

University of Gour Banga



Curriculum with CBCS

EDUCATION

(Honours & General)

Three Years Bachelor Degree Course Curriculum

(With effect from the session 2021-2022)

Department of Education

University of Gour Banga

Mokdumpur, Malda-732103

West Bengal

**B.A. HONOURS EDUCATION
SYLLABUS (CBCS) OF
UNDER-GRADUATE**

Semester Wise Course Structure Under CBCS for B.A. (Honours) Programme

Courses							
Semester	Discipline Core (DC)	Discipline Specific Elective (DSE)	Generic Elective (GE)	Ability Enhancement Compulsory (AEC)	Skill Enhancement Course (SEC)	Credits	Marks
SEM - I	DC – 1 (6) DC – 2 (6)	---	GE – 1 (6)	ENVIS (2)	---	20	200
SEM - II	DC – 3 (6) DC – 4 (6)	---	GE – 2 (6)	Communicative English / Communicative Bengali/ MIL (2)	---	20	200
SEM - III	DC – 5 (6) DC – 6 (6) DC – 7 (6)	---	GE – 3 (6)	---	---	24	200
SEM - IV	DC – 8 (6) DC – 9 (6) DC – 10 (6)	---	GE – 4 (6)	---	---	24	200
SEM - V	DC – 11 (6) DC – 12 (6)	DSE- 1 (6) DSE- 2 (6)	---	---	SEC – 1 (2)	26	250
SEM - VI	DC – 13 (6) DC – 14 (6)	DSE- 3 (6) DSE/DP- 4 (6)	---	---	SEC – 2 (2)	26	250
Total	---	---	---	---	---	140	1300

- I. Each course is of 50 marks for examination.
- II. **DC, DSE and GE:** Each course is of 6 credits for course work per week.
- III. **Non-Practical Based Course:** Theory – 5 Credits + Tutorial – 1 Credit.
- IV. **Practical Based Course:** Theory – 4 Credits + Practical – 2 Credits.
- V. **Credit** = 1 hour duration of teaching (lecture/tutorial) or 2 – hours duration of practical period.
- VI. **AEC and SEC:** Each Course is of 2 credits per week.
- VII. **GE:** An Hons. Student has to study two disciplines (other than Hons. Discipline) as GE having two Courses each.
- VIII. **DSE:** A student has to select two DSE courses out of at least three options provided by the main discipline in SEM – V and SEM – VI.
- IX. **DP:** (Optional) Dissertation/ Project Work in lieu of one DSE – 4 in 6th Semester.
- X. **MIL:** Modern Indian Language.

Marks & Question Type Distributions for Honours Course

No. of Courses	Total Credits	Total Marks	Division of Marks for Each Course					
			Full Marks of Each Course	Internal Assessment (IA)		End Semester Examination (ESE)		
				Attendance (4%)	Cont. Evalu/ Test (6%)	Theoretical		Practical
						Descriptive	MCQ	
14DC	14x6=84	14x50=700	50 (Non-Practical Course)	10		40	NIL	NIL
			50 (Practical Course)	10		25	NIL	15
04 DSE	04x6=24	4x50=200	50 (Non-Practical Course)	10		40	NIL	NIL
			50 (Practical Course)	10		25	NIL	15
04 GE	04x6=24	4x50=200	50 (Non-Practical Course)	10		40	NIL	NIL
			50 (Practical Course)	10		25	NIL	15
02 SEC	02x2=04	2x50=100	50	10		40	NIL	NIL
AEC – 1 (ENVS)	01x2=02	1x50=50	50	10 (PROJECT)		NIL	40	NIL
AEC –2 (Communicative Bengali/ English)	01x2=02	1x50=50	50	10		NIL	40	NIL
Grand Total	140	1300	---	---		---	---	---

B.A. (Honours) in Education

Discipline Core (DC)

Semester	Course	Name of the Course	Full Marks	Credits
SEM - I	DC- 1	Philosophical Foundation of Education	50	6
	DC- 2	Sociological Foundation of Education	50	6
SEM - II	DC- 3	Psychological Foundation of Education	50	6
	DC- 4	Education in Ancient Mediaeval and Pre-Independent India	50	6
SEM - III	DC- 5	Education of India after Independence	50	6
	DC- 6	Approaches to Indian Education	50	6
	DC- 7	Contemporary Issues in Indian Education	50	6
SEM - IV	DC- 8	Educational Evaluation	50	6
	DC- 9	Statistics in Education	50	6
	DC- 10	Educational Management	50	6
SEM - V	DC- 11	Educational Technology	50	6
	DC- 12	Educational Guidance and Counselling	50	6
SEM - VI	DC- 13	Curriculum Construction	50	6
	DC- 14	Educational Thoughts	50	6
Total =			700	84

Discipline Specific Elective (DSE)

Semester	Course	Name of the Course	Full Marks	Credits
SEM - V	DSE - 1	Inclusive Education	50	6
	DSE - 2	Mental Health	50	6
SEM - VI	DSE - 3	Basics of Research Methodology	50	6
	DSE - 4	Project on any one from the following: i) Survey on Environmental Awareness ii) Survey on Sanitation & Nutrition iii) Preparation of Standardized Achievement Test iv) Literacy Campaign v) Report on Educational Tour vi) Seminar Presentation with PPT	50	6
Total =			200	24

Generic Elective (GE)

Semester	Course	Name of the Course	Full Marks	Credits
SEM - I	GE-1	Philosophical Foundation of Education	50	6
SEM - II	GE-2	Psychological Foundation of Education	50	6
SEM - III	GE-3	Sociological Foundation of Education	50	6
SEM - IV	GE-4	Historical Perspective of Education	50	6
		Total =	200	24

Skill Enhancement Course (SEC)

Semester	Course	Name of the Course	Full Marks	Credits
SEM-V	SEC-1	Standardization of Test	50	6
SEM-VI	SEC-2	Development of Academic Achievement Test & its Standardization	50	6
		Total=	100	12

EDUCATION HONOURS

SEMESTER-I

DC-1 (DISCIPLINE CORE-1)

Philosophical Foundation of Education

Course objectives:

Objectives of this course are–

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

Course Contents:

Unit – I: Meaning of Education

Credit 1

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

Unit – II: Philosophy of Education

Credit 2

- ❖ Philosophy of Education: Meaning, Concept, Nature, Scope and Implication.
- ❖ Schools of Indian Philosophy of Education:
 - Vedic Schools (Sankhya, Yoga, Naya),
 - Non-Vedic Schools (Charvaka, Buddhist, Jain) and
 - Islamic Philosophy – Their educational ideology and contributions.
- ❖ Schools of Western Philosophy of Education: Idealism, Naturalism, Marxism and Pragmatism – Their educational ideology and contributions.

Unit – III: Forms and Factors of Education

Credit 1

❖ Forms of Education:

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

❖ Factors of Education:

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

Unit – IV: Roles of Education

Credit 1

- ❖ National Integration, International Understanding and Democracy.

Unit – V: Education for Discipline

Credit 1

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

Suggested Readings:

1. Aggarwal, J.C.: Theory and Principles of Education: Philosophical and Sociological Bases of Education.
2. Banerjee, A.: Philosophy and Principles of Education.
3. Chakraborty, J. C.: Modern Education.
4. Mukherjee, K.K.: Principles of Education.
5. Sushil Ray: Shikshatattwa.
6. Arun Ghosh: Shikshatattwa & Shiksha Darshan
7. Bibhuranjan Guha: Shikshai Pathikrita.
8. Gourdas Halder & Prasanta Sharma: Shikshatattwa & Shiksha Niti.
9. A. K. Pal: Sikshadarshner Ruparekha

DC -2 (DISCIPLINE CORE -2)

Sociological Foundation of Education

Course objectives:

Objectives of this course are –

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

Course Content:

Unit – I: Sociology of Education

Credit 1

- ❖ Meaning of Educational Sociology & Sociology of Education
- ❖ Relationship between Sociology and Education.
- ❖ Sociological determinants of education.

Unit – II: Social Change

Credit 2

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

Unit – III: Social Group and Socialization

Credit 2

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

Unit – IV: Education and Culture

Credit 1

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

Unit – V: Current Social Problems in India

Credit 1

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

Suggested Readings:

1. Sharma, Y. –Sociology of Education
2. Brown, F.L.-Educational Sociology

3. Gisbert, P.-Fundamentals of Sociology.
4. Chakraborty, J.C.-Educational Sociology.
5. Durkhiem -Sociology of Education
6. Bottroll - Applied principles of Educational Sociology
7. Rao, M.S.A -Education, Social Stratification
8. Dighburn, W.F-Social Exchange.
9. Aggarwal-Theory and Principle of Education
10. Aggarwal-Philosophy and Social Basis of Education
11. Tarafdar, M.: Sikshashrayi Samajbigyan
12. Chakraborty, Sonali.: Shikshar Samaj Boignanik Vitti

GE -1 (GENERIC ELECTIVE -1)

Philosophical Foundation of Education

Course Objectives:

To enable the student to understand:

1. the general aims of education along with nature, types and scope of education;
2. The meanings of major philosophies of education and their functions in education.
3. The meaning, nature and types of curriculum and principles of curriculum construction.
4. The lives of major philosophers of education and their thoughts in education.
5. The importance of education for national integration, international understanding, human resource development and leisure.

Course Content:

Unit – I: Meaning of Education and Philosophy

Credit 2

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

Unit – II: Relationship between Education and Philosophy

Credit 2

- Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education with special reference to aims, process and curriculum - Idealism, Naturalism and Pragmatism
- Factors of Education: The child – its innate endowment and environment, The teacher - qualities & responsibilities

Unit – III: Philosophical Perspective of Education

Credit 2

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

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

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. Mukherjee, K.K.: Principles of Education.
5. Sushil Ray: Shikshatattwa.
6. Arun Ghosh: Shikshatattwa & Shiksha Darshan
7. Bibhuranjan Guha: Shikshai Pathikrita.
8. Gourdas Halder & Prasanta Sharma: Shikshatattwa & Shiksha Niti.
9. A. K. Pal: Sikshadarshner Ruparekha

SEMESTER –II
DC -3 (DISCIPLINE CORE -3)
Psychological Foundation of Education

Course objectives:

Objectives of this course are –

- 1) To enable the student to understand the meaning and scope of educational psychology.
- 2) To enable to understand the dimensions of growth (e.g., social, emotional, creative and intellectual) and the causes of individual differences.
- 3) To develop understanding of the process of learning and teaching and problems of learning.
- 4) To acquaint them with the knowledge of Intelligence and Creativity.
- 5) To enable them to understand different aspects of personality and means of developing an integrated personality.

Course Content:

Unit – I: Educational Psychology and Knowledge Acquisition

Credit 1

- Meaning, Nature, Scope, Methods and Applications of Educational Psychology in teaching-learning process.
- Relationship between Psychology and Education.
- Sensation, Perception and Concept Formation – Meaning, Nature and Types.
- Memory– Meaning, Nature and Types, and Forgetting.

Unit – II: Growth and Development

Credit 1

- Growth and Development – Meaning, Nature and Principles.
- Stages of development with special reference to Infancy, Childhood and Adolescence.
- Cognitive development (Piaget).
- Individual Differences–Meaning, Types, Causes, Areas and Role of teachers for minimizing the individual differences in classroom situation.

Unit – III: Learning and Creativity

Credit 2

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

Unit – IV: Intelligence and Personality

Credit 2

- Intelligence – Meaning, Nature and Theories (Spearman, Thurstone, Guilford and their educational significance).
- Measurement of Intelligence–Types of Tests (Binet and Wechsler) and their uses.

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

Suggested Readings:

- 1) Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley.
- 2) Berk, L.A. (2003). Child Development, Delhi: Pearson Education.
- 3) Baron, R.A. (2001). Psychology, Delhi: Prentice Hale.
- 4) Norman Sprinthal and Richard, C. Sprinthal, Educational Psychology: McGraw-Hill Publishing Company.
- 5) Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.
- 6) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.
- 7) Kundu, C.H. and Tutoo, D.N.: Educational Psychology: Sterling Publication.
- 8) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.
- 9) Sushil Ray -Shiksha Manovidya.
- 10) Arun Ghosh -Shikshashrayee Monobigyan.
- 11) Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan.

DC -4 (DISCIPLINE CORE -4)

Education in Ancient, Medieval and Pre-Independence India

Course Objectives:

Objectives of this course are

1. To be acquainted with the salient features of education in India in Ancient & Medieval times.
2. To be acquainted with the development of education in British India.
3. To be acquainted with the development of education in Independent India, including significant points of selected Education.
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

Course Contents:

Unit – I: Education in Ancient India

Credit 2

- Vedic Period: Aims of Education, Structure, Curriculum, Methods, Discipline, Teacher-Student relation and contribution.
- Buddhist Period: Aims of education, Structure, Curriculum, Methods, Discipline, Teacher-student relation and contribution.

Unit – II: Education in Mediaeval India

Credit 2

- Mediaeval Period: Aims of education, Structure, Curriculum, Methods, Discipline Teacher-Student relation and contribution. Educational activities of Firoj Shah, Great Akbar and Aurangzeb.

Unit – III: Education in Pre-Independent India

Credit 2

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

Suggested Readings:

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Adam's Report.
3. Banerjee. J.P. -Education in India-Past, Present and Future.
5. Keay, F.E. -Indian Education in Ancient Times.
6. Mukherjee, S.N. -History of Education (Modern Period).
7. Nurulla, S., Naik, J.P. -History of Education in India.
8. Purkait, B.R. -History of Indian Education.
9. Rawat, P.L. -History of Indian Education.

GE -2 (GENERIC ELECTIVE -2) Psychological Foundation of Education

Course Objectives:

- To state the meaning, scope and uses of psychology in education.
- To develop knowledge about human growth and development up to the stage of adolescence.
- To specify the meaning and purpose of learning and factors influencing learning.
- To understand the concept of habit, emotion and memory.
- To comprehend the concept of intelligence and personality, their meaning and measurement.

Course Contents:

Unit – I: Psychology and Learning

Credit 3

- Psychology - Its meaning, nature and scope. Relationship between Education and Psychology. Distinction between psychology and educational psychology.
- Stage of human development: infancy, childhood, latency and adolescent, their needs, significance and problems.

- Learning: Learning and maturation, Essential aspects of different theories and Laws of learning, motivation in learning, Theories of learning (Pavlov, Thorndike, Skinner)

Unit – II: Psychological Perspective of Education

Credit 3

- Habits – meaning of habit and its role and implication in education.
- Emotions – their meaning, characteristics and place of emotions in education and their sublimation.
- Memory and forgetting.
- Intelligence – concepts, definitions, theories and measurement (Spearman's Two Factor Theory, Thurstone's Multiple Factors and Guilford's SOI Model).
- Personality – Concept, traits, development of personality and its assessment

Suggested Readings:

- 1) Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley.
- 2) Berk, L.A. (2003). Child Development, Delhi: Pearson Education.
- 3) Baron, R.A. (2001). Psychology, Delhi: Prentice Hale.
- 4) Norman Sprinthal and Richard, C. Sprinthal, Educational Psychology: McGraw-Hill Publishing Company.
- 5) Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.
- 6) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.
- 7) Kundu, C.H. and Tutoo, D.N.: Educational Psychology: Sterling Publication.
- 8) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.
- 9) Sushil Ray -Shiksha Manovidya.
- 10) Arun Ghosh -Shikshashrayee Monobigyan.
- 11) Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan.

SEMESTER –III
DC -5 (DISCIPLINE CORE -5)
Education of India after Independence

Course Objectives:

Objectives of this course are

- To have an adequate knowledge of the commendations of various commissions and committees on Indian Education.

Course Contents:

Unit – I:

Credit 2

- University Education Commission, Secondary Education Commission, and Indian Education Commission (Views on different Aspects of education)

Unit – II:

Credit 2

- National Education Policy (1986, 1990 and 1992-POA), National Knowledge Commission, Sachar Commission, Ranganath Mishra Commission.

Unit – III:

Credit 2

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

Suggested Readings:

1. Banerjee. J.P. -Education in India-Past, Present and Future.
2. Mukherjee, S.N. -History of Education (Modern Period).
3. Nurulla, S., Naik, J.P. -History of Education in India.
4. Purkait, B.R. -History of Indian Education.
5. Rawat, P.L. -History of Indian Education.
6. Govt. of India Report of University Education Commission (1948-49).
7. Govt. of India Report of Secondary Education Commission (1952-53).
8. Report of Education Commission (1966): Education and National Development, Ministry of Education, New Delhi.
9. Ministry of Law and Justice (2009). Right to Education. Govt. of India.

DC -6 (DISCIPLINE CORE -6)

Approaches of Indian Education

Course Objectives:

1. To develop an understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them.

Course Contents:

Unit – I: Elementary Education

Credit 1

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

Unit – II: Secondary Education

Credit 1

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

Unit – III: Higher Education

Credit 2

- Objectives, Importance, Problems and Government Initiations. Role of AIU, NCTE, NAAC and NUEPA in the field of Higher Education.

Unit – IV: Open, Distance and Correspondence Education

Credit 1

- Meaning, Objectives, Importance and Problems. Role of UGC – DEB, IGNOU and NSOU in the field of Distance Education.

Unit – V: Technical and Vocational Education

Credit 1

- Meaning, Objectives, Importance, Problems and Government Initiations. Role of AICTE and WBSCVET in the field of Technical and Vocational Education.

Suggested Readings:

1. Mohanty, J. (2004): Modern Trends in Indian Education, Deep and Deep Publications, Pvt. Ltd, New Delhi.
2. Saxena, V. (2012): Contemporary Trends in Education, Pearson, Delhi
3. J.C. Aggarwal-Education in the Emerging Indian Society.
4. P.R. Ramanujam (Ed)- Globalization, Education and Open Distance Learning.
5. Mukherjee, S.N. (1964). Education in India, Today and Tomorrow. Baroda: Acharya Book Depot.

6. Chakraborty Aniruddha and Islam Nijairul (2012): Sikshar Itihas O Sampratik Ghatana Prabaha Classic Books, Kolkata.
7. Mukhopadhyay Dulal, Sarkar Bijan, Halder Tarini and Pal Abhijit Kumar (2014): Bharater Shikshar Chalaman Ghatanabali, Aheli Publishers, Kolkata.

DC -7 (DISCIPLINE CORE -7)

Contemporary Issues in Indian Education

Course Objectives:

1. To understand the meaning and perspectives of women Education,
2. To understand the meaning and perspectives of Social Education,
3. To understand the meaning and perspectives of Environmental Education,
4. To understand the meaning and perspectives of Population Education,
5. To understand the meaning and perspectives of Peace and Value Education

Course Content:

Unit – I: Women Education

Credit 2

- Meaning. Objectives, Importance, Barriers, Government initiations and view of Different commissions and committees.

Unit – II: Social Education

Credit 1

- Meaning. Objectives, Importance, Barriers, Government initiations.

Unit – III: Environmental Education

Credit 1

- Meaning. Objectives, Importance, causes of environmental pollution and Government initiations in preserving environment and preventing pollutions.

Unit – IV: Population Education

Credit 1

- Meaning. Objectives, Importance, causes for rapid growth of population and Government Initiations. National Population Policy – 2000.

Unit – V: Peace and Value Education

Credit 1

- Meaning. Objectives, Importance, causes of declining, Role of education. Yoga education – Meaning, Nature, Objectives, Importance.

Suggested Readings:

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

3. Bandhopadhyay, M. and Subrahmanian, R. (2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report, Chapter 1, Consortium for Research on Educational Access, Transitions and Equity.
4. Madan, G.R. (2002): Indian Social Problems, Vikash Publishing House, New Delhi.
5. Chatterji, S. A. (1993). The Indian Women in Perspective, New Delhi: Vikas Publishing
6. Pandey, Sanjoy (2004). Peace Education. New Delhi: NCERT
7. Yoga Education – Bachelor of Education Programme (2015). NCTE Publication, St. Joseph Press, New Delhi.

GE -3 (GENERIC ELECTIVE -3)

Sociological Foundation of Education

Course Objectives:

To enable the student to understand:

1. The meaning, scope and uses of Educational Sociology.
2. The meaning, nature and types of social groups and their functions in education.
3. The meaning and nature of culture and interrelation between education and culture.
4. The meaning, nature and factors of social change and role of education for social change.

Course Content:

Unit – I: Sociological Perspective of Education

Credit 3

- Educational Sociology: Meaning, Concept, Nature and Importance. Relation between Education and Sociology.
- Social Group: Meaning, Concept, Nature and Types of Groups. Role of Primary and Secondary Groups in Education

Unit – II: Society for Education

Credit 3

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

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. Aggarwal-Philosophy and Social Basis of Education
8. Tarafdar, M.: Sikshashrayi Samajbigyan
9. Chakraborty, Sonali.: Shikshar Samaj Boignanik Vitti

SEMESTER –IV
DC -8 (DISCIPLINE CORE -8)
Educational Evaluation

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 measuring analysis and interpretation of relevant educational data.

Course Content:

Unit – I: Meaning of Measurement and Evaluation

Credit 2

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

Unit – II: Measurement Instrument

Credit 2

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

Unit – III: Test Standardization

Credit 2

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

Suggested Readings:

1. Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
2. Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956). Taxonomy of Educational Objectives. New York: Longman Greenland Company
4. Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson

5. Earl, L.M. (2006). Assessments of 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. Sushil Roy- Mulyayan: Niti O Koushal

DC -9 (DISCIPLINE CORE -9)

Statistics in Education

Course Objectives

- To develop the ability to represent educational data through graphs and to develop skill in analyzing different descriptive measures.

Course Contents:

Unit – I: Concept of Statistics

Credit 1

- Meaning nature and scope of Educational Statistics. Sources of educational data and use of Educational Statistics. Significance of Statistic.

Unit – II: Concept of Variable and Data

Credit 1

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

Unit – III: Measures of Central Tendency

Credit 1

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

Unit – IV: Concept of Normal Distribution

Credit 1

- Properties and uses of Normal Probability Curve in interpreting test scores. Divergence from normality –Skewness and Kurtosis.
- Derived Scores: Z-Score, T-Score and Stannine – their uses, percentile Point and Percentile Rank.

Unit – V: Bivariate Distribution

Credit 2

- Correlation – Meaning, Concept and Types. Computation of Coefficients of Correlation by Rank Difference and Product Moment Methods. Interpretation of Coefficients of Correlations.

Suggested Readings:

- Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall of India Private Limited
- Garrett, H.E. (1971). Statistics in Psychology and Education. New Delhi: Paragon International Publisher
- Ferguson, G.A. (1971). Statistical Analysis in Psychology and Education. Kogakusha, Tokyo: McGraw-Hill
- Guilford, J.P. & Fruchter, B. (1981). Fundamental Statistics in Psychology and Education. New York: McGraw Hill
- McCall, R. (1993). Fundamental Statistics for the Behavioral Science. New York: Harcourt Brace

DC -10 (DISCIPLINE CORE -10) **Educational Management**

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.

