



हिमाचल प्रदेश केन्द्रीय विश्वविद्यालय  
Central University of Himachal Pradesh  
पोस्ट बॉक्स न. - २१, धर्मशाला, जिला-काँगड़ा,  
PO BOX: 21, DHARAMSHALA, DISTRICT KANGRA – 176215, HIMACHAL PRADESH

## School of Education

**Course Code: TTR 419**

**Course Name: Advanced Educational Psychology**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** On completion of the course, the students will be able to:

- Understand the concept intelligence.
- Understand various theories and assessment of intelligence.
- Identify and utilize existing resources for promoting inclusive practice.
- Explain the interrelationship among adjustment and mental health.
- Understand the various learning styles.
- Suggest measures for fostering good mental health among students.
- Develop the advanced concepts of memory- remembering and forgetting.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Attendance/Participation: 5 marks
  - Seminar: 10 marks
  - Assignments: 15 marks

### **Unit I Intelligence (08 hrs)**

- Intelligence– Neuroscience of Intelligence -Theories of Intelligence.
- Assessment of Intelligence- Individual Verbal, Individual Performance, Group Verbal and Group Non-verbal intelligence Tests

- Gardner's Multiple Intelligence Theory & Goleman's Emotional Intelligence Theory
- Development and Measurement of Emotional Intelligence
- Social Intelligence and Spiritual Intelligence

### **Unit II Personality (9 hrs)**

Personality –Theories of Personality- Type cum Trait Approach- Eysenck's Theory of Personality-Psychoanalytical Approach- Freud's Psychodynamic Theory of Personality- Humanistic Approach- Abraham Maslow Self-actualisation theory-Carl Roger's Self Theory-Assessment of Personality- Projective Techniques- Rorschach Inkblot Test-TAT-CAT- Word Association Test

### **Unit III- Understanding differences in individual learners to facilitate learning (08 hrs)**

- Conceptual framework of understanding dimensions of differences in individual learners (with reference to individual attributes and socio cultural contexts).
- Differences in learners based on predominant learning styles .
- Understanding differences based on cognitive abilities in children: such as giftedness, creativity, learning disability, low intellectual functioning (slow learner).
- Understanding and Management of Learners with Emotional and Behavioural Disorders: Attention deficit disorder with or without hyperactivity, Autism, Conduct disorder, Depression, Anxiety Disorders

### **Unit IV- Memory- Remembering and Forgetting (8 hours)**

- Memory- Mechanism of the process of memorization- Remembering and Memory-Models of Memory (Storage and Transfer Model)
- Types of Memory ( Sensory, Short-term, Long Term, episodic and semantic, photographic and paranormal))- Training in Memory
- Forgetting- Ebbinghaus's Curve of Forgetting- Types of Forgetting- Theories of Forgetting ( Trace Decay theory , Interference and Repression Theory)

### **Unit V Motivation and Creativity ( 08 hrs)**

- Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner); Strategies for motivating learner - Intrinsic and extrinsic motivation.
- Defining creativity
- Nature of Creativity-Stages in Creative Process- theories of creativity Identification of Creative Individuals

### **Essential Readings**

- Santrock, John. W. (2006). Educational Psychology, Tata McGraw Hill Publishing Company Limited, New Delhi.

- Woolfolk, A. et.al. (2012). Fundamentals of Educational Psychology Pearson Education, New Delhi.
- Baron, R.A. (2001) Psychology, Pearson Education Inc., New Delhi.
- Dandapani, S.,(2010). A Textbook of Advanced Educational Psychology 4<sup>th</sup> edition. Anmol Publications Pvt. Ltd New Delhi.
- Position Paper **National Focus Group** on Education of Children with special Needs. NCERT

### **Suggested Readings**

1. Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Book
2. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
3. Mangal, S.K. (2006): Advanced Educational Psychology, New Delhi : Prentice-Hall of India.
4. Aleinkov, A.G. (1999). Human Creativity. Encyclopedia of Creativity, Vol.I London: Academic Press.
5. Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.

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**Course title: History of Education**

**Course code: TTR 466**

**Course credit: 4**

**Credits Equivalent: 2 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective**

The course will accomplish following objectives:

- To introduce the ideological debates on colonial education in India.
- To critically examine the development of colonial education in the early nineteenth century through colonial policy documents.
- To understand the impact of swadeshi movement on Indian education.
- To know the impact of First World War on colonial policy regarding science, technology and industrialization.
- To understand the new development in Indian education with the ongoing freedom struggle.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Attendance/Participation: 5 marks
  - Seminar: 10 marks
  - Assignments: 10 marks

**Course Outline**

**Unit 1 Themes Concern and Approaches towards Modern Education in Nineteenth Century**

Missionary enterprise in education  
Anglicist- Orientalist discourse  
Medium of instruction  
Liberal-utilitarian education  
Education and colonialism

**Unit 2 Education and State**

Bentinck, Macaulay and the introduction of English Education in India

Dalhousie, Charles Wood and the Education Dispatch of 1854  
The Hunter Commission

### **Unit 3 Education and Swadeshi Movement**

Swadeshi movement and its impact on education.  
Curzon' university reform.  
The discourse on national education.

### **Unit 4 First World War and its aftermath**

Indian industrial commission and its impact on science and technology  
Establishment of new universities: Banaras, Aligarh, Lucknow, Dacca and Osmania.  
Education under diarchy

### **Unit 5 Education and National Movement**

Institutionalization of national schools, Vidyapithas, Azad Schools and JamiaMiliaIslamia  
Zakir Husain Committee's Report  
The period (1935-50) of big science- M.N. Saha, HomiBhabha and S.S. Bhatnagar  
contribution to Indian science.

### **Suggested Readings**

- Basu, Aparna. 1974. The Growth of Education and Political Development in India 1898-1920, Delhi.
- Ghosh, S.C. 2001, Birth of a New India, Delhi, Originals.
- Kumar Krishna. 1987. Political Agenda of Education, New Delhi.
- Mukerji S.N. 1974. History of Education in India Modern India, Gandhi Nagar, Acharya Book Depot.
- Mukherjee Haridas & Mukherjee Uma, A Phase of the Swadeshi Movement (National Education 1905-10), Calcutta.
- Nurullah & Naik 1962 A Students' History of Education in India (1800-1961), Bombay, Macmillan and Co. Ltd.
- Raina & Habib, 2004. Domesticating Modern Science A Social History of Science and Culture in Colonial India, New Delhi.



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**Course Code: TTR - 470**

**Credits: 04**

**Course Name: STATISTICS IN EDUCATIONAL RESEARCH**

**Credits Equivalent:** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:**

To enable the learners to;

- Understand the concept and nature of educational data.
- Understand and apply various statistical techniques to field-based educational data.
- Apply the procedural steps of conducting descriptive statistics
- Apply the procedural steps of conducting inferential statistics
- Understand the concept of Normal Probability Curve and its application
- Distinguish both parametric and non-parametric measures

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. This 25% will distribute as
  - Attendance/Participation: 20%
  - Seminar: 40%
  - Assignments: 40%

**Course Content**

**Unit I- Basics of Descriptive Statistics ( 8 Hours)**

Types of data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie Chart). Measures of Central Tendencies and Variability (Range, Quartile Deviation, Mean deviation, Standard Deviation), Percentile and Percentile Ranks.

**Unit II- Descriptive Statistics: Correlation and Regression (9 Hours)**

Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient.

Concept of Regression, Types of Regression., Scope of Regression in Educational Research, Regression and Prediction, Concept of regression between variables, Use of Regression Equation.

### **Unit III- Normal Probability Curve and its Applications & Standard Scores (7 Hours)**

Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC, Skewness and Kurtosis. Standardized Scores (z-Scores, T-Scores, C-score and Stanine Score) and their calculations.

### **Unit IV- Basics of Inferential Statistics (9 Hours)**

Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening). Difference between Parametric and Non Parametric Statistics and rationale for using them in the analysis of data, Type-I and Type-II Errors. Concept of Degrees of Freedom, Levels of Significance and their Use in Interpretation of Results.

### **Unit V- Inferential Statistics: Parametric and Non-Parametric Tests (9 Hours)**

Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-tailed and Two-tailed Tests of Significance, t-test and Significance of Difference between Means (for small and large samples, correlated and uncorrelated groups). ANOVA for equal and unequal groups. Non-Parametric Tests: Chi-Square Test (Assumptions and Uses).

### **Suggested Reading:**

- Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.
- Garrette, Henry E.,(1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Guilford, J P (1965) Fundamental Statistics in Psychology and Education ,New York: McGraw Hill Book Co.
- George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi:Pearson. Gupta, S. P. Statistical Methods.: New Delhi: Sultan Chand and Sons
- Koul, Lokesh, Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.
- Siegal, Sidney. (1956). Non-Parametric Statistics for the Behavioural Sciences, New York:McGraw Hill.

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**Course Code: TTR 610**

**Course Name: Values, Ethics and Education**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** on completion of the course, the student will be able to:

- Understand universal and realistic Norms, Values and Ethics.
- Gauge the nature of Cultural, Regional, Religious and Ideological values.
- Analyse Moral Code of Conduct and Utopian Vision.
- Understand Political Economy and its impact on formulation of Values.
- Understand Education as a Human Act and Process.
- Understand the interface Ethics, Society and Education

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

4. Mid Term Examination: 25%
5. End Term Examination: 50%
6. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Seminar: 10 marks
  - Assignments: 15 marks

**Course Contents:**

**UNIT-I: (08hrs)**

**Norms, Values and Ethics**

- a. Concepts and Meaning
- b. Functionality: Individual or Societal
- c. Mores and Manners
- d. Customs and the New

**UNIT-II (06hrs)**

**Universalism and Relativism**

- a. Form(s) of Ethical Value(s)
- b. Universalism in Ethics
- c. Relativism in Ethics



- d. Kant and Rorty (Selected Readings)

**Unit – III (12hrs)**

**Ethical Variation(s)**

- a. Women Studies and Values
- b. Dalit emancipation and Hindu values
- c. Peace, Justice, Egalitarianism as Ideal(s)
- d. Emerging value(s) (Language, Region, Sexuality and other issues)

**UNIT-IV (08hrs)**

**Education and the World**

- a. Ethics in Education
- b. Education and Schooling: The Status Quo
- c. Education and the Change
- d. The danger of Schooling

**UNIT-V (06 hrs)**

**Education and the Utopia**

- a. The Quality in Education
- b. Equality and Inequalities in Education
- c. Marginalisation in Education
- d. Postmodern challenge to Ethics and Education

**Essential Readings:**

Encyclopedia of Ethics. Lawrence C. Becker and Charlotte B. Becker, editors. Second edition in three volumes. New York: Routledge, 2002.

Blackburn, S. (2001). Being good: A short introduction to ethics. Oxford: Oxford University Press.

Perle, Stephen (March 11, 2004). "Morality and Ethics: An Introduction".

**Suggested Readings:**

Paul, Richard; Elder, Linda (2006). The Miniature Guide to Understanding the Foundations of Ethical Reasoning. United States: Foundation for Critical Thinking Free Press.

Mackie, J. L. (1990). Ethics: Inventing Right and Wrong. London: Penguin.

Rokeach, M. (1973). The Nature of Human Values. New York: The Free Press.

Universalist, relativist, and constructivist approaches to intercultural ethics Richard J.

Evanoff <http://dx.doi.org/10.1016/j.ijintrel.2004.08.002>

Blackburn, Simon (2008). "Morality". Oxford Dictionary of Philosophy (Second edition revised ed.)

Wood, Allen (1999). Kant's Ethical Thought. Cambridge University Press

Richard Rorty: education, philosophy, and politics / Michael Peters., 2001



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**Course :** MA (Education)

**Course Code :** TTR464

**Course Name :** ICT IN EDUCATION

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** on completion of the course, the students will be able to:

- Understand Significance of ICT in Education.
- Explain Factors Affecting and Facilitating ICT Learning.
- Use the various accessories of computer for educational purpose.
- Transact the curriculum through ICT.
- Understand the ethical and legal issues related to ICT.
- Use search engines for their research purpose.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

7. Mid Term Examination: 25%
8. End Term Examination: 50%
9. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Seminar: 10 marks
  - Assignments: 15 marks

### **Course Contents:**

#### **UNIT- I: (10 hrs) Introduction to ICT**

ICT-Concept, Characteristics, factors affecting and facilitating ICT Role of ICT learning, challenges integrating ICT in Education, Teleconferencing, e-Learning, Web-Based learning, Blended learning, Internet: concept and its usage in education, Intranet: concept its need and benefit, Search Engines and their working, legal and ethical issues.

