

UNIVERSITY OF CALCUTTA

SYLLABI

F

O

R

**THREE-YEAR HONOURS & GENERAL
DEGREE COURSES OF STUDIES
EDUCATION
2010**

&

Three-year B.A. in Education

**(Honours & General)
under
CBCS System**

2018

Syllabus of Three Year Degree Course in EDUCATION (Hons)

EDUCATION-HONOURS

Part-I Paper-I

PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS

COURSE OBJECTIVES:

1. To understand the meaning, aims, functions and role of education.
2. To understand the relation between education and philosophy.
3. To be acquainted with Indian and western schools of philosophy and their impact on education.
4. To be acquainted with the contribution of great educators.

GROUP-A

Philosophical foundation of education

MODULE-I

Approximate lecture Hours

- | | |
|---|-----|
| 1. Concept and aims of modern education with special reference to Delor' s commission (UNESCO, 1997) | (4) |
| 2. Child centric and Life centric education. | (4) |
| 3. Functions and scope of education-Individual and social perspective.
Education for Human Resource development. | (9) |
| 4. Education as propagation of values. | (3) |

MODULE-II

- | | |
|--|----------------|
| 5. Role of Philosophy in Education. | (2) |
| 6. Schools of philosophy and their influence on education: Idealism, Naturalism, and Pragmatism. | (9) |
| 7. Schools of Indian Philosophy ***
Basic features and Influence on Education- | (9) |
| a) Vedic schools (Sankhya, yoga, Nyaya) | |
| b) Non-Vedic schools (Charvak, Buddhist, Jain) | |
| | Total Lect. 40 |

*No broad question from this portion.

GROUP-B

CONTRIBUTION OF GREAT EDUCATORS:

MODULE-I

	Approximate Lecture Hours
1. Rousseau.	(6)
2. Froebel	(5)
3. Montessori	(5)
4. Bertard Russell.	(4)

MODULE-II

5. Dewey.	(7)
6. Rabindranath Tagore	(7)
7. Vivekananda	(6)

Total Lect. 40

References:

- | | |
|-----------------------|--|
| 1. Aggarwal.J.C. | -Theory and Principles of education Philosophical and Sociological Bases of education. |
| 2. Banerjee, A | -Philosophy and principles of education. |
| 3. Chakraborty, J.C. | -Modern education. |
| 4. Kundu and Majumder | -Theories of education. |
| 5. Mukherjee, K.K. | -Some great educators of the world. |
| 6. Mukherjee, K.K. | -Principles of education. |
| 7. Munro. | -History of education. |
| 8. Purkait, B.R. | -Great Educators. |

Bengali Books:

- | | |
|--------------------------------------|----------------------------------|
| 1) Sushil Ray | -Shiksha Tatta. |
| 2) Arun Ghosh | -Shiksha tatta & Shiksha Darshan |
| 3) Bibhuranjan Guha | -Shikshaya Pathikrita. |
| 4) Gouridas Halder & Prasanta Sharma | -Shiksha Tatta & Shiksha Niti. |

PAPER-II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

COURSE OBJECTIVES:

1. To understand the meaning of Psychology, and be acquainted with its different perspectives.
2. To realize the relationship between Psychology and education.
3. To know the patterns of different aspects of human developments and relate this knowledge with Education.
4. To be acquainted with the cognitive approach to development and thus to understand the processes and factors of cognition.

GROUP-A

DEVELOPMENTAL ASPECTS OF PSYCHOLOGY

MODULE-I

Approximate Lecture Hours

1. Introduction to Psychology, relation between education and Psychology. Different perspectives of psychology (Biological, Cognitive, Developmental, Associationist – A brief overview). (12)
2. Personality development. Psychoanalytical theory of Personality, Erikson’s Stages of Psycho-social development. (8)

MODULE-II

3. Stages and types of Development and their Educational significance:
 - a) Physical and motor development, Factors affecting Physical and motor development.
 - b) Cognitive development, brief outline of Piaget’s theory of Cognitive development.
 - c) Emotional development, Common patterns, Emotional balance and Emotional Quotient.
 - d) Moral development, Theories of Piaget and Kohlberg. (20)

