

Choice Based Credit System Scheme of courses M.A. Education 3rd Semester

CORE PAPERS					
Course No	Course Title	Total Credits	Marks		
			Internal	External	Total
EDU18301CP	PHILOSOPHICAL FOUNDATIONS OF EDUCATION-II	4	80	20	100
EDU18302CP	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION II	4	80	20	100
EDU18303CP	STATISTICS IN EDUCATION	4	80	20	100
DISCIPLINE CENTRIC ELECTIVES (DCE- ONLY 02)					
EDU18304DCE	CREATIVITY & EDUCATION	4	80	20	100
EDU18305DCE	CURRICULUM STUDIES	4	80	20	100
EDU18306DCE	COMPARATIVE EDUCATION	4	80	20	100
GENERIC ELECTIVES (GE)					
EDU18307GE	Mental Hygiene	2	40	10	50
OPEN ELECTIVES (OE)					
EDU18308OE	Personality Development	2	40	10	50

Note:- The Students have to qualify the 3 (Core Papers) + 2(Discipline Centric Electives Papers) to be opted out of 3 (Discipline Centric Electives Papers)+ 1(Generic Paper) and 1 Open Elective Paper

PHILOSOPHICAL FOUNDATIONS OF EDUCATION-II

Course No EDU18301CP

(80+20) 4

Credit

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:

- Epistemological issue
- Ontological issue
- Axiological issue

Unit-II Radical Thought in Education:

- Radicalism-Concept
- Paulo Freire - Conscientization
- Ivan Illich - De-Schooling Society

Unit-III Indian Schools of Philosophy:

- Buddhism
- Hinduism
- Islamic Tradition

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

Unit-IV Educational Thinkers:

- Dr. John Dewey
- Bertrand Russell
- 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 Publishing . 2003.
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.
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. 1995.
12. Pandey, R.S. An introduction to Major Philosophers of Education, Agra, Vinod Pustak Mandir, 1996.
13. Radha Krishnan, S. History of Philosophy eastern and western. London Allen and Unwin
14. Rusk, Robert R. (1962) Philosophical Bases of Education, Warwick Square : University of London
15. Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.
16. Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital publishers.

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION II

Course No EDU18302CP

(80+20) 4 Credit

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:

- Cognitive development theory: Jean Piaget.
- Moral development theory: Kohlberg.
- Psycho-social development theory: Erickson.
- Social constructivist approach: Lev Vygotsky.

Unit II: Personality:

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

Unit III: Assessment of Personality:

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

Unit IV: Adjustment Process:

- Concept and process of adjustment and Maladjustment
- Causes and Symptoms of Maladjustment.
- Defense Mechanisms: Repression, Regression, Projection, Rationalization, 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.
4. Dandapani, S. (2001) A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi.

5. Dececco J.P (1970) Psychology of Learning and Instruction., New Delhi: Prentice Hall
6. Emeralled, V. Dechant and Henry P. Smith (1977). Psychology in Teaching Reading.New Jersey: Prentice Hall Inc.
7. Friedman, S.H., &Schustack, W.M. (2003). Personality; Classic Theories & Modern Research (2nd ed.). Pearson Education.
8. Hallahan, P.D., & Kauffman, M. J. (1991). Exceptional Children; Introduction to Special Education (5th ed.). Allyn & Bacon.
9. Hergenhann, R.B., & Olson, H.M. (1997). An Introduction to Theories of Learning (5thed.). Prentice Hall.
10. Kelly. Personality Assessment. John Wiley & Sons Asia (P) Ltd.
11. Kuppuswami, B (1994). Advanced Educational Psychology. New Delhi: Sterlin Publishers (P) Ltd.
12. Lester. A. Lefton and LalraValvatne (1983). Mastering Psychology. USA: Allyn & Bacon Inc.
13. Mangal S.K. (2000). Advanced Education Psychology. New Delhi: Prentice Hall of India (P) Ltd.
14. Mangal, K.S. (2007). Educating Exceptional Children; An Introduction to Special Education. PHI Learning Private Limited, New Delhi.
15. Morris, G. C. Psychology: An Introduction (5th ed.). Prentice Hall.
16. Myers, G.D. (1996). Exploring Psychology (3rd ed.). Worth Publishers.
17. Rauf, A (1962) Dynamic Educational Psychology., Ferozsons
18. Reber, S. A., &Reber, S. E. (2001). Dictionary of Psychology (3rd ed.). Penguin Reference.
19. Robert, S. Feldman (1993). Understanding psychology. USA: Mc Graw Hill Inc.
20. Ronald Jay Cohen. Psychology and Adjustment. Allyn and Bacon, London.
21. Santrock, W. J. (2006). Psychology Essentials 2 (Updated ed.). Tata McGraw Hill Edition.
22. SitaramJayaswal (1974). Advanced Educational Psychology. Agra: Vinod PutakMandir.
23. Skinner, C.E. Educational Psychology, Fourth Edition Prentice Hall of India Pvt. Ltd.,2003.
24. Smith, C.E.T., Polloway, A. E., Patton, R.J., & Dowdy, A. C. (2012). Teaching Students with Special Needs in Inclusive Settings (6th ed.). PHI Learning Private Limited, New Delhi.
25. Sreevani, R. (2010). A Guide To Mental Health And Psychiatric Nursing (3rd. ed.). Jaypee Brothers Medical Publishers.
26. Woolfolk, A. (2006). Educational Psychology (9th ed.). Pearson Education.

