

**B.A. EDUCATION
SEMESTER 1**

**PAPER ~ I
PRINCIPLES OF EDUCATION**

Unit 1

- Meaning of Education
- Scope of Education
- Functions of Education
- Education- Science or Art or both
- Formal, Informal and Non-formal Education

Unit 2

Approaches to Education

- Philosophical
- Sociological
- Psychological
- Historical
- Scientific

Unit 3

- Aims of Education in the context of present Educational system
- Individual aim
- Social aim
- Other aims: Education for livelihood, Training for citizenship, Education for future, Education for democracy

Unit 4

Agencies of Education

- School
- Home
- Society
- State

COURSE OUTCOME

Unit 1

The students will be able to:-

- *Explain the meaning of the term Education.*
- *Discuss the Scope of Education*
- *Mention the various Functions of Education.*
- *Decide whether Education is a Science or Art or Both.*
- *Explain the meaning, characteristics, means, advantages and disadvantages of Formal Education.*
- *Explain the meaning, characteristics, means, advantages and disadvantages of Informal Education.*
- *Explain the meaning, characteristics, means, advantages and disadvantages of Non-Formal Education.*
- *Differentiate between Formal, Informal and Non-Formal Education.*

Unit 2

The students will be able to:-

- *Explain the meaning of the Philosophical Approach to Education.*
- *Discuss the Sociological Approach to Education*
- *Describe the meaning of Psychological Approach to Education.*
- *State the meaning of Historical Approach to Education.*
- *Clarify the meaning of Scientific Approach to Education.*
- *Differentiate between different Approaches to Education.*

Unit 3

The students will be able to:-

- *State the Aims of Education in the Context of the present Educational Context.*
- *Explain the Individual Aim of Education.*
- *Describe the Social Aim of Education.*
- *Enlist the Other Aims of Education.*
- *Clarify the meaning of Education for Livelihood.*
- *Discuss Training for Citizenship as an Aim of Education.*
- *Explain Education for Future as an Aim of Education.*
- *Describe Education for Democracy as an Aim of Education.*

Unit 4

The students will be able to:-

- *State the Role of School as an Agency of Education.*
- *Explain the Role of Family as an Agency of Education.*
- *Describe the Role of Society as an Agency of Education.*
- *Discuss the Role of State as an Agency of Education.*

PAPER – II
HISTORY AND DEVELOPMENT OF INDIAN EDUCATION

Unit 1

- Vedic Period
- Buddhist Period
- Medieval period

Unit 2

Education in India during British Period (Till 1882)

- Macaulay's minutes
- Wood's despatch
- Lord Curzon's Educational Policy

Unit 3

Education in India during British Period (1882-1947)

- Indian Education Commission (1882)
- Sadler Commission Report (1917)
- Wardha Scheme of Education (1937)

Unit 4

Education in Independent India

- Radhakrishnan Commission (1948)
- Mudhaliar Commission (1953)
- Kothari Commission (1964-66)
- National Policy of Education (NPE, 1986)
- Ram Murti Review Committee (1990)
- Janardan Reddy Committee (1992)
- Constitutional Provisions of Education in Independent India

COURSE OUTCOME

Unit 1

The students will be able to

- *Identify the different periods of Education in ancient times*
- *Describe the Vedic education period, its organization, aims, curriculum, advantages and limitations*
- *Describe the Buddhist education period, its organization, aims, curriculum, advantages and limitations*
- *Describe the Medieval period of Education, its organization, aims, curriculum, advantages and limitations*
- *Compare the Vedic, Buddhist and Medieval period of Education*
- *Evaluate its relevance in present education context*

Unit 2

The students will be able to

- *Understand education in India during British period (till 1882)*
- *Discuss Macaulay's minutes and its impact*
- *Describe the influence of Wood's dispatch*
- *Explain Lord Curzon's Educational Policy*
- *Identify and criticize the three developments during British time*

Unit 3

The students will be able to

- *Understand education in India during British period (1882-1947)*
- *Explain Indian Education Commission (1882)*
- *Discuss the Sadler Commission Report (1917)*
- *Understand Wardha Scheme of Education (1937)*
- *Identify the social and political influence of different schemes of Education*

