



## Integral University, Lucknow

Effective from Session: 2015-16							
<b>Course Code</b>	EDY601	<b>Title of the Course</b>	Philosophical and Sociological Foundations of Education	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	1	<b>Semester</b>	NA	4	1	0	5
<b>Pre-Requisite</b>	B.Ed.	<b>Co-requisite</b>	Nil				
<b>Course Objectives</b>	Understanding the nature and function of Philosophy of Education, Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena, Understanding and use of philosophical methods in studying educational data, Critical appraisal of contributions made to education by prominent educational thinkers, Indian and Western, They enable the students to understand concepts and processes of social organization, social stratification and institution, They enable the students to understand the relation-ship between culture, society and education. They enable the students to understand uses of quality excellence and inequalities in education						

Course Outcomes	
<b>CO1</b>	Understanding the nature and function of Philosophy of Education.
<b>CO2</b>	Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena.
<b>CO3</b>	Understanding and use of philosophical methods in studying educational data
<b>CO4</b>	Critical appraisal of contributions made to education by prominent educational thinkers, Indian and Western
<b>CO5</b>	They enable the students to understand concepts and processes of social organization, social stratification and institution relation-ship between culture, society and education. And to understand uses of quality excellence and inequalities in education

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Meaning, nature and functions of Philosophy	Meaning, nature and functions of Philosophy, speculative, normative and analytical. Relationship between philosophy and education. Teachers' need for a Philosophical framework, Methods of studying Philosophy	12	1
2	Various Schools of Philosophy	Western Schools: ∞ Idealism with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education. ∞ Realism with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education. ∞ Naturalism with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education. ∞ Pragmatism with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education. Indian Schools: ∞ Vedic, Jainistic, Buddhistic Education with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education. ∞ Islamic Traditions with special reference to their concept of reality, knowledge and values and their educational implications to aims, content and methods of education.	12	2
3	Various Schools of Philosophy	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. Educational thoughts of the following thinkers: i. Mahatma Gandhi ii. Dr. Zakir Hussain iii. Swami Vivekanand iv. John Dewey v. Plato vi. Rousseau	12	3
4	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, equality of educational opportunities and social equity; Social change in India; Factors affecting social change: Caste, ethnicity, class, language, religion and regional	12	4
5	A Critical study	A critical study of democracy, secularism, socialism, modernization, national integration and their educational implications. Constitutional provisions for Education, Constitutional rights of Minorities for Education	12	5

**Reference Books:**

1. Brubacher, John, S (1971) Modern Philosophies of Education (Tata McGraw Hill, Pvt; Ltd, New Delhi
2. Henry, Nelson, B.Ed. (1955) Modern Philosophical and Education, 54th year book of NSSE, part- I (Univ. of Chicago Press, Chicago,
3. Kneller, G.F. (1963) Foundations of Education (John Wiley & Sons, Inc., New York
4. Kneller, G.F. (1964) Introduction to Philosophy of Education (John Wiley New York

**e-Learning Source:**

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	1	2	1	1	1	2	2	1	1	1	2	3	3
CO2	3	1	2	1	2	1	2	2	3	1	1	1	1	3	2
CO3	3	1	2	1	2	1	1	2	2	1	1	1	1	3	2
CO4	3	1	2	1	2	1	1	3	2	1	1	2	1	2	3
CO5	3	2	2	1	2	1	1	2	2	1	1	2	1	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p>Dr. E. Ahmad E.Ahmad</p> <p>Name &amp; Sign of Program Coordinator</p>	<p>Md. A. Khan</p> <p>Sign &amp; Seal of HoD</p>
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## Integral University, Lucknow

<b>Effective from Session: 2015-16</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Course Code</b>	ED602	<b>Title of the Course</b>	Advanced Educational Psychology	<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>
<b>Year</b>	1	<b>Semester</b>	-				
<b>Pre-Requisite</b>	B.Ed./ D. El. Ed	<b>Co-requisite</b>	Nil				
<b>Course Objectives</b>	The purpose of this postgraduate course is to impart knowledge of Educational Psychology by using the principal of learning and teaching students may enable themselves a better teacher. Students will become well aware of various Personality theories and students' diversity due to Intelligence and Mental Health.						

