



# **BANKURA UNIVERSITY**

(West Bengal Act XIX of 2013- Bankura University Act, 2013)

Main Campus, Bankura Block-II, P.O.: Purandarpur, Dist.: Bankura, Pin- 722155, West Bengal

## **Office of the Secretary**

### **Faculty Council for Undergraduate Studies**

Ref: BKU/FCUG/105/2024

Date: 07/05/2024

### **NOTIFICATION**

As directed, the undersigned is pleased to inform all concerned that Bankura University has initiated the process to implement New Curriculum and Credit Framework for Undergraduate Programme, UGC 2022 (as per NEP 2020) for 4-years Undergraduate programme with Education as Major, Minor etc. from the academic session 2023-2024. The Syllabus for the purpose will be framed and finalized as per the guidelines of appropriate authority. As an important corollary to the process, the workshop through online mode will be organized on the date mentioned herewith to get the feedback from the stakeholders. Present Students, Alumni, Guardians, Academicians and other stakeholders related to the specific programme/course are requested for their kind participation in the workshop and to present their views/ observations etc. The stakeholders may go through the draft syllabus attached herewith and convey their observations to the office of the undersigned on [ugsecretaryoffice@bankurauniv.ac.in](mailto:ugsecretaryoffice@bankurauniv.ac.in) within seven days from the date of publication of notice.

Date: 16.05.2024

Time: 11AM

Google Meet joining info

Video call link: <https://meet.google.com/een-nwtm-wiu>

Sd/-

Dr. Arindam Chakraborty  
Secretary

Faculty Council for Undergraduate Studies



**NEW CURRICULUM & CREDIT  
FRAMEWORK  
FOR UG Programme in Education  
as per NEP-2020**

**(Honours with Research or Honours)**

**(w.e.f. 2023)**



**BANKURA UNIVERSITY**

**BANKURA**

**WEST BENGAL**

**PIN 722155**



The Curriculum consists of **Major Course (MJC)**, **Minor Course (MN)**, **Multidisciplinary Course (MDC)**, **Ability Enhancement Course (AEC)**, **Skill Enhancement Course (SEC)**, and **Common Value-Added Course (VAC)**. Each course is of 50 marks [10 marks for Internal and 40 marks for End-Semester Examination (ESE)]. TH. Stands for Lecture (Theory) Hours and PR. Stands for Practical Hours. 1 Credit = 1 Theory period of one-hour duration, and 1 credits = 1 Practical period of two-hour duration.

In case of Skill Enhancement Course (SEC) ESE (40 Marks) is distributed into two parts i.e., Theory (25 Marks) and Practical (15 Marks). The Practical part of SEC-1, the **Project Work** is evaluated by the Internal Examiner(s) but in the case of SEC-2 (40 Marks: 30 Marks for Notebook and 10 Marks for Viva), "**The Construction of Unit Test**" is evaluated by the Internal Examiner(s) and the External Expert. For **Project Work** Students have to submit a written project paper with mentioning the following points: Introduction, Title of the Project, Objectives, Material Needed, Procedure, Implementation of Plan and Implications of the Project.

**Question Pattern for 40 Marks ESE:** 5 Questions out of 8 of 2 Marks; 4 Questions out of 6 of 5 Marks and 1 Question out of 2 of 10 Marks (**5X2; 4X5; & 1X10**). **Question Pattern for SEC-1 (25 Marks):** 5 Questions out of 8 of 2 Marks; 3 Questions out of 5 of 5 Marks (**5X2 and 3X5**).

***Programme Outcome  
of  
New Curriculum & Credit Framework for UG Programme in Education***

**Programme  
Outcome Nos**

**Programme Outcome**

PO: 1

**Thinking Skills:** Demonstrate thinking skills by analyzing, synthesizing, evaluating factual and conceptual educational information from multiple sources and verifying the relevance of various topics by applying them.

PO: 2

**Sense of time and space:** Relate their understanding of the theories of educational psychology, philosophical and sociological foundations, ICT, Guidance and counselling, Peace and Value education in various classroom situations and societal experiences.



- PO: 3      **Effectual Communication:** Students demonstrate their communicational skills through paper presentations on subject. They also gain practical knowledge over ICT.
- PO: 4      **Critical Evaluation:** Critically analyze the reports of various committees and commissions, national policies of education. Students are also encouraged to evaluate the contribution of western and eastern educators and national leaders. They also demonstrate their critical thinking through comparing features of the system of education in Developed countries with that of India, techniques of data collection, application of relevant statistical techniques to represent and analyse the data.
- PO: 5      **Socio-Cultural-political Awareness:** The students became aware of socio-cultural-political diversity through analysis of diverse social groups, schools of philosophy, religion, class, caste, culture, role of family and other institutions and agencies
- PO: 6      **National Integration, International Understanding and Peace:** Develop concern for the society, nation, as well as promote the feelings of internationalism by comparing our education system with that of UK, USA, philosophy of various educators, social and educational reformers. Various educational policies for the eradication of illiteracy, equalization of educational opportunity, UEE, inclusion, National Disintegration, population explosion and so on are taught in order to sensitize the students. Core Philosophy of Indian Constitution is also developed among the students.
- PO: 7      **Social Interaction:** Encouraging students from diverse backgrounds are provided equal opportunity for fulfilment of their needs and interests. Differently Able students are encouraged to interact with other students in an Inclusive environment. To understand the society the students, interact with the members of the society.
- PO: 8      **Inculcating Values and Ethics:** Applying the knowledge of education in order to inculcate awareness among students concerning racial and gender equity; human rights issues, social justice and other values as enshrined in the Preamble of the Constitution
- PO: 9      **Solving current problems:** Acquainting students with the diverse current educational problems and other related issues like SSA, Inclusive education, Unemployment, Poverty, National Disintegration and Population explosion.
- PO: 10      **Heritage Awareness, Environment Consciousness and Sustainability:** Encouraging students to understand various issues related to environment and sustainable development by acquainting them with the diverse causes that lead to social change and progress. Sensitizing the students with the cultural heritage of India in education is another key issue.