STATISTICS IN EDUCATION

Course No EDU18303CP

(80+20) 4 Credit

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:

- Concept of Inferential & Descriptive Statistics
- Concept and computation of measures of central tendency
- Concept of Variability: Range, S.D & Q.D
- 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:

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

Unit III: Parametric & Non- Parametric Statistics:

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

Unit IV: Correlation:

- Meaning of correlation and co-efficient of correlation
- Uses of correlation
- 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
4. H. Mulholland, collin reeves, jones fundamentals of statistics
5. Henery E.Garette (2005) Statistics in psychology and education Paragon international publishers
6. John A kauf Basic statistics in educational research
7. Kulbirsingsidhu statistics in education and psychology sterling publications
8. Lokeshkoul Educational Research vikas publishing house new Delhi
9. Moris (2001) statistics
10. R. P. Pathak statistics in education and psychology pearson education India 2011
11. S. K. Mangal statistics in education and psychology printice hall India learning private limited.
12. Sharma fundamentals of statistics

CREATIVITY & EDUCATION

Course No EDU18304DCE

(80+20) 4 Credit

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:

- Nature & Concept of Creativity
- Characteristics of Creativity.
- Conditions of creativity
- Components of Creativity

Unit II: Theories of Creativity:

- Taylors theory of creativity
- Graham Walles Theory of creative process
- Theories of creativity
 - Steinberg & Williams
- Torrance Theory of Creativity

Unit II: Development of Creativity:

- Nurturing and stimulation of creativity
- Methods of creativity
 - A. Problems Solving
 - B. Brain storming
 - C. Synectic Model William Gorden

Unit IV: Identification of Creative Talent:

- Identification of creativity: Torrance test of creativity thinking
- Baqer Mehdi's Verbal Non Verbal Tests of creativity
- Research in creativity in India.
- Personality profile of creative child(Practical)
- 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. Kneller, G. E. The Art and Science of Creativity
4. Mangal S.K. Advanced Educational Psychology PHI learning private limited Delhi 2016

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

CURRICULUM STUDIES

Course No EDU18305DCE

(80+20) 4 Credit

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

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

UNIT II: Curriculum Development

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

Unit III: Curriculum Planning

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

Unit IV: Curriculum Evaluation

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

Suggested Readings:

1. Agarwal, J.S., (2002). Philosophical and Sociological Perspectives on Education. Shipra publications, Delhi.
2. Aggarwal, J.C., (1990). Curriculum Reforms in India. Doaba House, Delhi.

3. Aggarwal, J.C., (2001). Basic Idea in Education. Shipra Publications, New Delhi.
4. Bhati. B.D. and Sharma S.R., (1992). Principles of Curriculum Construction. Kanishka Publishing House, Delhi
5. Bhatt B.D., (1996). Curriculum Reform Change and Continuity. Kanishka Publications, New Delhi.
6. Cuff, E.C. and Payne G.C.F., (1985). Crisis in the Curriculum. CroomHelmLopdop.
7. Dewey, John., (1966). The Child and the Curriculum – The School and Society. Phoenix, USA.
8. Dell, Ronald C. Curriculum Improvement: Decision Making & Process, (6th edition). London, Allyn & Bacon, Inc. 1986.
9. Diamond, Robert M. Designing & Improving Courses & Curricula in Higher Education A systematic Approach, California, Jossey Bass Inc. Publishers, 1989.
10. Erickson, H. L, Concept based Curriculum and Instruction, CA, Corwin Press, Sage Publications, Thousand Oaks, 2000.
11. Flinders D. J (Ed) the Curriculum Studies, New Delhi, Atlantic Publishers, 1977.
12. Hilda Taba, (1962). Curriculum Development Theory and Practice. New York: Marcourt Brace.
13. Mamidi, MallaReddey&Ravishankar(eds) Curriculum Development & Educational Technology, New Delhi, Sterling Publishers, 1984
14. NCERT Curriculum & Evaluation, New Delhi, NCERT, 1984.
15. NCERT National Curriculum for Elementary & Secondary Education, A Frame Work, New Delhi, NCERT, 1988.
16. Saylor J. Galen, William Alexander & Arthur J. Lewis Curriculum planning for Better Teaching & Learning (4th edition), New York, Holt Rinehart & Winston, 1980.
17. Trum J. Lyod. Secondary School Curriculum Improvement, New York, Prentice Hall, 1967.
18. Tyler, Ralp. W. Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc., 1962.
19. Tyler, Ralp. W. Basic Principles of Curriculum & Instruction, Chicago, The University of Chicago Press, 1974.
20. Tanner, D and Taner, L.N., (1975.) Curriculum development: Theory and, New York: Macmillan.
21. Tanner, L.N., (Ed) (1988). Critical, Issues in curriculum National Society for the Study of Education, University of Chicago Press, Chicago.
22. Warwick, D (1975). Curriculum Structure and Design. University of London press, London.
23. Wheeler D.K. Curriculum Process, London, University of London Press, 1967.

COMPARATIVE EDUCATION

Course No EDU18306DCE

(80+20) 4 Credit

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

- Concept and scope of Comparative Education.
- Objectives of Comparative Education.
- Development of Comparative Education through different Phases.

Unit II: Impact of Various Factors on Educational Systems

- Economic Factor
- Geographical Factor
- Sociological & Political Factor
- Lingual & Technological Factor

Unit III: Methods of Comparative Education

- Description
- Interpretation
- Juxtaposition
- Comparison

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

- Structure, Aims & Administration.
- Pre- Primary Education.
- Primary Education
- Secondary Education.
- 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.

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

MENTAL HEALTH

Course No. EDU18307GE

(40+10) 2 Credit

Unit I Mental Hygiene:

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

Unit II Adjustment & Mal-adjustment.

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

Suggested Readings:

1. Carrol, Herbert A. Mental Hygiene, The Dynamics of Adjustment, New York: New Prentice Hall, Inc. 1969
2. Crow, Lioter D. & Alice Grow Adolescent Development and Adjustment. New York: McGraw hill Book Co. 1965.
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 Hall. Inc. 1964
5. Wheatlev, George, M. & Grace T. Hallock, Health Observation of School Children, New York: McGraw hill Book Co. 1965.

PERSONALITY DEVELOPMENT

Course No. **EDU18308OE**

(40 +10) 2 Credits

Unit I Personality

- Concept Biological & Environmental Determinants.
- Trait Theory of Personality.
- Trait Factor Theory of Cattell.
- Psychoanalytic Theory of Freud.

Unit II Personality Assessment

- Erickson's Theory of Psycho-social Development
- Kohlberg's theory of moral Development
- Piaget's Theory of Cognitive Development

Suggested Reading:

1. Allport, G. W. Pattern and Growth in Personality (New York: Holt Oxford and 1BH Publishing Co., 1961)
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 Publishing Co., 1961)
6. Lehner & Kube The Dynamics of Personal Adjustment. (England: Cliffs Prentice Hall, 1964)
7. Shaffer and Shoben The Psychology of Adjustment (New York: Hought Mifflin, 1956)
8. Skinner, C. E. (Ed.) Educational Psychology (New Delhi: Prentice Hall of India, 1972)
9. Vernon, P.E. The Structure of Human Abilities (London: Methun and Co., 1964)
10. Woodworth, R.S. Contemporary Schools of psychology (London: Methuen and Co., 1961)