, compensatory.
  b) Introduction to common forms of neuroses, psychosis- and somatic disorders
  c) Principles of mental hygiene' - preventive, constructive, curative measures,
  d) Implications for education .

PSYCHOLOGY PRACTICAL WORK:
1. Learning by Substitution.
2. Mirror Drawing Apparatus.
3. Whole and Part Method of Learning.
4. Span of Attention by Tachisto-Scope.
5. Mental Fatigue & Physical Fatigue (Ergograph)
6. Intelligence Test.
7. Standardisation of Achievement Test.
8. Personality - T.A.T.

Any Six Practicals have to be conducted.

REFERENCE
1. Bhatnagar, Suresh: Manovigyan, R. Lal Book Depot, Meerut.
2. Kakkar, S.B. : Perspectives in Educational,Psychology, Atlantic Publishers, New Delhi
3. Kulshreshth, M.P.: Manóvigyan, R. Lal Book Depot, Meerut.
4. Mangal, S.K. : Manovigyan, R. Lal Book Depot, Meerut.
5. Ojha R, K: Manovigyan Ke Sampradaye, R. Lal Book- Depot, Meerut.
6. Pathak, P.D. : Manovigyan, Vinod Prakashan, Agra.
7. Sharma and Sharma : Educational Psychology, Atlantic Publishers, New Delhi.

8   Sharma and Sharma : Shiksha Manovigyan Atlantic Publishers. New Delhi.
9   Sinha and Sharma : Shiksha Manovigyan; Atlantic Publishers, New Delhi.
10.   Tiwari, A.N.: Shiksha Manovigyan, U.P. Granth Academy Lucknow.
11.   Vishal, Amravati: Pragat Shaikshik Manovigyan, R. Lal Book Depot, Meerut.

PAPER – III (Paper Code-1243)
METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE OBJECTIVES

To enable the students to understand

1.   The meaning of scientific method, scientific inquiry, Paradigm, theory and this implication for educational research.
2.   The characteristics of philosophical, psychological and sociological researches in education.
3.   The different strategies of educational research.
4.   The techniques of developing a research proposal.
5.   The meaning and techniques of sampling
6.   The various types of, tools of data collection.

COURSE CONTENTS

UNIT-I

Nature of Research, knowledge and Inquiry.

-   Scientific inquiry, scientific. method, nature and sources of knowledge.
-   Paradigm theory, model and approach; positivist and non-positivist (humanities) paradigms and their implications for educational research.
-   Philosophical, psychological and sociological orientation in educational research.
-   Interdisciplinary in educational research and its implications.
-   Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic;
-   Evaluative Research and Action Research.

UNIT-II

-   Problem and its sources; Selection and Definition of problem.
-   Objectives - primary, secondary and concomitant.
-   Hypothesis - nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.
-   Unit of sampling, population; techniques (a) probability sampling, techniques & (b) non-probability sampling techniques.
-   Characteristics of a good sample.
-   Sampling errors and how to reduce them.
-   Tables of Random Numbers; types; how to use them.

UNIT-III

-   Observation; Interview; Sociometric techniques.
-   Questionnaire, Rating scales; Interview schedules, Attitude scales etc.
-   Reliability and validity of various tools and techniques.
-   Validity and Limitations of findings; factors influencing, validity of research; internal vs. external validity; how to increase validity of research findings.
-   Evaluation of research : Criteria and types and types of research,

UNIT-IV

-   Nature of educational data : 'Quantitative and Qualitative.
-   Qualitative data: its analysis with emphasis on content analysis; analysis of interview based data and observation based data.
-   Quantitative data : Scales of measurement : nominal, ordinal, interval, Ratio.

UNIT-V
- Organization and representation : Frequency distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.
- Concept, calculation and uses of :
    - a) Measures of central tendencies,
    - b) Measures of variability.
    - c) Percentiles and Percentile Ranks:
    - d) Correlations, Regression equations.
- Properties and uses of normal distribution
- Inferential statistical methods
    - a) Standard errors., confidence limits
    - b) Hypothesis testing-Difference between means, co-relations.
    - c) Cross breaks (Chi-square)
    - d) Analysis of Variance (ANOVA)

PRACTICUM
- Review of two published research papers; one quantitative and the other qualitative.
- Review of an MEd or an M.Phil. dissertation.
- Development of a research proposal for M.Ed. Dissertation and its seminar presentation.
- Construction of one tool of data collection.

