

West Bengal State University

Berunanpukuria, Barasat, Kolkata 700126

Curricula for Three-Year Under-Graduate

Advanced (Honours) [EDCA] and General Degree [EDCG] Programmes in

EDUCATION

1. Preamble

The present Curricula for three-year Advanced (Honours) and General Degree Programmes in Education have been designed following the recommendations of national documents, viz., NPE (1986), PoA (1992), NCF (2005) and CRR of UGC. Simultaneously, Curricula of other State Universities and the unique socio-cultural nature of the University jurisdiction have also been considered in course of developing the present curricular framework. Since the establishment of the University in 2008 this is the first attempt in developing curricula for three-year Advanced (Honours) and General Degree Programmes in Education to be effective from the session 2013-14. The main rationale behind the present curricular frame is to develop the Educational base as a liberal academic discipline among the under-graduate learners both in Advanced (Honours) and General levels.

2. UG Degree Programmes in Education

The University offers two types of UG programmes in the broad domain of liberal Education discipline through its affiliated Degree Colleges - (i) Three-year Advanced (Honours) Degree Programme and (ii) Three-year General Degree Programme.

2.1 The Advanced (Honours) Degree Programme in Education [EDCA]

2.1.1 The Course Structure:

Year	Course No. EDCA	Course Title	Group	Suggested Class-hour per Week	Marks Allotted
1 st	01	Philosophical and Sociological Foundations of Education	A. Educational Philosophy	03	50
			B. Educational Sociology	03	50
	02	Educational Psychology and Pedagogy	A. Educational Psychology	03	50
			B. Pedagogy	03	50
2 nd	03	Development of Educational Policies and Contemporary Issues in Indian Education	A. Development of Educational Policies In India	03	50
			B. Contemporary Issues In Indian Education	03	50
	04	Educational Technology and Educational Management	A. Educational Technology	03	50
			B. Educational Management	03	50

3 rd	05	Comparative Education and Curriculum Studies	A. Comparative Education	03	50
			B. Curriculum Studies	03	50
	06	Guidance, Counselling and Special Education	A. Guidance and Counselling in Education	03	50
			B. Education of Children with Special Needs	03	50
	07	Evaluation and Statistics in Education	A. Evaluation with Basic Research Concept	03	50
			B. Statistics in Education	03	50
	08	Practicum	A. ICT based Statistics	04	50
			B. Project Work	02	50
Total					800

2.1.2 Course Details:

B.A. PART- I CURRICULA EDUCATION (ADVANCED) EDCA

Revised Course (EDCA 01): Philosophical and Sociological Foundations of Education

Full Marks: 100; Class per Week: 06 Hours; Minimum Class per Year: 180 Hours

Aims:

- To introduce learners with the Education discipline as a subject of study at the undergraduate Advanced (Honours) degree level;
- To develop a comprehensive view on Philosophical and Sociological Foundations of Education.

Group A: Educational Philosophy

[Marks: 50; Class per week: 03 Hours; Minimum Class per Year: 90 Hours]

Objectives:

1. To study the foundations of Education as an academic discipline; WBSU, UG Curricula in Education, 2013
2. To develop an understanding of Educational Philosophy;
3. To understand disciplinary relationships between Education and Philosophy;
4. To develop an understanding of the roles of Philosophical bases in Education;
5. To be acquainted with the Western and Indian Schools of Philosophy and their impacts on Education.
6. To be acquainted with the values enshrined and educational provisions in the Indian Constitution;
7. To understand contributions of some great educators and their Philosophies of Education.

Units and Topics of Study:

Unit 1: Concept and Scope of Education [20 Hours]

- a. Concept and Scope of Education; Education as an Academic Discipline – Concept of Modern Education with special reference to Delor's Commission (UNESCO, 1997) and Child Centricism. [10 Hours]
- b. Concept of different Forms of Education – Informal, Formal, Non-formal and Open Education. [5 Hours]

c. Functions of Education – Individual development, Social development, Preservation and transmission of Cultural heritage, Acquisition of Life Skills and Human Resource Development. [5 Hours]

Unit 2: Philosophical Bases in Education [34 Hours]

a. Philosophy in Education – Philosophical bases of Educational Aims, Knowledge, Curriculum, Methods of Teaching, Teacher and Discipline. [10 Hours]

b. Western Philosophical thoughts and their influence on Education – Idealism, Naturalism, Pragmatism and Existentialism. [12 Hours]

c. Indian Philosophical Thoughts and their influence on Education – Sankhya, Yoga, Jainism, Buddhism, and Islamic. [12 Hours]

Unit 3: National Values and Role of Education [12 Hours]

a. Values as enshrined in the Indian Constitution – Democracy, Freedom, Secularism, Equity and Justice. [8 hours]

b. Educational Provisions in the Indian Constitution. [4 Hours]

Unit 4: Contributions of Great Educators on Philosophy of Education (with special reference to Aims, Curricula & Methods of Teaching) [24 Hours]

a. Rabindranath Tagore, [4 Hours]

b. Swami Vivekananda, [4 Hours]

c. Mahatma Gandhi, [4 Hours]

e. Jean-Jacques Rousseau, [4 Hours]

f. John Dewey and [4 Hours]

g. Bertrand Russell. [4 Hours]

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); *Siksha Darshan O Siksha Neeti*, B.B.Kundu Grandson, 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); *Siksha Darshanik Bhatti*, Banerjee Publishers, Kolkata.
- Halder, G.& Sharma, P. - *Shiksha Tatta O Shiksha Niti*, Banerjee Publishers, Kolkata
- Mondal, M. (2008); *Siksha Darshan O Sikshabijnan*, Calcutta University.
- Pal, A.K. (2013); *Siksha Darshanar Ruprekha*, 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); *Siksha Tatwa O Siksha Darshan*, Soma Book Agency, Calcutta.
- Uddin, A. and Das, S. (2008), *Siksha Darsan*, Upama Prakason, Dhaka.

Group B: Educational Sociology

[Marks: 50; Class per week: 03 Hours; Minimum Class per Year: 90 Hours]

Objectives:

1. To understand the meaning of Sociology and its different perspectives related to Education;
2. To realise the relationship between Education and Sociology;
3. To develop an understanding of Educational Sociology;
4. To be acquainted with Culture and its relationship with Education;
5. To develop an understanding of social development and role of Education;
6. To be acquainted with some social issues in education.