Unit 4

The students will be able to

- *Understand different committees and commissions of Education in Independent India*
- *Discuss major recommendations and limitations of Radhakrishnan Commission (1948)*
- *Explain benefits of Mudhaliar Commission (1953)*
- *Identify the significance of Kothari Commission (1964-66)*
- *Summarise the recommendations of National Policy of Education (NPE, 1986)*
- *Evaluate Ram Murti Review Committee (1990)*
- *Recognize the findings of Janardan Reddy Committee (1992)*
- *Understand the Constitutional Provisions of Education in Independent India*

SEMESTER II

PAPER – I ISSUES AND TRENDS IN INDIAN EDUCATION

Unit 1

Primary Education

- Organization and Control
- Free and Compulsory Education
- Wastage and Stagnation
- Role of District Institute of Educational Training (D.I.E.T)
- Problems related to Primary Education
- Evaluation

Unit 2

Secondary Education

- Organization and Control
- Vocationalization of Education
- Role of S.C.E.R.T, N.C.E.R.T, C.B.S.E
- Problems related to Secondary Education
- Evaluation

Unit 3

Higher Education

- Organization and Control
- Role of U.G.C, A.I.U, N.A.A.C, N.C.T.E
- Evaluation

Unit 4

Adult Education

- Meaning
- Need and Problems related to Adult education
- National Literacy Mission
- Sarva Shiksha Abhiyan

COURSE OUTCOME

Unit 1

The students will be able to

- *Understand the organisation and control of Primary Education*
- *Describe free and compulsory education*
- *Identify the problems and reasons of Wastage and Stagnation*
- *Recognize the role of DIET*
- *Generalise the problems related to Primary Education*
- *Evaluate Primary Education system*

Unit 2

The students will be able to

- *Understand the organisation and control of Secondary Education*
- *Describe vocationalisation of education*
- *Recognize the role of SCERT, NCERT, CBSE*
- *Generalise the problems related to Primary Education*
- *Evaluate Primary Education system*

Unit 3

The students will be able to

- *Understand the organisation and control of Higher Education*
- *Recognize the role of UGC, AIU, NAAC, NCTE*
- *Evaluate Primary Education system*

Unit 4

The students will be able to

- *Describe the meaning of Adult Education*
- *Relate the needs and problems of Adult Education*
- *Explain National Literacy Mission*
- *Discuss Sarva Shiksha Abhiyan*

PAPER – II
NEW TRENDS IN INDIAN EDUCATION

Unit 1

Distance Education

- Meaning
- Objectives
- Need and Importance
- Utility and Limitations

Unit 2A

Environmental Education

- Meaning
- Objectives
- Need and Importance
- Role of Teachers

Unit 2B

Population Education

- Meaning
- Objectives
- Need and Importance
- Role of Teachers

Unit 3

Value Education

- Concept
- Meaning
- Types of values
- Need
- School and Value Education

Unit 4

Peace Education

- Concept
- Meaning
- Objectives
- Curriculum

COURSE OUTCOME

Unit 1

The students will be able to:-

- *Explain the meaning of the term Distance Education.*
- *Discuss the Objectives of Distance Education*
- *Mention the Need and Importance of Distance Education.*
- *State the Utility and Limitations of Distance Education.*

Unit 2A

The students will be able to:-

- *Explain the meaning of the term Environmental Education.*
- *Discuss the Objectives of Environmental Education*
- *Mention the Need and Importance of Environmental Education.*
- *Describe the Role of Teachers in imparting Environmental Education.*

Unit 2B

The students will be able to:-

- *Explain the meaning of the term Population Education.*
- *Discuss the Objectives of Population Education.*
- *Mention the Need and Importance of Population Education.*
- *Describe the Role of Teachers in imparting Population Education.*

Unit 3

The students will be able to:-

- *Explain the Concept of Values.*
- *Describe the Meaning of the term Value Education.*
- *Enlist the Different Types of Values.*
- *Discuss the Need of Value Education.*
- *Explain the implementation of Value Education in Schools.*

