

The University of Burdwan
Syllabus for B.A. Honours
(1+1+1 Pattern)
in
EDUCATION
with effect from 2007-2008 onwards

THE UNIVERSITY OF BURDWAN
Syllabus for 3 - year degree course in Education (Honours)
with effect from 2007 - 2008

PART-I

Full Marks-200

PAPER-I

Full Marks- 100

Philosophical Foundations of Education

No. of Lectures - 100

1. Concept and aims of modern education with stress on Child-centric and life Centric (life long) education. Features and significance.
2. Functions and Scope of Education-Individual and Social perspectives.
3. Philosophy and Education –their relationship with special reference to Educational Philosophy.
4. Schools of Educational Philosophy-Idealism, Naturalism, Pragmatism-their Influence on the different aspects of education.
5. Schools of Indian Philosophy-basic features with special reference to its Epistemological and ethical aspects.
6. a) Vedic schools (Sankhya, Yoga, Nyaya)
b) Non-Vedic schools (Charvak, Buddhist, Jain)
7. a) Value concept of Education.
b) Education for National Integration and International Understanding.
8. Contribution of Great Educators-
 - i) Rousseau
 - ii) Pestalozzi
 - iii) Froebel
 - iv) Montessori
 - v) Dewey
 - vi) Rammohan
 - vii) Vidyasagar

- viii) Rabindranath Tagore
 ix) Gandhi
 x) Vivekananda

Suggested References:

1. Agarwal 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. Purbait B.R. Great Educators

BENGALI BOOKS

- ১। সুশীল রায় শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- ২। অরুণ ঘোষ শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- ৩। বিভূষণ গুহ শিক্ষায় পথিকৃত
- ৪। গৌরদাস হালদার ও শ্রীমান্ত শর্মা শিক্ষাতত্ত্ব ও শিক্ষানীতি

PAPER-II

Psychological Foundations of Education :

Full Marks : 100

No. of Lectures 100

1. Introduction to Psychology, relation between Education and psychology. Different perspectives of Psychology (Biological, Cognitive, Developmental, Associationist (a brief overview)
2. Newal basis of Cognition : Neurone structure and electrical potentials, synoptic Transmission, structure and functions of Human Brain –Neuro-Endocrinal system.
3. Sensation and Perception : Visual, Auditory, Tactual, Kinesthetic sensation and Perception as the basis of cognition.
4. Attention : Selection and divided attention. Role of attention in the cognition Process, Factors of attention.
5. Memory : Stages of memory acquisition, storage and retrieval of information. Sensory Memory-short term and long term memory. Encoding of memory- Economical methods of memorization.
6. Learning and Motivation : Laws of Learning, Classical and Operant Conditioning, Insight Learning, Cognitive maps and concept of learning, Types of Motivation, Role of Motivation in learning. Transfer of Learning : Concept, theories and application.
7. Definition and nature of Intelligence, Two-factor and Group-Factor theories of Intelligence.
8. Physical development-Characteristics at different stages.
9. Cognitive development-Definition and a brief outline of Piaget’s stages of cognitive Development.
10. Emotional development- Meaning and nature.
11. Personality development-Meaning of Personality, Personality trait, Psychoanalytical Theory of Personality, Ericson’s stages of Psychological development.

12.Moral development-Theories of Freud, Piaget and Kohlberg.

Suggested References:

1. Norman Sprinthall and Richard C. Sprinthall-Educational Psychology, McGraw-Hill Publishing Company.
2. S.S. Chauhan-Advanced Educational Psychology, Vikash Publishing House Pvt.Ltd.
3. Diane E. Papalia and Sally Wendkos Olds-Human Development, McGraw Hill
4. Elizabeth B. Hurlock-Child Development, McGraw Hill
5. C.H. Kundu and D.N. Tutoo- Educational Psychology, Sterling Publication
6. J.C. Aggarwal-Essentials of Educational Psychology, Vikash Publishing House Pvt.Ltd.
7. Clifford C. Morgan, Richard A. King, John R. Weisz, John R. Schopler-Introduction to Psychology.
8. H. Gleitman, Alan J. Fridland, Danial Reisberg-Basic Psychology

BENGALI BOOKS

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| ১। সুনীল রায় | শিক্ষা মনোবিদ্যা |
| ২। অরুন ঘোষ | শিক্ষাশ্রয়ী মনোবিজ্ঞান |
| ৩। প্রমোদবন্ধু সেনগুপ্ত ও
প্রশান্ত শর্মা | শিক্ষা মনোবিজ্ঞান |

PART-II

Full Marks-200

PAPER-III

Full Marks-100

History of Education in India

No. of Lectures 100

Course Objectives :

1. To be acquainted with the salient features of Education in India and Ancient And Medieval times.
2. To be acquainted with the development of Education in British India.

