

# TDC SYLLABUS FOR EDUCATION (HONOURS COURSE)

## TDC COURSE OUTLINE FOR SEMESTER SYSTEM (HONOURS) MAXIMUM MARKS - 50 (FOR EACH COURSE PAPER)

COURSE CODE(S)	TITLE OF THE COURSE PAPER(S)	TOTAL MARKS	PASS MARKS
101	THEORIES AND IDEAS OF EDUCATION	50	17
102	PSYCHOLOGY OF HUMAN DEVELOPMENT	50	17
103	DEVELOPMENT OF EDUCATION IN INDIA	50	17
201	PHILOSOPHY OF EDUCATION	50	17
202	EDUCATIONAL PSYCHOLOGY	50	17
203	SOCIOLOGY OF EDUCATION	50	17
301	EDUCATION AND SOCIETY IN INDIA	50	17
302	EMERGING TRENDS IN EDUCATION	50	17
303	EDUCATIONAL TECHNOLOGY	50	17
401	CURRICULUM DEVELOPMENT	50	17
402	TEACHING LEARNING METHODS AND PEDAGOGY	50	17
403	MEASUREMENT AND EVALUATION IN EDUCATION	50	17
501	EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION	50	17
502	GUIDANCE AND COUNSELLING	50	17
503	ACTION RESEARCH AND STATISTICS IN EDUCATION	50	17
601	PRACTICAL PAPER-I	50	17
602	PRACTICAL PAPER-II	50	17
603	OPTIONAL PAPER – i) 603-A-ENVIRONMENTAL EDUCATION ii) 603-B-SPECIAL EDUCATION iii) 603-C-ADULT AND NON-FORMAL EDUCATION (Any one of the above)	50	17

**1ST SEMESTER**  
**COURSE - 101 (Honours)**  
**THEORIES AND IDEAS OF EDUCATION**

**Total Marks = 50**

**Pass Marks = 17**

**Objectives**

To enable the undergraduate students to

1. acquaint themselves with understanding of the concept of education.
2. develop the skills of an analysis of the components and processes of education.

**UNIT : I**

- a) Meaning, definitions and Scope of Education, Concept of Education as a Science and Art.
- b) Types of Education - Formal, Informal and Non formal Education and their Characteristics.

**UNIT II**

- a) Aims of education - Individual and Social, Aims of Education in a Democracy.
- b) Factors determining aims of education.
- c) Meaning and Importance of discipline in Education
- d) Types of discipline - Intrinsic & Extrinsic.

**Unit III**

- a) Nature and characteristics of educational thought of Indian Philosophy
- b) Nature and characteristics of educational thought of Western Philosophy

**Unit IV**

- a) Meaning of National Integration. Problems of National Integration. Role of Education for bringing National Integration.
- b) Meaning and Concept of International understanding.
- c) Recommendation of UNESCO concerning education for International Understanding. Co-operation and Peaceful Co-existence of Nations.

## Unit – V Human values and Education for National Development

- a) Relationship between Education and Human Values.
- b) Concept and role of value education its present society.
- c) National Development-Dimensions of development, Education for National Development.

### Suggested Readings :

1. Srinibash Bhattacharjee - Foundation of education Atlantic Publishers & Distributors, New Delhi.
2. B.R. Purkait - Principles & Practices of Education, New Central Book Agency (P) Ltd. Kolkata.
3. Taneja, V.R. and Taneja. S. - Educational Thinkers , Altantic Publishers & Distributors, New Delhi.
4. Ross J.S. - Groundwork of Educational Theory, , Oxford University Press, New Delhi.
5. Taneja V.R - Educational thought & Practice Sterling Publications, New Delhi.

## 1ST SEMESTER

### COURSE -102 (Honours)

## PSYCHOLOGY OF HUMAN DEVELOPMENT

**Total Marks = 50**

**Pass Marks = 17**

### Objectives

To enable the undergraduate students to

1. Conduct scientific study of the human beings through the discipline of educational psychology.
2. Understant the type and process of human development – physical emotional, cognitive, language and social.
3. Acquaint with the principles of growth and development and their importance in eudcation.

### UNIT : I Introduction

Meaning of growth and development, stages of growth and development, various changes in developments, laws of development, factors affecting development– Heredity & Environment.

## **UNIT : II Physical Development**

Aspects of development : Pre-natal & Post natal, factors affecting development, characteristics of motor development, pre-natal motor development, motor abilities fo babyhood & development of motor skills. Meaning of physical development, laws of physical development, meaning of Motor Development, General Trends in Motor development, Importance of Motor development.

## **UNIT : III Emotional Development**

Concept of Emotion, role of maturation and learning in emotional development, Meaning Characteristics of Childhood Emotionality, Beginning & development of emotional behaviour during infancy, late childhood, Adolescence, Adulthood, factors influencing emotionality.

## **UNIT : IV Intellectual or Mental developments**

General Characteristics of Mental development, (Indices of proper intellectual development) Environmental factors of Mental development.

## **UNIT : V Social Development**

Meaning of Social development, stages of social development or process of socialisation; factors influencing social development; agencies of socialisation.

### **Suggested Readings :**

1. Amoron, S.R.(1981) - Child Development , Holt, Rinehart and Winston, New York.
2. Anand, S.P (1996) - ABC's of Educational Psychology, Pathankot Unique Publication.
3. Atkinson, Richard C., et.Al.(1983) - Introduction to Psychology, Harcourt Brace Jorantovich Inc. New York.
4. Barry and Johnson (1964) - Classroom Group Behaviour, New York : MacMillan.
5. Bhargava, Mahesh(1964) - Introduction to Exceptional Children: Sterling Publicshers, Pvt.Ltd. New Delhi.
6. Bourne, L.E.(1985) - Psychology : Its principles and Meaning.Holt, Rinehart and Winston, New York.
7. Christian, Jyoti (19840) - Classroom Group Dynamics, Meerut: Anu Books.
8. Cruickshank, W.M.(1980) - Psychology of Exceptional Children and Youth : N.J Prentice Hall.

## 1ST SEMESTER

### COURSE –103 (Honours)

### DEVELOPMENT OF EDUCATION IN INDIA

**Total Marks = 50**

**Pass Marks = 17**

#### Objectives :

- ii) To acquaint the undergraduate students with critical stages of our educational history.
- iii) To develop basic understanding on important problems and role of various statutory bodies in education in Post-Independence period.

#### UNIT : I EDUCATION IN ANCIENT MEDIEVAL INDIA

- a) Vedic and Buddhist system of Education-With reference to features, aims of education curriculum methods of Teaching.
- b) Medieval Education-With reference to general features, aims and objects of education, curriculum and methods of teaching.

#### UNIT II : MODERN INDIAN EDUCATION (Pre-independence Period)

- a) Macaulay's Minute (1833-1834).
- b) Wood's dispatch, 1854.
- c) Indian Education Commission- 1882 (Hunter's Commission).
- d) Contributions of Christian Missionaries to modern education.

#### UNIT III : MODERN INDIAN EDUCATION (Post-independence Period)

- a) University Education Commission (1948-49) (Major recommendations).
- b) Secondary Education Commission (1952-53) (Major recommendations).
- c) Indian education Commission(1964-66) Aims and objects, Structure and major recommendations).

#### UNIT IV : CONSTITUTIONAL PROVISIONS AND EDUCATIONAL POLICIES IN INDIA

- a) Constitutional provisions of Indian Education (RIGHT TO EDUCATION ACT).
- b) Universalisation of Elementary Education (UEE)- Concept, government strategies and initiatives.
- c) National Policy on Education (NPE), 1986 and revised NPE, 1992 (Major recommendations).

