

ACADEMIC CALENDAR

SESSION 2018-19

TEACHER WISE SYLLABUS DISTRIBUTION

EDUCATION HONOURS

SEMESTER – 1 (CBCS) (JULY-18 TO DECEMBER-18)	
CC – 1, <u>Introduction to Education</u> (Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]	
Topic/Chapter	Teacher
<u>Unit- I = Concept of Education</u>	
<ul style="list-style-type: none">➤ Narrow and broader concept of education➤ Meaning, nature and scope of education.➤ Aims of education – individual, social, vocational and democratic.➤ Aims of modern education with special reference to Delor’s Commission.	Dalia Pramanik
<u>Unit- 2 = Factors of Education</u>	
<ul style="list-style-type: none">➤ Child / learner: influence of heredity and environment on the learner➤ Teacher: qualities and duties of a good teacher.➤ Curriculum- concept and types.➤ Co-curricular activities: meaning, values and significance.➤ Educational institutions: informal, formal and non-formal, their interrelation.	Sheuli Biswas Adhikary
<u>Unit- 3 = Agencies of Education</u>	
<ul style="list-style-type: none">➤ Home➤ School	Dalia Pramanik
<ul style="list-style-type: none">➤ State➤ Mass-media- television, radio, cinema and newspaper	Sheuli Biswas Adhikary
<u>Unit- 4 = Child Centricism and Play-way in Education</u>	
<ul style="list-style-type: none">➤ Concept of child centricism in education➤ Characteristics and significance of child centricism in education➤ Concept of play and work.➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.	Santu Kar

CC – 2, History of Indian Education

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Unit: 1 = Education in India during ancient and medieval period

- Vedic (aim, curriculum, teaching method, teacher pupil relation)
- Brahmanic (aim, curriculum, teaching method, teacher pupil relation)
- Buddhistic (aim, curriculum, teaching method, teacher pupil relation)
- Islamic (aim, curriculum, teaching method, teacher pupil relation)

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Unit: 2 = Education in India during British period (1800-1853)

- Sreerampore trio and their contribution in the field of education
- Charter Act, Oriental-occidental controversy
- Macaulay Minute and Bentinck's resolution
- Adam's report

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Unit: 3 = Education in India during British period (1854-1946)

- Woods Despatch, Hunter Commission
- Curzon policy regarding primary, secondary and higher education,

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- National education movement (cause and effect)
- Basic education (concept and development)
- Sadler Commission

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Unit: 4 = Education in India after independence

- Radhakrishnan Commission (aim, curriculum of higher education, rural university)
- Mudaliar Commission (aim, structure and curriculum of secondary education)
- Kothari Commission (aim, structure and curriculum of primary and secondary education)
- National Policy of Education, 1986, POA 1992.

Santu Kar

SEMESTER – 2 (CBCS)

(JANUARY-19 TO JUNE-19)

CC – 3, Psychological Foundation of Education

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

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Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory and Bandura's Social Learning Theory

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Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism(Trial and error, classical, operant conditioning)
- Insightful learning

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- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Sheuli
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Unit: 4 = Intelligence

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

Santu Kar

CC – 4, Philosophical Foundation of Education

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Unit 1 = Concept of educational philosophy

- Meaning of philosophy
- Etymological meaning of education
- Relation between philosophy and education
- Importance of philosophy in education

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Unit 2 = Indian schools of philosophy

- Vedic school – Sankhya
- Vedic school – Yoga
- Non-vedic School - Buddhism
- Non-vedic School – Jainism

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Unit 3 = Western schools of philosophy

- Idealism
- Naturalism
- Pragmatism
- Realism

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Unit 4 = Philosophy for development of humanity

- Education and development of values
- Education for national integration

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- Education for international understanding
- Education for promotion of peace and harmony

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Part II (July 18 to June19)

Paper III. (Full Marks-100)

DEVELOPMENT OF EDUCATION IN INDIA

GROUP –A. (Education in Ancient, Medieval and British India.)

MODULE – I

1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to a) Aims and Objectives	(2)	Dalia Pramanik
b) Subject of study	(2)	
c) Methods of teaching including teacher – Pupil relationship.	(2)	
d) Evaluation	(1)	Dalia Pramanik
e) Centre of Learning.	(2)	
f) Education of woman	(1)	
2. Brief outline of events relating education from 1757 to 1947 a) Missionaries activities (Srirampur Trio)	(3)	
b) Charter Act of 1813	(1)	
c) Bengal Renaissance – Contribution of Rammohan Ray, H.L.V. Derozio. And Vidyasagar.	(6)	
d) Adams Report.	(2)	
e) Anglicist –Orientalist controversy – Macaulay’s Minute & Bentinck’s resolution.	(4)	
f) Wood dispatch (Recommendations only)	(2)	

MODULE –II		
Brief outline of Hunter Commission 1882-83 (Primary and Secondary Education)	(3)	Sheuli Biswas Adhikary
Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education).	(4)	
National Education Movement (cause and effect)	(2)	
Calcutta University Commission (1917-1919)	(2)	
Basic Education(concept & development)	(2)	
Sargent Plan	(1)	
GROUP –B – (Development of Education after 1947.)		
MODULE-I		
1. Constitutional provision for Education in India	(4)	Sheuli Biswas Adhikary
2. Brief outline of the recommendations made by different Education Commission: <input type="checkbox"/> University Education Commission (1948-49) (Aims of Higher education & Rural University)	(4)	
<input type="checkbox"/> Secondary Education Commission (1952-53) (Aims, Structure & Curriculum of Secondary education)	(5)	
<input type="checkbox"/> Indian Education Commission (1964-66)	(7)	
MODULE-II		
3. National Policy on Education (1986).	(7)	Dalia Pramanik
4. Current issues in education: <input type="checkbox"/> Equalization of Education Opportunities.	(5)	
<input type="checkbox"/> Programmes on Universal Elementary Education (DPEP &SSA)	(4)	
<input type="checkbox"/> Non-formal education and alternative schooling, Education of women	(5)	

<p>Paper IV- (Full Marks-100)</p> <p>SOCIOLOGICAL FOUNDATION OF EDUCATION AND EDUCATIONAL ORGANIZATION & MANAGEMENT.</p> <p>GROUP-A – (Sociological Foundation of Education)</p> <p>MODULE-I</p>		
1. Sociological Foundation of Education-Sociology of education, Nature, Scope, Method of Study.	(5)	Dalia Pramanik
2. Society and Education- (a)Society: its origin and factors and their influences on education (population, Location, religion, class, culture, technology, Economy). (b)Impact of different political systems on education (capitalism and socialism).	(10)	
3. Social groups and education- (a)Social groups (primary, Secondary and tertiary) (b)Socialization: the role of the family and school.	(6)	
MODULE-II		
4. Social change and Education- (a)Social change: Its definition and role of education	(2)	Sheuli Biswas Adhikary
(b)Social change in India (Sankritization, Westernization, Modernization and Globalization).	(8)	
5. Education and Social Communications- Informal agencies of Social Communication.	(3)	
6. Education and Contemporary Social Issues: (a) Unemployment. (b) Poverty (c) National Disintegration (d) Population explosion.	(6)	

GROUP – B (Educational organization & Management)

MODULE- I

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

MODULE- II

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

Part III (July18 to June19)

Paper V. Full Marks-100

PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDENCE & COUNCELLING

GROUP – A (Psychology of adjustment)

MODULE – I

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

MODULE – II

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

GROUP-B (Educational guidance and counselling.)		
MODULE- I		
1. Concept of guidance- meaning and nature of guidance- different forms of Guidance (group and individuals) Types of Guidance (educational, vocational)	(8)	Dalia Pramanik
2. Counselling- meaning- types and techniques- directive, non-directive, eclectic –individual and group counselling.	(8)	
3. Identification and guidance for special learners- gifted, slow learners, learner with learning disabilities, MR/ mentally challenged.	(6)	
MODULE – II		
4. Basic data necessary for Guidance – pupil courses, vocation- tools and Techniques of collecting Information on pupils (Intelligence test, Personality test, Interest inventory, Aptitude test, CRC, Case study, ARC. Courses and occupations- Dissemination of information on courses and occupation prospectus, career Conference, pamphlets, newspaper, periodicals)	(12)	Sheuli Biswas Adhikary
Paper VI (Full Marks-100)		
GROUP – A (EVALUATION IN EDUCATION)		
MODULE-1		
1. Educational Measurement and Evaluation- Concept, Scope and Needs.	(5)	Dalia Pramanik
2. Tools and Techniques of Evaluation - a) Test: Types, use of Norm- Referenced test and Criterion-Referenced test, essay type and objective type tests. b) Observation- Concept and Use	(15)	

c) Inquiry - concept and use		
d) Cumulative Record Card – concept and Use		
MODULE – II		
3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio.	(3)	Dalia Pramanik
4. Criteria of Standardized test a) Validity b) reliability C) objectivity d) Usability e) Norms	(11)	
5. Construction of a Standardized Achievement Test	(6)	
GROUP –B (Statistics in Education)		
MODULE-I		
1. Statistics- Use in Education	(1)	Sheuli Biswas Adhikary
2. Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive.	(9)	
3. Measures of Central tendency – Mean, Median, Mode- Calculation and application	(6)	
4. Measures of Variability – Range, Quartile Deviation, Standard Deviation Calculation and application	(7)	
Module-II		
5. Percentile and percentile rank- Calculation and application, including graphical representation	(6)	Sheuli Biswas Adhikary
6. Characteristics of Normal curve.	(2)	
7. Skewness and Kurtosis – Concept.	(2)	
8. Concept of Z – Score _ Calculation and use.	(6)	
9. Linear Correlation – Concept and Use – Co- efficient of Linear Correlation: Product – moment method and Rank difference Method – calculation	(8)	
Paper VII (Full Marks-100)		
EDUCATIONAL TECHNOLOGY AND CURRICULUM		
GROUP –A (Educational Technology)		
MODULE – I		
1. Concepts need and scope of educational technology.	(2)	

2. Systems approach to education: Definition of systems, need for systems approach, classification of systems & components of a System.	(6)	Sheuli Biswas Adhikary
3. Computer and its role in education.	(2)	
4. Use of media in education: Audio (Radio & Tape), Visual (Projector). Audio-visual (T.V. & CCTV).	(4)	
5. Models of teaching: Nature, Concepts and different families of Teaching Models, advantages of the use of Models of Teaching.	(6)	
MODULE –II		
6. Communication and educational technology: Components of Communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication.	(7)	Sheuli Biswas Adhikary
7. Instructional techniques: Mass instructional techniques (basic concepts only), Personalized techniques – Programmed learning, Mastery Learning, Microteaching (basic concepts).	(7)	
8. Distance education: Concepts, types and usefulness – Application of technology in Distance education.	(6)	
GROUP-B (Curriculum Studies.)		
MODULE –I		
1. Concept of curriculum: Explicit Curriculum, Hidden Curriculum.	(3)	Dalia Pramanik
Nature of Curriculum	(2)	
Bases of Curriculum: Philosophical Sociological & Psychological.	(3)	
2. Systems Approach to Curriculum.	(2)	
3. Objectives of curriculum: Need to form objectives of curriculum. Sources of objectives of the curriculum: society, discipline, needs of students.	(5)	
4. Bloom’s Taxonomy of educational objectives: an overview	(5)	

(Cognitive & Affective domains) with examples.		
MODULE –II		
5. Determinants of content selection: culture based, Knowledge based, Need based.	(6)	Dalia Pramanik
6. Curriculum transaction: Bruner’s Theory of Instruction and learning.	(6)	
7. Curriculum evaluation: meaning and utility, Sources and means of curriculum evaluation. Formative and Summative evaluation.	(8)	
PAPER-VIII (Full Marks-100)		
COMPARATIVE EDUCATION AND PRACTICAL		
GROUP-A (Comparative Education.)		
Module – I		
Any one country from UK. USA. Chiana.		Dalia Pramanik
1. Concept, meaning, scope of Comparative Education.	(8)	
2) Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries: a) Structure of education	(6)	
b) Administration	(6)	
Module – II		
Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries. a) Curriculum	(5)	Sheuli Biswas Adhikary
b) Examination	(5)	
c) Teacher education	(4)	
d) Education for all	(4)	
e) Distance education and open learning	(3)	

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

EDUCATION GENERAL

SEMESTER – 1 (CBCS)

(JULY-18 TO DECEMBER-18)

CC – 1/ GE -1 Introduction to Education

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Course / Paper	Teacher
<u>Unit- I = Concept of Education</u>	
<ul style="list-style-type: none">➤ Narrow and broader concept of education➤ Meaning, nature and scope of education.➤ Aims of education – individual, social, vocational and democratic.➤ Aims of modern education with special reference to Delor’s Commission.	Dalia Pramanik
<u>Unit- 2 = Factors of Education</u>	
<ul style="list-style-type: none">➤ Child / learner: influence of heredity and environment on the learner➤ Teacher: qualities and duties of a good teacher.➤ Curriculum- concept and types.➤ Co-curricular activities: meaning, values and significance.➤ Educational institutions: informal, formal and non-formal, their interrelation.	Sheuli Biswas Adhikary
<u>Unit- 3 = Agencies of Education</u>	
<ul style="list-style-type: none">➤ Home➤ School	Dalia Pramanik
<ul style="list-style-type: none">➤ State➤ Mass-media- television, radio, cinema and newspaper	Sheuli Biswas Adhikary
<u>Unit- 4 = Child Centricism and Play-way in Education</u>	
<ul style="list-style-type: none">➤ Concept of child centricism in education➤ Characteristics and significance of child centricism in education➤ Concept of play and work.➤ Characteristics of play way in Education, Kindergarten, Montessori, Project method.	Dalia Pramanik

SEMESTER – 2 (CBCS)

(JANUARY-19 TO JUNE-19)

CC – 2/GE-2, Psychological Foundation of Education

(Full Marks 100) [Credit = 6 (Theory=5, Tutorial=1)]

Unit: 1 = Relation between Psychology and Education

- Meaning and definition of Psychology
- Meaning and definition of Education
- Relation between Psychology and education
- Nature, scope and significance of educational psychology.

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Unit: 2 = Stages and types of human development and their educational significance.

- Piaget's cognitive development theory
- Erikson's psycho-social development theory
- Kohlberg's moral development theory
- Vygotsky's social development theory and Bandura's Social Learning Theory

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Unit: 3 = Learning: concept and theories

- Concept and characteristics of learning
- Theories: Connectionism(Trial and error, classical, operant conditioning)
- Insightful learning

Dalia
Pramanik

- Memorization and Forgetting: Process of memorization, causes of forgetting and economical ways of improving memorization

Sheuli
Biswas
Adhikary

Unit: 4 = Intelligence

- Concept of intelligence
- Theories of Intelligence by Spearman, Thorndike and Guilford
- Types and uses of intelligence tests
- Concept of Emotional Intelligence and E.Q

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PART – II (July 18 – June 19).

Paper II (Full Marks-100)

Educational Psychology

Module I

1. Relation between Psychology and education. Nature and scope of Educational Psychology.	Dalia Pramanik
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2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.	Sheuli Biswas Adhikary
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Module II

3. Personality: Concept, traits and theories	Dalia Pramanik
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4. Emotion: Meaning and characteristics, places of emotion in education. 5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.	Sheuli Biswas Adhikary
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Module III

6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each type of test. Uses of intelligence tests.	Sheuli Biswas Adhikary
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7. Attention and Interest: Nature and conditions of attention, their educational implications.	Dalia Pramanik
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Module IV

8. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory.	Dalia Pramanik
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9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - its meaning and causes.	Sheuli Biswas Adhikary
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Paper-III (Full Marks-100)	
Development of Education in Modern India	
Module I	
1. A synoptic view of ancient and medieval history of education in India 5. The Despatch of 1854.	Dalia Pramanik
2. Advent of missionaries: Serampore Missionaries activities in education 3. Official introduction of English education by Lord Bentinck. 4. Adam's Report on indigenous system of education.	Sheuli Biswas Adhikary
Module II	
6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms 7. The First Education Commission (W. Hunter.) 1882	Dalia Pramanik
8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905) 9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.	Sheuli Biswas Adhikary
Module III	
10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme. 11. The Sargent Plan 1944	Sheuli Biswas Adhikary
12. The Radhakrishnan Commission 1948-1949 13. A synoptic study of changes in school system, primary and secondary (structure and curriculum only) after independence-Mudaliar Commission's (1952-1953) report and Kothari Commission's report (1964-1966)	Dalia Pramanik
Module IV	

14. Education of Women since independence	Sheuli Biswas Adhikary
15. Educational policy 1968- A brief overview	
16. Educational policy 1986- A brief overview.	Dalia Pramanik
<u>PART – III</u> (July 18 – June 19)	
Paper-IV (Full Marks-100)	
Evaluation and Guidance in education	
Module I	
1. Concept of evaluation	Dalia Pramanik
2. Need and scope of evaluation in education : Evaluation of student achievement, evaluation of curriculum, evaluation of teaching, evaluation of institute	
3. Evaluation of student progress: Examination and evaluation. Tools of evaluation: Examination essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card(CRC).	
Module II	
4. How to make a good test: Specification of objectives, item selection.	Dalia Pramanik
5. Measurement in education: Tabulation of educational data, measures of central tendency, measures of variability, (S.D only), Graphical representation (frequency polygon, histogram and ogive). Idea of linear correlation.	
Module III	
6. Guidance: Concept, need and scope and types	Sheuli Biswas Adhikary
7. Basic data necessary for guidance (data about students, courses and vocations)	
8. Counseling: Meaning and types of counseling for adjustment problem	
Module IV	
9. Meaning of adjustment.	Sheuli Biswas Adhikary
10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the	
development of maladjustment.	