Total 40

GROUP-B

Cognitive approach

MODULE –I

Approximate Lecture Hours

- 1) Neural basis of cognition: Neuron – structure and electrical Potentials, synoptic transmission, structure and functions of human brain, Neuro –endocrinal system. (6)
- 2) Perception: Factors influencing perception, role in cognition. (3)
- 3) Attention: Selective and divided attention. Role of attention in the Cognitive process. Factors of attention. (4)
- 4) Memory: acquisition, storage and retrieval of information. Sensory memory, short term and long term memory, forgetting. (7)

MODULE-II

- 5) Motivation: types and factors. (2)
- 6) Learning: Laws of learning, classical and operant conditioning. Insight learning, concept learning, Bandura’s social learning theory. Transfer of learning: Concept and application. (10)
- 7) Intelligence : Theories of intelligence –Spearman, Thurston, Guilford and Gardener. (8)

Total Lect. 40

References:

- 1) Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley.
- 2) Berk, L.A. (2003). Child development, Delhi: Pearson Education.
- 3) Baron, R.A. (2001). Psychology, Delhi: Prentice Hale.
- 4) Bichler, R.F., and Snowman, J. (1993). Psychology applied to teaching. Boston: Houghton Mifflin.
- 5) Normann Sprinthall and Richard, C. Sprinthall, Educational psychology: McGraw-Hill Publishing Company.
- 6) Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.
- 7) Diane. E., Papalia and Sally wendkos olds. Human Development: McGraw-Hill.
- 8) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.
- 9) Kundu, C.H. and Tutoo, D.N., Educational Psychology: Sterling Publication.
- 10) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.
- 11) Clifford.C.Morgan. Richard. A. King, John R. Weisz, John R. Schopler, Introduction of Psychology.
- 12) Glietman, Alan, J., Fridland, Daniel Reisberg, Basic Psychology.

- Bengali Books:**
- | | | |
|--|--|----------------------------|
| 1) Sushil Ray | | -Shiksha Manovidya. |
| 2) Arun Ghosh | | -Shiksha-Shrai Monobigyan. |
| 3) Pramodbandhu Sengupta & Prasanta Sharma | | -Shiksha Manobigyan. |

EDCATION –HONOURS

Part –II
PAPER –III
DEVELOPMENT OF EDUCATION IN INDIA

COURE OBJECTIVES:

1. To be acquainted with the salient features of education in India in Ancient & Medieval times.
2. To be acquainted with the development of education in British India.
3. To be acquainted with the development of education in Independent India, including significant points of selected Education.
4. To be acquainted with current issues and trends in Education.

GROUP –A

Education in Ancient, Medieval and British India.

MODULE – I

Approximate Lect. Hours.

1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to
 - a) Aims and Objectives (2)
 - b) Subject of study (2)
 - c) Methods of teaching including teacher – Pupil relationship. (2)
 - d) Evaluation (1)
 - e) Centre of Learning. (2)
 - f) Education of woman (1)

2. Brief outline of events relating education from 1757 to 1947
 - Missionaries activities (Srirampur Trio) (3)
 - Charter Act of 1813 (1)
 - Bengal Renaissance – Contribution of Rammohan Ray
H.L.V. Derozio. And Vidyasagar. (6)
 - Adams Report. (2)
 - Anglicist –Orientalist controversy – Macaulay’s Minute &
Bentinck’s resolution. (4)
 - Wood dispatch (Recommendations only) (2)

MODULE –II

Brief outline of

- Hunter Commission 1882-83 (Primary and Secondary Education) (3)
- Curzon Policy (Quantitative development of Primary education,
Quantitative and Qualitative development of Secondary education,

Qualitative development of Higher education).	(4)
▪ National Education Movement (cause and effect)	(2)
▪ Calcutta University Commission (1917-1919)	(2)
▪ Basic Education(concept & development)	(2)
▪ Sargent Plan	(1)

Total Lect. 42

GROUP –B

Development of Education after 1947.

