

Vidyasagar University

Curriculum for B.A (Honours) in Education [Choice Based Credit System]

Semester-I

| Course | Course Code | Name of the Subjects | Course Type/ Nature | Teaching Scheme in hour per week | | | Credit | Marks |
|-----------------------|-------------|---------------------------------|------------------------|----------------------------------|---|---|-----------|------------|
| | | | | L | T | P | | |
| CC1 | | C1T:Introduction to Education | Core Course-1 | 5 | 1 | 0 | 6 | 75 |
| CC2 | | C2T:History of Indian Education | Core Course-2 | 5 | 1 | 0 | 6 | 75 |
| GE1 | | TBD | Generic Elective-1 | | | | 4/5 | 75 |
| AECC | | English | AECC (Elective) | 1 | 1 | 0 | 2 | 50 |
| Semester Total | | | | | | | 20 | 275 |

L=Lecture, **T**=Tutorial, **P**=Practical, **CC**- Core Course, **TBD** - To be decided, **AECC**- Ability Enhancement Compulsory Course

Generic Elective (GE) (Interdisciplinary) from other Department [Paper will be of 6 credits]

Semester-I
CORE COURSE (CC)

CC – 1: Introduction to Education

Credit 06

C1T: Introduction to Education

Credit 06

Objectives:

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the concept of child-centricism and play-way in education

Unit- I = Concept of Education

- Narrow and broader concept of education
- Meaning, nature and scope of education.
- Aims of education – individual, social, vocational and democratic.
- Aims of modern education with special reference to Delor’s Commission.

Unit- II = Factors of Education

- Child / learner: influence of heredity and environment on the learner
- Teacher: qualities and duties of a good teacher.
- Curriculum- concept and types.
- Co-curricular activities: meaning, values and significance.
- Educational institutions: informal, formal and non-formal, their interrelation.

Unit- III = Agencies of Education

- Home
- School
- State
- Mass-media- television, radio, cinema and newspaper

Unit- IV = Child Centricism and Play-way in Education

- Concept of child centricism in education
- Characteristics and significance of child centricism in education
- Concept of play and work.
- Characteristics of play way in Education, Kindergarten, Montessori, Project method.

CC – 2: History of Indian Education

Credit 06

C2T: History of Indian Education

Credit 06

Objectives:

- To be acquainted with the salient features of education in India during ancient and medieval times
- To be acquainted with the development of education in British India

- To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Unit: 1 = Education in India during ancient and medieval period
 Vedic (aim, curriculum, teaching method, teacher-pupil relation)
 Brahmanic (“)
 Buddhistic (“)
 Islamic (“)

Unit: 2 = Education in India during British period (1800-1853)
 Sreerampore trio and their contribution in the field of education
 Charter Act, Oriental-occidental controversy
 Macaulay Minute and Bentinck’s resolution
 Adam’s report

Unit: 3 = Education in India during British period (1854-1946)
 Woods Despatch, Hunter Commission
 Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect)
 Basic education (concept and development)
 Sadler Commission

Unit: 4 = Education in India after independence
 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, 1986, POA 1992.

Generic Elective (GE) **GE-1 [Interdisciplinary for other department]**

GE – 1 : Educational Psychology Credit 06

GE1T : Educational Psychology Credit 06

Course Contents:

Unit –I:

- Educational Psychology: Meaning, Nature and Scope
- Relation between Education and Psychology.
- Methods of Educational Psychology.

Unit –II:

- Growth and Development: Meaning and Concepts.
- Stages of Development of a Child: Infancy, Childhood and Adolescence.
- Aspects of Child Development : Physical, Intellectual, Emotional, Social

Unit –III:

- Personality: Concept and definition.
- Development of Personality.

- Types and Traits Approaches to Personality.
- Individual Differences: Concepts and Types.
- Causes of Individual Differences.

Unit –IV:

- Intelligence: Concept and Definition.
- Theories of intelligence: Two-factor, Group-factors and Structure of Intellect.
- Intelligence Test: Verbal, Non-verbal test and their uses.

Unit –V:

- Learning: Meaning & Nature.
- Factors associated with learning.
- Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.
- Learning relation to; Attention, Interest, Maturation and Motivation.

Suggested Reference:

1. Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
2. Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
3. Choube, S.P. & Choube. (1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
4. Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
5. Mathur, S.S. Educational Psychology. BinodPustakMandir, Agra.
6. Woolfolk, A.E. (2011) Educational Psychology. Sterling Kinderslay (India) Pvt. Ltd.