

Far Western University
Mahendranagar, Kanchanpur
Faculty of Education
M. Ed. Core Courses



**Far Western University
Mahendranagar, Kanchanpur
Faculty of Education
M. Ed. Core Courses**

Semester-First

- 1. Dimensions of Educational Thought (Ed.511)**
- 2. Contemporary Issues in Education (Ed.512)**

Semester-Second

- 1. Research Methods in Education (Ed.521)**

Semester-Third

- 1. Educational Psychology (Ed.531)**

Far Western University
Faculty of Education

Course Title: **Dimensions of Educational Thought**

Course No. : Ed.511

Nature of course: Core, Theory

Level: M. Ed.

Semester: First

Total periods: 45

Time per period: 1 Hour

1. Course Introduction

This course acquaints the students with contemporary thinking in education. It provides them with concept and understanding of the existing issues of what education is for, providing four major foci of the present-day education – four pillars of education – education for economy and national development, education for social justice, and education for interdependence and ecological sustainability. It then provides them with opportunities to understand and reflect on the thinking and issues of multicultural education. This course also provides contemporary philosophical thought of critical theory and critical pedagogy, feminism and postmodernism. It generally aims to aware students of the dimensions of contemporary educational thoughts.

2. General Objectives

The general objectives of this course are as follows:

- Describe, with example, the contemporary thoughts of what education is for.
- Define multiculturalism and explain its goals, problems and educational implications.
- Understand meaning and nature of critical thinking and develop skills and abilities of critical thinking.
- Explain the characteristics and development of critical theory and discuss its educational relevance and implications.
- Understand basic premises and philosophical questions of feminism and draw implications of feminism for educational policies and practices.
- Develop understanding of postmodernism and draw educational implications of postmodernism.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain the meaning and concept of four pillars of education. • Discuss the need of education for economic growth and human development. • Demonstrate understanding of the role education in social justice. • Elucidate the role of education for interdependence and ecological sustainability. 	<p>1 What education is for: contemporary educational thought (6 hours)</p> <ul style="list-style-type: none"> 1.1 Educational for knowing, doing, living together and being (four pillars of learning) 1.2 Education for economic growth and human development 1.3 Education for social justice 1.4 Education for interdependence and ecological sustainability
<ul style="list-style-type: none"> • Define multiculturalism and explain the concept of multicultural education. • List the goals of multicultural education. • Discuss the problems in multicultural education. • Conceptualize the meaning of culturally responsive pedagogy and explain its importance. • Justify the relevance of multicultural education in the context of Nepal. 	<p>2 Multicultural education (7 hours)</p> <ul style="list-style-type: none"> 2.1 Meaning and concept of multicultural education 2.2 Goals of multicultural education 2.3 Problems in multicultural education 2.4 Culturally responsive pedagogy 2.5 Relevance of multicultural education in the context of Nepal
<ul style="list-style-type: none"> • Explain the meaning and nature of critical thinking. • Develop skills and dispositions required for critical thinking • Discuss the relationship 	<p>3 Critical thinking and education (6 hours)</p> <ul style="list-style-type: none"> 3.1 The meaning and nature of critical thinking 3.2 Critical thinking: skills/abilities and dispositions

<p>between critical thinking and creative thinking</p> <ul style="list-style-type: none"> • Explore the role of critical thinking in teaching and learning. • Mention critiques of critical thinking. 	<p>3.3 The relationship between critical thinking and creative thinking</p> <p>3.4 Critical thinking and education</p> <p>3.5 Critiques of critical thinking</p>
<ul style="list-style-type: none"> • Explain the characteristics and development of critical theory. • Justify educational relevance of critical theory. • Define critical pedagogy and explain its meaning. • Assess the contribution of Paulo Frere to the development of critical pedagogy. 	<p>4 Critical theory and critical pedagogy (7 hours)</p> <p>4.1 Characteristics and development of critical theory</p> <p>4.2 The educational relevance of critical theory</p> <p>4.3 Distinctive insights and contributions</p> <p>4.4 Critical pedagogy and Paulo Frere’s contribution</p>
<ul style="list-style-type: none"> • Demonstrate understanding of feminism and explain its basic theoretical questions. • List various approaches to contemporary feminist theories and explain each. • Discuss educational implications of feminism. 	<p>5 Feminism and education (7 hours)</p> <p>5.1 Feminism and basic theoretical questions (What about the women? Why then is all this as it is? How can we change and improve the social world so as to make it a more just place for women and for all people? And what about the differences among women?)</p> <p>5.2 Varieties of contemporary feminist theory</p> <ul style="list-style-type: none"> ✓ Gender difference (Cultural/biological feminism) ✓ Gender inequality (Liberal feminism)

