

WEST BENGAL STATE UNIVERSITY

DRAFT SYLLABUS OF EDUCATION HONOURS & GENERAL UNDER CBCS MODE

There will be six semesters in the three-year B.A. Honours in Education. The syllabus consists of 14 Core (C) Courses, 4 Discipline Specific Elective Courses, 4 Generic Elective (GE) Courses [to be taken from the pool of Generic Elective Courses], 2 Ability Enhancement Compulsory Courses (AECC), and 2 Skill Enhancement Courses (SEC).

SEMESTER WISE COURSE STRUCTURE IN CREDITS

TOTAL SEMESTER – 6

TOTAL CREDITS = 140

SEMESTER -I

Course Code	Course Title	Credit	Marks
EDCACOR01T	Educational Philosophy	6	75
EDCACOR02T	Educational Psychology	6	75
Generic Electives (GE1)	Other than Education	6	75
AECC	Environmental Studies	2	25
Total in Semester -I		20	250

SEMESTER II

Course Code	Course Title	Credit	Marks
EDCACOR03T	Educational Sociology	6	75
EDCACOR04T	Pedagogy	6	75
Generic Electives (GE2)	Other than Education	6	75
AECC	English/Hindi/MIL	2	25
Total in Semester -II		20	250

SEMESTER III

Course Code	Course Title	Credit	Marks
EDCACOR05T	Educational in pre independence India	6	75
EDCACOR06T	Educational in post independence India	6	75
EDCACOR07T	Contemporary Issues	4	50
EDCACOR07P	Field Tour & Report writing	2	25
Generic Electives (GE3)	Other than Education	6	75
SEC I (EDCSSEC01M)	Skill development for social awareness	2	25
Total in Semester -III		26	325

SEMESTER IV

Course Code	Course Title	Credit	Marks
EDCACOR08T	Educational Management	6	75
EDCACOR09T	Basics of Educational Research and Evaluation	6	75
EDCACOR10T	Statistics in Education	4	50
EDCACOR10P	Statistics Practical	2	25
Generic Electives (GE4)	Other than Education	6	75
SEC II (EDCSSEC02M)	Development of observational skills	2	25
Total in Semester –IV		26	325

SEMESTER V

Course Code	Course Title	Credit	Marks
EDCACOR11T	Guidance and Counselling	6	75
EDCACOR12T	Educational Technology	4	50
EDCACOR12P	Basic ICT	2	25
DSE 1 & 2 (EDCADSE01T) (EDCADSE02T) (EDCADSE03T)	Choose any 2: 1. Women Education 2. Teacher Education 3. Life Skill Education	6+6	75×2
Total in Semester -V		24	300

SEMESTER VI

Course Code	Course Title	Credit	Marks
EDCACOR13T	Curriculum Studies	6	75
EDCACOR14T	Special Education	6	75
DSE 3 & 4 (EDCADSE04T) (EDCADSE05T) (EDCADSE06T)	Choose any 2: 4. Value Education 5. Peace Education 6. Environmental Education	6+6	75×2
Total in Semester -VI		24	300

PROPOSED SCHEME FOR CBCS IN EDUCATION HONOURS (following WBSU structure)

Sem.	CORE COURSE (14)	Elective Discipline (DSE) 4	Elective Generic (GE) 4	Ability Enhancement Compulsory Course (AECC) 2	Skill Enhancement Course (SEC) 2	Total Credit
1	C 1: Educational Philosophy (EDCACOR01T)			Envmnt. Sc		20
	C 2: Educational Psychology (EDCACOR02T)					
2	C 3: Educational Sociology(EDCACOR03T)			English/ MIL Communication		20
	C 4: Pedagogy (EDCACOR04T)					
3	C 5: Education in pre independence India (EDCACOR05T)				SEC-1 Skill development for social awareness (EDCSSEC01M)	26
	C 6: Education in post independence India (EDCACOR06T)					
	C7: Contemporary Issues (EDCACOR07T) Field Tour & Report Writing (EDCACOR07P)					
4	C 8: Educational Management (EDCACOR08T)				SEC-2 Development of observational skills (EDCSSEC02M)	26
	C 9: Basics of Educational Research & Evaluation (EDCACOR09T)					
	C10: Statistics in Education (EDCACOR10T) Statistics Practical (EDCACOR10P)					
5	C 11: Guidance & Counselling (EDCACOR11T)	DSE-1 & DSE-2 : Choose any 2: (a) Women Edn (EDCADSE01T) (b) Teacher Edn (EDCADSE02T) (c) Life skill Edn (EDCADSE03T)				24
	C12: Educational Technology (EDCACOR12T) Basic ICT (EDCACOR12P)					

6	C 13: Curriculum Studies (EDCACOR13T)	DSE – 3 & DSE – 4				24
	C 14: Special Education (EDCACOR14T)	Choose any 2: (a) Value Education (EDCADSE04T) (b) Peace Education (EDCADSE05T) (c) Environmental Education (EDCADSE06T)				
	14	4	4	2	2	140

PROPOSED CORE COURSES:

SEMESTER 1

EDCACOR01T: Educational Philosophy 6 credits 75 Lectures

Unit 1 Concept and scope of education (20 L)

- a. Concept and scope of education, concept of modern education w.r.t. Delor’s Commission, child centricism.
- b. Concept of different forms of education – informal, formal, non-formal and open education.
- c. Functions of education – individual and social development, Human Resource Development.

Unit 2 Philosophical bases in education (34 L)

- a. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.
- b. Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.
- c. Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.

Unit 3 National values and role of education (9 L)

- a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.
- b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350.

Unit 4 Contributions of great educators on philosophy of education (w.r.t. aims,curricula and methods of teaching) (12 L)

- a. Rabindranath Tagore
- b. Swami Vivekananda
- c. John Dewey
- d. Bertrand Russell

Selected References:

- Aggarwal J.C and Gupta S (2008), Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi.
- Aggarwal, J.C. (2008), Theory and Principles of Education, Vikash Publishing House, New Delhi.
- Bandyopadhyay, A (2005); *SikshaDarshan O SikshaNeeti*, B.B.KunduGrandson, Kolkata.
- Brubacher, J.S. (1969); Modern Philosophies of Education, McGraw Hill, New Delhi.
- Dewey, J. (1961); Philosophy of Education, Little Field- Adams & Co., New Jersey.
- Ghanta, R and Das, B.N (2006); Foundations of Education, Neelkamal Publishers Pvt.Ltd., New Delhi.
- Ghosh, S (2010); *SiksharDarshanikBhitti*, Banerjee Publishers, Kolkata.
- Halder, G. & Sharma, P. - *ShikshaTatta O ShikshaNiti*, Banerjee Publishers, Kolkata
- Mondal, M. (2008); *Sikshadarshan O Sikshabijnan*, Calcutta University.
- Pal, A.K. (2013); *SikshaDarshanarRuprekha*, Classic Books; Calcutta
- Pathak, R.K. (2009); Philosophical and Sociological Foundation of Education, Kanishka Publishers Distributors, New Delhi.
- Purkait, B. R. (1995); Great Educators and their Philosophies, New Central Book Agency, Kolkata.
- Purkait, B.R (2000); Principles and Practices of Education, New Central Book Agency, Kolkata.
- Roy, S. (2007); *SikshaTatwa O SikshaDarshan*, Soma Book Agency, Calcutta.
- Uddin, A. and Das, S. (2008), *SikshaDarsan*, UpamaPrakason, Dhaka

EDCACOR02T: Educational Psychology 6 credits 75 Lectures

Unit 1 Introduction to educational psychology (15 L)

- Introduction to educational psychology, relation between education and psychology
- Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception

Unit 2 Psychology of human development and education (20 L)

- Human development-concept, principles, types and stages
- Cognitive development (Piaget) and its significance in education
- Moral development (Kohlberg) and its significance in education
- Psycho-social development (Erikson) and its significance in education
- Personality – concept, types (Jung, Adler), personality development by Freud

Unit 3 Intelligence and creativity (20 L)

- Intelligence – concept and scope
- Theories of intelligence – Guilford, Gardener, Sternberg
- Creativity – concept, scope and characteristics of creative person
- Relationship between intelligence, creativity and education

Unit 4 Psychology of learning (20 L)

- Learning – concept and scope
- Factors influencing learning – attention, maturation, motivation and emotion (concept only)
- Theories of learning: Pavlov, Skinner, Bandura and Vygotsky

Selected References:

- Adhikari, S.R. – *SikshayMonobidya*, Classique Books, Kolkata.
- Aggarawal. J.C.- Essentials of Educational Psychology, Vikash Publishing house Pvt. Ltd.
- ArunGhosh - *Shiksha - ShraiMonobigyan*; Educational Enterprises, Kolkata
- Chauhan. S.S. - Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.
- Clifford.C.Morgan. Richard. A. King, John R. Weisz, John R. Schopler – Introduction to
- Dandapani, S. – A text Book of Advanced Psychology, Anmol Publications. New Delhi.

- Diane. E., Papalia and Sally Wendkos Olds - Human Development: McGraw -Hill.
- Elizabeth, B., Hurlock,- Child Development, McGraw -Hill Book Company.
- Fernandes, M.M. – The Advanced Educational Psychology: Psychology of theLearner: Himalaya Publishing House, Mumbai.
- Hall &Lindzey, (1985), Theories of Personality, *Wiley Eastern Limited*.
- Hilgard, E.R. & Bower, G.H. - Theories of Learning, Prentice-Hall of India, New Delhi.
- Kundu, C.H. and Tutoo, D.N. - Educational Psychology, Sterling Publication.
- Mangal S.K. – Advanced Educational Psychology; Prentice Hall of India Pvt. Ltd. New Delhi.
- *PramodbandhuSengupta&Prasanta Sharma - ShikshaManobigyan; BanerjeePublishers, Kolkata.*
- Siddik, A.B. (2006), Manovigyan, *SahityaKosh*, Dhaka.
- *Sushil Ray - ShikshaManovidya.Soma Book Agency; Kolkata.*

SEMESTER 2

EDCACOR03T: Educational Sociology 6 credits 75 Lectures

Unit 1 Introduction to educational sociology (19 L)

- Educational sociology – concept, scope.
- Relationship between education and sociology.
- Education as a social process – social system, socialization, social groups (primary, secondary, tertiary), social mobility.

Unit 2 Culture and education (18 L)

- Culture – concept, interrelationship between education and culture, importance of folk culture in education.
- The concept of ‘ Unity in Diversity ’, cultural lag, cultural conflict, acculturation.
- National Integration, International Understanding.

Unit 3 Education and social development (20 L)

- Social development in India – Sanskritisation, Modernisation, Globalisation.
- Education for sustainable development – concept, need, report of the Brundtland Commission.

Unit 4 Social issues and education (18 L)

- Education for poverty eradication
- Inclusive education
- Child rights and abuses

Selected References:

- Aggarwal, J.C. (2008), Education for Values, Environment and Human Rights, *Shipra Publication, New Delhi*.
- Ahuja, R – Social Problems in India; Rawat Publication; Jaipur.
- Ali, A.F.I, (2006), Samajtatta, *NovelPublishingHouse*, Dhaka.
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata.
- *Bhattacharya, D – Siksha O Samajtatawa, Pearson, New Delhi.*
- Bhattacharya, D. C – Sociology; Vijoya Publishing House Kolkata.
- Brown, F.J. - Educational Sociology; Prentice Hall Inc;
- Chakraborty, J.C. - Educational Sociology, Publishers Distributors, New Delhi.
- Chattoraj, S. (2011), SikshamukhiSamajVigyan, *Central Library*, Kolkata.

- Ganguly, R and Mainuddin, S.A.H, (2008), Contemporary Indian Society, *PHI Learning Pvt,Ltd*, New Delhi.
- Gisbert, P. - Fundamentals of sociology.
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur.
- Madan, G.R, (1997), Indian Social Problem, Vol-1, *AlliedPublishersLtd*.
- Mahapatra, A.K – *BharaterSamajikSamashya*; *Suhrid Publication, Kolkata*
- Mahapatra, A.K – *BishaySamajtatwa*; *Indian Book Concern, Kolkata*.
- Sharma, S.N – Philosophical and Sociological Foundations of Education; Kanishka
- Sharma, Y.K – Sociological Philosophy of Education; Kanishka Publishers
- Talesra H- Sociological Foundations of Education, Kanishka Publishers Distributers,
- Tarafdar, M – *SikshaShrayeeSamajBigjnan*; K Chakraborty Publication, Kolkata

EDCACOR04T: Pedagogy 6 credits 75 Lectures

- Unit 1 Introduction to pedagogy (20 L)
- Pedagogy – concept, scope; relationship between learning and teaching
 - Bases of pedagogy – philosophical, sociological and psychological
 - Pedagogy vs Andragogy
- Unit 2 Pedagogy as the science of teaching (20 L)
- Teaching – concept, scope, principles and functions
 - Teaching as a process – input, process and output
 - Levels of teaching – autonomous, memory, understanding, reflective
- Unit 3 Pedagogy of teaching – learning (15 L)
- Teaching – learning of 3 R's
 - Teaching – learning of verbal conditioning
 - Teaching – learning of psychomotor skill
- Unit 4 Applications of pedagogy in class room (20 L)
- Teaching – learning of principles and concepts
 - Teaching – learning of problem solving
 - Teaching – learning of knowledge construction

Selected References:

- Chakraborty, P.K. (2012), *SikshaManovigyan O SikhonPrakria*, *WestBengalStateBookCouncil*.
- Chauhan, S.S. (1979). *Innovations in Teaching-Learning Process*, Vikash Publishing House Private Ltd., New Delhi.
- De Cecco, J.P. & Crawford, W (1977). *The Psychology of Learning and Instruction: Educational Psychology*; Prentice-Hall of India, New Delhi.
- Orlich, D.C., et.al. (1990). *Teaching Strategies*. D. C. Heath & Co., Lexington, Massachusetts.
- Walker, M. (2010). *Educational Philosophy and Theory*, Wiley-Blackwell

SEMESTER 3

EDCACOR05T: Education in pre-independence India 6 credits 75 Lectures

Unit 1 Development of education in ancient and medieval India (20 L)

Salient features of Brahmanic, Buddhistic and Islamic education w.r.t:

- a. Aims of education
- b. Curriculum and method of teaching
- c. Centres of learning: Nabadwip, Nalanda, Agra

Unit 2 Development of education under East India Company (20 L)

- a. Charter Act of 1813
- b. Macaulay Minute
- c. Bengal renaissance – nature, characteristics
- d. Contributions of Rammohan, Derozio, Vidyasagar

Unit 3 Development of education under British rule (20 L)

- a. Wood's Despatch (1854)
- b. Hunter Commission (1882-83)
- c. Curzon's Policy (1902)

Unit 4 Development of education from 1917-1947 (15 L)

- a. Calcutta University Commission (1917-1919)
- b. Basic Education Policy

EDCACOR06T: Education in post-independence India 6 credits 75 Lectures

Unit 1 Development of education from 1947-1953 (15 L)

- a. University Education Commission (1948-49)
- b. Secondary Education Commission (1952-53)

Unit 2 Development of education from 1964-1968 (20 L)

- a. Indian Education Commission (1964-66)
 - b. National Policy on Education, 1968
- Unit 3 Development of education from 1986-1992 (20 L)
- a. National Policy on Education, 1986
 - b. Programme of Action, 1992
- Unit 4 Development of education from 1993 onwards (20 L)
- a. Sarva Shiksha Mission
 - b. Right to Education Act, 2009

EDCACOR07T: Contemporary issues in Indian education 6 credits 75 Lectures

- Unit 1 Traditional issues (10 L)
- a. Language problems
 - b. Problems of technical and vocational education
- Unit 2 Social issues (17 L)
- a. Problems of education of backward classes
 - b. Problems of adult and non formal education
- Unit 3 Educational issues (18 L)
- a. Problems of equalization of educational opportunities
 - b. National Curricular Framework, 2009
- Unit 4 Current issues (30 L)
- a. Structure and functions of NCTE, NAAC, RUSA
 - b. RTEA, 2009
 - c. Report of National Knowledge Commission, 2005

Selected References:

- Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, New Delhi.
- Banerjee, J.P. (2010); BharatiyaSiksharItihas, Central Library, Kolkata.
- Bhakta, B.B. (1996), BharatiyaSiksharRuprekha, A AA KaKhaPrakasani, Rita Book Agency, Kolkata
- Chaube, S. (2010); History And Problems of Indian Education, Agrawal Publication, Agra.

- Chauhan, C.P.S. (2010); *Modern Indian Education : Policies, Progress, and Problems*, Kanishka Publishers, New Delhi.
- Ghosh, R. (2012); *AdhunikBharaterSiksharVikash*, Soma Book Agency, Kolkata.
- Gupta, A.(2013); *Education in the 21st Century*, Shipra Publications, New Delhi.
- Halder, G.D. & Sharma, P. (2010); *AdhunikBharatiyaSiksharVikash*, Banerjee Publishers, Kolkata.
- Purkait, B.R. (1992), *Milestone in Ancient & Medieval Indian Education*, *New Central Book Agency*, Kolkata-9.
- Purkait, B.R. (1992), *Milestone in Modern Indian Education*, *NewCentralBookAgency*, Aggarwal, J.C. (2010); *Educational Reforms in India*, Shipra Publications, New Delhi.
- Ahuja, R. (2010); *Social Problems in India*; Rawat Publication; Jaipur.
- Halder, K & Nath, G. (2014); *BharatiyaSiksharSamprotikBishoy*, K. Chakraborty Publications, Kolkata.
- Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014); *BharaterSiksharChalamanGhatanaboli*, Aheli Publishers, Kolkata.
- Pal, D. (2014); *BharatiyaSikshaySamprotikGhatanaboli*, Rita Publishers, KolkataKolkata.

SEMESTER 4

EDCACOR08T: Educational Management

6 credits 75 Lectures

Unit 1 Educational Management (20 L)

- Educational management – concept, nature, need and scope
- Types of educational management – centralized, decentralized, authoritarian, democratic, dynamic and laissez faire
- Supervision and inspection – concept, scope, difference between supervision and inspection

Unit 2 Leadership and management (18 L)

- Leadership in management – concept, scope, significance, characteristics of an effective leader in education
- Total Quality in educational management

Unit 3 Agencies of educational management (18 L)

- Ministry of Human Resource Development
- Agencies of education (Centre and State) – UGC, NCERT, SCERT, WBSCHE

Unit 4 Planning and Management (14 L)

- Planning – concept, need, types
- Resource management in educational institutions – concept and aspects of resource management
- Management Information System (MIS)

Selected References:

- Aggarwal, J.C. (2007); Educational Administration And Management : Principles & Practices, DOABA House, New Delhi.
- Chakraborty Dilip, (2004), Sikshagata Babosthapana O Parikalpana, K. Chakraborty Publications, Kolkata.
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- Chattopadhyay, Saroj, (2007), Vidyalaya Sangathan O Siksha Prasango, New Central Book Agency, Kolkata.
- Das, B.C., Sengupta, D., & Roy, P.R. (2005); Sikshay Babostapana, West Bengal State Book Council, Kolkata.
- Dash, B.N. (2013); School Organisation Administration And Management, Neelkamal Publications, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, And School Organisation, Deep & Deep Publication Pvt Ltd, New Delhi.
- Pal, D. (2014); Siksha Babostapana, Rita publications, Kolkata.
- Rahaman, M. (2009), Education of Administration, Pravati Libray, Dhaka.
- Roy Sushil, (2009), Sikshan O Siksha Prasanga, Soma Book Agency, Kolkata.

EDCACOR09T: BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

6 credits

75 Lectures

Unit 1 Preliminary concepts on research methodology (20 L)

- Research – concept, nature, need for educational research
- Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)
- Research related terminologies – data, population, sample, variable (dependent, independent, intermittent)

Unit 2 Sampling and hypothesis (15 L)

- Sampling – meaning, nature
- Types of sampling – random, stratified, cluster (definition, characteristics, uses)
- Research hypothesis – meaning, nature, types

Unit 3 Evaluation and Measurement (15 L)

- Evaluation – concept, scope, principles and importance
- Measurement – nature, characteristics, difference between evaluation and measurement
- Scales of measurement

Unit 4 Standardization of a test (20 L)

- Test – educational and psychological (concept, classification), criteria of a good test

- b. Reliability – concept, characteristics, causes of low reliability, determination of reliability (various types)
- c. Validity – concept, causes of low validity, types, determination of validity

EDCACOR10T: STATISTICS IN EDUCATION

4 credits

50 Lectures

Unit 1 Statistics – Basic concept (15 L)

- a. Statistics – concept, scope, uses of statistics in psychology and education
- b. Organization and tabulation of data
- c. Graphical representation of data – bar graph, frequency polygon, histogram, pie chart, ogive – drawing, uses

Unit 2 Descriptive Statistics (25 L)

- a. Measures of central tendency – concept, properties, uses, calculation
- b. Measures of variability – concept, types (concept), uses, calculation of SD, QD, variance
- c. Normal Probability Curve – concept, characteristics, uses; skewness and kurtosis

Unit 3 Inferential Statistics (10 L)

- a. PP, PR – concept, calculation, uses
- b. Correlation – concept, types, significance – rank difference, product moment

EDCACOR10P: STATISTICS IN EDUCATION

2 credits

Full Marks – 25

25 Lectures

Unit 1: Data Collection.

- a. Introduction to Data: Definition, types, uses.
- b. Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighbourhood institutions (sample size 50).

Unit 2: Data Analyses by any excel/ software and manual both.

- a. Determination of Central Tendency & Variability (Range, SD, QD)
- b. Graphical Representation of Data: Frequency Polygon, Ogive.

- c. Comparison between two sets of data: Correlation (**only software calculation**) – Rank difference and product moment.

Unit 3: Report Writing

The report of statistical practical should be based on the following steps –

- 1) Title
- 2) Objectives
- 3) Description of Samples
- 4) Statistical Formulae
- 5) Tabulation of Data
- 6) Calculation and Analysis
- 7) Discussion/Interpretation,
- 8) Inference.

Documentation in terms of both soft and hard copies are to be preserved for final examination.

Selected References:

- Ahmed, A.A.A. (2012); Sikshay Gabeshana Paddhati, Pravati Library, Dhaka.
- Best & Khan (2010); Research in Education, Pearson, Prentice Hall, Delhi.
- Chakrabarty, A. (2014); SikshayParimap O Mulyan, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); Samajik Gabeshana O Prakriya, Arambag Book House, Kolkata.
- Dhali, S. (2009), SikshayParimap O Mullayan, *Pravati Library*, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), SikshaMullayan O Nirdesana, *Banglaacademy, Dhaka*.
- Kaul, L. (2012); Methodology of Educational Research, Vikash Publishing House Pvt Ltd. New Delhi.
- Mangal&Mangal, (2013); Research Methodology in Behavioural Sciences, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); Research Methodology And Statistical Technique, Rita Book Agency, Kolkata.
- Bhat, S, &Chakrabarty, S.C. (2013); Research Methodology AndStaitistics in Education, Aaheli Publishers, Kolkata.

- Das, N.G. (2011), Statistical Methods (Vol.II), *Tata McGraw Hill Education Private Limited*, New Delhi.

- Garrett, H.E. (1981), Statistics in Psychology & Education, *VakilsFefferandSimonsLtd*,

Mumbai.

- Guilford, J.P. (1954). *Psychometric Methods*, Tata McGraw Hill Education Private Limited, New Delhi.
- Mangal, S.K. (2008); *Statistics In Education & Psychology*, PHI Learning Pvt Ltd. New Delhi.
- Rahaman, L, Khan, A. K. M. S, and Das, S. (2012), *Research Methodology & Statistics*, GranthaKutir, Dhaka.
- Roy, Sushil. (2005), *Mullayan: Niti O Kousal*, SomaBookAgency, Kolkata.
- S. Kaberi, (2012), *Statistics In Education & Psychology*, Asian Books Pvt Ltd. New Delhi.
- Sidhu, K.S. (2007); *Statistics In Education & Psychology*, Sterling Publishers Pvt Ltd. New Delhi.

EDCACOR11T: Guidance and Counselling

6 credits

75 Lectures

- Unit 1 Guidance – basic concept (15 L)
- a. Guidance – meaning, definition, scope, need and importance
 - b. Different types of guidance – educational, vocational and personal (nature, purpose and functions)
- Unit 2 Counseling – basic concept (15L)
- a. Counseling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counseling)
 - b. A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic
- Unit 3 Adjustment and Maladjustment (23 L)
- a. Concept of adjustment – definition, scope, need for adjustment; criteria of good adjustment
 - b. Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder (schizophrenia and paranoia)

Unit 4 Testing and Diagnosis (22 L)

- a. Basic data necessary for guidance
- b. Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)

Selected References:

- Dutta, G & Nag, S. (2014); *Sangatibidhane Nirdeshana O Paramarshadan*, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); *Sikshay Sangati Apasangati O Nirdeshana*, Classique Books, Kolkata.
- Kochhar, S.K. (2000), *Guidance and Counselling in College & Universities*, Sterling Publishers Pvt. Ltd. New Delhi.
- Pal, A.K. (2014); *Guidance & Counseling*, Abhijeet Publications, New Delhi.
- Pal, D. (2010); *Nirdeshana O Paramarsha*, Central Library, Kolkata.
- Roychowdhury, A. (2001), *Manuser Mon*, West Bengal State Book Council.
- Rao, N.(2000) *Guidance & Counselling*. Tata McGraw Hill, New Delhi.

EDCACOR12T : Educational Technology

4 credits

50 Lectures

Unit 1 Educational Technology (15 L)

- a. Concept, nature, scope and limitations of educational technology
- b. Approaches to educational technology – hardware, software, systems approach

Unit 2 Communication (17 L)

- a. Concept, components, classification and barriers
- b. One basic classroom oriented model, i.e., linear and its significance in education

Unit 3 Instructional Technology (18 L)

- a. Mass instructional techniques – seminar, symposium, workshop, panel discussion
- b. Personalized instructional techniques – programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)

EDCACOR12P: BASIC ICT

2 credits

Full Marks – 25

25 Lectures

Unit 1: Computer and its components (5 L)

- a. Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor – Steps to opening & shutting down the Computer.
- b. Identification of different components of a computer:
Basic introduction of computer – Classification – Different components – Input devices – Output devices – Storage devices – Bit & Byte Concept – Data Transfer devices (Bluetooth & Wi-Fi).

Unit 2: DTP Operation (7 L)

- a. Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste.
- b. Font : Names – Sizes – Styles (Bold, Italic & Underline).
- c. Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.
- d. Page Set Up: Margins – Orientation – Sizes – Columns.
- e. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.
- f. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.

Unit 3: Excel Operation (6L)

- a. Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing.
- b. Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).
- c. Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.

Unit 4: Oral Presentation with PPT (7L)

- a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.

b. Interaction (at least 2 minutes) on the above topic.

c. The report of PPT presentation (within 500 words) should be based on following steps – 1) Title, 2) Objectives, 3) Date of presentation, 4) Description of study, 5) Interpretation, 6) Comments

Selected References:

- Aggarwal, J.C. (2002), Essentials Of Educational Technology, *Vikash Publishing House Pvt.Ltd.* New Delhi-110032.
- Chattaraj, S.P, (2005); SikshaPrajuktividyā, Cental Library, Kolkata.
- Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.
- Rao, U. (2005); Educational Technology, Himalaya Publishing House, Mumbai.
- Sen, M.K. (2010); SikshaPrajuktiBijnan, Soma Book Agency, Kolkata.
- Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.

SEMESTER VI

EDCACOR13T : CURRICULUM STUDIES

6 credits

Full Marks – 75

75 Lectures

Unit 1 Introduction to Curriculum

- a. Meaning, nature, scope of curriculum
- b. Relationship among curriculum, syllabus, content
- c. Types of curriculum – brief introduction (definition and example only)
- d. Basic sources of curriculum – philosophical, socio-cultural, psychological

Unit 2 Aims and objectives of curriculum

- a. Need to form aims and objectives of curriculum
- b. Areas of educational objectives: Bloom’s taxonomy (Cognitive only)

Unit 3 Development of curriculum

- a. UGC model of curriculum development : CBCS
- b. Factors of curriculum development

Unit 4 Evaluation of curriculum

- a. Meaning and purpose of curriculum evaluation
- b. Approaches of curriculum evaluation : formative and summative
- c. Scientific model of curriculum evaluation – Stenhouse’s model

Selected References:

- Aggarwal, J.C. (2010); Curriculum Development, Shipra Publications, New Delhi.
- Bhalla, N. (2010); Curriculum Development, Author Pess, Delhi.
- Bhattacharya, D. (2015); PathyakramCharcha O Mulyan, Alpana Enterprises, Kolkata.
- Chakrabarty, P.K. (2014); PathyakramNeeti O Nirman, Classique Books, Kolkata
- Chakraborty, S. (2014); Curriculum Development, Shova, Kolkata.
- Ehsan, M.A. (2010); SikshakramUnnayan :Neeti O Paddhati, Lipica Books, Dhaka.
- Samad, A.(2011); Curriculum Studies, Pravati Library, Dhaka.
- Srivastava, H.S. (2006); Curriculum & Method of Teaching, Shipra Publishers, New Delhi.
- Talla, M (2012), Curriculum Development: Perspective, Principles and Issues, *Pearson, Dorling Kindersley Pvt.Ltd.*
- Yadav, Y.P. (2006); Fundamentals of Curriculum Design, Sri SaiPrintographers, New Delhi.

EDCACOR14T : SPECIAL EDUCATION

6 credits

Full Marks – 75

75 Lectures

Unit 1 Introduction to Special Education

- a. Special education – concept, nature, objectives and characteristics
- b. Inclusive education – concept, types. Is inclusion a viable alternative?

Unit 2 Development and organization of special education in India

- a. Development of special education in India
- b. Organization and administration of special education in India

Unit 3 Gifted and slow learners

- a. Gifted children – definition, classification, identification, needs, problems, educational support for them
- b. Slow learners – definition, classification, identification, needs, problems, educational support for

them

Unit 4 Types of exceptionality w.s.r.t. definition, characteristics, classification, causes, prevention and remedial measures

- a. Visual impairment
- b. Auditory impairment
- c. Mental retardation

Selected References:

- Aggarwal, R. & Rao, B.V.L.N. (2008); Education for Disabled Children, Shipra Publications, New Delhi.
- Debnath, D. & Debnath, A.K. (2010); ByatikramDharmiShishu O Tar Siksha, Rita Publications, Kolkata.
- Jaman, S.S, and Nanda, B.(2010), Exceptional Children, *Mowla Brothers*, Dhaka.
- Mangal&Mangal, (2015); Special Education, PHI Learning Pvt Ltd. New Delhi.
- Mithu, A. & Michael, B. (2005); Inclusive Education : From Rhetoric to Reality, Viva Books Pvt Ltd. New Delhi.
- Nanda, B.P. (2013); BishesChahidaSampannaShishu, Classique Books, Kolkata.
- Nanda, B.P. (2014); SikshayEkibhaban, Classique Books, Kolkata.
- Panda, K.C. (2000), Education of Exceptional Children, *VikashPublishingHousePvt.Ltd.*

SEMESTER - I (B.A General)

DSC 1A (EDCGCOR01T) / GE 1(EDCHGE01T) Philosophical Foundation of Education

6 credits

Full Marks-75

75 Lectures

Unit-I: Concept and Scope of Education (20 L)

- a. Concept nature and scope of Education
- b. Factors of Education, interrelationship between the factors.

Unit 2: Forms and Aims of Education (20 L)

- a. Forms of Education – Informal, Formal and Non-formal and Open Education (at least one agency to be discussed in detail)

b. Aims of Education – Individualistic, Socialistic & Democratic view of Education.

Unit – 3: Values & Education (20 L)

- a. Value – Definition, characteristics, types.
- b. Relation between values and education, importance of values in education.

Unit – 4 : Great Educators (15 L)

- a. R. N. Tagore
- b. S. Radhakrishnan
- c. F. W. A. Froebel

(References as in EDCACOR01T)

SEMESTER II

DSC 1B (EDCGCOR01T) / GE 2(EDCHGE02T) Psychological Foundation of Education

6 credits

Full Marks-75

75 Lectures

Unit 1: Introduction to Educational Psychology (15 L)

- a. Relationship between Psychology and Education, branches of Psychology and their uses.
- b. Educational Psychology- concept, nature of Educational Psychology & contribution of Educational Psychology

Unit 2: Psychology of Human Development and Education (20 L)

- a. Human Development – concept, principles, types and stages.
- b. Concept of Physical and Motor (w.r.t. infancy, childhood, adolescence), Cognitive (Piaget), Moral development (Kohlberg) and its significance in Education

Unit 3: Attention and Memory (20 L)

- a. Concept, nature, types and determinants of attention; role of attention in education.
- b. Concept, nature, types of memory, process of memorization, causes of forgetting.

Unit 4: Personality and Education (20 L)

- a. Personality – concept, characteristics and types.
- b. Measurement of personality (MMPI), importance of personality in education.
- c. Psychoanalytic Theory by Freud.

(References as in EDCACOR02T)

SEMESTER III

DSC 1C (EDCGCOR03T) / GE 3(EDCHGE03T) Development of Educational Policies since Independence

6 credits

Full Marks-75

75 Lectures

Unit 1: Development of Education from 1813 to 1947 (15 L)

- a. Charter Act of 1813
- b. Wood's Despatch, 1854
- c. Hunter Commission, 1882

Unit 2: Development of Education from 1947 to 1970 (20L)

(Brief Outlines of the recommendations only)

- a. University Education Commission (Radhakrishnan), 1948-49.
- b. Secondary Education Commission, (Mudaliar), 1952-53.
- c. Indian Education Commission, (Kothari), 1964-66.

Unit 3: Development of Education from 1970 - 2000 (20 L)

- a. National Education policy 1986
- b. PWD Act, 1995
- c. National Education policy 2000

Unit4: Development of Education from 2000-2016 (20L)

- a. SSM, 2002
- b. RUSA
- c. NPE, 2016 (pre primary stage only)

(References as in EDCACOR07T)

SEMESTER - IV

DSC 1D (EDCGCOR04T) / GE 4(EDCHGE04T) Evaluation in Education

6 credits

Full Marks-75

75 Lectures

Unit 1: Evaluation (15 L)

- a. Concept, principles, types and importance of evaluation
- b. Comparison between evaluation and measurement

- c. Scales of measurement

Unit 2: Tools and Techniques of Evaluation (20L)

- a. Tools of evaluation – Questionnaire, Interview, Observation, & CRC (characteristics, advantages and disadvantages, uses in education).
- b. Comparison between evaluation and examination.

Unit 3: Educational Tests (20 L)

- a. Educational Test – concept, types and characteristics.
- b. Difference between educational and psychological tests.
- c. Criteria of a good test

Unit 4: Statistics (20 L)

- a. Statistics – concept, utility, score, tabulation.
- b. Measures of central tendency – concept, properties, uses, calculation
- c. Measures of variability – concept, types, uses, calculation of SD and QD.

(References as in EDCACOR09 and EDCACOR10T)

SEMESTER V: CHOOSE ANY ONE FROM THE FOLLOWING

DSE 1A (EDCGDSE01T) Sociological Foundation of Education

6 credits

Full marks – 75

75 Lectures

Unit – 1: Educational Sociology (20L)

- a. Concept and nature of Sociology, Sociology of Education.
- b. Nature and scope of Educational Sociology, relation between Education and Sociology, relation between Sociology and Philosophy.

Unit – 2: Socialisation (20L)

- a. Social group – Concept, type, difference between primary and secondary group, role of social groups in education.
- b. Social Change – Concept, type, role of social change in education.

Unit – 3: Social Agency and Education (20L)

- a. Social agency – concept, nature and types
- b. Role of family, school and mass media as social agencies of education.

Unit – 4: Emerging Social Issues in India (15L)

- a. Population Explosion
- b. Poverty
- c. Unemployment

(References as in EDCACOR03T)

DSE 1A (EDCGDSE02T) Psychology of Learning

6 credits

Full marks – 75

75 Lectures

Unit 1: Intelligence (15)

- a. Intelligence – concept and scope, measurement of intelligence [basic concept of group and individual test, verbal and non verbal test, 1937 Scale of intelligence)
- b. Theories of Intelligence – Spearman, Guilford, Gardner

Unit 2: Learning and Related factors (20L)

- a. Learning – definition, characteristics and types
- b. Factors influencing learning – memorization, attention, emotion and motivation (concept, types and educational importance)

Unit 3: Theories of Learning (20L)

- a. S-R Theories – Thorndike, Skinner and Pavlov (Concept and educational importance)
- b. Cognitive Learning by Gestalt (Concept and educational importance)

Unit 4: Creativity (20L)

- a. Creativity – concept, scope and characteristics of creative persons.
- b. Measurement of creativity – Passi, TTCT
- c. Relationship between creativity and intelligence.

(References as in EDCGCOR01T)

SEMESTER VI (B.A General)

Choose any one from the following

DSE1B (EDCGDSE03T) Ancient Indian Education and Contemporary Issues in Indian Education

6 credits

Full marks – 75

75 Lectures

Unit 1: Development of education in Ancient India (20 L)

- a. Brahmanic Education – aims, curriculum and method of teaching, women education.
- b. Buddhistic Education - aims, curriculum and method of teaching, women education.
- c. Comparison between Brahmanic and Buddhistic system of education.

Unit2: Current Issues (20L)

- a. Problems of Equalization of Educational Opportunities.
- b. Problems of Inclusive Education
- c. Structure & Functions of UGC, NCTE, NAAC and NCERT

Unit 3: Social Issues (20L)

- a. Problems of Education of Backward Classes w.s.r.t. SC/ST/OBC/MC
- b. Problems of Women Education.
- c. Problems of Technical and Vocational Education

Unit 4: Contemporary Acts on Education (15L)

- a. PWD
- b. SSA
- c. RTEA, 2009

(References as in EDCACOR07T)

DSE 1B (EDCGDSE03T) Guidance and Counseling in Education

6 credits

Full marks – 75

75 Lectures

Unit 1: Adjustment and Maladjustment (20L)

- a. Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment; defense mechanisms.
- b. Concept of maladjustment – causes, types, remedies w.r.t. adolescence

Unit 2: Guidance (20L)

- a. Guidance –definition, scope and importance of guidance.
- b. Different types of guidance – educational, vocational and personal, individual and group guidance (nature, purpose, functions).
- c. Need for guidance in Secondary and Higher Education.

Unit 3: Counselling (20L)

- a. Meaning, nature, scope and importance of counseling, difference between guidance and counseling.
- b. Types of counseling – directive, non-directive, eclectic, individual and group counseling (characteristics, advantages and disadvantages).

Unit 4: Data and Techniques for Guidance and Counselling (15L)

- a. Basic data necessary for guidance
- b. Techniques of data collection – Questionnaire, Interview, Observation

(References as in EDCACOR11T)

GE FOR EDUCATION (GENERAL)

GE – 1 : TEACHER EDUCATION IN INDIA (EDCGGECO1T)

6 credits

Full marks – 75

75 Lectures

Unit-1: Teacher Education – Basic Concept (20L)

- a) Teacher Education –definition, objectives and importance
- b) Development of Teacher Education –Medieval, British and Post –independence period (upto Kothari Commission)

Unit-2: Teacher Education in India (20L)

- a) Pre-service and In-service Teacher Education in India –objectives, functions, advantages and disadvantages

b)Teacher Education through Distance Mode-objectives ,agencies, advantages and disadvantages

Unit-3: Administration of Teacher Education in India (20L)

a) Teacher training Institutes-Primary and Secondary levels—functions, problems and solutions

b) Agencies of Teacher Education – NCERT, NCTE, NAAC (brief history and functions)

Unit – 4: Modern Concept in Teacher Education (15L)

a) Enhancement of Professional Capacity (EPC) – concept, types, importance

b) School Internship – concept, characteristics, importance

Reference Books

1. Radhamohan(2017):Teacher Education,Delhi,PHI Learning Private Limited
2. Mohanty Jagannath(2015): Teacher Education,New Delhi,Deep & Deep Publications Pvt. Ltd.
3. Sharma Sashi Prova (2017):Teacher Education,New Delhi,Kaniska Publishers and Distributors
4. Bhattacharya Dibyendu and Sinha,Arun Kumar(2018):Teacher Education and Pedagogy,Kolkata,Alpana

GE-2 : INCLUSIVE EDUCATION IN INDIA (EDCGGECO2T)

6 credits

Full marks – 75

75 Lectures

Unit-1 : Inclusive Education (15L)

a)Inclusive Education—meaning,nature and importance

b)Development of Inclusive Education –in British and post independence period

Unit-2 : Adult and Social Education (20L)

a) Adult Education- meaning ,nature and importance

b) Social Education – concept, relationship with adult education

c) National Adult Education Programme(NAEP),National Literacy Mission(NLM).

Unit-3 : Special Education (20L)

a) Special Education – meaning, nature and importance

b) RCI- brief history and functions

c) NIOH, NIMH, NIVH – objectives and functions

Unit-4 : Issues in Inclusive Education (20L)

a) Role of computer in Adult Education

b) Role of computer in Special Education

c) Role of Government (Central and State) in Inclusive Education

Reference Books

1. Agarwal Rashmi and Rao, BVLN(2015): Education for Disabled Children, New Delhi, Shipra

2. Mangal, S.K(2017): Educating Exceptional Children, New Delhi, PHI Learning Private Limited

3. Nanda, Bishnu Pada (2015): Sikshay Ekibhaban, Kolkata, Classique Books

SSEC-1 (FOR B.A. EDUCATION HONOURS AND B.A. GENERAL STUDENTS)

2 credits

25 marks

25 Lectures

DEVELOPMENTAL SKILL FOR SOCIAL AWARENESS (EDCSSEC01M)

Unit-1: Social Awareness – Basic Concept

(a) Meaning and nature of Social Awareness, Social Backwardness and Social Advancement.

(b) Need for development of Social Awareness, types of social awareness programme.

Unit-2: Planning of Social Awareness Programme

(a) Planning and execution of a Social Awareness Programme.

(b) Relationship among I.Q., E.Q. and social awareness.

Unit-3: Skill development in social awareness

(a) Organization and Participation in a Social Awareness Programme conducted by NCC, NSS or by the College. (Child Labour and Abuse, RTE, HIV/AIDS, Traffic Awareness and Literacy Programme.

References:

1. Ahuja, R.: Social Problems in India; Rawat Publications. Jaipur.
2. Bernard, L. L.: An Introduction to Social Psychology.
3. Mahapatra, A.K.: Bishay Samajtatwa; Indian Book Concern, Kolkata.
4. Robert, L. Selman.: The Promotion of Social Awareness.

SSEC-2 : DEVELOPMENT OF OBSERVATIONAL SKILL (EDCSSEC02M)

2 credits

25 marks

25 Lectures

Unit-1: Observation – Basic Concept

- (a) Meaning ,nature and characteristics of Observation.
- (b) Classification of Observation, Advantages and Disadvantages of Observation.

Unit-2: Planning of Observational Skill

- (a) Planning and execution of observation.
- (b) Recording and interpretation of observed data.

Unit-3: Developing Observational Skill

- (a) Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey).
- (b) Writing a Report on the Visit.

References:

1. Ahemed, AAA.: Sikshya Gabesana Padhati; Pravti Library, Dhaka.
2. Aggarwal, J. C.: Guidance and Counseling in Education; Vikash Publishing House. New Delhi.
3. JamalUddin , M. and Choudhury, M.S.: Sikshya Mulyayana O Nirdeshana; Bangla Academy, Dhaka.
4. Pal, D.: Nirdeshana O Paramarshadan; Central Library, Kolkata.
5. Kahn & Best,: Research in Education; Pearson Prentice hall of India, New Delhi.
6. Kochhar, S.K.: Guidance and Counseling in Colleges and University;Sterling Publishers, New Delhi.
7. Koul, Lokesh.: Methodology of Educational Research; Vikash Publishing