

University of Gour Banga



Curriculum with CBCS

EDUCATION

(Honours & General)

Three Years Bachelor Degree Course Curriculum

(With effect from the session 2019-2020)

Department of Education

University of Gour Banga

Mokdumpur, Malda-732103

West Bengal

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 Manovidya.
- 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.