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4. Jain, B.M.: Research Methodology (Hindi), Research Publication Jaipur.
5. Jain, B.M. : Shudh Pravidhi evam Kshatriya Tahneek, Research Publications. Jaipur.
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7. Kerlinger, F.N. : Foundations of Behavioral Research, Holl and Rinchart. New York.
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11. Trivedi & Shukla,: Research Methodology, College Book Depot; Jaipur.

ELECTIVE PAPERS AREA OF SPECIALISATION
PAPER - IV (Paper Code-1244)
GUIDANCE AND COUNSELLING

COURSE OBJECTIVES
1. To help student understand concept, need and view point of guidance
2. To help student understand principles, and problems of different types of guidance.
3. To help student understand concept and needs and guidance for the children with special needs.
4. To help student understand the, concept and process of counseling.
5. To acquaint the student with the aim and principles of guidance programme.
6. To develop in student an understand of various procedures of organizing various guidance services.

COURSE CONTENTS

UNIT-I
- Concept, assumptions, issues and problems of guidance.
- Needs scope and significance of guidance.
- Types of guidance - Educational, vocational and personal, Group guidance,
- Role of the -teacher in guidance,
- Agencies of guidance - National, State level.

UNIT-II
- Educational Guidance
- Principles of all guidance, Guidance and curriculum, guidance and classroom learning.
- Vocational Guidance .
- Nature of work .
- Various motives associated with work.
- Career development - Super's Theory about guidance,
- Approaches to career guidance, Vocationalisation of secondary education and 'career development.

UNIT-III
- Guidance of Children with special needs
    - a) Problems and needs.
    - b) Guidance .of the 'gifted and creative students
    - c) Guidance of under - achiever and first generation learners
    - d) Role of the teacher in helping children with special needs.

UNIT-IV
- Counselling Process
- Concept, nature, principles of counseling.
- Counselling approaches - directive, non-directive.
- Group counselling vs. individual counselling, Counselling for adjustment.
- Characteristics of good counselling.
- Group guidance
- Concept, concern and principles
- Procedure and techniques of group guidance.
- Organization of a Guidance Programme
    - a) Principles of ogranisation
    - b) Various types of services - Counselling.
    - c) Group guidance, individual inventory-service and information orientation service, placement service and follow up service:
    - d) Evaluation of guidance programme.

UNIT-V
- Testing in Guidance Service
    - a) Use of tests in guidance and counselling,
    - b) Tests of intelligence, aptitude , creativity, interest and personality
    - c) Administering, scoring and interpretation of test scores.
    - d) Communication of test results as relevant in the context of guidance programme.
- Human Adjustment and Mental Health
    - a) Psychological foundation of adjustment.
    - b) Role of motivation and perception in. adjustment.
    - c) Principles of mental hygiene and their implication of effective adjustment.
    - d) Mental health and development of integrated personality.

COURSE OBJECTIVES

1) To orient students with the nature and need of Distance Education in the present day Indian Society.
2) To expose students to different kinds of information and communication Technologies ((ICT) and enable them to be familiar with their use in leaching-learning process,
3) To enable student to understand' various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kind of programmes 'through Distance Education.
4) To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

COURSE CONTENTS

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

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 analysed in D.E. - concept, need and process.

UNIT-V
- Distance Education and Rural Development

New Dimensons in Distance Education - promises for the future.

RFERENCE

1. Anand S.P: University Without Walls Vikas Publications, New Delhi.
2. Borah S. (ed) : Distance Education, Amar Publications, Delhi.
3. Chib S.S. : Teaching by Correspondence in India, Light and life, New Delhi.
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5. Khan, I.: Distance Education- Some Readings, Amar Publications, Delhi.
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ELECTIVE PAPER
PAPER - VI (Paper Code-1246)
VALUE EDUCATION AND HUMAN RIGHTS

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COURSE OBJECTIVES

1. To enable students to understand the need and importance of Value-Education and education for Human Rights. -

2. To enable them to understand the nature ef values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.

3. To orient the students with the basis of morality and with the place of reason and emotions in moral. Development of the child. -.

4. To enable-them to understand the process of moral development vis-A-vis their cognitive and social-development.

5. To orient the students with various intervention strategies for moral education and conversion of moral learning into-moral education.

