

UNIVERSITY OF NORTH BENGAL



Education

Syllabus for Semesters III & IV

FYUGP

To be implemented from Session 2023 – 24

Course Structure (Semester III)

	Name of the Paper	Code	Type	Full Marks (Theory + Practical (if applicable) + Continuous Assessment + Attendance)
Semester III	Major III – Philosophical Foundation of Education	UEDCMAJ23003	Theory	60+10+5 = 75
	Major IV – Psychological Foundation of Education	UEDCMAJ23004	Theory	60+10+5 = 75
	Major V – History of Education in Ancient India	UEDCMAJ23005	Theory	60+10+5 = 75
	SEC III – Factors of Educational Psychology	UEDCSEC23003	Theory and Non Lab Based Practical	40 + 20 + 10 +5 = 75
	Minor II – Psychological Foundation of Education	UEDCMIN20002	Theory	60+10+5 = 75

Course Structure (Semester IV)

	Name of the Paper	Code	Type	Full Marks (Theory + Practical applicable) Continuous Assessment Attendance)
Semester IV	Major VI – Sociological foundation of Education	UEDCMAJ24006	Theory	60+10+5 = 75
	Major VII – Psychology of Teaching and Instruction	UEDCMAJ24007	Theory	60+10+5 = 75
	Major VIII – History of Education in Colonial India	UEDCMAJ24008	Theory	60+10+5 = 75
	Minor II – Psychological Foundation of Education	UEDCMIN20002	Theory	60+10+5 = 75
	Multi-Disciplinary Course (MDC) – Guidance and Counselling	UPOCMDC24053	Theory	60+10+5 = 75

Total Marks Distribution:

Examination	Practical Based Course	Duration of Examination	Non-Practical Course	Duration of Examination
Semester End Examination (Theoretical)	40	2 hours	60	2.5 hours
Semester End Examination (Practical – to be conducted by College)	20	--	--	--
Continuing Evaluation/ Internal Assessment / Mid Semester Examination (By College)	10	--	10	--
Attendance	5		5	
Total	75		75	

Question Pattern:

For 60 Marks:

S.L. No.	Question to be answered	Out of	Marks of each question	Total Marks
1.	4	6	3	4 X 3 = 12
2.	4	6	6	4 X 6 = 24
3.	2	4	12	2 X 12 = 24

For 40 Marks:

S.L. No.	Question to be answered	Out of	Marks of each question	Total Marks
1.	5	8	1	5 X 1 = 5
2.	3	5	5	3 X 5 = 15
3.	2	4	10	2 X 10 = 20

SEMESTER III

B.A. Education (Major)
SEMESTER-III
UEDCMAJ23003: Philosophical Foundations of Education
Type of Paper: Theory
Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will have knowledge about the Indian and Western Schools of Philosophy.
- The learners will understand the features of different Indian and Western Schools of Philosophy.
- The learners will comprehend the educational implication of the different Indian and Western Schools of Philosophy.
- The learners will be able to apply their knowledge in daily lives.

Unit I: Indian Schools of Philosophy: Vedic

- a) Nyaya
- b) Sankhya
- c) Yoga

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

Unit II: Indian Schools of Philosophy: Non – Vedic

- a) Charvak
- b) Buddhism
- c) Jainism

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

Unit III: Western Schools of Philosophy – I

- a) Idealism
- b) Naturalism
- c) Pragmatism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

Unit IV: Western Schools of Philosophy – II

- a) Realism
- b) Marxism
- c) Existentialism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

Suggested Readings:

English Version

1. J. C. Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi
2. J. C. Aggarwal Theory and Principles of Education, , Vikash Publishing House Pvt. Ltd.
3. S.P. Chaube & A.Chaube, Foundations of Education, Vikash Publishing House Pvt. Ltd.
4. S.S.Chandra, Rajendra K. Sharma, Philosophy of Education, Atlantic.
5. Y. K. Singh, Philosophical Foundation of Education, APH Publishing House, New Delhi
6. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
7. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
8. Pathak, R. P. Philosophical and sociological principles of education, Pearson
9. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH Publishing House, New Delhi