Unit 4

The students will be able to:-

- *Explain the Concept of Peace.*
- *Describe the Meaning of the term Peace Education.*
- *Enlist the Objectives of Peace Education.*
- *Discuss the Curriculum of Peace Education.*

SEMESTER III

PAPER – I PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Unit 1

Educational Philosophy

- Meaning and definition of Educational Philosophy
- Scope and need of Educational Philosophy
- Relation between Education and Philosophy
- Indian Standpoint of Philosophy and Vedic Philosophy
- Upanishad and Gita

Unit 2

Naturalism

- Aims
- Curriculum
- Methods
- Discipline

Unit 3

Pragmatism

- Aims
- Curriculum
- Methods
- Discipline

Unit 3

Idealism

- Aims
- Curriculum
- Methods
- Discipline

COURSE OUTCOME

Unit 1

The students will be able to

- *Define Educational Philosophy*
- *Explain the meaning, scope and need of Educational Philosophy*
- *Relate Education and Philosophy*
- *Describe the Indian standpoint of Philosophy*
- *Summarise the characteristics of Vedic Philosophy*
- *Evaluate the contribution of Upanishad and Gita to present Education system*

Unit 2

The students will be able to

- *Recognize different schools of philosophy*
- *Understand the meaning of Naturalism*
- *Explain the aims, curriculum, teaching methods, discipline of Naturalism*
- *Discuss the role of teacher, student and contributions of Naturalism to Education*

Unit 3

The students will be able to

- *Understand the meaning of Prgmatism*
- *Explain the aims, curriculum, teaching methods, discipline of Pragmatism*
- *Discuss the role of teacher, student and contributions of Pragmatism to Education*

Unit 4

The students will be able to

- *Understand the meaning of Idealism*
- *Explain the aims, curriculum, teaching methods, discipline of Idealism*
- *Discuss the role of teacher, student and contributions of Idealism to Education*
- *Compare different schools of Philosophy*

PAPER- II
EDUCATIONAL PSYCHOLOGY

Unit 1

Educational Psychology

- Meaning and definition of Educational Psychology
- Scope, Need and utility of educational Psychology
- Relation between Education and Psychology
- Methods of Educational psychology

Unit 2

Learning

- Meaning
- Nature
- Laws of Learning
- Different Theories of Learning
 - a) Stimulus- Response theory
 - b) Conditioned Response Theory
 - c) Gestalt Theory
- Transfer of Learning

Unit 3

Motivation

- Motivation in Learning
- Types
- Reward and Punishment and their Educational Implications

Unit 4

Individual Differences

- Meaning
- Causes
- Educational Implications

COURSE OUTCOME

Unit 1

The students will be able to:-

- *Explain the meaning of the term Educational Psychology.*
- *State the Definitions of Educational Psychology.*
- *Discuss the Scope, Need and Utility of Educational Psychology.*
- *Describe the Relation between Education and Psychology.*
- *Mention the Characteristics, Merits and Demerits of the different Methods of Educational Psychology.*

Unit 2

The students will be able to:-

- *Explain the meaning of the term Learning.*
- *State the Definitions of Learning.*
- *Discuss the Nature of Learning.*
- *State the different Laws of Learning.*
- *Describe the Stimulus-Response Theory of Learning and state its Educational Implications.*
- *Describe the Conditioned Response Theory of Learning and state its Educational Implications.*
- *Describe the Gestalt Theory of Learning and state its Educational Implications.*
- *Discuss the Meaning, Definitions, Types, Theories and Educational Utility of the Concept of Transfer of Learning.*

Unit 3

The students will be able to:-

- *Explain the Meaning and Definitions of the term Motivation.*
- *Describe the Nature of Motivation.*
- *Discuss the Place of Motivation in Learning.*
- *Enlist the Strategies of Motivating the Students in the Class.*
- *Mention the Meaning, Types, Merits, Demerits and Educational Implications of Rewards and Punishments.*

Unit 4

The students will be able to:-

- *Explain the Meaning of the term Individual Differences.*
- *Describe the Types and Causes of Individual Differences.*
- *Enlist the methods to identify the Individual Differences.*
- *Discuss the Educational Implications of the Knowledge of Individual Differences.*

