

EDUCATION

Course Title: Education: Psychological Foundations Of Education

Course Code: BED22C301

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 15th Edition: Wadsworth Sansage Learning.

Semester 3rd

Skill Enhancement Course

EDUCATION

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

Course Code: BED22S302
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 1st

Multidisciplinary Course

Subject: Education

Title: Basics in Education

Code: BED22M103

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.