

UNIVERSITY OF KALYANI

SYLLABUS

FOR THREE YEARS B.A. DEGREE COURSE

(HONOURS AND GENERAL)

IN

EDUCATION

**According to the New Examination Pattern
Part – I, Part- II & Part- III**

WITH EFFECT FROM THE SESSION

2006 - 2007

University of Kalyani
Syllabus
B. A. (Honours and General)
Education

(Effect from 2006)

W.e.f. Session 2006-2007

Distribution of Marks

B.A. (Education General) Examination :

1st year - paper - I		100
2nd year - paper II & III	100 x 2 =	200
3rd year - paper IV		100
Total Marks		400

B. A. (Education Honours) Examination :

1st year - paper - I & II	100 x 2 =	200
2nd year - paper III & IV	100 x 2 =	200
3rd year - paper V to VIII	100 x 4 =	400
Total Marks		800

Education (Elective) :

1st year - paper - I		100
2nd year - paper II & III	100 x 2 =	200
Total Marks		300

NB :

- First three papers are common for General, Honours and Education (Elective) students
- Question papers for the above papers will be same
- Part I examination will be held in the 1st year
- Part II examination will be held in the 2nd year
- Part III examination will be held in the 3rd year

Somnath Singh
21/3/06

**General
Paper - I
Full Marks 100**

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Objectives :

To enable the students to understand

- the meaning, nature, scope, aims, objectives and functions of education.
- the major components and philosophies of education.
- the significance of value, culture and philosophy of education.
- the structure and functions of the process of society and its relationship with education.
- relationship between education and economic growth.

Course Content :

Group - A

Philosophical Foundation of Education

Full Marks : 50

Unit I : Concept and scope of Education

(6)

- a) Nature and scope of Education.
- b) Development of education from teacher / curriculum centric system to the child / learner centric system.
- c) Education as an applied science and a social process.

Unit II : Aims and functions of Education

(6)

- a) Individual welfare (i) Individual development (ii) Acquisition of skills (iii) Acquisition and generation of human values.
- b) State and social welfare (i) Transmission and cultural heritage (ii) Social cohesion
- (iii) Inculcating democratic attitude.

Unit III : Factors of education : their significance and inter-relationship

(8)

- (i) Child's place in education (ii) Teacher : the role and qualities of a modern teacher
- (iii) Curriculum : meaning and principles of curriculum construction; co-curricular activities
- (iv) School : its visions and functions.

Unit IV : Significance of philosophy, values and culture in education

(8)

- a) Meaning of philosophy; its relation to education
- b) Value : its meaning and relation with philosophy
- c) Culture : its bearing on education

Unit V : Contribution of some major philosophical theories in education

(10)

(Aims and Objectives only)

- (i) Idealism (ii) Naturalism (iii) Pragmatism (iv) Realism (v) Existentialism

Unit VI : Contribution of some great Educators and their Educational Philosophies

(12)

- (i) Aurobindo (ii) Rabindranath Tagore (iii) Rousseau (iv) Dewey

Total Classes -50

Group - B

Sociological Foundation of Education

Full Marks : 50

Unit I : Sociological basis of Education

(14)

- a) Society - its constituent factors and their interrelationships.
- b) Social groups and processes of social interaction.

c) Social change : Meaning, factors and role of education.

Unit II : Agencies of Education

(6) + (10)

- a) Social agencies of education : Family, state and school
b) Role of Mass-media in education : Radio, Cinema and TV, Press, W.W.W.

Unit III : Education and Economic growth

(15)

- a) Role of education in Economic growth
b) Meaning of Human Resource Development and its significance in the present society.
c) Relationship between education and economic growth.

Total Classes - 45

Suggested References :

1. A. Banerjee - Philosophy and Principles of Education
2. J. C. Chakravorty - Modern Education
3. K. K. Mukherjee - (i) Great Educators
(ii) Principles of Education
4. Kundu & Majumdar - Theories of Education
5. B. R. Purkait - Great Educators
6. J. C. Aggarwal- (i) Theory & Principles of Education
(ii) Philosophical & Sociological bases of Education
7. F. J. Brown - Education Sociology
8. J. C. Chakravorty - Educational Sociology
9. P. Gisbert - Fundamentals of Sociology
10. Rao, M. S. A. - Education. Social Stratification and mobility
11. সুশীল রায় - শিক্ষাতত্ত্ব
12. অরুণ ঘোষ - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
13. বিভূষণ ওহ - শিক্ষায় পথিকৃৎ
14. গৌরদাস হালদার - শিক্ষাতত্ত্ব ও শিক্ষানীতি
15. বিশ্বপদ পান্ডা - শিক্ষাশ্রয়ী সমাজতত্ত্ব - II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

Full Marks - 100

Course Objectives :

The students will be able to understand :

- the concept, nature, scope and uses of psychology in education
- growth and development in human life, sensation and perception
- meaning, purpose and major theories of learning, factors influencing learning
- the concept, theories and measurement of intelligence
- the concept, factors of memory and causes of forgetting
- the role of heredity and environment in causing individual difference
- the concept and development of personality

Course Content

Group - A

Psychological Foundation of Education

Full Marks : 50

Unit I : Educational psychology - Concept, nature and scope; distinction between psychology and educational psychology.

