

Course No. PSEDTC101

Title: Philosophical Foundations of Education

Credits : 4 Maximum Marks : 100
a) Minor Test-I : 20
b) Minor Test-II : 20
c) Major Test :60

**Syllabus for the examinations to be held in Dec.
 2021to December 2023**

Learning Outcomes:

1. Students will analyze and evaluate the fundamental postulates of the discipline of Philosophy of Education and its relevance for Education.
2. Students will understand and evaluate the problem of Education (aims, curriculum instructional technique, discipline and human relationship) in terms of the knowledge and insight provided by Educational Philosophy.
3. Students will familiarize with ancient and modern schools of philosophy such as Vedanta, Buddhism, Empiricism, Positivism and Existentialism etc.

COURSE CONTENTS

Unit-I

Theory and Practice

Philosophy of Education – Its Nature, Distinctive features and Scope, Methods, Content and Functions (Speculative, Normative, Analytical);

Difference between educational theory and practice as postulated by Kant, John Dewey & Paulo Freire

Logical Analysis, Logical empiricism

Unit-II

Impact of Ancient Indian School of thoughts on the process of Education and development

- Sankhaya, Vedanta in context of metaphysics
- Nayas, Yoga in context of Epistemology
- Buddhism, Jainism, Bhagavadgita and Islamic Traditions in context of Axiology

Unit-III

Western School of thoughts:

- (i) Realism (ii) Existentialism (iii) Empiricism
- (iv) Dialectical Materialism

Unit-IV

Contemporary educational thoughts & philosophies:

Philosophic Conceptions of Human Personality in reference to Educational Thinkers (Aurobindo, Mahatma Gandhi, R.N. Tagore, Vivekananda, Dr B.R.Ambedkar and Pandit Madan Mohan Malviya)

Social Philosophy of Education: National Values (as per Constitution), Democracy in new socio economic and political order

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to

answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Books recommended:

1. Moore T.W. , Philosophy of Education – An Introduction, Routledge and Kegan Paul, Great Britain.
2. Conner, D.J. O., Introduction to the Philosophy of Education- Universal Book Stall.
3. Wingo, G.Max., Philosophy of Education- An Introduction, Sterling Publishers Pvt. Ltd.
4. Wood, R.G., Introduction of Education- Methun and Co. Ltd.
& Barrow
5. Pring, Richard Philosophy of Education, Continuum Studies in Education, London
6. Tuner David Theory of Education : Continuum studies in Education, London
7. Morris, L. Bigge Positive Relativism- Harper and Row Publishers, New York

8. Puligandla, R., Fundamentals of Indian Philosophy
–Abingdon Press, New York

Web references

http://en.wikipedia.org/wiki/Paulo_Freire

http://en.wikipedia.org/wiki/John_Dewey

<http://dewey.pragmatism.org/#deweywebsites>

[http://www.ibe.unesco.org/publications/ThinkersPdf/kant
e.Pdf](http://www.ibe.unesco.org/publications/ThinkersPdf/kant
e.Pdf)

Course No. PSEDTC102**Title : Psychological Foundations of Education****Credits : 4****Maximum Marks : 100**

- a) **Minor Test-I : 20**
- b) **Minor Test-II : 20**
- c) **Major Test : 60**

**Syllabus for the examinations to be held in Dec.
2021 to December 2023**

Learning Outcomes:

- Students will develop insight into the nature of psychology and psychological processes.
- Students will understand various schools of psychology and how psychological knowledge can be given by various schools and their contribution to the field of education.
- Students will know of individual differences, motivation and good mental health in learning.
- Students will understand some important learning theories and importance in transfer of learning
- Students will understand the intricacies of human personality and intelligence.

COURSE CONTENTS**Unit I**

- Educational Psychology – Its Nature and Scope, Relationship of Education and Psychology.
- Main Features and Contribution of the following Schools of Psychology towards Education: Gestalt, Psychoanalysis, Constructivism.
- Individual Differences – Meaning, Determinants: Role of Heredity and Environment, Implications of Individual differences for organizing Educational Programmes.

Unit-II

- Concept Formation (meaning and attributes of Concepts, Development of some Concepts and Role of Teacher in Concept Building); Reasoning (meaning, steps ,types of reasoning and role of teacher);
- Problem Solving (meaning, approaches, phases and role of teacher).Development of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language Development (meaning, sequence, factors influencing language development and role of teacher).