## CURRICULUM FOR EDUCATION

## Semester I

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/101/MJC-1	Principles of Education	4	10	40	50	4	0
A/EDN/102/MN-1	Principles of Education ( <b>From any allied discipline other than Education</b> )	4	10	40	50	4	0
A/EDN/103/MDC-1	Society and Education	3	10	40	50	3	0
A/EDN/104/SEC-1 (TH+PR)	Socially Useful Productive Work (SUPW)	3 (2 TH +1 PR)	10	40 (TH:25+ PR:15) Evaluated by Internal Examiners	50	2	2
ACS/105/AEC-1	Compulsory English: Literature and Communication	2	10	40	50	2	0
ACS/106/VAC-1	Environmental Studies	4	10	40	50	4	0
Total in Semester I		20	60	240	300	19	2

## Semester II

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/201/MJC-2	Philosophical Foundations of Education	4	10	40	50	4	0
A/EDN/202/MN-2	Philosophical Foundations of Education ( <b>From any allied discipline other than Education</b> )	4	10	40	50	4	0
A/EDN/203/MDC-2	Women Education	3	10	40	50	3	0



A/EDN/204/SEC-2 (PR)	Construction of Unit Test	3 (1TH +2PR)	10	40 <b>Evaluated by Internal and External Examiner (s) (30 Notebook +10 Viva)</b>	50	1	4
ACS/205/AEC-2	MIL-1	2	10	40	50	2	0
ACS/206/VAC-2	a. Health and wellness <b>OR</b> b. Understanding India: Indian Philosophical Traditions and Value systems <b>OR</b> c. Basics of Indian Constitution <b>OR</b> d. Arts and Crafts of Bengal <b>OR</b> e. Historical Tourism in West Bengal	4	10	40	50	4	0
Total in Semester II		20	60	240	300	18	4

### Semester III

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/301/MJC-3	Sociological Foundations of Education	4	10	40	50	4	0
A/EDN/302/MJC-4	Education in Pre- Independence India	4	10	40	50	4	0
A/EDN/303/MN-3	Introduction to Educational Sociology	4	10	40	50	4	0
A/EDN/304/MDC-3	Environmental Education	3	10	40	50	3	0
ACS/305/AEC-3	MIL	2	10	40	50	2	0



A/EDN/306/SEC-3	A. Computer Application in Education	3	10	40	50	0	6
	B. Presentation of Term Paper with Power Point						
Total in Semester III		20	60	240	300	17	6

## Semester IV

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/401/MJC-5	Psychological Foundations of Education	4	10	40	50	4	0
A/EDN/402/MJC-6	Pedagogy/ Psychology of Teaching and Instruction	4	10	40	50	4	0
A/EDN/403/MJC-7	Education in Post-Independence India	4	10	40	50	4	0
A/EDN/404/MJC-8	Modern Trends in Education	4	10	40	50	4	0
A/EDN/405/MN-4	Introduction to Educational Psychology	4	10	40	50	4	0
ACS/406/AEC-4	English	2	10	40	50	2	0
Total in Semester IV		22	60	240	300	22	0

## Semester V

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/501/MJC-9	Measurement and Evaluation in Education	4	10	40	50	4	0
A/EDN/502/MJC-10	Educational Technology	4	10	40	50	4	0
A/EDN/503/MJC-11	Great Educators	4	10	40	50	4	0
A/EDN/504/MJC-12	Inclusive Education	4	10	40	50	4	0
A/EDN/505/MN-5	Introduction to Educational Technology	4	10	40	50	4	0



A/EDN/506/ Summer Internship	Community Engagement (Project Work related to local Art, Handicraft, Culture, Language etc.)	2	10	40	50	0	4
Total in Semester V		22	60	240	300	20	4

## Semester VI

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/601/MJC-13	Statistics in Education	4	10	40	50	4	0
A/EDN/602/MJC-14	Educational Planning, Administration and Management	4	10	40	50	4	0
A/EDN/603/MJC-15	Methodology of Research in Education	4	10	40	50	4	0
A/EDN/604/MJC-16	Mental Health and Hygiene	4	10	40	50	4	0
A/EDN/605/MN-6	Introduction to Educational Statistics	4	10	40	50	4	0
Total in Semester VI		20	50	200	250	20	0

## Semester VII

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/701/MJC-17	Guidance and Counselling	4	10	40	50	4	0
A/EDN/702/MJC-18	Teacher Education	4	10	40	50	4	0
A/EDN/703/MJC-19	Environmental Education	4	10	40	50	4	0
A/EDN/704/MJC-20	Value and Peace Education	4	10	40	50	4	0
A/EDN/705/MN-7	Educational Guidance and Counselling	4	10	40	50	4	0
Total in Semester VII		20	50	200	250	20	0





