

Course No. EDUCP-17301

Course Name: Philosophical Foundations of Education-II

Marks =100 (External =80 +Internal= 20)

4 Credits

Objectives:

- To enable the student to understand the philosophical origins of Educational Thought and Practices.
- To enable the student to develop a philosophical attitude towards educational difficulties.
- To help the students to understand the educational contribution of different schools of philosophy and their impact on education.
- To help the students to understand educational contribution of different educationists to the theory and practice of education.
- To make students familiar to analyse and evaluate the basic schools of Indian philosophy and its relationship with education.
- To make students understand the problems of education in the light of knowledge provided by educational thinkers.

Unit-I Philosophical Issues:

- i) Epistemological issue
- ii) Ontological issue
- iii) Axiological issue

Unit-II Radical Thought in Education:

- i) Radicalism-Concept
- ii) Paulo Freire - Conscientization
- iii) Ivan Illich - De-Schooling Society

Unit-III Indian Schools of Philosophy:

- i) Buddhism
- ii) Hinduism
- iii) Islamic Tradition

With special reference to aims, curriculum, methods of teaching and role of teacher.

Unit-IV Educational Thinkers:

- i) Dr. John Dewey
- ii) Bertrand Russell
- iii) Al Ghazali

(Their educational aims, curriculum, methods of teaching and role of teacher)

Suggested Readings:

1. Aggarwal, J.C. (1998), theory & Principles of Education, Agra, Vinod Pustak Mandir, 1996.
2. Ahangar, S.D. (2015) Theory & Principles of Education, Dilpreet Publications, New Delhi.
3. Brubacher, John S. (1969) Modern Philosophers of Education, New Delhi: Tata Mcgraw Hill.
4. Curren Randall (Edited) A Companion to Philosophy of Education, New York Blackwell
5. Dewey, J. Democracy and Education and introduction into Philosophy of Education, New York, The Free Press, 1966.
6. Henderson, Introduction to Philosophy in Education
7. Hiriyana, M (1995) the Essentials of Indian Philosophy, Delhi: Motilal Banarsidas Publishers Pvt. Ltd.
8. Kneller, G.F. Introduction to philosophy of Education, New York, John Witty & Sons, 1971. Mandir, 1996.
9. Morris, V. Existentialism in Education, New York, Harper & Row, 1966.
10. Nehru, R.S. (1992) Educational Philosophy.
11. O'Connor, J. An Introduction to the Philosophy of Education, Agra, Vinod Pustak Mandir.
12. Pandey, R.S. An introduction to Major Philosophers of Education, Agra, Vinod Pustak
13. Publishing . 2003.
14. Radha Krishnan, S. History of Philosophy eastern and western. London Allen and Unwin
15. Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square : University of London
16. Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
17. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital publishers.

Course No. EDUCP-17302

Course Name: Psychological Foundations of Education-II

Marks =100 (External =80 +Internal= 20)

4 Credits

Objectives:

- To develop an understanding about the Cognitive, Moral, Psychosocial and Constructivist Theories of development.
- To develop understanding about personality in terms of its concept, determinants and theories.
- To develop critical appraisal and understanding about assessment of personality.
- To develop insight about the concept and process of adjustment and maladjustment.

Unit I: Theories of Development:

- i) Cognitive development theory: Jean Piaget.
- ii) Moral development theory: Kohlberg.
- iii) Psycho-social development theory: Erickson.
- iv) Social constructivist approach: Lev Vygotsky.

Unit II: Personality:

- i) Concept, determinants: psycho-social, Biological.
- ii) Trait factor Theory: Cattell.
- iii) Humanistic theory: Carl Rogers.
- iv) Psychoanalytic Theory: Sigmund Freud.

Unit III: Assessment of Personality:

- i) Subjective Methods: Interview, Case study.
- ii) Objective Methods: MMPI, 16 PF.
- iii) Projective Methods: Rorschach Ink Blot test (RIB), Thematic Apperception (TAT).
- iv) Practical application of RIB, TAT, 16PF.