(6)

Unit II : Development - Stages and aspects of development in human life : (12)
infancy, childhood and adolescence - needs and problems. Role of Educational Psychology; home and school in satisfying the needs and solving the problems. Mental and social development. Sensation and perception - Concept, characteristics, classification and role to the development of knowledge.

Unit III : Learning - Definition and characteristics : (18)
learning and maturation, essential aspects of major theories and laws of learning (only Thorndike, Pavlov, Gestal and Skinner), motivation in learning, transfer of learning.

Unit IV : Attention and Interest : (14)
Nature and conditions of attention : significance in education. Relation between interest and attention : their educational implications.
Habit - Concept, rules of habit formation, eradication of bad habits, educational value of habit.
Emotions - Meaning - characteristics - development and place of emotion in education.

Total classes - 50

Group - B
Psychological Foundation of Education
Full Marks : 50

Unit V : Intelligence : (15)
Concept - theories (Spearman, Thurstone, Guilford) : intelligence tests - measurement of intelligence - significance in education.

Unit VI : Memory : (15)
Definition - factors LTM, STM, marks of good memory : principles of economy involved in memorisation. Forgetting - meaning and causes.

Unit VII : Heredity and environment : (20)
Concept - implications in education. Individual difference - concept, causes - significance in education.
Personality - Concept, Nature : (Type, Trait) Psychoanalytical development of personality.

Total classes : 50

Suggested References :

1. Dandekar, W. N. - Psychological Foundations of Education
2. Sengupta, M - Educational Psychology : A review
3. Rastogi, K. G. - Educational Psychology
4. Skinner, C. E. - Educational Psychology
5. Guilford J..P. - General Psychology
6. Hurlock, E. B. - Child Development
7. Gamet H. E. - Genral Psychology
8. Bhatia H. R. - Texbook of Educational Psychology
9. Chauhan, S. S.- Advanced Educational Psychology
10. Morgan, King,- Introduction to Psychology
Weise K Schopler
11. রায়, সুশীল - শিক্ষা মনোবিদ্যা
12. সেনগুপ্ত ও শর্মা - শিক্ষা মনোবিদ্যা
13. ঘোষ, অরুণ - শিক্ষা মনোবিদ্যা

Paper - III
DEVELOPMENT OF EDUCATION IN INDIA
Full Marks - 100

Course Objectives :

- To help the students to understand the development of education in India in historical perspectives.
- To understand the salient features of education in ancient, medieval and British India.
- To acquaint with significant points of selected educational documents and reports of these periods.
- To help the students to understand about the development of distance education and open learning system in India.

Course Content
Group - A
Full Marks - 50

- Unit I : Education in Ancient India :** (16)
- A. Brahmanic System of Education :
Aims, curriculum, teacher and methods of teaching, institutions, women education and evaluation system.
 - B. Buddhist System of Education :
Aims, curriculum, teacher and methods of teaching, institutions (Bikramsila, Nalanda), women education and evaluation system. (10)
- Unit II : Education in Medieval India :** (10)
- Aim, curriculum, teacher and methods of teaching, institutions and women education. (24)
- Unit III : Education in British India :** (24)
- A. Advent of the Missionaries from 1800 - Serampore Mission
 - B. Fort William College-contributions towards improvement of culture and education.
 - C. Charter Act of 1813 and development of Oriental - Occidental controversy
- Solution by Macaulay - Bentinck's education policy.
 - D. Bengal Renaissance - Raja Rammohan Roy and Hindu School - Derozio and Young Bengal Movement.
 - E. Educational contributions of Iswarchandra Vidyasagar.
 - F. 1. Wood's Despatch of 1854.
2. Indian Education Commission (1882 - 83)
 - G. Synoptic study of National Education Movement and its influence on education.
 - H. Basic Education :
aims, objectives, curriculum and reform
 - I. Sargent Report (1944)

Total Classes - 50

Group - B
Full Marks - 50

- Unit IV : Education in Independent India :** (20)
- A. (5)
 - 1. University Education Commission (1948 - 49)
 - 2. Indian Education Commission (1964 - 66)
 - 3. National Policy on Education - 1968
 - 4. National Policy on Education, 1986
 - Programme of Action (P. O. A) - 1992
 - B. Asoke Mitra Commission - 1991 - 1992 (5)
 - C. Language policy in Primary Education and Pabitra Sarkar Commission Report. (6)

- D. Education for All and Constitutional Reforms relating to education (10)
E. Development of Non-formal education in India (9)

