



Syllabus of Subject at Undergraduate Level

University of Jammu

Faculty of Education

INDEX

S.No.	Faculty of Education
1.	Education

Education

Semester-I

Marks 80

EDUCATION AND SOCIETY

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
- Identify, list and elaborate upon educational provisions envisaged in the constitution of India for socio-economic upliftment of weaker sections of the Indian Society.

COURSE CONTENTS

Unit-I:

Weightage: 20%

Marks : 16

Education :Concept, Aims and Agencies.

Concept of Education, Functions of Education

Aims of Education :

Concept of Aims, Individual Aims, Social Aims, Individual Vs Social Aims.

Agencies of Education :

Concept of Agencies of Education, Types, Home and School as major agencies imparting education in a society..

Unit-II:

Weightage: 20%

Marks : 16

Education and Sociology.

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

Meaning and Definitions of Sociology, Meaning and Definitions of Educational Sociology, Relationship between Education and Sociology.

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

Unit-III:

Weightage: 20%

Marks : 16

Curriculum and its Development

Curriculum : Meaning and Definitions.

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.

Unit-IV:

Weightage: 20%

Marks : 16

Education and Culture- Meaning and Definitions of Culture. Relationship between Education and Culture.

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

Unit-V:

Weightage: 20%

Marks : 16

Educational Provisions envisaged in the Indian Constitution.

Concept of Constitutional Provisions, Implications of Constitutional Provisions in bringing about Socio-economic Upliftment of the masses with special reference to Article Nos. 21-A, 24,29,30,45,46, and entry 16 of the Concurrent List (List III – Seventh Schedule of the Indian Constitution).

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

Barriers in way of achieving National Integration.

Role of Education in Promoting National Integration.

Question Paper Setting

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 **two short answer type questions**, set from each unit. The student will have to attempt **one short answer type question** from each unit. In all, students will have to attempt **five long answer type questions** and **five short Answer type questions** out of five units.

Long answer type questions would carry **Sixty marks for five questions (12 marks, each question)**; and

Short answer type questions would carry **Twenty marks** for five questions (**4 marks, each question**). These questions would be set **unitwise** in the question paper, separately.

(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.

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 VasanthaRamkumar (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.

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

Semester-II

Marks 80

Educational Psychology and Statistics

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, classification of data, and computation of measures of Central tendency.

COURSE CONTENTS

Unit-I:

Weightage: 20%

Marks : 16

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 : Meaning and Definitions 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:

Weightage: 20%

Marks : 16

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

Unit-III:

Weightage: 20%

Marks : 16

Intelligence : Meaning and Definitions 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)

Classification of I.Q. given by L.M. Terman.

Unit-IV:

Weightage: 20%

Marks : 16

Memory and Forgetting : Meaning and Definitions 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.

Emotions : Meaning, and Definitions. Factors Influencing Emotional Development of the individual (Social and Psychological).

Unit-V:

Weightage: 20%

Marks : 16

Statistics and its use in Education

Meaning and Definitions of Statistics, Importance of Statistics for students in Education.

Data – Concept, Collection of Data, 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.

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(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 :Allyon 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 Psycho-logy. 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. Lall 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.