

**PERIYAR UNIVERSITY**

**SALEM-636 011**

**SYLLABUS**

**B.A (EDUCATION)**

**PRIDE**

## **B.A. –EDUCATION – I Year**

### **Part I – Tamil I Paper (As in PRIDE)**

### **Part II – English I Paper (As in PRIDE)**

## **Major Paper I**

### **Philosophical and Sociological Foundations of Education**

#### **Objectives:**

- To orient the students towards Indian and Western philosophical bases of education and their contribution to the teaching learning process.
- To enable the students understand the role of education in maintaining social change, peace, national and international understanding.
- To make the students understand the psychological bases of education, different theories of learning and their applications to teaching–learning process.
- To enable the students understand the concepts of cognition, meta cognition and achievement motivation and their importance in teaching - learning process.
- To appraise the student teachers the need for recognition of individual differences for effective learning.
- To make the student teachers understand the dynamics of human personality and the role of teacher in promotion of mental health in students.

#### **UNIT – I: Philosophical Foundations of Education**

Concept, meaning and importance of philosophical foundations of education.  
Indian Philosophers: Vivekanandha, Gandhi, Tagore, Radhakrishnan, J. Krishnamoorthy and their contributions to the modern system of education.

## **UNIT – II: Western philosophical thought**

Western philosophies: Idealism, Realism, Existentialism, Socialism, Democracy, Eclecticism and their applications to Teaching - Learning Process.

## **UNIT – III: Social Change and Education.**

Social Change: Concept, meaning and importance - Role of education in social change - education and modernization. - Education as a social system - Social Institutions and Education - Education and Social Mobility.

## **UNIT – IV: Role of Culture in Social Change**

Culture: Meaning, nature and importance-Role of education in maintaining cultural heritage and cultural change - Role of education in National, International understanding and Peace- The peer group and youth culture.

### **References:**

- Aggarwal, J.C (2004). Teacher and Education in a Developing Society. Vikas Publishing House Pvt. Ltd, New Delhi.
- Aggarwal, J.C. (2004) Theory and Principles of Education. Vikas Publishing House Pvt. Ltd, New Delhi.
- Aggarwal, J.C. (2005) Essentials of Educational Psychology. Vikas Publishing House Pvt. Ltd, New Delhi.
- Chauhan, S.S. (2004) Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd, New Delhi.
- Dandapani, S. (2005) Advanced Educational Psychology. Anmol Publications Pvt Ltd, New Delhi.
- Dash, B.N. (2004) Education and Society. Dominant Publishers and Distributors, New Delhi.
- Dash, B.N. (2005) Philosophical and Sociological Basis of Education. Dominant Publishers and Distributors, New Delhi.
- Dhir, R.N. (2002) Educational Psychology. Abhishek Publications, Chandigarh.

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- Mangal, S.K. (2004) Advanced Educational Psychology. Prentice Hall of India Pvt. Ltd, New Delhi.
- Marlow Ediger & Digumatri Bhaskara Rao (2005). Philosophy and Curriculum. Discovery Publishing House, New Delhi.
- Nathan Dorman. (2004) Personality Development. Abishek Publications, Chandigarh.
- Panda, B.N. (2005) Advanced Educational Psychology. Discovery Publishing House, New Delhi.
- Skinner, C.E. (2004) Educational Psychology. Prentice Hall of India Pvt.Ltd, New Delhi.
- Vijaya Kumari, K & Sharma, S.R. (2004) Education and Social Change. Anmol Publications Pvt Ltd, New Delhi.

## **Major Paper - II**

### **Educational Psychology and Pedagogy**

#### **Objectives**

- To make the students understand the psychological bases of education, different theories of learning and their applications to teaching-learning process.
- To enable the students understand the concepts of cognition, meta cognition and achievement motivation and their importance in teaching - learning process.
- To appraise the student teachers the need for recognition of individual differences for effective learning.

#### **UNIT – I : Nature of Educational Psychology**

Definition of Psychology: Nature and Scope of Educational Psychology and its implications to education. Major theories of learning: Thorndike, Pavlov, Skinner and Piaget - their contributions to teaching-learning process.

#### **UNIT – II : Human Growth and Social Changes in Education**

Concept of Growth and maturation. General Principles of Growth and maturation; Development tasks and education – early child hood, late child hood and adolescence. Development of motor abilities of childhood. Social Change: - Role of education in social change - education and modernization. Role of education in maintaining Indian cultural heritage and cultural change.