Unit-III

- Learning: Concept, Kinds-Gagne's Hierarchy of Learning. Theories of Learning :, Pavlov's Classical and Skinner's Operant Conditioning, Hull's Reinforcement Theory, Tolman's Theory of Learning and Lewin's Field Theory. Educational Implications of all Learning Theories.

Motivation : Nature, Functions, Theories : Maslow's Theory of Self-actualization, Murray's Theory of Motivation, theory of Achievement Motivation,

Unit-IV

Personality : Concept, Type and Trait Theories, Behavioural Approach – Miller, Dollard and Bandura. Assessment of Personality – Projective techniques. Intelligence : Concept, theories : Spearman's two Factor Theory, Thurstone's Group Factor Theory, Thorndike's Multifactor Theory and Guilford's Structure of Intellect.

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

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Major Test (after 90 days)	Upto 100%	Three hours	60
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Books Recommended:

Aggarwal, J.C. Essentials of Educational Psychology, Vikas Publishing House, Pvt. Ltd.
 Bhatnagar, Suresh Advanced Educational Psychology, and Saxena, A. Surya Publications, Meerut, 2001.
 Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House Pvt., Ltd., New Delhi.
 Dandapani, S. A Text Book of Advanced Educational Psychology. Anmol Publications Pvt. Ltd., New Delhi, 2001
 Dutt, N.K. Psychological Foundations of Education. Doaba House, Delhi, 1974.

.Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi

Hurlock, Elizabeth B. Personality Development. Tata McGraw-Hill Publishing Company Ltd., New Delhi, 1974

Mangal. S. K. (2005).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd: New Delhi

Ronald Jay Cohen Psychology and Adjustment. Allyn and Bacon, London.

Robert A. Baron Psychology, Allyn and Bacon, London, 1992.

Solso. Robert. L. (2002) Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi

Course No. PSEDTC103

Title : Contemporary India and Education

Credits : 4

Maximum Marks : 100

- a) **Minor Test-I : 20**
- b) **Minor Test-II : 20**
- c) **Major Test : 60**

Syllabus for the examinations to be held in Dec. 2021 to December 2023

Learning Outcomes:

1. Students will develop understanding of significant trends in contemporary education.
2. Students will develop awareness of various organizations and their role in the implementation of policies and programmes.
3. Students will focus attention on certain major national and social issues and role of education in relation to them.
4. Students will acquaint with the role of technology/mass media in spreading education among the masses.
5. To develop understanding of current problems and issues in Indian Education.

Unit-I

Elementary Education – Meaning, aims and objectives of elementary education, universalisation of elementary education, girls education, problems of non- enrolment and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme. Mid Day Meal, SSA, Continuous and Comprehensive Evaluation at Elementary Level, Recommendation of Kothari Commission for Elementary Education. National Policy on Education 1986 (revised 1992) their implications for Elementary Education. Right of Children for Free and Compulsory Education Act 2009.

Unit-II

Secondary Education – Meaning, importance and objectives of secondary education : organizational pattern of secondary education, problems and remedial measures of secondary education. Role of CBSE. RMSA

Higher Education – Meaning, Aims and Functions of Higher Education, major problems in University Education, Role of UGC, AIU, AICTE, ICSSR, CSIR, ICAR, NIEPA, Autonomous Colleges (Concept, composition and importance). Delor’s Report (Main Recommendation), RUSA, Cluster University, Study Webs of Active Learning for Young Aspiring Minds (SWAYAM).

Unit-III

Adult Education – Concept, aims and importance, National Adult Education Programme (NAEP), National Literacy Mission (NLM), TLC, PLC, SRC, JSN, , Concept and importance of Education for All.

Literacy Education and Further Education (Global and Indian Context), Saakshar Bharat, Adult Education and Skill Development

Life long Education: Meaning and importance of Life Long Education.

Unit-IV

Concept of educational ladder; Meaning and need of new educational pattern (10+2+3), vocationalization and diversification of education at +2 stage, New Education Policy 2020.

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I	Upto 25%	Forty five	20

(after 30 days)		minutes	
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Books recommended:

Bemzai, P.N.K. A History of Kashmir. MD publications 1994
 Bhatnagar, S. Education in India Today and Tomorrow. Agra, 2013

- Kohli V.K. Current Problem in Indian Education, Krishana Brothers 1976
- Kundu, C.L. Adult Education, Streling Publishers 2011
- Mukerji S.N. Education in India Today and Tomorrow, Acharay Book Depo, 1964
- Prem, K. A Decade of Education in India, Janadhar, 1971
- Seru, S.L. History and growth of Education in J and K (1872 AD to 1973).
- Srivastava, B.D. Development of Modern Indian Education. Oxford and IBH Publishing Co, 1970
- Report of Secondary Education Commission and Indian Education Commission 1952
- Report of New Education of Policy (1986).
- Report of Programme of Action (1992).
- Yadav, R. S (2003) Adult Education, Amabala Cantt

Course No. PSEDTC104**Title: Introduction to Educational Research****Credits: 4****Maximum Marks : 100**

- a) **Minor Test-I : 20**
- b) **Minor Test-II : 20**
- c) **Major Test : 60**

Syllabus for the examinations to be held in Dec. 2021 to December 2023**Learning Outcomes:**

Students will be oriented about research and its application in the field of education

Students will understand various types of educational research

Students will be able to select research problem

Students will understand various sampling techniques used in educational research.

Students will be able to prepare research proposal

COURSE CONTENTS**Unit-I**

Educational Research

- Meaning, nature and scope
- Need and purpose

- Areas of Educational Research : Philosophical, Psychological and Sociological
- Types of Educational Research- Fundamental, Applied and Action Research (Meaning, Purpose, Steps, Characteristics, and Differences)
- Scientific enquiry and theory development

Unit-II

Research Problem

- Selection (Problems and its sources)
- Evaluation (Criteria)
- Delineating and operationalizing variables
- Review of Related Literature: Meaning and Importance
- Hypothesis
 - Meaning, Characteristics of a good Hypothesis
 - Importance, Difference between Assumption and Hypothesis
 - Sources and Types

Unit-III

Population and Sample

- Concept of Population, Sample
- Characteristics of a good sample.

- Techniques of Sampling: Probability sampling and Non-Probability

- Probability Sampling: Simple random, Systematic random, Cluster, Stratified and Multi-stage Sampling
- Non-probability Sampling: Purposive, Quota, Incidental and snowball sampling

Unit-IV

Research proposal

Meaning, Importance and Writing style

Steps of Preparing Research Proposal

Style of writing Bibliography/References (APA, MLA and CMS)

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the

conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Books Recommended:

1. Anastasi, Annie Psychological Testing.,
Prentice Hall, 1997
2. Best, J.W. Research in Education.
Pearson, 2005
3. Freeman, Frank, S. Theory and practice of
Psychological Testing., Holt
1953
4. Good, C.V. The Methodology of
Educational Research., New
York, 1971
5. Hayman, J.L. Research in Education. Ohio,
1966
6. Mouly, G.J. The Science of Education
Research. Boston, 1978
7. Sukhia & Mehrotra Introduction to Education
Research. Bombay, 1966
8. Travers, M.W.R. Introduction to Education
Research. Macmillan & Co,
1969

Course No. PSEDTC105

Title : Teaching of Skills

Credits : 4

Maximum Marks : 100

- a) **Minor Test-I : 20**
 b) **Minor Test-II : 20**
 c) **Major Test : 60**

Syllabus for the examinations to be held in Dec. 2021 to December 2023.

Learning Outcomes:

1. Students will understand the concepts of Teaching & Micro teaching.
2. Students will understand and master the different skills of the Micro teaching needed to be enacted in the macro teaching sessions in a seamless manner.
3. Students will Practice the identified Micro teaching Skills of-Reinforcement, BB writing, Explanation, Stimulus Variation & Questioning .
4. Students will understand various educational interventions needed to hone these skills.

Course Contents

Unit-I

Concept of Teaching ,Micro teaching, Components of the Micro teaching & the cycle of Micro teaching
 Advantages & Disadvantages of Micro teaching.
 Peer Teaching: components Advantages &Disadvantages;
 Team Teaching & its components ,
 Differentiation of the Skills, Strategies & Instructional Practices; Use & their respective implications in the classrooms

Unit-II

The Skill of Reinforcement , Components , Advantages & Disadvantages. Enacting two lessons of the Reinforcement in the different school subjects.
 The Skill of Questioning : Components , Advantages & Disadvantages . Enacting two lessons of the Questioning in the different school subjects.

UNIT III

The Skill of Explanation: Components , Advantages & Disadvantages . Enacting two lessons of the Explanation in the different school subjects.

The Skill of Black board Writing: Components , Advantages & Disadvantages . Enacting two lessons of the Black board writing in the different school subjects.

UNIT IV

The Skill of Stimulus Variation : Components , Advantages & Disadvantages . Enacting two lessons of the Stimulus Variation in the different school subjects.

Skill of Classroom Management: Components , Advantages & Disadvantages . Enacting two lessons of the classroom management in the different school subjects.

Use of the New devices in the Classrooms: Skill of integrating (Blended learning) the PowerPoint presentation Conventional teaching; Use & implications of the Smart boards vis a vis to the conventional classroom board – Difficulties of the integration & its implications .

Modes of Transaction: *Lecture-cum-discussion method and Demonstration*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

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Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine

questions in total and candidates are required to attempt five questions.

Book Recommended

1. Aggarwal, J.C (-----) Methods and Techniques of Teaching, Vikas Publishers
2. Kochar, S.K. (1999) Methods and Techniques of Teaching, Streling Puublisher Pvt Ltd,
3. Singh, Y.K (2010) Micro Teaching, APH Publishing House
4. Singh, L and R Sharma (2002) Theory and Practice of Micro Teaching, Bhargav Book House

Course No. PSEDTC106

Title : Computer Skills

Credits: 4

Maximum Marks: 100

- a) **Minor Test-I : 20**
 b) **Minor Test-II : 20**
 c) **Major Test : 60**

Syllabus for the examinations to be held in May 2021 to May 2023

Learning Outcomes:

1. Students will be introduced with the Computer and its Peripherals
2. Students will know the importance of and use of Computer as well as its related technological devices in education.
3. Students will develop the skills of use of M.S. Office in the Discipline of Education.
4. Students will familiarize with how to use Computers utility like Power Point and application of internet, social media & mobile for the Teaching Learning Process & content creation .

Unit-I

Computers and Its Technological Development

Concept, What is a Computer, Classification of Computers, Characteristics Computers; Input and Output devices, Digital India & its applications for the students (

17 by 17 like Swayam Prabha; National Digital Library & National Academic Depository).

Use of the Computers in the teaching learning process ; ways & means of integration of technology with pedagogy- prospects & problems .The use & applicability of Computers for the MOOC & SWAYAM platforms-creating an Account

Unit-II

Handling the Computers : Different operating system like Linux,, Windows. Difference in its applications & workability in education; Use of Notepad & wordpad for the educational purpose . Use of Paint utility for enhancing the teaching learning process(practical) ; using Editing features on the Clip Art(Modify & to reproduce the art in accordance) Converting the Docx file to pdf, using the hyperlinks & creating the hypertext.

Unit- III

Understanding latest trends in the Computers :

Concepts: Applications, Advantages & Difficulties - Mobile Learning, One to One Computing , Ubiquitous learning, Personalized Learning & Cloud computing .Use & Transfer to data from the social Media applications & computer-pictures ,Videos & creating own's teaching learning content on You Tube, Blogs & Twitter.

Unit-IV

Use of Computers in the Teaching Learning Process :

Creating & Presenting five PowerPoint presentations(with effects) on the selected topic of the syllabus; Inserting the pictures , Videos in the docx files & providing the hyperlinks . Using the excel sheets for the

computation of the results by the function of sum; division & if . Use & applications of the printers & scanners . Use of Mobile & the social media in the integration & development of teaching learning content.

Modes of Transaction: *Lecture-cum-discussion method and Demonstration*

Note for paper setting:

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Note for Paper Setters (Major Test):

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type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Book Recommended

1. Computers fundamentals by R.K. Sinha, BPB Publication.
2. Fundamental of Computers by V. Rajaraman, PHI Pvt. Ltd.
3. A first course in computers by Sanjay Saxena, vikas Publishing Pvt. Ltd.
4. The complete reference office 2000 by Stephen L Nelson.