PRINCIPLES OF EDUCATION

OBJECTIVES:

1. To acquaint learners with scientific and sound principles and theories of education.
2. To make learners understand the concept, nature and scope of education.
3. To acquaint learners with knowledge about different aims of education.
4. To familiarize learners with different dimensions of curriculum and teaching.
5. To make learners acquire knowledge about the concept of discipline and freedom.
6. To make students understand various agencies of education including emerging agencies in this era of information age.

COURSE CONTENTS

UNIT: 1: BASIC CONCEPTS OF EDUCATION

1.1 - Meaning, Definition and Types of Education (Formal, Informal and Non-formal)
1.2 - Scope and Functions of Education
1.3 -Education as a Process and Product
1.4 - Education as a Science and Art

UNIT-2: AIMS, OBJECTIVES, AND GOALS OF EDUCATION

2.1 - Meaning and Importance of Aims of Education, Determinants of Aims
2.2 - Individual and Social Aims of Education
2.3 - Aims of Education in a Democracy, Education and Democracy
2.4 - Changing Goals of Education – Delors Commission (1996), Millennium Development Goals (MDG)

UNIT-3: DISCIPLINE AND EDUCATION

3.1 - Meaning, Concept and Need of Discipline, Discipline and Order
3.2 - Freedom and Discipline, Free-discipline,
3.3 - Role of Reward and Punishment in School
3.4 - Maintenance of School Discipline-Problems and Means

UNIT-4: CURRICULUM AND TEACHING

4.1 - Curriculum-Meaning (Traditional and Modern), Nature and Types,
4.2 - Co-curricular Activities-Definition, Types and Importance
4.3 - Teaching – Meaning, Principles and Maxims
4.4 - Methods of Teaching – Lecture, Demonstration, Seminar and Project Method

UNIT-5: AGENCIES OF EDUCATION

5.1 - Family and Peer Group
5.2 - School, Society and Education
5.3 - State and NGOs
5.4 - Media, Internet (Wikis, Blogs, Social Networking Sites)

SUGGESTED READINGS:

1. Aggarwal J.C. (2005). Principles, Methods and Techniques of Teaching, Vikas Publishing House: New Delhi.
2. Aggarwal J.C. (2010). Theory and Principles of Education, Vikas Publishing House: New Delhi.
3. Association of Indian Universities (AIU (1998). Society, Education and Development, (Selections from University News -1): AIU Publications: New Delhi.
4. Bhatia, K. and Bhatia, B.D. (2004). Theory and Principles of Education, Doaba House, Delhi.
5. Bhattacharya, Srinibas (2008). Foundation of Education. Atlantic Publishers and Distributors: New Delhi.
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PAPER- EDUCATION – DSC – 201 / GE – 201 / GE - 601
FOUNDATION OF EDUCATIONAL PSYCHOLOGY
(Contact Hours-60, Credit-6)
Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To enable the understanding students to acquire basic knowledge and understanding on psychological foundation of education.
2. To realize the relationship between psychology and education.
3. To enable the students to develop basic skills in psychology and their implications in education in solving educational problem.
4. To develop an understanding about theories of learning
5. To acquaint them with the knowledge of intelligence and creativity.

UNIT- 1: PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY

1.1 - Concept of Psychology, Psychology of Adolescents
1.2 - Educational Psychology - Concepts, Meaning, Nature and Scope
1.3 - Relation between Education and Psychology
1.4 - Methods of Educational Psychology (Introspection, Observation and Experimentation)

UNIT- 2: BASIC PSYCHOLOGICAL CONCEPTS AND PROCESS

2.1 - Sensation and Perception - Factors Influencing Sensation and Perception, Educational Implications
2.2 - Instinct –Meaning, Concept, Modification of Instinct, Emotion –Meaning and Concept; Relationship between Instinct and Emotion
2.3 - Attention and Interest - Condition of Attention; Interest - Meaning and Conditions, Educational Implication of Attention and Interest
2.4 - Memory -Types and Marks of Good Memory
2.5 - Forgetting and its Causes

UNIT- 3: LEARNING AND MOTIVATION

3.1 - Learning – Meaning and Nature, Learning and Maturation
3.2 - Theories of Learning- Insight Theory, Classical Conditioning, Operant Conditioning, Constructivism and Their Educational Implications
3.3 - Meaning, Types and Factors of Motivation
3.4 - Role of Motivation in Learning

UNIT - 4: PERSONALITY AND ADJUSTMENT

4.1 - Meaning of Personality
4.2 - Type and Trait theories –Type Theory -Sheldon and Jung
4.3 - Trait Theory- Allport, the Big Five Model, Psycho-analytic Theory-Freud
4.4 - Meaning and Concept of Adjustment, Characteristics of a Well Adjusted Person, Mal-

