



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**



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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. Hons.):

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	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	
		Theory + Practical	Theory + Tutorial
1.	Core Course: 14 Papers		
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) ENV5, 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:

1. 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 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 assignment 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 develop the ability to work independently.
- **Multicultural competence:** As Education a multidisciplinary 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.

2. 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
- Exhibition 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.

3. 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**

A. 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 -3
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

B. 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

C. 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

D. Ability enhancement compulsory courses (AECC)

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

E. 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 Educational/Psychological Tools (Practical course)
6. EDU-H-SEC-P-2(D): Project Work (Practical course)

**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
					Internal	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	Ability enhancement	2	2	10	40	50
Total	04		20	20	55	220	275
SEMESTER-II							
EDU-H-CC-T-3	Psychological foundation of Education- I	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	Ability enhancement	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
EDU-H-GE-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 Ancient and Medieval	Core	6	6	15	60	75
EDU-H-CC-T-9	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. Application of Educational/Psychological Tools						
	D. 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)	A: Value and Peace Education	Discipline specific elective	6+6	6+6	15+15	60+60	150
EDU-H-DSE-T-2 (C & D any one)	B: Population Education						
Total two	C: Distance Education						
	D: Teacher Education						

Total	04		24	24	60	240	300	
SEMESTER-VI								
EDU-H-CC-T-13	Curriculum Studies	Core	6	6	15	60		
EDU-H-CC-T-14	Educational Technology	Core	6	6	15	60		
EDU-H-DSE-T-3 (A & B any one)	A: Guidance and Counseling	Discipline Specific Elective	6	6	15	60		
	B: Comparative Education							
EDU-H-DSE-T-4 (C & D any one)	C: Women Education		6	6	15	60		
	D: Human Rights Education							
Total	04		24	24	60	240		
Grand Total	26 Courses		140	370	1480			

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)

- a) 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)
- b) Educational Philosophy : Meaning, nature, scope and relation between education and philosophy

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

- a) Child : Meaning, characteristics and importance of child centric education
- b) Teacher : Qualities and duties of a good teacher, teacher as a motivator, mentor,
- c) facilitator and problem solver
- d) Curriculum : Meaning, nature and importance
- e) Co-curricular activities : Meaning, nature and importance of co-curricular activity, Principles of organizing co-curricular activity
- f) School : Vision and functions

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

- a) Philosophy: Concept and branches
- b) Concepts and nature of Metaphysics, Epistemology and Axiology
- c) Differences among Metaphysics, Epistemology and Axiology
- d) 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- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সোমা বুক এজেন্সি
10. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুন্ডু সঙ্গ
11. বিভূ রঞ্জন গুহ - শিক্ষায় পথিকৃৎ- শোভা পাবলিকেশন
12. অরুণ ঘোষ- শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সোমা বুক এজেন্সি
13. গৌড় দাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি- ব্যানার্জি পাবলিশার্স
14. জগদীন্দ্র মন্ডল- শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান- ক্লাসিক বুকস
15. বেবি দত্ত ও দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিকদের অবদান- প্রগতিশীল প্রকাশক
16. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পাণ্ডে- শিক্ষার দার্শনিক ভিত্তি- রীতা বুক এজেন্সি
17. প্রমোদ বন্ধু সেনগুপ্ত ও পীযুষ কান্তি ঘোষ- ভারতীয় দর্শন- ব্যানার্জি পাবলিশার্স
18. ডঃ অভিজিৎ কুমার পাল- মহান শিক্ষাবিদ গনের কথা - ক্লাসিক বুকস
19. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল- শিক্ষা তত্ত্বের গোড়ার কথা- কে. চক্রবর্তী পাবলিকেশন
20. ড. বিনায়ক চন্দ ও ড. তারিনী হালদার - শিক্ষার দার্শনিক পরিপ্রেক্ষিত - আহেলী পাবলিশার্স

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)

- a) Sociology : Meaning, emergence, nature and scope
- b) Educational sociology : Meaning, nature, scope and importance
- c) Relation between Education and Sociology
- d) Concept of Educational Sociology and Sociology of Education

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

- a) Culture :
 - Concept, nature and elements
 - Relation between individual and culture
 - Relation between culture and society
 - Role of education in culture
- b) Cultural lag : Concept, characteristics, causes, education and cultural lag
- c) Values : Concept, nature, types and role of education
- d) 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)

- a) 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
- b) Socialization :
 - Meaning and characteristics
 - Significance of Socialization
 - Factors of socialization
 - Role of the family and school
- c) Social Institutions and Agencies of Education:
 - (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.

Unit - IV: Social Change and Education
20)

(Class hour -

- a) Social change : Definition, characteristics, factors, constraints and education as an instrument of social change
- b) Social change in India :
 - o Privatization : Concept and relationship with education
 - o Liberalization : Concept and relationship with education
 - o Globalization : Concept and relationship with education
- c) Social Stratification : Definition, characteristics, causes; education and social stratification
- d) Social Mobility : Definition, characteristics, causes; education and social mobility

Suggested Books :

1. Y. K. Sharma - Sociological Philosophy of Education-Classic 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- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সোমা বুক এজেন্সি
8. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুন্ডু সঙ্গ
9. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও সমাজতত্ত্ব- পিয়ারসন
10. সোনালী চক্রবর্তী- শিক্ষা র সমাজ বৈজ্ঞানিক ভিত্তি- সোমা বুক এজেন্সি
11. অনাদী কুমার মহাপাত্র - বিশ্ব সমাজতত্ত্ব - সুহৃদ পাবলিকেশন
12. ড. মিহির কুমার চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী -শিক্ষার সমাজতাত্ত্বিক ভিত্তি- রীতা পাবলিকেশন

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 :

- o Discuss the meaning, nature, scope and aims of Education.
- o Discuss the meaning and scope of Educational Philosophy.
- o Explain the factors of education and their relationships.
- o Discuss the concept, nature, scope and uses of psychology in Education.
- o Explain the influence of growth and development in Education.
- o Describe the meaning and concept of learning, its theories and factors.
- o Explain the application of learning theories in classroom situation.
- o Discuss the concept and theories of intelligence and creativity.

Course Content :

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

- a) Meaning, nature and scope of Education
- b) Individualistic and socialistic aim - Meaning, characteristics and difference
- c) Meaning and scope of Educational Philosophy; relation between education and philosophy
- d) Factors of Education :
 - o Child : Meaning and characteristics of child centric education system
 - o Teacher: Qualities and duties of a good teacher
 - o Curriculum: Meaning, nature, types and importance
 - o School : Meaning and function

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

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

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

- 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 educational importance

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

- a) Learning :

- Definition and characteristics of learning
- Factors influencing learning
- = Theory of learning and its implications : Classical conditioning
- b) Intelligence : Definition and nature
- c) Transfer of Learning : Concept and types (positive, negative and zero)
- d) Motivation : Types, factors and role of motivation in learning
- e) Memorization : Definition, factors and types
- f) Forgetting : Meaning and causes
- g) Creativity : Meaning and factors
- h) 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- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সোমা বুক এজেন্সি
17. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুল্লু সঙ্গ
18. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও দর্শন - গিয়ারসন পাবলিকেশন
19. বিভূ রঞ্জন গুহ - শিক্ষায় পথিকৃত- শোভা পাবলিকেশন
20. অরুণ ঘোষ- শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সোমা বুক এজেন্সি
21. গৌড় দাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি- ব্যানার্জি পাবলিশার্স
22. জগদীন্দ্র মন্ডল- শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান- ক্লাসিক বুকস
23. বেবি দত্ত ও দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিকদের অবদান- প্রগতিশীল প্রকাশক
24. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পাণ্ডে- শিক্ষার দার্শনিক ভিত্তি- রীতা বুক এজেন্সি
25. প্রমোদ বন্ধু সেনগুপ্ত ও পীযুষ কান্তি ঘোষ- ভারতীয় দর্শন- ব্যানার্জি পাবলিশার্স
26. ডঃ অভিজিৎ কুমার পাল- মহান শিক্ষাবিদ গনের কথা - ক্লাসিক বুকস
27. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল- শিক্ষা তত্ত্বের গোড়ার কথা- কে. চক্রবর্তী পাবলিকেশন
28. সুশীল রায়- শিক্ষা মনোবিদ্যা- সোমা বুক এজেন্সি
29. ড. বিজন সরকার - শিখন ও শিক্ষণ - আহেলি পাবলিকেশন
30. ড. বিজন সরকার- শিখন ও বিকাশ - আহেলি পাবলিকেশন
31. ড. বিজন সরকার- শিখন ও মনোবিদ্যা- আহেলি পাবলিকেশন

32. ড. বিজন সরকার- শিক্ষা মনোবিদ্যা- আহেলি পাবলিকেশন
33. পাল, ধর, দাস, ব্যানার্জি- পাঠদান ও শিখনের মনস্তত্ত্ব- রিতা বুক এজেন্সি
34. কল্পনা সেন বরাট, কনিকা চৌধুরী- শিক্ষার মনোবৈজ্ঞানিক ভিত্তি- প্রগতিশীল পাবলিকেশন
35. জয়ন্ত মেটে, রুমা দেব ও বিরাজ লক্ষ্মী ঘোষ- বিকাশ ও শিখনের মনস্তত্ত্ব - রিতা পাবলিকেশন

B.A. Education (Honours) Semester-II

B.A. Education (Honours)

SEMESTER-II

EDU-H-CC-T-3: Psychological Foundation of Education - I

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)

- 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) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

(Class hours : 25)

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
- c) Transfer of Learning: Concept, Types and Strategies for promoting transfer
- d) Motivation: Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication
- e) Memorization: Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

(Class hours : 20)

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

Unit-IV: Personality and Individual differences

(Class hours : 25)

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type theories (Sheldon, Kretschmer) and Trait theories (Allport, Cattell), Psychoanalytical theory
- c) Measurement of Personality- projective test and non-projective test
- d) 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-Pearson 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 - শিক্ষা মনোবিদ্যা - সোমা বুক এজেন্সি
11. অরুণ ঘোষ - শিক্ষাশ্রমী মনো বিদ্যা - এডুকেশনাল এন্টারপ্রাইজ
12. ড. বিজন সরকার - শিক্ষা মনোবিদ্যা - আহেলি পাবলিকেশন
13. পাল, ধর, দাস, ব্যানার্জি - পাঠদান ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি
14. কল্পনা সেন বরাট, কনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি - প্রগতিশীল পাবলিকেশন
15. প্রণব কুমার চক্রবর্তী - শিক্ষা মনোবিজ্ঞানের রূপরেখা - রিতা বুক এজেন্সি
16. জয়ন্ত মেটে, রুমা দেব ও বিরাজ দাশী ঘোষ - বিকাশ ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি

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)

- a) Charter Act of 1813 and its Educational Significance
- b) Introduction of Oriental –Occidental Controversy
- c) Contribution of Macaulay's Minute (1835) in Education
- d) Wood's Despatch (1854) : Major Recommendations and its Educational Significance
- e) Indian Education Commission or Hunter Commission (1882): Major Recommendations and its Educational Significance

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

- a) Concept Bengal Renaissance
- b) Causes of Bengal Renaissance
- c) Characteristics of Bengal Renaissance
- d) Contribution of Raja Ram Mohan Roy, Derozio and Vidyasagar in Education.
- e) Impact of Bengal Renaissance on Education,

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

(Class hours: 25)

- a) Shimla Conference 1901
- b) The Indian Universities Commission 1902
- c) The Indian Universities Act 1904
- d) Govt. of India's Resolution on Indian Educational Policy 1904
- e) Contribution of Curzon contribution in Indian Education
- f) 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)

- a. The Calcutta University Commission/ Sadler Commission (1917-1919) :Majors Recommendations and its influence on future Development of Education
- b. Basic Education(1937) : Concepts , Characteristics , Merits &Demerits
- c. Abbott- Wood Report(1937) : Majors Recommendations and its influence of future development of Education in India
- d. The post – war plan of educational development/ Sargent Plan Report(1944): Majors Recommendations and its influence of future development of Education in India
- e. Educational Policy in Colonial India
- f. Progress of School Education (Primary & Secondary) Education in Colonial India
- g. 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. জ্যোতি প্রসাদ বন্দোপাধ্যায় - ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা - সেন্ট্রাল লাইব্রেরী
7. ভক্তি ভূষণ ভক্তা - ভারতীয় শিক্ষার রূপরেখা - 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; Credit 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)

- a) Charter Art of 1813 and its educational significance
- b) Macaulay Minuets 1835 and its educational significance
- c) Wood's Dispatch (1854): Major Recommendations and its importance in Education.
- d) Indian Education Commission (1882-83) : Major Recommendations and its impact of Education
- e) Contribution of Lord Curzon in Indian Education
- f) National Education Movement: Concept, characteristics & its Impacts in Education
- g) Sadler Commission (1917) : Major Recommendations and its impact on future development of Education
- h) Basic Education: Concept, Characteristics, Merits and De-merits.
- i) 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)

- a) University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education
- b) Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.
- c) Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity.
- d) National Policy on Education 1986 : Main features
- e) Revised National Policy on Education 1992 : Major changes

Unit 3: Educational sociology

(Class hours: 19)

- a) Meaning, Nature and Scope of Educational Sociology
- b) Relation between Education and Sociology
- c) Concept of Educational Sociology and Sociology of Education
- d) Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education
- e) Social Institutions and Agencies of Education: Family , School & Mass Media

Unit 4: Some Sociological concept and Education

(Class hours: 20)

- a) Social Group: Meaning and types (primary, Secondary and Tertiary), Characteristics and Educational Significance
- b) Culture: Concept, Characteristics, relation between education and culture
- c) Social change: Concept, types, Role of Education in Social Change
- d) Education and Social stratification: Concept and characteristics, Relation between education and Social Stratification
- e) Education and social Mobility: Concept, Characteristics, Relation between education and Social Mobility.
- f) 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- Vijaya Publishing House.
9. H. Talesra - Sociological Foundations of Education- Kanishka Publishers
10. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষা দর্শন - সোমা বুক এজেন্সি
11. দিবেন্দু ভট্টাচার্য - শিক্ষা ও সমাজতত্ত্ব - পিয়ারসন
12. চক্রবর্তী চক্রবর্তী - শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি - সোমা বুক এজেন্সি
13. মঞ্জুষা তরফদার - শিক্ষাশাস্ত্রী সমাজবিজ্ঞান - চক্রবর্তী পাবলিকেশন
14. ড. মিহির কুমার চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী - শিক্ষার সমাজতাত্ত্বিক ভিত্তি - রীতা পাবলিকেশন

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)

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

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

- a) Evaluation Process:
 - Formative - Concept, Characteristics, Advantages, Limitations.
 - Summative - Concept, Characteristics, Advantages, Limitations
 - Comparison between Formative & Summative evaluation.
- b) Norm-Referenced Test and Criterion Referenced Test- Concept, uses, comparison.
- c) Grading system and Credit system- Concept only.

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

- a) Techniques: (Concept, Merits & Demerits)
 - Observation
 - Self reporting technique
 - Projective technique
- b) 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

- c) Characteristics of a good test:
- Objectivity- Concept, Characteristics, Types of Objective Test Vs Subjective test.
 - Reliability- Concept, Characteristics, Various types (test-retest 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)

- a) Educational Statistics - Concept, Scope and Need
- b) Organization and Tabulation of Data- Raw score, frequency distribution table.
- c) Variable – Concept, Types (Continuous & Discrete)
- d) Central Tendency (Mean, Median & Mode) – Concept, uses and estimation
- e) 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) সুনীল রায় - মূল্যায়ন: নীতি ও কৌশল - সোমা বুক এজেন্সি
- 6) দেবানীষ পাল এবং দেবানীষ ধর - শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতা পাবলিকেশন
- 7) পূর্ণেন্দু আচার্য - শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা - শ্রী তারা প্রকাশনী
- 8) জয়দেব সরখেল ও সন্তোষ কুমার দত্ত - রাশিবিজ্ঞানের ভূমিকা - বিপ্লব ভাওয়াল সিডিকেট প্রাইভেট লিমিটেড
- 9) স্বপন কুমার ঢালী - শিক্ষায় পরিমাপ ও মূল্যায়ন - প্রভাতী পাবলিকেশন

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)

- a) Vedanta- knowledge, reality and value
- b) Nyaya- knowledge, reality and value
- c) Sankhya- knowledge, reality and value

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

- a) Humanism: Principle of Humanism and influence of Humanism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)
- b) Realism: Principle of Realism and influence of Realism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)
- c) Comparison between Indian Philosophy and Western Philosophy

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

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

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

- a) Discipline: Concepts, types and need.
- b) Free discipline: Concept, advantages and limitations
- c) Relation between Discipline and order
- d) Relation between Discipline and Freedom
- e) Problems of building discipline in Educational Institution
- f) 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. বিনায়ক চন্দ ও ড. তারিনী হালদার - শিক্ষার দার্শনিক পরিপ্রেক্ষিত - আহেলী পাবলিশার্স
10. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষা দর্শন - সোমা বুকএজেন্সি
11. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষা নীতি - বি. বি. কুন্ডু সঙ্গ
12. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও দর্শন - পিয়ারসন পাবলিকেশন
13. বিভূ রঞ্জন গুহ - শিক্ষায় পথিকৃৎ - শোভা পাবলিকেশন
14. অরুণ ঘোষ - শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সোমা বুক এজেন্সি
15. গৌড় দাস হালদার ও প্রশান্ত শর্মা - শিক্ষাতত্ত্ব ও শিক্ষানীতি - ব্যানার্জি পাবলিশার্স
16. জগদিন্দ্র মন্ডল - শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান - ক্লাসিক বুকস
17. বেবি দত্ত ও দেবিকা গুহ - শিক্ষা দর্শন ও দার্শনিকদের অবদান - প্রগতিশীল প্রকাশক
18. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে, প্রণয় পাণ্ডে " শিক্ষার দার্শনিক ভিত্তি - রিতা বুক এজেন্সি
19. প্রমোদ বকু সেনগুপ্ত, পীযুষ কান্তি ঘোষ - ভারতীয় দর্শন - ব্যানার্জি পাবলিশার্স
20. ডঃ অভিজিৎ কুমার পাল - মহান শিক্ষাবিদগণের কথা - ক্লাসিক বুকস
21. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল - শিক্ষা তত্ত্বের গোড়ার কথা - কে. চক্রবর্তী পাবলিকেশন

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 Disabilities-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)

- a) Concept, Nature and Need
- b) 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
- c) Government policies (Major provisions only)
 - PWD Act, 1995
 - National Policy for person with Disabilities-2006
 - The Rights of Person with Disabilities Bill(RPWD Bill)-2016
- d) RCI,NIOH, NIMH, NIVH - Functions only

Unit II: Competencies development for Inclusive Education

(Class hours:20)

- a) Barriers of Inclusive Education
- b) 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
- c) Measures needed for putting inclusion in practice

Unit III: Inclusive Education and its Practices

(Class hours:20)

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

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

- a) Infrastructural facilities for an ideal Inclusive School.
- b) Teachers Role in Inclusive Classroom
- c) Inclusiveness in classroom
- d) Role of technology in inclusive classroom-aids and appliances
- e) 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. উর্মি চক্রবর্তী-অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন-আহেলি পাবলিশার্স পাবলিশার্স
8. দেবব্রত দেবনাথ ও আশীষ কুমার দেবনাথ-ব্যতিক্রমী শিশু ও তার শিক্ষা-রিতা বুক এজেন্সি

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)

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

- a) Concept : Indian schools of Philosophy
 - Meaning and Nature/Concept
 - Importance in Education
 - Sankhya, Vedanta, Buddhism; Nature / in terms of knowledge, reality and value
- b) 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.
- c) Great Educators
 - Indian Philosophers : Swami Vivekananda, Rabindranath Tagore
 - Western Philosopher: Rousseau, Dewey

Unit-III: Educational Psychology and Development

(Class hours:20)

- 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 educational Importance.

Unit-IV: Different aspects of Educational Psychology

(Class hours:20)

- a) Learning:
 - o Definition and characteristics of Learning
 - o Factors influencing learning
 - o Theory of learning and its implications: Classical Conditioning
- b) Intelligence: Definition and nature
- c) Transfer of Learning: Concept & Types (Positive, Negative & Zero)
- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, Types.
- f) Forgetting: Meaning and causes
- g) Creativity: Meaning, factors
- h) 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-Pearson 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 - শিক্ষা তত্ত্ব ও শিক্ষা দর্শন - সোমা বুক এজেন্সি
19. অর্চনা বন্দোপাধ্যায় - শিক্ষা দর্শন ও শিক্ষানীতি - বি. বি. কুন্ডু সঙ্গ
20. বিভূ রঞ্জন গুহ - শিক্ষায় পথিকৃৎ - শোভা পাবলিকেশন
21. অরুণ ঘোষ - শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব - সোমা বুক এজেন্সি
22. গৌড় দাস হালদার ও প্রশান্ত শর্মা - শিক্ষাতত্ত্ব ও শিক্ষানীতি - ব্যানার্জি পাবলিশার্স
23. জগদীন্দ্র মন্ডল - শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান - ক্লাসিক বুকস
24. বেবি দত্ত ও দেবিকা গুহ - শিক্ষা দর্শন ও দার্শনিকদের অবদান - প্রগতিশীল প্রকাশক
25. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পাণ্ডে - শিক্ষার দার্শনিক ভিত্তি - রীতা বুক এজেন্সি

26. প্রমোদ বন্ধু সেনগুপ্ত ও পীযুষ কান্তি ঘোষ - ভারতীয় দর্শন - ব্যানার্জি পাবলিশার্স
27. ডঃ অভিজিৎ কুমার পাল - মহান শিক্ষাবিদ গনের কথা - ক্লাসিক বুকস
28. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল - শিক্ষা তত্ত্বের গোড়ার কথা - কে. চক্রবর্তী পাবলিকেশন
29. ড. বিনায়ক চন্দ ও ড. তারিনী হালদার - শিক্ষার দার্শনিক পরিপ্রেক্ষিত - আহেলী পাবলিশার্স
30. সুশীল রায় - শিক্ষা মনোবিদ্যা - সোমা বুক এজেন্সি
31. অরুণ ঘোষ - শিক্ষায়ত্তী মনো বিদ্যা - এডুকেশনাল এন্টারপ্রাইজ
32. ড. বিজন সরকার - শিক্ষা মনোবিদ্যা - আহেলি পাবলিকেশন
33. পাল, ধর, দাস, ব্যানার্জি - পাঠদান ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি
34. কল্পনা সেন বরাট, কনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি - প্রগতিশীল পাবলিকেশন
35. প্রণব কুমার চক্রবর্তী - শিক্ষা মনোবিজ্ঞানের রূপরেখা - রিতা বুক এজেন্সি
36. জয়ন্ত মেটে, রুমা দেব ও বিরাজ লক্ষ্মী ঘোষ - বিকাশ ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি

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)

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

Unit-II: Relationship and Inferential Statistics

(Class hours:15)

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
- b) Concept of derived score, Methods of transforming test score into Sigma score, standard score, Z-score & T-score and their interpretation.
- c) 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- মূল্যায়ন: নীতি ও কৌশল- সোমা বুক এজেন্সি
- 6) দেবশীষ পাল এবং দেবশীষ ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতা পাবলিকেশন
- 7) পূর্ণেন্দু আচার্য- শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা- শ্রী তারা প্রকাশনী
- 8) জয়দেব সরখেল ও সন্তোষ কুমার দত্ত- রাশিবিজ্ঞানের ভূমিকা- বিপ্লব ভাওয়াল সিভিকিট গ্রা. লিমিটেড
- 9) স্বপন কুমার ঢালী- শিক্ষায় পরিমাপ ও মূল্যায়ন- প্রভাতী পাবলিকেশন

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)

- a) Test – Concept, meaning & characteristics
- b) 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)

- a) Meaning of Achievement test
- b) Characteristics of Achievement Test
- c) Objectives of Achievement Test
- d) Principles of Achievement test construction
- e) Functions of Achievement Test
- f) 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

- 3) H.E. Garret - Statistics in Education and Psychology - Paragon Publication
- 4) R. A. Sharma - Mental Measurement and Evaluation - Surjeet Publication
- 5) সূশীল রায় - মূল্যায়ন: নীতি ও কৌশল - সোমা বুক এজেন্সি
- 6) দেবশীষ পাল এবং দেবশীষ ধর - শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতা পাবলিকেশন
- 7) পূর্ণেন্দু আচার্য - শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা - শ্রী তারা প্রকাশনী
- 8) জয়দেব সরখেল ও সন্তোষ কুমার দত্ত - রাশিবিজ্ঞানের ভূমিকা - বিপ্লব ভাওয়াল সিডিকিট প্রাইভেট লিমিটেড
- 9) স্বপন কুমার ঢালী - শিক্ষায় পরিমাপ ও মূল্যায়ন - প্রভাতী পাবলিকেশন



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**



B.A. Education (Honours) Semester-IV

B.A. Education (Honours)

SEMESTER-IV

EDU-CC-T-8: History of Education in Ancient and Medieval India

Core Course; Credit 6. Full Marks 75

Course Learning Outcomes:

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

- Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil relationship and evaluation system of Vedic system of Education.
- Discuss the features, aims, objectives, curriculum, teaching methods, teacher-pupil 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, teacher-pupil 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, teacher-pupil relationship and evaluation system of Medieval system of Education.
- Discuss the educational contribution of Akbar, Aurangzeb.

Course Content:

Unit 1: Vedic System of Education:

Class hours-15

- a) Salient features
- b) Aim and objectives, Curriculum, Methods of Teaching, Teacher-Pupil relation and Evaluation System.

Unit 2: Brahmanic System of Education:

Class hours-20

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

Unit 3: Buddhistic System of Education:

Class hours- 20

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

Unit 4: Medieval System of Education:

Class hours-20

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System.
- c) Contribution of Akbar and Aurangzeb
- d) Centres 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- Bharatiya Shikhayar Itihas (Bengali Version)
12. Bhaktibhuson Bhakta- Bharatiya Shikhayar Ruprekha (Bengali Version)
13. Ranajit Ghosh- Bharater Shiksha: Prachin, Madhya, Adhunik Yug (Bengali Version)
14. Jyotiprasad Bandhopadhaya- Adhunik Bharater Shiksha Bibortan (Bengali Version)
15. Sushil Roy- Bharater Shiksha O Shikshar Bharotayan (Bengali Version)

B.A. Education (Honours)

SEMESTER-IV

EDU-H-CC-T-9: Psychological Foundation of Education-II

Core Course; 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, Psycho-social development theory and Psychoanalysis theory.
- Describe Social development theory and Social learning theory.
- Explain the concept of Pedagogy and Andragogy and its difference.

Course Content:

Unit -I: Neuropsychology

Class hours- 18

- a) Concept, nature and scope of Neuropsychology
- b) Structure and function of human brain
- c) Concept, types and function of nervous system

Unit-II: Psychology of Development

Class hours-20

- a) Moral development theory of Kohlberg and its educational implication
- b) Theory of Psychosocial development and its educational implication
- c) Theory of Sigmund Freud: concept of Psychoanalysis and its principles,

Unit-III: Psychology of Learning

Class hours-20

- a) Social learning theory of Bandura and its educational implication
- b) Social Competence and Social Cognition-meaning, nature, need
- c) Social Constructivism:- Concept, nature, Social development theory of Vygotsky and its educational implication

Unit-IV: Psychology of Instruction

Class hours-17

- a) Concept of teaching, learning, instruction and indoctrination
- b) Pedagogy, Pedagogical Analysis: Meaning, nature, need and stages
- c) 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. সুনীল রান- শিক্ষা মনোবিদ্যা- সোনা বুক এজেন্সি
6. পাল, ধর, দাস, ব্যানার্জী- পাঠদান ও শিখলের মনস্তত্ত্ব -রীতা বুক এজেন্সি
7. পেডাগগি: সার্বিক ধারণা - কমলেশ করণ ও কিংসুক করণ- রীতা পাবলিকেশন
8. শিক্ষার মনোবৈজ্ঞানিক ভিত্তি- কল্পনা সেন বরুট ও কণিকা চৌধুরী- প্রসতিপীল প্রকাশক
9. শিক্ষা মনোবিজ্ঞানের রূপরেখা-ডঃ প্রণব কুমার চক্রবর্তী- ঊষা পাবলিশিং হাউস
10. শিশু মনস্তত্ত্ব ও শিক্ষাবিজ্ঞান-ডঃ দেবানিস পাল- রীতা পাবলিকেশন
11. শিক্ষা মনোবিদ্যার রূপরেখা-নূরুদ্দীন ইসলাম - গ্রীষ্ম প্রকাশনী

B.A. Education (Honours)

SEMESTER-IV

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

Core Course; Credit-6. Full Marks-75

Course Learning Outcomes:

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

- o Define and explain the meaning, and nature of Research.
- o Discuss the meaning and nature of Educational Research.
- o Identify sources of data for Research.
- o Describe different types of Research.
- o Describe the meaning of Research Problem, Review of Related Literature.
- o Explain the concept of Hypothesis, Variables, and Research data, Population, Sample and Sampling.
- o Analyze the Qualitative and Quantitative data.
- o Describe the process of collecting data and testing Hypothesis.
- o Understand the meaning of Research Ethics.
- o Apply basic statistics and graphical presentation in real life problem.

Course Content:

Unit-I: Research-meaning and nature:

Class hours-10

- a. Meaning and nature of Research and scientific inquiry
- b. Research worthy problem- meaning and characteristics
- c. Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- d. Importance of Research

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

Class hours-25

- a. Meaning, nature & scope of Educational Research
- b. Types of Research:
 - o Basic, Applied & Action Research;
 - o Longitudinal and Cross Sectional Research.
 - o Historical- meaning, nature and steps
 - o Descriptive- meaning, nature and steps
 - o Experimental research- meaning and nature
 - o Quantitative and Qualitative Research-concept only
- c. Importance of Educational Research.

Unit-III: Basic Ideas of Research

Class hours-25

- a. Review of Related Literature - concept and purpose
- b. Variable - meaning and types (Dependent, Independent, and Intervening)
- c. Research Hypothesis - meaning, nature and types
- d. Population and Sample:
 - o Concepts of Population, Sample and Sampling,
 - o Need of Sampling
 - o Types of Sampling techniques- Non-Probability, Probability- meaning and nature
- e. Research Ethics: Meaning and nature.

Unit-IV: Research Data:**Class hours-15**

- a. Qualitative and Quantitative data- meaning, nature and uses
- b. Tools of data collection- characteristics, merits and demerits of portfolio and rating scale
- c. Descriptive statistics (Central tendencies, Dispersion- meaning, uses, and estimation)
- d. Graphical representations- used in Research (Histogram, Frequency Polygon, Pie chart)
- e. 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
5. দেবশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল- রীতা বুক এজেন্সি

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 Learning Outcomes:

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

- o Explain the development of education in India in historical perspectives.
- o Discuss the contribution of Education Commission in Post Independent India.
- o Explain the National Policy on Education and National Education systems.
- o Discuss the meaning, nature, and scope of Educational Sociology and relation between Education and Sociology.
- o Define Social Groups, Socialization and Social Agencies of Education.
- o Explain the concept of Social Stratification, Mobility and Role of education in it.

Course Content:

Unit-I: Education in 19th and 20th Century in India **Class hours-20**

- a. Charter Act of 1813 and its educational significance
- b. Macaulay Minuets 1835 and its educational significance
- c. Wood's Dispatch (1854): Major Recommendations and its importance in Education.
- d. Indian Education Commission (1882-83) : Major Recommendations and its impact of Education
- e. National Education Movement: Concept, characteristics & its impacts in Education
- f. Sargent Plan Report (1944): Pre-Primary Education, Primary Education, Secondary Education.

Unit- II: Education in Post-Independence India **Class hours- 20**

- a. University Education Commission (1948-49): Aims and objectives, Rural University, Teacher education, Vocational Education, Women Education
- b. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.
- c. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of opportunity.
- d. National Policy on Education 1986: Main features

Unit -III: Educational Sociology **Class hours- 15**

- a. Meaning, Nature and Scope of Educational Sociology
- b. Relation between Education and Sociology
- c. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the education in Socialization
- d. Social Agencies of Education: Family and School.

Unit-IV: Some Sociological concept in Education

Class hours: 20

- a. Social Group: Meaning and types (Primary and Secondary), characteristics and educational significance
- b. Culture: Concept, characteristics, relation between education and culture
- c. Social Stratification: Definition and characteristics, role of education in Social Stratification
- d. Social Mobility: Concept, characteristics, role of education in Social Mobility.

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 & Distribute
9. Anadikumar Mahapatra- Bishoy Samajtotto (Bengali Version)
10. Parimol Bhuson Kar - Samajtotto (Bengali Version)
11. Dr. Harisadhan Goswami- Bharatiya Shikshayar Itihas (Bengali Version)
12. Bhaktibhuson Bhakta- Bharatiya Shikshayar Ruprekha (Bengali Version)
13. Ranajit Ghosh- Bharater Shiksha: Prachin, Madhya, Adhunik Yug (Bengali Version)
14. Jyotiprasad Bandhopadhaya- Adhunik Bharater Shiksha Bibortan (Bengali Version)
15. Sushil Roy- Bharater Shiksha O Shikshar Bharotayan (Bengali Version)

B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-P-2 (A): Institutional Survey (Practical Course)

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

Course Learning Outcomes:

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

- Define the process of Institutional Survey
- Identify and explain the areas of Institutional Survey
- Analysis the different aspects of Institution with data
- Prepare a comprehensive report on an Institution

Guideline:

In an Institutional Survey Researchers may cover any four of the following areas of the Institution and can follow either qualitative or quantitative or mix method of analysis for preparing the report of the Institution. Report should be within 5000 words (A4 pages) and to be submitted as per University Schedule.

Areas of Institution:

1. Leadership
2. Teacher Quality- Preparation, competence and commitment
3. Linkage and interface - communication with the environment
4. Students - academic and non -academic quality
5. Co-curricular activities- Non scholastic areas
6. Teaching - quality of instructions
7. Office Management - Support services
8. Relationship: corporate life in the institution support
9. Examination -purposefulness and methodology
10. Job Satisfaction -staff morale
11. Reputation

Format for Report of Institutional Survey

1. Front page
2. Certificate from Supervisor
3. Student declaration
4. Acknowledgement
5. Preface
6. Content
7. Chapter 1: Introduction of Topic / theoretical framework of topic
8. Chapter 2: Profile of organization (Statement of the problem, Operational definition, Objectives of the study, Delimitation of the study)
9. Chapter 3: Review of Literature/Background of the study.
10. Chapter 4: Methodology
11. Chapter 5: Data Analysis and Interpretation
12. Chapter 6: Conclusion and Suggestions/ Recommendation
13. References/ Bibliography

N.B: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Report Writing -20 Marks, Viva Voce -20 Marks.

B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-P-2(B): Application of Educational/Psychological Tools (Practical Course) Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning Outcomes:

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

- Explain the Study Habit Inventory and Test Anxiety Scale.
- Apply the Study Habit Inventory and Test Anxiety Scale on sample group.

Hands on activities:

- Application of the standardized Study Habit Inventory or Test Anxiety Scale on the sample of home Institution
- Preparing report

Guideline of the practical activity:

- Apply on 50 students of home Institution
- Writing a report on A4 page and to be submitted as per University Schedule.
 - a. Acknowledgement
 - b. Content
 - c. Name of the Tool
 - d. Introduction
 - e. Objectives
 - f. Methodology:
 - i) Sample and Sampling
 - ii) Description of tool: Name of inventor, Dimensions, No. of test item, Reliability, Validity, Scoring procedure.
 - g. Data Analysis
 - h. Conclusion
 - i. Reference

N.B: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Report writing-20, Viva Voce-20.

B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-P-2(C): Project Work (Practical Course) Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning Outcomes:

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

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

Guideline:

Each student is required to complete anyone project related to any area of the syllabus to be evaluated by External Examiner through viva-voce. The project work will be completed within 5000 words or 25 pages (A4) and to be submitted as per University Schedule:

- Title of the Project: To be selected from the syllabus specified for Core papers.
- Introduction
- Significance of the Study
- Review of Related Literature/ Background of the study
- Objectives of the Study
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion
- References

N.B: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Report writing-20, Viva Voce-20.

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 Learning Outcomes:

After completion the course the learners will be able to:

- o Explain the meaning, nature, scope, function, needs and types of Educational Management.
- o Explain TQM and SWOT analysis
- o Explain the meaning and function of Educational Administration.
- o Explain the meaning, purpose of Supervision and distinguish between Supervision and Inspection.
- o Illustrate Educational Planning and types of Educational Planning.
- o Illustrate last Five Year Plan in Primary and Secondary Education.
- o Discuss the functions of some selected administrative bodies.

Course Content:

Unit-I: Concept of Educational Management

Class hours-22

- a. Educational Management: meaning, nature, scope, function and importance.
- b. Types of Educational Management: centralization, decentralization, autocratic, democratic and laissez-fair.
- c. Total Quality Management (TQM): concept, importance and SWOT analysis.

Unit-II: Educational Administration and Supervision & Inspection

Class hours-20

- a. Educational Administration: meaning and function.
- b. Supervision and Inspection: meaning, purpose; difference between Supervision and Inspection.
- c. Ministry of Human Resource Development

Unit-III: Educational Planning

Class hours-22

- a. Educational Planning: meaning, needs and significance.
- b. Types of Educational Planning; strategies and steps in Educational Planning.
- c. Brief outline of the last Five Year Plan in Primary and Secondary Education.
- d. Resource management in educational institutions: concept and aspects of resource management.

Unit-IV: Functions of Various Administrative Bodies

Class hours-11

- a. 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.
4. Sushil Mukherjee & Arindam Banerjee- Principles of Management O Business Communication: B.B. Kundu Grandsons (Bengali Version).

5. Dr. J. Mete, J. N. Patra, & S. Sarkar- Curriculum and Educational Management. Ruma Publication (Bengali Version).
6. Dr. Suroj Kumar Debnath & Dr. Srutinath Praharaj (2010). Babosthaponar Reti Padhyati O Prayog and Business Communication. Kolkata: Tee Dee Publications. (Bengali Version).
7. বমল চন্দ্র দাশ, দবযানী সনগুণ্ড এবং প্রদীপ্ত রঞ্জন রায়- শিক্ষায়ব্যবস্থাপনা
8. দিলিপ কুমার চক্ৰবৰ্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
9. ডুহিন কুমার কৰ এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
10. গৌরদাস হালদার- শিক্ষন প্রসঙ্গ বিদ্যালয়সংগঠন ও শিক্ষনবিজ্ঞান
11. অরুণ ঘাৰু- বিদ্যালয় সংগঠন ও পদ্ধতি বিজ্ঞান
12. সুশীল রায়- শিক্ষন ও শিক্ষা প্রসঙ্গ

B.A. Education (Honours)
SEMESTER-V
EDU-H-CC-T-12: Contemporary issues in Education
Core Course; Credit-6. Full Marks-75

Course Learning Outcomes:

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 (UEE).
- Describe the meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and National Knowledge Commission and RUSA.
- Explain the concept of social inequality, equality and equity.
- Illustrate the problems of socially disadvantaged groups.
- Explain the recommendations and educational importance of various Education Commission and committee in Post Independent India.

Course Content:

- Unit-I: Universalization of Elementary and Secondary Education** **Class hours-16**
Universalization of Elementary and Secondary Education- meaning, Constitutional Provision with special reference to RTE Act; aims and objectives, importance, role of DPEP; SSA-SSM, RMSA and problems
- Unit-II: Higher Education and RUSA** **Class hours-17**
a. Role of Higher Education
b. National Knowledge Commission & Higher Education
c. Role of RUSA and problems
d. Problems of Higher Education in India
- Unit- III: Social Inequality in Education and Constitutional Safeguards** **Class hours-17**
a. Concept of Social Inequality, equality and equity, Constitutional Provision for ensuring equality in Education
b. Gender disparity and rural-urban disparity in Education
c. Education of Socially Disadvantaged Section: SCs, STs and Minorities, problems of Education of disadvantage section
d. Education for Backward Children, Child Labour and Slum Dwellers
- Unit- IV: Education Commission and Committee** **Class hours-25**
a. University Education Commission (1948-49)
b. Secondary Education Commission (1952-53)
c. Indian Education Commission (1964-66)
d. National Policy on Education (1986)
e. Programme of Action (POA) - 1992

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: Shri Vinod Pustak Mandir.
- Krishnam acharyulu, V. (2005). *Environmental Education*. Hyderabad: Neel kamal 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.
- Prof. J. Mete & J. N. Patra- Higher Education: Equity and Equality Issues. New Delhi Publisher.
- Mondal, A. (2017). A discourse on Educational Programmes in India. New Delhi: Kanishka Publishers.
- Mondal, A. (2017). Pivotal Issues in Indian Education. New Delhi: Kalpaz Publication
- Mihir Kumar Chatterjee & Kabita Chakraborty- Sampratik Bharatiya Shikshar Dhara: Rita Book Agency (Bengali Version)
- Bhaktibhuson Bhakta- Bharatiya Shikshayar Ruprekha (Bengali Version)
- Ranajit Ghosh- Bharater Shiksha: Prachin, Madhya, Adhunik Yug (Bengali Version)
- Jyotiprasad Bandhopadhaya- Adhunik Bharater Shiksha Bibortan (Bengali Version)
- Sushil Roy- Bharater Shiksha O Shikshar Bharotayan (Bengali Version)
- দুলাল মুখোপাধ্যায়, বিজয় সরকার, তারিণী হালদার এবং অভিজিৎ কুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী
- তারিণী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ- শিক্ষা ও উন্নয়ন
- তারিণী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/4(A): Value and Peace Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Learning Outcomes:

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

- Understand the concept and meaning of Value and Value Education.
- 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.
- Illustrate the role of different organizations for promoting Peace Education

Course Content:

Unit-I: Meaning and Nature of Value and Value Education

Class hours-16

- a. Concept of Value and meaning, objectives, need, characteristics and importance of Value Education
- b. Classification of values as proposed by NCERT
- c. Value education at different stages –Primary, Secondary, Higher Education.

Unit- II: Inculcate Values and Value Education

Class hours-17

- a. Values enshrined in Indian Constitution
- b. Value Education through Co-Curricular Activities.
- c. Role of teacher and family in imparting Value Education

Unit- III: Concept of Peace and Peace Education

Class hours-19

- a. Concept, need and characteristics of Peace and Peace Education
- b. Curricular contents of peace education at different levels – Primary, Secondary and Higher Education with reference to Tagore and Aurobindo.
- c. Relevance of Peace Education in National and International context

Unit- IV: Challenges of Peace Education and Role of Different Organizations

Class hours-23

- a. Various challenges of Peace Education
- b. 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.
- Diwahaar, 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.
- 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.
- Biswas, D. & Bhattacharyya, A. (2022). *Transforming Mind through Value Education*. Agartala: Naya Pustak Mahal.
- Mondal, A. (2017). *Pivotal Issues in Indian Education*. New Delhi: Kalpaz Publication
- Roy, P. & Chandra, T. (2019-20). *Value Education*. Kolkata: Rita Publication. (Bengali Version)

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 Learning Outcomes:

After end of this course learner will be able to:

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

Course Content:

Unit-I: Meaning and Concept of Population Education

Class hours-17

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

Unit-II: Historical Development of Population Education

Class hours-17

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

Unit-III: Population Growth and Problems in India

Class hours-20

- a. Concept 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: Curriculum and Policy of Population Education

Class hours-21

- 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 sensitization programme of child marriage and child labour etc.

Suggested Books

- Aggarwal, J.C. (2002). Population Education. Delhi: Shipra Publication.
- Bhardwaj, Ramesh Kumar (2002). Population Education in India. Kacha Bazar: The Associate Publishers
- Ghosh, B. N. (1985). Fundamentals of Population Geography. New Delhi: Sterling Publishers Private Limited.

- Raju, B. Joseph et al. (2004). Population Education. New Delhi: Sonali Publications
- Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. New Delhi: Kanishka Publishers Distributors.
- Sinha, P. N. (2000). Population Education and Family Planning. New Delhi: Jawarharpark, Laxmi Nagar,
- Subir Nag & Rajib Sarkar (2020-2021). Population Education. Rita Publication. (Bengali Version).

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 Learning Outcomes:

After completing of the course the students will be able to:

- Explain the meaning, characteristics, objectives, importance 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.
- Elaborate the concept of SWAYAM & MOOC.
- Discuss the problems and remedies of Distance and Open Education in India.

Course Content:

Unit I: Concept of Distance & Open Education

Class hours-20

- a. Growth and development of Distance & Open Education in India
- b. Meaning and nature of Distance & Open Education.
- c. Characteristics, objectives and importance of Distance & Open Education.

Unit II: Strategies of Distance Education

Class hours-18

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

Unit III: Status of Open and Distance Education in India

Class hours-18

- a. Present status of Distance and Open Education in India.
- b. Role of multi-media in Distance and Open Education.
- c. SWAYAM & MOOC

Unit IV: Problems and Remedies of Distance and Open Education in India

Class hours-19

- 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:

- 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
- দুলাল মুখাপাধ্যায়, বিজ্ঞান সরকার, তারিনী হালদার এবং অভিজিৎকুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী
- তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ - শিক্ষা ও উন্নয়ন
- তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-4/4(D): Teacher Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Learning Outcomes:

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 organizing 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 analyze the status of Teacher Education in India.
- Understand and conceive the qualities, responsibilities and Professional Ethics of Teacher.

Course Content:

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

Class hours-20

- a. Teacher Education-Concept, scope and aims and objectives
- b. Need and Significance of Teacher Education in 21st Century
- c. Types of Teacher Education-Pre-service and In-service
- d. Development of Teacher Education in India
- e. Shifting focus from Teacher Training to Teacher Education

Unit- II: Organizations of Teacher Education - (Structure & Functions Only)

Class hours-15

- a. Basic Training Centre (BTC)
- b. District Institute for Education and Training (DIET)
- c. State Council for Educational Research and Training (SCERT)
- d. National Council for Teacher Education (NCTE)
- e. National Institute of Educational Planning and Administration (NIEPA)
- f. Regional Institute of Education (RIE)

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

Class hours-20

- a. Flanders Interaction Analysis, Micro Teaching
- b. National Curriculum Framework for Teacher Education (NCFTE) 2009
- c. Present problems of Teacher Education in India and their solution
- d. Quality Assurance in Teacher Education and its challenges

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

Class hours-15

- a. Qualities and responsibilities of a Teacher
- b. Teacher as a Facilitator, Counselor and Researcher
- c. Role expectations of Teachers in 21st Century
- d. 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: Wesley 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, S. P. (2004). *Teacher Education in India*. New Delhi: Vikash Publications.
- Mohan, R. (2016). *Teacher Education*. New Delhi: PHI
- Dr. Dibendu Bhattacharya (). *Shikhok Shikhon O Shiksha Padhyati*. Alpana Pblisher. (Bengali Version).

B.A. Education (Honours) Semester-VI

B.A. Education (Honours)

SEMESTER-VI

EDU-H-CC-T-13: Curriculum Studies

Core Course; Credit-6. Full Marks-75

Course Learning Outcomes:

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

- Illustrate the meaning, nature, scope, determinants and functions of Curriculum.
- Discuss the types and bases of Curriculum.
- Explain the concept of Curriculum Framework and NCF-2005.
- Discuss the principles of Curriculum construction.
- Describe the different types of Curriculum Model.
- Explain the concept and importance of Curriculum Evaluation.
- Describe the concept and types of Curriculum change.

Course Content:

Unit-I: Introduction of Curriculum

Class hours-20

- a) Meaning, Nature, Scope and functions of Curriculum
- b) Determinants of Curriculum
- c) Relationship between Curriculum and Syllabus.
- d) Different Types of Curriculum
- e) Bases of Curriculum: Philosophical, Sociological & Psychological.

Unit-II: Concept of Curriculum Framework

Class hours-15

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

Unit-III: Curriculum Model and Evaluation

Class hours-25

- a) Definition and types of Curriculum Model , one Technical & Non-Technical Model
- b) Meaning & importance of Curriculum Evaluation, Formative and Summative Evaluation: concept & difference between them.
- c) CIPP Model of Curriculum Evaluation.

Unit-IV: Curriculum Change

Class hours-15

- a. Meaning and types of curriculum change.
- b. Factors affecting curriculum change.
- c. 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. দিব্যান্দু ভট্টাচার্য্য-পাঠ্যবকম চর্চা ও মূল্যায়ন
5. মিহির চট্টোপাধ্যায়- পাঠ্যবকম চর্চা
6. প্রণব কুমার চন্দ্রবর্তী- পাঠ্যবকম নীতি ও নির্মাণ

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

Course Learning Outcomes:

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

- Discuss the concept, nature and scope of Educational Technology.
- Explain the System Approach in education and curriculum.
- Explain the role of Communication & Multimedia approach in the field of education.
- Discuss the role of Seminar, Panel Discussion and Team teaching in the field of education.
- Describe the role of Technology in modern teaching-learning process.
- Explain the concept, components and families of model of teaching.

Course Content:

Unit-I: Educational Technology

Class hours-22

- a) Meaning, nature, need and scope of Educational Technology
- b) Technology in Education and Technology of Education
- c) System Approach in education and curriculum-concept and steps
- d) Concept of Information Technology, Communication Technology & ICT and their roles in education.

Unit-II: Classroom Communication and Media used

Class hours-18

- a) Meaning, nature, components, types, and needs of Communication.
- b) Communication cycle, 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

Class hours-17

- a) Mass Instructional Technology- Seminar, Panel Discussion, Team Teaching
- b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits
- c) Computer and its role in educational instruction (CAI & CML)

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

Class hours-23

- 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. J. Mohanty- Educational Technology
5. J.C.Aggarwal - Educational Technology
6. S.S.Dahiya - Educational Technology
7. মলয় কুমার সন- শিক্ষা প্রযুক্তিবিজ্ঞান
8. কাশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
9. শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

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 Learning Outcomes:

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.

Course Content:

Unit-I: Concept of Guidance

Class hours-20

- a) Meaning, nature, scope, and importance of Guidance.
- b) Different Types of Guidance:
 - i) Educational guidance in schools: meaning, characteristics, importance, purpose & functions.
 - ii) Vocational guidance: meaning, characteristics, importance, purpose & functions.
 - iii) Personal guidance: meaning, characteristics, importance, purpose & functions.

Unit-II: Concept of Counselling

Class hours-20

- a) Meaning, Nature, Scope, and Importance of Counselling
- b) Types of Counselling-
 - a. Directive: meaning, characteristics, steps, purpose & functions.
 - b. Non-directive: meaning, characteristics, steps, purpose & functions.
 - c. Eclectic: meaning, characteristics, steps, purpose & functions.
- c) Characteristics of good Counselor.

Unit-III: Tools and Techniques of Guidance and Counselling

Class hours-25

- 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 Counseling for Diverse Learners

Class hours-15

- a) Identification of Gifted, Slow learners, Learner with learning disabilities.
- b) Need of Guidance and Counselling for diverse learners
- c) 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) S K.Kochar - Guidance and counseling in college and university, Sterling publication
- 6) Milner, P. - Counselling in Education
- 7) Rao, S. N.- Counselling in Guidance
- 8) দবাশিষ পাল- নির্দেশনা ও পরামর্শ
- 9) ড. সুবীরনাগ ও গঙ্গী দত্ত- সজ্জিবিধান নির্দেশনা ও পরামর্শদান
- 10) ড. ভীমচন্দ্র মল্লিক- নির্দেশনা ও পরামর্শদানর রূপরখা

B.A. Education (Honours)
SEMESTER-VI
EDU-H-DSE-T-2/4(B): Women Education
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Learning 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.
- Understand the constitutional provisions for Women and their rights.
- Understand Women Empowerment.
- Develop an awareness and sensitivity towards Women.

Course Content:

Unit- I: Status and role of Women

Class hours-20

- a. Women in ancient and medieval India
- b. Changing role of Women in India
- c. Women's health and related issues
- d. Role of women in family, school and society
- e. Women's role in social and environmental movement

Unit- II: Constitutional provisions and Rights of Women

Class hours-20

- a. Constitutional Provision for equality of Women (Educational and Legal Provisions)
- b. National Policy on Education (1986) on women education
- c. National Council for Women Education
- d. Property Right
- e. National Policy for Empowerment of Women, 2001

Unit- III: Gender inequalities in School and society

Class hours-18

- a. Family attitude
- b. Gender bias in Textbook
- c. Curricular Choices
- d. Teachers' attitude
- e. Classroom Interaction
- f. Peer Culture
- g. Gender inequality in workplace

Unit- IV: Women Empowerment

Class hours-17

- a. Concept of women empowerment, importance
- b. Types of women empowerment- Economic, political, Educational , legal
- c. Women entrepreneurship
- d. Barriers of women empowerment
- e. Role of education in women empowerment

Suggestive reading:

1. J. C. Aggarwal. *Women's Education in India*,
2. J. C. Aggarwal.; *Educational Journals Since Independence*,
3. Mondal, A. & Snehi, N. (2022). *Dynamics of Women Education in India*. New Delhi: Shipra Publication.
4. Jandhyala B. G. Tilak. *Women's Education and Development*.
5. R.C. Mishra . *Women's Education*.
6. Ajit Mondal & Aanup Bagh (2022). *Women Education in India*. Aaheli Publishers (Bengali Version).

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

Course Learning 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 different factors 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.

Course Content:

Unit-I: Concept and Methods of Comparative Education

Class hours-20

- a. Meaning, nature, scope and importance of Comparative Education.
- b. Methods of Comparative Education:
 - Philosophical Method
 - Historical Method
 - Sociological Method
 - Psychological Method
 - Scientific Method

Unit- II: Factors of Comparative Education:

Class hours-15

- 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

Class hours-20

- a. 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

Class hours-20

- a. 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 - Comparative Education
৫. দবী মুখাপাধ্যায়- তুলনামূলক শিক্ষা
৬. মা: আব্দুসসামাদ- তুলনামূলক শিক্ষা
৭. শ্যামাপ্রসাদ চট্টরাজ- শিক্ষা দশ বিদেশ
৮. কমলেশ করন- তুলনামূলক শিক্ষা

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 Learning Objectives:

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

- Explain the basic concept, nature and scope of Human Rights
- Describe the 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.

Course Content:

Unit- I: Basic Concept of Human Rights

- a. Concept, objectives, nature and scope of Human Rights
- b. Significance of Human Rights Education in India.
- c. Human Rights Education at different levels:
 - Elementary level,
 - Secondary level and
 - Higher Education level.
- d. Methods and activities of teaching Human Rights
- e. Curriculum of Human Rights Education

Unit- II: United Nations and Human Rights

- a. Universal Declaration of Human Rights (1948) by UN
- b. UN and Promotion and Protection of Human Rights
- c. 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

- a. Human Rights Act-1993
- b. Human Rights Commission- role and objectives
- c. Judicial organs- role of Supreme Court and High court in India
- d. Commission of Women and Children in India

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

- a. Role of Global Agencies: UN, UNESCO, Vienna Declaration
- b. Role of Government and Non-Governmental Organizations (NGO)
- c. Role of educational Institutions
- d. 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