

EDUCATION(GENERAL)

Course (EDCG 02): Educational Psychology

[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: 50Hours.

Objectives:

Unit-1 : 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]

- 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.

Objectives:

Unit – 3: Intelligence and Creativity [28 Class-hours]

- 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 – 4: Psychology of Learning [22 Class-hours]

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

Selected references: Same as Hons, Paper-II References

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]

Objectives:

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. [15 Class-hours]

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

- a. Aims of education. [3 Class-hours]
- b. Curriculum and Method of teaching. [6 Class-hours]
- c. Centers of learning. (concept only)[3 Class-hours]
- d. Women Education. [3 Class-hours]

Unit 2: Development of Education from 1813 to 1947. [20 Class-hours]

- a. Charter Act of 1813 [3 Class-hours]
- b. Wood's Despatch. [3 Class-hours]
- c. Bengal Renaissance and the contribution of Rammohan, Vidyasagar & Derozio. [8 Class-hours]
- d. Hunter Commission (1882-83). [3Class-hours]
- e. Calcutta University Commission (1917-19). [3 Class-hours]

Unit 3: Development of Education from 1947 to 1970. [15 Class-hours]

(Brief Outlines of the recommendations only)

- a. University Education Commission, 1948-49. [5 Class-hours]
- b. Secondary Education Commission, (Mudaliar), 1952-53. [5 Class-hours]
- c. Indian Education Commission, (Kothari), 1964-66. [5 Class-hours]

Group – B Contemporary Issues in Indian Education

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

Unit 1: Development of Education from 1970 to 2010. [16 Class-hours]

- a. National Education Policy- 1986. [8 Class-hours]
- b. DPEP and SSM , 1990-2010. [8 Class-hours]

Unit 2: Social Issues [16 Class-hours]

- a. Problems of Education of Backward Classes ; SC/ST/OBC/MC [8 Class-hours]
- b. Problems of Women Education. [8 Class-hours]

Unit 3: Current issues. [18 Class-hours]

- a. Problems of Equalization of Educational Opportunities. [5 Class-hours]
- b. Structure & Functions of UGC, NCTE, NAAC and NCERT [7 Class-hours]
- c. Right to Education (concept only) [6 Class-hours]

Selected References:

DEVELOPMENT OF EDUCATION POLICIES IN INDIA

1. Banerjee, J.P (2008): History of Education in India, Central Library , Kolkata.
2. Chaube , S.P (2008): History and Problem of Indian Education, Aggarwal Publications, Agra .
3. Purkait, B.R (2000): Milestone in Modern Indian Education, New Central Book Agency, Kolkata
4. Sharma, R.N (2002): History of Education in India, Atlantic
5. Dutta Baby, Choudhury Kanika and Guha Debika (2008) : Swadhin Bharater Sikshar Bikas , Progressive Publishers
6. Bhakta Bhakti Bhusan and Bhakta Arati : Bharatiya Shikshar Ruprekha ,A,Aa.Ka.Kha Prakasani,Kolkata
7. Banerjee Joyti Prasad(2004): Bharatiya Sikshar Itihas, Central Library, Kolkata
8. Chakraborty Anirudha and Islam Nijairul (2012): Sikshar Itihas o Sampratik Ghatana Prabaha Classic Books, Kolkata

CONTEMPORARY ISSUES IN INDIAN EDUCATION

1. Ahuja , R (2010): Social Problems in India , Rawat Publications , New Delhi
2. Mohanty, J(2004): Modern Trends in Indian Education , Deep and Deep Publications, Pvt Ltd, New Delhi
3. Saxena, V (2012): Contemporary Trends in Education, Pearson, Delhi
4. Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi.
5. Chakraborty Anirudha and Islam Nijairul (2012): Sikshar Itihas o Sampratik Ghatana Prabaha Classic Books, Kolkata
6. Mukhopadhyay Dulal, Sarkar Bijan Halder Tarini and Pal Abhijit Kumar Pal (2014): Bharatar Shikshar Chalaman Ghatanabali,Aheli Publishers,Kolkata
7. Thakur Dilip Kumar and Haque Sk Hamidul (2010): Adhunik Bharater Shikshar Dhara, Rita Publications,Kolkata
8. Chattapadyay Saroj(2010): Bharatiya Shikshar Bikash and Samasya, New Central Book Agency Kolkata