

**PAPER – I**

**PHILOSOPHICAL FOUNDATION OF EDUCATION AND CONTRIBUTION OF  
GREAT EDUCATORS**

**GROUP –A**

**Philosophical foundation of Education**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<b>1. Concept and aims of education with special reference to Delor's Commission (UNESCO, 1997)</b>	<b>15 Marks</b>  1. Explain the concept of modern education. How does Delor's Commission influence the concept of modern education? (5+10)	<b>English:</b>  1. Archana Banerjee "Philosophy and Principles of Education"  2. J.C. Chakraborty "Modern Education"  3. J.C. Agarwal "Theory and Principles of Education Philosophical and Sociological bases of education."
	<b>2. Child centric and life centric education.</b>	2. What do you mean by values? Mention different types of values. Discuss the relationship between values and education. (3+6+6)	4. Kundu and Majumdar_ "Theories of Education"
	<b>3. Functions and scope of education-individual and social perspective.</b>	<b>5 Marks</b> 1. Explain the concept of "learning to live together"	5. K.K. Mukherjee_ "Principles of Education"
	<b>Education for Human Resource development</b>	2. Analyse the socialistic aim of education.  3. Mention the significances of child centric education.	<b>Bengali:</b>  1. Sushil Roy_ "Shikshatatwa"
	<b>4. Education as propagation of values</b>	4. Write about three major functions of education.	2. Arun Ghosh_

		<p>5.Describe briefly the role of education in Human Resource Development</p>	<p><i>“Shikshatatwa o Shikshadarshan”</i></p> <p>3.Abhijit Kumar Pal_ <i>“Shikshadarshaner ruprekha”</i></p> <p>4. Archana Banerjee_ <i>“Shikshatatwa o shikshadarshan”</i></p>
II	<p><b>5. Role of philosophy in Education</b></p> <p><b>6.Schools of philosophy and their influence on education:</b></p> <p><b>Idealism,Naturalism and Pragmatism.</b></p> <p><b>7.Schools of Indian philosophy</b></p> <p><b>Basic features and influence on Education-</b></p> <p><b>a)Vedic schools(Sankhya, Yoga,Nyaya)</b></p> <p><b>b)Non-Vedic schools (Charvak,Buddhist,Jain)</b></p>	<p><b>15 Marks</b></p> <p>1. Clearly explain the relation between philosophy and education and point out how education is influenced by philosophy.(5+10)</p> <p>2. How do the principles of Idealistic philosophy reflect in the field of modern education?Discuss it with reason.(15)</p> <p>3.What is Naturalism?What are the basic principles of Naturalism?Discuss the impact of Naturalism on education.(3+6+6)</p> <p><b>5 Marks</b></p> <p>1.Write about influence of Pragmatism in formulating curriculum and method of teaching.</p> <p>2. How does Sankhya system of philosophy influence education?</p> <p>3.State the main principles of Yoga philosophy.</p> <p>4.How far ‘Yoga philosophy’ is relavant in modern education?</p> <p>5.What is knowledge according to ‘Nyaya philosophy’?</p> <p>6.Explain the theory of perception according to Charvaka philosophy.</p> <p>7.State the basic principles of the Buddhist philosophy.</p>	

		8.What are the basic thoughts of ‘Jain philosophy’ about the aim and curriculum of education.	
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### **GROUP-B**

#### **Contribution of Great Educators**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
<b>I</b>	<b>1.Rousseau</b>	<b>15 Marks</b>	<b>English:</b>
		1. Discuss the main tenets of Rousseau,s views on Naturalistic Education.Discuss the influence of these principles on modern education.(10+5)	1.B.R.Purkait_ “Great Educators”
	<b>2.Froebel</b>	2. What is meant by Froebel’s ‘Kindergarten’?What is ‘Gift’ and ‘Occupation’?How far Kindergarten method is relevant in child education at present.(5+5+5)	2.K.K. Mukherjee_ “Some great educators of the world”
	<b>3.Montessori</b>	3.What, according to Russell, is the concept of education? Discuss Russell’s opinion regarding curriculum and educational institution.(5+10)	<b>Bengali:</b> 1.Baby Dutta o Debika Guha_ “ Shikshadarshan o Darshonikder Obodan ” 2.Dr.Abhijit Kumar Pal_ “Mohan shikshabidder kotha ”
	<b>4.Bertard Russell</b>	<b>5 Marks</b>  1.According to Rousseau explain the significance of Negative education.  2.Write about the ‘theory of	

		<p>discipline' according to Froebel.</p> <p><b>3.</b>Write about Montessori's idea of 'auto education'.</p> <p><b>4.</b>Explain the aim of education according to Russell.</p>	
<b>II</b>	<p><b>5.Dewey</b></p> <p><b>6.Rabindranath Tagore</b></p> <p><b>7.Vivekananda</b></p>	<p><b>15 Marks</b></p> <p><b>1.</b>Discuss the main contribution of John Dewey in the field of education and critically estimate him as an educator.(10+5)</p> <p>.</p> <p><b>2.</b>Explain Rabindranath's philosophy of education.Discuss his concept of national and international education.(8+7)</p> <p><b>3.</b>Elucidate the concept of 'Man making education' according to Vivekananda.In this context mention his opinion about mass education.(10+5)</p> <p><b>5 Marks</b></p> <p><b>1</b>Why is Dewey's Laboratory School described as his laboratory for educational experimentation?</p> <p><b>2.</b>Discuss the characteristics of 'Shiksha –Satra' founded by Rabindranath.</p> <p><b>3.</b>Discuss the importance of 'Shree Niketan'</p> <p><b>4.</b>Explain Rabindranath's view</p>	

		about freedom and discipline.	
		5.Discuss, Swami Vivekananda's 'Language policy'	

## PAPER –II

### PSYCHOLOGICAL FOUNDATION OF EDUCATION

#### GROUP-A

##### Developmental Aspects of Psychology

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<b>1.Introduction to Psychology, relation between education and Psychology. Different perspectives of Psychology(Biological ,Cognitive ,Developmental, Associationist- Abrief overview)</b>  <b>2.Personality development. Psychoanalytical theory of personality,Erikson's stages of psycho –social development</b>	<b>15 Marks</b>  1.Define psychology.Mention its various perspectives.How the various perspectives of psychology affect education? (3+3+9)  2.Describe thestages of psycho-social development according to Erikson's theory.Why did Erikson use the word 'psycho-social' development?(12+3)  <b>5 Marks</b>  1.What do you mean by Id,Ego,Superego?  2.What are Personality traits?Explain the features of personality traits.	<b>English:</b>  1.S.K.Mangal_ “ <i>Advanced Educational Psychology</i> ”  2.S.S.Chauhan_ “ <i>Advanced Educational Psychology</i> ”  3.J.C.Agarwal_ “ <i>Essentials of Educational Psychology</i> ”  4.M.Sengupta_ “ <i>Educational Psychology- a review</i> ”  5.H.R.Bhatia_ “ <i>Textbook of Educational Psychology</i> ”
	<b>3.Stages and types of development and their educational significance:</b>	<b>15 Marks</b>  1.Describe the Emotional developmentof a child and state why it is important to maintain	<b>Bengali:</b>  1.a)Sushil Roy b)Arun Ghosh c)Promodbondhu Sengupta and Prasanta

