

CBCS SYLLABUS
FOR
THREE YEARS UNDER-GRADUATE COURSE
IN
EDUCATION (HONOURS)
(w.e.f. 2022)



BANKURA UNIVERSITY
BANKURA
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There will be six semesters in the three-year B.A. Honours in Education. The syllabus consists of 14 Core (C) Courses, 4 Discipline Specific Elective (DSE) Courses, 4 Generic Elective (GE) Courses [to be taken from the pool of Generic Elective Courses], 2 Ability Enhancement Compulsory courses (AECC), and 2 Skill Enhancement Courses (SEC). Each course is of 50 marks [10 marks for Internal and 40 marks for End-Semester Examination (ESE)]. Lec. Stands for Lecture Hour, Tu. stands for Tutorial, and Pr. Stands for Practical Hour.

1 Credit = 1 Theory period of one-hour duration,

1 credit = 1 Tutorial period of one-hour duration, and 1

credits = 1 Practical period of two-hour duration.

SEMESTER WISE COURSE STRUCTURE IN CREDITS

SEMESTER - 6

CREDITS =142

COURSES	SEM I	SEM II	SEM III	SEM IV	SEM V	SEM VI	TOTAL
CORE COURSES	12	12	18	18	12	12	84
DISCIPLINE SPECIFIC ELECTIVE COURSE	-	-	-	-	12	12	24
GENERIC ELECTIVE / INTERDISCIPLINARY COURSE	6	6	6	6	-	-	24
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)	4	2	-	-	-	-	6
SKILL ENHANCEMENT COURSES (SEC)	-	-	2	2	-	-	4

TOTAL CREDITS	22	20	26	26	24	24	142
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DETAILS OF COURSES IN EDUCATION (HONOURS)

	COURSE	PAPER	CREDITS	CREDITS	
				Theory + Practical	Theory + Tutorial
I.	Core Course	14	6	14X4= 56	14X5=70
	Core Course Practical / Tutorial*	14	2/1	14X2=28	14X1=14
II.	Elective Course (8 Papers of 6 credits each)				
	A.1. Discipline Specific Elective (4 Papers)	4	6	4X4=16	4X5=20
	A.2. Discipline Specific Elective Practical / Tutorials*	4	2/1	4 X 2=8	4X1=4
	B.1. Generic Elective/Interdisciplinary(4 Papers)	4	6	4X4=16	4X5=20
	B.2. Generic Elective Practical / Tutorials*	4	2/1	4 X 2=8	4X1=4
☐☐Optional Dissertation or project work in place of one Discipline Specific elective paper (6 credits) in 6th Semester					
III	Ability Enhancement Courses				

1. Ability Enhancement Compulsory Courses (AECC)	Environmental Science				
	English/Hindi/MIL Communication	1	4	1X 4=4	1 X 4=4
		1	2	1X 2=2	1 X 2=2
2. Skill Enhancement Courses (SEC) (Minimum 2, Max. 4)		2	2	2X 2=4	2 X 2=4
TOTAL		26		142	142

Institute should evolve a system/policy about AEC/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

*wherever there is a practical there will be no tutorial and vice-versa.

THE DISTRIBUTION OF CREDITS FOR DIFFERENT CATEGORIES OF COURSES

SYLLABUS FOR EDUCATION (HONOURS)

SEMESTER –I

Course Code	Course Title	Credit	Marks			No. of Hours			
			I.A.	ESE	Total	Lec.	Tu.	Pr.	
AH/EDN/ 101/C-1	Philosophical Foundations of Education	6	10	40	50	5	1	-	
AH/EDN/ 102/C-2	Sociological Foundations of Education	6	10	40	50	5	1	-	
AH/EDN/ 103/GE-1	Any one of the following								
	A.	Principles of Education	6	10	40	50	5	1	-
	B.	Educational Technology							
ACSHP/10 4/ AECC-1	Environmental Studies	4	10	40	50	4	-	-	
Total in Semester – I		22	40	160	200	19	3	-	

SEMESTER –II

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.



AH/EDN/ 201/C-3	Psychological Foundations of Education	6	10	40	50	5	1	-
AH/EDN/ 202/C-4	Pedagogy	6	10	40	50	5	1	-
AH/EDN/ 203/GE-2	Any one of the following	6	10	40	50	5	1	-
	A. Educational Sociology							
	B. Educational Organization							
ACSHP/20 4/ AECC-2	English/Hind/MIL	2	10	40	50	2	-	-
Total in Semester – II		20	40	160	200	17	3	-

SEMESTER –III

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AH/EDN/ 301/C-5	Education in Pre-independence India	6	10	40	50	5	1	-
AH/EDN/ 302/C-6	Education in Post-independence India	6	10	40	50	5	1	-
AH/EDN/3 03/C-7	Modern trends in Education	6	10	40	50	5	1	-
AH/EDN/ 304/GE-3	Any one of the following	6	10	40	50	5	1	-
	A. Educational Psychology							
	B. Evaluation in Education							
AH/EDN/ 305/SEC-1	Any one of the following	2	10	40	50	1	-	2
	A. Computer Application in Education							
	B. Presentation of term paper with power point							
Total in Semester – III		26	50	200	250	21	4	2

SEMESTER –IV

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
AH/EDN/40 1/C-8	Educational Research	6	10	40	50	5	1	-
AH/EDN/40 2/C-9	Evaluation in Education	6	10	40	50	5	1	-
AH/EDN/40 3/C-10	Statistics in Education	6	10	40	50	5	1	-



AH/EDN/ 404/GE-4	Any one of the following		6	10	40	50	5	1	-
	A.	History of Indian Education							
	B.	Guidance and Counselling							
AH/EDN/ 405/SEC-2	Any one of the following		2	10	40	50	1	-	2
	A.	Psychological Testing							
	B.	Field Based Activity/ Project work related to Local Art, Environment, History, Culture and Language etc.							
Total in Semester – IV			26	50	200	250	21	4	2

SEMESTER – V

Course Code	Course Title	Credit	Marks			No. of Hours			
			I.A.	ESE	Total	Lec.	Tu.	Pr.	
AH/EDN/ 501/C-11	Educational Technology	6	10	40	50	5	1	-	
AH/EDN/ 502/C-12	Educational Management	6	10	40	50	5	1	-	
AH/EDN/ 503/DSE-1	Any one of the following		6	10	40	50	5	1	-
	A	Teacher Education							
	B	Environmental Education							
AH/EDN/ 504/DSE-2	Any one of the following		6	10	40	50	5	1	-
	A	Special Education							
	B	Mental Health and Hygiene							
Total in Semester – V			24	40	160	200	20	4	-

SEMESTER – VI

Course Code	Course Title	Credit	Marks			No. of Hours			
			I.A.	ESE	Total	Lec.	Tu.	Pr.	
AH/EDN/ 601/C-13	Guidance and Counseling	6	10	40	50	5	1	-	
AH/EDN/ 602/C-14	Curriculum Development	6	10	40	50	5	1	-	
AH/EDN/ 603/DSE-3	Any one of the following		6	10	40	50	5	1	-
	A	Contribution of Great Educators							
	B	Comparative Education							



AH/EDN/ 604/DSE-4	Any one of the following		6	10	40	50	5	1	-
	A	Distance Education							
	B	Value and moral Education							
Total in Semester – VI			24	40	160	200	20	4	-

AH= Arts Honours, ACSHP= Arts Commerce Science Honours Pass, EDN= Education C= Core Course, AECC= Ability Enhancement Compulsory Course, SEC= Skill Enhancement Course, GE= Generic Elective, DSE= Discipline Specific Elective IA= Internal Assessment, ESE= End-Semester Examination, Lec.=Lecture, Tu.= Tutorial, and Prc.=Practical

B.A. EDUCATION (HONOURS) SEMESTER-I

Course Title: Philosophical Foundations of Education

Course Code: AH/EDN/101/C-1

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

After completion the course the learners will be able to:

1. Discuss the meaning, nature, scope and aims of education.
2. Discuss the meaning and scope of educational philosophy.
3. Explain the factors of education and their relationships.
4. Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
5. Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
6. Explain the concept of Democracy, Socialism and Secularism.

Course Outcomes:

After completion the course the learners will be able to:

1. Answer all the questions related to meaning, nature, scope and aims of education.
2. Answer all the questions related to meaning and scope of educational philosophy.
3. Answer all the questions related to factors of education and their relationships.
4. Answer all the questions related to different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
5. Answer all the questions related to different Western schools of philosophy namely Idealism, Naturalism, and Pragmatism.
6. Answer all the questions related to the concept of Democracy, Socialism and Secularism.