Adjustment and Defence Mechanisms

UNIT- 5: INTELLIGENCE AND CREATIVITY

5.1 - Meaning and Nature of Intelligence,

5.2 -Theories of Intelligence –Spearman and Gardner

5.3 - Concept and Development of Intelligent Quotient (IQ) and Emotional Intelligence

5.4 - Meaning, Nature and Stages of Creativity, Relation between Creativity and Intelligence, Fostering Creativity among Learners

SUGGESTED READINGS:

1. Aggarwal J. C., (2014). Essentials of Educational Psychology, Vikas Publishing House: New Delhi.
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15. Walia J.S. Foundations of Educational Psychology, Paul Publishers: Jalandhar.
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17. Woolfolk, Anita and Shivani, Vij (2017). Educational Psychology, Pearson: New Delhi.

PAPER- EDUCATION – DSC – 301 / GE - 301
THEORIES AND IDEAS OF PHILOSOPHY IN EDUCATION
(Contact Hours-60, Credit-6)
Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To understand the meaning, aims, functions and role of educational philosophy.
2. To acquaint the students with relationship between Philosophy and Education.
3. To be acquainted with Indian philosophy and their impact on education.
4. To be acquainted with western schools of philosophy and their impact on education.
5. To be acquainted with the contribution of great educators.

COURSE CONTENTS

UNIT-1: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

1.1 - Meaning, Scope and Branches of Philosophy
1.2 - Meaning, Nature, Scope and Function of Philosophy of Education
1.3 - Philosophy and Education –Relationship
1.4 - Importance of Philosophy of Education

UNIT-2: INDIAN SCHOOLS OF PHILOSOPHY

2.1 - A Brief Outline of Indian Philosophy of Education
2.2 - Implication of Vedic Philosophy in Education with reference to Aims of Education, Curriculum, Methods of Teaching and Discipline
2.3 - Implication of Buddhist Philosophy in Education with reference to Aims of Education, Curriculum, Methods of teaching and discipline

UNIT-3 WESTERN THOUGHT AND SCHOOLS OF PHILOSOPHY

3.1 - Educational Thought and Practices in Ancient Greece (Athens and Sparta) - Aims and Features
3.2 - Idealism and Its Educational Implication in Aims, Curricula, Method of Teaching, and Discipline
3.3 - Naturalism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline
3.4 - Pragmatism and Its Educational Implication in Aims, Curricula, Method of Teaching and Discipline

UNIT-4: EDUCATIONAL THOUGHTS OF INDIAN PHILOSOPHERS

4.1 - Rabindranath Tagore
4.2 - Mahatma Gandhi
4.3 - Swami Vivekananda

(A Brief Study of the Thoughts of the Above Indian Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

UNIT-5: EDUCATIONAL THOUGHTS OF WESTERN PHILOSOPHERS

5.1 - Plato
5.2 - Rousseau
5.3 - John Dewey
(A Brief Study of the Thoughts of the Above Western Thinkers in Relation to Aims of Education, Curriculum, Teaching Methods, Teacher and Discipline)

SUGGESTED READINGS:

1. Aggrawal, J.C (1996). Theory and Principles of Education, Vikas Publications: New Delhi.
2. Aggarwal, J.C., Husain, N. (2016). Socio-philosophical Perspectives of Education, Shipra Publications: New Delhi.
3. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
4. Broudy, Harry. (1961). Building a Philosophy of Education, Prentice Hall, Englewood cliffs: New Jersey.
5. Brubacher, John S. (1962). Eclectic Philosophy of Education, Prentice Hall, Englewood Cliffs: New Jersey.
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18. Saiyidain, K. G. (1970). Facts of Indian Education, NCERT: New Delhi.
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FOURTH SEMESTER

PAPER- EDUCATION – DSC – 401 / GE - 401
EDUCATION AND SOCIETY
(Contact Hours-60, Credit-6)
Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

The course is designed to enable the undergraduate students to-
1. Acquaint themselves with the nature of society, and its institutions in general and that of Indian society and culture in particular.
2. Understand the sociological foundations of education as well as the influence of social structure on education and vice versa.
3. Develop awareness of dynamics of social change and social mobility and their implications in education.

