

UNIVERSITY OF KALYANI



NEW

CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE

IN

EDUCATION (HONOURS & GENERAL)

WITH EFFECT FROM THE ACADEMIC SESSION

2016-2017

Curriculum Structure of B.A. (Honours) in Education

Part-I (First Year)		
Paper	Paper Title	Marks
I	Philosophical and Sociological Foundation of Education <ul style="list-style-type: none"> • Group-A: Philosophical Foundation of Education • Group-B: Sociological Foundation of Education 	50+50= 100
II	Educational Psychology and Pedagogy <ul style="list-style-type: none"> • Group-A: Educational Psychology • Group-B: Pedagogy 	50+50= 100
Total (Part-I)		200
Part-II (Second Year)		
III	Development of Education in India <ul style="list-style-type: none"> • Group-A: Education in Pre-Independence India • Group-B: Education in Post-Independence India 	50+50= 100
IV	Contemporary Issues in Education and Comparative Education <ul style="list-style-type: none"> • Group-A: Contemporary Issues in Education • Group-B: Comparative Education 	50+50= 100
Total (Part-II)		200
Part-III (Third Year)		
V	Educational Evaluation and Statistics in Education <ul style="list-style-type: none"> • Group-A: Educational Evaluation • Group-B: Statistics in Education 	50+50= 100
VI	Educational Management and Educational Technology <ul style="list-style-type: none"> • Group-A: Educational Management • Group-B: Educational Technology 	50+50= 100
VII	Educational Guidance and Curriculum Construction <ul style="list-style-type: none"> • Group-A: Educational Guidance • Group-B: Curriculum Construction 	50+50= 100
VIII	Educational Research and Practical <ul style="list-style-type: none"> • Group-A: Educational Research • Group-B: Practical 	50+50= 100
Total (Part-III)		400
Total (Part-I+ Part-II+ Part-III)		800

Curriculum Structure of B.A. (General) in Education

Part-I (First Year)		
Paper	Paper Title	Marks
I	Philosophical and Sociological Foundation of Education <ul style="list-style-type: none"> • Group-A: Philosophical Foundation of Education • Group-B: Sociological Foundation of Education 	50+50= 100
Total (Part-I)		100
Part-II (Second Year)		
II	Educational Psychology and Educational Guidance <ul style="list-style-type: none"> • Group-A: Educational Psychology • Group-B: Educational Guidance 	50+50= 100
III	Development of Education in India and Contemporary Issues in Education <ul style="list-style-type: none"> • Group-A: Development of Education in India • Group-B: Contemporary Issues in Education 	50+50= 100
Total (Part-II)		200
Part-III (Third Year)		
IV	Educational Technology and Evaluation in Education <ul style="list-style-type: none"> • Group-A: Educational Technology • Group-B: Evaluation in Education 	50+50= 100
Total (Part-III)		100
Total (Part-I+ Part-II+ Part-III)		400

CURRICULUM OF B.A. IN EDUCATION (HONOURS)

B.A. Education (Honours) Part-I
Paper-I
Full Marks-100
Philosophical and Sociological Foundation of Education

Course Objectives:

After completion the course the learners will be able to:

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Rousseau, Dewey and Froebel.
- Discuss the meaning, nature and scope of Educational sociology and Relation between education and sociology
- Describe the Social factor and their relation to Education.
- Define social groups, socialization and Social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.

Group-A
Full Marks: 50
Philosophical Foundation of Education

Unit-I: Concept, Scope and Aim of Education **(12)**

- a) Meaning, Nature and Scope of Education.
- b) Individualistic and socialistic aim.
- c) Report of Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: **(14)**

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
- c) Curriculum: Meaning and Types. Co-curricular activities.
- d) School: vision and functions.

Unit-III: Schools of Philosophy and national values **(14)**

- a) Indian schools of Philosophy: Sankhya, Yoga, Buddhism; in terms of knowledge, reality and value.

- b) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- c) Inculcation of National Value: Democracy, Socialism and Secularism.

Unit-IV: Great Educators and their educational philosophy (10)

- a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi.
- b) Western: Rousseau, Dewey, Froebel.

Group-B

Full Marks: 50

Sociological Foundation of Education

Unit-V: Educational Sociology (10)

- a) Meaning, nature and scope of Educational sociology.
- b) Relation between education and sociology.
- c) Concept of Educational sociology and sociology of education.

Unit-VI: Social factors, issues and Education (14)

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.
- c) Social issues: unemployment, poverty, education of socially and economically backward classes, disadvantage section of Indian society (SC, ST and OBC).

