

# 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
							2/1	
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.