II	<p>a) Physical and motor development,factors affecting physical and motor development.</p> <p>b) Cognitive development,brief outline of Piaget’s theory of cognitive development.</p> <p>c) Emotional development, common patterns Emotional balance and Emotional Quotient.</p> <p>d) Moral development ,Theories of Piaget and Kohlberg.</p>	<p>Emotional Balance.(10+5)</p> <p>2.Describe the process of development of Schema according to Piaget.Mention the characteristics of Formal Operation stage and discuss the educational significance of this stage.(7+8)</p> <p><b>5 Marks</b></p> <p>1.Write three features of Motor development.</p> <p>2.What are the conflicts involved in moral development according to Kohlberg?</p>	<p>Kumar Sharma _ “<i>Shiksha Monobidya</i>”</p> <p>2.Pal-Dhar- Das-Banerjee_ “<i>Pathdan o sikhoner monostatwa</i>”</p> <p>3.Nurul Islam _ “<i>Shiksha monobidyar ruprekha</i>”</p> <p>4.Dr.Gobinda Pal and Gangaram Mitra_ “<i>Sikhon o nirdeshdan monobigyan</i>.”</p>
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### **GROUP- B**

#### **Cognitive Approach.**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<p>1. Neural basis of cognition : Neuron -structure and electrical potentials, synoptictransmission,structure and functions of human brain, Neuro-endocrinal system.</p> <p>2. Perception : Factors influencing perception,role in cognition.</p> <p>3. Attention: Selective and divided attention. Role of attention in the cognitive process.Factors of attention.</p> <p>4. Memory: acquisition, storage and retrieval of information.Sensory memory,, short term and long term</p>	<p><b>15 Marks</b></p> <p>1Explain the processes involved in memory according to information processing theory.Hoe does forgetting occur due to interference?(10+5)</p> <p><b>5 Marks</b></p> <p>1.Explain the influence of endocrine glands upon human behaviuor.</p> <p>2. What is perception and state itsdifferent factors?</p> <p>3.What are the different factors of attention?</p>	

	memory, forgetting.		
II	<p><b>5. Motivation: types and factors.</b></p> <p><b>6. Learning: Laws of learning ,classical and operant conditioning. Insight learning ,concept learning, Bandura's social learning theory .Transfer of learning :Concept and application.</b></p> <p><b>7. Intelligence: Theories of intelligence Spearman, Thurston,Guilford and Gardener.</b></p>	<p><b>15 Marks</b></p> <p>1.Explain the theory of learning by Insight.Discuss the educational significance of this theory.(10+5)</p> <p>2.Define Intelligence.Explain the theory of intelligence by Guilford or Gardener mentioning the educational significance.(5+10)</p> <p><b>5 Marks</b></p> <p>1.Explain the theory of identical elements of transfer of learning.</p> <p>2.What is intrinsic and extrinsic Motivation?Give an example of each.</p>	

### **PAPER -III**

#### **DEVELOPMENT OF EDUCATION IN INDIA**

#### **GROUP-A**

##### **Education in Ancient, Medieval and British India**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
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I	<p><b>1.Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to</b></p> <p><b>a)Aims and Objectives</b></p> <p><b>b)Subject of study</b></p> <p><b>c)Methods of teaching including teacher – Pupil relationship.</b></p> <p><b>d)Evaluation</b></p> <p><b>e)Centre of Learning.</b></p> <p><b>f)Education of woman</b></p> <p><b>2.Brief outline of eventsrelating education from 1757 to 1947</b></p> <ul style="list-style-type: none"> <li>• <b>Missionaries activities (Srirampur Trio)</b></li> <li>• <b>Charter Act of 1813</b></li> <li>• <b>BengalRenaissance – Contribution of Rammohan Ray, H.L.V. Derozio. And Vidyasagar</b></li> <li>• <b>Adams Report</b></li> <li>• <b>Anglicist Orientalist controversy- Macaulay’s Minute &amp;Bentinck’s resolution</b></li> <li>• <b>Wood dispatch</b></li> </ul>	<p><b><u>15 Marks</u></b></p> <p>1.Discuss the salient features of the Brahmanic system of education in ancient India. How did it differ from the Buddhistic system of education?(10+5 )</p> <p>2.Discuss briefly the main characteristics of Islamic education in India and analyze their influence on the cultural synthesis of medieval period.(10+5)</p> <p><b><u>5 Marks</u></b></p> <p>1.How far Buddhist system of education is democratic in nature?</p> <p><b><u>15 Marks</u></b></p> <p>1.Discuss the major recommendations of Wood’s dispatch. Should it be considered as ‘Magna Carta’ of Indian education?(10+5)</p> <p>2.Explain, in detail, the contribution of Sreerampur Mission in the improvement of Bengali language and literature. (15)</p> <p>3.Discuss how the 1813 Charter Act led to the Anglicist– Orientalist Controversy? How was this controversy resolved?(10+5)</p> <p><b><u>5 Marks</u></b></p> <p>1.Write down the contribution of Vidyasagar in the expansion of Women education.</p> <p>2.Discuss the significance of Adam’s 3<sup>rd</sup>Report regarding indigenous education.</p>	<p><b>English:</b></p> <p>1.J.C. Agarwal_ “<i>History of Modern Indian Education</i>”</p> <p>2.Biswa Ranjan Purkait_ “<i>Milestones in Modern Indian Education</i>”.</p> <p>3.J.P.Banerjee_ “<i>Education in india- past ,present and future</i>”</p> <p>4.S.N.Mukherjee_ “<i>Education in India- Today-Tomorrow and History of Education in India</i>”</p> <p><b>Bengali:</b></p> <p>1.Jyotiprasad Bondhopadhy_ “<i>Bharotiyo sikkhon o samprotik somosya</i>”</p> <p>2.Bhakti Bhusan Bhakta_ “<i>Bharotiyo shikshar ruprekha</i>”</p> <p>3.Gourdas Haldar o Prasanta Kumar Sharma_ “<i>Adhunik Bharotiyo shikshar bikash</i>”</p> <p>4. Ranajit Ghosh_ “<i>Shikshar itihash</i>”</p> <p>5.Sanyal, Mitra_ “<i>Bharotiyo Shikshar Itihash</i>”</p>
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	(Recommendations only)		
II	<p>Brief outline of</p> <ul style="list-style-type: none"> <li>• <b>Hunter Commission 1882-83 (Primary and Secondary Education)</b></li> <li>• <b>Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education)</b></li> <li>• <b>National Education Movement (cause and effect)</b></li> <li>• <b>Calcutta University Commission (1917 – 1919)</b></li> <li>• <b>Basic Education (concept &amp; developmen</b></li> </ul>	<p><b><u>15 Marks</u></b></p> <p>1. Discuss the major recommendations of Hunter Commission regarding Primary and Secondary Education. How far these recommendations were implemented? (10+5)</p> <p>2. Discuss the concept of Basic Education in India. How far the system of Basic Education is relevant in present situation of our country? (10+5)</p> <p><b><u>5 Marks</u></b></p> <p>1. Write down the three important recommendations of Sadler Commission.</p> <p>2. Mention the major causes behind the National Education Movement.</p> <p>3. Evaluate Lord Curzon's Policy on Secondary education</p>	

	t) <ul style="list-style-type: none"> <li>• Sargent Plan</li> </ul>		
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## **GROUP -B**