Unit-VII: Social groups and education (12)

- a) Social groups (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

Unit-VIII: Social change and Education (14)

- a) Social change: definition, characteristics, factors, constraints and education as an instrument of social change.
- b) Social change in India (Privatization and Globalization)
- c) Education and social stratification: Definition and characteristics
- d) Education and Social Mobility

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. Y. K. Sharma – Sociological Philosophy of Education
6. S. S. Ravi – A Comprehensive Study of Education

7. M. Sharma – Educational Practices of Classical Indian Philosophies
8. S. S. Chandra & R. K. Sharma- Philosophy of Education
9. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
10. B. R. Purkait – Great Educators
11. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
12. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
13. দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
14. বিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
15. দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
16. সোনালী চক্রবর্তী-শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
17. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
18. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান

B.A. Education (Honours) Part-I
Paper-II
Full Marks-100
Educational Psychology and Pedagogy

Course Objectives:

After completion the course the learners will be able to:

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.
- The meaning and concept of Pedagogy, theories of teaching and methods of teaching.
- Explain the Flander's Interactional analysis and Characteristics of good teacher.
- Discuss the Nature of classroom teaching and Function of a teacher.
- Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Group-A
Full Marks: 50
Educational Psychology

Unit-I: Educational Psychology (12)

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
- c) Piaget's theory of Cognitive Development.

Unit-II: Learning (14)

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error, Insightful Learning, Basic ideas of Vygotsky
- c) Transfer of Learning: Concept & Types.
- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, LTM, STM. Causes of Forgetting.

Unit-III: Intelligence & Creativity (12)

- a) Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence.
- b) Creativity: Meaning, Nature, Factors and Development of Creativity.

Unit-IV: Personality (12)

- a) Definition, Heredity & Environment as determinants of Personality.
- b) Type and Trait theory, Psychoanalytical theory
- c) Measurement of Personality
- d) Concept and causes of Individual differences in classroom.

Group-B
Full Marks: 50
Pedagogy

Unit-V: Teaching **(12)**

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.

Unit-VI: Teacher Behavior **(10)**

- a) Observation of classroom behavior: Flander's Interactional analysis.
- b) Characteristics of good teacher.

Unit-VII: Teacher and Classroom Teaching **(14)**

- a) Nature of classroom teaching.
- b) Differences between traditional and constructivist teaching; Micro-teaching
- c) Function of a teacher as a Planner, as a Facilitator, as a Counselor, as a Researcher.

Unit-VIII: Teaching Methods **(14)**

- a) Factors affecting Perception, Attention and Attitude.
- b) Teaching Methods- Lecture, Demonstration, Problem Solving and, Story-telling.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of Educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. সুশীল রায় - শিক্ষা ম-নাবিদ্যা
11. অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
12. প্র-মাদ বসু -সনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা
13. বিজন সরকার - শিখন ও শিক্ষন
14. কল্পনা -সন বরাট এবং কনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
15. পনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
16. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজ লক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত্ব

B.A. Education (Honours) Part-II
Paper-III
Full Marks-100
Development of Education in India

Course Objectives:

After completion the course the learners will be able to:

- Discuss the development of education in India in historical perspectives.
- Describe the salience features of education in India: Brahmanic and Buddhist system of Education.
- Discuss the Medieval and British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Elaborate the National Policy on Education and National Education System.

Group-A

Full Marks-50

Education in Pre-Independence India

Unit-I: Education in Ancient India-**a) Brahmanic System of Education- (14)**

Aims, curriculum, teacher and methods of teaching, Institutions, Women education and Evaluation system.

b) Buddhist System of Education-

Aims, curriculum, teacher and methods of teaching, Institutions (Nalanda, Bikramsila), Women education and Evaluation system.

Unit-II: Education in Medieval India- (14)

Aims, curriculum, teacher and methods of teaching, Institutions and Women education, Contribution of Firoz Shah Tughlak and Akbar.

Unit-III: Education in 19th Century in India (10)

- a) Charter Act of 1813 and its educational significance
- b) Bengal Renaissance- Concept, causes and its impact on Education, contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
- c) Wood's Despatch (1854) and its impact on education.
- d) Indian Education Commission (1882-83) and its impact of education.