## Semester VIII

Course Code	Course Title	Credit	Marks			No. of Hours	
			I.A.	ESE	TOTAL	TH.	PR.
A/EDN/801/MJC-14	Curriculum Development	4	10	40	50	4	0
A/EDN/802/MJDSE-8	For Honours A.1, A.2 & A.3 and for Honours with Research B.	4	10	40	50	4	0
	A.1. Comparative Education						
A/EDN/803/MJDSE-9	A.2. Distance Education	4	10	40	50	4	0
A/EDN/804/MJDSE-10	A.3. Population Education	4	10	40	50	4	0
A/EDN/800/	B. Dissertation	12				0	24
A/EDN/805/MN-8	Introduction to Curriculum Studies	4	10	40	50	4	0
Total in Semester VIII		20	50	200	250	20/0	0/24



## **SEMESTER-I**

**Course Title: Principles of Education**

**Course Code: A/EDN/101/MJC-1**

**Contact Hours per week: 4**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**

### **Course Outcomes:**

After completion the course the learners will be able to:

1. Understand the meaning, nature, scope and aims of education.
2. Explain the factors of education and their interrelationships.
3. Describe different types of agencies involved in education that influence education.
4. Be acquainted with the concept of child-Centricism and play-way in education.
5. Explain different forms of education and their role in education.

### **Course Contents:**

#### **UNIT-I: Concept, Scope, and Aims of Education:**

**[15 Hours]**

- 1) Concept, nature, functions and scope of education, Narrow and broader concept of education.
- 2) Aims of education: Special emphasis on Individualistic and socialistic aims of education.
- 3) Aims of Education with special reference to Delor's Commission, Millennium goals of Education (2000)

#### **UNIT-II: Factors of Education:**

**[15 Hours]**

- 1) The Child – influence of heredity and environment on the learner.
- 2) The Teacher - qualities and responsibilities.
- 3) The Curriculum - concept, types and Co-curricular activities.
- 4) Educational Institutions: Types and role of educational institutions

#### **UNIT III- Forms and Agencies of Education**

**[15 Hours]**

1. Forms of Education: informal, formal, non-formal and their interrelation
2. Agencies of education: Home, school, state, religious institutions, mass media- Television, radio, cinema, newspaper, and Internet (Wikis, Blogs, Social Networking Sites).

#### **UNIT –IV: Child-Centricism and Play-Way in Education:**

**[15 Hours]**

- 1) Child-Centricism in education: Concept, Characteristics and significance.
- 2) Play and play- way in education: Kindergarten, Montessori and Project Method.



## Suggested Books:

1. A. S. Seetharamu- Philosophies of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. S. S. Chandra & Rajendra. K. Sharma- Principles of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. সুশীল রায়- শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
7. ড. দেবশিস পাল, ড.রাজীব লোচন মহাপাত্র, প্রণয় পাণ্ডে- শিক্ষানীতি
8. ড: নূরুল ইসলাম- শিক্ষার দার্শনিক ভিত্তি



## **SEMESTER-I**

**Course Title: Principles of Education**

**Course Code: A/EDN/102/MN-1**

**Contact Hours per week: 4**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**

### **Course Outcomes:**

After completion the course the learners will be able to:

- 1) Understand the meaning, nature, scope and aims of education.
- 2) Explain the factors of education and their interrelationships.
- 3) Describe different types of agencies involved in education that influence education.
- 4) Be acquainted with the concept of child-centricism and play-way in education.
- 5) Explain different forms of education and their role in education.

### **Course Contents:**

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

**[15 Hours]**

- 1) Concept, nature, functions and scope of education, Narrow and broader concept of education.
- 2) Aims of education: Special emphasis on Individualistic and socialistic aims of education.
- 3) Aims of Education with special reference to Delor's Commission, Millennium goals of Education (2000)

#### **UNIT-II: Factors of Education:**

**[15 Hours]**

- 1) The Child – influence of heredity and environment on the learner.
- 2) The Teacher - qualities and responsibilities.
- 3) The Curriculum - concept, types and Co-curricular activities.
- 4) Educational Institutions: Types and role of educational institutions

#### **UNIT III- Forms and Agencies of Education**

**[15 Hours]**

- 1) Forms of Education: informal, formal, non-formal and their interrelation
- 2) Agencies of education: Home, school, state, religious institutions, mass media- Television, radio, cinema, newspaper, and Internet (Wikis, Blogs, Social Networking Sites).

#### **UNIT –IV: Child-Centricism and Play-Way in Education:**

**[15 Hours]**

- 1) Child-Centricism in education: Concept, Characteristics and significance.
- 2) Play and play- way in education: Kindergarten, Montessori and Project Method.



## Suggested Books:

1. A. S. Seetharamu- Philosophies of Education
2. J. C. Aggarwal- Theory and Principles of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. S. S. Chandra & Rajendra. K. Sharma- Principles of Education
5. S. S. Ravi – A Comprehensive Study of Education
6. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
7. ড. দেবশিস পাল, ড.রাজীব লোচন মহাপাত্র, প্রণয় পাণ্ডে - শিক্ষানীতি
8. ড: নূরুল ইসলাম - শিক্ষার দার্শনিক ভিত্তি



## **SEMESTER-I**

**Course Title: Society and Education**

**Course Code: A/EDN/103/MDC-1**

**Contact Hours per week: 3**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**

### **Course Outcomes:**

After completion the course the learners will be able:

1. To understand the meaning, nature and scope of society and Education.
2. To become aware of the different societal factors and agencies of education.
3. To become aware of social groups and societal changes.
4. To become aware of different contemporary social issues.

