



Tripura University
(A Central University)

Suryamaninagar, Agartala, West Tripura, Tripura, 799022

Syllabus and Course Structure

For

Under Graduate (UG) programme

in

Education

(For both TU Campus and affiliated colleges)

2023-24

(As per Tripura University Common Minimum Syllabus Guidelines (Meeting on 16.05.2023) in accordance with NEP-2020 w.e.f. the session 2023-2024)

Course Structure for B.A. in Education Programme, T.U.

| Year | Semesters | Course Code | Course Type | Course Title | Theory/ Practical | Course Credit | Class Per week |
|---|-----------|-------------|----------------|--|----------------------|---------------|---|
| Certificate Course in Education (First Year) | | | | | | | |
| 1 | 1st Sem | ED-101C | Major | Philosophical and Sociological Foundation of Education | Theory | 4 | Min.4 Class (each class one hour duration) |
| | | ED-102C | Major | Development of Education in India | Theory | 4 | Min.4 Class (each class one hour duration) |
| | | ED-101M | Minor/Elective | Basics of Education | Theory | 4 | Min.4 Class (each class one hour duration) |
| | 2nd Sem | ED-103C | Major | Educational Psychology | Theory | 4 | Min.4 Class (each class one hour duration) |
| | | ED-104C | Major | Contemporary Trends and Issues in Education | Theory | 4 | Min.4 Class (each class one hour duration) |
| | | ED-102M | Minor/Elective | Educational Psychology | Theory | 4 | Min.4 Class (each class one hour duration) |

Interdisciplinary Course

| Year | Semesters | Course Code | Course Type | Course Title | Theory/ Practical | Course Credit | Class Per week |
|---|--------------------------------|-------------|--------------------------|---|----------------------|---------------|---|
| Certificate Course in Education (First Year) | | | | | | | |
| 1 | 1st Sem/2 nd Sem | ED-101ID | Interdisciplinary | Psychology of Learning & Instruction /MOOC Course | Theory | 3 | Min.3 Class (each class one hour duration) |

Syllabus

1ST SEMESTER

| | | |
|--|---|-------------------------|
| Programme/Class: Certificate | Year: First | Semester: First |
| | Subject: Education | |
| Course Code: ED-101C | Course Title: Philosophical and Sociological Foundation of Education | |
| Credits: 4 Major (Core) | Core Compulsory | Max. Marks: 100 (60+40) |
| Course Learning Outcomes: | | |
| On Completion of the course the students shall be able to: | | |
| <ul style="list-style-type: none"> ● Explain the Concept of Education and its relationship with Philosophy ● Identify areas of philosophy and narrate their educational implication ● Describe the meaning and nature of Educational Sociology, Sociology of Education and social organizations ● Analyze the Group dynamics, social interaction, social change and the contribution of education to these aspects. | | |
| COURSE CONTENTS | | |
| Unit-I: Concept of Education | | |
| <ul style="list-style-type: none"> ● Meaning, Nature and Scope of Education ● Aims of Education: Individual and Social ● The Functions of Education. Factors of Education ● Four Fundamental Pillars of Education as proposed by Delors Commission (1997), UNESCO ● Bases of Education: Biological, Psychological, Sociological and Economical | | |
| Unit-II: Introduction to Philosophy of Education | | |
| <ul style="list-style-type: none"> ● Meaning and Concept of Philosophy; Characteristics of Indian Philosophy ● Relation between Education and Philosophy ● Areas of Philosophy and their Educational Implication – Metaphysics, Epistemology and Axiology. ● Western schools of Philosophy and their educational implication : Idealism, Naturalism, Realism and Pragmatism-their contributions to present day Education ● Indian Schools of Philosophy and their Educational implications-Vedanta, Buddhism, Jainism and Islamic Tradition | | |
| Unit-III: Basics of Sociology of Education | | |
| <ul style="list-style-type: none"> ● Meaning, Nature and Scope of Educational Sociology ● Relationship between Sociology and Education ● Meaning and Nature of Educational Sociology and Sociology of Education | | |