Unit-IV: Education in 20th Century in India (1901-1944) (12)

- a) Educational reformer- Lord Curzon
- b) National education movement- Characteristics of National Education Movement, causes of National Education Movement, Different phases of National Education Movement, Impact of National Education Movement.
- c) Basic Education- Concept, characteristics, merits and demerits.
- d) Sadlar Commission or Calcutta University Commission (1917-19)
- e) Sargent Plan Report (1944).

Group-B
Full Marks-50
Education in Post-independence India

Unit-V: Education and Constitution (14)

- a) Preamble and various Articles on Education in Indian Constitution
- b) RTE Act-2009
- c) Development of Education under Plan (Last two plans)

Unit-VI: Education Commission in post Independent India (14)

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d) Asoke Mitra Commission (1991-92)

Unit-VII: Some Educational Bodies in West Bengal (Function only) (12)

- a) SCERT, b) DIET, c) WBBPE, d) WBBSE, e) WBCHSE f) WBSCHSE

Unit-VIII: National Policies on Education (10)

- a) National Policy on Education (1968)
- b) National Policy on Education (1986)
- c) Programme of Action (POA)- 1992
 - i) Ramamurti Committee (1990-91)
 - ii) Janardhan Reddy Committee (1992)

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
8. গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
9. অরুন -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
10. রঞ্জিত -ঘাষ- যুগ যুগ ভারত-তর শিক্ষা
11. সুশীল রায় - ভারত-তর শিক্ষা ও শিক্ষার ভারতায়ন
12. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
13. ভক্তি ভূষণ ভক্তা-ভারতীয় শিক্ষার রূপ-রখা
14. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

B.A. Education (Honours): Part-II**Paper-IV****Full Marks-100****Contemporary issues in Education and Comparative Education****Course Objectives:**

After completion the course the learners will be able to:

- Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss the modern issues in Indian Education.
- Discuss the meaning, nature, scope, importance and methods of Comparative Education.
- Understand the Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian education system with abroad

Group-A**Full Marks-50****Contemporary issues in Education****Unit-I: Universalization of Elementary Education****(14)**

Universalization of Elementary Education- Meaning, Constitutional Provision with special reference to RTE Act; Aims and Objectives, Importance, Role of DPEP; SSA-SSM, Problems.

Unit-II: Universalization of Secondary Education**(10)**

Meaning, aims & objectives, significance; Role of RMSA, Problems.

Unit-III: Higher Education and RUSA**(12)**

- a) Concept of Higher Education
- b) Role of Higher Education
- c) Knowledge Commission & Higher Education
- d) Higher Education and RUSA
- e) Problems of Indian Higher Education

Unit-IV: Issues in Education**(14)**

- a) Peace Education: Meaning, aims & objectives, need.
- b) Education for Sustainable Development: Meaning, aims & objectives, Role of Education in Sustainable Development.
- c) Inclusive Education: Meaning, Need & Govt, programme.
- d) Open & Distance Learning System: Meaning, Characteristics and need.
- e) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
- f) Women Education: Importance, problems.

Group-B**Full Marks-50****Comparative Education****Unit-V: Meaning, Nature, Scope, and Methods of Comparative Education (10)**

- a) Meaning, nature, scope and importance of Comparative Education.
- b) Methods of Comparative Education:
 - i) Philosophical Method
 - ii) Historical Method
 - iii) Sociological Method
 - iv) Psychological Method
 - v) Scientific Method

Unit-VI: Factors and Forces of Comparative Education: (12)

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
- b) Spiritual Factors: Religious and Philosophical Factors.
- c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

Unit-VII: Universalization of Elementary Education in UK & USA (14)

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

Unit-VIII: Universalization of Secondary Education in UK & USA (14)

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

Suggested Books:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
5. S. P. Chaube & A. Chaube – Comparative Education
6. R. N. Sharma- Comparative Education
7. Y. K. Sharma- Comparative Education
8. Nikhola Hanse - On Comparative Education
9. দুলাল মুখোপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল - ভারতের শিক্ষার চলমান ঘটনাবলী
10. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ - শিক্ষা ও উন্নয়ন
11. -দবী মুখোপাধ্যায়- তুলনামূলক শিক্ষা
12. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা: -দ-শ ও বি-দ-শ
13. তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (Honours) Part-III**Paper-V****Full Marks-100****Educational Evaluation and Statistics in Education****Course Objectives:**

After completion the course the learners will be able to:

- Discuss the concepts of measurement and evaluation in the field of education
- Explain the different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Describe the concept of statistics and its use in education
- Represent educational data through graphs.
- Use various statistical measures in analysis and interpretation of educational data.
- Explain the Normal Probability Curve and its uses in education.
- Use various inferential statistics in analysis and interpretation of educational data.

