

UNIVERSITY OF KALYANI



CURRICULUM AND CREDIT FRAMEWORK FOR THE FOUR YEARS UNDERGRADUATE PROGRAMME IN EDUCATION

(WITH MULTIPLE ENTRY & EXIT OPTIONS WITHIN THIS PERIOD)

WITH EFFECT FROM
THE ACADEMIC SESSION
2023-2024

1. THE PREAMBLE

Education is the dissemination of information, abilities and moral qualities. It is the most essential and potent instrument created by humanity to mould and shape oneself desirably. Education prepares a person for their personal, social, spiritual, cultural, political and economic lives. It provides a way of life that advances the interests of the individual and the country as a whole.

India has the third-largest higher education system in the world. With the passage of the "University Grants Commission Act, 1956" by the Indian Parliament in November 1956, the University Grants Commission (UGC), became a statutory body and acts as the principal governing organization at the tertiary level. It sets standards, provides advice to the government and facilitates communication between the federal government and the states. All of the actions taken from time to time by the UGC are intended to improve the equality, effectiveness and caliber of the nation's higher education system. These actions include introducing innovation and making improvements to the teaching-learning process, the examination and evaluation systems, governance and other areas, as well as the structure and content of the curriculum. Similarly, the revision of the Choice Based Credit System (CBCS) and the development of the Curriculum and Credit Framework for Undergraduate Programmes under the recommendations of The National Education Policy (NEP) 2020 is one of the significant attempts to encourage creativity and adaptability.

The National Education Policy (NEP) 2020, which is the third Education policy of independent India, replaces the National Policy on Education of 1986. It recognises that higher education is crucial for advancing both individual and societal well-being and making India into a democratic, just, socially conscious, cultured and compassionate country that upholds liberty, equality, fraternity and justice for all that is envisioned in its Constitution. NEP 2020 acknowledges that to fulfil the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded and creative individuals. It should allow one to thoroughly explore one or more specialized fields of interest while also enhancing one's talents in a variety of academic fields, such as the social sciences, humanities, languages, arts, professional, technical and vocational topics.

2. CURRICULUM AND CREDIT FRAMEWORK FOR THE FOUR YEARS UNDERGRADUATE PROGRAMME (FYUGP) IN EDUCATION

The Curriculum and Credit Framework for Undergraduate Programmes formulated following the recommendations of NEP 2020, by UGC is a student-centric approach. It has a flexible choice-based credit system, a multidisciplinary approach and several entry and exit choices. By selecting the subject or field of their interest, students will find it easier to pursue their career route in future.

2.1. Learning Outcomes-Based Approach of The Four-Year Under-Graduate Programme in Education

- ➔ **Disciplinary knowledge:** Learners gain knowledge of basic and applied concepts of Education. Different disciplines and practical courses will help learners to demonstrate their comprehensive knowledge and understanding.
- ➔ **Communication Skills:** Written assignments, seminar presentations, oral presentations etc. will help learners to express their thoughts and ideas effectively. Simultaneously this will help to communicate and share their ideas with others.

- ➔ **Critical thinking:** Education as a subject helps to apply analytic thought, and evaluate different theories and propositions, practices, and 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 the educational field and also practical life.
- ➔ **Analytical reasoning:** Education as a subject helps learners to identify and evaluate logical flaws and theoretical frameworks of different theories by analysing and synthesising data from various sources.
- ➔ **Research-related skills:** Through the course of research in education learners develop a sense of inquiry and ask questions, recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data.
- ➔ **Cooperation/Teamwork:** Cooperative learning in the classroom, and group assignments 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 a variety of theories and generalizations learners develop the ability to analyse, interpret and draw conclusions from information, which is helpful to develop scientific reasoning among learners.
- ➔ **Reflective thinking:** Learners must be able to think deeply and apply the knowledge and competencies in the practical field in the context of both self and society.
- ➔ **Information & digital literacy:** Through project work, and practical assignments learners develop different skills related to digital literacy like- demonstrating the ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for the analysis of data.
- ➔ **Self-directed learning:** Assignment and project work helps learners to develop the ability to work independently.
- ➔ **Multicultural competence:** Education is a multi-disciplinary subject and the nature of is very much culture-specific. Learners must understand the multicultural perspectives of the issues related to educational processes and issues.
- ➔ **Moral and ethical awareness:** 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 qualities:** Gaining in-depth knowledge of subject matter helps learners to be good leaders in their working field.
- ➔ **Lifelong learning:** Learning is a lifelong process. It helps learners to help in metacognition which means 'learning how to learn', which encourages learners in participating in learning activities throughout life.
- ➔ **Holistic development:** The multidisciplinary courses, vast knowledge of disciplinary subject areas, projects, research works and internship activities will provide all-around progress and promote the holistic development of the students.

2.2. Aims of the Four-Year Under-Graduate Programme in Education

- ➔ Facilitate multidisciplinary and holistic education across the disciplines.
- ➔ Allow learners the freedom to pick their educational pathways and programmes, enabling them to chart their paths in life according to their talents and interests.
- ➔ Emphasis on constructive and conceptual understanding rather than rote learning.
- ➔ Encourages the power of critical thinking, logical decision-making and innovation.
- ➔ Foster values like ethics, morals, constitutional, environmental and life skills such as communication, teamwork, leadership and resilience.
- ➔ Promote equality and equity and remove barriers to increasing access for differently abled students.
- ➔ Teaching respect for diversity and respect for the local context in all curricula, pedagogy and policy.

- ➔ Promote problem-solving skills, creativity, critical thinking, analytical reasoning, communication skills, qualities of leadership and research skills.
- ➔ Promote digital and technological skills.
- ➔ Inculcate knowledge and a basket of essential skills, required to perform effectively in a defined job relating to the chosen fields of study

2.3. Main Features of the New Curriculum Framework

- ➔ Provides flexibility to move from one discipline of study to another.
- ➔ Opportunity for learners to choose the courses of their interest in all disciplines.
- ➔ Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured.
- ➔ Flexibility for the students to transfer across institutions so they can pursue multi- or interdisciplinary learning.
- ➔ Freedom in using different learning methods (offline, ODL, Online learning and hybrid modes of learning).

2.4. Credit hours for different types of courses:

- ➔ A ‘credit’ is a unit by which the course work is measured. It determines the number of hours of instruction required per week for the duration of a semester.
- ➔ One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.
- ➔ A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.
- ➔ A one-credit of Seminar or Internship or Field practice/ project or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement.

2.5. Academic Bank of Credits (ABC)

- ➔ The Academic Bank of Credits (ABC), a national-level facility will provide flexibility and academic mobility to students across the HEIs in the country with an appropriate “credit transfer” mechanism. ABC shall provide significant autonomy to the students by providing an extensive choice of courses for a programme of study, to choose their learning path to attain a Degree/Diploma/Certificate, working on the principle of multiple entry and exit as well as anytime, anywhere, and any level of learning.
- ➔ The scheme of ABC will facilitate the transfer and consolidation of credits using an ‘academic bank account’ opened by/for the students across the country by taking up courses in any eligible HEIs.
- ➔ The ABC allows for credit redemption by commuting the accrued credits in the Academic Bank Account to fulfil the credits requirements for awarding of a certificate/ diploma/ degree by the authorised HEIs. **Upon collecting a certificate, diploma or degree, all the credits earned till then, in respect of that Certificate or degree, shall be debited and deleted from the account.**
- ➔ **The validity of credits earned will be for a maximum period of seven years or as specified by the ABC.** The procedure for depositing credits earned, their self-life and the redemption of credits would be as per UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) scheme in Higher Education) Regulations, 2021.

3. MULTIPLE ENTRY AND EXIT POINTS

Level of Programme	Requirements of the Programme	
Undergraduate/ Bachelor's Certificate	Entry requirements	Entry will be based on the Certificate obtained after successful completion of Grade 12 or equivalent stage of education and the marks/grade imposed by the institution.
	Exit/ Credit requirements	Students who opt to exit after completion of the First year (1 st and 2 nd semesters) and have secured 40 credits will be awarded a UG Certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. (These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.)
Undergraduate/ Bachelor's Diploma	Entry requirements	i) The continuation of the study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue an undergraduate programme of study. ii) Lateral entry into the programme of study leading to the Undergraduate Diploma will be based on the validation of prior learning.
	Exit/ Credit requirements	Students who opt to exit after completion of the Second year (3 rd and 4 th semesters) after securing 80 credits will be awarded the UG Diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. (These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.)
Undergraduate/ Bachelor's Degree	Entry requirements	i) Continuation of study or lateral entry in the third year (fifth semester) of the undergraduate programme will be possible for those who have met the entrance requirements, including attainment of prescribed levels as specified in the programme and evaluation of documentary evidence (including the academic record, assessment and certification of prior degree) to pursue an undergraduate programme of study.
	Exit/ Credit requirements	Students who wish to undergo a 3-year UG programme (or Exit after completion of 5 th and 6 th semesters), will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum degree requirements.

<p>Undergraduate/ Bachelor's Degree with Honours/ Research</p> <p>(Infrastructural Requirement:</p> <p>i) The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work and at least two permanent faculty members who are recognized as Ph.D. supervisors.</p> <p>ii) The Departments already recognized for conducting the Ph.D. programme may conduct a 4-year UG Degree (Honours with Research) without obtaining any approval from the affiliating University.)</p>	<p>Entry requirements</p>	<p>i) Continuation of the programme of study will be based on the evaluation of documentary evidence, academic record and/or evidence relating to the assessment and certification of prior learning to pursue study in the Fourth year (7th and 8th semesters) of the 4-year Bachelor's degree (Honours/ Research) programme.</p> <p>ii) Lateral Entry into the programme of study will be based on the validation of prior learning outcomes (including those achieved outside of formal learning or through learning and training in the workplace through continuing professional development activities, or independent/self-directed/self-managed learning activities).</p> <p>iii) Students who secure 75% marks or a CGPA of 7.5* and above in the first six semesters and wish to undertake Research at the Undergraduate level can choose a research stream in the Fourth year (7th semester). They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline.</p>
	<p>Exit/ Credit requirements</p>	<p>i) 4-year UG Degree (Honours) in the major discipline will be awarded to those who complete a Four-year degree programme with 170 credits and have satisfied the degree requirements.</p> <p>ii) Under the 4-year UG Degree Honours with Research students should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 170 credits, from a research project/dissertation, will be awarded UG Degree (Honours with Research).</p>

Lateral Entry:

- ➔ There will be a lateral entry of the students only in semesters **III, V & VII** semesters.
- ➔ The student must have cleared the specified credits of all the courses of previous semesters.
- ➔ The master content of the syllabus studied previously must be equivalent and there should not be variation in the syllabus more than 30%.
- ➔ Depending upon the academic and physical facilities available, the HEIs may earmark seats for lateral entrants to the second year/third year/fourth year of a first-degree programme, if the student has either
 - ✓ successfully completed the first year/second year/third year of the same programme in any institution, or
 - ✓ already successfully completed a first-degree programme and is desirous of and academically capable of pursuing another first-degree programme in an allied subject.

4. FUTURE PROSPECTS AFTER THE FOUR- YEARS UNDERGRADUATE PROGRAMME (FYUGP)

Level of Programme	Requirements of the Programme		
Master's Diploma/ Degree	A Two-Year (Four-Semester) Master's Degree/ Diploma Programme	Entry requirements	completion of a Three-Year Bachelor's Programme, a student shall be eligible for entry into a Two-Year (Four-Semester) Master's Degree Programme with the second year devoted entirely to research.
		Exit requirements	i) A student who desires to exit after successful completion of One year (1st and 2nd semesters) of the Master's Degree Programme , equivalent to 40 credits shall be awarded a Master's/ Post-Graduate Diploma . ii) A student who successfully completes the Two-year Master's Degree Programme (all 4 semesters), equivalent to 80 credits shall be awarded a Master's/ Post-Graduate Degree .
	A One-Year (Two-Semester) Master's Degree Programme	Entry requirements	i) Entry into a One-Year (Two-Semester) Master's Degree Programme shall be for those students who obtained a 4-year Bachelor's Degree with Honours/ Research . ii) (Lateral entry for Post-Graduate Diploma holders will be based on the validation of prior learning) .
		Credit requirements	student, on completion of the One-Year (Two-Semester) Master's Degree Programme equivalent to 40 credits shall be awarded a Master's/ Post-Graduate Degree .
Doctorate Degree	Entry requirements		i) A 1-year (Two-Semester) Master's Degree programme after 4-year Undergraduate Degree with Honours/ Research , with at least 55% marks in aggregate or its equivalent grade 'B' in the UGC 10-point scale (or an equivalent grade (wherever grading system is followed) or an equivalent degree from a foreign educational institution accredited by an Assessment and Accreditation Agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country to assess, accredit or assure quality and standards of educational institutions. ii) A 2-year (four-semester) Master's degree programme , with the same conditions as mentioned above in i)

		iii) A candidate seeking admission after a 4-year/8-semester Bachelor's degree in Research should have a minimum CGPA of 7.5/10.
	Credit requirements	The major feature of all doctorate degrees is original research. The body of work that leads to the award of a doctorate degree will include coursework and a thesis with published work and/or creative work (for example, in the case of visual or performing arts).

5. OUTLINE OF THE COURSES TO BE OFFERED IN THE FOUR- YEARS UNDERGRADUATE PROGRAMME (FYUGP) IN EDUCATION

5.1. Major:

- ➔ Major is the discipline or subject of main focus and the degree will be awarded in that discipline. It allows a student to study a subject or area in-depth. It will provide opportunities to pursue rigorous specialization through a chosen major. A student will select a Major subject offered by the institution when applying for admission.
- ➔ All students shall have to study **16 Majors** of one subject throughout the 8 semesters/ 4 years, i.e., 2 Majors in 1st year (one in each 1st and 2nd semester), 3 Majors in 2nd year (one major in 3rd and two majors in 4th semester), 5 Majors in 3rd year (two majors in 5th and three majors in 6th semester) and 6 Majors in 4th year (three in each 7th and 8th semester)

5.2. Minor:

- ➔ The Minor/s will provide the opportunity to broaden students' knowledge and skills. Students will have the option to choose Minor courses from disciplinary/ interdisciplinary courses.
- ➔ All students shall have to study **8 Minor** courses throughout the 8 semesters/ 4 years, i.e., 2 Minors in 1st year (one in each 1st and 2nd semester), 2 Minors in 2nd year (one in each 3rd and 4th semester), 2 Minors in 5th semester of 3rd year and 2 Minors in 7th semester of Fourth year.

5.3. Change of Major & Minor:

- ➔ Students have the option to **either pursue their selected (during the time of admission) Major and Minor Courses or request a change at the end of the first year/ second semester**, after exploring various courses.

5.4. Multidisciplinary Courses:

- ➔ The Multidisciplinary Courses are a component of the liberal arts and science curriculum and are meant to broaden the intellectual experience of the students. It would help students recognize the differences and similarities between disciplines and identify different ways of organizing knowledge.
- ➔ Every UG student must take **3 Multidisciplinary Courses** (one in each 1st, 2nd and 3rd semester).
- ➔ Students **are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class)** in the proposed major and minor stream under this category.

5.5. Ability Enhancement Courses (AEC):

- ➔ Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The course is designed to help students develop and demonstrate the fundamental language skills, such as critical reading, expository writing, and academic writing, that enable them to express their ideas clearly and coherently, articulate their arguments, and understand the significance of language as a conduit for knowledge and identity.
- ➔ Students have to study **2 AEC** (one in 2nd and one in 4th semester).

5.6. Skill Enhancement Courses (SEC):

- ➔ The course aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The students will choose from the subjects/courses provided by the Institution.
- ➔ Students have to study **3 SEC** (one in each first 1st, 2nd and 3rd semester).

5.7. Value-Added Courses (VAC):**Environmental Science/ Education & Value and Peace Education**

- ➔ The course will deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives. The goal of the course is to give students the tools they need to put their newly acquired knowledge, abilities, attitudes, and values into practice in order to mitigate the effects of environmental degradation, climate change, and pollution, as well as to manage waste effectively, conserve biological diversity, manage biological resources, protect forests and wildlife, and practice sustainable development and living.
- ➔ Students have to study **2 VAC** (one in 1st semester and one in 3rd semester).

5.8. Summer Internship/Apprenticeship/Project:

- ➔ A key element of the new undergraduate programme is exposure to real-world work situations.
- ➔ Internship/apprenticeship can be carried out during the summer term, especially for students who exit after two semesters or four semesters of study.
- ➔ In order to receive a UG Certificate, students who choose to withdraw after the first two semesters must complete a 4-credit work-based learning/internship during the summer session.
- ➔ During the summer term, all students will also do internships or apprenticeships in businesses, industries, or organizations or training in laboratories with academics and researchers from their HEIs or from other research institutions. Opportunities for internships with local businesses, health and related fields, local governments (such as panchayats, municipalities), Parliament or elected representatives, media outlets, artists, craftspeople, and a variety of other organisations will be made available to students so they can actively engage with the practical side of their learning and, as a result, improve their employability.

5.9. Research Project/ Dissertation & Internship:

- ➔ The students are expected to complete activities relating to the Research Project involving (eight credit hours) in the seventh semester. These activities will include writing a project/research proposal, reviewing related literature or studies and collecting the required data.
- ➔ The remaining (ten credits) of the research project will be earmarked for research-related activities during the eighth semester. These activities will include completing the writing of the report of the research project.

5.10. Community engagement and services:

- ➔ The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.
- ➔ This component will include participation in activities related to National Service Scheme (NCC), National Cadet Corps (NCC), adult education/literacy initiatives and mentoring school students.
- ➔ This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

SEMESTER-WISE DISTRIBUTION OF COURSES IN EDUCATION

Semester	Major	Minor	Multidisciplinary Course	Ability Enhancement	Skill Enhancement	Value Courses	Summer Internship	Dissertation/ Research Project	Total Credits
I	01	01	01	---	01	01	---	---	20
II	01	01	01	01	01	---	01	---	20
Exit point— UNDERGRADUATE/ BACHELOR'S CERTIFICATE The students on exit after First Year shall be awarded Undergraduate Certificate in Education after securing the requisite 40 Credits in Semesters 1 and 2									
III	01	01	01	---	01	01	---	---	20
IV	02	01	---	01	---	---	01	---	20
Exit point— UNDERGRADUATE/ BACHELOR'S DIPLOMA The students on exit after Two Years shall be awarded Undergraduate Diploma in Education after securing the requisite 80 Credits on completion of Semesters 3 and 4									
V	02	02	---	---	---	---	---	---	20
VI	03	---	---	---	---	---	01	---	20
Exit point— UNDERGRADUATE/ BACHELOR'S DEGREE The students on exit after Three Years shall be awarded Bachelor of Education Degree (3 years) after securing the requisite 120 Credits on completion of Semesters 5 and 6									
VII	03	02	---	---	---	---	---	---	26
VIII	03/ 05*	---	---	---	---	---	---	02**	24
Exit point— UNDERGRADUATE/ BACHELOR'S DEGREE WITH HONOURS/ RESEARCH The students on completion of the Fourth Year/ course shall be awarded Bachelor's Degree with Honours/ Research of Education after securing the requisite 170 Credits on completion of Semesters 7 and 8									
Grand Total of Credits (Semesters I, II, III and IV, V, VI, VII and VIII)									170

***In the 8th semester of the 4thYear, UG Honours students not undertaking research project will do 2 extra Major theory courses for 12 credits in lieu of a Research Project/ Dissertation**

**** In the 8th semester of the 4thYear, UG Research students have to undertake Research Project/ Dissertation for 12 credits in lieu of the 2 extra major theory courses.**

**SEMESTER WISE DISTRIBUTION OF COURSES
&
CREDITS IN EDUCATION**

Courses/ (Credits)	Sem-I	Sem-II	Sem- III	Sem-IV	Sem-V	Sem-VI	Sem-VII	Sem-VIII	Total No. of Courses	Total credit
Major	01	01	01	02	02	03	03	03	16	90
Minor	01	01	01	01	02	--	02		08	32
Multidisciplinary Course	01	01	01	--	--	--	--		03	09
AECC	--	01		01	--	--	--		02	08
SEC	01	01	01	--	--	--	--		03	09
Value Added Course	01	--	01	--	--				02	08
Summer Internship	--	01 (4C)		01 (4C)		01 (2C)		--	05	14
Dissertation/ Research Project	--	--	--	--	--	--	--	02 (12C)		
Total No. of Courses	05	05	05	04	04	03	05	05	36	
Total Credits	20	20	20	20	20	20	26	24		170

COURSE CODE & COURSE TITLE

A. Major (M)

1. EDU-M-T-1: Philosophical Foundation of Education
2. EDU-M-T-2: Psychological Foundation of Education
3. EDU-M-T-3: Sociological Foundation of Education
4. EDU-M-T-4: History of Education in India
5. EDU-M-T-5: Inclusive Education
6. EDU-M-T-6: Educational Technology
7. EDU-M-T-7: Educational Evaluation & Statistics
8. EDU-M-T-8: Educational Management
9. EDU-M-T-9: Curriculum Studies
10. EDU-M-T-10: Teacher Education
11. EDU-M-T-11: Introduction to Educational Research
12. EDU-M-T-12: Guidance and Counseling
13. EDU-M-T-13: Comparative Education
14. EDU-M-T-14: Contemporary Issues in Education
15. EDU-M-T-15: Advance Educational Research
16. EDU-M-T-16: Computer Application in Education
17. EDU-M-T-17: Artificial Intelligence in Education
18. EDU-M-T-18: Pedagogy, Andragogy and Assessment

B. Minor (MI)

1. EDU-MI-T-1: Educational Sociology
2. EDU-MI-T-2: History of Education in Ancient and Medieval India
3. EDU-MI-T-3: Educational Philosophy
4. EDU-MI-T-4: Educational Psychology
5. EDU-MI-T-5: Population Education
6. EDU-MI-T-6: Distance Education
7. EDU-MI-T-7: Constitution & Human Rights in India
8. EDU-MI-T-8: Women Education

C. Multidisciplinary Course (MU)

1. EDU-MU-T-1: Foundation of Education- I
2. EDU-MU-T-2: Foundation of Education- II
3. EDU-MU-T-3: Educational Research

D. Ability enhancement compulsory courses (AECC)

1. AECC-1: Communicative English
2. AECC-2: MIL (Modern Indian Language/s)

E. Skill enhancement courses (SEC)

1. EDU-SEC-T-1(A): Statistical Analysis
2. EDU-SEC-T-1(B): Achievement Test
3. EDU-SEC-T-1(C): Personal Development and Soft Skills
4. EDU-SEC-P-2(A): Institutional Survey (Practical course)
5. EDU-SEC-P-2(B): Project Work
6. EDU-SEC-P-2(C): Methods and Techniques of Teaching
7. EDU-SEC-P-3(A): Application of Educational/Psychological Tools
8. EDU-SEC-P-3(B): Educational Excursion
9. EDU-SEC-P-3(C): Document/Curriculum analysis

F. Value Added Course (VAC)

1. EDU-VA-T-1: Environmental Education
2. EDU-VA-T-2: Value and Peace Education

G. Summer Internship (SI)

1. EDU-SI-T-1: Cultural Activity
2. EDU-SI-T-2: Practice Teaching
3. EDU-SI-T-3: Community-based activity i.e., visit to nearest village/industry/campus cleaning.

H. EDU- Research Project/ Dissertation

FOUR YEARS UNDERGRADUATE COURSE STRUCTURE IN EDUCATION

SEMESTER I							
Course Code	Course title	Nature of Course	Credit of Course	Class hour/ week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-1	Philosophical Foundation of Education	Major	6	6	15	60	75
EDU-MI-T-1	Educational Sociology	Minor	4	4	10	40	50
EDU-MU-T-1	Foundation of Education-I	Multidisciplinary Course	3	3	10	35	45
EDU-SEC-P-1 (anyone)	A. Statistical Analysis	Skill Enhancement Course	3	3	10	35	45
	B. Achievement Test						
EDU-VA-T-1	Environmental Education	Value Added Course	4	4	10	40	50
Total	05 courses		20	20	55	210	265
SEMESTER II							
Course Code	Course title	Nature of Course	Credit of Course	Class hour/ week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-2	Psychological Foundation of Education	Major	6	6	15	60	75
EDU-MI-T-2	History of Education in Ancient and Medieval India	Minor	4	4	10	40	50
EDU-MU-T-2	Foundations of Education-II	Multidisciplinary Course	3	3	10	35	45
AECC-1	Communicative English	Ability Enhancement Course	4	4	10	40	50
EDU-SEC-P-2 (anyone)	A. Institutional Survey	Skill Enhancement Course	3	3	10	35	45
	B. Project Work						
EDU-SI-T-1	Additional for Certificate/Diploma (Cultural Activity)	Summer Internship	4	4			
Total	05 courses		20	20	55	210	265

SEMESTER- III

Course Code	Course title	Nature of Course	Credit of Course	Class hour/ week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-3	Sociological Foundation of Education	Major	6	6	15	60	75
EDU-MI-T-3	Educational Philosophy	Minor	4	4	10	40	50
EDU-MU-T-3	Educational Research	Multidisciplinary Course	3	3	10	35	45
EDU-SEC-P-3 (anyone)	A. Application of Educational/ Psychological Tools	Skill Enhancement Course	3	3	10	35	45
	B. Educational Excursion						
EDU-VA-T-2	Value and Peace Education	Value Added Course	4	4	10	40	50
Total	05		20	20	55	210	265

SEMESTER – IV

Course Code	Course title	Nature of Course	Credit of Course	Class hour/ week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-4	History of Education in India	Major	6	6	15	60	75
EDU-M-T-5	Inclusive Education	Major	6	6	15	60	75
EDU-MI-T-4	Educational Psychology	Minor	4	4	10	40	50
AECC-2	MIL	Ability Enhancement Course	4	4	10	40	50
EDU-SI-T-2	Additional for Certificate/Diploma (Practice Teaching)	Summer Internship	4	4			
Total	04 courses		20	20	50	200	250

