EDUCATIONAL PSYCHOLOGY – PSYCHOLOGY OF DEVELOPMENT
PERSONALITY AND INTELLIGENCE

Objectives: After completing the syllabus the learners will be able to:
- understand the process of various stages & aspects of growth & development.
- comprehend the concept and assessment of personality.
- understand different theories of Personality.
- comprehend the characteristics of creative children and Children with special needs and their education.

UNIT - I Developmental Psychology:
- Importance of Educational Psychology for a teacher
- Methodological Issues in Child Research.
- Child growth and development at various stages.
  * Motor development.
  * Physical development.
  * Emotional development.
  * Social development.
  * Cognitive development.
  * Language development.
  * Moral development.
  * Physical development.

UNIT - II Personality:
- Concept and assessment of Personality.
- Type Theories of Personality --
  * Freud
  * Adler
  * Jung
  * Kretschmer.
- Trait Theories of Personality –
  * Allport
  * Cattell
  * Eysenck
- Humanistic Theories of Personality –
  * Maslow
  * Roger.

UNIT - III Intelligence and Special need Children:
- Nature and Theories of Intelligence,
- Guilford’s Model of Intellect.
- Measurement of Intelligence.
- Children with special needs.
- Gifted Children – Characteristics and their education.
- Mentally Retarded Children – Characteristics and their education.
- Learning Disabled Children – Characteristics and their education.
- Creative Children – Characteristics and their education.
RECOMMENDED BOOKS:
11. Londgren, R.Q. (1968) Educational Psychology in the classroom, N.Y. Wiley

************
THIRD SEMESTER  (Compulsory/4 Credits)

DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY, ALIGARH

EDM-9002

M.A. (Education)

Theory : 75
Sessional : 25

BASIC STATISTICS IN EDUCATION

Objectives : The students will be able to:
* to know the concept of statistics in education.
* understand the concept of mean, medium and mode.
* apply use of mean, medium and mode in treatment of statistical data.
* draw the statistical graphs with the help of given data with their uses.
* interpret the results of testing hypothesis used for research purposes in the field of education.
* apply the chi-square test in treatment of statistical data.
* understand the meaning of correlation.
* calculate correlation from given data with the help of various methods, Pearson’s coefficient and Spearman’s Rank correlation coefficient method
* apply and interpret the statistical data with the help of various statistical techniques.

UNIT - I  Measures of Central Tendency and Graphical Presentation :
1. Concept of Statistics and its uses in Social Science Research.
3. Graphical Representation of Data : Histogram, Frequency Polygon and Ogive.
4. Use of computer in graphical presentation of data.
5. Uses of graphical representation in Education.

UNIT - II  Statistical Inference – Testing Hypothesis :
1. The meaning of statistical inference.
2. Significance of Difference between Means : t-Test.
3. Chi-Square test (X²).
4. Normal Probability curve – Properties of NPC.
5. Application of normal probability distribution.

UNIT - III  Correlation and its Interpretation :
1. Correlation : Meaning, Types and Importance of Correlation
2. Pearson’s Coefficient of Correlation.
3. Spearman’s Rank Correlation Coefficient.
4. Further methods of correlation
   i. Correlation from Ranks
   ii. Biserial correlation.

BOOKS RECOMMENDED :
2. Garrett, and Wookworth : Statistics in Psychology and Education, David McKag Camp. New York :
Objectives: After completion of the syllabus, students will be able to:

- Describe the meaning and scope of educational technology.
- Explain various types of educational technology.
- Describe various innovative techniques used in educational technology.
- Explain the concept of instructional technology in educational with special reference to ICT in education.

