



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in Education

II Semester Syllabus

B.A- EDUCATION

With effect from 2021-2022 and onwards

Semester-II

DSC3: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Title: Sociological Foundations of Education	Course code: 21BA2C3ED3
Total Contact Hours:42	Course Credits: 3
Internal Assessment Marks: 40	Duration of SEE: 3 hours
Semester End Examination Marks: 60	

Course Outcomes (CO's):

At the end of the course, students will be able to:

1. Understand the meaning of sociology and Education and realize its pertinence to education.
2. Recognize the facts and forms of Culture
3. Understand the sociological perspectives in education.
4. Understand the importance of Globalization, privatization and liberalization on education
5. Make an attempt to bring social change through the process of Education.
6. Become aware of the different social factors that influence education.
7. Become aware of the processes of social change and their impact on education.
8. Critically examine the issues and concerns of education in the socio-economic context of India.

DSC3: Sociological Foundations of Education

Unit	Description	Hours
1	CONCEPT OF EDUCATIONAL SOCIOLOGY	8 hours
	1.1. Meaning, Definitions, Importance and Scope of Educational Sociology. 1.2. Relationship between Education and Sociology, Society and Education. 1.3. Culture and Education- Meaning and Definitions, Types, Characteristics, Role of Education. 1.4. Cultural lag – Meaning, Role of Education in cultural lag.	
2	SOCIALIZATION AND EDUCATION	9 hours
	2.1. Meaning, Definitions and Importance of Socialization. 2.2. Agencies of Socialization- formal, informal and non formal 2.3. Agencies of education; Family and School, Mass Media, Religious Institution, State, Peer-group. 2.4. Socialization: the role of the Education.	
3	SOCIAL CHANGE AND SOCIAL MOBILITY	9 hours
	3.1. Meaning, Definition and Importance of Social Change. 3.2. Characteristics and factors influencing on social change and Role of Education 3.3. Liberalization, Privatization, Globalization (LPG) and Education 3.4. Meaning, Definitions and types of social mobility. Role of Education in Social mobility	
4	SOCIAL CLASS AND EDUCATION	8 hours
	4.1. Meaning and Definitions of Social Class 4.2. Classification of Social Class and Role of Education in Upliftment of Social Class. 4.3. Meaning, Definitions and Importance of Social Control, 4.4. Agencies of Social Control and Role of Education in Social Control	
5	EDUCATIONAL ISSUES AND DEMOCRACY	8 hours
	5.1 Meaning of Democracy, Types of Democracy 5.2. Distinguish between Democracy and Authoritarianism, Their implications on Education- Aims, curriculum and methods of teaching,	

discipline.

5.3. Democracy, Socialism and Secularism: Concept and Practice in Schools/Colleges

5.4. Employment market and Education.

References:

1. Anand C.L., (1993) Teacher and Education in the Emerging Indian Society. NCERT, New Delhi
2. Bhatia B.D., (1990) The Theory and Principles of Education. Doaba House, New Delhi
3. Bhatia K.K., Narang C.L., (1990) Theory and Principles of Education. NCERT, New Delhi
4. Bhatia, K. K and Narang, C. L., (2002). "Philosophical and Sociological Bases of Education", Tandon Publications, Ludhiana,
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12. Mathur, S. S. (1966) A Sociological Approach to Indian Education. Vinod Pustak Maldig Moore, C. B. and Cole, E. W. Society in Education Practice. University of Chicago Press.
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14. Meerut, Swaroop Saxena, (2002) "Principles of Education" R. Lall Book Depot, Meerut.
15. Mohanty, J., (1994)., "Indian Education in the Emerging Society", Sterling Publishing, New Delhi.
16. N. B. Kongawad (2007) Education Emerging India, Vidhyanidhi Prakashan, Gadag.
17. New Delhi, Singh, K., (2001). "Principles of Sociology", Prakashan Kendra, New Delhi,
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19. Shankar Rao. C. N., (1990). "Sociology - Primary principles", S. Chand Publishing, New Delhi,
20. Sharma, Y., (2001). "History and Problems of Education" Vol., I and II, Kanishka publishers,
21. Suresh Bhatnagar, (2002). "Modern Indian Education and its Problems", R. Lall Book Depot,

DSC4: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Course Title: Psychological Foundations of Education	Course code: 21BA2C4ED4
Total Contact Hours: 42	Course Credits: 3
Internal Assessment Marks: 40	Duration of SEE: 3 hours
Semester End Examination Marks: 60	

Course Outcomes (CO's):

At the end of the course, students will be able to:

- 1) Acquire the understanding of meaning and importance of Education and Psychology and their interrelationship.
- 2) Understand the theories of learning and acquaint with different models and strategies of learning and in turn apply them for better learning.
- 3) Gain insight into the concept of intelligence and its theories and apply them in psychological research.
- 4) Acquire knowledge regarding the concept and types of Motivation.
- 5) Apply the knowledge of memory, types of memory, factors influencing for intensive memory in their life.
- 6) Apply the knowledge of principles, techniques of educational psychology in developing the integrated personality.