Units and Topics of Study:

Unit – 1: Introduction to Educational Sociology [20 Hours]

- a. Educational Sociology - Concept, Scope and Method of Study. [5 Hours]
- b. Relationship between Education and Sociology, Education as an interdisciplinary subject of Social Sciences. [5 Hours]
- c. Education as a Social Process – Social System, Socialisation, Social Groups (Primary, Secondary & Tertiary), Social Mobility and Social Progress. [10 Hours]

Unit – 2: Culture and Education [25 Hours]

- a. Culture – Concept, Interrelationship between Education and Culture, Importance of Folk Culture in Education. [7 Hours]
- b. Role of Education in a society of Pluralistic Culture, The Culture of 'Unity in Diversity', Cultural Lag, Cultural Conflict, Acculturation. [12 Hours]
- c. National Integration, International Understanding and Peace Education. [6 Hours]

Unit-3: Education and Social Development [21 Hours]

- a. Social Development in India - Sanskritisation, Westernisation, Modernisation and Globalisation. [12 Hours]
- b. Environmental Education – concept, scope and significance [4 Hours]
- c. Education for Sustainable Development – Report of the Brundtland Commission (2005). [5 Hours]

Unit-4: Social Issues and Education [24 Hours]

- a. Education for Empowerment [6 Hours]
- b. Education for Poverty Eradication [6 Hours]
- c. Inclusive Education [6 Hours]
- d. Child rights and abuses [6 Hours]

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, Novel Publishing House, Dhaka.
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata.
- Bhattacharya, D – Siksha O Samajtatwa, Pearson, New Delhi.

- Bhattacharya, D. C – Sociology; Vijaya Publishing House Kolkata.
- Brown, F.J. - Educational Sociology; Prentice Hall Inc;
- Chakraborty, J.C. - Educational Sociology, Publishers Distributors; New Delhi.
- Chattoraj, S. (2011), Sikshamukhi Samaj Vigyan, *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, *Allied Publishers Ltd*.
- 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 Distributors,
- Tarafdar, M – *SikshaShrayeeSamajBiginan*; K Chakraborty Publication, Kolkata.

Course (EDCA 02): Educational Psychology and Pedagogy

Full Marks: 100; Class per week: 06 Hours; Minimum Class per Year: 180 Hours

Aims:

- To develop a comprehensive view on Psychological Foundations of Education;
- To introduce learners with pedagogy and its significance in Education.

Group-A: Educational Psychology

[Marks: 50; Class per week: 03 Hours; Minimum Class per Year: 90 Hours]

Objectives:

1. To understand the meaning of Psychology, and be acquainted with its different perspectives.
2. To realize the relationship between Psychology and Education.
3. To understand the concept of Educational Psychology.
4. To make an understanding of different aspects of child developments and relate that with Education.
5. To be acquainted with the Psychology of Intelligence and Creativity and relate that with Education.
6. To understand different aspects of Learning Psychology in the context of Education.

Units and Topics of Study:

Unit-1: Introduction to Educational Psychology [18 Hours]

- a. Introduction to Educational Psychology; Relationship between Psychology and Education. [4 Hours]
- b. Perspectives of Psychology and their influences on Education - Biological, Cognitive, Developmental and Associationistic. [4 Hours]
- c. Introduction to Neuro-physiological bases of human behaviour - Neuron, Nervous System, Endocrinal Glands, Sensation, Perception and Cognition. [10 Hours]

Unit - 2: Psychology of Human Development and Education [18 Hours]

- a. Human Development – Concept, Principles, Types and Stages. [3 Hours]
- b. Physical and Motor Development and its Significance in Education. [2 Hours]
- c. Cognitive Development (Piaget) and its Significance in Education. [4 Hours]
- d. Moral Development (Kohlberg) and its Significance in Education. [2 Hours]

- e. Psycho-social Development (Erikson) and its Significance in Education. [3 Hours]
 f. Personality Development by Freud, Post-Freudian concept (A brief idea on Jung and Adler) and their Significance in Education. [4 Hours]

Unit - 3: Intelligence and Creativity [18 Hours]

- a. Intelligence – Concept and Scope. [3 Hours]
 b. Theories of Intelligence – Guilford, Gardner and Sternberg. [3 Hours]
 c. Measurement of Intelligence (including IQ). [3 Hours]
 d. Creativity – Concept, Scope and Characteristics of Creative Person. [4 Hours]
 e. Relationship among Intelligence, Creativity and Education. [2 Hours]
 f. Mental Health – Concept and its impact on Education. [3 Hours]

Unit - 4: Psychology of Learning [22 Hours]

- a. Learning – Concept and Scope. [3 Hours]
 b. Factors Influencing Learning – Attention, Maturation, Motivation and Emotion (including the concept of EQ). [4 Hours]
 c. Memorisation and Transfer of Learning. [3 Hours]
 d. Theories of learning : [12 Hours]
 i. S-R Theories: (brief introduction to Thorndike, Pavlov & Skinner) and Hull;
 ii. Cognitive Learning: Gestalt. iii. Social Learning: Bandura. iv. Constructivism: 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; Banerjee Publishers, Kolkata.
- Siddik, A.B. (2006), Manovigyan, Sahitya Kosh, Dhaka.
- Sushil Ray -ShikshaManovidya.Soma Book Agency; Kolkata.

Group-B: Pedagogy

[Marks: 50; Class per week: 03 Hours; Minimum Class per Year: 90 Hours]

Objectives:

1. To realise the Pedagogy as an academic discipline;
2. To understand the concept of Pedagogy and its different perspectives;
2. To develop an understanding of philosophical, sociological and psychological bases of Pedagogy;
3. To understand the relationship between Pedagogy and Education;

4. To be acquainted with some contemporary issues of Pedagogy.

Units and Topics of Study:

Unit-1: Introduction to Pedagogy [25 Hours]

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|--|-----------|
| a. Pedagogy – Concept and Scope, Relationship between Learning and Teaching. | [6 Hours] |
| b. Bases of Pedagogy – Philosophical, Sociological and Psychological. | [6 Hours] |
| c. Models of Pedagogy – Associative (Merrill) and Situative (Mwanza). | [8 Hours] |
| d. Pedagogy vs Andragogy | [5 Hours] |

Unit – 2: Pedagogy as the Science of Teaching [25 Hours]

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|---|------------|
| a. Teaching – Concept and Scope, Principles of Teaching, Functions of Teaching; | [7 Hours] |
| b. Teaching as a Process – Input, Process and Output; | [6 Hours] |
| c. Levels of Teaching – Autonomous, Memory, Understanding, Reflective. | [12 Hours] |

Unit – 3: Pedagogy of Teaching-Learning [20 Hours]

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| a. Teaching-Learning of 3 Rs (Reading, Writing & Arithmetic); | [5 Hours] |
| b. Teaching-Learning of 3 H; | [5 Hours] |
| c. Teaching-Learning of Verbal Conditioning; <i>Robert George</i> . | [5 Hours] |
| d. Teaching-Learning of Psychomotor Skill ; <i>Blossom</i> . | [5 Hours] |

Unit – 4: Application of pedagogy in classroom [20 Hours]

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| a. Teaching – Learning of Principles and Concepts; | [5 Hours] |
| b. Teaching-Learning of Problem Solving | [5 Hours] |
| c. Teaching-Learning of Creativity and Discovery; | [5 Hours] |
| d. Teaching-Learning of Knowledge Construction. | [5 Hours] |

Selected References:

- Chakraborty, P.K. (2012), Siksha Manovigyan O Sikhon Prakria, West Bengal State Book Council.
- 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

B.A. PART- II CURRICULA EDUCATION (ADVANCED) EDCA

Revised Course (EDCA 03): Development of Educational Policies and Contemporary Issues in Indian Education

Full Marks: 100; Class per Week: 06 Hours; Minimum Class per Year: 150 Hours.