SEMESTER IV

PAPER –I SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Unit 1

Educational Sociology

- Meaning, Definition and Scope of Educational Sociology
- Socialization- Need and Factors influencing it
- Social Stratification and its effects on education

Unit 2

Social Change

- Meaning and Definition of Social Change
- Role of Education in the process of Social Change
- Effect of Social change on Education
- Education and Social Mobility
- Urbanization and Modernization

Unit 3

Culture

- Concept and Meaning of Culture
- Civilization
- Role of Culture and its effect on Education and Vice-Versa

Unit 4

School and Community

- Relationship and Influence on each other
- School as a Community centre
- Community life of School
- Uses of Local resources

COURSE OUTCOME

Unit 1

The students will be able to

- *Define Sociology and Educational Sociology*
- *Explain the meaning and Scope of Educational Sociology*
- *Discuss the need of Educational Sociology in Education*
- *Define the term Socialization*
- *Explain the need and factors influencing Socialization*
- *Describe Social stratification, bases and effects of it on Education*

Unit 2

The students will be able to

- *Define Social Change*
- *Explain the meaning and factors of Social Change*
- *Discuss the role of Education in Social Change*
- *Evaluate the effect of Social Change on Education*
- *Define Social Mobility and impact of Education on Social Mobility*
- *Discuss the major reasons of Urbanization and Modernization*
- *Recognize Education as agent of Urbanization and Modernization*

Unit 3

The students will be able to

- *Explain the meaning and concept of culture*
- *Differentiate culture and civilization*
- *Discuss the role of culture and its effect on Education and vice versa*

Unit 4

The students will be able to

- *Define the term Community and its characteristics*
- *Relate School and Community*
- *Recognize School as a Community centre*
- *Explain the Community life of School*
- *Identify the uses of Local resources*

PAPER – II
PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Unit 1

Intelligence

- Meaning
- Nature
- Kinds
- Theories
 - a) Thurston's Theory
 - b) Spearman's Theory
- Measurement of Intelligence

Unit 2

Personality

- Meaning and Definition
- Types
- Factors influencing Personality
- Assessment of Personality

Unit 3

Creativity

- Meaning and Nature
- Identification of Creative students
- Educational Provisions for Creative students

Unit 4

Adolescence

- Psychological Characteristics
- Problems
- Role of Education in Solving their problems

COURSE OUTCOME

Unit 1

The students will be able to:-

- *Explain the meaning of the term Intelligence.*
- *State the Definitions of Intelligence.*
- *Discuss the Nature of Intelligence.*
- *Mention the different types of Intelligence.*
- *Describe the Thurston's Theory of Intelligence.*
- *Describe the Spearman's Theory of Intelligence.*
- *Discuss the important concepts related to Measurement of Intelligence.*
- *Enlist the different types of mental tasks which constitute an Intelligence Test.*
- *Mention the characteristics, merits, demerits and uses of different types of Intelligence tests (viz. Verbal, Non-Verbal, Individual and Group).*

Unit 2

The students will be able to:-

- *Explain the meaning of the term Personality.*
- *State the Definitions of Personality.*
- *Discuss the Nature of Personality.*
- *Discuss the different Factors influencing Personality.*
- *Describe the different methods of Assessment of Personality.*
- *Explain some specific tests to Assess Personality.*

Unit 3

The students will be able to:-

- *Explain the Meaning and Definitions of the term Creativity.*
- *Describe the Nature of Creativity.*
- *Discuss the techniques of Identification of Creative Students.*
- *Enlist the Educational provisions for developing the Creativity of students.*

Unit 4

The students will be able to:-

- *Explain the Meaning of the term Adolescence.*
- *Describe the Psychological Characteristics of Adolescents.*
- *Enlist the Problems of Adolescents.*
- *Discuss the Role of Education in Solving the Problems of Adolescents.*