	<ul style="list-style-type: none"> ✓ Gender oppression (Psychoanalytic/Radical feminism) ✓ Structural oppression (Socialist feminism) <p>5.3 Educational implications</p>
<ul style="list-style-type: none"> • State major criticisms of formal education. • Explain the contribution of Paulo Freire, Evan Illich and Everette Reimer to the development of alternative thinking in education. • Discuss the meaning and importance of non-formal education. 	<p>6 Alternative thinking of education (6 hours)</p> <p>6.1 Criticisms of formal education</p> <p>6.2 Some thinkers of alternative education and their ideologies</p> <ul style="list-style-type: none"> ✓ Paulo Freire and pedagogy of oppressed ✓ Evan Illich and deschooling society ✓ Everette Reimer and school is dead <p>6.3 Non-formal education</p>
<ul style="list-style-type: none"> • Identify and discuss various meanings of and approaches to postmodernism. • Provide educational implications of postmodernism. 	<p>7 Postmodernism in education (basic understandings) (6 hours)</p> <ul style="list-style-type: none"> • Meanings of postmodernism • Educational implications of postmodernism

4. References

Banks, J.A. & Banks, C.A.M. (2009). *Multicultural education: issues and perspectives* (7th ed.). Danvers, MA: John, Wiley & Sons (Unit 2)

Blake, N., Smeyers, P., Smith, R. & Standish, P. (2003) (eds.). *The Blackwell guide to the philosophy of education*. Malden, MA: Blackwell Publishing (Unit 3, 4 and 5)

Carr, W. (1995) *For Education: Towards Critical Educational Enquiry*, Open University (Unit 4)

Delors, J. (1996). *Learning: The treasure within*. Paris: UNESCO (Unit 1)

Freire, P. (2000) *Pedagogy of oppressed* (30th Anniversary Edition). London: Continuum Educational Publishing Group (Unit 6)

Giroux, H. (1983) *Critical Theory and Educational Practice*, Victoria: Deakin (Unit 4)

Griffiths, M. (2003) *Action for social justice in education*. Philadelphia, PA: Open University Press (Unit 1 and 6)

Illich, I. (2000) *Deschooling society*. London: Marion Boyars Publishers Ltd (Unit 6)

Lengermann, P. M. & Niebrugge-Brantley, J. (2000) Contemporary feminist theory, in G. Ritzer (ed.) *Sociological theory* (pp. 443 – 490). New York: McGraw Hill (Unit 5)
Press.

Reimer, E. W. (1971) *School is dead: an essay on alternatives of education*. London: Penguin (Unit 6)

Usher, R. & Edwards, R. (1994) *Postmodernism and Education*, London: Routledge (Unit 7)

Far Western University
Faculty of Education

Course Title: **Contemporary Issues in Education**

Course No. : Ed.512

Nature of course: Core, Theory

Level: M.Ed.

Semester: First

Total periods:45

Time per period: 1 Hour

1. Course Introduction

This course acquaints the students with contemporary educational issues, both in the global as well as the national contexts. It provides them with learning opportunities for understanding and developing critical thinking of the issues such as education for all to learning for all, decentralization and privatization, globalization, lifelong learning, and multicultural education. This course also aims to aware students and develop their critical understanding of emerging issues of education in Nepal.