Course Contents:**Unit-I: Concept, Scope and Aim of Education**

1. Concept and Scope of Education.
2. Aims of Education
3. Report of Delor's commission (UNESCO, 1996)
4. Concept and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

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

Unit-III: Schools of Philosophy

1. Indian schools of Philosophy: Buddhism, Jainism Sankhya, Naya,; in terms of knowledge, reality and value.
2. Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.

Unit-IV: National Values

Inculcation of National Values: Democracy, Socialism and Secularism.

Suggested Readings:

1. J. C. Aggarwal- Theory and Principles of Education
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. Y. K. Sharma – Sociological Philosophy of Education
6. S. S. Ravi – A Comprehensive Study of Education
7. M. Sharma – Educational Practices of Classical Indian Philosophies
8. S. S. Chandra & R. K. Sharma- Philosophy of Education
9. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
10. B. R. Purkait – Great Educators
11. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন – সুশীল রায়
12. শিক্ষানীতি ও শিক্ষাদর্শন- ড. অর্চনা বন্দ্যোপাধ্যায়
13. শিক্ষা ও দর্শন – ড. দিব্যেন্দু ভট্টাচার্য



14. J.C. Agarwal -Theory and Principles of Education.

Course Title: Sociological Foundations of Education**Course Code: AH/EDN/102/C-2****Contact Hours per week: 6****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. To understand the meaning of sociology and Education and realize its pertinence to education.
2. To become aware of the different social factors that influence education.
3. To become aware of social groups that influence education.
4. To become aware of the processes of social change and their impact on education.
5. To become aware of different contemporary social issues.

Course Outcomes:

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

1. Answer all the questions related to the meaning of sociology and Education and realize its pertinence to education.
2. Answer all the questions related to different social factors that influence education.
3. Answer all the questions related to social groups that influence education.
4. Answer all the questions related to the processes of social change and their impact on education.
5. Answer all the questions related to the different contemporary social issues.

Course Contents:**UNIT-I: Education and Sociology**

1. Meaning and concept of Sociology
2. Relationship between Education and Sociology
3. Educational Sociology –Meaning, Concept and Scope
4. Difference between Educational Sociology and Sociology of Education

UNIT-II: Society and Education

1. Society: its origin and factors and their influences on education (population, location, religion, class, culture, technology, economy)
2. Agencies of Education: Family, Educational Institution, State, Club and Mass Media.

UNIT-III: Social Groups and Societal Changes

1. Social groups (Primary, Secondary and Tertiary)
2. Sankritization, Westernization, Modernization and Globalization

SEMESTER-I**UNIT-IV: Education and Contemporary Social Issues**

1. Poverty
2. Unemployment
3. National Disintegration
4. Population Explosion

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. Chandana - School Organization
10. Kochar, S.K - Secondary School Organization
11. Aggarwal - School Organization

Bengali Books:

- 1) Bishnupada Panda- Shikshah-ShraiSamajtantra
- 2) Ranjit Ghosh - Vidyalaya Paribesh&Padhyati
- 3) Arun Ghosh -Vidyalaya Sanghathan.

Course Title: Principles of Education**Course Code: AH/EDN/103/GE-1A****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Discuss the meaning, nature, scope and aims of education.
2. Explain the factors of education and their relationships.
3. Describe different types of agencies involved in education.
4. Explain different forms of education and their role in education.

Course Outcomes:

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

1. Answer all the questions related to the meaning, nature, scope and aims of education.
2. Answer all the questions related to the factors of education and their relationships.
3. Answer all the questions related to the different types of agencies involved in education.
4. Answer all the questions related to the different forms of education and their role in education.

Course Contents:**UNIT-I: Concept, Scope, and Aim of Education**

1. Concept and scope of education
2. Aims of education: Individualistic and socialistic aims of education.
3. Freedom and Discipline: Concept and need for free discipline. Self-discipline and Students' self-governance.
4. Report of Delor's Commission (1996).
5. Millennium goals of Education (2000).

UNIT-II: Factors of Education

1. Factors of education:
 1. The Child - innate endowment and environment
 - ii. The Teacher - qualities and responsibilities.
 - iii. The Curriculum - concept, principles of curriculum construction, Co- curricular activities.

SEMESTER-I**UNIT-III: Agencies of Education**

1. Agencies of education: Home, School, Socio-cultural and Religious organizations, State, and Mass- media

UNIT –IV: Forms of Education

1. The educational institutions – Formal, informal, non-formal and their interrelationship.
2. Child-Centricism: concept of Child-Centricism, Methods of child-centricism: Froebel, Montessori, M.K. Gandhi, Rabindranath Tagore; and its Significance.
3. Play and play-way in education: Kindergarten, Montessori, Basic education and Project.

Suggested Readings:

1. J.C. Chakraborty- Modern Education: Its Aims and principles
2. Archana Banerjee- Principles of education
3. J.C. Agarwal- Theory and Principles of education
4. J.C. Agarwal- Philosophy and social basis of education.
5. B.R. Purkait- Principles and practices of education
6. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন – সুশীল রায়
7. শিক্ষানীতি ও শিক্ষাদর্শন- ড. অর্চনা বন্দ্যোপাধ্যায়
8. শিক্ষা ও দর্শন – ড. দিব্যেন্দু ভট্টাচার্য

SEMESTER-I**Course Title: Educational Technology****Course Code: AH/EDN/103/GE-1B****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To enable the student to understand the concept and system approach of educational technology.
2. To acquaints students with different instructional techniques.
3. To understand different teaching cycles and teaching aids
4. To understand classroom communication

Course Outcomes:

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

1. Answer all the questions related to the concept and system approach of educational technology.
2. Answer all the questions related to the different teaching cycles and teaching aids
3. Answer all the questions related to the different instructional techniques.
4. Answer all the questions related to the classroom communication

Course Contents:**Unit-I: Educational Technology**

1. Concepts, meaning and need of technology in educational field.
2. Systems approach to education: Definition of systems, need for systems approach, classification of systems & components of a System.

Unit-II: Instructional Techniques

1. Mass instructional techniques (basic concepts only)
2. Personalized techniques – Programmed learning (Linear)
3. Mastery Learning,

Unit-III: Micro-Macro Teaching and Teaching Aids

1. Concept of micro and macro teaching and its cycle and teaching skills
2. Teaching aids- meaning, type (projected, non-projected)

Unit-IV: Classroom Communication

1. Communication: definition, meaning, components
2. Role of communication in effective teaching-learning process
3. Factors affecting classroom communication

Suggested Readings:



SEMESTER-I

1. Rao, Usha -Educational technology.
2. Anand Rao, B. ravishankar, S. –Reading in educational technology.
3. Mohanty, J. -Educational technology.
4. Bharna, R.D. -An Introductional Technology.

Course Title: Environmental Studies

Course Code: ACSHP/104/AECC-1

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

SEMESTER-II**Course Title: Psychological Foundations of Education****Course Code: AH/EDN/201/C-3****Contact Hours per week: 6****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Objectives:**

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

Course Outcomes:

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

1. Answer all the questions related to the concept, nature, scope and uses of Psychology in education.
2. Answer all the questions related to the influence of growth and development in education.
3. Answer all the questions related to the meaning and concept of learning, its theories and factors.
4. Answer all the questions related to the application of learning theories in classroom situation.

Course Contents:**Unit-I: Educational Psychology**

1. Definition of Psychology; Relationship between Psychology and Education; Nature, scope and methods of educational psychology; applications of Educational Psychology in teaching-learning and in understanding individuals' behaviour.
2. Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
3. Theories of Development- Cognitive Development (Piaget), Psycho-social (Erikson), and Moral Development (Kohlberg)

Unit-II: Learning

1. Definition and characteristics of Learning; Factors influencing learning



SEMESTER-I

2. Theories of learning: Classical and Operant conditioning, Trial and Error, Insightful Learning, Basic ideas of social constructivist approach(Vygotsky)
3. Transfer of Learning: Concept & Types.

Unit-III: Concept of Individual Differences

1. Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford and Gardner; Measurement of Intelligence.
2. Creativity: Meaning, Nature, Factors and Development of Creativity.

Unit-IV: Personality

1. Personality – Definition, meaning and nature; development of personality; theories of personality (Allport and Eysenck).

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. Bichler, R.F., and Snowman, J. (1993). Psychology applied to teaching. Boston: Houghton Mifflin.
5. Normann Sprinthall and Richard, C. Sprinthall, Educational psychology: McGraw-Hill Publishing Company.
6. Chauhan. S.S., Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.

SEMESTER-II**Course Title: Pedagogy****Course Code: AH/EDN/202/C-4****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objects:**

1. The meaning and concept of Pedagogy, levels of teaching, Stages of teaching, and methods of teaching.
2. Explain the Flander's Interactional analysis and Characteristics of good teacher.
3. Discuss the Nature of classroom teaching and Function of a teacher.
4. Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Course Outcomes:

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

1. Answer all the questions related to the concept, of Pedagogy, levels of teaching, Stages of teaching, and methods of teaching.
2. Answer all the questions related to the Flander's Interactional analysis and Characteristics of good teacher.
3. Answer all the questions related to the Nature of classroom teaching and Function of a teacher.
4. Answer all the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Course Contents:**UNIT I: Teaching & Instruction**

1. Pedagogy: Etymology and concept. Relationship between teaching and learning.
2. Concept of teaching and instruction, Instructional Design- Direct and Indirect.
3. General principles of teaching; Maxims of Teaching; Fundamentals of teaching.

UNIT II: Factors and Stages of Teaching

1. Factors affecting perception, attention, attitude and memory
2. Levels of teaching- Memory, Understanding, and Reflective
3. Stages of teaching- Pre-active, Interactive, and Post-active

UNIT III: Teacher Behaviour

1. Observation of classroom behaviour: Flander's Interaction analysis, characteristics of good teacher-behaviour.

2. Differences between Traditional, Macro teaching and Micro teaching.

UNIT-IV: Teaching Methods

1. Teaching Methods – Lecture, demonstration, problem solving and programme instruction (Linear and Branching);
2. Function of a teacher as a planner, as a facilitator, as a counsellor, as a researcher.

Suggested Readings:

1. Diane. E., Papalia and Sally wendkosolds. Human Development: McGraw-Hill.
2. Elizabeth, B., Hurlock, Child Development: McGraw-Hill Book Company.
3. Kundu, C.H. and Tutoo, D.N., Educational Psychology: Sterling Publication.
4. Aggarawal. J.C., Essentials of Educational Psychology: Vikash Publishing house Pvt. Ltd.
5. Clifford.C.Morgan. Richard. A. King, John R. Weisz, John R. Schopler, Introduction of Psychology.
6. Glietman, Alan, J., Fridland, Daniel Reisberg, Basic Psychology.

Bengali Books:

1. Sushil Ray -Shiksha Manovidya.
2. Arun Ghosh -Shiksha-ShraiMonobigyan.
3. Pramodbandhu Sengupta & Prasanta Sharma -Shiksha Manobigyan.
4. শিক্ষণ ও শিখন – ড. বিজন সরকার
5. পেডাগগিঃ সার্বিক ধারণা- কমলেশ করণ ও কিংশুক করণ
6. শিক্ষানির্দেশনারমনস্তু-ঘোষওমুখোপাধ্যায়

SEMESTER-II**Course Title: Educational Sociology****Course Code: AH/EDN/203/GE-2A****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To understand the concept of culture and human resource development
2. To become aware of the concept of socialization and about different social agencies
3. To become aware of different social disadvantaged sections of society
4. To become aware of the concept of value education

Course Outcomes:

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

1. Answer all the questions related to the concept of culture and human resource development
2. Answer all the questions related to the concept of socialization and about different social agencies
3. Answer all the questions related to the different social disadvantaged sections of society
4. Answer all the questions related to the concept of value education.

Course Contents:**UNIT-I: Educational Sociology**

1. Meaning and concept of Sociology and Educational Sociology.
2. Relationship between Education and Sociology.
3. Differences between Educational Sociology and Sociology of Education.

Unit-II: Social Issues and Education

1. Culture: Concept, role of education in culture, cultural lag.
2. Meaning of Human Resource Development and its significance in the present society.

Unit-III: Socialization and Agencies of Education

1. Socialization: Meaning, process and factors of socialization, role of the family and school.

SEMESTER-II

2. Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

Unit-IV: Social change and Education

1. Social change: definition, characteristics, factors, Constraints and education as an instrument of social change.
2. Education for social Equity & Equality of Educational Opportunity.
3. Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural).

Suggested Readings:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. Y. K. Sharma – Sociological Philosophy of Education

Bengali Books:

শিক্ষাশ্রয়ী সমাজবিজ্ঞান- মঞ্জুশ্রী তরফদার
শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি- সোনালী চক্রবর্তী

Course Title: Educational Organization

Course Code: AH/EDN/203/GE-2B

Contact Hours per week: 6

Maximum Marks: 50

Examination Duration: 2 hours

Internal: 10

ESE: 40

Course Objectives:

1. To be acquainted with modern aspects of school organization.
2. To understand the difference between educational Management & Administration at different levels of education.
3. To make understand the meaning, types and need for educational management.
4. To make understand the meaning, types, need and strategies of educational planning.

Course Outcomes:

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

1. Answer all the questions related to educational Management & Administration at different levels of education.
2. Answer all the questions related to the modern aspects of school organization.

SEMESTER-II

3. Answer all the questions related to the meaning, types and need for educational management.

4. Answer all the questions related to the the meaning, types, need and strategies of educational planning.

Course Contents:**Unit-I: Concept of Educational Organization**

1. Educational organization: Concept and its principles
2. Aspects of school Organization – School-Building, Equipment, Sanitation, Play ground, Workshop programme, library, Computer Room. Mid-day meal, School medical service, co- curricular activities.

Unit-II: Educational Management and Administration

1. Concept of Educational Management and Administration
2. Administrations at different levels (Primary, Secondary and Tertiary) and differences among them.
3. Board of Secondary Education, Council of H.S. Education, Council of Higher education.

Unit-III: Educational Management

1. Concept, meaning, nature, need and scope, Role of Educational manager.
2. Types of Educational Management- Autocratic, Democratic, Laissez- Fair supervision.

Unit-IV: Educational Planning

1. Educational Planning- Meaning, need and significance, Types and strategies, and Steps
2. Institutional Planning.

Suggested Readings:

1. Gaiind -Educational organizational.
2. Chandana - School Organization
3. Kochar, S.K - Secondary School Organization
4. Aggarwal - School Organization

Bengali Books:

- 1) Bishnupada Panda- Shikshah-Shraishamajtantra
- 2) Ranjit Ghosh - Vidyalaya Paribesh&Padhyati
- 3) Arun Ghosh -Vidyalaya Sanghathan.

SEMESTER-II**Course Title: English/Hindi/MIL****Course Code: ACSHP/EDN/204/AECC-2****Contact Hours per week: 2****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40**

SEMESTER-III**Course Title: Education in Pre-Independence India****Course Code: AH/EDN/301/C-5****Contact Hours per week: 6****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Discuss the development of education in India in historical perspectives.
2. Describe the salience features of education in India: Brahamanic and Buddhist system of Education.
3. Discuss the Medieval and British Indian education system.
4. Explain the significant points of selected educational documents and report of ancient, medieval and British India.

Course Outcomes:

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

1. Answer all the questions related to the development of education in India in historical perspectives.
2. Answer all the questions related to the salience features of education in India: Brahamanic and Buddhist system of Education.
3. Answer all the questions related to the Medieval and British Indian education system.
4. Answer all the questions related to the the significant points of selected educational documents and report of ancient, medieval and British India.

Course Contents:**Unit-I: Education in Ancient India:**

1. Brahmanic System of Education- Aims, curriculum, teacher and methods of teaching, Institutions, Women education and Evaluation system.
2. Buddhistic System of Education- Aims, curriculum, teacher and methods of teaching, Institutions (Nalanda, Bikramsila), Women education and Evaluation system.

Unit-II: Education in Medieval India:

1. Aims, curriculum, teacher and methods of teaching, Institutions and Women education, Contribution of Firoz Shah Tughlak and Akbar.

Unit-III: Education in 19th Century in India:

1. Charter Act of 1813 and its educational significance
2. Bengal Renaissance- Concept, causes and its impact on Education, contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
3. Wood's Despatch (1854) and its impact on education.

4. Indian Education Commission (1882-83) and its impact of education.

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

1. Educational reformer- Lord Curzon
2. National education movement- Characteristics of National Education Movement, causes of National Education Movement, Different phases of National Education Movement, Impact of National Education Movement.
3. Basic Education- Concept, characteristics, merits and demerits.
4. Sadlar Commission or Calcutta University Commission (1917-19) e) Sargent Plan Report (1944).

Suggested Readings:

- 1) B. R. Purkait- Milestones of Modern Indian Education
- 2) J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- 3) S. S. Ravi –A Comprehensive Study of Education
- 4) J. P. Banerjee – Education in India: Past, Present and Future
- 5) S. P. Chaube& A. Chaube – Education in Ancient and Medieval India
- 6) B. K. Nayak- History Heritage and Development of Indian Education
- 7) B. N. Dash –History of Education in India

SEMESTER-III**Course Title: Education in Post-Independence India****Course Code: AH/EDN/302/C-6****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Describe the Constitutional Provision of Education.
2. Discuss the contributions of Education Commission in post Independent India.
3. Elaborate the National Policy on Education and National Education System.

Course Outcomes:

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

1. Answer all the questions related to the Constitutional Provision of Education.
2. Answer all the questions related to the contributions of Education Commission in post Independent India.
3. Answer all the questions related to the National Policy on Education and National Education System.

Course Contents:**Unit-I: Education and Constitution**

1. Preamble and various Articles on Education in Indian Constitution
2. Development of Education under Plan (Last two plans)

Unit-II: Education Commission in post Independent India

1. University Education Commission (1948-49)
2. Secondary Education Commission (1952-53)
3. Indian Education Commission (1964-66)
4. Asoke Mitra Commission (1991-92)

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

- a) SCERT, b) DIET, c) WBBPE, d) WBBSE, e) WBCHSE f) WBSCHE

Unit-IV: National Policies on Education

1. National Policy on Education (1968)
2. National Policy on Education (1986)
3. Programme of Action (POA)- 1992
4. Ramamurti Committee (1990-91)
5. Janardhan Reddy Committee (1992)

Suggested Readings:

- 1) B. R. Purkait- Milestones of Modern Indian Education
- 2) J. C. Aggarwal - Landmarks in the History of Modern Indian Education
- 3) S. S. Ravi – A Comprehensive Study of Education
- 4) J. P. Banerjee – Education in India: Past, Present and Future
- 5) S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
- 6) B. K. Nayak- History Heritage and Development of Indian Education
- 7) B. N. Dash –History of Education in India

- 8) ভারতের শিক্ষা ও শিক্ষার ভারতায়ন- সুশীল রায়
- 9). ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়
- 10) আধুনিক ভারতের শিক্ষার ইতিহাস-অরুন ঘোষ
- 11) History of Indian Education (present, Past and future) – Vol II-
J. P. Banerjee

Course Title: Contemporary Issues in Education**Course Code: AH/EDN/303/C-7****Contact Hours per week: 6****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Explain the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE) Constitutional Provision with special reference to RTE Act. DPEP, SSA-SSM of UEE.
2. Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
3. Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
4. Discuss the modern issues in Indian Education.

Course Outcomes:

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

1. Answer all the questions related to the Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE) Constitutional Provision with special reference to RTE Act. DPEP, SSA-SSM of UEE.
2. Answer all the questions related to the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
3. Answer all the questions related to the concept, role of Higher Education and Knowledge Commission and RUSA.
4. Answer all the questions related to the concept, role of Higher Education and Knowledge Commission and RUSA.
5. Answer all the questions related to the modern issues in Indian Education.

Course Contents:**Unit-I: Universalization of Elementary Education (UEE)**

1. Meaning, aims and Objectives, and Importance of UEE
2. RTE Act-2009: Constitutional Provision with special reference to RTE Act;
3. Role of DPEP; SSA-SSM, Problems.

Unit-II: Universalization of Secondary Education (USE)

1. Meaning, aims & objectives, significance
2. Role of RMSA, Problems.

Unit-III: Higher Education and RUSA

1. Concept, Role, and Problems of Higher Education

SEMESTER-III

2. Knowledge Commission & Higher Education
3. Higher Education and RUSA

Unit-IV: Issues in Education

1. Peace Education: Meaning, aims & objectives, need.
2. Education for Sustainable Development: Meaning, aims & objectives, Role of Education in Sustainable Development.
3. Inclusive Education: Meaning, Need & Govt, programme.
4. Open & Distance Learning System: Meaning, Characteristics and need.
5. Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
6. Women Education: Importance, problems.

Suggested Readings:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
5. S. P. Chaube & A. Chaube – Comparative Education
6. সমকালীন ভারতীয় সমাজ- দুলাল মুখোপাধ্যায়
7. ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা- জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়
8. History of Indian Education (present, Past and future) – Vol II-
J. P. Banerjee
9. Development and Problems of Indian Education- R. P. Pathak

Course Title: Educational Psychology**Course Code: AH/EDN/304/GE-3A****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To define the definition of education, psychology, and educational psychology and explain their relationship.
2. To explain the development of the child with respect to physical, social, emotional, and cognitive
3. To explain learning, memory, and forgetting
4. To describe intelligence, attention, and interest and their educational implication
5. To discuss personality, emotion, and habits and their educational value

Course Outcomes:

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

1. Answer all the questions related to the definition of education, psychology, and educational psychology and explain their relationship.
2. Answer all the questions related to the development of the child with respect to physical, social, emotional, and cognitive
3. Answer all the questions related to learning, memory, and forgetting.
4. Answer all the questions related to the intelligence, attention, and interest and their educational implication
5. Answer all the questions related to the personality, emotion, and habits and their educational value.

Course Contents:**Unit- I: Educational Psychology**

1. Definition of Education, Concept of Psychology, and Educational Psychology. Relation between Psychology and Education. Nature and scope of Educational Psychology.
2. Development of the Child: Infancy, Childhood, Adolescence-Physical, Social, Emotional and Cognitive development.

Unit- II: Learning, Memory, and Forgetting

1. Learning: Its nature, relation to motivation and maturation. Theories of learning: trial and error including laws of learning, conditioned response (Classical and Operant) and Gestalt theory.
2. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - it's meaning and causes.

SEMESTER-III**Unit- III: Intelligence, Attention, and Interest**

1. Intelligence: Concept and measurement. Categories of Intelligence, Classification of intelligence tests. Examples of each type of test. Uses of intelligence tests.
2. Attention and Interest: Nature and conditions of attention, their educational implications.

Unit- IV: Personality, Emotion, and Habit

1. Personality: Concept, traits and theories(Alport), and Personality test.
2. Emotion: Meaning and characteristics, places of emotion in education.
3. Habit: Definition, habit formation (Uses and abuses), and educational values of habit.

Suggested Readings:

1. C.F. Skinner- Educational Psychology
2. J.P. Guilford- General Psychology
- 3.H.R. Bhatia- Textbook of educational psychology
- 4.S.S. Chauhan- Advance educational psychology
- 5.S. Mangal- Educational psychology.

১. শিক্ষা মনোবিদ্যা- সুশীল রায়

২. শিক্ষা মনোবিদ্যা- ড. দেবাশিস পাল

৩. শিক্ষামনোবিজ্ঞানেররূপরেখা-ড.প্রনবকুমারচক্রবর্তী

SEMESTER-III**Course Title: Evaluation in Education****Course Code: AH/EDN/304/GE-3B****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To understand Measurement and Evaluation
2. To discuss the criteria of a Good Test
3. To explain the tool and techniques of evaluation
4. To analyze different data with the help of descriptive statistics and graph

Course Outcomes:

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

1. Answer all the questions related to Measurement and Evaluation.
2. Answer all the questions related to the criteria of a Good Test
3. Answer all the questions related to the tool and techniques of evaluation.
4. Answer all the questions related to the different data with the help of descriptive statistics and graph

Course Contents:**Unit-I: Measurement, Evaluation, and Assessment**

1. Concept, Scope and Need of Evaluation
2. Relation between Measurement and Evaluation
3. Scales of Measurement- Nominal, Ordinal, Interval, Ratio.

Unit-II: Characteristics of a Good Test

1. Reliability- Concept, Characteristics, Causes of low Reliability,
2. Validity- Concept, Causes of low Validity, Types,
3. Objectivity- meaning and nature.

Unit-III: Tools and Techniques of Evaluation

1. Tools: Definition, Types
2. Tests- Essay type and Objective type (Advantage and Disadvantage)
3. Techniques: Observation, CRC, Interview.
4. Formative and Summative Evaluation

Unit-IV: Statistics in Education

1. Meaning, Nature and Needs of Educational Statistics
2. Measures of Central Tendency- Mean, Median and Mode; their properties, calculations and applications.



3. Graphical Representation of Data- Histogram, Frequency Polygon - uses (Using 75% rule)

Suggested Readings:

1. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
2. E. Garret- Statistics in Education and Psychology
3. R. A. Sharma- Mental Measurement and Evaluation
4. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

Course Title: Computer Application in Education**Course Code: AH/EDN/305/SEC-1A****Contact Hours per week: 2****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To understand the basic knowledge of computer
2. To apply Word, Excel, and Power Point

Course Outcomes:

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

1. Answer all the questions related to the Computer.
2. Answer all the questions related to the Word, Excel, and Power Point.

Course Contents:

1. Basic knowledge of Computer
2. Uses and Applications of Word, Excel, Power Point, and Statistical Software

Note: This paper will be treated as a practical paper (including Viva-voce)

SEMESTER-III

Course Title: Presentation of Term Paper with Power Point

Course Code: AH/EDN/305/SEC-1B

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

1. To write the term paper
2. To present the term paper

Course Outcomes:

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

1. Write the term paper.
2. Present the term paper.
3. Solve different types of research oriented problem.

Course Contents:

1. Select a topic from the syllabus and write a term paper within 1000 words. Student is required to present the paper with the help of Power point projection (presentation 8 min. and interaction 2 min.).

SEMESTER-IV

Course Title: Educational Research

Course Code: AH/EDN/401/C-8

Contact Hours per week: 6

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

After completion the course the learners will be able to:

1. Define and explain the meaning and nature of research.



2. Define and explain the meaning and nature of Educational research.
3. Identify source of data for Research.
4. Describe the types of Research.
5. Describe the meaning of Research problem, Review of Related Literature.
6. Explain the concept of Hypothesis, Variables, and Research data.
7. Analyze the Qualitative and Quantitative data.
8. Acquaint with the process of collecting data.
9. Apply relevant statistical techniques to analyze data.

Course Outcomes:

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

1. Answer all the questions related to the meaning and nature of research.
2. Answer all the questions related to the meaning and nature of Educational research.
3. Answer all the questions related to Research problem, Review of Related Literature.
4. Answer all the questions related to the Hypothesis, Variables, and Research data.
5. Answer all the questions related to the Qualitative and Quantitative data.
6. Answer all the questions related to the process of collecting data.

Course Contents:**Unit-I: Research-meaning and nature:**

1. Meaning and nature of Research
2. Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
3. Need of Research in Education

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

1. Meaning, nature & scope of Educational Research
2. Types of Research: Basic, Applied & Action Research; Historical, Descriptive and Experimental research (meaning only)
3. Importance of Educational Research.

Unit-III: Basic Ideas of Research

1. Characteristics of a good Research Problem
2. Review of related Literature – purpose
3. Variable – Concept and types
4. Research Questions (concept only) and Research Hypothesis (meaning, nature and types)
5. Population, Sample and sampling- meaning

Unit-IV: Research Data:



1. Qualitative and Quantitative data
2. Tool of data collection- characteristics, merits and demerits of questionnaire and interview
3. Descriptive and Inferential statistics (meaning only)

Suggested Readings:

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences

SEMESTER-IV**Course Title: Evaluation in Education****Course Code: AH/EDN/402/C-9****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****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 acquaint with different types of current trends in evaluation.

Course Outcomes:

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

1. Answer all the questions related to the concepts of measurement and evaluation in the field of education.
2. Answer all the questions related to different types of measuring instruments and their uses.
3. Answer all the questions related to the principles of test construction – both educational and psychological.
4. Answer all the questions related to the concepts of validity and reliability and their importance in education measurement.
5. Answer all the questions related to the different types of current trends in evaluation.

Course Contents:**Unit-I: Measurement and Evaluation in Education**

1. Measurement: concept, purpose and scales of measurement
2. Evaluation: concept, types and its role in education
3. Interrelationship between measurement and evaluation

Unit-II: Tools and Techniques of Evaluation

1. Tools: Definition, Types



2. Tests- Essay type and Objective type (Advantage and Disadvantage)
3. Techniques: Observation, CRC, Interview.
4. Inquiry - concept and use

Unit-III: Characteristics of a Good Test and its construction

1. Characteristics of a good test –Validity, reliability, objectivity, usability and norms
2. General principles of test construction and standardization

UNIT IV: Current Trends in Evaluation

1. Grading System
2. Semester System
3. Question Bank

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. Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.
4. Kaplan, R.M. & Saccuzzo, D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.
5. Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.
6. Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to Educational Measurement*. Boston: Houghton Mifflin.
7. Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. Boston: Allyn and Bacon
8. Hopkins, KD. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn and Bacon.
9. Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and Assessment. An Introduction to the Tests and measurement*. California: Mayfield Publishing Co.
10. NCERT (2006). *Focus Group Position Paper: Examination Reforms*. New Delhi: NCERT
11. শিক্ষায় পরিমাপ ও মূল্যায়ন- ড. দেবশিস পাল
12. মূল্যায়নঃ নীতি ও কৌশল – সুশীল রায়
13. Evaluation in Education- Rambhai Patel



Course Title: Statistics in Education**Course Code: AH/EDN/403/C-10****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

1. To describe the concept of statistics and its use in education
2. To represent educational data through graphs.
3. To use various statistical measures in analysis and interpretation of educational data.
4. To explain the Normal Probability Curve and its uses in education.
5. To use various inferential statistics in analysis and interpretation of educational data

Course Outcomes:

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

1. Answer all the questions related to the concept of statistics and its use in education
2. Answer all the questions related to represent educational data through graphs.
3. Answer all the questions related to use various statistical measures in analysis and interpretation of educational data.
4. Answer all the questions related to the Normal Probability Curve and its uses in education.
5. Answer all the questions related to various inferential statistics in analysis and interpretation of educational data

Course Contents:**Unit-I: Educational Statistics**

1. Concept, Scope and Need of Educational Statistics
2. Organization and Tabulation of Data- Frequency distribution table
3. Graphical Representation of Data- Pie diagram, Bar graph, Histogram, Frequency Polygon and Ogive (Using 75% rule)

Unit-II: Descriptive Statistics

1. Meaning of Central Tendency- Theory and Application.
2. Measure of Variability- Theory and Application
3. Percentile Point and Percentile Rank- Theory and Application (Calculation and Graphical Determination).

Unit-III: Normal Distribution (NPC) and Derived Score



SEMESTER-IV

1. Normal Distribution- Concept, Properties and Uses of NPC. Divergence from Normality- Skewness and Kurtosis.
2. Derived Scores- Z-Score, Standard Score (Meaning, Calculation and Uses).

Unit-IV: Relationship and Inferential Statistics

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

Suggested Readings:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

Course Title: Development of Education in India**Course Code: AH/EDN/404/GE-4A****Contact Hours per week: 6****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Discuss the development of education in India in historical perspectives.
2. Discuss the Medieval and British Indian education system.
3. Explain the significant points of selected educational documents and report of ancient, medieval and British India.
4. Describe the Constitutional Provision of Education.
5. Discuss the contributions of Education Commission in post Independent India.
6. Elaborate the National Policy on Education and National Education System.

Course Outcomes:

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

1. Answer all the questions related to the development of education in India in historical perspectives.
2. Answer all the questions related to the Medieval and British Indian education system.
3. Answer all the questions related to the Constitutional Provision of Education.
4. Answer all the questions related to the contributions of Education Commission in post Independent India.
5. Answer all the questions related to the National Policy on Education and National Education System.

Course Contents:**Unit-I: Education in 19th Century in India**

- 1 Charter Act of 1813 and its educational significance.
- 2 Macaulay Minuets- (1835)- its educational significance.
- 3 Wood's Despatch (1854) and its impact on education.
- 4 Indian Education Commission (1882-83) and its impact of education.

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

1. Educational reformer- Lord Curzon
2. Sargent Plan Report (1944)- Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

Unit-III: Education in Post Independence India

- 1.University Education Commission (1948-49)
- 2.Secondary Education Commission (1952-53)



SEMESTER-IV

3. Indian Education Commission (1964-66)
4. National Policy on Education (1986)
5. Revised National Policy on Education-1992

Unit-IV: Education and Constitution

1. Preamble and various Articles on Education in Indian Constitution
2. RTE Act-2009

Suggested Readings:

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of Education in India

Course Title: Guidance and Counseling**Course Code: AH/EDN/404/GE-4B****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Explain the concept of Guidance
2. Discuss different types of Guidance
3. Explain the concept of Counseling
4. Discuss different types of Counseling

Course Outcomes:

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

1. Answer all the questions related to the concept of Guidance and the types of guidance.
2. Answer all the questions related to the concept of Counseling and the types of counseling.

Course Title:**Unit-I: Concept of Guidance**

1. Meaning & Definition, Characteristics, Scope of Guidance.
2. Needs and importance of Educational Guidance services in Schools.
3. Organization of Guidance programme in School

Unit-II: Types of Guidance

1. Educational: Meaning, Characteristics, Purpose & Functions.
2. Vocational: Meaning, Characteristics, Purpose & Functions.
3. Personal: Meaning, Characteristics, Purpose & Functions.