SEMESTER V

PAPER –I EDUCATIONAL EVALUATION AND CURRICULUM

Unit 1

Measurement and evaluation

- Meaning
- Scope
- Purpose

Unit 2

Characteristics of a good measuring instrument

- Reliability
- Validity
- Norms

Unit 3

- Essay type and objective type tests
- Construction of achievement test

Planning the test

Preparing items

Selecting the items and evaluating the test

Unit 4

New Concepts in Measurement and Evaluation

- Criterion and Norm referenced Measurement
- Formative and Summative Evaluation
- Normative and Ipsative Measurement
- Critical Evaluation of the Conventional Evaluation Systems and reforms in Examination Systems

Unit 5

Curriculum

- Meaning
- Difference between Curriculum and Syllabus
- Principles of Curriculum Construction
- Types of Curriculum
- Co-curricular Activities

COURSE OUTCOME

Unit 1

The students will be able to:-

- *Explain the meaning of the term Measurement.*
- *State the Scales of Measurement.*
- *Discuss the Scope of Measurement.*
- *Explain the meaning of the term Evaluation.*
- *Explain the meaning of the New Concept of Evaluation.*
- *Discuss the Scope of Evaluation.*
- *Mention the Purpose and Objectives of Evaluation.*

Unit 2

The students will be able to:-

- *State the Characteristics of a Good Measuring Instrument.*
- *Explain the Meaning, Types, Methods of Estimation, Factors affecting and steps to increase Reliability of an instrument.*
- *Explain the Meaning, Types, Methods of Estimation, Factors affecting and steps to increase Validity of an instrument.*
- *Discuss the Meaning, Types and Characteristics of Good Norms.*

Unit 3

The students will be able to:-

- *Mention the Types, Characteristics, Merits, Demerits and Considerations while framing Essay type questions.*
- *Mention the Types, Characteristics, Merits, Demerits and Considerations while framing Objective type (New type of tests) questions.*
- *Compare Essay type tests with Objective type tests.*
- *Describe the Procedure of the Construction of An Achievement Test.*
- *State the different steps and explain the different concepts related to Construction of an Achievement test.*

Unit 4

The students will be able to:-

- *Explain the Meaning and Differences between Criterion and Norm Referenced Measurement.*
- *Explain the Meaning and Differences between Formative and Summative Evaluation.*
- *Explain the Meaning and Differences between Normative and Ipsative Measurement.*
- *Critically Evaluate the Conventional Evaluation and Examination system.*
- *Discuss the Merits and Demerits of different Examination Reforms.*

Unit 5

The students will be able to:-

- *Explain the Meaning, Definitions, Need and Importance of the Concept of Curriculum.*
- *Explain the Differences between Curriculum and Syllabus.*
- *State and Explain the Different Principles of Curriculum Construction.*
- *State and Explain the Different Types of Curriculum along with their merits and demerits.*
- *Discuss the Meaning, Need, Importance, Types and Uses of Co-Curricular Activities.*

PAPER –II
INDIAN EDUCATORS

Salient features of educational Ideas of the following Indian Educators and their main Contribution to the Theory and Practice of Education

1. Mahatma Gandhi
2. RabindraNath Tagore
3. Swami Vivekananda
4. Sri Aurobindo
5. Annie Besant

COURSE OUTCOME

Unit 1

The students will be able to:-

- *Explain the Educational Philosophy of Mahatma Gandhi.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Gandhi.*
- *Narrate the Contribution of Gandhi as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Gandhi.*

Unit 2

The students will be able to:-

- *Explain the Educational Philosophy of Rabindranath Tagore.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Tagore.*
- *Narrate the Contribution of Tagore as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Tagore.*

Unit 3

The students will be able to:-

- *Explain the Educational Philosophy of Vivekanand.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Vivekanand.*
- *Narrate the Contribution of Vivekanand as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Vivekanand.*

Unit 4

The students will be able to:-

- *Explain the Educational Philosophy of Aurobindo.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Aurobindo.*
- *Narrate the Contribution of Aurobindo as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Aurobindo.*

Unit 5

The students will be able to:-

- *Explain the Educational Philosophy of Annie Besant.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Annie Besant.*
- *Narrate the Contribution of Annie Besant as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Annie Besant.*