### **Course Contents:**

#### **UNIT-I: Society and Education**

**[15 Hours]**

- 1) Meaning, nature and scope of society and education
- 2) Relationship between Education and Sociology

#### **UNIT-II: Societal Factors and Agencies of Education**

**[15 Hours]**

- 1) Societal Factors: Population, Location, Religion, Class, Culture, Technology, Economy
- 2) Agencies of Education: Educational Institution, Home, State, Club and Mass Media

#### **UNIT-III: Social Groups and Societal Changes**

**[15 Hours]**

- 1) Social Groups: Primary, Secondary and Tertiary
- 2) Societal Changes: Sankritization, Westernization, Modernization and Globalization

#### **UNIT-IV: Education and Contemporary Social Issues**

**[15 Hours]**

- 1) Poverty
- 2) Unemployment
- 3) National Disintegration
- 4) Population Explosion
- 5) Politics



## Suggested Books:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education.
4. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষা দর্শন
5. অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষা নীতি
6. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও সমাজতত্ত্ব
7. সোনালি চক্রবর্তী - শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি
8. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
9. অনাদি কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব
10. মঞ্জুষা তরফদার - শিক্ষাশ্রয়ী সমাজবিজ্ঞান।
11. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজবিজ্ঞান।
12. পরিমল ভূষণ - সমাজতত্ত্ব



## **SEMESTER-I**

**Course Title: Socially Useful Productive Work (SUPW)**

**Course Code: A/EDN/104/SEC-1**

**Contact Hours per week: 4**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40 (25 TH +15 PR)**

### **Course Outcomes:**

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

- 1) Understand the meaning, needs and importance of plantation, causes of deforestation and its adverse effects.
- 2) Understand the importance of trees and the effect of de-forestation on ecosystems.
- 3) Understand and identify the key concept of Waste management.
- 4) Create a clean and green environment for achieving the mission of Swachh Bharat
- 5) Understand the concept, types and importance of Teaching aids and the effect of using Teaching aids in teaching.
- 6) Prepare teaching-learning material using low and no cost materials.

### **Course Contents:**

#### **UNIT-I: Plantation and De-forestation**

**[20 Hours= 10 Hours TH + 10Hours PR]**

1. Meaning and Concept of Plantation
2. Needs of Plantation in the 21<sup>st</sup> Century era in India and worldwide.
3. Meaning and causes of Deforestation. Impact of deforestation on eco-system, wildlife, weather pattern and climate change
4. Field Work- Planting and nurturing of trees on the college campus throughout the U.G. Course

#### **UNIT-II: Waste-Management**

**[20 Hours= 10 Hours TH + 10Hours PR]**

1. Waste- Meaning, Concept of Solid Waste, Hazardous waste, Bio- medical Wastes and e-waste
2. Waste Management- Concept, Procedure and effective waste management by using suitable technologies.
3. Outreach Program: Students must Inspect the waste management arrangements adopted in their own Panchayat/Municipality area and prepare a report regarding the steps taken with necessary recommendations.





### UNIT –III: Teaching Aids

[20 Hours= 10 Hours TH + 10Hours PR]

1. Teaching materials & Teaching Aids- Meaning, Concepts, Components, types and importance
2. Practical Lesson: Students will prepare a TLM using scrap materials and low-cost materials for any subject taught in secondary schools under WBBSE.

### Suggested Books:

1. Judy Bieber - Plantation Societies in the Era of European Expansion
2. Bianca C. Williams, Dian D. Squire, Frank A. Tuitt - “Plantation Politics and Campus Rebellions”
3. Gunjan Mukherjee, Sunny Dhiman - “Waste Management: Opportunities and Challenges for Sustainable Development”
4. Peter Blatchford, Anthony Russell - “Rethinking Class Size: The complex story of impact on teaching and learning”
5. J.C. Aggarwal - “Principles, Methods & Techniques of Teaching”
6. Sajal Bhatta and Suresh Pathare - “Social Work Education and Practice Engagement”
7. G. S Sehgal & L. P Singh - “Work Experience for Elementary and Nursery Teachers' training Programmes”
8. “বৃক্ষরোপণ বৃক্ষছেদনের পরিবেশ প্রদূষণ ব্যাধি ও তার প্রতিবাদকরা” - ড. শশতি শেখর চট্টোপাধ্যায়। প্রকাশনা: পথিক পাবলিকেশন্স
9. “বৃক্ষরোপণ ও পরিরক্ষণ: প্রাকৃতিক সম্পদ সংরক্ষণ” - মোঃ আতিকুর রহমান। প্রকাশনা: প্রবাহ প্রকাশন
10. “বজ্র ব্যবস্থাপনা: সমস্যা ও সম্ভাবনা” - জাহিদুর রহমান। প্রকাশনা: প্রথমা প্রকাশনা
11. “পরিবেশ বজ্র ব্যবস্থাপনা” - শরিফ মহমুদুর রহমান। প্রকাশনা : অগ্রগৃহ প্রকাশনা।
12. "প্রযুক্তি ও কাজের শিক্ষা" - Sajal Mukhopadhyay
13. “কর্মশিক্ষা শিক্ষন পদ্ধতি বিষয় ও প্রকল্প” - কৌশিক চট্টোপাধ্যায় এবং অরুন কুমার প্রামানিক
14. পরিবেশ শিক্ষা - রাজিব সরকার ও ডালিয়া সরকার, রীতা পাবলিকেশন



**SEMESTER-I**

**Course Title: Compulsory English: Literature and Communication**

**Course Code: ACS/105/AEC-1**

**Contact Hours per week: 2**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**



**SEMESTER-I**

**Course Title: Environmental Studies**

**Course Code: ACS/106/VAC-1**

**Contact Hours per week: 4**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**



## **SEMESTER-II**

**Course Title: Philosophical Foundations of Education**

**Course Code: A/EDN/201/MJC-2**

**Contact Hours per week: 4**

**Maximum Marks: 50**

**Examination Duration: 2 hours**

**Internal: 10**

**ESE: 40**

### **Course Outcomes:**

After completion the course the learners will be able to:

1. Understand the meaning, concept and relationship of philosophy and education
2. Discuss the meaning and scope of educational philosophy.
3. Understand regarding the different branches of philosophy.
4. Describe the knowledge, reality and value of different Indian schools of philosophy
5. Discuss the educational view of different Western schools of philosophy
6. Explain the concept of Democracy, Socialism and Secularism and their educational implications.

### **Course Contents:**

#### **Unit-I: Philosophy and Education**

**[16 Hours]**

- 1) Meaning and concept of Philosophy
- 2) Meaning and concept of Education
- 3) Relationship between Philosophy and Education
- 4) Educational Philosophy- Concept, Scope and Function
- 5) Branches of Philosophy- Metaphysics, Epistemology and Axiology.

#### **Unit- II: Western Schools of Philosophy**

**[12 Hours]**

Idealism, Realism, Naturalism and Pragmatism with special reference to the principles, aims of education, curriculum, teaching method, role of teacher and discipline.

#### **Unit- III: Indian Schools of Philosophy**

**[20 Hours]**

Indian schools of Philosophy: Buddhism, Jainism, Sankhya, Yoga, Naya, Vaisesika and Vedanta in terms of knowledge, reality, values and their Educational implications.

#### **Unit- IV: National Values**

**[12 Hours]**

Democracy, Secularism and Socialism- National Values as enshrined by the Indian Constitutions and their educational implications



## Suggested Books:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. K. K. Shrivastava- Philosophical Foundations of Education
3. M. Sharma – Educational Practices of Classical Indian Philosophies
4. S. Gupta- Education in Emerging India
5. Satis Chandra Chatterjee & Dhirendramohan Datta- An Introduction to Indian Philosophy
6. ড. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও দর্শন
7. ড. শিক্ষানীতি ও শিক্ষাদর্শন - অর্চনা বন্দ্যোপাধ্যায় .
8. ড. মিহির কুমার চ্যাটার্জি, ড: জয়ন্ত মেটে, প্রণয় পাণ্ডে- শিক্ষাদর্শন
9. সমরেন্দ্র ভট্টাচার্য - ভারতীয় দর্শন।
10. সমরেন্দ্র ভট্টাচার্য - পাশ্চাত্য দর্শন।
11. জগদীশ্বর সান্যাল - ভারতীয় দর্শন।
12. শিক্ষা দর্শনে রূপরেখ - ড: অভিজিৎ কুমার পাল।
13. শিক্ষার দার্শনিক ভিত্তি - ড: সঞ্জীব কুমার ঘোষ।



## **SEMESTER-II**

**Course Title: Philosophical Foundations of Education**

**Course Code: A/EDN/202/MN-2**

**Contact Hours per week: 4**

**Maximum Marks: 50**

**Examination Duration: 2 hours**

**Internal: 10**

**ESE: 40**

### **Course Outcomes:**

After completion the course the learners will be able to:

- 1) Understand the meaning, concept and relationship of philosophy and education
- 2) Discuss the meaning and scope of educational philosophy.
- 3) Understand regarding the different branches of philosophy.
- 4) Describe the knowledge, reality and value of different Indian schools of philosophy
- 5) Discuss the educational view of different Western schools of philosophy
- 6) Explain the concept of Democracy, Socialism and Secularism and their educational implications.

### **Course Contents:**

#### **Unit-I: Philosophy and Education**

**[16 Hours]**

- 1) Meaning and concept of Philosophy
- 2) Meaning and concept of Education
- 3) Relationship between Philosophy and Education
- 4) Educational Philosophy- Concept, Scope and Function
- 5) Branches of Philosophy- Metaphysics, Epistemology and Axiology.

#### **Unit- II: Western Schools of Philosophy**

**[12 Hours]**

Idealism, Realism, Naturalism and Pragmatism with special reference to the principles, aims of education, curriculum, teaching method, role of teacher and discipline.

#### **Unit- III: Indian Schools of Philosophy**

**[20 Hours]**

Indian schools of Philosophy: Buddhism, Jainism, Sankhya, Yoga, Naya, Vaisesika and Vedanta in terms of knowledge, reality, values and their Educational implications.

#### **Unit- IV: National Values**

**[12 Hours]**

Democracy, Secularism and Socialism- National Values as enshrined by the Indian Constitutions and their educational implications



## Suggested Books:

1. J. C. Aggarwal - Philosophical and Sociological Bases of Education
2. K. K. Shrivastava- Philosophical Foundations of Education
3. M. Sharma – Educational Practices of Classical Indian Philosophies
4. S. Gupta- Education in Emerging India
5. Satis Chandra Chatterjee & Dhirendramohan Datta- An Introduction to Indian Philosophy
6. ড. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও দর্শন  
.7ডনীতি ও শিক্ষাদর্শনশিক্ষা -অর্চনা বন্দ্যোপাধ্যায় .
8. ড. মিহির কুমার চ্যাটার্জি, ড: জয়ন্ত মেটে, প্রণয় পাণ্ডে- শিক্ষাদর্শন
9. সমরেন্দ্র ভট্টাচার্য - ভারতীয় দর্শন।
10. সমরেন্দ্র ভট্টাচার্য - পাশ্চাত্য দর্শন।
11. জগদীশ্বর সান্যাল - ভারতীয় দর্শন।
12. শিক্ষা দর্শনে রূপরেখ - ড: অভিজিৎ কুমার পাল।
13. শিক্ষার দার্শনিক ভিত্তি - ড: সঞ্জীব কুমার ঘোষ।



## **SEMESTER-II**

**Course Title: Women Education**  
**Course Code: A/EDN/203/MDC-2**

**Contact Hours per week: 3**

**Maximum Marks: 50**

**Examination Duration: 2 hours**

**Internal: 10**

**ESE: 40**

### **Course Outcomes:**

- 1) To understand the meaning, nature, scope of Women Education
- 2) To know the recent trends in Women Education
- 3) To know the role of Indian thinkers towards Women Education
- 4) To identify major constraints of Women Education and Women Empowerment.

### **Course Contents:**

#### **Unit - I: Introduction to Women Education**

**[15 Hours]**

- 1) Women Education- meaning, nature and scope
- 2) Role of British Govt.
- 3) Position of Women Education : Ancient, Medieval and Modern Period

#### **Unit - II: Recent Trends in Women Education**

**[15 Hours]**

- 1) National Development and Women Education
- 2) Women Education and Women Empowerment

#### **Unit – III : Role of Indian Thinkers in promoting Women Education [15 Hours]**

- 1) Rammohan Roy
- 2) Pandit Iswar Chandra Vidyasagar
- 3) R.N. Tagore
- 4) Swami Vivekananda

#### **Unit – IV: Major Constraints of Women Education and Women Empowerment [15 Hours]**

- 1) Social
- 2) Psychological
- 3) Political
- 4) Economical

### **Suggested Books:**

- 1) S. P. Agarwal - Women Education in India, New Delhi: Concept Publishing Company
- 2) Ajit Mondal & Neeru Snehi - Dynamics of Women Education in India. New Delhi: Shipra Publications.
- 3) N. L.Gupta - Women's Education through Ages, New Delhi: Concept Publications Company.





- 4) R. K. Rao - Women and Education, New Delhi: Kalpaz Publications.



## **SEMESTER-II**

**Course Title: Construction of Unit Test**

**Course Code: A/EDN/204/SEC-2 (PR)**

**Contact Hours per week: 5**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40 (30 Notebook + 10 Viva)**

### **Course Objectives:**

- 1) To know Unit Test.
- 2) To understand educational objectives
- 3) To construct a Unit Test

### **Course Content:**

#### **Unit: I: Introduction to Unit Test**

**[05 Hours]**

Definition, Concept, Characteristics, Need and Importance of Unit Test

#### **Unit II: Taxonomy of Educational objectives**

**[10 Hours]**

Definition, Types, with special reference to Cognitive domain of Bloom Taxonomy.

**Unit III: Students have to construct a unit test of 25 Marks with mentioning the following points:**

**[60 Hours]**

- Introduction
- Title
- Objectives
- Construction of Unit Test
- Planning of Unit Test,
- Preparation of Blueprint
  - ❖ Weightage to objectives
  - ❖ Weightage to Content
  - ❖ Weightage to Forms of Questions
- Selection of Questions
- Preparation of Unit Test

### **Suggested Books:**

1. Educational Evaluation - Mujibul Hasan.
2. Radha Mohan - Measurement Evaluation and Assessment in Education.
3. Robert M. Thorndike - Measurement and Evaluation in Psychology and Education.



4. S. K. Mangal, Uma Mangal - Essentials of Educational Technology.
5. S. K. Mangal - Essentials of Educational Psychology.
6. শিক্ষায় পরিমাপ ও মূল্যায়ন - ড: পাল ও ড: ধর।
7. ড: ভীমচন্দ্র মন্ডল, তুহিন কুমার কর - শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তি বিদ্যা।
8. মূল্যায়ন নীতি ও কৌশল - সুশীল রায়,
9. শিক্ষন ব্যবস্থার অ্যাসেসমেন্ট – ড: অমল কান্তি সরকার
10. শিক্ষক শিক্ষণ ও মূল্যায়ন – ড: জয়ন্ত মেটে বিজয়লক্ষী ঘোষ রুমা দেব.
11. ড: অভিজিৎ কুমার পাল, ড: শঙ্কর পাল, পার্থ রায় ও স্বরূপ চণ্ডী - শিক্ষা প্রসঙ্গে পেডাগগী।



**SEMESTER-II**

**Course Title: MIL**

**Course Code: ACS/205/AEC-2**

**Contact Hours per week: 2**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**



## **SEMESTER-II**

**Course Title: Understanding India/ Mental Health and Wellness**

**Course Code: ACS/206/VAC-2**

**Contact Hours per week: 4**

**Examination Duration: 2 hours**

**Maximum Marks: 50**

**Internal: 10**

**ESE: 40**

Students will opt any one from the following:

**VAC- 2A: Health and Wellness**

**VAC-2B:**

**VAC-2C:**

**VAC-2D:**



### **SEMESTER-III**

**Title: Sociological Foundations of Education**

**Course Code: A/EDN/301/MJC-3**

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

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; Sociology of Education- Concept
4. Emil Durkheim as a Sociologist.

##### **UNIT-II: Society and Education**

1. Culture and Education, Education and Politics, Education and National Integration.
2. Social Groups : meaning and definition, Types of Social groups – Primary, Secondary and Tertiary.
3. Socialization Process: Concept, Role of the family and school in Socialization process

##### **UNIT-III: Social Change and Education**

1. Concept of Social Change, Interrelation between Social change and Education.
2. Social stratification and Social Mobility- Meaning and Concept
3. Westernization, Modernization and Globalization- Concept and their educational Implications.