COURSE CONTENTS
UNIT-1: EDUCATION AND SOCIETY

1.1 - Education and Society
1.2 - Sociological Determinants of Education
1.3 - School as a Social Sub-system
1.4 - Educational Sociology and Sociology of Education – Meaning, Nature and Scope

UNIT-2: EDUCATION AND CULTURE

2.1 - Meaning and Characteristics of Culture
2.2 - Culture and Educational System
2.3 - Cultural Lag, Multiculturalism and Pluralism in Education
2.4 - The Varna System, Class and Caste in Indian Society

UNIT-3: SOCIAL CHANGE AND SOCIALISATION
3.1 - Social Change- Meaning and Factors Responsible for Social Change
3.2 - Social Change, Education and Modernisation
3.3 - Meaning, Nature and Process of Socialisation
3.4 - Agencies of Socialization - Family, School and Mass Media

UNIT-4: SOCIAL MOBILITY AND SOCIAL CONTROL

4.1 - Meaning and Types of Social Mobility
4.2 - Education and Social Mobility
4.3 - Meaning and Nature of Social Inequality (Natural and Social Inequality), Dimensions of Inequalities - Class, Caste, Gender), Equality of Educational Opportunity
4.4 - Meaning of Social Control, Role of Education as a Means of Social Control

UNIT- 5: EDUCATION, SOCIAL GROUPS AND LEADERSHIP

5.1 - Meaning, Characteristics and Types of Social Groups
5.2 - Group Dynamics- Meaning and Implications for Education

5.3 - Social Disorganisation- Meaning and Characteristics, Role of Education in Prevention and Control of Social Disorganisation

5.4 - Leadership- Meaning, Nature and Role of Education for the Inculcation of Leadership Skills

SUGGESTED READINGS:

1. Ahuja, Ram. (2005). Society in India: Concept, Theories and Recent Trends, Rawat Publications: Jaipur.
2. Aronson, E., Wilson, T.D. and Akert, R.M. (2014). Social Psychology (8th Edition), Pearson Education: New Delhi.
3. Ballantine, Jeanne, H. (2014). Schools and Society: A Sociological Approach to Education, Sage Publications (5th Edition): London.
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10. Durkheim, E. (1956). Education and Sociology, Free Press: Glencoe.
11. Floud, J.E. and A.H. Halsey. (1958). The Sociology of Education, Current Sociology.
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18. Mannheim, Karl and Stewart, W.A.C. An Introduction to Sociology of Education, Routledge and Kegan Paul: London.
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24. Srinivas, M.N. Social change in Modern India. Orient Longman: New Delhi.

PAPER- EDUCATION – DSE - 501
HISTORY AND CONTEMPORARY SYSTEM OF EDUCATION IN INDIA
(Contact Hours-60, Credit-6)
Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To get learners acquainted with the salient features of education in India in Ancient and Medieval era.
2. To acquaint learners with the development of education in British India.
3. To acquaint learners with significant developments and reforms of education in Independent India
4. To acquaint learners with various stages of education prevalent in India as well as policies and programmes undertaken by various controlling authorities in order to ensure quality in education.

COURSE CONTENTS

UNIT-1: ANCIENT AND MEDIEVAL INDIA

1.1 - Vedic Education - Aims, Curriculum, Methods and Organization of Education
1.2 - Buddhist Education - Aims, Curriculum, Methods and Organization.
1.3 - Islamic Education - Features, Aims, Methods and Organization
1.4 - Comparative Study of the Vedic and Buddhist Education

UNIT-2: MODERN EDUCATION IN INDIA (COLONIAN PERIOD)

2.1 - Charter Act 1813 and Macaulay Minute (1834)
2.2 - Wood Dispatch, 1854
2.3 - Hunter Commission, Calcutta University Commission
2.4 - Contributions of Christian Missionaries with Special Reference to Assam

UNIT-3: MODERN EDUCATION INDIA (POST-COLONIAN PERIOD)

3.1 - Constitutional Provisions of Indian Education
3.2 - Mudaliar Commission, 1952-53, Objectives, Structure, Features
3.3 - Kothari Commission, 1964-66: Objectives, Structure, Features
3.4 - National Policy on Education, NPE, 1986 and NPE, 2016

UNIT-4: PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION IN INDIA

4.1 - Primary Education in India: Objectives, Challenges, Universalisation of Elementary Education (UEE), Sarva Shiksha Abhiyana (SSA), Right to Education Act, 2009
4.3 - Secondary Education: Objectives, Challenges, Universalisation of Secondary Education and the Role of Rashtriya Madhymik Shiksha Abhiyan (RMSA)
4.4 - Controlling and Regulatory Bodies: NCERT, DIET

UNIT-5: HIGHER EDUCATION IN INDIA

5.1 - Universities – Types, Structures
5.2 - Quality Control of Higher Education- Role of National Accreditation and Assessment Council (NAAC), Rashtriya Uchchatar Shiksha Abiyana (RUSA) – Goals, Features and Guiding Principles
5.3 - Autonomy and Accountability in Higher Education
5.4 - Controlling Bodies - UGC and AICTE

SUGGESTED READINGS:

1. Agarwal, J.C. (2010). Landmarks in the History of Modern Indian Education, Vikas Publishing House: New Delhi.
2. Altekar, A.S. Education in Ancient India, Manohar Prakashan: Varanasi.
3. Chaube, S.P., Chaube, A. (1999). Education in Ancient and Medieval India, Vikas Publishing House: New Delhi.
4. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
5. Ghosh, Suresh Chandra (2013).The History of Education in Modern India (1757-1986), Orient Blackswan Private Limited: New Delhi.
6. Govt. of India (1986 and 1992). National Policy on Education, 1986 (1992 Modifications), MHRD: New Delhi.
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14. Powar, K.B. (2000). Higher Education for Human Development, Association of Indian Universities (AIU): New Delhi.
15. Purkait, B.R. (2012). Milestones in Ancient and Medieval Indian Education, New Central Book Agency (p) Ltd.: Kolkata.
16. Purkait, B.R. (2012). Milestones in Modern Indian Education, New Central Book Agency(p) Ltd.: Kolkata.
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18. Shrimali, K.L. (1960). -The Wardha Scheme, Vidya Bhawan Society.

SIXTH SEMESTER

PAPER – EDUCATION – DSE - 601
TRENDS AND ISSUES IN EDUCATION
(Contact Hours-60, Credits -6)
Max. Marks: 100, External: 70, Pass Marks: 28, Sessional:30, Pass Marks:12

OBJECTIVES:

1. To acquire adequate knowledge of the emerging issues and trends in education.
2. To understand the issues and problems of adult education, lifelong learning, vocationalisation of education and women education with special reference to Assam.
3. To develop awareness and understanding about population education, life skill education and inclusive education.
4. To develop in students basic understanding regarding globalization, sustainable development as well as value, peace and human rights education.

COURSE CONTENTS

UNIT- 1: ALTERNATIVE TRENDS IN EDUCATION

1.1 - Concept of Adult and Lifelong Learning
1.2 - Efforts on Adult Education/Literacy- NAEP, NLM, Sakshar Bharat, Mahila Samakhya (With Special reference to Assam)
1.3 - Inclusive Education - Meaning, Objectives, Principles, Importance and Significance
1.4 - Life skill Education- Meaning, Importance and Strategies (Ten Core Life-skills, WHO)

UNIT- 2: ISSUES IN EDUCATION -I

2.1 - Vocationalisation of Secondary Education: Trends, Problems and Challenges
2.2 - Education for Marginalised Populations - Scheduled Castes and Tribes
2.3 - Women Education – Present Status, Problems, Govt. Efforts
2.4 - Role of Education for Women Empowerment

UNIT-3: ISSUES IN EDUCATION -II

3.1 - Meaning of Human Values, Need and Importance of Value Education
3.2 - Education for National Integration – Strategies, Need and Importance
3.3 - Education for Peace and Human Rights – Meaning, Need and Importance
3.4 - Education for International Understanding – Meaning, Strategies and Role of the UNESCO

UNIT-4: ISSUES IN EDUCATION -III

4.1 - Globalization – Meaning and Dimensions, Globalization and Indian Higher Education
4.2 - Privatisation and Commercialisation of Education - Role and Impact
4.3 - Education for Citizenship – Citizenship Education, Global Citizenship
4.4 - Education for Sustainable Development (ESD) – Meaning, Principles and Importance

UNIT-5: TRENDS AND INNOVATIONS IN EDUCATION

5.1 - Distance Education- Concept, Need, Advantages and Limitations

5.2 - Open and Distance Learning (Open School and Open University), Role of IGNOU, NIOS and KKHSOU

5.3 - ICT in Education, E-learning, Virtual Learning, Role of Computer and Internet

5.4 - Choice based Credit System (CBCS) or Cafeteria System of Education

SUGGESTED READINGS:

1. Aggarwal, J. C. (2005). Education for Values, Environment and Human Rights, Shipra Publications: New Delhi.
2. Alur, Mithu and Bach, Michael. (2009). The Journey for Inclusive Education in the Indian Sub-Continent, Routledge: London.
3. Association of Indian Understanding (AIU) Information Technology in Higher Education (Selected Volume), AIU Publications: New Delhi.
4. Dash, Neena. (2011). Inclusive Education for Children with Special Needs, Atlantic Publishers: New Delhi.
5. Deshmukh, Vijaya (2012). Education for Human Resource Development, Atlantic Publishers and Distributors Pvt. Ltd.: New Delhi.
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10. Leo, Joy de. – Quality Education for Sustainable Development: An Educator Handbook for Integrating values, Knowledge, Skills and Quality Features of Education for Sustainable Development in Schooling, UNESCO – APNIEVE.
11. Mohanti, J. (1982). Indian Education in the Emerging Society, Sterling Publishers: New Delhi.
12. Mohanty, J. (2002). Adult and Non-formal Education, Deep and Deep Publications: New Delhi.
13. Spring, Joel. (2014). Globalization of Education: An Introduction (Socio-cultural, Political, and Historical Studies in Education), Routledge: London.
14. Tilak, B.G. (2006). Women's Education and Development, Gyan Publishing House: New Delhi.