

SESOND SEMESTER**EDC – 5: EDUCATIONAL PHILOSOPHY-2**

Block	Contents	Study hour
<u>Block-1</u> Indian Schools of Philosophy	Unit - 1: Charvaka Philosophy 1.1.1:Introduction 1.1.2: Objectives 1.1.3: Meaning and Concept of Charvaka Philosophy. 1.1.4: Charvaka doctrine & core beliefs 1.1.5: Charvaka Theory of knowledge	01 Hour
	Unit - 2: Vaiseshika Philosophy 1.2.1:Introduction 1.2.2: Objectives 1.2.3: Meaning and Concept of Vaiseshika Philosophy. 1.2.4: Vaiseshika Theory of knowledge 1.2.5 : Categories (Padartha) of Vaisesika Philosophy 1.2.6 : Substance (Dravya) of Vaisesika Philosophy 1.2.7 : Quality (Guna) of Vaisesika Philosophy	01 Hour
	Unit – 3: Vedanta Philosophy 1.3.1:Introduction 1.3.2: Objectives 1.3.3: Meaning and Concept of Vedanta Philosophy 1.3.4: The advaita vedanta of Samkara: 1.3.5: The philosophy of visitadvaita : Theory of	01 Hour

	<p>2.4.1 : Introduction</p> <p>2.4.2 : objectives</p> <p>2.4.3 : Meaning and Concept of Progressivism</p> <p>2.4.4 : Basic Principles of Progressivism</p> <p>2.4.5 : Educational Implication with reference to Aims, Contents and Methods of Teaching.</p>	01 Hour
	<p>Unit - 5: Marxism</p> <p>2.5.1 : Introduction</p> <p>2.5.2 : objectives</p> <p>2.5.3 : Meaning and Concept of Marxism</p> <p>2.5.4 : Values of Marxism</p> <p>2.5.5 : Educational Implication with reference to Aims, Contents and Methods of Teaching.</p>	01 Hour
<p><u>Block-3</u></p> <p>National Values and Education</p>	<p>Unit - 1: National Values enshrined in the Indian Constitution</p> <p>3.1.1 : Introduction</p> <p>3.1.2 : objectives</p> <p>3.1.3 : Constitution of India</p> <p>3.1.4 : National values enshrined in the Indian constitution</p>	01 Hour
	<p>Unit - 2: Democracy</p> <p>3.2.1 : Introduction</p>	

	<p>3.2.2 : objectives</p> <p>3.2.3 : Concept of democracy</p> <p>3.2.4 : The educational implication of democracy</p>	01 Hour
	<p>Unit - 3: Socialism</p> <p>3.3.1 : Introduction</p> <p>3.3.2 : objectives</p> <p>3.3.3 : Concept of Socialism</p> <p>3.3.4 : The educational implication of Socialism</p>	01 Hour
	<p>Unit - 4: Secularism</p> <p>3.4.1 : Introduction</p> <p>3.4.2 : objectives</p> <p>3.4.3 : Concept of Secularism</p> <p>3.4.4 : The educational implication of Secularism</p> <p>3.4.5 : The need of the hour</p>	01 Hour
<p><u>Block-4</u></p> <p>Great Thinkers</p>	<p>Unit -1: Contribution of Great Thinkers (A)</p> <p>4.1.1: Introduction</p> <p>4.1.2: Objectives</p> <p>4.1.3: Educational Contributions of Swami Vivekananda</p> <p>4.1.4: Educational Contributions of Sri Aurobindo</p>	01 Hour
	<p>Unit -2: Contribution of Great Thinkers (B)</p> <p>4.2.1: Introduction</p>	

	<p>4.2.2: Objectives</p> <p>4.2.3: Educational Contributions of Rabindranath Tagore</p> <p>4.2.4: Educational Contributions of M. K. Gandhi</p>	01 Hour
<p><u>Block-5</u></p> <p>Building a Philosophy</p>	<p>Unit -1: Building a Philosophy of Indian Education</p> <p>5.1.0 : Introduction</p> <p>5.1.1 : Objectives</p> <p>5.1.2 : Philosophy of Education Revisited</p> <p>5.1.3 : Concerns for Perspectives for Building a Philosophy of Education</p> <p>5.1.4 : Perspectives for Building a Philosophy of Education</p> <p>5.1.5 : Basic Elements in the Design of a Philosophy of Education</p> <p>5.1.6 : Building a Philosophy of Indian Education</p> <p>5.1.7 : Heuristics for Building Philosophy of Indian Education</p>	01 Hour
<p><u>Block- 6</u></p> <p>Modern Concept of Philosophy</p>	<p>Unit - 1: Modern Concept of Philosophy: Analysis</p> <p>6.1.1: Introduction</p> <p>6.1.2: Objectives</p> <p>6.1.3: Modern Concept of Philosophy: Analysis</p> <p>6.1.4: Logical Analysis.</p> <p>6.1.5: Logical Positivism.</p>	01 Hour

	6.1.6: Philosophical Analysis and Philosophy of Education 6.1.7: Relativism	
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SEMESTER – 2		
PAPER – 6: EDUCATIONAL PSYCHOLOGY		
Block	Contents	Study hour
<u>Block-1</u> Intelligence	Unit - 1: Intelligence: Basic concepts 1.1: Concept of intelligence. 1.2: Meaning & Nature of intelligence. 1.3: Definition of intelligence. 1.4: Characteristics of intelligence.	1 Hour
	Unit -2: Intelligence theories & their educational significance -1 2.1: Cattell 2.2: Guilford	1 Hour
	Unit -3: Intelligence theories & their educational significance -2 3.1: Stenberg 3.2: Gardner	
	Unit – 4: Measurement of intelligence 4.1: Early test of intelligence. 4.2: Modern intelligence Test. 4.3: Intelligence Scores and its Distribution. 4.4: Criticisms of intelligence tests.	1 Hour
	Unit – 5: Logical thinking and Problem solving 5.1: Logical thinking: Concept & meaning 5.2: Problem solving: Concept & meaning 5.3: General Problem Solving Models 5.4: Strategies of Problem based learning	
	Unit –6: Emotional intelligence 6.1: Meaning & concept of Emotional intelligence. 6.2: Features of Emotional intelligence.	1 Hour
<u>Block-2</u>	Unit - 1: Introduction to Creativity 2.1.1: Meaning and nature of Creativity.	

Creativity	2.1.2: Creativity as a constellation of abilities. 2.1.3: Types of Creativity 2.1.4: Creativity and Intelligence	1 Hour
	Unit - 2: Factors and Development of creativity 2.2.1: Factors of Creativity 2.2.2: Development of Creativity 2.2.2.1: Sources of Creativity 2.2.2.2: Stimulating Creativity	1 Hour
	Unit -3: Measurement of Creativity 2.3.1: Concept and categories of creativity measurement.	1 Hour
<u>Block-3</u> Theories of Learning	Unit -1: Behaviouristic approach to learning 1.1: Concept of behaviouristic approach to learning. 1.2: Hull's theory of learning. 1.3: Skinner's theory.	1 Hour
	Unit -2: Cognitive approach to learning 2.1: Concept of cognitive approach to learning. 2.2: Tolman's theory of learning. 2.3: Lewin's theory. 2.4: Bruner's theory. 2.5: Gagne's theory.	1 Hour
	Unit – 3: Constructivist approach to learning 3.1: Concept of Constructivist approach to learning. 3.2: Piaget's theory. 3.3: Vygotsky theory.	1 Hour
<u>Block-4</u> Personality	Unit -1: Personality: concepts and theories 1.1: Concept and Meaning and of personality. 1.2: Nature of personality. 1.3: Determinants of Personality 1.4: Theory of Cattell, Eysenck, Jung, Erikson. 1.5: Theory of Rogers, Big five factors.	1 Hour
	Unit -2: Measurement of personality 2.1: Concept of personality measurement. 2.2: Personality inventory. 2.3: Projective techniques.	1 Hour
	Unit -1: Individual differences and education 1.1: Concept and types. 1.2: Role of heredity, Environment and culture. 1.3: Implications of individual differences for organizing educational programmes.	1 Hour
<u>Block-5</u> Individual Differences and Group dynamics	Unit-2: Group dynamics in classroom 2.1: Concept, Process and Characteristics of Group	

	2.2: Group dynamics and Classroom interaction 2.3: Sociometric Grouping 2.4: Socio-emotional Climate of Classroom 2.5: Teachers characteristics about Influencing it.	1 Hour
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SECOND SEMESTER		
EDC – 8: RESEARCH METHODOLOGY - 2		
Block	Contents	Study hour
<u>Block-1</u> Normal probability curve	Unit – 1: Normal Probability Curve and some other related concepts 1.11: Normal probability curve 1.1.2: Derived scores 1.1.3: Sampling distribution of mean and other Statistics	01 Hour
<u>Block-2</u> Measures of relationships	Unit – 1: Measures of relationships -concept and use only (A) 2.1.1: Correlation 2.1.2: Co-efficient of correlation 2.1.3: Types of Correlation 2.1.4: Product moment Correlation 2.1.5: Rank difference Correlation	01 Hour

	<p>Unit – 2: Measures of relationships -concept and use only</p> <p style="text-align: right;">(B)</p> <p>2.2.1: Bi-serial Correlation</p> <p>2.2.2: Point bi-serial Correlation</p> <p>2.2.3: Partial Correlation</p> <p>2.2.4 Multiple correlation</p>	01 Hour
<p><u>Block-3</u></p> <p>Inferential Statistics</p>	<p>Unit -1: Inferential Statistics and related concepts (A)</p> <p>3.1.1: Inferential Statistics.</p> <p>3.1.2: Null Hypothesis.</p> <p>3.1.3: Level of Significance.</p>	01 Hour
	<p>Unit -2: Inferential Statistics and related concepts (B)</p> <p>3.2.1: Degrees of Freedom.</p> <p>3.2.2: Two tailed and one tailed test of Significance.</p> <p>3.2.3: Decision making : Type-I and Type-II Errors.</p>	01 Hour
	<p>Unit -3: Parametric and Non parametric Techniques</p> <p>3.3.1: Concepts of Parametric and non-parametric Techniques.</p> <p>3.3.2: Parametric Tests</p> <p>3.3.3: Non parametric Tests</p>	01 Hour
	<p>Unit -4: Non-parametric Tests</p> <p>3.4.1: Chi-square test</p> <p>3.4.2: Median test.</p>	01 Hour

	<p>Unit -5: Parametric Tests</p> <p>3.5.1: Z test and t test</p> <p>3.5.2: F-test or Analysis of Variance</p> <p>3.5.3: Analysis of Co- variance</p>	01 Hour
<p><u>Block-4</u></p> <p>Reliability and Validity</p>	<p>Unit -1: Reliability and Validity- Concept</p> <p>4.1.1: Population and Sample</p> <p>4.1.2: Quality of sample</p> <p>4.1.3: Quality of tools</p>	01 Hour
	<p>Unit -2: Reliability</p> <p>4.2.1: Concept of Reliability</p> <p>4.2.2: Definitions of Reliability</p> <p>4.2.3: Factors affecting Reliability.</p> <p>4.2.4: Methods of Estimating Reliability.</p>	01 Hour
	<p>Unit -3: Validity</p> <p>4.3.1: Concept of Validity.</p> <p>4.3.2: Determination of Validity.</p> <p>4.3.3: Factors affecting Validity.</p>	01 Hour
<p><u>Block-5</u></p> <p>Regression and</p>	<p>Unit -1: Introduction to Regression and Prediction</p> <p>5.1.1: Basics of Regression and Prediction.</p> <p>5.1.2: Further Conceptualization about Regression</p> <p>5.1.3: Origin of the concept Regression in solution of Real life problems.</p>	01 Hour

Prediction	Unit -2: Regression and Prediction: Illustration 5.2.1: Concept of Regression and Prediction: Illustration 5.2.2: Regression Equations.	01 Hour
	Unit -3: Multiple Regression 5.3.1: Multiple (Linear) Regression and Prediction 5.3.2: Multiple Regression and Multiple R 5.3.3: Uses of Regression and prediction in Educational Research	01 Hour
<u>Block-6</u> Research Report	Unit - 1: Research Report 6.1.1: Importance of Research Report. 6.1.2: Style Format of Research Report. 6.1.3: Guidelines for Writing Research Report.	01 Hour
	Unit - 2: Research Report - Writing 6.2.1: Writing qualitative Research report 6.2.2: Evaluation of Research Report.	01 Hour

SEMESTER – 2		
EDO-01: Fundamentals of Education and Research (Open Course)		
Block	Contents	Study hour
<u>Block-1</u>	Unit - 1: Basic concepts of Education 1.1: Meaning, Nature, and Scope of education. 1.2: Functions, and agencies of Education	1 Hour

Foundation of Education	Unit -2:Philosophical bases of Education 2.1: Concepts of philosophy and education 2.2: Important aspects of philosophy 2.3: Relationship between philosophy and education 2.4: Meaning of educational philosophy	1 Hour
	Unit -3: Sociological bases of Education 3.1: Meaning and Nature of Sociology 3.2: Relationship between sociology and education 3.3: Education as a Process of Socialization 3.4: Concept of Educational Sociology	1 Hour
	Unit -4: Historical bases of Education	1 Hour
<u>Block-2</u> Psychology of Learning and Teaching	Unit - 1: Introduction to Learning 1.1: Meaning and Nature. 1.2: Factors of Learning (Motivation, Maturation, Memory, forgetting and Attention).	1 Hour
	Unit - 2:Learning Theories and implications 2.1: Classical Conditioning, 2.2: Operant Conditioning, 2.3: Gestalt, and Constructivism.	
	Unit – 3: Teaching 3.1: Meaning and concept 3.2: Levels of teaching, 3.3: Stages of teaching.	1 Hour
	Unit -4: Educational Technology 3.1: Meaning and Nature, 3.2: approaches, and Scope.	1 Hour
<u>Block-3</u> Curriculum Development and Evaluation:	Unit -1: Introduction to curriculum 1.1: Concept, Nature, Types and Functions of Curriculum 1.2: Foundation of Curriculum and Curriculum framework (Philosophical, Sociological and psychological)	1 Hour
<u>Block-4</u> Measurement and Evaluation:	Unit -1: Basic concepts of Measurement and Evaluation 1.1: Concept and Factorsof Measurement and Evaluation 1.2: Formative and Summative evaluation 1.3: Continuous and Comprehensive evaluation (CCE)	1 Hour
<u>Block-5</u> Research in Education	Unit -1: Basic concepts of Research 1.1: Meaning and nature and steps of research 1.2: Concept of educational research 1.3: Different types of research in Social Science 1.3.1: Basic, Applied, and Action 1.3.2: Qualitative, Quantitative, and Mixed 1.3.3: Historical, Descriptive, and Experimental	1 Hour
	Unit-2: Review and Hypothesis 2.1: Review of Related Literature- meaning and importance	

	2.2: Hypothesis and Research question	1 Hour
	Unit-3: Population and Sample 3.1: Population and Sample 3.2: Sampling techniques- Probability (Simple Random, Stratified Random,) and Non-probability (Incidental, Purposive)	
	Unit-4: Tools of data collection 4.1: Criteria of a good research tool. 4.2: Nature, Merits and Demerits of tools-Observation, Questionnaire, Interview, Likert scale	
<u>Block-6</u> Statistics in research and Report writing	Unit -1: Statistics in research 1.1: Scales of measurement 1.2: Central tendencies and Dispersion 1.3: NPC 1.4: Inferential statistics- Parametric and Non-parametric tests	
	Unit-2: Reporting of research 2.1: Research report: Concept and importance 2.2: Basic components of writing research report	