COURSE CONTENTS

UNIT-I

-   The Socio-moral and cultural context, -
    a)   Need and Importance of Value Education and Education for Human Rights in the existing social scenario.
    b) Valuation of culture.: Indian Culture and Human Values.

UNIT-II

-   Nature and Concept of Morality and Moral Education
    a)   Moral Education vis-a-vis religious education; moral instructions, moral training and moral indoctrination.
    b)   Language of moral education - its form and context characteristics of a morally educated persons.
    c)   Justice and Care - the two dimensions perspectives in Morality Dichotomy between reason and passion.
    d)   Moral Judgement and Moral Action.

UNIT-III

-   Moral Development of the Child
    a)   Concept of Development and Concept of Moral development.
    b)   Psycho-analytic approach
    c)   Learning theory approach, especially social learning theory approach.
    d)   Cognitive developmental approach - Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT-IV

-   Moral Learning to Moral Education .
    a)   Moral Learning outside the school - child rearing practices and moral Learning, Moral learning via. Imitation. Nature of Society and moral learning. Media and moral learning.
    b)   Moral- Learning inside the school providing "form" and "Content to education.
    c)   Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum.

UNIT-V

- Intervention Strategies for Moral Education and Assessment of Moral Maturity.
  a) Model of Moral Education - a) Rationale Building del, b) The consideration Model, c) Value classification Model, d) Social Action Model, é) Just Community inter-vention Model.
  b) Assessment of. moral maturity via moral dilemma resolution
  c) Examples of some select moral dilemmas.

REFERENCE

1. Harsh, R.H., Miller, J.P & Fielding, G.D.: Models of Moral Education, an Appraisderation Longman Inc. New York.
2. Passi, B.K. & Singh, P. : Value Education, National Psychological Corporation, Agra.
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5. Frankal, J.R. : How to teach Value : An Analytical Approach, Prentice Hall, New Jerse.

ELECTIVE PAPER
PAPER - VI (Paper Code-1247)
LANGUAGE EDUCATION
PART - I :
THEORETICAL & PEDAGOGICAL BASES OF LANGUAGE EDUCAION COURSE
OBJECTIVES

1. To develop an understanding of the nature, functions and implications for planning and teaching language.
2. To help the students to know the psychology of teaching language learning.
3. To acquaint the students with pedagogy of language learning and language teaching.
4. To orient the students with individualization of language learning, PSI, programmed learning etc. in language learning.
5. To develop understanding and skill n differentiating between teaching language and teaching literature in the context of L1 and L2.
6. To acquaint the students with various areas of research in language. education.
7. To help the students to know various problems such as contextual, curriculum, teacher preparation etc. of language Education in India.
8. To develop an understanding of policy formulation of language education in India.

COURSE CONTENTS

UNIT-I

- **Language**
  a) Nature, functions and implications for planning and teaching language i.e. first language and second language.
  b) Linguistics and Language Nature and functions of linguistics with special reference to the role of contrastive analysis, error analysis and structural linguistics .

- **Psychology of teaching and learning of languages**
  a) The Indian tradition : Contribution of Yask, Panini Patanjali and Bhartihari.
  b) The Western tradition : the behaviouristic approach, the cognitive. - code approach, the communicative approach,
  c) Psycholihguistic approach; principles of language and psychology of language teaching' and language learning.

UNIT-II

- **Pedagogy of Language Learning and Language Teaching**
  a) Language learning & language acquisition; factors affecting language learning and

language acquisitions.

b) Teaching the first language, (L1) the second language (L2) and other languages (L3) ; differences-in objectives instructional materials, evaluation etc. Factors affecting-the teaching of L2 and L3.

c) Developing the language curriculum and the syllabus dimensions, factors that influence the curriculum, dimensions, selection and grading of content, seating the contexts for teaching and learning, transaction techniques, and evaluation techniques.

d) Developing basic language skills and intermediate as well as advanced language skills that are level specific viz primary, secondary and senior, secondary

e) Innovative techniques for teaching grammar, reading comprehension, written expression, note - making etc.

UNIT-III

- Individualization of Language Learning need, techniques viz; differential assignments, classroom tasks, personalized system of instruction, programmed learning and Individualized, i.e. need-based reading and Writing programmes.

- Teaching language and teaching literature in the context of L1 and L2 differences in their nature, content and emphases; interrelationships, advanced technique of teaching and evaluation.

a) Creativity in language education : nature.

b) Techniques for fostering and developing creativity in language.

- Research in language education : status; gaps and priorities.