1. ভারতীয় প্রাচীন ও মধ্যযুগীয় শিক্ষার ইতিহাস - ডঃ সুবিমল মিশ্র
2. শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্যযুগ) - গৌরদাস হালদার
3. আধুনিক ভারতীয় শিক্ষার বিকাশ - গৌরদাস হালদার ও প্রশান্ত কুমার শর্মা
4. আধুনিক ভারতীয় শিক্ষার রূপরেখা - রণজিৎ ঘোষ
5. আধুনিক ভারতীয় শিক্ষার ইতিহাস - অরুণ ঘোষ
6. ভারতের শিক্ষা ও শিকার ভারতায়ন - সুনীল রায়
7. ভারতীয় শিক্ষার ইতিহাস - জ্যোতিপ্রসাদ বন্দোপাধ্যায়
8. আধুনিক ভারতের শিক্ষা বিবর্তন - জ্যোতিপ্রসাদ বন্দোপাধ্যায়
9. ভারতীয় শিক্ষার ইতিহাস - দীপ্তি সান্যাল ও গঙ্গাধর মিত্র
10. Milestones in Modern Indian Education - Pukait Biswa Ranjan
11. Education and National Development Report of the Education commission 1964 - 1966
12. Report of the Education commission 1991 - 92 (Govt. of West Bengal)
13. National Policy on Education - 1986
- Ministry of Human Resource Development, Govt. of India, New Delhi
14. Landmarks in the History of Modern Indian Education - Aggarwal J. C.
15. Education in India Past - Present Future
- Banerjee Jyoti Prasad
16. History of Indian Education - Chaube, S. P.
17. Education in Ancient and Medieval India : Chaube, S. P. and Chaube. A
18. Education in Ancient India - Altekar, A. S.
19. Education in Modern India - Basu, A. N.
20. History of Education in India - Nurullah, S and Naik, J. P.
21. History of Indian Education - Rawat, P. L.
22. The Wardha Scheme - Sreemali, K. L.
23. Education in India, Today and Tomorrow - Mukherjee S. N.
24. History of Education (Modern Period) - Mukherjee S. N.

Total Classes – 50

Paper - IV

EDUCATIONAL MANAGEMENT AND EVALUATION

Full Marks - 100

Course Objectives :

To enable :

1. learners to understand the theory of Management and its application in the field of education.
2. learners to understand important managerial processes.
3. learners to understand the different types of management.
4. learners to understand institutional management, curricular and Co-curricular management, school management.
5. learners to understand the theory, meaning and need of planning.

Course Content :
Group : A
Educational Management
Full Marks - 50

- Unit I : Concept of Educational Management :** (8)
• Meaning, nature, need and scope
• Distinction between Administration and Management
- Unit II : Management Types :** (8)
• Centralised - decentralised
• External - internal
• Autocratic - democratic
• Dynamic / Creative - Laissez-faire
- Unit III : Management Behaviour :** (10)
• Factors affecting management behaviour :
Personal - Social - Cultural - Political - Institutional
- Unit IV : Institutional Management :** (12)
• Curricular and Co-curricular programmes
• Students' welfare services
• School building and infrastructure
- Unit V : Educational planning :** (12)
• Meaning, need and significance
• Types and strategies
• Steps

Total classes - 50

Group - B
Educational Evaluation
Full Marks - 50

- Unit VI : Concept of Evaluation :** (5)
• Meaning, nature and need for Measurement and Evaluation in Education
• Difference between Measurement and Evaluation
- Unit VII : Measuring Instruments :** (5)
• Types, scales in Educational Measurement
• Errors in Measurement
• Norm-reference and criterion-reference tests
- Unit VIII : Characteristics of a good measuring instrument :** (6)
• Validity • Reliability • Objectivity
- Unit IX : Test construction and standization :** (8)
• Principles of test construction
• Standardisation of Test
• Scoring of test and interpretation
- Unit X : Educational Statistics :** (26)
• Meaning, nature and scope of Educational Statistics
• Sources of Educational Data
• Measures of Central Tendencies - its uses and limitations
• Graphical - representation of data Histogram, Frequency polygon and Ogive
• Variability : Measurement - uses and limitations.

Total classes - 50

Suggested References :

1. Anastasi, Anne, Psychological Testing
3. Guilford, J. P., Fundamental Statistics of Psychology
4. Garrett, E., Statistics in Psychology & Education

5. Freeman, F. S., Theory & Practice of Psychological Testing
6. Mangal, S. K., Statistics in Psychology & Education
7. Singh, A. K. Tests., Measurement & Research Methods in Behavioural Science.
8. R. N. Sharma : Education Administration and Organisation
9. সুশীল রায় - মূল্যায়ন : নীতি ও কৌশল
10. পাল, ধর, দাশ ও ব্যানার্জী - শিক্ষা ব্যবস্থাপনা

B. A. (Education Honours)

Paper - I

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Full Marks 100

Course Objectives :

To enable the students to understand

- the meaning, nature, scope, aims, objectives and functions of education.
- the major components and philosophies of education.
- the significance of value, culture and philosophy of education.
- the structure and functions of the process of society and its relationship with education.
- relationship between education and economic growth.

Course Content :

Group - A

Philosophical Foundation of Education

Full Marks : 50

Unit I : Concept and scope of Education

- a) Nature and scope of Education. (6)
- b) Development of education from teacher / curriculum centric system to the child / learner centric system.
- c) Education as an applied science and a social process.

Unit II : Aims and functions of Education

- a) Individual welfare (i) Individual development (ii) Acquisition of skills (ii) Acquisition and generation of human values. (6)
- b) State and social welfare (i) Transmission and cultural heritage (ii) Social cohesion (iii) Inculcating democratic attitude.

