

WEST BENGAL STATE UNIVERSITY

**TRUNCATED U.G SYLLABUS IN EDUCATION (HONOURS & GENERAL) UNDER
CBCS MODE**

SEMESTER II (HONOURS)

EDCACOR03T: EDUCATIONAL SOCIOLOGY

CREDIT: 2

FULL MARKS - 75

Unit:1 Introduction to educational sociology

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

Unit 2 Culture and education

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

Unit 3 Education and social development

- a. Social development in India – Sanskritisation, ~~Modernisation~~ & Globalisation.

- b. Education for sustainable development – concept & need, ~~report of the Brundtland Commission.~~

Unit 4 Social issues and education

- a. Education for poverty eradication
- ~~b. Inclusive education~~
- c. Child rights and abuses

EDCACOR04T: PEDAGOGY

CREDIT:6
MARKS - 75

FULL

Unit:1 Introduction to pedagogy

- a. Pedagogy – concept, scope; relationship between learning and teaching
- b. Bases of pedagogy – philosophical, ~~sociological~~ and psychological
- c. ~~Pedagogy vs Andragogy~~

Unit:2 Pedagogy as the science of teaching

- a. Teaching – concept, scope, principles and functions
- b. ~~Teaching as a process – input, process and output~~
- c. Levels of teaching – autonomous, memory, understanding, reflective

Unit:3 Pedagogy of teaching – learning

- ~~a. Teaching – learning of 3 R's~~
- b. Teaching – learning of verbal conditioning

- c. Teaching – learning of psychomotor skill

Unitr:4 Applications of pedagogy in class room

- a. Teaching – learning of principles and concepts
- b. Teaching – learning of problem solving
- c. Teaching – learning of knowledge construction

SEMESTER II (General)

DSC 1B (EDCGCOR01T) / GE 2(EDCHGE02T) PSYCHOLOGICAL FOUNDATION OF EDUCATION

CREDIT: 6

FULL MARKS-75

Unit 1: Introduction to Educational Psychology

- a. Relationship between Psychology and Education
- b. Educational Psychology – concept nature of Educational Psychology & contribution of Educational Psychology

Unit 2: Psychology of Human Development and Education

- a. Human Development – concept, principles, types and stages.
- b. Concept of Physical, Motor, Cognitive, Moral development and its significance in Education

Unit 3: Attention and Memory

- a. Concept, nature and determinants of attention
- b. Concept and process of memorization, causes of forgetting.

Unit 4: Personality & Education

- a. Personality-concept, characteristics & types
- b. Psychoanalytic theory by Freud

SEMESTER IV (HONOURS)

EDCACOR08T: EDUCATIONAL MANAGEMENT

CREDIT: 6

FULL MARKS: 75

Unit: 1 Educational Management

- a. Educational Management- concept, nature, need & scope
- b. Types of educational management- centralized, decentralized, authoritarian, democratic, dynamic, laissez faire.
- c. Supervision and inspection— concept, scope, difference between supervision and inspection

Unit: 2 Leadership and management

- a. Leadership in management-concept, scope, significance, characteristics of an effective leader in education.
- b. Total Quality in educational management (concept only)

Unit: 3 Agencies of educational management

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

Unit: 4 Planning and Management

- a. Planning- concept, need, types
- b. Resource management in educational institutions—concept and aspects of resource management
- c. Management Information System (MIS) (concept only)

EDCACOR09T: BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

CREDIT: 6

FULL MARKS: 75

Unit: 1 Preliminary concepts of research methodology

- a. Research-concept, nature, need for educational research

- b. Types of research-fundamental, applied, action, **historical, descriptive**, qualitative, quantitative(concept only)
- c. Research related terminologies- data, population, sample, variable(dependent, independent & intermittent)

Unit: 2 Sampling and hypothesis

- a. Sample-meaning and nature
- b. Types of sampling- random, stratified, cluster(definition, characteristics, uses)
- c. Research Hypothesis-meaning, nature, types.

Unit: 3 Evaluation and Measurement

- a. **Evaluation—concept, scope, principles and importance**
- b. **Measurement—nature, characteristics**-Difference between evaluation and measurement.
- c. Scales of measurement

Unit: 4 Standardization of a test

- a. 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

CREDIT: 4

FULL MARKS:50

Unit:1 Statistics – Basic concept

- 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 **(basic concept, uses, differences only; no plotting)**

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. **Normal Probability Curve – concept, characteristics, uses; skewness and kurtosis (concept only, no numerical calculation)**

Unit:3 Inferential Statistics

- a. PP, PR – concept, calculation, uses
- b. Correlation – concept, types, significance – rank difference, product moment (only calculation of rank difference, no numerical calculation of product moment method)

EDCACOR10P: STATISTICS IN EDUCATION

CREDIT: 2
25

FULL MARKS:

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.

