

P.G. 1st Semester
Paper: EDN701C (Core)
Philosophical Foundations of Education
Credits: 4 = 3+1+0 (48 Lectures)

Learning Objectives:

- To understand the meaning, concept and scope of Philosophy, Science and Education.
- To give introduction to the Indian School of Philosophies and learn the differences and similarities in their aims and objectives.
- To explain the Philosophical basis of the systems of education according to Realists and Marxists
- To give knowledge of Philosophy of life of Indian and Western thinkers.

Unit1: Nature and Scope of Philosophy

- Meaning of Philosophy, scope of Philosophy: Different areas of Philosophy. Need of Philosophy, Characteristics of Philosophy Branches of Philosophy.
- Relationship between philosophy and science, Basic characteristics of science, inter relationship between Philosophy and science.
- Relationship between Philosophy and Education meaning and introduction to Education, Interdependence of Philosophy and Education, Philosophies of Education and curriculum, functions of Educational philosophy.

Unit 2: Philosophy of Vedic Education

- The Vedic system, an introduction to the Indian Schools of Philosophy, sources of Vedic Philosophy, Characteristics of the Vedic philosophy, Educational implications of the Vedic thought.
- Sankhya Philosophy
Objectives of the Sankhya Philosophy, Basic characteristics of Sankhya Philosophy.
- Vedanta Philosophy
 - Objectives of the Vedanta Philosophy, Salient Features of the Vedanta Philosophy Basic characteristics of the Vedanta Philosophy.
- Nyaya Philosophy

- Salient Features of the Nyaya Philosophy. Basic Characteristics of the Nyaya Philosophy.
- Educational Implications of the three schools of philosophy

Unit 3: Buddhism, Jainism and Islamic Philosophy

- Buddhist Philosophy of Education
 - The Four Noble Truths.
 - Ashtagnik Marg.
 - Modified Aims of Buddhist Educational Philosophy
- Jain Philosophy and its Principles.
 - The principles of Jain Philosophy.
 - Metaphysical aspect of Jainism and its aims of Education.
 - Educational Implication of Jain Philosophy.
- Islamic Philosophy and its Aims of Education
 - Islamic view of knowledge.
 - Logic and knowledge
 - Types of knowledge : Philosophical and prophetic
 - Common features of Islamic knowledge.
 - Socio-cultural Impact of Islamic knowledge on Indian Education.

Unit 4: Educational Philosophy of Western Thought

- Idealism
- Naturalism
- Pragmatism
- Existentialism
- Realism

Unit 5: Western and Indian Educational Thinkers

- John Dewy (1859- 1950)
- Bertrand Russel (1872-1970)
- Vivekananda (1863- 1902)
- Jiddu Krishnamurti (1895-1986)

References:

- Chaube and Chaube.(2009) Philosophical and Sociological Foundation of Education, Binod Pustak Mandir, Agra- 2.
- Bhatia and Bhatia(1994).The Philosophical and Sociological Foundation of Education, Douba House, Delhi-6
- Das P. Goswami S and Sharma M.(2008).Theories and Principles of Education, Santi Prakasan, Guwahati.
- Borua Jatin.(1990). An introduction to Education, Laweyers Book Stall, Guwahati.
- Aggarwal J.C. (2010).Theory and Principles of Education, Vikas Publishing House Pvt. Ltd.
- Brubacher, John. S(1954).Modern Philosophies in Education New York.
- Safaya and Shaida (1980).Development of Educational Theory and Practice. New Delhi: Dhanpat Rai Publishing Company.

Paper: EDN702C (Core)
Psychological Foundations of Education
Credits: 4 = 3+1+0 (48 Lectures)

Objectives:

- To introduce the meaning, nature and scope of Educational Psychology and related topics.
- To help the students to know and understand different Learning theories and its implications.
- To enable the students to understand the theories of intelligence, personality, assessment of personality and concept of Mental Health.

