



GIRIJANANDA CHOWDHURY UNIVERSITY, ASSAM
Hatkhowapara Azara, Guwahati-781017

SYLLABUS

BACHELOR OF ARTS IN EDUCATION

Semester I

| Course code | Course Title | Hours Per Week L-T-P | Course Type | Credit |
|-------------|--|-------------------------|-------------|--------|
| | Philosophical Foundations of Education | 4-0-0 | Major | 4 |

Course Objectives:

1. To develop an understanding of some major schools of philosophy and its significance in education.
2. To acquaint students with the concept of child-centric and play way method in education
3. To encourage critical thinking skills by providing deeper insight into different schools of philosophy and their contribution to contemporary educational theory and practices.

Course outcomes:

After the completion of the course, students will be able to:

1. Gain comprehensive understanding of principles and practices of major schools of Indian and Western philosophy.
2. Develop critical appraisal of contribution made to educational theory and practices.
3. Develop capacity to evaluate and analyze western and Indian schools of philosophy and their epistemological, metaphysics and ethical aspect.

| Module | Topic | Course Content |
|--------|-------------------------------|--|
| I | Introduction | Meaning, Nature and Scope of Philosophy and Education, Relationship between Philosophy and Education, Branches of Philosophy- Metaphysics, Epistemology and Axiology |
| II | Indian Schools of Philosophy | Difference between Orthodox and Heterodox Schools of Philosophy Orthodox Schools- Samkhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa, Uttara Mimamsa or Vedanta Heterodox Schools- Buddhism, Jainism, Charvaka |
| III | Western Schools of Philosophy | Naturalism, Idealism, Pragmatism, Realism, Existentialism and their Educational Implications |
| IV | Child-Centric Education | Concept, Need and Significance of Child-centric Education, Play-way method, Significance of Freedom and Self -discipline, Different Approaches to Child-centric Education |

Suggested Readings

- Aggarwal, J.C. (200). *Philosophical and Sociological Perspectives on Education* (1st ed.). Shipra Publication.
- Chaube, S.P. & Chaube, A. (1997). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- Chandra, S.S., & Sharma, R.K. (2004). *Philosophy of Education*. New Delhi: Atlantic Publishers & Distributors.
- Jhori, P.K. (2205). *Philosophical Foundations of Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Kneller, G.F. (1971). *Introduction to the Philosophy of Education*. New York: John Witty & Sons.
- Siddiqui, M.H. (2009). *Philosophical & Sociological Perspectives in Education*. New Delhi: APH Publishing Corporation.

Semester II

| Course code | Course Title | Hours Per Week L-T-P | H | Credit |
|-------------|--|-------------------------|-------|--------|
| | Psychological Foundations of Education | 4-0-0 | Major | 4 |

Course Objectives:

1. To enable students to understand the dimensions of growth and development (i.e., emotional, intellectual and social).
2. To acquaint students with the pattern of different aspects of human development and related it with education.
3. To explain the process of learning and factors affecting the process of learning.

Course Outcomes:

After the completion of the course, students will be able to:

1. Develop critical understanding of different dimensions and stages of growth and development.
2. Develop a capacity to identify and discuss the issues and concerns relating to human growth and development.
3. Critically analyze the process of learning and problems related to it.

| Module | Topic | Course Content |
|--------|--------------------------|---|
| | Psychology and Education | Meaning and Nature of Psychology, Relationship between Education and Psychology, Nature and Scope of Educational Psychology, Significance of Educational Psychology in teaching-learning process |
| | Growth and Development | Stages of Growth and Development- Infancy, Childhood, Adolescence and Adulthood Factors Affecting Growth and Development- Heredity and Environment, Areas of development – Emotional, Intellectual and Social Erikson's Psycho-social Development Theory Piaget's Cognitive Development Theory |
| | Learning and Motivation | Meaning and Nature of Learning, Factors affecting learning, Theories of Learning- Classical |

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|--|-----------------------------|--|
| | | Conditioning, Operant Conditioning and Theory of Insightful Learning, Motivation – Meaning and Characteristics Maslow’s Self- actualization Theory Role of motivation in Learning |
| | Intelligence and Creativity | Concept and Nature of Intelligence Theories of Intelligence- Two -factor Theory, Group Factor Theory, Structure of Intellect Characteristics of Creativity, Relationship between intelligence and Creativity |

Suggested Readings

- Aggarwal. J.C. (n.d.). *Essentials of Educational Psychology*: Vikas Publishing house
- Bigge, Morris. L (1971). *Learning theories for teachers*. New York: Harper & Row.
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. Vikash Publishing House, New Delhi.
- Chatterjee, S.K. (2000): *Advanced Educational Psychology*. Calcutta, Books and Allied (p)Ltd
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw Hill Publishing Co. Ltd.
- Mangal S.K (1997). *Advance Educational Psychology*. Prentice Hall of India, New Delhi.
- Sing, A.K. (2013): *The Comprehensive History of Psychology*. Delhi, Motilal Banarsidass Publishers Pvt. Ltd.
- Woolfolk, A.E. (2011) *Educational Psychology*. Derling Kinderslay (India) Pvt. Ltd.