Aims: The broad aim of the course is to make the learners acquainted with the development of education policies and contemporary issues in Indian context.

Group A: Development of Educational Policies

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives: After the completion of the course the learners will be able to:

- Understand the development of educational policies in ancient and medieval period.
- Understand the development of educational policies for the period 1813 to 1947.
- Understand the development of educational policies for the period 1947 to 1970.
- Understand the development of educational policies for the period 1970 to 2010.

Units and Topics of Study:

Unit 1: Development of Education in Ancient and Medieval India. [15 Class-hours]

Salient features of Brahmanic, Buddhistic and Islamic Education with respect to:-

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|---|-----------------|
| a. Aims of education. | [3 Class-hours] |
| b. Curriculum and Method of teaching. | [6 Class-hours] |
| c. Centres of learning: Nabadwip, Nalanda, Aligarh. | [3 Class-hours] |
| d. Women Education. | [3 Class-hours] |

Unit 2: Development of Education from 1757 to 1947. [24Class-hours]

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|---|-----------------|
| a. Charter Act – 1813 | [3 Class-hours] |
| b. Wood Despatch. | [3 Class-hours] |
| c. Bengal Renaissance and the contribution of Rammohan, Vidyasagar&Derozio. | [9 Class-hours] |
| d. Curzon Policy. | [3Class-hours] |
| e. Calcutta University Commission, 1917-19. | [3 Class-hours] |
| f. Sargent Plan. | [3Class-hours] |

Unit 3: Development of Education from 1947 to 1970: [16 Class-hours] (Brief Outlines of the recommendations only)

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|---|-----------------|
| a. University Education Commission (Radhakrishnan) 1948-49. | [4 Class-hours] |
| b. Secondary Education Commission (Mudaliar) 1952-53. | [6 Class-hours] |
| c. Indian Education Commission (Kothari) 1964-66. | [6 Class-hours] |

Unit 4: Development of Education from 1970 to 2000. [20Class-hours]

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|-------------------------------------|-----------------|
| a. National Education Policy- 1986. | [7 Class-hours] |
| b. Mitra commission- 1992. | [6 Class-hours] |
| c. DPEP and SSA , 1990-2000. | [7 Class-hours] |

Selected References:

- Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, New Delhi.
- Banerjee, J.P. (2010); Bharatiya Sikshar Itihas, Central Library, Kolkata.
- Bhakta, B.B. (1996), Bharatiya Sikshar Ruprekha, A AA Ka Kha Prakasani, 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); Adhunik Bharater Sikshar Vikash, Soma Book Agency, Kolkata.
- Gupta, A.(2013); Education in the 21st Century, Shipra Publications, New Delhi.
- Halder, G.D. & Sharma, P. (2010); Adhunik Bharatiya Sikshar Vikash, Banerjee Publishers, Kolkata.
- Purkait, B.R. (1992), Milestone in Ancient & Medieval Indian Education, *New Central Book Agency, Kol-9.*
- Purkait, B.R. (1992), Milestone in Modern Indian Education, *New Central Book Agency, Kolkata.*

Group B: Contemporary Issues in Indian Education: Probable Causes and Solutions

[NPE 1986 onwards]

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives: After the completion of the course the learners will be able to:

- Understand the significance of traditional issues in education.
- Understand the significance of social issues in education.
- Understand the significance of educational issues.
- Understand the significance of current issues in education.

Units and Topics of Study:

Unit 1: Traditional Issues [16 Class-hours]

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| a. Language Problems | [4Class-hours] |
| b. Problems of Vocational & Technical Education. | [8 Class-hours] |
| c. Problems of Education of Backward Classes | [4 Class-hours] |

Unit 2: Social Issues: [16 Class-hours]

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|---|-----------------|
| a. Problems of Women Education. | [4 Class-hours] |
| b. Problems of Adult & Non Formal Education. | [8 Class-hours] |
| c. Problems of ECCE (Early Child Care Education). | [4 Class-hours] |

Unit 3: Educational Issues [15 Class-hours]

- a. Problems of Equalization of Educational Opportunities.
- b. Problems of Teacher Education
- c. Problems of Environmental Education.

[5 Class-hours]

[5 Class-hours]

[5 Class-hours]

Unit 4: Current issues. [28 Class-hours]

- a. Structure & Functions of UGC, NCERT, NCTE, and NAAC (structure and functions);
AICTE, RCI, MCI, BCI, DEB (full form, year of establishment, aims)
- b. RTE (Right To Education) Act, 2002.
- c. National Curriculum Frame Work by NCTE, 2005.
- d. Reports of National Knowledge Commission, 2007-09.

[7 Class-hours]

[7 Class-hours]

[7 Class-hours]

[7 Class-hours].

Selected References:

- 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); Bharatiya Sikshar Samprotik Bishoy, K. Chakraborty Publications, Kolkata.
- Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014); Bharater Sikshar Chalaman Ghatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); Bharatiya Sikshay Samprotik Ghatanaboli, Rita Publishers, Kolkata.

Course (EDCA 04): Educational Technology and Educational Management

Full Marks: 100; Class per Week: 06 Hours; Minimum Class per Year: 150 Hours.

Aims: The broad aim of the course is to make the learners acquainted with the knowledge area of educational technology and educational management.

Group A: Educational Technology

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives: After the completion of the course the learners will be able to:

- i. Understand the concept and approaches of educational technology.
- ii. Understand the concepts, components and basic models of communication used in Education.
- iii. Understand and apply the techniques of instructional technology used in Education.
- iv. Understand the emerging issues of educational technology.

