

UNIVERSITY OF KALYANI



**CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE
IN
EDUCATION (HONOURS)**

**WITH EFFECT FROM THE ACADEMIC SESSION
2018-19**

INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching-learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

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

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

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

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

3. Ability Enhancement Courses/ Skill Enhancement Courses:

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

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

A. TOTAL Number of courses in UG-CBCS (B.A. 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.(HONOURS) UNDER CBCS

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
2.C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
2.D.	GE (Practical / Tutorial)* (4 papers)	4x2 = 8	4x1 = 4
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVS, English Communication/ MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
Total Credit:		140	140

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

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

❖ **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
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 Post-Independence India
9. EDU-H-CC-T-9: Psychology of Instruction
10. EDU-H-CC-T-10: Contemporary issues in Education
11. EDU-H-CC-T-11: Educational Management
12. EDU-H-CC-T-12: Educational Technology
13. EDU-H-CC-T-13: Curriculum Studies
14. EDU-H-CC-T-14: Educational Research

B. Discipline specific elective courses (DSE)

1. EDU-H-DSE-T-1/2(A): Value Education
2. EDU-H-DSE-T-1/2(B): Population Education
3. EDU-H-DSE-T-1/2(C): Peace Education
4. EDU-H-DSE-T-1/2(D): Distance Education
5. EDU-H-DSE-T-1/2(E): History of Education in Ancient and Medieval India
6. EDU-H-DSE-T-3/4(A): Mental Hygiene
7. EDU-H-DSE-T-3/4(B): Comparative Education
8. EDU-H-DSE-T-3/4(C): Guidance & Counselling
9. EDU-H-DSE-T-3/4(D): Great Educators
10. EDU-H-DSE-3/4(E): Dissertation

C. Generic elective courses (GE):

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

D. Ability enhancement compulsory courses (AECC)

1. AECC-1: Environmental Education
2. AECC-2: 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-T-2(A): Lesson Planning
4. EDU-H-SEC-T-2(B): Uses of Teaching Aids

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

SEMESTER-I			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-H-CC-T-1	Philosophical foundation of Education-I	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-2	Sociological foundation of Education	Core (75L+15T)	6(5L+1T)
EDU-H-GE-T-1	Educational Philosophy	Generic Elective (75L+15T)	6(5L+1T)
AECC-1	Environmental Education	Ability enhancement compulsory (30L)	2 (2L)
Total	4 courses	Total	20
SEMESTER-II			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-H-CC-T-3	Psychological foundation of Education	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-4	History of Education in Colonial India	Core (75L+15T)	6(5L+1T)
EDU-H-GE-T-2	Educational Psychology	Generic Elective (75L+15T)	6(5L+1T)
AECC-2	English communication	Ability enhancement compulsory (30L)	2 (2L)
Total	4 courses	Total	20
SEMESTER-III			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-H-CC-T-5	Educational Evaluation & Statistics	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-6	Philosophical foundation of Education-II	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-7	Inclusive Education	Core (75L+15T)	6(5L+1T)
EDU-H-GE-T-3	Educational Sociology	Generic Elective (75L+15T)	6(5L+1T)
EDU-H-SEC-T-1	A. Statistical Analysis	Skill enhancement (30L)	2 (2L)
	B. Achievement Test		
Total	5 courses	Total	26
SEMESTER-IV			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-H-CC-T-8	History of Education in Post-independence India	Core	6(5L+1T)
EDU-H-CC-T-9	Psychology of Instruction	Core	6(5L+1T)
EDU-H-CC-T-10	Contemporary issues in Education	Core	6(5L+1T)
EDU-H-GE-T-4	History of Education	Generic Elective (75L+15T)	6(5L+1T)
EDU-H-SEC-T-2	A. Lesson Planning	Skill enhancement (30L)	2 (2L)
	B. Uses of Teaching Aids		
Total	5 courses	Total	26
SEMESTER-V			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-H-CC-T-11	Educational Management	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-12	Educational Technology	Core (75L+15T)	6(5L+1T)
EDU-H-DSE-T-1	A: Value Education	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)
EDU-H-DSE-T-2 (any two)	B: Population Education		
	C: Peace Education		
	D: Distance Education		
	E:History of Education in Ancient and Medieval India		

Total	4 courses	Total	24
SEMESTER-VI			
Course Code	Course Title	Course wise Class (L+T+P)	Credit
EDU-H-CC-T-13	Curriculum Studies	Core (75L+15T)	6(5L+1T)
EDU-H-CC-T-14	Educational Research	Core (75L+15T)	6(5L+1T)
EDU-H-DSE-T-3 EDU-H-DSE-T-4 (any two)	A: Mental hygiene B: Comparative Education C: Guidance and Counselling D: Great educators E: Dissertation	Discipline specific (75L+15L)	2x6 (2x5L+2x1L)
Total	4 courses	Total	24
Total (All semesters)	26 courses	Total	140

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

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

Course Objectives:

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

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

Unit-I: Concept, Scope and Aim of Education

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

Unit-II: Factors of Education:

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

Unit-III: Schools of Philosophy

- a) Sankhya, and Yoga in terms of knowledge, reality and value.
- b) Buddhism and Jainism

Unit-IV: Great Educators and their educational philosophy

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

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. M. Sharma – Educational Practices of Classical Indian Philosophies
7. S. S. Chandra & R. K. Sharma- Philosophy of Education
8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
৯. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
১০. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি

১১. দি-ব্যান্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
১২. বিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ
১৩. অরুণ - ঘাষ - শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
১৪. -গীরদাস হালদার ও প্রশান্ত শর্মা - শিক্ষাতত্ত্ব ও শিক্ষানীতি
১৫. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
১৬. বিভুরঞ্জন গুহ- শিক্ষায় পথিকৃৎ
১৭. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দর অবদান

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

Course Objectives:

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

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

Unit-I: Educational Sociology

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

Unit-II: Social factors, issues and Education

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.
- c) Social issues: unemployment, poverty, education of socially and economically backward classes, disadvantage section of Indian society (SC, ST and OBC).

Unit-III: Social groups and Education

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

Unit-IV: Social change and Education

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

Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education
৪. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
৫. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
৬. দিব্যন্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
৭. সোনালী চক্রবর্তী- শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
৮. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
৯. অনাদি কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব
১০. মঞ্জুষা তরফদার - শিক্ষাশ্রয়ী সমাজ বিজ্ঞান
১১. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজ বিজ্ঞান
১২. পরিমল ভূষণ - সমাজতত্ত্ব

B.A. Education (Honours)
SEMESTER-I
EDU-H-GE-T-1: Educational Philosophy
Generic Elective Course: Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Concept, Scope and Aim of Education

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

Unit-II: Factors of Education:

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

Unit-III: Schools of Philosophy and National Values

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

Unit-IV: Great Educators and their educational philosophy

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

Suggested Books:

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

8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
9. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
10. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
11. দি-ব্যান্ডু ভট্টাচার্য্য - শিক্ষা ও দর্শন
12. বিতু রঞ্জন গুহ - শিক্ষায় পথিকৃৎ
13. অরুণ -ঘাষ- শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
14. -গীরদাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
15. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
16. বিতুরঞ্জন গুহ- শিক্ষায় পথিকৃৎ
17. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দের অবদান

B.A. Education (Honours)
SEMESTER-I
AECC-1: Environmental Education
Ability Enhancement Compulsory Course; Credit-2. Full Marks-50

COMMON SYLLABUS

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

Course Objectives:

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

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

Unit-I: Educational Psychology and Development

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
- c) Piaget's theory of Cognitive Development.

Unit-II: Learning

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

Unit-III: Intelligence & Creativity

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

Unit-IV: Personality

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

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology

2. J. C. Aggarwal- Essentials of Educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
১০. সুশীল রায় - শিক্ষা ম-নাবিদ্যা
১১. অরুণ -ঘাষ - শিক্ষা ম-নাবিদ্যা
১২. প্রমোদবন্ধু সেনগুপ্ত এবং প্রশান্ত শর্মা- শিক্ষা ম-নাবিদ্যা
১৩. বিজন সরকার - শিখন ও শিক্ষন
১৪. কল্পনা -সন বরাট এবং কনিকা -চাঁধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
১৫. প্রনব কুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপ-রখা
১৬. জয়ন্ত -ম-ট, রুমা -দব ও বিরাজলক্ষী -ঘাষ - বিকাশ ও শিখনের মনস্তত্ত্ব
১৭. পাল, ধর, দাস, ব্যানার্জী - পাঠদান ও শিখনের মনস্তত্ত্ব
১৮. বিজন সরকার - শিশু ও বিকাশ

B.A. Education (Honours)
SEMESTER-II
EDU-H-CC-T-4: History of Education in Colonial India
Core Course; Credit-6. Full Marks-75

Course Objective:

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

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

Unit: I: Education in 19th Century in India

- a) Charter Act of 1813
- b) Oriental –Occidental Controversy
- c) Macaulay’s Minute
- d) Bentinck’s Declaration
- e) Wood’s Despatch: Context, Recommendations, Criticism and Educational Significance
- f) Indian Education Commission: Background, Composition of the Commission, Criticism and Educational Significance

Unit: II: Bengal Renaissance and Its Influence on Education

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

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

- a) Simla 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) Curzon contribution in Indian Education

National Education Movement

- a) Characteristics, of National Education Movement,
- b) Causes of National Education Movement,

- c) Objective of National Education Movement
- d) Different Phases of National Education Movement
- e) Causes of Failure of the Movement
- f) Influence of the National Education Movement on Future Development of Indian Education

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

The Calcutta University Commission (Sadler Commission) 1917-1919

- a) Context
- b) Recommendation
- c) Criticism
- d) Results

Basic Education:

- a) Concepts
- b) Characteristics
- c) Merits & Demerits

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

- a) Context
- b) Objective
- c) Recommendations
- d) Criticism
- e) Results

Suggested Readings:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. Nurulla & Naik- A Students History in India
4. S. S. Ravi – A Comprehensive Study of Education
5. J. P. Banerjee – Education in India: Past, Present and Future
6. S.N. Mukerjee- Modern Indian Education
7. B. K. Nayak- History Heritage and Development of Indian Education
8. B. N. Dash –History of Education in India
9. জ্যাতি প্রসাদ বন্দ্যোপাধ্যায় - আধুনিক ভারত শিক্ষা বিবর্তন
10. ড. দিলীপ কুমার ঠাকুর ও শখ হামিদুলহক - আধুনিক ভারতের শিক্ষার ধারা
11. ভক্তিব্রত ভট্টাচার্য - ভারতীয় শিক্ষার রূপ-রখা
12. রনজিৎ -দাস - আধুনিক ভারত শিক্ষার বিকাশ
13. রনজিৎ -দাস - যুগ যুগ ভারতের শিক্ষা: প্রাচীন, মধ্য, আধুনিক যুগ

B.A. Education (Honours)
SEMESTER-II
EDU-H-GE-T-2: Educational Psychology
Generic Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Educational Psychology and Development

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

Unit-II: Learning

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

Unit-III: Intelligence & Creativity

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

Unit-IV: Personality

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

Suggested Books:

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

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

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

COMMON SYLLABUS

B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-5: Educational Evaluation & Statistics
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Measurement and Evaluation in Education

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

Unit-II: Educational Statistics

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

Unit-III: Tools and Techniques of Evaluation

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

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

Unit-IV: Evaluation Process

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

Suggested Books:

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

B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-6: Philosophical Foundation of Education-II
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Explain the concept of Philosophical bases of Education
- Discuss the concept & nature of Western Philosophy
- Discuss the concept, nature & role of Metaphysics, Epistemology and Axiology in education
- Explain the concept, principles, aims, curriculum, methods, teachers & discipline of Idealism, Naturalism, and Pragmatism

Unit-1: Philosophical bases of Education

- a) Philosophical bases of Education
- b) Concepts and nature of Western Philosophy
- c) Concepts and nature of Metaphysics, Epistemology and Axiology
- d) Role of Metaphysics, Epistemology and Axiology in Education

Unit-2: Idealism and Education

- Idealism: principle of Idealism, influence of idealism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)

Unit-3: Naturalism and Education

- Naturalism: principle of Naturalism, influence of Naturalism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)

Unit-4: Pragmatism and Education

- Pragmatism: principle of Pragmatism, influence of Pragmatism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)

Suggested Readings:

1. J.C. Aggarwal- Theory and Principles of Education: Vikash Publishing House
2. Biswaranjan Purkait- Principles and Practices in Education: New Central Pvt. Limited
3. Banerjee- Philosophy and Principles of Education
4. Susil Roy- Philosophy and Principles of Education: Sova Publication
5. Brubacher, John.S. Modern philosophies of education. New York: McGraw Hill Co.
6. S. N. Sharma- Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publishers Distributors.
7. R. P. Pathak- Philosophical and sociological principles of education. Delhi: Pearson.
8. সুশীলরায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
9. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
10. দি-ব্যান্ডু ভট্টাচার্য্য - শিক্ষা ও দর্শন
11. অরুণ -ঘাষ- শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
12. -গৌরদাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
13. জগদিন্দ্র মন্ডল - শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
14. বেবী দত্ত, দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিক-দের অবদান

B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-7: Inclusive Education
Core Course; Credit-6. Full Marks-75

Course Objectives-

After completion the course the learners will be able to:

- Discuss the Concept, nature, need of Inclusive Education.
- Describe the theories of Inclusive Education.
- Explain the development of competencies for Inclusive Education.
- Discuss the practices of Inclusive Education
- Describe the Infrastructural facilities for an ideal Inclusive School.
- Discuss the Role of teacher in Inclusive Classroom setting

Unit I: Inclusive Education concept and Nature

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

Unit II: Competencies development for Inclusive Education.

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

Unit III: Inclusive Education and its Practices.

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

Unit -IV: Inclusive School

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

Suggested Readings:

1. Loreman, Deppeler and Harvey- Inclusive Education, Allen and Unwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
4. Mike Adams and Sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simms, Inclusive Education – Learners and Learning Context, David Fulton Pub. 17) Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.
7. Advani, Lal. And Chadha, Anupriya (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education', Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Children in The Mainstream Schools and teacher education: Global Trends in Teacher education.
10. ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অর্ন্তভূক্তিমূলক শিক্ষা
11. ড. দিব্রত দবনাথ ও আশিষকুমার দবনাথ- ব্যতিক্রমধর্মী শিশু ও তার শিক্ষা

B.A. Education (Honours)
SEMESTER-III
EDU-H-GE-T-3: Educational Sociology
Generic Elective Course; Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Educational Sociology

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

Unit-II: Social factors, issues and Education

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

Unit-III: Social groups and Education

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

Unit-IV: Social change and Education

- a) Social change: definition, characteristics, factors, constraints
- b) Education and social stratification: Definition and characteristics
- c) Education and Social Mobility

Suggested Books:

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

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

Course Objectives:

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

- Explain the concept of central tendency, variability and their properties
- Discuss the concept of Percentile and Percentile Rank and its application.
- Describe the concept of co-relation and their application
- Explain the concept of Parametric and Non-Parametric Test
- Apply the knowledge and calculate different statistical values

Unit-I: Descriptive Statistics

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
- b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
- c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.

Unit-II: Relationship and Inferential Statistics

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
- b) Parametric and Non-Parametric Test- (only Concept and Uses).

Practical:

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

Suggested Books:

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

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

Course Objectives:

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

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

Unit-I: Concept of Achievement test

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

Unit-II: Different aspects of Achievement Test

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

Practical:

Construct of an Achievement Test

Suggested Books:

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

B.A. Education (Honours)
SEMESTER-IV
EDU-H-CC-T-8: History of Education in Post-Independence India
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Describe the Preamble, various articles and act on education in Indian Constitution.
- Explain the recommendations and educational importance of various Education Commission in post Independent India
- Discuss the functions of some educational bodies in West Bengal
- Discuss the National Policy on Education in different time.

Unit-I: Education and Constitution

- a) Preamble and various Articles on Education in Indian Constitution
- b) RTE Act-2009
- c) Development of Education under Plan (Last two plans)

Unit-II: Education Commission in post Independent India

- a) University Education Commission (1948-49)
- b) Secondary Education Commission (1952-53)
- c) Indian Education Commission (1964-66)
- d) Ashoke Mitra Commission (1991-92)

Unit-III: Some Educational Bodies in West Bengal (Function only)

- a) SCERT, b) DIET.

Unit-IV: National Policies on Education

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

Suggested Books:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India
৮. -গীরদাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
৯. অরুন -ঘাষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
১০. রণজিৎ -ঘাষ- যুগ যুগ ভার-তর শিক্ষা
১১. সুশীল রায় - ভার-তর শিক্ষা ও শিক্ষার ভারতায়ন
১২. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
১৩. ভক্তি ভূষণ ভট্টাচার্য- ভারতীয় শিক্ষার রূপ-রখা
১৪. -জ্যাতিপ্রসাদ ব-ন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস

B.A. Education (Honours)
SEMESTER-IV
EDU-H-CC-T-9: Psychology of Instruction
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

- Discuss the concept, factors, and principles of teaching.
- Explain the Flander's Interactional analysis
- Explain the characteristics of a good teacher.
- Discuss the nature of classroom teaching, traditional teaching, and constructivist teaching.
- Explain the concept and implications of Micro-teaching
- Discuss different types of teaching methods.

Unit-I: Teaching

- a) Science of Teaching- Relation between teaching and learning;
- b) Factors affecting teaching process, Input and Output variables;
- c) Maxims of teaching; Fundamentals of teaching.

Unit-II: Teacher Behaviour

- a) Observation of classroom behaviour: Flander's Interaction analysis.
- b) Characteristics of a good teacher.

Unit-III: Teacher and Classroom Teaching

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

Unit-IV: Teaching Methods

- a) Meaning, nature, merits and demerits- Lecture, Demonstration, Project, Problem Solving, and, Story-telling.

Suggested Books:

- 1) S. K. Mangal- Essentials of Educational Psychology
- 2) J. C. Aggarwal- Essentials of Educational Psychology
- 3) S. K. Mangal - Advanced Educational Psychology
- 4) S.S. Chauhan- Advanced Educational Psychology
- 5) A. Woolfolk -Educational Psychology
- 6) J. W. Santrock -Educational Psychology
- 7) B. N. Dash & N. Dash –A Test Book of Educational Psychology
- 8) সুশীল রায় - শিক্ষা ম-নাবিদ্যা
- 9) অরুণ -মাষ - শিক্ষা ম-নাবিদ্যা
- 10) ওলয় কুমার -সন- শিক্ষা প্রযুক্তিবিজ্ঞান
- 11) -কৌশিক চট্টপাধ্যায়- শিক্ষা প্রযুক্তিবিদ্যা
- 12) শ্যামাপ্রসাদ চট্টরাজ-শিক্ষা প্রযুক্তি

B.A. Education (Honours)
SEMESTER-IV
EDU-H-CC-T-10: Contemporary issues in Education
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Universalization of Elementary Education

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

Unit-II: Universalization of Secondary Education

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

Unit-III: Higher Education and RUSA

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

Unit-IV: Issues in Education

- a) Peace Education: Meaning, aims & objectives, need.
- b) Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development.
- c) Inclusive Education: Meaning, Need & Govt, programme.
- d) Open & Distance Learning System: Meaning, Characteristics and need.
- e) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
- f) Women Education: Importance, problems.

Suggested Books:

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

B.A. Education (Honours)
SEMESTER-IV
EDU-H-GE-T-4: History of Education
Generic Elective Course; Credit-6. Full Marks-75

Course Objectives:

After completion the course the learners will be able to:

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

Unit-I: Education in 19th Century in India

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

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

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

Unit-III: Education in Post Independence India

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

Unit-IV: National Policy on Education

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

Suggested Books:

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

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

Course Objectives:

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

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

Unit-I: Concept of Lesson Planning

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

Unit-II: Different aspects of Lesson Plan

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

Practical:

Development of Lesson Plan (At least 20).

Suggested Books:

১. ড. দুলাল মুখোপাধ্যায় এবং ড. উদয়শঙ্করকবিরাজ - শিক্ষাবিজ্ঞান নীতি পদ্ধতি ও কৌশল
২. ড. নিখিল কুমার দত্ত এবং ড. চৈতন্যমন্ডল - শিক্ষাবিজ্ঞান শিক্ষনপদ্ধতি
৩. ড. চৈতন্যমন্ডল - সমাজপাঠ শিক্ষন পদ্ধতি

B.A. Education (Honours)
SEMESTER-IV
EDU-H-SEC-T-2(B): Uses of Teaching Aids
Skill Enhancement Course; Credit-2. Full Marks-50

Course Objectives:

After completion the course the learners will be able to:

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

Unit-I: Concept of Teaching Aids

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

Unit-II: Different Types of Teaching Aids

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

Practical:

Development of Teaching Aids

Suggested Books:

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

B.A. Education (Honours)
SEMESTER-V
EDU-H-CC-T-11: Educational Management
Core Course; Credit-6. Full Marks-75

Course Objectives:

After completion the course the learners will be able to:

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

Unit-I: Concept of Educational Management

- a) Educational Management: Meaning, Nature, Scope, Function and Needs.
- b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.

Unit-II: Educational Administration and Supervision

- a) Educational Administration: meaning and function.
- b) Supervision: meaning, purpose; difference between Supervision and Inspection.
- c) Factors affecting managerial behaviour of teachers: Personal, Social, Cultural, Political and Institutional.

Unit-III: Educational Planning

- a) Educational Planning: Meaning, Needs and Significance.
- b) Types of Educational Planning; Strategies and Steps in Educational Planning.
- c) Brief outline of the last Five Year Plan in Primary and Secondary Education.

Unit-IV: Functions of Various Administrative Bodies

- a) UGC, b) NAAC, c) NCERT, d) NCTE.

Suggested 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
৪. বিমল চন্দ্র দাশ, দেবযানী সেনগুপ্ত এবং প্রদীপ্তরঞ্জনরায়- শিক্ষায় ব্যবস্থাপনা
৫. দিলিপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা
৬. তুহিন কুমার কর এবং ভীমচন্দ্র মন্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা
৭. গৌরদাস হালদার- শিক্ষনপ্রসঙ্গে বিদ্যালয়সংগঠন ও শিক্ষনবিজ্ঞান
৮. অরুণ -ঘাষ- বিদ্যালয় সংগঠন ও পদ্ধতি বিজ্ঞান
৯. সুশীল রায়- শিক্ষন ও শিক্ষা প্রসঙ্গ

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

Course Objectives:

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

- Discuss the concept, nature and scope of educational technology.
- Explain the role of communication & multimedia approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.

Unit-I: Educational Technology

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

Unit-II: Classroom Communication and Media used

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

Unit-III: Instructional Technology

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

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

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

Suggested Books:

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

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

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

Course objectives:

After end of this course learner will able to-

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

UNIT-I: Meaning and nature of Value

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

UNIT-II: Value Education

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

UNIT-III: Value Education in School

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

UNIT-IV: Strategies of value education

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

Suggested Books:

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

- 8) Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- 9) Singh, Y. K. (2009). *Value education*. New Delhi: APH Publishing Corporation.
- 10) Sharma, Y.K. and Katoch, K.S. (2007) *Education for Values, Environment and Human Rights*, New Delhi: Deep & Deep Publications Pvt. Ltd.
- 11) Sharma, R. A. (2008). *Human value of education*. Meerut: R.Lall Books Depot.

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

Course Objectives:

After end of this course learner will able to-

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

Unit-1: Meaning and Concept of Population Education

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

Unit-II: Historical Development of Population Education

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

Unit-III: Population Growth and Problems in India

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

Unit-IV: Population Education Curriculum and Policy

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

Suggested Books:

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

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

Course Objectives:

After end of this course learner will able to:

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

UNIT-1: Concept of Peace Education

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

UNIT-2: Key Thinkers of Peace Education

- a) **Indian Context:**
 - Rabindranath Tagore,
 - Sri Aurobinda
- b) **Global context:**
 - Montessori
 - John Dewey

UNIT-3: Peace Education Programme in School

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

UNIT-4: Approaches of Peace Education

- a) Participatory Education
- b) Co-operative Learning

Reading List

1. Krishnamurti, J. Education and the Significance of Life
2. Kumar, K. Learning from Conflict.
3. Kumar, K. Battle for Peace.
4. NCERT. Ways to Peace
5. UNESCO. Learning the Way of Peace: Teacher's Guide.
6. Diwahaar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
7. Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
8. Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications

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

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

Course Objectives:

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

- Explain the meaning, characteristics, objectives, merits & demerits of distance & open education.
- Discuss the mode and strategies of distance education.
- Describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- Discuss the present status of distance and open education in India.
- Explain the role of multi-media in Distance and Open Education.
- Discuss the problems and remedies of distance and open education in India.

Unit I: Concept of Distance & Open Education

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

Unit II: Strategies of distance education

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

Unit III: Status of open and distance education in India

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

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

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

Suggested Books:

- 1) S.S. Ravi – A Comprehensive Study of Education
- 2) R.P. Pathak – Development and Problems of Indian Education
- 3) B.K. Nayak – Modern Trends and Issues in Education of India
- 4) দুলাল মুখাপাধ্যায়, বিজনসরকার, তারিনী হালদার এবং অভিজিৎকুমারপাল- ভারত-তর শিক্ষার চলমান ঘটনাবলী
- 5) তারিনী হালদার, বিনায়ক চন্দ এবং সুশান্ত কুমার বর্মণ - শিক্ষা ও উন্নয়ন
- 6) তারিনী হালদার ও বিনায়ক চন্দ - সমকালীন ভারতবর্ষ ও শিক্ষা

B.A. Education (Honours)
SEMESTER-V
EDU-H-DSE-T-1/2(E): History of Education in Ancient and Medieval India
Discipline Specific Elective Course; Credit-6. Full Marks-75

Course Objectives :

After end of this course the learners will able to:

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

Unit 1: Brahmanic System of Education:

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

Unit 2: Buddhistic System of Education:

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

Unit 3: Medieval System of Education:

- a) General characteristics
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
- c) Contribution of Akbar and Aurangzeb
- d) Centre of Learning: Fatepur Sikri and Delhi

Unit 4: Women and Vocational education in Ancient and Medieval India:

- a) Women's Education in Ancient and India
- b) Women's Education in Medieval India
- c) Vocational Education in Ancient and India
- d) Vocational Education in Medieval and India

Suggested Readings:

1. S.M.Jafar --Some Cultural Aspects of Medieval India ,
2. B.R. Purkait -- Milestone in Ancient and Medieval Indian Education. Central Book Agency. Kolkata.
3. A.S.Altekar -- Education in Ancient India.
4. E.E.Keay --India Education in ancient times.
5. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
6. S. S. Ravi – A Comprehensive Study of Education
7. J. P. Banerjee – Education in India: Past, Present and Future
8. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
9. B. K. Nayak- History Heritage and Development of Indian Education
10. B. N. Dash –History of Education in India
11. Dr.Harisadhan Goswami- BharatiyaShikhayarItihas (Bengali Version)
12. জ্যোতি প্রসাদ বন্দ্যোপাধ্যায় - আধুনিক ভারত শিক্ষা বিবর্তন
13. ড. দিলীপ কুমার ঠাকুর ও শখ হামিদুলহক - আধুনিক ভারতের শিক্ষার ধারা
14. ভক্তিবিশ্বনাথ ভট্টাচার্য - ভারতীয় শিক্ষার রূপ-রক্ষা
15. রনজিৎ -মাষ - আধুনিক ভারত শিক্ষার বিকাশ
16. রনজিৎ -মাষ - যুগ যুগ ভারতের শিক্ষা: প্রাচীন, মধ্য, আধুনিক যুগ

B.A. Education (Honours)
SEMESTER-VI
EDU-H-CC-T-13: Curriculum Studies
Core Course; Credit-6. Full Marks-75

Course Objectives:

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

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

Unit-I: Introduction of Curriculum

- a) Meaning, Nature, Scope and functions of Curriculum
- b) Determinants of Curriculum
- c) Difference and Relation between Curriculum and Syllabus.
- d) Different Types of Curriculum
- e) Co-curricular Activities
- f) Bases of Curriculum: Philosophical, Sociological & Psychological.

Unit-II: Concept of Curriculum Framework

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

Unit-III: Curriculum Evaluation

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

Unit-IV: Curriculum Theories

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

Suggested 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. দি-বান্দু ভট্টাচার্য-পাঠক্রম চর্চা ও মূল্যায়ন
5. মিহির চ-ট্টাপাধ্যায়- পাঠক্রম চর্চা
6. প্রণব কুমার চক্রবর্তী- পাঠক্রম নীতি ও নির্মাণ

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

Course Objectives:

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

- Define and explain the meaning, and nature of research.
- Define and explain the meaning and nature of Educational research.
- Identify sources of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data.
- Analyse the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.

Unit-I: Research-meaning and nature:

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

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

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

Unit-III: Basic Ideas of Research

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

Unit-IV: Research Data:

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

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. J.W.Creswell – Educational Research
৬. -দবাশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
৭. -মাঃ লুৎফুর রহমান, শওকতআলী খান এবং স্বপন কুমার দাস- গ-বষণা পদ্ধতি ও পরিসংখ্যান
৮. জাকির -হা-সন- শিক্ষামূলক গ-বষণা

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

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

Course Objectives:

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

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

Unit- I: Concept of Mental Hygiene

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

Unit-II: Concept of Mental Health

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

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

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

Unit-IV: Prevention of Mental Hygiene

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

Suggested Books:

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

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

Course Objectives:

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

- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian Education system with USA
- Compare Indian Education system with UK

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

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

Unit-II: Factors of Comparative Education:

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

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

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

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

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

Suggested Books:

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education
৫. -দবী মু-খাপাধ্যায়- তুলনামূলক শিক্ষা
৬. -মা: আব্দুসসামাদ- তুলনামূলক শিক্ষা
৭. শ্যামাপ্রসাদ চট্টরাজ- শিক্ষা -দ-শ বি-দ-শ
৮. কম-লশ করন- তুলনামূলক শিক্ষা

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

Course Objectives:

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

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

Unit-I: Concept of Guidance

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

Unit-II: Concept of Counselling

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

Unit-III: Tools and Techniques of Guidance and Counselling

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

Unit-IV: Guidance and Counselling for Diverse Learners

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

Suggested readings:

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

- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) Guidance and counseling in college and university - S K.Kochar
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance
- 8) -দবাশিষ পাল- নির্দেশনা ও পরামর্শ
- 9) ড. সুবীরনাগ ও গাঙ্গী দত্ত- সঙ্গতিবিধানে নির্দেশনা ও পরামর্শদান
- 10) ড. ভীমচন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদানের রূপ-রখা

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

Course Objectives:

After end of this course learner will able to-

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

Unit – I: Indian Educators:

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

- Swami Vivekananda
- Shri Aurobinda.

Unit - II: Western Educators:

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

- Bertrand Russel
- Madam Maria Montessori

Unit - III: Modern Thinkers on Education in India

- a) S. Radhakrishnan
- b) Ashutosh Mukherjee
- c) AbulKalam Azad

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

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

SUGGESTED READING:

- 1) Aggarwal.J.C –Theory and Principles of education Philosophical and Sociological Bases of education
- 2) Mukherjee, K.K. –Some great educators of the world.
- 3) Purkait, B.R. –Great educators
- 4) Mukherjee, K.K. –Principles of education.
- 5) Banerjee, A –Philosophy and principles of education
- 6) Ravi,s-A comprehensive study of Education
- 7) Sushil Ray –ShikshaTatta
- 8) ArunGhosh –Shikshatatta&ShikshaDarshan.
- 9) BihuranjanGuha –ShikshayaPathikrit.
- 10) GourdasHalder&Prasanta Sharma –ShikshaTatta&ShikshaNiti.
- 11) A.K.Pal –SikshadarshnerRuparekha
- 12) অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
- 13) বিভুরঞ্জন গুহ - শিক্ষায়পথিকৃৎ
- 14) সুশীলরায় - ভারতের শিক্ষা ও শিক্ষারভারতায়ন

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

Course objectives:

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

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

Guidelines:

- a) The students undertake this course and shall be allotted a supervisor/mentor/guide at the beginning of the semester.
- b) The student shall select a topic for dissertation from any field of Education taking help from the supervisor/mentor/guide.
- c) The work completed within the stipulated time and written in standard academic format shall be submitted at the end of the semester.
- d) The work shall be evaluated on the basis of the written document submitted by the student and a *viva-voce* conducted on the same.

Suggested Readings:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best&J.V.Kahn – Research in Education
5. J.W.Creswell – Educational Research
৬. -দবাশিস পাল- গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল
৭. -মাঃ লুৎফুর রহমান, শওকত আলী খান এবং স্বপন কুমার দাস- গ-বষণা পদ্ধতি ও পরিসংখ্যান
৮. জাকির -হ-সন- শিক্ষামূলক গ-বষণা