##### **Unit-IV: Social Issues and Education**

1. Equality of educational opportunity
2. Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural).
3. Poverty, Unemployment, 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-Shrai Samajtantra
- 2) Dr. Manjusha Tarafdar- Shikshah-Shrai Samvidya.
- 3) Dr. Dibyendu Bhattacharya- Shiksha O Samajtatto.

**Assessment Procedure:**

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)= 10 marks

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Total = 40 marks



### **SEMESTER-III**

**Course Title: Education in Pre-Independence India**

**Course Code: A/EDN/302/MJC-4**

Contact Hours per week: 4

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 development of education in India in historical perspectives.
2. Describe the salience features of education in India: Brahmanic 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: Brahmanic 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. Islamic Education: Aims, Characteristics, Organization Structure and Educational Institutions.
2. Education during Sultanate Period (1206-1526): Contribution of Allauddin Khilji and Firoz Shah Tughlak
3. Education during Mughal Period (1526-1757): Contribution of Akbar and Aurangzeb

##### **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 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)
5. 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

**Bengali Books:**

- 1) Sushil Roy- Bharoter Shiksha O Shikshar Bharotayon
- 2) Jotiprasad Bandopadhyay- Bharotiyo Shikshar Itihas O samprotik somosya.

**Assessment Procedure:**

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks
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<hr/> Total = 40 marks
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### **SEMESTER-III**

**Title: Introduction to Educational Sociology**

**Course Code: A/EDN/303/MN-3**

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

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 Role of Education in Social Change.
5. Answer all the questions related to the different contemporary social issues.

#### **Course Contents:**

##### **UNIT-I: Education and Sociology**

1. Sociology: Meaning and concept
2. Relation between Education and Sociology
3. Educational Sociology –Meaning, Concept and Scope

##### **UNIT-II: Society and Education**

1. Culture and Cultural lag
2. Social Groups : meaning, Concept and Types.
3. Role of the family and school in Socialization process

##### **UNIT-III: Social Change and Education**

1. Social Change: Meaning, Nature, Role of Education in Social change.
2. Social stratification and Social Mobility- Meaning and Concept with examples.

##### **Unit-IV: Social Issues and Education**

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



**Suggested Readings:**

1. Chakraborty, J.C. -Educational Sociology.
2. J. C. Aggarwal- Sociological Foundations of Education

**Bengali Books:**

- 1) Bishnupada Panda- Shikshah-Shrai Samajtantra
- 2) Sonali Roy- Shikshar Somajtattik Bhitti.
- 3) Dr. Manjusha Tarafdar- Shikshah-Shrai Samvidya.
- 4) Dr. Dibyendu Bhattacharya- Shiksha O Samajtatto.

**Assessment Procedure:**

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)= 10 marks

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Total = 40 marks



### **SEMESTER-III**

**Course Title: Environmental Education**

**Course Code: A/EDN/304/MDC-3**

Contact Hours per week: 3

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-both International and Indian Context.

##### **Unit-II: Education of Environmental Concepts**

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

##### **Unit III: Environmental Education and Social Issues**

1. Education for Sustainable development: From Unsustainable to Sustainable development.
2. Problems related to energy and water in Urban environment.
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.

#### **Assessment Procedure:**

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks
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<hr/> Total = 40 marks
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**SEMESTER-III**

**Course Title: MIL**

**Course Code: ACS/305/AEC-3**

Contact Hours per week: 2

Examination Duration: 2 hours

Maximum Marks: 50

Internal: 10, ESE: 40



### **SEMESTER-III**

**Course Title: Computer Application in Education**

**Course Code: A/EDN/306/SEC-3A**

Contact Hours per week: 3

Examination Duration: 6 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 basic of 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

OR

**Course Title: Presentation of Term Paper with Power Point**

**Course Code: A/EDN/306/SEC-3B**

Contact Hours per week: 3

Examination Duration: 6 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 with the help of Power Point
3. Solve different types of research oriented problem.

#### **Course Contents:**

1. Select a topic from the syllabus and write a term paper within 2000 words. Student is required to present the paper with the help of Power point projection (presentation 8 min. and interaction 2 min.).

#### **Assessment Procedure:**

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Practical)



\* Evaluated by External and Internal Examiner jointly.

Note Book (Practical Work/Term Paper)	= 10 marks
Practical on Word, Excel and Power Point/ Presentation	= 20 marks
Viva Voce	= 10 marks
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Total = 40 marks	





### Semester IV

#### Course Title: Psychological Foundations of Education

#### Course Code: A/EDN/401/MJC-5

Contact Hours per week: 4

Examination Duration: 2 hours

Maximum Marks: 50

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
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: Intelligence and Creativity

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.

Bengali Books:

- 1) Sushil Roy- Shikshak Monavidya.
- 2) Dr. Bijon Sarkar- Shikshak Monavidya.
- 3) Pranab Kr. Chakraborty and Nrisingha kr. Bhattacharys- Shikshoner monostotto.

### Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks
Total = 40 marks



## **SEMESTER-IV**

### **Course Title: Psychology of Teaching and Instruction**

#### **Course Code: A/EDN/402/MJC-6**

Contact Hours per week: 4

Maximum Marks: 50

Examination Duration: 2 hours

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

##### **UNIT II: Stages and Levels of Teaching**

1. Stages of teaching- Pre-active, Interactive, and Post-active
2. Levels of teaching- Memory, Understanding, and Reflective

##### **UNIT III: Teacher Behaviour**

1. Observation of classroom behaviour: Flander's Interaction analysis, characteristics of good teacher-behaviour.
2. Micro teaching- Concept, Characteristics, Stages and Micro teaching Cycle. Differences between Macro Teaching and Micro Teaching.

##### **UNIT-IV: Teacher and 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. Gletman, Alan, J., Fridland, Daniel Reisberg, Basic Psychology.

**Bengali Books:**

1. Sushil Ray - Shiksha Manovidya.
2. Arun Ghosh - Shiksha- Shrai Monobigyan.
3. Pramodbandhu Sengupta & Prasanta Sharma - Shiksha Manobigyan.
4. Sanat Ghosh O Dulal Mukhopadhyay- Shiksha Nirdeshonar monostotto
5. Dr. Bijon Sarkar- Shikshon O Sikhon
6. Kamalesh Karan O Kingshuk Karan- Pedagogy Sarbik Dharona.

**Assessment Procedure:**

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks
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<hr/> Total = 40 marks
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## SEMESTER-IV

**Course Title: Education in Post-Independence India**

**Course Code: A/EDN/403/MJC-7**

Contact Hours per week: 4

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. Constitutional Provision with special reference to RTE Act;

#### 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)

#### Unit-III: 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)
6. National Education Policy-2020

#### Unit-IV: Education in West Bengal

1. Structure, administration and Progress of primary and secondary education in West Bengal
2. Asoke Mitra Commission (1991-92)
3. Pabitra Sarkar Committee (1999)
4. Educational Bodies in West Bengal:  
a) SCERT, b) DIET, c) WBBPE, d) WBBSE, e) WBCHSE f) WBSCHSE

### 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) History of Indian Education (present, Past and future) – Vol II J. P. Banerjee

Bengali Books:

Sushil Roy- Bharoter Shiksha O Shikshar Bharotayon

Jotiprasad Bandopadhyay- Bharotiyo Shikshar Itihas O samprotik somosya.

Arun Ghosh- Adhunik Bharoter Shikshar Bikash

### Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks

5 marks X 4 no. of questions (Out of 6)= 20 marks

10 marks X 1 no. of questions (Out of 2)= 10 marks

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Total = 40 marks



## **SEMESTER-IV**

**Course Title: Modern Trends in Education**

**Course Code: A/EDN/404/MJC-8**

Contact Hours per week: 4

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 Meaning, aims and Objectives, and Importance of Universalization of Elementary Education (UEE), 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) , 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
3. Role of DPEP; SSA-SSM, Problems.

#### **Unit-II: Universalization of Secondary Education (USE)**

1. Meaning, aims & objectives, significance
2. RMSA- Concept and Roles of RMSA

#### **Unit-III: Higher Education and RUSA**

1. Concept, Role, and Problems of Higher Education
2. Knowledge Commission & Higher Education
3. RUSA - Concept and Roles of RMSA

#### **Unit-IV: Issues in Education**

1. Sustainable Development: Meaning, aims & objectives, Role of Education in Sustainable Development.
2. Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
3. Women Empowerment: 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. J.P. Banerjee- History of Indian Education (present, Past and future) – Vol II.

Bengali Books:

- 1) Prof. Dulal Mukhopadhyay- Samokalin Bharotly Samaj
- 2) Jotiprasad Bandopadhyay- Bharotiyo Shikshar Itihas O samprotik somosya.

### Assessment Procedure:

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks
Total = 40 marks





## **SEMESTER-IV**

**Course Title: Introduction to Educational Psychology**

**Course Code: A/EDN/405/MN-4**

Contact Hours per week: 4

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 describe intelligence, attention, and interest and their educational implication
4. To discuss personality, emotion, and habits and their educational value
5. To explain learning, memory, and forgetting

### **Course Outcomes:**

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

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 describe intelligence, attention, and interest and their educational implication
4. To discuss personality, emotion, and habits and their educational value
5. To explain learning, memory, and forgetting

### **Course Contents:**

#### **Unit- I: Educational Psychology**

1. Definition of Education, Definition of Psychology. Relation between Psychology and Education. Concept, 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: Concept and nature, Factors affecting learning- maturation, interest and motivation. Theories of learning: Connectionism (Thorndike, Pavlov, Skinner) and Cognitive (Gestalt).
2. Remembering and forgetting: Process involved in memory. Marks of good memory. Forgetting - it's meaning and causes.

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

1. Intelligence: Concept of intelligence, Theories of intelligence by Spearman, Thorndike and Guilford, Types and Uses of intelligence test.
2. Attention and Interest: Concept, nature and conditions, their educational implications.

#### **Unit- IV: Personality, Emotion, and Habit**

1. Personality: Concept, traits and theories (Allport), 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.K. Mangal- Educational psychology.

**Bengali Books:**

- 1) Dr. Pranab Kr. Chakraborty- Shiksha Monovigyaner Ruporekha
- 2) Dr. Debashish Pal- Shiksha Monovidya
- 3) Susil Roy- Shiksha Monovidya

**Assessment Procedure:**

Internal Test: 10 Marks

End Semester Examination (ESE) : 40 Marks (Theoretical)

2 marks X 5 no. of questions (Out of 8)= 10 marks 5 marks X 4 no. of questions (Out of 6)= 20 marks 10 marks X 1 no. of questions (Out of 2)= 10 marks
Total = 40 marks



**SEMESTER-IV**  
**Course Title: ENGLISH**  
**Course Code: ACS/406/AEC-4**

Contact Hours per week: 2  
Examination Duration: 2 hours

Maximum Marks: 50  
Internal: 10, ESE: 40