



UNIVERSITY OF CALCUTTA

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To
The Principals /T.I.C.
of all the Undergraduate Colleges
offering B.A. (Honours) in Education
affiliated to the University of Calcutta

Sir/Madam,

The undersigned would like to forward you the **Draft Syllabus for Education(Honours)**, to be implemented from the academic session 2017-2018 to get feedback from the Department of Education in your college.

You are requested to send your feedback within 30th December, 2016.

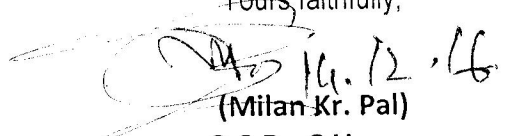
In this regard you may send your observation/ suggestion to the **Department of U.G. Councils, C.U.** or through **email (u.g.councilsc.u@gmail.com)** or you may contact **Prof. Nimai Chand Maiti (Mob: 9433227738; e-mail: nimaichandmaiti@gmail.com)**.

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Encl: Copy of the Draft Syllabus.

Yours faithfully,


(Milan Kr. Pal)

O.S.D., C.U.



SYLLABUS OF THREE YEAR DEGREE COURSE IN EDUCATION (HONOURS)

Part-I			
Paper	Group	Name of the Paper	Marks
I		Philosophical and Sociological Foundation of Education	100
	A	Philosophical Foundation of Education	50
	B	Sociological Foundation of Education	50
II		Psychological Foundation of Education	100
	A	Psychology Development and Learning	50
	B	Psychology of Instruction	50
		Total	200
Part-II			
III		Development of Education in India	100
	A	Development of Education in India Before 1947.	50
	B	Development of Education in India After 1947	50
IV		Educational Management and Guidance	100
	A	Educational Management	50
	B	Educational Guidance	50
		Total	200
Part-III			
V		Evaluation and Statistics in Education	100
	A	Evaluation in Education	50
	B	Statistics in Education	50
VI		Educational Policies and Contemporary Issues in Indian Education	100
	A	Educational Policies	50
	B	Contemporary Issues	50
VII		Educational Technology and Curriculum Studies	100
	A	Educational Technology	50
	B	Curriculum Studies	50
VIII		Practicum	100
	A	Statistics and Pedagogy Practical	50
	B	Project Work in Education	50
		Total	400
		Part- I + II + III	Grand Total
			800

SYLLABUS OF THREE YEAR DEGREE COURSE IN EDUCATION (HONOURS)

Part-I

Total Marks-200 (100 x 2)

Paper—I	PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION	Full Marks-100
Course Objectives:		
a) To understand the meaning, nature, scope and aims of education. b) To explain the factors of education and their relationships. c) To understand the relation between education and philosophy. d) To be acquainted with western schools of philosophy and their impact on education. e) To enable the students to understand the concept value and relationship with education f) To be acquainted with the contribution of great educators. g) To understand the relation between Sociology and Education h) To become aware of social groups and social determinants that influence education. i) To be acquired with the concept of social change and its impact on Education.		
Group- A	Philosophical Foundation of Education	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Concept of Education	
	a) Meaning, Nature and Scope of Education	4
	b) Aims of modern education with special reference to Delor`s commission (UNESCO, 1997)	4
	c) Factors of Education ; child, teacher, curriculum and educational Institution- Informal ,Formal and Non-formal	2
Unit-II	Philosophical Foundation of Education	
	a) Relation between Philosophy and Education	2
	b) Schools of philosophy and their influence on education : Idealism, Naturalism and Pragmatism	5
	c) Values and Education	3
Module-II		
Unit-I	Contribution of Indian Educators	
	a) Rabindranath Tagore	4
	b) Mahatma Gandhi	3
	c) Vivekananda	3
Unit-II	Contributes of Western Educators	
	a. Rousseau	4
	b. Froebel	3
	c. Dewey	3
Group- B	Sociological Foundation of Education	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Introductory Concept of Sociology of Education	

	a) Relation between Sociology and Education	4
	b) Nature and Scope of Sociology of Education	6
Unit-II	Social Groups	
	a) Types of social groups – Primary, Secondary and Tertiary	4
	b) Socialization Process: Role of the family and school	6
Module-II		
Unit-I	Social Change and Education	
	a. Concept of Social Change and Interrelationship between Social and Education	4
	b. Social interaction, Social stratification and Social Mobility.	6
Unit-II	Social Determinants of Education	
	a. Social Communication	4
	b. Role of Culture, technology and religion on Education.	6