#### **UNIT – III : Learning and memory**

Nature and importance of learning – types of learning. Theories of learning. Transfer of learning – Social development, Emotional development, Moral development. Meaning and nature of Memory – types of memory – factors/ stages of memory. Meaning and nature of forgetting – forgetting curve.

#### **UNIT – IV: Personality, Intelligence and Creativity**

Meaning and nature of personality. Theories of personality. Factors influencing Personality. Teachers role in developing personality. Nature of Intelligence, Theories of Intelligence, Significance of Emotional Intelligence. Intelligence Tests. Definition of Creativity and assessment of creativity.

#### **UNIT – V: Mental Health and Mental Hygiene**

Definition of Mental health and importance of mental health. Conflict and frustration. Adjustment behaviour. Causes of maladjustment. Defense mechanisms. Understanding the individual, mental health and human relationship -Objectives of Mental Hygiene, Juvenile Delinquency. Mental health of the child and teacher.

#### **UNIT – VI: Guidance and Counseling**

Guidance: Meaning - Definition - Nature and Scope - Fundamental Principles of Counseling - Goals of Counseling –Functions of Guidance and Counseling. Kinds of Guidance Services. Counseling on sentimental issues. Techniques of Guidance, Purpose of Counseling Techniques, Role of Head teachers in Guidance, Need for Guidance and Counseling services in Educational Institutions.

#### **References**

1. Aggarwal, J.C. (2005). Essentials of Educational Psychology. Vikas Publishing House Pvt. Ltd, New Delhi.
2. Chauhan S.S (2004). ‘Principles and Techniques of Guidance’. Vikas Publishing House, New Delhi
3. Chauhan, S.S. (2004). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd, New Delhi.
4. Dandapani, S. (2005). Advanced Educational Psychology. Anmol Publications Pvt Ltd, New Delhi.
5. Dash, B.N. (2004). Education and Society. Dominant Publishers and Distributors, New Delhi.

6. Mangal, S.K. (2004). Advanced Educational Psychology. Prentice Hall of India Pvt. Ltd, New Delhi.
7. Nageswara Rao. S et al,(2004). Guidance and Counseling. Discovery Publishing House, New Delhi.
8. Vijaya Kumari, K & Sharma, S.R. (2004). Education and Social Change. Anmol Publications Pvt Ltd, New Delhi.

## Allied I

### Environmental Education

#### Objectives:

At the end of the paper the student teacher will be able to

- Acquire an awareness of quantitative objective approach to the environmental education.
- Understand the man's interdependence with other living animals and the components of environment.
- Acquire knowledge of different energy sources.
- Acquire an awareness regarding the problems environment and the ways of tackling them.
- Acquire and awareness of and commitment to improve the quality of life and effective management of the environment.

#### UNIT - 1: Nature of Environment and Resources:

Definition, scope and; importance, need for public awareness. Renewable resources and Non-renewable resources: **Forest resources:** Use and over- exploitation, deforestation, case studies. Timber extraction mining dams and their effects on forests and tribal people. **Water resources:** Use and over utilization of surface and ground water, floods, droughts, conflicts over water, dams' benefits and problems. **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies. **Food resources:** World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problem, water logging, salinity,. Case studies, **Energy resources:** Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies. **Land resources:** land degradation; man induced landslides, soil erosion and desertification. Role of an individual in conservation of natural resources, equitable use of resources for sustainable lifestyles



## **UNIT- II: Eco System**

Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological Pyramids, Introduction, types, characteristics features structure and function of the following ecosystem- Forest ecosystems, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem

## **UNIT –III: Biodiversity and its Conservation:**

Introduction – Definition: Genetic, species and ecosystem diversity. Biogeographically classification of India. Value of biodiversity: consumptive use, production use, social, ethical, aesthetic and option values. Biodiversity at global, national and local levels. India as a mega-diversity nation Hot –spots of biodiversity, Threats of biodiversity: habitat loses, poaching of wildlife, man – wildlife conflicts. Endangered and endemic species on India. Conservation of biodiversity:

## **UNIT – IV: Environmental Pollution and Protection**

Definition, Causes, effects and control measures of Air pollution, Water pollution, Soil Pollution, Marine pollution, .Noise pollution, Thermal pollution, nuclear pollution. Solid waste Management: Causes, effects and control measures of urban and industrial water. Role of an individual in prevention of pollution, Pollution- case studies. Disaster management; floods, earthquake, cyclone and landslides. Population growth, variation among nations, Population explosion - family welfare programme, Environment and human health.