- Reading research and writing research - directions and emerging priorities.

PART – II
PROBLEMS OF LANGUAGE EDUCATION IN INDIA

UNIT-IV

- Contextual Problems

a) Multilingual context of India

b) Constitutional provisions regarding language and education and iheir impact.

c) Three - language formula - original as well as modified and its present status

d) Medium of instruction - controversy, recommendations in NPE 1968, 1986,1992 and National School Curriculum - 2000

- Curriculum development in multilingual context of India the core component and the add - on components, their transaction techniques & evaluation.

UNIT-V

- Preparation of Language Teachers

a) Pre-service education, in-service education; site professional development.

b) Planning, inputs, transaction and evaluation.

c) Distance mode based preparation of language teachers.

d) Alternative course designs for preparing language teachers.

- Functioning and contribution of CIEIL, General Institute of Indian Languages (CIIL), Kendriya Hindi Sansthan etc.; in strengthening language education in India.

- Policy Formulation and language education

a) Levels : national level; state level; district and local level.

b) Need surveys and trend analysis.

c) Lessons from other multilingual countries e.g. Canada, Russia, the UK, Israel etc.

ELECTIVE PAPER
PAPER -VIII
COMPARATIVE EDUCATION

COURSE OBJECTIVES

1. To help the students to understand comparative education as an emerging multi education as discipline (with its scope and major concepts) of educati6n
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education
3. To orient the students with skills to assess the efficacy of educational systems. of various countries in terms of the prevailing. trends in ,those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a prospective in the students about the implications of education for solving the prevailing problems Of education in India.

UNIT-I
- Comparative education - Meaning in terms of looking at it as a new discipline
- Scope and major concepts of comparative education Methods,
- Democracy and Nationalism
- Juxtaposition
- Area Study
- Intra and Inter educational analyses
- Democracy and Nationalism

UNIT-II
- Comparative education factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors - Cross disciplinary approach used in comparative education.

UNIT-III
- Modern trends. in world education - national and global.
- Role of UNO. in improving educational opportunities among .the ember countries, various -official organs of the UNO. and their educational activities.

UNIT-IV
- A comparative study of the education systems of countries with special reference to:

Primary Education	-	USA, UK, Russia, Japan, India
Secondary Education	-	USA, UK, Russia, Japan, Germany, India,
Higher Education	-	USA, Russia, UK, France, India,
Teacher Education	-	USA, Russia, UK, Germany, India.
Adult Education	-	Australia, Cuba, Brazil, India.

UNIT-V
- Problems prevailing in developing countries with special reference o India, their causes and solution through education.
- Poverty
- Unemployment
- Population explosion.
- Hunger
- Terrorism
- Casteism and communalism
- Illiteracy
- Beggary
- Political instability

- Economic under-development.

ELECTIVE PAPER
PAPER - IX
TEACHER EDUCATION

COURSE OBJECTIVES

To enable the students to understand about the

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India.
3. Different competencies essential for a teacher for. effective transaction.
4. Teaching models - concept & process.
5. Teaching skills.
6. Various aspects of supervision and feedback.

COURSE CONTENTS

UNIT-I
- Teacher Education - 'concept, aims and scope;
- Teacher Education in a changing society : A brief review of historical perspective of the development of teacher. Education in India ancient, medieval and British and during Post-independence period.

UNIT-II
- Teacher Education Curriculum at different stages : Approaches to Teacher Education consecutive and integrated.
- A critical appraisal of the present system of teacher education in India - a study of the various recommendations of 'commissions and committees in the post independence era.

UNIT-III
- Qualities of a good teacher- cognitive, affective and psychomotor skills.
- Competency-based teacher educations : Quality assurance in teacher education.

UNIT-IV
- Principals of Teaching; methods of teaching school subjects.
- The Teaching Models - Concept Attainment Model, Inquiry Training Model Problem Solving Model and Inductive Thinking Mode).
- Organization of Practice Teaching for developing an effective teacher - Block and Intermittent practice teaching internship .- it organizion and problems.
- Supervision of. practice lessons: observation and assessment; feed back to student
- teacher-concept and types

ASSIGNMENT

Student will be required to submit a term paper on any one of the following:

1. Preparation of resource material on any teaching unit of Teacher Education paper.
2. A critical study of any one aspect of Teacher Education.
3. Study of teaching methods used at any stage of schooling.
4. A survey of research on any aspect of teacher education - attitude and job satisfaction of school teachers
5. Work study project related t teacher education.

