

**WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION**  
**SYLLABUS FOR CLASSES XI AND XII**

**SUBJECT : EDUCATION (EDCN)**

## **EDUCATION (EDCN)**

### **SYLLABUS**

**Class – XI**

**Semester – I**

**Full Marks: 50**

**Theory –40 Marks & Internal Assessment –10 Marks**

#### **Objectives:**

- To understand the meaning, concept and aims of education
- To become aware of different forms and agencies of education and their roles
- To understand the meaning and scope of educational philosophy and its different schools
- To understand the meaning, nature and scope of educational sociology
- To understand the concept of culture, dynamics of social organizations and its role in education

#### **Group – A (20 Marks)**

##### **Introduction to Education**

##### **Unit-I: Meaning Concept & Aims of Education (20 Contact Hours)**

- a) Meaning of Education: Meaning, Concept and Definition of Education. Nature and Scope of Education, Narrow and Wider Concept of Education.
- b) Aims of Education: Individualistic and Socialistic Aims of Education, Specific Aims of Education: Constitutional Values (Democracy and Secularism).
- c) Factors of Education: Learner, Teacher, Curriculum and Environment.

##### **Unit-II: Forms & Agencies of Education (20 Contact Hours)**

- a) Forms of Education: Formal, Informal, Non-formal (Meaning, Concept, Characteristics, Need, Role, Limitation).
- b) Agencies of Education: School, Family, Mass Media, Newspaper, TV, Radio, Cinema, Internet, Library, Religious Institutions, Open School, Open University (Role only).
- c) Guiding Agencies of Education: NCERT, SCERT, DIET, NCTE, UGC, UNESCO (Mention only).

### **Group – B (20Marks)**

#### **Philosophical & Sociological Perspective in Education**

##### **Unit – I: Education & Philosophy (24 Contact Hours)**

- a) Meaning of Educational Philosophy: Needs for Educational Philosophy, Relationship between Education and Philosophy.
- b) Schools of Indian Philosophy: Astika and Nastika - Naya, Vedanta, Buddhism and Islam - Basic Principles and Educational Implications (With Special Reference to Metaphysics, Epistemology, Axiology).
- c) Western Schools of Philosophy: Idealism, Realism, Naturalism and Pragmatism (Basic Principles and Educational Implications).

##### **Unit-II: Education & Society (16 Contact Hours)**

- a) Meaning of Educational Sociology: Needs for Educational Sociology, Relationship between Education and Sociology.
- b) Social Organization and Social Structure: Folkways, Mores and Social Groups & Social Mobility.
- c) Culture and Education: Social and Cultural Change, Role of Education regarding these.

#### **Internal Assessment: 10 Marks (20 Contact Hours)**

(Teacher must keep records of the attendance and remarks)

1. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

#### **2. Group Discussion: (Brain Storming)**

Or

**Debate/Discussion on a Topic** (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size. Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

## **EDUCATION (EDCN)**

### **SYLLABUS**

#### **Class – XI**

#### **Semester - II**

**Full Marks: 50**

**Theory –40 Marks & Internal Assessment –10 Marks**

**Objectives:**

- To comprehend a synoptic view of educational psychology and its different schools
- To understand human growth and development, associated factors and dimensions
- To know the historical development of Indian education along with different committees and discourses
- To know the contributions of Indian social reformers on education

**Group – C (20 Marks)**

**Psychological Perspective in Education**

**Unit – I: Education & Psychology (20 Contact Hours)**

- a) Meaning of Educational Psychology: Needs of Educational Psychology, Relationship between Education and Psychology and Bases of Human Behavior (Sensation, Perception & Conception).
- b) Schools of Educational Psychology: Behaviourism, Gestalt and Psycho-analysis.
- c) Method of Inquiry in Psychology: Observation, Experimentation, Case Study, Survey, Correlation, etc.

**Unit – II: Growth & Development (20 Contact Hours)**

- a) Meaning of Growth and Development: Principles of Growth and Development, and its Educational Implication.
  - b) Factors of Development: Heredity and Environment; Role of Education on its.
  - c) Stages of Development: Infancy, Childhood, Adolescence.
- Dimension of Development: Physical, Mental (Cognitive), Emotional, Social  
With Reference to Different Levels of Education.

### **Group – D (20 Marks)**

#### **Historical Development of Indian Education**

#### **Unit – I: Ancient, Medieval & Pre-Independent Period of Indian Education System (10 Contact Hours)**

- a) Ancient Period: Vedic and Buddhist Education System (Synoptic Views).
- b) Medieval Period: Islamic Education System (Synoptic Views).
- c) Pre-Independent Period: Charter Act-1813, Macaulay Minute, Woods Dispatch-1854, Hunter Commission- 1882, Curzon Educational Policy & National Educational Movement-1905, Sadler Commission-1917, Hartog Committee-1929, Sargent Plan- 1944 (Brief Study).

#### **Unit-II: Contribution of Indian Social Reformer towards the Development of Education in India (10 Contact Hours)**

- a) Raja Ram Mohon Roy
- b) Ishwar Chandra Vidyasagar
- c) Begum Rokeya
- d) Savitribai Phule

#### **Internal Assessment: 10 Marks (20 Contact Hours)**

(Teacher must keep records of the attendance and remarks)

3. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

#### **4. Group Discussion: (Brain Storming)**

Or

**Debate / Discussion on a Topic** (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

**Project | 20 marks | – Marks to be awarded as the cumulative marks of the two Internal assessments awarded in Class XI**

**EDUCATION (EDCN)****SYLLABUS****Class – XII****Semester – III****Full Marks: 50****Theory – 40 Marks & Internal Assessment – 10 Marks****Objectives:**

- To know the post-independence developments of Indian education system
- To be aware of the recent changes in the Indian education system
- To comprehend the challenges in educational opportunities
- To develop an understanding of the contributions made by great educators
- To understand the concept of inclusive education and know the differently abled children
- To get a synoptic view of global perspectives on education
- To understand the role of positive psychology

**Group – A (20 Marks)****Education in Modern India****Unit – I: Post-Independent Period of Indian Education System (24 Contact Hours)**

- a) University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66) (Major Recommendations).
- b) National Education Policy 1986 & 2020 – Salient Features.
- c) Problems of Women Education, SC, ST, OBC, EWS, Equal Opportunity.

**Unit – II: Great Educators and their Contributions in Education (16 Contact Hours)**

- a) Rabindranath Tagore
- b) Swami Vivekananda
- c) Mahatma Gandhi
- d) Jean-Jacques Rousseau
- e) John Dewey

### **Group – B (20 Marks)**

#### **Recent Trends & Issues in Modern Education**

##### **Unit – I: Inclusive Education (20 Contact Hours)**

- a) Education for Differently Abled Children: Meaning, Concept & Classification of Differently Abled (Children with Special Needs).
- b) Visually Impaired, Hearing Impaired, Autism, Learning Disability, Intellectual Disability (Characteristics & Educational Programme).
- c) Meaning, Importance, and Barriers of Inclusive Education, Role of Formal & Informal Agencies in Building an Inclusive Society.

##### **Unit – II: Education for All (20 Contact Hours)**

- a) Education for 21<sup>st</sup> Century: Global Vision for Education- Delors Commission (4 Pillars of Education), International Commission on the Futures of Education.
- b) Education for All: Universalization of Elementary Education in India.
- c) Role of Positive Psychology in Modern Education.

#### **Internal Assessment: 10 Marks (20 Contact Hours)**

(Teacher must keep records of the attendance and remarks)

5. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

#### **6. Group Discussion: (Brainstorming)**

Or

**Debate / Discussion on a Topic** (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

**EDUCATION (EDCN)**  
**SYLLABUS**  
**Class – XII**

**Semester – IV**

**Full Marks: 50**

**Theory – 40 Marks & Internal Assessment – 10 Marks**

**Objectives:**

- To comprehend a synoptic view of learning mechanism and its different theories
- To understand learning, factors of learning and role of education
- To understand a synoptic view of mental health & wellbeing
- To develop an understanding of educational technology
- To develop an understanding of the use of computer and internet in education and communication
- To develop an understanding of ICT and e-learning
- To develop the concept of statistics and to develop skill in analyzing descriptive measures

**Group – C (20 Marks)**

**Psychology of Learning & Wellbeing**

**Unit – I: Learning & Learning Mechanism (24 Contact Hours)**

- a) Learning: Meaning, Characteristics, and Factors affecting Learning - Maturation, Motivation, Memory, Imagination, Attention & Interest (Basic Concept).
- b) Learning Mechanism: Classifications & Basic Characteristics including, Description of Experiment and Educational Implications of
  - Conditioning (Pavlov, Skinner)
  - Problem Solving (Thorndike & Gestalt)
  - Synoptic Views of other Major Learning Approaches, e.g. Bruner, Ausubel, Vygotsky, Bandura.
- c) Intelligence, Creativity & Personality: Basic Concept.

**Unit – II: Mental Health & Wellbeing (16 Contact Hours)**

- a) Mental Health: Concept of Health & Mental Health as Prescribed by WHO, Means of Identify of Mental Health Problems, Common Mental Health Problems among Adolescence



(Anxiety, Stress related, Depression related & Behavioural Problem – Major Symptoms).

b) Wellbeing: Concept of Psychological Wellbeing, some Strategies for Promotion of Psychological Wellbeing – Mindfulness, Meditation & other Relaxation Techniques (Evidence Based)

c) Life Skills for Promotion of Mental Health & Wellbeing (Basic Concepts of Ten Core Life Skills as Prescribed by WHO)

### **Group – D (20 Marks)**

#### **Educational Technology & Statistics in Education**

##### **Unit – I: Educational Technology (10 Contact Hours)**

a) Educational Technology: Concept, Need & Scope of Educational Technology, Differences between Technology in Education and Technology of Education.

b) Components of Educational Technology: Hardware and Software, System Approach (Concept).

c) Information & Communication Technology (ICT): Concept & Uses of ICT in Education, Digital Revolution in Education.

##### **Unit – II: Statistics in Education (10 Contact Hours)**

a) Statistics in Education: Concept, Applications and Statistical Methods (Data, Frequency Distribution, Graphical Representations)

b) Measures of Central Tendency and Standard Deviation (Concept, Applications, and Method of Calculation).

c) Correlation: Concept, Types and Methods of Computing Correlation Co-efficient (Product Moment and Rank Difference).

#### **Internal Assessment: 10 Marks (20 Contact Hours)**

(Teacher must keep records of the attendance and remarks)

7. **Demonstration on a Topic** (Teacher will assign a topic from the courses taught and inform students prior to the assessment. Students will demonstrate in front of class. The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language) **5 Marks**

**8. Group Discussion: (Brainstorming)**

Or

**Debate / Discussion on a Topic** (Teacher will assign topic prior to the assessment)

For Sl. No. 2, The teacher will assign students onto groups based on situation and class size.

Topic of group discussion will be informed to the students prior to the assessment. **5 Marks**

**Project | 20 marks | – Marks to be awarded as the cumulative marks of the two Internal assessments awarded in Class XII**