MODULE-I

1. Constitutional provision for Education in India	(4)
2. Brief outline of the recommendations made by different Education Commission:	
▪ University Education Commission (1948-49) (Aims of Higher education & Rural University)	(4)
▪ Secondary Education Commission (1952-53) (Aims, Structure & Curriculum of Secondary education)	(5)
▪ Indian Education Commission (1964-66)	(7)

MODULE-II

3. National Policy on Education (1986).	(7)
4. Current issues in education:	
▪ Equalization of Education Opportunities.	(5)
▪ Programmes on Universal Elementary Education (DPEP &SSA)	(4)
▪ Non-formal education and alternative schooling, Education of women	(5)

Total Lect. 41

References:

1. Atlekar, A.S.	-Education in Ancient India.
2. Basu, A.N.	-Education in modern India.
3. Basu, A.N.	-Adam's Report.
4. Banerjee.J.P.	-Education in India-past, Present and future.
5. Dhar, Niranjana.	-Fundamentals of Social Education.
5. Keay, E.E.	-India Education in Ancient times.
6. Law, N.N.	-Promotion of Learning in India.
7. Mukherjee, S.N.	-Education in India, Today & Tomorrow.
8. Mukherjee, S.N.	-History of Education (Modern Period).
9. Nurulla, S., Naik, J.P.	-History of Education in India.
10. Purkait, B.R.	-History of Indian Education.

11. Rawat, P.L. -History of Indian Education.
12. Sreemali, K.L. -The Wardha Scheme.
13. Indian Education act. -1904
14. Govt. of India report of University Education Commission (1948-49).
15. Govt. of India report of Secondary Education Commission (1952-530).
16. Report of education Commission (1966) education and National development, Ministry of Education, New Delhi.
17. Govt. of India, Ministry of Human Resource – Development, National Policy on Education, 1986. New Delhi.
18. Govt. of India, Ministry of Human Resources Development, National Policy on Education, 1986, Programme of Action, New Delhi.
19. Govt. of India, Ministry of Human Resource Development, Policy of Action, 1992, New Delhi.
20. Dayal` Bhagwan – Development of Modern Indian education.
21. Education of Women key to progress, Ministry of education, New Delhi.
22. Kundu, C.L. -Adult Education.
23. Shah. A. & Ban, S. -National Education.
24. Singh, R.K. -Open University.
25. Srinivastava, K.N. -Education in Free India.

Bengali Books:

- 1) Jotiprasad Bandyapadhy – Bharatiya Shikhan & Sampratik Samashya.
- 2) Sanyal, Mitra - Bharate Shikhar Itihas.
- 3) Gourdas Halder & Prasanta Sharma
- Adhunik Bharatiya Shikhar Bikash.
- 4) Jotiprasad Bandyapadhy – Shikhar Itihas.
- 5) Ranjit Ghosh - Shikhar Itihas.

PAPER –IV
SOCIOLOGICAL FOUNDATION OF EDUCATION
AND
EDUCATIONAL ORGANIZATION & MANAGEMENT.

COURSE OBJECTIVES:

1. To understand the meaning of sociology and Education and realize its pertinence to education.
2. To become aware of the different social factors that influence education.
3. To become aware of social groups that influence education.
4. To become aware of the processes of social change and their impact on education.
5. To be acquainted with current social issues and their relationship with education.
6. To understand the concept of school organization.
7. To be acquainted with modern aspects of school organization.
8. To understand the difference between educational Management & Administration at different levels of education.

9. To understand the meaning, types and need for educational management.
10. To understand the meaning, types, need and strategies of educational planning.
- 11.

GROUP-A

Sociological Foundation of Education

MODULE-I

Lecture hours

- | | |
|---|------|
| 1. Sociological Foundation of Education-Sociology of education, Nature, Scope, Method of Study. | (5) |
| 2. Society and Education- | |
| (a)Society: its origin and factors and their influences on education (population, Location, religion, class, culture, technology, Economy). | |
| (b)Impact of different political systems on education (capitalism and socialism). | (10) |
| 3. Social groups and education- | |
| (a)Social groups (primary, Secondary and tertiary) | |
| (b)Socialization: the role of the family and school. | (6) |

MODULE-II

- | | |
|--|-----|
| 4. Social change and Education- | |
| (a)Social change: Its definition and role of education | (2) |
| (b)Social change in India (Sankritization, Westernization, Modernization and Globalization). | (8) |
| 5. Education and Social Communications- | |
| Informal agencies of Social Communication. | (3) |
| 6. Education and Contemporary Social Issues: | |
| (a) Unemployment. | |
| (b) Poverty | |
| (c) National Disintegration | |
| (d) Population explosion. | (6) |
| Total lecture 40 | |

GROUP – B

Educational organization & Management

Lecture Hours

MODULE- I

- | | |
|--|-----|
| 1. Principles of Educational organization: Concept of School organization its principle. | (3) |
|--|-----|

2. Aspects of school Organization –
- (a) School Plant, building, Equipment, Sanitation. ,Play ground, Workshop, library, Computer Room. (6)
 - (b) Midday meal, School medical service, co- curricular activities. (3)
 - (c) Inclusive education. (1)
3. Educational Management and Administration (8)
- Difference between the two administrations at different levels (Primary, Secondary and Tertiary)
- Board of Secondary Education, Council of H.S Education, Council of Higher education.

MODULE- II

4. Concept of educational management- (7)
- Meaning, nature, need and scope, Role of Educational manager.
5. Types of Educational Management- (4)
- Autocratic, Democratic, Lassie- Fair supervision.
6. Educational Planning- (8)
- Meaning, need and significance of educational planning.
- Types and strategies of educational planning. Steps in Educational planning
- Institutional Planning.

Total lect.40

Reference:

- | | |
|----------------------|---|
| 1. Sharma, Y. | - Sociology of Education |
| 2. Brown, F.L. | -Educational Sociology |
| 3. Gisbert, P. | -Fundamentals of sociology. |
| 4. Chakraborty, J.C. | -Educational Sociology. |
| 5. Durkhiem | -Sociology of Education |
| 6. Bottroll | - Applied principles of Educational Sociolo |
| 7. Rao, M.s.A | - Education, Social stratification |
| 8. Dighburn, W.F | - Social exchange. |
| 9. Gaind | -Educational organizational. |
| 10. Chandana | - School Organization |
| 11. Kochar, S.K | - Secondary School Organization |
| 12. Aggarwal | - School Organization |

Bengal Books:

- 1) Bishnupada Panda- Shiksah-Shrai samajtantra
- 2) Ranjit Ghosh - Vidyalaya Paribesh & Padhyati
- 3) Arun Ghosh -Vidyalaya Sanghathan.

EDUCATION –HONOURS
Part –III

PAPER- V

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

COURSE OBJECTIVES

1. To understand the concept of adjustment and maladjustment.
2. To identify some commonly found problem behaviors along with the etiology and remedial measures.
3. To be aware of the role of parents and educational institution in promoting mental health.
4. To be aware about different coping strategies for successful stress – management.
5. To understand the concept of guidance and counseling.
6. To become aware about tools and techniques for conducting guidance and counseling services.

GROUP – A

Psychology of adjustment

MODULE – I

Lecture hours

1. Concept of adjustment- adjustment and adaptability, homeostasis, Psychodynamic concept of adjustment, socio-cultural concept: Criteria of good adjustment. (5)
2. Maladjustment- meaning of maladjustment-Conflict and frustration, Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours. (9)
3. General causes of mal adjustment- Biological and Environmental –role of parent and educational institution in promoting mental health. (6)

MODULE - II

4. Stress, stressors- personal and environmental stress, coping strategies and therapies –behaviour, cognitive and humanistic therapies (only concept). (9)
5. Multi axial classification of mental disorders- DSM IV Axis I and Axis II category – Brief outline of schizophrenia, anxiety disorder, depressive disorder, substance abuse, Personality disorder. (11)

Total lecture: 40

GROUP-B

Educational guidance and counseling.

Lecture hours

MODULE- I

1. Concept of guidance- meaning and nature of guidance-different forms of Guidance (group and individuals) Types of Guidance (educational, vocational) (8)
2. Counseling- meaning- types and techniques- directive, non directive, eclectic –individual and group counseling. (8)
3. Identification and guidance for special learners- gifted, slow learners, learner with learning disabilities, MR/ mentally challenged. (6)

MODULE-II

4. Basic data necessary for Guidance – pupil courses, vocation- tools and Techniques of collecting Information on pupils (Intelligence test, Personality test, Interest inventory, Aptitude test, CRC, Case study, ARC. Courses and occupations- Dissemination of information on courses and occupation prospectus, career (20)

Conference, pamphlets, newspaper, periodicals)

Total lect.42

References:

1. Guidance and counseling in college and university - S K.Kochar.
2. Guidance and counseling- Gibson – -Pearson publisher.
3. Sangathi Bidhane Nirdeshona & paramarshadan- - Dr. Subir Nag, Gargi Dutta.
4. Carson R C & Butcher, J.N - - Abnormal psychology and modern life.
5. Kisker G .W. - -The disorganized personality.
6. Coleman,J.c- -Psychology and Effective Behaviour.
7. Sarasan and Sarasan – -The problem of maladaptive Behaviour
8. Mohanty, G - -Abnormal Psychology.
9. Chauhan, S.S – - Principle and technique of Guidance.

PAPER –VI

EVALUATION IN EDUCATION

Course Objectives:

- 1) To develop understanding of the concepts of measurement and evaluation in education
- 2) To be acquaint with different types of measuring instruments and their uses.
- 3) To acquaint with the principles of test construction. To develop understanding of the concepts of validity and reliability and their importance in educational measurement.
- 4) To develop the ability to organize relevant educational data. To develop the ability to use various statistical measure in analysis and interpretation of educational data. To develop the ability to interpret test data.
- 5) To develop the ability to represent educational data through graphs. To develop skill in analyzing descriptive measures.

GROUP – A

MODULE-1

	Lecture Hours
1. Educational Measurement and Evaluation- Concept, Scope and Needs.	(5)
2. Tools and Techniques of Evaluation -	
a) Test: Types, use of Norm- Referenced test and Criterion- Referenced test, essay type and objective type tests.	
b) Observation- Concept and Use	
c) Inquiry - concept and use	
d) Cumulative Record Card – concept and Use	(15)
MODULE - II	
3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio.	(3)
4. Criteria of Standardized test	
a) Validity b) reliability C) objectivity d) Usability e) Norms	(11)
5. Construction of a Standardized Achievement Test	(6)
<hr/>	
	Total Lect.40

GROUP -B

Statistics in Education

MODULE-I

	Lecture hours
1. Statistics- Use in Education	(1)
2. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive.	(9)
3. Measures of Central tendency – Mean, Median, Mode- Calculation and application	(6)
4. Measures of Variability – Range, Quartile Deviation, Standard Deviation – Calculation and application	(7)

Module-II

5. Percentile and percentile rank- Calculation and application, including graphical representation	(6)
6. Characteristics of Normal curve.	(2)
7. Skewness and Kurtosis – Concept.	(2)
8. Concept of Z – Score _ Calculation and use.	(6)

9. Linear Correlation – Concept and Use – Co-efficient of Linear Correlation: Product – moment method and Rank difference Method – calculation

(8)

Total lect. 47

Reference:

- | | |
|----------------------------------|---|
| 1. Anastasi, A. | Psychological testing. |
| 2. Freeman, F.S. | Theory and practice of Psychological testing. |
| 3. Thorndike, R.L., Hegen, S. | Measurement & Evaluation in psychology and Education. |
| 4. Singh, A.K. | Tests, Measurement and research Methods in Behavioural Science. |
| 5. Garret, E. | Statistics in psychology and Education. |
| 6. Mongal, S.K. | Statistics in psychology and Education. |
| 7. Giulford, J.P. & Fruchter, G. | Fundamental Statistics in Psychology & education. |
| 8. Medhi. | Statistical Methods and Introductory test. |

Bengali Books: 1) Sishil Ray -Mullayan: Niti & Kaushal.

PAPER –VII

EDUCATIONAL TECHNOLOGY AND CURRICULUM

COURSE OBJECTIVES:

1. To enable the student to understand the concept of educational technology.
2. To expose the students to the basic developments in educational technology.
3. To Acquaints students with different instructional techniques.
4. To develop the ability to analyze classroom teaching – learning and the ability to observe classroom behaviour and group dynamics.
5. To understand the meaning and scope of curriculum.
6. To understand the basis of curriculum construction, evaluation and innovation.

GROUP –B

MODULE - I

Educational Technology

Approximate lect. Hours.

1. Concepts need and scope of educational technology. (2)
2. Systems approach to education: Definition of systems, need for systems approach, classification of systems & components of a System. (6)
3. Computer and its role in education. (2)
4. Use of media in education: Audio (Radio & Tape), Visual (Projector). Audio-visual (T.V. & CCTV). (4)
5. Models of teaching: Nature, Concepts and different families of Teaching Models, advantages of the use of Models of Teaching. (6)

MODULE -II

6. Communication and educational technology: Components of Communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication. (7)
7. Instructional techniques: Mass instructional techniques (basic concepts only), Personalized techniques – Programmed learning, Mastery Learning, Microteaching (basic concepts). (7)
8. Distance education: Concepts, types and usefulness –Application of technology in Distance education. (6)

Total lect.40

GROUP-B

Curriculum Studies.

