

## U.G. 1<sup>st</sup> Semester

### Paper: EDN101C (Core) Theories and Principles of Education

Credits: 5 = 4 + 1 + 0 (64 Lectures)

#### Objectives:

- To understand the meaning, nature, scope and aims of Education.
- To develop understanding of the roles of philosophy and education.
- To acquaint students about school and community relationship.
- To understand the effect of Discipline, Punishment and Reward.

#### Unit 1: Concept of Education

- Education – Meaning, definition, functions and scope, Types of Education; Formal, Informal and Non-formal-its importance and relevance to education. Process of Education. Agencies of Education other than Formal—Open School; Open University, Mass-media, Instructional Media, Functional literacy.
- Aims of Education: Need of an aim of Education, Classifications and characteristics of Aims of Education, Different Aims of Education—Individual, Social, Liberal, Vocational, Knowledge aim and Aims of Education in a Democracy.

#### Unit 2: Components of Education and their natural relationships

- Pupils
- Teacher
- Curriculum
- Educational Institutions
- **Curriculum:** Meaning of Curriculum, Definitions, Needs of Curriculum, Different types of Curriculum, Defects of Curriculum, and Principles of Curriculum Construction.
- **Co-curricular activities** – Definition, types and importance, Educative use and significance of these activities.

#### Unit 3: Philosophy and Education

- Meaning, Nature and Scope of Philosophy.
- Relationships between education and philosophy.

- Some major schools of philosophy- Idealism, Naturalism, Realism, Pragmatism – their contribution to present day education.
- Philosophy of Buddhism and Jainism: Their Educational implication.

#### **Unit 4: School and Community Relationship**

- School – Meaning and characteristics, functions and responsibility of school, Relationship between school and society. School as a miniature society, school and community, Interdependence of School and Community. Home and School – their relationships.
- Educational Heritage – Meaning and Salient features of Indian Heritage, its compositeness – the Gurukula system, Monastery, Parisad, Maktab, Madrassa, Pathshala, Tols, Satra, Namghar.

#### **Unit 5: Discipline, Punishment and Reward**

- Meaning of Discipline, Development of the Concept of discipline, Types of discipline – External and Internal Discipline, Free discipline, discipline by natural consequences. How to maintain discipline in the school
- Concept of Punishment, Theories of Punishment, Good and Bad effect of punishment. How to make use of punishment.
- Reward – its meaning and significance. Good and harmful effect of Reward. How to make use of Reward.

#### **References:**

- J.C. Aggarwal. (2010). Theory and Principles of Education. Vikash Publishing House Pvt. Ltd.
- Bhatia B. D. (1970) .The Theory and Principles of Education. Delhi: Doaba House.
- B.N. Dash.(2000) Educational Theory and Practice.Delhi: Ajanta Prakashan.
- Das L. Sampurna Sikha. Guwahati :Amrita Prakashan.
- Das P, Goswami S.(2011) Theories and Principles of Education.Guwahati: Santi Prakashan,
- Safaya and Shaida.(1980). Development of Educational Theory and Practice. Dhanpat rai and Sons.

**Paper: EDN102C (Core)**  
**Psychological Foundation of Education**

**Credits: 5 = 4+1+0 (64 Lectures)**

**Objectives:**

- To enable the students to understand the concept of Educational Psychology and application of Educational Psychology.
- To help students to know the concepts of Growth and Development, Individual Difference and the role of Heredity and Environment.
- To introduce the concepts of sensation, perception, motivation, attention and interest, creativity, memory, intelligence, personality, adjustment.
- To help the students to understand the theories of learning and their educational implications.