### **Development of Education after 1947**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
<b>I</b>	<b>1.Constitutional provision for Education in India</b>  <b>2.Brief outline of the recommendations made by different Education Commission:</b> <ul style="list-style-type: none"> <li>• <b>University Education Commission (1948-49)</b></li> <li>• <b>(Aims of Higher education &amp;Rural University)</b></li> <li>• <b>Secondary Education Commission (1952-53)</b></li> <li>• <b>(Aims, Structure &amp;Curriculum of Secondary education)</b></li> <li>• <b>Indian Education Commission (1964-66)</b></li> </ul>	<b><u>15 Marks</u></b>  1.What are the aims of Higher Education according to Radhakrishnan Commission? In this connection, give an idea of Rural University.(10 + 5)  2.Discuss the main recommendations of Secondary Education Commission (1952 – 53) regarding the aims, structure and curriculum of Secondary Education.(5 + 5 + 5)  <b><u>5 Marks</u></b>  1.Explain briefly Article 45 under the directive principles of the Indian Constitution.  2.What is meant by “Work Experience” in Education?  3.Mention the recommendations of Kothari Commission about Language policy.	

II	<p><b>3.National Policy on Education (1986)</b></p> <p><b>4.Current issues in education:</b></p> <ul style="list-style-type: none"> <li>• <b>Equalization of Education Opportunities.</b></li> <li>• <b>Programmes on Universal Elementary Education (DPEP &amp; SSA)</b></li> <li>• <b>Non-formal education and alternative schooling, Education of women</b></li> </ul>	<p><b><u>15 Marks</u></b></p> <p>1.Critically explain the salient features of National Education Policy 1986. (15)</p> <p>2.What do you understand by “Equalization of Educational Opportunity”? Discuss the recommendations of Kothari Commission in this respect.(5 + 10)</p> <p><b><u>5 Marks</u></b></p> <p>1.Discuss, in brief, the importance of alternative school in the expansion of education.</p> <p>2.Write any five characteristics of non-formal education.</p> <p>3.Delineate the recommendations of Bhaktabatsalam Committee on women education.</p>	
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**PAPER –IV**

**SOCIOLOGICAL FOUNDATION OF EDUCATION AND EDUCATIONAL ORGANIZATION & MANAGEMENT**

## GROUP –A

### Sociological Foundation of Education

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<p><b>1.Sociological Foundation of Education – Sociology of education, Nature, Scope, Method of Study</b></p> <p><b>2.Society and Education–</b></p> <p><b>a)Society: its origin and factors and their influences on education (Population, Location, Religion, Class, Culture, Technology, Economy).</b></p> <p><b>b)Impact of different political systems on education (capitalism and socialism)</b></p> <p><b>3.Social groups and education –</b></p> <p><b>a)Social groups (primary, Secondary and tertiary)</b></p> <p><b>b)Socialization: the role of the family and school.</b></p>	<p><b><u>15 Marks</u></b></p> <p>1.What do you mean by educational sociology? Discuss the nature and scope of educational sociology.(5+5+5)</p> <p>2What do you understand by socialization? Discuss the role of family/school in socialization of a child. (5 + 10)</p> <p><b><u>5 Marks</u></b></p> <p>1. Discuss the role of technology on education.</p> <p>2. Enunerate five differences between primary and secondary group.</p> <p>3. Explain the influence of socialism on educational system.</p>	<p><b>English:</b></p> <p>1.J.C. Chakraborty_ “<i>Educational Sociology</i>”</p> <p>2.Durkheim_ “<i>Sociology of Education</i>”</p> <p>3.Y.Sharma_ “<i>Sociology of Education</i>”</p> <p><b>Bengali:</b></p> <p>1.Sonali Chakraborty_ “<i>Shikshay Somajbogyan</i>”</p> <p>2.Manjusa Torofdar_ “<i>Shikshasroyi Somajbigyan</i>”</p>
II	<p><b>4.Social change and Education –</b></p> <p><b>a)Social change: Its definition and role of education.</b></p> <p><b>b)Social change in India (Sankritization, Westernization, Modernization and Globalization)</b></p> <p><b>5.Education and Social Communications – Informal agencies of Social Communication</b></p> <p><b>6.Education and</b></p>	<p><b><u>15 Marks</u></b></p> <p>1.What is meant by social change? Discuss the role of education in bringing about social change. (5 + 10)</p> <p>2.Discuss the concept of unemployment in India. Discuss the role of education in controlling unemployment. (5 + 10)</p> <p><b><u>5 Marks</u></b></p> <p>1.What do you understand by globalization?</p> <p>2.Discuss the influence of</p>	

	<b>Contemporary Social Issues:</b>  <b>a)Unemployment</b>  <b>b)Poverty</b>  <b>c)National Disintegration</b>  <b>d)Population explosion</b>	modernization in our educational system.  3.What are the causes of National Disintegration in India?	
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### **GROUP- B**

#### **Educational Organization & Management**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
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I	<p><b>1.Principles of Educational organization: Concept of School organization it's principle.</b></p> <p><b>2.Aspects of school Organization –</b></p> <p>a)School Plant, building, Equipment, Sanitation, Play ground, Workshop, library, Computer Room.</p> <p>b)Midday meal, School medical service, co-curricular activities</p> <p>c)Inclusive education</p> <p><b>3.Educational Management and Administration</b></p> <p><b>Difference between the two administrations at different levels (Primary, Secondary and Tertiary)</b></p> <p><b>Board of Secondary Education, Council of H.S Education, Council of Higher education</b></p>	<p><b>15 Marks</b></p> <p>1.Elucidate the concept of school organization. Discuss, in detail, the different principles of school organization.(5+10)</p> <p>2.Bring out the significance of co-curricular activities in modern school activities. Discuss, in this context, the different types of co-curricular activities.(8 + 7)</p> <p><b>5 Marks</b></p> <p>1.What is the importance of medical services in school?</p> <p>2.State the importance of Inclusive education.</p> <p>3.Briefly narrate the functions of higher education council.</p>	<p><b>English:</b></p> <p>1. J.Mohanty_ <i>“Educational Administration, Supervision and School Management.”</i></p> <p>2. a) Aggarwal b) Chandana_ <i>“ School Organisation ”</i></p> <p><b>Bengali:</b></p> <p>1.Debashish Pal_ <i>“Shiksha Byabosthapon”</i></p> <p>2.Saroj Chattapadhy_ <i>“Bidyalaya songothon o prosongo”</i></p> <p>3.Arun Ghosh_ <i>“Bidyalaya Sangathon”</i></p> <p>4.Ranajit Ghosh_ <i>“Bidyalaya poribesh o podhyoti”</i></p>
II	<p><b>4.Concept of educational management – Meaning, nature, need and scope, Role of Educational manager</b></p> <p><b>5.Types of Educational Management – Autocratic, Democratic, Lassie- Fair supervision</b></p> <p><b>6.Educational Planning – Meaning, need and significance of educational planning. Types and strategies of educational planning. Steps in Educational</b></p>	<p><b>15 Marks</b></p> <p>1.Explain the nature, importance and different types of educational management. (5+5+5)</p> <p>2.Define educational planning. What are the different types of educational planning?(5 + 10)</p> <p><b>5 Marks</b></p> <p>1.What is meant by decentralized management?</p> <p>2.What do you understand by</p>	

	planning  <b>Institutional Planning.</b>	educational supervision?  3.Discuss the role of an educational manager in an institution.	
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### **PAPER- V**