- Education – as a social sub-system-Specific Characteristics
- Meaning, Characteristics and types of society – Agricultural, Industrial, Rural and Urban

Unit-IV: Education and Social System

- Concept, Meaning and Nature of Social Change
- Education with reference to Social Stratification and Social Mobility
- Education with reference to Social equity and equality of Educational Opportunities
- Factors and Problems of Social Change in India
- Culture – Concept, Characteristics and types
- Cultural Lag and Acculturation; interrelationship between education and value system

Suggested Readings

- Aggarwal, J.C. (2011). Theory & Principles of Education. New Delhi: Vikas Publishing House.
- Aggarwal, S. (2007). Philosophical Foundations of Education. Delhi: Author's Press,
- Bhatia, K.K., (2011), Philosophical and Sociological Foundation of Education. New Delhi: Kalyani Publishers.
- Bhattacharya, D. C. (2016). Sociology. Kolkata: Vijaya Publishing House.
- Chakraborty, J.C (1992). Modern Education: Its Aims and Principles. Kolkata: Usha Publishing House.
- Chatterjee, S. & Datta, D. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publication.
- Chaube, S.P. & Chaube, A. (2009). Foundation of Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Cook, L. A. & cook, e. (1970). Sociological Approach to Education. New York: McGraw Hill.
- Dash, B.N. (2011). Foundation of Education. New Delhi: Kalyani Publishers.
- Durkheim, E. (1966). Education and Sociology. New York: The Free Press.
- Ghosh, G. C. (2012). Bharatiya Darshan. Kolkata: Mitrom.
- Roy, S. (2013). Siksha Tattvaa O Siksa Darshan. Kolkata: soma Book Agency.
- Ruhela, S. P., 7 Nayak, R. K. (2014). Philosophical Foundation of Education. Agra: Agrawal Publications.
- Saxena, N.R. S. (2012). Theory of Education. Meerut: R. Lall Book Depot.
- Sekhon, S. S., & Kaur, A. (2011). Philosophical and Sociological Bases of Education. New Delhi: Kalyani Publication.
- Sharma, C. (2013). A critical Survey of Indian Philosophy. Delhi: Motilal Banarsidass Publishers.
- Wynne, J. P. (1999). Theories of Education: An introduction to the Foundations of Education. New York: Harper and Row.

**Syllabus for B.A. in Education
Major**

1st SEMESTER

| | | |
|---|--|-------------------------|
| Programme/Class: Certificate | Year: First | Semester: First |
| | Subject: Education | |
| Course Code: ED-102C | Course Title: Development of Education in India | |
| Credits: 4 Major (Core) | Core Compulsory | Max. Marks: 100 (60+40) |
| <p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> ● Outline the Special features of Education in Vedic, Brahmanic Buddhistic and Islamic Education ● Discuss about the Education System In Pre-Independence India ● Illustrate various Educational Provision enshrined in the Constitution of India. ● Describe the significant points of selected education commissions & national policy of education in independent India. ● Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education ● Identify the recent reforms and development of Education in Present India. | | |
| COURSE CONTENTS | | |
| Unit-I: Education in ancient and medieval India | | |
| <ul style="list-style-type: none"> ● Vedic Education ● Brahmanic ● Buddhistic ● Islamic <p>(Special features of the system, aim, curriculum, teaching method, teacher-pupil relation, Merits and limitations of the system, relevancy of the system in present day education)</p> | | |
| Unit-II: Education In Pre-Independence India (1800 – 1946) | | |
| <ul style="list-style-type: none"> ● Educational activities of Serampore Mission and Fort William College – Sreerampore trio and their contribution in the field of education ● Charter Act of 1813, ● Maculay’s Minute – 1835. ● Adams Report & its recommendations. ● Wood’s Despatch – 1854. ● Hunter Commission – 1882. ● Lord Curzon’s Educational Policy – 1904. ● National Education Movement. ● Sadler Commission – 1997. ● Hartog Committee Report – 1929. | | |

- Wardha Scheme of Education – 1937.
- Sargent Report – 1944.