UNIT-I INTRODUCTION TO EDUCATIONAL TECHNOLOGY

1. Meaning perspective and the current status of Educational Technology
2. Bloom's Taxonomy of Instructional Objectives
3. Teaching Technology and Instructional
4. Instructional Techniques and Technology their use in teaching (ICT)

UNIT-II E-LEARNING AND LEARNING THROUGH DISTANCE MODE

1. Concept of e-learning, open learning and distance education
2. e-learning-the benefits, constraints and problems
3. Concept and use of digital libraries
4. Emerging technologies: Internet and web-based learning

UNIT-III INNOVATIVE PRACTICES IN EDUCATION

1. Use of various Instructional materials and media in education (teaching and learning)
2. E-learning resources-audio, video, text, skype, l-tune, youtube etc.
3. Merits and demerits of e-learning resources, limitations of using these resources.
4. The digital divide-concepts, problems and issues

BOOKS RECOMMENDED:

8. Prensky Mare: Teaching Digital Natives: Partnering for Real Learning
PRINCIPLES, METHODS AND TECHNIQUES OF GUIDANCE

Objectives: After completing the course the students will be able to understand:
- The concept of guidance and types of guidance.
- Records, scales, tests, communication of results
- Techniques of guidance and counseling
- Meaning and concept of counseling

Unit – I  Meaning and Nature of Guidance
1. Concept, need and Scope of Guidance and counseling.
2. Organizing Guidance Services at different level of education.
3. Types of Guidance- Educational, Vocational, Personal & Social

Unit – II  Tools of Guidance
1. Records: Anecdotal Record, cumulative record.
3. Communication of Results.

Unit – III Techniques of Guidance and Counseling
1. Individual Guidance.
2. Group Guidance.
3. Aims and values of Group Guidance.

Books Recommended:
EDUCATION OF EXCEPTIONAL CHILDREN

Objectives: After completing this course, the pupils will understand:

- The meaning of various terms used in the field of special education.
- The process of identification, classification and teaching strategies for various groups of special children.
- The characteristics, teaching strategies and enrichment educational programmes for the intellectually superior groups of children (creative and gifted).
- The methods of identification, characteristics and categories of Mentally Retarded Children.
- Learning methods, training and educational programmes for TMRs and EMRs.

UNIT I  SOME BASIC CONCEPTS:
1. Concept of Exceptional, Individual, Special Education and Inclusive Education.
2. Concept of Maintaining, Normalization and Least Restricted Environment.
4. Historical perspective of education of exceptional children.

Unit – II  Education of Intellectually Superior (Gifted and Creative Children)
1. Definition, Identification and Characteristics of the gifted children.
2. Studies on giftedness with special reference to Terman’s longitudinal study.
3. Nurturing giftedness with educational adaptation in relation to content, learning methods and learning environment.
4. Role of parents in understanding & nurturing gifted children.
5. Definition, concept and characteristics of creative children.

Unit – III  Education of Mentally Retarded
1. Definition, Characteristics and classification of Mentally Retarded Children.
2. The Trainable Mentally Retarded: Identification, Characteristics, Education and Training of TMRs.
3. The educable Mentally Retarded (EMR):- Identification, Characteristics and Educational Programmes for EMRs.
4. Teaching strategies, Remedial Programmes etiology and prevention.

Books Recommended:
History of Education in India

Objectives: The students will be able:

- After completing the course, the student will be able to understand the aims, importance, availability, access, accountability and Autonomy in higher education.
- Various problems of higher education in India and their solution.
- Problems and to develop research skills.
- A need and level of aspiration for higher education for national development.

Unit – I
1. Need and importance of Higher Education.
2. Aims and objectives of Higher Education.
3. Historical development of Higher Education in India.
4. Access and equity in Higher Education.
5. Concept, definition and components of Higher Education.

Unit – II
1. Accountability in higher education: meaning, types, standards and importance.
2. Autonomy in Higher Education: Concept, Meaning, Types and Importance.
5. Role of Higher Education and National Development.

Unit – III
1. Professional role and responsibilities of University teachers.
2. Problems of Planning financing and management of Higher Education.
3. Teacher Education at University Stage: Role of Academic Staff College in enhancing.
4. Globalization of higher the quality of teachers.
5. Multimedia and Higher Education.

Books Recommended: