UNIVERSITY OF NORTH BENGAL

SYLLABUS FOR B.A. HONOURS PROGRAMME COURSE IN
EDUCATION
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

(WITH EFFECT FROM THE ACADEMIC SESSION 2018-19)

University of North Bengal
Raja Rammohunpur, Darjeeling – 734013,
West Bengal, India

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INTRODUCTION:

The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

1. **Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

> 2.1 **Discipline Specific Elective Course (DSEC):** Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

> 2.2 **Generic Elective Course (GEC):** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses/ Skill Enhancement Courses:**

> 3.1 **Ability Enhancement Compulsory Course (AECC):** Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

> 3.2 **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

*Eligibility for admission to B.A. Honours Programme Course in Education: Students from all discipline are eligible for admission except vocational course/diploma course.

A. TOTAL Number of courses in UG-CBCS (B.A. Honours.):

Types of course	Discipline specific Core course (DSC)	Elective course		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	2	2	140

TABLE-1: DETAILS OF COURSES & CREDIT OF B.A. EDUCATION (HONOURS) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
1.	Core Course: 14 Papers	Theory + Practical	Theory + Tutorial
1.A.	Discipline specific Core Course: Theory (14 papers)	14x4 = 56	14x5 = 70
1.B.	Core Course (Practical/Tutorial)*(14 papers)	14x2 = 28	14x1 = 14
2.	Elective Courses: (8 papers)		
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
2.B.	DSE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
2.D.	GE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
	Total Credit:	140	140

TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A.(HONOURS)

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
DSC (6)	2	2	3	3	2	2	14	84
DSE (6)	--	--	--	--	2	2	04	24
GE (6)	1	1	1	1	--	--	04	24
AECC (2)	1	1			--	--	02	04
SEC (2)	--	--	1	1	--	--	02	04
Total No. of Course/ Sem.	4	4	5	5	4	4	26	--
Total Credit /Semester	20	20	26	26	24	24	------	140

❖ **COURSE CODE & COURSE TITLE:**

A. Discipline specific Core courses (DSC)

1. EDU-H-DSC-T-1:	Philosophical Foundation of Education
2. EDU-H- DSC -T-2:	Sociological Foundation of Education
3. EDU-H- DSC -T-3:	Psychological Foundation of Education
4. EDU-H- DSC -T-4:	History of Education in Ancient and Medieval India
5. EDU-H- DSC -T-5:	Psychology of Instruction
6. EDU-H- DSC -T-6:	Educational Evaluation & Statistics
7. EDU-H- DSC -T-7:	History of Education in Colonial India
8. EDU-H- DSC -T-8:	Inclusive Education
9. EDU-H- DSC -T-9:	Educational Management and Administration
10. EDU-H- DSC -T-10:	History of Education in Post-Independence India
11. EDU-H- DSC -T-11:	Contemporary issues in Education
12. EDU-H- DSC -T-12:	Educational Technology
13. EDU-H- DSC -T-13:	Curriculum Studies
14. EDU-H- DSC -T-14:	Educational Research

B. Discipline specific elective courses (DSE)

1. EDU-H-DSE-T-1/2(A):	Value Education
2. EDU-H-DSE-T-1/2(B):	Population Education
3. EDU-H-DSE-T-1/2(C):	Distance Education
4. EDU-H-DSE-T-1/2(D):	Great Educator
5. EDU-H-DSE-T-3/4(A):	Mental Hygiene
6. EDU-H-DSE-T-3/4(B):	Comparative Education
7. EDU-H-DSE-T-3/4(C):	Guidance & Counselling
8. EDU-H-DSE-3/4(D):	a. Educational Tour b. Project.

C. Generic elective courses (GE):

1. EDU-H-GE-T-1(A):	Lifelong Learning and Education
2. EDU-H-GE-T-2(B):	Gender and Society in Educational Context
3. EDU-H-GE-T-3(A):	Yoga Education
4. EDU-H-GE-T-4(B):	Human Rights Education

D. Ability enhancement compulsory courses (AECC)

1. AECC-1:	Environmental Science (ENVS)
2. AECC-2:	English Communication / MIL

E. Skill enhancement courses (SEC)

1. EDU-H-SEC-T-1(A):	Statistical Analysis
2. EDU-H-SEC-T-1(B):	Computer Application
3. EDU-H-SEC-T-2(A):	Community Development
4. EDU-H-SEC-T-2(B):	Lesson Planning

Table-3: Semester & Course wise credit distribution in B.A. (Hons.) Education
(6 Credit=75 Marks , 2 Credit for AECC-1=100 Marks, AECC-2=50 Marks)

SEMESTER-I				
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**	**Marks**
EDU-H-DSC-T-1	Philosophical foundation of Education-1	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-2	Sociological foundation of Education	Core (75L+15T)	6(5L+1T)	75
EDU-H-GE-T-1 (any one to be chosen out of two)	A. Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B. Any Discipline other than Education			
AECC-1	Environmental Science (ENVS)	Ability enhancement compulsory (30L)	2 (2L+0T)	100
Total	**4 courses**	**Total**	**20**	**325**

SEMESTER-II				
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**	**Marks**
EDU-H-DSC-T-3	Psychological foundation of Education	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-4	History of Education in Ancient and Medieval India	Core (75L+15T)	6(5L+1T)	75
EDU-H-GE-T-2 (any one to be chosen out of two)	A. Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B. Any Discipline other than Education			
AECC-2	English communication / MIL	Ability enhancement compulsory (30L)	2 (2L+0T)	50
Total	**4 courses**	**Total**	**20**	**275**

SEMESTER-III				
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**	**Marks**
EDU-H-DSC-T-5	Psychology of Instruction	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-6	Educational Evaluation & Statistics	Core (75L+15T)	6(5L+1T)	75

EDU-H-DSC-T-7	History of Education in Colonial India	Core (75L+15T)	6(5L+1T)	75
EDU-H-GE-T-3 (any one to be chosen out of two)	A: Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B: Any Discipline other than Education			
EDU-H-SEC-T-1 (Chose any)	A: Statistical Analysis	Skill enhancement (30L)	2 (2L+0T)	75
	B: Computer Application			
Total	**5 courses**	**Total**	**26**	**375**

SEMESTER-IV				
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**	**Marks**
EDU-H-DSC-T-8	Inclusive Education	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-9	Educational Management and Administration	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSC-T-10	History of Education in Post-Independence India	Core (75L+15T)	6(5L+1T)	75
EDU-H-GE-T-4 (any one to be chosen out of two)	A: Any Discipline other than Education	Generic Elective (75L+15T)	6(5L+1T)	75
	B: Any Discipline other than Education			
EDU-H-SEC-T-2 (Chose any)	B: Community Development	Skill enhancement (30L)	2 (2L)	75
	B: Lesson Planning			
Total	**5 courses**	**Total**	**26**	**375**

SEMESTER-V				
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**	**Marks**
EDU-H- DSC –T-11	Contemporary issues in Education	Core (75L+15T)	6(5L+1T)	75
EDU-H- DSC -T-12	Educational Technology	Core (75L+15T)	6(5L+1T)	75
EDU-H-DSE-T-1 EDU-H-DSE-T-2 (any two)	A: Value Education	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)	75 + 75
	B: Population Education			
	C: Distance Education			
	D: Great Educator			
Total	**4 courses**	**Total**	**24**	**300**

SEMESTER-VI				
Course Code	**Course Title**	**Course wise Class (L+T+P)**	**Credit**	**Marks**

EDU-H-DSC-T-13	Curriculum Studies	Core (75L+15T)	6(5L+1T)	75		
EDU-H- DSC -T-14	Educational Research	Core (75L+15T)	6(5L+1T)	75		
EDU-H-DSE-T-3 EDU-H-DSE-T-4 (any two)	A: Mental hygiene	Discipline specific (75L+15L)	2x6 (2x5L+2x 1L)	75		
	B: Comparative Education					
	C: Guidance and Counselling					
	D: Educational Tour and Project Work*****			ET+FS+DS +V.V	Total	
				20+10+15+ 30	75	
Total	**4 courses**	**Total**	**24**	**300**		
Total (All semesters)	***26 courses***	***Total***	***140***	***1950***		

EDU = Education, H = Honours, DSCc = Discipline Specific Core Courses, DSE =Discipline Specific Elective, GE = Generic Elective,   AECC = Ability Enhancement Compulsory Courses, SEC = Skill Enhancement Courses, L = Lecture, T = Tutorial, P = Practical, ET -Educational Tour. FS – Field Survey, VV = Viva-voce,
* Evaluated Externally.

Total Marks Distribution:

Examination	Practical Based Course	Non-Practical Course	Duration of Examination
Semester End Examination (Theoretical)	40	60	2 hours
Semester End Examination (Practical)	20	--	--
Continuing Evaluation/ Internal Assessment / Mid Semester Examination (By College)	10	10	--
Attendance	5	5	
Total	**75**	**75**	

Question Pattern:
For 60 Marks:

S.L. No.	Question to be answer	Out of	Marks of each question	Total Marks
1.	4	6	3	4 X 3 = 12
2.	4	6	6	4 X 6 = 24
3.	2	4	12	2 X 12 = 24

For 40 Marks:

S.L. No.	Question to be answer	Out of	Marks of each question	Total Marks
1.	5	8	1	5 X 1 = 5
2.	3	5	5	3 X 5 = 15
3.	2	4	10	2 X 10 = 20

CBCS CURRICULUM OF B.A. IN EDUCATION (HONOURS)

B.A. Education (Honours)
SEMESTER-I
EDU-H-DSC-T-1: Philosophical Foundation of Education
Core Course; Credit-6 (75 Lectures); Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Nyaya, Yoga and Buddhism, Charvaka, Jain.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism, Marxism.
- Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda, Rabindranath Tagore and Mahatma Gandhi
- Explain about the Philosophy of Western Great Educators like - Rousseau, Pestalozzi, Froebel and Montessori

Unit-I: Concept, Scope and Aim of Education

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

Unit-II: Factors of Education:

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

Unit-III: Schools of Philosophy and National Values

    a) Indian schools of Philosophy: Vedic - Sankhya, Yoga, Nyaya. Non-Vedic: Buddhism, Charvaka, Jain ; in terms of knowledge, reality and value.
    b) Western School of Philosophy: Idealism, Naturalism, Pragmatism, Marxism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

Unit-IV: Great Educators and their educational philosophy

    a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, And Western: Rousseau, Pestalozzi, Froebel, Montessori.

Suggested Reading:

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. S. S. Ravi – A Comprehensive Study of Education
6. M. Sharma – Educational Practices of Classical Indian Philosophies

7. S. S. Chandra & R. K. Sharma- Philosophy of Education
8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
9. B.R. Purkait – Great Educator.
10. Dash, B.N. (1994) Foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers
11. Gupta, S. (2009) Education in Emerging India, Delhi: Shipra Publications
12. Hiriyanna, M. Outlines of Indian Philosophy, Delhi: Motilal Banarsidass Publishers Private Limited.
13. Nayak, B. K. (2006) Foundation of Education, Cuttack, Kitab Mahal
14. Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
15. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publising Company Pvt. Ltd.
16. Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publishers Distributors.
17. Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited

Bengali Reading:

18. S. Roy- Sikshatatto o Siksha Darshan
19. Archana Banerjee - Shikshatotto o Shikshaniti
20. Dibendu Bhattacharjee – Siksha o Darshan
21. Bibhuranjan Guha – Shikshai pathikrit
22. Gour Das Haldar o Prasanto Sharma - Shikshatotto o Shikshaniti
23. Jagadindra Mandal- Shiksha Darshan o Shiksha Biggyan
24. Babi Dutta, Debika Guha - Shiksha Darshan o Darsonikder Abodan

২৫. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
২৬. অর্চনা ব-ন্দোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
২৭. দি-ব্যন্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
২৮. বিভুরঞ্জন গুহ - শিক্ষায়পথিকৃৎ
২৯. অরুন -ঘোষ- শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
৩০. -গীরদাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
৩১. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
৩২. বিভুরঞ্জন গুহ-শিক্ষায় পথিকৃৎ
৩৩. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দর অবদান)

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B.A. Education (Honours)
SEMESTER-I
EDU-H- DSC -T-2: Sociological Foundation of Education
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:
After completion of the course the learners will be able to-
- 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.

Unit-I: 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.
d) Views of Indian thinkers and Western thinkers on Education and Society: Radhakrishnan ,Sri Aurobindo ,Dewey and Illich

Unit-II: Social factors, issues 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).
d) Education and State- Concept of Democracy, Education in totalitarian and welfare state, Interrelationship of state and education, Role of education in Nation Building, State Control of Education and Autonomy in Education

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

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

Suggested Reading:

1. Y. K. Sharma – Sociological Philosophy of Education
2. Ravi, S. S. (2015)– A Comprehensive Study of Education
3. Aggarwal, J. C. (2012)- Philosophical and Sociological Bases of Education

4. Aggrawal, J.C.(2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt Ltd.
5. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
6. Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
7. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
8. Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
9. Mohanty, J. (1982) Indian Education in Emergency Society, New Delhi: Sterling Publishers.
10. Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir.
11. Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
12. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
13. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
14. Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
15. Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.

Bengali Reading:
16. S. Roy- Sikshatatto o Siksha Darshan
17. Archana Banerjee - Shikshatotto o Shikshaniti
18. Dibendu Bhattacharjee – Siksha o Samajtatto
19. Sonali Chakraborty – Shikshar Samaj Baigganikvitti
20. Bishnupada Nanda – Shikshashroyee Samajtatto
21. Anadi Kumar Mahapatra – Samajtatto
22. Manjusha Tarafder - Shikshashroyee Samajbiggyan
23. Shyama Prasad Chattaraj – Shikshamukhi biggyan
24. Parimal Bhushan - Samajtatto

২৫. (সুশীলরায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
২৬. অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
২৭. দি-ব্যন্দু ভট্রাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
২৮. সোনালী চক্রবর্তী-শিক্ষারসমাজ বৈজ্ঞানিক ভিত্তি
২৯. বিষুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
৩০. অনাদি কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব
৩১. মঞ্জুষা তরফদার - শিক্ষাশ্রয়ী সমাজ বিজ্ঞান
৩২. শ্যামাপ্রসাদ চট্রাজ - শিক্ষামুখী সমাজবিজ্ঞান
৩৩. পরিমল ভূষন - সমাজতত্ত্ব)

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B.A. Education (Honours)
SEMESTER-I
AECC-1: Environmental Science (ENVS)
Ability Enhancement Compulsory Course; Credit-2. Full Marks-100

COMMON SYLLABUS

B.A. Education (Honours)
SEMESTER-II
EDU-H- DSC -T-3: Psychological Foundation of Education
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

After completion of this course the learners will be able to -
- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.

Unit-I: Educational Psychology and Development

a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. Relevance of educational psychology for teachers, methods of studying learner behaviour: Survey, Observation, case study and experimental.
b) Growth and Development: Stages and aspects of development in human life; Physical, Mental, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
c) Piaget's theory of Cognitive Development, Erikson's Psycho-social Theory, Bandura's Social Constructive Theory.

Unit-II: Learning

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

Unit-III: Intelligence & Creativity

a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence- verbal and non-verbal
b) Creativity: meaning, nature, factors, and nurturing.

Unit-IV: Personality

a) Definition; Heredity & Environment as determinants of Personality.
b) Type and Trait theory.
c) Measurement of Personality- projective test
- Subjective Techniques (Anecdotes, Autobiography, Case Study)
- Objective Techniques (Controlled Observation Structured Interview and Rating Scale)
- Projective Techniques (Thematic Apperception Test-TAT, Rorschach Inkblot Test)

Suggested Readings:

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - 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. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Bengali Readings:
:

13. S. Roy – Shiksha Monobidya
14. Arun Ghosh - Shiksha Monobidya
15. Promodh Bandhu Sengupta and P. Sarma - Shiksha Monobidya
16. Bijan Sarkar – Shikhan o Shikshan
17. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganic vitti
18. Pranab Kumar Chakraborty – Shiksha Monobiggyaner ruprekha
19. Paul, Dhar, Das, Banerjee- Pathadan o Shikhaner Manojtatto
20. Bijan Sarkar – Sishu o Bikash
21. Adhikari, S. (2015). Sikskaya Monavidya. Classique Books, kolkata
22. Barat, K.S. & Choudhury, K. (2014). Sikhar Monobaigyanic vitti. Pragatishil publisher, Kolkata.
23. Mete, J. et al (2015). Shaisabkalin bridhi o Bikash. Rita Publication, Kolkata.

২৪. (সুশীলরায় - শিক্ষা ম-নাবিদ্যা

২৫. অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা

২৬. প্রমোদবন্ধু সেনগুপ্ত এবংপ্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা

২৭. বিজনসরকার - শিখন ও শিক্ষন

২৮. কল্পনা -সনবরাটএবংকনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি

২৯. প্রনবকুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানেরর‍ূপরেখা

৩০. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজলক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত

৩১. পাল, ধর, দাস, ব্যানার্জী - পাঠদান ও শিখনের মনস্তত্ত

B.A. Education (Honours)
SEMESTER-II
EDU-H- DSC –T-4: History of Education in Ancient and Medieval India
Core Course; Credit-6. (75 Lectures), Full Marks- 75

COURSE OBJECTIVES:
After end of this course the learners will able to:

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.
- Explain the education system of different educational institutions of Brahmanic system of education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.
- Explain the education system of different educational institutions of Buddhistic system of Education.
- Compare between Brahmanic and Buddhistic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education.
- Discuss the educational contribution of Akbar, Aurangageb.
- Explain the women and vocational education in Ancient and Medieval India.

Unit 1: Brahmanic System of Education:

a) Salient features
b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
c) Centre of Learning: Takshasila and Nabadwip

Unit 2: Buddhistic System of Education:

a) Salient features
b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Taught relation and Evaluation System.
c) Centre of Learning: Nalanda and Vikramasila
d) Comparison between Brahmanic System of Education and Buddhistic System of Education.

Unit 3: Medieval System of Education:

a) General characteristics
b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
c) Contribution of Akbar and Aurangageb

d) Centre of Learning: FatepurSikri and Delhi

Unit 4: Women and Vocational education in Ancient and Medieval India:
   a) Women's Education in Ancient India
   b) Women's Education in Medieval India
   c) Vocational Education in Ancient India
   d) Vocational Education in Medieval India

Suggested Readings:

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.

2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.

3. Nurulla & Naik- A Students History in India

4. S. S. Ravi – A Comprehensive Study of Education

5. J. P. Banerjee – Education in India: Past, Present and Future

6. S.N. Mukerjee- Modern Indian Education

7. B. K. Nayak- History Heritage and Development of Indian Education

8. B. N. Dash –History of Education in India

9. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.

Bengali Reading:
:

1. J. P. Banerjee – Adhunik Bharater Shikshar Bibartan

2. Dr. Dilip Kumar Thankur & Sekh Hamidul Haque – Adhunik Bharater Shikshar Dhara

3. Bhakti Bhushan Bhakta – Bharatio Shikshar Ruprekha

4. Ranjit Ghosh – Bharater Shiksha: Prachin, Madhya, Adhunik .

5. Ranjit Ghosh – Adhunik Bharater Shikshar Bikash

6. Pal, D. (2015). Samokalin bharat o shikha. Rita Publication. Kolkata.

7. জ্যোতি প্রসাদ ব-ন্দ্যাপাঙ্গীক্ষায় ট্ট আধুডির ভার-ত শিক্ষা বিবর্তন

8. ড. দিলীপ কুমার ঠাকুর ও -গল হামিদুল চর ট্ট আধুডির ভার-তর শিক্ষার ধারা

9. ভক্তিভূষন ভক্তা - ভারতীয় শিক্ষার রূপ-কলা

10. রনজিৎ -ঘায ট্ট আধুডির ভার-ত শিক্ষার ত্রিরাশ

11. রনজিৎ -ঘায ট্ট যু-গ যু-গ ভার-তর শিক্ষা: উদ্বাচীন, মধ্য, আধুডির যুগ

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B.A. Education (Honours)
SEMESTER-II
AECC-2: English Communication/ MIL
Ability Enhancement Compulsory Course; Credit-2. Full Marks-50

<u>COMMON SYLLABUS</u>

B.A. Education (Honours)
SEMESTER-III
EDU-H- DSC -T-5: Psychology of Instruction
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:
- Discuss the concept, factors, and principles of teaching.
- Explain the Flander's Interactional analysis
- Explain the characteristics of a good teacher.
- Discuss the nature of classroom teaching, traditional teaching, and constructivist teaching.
- Explain the concept and implications of Micro-teaching
- Discuss different types of teaching methods.

Unit-I: Teaching

a) Science of Teaching- Relation between teaching and learning;
b) Classification of teaching, Criteria of good teaching;
c) System Approach to teaching,
d) Factors affecting teaching process, Input and Output variables;
e) Maxims of teaching; Fundamentals of teaching.

Unit-II:Teacher Behavior

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

Unit-III: Teacher and Classroom Teaching

a) Nature of classroom teaching.
b) Difference between traditional and constructivist teaching;
c) Micro and Macro-teaching- meaning , nature, merits and demerits
d) Classroom Communication

Unit-IV: Teaching Methods

Meaning, nature, merits and demerits –
a) Lecture,
b) Demonstration,
c) Project,
d) Problem Solving, and
e) Story-telling.

Suggested Readings:

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) B. N. Dash & N. Dash –A Test Book of Educational Psychology

Bengali Readings:

8) Sushil Roy – Shiksha Monodidya
9) Arun Ghosh- Shiksha Monobidya
10) Moloy Kumar Sen – Siksha Projukti Bidya.
11) Koushik Chattopadhya - Siksha Projukti Bidya
12) Shyama prasad Chattaraj - Siksha Projukti Bidya

13) সুশীলরায় - শিক্ষা ম-নাবিদ্যা
14) অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
15) মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞন
16) -কৗশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
17) শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

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B.A. Education (Honours)
SEMESTER-III
EDU-H- DSC -T-6 : Educational Evaluation & Statistics
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:
After completion of the course the learners will be able to:
- Discuss the concepts, scope and need of measurement and evaluation
- Explain the relation between Evaluation & Measurement and scale of Measurement
- Describe basic concept of Statistics
- Organize and tabulate data
- Explain different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Explain different type of Evaluation process

Unit-I: Measurement and Evaluation in Education

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

Unit-II: Educational Statistics

a) Concept, Scope and Need of Educational Statistics
b) Concept of raw data, score, frequency distribution, range, variable.
c) Organization and Tabulation of Data- Frequency distribution table

Unit-III: Tools and Techniques of Evaluation

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

 c) Characteristics of a good test:

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

Unit-IV: Evaluation Process

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.

Suggested Readings:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavirioul 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. Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication.
7. Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
8. Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
9. Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
10. Singh, A. K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
11. Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
12. Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication.

Bengali Reading:

13. Sushil Roy – Mulayan o Niti Koushal
14. Debashis Paul and Bebashis Dhar – Shikshai Parimap o Mulayan
15. Purnendu Acharjee – Shiksha khetre Mulayan o Nirdesona
16. Nurul Ishlam - Shikshai Mulayan Parimap

17. Arun Ghosh – Monoboiganik parimap o parishankha

18. সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
19. -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
20. পূর্ণেন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
21. নুরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ
22. অরুন -ঘাষ- মনোবৈজ্ঞানিক পরিমাপ ও পরিসংখ্যান

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B.A. Education (Honours)
SEMESTER-III
EDU-H- DSC –T-7: History of Education in Colonial India
Core Course; Credit-6. (75 Lectures), Full Marks- 75

Course Objective:
After completion of this course the learners will be able to:

- Discuss the development of education in Colonial India in historical perspectives.
- Elaborate the contributions of Education Commission in post independent India.
- Describe the Educational Policy in Colonial India.
- Discuss Bengal Renaissance and its influence on Indian Education
- Describe National Education Movement and its impacts on Education.
- State different educational reform under colonial rule.
- Explain the nature of basic education.
- Discuss the impact of the colonial rule on the development of Indian Education.

Unit: I: Education in 19th Century in India

- Charter Act of 1813
- Oriental –Occidental Controversy
- Macaulay's Minute
- Bentinck's Declaration
- Wood's Despatch: Context, Recommendations, Criticism and Educational Significance
- Indian Education Commission: Background, Composition of the Commission, Criticism   and Educational Significance

Unit: II: Bengal Renaissance and Its Influence on Education

- Concept Bengal Renaissance
- Causes of Bengal Renaissance
- Characteristics of Bengal Renaissance
- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
- Impact of Bengal Renaissance on Education,

Unit: III: Educational policy of Lord Curzon and National Education Movement

- Simla Conference 1901
- The Indian Universities Commission1902
- The Indian Universities Act 1904
- Govt. of India's Resolution on Indian Educational Policy 1904
- Curzon contribution in Indian Education

National Education Movement

(Characteristics, Causes, Objective, Different Phases, and Causes of Failure Influence on Future Development of Indian Education)

Unit: IV: Commission in between 1st and 2nd world war

The Calcutta University Commission (Sadlar Commission) 1917-1919

- Context
- Recommendation
- Criticism
- Results

Basic Education:

- Concepts
- Characteristics
- Merits & Demerits

The post –war plan of educational development (Sargent Plan) 1944

- Context
- Objective
- Recommendations
- Criticism
- Results

Suggested Readings:

12. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.

13. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.

14. Nurulla & Naik- A Students History in India

15. S. S. Ravi – A Comprehensive Study of Education

16. J. P. Banerjee – Education in India: Past, Present and Future

17. S.N. Mukerjee- Modern Indian Education

18. B. K. Nayak- History Heritage and Development of Indian Education

19. B. N. Dash –History of Education in India

20. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.

21. Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publishers.

22. Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi: MacMillan.

23. Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publishers.

Bengali Reading:

:

24. J. P. Banerjee – Adhunik Bharater Shikshar Bibartan

25. Dr. Dilip Kumar Thankur & Sekh Hamidul Haque – Adhunik Bharater Shikshar Dhara

26. Bhakti Bhushan Bhakta – Bharatio Shikshar Ruprekha

27. Ranjit Ghosh – Bharater Shiksha: Prachin, Madhya, Adhunik .

28. Ranjit Ghosh – Adhunik Bharater Shikshar Bikash

29. Pal, D. (2015). Samokalin bharat o shikha. Rita Publication. Kolkata.

30. -জ্যাতি প্রসাদ ব-ন্দ্যাপাধ্যায় ট্ট আধুনিক ভার-ত শিক্ষা বির্বতন

31. ড. দিলীপ কুমার ঠাকুর ও -শখ হামিদুল হক ট্ট আধুনিক ভার-তর শিক্ষার ধারা

32. ভক্তিভূষন ভক্তা - ভারতীয় শিক্ষার রূপ-রখা

33. রনজিৎ -ঘাষ ট্ট আধুনিক ভার-ত শিক্ষার বিকাশ

34. রনজিৎ -ঘাষ ট্ট যু-গ যু-গ ভার-তর শিক্ষা: প্রাচীন, মধ্য, আধুনিক যুগ

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B.A. Education (Honours)
SEMESTER-III
EDU-H-SEC-T-1(A): Statistical Analysis
Skill Enhancement Course; Credit-2. (75 Lectures), Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:
- Explain the concept of central tendency, variability and their properties
- Discuss the concept of Percentile and Percentile Rank and its application.
- Describe the concept of co-relation and their application
- Explain the concept of Parametric and Non-Parametric Test
- Apply the knowledge and calculate different statistical values

Unit-I: Descriptive Statistics

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-II: Relationship and Inferential Statistics

a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
b) Linear Correlation – Concept and Use – Co- efficient of Linear Correlation: (Spearman's method) and Product Moment (Karl Pearson's method).
c) Parametric and Non-Parametric Test- (only Concept and Uses).

Unit-III: Concept of Normal distribution

Concept of NPC and its properties and uses

Practical:

Calculate - Mean, Median and Mode; Range, AD, SD & QD; PP, PR; Co-relation; Standard score & Z score from different frequency distribution.

a. Graphical Representation of Data (Pie diagram, Bar graph, Line graph, Histogram, Frequency Polygon, Ogive)
b. Skewness and Kurtosis
c. Concept of T- Score and Z – Score : Calculation and use.

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

Bengali Books:

6) Sushil Roy – Mulayan o Niti Koushal
7) Debashis Paul o Debashis Dhar – Sikshai Parimap o Mulayan
8) Purnrndu Acharjee – Shikshakethre Mulayan o Nirdesona
9) Nurul Ishlam – Shikshi Mulayan Parimap
10) সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
11) -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
12) পূ-র্ণন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা
13) নুরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

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B.A. Education (Honours)
SEMESTER-III
EDU-H-SEC-T-2(A): Computer Application
Skill Enhancement Course; Credit-2. Full Marks-75

Course Objectives:

After completion the course the learners will be able to:
- Explain the beginning, basic editing, templates by using MS word
- Work with Graph, Pictures. Tables by using MS word
- Work with Desktop Publishing, Mail Mergeby using MS word
- Discuss about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documentsby using MS word
- ActivatePower Point, uses of Themes and Layouts
- Insert Text, WordArt, Graphics, Animations, sounds
- Apply Edit, save, print and publish by using MS Power Point

Unit-I: MS word – features and uses

a) Beginning to use Microsoft word
b) Basic Editing
c) Templates
d) Tables
e) Desktop Publishing
f) Proofing, Printing and Publishing
g) Comparing, Merging and Protecting Documents

Unit-II: MS Power Point- features, animation and uses

a) Activating Power Point
b) Using Themes and Layouts
c) Inserting Text and Using WordArt

      d) Inserting Graphics

      e) Working with Animations

      f) Sounds

      g) Editing, Saving, Printing and Publishing Tools

Practical:
1. Creating different texts, tables, etc. using MS_word.
2. Creating a slideshow for taking a class of any standards

Suggested Books:

1) Fundamentals of Computers by V. Rajaraman, Prentice Hall India Pvt., Limited
2) Windows 10 Bible by Wiley Publication
3) Microsoft Excel Functions & Formulas by BPB Publication
4) Microsoft Office Complete Reference by Tata McGraw Hill Publication

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B.A. Education (Honours)
SEMESTER-IV
EDU-H-DSC-T-8: Inclusive Education
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives-
After completion the course the learners will be able to:
- Discuss the Concept, nature, need of Inclusive Education.
- Describe the theories of Inclusive Education.
- Explain the development of competencies for Inclusive Education.
- Discuss the practices of Inclusive Education
- Describe the Infrastructural facilities for an ideal Inclusive School.
- Discuss the Role of teacher in Inclusive Classroom setting

.**Unit I: Inclusive Education concept and Nature**

      a) Concept and principles of Inclusion.
      b) Need of Inclusive education.
      c) PWD Act (1994)

Unit II: Competencies development for Inclusive Education.

    a) Theories of Inclusive Education
    b) Development of Attitude, Positive Behaviour& social skill for Inclusion.

Unit III: Inclusive Education and its Practices.

  a) Differentiating Instruction.
     • Peer Tutoring
     • Co-operative learning
     • Inclusive lesson planning.
  b) Inclusive Instructional Strategies at school level.
     • Remedial Help.
     • Team Teaching.

• Circles of Friends.

Unit -IV: Inclusive School

a) Infrastructural facilities for an ideal Inclusive School.
b) Teachers Role in Inclusive Classroom

Suggested Readings:

1. Loreman, Deppeler and Harvey- Inclusive Education, AllwenandUnwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, RoutledgeFalmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, RoutledgeFalmer, 2004.
4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education,David Fulton Publishers, 2000
6. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
7. Advani, Lal. andChadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, KaushalandMahapatra (2007). Emerging Trends in Inclusive Education' , Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.

Bengali Reading:
:
10. Dr. Urmi Chakraborty – Bishes chahida samparno Sishu o Antorbhukti mulak Shiksha
11. Dr. Debabrata Debnath o Ashis Kumar Debnath – Baticramdharmi Sishu o tar Siksha

10. ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অর্ন্তভুক্তিমুলক শিক্ষা

11.ড. -দব্রত -দবনাথ ও আশিষ কুমার -দবনাথ- ব্যাতিক্রমধর্মী শিশু ও তার শিক্ষা

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B.A. Education (Honours)
SEMESTER-IV
EDU-H-DSC-T-9 : Educational Management and Administration
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

After completion the course the learners will be able to:

- Explain the Meaning, Nature, Scope, Function and Needs and types of Educational management.
- Explain the meaning and function of Educational Administration.
- Explain the meaning, purpose of supervision and distinguish between supervision and inspection.
- Illustrate educational planning and types of educational planning.
- Discuss the functions of some selected administrative bodies.

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.
c) Effective Leadership in Educational Management
   o Leadership –Meaning and Nature
   o Effective Leadership Skills

Unit-II: Educational Administration and Supervision

a) Educational Administration: meaning and function.
b) Supervision: meaning, purpose; difference between Supervision and Inspection.
c) Factors affecting managerial behavior of teachers: Personal, Social, Cultural, Political and Institutional
d) Organisational behaviour: motivation; job satisfaction; relationships in organizational set-up; conflict resolution
e) Factors Affecting Managerial Behaviour - Personal, Social, Cultural, Political, 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 of 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.

Suggested Readings:

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

Bengali Reading:

4. Sushil Roy – Shikshan o Siksha Prosanga
5. Bimal Chandra Das , Debjani Sengupta and Prodipta Ranjan Roy – Shikshar Babosthapona
6. Dilip Kumar Chakraborty – Shikshagata Babosthapona o parikalpana
7. Tuhin Kumar Kar and Bhim Chandra Mandal – Shikashai Babosthapona o projuktibidya
8. Gour Das Halder – Shikshan Prosange vidyalaya sanghatan o shikshan biggyan
৯. Arun Ghosh - Vidyalaya sanghatan O Paddhati biggyan

১০. বমল চন্দ্র দাশ, দেবযানী সেনগুপ্ত এবং প্রদীপ্ত রঞ্জন রায়- শিক্ষায় ব্যবস্থাপনা
১১. দিলিপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
১২. তুহিন কুমার কর এবং ভীমচন্দ্র মণ্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
১৩. -গীরদাস হালদার- শিক্ষন প্রসঙ্গে বিদ্যালয় সংগঠন ও শিক্ষনবিজ্ঞান
১৪. অরুন -ঘাষ- বিদ্যালয় সংগঠন ও পদ্ধতিবিজ্ঞান
১৫. সুশীল রায়- শিক্ষন ও শিক্ষা প্রসঙ্গ

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B.A. Education (Honours)
SEMESTER-IV
EDU-H-DSC-T-10: History of Education in Post-Independence India
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:
After completion of the course the learners will be able to:
- Describe the Preamble, various articles and act on education in Indian Constitution.
- Explain the recommendations and educational importance of various Education Commission in post Independent India
- Discuss the functions of some educational bodies in West Bengal
- Discuss the National Policy on Education in different time.

Unit-I: 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-II: 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) Ashoke Mitra Commission (1991-92)

Unit-III: Some Educational Bodies in West Bengal (Function only)
a) SCERT, b) DIET.

