

**SYLLABUS**  
**FOR**  

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**BA/BSc COURSE IN EDUCATION (HONOURS)**

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**West Bengal State University**

**Berunanpukuria, Malikapur**

**Barasat, North 24 Parganas**

**West Bengal – 700126**

**WEST BENGAL STATE UNIVERSITY, BARASAT**  
**DRAFT SYLLABUS OF EDUCATION (HONS)**

**PART-I**  
**PAPER-I**

**FULL MARKS-200**  
**FULLMARKS-100**

**PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS**

**COURSE OBJECTIVES**

- 1.To understand the meaning aims, functions and role of education
- 2.To understand the relation between education and philosophy
- 3.To be acquainted with Indian and Western schools of philosophy and their impact on Education

**Group-A**

**Philosophical Foundations of Education**

- 1.Concept and aims of modern education with special reference to Dellor's commission (UNESCO,1996)
- 2.Child centric and Life centric Education
3. Functions and Scope of Education-Individual and social perspective. Education for Human Resource Development.
- 4.Education as propagation of Values
- 5.Role of Philosophy in Education
- 6.Schools of philosophy and their influence on Education;Idealism,Naturalism and Pragmatism.
- 7.Schools of Indian Philosophy  
Basic features and influence on Education-
  - a) Vedic Schools(Sankhya ,yoga Nyaya)
  - b) Non-vedic Schools(Charvak,Buddhistic,Jaina)

**Group-B**

**Contribution of Great Educators**

- 1.Rousseau
- 2.Froebel
- 3.Montessori
- 4.Dewey
- 5.Bertrand Russel
- 6.Rabindranath Tagore
- 7.Vivekananda

**Reference Books**

- |                |   |
|----------------|---|
| 1.Aggarwal,J.C | Philosophical and Sociological Bases of Education |
| 2.Purkait,B.R  | .Principles and Practices of Education            |
| 3.Roy,S        | Siksha Tattwa O Sikshadarshan                     |
| 4.Pal,A.K      | Sikshadarshner Ruparekha                          |

**Paper-II FULL MARKS – 100**

**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**Course objectives:**

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

**GROUP-A**

**DEVELOPMENTAL ASPECTS OF PSYCHOLOGY**

1. Introduction to Psychology, Relation between Education and Psychology. Different perspectives of Psychology (biological, cognitive, developmental, associationist - a brief overview) .
2. Stages and types of Development and their educational significance:
  - a) Physical development and motor development, factors affecting physical and motor development.
  - b) Cognitive development. Brief outline of Piaget's theory of Cognitive development.
  - c) Emotional development, Common patterns, Emotional balance and Emotional Quotient.
3. Personal development. Psychoanalytical theory of personality, Erikson's stages of psycho-social development.
4. Moral development Theories of Piaget and Kohlberg.

**Group-B**

**Cognitive Approach**

1. Neural basis of cognition : Neuron – structure and electrical potentials. Synoptic transmission, structure and functions of human brain. Neuroendocrinal system.
2. Perception: factors influencing perception, role in cognition.
3. Selective and divided attention. Role of attention in the cognitive process. Factors of attention.
4. Memory: acquisition, storage and retrieval of information. Sensory memory, Short term and long term memory, Forgetting
5. Motivation : Types and factors.

6. Learning: Laws of learning classical and operent conditioning, insight learning , concept learning , Bandura's Social learning theory. Transfer learning : Concept and application.
7. Intelligence: Theories of intelligence – Spearman, Thurston
8. Guildford and Gardener.

**Reference books:**

Chauhan, S.S	Advanced educational Psychology.
Aggarwal , J. C.	Essentials of Educational Psychology.
Mangal, S.K.	Advanced Educational Psychology.
Roy, S	Siksha Monobidya.
Adhikari, S.R.	Monobidya : Siksha O Sharir Shiksha

**Part- II      Full marks 200**

**PAPER – III      FULL MARKS 100**

**DEVELOPMENT OF EDUCATION IN DIA**

**COURSE OBJECTIVES:**

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

**GROUP – A**

**EDUCATION IN ANCIENT, MEDIEVAL AND BRITISH INDIA**

1. Synoptic Study of Brahmanic, Buddhistic and Islamic Education in Ancient and Medieval India with respect to
  - a) Aims and Objectives.
  - b) Subjects of Study.
  - c) Methods of teaching including teacher – Pupil relationship.
  - d) Evaluation.
  - e) Centre of Learning.
  - f) Education of Women.
2. Brief outline of events relating education from 1757 to 1947
  - Missionaries activities ( Srirampur Trio)
  - Charter Act of 1813.

