

EDUCATION (EDCN)

Class-XI

Full Marks: 100

Theory - 80 Marks

Project - 20 Marks

GROUP: A (30 Marks)

Concept and factors of Education

1. Concept and aims of Education

- a) Definition of Education
- b) Concept of Education: Narrow and wider: Education is a lifelong process
- c) Aims of Education
 - i) Determination of aims of education
 - ii) Different aims (mention only)
 - iii) Individual development
Social Development and
National Development: as aims of education

2. Significant factors of Education:

- A) Educand: is a psycho-social component is a product of interaction between heredity and environment
- B) Teacher: Role of modern teacher in education
- C) Curriculum
 - i) Definition, traditional and modern concept.
 - ii) Factors to be considered for curriculum construction with special reference to
 - a) Purpose of Education
 - b) Needs and capacities of the educand and
 - c) Available of the resources
- D) Co-curricular activities: Meaning, Types & Significance
- E) Types of environment: Physical and Social

3. Forms of Education

- a) Informal Education: Characteristics, Limitations:

SYLLABUS

- i) Role of family and
- ii) Mass media.
- b) Formal Education: Characteristics, Limitations, Role of School.
- c) Non formal Education: Need and meaning, concept, types, methods

GROUP-B (30 Marks)

Psychological perspectives

- 4. Psychology: Definition, Relation between Education and Psychology and its importance, Educational psychology: Definition
- 5. Growth and development of a child
 - i) Definition of Growth and development and differences
 - ii) Developmental characteristics and needs at different stages of development: (Physical, Psychological and Social)
 - a) Infancy
 - b) Childhood
 - c) Adolescence
 - d) Adult hood
 - iii) Levels of Education related to stages of development (mention stages of formal education only)
- 6. Maturation and learning as process of development
Definition, Characteristics and Inter-relationship
- 7. Process involved in the acquisition of knowledge
 - a) Sensation-Definition, types, importance of sensation in education (with reference to Froebel and Montessori)
 - b) Perception: Definition, Difference between perception and sensation, importance of perception in education
 - c) Concept: definition, stages of concept development, importance of concept formation in education and acquisition of knowledge

GROUP-C (20 Marks)

Historical development of Indian education

8. Ancient period (Brahmanic and Buddhistic) characteristics only based on (Aims of education, curriculum rituals, institutions, teacher pupil relationship, method of teaching, discipline, evaluation)
9. Medieval period: Characteristics only related to the points as referred above
10. Important events leading to the modern system of education: pre independent period: Charter Act-1813, Woods Despatch-1854, Hunter Commission-1882, Curzon Policy: an overview on primary, secondary and higher education, Sadler Commission-1917, Sargent Plan-1944: Brief Study
11. Contribution of eminent Indian educators towards the development of modern education in India
 - a) Raja Ram Mohan Roy- A social reformer and pre-cursor of education in India.
 - b) Ishwar Chandra Vidyasagar : Social and educational contribution towards mass education, establishment of schools, curriculum reforms, contribution to Bengali Language and literature and women's education.
 - c) Rabindranath Tagore: Educational thought and practice of education (with special reference to Santiniketan and Sriniketan)
 - d) Swami Vivekananda: Views on education-man making and character building, mass education, women's education and technical education.
 - e) Mahatma Gandhi: Educational views with special emphasis on Basic education.

Project work(20 Marks)

- ◆ To study needs of the students of class VI to X (at least 10 students of any two classes belonging to two stages of development: childhood and adolescence)
- ◆ To organize any activity within school (cultural function, debate, any game, sports, morning assembly etc.) or to study on going co-curricular activities in another secondary/primary school in comparison to your own
- ◆ Project or comprehensive study on the view point of Indian educators on women's education, mass education etc
- ◆ Apart from the suggested project or field studies any relevant project based on the syllabus can be undertaken

EDUCATION (EDCN)

Class - XII

Full Marks: 100

Theory - 80 Marks

Project -20 Marks

GROUP: A (30 Marks)

(Psychological and Statistical perspective)

1. Learning

- a) Learning - definition and nature, types (as stated by Gagne)
- b) Factors of Learning
 - i) Maturation - Its role in learning
 - ii) Motivation - Definition, Role in Learning
 - iii) Attention - Definition, Characteristics, Role in Education
 - iv) Interest - Definition, Characteristics, Role in Education
 - v) Mental Abilities - Nature as described by Spearman and Thurston
 - Intelligence - Definition and Characteristics
 - Role of mental abilities in learning

2. Mechanisms of learning

- a) Conditioning
 - i) Classical conditioning - experiment and educational implications
 - ii) Operant conditioning - experiment and educational implications
- b) Problem Solving
 - i) Trial and error mechanism - experiment, major laws, educational implications
 - ii) Insightful mechanism - experiment and educational implications

3. Statistics in education

- i) Tabulation of data
- ii) Frequency distribution
- iii) Graphical representation (frequency Polygon and Histogram)
- iv) Measures of central tendency and their uses

SYLLABUS

GROUP- B (30 Marks)

Historical Development (Post-independent period)

4. Educational provisions in Indian constitution related to women's education, equalization of opportunity, education for minority, SC, ST
5. University Education Commission (1948-49) - First Education Commission in free India, Aims of higher education and concept of Rural University
6. Secondary Education Commission (1952-53), aims of secondary education, structure, seven stream system and multipurpose schools
7. The Indian Education Commission or Kothari Commission (1964-66) and the modern system of education in India
 - a) Concept of general education in present India
 - Stages of General education in present India
 - i) Pre-Primary education - Aims and objectives, structure, curriculum and institutions
 - ii) Primary education - Aims and objectives, structure, curriculum and institutions
 - iii) Secondary education - Aims and objectives, structure, curriculum and institutions
 - iv) Higher Secondary - Aims and objectives, structure, curriculum and institutions
 - v) Higher education - mention the position of higher education according to Kothari commission
 - b) Vocational and Technical education prevailing in India
 - i) Vocational and Technical education - concept, relation, types of institutions up to secondary level
 - ii) Vocational and Technical education - types, curriculum and institutions up to higher secondary level
 - c) Opportunities of education after higher secondary stage (names of courses)
8. N.E.P. (1986 as reviewed in 1992) - basic features.

SYLLABUS

GROUP-C (10 Marks)

Current Issues in Indian education

9. Education for the differently abled children

- i) Visually impaired children - Categories and educational provisions
- ii) Deaf and dumb children - Categories and educational provisions
- iii) Common behavioural problems observed in class room situations and the role of the Parents and teachers to overcome these problems (general study)

10. Universalization of primary education (U.P.E.)

- i) Concept
- ii) Measures taken to achieve the objectives of U.P.E. - Audit Education programme, Literacy drive programme, S.S.A.

GROUP-D (10 Marks)

Education for the 21st century

11. Global vision for education - Delores commission - 4 pillars of learning- a synoptic view

12. Role of technology in education

Project work (20 Marks)

- Study of interest pattern amongst secondary/higher secondary students
- To study the achievement of students at secondary level in any two subjects and analyse scores in terms of mean, median & mode
- To study the behavioural problems observed amongst the adolescents in a school and suggest measures to overcome it
- To study the programmes or activities of S.S.A. in your locality
- To study the curriculum and types of primary schools (at least two in and around your locality). Apart from the suggested project or field studies any relevant project based on the syllabus can be undertaken