#### **PSYCHOLOGY OF ADJUSTMENT AND EDUCATIONAL GUIDANCE & COUNSELLING**

### **GROUP-A**

#### **Psychology of Adjustment**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<p><b>1. Concept of adjustment- adjustment and adaptability,homeostasis, Psychodynamic concept of adjustment socio-cultural concept:criteria of good adjustment.</b></p> <p><b>2. Maladjustment- meaning of maladjustment-conflict and frustration,Manifestation of maladjustmentin childhood and adolescence- A synoptic view of problem behaviour</b></p> <p><b>3. General causes of mal-</b></p>	<p><b>15 Marks</b></p> <p>1.What do you mean by adjustment? Discuss the criteria of good adjustment.(5+10=15)</p> <p>2.What is conflict? Discuss with examples the various types of conflict. How does conflict influence adjustment process?(2+8+5=15)</p> <p><b>5 Marks</b></p> <p>1.What is the difference between adjustment and adaptation?</p>	<p><b>English:</b></p> <p>1.S.S.Chouhan_ “Mental Hygiene”</p> <p>2. J.Mohanty_ “Abnormal Psychology”</p> <p>3.A.Anastasi_ “Psychological Testing”</p> <p><b>Bengali:</b></p>

	<p><b>adjustment- Biological and Environmental-role of parent and Educational institution in promoting mental health</b></p>	<p>2.What is meant by 'Homeostasis'?</p> <p>3.State the causes of frustration?</p> <p>4.Discuss the role of school in promoting mental health of the students.</p>	<p>1.Manjuri Sengupta_ "<i>Aswabhabik Monobigyan</i>"</p> <p>2.Subir Nag o Gargi Dutta_ "<i>Sangatibidhane Nirdeshona o Poramorshodan</i>"</p>
II	<p><b>4. Stress, Stressors- personal and environmental stress, coping strategies and therapies- behaviour, cognitive and humanistic therapies (only concept)</b></p> <p><b>5. Multi axial classification of mental disorders- DSM IV Axis I and Axis II category- brief outline of schizophreniz, anxiety disorder, depressive disorder, substance abuse, personality disorder.</b></p>	<p><b>15 Marks</b></p> <p>1.What do you mean by anxiety? State the general causes of anxiety disorder. How does anxiety affect the learning process?(3+8+4=15)</p> <p>2.How do you classify mental disorder at present? In this context discuss briefly different types of Schizophrenia.(7+8=15)</p> <p><b>5 Marks</b></p> <p>1.What types of psychological problems are associated with substance related disorder?</p> <p>2.Mention the steps to reduce depression.</p>	



**GROUP- B**

**Educational Guidance and Counselling**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<p><b>1. Concept of Guidance- meaning and nature of guidance -different forms of Guidance(group and individual) Types of Guidance (educational,vocational )</b></p> <p><b>2. Counselling- meaning-types and techniques-directive, nondirective, eclectic-individual and group counselling.</b></p> <p><b>3. Identification and guidance for special learners- gifted, slow learners, learner with learning disabilities, MR/mentally challenged.</b></p>	<p><b>15 Marks</b></p> <p>1. What is counselling? Discuss the different types of counselling. (3+12=15)</p> <p><b>5 Marks</b></p> <p>1. State the difference between guidance and counselling.</p> <p>2. Write down the characteristics of gifted children.</p> <p>3. What are the types of learning disabilities?</p> <p>4. How the gifted children can be guided?</p>	<p><b>English:</b></p> <p>1. S. Kochar_ "<i>Guidance and Counselling in Secondary school</i>"</p> <p>2. S. S. Chauhan_ "<i>Principles and Techniques of Guidance</i>"</p> <p>3. Ramnath Sharma_ "<i>Guidance and Counselling</i>"</p> <p><b>Bengali:</b></p> <p>1. Debashish Pal_ "<i>Nirdeshona o Poramorshodan</i>"</p> <p>2. Prasanta Kumar Sharma_ "<i>Mulyayon o Nirdeshona</i>"</p> <p>3. Bhimchandra Mondal_ "<i>Nirdeshona o Poramorshodaner ruprekha</i>"</p>

II	4.Basic data necessary for Guidance-pupil,courses,vocation-tools and techniques of collecting information on pupils(Intelligence test,Personality test,Interest inventory,Aptitude testCRC,Case study,ARC,Courses and occupations-Disemination of informatin on courses and occupation Prospectus,Career Conference,Pamphlets, Newspaper,Periodicals )	<p><b>15 Marks</b></p> <p>1.What are the basic data required for adequate guidance? How are these data collected?(10+5=15)</p> <p>2.What are the different tests of assessing personality? Give a detailed account of any one of them?(5+10=15)</p> <p><b>5 Marks</b></p> <p>1.What is career conference?</p> <p>2.Explain the role of newspaper and periodicals for dissemination of information in courses and occupations.</p>	
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## PAPER –VI

### EVALUATON IN EDUCATION

#### GROUP-A

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<p><b>1.Educational Measurement and Evaluation-concept, scope and needs.</b></p> <p><b>2.Tools and Techniques of Evaluation-</b></p> <p><b>a) Test: Types, use of Norm- Referenced test and Criterion-Referenced test,essay type and objective</b></p>	<p><b>15 Marks</b></p> <p>1.Explain the concept of educational measurement and evaluation. Discuss the significance of evaluation in the field of education.(10+5=15)</p> <p>2.Discuss the advantages and limitations of objective type tests. Distinguish between different types of objective type tests item and</p>	<p><b>English:</b></p> <p>1.A.Anastasi_ “Psychological Testing”</p> <p>2.A.K.Singh_ “Tests, Measurement and Resarch Methods in Behaviour science”</p> <p><b>Bengali:</b></p> <p>1.Sushil Roy_ “Mulyayan: Niti o</p>