- Adams Report.
- Anglicist-Orientalist controversy- Macaulay's Minute & Bentick's resolution. Wood Despatch (Recommendations only)
- Hunter Commission 1882-83 (Primary and Secondary Education)
- Curzon Policy ( Quantitative Development of Primary Education, Quantitative and Qualitative Development of Secondary Education, Qualitative Development of Higher Education.)
- National Education Movement (Causes and effect)
- Calcutta University Commission (1917 -1919)
- Basic Education (Concept & Development)
- Sargent Plan.

**GROUP B**  
**DEVELOPMENT OF EDUCATION AFTER 1947**

1. Constitutional provision for education in India.
2. Brief outline of the recommendations made by different Education Commission.
  - ❖ University Education Commission (1948 – 49)  
(Aims of Higher Education and Rural University)
  - ❖ Secondary Education Commission (1952 -53 )  
(Aims, Structure and Curriculum of Secondary Education )
  - ❖ Indian Education Commission (1964 – 66)
3. National Policy on Education (1986)
4. Current issues in Education.
  - ❖ Equalisation of Educational Opportunities.
  - ❖ Programmes on Universal Elementary Education (DPEP & SSA).
  - ❖ Non-formal education and alternative schooling
  - ❖ Education of Women.

**Reference Books:**

Banerjee, J.P	Education In India : Past, Present and Future
Purkait, B.R.	Milestone In Modern Indian Education.
Nurrulah, S and Naik, J.P.	History of Education In India.
Banerjee, J.P.	Bharatiya Shikshar Itihas.
Ghosh, R.	Shikshar Itihas.

**PAPER-IV FULL MARKS - 100**  
**SOCIOLOGICAL FOUNDATION OF EDUCATION AND EDUCATIONAL**  
**ORGANIZATION AND MANAGEMENT.**

**COURSE OBJECTIVES**

1. To understand the meaning of Sociology of Education and realize its pertinence to education.
2. To become aware of the different social factors that influence education.
3. To become aware of social groups that influence education.
4. To become aware of the processes of social change and their impact on education.
5. To be acquainted with current social issues and their relationship with education.
6. To understand the concept of school organization
8. To understand the differences between educational management administration at different levels of education.
9. To understand the meaning types and need for educational management.
10. To understand the meaning types, needs and strategies of educational planning.

**GROUP – A**  
**SOCIOLOGICAL FOUNDATION OF EDUCATION**

1. Sociological foundation of Education – Nature, Scope, Method of Study.
2. Society and education-
  - a) Society: its origin and factors that and influences of Education. ( Population, Location, Religion, Class, Culture, Technology, Economy)
  - b) Impact of different political systems on education ( Capitalism and Socialism )
3. Social Groups and Education-
  - a) Social Groups ( Primary, Secondary and Tertiary)
  - b) Socialization : the role of family and school.
4. Social Change and Education
  - a) Social Change: : its definition and role of education.
  - b) Social change in India ( Sanskritization, Westernisation, Modernisation, and Globalisation.)
5. Education and Social Communication:  
Informal agencies of Social Communication.
6. Education and Contemporary Social Issues.
  - a) Unemployment.
  - b) Poverty
  - c) National disintegration.

d) Population explosion.

**GROUP – B**  
**EDUCATIONAL ORGANIZATION AND MANAGEMENT.**

1. Principles of educational organization: Concept of School organization and it's principle.
2. Aspects of School Organization-
  - a) School Plant, Building, Equipment, Sanitional . Play ground.workshop , Library, Computer room.
  - b) Midday meal, School medical service, co-curricular activities.
  - c) Inclusive Education.
3. Educational Management and Administration- Difference between the two Educational administrations at different levels (Primary, Secondary and Tertiary levels) Board of Primary Education, Council of H.S. Education, Council of Higher Education.
4. Concept of Educational Management- Meaning, Natures need and Scope, Role of Educational Manager.
5. Types of Educational Management- Autocratic, Democratic, laissez-fair supervision.
6. Educational planning- Meaning, need and significanceof educational planning. Types an strategies of educational planning, Steps in Educational planning, Institutional Planning.

**Reference Books :**

Chakraborty, J.C.	Educational Sociology
Sharma, Y.K.	Philosophical and Sociological Foundations of Education.
Talassra H.	Sociology of Education.
Kocher, S.K.	Secondary School Administration.
Aggarwal, J.C.	School Organization.
Tarrafdar, M.	Siksha Samaj Bijnan.
Ghosh, R	Bidyalay Paribes ar Padhati.

**PART –III**                      **FULL MARKS -400**  
**PAPER-V**                        **FULL MARKS - 100**  
**PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDANCE AND**  
**COUNSELLING.**

**COURSE OBJECTIVES.**

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

**GROUP – A**  
**PSYCHOLOGY OF ADJUSTMENT.**

1. Concept of Adjustment – Adjustment and adaptability, Homeostatis, Psychodynamic concept of adjustment, Socio cultural concept: Criteria of good adjustment.
2. Maladjustment – Meaning of Maladjustment – Conflict and Frustration, Manifestation of Maladjustment in Childhood and Adolescence- A synoptic view of problem behaviours. Eating disorder, sleep disorder and cognitive disorder.
3. General causes of Maladjustment – Biological and Environmental. Role of Parent and Educational institution in promoting Mental Health.
4. Stress, Stressors – Personal and Environmental stress. Coping strategies and Therapies , Behaviour therapy, Cognitive therapy, Humanistic therapy ( only concept)
5. Multi axial classification of Mental Disorders – DSM IV Axis I and Axis II category- Brief outline of Schizophrenia, Anxiety Disorder, Depressive disorder, substance abuse, Personality Disorder.

**GROUP – B**

**EDUCATIONAL GUIDANCE AND COUNSELLING.**

1. Concept of Guidance – Meaning and nature of Guidance. Different Forms of Guidance (Groups and Individual) Types of Guidance (Educational, Vocational, Personal)



2. Basic Data necessary for Guidance – Pupil, courses, Vocation-Tools and Techniques of collecting information on Pupils ( Intelligence Test, Personality Test, Interest Inventory, Aptitude Test, CRC, Case Study , ARC)  
Courses and Occupations- Dissemination of Information on courses and occupation ( Prospectus Career conference, Pamphlets, Newspaper, Periodicals)
3. Counselling – meaning –Types and Techniques – Directive , Non – directive, Electic – Individual and Group counselling.
4. Identification and Guidance for special Learners, - Gifted, Slow learners, Learner with learning disabilities, MR/ Mentally Challenged.

**Reference Books:**

Chauhan, S.S.	Mental Hygiene.
Sarason and Sarason	The Problem of Maladaptive Behaviour.
Mondal, J.	Manasik Sastha Bidya.
Sengupta, M.	Monosastha Bidya.
Sharma, A.R.	Guidance and Counselling.
Gibson	Guidance and Counselling.
Pal,D	Siksha Nirdeshna

**PAPER – VI**

**FULL MARKS – 100**

**EVALUATION AND STATISTICS IN EDUCATION**

**COURSE OBJECTIVES**

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

**GROUP – A**

**EVALUATION IN EDUCATION**

1. Educational Measurement and Evaluation – Concept Scope and Need.
2. Scales of Measurement – Nominal , Ordinal, Interval , Ratio
3. Tools and Techniques of Evaluation-

- a) Tests: Types , Use of Norm – Referenced test and Criterion Referenced test, essay type and objective type tests.
- b) Observation – Concept and Use.
- c) Inquiry – Cocept and use.
- d) Cumulative Record Card- Concept and Use
- 4.Criteria of Standardized Test- a) Validity, b)Reliability, c) Objectivity,
- d) Usability, e) Norms
- 5) Construction of a Standardized Achievement Test.

**GROUP – B**  
**STATISTICS IN EDUCATION**

1. Statistics- Use in Education
2. Organisation and Graphical Representation of Data- Pie Chart, Bar diagram, Histogram, Frequency, Ogive.
3. Measures of Central Tendency- Mean , Median, Mode Calculation and application.
4. Measures of Variability- Range, Quartile deviation, Standard deviation- Calculation and application.
5. Percentile and percentile ranks – Calculation and application including graphical representation.
6. Characteristics of Normal Curve
7. Skewness and Kurtosis – Concept
8. Concept of Z score- Calculation and use.
9. Linear Correlation- Concept and use – Co- efficient of Linear Correlation: Product – Moment method and Rank difference Method.

**Reference Books:**

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|--------------|--|
| Mangal, S.K. | Statistics In Psychology and Education.                        |
| Garrett, E.  | Statistics In Psychology and Education.                        |
| Singh, A.K.  | Tests Measurement and Research Methods in Behavioural Science. |
| Roy, S.      | Mulyan Niti O Kaushal.   |

**EDUCATIONAL TECHNOLOGY AND CURRICULUM**  
**COURSE OBJECTIVES**

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

**GROUP – A**

**EDUCATIONAL TECHNOLOGY**

1. Concept, need and scope of Educational Technology.
2. System approach to education: Definition of Systems, need for systems approach, classification of systems and components of system.
3. Communication and educational technology : components of communication process, Role of communication in effective teaching learning process, Factors affecting classroom communication.
4. Instructional techniques : Mass instructional techniques ( basic concepts only), Personalised techniques – Programmed learning. Mastery learning , Microteaching (basic concepts)
5. Computer and its Role in Education
6. Use of media in Education Audio ( Radio and Tape), visual (Projector), Audio – visual ( T.V. & CCTV)
7. Distance Education: Concept, types and usefulness – Application of Educational Technology in Distance Education.
8. Models of Teaching: Nature concepts and different families of teaching models, advantages of use of models of teaching.

**GROUP – B**

**CURRICULUM STUDIES**

1. Concept of Curriculum: Explicit curriculum, hidden curriculum, Nature of curriculum. Bases of Curriculum: Philosophical, Sociological and Psychological.
2. System Approach in Curriculum

3. Objectives of the curriculum: Need to form objectives of the Curriculum, sources of objectives of curriculum society, discipline , needs of students.
4. Bloom's taxonomy of educational objectives: An overview (cognitive and affective domains) with examples.
5. Determinants of content selection: Culture based, knowledge based, Need based.
6. Curriculum evaluation: Meaning and utility, Sources and means of curriculum evaluation, Formative and Summative evaluation.

**Reference Books:**

Aggarwal, J.C.	Essentials of Educational Technology.
Sharma, Y.K.	Foundations of Educational Technology.
Rao, U.	Educational Technology.
Sen, M.K.	Siksha Projukti Bigyan.
Mrunalini, T.	Curriculum Development.
Bhalla , N.	Curriculum Development.

**PAPER- VIII                      FULL MARKS -100**  
**COMPARATIVE EDUCATION AND PRACTICAL**

**COURSE OBJECTIVES:**

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

**GROUP- A**

**COMPARATIVE EDUCATION**

Any one country from UK, USA, China.

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

- d) Examination.
- e) Teacher education.
- f) Education for all.
- g) Distance education and open learning.

**GROUP- B**

Practical	
Statistics Practical	25
Pedagogy Practical	25

**A. Statistics:**

The students are expected to collect relevant data from their colleges or neighborhood (Minimum sample size must be 50) for the following:

1. Determination of central tendencies and Standard deviation
2. Graphical representation of data : Bar chart, Frequency Polygon ,Cumulative frequency curve and location of median and quartile therein.
3. Determination of types of association between two sets of data by drawing Scatter diagram ( linear relation only.)

**B. Pedagogy**

1. Determination of memory span
2. Index of complete learning/ capacity of memorization
3. Comparison of recall and recognition as modes of measuring retention

**Marks Division**

Laboratory Note Book—	5+5 (Same note book)
Experiment-----	15+15
Viva-----	5+5
Total-----	50

University will provide the required information

**Reference Books:**

Sodhi, T.S.	Comparative Education.
Chaube and Chaube	Comparative Education.
Sharma, Y.K.	Comparative Education.
Mukhopadyay, D.	Tulanamulak Siksha.

