

UNIVERSITY OF KALYANI



**CBCS CURRICULUM FOR THREE YEARS UNDER-
GRADUATE COURSE**

IN

EDUCATION (GENERAL)

WITH EFFECT FROM THE ACADEMIC SESSION

2018-19

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.

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

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

3. Ability Enhancement Courses/ Skill Enhancement Courses:

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

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

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

Types of course	Core course (CC)	Elective course		Ability Enhancement Course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course (GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	12	6(BSc)/4(BA/B.Com)	2((BA/B.Com)	2	2	24
Credit/course	6	6	6	2	2	120

TABLE-1: DETAILS OF COURSES OF B.A.(GENERAL) UNDER CBCS

S. No.	Particulars of Course	Credit Point	
		Theory + Practicl	Theory + Tutoril
I.	Core Course: 14 Papers		
I.A.	Core Course: Theory (12 papers)	12x4 = 48	12x5 = 60
I.B.	Core Course (Practical/Tutorial)* (12 papers)	12x2 = 24	12x1 = 12
2.	Elective Courses: (6 papers)		
A.	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
B.	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. & B.Com.)	6x2 = 12	4x1 = 4
C.	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
D.	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. & B.Com.)	--	2x1 = 2
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) (4 papers of 2 credits each)-----	4x2 = 8	4x2 = 8
Total Credit:		120	120

TABLE-2:SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN B.A. GENERAL

Courses/ (Credits)	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
CC-1,2 (6)	2(1A,2A)	2 1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
Language CC - 1,2 (6)	1 (L ₁ -1)	1 (L ₂ -1)	1 (L ₁ -2)	1 (L ₂ -2)			4	24
DSE (6)	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
GE (6)					1(GE-1)	1(GE-2)	2	12
AECC (2)	1	1					2	04
SEC (2)			1	1	1	1	4	08
Total No. of Courses/ Sem.	4	4	4	4	4	4	24	--
Total Credit /Semester	20	20	20	20	20	20	--	120

❖ **COURSE CODE & COURSE TITLE:**

A. Core courses (CC)

1. EDU-G-CC-T-1: Educational Philosophy
2. EDU-G-CC-T-2: Educational Psychology
3. EDU-G-CC-T-3: Educational Sociology
4. EDU-G-CC-T-4: History of Education

B. Generic elective courses (GE):

1. EDU-G-GE-T-1: Educational Evaluation & Statistics
2. EDU-G-GE-T-2: Educational Technology

C. Discipline specific elective courses (DSE)

1. EDU-G-DSE-T-1/2(A): Value Education
2. EDU-G-DSE-T-1/2(B): Population Education
3. EDU-G-DSE-T-1/2(C): Peace Education
4. EDU-G-DSE-T-1/2(D): Distance Education
5. EDU-G-DSE-T-3/4(A): Mental Hygiene
6. EDU-G-DSE-T-3/4(B): Comparative Education
7. EDU-G-DSE-T-3/4(C): Guidance & Counselling
8. EDU-G-DSE-T-3/4(D): Great Educators

D. Ability enhancement compulsory courses (AECC)

1. AECC-1: Environmental Education
2. AECC-2: English Communication

E. Skill enhancement courses (SEC)

1. EDU-G-SEC-T-1(A): Statistical Analysis
2. EDU-G-SEC-T-1(B): Achievement Test
3. EDU-G-SEC-T-2(A): Lesson planning
4. EDU-G-SEC-T-2(B): Use of Teaching aids
5. EDU-G-SEC-T-3(A): Guidance services
6. EDU-G-SEC-T-3(B): Life skill Education
7. EDU-G-SEC-T-4(A): Pedagogical knowledge
8. EDU-G-SEC-T-4(B): Yoga Education

Table-3: Semester & Course wise credit distribution in B.A. (General): (6 Credit: 75 Marks, 2 Credit: 50 Marks)

