

Integral University, Lucknow
Faculty of Education
Departmental Paper (Ph.D.)

Philosophical and Sociological Foundations of Education
Paper Code (ED757)

Contact Hours: - 4 contact hours/week
Examination Duration: - 3 Hours

LTP
310
Maximum Marks:-100
Theory Marks:-80
Internal Assessment:-20

Unit –I- Meaning, Nature and Functions of Philosophy:

- Meaning, nature and Scope of Philosophy. Functions of Philosophy - speculative, normative and analytical. Relationship between philosophy and education. Teachers' need for a Philosophical framework, Methods of studying Philosophy.

Unit -II- Various Schools of Western Philosophy:

- Western Schools: Idealism, Realism, Naturalism and Pragmatism with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education.
- Modern concept of Philosophy: Analysis – Logical analysis, Logical empiricism and Positive relativism – (Morris L. Prigge).
- Existentialism and Marxism: philosophic analysis with special reference to their concepts of reality, knowledge and values and their educational implications to aims, content and methods of education.

Unit –III- Various Schools of Indian Philosophy:

- Indian Schools: Vedic, Jainistic, Buddhist and Islamic Traditions with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education.

Unit IV- Sociology of Education:

- Meaning and Functions of Sociology and Sociology of Education
- Society: Structure, social stratification, Social mobility, concept of culture; cultural and social change, Factors affecting social change: Caste, ethnicity ,class, language, religion and regional
- Equality of educational opportunities and social equity.

Unit V- A Critical study:

- A critical study of democracy, secularism, socialism, modernization, national integration and their educational implications.
- Constitutional rights of Minorities for Education.
- Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, womens and rural population.

Recommended Books:

- Brubacher, John S, Modern Philosophies of Education (Tata McGraw Hill, Pvt; Ltd, New Delhi 1971)
- Henryh , Nelson, B.Ed., Modern Philosophical and Education, 54th year book of NSSE, part- I (Univ. of Chicago Press, Chicago, 1955)
- Kneller, G.F., Foundations of Education (John Wiley & Sons, Inc., New York, 1963)
- Kneller, G.F., Introduction to Philosophy of Education,(John Wiley New York, 1964)
- Buties, J Donal, Four Philosophies and their practice in Education and Religion (Harper and Row Publishers, New York) 3rd Ed. 1968
- Morris, Van Cleve, Philosophies & their practice in Education and Religion(Harper and Row Publishers, New York) 3rdEd1968
- Phnix, P.H.(Ed),Philosophies of Education. John Wiley &Sons, New York 1961
- Price, Kingsley, Education and Philosophical thought (Englewood Cliffs, N J :Allyn and Bacon, Inc 1962)
- Havighurst, R J & Semice L Meugarten, Society and Education (4th) (Allyn and Bacon, Inc Beston, 1975)
- Kneller, George F, Educational Anthropology: An Introduction (Joj Wiley & Sons, Inc, New York 1965)
- Kallenbach, WWarren & Harold MHodged jr, Education and Society (Charles E Merell Books, Inc Columbus, Ohio, 1963) Foundation of Education & Social
- Van Scotter, R D , Perspectives (Prentice Hall, Inc Englewood R J Kraft & J D Hass Cliffs N J
- Marrish, Ivor, The Society of Education-An Introduction, George Allen and Unwin , London, 2nd
- Reid, Ivan Sociological Perspectives on School and Education (Open Books, Publishing Ltd., London 1978)
- Anderson, W A & F S Parker (Ed), Society: Its Organisation and Operation (D Van Mostrand Comopany Inc. Princeton, New Jersey).

Integral University, Lucknow
Faculty of Education
Departmental Paper (Ph.D.)

Educational Psychology
Paper Code (ED758)

L T P

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Maximum Marks:-100

Theory Marks:-80

Internal Assessment:-20

Contact Hours: - 4 contact hours/week

Examination Duration: - 3 Hours

Unit-I- Psychological Foundations of Education:-

- Scope of Educational Psychology Methods of Educational Psychology: - • Experimental • Clinical • Differential
- Relationship of Education and Psychology
- Process of Growth and Development.
- Physical, social, emotional and intellectual.
- Development of concept formation, logical reasoning, problem solving and creative thinking; language development.
- Individual differences – determinants; role of heredity and environment; implications of individual differences for organising educational programs

Unit-II- Cognitive Psychology:-

- Cognition: Methods and paradigms. Approaches: Behavioral and physiological.
- Cognitive processes: Attention and consciousness, STM and working memory.
- Individual and situational factors in cognition: Perspectives on cognitive development, aging and gender differences in cognition. Culture and cognition.
- Sensation and perception: Role of sensory organs and laws of organization in form perception.

