VIDYASAGAR UNIVERSITY

EDUCATION

(Honours & General)

Under Graduate Syllabus

(3 Tier Examination Pattern)

w.e.f. 2014-2015

REVISED

Vidyasagar University

Midnapore 721 102

West Bengal

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UPDATING CURRICULA IN EDUCATION

An exercise in periodic updating and fine-tuning of curricula is one of the imperatives of education. This has been highlighted in almost all the policy documents during the course of development of Indian education; particularly during the post-independence era. Considering that curricula in the discipline of education mirror the needs and aspirations of the society they serve, it is obligatory that we take stock of the changes and challenges which Indian society is experiencing at present. Education, in order to be relevant and as a potent means of socio-economic reconstruction, must be responsive to these changes and challenges.

Numerous factors that influence education make it necessary that we should have a critical look into the theoretical as well as the practical aspects of curricula in education. Admittedly, the task of achieving the goals of our resurgent society demands increasingly higher investment of resources, human as well as physical. The process of reformulation of curricula demands deconstruction of the entire educational scenario in terms of objectives, inputs and processes. The emerging vision of knowledge society compels us to reformulate our assumptions about information society'. We now need to harvest the fruits of knowledge generated by science and technology. Education should transform itself into social experience that enables learners to understand themselves, their social as well as physical environment, to develop skills of living together harmoniously and to make real their mutually shared vision of society – a vision that draws strength from its hoary past and that gives strength to realize their ultimate destiny. The gains of providing education as social experience need to be integrated in educational curricula now.

Hence, it is necessary to re-examine and re-structure courses in education at the second decade of the third millennium.

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B.A. (HONS.): EDUCATION

TOTAL MARKS : 800

Part	Paper No.	Paper Name	Marks	Theory Exam.	Internal Assessment
PART-I			**200**		
	PAPER-I	Philosophical Foundation of Education and Contribution of Great Educators	100	90	10
	PAPER-II	Educational Psychology and Pedagogy	100	90	10
PART-II			**300**		
	PAPER-III	Development of Education in India	100	90	10
	PAPER-IV	Sociological Foundation of Education and Contemporary Issues in Education	100	90	10
	PAPER-V	Educational Management and Educational Technology	100	90	10
PART-III			**300**		
	PAPER-VI	Educational Evaluation and Statistics in Education	100	90	10

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	PAPER-VII	Educational Guidance and Curriculum Studies	100	90	10
	PAPER-VIII Group A	Education of Children with Special needs	50	40	10
	PAPER-VIII Group B	Project Work in Education	50	40 (Project)	10 (viva-voce)

B.A. (General): EDUCATION

TOTAL MARKS : 400

Part	Paper No.	Paper Name	Marks	Theory Exam.	Internal Assessment
PART-I			**100**		
	PAPER-I	Principals of Education	100	90	10
PART-II			**200**		
	PAPER-II	Educational Psychology	100	90	10
	PAPER-III	Development of Education in Modern India	100	90	10
PART-III			**100**		
	PAPER-IV	Evaluation and Guidance in Education	100	90	10

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PART-I

PAPER I: PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF GREAT EDUCATORS

Full Marks – 100

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 attempts of some great educators for the evolution of sound philosophy of education and a better understanding of the process of education.

GROUP – A
PHILOSOPHICAL FOUNDATION OF EDUCATION

COURSE CONTENTS

UNIT I

i) Concept and scope of Education

- Education as a Science.
- Education as a social process.
- Education as human resource development.

ii) Aims of education

- Individual and Social aims of education.
- Purpose, goals, aims and objectives of education at different levels starting from primary to higher education.

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iii) The functions of Education

- Individual development (Development of skill, basic knowledge, interest and appreciation).
- Acquaintance with heritage, (preservation and transmission).
- Development of human values, (Social, moral and Aesthetic).
- Acquisition of skills leading to self-actualization and successful living.
- Social cohesion and social progress.