Unit-1: Introduction to Educational Psychology:

- Meaning, nature, scope of psychology
- Relation between Education and Psychology
- Different perspectives of psychology (Biological, Cognitive, Developmental, Associationist- A brief overview)
- Different schools of psychology: Structuralism, Functionalism, Behaviourism, Gestalt school of psychology, School of psycho-analysis

- Recent trend in contemporary psychology: Humanist Psychology, Transpersonal Psychology, Cognitive Psychology
- Concept, nature and scope of Educational Psychology
- Methods of Educational Psychology: Introspection method, Observation method, experimental method, differential method, clinical method.
- Application of Educational Psychology in the teaching learning process.
- Introduction to Neuro-psychological bases of human behavior-Neuron, Nervous system, Endocrine Glands, Sensation, Perception and Cognition

Unit- 2: Learning and Motivation:

- Meaning, nature and types of learning
- Factors influencing Learning- Attention, Maturation, Motivation and Emotion (including the concept of EQ)
- Theories of Learning: Connectionist or behaviourist theories
 - * Thorndike theory of Learning Classical and Operant Conditioning theory
 - * Guthrie's Continuity theory
 - * Hull's Drive Reduction theory
- Cognitive theories
 - * Theory of Insightful learning
 - * Lewin's Field theory
 - * Tolman's sign Learning
 - * Bandura's Social Learning theory
- Constructivist approach to Learning
- Concept of Motivation, Role of Motivation in Learning, Theories of Motivation: Maslow's Self-Actualization theory of Motivation and its critical evaluation

Unit- 3: Intelligence and Creativity:

- Development and Disputes of the Concept of Intelligence
- Factor theories of Intelligence
 - * Uni-factor theory
 - * Two factor theory
 - * Multi factor theory
 - * Group factor theory
 - * Guilford Structure of Intellect

- Cognitive theories of Intelligence
 - *Gardner's Theory of Multiple Intelligence
 - *Piaget's theory of Cognitive Development
- Meaning and Nature of Creativity
- Relation between Creativity and Intelligence
- Nurturing and Stimulation of Creativity

Unit- 4: Personality, Adjustment and Mental Health:

- Meaning and Nature of Personality
- Type theory
- Trait theory
- Psycho-analytical theories of Freud, Adler and Jung
- Assessment of Personality
 - * Observation
 - * Interview
 - * Projective techniques
 - (Rorschach Test, TAT, Word Association Test)
 - Determinants of Personality: Physique, Family, Economic Factor, Social Institutions, Social rules and culture
 - Concept and Process of Adjustment
 - Adjustment Mechanisms
 - Concept and Principles of Mental Health
- - Impact of Media on Mental Health of children and Young adults.

References:

- Chauhan, S.S.(2007). Advanced Educational Psychology, Vikas Publishing House PVT. Ltd., New Delhi.
- Chatterjee, S.K. (2000). Advanced Educational Psychology, Books and Allied Pvt. Ltd., Calcutta
- Ewen, R.B.(2003). An Introduction to Theories of Personality, Academic Press, New York.
- Gates, A.I. et al (1950). Educational Psychology, Macmillan & Co., New York.
- Hall, C., Lindzey, G. & Campbell, J. (2007) Theories of Personality, Wiley Publications, New York.
- Lazaraus, R.S.(1961). Adjustment and Personality, McGraw Hill Co., New York.

- Mangal, S.K.(2002). Advanced Educational Psychology, Prentice Hall of India, Pvt. Ltd., New Delhi.
- Mathur, S.S.(2014). Educational Psychology, Vinod Pustak Mandir, New Delhi.

Paper: EDN703C (Core)
Methods and Techniques of Teaching
Credits: 4 = 3+1+0 (48 Lectures)

Objectives:

- To acquaint the students with the teaching and learning process, factors of learning and marks of good teaching, principles of teaching, various devices and styles of teaching and necessity in the class room.
- To understand about teaching effectiveness, Maxims of Teaching and Models of Teaching.
- To develop an understanding of Teaching Strategies, Difference between Teaching Methods and Teaching Strategies and different Teaching Techniques.
- To acquaint students with the lesson plan and its preparation.

