

WEST BENGAL STATE UNIVERSITY
TRUNCATED U.G SYLLABUS IN EDUCATION (HONOURS & GENERAL)
UNDER CBCS MODE

SEMESTER 1

EDCACOR01T: EDUCATIONAL PHILOSOPHY

6 CREDITS

FULL MARKS – 75

Unit1 Concept and scope of education

- 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.

Unit2 Philosophical bases in education

- 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.

Unit3 National values and role of education

- 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.

Unit4 Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching)

- a. Rabindranath Tagore
- b. Swami Vivekananda
- c. John Dewey

EDCACOR02T: EDUCATIONAL PSYCHOLOGY

6 CREDITS

FULL MARKS – 75

Unit 1: Introduction to educational psychology

- a. Introduction to educational psychology, relation between education and psychology
- b. Introduction to neuro-physiological bases of human behavior- neuron, synaptic transmission, sensation, perception (Definition, characteristics, educational importance)

Unit 2: Psychology of human development and education

- a. Human development-concept, principles, types and stages
- b. Cognitive development (Piaget) and its significance in education

Unit 3: Intelligence and creativity

- a. Intelligence – concept and scope
- b. Theories of intelligence – Guilford, Gardener, Sternberg

Unit 4: Psychology of learning

- a. Learning – concept and scope
- b. Theories of learning: Pavlov, Skinner

SEMESTER - I (General Course)

DSC 1A (EDCGCOR01T) / GE 1(EDCHGE01T) PHILOSOPHICAL FOUNDATION OF EDUCATION

6 CREDITS

FULL MARKS-75

Unit-I: Concept and Scope of Education

- a. Concept nature and scope of Education
- b. Factors of Education

Unit 2: Forms and Aims of Education

- a. Forms of Education – Informal, Formal and Non-formal and Open Education.
- b. Aims of Education – Individualistic, Socialistic & Democratic view of Education.

Unit-3 Values & Education

- a. Value-Definition, characteristics, types

Unit – 4: Great Educators

- a. R. N. Tagore,
- b. F. W. A. Froebel

SEMESTER III

EDCACOR05T: EDUCATION IN PRE-INDEPENDENCE INDIA

6 CREDITS

FULL MARKS -75

Unit 1 Development of education in ancient and medieval India

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

- a. Aims of education
- b. Curriculum and method of teaching

Unit 2 Development of education under East India Company

- a. Charter Act of 1813
- b. Macaulay Minute
- c. Contributions of Rammohan, Derozio, Vidyasagar

Unit 3 Development of education under British rule

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

Unit 4 Development of education from 1917-1947

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

EDCACOR06T: EDUCATION IN POST-INDEPENDENCE INDIA

6 CREDITS

FULL MARKS – 75

Unit 1 Development of education from 1947-1953

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

Unit 2 Development of education from 1964-1968

- a. Indian Education Commission (1964-66)
- b. National Policy on Education, 1968

Unit 3 Development of education from 1986-1992

- a. National Policy on Education, 1986
- b. Programme of Action, 1992

Unit 4 Development of education from 1993 onwards

- a. Sarva Shiksha Mission
- b. Right to Education Act, 2009

EDCACOR07T : CONTEMPORARY ISSUES

4 CREDITS

FULL MARKS - 50

Unit 1: Traditional issues

- a. Language problems
- b. Problems of technical and vocational education

Unit 2: Social issues

- a. Problems of education of backward classes
- b. Problems of adult and non-formal education

Unit 3: Educational issues

- a. Problems of equalization of educational opportunities
- b. National Curricular Framework, 2009

EDCACOR07P: FIELD TOUR AND REPORT WRITING

2 CREDITS

FULL MARKS - 25

EDCACOR07P Field Tour & Report Writing (FM 25, Internal 15 & External 10)

Report writing (within 500 words) in a A4 size paper either softcopy or hard copy. Select any place from the list provided in the original syllabus and prepare the report.

1. Name of the place / topic
2. Objective of selecting the particular place.
3. Description / Information of the place selected
4. Philosophical/ Psychological/ Historical importance of the place.
5. Educational importance of the place.
6. Attach relevant photographs (max 1 photo if possible).

5 marks for Attendance, 10 marks for Lab note, 10 marks for external exam (5 for viva & 5 for the reason for choosing the topic)

External exam will be conducted by the respective colleges.

SEMESTER III (General Course)

DSC 1C (EDCGCOR03T) / GE 3(EDCHGE03T) DEVELOPMENT OF EDUCATION & EDUCATIONAL POLICIES

6 CREDITS

FULL MARKS-75

Unit 1: Development of Education 1813 to 1947

- a. Charter Act of 1813
- b. Wood's dispatch

Unit 2: Development of Education from 1947 to 1970

(Brief Outlines of the recommendations only)

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

Unit 3: Development of Education from 1970 - 2000

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

Unit 4: Development of Education from 2000-2016 (20L)

- a. SSM, 2002
- b. RUSA

SEMESTER V

EDCACOR11T: GUIDANCE AND COUNSELLING

6 CREDITS

Full Marks – 75

Unit 1 Guidance – basic concept

- 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

- 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

- 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)

EDCACOR12T : EDUCATIONAL TECHNOLOGY

4 CREDITS

FULL MARKS –50

Unit 1 Educational Technology

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

Unit 2 Communication

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

Unit 3 Instructional Technology

- 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

EDCACOR12P : Basic ICT (FM 25, Internal 15 & External 10 marks)

(As per the discussion of the Web Workshop organized by the Dept of Education, Vivekananda College
Madhaymgram, in collaboration with UG BOS in Education, WBSU)

Unit 1: Computer and its components (Job 1)

Computer and its components will be defined. So in odd pages description of computer will be written. In even page various diagrams will be drawn (or attach downloaded diagrams from internet).

ICT Lab Notebook to be prepared with Unit-1 only. Students will send scanned copy of the lab note book to the respective college teachers who will assess the lab note book / A4 size paper.

Unit 2: Oral Presentation with PPT

- a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any relevant topic from the total syllabus.
- b. Interaction (at least 2 minutes) on the above topic.

(5 Slides; Students may choose any topic from their Core syllabus, no write up and thumb nail printout needed.)

SEMESTER-V

Any two out of three courses will be selected which are given below:

DSE-1 &DSE-2

1. Women Education
2. Teacher Education
3. Life Skill Education

EDCADSE01T - WOMEN EDUCATION

6 CREDITS

FULL MARKS – 75

Unit-1: Introduction to Women Education

- a. Women Education—meaning, nature and scope.
- b. Necessities of women Education.

Unit-2: Historical Development of Women Education in India

- a. Development of Women Education in ancient , mediaeval and British period (from 1600 to 1947)
- b. Development of Women Education in post –independence period: Recommendations of various Commission and Committee for the development of Women Education.

Unit-3: Problems of Women Education in India.

- a. Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986, 1992 and 2019.
- b. Role of Teacher in popularizing Women Education.

EDCADSE02T - TEACHER EDUCATION

6 CREDITS

FULL MARKS –75

Unit-1: An Introduction to Teacher Education

- a. Teacher Education-meaning, nature and scope.
- b. Aims and objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.

Unit-2: Teacher and Teaching

- a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.
- b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.

Unit-3: Historical Development of Teacher Education in India

- a. Development of Teacher Education in pre independent India: Wood's Despatch to Wood-Abbot Report
- b. Development of Teacher Education in post –independence period: Recommendations of various Commission and Committee for the development of Teacher Education.

EDCADSE03T - LIFE SKILL EDUCATION

6 CREDITS

FULL MARKS – 75

Unit-1: An Introduction to Life Skills and Education

- a. Life Skills – Definition, characteristics, types (personal, inter personal, writing, numeracy).
- b. Life Skill Education—Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context

Unit-2: Role of the Agencies of Education in Life Skill Education

- a. Role of educational institutes, parents, teachers and the Governments (central and State).
- b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.

Unit-3: Issues in Life Skill Education

- a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.
- b. Preparation of life skill curriculum in school and colleges

SEMESTER V (General Students)

CHOOSE ANY ONE FROM THE FOLLOWING

6 CREDITS

FULL MARKS – 75

DSE 1A (EDCGDSE01T) SOCIOLOGICAL FOUNDATION OF EDUCATION

Unit – 1: Educational Sociology

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

Unit – 2: Socialisation

- a. Social group – Concept (Meaning & Nature), Type and Role of Education in Social groups.
- b. Social Change – Concept (Meaning & Nature), Type and Role of Education.

Unit 3: Social agency & Education

- a. Social agency-concept, nature & types
- b. Role of family & school as a social agency of Education

DSE 1A (EDCGDSE02T) PSYCHOLOGY OF LEARNING

6 CREDITS

FULLMARKS-75

Unit 1: Intelligence

- 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 – Guilford, Gardner

Unit 2: Learning and Related factors

- a. Learning – definition, characteristics and types
- b. Factors influencing learning – memorization, attention, emotion and motivation.

Unit 3: Theories of learning

- a. S-R Theories (Concept of Thorndike, Skinner & Pavlov)
- b. Cognitive learning by Gestalt

GE FOR EDUCATION (General Students)

GE – 1: TEACHER EDUCATION IN INDIA (EDCGGECO1T)

6 CREDITS

FULL MARKS-75

Unit-1: Teacher Education – Basic Concept

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

Unit-2: Teacher Education in India

- a) Pre-service and In-service Teacher Education in India –objectives, functions, advantages & disadvantages
- b) Teacher Education through Distance Mode-objectives, agencies, advantages and disadvantages

Unit-3: Administration of Teacher Education in India

- a) Teacher training Institutes-Primary and Secondary levels—functions, problems and solutions
- b) Agencies of Teacher Education – NCERT, NCTE, CTE (brief history and functions)

SEMESTER-V

PURE GENERAL STUDENTS IN EDUCATION

SEC 3: COLLECTION AND ANALYSIS OF STATISTICAL DATA (EDCSSEC03M)

2 CREDITS

FULL MARKS-25

Unit-1. Data Collection

- (a) Introduction to Data- Meaning, Types and Uses of Data.
- (b) Collection of Data (N=50)

Unit- 2. Data Analysis and Interpretation.

- (a) Preparation of Frequency Distribution Table.
- (b) Calculation of Mean, Median, Mode, SD and QD. Interpretation of Results.