	<p><b>type tests.</b></p> <p><b>b)Observation- concept and use</b></p> <p><b>c)Inquiry- concept and use</b></p> <p><b>d)Cumulative Record Card – concept and use.</b></p>	<p>illustrate your answer with examples.(5+5+5=15)</p> <p><b>5 Marks</b></p> <p>1.What is the need of evaluation in education?</p> <p>2.State the difference between measurement and evaluation?</p> <p>3.What is observation method?</p> <p>4.What are the difference between CRT AND NRT?</p> <p>5.What is the use of a cumulative record card?</p> <p>6.Mention the different types of observation.</p>	<p><i>Koushol”</i></p> <p>2.Debashish Pal_ “Mulyayan o Nirdeshona”</p> <p>3.Prasanta Kumar Sharma_ “Shikshay Mulyayan o Nirdeshona”</p>
<b>II</b>	<p><b>3.Scales of Measurement- Nominal, Ordinal, Interval, Ratio</b></p> <p><b>4.Criteria of Standardized test</b></p> <p><b>a)Validity</b></p> <p><b>b)Reliability</b></p> <p><b>c)Objectivity</b></p> <p><b>d)Usability</b></p> <p><b>e)Norms</b></p> <p><b>5.Construction of a Standardized</b></p>	<p><b>15 Marks</b></p> <p>1.Describe the different scales of measurement. Write two characteristics of each scale with an example.(10+5=15)</p> <p>2.What is meant by validity of a test? Briefly describe the different types of validity(5+10=15)</p> <p>3.What is a standardized test? Discuss the steps involved in the construction of a standardised test.(5+10=15)</p> <p><b>5Marks</b></p> <p>1.Distinguish between nominal and ordinal scales of measurement.</p> <p>2.Distinguish between grade norm and age norm?</p>	

	<b>Achievement Test.</b>	<p>3.What is the causes of low validity?</p> <p>4.What is meant by objectivity of a test?</p> <p>5.Mention the steps of construction of a standardized achievement test.</p>	
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### **GROUP- B**

#### **Statistics in Education**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	1. Statistics- use in Education	15 Marks	English:
		1.Draw a histogram from the following frequency distribution-	1.S.K.Mangal_ “Statistics in Psychology and Education”
	Scores frequencies	2.Medhi_ “Statistical Methods and Introductory test”	
	10-19            2		
	20-29            4		
2.Organization and Graphical Representation of data- Pie chart, Bar diagram.	30-39            10		

	<p><b>Histogram, Frequency Polygon, Ogive.</b></p>	<p>40-49      8</p> <p>50-59      4</p> <p>60-69      2</p>	
	<p><b>3.Measures of Central tendency- Mean, Median, Mode- calculation and application.</b></p>	<p>2. Calculate mean, median, mode from the following distribution.</p> <p><b>Scores frequencies</b></p> <p>18-20      3</p> <p>21-23      4</p> <p>24-26      5</p> <p>27-29      10</p> <p>30-32      10</p> <p>33-35      8</p> <p>36-38      7</p> <p>39-41      3      (5+5+5)</p>	
	<p><b>4.Measures of Variability- Range, Quartile Deviation, Standard Deviation- calculation and application.</b></p>	<p>3. What is the measure of variability? State the different measures of variability with their uses. (3+12=15)</p> <p><b>5 Marks</b></p> <p>1. Why statistics is used in education?</p> <p>2. Discuss the different ways of displaying data and indicate their uses.</p> <p>3. Calculate ungrouped S.D from the following scores.</p> <p>52,50,56,68,65,62,57,70</p>	

II	5. Percentile and Percentile Rank - Calculation and application,including graphical representation	15 Marks		
		1.Calculate P60, PR80 from the following distribution.		
		Scores frequencies		
		45-49	4	
	6.Characteristics of Normal Curve.	50-54	2	
		55-59	5	
		60-64	5	
		65-69	8	
	7.Skewness and Kurtosis-concept.	70-74	6	
		75-79	4	
8. Concept of Z-score-calculation and use.		2.Calculate the product moment coefficient of correlation between x and from the data given below, and interpret your result.		
	Sl no	x	y	
	1.	1	4	
	2.	3	3	
	3.	5	7	
	4.	6	8 (5+2+8)	
	5 Marks			
	1.What is the difference between percentile and percentile rank.			
	2.What is skewness and kurtosis?			
	3.Given mean=49.5,s.d=14.3 for a distribution ,change the score of 80 into z or sigma score?			
4.What is linear correlation?				

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**PAPER- VII**

**EDUCATIONAL TECHNOLOGY AND CURRICULUM**

**GROUP-A**

**Educational Technology**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
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I	<p><b>1. Concept, need and scope of educational technology.</b></p> <p><b>2. Systems approach to education : Definition of systems, need for systems approach, classification of systems &amp; components of a system.</b></p> <p><b>3. Computer and its role in education.</b></p> <p><b>4. Use of media in education: Audio (Radio &amp; Tape), Visual (Projector), Audio-Visual (T.V. &amp; CCTV)</b></p> <p><b>5. Models of Teaching: Nature, concepts and different families of Teaching Models, Advantages of the use of Models of Teaching.</b></p>	<p><b>15 Marks</b></p> <p>1 What do you mean by a 'system approach' in Education? Explain the components of the system with suitable examples. What is its educational significance? (2+8+5)</p> <p><b>5 Marks</b></p> <p>1. Scope of Educational Technology.</p> <p>2. Write a brief note on the use of computers in examinations.</p> <p>3. Advantage of using Models of Teaching.</p>	<p><b>English:</b></p> <p>1. R.D. Sharma_ “An Introductory Technology”</p> <p>2. J. Mohanty_ “Education Technology”</p> <p>3. a) Usha Rao b) M. Mukhopadhyay_ “Educational Technology”</p> <p><b>Bengali:</b></p> <p>1. Koushik Chatterjee_ “<i>Shiksha projuktibidya</i>”</p> <p>2. Malay Kumar Sen_ “<i>Shiksha projuktibigyan</i>”</p> <p>3. Shyamaprasad Chattaraj_ “<i>Shiksha Projukti</i>”</p>
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II	<p><b>6. Communication and educational technology: components of communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication.</b></p> <p><b>7. Instructional techniques: Mass instructional techniques (basic concepts only), Personalized techniques- Programmed learning, Mastery Learning, Microteaching (basic concepts)</b></p> <p><b>8. Distance education: concepts, types and usefulness- application of technology in Distance Education.</b></p>	<p><b>15 Marks</b></p> <p>1. What is Communication? Discuss the various components of communication. What are the various barriers faced in effective classroom communication? (2+8+5)</p> <p><b>5 Marks</b></p> <p>1. Mention any five basic principles of programmed learning.</p> <p>2. Main features of Micro Teaching.</p> <p>3. Meaning of Mastery Learning.</p>	
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### **GROUP-B**

#### **Curriculum Studies**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<p><b>1. Concept of curriculum: Explicit curriculum, Hidden curriculum, Nature of curriculum Bases of curriculum: Philosophical</b></p>	<p><b>15 Marks</b></p> <p>1. Elucidate the concept of the curriculum. Discuss the philosophical and sociological bases of the curriculum. (5+5+5)</p>	<p><b>English:</b></p> <p>1. A.V. Kelly_ "<i>The Curriculum- Theory and Practice</i>"</p> <p>2. P.W. Taylor and</p>