Unit – I: Educational Management

Credit 2

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

Unit – II: Leadership

Credit 1

- Leadership in Management– Meaning, Concept, Nature.
- Characteristics of an Effective Leader in Education.
- Types of Leaders in Education.

Unit – III: Aspects of Educational Management

Credit 2

- Student Welfare and Auxiliary Services including School Health Services;
- School Plant including Equipment and Assets;
- Sanitation and Beautification;
- Institutional Climate and Discipline;
- Hostel and Staff Accommodation;
- Management of Finance including budget allocation

Unit – IV: Educational Planning

Credit 1

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

Suggested Readings:

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

GE -4 (GENERIC ELECTIVE -4) Historical Perspectives of Education

Course Objectives:

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. British's influence of Indian education.
3. The role of Indian thinkers in education during British period.
4. The committees and commissions in British Indian education.
5. The committees and commissions in independent Indian education

Course Contents:

Unit – I: Historical Foundation of Education

Credit 3

- ❖ A Synoptic view of Education in:
 - (a) Vedic, (b) Buddhist and (c) Medieval periods.
- ❖ Status of Education System in Pre-Independent India
 - Advent of the Missionaries: Serampore Mission and the activities of the Serampore Missionaries regarding extension of education
 - Adam, Munroe, Elphinstone's Report on Indigenous education.
 - Macaulay's Minutes and Bentinck's Resolution of 1835.
 - Wood's Despatch-1854.
 - Lord Curzon's educational policy. Growth of national consciousness. National education movement

Unit – II: Commission of Education

Credit 3

- Recommendations of Indian Education commission- 1882, its influence on the subsequent development of education.
- Essential features of the Sadler Commission Report-1917.
- Wardha Scheme of Education-1937.
- Radhakrishnan Commission-1948
- A Synoptic study of changes in School System-Primary and Secondary (Structure and curricular only after independence).
- Mudaliar Commission 1953.
- Kothari Commission 1964-66.
- National Policy on Education 1986

Suggested Readings:

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Adam's Report.
3. Banerjee. J.P. -Education in India-Past, Present and Future.
5. Keay, F.E. -Indian Education in Ancient Times.
6. Mukherjee, S.N. -History of Education (Modern Period).
7. Nurulla, S., Naik, J.P. -History of Education in India.
8. Govt. of India Report of University Education Commission (1948-49).
9. Govt. of India Report of Secondary Education Commission (1952-53).
10. Report of Education Commission (1966): Education and National Development, Ministry of Education, New Delhi.
11. Chattapadyay Saroj: Bharatiya Shikshar Bikash Ebong Samasya, New Central Book Agency, Kolkata

SEMESTER –V
DC -11 (DISCIPLINE CORE -11)
Educational Technology

Course Objectives:

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

Course Contents:

Unit – I: Educational Technology

Credit 1

- Technology: Meaning, Concept, Nature, Scope, Need and Functions. Types of Educational Technology: ET-1, ET-2 and ET-3.

Unit – II: Communication

Credit 2

- Communication and Educational Technology, Components of communication process. Role of communication in effective teaching-learning process, Factors affecting classroom communication.
- Use of media in Education: Audio (Radio and Tape), Visual (Projector), Audio–Visual (T.V. & CCTV)

Unit – III: Instructional Techniques

Credit 2

- Mass Instructional Technique – Lecture, Seminar and Demonstration Method (Meaning, Nature, Advantages and Limitations).
- Personalized Techniques–Programmed learning, Computer Assisted Instruction and Microteaching (Meaning, Nature, Advantages and Limitations).

Unit – IV: Open and Distance Learning

Credit 1

- Open and Distance Education: Meaning, Concepts, Nature, Scope, and Usefulness – Application of Educational Technology in Distance Education.

Suggested Readings:

1. Sampath et al. (1981): Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.
2. Singh, L.C. (2010). Educational Technology for Teachers and Educators. New Delhi: Vasunandi Publication.
3. Kumar, K.L. (2008): Educational Technology. New Delhi: New Age International Pvt. Ltd.
4. Mukhopadhyay, M. (2001). Educational Technology: Challenging Issues. New Delhi: Sterling.
5. Agarwal, J.C.: Essentials of Educational Technology: Teaching learning, Innovation in Education

6. Venkataiah, N. (1996): Educational Technology. New Delhi: APH Publishing Corporation.
7. Walia, J.S. - Essentials of Educational Technology. Jalandhar: Paul Pub.
8. Sen, Malay Kumar: Shiksha Prajuktibigyan

DC -12 (DISCIPLINE CORE -12)

Educational Guidance and Counseling

Course Objectives:

1. To help in understanding the meaning and importance of guidance and counseling.
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To understand the qualities of an ideal counselor.
4. To develop interest in one's own personal and professional growth.
5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.

Course Contents:

Unit – I: The Concept of Guidance

Credit 1

- Meaning, Nature and Scope of Guidance.
- Economical, Psychological and Sociological bases of Guidance.
- Need and Importance of Educational Guidance Services in Schools.
- Types of Guidance.

Unit – II: Educational Guidance

Credit 2

- Basic data necessary for educational guidance – pupils 'abilities, aptitudes, interests and attitudes, educational attainments and personality traits.
- Construction, administration and interpretations of (i) Cumulative Record Cards, (ii) Interest Inventories.

Unit – III: The Concept of Counseling

Credit 2

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

Unit – IV: Maladjustment and Adjustment Mechanism

Credit 1

- Causes and symptoms of Maladjustment – Genetic pre-disposition and environment factors.
- Frustration, Conflicts and Anxiety – Role of school in preventing mal-adjustment.
- Adjustment mechanisms.

Suggested Readings:

1. Crow, L.D., Crow, A.: An Introduction to Guidance.
2. Bhatia, K.K.: Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3. Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba & Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt. Ltd.
5. Madhukar, I.: Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B.: Guidance in the Modern School. New York, Rinehart 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
9. Subir Nag, Gargi Dutta: Sangati Bidhane Nirdeshona O Paramarshadan
10. Pal, D.: Siksha Brittite Nirdeshana O Paramarshadan. Kolkata: Rita Publications

DSE -1 (DISCIPLINE SPECIFIC ELECTIVE -1) Inclusive Education

Course Objectives:

To enable the students

1. To comprehend the basic characteristics of inclusive education.
2. To comprehend the needs of inclusive education in modern society.
3. To understand the basics related to design the platform of inclusive education.

Course Content:

Unit – I: Introduction of Inclusive Education

Credit 3

- Definition, concept and importance of inclusive education.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children in the context of Right to Education.

Unit – II: Designing the Classroom for Inclusive Education

Credit 3

- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.

- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Suggested Readings:

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education
2. Jha. M. (2002). Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
3. Sharma P.L. (2003). Planning Inclusive Education in Small Schools, RIE, Mysore
4. Sharma, P.L. (1990). Teachers' Handbook on IED – Helping children with Special Needs NCERT Publication.
5. Nanda, B.P.: School Without Walls in 21st Century: From Exclusion to Inclusion Practices in Education. Mittal Publications, New Delhi.
6. Maity N.C., Ganguly, Amlan: Nibir Shikhhoner Monostattwa. Aheli Publisher.