Unit III : Factors of education : their significance and inter-relationship

- (i) Child's place in education (ii) Teacher : the role and qualities of a modern teacher (iii) Curriculum : meaning and principles of curriculum construction; co-curricular activities (iv) School : its visions and functions. (8)

Unit IV : Significance of philosophy, values and culture in education

- a) Meaning of philosophy; its relation to education (8)
- b) Value : its meaning and relation with philosophy
- c) Culture : its bearing on education

Unit V : Contribution of some major philosophical theories in education

- (Aims and Objectives only) (10)
- (i) Idealism (ii) Naturalism (iii) Pragmatism (iv) Realism (v) Existentialism

Unit VI : Contribution of some great Educators and their Educational Philosophies

- (i) Aurobindo (ii) Rabindranath Tagore (iii) Rousseau (iv) Dewey (12)

Total classes - 50

Group - B
Sociological Fundation of Education
Full Marks : 50

Unit I : Sociological basis of Education (15)

- a) Society - its constituent factors and their interrelationships.
- b) Social groups and processes of social interaction.
- c) Social change : Meaning, factors and role of education.

Unit II : Agencies of Education (10)+ (10)

- a) Social agencies of education : Family, state and school
- b) Role of Mass-media in education : Radio, Cinema and TV. Press, W.W.W.

Unit III : Education and Economic growth (15)

- a) Role of education in Economic growth
- b) Meaning of Human Resource Development and its significance in the present society.
- c) Relationship between education and economic growth.

Totalclasses – 50

Suggested References :

1. A. Banerjee - Philosophy and Principles of Education
2. J. C. Chakravorty - Modern Education
3. K. K. Mukherjee - (i) Great Educators
(ii) Principles of Education
4. Kundu & Majumdar - Theories of Education
5. B. R. Purkait - Great Educators
6. J. C. Aggarwal- (i) Theory & Principles of Education
(ii) Philosophical & Sociological bases of Education
7. F. J. Brown - Education Sociology
8. J. C. Chakravorty - Educational Sociology
9. P. Gisbert - Fundamentals of Sociology
10. Rao, M. S. A. - Education, Social Stratification and mobility
11. সুশীল রায় - শিক্ষাতত্ত্ব
12. অরুণ ঘোষ - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
13. বিভূরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
14. গৌরদাস হালদার - শিক্ষাতত্ত্ব ও শিক্ষানীতি
15. বিষ্ণুপদ পান্ডা - শিক্ষাপ্রণয়ী সমাজতত্ত্ব

Paper - II (Honours)

PSYCHOLOGICAL FOUNDATION OF EDUCATION

Full Marks - 100

Course Objectives :

The students will be able to understand :

1. the concept, nature, scope and uses of psychology in education
2. growth and development in human life, sensation and perception
3. meaning, purpose and major theories of learning, factors influencing learning
4. the concept, theories and measurement of intelligence
5. the concept, factors of memory and causes of forgetting
6. the role of heredity and environment in causing individual difference
7. the concept and development of personality

Course Content
Group - A
Psychological foundation of Education
Full marks - 50

- Unit I : Educational psychology :** (6)
Concept, nature and scope; distinction between psychology and educational psychology.
- Unit II : Development :** (12)
Stages and aspects of development in human life : infancy, childhood and adolescence - needs and problems. Role of Educational Psychology; home and school in satisfying the needs and solving the problems. Mental and social development. Sensation and perception - Concept, characteristics, classification and role to the development of knowledge.
- Unit III : Learning :** (18)
Definition and characteristics - learning and maturation, essential aspects of major theories and laws of learning (only Thorndike, Pavlov, Gestal and Skinner), motivation in learning, transfer of learning.
- Unit IV : Attention and Interest :** (14)
Nature and conditions of attention : significance in education. Relation between interest and attention : their educational implications.
Habit - Concept, rules of habit formation, eradication of bad habits, educational value of habit.
Emotions - Meaning - characteristics - development and place of emotion in education.

Total classes - 50

Group - B
Psychological foundation of Education
Full marks - 50

- Unit V : Intelligence :** (15)
Concept - theories (Spearman, Thurstone, Guilford) : intelligence tests - measurement of intelligence - significance in education.
- Unit VI : Memory :** (15)
Definition - factors LTM, STM, marks of good memory : principles of economy involved in memorisation. Forgetting - meaning and causes.
- Unit VII : Heredity and environment :** (20)
Concept - implications in education.
Individual difference - concept, causes - significance in education.
Personality - Concept, Nature : (Type, Trait) Psychoanalytical development of personality.

Total classes - 50

Suggested References :

- | | | | |
|-----|-------------------------------------|---|--|
| 1. | Dandekar, W. N. | - | Psychological Foundations of Education |
| 2. | Sengupta, M | - | Educational Psychology : A review |
| 3. | Rastogi, K. G. | - | Educational Psychology |
| 4. | Skinner, C. E. | - | Educational Psychology |
| 5. | Guilford J. P. | - | General Psychology |
| 6. | Hurlock, E. B. | - | Child Development |
| 7. | Gamet H. E. | - | Genral Psychology |
| 8. | Bhatia H. R. | - | Texbook of Educational Psychology |
| 9. | Chauhan, S. S. | - | Advanced Educational Psychology |
| 10. | Morgan, King, -
Weise K Schopler | - | Introduction to Psychology |
| 11. | রায়, সুশীল | - | শিক্ষা মনোবিদ্যা |
| 12. | সেনগুপ্ত ও শর্মা | - | শিক্ষা মনোবিদ্যা |
| 13. | ঘোষ, অরুণ | - | শিক্ষা মনোবিদ্যা |

Paper - III (Honours)
DEVELOPMENT OF EDUCATION IN INDIA
Full Marks - 100

Course Objectives :

- To help the students to understand the development of education in India in historical perspectives.
- To understand the salient features of education in ancient, medieval and British India.
- To acquaint with significant points of selected educational documents and reports of these periods.
- To help the students to understand about the development of distance education and open learning system in India.

Course Content :

Group - A

Full marks 50

Unit I : Education in Ancient India : (16)

A. Brahmanic System of Education :

Aims, curriculum, teacher and methods of teaching, institutions, women education and evaluation system.

B. Buddhist System of Education :

Aims, curriculum, teacher and methods of teaching, institutions (Bikramsila, Nalanda), women education and evaluation system.

Unit II : Education in Medieval India : (10)

Aim, curriculum, teacher and methods of teaching, institutions and women education.

Unit III : Education in British India : (24)

- A. Advent of the Missionaries from 1800 - Serampore Mission
- B. Fort William College-contributions towards improvement of culture and education.
- C. Charter Act of 1813 and development of Oriental - Occidental controversy
- Solution by Macaulay - Bentinck's education policy.
- D. Bengal Renaissance - Raja Rammohan Roy and Hindu School - Derozio and Young Bengal Movement.
- E. Educational contributions of Iswarchandra Vidyasagar.
- F. 1. Wood's Despatch of 1854.
2. Indian Education Commission (1882 - 83)
- G. Synoptic study of National Education Movement and its influence on education.
- H. Basic Education :
aims, objectives, curriculum and reform
- I. Sargent Report (1944)

Total classes - 50

Group - B

Full marks - 50

Unit IV : Education in Independent India :

- A. (20)
 - 1. University Education Commission (1948 - 49)
 - 2. Indian Education Commission (1964 - 66)
 - 3. National Policy on Education - 1968
National Policy on Education, 1986
 - 4. Programme of Action (P. O. A) - 1992
- B. Asoke Mitra Commission - 1991 - 1992 (5)
- C. Language policy in Primary Education and Pabitra Sarkar Commission Report. (6)
- D. Education for All and Constitutional Reforms relating to education (10)
- E. Development of Non-formal education in India (9)

Total classes - 50

- ভারতীয় প্রাচীন ও মধ্যযুগীয় শিক্ষার ইতিহাস - ডঃ সুবিমল মিশ্র
শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্যযুগ) - গৌরদাস হালদার
3. আধুনিক ভারতীয় শিক্ষার বিকাশ - গৌরদাস হালদার ও প্রশান্ত কুমার শর্মা
 4. আধুনিক ভারতীয় শিক্ষার রূপরেখা - রণজিৎ ঘোষ
 5. আধুনিক ভারতীয় শিক্ষার ইতিহাস - অরুণ ঘোষ
 6. ভারতের শিক্ষা ও শিকার ভারতায়ন - সুনীল রায়
 7. ভারতীয় শিক্ষার ইতিহাস - জ্যোতিপ্রসাদ বন্দোপাধ্যায়
 8. আধুনিক ভারতের শিক্ষা বিবর্তন - জ্যোতিপ্রসাদ বন্দোপাধ্যায়
 9. ভারতীয় শিক্ষার ইতিহাস - দীপ্তি সান্যাল ও গঙ্গাধর মিত্র
 10. Milestones in Modern Indian Education - Pukait Biswa Ranjan
 11. Education and National Development Report of the Education commission 1964 - 1966
 12. Report of the Education commission 1991 - 92 (Govt. of West Bengal)
 13. National Policy on Education - 1986
- Ministry of Human Resource Development, Govt. of India, New Delhi
 14. Landmarks in the History of Modern Indian Education - Aggarwal J. C.
 15. Education in India Past - Present Future
- Banerjee Jyoti Prasad
 16. History of Indian Education - Chaube, S. P.
 17. Education in Ancient and Medieval India : Chaube, S. P. and Chaube, A
 18. Education in Ancient India - Altekar, A. S.
 19. Education in Modern India - Basu, A. N.
 20. History of Education in India - Nurullah, S and Naik, J. P.
 21. History of Indian Education - Rawat, P. L.
 22. The Wardha Scheme - Sreemali, K. L.
 23. Education in India, Today and Tomorrow - Mukherjee S. N.
 24. History of Education (Modern Period) - Mukherjee S. N.

Paper – IV (Honours)

Full Marks - 100

ISSUES AND TRENDS IN CONTEMPORARY EDUCATION IN INDIA

Course Objectives :

- To develop understanding of significant trends in contemporary education.
- To develop awareness of various organisations and their role in the implementation of policies and programmes.
- To focus attention on certain major national and social issues and role of education in relation to them.
- To acquaint with the role of Comparative Education in restructuring education throughout the world.
- To develop understanding of different forces and factors operating behind the development of restructuring of education in different Countries, particularly in India.