	<p>hical, Sociological &amp; Psychological.</p> <p>2.System approach to curriculum</p> <p>3.Objectives of curriculum:Need to form objectives of curriculum.Sources of objectives of the curriculum:society, discipline, needs of the students.</p> <p>4. Bloom's Taxonomy of educational objectives: an overview (cognitive &amp; affective domains) with examples.</p>	<p>2.What is a Taxonomy ?Elaborate on the Cognitive Domain of Bloom's Taxonomy with appropriate examples.(2+8+5)</p> <p><b>5 Marks</b></p> <p>1. What is the difference between hidden and explicit curriculum?</p> <p>2.Need to form objectives of the curriculum.</p>	<p>C.M.Richards_ "<i>An introduction to curriculumstudies</i>"</p> <p>3.H.Tabba_ "<i>Curriculum Development-Theory and practice</i>"</p> <p><b>Bengali:</b></p> <p>1.Sonali Chakraborty_ "<i>Pathokrom charcha o Nirdeshonadan</i>"</p> <p>2.Nurul Islam_ "<i>Pathokrom charcha o Byaboharik Shikshabigyan</i>"</p> <p>3.Pranab Kumar Chakraborty_ "<i>Pathokrom niti o nirman</i>"</p>
II	<p>5.Determinants of content selection:culture based, knowledge based, need based.</p> <p>6. Curriculum transaction: Bruner's theory of insruccion and learning</p> <p>7.Curriculum evaluation: meaning and utility, Sources and means of curriculum evaluation . Formative and Summative evaluation.</p>	<p><b>15 Marks</b></p> <p>1. Describe Bruner's theory of insruccion.What is its significance in the modern curriculum?</p> <p>2.What is meant by Curriculum Evaluation?Explain the role of formative and summative evaluation in evaluating the curriculum.</p> <p><b>5 Marks</b></p> <p>1.Why should culture be a determinant of content selection?</p> <p>2.Importance of 'need' in content selection.</p>	

## PAPER-VIII

### COMPARATIVE EDUCATION AND PRACTICAL

#### GROUP- A

#### Comparative Education

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<p>Any one country from UK, USA China.</p> <p>1. Concept, meaning and scope of Comparative Education</p> <p>2. Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries:</p> <p>a) Structure of education.</p> <p>b) Administration.</p>	<p>15 Marks</p> <p>1. Discuss the meaning and scope of comparative education. What is the necessity for knowledge of comparative education for the students of education? (4+6+5)</p> <p>5 Marks</p> <p>1. Mention the chief features of Junior schools of USA.</p> <p>2. State the characteristics role played by Comprehensive schools (USA)</p>	<p>English:</p> <p>1. T.S. Sodhi_ “Comparative Education”</p> <p>Bengali:</p> <p>1. Debashish Chatterjee_ “Swadesh o Bidesher tulongamulok shiksha”</p> <p>2. Shyamaprasad Chattaraj_ “Shiksha: Deshe o Bideshe”</p> <p>3. Debi Mukhopadhyay_ “Tulongamulok Shiksha”</p>
II	<p>Various issues of the Indian educational system with special reference to school education in comparison with one of the above mentioned countries:</p> <p>a) Curriculum</p> <p>b) Examination</p>	<p>15 Marks</p> <p>1. Discuss the significance of Teacher education in India and make a comparative study with that of any one country of your choice.</p> <p>5 Marks</p> <p>1. Development of Universal Secondary education (USA)</p>	

	<b>c)Teacher education</b> <b>d)Education for all</b> <b>e)Distance education and open learning.</b>	2. Community Colleges in USA  3.Constitutional provision of education (USA)	
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# **SYLLABUS-WISE** **MODEL QUESTIONS** **FOR** **GENERAL**

# DEPARTMENT OF EDUCATION

## PAPER-I

### Principles of Education

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<b>1. Concept, scope and functions of education: Education as a social process. Education and Social Changes.</b> <b>2. Aims of education: Individualistic and socialistic aims of education. Education for emotional, social and cultural adjustment. Education for productivity and vocation.</b> <b>3. Freedom and Discipline: Concept and need for free discipline. Self-discipline and student self-government.</b>	<u><b>10 Marks</b></u> 1. What is meant by education in the narrower and broader sense? Discuss the characteristics of education in the broader sense? (4+6) 2. State the different causes of indiscipline in School. How it can be eradicated? (6+4)  <u><b>5 Marks</b></u> 1. What is meant by school-self-government? 2. What are the differences between internal and external discipline? 3. State the major functions of education. 4. Mention any three usefulness of vocational education? 5. How can education bring social change?	<b>English:</b> 1. Archana Banerjee, <i>"Philosophy and Principles of Education"</i> 2. J. C. Chakraborty, <i>"Modern Education"</i> 3. J.C.Agarwal, <i>"Theory and Principles of Education"</i> 4. J. C. Agarwal, <i>"Philosophy and social basis of education"</i> 5. B. R. Purkait, <i>"Principles and practices of education"</i> 6. K. K. Mukherjee, <i>"Principles of Education"</i>
	<b>4. Factors of education:</b> a) The Child - innate endowment and environment b) The Teacher - qualities and	<u><b>10 Marks</b></u> 1. What is meant by Co-curricular activities? Discuss the needs of co-curricular activities in education? (4+6)	<b>Bengali:</b> 1. Sushil Roy,

	<p>responsibilities.</p> <p>c) <b>The Curriculum - concept, principles of curriculum construction. Co-curricular activities - meaning, values and forms.</b></p> <p>d) <b>The educational institutions – Formal, informal, non-formal. Their interrelations.</b></p>	<p>2. What is modern concept of curriculum? Discuss the basic principles of curriculum construction. (3+7)</p> <p><b>5 Marks</b></p> <p>1. State the role of environment in child's education.</p> <p>2. Mention the necessity of non-formal education in the field of education.</p> <p>3. How does heredity influence the education of a child?</p> <p>4. State the qualities of an ideal teacher.</p> <p>5. What are the differences between formal and informal education?</p>	<p><i>“Shikshatatwa”</i></p> <p>2. Arun Ghosh, <i>“Shikshatatwa o Shikshadarshan”</i></p> <p>3. Abhijit Kumar Pal, <i>“Shikshadarshaner Ruprekha”</i></p> <p>4. Archana Banerjee, <i>“Shikshatatwa o shikshadarshan”</i></p>
III	<p><b>5. Agencies of education:</b></p> <p>a) <b>Home,</b></p> <p>b) <b>School,</b></p> <p>c) <b>Socio-cultural and Religious organizations,</b></p> <p>d) <b>State,</b></p> <p>e) <b>Mass-media</b></p>	<p><b>10 Marks</b></p> <p>1. Discuss the role of socio-cultural organizations as agency of education. (10)</p> <p>2. Discuss the role of family as an agency of education. State the limitations of family in this context. (6+4)</p> <p><b>5 Marks</b></p> <p>1. What is the role of mass-media in the education of a child?</p> <p>2. State the interdependence of school and society.</p> <p>3. Write in brief the role of state as an agency of education.</p> <p>4. Mention the demerits of</p>	

		Television as an agency of education.	
		5. What is the role of religious organization as an agency of education?	