2. General Objectives

The general objectives of this course are as follows:

1. Critically assess the policy and development of Education for All in Nepal.
2. Explain the meaning, dimensions and consequence of globalization and discuss its impact on education.
3. Discuss the meaning and importance of lifelong learning.
4. Demonstrate critical understanding of decentralization and privatization of education.
5. Conceptualize the meaning of social transformation and discuss the role of education in social change and transformation.
6. Explore and assess the contemporary issues and challenges of education in the socio-political context of Nepal.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
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<ul style="list-style-type: none"> • Demonstrate critical understanding of EFA policy and development in Nepal. • Explain the changing concepts of education, from the concept of education to the concept of learning. • Discuss the meaning and importance of Learning for all agenda. 	<p>1 Education for all to learning for all (7 hours)</p> <p>1.1 EFA and the case of Nepal</p> <ul style="list-style-type: none"> • Access and equity • Quality and relevance • challenges and obstacles <p>1.2 From education to learning: Learning to know, learning to do, learning to live together and learning to be (Four pillars of learning)</p> <p>1.3 Learning for all, next agenda?</p>
<ul style="list-style-type: none"> • Explain various meanings and dimensions of globalization. • Explore the possible consequences of globalization • Discuss the opportunities and challenges brought about by globalization. • Explain impacts of globalization on education. 	<p>2 Globalization and its impact on education (8 hours)</p> <p>2.1 Meanings and dimensions of globalization</p> <p>2.2 Consequences of globalization</p> <p>2.3 Opportunities and challenges of globalization</p> <p>2.4 Impact of globalization on education</p>
<ul style="list-style-type: none"> • Conceptualize the meaning and importance of lifelong learning. • Explain the need of learning throughout life in relation to four pillars of learning. • Define learning society and discuss the possible antecedents and consequences 	<p>3 Lifelong learning (7 hours)</p> <p>3.1 Education: bridging the old and the new</p> <p>3.2 Learning throughout life and the four pillars of learning</p> <p>3.3 Learning society</p> <p>3.4 Learning to learn: unearthing new pillars of learning</p>

<p>of learning society.</p> <ul style="list-style-type: none"> • Discuss the meaning and importance of Learning to learn approach 	
<ul style="list-style-type: none"> • Conceptualize the meaning of decentralization. • List various types of decentralization and explain each of them. • Discuss the meaning and consequences of privatization of education. • Explain the rationales of decentralization and privatization of education. • Explore the issues and challenges of decentralization of school education in Nepal. 	<p>4 Decentralization and privatization of education (8 hours)</p> <ul style="list-style-type: none"> 4.1 Meaning of decentralization 4.2 Types of decentralization: deconcentration, delegation and devolution 4.3 Privatization of education 4.4 Rationales of decentralization and privatization of education 4.5 Issues and challenges of decentralization of school education in Nepal
<ul style="list-style-type: none"> • Discuss the meaning of social change and the role of education in social change and development. • Elucidate the meaning of equality and equity of education with examples • Explain the major shift of educational focus in modern times. • Explore the opportunities and challenges of global opportunities of learning and work. 	<p>5 Social transformation and education (7 hours)</p> <ul style="list-style-type: none"> 5.1 Social change and the role of education 5.2 Equality of educational opportunity and equity 5.3 Shifting focus from descriptive (liberal arts) to vocational, technological and work-based learning 5.4 Global opportunities and the need of English competencies

<ul style="list-style-type: none"> • Discuss the need of English competencies in the context of globalization. 	
<ul style="list-style-type: none"> • Develop critical understanding of educational changes brought about by SSRP • Discuss the need, opportunities and challenges of ICT education in Nepal. • Assess the existing challenges of brain drain and brain circulation in Nepal. • Discuss the educational implications of the existing debate over ethnicity and state restructuring in Nepal. 	<p>6 Contemporary educational issues in Nepal (8 hours)</p> <p>6.1 School sector reform</p> <p>6.2 ICTs and New literacy</p> <p>6.3 Brain drain, brain circulation and education</p> <p>6.4 Democracy, ethnicity, state restructuring and education</p>

4. References

UNESCO (1990) World declaration of Education for All and framework for action to meet basic learning needs. Paris: UNESCO (Unit 1, 5 and 6)

UNESCO (1996) Learning to be (Dellor's commission report). Paris: UNESCO (Unit 1, 5 and 6)

UNESCO (2000) the Dakar framework for action. Paris: UNESCO (Unit 1, 5 and 6)

Yang, J. and Valdes-cotera, R. (eds.) Conceptual evolution and policy developments in lifelong learning. Hamburg: UNESCO Institute of lifelong learning. (Unit 3)