Units and Topics of Study:

Unit I: Educational Technology [15 Class Hours]

- a. Concept, nature, scope and limitations. [7 Class Hours]
- b. Approaches of educational technology – hardware approach, software approach, systems approach. [8 Class Hours]

B.A. PART- III CURRICULA EDUCATION (ADVANCED) EDCA

Revised Course (EDCA 05): Comparative Education and Curriculum Studies

Full Marks: 100; Class per Week: 06 Hours; Minimum Class per Year: 150 Hours.

Aims:

- To introduce Comparative Education as an area of study in Education.
- To introduce the concept of Curriculum Studies as an area of study in Education.

Group A: Comparative Education

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives:

1. To study the foundations of Comparative Education.
2. To be acquainted with the system of Comparative Education.
3. To know the structure of Comparative Education.
4. To understand various issues related with Comparative Education.

Units and Topics of Study:

Unit 1: Introduction. [19 Class-hours]

- a. Concept, meaning and scope of comparative education. [4 Class-hours]
- b. Factors of comparative education. [7 Class-hours]
- c. Importance and functions of comparative education. [4 Class-hours]
- d. Introduction about SAARC Countries [4 Class-hours]

Unit 2: Structure of Comparative Education. [24 Class-hours]

Salient comparative features of Indian Education with special reference to Bangladesh and Nepal:-

- a. Primary Education. [8 Class-hours]
- b. Secondary Education. [8 Class-hours]
- c. Higher Education. [8 Class-hours]

Unit 3: System of Comparative Education. [18 Class-hours]

Salient comparative features of Indian Education with special reference to:-

- a. Educational Administration in Bangladesh and Nepal [9 Class-hours]
- b. Examination and Evaluation system in Bangladesh and Nepal. [9 Class-hours]

Unit 4: Various Issues of Comparative Education. [14 Class-hours]

Salient comparative features of Indian Education with special reference to:-

- a. Vocational and Technical Education in SAARC Countries. [7 Class-hours]
- b. Universalization of Elementary Education in SAARC Countries. [7 class hours]

Selected References: (Bangladesh, Nepal, India) ^{Emp} and other Country

- Chatterjee, D. (2013); Swadesh O Bidesher Tulanamulak Siksha, Shova, Kolkata.
- Chattoraj, S. (2010), Siksha: Deshe O Bideshe, Central Library, Kolkata.
- Chaube & Chaube, (2006); Comparative Education, Vikash Publishing House, New Delhi.
- Mukhopadhyay, Devi. (2002), Tulanamulak Siksha, West Bengal State Book Council, Kolkata.

- Rahaman, M. (2009), Education of Administration, *Pravati Libray*, Dhaka.
- Rai, B.C. (2010); Comparative Education, Prakashan Kendra, Lucknow.
- Ray, A. (1990); Sikshay Nabayug : Ekti Tulanamulak Alochona, West Bengal State Book Council, Kolkata.
- Samad, A. (2010), Tulanamulak Siksha, *Pravati Library*, Dhaka.
- Sharma, Y.K. (2008); Comparative Education : A Comparative Study of Educational System, Kanishka Publications, New Delhi.
- Sodhi, T.S. (2000); A Text Book of Comparative Education, Vikash Publishing House, New Delhi.

Group B: Curriculum Studies

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives:

1. To understand the concept of Curriculum Studies.
2. To know the aims and objectives of Curriculum.
3. To be acquainted with the development of Curriculum.
4. To understand the evaluation of Curriculum.

Units and Topics of Study:

Unit 1: Introduction of Curriculum [17 Class-hours]

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|--|-----------------|
| a. Meaning , nature, scope and functions of curriculum | [4Class-hours] |
| b. Concept of curriculum, syllabus, and content. | [3Class-hours] |
| c. Types of curriculum – Brief introduction (definition and example only). | [4 Class-hours] |
| d. Basic sources of curriculum: Philosophical, Socio-Cultural and Psychological. | [6 Class-hours] |

Unit 2: Aims and Objectives of Curriculum [12 Class-hours]

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| a. Need to form aims & objectives of curriculum. | [4 Class-hours] |
| b. Areas of educational objectives: Bloom's taxonomy (cognitive only). | [4 Class-hours] |
| c. Curriculum content and curriculum organization. | [4Class-hours] |

Unit 3: Development of Curriculum [26 Class-hours]

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|---|------------------|
| a. Principles and stages of curriculum development. | [8 Class-hours] |
| b. UGC-Model of curriculum development: CBCS. | [6 Class-hours] |
| c. Development of Text Book according to curriculum. | [4 Class-hours] |
| d. Concept of text, References, and Self instruction materials. | [4 class-hours] |
| e. Ingredients/ factors of curriculum devêlopment. | [4Class-hours] |

Unit 4: Evaluation of Curriculum. [20 Class-hours]

- | | |
|---|------------------|
| a. Meaning and purpose of curriculum evaluation | [2 Class-hours] |
| b. Approaches of curriculum evaluation: difference between Formative & Summative, Scientific & Humanistic, Intrinsic & Pay-off. | [6*Class-hours] |
| c. Strategies of curriculum evaluation. | [6 Class-hours] |
| d. Quantitative and Qualitative model of curriculum evaluation. | [6 Class-hours]. |

Selected References:

- Aggarwal, J.C. (2010); Curriculum Development, Shipra Publications, New Delhi.
- Bhalla, N. (2010); Curriculum Development, Author Pess, Delhi.
- Bhattacharya, D. (2015); Pathyakram Charcha O Mulyan, Alpana Enterprises, Kolkata.

- Chakrabarty, P.K. (2014); Pathyakram Neeti O Nirman, Classique Books, Kolkata
- Chakraborty, S. (2014); Curriculum Development, Shova, Kolkata.
- Ehsan, M.A. (2010); Sikshakram Unnayan : 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 Sai Printographers, New Delhi.

Course (EDCA 06): EDUCATIONAL GUIDANCE AND COUNSELLING AND SPECIAL EDUCATION

Full Marks: 100; Class per Week: 06 Hours; Minimum Class per Year: 150 Hours.

Aims:

- To introduce Guidance and Counselling as an area of study in Education.
- To introduce Special Education as an area of study in Education.

Group A: Educational Guidance and Counselling

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives:

1. To know the basic concept of Guidance and Counselling.
2. To understand the concepts of adjustment and maladjustment.
3. To be acquainted with the process of testing and diagnosis in Guidance and Counselling.
4. To be acquainted with the special areas and skills of Guidance and Counselling.