Unit-III: Education in India after independence

- Education and Constitution of India
- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National Policy of Education, 1968, 1986, POA 1992.

Unit-IV: Education in recent two decades

- Knowledge Commission Report
- Right to Education Act
- SSA and RMSA and Their integration to form Samagra Shiksha Abhiyan – Role, functions and activities.
- RUSA – its Role and Functions
- NEP-2020
- Education in Tripura – Recent Reforms and Initiatives
- Issues and challenges of Secondary and Higher Education in Tripura

Suggested Readings

- Dash, B.N.(1991). Development of Education in India. New Delhi: Ajanta Prakashan.
- Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publisher.
- Aggarwal, J.C. (2010). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing Pvt. Ltd.
- Chaube and Chaube. (2006). Education in ancient and medieval India. New Delhi: Vikas publication.
- Seeley, L. (2016). History of Education. Wentworth Press.
- Rawaat, P. L. (2019). History of Indian Education. Agra: Ram Prasad Publication.

Syllabus for B.A. in Education (Minor)
Elective/Minor Course
(From any faculty except Major)
1ST SEMESTER
1ST YEAR

| | | |
|---|--|-------------------------|
| Programme/Class: Certificate | Year: First | Semester: First |
| | Subject: Education | |
| Course Code: ED-101M | Course Title: Basics of Education | |
| Credits: 4 Elective/Minor | Open Elective | Max. Marks: 100 (60+40) |
| Course Learning Outcomes: | | |
| On Completion of the course the students shall be able to: | | |
| <ul style="list-style-type: none"> ● Explain the meaning, nature, scope and aims of education ● Outline the function of education towards individual, society and nation. ● Discuss about the Factors of Education and their interrelationship ● Illustrate various forms of education and their characteristics. ● Describe different agencies of education that influence education. ● Analyze the role of education in social change and equality of educational opportunities ● Identify the relationship between education and culture. | | |
| COURSE CONTENTS | | |
| Unit-I: Understanding the Basic Concept of Education | | |
| <ul style="list-style-type: none"> ● Concept of Education – Narrow and broader concept of education; concept of education as a discipline ● Nature and Scope of Education ● Aims of Education – individual, social, vocational and democratic. ● Concept of Philosophy and educational Philosophy – their role in framing the superstructure of education (Aims, Methods and Curriculum) ● Aims of modern education with special reference to Delor’s Commission. ● The Functions of Education – Towards Individual, Society and Nation | | |
| Unit-II: Factors and Dimensions of Education | | |
| <ul style="list-style-type: none"> ● Factors of Education and their interrelation ● Child / learner: Concept of child centricism in education – Characteristics and significance of child centricism in education. ● Teacher: qualities and duties of a good teacher. ● Curriculum: concept, types and Needs; Principles of curriculum construction. ● Educational institutions: Types of educational institution--Early childhood (Preschool, Kindergarten, Nursery); Primary; Secondary; Further and higher education. | | |
| Unit-III: Forms and Agencies of Education | | |
| <ul style="list-style-type: none"> ● Formal Education:- School – Functions and responsibility of School, relationship between school and society. | | |

- Informal education: Family--Educational role of family; Community – as an agency of Education.
- Non formal Education -Distance and open education.
- Other agencies: Mass-media- television, radio, cinema and newspaper and social media.