Reference Books

English-

1. Aggarwal, 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. Chaube, S.P. and Chaube, A.- Foundation of education
5. Kundu and Majumder- Theory of education
6. Munro-History of Education
7. Purkait, B.R.-Great educators.
8. Shrivastava, K.K.- Philosophical Foundation of education
9. Sharma, Y.K.- Sociological philosophy of education.

Bengali-

- 1) Archana Bandhopadhyay- Shiksha Darshan O Shiksha Niti.
- 2) Arun Ghosh -Shiksha tattwa & Shiksha Darshan
- 3) Bibhuranjan Guha -Shikshaya Pathikrita.Dibbendyu Bhattacharya- Shiksha o Darshan.
- 4) Gourdas Halder & Prasanta Sharma -Shiksha Tattwa & Shiksha Niti.
- 5) Sonali chakrabortyee- Shikshr Samaj Baigyanik Vitty.
- 6) Sushil Roy-Shiksha Tattwa O Shiksha Darshan
- 7) Dbyandu Bhattacharya- Shiksha O Samajtattwa

Paper—II	PSYCHOLOGICAL FOUNDATION OF EDUCATION	Full Marks-100
Course Objectives:		
<ol style="list-style-type: none"> a) To understand the meaning of Psychology and be acquainted with its different perspectives. b) To realise the relationship between Psychology and Education. c) To know the patterns of different aspects of human development and relate this knowledge with education. d) To be acquainted with the cognitive approach to development and thus to understand the processes and factors of cognition. e) To develop understanding of the teaching and instruction meaning and concept of Instruction, theories of teaching and methods of teaching. f) To explain the Flander’s Interactional analysis and characteristics of Good teacher. g) To discuss the nature of classroom teaching and the different value methods. 		

Group- A	Psychology of Development and Learning	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Educational Psychology and development	
	a) Relation between education and psychology. b) Concept , Scope and Nature of educational Psychology c) Stages and types of human development and their educational significance. Physical and motor, Psycho-social (Erikson) Cognitive (Piaget), Moral (Kohlberg) and Language development of infancy, children and adolescence.	4 4 2
Unit-II	Learning	
	a) Concept and characteristics of learning, : b) Theories of learning-Connectivism (Trial & Error, Classical and Operant), insightful learning, Bandura's social learning theory c) Factors effecting learning Motivation: Concept, Maslow's theory and its role in learning Memory: Information processing theory, economy of memorisation, causes of forgetting. Attention: Nature, types and factors affecting attention. d) Transfer of learning : Concept and types	2 5 3
Module-II		
Unit-I	Intelligence	
	a) Concept of intelligence and I.Q. b) Theories of Intelligence : Spearman, Guilford, c) Emotional Intelligence : Meaning, nature, concept of EQ	4 3 3
Unit-II	Personality	
	a) Concept and theories of Personality (Allport's Trait Theory, Freud's Psychoanalytical theory of personality	4 3 3
Group- B	Psychology of Instruction	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Teaching and Instruction	
	a) Concept of teaching, instruction ,learning , education and training-their inter-relation b) Characteristics of teaching c) Teaching as Science and Arts	4 6
Unit-II	Modification of Behaviour	
	a) Techniques of modification of student's behaviour b) Role of a teacher in behaviour modification	4 6
Module-II		
Unit-I	Method and Strategies of Teaching	
	a) Difference between teaching methods and teaching strategies b) Teaching methods : Lecture, Demonstration, Tutorial	4 6