Bengali Version

10. ড. মিহির কুমার চ্যাটার্জী, ড. রূপনার দত্ত, কনাদ দত্ত, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
11. ড. মিহির কুমার চ্যাটার্জী, ড. জয়ন্ত মেটে, , প্রণয় পাব্লে, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
12. ড. মিহির কুমার চ্যাটার্জী, ড. অভিজিৎ কুমার পাল, প্রণয় পাব্লে, শিক্ষা দর্শন, রীতা পাবলিকেশন।
13. ড. বিনায়ক চন্দ। ড. তারিণী হালদার, শিক্ষার দার্শনিক পরিপ্রেক্ষিত, আহেলি পাবলিশার্স।
14. ড. অভিজিৎ কুমার পাল, শিক্ষার দর্শনের রূপরেখা, ক্লাসিক বুকস।
15. সুশীল রায়, শিক্ষা তত্ত্ব ও শিক্ষাদর্শন, সোমা বুক এজেন্সী।
16. ড. অর্চনা বন্দ্যোপাধ্যায়, শিক্ষাদর্শন ও শিক্ষা নীতি।
17. ড. দিব্যেন্দু ভট্টাচার্য, কুশানু অধিকারী, শিক্ষার দার্শনিক ভিত্তি, আলপনা।

UEDCMAJ23004: Psychological Foundation of Education

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will have knowledge about various aspects of learning.
- The learners will be able to comprehend the factors that affect learning.
- The learners will be able to apply the theories of learning and motivation if placed in any classroom situation.
- The learners will be able to analyse the different kinds of personality.

Unit I - Learning

- a) Learning: Definition and Characteristics, Factors influencing Learning
- b) Theories of Learning and their Educational Implications: Classical Conditioning, Operant Conditioning, Trial and Error Learning, Insightful Learning
- c) Transfer of Learning: Concept, Types of Transfer, Theory of Identical Elements, Theory of Generalisation

Unit II – Motivation and Attention

- a) Motivation: Definition, Types and Factors, Role of Motivation in Learning
- b) Theories of Motivation: Maslow's Hierarchy Theory, McClelland's Achievement Motivation Theory
- c) Attention: Meaning, Types and Determinants of Attention

Unit-III – Intelligence & Creativity

- a) Intelligence: Definition and Types
- b) Theories of Intelligence and their Educational Implications – Spearman, Guilford and Gardner
- c) Creativity: Meaning, Nature, Factors and Nurturing

Unit-IV – Personality

- a) Personality: Definition and Determinants
- b) Trait Theory: Allport and Cattell
- c) Type – cum – Trait Theory: Eysenck

Suggested Readings:

English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ, বিকাশ ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

UEDCMAJ23005: History of Education in Ancient India
Type of Paper: Theory
Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will have knowledge about the system of education in the Ancient and Medieval Period.
- The learners will be able to comprehend and compare the systems of education prevalent in ancient India.
- The learners will be able to analyse contribution of Mughal rulers towards education of India.
- The learners will be able to make an estimate of the different centres of learning during the ancient and medieval period.

Unit 1: Brahmanic System of Education

- a) Salient features
- b) Aims and Objectives, Curriculum, Methods of Teaching, Teacher – Taught Relation, Discipline and Evaluation System
- c) Centre of Learning: Takshasila and Nabadwip

Unit 2: Buddhistic System of Education

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher - Taught relation, Discipline and Evaluation System
- c) Centre of Learning: Nalanda and, Vikramasila
- d) Comparison between Brahmanic System of Education and Buddhistic System of Education

Unit 3: Medieval System of Education

- a) General characteristics
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation, Discipline and Evaluation System
- c) Contribution of Akbar
- d) Centre of Learning: Fatehpur Sikri and Delhi

Unit 4: Women and Vocational education in Ancient and Medieval India

- a) Women's Education in Ancient India
- b) Women's Education in Medieval India
- c) Vocational Education in Ancient India
- d) Vocational Education in Medieval India

Suggested Readings:

English Version

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C.(2010). Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.

