



**GIRIJANANDA CHOWDHURY UNIVERSITY, ASSAM**  
**Hatkhowapara Azara, Guwahati-781017**

## **SYLLABUS**

### **BACHELOR OF ARTS IN EDUCATION**

#### **Semester I**

##### **Course Title**

##### **Philosophical Foundations of Education**

**Course code: BED24101T**

**Credit :4**

#### **Course Objectives:**

1. To illustrate orthodox, heterodox and western schools of philosophy.
2. To discuss the knowledge, reality and ethical stance of different schools of philosophy on education.
3. To discuss philosophical perspectives of different schools and their contribution to contemporary educational theory and practices.

#### **Course outcomes:**

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

1. Define the principles and practices of Indian and western schools of philosophy.
2. Discuss different schools of philosophy with emphasis on metaphysics, epistemology and ethics.
3. Illustrate various approaches of child-centric education with emphasis on freedom and discipline as facilitator of learning.
4. Analyze the contribution of Indian and Western schools of philosophy in shaping modern Indian education.

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* (1<sup>st</sup> ed.). Shipra Publication.
- Chandra, S.S., & Sharma, R.K. (2004). *Philosophy of Education*. Atlantic Publishers & Distributors.
- Chaube, S.P. & Chaube, A. (1997). *Philosophical and Sociological Foundations of Education*. Vinod Pustak Mandir.
- Jhori, P.K. (2005). *Philosophical Foundations of Education*. Anmol Publications Pvt. Ltd.
- Kneller, G.F. (1971). *Introduction to the Philosophy of Education*. John Witty & Sons.
- Siddiqui, M.H. (2009). *Philosophical & Sociological Perspectives in Education*. APH Publishing Corporation.

## Semester II

### Course Title

### Psychological Foundations of Education

Course code: BED24102T

Credit: 4

#### Course Objectives:

1. To study the key concepts, theories and principles of educational psychology.
2. To illustrate the significance of diversity in educational setting.
3. To study the concept of individual difference in learning considering factors like developmental stages, intelligence and motivation influencing learning.

#### Course Outcomes:

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

1. Define the key concepts, nature and principles of educational psychology.
2. Discuss the role of educational psychology in effective teaching-learning process considering growth and developmental stages.
3. Illustrate the theories of learning, motivation, creativity, intelligence, growth and development and its educational implication.
4. Distinguish the individual difference in learning by acknowledging factors like diversity, intelligence, motivation and creativity.

Module	Topic	Course Content
I	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
II	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
III	Learning and Motivation	Meaning and Nature of Learning, Factors affecting learning, Theories of Learning- Classical Conditioning, Operant Conditioning and Theory of Insightful Learning, Motivation – Meaning and Characteristics

		Maslow's Self- actualization Theory Role of motivation in Learning
IV	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, M. L. (1971). *Learning theories for teachers*. Harper & Row.
- Chatterjee, S.K. (2000): *Advanced Educational Psychology*. Books and Allied (p)Ltd
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. Vikash Publishing House
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. Tata McGraw Hill Publishing Co. Ltd.
- Mangal S.K (1997). *Advance Educational Psychology*. Prentice Hall of India
- Sing, A.K. (2013): *The Comprehensive History of Psychology*. Motilal Banarsidass Publishers Pvt. Ltd.
- Woolfolk, A.E. (2011) *Educational Psychology*. Derling Kinderslay Pvt. Ltd.

### Semester III

#### Course Title

#### Sociological Foundations of Education

Course code: BED24102T

Credit 4

#### Course Objectives:

1. To discuss the fundamental of educational sociology.
2. To study the interaction between education and society and its contribution in shaping educational system.
3. To study culture and education as social subsystem and the role of education cultural preservation.

#### Course Outcomes:

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

1. Discuss the relationship between education, society and culture considering the social interaction theories.
2. Determine the role of education in social organization, culture preservation and transmission.
3. Assess the role of education for marginalised section of society.
4. Compare different social groups, stratification and role of education in social mobility.

Module	Topic	Course Content
I	Introduction	Meaning and nature of sociology, Scope of Educational Sociology Relationship between Education and Sociology Social Dynamics in Education
II	Education and Society	School as Social Organization Conflict Theory, Consensus Theory Education as an instrument of Social Change, Factors Affecting Social Change Education of Socio-economically Disadvantage Section of Society (Schedule Caste, Schedule Tribe, Women and Rural Population)
III	Education and Culture	Concept, Nature, Function of Culture Determinants of Culture, Cultural Change and its Causes, Concept of Cultural Lag Role of Education in preservation and transmission of cultural and democratic values Sanskritization and Westernization
IV	Education as Social-subsystem	Social groups – Concept and Characteristics Types- Primary and Secondary Groups, Formal and Informal Groups Social Stratification and Education, concept and form of social stratification Social Mobility and Education

Suggested Readings:

Aggarwal, J.C. (2002). *Philosophical and Sociological Perspectives on Education* (1<sup>st</sup> ed.). Shipra Publication.

Chanda S. S. & Sharma R.K. (2002). *Sociology of Education*. Atlantic Publishers.

Chandra S.S. (2002). *Indian Educational Development, Problems and Trends*. Kanishka Publishers.

Chaube, S.P. & Chaube, A. (1997). *Philosophical and Sociological Foundations of Education*. Vinod Pustak Mandir.

Jhori, P.K. (2005). *Philosophical Foundations of Education*. Anmol Publications Pvt. Ltd.

Kneller, G.F. (1971). *Introduction to the Philosophy of Education*. John Witty & Sons.

Sharma, A.P. (2010). *Indian and Western Educational Philosophy*. Unicorn Books Pvt. Ltd.

Siddiqui, M.H. (2009). *Philosophical & Sociological Perspectives in Education*. APH Publishing Corporation.

Swift, D. F. (1970). *Basic Readings in the Sociology of Education*. Routledge and Kegan Paul.