## **PAPER-II**

### **Educational Psychology**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
<b>I</b>	<b>1. Relation between Psychology and Education. Nature and scope of Educational Psychology.</b>  <b>2. Development of the child : Infancy, Childhood, Adolescence-physical, social and cognitive development.</b>	<b><u>10 Marks</u></b>  1. Discuss the nature of Educational Psychology. How Educational Psychology helps in solving the problems of education? (4+6)  2. What are the stages of development of a child? Describe the main physical and psychological characteristics of development in infancy.(2+4+4) <b><u>5 Marks:</u></b>  1. Discuss in brief the scope of Educational Psychology.  2. What are the characteristics of social development in adolescence?  3. Write in brief about the cognitive development of childhood.  4. What are the psychological needs of adolescents?  5. Discuss in brief the cognitive development of infancy.	<b>English:</b>  1.S.K.Mangal_ “ <i>Advanced Educational Psychology</i> ”  2.S.S.Chauhan_ “ <i>Advanced Educational Psychology</i> ”  3.J.C.Agarwal_ “ <i>Essentials of Educational Psychology</i> ”  4.M.Sengupta_ “ <i>Educational Psychology- a review</i> ”  <b>Bengali:</b>  1.a)Sushil Roy b)Arun Ghosh c)Promodbondhu Sengupta and Prasanta Kumar Sharma_ “ <i>Shiksha Monobidya</i> ”



II	<p><b>3. Personality: Concept, traits and theories.</b></p> <p><b>4. Emotion: Meaning and characteristics, place of emotion in education.</b></p> <p><b>5. Habit: Its importance and definition. Habit formation. Uses and abuses of habit formation. Educational values of habit .</b></p>	<p><b><u>10 Marks:</u></b></p> <ol style="list-style-type: none"> <li>1. What is Personality? Explain any one theory of personality.(2+8)</li> <li>2. Define Habit. What are the merits and demerits of habit formation? (2+4+4)</li> </ol> <p><b><u>5Marks:</u></b></p> <ol style="list-style-type: none"> <li>1. Analyse the nature of Libido.</li> <li>2. What is primary emotion? Give example.</li> <li>3. How good habits can be formed?</li> <li>4. Mention any three characteristics of emotion.</li> <li>5. What is meant by Personality traits?</li> </ol>	<p>2.Pal-Dhar- Das-Banerjee_ “<i>Pathdan o sikhoner monostatwa</i>”</p> <p>3.Nurul Islam_ “<i>Shiksha monobidyar ruprekha</i>”</p>
III	<p><b>6. Intelligence: Concept and measurement. Classification of intelligence tests. Examples of each types of test. Uses of intelligence tests.</b></p> <p><b>7. Attention and Interest: Nature and conditions of attention, their educational implications.</b></p>	<p><b><u>10 Marks:</u></b></p> <ol style="list-style-type: none"> <li>1. Classify intelligence tests and discuss with example. What are the importance of intelligence tests?(2+4+4)</li> <li>2. What is Attention? How attention and interest is related?(3+7)</li> </ol> <p><b><u>5 Marks:</u></b></p> <ol style="list-style-type: none"> <li>1. How intelligence can be measured with the help of Binet-Simon scale (1937)?</li> <li>2. Give a comprehensive definition of Intelligence.</li> <li>3. What are the importance of Non-verbal intelligence tests?</li> <li>4. What is fluctuation of attention?</li> <li>5. What is meant by subjective determinants of attention?</li> </ol>	
IV	<p><b>8. Learning: Its nature and relation to motivation and maturation, Theories of learning: trial and error including laws of learning, Conditioned response (Classical and Operant) and Gestalt theory.</b></p> <p><b>9. Remembering and</b></p>	<p><b><u>10 Marks:</u></b></p> <ol style="list-style-type: none"> <li>1. What are the different theories of Learning? Discuss in detail the Trial and Error theory in this respect.(2+8)</li> <li>2. What is Memory? Explain different processes of memorization?(2+8)</li> </ol> <p><b><u>5 Marks:</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the relationship between learning and motivation.</li> </ol>	

	<b>Forgetting : Process involved in memory, marks of good memory. Forgetting- its meaning and causes.</b>	2. What is Insightful learning? 3. What are the marks of good memory? 4. What are the causes of forgetting? 5. What is Operant Conditioning?	
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### **PAPER-III**

#### **Development of Education in Modern India**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
I	<b>1. A synoptic view of ancient and medieval history of education in India.</b>  <b>2. Advent of Missionaries: Serampore Missionary activities in education.</b>  <b>3. Official introduction of English education by Lord Bentinck.</b>  <b>4. Adam's report on indigenous system of education.</b>  <b>5. The Despatch of 1854.</b>	<b><u>10 Marks:</u></b> 1. Discuss the salient features of Islamic education in medieval period.(10)  2. Discuss the main recommendations of Wood's Despatch(1854). (10)  <b><u>5 Marks:</u></b> 1. What is meant by 'Samabartana' and 'Upasampada'?  2. What was the contributions of Serampore Trio in the development of modern Bengali language?  3. What was the recommendations of Adam's third report?  4. What was the teaching method of Brahmanic education system?  5. Why Buddhistic education is considered as a democratic education system?	<b>English:</b>  1.J.C. Agarwal_ " <i>History of Modern Indian Education</i> "  2.Biswa Ranjan Purkait_ " <i>Milestones in Modern Indian Education</i> ".  3.J.P.Banerjee_ " <i>Education in india-past ,present and future</i> "  4.S.N.Mukherjee_ " <i>Education in India-Today-Tomorrow and History of Education in India</i> "  <b>Bengali:</b> 1.Jyotiprasad Bondhopadhy_ " <i>Bharotiyo sikkhon o samprotik somosya</i> "  2.Bhakti Bhusan Bhakta_ " <i>Bharotiyo shikshar ruprekha</i> "
II	<b>6. Contributions of Raja Rammohan and Vidyasagar in social</b>	<b><u>10 Marks:</u></b> 1. Mention the contributions of Raja	

	<p><b>and Educational Reforms</b></p> <p><b>7. The First Education Commission (W.Hunter) 1882</b></p> <p><b>8. Growth of National Consciousness: Conflict with Lord Curzon (1902-1905)</b></p> <p><b>9. National Education movement- Contributions of Vivekananda, Rabindranath and Aurobindo.</b></p>	<p>Rammohan in women education, newspaper-magazines and literature. (10)</p> <p>2. What was the recommendations of Lord Curzon about higher education? (10)</p> <p><b><u>5 Marks:</u></b></p> <p>1. Write the recommendations of Hunter Commission regarding secondary education.</p> <p>2. What was the role of Sri Aurobindo in National Education Movement?</p> <p>3. What was the role of Vidyasagar in the development of women education?</p> <p>4. Write the concept of Mass education according to Swami Vivekananda.</p> <p>5. What are the causes of National Education Movement?</p>	<p>3. Gourdas Haldar o Prasanta Kumar Sharma_ “<i>Adhunik Bharotiyo shikshar bikash</i>”</p> <p>4. Ranajit Ghosh_ “<i>Shikshar itihash</i>”</p> <p>5. Sanyal, Mitra_ “<i>Bharotiyo Shikshar Itihash</i>”</p>
<b>III</b>	<p><b>10. A synoptic view of the suggestions for educational reforms by the Sadler Commission, Wood-Abbot, Wardha Scheme.</b></p> <p><b>11. The Sargent Plan (1944)</b></p> <p><b>12. The Radhakrishnan Commission 1948-1949.</b></p> <p><b>13. A synoptic study of changes in school system, primary and secondary (structure and curriculum only) after independence – Mudaliar Commission’s (1952-1953) Report and Kothari Commission’s (1964-1966) Report.</b></p>	<p><b><u>10 Marks:</u></b></p> <p>1. Discuss the recommendations of Calcutta University Commission of 1917 regarding the higher education. (10)</p> <p>2. What are the main features of Wardha Scheme? (10)</p> <p><b><u>5 Marks:</u></b></p> <p>1. What do you mean by ‘Seven Stream’ as mentioned in Mudaliar Commission?</p> <p>2. Write the recommendations of Radhakrishnan Commission about the aim of university education.</p> <p>3. What was mentioned about vocational education in Wood-Abbot report?</p> <p>4. What was the structure of education according to Kothari Commission?</p> <p>5. Discuss about the curriculum of</p>	

