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UNIVERSITY OF KALYANI

**LEARNING OUTCOME BASED CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE**

**COURSE IN EDUCATION (HONOURS)**

# WITH EFFECT FROM THE ACADEMIC SESSION 2021-2022

### INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching–learning process, the examination and evaluation systems, along with governance and other matters. 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.
	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. 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:**
	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.
	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.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Types of course** | **Core****Course (CC)** | **Elective course** | **Ability enhancement course** | **T O T A L** |
| **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.**

|  |  |  |
| --- | --- | --- |
| **S. No.** | **Particulars of Course** | **Credit Point** |
| **1.** | **Core Course: 14 Papers** | **Theory + Practical** | **Theory + Tutorial** |
| **1.A.** | 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** |
| **CC (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** |

### Learning outcomes-based approach to curriculum planning and development:

###### Graduate attributes:

* + **Disciplinary knowledge**: Learners gain the knowledge of basic and applied concepts and issues in Education. Different SEC, and practical courses help learners to demonstrate their comprehensive knowledge and understanding of one or more disciplines.
	+ **Communication Skills**: Written assignment, seminar presentation, oral presentation etc. help learners to to express their thoughts and ideas effectively. Simultaneously these help to communicate and share their ideas with others.
	+ **Critical thinking**: Education as a subject helps to apply analytic thought, evaluate different theories and propositions, practices, policies through scientific and systematic approaches.
	+ **Problem solving**: By knowing the process of Education learners try to apply their competencies to solve different kinds of problems related to educational field and also practical life.
	+ **Analytical reasoning**: Education as a subject helps learners to identify and evaluate logical flaws and theoretical framework of different theories by analysing and synthesising data from various sources.
	+ **Research-related skills**: Through the course of research in education learners develop the sense of inquiry and asking questions, recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data.
	+ **Cooperation/Team work**: Cooperative learning in the classroom, group assigment on SEC courses help learners to work effectively with groups or teams. These activities facilitate cooperative or coordinated effort among the learners.
	+ **Scientific reasoning**: After reviewing variety of theories and generalizations learners develop the ability to analyse, interpret and draw conclusions from informations, which are helpful to develop scientific reasoning among learners.
	+ **Reflective thinking**: Learners must be able to think deeply and apply the knowledge and competencies in practical field in the context of both self and society.
	+ **Information/digital literacy**: Through project work, practical assignments learners develop different skills related to digital literacy like- demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
	+ **Self-directed learning**: Assignment, project work helps learners to dvelop the ability to work independently.
	+ **Multicultural competence**: As Education a multidisclinary subjects and the nature of subject matter is very much culture specific. Learners must understand the multicultural perspectives of the issues related to educational processes and issues.
	+ **Moral and ethical awareness/reasoning**: Education as a subject often deals with different ethical and moral issues related to practical life and thus it plays

an important role in nurturing moral and ethical awareness and reasoning among learners.

* + **Leadership readiness/qualities**: Gaining in-depth knowledge of subject matter helps learners to be a good leader in their field.
	+ **Lifelong learning**: Learning is a life long process. It helps learners to helps in metacognition that means 'learning how to learn', which encourage learners in participating in learning activities throughout the life.
1. **Qualification descriptors:**
	* Demonstration of indepth understanding of the basic concepts and issues of the emerging areas of educational field
	* Nurturing intellectual capabilities to solve practical problems by using the process of problem solving
	* Development of practical skills to design and develop
	* Exibition of the ability to analyse data and writing project reports
	* Development of the ability to present ideas and also team work spirits
	* Acquisition of in-depth competencies of the applied areas of Education and other allied disciplines.
	* Improving critical thinking and skills facilitating the application of gained knowledge gained in the field of education.

#### Programme learning outcomes:

* + The learning outcome of Hons. in Education is to prepare the learners to understand the historical and theoretical background of Education and to gain knowledge of Education from different perspectives suited to the contemporary world and society.
	+ Learners will learn to apply the understanding of various related fields like Philosophy, Sociology, Psychology, History etc. in educational field.
	+ Learners will acquire the knowledge of systematic methodology of data collection, data handling, hypothesis generation, hypothesis testing and data analysis.
	+ Learners will also understand different technological applications through Technology of and Technology in Education.
	+ Learners will learn hands on activities to prepare tool, test, media, survey report etc.
	+ Learners will gain knowledge of issues from global perspectives.

#### COURSE CODE & COURSE TITLE

1. **Core courses(CC)**
	1. EDU-H-CC-T-1: Philosophical Foundation of Education-1
	2. EDU-H-CC-T-2: Sociological Foundation of Education
	3. EDU-H-CC-T-3: Psychological Foundation of Education
	4. EDU-H-CC-T-4: History of Education in Colonial India
	5. EDU-H-CC-T-5: Educational Evaluation & Statistics
	6. EDU-H-CC-T-6: Philosophical Foundation of Education-II
	7. EDU-H-CC-T-7: Inclusive Education
	8. EDU-H-CC-T-8: History of Education in Ancient and Medieval
	9. EDU-H-CC-T-9: Psychological foundation of Education-II
	10. EDU-H-CC-T-10: Introduction to Educational Research
	11. EDU-H-CC-T-11: Educational Management
	12. EDU-H-CC-T-12: Contemporary issues in Education
	13. EDU-H-CC-T-13: Curriculum Studies
	14. EDU-H-CC-T-14: Educational Technology
2. **Discipline specific elective courses (DSE)**
	1. EDU-H-DSE-T-1/2(A): Value and Peace 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): Teacher Education
	5. EDU-H-DSE-T-3/4(A): Guidance & Counseling
	6. EDU-H-DSE-T-3/4(B): Comparative Education
	7. EDU-H-DSE-T-3/4(C): Women Education
	8. EDU-H-DSE-T-3/4(D): Human Rights Education

###### Generic elective courses (GE):

* 1. EDU-H-GE-T-1: Philosophical & Psychological foundations of Education
	2. EDU-H-GE-T-2: Historical & Sociological foundations of Education
	3. EDU-H-GE-T-3: Philosophical & Psychological foundations of Education
	4. EDU-H-GE-T-4: Historical & Sociological foundations of Education

###### Ability enhancement compulsory courses (AECC)

* 1. AECC-1: Environmental Education
	2. AECC-2: Bengali/English Communication

###### Skill enhancement courses (SEC)

* 1. EDU-H-SEC-T-1(A): Statistical Analysis
	2. EDU-H-SEC-T-1(B): Achievement Test
	3. EDU-H-SEC-P-2(A): Institutional Survey (Practical course)
	4. EDU-H-SEC-P-2(B): Document/Curriculum analysis (Practical course)
	5. EDU-H-SEC-P-2(C): Application of Tools and Techniques (Practical course)
	6. EDU-H-SEC-P-2(D): Project Work (Practical course)

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**CBCS CURRICULUM OF**

**B.A IN EDUCATION (HONOURS)**

**CBCS curriculum of BA (Hons.) in Education: Semester wise Course & Credit distribution (6 credits=75 marks, 2 credits=50 marks)**

|  |
| --- |
| **SEMESTER-I** |
| **Course code** | **Course Title** | **Nature of course** | **Credit of course** | **Class hour / week** | **Evaluation scheme** | **Total Marks** |
| **Intern al** | **Semester - end** |
| EDU-H-CC-T-1 | Philosophical foundation of Education-I | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-2 | Sociological foundation of Education | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-GE-T-1 | Philosophical & Psychological foundations of Education | Generic Elective | 6 | 6 | 15 | 60 | 75 |
| AECC-1 | Environmental Education | Abilityenhancement | 2 | 2 | 10 | 40 | 50 |
| **Total** | **04** |  | **20** | **20** | **55** | **220** | **275** |
| **SEMESTER-II** |
| EDU-H-CC-T-3 | Psychological foundation of Education | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-4 | History of Education in Colonial India | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-GE-T-2 | Historical & Sociological Foundations of Education | Generic Elective | 6 | 6 | 15 | 60 | 75 |
| AECC-2 | Bengali/ English communication | Abilityenhancement | 2 | 2 | 10 | 40 | 50 |
| **Total** | **04** |  | **20** | **20** | **55** | **220** | **275** |
| **SEMESTER-III** |
| EDU-H-CC-T-5 | Educational Evaluation & Statistics | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-6 | Philosophical foundation of Education-II | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-7 | Inclusive Education | Core | 6 | 6 | 15 | 60 | 75 |
| E D U-H-G E-T-3 | Philosophical & Psychological foundations of Education | Generic Elective | 6 | 6 | 15 | 60 | 75 |
| EDU-H-SEC-T-1(any one) | A. Statistical Analysis | Skill enhancement | 2 | 2 | 10 | 40 | 50 |
| B. Achievement Test |
| **Total** | **05** |  | **26** | **26** | **70** | **280** | **350** |
| **SEMESTER-IV** |
| EDU-H-CC-T-8 | ~~History of Education in Post- independence India~~History of Education in Ancient and Medieval  | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-9 | ~~Psychology of Instruction~~ Psychological foundation of Education-II | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-10 | Introduction to Educational Research | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-GE-T-4 | Historical & Sociological Foundations of Education | Generic Elective | 6 | 6 | 15 | 60 | 75 |
| EDU-H-SEC-P-2(any one) (Practical) | A. Institutional survey | Skill enhancement | 2 | 4 | 10 | 40 | 50 |
| B. Document/Curriculum analysis |
| C. ~~Tools and techniques of Evaluation~~Application of Tools and techniques |
| D. ~~Uses of Media in Education~~Project Work |
| **Total** | **05** |  | **26** | **26** | **70** | **280** | **350** |
| **SEMESTER-V** |
| EDU-H-CC-T-11 | Educational Management | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-12 | Contemporary issues in Education | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-DSE-T-1(A & B any one)EDU-H-DSE-T-2(C & D any one) | A: ~~Value Education~~Value and Peace Education | Discipline specific elective | 6+6 | 6+6 | 15+15 | 60+60 | 150 |
| B: Population Education |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total two** | C: ~~Peace Education~~Distance Education |  |  |  |  |  |  |
| D: Teacher Education |
| E: ~~History of Education in Ancient and Medieval India~~ |
| **Total** | **04** |  | **24** | **24** | **60** | **240** | **300** |
| **SEMESTER-VI** |
| EDU-H-CC-T-13 | Curriculum Studies | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-14 | Educational Technology | Core | 6 | 6 | 15 | 60 | 75 |
| ~~EDU-H-CC-P-15~~ | ~~Project Work~~ | ~~Core~~ | ~~6~~ | ~~12~~ | ~~15~~ | ~~60~~ |  |
|  |  |  |  |  |  |  |  |
| EDU-H-DSE-T-3(A & B any one) | A: ~~Mental hygiene~~Guidance and Counseling | Discipline Specific Elective | 6 | 6 | 15 | 60 | 75 |
| B: Comparative Education | 6 | 6 | 15 | 60 | 75 |
| EDU-H-DSE-T-4(C & D any one)  | C: Women Education |
| D: ~~Great educators~~Human Rights Education |
| **Total** | **04** |  | **24** | **24** | **60** | **240** | **300** |
| **Grand Total** | **26 Courses** |  | **140** |  | **370** | **1480** | **1850** |

 **B.A. Education (Honours) Semester-I**

## B. A. Education (Honours)

##### SEMESTER - I

Course code & Title : EDU-H-CC-T-1; Philosophical Foundation of Education-I Core Course (Theoretical) : Credit - 6; Full Marks - 75

**Course Learning Outcome :**

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

* + Discuss the meaning, nature, scope and aims of education..
	+ Discuss different aspects of Education and Educational Philosophy.
	+ Discuss different aspects of factors of education.
	+ Discuss the meaning and branches of Philosophy.
	+ Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education.
	+ Explain the nature and concept of Indian philosophy.
	+ Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka.
	+ Explain the nature and concept of Western philosophy.
	+ Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.

Course Content :

**Unit - I : Education and Educational Philosophy (Class hour -15)**

1. Meaning, nature, scope and aims of education
	* Education as process and product, as Science and Arts
	* Individualistic and socialistic aim (meaning, characteristics and difference)
	* Report of Delor’s Commission (UNESCO, 1996)
2. Educational Philosophy : Meaning, nature, scope and relation between education and philosophy

Unit - II : Factors of Education (Class hour- 20)

1. Child : Meaning, characteristics and importance of child centric education
2. Teacher : Qualities and duties of a good teacher, teacher as a motivator, mentor,
3. facilitator and problem solver
4. Curriculum : Meaning, nature and importance
5. Co-curricular activities : Meaning, nature and importance of co-curricular activity,

Principles of organizing co-curricular activity

1. School : Vision and functions

Unit - III : Philosophical bases of Education (Class hour - 18)

1. Philosophy: Concept and branches
2. Concepts and nature of Metaphysics, Epistemology and Axiology
3. Differences among Metaphysics, Epistemology and Axiology
4. Role of Metaphysics, Epistemology and Axiology in Education

Unit - IV : Schools of Philosophy (Class hour - 25)

* + Indian schools of Philosophy
	+ Meaning , nature and classifications in Indian schools of Philosophy
	+ Atheistic schools of Indian Philosophy - Buddhism, Jainism and Charvaka in terms of knowledge, reality and value and educational implications
	+ Western schools of Philosophy
	+ Meaning and Nature
	+ Idealism, Naturalism, Pragmatism (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications

Suggested Books :

* 1. J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
	2. J. C. Aggarwal - Philosophical and Sociological Bases of Education - Vikas Publishing House.
	3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
	4. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
	5. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
	6. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
	7. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
	8. M. K. Goswami - Educational Thinkers : Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.

9. সুশীল রায়- শশক্ষা তত্ত্ব ও শশক্ষা দশশন- সসামা বুক এজেশি

10. অর্শনা বজদাপাধ্যায়- শশক্ষা দশশন ও শশক্ষানীশত- শব. শব. কু ন্ডু সি

11. শবভু রঞ্জন গুহ - শশক্ষায় পশিকৃ ৎ- সশাভা পাবশলজকশন

12. অরুণ সhাষ- শশক্ষা শবজ্ঞাজনর দশশন ও মূল তত্ত্ব- সসামা বুক এজেশি

13. স5ৌড় দাস হালদার ও প্রশান্ত শমাশ - শশক্ষাতত্ত্ব ও শশক্ষানীশত- বযানাশেশ পাবশলশাসশ

14. ে5শদন্দ্র মন্ডল- শশক্ষা দশশন ও শশক্ষা শবজ্ঞান- ক্লাশসক বুকস

15. সবশব দত্ত ও সদশবকা গুহ- শশক্ষা দশশন ও দাশশশ নকজদর অবদান- প্র5শতশীল প্রকাশক

16. ডক্টর শমশহর কু মার র্জটাপাধ্যায়, ডক্টর েয়ন্ত সমজে ও প্রণয় পাজন্ড- শশক্ষার দাশশশনক শভশত্ত- রীতা বুক এজেশি

17. প্রজমাদ বন্ধু সসনগুপ্ত ও পীযূষ কাশন্ত সhাষ- ভারতীয় দশশন- বযানাশেশ পাবশলশাসশ

18. ডঃ অশভশেৎ কু মার পাল- মহান শশক্ষাশবদ 5জনর কিা - ক্লাশসক বুকস

19. অধ্যাপক সযাজ5শ র্ক্রবতী

\* ডক্টর সানযাল- শশক্ষা তজত্ত্বর স5াড়ার কিা- সক. র্ক্রবতী

পাবশলজকশন

20. ড. শবনায়ক র্দ ও ড. তাশরনী হালদার - শশক্ষার দাশশশনক পশরজপ্রশক্ষত - আজহলী পাবশলশাসশ

## B. A. Education (Honours)

SEMESTER - I

**Course code & Title: EDU-H-CC-T-2; Sociological Foundation of Education Core Course (Theoretical); Credit - 6; Full Marks – 75**

Course Learning Outcome :

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 factors 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.

Course Content :

**Unit - I : Sociology and Educational Sociology (Class hour - 14)**

1. Sociology : Meaning, emergence, nature and scope
2. Educational sociology : Meaning, nature, scope and importance
3. Relation between Education and Sociology
4. Concept of Educational Sociology and Sociology of Education

Unit - II : Social Factors, Issues and Education (Class hour - 20)

1. Culture :
	* Concept, nature and elements
	* Relation between individual and culture
	* Relation between culture and society
	* Role of education in culture
2. Cultural lag : Concept, characteristics, causes, education and cultural lag
3. Values : Concept, nature, types and role of education
4. Social issues:
	* Unemployment : Concept, types, causes, role of education in eradication of unemployment
	* Poverty : Concept, causes and role of education in eradication of poverty
	* Inequality : Concept, causes and role of education in eradication of inequality

Unit - III : Social Groups and Education (Class hour - 24)

1. Social groups :
	* Meaning, nature
	* Types:
		+ Primary Group : Meaning, characteristics and role
		+ Secondary Group : Meaning, characteristics and role
		+ Tertiary Group : Meaning, characteristics and role
		+ Comparison between primary group, secondary group and tertiary group
2. Socialization :
	* Meaning and characteristics
	* Significance of Socialization
	* Factors of socialization
	* Role of the family and school
3. Social Institutions and Agencies of Education:

(i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.

Unit - IV: Social Change and Education (Class hour - 20)

1. Social change : Definition, characteristics, factors, constraints and education as an instrument of social change
2. Social change in India :
	* Privatization : Concept and relationship with education
	* Liberalization : Concept and relationship with education
	* Globalization : Concept and relationship with education
3. Social Stratification : Definition, characteristics, causes; education and social stratification
4. Social Mobility : Definition, characteristics, causes; education and social mobility

Suggested Books :

1. Y. K. Sharma - Sociological Philosophy of Education-Classique Books
2. S. S. Ravi - A Comprehensive Study of Education-PHI Private limited
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education- Vikash Publishing House
4. Classical theory and Modern Studies Introduction to Sociological theory- Mark Abrahamson- PHI Private limited.
5. Indian Social Problems- G.R. Madan- Vikash Publishing House
6. Social Problems in India- R. Ahuja- Rawat Publications

7. সুশীল রায়- শশক্ষা তত্ত্ব ও শশক্ষা দশশন- সসামা বুক এজেশি

8. অর্শনা বজদাপাধ্যায়- শশক্ষা দশশন ও শশক্ষানীশত- শব. শব. কু ন্ডু সি

9. শদজবযদু ভটার্ায- শশক্ষা ও সমােতত্ত্ব- শপয়ারসন

10. সসানালী র্ক্রবতশী- শশক্ষা র সমাে ববজ্ঞাশনক শভশত্ত- সসামা বুক এজেশি

11. অনাদী কু মার মহাপাত্র – শবষয় সমােতত্ত্ব – সুহৃদ পাবশলজকশন

12. ড. শমশহর কু মার র্জটাপাধ্যায় ও ড. কশবতা র্ক্রবতশী -শশক্ষার সমােতাশত্ত্বক শভশত্ত- রীতা পাবশলজকশন

## B.A Education (Honours)

##### SEMESTER - I

EDU-H-GE-T-1 : Philosophical and Psychological Foundation of Education Generic Elective Course : Credit - 6, Full Marks - 75

**Course Learning Outcome:**

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.
	+ 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.

Course Content :

**Unit - I : Concept, Scope, Aim and Factors of Education (Class hour-18)**

1. Meaning, nature and scope of Education
2. Individualistic and socialistic aim - Meaning, characteristics and difference
3. Meaning and scope of Educational Philosophy; relation between education and philosophy
4. Factors of Education :
	* Child : Meaning and characteristics of child centric education system
	* Teacher: Qualities and duties of a good teacher
	* Curriculum: Meaning, nature, types and importance
	* School : Meaning and function

Unit - II : Schools of Philosophy, Great Philosophers and their Educational Philosophy (Class hour - 20)

1. Concept : Indian Schools of Philosophy
	* Meaning and nature
	* Importance in Education
	* Sankhya, Vedanta, Buddhism; nature in terms of knowledge, reality and value.
2. Concept : Western Schools of Philosophy
	* Meaning and nature
	* Importance in Education
	* Idealism, Naturalism, Pragmatism : Nature with special reference to principles, aims of education, curriculum, teaching method, teacher, discipline
3. Great Educators :
	* Indian Philosophers : Swami Vivekananda, Rabindranath Tagore
	* Western Philosopher : Rousseau, Dewey

Unit - III : Educational Psychology and Development (Class hour - 20)

1. Concept, nature and scope; Distinction between Psychology and Educational Psychology
2. Growth and development: stages and aspects of development in human life; physical, social, emotional, cognitive (Piaget’s view) of infancy, childhood and adolescence period and educational importance

Unit - IV: Different Aspects of Educational Psychology (Class hour - 20)

1. Learning :
	* Definition and characteristics of learning
	* Factors influencing learning
	* Theory of learning and its implications : Classical conditioning
2. Intelligence : Definition and nature
3. Transfer of Learning : Concept and types (positive, negative and zero)
4. Motivation : Types, factors and role of motivation in learning
5. Memorization : Definition, factors and types
6. Forgetting : Meaning and causes
7. Creativity : Meaning and factors
8. Individual differences : Meaning, types and implications

Suggested Books :

1. J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education - Vikas Publishing House.
3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
4. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
5. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
6. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
7. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
8. M. K. Goswami - Educational Thinkers : Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
9. S. K. Mangal - Essentials of Educational Psychology - PHI Publication.
10. J. C. Aggarwal - Essentials of Educational Psychology - Vikas Publishing House.
11. S. K. Mangal - Advanced Educational Psychology - PHI Publication.
12. S. S. Chauhan - Advanced Educational Psychology - Vikas Publishing House.
13. A. Woolfolk - Educational Psychology-Pearson Publication.
14. J. W. Santrock - Educational Psychology - McGraw Hill.
15. E. B. Hurlock - Child Development - McGraw Hill.

16. সুশীল রায়- শশক্ষা তত্ত্ব ও শশক্ষা দশশন- সসামা বুক এজেশি

17. অর্শনা বজদাপাধ্যায়- শশক্ষা দশশন ও শশক্ষানীশত- শব. শব. কু ন্ডু সি

18. শদজবযদু ভটার্াযশ - শশক্ষা ও দশশন – শপয়ারসন পাবশলজকশন

19. শবভু রঞ্জন গুহ - শশক্ষায় পশিকৃ ৎ- সশাভা পাবশলজকশন

20. অরুণ সhাষ- শশক্ষা শবজ্ঞাজনর দশশন ও মূল তত্ত্ব- সসামা বুক এজেশি

21. স5ৌড় দাস হালদার ও প্রশান্ত শমাশ - শশক্ষাতত্ত্ব ও শশক্ষানীশত- বযানাশেশ পাবশলশাসশ

22. ে5শদন্দ্র মন্ডল- শশক্ষা দশশন ও শশক্ষা শবজ্ঞান- ক্লাশসক বুকস

23. সবশব দত্ত ও সদশবকা গুহ- শশক্ষা দশশন ও দাশশশ নকজদর অবদান- প্র5শতশীল প্রকাশক

24. ডক্টর শমশহর কু মার র্জটাপাধ্যায়, ডক্টর েয়ন্ত সমজে ও প্রণয় পাজন্ড- শশক্ষার দাশশশনক শভশত্ত- রীতা বুক এজেশি

25. প্রজমাদ বন্ধু সসনগুপ্ত ও পীযূষ কাশন্ত সhাষ- ভারতীয় দশশন- বযানাশেশ পাবশলশাসশ

26. ডঃ অশভশেৎ কু মার পাল- মহান শশক্ষাশবদ 5জনর কিা - ক্লাশসক বুকস

27. অধ্যাপক সযাজ5শ র্ক্রবতী

\* ডক্টর সানযাল- শশক্ষা তজত্ত্বর স5াড়ার কিা- সক. র্ক্রবতী

পাবশলজকশন

28. সুশীল রায়- শশক্ষা মজনাশবদযা- সসামা বুক এজেশি

29. ড. শবেন সরকার – শশখন ও শশক্ষণ - আজহশল পাবশলজকশন

30. ড. শবেন সরকার- শশশু ও শবকাশ - আজহশল পাবশলজকশন

31. ড. শবেন সরকার- শশখন ও মজনাশবদযা- আজহশল পাবশলজকশন

32. ড. শবেন সরকার- শশক্ষা মজনাশবদযা- আজহশল পাবশলজকশন

33. পাল, ধ্র, দাস, বযানাশে- পাঠদান ও শশখজনর মনস্তত্ত্ব- শরতা বুক এজেশি

34. কল্পনা সসন বরাে, কশনকা সর্ৌধ্ুরী- শশক্ষার মজনাববজ্ঞাশনক শভশত্ত- প্র5শতশীল পাবশলজকশন

35. েয়ন্ত সমজে, রুমা সদব ও শবরাে লক্ষ্মী সhাষ- শবকাশ ও শশখজনর মনস্তত্ত্ব - শরতা পাবশলজকশন

#  B.A. Education (Honours) Semester-II

## B.A. Education (Honours)

##### SEMESTER-II

EDU-H-CC-T-3: Psychological Foundation of Education Core Course; Credit-6. Full Marks-75

**Course Learning Outcome:**

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.

Course Content:

**Unit-I : Educational Psychology and Developmental aspects of human life**

(Class hours : 20)

1. Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
2. Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget’s view) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

**Unit-II: Learning (Class hours : 25)**

1. Definition and characteristics of Learning; Factors influencing learning
2. Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
3. Transfer of Learning: Concept, Types and Strategies for promoting transfer
4. Motivation: Types, factors and Role of Motivation in learning, Malow’s theory of motivation and its educational implication
5. Memorization: Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting- meaning and causes

**Unit-III: Intelligence & Creativity (Class hours : 20)**

* 1. Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence- verbal, non-verbal, and performance test
	2. Creativity: meaning, nature, factors, and nurturing. Brainstorming as a technique

**Unit-IV: Personality and Individual differences (Class hours : 25)**

1. Definition; Heredity & Environment as determinants of Personality.
2. Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory
3. Measurement of Personality- projective test and non-projective test
4. Individual differences –meaning, nature, and implications.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
2. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
3. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
5. A. Woolfolk -Educational Psychology-Peasrson Education
6. J. W. Santrock -Educational Psychology-Mc Gray Hill
7. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
8. L. E. Berk - Child Development- PHI Ltd
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology

10. সুশীল রায় - শশক্ষা মজনাশবদযা - সসামা বুক এজেশি

11. অরুণ সhাষ - শশক্ষাশ্রয়ী মজনা শবদযা - এডু জকশনাল এন্টারপ্রাইে

12. ড. শবেন সরকার - শশক্ষা মজনাশবদযা - আজহশল পাবশলজকশন

13. পাল, ধ্র, দাস, বযানাশেশ - পাঠদান ও শশখজনর মনস্তত্ত্ব - শরতা বুক এজেশি

14. কল্পনা সসন বরাে, কশনকা সর্ৌধ্ুরী - শশক্ষার মজনাববজ্ঞাশনক শভশত্ত - প্র5শতশীল পাবশলজকশন

15. প্রণব কু মার র্ক্রবতশী - শশক্ষা মজনাশবজ্ঞাজনর রূপজরখা - শরতা বুক এজেশি

16. েয়ন্ত সমজে, রুমা সদব ও শবরাে লক্ষ্মী সhাষ - শবকাশ ও শশখজনর মনস্তত্ত্ব - শরতা বুক এজেশি

## B.A. Education (Honors)

##### SEMESTER-II

EDU-H-CC-T-4: History of Education in Colonial India Core Course; Credit-6. Full Marks-75

**Course Learning outcome:**

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 various Education Commissions for the development of Education System in colonial 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 reforms under colonial rule.
* Explain the nature of basic education.
* Discuss the impact of the colonial rule on the development of Indian Education.

Course Content:

**Unit: I: Education in 19th Century in India (Class hours: 12)**

1. Charter Act of1813 and its Educational Significance
2. Introduction of Oriental –Occidental Controversy
3. Contribution of Macaulay’s Minute ( 1835 ) in Education
4. Wood’s Despatch ( 1854) : Majors Recommendations and its Educational Significance
5. Indian Education Commission or Hunter Commission (1882): Majors Recommendations and its Educational Significance

Unit: II: Bengal Renaissance and Its Influence on Education (Class hours: 13)

1. Concept Bengal Renaissance
2. Causes of Bengal Renaissance
3. Characteristics of Bengal Renaissance
4. Contribution of Raja Ram Mohan Roy, Derozio and Vidyasagar in Education.
5. Impact of Bengal Renaissance on Education,

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

**(Class hours: 25)**

1. Shimla Conference 1901
2. The Indian UniversitiesCommission1902
3. The Indian Universities Act1904
4. Govt. of India’s Resolution on Indian Educational Policy1904
5. Contribution of Curzon contribution in Indian Education
6. National Education Movement :
	* Concept and Characteristics of National Education Movement,
	* Impact of National Education Movement
	* Phases of National Education Movement
	* Causes of Failure of the Movement
	* Influence of National Education Movement on Future Development of Indian Education

Unit: IV: Education in between 1st and 2nd world war (Class hours: 25)

1. The Calcutta University Commission/ Sadler Commission (1917-1919) :Majors Recommendations and its influence on future Development of Education
2. Basic Education( 1937) : Concepts , Characteristics , Merits &Demerits
3. Abbott- Wood Report( 1937) : Majors Recommendations and its influence of future development of Education in India
4. The post – war plan of educational development/ Sargent Plan Report(1944): Majors Recommendations and its influence of future development of Education in India
5. Educational Policy in Colonial India
6. Progress of School Education (Primary & Secondary) Education in Colonial India
7. Progress of Girls and Women Education in Colonial India

Suggested Readings:

1. J.C. Aggarwal- Modern Indian Education : History,Development And Problems- Shipra Publications
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education-Vikas Publication
3. Nurulla & Naik- A Students History in India- S.G. Wasani for Macmilan Company of India.
4. S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
5. B. K. Nayak- History Heritage and Development of Indian Education

6. সেযাশত প্রসাদ বজদাপাধ্যায় - ভারতীয় শশক্ষার ইশতহাস ও সাম্প্রশতক সমসযা - সসন্ট্রাল লাইজেরী

7. ভশি ভু ষণ ভিা - ভারতীয় শশক্ষার রূপজরখা - অ-আ-ক-খ প্রকাশনী

## B.A Education (Honours)

##### Semester II

Edu-H-GE-T-2: Historical and Sociological foundations of Education Generic Elective Course; Cradit 6, Full Marks 75

**Course Learning outcome:**

After completion of the course the learners will able to;

* Explain the development of education in India in historical perspectives.
* Discuss the contribution of education commission in post independent India.
* Explain the National policy on Education and National Education systems.
* Discuss the meaning, nature, and scope of educational Sociology and Relation between Education and Sociology,
* Define Social Groups, Socialization and Social institution and Agencies of Education.
* Explain the Social change and its impact on Education.

Course content:

**Unit 1: Education in 19th and 20th Century in India (Class hours: 21)**

* 1. Charter Art of 1813 and its educational significance
	2. Macaulay Minuets 1835 and its educational significance
	3. Wood’s Dispatch (1854): Major Recommendations and its importance in Education.
	4. Indian Education Commission (1882-83) : Major Recommendations and its impact of Education
	5. Contribution of Lord Curzon in Indian Education
	6. National Education Movement: Concept, characteristics & its Impacts in Education
	7. Sadler Commission (1917) : Major Recommendations and its impact on future development of Education
	8. Basic Education: Concept, Characteristics, Merits and De-merits.
	9. Sargent Plan Report (1944) : Pre-Primary Education, Primary Education, Secondary Education, Vocational & Technical Education.

Unit 2 : Education in post-independence India and National policy on Education

**(Class hours: 19)**

1. University Education Commission (1948-49):Aims and objective, Rural University,

Teacher education, Vocational Education, Women Education

1. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.
2. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity.
3. National Policy on Education 1986 : Main features
4. Revised National Policy on Education 1992 : Major changes

Unit 3: Educational sociology (Class hours: 19)

1. Meaning, Nature and Scope of Educational Sociology
2. Relation between Education and Sociology
3. Concept of Educational Sociology and Sociology of Education
4. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education
5. Social Institutions and Agencies of Education: Family , School & Mass Media

Unit 4: Some Sociological concept and Education (Class hours: 20)

1. Social Group: Meaning and types (primary, Secondary and Tertiary),Characteristics and Educational Significance
2. Culture: Concept, Characteristics, relation between education and culture
3. Social change: Concept, types*,* Role of Education in Social Change
4. Education and Social stratification: Concept and characteristics, Relation between education and Social Stratification
5. Education and social Mobility: Concept, Characteristics, Relation between educationand Social Mobility.
6. Value Education: Concept and Role of Education in Value development.

**Suggested Books** :

1. Y.K.Sharma – Sociological Philosophy of Education-Kanishka Publishers Distributors
2. S.S.Ravi -A comprehensive study of Education-PHI
3. J.C.Aggarwal -Philosophical and Sociological Bases of Education-Shipra Publications
4. B.R.Purkait Milestones of Modern Indian Education- New Central Book Agency
5. J.C.Aggarwal -Landmark in the History of Modern Indian Education –Shipra Publications
6. B.K.Nayak – History of Education in India-Raj Publications
7. B.N.Dash - History of Education in India- Dominant Publishers & Distributors
8. D.C. Bhattacharya- Sociology- Vijoya Publishing House.
9. H. Talesra - Sociological Foundations of Education- Kanishka Publishers

10. সুশীল রায় - শশক্ষাতত্ত্ব ও শশক্ষা দশশন - সসামা বুক এজেশি

11. শদজবযদু ভটার্াযশ - শশক্ষা ও সমােতত্ত্ব - শপয়ারসন

12. র্ক্রবতশী র্ক্রবতশী - শশক্ষার সমাে ববজ্ঞাশনক শভশত্ত - সসামা বুক এজেশি

13. মঞ্জু ষা তরফদার - শশক্ষাশ্রয়ী সমােশবজ্ঞান - র্ক্রবতশী পাবশলজকশন

14. ড. শমশহর কু মার র্জটাপাধ্যায় ও ড. কশবতা র্ক্রবতশী - শশক্ষার সমােতাশত্ত্বক শভশত্ত - রীতা পাবশলজকশন

#  B.A Education (Honours) Semester-III

## B.A. Education (Honours)

##### SEMESTER-III

EDU-H-CC-T-5 : Educational Evaluation & Statistics Core Course; Credit-6. Full Marks-75

**Course Learning outcome:**

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
* Calculate the central tendency
* 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

Course content:

**Unit-I: Measurement, Assessment and Evaluation in Education (Class hours: 10)**

1. Measurement- Concept, Scope and Need
2. Evaluation - Concept, Scope and Need
3. Relation among Evaluation, Assessment and Measurement.
4. Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit-II: Evaluation Process (Class hours: 20)

1. Evaluation Process:
	* Formative - Concept, Characteristics, Advantages, Limitations.
	* Summative - Concept, Characteristics, Advantages, Limitations
	* Comparison between Formative & Summative evaluation.
2. Norm-Referenced Test and Criterion Referenced Test- Concept, uses, comparison.
3. Grading system and Credit system- Concept only.

Unit-III: Tools and Techniques of Evaluation (Class hours: 25)

1. Techniques: (Concept, Merits & Demerits)
	* Observation
	* Self reporting technique
	* Projective technique
2. Tools:
	* Interview - Concept, Merits & Demerits
	* Questionnaire- Concept, Merits & Demerits
	* Tests- Essay type and Objective type; Short answer type and Oral type.
	* Personality Test- Rorschach Ink Blot Test
	* Interest Test- Kuder Richardson Test
3. Characteristics of a good test:
	* Objectivity- Concept, Characteristics, Types of Objective Test Vs Subjective test.
	* Reliability- Concept, Characteristics, Various types (test-retset and split half), Causes of low Reliability.
	* Validity- Concept, Causes of low Validity, Types (Content & Construct), Determination.
	* Norms- Concept, Types and their uses.

Unit-IV: Educational Statistics (Class hours: 20)

1. Educational Statistics - Concept, Scope and Need
2. Organization and Tabulation of Data- Raw score, frequency distribution table.
3. Variable – Concept, Types (Continuous & Discrete)
4. Central Tendency (Mean, Median & Mode) – Concept, uses and estimation
5. Variability- Measures of Variability and their uses (Concept only)

Suggested Books:

1. S. K. Mangal- Statistics in Education and Psychology-PHI
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences-Bharati Bhawan
3. H.E. Garret- Statistics in Education and Psychology-Paragon Publication
4. R. A. Sharma- Mental Measurement and Evaluation-Surjeet Publication

**5)** সুশীল রায় - মূলযায়ন: নীশত ও সকৌশল - সসামা বুক এজেশি

**6)** সদবাশীষ পাল এবং সদবাশীষ ধ্র - শশক্ষায় পশরমাপ ও মূলযায়ন- রীতা পাবশলজকশন

**7)** পূজণ ু আর্াযশ - শশক্ষা সক্ষজত্র মূলযায়ন ও শনজদশশনা - শ্রী তারা প্রকাশনী

**8)** েয়জদব সরজখল ও সজন্তাষ কু মার দত্ত - রাশশশবজ্ঞাজনর ভূ শমকা - শবপ্লব ভাওয়াল শসশন্ডজকে প্রাইজভে শলশমজেড

**9)** স্বপন কু মার ঢালী - শশক্ষায় পশরমাপ ও মূলযায়ন - প্রভাতী পাবশলজকশন

## B.A. Education (Honours)

##### SEMESTER-III

EDU-H-CC-T-6: Philosophical foundation of Education – II Core Course; Credit-6. Full Marks-75

**Course Learning outcome:**

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

* Discuss Vedanta, Nyaya and Sankhya philosophy in terms of knowledge, reality and value
* Explain principle of Humanism and influence of Humanism on different aspects of Education
* Explain principle of Realism and influence of Realism on different aspects of Education
* Discuss educational philosophy and contribution of Great educators including Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo, Rousseau, Dewey, Froebel, Montessori
* Explain different aspects of Discipline and freedom

Course Content:

**Unit-1: Indian Schools of Philosophy (Theistic) (Class hours:20)**

1. Vedanta- knowledge, reality and value
2. Nyaya- knowledge, reality and value
3. Sankhya- knowledge, reality and value

Unit-2: Western Schools of Philosophy (Class hours: 25)

1. Humanism: Principle of Humanism and influence of Humanism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)
2. Realism: Principle of Realism and influence of Realism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)
3. Comparison between Indian Philosophy and Western Philosophy

Unit-3: Great Educators and their educational philosophy (Class hours: 20)

1. Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo
2. Western: Rousseau, Dewey, Froebel, Montessori

Unit-4: Discipline and Freedom in Education (Class hours: 15)

1. Discipline: Concepts, types and need.
2. Free discipline: Concept, advantages and limitations
3. Relation between Discipline and order
4. Relation between Discipline and Freedom
5. Problems of building discipline in Educational Institution
6. Ways of building discipline in Educational Institution

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education-Vikas Publishing House
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education- Vikas Publishing House
3. S. P. Chaube & A. Chaube – Foundations of Education- Vikas Publishing House
4. K. K. Shrivastava- Philosophical Foundations of Education- Kaniska Publisher
5. S. S. Ravi – A Comprehensive Study of Education-PHI Learning private limited
6. M. Sharma – Educational Practices of Classical Indian Philosophies- Bhargava Book House
7. S. S. Chandra & R. K. Sharma- Philosophy of Education- Atlantic Publisher
8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited

9. ড. শবনায়ক র্দ ও ড. তাশরনী হালদার - শশক্ষার দাশশশনক পশরজপ্রশক্ষত - আজহলী পাবশলশাসশ

10. সুশীল রায় - শশক্ষাতত্ত্ব ও শশক্ষা দশশন - সসামা বুকএজেশি

11. অর্শনা বজদাপাধ্যায়- শশক্ষা দশশন ও শশক্ষা নীশত - শব. শব. কু ন্ডু সি

12. শদজবযদু ভটার্াযশ - শশক্ষা ও দশশন - শপয়ারসন পাবশলজকশন

13. শবভু রঞ্জন গুহ - শশক্ষায় পশিকৃ ৎ - সশাভা পাবশলজকশন

14. অরুণ সhাষ - শশক্ষা শবজ্ঞাজনর দশশন ও মূল তত্ত্ব- সসামা বুক এজেশি

15. স5ৌড় দাস হালদার ও প্রশান্ত শমশা - শশক্ষাতত্ত্ব ও শশক্ষানীশত - বযানাশেশ পাবশলশাসশ

16. ে5শদন্দ্র মন্ডল - শশক্ষা দশশন ও শশক্ষা শবজ্ঞান - ক্লাশসক বুকস

17. সবশব দত্ত ও সদশবকা গুহ - শশক্ষা দশশন ও দাশশশনকজদর অবদান - প্র5শতশীল প্রকাশক

18. ডক্টর শমশহর কু মার র্জটাপাধ্যায়, ডক্টর েয়ন্ত সমজে, প্রণয় পাজন্ড - শশক্ষার দাশশশনক শভশত্ত - শরতা বুক এজেশি

19. প্রজমাদ বন্ধু সসনগুপ্ত, পীযূষ কাশন্ত সhাষ - ভারতীয় দশশন - বযানাশেশ পাবশলশাসশ

20. ডঃ অশভশেৎ কু মার পাল - মহান শশক্ষাশবদ5জণর কিা - ক্লাশসক বুকস

21. অধ্যাপক সযাজ5শ র্ক্রবতশী ও ডক্টর সানযাল - শশক্ষা তজত্ত্বর স5াড়ার কিা - সক. র্ক্রবতশী পাবশলজকশন

## B.A. Education (Honours)

##### SEMESTER-III

EDU-H-CC-T-7: Inclusive Education Core Course; Credit-6. Full Marks-75

**Course Learning outcome:**

After completion the course the learners will be able to:

* Discuss the concept, nature, historical perspectives, principles, need of inclusive education.
* Discuss major provisions of PWD Act (1995), National Policy for person with Disabilties- 2006, The Rights of Person with Disabilities Bill(RPWD Bill)-2016
* Discuss on RCI,NIOH, NIMH, NIVH
* Describe the barriers of Inclusive Education.
* Explain the development of competencies for Inclusive Education and measures needed for putting inclusion in practice
* Discuss on Differentiated Instruction and Inclusive Instructional Strategies at school level
* Discuss the practices of Inclusive Education
* Describe the Inclusive School Environment

**Course content:**

Unit I: Inclusive Education (Class hours: 20)

1. Concept, Nature and Need
2. Historical perspective-
	* Special education – Concept Only
	* Integrated education- Concept Only
	* Mainstreaming education- Concept Only
	* Principles of Inclusive education.
	* Differences between Special Education and Inclusive Education
3. Government policies (Major provisions only)
	* PWD Act, 1995
	* National Policy for person with Disabilties-2006
	* The Rights of Person with Disabilities Bill(RPWD Bill)-2016
4. RCI,NIOH, NIMH, NIVH - Functions only

Unit II: Competencies development for Inclusive Education (Class hours:20)

1. Barriers of Inclusive Education
2. Development of Qualities
	* Attitude : Concept, needs, Role of teacher
	* Positive Behavior : Concept, needs, Role of teacher
	* Social Skill for Inclusion: Concept, needs, Role of teacher
3. Measures needed for putting inclusion in practice

Unit III: Inclusive Education and its Practices (Class hours:20)

1. Differentiated Instruction (Meaning, nature, needs)
	* Peer Tutoring
	* Co-operative learning
	* Collaborative learning
2. Inclusive Instructional Strategies at school level(Meaning, nature, needs)
	* Remedial teaching.
	* Team Teaching.
	* Circles of Friends

Unit -IV: Inclusive School Environment (Class hours:12)

1. Infrastructural facilities for an ideal Inclusive School.
2. Teachers Role in Inclusive Classroom
3. Inclusiveness in classroom
4. Role of technology in inclusive classroom-aids and appliances
5. Problems faced by teachers in making truly inclusive school.

Suggested Books:

1. Gaya Jit Singh, Jaswant Kaur Virk-Inclusive Education Paperback – Twenty First Century Publication, New Delhi(2016)
2. S. K Mangal, ,Shubhra Mangal-Creating an Inclusive School Paperback –PHI, New Delhi (2019)
3. Neena Dash-Inclusive Education for Children With Special Needs Paperback – Atlantic Publishers and Distributors Pvt. Ltd.(2006)
4. Hena Siddiqui -Inclusive Education Paperback – Agrawal Publication(2019)
5. Bharati Kaushik- Creating Inclusive Schools: Theory, Process And Practice Paperback- SAGE Publications India Pvt. Ltd.(2019)
6. Pratiksha Modi - Creating an Inclusive Education Paperback – LAP Lambert Academic Publishing (2021)

7. উশমশ র্ক্রবতশী-অন্তভু শশিমূলক শবদযালয় সং5ঠন-আজহশল পাবশলশাসশ পাবশলশাসশ

8. সদবেত সদবনাি ও আশীষ কু মার সদবনাি-বযশতক্রমী শশশু ও তার শশক্ষা-শরতা বুক এজেশি

## B.A. Education (Honours)

##### SEMESTER-III

EDU-H-GE-T-1/3: Philosophical and Psychological foundation of Education Generic Elective Course: Credit-6. Full Marks-75

**Course Learning outcome:**

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.
	+ 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.

Course Content:

**Unit-I: Concept, Scope, Aim and factors of Education (Class hours:16)**

1. Meaning, Nature and Scope of Education.
2. Individualistic and socialistic aim- (Meaning, characteristics and Difference)
3. Meaning and scope of educational Philosophy; Relation between education and philosophy.
4. Factors of Education
	* Child: Meaning and characteristics of child centric education system
	* Teacher: Qualities and duties of a good teacher
	* Curriculum: Meaning, nature, types and Importance
	* School: Meaning and Function

Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy

**(Class hours:20)**

1. Concept : Indian schools of Philosophy
	* Meaning and Nature/Concept
	* Importance in Education
	* Sankhya,Vedanta, Buddhism; Nature / in terms of knowledge, reality and value
2. Concept : Western schools of Philosophy
	* Meaning and Nature/ Concept
	* Importance in Education
	* Idealism, Naturalism, Pragmatism: Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
3. Great Educators
	* Indian Philosophers : Swami Vivekananda, Rabindranath Tagore
	* Western Philosopher: Rousseau, Dewey

Unit-III: Educational Psychology and Development (Class hours:20)

1. Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
2. Growth and Development: Stages and aspects of development in human life;

Physical, Social, Emotional, Cognitive (Piaget’s view) of Infancy, Childhood and Adolescence period and educational Importance.

Unit-IV: Different aspects of Educational Psychology (Class hours:20)

1. Learning:
	* Definition and characteristics of Learning
	* Factors influencing learning
	* Theory of learning and its implications: Classical Conditioning
2. Intelligence: Definition and nature
3. Transfer of Learning: Concept & Types (Positive, Negative & Zero)
4. Motivation: Types, factors and Role of Motivation in learning
5. Memorization: Definition, factors, Types.
6. Forgetting: Meaning and causes
7. Creativity: Meaning, factors
8. Individual differences: Meaning, types and implications

Suggested Books:

1. J. C. Aggarwal – Theory and Principles of Education – Vikas Publishing House.
2. J. C. Aggarwal – Philosophical and Sociological Bases of Education – Vikas Publishing House.
3. S. P. Chaube & A. Chaube – Foundations of Education – Vikas Publishing House.
4. K. K. Shrivastava – Philosophical Foundations of Education – Kaniska Publisher.
5. S. S. Ravi – A Comprehensive Study of Education – PHI Learning Private Limited.
6. M. Sharma – Educational Practices of Classical Indian Philosophies – Bhargava Book House.
7. S. S. Chandra & R. K. Sharma – Philosophy of Education – Atlantic Publisher.
8. M. K. Goswami – Educational Thinkers : Oriental and Occidental, Thoughts and Essays– Asian Books Private Limited.
9. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
10. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
11. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
12. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
13. A. Woolfolk -Educational Psychology-Peasrson Education
14. J. W. Santrock -Educational Psychology-Mc Gray Hill
15. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
16. L. E. Berk - Child Development- PHI Ltd
17. B. N. Dash & N. Dash –A Test Book of Educational Psychology

18. সুশীল রায় - শশক্ষা তত্ত্ব ও শশক্ষা দশশন - সসামা বুক এজেশি

19. অর্শনা বজদাপাধ্যায় - শশক্ষা দশশন ও শশক্ষানীশত - শব. শব. কু ন্ডু সি

20. শবভু রঞ্জন গুহ - শশক্ষায় পশিকৃ ৎ - সশাভা পাবশলজকশন

21. অরুণ সhাষ - শশক্ষা শবজ্ঞাজনর দশশন ও মূল তত্ত্ব - সসামা বুক এজেশি

22. স5ৌড় দাস হালদার ও প্রশান্ত শমশা - শশক্ষাতত্ত্ব ও শশক্ষানীশত - বযানাশেশ পাবশলশাসশ

23. ে5শদন্দ্র মন্ডল - শশক্ষা দশশন ও শশক্ষা শবজ্ঞান - ক্লাশসক বুকস

24. সবশব দত্ত ও সদশবকা গুহ - শশক্ষা দশশন ও দাশশশনকজদর অবদান - প্র5শতশীল প্রকাশক

25. ডক্টর শমশহর কু মার র্জটাপাধ্যায়, ডক্টর েয়ন্ত সমজে ও প্রণয় পাজন্ড - শশক্ষার দাশশশনক শভশত্ত - রীতা বুক এজেশি

26. প্রজমাদ বন্ধু সসনগুপ্ত ও পীযূষ কাশন্ত সhাষ - ভারতীয় দশশন - বযানাশেশ পাবশলশাসশ

27. ডঃ অশভশেৎ কু মার পাল - মহান শশক্ষাশবদ 5জনর কিা - ক্লাশসক বুকস

28. অধ্যাপক সযাজ5শ র্ক্রবতশী ও ডক্টর সানযাল - শশক্ষা তজত্ত্বর স5াড়ার কিা - সক. র্ক্রবতশী পাবশলজকশন

29. ড. শবনায়ক র্দ ও ড. তাশরনী হালদার - শশক্ষার দাশশশনক পশরজপ্রশক্ষত - আজহলী পাবশলশাসশ

30. সুশীল রায় - শশক্ষা মজনাশবদযা - সসামা বুক এজেশি

31. অরুণ সhাষ - শশক্ষাশ্রয়ী মজনা শবদযা - এডু জকশনাল এন্টারপ্রাইে

32. ড. শবেন সরকার - শশক্ষা মজনাশবদযা - আজহশল পাবশলজকশন

33. পাল, ধ্র, দাস, বযানাশেশ - পাঠদান ও শশখজনর মনস্তত্ত্ব - শরতা বুক এজেশি

34. কল্পনা সসন বরাে, কশনকা সর্ৌধ্ুরী - শশক্ষার মজনাববজ্ঞাশনক শভশত্ত - প্র5শতশীল পাবশলজকশন

35. প্রণব কু মার র্ক্রবতশী - শশক্ষা মজনাশবজ্ঞাজনর রূপজরখা - শরতা বুক এজেশি

36. েয়ন্ত সমজে, রুমা সদব ও শবরাে লক্ষ্মী সhাষ - শবকাশ ও শশখজনর মনস্তত্ত্ব - শরতা বুক এজেশি

## B.A. Education (Honours)

**SEMESTER-III**

EDU-H-SEC-T-1(A): Statistical Analysis Skill Enhancement Course; Credit-2. Full Marks-50

**Course Learning outcome:**

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

Course content:

**Unit-I: Descriptive Statistics (Class hours:20)**

1. Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
2. Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
3. Graphical Representation of data: Bar graph, Polygon, Histogram, Ogive (Meaning, steps, advantages & disadvantages)
4. Percentile and Percentile Rank-Concept, Calculation, Application,
5. Graphical determination.

Unit-II: Relationship and Inferential Statistics (Class hours:15)

1. Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
2. Concept of derived score, Methods of transforming test score into Sigma score, standard score, Z-score & T-score and their interpretation.
3. Parametric and Non-Parametric Test- (only Concept and Uses).

Sessional Hands on Activities

* Construction of Graphical representation of data.
* Calculate - Mean, Median and Mode; Range, AD, SD & QD; PP, PR; Co-relation, sigma score, standard score, t-score, Z-score.

Instruction: Only theoretical examination will be held. Suggested Books:

* 1. S. K. Mangal- Statistics in Education and Psychology-PHI
	2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences-Bharati Bhawan
	3. H.E. Garret- Statistics in Education and Psychology-Paragon Publication
	4. R. A. Sharma- Mental Measurement and Evaluation-Surjeet Publication

**5)** সুশীল রায়- মূলযায়ন: নীশত ও সকৌশল- সসামা বুক এজেশি

**6)** সদবাশীষ পাল এবং সদবাশীষ ধ্র- শশক্ষায় পশরমাপ ও মূলযায়ন- রীতা পাবশলজকশন

**7)** পূজণ ু আর্াযশ- শশক্ষা সক্ষজত্র মূলযায়ন ও শনজদশশনা- শ্রী তারা প্রকাশনী

**8)** েয়জদব সরজখল ও সজন্তাষ কু মার দত্ত- রাশশশবজ্ঞাজনর ভূ শমকা- শবপ্লব ভাওয়াল শসশন্ডজকে প্রা. শলশমজেড

**9)** স্বপন কু মার ঢালী- শশক্ষায় পশরমাপ ও মূলযায়ন- প্রভাতী পাবশলজকশন

## B.A. Education (Honours)

##### SEMESTER-III

EDU-H-SEC-T-1(B) : Achievement Test

**Skill Enhancement Course; Credit-2. Full Marks- 50**

**Course Learning outcome:**

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

* Define Test
* Identify the Test item
* Discuss the type of Test item
* Define Achievement Test
* Explain the characteristics of Achievement Test
* State the objectives of Achievement Test
* Discuss the functions of Achievement Test
* Describe the functions of Test item
* Construct Achievement test

Course content:

**Unit-I: Concept of test and test item (Class hours:10)**

1. Test – Concept, meaning & characteristics
2. Test item –
	* Identification of test item
	* Types of test item (Concept, characteristics, advantage, limitation)
		+ Essay type test (Extended and Restricted)
		+ Objective type test (MCQ, True-False, Matching)
		+ Speed test and Power test
		+ Individual test and Group test

Unit-II: Concept & Different aspects of Achievement Test (Class hours:15)

1. Meaning of Achievement test
2. Characteristics of Achievement Test
3. Objectives of Achievement Test
4. Principles of Achievement test construction
5. Functions of Achievement Test
6. Steps involved in the construction of Achievement Test

Sessional Hands on Activities

Construct of an Achievement Test on the following topic-

* + Educational Philosophy
	+ Educational Psychology
	+ Educational Sociology
	+ History of Education
	+ Educational Evaluation

Instruction:

* **Only theoretical examination will be held.**

Suggested Books:

1. S. K. Mangal - Statistics in Education and Psychology - PHI
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences - Bharati

Bhawan

1. H.E. Garret - Statistics in Education and Psychology - Paragon Publication
2. R. A. Sharma - Mental Measurement and Evaluation - Surjeet Publication

**5)** সুশীল রায় - মূলযায়ন: নীশত ও সকৌশল - সসামা বুক এজেশি

**6)** সদবাশীষ পাল এবং সদবাশীষ ধ্র - শশক্ষায় পশরমাপ ও মূলযায়ন- রীতা পাবশলজকশন

**7)** পূজণ ু আর্াযশ - শশক্ষা সক্ষজত্র মূলযায়ন ও শনজদশশনা - শ্রী তারা প্রকাশনী

**8)** েয়জদব সরজখল ও সজন্তাষ কু মার দত্ত - রাশশশবজ্ঞাজনর ভূ শমকা - শবপ্লব ভাওয়াল শসশন্ডজকে প্রাইজভে শলশমজেড

**9)** স্বপন কু মার ঢালী - শশক্ষায় পশরমাপ ও মূলযায়ন - প্রভাতী পাবশলজকশন

|  |
| --- |
| **SEMESTER-IV** |
| EDU-H-CC-T-8 | ~~History of Education in Post- independence India~~History of Education in Ancient and Medieval  | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-9 | ~~Psychology of Instruction~~ Psychological foundation of Education-II | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-CC-T-10 | Introduction to Educational Research | Core | 6 | 6 | 15 | 60 | 75 |
| EDU-H-GE-T-4 | Historical & Sociological Foundations of Education | Generic Elective | 6 | 6 | 15 | 60 | 75 |
| EDU-H-SEC-P-2(any one) (Practical) | A. Institutional survey | Skill enhancement | 2 | 4 | 10 | 40 | 50 |
| B. Document/Curriculum analysis |
| C. ~~Tools and techniques of Evaluation~~Application of Tools and techniques |
| D. ~~Uses of Media in Education~~Project Work |
| **Total** | **05** |  | **26** | **28** | **70** | **280** | **350** |
|  |  |  |  |  |  |  |  |
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#  B.A Education (Honours) Semester-IV

## B.A. Education (Honours)

##### SEMESTER-IV

**EDU-CC-T-8 : ~~History of Education in Post-Independence~~ India**

**History of Education in Ancient and Medieval**

 **Core Course; Credit 6. Full Marks 75**

**Course learning outcome:**

**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.

Course content:

**Unit 1: Vedic System of Education:**

1. Salient features
2. Aim and objectives, Curriculum, Method of Teaching, Teacher-Pupil relation and Evaluation System

**Unit 2: Brahmanic System of Education:**

1. Salient features
2. Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
3. Centre of Learning: Takshasila and Nabadwip

**Unit 3: Buddhistic System of Education:**

1. Salient features
2. Aims and objectives, Curriculum, Methods of Teaching, Teacher- Taught relation and Evaluation System.
3. Centre of Learning: Nalanda and Vikramasila
4. Comparison between Brahmanic System of Education and Buddhistic System of Education.

**Unit 4: Medieval System of Education:**

1. General characteristics
2. Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
3. Contribution of Akbar and Aurangageb
4. Centre of Learning: Fatepur Sikri and Delhi

**Suggested Readings:**

* + - 1. S.M.Jafar --Some Cultural Aspects of Medieval India ,
			2. B.R. Purkait -- Milestone in Ancient and Medieval Indian Education. Central Book Agency. Kolkata.
			3. A.S.Altekar -- Education in Ancient India.
			4. E.E.Keay --India Education in ancient times.
			5. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
			6. S. S. Ravi – A Comprehensive Study of Education
			7. J. P. Banerjee – Education in India: Past, Present and Future
			8. S. P. Chaube& A. Chaube – Education in Ancient and Medieval India
			9. B. K. Nayak- History Heritage and Development of Indian Education
			10. B. N. Dash –History of Education in India
			11. Dr.Harisadhan Goswami- BharatiyaShikhayarItihas (Bengali Version)
			12. SÉ¡¢a fËp¡c h¾cÉ¡f¡dÉ¡u - Bd¤¢eLi¡la ¢nr¡ ¢hhÑae
			13. X. ¢cm£f L¥j¡l W¡L¥l J nM q¡¢jc¤mqL - Bd¤¢eL i¡lal ¢nr¡ld¡l¡
			14. i¢š²i¨oe iš²¡ - i¡la£u ¢nr¡l l©flM¡
			15. le¢Sv O¡o - Bd¤¢eL i¡la ¢nr¡l ¢hL¡n
			16. le¢Sv O¡o - k¤N k¤N i¡lal ¢nr¡: fË¡Q£e, jdÉ, Bd¤¢eL k¤N

## B.A. Education (Honours)

##### SEMESTER-IV

**EDU-H-CC-T-9: ~~Psychology of Instruction~~ Psychological foundation of Education-II**

**Core Course (Theoretical): Credit-6, Full marks-75**

**Course learning outcomes:**

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

* Explain meaning, nature and scope of neuropsychology
* Explain the structure and function of human brain and nervous system
* Describe moral development theory, psychosocial development theory and psychoanalysis theory
* Describe social development theory and social learning theory
* Explain the concept of pedagogy and andragogy and it’s difference

**Unit –I: Neuropsychology**

1. Concept, nature and scope of Neuropsychology
2. Structure and function of human brain
3. Concept, types and function of nervous system

**Unit-II: Psychology of Development**

1. Moral development theory of Kohlberg and its educational implication
2. Theory of Psychosocial development and its educational implication
3. Concept of psychoanalysis and its principles. Theory of Sigmund Frued.

**Unit-III: Psychology of Learning**

1. Social learning theory of Bandura and its educational implication.
2. Social competence and Social Cognition – meaning, nature, need
3. Constructivism:- Concept, nature, Social development theory of Vygotsky and its educational implication

**Unit-IV: Psychology of Instruction**

1. Concept of teaching, learning, instruction and indoctrination
2. Pedagogy, Pedagogical Analysis:- Meaning, nature, need, stages
3. Andragogy:- meaning, principles, Theory of Andragogy (Malcolm Knowles) and difference between pedagogy and andragogy

**Suggested Books:**

1. S.K. Mangal- Essentials of Educational Psychology- PHI Ltd
2. J.C.Aggarwal- Essentials of Educational Psychology- Vikas Publisher
3. S.K.Mangal- Advanced Educational Psychology- PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology- Vikas Publisher
5. সুশীল রায়- শিক্ষা মনোবিদ্যা- সোমা বুক এজেন্সি
6. পাল, ধর, দাস- পাঠদান ও শিখনের মনস্তত্ত্ব -শরত বুক এজেন্সি

## B.A. Education (Honours)

##### SEMESTER-IV

**EDU-H-CC-T-10: Introduction to Educational Research**

**Core Course; Credit-6. 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.
* Discuss the meaning and nature of Educational research.
* Identify sources of data for Research.
* Describe different 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.
* Describe the process of collecting data and testing hypothesis

**Unit-I: Research-meaning and nature: (Class hours: )**

1. Meaning and nature of research and scientific inquiry
2. Research worthy problem- meaning and characteristics
3. Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
4. Importance of research

**Unit-II: Educational Research- meaning, nature and types (Class hours: )**

1. Meaning, nature & scope of Educational Research
2. Types of research:
	* Basic, Applied & Action Research;
	* Longitudinal and Cross Sectional Research.
	* Historical- nature, types and sources
	* Descriptive- meaning, nature and steps
	* Experimental research- meaning and nature
3. Importance of Educational Research.

**Unit-III: Basic Ideas of Research (Class hours: )**

1. Review of related Literature – concept and purpose
2. Variable – meaning and types (dependent, independent, and intervening)
3. Research Hypothesis – meaning, nature and types
4. Population and sample:
	* Concepts of Population, Sample and sampling,
	* Need of sampling
	* Types of Sampling techniques- Non-Probability, Probability- meaning and nature
5. Research Ethics: Meaning and nature.

**Unit-IV: Research Data: (Class hours: )**

1. Scales of measurement- meaning, nature and uses
2. Qualitative and Quantitative data- meaning, nature and uses
3. Tool of data collection- characteristics, merits and demerits of observation, questionnaire and interview as research tools
4. Descriptive statistics (Central tendencies, Disperson- meaning, uses, and estimation)
5. Graphical representations- used in research (Histogram, Polygon, Pie)
6. Inferential statistics-meaning, types- parametric and non-parametric (concept and nature only)

**Suggested Books:**

1. L. Koul – Methodology of Educational Research

2. S. K. Mangal- Statistics in Education and Psychology

3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences

4. J.W.Best &J.V.Kahn – Research in Education

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7. j¡x m¤vg¥l lqj¡e, nJLaBm£ M¡e Hhw üfe L¥j¡l c¡p- NhoZ¡ fÜ¢a J f¢lpwMÉ¡e

8. S¡¢Ll q¡pe- ¢nr¡j§mL NhoZ¡

## B.A. Education (Honours)

##### SEMESTER-IV

**Edu-H-GE-T-4: Historical and Sociological foundations of Education Generic Elective Course; Credit 6, Full Marks 75**

**Course Objective:**

**After completion of the course the learners will able to;**

Explain the development of education in India in historical perspectives.

Discuss the contribution of education commission in post independent India.

Explain the National policy on Education and National Education systems.

Discuss the meaning, nature, and scope of educational Sociology and Relation between Education and Sociology,

Define Social Groups, Socialization and Social institution and Agencies of Education.

Explain the Social change and its impact on Education.

**Unit I; Education in 19th and 20th Century in India** (Class hours: 21 )

1. Charter Art of 1813 and its educational significance
2. Macaulay Minuets 1835 and its educational significance
3. Wood’s Dispatch (1854): Major Recommendations and its importance in Education.
4. Indian Education Commission (1882-83) : Major Recommendations and its impact of Education
5. Contribution of Lord Curzon in Indian Education
6. National Education Movement: Concept, characteriristics & its Impacts in Education
7. Sadler Commission (1917) : Major Recommendations and its impact on future development of Education
8. Basic Education: Concept, Characteristics, Merits and De-merits.
9. Sargent Plan Report (1944) : Pre-Primary Education, Primary Education, Secondary Education, Vocational & Technical Education.

**Unit II : Education in post-independence India and National policy on Education**

(Class hours: )

1. University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education
2. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.
3. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity.
4. National Policy on Education 1986 : Main features
5. Revised National Policy on Education 1992 : Major changes
6. .NEP 2020 : Recommendations regarding school education

**Unit III: Educational sociology** (Class hours: 19)

1. Meaning, Nature and Scope of Educational Sociology
2. Relation between Education and Sociology
3. Concept of Educational Sociology and Sociology of Education
4. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education
5. Social Institutions and Agencies of Education: Family , School & Mass Media

**Unit IV: Some Sociological concept and Education** (Class hours:20)

1. Social Group: Meaning and types (primary, Secondary and Tertiary),Characteristics and Educational Significance
2. Culture: Concept, Characteristics, relation between education and culture
3. Social change: definition, factors, Role of Education in Social Change
4. Education and Social stratification: Definition and characteristics, Relation between education and Social Stratification
5. Education and social Mobility: Concept, Characteristics, Relation between education and Social Mobility.
6. Value Education: Concept and Role of Education in Value development

**Suggested Books:**

1.Y.K.Sharma – Sociological Philosophy of Education-Kanishka Publishers Distributors

2.S.S.Ravi -A comprehensive study of Education-PHI

3. J.C.Aggarwal -Philosophical and Sociological Bases of Education-Shipra Publications 4 B.R.Purkait Milestones of Modern Indian Education- New Central Book Agency

5.J.C.Aggarwal -Landmark in the History of Modern Indian Education –Shipra Publications 6.J.P.Banerjee -Education in India ; Past, Present, and Future

7.B.K.Nayak – History of Education in India-Raj Publications

8. B.N.Dash History of Education in India- Dominant Publishers & Distribut

## B.A. Education (Honours)

##### SEMESTER-IV

EDU-H-SEC-P-2 (A): Institutional survey

Skill Enhancement Course; Credit-2. Full Marks-50

**Entry level knowledge of the students before conducting the practical activity:**

* Meaning and nature of survey
* Types of survey ( School/institutional survey, Opinion survey, Community survey, Documentary survey)
* Institution/school survey- meaning and nature
* Types of institution/school survey (Achievement survey, building/infrastructure survey, Activities survey, Co-curricular activities survey)
* Procedure of institution/school survey
* Purpose and importance of survey in educational field

**Guidelines of the practical activity:**

* **Select an institute for conducting survey**
* **Identify different aspects of the selected institute**
* **Select at least two aspects for survey**
* **Select the tools/techniques for collecting data/information**
* **Preparation of tools/techniques for survey**
* **Collect the data from the institute by the framed tools/techiniques**
* **Analysis and interpretation of collected data**
* **Write a report of the whole activity considering the following points(within 3000 words):**
	+ **Acknowledgement**
	+ **Content**
	+ **Introduction**
	+ **Procedure of the activity**
	+ **Collection, analysis and interpretation of data**
	+ **Discussion**
	+ **Conclusion**

## B.A. Education (Honours)

##### SEMESTER-IV

EDU-H-SEC-P-2 (B): Document/Curriculum analysis

Skill Enhancement Course; Credit-2. Full Marks-50

Entry level knowledge of the students before conducting the practical activity:

* Meaning and nature of document
* Types of documents
* Content analysis- meaning, types, advantages, limitations
* Steps of content analysis
* Curriculum- meaning, types
* Criteria for curriculum analysis- instructional objectives, learning outcome, content matter (relevant, up to date, attarctiveness, logical)

**Guidelines of the practical activity:**

* **Select one document/curriculum for analysis**
* **Identify different criteria for analysis**
* **Description of analysis procedure**
* **Analysis and interpretation of document/curriculum**
* **Write a report of the whole activity considering the following points (within 3000 words):**
	+ **Acknowledgement**
	+ **Content page**
	+ **Introduction**
	+ **Procedure of the activity**
	+ **Analysis and interpretation of data**
	+ **Discussion**
	+ **Conclusion**
	+ **References**

## B.A. Education (Honours)

##### SEMESTER-IV

**EDU-H-SEC-P-2(C): Application of Tools and Techniques**

Skill Enhancement Course; Credit-2. Full Marks-50

**Course Objectives:**

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

* **Develop different types of test items**
* **Estimate difficulty and discriminatory index**
* **Construction of CRT, Diagnostic test**
* **Preparation of Attitude and Interest test**

**Conceptual background of the course:**

* **Concept, nature and importance of techniques of evaluation (Self-reporting, Observation, Projective)**
* **Concept, nature and importance of tools of evaluation (Achievement test, Diagnostic test, NRT, CRT, CRC, ARC)**
* **Preparation of different types of test items (Essay type, Short answer type, MCQ type, True-false type, Matching type)**
* **Steps and standardization of tools (Reliability, Validity, Objectivity, Norms, Difficulty value, Discriminatory index)**
* **Concept of tests of measuring attitude, interest, motivation**

**Sessional Hands on Activities**

* **Construction of CRT, Diagnostic test, Attitude scale, Interest inventories, Motivation scale**
* **Preparation of different types of test items items (Essay type, Short answer type, MCQ type, True-false type, Matching type)**
* **Estimation of reliability, difficulty and discriminatory index**

**Guidelines of the practical activity:**

* **Any three(3) tools to be developed by each student individually from the following:**
	+ **Construction of CRT or Diagnostic test**
	+ **Preparation of 50 test items considering one topic from your syllabus**
	+ **Development of Attitude or Interest or motivation scale for learners**
	+ **Estimation of reliability or difficulty and discriminatory index of test items (at least 25) after applying the test**
* **Write a report of the whole activity considering the following points (within 3000 words):**
	+ **Acknowledgement**
	+ **Content**
	+ **Introduction**
	+ **Description of Practical activities (1 to 3)**
	+ **Discussion**
* **Scheme of Term end Evaluation: Evaluation to be done jointly by external and internal examiner.**

## B.A. Education (Honours)

##### SEMESTER-IV

**EDU-H-SEC-P-2(D):** ~~Use of Media in Education (Practical course)~~ **Project Work**

Skill Enhancement Course; Credit-2. Full Marks-50

**Course Objectives:**

After completion of this course the learner will be able to:

* Explain the process of conducting a Project.
* Prepare a Project Report.

**Tentative Guideline:**

Each student is required to complete anyone project related to any area of the syllabus to be evaluated by Internal and External Examiners jointly through viva-voce test. The project work will be completed according to following heads:

* Title of the Project
* Introduction
* Importance of the Study
* Objectives of the Study
* Review of related literature (if any)
* Methods and Procedure
* Data Analysis and Discussion
* Conclusion

**Internal Assessment (25 Marks):**

Home Assignment/Group Discussion related to Project: 10 Marks

Library Works: 10 Marks

Attendance: 05 Marks

**External Assessment ( 25 Marks):**

Project Report: 10 Marks

Viva Voce: 15 Marks

 **B.A Education (Honours) Semester-V**

**B.A. Education (Honours)**

**SEMESTER-V**

**EDU-H-CC-T-11: Educational Management**

**Core Course; Credit-6. 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.
* Define SWOT analysis
* 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**

1. Educational Management: Meaning, Nature, Scope, Function and Importance.
2. Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.
3. Institutional building, PERT and SWOT analysis.

**Unit-II: Educational Administration and Supervision**

1. Educational Administration: meaning and function.
2. Supervision: meaning, purpose; difference between Supervision and Inspection.
3. Factors affecting managerial behaviour of teachers: Personal, Social, Cultural, Political and Institutional.

**Unit-III: Educational Planning**

1. Educational Planning: Meaning, Needs and Significance.
2. Types of Educational Planning; Strategies and Steps in Educational Planning.
3. Brief outline of the last Five Year Plan in Primary and Secondary Education.

**Unit-IV: Functions of Various Administrative Bodies**

1. UGC, b) NAAC, c) NCERT, d) NCTE.

**Suggested Books:**

1. J. C. Aggarwal- Educational Administration, Management and Supervision

2. J. Mohanty- Educational Administration, Supervision and School Management

3. I. S. Sindhu- Educational Administration and Management

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**B.A. Education (Honours)**

**SEMESTER-V**

**EDU-H-CC-T-12: Contemporary issues in Education**

**Core Course; Credit-6. 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- Multi-Cultural Education and Alternative Education

**Unit-I: Universalization of Elementary and Secondary Education:**

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

**Unit-II: Higher Education and RUSA**

* 1. Role of Higher Education
	2. Knowledge Commission & Higher Education
	3. Higher Education and RUSA
	4. Problems of Higher Education in India

**Unit- III: Social Inequality in Education and Constitutional Safeguards**

1. Concept of Social Inequality, Constitutional Provision for Ensuring Equality in Education
2. Gender Disparity and Rural-Urban Disparity in Education
3. Education of Socially Disadvantaged Section: SCs, STs and Minorities , Problems of Education of disadvantage section
4. Education for Backward Children, Child Labour and Slum Dwellers

**Unit- IV: Multi-Cultural Education and Alternative Education**

1. Concept, Objectives and Need of Multi-Cultural Education
2. Curriculum and Instruction of Multi-Cultural Education,
3. Concept of Alternative Education and its related Issues
4. Role of Sakshar Bharat Mission, IGNOU and MOOC in in Alternative Education and Alternative Higher Education

**Suggested Books**

* Aggarwal J. C. (1997). *Development and Planning of Modern Education*. New Delhi: Vikas Publishing House Ltd.
* Chandel and Nand (2011).*Population Education*. Agra: ShriVinodPustakMandir.
* Krishnamacharyulu, V. (2005).*Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
* Mishra and Mohanty (2013).*Trends and Issues in Indian Education.* Meerut: R. Lall Book Depot.
* Taj, Haseen (2011).*Current Challenges in Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.
* Tiwari, R.P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications
* S. S. Ravi – A Comprehensive Study of Education
* J. C. Aggarwal- Theory and Principles of Education
* R. P. Pathak – Development and Problems of Indian Education
* B. K. Nayak- Modern Trends and Issues in Education of India
* c¤m¡m j¤M¡f¡dÉ¡u, ¢hSe plL¡l, a¡¢le£ q¡mc¡l Hhw A¢i¢Sv L¥j¡l f¡m- i¡lal ¢nr¡l Qmj¡e OVe¡hm£
* a¡¢le£ q¡mc¡l, ¢he¡uL Q¾c Hhw p¤¤n¡¿¹ L¥j¡l hjÑe- ¢nr¡ J Eæue
* a¡¢le£ q¡mc¡l J ¢he¡uL Q¾c- pjL¡m£e i¡lahoÑ J ¢nr¡

**B.A. Education (Honours)**

**SEMESTER-V**

**EDU-H-DSE-T-1/4(A): Value Education & Peace Education**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of this course the learner will be able to:

* + Understand the concept and meaning of value.
	+ Become aware about the role of educational institutions in building a value based society.
	+ Understand the meaning and concept of peace and its importance in human life.
	+ Understand the meaning and importance of peace education and its relevance at national and international level.
	+ Identify the different issues/ challenges in imparting peace education.
	+ Identify the strategies and skills in promoting peace education at institutional level.

**Unit-I:** **Meaning and nature of Value and Value Education**

1. Concept, Objectives, need, characteristics and importance of Value and Value Education.
2. Classification of values as proposed by NCERT
3. Value education at different stages – - Primary - Secondary - Higher education.

**Unit- II: Inculcate Values and Value Education**

1. Values enshrined in Indian constitution
2. Value Education through Co-Curricular Activities.
3. Role of teacher and family in imparting Value Education

**Unit- III: Concept of Peace and Peace Education**

1. Concept, need and characteristics of Peace and Peace Education
2. Curricular contents of peace education at different levels – Primary, Secondary and Higher Education with reference to Tagore and Aurobindo.
3. Relevance of peace education in national and international context

**Unit- IV: Challenges of Peace education and Role of Different Organisations**

1. Various challenges of peace education
2. Role of national and international organizations for promoting Peace Education-
* International Institute for Peace(IIP),
* UNESCO,
* International Peace Bureau (IBP),
* UNO
* UNICEF,
* Global Peace Foundation(GPF),
* Mahatma Gandhi Institute of Education for Peace and Sustainable Development

 **Suggested Books**

* Krishnamurti, J. Education and the Significance of Life
* Kumar, K. Learning from Conflict.
* Kumar, K. Battle for Peace.
* NCERT. Ways to Peace
* UNESCO. Learning the Way of Peace: Teacher's Guide.
* Diwahar, R. R., &Agarwal, M. (Ed).(1984). Peace education. New Delhi: Gandhi Marg.
* Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
* Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights.*New Delhi: Shipra Publications
* Agarwal, J.C.(2005). *Education for Values, Environment and Human rights.* New Delhi: Shipra Publication.
* Chakrabarty, M. (1997).*Value education: Changing Perspective.*New Delhi:Krishna Publishers Distribution.
* Chitakra,M.G. (2007).*Education and Human Values*. New Delhi APH Publishing Corporation.
* Mishra, L (2009). *Peace education-Framework for teachers*.New Delhi: APH Publishing Corporation.
* Panda. P.K.(2017). *Value Education.*Guwahati: Nivedita Book Distributors.
* Rajput,J.S.(2002).*Human Values in School Education.* New Delhi: Anmol Publication.
* Singh,S.P. (2011).*Education for World Peace.* New Delhi: Discovery Publishing House.
* Suryanarayana.N.V.S.(2017). *Education and Human Value.*Guwahati: Nivedita Book Distributors.

**B.A. Education (Honours)**

**SEMESTER-V**

**EDU-H-DSE-T-2/4(B): Population Education**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**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**

* 1. Meaning & Concept of Population Education
	2. Scope & objectives of Population Education.

**Unit-II: Historical Development of Population Education**

1. Historical development of Population Education and education programme in India.
2. Some major thrust areas of population education-
3. Family planning
4. Adolescent education.

**Unit-III: Population Growth and Problems in India**

1. Definition of population growth.
2. Factors influencing population growth- fertility, mortality, and migration.
3. Causes of rapid population growth
4. Preventive measures for rapid population growth.

**Unit-IV: Population Education Curriculum and Policy**

1. Curriculum of Population education at different stages.
2. Role of population policy in India.
3. Role of Teacher in making awareness of population explosion.
4. Community sensitisation programme of early marriage and child labour etc.

**Suggested Books**

* + Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.
	+ Bhardwaj, Ramesh Kumar (2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.
	+ Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006
	+ Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi-110002.
	+ Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002
	+ 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-3/4(C): Distance Education**

**Discipline Specific Elective Course; Credit-6. 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**

1. **Growth and development of Distance Education in India**
2. Meaning and definition of Distance Education.
3. Characteristics and objectives of Distance Education.
4. Merits and limitations of Distance Education.

**Unit II: Strategies of distance education**

1. Mode and strategies of Distance Education.
2. Relationship among Non-formal, Correspondence, Distance and Open Education.
3. **Agencies of open and distance education**

**Unit III: Status of open and distance education in India**

1. Present state of Distance and Open Education in India.
2. Role of multi-media in Distance and Open Education.

**Unit IV: Problems and remedies of distance and open education in India**

1. Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
2. Problems of Distance and Open Education in India.
3. Measures for strengthening Distance and Open Education in India.