## **UNIT – V: Social Issues of the Environment:**

Sustainable development, urban problems related to energy, Water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people; problems and concerned, Environmental ethics: Issues and possible solutions. Climate change global warming, acid rain ozone layer depletion, nuclear accidents and holocaust Case studies. Wasteland reclamation. Consumerism and waste Products. Environment

protection act. Issues involved in enforcement of environmental legislation. Public awareness.

**References:**

1. Aggarwal , S.K.et al (1993). “The Degrading Environment” Commonwealth Pub. New Delhi,
2. Arora M.P (1992). “Ecology” Himalaya Pub. House, New Delhi,
3. Balakrishnam, Mundanthra (1993) “Environmental Problems and Prospects in India” Oxford & IBH Pub. Calcutta,
4. Biggs, Alton L., Etal (1991) “Biology the Dynamics of life” Merrill Pub. Co., Columbus Chandola, R.P. (1990) “Environment and the Maze of Life” RBSA Pub. Jaipur, Dayal Maheswar (1989) “Renewable Energy” Konark Pub Pvt. Ltd. New Delhi,
5. Fatheh Ali, Lamik (1994) “Namadhu Suttruppura Soozhal” National Book House, Chennai,
6. Hepthulla Najma (Ed) (1993) “Environmental Protection in Developing Countries” IBH Pub. Co. New Delhi,
7. Lester W.Milbrath (1996) “Learning to think and Act Environmentally” Concept Pub. Co. New Delhi
8. Mahajan, K(1993)“Environmental Protection- Challenges and Issues” Deep & Deep Pub.
9. Panneerselvam, A. and Ramakrishnan ,Mohana (1996) “Environmental Science Education”.Sterling Pub, New Delhi,
10. Survey of the Environment. The Hindu. (1999)

## **B.A. –EDUCATION – II Year**

**Part I – Tamil II Paper (As in PRIDE)**

**Part II – English II Paper (As in PRIDE)**

### **Major Paper III**

#### **Development of Education in India**

##### **Objectives**

- To help students to understand the development of education in India in historical perspective.
- To understand the salient features of education in ancient, medieval and British India.
- To acquaint with significant points of selected educational documents and reports of these periods.
- To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.
- To compare the different features of education systems of ancient Indian and with those of present system of education.

##### **GROUP – A**

##### **Education in Ancient and Medieval India**

##### **COURSE CONTENTS**

##### **UNIT I**

Education in Ancient India: Vedic and Brahmanic period.

- a) Vedic Education: Aims of Education, curriculum and organization.
- b) Buddhist Education: Aims Education, curriculum, Relevance of concepts like Madhyama Pratipada, Prativityasumutpad. The four eternal truths.

## **UNIT II**

Education in Medieval India – Types of Educational Institutions, State patronage in Educational endeavour, Islamic education, its salient features, objectives, and curriculum.

### **GROUP –B**

#### **Education in British India and in the Post –Independence Period.**

### **COURSE CONTENTS**

#### **UNIT III**

Education in British India: Indigenous in India at the beginning of the eighteenth century, Growth of modern system of education up to 1947 A.D. The Charter Act, Adam's Report. Macaulay's Minutes, Wood's Education Despatch, Report of Hunter's Commission, Movement for compulsory education, Gokhale's Bill, University Education Commission 1902, Calcutta University Education Commission 1917, Hartog Committee Report, 1929. National Education movements towards development of a national system of education, Gurukul Kangri, Jamia Milia Islamia, National Council of Education, Gujarat Vidyapith, Basic Education, Visva-Bharati.

#### **UNIT IV**

Development of Indian education during the post-independence period with special reference to secondary education commission 1952, Kothari commission report-1964-66, National Policy on Education 1986 and its revised formulation of 1992-Comparative study with education during ancient period.

#### **References:**

1. Education for all – Govt of India (1993) MHRD (Education ) New Delhi.
2. Factors of India Education, NCERT, New Delhi.
3. Nurullah, syed & Naik, J.P (Vth eds) student history of Education in India, Macmillan Calcutta.