Ministry of Education and Sports (2003) *Education For All: National Plan of action*. Kathmandu: MOES (Unit 1 and 6)

MOES (2009) School Sector Reform Programme (SSRP). Kathmandu: SSRP (Unit 1, 5 and 6)

Hallak, J. (2000) Globalisation and its impact on education, In T. Mebrahtu, M. Crossley and D. Johnson (eds.) Globalisation, educational transformation and societies in transition (pp. 21 – 40), Oxford: Symposium Books (Unit 2 and 5)

Shields, R. (2011). ICT or I see tea? Modernity, technology and education in Nepal. *Globalisation, Societies and Education*, 9(1), pp. 85 – 97 (Unit 5 and 7)

Khanal, P. (2010) School decentralisation in Nepal: a disjuncture between macro-level advocacy and micro-level reality? *Educational Research for Policy and Practice*, Vol 9. No. 2, pp. 145 – 148 (Unit 4)

World Bank (2011). *Learning for all: investing in people's knowledge and skills to promote development*. Washington DC: Author (Available Online) (Unit 1).

Zajda, J. (2006) (eds.) Decentralisation and privatisation of education: the role of the state. Dordrecht: Springer (Unit 4).

Far-Western University
Faculty of Education

Course Title: **Research Methods in Education**

Semester: Second

Course No. : Ed.521

Credit Hours: 3

Level: M.Ed.

Nature of Course: Theory

1. Course Description and Goals

This course is designed to provide a general introduction to research methodologies used in contemporary educational research with reference to the concepts and understanding of the current knowledge and practices in educational research. We shall consider a range of alternative research methods, including observation, archival research, questionnaire surveys, case studies and experimentation. We will also consider the ethics of educational research, It is hoped that by the end of the course, you will have sufficient competence (a) to design and carry out your own research, (b) to critically assess the research of others, and (c) to be a more competent in research work.

2. General Objectives

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

1. Describe the meaning, purpose, scope and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. To enable students to understand different types of variables, formulate hypothesis, use appropriate sampling techniques and tools and techniques of educational research.
4. Conduct a literature search and develop a research proposal.
5. Prepare a research proposal on a selected theme.
6. Understand the role and use of statistics in educational research.
7. Convey the essential characteristics of a set of data by representing in tabular and graphical forms.
8. To develop an understanding about the different types of research methodology and data analyses techniques of educational research.
9. Compute relevant measures of central tendency, measures of variation and correlation.

3. Content with specific objectives

Specific Objectives	Content
Unit One	Unit One- Concept of Research (5)

<ol style="list-style-type: none"> 1. To define research. 2. To explain types of research. 3. To illustrate purpose of the research. 	<ol style="list-style-type: none"> 1.1. Introduction of Research: Meaning and Definition of Research 1.2. Types of Research: <ol style="list-style-type: none"> a) Basic, Applied, Action and Evaluation Research b) Descriptive, Exploratory and Explanatory c) Quantitative and Qualitative 1.3. Purpose of Research
<ol style="list-style-type: none"> 2.1. To identify sources of research problem 2.2. To describe purpose and sources of literature review 2.3. To explain hypothesis formulation Process 2.4. To understand basic concept of variables, techniques, sampling and theoretical & conceptual concept 	<p>Unit Two: Identification and conceptualization of Research problem (6)</p> <ol style="list-style-type: none"> 2.1. Sources of research problems: Selection of research problem, Statement of problem; Research questions and objective 2.2. Review of literature <ol style="list-style-type: none"> a) Purpose and sources (Primary, secondary & tertiary); b) Literature search: (Manual, using databases & internet). 2.3. Hypothesis: <ol style="list-style-type: none"> a) Introduction, Types and Functions; b) Criteria for a good hypothesis 2.4. Sampling. <ol style="list-style-type: none"> a) Introduction b) Types: <ol style="list-style-type: none"> I. Probability sampling (Simple Random, Stratified random & Cluster sampling) II. Non probability sampling (Purposive, Quota convenience & Snowball sampling)
<ol style="list-style-type: none"> 1. To explain philosophy of research and research paradigm 2. To categorize approaches of quantitative research design 	<p>Unit Three: Research Designs (6)</p> <ol style="list-style-type: none"> 3.1. Introduction 3.2. Philosophy of Research, Research Paradigm