Group-A**Full Marks-50****Educational Evaluation****Unit-I: Measurement and Evaluation in Education (8)**

- a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement.
- b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit-II: Tools and Techniques of Evaluation (16)

- a) Tools:
 - Tests- Essay type and Objective type; Short answer type and Oral type.
 - Personality Test- Rorschach Ink Blot Test
 - Interest Test- Kuder Test
 - CRC
- b) Techniques:
Observation, Self-reporting (Interview, Questionnaire)

Unit-III: Characteristics of a good test (12)

- a) Objectivity- Meaning and nature,
- b) Reliability- Concept, Nature, Causes of low Reliability, Determination of Reliability,
- c) Validity- Concept, and Types,
- d) Norms- Meaning and importance.
- e) Usability/Practicability

Unit-IV: Evaluation Process (14)

- a) Evaluation Process: Concept, Types (Formative and Summative)
- b) Concept of Norm-Referenced Test and Criterion Referenced Test.
- c) Concept of Gradation and Credit system.

Group-B
Full Marks-50
Statistics in Education

Unit-V: Educational Statistics **(12)**

- a) Concept, Scope and Need of Educational Statistics
- b) Organization and Tabulation of Data- Frequency distribution table
- c) Graphical Representation of Data- Pie diagram, Bar graph, Histogram, Frequency Polygon and Ogive (Using 75% rule)

Unit-VI: Descriptive Statistics **(14)**

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
- b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
- c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.

Unit-VII: Normal Distribution and Derived Score **(14)**

- a) Concept of Normal Distribution- Properties and Uses of NPC. Divergence from Normality- Skewness and Kurtosis.
- b) Derived Scores- Z-Score, Standard Score (Meaning, Calculation and Uses).

Unit-VIII: Relationship and Inferential Statistics **(10)**

- a) Bivariate Distribution- Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation, Scatter Diagram.
- b) Parametric and Non-Parametric Test- (only Concept and Uses).

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
7. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
8. পূর্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
9. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

B.A. Education (Honours): Part-III**Paper-VI****Full Marks-100****Educational Management and Educational Technology****Course Objectives:**

After completion the course the learners will be able to:

- Explain the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- Explain the meaning and function of Educational Administration.
- Explain Meaning, Purpose of Supervision and Distinguish between Supervision and Inspection.
- Illustrate educational planning and types of educational planning.
- Discuss the functions of some selected Administrative Bodies.
- Discuss the concept, nature and scope of educational technology.
- Explain the role of Communication & Multimedia Approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.

Group-A**Full Marks-50****Educational Management****Unit-I: Concept of Educational Management (10)**

- a) Educational Management: Meaning, Nature, Scope, Function and Needs.
- b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.

Unit-II: Educational Administration and Supervision (12)

- a) Educational Administration: Meaning and Function.
- b) Supervision: Meaning, Purpose; Distinguish between Supervision and Inspection.
- c) Factors affecting Managerial behavior of teachers: Personal, Social, Cultural, Political and Institutional.

Unit-III: Educational Planning (14)

- a) Educational Planning: Meaning, Needs and Significance.
- b) Types of Educational Planning; Strategies and Steps in Educational Planning.
- c) Brief outline of the last Five Year Plan in Primary and Secondary Education.

Unit-IV: Functions of Various Administrative Bodies (14)

- a) UGC, b) NAAC, c) NCERT, d) NCTE, e) DEB, f) CABE, g) NUEPA

Group-B
Full Marks-50
Educational Technology

Unit-V: Educational Technology (8)

- a) Meaning, Nature, Need and Scope of Educational Technology
- b) Technology in Education and Technology of Education
- c) Approaches of ET: Hardware, Software, and System

Unit-VI: Classroom Communication and Media used (12)

- a) Meaning, Nature, Types, and Components of Communication
- b) Barriers of classroom communication and strategies of overcoming barriers in communication
- c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits

Unit-VII: Instructional Technology (10)

- a) Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching
- b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits
- c) Computers and its role in educational instruction

Unit-VIII: Phases, Levels, and Models of Teaching (20)

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Levels of Teaching: Memory, Understanding, Reflective.
- c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.