4. Report of the Education Commission 1964-66, ministry of Educations Govt of India –New Delhi.
5. Sociology, history and Education, Mathuen & co Ltd, London.

## **Paper - IV**

### **Issues and Trends in Contemporary Indian Education**

#### **Objectives**

- To develop understanding of significant trends in contemporary education.
- To develop awareness of various organizations and their role in the implementation of policies and programmes.
- To focus attention on certain major national and social issues and role of education in relation to them.
- To acquaint with the role of technology/mass media in spreading education among the masses.
- To develop understanding of the alternative systems/modes of education and their implications in the Indian scenario.

#### **UNIT I: ISSUES OF EDUCATION AT ELEMENTARY LEVEL.**

- Elementary Education- Preprimary, Primary level – Aims and objectives,
- Girls Education- problems at various levels in schools.
- Functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme.
- Programmes for dropouts .
- National policies of Education- Their implications.

#### **UNIT II: ISSUES OF EDUCATION AT SECONDARY AND HIGHER EDUCATION LEVEL.**

- Aims and objectives of general and vocational education. Role of NCERT, SCERT, NIEPA, CBSE.
- Co-education, Examination- Reforms- Inspection- Supervision.
- National policies of Education- Their implications

- Higher education- General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA.
- Types of universities and equivalent Institutes of Higher learning.

### **UNIT III: ROLE OF EDUCATION ON VARIOUS ISSUES**

- Population education, family of life and sex education.
- Value oriented education, work experience & SUPW, Environmental education.
- Education of Women,
- Education of Minority Community with reference to their aims and objectives, method and problems.
- Educational finances for Quality improvements- MHRD, UGC, NIEPA, NAAC, NCTE, RCI, AICTE, and NCERT.

### **UNIT IV: MODES OF EDUCATION**

- Non formal education, National Adult education programme (NAEP) National Literacy mission (NLF) Sarva Shiksha Abhiyan.
- Adult Education
- Continuing Education –Vactional Education, Open Learning System.
- Education of the differently abled children.
- Life long Educationl

### **UNT V: INFORMATION TECHNOLOGY IN EDUCATION**

- Mass-media, communication process, programming.
- The programmes conducted by UGC
- EDU SAT, internet and Telematic.
- Implications of information technology to the Educational System.
- Advances in information and Telecommunication technologies.

**References:**

1. Adiseshiah, Malcolm.S, Back drops to the learning society, Publication in collaboration with ICSSR, New Delhi, 1976.
2. Aggarwal, J.C and Aggarwal.S.P., Role of UNESCO in Education, Vikas publishing House Pvt.Ltd.New Delhi, 1982
3. Lakshmi.S, challenges in Indian Education, Sterling Publishers, New Delhi, 1989.
4. Mohanty,J. Indian Education in the emerging Society, Sterling Publishers, New Delhi, 1994.
5. NCERT, Indian education commission report, 64-66
6. Sharma.D.S, and Sharma.J.C, Education in the Emerging Indian Society, Loyal Book Depot, Meerut, 1990



## **Allied Paper - II**

### **Education for the Differently Abled**

#### **Objectives**

- To enable the students to understand the concept, need, importance and emerging trends in the education of children with special needs.
- To provide adequate knowledge and skills about the causes, characteristics, identification and assessment of children with special needs.
- To orient the teacher trainees in planning, development and implementation of different educational programmes to the children with special needs.
- To develop deeper understanding and skills in the teacher trainees in the promotion of inclusive education practices to differently abled students in regular schools.

#### **UNIT - I: Dynamics of Special Education**

Special Education: concept, definition, need and importance - Issues in special education - Type of children with special needs: Physically challenged, intellectually impaired, Talented or gifted, socially & culturally disadvantaged, Children with emotional/behaviour disorders,

#### **UNIT - II: Education of the Physically Challenged**

Education of visually impaired - Education of Hearing impaired- Education of Orthopaedically handicapped - Teaching visually and Hearing impaired children in general education classroom.

#### **UNIT - III: Education of the Mentally Retarded and Gifted Children**

Concept, definition, classification of Mental retardation - Causes and characteristics of children with mental retardation. Types of mentally retarded children - Education of trainable mentally retarded Teaching mentally retarded and gifted children in general education classroom.

