UNIVERSITY OF GOUR BANGA

(Established under West Bengal Act XXVI of 2007)

N.H.-34 (Near Rabindra Bhawan), P.O.: Mokdumpur,
Dist.: Malda, West Bengal, Pin-732 103

UG Syllabus and Question Pattern (Honours & General)
(Education)

(Under 1+1+1 System)

Main Feature of the Syllabus

Education (Honours)

Part / Course	Paper	Revised Paper Code	MCQ / Descriptive	Marks	Time	Total Marks	Total Time
Part-I	I	I-A	MCQ	20	30 Min	100	4.00 Hr
		I-B	Descriptive	80	3.30 Hr		
	II	II-A	MCQ	20	30 Min	100	4.00 Hr
		II-B	Descriptive	80	3.30 Hr		
Part-II	III	III-A	MCQ	20	30 Min	100	4.00 Hr
		III-B	Descriptive	80	3.30 Hr		
	IV	IV-A	MCQ	20	30 Min	100	4.00 Hr
		IV-B	Descriptive	80	3.30 Hr		
Part-III	V	V-A	MCQ	20	30 Min	100	4.00 Hr
		V-B	Descriptive	80	3.30 Hr		
	VI	VI-A	MCQ	20	30 Min	100	4.00 Hr
		VI-B	Descriptive	80	3.30 Hr		
	VII	VII-A	MCQ	20	30 Min	100	4.00 Hr
		VII-B	Descriptive	80	3.30 Hr		
	VIII	VIII-A	MCQ	10	30 Min	50	2.00 Hr
		VIII-B	Descriptive	40	1.40 Hr		
		IX	Practical	50	4.00 Hr	50	4.00 Hr

Education (General)

Part / Course	Paper	Revised Paper Code	MCQ / Descriptive	Marks	Time	Total Marks	Total Time
Part-I	I-A	I-A	MCQ	50	1.00 Hr	50	1.00 Hr
	I-B	I-B	Descriptive	100	3.00 Hr	100	1.00 Hr
Part-II	II-A	II-A	MCQ	50	1.00 Hr	50	3.00 Hr
	II-B	II-B	Descriptive	100	3.00 Hr	100	3.00 Hr
Part-III	III	III-A	MCQ	30	30 Min	100	3.00 Hr
		III-B	Descriptive	70	2.30 Hr		

❖ Revised Paper Code as treated Official Paper Code

B.A. (Honors) in Education

<table>
<tr><th colspan="4">Part – I
(First Year)</th></tr>
<tr><th>Paper</th><th colspan="2">Name of the Paper</th><th>Full Marks</th></tr>
<tr><td rowspan="3">I</td><td colspan="2">Philosophical and Sociological Foundation of Education</td><td>100</td></tr>
<tr><td>Group – A</td><td>Philosophical Foundation of Education</td><td>50</td></tr>
<tr><td>Group – B</td><td>Sociological Foundation of Education</td><td>50</td></tr>
<tr><td rowspan="3">II</td><td colspan="2">Educational Psychology and Pedagogy</td><td>100</td></tr>
<tr><td>Group – A</td><td>Educational Psychology</td><td>50</td></tr>
<tr><td>Group – B</td><td>Pedagogy</td><td>50</td></tr>
<tr><td>Total</td><td colspan="2"></td><td>200</td></tr>
<tr><th colspan="4">Part – II (Second Year)</th></tr>
<tr><td rowspan="3">III</td><td colspan="2">Development of Education in India</td><td>100</td></tr>
<tr><td>Group – A</td><td>Education in Ancient, Medieval and Pre-Independence India</td><td>50</td></tr>
<tr><td>Group – B</td><td>Education of India after Independence</td><td>50</td></tr>
<tr><td rowspan="3">IV</td><td colspan="2">Issues and Trends in Contemporary Indian Education</td><td>100</td></tr>
<tr><td>Group – A</td><td>Issues in Indian Education</td><td>50</td></tr>
<tr><td>Group – B</td><td>Contemporary Trends in Indian Education</td><td>50</td></tr>
<tr><td>Total</td><td colspan="2"></td><td>200</td></tr>
<tr><th colspan="4">Part – III (Third Year)</th></tr>
<tr><td rowspan="3">V</td><td colspan="2">Educational Evaluation and Statistics in Education</td><td>100</td></tr>
<tr><td>Group – A</td><td>Educational Evaluation</td><td>50</td></tr>
<tr><td>Group – B</td><td>Statistics in Education</td><td>50</td></tr>
<tr><td rowspan="3">VI</td><td colspan="2">Educational Management and Educational Technology</td><td>100</td></tr>
<tr><td>Group – A</td><td>Educational Management</td><td>50</td></tr>
<tr><td>Group – B</td><td>Educational Technology</td><td>50</td></tr>
<tr><td rowspan="3">VII</td><td colspan="2">Educational Guidance and Counselling and Curriculum Construction</td><td>100</td></tr>
<tr><td>Group – A</td><td>Educational Guidance and Counselling</td><td>50</td></tr>
<tr><td>Group – B</td><td>Curriculum Construction</td><td>50</td></tr>
<tr><td rowspan="3">VIII</td><td colspan="2">Educational Thoughts and Practices</td><td>100</td></tr>
<tr><td>Group – A</td><td>Educational Thoughts</td><td>50</td></tr>
<tr><td>Group – B</td><td>Practices</td><td>50</td></tr>
<tr><td>Total</td><td colspan="2"></td><td>400</td></tr>
<tr><td colspan="3" align="center">Total Marks in Honours Course</td><td>800</td></tr>
</table>

B.A. – General (Education)

Part – I (First Year)			
Paper	**Name of the Paper**		**Full Marks**
I	Foundations of Education		100 + 50
Total			**150**
Part – II (Second Year)			
II	Foundations of Education		100 + 50
Total			**150**
Part – III (Third Year)			
III	Evaluation and Guidance in Education		100
	Group – A	Evaluation in Education	50
	Group – B	Guidance in Education	50
Total			**100**
Total Marks in General Course			**400**

Evaluation Pattern of B.A. (Honors) in Education

Paper I to Paper VII			
Paper	**Description of Items**		**Full Marks**
I to VII	**Essay Type Question of 15 Marks**		
	Group – A	Two (02) out of Four (04) Questions (**15 × 2 = 30**)	30
	Group – B	Two (02) out of Four (04) Questions (**15 × 2 = 30**)	30
	Short Type Question of 05 Marks		
	Group – A	Two (02) out of Four (04) Questions (**5 × 2 = 10**)	10
	Group – B	Two (02) out of Four (04) Questions (**5 × 2 = 10**)	10
	Objective Type Test (MCQ) of 02 Marks		
	Group – A	**10 MCQ items (Each and every) (10 x 2 = 20)**	20
	Group – B		
Total			**100**

Paper VIII			
Paper	**Description of Items**		**Full Marks**
VIII - First Half (50)	**Essay Type Question of 15 Marks**		
	Group – A	Two (02) out of Four (04) Questions (**15 × 2 = 30**)	30
	Short Type Question of 05 Marks		
	Group – A	Four (04) out of Six (06) Questions (**5 × 4 = 20**)	20
Total Marks			**50**
VIII - Second Half (50)	Practical Based, will be evaluated by the External Examiners.		**50**
Total			**100**
Total Marks in Honours Course			**800**

Evaluation Pattern of B.A. (General) in Education

Paper I & Paper II (100 Marks Written & 50 Marks MCQ)			
Paper	**Description of Items**		**Full Marks**
I & II	**Essay Type Question of 15 Marks**		
	Module - I	One (01) out of Two (02) Questions (**15 × 1 = 15**)	60
	Module - II	One (01) out of Two (02) Questions (**15 × 1 = 15**)	
	Module - III	One (01) out of Two (02) Questions (**15 × 1 = 15**)	
	Module - IV	One (01) out of Two (02) Questions (**15 × 1 = 15**)	
	Short Type Question of 05 Marks		
	Module - I	Two (02) out of Four (04) Questions (**5 × 2 = 10**)	40
	Module - II	Two (02) out of Four (04) Questions (**5 × 2 = 10**)	
	Module - III	Two (02) out of Four (04) Questions (**5 × 2 = 10**)	
	Module - IV	Two (02) out of Four (04) Questions (**5 × 2 = 10**)	
	Total Marks		**100**
I & II	**Objective Type Test (MCQ) of 02 Marks**		
	25 MCQ items (Each and every) (2 × 25 = 50)		**50**
	Total		**50**

Paper III			
Paper	**Description of Items**		**Full Marks**
I & II	**Essay Type Question of 15 Marks**		
	Group – A	Two (02) out of Four (04) Questions (**15 × 2 = 30**)	30
	Group – B		
	Essay Type Question of 10 Marks		
	Group – A	Two (02) out of Four (04) Questions (**10 × 2 = 20**)	20
	Group – B		
	Short Type Question of 05 Marks		
	Group – A	Four (04) out of Eight (08) Questions (**5 × 4 = 20**)	20
	Group – B		
	Objective Type Test (MCQ) of 02 Marks		
	Group – A	**15 MCQ items (Each and every) (15 x 2 = 30)**	30
	Group – B		
	Total		**100**

B.A. – Honours in Education

Part- I

Paper – I

Philosophical and Sociological Foundation of Education

Group – A

Philosophical Foundation of Education

Course objectives:

1. To develop understanding of the meaning, aims, objectives, and functions of education.
2. To develop an understanding of the roles of Philosophy in Education.
3. To develop understanding of major components in education and their interrelationship.
4. To develop an understanding of the roles of Education in National Integration, International Understanding and Democracy.
5. To develop an understanding of the need of discipline.

Course Contents:

Unit – I: Meaning of Education

- Education: Meaning, Concept, Nature and Functions. Narrow and Broader Concepts of Education.
- Education as – a Process, a Product and a Discipline.
- Aims of Education – Individual, Social and National Aims.
- Objectives of Education – Four Pillars of Education (Delor's Report: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together).

Unit – II: Philosophy of Education

- Philosophy of Education: Meaning, Concept, Nature, Scope and Implication.

Schools of Indian Philosophy of Education:

- Vedic Schools (Sankhya, Yoga, Naya),
- Non-Vedic Schools (Charvak, Buddhist, Jain) and
- Islamic Philosophy – their educational ideology and contributions.

Schools of Western Philosophy of Education:

- Idealism, Naturalism, Marxism and Pragmatism – their educational ideology and contributions.

Unit – III: Forms and Factors of Education

Forms of Education:

- Formal Education, Informal Education and Non-formal Education – Meaning, Concepts, Nature and Importance.

Factors of Education:

- The Learner (Learner-Centered Education).
- The teacher (Qualities and Responsibilities).

- The Curriculum and Co-curricular Activities (Meaning and Modern Concept, Need and Importance).
- The Educational Institutions – School (Functions and responsibility), and Family, Social Institution-Religious Institutions, State (Roles in Education)

Unit – IV: Roles of Education

- National Integration, International Understanding and Democracy.

Unit – IV: Education for Discipline

- Meaning, Concept and Need of Discipline, Discipline and Order, Free-discipline, Maintenance of school discipline-problems and means.

Suggested Readings:

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. Kundu and Majumder: Theories of Education.
5. Mukherjee, K. K.: Principles of Education.
6. Sushil Ray: Shiksha Tattwa.
7. Arun Ghosh: Shiksha tattwa & Shiksha Darshan
8. Bibhuranjan Guha: Shikshaya Pathikrita.
9. Gourdas Halder & Prasanta Sharma: Shiksha Tattwa & Shiksha Niti.
10. A. K. Pal: Sikshadarshner Ruparekha

Group B

Sociological Foundation of Education

Course objectives:

1. To develop an understanding of the meaning of Sociology and Education.
2. To develop an understanding of the processes of social change and its impact on education.
3. To become aware of social Groups and socialisation that influence education.
4. To develop an understanding of the culture and its impact on education.
5. To examine the social problems in present society.

Course Contents:

Unit-I: Sociology of Education

1. Meaning of Educational Sociology & Sociology of Education.
2. Relationship between Sociology and Education.
3. Sociological determinants of education.

Unit-II: Social Change

- Meaning of social change.

- Factors affecting social change (Political, Educational and Technological).
- Concept & forms of Social Mobility and Stratification.

Unit-III: Social Group and Socialization

- Types of Groups, with special reference to Primary and Secondary Groups.
- Social interaction and its educational implications
- Socialization – Concept, Factors and Implication.

Unit-IV: Education and Culture

- Concept & Components of culture.
- Role of education in preservation and transmission of culture.
- Cultural Lag and Cultural Change.

Unit-V: Current Social Problems in India

- Equalization of educational opportunities
- Role of Education in solving social problems (Illiteracy, Nutrition and Sanitation, Unemployment)with special emphasis on Government Policies.
- Life – Long Education.

Suggested Readings:

1. Sharma, Y. - Sociology of Education
2. Brown, F.L. -Educational Sociology
3. Gisbert, P. -Fundamentals of Sociology.
4. Chakraborty, J.C. -Educational Sociology.
5. Durkhiem -Sociology of Education
6. Bottroll - Applied principles of Educational Sociology
7. Rao, M.S.A - Education, Social stratification
8. Dighburn, W.F - Social exchange.
9. Aggarwal - Theory and Principle of Education
10. Aggarwal - Philosophy and Social Basis of Education
11. Bishnupada Panda- Shiksah-Shrai Samajtantto
12. Dibyendu Bhattacharya - Shikkha O Shamajtatto.

Paper - II

Educational Psychology and Pedagogy

Group – A Educational Psychology

Course objectives:

1) To enable the student to understand the meaning and scope of educational psychology.
2) To enable them to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences.
3) To develop understanding of the process of learning and reaching and problems of learning.
4) To acquaint them with the knowledge of Intelligence and Creativity.

5) To enable them to understand different aspects of personality and means of developing an integrated personality.

Course Contents:

Unit – I : Educational Psychology

- Meaning, Nature, Scope, Methods, and Applications of Educational Psychology in teaching-learning process.
- Relationship between Psychology and Education.

Unit – II : Growth and Development

- Growth and Development – Meaning, Nature and Principles.

- Stages of development with special reference to Infancy, Childhood and Adolescence.

- Cognitive development (Piaget).

- Individual Differences – Meaning, Types, Causes, Areas and Role of teachers for minimizing the individual differences in classroom situation.

Unit – III : Knowledge Acquisition

- Sensation, Perception and Concept Formation - Meaning, Nature and Types.
- Memory – Meaning, Nature and Types, and Forgetting.

Unit – IV : Learning

- Learning – Meaning, Nature, Factors and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory and their applications).
- Relation of learning with Maturation, Attention, Interest and Motivation.
- Transfer of Learning – Meaning, Types and Theories.

Unit – V : Intelligence and Creativity

- Intelligence – Meaning, Nature and Theories (Spearman, Thurstone, Guilford and their educational significance).

- Measurement of Intelligence – Types of Tests (Binet and Wechsler) and their uses.
- Creativity – Meaning, Nature, and Factors. Nurturing and Measurement of creativity.

Unit – VI : Personality

- Personality – Meaning, Nature, Development and Theories (Trait theory – Allport, Type theory – Jung).
- Measurement of Personality – Projective Tests.

Suggested Readings:

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 Hale.
4) Norman Sprinthal and Richard, C. Sprinthal, Educational Psychology: McGraw-Hill Publishing Company.
5) Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.
6) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.
7) Kundu, C.H. and Tutoo, D.N.: Educational Psychology: Sterling Publication.

8) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.
9) Glietman, Alan, J., Fridland, Daniel Reisberg, Basic Psychology.
10) Sushil Ray -Shiksha Manovidya.
11) Arun Ghosh -Shiksha-Shrai Monobigyan.
12) Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan.

Group   B

Pedagogy

Course objectives:

1. To initiate students to the field of pedagogy.

2. To familiarize the students with principles of teaching.

3. To develop an understanding of various methods of teaching

4. To develop an understanding of the role of a modern teacher.

5. To develop a positive attitude among students towards the teaching profession.

Course Contents:

UNIT I: **Conceptual background on Pedagogy**

- Concept &Meaning of Pedagogy.

- Definition, Nature &Characteristics of Teaching.

- Relationship between teaching and learning.

UNIT II: **General principles of Teaching**

- General and Psychological Principles of Teaching.

- Factors affecting Teaching: Input and Output Variables.

- Characteristics of a Good Teacher.

UNIT III: **Teaching Methods and Aids**

- Teaching Methods – Lecture, Demonstration, Problem Solving, Programmed Instruction and Story-telling.

- Different Teaching Aids – Audio, Visual, Audio-visual, Projected and Non- projected.

UNIT IV: **Functions of a Teacher**

Functions of a teacher as a –

- Planner

- Facilitator

- Counselor

- Researcher

References:

1) Agarwal, J.C.: Essentials of Educational Technology: Teaching learning, Innovation in Education
2) Saxena, N.R. Swarup: Technology of Teaching.

3) Sen, Malay: Shiksha Prajuktibigyan

4) Chattopadhyaya, K.: Shiksha Prajuktividya

Part- II

Paper-III Development of Education in India

Course Objectives:

1. To be acquainted with the salient features of education in India in Ancient & Medieval times.
2. To be acquainted with the development of education in British India.

3. To be acquainted with the development of education in Independent India, including significant points of selected Education.
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

Group-A

Education in Ancient, Medieval and Pre-Independence India

Course Contents:

Unit-1: Education in Ancient India

- Vedic Period: Aims of education, structure, curriculum, methods, Discipline, teacher-student relation and contribution.
- Buddhist Period: Aims of education, structure, curriculum, methods, Discipline, teacher-student relation and contribution.

Unit-11: Education in Medieval India

- Medieval period: Aims of education, structure, curriculum, methods, Discipline, teacher-student relation and contribution. Educational activities of Firoj Shah, Great Akbar and Aurangzeb.

Unit-111: Education in Pre-Independent India

- Education in British India: Missionaries activities towards Education, Adams Report, Charter Act, Macualay's Minutes, Wood's Dispatch, Hunter Commission, Gokhale's Bill, Calcutta University Commission, National Education Movements (features, causes, phases and failures).

Group-B

Education of India after Independence

Unit-1: University Education Commission, Secondary Education Commission, and Indian Education Commission (Views on different aspects of education).

Unit-11: National Education Policy (1986, 1990 and 1992–POA), National Knowledge Commission, Sachhar Commission, Ranganath Mishra Commission.

Unit-111: Ashok Mitra Commission and Pabitra Sarkar Committee. Right to Education Act.

Suggested Readings:

1. Atlekar, A.S. - Education in Ancient India.
2. Basu, A.N. - Adam's Report.
3. Banerjee.J.P. - Education in India-past, Present and future.
4. Dhar, Niranjan. - Fundamentals of Social Education.
5. Keay, E.E. - India Education in Ancient times.
6. Mukherjee, S.N. - History of Education (Modern Period).
7. Nurulla, S., Naik, J.P. - History of Education in India.
8. Purkait, B.R. - History of Indian Education.
9. Rawat, P.L. - History of Indian Education.
10. Govt. of India report of University Education Commission (1948-49).
11. Govt. of India report of Secondary Education Commission (1952-530.
12. Report of education Commission (1966): Education and National development, Ministry of Education, New Delhi.
13. Govt. of India, Ministry of Human Resource Development, National Policy on Education, 1986. New Delhi.
14. Govt. of India, Ministry of Human Resource Development, Policy of Action, 1992, New Delhi.
15. Dayal, Bhagwan – Development of Modern Indian education.
16. Srinivastava, K.N. - Education in Free India.
17. Jotiprasad Bandyapadhay – Bharatiya Shikhan & Sampratik Samashya.
18. Sanyal, Mitra - Bharate Shikhar Itihas.
19. Gourdas Halder & Prasanta Sharma - Adhunik Bharatiya Shikhar Bikash.
20. Jotiprasad Bandyapadhay – Shikhar Itihas.
21. Ranjit Ghosh - Shikhar Itihas.

Paper-IV

Issues and Trends in Contemporary Indian Education

Course Objectives:

1. To develop an understanding of significant trends in contemporary education.

2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them
4. To develop understanding of the concept and need for Women and Population education.
5. To develop understanding of the alternative systems and modes of education and their implications in the Indian scenario.
6. To develop understanding of the concept and need for Peace and value education.

Group-A

Issues in Indian Education

Course Contents:

Unit – I: Elementary Education – Objectives, Importance, Problems and Government Initiations. Role of DIET, WBBPE, SSA, SCERT and NCERT in the field of Elementary Education.

Unit – II: Secondary Education – Objectives, Importance, Problems and Government Initiations. Role of WBBSE, SCERT, CBSE, RMSA and NCERT in the field of Secondary Education.

Unit – III: Higher Education – Objectives, Importance, Problems and Government Initiations. Role of AIU, UGC, NCTE, NAAC and NUEPA in the field of Higher Education.

Unit – IV: Open, Distance and Correspondence Education – Meaning, Objectives, Importance and Problems. Role of UGC–DEB, IGNOU and NSOU in the field of Distance Education.

Unit – V: Technical and Vocational Education – Meaning, Objectives, Importance, Problems and Government Initiations. Role of AICTE and WBSCVET in the field of Technical and Vocational Education.

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Group-B

Contemporary Trends in Indian Education

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Unit – I: Women Education – meaning, objectives, importance, barriers, Government initiations and view of Different commissions and committees.

Unit – II: Social Education – meaning, objectives, importance, barriers, Government initiations.

Unit – III: Environmental Education – meaning, objectives, importance, causes of environmental pollution and Government initiations in preserving environment and preventing pollutions.

Unit – IV: Population Education – Meaning, Objectives, Importance, Causes for rapid growth of population and Government Initiations. National Population Policy –
2000.

Unit – V: Peace and Value Education – meaning, nature, objectives, importance, causes of declining, Role of education. Yoga education- meaning, nature, objectives, importance.

Suggested Readings:

1. Arvind Kumar (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi
2. Ahuja , R (2010): Social Problems in India , Rawat Publications, New Delhi

3. Bandhopadhyay, M. and Subrahmanian, R. (2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report, Chapter 1, Consortium for Research on Educational Access, Transitions and Equity.
4. Govt of India (1992) Report of Core Group on value orientation to education, Planning commission
5. Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi.

6. Ministry of Law and Justice (2009) Right to Education. Govt of India

7. Mohanty, J(2004): Modern Trends in Indian Education , Deep and Deep

    Publications, Pvt Ltd, New Delhi

8. Pandey, Sanjoy (2004). Peace Education. New Delhi : NCERT

9. Saxena, V (2012): Contemporary Trends in Education, Pearson, Delhi

10. Chakraborty Anirudha and Islam Nijairul (2012): Sikshar Itihas o Sampratik

   Ghatana Prabaha Classic Books, Kolkata

11. Mukhopadhyay Dulal, Sarkar Bijan Halder Tarini and Pal Abhijit Kumar (2014): Bharater Shikshar Chalaman Ghatanabali,Aheli Publishers,Kolkata

12. Chattapadyay Saroj (2010): Bharatiya Shikshar Bikash Ebong Samasya, New

   Central Book Agency, Kolkata.

B.A. – Honours in Education

Part- III

Paper – V

Educational Evaluation and Statistics in Education

Course Objectives

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of measuring instruments and their uses.

3. To acquaint with the principles of test construction – both educational and psychological.

4. To develop understanding of the concepts of validity and reliability and their importance in education measurement.
5. To develop the ability to organize and to use various statistical measures in analysis and interpretation of relevant educational data
6. To develop the ability to represent educational data through graphs and to develop skill in analysing different descriptive measures.

Group - A Educational Evaluation

Course Contents:

Unit - I: Meaning and Nature of educational measurement - need for measurement in education. Concept and nature of Assessment and Evaluation in education, relation between measurement, assessment and evaluation, Types of Evaluation – Placement, Formative, Diagnostic, Summative, Norm Referenced and Criterion Referenced Evaluation.

Unit- II: Measuring instruments and their classification; errors in measurement; types of scales in educational measurement. Characteristics of good measuring instrument – Validity and Reliability (Methods of Determination), Norms and Objectivity. Measurement of Interest, Intelligence, Aptitude, Attitude, Personality and Academic Achievement - different tools.

Unit-III: General principles of test construction and standardization. Scoring of student achievement, methods of interpreting test scores. Reporting test results (Essay type, Objective type, Short answer type and Oral type tests).

Suggested Readings:
1. Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and

   Measurement. New Delhi: Vikas Publishing House Pvt Ltd.

2. Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn

   & Bacon.

3. Blooms, B.S.(1956). Taxonomy of Educational Objectives. New York: Longman

   Green and Company

4. Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve

   Learning. Toronto: Thomson Nelson

5. Earl, L.M. (2006). Assessment as Learning: Using Classroom Assessment to

   Maximize Student Learning. Thousand Oaks, California: Corwin Press

6. Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
8. Linn, R.L. & Gronlund, N.E. (2000). Measurement and Assessment in Teaching.

   London: Merrill Prentice Hall.

9. Noll, N.H. S cannell, D.P. & Craig, RC. (1979). Introduction to Educational

   Measurement. Boston: Houghton Miffin.

10. Macmillan, J.H. (1997). Classroom Assessment, Principles and Practice for

    Effective Instruction. Boston: Allyn and Bacon

11. Hopkins, KD. (1998). Educational and Psychological Measurement and

    Evaluation. Boston: Allyn and Bacon.

12. Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). Psychological Testing and Assessment. An Introduction to the Tests and Measurement. California: Mayfield Publishing Co.
13. NCERT (2006). Focus Group Position Paper: Examination Reforms. New Delhi: NCERT

Group - B

Statistics in Education

Course Contents:

Unit – I: Meaning, nature and scope of educational statistics. Sources of educational data and use of educational statistics. Significance of Statistic.

Unit – II: Concept of Variable and Data – Meaning and Types (data: Grouped and un-grouped). Graphical presentation of data - Pie-diagram, Histogram, and Frequency Polygon Cumulative Frequency Graph and Ogive – their uses.

Unit–III: Measures of Central Tendency - uses and limitations. (Mean, Median and Mode

– calculation and application).

Measures of Variability - uses and limitations. (Range Quartile Deviation, Average Deviation, Standard Deviation – calculation and application).

Unit – IV: Concept of Normal Distribution – properties and uses of Normal Probability Curve in interpreting test scores. Divergence from normality – Skewness and Kurtosis. Derived Scores: Z-Score, T-Score and Stannine – their uses, percentile Point and

Percentile Rank.

Unit – V: Bivariate Distribution: Correlation – Meaning, Concept and Types. Computation of Coefficients of Correlation by Rank Difference and Product Moment Methods. Interpretation of Coefficients of Correlations.

Suggested Readings:

1. Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall of India Private Limited

2. Garrett, H.E. (1971). Statistics in Psychology and Education. New Delhi: Paragon

   International Publisher

3. Ferguson, G.A.(1971). Statistical Analysis in Psychology and Education.

   Kogakusha, Tokyo: McGraw-Hill

4. Guilford, J.P. & Fruchter, B. (1981). Fundamental Statistics in Psychology and

   Education. New York: McGraw Hill

5. McCall, R. (1993). Fundamental Statistics for the Behavioral Science. New York: Harcourt Brace

Paper VI

Educational Management and Educational Technology

Course Objectives:

1. To develop knowledge and understanding of the meaning, scope process and types of management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To develop the ability of making objective decisions in educational management.

4. To enable the students to understand about the concept, nature and scope of educational technology.
5. To expose the students to the basic developments in Educational Technology.

Group - A Educational Management

UNIT –I : Educational Management

- Educational Management – Meaning, Concept, Nature, Scope, Need and

  Functions.

- Types of Educational Management – Centralised, Decentralised; Authoritarian and Democratic; Dynamic and Laissez-Faire.
- Supervision, Administration and Inspection – Meaning, Concept, Nature, Scope and Functions.

UNIT – II: Leadership

- Leadership in Management – Meaning, Concept, Nature.

- Characteristics of an Effective Leader in Education.

- Types of Leaders in Education.

UNIT – III: Aspects of Educational Management

- Student Welfare Auxiliary Services including School Health Services;

- School Plant including Equipment and Assets;

- Sanitation and Beautification;

□　Institutional Climate and Discipline;

　　　□　Hostel and Staff Accommodation;

　　　□　Management of Finance including budget allocation;

UNIT – IV: Educational Planning

　　　□　Educational Planning –Meaning, Concept, Types, Need and Significance.
　　　□　Steps in Educational Planning
　　　□　Academic Calendar and Timetable.

Suggested Readings:

1. Aggarwal, J.C. (2012): Educational Administration and Management Principles and Practices Doaba House Book Sellers and Publishers, Delhi.
2. Dash, B.N. (2013): School Organisation Administration and Management, Neelkamal Publications Pvt. Ltd. Hyderabad.
3. Goel, A and Goel, S.L. (2009): Educational Administration and Management, Deep & Deep Publications Pvt. Ltd., New Delhi
4. Das, Bimal Chandra; Sengupta, Debjani Ebong Ray, Pradipta Ranjan: Shikhar Byabasthapana Pashim Bangya Rajya Pustak Parshad, Kolkata.
5. Chakraborty, Dilip Kumar : Shikagata Byabsthapana o parikalpana , K. Chakraborty Publishers, Kolkata
6. Pal Debasish, Dhar Debasish, Das Madhumita O Banerjee Paromita: Shika Byabasthapana, Rita Book Agency, Kolkata.
7. Tarafdar, Manjusha: Vidaylay Sangathan O Byabasthapana, Pearson, Kolkata.

Group –B Educational Technology

Course Contents:

UNIT – I: Educational Technology

　　　□　Educational Technology: Meaning, Concept, Nature, Scope, Need and Functions.

　　　□　Types of Educational Technology: ET-1, ET-2 and ET-3.

UNIT-II: Communication

　　　□　Communication and educational technology: components of communication process, Role of communication in effective teaching learning process, Factors affecting classroom communication.
　　　□　Use of media in Education Audio (Radio and Tape), Visual (Projector), Audio –

　　　　　Visual (T.V. & CCTV)

UNIT – III: Instructional Techniques

　　　□　Mass Instructional Techniques – Lecture, Seminar and Demonstration Method

(Meaning, Nature, Advantages and Limitations).

☐ Personalized Techniques – Programmed learning, Computer Assisted Instruction and Microteaching (Meaning, Nature, Advantages and Limitations).

UNIT – IV: Open and Distance Learning

☐ Open and Distance Education: Meaning, Concept, Nature, Scope, and Usefulness

– Application of Educational Technology in Distance Education.

Suggested Readings:

1. Sampath et. al. (1981): Introduction to Educational Technology. New Delhi: Sterling

   Publishers Pvt. Ltd.

2. Singh, L. C. (2010). Educational Technology for Teachers and Educators. New

   Delhi: Vasunandi Publication.

3. Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). Four Decades of Distance Education in India: Reflections on policy and practice. New Delhi: Viva Books.
4. Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). Open and Distance

   Education in Global Environment. New Delhi: Viva Books.

5. Kulkarni, S.S. (1996). Introduction to Educational Technology. New Delhi: Oxford and IBH.
6. Kumar, K.L. (2008): Educational Technology. New Delhi: New Age International

   Pvt. Ltd.

7. Mukhopadhyay, M. (2001). Educational Technology: Challenging Issues. New

   Delhi: Sterling.

8. Mukhopadhyay, M. (2001). Instructional Science in Indian Schools. in Rajput J.S. and others (Ed), Experiences in School Education, NCERT, NewDelhi.
9. Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.
10. Venkataiah, N. (1996): Educational technology. New Delhi: APH Publishing

    Corporation.

11. Walia, J.S. Essentials of Educational Technology. Jalandhar: Paul Pub.

Paper – VII

Educational Guidance and Counseling and Curriculum Construction

Course Objectives:

1. To help in understanding the meaning and importance of guidance and counseling.

2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To understand the qualities of an ideal counselor.

4. To develop interest in one's own personal and professional growth.

5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.

6. To understand the meaning, concept and scope of curriculum.

7. To understand the basis of curriculum construction, transaction evaluation and innovation.

Group—A Guidance and Counseling

Course Contents:

Unit – I: The concept of Guidance

- Meaning, Nature and Scope of Guidance.

- Economical, Psychological and Sociological bases of Guidance.

- Need and Importance of Educational Guidance Services in Schools.

- Types of Guidance.

Unit – II: Educational Guidance:

- Basic data necessary for educational guidance - pupils' abilities, aptitudes,

  interests and attitudes, educational attainments and personality traits.

- Construction, administration and interpretations of (i) Cumulative Record cards, (ii) Interest inventories.

Unit – III: The concept of Counseling

- Meaning, Nature and Scope of Counseling.

- Different types of Counseling

- Various steps and techniques of Counseling.
- Necessary qualities (personal and professional) of a good Counselor. Role of the Counselor in secondary schools. Relationship between guidance, counseling and teaching.
- Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.

Unit – IV: Mental Health

- Concept of Mental Health and Mental Hygiene.

- Causes and symptoms of Maladjustment - Genetic pre-disposition and environmental factors.
- Frustration, Conflicts and Anxiety - The role of school in preventing mal- adjustment.
- Adjustment mechanisms.

Suggested Readings:

1. Crow, L.D., Crow, A.: An Introduction to Guidance.

2. Bhatia, K. K.: Principles of Guidance and Counselling, Kalyani Publishers, 2009.

3. Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba & Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt.Ltd.
5. Madhukar, I.: Guidance and Counselling, New Delhi, Authors Press.

6. Mc. Daniel, H.B.: Guidance in the Modern School. New York, Rinechart and

Winston.

7. Traxler, A.E. and North, R.D.: Techniques of Guidance, New York, Harper and

    R.W.

8. Gururani, G.D.: Guidance and Counselling, Educational, Vocational and Career

    Planning, New Delhi, Akansha Publishing House.

Group- B Curriculum Construction

Course   Contents   :

Unit – I

☐ Meaning, Modern Concept and Nature of Curriculum – its relation with aims and

    objectives of education. Relation among Curriculum, Syllabus and Lesson.

☐ Co-curricular Activities: Meaning, Nature, Types and Importance. Relation between

    Curriculum and Co-curricular Activities

☐ Different types of Curriculum (Traditional and Modern) – their relative merits and demerits.
    Concepts of Balanced Curriculum, Explicit or Written Curriculum, Hidden Curriculum, Holistic view
    of curriculum.

☐ Bloom's Taxonomy of Educational objectives (an overview).

Unit – II

☐ Curriculum framework at different levels of education.

☐ Principles of curriculum construction, methods of organization of syllabus in formulating
    curriculum operations.

Unit – III

☐ Curriculum Development – its process: Role of curriculum development. Culture

    Based, Knowledge Based, Need Based Curriculum.

Unit – IV

☐ Evaluation of Curriculum – Meaning and Utility, Steps and Process of Curriculum Evaluation;
    Formative & Summative Evaluation. Evaluation of Curriculum of the school stage.

Suggesting Readings:

1. Kumari, Sarita & Srivastava, D.S., "Curriculum and Instruction", Isha books, Delhi.
2. Olivia, P.F. Devoloping the curriculum, Harper Collins.

3. Sen, M.K., Shiksha Prajuktibibnan, Soma Books Agency.

4. Taylor, P.H., & Richards. C.M., An introduction to curriculum studies.

5. Kelly, A.K. The curriculum, Theory and Practice.

6. Hooper, Richard, "Curriculum Design".

7. Lawton, D., Gordon, P., Ihg, M., Gibby, B., Pring, R. Moore, T. Theory and practice of curriculum studies.
8. Taylor, P.H. & Richards, C.M. –An introduction to curriculum studies.

9. Mrunalini, T. - Curriculum Development—Pearson Education

10. Bhalla, N. - Curriculum Development.

11. Khan, M.I. & Nigam, B.K. -Evaluation and research in curriculum construction.

Paper VIII

Educational Thoughts and Practices

Course Objectives:

1. To develop an understanding of the thoughts of great educationists and their contributions in education.
2. To be acquainted with the process of collecting data.

3. To be acquainted with the process of reporting of the collected data.

Group – A Educational Thoughts

Unit – I: Educational Thinkers – Oriental and Occidental

Critical study of the educational thoughts of the following educationists and their contributions on Indian Education:

- M. K. Gandhi,

- Swami Vivekananda

- Rabindranath Tagore

- Sri Aurobindo

- Rousseau

- John Dewey

- Froebel

- Bertrand Russell.

Suggested Readings:

1. Mukherjee, K. K.: Some great educators of the world.
2. Purkait, B. R.: Great Educators.
3. Sharma, Y. K.: Educational Thinkers (Eastern and Western).

Group   –B

Practice

UNIT – I: Practical

Each candidate is required to complete any one project selected from any of the following (to be evaluated by internal and external examiners jointly through viva- voice test).

- Lesson Plan – Preparation and Execution (at least 10 Lesson Plan).

- Report on Education Tour/Excursion.

- Report on School Visit (Elementary Level).

- Report on Literacy Campaigning/ Literate at least two Person and Report

   Preparation.

- Report on Nutrition and Sanitation of the locality.

- Construction and Try out of Objective Type Test (at least for 100 Marks).

- Organization of Seminar cum Exhibitions on specific Topics.

The project work will have to be completed according to following steps:

a. Identification of the problem/topic.

b. Formulating the objectives – reviewing the relevant literature (if any). c. Actual plan of work: Writing the hypotheses (wherever possible).
   i. Field identification – scope and delimitations.

   ii. Nature of information /data required, their sources.

   iii. Collection and organisation of data, analysing and drawing references

   (if needed).
   iv. Reporting.

B.A. – General (Education) Curriculum

Part- I

Paper - I: Foundations of Education

Course Objectives:

To enable the student to understand:

1. the general aims of education along with nature, types and scope of education;
2. the meanings of major philosophies of education and their functions in education.
3. the meaning, scope and uses of Educational Sociology.
4. the meaning, nature and types of social groups and their functions in education.
5. the meaning, scope and uses of psychology in education.
6. human growth and development up to the stage of adolescence.
7. the meaning and purpose of learning and factors influencing learning.
8. the system of Indian education during Vedic, Buddhist and Medieval periods.
9. British's influence of Indian education.
10. the role of Indian thinkers in education during British period.

Course contents:

Module – I: Philosophical Foundation of Education

Unit I

- Nature and scope of Education, Education as a science; Education as a social process, factors of Education.
- Aims of Education – individual, social, vocational and democratic;

Unit - II

- Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education with special reference to aims, process and curriculum - idealism, naturalism and pragmatism.

   Factors of Education:

- The child - its innate endowment and environment
- The teacher - qualities & responsibilities.

Module – II: Sociological Foundation of Education

Unit – I

- Educational Sociology: Meaning, Concept, Nature and Importance. Relation between Education and Sociology.

Unit – II

- Social Group: Meaning, Concept, Nature and Types of Groups. Role of

  Primary and Secondary Groups in Education.

Module – III: Psychological Foundation of Education

Unit-   **I**

- Psychology- Its meaning, nature and scope. Relationship between education and psychology. Distinction between psychology and educational psychology.

Unit-II

- Stage of human development: infancy, childhood, latency and adolescent, their needs, significance and problems.
- Learning: Learning and maturation, Essential aspects of different theories

  Laws of learning, motivation in learning, Theories of learning (Pavlov, Thorndike, Skinner).

Module – III: Historical Foundation of Education

Unit - I

- A Synoptic view of Education in: (a) Vedic, (b) Buddhist and (c) Medieval periods.

Unit - II
- Advent of the Missionaries: Serampore Mission and the activities of the Serampore Missionaries regarding extension of education.
- Adam, Munroe, Elphinstone's Report on Indigenous education.
- Macaulay's minutes and Bentinck's resolution of 1835.
- Wood's Despatch - 1854.
- Lord Curzon's educational policy. Growth of national consciousness. National education movement.

Reference:

1. Agarwal, J. C.: Philosophy and Social Basis of Education
2. Banerjee, Archana: Principles of Education
3. Chakraborty, J. C.: Modem Education
4. Ghosh, Sashibhushan: Education- Some problem and principles
5. Purkait, B. R.: Principles & practices of Educations
6. Bhattacharya, D.: Shiksha Samajtatwa.
7. Talesra, H.: Sociology of Education.
8. Chauhan, S. S.: Advanced Educational Psychology

9. Dandekar, W. N.: Psychological Foundation of Education
10. Sevdas, P. Rajammal & Jayan: A Textbook on Child Development
11. Mangal, S. K.: General Psychology
12. Skinner, C. E.: Educational Psychology
13. Roy, Sushil: Shiksha Manovidya

B.A. – General (Education) Curriculum

Part- II

Paper - II: Foundations of Education

Course Objectives:

To enable the student to understand:

1. the meaning, nature and types of curriculum and principles of curriculum construction.
2. the lives of major philosophers of education and their thoughts in education.
3. the importance of education for national integration, international understanding, human resource development and leisure.
4. the meaning and nature of culture and interrelation between education and culture..
5. the meaning, nature and factors of social change and role of education for social change.
6. the concept of habit, emotion and memory.
7. the concept of intelligence and personality, their meaning and measurement.
8. the committees and commissions in British Indian education.
9. the committees and commissions in independent Indian education.

Course contents:

Module – I: Philosophical Foundation of Education

Unit - I

- Curriculum definition, types of curricula, principles of curriculum construction, child-centered and life centered curricula, co-curricular activities.

Unit – II

- Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline. With stress on reward and punishment.
- Emergence of educational thoughts through the works of great educators like
  Rousseau, Dewey, Tagore, Gandhi, Froebel Montessori, Aurobinda.
- Education for national integration, international understanding and education for human resource development, education for leisure.

Module – II: Sociological Foundation of Education

Unit – I

- Education and Culture: Meaning, Concept and Nature of Culture. Role of Education in transmission and preservation of Culture.

Unit – II

- Education and Social Change: Meaning, Concept, Nature and Factors of Social
  Change. Role of Education in Social Change.

Module – III: Psychological Foundation of Education

Unit - III

- Habits, meaning of habit and its role and implication in education.
- Emotions - their meaning, characteristics and place of emotions in education and their sublimation. .
- Memory and forgetting.

Unit - IV

- Intelligence - concepts, definitions, theories and measurement (Spearman's Two factor, Thurstone's Multiple Factors and Guilford's SOI Model).
- Personality: Concept, traits, development of personality and its assessment

Module – III: Historical Foundation of Education

Unit – III

- Recommendations of Indian Education commission- 1882, its influence on the subsequent development of education.
- Essential features of the Sadler Commission Report- 1917.
- Wardha Scheme of Education- 1937.
- Radhakrishnan Commission- 1948.

Unit – IV

- A Synoptic study of changes in School system - Primary and Secondary (Structure and curricular only after independence).
- Mudaliar Commission 1953.
- Kothari Commission 1964-66.

- National policy on Education 1986.

Reference:

1. Agarwal, J. C.: Philosophy and Social Basis of Education
2. Banerjee, Archana: Principles of Education
3. Chakraborty, J. C.: Modem Education
4. Ghosh, Sashibhushan: Education- Some problem and principles
5. Purkait, B. R.: Principles & practices of Educations
6. Bhattacharya, D.: Shiksha Samajtatwa.
7. Talesra, H.: Sociology of Education.
8. Chauhan, S. S.: Advanced Educational Psychology
9. Dandekar, W. N.: Psychological Foundation of Education
10. Sevdas, P. Rajammal & Jayan: A Textbook on Child Development
11. Mangal, S. K.: General Psychology
12. Skinner, C. E.: Educational Psychology
13. Roy, Sushil: Shiksha Manovidya

B.A. – General (Education) Curriculum

Part – III

Paper – VII

Evaluation and Guidance in Education

Group – A Evaluation in Education

Module – I: Educational Evaluation

- Meaning, Concept and Nature of Evaluation and Measurement.
- Need and Scope of Evaluation in Education: Evaluation of student achievement.

Module – II: 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.
- How to make a good test: Specification of objective item selection Characteristics of a good test: (a) Validity, (b) Reliability, (c) Objectivity, (d) Usability, (e) Norms.

Module – II: Statistics in Educational Evaluation

- Tabulation of educational data. Measures of Central Tendency, Measure of variability. Graphical representation.
- Histogram, Frequency Polygon and Ogive.
- Idea of linear correlation (Rank Difference and Product Moment Method).

Group – B Guidance in Education

Module – I: Educational Guidance

- Guidance: Concept, Nature, Scope and Importance.
- Types of guidance.
- Basic data necessary for guidance (Data about students, courses and vocations)

Module – II: Adjustment and Maladjustment

- Meaning, Concept and Nature of Adjustment.
- Concept and Causes of Maladjustment. Role of parents, teachers, peers and educational institutions in preventing and eradicating maladjusted behaviour.

Module – II: Adjustment and Maladjustment

- Counseling: Meaning, Concept, Nature, Types and Importance of counseling for adjustment problems.

References:

1. Agarwal, J. C.: Essentials of Examination system
2. Anastasi, A.: Psychological Testing
3. Betnard, H. W. and Fulner, D. W.: Principles Guidance: A Basic Text
4. Freeman, F. S.: Theory and Practice of Psychological Testing
5. Fuster, J. M.: Psychological Counselling
6. Kochar, S. K.: Guidance and Counselling in Secondary Schools
7. Lehman & Mehren: Evaluation in Education
8. Milner, P.: Counselling in Education
9. Rao, S. N.: Counselling in Guidance