UNIT II

Role of Philosophy in Education

- Science of Education & Philosophy of Education;
- Some major schools of Philosophy: Idealism, Naturalism, Realism, and Pragmatism, - their contribution to present day education.
- Learning: The Treasure Within-Report of Delor's Commission(1996)

UNIT III

Freedom and discipline

- The concept of freedom and discipline;
- The interrelation between discipline, liberty and democracy;
- Importance of discipline in social life.

UNIT IV

Components of Education and their mutual relationship

- Pupils
- Teacher
- Curriculum
- Educational Institution

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GROUP-B

CONTRIBUTION OF GREAT EDUCATORS

Critical study of the educational thought of the following and their implication for Indian
Education :

- Rousseau.
- Froebel
- Dewey
- Bertrand Russell
- Rabindranath Tagore
- Vivekananda
- Krishnamurthy
- Arabinda

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. -Some great educators of the world.
6. Mukherjee, K.K. -Principles of education.
7. Munro. -History of education.
8. Purkait, B.R. -Great Educators.

Bengali Books:

1) Sushil Ray -Shiksha Tatta.
2) Arun Ghosh -Shiksha tatta & Shiksha Darshan
3) Bibhuranjan Guha -Shikshaya Pathikrita.
4) Gourdas Halder & Prasanta Sharma -Shiksha Tatta & Shiksha Niti.
5) A.K. Pal-Sikshadarshner Ruparekha

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PAPER II: EDUCATIONAL PSYCHOLOGY AND PEDAGOGY

Full Marks - 100

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 enable them to understand different aspects of personality and means of developing an integrated personality.
4. To develop understanding of the process of learning and teaching and problems of learning.
5. To understand the role of the school, the teacher and the environment for the growth of children.
6. To understand the problems of adolescents and role of education in solving those problems.
7. To develop understanding of various theories of teaching.
8. To initiate students to the field of pedagogy.
9. To develop the ability to analyze classroom teaching – learning, and the ability to observe classroom behaviour; and group dynamics.
10. To develop a positive attitude towards life and the teaching profession.

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GROUP - A
Educational Psychology

COURSE CONTENTS

UNIT I

- Definition of Psychology; Relationship between Psychology and Education; Nature, scope and methods of educational psychology; applications of Educational Psychology in teaching-learning and in understanding individuals' behaviour.

- Biological basis of human development; functions of the human nervous system and the Endocrine system (Preliminary ideas).

- Meaning of development; areas of development - Social, emotional, cognitive and moral; Fundamentals of Piagetian developmental psychology.

- Concept of Individual Differences
  a) Intelligence, definition and nature of intelligence; Determinants of Intelligence – heredity and environment; Theories of Intelligence; Measurement of intelligence.
  b) Creativity – its meaning and nature; characteristics of a creative person; Relationship between creativity and intelligence and mental health.

UNIT II

- Personality – Definition, meaning and nature; development of personality; type and trait theories of personality.

UNIT III

- Learning – Meaning and Nature; Factors affecting learning; Learning and Maturation; Learning and Motivation; Theories of Learning – Trial and Error, Classical conditioning, operant conditioning, Insightful learning; Transfer of learning.

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UNIT IV

- Adolescence – Psychological characteristics and problem of adolescents; role of education in solving their problems.

GROUP – B
Pedagogy

UNIT I

- Science of Teaching – Relation between teaching and learning; factors affecting teaching – process, input and output variables; general principles of teaching; Maxims of Teaching; Fundamentals of teaching.
- Theories of Teaching

UNIT II

- Observation of classroom behaviour: Flander's Interaction analysis, characteristics of good teacher-behaviour. Differences between Traditional, Macro teaching and Micro teaching.

UNIT III

- Factors affecting perception, attention, attitude and memory

UNIT-IV

- Teaching Methods – Lecture, demonstration, problem solving and programme instruction; story –telling; function of a teacher as a planner, as a facilitator, as a counsellor, as a researcher.

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.

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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 Books:

1) Sushil Ray -Shiksha Manovidya.
2) Arun Ghosh -Shiksha-Shrai Monobigyan.
3) Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan.

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Part –II
PAPER –III
DEVELOPMENT OF EDUCATION IN INDIA
Full Marks - 100

COURE 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 be acquainted with current issues and trends in Education.

GROUP –A
Education in Ancient, Medieval and British India.

Unit I : Synoptic study of (i) Brahmanic (ii) Buddhist and (iii) Islamic Education in Ancient and Medieval India with respect to

a) Aims and Objectives
b) Subject of study
c) Methods of teaching including teacher – Pupil relationship.
d) Evaluation
e) Centre of Learning.
f) Education of woman

Unit II : Brief outline of events relating education

- Missionaries activities (Srirampur Trio)
- Charter Act of 1813
- Bengal Renaissance – Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar.
- Adams Report.
- Anglicist –Orientalist controversy – Macaulay's Minute & Bentinck's resolution.
- Wood dispatch (Recommendations only)

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UNIT-III : Brief outline of events relating education

- Hunter Commission 1882-83 (Primary and Secondary Education)
- Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education).

UNIT-IV: Brief outline of events relating education

- National Education Movement (cause and effect)
- Calcutta University Commission (1917-1919)
- Basic Education (concept & development)
- Sargent Plan

GROUP –B

Development of Education after 1947

UNIT -I

Constitutional provision for Education in India

UNIT-II

Brief outline of the recommendations made by different Education Commission:

- University Education Commission (1948-49) (Aims of Higher education & Rural University)
- Secondary Education Commission (1952-53) (Aims, Structure & Curriculum of Secondary education)
- Indian Education Commission (1964-66)

UNIT- III

National Policy on Education (1986)

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UNIT-IV

Current issues in education:

- Programmes on Universal Elementary Education (DPEP &SSA)
- Non-formal education and alternative schooling, Education of women
- RTE (Right To Education) Act, 2009.

Suggested Readings:

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Education in modern India.
3. Basu, A.N. -Adam's Report.
4. Banerjee.J.P. -Education in India-past, Present and future.
5. Dhar, Niranjan. -Fundamentals of Social Education.
5. Keay, E.E. -India Education in Ancient times.
6. Law, N.N. -Promotion of Learning in India.
7. Mukherjee, S.N. -Education in India, Today & Tomorrow.
8. Mukherjee, S.N. -History of Education (Modern Period).
9. Mukhopadhyay Dulal, Sarkar Bijan ,Halder Tarini and Pal Abhijit Kumar (2014): Bharater Shikshar Chalaman Ghatanabali,Aheli Publishers,Kolkata
9. Nurulla, S., Naik, J.P. -History of Education in India.
10. Purkait, B.R. -History of Indian Education.
11. Rawat, P.L. -History of Indian Education.
12. Sreemali, K.L. -The Wardha Scheme.
13. Indian Education act. -1904
14. Govt. of India report of University Education Commission (1948-49).
15. Govt. of India report of Secondary Education Commission (1952-530.
16. Report of education Commission (1966) education and National development, Ministry of Education, New Delhi.
17. Govt. of India, Ministry of Human Resource – Development, National Policy on Education, 1986. New Delhi.
18. Govt. of India, Ministry of Human Resource Development, Policy of Action, 1992, New Delhi.
19. Dayal` Bhagwan – Development of Modern Indian education.

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20. Education of Women key to progress, Ministry of education, New Delhi.
21. Kundu, C.L. -Adult Education.
22. Shah. A. & Ban, S. -National Education.
23. Singh, R.K. -Open University.
24. Srinivastava, K.N. -Education in Free India.

Bengali Books:

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

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PAPER IV

SOCIOLOGICAL FOUNDATION OF EDUCATION AND CONTEMPORARY ISSUES IN EDUCATION

Full Marks - 100

Course Objectives:

1. To understand the meaning of sociology and Education and realize its pertinence to education.
2. To become aware of the different social factors that influence education.
3. To become aware of social groups that influence education.
4. To become aware of the processes of social change and their impact on education.
5. To realize the need and importance of equity and equality in education and the constitutional provisions for it and also to identify the various causes for inequality in schooling
6. To realize the need and importance of equity and equality in education and the constitutional provisions for it and also to identify the various causes for inequality in schooling
7. To understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools
8. To develop the concept and need for Peace and value education.
9. To examine the issues and concerns related to global and local environmental crisis