GROUP-A

Education in Ancient and Medieval India

1. Synoptic study of Vedic, Brahmanic and Buddhistic Education in Ancient India
With respect to :
 - a) Aims and Objectives
 - b) Subjects of Study
 - c) Methods of teaching including teacher-pupil relationship
 - d) Evaluation System
 - e) Centre of Learning
 - f) Education of Women (30 L)
2. A brief study of education in Sultan and Mughal periods in India with special Reference to (i) above mentioned aspects (as in no-1) and (ii) Cultural synthesis. (20 L)

GROUP-B

Education in British India

1. Missionary activities in India in the early 19th century. Charles Grants observation And proposal of Wilberforce-Minto's Minto's, Serampore Mission. (8 L)
2. Fort William College (2 L)

3. Bengal Renaissance-educational contribution. (6 L)
4. Charter Act of 1813, Oriental and Occidental Controversy, Mecnlay's Minute, Adam's Report and its recommendations. (6 L)
5. Wood's Despatch-1854
6. Recommendations of Indian Education Commission
 - Educational reforms of Lord Curzon
 - National Educational Movement
 - Gokhale's compulsory primary education bill
 - Calcutta University Commission (1917-1919)
 - Education under Diarchy, Hartog Committee Report, Education under Provincial autonomy.
 - Abbort Wood Report, Gandhiji's Basic Education, Sargent Plan.

Suggested 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-Past, Present and Future |
| 5. Dhar, Niranjana | Fundamentals of Social Education |
| 6. Keay, F.E. | Indian Education in Ancient Times |
| 7. Law, N.N. | Promotion of Learning in India |
| 8. Mukherjee, S.N. | Education in India, Today and Tomorrow |
| 9. Mukherjee, S.N. | History of Education (Modern Period) |
| 10. Narulla, S, Naite J.P. | History of Education in India |
| 11. Purbait, B.R. | History of Indian Education |
| 12. Rawat, P.L. | History of Indian Education |
| 13. Sreemati K.L. | The Wardhe Scheme |
| 14. Indian Education Act | 1904 |

BENGALI BOOKS

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| ১। জেতিপ্রসাদ বন্দ্যোপাধ্যায় | ভারতীয় শিক্ষণ ও সাম্প্রতিক সমস্যা |
| ২। সান্যাল, মিত্র | ভারতে শিক্ষার ইতিহাস |
| ৩। গৌরদাস হালদার ও
প্রশান্ত সর্মা | আধুনিক ভারতীয় শিক্ষার বিকাশ |

PAPER-IV

Full marks-100

No. of Lectures 100

DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

Course Objectives :

1. To acquaint with the significant points of selected educational documents and Reports of these periods.
2. To develop understanding of significant trends in contemporary education.
3. To develop awareness of various organisations and their role in the implementation of policies and programmes.
4. To focus attention on certain major national and social issues and role of Education in relation to them.

COURSE CONTENT

Group-A Full Marks-50

1. University Education Commission (1948-49)	6
2. Mudaliar Commission (1952-53)	6
3. Kothari Commission (1964-66)	8
4. National Policy on Education (1986)	6
5. Programme of Action (P.O.A.)-(1982)	6
6. Asoke Mitra Commission (1991-1992)	6
7. Language Policy in Primary Education and Pabitra Sarkar Commission Report	6
8. Education for All and Constitutional Reforms Relating to Education	6

Total Classes: 50

Group-B Full Marks-50

9. Development of Non-formal Education in India	5
10. Sarbo Siksha Abhijan / Mission	5
11. Functions of some major educational organisations : CABE, UGC, NCERT SECRT, DIET, NCTE and NAAC	10
12. Problems of Women Education	5
13. Universal elementary education	5
14. Vocational and Technical Education	5
15. Education for the Backward Classes	5
16. Adult Education and Continuing Education	5
17. Equalisation of educational opportunities	5