DSE -2 (DISCIPLINE SPECIFIC ELECTIVE -2)

Mental Health

Course Objectives:

1. To comprehend the meaning of mental health and mental hygiene
2. To comprehend the meaning of mental illness and maladjustment

Course Contents:

Unit – I: Concept of Mental Health & Hygiene

Credit 3

- Concept of Mental Health, qualities of a good mental health.
- Concept and objectives of Mental Hygiene

Unit – II: Concept of Mental Illness

Credit 3

- Concept of mental illness, Korchin's five levels of dysfunction
- Concept of Normality and Abnormality, Classification of Abnormal Behaviour
- Maladjustment (social, marital and occupational)
- DSM – IV

Suggested Readings

1. Bernard, Harold W & Fullmer Daniel W. (1977). Principles of Guidance, Second Edition, New York -Thomas Y. Crowell Company.
2. Jones, J.A. (1970). Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. McGowan, J.P. Chmidt. (1962). Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
4. Tolbert, E.L. (1967). Introduction of Counselling, New York, McGraw Hill.
5. Taxler, A.E. (1964). Techniques of Guidance, New York, McGraw Hill.
6. Atwater, E. (1994). Psychology for Living, Adjustment, Growth and Behaviour Today; 5th ed; New Jersey: Prentice Hall
7. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.

SEC -1 (SKILL ENHANCEMENT COURSE -1)

Standardization of Test

Course Objectives:

1. To comprehend the perspectives of test standardization.

Course Contents:

Unit –I: Standardizing

Credit 3

- Meaning of Standardization, Characteristics, Approaches of standardizing a test, Importance of Standardization, Nature of Teacher-Made Test, Basic features of a test

Unit – II: Standardization of Achievement Test

Credit 3

- Meaning and nature of a dimension, weightage specification, Item specification, Item construction, Significance of a blue-print in test construction.

Suggested Readings:

- 1) Mangal, S.K. (2012), Statistics in Psychology and Education, PHI Learning Pvt, New Delhi.
- 2) Rath, R.K. (2010), Fundamentals of Educational Statistics and Measurement, Kalyani Publisher, Ludhiana.
- 3) Mete, J. et al. (2011), Teacher, Instruction and Evaluation, Rita Publication, Kolkata.
- 4) Pal, D. (2014), Evaluation and Guidance in Education, Rita Publication, Kolkata.
- 5) Acharya, P. (2002), Evaluation in Education, Shreetara Prakasani, Kolkata.
- 6) Ray, S. (2007), Evaluation: Principles and Techniques, Soma Book Agency, Kolkata.
- 7) Najneen, R. (2008), Measurement and Evaluation, Mita Traders, Chattagram, Dhaka.
- 8) Chakraborty, A. & Islam, N. (2011), Teacher Teaching Evaluation, Classic Books, Kolkata.

SEMESTER –VI
DC -13 (DISCIPLINE CORE -13)
Curriculum Construction

Course Objectives:

1. To understand the meaning, concept and scope of curriculum.
2. To understand the basis of curriculum construction, transaction evaluation and innovation.

Course Contents:

Unit – I: Curriculum Prospect

Credit 2

- Meaning, Modern Concept and Nature of Curriculum–its relation with aims and objectives of education. Relation among Curriculum, Syllabus and Lesson.
- Co-curricular Activities: Meaning, Nature, Types and Importance. Relation between Curriculum and Co-curricular Activities.
- Different types of Curriculum (Traditional and Modern)–their relative merits and demerits. Concepts of Balanced Curriculum, Explicit or Written Curriculum, Hidden Curriculum, Holistic view of curriculum.
- Bloom’s Taxonomy of Educational objectives (an overview).

Unit – II: Curriculum Framework

Credit 2

- Curriculum framework at different levels of education.
- Principles of curriculum construction, methods of organization of syllabus in formulating curriculum operations.

Unit – III: Curriculum Development

Credit 1

- Curriculum Development–its process: Role of curriculum development. Culture-Based, Knowledge-Based, Need-Based Curriculum.

Unit – IV: Curriculum Evaluation

Credit 1

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

Suggesting Readings:

1. Kumari, Sarita & Srivastava, D.S. – Curriculum and Instruction, Isha Books, Delhi.
2. Hooper, Richard – Curriculum Design.
3. Taylor, P.H. & Richards, C.M.–An introduction to Curriculum Studies.
4. Mrunalini, T. – Curriculum Development, Pearson Education.
5. Bhalla, N. – Curriculum Development.
6. Khan, M.I. & Nigam, B.K. – Evaluation and Research in Curriculum Construction.
7. Chakraborty, Pranab Kumar: Pathyakram: Niti O Nirman Classic Books Publishers, Kolkata.

DC -14 (DISCIPLINE CORE -14)

Educational Thoughts

Course Objectives:

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

Course Contents:

Unit – I: Educational Thinkers of East

Credit 3

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

- M. K. Gandhi,
- Swami Vivekananda
- Rabindranath Tagore
- Sri Aurobindo

Unit – I: Educational Thinkers of West

Credit 3

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

- Rousseau
- John Dewey
- Montessori
- Froebel

Suggested Readings:

1. Mukherjee, K.K.: Some Great Educators of the World.
2. Purkait, B. R.: Great Educators.
3. Sharma, Y. K.: Educational Thinkers (Eastern and Western)
4. J.C. Aggarwal, S. Gupta: Great Philosophers and Thinkers on Education.
5. Baby Dutt & Debika Guha: Shiksha Darshan O Darshnikder Abadan. Pragatishil Prakashak, Kolkata.

DSE -3 (DISCIPLINE SPECIFIC ELECTIVE -3)

Basics of Research Methodology

Courses Objectives:

To enable the students to:

1. Describe the nature and process of research in education.
2. Describe and differentiate the various methods of sampling.
3. Describe and differentiate the various methods of Research.

Course Contents:

Unit – I: Meaning of Research

Credit 2

- Research: Meaning, Nature, Characteristics, Types
- Meaning of Educational Research
- Review of related studies.

Unit – II: Hypothesis and Sampling

Credit 2

- Hypothesis: Meaning, type, Characteristics of Good Hypothesis
- Variables: Concepts, types
- Population and Sampling

Unit – III: Research Methods

Credit 2

- Strategies of Research: Historical, Descriptive and Experimental

Suggested Books:

1. Kerlinger, F.N. – Foundations of Behavioural Research.
2. Van Dalen, D.B. – Understanding Educational Research: An Introduction.
3. W.L. Neuman – Social Research Method – Qualitative and Quantitative Approaches, Pearson Education.
4. Ram Ahuja – Research Methods, Rawat Publication, Jaipur and New Delhi.
5. J.W. Best & J.V. Kahn – Research in Education, Prentice Hall of India, New Delhi.
6. L. Koul – Methodology of Educational Research, Vikas Publishing House, New Delhi.
7. Radha Mohan – Research Methodology in Education, Neelkamal Publication, New Delhi.
8. C.R. Kothari – Research Methodology – Method and Techniques, Wishwa Prakashan, New Delhi.
9. K.S. Sidhu – Methodology Research in Education, Sterling Publishers, New Delhi,
10. Pal, Debashis: Gabeshana Paddhati O Rashibignaner Koushal.

DSE -4 (DISCIPLINE SPECIFIC ELECTIVE -4)

Project Work

Project on any one (1) from the Following:

1. Survey on Environmental Awareness
2. Survey on Sanitation & Nutrition
3. Preparation of Standardized Achievement Test
4. Literacy Campaign
5. Report on Educational Tour
6. Seminar Presentation with PPT

SEC -2 (SKILL ENHANCEMENT COURSE -2)

Development of Academic Achievement Test & its Standardization

Course Objectives:

1. To develop and standardize academic achievement test.

Course Content:

Unit – I: Standardization of Academic Achievement Test

Credit 6

- Development of Academic Achievement Test and its Standardization

Suggested Readings:

1. Singh, A. K. – Test, Measurements and Research Methods in Behavioural Sciences
2. Mangal, S.K. (2012), Statistics in Psychology and Education, PHI Learning Pvt, New Delhi.
3. Rath, R.K. (2010), Fundamentals of Educational Statistics and Measurement, Kalyani Publisher, Ludhiana.
4. Ray, S. (2007), Evaluation: Principles and Techniques, Soma Book Agency, Kolkata.
5. Najneen, R. (2008), Measurement and Evaluation, Mita Traders, Chattagram, Dhaka.

