

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

Part-I

Paper-I (PRINCIPLES OF EDUCATION)

F.M- 100

1. Concept, Scope and Functions of Education: Education as a Social Process. Education and Social Change.
2. Aims of Education: Individualistic and Socialistic Aims of Education. Education for Emotional, Social and Cultural Adjustment. Education for Productivity and vocation
3. Factors of Education:
 - (a) The child- its innate endowment and environment
 - (b) The teacher- qualities and responsibilities
 - (c) The curriculum-concept, principles of curriculum construction.
Co curricular activities- meaning values and forms
 - (d) The educational institution- formal, informal, nonformal.Their interrelations
4. Agencies of education:
 - (a) Home, (b) school,(c) Socio-cultural and religious organizations(d) State(e) Mass-media
5. Child centrim in education: its significance
6. Play and play-way in education: Kindergarten, Montessori, Basic Education and Project
7. Freedom and discipline: concept and need for free discipline. Self discipline. Self discipline and Student self – Government

Suggested References:-

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|------------------|---|
| 1. Banerjee,A. | Principles of Education |
| 2. Aggarwal,J.C. | Philosophical and Sociological foundations of Education |
| 3. Purkait,B.R. | Principles and Practices of Education |
| 4. Roy,S. | Sikshatattwa o SikshaDarshan |
| 5. Sharma,P | Sikshatattwa o SikshaNeeti |
| 6. Pal,A.K. | SikshaDarshner RupaRekha |

PART-II

Paper-II (Educational Psychology)

F.M-100

1. Relation between Psychology and Education: Nature and scope of Educational Psychology
2. Development of the child; Infancy, Childhood and Adolescence. Physical, Social, Emotional and Cognitive development.
3. Intelligence: Concept of intelligence. Measurement of intelligence. Classification of Intelligence Tests, Examples of each type of Test. Uses of intelligence Tests.
4. Habit: Its importance, Definition of habit, habit formation. Uses and Abuses of habit formation. Educational values of habit.
5. Remembering and Forgetting: Process involved in Memory. Marks of good memory. Forgetting-its meaning and causes.
6. Attention and Interest: Nature and conditions of attention, their educational implications.
7. Emotion: Meaning and characteristics, places of emotion in education.
8. Personality: Concept, Traits and Theories
9. 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.

Suggested References:-

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|------------------------------|---------------------------------------|
| 1. Aggarwal, J.C | Essentials of Educational Psychology. |
| 2. Skinner, C.E | Educational Psychology |
| 3. Chauhan, S.S | Advanced Educational Psychology |
| 4. Roy, S | Siksha Monavidya |
| 5. Sharma, P and Sengupta, P | Sikshamonovigyan |
| 6. Adhikari, S.R. | Monavidya: Siksha o Sarirsiksha. |

1. A synoptic view of Ancient and Mediaeval History of education in India.
2. Advent of Missionaries: Serampore Missionary Activities in Education
3. Official introduction of English education by Lord Bentinck
4. Adam's Report on indigenous System of Education
5. The Despatch of 1854
6. Contributions of Raja Raja Rammohan and Vidyasagar in Social and educational Reforms
7. The first Indian commission (W.Hunter)1882
8. Growth of national consciousness: Conflict with Lord Curzon(1902-1905)
9. National Education Movement –Contributions of Vivekananda, Rabindranath and Aurobindo.
10. A synoptic view of the suggestions for Educational Reforms by the Sadler Commission, Wood-Abbott, Wardha Scheme.
11. The Sargent Plan (1944)
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)
14. Education of Women since independence
15. Educational Policy, 1968-A Brief overview
16. Educational Poliy, 1986- A Brief overview

Suggested References: -

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| 1. Banerjee, J.P | History of Education In India |
| 2. Purkait, B.R. | Milestone in Modern Indian Education |
| 3. Nurullah, S and Naik, J.P. | History of Indian Education |
| 4. Banerjee, J.P | Bharatiya Sikshar Itihas |
| 5. Halder G.D and Sharma, P | Adhunik Bharatiya Sikshar Vikash |
| 6. Roy, S | Bharater Siksha, Sikshay Bharatayan |

PART-III

Paper- IV (EVALUATION AND GUIDANCE IN EDUCATION)

F.M-100

(Students are required to answer three questions from Group-A and two questions from Group-B)

Group-A (Evaluation)

1. Concept of Evaluation
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
Criteria Reference Tests and Standardized Tests, Cumulative Record Card(CRC)
4. How to make a good test; Specification of objective item selection
5. Measurement in Education: Tabulation of Educational data, Measures of Central Tendencies, Measures of Variability(SD only), Graphical representation(Frequency polygon, Histogram and Ogive) Idea of linear correlation.

Group-B(Guidance in Education)

1. Guidance: Concept, Need and Scope
2. Types of Guidance
3. Basic data necessary for guidance (Data about students, course and vocations)
4. Meaning of Adjustment
5. Causes of maladjustment; Role of Parents, teachers, peers and educational institutions in the development of maladjustment.
6. Counselling: Meaning and types of counseling for adjustment problems.

Suggested References:-

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| 1. Anastasi, A. | Psychological Testing |
| 2. Mangal, S.K. | Statistics in Psychology and Education |
| 3. Mathur, S.K. | Guidance and Counselling in Education |
| 4. Roy, S. | Siksha Abhikshabijnan |
| 5. Sharma, P. | Sikshay Mulyayan o Nirdeshana |
| 6. Acharya, P. | Sikshakhetre Mulyayan o Nirdeshana |