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.

With respect to the present situation, the college will select any one of the following alternatives-

- a) Prepare a laboratory note book where students will write the definition, characteristics/properties (any 4), uses, limitations of arithmetic mean, median, mode, S.D., Q.D., PP, PR, correlation (rank difference only)

- b) Prepare a laboratory note book where students will calculate (only manual) the arithmetic mean, median, mode, S.D., Q.D., variance, one percentile point and one PR (one set of frequency distribution table will be given by the respective subject teacher, who will also decide the PP and PR to be calculated)
- c) Prepare a laboratory note book where students will calculate (manual and computer) the arithmetic mean, median, mode, S.D., Q.D., variance, one percentile point and one PR (one set frequency distribution table will be given by the respective subject teacher, who will also decide the PP and PR to be calculated)
- d) Prepare a laboratory note book where students will calculate (manual and computer) the arithmetic mean, median, mode, S.D., Q.D., variance, one percentile point and one PR, and compare between the values of Mn, Mdn, Mode, S.D., Q.D., nature and degree of correlation (two set of frequency distribution table will be given by the respective subject teacher, who will also decide the PP and PR to be calculated)

SEMESTER – IV (General)

DSC 1D (EDCGCOR04T) / GE 4 (EDCHGE04T) EVALUATION IN EDUCATION

CREDIT: 6

FULL MARKS: 75

Unit 1: Evaluation

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

Unit 2: Tools and Techniques of Evaluation

- a. Scales of measurement
- b. Tools of evaluation – Questionnaire, Interview, Observation, & CRC (characteristics, advantages and disadvantages).

Unit 3: Educational tests

- a. Educational test-concept, types & characteristics of a good test
- b. Difference between educational & psychological tests

Unit 4: Statistics

- a. Statistics – concept, utility, **score**, tabulation.
- b. Measures of central tendency – concept, properties, uses, calculation
- e. **Measures of variability – concept, types (concept), uses, calculation of SD**

SEC-2: DEVELOPMENT OF OBSERVATIONAL SKILL (EDCSSEC02M)

CREDIT: 2

FULL MARKS: 25

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, **Market survey**, Local Cultural Fair).
- (b) Writing a Report on the Visit.

SEMESTER VI (HONOURS)

EDCACOR13T: CURRICULUM STUDIES

CREDIT -6

FULL MARKS - 75

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 and 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

EDCACOR14T: SPECIAL EDUCATION

CREDIT -6

FULL MARKS - 75

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 ----Post independence
- b. Organization and administration of special education in India -----Post Independence

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 /Auditory Impairment
- b. Mental retardation

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

DSE-3 & DSE- 4

- 1. Value Education
- 2. Peace Education
- 3. Environmental Education

EDCADSE04T - Value Education

CREDIT -6

FULL MARKS - 75

Unit-1: An introduction to Values

- a. Value - Meaning, nature and importance.
- b. Classification of value – Indian and Western context

Unit-2: Values from different perspectives

- a. Philosophy, History, Environment, Literature, Religion and Education (concept, nature, importance).
- b. Democratic and Universal Values – concept, nature, importance

Unit-3: Value Crises

- a. Value Crises – Definition **nature** and characteristics.
- b. Causes of Value crises with respect to Social, Economic, **and Political** life and preventive measures of value crises.

Unit-4: Value Education

- a. Value education – meaning, nature, approaches. **Learning experiences in value education through imitation, indoctrination, inculcation and internalization.**
- b. Role of parents, **mass media** and teachers in inculcating values.

EDCADSE05T -PEACE EDUCATION

CREDIT -6

FULL MARKS - 75

Unit-1: An introduction to Peace Education

- a. Peace - meaning, characteristics, **scope** and importance.
- b. Peace Education – Concept, nature and importance.

Unit-2: Barriers of Peace Education

- a. Psychological, **Political** and Socio-cultural barriers.
- b. Preventive measures to overcome the barriers of Peace Education; **functions and role of UNESCO**

Unit-3: Factors Responsible for Disturbing individual Peace

- a. Psychological & Social **& Cultural**.
- b. Violence in home and educational institutions

Unit-4: Role of Peace Education present context

- a. Role of education to maintain peace; approaches promoting peace among individuals.
- b. Learning experiences in peace education through imitation, **indoctrination**, inculcation and internalization.

EDCADSE06T - ENVIRONMENTAL EDUCATION

CREDIT -6

FULL MARKS - 75

Unit-1: Introduction to Environmental Education

- a. Environmental Education- meaning, characteristics, **components** and scope.
- b. Necessities to study Environmental Education.

Unit-2: Introduction to Eco system

- a. Eco system-Concept, types, **components**, inter relations of components, energy flow in Eco system.
- b. Role of Education in Eco-system.

Unit-3: Environmental Pollution

- a. Environmental Pollution - definition, types, causes, **classification**, preventive and curative measures.
- b. Role of Education to combat various environmental pollutions. **Functions of CPCB (Central Pollution Control Board).**

Unit-4: Environmental Awareness

- a. Concept and need for environmental awareness. **Role of the agencies of education in promoting environmental awareness.**
- b. Environmental movement: Narmada Bachao Andolan (NBA), **Chipko Movement, Silent Valley Movement.**

SEMESTER VI (GENERAL)

Choose any one from the following

DSE1B (EDCGDSE03T) ANCIENT INDIAN EDUCATION & CONTEMPORARY ISSUES IN INDIAN EDUCATION

CREDIT: 6

FULL MARKS-75

Unit: 1 Development of education in Ancient India

- a. Brahmanic education- aims, curriculum, method of education
- b. Buddhistic education- Aims, curriculum and method of education

Unit: 2 Social Issues: 1986 till date

- a. Problems of education of backward classes w.s.r.t SC/ ST/ OBC/ MC
- b. Problems of women education.

Unit: 3 Current Issues

- a. Problems of equalization of opportunities
- b. Structure and functions of UGC, NCTE, NAAC, NCERT

Unit 4: Contemporary Acts on Education (15L)

- a. RTEA, 2009
- b. PWD

(References as in EDCACOR07T)

DSE 1B (EDCGDSE04T) GUIDANCE AND COUNSELLING IN EDUCATION

CREDIT: 6

FULL MARKS: 75

Unit: 1 Adjustment and Maladjustment

- a. Concept of adjustment- definition, scope, need for adjustment, criteria of good adjustment; defense mechanism.
- a. Concept of Maladjustment- causes, types w.r.t adolescence

Unit: 2 Guidance

- a. Guidance- meaning, definition, scope, need and importance of guidance.
- b. Different types of guidance- educational, vocational and personal (nature, purpose,).

Unit: 3 Counselling

- a. Meaning, nature scope and importance of counselling, difference between guidance and counselling.
- b. Types of counselling – directive, non- directive, eclectic, individual, and group counselling.

Unit 4: Data & techniques for guidance and counselling (15L)

- a. Basic data necessary for guidance
- b. Techniques of data collection for guidance

GE 2: (EDCGGE02T) INCLUSIVE EDUCATION

CREDIT: 6

FULL MARKS: 75

Unit: 1 Inclusive Education- Basic concept

- a. Inclusive education- meaning, nature and importance
- b. Development of inclusive education in – British and Post-independence period.

Unit: 2 Adult and Social Education

- a. Meaning, nature, importance of adult & social education; relationship between adult & social education.
- b. National Adult Education Programme (NAEP), National Literacy Mission(NLM)

Unit: 3 Special Education

- a. Special education- meaning, nature and importance
- b. RCI, NIOH, NIMH, NIVH- ~~brief history,~~ Objectives and functions.

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

- a) ~~Barriers and facilitators in Inclusive Education – Psychological, Social and Ethical.~~
- b) ~~Role of technology in inclusive classroom aids, appliances and remedial teaching.~~

SEM-VI PURE GENERAL STUDENTS IN EDUCATION

SEC 4: DEVELOPMENT OF ENVIRONMENTAL AWARENESS (EDCSSEC04M)

CREDIT: 2

FULL MARKS: 25

Unit-1. Environmental Awareness-Basic Concepts.

- (a) Meaning ~~and Nature~~ of Environmental Awareness.
- (b) ~~Need,~~ Importance and types of Environmental Awareness training.

Unit-2. Skill Development in Environmental Awareness.

- (a) ~~Planning and execution of Environmental Awareness Programme.~~
- (b) Organization and Participation in an of Environmental Awareness Programme such as Tree Plantation, Swachha Bharat Abhijan, Nirmal Bangla Abhijan and Clean Drive Programme etc. (any one topic with respect to present condition)
- (c) Reporting on the Programme.