**Unit 1: Introduction to Psychology:**

- Concept, nature and scope of psychology
- Relationship between Education and Psychology
- Meaning, nature and Scope of Educational Psychology
- Application of Educational Psychology in teaching learning process

**Unit 2: Growth and Development**

- Concept of growth and development
- Factors influencing growth and development
- Stages of human development (Different perspectives)
- Concept of Individual difference
- Determinants of Individual difference
- Role of Heredity and Environment

**Unit 3: Psychology of Learning**

- Sensation, Perception, factors influencing perception, role of perception in cognition.
- Motivation, Role of motivation in learning, Maslow's self-actualization theory of motivation
- Attention and Interest, Determinants of Attention, Span of Attention, how to create attention and interest among the students in classroom.
- Memory and Learning
- Creativity and Learning
- Intelligence, meaning and nature of intelligence, role of heredity and environment in intelligence, Theories of intelligence: Spearman's two-factor theory, Group-factor theory.

**Unit 4: Theories of Learning**

- Meaning and nature of Learning
- Factors affecting learning
- Domains of Learning
- Theories of Learning: Thorndike's theory of learning, Classical Conditioning, Operant Conditioning, Gestalt theory
- Thorndike's laws of learning
- Transfer of learning, Types of Transfer, Educational implications of the Transfer of Training or Learning

**Unit 5: Personality and Adjustment**

- Meaning and characteristics of personality
- Factors affecting personality: physical, mental, social and emotional
- Type theories of personality: Hippocrates, Sheldon, Kretchmer, Spranger and Jung
- Trait theories of personality: Cattell and Eysenck
- Concept and process of Adjustment
- Adjustment Mechanisms.

**References:**

- Chauhan, S.S. (1978). Advanced Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.
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- Morgan, C.T., King, R.A. and Schopler, J. (1993). McGraw Hill Publishing Company Ltd., New York.
- Safaya & Bhatiya.(1998). Educational Psychology and Guidance, Dhanpat Rai Publishing Co. Ltd. New Delhi.
- Sorenson, H. (1964). Psychology in Education. International Student Edition, McGrawhill Book Co., INC. New York.
- Sing, A.K. (2013): The Comprehensive History of Psychology, Motilal Banarsidass Publishers Pvt. Ltd. Delhi.
- Chatterjee, S.K. (2000): Advanced Educational Psychology, published by Books and Allied(p) Ltd. 8/1 Chintamani Das Lane ,Calcutta 700 009 (India).

**Paper: EDN103M (Modular General Elective)**  
**Foundations of Education**

**Credits: 4 = 3+1+0 (48 Lectures)**

**Objectives:**

- To understand the meaning and definition of education, scope of Education and types of education.
- To acquaint the students with aims of education.
- To acquaint the students with agencies of education.
- To acquaint the students with levels of education.

**Unit 1: Meaning of Education**

- Meaning and Definitions of Education, Narrow and Wide meaning.
- Concept and aims of modern education with special reference to Delor's Commission( UNESCO,1997)
- Education as Formal, Informal and Non-Formal, Education as Bipolar and Tripolar process. Difference between formal and Informal Education and Non formal Education
- Education as Philosophy, Art and Science. Education as a Normative Science.
- Scope of Education.
- Functions of Education- Towards the Individual and the Society.

**Unit 2: Aims of Education**

- Need of an Aims in Education, Factors determining the aims of Education. Different Aims of Education – Individual Aim, Social Aim, Difference between Individual and Social Aim, Synthesis between Individual and Social Aim.
- Vocational Aim- Concept, Meaning and Importance.
- Liberal Aim- Concept, Meaning and Importance. Difference between Liberal and Vocational Aim.
- Citizenship Aim and Knowledge Aim.
- Aims of Education in Democracy. Principles of Democratic Education.

### **Unit 3: Agencies of Education**

- Formal Agency of Education- School. Duties and functions of School.
- Agencies of Informal Education; Home, Community, Radio, Cinema, Television and Mass-Media.
- Agencies of Non-Formal: Distance Education- Open School and Open University, Correspondence Courses.

### **Unit 4: Level of Education**

- Significance of Levels of Education, Pre-primary school level, Different types of Pre-primary school, Primary school, similarities and differences between Pre-primary and Primary education.
- Secondary school,
- Stages of development and levels of Education.
- Difference between Primary and Secondary school level, Types of secondary schools,

### **References:**

- J.C. Aggarwal (2010). Theory and Principles of Education. New Delhi :Vikash Publishing House Pvt. Ltd.
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