SEMESTER-I			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-G-CC-T-1	Educational Philosophy	Core (75L+15T)	6(5L+1T)
		Core	6
	L1-1	Core	6
AECC-1	Environmental Education	Ability enhancement compulsory (30L)	2 (2L)
Total	4 courses	Total	20
SEMESTER-II			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-G-CC-T-2	Educational Psychology	Core (75L+15T)	6(5L+1T)
		Core	6
	L2-1	Core	6
AECC-2	English communication	Ability enhancement compulsory (30L)	2 (2L)
Total	4 courses	Total	20
SEMESTER-III			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-G-CC-T-3	Educational Sociology	Core (75L+15T)	6(5L+1T)
		Core	6
	L1-2	Core	6
EDU-G-SEC-T-1	A. Statistical Analysis	Skill enhancement (30L)	2 (2L)
	B. Achievement Test		
Total	4 courses	Total	26
SEMESTER-IV			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-G-CC-T-4	History of Education	Core (75L+15T)	6(5L+1T)
		Core	6
	L2-2	Core	6
EDU-G-SEC-T-2 (any one)	A. Lesson Planning	Skill enhancement (30L)	2 (2L)
	B. Use of Teaching aids		
Total	4 courses	Total	26
SEMESTER-V			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-G-GE-T-1	Educational Evaluation & Statistics	Generic Elective (75L+15T)	6(5L+1T)
EDU-G-DSE-T-1	A: Value Education	Discipline specific Elective (75L+15L)	2x6 (2x5L+2x1L)
EDU-G-DSE-T-2 (any two)	B: Population Education		
	C: Peace Education		
	D: Distance Education		
EDU-G-SEC-T-3 (any one)	A. Guidance services	Skill enhancement (30L)	2 (2L)
	B. Life skill Education		
Total	4 courses	Total	24
SEMESTER-VI			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-G-GE-T-2	Educational Technology	Generic Elective (75L+15T)	6(5L+1T)
EDU-G-DSE-T-3	A: Mental hygiene	Discipline specific Elective	6x2=12
EDU-G-DSE-T-4 (any two)	B: Comparative Education		
	C: Guidance and Counselling		
	D: Great educators		
EDU-G-SEC-T-4 (any one)	A. Pedagogical knowledge	Skill enhancement (30L)	2 (2L)
	B. Yoga Education		
Total	4 courses	Total	24
<i>Total (All Semesters)</i>	<i>26 courses</i>	<i>Total</i>	<i>120</i>

**CBCS CURRICULUM OF B.A.
IN
EDUCATION (GENERAL)**

B.A. Education (General)
SEMESTER-I
EDU-G-CC-T-1: Educational Philosophy
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Concept, Scope and Aim of Education

- a) Meaning, Nature and Scope of Education.
- b) Individualistic and socialistic aim.
- c) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and Types. Co-curricular activities.

Unit-III: Schools of Philosophy and National Values

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

Unit-IV: Great Educators and their educational philosophy

- a) Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. M. Sharma – Educational Practices of Classical Indian Philosophies
7. S. S. Chandra & R. K. Sharma- Philosophy of Education

8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.

৯. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
১০. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
১১. দি-ব্যান্ডু ভট্টাচার্য্য - শিক্ষা ও দর্শন
১২. বিভূরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
১৩. অরুণ -ঘাষ- শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
১৪. -গীরদাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
১৫. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
১৬. বিভূরঞ্জন গুহ- শিক্ষায় পথিকৃৎ
১৭. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দের অবদান

B.A. Education (General)
SEMESTER-I
: Language 1-1
Core Course; Credit-6. Full Marks-75

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-I
AECC-1: Environmental Education
Ability enhancement compulsory Course; Credit-2. Full Marks-50

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-II
EDU-G-CC-T-2: Educational Psychology
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Educational Psychology and Development

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
- b) 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 respective educational programmes.

Unit-II: Learning

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

Unit-III: Intelligence & Creativity

- a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman, Thurston.
- b) Creativity: meaning, factors, and nurturing.

Unit-IV: Personality

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type and Trait theory, Psychoanalytical theory
- c) Individual differences –meaning and implications.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of Educational Psychology

3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. সুশীল রায় - শিক্ষা ম-নাবিদ্যা
11. অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
12. প্রমোদবন্ধু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা
13. বিজন সরকার - শিখন ও শিক্ষন
14. কল্পনা -সন বরাট এবং কনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
15. পনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপ-রখা
16. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজলক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত্ব
17. পাল, ধর, দাস, ব্যানার্জী - পাঠদান ও শিখনের মনস্তত্ত্ব
18. বিজন সরকার - শিশু ও বিকাশ

B.A. Education (General)
SEMESTER-II
: Language 2-1
Core Course; Credit-6. Full Marks-75

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-II
AECC-2: English Communication
Ability enhancement compulsory Course; Credit-2. Full Marks-50

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-III
EDU-G-CC-T-3: Educational Sociology
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the meaning, nature and scope of Educational sociology and Relation between Education and Sociology.
- Describe the Social factor and their relation to Education.
- Define social groups, socialization and Social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.

Unit-I: Educational Sociology

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

Unit-II: Social factors, issues and Education

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Social issues: unemployment, poverty, disadvantage section of Indian society (SC, ST and OBC).

Unit-III: Social groups and Education

- a) Social groups- meaning and types (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Institutions and Agencies of Education: (i) Family, (ii) School.

Unit-IV: Social change and Education

1. Social change: definition, characteristics, factors, constraints
2. Education and social stratification: Definition and characteristics
3. Education and Social Mobility

Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education
4. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
5. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
6. দি-ব্যান্ডু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
7. সোনালী চক্রবর্তী-শিক্ষারসমাজ বৈজ্ঞানিক ভিত্তি
8. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
9. অনাদি কুমারমহাপাত্র - বিষয়সমাজতত্ত্ব
10. মঞ্জুশা তরফদার - শিক্ষাশ্রয়ী সমাজ বিজ্ঞান
11. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজবিজ্ঞান

12. পরিমলভূষণ - সমাজতত্ত্ব

B.A. Education (General)
SEMESTER-III
: Language 1-2
Core Course; Credit-6. Full Marks-75

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-III
EDU-G-SEC-T-1(A): Statistical Analysis
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

After completion the course the learners will be able to:

- Describe the concept of Central tendency and their properties
- Explain the concept of measures of variability and their properties
- Describe the concept of co-relation and their application

Unit-I: Descriptive Statistics

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
- b) Measure of Variability- Range, SD and - their Properties, Calculation and Application

Unit-II: Coefficient of correlation

Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,

Practical:

Calculate - Mean, Median and Mode; Range, SD ; Co-relation from different frequency distribution.

Suggested Books:

- 1) S. K. Mangal- Statistics in Education and Psychology
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
- 3) H.E. Garret- Statistics in Education and Psychology
- 4) R. A. Sharma- Mental Measurement and Evaluation
- 5) Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
- ৬) সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
- ৭) -দবাশিস পাল এবং -দবাশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
- ৮) পূ-গনন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নি-র্দর্শনা
- ৯) নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

B.A. Education (General)
SEMESTER-III
EDU-G-SEC-T-1(B): Achievement Test
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Define Achievement Test
- Explain the characteristics of Achievement Test
- State the objectives of Achievement Test
- Discuss the functions of Achievement Test
- Describe the steps of constructing Achievement test
- Construct Achievement test

Unit-I: Concept of Achievement test

- a) Meaning & definition of Achievement test
- b) Characteristics of Achievement Test
- c) Objectives of Achievement Test

Unit-II: Different aspects of Achievement Test

- a) Principles of Achievement test construction
- b) Steps involved in the construction of Achievement Test

Practical:

Construct of an Achievement Test

Suggested Books:

- Purnendu Acharjee- Shiksha r khetre mullayan o nirdesana.
- R. A. Sharma- Mental Measurement and Evaluation
- Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
- সুশীল রায় - মূল্যায়ন: নীতি ও -কৌশল
- -দবশিস পাল এবং -দবশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
- পূ-র্গন্দু আচার্য -শিক্ষাক্ষেত্রে মূল্যায়ন ও নি-র্দশনা
- নূরুল ইসলাম- শিক্ষায় মূল্যায়ন ও পরিমাপ

B.A. Education (General)
SEMESTER-IV
EDU-G-CC-T-4: History of Education
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Education in 19th Century in India

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

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

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

Unit-III: Education in Post-Independence India

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

Unit-IV: National Policy on Education

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

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education

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

B.A. Education (General)
SEMESTER-IV
: Language 2-2
Core Course; Credit-6. Full Marks-75

COMMON SYLLABUS

B.A. Education (General)
SEMESTER-IV
EDU-G-SEC-T-2(A): Lesson Planning
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Discuss the meaning and characteristics of Lesson Plan
- Explain the advantages of Lesson Plan
- Classify different Lesson Plans
- Explain the steps of constructing Lesson Plan
- Discuss the principles of Lesson Plan
- Develop Lesson Plan

Unit-I: Concept of Lesson Planning

- a) Definition & Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

Unit-II: Different aspects of Lesson Plan

- a) Types of Lesson Plan
- b) Steps involved in Lesson Planning
- c) Principles of development of Lesson Plan

Practical:

Development of Lesson Plan (At least 20).

Suggested Books:

১. ড. দুলাল মুখোপাধ্যায় এবং ড. উদয়শঙ্কর কবিরাজ - শিক্ষাবিজ্ঞান নীতি পদ্ধতি ও কৌশল
২. ড. নিখিল কুমার দত্ত এবং ড. চৈতন্য মন্ডল - শিক্ষাবিজ্ঞান শিক্ষন পদ্ধতি
৩. ড. চৈতন্য মন্ডল - সমাজ পাঠ শিক্ষন পদ্ধতি

B.A. Education (General)
SEMESTER-IV
EDU-G-SEC-T-2(B): Use of Teaching aids
Skill Enhancement Course: Credit-2. Full Marks-50

Course Objectives:

After completion the course the learners will be able to:

- Discuss the meaning and characteristics of Teaching Aids
- Explain the usability of Teaching Aids
- Express the quality and limitation of Teaching Aids
- Discuss the classification of Teaching Aids
- Develop different Teaching Aids

Unit-I: Concept of Teaching Aids

- a) Definition & Meaning of Teaching Aids
- b) Characteristics of Teaching Aids
- c) Utility of Teaching Aids
- d) Limitations of Teaching Aids

Unit-II: Different Types of Teaching Aids

- a) Classification of Teaching Aids (Concept only)
- b) Projected Teaching Aids- OHP, Slide Projection, Film Strip (Concept, principles of construction, uses)
- c) Non-Projected Teaching Aids- Model, Chart, Poster (Concept, principles of construction, uses)

Practical:

Development of Teaching Aids

Suggested Books:

১. ড. দুলাল মু-খাপাধ্যায় এবং ড. উদয়শঙ্কর কবিরাজ - শিক্ষাবিজ্ঞান নীতি পদ্ধতি ও কৌশল
২. ড. নিখিল কুমার দত্ত এবং ড. চৈতন্য মন্ডল - শিক্ষাবিজ্ঞান শিক্ষণ পদ্ধতি
৩. ড. চৈতন্য মন্ডল - সমাজপাঠ শিক্ষণ পদ্ধতি

B.A. Education (General)
SEMESTER-V
EDU-G-GE-T-1: Educational Evaluation & Statistics
Generic Elective Course: Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Measurement and Evaluation in Education

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

Unit-II: Educational Statistics

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

Unit-III: Tools and Techniques of Evaluation

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

Observation, CRC, Interview, Questionnaire and Inquiry.
- c) Characteristics of a good test:
 - Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.
 - Validity- Concept Causes of low Validity, Types, Determination.
 - Objectivity- Concept, Characteristics, Types of Objective Test & Essay type test, advantages and disadvantages.
 - Norms- Concept, Types and their uses.

Unit-IV: Evaluation Process

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

c) Concept of Gradation and Credit system.

Suggested Books:

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

B.A. Education (General)

SEMESTER-V

EDU-G-DSE-T-1/2(A): Value Education

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

Course objectives:

After end of this course learner will able to-

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

UNIT-I: Meaning and nature of Value

- a) Value: Meaning and Nature
- b) Values enshrined in Indian constitution.
- c) Classification of values proposed by NCERT

UNIT-II: Value Education

- a) Value Education: concept and objective.
- b) Need for value education in India

UNIT-III: Value Education in School

- a) Value Education through Curriculum.
- b) Value Education through Co-Curricular Activities.
- c) Role of teachers to facilitate development of values among the learners.

UNIT-IV: Strategies of value education

- a) Storytelling.
- b) Play-way Method.
- c) Role plays.

Suggested Books:

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

B.A. Education (General)
SEMESTER-V
EDU-G-DSE-T-1/2(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

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

Unit-II: Historical Development of Population Education

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

Unit-III: Population Growth and Problems in India

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

Unit-IV: Population Education Curriculum and Policy

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

Suggested Books:

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

B.A. Education (General)
SEMESTER-V
EDU-G-DSE-T-1/2(C): Peace Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to:

- Explain the concept, aims, objectives, scope, need and factors of Peace Education.
- Discuss views of Gandhi, Rabindranath Tagore, Aurobinda and Jiddu Krishnamurti regarding Peace Education
- Explain the principles and curriculum of Peace Education
- Discuss the role of education in Peace Education.
- Understand the approaches of Peace Education

UNIT-I: Concept of Peace Education

- Peace Education: Meaning, nature, aims, objectives & scope
- Need of Peace Education.
- Factors of peace education: unemployment, terrorism, religion.

UNIT-II: Key Thinkers of Peace Education

Indian Context:

- Rabindranath Tagore,
- Sri Aurobinda

Global context:

- Montessori
- John Dewey

UNIT-III: Peace Education Programme in School

- Principles of peace education
- Curriculum and Peace Education.
- Quality of a teacher as a peace educator

UNIT-IV: Approaches of Peace Education

- Participatory Education
- Co-operative Learning

Reading List

1. Krishnamurti, J. Education and the Significance of Life
2. Kumar, K. Learning from Conflict.
3. Kumar, K. Battle for Peace.
4. NCERT. Ways to Peace
5. UNESCO. Learning the Way of Peace: Teacher's Guide.
6. Diwahaar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
7. Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New

8. Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications
9. Chadha, S. C. (2008). *Education value & value education*. Meerut: R.Lall Books Depot
10. Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
11. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
12. Mahakud, L. & Behera, S.K. (2013) (Edit.) *Value Education: Dimensions and Approaches*, S.B. Enterprise, Kolkata.
13. Passi, B. K., & Singh, P. (1999). *Value education*. Agra: Agra Psychological corporation.
14. Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
15. Singh, Y. K. (2009). *Value education*. New Delhi: APH Publishing Corporation.
16. Sharma, Y.K. and Katoch, K.S. (2007) *Education for Values, Environment and Human Rights*, New Delhi: Deep & Deep Publications Pvt. Ltd.
17. Sharma, R. A. (2008). *Human value of education*. Meerut: R.Lall Books Depot.
18. Shukla, R. P. (2004). *Value education and human rights*. New Delhi: Sarup and sons.
19. Subramanian, K. (1990). *Value Education*. Madurai: Ravana Publication.
20. Venkataiah, (2009). *Value education*. New Delhi: APH Publishing Corporation

B.A. Education (General)

SEMESTER-V

EDU-G-DSE-T-1/2(D): 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

- a) Meaning and definition of Distance Education.
- b) Characteristics and objectives of Distance Education.
- c) Merits and limitations of Distance Education.

Unit II: Strategies of distance education

- a) Mode and strategies of Distance Education.
- b) Relationship among Non-formal, Correspondence, Distance and Open Education.

Unit III: Status of open and distance education in India

- a) Present state of Distance and Open Education in India.
- b) Role of multi-media in Distance and Open Education.

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

- a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
- b) Problems of Distance and Open Education in India.
- c) Measures for strengthening Distance and Open Education in India.

Suggested Books:

- 1) S.S. Ravi – A Comprehensive Study of Education
- 2) R.P. Pathak – Development and Problems of Indian Education
- 3) B.K. Nayak – Modern Trends and Issues in Education of India
- 4) দুলাল মুখাপাধ্যায়, বিজন সরকার, তারিনী হালদার এবং অভিজিৎ কুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী
- ৫) তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ - শিক্ষা ও উন্নয়ন
- ৬) তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (General)
SEMESTER-V
EDU-G-SEC-T-3(A): Guidance services
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Identify different guidance services
- Discuss the meaning and importance of guidance services
- Organize guidance services in school level

Unit-I: Guidance services:

Meaning, nature, and importance of the following guidance services:

Individual Inventory Services, Testing services, Counselling services, Information service, Placement service, Follow up service

Unit-II: Organizing guidance services at educational institution:

- a) Pre-requisites for organizing guidance services
- b) Organizing guidance services at school and college level
- c) Role of teachers in organizing guidance services.

Suggested Books:

- Anne Anastasi & Susana Urbina – Psychological Testing
- J. C. Aggarwal- Essentials of Educational Psychology
- S. K. Mangal - Advanced Educational Psychology
- S.S. Chauhan- Advanced Educational Psychology
- A. Woolfolk -Educational Psychology
- J. W. Santrock -Educational Psychology

B.A. Education (General)
SEMESTER-V
EDU-G-SEC-T-3(B): Life skill Education
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Describe the meaning of life skill education, its nature and scope.
- Describe effective communication, its functions, model and barriers.
- Explain interpersonal relationship, its definition and factors affecting relationships.
- Explain meaning, nature, stages of creative and critical thinking.
- Describe the concept of problem solving, its steps and factors influencing problem solving.
- Discuss the concept of coping with emotions its characteristics, types and coping strategies.
- Discuss the concept of coping with stress, stressors, sources of stress and coping strategies.

Unit I: Introduction to life skill education

- a) Life Skills: Concept, core life skills and their applications.
- b) Life Skill education: concept, nature and scope, Distinction between life skill education and sex education.
- c) Social skill, Negotiation skill, Thinking skill and Problem solving skill

Unit II: Strategies for life skill Education

- a) Coping with Emotions: Definition, Characteristics, Types, Coping Strategies
- b) Coping with Stress: Definition, Stressors, Sources of Stress, Coping Strategies

Suggested reading:

1. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development*, (2nd Edn.), Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Debra McGregor, (2007). *Developing Thinking; Developing Learning - A guide to thinking skills in education*, Open University Press, New York, USA
3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), *Psychology for Living- Adjustment, Growth and Behaviour Today*, Pearson Education Inc, New Delhi.
4. Mangal S.K., (2008). *An Introduction to Psychology*, Sterling Publishers Pvt. Ltd., New Delhi.
5. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Nair. A. Radhakrishnan et al., (2010). *Life Skills Assessment Scale*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
7. Stella Cottrell, (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave Macmillan Ltd., New York.

B.A. Education (General)
SEMESTER-VI
EDU-G-GE-T-2 : Educational Technology
Generic Elective 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

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

Unit-II: Classroom Communication and Media used

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

Unit-III: Instructional Technology

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

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

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

Suggested Books:

1. K. Sampath- Introduction to Educational Technology
2. R. P. Pathak- New Dimensions of Educational Technology
3. U. Rao – Educational Technology
4. K. L. Kumar- Educational Technology
5. J. Mohanty- Educational Technology
6. J.C. Aggarwal - Educational Technology
7. S.S. Dahiya - Educational Technology
৮. মলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
৯. -কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
১০. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

**B.A. Education (General)
SEMESTER-VI**

EDU-G-DSE-T-3/4(A): Mental Hygiene

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

Course Objectives:

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

- Discuss the concept, nature, aims and scope of Mental Hygiene
- Discuss the concept, nature, symptoms and causes of mental illness
- Explain the different characteristics of mental disorder
- Discuss the role of parents for preventing Mental health
- Discuss the role of teachers for preventing Mental health

Unit- I: Concept of Mental Hygiene

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

Unit-II: Concept of Mental Health

- a) Definition of mental health
- b) Symptoms of good mental health
- c) Causes of ill mental health

Unit-III: Classification of Mental disorder (Identification Characteristics, causes and treatment only)

- a) DSM-IV:
 - Axis- I: Depression
 - Axis- II: Obsessive compulsive disorder (OCD)
 - Axis- III: Bipolar mood disorder
 - Axis- IV: Occupational disorder
 - Axis- VI: Truancy
- b) Common Axis:
 - Common Axis-I: Anxiety
 - Common Axis-II: Personality disorder
 - Common Axis-III: Conflict

Unit-IV: Prevention of Mental Hygiene

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

Suggested Books:

1. Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.
2. Mohanty, J. – Abnormal Psychology.
3. Sarason & Sarason – The problem of Maladaptive Behaviour
4. Sengupta, M.- Mano swastha viggan
5. Ghosh, A. – Manashik SwasthaViggan
৬. মঞ্জুরি সেনগুপ্ত - মনো: স্বাস্থ্যবিজ্ঞান
৭. অরুন -ঘাষ - মানসিক স্বাস্থ্যবিজ্ঞান

B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-3/4(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

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

Unit-II: Factors of Comparative Education:

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

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

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

Unit-IV: Universalization of Secondary Education in UK & USA

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

Suggested 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
৫. -দবী মুখাপাধ্যায়- তুলনামূলক শিক্ষা
৬. -মা: আব্দুসসামাদ- তুলনামূলক শিক্ষা
৭. শ্যামাপ্রসাদ চট্টরাজ- শিক্ষা -দ-শ বি-দ-শ
৮. কম-লশ করন - তুলনামূলক শিক্ষা

B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-3/4 (C): Guidance and 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

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

Unit-II: Concept of Counselling

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

Unit-III: Tools and Techniques of Guidance and Counselling

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

Unit-IV: Guidance and Counselling for Diverse Learners

- a) Identification of Gifted, Slow learners, Learner with learning disabilities.
- b) Need of Guidance for diverse learners
- c) Need of Counselling for diverse learner

Suggested readings:

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling

- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) Guidance and counseling in college and university - S K.Kochar
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance
- ৮) -দবাশিষ পাল- নির্দেশনা ও পরামর্শ
- ৯) ড. সুবীরনাগ ও গঙ্গী দত্ত- সঙ্গতিবিধানে নির্দেশনা ও পরামর্শদান
- ১০) ড. ভীমচন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদা-নর রূপ-রখা

B.A. Education (General)
SEMESTER-VI
EDU-G-DSE-T-3/4(D): Great Educators
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives:

After end of this course learner will able to-

- Discuss the philosophies of great thinker of the east and west
- Explain the educational ideas of great thinker of the east and west
- Explain some experiments on education of eastern and western philosophers and thinkers
- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

Unit – I: Indian Educators:

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

- Sarvapalli Radhakrishnan.
- Shri Aurobinda.

Unit - II: Western Educators:

Contribution of following great educators with special reference to Educational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context.

- Bertrand Russel
- Madam Maria Montessori

Unit - III: Modern Thinkers on Education in India

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

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

- a) Viswa bharti and Rabindranath Tagore
- b) Basic education and Gandhiji
- c) Kindergarten and Froebel
- d) Laboratory school and John Dewey

SUGGESTED READING:

- 1) Aggarwal.J.C –Theory and Principles of education Philosophical and Sociological Bases of education

- 2) Mukherjee, K.K. –Some great educators of the world.
- 3) Purkait, B.R. –Great educators
- 4) Mukherjee, K.K. –Principles of education.
- 5) Banerjee, A –Philosophy and principles of education
- 6) Ravi, S –A comprehensive study of Education
- 7) Sushil Ray –ShikshaTatta
- 8) Arun Ghosh –Shikshatatta & ShikshaDarshan.
- 9) Bihuranjan Guha –Shikshaya Pathikrit.
- 10) Gourdas Halder & Prasanta Sharma –ShikshaTatta&ShikshaNiti.
- 11) A.K.Pal –SikshadarshnerRuparekha
- ১২) সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
- ১৩) সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- ১৪) অর্চনা ব-ন্দাপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
- ১৫) বিভূরঞ্জন গুহ - শিক্ষায় পথিকৃৎ

B.A. Education (General)
SEMESTER-VI
EDU-G-SEC-T-4(A) : Pedagogical knowledge
Skill Enhancement Course; Credit-2. Full Marks-50

Course objectives:

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

- State the meaning, definition, need and scope of Pedagogy
- Explain the difference between Pedagogy & Andragogy
- Describe the aims and objectives of different discipline such as- Language, Social Science, Science & Mathematics.
- Discuss different Pedagogical approaches

Unit-I: Meaning and Nature of Pedagogy

- a) Meaning, definition, characteristics & need of Pedagogy.
- b) Scope of Pedagogy.
- c) Difference between Pedagogy & Andragogy
- d) Aims and Objectives of following disciplines at secondary level:
 - Language
 - Social Science
 - Science
 - Mathematics

Unit-II: Pedagogical Approaches

- a) Lecture Method
- b) Heuristic Method
- c) Project Method
- d) Demonstration Method
- e) Laboratory Method
- f) Collaborative Method

Suggested books:

1. Dr. S. K. Bhata and Dr .soniajindal - A text book of curriculum .
2. Rampal Sing and Dharmendra Kumar --Pedagogy of school subject economics.
3. Sashiprobha Sharma ---Teacher education: principles, theories and practices.
- 4.J.C .Aggarwal - Essentials of Educational Technology.
৫. মনয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
৬. বিজন সরকার- শিখন ও শিক্ষন
৭. ড. দুলাল মুখোপাধ্যায় ও ড. উদয়শঙ্কর কবিরাজ- শিক্ষাবিজ্ঞান নীতিপদ্ধতি ও কৌশল
৮. ড. দুলাল মুখোপাধ্যায় ও সনৎ কুমার -ঘাষ- শিক্ষা নির্দেশনার মনস্তত্ত্ব
৯. সুশীল রায়- শিক্ষন ও শিক্ষা প্রসঙ্গ
১০. -কীশিক চট্টোপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
১১. শ্যামাপ্রসাদচট্টোপাধ্যায়-শিক্ষা প্রযুক্তি

B.A. Education (General)
SEMESTER-VI
EDU-G-SEC-T-4(B) : Yoga Education
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

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

- Explain the meaning, nature, aims and role of teacher of Yoga education
- Discuss different types of Yoga
- Express the guidelines of Yoga education
- Discuss the significance of Yoga Education
- Explain the historical background of Yoga Education
- Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita
- Describe the need of Yoga for healthy life style

Unit-I: Concept of Yoga Education

- a) Meaning and definition, and nature of Yoga Education
- b) Types and aims of Yoga Education
- c) Role of teachers in implementing Yoga Education

Unit-II: Yoga and Health

- a) Need of Yoga for good health
- b) Yogic concept of healthy life style
- c) Yoga for reduction of stress

Practical: Practical Asanas and Pranayam

Suggested Readings:

- Swami Shivananda Yoga Asanas : Divine Life Society.
- JhaVinay Kant (2015), Patanjalis Yoga Sutras.
- NCERT -Yoga Syllabus
- Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- NCTE-Yoga Education.
- NCTE- Yoga Education – Master of Education Programme.
- Bhakta, B.B.-VaratiyaShiksha R Ruparekha.