



School of Education

Central University of Himachal Pradesh
(Established under Central Universities Act 2009)
PO BOX: 21, DHARAMSHALA, DISTRICT KANGRA – 176215,
HIMACHAL PRADESH

www.cuhimachal.ac.in; Phone: 01892 237285-2237289, 229330; Fax: 01892 237286

Course Code: TTR 463

Course Name: Psychology of Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Understand the Nature, Scope and Methods of Educational Psychology
- Differentiate the impact of different schools of Psychology on Education
- Develop the knowledge of the various theories related with the child development
- Critically analyze the process of learning.
- Understand the concept of thinking, reasoning and problem solving.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25%. This 25% will distribute as
 - Attendance/Participation: 20%
 - Seminar: 40%
 - Assignments: 40%

Course Contents

UNIT I Introduction to Educational Psychology (7 hrs)

Psychology- Educational Psychology: Meaning, Nature & Scope- Methods of Educational Psychology: Introspection, Experimental, Observation, Clinical- Schools of Psychology and their impact on Education: Structuralism, Functionalism, Behaviourism

UNIT II Developmental Process (9 hrs)

Growth and Development: Concepts and Principles of development.

Theories- Physical, Social, Emotional and Intellectual-

Development of Concept Formation, Logical Reasoning, Problem – Solving and Creative Thinking, Language Development

Developmental issues and Developmental task

UNIT III Theories of development (8hrs)

Cognitive and Language development theory: Jean Piaget and LS Vygotsky

Ecological theory: Bronfenbrenner

Theory of Psycho-social development: Erikson

Theory of Moral development: Kohlberg

UNIT IV Learning (8hrs)

Learning: Nature and Theories-Theories of learning: Classical Conditioning, Trial and Error, Operant Conditioning, Insightful learning- Hull's systematic behavior theory- Lewin's Field Theory- Tolman's Sign Theory- Gagne's Theory of Learning- Bandura's Social learning theory- Carl Roger's theory of Experiential learning- Transfer of learning and its theories.

UNIT V Thinking, Reasoning and Problem-solving (8 hrs)

Thinking- Theories of Thinking -Types of Thinking -Development of Thinking- Reasoning – Types of Reasoning - Problem Solving- Factors affecting Problem Solving- Strategies for Effective Problem solving

Essential Reading:

1. Woolfolk, A. et.al. (2012). *Fundamentals of educational psychology*. New Delhi: Pearson Education
2. Hurlock, E.B. (2008). *Developmental psychology* (5th ed.). New Delhi: Tata McGraw Hill
3. Mangal, S.K. (2004). *Advanced educational psychology*. New Delhi: Prentice hall of India Pvt Ltd.
4. Santrock, John. W. (2006). *Educational Psychology*, Tata McGraw Hill Publishing Company Limited, New Delhi.
5. Baron, R.A. (2001) *Psychology*, Pearson Education Inc., New Delhi.

Suggested Reading:

1. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
2. Piaget, J. (1957). *Construction of reality in the child*. London: Routledge & Kegan Paul.
3. Piaget, J. (1958). The growth of logical thinking from childhood to adolescence. *AMC*, 10, 12.
4. Dandapani, S. (2001). *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.

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Course Code: TTR 461

Course Name: Philosophy of Education

Credits Equivalent:4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:

- Understand Education as a human activity.
- Understand epistemic bases of education.
- Understand the influence of philosophical perspective in educational theorization.
- Analyze Education as a process.
- See Education as a human endeavor affected by socio-politico-historical-cultural aspects of the era.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Seminar: 10 marks
 - Assignments: 15 marks

Course Contents:

UNIT-I: (10hrs)

Philosophy- An Introduction

Nature, Meaning and Functions of Philosophy and their influence upon Education and educational theorization.

UNIT-II (08 hrs)

Education- Its Contents

Meaning, Function and Institutionalization of Education and Philosophy of Education.

Unit – III (08 hrs)

Education- Value and Aims

Human values- social, political, historical, cultural, religious and constitutional values and formulation of Aims of Education.

UNIT-IV (06hrs)

Methods of Knowing

Dialogue and Discovery as pedagogical method.

Reason and Experience as methods of knowing.

Imagination, Memory, Perception, Inference, Analogy, Verbal testimony and other methods.

UNIT-V (08)

Institutionalizing Education

School as an institution, State, Authority, Indoctrination, Democratic Classroom.

Essential Readings:

1. Chambliss, J. (Ed.). (1996). *Philosophy of Education: An Encyclopedia*. London: Garland Publishing Inc.
2. Kumar, K. (1999). *ShikshaaurJnana, India, Granthshilpi*.
3. Peters, R. (Ed.)(1967). *The Concept of Education*. London: Routledge&Kegan Paul.

Suggested Readings:

1. Dewey, J. (2009). *Democracy and Education: An Introduction to the Philosophy of Education*. Delhi: Aakar.
2. Freire, P. (1970). *Pedagogy of the Oppressed*. USA: The Continuum Publishing Company.
3. Hirst, P. (1998). *Liberal Education and the Nature of Knowledge*. In P. Hirst, & P. White (Eds.), *Philosophy of Education: Major Themes in Analytical Philosophy* (pp. 246-266). London: Routledge.
4. Hirst, P. (1998). *Liberal Education*. In P. H. Hirst, & P. White (Eds.), *Philosophy of Education: Major themes in Analytic Tradition*. London: Routledge.
5. Matthews, M. R. (1980). *The Marxist Theory of Schooling: A Study of Epistemology and Education*. Sussex: Harvester Press.

6. Mayer, F. (1976). *A History of Modern Philosophy* (2 ed.). New Delhi: Eurasia Publishing House (P) Ltd.
7. Russell, B. (1946). *History of Western Philosophy*. London: George Allen & Unwin Ltd.
8. Winch, C., & Gingell, J. (1999). *Key Concepts in the Philosophy of Education*. London: Routledge.



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Course Code: TTR 467

Course Name: Research Methodology in Education

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

To enable the learners to -

- Explain the concept, scope, types and importance of educational research
- Understand the importance of ethical issues in conducting educational research
- Describe the importance of review of related literature
- Understand the meaning, criteria and sources for identifying the research problems
- Formulate research objectives and hypotheses
- Understand the terms used in educational research process
- Prepare the research proposal.
- Define population, sample and describe the different techniques of sampling
- Explain the types, tools and techniques of data collection
- Describe the various methods of research
- Explain the different approaches to analyze the qualitative as well as quantitative data.
- Prepare the research Report.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

4. Mid Term Examination: 25%
5. End Term Examination: 50%
6. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks

- Assignments: 10 marks

Course Content

Unit 1 Basics of Educational Research (8 Hours)

Concept, Scope, Types and Importance of educational research, Ethical Issues in Conducting Educational Research

Review of Related Literature: Purpose and Sources of Related Literature and Writing Review of related literature.

Research Problem: Selection, Formulation and Delimitations of the Research Problem and Characteristics of Good Research Problem

Objectives and Hypotheses: Formulation, Significance and Types. Preparation of Research proposal

Unit 2 Methods of Research (8 Hours)

Historical Research: Meaning, nature, importance and steps involved Primary and Secondary Sources of Data, External and Internal Criticism of the data sources.

Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study)

Experimental Research Method: Meaning, Importance, Steps and Components of Experimental research, Methods of Controlling of Extraneous Variables, Experimental Designs: One group Pre test- Post test design

Unit 3 Sampling (7 Hours)

Concept of Population and Sample along with its types, Sampling, Sampling Unit.

Sampling Frame, Sample Size, Techniques of Sampling, Characteristics of Good Sample, Sampling Errors and How to reduce them.

Unit 4 Tools and Techniques of Data Collection (9 Hours)

Meaning and Characteristics of Good Research Tools, standardization of research tools.

Types and Uses of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule), Administration of Tools.

Unit 5 Data Analysis and Preparation of Research Report

Tabulating Data, Ways of Organizing & Presenting Data, Content Analysis including Logical & Inductive Analysis, Discourse Analysis.

Analysis of Observation Based and Interview based Data, Documentary Analysis.

Steps in preparation of Research Report

Writing Bibliography, APA Style of Referencing

Essential Reading

Best, J.W. & Kahan J.V.(2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.

Cohen, Louis, Mansion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. India: Cambridge University Press, Private Limited.

Suggested Reading

Aggarwal, L.P.(2007). Modern Educational Research. New Delhi: Dominant Publishers and Distributors.

Bhandarkar, P.L., Wilkinson, T.S.& Laldas, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.

Creswell, John W.(2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. Delhi: PHI Learning Private Limited.

Koul, Lokesh, (2013) Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd.

Keeves, John. P, (1998). Educational Research Methodology and Measurement. An International Hand Book, Oxford: Pergamon Press.

Kerlinger, C.R.(1986). Foundations of Behavioural Research 3rd Edition, New York: Holt, Rinehart and Winston.

Kothari, C.R.(1998). Quantitative Techniques. New Delhi: Vikas Publishing House.

Radha Mohan(2006). Research Methods in Education. Hydrabad: Neelkamal Publications Pvt. Ltd.

Siddu, K.S. (2002). Methodology of Research in Education. New Delhi: Sterling Publications.

Singh, R, (2014) Research Methodology: A Step by Step Guide for Beginners, New Delhi: Sage Publication.



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Course Code: TTR 462

Course name: Sociological of Education

Course Credit: 4

Credit Equivalent:

One credit is equivalent to

- 10 hours of lecture/ organized classroom activity/ contact hours
- 5 hours of practical/ tutorial/ teacher led activity
- 15 hours of other workload such as independent individual / group work. Literature survey, library work, data collection, field work, writing of papers, projects, dissertation, thesis etc.

Course Objectives:

- The course will develop the understanding of various sociological concepts underlying the sociology of education with the help of theoretical perspective and empirical studies.
- The course will engage in understanding the relationship between school and society. Schools are the complex social organizations which are influenced by, and themselves shapes broader society.
- The course will look into the underlying theoretical perspective for understanding the external and internal forces that shapes the teaching-learning process in school.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

7. Mid Term Examination: 25%
8. End Term Examination: 50%
9. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation 5 marks
 - Seminar: 10 marks
 - Assignments: 15 mark

Course outline

Unit 1: Introduction to Sociology

- Meaning, nature and scope of sociology
- Sociological approaches to education
- Theories and Concepts in sociology of education- Functionalist perspective, Liberal perspective and Marxist perspective

Unit 2: Education and socialization

- Culture-concept and implication to education
- Agents of socialization- family, peer-group, community, institutions of formal education

Unit 3: Theories on social stratification

- Meaning of social stratification
- Factors of social stratification
- Social stratification and Education
- Education and Social Mobility

Unit 4: Education and Social Processes

- Social change- factors and theories of social change
- Constrains in social change: caste, ethnicity, class, language, religion
- Theories of social and cultural capital

Unit 5: Society and challenges to education

- Language
- Social inequalities and educational opportunities
- Family and schools: the home environment, social class and social space
- Deschooling Society

Essential Readings:

Apple, W. Michael, Stephen J. Ball and Luis Amando Gandin. 2010. The Routledge International Handbook of the Sociology of Education. New York: Routledge

- Blackledge, D. & Hunt, Barry. 1985. Sociological Interpretation of Education, London, Croom Helm.
- Haralambos, M. & Heald R.M. 2015 Sociology Theories and Perspectives, New Delhi, OUP.
- Stephen, Ball. 2004. The Routledge Falmer Reader in the Sociology of Education, London and New York, Routledge Falmer.
- Shukla & Kumar. 1985. Sociological Perspective in Education: A Reader, New Delhi: Chanakya Publication.

Suggested Readings:

- Cook, L.A. & Cook, E. 1970. Sociological Approach to Education, New York, McGraw Hill.
- Kamat, A.R. 1985, Education and Social Change, Bombay, Popular Prakashan.
- Shipman, M.D. 1975. The Sociology of the School, Second Edition, London, Longman Orient.
- Haralambos M. & Heald, R.M. 2012. Sociology Theories and Perspective, New Delhi, Oxford University Press.