Unit-IV: Education and Society

- Sociological bases of education, Nature and Scope of Educational Sociology
- Relationship between Sociology and Education
- Education as an agency of social change; Factors and Problems of Social Change in India
- Education – as a social sub-system
- Education and Social Stratification and Social Mobility
- Education and Social equity and equality of Educational Opportunities
- Education and Culture

Suggested Readings

- Aggarwal, J.C. (2011). *Theory & Principles of Education*. New Delhi: Vikas Publishing House.
- Aggarwal, J.C. (2013). *Basic Ideas in Education*. New Delhi: Shipra Publication
- Bhatia & Bhatia.(2011). *Theory and principles of Education*. New Delhi, Doaba House.
- Bhattacharya, D. C. (2016). *Sociology*. Kolkata: Vijoya Publishing House.
- Chakraborty, J.C (1992). *Modern Education: Its Aims and Principles*. Kolkata: Usha Publishing House.
- Chaube, S.P. & Chaube, A. (2009). *Foundation of Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Cook, L. A. & cook, e. (1970). *Sociological Approach to Education*. New York: McGraw Hill.
- Dash, B.N. (2011). *Foundation of Education*. New Delhi: Kalyani Publishers.
- Durkheim, E. (1966). *Education and Sociology*. New York: The Free Press.
- Mohanty, J. (1982). *Indian Education in emergency society*, New Delhi, starling Publishers.
- Roy, S. (2013). *Siksha Tattvaa O Siksa Darshan*. Kolkata: soma Book Agency.
- Saxena, N.R. S. (2012). *Theory of Education*. Meerut: R. Lall Book Depot.
- Sekhon, S. S., & Kaur, A. (2011). *Philosophical and Sociological Bases of Education*. New Delhi: Kalyani Publication.

2ND SEMESTER

| | | |
|---|---|-------------------------|
| Programme/Class: Certificate | Year: First | Semester: Second |
| | Subject: Education | |
| Course Code: ED-103C | Course Title: Educational Psychology | |
| Credits: 4 Major (Core) | Core Compulsory | Max. Marks: 100 (60+40) |
| Course Learning Outcomes: | | |
| On Completion of the course the students shall be able to: | | |
| <ul style="list-style-type: none"> ● Explain the Concept of Educational Psychology and the relationship between Education and Psychology ● Describe the meaning and nature of personality and its theory ● Enumerate the concept of intelligence and its theory ● Elucidate the meaning, nature and theories of learning and motivation ● Outline the concept of individual difference and its educational implication. | | |
| COURSE CONTENTS | | |
| Unit-I: Concept and Methods of Educational Psychology | | |
| <ul style="list-style-type: none"> ● Meaning, nature and scope of educational psychology ● Relation between Education and Psychology ● Methods of Educational Psychology ● Application of Educational Psychology in Teaching-Learning Process ● Concept of Growth and Development; Differences between growth and development; Principles of child development. ● Individual differences: concept, types, determinants and educational implications | | |
| Unit-II: Learning and Motivation | | |
| <ul style="list-style-type: none"> ● Concept of learning. ● Factors associated with learning ● Theories of Learning: Trial and Error, Classical Conditioning: Operant Conditioning, Insightful learning, Constructivist approaches to learning. ● Motivation: Concept, types, determinants of motivation; ● Maslow's Theory of Motivation and its educational implication | | |
| Unit-III: Intelligence and Creativity | | |
| <ul style="list-style-type: none"> ● Concept of Intelligence ● Theories of Intelligence: Two Factor, Thomson's theory, SOI (Guilford), ● Gardner's Theory of Multiple Intelligence ● Measurement of Intelligence : Verbal, Non-verbal and Performance Test ● Creativity: Meaning and nature; characteristics of creative person ● Identification of creative person ● Nurturing creative student | | |
| Unit-IV: Developmental Psychology | | |
| <ul style="list-style-type: none"> ● Personality : development, types and Traits theory ● Piaget's Theory of Development ● Bruner's & Vygotsky's Theories of Development ● Kohlberg's Theory of Moral Development, | | |