MODULE -I

Approximate lect.Hours.

1. Concept of curriculum: Explicit Curriculum, Hidden Curriculum. (3)
Nature of Curriculum (2)
Bases of Curriculum: Philosophical Sociological & Psychological. (3)
2. Systems Approach to Curriculum. (2)
3. Objectives of curriculum: Need to form objectives of curriculum. Sources of objectives of the curriculum: society, discipline, needs of students. (5)
4. Bloom's Taxonomy of educational objectives: an overview (Cognitive & Affective domains) with examples. (5)

MODULE -II

5. Determinants of content selection: culture based, Knowledge based, Need based. (6)
6. Curriculum transaction: Bruner's Theory of Instruction and learning. (6)
7. Curriculum evaluation: meaning and utility, Sources and means of curriculum evaluation. Formative and Summative evaluation. (8)

References:

1. Kumari, Sarita & Srivastava, D.S., "Curriculum and Instruction", Isha books, Delhi, 2005.
2. Olivia, P.F. Developing the curriculum, Harper Collins, 1992.
3. Sen, M.K., Shiksha Prajuktibibnan, soma Books Agency, 2006.
4. Taylor, P.H., & Richards. C.M., An introduction to curriculum studies.
5. Kelly, A.K. The curriculum, Theory and Practice.
6. Hooper, Richard, "Curriculum Design".
7. Lawton, D., Gordon P., Ing. M., Gibby, B., Pring, R., t. "Theory and Practice of Curriculum Studies".
8. Sampath. Pannerselvan, Santhanam-Introduction to educational technology.
9. Rao, Usha -Educational technology.
10. Anand Rao, B. ravishankar, S. -Reading in educational technology.
11. Mohanty, J. -Educational technology.
12. Bharna, R.D. -An Introductory Technology.
13. Vashist, S.R.(ed) Perspectives in Curriculum Development Vol.1-5
14. Khan, M.I.& Nigam, B.K. Evaluation and research in curriculum construction.
15. Lawton, D., Gordon, P., Ing, M., Gibby, B., Pring, R. Moore, T. -Theory and practice of curriculum studies.
16. Kelly, A.V. -The curriculum, Theory and Practice.
17. Taylor, P.H. & Richards, C.M. -An introduction to curriculum studies.

PAPER-VIII

COMPARATIVE EDUCATION AND PRACTICAL

COURSE OBJECTIVES:

1. To analyze and compare Indian educational system with abroad.
2. To be acquainted with the process of collecting data.
3. To apply relevant statistical techniques to display and analyze data.
4. To acquire the skills of observation and inference in relation to some selected constructs in educational psychology.

GROUP-A

Comparative Education.

Module – I

Approximate Lect. Hours.

Any one country from UK. USA. China.

1. Concept, meaning, scope of Comparative Education. (8)
- 2) Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries:
 - a) Structure of education (6)
 - b) Administration (6)

Module – II

- Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries.
- a) Curriculum (5)
 - b) Examination (5)
 - c) Teacher education (4)
 - d) Education for all (4)
 - e) Distance education and open learning (3)

Total lect: 41

GROUP-B

Practical

- | | Lecture hours |
|---|---------------|
| A. Statistics Practical | |
| B. Pedagogy practical. | |
| A. statistics: The students are expected to collect relevant data from their colleges or neighborhood (minimum sample size must be 50) for the following: | |
| 1. Determination of central tendencies and standard deviation. | (4) |
| 2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve and location of median and quartile therein. | (6) |
| 3. determination of types of association between two sets of data by drawing scatter diagram (linear relations only). | (3) |
|
B. Pedagogy. | |
| 1. Determination of memory span | (4) |
| 2. Index of complete learning / capacity of memorization | (4) |
| 3. Comparison of recall and recognition as modes of measuring retention | (4) |
-

Syllabus of Three Year Degree Course in EDUCATION (General)

Part I FULL MARKS-100

Paper 1 Full marks -100
Principles of Education

Module I

1. Concept, scope and functions of education:
Education as a social process. Education and Social Changes.
2. Aims of education: Individualistic and socialistic aims of education. Education for emotional, social and cultural adjustment. education for productivity and vocation.
3. Freedom and Discipline: Concept and need for free discipline. Self discipline and student self government.