## UNIT V : CONTROLLING AUTHORITIES AND STATUTORY BODIES OF INDIAN EDUCATION.

- a) UGC
- b) NCERT
- c) NCTEI
- d) SCERI

(Aims and objects and functions are to be discussed)

### Suggested Readings :

1. Naik, J. P. and Nurullah, : A students' History of Education in India (1800-1975).  
Syed
2. Altekar, A.S. : Education in Ancient India, Manohar Prakashan, Varanasi.
3. Biswas, A and : Development of Education in India, New Delhi.  
Agarwal S.P. :
4. Chaube, S.P. : Problems of Indian Education, Vinod Pustak Mandir, Agra 1987.
5. Aggarwal J.C. : Landmarks in the History of Indian Education Vikas Publishing House Pvt. Ltd., New Delhi.
6. Sharma J.and : History and Problems of Indian Education, Vinod Pustak  
Sharma,N.R. Mandir, Agra..
7. Aggarwal, J.C. : Development and Planning of Modern Education Vikas Publishing House, Pvt.Ltd. New Delhi.
8. Ministry of Human : Report of the Indian Education Commission (1948-49).  
Resource Development  
(Education)
9. -Do- : Report of the University Education Commission (1948-49).
10. -Do- : Report of the Secondary Education Commission (1964-66).
11. National Policy on : Revise Policy formulation Ministry of Human Resource  
Education (NPE, 1986) Development, 1992.
12. National Policy of : Programme of Action (PO A) Govt. of India, Ministry of  
Education (NPE, 1986) Human Resource development, August, 1986.
13. F.E.Keay and Mitra : A history of Education in India.
14. Purkait Biswa, Ranjan : Milestones in ancient and Medieval Indian Education, New  
Central Book agency (P) Ltd, Kolkata.

- Purkait, Biswa Ranjan : Milestone Modern Indian Education, New Central Book agency (P) Ltd. Kolkata.
- Mookerji, Radha Kumud : Ancient Indian Education, Motilal Banarasidass, Delhi.
- Mukherjee, S.N. : Education in India, Today and tomorrow, Sterling Publishers, New Delhi.

**SECOND SEMESTER**  
**COURSE – 201 (Honours)**  
**PHILOSOPHY OF EDUCATION**

**Total Marks = 50**

**Pass Marks = 17**

**Objectives :**

1. To acquaint the students with relationship between Philosophy and Education.
2. To develop an understanding of the major components in Education and their relationship.
3. To familiarize the students with different Schools of Philosophy and their impact on educational practices.

**COURSE OUTLINE**

**UNIT: I : PHILOSOPHY AND EDUCATION**

- a) Meaning, Nature, scope and Function of Philosophy of Education
- b) Relationship between Education and Philosophy.
- c) The need of philosophical foundations in Education.

**UNIT II: INDIAN SCHOOLS OF PHILOSOPHY**

- a) Vedic philosophy: A brief outline of Vedic Philosophy and its implications in Education with reference to aims of education curriculum, methods of teaching and discipline.
- b) Non Vedic philosophy: A brief outline of Non Vedic philosophy and its implication in Education with reference to aims of education, Curriculum methods of teaching and discipline.

**UNIT III : WESTERN THOUGHT AND SCHOOLS OF PHILOSOPHY**

- a) A brief review of Educational thoughts and practices in ancient Greece(Athens and Sparta) and Rome.
- b) Schools of western philosophy –Idealism, Naturalism and pragmatisms with special reference to their educational implications in Aims, Curricula, Method of teaching.

#### UNIT IV : EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS.

Educational Thoughts of Plato, Rousseau, and John Dewey- their contribution in the field of Education with reference to aims of education, curricula and methods of teaching.

#### UNIT V : EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS.

(With special reference to Gandhi, Tagore and Vivekananda) Aims and objectives, curriculum, methods of education.

#### Suggested Readings :

1. Altekar, A.S. : Education in Ancient India, Manohar prakashan, Varanasi.
2. Pandey, R.S. : Major philosophies of Education. Vinod Pustak Mandir, Agra.
3. Brubacher, J.S. : Modern philosophies of Education, Chicago. University of Chicago press, 1955.
4. Broudy, Harry : Building a philosophy of Education prentice-hall inc, Englewood cliffs. New Jersey-1961
5. Chaube, S.P. : Recent philosophies of Education in India, Ram Prasad and Sons, 1975, Agra.
6. Bhattacharjee, Srinibas : Foundations of Education – Atlantic Publications and Distributors- New Delhi.
7. Purkait, B.R. : Principles and practices of Education, New Central Book Agency,(P) Ltd. Kolkata.
8. Curtis, S.J. : Introduction to the philosophy of Education, London university, Tutorial Press 1968.
9. O' Conor, D.J. : An Introduction to the philosophy of Education, London, Routledge Kegam paul, 1987.
10. Sharma, Ramnath : Textbook of Educational philosophy. Kanishka publishers, Distributors, New Delhi-110 002.
11. Taneja, V.R. : Educational thoughts and practice sterling publishers Pvt Ltd.
12. Purkait, B.R. : Great educators and their philosophies, second Revised Ed. 2001, New Central Book Agency (p) Ltd Kolkata.
13. Dash, B.N. : Foundations of Educational thought & practices Kalyani Publishers. Ludhiana-New Delhi, Noida (U.P).



**SECOND SEMESTER**  
**COURSE - 202 (Honours)**  
**EDUCATIONAL PSYCHOLOGY**

**Total Marks = 50**

**Pass Marks = 17**

**Objectives :**

1. To enable the undergraduate students to acquire basic knowledge and understanding on psychological foundation of education.
2. To enable the undergraduate students to develop basic skills in psychology and their implications in education in solving educational problem.

**UNIT I EDUCATIONAL PSYCHOLOGY :**

Meaning and definition of Psychology, Psychology and Education (Relationship)  
Nature and Meaning of Educational Psychology . Methods and scope of Educational Psychology.

**UNIT II BASIC PSYCHOLOGICAL CONCEPTS AND PROCESSES :**

Sensation, Perception and Conception. Attention and Interest. Emotion and Instinct. Memory and Forgetting.

**UNIT III LEARNING AND MOTIVATION:**

Meaning, concept and Nature of Learning. Learning and Maturation. Theories of Learning: Laws of learning (Thorndike), Classical and operant conditioning and Gestalt Theory of Learning.

Motivation: Concept, factors influence motivation, Maslow's Need Hierchy Theory, Role of Motivation in learning.

**UNIT IV INTELLIGENCE AND CREATIVITY :**

Intelligence :- Concept and Nature of Intelligence, Theories of intelligence: Thrustone's Group factor theory, Spearman's two factor theory,. Guilford's model of intellect, meaning and significance of individual differences. Creativity : Meaning Nature and stages of creativity. Identification and nurturing creativity. Relation between creativity and intelligence.

**UNIT V PERSONALITY AND ADJUSTMENT :**

Personality: Meaning and concept of Personality, Determinants of personality., Type and Trait theories, Psycho-analytical Thory (Freud).

Adjustment: Meaning and concept of Adjustment. Characteristics of a well adjusted person, Mal-adjustment and Defense Mechanisms.