- Educational implication of Developmental Theories

Suggested Readings

- Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.
- Baron, R. A. (2017). Psychology. New Delhi: Pearson.
- Bhat, B.D. & Sharma, (2011). Educational Psychology. New Delhi: Kanishka Publishing House
- Bigge, M. L. (1999). Psychological Foundations of Education. New York: Harper and Row.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- Chaube, S.P. (2001). Development Psychology. New Delhi: Vikas Publishing House
- Chauhan, S.S. (1998). Advanced Educational Psychology. New Delhi: Vikash Publishing House,
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. New Delhi: Himalay Publishing House.
- Crow, & Crow, (1964). Educational Psychology. New Delhi: Eurasia Publishing House
- Dash, M. (2004). Educational Psychology. New Delhi: Deep & Deep Publishing Pvt. Ltd.
- Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
- Mangal, S. K. (2014). Essentials of Educational Psychology. New Delhi: PHI Pvt. Ltd.
- Martin, D.J. & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. USA: Wadsworth Publishing.
- Maslow, A.H.(1970).Motivation and Personality (2nd Edition). New York: Harper and Row.
- Roy, S. (2013). Shiksha Manovidya. Kolkata: Soma Book Agency.
- Sharma, R.N. (1996). Advanced Educational Psychology: Guwahati: Eastern Book House.
- Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
- Vygotsky, L.S. (1978) Mind in Society: The Development of Higher Order Psychological Processes, USA: Harvard University Press.
- Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
- Walla, J.S. (1997). Foundations Educational Psychology. Jalandha: Jalandhar Publishing .
- Woolfolk, A. (2011). Educational Psychology. New Delhi: Pearson.

**Syllabus for B.A. in Education
Major**

2nd SEMESTER

| | | |
|---|--|-------------------------|
| Programme/Class: Certificate | Year: Second | Semester: Second |
| | Subject: Education | |
| Course Code: ED-104C | Course Title: Contemporary Trends and Issues in Education | |
| Credits: 4 Major (Core) | Core Compulsory | Max. Marks: 100 (60+40) |
| <p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> ● Explain the concept of Early Childhood Care and Education and its importance. ● Describe various new trends and issues in Higher Education. ● Identify the issues and challenges regarding school education and social progress. ● Illustrate the recent trends in Education and their challenges to be implemented. ● Analyse the relevance of skill enhancement and vocational courses in education. | | |
| COURSE CONTENTS | | |
| Unit-I: Schooling and Education | | |
| <ul style="list-style-type: none"> ● Concept of Early Childhood Care and Education – Need and Importance issues and Challenges. ● Universal and compulsory education: Issues and challenges ● Wastage and stagnation in education – Issues and probable way-out ● Existing school structure in India; School education Structure by NEP 2020 ● Language problem and medium of education. ● National Integration and education. ● Integrated child Development Service(ICDS) | | |
| Unit-II: Trends and Issues in Higher Education | | |
| <ul style="list-style-type: none"> ● Centralized and decentralized educational administration. ● Non-formal and part time education. ● Academic freedom and University autonomy. ● Examination system. ● Standards of Education ● Expansion of higher Education ● Quality in Higher Education ● Issues related to Students Unrest ● Approach towards Dual degrees ● NEP-2020 and Higher Education | | |
| Unit-III: Education, Gender and Society | | |

- Gender issues in society; Women's and girl's education – their empowerment, issues and challenges
- Equalizing educational opportunities.
- Problems of Urban & Rural Education
- Problems of Unemployment

Unit-IV: Recent Trends in Education

- Privatization
- Globalization
- Internationalization
- Population Education.
- Environmental Education
- Value Based Education
- Skill Enhancement Activities and Work experience
- Vocationalization of Education
- Community Engagement/participation and community based education

Suggested Readings

- Aggarwal, J. C. (1992). Development and Planning of Modern Education: New Delhi: Vikas Publishing House Pvt. Ltd.
- Amartya Sen, and Jean Dreze (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi. Select Chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997): The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992): Education in India, New Delhi: Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.