GROUP A
SOCIOLOGICAL FOUNDATION OF EDUCATION

UNIT-I : Education and Sociology

- Meaning and concept of Sociology
- Relationship between Education and Sociology
- Educational Sociology –Meaning, Concept and Scope
- Difference between Educational Sociology and Sociology of Education

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UNIT-II : Society and Education-

- Society: its origin and factors and their influences on education (population, Location, religion, class, culture, technology, Economy)
- Impact of different political systems on education (capitalism and socialism)

UNIT-III: <u>Social groups and education-</u>

- Social groups (Primary, Secondary and Tertiary)
- Socialization: the role of the family and school.

<u>Social change and Education-</u>

- Social change: Its definition and role of education
- Social change in India (Sankritization, Westernization, Modernization and Globalization)

UNIT-IV : Education and Contemporary Social Issues:

- Unemployment.
- Poverty
- National Disintegration
- Population explosion

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. Chandana - School Organization
10. Kochar, S.K - Secondary School Organization
11. Aggarwal - School Organization

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Bengal Books: 1) Bishnupada Panda- Shiksah-Shrai Samajtantra
2) Ranjit Ghosh - Vidyalaya Paribesh & Padhyati
3) Arun Ghosh -Vidyalaya Sanghathan.

GROUP-B

CONTEMPORARY ISSUES IN EDUCATION

Unit-I: Equality& Equity in Education

- Equality and equity: Meaning, need and importance; Equality of Educational Opportunities- related constitutional provisions.
- Nature and forms of inequality with special reference to Gender, Caste and Class
- Inequality in schooling: Public-private schools; Rural-urban-tribal schools, and differential school systems – schools for education of the challenged

Unit-II: Quality in education

- Meaning of quality education
- Indicators of quality: related to learning environment, Student Outcomes
- Outcome improvement through: Setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance.
- Enhancement of quality in secondary schools

Unit-III: Peace and value education

- Peace education:
  a) Concept of peace education
  b) Relevance of Peace: national and international contexts
  c) Dangers to social security ; terrorism, war, natural calamities and impact on quality of life

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d) Role of education in promotion of peace

- Values: Meaning, classification of values and ways and means of inculcating values among students.

Unit-IV: Education for Conservation of Environment

- Meaning, nature and scope
- Approaches and strategies
- Integration of environmental concerns in curriculum
- Role of teacher in promoting conservation

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. UNDPA. Human Development Reports. New Delhi. Oxford: Oxford University Press.
11. UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.

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12. UNESCO's report on Education for sustainable development.
13. Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

Bengali books

1. Chakraborty Anirudha and Islam Nijairul (2012): Sikshar Itihas o Sampratik Ghatana Prabaha Classic Books, Kolkata
2. Mukhopadhyay Dulal, Sarkar Bijan Halder Tarini and Pal Abhijit Kumar (2014): Bharater Shikshar Chalaman Ghatanabali,Aheli Publishers,Kolkata
3. Chattapadyay Saroj(2010): Bharatiya Shikshar Bikash and Samasya, New Central Book Agency, Kolkata

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PAPER V

EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHNOLOGY

Full Marks - 100

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

COURSE CONTENTS

UNIT –I : Educational management

- Educational management – concept, nature, need and scope
- Types of educational management – centralised, decentralised ; authoritarian and democratic ; dynamic and laissez faire.
- Supervision and inspection – concept, scope, difference between supervision and inspection,
- Relationship among management, administration and supervision.

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UNIT – II: Leadership and management

- Leadership in management – concept, scope, significance, characteristics of an effective leader in education
- Theories of management- Taylor
- Theories of management – Fayol.
- Total Quality in educational management (TQM).

UNIT – III: Agencies of educational management

- Ministry of Human Resource Development
- Role of different agencies of education: UGC, NAAC ,NCERT, NCTE and AICTE

UNIT – IV: Educational Planning and management

- Education Planning- concept, need, types.
- Education in the five year plans (11th& 12th plan with respect to education)
- Resource management in educational institutions – budget, allocation, funding, expenditure, auditing.

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
5. Das, Bimal Chandra; Sengupta, Debjani Ebong Ray, Pradipta Ranjan: Shikhar Byabasthapana Pashim Bangya Rajya Pustak Parshad, Kolkata.
6. Chakraborty, Dilip Kumar : Shikagata Byabsthapana o parikalpana , K. Chakraborty Publishers, Kolkata

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7. Pal Debasish, Dhar Debasish, Das Madhumita O Banerjee Paromita : Shika Byabasthapana, Rita Book Agency, Kolkata.
8. Tarafdar, Manjusha: Vidaylay Sangathan O Byabasthapana, Pearson, Kolkata.

GROUP –B

EDUCATIONAL TECHNOLOGY

COURSE CONTENTS

UNIT – I

- Educational Technology: Meaning, nature and scope
- System approach to education: Definition of Systems, need for systems approach, classification of systems and components of system.

UNIT-II

- 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)
- Computer and its Role in Education

UNIT-III

- Instructional techniques: Mass instructional techniques (basic concepts only), Personalised techniques – Programmed learning. Mastery learning , Microteaching (basic concepts)
- Distance Education: Concept, types and usefulness – Application of Educational Technology in Distance Education.

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UNIT-IV

- Models of Teaching: Nature concepts and different families of teaching models, advantages of use of models of teaching.

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. NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology.* New Delhi: Author.
5. Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and Distance Education in Global Environment.* New Delhi: Viva Books.
6. Kulkarni, S.S. (1996). *Introduction to Educational Technology.* New Delhi: Oxford and IBH.
7. Kumar, K.L. (2008): *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
8. Mukhopadhyay, M. (2001). *Educational Technology: Challenging Issues.* New Delhi: Sterling.
9. Mukhopadhyay, M. (2001). Instructional Science in Indian Schools. in Rajput J.S. and others (Eds), *Experiences in School Education,*NCERT,NewDelhi.
10. Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
11. Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.
12. Walia, J.S. *Essentials of Educational Technology.* Jalandhar: Paul Pub.

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PART-III

PAPER VI
EDUCATIONAL EVALUATION AND STATISTICS IN EDUCATION
Full Marks - 100

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
Evaluation in Education

COURSE CONTENTS

Unit-I: Measurement and Evaluation in Education

- Measurement: concept, purpose and scales of measurement
- Evaluation: concept, types and its role in education
- Interrelationship between measurement and evaluation

Unit-II: Tools and Techniques of Evaluation

- Test: Types, Use of Norm- Referenced test and Criterion-Referenced test, essay type and objective type tests.

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- Observation- Concept and Use
- Inquiry - concept and use

Unit-III: Characteristics of a Good Test and its construction

- Characteristics of a good test –
  Validity, reliability, objectivity, usability and norms
- General principles of test construction and standardization

UNIT IV: Current Trends in evaluation

- Grading System
- Semester System
- Question Bank

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.

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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 easurement*. 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
- Organization and Graphical Representation of data – Pie Chart, Bar diagram, Histogram, Frequency polygon, Ogive.

UNIT II

- Measures of Central tendency (Mean, Median and Mode)--Calculation and its uses.
- Measures of Variability (Range, Mean Deviation, Quartile Deviation, and Standard Deviation)-Calculation and its uses.

- Percentile and percentile rank- Calculation and its applications, (including graphical representation)

UNIT III

- Concept of normal distribution – properties and uses of normal probability curve in interpretation of test scores.
  Divergence from normality – Skewness and Kurtosis.

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UNIT IV

- Bivariate distribution : Scattergram, correlation, computation of coefficient of correlation by rank difference and product moment method, interpretation of coefficient of correlation.

