

UNIVERSITY OF KALYANI

SYLLABUS
FOR THREE YEARS B.A. DEGREE
COURSE
(HONOURS AND GENERAL)
IN
EDUCATION
According to the New Examination Pattern
Part-I, Part-II & Part-III
WITH EFFECT FROM THE SESSION
2016-2017

UNIVERSITY OF KALYANI

Syllabus
B.A. (Honours and General)
Education
(Effect from 2016)
w.e.f session 2016-17
Distribution of Marks

B.A. (Education Honours) Examination:

1st year- paper-I & II	200
2nd year-paper-III & IV	200
3rd year- paper-V & VIII	400
Total Marks	800

B.A. (Education General) Examination:

1st year- paper-I	100
2nd year-paper-II & III	200
3rd year- paper-IV	100
Total Marks	400

B.A. Education (Honours)
Paper-I
Full Marks-100
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF
EDUCATION

Course Objectives:

After completion the course the learners will be able to:

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

Group-A
Full Marks: 50
Philosophical Foundation of Education

Unit-I: Concept, scope and Aim of Education ()

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

Unit-II: Factors of Education: their inter-relationship. ()

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

Unit-III: School of Philosophy and national values ()

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

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

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

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

Group-B
Full Marks: 50
Sociological Foundation of Education

Unit-V: Educational Sociology ()

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

Unit-VI: Social factor and Education ()

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

Unit-VII: Social groups and education ()

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

Unit-VIII: Social change and Education ()

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

Suggested Books:

- 1. J. C. Aggarwal- Theory and Principles of education**
- 2. J. C. Aggarwal - Philosophical and Sociological bases of Education**

3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. Y. K. Sharma – Sociological Philosophy of Education
6. S. S. Ravi – A Comprehensive Study of Education
7. M. Sharma – Educational Practices of Classical Indian Philosophies
8. S. S. Chandra & R. K. Sharma- Philosophy of Education
9. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
10. B. R. Purkait – Great Educators
11. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
12. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
13. দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
14. নিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
15. দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
16. সোনালী চক্রবর্তী-শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
17. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
18. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান

Paper-II
Full Marks-100
EDUCATIONAL PSYCHOLOGY AND PEDAGOGY

Course Objectives:

After completion the course the learners will be able to:

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

Group-A
Full Marks: 50
Psychological Foundation of Education

Unit-I: Educational Psychology **(12)**

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

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

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

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

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

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

- a) Definition, Heredity & Environment as determinants of Personality.
- b) Type and Trait theory, Psychoanalytical theory
- c) Measurement of Personality

- d) Concept and causes of Individual differences in classroom.

Group-B
Full Marks: 50
Pedagogy

Unit-V: Teaching (12)

- a) Science of Teaching- Relation between teaching and learning; Factors affecting teaching- Process, Input and Output variables; General principles of teaching; Maxims of Teaching; Fundamentals of teaching.

Unit-VI: Teacher Behavior (10)

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

Unit-VII: Teacher and Classroom Teaching (14)

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

Unit-VIII: Teaching Methods (14)

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

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. b. Hurlock -Child Development
8. L. E. Berk - Child development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. সুশীল রায় - শিক্ষা ম-নাবিদ্যা
11. অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
12. প্রমোদ বন্ধু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা

13. বিজন সরকার - শিখন ও শিক্ষন
14. কল্পনা -সন বরাট এবং কনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক
ভিত্তি
15. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা
16. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজ লক্ষী -ঘাষ - বিকাশ ও শিখন-নর
মনস্তত্ত্ব

Paper-III
Full Marks-100
Development of Education in India

Course Objectives:

After completion the course the learners will be able to:

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

Group-A
Full Marks-50
Education in Pre-Independence India

Unit-I: Education in Ancient India-

A) Brahmanic System of Education-

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

B) Buddhistic System of Education-

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

Unit-II: Education in Medieval India- ()

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

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

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

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

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

Group-B

Full Marks-50

Education in Post-independence India

Unit-V: Education and Constitution ()

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

Unit-VI: Education Commission in post Independent India

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

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

- a) SCERT, b) DIET, c)WBBSE, d) WBCHSE ()

Unit-VIII: National Policies on Education ()

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

Suggested Books:

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

Paper-IV

Full Marks-100

Contemporary issues in Education and Comparative Education

Course Objectives:

After completion the course the learners will be able to:

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

Group-A
Full Marks-50
Contemporary issues in Education

Unit-I: Universalization of Elementary Education ()

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

Unit-II: Universalization of Secondary Education ()

- a) Meaning, aims & objectives, significance; Role of RMSA, problems.