## Suggested Readings :

- Baron, A Robert  
Bhatia B. D. and Safaya  
R. N. (1977)  
Bigge, W Learning Theories  
for Teachers Chaube, S.P.  
Child, Dennis (1981)  
Dworetzky, John, P  
Gagne, R.M. (1985)  
Hurlock, E. B. (1983)  
Huston, J.P., Bee, H. &  
Rimm D.C. (1983)  
Managl, S.K.  
Morgan, Kind,  
Weisz and Schopler  
Robert, C. Beck  
Skinner C.E. (1984)  
Smith R.E. Sarason I.G. &  
Sarason B.R. (1982)  
Wilson Rebeck and Micheal  
Worchel, S. and Shebilske,  
W. (1986)
- Psychology- 5th edition Pearson Education Asia, India 2002  
Educational Psychology and Guidance, Dhanpati Rai & Sons,  
Delhi  
Educational Psychology, Laxmi Narayan Aggarwal, Agra.  
Psychology and Teacher, Holt Rinenat Winston, London  
Psychology- sixth edition, Brooks Kole Publishing Company,  
New York  
The Condition of Learning and Theories of Instructions. Holt  
Saunder's International Edition, New York.  
Development Psychology, Tata McGraw hill Publishing Co.,  
New Delhi.  
Invitation to Psychology, Academic Press, New York.  
Advanced Educational Psychology, second revised edition,  
Prentice Hall India Pvt. Ltd., New Delhi  
An introduction to Psychology-seventh edition, Tata McGraw  
Hill Publishing Company Ltd, New Delhi  
Motivation: Theories and Principles - 4th Edition, Pearson  
Education Pvt. Ltd. (Singapore), Low Price Edition.  
Educational Psychology, Prentice Hall, New Delhi  
Psychology: The Frontiers of Behaviour, London  
Psychological Foundations of Learning and Teaching,  
McGraw hill, New Delhi.  
Psychology : Principles and Application, Prentice Hall,  
Englewood Cliffs, New Jersey, 2nd Edition.

**SECOND SEMESTER**  
**COURSE - 203 (Honours)**  
**SOCIOLOGY OF EDUCATION**

**Total Marks = 50**

**Pass Marks = 17**

**OBJECTIVES :** The Course is designed to enable the undergraduate students to –

- i) Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.
- ii) Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.
- iii) Develop awareness of dynamics of social change and social mobility and their implications in Education.

**COURSE OUTLINE :**

**UNIT – I EDUCATION IN SOCIOLOGICAL PERSPECTIVES**

- a) Meaning and scope of Sociology of Education, Sociology of Education and Educational Sociology.
- b) Reciprocal relationship between Education and Society.
- c) Theoretical foundations of Sociology of Education – Functionalism and Conflict theory.

**UNIT – II EDUCATION IN CULTURAL PERSPECTIVES**

- a) Meaning and characteristics of Culture.
- b) Influence of Culture on Educational system.
- c) Influence of multiculturalism and pluralism in education.

**UNIT – III SOCIAL CHANGE AND EDUCATION**

- a) Social Change: Meaning and factors responsible for social change.
- b) Education and process of social change – Sanskritization, Westernization and Modernization.
- c) Reciprocal relationship between Education and Social Change Role of Education in the process of Social change.

**UNIT – IV EDUCATION, SOCIAL STRATIFICATION, SOCIAL MOBILITY AND SOCIAL CONTROL**

- a) Meaning and nature of social inequality (Natural and social inequality) Dimensions of Inequalities:- Class, Caste, Tribe, Gender, Rural-urban), Equality of Educational opportunity.

- b) Social stratification and Social mobility- Meaning and types, Education and Social mobility.
- c) Social control- Meaning. Role of Education as a means of Social Control.

### UNIT – V EDUCATION AND SOCIAL GROUPS

- a) Meaning and concept of social group, Types of social groups and their characteristics and implications for education.
- b) Group dynamics – Meaning and implication for education.
- c) Leadership- Meaning and nature, Role of education for the inculcation of leadership skills.

### SUGGESTED READINGS :

1. Inkeles, Alex - : What is Sociology? Prentice Hall of India Pvt. Ltd. New Delhi, 1999.
2. Bennett, C 1990 : Comprehensive Multicultural Education: Theory and practice, Ellyn and Bacon: London.
3. Banks, O. 1968 : The sociology of Education: Reader in Sociology. London Batsford.
4. Boudon, R 1973 : Education, opportunity and Social Inequality, New York: Wiley.
5. Durkheim, E 1956 : Education and Sociology, Glencoe: Free Press.
6. Morrish, I 1972 : The Sociology of Education: An Introduction. London: Unwin Education Books.
7. Haralambos, M. : 'Sociology': Themes and Perspectives, New Delhi: Oxford University Press.  
and R.M. Heald, 1980
8. Mannheim, Karl : An Introduction to Sociology of Education, Routledge and Kegan Paul, London  
and Stewart, W.A.C.
9. Musgrave, P.W : The sociology of Education
10. Gore, M. S. : Papers in the Sociology of Education in India, NCERT,  
Chitnis, Suma et al New Delhi.
11. Mathur, S. S. : A sociological approach to Indian Education, Vinod Pustak Mandir, Agra.
12. Bhattacharya, : Sociological Foundations of Education, Atlantic Publishers  
Srinibas and Distributors.
13. Jayaram, N. : Sociology of Education in India, Rawat Publication Jaipur and New Delhi.
14. Gore, M. S. : Indian Education- Structure and Process Rawat publication, Jaipur and New Delhi.

15. Shah, B. V and Shah, K. B. : Sociology of Education, Rawat Publication, Jaipur and New Delhi.
16. Saxena, Shakuntala : Sociological perspectives in Indian Education, Janak Publications, New Delhi.
17. Tumin, Melvin M : Social stratification- Second Edition, Prentice- Hall of India Pvt. Ltd. New Delhi 1999.

## **THIRD SEMESTER**

### **COURSE : 301 (Honours) EDUCATION AND SOCIETY IN INDIA**

**Total Marks = 50**

**Pass Marks = 17**

**Objectives :** To enable the students to:

- i) understand the nature of Indian Social System, and the process of Change in it.
- ii) analyse critically the role and functions of Education in Changing Society in India.

#### **UNIT: I Indian Society, Culture and Education**

- Concept of Society and Culture
- Features of Indian Society and Culture
- Indian culture and Education
- Cultural lag.

#### **UNIT : II The Indian Caste System**

- Origin of the caste system.
- Characteristics of caste system
- Caste and Varna, caste and sub-caste,
- Caste and tribe, caste and class.
- Education and caste system in India.

#### **UNIT : III Education and Reform movements in India**

- The Brahma Samaj
- The Prarthana Samaj
- The Arya Samaj
- The Ramkrishan Mission
- Theosophical society
- Satya Shodhak Samaj

**UNIT: IV Federal structure of Indian society.**

- Panchayat Raj and Rural development – Role of Education.
- Education of the Socially and Economically disadvantaged sections of the society with special reference to Sc, ST, and Women.

**UNIT: V Contemporary problems of Indian society**

- Population problem
  - Unemployment problem
  - Child labour
- (Role of education in the prevention and control of these problems).