Total Classes-50

REFERENCES

1. Report of Commission-Radha Krishnan, Mudaliar, Kothari.
2. National Policy on Education, 1986. Policy perspective and action programme.
3. Report of Asok Mitra Commission
4. NAEP Booklet
5. DPEP Newsletters
6. Milestones in Modern Indian Education, Biswa Ranjan Purkait
- ৭। ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা, জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়
- ৮। শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস, গৌরদাস হানদার
- ৯। আধুনিক ভারতে শিক্ষার ইতিহাস, অরুন ঘোষ
- ১০। ভারতীয় শিক্ষার বিকাশ ও সমস্যা, সরোজ চট্টোপাধ্যায়
11. Education in India-Past-Present-Future, Vol. I and II, Jyoti Prasad Banerjee
12. Landmarks in the History of Modern Indian Education, J C Aggarwal
13. History of Education in India, Dr. R N Sharma and R K Sharma

PART-III

Full marks - 400

PAPER- V

Full marks-100

No. of Lectures 100

Sociological Foundation and Educational Administration

Group : A (50 Marks)

Sociological Foundation of Education:

- 1. **Sociology:** Educational Sociology- meaning, nature and scope, Basic concepts of Sociology: (a) Society, (b) Community (c) Association (d) Institution. 12L
- 2. **Social Institution and Agencies of Education:**
 - (a) Family, (b) School, (c) State, (d) Mass media and (d) Religion. 6L
- 3. (a) **Socialization:** Meaning, process and factors of socialization, role of Teacher in the process of socialization. 6L
- (b) **Social Change:** Meaning and factors of social change, significance, process of social change in Indian Society. 6L
- 4. (a) **Social Control:** Meaning and types of Social Control, Agencies of Social Control, Implication in Education.
- (b) **Social Mobility:** Meaning, types, causes and factors of Social Mobility, Mobility in Indian Society. 6L
- 5. **Education and Democracy:** Meaning and elements of Democracy, Importance of Education in Democracy, Views of (i) Secondary Education Commission, and (ii) University Education Commission. 8L

50L

Group : B (50 Marks)

Educational Administration and School Organization:

- 1. **Educational Management:** Meaning, nature and scope. Relationship among management, Administration, Supervision and Planning. Development of modern concept of management, Systems approach. 10L
- 2. **Educational organization:** Meaning and Principles: School Organization and its Principle --- School plant, buildings, equipment, sanitation, playground, assembly hall, workshop, library, computer room. 10L
- 3. **Educational Supervision:** Meaning, need and function, Factors influencing supervision, Difference between inspection and supervision. 8L
- 4. **Educational Planning:** Meaning, nature, need and significance; Types of planning, Institutional planning, Strategic planning, Grassroots planning, Area planning-the rolling plan. 10L
- 5. **Leadership organization and Management of School:** Styles of leadership, Role of Headmaster in organization, Management and supervision of school service. 12L

50L

References:

- 1. W.H. Newman and *et. al* ___ The Pattern of Management Prentice Hall India Ltd. New Delhi – 1976.
- 2. Stepher J. Knezerich – The Administration of Public Education. (4th Ed.) Harper & Row Publication, New York. 1984.

3. P.D. Shukla – Administration of Education in India, Vikash, New Delhi. 1983.
4. H. Spears - Improving the supervision of Instruction. Prentice Hall, New York, 1955.
5. Ralph B. Kingbrough and Nunnery – Educational Administration, MacMillan New York – 1983.
6. T.S. Sodhi & Aruna Suri – School Management .
7. Khanna, Sexana, Lambo and Murthy – Education. Administration, Planning, Supervision and Financing.
8. I.F. Harson – Educational Planning and Human Resource Development, Paris.
9. T.S. Sodhi- Education and Economic Development, Vikas, New Delhi-1986.
10. Raymond H. Ostrander – A Value Approach to Educational Administration, 1968.
11. K.K. Shukla – Inspection and Supervision in Secondary Schools.
12. Barr, Burlin and Brucker – Supervision.
13. J. Cuton – Supervision in Today’s Elementary School.
14. NIEPA – Some Basic Facts About Educational Administration in India.

Paper-VI

Full marks-100
No. of Lectures 100

Psychology of adjustment and Educational guidance and Counseling

Group-A (50 Marks)

Psychology of Adjustment

Course Contents:

1. Concept of Mental Health and Mental Hygiene.	6
2. Adjustment: Concepts, Need, adjustment mechanism and Role of family and School.	10
3. Maladjustment: Meaning, Causes, different forms of maladjustment, Role of family and School. Contribution of Freud and Neo-Freudians to understand Maladjustment.	12
4. Mental disorder: Classification of Mental disorder, Identification, causes cure and Educational implication of the different forms of Mental disorders.	12
5. Stress Management and Coping strategies; Causes and management of stress among the students; Principles of coping, Coping therapies (Behavior, Cognitive and Humanistic).	10
Total Classes	50

Group-B (50 Marks)
Educational Guidance and Counseling:

Course Contents

1. Guidance: Meaning, definition, scope and importance of Guidance.	10
2. Different forms of guidance (Educational, Vocational and Personal). Guidance in Secondary stage of education. Basic data necessary for guidance: data about pupils, courses, vocation and tools and techniques.	12
3. Counseling: meaning, nature, scope and types of counselling.	10
4. Tools and techniques of Counseling.	08
5. Identification of Exceptional children and their Education (gifted and Backwards).	10
Total classes	50

References: English

1. Basu, N.C. Educational and Vocational Guidance.
2. Carson, R.C. & Butcher, J.N.-Abnormal Psychology and Modern Life.
3. Coleman, J.C. – Psychology and Effective Behavior.
4. Chauhan, S.S. – Principles and Techniques of Guidance.
5. Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.
6. Dave Indu – The basic essentials of counseling.
7. Kocher, S.K. – Guidance and Counselling in Secondary School
8. NCERT- Guidance and Counseling.
9. Mohanty, J. – Abnormal Psychology.
10. Sarason & Sarason – The problem of Maladaptive Behavior
11. Anastasi, A – Psychological testing
12. Sing, A.S. Modern Educational Testing.

বাংলা

১।	মজুমদারী সেনগুপ্ত	অস্বাভাবিক মনোবিজ্ঞান
২।	অরুণ ঘোষ	মনোবৈজ্ঞানিক পরিমাপ ও পরিসংখ্যান
৩।	সুশীল রায়	মূল্যায়ন : নীতি ও কৌশল
৪।	অশোক গুপ্ত	মানবিক স্বাস্থ্যবিজ্ঞান পরিক্রমা
৫।	দেবশিস পাল	শিক্ষায় ও বৃত্তিতে নির্দেশনা
৬।	ভূজঙ্গভূষণ ভট্টাচার্য	অভীক্ষা বিজ্ঞান
৭।	রণজিৎ ঘোষ	বিদ্যালয় পরিবেশ ও পদ্ধতি

Paper-VII

Full Marks: 100

Evaluation in Education

No. of Lectures 100

Group-A (50 Marks)

1. Essentials of Evaluation: Concept of Measurement, concept of Evaluation; Difference between Measurement and Evaluation; Type of Evaluating (i) Formative & Summative (ii) Norm referenced and Criterion referenced; Role of Evaluation; Characteristics of Evaluation; Steps in the process of Evaluation. 16L
2. Defining Instructional Objectives: Need for defining objectives; Method of stating objectives; Interrelation of Evaluation, Objectives and Learning Experiences; Bloom's Taxonomy. 8L
3. Test: Concept of Achievement Test and Diagnostic Test; Types of Achievement Test – NRT, CRT; Characteristics of a good test (with special reference to Reliability and Validity); Standardization of a Test. 16L
4. Emerging Trends in Evaluation: Question Bank; grading; Semester; continuous and Comprehensive; Application of Computer in Education; Collection and processing of data. 10L

50L

Group-B (50 Marks)

1. Scales of Measurement: Nominal, Ordinal, Interval and Ratio. 16L
2. Graphical representation of data: Frequency Polygon, Histogram, Diagram and Ogive. 12L
3. Analysis of data: Measures of Central tendency, measures of Variability, Correlation (Product moment and Rank difference) 20L
4. Concept and characteristics of Normal Probability Curve: Skew ness, Kurtosis, Standard Scores-Z-Score, T-score 12L

References :

1. Lehman & Mehren - Evaluation in Education.
2. P. Singh – Hand Book of Pupil Evaluation.
3. E.L. Thorndike & Hagen – Measurement and Evaluation in Education.
4. H. J. Walberg & G. D. Hacrten (Eds.) – The International Encyclopedia of Educational Evaluation.

Paper- VIII

Full Marks: 100

Educational Technology and Curriculum Studies

No. of Lectures 100

Group-A (50 Marks)
Educational Technology

- | | |
|--|----|
| 1. Concept of Educational Technology: | 8L |
| a. Meaning of Educational Technology | |
| b. Nature, scope and need of Educational Technology | |
| c. Components of Educational Technology-Hardware & Software | |
| 2. System approach to Education | 7L |
| a. Definition of system and need for system approach | |
| b. Classification of systems | |
| c. Components of system | |
| 3. Communication and educational Technology | 7L |
| a. Components of communication process | |
| b. Role of communication in effective teaching | |
| 4. Mass Instructional Techniques | 7L |
| (a) Panel discussion (b) seminar (c) symposium (d) workshop | |
| 5. Personalized Instructional Techniques | 7L |
| (a) Programmed Learning (b) Mastery Learning (c) Micro-teaching | |
| 6. Multimedia Approach to Education | 7L |
| (a) Visual, audio and audio-visual types and their uses in education | |
| (b) Computer and its role in education | |
| 7. Distance Education | 7L |
| Concept, types and its relation to educational technology | |

Total Lectures = 50

Group-B (50 Marks)
Curriculum Studies

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| 8. Concept of Curriculum: | 8L |
| (a) Definition (b) Characteristics (c) means to achieve the purpose of education | |
| (d) Principles of curriculum construction with special reference to (i) Purposes of education (ii) needs and capacities of the child & (iii) availability of the resources | |
| 9. Bases of Curriculum: | 7L |
| (a) Philosophical (b) Psychological & (c) Sociological | |

10. Categories and Types of curriculum:	7L
(a) Explicit & Hidden (b) Knowledge, need & culture based and (c) Activity based	
11. Bloom's taxonomy of Educational objectives:	7L
An overview discussion of cognitive and affective domains with examples	
12. Models of Teaching	7L
(a) Meaning, Nature, function & family	
(b) Ausubel, Glaser and Bruner	
13. Recommendations of Curriculum as per:	7L
(a) University Education Commission (1948)	
(b) Secondary Education Commission (1952)	
(c) Indian Education Commission (1966)	
14. Curriculum Evaluation:	7L
a) Meaning and utility	
b) Means of curriculum Evaluation	
c) Formative and summative evaluation	

Total Lectures = 50

References:

1. *Introduction to Educational Technology* : Sampath, Pannerselvan, Santhanam
2. *Educational Technology* : Rao, Usha
3. *Educational Technology* : Mohanty, J
4. *The curriculum, theory and practice* : Kelly, A.V.
5. *An Introduction to curriculum studies* : Taylor, P.H. & Richards, C.M.
6. *Theory and Practice of Curriculum studies* : Lawton, D; Gordon, P; Ing, M; Gibby, B; Pring, R; Moore T
7. *Curriculum Design* : Hooper & Richard
8. *Curriculum and quality in Education* : Arora, G.L.
9. *Reflections on Curriculum* : Arora, G.L.
10. *Curriculum Studies* : Biswas, N.B.
11. *Curriculum Development and Educational Technology* : Mamidi, M.A. Ravishankar, S
12. *Curriculum Development Theory & Practice* : Taba, H
13. *Curriculum Development and Management* : Satyanarayan, P.V.V. Krishna, G, Rao, D.B.
13. *Curriculum Planning for Elementary Education* : Hussain, M
13. *Educational Technology* : Kumar, K.L.
14. *Essentials of Educational Technology* : Aggarwal, J.C.
15. *Fundamental Aspects of Educational Technology* : Yogendra K. Sharma

Bengali Books:

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| ১। | শিক্ষা প্রযুক্তিবিজ্ঞান | মলয় কুমার সেন |
| ২। | শিক্ষা প্রযুক্তি | শ্যামাপ্রসাদ চট্টরাজ |