

1.NameoftheDepartment:Education				
2.CourseName	Philosophical and Sociological Foundations of Education	L	T	P
3.CourseCode	EDY601	4	1	0
4.TypeofCourse(use tickmark)		Core(√)	DE()	FC()
5.Prerequisite(if any)	B. Ed	6.Frequency(use tickmarks)	Even() Odd()	Either Sem(√) EverySem()
7.TotalNumberofLectures,Tutorials,Practicals				
Lectures=50		Tutorials=10		Practical=Nil
8. COURSEOBJECTIVES: The philosophical and sociological components of this paper prepare for a post graduate course in education aim at developing the following competencies among the students.				
<ul style="list-style-type: none"> • 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. 				
9.COURSEOUTCOMES (CO):				
<i>Afterthesuccessfulcoursecompletion,learnerswilldevelopfollowingattributes:</i>				
COURSEOUTCOME(CO)	ATTRIBUTES			
CO1	Understanding the nature and function of Philosophy of Education			
CO2	Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena			
CO3	Understanding and use of philosophical methods in studying educational data.			
CO4	Critical appraisal of contributions made to education by prominent educational thinkers, Indian and Western			
CO5	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			
10.Unitwisedetailedcontent				
Unit-1	Number of lectures=12	Title of the unit: - 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.

Unit-2	Number of lectures=12	Title of the unit: Various Schools of Philosophy
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- **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.

Unit-3	Number of lectures=12	Title of the unit: Various Schools of Philosophy
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- 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

Unit-4	Number of lectures=12	Title of the unit: Sociology of Education
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- 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 imbalances.

Unit-5	Numberoflectures=12	Title of the unit: A Critical study
<ul style="list-style-type: none"> • A critical study of democracy, secularism, socialism, modernization, national integration and their educational implications. • Constitutional provisions for Education, Constitutional rights of Minorities for Education. 		

11.CO-POmapping								
COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Understanding the nature and function of Philosophy of Education	3	2	1	2	1		
CO2	Logical analysis, Interpretation and synthesis of various concepts, prepositions and philosophical assumptions about educational phenomena	3	1	2	1	2		
CO3	Understanding and use of philosophical methods in studying educational data.	3	1	2	1	2		
CO4	Critical appraisal of contributions made to education by prominent educational thinkers, Indian and Western	2	1	2	1	2		
CO5	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	3	2	2	1	2		

3Strongcontribution,2Averagecontribution,1Lowcontribution

12.Briefdescriptionofself-learning/E-learningcomponent

13.Booksrecommended:
1. Brubacher, John S, Modern Philosophies of Education (Tata McGraw Hill, Pvt; Ltd, New Delhi 1971)

2. Henryh , Nelson, B.Ed., Modern Philosophical and Education, 54th year book of NSSE, part- I (Univ. of Chicago Press, Chicago, 1955)
3. Kneller, G.F., Foundations of Education (John Wiley & Sons, Inc., New York, 1963)
4. Kneller, G.F., Introduction to Philosophy of Education,(John Wiley New York, 1964)
5. Buties, J Donal, Four Philosophies and their practice in Education and Religion (Harper and Row Publishers, New York) 3rd Ed. 1968
6. Morris, Van Cleve, Philosophies & their practice in Education and Religion(Harper and Row Publishers, New York) 3rdEd1968
7. Phnix, P.H.(Ed),Philosophies of Education. John Wiley &Sons, New York 1961
8. Price, Kingsley, Education and Philosophical thought (Englewood Cliffs, N J :Allyn and Bacon, Inc 1962)
9. Havighurst, R J & Semice L Meugarten, Society and Education (4th) (Allyn and Bacon, Inc Beston, 1975)
10. Kneller, George F, Educational Anthropology :An Introduction (Joj Wiley & Sons, Inc, New York 1965)

1.NameoftheDepartment:Education						
2.CourseName	Advanced Educational Psychology			L	T	P
3.CourseCode	ED 602			4	1	0
4.TypeofCourse(use tickmark)				Core(v)	DE()	FC()
5.Pre-requisite(ifany)	Post Graduation	6.Frequency(usetickmarks)	Even(v)	Odd()	EitherSem()	EverySem()
✓ 7.TotalNumberofLectures,Tutorials,Practicals						
Tentative Lectures= 60		Tutorials= 10		Practical=Nil		
8. COURSEOBJECTIVES: 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.						
9.COURSEOUTCOMES (CO): <i>After the successful course completion, learners will develop following attributes:</i>						
COURSEOUTCOME(CO)	ATTRIBUTES					
CO1	Students would refurbish their knowledge about Educational Psychology along with concepts of Growth and development..					
CO2	Students would become aware about Various Theories of Personality and its measurement Techniques..					
CO3	Students will become aware about new theories of Learning and higher concepts of Motivation.					
CO4	Students awareness of students Diversity due to Intelligence and Special Needs will increase.					
CO5	Students Knowledge regarding Adjustment and Mental Health would be Enhanced and Revised.					
10.Unitwisedetailedcontent						
Unit-1	Numberoflectures=12		Titleoftheunit: Educational Psychology			
<p>Educational Psychology- Concept, nature, concerns and methodology important contributions of psychology to education and its significance and importance for teachers.</p> <p>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.</p>						
Unit-2	Numberoflectures= 15		Titleoftheunit: Personality			
<p>Personality:</p> <p>Personality: Meaning and concept</p> <p>Theories of personality: Type theories: Jung and Kretschmer</p> <p>Trait theories – Allport, Cattell and Eysenck</p> <p>Humanistic Theory of personality-Maslow and Roger</p> <p>Psycho-analytic approach-Freud, Adler, Erikson,</p> <p>Behavioral approach-Miller, Dollard, Bandura. Assessment of Personality-Projective Techniques, Rorschach and TAT, Personality</p>						