Units and Topics of Study:

Unit – 1: Guidance and counseling – basic concept [38 Classes]

- | | | |
|----|---|------|
| 1. | Guidance – meaning, definition, scope, need and importance of guidance; guidance movement in India after independence. | 6CL |
| 2. | Different types of guidance – educational, vocational and personal (nature, purpose, functions) | 6CL |
| 3. | Guidance at different stages of education (primary, secondary, higher) with special reference to developmental characteristics of youth – common concerns and special problems with sp reference to socio-cultural factors, problems in the Indian context. | 10CL |
| 4. | Meaning, nature and scope of counseling. Types of counseling – directive, non directive, eclectic, individual and group counseling. | 8CL |
| 5. | A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic, behaviouristic. | 8CL |

Unit – 2: Adjustment and Maladjustment [16 Classes]

1. Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment; defense mechanisms 6CL
2. Concept of maladjustment – types, problem behavior and mental disorder (with special reference to types and their nature, concept, characteristics, identification and support services – any two type) 10CL

Unit – 3: Testing and diagnosis

1. Basic data necessary for guidance. 2CL
2. Psychological testing – Personality, Intelligence, Creativity testing 6CL
3. Diagnosis involved in guidance and counseling. 2CL

Unit – 4: Special areas and skills

1. Special areas in counseling – families, delinquents, reluctant clients, pre-marital, women, weaker sections and drug addicts. 6CL
2. Professional preparation and training for counseling. 3CL
3. Need for rehabilitation 2CL

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.

Group – B Special Education

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives:

1. To know the basic concept of Special Education.
2. To know the history and development of Special Education.
3. To have a brief idea about Gifted and Slow Learners.
4. To know about the different types of exceptionality.

Unit – 1: Introduction to special education [14Classes]

1. Special education – meaning, definition, nature, objectives and characteristics. 7CL
2. Provisions or alternative programs of special education in the class-room scenario; inclusive education – concept, types. Is inclusion a viable alternative? 7CL

Unit – 2 : Development and organization of special education [13 Classes]

1. Historical perspectives in special education – era of exclusion , era of acceptance, era of prohibition, legal discrimination, witch craft, era of sympathy and asylum, era of isolated settings (special schools) 7CL
2. Development in India (pre and post independence) 2CL
3. Organization and administration of special education in India 4CL

Unit – 3: Gifted and slow learners [12Classes]

1. Gifted children - definition, classification, identification, needs, problems, educational support for them. 6CL
2. Slow learners - definition, classification, identification, needs, problems, educational support for them. 6CL

Unit – 4: Types of exceptionality with reference to meaning, definition, characteristics, classification, causes, prevention and remedial measures. [36 Classes]

1. Visual and Auditory Impairment. 10CL
2. Mental retardation and autism. 20CL
3. Juvenile delinquents 6CL

Selected References:

- Aggarwal, R. & Rao, B.V.L.N. (2008); Education for Disabled Children, Shipra Publications, New Delhi.
- Debnath, D. & Debnath, A.K. (2010); Byatikram Dharmi Shishu 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); Bishes Chahida Sampanna Shishu, Classique Books, Kolkata.
- Nanda, B.P. (2014); Sikshay Ekibhaban, Classique Books, Kolkata.
- Panda, K.C. (2000), Education of Exceptional Children, Vikash Publishing House Pvt. Ltd.

Course (EDCA 07): EVALUATION AND STATISTICS IN EDUCATION

Full Marks: 100; Class per Week: 06 Hours; Minimum Class per Year: 150 Hours.

Aims:

- To introduce evaluation with the concept of basic research as an area of study in Education.
- To introduce the concept of statistics in Education.

Group A: EVALUATION WITH BASIC RESEARCH CONCEPT

Full Marks: 50; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Objectives:

1. To know the basic concept of Evaluation and Measurement.
2. To know the basic tools of evaluation.
3. To know the procedure of standardisation of a test.
4. To have a preliminary concept on Research Methodology.

Units and Topics of Study:

Unit 1: Evaluation and measurement

- a. Concept, scope and importance of evaluation
- b. Basic principles of evaluation
- c. Concept of Gradation and Credit
- d. Scales of measurement

(10 CL)

Unit 2: Tools of evaluation (concept, characteristics and uses)

- (a) Achievement test
- (b) Personality test-Rorschach ink blot test
- (c) Interest inventory - Kuder Richardson test
- (d) Attitude scale

(15 CL)

Unit 3: Standardization of a test

- (a) Test theory - Educational and psychological tests - concept, classification, characteristics of a good test.
- (b) Reliability - concept, characteristics, causes of low reliability, determination of reliability (various types), levels of reliability.
- (c) Objectivity - concept, characteristics, types of objective test, essay type test - advantages and disadvantages.
- (d) Validity - concept, causes of low validity, types, determination.
- (e) Item analysis and discrimination

(20 CL)

Unit- 4: Preliminary concepts on research methodology

- (a) Research - concept, nature, steps of scientific inquiry
- (b) Types of research - Fundamental, Applied and Action research, Historical, Descriptive, Qualitative, Quantitative (concept only)
- (c) Research related terminologies - problem, variable, research design (concept only), hypothesis (level of significance, degree of freedom, Type I, Type II error), sample, data (parametric and non parametric), population.

(30 CL)

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); Sikshay Parimap O Mulyan, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); Samajik Gabeshana O Prakriya, Arambag Book House, Kolkata.
- Dhali, S. (2009), Sikshay Parimap O Mullayan, Pravati Library, Dhaka.

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- 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.

GROUP – B. STATISTICS IN EDUCATION

Class per week – 3, minimum class per year – 75 , full marks – 50

Objectives:

1. To know the basic concept of Statistics.
2. To understand Descriptive Statistics.
3. To understand Inferential Statistics.
4. To have an idea about Derived Scores and its uses.

15 CL

Unit – 1: Statistics – Basic concept

- (a) Statistics – concept, scope, score, tabulation.
- (b) Terminology- Statistic, Frequency, Tally, Grouped & ungrouped data.
- (c) Uses of statistics in Psychology and Education

30 CL

Unit – 2: Descriptive statistics

- (a) Measures of central tendency – concept, properties, uses, calculation
- (b) Measures of variability – concept, types (concept), uses, calculation of SD, QD, variance
- (c) Graphical representation of data – bar graph, frequency polygon, histogram, pie chart – uses
- (d) Normal probability curve – concept, characteristics, uses; skewness, kurtosis

20 CL

Unit – 3: Inferential statistics

- (a) PP, PR
- (b) Ogive
- (c) Correlation – concept, types - product moment, rank difference and significance
- (d) Chi square

10 CL

Unit – 4 Derived scores – concept types, uses

- (a) Standard scores - calculation
- (b) Z scores - calculation

Selected References:

- Bhat, S, & Chakrabarty, S.C. (2013); *Research Methodology And Statistics 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*, Vakils Feffer and Simons Ltd, 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, Grantha Kutir, Dhaka.
- Roy, Sushil. (2005), Mullayan: Niti O Kousal, Soma Book Agency, 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.