<p>3. To describe approaches qualitative research design</p> <p>4. To understand basic concept of mixed research design</p>	<p>3.3. Types of Research Design</p> <p>a) Quantitative Research Designs: Introduction and approaches: a) Experimental research design b) Co relational research design c) Survey</p> <p>b) Qualitative Research Designs: Introduction & approaches: a) Narrative research, Phenomenological Research c) Grounded theory research d) Ethnographic Research e) Case Study Research</p> <p>c) Mixed Design</p>
<p>4.1 To elucidate data collection and analysis process</p> <p>4.2 To differentiate primary,</p> <p>4.3 To distinguish qualitative and quantitative data</p> <p>4.4 To explain data collection process in qualitative and quantitative design</p>	<p>Unit Four: Data Collection Process (6)</p> <p>4.1 Introduction</p> <p>4.2 Types of data</p> <p>a) Primary and Secondary Data</p> <p>b) Qualitative and Quantitative Data</p> <p>4.3 Data Collection Process:</p> <p>a) Data Collection Process in Quantitative design</p> <p>b) Data Collection Process in Qualitative Design</p> <p>4.4 Tools and Techniques of Data collection process:</p> <p>a) Construction and validation</p> <p>b) Types: (Observation, Interview Schedule, Tests, Questionnaire, Opinionaire, Attitude scale, FGD and Document analysis)</p> <p>c) Application of internet & E-mail in Data collection Process</p>
<p>5.1 Explain data analysis process</p> <p>5.2 To Describe data analysis process of quantitative design</p> <p>5.3 To organize data in SPSS & Excel</p> <p>5.4 To apply statistics techniques in</p>	<p>Unit Five: Data Analysis Process (12)</p> <p>5.1 Introduction</p> <p>5.2 Data Analysis Process</p> <p>5.2.1 Data Analysis Process in Quantitative design:</p>

<p>research 5.5 To describe data analysis process of qualitative design 5.6 To apply software in qualitative data analysis</p>	<p>a) Processing, Classification and Tabulation & Graphical Presentation of Data b) Data Organization in SPSS and Excel (Introduction only) c) Discussion and Interpretation of Results; d) Application of statistics in Research: (Measurement of Central tendency & Dispersion, Correlation, Derived scores-z & T scores, T test and Chi Square Test)</p> <p>5.2.2 Data Analysis process in Qualitative Design: (Transcribing, Organizing, Coding, Categorization, Developing concept) 5.3 Application of software in qualitative data analysis (Introduction only)</p>
<ol style="list-style-type: none"> 1. To list components of research proposal 2. To select and conceptualize research problem 3. To understand literature review process for research problem 4. To select research methods for research problem 5. To organize reference according to APA. 	<p>Unit Six: Research Proposal (5) 6.1 Introduction 6.2 Components of Research Proposal: 6.2.1 Research problem and topic, 4.2.2 Unit one: Introduction (Background of the study, Statement of the problem. Rationale of the study, Objective of the study, Research Question, hypothesis formation, Importance of the study, Delimitation of the study, defining terms) 4.2.3 Unit Two: Literature Review Review of related literature- (Thematic, empirical, theoretical and methodological review), Theoretical and conceptual framework 4.2.4 Unit Three: Research Method- Philosophical orientation and research design, Study area, Population of the study, Sampling, Tools of data</p>

	collection, Reliability, Validity and Trustworthiness, Data Collection Process, Data analysis process, 4.3.5 References
<ol style="list-style-type: none"> 1. To organize research report 2. To explain component of research report 3. Apply APA manual in reports 4. To clarify plagiarism 	Unit Seven-Report Writing (5) 5.1 Organization of the Research Report 5.2 Components of research report <ol style="list-style-type: none"> a) Preliminaries, b) Main body of Report, c) Reference & Appendices d) Timeframe 5.3 Writing Style, (APA Manual) 5.4 Plagiarism

4. Methods and Techniques

Modes of instruction:

- Lecture
- Discussion
- Seminar
- Exercises
- Guided study
- Tutorial
- Independent study
- Project work

Modes of learning:

- Attending lectures,
- Doing assignments,
- Writing papers,
- Independent and private study,
- Reading books, reviewing journals and papers,
- Critiquing,
- Group study
- Peer discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

The internal examination will be conducted as follow:

Internal Evaluation: 40%

<i>SN</i>	<i>Activities</i>	<i>Marks</i>	<i>Remarks</i>
<i>1</i>	<i>Reflection Note</i>	<i>5</i>	<i>For every units</i>
<i>2</i>	<i>Presentation</i>	<i>5</i>	<i>Cover all units & Students</i>
<i>3</i>	<i>Discussion/Project work/Group work</i>	<i>5</i>	<i>Any one activities</i>
<i>4</i>	<i>Term Paper</i>	<i>5</i>	<i>Topic related to syllabus</i>
<i>5</i>	<i>Review Work (Article IInd Semester)</i>	<i>5</i>	<i>Article review</i>
<i>6</i>	<i>Attendance</i>	<i>5</i>	<i>95%:5, 85%:4, 80%:3</i>
<i>7</i>	<i>Mid Term</i>	<i>10</i>	<i>50 marks written/practical</i>

Far-Western University
Faculty of Education

Course Title: Educational Psychology

Semester: Third

Credit Hour: 3

Level: M.Ed.

Course nature: Core, Theory

Course No. : Ed.531

Full marks: 100

Pass marks: 50

Teaching hours: 45

1. Course Introduction

This course is designed by including the basic aspects of psychology keeping especially the educational process in view. This is a core course for M. Ed. programme and the course enables the students to understand the components of educational psychology. Besides the basic concept of educational psychology, the course introduces students with human development. Individual differences and various learning theories are also introduced in the course. Finally, the course makes students know about the general aspects of learning, complex cognitive processes and the education of the exceptional children.

2. General Objectives

General objectives of this course are as follows:

- To conceptualize the psychology and educational psychology.
- To understand the human growth and development.
- To describe various aspects of childhood, puberty and adolescence.
- To be familiar with the various aspects of individual differences.
- To know nature of learning and explain various learning theories.
- To develop understanding of general aspects of learning.
- To get acquainted with complex cognitive processes.
- To be familiar with types of exceptional children and their education.

3. Content with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Explain the meaning, nature and scope of psychology.• Discuss the branches of psychology.• Be familiar with meaning, nature and scope of educational psychology.	<p>Unit One: Concept of Psychology (5)</p> <p>1.1 Meaning, nature and scope of psychology.</p> <p>1.2 Branches of psychology.</p> <p>1.3 Meaning, nature and scope of educational psychology.</p>

<ul style="list-style-type: none"> • Describe the methods of educational psychology. 	<p>1.4 Methods of educational psychology.</p>
<ul style="list-style-type: none"> • Explain the meaning of developmental psychology and change. • Highlight the principles of development and their educational implications. • Discuss major factors influencing human development. • Describe various theories of growth and development. • Introduce various aspects of childhood, puberty and adolescence. 	<p>Unit Two: Developmental psychology (8)</p> <p>2.1 Meaning of developmental psychology and developmental change.</p> <p>2.2 Principles of development and their educational implications.</p> <p>2.3 Major factors influencing human development.</p> <p>2.4 Theories of growth and development (Freud's theory of psycho-sexual development, Erickson's theory of psycho-social development, Kohlberg's theory of moral development, and Piaget's theory of cognitive development).</p> <p>2.5 Early and late childhood (characteristics, developmental task, physical development, skills, emotions, socialization, play interests, hazards, happiness).</p> <p>2.6 Puberty (characteristics, criteria, causes, effect, sources of concern, hazards, unhappiness) and adolescence (characteristics, developmental task, physical change, emotions, social change, family relations, hazards, happiness).</p>
<ul style="list-style-type: none"> • Discuss the meaning and types of individual differences. • Explain the determinants and distributions of individual differences. • Assess the role of heredity and environment as determinants of individual differences. • Discuss school adjustments to individual differences. 	<p>Unit Three: Psychology of Individual Differences (7)</p> <p>3.1 Meaning and types of individual differences.</p> <p>3.2 Determinants and distributions of individual differences.</p> <p>3.3 Role of heredity and environment as determinants of individual differences.</p> <p>3.4 School adjustments to individual differences.</p> <p>3.5 Educational implications of individual differences</p>