Module II

4. Factors of education:
 - a) The Child - innate endowment and environment
 - b) The Teacher - qualities and responsibilities.

- c) The Curriculum - concept, principles of curriculum construction. Co- curricular activities- meaning ,values and forms.
- d) The educational institutions – Formal, informal, non formal. Their interrelations.

Module III

5. Agencies of education:

- a) Home,
- b) School,
- c) Socio-cultural and Religious organizations,
- d) State,
- e) Mass- media

Module IV

- 6. Child - centricism in education: Its significance.
- 7. Play and play- way in education: Kindergarten, Montessori, Basic education and Project.

References

- 1. J.C. Chakraborty- Modern Education: Its Aims and principles
- 2. Archana Banerjee- Principles of education
- 3. J.C. Agarwal- Theory and Principles of education
- 4. J.C. Agarwal- Philosophy and social basis of education.
- 5. B.R. Purkait- Principles and practices of education

PART II

Paper II

Educational Psychology Full Marks 100

Module I

- 1. Relation between Psychology and education. Nature and scope of Educational Psychology.
- 2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.

Module II

- 3. Personality: Concept, traits and theories
- 4. Emotion: Meaning and characteristics, places of emotion in education.
- 5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.

Module III

- 6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each type of test. Uses of intelligence tests.
- 7. Attention and Interest: Nature and conditions of attention, their educational implications.

Module IV

8. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory.
9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - its meaning and causes.

References:

1. C.F. Skinner- Educational Psychology
2. J.P. Guilford- General Psychology
3. H.R. Bhatia- Textbook of educational psychology
4. S.S. Chauhan- Advance educational psychology
5. S. Mangal- Educational psychology.

Paper III

Development of Education in Modern India

Full Marks 100

Module I

1. A synoptic view of ancient and medieval history of education in India
2. Advent of missionaries: Serampore Missionaries activities in education
3. Official introduction of English education by Lord Bentinck.
4. Adam's Report on indigenous system of education.
5. The Despatch of 1854.

Module II

6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms
7. The First Education Commission (W. Hunter.) 1882
8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905)
9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.

Module III

10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme.
11. The Sargent Plan 1944
12. The Radhakrishnan Commission 1948-1949

13. A synoptic study of changes in school system, primary and secondary (structure and curriculum only) after independence-Mudaliar Commission's (1952-1953) report and Kothari Commission's report (1964-1966)

Module IV

14. Education of Women since independence
15. Educational policy 1968- A brief overview
16. Educational policy 1986- A brief overview.

References:

1. J.P. Banerjee- Education in India: Past Present and Future
2. B.R. Purkait- Milestones of modern Indian education
3. S.P. Chauhan- History of Indian education
4. S.Nurulla and J.P. Naik- History of education in India.

PART- III

PAPER IV

Full Marks 100

Evaluation and Guidance in education

Module I

1. Concept of evaluation
2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute
3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination-essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card(CRC).

Module II

4. How to make a good test: Specification of objectives, item selection.
5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, (S.D only), Graphical representation (frequency polygon, histogram and ogive). Idea of linear correlation.

Module III

6. Guidance: Concept, need and scope and types
7. Basic data necessary for guidance (data about students, courses and vocations)
8. Counseling: Meaning and types of counseling for adjustment problem

Module IV

9. Meaning of adjustment.
10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment.

References:

1. A. Anastasi- Psychological Testing
2. F.S. Freeman – Theory and practice of psychological testing
3. E.L. Thorndike and Hagen- Measurement and evaluation in education
4. J.N. Fuster-Psychological Counseling in India
5. H.W. Bernard and D. W. Fulner- Principles of guidance- a basic text.
6. P. Milner- Counselling in education.

Proposed Question Patterns

A For honours in Education.

Each half of each paper consists of two modules of 25 marks each.

The question pattern for each module is as follows

1. One question of 15 marks to be answered from **two** alternatives = 15 marks
2. Two questions of 5 marks to be answered from **three** alternative = 10

Total -25

B. For General Course in Education

Each paper consists of four modules of 25 marks . The question pattern for each module is as follows

1. One question of 10 marks to be answered from **two** alternatives= 10 marks
2. Three questions of 5 marks to be answered from **five** alternatives =15 marks

Total- 25