Course (EDCA 08): Practicum

Full Marks: 100; Class per Week: 06 Hours; Minimum Class per Year: 150 Hours.

Aims and Objectives:

- 1) To have a Hands-on experience on – (a)Basic ICT Practical (b) Statistics Practical (c) Field Study and (d) Presentation with PPT.

Group A: ICT based Statistics Practical

Full Marks: 50; Class per Week: 04 Hours; Minimum Class per Year: 100 Hours.

Part-1. Basic ICT (ICT Practical)

Full Marks: 25; Class per Week: 03 Hours; Minimum Class per Year: 75 Hours.

Units and Topics of Study: Unit for Practice

Unit 1: Computer and its components [9 Class-hours]

- a. Opening and shutting down of computer: [3 Class-hours]
 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: [6 Class-hours]
 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. [27 Class-hours]

- a. Typing words: [6 Class-hours]
 Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste.
- b. Font : [3 Class-hours]
 Names – Sizes – Styles (Bold, Italic & Underline).
- c. Paragraph: [6 Class-hours]
 Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.
- d. Page Set Up : [3 Class-hours]
 Margins – Orientation – Sizes – Columns.
- e. Insert : [6 Class-hours]
 Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.
- f. Printing : [3 Class-hours]

Unit 3: Excel Operation. [18 Class-hours]

- a. Introduction : [3 Class-hours]
Basic ideas of ^{data} Sheets & Cells – Data Typing – Opening & Saving the file – Designing.
- b. Data Editing : [9 Class-hours]
Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).
- c. Charts & ^{graphs} Figure Drawing (2D & 3D Modes) : [6 Class-hours]
Column – Line – Pie – Bar – Area – Scatter.

Unit 4: PPT Operation. [21 Class-hours]

- a. Introduction : [6 Class-hours]
Making new slides – Add title & subtitle – Insert pictures, tables, & charts – Shapes – Word Art.
- b. Design : [9 Class-hours]
Orientation – Themes – Colour – Background styles – Drawing.
- c. Transition & Custom Animation : [6 Class-hours]
Add effect – Styles – Remove – Modification – Speed & Sound control.

The report of ICT practical writing should be based on following steps – 1) Objectives of ICT, 2) DTP of a text (at least 1000 words) with suitable tables, 3) Calculation through Excel (at least 2 calculation) with suitable figures mentioning proper instruction, 5) Slide preparation (at least 10 slides; each student should prepare slides separately).

UNIT 5

1) Report Writing

Part-II. Statistics Practical

Full Marks: 25; Class per Week: 01 Hours; Minimum Class per Year: 25 Hours.

Units and Topics of Study: for Practice

Unit 1: Data Collection. [5 Class-hours]

- 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. [20 Class-hours]

- a. Determination of Central Tendency & Variability (Range, SD, QD)
- b. Graphical Representation of Data: Frequency Polygon, Histogram/Bar, Pie, Ogive.
- c. Comparison between two sets of data: Correlation – Rank difference and product moment.

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 Analyses, 7) Discussion/Interpretation, 8) Inference.

N.B. – Documentation in terms of both soft and hard copies for Part I and II are to be preserved for final examination.

Group B: Project Work

Full Marks: 50; Class per Week: 02 Hours; Minimum Class per Year: 50 Hours.

Part-1. Field Study

Full Marks: 25; Class per Week: 01 Hours; Minimum Class per Year: 25 Hours.

At least one place from the list has to be visited:

Philosophical Importance-

1. Shantiniketan (Philosophy of Tagore) *or Sriniketan*

2. Belur *&* Narendrapur (Philosophy of Vivekananda)

3. Gandhi dham in Gujrat (Philosophy of Gandhiji) / *Gandhi ghat Barrackpore*

Psychological Importance-

1. Ranchi Institute of Psychiatry

2. Pavlov Mental Hospital

3. NIMH (National Institute of Mentally Handicapped) & NIHH (National Institute of Hearing Handicapped) in Bon Hoogly, and IICP (Indian Institute of Cerebral Palsy) in Taratala, *NIOH, NI VH*

Historical Importance-

1. Nalanda in Rajgir

2. Aligarh in UP

3. BHU (Benaras Hindu University)

4. Asiatic Society *and* National Library in Kolkata

5. Gour in Malda

6. Jorasanko in Kolkata

7. Birsingha in Midnapur

8. Serampore *and* Bandel for Missionary Activities

9. Hazarduary in Mursidabad

10) *Ad. Sanskrit College*

Unit 1: Planning [10 Class-hours]

a. Aims & Objectives of Field Study [4 Class-hours]

b. Selection of Place mentioning its *significance* importance. [2 Class-hours]

c. Group formation & distribution of work. [4 Class-hours]

Unit 2: Execution of Journey [5 Class-hours]

a. Visit the place with proper attendance sheet *and documentations*

b. Photo Session *documentation with photo session*

c. Noting down & Describing *its* special features. [5 Class-hours]

Unit 3: Reporting *writing* [10 Class-hours]

The report of Field study to be developed as a scrap book with real photos based on following: 1) Title, 2) Objectives, 3) Date and Place of Journey including the mode of conveyance, 4) Description of the place mentioning its educational importance, 5) Comments. [Maximum 2000 words]

Significance

Part-II. Oral Presentation With PPT

Full Marks: 25; Class per Week: 01 Hours; Minimum Class per Year: 25 Hours.

Units and topic of Study for practice

Unit 1: Presentation with Slide. [15 Class-hours]

- Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiments or any relevant topic from syllabus.
- Interaction (at least ~~2-5~~ 3-5 minutes) on the above topic.

Unit 2: Reporting [10 Class-hours] [1000 words]

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

N.B. – Documentation in terms of both soft and hard copies for Part I and II are to be preserved for final examination.

Selected References:

- Basu, P.K. (2013); Ajker Computer, 1st to 4th part, Computronix Prakashani, Kolkata.
- Bubka, R. (2015); Nije sikhun Computer, Computronix Prakashani, Kolkata.
- Chowdhury, N. (2012); Computer Jiggasa, Computronix Prakashani, Kolkata.
- Chowdhury, N. (2012); Microsoft Excel-2000, Computronix Prakashani, Kolkata.
- Chowdhury, N. (2012); Microsoft Word-2000, Computronix Prakashani, Kolkata.
- Ghosh, A. (2013); Windows Parikrama, Computronix Prakashani, Kolkata.
- Ghosh, S. (2012); Microsoft Power Point-2000, Computronix Prakashani, Kolkata.
- Ishlam, N. (2014); Pathyakram Charcha O Babaharik Siksha Bijnan, Shova, Kolkata.
- Mukherjee, A (2012); DTP : Prothom Theke Ses, Computronix Prakashani, Kolkata.
- Nandi, S.(2014); Network Theke Internet, Computronix Prakashani, Kolkata.
- Roy, C.S. (2013); Projects Hand Book in Computer, Computronix Prakashani, Kolkata.
- Sarder, R. (2013); Sahaj Prosnottor O Computer Siksha, Computronix Prakashani, Kolkata.