Unit-III: Concept of Counseling

1. Meaning & Definition, Characteristics, Scope of Counseling
2. Needs and importance of Psychological Counseling.

Unit-IV: Types of Counseling

1. Concept of different types of Counseling: Directive, Non-Directive and Eclectic Counseling.
2. Difference between Guidance, Counseling and Teaching.

SEMESTER-IV**Suggested Readings:**

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of Educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Gibson- Guidance and Counseling
11. NCERT- Guidance and Counseling
12. N. C. Basu- Educational and Vocational Guidance
13. S. S. Chauhan- Principles and Techniques of Guidance

Course Title: Psychological Testing**Course Code: AH/EDN/405/SEC-2A****Contact Hours per week: 2****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

After completion the course the learners will be able to:

1. Apply psychological test and report on this.

Course Outcomes:

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

1. Apply different types of psychological test and report on this.

Course Contents:

Each student is required to administer one standardized test (like- Intelligence test, Personality test, Interest inventory, Aptitude test etc.) to subject/sample and write a report on this with the help of the following and be submitted

1. Estimation of central tendencies and standard deviation.
2. Graphical representation of data: Bar chart, frequency polygon, Cumulative Frequency curve, ogive, and location of median and quartile therein.

SEMESTER-IV**SEMESTER-IV**

**Course Title: Project Work related to Local Art, Environment,
History, Culture and Language etc.**

Course Code: AH/EDN/405/SEC-2B

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

After completion the course the learners will be able to:

1. Conduct projects and able to make report on this.
2. know the history, heritage of 'local art, culture and language'.
3. know the history of local environment and language.

Course Outcomes:

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

1. Conduct projects and make report on this.
2. know the history, heritage of 'local art, culture and language'
3. know the history of local environment and language.

Course Contents:

The project work will have to be completed according to following steps and be submitted:

1. Selection of Problem(s).
2. Selection of the areas relating to the Problem(s).
3. Writing the Objectives/questions/hypotheses (wherever possible).
4. Nature of information /data required and their sources.
5. Collection and Organisation of the data, analysing and drawing inferences.
6. Educational Importance of the Problem(s).
7. Reporting the Problem(s).

Note : The project may either be a theoretical/ critical study or an empirical study

Course Title: Educational Technology**Course Code: AH/EDN/501/C-11****Contact Hours per week: 6****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Objectives:**

After completion of this course, the students will be able to:

1. Understand the nature and scope of educational technology and also about the various forms of technology
2. Understand the systems approach to Education and communication theories and modes of communication,
3. Develop basic skills in the production of different types of instructional material,
4. Know different models of teaching and about the modification of teaching behaviors

Course Outcomes:

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

1. Answer all the questions related to the nature and scope of educational technology and also about the various forms of technology
2. Answer all the questions related to the systems approach to Education and communication theories and modes of communication
3. Answer all the questions related to the basic skills in the production of different types of instructional material,
4. Answer all the questions related to the different models of teaching and about the modification of teaching behaviors.

Course Contents:**Unit – I: Educational Technology**

1. Educational Technology: Meaning, nature and scope
2. System approach to education: Definition of Systems, need for systems approach, classification of systems and components of system.

Unit-II: Instructional Objectives and Strategy

1. Formulation of instructional objectives (Revised and Old), Difference between Educational and Instructional Objectives,

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2. Instructional Strategy (Lecture, Team Teaching, Seminar, Discussion, Panel Discussion, and Tutorial)

Unit-III: Communication and Teaching Aids

1. Communication: Definition, Components, Role of communication in effective teaching learning process, Factors affecting classroom communication.
2. Teaching Aids: Projected and Non-Projected, Computer and its Role in Education

Unit-IV: Models of Teaching

1. Concept, Characteristic, Families, and Elements of models of teaching,
2. Teaching Model: Ausubel and Bruner and their application in education

Suggested Readings:

1. Sampath et. 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. Garg, S., Puranik, C., Venkaiah, V., & Panda, S. (Eds) (2006). *Four Decades of Distance Education in India: Reflections on policy and practice*. New Delhi: Viva Books.
4. NCERT (2006). *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology*. New Delhi: Author.
5. Garg, S., Panda, S., Murthy, C. R. K. & Mishra, S. (Eds) (2006). *Open and Distance Education in Global Environment*. New Delhi: Viva Books.
6. Kulkarni, S.S. (1996). *Introduction to Educational Technology*. New Delhi: Oxford and IBH.
7. Kumar, K.L. (2008): *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
8. Mukhopadhyay, M. (2001). *Educational Technology: Challenging Issues*. New Delhi: Sterling.
9. Mukhopadhyay, M. (2001). Instructional Science in Indian Schools. in Rajput J.S. and others (Eds), *Experiences in School Education*, NCERT, New Delhi.
10. Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
11. Venkataiah, N. (1996): *Educational technology*. New Delhi: APH Publishing Corporation.
12. Walia, J.S. *Essentials of Educational Technology*. Jalandhar: Paul Pub.

Course Title: Educational Management**Course Code: AH/EDN/502/C-12****Contact Hours per week: 6**
Examination Duration: 2 hours**Maximum Marks: 50**
Internal: 10
ESE: 40**Course Objectives:**

On completion of this course, the students will be able to:

1. To develop knowledge and understanding 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.

Course Outcomes:

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

1. Answer all the questions related to the meaning scope process and types of management.
2. Answer all the questions related to the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. Develop the ability of making objective decisions in educational management.

Course Contents:**Unit –I : Educational Management**

1. Educational management – concept, nature, need, scope, and types (centralized, decentralized).
2. Supervision and inspection – concept, scope, difference between supervision and inspection,
3. Relationship among management, administration and supervision.

Unit – II: Agencies of Educational Management

1. Ministry of Human Resource Development
2. Role of different agencies of education: UGC, NAAC NCERT, NCTE and AICTE

Unit – III: Leadership and Management

1. Leadership in management – concept, scope, significance, characteristics of an effective leader in education

**SEMESTER-V**

2. Theories of management- Taylor, Fayol, Total Quality in educational management (TQM).

Unit – IV: Educational Planning and Management

1. Education Planning- concept, need, types.
2. Institutional Planning: Meaning, Nature, Scope and Need of Institutional Planning, Objectives of Institutional Planning, Role of Head of the Institution in planning, Functions involved in the preparation of an Institutional plan.
3. Resource management in educational institutions – budget, allocation, funding, expenditure, auditing.

Suggested Readings:

1. Aggarwal, J.C. (2012): Educational Administration and Management.
2. Dash, B.N. (2013): School Organisation Administration and Management, Neelkamal Publications Pvt. Ltd. Hyderabad.
3. Goel, A and Goel, S.L. (2009): Educational Administration and Management, Deep & Deep Publications Pvt. Ltd., New Delhi
4. Das, Bimal Chandra; Sengupta, DebjaniEbong Ray, Pradipta Ranjan: Shikhar ByabasthapanaPashimBangya Rajya Pustak Parshad, Kolkata.
5. Chakraborty, DilipKumar :ShikagataByabsthapana o parikalpana , K. Chakraborty Publishers, Kolkata
1. Pal Debasish, Dhar Debasish, Das Madhumita O Banerjee Paromita :
6. ShikaByabasthapana, Rita Book Agency, Kolkata.
7. Tarafdar, Manjusha: VidaylaySangathan O Byabasthapana, Pearson, Kolkata.

Course Title: Teacher Education**Course Code: AH/EDN/503/DSE-1A****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

On completion of this course, the students will be able to:

1. Understand the concept and development of teacher education in India
2. Aware some general and specific objectives of teacher education;
3. Understand different types of teacher education programme;
4. Understand about the teaching as a profession;

Course Outcomes:

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

1. Answer all the questions related to the concept and development of teacher education in India
2. Answer all the questions related to general and specific objectives of teacher education;
3. Answer all the questions related to different types of teacher education programme;
4. Answer all the questions related to the teaching as a profession.

Course Contents:**Unit-1: Concepts and Development of Teacher Education**

1. Concept and Importance of teacher education;
2. Teachers' Training Versus Teacher Education
3. Teacher education in a changing society;
4. Recommendations of various commissions on teacher education in post independence era with special reference to Kothari Commission, NPE-1986; NCF-2005, NCFTE2009

Unit-II: Objectives of Teacher Education

1. General and Specific objectives at different levels- Elementary Secondary and Tertiary

Unit-III: Types of Teacher Education Programmes

1. Pre-service and In-service teacher education
2. Teacher Education through Open and Distance Mode

Unit-IV: Teaching as a Profession

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1. Professional organizations of teachers at various levels and their role
2. Performance appraisal of teachers
3. Faculty improvement programme for teacher education
4. Orientation, Refresher courses, and Short-term courses

Suggested Readings:

1. National Curriculum Frameworks for Teacher education, 2009
2. Report of the Delors Commission, UNESCO, 1996
3. National Curriculum Framework on school education, 2005.
4. UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
5. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
6. NCERT (2005): National Curriculum Framework.
7. NCERT (2006): Teacher Education for Curriculum renewal.
8. NCTE (1998): Perspectives in Teacher Education.
9. The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
10. Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
11. Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
12. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
13. Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
14. Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
15. Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.

Course Title: Environmental Education**Course Code: AH/EDN/503/DSE-1B****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

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

1. Understand the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Understand the importance and scope of environmental education.
4. Acquaint with possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.
5. Develop various methods and strategies for realizing the objective of environmental education.

Course Outcomes:

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

1. Answer all the questions related to the concept, nature, components and importance of environmental education and develop sensitivity towards environmental issues.
2. Answer all the questions related to the relationship between man and environment and understand the need for a sustainable development.
3. Answer all the questions related to the importance and scope of environmental education.
4. Answer all the questions related to the possible environmental hazard and enabling them to combat with those negative effects of the environmental degradation.

Course Contents:**Unit-I: Environmental Education**

1. Environmental Education: Concept, Characteristics, Components and Scope
2. Historical Background of Environmental Education

Unit-II: Education of Environmental Concepts

1. Concept of Environment and Ecosystem
2. Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system.

SEMESTER-V

3. Natural Disasters

Unit III: Environmental Education and Social Issues

1. Education for Sustainable development: From Unsustainable to Sustainable development.
2. Education of Urban Environment: Problems related to energy and water
3. Resettlement and rehabilitation of people; its problems and Concerns-Case Studies.

Unit-IV- Approaches and Methods of Environmental Education

1. Approaches to Environmental Education: Interdisciplinary and Multidisciplinary Methods: Discussion, Seminar, And Workshop, Problem solving and Field survey.

Suggested Readings:

1. Environmental Analysis of Water, Soil, Air by Saxena.
2. Environmental Pollution and Bhopal Killing.
3. Environmental Pollution of Cadmium by Rohatgi.
4. Our Planet Our Health – WHO, Oxford Publications, 1992.
5. Perspectives on Environment by I. R. Manners, M.W.M. Micksell
6. Soil and water Conservation Engineering by Schwab, S. D., Frevert, R. K., Edminster, T.
7. W. and Earns K. K. John Wiley and Sons.
8. Water Pollution and Management by C. F. Vershney.

Course Title: Special Education**Course Code: AH/EDN/504/DSE-2A****Contact Hours per week: 6**
Examination Duration: 2 hours**Maximum Marks: 50**
Internal: 10
ESE: 40**Course Objectives**

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

1. Understand the characteristic of special child
2. Explain different types of special child their needs and problems
3. Organize educational programme.

Course Outcomes:

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

1. Answer all the questions related to the characteristic of special child.
2. Answer all the questions related to different types of special child their needs and problems
3. Organize educational programme.

Course Contents**Unit-I: Exceptional children & their needs**

1. Concepts, Definition, types,
2. Concept of impairment, disability and handicap.
3. Causes of exceptionality, needs and problems of exceptional children
4. Giftedness- definition, causes, characteristics & Education.

Unit-II: Sensory Impairment

1. Visual & Auditory: definition, causes, characteristics & Education.

Unit-III: Mental Retardation

1. Mentally Retardation- definition, causes, characteristics & Education

Unit-IV: Learning Disability

1. Learning disabled- definition, causes, characteristics & Education
2. Autism Spectrum Disorders- definition, characteristics and intervention & Educational programmes

SEMESTER-V**Suggested Readings:**

1. Educating Exceptional Children – S.K. Mangal
2. Perspectives in Disability and Rehabilitation(1995)-Pandey,R.S. and
3. Advani, Lal (Vikas Publishing House)
4. Inclusion – Maitra & Saxena
5. Critical Issues in Special Education – Ysseldyke, Algozzine, Thurlow

Course Title: Mental Health and Hygiene**Course Code: AH/EDN/504/DSE-2B****Contact Hours per week: 6**
Examination Duration: 2 hours**Maximum Marks: 50**
Internal: 10
ESE: 40**Course Objectives:**

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

1. To understand the concepts of mental health, adjustment and maladjustment.
2. To acquaint the students with behavioral problems along with etiologies and remedial measures.
3. To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.
4. To educate the students for good mental health and adjustment in life.

Course Outcomes:

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

1. Answer all the questions related to the concepts of mental health, adjustment and maladjustment.
2. Identify the students with behavioral problems along with etiologies and remedial measures.
3. To make the students aware about the role of home, society educational institutions in promoting mental health and adjustment.
4. To educate the students for good mental health and adjustment in life.

Course Contents:**Unit-I: Mental Hygiene:**

- 1) Definition, Meaning and Aims of Mental Hygiene;
- 2) Aspects of Mental hygiene —Conservative, Preventive, Curative.

Unit-II: Mental Health:

1. Concept and Importance of Mental Health,
2. Characteristics of Mentally Healthy Individual,
3. Factors Affecting Mental Health,
4. Educational Implications of Mental Health.



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Unit-III: Types of Mental Diseases:

1. Psychosis: Schizophrenia, Manic-depressive, Paranoia— Clinical Features, Etiology, Treatment, Delusional Disorder,
2. Neurosis: Anxiety neurosis, phobia, Hysteria, Psychasthenia and Neurasthenia.

Unit-IV: Therapies:

1. Psycho-drama, Play therapy, Behaviour Modification therapy. Cognitive therapy,
2. Psychoanalytic Method-Free Association, Transference and Dream Analysis.

Suggested Readings:

1. Coleman, J.C.: Abnormal Psychology and Modern Life, D.B. Taraporevala Sons and Co., Bombay.
2. Hadfield, J.A. :Psychology and Mental Health,
3. Hall, C.S. & Lindzey, G., Theories of Personality, Wiley Publications, New York.
4. Kalein, D.B. :Mental Hygiene, Prentice Hall India Pvt. Ltd., New Delhi.

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Course Title: Guidance and Counselling

Course Code: AH/EDN/601/C-13

Contact Hours per week: 6

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10

ESE: 40

Course Objectives:

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

1. Understand the concept of Guidance and Counselling
2. Explain different types of Guidance and Counselling
3. Describe the role of counselor
4. Maintain good mental health

Course Outcomes:

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

1. Answer all the questions related to the concept of Guidance and Counselling
2. Answer all the questions related to different types of Guidance and Counselling
3. Describe the role of counselor.
4. Maintain good mental health.

Course Contents:

Unit - I: The Concept of Guidance

1. Meaning, nature & scope of guidance.
2. Philosophical, psychological and sociological bases of guidance.
3. Need and importance of educational guidance services in schools.

Unit- II: Vocational Guidance and Educational Guidance:

1. Vocational Guidance – Concept, purpose, and functions.
2. Educational Guidance – Concept, Basic data necessary for educational guidance, construction administration and interpretations of Cumulative Record Curve
3. Relationship between educational and vocational guidance.

Unit-III: The Concept of Counseling

1. Counseling - Meaning, nature, scope, types, steps and techniques, qualities of counselor, and role of counselor in secondary schools
2. Relationship between guidance, counseling and teaching.

Unit-IV: Mental health and Adjustment



1. Concept of mental health and mental hygiene.
2. Causes and symptoms of maladjustment.
3. Frustration and conflicts
4. Adjustment mechanisms.

Suggested Readings:

1. Crow, L.D.I., Crow, A — An Introduction to Guidance.
2. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers, 2009.
3. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
4. Charles Kiruba&Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt.Ltd. First Edition, 2011
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. — Techniques of Guidance, New York,
8. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.

SEMESTER-VI**Course Title: Curriculum Development****Course Code: AH/EDN/602/C-14****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

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

- 1) Illustrate the Meaning, Nature, Scope, types, determinants, and functions of Curriculum.
- 2) Discuss the Bases of Curriculum.
- 3) Explain the concept of curriculum Framework and NCF-2005.
- 4) Discuss the basis of curriculum construction, evaluation and innovation.
- 5) Describe the definition and types of curriculum theories

Course Outcomes:

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

1. Answer all the questions related to the Meaning, Nature, Scope, types, determinants, and functions of Curriculum.
2. Answer all the questions related to the Bases of Curriculum.
3. Answer all the questions related to the concept of curriculum Framework and NCF-2005.
4. Discuss the basis of curriculum construction, evaluation and innovation.
5. Describe the definition and types of curriculum theories

Course Contents:**Unit-I: Introduction of Curriculum**

- 1) Meaning, Nature, Scope, Types, and Determinants of Curriculum
- 2) Bases of Curriculum: Philosophical, Sociological & Psychological.
- 3) Difference and Relation between Curriculum and Syllabus.
- 4) Concept of Co-Curricular Activities

Unit-II: Concept of Curriculum Framework

- 1) Principles of Curriculum Construction
- 2) Curriculum Framework: Meaning, NCF-2005

Unit-III: Curriculum Evaluation



- 1) Meaning & Importance of Curriculum Evaluation
- 2) Formative and Summative Evaluation of Curriculum: Concept & Distinguish between them.

Unit-IV: Curriculum Theories

1. Definition
2. Types (only concept)
3. Technical & Non-Technical Model (One theory from each category)

Suggested Readings:

1. Gibson- Guidance and Counseling
2. NCERT- Guidance and Counseling
3. N. C. Basu- Educational and Vocational Guidance
4. S. S. Chauhan- Principles and Techniques of Guidance
5. N. Bhalla- Curriculum Development
6. M. Talla- Curriculum Development: Perspectives, Principles
7. P. H. Taylor & C. M. An Introduction to Curriculum Studies
8. পাঠ্যক্রমচর্চা- ড. দিব্যেন্দু ভট্টাচার্য্য
9. শিক্ষা প্রযুক্তি বিজ্ঞান ও পাঠ্যক্রম চর্চা – শ্যামাপ্রসাদ চট্টরাজ
10. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন – সুশীল রায়
- 11.. Curriculum Development- N. Bhalla

SEMESTER-VI**Course Title: Contribution of Great Educators****Course Code: AH/EDN/603/DSE-3A****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

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

1. Develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education.

Course Outcomes:

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

1. Develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education.

Course Contents:

Critical study of the educational thought of the following and their implication for Indian Education

1. Indian Great Educators- Rabindranath Tagore, J. Krishnamurty, M. K. Gandhi, Vivekananda, and Arabinda
2. Western Great Educators – Rousseau, Froebel, Dewey, Paulo Fairies and Bertrand Russell

Suggested Readings:

1. Mukherjee, K.K. -Some great educators of the world.
2. Mukherjee, K.K. -Principles of education.
3. Munro. -History of education.
4. Purkait, B.R. -Great Educators.

Bengali Books:

- 1) Bibhuranjan Guha -ShikshayaPathikrita.
- 2) A.K. Pal-SikshadarshnerRuparekha

Course Title: Comparative Education**Course Code: AH/EDN/603/DSE-3B****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

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

1. Understand the concept of Comparative Education in respect to India, UK, and USA
2. Explain different methods of Comparative Education
3. Describe different factors of Comparative Education
4. Compare Elementary Education and Secondary Education with UK and USA

Course Outcomes:

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

1. Answer all the questions related to the concept of Comparative Education in respect to India, UK, and USA
2. Answer all the questions related to different methods of Comparative Education
3. Answer all the questions related to different factors of Comparative Education.
4. Answer all the questions related to the Elementary Education and Secondary Education with UK and USA

Course Contents:**Unit-I: Introduction of Comparative Education**

- 1) Discuss the meaning, nature, scope, importance and methods of Comparative Education.

Unit-II: Methods of Comparative Education

1. Philosophical Method
2. Historical Method
3. Sociological Method
4. Psychological Method
5. Scientific Method

Unit-III: Factors of Comparative Education:

1. Natural Factors: Historical, Racial, Linguistic and Social Factors.
2. Spiritual Factors: Religious and Philosophical Factors.

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3. Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

Unit-IV: Comparative Education with UK and USA

1. Elementary Education - Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.
2. Secondary Education - Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Secondary Education System.
3. Compare Indian education system with abroad

Suggested Books:

1. S. S. Ravi – A Comprehensive Study of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. R. P. Pathak – Development and Problems of Indian Education
4. B. K. Nayak- Modern Trends and Issues in Education of India
5. S. P. Chaube & A. Chaube – Comparative Education
6. R. N. Sharma- Comparative Education
7. Y. K. Sharma- Comparative Education
8. Nikholas Hanse - On Comparative Education

Course Title: Distance Education**Course Code: AH/EDN/604/DSE-4A****Contact Hours per week: 6****Examination Duration: 2 hours****Maximum Marks: 50****Internal: 10****ESE: 40****Course Objectives:**

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

1. Understand the Concept, Features, Objectives and Scope of Distance Education.
2. Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education
3. Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
4. Understand the process of Designing and Development of Self-Learning Print Material.
5. Analyze the qualities of various media used in education and their relative merits and demerits
6. Apply New Technologies in the Preparation of Print Material for Distance Learners.
7. Understand the mechanism for Learner Support Services in Distance Education.
8. Understand the Role of Different forms of Communication Media in Distance Education.

Course Outcomes:

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

1. Understand the Concept, Features, Objectives and Scope of Distance Education.
2. Critically analyze the growth of distance education and explain the socio-economic relevance and philosophical basis of Distance Education
3. Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
4. Understand the process of Designing and Development of Self-Learning Print Material.
5. Analyze the qualities of various media used in education and their relative merits and demerits
6. Apply New Technologies in the Preparation of Print Material for Distance Learners.
7. Understand the mechanism for Learner Support Services in Distance Education.
8. Understand the Role of Different forms of Communication Media in Distance Education.

Course Contents:**Unit- I: Philosophy and Growth of Distance Education**

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1. Philosophical foundation of Distance Education: Concept, Features, Objectives and Scope.
2. Growth and present status of Distance Education at National and International Level

Unit- II: Designing and Development of Self-Learning Print Materials

1. The Process of Designing and Development of Self-Learning Print Material.
2. Preparation of Print Material: Application of relevant technologies
3. Factors affecting Design of Print Materials

Unit-III: Mechanism for Learner Support Services

1. Learner Support Services: What, Why and How?
2. Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face Sessions, Interaction through Assignments

Unit-IV: Communication Media for Distance Education

1. Issues and Application of Communication Technology in Distance Education.
2. Media in Distance Education: Radio, Television, Audio video production, Satellite Technology, and Computer and Internet as an Educational Media.

Suggested Readings:

1. Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.
2. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 &3). IGNOU, New Delhi.
3. Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
4. Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
5. Keegan, D. (1989): Foundations of Distance Education, London: Routledge.

Course Title: Value Education**Course Code: AH/EDN/604/DSE-4B****Contact Hours per week: 6****Maximum Marks: 50****Examination Duration: 2 hours****Internal: 10****ESE: 40****Course Objectives:**

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

1. Understand the concept, importance, and types of value
2. Explain different sources of value
3. Describe traditional value and contemporary value
4. Discuss value erosion and inculcation

Course Outcomes:

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

1. Answer all the questions related to the concept, importance, and types of value.
2. Answer all the questions related to different sources of value.
3. Answer all the questions related to traditional value and contemporary value
4. Answer all the questions related to value erosion and inculcation.

Course Contents:**Unit -I: Value – An Introduction**

1. Meaning and Importance of value
2. Classification of value-Indian and western

Unit-II: Sources of Value:

1. Religion,
2. Philosophy, and
3. Literature

Unit-III: Values- Traditional and Contemporary

1. Traditional values- Purushartha, Satyam shivamsundaram, ahimsa prem and karma, tyaga and lokasangraha
2. Contemporary values-democracy, socialism, secularism, freedom, discipline, responsibility, human rights

Unit -IV: Value Erosion and Inculcation

SEMESTER-VI

1. Value crises in social life, economic life, and political life
2. Value inculcation- need and importance,
3. Approaches to value education- direct and indirect method, curricular and cocurricular and extra curricular

Suggested Readings:

1. Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) *study of values*, Boston: Houghton Mifflin.
2. Central Board of Secondary Education (1997), *Value Education: A Handbook for Teachers*, Delhi: Central Board of Secondary Education.
3. Delors, J. (1996), *Learning: The Treasure within-* Report of the International Commission on Education for the Twenty-First Century, Paris: UNESCO.
4. Morris, Charles W. (1956). *Varieties of Human Values*. Chicago: University of Chicago Press.
5. Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup& Sons, New Delhi
6. *Value Education*. Manish Prakashan , Plat No. 26, Rohit Nagar Colony, Baranasi Hindu University , Varanasi.