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ELECTIVE PAPER
PAPER-X
SPECIAL EDUCATION
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COURSE OBJECTIVES

To make the students

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions of education of children with special needs for realising the concept of Universalisation of education".
3. Grasp about the meaning, specific characteristics, and modalities of identification of various' types of (students who are different then majoriy or are) exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

UNIT-I

- Meaning and scope of special Education. A brief history of Special Education. Scope of special education in India.. Government policies and legislations. Administration of special education. Characteristics, education and placement of the following types of special children,

UNIT-II

- Meaning of universalization of Education as per constitutional provision as well as state-wise allotment; - recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation council of India.

UNIT-III

- Exceptional learners - learners who are mentally handicapped, visually impaired, hearing impaired, loco motor impaired, suffering with learning difficulties, and gifted the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.

UNIT-IV

- Meaning of an educational intervention - nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resources room, resource teacher, counselor etc concept of remedial teaching (specially, for learning disables children); role of other (peer) members of the school (children as' well as teachers); family of the "concerned child" and the community in educating the child who is an exceptional one.

UNIT-V

Characteristics, prevention, educational programs and placement of the following types of special children.
- Mentally Retarded, (MR),
- With Learning Disabilities,
- Emotionally disturbed,
- With Speech and Language Di6orders,
- Visually impaired,

- With Hearing impairment
- Creative
- Gifted

(Definition, types, causes, psychological and behavioural characteristics and education)

ELECTIVE PAPER
PAPER XI
EDUCATIONALTECHNOLOGY

COURSE OBJECTIVES

1. To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system..
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the 'students teachers to understand about the importance of. programmed instructions and researches in E.T.
5. To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

UNIT-I
- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET
- Components of ET: 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 tutorials.

UNIT-III
- Teaching levels, Strategies & Models :
- Memory, Understanding and Reflective levels of teaching
- Teaching strategies: Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models: and Modern Models of Teaching).
- Modification of teaching behaviour; Micro teaching, Flander's Interaction Analysis, Simulation.

UNIT-IV
- Programmed instruction (linear/branching model)- 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, Videotape, Radio-vision, Tele-conferencing CCTV, CAI, INSAT- Problems of New Technologies.
- Evaluation and Educational Technology.

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ELECTIVE PAPER
PAPER - XII
EDUCATIONAL MEASUREMENT & EVALUATION
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COURSES OBJECTIVES

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. To help the student understand relationship between measurement and evaluation in education and the existing models of evaluation.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standarizing a test
5. To make the students understand how various requirements of education are measured evaluated interpreted and their results are recorded to help learners.

UNIT-I

- The Measurement and evaluation process
- Concept, scope and need, Taxonomies of educational objectives, Norm-referenced and criterion-referenced measurement
- Evaluation : Functions of evaluation, and the basis principles of evaluation.

UNIT-II

- Models in Educational Evaluation
- 3D Model, Total Ref lection Model & Individual Judgment Model.
- Evaluation and Curriculum
- Interrelationship between measurement and evaluation in education

UNIT-III

- Tools of Measurement and Evaluation
- Subjective and objective tools, essay test, objective test, scales, questionnaires, schedules, inventories, performance tests. -

UNIT-IV

- Test Construction
- General principles of test construction and its standardization
- Writing test items - objective type, essay type arid interpretive type.
- Item analysis procedures for norm-referenced and criterion referenced mastery tests.
- Basic characteristics of good measuring instrument.
- Validity, objectivity, Reliability, Usability and Norms
- Types, Ways of determination; importance and application
- Item analysis.
- Measurement Of Achievement, Aptitudes, Intelligence, Attitudes, Interest 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

UNIT-V
- Test Standardization
- Norm referenced and criterion referenced tests, scaling - standard scores, T-score & C-scores.
- Steps involved in standardising a Test.
- t- valve, correlation, central tendencies.
- Curves & Normal Probability curve and problems on NPC.

PRACTICUM
1. Construction of an achievement test - design, blue-print formulation of items and scoring keys.
2. Construction of a diagnostic test in any one of the school teaching subjects at secondary level.
3. Construction of test objective-type items on any school subject with respect to knowledge, understanding and application. .
4. Drawing the normal probability Curve of a given distribution anti test the normality by means of skewness and kurtosis.

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ELECTIVE PAPER
PAPER - XIII
CURRICULUM DEVELOPMENT

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COURSE OBJECTIV'ES
1. To enable the student teachers to develop an understanding about important principles of curriculum construction.
2. To help student teachers understand the bases and determinants of curriculum.
3. To orient the student teachers with curriculum design, process and construction of curriculum development:
4. To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
5. To help student teachers understand issues, trends and researcher in the area of curriculum, in India.

UNIT-I
- Introduction
- Concept and meaning of curriculum.
- Curriculum development, theories and procedures.
- History of curriculum development.

UNIT-II
- Bases of Determinants of Curriculum.
- Philosophical considerations
- Psychological considerations

- Sociological considerations
- Discipline-oriented considerations

UNIT-III
- Curriculum Design and organization
- Components and source of design
- Principles
- Approaches,
- Categories and types.

UNIT-IV
- Curriculum Construction
- Different models and principles
- Deduction of curriculum from aims and objectives of education
- Administrative consideration
- Grass-root level planning System - analysis.
- Curriculum Implementation Strategies
- Role of Curriculum support materials
- Types of materials and aids. Models of implementation. .

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 India.
- Suggestions and recommendation in curriculum development as per the following commissions
- University Education Commission, 1948
- Secondary Education Commission, 1952
- Education Commission,1966.

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2. Tamb. I. I. : Curriculum 'development : Theory and practice.
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4. Tyler, R. W. : Basic principles of curriculum Development.

ELECTIVE PAPER
PAPER - XIV
MANAGEMENT PLANNING AND FINANCING OF EDUCATION

COURSES OBJECTIVES
1. To enable the student teachers to understand meaning, nature, scope, functions, principles and approaches of educational management.
2. To acquaint the student teachers with the processes of educational management.
3. To develop an understanding in the student teachers about the management of finance, resources, and enable them to prepare school/institutional budget.
4. To orient student teachers with the procedures of supervision,, inspection and improvement in the field of education.
5. To make the student teachers understand about the type of leadership required and accountability to be maintained by the teacher and administrator.

UNIT-I
- Educational Management' practice in the Present day context
- Meaning, nature ,scope and principles of modern scientific management.
- Systems approach to operational management in education
- Functions of educational managers
- Research relating to' educational management
- The present trends in educational management

UNIT-II
- The process of management
- Planning for a rational approach to goal achievement;
- Concept, of Objectives, Steps for formulating the objectives; Planning strategy, Policy and Programme for realizing the objectives in terms of; Decision making, Programme development and forecasting; Organizing, Directing, Staffing and Recruiting, and planning for Human; Resources; Training, Coordinating and Controlling; Budgeting, Recording& Reporting.
- POSDCORB & PODC approaches.

UNIT-III
- Management of Financing:
- Nature and scope of Educational finance,
- Sources, Procurement, Budgeting and Allocation of Funds,
- Maintenance of Accounts,
- Sharing and distribution of financial responsibility,
- Mobilization of local resources.
- Private and self financing of educational institutions.

UNIT-IV
- Supervision and Inspection in Education : Need for supervision; Meaning, Nature, Scope, limitations of present supervisory procedures Evaluation of supervisory effec-

tiveness.
- Inspection Vs. Supervision
- Academic Supervision Vs. Administrative Supervision.
- Resources budgeting and auditing in education
- Resource :Meaning types mobilization, allocation and creation
- Budgeting : Processes, formulation, types, drawbacks
- Evaluation for performance and accountability.

UNIT-V
- Controlling & leadership styles in educational management
- Centralization Vs. Decentralization, PERT, PPBS, Control and methods of controlling, control-diameter, unity of command.
- Leadership : Meaning and nature, Theories of leadership, leaderships styles.
- System Evaluation, Programme Evaluation and Evaluation of functionaries.

ELECTIVE PAPER
PAPER - XV
ENVIRONMENTAL EDUCATION

COURSES OBJECTIVES
1. To make student teachers understand about the concept, importance scope and aims of environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient studen1t teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
5. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

UNIT-I
- Introduction .
- Concept, Importance and Scope.
- Aims and Objectives
- Guiding Principles and foundations.
- Relationship between man and Environment
- Ecological and Psychological Perspective

UNIT-II
- Environmental Hazards :
- Environmental pollution; physical, air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion.
- Need for conservation, preservation and protection of rich environmental heritage.
- Programme of environmental education tor primary, secondary and higher education institutions.