Unit IV: Adjustment Process:

- i) Concept and process of adjustment and Maladjustment
- ii) Causes and Symptoms of Maladjustment.
- iii) Defense Mechanisms: Repression, Regression, Projection, Rationalization,
- iv) Displacement, Sublimation, Denial and Identification.

Suggested Readings

1. Allport, W. G. (1961). Pattern and Growth in Personality.
2. Charles Catania, A (1992). Learning, 3rd Ed. New Jersey: Prentice Hall,
3. Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt.,
Ltd., New Delhi.
5. Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol

6. Publications Pvt. Ltd., New Delhi.
7. Dececco J.P (1970) Psychology of Learning and Instruction., New Delhi: Prentice Hall
8. Emeralled, V. Dechant and Henry P. Smith (1977). Psychology in Teaching
9. Reading. New Jersey: Prentice Hall Inc.
10. Friedman, S.H., & Schustack, W.M. (2003). Personality; Classic Theories & Modern
11. Research (2nd ed.). Pearson Education.
12. Hallahan, P.D., & Kauffman, M. J. (1991). Exceptional Children; Introduction to Special
13. Education (5th ed.). Allyn & Bacon.
14. Hergenhann, R.B., & Olson, H.M. (1997). An Introduction to Theories of Learning
15. (5th ed.). Prentice Hall.
16. Kelly. Personality Assessment. John Wiley & Sons Asia (P) Ltd.
17. Kuppuswami, B (1994). Advanced Educational Psychology. New Delhi: Sterlin
18. Publishers (P) Ltd.
19. Lester. A. Lefton and LalraValvatne (1983). Mastering Psychology. USA: Allyn &
20. Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India

Course No. EDUCP-17303

Course Name: Statistics In Education

Marks =100 (External =80 +Internal= 20)

4 Credits

Objectives:

- To develop understanding about the concept of Inferential and Differential statistics.
- To develop understanding about the concept and application of Central Tendency, Variability.
- To develop understanding about the concept of normal Probability Distribution.
- To develop understanding about the concept and application of Parametric and Non Parametric test.
- To develop understanding about the concept and application of Correlation and Co-efficient of Correlation.

Unit I: Measures of Central Tendency:

- i) Concept of Inferential & Descriptive Statistics
- ii) Concept and computation of measures of central tendency
- iii) Concept of Variability: Range, S.D & Q.D
- iv) Computations of Percentiles and Percentile Ranks.
Graphic methods: Bar graph, Pie Chart, O give, Line graph, their application & use.

Unit II: The Normal Distribution Curve:

- i) Meaning and properties of the normal distribution
- ii) Measures of divergence from normality-skewness and Kurtosis
- iii) Applications of the normal probability curve
 - a) Raw scores into standard scores
 - b) Cases falling above and below mean
 - c) % of cases between given percentage

Unit III: Parametric & Non- Parametric Statistics:

- i) Parametric
 - a) Meaning and advantages
 - b) Critical ratio & T-test (for correlated and un correlated)
 - c) ANOVA-One way
- ii) Non- parametric
 - a) Meaning and advantages
 - b) Chi-square & contingency tables

Unit IV: Correlation:

- i) Meaning of correlation and co-efficient of correlation
- ii) Uses of correlation
- iii) Calculation of Co-efficient of correlation
 - a) Product Moment Coefficient of Correlation including Scattergram

- b) Rank order
- c) Tetrachoric

Suggested Readings:

1. Best. J. w. educational research boston A. pearson
2. David tabber using statistics to make educational decisions
3. Educational Statistics by -N.A. Nadeem H. Mulholland, collin reeves, jones fundamentals of statistics
4. Henery E.Garette (2005) Statistics in psychology and education Paragon internationalpublishers
5. internationalpublishers
6. John A kauf Basic statistics in educational research
7. Kulbirsingsidhu statistics in education and psychology sterling publications
8. limited.
9. Lokeshkoul Educational Research vikas publishing house new Delhi
10. Moris (2001) statistics
11. R. P. Pathak statistics in education and psychology pearson education India 2011
12. S. K. Mangal statistics in education and psychology printice hall India learning private

