

## **EDUCATION**

Course Title: Education: Psychological Foundations Of Education

Course Code: EDU322M

Credits: 6 Theory: 4, Tutorial: 2

Contact Hours: Theory: 64, Tutorial: 32

### **COURSE OBJECTIVES**

- To understand the meaning, nature, scope and functions of psychology.
- To understand the different perspectives and methods of Psychology.
- To understand the nature, scope and types of learning and acquaint the students with different theories of learning.
- To understand the concept of Intelligence, IQ, EQ, SIQ and acquaint the students with different theories of intelligence and tests of intelligence.
- To understand the Nature of Personality and Factors affecting Personality and acquaint the students with different Theories of Personality.

### **LEARNING OUTCOMES**

After completion of this course, the students shall be able to

- Explain the nature, scope and functions of psychology.
- Explain the various perspectives of psychology and apply the different methods of psychology.
- Explain the nature, scope and types of learning along with the different theories of learning.
- Differentiate between Intelligence, IQ, EQ and SIQ.
- Explain the different theories of intelligence and assess the Intelligence using different tests.
- Explain the contribution of eminent psychologists in the field of Education and learn from their achievements.
- Explain the nature of personality and factors affecting personality along with the various theories of personality given by different psychologists.

### **COURSE CONTENT**

#### **THEORY (CREDIT: 4)**

#### **UNIT 1: INTRODUCTION TO PSYCHOLOGY: CONTACT HOURS: 16**

- 1.1 Meaning, Nature and Scope of Psychology.
- 1.2 Functions of Psychology.
- 1.3 Perspectives of psychology: Cognitive and Psychodynamic.
- 1.4 Methods of Psychology: Observation, Case-Study and Experimental.

#### **UNIT- 2: LEARNING: CONTACT HOURS: 16**

- 2.1 Nature, Scope and Types of Learning.
- 2.2 Trial and Error Theory- E.L. Thorndike.
- 2.3 Operant Conditioning- B.F. Skinner.
- 2.4 Classical Conditioning- I. Pavlov.

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### **UNIT-3: INTELLIGENCE: CONTACT HOURS: 16**

3.1 Concept of Intelligence, Emotional Intelligence and social Intelligence.

3.2 Theories of Intelligence:-

- Two Factor Theory (Spearman)
- Multiple Intelligence Theory (Gardner).

3.3 Stanford Binet Intelligence Test (Verbal Intelligence Test)

3.4 Catell's Culture Fair Test (Non-Verbal Intelligence Test).

### **UNIT- 4 PERSONALITY: CONTACT HOURS: 16**

4.1 Nature and Factors affecting Personality.

4.2 Type Theories (W.Sheldon and C.G. Jung).

4.3 Trait Theory (G.W. Allport).

4.4 Psychoanalytical Theory (Sigmund Freud).

### **TUTORIALS: (CREDIT 2)**

#### **(ACTIVITY BASED)**

### **UNIT: - 5. CONTACT HOURS: 16**

5.1 Book review on any book prescribed in syllabus or as recommended by the Teacher In-charge.

5.2 Seminar presentation (PPT) on any Topic in syllabus.

5.3 Preparation of Psychological Terms (Glossary at least 20 words).

### **UNIT: - 6. CONTACT HOURS: 16**

6.1 Life Sketch of any Psychologist prescribed in the syllabus.

6.2 Assignment writing on any topic prescribed in the syllabus.

6.3 Administration, Scoring and Interpretation of Intelligence Tests.

### **RECOMMENDED BOOKS:**

- ❖ Aggarwal, J.C (2011). Essentials of Educational Psychology, New Delhi: Vikas Publication House.
- ❖ Baron, R.A (2000). Psychology, Dorling Kindersley: Pvt. Ltd
- ❖ Chauhan, S.S. (1998). Advanced Educational Psychology, New Delhi: Vikas Publication House.
- ❖ Dandapani, S. (2010). Advanced Educational Psychology, New Delhi: Anmol Pub. Pvt. Ltd.
- ❖ Lindzey, G., & Hall, O.S. (2012). Theories of Personality, London: Wiley India Pvt. Ltd.
- ❖ Mangal, S.K. (2015). Advanced Educational Psychology, New Delhi:

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- ❖ Mattoo, M.I. (2019). Psychological Foundations of Education. New Delhi: Discovery Publishers.
- ❖ Weiten, Wayne & Lloyd, Margaret, A (2018). Psychology Applied to Modern Life. Brooks New Edition 12: Cole Publishing Company Inc.
- ❖ Woolfolk, A.E. (2016). Advanced Educational Psychology. Boston: Allyn and Bacon.
- ❖ Santrock, J.W. (2018) Educational Psychology, Sixth Edition.: Mc Graw Hill Education.
- ❖ Atkinson & Hilgard (2015) Introduction to Psychology 15<sup>th</sup> Edition: Wadsworth Sansage Learning.

**Semester 3<sup>rd</sup>**

**Skill Enhancement Course**

**EDUCATION**

Course Title: Early Childhood Care And Education-III  
Credits: 4 Theory: 2, Tutorial: 2

Course Code: EDU322S  
Contact Hours: Theory: 32, Tutorial: 32

**COURSE OBJECTIVES:**

- *To understand the Programme , Planning and Organization of ECCE.*
- *To understand the Knowledge and Skills for research and evaluation in ECCE and training of the personnel.*

**Learning Outcomes:**

*After completion of this course, the student shall be able to:*

- *To explain the functions of Day Care Centres ,Anganwadi centers etc*
- *To use knowledge and skills for Research & Evaluation of ECCE.*
- *To reflect on the different Perspectives, Priorities & Problems of ECCE.*

**THEORY CONTENT**

**CREDIT: 2**

**Unit 1: Programme , Planning & Organization**

**CONTACT HOURS: 16**

- 1.1 Infrastructure or physical facilities.
- 1.2 Curriculum and Evaluation.
- 1.3 Staff and pedagogy, Records and Reports.
- 1.4 Parent- Teacher Meeting (Need and Importance).