Course Content

Group – A

Full marks 50

UNIT I :

- 1) Strengthening the nation through education, by inculcating and developing : a) democratic ideals b) emotional integration c) economic and social skills d) national education system. (15)
- 2) Thrust area in different 5 yrs plans (a synoptic study). (20)

UNIT II :

- 1) Development and functions of some major educational organisations in India : (15)
- a) U.G.C., b) N.C.E.R.T., c) S.C.E.R.T., d) C.A.B.E. c) D.I.E.T.

UNIT III :

Development of Education in India Since P. O. A. 1972 :

- 1) Development of Pre-primary Education since P.O.A. 1972.

- 2) Development of Secondary Education since P.O.A. 1972.
- 3) Development of Higher Education since P.O.A. 1972.
- 4) Development of education for disadvantaged groups, including the concept of inclusion in education since P.O.A. 1972.

Total classes - 50

Group - B
Full marks 50

UNIT IV : (7) + (7)

- 1) Specific educational problems in rural and urban areas.
- 2) Problems involved in equalising educational opportunities.

UNIT V : (8) + (8)

- 1) Meaning, nature and significance of Comparative Education.
- 2) Methods of Comparative Education.

UNIT VI : (20)

- 1) Forces and factors of growth and development of education in modern India (Socio-cultural values, religion, philosophy, politics, demography, economy, language).
- 2) Foreign influences on Indian Education with special reference to U.K., (administration) and U.S.A. (curriculum).

Total classes - 50

Suggested References :

1. Trends and Issues in Indian Education - Dash, B. N
2. Current Challenges in Education - Taj, Hassen
3. Modern Trends and Issues in Education of India - Nayak, B. K
4. Development of Education in India - Bhatnagar, S.; Sarena, A
5. Trends Issues in India Education - Mishra, B. K.; Mohanty, R

Paper - V
**PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL
GUIDANCE AND COUNSELLING**

Group - A
Psychology of Adjustment
Full Marks - 50

Course Objectives :

- To enable the students to understand the concept and nature of Adjustment.
- To help the students to understand the nature, concept, causes of Maladjustment and detect the different behavioural patterns of Maladjusted cases around them.
- To make the students aware of some Mental Health and Various processes of healthy adjustment.
- To make the students conscious of some Mental Disorders.

Course Contents

- 1. Adjustment :** (8)
Concept of Adjustment; Different Concepts - Homeostases, Psychodynamic concept, Socio-cultural concept; Difference between Adjustment and Adaptability; Good adjustment : Criteria, role of family and school.
- 2. Maladjustment :** (8)
Meaning - Maladjustment in infancy, childhood, adolescence; Different maladjustment - eating disorder, sleep disorder and cognitive disorder.
- 3. Cause and Symptoms of Maladjustment :** (6)
Different factors and causes; life stress and environmental stress : role of family and school.

- Mental Disorder :** (12)
 Classification of Mental disorder, DSM IV (Axis I category and Axis II category) – different mental disorders (identification and educational implication only). :
 i) Schizophrenia ii) Anxiety disorder iii) Paranoid Personality
 iv) Depression v) Disorder due to alcohol and drug. :
5. Concept of Mental health and Mental hygiene. (5)
6. Stress Management and Coping Strategies : (5) + (6)
 causes of stress – stress management among students; principles of coping –
 Coping Therapies : Behaviour, Cognitive and Humanistic therapy.

Total classes - 50

Group - B
Educational Guidance and Counselling
Full marks-50

Course objectives :

- To help in comprehending the meaning and importance of Guidance and Counselling.
- To develop the ability to interpret various records for assessing the students' strengths and weaknesses.
- To develop the ability to identify exceptional children (gifted and learning disabled) who need special care and help for unfurling and developing their potentialities.
- To be aware of qualities of an ideal counsellor who can help the adolescents to face and tackle their problems adequately to develop a positive self-concept, self-confidence and an optimistic attitude towards life and to nature interest in their personal and professional growth.

Course Contents

1. **Guidance** – Meaning, definition, scope, need and importance of Guidance. (5)
2. **Different types of Guidance** – Educational, vocational, personal (purpose and functions only) (5)
3. **Guidance at different stages of education** with special emphasis on Secondary Stage of Education. (4)
4. **Basic data necessary for Guidance** – pupils, courses, tools and techniques – mental ability test, interest inventories, personality test, aptitude test, attitude test, achievement test, observation, interview, cumulative record card, anecdotal records. (8)
5. **Meaning, nature and scope of Counselling.** (2)
6. **Philosophical, Psychological, Social and Educational basis of Counselling.** (6)
7. **Types of Counseling** – Directive, Nondirective, Eclectic, Individual and Group. (8)
8. **Tools and techniques of counseling.** (8)
9. **Identification of exceptional children-** gifted and learning disabled children, diagnostic tests to identify them. (4)

Total classes - 50

Suggested References :

1. Carson, R.C. & Butcher, J.N. – Abnormal Psychology and Modern Life.
2. Kisker, G.W. – The Disorganised Personality
3. Coleman, J.C. – Psychology and Effective Behaviour
4. Sarason & Sarason – The problem of Maladaptive Behaviour
5. Mohanty, J. – Abnormal Psychology
6. Chauhan S.S. – Principles & Techniques of Guidance
7. NCERT – Guidance and Counselling
8. Traxler, A.E. & North, R.D. – Guidance Technique
9. Kochar S.K. – Guidance and Counselling in Secondary school
10. - do- – Guidance and Counselling in college and University
11. Basu, N.C. – Educational and Vocational Guidance

Singh, A.S. - Modern Educational Testing	
Anstasi, A. - Psychological Testing	
14. Singh, A. - Psychological Testing & Measurement	
15. Chauhan, S.S. - Mental Hygiene -- A Science of Adjustment	১। মঞ্জরী সেনগুপ্ত - অস্বাভাবিক মনোবিজ্ঞান
16. Rao, S. Narayan - Counselling and Guidance	২। অরুণ ঘোষ - মনোবৈজ্ঞানিক পরিমাপ ও পরিসংখ্য
17. Dave Indu - The Basic Essentials of Counselling	৩। ভূজঙ্গভূষণ ভট্টাচার্য্য - অভীক্ষা বিজ্ঞান
18. Page James D. - Abnormal Psychology	৪। সুশীল রায় - মূল্যায়ন : নীতি ও কৌশল
19. Chandana - School Organisation	৫। অশোক গুপ্ত - মানসিক স্বাস্থ্যবিজ্ঞান পরিক্রমা
20. Kochar, S.K. - Secondary School Organisation	৬। অরুণ ঘোষ - মানসিক স্বাস্থ্যবিজ্ঞান
21. Aggarwal, J. C. - School Organisation.	৭। ডঃ দেবাশিস পাল - শিক্ষায় ও বৃত্তিতে নির্দেশনা
	৮। বিষ্ণুপদ পাণ্ডা - শিক্ষাশ্রয়ী সমাজত্ব
	৯। রণজিৎ ঘোষ - বিদ্যালয় পরিবেশ ও পদ্ধতি
	১০। অরুণ ঘোষ - বিদ্যালয় সংগঠন।

Paper - VI (Honours).
EDUCATIONAL EVALUATION AND STATISTICAL TECHNIQUES
Full Marks - 100

Course Objectives :

- To Develop understanding of the concepts of measurement and evaluation in the field of education.
- To acquaint with the characteristics and types of different measuring scales and instruments and their uses.
- To acquaint with the principles of test constructions - both educational and psychological.
- To develop understanding the concepts and methods of determination of validity, reliability and their importance in educational measurement.
- To develop the concept of statistics and its uses in education.
- To develop the ability to represent educational data through graphs.
- To develop the ability to use various statistical measures in analysis and interpretation of educational data.
- To develop the concept of Normal probability curve and its uses - divergence from normality and its measures.
- To develop skill in analysing different descriptive measures.
- To develop the concept of application of computer in data processing.

Course Content
Group - A
Educational Evaluation
Full marks -50

1. **Meaning and nature of Educational Measurement -** (20)
 need for measurement in education - concept and scope of evaluation in education - relation between measurement and evaluation. Concept of norm referenced test and criterion referenced test.
 Tools and Techniques of Evaluation - a) Test - essay type and objective type b) Observation c) Inquiry d) CRC. (14L)
2. **Scales of measurement - nominal, ordinal, interval, ratio.** (6)
3. **Characteristics of a good test** (15)
 a) Validity, b) Reliability c) Objectivity d) Norms e) Usability - methods of determination - measurement of attitude - tools of measurement.
4. **General principles of construction and standardization of Achievement test.** (5L)

Group B
Statistics in Education

Full marks 50

1. **Meaning, nature and scope of Educational Statistics** - difference between statistic and parameter - significance of statistic in education. (3)
2. **Organizing and tabulation of Data** - Frequency distribution. concept of variable variate. (2)
3. Measures of Central Tendency - mean, median and mode their properties. calculations and applications. (6)
4. **Measures of Variability** - Range, A. D, Q, and S. D. - their properties, calculations and applications. (3)
5. **Graphical representation of Data** - Pie diagram, Bar graph, Histogram and Frequency polygon - their uses. (10)
6. **Percentile and percentile rank** - definition; calculation, application and graphical determination. (5)
7. **Concept of normal distribution** - properties and uses of NPC. Divergence from normality - Skewness and Kurtosis. (4)
8. **Derived scores** - standard score, Z-Score. - meaning, calculation and uses. (8)
9. **Bivariate distribution** : Concept of scatter diagram, correlation - computation of co-efficient of correlation by Rank difference method and Product moment method - interpretation of co-efficient of correlation. (10)
10. **Application of Computer in data processing.** (3)

Total classes - 54

Suggested References :

1. Anastasi, A. - Psychological Testing.
2. Freeman, F. S. - Theory and Practice of Psychological Testing.
3. Thorndike, R. L and Hegen, S - Measurement and Evaluation in Psychology & Education
4. Singh, A. K. - Tests, Measurement and Research Methods in Behavioural Sciences
5. Grarret, E. - Statistics in Psychology and Education
6. Mangal, S. K. - Statistics in Psychology and Education
7. Guilford, J. P. & Fruchter, G - Fundamental Statistics in Psychology and Education
8. Mehddhi - Statistical Method and Introductory Test
9. সুশীল রায় - মূল্যায়ন : নীতি ও কৌশল

Paper - VII (Honours)
EDUCATIONAL MANAGEMENT & ADULT AND CONTINUING EDUCATION
Full Marks - 100

Group - A
Educational Management
Full Marks - 50

Course Objectives :

- To develop knowledge and understanding of the meaning, nature, function, need and scope of Educational Management.
- To develop knowledge and understanding of different types of Educational Management.
- To enable the students to understand Educational planning and types of Educational Planning.
- To develop knowledge and understanding of Management and functions of some selected Academic Bodies.

Course Content :

- Unit I : Concept of Educational Management : Meaning, nature, function, need and scope.**
Types of Educational Management : Centralized and decentralized, external and internal.

autocratic, democratic and laissez-faire	(15)
Unit II : Educational Planning : Meaning, need and significance of Educational Planning.	
Types of educational planning, strategies and steps in Educational Planning.	(15)
Unit III : Teachers as Managers : Factors affecting managerial behaviour of teachers -	
personal, social, cultural, political and institutional.	(10)
Unit IV : Functions of various administrative bodies connected with education	(10)

Total classes - 50

Suggested References :

1. Educational Planning and Management - Chalam
2. Educational Administration, Management and Supervision : J.C. Aggarwal
3. Educational Administration, Supervision and School Management : J. Mohanty.
4. Principles and Practice of Management : L.M. Prasad.
5. Management of School Education : J.S. Walia.

Group - B
Adult and Continuing Education
Full marks - 50

Course Objectives :

- To develop knowledge and help to understand the importance of some non-formal institutions of Elementary Education.
- To develop the ability to understand meaning, nature and scope of Adult education, Literary education and Further education.
- To develop the knowledge and understanding of different types of Continuing Education like ODL systems and Lifelong Education.
- To understand aims, objectives and problems of Population education, Sex education, Environmental education and Education of Women.

Course Contents :

- Unit V : Elementary Education - Non-Formal Education, National Adult Education Programme (NAEP), National Literacy Mission (NLM), TLC, Sarva Shiksha Avhiyan.** (20)
- Unit VI : Adult Education :** (10)
- Meaning, need and scope
 - Literacy Education & Further Education.
- Unit VII : Continuing Education :** (10)
- Distance and Open Learning systems - meaning, nature, need and scope.
 - Lifelong Education - meaning, characteristics and need.
- Unit VIII : Population Education, Sex Education, Environmental Education and Education of Women - their aims, objectives and problems only.** (10)

Total classes - 50

Suggested References :

- Development of Adult, Continuing and Non-formal education in India - S.P. Agrawal, Mithilesh Gupta, M.W.K. Sherwani, Meena Usmani : Concept, New Delhi.
- Adult Education in India - Anil Bordia, Nachiketa, Bombay.
- National Adult Education Programme-Anonline-Ministry of Social Welfare, GOI.
- Govt. of India (GOI) Reports on Adult and Continuing Education.
- History of Adult Education in India - S.R. Moshini, Anmol, New Delhi.
- বয়স্ক শিক্ষা ও প্রথমোক্ত শিক্ষা - দেবী মুখোপাধ্যায়, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।

Paper VIII (Honours)
EDUCATIONAL TECHNOLOGY & CURRICULUM DEVELOPMENT
Full Marks - 100

Course objectives:

- To enable the students to understand concept, nature and scope of Educational Technology.
- To expose the students to the basic development in Educational Technology.
- To understand the meaning, concept and scope of Curriculum.
- To understand the basis of curriculum construction, transaction, evaluation and innovation.

Group - A
Educational Technology
Full Marks - 50

Course Contents:

1. **Concept, need and scope of Educational Technology.** (4)
2. **System approach in Education –** (4)
definition, need, classification and components of system approaches in Education.
3. **Communication in teaching:** (10)
Components of Communication process factors affecting classroom communication process - multimedia approach in education (Concept only).
4. **Instructional systems:** Lecture, team teaching, seminar, symposium. (20)
5. **Computer and its role in Education -** workshop, microteaching. (2)
6. **Teaching models:** Nature, concept and families of teaching models (classification only): (10)
Mastery Learning Model, Glassers' Model.

Total classes - 50

Group - B
Curriculum Construction
Full marks - 50

1. **Curriculum :** Meaning, aims and objectives. (8)
2. **Different types of curriculum –** their relative merits and demerits. (8)
Concepts of balanced curriculum.
3. **Curriculum framework at different levels of Education,** Principles of curriculum (20)
construction, methods and organisation of syllabus in formulating curriculum operation.
4. **Curriculum evaluation –** meaning and utility, means of curriculum evaluation. (14)
Formative and Summative evaluation.

Total classes - 50

Suggested References :

- Samapath - Introduction to Educational Technology.
- Kumar K.L. - Educational Technology.
- Mohanty, J. - Educational Technology.
- Sharma, Y.K. - Educational Technology.
- Rao, U. - Educational Technology.
- Khan, M.I. and Nigam, B.K. - Evaluation and Research in curriculum construction.
- Kelly, A.V. - The curriculum, Theory and Practice.
- Taylor, P.H. and Richards, C.M. - An introduction to Curriculum Studies.