Unit 1: Teaching and Instructional Objectives

- Concept of Educational and Instructional objectives.
- Formulation of objectives, need and importance of formulating objectives in teaching-learning process.
- Difference between teaching and instruction.
- Need and Importance of instructional objectives.
- Different approaches to instruction – Inductive approaches, Deductive approaches, Activity approach and Constructivist approach.

Unit 2: Basic Concepts of Teaching.

- Concept, Definitions and Characteristics of teaching.
- Teaching as Science, Teaching as a Profession. Effective teaching. Factors affecting Teaching- learning Process.
- Teaching Variables and Functions of Variables. Three Levels of Teaching.
- Principles and Maxims of Teaching.
- Phases of teaching – Pre-active, Interactive & Post- active phases of teaching

- Practice of Teaching – Objectives, Importance and Operations involved in Practice of Teaching.

Unit 3: Teaching Skill and Models of Teaching.

- Meaning, Definitions and Characteristics of Teaching Skills.
- Components of the following Teaching skills:
 - ✓ Introducing a lesson.
 - ✓ Blackboard writing.
 - ✓ Questioning (Fluency in questioning and Probing questioning).
 - ✓ Stimulus variation.
 - ✓ Reinforcement.
 - ✓ Explaining.
 - ✓ Achieving closure.
 - ✓ Stimulus Variation
- Meaning and Definitions of Models of Teaching.
- Components of Models of teaching.
- Basic Models of teaching – Glaser’s Model, Inquiry Training Model.
- Mechanism of Feedback Devices for improving Teaching –Learning Process.

Unit 4: Teaching Strategies, Techniques and Aids.

- Meaning of Teaching Strategies. Difference between Teaching Methods and Teaching Strategies. Types of Teaching Strategies.
- Teacher Centered Teaching or Autocratic Type of Teaching- Lecture method, Demonstration, Tutorial, Team Teaching.
- Learner Centered Teaching or Permissive Style of Teaching – Brain Storming, Group Discussion, Project, Symposia, Workshop and Seminar.
- Teaching Techniques – Explanation, Questioning, Illustration.
- Teaching Aids – Meaning, Types, Principles and Importance.
- Maxims of Teaching.

Unit 5 : Teaching Lessons

- Micro Teaching and Skill Development.
- Simulated Social Skill Training (SSST).
- Lesson Plan – Meaning and Importance. Essential of a good lesson plan.
- Herbertian Approach.
- Types of Lesson to develop – Skill, Knowledge, Appreciation.
- Lesson plan to teach different subjects- Language, Social Studies, General Science.
- Organization and Supervision of Practice Teaching.

References:

- Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation of Student Learning. New York, Mc.Graw Hill.
- Davis, I.K. (1971): The Management of Learning. London, Mc Graw Hill.
- Forsyth, I. Jolliffe, A & Stevens, D (1999): Planning a course. Practical Strategies for teachers, lectures & trainers, London: Kogan Page.
- Joshi, A. Models of teaching, Agra, H.P. Bhargava Book house.
- Joyce & Wells (1985): Models of teaching, New Delhi. Prentice hall of India.
- Kochar, S.K. (2009): Methods and techniques of teaching. Sterling Publishers Pvt. Ltd.
- Passi, B.K (1976). Becoming Better Teacher. Ahmedabad, Sahitya Mudranalaya.
- Mangal, S.K and Uma Magal (1992) – Essentials Teaching Learning. Prakash Brothers, Ludhiana.

Paper: EDN704C (Core)
Sociological Foundation of Education
Credits: 4 = 3+1+0 (48 Lectures)

Objectives:

- To orient the students with the concept, explain the concept, approaches and theories of educational sociology.
- To make the students understand the role of society, social change and their inter-relationship with education.
- To acquaint the students with the various facets of Culture and their educational implications.