Course No. EDUDCE-17304

Course Name: Creativity and Education

Marks =100 (External =80 +Internal= 20)

4 Credits

Objectives

- To acquaint the students with the basic concept of creativity
- To develop understanding about various stages of creativity
- To develop understanding about theories of intellect and creativity
- To develop understanding about development of creativity
- To help students in identification of a creative person
- To develop understanding among students about various tests of creativity

Unit I: Conceptual frame work of Creative Thinking

- i) Nature & Concept of Creativity
- ii) Characteristics of Creativity.
- iii) Conditions of creativity
- iv) Components of Creativity

Unit II: Theories of Creativity

- i) Taylors theory of creativity
- ii) Graham Walles Theory of creative process
- iii) Steinberg & Williams
- iv) Torrance Theory of Creativity

Unit II: Development of Creativity

- i) Nurturing and stimulation of creativity
- ii) Methods of creativity
 - a) Problems Solving
 - b) Brain storming
 - c) Synectic Model William Gorden

Unit IV: Identification of Creative Talent

- i) Identification of creativity: Torrance test of creativity thinking
- ii) Baqer Mehdi's Verbal Non Verbal Tests of creativity
- iii) Research in creativity in India.
- iv) Personality profile of creative child(Practical)
- v) Personality profile of a creative adult (Practical)

Suggested Readings

1. Getzels, S. W. & Jack, P. L. Creativity and Intelligence American Sociological Review.
2. Gowan, J. C. Dewas G. D, Torrance, E. P. Creativity & its Educational Implication
3. Heinze. Free Press of Glance, University of Chicago.
4. Kneller, G. E. The Art and Science of Creativity

5. Kusuma, A. Creativity and Cognitive Styles in Children Discovery Publishing House,
6. Mangal S.K. Advanced Educational Psychology PHI learning private limited Delhi 2016
7. Mehdi, B. Creativity in Teaching and Learning. (New Delhi: NCERT, 1981)
8. Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot. Ansari Road)
9. New Delhi.
10. Ram Nath Sharma, Advanced applied psychology- Atlantic Publication -2004
11. Rather, A. R. Creativity: Its Recognition and Development (Sarup & Sons; New Delhi)
12. Sharma, K. N. Dynamics of Creativity.
13. Stein, Morris & Creativity and the Individual.
14. Taylor, C. W. Creativity: New York; McGraw-Hill.
15. Torrance, E. P. Guiding Creative Talent. N. J. Prentice Hall, Englewood, Cliffs.
16. Vernon, E. P. (Ed) Creativity. Methuen & Co. Ltd. II, New Felter Lane London.
17. Vygotsky, L. S. Mind in Society Cambridge, M. A: Harward University Press.

Course No. EDUDCE-17305

Course Name: Curriculum Studies

Marks =100 (External =80 +Internal= 20)

4 Credits

Objectives:

- To understand the meaning and development of curriculum development.
- To comprehend the principles and processes of curriculum development.
- To understand the role of philosophy, sociology and psychology in shaping the curriculum.
- To familiarize with various types and stages of curriculum development.
- To understand the process and approaches of curriculum planning.
- To gain understanding about the various models of curriculum development.
- To acquire knowledge of the terms and concepts of curriculum evaluation.
- To understand the different aspects in curriculum evaluation.
- To understand the need of curriculum reforms in India

Unit I: Conceptual Framework of Curriculum

- i) Concept and Functions of curriculum
- ii) Curriculum objectives: Bloom's Taxonomy
- iii) Foundations of curriculum development: Philosophical, Sociological and Psychological

UNIT II: Curriculum Development

- i) Concept of Curriculum development
- ii) Principles of Curriculum construction
- iii) Types of Curriculum construction in the purview of subject centered, learner centered, problem centered, core curriculum

Unit III: Curriculum Planning

- i) Concept of curriculum planning
- ii) Approaches and Steps in curriculum planning
- iii) Models of Curriculum development- Gross root, Administrative, Demonstrative, system analysis