PAPER –III
GUIDANCE AND COUNSELLING

Unit 1

Guidance

- Concept, Meaning and Scope
- Types
- Educational Guidance: Scope and Principles
- Vocational Guidance: Meaning, Need and Aims
- Educational and Vocational Guidance at various stages

Unit 2

Counselling

- Meaning and Need
- Types
- Principles
- Techniques

Unit 3

Occupational Information

- Need
- Importance
- Sources
- Methods of Collection

Unit 4

Job Analysis

- Importance
- Methods
- Uses and Limitations
- Factors affecting Job Satisfaction

Unit 5

Organization of Guidance Services in Educational Institutions

- Role of principal
- Role of Teachers
- Role of Parents
- Role of Counsellor

COURSE OUTCOME

Unit 1

The students will be able to

- *Know the meaning and concept of Guidance*
- *Discuss the scope of Guidance*
- *Identify the types of Guidance*
- *Elaborate the meaning, aims and importance of Educational Guidance*
- *Explain the principles and scope of Educational Guidance*
- *Elaborate the meaning, aims and need of Vocational Guidance*
- *Understand the provision of educational and vocational guidance at various stages*

Unit 2

The students will be able to

- *Know the meaning and concept of Counselling*
- *Discuss the principles of Counselling*
- *Explain the types of Counselling*
- *Describe the techniques of Counselling*

Unit 3

The students will be able to

- *Identify and define Information and Occupational Information*
- *Elaborate the need and importance of Occupational Information*
- *Recognize different sources of Occupational Information*
- *Explain the methods of collecting Occupational Information*

Unit 4

The students will be able to

- *Understand the importance of Job analysis*
- *Identify the methods of job analysis*
- *Organize the uses and limitations of Job analysis*
- *Evaluate the factors affecting Job satisfaction*

Unit 5

The students will be able to

- *Understand the organization of guidance services in educational institutions*
- *Explain the role of Principal in guidance services*
- *Explain the role of Teachers in guidance services*
- *Explain the role of Parents in guidance services*
- *Explain the role of Counsellor in guidance services*

SEMESTER VI

PAPER- I STATISTICS IN EDUCATION

Unit 1

- Frequency distribution
- Graphical Representation of data

Unit 2

Measures of Central Tendency

- Mean
- Median
- Mode

Unit 3

(A) Measures of Variability

- Quartile Deviation
- Standard Deviation

(B) Measures of Position

- Quartiles
- Percentiles and Percentile Ranks

Unit 4

Normal Probability Curve

- Characteristics
- Uses

Unit 5

Correlation Coefficient – Calculation and Interpretation

- Rank- Order Method
- Product- Moment Method

COURSE OUTCOME

Unit 1

The students will be able to:-

- Describe the meaning, need, advantages and disadvantages of preparing a Frequency Distribution.
- State the procedure of Preparing a Frequency Distribution from an Unclassified Data.
- Describe the meaning, need, advantages and disadvantages of Graphical Representation of Data.
- Mention the Meaning of Different Types of Graphs.
- Draw the various types of Graphs on a Graph Paper from an Unclassified Data as well as a Frequency Distribution.

Unit 2

The students will be able to:-

- State the Meaning, Need and Types of Measures of Central Tendency.
- Explain the Meaning of Mean and to Calculate the Mean for a Classified and Unclassified Data.
- Explain the Meaning of Median and to Calculate the Median for a Classified and Unclassified Data.
- Explain the Meaning of Mode and to Calculate the Mode for a Classified and Unclassified Data.
- State the conditions in which a particular Measure of Tendency is to be calculated

Unit 3A

The students will be able to:-

- State the Meaning, Need and Types of Measures of Variability.
- Explain the Meaning of Quartile Deviation (Q) and to calculate it for a given Data.
- Explain the Meaning of Standard Deviation and to Calculate it for a given Data.
- Explain the Meaning of Mode and to Calculate the Mode for a Classified and Unclassified Data.
- State the conditions in which a particular Measure of Variability is to be calculated.

Unit 3B

The students will be able to:-

- State the Meaning, Need and Types of Measures of Position.
- Explain the Meaning of Quartiles (Q) and to calculate it for a given Data.
- Explain the Meaning of Percentiles and to Calculate it for a given Data.
- Explain the Meaning of Percentile Rank and to calculate it for a given Data.

Unit 4

The students will be able to:-

- *Explain the Meaning, Need and Importance of the Normal Probability Curve.*
- *Mention the Characteristics of the Normal Probability Curve.*
- *State the different Uses of the Normal Probability Curve.*

Unit 5

The students will be able to:-

- *Explain the Meaning, Types, Interpretation of the Correlation Coefficient between Two Variables.*
- *Explain and Use the Rank Order Method of finding out the Correlation Coefficient between two Scores and to interpret the result.*
- *Explain and Use the Product-Moment Method of finding out the Correlation Coefficient between two Scores.*

PAPER –II
WESTERN EDUCATORS

Salient features of educational Ideas of the following Western Educators and their main Contribution to the Theory and Practice of Education

1. Plato
2. Rousseau
3. John Dewey
4. Froebel
5. Russell

COURSE OUTCOME

Unit 1

The students will be able to:-

- *Explain the Educational Philosophy of Plato.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Plato.*
- *Narrate the Contribution of Plato as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Plato.*

Unit 2

The students will be able to:-

- *Explain the Educational Philosophy of Rousseau.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Rousseau.*
- *Narrate the Contribution of Rousseau as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Rousseau.*

Unit 3

The students will be able to:-

- *Explain the Educational Philosophy of John Dewey.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Dewey.*
- *Narrate the Contribution of Dewey as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Dewey.*

Unit 4

The students will be able to:-

- *Explain the Educational Philosophy of Froebel.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Froebel.*
- *Narrate the Contribution of Froebel as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Froebel.*

Unit 5

The students will be able to:-

- *Explain the Educational Philosophy of Bertrand Russell.*
- *Discuss the Concept of Education, Educational Objectives, Curriculum, Teaching Methods, Discipline, School, Student, Teacher and some other aspects according to Russell.*
- *Narrate the Contribution of Russell as an Indian Educator to the Theory and Practice of Education and its Relevance in Present times.*
- *Evaluate the Educational Ideas of Russell.*

PAPER – III
EDUCATIONAL TECHNOLOGY

Unit 1

Educational Technology

- Meaning
- Definition
- Objectives

Unit 2

Educational Technology and Education

- Utility and Importance
- Integrating Technology with Education
- Audio- Visual Technology

Unit 3

Innovations in Educational Technology

- Brief introduction to Programmed Learning
- Micro and Macro Teaching
- Team Teaching

Unit 4

Computer in Education

- Meaning, Concept
- Characteristics
- Importance
- Utility in Daily Life
- Utility indifferent aspects of Education and School
- Limitations of Computer
- Computer Vs Teacher

Unit 5

Teaching

- Meaning, Concept
- Characteristics of Good Teaching
- Function
- General Techniques of Teaching

Questioning – Explanation – Narration – Description – Story- Telling –
Demonstration – Role- Playing, Uses and Limitations

COURSE OUTCOME

Unit 1

The students will be able to

- *Define Educational Technology*
- *Explain the meaning and objectives of Educational Technology*
- *Describe different approaches of Educational Technology*

Unit 2

The students will be able to

- *Generalize the utility and importance of Educational Technology in Education*
- *Integrate technology with education*
- *Explain Audio Visual technology and its benefits*

Unit 3

The students will be able to

- *Understand innovations in Educational Technology*
- *Describe programmed learning*
- *Differentiate Micro and Macro teaching*
- *Explain the major steps and benefits of microteaching*
- *Explain the importance of team teaching*

Unit 4

The students will be able to

- *Mention the meaning, concept and characteristics of computer*
- *Discuss the importance and utility of computer in daily life*
- *Identify the utility of computer in different aspects of Education and School*
- *State the limitations of the computer*
- *Discuss Computer vs Teacher*

Unit 5

The students will be able to

- *Understand the meaning and concept of teaching*
- *Identify the characteristics of good teaching*
- *Explain general techniques of teaching*
- *Discuss the uses and limitations of Questioning- Explanation- Narration- Description- Story telling- Demonstration- Role Playing*