**Suggested Books:**

* + S.S. Ravi – A Comprehensive Study of Education
	+ R.P. Pathak – Development and Problems of Indian Education
	+ B.K. Nayak – Modern Trends and Issues in Education of India
	+ c¤m¡m j¤M¡f¡dÉ¡u, ¢hSeplL¡l, a¡¢le£ q¡mc¡l Hhw A¢i¢SvL¥j¡lf¡m- i¡lal ¢nr¡l Qmj¡e OVe¡hm£
	+ a¡¢le£ q¡mc¡l, ¢he¡uL Q¾c Hhw p¤¤n¡¿¹ L¥j¡l hjÑe - ¢nr¡ J Eæue
	+ a¡¢le£ q¡mc¡l J ¢he¡uL Q¾c - pjL¡m£e i¡lahoÑ J ¢nr¡

**B.A. Education (Honours)**

**SEMESTER-V**

**EDU-H-DSE-T-4/4(D): TEACHER EDUCATION IN INDIA**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of this course the learner will be able to:

* + - Explain the Concept, Scope, Aims & Objectives and Significance of teacher education
		- Acquaint with the development of Teacher Education in India
		- Acquaint with the different organising bodies of teacher education in India and their functions in preparation of teachers for different levels of education
		- Acquaint with the innovative trends and recent issues in teacher education, and be able to critically analyse the status of teacher education in India
		- Understand and conceive the qualities, responsibilities and professional ethics of teacher

Unit- I: Conceptual Framework and Historical Perspectives of Teacher Education in India

* 1. Teacher Education-Concept, scope and aims and objectives
	2. Need and Significance of Teacher Education in 21st Century
	3. Types of Teacher Education-Pre-service and In-service
	4. Development of Teacher Education in India
	5. Shifting focus from Teacher Training to Teacher Education

**Unit- II: Structure and Organisations of Teacher Education in India**

1. Basic Training Centre (BTC)
2. District Institute for Education and Training (DIET)
3. State Council for Educational Research and Training (SCERT)
4. National Council for Educational Research and Training (NCERT)
5. National Council for Teacher Education (NCTE)
6. National University of Educational Training and Administration (NUEPA)
7. Regional Colleges of Education

**Unit- III: Status of Teacher Education in India: Trends, Issues and Challenges**

1. Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)
2. National Curriculum Framework for Teacher Education (NCFTE), 2009
3. NCTE Regulations, 2014
4. Present problems of Teacher Education in India and their solution
5. Quality Assurance in Teacher Education and its challenges

**Unit- IV: Quality, Responsibility and Professional Ethics of Teachers**

1. Qualities and responsibilities of a teacher
2. Teacher as a Facilitator, Counsellor and Practitioner-Researcher
3. Role expectations of Teachers in twenty first century
4. Professional ethics and accountability of teachers

**Suggested Books:**

* Aggarwal, J.C. (2004). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing House Pvt. Ltd.
* Bhargava, M. & Saikia, L.Rasul (2012). Teacher in 21st Century- Challenges, Responsibilities, Creditability. Agra: Rakhi Prakashan.
* Flanders, Ned, A. (1970). Analysing Teacher Behaviour. London: Wesly Publishing Company.
* Gurrey, P. (). Education and the Training of Teachers. London: Longmans, Green and Company.
* Mukherjee, S.N. (1968). Education of Teachers in India, Vol.-I and II. New Delhi: S. Chand and Company.
* Rajput, J.S. and Walia, K. (2002). Teacher Education in India. New Delhi: Sterling Publishers Pvt. Ltd.
* Sharma, Sashi Prabha (2004). Teacher Education in India. New Delhi: Vikash Publications Pvt. Ltd.

 **B.A Education (Honours) Semester-VI**

* Elaborate curriculum change.

**Unit-I: Introduction of Curriculum**

1. Meaning, Nature, Scope and functions of Curriculum
2. Determinants of Curriculum
3. Difference and Relation between Curriculum and Syllabus.
4. Different Types of Curriculum
5. Co-curricular Activities
6. Bases of Curriculum: Philosophical, Sociological & Psychological.

**Unit-II: Concept of Curriculum Framework**

1. Curriculum Framework: Meaning
2. NCF-2005
3. Principles of curriculum construction

**Unit-III: Curriculum Model and Evaluation**

1. Definition and Types of Curriculum Model , one Technical & one Non-Technical Model
2. Meaning & importance of curriculum evaluation, Formative and summative evaluation of curriculum: concept &difference between them.
3. CIPP Model of curriculum evaluation.

**Unit-IV: Curriculum Change**

1. Meaning and types of curriculum change,
2. Factors affecting curriculum change,
3. Role of students, teachers and educational administrators in curriculum change and improvement.

**Suggested Books:**

1. N. Bhalla- Curriculum Development

2. M. Talla- Curriculum Development: Perspectives, Principles

3. P. H. Taylor & C. M. An Introduction to Curriculum Studies

4. ¢chÉ¾c¥ iVÊ¡Q¡kÑÉ-f¡Woe²j QQÑ¡ J j§mÉ¡ue

5. ¢j¢ql QVÊ¡f¡dÉ¡u- f¡Woe²j QQÑ¡

6. fËZh L¥j¡l Qoe²haÑ£- f¡Woe²j e£¢a J ¢ejÑ¡e

**B.A. Education (Honours)**

**SEMESTER-VI**

**EDU-H-CC-T-14: Educational Technology**

**Core Course; Credit-6. 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**

1. Meaning, Nature, Need and Scope of Educational Technology
2. Technology in Education and Technology of Education
3. Concept of Information technology, Communication technology & ICT and there roles in education.

**Unit-II: Classroom Communication and Media used**

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

**Unit-III: Instructional Technology**

1. Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching
2. Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits
3. Computers and its role in educational instruction

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

1. Phases of Teaching: Pre-active, Inter-active & Post-active.
2. Levels of Teaching: Memory, Understanding, Reflective.
3. 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

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**B.A. Education (Honours)**

**SEMESTER-VI**

**EDU-H-DSE-T-1/4 (A): Guidance &Counselling**

**Discipline Specific Elective Course; Credit-6. 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**

1. Meaning, Nature, Scope, and Importance of Guidance.
2. Different Types of Guidance-
	1. Educational guidance in schools: Meaning, need ,importance ,Characteristics, Purpose & Functions.
	2. Vocational guidance: Meaning, Need, importance, purpose, Characteristics, Purpose & Functions.
	3. Personal: Meaning, Characteristics, Purpose & Functions.

**Unit-II: Concept of Counselling**

1. Meaning, Nature, Scope, and Importance of Counselling
2. Types of Counselling-
	1. Directive: Meaning, Characteristics, Purpose & Functions.
	2. Non-directive: Meaning, Characteristics, Purpose & Functions.
	3. Eclectic: Meaning, Characteristics, Purpose & Functions.
3. Steps of Counselling; Characteristics of good Counsellor.

**Unit-III: Tools and Techniques of Guidance and Counselling**

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

**Unit-IV: Guidance and Counseling for Diverse Learners**

1. Identification of Gifted, Slow learners, Learner with learning disabilities.
2. Need of Guidance for diverse learners
3. Need of Counseling for diverse learner
4. Guidance for CWSN , School Guidance Clinic

 **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

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**B.A. Education (Honours)**

**SEMESTER-VI**

**EDU-H-DSE-T-2/4(B): Comparative Education**

**Discipline Specific Elective Course; Credit-6. 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**

1. Meaning, nature, scope and importance of Comparative Education.
2. Methods of Comparative Education:

-Philosophical Method

-Historical Method

-Sociological Method

-Psychological Method

-Scientific Method

Unit- II: **Factors of Comparative Education:**

1. Natural Factors: Historical, Racial, Linguistic and Social Factors.
2. Spiritual Factors: Religious and Philosophical Factors.
3. Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

Unit- III: **Universalization of Elementary Education in UK & USA**

1. 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**

* + 1. In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Secondary Education System.

**Suggested Books:**

1. S. P. Chaube & A. Chaube – Comparative Education

2. R. N. Sharma- Comparative Education

3. Y. K. Sharma- Comparative Education

4. Nikholas Hanse - On Comparative Education

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**B.A. Education (Honours)**

**SEMESTER-VI**

**EDU-H-DSE-T-3/4 (C): WOMEN EDUCATION**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of this course the learner will be able to

* + - Know the changing role of women in India
		- Understand gender discrimination in Indian society
		- Make the students understand the constitutional provisions for women and their rights.
		- Make the students understand women empowerment
		- Develop an awareness and sensitivity towards women

Unit- I: **Status and role of women**

1. Women in ancient and medieval India
2. Changing role of Women in India
3. Women’s health and related issues
4. Role of women in family , school and society
5. Women’s role in social and environmental movement

Unit- II: **Constitutional provisions and Rights of women**

1. Constitutional Provision for equality of Women (Educational and Legal Provisions)
2. National Policy on Education (1986) on women education
3. National Council for Women Education
4. Property Right
5. National Policy for Empowerment of Women, 2001

Unit- III: **Gender inequalities in School and society**

1. Family attitude
2. Gender bias in Textbook
3. Curricular Choices
4. Teachers’ attitude
5. Classroom Interaction
6. Peer Culture
7. Gender inequality in workplace

Unit- IV: **Women Empowerment**

1. Concept of women empowerment, importance
2. Types of women empowerment- Economic, political, Educational , legal
3. Women entrepreneurship
4. Barriers of women empowerment
5. Role of education in women empowerment

**B.A. Education (Honours)**

**SEMESTER-VI**

**EDU-H-DSE-T-4/4 (D): HUMAN RIGHTS EDUCATION**

**Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of this course the learner will be able to:

* Explain the basic concept, nature and scope of human rights
* Describe the meaning, nature, principles, curriculum and teaching methods of human rights education at different levels of Education.
* Know the role of United Nations on human rights
* Understand enforcement mechanism in India
* Know the role of advocacy groups

**Unit- I: Basic Concept of Human Rights**

1. Concept, objectives, Nature and Scope of Human Rights
2. Needs and Significance of Human Rights Education in India.
3. Human Rights Education at Different levels:
	* Elementary level
	* Secondary level
	* Higher level.
4. Methods and Activities of Teaching Human Rights
5. Curriculum of Human Rights Education

**Unit- II: United Nations and Human rights**

1. Universal Declaration of Human Rights (1948) by UN
2. UN and Promotion and Protection of Human Rights
3. Human Rights and Indian Constitution

-Fundamental Rights similar to the UN

-Human Rights in Constitution of India

Unit- III: **Human Rights – Enforcement Mechanism in India**

1. Human Rights Act – 1993
2. Human Rights Commission – role and objectives
3. Judicial organs – Role of Supreme Court and High court in India
4. Commission of Women and Children in India

Unit- IV: **Role of Advocacy Groups for Promotion of Human Rights**

1. Role of Global Agencies: UN, UNESCO, Vienna Declaration
2. Role of Government and Non-Governmental Organizations;
3. Role of educational institutions
4. Role of press and mass media

**Suggested books:**

* Aggarwal, J.C.(2008). *Education in the Emerging Indian Society*. New Delhi: Shipra Publication.
* Chand, Jagdish (2007). *Education for Human Rights*.New Delhi: Anashah Publishing House.
* Mohanty, J. (2006). *Human Rights Education*. New Delhi: Deep & Deep Publications.
* Naseema, C. (2008). *Human Rights Education Theory and Practice*. New Delhi: Shipra Publications.
* Rao, Digumarti Bhaskara (2004). *Human Rights Education*. New Delhi: Discovery Publication House.
* Reddy & Others (2015).*Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd