

EDUCATION

Semester I

(For the examination to be held in the year Dec 2016, 2017 & 2018)

Course No. : USEDTTC101
Duration of Exam.: 3 Hrs.
Contact Hours: 4 Per Week
80

Title : Education and Society
Total Marks : 100, Credit: 4
External Semester End Examination. :

Internal Assessment Test: 20

Course objectives

To enable students to:

- Understand basic concepts of Education, Sociology and identify sociological issues concerning education with special reference to Indian society;
- Identify, list and elaborate upon major functions of Education in a given society to be carried out by the members through different agencies – Formal, Non-formal and Informal;
- Identify, list and elaborate upon major aims that educational institutions, set up by the society should achieve;
- Understand the concept of curriculum, categories it into different types, plan and construct suitable curricular, co-curricular activities for students as per their developmental needs.
- Understand the need and importance of organizing various types of co-curricular activities in the educational institutions keeping students' developmental needs in mind
- Understand the concept of culture and find its relationship with Education;
- Understand the basic concept of Indian society, identify, enlist and elaborate upon its major features.
- Understand the concept of social change, identify, list and elaborate upon relevant causes responsible for social change, give role of education in bringing about social change; and
- Understand the Concept of Right To Education

Unit-I:

Education : Concept, Aims and Agencies.

Concept and Functions of Education

Aims of Education :

Concept of Aims, Individual Aims, Social Aims, Synthesis of Individual and Social Aims.

Agencies of Education :

Concept of Agencies of Education, Types (Formal, Informal and Non-formal) , Home and School as major agencies imparting education in a society.

Unit-II:

Indian Society : Concept of Society and Indian Society, Problems – Social and Economic, Features of Indian Society,

Educational Sociology: Concept of Sociology and Educational Sociology, Relationship between Education and Sociology.

Socialization : Concept, Process, Factors facilitating the process of socialization.

Unit-III:

Curriculum : Concept, Types of Curricula - Subject Centred, Learner Centred. Basic Principles of Curriculum Construction.

Curricular and Co-curricular Activities :

Concepts, Types of Co-curricular Activities, Importance of Organizing Co-curricular Activities in Educational Institutions.

Right To Education (Article 21A): Historical Background and its implications

Unit-IV:

Education and Culture - Concept of Culture. Relationship between Education and Culture.

Education and Social Change : Concept of Social Change, Factors responsible for bringing about social change, Role of Education.

Education and National Integration – Concept of National and Emotional Integration.

Barriers in way of achieving National Integration. Role of Education in Promoting National Integration.

Note for Paper Setting

Internal Assessment Test (Total Marks : 20)

The question paper will consist of two sections viz A & B.

Section A will consist of two long answer questions from first two units covered out of which a candidate will be required to answer any one question. The question carries **10** marks.

Section B will consist of six Short answer type questions three from first two units covered out of which candidates will be required to answer any five. Each question will carry 02 marks (2 X 5=10)

External Semester End Examination: 80 Marks

The question paper would contain two types of questions, that is, **Long Answer Type Questions and Short Answer Types Questions.**

There would be **two long answer type questions**, set from each unit; out of which one question will have to be attempted by the students, **unitwise**.

Similarly, there would be **ten short answer type questions** from entire syllabus. The student will have to attempt **eight short answer type questions** out of the ten. In all, students will have to attempt **four long answer type questions** and **eight short answer type questions** out of four units.

Long answer type questions would carry **forty eight marks for four questions (12 marks, each question)**; and eight Short answer type questions would carry **thirty two marks** for eight questions (**4 marks, each question**).

(Answer to short answer type question should not be more than 100 words, each question).

Books recommended

Aggarwal JC, (2000): Land marks in the History of Modern Indian Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Ahiya Ram (1997): Social Problems in India, Jaipur: Rewat Publications.

Brubacher, J.S. Modern Philosophies of Education.

Chaube, SP and A Chaube (1999): Education in Ancient and Medieval India, New Delhi: Vikas Publishing Housing Pvt. Ltd.

D. Conner, D.J. Introduction to the Philosophy of Education.

Dewey John Democracy and Education.

Gupta, Dipankar Social Stratification (Ed.) New York. Oxford University Press.

Gupta NL, (2000): Human Values in Education, New Delhi: Concept Publishing Company.

Haralambos, M. Heald R.M. (1980): Sociology – Themes and Perspectives. New Delhi. Oxford University Press.

Kilpatric, W.H. Philosophy of Education.

Kneller, George F. Philosophy of Education.

Lindzay, G.A. Handbook of Social Psychology.

Naik, J.P. Syed Nurullah (1974): A students' History of Education in India (1800-1973), New Delhi: Mac Millan India Ltd.

Ramachandran Padma and Vasantha Ramkumar (2005): Education in India, New Delhi: National Book Trust, India.

Ravindernath Tagore The Centre of Indian Culture.

Raymont, T. Modern Education.

Ross, James S. Ground Work of Educational Theory.

Rao, Shanker: Sociology. New Delhi: S Chand and Company

EDUCATION

Semester II

(For the examination to be held in the year may 2017, 2018 & 2019)

Course No. : USEDTC201
Duration of Exam.: 3 Hrs.
Contact Hours: 4 Per Week
80

Title : Educational Psychology and Statistics
Total Marks : 100, Credit: 4
External Semester End Examination. :
Internal Assessment Test: 20

Objectives of the course:

To help the students to :

- Understand Nature of Psychology as a scientific discipline and its use in the discipline of Education.
- Understand the Nature of Educational Psychology as a field of applied Psychology.
- Understand the process of Human growth and development through different sequential stages.
- Acquaint students with basic concepts and principles offered by different theories of Learning, and their implications to learning situations.
- Understand the concept of Transfer of Learning.
- Motivate themselves for efficient and effective learning by understanding basic principles of learning.
- Understand concept of Intelligence and Intelligence quotient.
- Acquaint themselves with use of statistics in Educational situations, and
- Develop in them the skills of graphical representation of data and its Types and computation of measures of Central tendency.

Unit-I:

Psychology and Education :

Meaning and definitions of : i) Education ii) Psychology iii) Educational Psychology. Relationship between Education and Psychology. Difference between Psychology and Educational Psychology.

Human Growth and Development : Concept of Growth and Development, Difference between Growth and Development. Factors affecting Growth and Development (Biological and Environmental). Basic Principles governing the process of human growth and development.

Unit-II:

Learning and its Approaches : Concept of Learning;
Approaches to Learning – Behaviouristic and Cognitive.

Theories of Learning – Thorndike’s Trial and Error Theory – Concept, Experiment, Laws of Learning based on the theory. Educational Implications of the theory.

Gestalt Theory of Learning by Wolfgang Kohler, Concept, Experiment, Educational Implications.

Transfer of Learning/Training : Concept of Transfer of Learning/Training. Forms of Transfer of learning, Role of Teacher in facilitating the process of transfer of Learning/Training.

Unit-III:

Intelligence : Concept of Intelligence.

Theories of Intelligence: Two Factor Theory by Charles Spearman. Description of the Theory, Characteristics of ‘g’ factor and ‘s’ factors, Educational Implications of the Theory.

Primary Mental Abilities Theory by LL Thurstone : Description of the Theory. Educational Implications of the Theory.

Intelligence Tests : Concept of Intelligence Tests. Uses of Intelligence Tests.

Concepts of I.Q. (Intelligence Quotient) MA (Mental age) and CA (Chronological age)

Memory and Forgetting : Concept of Memory and Forgetting.

Components of Memory : Learning, Retention, Recall and Recognition.

Types of Memory, Signs of good Memory, Methods of memorizing, Factors responsible for causing Forgetting.

Unit-IV:

Statistics and its use in Education

Concept of Statistics, Importance of Statistics for students in Education.

Data – Concept, Types of Data (Grouped and Ungrouped), Graphical Representation of the Data - Histogram and Frequency Polygon.

Measures of Central Tendency : Concepts of Mean, Median and Mode, Computation of Mean, Median, and Mode of grouped and ungrouped data. Uses of various Measures of Central Tendency in Educational Situations.

Note for Paper Setting

Internal Assessment Test (Total Marks : 20)

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Section B will consist of six Short answer type questions three from each unit covered out of which candidates will be required to answer any five. Each question will carry 02 marks (2 X 5=10)

External Semester End Examination: 80 Marks

The question paper would contain two types of questions, that is, **Long Answer Type Questions and Short Answer Types Questions**.

There would be **two long answer type questions**, set from each unit; out of which one question will have to be attempted by the students, **unitwise**.

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Long answer type questions would carry **forty eight marks for four questions (12 marks, each question)**; and eight Short answer type questions would carry **thirty two marks** for eight questions (**4 marks, each question**).

(Answer to short answer type question should not be more than 100 words, each question).

Books recommended

1. Aggarwal, J.C. (2001) : Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Bhatia, H.R. (1968): Elements of Educational Psychology. 3rd Edition, Calcutta, Orient Longman.
3. Bhatnagar, Suresh (2001): Advanced Educational Psychology. Meerut : R. Lal Book Depot.
4. Bower, Gordon and Hillgard, R. Earnst (1986) : Theories of Learning Eastern Economy Edition. New Delhi : Prentice Hall of India.
5. Carlson, Neil, R. (1996) "Psychology: The Science of Behaviour" New York : Allyn and Bacon.
6. Chauhan, S.S. (1978): Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Dutt, N.K. (2003): Psychological Foundations of Education. New Delhi: Doaba House.
8. Garrett, H.E. (1979): Statistics in Psychology and Education. Bombay, Vakils, Feffer and Simons Ltd.
9. Guiford JP Fruchter Benjamin (1978): Fundamental Statistics in Psychology and Education. Singapore : McGraw Hill Company.
10. Hurlock, B. Elizabeth (1981): Developmental Psychology - A Life Span Approach. New Delhi : TATA McGraw Hill.
11. Kuppaswamy (1988) : Advanced Educational Psychology. New Delhi : Sterling Publishers.
12. Kulshreshtha, S.P. (2001): Educational Psychology. Meerut : R. Lal Books Depot.
13. Mangal, S.K. (1999) : Advanced Educational Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
14. Morgan, C.T. (1961): An Introduction to Psychology. New York : McGraw Hill.
15. Sharma, R.A. (2001) : Fundamentals of Educational Psychology. Meerut : R. Lal Book Depot.
16. Sharma, R.N. (1987): Advanced Educational Psychology. Meerut : Rastogi Publications.

17. Verma, L.K. and Sharma N.R. (2007) : Statistics in Education and Psychology. Jalandhar : Narindra Publications.
18. Woolfolk, Anita (2004): Educational Psychology. 2004 Ninth Ed Indian Reprint Edition (2005) New Delhi: Pearson Education Inc.