

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.

2.3 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	Development of educational policies	03	50

		education	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]

P-I

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

স্বাধীনতা, সমতা, ন্যায়বিচার
সনতন্ত্র, সৌভাৱত্ব।

Unit – 3: Great Educators (20 Hours)

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

Selected References:

- Aggarwal, J.C & Gupta, S. (2008); Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi.

- Sharma, S.N – Philosophical and Sociological Foundations of Education; Kanishka Publishers Distributers, New Delhi.
- Sharma, Y.K – Sociological Philosophy of Education; Kanishka Publishers Distributors, New Delhi.
- Tarafdar, M – SikshaShrayeeSamajBiginan; 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.

P-II

AM Unit I: Introduction to Educational Psychology [15 class hours]

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

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

- a. Human Development – concept, principles, types and stages. [7 class hours]
- b. Physical and motor development and its significance in Education. [7 class hours]
- c. Cognitive development (Piaget) and its significance in Education.[7 class hours]
- d. Moral development (Kohlberg) and its significance in Education. [7 class hours]
- e. 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. PR

Unit 1: Intelligence and Creativity [28 class hours] PR

- a. Intelligence – concept and scope. [7 class hours]
- b. Theories of Intelligence – Guilford, Gardner.[7 class hours]
- c. Measurement of Intelligence.[7 class hours]
- d. 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.*

New Delhi

- শিক্ষণবিদ্যার কাশরুদ্রা - অধ্যাপক নূরুন ইসলাম

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]

P-II

Group A- Development of educational policies

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

AAA

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

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

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

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

- Charter Act of 1813 [4 class hours]
- Wood's Despatch. [4 class hours]
- Bengal Renaissance and the contribution of Rammohan, Vidyasagar & Derozio. [6 class hours]
- Hunter Commission (1882-83). [4 class hours]
- 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)

- University Education Commission, 1948-49. [6 class hours]
- Secondary Education Commission, (Mudaliar), 1952-53. [6 class hours]
- 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.

Unit 1: **Development of Education from 1970 to 2010-** [14 class hours]

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

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

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

Unit 3: **Current issues-**[22 class hours]

- Problems of Equalization of Educational Opportunities.[7 class hours]
- Structure & Functions of UGC, NCTE, NAAC and NCERT [8 class hours]
- 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.
- ভারতীয় শিক্ষার কাশরোধ - অধ্যাপক ডক্টর সুনীল কুমার

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]

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

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

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

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

- a. Statistics – concept, utility, score, tabulation. [4 Class-hours]
- b. Measures of central tendency – concept, properties, uses, calculation [5 Class-hours]
- c. Measures of variability – concept, types (concept), uses, calculation of SD. [5 Class-hours]
- d. 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 Nirdešana*, Banglaacademy, 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]

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

Unit 2: counseling [16 Class-hours]

- a. Meaning, nature, scope and importance of counseling. [6 Class-hours]
- b. Types of counseling – directive, non directive, eclectic, individual and group counseling. [8 Class-hours]
- c. Compare between guidance and counseling. [2 Class-hours]

Unit 3: Adjustment and Maladjustment. [18 Class-hours]

- a. Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment; defense mechanisms. [7 Class-hours]
- b. Concept of maladjustment – types and causes [7 Class-hours]

c. Role of Education for adjustment.[4 Class-hours]

Selected References:

- Dutta, G & Nag, S. (2014); *SangatibidhaneNirdeshana O Paramarshadan*, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); *SikshaySangatiApasangati 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, Nw Delhi.
- Pal, D. (2010); *Nirdeshana O Paramarsha*, Central Library, Kolkata.
- Roychowdhury, A. (2001), *Manuser Mon*, West Bengal State Book Council.

2.3.3 Evaluation Scheme

Course Type	Item Type	To answer Items	Out of Items	How to set Items	Marks
Theoretical [Courses EDCG [1 to 4]	1. SA 2. LA	1.Four (approx. 200 words each) 2.Two (no word limit)	1.Eight 2.Four	At Random	1. 5x4=20 2. 15x2=30