

University of Gour Banga



Curriculum with CBCS

EDUCATION

(Honours & General)

Three Years Bachelor Degree Course Curriculum

(With effect from the session 2019-2020)

Department of Education

University of Gour Banga

Mokdumpur, Malda-732103

West Bengal

B.A HONOURS IN EDUCATION

SYLLABUS (CBCS) OF UNDER GRADUATE

Semester Wise Course Structure under CBCS for B.A (Honours) Program

| <i>Courses</i> | | | | | | | |
|-----------------------|--------------------------------|---|------------------------------|--|---------------------------------------|----------------|--------------|
| Semester | Discipline Core (DC) | Discipline Specific Elective (DSE) | Generic Elective (GE) | Ability Enhancement Compulsory (AEC) | Skill Enhancement Course (SEC) | Credits | Marks |
| SEM -I | DC-1(6) DC-2(6) | --- | GE -1 (6) | ENVS (2) | --- | 20 | 200 |
| SEM -II | DC-3(6) DC-4(6) | --- | GE-2 (6) | Communicative English/ Communicative Bengali/ MIL (2) | --- | 20 | 200 |
| SEM -III | DC-5(6) DC-6(6) DC-7(6) | --- | GE -3 (6) | --- | --- | 24 | 200 |
| SEM -IV | DC-8(6) DC-9(6) DC-10(6) | --- | GE-4 (6) | --- | --- | 24 | 200 |
| SEM -V | DC-11(6) DC-12(6) | DSE-1(6) DSE -2(6) | --- | --- | SEC -1 (2) | 26 | 250 |
| SEM -VI | DC-13(6) DC-14(6) | DSE-3(6) DSE /DP-4(6) | --- | --- | SEC -2 (2) | 26 | 250 |
| Total | --- | --- | --- | --- | --- | 140 | 1300 |

- I. Each course is of 50 marks for examination.
- II. **DC, DSE and GE** : Each course is of 6 credits for course work per week.
- III. **Non –Practical Based Course**: Theory – 5 Credits + Tutorial – 1 Credits
- IV. **Practical Based Course**: Theory -4 Credits + Practical -2 Credits
- V. **Credit** = 1 hour duration of teaching (lecture / tutorial) or 2 hour duration of practical period
- VI. **AEC and SEC** : Each Course is of 2 credits per week
- VII. **GE** : An Hons. Student has to study two disciplines (other than Hons. Discipline) as GE having two Courses each
- VIII. **DSE** : A student has to select two DSE courses out of at least three options provided by the main discipline in SEM –V and SEM – VI.
- IX. **DP**: (Optional) Dissertation / Project Work in lieu of one DSE -4 in 6th Semester
- X. **MIL**: Modern Indian Language

Marks & Question Type Distributions for Honours Course

| No. of Courses | Total Credits | Total Marks | Division of Marks for Each Course | | | | | |
|---|---------------|-------------|-----------------------------------|--------------------------|--------------------------|--------------------------------|-------------|--------------|
| | | | Full Marks of each course | Internal Assessment (IA) | | End Semester Examination (ESE) | | Practical |
| | | | | Attendance (4%) | Cont. Evalu. / Test (6%) | Theoretical | | |
| | | | | | | Descriptive | MCQ | |
| 14DC | 14x6 =84 | 14x50 =700 | 50 (Non Practical Course) | 10 | | 40 | NIL | NIL |
| | | | 50 (Practical Course) | 10 | | 25 | NIL | 15 |
| 04DSE | 04x6 =24 | 4x50 = 200 | 50 (Non Practical Course) | 10 | | 40 | NIL | NIL |
| | | | 50 (Practical Course) | 10 | | 25 | NIL | 15 |
| 04GE | 04x6 =24 | 4x50 = 200 | 50 (Non Practical Course) | 10 | | 40 | NIL | NIL |
| | | | 50 (Practical Course) | 10 | | 25 | NIL | 15 |
| 02SE | 02x2 =04 | 2x50 =100 | 50 | 10 | | 40 | NIL | NIL |
| AEC -1 (ENVS) | 01X2 =02 | 1X50 = 50 | 50 | | 10 (Project) | NIL | 40 | NIL |
| AEC -2 (Communicative Bengali/ English) | 01X2 =02 | 1X50 = 50 | 50 | 10 | | NIL | 40 | NIL |
| Grand Total | 140 | 1300 | --- | ---- | ---- | ---- | ---- | ----- |

B.A. (Honours) in Education

Discipline Core (DC)

| Semester | Course | Name of the Course | Full Marks | Credits |
|-----------------|--------|---|------------|-----------|
| SEM -I | DC- 1 | Philosophical Foundation of Education | 50 | 6 |
| | DC -2 | Sociological Foundation of Education | 50 | 6 |
| SEM -II | DC- 3 | Educational Psychology | 50 | 6 |
| | DC -4 | Education in Ancient, Medieval and Pre-Independence India | 50 | 6 |
| SEM -III | DC -5 | Education of India after Independence | 50 | 6 |
| | DC- 6 | Approaches of Indian Education | 50 | 6 |
| | DC -7 | Contemporary Issues in Indian Education | 50 | 6 |
| SEM -IV | DC -8 | Educational Evaluation | 50 | 6 |
| | DC- 9 | Statistics in Education | 50 | 6 |
| | DC -10 | Educational Management | 50 | 6 |
| SEM -V | DC- 11 | Educational Technology | 50 | 6 |
| | DC -12 | Educational Guidance and Counselling | 50 | 6 |
| SEM -VI | DC- 13 | Curriculum Construction | 50 | 6 |
| | DC -14 | Educational Thoughts | 50 | 6 |
| Total = | | | 700 | 84 |

Discipline Specific Elective (DSE)

| Semester | Course | Name of the Course | Full Marks | Credits |
|----------------|---------|--|------------|-----------|
| SEM -V | DSE - 1 | Inclusive Education | 50 | 6 |
| | DSE - 2 | Mental Health | 50 | 6 |
| SEM -VI | DSE - 3 | Teacher Education | 50 | 6 |
| | DSE - 4 | Project on any one (1) from the following: i) Environmental Behaviour ii) Test Development iii) Preparation of Standardized Achievement Test | 50 | 6 |
| Total = | | | 200 | 24 |

Generic Elective (GE)

| Semester | Course | Name of the Course | Full Marks | Credits |
|----------|--------|--------------------------------|------------|---------|
| SEM -I | GE -1 | Life Skill Education | 50 | 6 |
| SEM -II | GE -2 | Yoga Education | 50 | 6 |
| SEM -III | GE -3 | Environmental Education | 50 | 6 |
| SEM -IV | GE -4 | Basics of Research Methodology | 50 | 6 |
| Total = | | | 200 | 24 |

Skill Enhancement Course (SEC)

| Semester | Course | Name of the Course | Full Marks | Credits |
|----------|--------|---------------------|------------|---------|
| SEM -I | SEC -1 | Teaching & Pedagogy | 50 | 6 |
| SEM -II | SEC -2 | Testing | 50 | 6 |
| Total = | | | 100 | 12 |

EDUCATION HONOURS

SEMESTER -I

DC -1 (DISCIPLINE CORE -1)

Philosophical Foundation of Education

Course objectives:

Objectives of this course are –

1. To develop understanding of the meaning, aims, objectives, and functions of education.
2. To develop an understanding of the roles of Philosophy in Education.
3. To develop understanding of major components in education and their interrelationship.
4. To develop an understanding of the roles of Education in National Integration, International Understanding and Democracy.
5. To develop an understanding of the need of discipline.

Course Contents:

Unit – I: Meaning of Education

**Credit
1**

- ❖ Education: Meaning, Concept, Nature and Functions. Narrow and Broader Concepts of Education.
- ❖ Education as– a Process, a Product and a Discipline.
- ❖ Aims of Education–Individual, Social and National Aims.
- ❖ Objectives of Education–Four Pillars of Education (Delor’s Report: Learning to Know, Learning to Be, Learning to Do, and Learning to Live Together).

Credit
2

Unit – II: Philosophy of Education

- ❖ Philosophy of Education: Meaning, Concept, Nature, Scope and Implication.
- ❖ **Schools of Indian Philosophy of Education:**
 - Vedic Schools (Sankhya, Yoga, Naya),
 - Non-Vedic Schools (Charvak, Buddhist, Jain) and
 - Islamic Philosophy–their educational ideology and contributions

Schools of Western Philosophy of Education:

- ❖ Idealism, Naturalism, Marxism and Pragmatism–their educational ideology and contributions.

Credit
1

Unit – III: Forms and Factors of Education

- ❖ **Forms of Education:**
 - Formal Education, Informal Education and Non-formal Education–Meaning, Concepts, Nature and Importance.
- ❖ **Factors of Education:**
 - The Learner (Learner-Centered Education).
 - The teacher (Qualities and Responsibilities).
 - The Curriculum and Co-curricular Activities (Meaning and Modern Concept, Need and Importance).
 - The Educational Institutions–School(Functions and responsibility),and Family, Social Institution-Religious Institutions, State(Roles in Education)

Credit
1

Unit– IV: Roles of Education

- National Integration, International Understanding and Democracy.

