B.A. (Honours) in Education

Part — I

Paper — I : Philosophical and Sociological Foundation of Education

Course Objectives :

1. To develop understanding of the meaning, aims, objectives and functions of education.
2. To develop an understanding of the roles of Philosophy and Sociology in Education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and a better understanding of the process of education.
4. To develop understanding of major components in and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships.

Group — A : Philosophy and Education

Course Contents :

Unit — I

❑ Modern concept and scope of Education; with stress on

a. Education as a Science.
 b. Education as a social process.
c. Education as human resource development and development of social moral and aesthetic value.

❑ Aims of education : Individual and Social aims of education.
The functions of Education :
Individual development (Development of skill, basic knowledge, interest and appreciation). With special emphasis on child centric & life centric education features & significance.

Unit – II

❑ Role of Philosophy in Education
a. Schools of Indian philosophy -- (a) Vedic schools (Sankhya, Yoga, Naya) Non-Vedi schools (Charvak, Buddhist, Jain).
b. Some major schools of Philosophy : Idealism, Naturalism, Realism, Marxism and Pragmatism, - their contribution to present day education.

Unit — III

❑ Freedom and discipline :
 a. The concept of freedom and discipline;
 b. The interrelation between discipline, liberty and democracy,
 c. Importance of discipline in social life and maintaining discipline through reward and punishment.

Unit — IV

a. Pupils
b. Teacher
c. Curriculum
d. Educational Institution

Unit — V

a. Education for National Integration b. International understanding.

Group — B : Sociology and Education

Unit — V

❑ Nature and scope of educational Sociology. Need for sociological approach in Education.
❑ Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change. Agencies of social change;
i. School as a social sub-system;
ii. Mass media as a social means.

Unit — VI

❑ Social groups — Primary and Secondary and tertiary. Social interaction and social stratification.
❑ Culture — Education and Culture; Culture heritage of India; Religion and class.
❑ Current social problems relating to education in India — Equalization of educational opportunities; problems of education of the backward classes; problems of illiteracy and social education; specific problem of education in urban and rural areas; role of community in solving social problems in the field of education; problems of education of the physically handicapped children in society.

References :

1. Agarwal J. C. : Theory & Principle of Education
2. Agarwal J. C. : Philosophy and Social Basis of Education
3. Kundu & Mazumdar : Theories of Education
4. Mukherjee K. K. : Great Education
5. Mukherjee K. K. : Principles of Education
6. Taneja : Education Principles Thinkers
7. Ghosh Arun : Shikshatawa 0 Shikshadarshan
8. Guha Bidhuranjan : Shikshay Pathikrit
9. Chakraborty Jogeschandra : Shikshatatwar Gorar Katha
10. Roy Sushil : Shikshatatwa
11. Bottroll Applied : Principles of Educational Sociology
12. Browa F. J. : Educational Sociology
13. Disburn : Social Change
14. Durkheim : Sociology of Education
15. Gilbert P. : Fundamentals of Sociology
16. Panda Bishnupada : Shiksharayee Samajatatwa
17. Rao M. S. A. : Education, Social Stratification & Mobility

Paper — II : Educational Psychology and Pedagogy

Course Objectives :

1. To initiate students in understanding the structure and functions of Higher 'mental processes'.
2. To enable the student to understand the meaning and scope of educational psychology.
3. To enable them to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences.
4. To enable them to understand different aspects of personality and means of developing and integrated personality.
5. To develop understanding of the process of learning and teaching and problems of learning.
6. To understand the role of the school, the teacher and the environment for the growth of child.
7 To understand the problems of adolescents and role of education in solving those problems.
8. To develop understanding of various theories of teaching.
9. To initiate students to the field of pedagogy.
10. To develop the ability to analyse classroom teaching-learning, and the ability to observe classroom behaviour; and group dynamics.
11 . To develop a positive attitude towards life and the teaching profession.

Group — A : Educational Psychology

Course Contents :

Unit — I

❑ Definition of Psychology; Relationship between Psychology and Education; Nature, scope and methods of educational psychology; applications of educational psychology in teaching-learning and in understanding individuals behaviour.
❑ Psychological basis of human / mental life; functions of the human nervous system and the Endocrine system (Preliminary ideas).
❑ Meaning of development; stages of development with special stress on education for social, emotional and Intellectual; Fundamentals of Piagetian developmental psychology.
❑ Concept of Individual Differences :
a. Intelligence, definition and nature of intelligence; Determinates of Intelligence heredity and environment; thecries of Intelligence; Measurement of intelligence.
b. Creativity — its meaning and nature; characteristics of a creative person; Relationship between creativity and intelligence and mental health.

Unit — II
❑ Personality — Definition, meaning and Nature; development of personality; type and trait theories of personality.

Unit — III
❑ Learning — Meaning and Nature; Factors affecting learning; Learning and Maturation; Learning and Motivation; Theories of Learning — Trial and Error Classical conditioning, operant conditioning, Insightful; Transfer of learning.

Unit — IV
a. Sensation & Perception
b. Attention
c. Memory

Group — B : Pedagogy

Unit — V

❑ Science to Teaching — Relation between teaching and learning general principles of teaching : Maxims.

Unit—VI

❑ Factors affecting attitude & aptitude. Science of teaching.
❑ Teaching Methods — Lecture, demonstration, problem solving and programme instruction; story — telling; function of a teacher as a planner, as a facilitator, as a counselor, as a researcher.
Differences between Traditional, Micro, Macro and Team Teaching.

References :

1. Aggarwal J. C. • . Essential of Educational Psychology
2. Chauhan S. S. • . Advance Educational Psychology
3. Harlock E. B. • . Child Development
4. Papalia, S. E. & Werdkos S. • . Human Development
5. Kundo C. L. & Tutoo S. N. • . Educational Psychology
6. Sprinthall N. A. & Sprinthal R. C. • . Educational Psychology

(Some reference books on pedagogy will be suggested later.)

Part — II

Paper – III : Development of Education in India course objectives

Course Objectives :
1. To help students understand the development of education in India historical perspective.
2. To understand the salient features of education in ancient, medieval and British India.
3. To acquaint with significant points of selected educational documents and reports of these periods
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

Group – A : Education in Ancient and Medieval India Course Contents :
Unit – I
❑ Education in Ancient India : Vedic and Brahmanic period.
a) Vedic Education : Aims of education process of Education, curriculum and organization, methods of teaching, Discipline, Teacher-pupil relation.
b) Buddhist Education : Aims of Education, curriculum & organization Methods of teaching Discipline, Teacher pupil relation, centers of learning, libraries.

Unit – II

❑ Education in Medieval India – Types of Educational Institutions, State patronage in Educational endeavor Contribution of Akbar and Aurangazeb.

Group – B : Education in British India in the Post-Independence Period Course Contents :

Unit–III

❑ Education in British India : Indigenous education in India at the beginning of the eighteenth century with reference to Munroe, Elphinstone & Adams Report & Charter Act, of 1813. Macualay's Minutes, Wood's Education Dispatch, Report of Hunter's commission, Movement for compulsory education Gokhale's Bill, Calcutta University Education Commission 1917, Hartog Committee Report, 1929 Lord Curzon's educational policy, India Renaissance movement & National Eduation movements towards development of a national system of eduation.

Unit — IV

❑ Development of Indian education during the post-independence period wit special reference to Radhakrishnan Commission 1948, secondary educatio commission 1952, Kothari Commission report — 1964 — 66, National Policy o Education 1986.

References :

1. Altekar 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 Post, Present & Future
5. Dhar Niranjan Fundamentals of Social Education.
6. Keay E. E. Indian Education in Ancient Later Lines
7. Lad N. N. Promotion of Learning in India
8. Mukherjee S. N. Education in India, Today & Tomorrow
9. Mukherjee S. N. History of Education (Modern Period)
10. Uarullah S. & Naik J. P. History of Education in India
11. Purokait B. R. Milestone in Indian Education
12. Rawat P. L. History of Indian Education
13. Bandopadhaya Jyoti Prassad Bharatiya Sikhar Itishas - Sampratik Samasya
14. Sanyal & Mitra Bharater Shiksher Itihas

Paper — IV : Issues and Trends in Contemporary Indian Education

Course Objectives :

1. To develop understanding of significant trends in contemporary education.

2. To develop awareness of various organizations and their role in the implementation of policies and programmes.

3. To focus attention on certain major national and social issues and role of education in relation to them.

4. To acquaint with the role of technology / mass media in spreading education among the masses.

5. To develop understanding of the alternative systems / modes of education and their implications in the Indian scenario.

Group — A : Conventional Mode

Course Contents :
 Unit — I

❑ Elementary Education — Aims and objective, universalization, girls' education problems of non-involvement and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard District Primary Education Programme.

❑ Report of Committee / Commissions since independence. National policies of Education and their implication.

Unit — II

❑ Secondary Education — Aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE. 1:1 Reports on Committee / Commissions since independence. — National policies of education — their implications.

❑ Higher education — General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA. Types of universities and equivalent Institutes of higher learning.

Group — B : Alternative Schooling

Course Contents :
 Unit — III

❑ Elementary — Non-formal, National Adult Education Programme (NAEP) National Literary Mission (NLM), TLC, PLC, JSN, Sarva Shiksha Abhiyan.

❑ Adult Education — Literacy Education and Further Education (Global and Indian context).

❑ Continuing Education

a) General / Liberal Education through open learning system.

 b) Technical / Vocational Education.

Unit — IV

❑ Educational finances in Grant-in-aid system, population education, family of life and sex education, value oriented education, work experience & SUPW, Environmental education, Eduation of Women, Eduacation of Minority Community with reference to their aims and objectives, methods and problems.

Unit — V

❑ Mass-media, communication process, programming, use of software in education, the programmes conducted by UGC, open learning system.

Unit — VI

❑ Alternative Education in U. K.

References :

1. Bajnerjee J. P. : Education in India : Past, Present and future
2. Parokait B. R. : Milestones of Modern Education
3. Mukherjee S. N. : History of Education (Modern Period)
4.Rawat P. L. : History of Indian Education
5. Sreemali K. L. The Wardha Scheme
6. Bandhopadhay Jyoti Prasad : Bharatiya Shikshar Itihas O Sampratik S amasya
7. Sanyal & Mitra : Bharater Shiksher Itihas
8. Government of India : Report of Education Commission (1966) Education & National Development, Ministry of Education, New Delhi
9. Government of India Ministry of Human Resources Development, National policy on Education (1986) New Delhi
10. Eduation of Women Key to progress : Ministry of Education, New Delhi
11. Non-formal Education Shah & Buns
12. Open University R. K. Singh
13. Comparative Education Hans Nicholas
14. Education in Great British Smither W. 0. Lester.

Part—III

Paper — V : Educational Evaluation and Statistics in Education

Course Objectives :

1. To develop understanding of the concepts of measurement and evaluation in the field of Education.

2. To acquaint with different types of measuring instruments and their uses.

3. To acquaint with the principles of test construction — both education and psychological. To develop understanding of the concepts of validity reliability and their importance in education in education measurement.

4. To develop the ability to organize relevant educational data. To development the ability to use various statistical measures in analysis and interpretation of educational data. To develop the anility to interpret test data results.

Group — A : Educational Evaluation

Course Contents :

Unit — I

❑ Meaning and nature of educational measurement — need for measurement in education — concept of evaluation in education — relation between measurement and evaluation, norm referenced and criterion referenced tests.

Unit — II

❑ Measuring instruments and their classification; errors in measurement; types of scales in educational measurement. Characteristics of good measuring instrument validity, and objectivity — methods of determination. Measurement of interest, Intelligence aptitude, academic, achievement, attitude and personality — different tools.

Unit — III

❑ General principles of test construction and standardization. Scoring of student achievement, methods of interpreting test scores. Reporting test results (Essay type, objective type, short answer type and oral type tests) cumulative record card.

Course Contents :

Unit — IV

❑ Meaning, nature and scope of educational statistics. Sources of educational data and use of educational statistics. Difference between statistic and parameter. Significance of statistic.
❑Measures of variability central tendency, its uses and limitations. (Mean, Median and Mode calculation and application).
❑Measures of variability- its use and limitation (Range Quartile deviation, average deviation, standard Deviation, calculation & their uses)
❑Concept of normal distribution- properties and uses of normal probability curve in interpretation of test scores, Divergence form normality- skewness and kurtosis, derived scores: Linear and normalized- their uses. Percentile & Percentile Rank.

Unit V

❑Concept of variable variate. Types of data- grouped and ungrouped data Graphical presentation of data Pie-diagram, histogram, frequency polygon, cumulative frequency graph- Ogive and their uses.
❑Bivariate distribution: correlation, computation of coefficients of correlation by rank difference, product moment methods, interpretation of coefficients of correlations, Meaning of Z-score and its use in comparison to Raw-seore, T.score (Basic concept)
❑Application of computer in data processing.

References:

1. Anastasi, A. : Psychological Testing.
2. Freeman, F.S. : Theory & Practical of Psychological Testing.
3. Garret, H.E. : Statistics in Psychology & Education.
4. Gailford, J.P. & Fructir, B. : Fundamental Statistics in Psychology and Edn.
6. Mangal, S.K. : Statistics in Psytchology & Education.
7. Rai, S. : - Malyayan Niti O Kaushal.
8. Singh, A.K. : Test Measurement & Research Methods in Behavioural Science.
9. Thorndike, E.L. & Hogen, E. : Measurement and Evaluation in Psychology & Education.

PAPER VI: EDUCTIONAL MANAGEMENT AND EDUCATIONAL TECHONOLOGY

COURSE OBJECTIVES:

1. To develop knowledge and understanding of the meaning, scope process and types of management
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To develop ability of making objective decision in educational management
4. To enable the students to understand about the concept, nature and of educational technology
5. To expose the students to the basic developments in Educational Technology

GROUP- A: Educational Management & School organization

COURSE CONTENTS:

Unit I

❑ Concept of Educational Management: Meaning, nature, need and scope. Class management & supervision.
❑ Managerial Behavior: Factors affecting managerial behaviors: personal, social; cultural, political, institutional etc.

Unit II

Aspects of Institutional Management: Curricular and co- curricular programmes, (organization of Games & sports, cultural programme, Debate discussion) student welfare auxiliary services including School health services; school plant including equipment and assets, Sanitation and beautification: institutional planning: time table.

Unit III

❑ Interpersonal relationship; institutional climate and discipline; hostel and staff accommodation; management of finance; home, school and community relationships; school meal evaluation of students achievement and promotion; admission, office management; assignment of teachers.

GROUP-B: Educational Technology

COURSE CONTENTS:

Unit VI

❑ Communication Process: theory, concept, nature, process, components, types of classroom communication, mass media approach in educational technology; Role of communication in effective teaching learning situation.

Unit V

❑System Approach ton Instruction: System approach in instructional process, instructional system designing: concept, components, physical and human resources, steps.
❑Innovations in Educational Technology: Programmed learning, micro and macro teaching, team teaching. Panel discussion, seminar, symposium, workshop(basic-concept)

❑Personalized system of instruction, computer assisted instruction, simulated teaching distance teaching. Visual, audio, audio-visual - different types and their uses.

Paper — VII : Educational Guidance and Curriculum Construction

Course Objectives :

1. To help in understanding the meaning and importance of guidance and counselling.
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To develop the ability to identify gifted children who need enrichment and to channellise their unique potentialities I a positive way through proper guidance.
4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.
5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
6. To understand the qualities of an ideal counselor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counseling. To develop interest in one's own personal and professional growth.
7. To understand the meaning, concept and scope of curriculum.
8. to understand the basis of curriculum construction, transaction evaluation and innovation.

Group — A : Guidance and Counselling

Course Contents :

Unit — I

❑ The concept of Guidance
a) Meaning, nature & scope of guidance.
b) Economical, psychological and sociological bases of guidance.
c) Need and importance of educational guidance services in schools.
❑ Vocational Guidance
a) Purpose and functions of vocational guidance.
b) Relationship between educational and vocational guidance.
c) Relationship between vocational guidance and work education.
d) Job analysis and occupational information services.

Unit — II

❑ Educational Guidance :
a) Basic data necessary for educational guidance — pupils abilities, aptitudes, interests and attitudes, education attainments and personality traits.

b) Construction, administration and interpretations of (i) Cumulative Record cards, (ii) Interest inventories.

Unit — III

❑ The concept of Counselling
a) Meaning, nature and scope of counseling.
b) Different types of counseling
c) Various steps and techniques of counseling.
❑ Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching.
❑ Diagnostic and remedial measures : Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.
a) Concept of mental health and mental hygiene.
b) Causes and symptoms of maladjustment — Genetic pre-disposition & environmental factors.
c) Frustration and conflicts, Anxiety — The role of school in preventing mal-adjustment.
d) Adjustment mechanisms.

Group — B : Curriculum Construction

Course Contents :
Unit — I

❑ Meaning of curriculum — its relation with aims and objectives. Writing objectives relating them to different domains of personality of education —determinants of curriculum. Core curriculum and co-curricular activities.

❑ Different types of curricula — i.e. their relative merits and demerits — the concepts of balanced curriculum, Explicit or written curriculum, Hidden curriculum, Holistic view of curriculum. Bloom's Taxonomy of Educational objectives (on overview).

Unit — II

❑ Curriculum framework at different levels of education.

❑ Principles of curriculum construction, methods of organization of syllabus in formulating curriculum operations.

Unit — III

❑ Curriculum Development — its process : Role of curriculum development, culture based, knowledge based, need based.

❑ Evaluation of curriculum : A critical study of curricula at the school stage; Meaning and utility; Means of curriculum evaluation; Formative & summative evaluation.

References :

1.Khan M. I. & Nigam B. K. : Evaluation & Research in Curriculum Construction
2. Kelley A. V. : The Curriculum : Theory & Practical
3. Lawton S. Gordon P — Theory and Practice of Curriculum Studies
4. Taylor P. H., Richards, C. M. & Nelson N. : An Introduction to Curriculum Studies Nelson N.
5. Vashist S. R. (Ed.) : Vol. 1 — 5 : Perspective in Curriculum Development
6. Bernard H. W. & Falner S. W. : Principles of Guidance, A Basic Text
7. Fuster J. M. : Psychology Counselling
8. Kochar S. K. : Guidance 7 Counselling in Secondary Schools
9. Rao S. N. : Counselling & Guidance
10. Khan M. I. & Nigam B. K. : Evaluation & Research in Curriculum Construction
11. Kelly A. V. : The curriculum — Theory & Practice
12. Lowsan S. Gardon : Theory & Practice of Curriculum Studies
13. Vashist S. R. (Ed.) : Vol. 1 — 5 : Perspective in Curriculum Development

Paper-VIII

Course Objeciives :

1. To enable the students to develop an understanding of educational ideas of Indian and Western Educations.
2. To obtain an understanding of pedagogical concepts given by Indian and Western educational thinkers.
3. To orient the student to scientific study of some educational problem.

Group — A : Educational Thinkers — Oriental and Occidental
Course Contents :

❑ Critical study of the educational thought of the following and their implication for Indian Education :
a) M. K. Gandhi
b) Vivekananda
c) Rabindranath
d) Aurobindo
e) Rousseau
f) Dewey
g) Froebel
h) Montessori

Group — B : Project. Work Education

Course Contents :
Unit — I

❑ Each candidates in required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasis the following steps.
a) Identification of the problem / topic
b) Field identification
c) Nature of information / data required, their sources.
d) Collection and organization of data, analyzing and drawing reference if necessary.
e) Educational significance of the project Reporting with suggestions for further development of the project.

Note : The project may either be a theoretical critical study or an empirical study.

Areas of Projects — I

a) Survey of Montessori, Kindergarten or any pre-primary school.

b) Preparation and execution of lesson plan — 10 lesson plans to be prepared.

c) Local survey in respect of nutrition and sanitation.

d) Undertaking a literacy programme of visiting and reporting any one literacy center.

e) Educational tour or excursion and writing a report.

f) Organisation Seminar Symposium and exhibition on any topic.

g)Framing objective test & their application.

References :

1. Mukherjee K. K. : Great Educations

2. Purkait B. R. : Great Educations

 3. Rusk : Great Educations

 4. Faneja : Educational Thinkers

Report writing should be done in a practical note book : 30 marks

Viva : 20 marks

Curricula — Undergraduate and Post Gradhate
B.A. (General) in Education
Part — I
Paper – I : Education and Society

Course Objectives :
❏ To enable the student to understand :
1. General aims of education along with nature, types and scope of education;
2. Meanings of major philosophies of education and function in education.
3. Meaning of curriculum and its planning and construction.
4. The importance of play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

Course Contents :
Unit – I

❏ Nature and scope of Education, Education as a science; Education as a social process, factors of Education.
❏ Aims of Education – individual, social, vocational and democratic;
❏ Formal, informal and non-formal agencies of education. Relation between school and society.

Unit –II

❏ Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education-with special reference to aims, process and curriculum – idealism, naturalism and pragmatism.

Factors of Education :
(a) The child – its innate endowment and environment
(b) The teacher – qualities & responsibilities

Paper —II : Education and Human Development

Course Objectives :
❏ To make the students understand about :
1. The meaning, scope and uses of psychology in education.
2. Human growth and development up to the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.
4. The concept of intelligence, its meaning and measurement.
5. Heredity and environment and their roles causing individual difference.

Course Contents :
Unit — I

❑ Psychology — Its meaning, nature and scope. Relationship between education psychology. Distinction between psychology and educational psychology.

Unit — II

❑ Stage of human development : infancy, childhood, latency and adolescence —their needs, significance and problems. Human development and education, role of educational psychology in understanding the individual.

Unit—III

❑ Learning : Learning and maturation, Essential aspects of different theories and laws of learning, motivation in learning, transfer of learning (Stress will be given on Pavlov, Thorndike, Skinner and Gestalt).

❑ Attention and interest. Nature and conditions for attention, their educational implications.

Paper — III : Indian Heritage and Education

Course Objectives :

❑ To enable the students to gain knowledge about :
1. The system of Indian education during Vedic, Buddhist periods.
2. Britisher's influence of Indian education.
3. Role of Indian thinkers in education during British period.
4. Growth and development of Education since independence.

Course Contents :
Unit — I
❑ A Synoptic view of Education in : (a) Vedic, (b) Buddhist and (c) Medieval periods. and Medieval

Unit — II

❑ Advent of the Missionaries : Serampore Mission and the activities of the Serampore Missionaries regarding extension of education.
❑ Adam, Munroe, Elphinstone's Report on Indigenous education.
❑ Macaulay's minutes and Bentinck's resolution of 1835.
❑ Wood's Despatch — 1854.
❑ Lord Curzon's educational policy. Growth of national consciousness. National education movement.

Reference :

Paper — I

1. Agarwal J. C. : Philosophy and Social Basis of Education
2. Banerjee Archana : Principles of Education
3. Chakraborty J. C. : Modern Education
4. Chakraborty J. C. : (Revised by Sanyal Dipti)
5. Ghosh Sashibhushan Education — Some problem and principles
6. Parkayal B. R. : Principles & practices of Educations

Paper —II

1. Bonz G. D. : General Psychology
2. Chauhan S. S. : Advanced Educational Psychology
3. Dandekar W. N. : Psychological Foundation of Education
4. Sevdas P. Rajammal & Jayan : A Textbook on Child Development
5. Guildford G. P. : General Psychology
6. Garret H. E. : General Psychology
7. Harlock E. B. : Child Development
8. Herbart Sorenson : Psychology for living
9. Morgan C. T. Kings R. A. Weise J. R. and Schoplar J : Introduction to Psychology
10. Mongal S. K. : General Psychology
11. Skinner C. E. : Educational Psychology
12. Kimble, Germzy & Zigler : Principles of Psychology

Paper — III

1. Bajemee J. P. : Education in India Past : Present & Future
2. Bandopadhay Jyoti Prasad : Adhunik Bharatiya Siksher Rupkatha
3. Murullah & Naik : History of Education in India
4. Purokayat B. R. : Milestones of Modern Education
5. Ghosh Ranjit : Bharatiya Sikshar Itihas
6. Roy Riten : Bharatiya Sikshar Itihas
7. Sanyal Dipti, Mitra Gangaram : Bharatiya Sikshar Itihas

Paper – I : Education and Society

Course Objectives :

❑ **To enable the student to understand :**

1. General aims of education along with nature, types and scope of education;
2 Meanings of major philosophies of education and function in education.
3. Meaning of curriculum and its planning and construction.
4. The importance of play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

Course Contents :
 Unit – III

❑ Curriculum definition, types of curricula, principles of curriculum construction, child-centered and life centered curricula, co-curricular activities.

Unit – IV

❑ Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline. With stress on reward and punishment.

❑ Emergence of educational thoughts through the works of great educators like Rousseau, Dewey, Tagore, Gandhi, Froebel Montessori, Aurobinda.

❑ Education for national integration, international understanding and education for human resource development, education for leisure.

Paper —II : Education and Human Development

Course Objectives :
❑ To make the students understand about :

1. The meaning, scope and uses of psychology in education.
2. Human growth and development up to the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.
4. The concept of intelligence, its meaning and measurement.
5. Heredity and environment and their roles causing individual difference.

Course Contents :
Unit—III

❑ Habits, meaning of habit and its role and implication in education.

❑ Emotions — their meaning; characteristics and place of emotions in education and their sublimation.

❑ Memory and forgetting.

Unit — IV

❑ Intelligence — concepts, definitions, theories and measurement (Two factors, multiple factors and group factor theories).

Unit — V

❑ Heredity and environment and their implications for education.
❑ Personality : Concept, traits, development of personality and its assessment.

Paper — III : Indian Heritage and Education

Course Objectives :

❑ To enable the students to gain knowledge about :

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. Britisher's influence of Indian education.
3. Role of Indian thinkers in education during British period.
4. Growth and development of Education since independence.

Course Contents :
Unit — III

❑ Recommendations of Indian Education commission — 1882, its influence on the subsequent development of education.
❑ Essential features of the Sadler Commission Report — 1917.
❑ Wardha scheme of Education — 1937.
❑ Radhakrishnan Commission — 1948. **Unit — IV**

❑ A Synoptic study of changes in School system — Primary and Secondary (Structure and curricular only after independence).
❑ Mudaliar Commission 1953.
❑ Kothari Commission 1964 — 66.
❑ National policy on Education 1986

Reference :

Paper — I

1. Agarwal J. C. : Philosophy and Social Basis of Education
2. Banerjee Archana : Principles of Education
3. Chakraborty J. C. : Modern Education
4. Chakraborty J. C. : (Revised by Sanyal Dipti)
5. Ghosh Sashibhushan Education — Some problem and principles
6. Parkayal B. R. : Principles & practices of Educations

Paper —II

1. Bonz G. D. : General Psychology
2. Chauhan S. S. : Advanced Educational Psychology
3. Dandekar W. N. : Psychological Foundation of Education
4. Sevdas P. Rajammal & Jayan : A Textbook on Child Development
5. Guildford G. P. : General Psychology
6. Garret H. E. : General Psychology
7. Harlock E. B. : Child Development
8. Herbart Sorenson : Psychology for living
9. Morgan C. T. Kings R. A. Weise J. R. and Schoplar J : Introduction to Psychology
10. Mongal S. K. : General Psychology
11. Skinner C. E. : Educational Psychology
12. Kimble, Germzy & Zigler : Principles of Psychology

Paper — III

1. Bajemee J. P. : Education in India Past : Present & Future
2. Bandopadhay Jyoti Prasad : Adhunik Bharatiya Siksher Rupkatha
3. Murullah & Naik : History of Education in India
4. Purokayat B. R. : Milestones of Modern Education
5. Ghosh Ranjit : Bharatiya Sikshar Itihas
6. Roy Riten : Bharatiya Sikshar Itihas
7. Sanyal Dipti, Mitra Gangaram : Bharatiya Sikshar Itihas

Part — III
Paper — IV : Evaluation and Guidance in Education

Group — A : Evaluation in Education & Scope

1. Concept of evaluation.
2. Need and scope of evaluation in Education : Evaluation of student achievement.
3. Evaluation of student progress :
4. Examination and evaluation — tools of evaluation :
5. Examination — essay type and objective type, criteria, reference tests and standardized tests, cumulative Record Card.
6. How to make a good test : Specification of objective item selection Characteristics of a good test : (a) Validity, (b) Reliability, (c) Objectivity, (d) Usability, (e) norms.
7. Measurement in Education : Tabulation of educational data. Measures of Central Tendency, Measure of variability. Graphical representation.
8. (Frequency Polygon, Histogram and Ogive). Idea of linear correlation (rank difference method only).

Group — B: Guidance in Education

1. Guidance : Concept need and scope.
2. Types of guidance.
3. Basic data necessary for guidance (Data about students, courses and vocations)
4. Meaning of Adjustment :
5. Causes of maladjustment : Role of parents, teachers, peers and educational institutions in the development of maladjustment.
6. Counseling : Meaning and types of counseling for adjustment problems.

References :

1. Agarwal, J. C. : Essentials of Examination system
2. Anastasi, A. : Psychological Testing
3. Bernard, H. W. and Fulner D. W. : Principles Guidance : A Basic Text
4. Freeman, F. S. : Theory and Practice of Psychological Testing
5. Fuster, J. M. Psychological Counselling
6. Kochar, S. K. Guidance and Counselling in Secondary Schools
7. Lahman & Mehren : Evaluation in Education
8. Milner, P. : Counselling in Education
9. Rao, S. N. : Counselling in Guidance
10. Thorndik, E. L. & Hagen : Measurement and Evaluation in Education

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University of North Bengal

Syllabus for B.A. Honours
under revised new course structure
for Part-I, Part-ii and Part- III

in

EDUCATION