Suggested Books:

1. J. C. Aggarwal- Educational Administration, Management and Supervision
2. J. Mohanty- Educational Administration, Supervision and School Management
3. I. S. Sindhu- Educational Administration and Management
4. K. Sampath- Introduction to Educational Technology
5. R. P. Pathak- New Dimensions of Educational Technology
6. U. Rao – Educational Technology
7. K. L. Kumar- Educational Technology
8. J. Mohanty- Educational Technology
9. বিমল চন্দ্র দাশ, -দবযানী সেনগুপ্ত এবং প্রদীপ্ত রঞ্জন রায়- শিক্ষায় ব্যবস্থাপনা
10. দিলিপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
11. তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
12. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
13. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (Honours) Part-III**Paper-VII****Full Marks-100****Educational Guidance and Curriculum Construction****Course Objectives:**

After completion the course the learners will be able to:

- Explain the concept, nature, scope, types & importance of Guidance.
- Discuss the concept, nature, scope, types & importance of Counseling.
- Explain the concept of tools and techniques of Guidance & Counseling.
- Discuss the concept and nature of mental health and Adjustment.
- Illustrate the Meaning, Nature, Scope, determinants and functions of Curriculum.
- Discuss the types and Bases of Curriculum.
- Explain the concept of curriculum Framework and NCF-2005.
- Discuss the basis of curriculum construction, evaluation and innovation.
- Describe the definition and types of curriculum theories

Group-A**Full Marks-50****Educational Guidance****Unit-I: Concept of Guidance****(12)**

- a) Meaning, Nature, Scope, and Importance of Guidance.
- b) Different Types of Guidance-
 - i) Educational: Meaning, Characteristics, Purpose & Functions.
 - ii) Vocational: Meaning, Characteristics, Purpose & Functions.
 - iii) Personal: Meaning, Characteristics, Purpose & Functions.
- c) Guidance at different stages of Education with special emphasis on Secondary stage of Education.

Unit-II: Concept of Counseling**(14)**

- a) Meaning, Nature, Scope, and Importance of Counseling
- b) Types of Counseling-
 - i) Directive: Meaning, Characteristics, Purpose & Functions.
 - ii) Non-directive: Meaning, Characteristics, Purpose & Functions.
 - iii) Eclectic: Meaning, Characteristics, Purpose & Functions.
- c) Steps of Counseling; Characteristics of good Counselor.

Unit-III: Tools and Techniques of Guidance and Counseling**(14)**

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
- b) Measurement of Intelligence, Personality and Motivation
- c) Difference between Guidance, Counseling and Teaching.

Unit-IV: Mental Health and Psychodynamics of Adjustment (10)

- a) Concept of Mental Health and Mental Hygiene
- b) Causes and Symptoms of Maladjustment.
- c) Frustration and Conflicts
- d) Adjustment Mechanisms.

Group-B**Full Marks-50****Curriculum Construction****Unit-V: Introduction of Curriculum (16)**

- a) Meaning, Nature, Scope and functions of Curriculum
- b) Determinants of Curriculum
- c) Difference and Relation between Curriculum and Syllabus.
- d) Different Types of Curriculum
- e) Co-curricular Activities
- f) Bases of Curriculum: Philosophical, Sociological & Psychological.

Unit-VI: Concept of Curriculum Framework (8)

- a) Curriculum Framework: Meaning
- b) NCF-2005
- c) Principles of Curriculum Construction

Unit-VII: Curriculum Evaluation (16)

- a) Meaning & Importance of Curriculum Evaluation
- b) Formative and Summative Evaluation of Curriculum: Concept & Distinguish between them.

Unit-VIII: Curriculum Theories (10)

- a) Definition
- b) Types (only concept)
- c) Technical & Non-Technical Model (One theory from each category)

Suggested Books:

1. Gibson- Guidance and Counseling
2. NCERT- Guidance and Counseling
3. N. C. Basu- Educational and Vocational Guidance
4. S. S. Chauhan- Principles and Techniques of Guidance
5. N. Bhalla- Curriculum Development
6. M. Talla- Curriculum Development: Perspectives, Principles
7. P. H. Taylor & C. M. An Introduction to Curriculum Studies
8. -দবশিস পাল- নির্দেশনা ও পরামর্শ
9. সনৎ কুমার -ঘাষ- শিক্ষায় সংগতি-অপসংগতি এবং নির্দেশনা
10. দি-ব্যান্দু ভট্টাচার্য্য-পাঠক্রম চর্চা ও মূল্যায়ন
11. মিহির চ-ট্টাপাধ্যায়- পাঠক্রম চর্চা
12. প্রণব কুমার চক্রবর্তী-পাঠক্রম নীতি ও নির্মাণ

B.A. Education (Honours) Part-III
Paper-VIII
Full Marks-100
Educational Research and Practical

Course Objectives:

After completion the course the learners will be able to:

- Define and explain the meaning and nature of research.
- Define and explain the meaning and nature of Educational research.
- Identify source of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data.
- Analyze the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.
- Apply relevant statistical techniques to analyze data.