<ul style="list-style-type: none"> • Enumerate the educational implications of the psychology of individual differences. • Explain meaning and theories of intelligence and measure it. 	<p>3.6 Intelligence (Meaning, theories and measure in Binet period)</p>
<ul style="list-style-type: none"> • Define learning and discuss its nature. • List the types of learning and explain them. • Elucidate the factors affecting learning. • Explain the various learning theories with their educational implications. 	<p>Unit Four: Nature and Theories of Learning (8)</p> <p>4.1 Meaning and nature of learning.</p> <p>4.2 Types of learning (Gagne's view).</p> <p>4.3 Factors affecting learning.</p> <p>4.4 Theories of learning (Skinner's operant conditioning theory, Hull's systematic behaviour theory, Lewin's field theory, Tolman's sign learning theory, Bandura's social learning theory, and Vygotsky's socio-cultural theory).</p>
<ul style="list-style-type: none"> • Define motivation with its causes and explain various theories of motivation. • Define memory and describe techniques of improving it. • Define forgetting and explain its types and theories. • Explain meaning, types and theories of transfer of learning. • Enumerate the educational implications of transfer of learning. • Accept unlearning and relearning as learning. 	<p>Unit Five: General Aspects of Learning (7)</p> <p>5.1 Motivation (meaning, needs, drives, incentives, motives).</p> <p>5.1.1 Theories of motivation (Mc Dougall's theory of instinct, Hull's drive reduction theory, Freud's psycho-analytic theory, Behaviourist's learning theories, Goal-oriented theory of cognitivism, and Maslow's self actualisation theory).</p> <p>5.2 Memory: Remembering and forgetting.</p> <p>5.2.1 Meaning and types of memory</p> <p>5.2.2 Training memory.</p> <p>5.2.3 Meaning and types of forgetting.</p> <p>5.2.4 Theories of forgetting.</p> <p>5.3 Transfer of learning.</p> <p>5.3.1 Meaning and types of transfer of learning.</p>

	<p>5.3.2 Theories of transfer of learning.</p> <p>5.3.3 Educational implications of transfer of learning.</p> <p>5.4 Unlearning and relearning.</p>
<ul style="list-style-type: none"> • Be familiar with aspects of learning and teaching about concepts. • Develop skills to teach concepts through discovery, through exposition and in diverse classroom. • Explain the stages of problem solving. • List the factors that hinder problem solving. • Define thinking and reasoning. • Explain the theories of thinking. • List the types of thinking and explain them. • List and explain the types of reasoning. 	<p>Unit Six: Complex Cognitive Process. (6)</p> <p>6.1 Learning and teaching about concepts.</p> <p>6.1.1 Views of concept learning.</p> <p>6.1.2 Strategies for teaching concepts.</p> <p>6.1.3 Teaching concepts: through discovery, through exposition, in diverse classroom.</p> <p>6.2 Problem solving.</p> <p>6.2.1 Problem solving process (identifying problem, defining goal and representing the problem, exploring possible solution strategies, anticipate outcomes and acting, looking back).</p> <p>6.2.2 Factors that hinder problem solving.</p> <p>6.3 Thinking and reasoning.</p> <p>6.3.1 Meaning and theories of thinking.</p> <p>6.3.2 Types of thinking (perceptual, conceptual, reflective, creative, and critical).</p> <p>6.3.3 Meaning and types of reasoning.</p>
<ul style="list-style-type: none"> • Explain the meaning of exceptional children and classify them. • Discuss the education of gifted, creative, and backward child. • Describe the meaning, causes, education, and treatment of juvenile delinquency. 	<p>Unit Seven: Education of Exceptional children. (4)</p> <p>7.1 Meaning and types of exceptional children.</p> <p>7.2 Education of gifted, creative and backward child.</p> <p>7.3 Juvenile delinquency (meaning, causes, education, and treatment).</p>

4. References

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- b) Woolfolk, A. (2013). *Educational Psychology(9th ed)*. India: Dorling Kindersley (India) Pvt. Ltd.(Unit 2, 3, 4, 5 and 6).
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