#### **UNIT-I I: (6hrs) Introduction to Computers**

Structure of Computers, types of computers, components of Computer system (Hardware, Software, User, Procedure), Classification of Computer, Usage of Computers, Threats to Computers and Users, Causes and Effects of Threats to Computers and Users, Computer

accessories for education purpose, Hardware/Software, Storage devices, Curriculum transaction to ICT

### **UNIT-III: (7hrs) Word Processing Application**

Word Processing Software, Creating, Saving, Editing the Document, Inserting and Drawing the Table, Inserting the Picture and Symbols, Inserting Header and Footer, Printing the Document (all pages, even pages and odd pages)

### **UNIT -IV: (10hrs) Spread Sheet Application**

Concept and Terminology of Spread sheet, Creating and Saving Workbook, Constructing and Inserting Simple Formulae and Functions, Formatting Worksheet, Editing and Printing Worksheet

### **UNIT-V: (7 hrs) Presentation Application**

Concept and Terminology of Presentation Application, Creating and Saving Presentation, Formatting the Slides, Animation, Inserting Images, Pictures and Sounds in to Presentation, Running a Slide Show

### **References-**

- ❖ Manju, Gehlawat (2012). Information Technology in Education, Pearson Publication, Delhi, Total PAGE 378
- ❖ Sharma, B.M. (2005). Net Oriented Education, Akshansha Publication House, New Delhi, Rs. 160 Total Page 294.
- ❖ Siddiqui, M.H. (2004). Technology in Higher Education, APH Publication, Delhi, Rs. 220 Total Page 354.
- ❖ Pandey, V.C. (2005). Framework of ICT and Teacher Education, Isha Books, Delhi, Rs. 890 Total Page 318
- ❖ Sareen, N. (2005). Information and Communication Technology, Anmol Publication, New Delhi, Rs. 175 Total Page 389.
- ❖ Tinio, Victoria, L. ICT in Education, [http://www.saigontre.com/FDFiles/ICT\\_in\\_Education.PDF](http://www.saigontre.com/FDFiles/ICT_in_Education.PDF)



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**Course Code: TTR - 469**

**Credit: 4**

**Course Name: Measurement and Evaluation in Education**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** on completion of the course, the students will be able to:

- Understand concept, scope, need and relevance of educational measurement and evaluation.
- Understand the concept of taxonomy of educational objectives
- Develop tools of educational measurement & evaluation like questionnaires, schedules, inventories, anecdotal records, observations and interview.
- Explain the concepts of reliability, validity and norms.
- Develop skills for the construction of various tools and techniques
- Explain new trends like Grading System, CBCS, and CGPA.
- Understand various statistical concepts.

### **Attendance Requirements:**

Students are expected to attend all lectures in order to be fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

### **Evaluation Criteria:**

10. Mid Term Examination: 25%
11. End Term Examination: 50%
12. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
  - Seminar: 10 marks
  - Assignments: 10 marks
  - Attendance: 5 marks

### **Course Contents:**

#### **Unit 1: Measurement & Evaluation: An Introduction (6 Hours)**

Educational Measurement and Evaluation, Concept, Functions, Principles, Taxonomy of instructional objectives, types of evaluation- Formative and Summative

#### **Unit 2: Testing Tools and Techniques ( 8 Hours)**

Evaluation Tools- Evaluation Techniques- Qualities of a good test- Norm referenced and Criterion referenced tests, Teacher made tests and standardized tests- Reliability: Methods of establishing reliability, factors affecting, interpretation and improving reliability, Validity: Types, factors affecting, interpretation and improving validity, Norms: types and characteristics

#### **Unit 3: New Trends in Measurement and Evaluation (8 Hours)**

Marking system, Grading System, Semester system, Choice Based Credit System (CBCS), Cumulative Grade Point Average (CGPA), Question banks, Use of computer in evaluation, Evaluation of Scholastic skills, Co-scholastic abilities, Evaluation of personal and social qualities, internal assessment

**Unit 4: Construction of Tests (10 Hours)**

Construction of an achievement test- Planning, preparation of blueprint, writing of items, Preparation of scoring key and marking scheme-Type of test items- Objective, short answer type and essay type-construction and use of diagnostic test- remedial teaching-construction of items for questionnaires, schedules, observation and interviews

**Unit 5: Statistical Concept in Measurement & Evaluation(8 Hours)**

Scoring and classification of scores- graphical representation of measures- measures of central tendency- measures of dispersion- correlation- normal probability of curve- standard scores

**Suggested Readings:**

- Sharma, R.A. Mental Measurement and Evaluation, Lall Book Depot. Meerut
- Anastasi, A (1982), Psychological Testing, Mac Millan, New York.
- Sivarajan, K. Trends and developments in modern educational practices, Calicut University Central co-operative stores, Calicut.
- Cronbach, L.J. (1964), Essentials of Psychological Testing, Harper and Row, New York.
- Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, Prentice Hall, New Delhi.
- Freeman, F.S. (1965), Theory and Practice of Psychological Testing, Holt, Rinehart & Winston, 1965.
- Gareet, H.E. (1973), Statistics in Education and Psychology, Vakils, Feffer and Simons, Bombay.