**SUGGESTED READING :**

Mandebaum, D.G.	Society in India.
Ghurye, G.S.	Caste and Race in India.
Srinivas, M.N.	Caste in Modern India and other essays.
Srinivas, M.N.	Social change in Modern India. Orient Longman Limited, India
Mariott, Mckim (ed)	Village India.
Ruhela, S.P. & Vyas, K.C.	Sociological Foundations of Education in Contemporary India.
Beteille, Andre	Caste, Class and Power.
Gore, M.S. Chitins,	
S. & Rao, M.S.A.	Papers in the Sociology of Education in India.
B.D. Sharma	Tribal Development Education & National Development.
Beteille, Andre	Castes Old and New
Tilak, J.B.G	Inequality in Returns to Education.
Govt. of India	National policy on Education, 1986. (with modifications introduced in 1992)
Govt. of India	The Constitution of India.
J.P. Naik & Nurullah	A Students History Education in India. (1800-1973), Macmillan India Limited , New Delhi.
J.P. Naik	Quality, Quantity and Equality : The Illusive triangle of Indian Education.
Naik, J.P.	Education commission and after.
Kamat, A.R.	Education and Social change in India.
PUCL	Education for our people.
Mookherjee, R.K.	Education in Ancient India.
Govt. of India	Education & National Development; Report of the

Indian Education Commission, 1964-66.

S.S. Mathur

A Sociological approach to Indian Education, Minod Pustak  
Mandir, Agra.

**THIRD SEMESTER**  
**COURSE - 302 (Honours)**  
**EMERGING TRENDS IN EDUCATION**

**Total Marks = 50**

**Pass Marks = 17**

**Objectives:**

- i) To make the undergraduate students understand the important problems and emerging trends in Education of Post-Independence period.
- ii) To develop a critical understanding among the learners regarding recent innovations in teaching learning process.
- iii) To develop awareness among the learners in relation to the education of disadvantaged populations in India.

**UNIT I ALTERNATIVES APPROACH TO EDUCATION**

- A) Lifelong learning – Concept, Need and Importance (with special reference to India).
- B) Adult Education - Meaning, Characteristics, Need and Importance: Progress of Adult Education in India.
- C) Distance Education-Meaning, Types (Forms), Aims, Features and Importance of Distance Education with special reference to India.

**UNIT II EDUCATION FOR THE WEAKER  
SECTIONS/ DISADVANTAGED POPULATIONS**

- A) Education for Women-Need and Importance in India, government Initiatives and Programme.
- B) Education for SCs and STs– Need and Importance in India, Educational Programmes and Government Initiatives and Programmes.

**UNIT III INNOVATIONS IN EDUCATION**

- a) Mass Media and Multimedia approach to Education.
- b) Educational Communication- Meaning, Forms of Communication, Barriers in Communication, Classroom Communication (Process and barriers), EDUSAT.
- c) Computer in Education (use of Internet, Information and Communication Technology)

(ICT).

#### Unit- IV RECENT TRENDS AND ISSUES IN EDUCATION

- a) Environment Education
- b) Population Education
- c) Education for Peace and Co-existence

(These sub-units are to be discussed with reference to their concepts, scope, need and significance in India.

#### UNIT V ISSUES AND PROBLEMS IN INDIAN EDUCATION

- a) Problems in Primary Education - Wastage and Stagnation - Meaning, Causes and Government's Programmes and Initiatives.
- b) Vocationalisation in Secondary Education - Need and Importance, Problems, Government's Strategies and Programmes.
- c) Participation of Private Sector in higher Education - Globalisation and its impact on Indian Higher Education, Prospects and Problems of Privatisation and Commercialization.

#### Suggested Readings :

1. Kumar, A - Current Trends in Indian Education Ashish Publishing (1991) House : New, Delhi
2. Keegan, D - Foundation of Distance Education, 3<sup>rd</sup> Edition, Routledge: London.
3. Moonis Raza, 1990 - Education, development and society, Vikas Publishing House, New Delhi.
4. Singha Roy, D.K. - Social development and the Empowerment of the Marginalized - Perspectives and Strategies, Sage Publication : New Delhi.
5. Toffler, Alvin 1980 - The Third Wave : Pan Books London.
6. Bhattacharjee, S. - Education and the Disprivileged. New Delhi, Orient Longman (2002).
7. Aggarwal, J.C. - Development and Planning of Modern Education- Vikas Publishing House Pvt. Ltd. New Delhi.
8. Sharma, R. A. - Environmental Education Surya Publication Meerut.
9. Bakshi Irilochan, - Environmental Education, Methods and Applications, New York.
10. Trivedi, R.R. - A text book of Environmental Science.
11. Readings in population in Education. - NCERT- 1969
12. Nutrition and Population - NCERT- A Resource Book for Teachers.



## Education

13. Goel, Aruna and Goel, S.L. - Distance Education, < Deep and Deep Publications, New Delhi.
14. Aggarwal J.C. and Aggarwal S.P. - Vocational Education in India Why and How, New Delhi.
15. Gupta, N.L. - Women Education though the Ages, Concept Publishing Co. New Delhi.
16. Shivrudrappa - Vocationalization of Education.
17. Rao V.K.R.V. - Adult Education and Development.
18. Mathur, M.B. - Adult Education and Social change, Indian Publications, Ambala.
19. Hare, Michael - Adult Learning Psychological Research Implications, John Wiley.
20. Kundu, C.L. - Adult Education, Principles, Practices and Prospects, Sterling.
21. Chandra, Arvind and Shah Anupama - Publishers, New Delhi.  
Non- formal Education for all, Sterling Publishers, New Delhi.
22. Sharma, S. R. - Reflections on Continuing and Non formal Education, Pointer Publisher, Jaipur.
23. UNESCO - Learning to Be.
24. Kulkarni, S. S.(1986) - Introduction to Educational Technology, Bombay, Oxford and IBH Publishing Co.
25. Chauhan, S.S. - Innovations in Teaching Learning Process, New Delhi, Vikas Publishing House Pvt. Ltd.
26. Association of Indian Universities (AIU) - Information Technology in Higher Education (selected Volumes) AIU Publications., New Delhi.
27. Mathur, S.S. - A Sociological approach to Indian Education, Vinod Pustak Mandir, Agra.
28. Panda, B.N. and Tewari A.D. - Teacher Education, APH Publishing Corporation: New Delhi.

**THIRD SEMESTER**  
**COURSE – 303 (Honours)**  
**EDUCATIONAL TECHNOLOGY**

**Total Marks = 50**

**Pass Marks = 17**

**OBJECTIVES:**

1. To enable the students to make teaching learning effective.
2. To enable the students to understand the concept of educational technology
3. To enable the students to understand the teaching learning process.

**COURSE OUTLINE :**

**UNIT- I : INTRODUCTION**

- a. Educational Technology: Origin, Meaning, Objectives, Scope, Aspects and Approaches (Hardware, Software & System approach)
- b. Forms of Education Technology: Teaching Technology, Instructional Technology, Behavioural Technology, Instructional Designs : Meaning, Content and characteristics.

**UNIT – II : COMMUNICATION IN TEACHING – LEARNING PROCESS**

- a. Meaning, communication channel, types, communication as a medium of efficient teaching and learning.
- b. Audio-Visual Aids: types, selection of appropriate aids.
- c. Mass Media as Instructional Technique.

**UNIT – III: INNOVATIONS IN TEACHING- LEARNING PROCESS**

- a. Programmed Learning (Linear and Branching), Micro-teaching, , Teaching Machine, Language Laboratory,
- b. Distance Education: Concept, forms and its need and importance

**UNIT – IV: MODELS OF TEACHING**

Meaning and Definition, Fundamental Elements of Teaching Models, types of teaching models and importance of teaching models.

**Unit – V COMPUTER IN TEACHING- LEARNING PROCESS**

Role and use of computer as teaching aid, Information Communication Technology (ICT, Internet Services) and its use in Educational Technology.

**SUGGESTED READINGS :**

Association of Indian Understanding (AIU)	Information Technology in Higher Education (Selected Volume), AIA Publications, New Delhi.
Berlo D.K.	The Process of Communication.
Bernard M.C. 1967	An Introduction to Teaching, University of London Press
Bloom B.S.(ed), 1956	Taxonomy of Educational Objectives, Long man and Green Co., New York.
Cauhan, S.S. (1989)	Innovations in Teaching Learning Process, New Delhi, Vikas Publishing House Pvt. Ltd.
Dale, E (1954)	Audio Visual Methods in Teaching, New York., Hold RineHort and Winston
Dececco, John. P. 1970	The Psychology of Learning and Instruction of Technology, New Delhi
Goel, Arun and Goel, S.L.	Distance Education in the 21 <sup>st</sup> Century-Deep & Deep Publications New Delhi.
Joyce B and Weil M (1992)	Models of Teaching (Fourth Edition) Prentice Hall of India Pvt. Ltd New Delhi.
Keegan, Desmond (1986)	The Foundation of Distance Education, Lond, Croom Helm
Kulkarni, S.S. (1986)	Introductions of Educational Technology, Bombay Oxford and IBH Publishing Co.
Mangal, S.K.	Foundations of Educational Technology- Landon Publication – Ludhiana.

**FOURTH SEMESTER**  
**Paper - 401 (Honours)**  
**CURRICULUM DEVELOPMENT**

**Total Marks = 50**

**Pass Marks = 17**

**OBJECTIVES:**

1. To enable the students to acquaint themselves with basic concepts on curriculum and curriculum development process.
2. To enable the students to develop basic skills in curriculum design, implementation and its evaluation.

## UNIT - I : INTRODUCTION

Meaning, Types, Nature and Scope of Curriculum, Difference between Curriculum and Syllabus, Components of Curriculum and Principles of Curriculum Construction.

## UNIT- II: OBJECTIVES OF CURRICULUM DEVELOPMENT

Educational objectives, Instructional objectives and Behavioral objectives.

## UNIT - III CURRICULUM MATERIALS

Curriculum guide, Syllabus, Text book, Teachers' Hand book, Work book, Audio Visual aids.

## Unit - IV CURRICULUM IMPLEMENTATION

Processes of Implementation, Role of Teachers in Curriculum Implementation.

## UNIT- V CURRICULUM EVALUATION

Meaning ,Nature and Purpose of Evaluation, Types fo evaluation, Summative Evaluation and Formative Evaluation of Curriculum

## SUGGESTED READINGS :

Biswas N.B.	Curriculum Studies: A Model for SAARC Countries, Indian Publishers
Bloom, B.S. (Ed.) (1956)	Taxonomy of Educational Objectives, Longman and Green Co. New York
Kelley, A.V.	Curriculum Theory and Practice, Harper and row London, 1977
Kurg, Edward A	Curriculum Theory and Practice, Harper and Row London
Mrunalini, T	Curriculum Development, Neelkamal Publication Pvt. Ltd. New Delhi
NCERT	School Curriculum-Some Problems and Issues, NCERT, New Delhi.
Nishet, Stanley	Purpose in the Curriculum, University of London 1977
Taba, Hilda (1962)	Curriculum Development- Theory and Practice, Harcourt Brace Jovanovich. New York
White, J. P.	Towards a Compulsory Curriculum, Rutledge and Degan Paul, London, 1973.

## FOURTH SEMESTER

### Paper - 402 (Honours)

#### Teaching Learning methods and pedagogy

Total Marks = 50

Pass Marks = 17

#### UNIT - I

12 hours

Meaning of Pedagogy, Need of pedagogical knowledge among teachers, Relationship of pedagogy with teaching and learning, Characteristics of a good teacher.

#### UNIT - II

12 hours

Factors affecting teaching, Maxims of teaching, Relationship between teaching and learning. Techniques of motivating the learners.

#### UNIT - III

12 hours

Modes of Classroom transaction – Lecture method, discussion, individualized instruction, Problem solving method, team teaching, programmed instruction and Montessori method.

#### UNIT - IV

12 hours

Core teaching skills-skill of introduction, explanation, reinforcement, questioning, stimulus variation, closure, illustration with example and use of blackboard.

#### UNIT - V

12 hours

Teaching techniques for fast learners, slow learners, distance learners and disadvantaged learners.

Methodological difference in teaching at primary, secondary and higher level.

#### REFERENCES:

- Flemming, C. M. (1964). Teaching: A psychological analysis.
- Dunn, M. L. (1963), Exceptional children in school, Holt, Rinehart and Winston
- Derville Zeonre M.T. (1982). The use of psychology in teaching. Zongmen.
- C. Lyton T. E. (1965). Teaching and Learning: A psychological perspective. Prentice Hall gne.
- Bigge, J. B. (1987). The process of learning, 2<sup>nd</sup> Ed. Prentice Hall, Sidney.
- Bernard, S. W. (1972). Psychology of Learning and Teaching. New York, Harper & Row.

**FOURTH SEMESTER**  
**PAPER – 403 (HONOURS)**  
**MEASUREMENT AND EVALUATION IN EDUCATION**

**Total Marks = 50**

**Pass Marks = 17**

**OBJECTIVES:**

The course is designed to enable the undergraduate students to

1. Acquaint themselves with basic knowledge and understanding on measurement and evaluation in Education.
2. Develop basic skills on analyzing and developing various kinds of tests and tools and their class room application.

**UNIT : I : INTRODUCTION**

**12 hrs**

Meaning, Nature and Scope of Measurement and Evaluation in Education, Functions of Measurement and Evaluation in Education.

**UNIT : II TESTS**

**12 hrs**

Classification of Tests, Characteristics of a good test, Validity, Reliability, Objectivity, Usability.

**UNIT: III PSYCHOLOGICAL TESTS AND MEASUREMENT**

**12 hrs**

Intelligence Tests, Aptitude tests, Personality tests and Interest tests.

**UNIT: IV ACHIEVEMENT TESTS**

**12 hrs**

Meaning and Nature, Standardized Tests, Standardized vs Teacher made Objective Type Tests, General vs Diagnostic Achievement Test.

**UNIT – V ELEMENTARY STATISTICAL ANALYSIS**

**12 hrs**

Meaning of Statistics, Graphical Representation of Frequency Distribution (Histogram, Frequency Polygon and Cumulative Percentage Curve i.e. Ogive) Measures of Central Tendencies, Correlation (Rank Difference method only)

**SUGGESTED READING :**

Agarwal, J.C.	Essentials of examination systems, Vikas publishing house Pvt Ltd., New Delhi
Anastasi, Anne	Psychological Testing 4 <sup>th</sup> Edition, McMillan Publishing Co. Inc. New York, 1976
Blood D. D. and W.C. Budd (1972)	Educational Measurement and Evaluation, New York Harper and Row.
Cronbach, L	Essential of Psychological testing, Harper and Row, New York

Freeman, F.S.	Theory and Practice of Psychological Testing 3 <sup>rd</sup> Edition, Oxford IBH Publishing Co. New Delhi.
Garrett, H.E and Woodworth, R.S.	Statistics- in Psychology and Education, Vakils, Feffer and Simons Pvt Ltd., Bombay
Garrett, Sax	Principles of Educational Measurement and Evaluation, Worldwide Publishing, California, 1979
Gronlund, Norman, E(1981)	Measurement and Evaluation in teaching- Fourth edition MacMillan New York
Guilford J.P. and Fruchter, B (1978)	Fundamental Statistics in Psychology and Education, New York, McGraw Hill Book Co.
Kerlinger, Fred. N	Foundations of behavioral research, Holt, Rinehart and Winston, Inc, New York, Chicago, Toronto, London.
Mangal, S.K	Statistics in Psychology and Education, Prentice-Hall India Pvt. Ltd. New Delhi.
Patel, N Rambhai	Educational Evaluation- Theory and practice, Himalaya publishing house New Delhi.
Thorndike R.L. and Hagen E.P.	Measurement and Evaluation in Psychology and Education (4 <sup>th</sup> Ed.) John Wiley & Sons, New York, 1977

## FIFTH SEMESTER

### COURSE – 501 (Honours)

#### EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION

**Total Marks = 50**

**Pass Marks = 17**

#### Objectives:

To enable the undergraduate students to

- i) Acquaint themselves with basic theoretical understanding of Educational Planning management and administration.
- ii) Development of necessary managerial, administrative and leadership skills among the learners.

#### UNIT-I INTRODUCTION

- a) Meaning and nature of educational administration and educational management. Distinction between management and administration.

**FOURTH SEMESTER**  
**PAPER – 403 (HONOURS)**  
**MEASUREMENT AND EVALUATION IN EDUCATION**

**Total Marks = 50**

**Pass Marks = 17**

**OBJECTIVES:**

The course is designed to enable the undergraduate students to

1. Acquaint themselves with basic knowledge and understanding on measurement and evaluation in Education.
2. Develop basic skills on analyzing and developing various kinds of tests and tools and their class room application.

**UNIT : I : INTRODUCTION**

**12 hrs**

Meaning, Nature and Scope of Measurement and Evaluation in Education, Functions of Measurement and Evaluation in Education.

**UNIT : II TESTS**

**12 hrs**

Classification of Tests, Characteristics of a good test, Validity, Reliability, Objectivity, Usability.

**UNIT: III PSYCHOLOGICAL TESTS AND MEASUREMENT**

**12 hrs**

Intelligence Tests, Aptitude tests, Personality tests and Interest tests.

**UNIT: IV ACHIEVEMENT TESTS**

**12 hrs**

Meaning and Nature, Standardized Tests, Standardized vs Teacher made Objective Type Tests, General vs Diagnostic Achievement Test.

**UNIT – V ELEMENTARY STATISTICAL ANALYSIS**

**12 hrs**

Meaning of Statistics, Graphical Representation of Frequency Distribution (Histogram, Frequency Polygon and Cumulative Percentage Curve i.e. Ogive) Measures of Central Tendencies, Correlation (Rank Difference method only)

**SUGGESTED READING :**

Agarwal, J.C.	Essentials of examination systems, Vikas publishing house Pvt Ltd., New Delhi
Anastasi, Anne	Psychological Testing 4 <sup>th</sup> Edition, McMillan Publishing Co. Inc. New York, 1976
Blood D. D. and W.C. Budd (1972)	Educational Measurement and Evaluation, New York Harper and Row.
Cronbach, L	Essential of Psychological testing, Harper and Row, New York



Freeman, F.S.	Theory and Practice of Psychological Testing 3 <sup>rd</sup> Edition, Oxford IBH Publishing Co. New Delhi.
Garrett, H.E and Woodworth, R.S.	Statistics- in Psychology and Education, Vakils, Feffer and Simons Pvt Ltd., Bombay
Garrett, Sax	Principles of Educational Measurement and Evaluation, Worldwide Publishing, California, 1979
Greenlund, Norman, (1981)	Measurement and Evaluation in teaching- Fourth edition MacMillan New York
Guilford J.P. and Fruchter, B (1978)	Fundamental Statistics in Psychology and Education, New York, McGraw Hill Book Co.
Kerlinger, Fred. N	Foundations of behavioral research, Holt, Rinehart and Winston, Inc, New York, Chicago, Toronto, London.
Mangal, S.K	Statistics in Psychology and Education, Prentice-Hall India Pvt. Ltd. New Delhi.
Patel, N Rambhai	Educational Evaluation- Theory and practice, Himalaya publishing house New Delhi.
Thorndike R.L. and Hagen E.P.	Measurement and Evaluation in Psychology and Education (4 <sup>th</sup> Ed.) John Wiley & Sons, New York, 1977

## FIFTH SEMESTER

### COURSE – 501 (Honours)

#### EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION

**Total Marks = 50**

**Pass Marks = 17**

#### Objectives:

To enable the undergraduate students to

- i) Acquaint themselves with basic theoretical understanding of Educational Planning management and administration.
- ii) Development of necessary managerial, administrative and leadership skills among the learners.

#### UNIT-I INTRODUCTION

- a) Meaning and nature of educational administration and educational management. Distinction between management and administration.

- b) Functions and scope of educational administration and management.
- c) Development of modern concept of educational administration from 1900 to present day.

## **UNIT-II EDUCATIONAL INSTITUTIONS AS ORGANIZATIONS AND LEADERSHIP IN EDUCATIONAL ORGANIZATIONS.**

- a) Educational Institutions as organizations-Nature and Characteristics
- b) Organizational climate (Classroom Climate)
- c) Meaning and Nature of Leadership
- d) Theories of Leadership(Fiedler's Contingency theory of Leadership).
- e) Styles of leadership.

## **UNIT-III EDUCATIONAL PLANNING**

- a) Meaning and Nature
- b) Approaches to Educational Planning.
- c) Institutional Planning.

## **UNIT-IV EDUCATIONAL SUPERVISION**

- a) Meaning and Nature
- b) Functions of Supervision
- c) Planning Organizing and implementing Supervisory Programmes.

## **UNIT- V FINANCING OF EDUCATION**

- a) Problems of educational finance
- b) Factors influencing educational financing
- c) Educational resources and educational expenditure (type of expenditure)

### **SUGGESTED READING:**

1. Aggarwal, J.C.(1967)- : Educational administration, Management and supervision Arya Book Depot, New Delhi.
2. Bhatnagar et al- : Educational administration, Supervision Planning and Finance R.Lall Book Depot Meerut, U.P.
3. Drucker, P.F- : Management: Tasks, responsibilities and Practices, Harper and Row 1973, New York.
4. Kochhar, S.K. : Secondary School administration sterling Publishers Pvt. Ltd., New Delhi.
5. Ministry of Education : Report of the Indian Education Commission, 1964-66.
6. Mohanty, Jaggannath : Educational administration, Supervision and School management. Deep and Deep Publications, New Delhi.

7. Mukherjee, S.N. : Administration of Education in India Acharya Book Depot, Vadodara-2
8. S.S. Mathur : Theory and Practice of Management : Education in India: Today and Tomorrow. Vinod Pustak Mandir, Agra-2
9. Naik, J.P.(1968) : Educational Planning in India-Bombay, Allied Publishers.
10. NCERI, 1964, 1968 : Year Book in Education.
11. Premila, C.S. : Educational Planning and Management- Sterling Publishers Pvt. Ltd. 1997.
12. Sharma, A.M. : Personnel and Human resource management Himalaya Publishers, 1966, Bombay.
13. Singh, H.M.(Ed. 1995) : Fundamentals of Educational Management Vikas Publishing House, New Delhi.
14. Tony, B: : Theories of educational management , Paul Chapman, 1995.

## FIFTH SEMESTER

### COURSE - 502 (Honours)

### GUIDANCE AND COUNSELLING IN EDUCATION

**Total Marks = 50**

**Pass Marks = 17**

#### **OBJECTIVES :**

To enable the students to acquaint themselves with basis concepts on Guidance counselling in education.

#### **UNIT- I : Guidance**

Concept of guidance, types of guidance, need of guidance, principle of guidance.

#### **UNIT-II : Counselling**

Meaning of counselling, types of counselling, need of counselling, techniques of counselling.

#### **UNIT-III : Techniques of guidance**

A Tests, Intelligence, achievement, aptitude Personality.

#### **Unit-IV: Vocational guidance**

Organisation of career counselling in schools, Role of informatory service, preparatory service, placements service, follow-up service.

## **Unit-V: Educational guidance**

Meaning and scope of educational guidance, Role of counsellor & teacher in educational guidance, Educational guidance at various levels– Primary, secondary and higher education.

### **Reference Books :**

1. Crow & Crow – An Introduction to Guidance.
2. NCERT – Handbook of Counsellors.
3. Adams – Counselling and Guidance.
4. Jones – Principles of Guidance.
5. Moyers, B. G – Principles and techniques of vocational guidance.

## **FIFTH SEMESTER COURSE –503 (Honours)**

### **ACTION RESEARCH AND STATISTICS IN EDUCATION**

**Total Marks = 50**

**Pass Marks = 17**

#### **UNIT- I**

Concept of Research and different types: Basic Applied and Action Meaning, importance, characteristics and steps of action research.

#### **UNIT – II**

Importance and procedure of conducting action research in different problems areas of school education – school infrastructure, curriculum and co-curricular activities, teaching learning process, evaluation and related areas

#### **UNIT – III**

Meaning and nature of statistics Importance of statistics in education, classification of data. Scales of measurement – Nominal, ordinal interval and ratio.

#### **UNIT – IV**

Measures of Central tendencies –mean, medians and mode. Characteristics and uses of mean, median and mode in Education.

#### **UNIT – V**

Measures of Variability –Range, SD, Quartile definition. Characteristics and uses of range SD and Quintile deviation in education Types of correlation Positive, Negative and Zero. Measuring correlation by Rank difference method.

## References :

1. Garret, H.E. statistics in Psychology ad Education. Vekils, Feffer and Siman Pvt. Ltd. Bombay, 1971
2. Guilford, J. P Fundament statistics in Psychology and Education. McGrawHill Book Company. New York 1965.
3. Stringer, E.T. –Action Research and edition. Sage Publication, New Delhi. 2000.
4. gay, L.R. Educational research Competences for analysis and application. Practice Hall In, New Jercy, 1996.
5. Kerlinger, F.N. – Foundations of Behavioural Research, Rinehart and Winston, Inc, 1978.
6. Bert, J.W.-Research Educaiton, Practice Hall. India Pvt Ltd New Delhi-1997.
7. VanDalen- Understanding Educational research. Mc-Greaw Hill Book Company, New York, 1973.

## SIXTH SEMESTER

### COURSE - 601 (Honours)

#### PRACTICAL PAPER-I

#### Psychological Experiments & Statistics

Total Marks = 50

Practical Examination: 40 (20 + 20)

Viva = 10

## Objectives:

1. Acquaint themselves with concrete practical experiences on various psychological experiments and tests in laboratory setting and their implications in the field of education.
2. Provide practical orientation to statistical knowledge and its application in education.

### A. PSYCHOLOGICAL PRACTICAL :

20 Marks

- I. Memory : Recall & Recognition, Immediate Memory span
- II. Concept : Concept formation.
- III. Learning : Bilateral Transfer of Learning, Maze Learning, Mirror Learning, Part and Whole Learning.
- IV. Imagination : Free Association, Controlled Associations, Ink Blot Test
- V. Attention : Division of Attention, Fluctuation of Attention, Span of Attention.

### B. STATISTICS:

20 Marks

1. Measuring of Central Tendency – Mean, Median and Mode

## **Unit-V: Educational guidance**

Meaning and scope of educational guidance, Role of counsellor & teacher in educational guidance, Educational guidance at various levels– Primary, secondary and higher education.

### **Reference Books :**

1. Crow & Crow – An Introduction to Guidance.
2. NCERT – Handbook of Counsellors.
3. Adams – Counselling and Guidance.
4. Jones – Principles of Guidance.
5. Moyers, B. G – Principles and techniques of vocational guidance.

## **FIFTH SEMESTER COURSE –503 (Honours) ACTION RESEARCH AND STATISTICS IN EDUCATION**

**Total Marks = 50**

**Pass Marks = 17**

### **UNIT- I**

Concept of Research and different types: Basic Applied and Action Meaning, importance, characteristics and steps of action research.

### **UNIT – II**

Importance and procedure of conducting action research in different problems areas of school education – school infrastructure, curriculum and co-curricular activities, teaching learning process, evaluation and related areas

### **UNIT – III**

Meaning and nature of statistics Importance of statistics in education, classification of data. Scales of measurement – Nominal, ordinal interval and ration.

### **UNIT – IV**

Measures of Central tendencies –mean, medians and mode. Characteristics and uses of mean, median medics and mode in Education.

### **UNIT – V**

Measures of Variability –Range, SD, Quartile definition. Characteristics and uses of range SD and Quintile deviation in education Types of correlation Positive, Negative and Zero. Measuring correlation by Rank difference method.

## References :

1. Garret, H.E. statistics in Psychology ad Education. Vekils, Feffer and Siman Pvt. Ltd. Bombay, 1971
2. Guilford, J. P Fundament statistics in Psychology and Education. McGrawHill Book Company. New York 1965.
3. Stringer, E.T. –Action Research and edition. Sage Publication, New Delhi. 2000.
4. gay, L.R. Educational research Competences for analysis and application. Practice Hall In, New Jercy, 1996.
5. Kerlinger, F.N. – Foundations of Behavioural Research, Rinehart and Winston, Inc, 1978.
6. Bert, J.W.-Research Educaiton, Practice Hall. India Pvt Ltd New Delhi-1997.
7. VanDalen- Understanding Educational research. Mc-Greaw Hill Book Company, New York, 1973.

## SIXTH SEMESTER

### COURSE - 601 (Honours)

#### PRACTICAL PAPER-I

#### Psychological Experiments & Statistics

**Total Marks = 50**

**Practical Examination: 40 (20 + 20)**

**Viva = 10**

#### Objectives:

1. Acquaint themselves with concrete practical experiences on various psychological experiments and tests in laboratory setting and their implications in the field of education.
2. Provide practical orientation to statistical knowledge and its application in education.

#### A. PSYCHOLOGICAL PRACTICAL :

**20 Marks**

- I. Memory : Recall & Recognition, Immediate Memory span
- II. Concept : Concept formation.
- III. Learning : Bilateral Transfer of Learning, Maze Learning, Mirror Learning, Part and Whole Learning.
- IV. Imagination : Free Association, Controlled Associations, Ink Blot Test
- V. Attention : Division of Attention, Fluctuation of Attention, Span of Attention.

#### B. STATISTICS:

**20 Marks**

1. Measuring of Central Tendency – Mean, Median and Mode

2. Measures of Variability- Range, Quartile and Standard Deviation.
  3. Normal Probability Curve (NPC).
  4. Frequently distribution and their graphical representation – Frequency Polygon, Histogram and the Cumulative Percentage Curve (Ogive).
  5. Co-efficient of correlation by Product Moment Method and Rank Difference Method.
- The concerned departments of the Colleges shall conduct atleast five psychological and five statistical experiments duly recorded in note books.

