

B.A. Education (General) Part-I
Paper-I
Full Marks-100
Philosophical and sociological foundation of education

Course Objectives:

After completion the course the learners will be able to:

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.
- Discuss the meaning, nature and scope of Educational sociology and Relation between education and sociology
- Describe the Social factor and their relation to Education.
- Define social groups, socialization and Social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.

Group-A**Full Marks: 50****Philosophical Foundation of Education****Unit-I: Concept, Scope and Aim of Education** (8)

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Report of Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: (14)

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
- c) Curriculum: Meaning and Types. Co-curricular activities.
- d) School: vision and functions.

Unit-III: Schools of Philosophy and national values (16)

- a) Western Schools of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

Unit-IV: Great Educators and their educational philosophy (12)

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

B.e

Group-B**Full Marks: 50****Sociological Foundation of Education****Unit-V: Educational Sociology****(8)**

- U.D
- Meaning, nature and scope of Educational sociology.
 - Relation between education and sociology.
 - Concept of Educational sociology and sociology of education.

Unit-VI: Social issues and Education**(12)**

- U.D
- Culture: Concept, role of education in culture, cultural lag.
 - Meaning of Human Resource Development and its significance in the present society.

Unit-VII: Social groups and education**(15)**

- B.C
- Social groups (Primary, Secondary and Tertiary)
 - Socialization: Meaning, process and factors of socialization, role of the family and school.
 - Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

Unit-VIII: Social change and Education**(15)**

- B.C
- Social change: definition, characteristics, factors, Constraints and education as an instrument of social change.
 - Education and Social Mobility.
 - Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural)

Suggested Book:

- J. C. Aggarwal- Theory and Principles of Education
- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- S. P. Chaube & A. Chaube – Foundations of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- Y. K. Sharma – Sociological Philosophy of Education
- A. P. Sharma – Indian and Western Educational Philosophy
- S. S. Ravi – A Comprehensive Study of Education
- M. Sharma – Educational Practices of Classical Indian Philosophies
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- N. Arora – Educational Philosophy
- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
- B. R. Purkait – Great Educators
- সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- অরুণ -ঘাষ - শিক্ষাবিজ্ঞানের দর্শন ও মূলতত্ত্ব
- অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
- দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন

B.A. Education (General) Part-II

Paper-II

Full Marks-100

Educational psychology and educational guidance

Course Objectives:

After completion the course the learners will be able to:

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.
- Elaborate the concept, nature, scope, types & importance of Guidance.
- Explain the concept of tools and techniques of Guidance.

Group-A

Full Marks: 50

Educational Psychology

Unit-I: Educational Psychology

(12)

- B
- C
- a) Definition, Nature and Scope; Distinction between Psychology and Educational Psychology.
 - b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

(14)

- U.D
- a) Definition and characteristics of Learning; Factors influencing learning
 - b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning.
 - c) Attention & Interest: Factors of Attention and Relation between Attention and Interest.
 - d) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting.

Unit-III: Intelligence

(12)

B

C

Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford ; Measurement of Intelligence.

Unit-IV: Personality

(12)

U.D

Definition, Theories – Types and Trait; Measurement of Personality; Concept of Individual differences in classroom.

Group-B
Full Marks:50
Educational Guidance

Unit-V: Concept of Guidance

(12)

- U.D
- Meaning & Definition, Characteristics, Scope of Guidance.
 - Needs and importance of Educational Guidance services in Schools.
 - Organization of Guidance programme in School

Unit-VI: Types of Guidance

(14)

- U.D
- Educational: Meaning, Characteristics, Purpose & Functions.
 - Vocational: Meaning, Characteristics, Purpose & Functions.
 - Personal: Meaning, Characteristics, Purpose & Functions.

Unit-VII: Concept of Counseling

(12)

- B.E
- Meaning & Definition, Characteristics, Scope of Counseling
 - Needs and importance of Psychological Counseling.

Unit-VIII: Types of Counseling

(12)

- B.E
- Concept of different types; Eclectic Counseling.
 - Difference between Guidance, Counseling and Teaching.

Suggested Books:

- S. K. Mangal- Essentials of Educational Psychology
- J. C. Aggarwal- Essentials of Educational Psychology
- S. K. Mangal - Advanced Educational Psychology
- S.S. Chauhan- Advanced Educational Psychology
- A. Woolfolk -Educational Psychology
- J. W. Santrock -Educational Psychology
- E. B. Hurlock -Child Development
- L. E. Berk - Child Development
- B. N. Dash & N. Dash –A Test Book of Educational Psychology
- Gibson- Guidance and Counseling
- NCERT- Guidance and Counseling
- N. C. Basu- Educational and Vocational Guidance
- S. S. Chauhan- Principles and Techniques of Guidance
- সুশীল রায় - শিক্ষা ম-নাবিদ্যা
- অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
- প্রমোদ বসু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা
- বিজয় সরকার - শিখন ও শিক্ষন
- কল্পনা -সন বরাট এবং কনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
- প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
- দেবশিস পাল- নির্দশনা ও পরামর্শ
- সনৎ কুমার -ঘাষ- শিক্ষায় সংগতি-অপসংগতি এবং নির্দশনা

**B.A. Education (General) Part-II
Paper-III**

Full Marks-100

Development of Education in India and Contemporary Issues in education

Course Objectives:

After completion the course the learners will be able to:

- Discuss the development of education in India in historical perspectives.
- Discuss the British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Explain the Functions of Some Major Educational Organization in India.
- Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.

Group-A

Full Marks: 50

Development of Education in India

Unit-I: Education in 19th Century in India

(10)

- Be*
- a) Charter Act of 1813 and its educational significance
 - b) Macaulay Minuets- (1835)- its educational significance
 - c) Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar.
 - d) Wood's Despatch (1854) and its impact on education.
 - e) Indian Education Commission (1882-83) and its impact of education.

Unit-II: Education in 20th Century in India (1901-1944)

(10)

- UD*
- a) Educational reformer- Lord Curzon
 - b) National education movement- Causes, Phases and Importance in Education.
 - c) Basic Education- Concept, characteristics, merits and demerits.
 - d) Sargent Plan Report (1944)-
Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

Unit-III: Education in Post Independence India

(20)

- UD*
- a) University Education Commission (1948-49)
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
 - b) Secondary Education Commission (1952-53)
-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy
 - c) Indian Education Commission (1964-66)

- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.

d) Asoke Mitra Commission (1991-92)

- Recommendations Regarding Primary and Secondary Education.

Unit-IV: National Policy on Education

(10)

a) National Policy on Education (1986)

-National System of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya,

b) Revised National Policy on Education-1992.

Group-B

Full Marks: 50

Contemporary issues in Education

Unit-V: Universalization of Elementary and Secondary Education

(12)

a) Universalization of Elementary Education- Meaning, Importance, Role of SSA- SSM, problems.

b) Universalization of Secondary Education- Meaning, Significance, Problems, RMSA.

Unit-VI: Functions of Some Major Educational Organization in India.

(8)

UGC, NAAC, NCERT, NCTE

Unit-VII: Higher Education in India

(12)

a) Role of Higher Education

b) Problems and RUSA

Unit-VIII: Issues in Education

(18)

a) Peace Education: Concept and needs.

b) Education for Sustainable Development: Meaning, aims & objectives, Needs.

c) Inclusive Education: Meaning and Needs.

d) Open & Distance Learning System: Meaning and needs

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
8. S. S. Ravi – A Comprehensive Study of Education
9. J. C. Aggarwal- Theory and Principles of Education
10. R. P. Pathak – Development and Problems of Indian Education

B.A. Education (General) Part-III
Paper-IV
Full Marks-100
Educational Technology and Evaluation in Education

Course Objectives:

After completion the course the learners will be able to:

- Understand the concept, nature and scope of educational technology.
- Explain the role of Communication & Multimedia Approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.
- Understand the concepts of measurement and evaluation in the field of education
- Understand different types of Tools and Techniques in the field of Education.
- Understand the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Describe the concept of statistics and its use in education
- Represent educational data through graphs.
- Use various statistical measures in analysis and interpretation of educational data.

Group-A
Full Marks: 50
Educational Technology

Unit-I: Educational Technology (8)

- a) Concept, Definition, Need of Educational Technology
- b) Types of Educational Technology: ET₁, ET₂, ET₃.

Unit-II: Communication & Media used (12)

- a) Communication Process: Concept, Components, Factors of classroom Communication.
- b) Audio, Visual and Audio-visual media used in education.
- c) Use of Computer in Education.

Unit-III: Instructional Technology (10)

- a) Mass Instructional Technology- Seminar, Team teaching (Concept, Advantage & Limitation)
- b) Personalized Instructional Techniques- Programmed Instruction (Concept, Advantage, Limitation)

Unit-IV: Educational Technology in Teaching (20)

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Level of Teaching: Memory, Understanding, Reflective.
- c) Models of Teaching: meaning, nature, families, Glaser's Basic teaching model

Group-B
Full Marks: 50
Evaluation in Education

Unit-V: Evaluation and Measurement

(8)

- a) Concept, Scope and Need of Evaluation
- b) Relation between Measurement and Evaluation.
- c) Scales of Measurement- Nominal, Ordinal, Interval, Ratio.

Unit-VI: Characteristics of a good test

(10)

- a) Reliability- Concept, Characteristics, Causes of low Reliability,
- b) Validity- Concept, Causes of low Validity, Types,.
- c) Objectivity- meaning and nature.

Unit-VII: Tools and Techniques of Evaluation

(20)

- a) Tools:
 - o Tests- Essay type and Objective type (Advantage and Disadvantage)
- b) Techniques:
 - Observation, CRC, Interview.
- c) Formative and Summative Evaluation

Unit-VIII: Statistics in Education

(12)

- a) Meaning, Nature and Needs of Educational Statistics
- b) Measures of Central Tendency- Mean, Median and Mode; their properties, calculations and applications.
- c) Graphical Representation of Data- Histogram, Frequency Polygon - uses (Using 75% rule)

Suggested Books:

1. K. Sampath- Introduction to Educational Technology
2. R. P. Pathak- New Dimensions of Educational Technology
3. U. Rao – Educational Technology
4. K. L. Kumar- Educational Technology
5. J. Mohanty- Educational Technology
6. S. K. Mangal- Statistics in Education and Psychology
7. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
8. E. Garret- Statistics in Education and Psychology
9. R. A. Sharma- Mental Measurement and Evaluation
10. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
11. তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
12. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
10. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি
11. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
12. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
13. পূ-র্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
14. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