	and Story telling	
Unit-II	Teacher and Classroom Teaching	
	a) Functions of Teacher : As academician, pastor, guide and counsellor	4
	b) Concept of Group teaching, simulated teaching and micro teaching	6
Reference Books		
English-		
1) Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley.		
2) Berk, L.A. (2003). Child development, Delhi: Pearson Education.		
3) Baron, R.A. (2001). Psychology, Delhi: Prentice Hall.		
4) Bichler, R.F., and Snowman, J. (1993). Psychology applied to teaching. Boston: Houghton Mifflin.		
5) Normann Sprinthall and Richard, C. Sprinthall, Educational psychology: McGraw-Hill Publishing Company.		
6) Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.		
7) Diane. E., Papalia and Sally wendkos olds. Human Development: McGraw-Hill.		
8) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.		
9) Kundu, C.H. and Tutoo, D.N., Educational Psychology: Sterling Publication.		
10) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.		
11) Clifford.C.Morgan. Richard. A. King, John R. Weisz, John R. Schopler, Introduction of Psychology.		
12) Glietman, Alan, J., Fridland, Daniel Reisberg, Basic Psychology.		
Bengali-		
1) Arun Ghosh -Shiksha-Shrai Monobigyan.		
2) Bijan Sarkar : Sikhan o Sihikkhan		
3) Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan.		
4) Sushil Ray -Shiksha Manovidya.		

SYLLABUS OF THREE YEAR DEGREE COURSE IN EDUCATION (HONOURS)

Part-II

Total Marks-200 (100 x 2)

Paper—III	DEVELOPMENT OF EDUCATION IN INDIA	Full Marks-100
Course Objectives:		
a) To be acquainted with the salient features of education in India in Ancient & Medieval times.		
b) To be acquainted with the development of education in British India.		
c) To be acquainted with the development of education in Independent India, including significant points of selected Education.		
d) To be acquainted with current issues and trends in Education.		
Group- A	Development of Education in Before 1947	Full-Marks: 50
	Module-I	Approximate Lecture Hours
Unit-I	Synoptic view of ancient and Medieval India	

	a) Brahmanic b) Buddhist c) Islamic (Aim, curriculum, Teaching Method, Teacher-pupil Relationship) (Only for 5 Marks Questions)	4 3 3
Unit-II	Education in British India (1800 to 1853)	
	a) Sreerampur trio b) Charter Act 1813 c) Oriental- Occidental Controversy' d) Macaulay Minute and Bentink's Resolution e) Adam's Report f) Bengal Renaissance (Effect on Indian Education) g) Hindu College , Derozio, Vidyasagar and Rammohan	10
Module-II		
Unit-I	Education in British India (1854 to 1904)	
	h) Wood's Despatch (Only Recommendation) a) Hunter Commission b) Curzon's Policy Of Education,1904 (Primary and Secondary) c) University Act, 1904	4 3 3
Unit-II	Education in British India (1905 to 1947)	
	a) National Education Movement (Causes and effect) b) Basic Education (Concept and Development) c) Sadlar Commission	4 3 3
Group- B	Development of Education In India after 1947	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Education Commission	
	a) Radhakrishnan Commission (Aims, Curriculum of Higher Education, Rural University) b) Mudaliar Commission (Aims, Structure and Curriculum of Secondary Education) c) Kothari Commission (Aims, Structure and Curriculum of Primary and Secondary education)	4 4 4
Unit-II	Woman Education	
	a) Development of Woman Education Since Independent b) Commissions/ Committees on Women Education c) Problems of Women Education and their Solution	10
Module-II		
Unit-I	Method and Strategies of Teaching	
	a) Development of Distance Education and open learning and their impact on education b) Important National and State Bodies in Education: 1)UGC 2) NCERT 3) SCERT 4)DIET	5 5
Unit-II	Issues in Education	
	a) Equalization of Educational Opportunity. b) Vocational and Technical Education.	4 4

Reference Books

English-

1. Auekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Education in modern India.
3. Banerjee.J.P. -Education in India-Past, Present and Future.
4. Dhar, Nirranjan. -Fundamentals of Social Education.
5. Law, N.N. -Promotion of Learning in India.
6. Mukherjee, S.N. -Education in India, Today & Tomorrow.
7. Mukherjee, S.N. -History of Education (Modern Period).
8. Nurulla, S., Naik, J.P. -History of Education in India.
9. Purkait, B.R. -History of Indian Education.
10. Rawat, P.L. -History of Indian Education.
11. Dayal` Bhagwan – Development of Modern Indian Education.
12. Shah. A. & Ban, S. -National Education.
13. Srinivastava, K.N. -Education in Free India.