Credit
1

Unit – IV: Education for Discipline

- Meaning, Concept and Need of Discipline, Discipline and Order, Free-discipline, Maintenance of school discipline-problems and means.

Suggested Readings:

1. Aggarwal, J.C.: Theory and Principles of Education: Philosophical and Sociological Bases of Education.

2. Banerjee, A.: Philosophy and Principles of Education.
3. Chakraborty, J. C.: Modern Education.
4. Kundu and Majumder: Theories of Education.
5. Mukherjee, K. K.: Principles of Education.
6. Sushil Ray: Shiksha Tattwa.
7. Arun Ghosh: Shiksha Tattwa & Shiksha Darshan
8. Bibhuranjan Guha: Shikshaya Pathikrita.
9. Gourdas Halder & Prasanta Sharma: Shiksha Tattwa & Shiksha Niti.
10. A. K. Pal: Sikshadarshner Ruparekha

DC -2 (DISCIPLINE CORE -2)

Sociological Foundation of Education

Course objectives:

Objectives of this course are –

1. To develop an understanding of the meaning of Sociology and Education.
2. To develop an understanding of the processes of social change and its impact on education.
3. To become aware of social Groups and socialization that influence education.
4. To develop an understanding of the culture and its impact on education.
5. To examine the social problems in present society.

Course Contents:

Unit-I: Sociology of Education

- ❖ Meaning of Educational Sociology & Sociology of Education.
- ❖ Relationship between Sociology and Education.
- ❖ Sociological determinants of education.

**Credit
1**

Unit-II: Social Change

- ❖ Meaning of social change.
- ❖ Factors affecting social change (Political, Educational and Technological).
- ❖ Concept & forms of Social Mobility and Stratification.

**Credit
2**

Unit-III: Social Group and Socialization

- ❖ Types of Groups, with special reference to Primary and Secondary Groups.
- ❖ Social interaction and its educational implications
- ❖ Socialization– Concept, Factors and Implication.

**Credit
2**

Credit
1

Unit-IV: Education and Culture

- ❖ Concept & Components of culture.
- ❖ Role of education in preservation and transmission of culture.
- ❖ Cultural Lag and Cultural Change.

Credit
1

Unit-V: Current Social Problems in India

- ❖ Equalization of educational opportunities
- ❖ Role of Education in solving social problems (Illiteracy, Nutrition and Sanitation, Unemployment) with special emphasis on Government Policies.

Suggested Readings:

1. Sharma, Y. –Sociology of Education
2. Brown, F.L.-Educational Sociology
3. Gisbert, P.-Fundamentals of Sociology.
4. Chakraborty, J.C.-Educational Sociology.
5. Durkhiem-Sociology of Education
6. Bottroll - Applied principles of Educational Sociology
7. Rao, M.S.A -Education, Social stratification
8. Dighburn, W.F-Social exchange.
9. Aggarwal-Theory and Principle of Education
10. Aggarwal-Philosophy and Social Basis of Education
11. Bishnupada Panda-Shikshah-Shrai Samajtantto
12. Dibyendu Bhattacharya-Shikkha O Shamajtatto.

GE -1 (GENERIC ELECTIVE -1)

Life Skill Education

Course Objectives: To enable the Students to:

1. Understand different aspects of life skills
2. Comprehend different types of life skills needs for better society
3. Conceptualize social skills, thinking skills, coping skills
4. Understand different approaches of positive psychology and its developmental aspects.

| | |
|---|---------------|
| Unit -1: Basics of Life Skills: | Credit |
| | 2 |
| <ul style="list-style-type: none"> • Definition and Importance of Life Skills • Livelihood Skills, Survival Skills and Life Skills • Life Skills Training - Implementation Models | |
| Unit -2: Social Skills | Credit |
| | 2 |
| <ul style="list-style-type: none"> • Self-Awareness - Definition, Types of Self, • Empathy - Sympathy, Empathy & Altruism • Interpersonal Relationship - Definition, Factors affecting Relationships | |
| Unit -3: Approaches to Positive psychology | Credit |
| | 2 |
| <ul style="list-style-type: none"> • Subjective wellbeing, life satisfaction, positive emotions, • Self-based approach - reality negotiation, uniqueness seeking and humility | |

Suggested Books

1. UNESCO (2005). *Quality Education and Life Skills: Darkar Goals*, UNESCO, Paris.
2. WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, WHO, Geneva.
3. Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. Santrock W. John (2006). *Educational Psychology*. (2nd Edn.) New Delhi: Tata McGraw-Hill Publishing Company Ltd.
5. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development*, (2nd Edn.), Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi.
6. Debra McGregor, (2007). *Developing Thinking; Developing Learning - A guide to thinking skills in education*, Open University Press, New York, USA
7. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), *Psychology for Living- Adjustment, Growth and Behaviour Today*, Pearson Education Inc, New Delhi.
8. Mangal S.K., (2008). *An Introduction to Psychology*, Sterling Publishers Pvt. Ltd., New Delhi.
9. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
10. Nair. A. Radhakrishnan et al., (2010). *Life Skills Assessment Scale*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
11. Stella Cottrell, (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave Macmillan Ltd., New York
12. Alan Carr (2004), *Positive Psychology: The Science of Happiness and Human Strength*, Brunner Routledge.
13. Gillham, J.E. (Ed). (2000). *The Science of Optimism and Hope: Research Essays in Honor of Martin E. P. Seligman*. Radnor, PA: Templeton Foundation Press.
14. Peterson, C. & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, D.C.: American Psychological Association.
15. Peterson, Christopher & Seligman, M.E.P. (2004). *Character Strengths and Virtues A Handbook and Classification*. Washington, D.C.: APA Press and Oxford University Press.

16. Snyder and Shane .J. Lopez (2007). Positive psychology – The Scientific Practical Exploration of Human strengths, Sage publications, New Delhi.

SEMESTER -II

DC -3 (DISCIPLINE CORE -3)

Psychological Foundation of Education

Course objectives:

Objectives of this course are –

- 1) To enable the student to understand the meaning and scope of educational psychology.
- 2) To enable to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences.
- 3) To develop understanding of the process of learning and reaching and problems of learning.
- 4) To acquaint them with the knowledge of Intelligence and Creativity.
- 5) To enable them to understand different aspects of personality and means of developing an integrated personality.

Course Contents:

| | | |
|--------------------|---|---------------|
| Unit– I : | Educational Psychology and Knowledge Acquisition | Credit |
| | | 1 |
| | <ul style="list-style-type: none">• Meaning, Nature, Scope, Methods and Applications of Educational Psychology in teaching-learning process.• Relationship between Psychology and Education.• Sensation, Perception and Concept Formation-Meaning, Nature and Types.• Memory– Meaning, Nature and Types, and Forgetting. | |
| Unit – II : | Growth and Development | Credit |
| | | 1 |
| | <ul style="list-style-type: none">• Growth and Development– Meaning, Nature and Principles.• Stages of development with special reference to Infancy, Childhood and Adolescence.• Cognitive development (Piaget).• Individual Differences–Meaning, Types, Causes, Areas and Role of teachers for minimizing the individual differences in classroom situation. | |

| | | |
|---------------------|--|---------------|
| Unit – III : | Learning and Creativity | Credit |
| | | 2 |
| | <ul style="list-style-type: none"> • Learning–Meaning, Nature, Factors and Theories (Pavlov, Skinner, Thorndike, Gestalt Theory and their applications). • Relation of learning with Maturation, Attention, Interest and Motivation. • Transfer of Learning– Meaning, Types and Theories. • Creativity –Meaning, Nature, and Factors. Nurturing and Measurement of creativity. | |

| | | |
|--------------------|---|---------------|
| Unit – IV : | Intelligence and Personality | Credit |
| | | 2 |
| | <ul style="list-style-type: none"> • Intelligence–Meaning, Nature and Theories (Spearman, Thurstone, Guilford and their educational significance). • Measurement of Intelligence–Types of Tests (Binet and Wechsler) and their uses. • Personality – Meaning, Nature, Development and Theories (Trait theory – Allport, Type theory– Jung). • Measurement of Personality– Projective Tests. | |

Suggested Readings:

- 1) Spear, P.D., Penrod, S.D., and Baker, T.B. (1988), Psychology: Perspectives on Behaviour, New York: John Wiley.
- 2) Berk, L.A. (2003). Child development, Delhi: Pearson Education.
- 3) Baron, R.A. (2001). Psychology, Delhi: Prentice Hale.
- 4) Norman Sprinthal and Richard, C. Sprinthal, Educational Psychology: McGraw-Hill Publishing Company.
- 5) Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.
- 6) Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.
- 7) Kundu, C.H. and Tutoo, D.N.: Educational Psychology: Sterling Publication.
- 8) Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt Ltd.
- 9) Glietman, Alan, J., Fridland, Daniel Reisberg, Basic Psychology.
- 10) Sushil Ray -ShikshaManovidya.
- 11) Arun Ghosh -Shiksha-ShraiMonobigyan.
- 12) PramodbandhuSengupta&Prasanta Sharma -ShikshaManobigyan.

DC -4 (DISCIPLINE CORE -4)

Education in Ancient, Medieval and Pre-Independence India

Course Objectives:

Objectives of this course are

1. To be acquainted with the salient features of education in India in Ancient & Medieval times.
2. To be acquainted with the development of education in British India.

3. To be acquainted with the development of education in Independent India, including significant points of selected Education.
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

Course Contents:

| | Credit |
|---|---------------|
| Unit-I: Education in Ancient India | 2 |
| <ul style="list-style-type: none"> → Vedic Period: Aims of education, structure, curriculum, methods, Discipline, teacher-student relation and contribution. → Buddhist Period: Aims of education, structure, curriculum, methods, Discipline, teacher-student relation and contribution. | |
| Unit-II: Education in Medieval India | 2 |
| <ul style="list-style-type: none"> → Medieval period: Aims of education, structure, curriculum, methods, Discipline, teacher-student relation and contribution. Educational activities of Firoj Shah, Great Akbar and Aurangzeb. | |
| Unit-III: Education in Pre-Independent India | 3 |
| <ul style="list-style-type: none"> → Education in British India: Missionaries activities towards Education, Adams Report, Charter Act, Macaulay's Minutes, Wood's Dispatch, Hunter Commission, Gokhale's Bill, Calcutta University Commission, National Education Movements (features, causes, phases and failures). | |

Suggested Readings:

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Adam's Report.
3. Banerjee.J.P. -Education in India-past, Present and future.
4. Dhar, Niranjan. -Fundamentals of Social Education.
5. Keay, E.E. -India Education in Ancient times.
6. Mukherjee, S.N. -History of Education (Modern Period).
7. Nurulla, S., Naik, J.P. -History of Education in India.
8. Purkait, B.R. -History of Indian Education.
9. Rawat, P.L. -History of Indian Education.
10. Govt. of India report of University Education Commission (1948-49).
11. Govt. of India report of Secondary Education Commission (1952-53).
12. Report of education Commission (1966): Education and National development, Ministry of Education, New Delhi.
13. Govt. of India, Ministry of Human Resource Development, National Policy on Education, 1986. New Delhi.
14. Govt. of India, Ministry of Human Resource Development, Policy of Action, 1992, New Delhi.

GE -2 (GENERIC ELECTIVE -2)

Yoga Education

Course Objectives: To enable the Students to:

- correlate Yoga and Education;
- transact different determinants of Yoga Education and Yoga Practices;
- determine the scientific bases of yoga practices;

Credit

Unit -1: Basics of Yoga and Yoga Education

2

- Yoga – Concept, Streams of Yoga, Patanjali Yogasutra, History of development of Yoga
- Yoga Education – Concept, Importance, Yoga Education as a fundamental base of education
- Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi.

Credit

Unit -2: Scientific Base of Yoga and their Practices

4

- Introduction to Human Anatomy and Physiology – Need and Scope of Anatomy and Physiology in Yoga –Types of various systems in the Human Body.
- Concept of Yogic Practices – Kinds of Yogic Practices: Asana, Pranayama, Kriya, Bandha, Mudra, Dhyana.
- Asana: Meaning - Principles of practicing asanas– Classification of asana.
- Pranayama – Meaning – Stages of Pranayama: Puraka, Rechaka, &Kumbhaka - Breathing regulation- Benefits of Pranayama.
- Kriyas & Dhayana (Meditation) – Types of kriya - Methods of practicing & Benefits of: Kapalabhati & Neti. - Meditation: Meaning – Types of Meditation – Breath awareness – Body Awareness- Transcendental Meditation.

Suggested Readings

1. Swami Satyananda Saraswati, A systematic course in the ancient tantric techniques of yoga and kriya, Bihar school of yoga, Bihar, 1981.
2. Swami kuvalayananda: Pranayama, Kaivalyadhama, Lonavala, Pune. Dr. P. Mariayyah: Asanas, Sports Publications, Raja Street, Coimbatore-1.
3. Dr. K. Chandrasekaran, Sound Health Through Yoga, PremKalyan Publications, Sedapatti, Tamilnadu 1999.
4. Sri. O.P. Tiwari: Asanas why? And How? Kaivalyadhama, Lonavla.

SEMESTER -III

DC -5 (DISCIPLINE CORE -5)

Education of India after Independence

Course Objectives:

Objectives of this course are

- To have an adequate knowledge of their commendations of various commissions and committees on Indian Education.

Education of India after Independence

Credit

Unit-I:

2

→ University Education Commission, Secondary Education Commission, and Indian Education Commission (Views on different aspects of education).

Credit

Unit-II:

2

→ National Education Policy (1986,1990and1992–POA), National Knowledge Commission, Sachhar Commission, Ranganath Mishra Commission.

Credit

Unit-III:

2

→ Ashok Mitra Commission and Pabitra Sarkar Committee. Right to Education Act.

Suggested Readings:

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Adam's Report.
3. Banerjee.J.P. -Education in India-past, Present and future.
4. Dhar, Niranjana. -Fundamentals of Social Education.
5. Keay, E.E. -India Education in Ancient times.
6. Mukherjee, S.N. -History of Education (Modern Period).
7. Nurulla, S., Naik, J.P. -History of Education in India.
8. Purkait, B.R. -History of Indian Education.
9. Rawat, P.L. -History of Indian Education.
10. Govt. of India report of University Education Commission (1948-49).
11. Govt. of India report of Secondary Education Commission (1952-53).
12. Report of education Commission (1966): Education and National development,Ministry of Education, New Delhi.

DC -6 (DISCIPLINE CORE -6)

Approaches of Indian Education

Course Objectives:

1. To develop an understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them

Course Contents:

| | |
|--|---------------------|
| Unit-I: Elementary Education– | Credit 1 |
| → Objectives, Importance, Problems and Government Initiations. Role of DIET, WBBPE, SSA, SCERT and NCERT in the field of Elementary Education. | |
| Unit-II: Secondary Education– | Credit 1 |
| → Objectives, Importance, Problems and Government Initiations. Role of WBBSE, SCERT, CBSE, RMSA and NCERT in the field of Secondary Education. | |
| Unit -III: Higher Education– | Credit 2 |
| → Objectives, Importance, Problems and Government Initiations. Role of AIU, UGC, NCTE, NAAC and NUEPA in the field of Higher Education. | |
| Unit-IV: Open, Distance and Correspondence Education– | Credit 1 |
| → Meaning, Objectives, Importance and Problems. Role of UGC-DEB, IGNOU and NSOU in the field of Distance Education. | |
| Unit-V: Technical and Vocational Education– | Credit 1 |
| → Meaning, Objectives, Importance, Problems and Government Initiations. Role of AICTE and WBSCVET in the field of Technical and Vocational Education | |

Suggested Readings:

1. Arvind Kumar (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi
2. Ahuja, R (2010): Social Problems in India , Rawat Publications, New Delhi
3. Bandhopadhyay, M. and Subrahmanian, R.(2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report, Chapter 1, Consortium for Research on Educational Access, Transitions and Equity.

4. Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi.
5. Ministry of Law and Justice (2009) Right to Education. Govt of India
6. Mohanty, J (2004): Modern Trends in Indian Education, Deep and Deep Publications, Pvt Ltd, New Delhi
7. Pandey, Sanjoy (2004). Peace Education. New Delhi : NCERT
8. Saxena, V (2012): Contemporary Trends in Education, Pearson, Delhi
9. Chakraborty Anirudha and Islam Nijairul (2012): Sikshar Itihaso Sampratik Ghatana Prabaha Classic Books, Kolkata
10. Mukhopadhyay Dulal, Sarkar Bijan Halder Tarini and Pal Abhijit Kumar (2014): Bharater Shikshar Chalaman Ghatanabali, Aheli Publishers, Kolkata

DC -7 (DISCIPLINE CORE -7)

Contemporary Issues in Indian Education

Course Objectives:

- To understand the meaning and perspectives of women Education,
- To understand the meaning and perspectives of Social Education,
- To understand the meaning and perspectives of Environmental Education,
- To understand the meaning and perspectives of Population Education,
- To understand the meaning and perspectives of Peace and Value Education

Unit – I: Women Education–

→ Meaning, objectives, importance, barriers, Government initiations and view of Different commissions and committees.

**Credit
1**

Unit – II: Social Education –

→ Meaning, objectives, importance, barriers, Government initiations.

**Credit
1**

Unit – III: Environmental Education–

→ Meaning, objectives, importance, causes of environmental pollution and Government initiations in preserving environment and preventing pollutions.

**Credit
1**

Unit –IV: Population Education–

→ Meaning, Objectives, Importance, Causes for rapid growth of population and Government Initiations. National Population Policy– 2000.

**Credit
1**

Credit

Unit-V: Peace and Value Education–**1**

→ Meaning, nature, objectives, importance, causes of declining, Role of education. Yoga education-meaning, nature, objectives, importance.

Suggested Readings:

1. Arvind Kumar (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi
2. Ahuja, R (2010): Social Problems in India , Rawat Publications, New Delhi
3. Bandhopadhyay, M. and Subrahmanian, R.(2006) Gender Equity in Education: A Review of Trends and Factors, India Country Analytical Report,Chapter1, Consortium for Research on Educational Access,Transitions and Equity.
4. Madan, G.R (2002): Indian Social Problems, Vikash Publishing House, New Delhi.
5. Ministry of Law and Justice (2009) Right to Education. Govt of India
6. Mohanty, J (2004): Modern Trends in Indian Education , Deep and Deep Publications, Pvt Ltd, New Delhi
7. Pandey, Sanjoy(2004). Peace Education. New Delhi : NCERT
8. Saxena, V (2012): Contemporary Trends in Education, Pearson, Delhi

GE -3 (GENERIC ELECTIVE -3)**Environmental Education****Courses Objectives:**

- To acquaint the students with the various aspects of Environment and Environmental Science.
- To develop in the students an understanding about Environmental Education and its importance.
- To make the students to comprehend various approaches of Environmental Education

Credit**Unit -1: Basics of Environmental Science:****3**

- Concept of Environment and Ecosystems
- Natural System: Earth and Biosphere, Abiotic and Biotic Components, Bio-diversity
- Environmental Degradation: meaning and Resource Degradation
- Types of Pollution – Radioactive pollution, Solid waste
- Global -Environmental Issues: Ozone Layer Depletion, Green House Effect, Acid Rain

Credit

Unit -2: Environmental Education:

2

- Concept, Importance, and Scope of Environmental Education
- Aims and Objectives of Environmental Education
- Distinction between Environmental Education & Environmental Science
- Guiding Principles and Foundations of Environmental Education
- Environmental Ethics: Issues and Possible solutions

Credit

Unit -3: Approaches of Environmental Education:

1

- Solid waste management: Causes, effects and control measures of urban and industrial waste
- Water conservation, rainwater harvesting, and watershed management

Suggested Readings

- 1) **Agarwal S. K. Tiwari Swarnalatha, Dubey P.S. (1996).***Biodiversity and Environment*, New Delhi, APH Publishing.
- 2) **Bhall, S.C. and Khanna, H. (2007).** *Environmental Education*, New Delhi : Regal Publication
- 3) **Dani, H.M. (1986).***Environmental Education*, Chandigarh: Publication Bureau, Panjab University.
- 4) **Dhyani S.N. (1993).***Management of Environmental Hazards*, New Delhi, Vikas Publishing House Pvt. Ltd.
- 5) **Kumar, B. (1999).** *Air Pollution and Environment Protection*, Guwahati, Nivedita Book Distributor.
- 6) **Nanda, K.V. (1997).***Environmental Education*, New Delhi: APH Publishing Corp.
- 7) **Nasrin (2007).***Education, Environment and Society*, New Delhi: APH Publishing Corp.
- 8) **Saxena, A.B. (1986).***Environmental Education*, Agra: National Psychological Corp.
- 9) **Shukla, K.S. and Srivastva, R.P. (1992).** *Emerging pattern of Environmental Structure*, New Delhi : Commonwealth Publishers.
- 10) **Sudhir, A.M. and Masillamani, M. (2003).** *Environmental Issues*, New Delhi : Reliance Publishing House.

SEMESTER -IV

DC -8 (DISCIPLINE CORE -8)

Educational Evaluation

Course Objectives

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of measuring instruments and their uses.
3. To acquaint with the principles of test construction– both educational and psychological.
4. To develop understanding of the concepts of validity and reliability and their importance in education measurement.
5. To develop the ability to organize and to use various statistical measuring analysis and interpretation of relevant educational data

Course Contents:

Credit

2

Unit-I: Meaning of Measurement and Evaluation

- Meaning and Nature of educational measurement-need for measurement in education. Concept and nature of Assessment and Evaluation in education, relation between measurement, assessment and evaluation, Types of Evaluation– Placement, Formative, Diagnostic, Summative, Norm Referenced and Criterion Referenced Evaluation.

Credit

2

Unit-II: Measurement Instrument

- Measuring instruments and their classification; errors in measurement; types of scales in educational measurement. Characteristics of good measuring instrument– Validity and Reliability (Methods of Determination), Norms and Objectivity. Measurement of Interest, Intelligence, Aptitude, Attitude, Personality and Academic Achievement-different tools.

Credit

2

Unit-III: Test Standardization

- General principles of test construction and standardization. Scoring of student achievement, methods of interpreting test scores. Reporting test results (Essay type, Objective type, Short answer type and Oral type tests).

Suggested Readings:

1. Aggrawal, J.C. (1997). Essentials of Examination System, Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt Ltd.
2. Banks, S.R. (2005). Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
3. Blooms, B.S. (1956). Taxonomy of Educational Objectives. New York: Longman Greenland Company
4. Cooper, D. (2007). Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson
5. Earl, L.M. (2006). Assessments learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, California: Corwin Press
6. Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon.
7. Kaplan, R.M. & Saccuzzo, D.P. (2000). Psychological Testing, Principles, Applications & Issues. California: Worthworth.

DC -9 (DISCIPLINE CORE -9)

Statistics in Education

Course Objectives

- To develop the ability to represent educational data through graphs and to develop skill in analyzing different descriptive measures.

Course Contents:

| | |
|--|---------------------|
| Unit-I: Concept of Statistics | Credit 1 |
| → Meaning, nature and scope of educational statistics. Sources of educational data and use of educational statistics. Significance of Statistic. | |
| Unit –II: Concept of Variable and Data– | Credit 1 |
| → Meaning and Types (data: Grouped and un-grouped). Graphical presentation of data- Pie-diagram, Histogram, and Frequency Polygon Cumulative Frequency Graph and Ogive – their uses. | |
| Unit-III: Measures of Central Tendency- | Credit 1 |
| → Uses and limitations. (Mean, Median and Mode – calculation and application). | |
| → Measures of Variability - uses and limitations. (Range Quartile Deviation, Average Deviation, Standard Deviation– calculation and application). | |
| Unit-IV: Concept of Normal Distribution– | Credit 1 |
| → Properties and uses of Normal Probability Curve in interpreting test scores .Divergence from normality –Skewness and Kurtosis. | |
| → Derived Scores: Z-Score, T-Score and Stannine – their uses, percentile Point and | |
| → Percentile Rank. | |
| Unit – V: Bivariate Distribution: | Credit 2 |
| → Correlation– Meaning, Concept and Types. Computation of Coefficients of Correlation by Rank Difference and Product Moment Methods. Interpretation of Coefficients of Correlations. | |

Suggested Readings:

- Mangal, S.K. (2008). Statistics in Education and Psychology. New Delhi: Prentice-Hall of India Private Limited
- Garrett, H.E. (1971). Statistics in Psychology and Education. New Delhi: Paragon International Publisher
- Ferguson, G.A. (1971). Statistical Analysis in Psychology and Education. Kogakusha, Tokyo: McGraw-Hill
- Guilford, J.P. & Fruchter, B. (1981). Fundamental Statistics in Psychology and Education. New York: McGraw Hill
- McCall, R. (1993). Fundamental Statistics for the Behavioral Science. New York: Harcourt Brace

DC -10 (DISCIPLINE CORE -10)

Educational Management

Course Objectives:

1. To develop knowledge and understanding of the meaning, scope process and types of management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To develop the ability of making objective decisions in educational management.

UNIT-I : Educational Management

**Credit
2**

- Educational Management– Meaning, Concept, Nature, Scope, Need and Functions.
- Types of Educational Management– Centralized, Decentralized; Authoritarian and Democratic; Dynamic and Laissez-Faire.
- Supervision, Administration and Inspection–Meaning, Concept, Nature, Scope and Functions.

UNIT- II: Leadership

**Credit
1**

- Leadership in Management– Meaning, Concept, Nature.
- Characteristics of an Effective Leader in Education.
- Types of Leaders in Education.

UNIT- III: Aspects of Educational Management

**Credit
2**

- Student Welfare Auxiliary Services including School Health Services;
- School Plant including Equipment and Assets;
- Sanitation and Beautification;
- Institutional Climate and Discipline;
- Hostel and Staff Accommodation;
- Management of Finance including budget allocation

UNIT- IV: Educational Planning

**Credit
1**

- Educational Planning–Meaning, Concept, Types, Need and Significance.
- Steps in Educational Planning
- Academic Calendar and Timetable.

Suggested Readings:

1. Aggarwal, J.C. (2012): Educational Administration and Management Principles and Practices Doaba House Book Sellers and Publishers, Delhi.
2. Dash, B.N. (2013): School Organization Administration and Management, Neel Kamal Publications Pvt. Ltd. Hyderabad.
3. Goleman and Goel, S.L. (2009): Educational Administration and Management, Deep & Deep Publications Pvt. Ltd., New Delhi

4. Das, Bimal Chandra; Sengupta, Debjani Ebong Ray, Pradipta Ranjan: Shikhar Byabasthapana Pashim Bangya Rajya Pustak Parshad, Kolkata.
5. Chakraborty, Dilip Kumar: Shikagata Byabsthapanaoparikalpana, K.Chakraborty Publishers, Kolkata
6. Pal Debasish, DharDebasish, Das MadhumitaO Banerjee Paromita: Shika Byabasthapana, RitaBook Agency, Kolkata.
7. Tarafdar, Manjusha: VidaylaySangathan OByabasthapana, Pearson,Kolkata.

GE -4 (GENERIC ELECTIVE -4)

Basics of Research Methodology

Courses Objectives: To enable the students to:

1. Describe the nature and process of research in education.
2. Describe and differentiate the various methods of sampling.
3. Describe and differentiate the various methods of Research.

Unit -1: Meaning of Research

- Research: Meaning, Nature, Characteristics, Types
- Meaning of Educational Research
- Review of related studies.

Credit

2

Unit -2: Hypothesis and Sampling

- Hypothesis: Meaning, type, Characteristics of Good Hypothesis
- Variables: Concepts, types
- Population and Sampling

Credit

2

Unit -3: Research Methods

- Strategies of Research: Historical, Descriptive and Experimental.

Credit

2

Suggested Books:

1. Kerlinger, F.N. – Foundations of Behavioural Research.
2. Guilford, J.P. – Fundamental Statistics in Psychology and Education.
3. Guilford, J.P. – Psychometric Methods.
4. Anastasi, A. – Psychological Testing.
5. Freeman, - Psychological Testing.
6. Van Dalen, D.B. – Understanding Educational Research : an introduction.
7. W.L. Neuman – Social Research Method – Qualitative and quantitative approaches, Pearsan Education.
8. Ram Ahuja – Research Methods, Rauat Publication Jaipur and New Delhi.

9. J.W. Best & J.V. Kahn – Research in Education, Prentice Hall of India, New Delhi.
10. L. Koul – Methodology of Educational Research, Vikas Publishing House, New Delhi.
11. Radha Mohan – Research Methodology in Education, Neelkamal Publication, New Delhi.
12. C.R. Kothari – Research Methodology - method and techniques, WishwaPrakashan, New Delhi.
13. K.S. Sidhu – Methodology Research in Education, Sterling Publishers, New Delhi,

SEMESTER -V

DC -11 (DISCIPLINE CORE -11)

Educational Technology

Course Objectives:

1. To enable the students to understand about the concept, nature and scope of educational technology.
2. To expose the students to the basic developments in Educational Technology.

| | |
|---|---------------------|
| UNIT- I: Educational Technology | Credit 1 |
| → Educational Technology: Meaning, Concept, Nature, Scope, Need and Functions. | |
| Types of Educational Technology: ET-1,ET-2 and ET-3 | |
| UNIT-II: Communication | Credit 2 |
| → Communication and educational technology: components of communication process, Role of communication in effective teaching learning process, Factors affecting classroom communication. | |
| → Use of media in Education Audio (Radio and Tape), Visual (Projector), Audio- | |
| → Visual (T.V.& CCTV) | |
| UNIT- III: Instructional Techniques | Credit 2 |
| → Mass Instructional Techniques – Lecture, Seminar and Demonstration Method | |
| → (Meaning, Nature, Advantages and Limitations). | |
| → Personalized Techniques – Programmed learning, Computer Assisted Instruction and Microteaching (Meaning, Nature, Advantages and Limitations). | |
| UNIT- IV: Open and Distance Learning | Credit 1 |
| → Open and Distance Education: Meaning, Concept, Nature, Scope, and Usefulness | |
| – Application of Educational Technology in Distance Education. | |

Suggested Readings:

1. Sampathet.al. (1981): Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.
2. Singh, L.C. (2010). Educational Technology for Teachers and Educators. New Delhi: Vasunandi Publication.

3. Kumar, K.L. (2008): Educational Technology. New Delhi: New Age International Pvt. Ltd.
4. Mukhopadhyay, M. (2001). Educational Technology: Challenging Issues. New Delhi: Sterling.
5. Mukhopadhyay, M. (2001). Instructional Science in Indian Schools. In Rajput J.S. and others (Ed), Experiences in School Education, NCERT, New Delhi.
6. Venkataiah, N. (1996): Educational technology. New Delhi: APH Publishing Corporation.
7. Walia, J.S. Essentials of Educational Technology. Jalandhar: Paul Pub.

DC -12 (DISCIPLINE CORE -12)

Educational Guidance and Counselling

Course Objectives:

1. To help in understanding the meaning and importance of guidance and counseling.
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To understand the qualities of an ideal counselor.
4. To develop interest in one's own personal and professional growth.
5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.

Course Contents:

| | |
|---|---------------------------|
| Unit – I: The concept of Guidance | Credit 1 |
| <ul style="list-style-type: none"> → Meaning, Nature and Scope of Guidance. → Economical, Psychological and Sociological bases of Guidance. → Need and Importance of Educational Guidance Services in Schools. → Types of Guidance. | |
| Unit – II: Educational Guidance | Credit 2 |
| <ul style="list-style-type: none"> → Basic data necessary for educational guidance - pupils 'abilities, aptitudes, interests and attitudes, educational attainments and personality traits. → Construction, administration and interpretations of (i) Cumulative Record cards, (ii) Interest inventories. | |
| Unit – III: The concept of Counseling | Credit 2 |
| <ul style="list-style-type: none"> → Meaning, Nature and Scope of Counseling. → Different types of Counseling → Various steps and techniques of Counseling → Necessary qualities (personal and professional) of good Counselor. Role of the Counselor in secondary schools. Relationship between guidance, counseling and teaching. | |

- Diagnostic and remedial measures: Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.

Credit

1

Unit – IV: Maladjustment and Adjustment Mechanism

- Causes and symptoms of Maladjustment-Genetic pre-disposition and environmental factors.
 → Frustration, Conflicts and Anxiety- The role of school in preventing mal- adjustment.
 → Adjustment mechanisms.

Suggested Readings:

1. Crow,L.D., Crow, A.: An Introduction to Guidance.
2. Bhatia, K.K.: Principles of Guidance and Counselling, KalyaniPublishers,2009.
3. Agarwal, Rashmi: Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, ShipraPublication, 2010.
4. Charles Kiruba & Jyothsna, N.G.: Guidance and Counselling, Neelkamal, Publication Pvt.Ltd.
5. Madhukar,I.: Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.B.: Guidance in the Modern School. New York, Rinechart and Winston.
7. Traxler,A.E.and North,R.D.:Techniquesof Guidance, NewYork,Harperand R.W.
8. Gururani, G.D.: Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House

DSE -1 (DISCIPLINE SPECIFIC ELECTIVE -1)

Inclusive Education

Course Objectives: To enable the Students

1. To comprehend the basic characteristics of inclusive education.
2. To comprehend the needs of inclusive education in modern society.
3. To understand the basics related to design the platform of inclusive education.

Credit

Unit -1: Introduction of Inclusive Education

3

- Definition, concept and importance of inclusive education.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children in the context of right to education.

Credit

Unit -2: Designing the Classroom for Inclusive Education

3

- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Suggested Books

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education
2. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
3. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
4. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
5. Sharma,P.L (1988) *Teacher Handbook –Helping children with special needs*, Unicef assisted publication, N.C.E.R.T New Delhi.

DSE -2 (DISCIPLINE SPECIFIC ELECTIVE -2)

Mental Health

Course Objectives:

1. To comprehend the meaning of mental health and mental hygiene
2. To comprehend the meaning of mental illness and maladjustment

Credit

Unit -1: Concept of Mental Health & Hygiene:

3

- Concept of Mental Health, qualities of a good mental health
- Concept and objectives of Mental Hygiene

Credit

Unit -2: Concept of Mental Illness:

3

- Concept of mental illness, Korshin's five levels of dysfunction
- Concept of Normality and Abnormality, Classification of Abnormal Behaviour
- Maladjustment (social, marital, and occupational)
- DSM -IV

Suggested Readings

1. **Bernard, Harold W &Fullmer Daniel W. (1977)**. Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. **Jones, J.A. (1970)** Principles of Guidance, Bombay, Tata. New York. McGraw Hill.

3. **Pandey, K.P.(2000).** Educational and Vocational Guidance in India – Vishwa Vidyalaya Prakashan Chowk, Varanasi.
4. **McGowan, J.P.Chmidt. (1962).** Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
5. **Tolbert, E.L. (1967).** Introduction of Counselling, New York, McGraw Hill.
6. **Taxler, A.E. (1964).** Techniques of Guidance, New York, McGraw Hill.
7. **Atwater, E. (1994).** Psychology for living adjustment, Growth and Behaviour Today; 5thed; New Jersey: Prentice Hall
8. **Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).** Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.

SEC -1 (SKILL ENHANCEMENT COURSE -1)

Pedagogy

Course Objectives:

1. To initiate students to the field of pedagogy.
2. To familiarize the students with principles of teaching.
3. To develop an understanding of various methods of teaching
4. To develop an understanding of there of a modern teacher.

Course Contents:

| | |
|---|-----------------------------------|
| <p>UNIT: 1: Conceptual background on Pedagogy</p> <ul style="list-style-type: none"> • Concept & Meaning of Pedagogy. • Definition, Nature & Characteristics of Teaching. • Relationship between teaching and learning. | <p>Credit 2</p> |
| <p>UNIT: 2 : General principles of Teaching</p> <p>→ General and Psychological Principles of Teaching.</p> <p>→ Factors affecting Teaching: Input and Output Variables.</p> <p>→ Characteristics of a Good Teacher.</p> | <p>Credit 2</p> |
| <p>UNIT: 3 : Teaching Methods and Aids</p> <ul style="list-style-type: none"> • Teaching Methods – Lecture, Demonstration, Problem Solving, Programmed Instruction and Story-telling. • Different Teaching Aids –Audio, Visual, Audio-visual, Projected and Non- projected. | <p>Credit 2</p> |

Credit
1

UNIT: 4: Functions of a Teacher

Functions of a teacher as a –

- Planner
- Facilitator
- Counselor
- Researcher

Suggested Readings :

- 1) Agarwal, J.C.: Essentials of Educational Technology: Teaching Learning, Innovation in Education
- 2) Saxena, N.R. Swarup: Technology of Teaching.
- 3) Sen, Malay: Shiksha Prajukti bigyan
- 4) Chattopadhyaya, K.: Shiksha Prajuktividya

SEMESTER - VI

DC -13 (DISCIPLINE CORE -13)

Curriculum Construction

Course Objectives:

1. To understand the meaning, concept and scope of curriculum.
2. To understand the basis of curriculum construction, transaction evaluation and innovation.

Credit

2

Unit: 1

Curriculum Prospect

- Meaning, Modern Concept and Nature of Curriculum—its relation with aims and objectives of education. Relation among Curriculum, Syllabus and Lesson.
- Co-curricular Activities: Meaning, Nature, Types and Importance. Relation between Curriculum and Co-curricular Activities
- Different types of Curriculum (Traditional and Modern)—their relative merits and demerits. Concepts of Balanced Curriculum, Explicit or Written Curriculum, Hidden Curriculum, Holistic view of curriculum.
- Bloom's Taxonomy of Educational objectives (an overview).

Credit

2

Unit – II

Curriculum Framework

- Curriculum framework at different levels of education.
- Principles of curriculum construction, methods of organization of syllabus in formulating curriculum operations.

Credit

Unit – III Curriculum Development**1**

→ Curriculum Development–its process: Role of curriculum development. Culture

→ Based, Knowledge Based, Need Based Curriculum.

Credit**Unit – IV Curriculum Evaluation****1**

→ Evaluation of Curriculum–Meaning and Utility, Steps and Process of Curriculum Evaluation; Formative& Summative Evaluation. Evaluation of Curriculum of the school stage.

Suggesting Readings:

1. Kumari, Sarita&Srivastava, D.S., “Curriculum and Instruction”, Ishabooks, Delhi.
6. Hooper, Richard, “CurriculumDesign”.
7. Lawton,D.,Gordon,P.,Ihg,M.,Gibby,B.,Pring,R.Moore,T.Theoryand practiceof curriculumstudies.
8. Taylor, P.H. &Richards,C.M.–An introduction to curriculumstudies.
9. Mrunalini, T.-Curriculum Development—Pearson Education
10. Bhalla, N.-CurriculumDevelopment.
11. Khan, M.I.&Nigam,B.K. -Evaluation and research in curriculumconstruction.

DC -14 (DISCIPLINE CORE -14)**Educational Thoughts****Course Objectives:**

1. To develop an understanding of the thoughts of great educationists and their contributions in education.
2. To be acquainted with the process of collecting data.
3. To be acquainted with the process of reporting of the collected data.

Credit**Unit – I: Educational Thinkers of East****7**

Criticalstudyoftheeducationalthoughtsofthefollowingeducationistsandtheir contributions onIndian Education:

- M. K. Gandhi,
- Swami Vivekananda
- Rabindranath Tagore
- Sri Aurobindo

Credit

Unit –II : Educational Thinkers of West

7

Critical study of the educational thoughts of the following educationists and their contributions on Indian Education:

- Rousseau
- John Dewey
- Montessori
- Froebel

Suggested Readings:

1. Mukherjee, K.K.: Some great educators of the world.
2. Purkait, B. R.: Great Educators.
3. Sharma, Y. K.: Educational Thinkers (Eastern and Western)

DSE -3 (DISCIPLINE SPECIFIC ELLECTIVE -3)

Teacher Education

Course Objectives:

1. To enable the students to understand the meaning; scope, objectives of teacher education and its development in India.
2. To acquaint the students with different agencies of teacher education India and their roles and functions.
3. To acquaint the students with the various aspects of student-teaching programme, prevailing in the country.
4. To develop in the students an understanding about the important research findings in teacher-education.

Credit

Unit -1: Basics of Teacher Education:

3

- Teacher Education: meaning, need, and significance
- Aims and Objectives of Teacher Education in respect to different levels
- Different strategies of Teacher Education

Credit

Unit -2: Models of Teaching and Methods of Teaching

3

- Models of Teaching: meaning, characteristics, and significance
- Difference between models of teaching and method of teaching
- Families of Teaching Models
- Teaching methods : micro-teaching, simulation, demonstration, interaction analysis, and teaching skills

Suggested Books

1. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.
2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.
3. Gage, N.L. (Ed.)- Handbook of Research in Teaching Rand McNally, Chicago.

4. Gage, N.L.- Teacher effectiveness and Teacher Education: The search for a scientific bases, Palo Alto, California.
5. Gupta Y.K.- Contemporary Research in Teacher Effectiveness, Shree Publishing House, New Delhi.
6. Hall, G.E./Jones, L.J. - Competing – based education: a process for the improvement of education, Prentia Hall, Inc. – N.J.
7. Mohan, M. and Hull R.E. - Teaching Effectiveness: Its Meaning, Assessment & Improvement, Englewood Cliffs, New Jersey.
8. Ornstein, A.C.-Teaching Theory into practice, Allyn and Bacon, Boston.
9. Ornstein, A.c.-Strategies for Effective Teaching, Harper & Row Publishers Inc.New York.
10. Reddy, R.S.-Directory and Handbook of Teacher Education, APH Publishing Corporation, New Delhi.

DSE -4 (DISCIPLINE SPECIFIC ELLECTIVE -4)

Project Work

Project on any one (1) from the Following:

- i) Environmental Survey
- ii) Test Development
- iii) Preparation of Standardized Achievement Test
- iv) Survey on Sanitation and Nutrition
- v) Reporting on Seminar Presentation on Contemporary Issues of Education

SEC -2 (SKILL ENHANCEMENT COURSE -2)

Testing

Course Objectives:

1. To know meaning and basic characteristics of a different tests.
2. To understand the different psychological tests.
3. To know the meaning and different characteristics of an achievement test.
4. To comprehend different functional aspects of standardization

Credit

1

Unit –I: Test Description

- Meaning of Test, Types of Test, Psychometric Test, Sociometric Test and Achieve Test, their basic characteristics

Credit

1

Unit –II: Standardizing

- Meaning of Standardization, Importance of Standardization, Nature of Teacher Made Test, Basic features of a test

Credit

1

Unit –III: Process to standardize a test

- Process to determine validity of a test, Process to determine reliability of a test, Process to determine norms of a test, Process to determine objectivity of a test

**B.A IN EDUCATION
(GENERAL)
SYLLABUS (CBCS) OF UNDER
GRADUATE**

Semester Wise Course Structure under CBCS for B.A (General) Program

| Semester | Courses | | | | | | | Credits | Marks |
|-----------------|------------------------------------|----------------------------------|-----------------------------|---|-----------------------|---|--------------------------------|------------|-------------|
| | Discipline Core (DC) | Language Core (LCI) Bengali/ MIL | Language Core (LC2) English | Discipline Specific Elective (DSE) | Generic Elective (GE) | Ability Enhancement Compulsory (AEC) | Skill Enhancement Course (SEC) | | |
| SEM -I | DC-1(A1) DC-2(B1) (6+6 =12) | Bengali -1 /MIL (6) | --- | --- | --- | ENVS (2) | | 20 | 200 |
| SEM -II | DC-3(A2) DC-4(B2) (6+6 = 12) | Bengali -2 /MIL (6) | --- | --- | --- | Communicative English / Bengali / MIL (2) | | 20 | 200 |
| SEM -III | DC-5(A3) DC-6(B3) (6+6 =12) | --- | English -1 (6) | --- | --- | | SEC 1 (A1) (2) | 20 | 200 |
| SEM -IV | DC-7(A4) DC-8(B4) (6+6 =12) | --- | English -2 (6) | --- | --- | | SEC 2 (B1) (2) | 20 | 200 |
| SEM -V | --- | --- | --- | DSE-1(A1) DSE - 2(B1) (6+6 =12) | GE -1 (6) | | SEC 3 (A2) (2) | 20 | 200 |
| SEM -VI | --- | --- | --- | DSE-3(A2) DSE /DP-4(B2) (6+6 =12) | GE-2 (6) | | SEC 4 (B2) (2) | 20 | 200 |
| Total | --- | --- | --- | --- | --- | --- | --- | 120 | 1200 |

Notes:

- Each Course is of 50 marks for examination
- DC/DSE/GE** : Each course is of 6 credits for course work per week
(Theory – 5 credits + Tutorial 1 Credit)
1 Credit = 1 hour duration of teaching (lecture / tutorial)
- GE** : Covering one discipline other than core disciplines taken with two courses
- SEC** : Covering two core disciplines with two courses
- Two Language core disciplines (**LC1 & LC2**) Bengali and English are to be studied taking two courses from each language core
- DSE** : Covering two main disciplines with two courses each. Each discipline will provide option of two courses for one DSE in SEM –V and in SEM –VI. A student has to opt any one out of two courses provided for each DSE.
- MIL** : Modern Indian Language

Marks & Question Type Distributions for Honours Course

| No. of Courses | Total Credits | Division of Marks for Each Course | | | | |
|--|---------------|-----------------------------------|--------------------------|--------------------------------|-----|-----------|
| | | Full Marks of each course | Internal Assessment (IA) | End Semester Examination (ESE) | | |
| | | | | Theoretical | | Practical |
| | | | | Descriptive | MCQ | |
| DC, LC, DSE, & GE | 6 | 50 (Non Practical Course) | 10 | 40 | NIL | NIL |
| | | 50 (Practical Course) | 10 | 25 | NIL | 15 |
| 02SE | 02x2 =04 | 50 | 10 | 40 | NIL | NIL |
| AEC -1 (ENVS) | 01X2 =02 | 50 | 10 (Project) | NIL | 40 | NIL |
| AEC -2 (Communicative Bengali/ English) | 01X2 =02 | 50 | 10 | NIL | 40 | NIL |

B.A.–General (Education)

Discipline Core (DC)

| Semester | Course | Name of | Full Marks | Credits |
|-----------------|---------------------------|---------------------------------------|------------|-----------|
| SEM -I | DC 1/ DC 2 (A-1 /B-1) | Philosophical Foundation of Education | 50 | 6 |
| SEM -II | DC 3/ DC 4 (A-2 /B-2) | Psychological Foundation of Education | 50 | 6 |
| SEM -III | DC 5/ DC 6 (A-3 /B-3) | Sociological Foundation of Education | 50 | 6 |
| SEM -IV | DC 7 / DC 8 (A-4 /B-4) | Historical Perspectives of Education | 50 | 6 |
| Total = | | | 200 | 24 |

Discipline Specific Elective (DSE)

| Semester | Course | Name of the | Full Marks | Credits |
|----------------|-----------------------------|-------------------------|------------|-----------|
| SEM -V | DSE 1 /DSE 2 (A -1/B -1) | Evaluation in Education | 50 | 6 |
| SEM -VI | DSE 3 /DSE 4 (A -2/B -2) | Guidance in Education | 50 | 6 |
| Total = | | | 100 | 12 |

Generic Elective (GE)

| Semester | Course | Name of the Course | Full Marks | Credits |
|----------------|--------|----------------------|------------|-----------|
| SEM -V | GE -1 | Life Skill Education | 50 | 6 |
| SEM -VI | GE -2 | Yoga Education | 50 | 6 |
| Total = | | | 100 | 12 |

Skill Enhancement Course (SEC)

| Semester | Course | Name of the | Full | Credits |
|----------------|--------------|-------------------------|------------|-----------|
| SEM -I | SEC -1 (A-1) | Pedagogy | 50 | 6 |
| SEM -II | SEC -2 (B-1) | Tools Description | 50 | 6 |
| SEM -II | SEC -3 (A-2) | Standardization of Test | 50 | 6 |
| SEM -II | SEC -4 (B-2) | Development of Academic | 50 | 6 |
| Total = | | | 200 | 24 |

EDUCATION GENERAL

SEMESTER -I

DC -1 /DC -2 (DISCIPLINE CORE -1/ DISCIPLINE CORE -2)

(A-1/ B-1)

Philosophical Foundation of Education

Course Objectives:

To enable the student to understand:

- the general aims of education along with nature, types and scope of education;
- The meanings of major philosophies of education and their functions in education.
- The meaning, nature and types of curriculum and principles of curriculum construction.
- The lives of major philosophers of education and their thoughts in education.
- The importance of education for national integration, international understanding, human resource development and leisure.

Course contents:

Credit

Unit – I: Meaning of Education and Philosophy

1

- Nature and scope of Education, Education as a science; Education as a social process, factors of Education.
- Aims of Education– individual, social, vocational and democratic;

Credit

Unit – II: Relationship Education and Philosophy

2

- Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education with special reference to aims, process and curriculum - idealism, naturalism and Pragmatism
- Factors of Education: The child -its innate endowment and environment, The teacher -qualities & responsibilities

Credit

Unit – III: Philosophical Perspectives of Education

2

- Curriculum definition, types of curricula, principles of curriculum construction, child-centered and life centered curricula, co-curricular activities.
- Freedom and discipline, need of discipline and out of school, discipline and order, free discipline. With stress on reward and punishment.
- Emergence of educational thoughts through the works of great educators like Rousseau, Dewey, Tagore, Gandhi, Froebel Montessori, Aurobinda.
- Education for national integration, international understanding and education for human resource development, education for leisure.

SEMESTER -II

DC -3 /DC -4 (DISCIPLINE CORE -3/ DISCIPLINE CORE -4) (A-2/ B-2)

Psychological Foundation of Education

Course Objectives:

To state the meaning, scope and uses of psychology in education.

- To develop human strategy for human growth and development up to the stage of adolescence.
- To specify the meaning and purpose of learning and factors influencing learning.
- To determine the concept of habit, emotion and memory.
- To comprehend the concept of intelligence and personality, their meaning and measurement.

Course contents:

| | | |
|-------------------|--|---------------------|
| Unit – I: | Psychology and Learning | Credit 3 |
| → | Psychology-Its meaning, nature and scope. Relationship between education and psychology. Distinction between psychology and educational psychology. | |
| → | Stage of human development: infancy, childhood, latency and adolescent, their needs, significance and problems. | |
| → | Learning: Learning and maturation, Essential aspects of different theories Laws of learning, motivation in learning, Theories of learning (Pavlov, Thorndike, Skinner) | |
| Unit – II: | Psychological Perspectives of Education | Credit 3 |
| • | Habits, meaning of habit and its role and implication in education. | |
| • | Emotions-their meaning, characteristics and place of emotions in education and their sublimation. . | |
| • | Memory and forgetting. | |
| • | Intelligence-concepts, definitions, theories and measurement (Spearman’s Two factor, Thurstone’s Multiple Factors and Guilford’s SOI Model). | |
| • | Personality: Concept, traits, development of personality and its assessment | |

SEMESTER -III

DC -5 /DC -6 (DISCIPLINE CORE -5/ DISCIPLINE CORE -6) (A-3/ B-3)

Sociological Foundation of Education

Course Objectives:

To enable the student to understand:

1. The meaning, scope and uses of Educational Sociology.
2. The meaning, nature and types of social groups and their functions in education.
3. The meaning and nature of culture and interrelation between education and culture..
4. The meaning, nature and factors of social change and role of education for social change.

Course contents:

| | | |
|-------------------|---|---------------------|
| Unit– I: | Sociological Perspectives of Education | Credit 3 |
| | → Educational Sociology: Meaning, Concept, Nature and Importance. Relation between Education and Sociology. | |
| | → Social Group: Meaning, Concept, Nature and Types of Groups. Role of Primary and Secondary Groups in Education | |
| Unit – II: | Society for Education | Credit 3 |
| | • Education and Culture: Meaning, Concept and Nature of Culture. Role of Education in transmission and preservation of Culture. | |
| | • Education and Social Change: Meaning, Concept, Nature and Factors of Social Change. Role of Education in Social Change. | |

SEMESTER -IV

DC -7 /DC -8 (DISCIPLINE CORE -7/ DISCIPLINE CORE -8) (A-4/ B-4)

Historical Perspectives of Education

Course Objectives:

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. British's influence of Indian education.
3. The role of Indian thinkers in education during British period.
4. The committees and commissions in British Indian education.
5. the committees and commissions in independent Indian education

Credit

3

Unit I: Historical Foundation of Education

- I. A Synoptic view of Education in :
 - (a)Vedic,(b)Buddhist and (c) Medieval periods.

- II. Status of Education System Pre Independent India
 - Advent of the Missionaries: Serampore Mission and the activities of the
 - Serampore Missionaries regarding extension of education
 - Adam, Munroe, Elphinstone's Report on Indigenous education.
 - Macaulay's minutes and Bentinck's resolution of 1835.
 - Wood's Despatch-1854.
 - LordCurzon'seducationalpolicy.Growthofnationalconsciousness.National education movement

Credit

3

Unit – II: Commission of Education

- Recommendations of Indian Education commission- 1882, its influence on the subsequent development of education.
- Essential features of the Sadler Commission Report-1917.
- Wardha Scheme ofEducation-1937.
- Radhakrishnan Commission-1948
- A Synoptic study of changes in School system-Primary and Secondary (Structure and curricular only after independence).
- Mudaliar Commission 1953.
- Kothari Commission 1964-66.
- National policyon Education 1986

SEMESTER -V

DSE -1/DSE -2 (DISCIPLINE SPECIFIC ELLECTIVE -1/ DISCIPLINE SPECIFIC ELLECTIVE -2)

Evaluation in Education

Course Objectives:

1. To understand the meaning, nature and scope of educational evaluation
2. To differentiate between evaluation and examination
3. To conceptualize the application of basic statistics.

Credit

1

Unit– I: Meaning of Evaluation & Measurement

- Meaning, Concept and Nature of Evaluation and Measurement.
- Need and Scope of Evaluation in Education: Evaluation of student achievement.

| | |
|--|---------------------------|
| Unit– II: Evaluation of student progress | Credit 1 |
| → Examination and evaluation-tools of evaluation: | |
| → Examination - essay type and objective type, criteria reference tests and standardized tests, cumulative Record Card. | |
| → How-to make good test: Specification of objective item selection Characteristics of a good test:(a) Validity,(b)Reliability, (c) Objectivity,(d)Usability, (e)Norms. | |

| | |
|---|---------------------------|
| Unit– II: Statistics in Educational Evaluation | Credit 1 |
| → Tabulation of educational data. Measures of Central Tendency, Measure of variability. Graphical representation. | |
| → Histogram, Frequency Polygon and Ogive. | |
| → Idea of linear correlation (Rank Difference and Product Moment Method). | |

SEMESTER –VI

DSE -3/DSE -4 (DISCIPLINE SPECIFIC ELLECTIVE -3/ DISCIPLINE SPECIFIC ELLECTIVE -4)

Guidance in Education

Course Objectives:

1. To comprehend the actual perspectives of guidance.
2. To comprehend the actual perspectives of adjustment & maladjustment

| | |
|---|---------------------------|
| Unit– I: Meaning of Guidance | Credit 2 |
| → Guidance: Concept, Nature, Scope and Importance. | |
| → Types of guidance. | |
| → Basic data necessary for guidance (Data about students, courses and vocations | |

| | |
|---|---------------------------|
| Unit– II: Meaning of Counselling | Credit 2 |
| → Counseling: Meaning, Concept, Nature, Types and Importance of counseling for adjustment problems. | |

| | |
|--|---------------------------|
| Unit– III: Adjustment & Maladjustment | Credit 2 |
| → Meaning, Concept and Nature of Adjustment. | |
| → Concept and Causes of Maladjustment. Role of parents, teachers, peers and educational institutions in preventing and eradicating maladjusted behaviour | |

SEMESTER -V

GE -1 (GENERIC ELECTIVE -1)

Life Skill Education

Objectives: To enable the Students to:

- Understand different aspects of life skills
- Comprehend different types of life skills needs for better society
- Conceptualize social skills, thinking skills, coping skills
- Understand different approaches of positive psychology and its developmental aspects.

Credit
2

Unit– I : Basics of Life Skills

- Definition and Importance of Life Skills
- Livelihood Skills, Survival Skills and Life Skills
- Life Skills Training - Implementation Models

Credit
2

Unit– II : Basics of Social Skills

- Self-Awareness - Definition, Types of Self,
- Empathy - Sympathy, Empathy & Altruism
- Interpersonal Relationship - Definition, Factors affecting Relationships

Credit
2

Unit– III : Cognitive and Interpersonal focused Approaches to Positive psychology

- Wellbeing- Mindfulness, Optimism,
- Hope Theory, Self- Efficacy,
- Problem Solving Appraisal

SEMESTER -VI

GE -2 (GENERIC ELECTIVE -2)

Yoga Education

Objectives: To enable the Students to:

- correlate Yoga and Education;
- transact different determinants of Yoga Education and Yoga Practices;
- determine the scientific bases of yoga practices;

Credit

2

Unit– I : Basics of Yoga and Yoga Education

- Yoga – Concept, Streams of Yoga, Patanjali Yogasutra, History of development of Yoga
- Yoga Education – Concept, Importance, Yoga Education as a fundamental base of education
- Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi.

Credit

2

Unit– I : Base of Yoga Practices

- Concept of Yogic Practices – Kinds of Yogic Practices: Asana, Pranayama, Kriya, Bandha, Mudra, Dhyana.
- Asana: Meaning - Principles of practicing asanas– Classification of asana.
- Pranayama – Meaning – Stages of Pranayama: Puraka, Rechaka, & Kumbhaka -Breathing regulation- Benefits of Pranayama

SEMESTER -I

SEC -1 (SKILL ENHANCEMENT COURSE -1)

(A-1)

Pedagogy

Course Objectives

1. To initiate students to the field of pedagogy.
2. To familiarize the students with principles of teaching.
3. To develop an understanding of various methods of teaching
4. To develop an understanding of the role of modern teacher.
5. To develop a positive attitude among students towards the teaching profession.

Course Contents:

Credit

2

UNIT I: Conceptual background on Pedagogy

- Concept & Meaning of Pedagogy.
- Definition, Nature & Characteristics of Teaching.
- Relationship between teaching and learning.

Credit

2

UNIT II: General principles of Teaching

- General and Psychological Principles of Teaching.
- Factors affecting Teaching: Input and Output Variables.
- Characteristics of a Good Teacher.

Credit

UNIT III: Teaching Methods and Aids

2

- Teaching Methods – Lecture, Demonstration, Problem Solving, Programmed Instruction and Story-telling.
- Different Teaching Aids –Audio, Visual, Audio-visual, Projected and Non- projected.

SEMESTER -II

SEC -2 (SKILL ENHANCEMENT COURSE -2)

(B-1)

Testing

Course Objectives:

5. To know meaning and basic characteristics of a different tests.
6. To understand the different psychological tests.
7. To know the meaning and different characteristics of an achievement test.
8. To comprehend different functional aspects of standardization

Credit

6

Unit –I: Test Description

- Meaning of Test, Types of Test, Psychometric Test, Sociometric Test and Achievement Test, basic characteristics

Unit –II: Description on Psychological Testing

- Meaning of Intelligence Test, Personality Test, Interest Inventory, Attitude Scale, their fundamental characteristics

Unit –III: Achievement Test

- Importance of Achievement Test, Difference between Achievement and Performance, Functional characteristics of academic achievement

SEMESTER -III

SEC -3 (SKILL ENHANCEMENT COURSE -3) (A-2)

Standardization of Test

Course Objectives:

1. To comprehend the perspectives of test standardization.

Credit

6

Group – B Standardization: meaning and characteristics, approaches

Unit –I: Standardizing

- Meaning of Standardization, Importance of Standardization, Nature of Teacher Made Test, Basic features of a test

Unit –II: Standardization of Achievement Test

- Meaning and nature of a dimension, weightage specification, Item specification, Item construction. Significant of a blue print in test construct.

SEMESTER -IV

SEC -4 (SKILL ENHANCEMENT COURSE -4) (B-2)

Development of Achievement Test

Course Objectives:

1. To develop and standardize an achievement test.

Credit

6

Unit –I: Development of an Achievement Test

- Development of an Achievement Test and its Standardization

Suggested Readings:

1. Singh, A. K. Test, Measurements and Research Methods in Behavioural Sciences
2. Roy, S. Mullayan o Neeti Koushal