Bengali Version:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি ।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য), ব্যানার্জী পাবলিশার্স ।
13. বেবী দত্ত, মধুমলা সেনগুপ্ত,, দেবিকা গুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক ।
14. ড. অনিরুদ্ধ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুকস ।
15. ভক্তিভূষণ ভট্টা, ভারতীয় শিক্ষার রূপরেখা, অআকথ প্রকাশনী ।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. অভিজিৎ কুমার পাল, প্রণয় পান্ডে, প্রাক্- স্বাধীন ভারতে শিক্ষা, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

B.A. Education – Skill Enhancement Course (SEC)
UEDCSEC 23003: Factors of Educational Psychology
Type of Paper: Theory and Non – Lab Based Practical
Full Marks – 75 (40+20+10+5)

Course Objectives:

After completion of the course:

- The learners will know about different factors of Educational Psychology.
- The learners will be able to compare the different types of tests of intelligence and tests of personality.
- The learners will be able to apply the methods of improving memory in their daily lives.
- The learners will be able to conduct test on capacity of memorization and also interpret the result.

Unit I: Measurement of Intelligence

- a) Measurement of Intelligence: Meaning and Characteristics of Verbal and Non-Verbal Tests
- b) Terman – Merrill Test (1935), Dearborn Form Board Test

Unit II: Memory and Forgetting

- a) Memorization: Definition, Process of Memorisation, LTM, STM, Methods of Improving Memory
- b) Forgetting – Meaning, Types and Causes, Ebbinghaus’s Curve of Forgetting

Unit III: Measurement of Personality

- a) Projective Tests: Rorschach Ink Blot Test, TAT, CAT
- b) Non – Projective Tests: Interview, MMPI, Observation, Rating Scale

PEDAGOGY PRACTICAL: Test on Capacity of Memorization
(Detailed instruction attached in Appendix - I)

Suggested Readings:

English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজয় সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

SEMESTER IV

B.A. Education (Major)
SEMESTER – IV
UEDCMAJ24006: Sociological Foundation of Education
Type of Paper: Theory
Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will gain knowledge about the changes in society and the factors responsible for the social change.
- The learners will be able to analyse the different social issues.
- The learners will be able to discuss and evaluate contemporary issues like equality, sustainable development and peace education.
- The learners will gain an insight into gender and its implication from the social perspective.

Unit I – Social Change and Education

- a) Social Change: Definition, Characteristics, Factors and Education as an instrument of Social Change
- b) Privatization and Globalization: Meaning and Importance
- c) Education and Social Stratification – Definition, Characteristics and Factors of Social Stratification
- d) Education and Social Mobility – Meaning, Types and Role of Education in Social Mobility

Unit II – Social Issues

- a) Human Resource Development – Meaning and Significance
- b) Unemployment and Poverty – Causes and Method of Eradication
- c) Provision of Education for Socially and Economically Backward Classes
- d) Provision of Education for Disadvantage Section of the Society (SC, ST and Minorities)

Unit III – Equality, Sustainable Development and Peace Education

- a) Equality in Education – Meaning, Importance, Causes of Inequality, Role of education in removing inequality
- b) Peace Education – Meaning, Aims and Objectives, Need
- c) Education for Sustainable Development – Meaning, Objectives, Role of Education in Sustainable Development

Unit IV – Gender and Society

- a) Concept of Gender and Sex
- b) Gender Roles and Relationship Matrix
- c) Presentation of Gender in Curriculum and Text Books, Role of Education in removing Gender Discrimination

Suggested Readings:

English Version

1. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
2. Aggrawal, J.C.(2013). Theory and principle of education. New Delh: Vikash PublishingHouse Pvt Ltd.
3. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
4. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. NewDelhi: Global Publication.
5. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
6. R. P. Pathak, Philosophical and sociological principles of education, Pearson
7. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH.
8. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.