Group-A

Full Marks-50

Educational Research

Unit-I: Research-meaning and nature: **(8)**

- Meaning and nature of Research
- Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- Need of Research in Education

Unit-II: Educational Research- meaning, nature and types **(14)**

- Meaning, nature & scope of Educational Research
- Types of Research: Basic, Applied & Action Research; Longitudinal and Cross Sectional Research. Historical, Descriptive and Experimental research (meaning only)
- Importance of Educational Research.

Unit-III: Basic Ideas of Research **(16)**

- Characteristics of a good Research Problem
- Review of related Literature – purpose
- Variable – dependent and independent
- Research Hypothesis – meaning, nature and types
- Population , Sample and sampling- meaning

Unit-IV: Research Data: **(12)**

- Qualitative and Quantitative data
- Tool of data collection- characteristics, merits and demerits of questionnaire and interview
- Descriptive and Inferential statistics (meaning only)
- Steps of testing hypotheses

Group-B
Full Marks-50
Practical: Class Hour-100

Structure of Practical work

Item	Marks
Writing Report	40
Viva	10

Topic: (Each student is required to complete any one of the following)-

1. Each student is expected to collect two sets of data from their colleges or neighborhood school (sample size ≥ 50) for the following:

- Estimation of central tendencies and standard deviation.
- Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve, ogive, and location of median and quartile therein.
- Calculation of coefficient of correlation between two sets of data by appropriate statistical technique

2. Preparation of Term paper and PowerPoint presentation: Each student is asked to select a topic from the syllabus and write a term paper within 1000 words. Student is required to present the paper with the help of Power point projection (presentation 8 min. and interaction 2 min.).

3. Psychological Testing: Each student is required to administer one standardised test (like- Intelligence test, Personality test, Interest inventory, Aptitude test etc.) to subject/sample and write a report on this.

4. Project: 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 Objectives/questions/hypotheses (wherever possible).
 - Field identification – scope and delimitations.
 - Nature of information /data required- their sources.
 - Collection and organisation of data, analysing and drawing inferences.
 - Reporting.

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

5. Visit to a place of educational importance and writing a report (within 2000 words) on the following:

- Selection of place
- Educational Importance of the place
- Planning for visit
- Documenting and noting down the visit with important features
- Concluding remarks

Suggested Books:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. -দবশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
5. -মাঃ লুৎফুর রহমান, শওকত আলী খান এবং স্বপন কুমার দাস- গ-বষণা পদ্ধতি ও পরিসংখ্যান
6. জাকির -হা-সন- শিক্ষামূলক গ-বষণা

**CURRICULUM OF B.A.
IN
EDUCATION (GENERAL)**

B.A. Education (General) Part-I
Paper-I
Full Marks-100
Philosophical and sociological foundation of education

Course Objectives:

After completion the course the learners will be able to:

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.
- Discuss the meaning, nature and scope of Educational sociology and Relation between education and sociology
- Describe the Social factor and their relation to Education.
- Define social groups, socialization and Social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.

Group-A**Full Marks: 50****Philosophical Foundation of Education****Unit-I: Concept, Scope and Aim of Education (8)**

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Report of Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education: (14)

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
- c) Curriculum: Meaning and Types. Co-curricular activities.
- d) School: vision and functions.

Unit-III: Schools of Philosophy and national values (16)

- a) Western Schools of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

Unit-IV: Great Educators and their educational philosophy (12)

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

Group-B**Full Marks: 50****Sociological Foundation of Education****Unit-V: Educational Sociology (8)**

- a) Meaning, nature and scope of Educational sociology.
- b) Relation between education and sociology.
- c) Concept of Educational sociology and sociology of education.

Unit-VI: Social issues and Education (12)

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.