SEMESTER V							
Course Code	Course title	Nature of Course	Credit of Course	Class hour/week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-6	Educational Technology	Major	6	6	15	60	75
EDU-M-T-7	Educational Evaluation & Statistics	Major	6	6	15	60	75
EDU-MI-T-5	Population Education	Minor	4	4	10	40	50
EDU-MI-T-6	Distance Education	Minor	4	4	10	40	50
Total	04 courses		20	20	50	200	250
SEMESTER VI							
Course Code	Course title	Nature of Course	Credit of Course	Class hour/week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-8	Educational Management	Major	6	6	15	60	75
EDU-M-T-9	Curriculum Studies	Major	6	6	15	60	75
EDU-M-T-10	Teacher Education	Major	6	6	15	60	75
EDU-SI-T-3	Community-based Activity i.e., visit nearest village/industry/campus cleaning	(Outreach/ Summer Internship)	4	4			
Total	03 courses		20	20	45	180	225

SEMESTER VII

Course Code	Course title	Nature of Course	Credit of Course	Class hour/week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-11	Introduction to Educational Research	Major	6	6	15	60	75
EDU-M-T-12	Guidance and Counselling	Major	6	6	15	60	75
EDU-M-T-13	Comparative Education	Major	6	6	15	60	75
EDU-MI-T-7	Constitution & Human Rights in India	Minor	4	4	10	40	50
EDU-MI-T-8	Women Education	Minor	4	4	10	40	50
Total	05 courses		26	26	65	260	325

SEMESTER VIII

Course Code	Course title	Nature of Course	Credit of Course	Class hour/week	Evaluation		Total
					Internal	Semester End	
EDU-M-T-14	Contemporary Issues in Education	Major	4	4	10	40	50
EDU-M-T-15	Advance Educational Research	Major	4	4	10	40	50
EDU-M-T-16	Computer Application in Education	Major	4	4	10	40	50
M- 17 And M-18 for Honours (Without Research) Students							
EDU-M-T-17	Artificial Intelligence in Education	Major	6	6	15	60	75
EDU-M-T-18	Pedagogy, Andragogy and Assessment	Major	6	6	16	60	75
SI- 3 for Honours (with Research) Students							
EDU-SI-T-3		Research Project/ Dissertation	12	12	75	75	150**
Total	03/05 courses		24	24			300
			170				

***In the 8th semester of the 4thYear, UG Honours students not undertaking research project will do 2 theory courses for 12 credits in lieu of a Research Project/ Dissertation**

**** Detail format of marks distribution of Research Project/ Dissertation (150) is given in page 96.**

B.A. EDUCATION SEMESTER- I

MAJOR COURSE

Semester-I

EDU-M-T-1: PHILOSOPHICAL FOUNDATION OF EDUCATION

Credit 6. Full Marks 75

Course Learning Outcomes: 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. Meaning, characteristics and importance of Child Centric Education
- b. Teacher: Qualities and duties of a good teacher, teacher as a motivator, mentor, facilitator and problem solver
- c. Curriculum: Meaning, nature and importance
- d. Co-curricular activities: Meaning, nature and importance of co-curricular activity, Principles of organizing co-curricular activity
- e. 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 - 28)**

- a. Indian schools of Philosophy
 - Meaning, nature and classifications in Indian schools of Philosophy
 - Nyaya, Sankhya, Yoga and Vedanta (concept and educational implications)
 - Atheistic schools of Indian Philosophy - Buddhism, Jainism and Charvaka in terms of knowledge, reality and value and educational implications
- b. Western schools of Philosophy
 - Meaning and Nature
 - Idealism, Naturalism, Pragmatism, Realism (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications

Unit - V: Educational Contributions of Philosophers**(Class hour - 15)**

- a. Indian Philosophers (only contribution in education)
 - Swami Vivekananda
 - Rabindranath Tagore
 - Sri Aurobindo
 - Mahatma Gandhi
- b. Western Philosophers (only contribution in education)
 - John Dewey
 - Paulo Freire
 - Jean Rousseau

Suggested Books:

- J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
- J. C. Aggarwal - Philosophical and Sociological Bases of Education - Vikas Publishing House.
- S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
- K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
- S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
- M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
- S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
- M. K. Goswami - Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
- A. Chowdhury & J. Mete. Educational Philosophy. ISBN: 978-93-89224-34-4
- ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে এবং প্রণয় পান্ডে. শিক্ষার দার্শনিক ভিত্তি. রীতা পাবলিকেশন
- ড. প্রণব কুমার চক্রবর্তী, ড. জয়ন্ত মেটে এবং ড. দিব্যেন্দু ভট্টাচার্য. শিক্ষার ইতিহাস. রীতা পাবলিকেশন

MINOR COURSE

Semester-I

EDU-MI-T-1: EDUCATIONAL SOCIOLOGY

Credit 4. Full Marks 50

Course Learning Outcome: After completion of the course the learners will be able to

- a. Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology.
- b. Describe the social factors and their relation to education.
- c. Define social groups, socialization and social institution and agencies of education.
- d. 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

Unit - II: Social Factors, Issues and Education

(Class hour - 20)

- a. Culture:
 - Concept, nature and elements
 - Relation between culture and society
 - Role of education in culture
- b. Cultural lag: Concept, characteristics, causes, education and cultural lag
- c. Social issues:
 - Unemployment: Concept, types, causes, role of education in eradication of unemployment
 - Inequality: Concept, causes and role of education in eradication of inequality

Unit - III: Social Groups and Education

(Class hour - 24)

- a. Social groups: Meaning and nature
- b. Types of Social groups:
 - Primary Group: Meaning, characteristics and role
 - Secondary Group: Meaning, characteristics and role
 - Comparison between primary group and secondary group
- c. Socialization:
 - Meaning and characteristics
 - Factors of socialization
 - Role of the school
- d. Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.

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

- a. Social change: Definition, characteristics, factors, constraints and education as an instrument of social change
- b. Social change in India:
 - Privatization: Concept and relationship with education
 - 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:

- Y. K. Sharma - Sociological Philosophy of Education-Classique Books
- S. S. Ravi - A Comprehensive Study of Education-PHI Private limited
- J. C. Aggarwal - Philosophical and Sociological Bases of Education- Vikash Publishing House
- Classical theory and Modern Studies Introduction to Sociological theory- Mark Abrahamson- PHI Private limited.
- Indian Social Problems- G.R. Madan- Vikash Publishing House
- Social Problems in India- R. Ahuja- Rawat Publications
- সুশীল রায়- শশক্ষা তত্ত্ব ও শশক্ষা দশশন- সসামা বুক এজেশি
- অর্শনা বজদাপাধ্যায়- শশক্ষা দশশন ও শশক্ষানীশত- শব. শব. কুন্ডু সি
- শদজবযদু ভট্টাচার্য- শশক্ষা ও সমােতত্ত্ব- শপয়ারসন
- সসানালী ক্রবতশী- শশক্ষা র সমাে ববজ্ঞাশনক শভশত্ত- সসামা বুক এজেশি
- অনাদী কুমার মহাপাত্র – শবষয় সমােতত্ত্ব – সুহাদ পাবশলজকশন
- ড. শমশহর কুমার জটাপাধ্যায় ও ড. কশবতা ক্রবতশী -শশক্ষার সমােতাত্ত্বক শভশত্ত- রীতা পাবশলজকশন

MULTIDISCIPLINARY COURSE

Semester-I

EDU-MU-T-1: FOUNDATION OF EDUCATION- I

Credit 3. Full Marks 45

Course Learning Outcomes: After completion of the course the learners will be able to

- Discuss the meaning, nature, scope and types of Education
- Explain the aims of education and the aims of education based on four pillars of education.
- Explain the concepts of Psychology and Educational Psychology, schools of psychology and methods of educational psychology
- Describe the meaning, nature and scope of Philosophy and Educational Philosophy.
- Explain the role of Philosophy in different aspects of Education.
- Describe the meaning, nature and scope of Sociology and Educational Sociology.
- Discuss the conflict and consensus theories of Educational Sociology.

Course Content:

Unit-I: Concept of Education:

(Class hour - 14)

- a. Education- Meaning, Nature, and Scope
- b. Forms of Education – Formal, Non-Formal and Informal Education Aims of Education
- c. Necessity and determinants of aims of Education
- d. Individual and Social Aims of Education
- e. Aims of Education based on four pillars of Education (Delor's Commission)- (Learning to learn, learning to do, learning to be and learning to live together)

Unit-II: Philosophical Foundations of Education

(Class hour - 18)

- a. Meaning, definitions and scope of Philosophy
- b. Science of Education and Philosophy of Education
- c. Relationship between Education and Philosophy
- d. Meaning, nature and scope of Educational Philosophy
- e. Role of Philosophy in Education (aims of education, curriculum, discipline, methods of teaching and role of teacher)

Unit-III: Sociological Foundations of Education

(Class hour - 16)

- a. Meaning, nature and scope of Sociology
- b. Relationship between Education and Sociology
- c. Need of Sociological Approach to Education
- d. Meaning, nature and scope of Educational Sociology
- e. Difference between Sociology and Educational Sociology
- f. Theories of Educational Sociology- Conflict Theory and Consensus Theory with their concepts, features, merits & demerits)

Unit-IV: Psychological Foundations of Education**(Class hour - 18)**

- a. Psychology–Concept, Definitions, Nature and Branches of Psychology
- b. Schools of Psychology– Behaviourism, Cognitivism, Gestalt Psychology, Psychoanalysis and Constructivism
- c. Meaning, nature and scope of Educational Psychology
- d. Methods of Educational Psychology (Observation, Case Study, Clinical Methods)
- e. Application of Educational Psychology in teaching-learning process

Suggested Books:

- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
- S. S. Ravi – A Comprehensive Study of Education
- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- Mete, J. & Dutta, R. (2021). Historical and Political Perspective of Education
- R. K. Nayak & B. C. Swain. (2022). Philosophical Perspectives of Education
- R. K. Nayak & B. C. Swain. (2022). Sociological Perspectives of Education
- S. Sarkar. (2020). Sociological Perspectives of Education
- Y. K. Sharma - Sociological Philosophy of Education-Classique Books
- সুশীল রায়- শশক্ষা তত্ত্ব ও শশক্ষা দশশন- সসামা বুক এজেশি
- অর্শনা বজদাপাধ্যায়- শশক্ষা দশশন ও শশক্ষানীশত- শব. শব. কুন্ডু সি

SKILL ENHANCEMENT COURSE

Semester-I

EDU-SEC-P-1 (A): STATISTICAL ANALYSIS

Credit 3. Full Marks 45

Course Learning Outcomes: After completion of the course the learners will be able to

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

Course Content:

Unit-I: Descriptive Statistics

(Class hour - 20)

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

Unit-II: Coefficient of correlation

(Class hour - 20)

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

Practical:

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

Suggested Books:

- S. K. Mangal- Statistics in Education and Psychology
- A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
- H.E. Garret- Statistics in Education and Psychology
- R. A. Sharma- Mental Measurement and Evaluation
- Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
- Elhance, D. N. 1984. *Fundamentals of Statistics* (30th ed). Allahabad: Kitab Mahal.
- Koul, L. (1984). Methodology of educational research. New Delhi: Vikas Publishing House Pvt. Ltd.
- ড. প্রণব কুমার চক্রবর্তী, ড. জয়ন্ত মেটে এবং ড. প্রণয় পান্ডে. শিক্ষাগত গবেষণা প্রসঙ্গ. রীতি পাবলিকেশন

SKILL ENHANCEMENT COURSE

Semester-I

EDU-SEC-P-1 (B): ACHIEVEMENT TEST

Credit 3. Full Marks 45

Course Learning Outcomes: 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

Course Content:

Unit-I: Concept of Achievement Test

(Class hour - 20)

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

Unit-II: Different aspects of Achievement Test

(Class hour - 20)

- 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
- A. Chowdhury S. K. Roy and J. Mete. Educational Research Methodology. ISBN: 978-93-8922435-1
- S. K. Mangal- Statistics in Education and Psychology
- A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
- H.E. Garret- Statistics in Education and Psychology
- Gronlund, N. E. 1985. Measurement and Evaluation in Teaching. Education. New York: Mac Millan.
- Cronbach, Lee, J. 1964. *Essentials of Psychological Testing*. New York: Harper and Row.

VALUE ADDED COURSE

Semester-I

EDU-VA-T-1: ENVIRONMENTAL EDUCATION

Credit 4. Full Marks 50

Course Learning outcomes: On completion of this course the students will be able to

- Understand the nature, components of an ecosystem and that humans are an integral part of nature.
- Appreciate the historical context of human interactions with the environment.
- Gain insights into the international efforts to safeguard the Earth's environment and resources.
- Evaluate the ways and ill effects of the destruction of the environment, population explosion on ecosystems and global problems consequent to anthropogenic activities.
- Discuss the factors affecting the availability of natural resources, their conservation and management.
- Recognize environmental and sustainability issues, and participate in actions to promote sustainable development.
- Learn about major international institutions and programmes and the role played by them in the protection and preservation of the environment.