Unit-III: Higher Education and RUSA ()

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

Unit-IV: Issues in Education ()

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

Group-B
Full Marks-50
Comparative Education

Unit-V: ()

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

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

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

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

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

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

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

Suggested Books:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
5. S. P. Chaube & A. Chaube – Comparative Education
6. R. N. Sharma- Comparative Education
7. Y. K. Sharma- Comparative Education

8. Nikholas Hanse - On Comparative Education

9. -দবী মু-খাপাধ্যায়- তুলনামূলক শিক্ষা

10. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা: -দ-শ ও বি-দ-শ

11. তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

Paper-V

Full Marks-100

Educational Evaluation and Statistics in Education

Course Objectives:

After completion the course the learners will be able to:

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

Group-A

Full Marks-50

Educational Evaluation

Unit-I: Measurement and Evaluation in Education

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

Unit-II: Tools and Techniques of Evaluation

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- a) Tools:
 - Tests- Essay type and Objective type; Short answer type and Oral type.
 - Personality Test- Rorschach Ink Blot Test
 - Interest Test- Kuder Richardson Test
- b) Techniques:

Observation, CRC, Interview, Questionnaire and Inquiry.

Unit-III: Characteristics of a good test

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- a) Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.
- b) Validity- Concept, Causes of low Validity, Types, Determination.
- c) Objectivity- Concept, Characteristics, Types of Objective Test & Essay type test, advantages and disadvantages.
- d) Norms- Concept, Types and their uses.

Unit-IV: Evaluation Process

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

Group-B
Full Marks-50
Statistics in Education

Unit-V: Educational Statistics

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

Unit-VI: Descriptive Statistics

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

Unit-VII: Normal Distribution and Derived Score

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

Unit-VIII: Relationship and Inferential Statistics

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

Suggested Books:

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

Paper-VI

Full Marks-100

Educational Management & Educational Technology

Course Objectives:

After completion the course the learners will be able to:

- Understand the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- Understand the meaning and function of Educational Administration.
- Explain Meaning, Purpose of Supervision and Distinguish between Supervision and Inspection.
- Understand educational planning and types of educational planning.

- Discuss the functions of some selected Administrative Bodies.
- Understand the concept, nature and scope of educational technology.
- Explain the role of Communication & Multimedia Approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.

Group-A
Full Marks-50
Educational Management

Unit-I: Concept of Educational Management ()

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

Unit-II: Educational Administration and Supervision ()

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

Unit-III: Educational Planning ()

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

Unit-IV: Functions of Various Administrative Bodies ()

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

Group-B
Full Marks-50
Educational Technology

Unit-V: Educational Technology (8)

- a) Concept, Definition, Need and Scope of Educational Technology
- b) Types of Educational Technology: ET₁, ET₂, ET₃.
- c) System Approach- Concept, Need, Components in Education. System Approach in Instructional Process.

Unit-VI: Communication & Multimedia Approach in Education (12)

- a) Communication Process: Concept, Components, Types of classroom Communication, Communication Process, Factors affecting classroom Communication and Barriers.
- b) Multimedia Approach: Concept & Types.
- c) Use of Multimedia in Education: Audio (Radio & Tape), Visual (OHP), Audio-Visual (TV, CCTV, LCD Projector)
- d) Computer in Education: CAI, CML.

Unit-VII: Instructional Technology (10)

- a) Mass Instructional Technology- Seminar, Panel Discussion. Team teaching (Concept, Advantage, Limitation)
- b) Personalized Instructional Techniques- Programmed Learning, Micro-teaching (Concept, Advantage, Limitation)

Unit-VIII: Educational Technology in Teaching (20)

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Level of Teaching: Memory, Understanding, Reflective.
- c) Model of Teaching: Concept, Components, Classification, Glasser's Classroom Meeting Model, Bruner's Concept Attainment Model.
- d) Open & Distance Learning: Concept, Need, Application of ET, EDUSAT, e-learning, Internet.

Suggested Books:

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

12. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান

13. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

Paper-VII
Full Marks-100

Educational Guidance and Curriculum Construction

Course Objectives:

After completion the course the learners will be able to:

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

Group-A

Full Marks-50
Educational Guidance

Unit-I: Concept of Guidance (12)

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

Unit-II: Concept of Counseling (14)

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

- c) Steps of Counseling; Characteristics of good Counselor.