Bengali-

1. Gourdas Halder & Prasanta Sharma - Adhunik Bharatiya Shikshar Bikash.
2. Jotiprasad Bandyapadhay – Shikhar Itihas.
3. Jotiprasad Bandyapadhay – Bharatiya Shikhar Itihas o Sampratik Samashya.
4. Ranjit Ghosh - Shikshar Itihas.
5. Sanyal, Mitra - Bharatiya Shikshar Itihas.

Paper—IV	EDUCATIONAL MANAGEMENT AND GUIDANCE	Full Marks-100
Course Objectives:		
a) To develop the concept of an ideal organisation in educational institution. b) To know the essential functions of educational management. c) To gain a concept of mental health and adjustment. d) To understand the need of guidance and counselling. e) To gain an idea of the conditions required for proper management and guidance in the field of education.		
Group- A	Educational Management	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	School Organisation	
	a) Concept b) Aims and Objectives c) Scope d) Principles e) Types and need.	10
Unit-II	School Plant	
	Concept, features with emphasis on- a) School medical service b) Library c) Workshop d) Co curricular activities.	10
Module-II		
Unit-I	Educational Management	
	a) Meaning b) Aims and Objectives c) Scope d) Types e) Significance	10
Unit-II	Educational Planning	
	a) Meaning. b) Aims and objectives c) Scope d) Steps of Educational Planning e) Types of Planning f) Significance of Educational Plans	10
Group- B	Educational Guidance	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Guidance	
	a) Concept b) Functions c) Scope d) Types of Guidance e) Individual and Group Guidance f) Need	10
Unit-II	Counselling	
	a) Concept b) Types c) Functions d) Techniques	5

	e) Need f) Qualities of a good counsellor g) Processes involved in Guidance and Counselling i. Basic Data necessary for Educational Guidance ii. Processes involved in Educational Counselling	5
Module-II		
Unit-I	Adjustment and Maladjustment	
	1. Adjustment- a) Concept b) Scope c) Criteria of adjustment d) Need for adjustment e) Stress, Stressors and coping strategies. 2. Maladjustment – a) Meaning and types of maladjustment b) Conflict and frustration, manifestation of maladjustment in childhood and adolescence – a synoptic view c) Role of parents and teachers in solving problems of maladjustment among children	5
Unit-II	Classification of Mental Disorders	
	a) Need for classification of mental disorders b) Multi-axial classification- Eating disorder, Anxiety disorder, depression and ADHD c) DSM V, Axis I and II – a synoptic discussion (categories and characteristics only).	10

Reference Books

English-

1. Agarwal J.C., Education, Administration, School Organisation and Supervision.
2. Agarwal J.C., Educational, Vocational Guidance and Counselling.
3. Anderson C.A. and Bowman M.J., Educational Management.
4. Baron R.A., Psychology/Social Psychology.
5. Chauhan S.S., Principles and Techniques of Guidance.
6. Chauhan S.S., Mental Hygiene – A science of Adjustment.
7. Mohanty J., Educational Administration, Supervision and School Management.
8. Morgan, Psychology.
9. NCERT Guidance and Counselling.
10. Safaya R. and Saida B.D., School Administration and Organisation.
11. Sarason and Sarason, The Problem of Maladjustive Behaviour.
12. Sodhi, T.R.S. and Suri, A., School Management