Unit 1: Introduction to Sociology of Education

- Nature of Sociology as a Social Science
- Concept of Educational Sociology and Sociology of Education
- Scope of Sociology of Education
- Sociological Approaches to education and their limitations

Unit 2: Theoretical perspective of Sociology of Education

- Structural-Functional Theory
- Interactionism
- Conflict Theory

Unit 3: Education and Society

- Concept of Socialization
- Agencies of Socialization-Family, Peer Group, Community, School, Mass Media
- Education and Social Stratification
- Education and Social Mobility

Unit 4: Social Change and Education

- Concept, Nature and Characteristics of Social Change
- Impact of Social Change
- Role of Education in Social Change
- Social Organization and its concept
- Social Disorganization, Education and Social Disorganization

Unit 5: Education as Social System

- School/College and Classroom as Social systems
- Interaction in the Classroom- Teacher- student, student-student interaction
- Curriculum and Society
- Social Dynamics- Cohesion and Conflict, Conflict resolutions

Unit 6: Culture

- Concept, characteristics of Culture, Types of culture
- Socio-Cultural change and education
- Sanskritization, Westernization, Modernization and Urbanization
- Cultural Lag , Cultural Conflict and Cultural Diffusion
- Multiculturalism and Composite culture

References:

- Adiseshiah, W.T.V. &Pavanasam. R. (1974), Sociology in Theory and Practice, New Delhi, Santhi Publishers.
- Blackledge, D. & Hunt, Barry(1985), Sociological Interpretations of Education, London, Groom Helm.
- Chanda S.S. & Sharma R.K. (2002), Sociology of Education, New Delhi, Atlantic Publishers.
- Chandra, S.S., (1996). Sociology of Education, Guwahati, Eastern Book House.
- Durkheim, E., (1966). Education and Sociology , New York, The Free Press.
- Hemlata, T., (2002) Sociological Foundations of Education, New Delhi, Kanishka Publishers.
- Jayaram, (1990) Sociology of Education, New Delhi, Rawat.
- Shukla, S. & K. Kumar, (1985), Sociological Perspective in Education, New Delhi, Chanakya Publication.
- Swift , D.F. (1970), Basic Readings in the Sociology of Education, London, Routledge and Kegan Paul.

Paper: EDN705C (Core)
Contemporary Issues in Indian Education
Credits: 4 = 3+1+0 (48 Lectures)

Objectives:

- To make the students understand the need of constitutional provisions for education, and the role of constitution in equalizing educational opportunities in the diverse Indian Society.
- To identify and explain the challenges of Indian education at different levels.
- To define the new perspectives of education

Unit 1: Elementary Education

- Constitutional Provisions of Education- Policies and programmes for realizing the constitutional Obligations
- Universalisation of Elementary Education- Issues and concerns
- Role of SSA in strengthening elementary education
- Right to Education act 2009

Unit 2: Secondary Education

- Concept, aims and problems of Secondary education
- Vocationalisation of Secondary Education
- Role of RMSA in Strengthening Secondary Education
- Problems of Teaching Mathematics, Language, and Science

Unit 3: Higher Education

- Concept, aims and Problems of Higher Education
- Quality and Excellence in Higher Education
- Role of RUSA in strengthening Higher Education
- Liberalisation, Privatisation and Globalisation and its impact on Higher Education

Unit 4: Social Problems relating to education in India

- Student Unrest
- Child labour
- Drug Abuse
- Poverty
- Unemployment
- Millennium development goal in relation to education

Unit 5: Current Issues

- Gender and Education, Education for women empowerment
- Life skills and soft skills of Education
- Human Rights and Indian Constitution
- Peace and Value Education

References:

- Kochar, S.K.(1981).Pivotal Issues in Indian Education. New Delhi: Sterling Publishers.
- Bhatnagar,S. & Saxena A.(2003).Modern Indian Education and its Problems.Meerut (UP) :R. Lall Book Depot,
- Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational.Delhi:Vikas Publishing House.
- Govt. of India (1986). National Policy on Education, Ministry of HRD, New Delhi.
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- Salamatullah, (1979). Education in Social Context, NCERT, New Delhi.
- Education and National Development (1966),Ministry of Education, Government of India.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- Goswami A.C (2001),Philosophical and Sociological Bases of Education in Emerging India, Guwahati: Jyoti Prakashan.
- Safaya, Srivastava & Singh (2007),Development of Education in Emerging India & Its Current Problems. Delhi:Dhanpat Rai Publishing Company.