

**BA 2nd , Sem. IV,
Course I
(Theory)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		

Course Code: E010401T	Course Title: Psychological Perspectives of Education
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Course Learning Outcomes

On completion of this course, learners will be able to:

- Define Education and Psychology.
- Relate Education and Psychology
- Compare characteristics and needs of different stages of development.
- Name different approaches of learning.
- Distinguish between different psychological traits.
- Identify Individual Differences.
- Examine the importance Mental Health.
- Illustrate Teaching Learning Process.

Credits: 4		Core Compulsory
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PSYCHOLOGY</u> <ul style="list-style-type: none"> ● Psychology: Concepts and Scopes. ● Relations of Education and Psychology. ● Importance of Educational Psychology. ● Methods of Studying Educational Psychology. 	8
II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> ● Development/Meaning and Forms. ● Growth and Development. ● Stages of Development. ● Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development. 	8
III	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none"> ● Meaning, Nature and Factors Influencing the Education. ● Learning Styles: VARK. ● Transfer of Learning and its classroom implications. 	7

	<ul style="list-style-type: none"> • Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications. 	
IV	<u>FOUNDATIONS OF BEHAVIOURS</u> <ul style="list-style-type: none"> • Instincts. • Sensation, Perception and Concept. • Motivation. • Memory. • Attention and Interest. • Thinking, Reasoning and Imagination. • Habit. • Fatigue 	7
V	<u>INDIVIDUAL DIFFERENCES</u> <ul style="list-style-type: none"> • Meaning, Types and Causes of Individual Differences. • Individual Differences and Education. 	8
VI	<u>SPECIAL NEED LEARNERS</u> <ul style="list-style-type: none"> • Mentally Retarded. • Gifted Children. • Divyang (Handicapped). 	8
VII	<u>MENTAL HEALTH AND ADJUSTMENT</u> <ul style="list-style-type: none"> • Concept and need of studying mental health. • Affecting Factors of Mental Health. • Mental Health and Education. • Adjustment: Meaning and Process. 	7
VIII	<u>TEACHING AND LEARNING PROCESS</u> <ul style="list-style-type: none"> • Concept of Teaching. • Relation between Learning and Teaching. • Conditioning vs Teaching. • The Objectives of Education is Learning. • Role of Teacher in Teaching- Learning. 	7
Suggested Readings: <ul style="list-style-type: none"> • भटनागरएस, शिक्षामनोविज्ञान, सूर्यपब्लिकेशन, 1998 • जायसवालएस.आर, भारतीय मनोविज्ञान और शिक्षा , आर्य बुक डीपो नई दिल्ली • त्रिपाठीशालिग्राम, शिक्षणव्यवहार, राधापब्लिकेशन, नई दिल्ली • गुप्ताएस.पी, शिक्षामनोविज्ञान, शाखाप्रकाशन, मेरठ • युगाकिम्बल, शिक्षामनोविज्ञानकीआधार शिला, विनोद पुस्तक मंदिर, आगरा 		

<ul style="list-style-type: none"> ● Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishing house ● Bhatnagar Suresh (n.d.). <i>Advanced Educational Psychology</i>, Lal Book Depot, Meerut. ● Bigge, Morris. L (1971). <i>Learning theories for teachers</i>. New York: Harper & Row.
<ul style="list-style-type: none"> ● Chauhan S.S. (1978). <i>Advanced educational psychology</i>. Vikas Publishing House. ● Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep & Deep Publications. ● Dececco John, P. <i>The Psychology of Learning and Instruction</i>. New Delhi, Prentice Hall of India. 1968 ● Hilgand, E.R. & Bower, S.H., (1975). <i>Theories of Learning</i>. Englewood Cliffs New Jersey: Prentice Hall. ● Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. New Delhi, Tata McGraw-Hill Publishing Co. Ltd. ● Mathur, S.S. <i>Educational Psychology</i>. Agra, Vinod PustakMandir. 1986 ● Mazur, J.E. (1994). <i>Learning and behaviour</i>. Englewood Cliffs. New Jersey; Prentice Hall. ● Rani, A. (2011). <i>Psychology of learning Behavior</i>. New Delhi, Centrum Press.
Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar
Suggested equivalent online courses: Courses on Swayam / MOOCs

**BA 2nd , Sem. IV,
Course II
(Practical)**

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010402P	Course Title: Practical: Case study of a Special Child	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Develop an stronger orientation towards research ● Identify the different special children. ● Prepare a case study. 		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		

Unit	Topics	No. of Lectures
I	●What is case study? And its steps.	5
II	●Special children: Types and characteristics.	25

Note: In Final Examination report shall be examined by external and internal examiners.
Marks Distribution: Case study record- 15 marks Viva- 10

Suggested Readings:

- मंगलएस.के, शिक्षामनोविज्ञानएवं सांख्यिकी, विनोद पुस्तक मंदिर, आगरा
- कपिलएच.के, अनुसंधानविधियां, भार्गवप्रिंटेर्स, आगरा
- Dash M. (1994). *Educational Psychology*. New Delhi, Deep& Deep Publications.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.