Unit-VII: Social groups and education (15)

- a) Social groups (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

Unit-VIII: Social change and Education (15)

- a) Social change: definition, characteristics, factors, Constraints and education as an instrument of social change.
- b) Education and Social Mobility.
- c) Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural)

Suggested Book:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. Y. K. Sharma – Sociological Philosophy of Education
6. A. P. Sharma – Indian and Western Educational Philosophy
7. S. S. Ravi – A Comprehensive Study of Education
8. M. Sharma – Educational Practices of Classical Indian Philosophies
9. S. S. Chandra & R. K. Sharma- Philosophy of Education
10. N. Arora – Educational Philosophy
11. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
12. B. R. Purkait – Great Educators
13. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
14. অরুণ -ঘাষ - শিক্ষাবিজ্ঞানের দর্শন ও মূলতত্ত্ব
15. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
16. দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন

17. -গৌরদাস হালদার এবং প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
18. বিভূরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
19. দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
20. সোনালী চক্রবর্তী-শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
21. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
22. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান

B.A. Education (General) Part-II**Paper-II****Full Marks-100****Educational psychology and educational guidance****Course Objectives:**

After completion the course the learners will be able to:

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.
- Elaborate the concept, nature, scope, types & importance of Guidance.
- Explain the concept of tools and techniques of Guidance.

Group-A**Full Marks: 50****Educational Psychology****Unit-I: Educational Psychology****(12)**

- a) Definition, Nature and Scope; Distinction between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning**(14)**

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

Unit-III: Intelligence**(12)**

Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford ; Measurement of Intelligence.

Unit-IV: Personality**(12)**

Definition, Theories – Types and Trait; Measurement of Personality; Concept of Individual differences in classroom.

Group-B
Full Marks:50
Educational Guidance

Unit-V: Concept of Guidance (12)

- a) Meaning & Definition, Characteristics, Scope of Guidance.
- b) Needs and importance of Educational Guidance services in Schools.
- c) Organization of Guidance programme in School

Unit-VI: Types of Guidance (14)

- a) Educational: Meaning, Characteristics, Purpose & Functions.
- b) Vocational: Meaning, Characteristics, Purpose & Functions.
- c) Personal: Meaning, Characteristics, Purpose & Functions.

Unit-VII: Concept of Counseling (12)

- a) Meaning & Definition, Characteristics, Scope of Counseling
- b) Needs and importance of Psychological Counseling.

Unit-VIII: Types of Counseling (12)

- a) Concept of different types; Eclectic Counseling.
- b) Difference between Guidance, Counseling and Teaching.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of Educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Gibson- Guidance and Counseling
11. NCERT- Guidance and Counseling
12. N. C. Basu- Educational and Vocational Guidance
13. S. S. Chauhan- Principles and Techniques of Guidance
14. সুশীল রায় - শিক্ষা মনোবিদ্যা
15. অরুণ ঘোষ - শিক্ষা মনোবিদ্যা
16. প্রমোদ বন্ধু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
17. বিজন সরকার - শিখন ও শিক্ষন
18. কম্পনা -সন বরাট এবং কনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
19. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
20. -দবাশিস পাল- নি-র্দশনা ও পরামর্শ
21. সনৎ কুমার -ঘোষ- শিক্ষায় সংগতি-অপসংগতি এবং নি-র্দশনা

B.A. Education (General) Part-II**Paper-III****Full Marks-100****Development of Education in India and Contemporary Issues in education****Course Objectives:**

After completion the course the learners will be able to:

- Discuss the development of education in India in historical perspectives.
- Discuss the British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Explain the Functions of Some Major Educational Organization in India.
- Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.

Group-A**Full Marks: 50****Development of Education in India****Unit-I: Education in 19th Century in India (10)**

- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar.
- d) Wood's Despatch (1854) and its impact on education.
- e) Indian Education Commission (1882-83) and its impact of education.

Unit-II: Education in 20th Century in India (1901-1944) (10)

- a) Educational reformer- Lord Curzon
- b) National education movement- Causes, Phases and Importance in Education.
- c) Basic Education- Concept, characteristics, merits and demerits.
- d) Sargent Plan Report (1944)-
Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

Unit-III: Education in Post Independence India**(20)**

- a) University Education Commission (1948-49)
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
- b) Secondary Education Commission (1952-53)
-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy
- c) Indian Education Commission (1964-66)

- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.

d) Asoke Mitra Commission (1991-92)

- Recommendations Regarding Primary and Secondary Education.

Unit-IV: National Policy on Education

(10)

a) National Policy on Education (1986)

-National System of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya.

b) Revised National Policy on Education-1992.

Group-B

Full Marks: 50

Contemporary issues in Education

Unit-V: Universalization of Elementary and Secondary Education

(12)

a) Universalization of Elementary Education- Meaning, Importance, Role of SSA- SSM, problems.

b) Universalization of Secondary Education- Meaning, Significance, Problems, RMSA.

Unit-VI: Functions of Some Major Educational Organization in India.

(8)

UGC, NAAC, NCERT, NCTE

Unit-VII: Higher Education in India

(12)

a) Role of Higher Education

b) Problems and RUSA

Unit-VIII: Issues in Education

(18)

a) Peace Education: Concept and needs.

b) Education for Sustainable Development: Meaning, aims & objectives, Needs.

c) Inclusive Education: Meaning and Needs.

d) Open & Distance Learning System: Meaning and needs

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
8. S. S. Ravi – A Comprehensive Study of Education
9. J. C. Aggarwal- Theory and Principles of Education
10. R. P. Pathak – Development and Problems of Indian Education

11. B. K. Nayak- Modern Trends and Issues in Education of India
12. -গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
13. অরুণ -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
14. রণজিৎ -ঘাষ- যুগ যুগ ভার-তর শিক্ষা
15. সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
16. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
17. ভক্তি ভূষণ ভক্ত-ভারতীয় শিক্ষার রূপ-রখা
18. -জ্যাতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস
19. দুলাল মুখোপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল - ভার-তর শিক্ষার চলমান ঘটনাবলী
20. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ - শিক্ষা ও উন্নয়ন

B.A. Education (General) Part-III
Paper-IV
Full Marks-100
Educational Technology and Evaluation in Education

Course Objectives:

After completion the course the learners will be able to:

- Understand the concept, nature and scope of educational technology.
- Explain the role of Communication & Multimedia Approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.
- Understand the concepts of measurement and evaluation in the field of education
- Understand different types of Tools and Techniques in the field of Education.
- Understand the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Describe the concept of statistics and its use in education
- Represent educational data through graphs.
- Use various statistical measures in analysis and interpretation of educational data.

Group-A
Full Marks: 50
Educational Technology

Unit-I: Educational Technology **(8)**

- a) Concept, Definition, Need of Educational Technology
- b) Types of Educational Technology: ET₁, ET₂, ET₃.

Unit-II: Communication & Media used **(12)**

- a) Communication Process: Concept, Components, Factors of classroom Communication.
- b) Audio, Visual and Audio-visual media used in education.
- c) Use of Computer in Education.

Unit-III: Instructional Technology **(10)**

- a) Mass Instructional Technology- Seminar, Team teaching (Concept, Advantage & Limitation)
- b) Personalized Instructional Techniques- Programmed Instruction (Concept, Advantage, Limitation)

Unit-IV: Educational Technology in Teaching **(20)**

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Level of Teaching: Memory, Understanding, Reflective.
- c) Models of Teaching: meaning, nature, families, Glaser's Basic teaching model

Group-B
Full Marks: 50
Evaluation in Education

Unit-V: Evaluation and Measurement (8)

- a) Concept, Scope and Need of Evaluation
- b) Relation between Measurement and Evaluation.
- c) Scales of Measurement- Nominal, Ordinal, Interval, Ratio.

Unit-VI: Characteristics of a good test (10)

- a) Reliability- Concept, Characteristics, Causes of low Reliability,
- b) Validity- Concept, Causes of low Validity, Types,.
- c) Objectivity- meaning and nature.

Unit-VII: Tools and Techniques of Evaluation (20)

- a) Tools:
 - o Tests- Essay type and Objective type (Advantage and Disadvantage)
- b) Techniques:
 - Observation, CRC, Interview.
- c) Formative and Summative Evaluation

Unit-VIII: Statistics in Education (12)

- a) Meaning, Nature and Needs of Educational Statistics
- b) Measures of Central Tendency- Mean, Median and Mode; their properties, calculations and applications.
- c) Graphical Representation of Data- Histogram, Frequency Polygon - uses (Using 75% rule)

Suggested Books:

1. K. Sampath- Introduction to Educational Technology
2. R. P. Pathak- New Dimensions of Educational Technology
3. U. Rao – Educational Technology
4. K. L. Kumar- Educational Technology
5. J. Mohanty- Educational Technology
6. S. K. Mangal- Statistics in Education and Psychology
7. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
8. E. Garret- Statistics in Education and Psychology
9. R. A. Sharma- Mental Measurement and Evaluation
10. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
11. তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
12. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
10. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি
11. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
12. -দবশিস পাল এবং -দবশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
13. পূর্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
14. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