2.1.3 Evaluation Scheme [for each Group of 50 marks]

Course Type	Item Type	To answer Items	Out of Items	How to set Items	Marks
Theoretical [EDCA 1 to 7]	1.Objective (MCQ) 2. SA 3. LA	1. Five (From Four Alternatives) 2. Three (approx 200 words each) 3.Two (open ended)	1. Eight 2. Five 3. Four	1. Two from each Unit 2. At least one from each Unit 3. One from each	1. 1x5=5 2. 5x3=15 3. 15x2=30

Practicum (EDCA 8)	A. ICT B. Project Work	To be notified on Instruction Sheet		Units	
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2.3 General Degree Programme

2.3.1 The Course Structure

Year	Course No. EDCG	Course Title	Group	Suggested Class-hour per Week	Maximum Marks
	01	Philosophical and Sociological Foundations in Education	A. Educational Philosophy	03	50
			B. Educational Sociology	03	50
	02	Psychological foundations in education	A Psychology and development	03	50
			B Psychology of learning	03	50
03	Development of educational policies and contemporary issues in Indian education	A. Development of educational policies	03	50	
		B. Contemporary issues in Indian education	03	50	
04	Evaluation and Guidance-Counseling in Education	A: Evaluation in Education	03	50	
		B Guidance-Counseling in Education	03	50	

2.3.2 Course Detail

B.A. PART- I CURRICULA EDUCATION (GENERAL) EDCG

Revised Course (EDCG 01): Philosophical and Sociological Foundations in Education
 [Full Marks: 100; Class per Week: 04 Hours; Minimum Class per Year: 120 Hours]

Group-A: Educational Philosophy

[Marks: 50; Class per week: 04 Hours; Minimum Class per Year: 60 Hours]

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

- Concept nature and scope of Education; (4 Hours)
- Factors of Education; (6 Hours)
- Forms of Education – Informal, Formal and Non-formal and Open Education; (6 Hours)
- Aims of Education – Individualistic and Socialistic view of Education. (4 Hours)

Unit-2: National Values and Education (20 Hours)

- Democracy, Equity, Justice, Secularism and Fraternity; (10 Hours)

सिद्ध संस्कृत शिवालय
 २४/११/२०१७

- b. Life-centrism and Child-centrism in Education; (6 Hours)
- c. Human Resource Development and Value Education. (4 Hours)

Unit – 3: Great Educators (20 Hours)

- a. R. N. Tagore, (5 Hours)
- b. Swami Vivekananda, (5 Hours)
- c. M. K. Gandhi, (5 Hours)
- d. F. W. A. Froebel. (5 Hours)

Selected References:

- Aggarwal, J.C & Gupta, S. (2008); Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi.
- Aggarwal, J.C. (2008); Theory and Principles of Education Philosophical, Vikash Publishing House, New Delhi.
- Bandyopadhyay, A (2005); *SikshaDarshan O SikshaNeeti*, B.B.KunduGrandson,Kolkata.
- 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, J. (2008); *Sikshadarshan O Sikshabijnan*, Calcutta University.
- Pal, A.K. (2013); *SikshaDarshanarRuprekha*, Classic Books; Calcutta.
- Pathak, R.K. (2009); Philosophical and Sociological Foundations 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.

Group-B: Educational Sociology [Marks: 50]

Class per week: 04 Hours; Minimum Class per Year: 60 Hours]

Unit – 1: Educational Sociology (10Hours)

- a. Concept, Nature and Scope of Educational Sociology; (5Hours)
- b. Relation between Education and Sociology. (5Hours)

Unit – 2: Socialisation (35Hours)

- a. Social group – Concept (Meaning & Nature), Type and Role of Education in Social groups. (10 Hours)
- b. Social Change – Concept (Meaning & Nature), Type and Role of Education. (10 Hours)
- c. Social Agency – Concept (Meaning & Nature), Type, Role of Education on Social Agency (Family and School). (15Hours)

Unit – 3: Emerging Social Issues in India (15 Hours)

- a. Population Explosion; (5 Hours)
- b. Poverty and Education; (5 Hours)
- c. Student Unrest (5 Hours)

Selected References:

- Ahuja, R – Social Problems in India; Rawat Publication; Jaipur.
- Banerjee, A – Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata.
- Bhattacharya, D – *Siksha O Samajtatwa*, Pearson, New Delhi.
- Bhattacharya, D. C – Sociology; Vijaya Publishing House Kolkata.
- Brown, F.J. – Educational Sociology; Prentice Hall Inc;

- Chakraborty, J.C. – Educational Sociology,
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur.
- 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 Publishers Distributors, New Delhi.
- Sharma, Y.K – Sociological Philosophy of Education; Kanishka Publishers Distributors, New Delhi.
- Tarafdar, M – *SikshaShrayeeSamajBigyan*; K Chakraborty Publication, Kolkata.

B.A. PART- II CURRICULA EDUCATION (GENERAL) EDCG

Course (EDCG 02): Psychological foundations in education
 [Full Marks: 100; Class per Week: 04 Hours; Minimum Class per Year: 100 Hours]

Group-A Psychology and development

Full Marks: 50; Class per Week: 02 Hours; Minimum Class per Year: 50 Hours.

Unit 1: Introduction to Educational Psychology [15 class hours]

- Relationship between Psychology and Educational Psychology- concept, nature, scope of Educational Psychology. [10 class hours]
- Contribution of Psychology to Education [5 class hours]

Unit 2 : Psychology of Human Development and Education [35 class hours]

- Human Development – concept, principles, types and stages. [7 class hours]
- Physical and motor development and its significance in Education. [7 class hours]
- Cognitive development (Piaget) and its significance in Education. [7 class hours]
- Moral development (Kohlberg) and its significance in Education. [7 class hours]
- Personality – concept, nature, Psychoanalytic theory by Freud. [7 class hours]

Group-B Psychology of learning

Full Marks: 50; Class per Week: 02 Hours; Minimum Class per Year: 50 Hours.

