

WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION**SUBJECT: EDUCATION (EDCN)****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) (Brief Biography, Social and Educational Contribution only):

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

Internal Assessment: 10 Marks (10 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 the topic in front of the class.)
2. **Group Discussion: (Brain Storming)** (The teacher will assign topics to different student's groups. The group will be based on situation and class size. Topic of group discussion will be informed to the students prior to the assessment.)
3. **Debate / Discussion on a Topic** (Teacher will assign topic prior to the assessment) *The teacher must give remarks on basis of content knowledge, presentation skill, interaction, body language.

Marks distribution for Internal Assessment

Criteria for Marks	Total Marks 10
Class Attendance	1 Marks
Content Knowledge	1 Marks
Presentation Skill	1 Marks
Interaction	1 Marks
Body Language	1 Marks
Students will write minimum 10 points on the selected topic	5 Marks

Sample documentation sheet for School

Sl. No.	Signature of the Student	H.S. Roll No.	H.S. Regi. No.	Awarded Marks

Signature of the Class Teacher

Signature of the HM with Seal

Project [20 marks] Marks to be awarded as the cumulative marks of the two Internal assessments awarded in Class XI.