### Course Outcomes

<b>CO1</b>	Students would refurbish their knowledge about Educational Psychology along with concepts of Growth and development.
<b>CO2</b>	Students would become aware about Various Theories of Personality and its measurement Techniques
<b>CO3</b>	Students will become aware about new theories of Learning and higher concepts of Motivation.
<b>CO4</b>	Students' awareness of students Diversity due to Intelligence and Special Needs will increase.
<b>CO5</b>	Students' knowledge regarding Adjustment and Mental Health would be Enhanced and Revised.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Educational Psychology	Educational Psychology- Concept, nature, concerns and methodology important contributions of psychology to education and its significance and importance for teachers. Human Growth and Development: Meaning and relation, Child development-motor, physical, emotional Cognitive, language & moral development. Adolescent development-Physical, Emotional & Social: The problems of adolescents and education Piaget's theory of cognitive development, Vygotsky's socio-cultural view of development.	12	1
2	Personality	Personality: Meaning and concept Theories of personality: Type theories: Jung and Kretschmer Trait theories – Allport, Cattell and Eysenck Humanistic Theory of personality-Maslow and Roger Psycho-analytic approach-Freud, Adler, Erikson, Behavioral approach-Miller, Dollard, Bandura. Assessment of Personality-Projective Techniques, Rorschach and TAT, Personality Inventories	12	2
3	Learning and Motivation	Learning and Motivation: Meaning and Concept of learning: Theories of learning and their educational implications: Gagne, Hull and Tolman's theories: Information processing theories: Roger and Cognitive theories of learning. Needs: Maslow's classification of needs. Motivation: Concept, nature and relationship with learning; strategies of motivation	12	3
4	Intelligence and Creativity	Nature and Theories of Intelligence, Guilford model of Intellect, Piagetian perspective, Measurement of Intelligence. Gifted, Mentally Retarded and learning-disabled children: their characteristics and education. Creativity –Concept, identification and nurturing creativity Education of creative child.	12	4
5	Psychology of Adjustment and Mental Health	Psychology of Adjustment and Mental Health: Concept, Mechanism of adjustment, Introduction to common forms of anxiety, Neurosis, psychosis and other mental disorders. Concept and importance of mental health, characteristics of mentally healthy individual. Defense Mechanisms	12	5

#### Reference Books:

1. Dandpani S. (2006) A text book advanced educational psychology, Anmol publication private limited Bangalore
2. Kar Chintamani, (1998) Exceptional children - their psychology and education Sterling publishers private limited, New Delhi
3. Khan M. A. (2007) Fundamentals of educational psychology, Himalaya publishing House, New Delhi

#### e-Learning Source:

<https://meet.google.com/lookup/dr4srb7inm?authuser=1&hs=179> Google Class Code: nwf3ogs

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	3	2	3	1	2	2	2	1	1	1	2	2	2
CO2	3	1	2	3	3	1	2	2	2	1	1	1	2	2	2
CO3	3	3	1	2	3	1	2	2	2	1	1	1	1	2	2
CO4	3	3	3	3	3	1	2	2	2	1	1	1	1	2	2
CO5	3	3	1	1	3	2	2	2	2	1	1	1	1	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p>Dr. E. Ahmad E.A.R. →</p> <p>Name &amp; Sign of Program Coordinator</p>	<p>MD A. H. Man →</p> <p>Sign &amp; Seal of Head of Department of Education</p>
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## Integral University, Lucknow

Effective from Session: 2015-16							
Course Code	EDY603	Title of the Course	Research In Education	L	T	P	C
Year	1	Semester	NA	4	1	0	5
Pre-Requisite	B.Ed.	Co-requisite					
Course Objectives	The purpose of this postgraduate course is to impart theoretical and practical knowledge of Educational Research. By studying the different types of educational research and process, students will be able to do research in different areas, Application of statistical techniques for data analysis and draw conclusions.						

Course Outcomes	
CO1	Understand the Meaning and Concept of Educational Research, Know about the educational research as Basic, Applied and Scientific
CO2	Acknowledge the Research problems and methods of research
CO3	Be acquaint students about different sampling techniques & Application of Normal Probability Curve
CO4	To get familiar with Writing Research report
CO5	Testing of Hypotheses with the help of appropriate statistics

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Concept of Educational Research	Meaning, Concept and Scope of Educational Research, Nature, Limitations and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action)	12	1
2	Methods of Educational Research	Philosophical, Historical, Descriptive, Ex-Post Facto and Experimental research: Need and significance, Types and steps, Naturalistic research- Meaning, Concept, Use and procedure of data collection, Characteristics of Researcher, Formulating Research Proposals: Identification of a research problem, review of related literature, formulation of hypotheses and research design	12	2
3	Sampling Techniques and Normal Probability Curve	Sample- Meaning, Concept, Need and Importance, Population and Universe, Characteristics of Sample, Types of Sampling, Probability and Non-Probability Sampling-types and characteristics, Procedure and Technique, Minimizing Sampling Errors, Normal Probability Curve- Meaning, Concept, Need and Importance in Educational Research, Characteristics of NPC and Its applications in Educational Research	12	3
4	Techniques of Data Collection, Use of Library Resources	Techniques and Tools of data collection: observation, questionnaire, interview, rating scale, inventory, checklist and content analysis, Internal and External Validity of Research, Factors affecting the Internal and External validity of Research, Analysis- Meaning, Importance of Data in Educational Research, Library Resources: M.B. Buch Survey, Journals-Print and on-line, Writing research report Need and Importance of Research Ethics in Educational studies	12	4
5	Statistical Techniques for data analysis and Interpretation	Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Meaning of Descriptive and Inferential statistics, Concept of Standard Error of Mean, Parameter and Statistics for sample, Testing the Hypotheses, Types of error: type-I and type-II, Need of Non-Parametric statistics- Conditions for Using, Chi Square test- Equal distribution, Normal and Independent distribution, Need of Parametric statistics- Conditions for Using, t-test- Meaning and Need, t-test for Independent and Dependent group, One way ANOVA (F-test) for Independent group, Correlation- Meaning, Concept and Computation and Interpretation, Rank Difference, Product Moment, Partial and Multiple Correlation, Data analysis with the help of Computer, M.S. Excel and SPSS software	12	5

Reference Books:
1. Best, John. W. (2006). Research in Education. Prentice Hall of India, New Delhi
2. Gupta, S.P. (2010). Statistical Methods. Sharda Pustak Bhawan, Allahabad
3. Gupta, S.P. (2010). Research Introductory: Concepts, Methods and Techniques. Sharda Pustak Bhawan, Allahabad
4. Singh, A.K. (2003). Test, Measurement and Research Methods in Behavioural Sciences. Bharti Bhawan, Patna

5. Koul, Lokesh (2012). Methodology of Educational Research. Vikas Publishing House Private Limited, Noida
6. Kothari, C.R. (1985). Research Methodology. Wiley Eastern Limited New Delhi
7. Garrett, H.F. (1973). Statistics in Education and Psychology. Yakills Fitter Simsond Pvt. Ltd. Mumbai.
8. Buch, M.B. (1974). A survey of Research in Education (Centre of advanced studies in Education, M.S. University Baroda
9. Pandey, K.P. (2005). Fundamental of Educational Research. Vishwavidyalaya Prakashan, Varanasi

**e-Learning Source:**

[https://drive.google.com/file/d/1xyxwgee\\_Qa5cKysol\\_wXJC1Q1cVJ9GisR/view?usp=sharing](https://drive.google.com/file/d/1xyxwgee_Qa5cKysol_wXJC1Q1cVJ9GisR/view?usp=sharing)  
[https://drive.google.com/open?id=11vDCRh-6e4hDrXkc14E20BzXS1y\\_zrQ16&authuser](https://drive.google.com/open?id=11vDCRh-6e4hDrXkc14E20BzXS1y_zrQ16&authuser)  
<https://drive.google.com/open?id=1OA8xj3WJu1O11b91JhR-gOmE3guNns56cu&authuser> [https://drive.google.com/open?id=1Plq4F7-f-P\\_9mC-gUChHmp-Ji9KwBP8&authuser](https://drive.google.com/open?id=1Plq4F7-f-P_9mC-gUChHmp-Ji9KwBP8&authuser) [https://drive.google.com/open?id=1Plq4F7-f-P\\_9mC-gUChHmp-Ji9KwBP8&authuser](https://drive.google.com/open?id=1Plq4F7-f-P_9mC-gUChHmp-Ji9KwBP8&authuser)

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	1	2	1	1	1	1	1	1	1	1	2	2	1
CO2	3	1	2	1	2	1	1	1	1	1	1	1	2	1	2
CO3	3	1	2	1	2	1	1	1	1	1	1	1	2	1	2
CO4	1	2	3	1	2	1	1	1	1	1	1	1	2	2	1
CO5	3	2	1	2	2	1	1	1	1	1	1	1	1	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

<p>Dr. E. Ahmad EAh → Name &amp; Sign of Program Coordinator</p>	<p>MD Ahmad → Sign &amp; Seal of HoD</p>
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**Integral University, Lucknow**

<b>Effective from Session: 2015-16</b>							
<b>Course Code</b>	EDY605	<b>Title of the Course</b>	Environmental Education	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Year</b>	I	<b>Semester</b>	NA	4	1	0	5
<b>Pre-Requisite</b>	B.Ed.	<b>Co-requisite</b>					
<b>Course Objectives</b>	The purpose of this post graduate course is to impart theoretical knowledge of Environmental studies and its importance.						

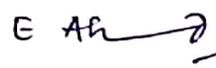
<b>Course Outcomes</b>	
<b>CO1</b>	To make students teachers aware of the concept, importance scope and aims of environmental education.
<b>CO2</b>	To acquaint the student teacher with possible environmental, hazard enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
<b>CO3</b>	To orient student teachers with various components of environment for preparing a curriculum for environmental education.
<b>CO4</b>	To enable the students' teachers to develop various methods and strategies for realizing the objectives of environmental education.
<b>CO5</b>	To enable the student teachers to understand about various projects in the area of environmental studies in different countries

<b>Unit No.</b>	<b>Title of the Unit</b>	<b>Content of Unit</b>	<b>Contact Hrs.</b>	<b>Mapped CO</b>
1	Introduction	Concept, Importance and scope, Aims and Objectives, Guiding principles and Foundation, Relationship between man and environment.	12	1
2	Environmental hazards	Environmental pollution; physical, air, water, noise, chemical pollution, extinction of flora and fauna, deforestation, soil erosion, Need for conservation, preservation and protection of rich environmental heritage, Programme of environmental education for primary, secondary and higher educational institution.	12	2
3	Environmental Education	Special nature of curriculum in Environmental education, Concept of Environment and Ecosystem, Natural system earth and biosphere, abiotic and biotic components, Natural resources, a biotic resource for environmental education.	12	3
4	Environmental Awareness	Concept, Structure, organization and working elements, Human System-Human being as a part of environment, human adaptation to environment, population and its effect on environmental resources, Technology system- industrial growth, scientific and technological inventions and their impact on the environment system	12	4
5	Environment Management	Concepts, Principles, Characteristics and approaches of Environmental management, Importance of Environmental Management, Management of Environmental Education-Interpretation of objectives planning, organizing, staffing, directing, coordination reporting, Budgeting, Comparative study environmental projects from various countries.	12	5

<b>Reference Books:</b>
1. NCERT (1981) Environmental Education at school level, New Delhi.
2. Sharma, R.C. (1981) Environmental Education at school level, New Delhi, Metropolitan, UNESCO.
3. Sharma, R.A. Environment Education, Meerut
<b>e-Learning Source:</b>
<a href="https://www.tutorialspoint.com/environmental_studies/environmental_studies_ecosystem.htm">https://www.tutorialspoint.com/environmental_studies/environmental_studies_ecosystem.htm</a>
<a href="https://www.tutorialspoint.com/environmental_studies/environmental_studies_environment.htm">https://www.tutorialspoint.com/environmental_studies/environmental_studies_environment.htm</a>
<a href="https://www.tutorialspoint.com/environmental_studies/environmental_studies_functions_of_ecosystem.htm">https://www.tutorialspoint.com/environmental_studies/environmental_studies_functions_of_ecosystem.htm</a>

<b>PO</b>	<b>PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>	<b>PSO8</b>	<b>PSO9</b>	<b>PSO10</b>
<b>CO</b>																
<b>CO1</b>		3	3	1	3	2	3	2	2	2	2	2	2	2	3	3
<b>CO2</b>		3	3	1	3	2	3	1	3	3	3	3	2	3	3	2
<b>CO3</b>		3	2	1	2	2	2	1	3	3	3	1	3	3	2	3
<b>CO4</b>		2	3	1	2	2	1	3	3	2	2	2	3	3	3	2
<b>CO5</b>		2	2	2	2	2	2	2	2	2	2	3	3	2	2	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. E. Ahmad E Ah   
Name & Sign of Program Coordinator

  
Sign & Seal of HoD





## Integral University, Lucknow

Effective from Session: 2015-16						
Course Code	ED606	Title of the Course	Guidance and Counselling	L	T	P
Year	I	Semester	-	4	1	0
Pre-Requisite	B.Ed/ D. El. Ed.	Co-requisite				
Course Objectives	After completing this course, the students' teacher will be able to understand the concepts, needs and viewpoints about guidance and counseling and the underlying principles in reference to normal children as well as in reference to children with special needs. Get acquainted with the organizational framework and procedures of guidance services in educational institutions Knowledge and techniques required for providing guidance and counselling services to students					

Course Outcomes	
CO1	To acquaint with the concepts of Guidance and Counseling and their types
CO2	To acquaint with Guidance Services, Principles of organization
CO3	Guidance and Appraisal of the individual and Techniques
CO4	Guidance and Counseling in groups. Role of motivation and perception in adjustment
CO5	Guidance of Children with special needs

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Guidance and Counseling	Guidance and counselling concept: Concepts, nature, need, scope and purpose; relationship with education; issues and problems; role of teacher. Basic types of guidance and the underlying principles, their nature, scope and purposes. Basic approaches of counselling and their underlying assumptions. Educational guidance: Basic assumptions and principles. Curriculum choice and its implications for career guidance; Guidance and curriculum and the class room learning. Vocational Guidance: basic principles, Vocational choice as a development process. Nature of work and job analysis; dissemination of occupational information; vocationalization of secondary education and career development. Personal Guidance: basic assumptions; types of behavioural problems of school stage students. Place of counselling in personal guidance	12	1
2	Guidance Services	Guidance services: Individual Inventory service, Information service, Counseling service, Group guidance services, Placement services and follow-up services. Principles of organization, Various types of services – Counselling Organization of a guidance programme and its principles – at elementary, secondary, college and university levels. Evaluation of guidance programmes.	12	2
3	Techniques of Appraisal	Guidance and Appraisal of the individual: Meaning, need, purpose and place of appraisal in guidance. Techniques of Appraisal, Testing techniques – tests (viz intelligence, aptitude, knowledge and achievement), interest tests personality measures. Non-Testing Techniques-Rating scales, Questionnaires, Inventories, Records and sociometric tools.	12	3
4	Counseling and Adjustment	Guidance and Counseling in groups: nature, aim, principles and procedure; Group counselling vs. Individual counselling. Counseling for adjustment, psychological foundation of adjustment. Types of group activities-their merits and demerits. Role of motivation and perception in adjustment. Current trends, Concerns and demands in guidance	12	4
5	Guidance of children with special needs	Problems and needs, Guidance of the gifted and creative students, Guidance of under-achiever and first-generation learners, Guidance of learning-disabled students, Role of the teacher in helping children with special needs.	12	5

**Reference Books:**

1. Chauhan, S S, Principles and Techniques of Guidance, New Delhi: Vikas Publishing House
2. Dave, I, The Basic Essentials of Counseling, New Delhi: Sterling Publishers.
3. Erickson, C E (Ed) A Basic Text for Guidance Workers, New York: Prentice Hall
4. Johns, A J, Principles of Guidance and Pupil Personal Work, New York: Mc Graw Hill
5. Jones, A J, Principles of Guidance and Pupil, New York: Mc Graw Hill Publishing Company
6. Kochhar, SK, Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers
7. Meyers, GE, Principles and Techniques of Vocational Guidance, New York: Mc Graw Hill
8. Nayak, A K, Guidance and Counseling, New Delhi: APH Publishing Corporation.

e-Learning Source:

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

PO- PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	3	2	3	3	3	3	3	2	2	2	3	3	3
CO2	3	3	2	3	3	2	3	3	3	2	2	2	3	3	3
CO3	3	3	1	2	3	2	3	3	3	2	2	2	2	3	3
CO4	3	3	3	3	3	2	3	3	3	2	2	2	2	3	3
CO5	3	3	1	1	3	3	3	3	3	2	2	2	2	3	3

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