**Unit 2: Training, Research and Trends in ECCE**

**CONTACT HOURS: 16**

- 2.1 Organizational Climate and Management.
- 2.2 Functions of Personnel.
- 2.3 In service and Pre-service training programmes.
- 2.4 Area of research in ECCE and Current trend in ECCE.

**TUTORIAL (ACTIVITY BASED) CREDIT:2**

**UNIT: 3**

**CONTACT HOURS:16**

**3.1 Visit Nearby Day care centers for:**

- a) Observation and record of activities carried out at Kindergarten and Pre-Schools.
- b) Conduct a Case study of any student from Kindergarten

**UNIT: 4**

**CONTACT HOURS:16**

**4.1 Visit nearby Preschools for:**

- a) Assessment of the Facilities available for recreational activities in Preschool.
- b) Visit to ECCE Lab Srinagar
- c) To prepare a detailed report on faculty of ECCE centers.

**RECOMMENDED BOOKS:**

- *Aggarwal, J.C. (2007). Early Childhood Care and Education: Principles and Practices. Shipra:New Delhi.*
- *Kulshreshtha, A. (2017). Early Childhood Care and Education. Principles and Practices. Kanishka Publishers: New Delhi.*
- *Mohanty, J. Mohanty, B. (1999). Early Childhood Care and Education. Deep and DeepPublishers: New Delhi.*
- *Mohit and Procher. (2009). Early Childhood Care and Education. Concept PublishingCompany: New Delhi.*
- *Morrison, G. S. (2003). Fundamentals of Early Childhood Education. Prentice Hall: Virginia.*
- *Roopnarine, J and Johnson, J. (2015). Approaches to Early Childhood Education. Pearson: NewDelhi.*
- *Mangal, S. K. (2018). Essentials of Educational Psychology. New Delhi: Prentice Hall of India. Aggarwal, J. C. (2013). Theory and Principles of Education. New- Delhi: Vikas Publishing House.*
- *Brubacher, J. S. (1977). Modern Philosophies of Education. Tokyo: McGraw Hill BookCompany Inc.*
- *Gupta, V.K. and Schdave, M. S. (1990). Theory and Principles of Education. NewDelhi: VinodPublications.*
- *Wortham, S (2008). Assesment in early Childhood Education, New York: Pearson, New Jersey.*

**SEMESTER 1<sup>st</sup>****Multidisciplinary Course****Subject: Education****Title: Basics in Education****Code: EDU022I**

Credits: (3) (Theory: 3)

Contact Hours: 48(T)

**Part1: Theory (3- Credits)****Course Objectives:**

- To understand the concept of Education and different agencies of Education.
- To understand Elementary Education and its problems
- To understand the objectives of Secondary Education.
- To understand the objectives of Higher Education and its quality control.

**Learning Outcomes:**

After completion of this paper, the student will be able to:

- Understand the nature and agencies of Education.
- Understand the different stages of Education and their objectives
- Identify the problems of Indian Education at different levels.
- Understand the recommendations of different commissions.

**Unit – I: Meaning and Aims of Education**

- a. Meaning, Nature and importance of Education
- b. Aims of Education- Individual and Social aims
- c. Agencies of Education-Formal, informal and Non-formal

**Unit- II: Elementary Education**

- a. Concept of Elementary Education, Objectives of Elementary Education as per NEP-2020
- b. Problems of Elementary Education
- c. Universalization of Elementary Education, Role of SSA
- d. Wastage and Stagnation, causes and remedial measures

**Unit III: Secondary and Higher Education**

- a. Meaning and Objectives of Secondary Education as per Secondary Education Commission.
- b. Meaning and objectives of Higher Education
- c. Quality Control in Higher Education
- d. Recommendations of Radha Krishnan Commission (1948-49) with special reference to Higher Education.

**Recommended Books:**

- **Aggarwal, J. C. (2011).** Development of Education System in India. New Delhi: Anmol Publication Pvt. Ltd.
- **Aggarwal, J. C. (2013).** Theory and Principles of Education. New- Delhi: Vikas Publishing House.
- **Dash, B. N. (2011).** Foundation of Education. New Delhi: Kalyani Publication.
- **Ganai, M. Y. & Bhat, S. A. (2012).** Development of Educational System in India. New Delhi: Dilpreet Publishing House.
- **Government of India (1953)** Secondary Education Commission (1952-53). New Delhi: MHRD
- **Government of India (1953).** University Education Commission (1948-49).
- **Hafeez, K. (2019).** History of Indian Education. New Delhi: Navyug Books International.

- **Jayapalan (2009)** . History of Education in India. New Delhi: Atlantic Publishers.
- **Mohanty, J. (1988)** . Current Issues in Education. New Delhi: Cosmo Publications.
- **Mukherji, R. K. ( 1986)**. Ancient Indian Education, New Delhi, Motilal Banarsidass
- **Mattoo, M. I. (2020)**. Indian Education in Historical Perspective. New Delhi: Axis Books Pvt. Ltd.
- **Saini, S. K. (1988)** . Development of Education System in Indian. New Delhi: Cosmo Publishers. Srinagar: Kashmir Info Srinagar.