



# **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.

### **Question Paper Setting**

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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. 3<sup>rd</sup> 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.