Inventories.		
Unit-3	Numberoflectures=13	Titleoftheunit: Learning and Motivation
<p>Learning and Motivation:</p> <p>Meaning and Concept of learning:</p> <p>Theories of learning and their educational implications: Gagne, Hull and Tolman's theories:</p> <p>Information processing theories: Roger and Ausubel</p> <p>Cognitive theories of learning.</p> <p>Needs: Maslow's classification of needs.</p> <p>Motivation: Concept, nature and relationship with learning; strategies of motivation</p>		
Unit-4	Numberoflectures=10	Titleoftheunit : Intelligence and Creativity
<p>Nature and Theories of Intelligence, Guilford model of Intellect, Piagetian perspective,</p> <p>Measurement of intelligence.</p> <p>Gifted, Mentally Retarded and learning disabled children: their characteristics and education.</p> <p>Creativity –Concept, identification and nurturing creativity</p> <p>Education of creative child.</p>		
Unit-5	Numberoflectures=10	Titleoftheunit: Psychology of Adjustment and Mental Health
<p>Psychology of Adjustment and Mental Health:</p> <p>Concept, Mechanism of adjustment, Introduction to common forms of anxiety, Neurosis,</p> <p>psychosis and other mental disorders.</p> <p>Concept and importance of mental health, characteristics of mentally healthy individual.</p> <p>Defense Mechanisms</p>		
11.CO-Pomapping		

Cos	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Students would refurbish their knowledge about Educational Psychology along with concepts of Growth and development..	3	2	3	2	3	-	-
CO2	Students would become aware about Various Theories of Personality and its measurement Techniques..	3	1	2	3	3	-	-
CO3	Students will become aware about new theories of Learning and higher concepts of Motivation.	3	3	1	2	3	-	-
CO4	Students awareness of students Diversity due to Intelligence and Special Needs will increase.	3	3	3	3	3	-	-
CO5	Students Knowledge regarding Adjustment and Mental Health would be Enhanced and Revised.	3	3	1	1	3	-	-

3Strongcontribution,2Averagecontribution,1Lowcontribution

12. Brief description of self learning/E-learning component

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

Google Class Code :- nwf3ogs

13. Books recommended:

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

1.NameoftheDepartment:Education								
2.CourseName	Research in Education	L	T	P				
3.CourseCode	EDY603	4	1	0				
4.TypeofCourse(use tickmark)		Core(√)	DE()	FC()				
5.Prerequisite(if any)	B. Ed	6.Frequency(usetick marks)	Even()	Odd()				
			Either Sem(√)	EverySem()				
7.TotalNumberofLectures,Tutorials,Practicals								
Lectures=50		Tutorials=10		Practical=Nil				
8. COURSEOBJECTIVES: 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.								
9.COURSEOUTCOMES (CO): <i>Afterthesuccessfulcoursecompletion,learnerswilldevelopfollowingattributes:</i>								
COURSEOUTCOME(CO)	ATTRIBUTES							
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	Writing Research report							
CO5	Testing of Hypotheses with the help of appropriate statistics							
10.Unitwisedetailedcontent								
Unit-1	Number of lectures=12	Title of the unit: Concept of Educational Research						
Meaning, Concept and Definitions of Research, Purpose of Research in Present Scenario, Concept of Educational Research and Definitions, Nature and Limitations of Educational Research, Priority Areas, Scope of Educational Research in India, New trends in Educational Research, Various Methods of arriving knowledge Rational, Empirical and Intuitive, Levels of Educational Research Basic, Applied and Action Research- Need, Importance and Procedure for data collection and interpretation								
Unit-2	Number of lectures=12	Title of the unit: Methods of Educational Research						
Philosophical, Historical, Descriptive, Ex-Post Facto and Experimental research: Need and significance, Types and steps, Scientific Research- Meaning, Purpose, Definitions, Characteristics, Importance and procedure, Naturalistic research- Meaning, Concept, Use and procedure of data collection, Characteristics of Researcher, Qualitative Research- Meaning and procedure of conducting it, Formulating Research Proposals: Identification of a research problem, review of related literature, formulation of hypotheses and research design								
Unit-3	Numberoflectures=12	Titleoftheunit: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								
Unit-4	Numberoflectures=12	Titleoftheunit: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								
Unit-5	Numberoflectures=12	Titleoftheunit:Statistical Techniques for data analysis and Interpretation						
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, SPSS software for data analysis								
11.CO-POmapping								
COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Understand the Meaning and Concept of Educational Research Know about the educational research as Basic, Applied and Scientific	3	2	1	2	1		
CO2	Acknowledge the Research problems and methods of research	3	1	2	1	2		
CO3	Be acquaint students about different sampling method and use of appropriate Sampling techniques for data collection Application of Normal Probability Curve in educational research	3	1	2	1	2		
CO4	Writing Research report	2	1	2	1	2		
CO5	Testing of Hypotheses with the help of appropriate statistics	3	2	2	1	2		
3Strongcontribution,2Averagecontribution,1Lowcontribution								
12.Briefdescriptionofself-learning/E-learningcomponent								
1. https://drive.google.com/file/d/1xvwxgcec_Qa5cKvsol_wXIC1QTcVE9GsR/view?usp=sharing								
2. https://drive.google.com/open?id=1lvDCRh-6e4hDrXkc14E20BzXS1yZrQt6&authuser=0								
3. https://drive.google.com/open?id=1OA8xj3WJu1OHb9HhR-gOmE3guNns56cu&authuser=0								
4. https://drive.google.com/open?id=1PIq4F7_fP_9mC-gUChHMP-Ji9KwBP8&authuser=0								
13.Booksrecommended:								
1. Best, John.W. (2006). Research in Education. Prentice Hall of India, New Delhi								

