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/2nd Sem	ED-101ID	**Interdisciplinary**	Psychology of Learning & Instruction /MOOC Course	Theory	3	Min.3 Class (each class one hour duration)

Syllabus

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: - 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-l: Concept of Education		
- 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		
- 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		
- 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: Vijoya 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)
Course Learning Outcomes: On Completion of the course the students shall be able to: ● 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-l: Education in ancient and medieval India		
● Vedic Education ● Brahmanic ● Buddhistic ● Islamic (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)		
Unit-II: Education In Pre-Independence India (1800—1946)		
● 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:

- 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-l: Understanding the Basic Concept of Education

- 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

- 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

- 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.

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:
- 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-l: Concept and Methods of Educational Psychology
- 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
- 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
- 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
- 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)
Course Learning Outcomes: On Completion of the course the students shall be able to: ● 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-l: Schooling and Education		
● 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		
● 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:

- 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-l: Introduction to Psychology and Educational Psychology

- 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

- 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**)**
Course Learning Outcomes: On Completion of the course the students shall be able to: - 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-l: Introduction to Educational Psychology		
- 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. ● Baldin, A. L. (1970). Theories of Child Development. New York: John Wiley & Sons. ● Baron, R. A. (2017). Psychology. New Delhi: Pearson. ● Bhat, B.D. & Sharma, (2011). Educational Psychology. New Delhi: Kanishka Publishing House ● Chauhan, S. S. (2008). Innovations in Teaching-learning Process. New Delhi: Vikash Publishing House Pvt. Ltd. ● 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.
- Joshi, A. (). Models of Teaching. Agra: H.P. Bhargava, Book House
- Joyce, B., & Weil, M. (2005). Models of Teaching. New Delhi: PHI Pvt. Ltd.
- Kochhar, S. K. (1996). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S. K. (2014). Essentials of Educational Psychology. New Delhi: PHI Pvt. Ltd.
- Passi, B.K. (1976). Becoming Better teacher-Micro Teaching Approach. Ahmedabad: SahityaMudranalaya
- Piaget, J. (1971). Science of Education and the Psychology of the Child. New York: The Viking Press.
- Roy, S. (2013). Shiksha Manovidya. Kolkata: Soma Book Agency.
- Sharma, R.A. (2000). Teaching Foundation of Education. Meerut: R. Lall Book Depot
- Sharma, R.N. (1996). Advanced Educational Psychology: Guwahati: Eastern Book House.
- Siddiqui, M.H.(2008).Models of teaching. New Delhi: APH Publishing Corporation
- Singh, Amarjit (2006): Classroom Management, New Delhi: Kanishka Publishers
- Vygotsky, L.S. (1999) Educational Psychology, M/S S.K.Enterprise, Book Seller and Distributors, Shillong.
- Woolfolk, A. (2011). Educational Psychology. New Delhi: Pearson.