Syllabus for B.A. in Education (Minor)
Elective/Minor Course
(From any faculty except Major)
2nd SEMESTER
1ST YEAR

| | | |
|--|---|-------------------------|
| Programme/Class: Certificate | Year: First | Semester: Second |
| | Subject: Education | |
| Course Code: ED102M | Course Title: Educational Psychology | |
| Credits: 4 Elective/Minor | Open Elective | Max. Marks: 100 (60+40) |
| Course Learning Outcomes: On Completion of the course the students shall be able to: <ul style="list-style-type: none"> ● Explain the meaning, nature, scope and goals of educational Psychology ● Outline the Applications of Educational Psychology in Teaching and Learning Process. ● Identify the relationship between Education and Psychology ● Discuss the concept of individual difference and its educational implication. ● Illustrate different Theories of Human development & Learning Process ● Describe the meaning and nature of personality and its theory ● Enumerate the concept of intelligence and its theory ● Elucidate the meaning, nature and theories of motivation | | |
| COURSE CONTENTS | | |
| Unit-I: Introduction to Psychology and Educational Psychology | | |
| <ul style="list-style-type: none"> ● Psychology – its meaning, nature and scope; ● Concept of Educational Psychology – its Meaning, Nature, Scope & Need; ● Relationship between Education and Psychology, ● Methods of Educational Psychology – basics methods & design in studying learners behaviour ● Research Methods in Child and Adolescent Development ● Applications of Educational Psychology in Teaching and Learning Process. ● Role of educational Psychology in understanding Learner Differences and Learning Needs – Learning and Thinking Styles, Exceptional learners | | |
| Unit-II: Understanding the Learner and their Development | | |
| <ul style="list-style-type: none"> ● Students as Learners – their Development and the Learning Process ● Human Growth and development – meaning, nature and basic principles ● Stages of development – Infancy, Childhood and Adolescence ● Human development in the physical, social, emotional, moral, speech/language, and cognitive domains ● Individual Differences among learner-- concept, dimension and educational implications, Socio-cultural diversity, ● Students with Learning Challenges (Communication Disorders, Emotional or Behavioural Difficulties, Intellectual Disabilities), | | |
| Unit-III: Theories of Human development & Learning Process | | |

- Theoretical foundations about how learning occurs: how students construct knowledge, acquire skills, and develop habits of mind
- Theories of development – Piaget’s Cognitive development, Vygotsky’s Socio-cultural Perspective, Bronfenbrenner’s bio-ecological model of development, Kohlberg’s Theory of Moral Development
- Development of Self Concept and Self Identity – Erikson’s Stages of Psychosocial Development
- Learning Process – its meaning, nature and influencing factors,
- Theories of Learning : Trial & Error, Classical and Operant Conditioning and Gestalt Theory of Learning

Unit-IV: Mental Abilities, Motivations and Personality

- Intelligence – meaning and nature, Concepts of Social intelligence, Spiritual intelligence, emotional intelligence
- Theories of Intelligence – Sternberg’s Triarchic theory, Gardner’s Theory of Multiple intelligences,
- Measuring Intelligence, some commonly used intelligence test, concept of IQ
- Creativity – Concept and Nature, Characteristics of a creative person, Fostering Creativity, Metacognition and Creativity
- Motivation – meaning, nature, & importance, Five General Approaches to Motivation, Maslow’s Hierarchy of Needs
- Meaning and nature of Personality, Type and Trait Approaches to Personality, Factors Influencing Personality Development

Suggested Readings

- Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.
- Baron, R. A. (2017). Psychology. New Delhi: Pearson.
- Bhat, B.D. & Sharma, (2011). Educational Psychology. New Delhi: Kanishka Publishing House
- Bigge, M. L. (1999). Psychological Foundations of Education. New York: Harper and Row.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- Chauhan, S.S. (1998). Advanced Educational Psychology. New Delhi: Vikash Publishing House,
- Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. New Delhi: Himalay Publishing House.
- Crow, & Crow, (1964). Educational Psychology. New Delhi: Eurasia Publishing House
- Dash, M. (2004). Educational Psychology. New Delhi: Deep & Deep Publishing Pvt. Ltd.
- Gardner, H.(1983). Frames of Mind: The theory of multiple intelligence. New York: Basic Books
- Mangal, S. K. (2014). Essentials of Educational Psychology. New Delhi: PHI Pvt. Ltd.
- Maslow, A.H.(1970).Motivation and Personality (2nd Edition). New York: Harper and Row.
- Roy, S. (2013). Shiksha Manovidya. Kolkata: Soma Book Agency.

