

**SYLLABUS
FOR
Generic Elective Course
In
EDUCATION**

**(SEMESTER SYSTEM)
(UNDER CBCS)**



**DEPARTMENT OF EDUCATION
VIDYA-BHAVANA
VISVA-BHARATI
SANTINIKETAN – 731235
WEST BENGAL
INDIA**

New Syllabus for GEC (Education)

PAPER TITLE: PRINCIPLES OF EDUCATION

CODE: EDU-P.1

TOTAL: 15 + 60 = 75

Course Objectives:

After completion the course the students will be able to:

1. Understand the meaning, nature and aims of education.
2. Understand the meaning and concept of curriculum, and its foundations
3. Explain the factors, functions of education and their relationships.
4. Discuss the educational view of different Western and Indian schools of philosophy.
5. Understand the importance of Child Centric Education.

UNIT – I: Education: Meaning, Functions and Aims

- a. Meaning and aims of Education
- b. Functions of Education
- c. Factors of Education

UNIT – II: Curriculum

- a. Meaning of Curriculum and co-curriculum
- b. Needs , types of Curriculum & co-curricular activities
- c. Principles of Curriculum construction

UNIT –III: Great Educators (Indian)

- a. Mahatma Gandhi, b. Rabindranath Tagore c. Swami Vivekananda

UNIT-IV: Great Educators (Western)

- a. J.J. Rousseau, b. F.W.A. Froebel c. J. Dewey

UNIT – V: Child Centric Education

- a. History of Child Centric Education
- b. Characteristics of Child Centric Education
- c. Play and Play Method in Education

UNIT – VI : The School as an agency of Education

- a. Need of school
- b. Functions of school
- c. School-Community relationships

Suggested Readings:

- a) Archana Banerjee- Principles of education
- b) B.R. Purkait- Principles and practices of education
- c) B.N. Dash- Principles of Education and Education in the Emerging Indian Society
- d) J.C. Agarwal- Theory and Principles of education
- e) J.C. Chakraborty- Modern Education: Its Aims and principles
- d. S. P. Chaube & A. Chaube – Foundations of Education

PAPER TITLE: EDUCATIONAL PSYCHOLOGY

CODE: EDU- P.2

TOTAL: 15 + 60 = 75

Course Objectives:

On completion the course the students will be able to:

- Understand the relationship between Education and Psychology.
- Comprehend the concept, nature, scope and methods of Educational Psychology.
- Know the concept of growth and development.
- Value the need of development of Personality through Education.
- Understand the process of learning in a better way..

UNIT-I : Psychology and Educational Psychology

- a. Relation between Psychology and Education
- b. Nature & scope of Educational Psychology
- c. Methods of Educational Psychology

UNIT-II :Growth and Development

- a. Determiners of development- Heredity and Environment
- b. Stages of development: Infancy, Early Childhood Late Childhood and Adolescence
- c. Areas of development : Cognitive, Physical, Emotional and Social

UNIT-III: Personality

- a. Concept of Personality
- b. Development of Personality
- c. Traits & types of Personality

UNIT:IV : Intelligence

- a. Concept of Intelligence
- b. Measurements of Intelligence
- c. Intelligence test (Binet- Simon and Revised Binet Scale only)

UNIT V: Learning

- a. Nature of learning
- b. Factors associated with learning
- c. Theories of learning: Thorndike's laws of learning, Classical Conditioning Theory (Pavlov), Gestalt theory of learning

UNIT-VI: Statistical Applications

- a. Tabulation of Data
- b. Measures of Central Tendency- Mean, Median and Mode
- c. Measures of Variability- Quartile Deviation and Standard Deviation

Suggested Readings:

- A. Woolfolk- Educational Psychology
- C.T. Morgan, R.A. King, J.R. Weisz and J. Schopler- Introduction to Psychology
- E.R. Hilgard, R.C. Atkinson and R.L. Atkinson- Introduction to Psychology
- S.K. Mangal- Advanced Educational Psychology
- W. J. Popham- Understanding Statistics in Education

PAPER TITLE: CONTEMPORARY ISSUES IN EDUCATION

CODE: EDU- P.3

TOTAL: 15 + 60 = 75

Course Objectives:

On completion the course the students will be able to:

- Appreciate and practice freedom and discipline in their own life.
- Describe different forms and agencies involved in education.
- Able to identify different problems and hurdles in the way of education.
- Feel the importance of value education and peace education in any society.
- Comprehend the importance of women education for community development.

UNIT – I : Freedom and Discipline

- a. The concept of freedom and discipline
- b. Need of free discipline
- c. Self- discipline and students' self-government

UNIT- II: Current Thoughts of Education

- a. Education and Social Change
- b. Education for National Integration & international understanding
- c. Education for liberation, privatization and globalization

UNIT – III: Agencies of Education (other than School)

- a. The family- its educative role
- b. Socio-cultural organizations- Clubs, Libraries, Sports organization
- c. Mass Media: News Paper, Radio, Television

UNIT – IV: Problems of Education

- a) Poverty
- b) Backwardness
- c) Unemployment

UNIT – V: Value Education

- a) Concept of Value Education
- b) Need for Value Education
- c) Significance of Value Education in the present-day Curriculum

UNIT – VI: Community Development

- f) Concept of Community Development
- g) Role of the Educational Institutions in Community Development
- h) Role of Visva-Bharati in Community Development

Suggested Readings:

- B. K. Nayak- Modern Trends and Issues in Education of
- J. C. Aggarwal- Theory and Principles of Education
- R. P. Pathak – Development and Problems of Indian Education
- S. S. Ravi – A Comprehensive Study of Education

PAPER TITLE: HISTORY OF EDUCATION IN INDIA

CODE: EDU- P.4

TOTAL: 15 + 60 = 75

Course Objectives:

On completion the course the students will be able to:

- Critically analysis the contribution made by the British Government during their ruling in India
- Comprehend about nature the National educational movement
- Understand the contributions of various Education Commissions in pre Independent India.
- Realize about the importance recommendation made by various Educational Commission.
- Comprehend about the recommendations of the Educational Commissions of India after 1947.
- Appreciate the importance of educational system of Visva-Bharati.

UNIT- I: Indian Education in Early British Period

- a. The Serampore Mission- contribution of Trio in the development of Education in India and Fort-William College
- b. Raja Rammohan 's Educational thoughts and activities
- c. The Chatter Act of 1813

UNIT-II: Development of Indian Education During British Period

- a. Anglo- Oriental Controversy and Macaulay's Minutes, 1835
- b. Wood's despatch of 1854
- c. Hunter Commission – 1882

UNIT-III: Education in India during the 20th Century

- a. Indian University Act and Culcutta University Commission
- b. National Educational Movement
- c. Wardha Scheme

UNIT-IV: Education in India during thePost-Independence Period

- a. Radhakrishnan Commission
- b. Mudaliar Commission
- c. Kothari Commission

UNIT-V: Development of Indian Education in Post Independence Period

- a. Development of Adult/ Social Education
- b. Development of Secondary , Higher and Vocational Education since 1947
- c. National Educational Policy- 1986

UNIT-VI: Visva-Bharati

Growth and development of Visva-Bharati

- Suggested Readings:
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India
- B. R. Purkait- Milestones of Modern Indian Education
- J. P. Banerjee – Education in India: Past, Present and Future