Bengali-

- 1) অশোক গুপ্ত, মানবিক স্বাস্থ্যবিজ্ঞান পরিক্রমা
- 2) দেবশিস পাল, নির্দেশনা ও পরামর্শ
- 3) দিলিপ কুমার চক্রবর্তী, শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
- 4) বিমল চন্দ্র দাশ, দেবজানী সেনগুপ্ত এবং প্রদীপ্ত রঞ্জন রায়, শিক্ষার ব্যবস্থাপনা
- 5) মঞ্জুরী সেনগুপ্ত, অস্বাভাবিক মনোবিজ্ঞান
- 6) রণজিৎ ঘোষ, বিদ্যালয় পরিবেশ ও পদ্ধতি

SYLLABUS OF THREE YEAR DEGREE COURSE IN EDUCATION (HONOURS)

Part-III

Total Marks-400 (100 x 4)

Paper—V	EVALUATION AND STATISTICS IN EDUCATION	Full Marks-100
<p>Course Objectives:</p> <p>a) To develop understanding of the concepts of measurement and evaluation in education.</p> <p>b) To be acquainted with different types of measuring instruments and their uses.</p> <p>c) To be acquainted with the process of Evaluation</p> <p>d) To develop understanding of the concepts of validity and reliability and their importance in educational measurement.</p> <p>e) To be acquainted with the principles of test construction.</p> <p>f) To develop the concept of statistics and its uses in the field of Education.</p> <p>g) To develop the ability to organize relevant educational data and to represent educational data through graphs.</p> <p>h) To develop skill in analyzing descriptive measures</p> <p>i) To develop the ability to use various statistical measures in analysis and interpretation of educational data, and the ability to interpret test data.</p> <p>j) To be acquainted with the concept of Normal Probability Curve and its uses in education.</p>		
Group- A	Evaluation in Education	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Measurement and Evaluation in Education	10
	<p>a) Educational Measurement and Evaluation : Concept, Scope and Need</p> <p>b) Relation between Measurement, Assessment and Evaluation.</p> <p>c) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.</p>	
Unit-II	Evaluation Process	
	<p>a) Evaluation Process: (Formative and Summative) Types and steps of evaluation</p> <p>b) Norm-Referenced Test and Criterion Referenced Test.</p> <p>c) Grading and Credit system.</p>	10
Module-II		
Unit-I	Tools and Techniques of Evaluation	
	<p>a) Concept of Tools and Techniques</p> <p>b) Tools</p> <ul style="list-style-type: none"> • Testing tools <ol style="list-style-type: none"> i. Educational : Essay type and Objective type, Written , Oral, and Practical ii. Psychological: Personality Test- Types, Rorschach Ink Blot Test , Interest Test- Types , Kuder Richardson interest inventory, Intelligence Test - Types of intelligence tests , Stanford – Binet Scale, • Non testing tools – Cumulative Record Card, Portfolio <p>c) Techniques:</p> <ol style="list-style-type: none"> i. Self reporting : Interview , Questionnaire ii. Observation. 	10
Unit-II	Criteria of a Good Tool and its Construction	
	<p>a) Characteristics of a good tool</p> <p>(i) Objectivity- Concept</p>	10

	(ii) Reliability- Concept, Nature, factors affecting reliability, methods of determining reliability (iii) Validity- Concept and types (iv) Norms- Meaning & types (v) Usability -Concept b) Construction & Standardization of Achievement test	
Group- B	Statistics in Education	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Statistics in Education and Organization of data	
	a) Concept of Statistics. Uses of Statistics in Education. Sources of Educational Data(Primary & Secondary data) b) Types of Data: Qualitative and Quantitative, Continuous and Discrete. c) Organization and Tabulation of Data - Frequency distribution d) Graphical Representation of Data and its uses- Pie Chart, Bar graph, Histogram, Frequency Polygon, Cumulative frequency graph and Ogive (Using 75% rule)	10
Unit-II	Descriptive Statistics	
	a) Meaning & measures of Central Tendency- Arithmetic Mean, Median and Mode-their Properties, Calculation and Application. b) Meaning & measures of Variability- Range, Standard Deviation and Quartile Deviation - their Properties, Calculation and Application c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.	10
Module-II		
Unit-I	Normal Distribution and Derived Score	
	a) Concept of Normal Distribution- Properties and Uses b) Divergence from Normality- Skewness and Kurtosis. (Concept and Calculation) c) Derived Scores- Z-Score, T Score and Standard Score (Concept, Calculation and Uses).	10
Unit-II	Measure of Relationship	
	a) Bivariate Distribution- Concept and types of Correlation, Scatter Diagram (only Concept) b) Computation of Co-efficient of Correlation by Rank Difference method and Product Moment method, Interpretation of Co-efficient of Correlation c) Uses of Correlation	10
Reference Books		
English-		
1. Singh, A.K. Tests, Measurement and research Methods in Behavioural Science.		
2. Garret,H. E. Statistics in psychology and Education		
3. Guilford, J.P. & Fruchter, G. Fundamental Statistics in Psychology & education.		
4. Medhi. Statistical Methods and Introductory test.		
5. Mangal, S.K. Statistics in Education and Psychology		
6. Sharma, R. A. Mental Measurement and Evaluation		
7. Aggarwal, Y. P. Statistics Methods Concepts, Application and Computation		
8. Das, N.G. Statistical Methods (Vol.II)		

9. Sidhu, K.S. Statistics In Education & Psychology

Bengali-

1. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
2. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল

Paper—VI	Educational Policies and Contemporary Issues	Full Marks-100
Course Objectives:		
a) To be acquainted with the concept, meaning, determinants, features and types of policy. b) To be acquainted with the different Colonial and National educational policies in India. c) To be acquainted with meaning, aims & objectives of elementary education constitutional provision, role of DPEP, SSA, RTE, current status and problems of Elementary education in India. d) To be acquainted with meaning, aims & objectives of secondary education role of RMSA, current status and problems of secondary education in India. e) To be acquainted with meaning, aims & objectives of higher education Knowledge Commission and higher education, role of RUSA, current status and problems in Higher Education. f) To be acquainted with some important issues like inclusive education, education for sustainable development, impact of globalization, liberalization and privatization and globalization on Indian education.		
Group- A	Education Policies	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Concept , Features and Types of Policy	
	a) Concept of policy: meaning, determinants, features, types.	5
	b) Techniques of innovative policy making	5
	c) Designing policy implementation and highlighting the role of monitoring and evaluation in this regard	
Unit-II	Approaches and Features and Colonial and National Educational Policies in India	
	a) Approaches and features of Colonial educational policies in India.	2
	b) Approaches and features of National educational policies in India.	5
	c) Comparison between the two	3
Module-II		
Unit-I	National Policies on Education in India	
	a) National Policy on Education, 1968	10
	b) National Policy on Education, 1986	
	c) Programme of Action 1992	
Unit-II	Policies related with Curriculum, Reservation and Language	
	a) Policies behind National curriculum frame work (2005).	
	b) Reservation and language policy in Indian education	
Group- B	Contemporary Issues	Full-Marks: 50
Module-I		Approximate Lecture Hours

Unit-I	Elementary Education	
	Universalization of Elementary Education: meaning, aims & objectives, constitutional provision, role of DPEP, SSA, RTE, current status and problems.	10
Unit-II	Secondary Education	
	Universalization of Secondary Education: meaning, aims & objectives, role of RMSA, current status and problems.	10
Module-II		
Unit-I	Higher Education	
	Higher Education: meaning, aims & objectives, Knowledge commission and higher education, role of RUSA, current status and problems.	10
Unit-II	Current Issues in Education	
	a) Inclusive education- meaning, need, government programs, b) Education for sustainable development- meaning, aims, objectives, role in education. c) Impact of liberalization, privatization and globalization on education.	10

Reference Books

English-

1. Inclusive education: Sanat K. Ghosh
2. National Policy on Education: Chitragada Singh
3. Right to Education: Ajay Das
4. Education for All: Bhaskar Chatterjee
5. Primary Education: U.K. Singh & K. N. Sudarshan
6. Educational Planning: Shekhar K. Joshy & Chitra Seghal.
7. Primary and secondary Education: Y.K. Singh
8. Educational Reforms in India for the 21st century.
9. Recent developments and trends in Education: J.C. Aggarwal
10. Education, issues and challenges: Dr. S. P. Ahluwalia & Dr. H. S. Bais
11. Education in India after Independence: Jagdish Chand
12. History and Problems of Education: Yogendra K. Sharma (Vol-I & II).
13. Development and Problems of Indian Education: R. P. Pathak
14. Modern Trends and Issues in Education of India: B. K. Nayak-

Bengali-

১. এতরধনক্ষ, ও
২. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ -শিক্ষা ও উন্নয়ন:
৩. তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা:
৪. দুলাল মুখাপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী:

Paper—VII	EDUCATIONAL TECHNOLOGY AND CURRICULUM	Full Marks-100
Course Objectives:		
<ol style="list-style-type: none"> a) To enable the students to understand the concept of Educational Technology b) To expose the students to the basic developments in Educational Technology c) To acquaint students with different instructional techniques and teaching. d) To make the students aware of ICT enabled learning. e) To develop the ability to organise this type of learning. 		

f) To develop understanding about concept and scope of curriculum.		
g) To develop the understanding about the process of curriculum development, relation among curriculum and instruction, and curriculum evaluation.		
h) To make the students aware of different issues related to curriculum.		
Group- A	Educational Technology	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Introductory Concept	
	a) Concept, Need and scope of Educational Technology b) System Approach-Concept, Need, classification and Components of system approach.	10
Unit-II	Computer in Education and Communication	
	a) Computers and its role in Education	2
	b) Basic concept of hardware and software, computer network and internet	5
	c) Communication and classroom interaction: concept, elements and process	3
Module-II		
Unit-I	Instructional Technique	
	a) Instructional techniques: Mass instructional techniques-characteristics and types, Personalised instructional techniques- characteristics and types	5
	b) Teaching and Instruction: Difference in Teaching and Instruction.	5
	c) Models of teaching- concept, components and significance of models of teaching	
Unit-II	ICT & e-Learning	
	a) Meaning and concept of ICT, Concept of e-Learning Nature and characteristics of e-Learning, Promotion and organisation of e-Learning in the institutions, Advantages and limitations.	5
	b) ICT integration in Teaching-Learning.	
	c) Different approaches-Project based learning, Co-operative learning and Collaborative learning	5
Group- B	Curriculum Studies	Full-Marks: 50
Module-I		Approximate Lecture Hours
Unit-I	Introductory Concept	
	a) Concept, Nature, Types of curriculum-Knowledge, Experience and Activity based	4
	b) Major approaches to curriculum- Content, Product, Process and their relation	3
	c) Curriculum, Pedagogy and Assessment in Education, their interrelation	3
Unit-II	Curriculum Development	
	a) Learner centred curriculum framework-Concept, factors, characteristics	4
	b) Curriculum Development- Need assessment , Selection of goals, Planning.	6
Module-II		
Unit-I	Content Selection	

	a) Determinant of content selection-Perspectives of Knowledge, Culture and Need	4
	b) Curriculum and Instruction-Instructional objectives and taxonomy of educational objectives.	6
	c) Bruner's theory of instruction	
Unit-II	Evaluation of Curriculum and Issues in Curriculum	
	a) Concept and significance of curriculum evaluation. Approaches of curriculum evaluation-formative and summative. Models of evaluation- Stufflebeam and Taylor	5
	b) Curriculum reform- Factors and obstacles	1
	c) Gender stereotyping and curriculum- concept and relation	2
	d) Futuristic thoughts on curriculum- context and programmes	2
Reference Books		
English-		
1. Kumari, Sarita & Srivastava, D.S., "Curriculum and Instruction", Isha books, Delhi, 2005.		
2. Olivia, P.F. Developing the curriculum, Harper Collins, 1992.		
3. Taylor, P.H., & Richards. C.M., An introduction to curriculum studies.		
4. Kelly, A.K. The curriculum, Theory and Practice.		
5. Hooper, Richard, "Curriculum Design".		
6. Lawton, D., Gordon P., ing. M., Gibby, B., Pring, r., t. "Theory and Practice of Curriculum Studies".		
7. Sampath. Pannerselvan, Santhanam-Introduction to educational technology.		
8. Rao, Usha -Educational technology.		
9. Anand Rao, B. ravishankar, S. -Reading in educational technology.		
10. Mohanty, J. -Educational technology.		
11. Bharna, R.D. -An Introductory Technology.		
12. Vashist, S.R.(ed) Perspectives in Curriculum Development Vol.1-5		
13. Khan, M.I.& Nigam, B.K. Evaluation and research in curriculum construction.		
14. Lawton, D., Gordon, P., Ihg, M., -Theory and practice of curriculum studies.		
15. Gibby, B., Pring, R. Moore, T.		
16. Kelly, A.V. -The curriculum, Theory and Practice.		
17. Taylor, P.H. & Richards, C.M. -An introduction to curriculum studies.		
Bengali-		
1. Pranab Kumar Chakraborty -Pathocrome Niti o Nirman		
2. Prof Malay Kumar Sen -Siskha Projukti		
3. Kousik Chattyapadhy -Siskha Projukti		

Paper—VIII	PRACTICUM	Full Marks-100
Course Objectives:		
a) To apply relevant statistical technique to display, analyze and interpret educational data.		
b) To acquire the skills of observation and inference in relation to some selected constructs in pedagogy		
c) To have hands-on experience on field work on a topic from the undergraduate syllabus		
Group- A	Statistics and Pedagogy Practical	Full-Marks: 50
		Approximate Lecture

Unit-I	STATISTICS	Hours
	<p>Students are expected to collect relevant data (Bivariate educational data) from their college or neighbourhood (minimum sample size must be 50) with the objective of</p> <p>(i) describing the nature and characteristics of the two distributions,</p> <p>(ii) comparing two distributions and</p> <p>(iii) finding association between two sets of data by applying the following:</p> <p>A. Method</p> <ol style="list-style-type: none"> 1. Tabulation of data 2. Determination of central tendencies [Mean (Arithmetic Mean), Median, Mode (using the formula $M_o = 3Mdn - 2M$)] and variability (standard deviation) 3. Graphical representation of data: (i) Frequency Polygon (ii) Cumulative Frequency Curve and determination of median and quartile values from the graph (iii) Bar graph (showing the values of measures of central tendency and standard deviation of distributions) 4. Determination of the type of association between two sets of data by drawing scatter diagram (linear relations only) <p>B. Observation and Interpretation</p> <p>Laboratory Note Book on Statistics Practical with :</p> <p>(i) Title (ii) Objectives (iii) Collection of Data (iv) Description of the Sample (v) Presentation of Data (vi) Method (vii) Observation and (viii) Interpretation</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">2</p> <p style="text-align: center;">4</p>
Unit-II	<p style="text-align: center;">Pedagogy</p> <ol style="list-style-type: none"> 1. Determination of memory span by auditory method (using digit charts) 2. Index of complete learning by auditory method (using non-sense syllables) 3. Comparison of recall and recognition as modes of measuring retention by visual method (using 3-letter meaningful disconnected words) <p>Laboratory Note Book mentioning (i) Problem (ii) Basic Concept (iii) Preliminaries (iv) Materials Required (v) Procedure: (a) Rules of constructing the tool, (b) Instruction to the subject, (c) Experiment proper (vi) Result (vii) Introspective Report (viii) Discussion and Graphical Representation</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p>
Group- B	Project Work in Education	Full-Marks: 50
	<p>Each candidate is required to complete any one project selected from any area of the syllabus (Paper-I to VII). The project report should not exceed 5000 words.</p> <p>The project work will have to be completed according to following steps:</p> <p>a) Identification of the problem/topic with a brief</p>	20

	<p>theoretical overview.</p> <p>b) Formulating the objectives</p> <p>c) Actual plan of work: Writing the Objectives/questions/hypotheses (wherever possible).</p> <ul style="list-style-type: none"> • Field identification – scope and delimitations. • Nature of information /data required- their sources. • Collection of data (preferably with the help of questionnaire/ schedule/ checklist/any other tool) and organization and presentation of collected data, analyzing and drawing inferences. • Conclusion • Bibliography • Appendix (if any) 	
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