Unit IV: Curriculum Evaluation

- i) Concept and Objectives of Curriculum evaluation
- ii) Aspects of Curriculum evaluation: Formative, Summative
- iii) Curriculum reforms in India after independence

Suggested Readings:

1. Tyler, Ralph. W. Basic Principles of Curriculum & Instruction, Chicago, The University of 1967.

2. Agarwal, J.S., (2002). Philosophical and Sociological Perspectives on Education. Shipra Publications, New Delhi.
3. Aggarwal, J.C., (1990). Curriculum Reforms in India. Doaba House, Delhi.
4. Aggarwal, J.C., (2001). Basic Idea in Education. Shipra Publications, New Delhi.
5. Bhati. B.D. and Sharma S.R., (1992). Principles of Curriculum Construction. Kanishka
6. Bhatt B.D., (1996). Curriculum Reform Change and Continuity. Kanishka Publications, New Delhi.
7. Cuff, E.C. and Payne G.C.F., (1985). Crisis in the Curriculum. Croom Helm Ltd.
8. Dell, Ronald C. Curriculum Improvement: Decision Making & Process, (6th edition). Prentice Hall.
9. Dewey, John., (1966). The Child and the Curriculum - The School and Society. Phoenix, New York.
10. Diamond, Robert M. Designing & Improving Courses & Curricula in Higher Education A Practical Guide. Sage Publications, Thousand Oaks, CA.
11. Erickson, H. L, Concept based Curriculum and Instruction, CA, Corwin Press, Sage
12. Flinders D. J (Ed) the Curriculum Studies, New Delhi, Atlantic Publishers, 1977.
13. Hilda Taba, (1962). Curriculum Development Theory and Practice. New York: Harcourt London, Allyn & Bacon, Inc. 1986. Macmillan.
14. Mamidi, Malla Reddy & Ravishankar (eds) Curriculum Development & Educational Research. New Delhi, Atlantic Publishers, 1977.
15. NCERT Curriculum & Evaluation, New Delhi, NCERT, 1984.
16. NCERT National Curriculum for Elementary & Secondary Education, A Framework, New Delhi, NCERT, 1988. New Delhi.
17. Saylor J. Galen, William Alexander & Arthur J. Lewis Curriculum planning for Better Learning. New York, Holt Rinehart & Winston, 1980.
18. Tanner, D and Tanner, L.N., (1975.) Curriculum development: Theory and, New York: Holt Rinehart & Winston, 1980.
19. Teaching & Learning (4th edition), New York, Holt Rinehart & Winston, 1980.
20. Trum J. Lyod. Secondary School Curriculum Improvement, New York, Prentice Hall, 1977.

Course No. EDUDCE-17306

Course Name: Comparative Education

Marks =100 (External =80 +Internal= 20)

4 Credits

Objectives:

- To acquaint the learners with concept & scope of Comparative Education
- To acquaint the learners to understand the Development of Comparative Education through different Phases.
- To acquaint the learners to understand the factors and forces influencing practice of Education.
- To acquaint the learners about the methods & approaches of Comparative Education
- To make students familiar in understanding structure and systems of education in USA,Finland and India at different levels.

UNIT I: Comparative Education: Concepts & Approaches

- i) Concept and scope of Comparative Education.
- ii) Objectives of Comparative Education.
- iii) Development of Comparative Education through different Phases.

Unit II: Impact of Various Factors on Educational Systems

- i) Economic Factor
- ii) Geographical Factor
- iii) Sociological & Political Factor
- iv) Lingual & Technological Factor

Unit III: Methods of Comparative Education

- i) Description
- ii) Interpretation
- iii) Juxtaposition
- iv) Comparison

Unit IV: Comparative Study of the Educational Systems of U.S.A, Finland and India with reference to:

- i) Structure, Aims & Administration.
- ii) Pre- Primary Education.
- iii) Primary Education
- iv) Secondary Education.
- v) Higher Education

Suggested Readings

1. A textbook of comparative education: philosophy, patterns and problems of national systems:(UK, USA, USSR, INDIA), T.S Sodhi, ISBN-13: 978-0706922257. Comparative Education with Special Reference to Elementary Education, C.