Bengali Version

9. দিব্যেন্দু ভট্টাচার্য্য, শিক্ষা ও সমাজ তত্ত্ব, পিয়ারসন।
10. ড. অর্জিত মন্ডল, সুব্রত বাছার, ড. মোম মিএ, শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, আহেলি পাবলিশার্স।
11. ড. নূরুল ইসলাম, শিক্ষা তত্ত্বের রূপরেখা, শ্রীধর প্রকাশনী
12. বিষ্ণুপদ নন্দ, শিক্ষাশ্রয়ী সমাজ তত্ত্ব।
13. মঞ্জুশা তরফদার, শিক্ষাশ্রয়ী সমাজ বিজ্ঞান।
14. সোনালি চক্রবর্তী, শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।
15. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পাল্ডে, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।
16. ড. জয়ন্ত মেটে, ড. বিরাজলক্ষী ঘোষ, ড. রুমা দেব, শিক্ষা ও সমাজ, রীতা পাবলিকেশন।
17. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।

B.A. Education (Major)
SEMESTER – IV
UEDCMAJ24007: Psychology of Teaching and Instruction
Type of Paper: Theory
Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will gain knowledge about behaviour of a teacher in the classroom from Flander's point of view.
- The learners will be able comprehend the relation between teaching and instruction.
- The learners will be able to apply the principles of teaching in a regular classroom.
- The learners will be able to apply and evaluate different teaching methods.

Unit I: Relation between Teaching and Instruction

- a) Concept of Teaching and Instruction
- b) Differences between Teaching and Instruction
- c) Approaches to Teaching: Teacher Centred and Student Centred
- d) Instructional Design: Concept, Types and Approaches

Unit II: Teacher Behaviour

- a) Observation of classroom behaviour: Flander's Interactional Analysis
- b) Characteristics of a good teacher based on Flander's Model of Teaching
- c) Advantages and Disadvantages of Flander's Interaction System

Unit-III: Teacher and Classroom Teaching

- a) Nature of classroom teaching.
- b) Difference between traditional and constructivist teaching
- c) Micro – Teaching: meaning, nature, merits and demerits
- d) Macro – Teaching: meaning, nature, merits and demerits

Unit-IV: Teaching Methods & Instructional Strategies

Meaning, nature, merits and demerits –

- a) Lecture
- b) Demonstration
- c) Project Method
- d) Group Discussion

Suggested Readings:

English Version

- 1) S. K. Mangal- Essentials of Educational Psychology
- 2) J. C. Aggarwal- Essentials of Educational Psychology
- 3) S. K. Mangal - Advanced Educational Psychology
- 4) S.S. Chauhan- Advanced Educational Psychology
- 5) A. Woolfolk -Educational Psychology
- 6) J. W. Santrock -Educational Psychology
- 7) B. N. Dash & N. Dash –A Test Book of Educational Psychology

Bengali Version

- 8) সুশীল রায়, শিক্ষণ ও শিক্ষা প্রসঙ্গ, সোমা বুক এজেন্সি।
- 9) ড. অনিরুদ্ধা চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষক শিক্ষণ মূল্যায়ণ, ক্লাসিক বুকস ।
- 10) ড. বিজন সরকার, শিখন ও শিক্ষণ, আহেলি পাবলিশার্স।

B.A. Education (Major)

SEMESTER – IV

UEDCMAJ24008: History of Education in Colonial India

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will be able to discuss the development of education and educational policies in Colonial India.
- The learners will be able to evaluate the influence of Bengal Renaissance on Indian education.
- The learners will be able to analyse the impact of National Education Movement on education.
- The learners will be gain an insight about the Commissions and their influence on development of education in India during the First and the Second World War.

Unit: I: Education in 19th Century in India

- a) Charter Act of 1813
- b) Oriental –Occidental Controversy, Macaulay’s Minute, Bentinck’s Declaration
- c) Wood’s Despatch: Context, Recommendations, Criticism and Educational Significance
- d) Indian Education Commission (1882 – 83): Background, Recommendations, Criticism and Educational Significance

Unit: II: Bengal Renaissance and Its Influence on Education

- a) Concept Bengal Renaissance
- b) Characteristics of Bengal Renaissance
- c) Causes of Bengal Renaissance
- d) Impact of Bengal Renaissance on Education
- e) Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.

Unit: III: Educational Policy of Lord Curzon and National Education Movement

- a) Simla Conference, 1901
- b) The Indian Universities Commission, 1902
- c) The Indian Universities Act, 1904
- d) Contribution of Curzon towards Indian Education
- e) National Education Movement – Characteristics, Causes, Objective, Different Phases, and Causes of Failure, Influence on Future Development of Indian Education

Unit: IV: Commissions between 1st and 2nd World War

- a) The Calcutta University Commission (Sadler Commission): 1917-1919

- Context
 - Recommendation
 - Criticism
 - Results
- b) Basic Education: 1937
- Concepts
 - Characteristics
 - Merits & Demerits
- c) The post –war plan of educational development (Sargent Plan): 1944
- Context
 - Objective
 - Recommendations
 - Criticism

Suggested Readings:

English Version

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C.(2010). Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.

Bengali Reading:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি ।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (আধুনিক যুগ), ব্যানার্জী পাবলিশার্স ।
13. বেবী দত্ত, মধুমলা সেনগুপ্ত,, দেবিকা গুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক ।
14. ড. অনিরুদ্ধ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুকস ।
15. ভক্তিব্রূষণ ভক্তা, ভারতীয় শিক্ষার রূপরেখা, অআকখ প্রকাশনী ।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।

17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পান্ডে, ঔপনিবেশিক ভারতের শিক্ষার ইতিহাস, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

MULTI DISCIPLINARY COURSE (MDC)

SEMESTER – IV

UPOCMDC24053: Guidance and Counselling

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will be able to explain the concept, nature, scope, types & importance of Guidance and Counselling.
- The learners will be able to describe the different tools and techniques of guidance and counselling.
- The learners will be able to identify the characteristics of diverse learners and understand their needs.

Unit-I: Concept of Guidance

- a) Meaning, Nature, Scope, and Importance of Guidance
- b) Different Types of Guidance –
 - i) Educational: Meaning, Characteristics, Purpose & Functions
 - ii) Vocational: Meaning, Characteristics, Purpose & Functions
 - iii) Personal: Meaning, Characteristics, Purpose & Functions

Unit-II: Concept of Counselling

- a) Meaning, Nature, Scope, and Importance of Counselling
- b) Techniques of Counselling –
 - i) Directive: Meaning, Characteristics, Steps
 - ii) Non-directive: Meaning, Characteristics, Steps
 - iii) Eclectic: Meaning, Characteristics, Steps
- c) Characteristics of good Counsellor

Unit-III: Tools and Techniques of Guidance and Counselling

- a) Tools for Data Collection: Cumulative Record Card and Anecdotal Record Card
- b) Techniques of Data Collection: - Observation and Interview
- c) Difference between Guidance, Counselling and Teaching

Unit-IV: Guidance and Counselling for Diverse Learners

- a) Identification of Gifted Learners and Learners with Learning Disabilities
- b) Educational Techniques for Gifted Learners and Learners with Learning Disabilities
- c) Need of Guidance & Counselling for Diverse Learners

Suggested readings:

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) S K.Kochar, Guidance and counseling in college and university -
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

Bengali Reading:

- 8) ড. দেবশীষ পাল, নির্দেশনা ও পরামর্শদান, সেন্ট্রাল লাইব্রেরী।
- 9) অধ্যাপক পূর্ণেন্দু আচার্য, শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা, শ্রীতারা প্রকাশনী।
- 10) ড. ভীমচন্দ্র মন্ডল, নির্দেশনা ও পরামর্শদান, রীতা পাবলিকেশন।
- 11) ড. সুবীর নাগ, ড. গার্গী নাগ, সংগতি বিধানে নির্দেশনা ও পরামর্শদান, রীতা বুক এজেন্সি।

Sem III/IV – EDUCATION MINOR

UEDCMIN20002: Psychological Foundation of Education

Type of Paper: Theory

Full Marks – 75 (60+10+5)

Course Objectives:

After completion of the course:

- The learners will be able to discuss about Educational Psychology.
- The learners will understand the nuances of growth and development.
- The learners will understand the aspects of development in human life.
- The learners will be able to apply the principles of learning in classroom situation.
- The learners will gain knowledge about intelligence.
- The learners will be able to identify the different types of personality.

Unit-I: Educational Psychology and Development

- 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

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

Unit-III: Intelligence

- a) Intelligence: Definition and Types
- b) Theories of Intelligence - Spearman, Thurstone, Guilford
- c) Characteristics of Verbal and Non Verbal Tests of Intelligence

Unit-IV: Personality

- a) Definition
- b) Trait Theory of Personality
- c) Type – cum – Trait Theory of Personality

Suggested Readings:

English Version:

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology

6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Version:

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজয় সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

APPENDIX I

PEDAGOGY PRACTICAL: Test on Capacity of Memorization

Students will conduct the following test and prepare a file with details of the test.

Problem:

To determine capacity of memorization

Basic Concept:

Memorization is a form of mental activity by which we can revive a previously learned material or experience. The method of learning used in memorization is greatly dependent on the nature of the material and the subject's intelligence. As materials for memorization are not always the same, the method and degree of learning also varies considerably. German Psychologist Ebbinghaus was the first to introduce the nonsense syllables as learning material to determine the capacity of memorization. Nonsense syllables were used to minimize the effect of association during the process of memorization.

Preliminaries:

Name of the Subject:

Age:

Date of the Experiment:

Materials Required:

1. Two lists of nonsense syllables containing 10 nonsense syllables each.

EXPERIMENTAL PROCEDURE:

I) Rules for Construction of list of nonsense syllables:

Two lists of nonsense syllables shall be prepared on the basis of the following rules:

1. Ten nonsense syllables each comprising of three letters have to be developed for each list with two consonants and a vowel in between them.
2. Two consonants should not be repeated in the same row.
3. The starting and ending consonants should not be repeated in the consecutive rows.
4. The same vowel should not be repeated in consecutive rows.
5. Meaningful association with the syllables should be avoided.
6. Alphabets like Q, W, X, Y & Z should be avoided.

Example of Nonsense Syllables

PAJ	TIG
MOF	BOP
CEG	LUN

2) Instruction to the subject:

Proper rapport was established between the experimenter and the subject. Then the subject will be given the following instructions: “Please be attentive. I shall present orally ten (10) nonsense syllables, one by one. After each presentation (10 nonsense syllables), please try to reproduce them in the same order as far as possible. The process will continue until you can reproduce all the syllables correctly and in the proper order.”

3) Experiment Proper:

The experimenter will ask the subject to sit comfortably and then she/he will read out the syllables slowly and clearly. After completion she/he will ask the subject to reproduce the said syllables orally in the same order. The experimenter will record the number of correct syllables reproduced by the subject and will go on repeating the process till the subject is able to memorize and reproduce the whole list.

The experimenter will note down the total number of trials that the subject required for memorising and reproducing the whole list. After completion of first list ten (10) minutes of rest will be provided to the subject. Then, in the similar manner the second list will be presented to the subject and his/her responses will be noted by the experimenter. The subject’s capacity of memorization for each list is the total number of trials required to recall the whole list correctly.

EXPERIMENTAL DATA

The response of the subject will be recorded as mentioned in the table below.

List 1
Capacity of Memorization

Serial No.	Nonsense Syllables (List – 1)	Number of Trials										Capacity of Memorization
		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
	Number of Syllables correctly reproduced											
	% of correct reproduction											

T1..... T10 represent the number of Trials.

Total number of trials required to recall the whole list correctly is the respondent’s Capacity of Memorization

List 2
Capacity of Memorization

Serial No.	Nonsense Syllables (List – 1)	Number of Trials										Capacity of Memorization
		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
	Number of Syllables correctly reproduced											
	% of correct reproduction											

		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
Number of Syllables correctly reproduced												
% of correct reproduction												

T1..... T10 represent the number of Trials.

Total number of trials required to recall the whole list correctly is the respondent's Capacity of Memorization

Result

Average Capacity of Memorization

List Number	Capacity of Memorization	Average Capacity of Memorization
1	x	$(x+y)/2$
2	y	