2. Gupta, S.P. (2010). Statistical Methods. ShardaPustakBhawan, Allhabad
3. Gupta, S.P. (2010). Research Introductory:Concepts, Methods and Techniques. ShardaPustakBhawan, Allhabad
4. Singh, A.K. (2003). Test, Measurement and Research Methods in Behaviural Sciences. BhartiBhawan, Patna
5. Koul, Lokesh (2012). Methodology of Educational Research.Vikas Publishing House Private Limited, Noida
6. Kothari, C.R. (1985). Research Methodology. Wiley Estern Limited New Delhi
7. Garrett, H.E. (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. VishwavidyalayaPrakashan Varanasi

1.NameoftheDepartment:Education											
2.CourseName		Environmental Education			L	T	P				
3.CourseCode		EDY605			4	1	0				
4.TypeofCourse(use tickmark)					Core(√)	DE()	FC()				
5.Pre-requisite(ifany)		Graduation in any Discipline (B.Ed.)	6.Frequency(usetick marks)	Even()	Odd(√)	Either Sem()	Every Sem()				
7.TotalNumberofLectures,Tutorials,Practicals											
Lectures=40			Tutorials=10		Practical=Nil						
8. COURSEOBJECTIVES: The purpose of this post graduate course is to impart theoretical knowledge of Environmental studies and Its importance											
9.COURSEOUTCOMES (CO): <i>Afterthesuccessfulcoursecompletion,learnerswilldevelopfollowingattributes:</i>											
COURSEOUTCOME(CO)		ATTRIBUTES									
CO1		To make students teachers aware of the concept, importance scope and aims of environmental education.									
CO2		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.									
CO3		To orient student teachers with various components of environment for preparing a curriculum for environmental education.									
CO4		To enable the students teachers to develop various methods and strategies for realizing the objectives of environmental education.									
CO5		To enable the student teachers to understand about various projects in the area of environmental studies in different countries.									
10.Unitwisedetailedcontent											
Unit-1		Number of lectures=10		Titleoftheunit: Introduction							
Concept, Importance and scope, Aims and Objectives, Guiding principles and Foundation, Relationship between man and environment.											
Unit-2		Numberoflectures=10		Title of the unit: 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											
Unit-3		Number of lectures=10		Title of the unit: 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.											
Unit-4		Number of lectures=10		Title of the unit: 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											
Unit-5		Number of lectures=10		Title of the unit: 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.											
11.CO-POmapping											
COs	Attributes				PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	To make students teachers aware of the concept, importance scope and aims of environmental education.				2	3	3	1	3	1	1
CO2	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.				2	3	3	2	2	3	3
CO3	To orient student teachers with various components of				3	3	1	2	2	3	3

	environment for preparing a curriculum for environmental education.							
CO4	To enable the students teachers to develop various methods and strategies for realizing the objectives of environmental education.	2	3	2	3	2	1	1
CO5	To enable the student teachers to understand about various projects in the area of environmental studies in different countries.	3	2	1	2	2	1	1
3Strongcontribution,2Averagecontribution,1Lowcontribution								
12.Briefdescriptionofselflearning/E-learning component								
https://www.tutorialspoint.com/environmental_studies/environmental_studies_ecosystem.htm https://www.tutorialspoint.com/environmental_studies/environmental_studies_environment.htm https://www.tutorialspoint.com/environmental_studies/environmental_studies_functions_of_ecosystem.htm								
13.Booksrecommended:								
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								