Unit-III- Theories of Personality & Social Psychology:-

- Trait and type approaches: Allport, Cattell, and Eysenck; Big-three and big-five models.
- Psychodynamic and psychosocial approaches: Freud and Erikson.
- Existential approach:- May and Frankl's Model
- Humanistic and phenomenological approaches: Maslow Rogers and Kelly.

Social Psychology:

- Nature and Scope of social psychology. Methods of social psychology Observation, Experimental and questionnaire. Attitude- Nature and development. Measurement and theories of attitude change. Self and relationships: Self-concept, self-image, self-perception and self-regulations in mental health and illness; stress diathesis model, resilience, coping and social support.

Unit-IV- Health Psychology

- Concept and principles of guidance and counselling, types of guidance and counselling.
- Educational, career, family and marital and gerontological; stress management oriented counselling; group counselling.
- Mental health and illness: Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness;
- Mental retardation: Classification, etiology and management.
- Stress: Concept of stress, History and present status, types of stressors Physiological, Psychological, Environmental and Social, Responses to stress- Physiological and Psychological, Positive role of stress

Unit-V- Learning and Motivation

- Meaning, Concept of Motivation.
- Biological and Psychological Motives, Sociological Motives
- Theories of Motivation: Physiological Psycho-analytical Theory. Murray's Need Theory. Maslow's Theory of Hierarchy of Needs. Theory of Achievement Motivation Factors affecting Motivation
- Learning • Meaning • Theories of Learning - Pavlov's Classical Conditioning - Skinner's Operant Conditioning - Learning by Insight
- Hull's Reinforcement Theory • Lewin's Field Theory • Gagne's Hierarchy of Learning Types • Factors Influencing Learning.

Suggested Readings:

- K. C. Galotti, 2008, Cognitive psychology: Perception, attention and memory. New Delhi: Cengage.
- E. B. Goldstein, 2008, Cognitive psychology, (2nd Ed.). Belmont: Wadsworth.
- M.W. Matlin, 2008, Cognition (7th Ed.). USA: John Wiley & Sons.
- R. J. Sternberg, 2009, Applied cognitive psychology: Perceiving, learning, and remembering. New Delhi: Cengage.
- H. R. Schiffman, 2000, Sensation and perception: An integrated approach. New York: John Wiley
- The personality puzzles (4thEd). New York: Norton College Books.
- Hall, G. C., Lindzey, G., & Campbell, J. C. (1998). Theories of personality, (4thEd). New York: Wiley.
- Larsen, R. J., & Buss, D. M. (2010). Personality Psychology: Domains of knowledge about human nature. New York: McGraw Hill
- Gelso, C.J., & Fretz, B.R. 1995, Counselling psychology. Bangalore: Prism Books Pvt. Ltd.
- Patri, V.R. 2008, Conselling psychology. New Delhi: Authors Press.
- Welfel, E.R. 2010, Ethics in counselling & Psychotherapy Belmont: Brooks/Cole
- Woolfe, R., Dryden, W., & Strawbridge, S. 2003, Handbook of counselling psychology (2nd Ed.). London: Sage Publication Ltd.

Integral University, Lucknow
Faculty of Education
Departmental Paper (Ph.D.)

DEVELOPMENT OF EDUCATION IN INDIA
Paper Code (ED759)

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Maximum Marks:-100

Theory Marks:-80

Internal Assessment:-20

Contact Hours: - 4 contact Hours/week

Examination Duration: - 3 Hours

Unit-I- Education in Ancient and Medieval Period

(a) Education in Ancient India:

- Vedic Education –Vedic period, General features-Aim, Curriculum, Methods.
- Buddhist Education-Buddhist period, General features-Aims, curriculum, Method.

(b)Education in Muslim Period:

- General features –Aims, curriculum and methods. Types of institution.

Unit-II- Education during pre independent Period:

- Education during pre independence period: Early efforts of Europeans and missionaries, Education policy of East India Company, Orientals -Occident lists controversy, Macaulay's minutes and Hunter Commission- 1882, Curzon's Educational policy- 1899-1905,
- National Movement and progress of education.
- Sadler commission Report 1917, Hartog Committee - 1927, Wardha scheme of education – 1937.

Unit-III- Education during post independent Period:

- Education during Post –Independence period
- Radha Krishnan Commission, Mudaliar Commission and Kothari Commission
- Universalization of elementary education –A critical evaluation.
- Rastriya Madhyamic Shiksha Abhiyaan RMSA- A critical evaluation

Unit-IV- National policy of Education:

- National policy of Education: 1968,79,86
- Prof. Ram Murti Committee: 1990-1992
- Yash Pal Committee: 1992-93
- Education during five year plans
- International Commission on education (1996)
- Delor's Report.

Unit-V- Current Problems of Indian Education:

- Study of some specific problems of Indian Education –Vacationalisation and carrier choice.
- Curriculum frame work - NCTE, NCERT – Curriculum framework – 2005
- Distance Education: Meaning, concept, scope of education.
- Educated unemployment, problems and issues of higher education.
- Code of professional ethics for teachers- their role in curriculum development of classroom teaching.
- Status and professional preparation of competency and commitment oriented secondary school teachers.

REFERENCES:-

- Ayyar RVV (1996) Educational Policy, Planning and globalization, Elsevier Sc.Ltd. Britain
- Govt. of India National policy on education, 1986 (with modifications undertaken in 1992) MHRD, Deptt of Education.
- NCERT, (1992) Fifth All India Education survey.
- NCTE, 'Competency Based and commitment Oriented Teacher Education for quality School Education'.
- NCTE, 1998 'Policy Perspective in Teacher Education', New Delhi.

Integral University, Lucknow
Faculty of Education
Departmental Paper (Ph.D.)

Educational Technology
Paper Code (ED760)

Contact Hours: - 4 contact hours/week
Examination Duration: - 3 Hours

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Maximum Marks:-100
Theory Marks:-80
Internal Assessment:-20

Unit-I- Educational Technology: Concept and Scope

- Meaning, concept, objectives, scope and significance of Educational Technology.
- Types of Educational Technology: Hardware, Software and System Approach.
- Resource centres of Educational Technology: CIET, ET Cells, and DIETs.

Unit –II- Component of Educational Technology and instructional objectives

- Components of Educational Technology: Behavioural, Instructional and Teaching Technology.
- Role of Educational Technology in modern educational practices.
- Formulation and writing of instructional objectives in behavioural terms
- Designing of instructional strategies such as lecture, Team- Teaching, Discussion and Seminar.

Unit-III- Teaching: Concept, Types and models

- Teaching: Concept and characteristics
- Stages of teaching: Pre-active, Interactive and Post active phase.
- Models of Teaching: Meaning, Characteristics & Fundamental Elements. Joyce and Weil
- Classification of models of teaching.

Unit-IV- Programme learning and cone of experience

- Levels of teaching: Meaning, nature, functions and Types, Maxims of teaching.
- Programmed Learning: Meaning, origin and concept.
- Edger Dale's Cone of Experiences.
- Computer -Assisted and Computer-Managed Instruction, E-learning.

Unit –V- Communication and Micro Teaching

- Classroom communication: Concepts, Process Components and Types.
- Micro-Teaching and simulated teaching: Meaning, purpose, procedure and importance.
- ICT in educational system, virtual class.
- Flanders Interactional Analysis.

Suggested Readings:

- Dececco, John P, The Psychological Learning and Instruction, Prentice Hall of India
- Percival, F and Ellington H, A Handbook of Educational Technology, London, Kogun Page, 1984
- Freiberg, H.J. and Driscoli, Amy, Universal Teaching Strategies, Boston: Allyn and Bacon, 1992
- Joyce, Bruce and Weil Marsha, Models of Teaching, Englewood cliffs, New Jersey: Prentice Hall, 1980
- Mohanty ,Jagannath, Modern Trends in Educational Technology ,Neelkamal publication , New Delhi
- Mangal S. K. Mangal ,Uma ; Essentials of Educational Technology ,PHE Learning pvt.Ltd. New Delhi,

2009

- Sampath et. al 1984. Introduction to Educational Technology, Sterling Publishers Pvt. Ltd, New Delhi.
- Kulkarni, SS 1986 Introduction to Educational Technology, IBH Publishing Co., New Delhi.
- UNESCO 1988 Linking Technology with Science Education Technology in life, UNESCO Press.
- Ruhela S.P, (1973) Educational Technology, Raj Prakashan, New Delhi.
- Vanaja, M. Rajasekar,S. Educational Technology & Computer Education, Neelkamal publications Publications Pvt. Ltd., New Delhi, 2007.