2. Naseema & V K Jibin. Shipra Publications, 2013, ISBN: 8175416904, 9788175416901.
3. Comparative Education: A Comparative Study of Educational Systems, Yogendra K.
4. Sharm, Kanishka Publishers, 2004, 9788173916120.
5. Comparative Education: A Study of Educational Factors and Traditions, Nicholas Hans, Routledge, 2011 - Education ,Volume 4.
6. Comparative method in education. Bereday, George Z. F, New York. Reinhart & Winston, 1964.
7. International Education: An Encyclopedia of Contemporary Issues and Systems by Daniel Ness
8. International Handbook of Comparative Education, Robert Cowen; Andreas M. Kazamias, ISBN: 9781402064036. ISBN: 9780765682963.
9. Teaching Comparative Education: trends and issues informing practice, Patricia K.
10. Kubow (Oxford Studies in Comparative Education), ISBN: 9781873927823.
11. Textbook of Comparative Education, T S Sodhi, Vikas Publishing House ISBN: 9780706985252.

Course No. EDUGE-1730 7

Course Name: Mental Health

Marks =50 (External =40 +Internal= 10)

2 Credits

Unit I Mental Hygiene

- i) Concept of Mental Health & Role of teacher in fostering mental health.
- ii) Nature, Scope and Principles of Mental Hygiene
- iii) Importance & Functions of Mental Hygiene

Unit II Adjustment & Mal-adjustment

- i) Concept of Adjustment & Mal-adjustment
- ii) Factors of Mal-adjustment
- iii) Indicators of Mal-adjustment (with special reference to Frustration, Anxiety, Phobias & Manias
- iv) Adjustment mechanism: Identification, Displacement, Projection, Rationalism & Regression

Suggested Readings:

1. Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: New Prentice Hall,
2. Crow, Lioter D. & Alice Grow Adolescent Development and Adjustment. New York: McGraw Hall. Inc. 1964 hill Book Co. 1965.Inc. 1969
3. Lazarrus, Richards S. Patterns of Adjustment, New York: McGraw Hill Book Co. 1976.
4. Lehner, George, F. J, and Ela Kube. The Dynamics of personal Adjustment. New York: Prentice
5. Wheatlev, George, M. & Grace T. Hallock, Health Observation of School Children, New York:McGraw hill Book Co. 1965.

Course No. EDUOE-1730 8

Course Name: Personality Development

Marks =50 (External =40 +Internal= 10)

2 Credits

Unit I Personality

- i) Concept Biological & Environmental Determinants.
- ii) Trait Theory of Personality.
- iii) Trait Factor Theory of Cattell.
- iv) Psychoanalytic Theory of Freud.

Unit II Personality Assessment

- i) Erickson's Theory of Psycho-social Development
- ii) Kohlberg's theory of moral Development
- iii) Piaget's Theory of Cognitive Development

Suggested Reading:

1. Allport, G. W. Pattern and Growth in Personality (New York: Holt Oxford and 1BH
2. Anastasi, A. Psychological Testing (2nd Ed.) (New York: Macmillan Co., 1976)
3. Dandopani, S. A Textbook of Advanced Educational Psychology: Anmol Publications, New Delhi.
4. Ferguson Personality Measurement. (New York: McGraw Hill Company, 1952)
5. Freeman, F. S. Theory and Practice in Psychological Testing. (New York: Oxford and 1BH
6. Lehner & Kube The Dynamics of Personal Adjustment. (England: Cliffs Prentice Hall, 1964)
7. Publishing Co., 1961)
8. Publishing Co., 1961)
9. Shaffer and Shoben The Psychology of Adjustment (New York: Hought Mifflin,, 1956)
10. Skinner, C. E. (Ed.) Educational Psychology (New Delhi: Prentice Hall of India, 1972)
11. Vernon, P.E. The Structure of Human Abilities (London: Methun and Co., 1964)
12. Woodworth, R.S. Contemporary Schools of psychology (London: Methuen and Co., 1961)