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. Sigel. S. & Castel Ian N.J. (1988). *Non-parameter statistics for the Behavioral Science.* Singapore: Graw- Hill Book Co.
6. McCall, R. (1993). *Fundamental Statistics for the Behavioral Science.* New York: Harcourt Brace

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PAPER VII

EDUCATIONAL GUIDANCE AND CURRICULUM STUDIES

Full Marks - 100

COURSE OBJECTIVES

1. To help in understanding the meaning and importance of guidance and counselling.
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To develop the ability to identify gifted children who need enrichment and to channelise their unique potentialities in a positive way through proper guidance.
4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.
5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
6. To understand the qualities of an ideal counsellor, to help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counselling.
7. To understand the meaning, concept and scope of curriculum.
8. To understand the basis of curriculum construction, transaction, evaluation and innovation.

GROUP – A

Guidance and Counselling

COURSE CONTENTS

UNIT I

• The concept of Guidance

a) Meaning, nature & scope of guidance.

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b) Philosophical, psychological and sociological bases of guidance.
c) Need and importance of educational guidance services in schools.
• Vocational Guidance
a) Purpose and functions of vocational guidance.
b) Relationship between educational and vocational guidance.
c) Relationship between vocational guidance and work education.
d) Job analysis and occupational information services.

UNIT II

• Educational Guidance:

a) Basic data necessary for educational guidance – pupils abilities, aptitudes, interests and attitudes, educational attainments and personality traits.

b) Construction, administration and interpretations of

(i) Cumulative record cards,

(ii) Individual inventories.

UNIT III

- The concept of Counselling
  a) Meaning, nature and scope of counselling.
  b) Different types of counselling.
  c) Various steps and techniques of counselling.
- Necessary qualities (personal and professional) of a good counsellor. Role of the counsellor in secondary schools. Relationship between guidance, counselling and teaching.
- Diagnostic and remedial measures : Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.

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UNIT-IV

Mental health and Psychodynamics of Adjustment

a) Concept of mental health and mental hygiene.

b) Causes and symptoms of maladjustment.

c) Frustration and conflicts

d) Adjustment mechanisms.

Suggested Readings:

1) Crow, L.D.I., 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. First Edition, 2011
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.

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GROUP-B

Curriculum Studies

UNIT-I

1. Concept of curriculum: Explicit Curriculum, Hidden Curriculum. Nature of Curriculum
2. Bases of Curriculum: Philosophical Sociological & Psychological.
3. Systems Approach to Curriculum.

UNIT-II

1. Objectives of curriculum: Need to form objectives of curriculum. Sources of objectives of the curriculum: society, discipline, needs of students
2. Bloom's revised Taxonomy of educational objectives: an overview (Cognitive & Affective domains) with examples.

UNIT-III

1. Determinants of content selection: culture based, Knowledge based, Need based.
2. Curriculum transaction: Bruner's Theory of Instruction and learning.

UNIT-IV

Curriculum evaluation: meaning and utility, Sources and means of curriculum evaluation. Formative and Summative evaluation.

Suggesting Readings:

1. Kumari, Sarita & Srivastava, D.S., "Curriculum and Instruction", Isha books, Delhi, 2005.
2. Olivia, P.F. Devoloping the curriculum, Harper Collins, 1992.
3. Sen, M.K., Shiksha Prajuktibibnan, Soma Books Agency, 2006.
4 Taylor, P.H., & Richards. C.M., An introduction to curriculum studies.
5. Kelly, A.K. The curriculum, Theory and Practice.

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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.

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Paper-VIII
GROUP- A

EDUCATION OF CHILDREN WITH SPECIAL NEEDS
Full Marks - 50

COURSE CONTENTS

UNIT-I

Exceptional children & their needs: - Definition; types; concept of impairment, disability and handicap; causes of exceptionality, needs and problems of exceptional children.

UNIT-II

Sensory impairment – Visual & Auditory: definition, causes, characteristics & Education.

UNIT-III

a) Mentally Retardation- definition, causes, characteristics & Education
b) Giftedness- definition, causes, characteristics & Education.

UNIT-IV

a) Learning disabled- definition, causes, characteristics & Education
b) Autism Spectrum Disorders – definition, characteristics and intervention & Educational programmes

Suggesting Readings:

i) Educating Exceptional Children – S.K. Mangal
ii) Perspectives in Disability and Rehabilitation(1995)-Pandey,R.S. and Advani, Lal (Vikas Publishing House)
iii) Inclusion – Maitra & Saxena
iv) Critical Issues in Special Education – Ysseldyke, Algozzine, Thurlow

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GROUP - B
PROJECT WORK IN EDUCATION
Full Marks - 50

COURSE CONTENTS

UNIT I

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

Note: The project may either be a theoretical critical study or an empirical study.

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B.A. (GENERAL): EDUCATION

Part I

FULL MARKS-100
Paper 1 Full Marks -100

Principles of Education

UNIT-I

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. Freedom and Discipline: Concept and need for free discipline. Self discipline and Student self government.

UNIT-II

4. Factors of education:
   a) The Child - 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 institutions – Formal, informal, non formal and their interrelations.

UNIT-III

5. Agencies of education:
   a) Home,
   b) School,
   c) Socio-cultural and Religious organizations,
   d) State,
   e) Mass- media

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UNIT –IV

6. Child - centricism in education: Its significance.
7. Play and play- way in education: Kindergarten, Montessori, Basic education and Project.

References:

1. J.C. Chakraborty- Modern Education: Its Aims and principles
2. Archana Banerjee- Principles of education
3. J.C. Agarwal- Theory and Prinvciples of education
4. J.C. Agarwal- Philosophy and social basis of education.
5. B.R. Purkait- Principles and practices of education

PART II

Paper II

Educational Psychology

Full Marks 100

UNIT- I

1. Relation between Psychology and education. Nature and scope of Educational Psychology.
2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.

UNIT- II

3. Personality: Concept, traits and theories
4. Emotion: Meaning and characteristics, places of emotion in education.
5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit.

UNIT- III

6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each type of test. Uses of intelligence tests.

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7. Attention and Interest: Nature and conditions of attention, their educational implications.

UNIT- IV

8. 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.

9. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - its meaning and causes.

References:

1. C.F. Skinner- Educational Psychology
2. J.P. Guilford- General Psychology
3. H.R. Bhatia- Textbook of educational psychology
4. S.S. Chauhan- Advance educational psychology
5. S. Mangal- Educational psychology.

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Paper III

DEVELOPMENT OF EDUCATION IN MODERN INDIA

Full Marks 100

UNIT- I

1. A synoptic view of ancient and medieval history of education in India
2. Advent of missionaries: Serampore Missionaries 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.

UNIT-II

6. Contributions of Raja Rammohan and Vidyasagar in social and educational reforms
7. The First Education Commission (W. Hunter.) 1882
8. Growth of national consciousness: Conflict with Lord Curzon (1902 to 1905)
9. National Education Movement- Contributions of Vivekananda, Rabindranath and Aurobindo.

UNIT- III

10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood- Abbot, 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)

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UNIT- IV

14. Education of Women since independence
15. Educational policy 1968- A brief overview
16. Educational policy 1986- A brief overview.

References:

1. J.P. Banerjee- Education in India: Past Present and Future
2. B.R. Purkait- Milestones of modern Indian education
3. S.P. Chauhan- History of Indian education
4. S.Nurulla and J.P. Naik- History of education in India.

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PART- III
PAPER IV
Evaluation and Guidance in education
Full Marks 100

UNIT- I

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, criterion-referenced test and standardized test, Cumulative Record Card(CRC).

UNIT- II

1. How to make a good test: Specification of objectives, item selection.
2. Measurement in education: Tabulation and graphical representation of educational data (frequency polygon, histogram and Ogive), measures of central tendency, measures of variability, (S.D only). Idea of linear correlation.

UNIT-III

1. Guidance: Concept, need and scope and types
2. Basic data necessary for guidance (data about students, courses and vocations)
3. Counseling: Meaning and types of counseling for adjustment problem

UNIT- IV

1. Meaning of adjustment.
2. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment.

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References:

1. Anastasi- Psychological Testing
2. F.S. Freeman – Theory and practice of psychological testing
3. E.L. Thorndike and Hagen- Measurment and evaluation in education
4. J.N. Fuster-Psychological Counseling in India
5. H.W. Bernard and D. W. Fulner- Principles of guidance- a basic text.
6. P. Milner- Counselling in education.

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