Unit 1: Intelligence and Creativity [28 class hours]

- Intelligence – concept and scope. [7 class hours]
- Theories of Intelligence – Guilford, Gardner. [7 class hours]
- Measurement of Intelligence. [7 class hours]
- Creativity – concept, scope and characteristics of Creative Persons. [7 class hours]

Unit 2: Psychology of Learning [22 class hours]

- Learning – concept and scope [4 class hours]
- Factors influencing learning – memorization, attention, emotion and motivation. [8 class hours]
- Theories of learning – SR theories (brief introduction to Thorndike, Pavlov, Skinner), Cognitive Learning by Gestalt. [10 class hours]

Selected References:

- Adhikari, S.R. – *Sikshay Monobidya, Classique Books, Kolkata.*
- Aggarawal, J.C.- *Essentials of Educational Psychology, Vikash Publishing house Pvt. Ltd.*
- Arun Ghosh-Shiksha-Shrai Monobigyan; *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 the Learner: Himalaya Publishing House, Mumbai.*
- 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.

Course (EDCG 03): Development of educational policies and contemporary issues in Indian education

[Full Marks: 100; Class per Week: 04 Hours; Minimum Class per Year: 100 Hours]

Group A- Development of Educational Policies

Full Marks: 50; Class per Week: 02 Hours; Minimum Class per Year: 50 Hours.

Unit 1: Development of Education in Ancient and Medieval India- [10 class hours]

Salient features of Brahmanic, Buddhist and Islamic Education with respect to:-

- a. Aims of education. [3 class hours]
- b. Curriculum and Method of teaching. [3 class hours]
- c. Centers of learning. (concept only) [1 class hours]
- d. Women Education. [3 class hours]

Unit 2: Development of Education from 1813 to 1947- [22 class hours]

- a. Charter Act of 1813 [4 class hours]
- b. Wood's Despatch. [4 class hours]
- c. Bengal Renaissance and the contribution of Rammohan, Vidyasagar & Derozio. [6 class hours]
- d. Hunter Commission (1882-83). [4 class hours]
- e. Calcutta University Commission (1917-19). [4 class hours]

Unit 3: Development of Education from 1947 to 1970- [18 class hours]

(Brief Outlines of the recommendations only)

- a. University Education Commission, 1948-49. [6 class hours]

- b. Secondary Education Commission, (Mudaliar), 1952-53. [6 class hours]
c. Indian Education Commission, (Kothari), 1964-66. [6 class hours]

Group – B Contemporary Issues

Full Marks: 50; Class per Week: 02 Hours; Minimum Class per Year: 50 Hours.

Unit1: Development of Education from 1970 to 2010- [14 class hours]

- a. National Education Policy- 1986. [7 class hours]
b. DPEP and SSM , 1990-2010. [7 class hours]

Unit 2: Social Issues : 1986 onwards [14 class hours]

- a. Problems of Education of Backward Classes; SC/ST/OBC/MC [7 class hours]
b. Problems of Women Education. [7 class hours]

Unit3: Current issues- [22 class hours]

- a. Problems of Equalization of Educational Opportunities. [7 class hours]
b. Structure & Functions of UGC, NCTE, NAAC and NCERT [8 class hours]
c. Right to Education Act, 2009 (concept only) [7 class hours]

Selected References:

- Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, New Delhi.
- Banerjee, J.P. (2010); Bharatiya Sikshar Itihas, Central Library, 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); Adhunik Bharater Sikshar Vikash, Soma Book Agency, Kolkata.
- Gupta, A.(2013); Education in the 21st Century, Shipra Publications, New Delhi.

B.A. PART- III CURRICULA EDUCATION (GENERAL) EDCG

Course (EDCG 04): Evaluation and Guidance-Counseling in Education

B.A.GENERAL, Education, Paper-IV.

[Full Marks: 100; Class per Week: 04 Hours; Minimum Class per Year: 100 Hours]

Group A: Evaluation in Education

Full Marks: 50; Class per Week: 02 Hours; Minimum Class per Year: 50 Hours.

Unit 1: *Evaluation and measurement* [15 Class-hours]

- Concept, scope and importance of evaluation [3 Class-hours]
- Comparison between evaluation and measurement [1 Class-hours]
- Basic principles of evaluation [2 Class-hours]
- Scales of measurement [2 Class-hours]
- Tools of evaluation – Questionnaire, Interview, Observation, & CRC. [7 Class-hours]

Unit 2: *Standardisation of a test* [15 Class-hours]

- Test theory – Educational and psychological tests – concept, classification, characteristics of a good test. [5 Class-hours]
- Reliability – concept, characteristics, causes of low reliability, Types. [5 Class-hours]
- Validity – concept, causes of low validity, types. [5 Class-hours]

Unit 3: *Statistics* [20 Class-hours]

- Statistics – concept, utility, score, tabulation. [4 Class-hours]
- Measures of central tendency – concept, properties, uses, calculation [5 Class-hours]
- Measures of variability – concept, types (concept), uses, calculation of SD. [5 Class-hours]
- Graphical representation of data – bar graph, frequency polygon, histogram, pie chart – uses [6 Class-hours]

Selected References:

- Bhat, S, & Chakrabarty, S.C. (2013); *Research Methodology And Statistics in Education*, Aaheli Publishers, Kolkata.
- Chakrabarty, A. (2014); *Sikshay Parimap O Mulyan*, Classique Books, Kolkata.
- Das, N.G. (2011), *Statistical Methods (Vol.II)*, Tata McGraw Hill Education Private Limited, New Delhi.
- Dhali, S. (2009), *Sikshay Parimap O Mullayan*, Pravati Library, Dhaka.
- Garrett, H.E. (1981), *Statistics in Psychology & Education*, Vakils Feffer and Simons Ltd, Mumbai.
- Jamaluddin, M and Chowdhury, M.S, (1998), *Siksha Mullayan O Nirdesana*, Bangla academy, Dhaka.
- Mangal, S.K. (2008); *Statistics In Education & Psychology*, PHI Learning Pvt Ltd. New Delhi.
- Roy, Sushil. (2005), *Mullayan: Niti O Kousal*, Soma Book Agency, 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.

Group – B Guidance-Counseling in Education

Full Marks: 50; Class per Week: 02 Hours; Minimum Class per Year: 50 Hours.

Unit 1: *Guidance* [16 Class-hours]

- Guidance – meaning, definition, scope, need and importance of guidance. [6 Class-hours]
- Different types of guidance – educational, vocational and personal (nature, purpose, functions). [6 Class-hours]
- Basic data necessary for guidance. [4 Class-hours]

Unit 2: *counseling* [16 Class-hours]

- Meaning, nature, scope and importance of counseling. [6 Class-hours]