## **UNIT - IV: Children with Learning Difficulties and Slow Learning**

Definition causes and characteristics of students with learning difficulties - Identifying children with learning difficulties - Education programmes for children with learning difficulties. Slow learners - Definition, characteristics and causes - Identifying slow learners - Education programmes for slow learners.

### **References**

1. Alice Rajkumari, M. et.al (2004) Special education. Discovery Publishers, New Delhi.
2. Cecil D. Mercer (1992) Students with Learning disabilities. Prentice Hall International (U.K) Ltd., London.
3. Chintamanikar (1992) Exceptional Children. Their Psychology and Education. Sterling Publishers, New Delhi.
4. Daniel P. Hallahan and James M. Kauffman (1991) Exceptional children – Introduction to Special Education. Prentice Hall International (U.K) Limited, London.
5. Mani, M.N.G. (1992) Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
6. Reddy, G.L. et.al (1997) Slow learners – Their Psychology and Instruction. Discovery Publishers, New Delhi.
7. Reddy, G.L. et.al (2000) Education of children with special needs. Discovery Publishers, New Delhi.
8. Reddy, G.L. et.al (2000) Learning disabilities A Practical guide to practitioners. Discovery Publishers, New Delhi.
9. Reddy, G.L. et.al (2004) Hearing Impairment – An educational consideration. Discovery Publishers, New Delhi.
10. Reddy, G.L. et.al (2004) Language disorders and Intervention Strategies – A practical guide to the teachers. Discovery Publishers, New Delhi.

11. Reddy, G.L. et.al (2004) Mental Retardation: Education and Rehabilitation Services. Discovery Publishers, New Delhi.
12. Reddy, G.L. et.al (2005) Antisocial behaviour in students-Detection and Management. Discovery Publishers, New Delhi.
13. Reddy, G.L. et.al (2005) Behaviour disorders in Children. Identification, assessment and intervention strategies. Discovery Publisher, New Delhi.

# **B.A. EDUCATION III –YEAR**

## **Major Paper - V**

### **Educational Evaluation and Statistics in Education**

#### **Objectives:**

At the end of the paper the students will be able to

- understand the psychological test and its types
- know the methods and techniques of evaluation
- know the significance of the achievement test and different stages of evaluation
- understand the statistics and applications
- understand the applications of various methods of statistics

#### **UNIT: I Psychological Test**

Test- speed test, power test, verbal, non verbal and performance tests, teacher made test, educational test- oral, objective, essay, diagnostic and analytic test, check list, intelligence test- individual intelligence, group intelligence. Test construction- item analysis, standardization, meaning, practical usability, reliability, validity of the tool, administering tests and scoring.

#### **UNIT-II Techniques of Evaluation**

Observation, case history, interview, projective technique, auto bio- graphy, inventories- personal inventories. Rating scale, norms-meaning and types of norms. Scales- nominal, ordinal, interval and ratio. Evaluation- comprehensive evaluation, continuous evaluation, purpose. Assignment- meaning, purpose and types.

#### **UNIT- III Achievement Test and Evaluation**

Achievement test-instructional objectives, designing the test, Blue print, questions, marking scheme, question paper design. Summative evaluation- meaning, characteristics, features. Evaluation at the lower primary stage, higher primary stage and degree stage and its procedures.

#### **UNIT: IV Basics of Statistics**

Statistics- definition, statistical data, statistical methods- collection, organization, presentation. Functions of statistics - interpretation, definiteness, condensation, comparison. Frequency distribution. Measures of central tendency- mean, median, mode. Measures of variability- range, Quartile deviation, Average deviation, standard deviation The Coefficient of variation, ogive, percentiles, and graphical methods. Probability distribution. Skewness, kurtosis.

#### **UNIT: V Statistical Analysis**

Correlation-meaning, Karl- Pearson coefficient of correlation, rank correlation, Biserial correlation, product moment correlation. Regression analysis- regression equation of Y on X, regression equation of X on Y, t-test, Non parametric test ( Chi-Square test)- contingency table, four fold contingency table, Analysis of variance- one Way (ANOVA- one Way). Normal distribution- meaning, importance, properties, applications.

#### **References:**

1. Swaruparani, T et all (2006), Educational Measurement and Evaluation, Discovery Publishing House, New Delhi-2
2. Dash, BN and Nibedita Dash (2005), Educational Measurement Statistics and Guidance Services. Dominant Publishers and Distributors, Moujbour , Delhi-53
3. Bharat Singh (2004), Modern Educational Measurement and Evaluation system, Anmol publications Pvt. Ltd, New Delhi-2
4. Sharma, R.S (2006). Measurement and Evaluation Techniques- Educational Perspectives, ABD Publishers. Jaipur, Rajasthan. India
5. Gupta, SP (2005) Statistical Methods, Sultan and Sons, Educational Publishers, New Delhi.
6. Garret, H.E (1997), Statistics in Psychology and Education, Vakkil and feffer publications, Mumbai.

## **Major Paper –VI**

### **Educational Management and Educational Technology**

#### **Objectives**

- To make the students to understand the meaning of instruction technology approach and its technique
- To make the students understand the present day concept of educational Administration and the need for educational technology
- To make the students understand the problems of educational financing and the role of national level organizations in educational planning, administration and management.

#### **UNIT - I: Educational Planning and Approaches**

Educational Planning: Meaning, nature, principles, approaches, perspective planning and institutional planning. Modern trends in educational planning - Process of Education planning at central and state level. Approaches to Educational planning.

#### **Unit-II: Importance in Educational Technology**

Meaning – definition –scope and limitations of Educational Technology- Characteristics of Educational Technology – Broad Classification of Educational Technology- Educational Technology and Instructional Technology.

#### **Unit - III: Educational Administration and Approaches**

Educational Administration: meaning. Approaches to Educational administration: objective based, administration and human rights, administration & laws, administration & public relations and administration & human relations

#### **Unit- IV : Classroom Communication**

Meaning and importance of communication - Classroom communication - Principles of effective communication- Mass communication and Media in communication. Role of Teacher in Educational Technology.

## **Unit-V : Media in Educational Technology**

Use of Teaching aids in Education- Projected aids, Non-projected aids; Problems in the use of teaching aids- Hardware and Software approach in education; Journals, Periodicals as a medium of instruction- School Broadcasts – Educational Television and Video films.

## **Unit - VI: School Management and Educational Technology**

Meaning, scope and objectives of school management. job satisfaction, teacher morale, and classroom environment. Leadership in Educational Administration, System approach. Time management. Educational Supervision, Educational administration in India.

## **References**

1. Agarwal, J.C (2004) Development and Planning of Modern Education. Vikas Publishing House, Pvt. Ltd., New Delhi - 110 014.
2. Gary Dessler (2004). Human Resource Management. Pearson Education Pvt Ltd., New Delhi - 110 092.
3. Jaganath Mohanty (2003) Modern Trends in Educational Technology. Neelkamal Publications Private Limited, Hyderabad - 95.
4. Khan, (2005) Educational Administration. Allied Publishers Private Ltd, Chennai – 600 002.
5. Prakash Dutt. (2004). A Textbook of Educational Administration. Dominant Publishers and Distributors, New Delhi - 110 002.
6. Sampath. et al. (1990) Introduction to Educational Technology. Sterling Publishers, New Delhi
7. Sharma (2005) Education Administration. Allied Publishers Private Ltd, Chennai – 600 002.
8. Varma, R. et al. (2004) Modern Trends in Educational Technology. Anmol Publishers Pvt Ltd, New Delhi.

## **Major Paper - VII**

### **Educational Guidance and Curriculum Construction**

#### **Objectives**

- To help in understanding the meaning and importance of guidance and counselling.
- To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
- To develop the ability to identify gifted children who need enrichment and to channelise their unique potentialities in a positive way through proper guidance.
- To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.
- To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
- to understand the qualities of an ideal counsellor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counselling. To develop interest in one's own personal and professional growth.
- To understand the meaning, concept and scope of curriculum.
- To understand the basic of curriculum construction, transaction, evaluation and innovation.

#### **Group - A**

#### **Guidance and Counselling**

#### **Course Contents**

##### **Unit I**

The concept of Guidance

- a) Meaning, nature & scope of guidance.



- b) Philosophical, psychological and sociological bases of guidance.
- c) Need and importance of educational guidance services in schools.

### **Vocational Guidance**

- a) Purpose and functions of vocational guidance.
- b) Relationship between educational and vocational guidance.
- c) Relationship between vocational guidance and work education.
- d) Job analysis and occupational information services.

### **Unit II**

#### **Educational Guidance**

- a. Basic data necessary for educational guidance-pupils abilities, aptitudes, interests and attitudes, educational attainments and personality traits.
- b. Construction, administration and interpretations of (i) cumulative record cards, (ii) individual inventories.

### **Unit III**

#### The concept of Counselling

- a) Meaning, nature and scope of counselling.
- b) Different type of counselling.
- c) Various steps and techniques of counselling.

Necessary qualities (personal and professional) of a good counsellor. Role of the counsellor in secondary school. Relationship between guidance, counselling and teaching.

Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.

#### Mental health and Psychodynamics of Adjustment

- a) Concept of mental health and mental hygiene.

- b) Causes and symptoms of maladjustment.
- c) Frustration and conflicts.
- d) Adjustment mechanisms.

## **Group - B**

### **Curriculum Construction**

#### **Course Contents**

##### **Unit I**

Meaning of curriculum - its relation with aims and objectives. Writing objectives relating them to different domains of personality of education - determinants of curriculum. Core curriculum and co-curricular activities.

Different types of curriculum - i.e., their relative merits and demerits - the concept of balanced curriculum.

##### **Unit II**

Curriculum framework at different levels of education.

Principles of curriculum construction, methods of organisation of syllabus in formulating curriculum operations.

##### **Unit III**

Curriculum Development - its process : Role of curriculum development in curriculum Development.

Evaluation of curriculum : A critical study of curricula at the school stage.

##### **Unit IV**

Meaning of management in education - Managing men resources and materials. Implications for educational initiations.

Managing curriculum, managing co-curriculum, managing school discipline, and managing Physical resources.

Developing performance profiles of institutions.

## **Unit V**

Evaluating institutional performance - Methods Use - pupil evaluation, teacher evaluation, evaluation of Institutional performance.

Methods of teacher evaluation - use of pupil rating, peer rating, supervisor rating, community rating - ratings used for Institutional improvement.

Accountability in school education - methods used for assessing accountability.

Use of professional norm and ethics.

### **References:**

1. Arbucles, D.S. (1965) counselling : philosophy, theory and practice, Boston, Allyn and Bacon.
2. Bantole, M.D. (1984) Guidance and counselling, Bombay, sheth and sheth publications.
3. Asha and Gupta, Guidance and counselling, Nayak A.K., APH publishing Corporation.
4. David.A Guidance and counselling common wealth publisher.

## **Paper - VIII**

### **Educational Thoughts and Practices**

#### **Objectives**

1. To enable the students to develop an understanding of educational ideas of Indian and western educators.
2. To obtain an understanding of pedagogical concepts given by Indian and western educational thinkers.
3. To orient the student to scientific study of some educational problem.

#### **GROUP –A**

#### **Educational Thinkers**

#### **COURSE CONTENTS**

Critical study of the educational thought of the following and their implication for Indian Education:

- a) M.K. Gandhi.
- b) Vivekananda
- c) Rabindranath
- d) L. Gokhle
- e) Rousseau
- f) John Dewey
- g) Ivan Illich

## **GROUP –B**

### **Project Work in Education**

#### **COURSE CONTENTS**

##### **UNIT I**

Each candidates is required to complete any one project selected from any area of the syllabus (I to VIII) (to be evaluated by internal and external examiners jointly through viva- voice test.) The project work will have to be completed according to following steps:

- a) Identification of the problem/ topic.
- b) Formulating the objectives – reviewing the relevant literature (if any).
- c) Actual plan of work: Writing the hypotheses (wherever possible).
- d) Field identification- scope and delimitations.
- e) Nature of information/ data required their sources.
- f) Collection and organization of data, analyzing and drawing references.
- g) Reporting.

**Note:** The project may either be a theoretical, critical study or an empirical study.

##### **References:**

1. Problems of Educational Reconstruction, Asia Publishing house, Bombay.
2. Modern philosophies of Education- McGraw –Hill Book Co, New York.
3. Facts of Indian Education, NCERT, New Delhi
4. Democracy and Education in India, Dap & Deep Publications – New Delhi.
5. Perspective in moral Education, Dager B.S and Dhull, India (1994), Uppal publishing house –New Delhi.
6. Sociological approach to Indian Education Mathur D.S.A. Vinod pustak mandir, Agra.