DSC4: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Unit	Description	Hours
1	PSYCHOLOGY AND LEARNING	9 hours
	1.1. Meaning and Concept of Psychology. Interrelationship of Education and Psychology Schools/Approaches of Psychology-Behaviorism, Gestalt, Humanism, Cognitivism and Psychoanalysis 1.2. Learning: Introduction, Meaning, Definitions, Importance of learning. Characteristics of Learning 1.3. Theories of Learning: Behaviorism: Pavlov, Thorndike, Skinner Social Constructivism: Vygotsky, Bandura	
2	MOTIVATION	8 hours
	2.1. Motivation : Introduction, Meaning, definitions 2.2. Concept and Types of Motivations of Motivation 2.3. Maslow's Theory of Motivation 2.4. Role of Motivation in Learning	
3	INTELLIGENCE AND EMOTIONAL INTELLIGENCE	9 hours
	3.1. Intelligence: Introduction, Meaning, Definitions, Distribution of intelligence, 3.2. Factors influencing Intelligence. 3.3. Concept of M.A. CA and IQ Uses of Intelligence Test. 3.4. Emotional Intelligence: Concept, development of Emotional Intelligence. 3.5. Testing of Intelligence and Emotional intelligence Test.	
4	MEMORY AND FORGETTING	8 hours
	4.1. Memory and Forgetting: Meaning, definitions 4.2. Types of Memory, Forgetting: Meaning, definitions 4.3. Types, Causes for forgetting factors influencing Intensive Memory.	
5	PERSONALITY	8 hours
	5.1. Personality: Introduction, meaning, Definitions, Factors influencing	

personality.

5.2. Structure of Personality-views of the following psychologists about personality: Sigmund Freud, Carl Jung, Rogers, Allport and Kelly

5.3. Measurement of Personality: Subjective, Objective and Projective methods CAT, TAT and Rorschach Ink-blot test.

References:

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- Bischof Ledford J. (1964) Interpreting personality Theories, International student reprint.
- Bruner, R.F.,(1978) Psychology Applied to Teaching. Houghton Mifflin, Boston
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- Vernon P. E. (1964) Personality Assessment A Critical Survey, Methuen, London.

OEC 2: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Course Title: Psychological Perspectives of Education	Course code:OE-2
Total Contact Hours: 42	Course Credits: 3
Internal Assessment Marks: 40	Duration of SEE: 3 hours
Semester End Examination Marks: 60	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Recognize the Psychological Dimensions of Education
2. Analyze the knowledge of Psychological Dimensions of Education.
3. Comprehend the Communication process.
4. Apply the knowledge of memory, types of memory, factors influencing for intensive memory in their life.
5. Understand the meaning distribution of Intelligence.

OEC 2: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Unit	Description	Hours
1	EDUCATION AND PSYCHOLOGY	8 hours
	1.1. Education: Meaning, Concept and Process 1.2. Psychology: Meaning, Definitions and Nature 1.3. Educational Psychology: Meaning, Definitions and Scope 1.4. Interrelationship between Education and Psychology. 1.5. Necessity of educational psychology to a Teacher	
2	UNDERSTANDING GROWTH AND DEVELOPMENT	8 hours
	2.1. Concept of Growth, Development and Maturation 2.2. Meaning and Differences between Growth and Development, 2.3. Stages of Growth and Development (E.B. Hurlock's Classification) 2.4. Adolescent Psychology-Meaning and Definitions, General and specific characteristics, Need and problems of adolescence	

3	INTELLIGENCE	9 hours
	<p>3.1. Intelligence: Meaning, Definition and Concept.</p> <p>3.2. Theories: Gardner's theory of Multiple Intelligence. Sternberg's triarchic theory of intelligence and Guilford's structure of intellect model.</p> <p>3.3. Emotional Intelligence: Concept, development of Emotional Intelligence.</p>	
4	UNDERSTANDING MENTAL HEALTH AND PERSONALITY	8 hours
	<p>4.1. Personality: concept, Approaches in analyzing personality: type and Eyesenck's Biological typology</p> <p>4.2. Characteristics of a well adjusted personality</p> <p>4.3 Mental Health: Meaning and Importance of Mental Health, Developing Positive Attitude</p> <p>Adjustment: Meaning, Types and Process</p>	
5	LEARNING PROCESS AND MOTIVATION	9 hours
	<p>5.1. Attention: Definition and Affecting Factors</p> <p>5.2. Motivation: Nature, Definition and Maslow's Theory</p> <p>5.3. Creativity: Concept, Definition and Characteristics</p> <p>5.4. Memory: Meaning, definitions and Types of Memory.</p>	
References		
<p>1. Atkinson J.W., An Introduction To Motivation, Princeton, Van Nostrand,1964.</p> <p>2. Ausubel D.P., Educational Psychology: A Cognitive View. New York: Holt, Rinehart And Winston, Inc. 1968.</p> <p>3. Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.</p> <p>4. Bickhard, M.H., Chrisopher, J.C. (1994). The Influence Of Early Experience On Human Personality Development. New Ideas In Psychology.</p> <p>5. Biehler R.F. And Snowman Jack, Psychology Applied To Teaching. (Seventh Edition). New Jersey : Houghton Mifflin Co., 1993.</p> <p>6. Bigner J.J., Human Development. New York: Macmillan Publishing Co., 1983.</p> <p>7. Blair G.M. Jones, R.W. And Simpson R.H., Educational Psychology, 4th Ed. New York, Macmillan Publishing Co., Inc. 1975.6</p> <p>8. Dandapane, S., Advanced Educational Psychology. New Delhi: Anamol Publications Pvt. Ltd., 2000.</p> <p>9. Dandekar, W.N. And Makhija Sanyoglata, M., Psychological Foundations Of Education. (Third Edition). New Delhi, Macmillan India Ltd. 2002.</p> <p>10. Decco, J.P. And Crawford W.R., Psychology Of Learning And Instruction, New Delhi: Prntice – Hall Of India Pvt. Ltd., 1977.</p>		

11. Gage N.I. And Berliner D.C., Educational Psychology, Chicago Rand McNally College Publishing Co., 1975.
12. Guilford J.P And Hoepfner R., The Analysis Of Intelligence, New York, McGraw – Hill Book Co., 1971.
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17. Hurlock E.B., Personality Development, New Delhi, Tata McGraw Hill Publishing Co. Ltd., 1986.
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CBCS Question Paper Pattern for UG Semester End
Examination with effect from the AY 2021-22
Languages /Discipline Core Courses (DSC) & Open Elective
Courses (OEC)

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 60

Instruction: Answer all Sections

SECTION-A

1. Answer the following sub-questions, each sub-question carries **ONE** mark. (10X1=10)

a).

b).

c).

.

.

j).

Note for Section-A: Two sub-questions from each unit.

SECTION-B

Answer any **FOUR** of the following questions, each question carries **FIVE** marks. (4X5=20)

2.

3.

4.

5.

6.

7.

Note for Section-B: Minimum One question from each unit (Q No 2 to 6) and remaining one question from unit II to V (Q.No. 7)

SECTION-C

Answer any **THREE** of the following questions, each question carries **TEN** marks. (3X10=30)

- 8.
- 9.
- 10.
- 11.
- 12.

Note for Section- C: One question from each unit. Sub-questions such as ‘a’ and ‘b’ may be given for a question in section-C only.

SEC & AECC Subjects

Paper Code:

Paper Title:

Time: 1 Hours

Max. Marks: 30

There shall be Theory examinations of **Multiple Choice Based Questions [MCQs]**with **Question Paper of A, B, C and D Series** at the end of each semester for **AECCs (Environmental Studies and (ii) Constitution of India)** and **SECs (SEC-1: Digital Fluency, SEC-2: Artificial Intelligence, SEC-3: Cyber Security and SEC-4: Societal Communication)** for the duration of **One hour (First Fifteen Minutes for the Readiness of OMR and remaining Forty-Five Minutes for Answering thirty Questions)**. The Answer Paper is of OMR (Optical Mark Reader) Sheet.

Note:

Add the Scheme of Evaluation of UG ----- Practical's.