		Basic education.	
<b>IV</b>	<b>14. Education of Women since Independence.</b>  <b>15. Educational Policy, 1968- A brief overview.</b>  <b>16. Educational Policy, 1986- A brief overview.</b>	<b><u>10 Marks:</u></b>  1. What is said about the primary, secondary and adult education in National Education Policy of 1986? (10)  2. What are the recommendations of Bhaktabatsalam Committee and Hansh Meheta committee regarding women education? (10)  <b><u>5 Marks:</u></b>  1. What do you mean by ‘Operation Blackboard’?  2. What is said about teacher education in National Education Policy of 1986?  3. Mention any three characteristics of Open University.  4. What is mentioned in National Education Policy of 1968 about the Schedule caste and Tribe?  5. What do you mean by National Literacy Mission?	

### **PAPER-IV**

#### **Evaluation and Guidance in Education.**

MODULE	UNIT	MODEL QUESTIONS	REFERENCE BOOKS
<b>I</b>	<b>1. Concept of Evaluation</b>  <b>2. Need and scope of evaluation in education: Evaluation of student achievement, evaluation of curriculum ,evaluation of teaching, evaluation of institute.</b>	<b><u>10 Marks:</u></b>  1. Define evaluation. Discuss the importance of evaluation in education.(4+6)  2. What is Cumulative Record Card? What are the importance of this card in education?(4+6)  <b><u>5 Marks:</u></b>	<b>English:</b>  1.A.K.Singh_ “ <i>Tests, Measurement and Research Methods in Behaviour science</i> ”  2.S.K.Mangal_ “ <i>Statistics in Psychology and Education</i> ”

	<p><b>3. Evaluation of student progress: Examination and evaluation .Tools of evaluation: Examination essay type and objective type, criterion-referenced test and standardized test, Cumulative Record Card (CRC)</b></p>	<p>1. Curriculum evaluation.</p> <p>2. Write the merits of Criterion – Referenced Test.</p> <p>3. What are the differences between evaluation and examination?</p> <p>4. Discuss the merits of Objective type test.</p> <p>5. Write five characteristics of Standardized test.</p>	<p>3.Medhi_ “<i>Statistical Methods and Introductory test</i>”</p> <p>4.S.S.Chouhan_ “<i>Mental Hygiene</i>”</p> <p>5. J.Mohanty_ “<i>Abnormal Psychology</i>”</p> <p><b>Bengali:</b></p>																												
II	<p><b>4. How to make a good test: specification of objectives, item selection.</b></p> <p><b>5. Measurement in education : Tabulation of educational data, measures of Central Tendency , measures of Variability (S.D. only),Graphical representation (Frequency Polygon, Histogram and Ogive), idea of Linear Correlation.</b></p>	<p><b><u>10 Marks:</u></b></p> <p>1. How a good test can be constructed? (10)</p> <p>2. What are the uses of Central Tendency? Calculate mean and median from the following distribution:</p> <table><tr><td>Scores</td><td>Frequency(f)</td></tr><tr><td>52-55</td><td>4</td></tr><tr><td>48-51</td><td>3</td></tr><tr><td>44-47</td><td>2</td></tr><tr><td>40-43</td><td>8</td></tr><tr><td>36-39</td><td>12</td></tr><tr><td>32-35</td><td>20</td></tr><tr><td>28-31</td><td>10</td></tr><tr><td>24-27</td><td>5</td></tr><tr><td>20-23</td><td>0</td></tr><tr><td>16-19</td><td>1</td></tr></table> <p>N=65 (4+3+3)</p> <p><b><u>5 Marks:</u></b></p> <p>1. Explain different types of correlations with one example each.</p> <p>2. Calculate median and mode from the following scores : 7,9,8,10,11,9</p> <p>3. What is Ogive ? Mention it’s uses.</p> <p>4. Mention the need of representation of data through graph.</p> <p>5. Draw a Histogram from the following distribution:</p> <table><tr><td>Scores</td><td>Frequency</td></tr><tr><td>30-34</td><td>4</td></tr><tr><td>35-39</td><td>7</td></tr></table>	Scores	Frequency(f)	52-55	4	48-51	3	44-47	2	40-43	8	36-39	12	32-35	20	28-31	10	24-27	5	20-23	0	16-19	1	Scores	Frequency	30-34	4	35-39	7	<p>1.Manjuri Sengupta_ “<i>Aswabhabik Monobigyan</i>”</p> <p>2.Subir Nag o Gargi Dutta_ “<i>Sangatibidhane Nirdeshona o Poramorshodan</i>”</p> <p>3.Sushil Roy_ “<i>Mulyayan: Niti o Koushol</i>”</p> <p>4.Debashish Pal_ “<i>Mulyayan o Nirdeshona</i>”</p> <p>5.Prasanta Kumar Sharma_ “<i>Shikshay Mulyayan o Nirdeshona</i>”</p>
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		40-44    9 45-49    10 50-54    7 55-59    6 60-64    7	
<b>III</b>	<b>6. Guidance : concept, need ,scope and types.</b>  <b>7. Basic data necessary for guidance (data about students, courses and vocations)</b>  <b>8. Counseling: meaning and types of counseling for adjustment problem.</b>	<b><u>10 Marks:</u></b>  1. Mention the characteristics of Guidance. What type of information is required for educational guidance? (4+6)  2. What is Counseling? Compare between guidance and counseling.(2+8)  <b><u>5 Marks:</u></b>  1. What is Vocational guidance?  2. What are the qualities of a good counselor?  3. Differentiate between direct and indirect counseling.  4. Discuss the method of Eclectic counseling.  5. What is meant by Individual and Group guidance?	
<b>IV</b>	<b>9. Meaning of adjustment.</b>  <b>10. Causes of maladjustment: role of parents, teachers, peers and educational institutions in the development of maladjustment.</b>	<b><u>10 Marks:</u></b>  1. What is meant by adjustment? What is the importance of adjustment in human life? (4+6)  2. What is mal-adjustment? Discuss the causes of mal-adjustment among the students. Discuss the role of school in preventing mal-adjustment.(2+4+4)  <b><u>5 Marks:</u></b>  1. Role of peers in development and prevention of mal-adjustment.  2. Role of family in adjustment.  3. What are the characteristics of a well-adjusted person?	

		<p>4. How a teacher can help in preventing mal-adjustment among the students?</p> <p>5. What are the social causes of mal-adjustment?</p>	
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