**References :**

Chaube, S.P.	Experimental Psychology
D'Amato	Experimental Psychology - Tata McGraw-Hill Publishing Company Ltd. New Delhi.
Mangal, S.K	Statistics in Psychology and Education. Prentice-Hall of India Private Ltd., New Delhi.
Manual for Psychological Experiments	Vargava, Indian Psychology Corporation, Agra
Mc Guigan, F.J.	Experimental Psychology Prentice - Hall of India Pvt. Ltd. 1969, New Delhi.
Mohsin, S.M.	Experiments in Psychology, Motilal Banarasi Dass, Delhi.
Parry	Experimental Psychology, Orient Long man, 1975.
Woodworth, R.S. and Scholoberg, H.	Experimental Psychology, Oxford IBH, 1954.
Garrett, H.E. and Woodworth, R.S.	Statistics- in Psychology and Education, Vakils, Feffer and Simons Pvt Ltd., Bombay

**SIXTH SEMESTER  
COURSE - 602 (Honours)  
PRACTICAL PAPER-II  
Project Work and Field Study**

**Total Marks = 50  
Project Report = 40  
Viva = 10  
Marks - 20**

**A. PROJECT WORK AND TESTS :**

- (i) Bhatia Performance Test
- (ii) Attitude Scale
- (iii) Personality Need Inventory
- (iv) General Mental Ability Test



- (v) Socio-economic Status Scale
- (vi) Adjustment Inventory
- (vii) Vocational Interest Scale
- (viii) Job Satisfaction Scale.
- (ix) Aptitude Scale .

## B. FIELD STUDY

Marks= 20

The department is to maintain to conduct two test involving field works along with the statistical analysis of the collected data should be presented in project report.

### References :

- |                                      |   |
|--------------------------------------|---|
| Chambe, S.P.                         | Experimental Psychology   |
| Amato                                | Experimental Psychology - Tata McGraw-Hill Publishing Company Ltd. New Delhi.           |
| Mangal, S.K                          | Statistics in Psychology and Education. Prentice-Hall of India Private Ltd., New Delhi. |
| Manual for Psychological Experiments | Vargava, Indian Psychology Corporation, Agra  |
| Mc Guigan, F.J.                      | Experimental Psychology Prentice - Hall of India Pvt. Ltd. 1969, New Delhi.             |
| Mohsin, S.M.                         | Experiments in Psychology, Motilal Banarasi Dass, Delhi.                                |
| Perry                                | Experimental Psychology, Orient Long man, 1975.   |
| Woodworth, R.S. and Scholosberg, H.  | Experimental Psychology, Oxford IBH, 1954.  |
| Garrett, H.E. and Woodworth, R.S.    | Statistics- in Psychology and Education, Vakils, Feffer and Simons Pvt Ltd., Bombay     |

# SIXTH SEMESTER OPTIONAL PAPER

**Total Marks = 50**

**Pass Marks = 17**

## **COURSE – 603 - (A) (Honours) ENVIRONMENTAL EDUCATION**

### **UNIT- I**

Meaning-Defintion-characteristics and Structure of Environment – Eco System

### **UNIT - II**

Quality of Environment

Air, land and water.

Pollutants

Green house Gases and Global warming

### **UNIT - III**

Environment and the world

Genesis of environmental problems.

Relation of environment with society, economic policies and international agencies for environment.

### **Unit – IV**

Environmental Education

Meaning, nature, aim, importance, objectives and scope.

### **Unit - V**

Agencies of Environmental Education

Formal Non-formal, Mass media, National and International Organizations.

### **References**

1. Ambast, Rs, (1985) 'Plant Ecology' Banaras Hindu University Banaras.
2. Anil Kumar De, Arnab Kumar De, (2004) "Environmental Education" new international (D) Limited Publishers, New Delhi.
3. Karkara G.S. (2000) "Environmental Law" published by Central Law Publications, Allahabad.
4. Nayar Usha, Mangalsin Anjana, (1988) "Environmental Education" training of teacher educators, Curriculum developers and educational planners and administrators, Pub by

- UNESCO, UNEP international education and NIEPA, New Delhi.
5. Pandey V.C. (2005) "Environmental Education" Isha books New Delhi.
  6. Panner selvam, A. and Rama Krishna M. (1996) "Environmental Science Education" Sterling Publishes, Private Limited, New Delhi.
  7. Rao V. K. Reddy R. S. (2003) Environmental Education, Commonwealth Publishers New Delhi.
- Sharma R.C. (1981) "Environmental Education" published.

## **SIXTH SEMESTER (OPTIONAL) COURSE - 603 (B) (Honours) SPECIAL EDUCATION**

### **Objectives:**

1. To enable the undergraduate students to develop knowledge of disabled, disadvantage, disturb and gifted children are as exceptional children.
2. To enable the undergraduate students to understand a positive view and rational attitude towards special education for exceptional children.

### **UNIT – I INTRODUCTION**

Concept of special Education. History of special education, Needs and objectives of special education.

### **UNIT – II EXCEPTIONAL CHILDREN.**

Meaning of Exceptional children. Categories of Exceptional children. Needs and problems of Exceptional children.

Concept of Impairment, Disability and Handicap.

### **UNIT-III:**

Physically Handicap: Orthopaedically Handicapped and Health Impairment.  
 Orthopaedically Handicapped : Meaning of Orthopaedical Handicap, Causes and Identification or Orthopaedical Handicap, Integrated Education for them.  
 Health Impairment : Meaning of Health Impairment - Causes and Identification of health Impairment, Educational Previous for them.

### **Unit-IV : EMOTIONALLY DISTURBED AND MENTALLY RETARDED CHILDREN.**

1. Meaning of Emotionally disturbed Children, causes and Identification of emotionally disturbed children, Educational Provisions for them.

Mentally Retarded Children: concept of mentally retarded, Identification and causes of mentally retardation, Educational provisions for them.

## **UNIT: V: GIFTED CHILDREN**

Concept of Giftedness, Identification of Gifted children, Educational Programmes for Gifted Children.

### **REFERENCES:**

- Bloom, B.S.(1964): Stability and Change in Human characteristics, Wiley, N.Y.
- Clark, B.(1988): From Growing UP gifted –Developing the Potential of Children at Home and at school (3<sup>rd</sup> ed.) Merrill, Columbus
- Dash, M. (2003) Education of Exceptional Children, Atlantic Publishers and Distributors, New Delhi,
- Hallahan, D.P. and Kaufman: J.M. (1978); Exceptional children, Introduction to Special education. Prentice-Hall, Newfersy.
- Kaufman, d. M. (1977); Characteristics of Children's behaviour disorders, Charles Merrill, Columbus, Ohio.
- Manland, S. (1972), Education of Exceptional children. A basic text on the Rights of the Handicapped and the Gifted. Vilcash Publishing Co. New Delhi.
- Pandey, R.S. and Advani, I., (1995) Perspective in Disability and Rehabilitation, New Delhi, Vikas Publishing House, New Delhi, Sarason, S.B. and Darrs, J.(1963) ; The role of attention in retardate discrimination Learning in N.R. Ellis(ed), Handbank on Mental Deficiency, McGraw Hill, New York.

## **SIXTH SEMESTER (OPTIONAL)**

### **Course - 603 (C) (Honours)**

### **ADULT AND NON-FORMAL EDUCATION**

#### **OBJECTIVES:**

- To enable the undergraduate students to
1. Acquaint themselves with theoretical understanding, need and significance of Adult and Continuing Education.
  2. Develop necessary skills to organize programmes of Adult and Continuing education for various groups of learners.

Naik, J.P.

Rao, V.K.R.V.

Sharma, S.R.

UNESCO

- : Publications, Ambala.
- : Quantity, Quality and Equality - The Triangle of Indian Education, Allied Publishers, New Delhi.
- : Adult Education and Development
- : Reflections on Continuing and Non-formal Education Pointer publishers, Jaipur.
- : Learning to Be.

— X —