UNIT-III
- Features of curriculum for environmental education
- Special nature of curriculum on environmental education.
- Concept of environment and ecosystem.
- Natural system earth and biosphere, abiotic and biotic components.
- Natural resources, abiotic resources.

- Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system - industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT-IV

- Methods and approaches of environmental education
- Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- Methods - Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- Role of Media,. Print, films, and TV.

UNIT-V

- Comparative Study of Environmental Projects from various Countries.

ELECTIVE PAPER
PAPER - XVI
SCIENCE EDUCATION

COURSE OBJECTIVES

1. Enhance the learner's understanding of new perspectives in science education by developing a world view of the practices in the area.
2. Acquaint the learner with the latest educational thinking about science education.
3. Develop the professional skills needed for practicing modern education including the scientific listing of behavioural objective, devising appropriate transactional methodologies and technologies for achieving the outcomes.
4. Develop the skills needed, for the devising science curriculum for schools and for developing support materials and literature for curriculum transaction.
5. Develop the ability and skills for evaluating the range of outcomes in science education.
6. Use of research findings in science education for improving practices' related to science education.

COURSE CONTENTS

UNIT-I

Nature of modern science and science education
- Evaluation of science over the centuries; role of science in the 21st, century information society and the emerging educational scenario.
- Science education, for the 21 century - new assumptions and practices, in modern
- Science education. Nature of scientific method; use of scientific method of generating new knowledge.

Objectives of modern science education
- Different approaches adopted for defining educational outcomes - taxonomial approach, products, versus process approach, problem solving approach, discovery approach etc.

UNIT-II

Modern science curricula
- Nature of modern science curricula; criteria used for developing science curriculum for schools; discipline oriented science curricula.
- Specialised verses integrated science curricula.
- Characteristics of important curricular experiments like the PSSC, Chem Study, BSCS, Nuffield Science etic.
- Format of the science curriculum document.

- Curriculum support documents and materials.

UNIT-III
- Psychological bases of modern science education: Contributions of modern educational thinkers to science education and their implications for educational practice with special reference to the works of : () Piaget; (b) Bruner; (c) Gagne; (d) Ausubel and (e) Mager.
- Instructional strategies arid models: Study of any three, representative models of teaching, useful for science teaching.
- Applications, of enquiry approach, environmental approach and creative learning approach to science education.
- Project work in science learning.
- Use of co-curricular activities for science learning.
- Instructional strategies for dealing with the gifted children; strategies for dealing with low achieves. Education for scientific credibility.

UNIT-IV
- Curricular support material and educational technology : Text books - criteria used for developing textbooks. Student workbooks, teacher handbooks arid reference books; use of on-line search for information.
- Educational technology - meaning and scope; hardware and software technologies; programmed instruction; CAI; audio-video support material for science learning.

UNIT-V
- Evaluation of educational outcomes : Evaluating specified outcomes - modern assumptions. Developing instruments for measuring speciliased behariroural outcomes.
- Test formats items analysis, validity and reliability of texts; question banks; scoring marking and grading; items of measuring process and product outcomes; diagnostic testing and remedial teaching;. concept of MLL.
- Research perspectives : Acquaintance with important research findings with special reference to science education in, India in the following areas
  (a) variables related to science achievement - intelligence, adjustment and motivational dimensions. .
  (b) underachievement in sciences incidence; variables related to underachievement.
  (c) studies on science curricula.
  (d) efficacy of instructional models used for science teaching.

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ELECTIVE PAPER
PAPER - XVII
YOGA EDUCATION

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COURSE OBJECTIVES
1. Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc.
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. Understand different types of Yoga -The Ashtang yoga, the Jnana yoga. Bhakti yoga, and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation of personality.
5. Understand the scientific basis and therapeutic values of yoga.

UNIT-I
    Metaphysical basis of yoga

- Concept of Purusha (pure consciousness) ahd Prakriti as basic components of cosmic reality.
- Concept of Budhi:' (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
- Further sub-divisigns of Ahamkar - Mana (the mind), karmeridris, Jnanendris and Tanmatras (the Suksharn Sharir)
- Nature of knowledge and knowledge getting process - the Pramanas.

UNIT-II
- The Philosophy of yoga and its relationship to individual and social upliftment.
- The meaning and definitions of Yoga.
- Yoga as a way to healthy and integrated living.
- Yoga as a way to socio-moral upliftment of man,
- Yoga as a way to spiritual enlightenment - Atmanubhuti Pratykshanubhuti.