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

Suggested Readings:

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

Bengali Reading:

8. Gour Das Halder and Prosanta Sharma – Adhunik Bharatiya Shikshar Bikash
9. Arun Ghosh – Adhunik Bharatiya Shikshar Itishas
10. Ranjit Ghosh – Juge juge Bharater Shiksha

11. Sushil Roy- Bharater Shiksha o Shikshar Bharatayan

12. Subimal Mishra – Bharatiya Shikshar Itishas .

13. Bhakti Bhushan Bhakta – Bharatio Shikshar Ruprekha

14. J. P. Banerjee –Bharatiya Shikshar Itihas

১৫. -গীরদাসহালদারএবংপ্রশান্ত শর্ম্মা- আধুনিকভারতীয় শিক্ষার বিকাশ

১৬. অরুন -ঘোষ -আধুনিকভারতীয় শিক্ষারইতিহাস

১৭. রণজিৎ -ঘোষ- যু-গয়ু-গভার-তর শিক্ষা

১৮. সুশীলরায় - ভার-তর শিক্ষা ও শিক্ষারভারতায়ন

১৯. সুবিমল মিশ্র- ভারতীয় শিক্ষারইতিহাস

২০. ভক্তি ভূষণ ভক্তা-ভারতীয় শিক্ষাররূপ-রখা

২১. -জ্যাতিপ্রসাদ ব-ন্দ্যাপাধ্যায়- ভারতীয় শিক্ষারইতিহাস

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B.A. Education (Honours)
SEMESTER-IV
EDU-H-SEC-T-1(B): Community Development
Skill Enhancement Course; Credit-2. Full Marks-75

Course Objectives: Objectives:-
• To know the basic concept of community and its development

• To understand community group dynamics

• To understand the concept of equality, diversity, social justice within community

• To know community development programme in India

Unit:1 = Introduction to community Development
☐ Meaning of community and community development

☐ Characteristics of community development

☐ Principles of community development

Unit: 2 = Community Group Dynamics
☐ People's involvement in community group

☐ Roles and relationship in community group

☐ Factors affecting autonomy and inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities
☐ Diversity of communities

☐ Impact of social inequality, diversity and injustice on communities

☐ Role of reflection and learning in community development process

Unit: 4 = Community Development Programme in India
☐ Objectives of community development in India

☐ Importance of community development programme

☐ List of Community Development Programme in India
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B.A. Education (Honours)
SEMESTER-IV
EDU-H-SEC-T-2(B): Lesson Planning
Skill Enhancement Course; Credit-2. Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:
- Discuss the meaning and characteristics of Lesson Plan
- Explain the advantages of Lesson Plan
- Classify different Lesson Plans
- Explain the steps of constructing Lesson Plan
- Discuss the principles of Lesson Plan
- Develop Lesson Plan

Unit-I: Concept of Lesson Planning
a) Definition & Meaning of Lesson Plan
b) Characteristics of Lesson Plan
c) Advantages of Lesson Plan

Unit-II: Different aspects of Lesson Plan
a) Types of Lesson Plan
b) Steps involved in Lesson Planning
c) Principles of development of Lesson Plan

Practical:
Development of Lesson Plan (At least 10).

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B.A. Education (Honours)
SEMESTER-V
EDU-H- DSC -T-11: Contemporary issues in Education
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:
- Explain constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.

Unit-I: Universalization of Elementary Education

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

Unit-II: Universalization of Secondary Education

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

Unit-III: Higher Education and RUSA

a) Role of Higher Education
b) Knowledge Commission & Higher Education
c) Higher Education and RUSA
d) Problems of Higher Education in India

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.
g) Educational provisions of education in the Indian constitution; concurrent status of education
h) Economic and political issues: poverty, inequality and unemployment; main features of the democratic system at central, state-level and local systems of government

Suggested Readings:

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

Bengali Reading:

5. Dr. Dulal Mukhopadhya, Bijan Sarkar,Tarini Halder and Abhijit Kumar Paul – Bharater shikshar Chalaman Ghatanabali
6. Tarini Halder, Binayak Chanda and Sushanta Kumar Barman- Shiksha o Unnayan
7. Tarini Halder o Binayak Chanda – Samakalin Bharatbarsha o Shiksha.

৮. দুলাল মুখোপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল- ভার-তর শিক্ষার চলমান ঘটনাবলী
৯. তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মন- শিক্ষা ও উন্নয়ন
১০. তারিনী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা

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B.A. Education (Honours)
SEMESTER-V
EDU-H- DSC -T-12: Educational Technology
Core Course; Credit-6. (75 Lectures) Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:
- Discuss the concept, nature and scope of educational technology.
- Explain the role of communication & multimedia approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.

Unit-I: Educational Technology

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

Unit-II: Classroom Communication and Media used

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

Unit-III: Instructional Technology

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

Unit-IV: Phases, Levels, and Models of Teaching

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

Suggested Books:

1. 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. J.C.Aggarwal - Educational Technology
7. S.S.Dahiya - Educational Technology

Bengali Books:

8. Malay Kumar Sen- Shiksha Projukti biggyan
9. Koushik Chattopadhya - Shiksha Projukti biggyan
10. Shyama Prasad Chattaraj - Shiksha Projukti

১১. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
১২. -কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
১৩. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(A): Value Education

Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75

Course objectives:

After end of this course learner will able to-
- Explain the meaning, nature, classify value and its reflection in Indian Constitution.
- Discuss the meaning, objectives and need of value Education
- Describe the role of value education through Curriculum, Co-curricular activities.
- Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

UNIT-I: Meaning and nature of Value
a) Value: Meaning and Nature
b) Philosophical basis of values as viewed by various philosophies with special reference to Indian philosophy Sociological and psychological basis of value education.
c) Values enshrined in Indian constitution, Need for value education in India
d) Classification of values proposed by NCERT
e) Inculcation of National Value: Democracy, Socialism and Secularism.

UNIT-II: Value Education
a) Value Education: concept and objective.
b) Classification of values(Social, Moral and Aesthetic)
c) Values and Human Rights Education

UNIT-III: Value Education in School
a) Value Education through Curriculum and Co-Curricular Activities.
b) Role of teachers to facilitate development of values among the learners, Inculcation of Values among the students
c) Factors affecting value preferences, culturally induced values, value preferences and value systems

UNIT-IV: Strategies of value education
a) Storytelling,Play-way Method, Role plays.
b) Value clarifying model, Role playing, Case method Tools of value inculcation, course curriculum and content analysis.

Suggested Books:

1) Diwahar, R. R., &Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
2) Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
3) Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights.* New Delhi: Shipra Publications
4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
5) Chakraborty, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
6) Mahakud, L. &Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
7) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
8) Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
9) Singh,Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
10) Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
11) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

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B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(B): Population Education
Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75
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Course Objectives:

After end of this course learner will able to-

- Explain the meaning, concept, scope & objectives of Population Education.
- Discuss the historical development of Population Education.
- Describe the definition, factors, causes and prevention of population growth.
- Explain the Population Education curriculum and policies**.**

Unit-1: Meaning and Concept of Population Education

a) Meaning & Concept of Population Education
b) Scope & objectives of Population Education.

Unit-II: Historical Development of Population Education

a) Historical development of Population Education and education programme in India.
b) Some major thrust areas of population education-
   - Family planning
   - Adolescent education.

Unit-III: Population Growth and Problems in India

a) Definition of population growth.

b) Factors influencing population growth- fertility, mortality, and migration.
c) Causes of rapid population growth
d) Preventive measures for rapid population growth.

Unit-IV: Population Education Curriculum and Policy

a) Curriculum of Population education at different stages.
b) Role of population policy in India.
c) Role of Teacher in making awareness of population explosion.
d) Community sensitisation programme of early marriage and child labour etc.

Suggested Books:

1) Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.
2) Bhardwaj, Ramesh Kumar(2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.
3) Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006
4) Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi-110002.
5) Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002
6) Sinha, P. N (2000).Population Education and Family Planning. Authors Press, E/35/103, Jawarharpark, Laxmi Nagar, Delhi-110092.

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(C): Distance Education
Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75
Course Objectives:
After completing of the course the students will be able to-
- Explain the meaning, characteristics, objectives, merits &demerits of distance & open education.
- Discuss the mode and strategies of distance education.
- Describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- Discuss the present status of distance and open education in India.
- Explain the role of multi-media in Distance and Open Education.
- Discuss the problems and remedies of distance and open education in India.

Unit I: Concept of Distance & Open Education
a) Meaning and definition of Distance Education.
b) Characteristics and objectives of Distance Education.
c) Merits and limitations of Distance Education.

Unit II: Strategies of distance education
   a) Mode and strategies of Distance Education.
   b) Relationship among Non-formal, Correspondence, Distance and Open Education.

Unit III: Status of open and distance education in India
   a) Present state of Distance and Open Education in India.
   b) Role of multi-media in Distance and Open Education.
   c) Application of technology in Distance education. Communication and educational technology: Components of Communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication.

Unit IV: Problems and remedies of distance and open education in India
   a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
   b) Problems of Distance and Open Education in India.
   c) Measures for strengthening Distance and Open Education in India.

Suggested Reading:
   1) S.S. Ravi – A Comprehensive Study of Education
   2) R.P. Pathak – Development and Problems of Indian Education
   3) B.K. Nayak – Modern Trends and Issues in Education of India

Bengali Reading:
   4) Dulal Mukhopadhya, Bijon Sarkar, Tarini Halder , Abhijit Kumar Paul – Bharater Shikshar chalaman ghatanabali
   5) Tarini Halder, Binayak Chandra and Sushanta Barman – Shiksha o Unnayan
   6) Tarini Halder, Binayak Chandra – Samakalin Bharatbarsha o Shiksha.

   7) দুলালমুখাপাধ্যায়, বিজনসরকার, তারিনী হালদারএবংঅভিজিৎকুমারপাল- ভারতর শিক্ষারচলমানঘটনাবলী
   8) তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমারবর্মন - শিক্ষা ও উন্নয়ন
   9) তারিনী হালদার ও বিনায়ক চন্দ - সমকালীনভারতবর্ষ ও শিক্ষা

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(D): Great Educators
Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Discuss the philosophies of great thinker of the east and west
- Explain the educational ideas of great thinker of the east and west

- Explain some experiments on education of eastern and western philosophers and thinkers
- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

Unit – I: Indian Educators:

Contribution of following great educators with special reference toEducational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context.
- SarvapalliRadhakrishnan.
- ShriAurobinda.

Unit - II: Western Educators:

Contribution of following great educators with special reference toEducational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context.
- Bertrand Russel
- Paulo Freire

Unit - III: Modern Thinkers on Education in India

a) AbulKalam Azad
b) Annie Besant
c) A.P.J. Abdul Kalam

Unit- IV: Some Experiments of Great Educators on Education:

a) Viswabharati and Rabindranath Tagore

b) Basic education and Gandhiji

c) Kindergarten and Froebel

d) Laboratory school and John Dewey

SUGGESTED READING:

1) Aggarwal.J.C –Theory and Principles of education Philosophical and Sociological Bases of education
2) Mukherjee, K.K. –Some great educators of the world.
3) Purkait, B.R. –Great educators
4) Mukherjee, K.K. –Principles of education.
5) Banerjee, A –Philosophy and principles of education
6) Ravi,s-A comprehensive study of Education

Bengali Reading:

7) Sushil Ray –ShikshaTatta
8) ArunGhosh –Shikshatatta&ShikshaDarshan.
9) BihuranjanGuha –ShikshayaPathikrit.
10) GourdasHalder&Prasanta Sharma –ShikshaTatta&ShikshaNiti.

11) A.K.Pal –SikshadarshnerRuparekha

12) অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি

13) নিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ

14) সুশীল রায় - ভারতর শিক্ষা ও শিক্ষার ভারতায়ন

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B.A. Education (Honours)
SEMESTER-VI
EDU-H- DSC -T-13: Curriculum Studies
Core Course; Credit-6. (75 Lectures), Full Marks-75
</div>

Course Objectives:

After completion of the course the learners will be able to -

- Illustrate the meaning, nature, scope, determinants and functions of Curriculum.
- Discuss the types and bases of curriculum.
- Explain the concept of curriculum framework and NCF-2005.
- Discuss the basis of curriculum construction, evaluation and innovation.
- Describe the definition and types of curriculum theories

Unit-I: 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-II: Concept of Curriculum Framework

a) Curriculum Framework: Meaning
b) NCF-2005, 2009
c) Principles of curriculum construction

Unit-III: Curriculum Evaluation

a) Meaning & importance of curriculum evaluation
b) Formative and summative evaluation of curriculum: concept & difference between them.

Unit-IV: Curriculum Theories

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

Suggested Readings:

1. N. Bhalla- Curriculum Development
2. M. Talla- Curriculum Development: Perspectives, Principles
3. P. H. Taylor & C. M. An Introduction to Curriculum Studies

Bengali Reading:

4. Dibendu Bhattacharjee – Pathacrom charcha o mulayan
5. Mihir Chatterjee - Pathacrom charcha
6. Pranab Kumar Chakraborty- Pathacrom niti o nirman
7. দব্যন্দু ভট্রাচার্য্য-পাঠক্রম চর্চা ও মূল্যায়ন
8. মিহির চট্রাপাধ্যায়- পাঠক্রম চর্চা
9. প্রণব কুমার চক্রবর্তী-পাঠক্রম নীতি ও নির্মান

B.A. Education (Honours)
SEMESTER-VI
EDU-H- DSC -T-14: Educational Research
Core Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:
After completion of 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 sources of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data.
- Analyze the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.

Unit-I: Research-meaning and nature:

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

Unit-II: Educational Research- meaning, nature and types

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

Unit-III: Basic Ideas of Research

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

Unit-IV: Research Data:

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

Suggested Readings:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best & J.V.Kahn – Research in Education
5. J.W.Creswell – Educational Research

Bengali Reading:

6. Debashis Paul – Gobesona Paddhati o Rashi Biggyaner Koushol
7. Jakir Hossain – Shiksha mulak gobesona
৮. -দবাশিসপাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
৯. -মাঃলুৎফুররহমান, শওকতআলী খানএবংস্বপনকুমারদাস- গ-বষণা পদ্ধতি ও পরিসংখ্যান
১০. জাকির -হা-সন- শিক্ষামূলকগ-বষণা

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4(A): Mental Hygiene

Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75
Course Objectives:
After completion of the course the learner will be able to:
- Discuss the concept, nature, aims and scope of Mental Hygiene
- Discuss the concept, nature, symptoms and causes of mental illness
- Explain the different characteristics of mental disorder
- Discuss the role of parents for preventing Mental health
- Discuss the role of teachers for preventing Mental health

Unit- I: Concept of Mental Hygiene

a) Definition of Mental Hygiene
b) Aims of Mental Hygiene
c) Scope of Mental Hygiene

Unit-II: Concept of Mental Health
a) Definition of mental health
b) Symptoms of good mental health
c) Causes of ill mental health

Unit-III: Classification of Mental disorder (Identification Characteristics, causes and treatment only)
a) DSM-IV:
- Axis- I: Depression
- Axis- II: Obsessive compulsive disorder (OCD)
- Axis- III: Bipolar mood disorder
- Axis- IV: Occupational disorder
- Axis- VI: Truancy
b) Common Axis:
- Common Axis-I: Anxiety

- Common Axis-II: Personality disorder
- Common Axis-III: Conflict

Unit-IV: Prevention of Mental Hygiene
a) Role of parents in preserving mental illness of children
b) Role of Teachers in preserving mental illness of children in the Educational Institution
c) Relation between Mental Hygiene and Adjustment

Suggested Readings:

1. Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.
2. Mohanty, J. – Abnormal Psychology.
3. Sarason&Sarason – The problem of Maladaptive Behavior

Bengali Reading:

4. Sengupta, M.- Mano swasthaviggan
5. Ghosh, A. – ManashikSwasthaViggan
6. মঞ্জুরি সেনগুপ্ত - মনো: স্বাস্থ্যবিজ্ঞান
7. অরুন-ঘাষ - মানসিক স্বাস্থ্যবিজ্ঞান

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4(B): Comparative Education
Discipline Specific Elective Course; Credit-6. (75 Lectures) Full Marks-75
Course Objectives:

After completion of the course the learners will be able to:
- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian Education system with USA
- Compare Indian Education system with UK

Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education

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-II: Factors 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-III: 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-IV: 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 Secondary Education System.

Suggested Readings:

1. S. P. Chaube& A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. NikholasHanse - On Comparative Education

Bengali Reading:

5. Debi Mukhopadhya – Tulonamulak Shiksha
6. Md. Abdus Samad - Tulonamulak Shiksha
7. Shyama Prosad Chattaraj – Shiksha deshe bideshe.
৮. -দবী মু-খাপাধ্যায়- তুলনামূলক শিক্ষা
৯. -মা: আব্দুস সামাদ- তুলনামূলক শিক্ষা
১০. শ্যামাপ্রসাদ চট্টরাজ- শিক্ষা -দ-শ বি-দ-শ

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4 (C): Guidance & Counselling
Discipline Specific Elective Course; Credit-6. (75 Lectures), Full Marks-75

Course Objectives:

After completion of the course the learners will be able to:

- Explain the concept, nature, scope, types & importance of Guidance.
- Discuss the concept, nature, scope, types & importance of Counselling.
- Discuss different tools and techniques used in Guidance & Counselling.
- Identify the characteristics of diverse learner
- Explain the need of Guidance for diverse learner
- Explain the need of counselling for diverse learner

Unit-I: Concept of Guidance

a) Meaning, Nature, Scope, and Importance of Guidance.

b) Different Types of Guidance-
    i) Educational: Meaning, Characteristics, Purpose& Functions.
    ii) Vocational: Meaning, Characteristics, Purpose& Functions.
    iii) Personal: Meaning, Characteristics, Purpose & Functions.

Unit-II: Concept of Counselling

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

Unit-III: Tools and Techniques of Guidance and Counselling

a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
b) Difference between Guidance, Counselling and Teaching.

Unit-IV: Guidance and Counselling for Diverse Learners
a) Identification of Gifted, Slow learners, Learner with learning disabilities.
b) Need of Guidance for diverse learners
c) Need of Counselling for diverse learner

Suggested readings:

1) Sharma, A.R.-Guidance and Counselling.

2) Gibson- Guidance and Counselling.

3) NCERT- Guidance and Counselling

4) Chauhan, S.S.- Principles and Techniques of Guidance

5) Guidance and counseling in college and university - S K.Kochar

6) Milner, P.- Counselling in Education

7) Rao, S. N.-Counselling in Guidance

Bengali Reading:

8) Debashis Paul – Nirdesona o poramorshadan

9) Dr. Subir Nag o Gargi Dutta – Sangotibidhane Nirdesona o poramorshadan

10) Dr. Bhim Chandra Mandal - Nirdesona o poramorshadaner Ruprekha

11) -দবাশিষ পাল- নি-দশনা ও পরামর্শ

12) ড. সুবীর নাগ ও গার্গী দত্ত- সঙ্গতিবিধানে নিদেশনা ও পরামর্শদান

13) ড. ভীমচন্দ্র মণ্ডল- নি-দশনা ও পরামর্শদা-নর রূপ-রখা

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-3/4(D): Dissertation/ Project Work
Discipline Specific Elective Course; Credit-6. Full Marks-75
Educational Tour - (Field Study: 15, Note Book: 15, Viva Voce: 30)
Project- (Field Study: 15, Note Book: 15, Viva Voce: 30)

Course objectives:

After completion of the course the learners will be able to:
- apply the knowledge gained through different courses in practical field.
- solve problems related to his course of study.
- document, calculate, analyse and interpret data.
- deduce findings from different studies
- write and report in standard academic formats.

Guidelines:

The student can select a topic for project from any field of Education. It can be an empirical work based on either field survey data or secondary data. The project report will be evaluated by the Departmental teachers and 60 marks will be allotted for that. For viva-voce and/or presentation of the project report and for attendance, 10 marks and 05 marks will be allotted respectively. During the viva-voce and/or presentation one external expert from University/Other Colleges will be present along with the Departmental teachers for evaluation. Each student will be placed under a supervisor. Students will be given a list of topics and the concerned teachers will give some general guidelines. Students will have to prepare the project reports on their own. There can be some demonstration classes about the use of field survey data or secondary data and methodology of the study. The concerned teacher/teachers can mention in the class some of the sources of these secondary data. In case of field survey, the concerned teacher/teachers can give a guideline for the preparation of questionnaire and can administer the field survey to be done by the students. The work completed within the stipulated time and written in standard academic format shall be submitted at the end of the semester.

Course Contents:

Visit to a place (Educational Tour) of educational importance and writing a report (within 3000 words) on the following and be submitted:

1. Selection of place
2. Educational Importance of the place
3. Planning for visit
4. Documenting and noting down the visit with important features
5. Concluding remarks

The **Project** work will have to be completed according to following points and be submitted:

1. Title of the problem
2. Introduction/ Rational of the Study
3. Statement of the problem
4. Need and Significance
5. Research question (if necessary)
6. Objective of the study
7. Delimitations
8. Methodology
9. Data interpretation and analysis
10. Drawing Recommendation and Inferences
11. Conclusion
12. References

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

Suggested Readings:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best & J.V.Kahn – Research in Education
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৮. -দবাশিসপাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের -কৗশল
৯. -মাঃলুৎফুররহমান, শওকতআলী খানএবংস্বপনকুমারদাস- গ-বষণা পদ্ধতি ও পরিসংখ্যান
১০. জাকির -হা-সন- শিক্ষামূলকগ-বষণা