- Sharma, R.N. (1996). Advanced Educational Psychology: Guwahati: Eastern Book House.
- Vygotsky, L.(1986). Thought and language (A. Kazulin, Trans). Cambridge, M.A: MIT Press.
- Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
- Woolfolk, A. (2011). Educational Psychology. New Delhi: Pearson.

Syllabus for B.A. in Education
Interdisciplinary Course
1st/2nd SEMESTER
1ST YEAR

| | | |
|--|---|--------------------------------|
| Programme/Class: Certificate | Year: First | Semester: First/ Second |
| | Subject: Education | |
| Course Code: ED-101ID | Course Title: Psychology of Learning and Instruction | |
| Credits: 3 | Interdisciplinary/ MOOC Course | Max. Marks: 100 (60+40) |
| <p>Course Learning Outcomes: On Completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> ● Explain the meaning, nature, scope and goals of educational Psychology ● Outline the Applications of Educational Psychology in Teaching and Learning Process. ● Discuss the concept of individual difference and its educational implication. ● Illustrate different Theories of Human development & Learning Process ● Describe the meaning, nature and importance of psychology of Instruction ● Enumerate the concept of lesson plan and micro teaching ● Elucidate the different techniques and approaches of teaching. ● Differentiate between instruction and teaching ● Describe the different teaching methods and strategies. | | |
| COURSE CONTENTS | | |
| Unit-I: Introduction to Educational Psychology | | |
| <ul style="list-style-type: none"> ● Concept of Educational Psychology – its Meaning, Nature, Scope & Need; Relationship between Learning and Psychology, ● Methods of Educational Psychology – basics methods & design in studying learners behaviour ● Applications of Educational Psychology in Teaching and Learning Process. | | |

- Role of Educational Psychology in understanding Learner Differences and Learning Needs
- Individual differences among learner-- concept, dimension and educational implications.

Unit-II: Understanding the Learner and their Development

- Students as Learners – their Development and the Learning Process
- Human Growth and development – meaning and basic principles
- Stages of development – Infancy, Childhood and Adolescence
- Human development in the physical, social, emotional, and cognitive domains
- Theories of development – Piaget’s Cognitive development, Vygotsky’s Socio-Cultural Perspective & Kohlberg’s Theory of Moral Development.

Unit-III: Theories of Learning & its Implication

- Learning – its meaning, nature and factors influencing learning
- Kinds or types of learning & need of theory of learning
- E. L Thorndike’s theory or Trial & Error Learning
- Learning by conditioning:
 - (a) Classical Conditioning (Pavlov)
 - (b) Operant Conditioning (Skinner)
- Learning by Insight (Gestalt)
- Discovery Learning (Bruner)
- Hierarchy of Learning types and condition (Gagne)

Unit-IV: Psychology of Instruction

- Psychology of Instruction: Its meaning, importance & difference between teaching and instruction.
- Instructional objectives: Blooms Taxonomy (Cognitive Domain)
- Instruction for problem solving, creativity and Discovery learning
- Concept of instructional Technology and instructional media
- Concept and principles of Teaching, Criteria of good teaching
- Lesson Plan, Criteria of good lesson plan, steps and types of lesson plan; Art of Questioning

Suggested Readings

- Aggarwal, J. C. (2015). Essentials of Educational Psychology. New Delhi: Vikash Publishing House.
- Baldwin, A. L. (1970). Theories of Child Development. New York: John Wiley & Sons.
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