UNIT-III
Different types of yoga systems and characteristics of yoga practitioner.
- Ashtanga yoga of Patanjali
- Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita. Integral yoga of Aurobindo and modern off shoots of yoga Characteristics of a practitioner of yoga.

UNIT-IV
- The instrumentals of yoga (Sadhana pad).
- The Five vamas (observances).
- The Five Niyamas (abstinences).
- Asans - The right postures.
- Pranayam controlling the breadth.
- Pratyahara controlling the senses.
- Dharana (concentration) and its methods
- Dhyana (meditation) and its kinds.
- Samadhi - its various types.

UNIT-V
- Scientific : basis of yoga - yoga and mental health.
- Yoga and Bio-feedback Therapeutic values of yoga.
- Different Asans and their effects to promote a sound physical and mental health.
- Dhyana, and its therapeutic value.

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ELECTIVE PAPER
PAPER - XVIII
COMPUTER EDUCATION
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OBJECTIVES
1. To acquaint students with Computer Centric Education and Fundamentals of Computer System.
2. To train students in various computer operation environment.
3. To develop knowledge about Data Communication and Network System.
4. To develop competencies in students, and to learn programming for the purpose of developing Educational Software.
5. To understand and develop skills in using computers, in the areas of Education.
6. To develop skills in using application software for the' purpose of educational management.

SYLLABUS
UNIT-1   FUNDAMENTAL OF COMPUTER SYSTEMS
- Introduction D:mputer system and its mechanism, Concepts of Hardware and Soft-

ware, Variables (Numeric,alphanumeric, string), Personal Computer peripherals and its function (Input and output devices, CPU, Primary and Secondary memories). ROM, RAM, Hard Disk Drive, Floppy Disk Drive, CD-ROM, File organisation, Use of Key Board, Mouse, Joy stick, Light Pan, Precautionary measured in using computers, Use of computer in the areas of Educational System (School Education or Higher Education), Structural presentation on the use of computers in education and teaching profession.

UNIT-2 OPERATING SYSTEMS (DOS, WINDOWS-98, UNIX)

- DOS : Elementary knowledge and use of DOS and its Internal and External Commands. WlNDOWS-98 : Functional knowledge of Windows-98 and commands for its operational systems. UNIX: Elementary knowledge and use of UNIX environment, Getting started with UNIX. .NIX Directories and Files, UNIX Security and Access, UNIX Communications, Difference between Application and System software, Concept of operational commands.

UNIT-3 DATA COMMUNICATION AND NETWORK

- Data communication, Type of Data, Communication System and devices, Types of computer network system, Network topology, Network structures and characteristics, Local Area Network (LAN). Electronic Mail, Internet, Voice Mail, Multimedia in Education, Networking in India, Concept of e-Commerce, Intranet, Extranet, Computer as tool for Learning, Computer Managed Education (CME). Access of Web site, Source of getting Education of information.

UNIT-4 COMPUTER CENTRIC EDUCATION

- Concept of computers, Modern Development Process, Differences in Computer Technology, Computer Application and Computer Education, Use of . Computers in Education, Limitations and disadvantages of computers, Impact of computers in Education, Research in Computer Education, Use of computer in Educational Planning, Use of Computers in Educational Management & Administration, Development of Teaching System on Computers. Computer Assisted Learning.

UNIT-5 SOFTWARE DEVELOPMENT IN EDUCATION

- Concept and knowledge of system analysis and design, Characteristics of Educational software, Techniques of Educational software development (designing, developing and implementation stages), Data processing and structure, Factors determining the methods of Data processing cycles.

  Concept of Database, Database Management in School System, Ms-ACCESS for creative database; Modern Word Processing with MS-Word; Presentation of facts with MS-Power Point for Transparency and slide presentation; MS- Excel for preparing Graph and simple statistical analysis, Functions Knowledge about these four Software(MS-OFFICE) and operational Commands.

ASSIGNMENTS & PRACTICAL:

1. Developing Educational Software through FoxPro 2.6 (Windows based).
2. Developing a MIS (Management Information System) of School System or Higher Education.
3. Developing Question Bank for +2 Level / Higher Education / Professional Examinations.
4. Developing Source of Educational Information's, and interaction through Internet.
5. Creating personal library through Search Engines in Web sites.

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