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

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

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

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

Group-B
Full Marks-50
Curriculum Construction

Unit-V: Introduction of Curriculum ()

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

Unit-VI: Concept of Curriculum Framework ()

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

Unit-VII: Curriculum Evaluation ()

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

Unit-VIII: Curriculum Theories (Only Concept) ()

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

Suggested Books:

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

Paper-VIII
Full Marks-100

Educational Research and Practical

Course Objectives:

After completion the course the learners will be able to:

- Define and explain the meaning and nature of research.
- Define and explain the meaning and nature of Educational research.
- Identify source of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, Review of Related Literature.
- Understand the term population, sample and sampling.
- Explain the concept of Hypothesis, Variables, and Research data.
- Analyze the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.
- Apply relevant statistical techniques to analyze data.
- Acquire the skills of observation.
- Achieve the skills of comparative discussion

Group-A
Full Marks-50
Educational Research

Unit-I: Research

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

Unit-II: Educational Research

- a) Meaning, nature & scope of Educational Research
- b) Types of Research: Basic, Applied & Action Research; Longitudinal and Cross Sectional Research. Qualitative & Quantitative Research(Concept and characteristics only)
- c) Importance of Educational Research.

Unit-III: Basic Ideas of Research

Group-A

- a) Research Problems (Concept and Identification)
- b) Review of related Literature (Meaning, source and Purpose)
- c) Population , Sample and sampling(Concept only)
- d) Research Hypothesis (Concept and importance)
- e) Variable (Concept and characteristics)

Unit-III: Basic Ideas of Research

Group-B

- a) Research Data (Concept and types)
- b) Analysis of Qualitative data (Steps)
- c) Analysis of Quantitative data (Steps)

Group-B Practical Full Marks-50

Structure of Project work

Item	Marks
Project Report (Any one)	40
Viva (Joint assessment by external and internal teacher)	10

Topic of the Project: (Any one)

- Historical base activity- Contribution of Rabindranath/ Aurobindo/ Vivekananda/Ghandhi ji in Educational development in India.
- Survey Base activity- i) Present status of SSM./ ii) Problems of Adolescence period/ iii) Environmental behaviour of students ./iv)Students attitude towards education.
- Comparative Base activity- i) Analyse the educational facilities between two Colleges (any). ii) Compare the educational structure between India and any other country.

General Instruction:

- Steps- Title, Introduction, Objectives, Methodology, Data analysis, Findings, Conclusion, References.

Suggested Books:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
4. -দ্বাশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
5. জাকির -হা-সন- শিক্ষামূলক গ-বষণা

B.A. Education (General)
Paper-I
Full Marks-100
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF
EDUCATION

Course Objectives:

After completion the course the learners will be able to:

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

Group-A
Full Marks: 50
Philosophical Foundation of Education

- Unit-I: Concept, Scope and Aim of Education** ()
- a) Meaning, Nature and scope of Education.
 - b) Individualistic and socialistic aim.
 - c) Delor's commission (UNESCO, 1997)
 - d) Meaning and scope of educational Philosophy; Relation between education and philosophy.
- Unit-II: Factors of Education: their inter-relationship.** ()
- a) Child: Meaning and characteristics of child centric education system.
 - b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
 - c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
 - d) School: vision and functions.
- Unit-III : School of Philosophy and national values** ()
- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
 - b) Inculcation of National Value: Democracy, Equality
- Unit-IV : Great Educators and their educational philosophy** ()
- a) Swami Vivekananda, Rabindranath Tagore.
 - b) Rousseau, Dewey.

Group-B
Full Marks:50
Sociological Foundation of Education

- Unit-V: Educational Sociology** ()
- a) Meaning, nature and scope of Educational sociology.
 - b) Relation between education and sociology.
 - c) Concept of Educational sociology and sociology of education.
- Unit-VI: Social factor and Education** ()
- a) Culture: Concept, role of education in culture, cultural lag.

- b) Meaning of Human Resource Development and its significance in the present society.

Unit-VII: Social groups and education

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

Unit-VIII: Social change and Education

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

Suggested Book:

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

- 19.দি-ব্যান্দু ভট্টাচার্য - শিক্ষা ও সমাজতত্ত্ব
- 20.সোনালী চক্রবর্তী-শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
- 21.বিষুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
- 22.জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান

Paper-II

Full Marks-100

EDUCATIONAL PSYCHOLOGY AND EDUCATIONAL GUIDANCE

Course Objectives:

After completion the course the learners will be able to:

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

Group-A

Full Marks: 50

Psychological Foundation of Education

Unit-I: Educational Psychology

(12)

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

Unit-II: Learning

(14)

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

Unit-III: Intelligence (12)

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

Unit-IV: Personality (12)

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

Group-B
Full Marks:50
Educational Guidance

Unit-V: Concept of Guidance (12)

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

Unit-VI: Types of Guidance (14)

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

Unit-VII: Concept of Counseling (12)

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

Unit-VIII: Types of Counseling (12)

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

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology

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

Paper-III

Full Marks-100

Development of Education in India and Contemporary Issues in education

Course Objectives:

After completion the course the learners will be able to:

- Understand the development of education in India in historical perspectives.
- Discuss the British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Understand the National Policy on Education and National Education System.
- Explain the Functions of Some Major Educational Organization in India.
- Understand the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.

- Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.

Group-A

Full Marks: 50

Development of Education in India

Unit-I: Education in 19th Century in India ()

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

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

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

Unit-III: Education in Post Independence India ()

- a) University Education Commission (1948-49)
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
- b) Secondary Education Commission (1952-53)
-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy
- c) Indian Education Commission (1964-66)
- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.
- d) Asoke Mitra Commission (1991-92)
- Recommendations Regarding Primary and Secondary Education.

Unit-IV: National Policy on Education ()

- a) National Policy on Education (1986)
-National System of Education, Equality in Education, ECCE, Operation Black Board, Navaday Vidyalaya.
- b) Revised National Policy on Education-1992.

Group-B

Full Marks: 50

Contemporary issues in Education

Unit-V: Universalization of Elementary and Secondary Education ()

- a) Universalization of Elementary Education- Meaning, Importance, Role of SSA-SSM, problems.
- b) Universalization of Secondary Education- Meaning, Significance, Problems, RMSA.

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

- a) UGC, NAAC, NCERT, NCTE

Unit-VII: Higher Education in India ()

- a) Role of Higher Education
- b) Problems and RUSA

Unit-VIII: Issues in Education ()

- a) Peace Education: Concept and needs.
- b) Education for Sustainable Development: Meaning, aims & objectives, Needs.
- c) Inclusive Education: Meaning and Needs.
- d) Open & Distance Learning System: Meaning and needs.

Suggested Books:

- 16.B. R. Purkait- Milestones of Modern Indian Education
- 17.J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- 18.S. S. Ravi – A Comprehensive Study of Education
- 19.J. P. Banerjee – Education in India: Past, Present and Future
- 20.S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- 21.B. K. Nayak- History Heritage and Development of Indian Education
- 22.B. N. Dash –History of education in India
- 23.S. S. Ravi – A Comprehensive Study of Education
- 24.J. C. Aggarwal- Theory and Principles of education
- 25.R. P. Pathak – Development and Problems of Indian Education
- 26.B. K. Nayak- Modern Trends and Issues in Education of India
- 27. -গৌরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ

28. অরুণ -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
29. রণজিৎ -ঘাষ- আধুনিক ভারতীয় শিক্ষার রূপ-রখা
30. সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
31. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
32. ভক্তি ভূষণ ভক্তা-ভারতীয় শিক্ষার রূপ-রখা
33. -জ্যাতিপ্রসাদ ব-ন্দ্যাপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস
34. -জ্যাতিপ্রসাদ ব-ন্দ্যাপাধ্যায়- আধুনিক ভার-তর শিক্ষার বিবর্তন

Paper-IV
Full Marks-100
Educational Technology and Evaluation in Education

Course Objectives:

After completion the course the learners will be able to:

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

Group-A
Full Marks: 50
Educational Technology

Unit-I: Educational Technology

(8)

- a) Concept, Definition, Need of Educational Technology

- b) Types of Educational Technology: ET₁, ET₂, ET₃.

Unit-II: Communication & Multimedia Approach in Education (12)

- a) Communication Process: Concept, Components, Factors of classroom Communication.
- b) Multimedia Approach: Concept & Types.
- c) Use of Multimedia in Education: Radio, T.V., LCD Projector.
- d) Computer in Education: CAI, CML.

Unit-III: Instructional Technology (10)

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

Unit-IV: Educational Technology in Teaching (20)

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Level of Teaching: Memory, Understanding, Reflective.
- c) Computer in Education: Role of Computer in Education, WWW.

Group-B
Full Marks: 50
Educational Evaluation

Unit-V: Evaluation and Measurement ()

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

Unit-VI: Characteristics of a good test ()

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

Unit-VII: Tools and Techniques of Evaluation ()

- a) Tools:
 - o Tests- Essay type and Objective type (Advantage and Disadvantage)
- b) Techniques:

Observation, CRC, Interview.

c) Formative and Summative Evaluation

Unit-VIII: Statistics in Education

()

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

Suggested Books:

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