**B.A. IN EDUCATION
(GENERAL)
SYLLABUS (CBCS) OF UNDER
GRADUATE**

Semester Wise Course Structure under CBCS for B.A. (General) Programme

	Courses								
Semester	Discipline Core (DC)	Language Core (LC-1) Bengali/ MIL	Language Core (LC-2) English	Discipline Specific Elective (DSE)	Generic Elective (GE)	Ability Enhancement Compulsory (AEC)	Skill Enhancement Course (SEC)	Credits	Marks
SEM -I	DC-1 (A1) DC-2 (B1) (6+6 =12)	Bengali -1 /MIL (6)	---	---	---	ENVS (2)	---	20	200
SEM -II	DC-3 (A2) DC-4 (B2) (6+6 = 12)	Bengali -2 / MIL (6)	---	---	---	Communicative English / Bengali / MIL (2)	---	20	200
SEM -III	DC-5 (A3) DC-6 (B3) (6+6 =12)	---	English -1 (6)	---	---	---	SEC-1 (A1) (2)	20	200
SEM -IV	DC-7 (A4) DC-8 (B4) (6+6 =12)	---	English -2 (6)	---	---	---	SEC-2 (B1) (2)	20	200
SEM -V	---	---	---	DSE-1 (A1) DSE-2 (B1) (6+6 =12)	GE -1 (6)	---	SEC-3 (A2) (2)	20	200
SEM -VI	---	---	---	DSE-3 (A2) DSE /DP-4 (B2) (6+6 =12)	GE-2 (6)	---	SEC-4 (B2) (2)	20	200
Total	---	---	---	---	---	---	---	120	1200

Notes:

- Each Course is of 50 marks for examination
- DC/DSE/GE:** Each course is of 6 credits for course work per week
(Theory – 5 credits + Tutorial 1 Credit)
1 Credit = 1 hour duration of teaching (lecture / tutorial)
- GE:** Covering one discipline other than core disciplines taken with two courses
- SEC:** Covering two core disciplines with two courses
- Two Language core disciplines (**LC1 & LC2**) Bengali and English are to be studied taking two courses from each language core
- DSE:** Covering two main disciplines with two courses each. Each discipline will provide option of two courses for one DSE in SEM –V and in SEM –VI. A student has to opt any one out of two courses provided for each DSE.
- MIL:** Modern Indian Language

Marks & Question Type Distribution for Honours Course

No of Courses	Total Credits	Division of Marks of Each Course				
		Full Marks of Each course	Internal Assessment (IA)	End Semester Examination (ESE)		
				Theoretical		Practical
				Descriptive	MCQ	
DC, LC, DSE, & GE	6	50 (Non-Practical Course)	10	40	NIL	NIL
		50 (Practical Course)	10	25	NIL	15
02 SE	02 x 2 = 04	50	10	40	NIL	NIL
AEC -1 (ENVS)	01 x 2 = 02	50	10 (Project)	NIL	40	NIL
AEC -2 (Communicative Bengali/ English)	01 x 2 = 02	50	10	NIL	40	NIL

B.A.–General (Education)

Discipline Core (DC)

Semester	Course	Name of the Paper	Full Marks	Credits
SEM – I	DC 1/ DC 2 (A-1 /B-1)	Philosophical Foundation of Education	50	6
SEM – II	DC 3/ DC 4 (A-2 /B-2)	Psychological Foundation of Education	50	6
SEM – III	DC 5/ DC 6 (A-3 /B-3)	Sociological Foundation of Education	50	6
SEM – IV	DC 7 / DC 8 (A-4 /B-4)	Historical Perspectives of Education	50	6
Total =			200	24

Discipline Specific Elective (DSE)

Semester	Course	Name of the Paper	Full Marks	Credits
SEM – V	DSE 1 /DSE 2 (A -1/B -1)	Evaluation in Education	50	6
SEM – VI	DSE 3 /DSE 4 (A -2/B -2)	Guidance in Education	50	6
Total =			100	12

Generic Elective (GE)

Semester	Course	Name of the Paper	Full Marks	Credits
SEM – V	GE - 1	Life Skill Education	50	6
SEM – VI	GE - 2	Yoga Education	50	6
Total =			100	12

Skill Enhancement Course (SEC)

Semester	Course	Name of the Paper	Full Marks	Credits
SEM – III	SEC – 1 (A-1)	Pedagogy	50	6
SEM – IV	SEC – 2 (B-1)	Tools Description	50	6
SEM – V	SEC – 3 (A-2)	Standardization of Test	50	6
SEM – VI	SEC – 4 (B-2)	Development of Academic Achievement Test & its Standardization	50	6
Total =			200	24

EDUCATION GENERAL
SEMESTER –I
DC -1 /DC -2 (DISCIPLINE CORE -1/ DISCIPLINE CORE -2)
(A-1/ B-1)
Philosophical Foundation of Education

Course Objectives:

To enable the student to understand:

1. The general aims of education along with nature, types and scope of education;
2. The meanings of major philosophies of education and their functions in education.
3. The meaning, nature and types of curriculum and principles of curriculum construction.
4. The lives of major philosophers of education and their thoughts in education.
5. The importance of education for national integration, international understanding, human resource development and leisure.

Course Content:

Unit – I: Meaning of Education and Philosophy

Credit 2

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

Unit – II: Relationship between Education and Philosophy

Credit 2

- Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education with special reference to aims, process and curriculum – Idealism, Naturalism and Pragmatism
- Factors of Education: The child – its innate endowment and environment, The teacher – qualities & responsibilities

Unit – III: Philosophical Perspective of Education

Credit 2

- Curriculum definition, types of curricula, principles of curriculum construction, child-centered and life-centered curricula, co-curricular activities.
- Freedom and discipline, need of discipline and out of school, discipline and order, free discipline with stress on reward and punishment.
- Emergence of educational thoughts through the works of great educators like Rousseau, Dewey, Tagore, Gandhi, Froebel Montessori, Aurobindo.
- Education for national integration, international understanding and education for human resource development, education for leisure.

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. Mukherjee, K.K.: Principles of Education.
5. Sushil Ray: Shikshatattwa.
6. Arun Ghosh: Shikshatattwa & Shiksha Darshan
7. Bibhuranjan Guha: Shikshai Pathikrita.
8. Gourdas Halder & Prasanta Sharma: Shikshatattwa & Shiksha Niti.
9. A. K. Pal: Sikshadarshner Ruparekha

SEMESTER –II
DC -3 /DC -4 (DISCIPLINE CORE -3/ DISCIPLINE CORE -4)
(A-2/ B-2)
Psychological Foundation of Education

Course Objectives:

- To state the meaning, scope and uses of psychology in education.
- To develop strategy for human growth and development up to the stage of adolescence.
- To specify the meaning and purpose of learning and factors influencing learning.
- To determine the concept of habit, emotion and memory.
- To comprehend the concept of intelligence and personality, their meaning and measurement.

Course Contents:

Unit – I: Psychology and Learning

Credit 3

- Psychology – Its meaning, Nature and Scope. Relationship between Education and Psychology. Distinction between Psychology and Educational Psychology.
- Stage of human development: infancy, childhood, latency and adolescent, their needs, significance and problems.
- Learning: Learning and maturation, Essential aspects of different theories and laws of learning, motivation in learning, Theories of learning (Pavlov, Thorndike, Skinner)

Unit – II: Psychological Perspective of Education

Credit 3

- Habit – meaning of habit and its role and implication in education.
- Emotions – their meaning, characteristics and place of emotions in education and their sublimation.
- Memory and forgetting.
- Intelligence – concepts, definitions, theories and measurement (Spearman's Two Factor Theory, Thurstone's Multiple Factors and Guilford's SOI Model).
- Personality: Concept, traits, development of personality and its assessment.

Suggested Readings:

- 1) Berk, L.A. (2003). Child Development, Delhi: Pearson Education.
- 2) Baron, R.A. (2001). Psychology, Delhi: Prentice Hale.
- 3) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.
- 4) Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.
- 5) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.
- 6) Kundu, C.H. and Tutoo, D.N.: Educational Psychology: Sterling Publication.
- 7) Sushil Ray -Shiksha Manavidya.
- 8) Arun Ghosh -Shikshashrayee Monobigyan.
- 9) Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan.

SEMESTER –III
DC -5 /DC -6 (DISCIPLINE CORE -5/ DISCIPLINE CORE -6)
(A-3/ B-3)

Sociological Foundation of Education

Course Objectives:

To enable the student to understand:

1. The meaning, scope and uses of Educational Sociology.
2. The meaning, nature and types of social groups and their functions in education.
3. The meaning and nature of culture and interrelation between education and culture.
4. The meaning, nature and factors of social change and role of education for social change.

Course Content:

Unit – I: Sociological Perspective of Education

Credit 3

- Educational Sociology: Meaning, Concept, Nature and Importance. Relation between Education and Sociology.
- Social Group: Meaning, Concept, Nature and Types of Groups. Role of Primary and Secondary Groups in Education

Unit – II: Society for Education

Credit 3

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

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. Aggarwal-Philosophy and Social Basis of Education
8. Tarafdar, M.: Sikshashrayi Samajbigyan
9. Chakraborty, Sonali.: Shikshar Samaj Boignanik Vitti

SEC -1 (SKILL ENHANCEMENT COURSE -1)

(A-1)

Pedagogy

Course Objectives

1. To initiate students to the field of pedagogy.
2. To familiarize the students with principles of teaching.
3. To develop an understanding of various methods of teaching
4. To develop an understanding of the role of modern teacher.
5. To develop a positive attitude among students towards the teaching profession.

Course Contents:

Unit – I: Conceptual background of Pedagogy

Credit 2

- Concept and Meaning of Pedagogy.
- Definition, Nature & Characteristics of Teaching.
- Relationship between teaching and learning.

Unit – II: General Principles of Teaching

Credit 2

- General and Psychological Principles of Teaching.
- Factors affecting Teaching: Input and Output Variables.
- Characteristics of a Good Teacher.

Unit – III: Teaching Methods and Aids

Credit 2

- Teaching Methods – Lecture, Demonstration, Problem Solving, Programmed Instruction and Story-telling.
- Different Teaching Aids –Audio, Visual, Audio-visual, Projected and Non- projected.

Suggested Readings:

- 1) Agarwal, J.C.: Essentials of Educational Technology: Teaching-learning, Innovation in Education
- 2) Saxena, N.R. Swarup: Technology of Teaching.
- 3) Nayak, A. K.: Classroom Teaching: APH.
- 4) Sen, Malay: Shiksha Prajuktibigyan
4. Chattopadhyaya, K.: Shiksha Prajuktividya
- 5). Sarkar, Bijon: Shikhan O Shikkhan

SEMESTER –IV
DC -7 /DC -8 (DISCIPLINE CORE -7/ DISCIPLINE CORE -8)
(A-4/ B-4)
Historical Perspectives of Education

Course Objectives:

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. British's influence of Indian education.
3. The role of Indian thinkers in education during British period.
4. The committees and commissions in British Indian education.
5. The committees and commissions in independent Indian education

Course Contents:

Unit – I: Historical Foundation of Education

Credit 3

- ❖ A Synoptic view of Education in:
 - (a) Vedic, (b) Buddhist and (c) Medieval periods.
- ❖ Status of Education System in Pre-Independent India
 - Advent of the Missionaries: Serampore Mission and the activities of the Serampore Missionaries regarding extension of education
 - Adam, Munroe, Elphinstone's Report on Indigenous education.
 - Macaulay's Minutes and Bentinck's Resolution of 1835.
 - Wood's Despatch-1854.
 - Lord Curzon's educational policy. Growth of national consciousness. National education movement

Unit – II: Commission of Education

Credit 3

- Recommendations of Indian Education commission- 1882, its influence on the subsequent development of education.
- Essential features of the Sadler Commission Report-1917.
- Wardha Scheme of Education-1937.
- Radhakrishnan Commission-1948
- A Synoptic study of changes in School System-Primary and Secondary (Structure and curricular only after independence).
- Mudaliar Commission 1953.
- Kothari Commission 1964-66.
- National Policy on Education 1986

Suggested Readings:

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Adam's Report.
3. Banerjee. J.P. -Education in India-Past, Present and Future.
5. Keay, F.E. -Indian Education in Ancient Times.
6. Mukherjee, S.N. -History of Education (Modern Period).
7. Nurulla, S., Naik, J.P. -History of Education in India.
8. Govt. of India Report of University Education Commission (1948-49).
9. Govt. of India Report of Secondary Education Commission (1952-53).
10. Report of Education Commission (1966): Education and National Development, Ministry of Education, New Delhi.
11. Chattapadyay Saroj: Bharatiya Shikshar Bikash Ebong Samasya, New Central Book Agency, Kolkata

SEC -2 (SKILL ENHANCEMENT COURSE -2)

(B-1)

Tools Description

Course Objectives:

1. To know meaning and basic characteristics of a different tests.
2. To understand the different psychological tests.
3. To know the meaning and different characteristics of an achievement test.
4. To comprehend different functional aspects of standardization

Course Contents:

Unit – I: Test Description

Credit 2

- Meaning of Test, Types of Tests, Psychometric Test, Sociometric Test and Achievement Test, their basic characteristics

Unit – II: Description on Psychological Testing

Credit 2

- Meaning of Intelligence Test, Personality Test, Interest Inventory, Attitude Scale, their fundamental characteristics

Unit – III: Achievement Test

Credit 2

- Importance of Achievement Test, Difference between Achievement and Performance, Functional characteristics of academic achievement test

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) Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
- 4) Earl, L.M. (2006). Assessments of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
- 5) Gronlund, N.E. (2003). Assessment of Student Achievement. Boston: Allyn & Bacon.
- 6) Kaplan, R.M.& Saccuzzo. D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Wordsworth.
- 7) Sushil Roy- Mulyayan: Niti O Koushal
- 8) Pal, D. (2014), Evaluation and Guidance in Education, Rita Publication, Kolkata.
- 9) Acharya, P. (2002), Evaluation in Education, Shreetara Prakasani, Kolkata.

SEMESTER –V
DSE -1/DSE -2 (DISCIPLINE SPECIFIC ELLECTIVE -1/ DISCIPLINE
SPECIFIC ELLECTIVE -2)
Evaluation in Education

Course Objectives:

1. To understand the meaning, nature and scope of educational evaluation
2. To differentiate between evaluation and examination
3. To conceptualize the application of basic statistics.

Course Contents:

Unit – I: Meaning of Evaluation and Measurement

Credit 2

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

Unit – II: Evaluation of Student Progress

Credit 2

- Examination and evaluation – tools of evaluation:
- Examination – essay type and objective type, criteria reference tests and standardized tests, cumulative Record Card.
- How to make good test: Specification of objectives, item selection, Characteristics of a good test: (a) Validity, (b) Reliability, (c) Objectivity, (d) Usability, (e) Norms.

Unit – III: Statistics in Educational Evaluation

Credit 2

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

Suggested Readings:

- Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall of India Private Limited
- Garrett, H.E. (1971). Statistics in Psychology and Education. New Delhi: Paragon International Publisher
- Ferguson, G.A. (1971). Statistical Analysis in Psychology and Education. Kogakusha, Tokyo: McGraw-Hill
- Guilford, J.P. & Fruchter, B. (1981). Fundamental Statistics in Psychology and Education. New York: McGraw Hill
- Najneen, R. (2008), Measurement and Evaluation, Mita Traders, Chattagram, Dhaka.
- Chakraborty, A. & Islam, N. (2011), Teacher Teaching Evaluation, Classic Books, Kolkata.
- Sushil Roy- Mulyayan: Niti O Koushal.

GE -1 (GENERIC ELECTIVE -1)

Life Skill Education

Course Objectives:

To enable the students to:

1. Understand different aspects of life skills
2. Comprehend different types of life skills needs for better society
3. Conceptualize social skills, thinking skills, coping skills
4. Understand different approaches of positive psychology and its developmental aspects.

Course Contents:

Unit – I: Basics of Life Skills

Credit 2

- Definition and Importance of Life Skills
- Livelihood Skills, Survival Skills and Life Skills
- Life Skills Training – Implementation Model

Unit – II: Basics of Social Skills

Credit 2

- Self- Awareness – Definition, type of self
- Empathy - Sympathy, Empathy & Altruism
- Interpersonal Relationship – Definition, Factors affecting Relationships

Unit – III: Cognitive and Interpersonal focused Approaches

Credit 2

- Wellbeing – Mindfulness, Optimism,
- Hope Theory, Self-Efficacy,
- Problem-Solving Appraisal

Suggested Readings:

1. UNESCO (2005). Quality Education and Life Skills: Dakar Goals. UNESCO: Paris.
2. Nair, A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour. Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
3. Alan Carr (2004). Positive Psychology: The Science of Happiness and Human Strength. Brunner: Routledge.
4. Gillham, J.E. (Ed). (2000). The Science of Optimism and Hope: Research Essays in Honour of Martin E. P. Seligman. Radnor, PA: Templeton Foundation Press.
5. Snyder and Shane J. Lopez (2007). Positive psychology: The Scientific Practical Exploration of Human Strengths. New Delhi: Sage publications.
6. Duffy Grover Karen, Atwater Eastwood, (2008). Psychology for Living- Adjustment, Growth and Behaviour Today. New Delhi: Pearson Education Inc.
7. Stella Cottrell (2005). Critical Thinking Skills: Developing Effective Analysis and Argument. New York: Palgrave Macmillan Ltd.

SEC -3 (SKILL ENHANCEMENT COURSE -3)

(A – 2)

Standardization of Test

Course Objectives:

2. To comprehend the perspectives of test standardization.

Course Contents:

Unit –I: Standardizing

Credit 3

- Meaning of Standardization, Characteristics, Approaches of standardizing a test, Importance of Standardization, Nature of Teacher-Made Test, Basic features of a test

Unit – II: Standardization of Achievement Test

Credit 3

- Meaning and nature of a dimension, weightage specification, Item specification, Item construction, Significance of a blue-print in test construction.

Suggested Readings:

1. Mangal, S.K. (2012), Statistics in Psychology and Education, PHI Learning Pvt, New Delhi.
2. Rath, R.K. (2010), Fundamentals of Educational Statistics and Measurement, Kalyani Publisher, Ludhiana.
3. Mete, J. et al. (2011), Teacher, Instruction and Evaluation, Rita Publication, Kolkata.
4. Pal, D. (2014), Evaluation and Guidance in Education, Rita Publication, Kolkata.
5. Acharya, P. (2002), Evaluation in Education, Shreetara Prakasani, Kolkata.
6. Ray, S. (2007), Evaluation: Principles and Techniques, Soma Book Agency, Kolkata.
7. Najneen, R. (2008), Measurement and Evaluation, Mita Traders, Chattagram, Dhaka.
8. Chakraborty, A. & Islam, N. (2011), Teacher Teaching Evaluation, Classic Books, Kolkata.

SEMESTER –VI
DSE -3/DSE -4 (DISCIPLINE SPECIFIC ELLECTIVE -3/ DISCIPLINE
SPECIFIC ELLECTIVE -4)
Guidance in Education

Course Objectives:

1. To comprehend the actual perspectives of guidance.
2. To comprehend the actual perspectives of adjustment & maladjustment

Course Contents:

Unit – I: Meaning of Guidance

Credit 2

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

Unit – I: Meaning of Counseling

Credit 2

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

Unit – I: Adjustment & Maladjustment

Credit 2

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

Suggested Readings:

1. Crow, L.D., Crow, A.: An Introduction to Guidance.
2. Bhatia, K.K.: Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3. Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba & Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt. Ltd.
5. Madhukar, I.: Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B.: Guidance in the Modern School. New York, Rinehart 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
9. Subir Nag, Gargi Dutta: Sangati Bidhane Nirdeshona O Paramarshadan
10. Pal, D.: Siksha Brittite Nirdeshana O Paramarshadan

GE -2 (GENERIC ELECTIVE -2)

Yoga Education

Course Objectives:

To enable the students to:

1. Correlate Yoga and Education;
2. Transact different determinants of Yoga Education and Yoga Practices;
3. Determine the scientific bases of Yoga practices.

Course Content:

Unit – I: Basics of Yoga and Yoga Education

Credit 3

- Yoga – Concept, Streams of Yoga, Patanjali Yogasutra, History of development of Yoga
- Yoga Education – Concept, Importance, Yoga Education as a fundamental base of education
- Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi.

Unit – II: Basics of Yoga Practices

Credit 3

- Concept of Yogic Practices – Kinds of Yogic Practices: Asana, Pranayama, Kriya, Bandha, Mudra, Dhyana.
- Asana: Meaning - Principles of practicing asanas– Classification of asana.
- Pranayama – Meaning – Stages of Pranayama: Puraka, Rechaka, & Kumbhaka – Breathing regulation – Benefits of Pranayama

Suggested Readings

1. Saraswati, Swami Satyananda (1969). Asana Pranayama & Mudra Bandha. Bihar School of Yoga, Munger.
2. Dr. K. Chandrasekaran (1999). Sound Health Through Yoga. PremKalyan Publications, Sedapatti, Tamilnadu.
3. Gore, M.M. (2007). Anatomy and Physiology of Yogic Practices. New Age Books, New Delhi.
4. Tiwari, O.P. (n.d.). Asana: Why and How?Kaivalyadhama, Lonavla.
5. Jha Vinay Kant (2015). Patanjalis Yoga Sutras: Commentary bySwami Vivekananda. Solar Books, Dariya Ganj, New Delhi
6. Yoga Education – Bachelor of Education Programme (2015). NCTEPublication, St. Joseph Press, New Delhi.

SEC -4 (SKILL ENHANCEMENT COURSE -4)
(B – 2)
Development of Academic Achievement Test & its Standardization

Course Objectives:

1. To develop and standardize academic achievement test.

Course Content:

Unit – I: Standardization of Academic Achievement Test

Credit 6

- Development of Academic Achievement Test and its Standardization

Suggested Readings:

1. Singh, A. K. – Test, Measurements and Research Methods in Behavioural Sciences
2. Mangal, S.K. (2012), Statistics in Psychology and Education, PHI Learning Pvt, New Delhi.
3. Rath, R.K. (2010), Fundamentals of Educational Statistics and Measurement, Kalyani Publisher, Ludhiana.
4. Ray, S. (2007), Evaluation: Principles and Techniques, Soma Book Agency, Kolkata.
5. Najneen, R. (2008), Measurement and Evaluation, Mita Traders, Chattagram, Dhaka.