Course Content:

Unit I: Humans and the Environment

(Class hour - 14)

- a. Interaction of Man and Environment: Humans as hunter-gatherers; Mastery of fire; Origin of agriculture; Great ancient civilizations and the environment;
- b. Impact of Human Activity on Environment: Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Global environmental change; Ozone layer depletion; Climate change; Disasters – Natural and Man-made (Anthropogenic)
- c. Sustainable Development and Environmental Ethics: Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs; Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse)

Unit II. Environmental Pollution and Health

(Class hour - 20)

- a. Types of Pollution: Air, Noise, Water, Soil, Thermal, Radioactive, Municipal Solid Waste, Hazardous Waste; Transboundary Air Pollution; Acid Rain; Smog.
- b. Air Pollution: Sources of air pollution; Primary and secondary pollutants; Adverse health impacts of air pollutants; National Ambient Air Quality Standards.
- c. Water Pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.
- d. Soil Pollution and Solid Waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health.

- e. Noise Pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; Adverse impacts of noise on human health.
- f. Thermal and Radioactive Pollution: Sources and impact on human health and ecosystems.

Unit III. Climate Change: Impacts, Adaptation and Mitigation (Class hour - 22)

- a. Understanding Climate Change: Natural variations in climate; Structure of atmosphere; Anthropogenic climate change from greenhouse gas emissions— past, present and future; Importance of 1.5 °C and 2.0 °C limits to global warming; Climate change projections for the Indian sub-continent.
- b. Impacts, Vulnerability and Adaptation to Climate Change: Projections of global climate change with special reference to temperature, rainfall, climate variability and extreme events; Observed impacts of climate change on ocean and land systems like- Sea level rise, changes in marine and coastal ecosystems; Impacts on forests and natural ecosystems; Impacts on animal species, agriculture, health, urban infrastructure;
- c. Mitigation of Climate Change: Synergies between adaptation and mitigation measures; Green House Gas (GHG) reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; National and international policy instruments for mitigation,

Unit IV. Environmental Management, Environmental Treaties and Legislation (Class hour - 22)

- a. Introduction to Environmental Laws and Regulation: Constitutional provisions- Article 48A, Article 51A (g) and other derived environmental rights; Introduction to environmental legislations on the forest, wildlife and pollution control.
- b. Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air (Prevention and Control of Pollution) Act, 1981; Noise Pollution (Regulation and Control) Rules, 2000); India's status as a party to major conventions
- c. Major International Organizations and Initiatives: United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), UN Conference on Human Environment 1972; World Commission on Environment and Development; Rio Summit; Kyoto Protocol; Paris Agreement

Suggested Readings

- Fisher, Michael H. (2018) An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.
- Headrick, Daniel R. (2020) Humans versus Nature- A Global Environmental History, Oxford University Press

- Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future. 10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson
- Singh, J.S., Singh, S.P. & Gupta, S.R. 2006. Ecology, Environment and Resource Conservation. Anamaya Publications <https://sdgs.un.org/goals>
- Manahan, S.E. (2022). Environmental Chemistry (11th ed.). CRC Press. <https://doi.org/10.1201/9781003096238>
- Central Pollution Control Board Web page for various pollution standards. <https://cpcb.nic.in/standards/>
- Adenle A., Azadi H., Arbiol J. (2015). Global assessment of technological innovation for climate change adaptation and mitigation in developing world, Journal of Environmental Management, 161 (15): 261-275.
- Tiefenbacher, J (ed.) (2022), Environmental Management - Pollution, Habitat, Ecology, and Sustainability, Intech Open, London. 10.5772/
- Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes. <https://moef.gov.in/wpcontent/uploads/2020/02/convention-V-16-CURVE-web.pdf>
- India Code – Digital repository of all Central and State Acts: <https://www.indiacode.nic.in/>
- Bohra, Saroj, Judicial Intervention and Evolution of Environmental Principles and Doctrines (January 7, 2019). Available at SSRN: <https://ssrn.com/abstract=3311406> or <http://dx.doi.org/10.2139/ssrn.3311406>

B.A. EDUCATION SEMESTER-II

MAJOR COURSE

Semester-II

EDU-M-T-2: PSYCHOLOGICAL FOUNDATION OF EDUCATION

Credit 6. Full Marks 75

Course Learning Outcomes:

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**(Class hours : 15)**

- Definition; Heredity & Environment as determinants of Personality.
- Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory
- Measurement of Personality- projective test and non-projective test

Unit-V: Individual Differences**(Class hours : 10)**

- Individual differences
 - Meaning, nature, and
 - Role of heredity, environment and culture
 - Implication on education

Suggested Books:

- S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
- J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
- S. K. Mangal - Advanced Educational Psychology- PHI Ltd
- S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
- A. Woolfolk -Educational Psychology-Pearson Education
- J. W. Santrock -Educational Psychology-Mc Gray Hill
- E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
- L. E. Berk - Child Development- PHI Ltd
- B. N. Dash & N. Dash –A Test Book of Educational Psychology
- সুশীল রায় - শশক্ষা মজনাশবদযা - সসামা বুক এজেসি
- অরুণ স াষ - শশক্ষাশ্রয়ী মজনা শবদযা - এডুজকশনাল এন্টারপ্রাই
- ড. শবেন সরকার - শশক্ষা মজনাশবদযা - আজহশল পাবশলজকশন
- পাল, ধ্র, দাস, বযানাশেশ - পাঠদান ও শশখজনর মনস্তত্ত্ব - শরতা বুক এজেসি
- কল্পনা সসন বরাে, কশনকা সর্ৌধুরী - শশক্ষার মজনাববজ্ঞাশনক শভশত্ত - প্র শতশীল পাবশলজকশন
- প্রণব কুমার ক্রবতশী - শশক্ষা মজনাশবজ্ঞাজনর রূপজরখা - শরতা বুক এজেসি
- প্রণব কুমা র চক্রবর্তী , জয়ন্ত মেটে এবং প্রণয় পান্ডে. শিক্ষার মনস্তাত্ত্বিক ভিত্তি - II. রীতা পাবলিকেশন
- দেবাশিস পাল, জয়ন্ত মেটে এবং প্রণয় পান্ডে. শিক্ষার মনস্তাত্ত্বিক ভিত্তি. রীতা পাবলিকেশন
- জয়ন্ত মেটে , রুমা দেব এবং ড. বিরাজলক্ষ্মী ঘোষ. শৈশবকালীন বৃদ্ধি ও বিকাশ. রীতা পাবলিকেশন

MINOR COURSE

Semester-II

EDU-MI-T-2: HISTORY OF EDUCATION IN ANCIENT AND MEDIEVAL INDIA

Credit 4. Full Marks 50

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 I: Vedic System of Education

(Class hours-15)

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

Unit II: 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 III: 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 Vikram Sila
- d. Comparison between Brahmanic System of Education and Buddhistic System of Education.

Unit IV: 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: Fatehpur Sikri and Delhi

Suggested Readings:

- S.M. Jafar --Some Cultural Aspects of Medieval India ,
- B.R. Purkait -- Milestone in Ancient and Medieval Indian Education. Central Book Agency. Kolkata.
- A.S. Altekar -- Education in Ancient India.
- E.E. Keay --India Education in ancient times.
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India
- Dr. Harisadhan Goswami- Bharatiya Shikshay Itihas (Bengali Version)
- Bhaktibhuson Bhakta- Bharatiya Shikshay 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)

MULTIDISCIPLINARY COURSE

Semester-II

EDU-MU-T-2: FOUNDATION OF EDUCATION- II

Credit 3. Full Marks 45

Course Learning Outcomes: After completion of the course the learners will be able to:

- Discuss the ancient Indian education systems with reference to Vedic, Buddhist and Islamic education systems.
- Explain the landmarks in the development of Indian Education till Independence.
- Describe the concepts related to curriculum and co-curricular activities.
- Explain some contemporary issues of Indian education.

Course Content:

Unit-I: Development of Indian Education

(Class hour - 18)

- a. Ancient Education System- Vedic, Buddhist and Islamic Systems of education
- b. Development of Modern Indian Education: Early Efforts of Missionaries
- c. Charter Act, 1813 and Macaulay's Minute, 1835
- d. Wood's Dispatch, 1854
- e. Hunter Commission, 1882
- f. Basic Education, 1937
- g. Sargent Committee Report, 1944

Unit -II: Curriculum

(Class hour - 14)

- a. Concept of Curriculum: Meaning and definitions, Characterisation of Curriculum
- b. Curriculum as 'Currere'
- c. Curriculum, Text book and Syllabus
- d. Types of curriculums: Core, Hidden, Subject Cantered and Null Curriculum
- e. Concept and types of co-curricular activities, Importance of co-curricular activities

Unit-III: Some Global issues in Indian Education

(Class hour - 20)

- a. Globalization: Concept and its impact on education
- b. Privatization: Concept and its impact on education
- c. Sustainable Development Goals 4 and Indian Education
- d. Peace Education: Concept, importance and strategies
- e. International Student Mobility and Indian Scenario

Unit IV: Contemporary Issues and Systems of Indian Education

(Class hour - 22)

- a. Assessment and Accreditation of Educational Institutions-NAAC- IQAC, Criteria Based Assessment and its impact on HEIs.
- b. MOOC: Concept and importance
- c. SWAYAM: Concept and Importance
- d. Open Book Examination (OBE): Concept, Importance, merits and demerits.

- e. Education-Industry Link: Concept, importance and challenges

Suggested Readings:

- 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)
- Dr. Harisadhan Goswami- Bharatiya Shikshayar Itihas (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)
- Dr. J. Mete, J. N. Patra, & S. Sarkar- Curriculum and Educational Management. Ruma Publication (Bengali Version).
- Dr. Suroj Kumar Debnath & Dr. Srutinath Praharaj (2010). Babosthaponar Reti Padhyati O Prayog and Business Communication. Kolkata: Tee Dee Publications. (Bengali Version).

ABILITY ENHANCEMENT COURSE

Semester-II

AECC-1: COMMUNICATIVE ENGLISH

Credit 4. Full Marks 50

COMMON SYLLABUS

SKILL ENHANCEMENT COURSE

Semester-II

EDU-SEC-P-2 (A): INSTITUTIONAL SURVEY

Credit 3. Full Marks 45

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

Guidelines:

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:

- a. Leadership
- b. Teacher Quality- Preparation, competence and commitment
- c. Linkage and interface - communication with the environment
- d. Students - academic and non -academic quality
- e. Co-curricular activities- Non scholastic areas
- f. Teaching - quality of instructions
- g. Office Management - Support services
- h. Relationship: corporate life in the institution support
- i. Examination -purposefulness and methodology
- j. Job Satisfaction -staff morale 11. Reputation

Format for Report of Institutional Survey

- a. Front page
- b. Certificate from Supervisor
- c. Student declaration
- d. Acknowledgement
- e. Preface
- f. Content
- g. **Chapter 1:** Introduction of Topic / theoretical framework of topic
- h. **Chapter 2:** Profile of organization (Statement of the problem, Operational definition, Objectives of the study, Delimitation of the study)
- i. **Chapter 3:** Review of Literature/Background of the study.
- j. **Chapter 4:** Methodology
- k. **Chapter 5:** Data Analysis and Interpretation
- l. **Chapter 6:** Conclusion and Suggestions/ Recommendation
- m. References/ Bibliography

SKILL ENHANCEMENT COURSE

Semester-II

EDU-SEC-P-2 (B): PROJECT WORK

Credit 3. Full Marks 45

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.

Guidelines:

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

SUMMER INTERNSHIP**Semester-II****EDU-SI-T-1: CULTURAL ACTIVITY****Credit 4. Full Marks 50****As Per Guideline of The Concerned Educational Institution/ College*************To receive a UG Certificate, students who choose to withdraw after the First Year (1st and 2nd semesters) must complete a 4-Credit Work-Based Learning/ Summer Internship***********

SUMMER INTERNSHIP COURSES

Sl. No./ codes	Courses	Sl. No./ codes	Courses
1	Adult Education/ Literacy Initiatives/ Mentoring School Students	22	Library & Information Science (Library Assistant)
2	Art & Crafts	23	Life Skill Education
3	Agriculture	24	LiFE- Lifestyle for Environment
4	Beauty & Wellness (Beauty Therapist)	25	Mass Media Studies (Media Assistant)
5	Bakery	26	Medical Sales Representative
6	Creative Writing Skills	27	Multi-Media (Animator)
7	Dairy Farming	28	National Cadet Corps (NCC)
8	Data Analysis & Computer Application	29	National Service Scheme (NSS)
9	Developing Tools and Techniques for Evaluation	30	Nursing/ Hospitality
10	E-content Development	31	Nutritionist & Dietetics
11	Early Child Care and Education	32	Pisciculture
12	Electronics	33	Practice Teaching
13	Floriculture	34	Poultry Farming
14	Food Production Skills	35	Public Speaking Skills
15	Gems and Jewellery Making	36	Sericulture
16	Guidance and Counselling services	37	Shorth and (English/ Bengali/ Hindi etc.)
17	Handicrafts (Embroiderer/ Hand Rolled Agarbatti Maker/ etc.)	38	Statistical Analysis and Application in Education
18	Health Care (General Duty Assistant)	39	Tourism and Culture (Tour Guide)
19	Horticulture	40	Web Application (Web Developer)
20	Handloom Weaver/ Textile Weaver	41	Yoga Education (Yoga/ Physical Health Instructor)
21	Learning And Observing School Activities (curriculum framing, timetable construction, school assembly, mid-day meal etc.)	42	Etc...

***** The concerned Educational Institution/ College may choose any one of the above as Summer Internship.**

B.A. EDUCATION SEMESTER-III

MAJOR COURSE

Semester-III

EDU-M-T-3: SOCIOLOGICAL FOUNDATION OF EDUCATION

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. Differences between Sociology and Educational Sociology.

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 - 15)

- a. Social groups: Meaning and 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

Unit - IV: Socialization

(Class hour - 20)

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

Unit - V: Social Change and Education

(Class hour - 20)

- a. Social Change: Definition, characteristics, factors, constraints and education as an instrument of social change
- b. Social change in India:
 - Privatization: Concept and relationship with education
 - Liberalization: Concept and relationship with education
 - 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:

- Y. K. Sharma - Sociological Philosophy of Education-Classique Books
- S. S. Ravi - A Comprehensive Study of Education-PHI Private limited
- J. C. Aggarwal - Philosophical and Sociological Bases of Education- Vikash Publishing House
- Classical theory and Modern Studies Introduction to Sociological theory- Mark Abrahamson-PHI Private limited.
- Indian Social Problems- G.R. Madan- Vikash Publishing House
- Social Problems in India- R. Ahuja- Rawat Publications
- সুশীল রায়- শশক্ষা তত্ত্ব ও শশক্ষা দশশন- সসামা বুক এজেশি
- অর্শনা বজদাপাধ্যায়- শশক্ষা দশশন ও শশক্ষানীশত- শব. শব. কুন্ডু সি
- শদজবযদু ভট্টাচার্য- শশক্ষা ও সমােতত্ত্ব- শপয়ারসন
- সসানালী র্ক্রবতশী- শশক্ষা র সমাে ববজ্ঞাশনক শভশত্ত- সসামা বুক এজেশি
- অনাদী কুমার মহাপাত্র – শবযয় সমােতত্ত্ব – সুহাদ পাবশলজকশন
- ড. শমশহর কুমার র্জটাপাধ্যায় ও ড. কশবতা র্ক্রবতশী -শশক্ষার সমােতশত্ত্বক শভশত্ত- রীতা পাবশলজকশন

MINOR COURSE

Semester-III

EDU-MI-T-3: EDUCATIONAL PHILOSOPHY

Credit 4. Full Marks 50

Course Learning Outcomes: 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.
- c. Curriculum: Meaning, nature and importance
- d. Co-curricular activities: Meaning, nature and importance of co-curricular activity.

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)

- a. Indian schools of Philosophy
 - Meaning, nature and classifications in Indian schools of Philosophy
 - Atheistic schools of Indian Philosophy – Buddhism and Jainism in terms of knowledge, reality

and value and educational implications

b. Western schools of Philosophy

- Meaning and Nature
- Idealism, Pragmatism, Realism, Naturalism, (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications

Suggested Books:

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

MULTIDISCIPLINARY COURSE

Semester-III

EDU-MU-T-3: EDUCATIONAL RESEARCH

Credit 3. Full Marks 45

Course Learning Outcomes: After completion of the course the learners will be able to:

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

Course Content:

Unit-I: Research

(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

(Class hours-25)

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

Unit-III: Basic Ideas of Research

(Class hours-22)

- 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:
 - Concepts of Population, Sample and Sampling,
 - Need of Sampling
 - Types of Sampling techniques- Non-Probability, Probability- meaning and nature

Unit-IV: Research Data:**(Class hours-18)**

- a. Qualitative and Quantitative data- meaning and nature
- b. Tools and technique of data collection- characteristics, merits and demerits of questionnaire and observation.
- c. Descriptive statistics (Central tendencies, Dispersion- meaning, uses, and estimation- AD & SD only)
- d. Graphical representations- used in Research (Histogram, Frequency Polygon, Pie)
- e. Inferential Statistics-meaning, types- Parametric and non-Parametric (concept only)

Suggested Books:

- L. Koul – Methodology of Educational Research
- S. K. Mangal- Statistics in Education and Psychology
- K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
- Best, John W. 1959. *Research in Education*. USA: Prentice Hall, Inc.
- Best, John W., and Kahn, James V. 2001. *Research in Education (7th edn)*. New Delhi: Prentice Hall of India.
- Yegidis, B. & Robert, W. (1991). *Research methods for social work*. New York: Longman.
- Anderson, Gary. 2001. *Fundamentals of Educational Research*. London: Routledge Falmer.
- Punch, Keith F. 2009. *Introduction to Research Methods in Education*. London: SAGE Publications
- Pathak, R. P. 2008. *Methodology of Educational Research*. New Delhi: ATLANTIC

SKILL ENHANCEMENT COURSE

Semester-III

EDU-SEC-P-3 (A): APPLICATION OF EDUCATIONAL/ PSYCHOLOGICAL TOOLS

Credit 3. Full Marks 45

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) Population, 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

SKILL ENHANCEMENT COURSE

Semester-III

EDU-SEC-P-3 (B): EDUCATIONAL EXCURSION

Credit 3. Full Marks 45

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

- Explain the activities done during excursion.
- Prepare an Excursion Report.

Guidelines:

Each student is required to complete the report 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
- Objectives of the Study
- Description of the place visited
- Conclusion
- References

VALUE ADDED COURSE

Semester-III

EDU-VA-T-2: VALUE AND PEACE EDUCATION

Credit 4. Full Marks 50

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, UNO, UNICEF
 - International Peace Bureau (IBP),
 - 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 SEMESTER-IV

MAJOR COURSE

Semester-IV

EDU-M-T-4: HISTORY OF EDUCATION IN INDIA

Credit 6. Full Marks 75

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

- Discuss the development of education in India from historical perspectives.
- Elaborate the contributions of various Education Commissions for the development of the Education System in India.
- Discuss Bengal Renaissance and its influence on Indian Education
- Describe National Education Movement and its impacts on Education.
- Explain the nature of basic education.
- Elucidate the National Policies of Education and its role in the development of Indian education.
- Describe the contributions of various Organization, Agencies and Policies for the development of the Education System in India

Course Content:

Unit: I: Education in the 19th Century in India

(Class hours: 18)

- a. Charter Act of 1813 and its Educational Significance
- b. Contribution of Britishers to Indian Education
 - Macaulay's Minute (1835) in Education
 - Majors Recommendations and its Educational Significance of Wood's Despatch (1854)
 - Majors Recommendations and its Educational Significance of Indian Education Commission or Hunter Commission (1882)
- c. Bengal Renaissance and Its Influence on Education
 - Concept, Causes and Impact of Bengal Renaissance on Education
 - Contribution of Raja Ram Mohan Roy, Derozio and Vidyasagar to Education

Unit: II: Educational Policy of Lord Curzon & National Education Movement

(Class hours: 15)

- a. Shimla Conference 1901
- b. The Indian Universities Commission 1902
- c. The Indian Universities Act 1904
- d. Contribution of Curzon in Indian Education
- e. National Education Movement:
 - Concept, Characteristics and Impact of the National Education Movement,

- Causes of Failure of the Movement
- Influence of the National Education Movement on Future Development of Indian Education

Unit: III: Education between the 1st and 2nd World Wars**(Class hours: 15)**

- 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. The post-war plan of educational development/ Sargent Plan Report (1944): Majors Recommendations and its influence on future development of Education in India
- d. Progress of School Education (Primary & Secondary) Education in Colonial India

Unit: IV: Education in Post-Independent India**(Class hours: 28)**

- a. Commissions of Education:
 - University Education Committee (1948)
 - Secondary Education Commission (1952-53)
 - The Education Commission (1964-66)
 - National Knowledge Commission (2009)
- b. National Policies of Education:
 - National Policy on Education (1968)
 - National Policy on Education (1986)
 - Revised Programme of Action (1992)
 - National Education Policy (2020)
- c. Organization, Agencies and Policies:
 - CABE, RUSA (2013), RMSA (2009), RTE, NCF- 2000, 2005, 2023, etc.

Suggested Readings:

- J.C. Aggarwal- Modern Indian Education: History, Development and Problems- Shipra Publications
- J. C. Aggarwal - Landmarks in the History of Modern Indian Education-Vikas Publication
- Nurulla & Naik- A Students History in India- S.G. Wasani for Macmilan Company of India.
- S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
- K. Nayak- History Heritage and Development of Indian Education
- S. C. Ghosh. History of education in modern India 1757- 2012. Amazon.
- R. N. Sharma and R. K. Sharma. History of education in India
- সেযাশত প্রসাদ বজদাপাধ্যায় - ভারতীয় শশক্ষার ইশতহাস ও সাম্প্রশতক সমসযা - সসন্ত্রাল লাইজেরী
- ভশি ভুষণ ভি - ভারতীয় শশক্ষার রূপজরখা - অ-আ-ক-খ প্রকাশনী
- প্রণব কুমার চক্রবর্তী, জয়ন্ত মেটে এবং ড. দিব্যেন্দু ভট্টাচার্য. শিক্ষার ইতিহাস. রীতা পাবলিকেশন

MAJOR COURSE

Semester-IV

EDU-M-T-5: INCLUSIVE EDUCATION

Credit 6. Full Marks 75

Course Learning Outcomes: After completion of 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 Behaviour: 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 and 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:

- Gaya Jit Singh, Jaswant Kaur Virk-Inclusive Education Paperback – Twenty First Century Publication, New Delhi (2016)
- S. K Mangal, Shubhra Mangal-Creating an Inclusive School Paperback –PHI, New Delhi (2019)
- Neena Dash-Inclusive Education for Children with Special Needs Paperback – Atlantic Publishers and Distributors Pvt. Ltd. (2006)
- Hena Siddiqui -Inclusive Education Paperback – Agrawal Publication (2019)
- Bharati Kaushik- Creating Inclusive Schools: Theory, Process And Practice Paperback- SAGE Publications India Pvt. Ltd. (2019)
- Pratiksha Modi - Creating an Inclusive Education Paperback – LAP Lambert Academic Publishing (2021)
- Arnab Chowdhury & Jayanta Mete. Inclusive Education. ISBN: 978-93-89224-06-1

MINOR COURSE

Semester-IV

EDU-MI-T-4: EDUCATIONAL PSYCHOLOGY

Credit 4. Full Marks 50

Course Learning Outcomes: 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, Emotional and Cognitive (Piaget's view) 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.
- 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, Kretchmer) 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:

- S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
- J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
- S. K. Mangal - Advanced Educational Psychology- PHI Ltd
- S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
- A. Woolfolk -Educational Psychology-Pearson Education
- J. W. Santrock -Educational Psychology-Mc Gray Hill
- E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
- L. E. Berk - Child Development- PHI Ltd
- B. N. Dash & N. Dash –A Test Book of Educational Psychology
- সুশীল রায় - শশক্ষা মজনাশবদযা - সসামা বুক এজেসি
- অরুণ স াষ - শশক্ষাশ্রয়ী মজনা শবদযা - এডুজকশনাল এন্টারপ্রাই
- ড. শবেন সরকার - শশক্ষা মজনাশবদযা - আজহশল পাবশলজকশন
- পাল, ধ্র, দাস, বযানাশেশ - পাঠদান ও শশখজনর মনস্তত্ত্ব - শরতা বুক এজেসি
- কল্পনা সসন বরাে, কশনকা সর্ৌধুরী - শশক্ষার মজনাববজ্ঞাশনক শভশত্ত - প্র শতশীল পাবশলজকশন
- প্রণব কুমার ক্রবতশী - শশক্ষা মজনাশবজ্ঞাজনর রূপজরখা - শরতা বুক এজেসি
- শৈ শবকালীন বৃদ্ধি ও বিকাশ ড. জয়ন্ত মে টে , ড. রুমা দেব এবং ড. বি রা জলক্ষ্মী ঘোষ রীতা পাবলিকেশন

ABILITY ENHANCEMENT COURSE

Semester-IV

AECC-2: MIL

Credit 4. Full Marks 50

COMMON SYLLABUS

SUMMER INTERNSHIP**Semester-IV****EDU-SI-T-2: PRACTICE TEACHING****Credit 4. Full Marks 50**

As Per the Guideline of The Concerned Educational Institution/ College

To receive a UG Diploma, students who choose to withdraw after the Second Year (3rd and 4th semesters) must complete a 4-Credit Work-Based Learning/ Summer Internship

SUMMER INTERNSHIP COURSES

Sl. No./ codes	Courses	Sl. No./ codes	Courses
1	Adult Education/ Literacy Initiatives/ Mentoring School Students	22	Library & Information Science (Library Assistant)
2	Art & Crafts	23	Life Skill Education
3	Agriculture	24	LiFE- Lifestyle for Environment
4	Beauty & Wellness (Beauty Therapist)	25	Mass Media Studies (Media Assistant)
5	Bakery	26	Medical Sales Representative
6	Creative Writing Skills	27	Multi-Media (Animator)
7	Dairy Farming	28	National Cadet Corps (NCC)
8	Data Analysis & Computer Application	29	National Service Scheme (NSS)
9	Developing Tools and Techniques for Evaluation	30	Nursing/ Hospitality
10	E-content Development	31	Nutritionist & Dietetics
11	Early Child Care and Education	32	Pisciculture
12	Electronics	33	Practice Teaching
13	Floriculture	34	Poultry Farming
14	Food Production Skills	35	Public Speaking Skills
15	Gems and Jewellery Making	36	Sericulture
16	Guidance and Counselling services	37	Shorth and (English/ Bengali/ Hindi etc.)
17	Handicrafts (Embroiderer/ Hand Rolled Agarbatti Maker/ etc.)	38	Statistical Analysis and Application in Education
18	Health Care (General Duty Assistant)	39	Tourism and Culture (Tour Guide)
19	Horticulture	40	Web Application (Web Developer)
20	Handloom Weaver/ Textile Weaver	41	Yoga Education (Yoga/ Physical Health Instructor)
21	Learning And Observing School Activities (curriculum framing, timetable construction, school assembly, mid-day meal etc.)	42	Etc...

***** The concerned Educational Institution/ College may choose any one of the above as Summer Internship.**

B.A. EDUCATION SEMESTER- V

MAJOR COURSE

Semester- V

EDU-M-T-6: EDUCATIONAL TECHNOLOGY

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-20)

- 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:

- K. Sampath- Introduction to Educational Technology
- R. P. Pathak- New Dimensions of Educational Technology
- U. Rao – Educational Technology.
- J. Mohanty- Educational Technology
- J.C.Aggarwal - Educational Technology
- S.S.Dahiya - Educational Technology
- R. K. Nayak,Dr. Haripriya Panda. Essentials of Educational Technology. ISBN: 978-93-91550-65-3
- Sridipa Singh, Satyaki Sarkar and Monalisa Chakraborty. Information and Communication Technology and Applications of Information Technology. ISBN : 978-93-91550-11-0

MAJOR COURSE

Semester- V

EDU-M-T-7: EDUCATIONAL EVALUATION & STATISTICS

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.
- d. Continuous Comprehensive Evaluation

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:

- S. K. Mangal- Statistics in Education and Psychology-PHI
- A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences-Bharati Bhawan
- H.E. Garret- Statistics in Education and Psychology-Paragon Publication
- R. A. Sharma- Mental Measurement and Evaluation-Surjeet Publication
- সুশীল রায় - মূল্যায়ন: নীশত ও সকৌশল - সসামা বুক এজেন্সি
- সদবাসীষ পাল এবং সদবাসীষ ধ্র - শশক্ষায় পশরমাপ ও মূল্যায়ন- রীতা পাবশলজকশন
- পূজণশদু আর্াযশ - শশক্ষা সক্ষজত্র মূল্যায়ন ও শনজদশশনা - শ্রী তারা প্রকাশনী
- েয়জদব সরজখল ও সজন্তাষ কুমার দত্ত - রাশশশবজ্ঞাজনর ভূশমকা - শবপ্লব ভাওয়াল শসশলজকে প্রাইজভে শলশমজেড
- স্বপন কুমার ঢালী - শশক্ষায় পশরমাপ ও মূল্যায়ন - প্রভাতী পাবশলজকশন

MINOR COURSE

Semester- V

EDU-MI-T-5: POPULATION EDUCATION

Credit 4. Full Marks 50

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-1: 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)

MINOR COURSE

Semester- V

EDU-MI-T-6: DISTANCE EDUCATION

Credit 4. Full Marks 50

Course Learning Outcomes: After completing of the courses 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 Institute of Open Schooling (NIOS)
- 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

B.A. EDUCATION SEMESTER- VI

MAJOR COURSE

Semester- VI

EDU-M-T-8: EDUCATIONAL MANAGEMENT

Credit 6. Full Marks 75

Course Learning Outcomes: After completion of the course the learners will be able to:

- Explain the meaning, nature, scope, function, needs and types of Educational Management.
- Explain TQM and SWOT analysis
- Explain the meaning and function of Educational Administration.
- Explain the meaning, purpose of Supervision and distinguish between Supervision and Inspection.
- Illustrate Educational Planning and types of Educational Planning.
- Illustrate last Five-Year Plan in Primary and Secondary Education.
- 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. SCERT
- e. NCTE

Suggested Books:

- J. C. Aggarwal- Educational Administration, Management and Supervision.
- J. Mohanty- Educational Administration, Supervision and School Management.
- I. S. Sindhu- Educational Administration and Management.
- Sushil Mukherjee & Arindam Banerjee- Principles of Management O Business Communication: B.B. Kundu Grandsons (Bengali Version).
- Dr. J. Mete, J. N. Patra, & S. Sarkar- Curriculum and Educational Management. Ruma Publication (Bengali Version).
- Dr. Suroj Kumar Debnath & Dr. Srutinath Praharaj (2010). Babosthaponar Reti Padhyati O Prayog and Business Communication. Kolkata: Tee Dee Publications. (Bengali Version)
- Bimal Charan swain and Dr. Rajalakshmi Das. EDUCATIONAL MANAGEMENT
- Arnab Chowdhury & Jayanta Mete. Educational Management, Administration and Leadership. ISBN :978-93-89234-76-3
- Kaustuv Bhattacharyya & Suman Kalyan Roy. Educational Administration In the Context of Secondary Education. ISBN : 978-93-89234-60-2
- Kaustuv Bhattacharyya and Suman Kalyan Roy. Educational Management and School Leadership in the Context of Secondary Education. ISBN : 978-93-89224-61-9

MAJOR COURSE

Semester- VI

EDU-M-T-9: CURRICULUM STUDIES

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 Curriculums
- e. Bases of Curriculum: Philosophical, Sociological & Psychological.

Unit-II: Concept of Curriculum Framework

(Class hours-15)

- a. Curriculum Framework: NCF-2000 & 2005
- b. NCF- 2022 & 2023
- c. 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-25)

- 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:

- N. Bhalla- Curriculum Development
- M. Talla- Curriculum Development: Perspectives, Principles
- P. H. Taylor & C. M. An Introduction to Curriculum Studies
- Abhijeet Ghosal. CURRICULUM STUDIES. ISBN: 978-93-95651-01-1

MAJOR COURSE

Semester- VI

EDU-M-T-10: TEACHER EDUCATION

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: Historical Perspectives of Teacher Education in India (Class hours-20)

- a. Teacher Education-Concept, Scope, 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. District Institute for Education and Training (DIET)
- b. National Council for Educational Research and Training (NCERT)
- 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. Present problems of Teacher Education in India and their solution
- c. 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

Unit- V: Recommendation of Various Committees, Commissions and National Education Policies on Teacher Education (Class hours-25)

- a. Commissions and Committees on Teacher Education:
 - University Education Committee (1948)
 - Secondary Education Commission (1952-53)
 - The Education Commission (1964-66)
 - First Asian Conference on Teacher Education (1971)
 - National Commission on Teachers (1983-85)
 - Yashpal Committee (1993)
 - Justice Verma Commission (2012)

- b. National Policies of Education:
 - National Policy on Education (1968)
 - National Policy on Education (1986)
 - Revised Programme of Action (1992)
 - National Education Policy (2020)

- c. Organization, Agencies and Policies:
 - CABE, SSA, Operation Blackboard, UGC, NCF- 2000 & 2005, NCFTE-2009, NCF 2022 & 2023, 4-Year Integrated Teacher Education.

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
- Dibendu Bhattacharya. Shikhok Shikhon O Shiksha Padhyati. Alpana Pblisher. (Bengali Version).
- Teacher Education Pre- Independence Period. Arnab Chowdhury & Jayanta Mete, ISBN : 978-93-89224-03-0
- Teacher Education Post- Independence Period. Arnab Chowdhury & Jayanta Mete. ISBN : 978-93-89224-04-7
- Teacher Education Modern Period. Arnab Chowdhury & Jayanta Mete. ISBN : 978-93-89224-05-4

SUMMER INTERNSHIP

Semester- VI

EDU-SI-T-3: COMMUNITY BASED ACTIVITY

Outreach/Internship; Credit 4. Full Marks 50

As Per Guideline of The Concerned Educational Institution/ College

To receive a UG Degree, students who choose to withdraw after the Third Year (5th and 6th semesters) must complete a 2-Credit Work-Based Learning/ Summer Internship

SUMMER INTERNSHIP COURSES

Sl. No./ codes	Courses	Sl. No./ codes	Courses
1	Adult Education/ Literacy Initiatives/ Mentoring School Students	22	Library & Information Science (Library Assistant)
2	Art & Crafts	23	Life Skill Education
3	Agriculture	24	LiFE- Lifestyle for Environment
4	Beauty & Wellness (Beauty Therapist)	25	Mass Media Studies (Media Assistant)
5	Bakery	26	Medical Sales Representative
6	Creative Writing Skills	27	Multi-Media (Animator)
7	Dairy Farming	28	National Cadet Corps (NCC)
8	Data Analysis & Computer Application	29	National Service Scheme (NSS)
9	Developing Tools and Techniques for Evaluation	30	Nursing/ Hospitality
10	E-content Development	31	Nutritionist & Dietetics
11	Early Child Care and Education	32	Pisciculture
12	Electronics	33	Practice Teaching
13	Floriculture	34	Poultry Farming
14	Food Production Skills	35	Public Speaking Skills
15	Gems and Jewellery Making	36	Sericulture
16	Guidance and Counselling services	37	Shorth and (English/ Bengali/ Hindi etc.)
17	Handicrafts (Embroiderer/ Hand Rolled Agarbatti Maker/ etc.)	38	Statistical Analysis and Application in Education
18	Health Care (General Duty Assistant)	39	Tourism and Culture (Tour Guide)
19	Horticulture	40	Web Application (Web Developer)
20	Handloom Weaver/ Textile Weaver	41	Yoga Education (Yoga/ Physical Health Instructor)
21	Learning And Observing School Activities (curriculum framing, timetable construction, school assembly, mid-day meal etc.)	42	Etc...

***** The concerned Educational Institution/ College may choose any one of the above as Summer Internship.**

B.A. EDUCATION SEMESTER- VII

MAJOR COURSE

Semester- VII

EDU-M-T-11: INTRODUCTION TO EDUCATIONAL RESEARCH

Credit 6. Full Marks 75

Course Learning Outcomes: After completion of the course the learners will be able to:

- Define and explain the meaning, and nature of Research.
- Identify types and sources of data for Research.
- Describe the meaning of Research Problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data, Population, Sample and Sampling.
- Analyze the Qualitative and Quantitative data.
- Describe the process of collecting data and testing Hypothesis.
- Understand the meaning of Research Ethics.
- 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 and scope of Educational Research
- b. Importance of Educational Research.
- c. Types of Research:
 - Basic, Applied & Action Research;
 - Longitudinal and Cross-Sectional Research.
 - Historical- meaning, nature and steps
 - Descriptive- meaning, nature and steps
 - Experimental research- meaning and nature
 - Quantitative and Qualitative Research (concept only)

Unit-III: Basic Ideas of Research

(Class hours-25)

- a. Review of Related Literature - concept and purpose
- b. Population and Sample:
 - Concepts of Universe, Population, Sample and Sampling
 - Need of Sampling
 - Types of Sampling techniques- Non-Probability, Probability- meaning and nature
- c. Research Ethics: Meaning and nature.

Unit-IV: Variables and Hypothesis

(Class hours-20)

- a. Meaning and Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- b. Hypotheses: Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulation of Hypothesis, Characteristics of a good Hypothesis
- c. Concept of Null Hypothesis, Testing of Null Hypothesis, Types of Error-Type I and Type II, Levels of Significance, Tests of Significance, Directional (One Tailed) and Non-Directional (Two Tailed) Tests.

Unit-V: 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)

Unit- VI: Academic and Research Publication

(Class hours-20)

- a. Paper Writing, Impact Factor, Peer Reviewed and Referred journal
- b. ISSN, ISBN, Scopus indexing, Plagiarism, Cloned journal,
- c. Conflict of research, Sources of funding, End notes, Footnotes
- d. Multidisciplinary, Interdisciplinary and Transdisciplinary Research in Education

Suggested Books:

- L. Koul – Methodology of Educational Research
- S. K. Mangal- Statistics in Education and Psychology
- A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
- J.W. Best & J. V. Kahn – Research in Education
- Creswell, John W. (2015). Educational Research: Planning, Conducting, And Evaluating Quantitative and Qualitative Research — 4th ed. Pearson
- Freeman & Samuel F. (1962), “Theory & Practice of Psychological testing (3rd ed.)”, Holt, Rinehart and Winston of Canada LTD.
- Guilford J. P. (1973), “Fundamental Statistics in Psychology and Education (5th ed.)”, New York, McGraw-Hill Inc.
- Johnson. B & Christensen. L (2019), “Education Research qualitative, quantitative and mixed approaches (7th ed.)”, New Delhi, Sage Publication.

MAJOR COURSE

Semester- VII

EDU-M-T-12: GUIDANCE AND COUNSELLING

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 counseling 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-
 - i) Directive: meaning, characteristics, steps, purpose & functions.
 - ii) Non-directive: meaning, characteristics, steps, purpose & functions.
 - iii) 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) Guidance and Counseling. Arnab Chowdhury, P. B. B. Bency & Jayanta Mete ISBN: 978-93-89234-74-9

MAJOR COURSE

Semester- VII

EDU-M-T-13: COMPARATIVE EDUCATION

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 & 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

MINOR COURSE**Semester- VII****EDU-MI-T-7: CONSTITUTION & HUMAN RIGHTS IN INDIA****Credit 4. Full Marks 50****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: The Constitution of India (Class hours-15)**

- a. Meaning, Importance and Salient features of Indian Constitution
- b. Important Articles and Amendments of Indian Constitution (related to education)
- c. Fundamental Rights & Duties of Indian Constitution
- d. Dr. B.R. Ambedkar and his contribution in Indian Constitution

Unit- II: Basic Concept of Human Rights (Class hours-14)

- 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
 - Higher Education level.
- d. Methods and activities of teaching Human Rights
- e. Curriculum of Human Rights Education

Unit- III: United Nations and Human Rights (Class hours-10)

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

Unit- IV: Human Rights-Enforcement Mechanism in India (Class hours-10)

- 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- V: Role of Advocacy Groups for Promotion of Human Rights (Class hours-15)

- 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.
- Basu, D.D. (2015). *Introduction to the Constitution of India*. New Delhi: Lexis Nexis 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
- দিহী বানী চুতীয়া, ম্িলুলা িালিবো, অংলেতা বরুরা, মানসী গগগ ববকগািাাঁই ও েু
ঙমুেুল গগগ –মানব অলধ্োর সম্িল লশক্ষা (মিাবীর পাবললকেশন)

MINOR COURSE**Semester- VII****EDU-MI-T-8: WOMEN EDUCATION****Credit 4. Full Marks 50****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 Empowerments- Economic, Political, Educational, Legal
- c. Women entrepreneurship
- d. Barriers of Women Empowerment
- e. Role of Education in Women Empowerment

Suggestive Reading:

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

B.A. EDUCATION SEMESTER- VIII

MAJOR COURSE

Semester- VIII

EDU-M-T-14: CONTEMPORARY ISSUES IN EDUCATION

Credit 4. Full Marks 50

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)

- a. Universalization of Elementary and Secondary Education- meaning, Constitutional Provision with special reference to RTE Act
- b. 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: Contemporary Issues and Systems of Indian Education

(Class hours-25)

- a. Assessment and Accreditation of Educational Institutions-NAAC- IQAC, Criteria Based Assessment and its impact on HEIs.
- b. MOOC: Concept and importance
- c. SWAYAM: Concept and Importance
- d. Open Book Examination (OBE): Concept, Importance, merits and demerits.
- e. Education-Industry Link: Concept, importance and challenges

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: Neelkamal Publications Pvt. Ltd.
- Mishra and Mohanty (2013). *Trends and Issues in Indian Education*. Meerut: R. Lall Book Depot.
- Taj, Haseen (2011). *Current Challenges in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Tiwari, R. P. *Problems of Education in N.E. India*. Ludhiana: Tandon Publications.
- S. S. Ravi – A Comprehensive Study of Education.
- J. C. Aggarwal- Theory and Principles of Education.
- R. P. Pathak – Development and Problems of Indian Education.
- B. K. Nayak- Modern Trends and Issues in Education of India.
- 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)

MAJOR COURSE

Semester- VIII

EDU-M-T-15: ADVANCE EDUCATIONAL RESEARCH

Credit 4. Full Marks 50

Course Learning Outcomes: After completion of the course the learners will be able to:

- Define, differentiate and frame different types of hypotheses
- Estimate the value of chi-square test, CR-test, F-test (one way), Median test, Regression
- Analyse and interpret quantitative data in research
- Analyse and interpret qualitative data in research
- Explain, elaborate, and cite examples of different qualitative and mixed research in education
- Construct and apply different research tools
- Write and evaluate research report

Course Content

Unit-I: Inferential Statistics-I & II

(Class hours-18)

- a. Sampling Distribution of Statistics: Parameter, Statistics, Sampling Distributions, Sampling Error and Standard Error of Statistics, Degrees of Freedom, Confidence Limits and Confidence Intervals.
- b. Parametric and Non-parametric techniques (concept), chi-square tests, CR-test, F-test (one way), Median test, ANOVA (concept)
- c. Regression and Prediction: Concepts, Types, Methods for Estimation of Linear Regression and Prediction (One/ Two Predictor) and Uses in Educational Research, Multiple Regression (Concept and Uses).

Unit-II: Quantitative Research Design

(Class hours-14)

- a. Experimental Research
 - Meaning, Characteristics, Components, Types,
 - Steps of conducting Experimental Research
 - Strengths and weaknesses
- b. Correlational Research
 - Meaning, Characteristics, Components, Types,
 - Steps of conducting Correlational Research
 - Strengths and weaknesses
- c. Survey Research
 - Meaning, Characteristics, Components, Types,
 - Steps of conducting Survey Research
 - Strengths and weaknesses

Unit-III: Qualitative Research Design

(Class hours-14)

- a. Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT)

- b. Case Study
 - Meaning, Characteristics, Components, Types,
 - Steps of conducting Case Study research
 - Strengths and weaknesses
- c. Ethnography Research
 - Meaning, Characteristics, Underlying assumptions, Steps for conducting
 - Writing ethnographic account
 - Strengths and weaknesses
- d. Narrative Research Designs (Meaning and key Characteristics, Steps)

Unit-IV: Mixed Research Design

(Class hours-14)

- a. Concept, Characteristics and Uses
- b. Types of Mixed Method designs (Triangulation, Explanatory and Exploratory designs)
- c. Steps in conducting a Mixed Method Research
- d. Strengths and weakness of Mixed Method Research
- e. Ethics of conducting Mixed Method Research

Unit-V: Standardization of Research Tool and Statistical Application of Psychological, Educational Testing

(Class hours-14)

- a. Item Analysis, Reliability, Validity, Objectivity, Norms- concept, types, and methods of estimation.
- b. Application of any two test from the following (Attitude, Leadership, Learning Style, Personality, Memorization and Interest Inventory)

Unit-VI: Research Proposal and Research Report

(Class hours-20)

- a. Importance of Research Reporting
- b. Guidelines of writing a Research Proposal
- c. Major components and chapertization of Research Reporting
- d. Writing reference, citation as per APA style
- e. Evaluating a research report.

Suggested Readings:

- Ahuja, R (2001). Research Methods. Rawat Publication, Jaipur
- Anastasi A. (1997), “Psychological Testing (7th ed.), United States, Pearson.
- Best J. B., Kahn J.B. (1998), “Research in Education (8th ed.)”, Boston, Allyn and Bacon.
- Cohen. L, Manion. L & Morrison. K (2017), “Research Methods in Education (8th ed.)”, V.K, Taylor & Francis.
- Creswell, John W. (2015). Educational Research: Planning, Conducting, And Evaluating Quantitative and Qualitative Research — 4th ed. Pearson
- Ferguson G. A. (1971), “Statistical Analysis in Psychology and Education (3rd ed.)”, US. McGraw-Hill Inc.
- Freeman & Samuel F. (1962), “Theory & Practice of Psychological testing (3rd ed.)”, Holt, Rinehart and Winston of Canada LTD.
- Guilford J. P. (1954), “Psychometric Methods (2nd ed.)”, United States, McGraw-Hill Inc.

- Guilford J. P. (1973), “Fundamental Statistics in Psychology and Education (5th ed.)”, New York, McGraw-Hill Inc.
- Johnson. B & Christensen. L (2019), “Education Research qualitative, quantitative and mixed approaches (7th ed.)”, New Delhi, Sage Publication.
- Kaul L. (2009), “Methodology od Education Research (4th ed.)”, Noida, Uttar Pradesh, Vikash Publications House LTD.
- Kerlinger F. N & Lee H.B. (1999), “Foundation of Behavioural Research (4th ed.)”, United States, Wardsworth Publishing.
- Moshin S. M. (1986), “Research method in Behavioural Science”, Hyderabad, Sangam Books LTD.
- Nunnatly J. C. (1972), “Educational Management and Evaluation. (2nd ed.)”, US, McGraw-Hill Inc.
- Siegal S. (1988), “Nonparametric Statistics for the Behavioural Science (2nd ed.)”, McGraw-Hill Education.
- Van Dalen, D. B. (2016), “Understanding Educational Research.” McGraw-Hill.

MAJOR COURSE**Semester- VIII****EDU-M-T-16: COMPUTER APPLICATION IN EDUCATION****Credit 4. Full Marks 50**

Course Learning Outcomes: After completion of the course the learners will be able to:

- Define and differentiate different types of computers.
- Understand the Input and Output devices of a computer.
- Estimate the value of Number system in computer.
- Explain and elaborate about various categories of software.
- Know and apply internet and social networking.

Course Content:**Unit-I: Introduction to Computer System****(Class hours-20)**

- a. An introduction to Computer, types of computers, digital & analog computer, capabilities & limitations of computers, Generation of Computer: First generation, second generation, third generation, fourth generation, fifth generation computers,
- b. Number system: binary, decimal, octal, hexadecimal, conversion in number system, computer arithmetic, character sets: ASCII and EBCDIC code.
- c. Components of Computer, control unit, ALU, basic block diagram of computers, hardware. Input device: keyboard, mouse, digitizing tablets, scanner, bar-code reader. Output device: monitors, types of monitors, dot matrix printers, laser printers, inkjet printers. Memory: types of memory, unit of memory, main memory (RAM, ROM, EPROM, EEPROM), secondary memory, backup memory, cache memory, virtual memory. Auxiliary Storage Device: hard disk, pen-drive, compact disk, DVD, magnetic disk, Solid State Drive.
- d. Introduction to computer languages – Machine language, Assembly language and High-level language, compiler, interpreter, assembler.

Unit II: Introduction to Various Categories of Software**(Class hours-15)**

- a. System software - Interaction of System Software and Operating System, booting Process of Computer, batch file, .exe files and .com files, introduction to GUI.
- b. Application software.
- c. Utility software.
- d. Introduction to viruses and anti-virus, activities of virus, benefits of antivirus.

Unit III: Internet**(Class hours-15)**

- a. Introduction to networking, objectives of computer network, LAN, MAN, WAN.

- b. Introduction to internet: internet protocols, simplex, half duplex and full duplex communication, network topologies, e-mail, features of e-mail, function of e-mail. Web browser, notepad, Markup languages, Introduction to HTML, Simple HTML Programs.
- c. Social Networking, Social Networking Tools - Facebook, Twitter, LinkedIn, Content Sharing Tools - YouTube, Instant Messaging - WhatsApp, Messenger.

UNIT IV: Application Software (Practical)**(Class hours-10)**

- a. MS-word, Google Doc, MS-Excel, Google Sheet, MS-PowerPoint, Google Slide, MS-Access, Google Form, HTML Programs.

Suggested Readings:

- Fundamentals of Computers by V. Rajaraman
- Mastering in Windows 10 Operating System Volume I : Window 10 Apps, Control Panel, Registry, Services, Tips & Tricks & Group Policy - by Lalit Mali (Author)
- LEARN TO MASTER MICROSOFT OFFICE 2016/365 by script Demics
- BPB's Computer Course Windows 10 with MS Office 2016 by Jain Satish and Shashi Singh
- Microsoft Excel Professional 2021 Guide by CA Manmeet Singh Mehta
- Internet Fundamentals and Concepts by Shubhra Garg
- HTML 5 Black Book by DT Editorial Services

M – 17 and 18 for Honours without Research Students

In the 8th semester of the 4thYear, UG Honours students not undertaking research project will do 2 Major theory courses for 12 credits in lieu of a Research Project/ Dissertation

MAJOR COURSE

Semester- VIII

EDU-M-T-17: ARTIFICIAL INTELLIGENCE IN EDUCATION

Credit 6. Full Marks 75

Course Learning Outcomes: After completion of the course the learners will be able to:

- Explain the meaning, concept, scope & objectives of Artificial Intelligence
- Discuss the historical development of Artificial Intelligence
- Describe the various domains and application of Artificial Intelligence
- Explain the advantages and disadvantages of Artificial Intelligence
- Understand the ethics of Artificial Intelligence

Course Content:

Unit I: Artificial Intelligence in Education

(Class hours-20)

- a. Meaning, concept, types and importance of Artificial Intelligence
- b. Difference between Human Intelligence and Artificial Intelligence
- c. Historical development of Artificial Intelligence
- d. Domains of Artificial Intelligence
- e. National and regional strategies for Artificial Intelligence

Unit-II: Ethics of Artificial Intelligence in Education

(Class hours-10)

- a. Concept and importance of AI ethics
- b. Advantages and Disadvantages of Artificial Intelligence
- c. Human Rights in the Age of AI

Unit-III: Relating Artificial Intelligence into different fields

(Class hours-18)

- a. Application of AI into various fields (social media, banking, e-commerce, healthcare, education, etc.)
- b. Use of Artificial Intelligence in various Apps (smart cities, smart schools, smart homes)
- c. Possibilities and career opportunities in Artificial Intelligence

Unit-IV: Artificial Intelligence and Sustainable Development Goals

(Class hours-15)

- a. Concept of Sustainable Development Goals
- b. UN Sustainable Development Goals
- c. Impact of Artificial Intelligence on Sustainable Development Goals

Unit V: Language and Communication Skills in Artificial Intelligence

(Class hours-20)

- a. Various types of communication skills and uses
- b. Overview of Linguistics, Grammars and Languages
- c. Concept of Natural Language Processing
- d. Applications of Natural Language Processing in Artificial Intelligence

Suggested Reads

- Russell, S. & Norvig, P. *Artificial Intelligence a Modern Approach*. Pearson.
https://people.engr.tamu.edu/guni/csce421/files/AI_Russell_Norvig.pdf

- Holmes, W., Persson, J., Chounta, I. A., Wasson, B. & Dimitrova, V. (2021). ARTIFICIAL INTELLIGENCE AND EDUCATION, A critical view through the lens of human rights, democracy and the rule of law. Council of Europe. <https://rm.coe.int/artificial-intelligence-and-education-a-critical-view-through-the-lens/1680a886bd>
- Finlay, S. (2020). Artificial Intelligence for Everyone, *Relativistic*. https://www.researchgate.net/publication/338843576_Artificial_Intelligence_for_Everyone
- UNESCO. (2021). AI and education, Guidance for policy-makers. <https://unesdoc.unesco.org/ark:/48223/pf0000376709>
- Kengam, J. (2020). ARTIFICIAL INTELLIGENCE IN EDUCATION. <http://dx.doi.org/10.13140/RG.2.2.16375.65445>
- Yu, S. & Lu, Y. (2021). An Introduction to Artificial Intelligence in Education. Springer. <https://link.springer.com/content/pdf/bfm:978-981-16-2770-5/1?pdf=chapter%20toc>
- Boucher, P. (2020) Artificial intelligence: How does it work, why does it matter, and what can we do about it? European Parliamentary Research Service.
- Artificial Intelligence Index Report 2021. AI POLICY AND NATIONAL STRATEGIES, CHAPTER 7, <https://aiindex.stanford.edu/wp-content/uploads/2021/03/2021-AI-Index-Report-Chapter-7.pdf>
- Artificial Intelligence (AI) Policies in India- A Status Paper. <https://www.tec.gov.in/pdf/Studypaper/AI%20Policies%20in%20India%20A%20status%20Paper%20final.pdf>
- Kasinathan, G. (2019). The Right to Education Re-examined through the Lens of AI Initiatives in India. IT FOR CHANGE. <https://itforchange.net/sites/default/files/1664/Making-AI-Work-for-Indian-Education.pdf>
- RESPONSIBLE AI#AIFORALL Approach Document for India: Part 2 - Operationalizing Principles for Responsible AI. (2021). <https://www.niti.gov.in/sites/default/files/2021-08/Part2-Responsible-AI-12082021.pdf>
- Kumar, A. (2021). National AI Policy/Strategy of India and China: A Comparative Analysis <https://www.ssc-globalthinkers.org/system/files/2021-06/DP%20265%20Amit%20Kumar.pdf>
- UNESCO IITE. (2020). AI in Education: Change at the Speed of Learning. UNESCO IITE Policy Brief. Author: Steven Duggan. Editor: Svetlana Knyazeva. https://iite.unesco.org/wp-content/uploads/2020/11/Steven_Duggan_AI-in-Education_2020.pdf
- UNESCO. (2023) ChatGPT and Artificial Intelligence in higher education: Quick Start guide. https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf
- Abraham, S., Hickok, E., Sinha, A., Barooah, S., Mohandas, S., Bidare, P. M., Dasgupta, S., Ramachandran, V. & Kumar, S. NITI Aayog Discussion Paper: An aspirational step towards India's AI policy. <https://cis-india.org/internet-governance/files/niti-aayog-discussion-paper>
- Stephen Lucci and Danny Kopec. Artificial intelligence in the 21ST century: A Living Introduction 2/E ISBN: 978-1-942270-00-3. <https://terrorgum.com/tfox/books/artificialintelligenceinthe21stcentury.pdf>

MAJOR COURSE

Semester- VIII

EDU-M-T-18: PEDAGOGY, ANDRAGOGY AND ASSESSMENT

Credit 6. Full Marks 75

Course Learning Outcomes: After completion of the course the learners will be able to:

- explain the meaning of pedagogy, andragogy, assessment
- elaborate teaching and related models at different levels
- discuss different types of assessment
- describe the assessment of different domains of behaviour
- explain feedback devices, portfolio, reflective journal, rubrics, competency-based evaluation
- describe classroom interaction analysis,

Course Content:

Unit I: Pedagogy and Pedagogical Analysis

(Class hours-20)

- a. Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model),
- b. Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

Unit II: Assessment

(Class hours-15)

- a. Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning.

Unit III: Assessment in Pedagogy of Education

(Class hours-15)

- a. Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Unit IV: Assessment in Andragogy of Education

(Class hours-20)

- a. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Suggested Readings:

- A Report: Motivational Aspects of Adult Education Min. of Education and Social Welfare, Directorate of Adult Education, New Delhi, 1978.
- Alford, H.J. (1968): Continuing Education - In action: Residential Centres for Lifelong Learning. New York: Wiley.

- Bhatia, S.K. & Jindal, S. (2016): A Textbook of Curriculum, Pedagogy and Evaluation. JB International.
- Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
- Handbook of Training of Adult Education Functionaries. A Handbook, Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978.
- Howe, M. J.A. (Ed.). (1978): Adult Learning Psychological Research and Applications. London: John Willey.
- Jarvis, P. (1990): International Dictionary Of Adult And Continuing Education. London: Routledge.
- Jethithar, B. (1996): Adult Education & Extension. New Delhi: APH Publishers.
- John, L. (1982): The Education of Adults: A World Perspective (Second Edition). Paris: UNESCO.
- Kundu, C.L. (1986): Adult Education. New Delhi: Sterling Publishers
- Lovelt, T. (et.al.) (1983): Adult Education and Community Action. Great Britain: Croom Helm Ltd.
- Mali, M.G. (1984): Adult Education - In India. New Delhi: Deep and Deep Publication.
- National Literacy Mission, Ministry of Human Resource Development, Govt. of India, New Delhi, Jan., 1983.
- Pareek, V.K. (1992): Adult Education. Delhi: Himansher.
- Patil, S.P. (1996): Problems of Adult Education Programme. Ambala Cantt: Associated Pubs.
- Rahi, A.L. (1996): Adult Education Policies and Programmes. Ambala Cantt: Associated Pubs.
- Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub.
- Reddy, G.L. (1997): Role performance of Adult Education Teachers: problems and prospects. New Delhi: Discovery Pub.
- Roy, N.R. (1967): Adult Education - In India and abroad. Delhi: Chand.
- Rudestam&Schoonholtz-Read. (2002): Handbook of online Learning. Delhi: Sage Publications.
- Seetharamu, A.S. & Devi, M.D.U. (1994): Adult Education. New Delhi: Ashish.
- Sharma, I.P. (1985): Adult Education - In India, A Policy Perspective. New Delhi: National Book Organisation.
- Sodhi, T.S. (1987): Adult Education: a Multidisciplinary Approach. Ludhiana: Katson Publication House.
- Wagiare, S.K. & Vanashree, W. (1986): Extension Education Elixir in Rural Development. New Delhi: Metropolitan Book Co.
- Ward, K. & Taylor, R. (1986): Adult Education and the Working Class: Education for the missing millions. London: Croom Helm.

SI- 4 for Honours with Research Students

Students who secure **75% marks or a CGPA of 7.5* and above** in the first Six Semesters and wish to undertake Research at the Undergraduate level can choose a research stream in the Fourth year (7th semester).

They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/ dissertation will be in the major discipline.

Infrastructural Requirement:

- The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work.
- At least two permanent faculty members who are recognized as Ph.D. supervisors.
- The Departments already recognized for conducting the Ph.D. programme may conduct a 4-year UG Degree (Honours with Research) without obtaining any approval from the affiliating University

EDU- RESEARCH PROJECT/ DISSERTATION

Semester- VIII

Credit 12. Full Marks 150

The research report i.e., the Dissertation is a document that you shall prepare at the end of your research work, to communicate the findings and other features of your research work. It is a detailed, accurate and cohesive account of the investigation (undertaken by you) accomplished to solve a problem and reveal new knowledge. It is written in the *past tense* and indicates what you have accomplished in executing the investigation. Present the sequence of ideas and concepts in a clear, straightforward, and orderly manner. Below is a sample format of the Research Project/ Dissertation, which could be modified and changed as per the type of research study:

Format of Research Project/ Dissertation

- **Title** (on the first page along with your name and academic affiliation)
- **Certificate/s** (Approved by the Guide of Dissertation)
- **Declaration** (By the student regarding the Authenticity of the Report)
- Acknowledgement
- List of Contents
- Lists of Tables and Figures
- Abbreviations Used (if any)
- Abstract
- Section 1: **Introduction**
 - Background and rationale of the study
 - Statement of the problem
 - Research questions
 - Objectives of the study
 - Hypotheses of the study (if required)
 - Operational definitions of the terms
 - Delimitations of the study
- Section 2: **Review of Literature**
- Section 3: **Research Method/Methodology**
 - Research design
 - Population and Sample of the study (if required)
 - Tools and techniques used for data collection (if required)
 - Procedure of data collection (if required)
 - Procedure of data analysis
- Section 4: **Results and Discussion**
- Section 5: **Summary, Conclusions and Recommendations**
 - Brief summarization of the problem, objectives, hypotheses, delimitations
 - Methodology of the study
 - Major findings of the study
 - Implications and conclusions of the study
 - Strengths and limitations of the study
 - Suggestions for further research
- Section 6: **Bibliography/References** (written in APA format)
- **Appendices** (Including list of Tools used in the Research Study and 1 paper published by the student)

N.B: Evaluation to be done jointly by both Internal and External Examiner.

Guidelines for preparing Report:

- Each student is required to complete the Research Project/ Dissertation as per the instruction given by the concerned Institutions and Teachers.
- The Research Project/ Dissertation should be completed within 60-100 pages in **A4** pages.
- The Report should be typed in **Times New Roman**, font size **14 for headings** and **12 for the body**, with **margins 1** in all side of the paper and **1.5 line spacing**.
- Report can be printed/ written on both side of the pages and paperback soft/ spiral binding can be done.
- Three copies of the Report should be made.
- Not more than 25 students can be evaluated per day.
- Dissertation Viva/ PPT presentation should be held after theory final examination
- **The report must be submitted within the scheduled time, as per University/ Institutes Schedule.**

Marks distribution is to be:

i.	Report writing (Evaluated by both Internal & External)	50+50= 100
ii.	PPT Presentation/ Viva voce of the Dissertation (Evaluated by both Internal & External)	15+15= 30
iii.	1 Seminar presentation (At International/ national/ state level)	10
iv.	1 Published paper (Paper should be related to the title/ theme of the dissertation)	10
Total		150

SAMPLE COPY OF BONAFIDE CERTIFICATE**(To be signed and approved by the Supervisor)**

Name of the College/ Institution

Address and Pin Code

Department of

CERTIFICATE

This is to certify that the Dissertation/Project work entitled carried out by -----, Registration no....., Roll no, Year....., under my guidance and supervision and the report submitted herewith is a genuine, original and bonafide work done by the candidate in partial fulfilment for the award of B.Sc./B.A./B.Com. (Hons with Research) Degree of the University of Kalyani.

Name and Signature of the Supervisor

Date

SAMPLE COPY OF DECLARATION**(To be given by the student regarding the Authenticity of the Report)****DECLARATION**

I hereby declare that Dissertation/Project work entitled -----presented in this report has been carried by me under the supervision of, Department of....., College/ Institution (name).

Further, I declare that neither the whole nor a part of the report has previously been submitted to any university or for any examination.

(Signature of the student)

Name of the Student

..... Semester, B.Sc./B.Com. (Hons/General)

Registration No : Year :

Roll No :

Date :

Place :

