

**Program Outcome, Program Specific Outcome and Course Outcome**

DEPARTMENT OF EDUCATION

PROGRAM SPECIFIC OUTCOMES

B.A.HONOURS AND PROGRAMME COURSES

## **PROGRAM OUTCOME**

1	Students are realized to the various foundation of education, like philosophical, psychological, sociological, historical foundation.
2	Student gets knowledge regarding the meaning and concept of education.
3	Students are learning the various aspects of educational process.
4	Skills related to professions and soft skills are enhanced
5	Students are exposed to the culture of various societies.
6	Students are enabled enough to relate theories with the practical life.
7	Students are learning the new generation education system.
8	Students are relating various education systems.
9	Student are relating the develop and education process.
10	Students are enable to value judgement.

## **B.A. HONOURS IN EDUCATION**

**CORE COURSE**

### **Part — I**

**Paper — I: Philosophical and Sociological Foundation of Education**

**Paper — II: Educational Psychology and Pedagogy**

### **Part — II**

**Paper – III: Development of Education in India**

**Paper — IV: Issues and Trends in Contemporary Indian Education**

### **Part—III**

**Paper — V: Educational Evaluation and Statistics in Education**

**PAPER VI: EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHNOLOGY**

**Paper — VII: Educational Guidance and Curriculum Construction**

**Paper-VIII: Educational Thinkers & Practical Project**

## **Curricula — Undergraduate B.A. (General) in Education**

### **Part — I**

**Paper – I: Education and Society**

**Paper —II: Education and Human Development**

**Paper — III: Indian Heritage and Education**

### **Part—II**

**Paper – I: Education and Society**

**Paper —II: Education and Human Development**

**Paper — III: Indian Heritage and Education**

### **Part — III**

**Paper — IV: Evaluation and Guidance in Education**

# **B.A. PROGRAMME IN EDUCATION UNDER CBCS**

## **A. Discipline Specific Core courses (DSC)**

- 1. EDU-P- DSC Core- T-1: Philosophical Foundation of Education**
- 2. EDU-P- DSC Core -T-2 Psychological Foundation of Education**
- 3. EDU-P- DSC Core -T-3: Sociological Foundation of Education**
- 4. EDU-P- DSC Core -T-4: Historical foundation of Education**

## **B. Discipline specific elective courses (DSE)**

- 1. EDU-P-DSE-T-1/2(A): Value Education**
- 2. EDU-P-DSE-T-1/2(B): Comparative Education**
- 3. EDU-P-DSE-T-1/2(C): Distance Education**
- 4. EDU-P-DSE-T-3/4(A): Guidance & Counselling**
- 5. EDU-P-DSE-T-3/4(B): Measurement and Evaluation in Education**
- 6. EDU-P-DSE-T-3/4(C): Great Educators**

## **C. Generic elective courses (GE)**

- 1. EDU-P-GE-T-1(A): Lifelong Learning and Education**
- 2. EDU-P-GE-T-1(B): Gender & Society in Educational Context**
- 3. EDU-P-GE-T-2(A): Yoga Education**
- 4. EDU-P-GE-T-2(B): Human Rights Education**

## **D. Ability enhancement compulsory courses (AECC)**

- 1. AECC-1: Environmental Education**
- 2. AECC-2: English/ MIL Communication**

## **E. Skill enhancement courses (SEC)**

- 1. EDU-P-SEC-T-1(A): Statistical Analysis**
- 2. EDU-P-SEC-T-1(B): Computer Application**
- 3. EDU-P-SEC-T-2(A): Community Development**

#### 4. EDU-P-SEC-T-2(B): Lesson Planning

### B.A. Honours in Education under CBCS

#### Program Specific Outcome of Studying Education by the Honours Students

1	Students know the best output of education.
2	Students are lead to a balance life.
3	Students know the various importance of education.
4	Its helps student's proper personality development.
5	Students judge the value.
6	Students know the new concept of education.
7	The application of new technology in education.
8	Students preserved and transmit the value from generation to generation.
9	Students acquire the inter-disciplinary knowledge.
10	Students adopted the inter-disciplinary approach.

### Course Specific Outcome

#### Part — I

#### Paper — I: Philosophical and Sociological Foundation of Education Course Objectives:

- To develop understanding of the meaning, aims, objectives and functions of education.  
To develop an understanding of the roles of Philosophy and Sociology in Education.  
To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and a better understanding of the process of education.  
To develop understanding of major components in and their interrelationship.

To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships.

### 1. Course Outcome:

This course would successfully:

- Understand of the meaning, aims, objectives and functions of education.
- Understand of the roles of Philosophy and Sociology in Education.
- Understanding of the attempts of some great educators for the evolution of sound philosophy of education and a better understanding of the process of education.
- Understanding of major components in and their interrelationship.
- knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships

### Course Contents:

#### Course Contents:

##### Unit — I

Modern concept and scope of Education; with stress on

- a. Education as a Science.
- b. Education as a social process.
- c. Education as human resource development and development of social moral and aesthetic value.

Aims of education: Individual and Social aims of education.

The functions of Education:

Individual development (Development of skill, basic knowledge, interest and appreciation). With special emphasis on child centric & life centric education features & significance.

##### Unit – II

Role of Philosophy in Education

- a. Schools of Indian philosophy -- ( a) Vedic schools (Sankhya, Yoga, Naya) Non-Vedi schools (Charvak, Buddhist, Jain).
- b. Some major schools of Philosophy : Idealism, Naturalism, Realism, Marxism and Pragmatism, - their contribution to present day education.

##### Unit — III

Freedom and discipline :

- a. The concept of freedom and discipline;
- b. The interrelation between discipline, liberty and democracy,
- c. Importance of discipline in social life and maintaining discipline through reward and punishment.

##### Unit — IV

- a. Pupils
- b. Teacher
- c. Curriculum
- d. Educational Institution

##### Unit — V

- a. Education for National Integration b. International understanding.

## **Group — B : Sociology and Education**

### **Unit — V**

- Nature and scope of educational Sociology. Need for sociological approach in Education.
- Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change. Agencies of social change;
  - i. School as a social sub-system;
  - ii. Mass media as a social means.

### **Unit — VI**

- Social groups — Primary and Secondary and tertiary. Social interaction and social stratification.
- Culture — Education and Culture; Culture heritage of India; Religion and class.
- Current social problems relating to education in India — Equalization of educational opportunities; problems of education of the backward classes; problems of illiteracy and social education; specific problem of education in urban and rural areas; role of community in solving social problems in the field of education; problems of education of the physically handicapped children in society.

### **Reading:**

1. Agarwal J. C. : Theory & Principle of Education
2. Agarwal J. C. : Philosophy and Social Basis of Education
3. Kundu & Mazumdar : Theories of Education
4. Mukherjee K. K. : Great Education
5. Mukherjee K. K. : Principles of Education
6. Taneja : Education Principles Thinkers
7. Ghosh Arun : Shikshatawa 0 Shikshadarshan
8. Guha Bidhuranjan : Shikshay Pathikrit
9. Chakraborty Jogeschandra : Shikshatatwar Gorar Katha
10. Roy Sushil : Shikshatatwa
11. Bottroll Applied : Principles of Educational Sociology
12. Browa F. J. : Educational Sociology
13. Disburn : Social Change
14. Durkheim : Sociology of Education
15. Gilbert P. : Fundamentals of Sociology
16. Panda Bishnupada : Shiksharayee Samajatatwa
17. Rao M. S. A. : Education, Social Stratification & Mobility

## **TEACHING PLAN**

Weeks	Topics

1	Modern concept and scope of Education; with stress on
2	Aims of education: Individual and Social aims of education.
3	Role of Philosophy in Education
4	a. Pupils
5	b. Teacher
6	c. Curriculum
7	c. Curriculum
8	d. Educational Institution
9	Freedom and discipline :
10	Education for National Integration b. International understanding.
11	Nature and scope of educational Sociology. Need for sociological approach in Education.
12	Education as social heritage; education as an instrument of social change, education as a factor of social change,
13	Social groups — Primary and Secondary and tertiary. Social interaction and social stratification.
14	Culture — Education and Culture; Culture heritage of India; Religion and class.
15	Current social problems relating to education in India — Equalization of educational opportunities; problems of education of the backward classes;

## **Paper — II: Educational Psychology and Pedagogy**

### **Course Objectives:**

1. To initiate students in understanding the structure and functions of Higher 'mental processes'.
2. To enable the student to understand the meaning and scope of educational psychology.
3. To enable them to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences.
4. To enable them to understand different aspects of personality and means of developing and integrated personality.
5. To develop understanding of the process of learning and teaching and problems of learning.
6. To understand the role of the school, the teacher and the environment for the growth of child.
7. To understand the problems of adolescents and role of education in solving those problems.
8. To develop understanding of various theories of teaching.
9. To initiate students to the field of pedagogy.
10. To develop the ability to analyse classroom teaching-learning, and the ability to observe classroom behaviour; and group dynamics.
11. To develop a positive attitude towards life and the teaching profession.

## **Course Outcome:**

This course would successfully:

- Understanding the structure and functions of Higher 'mental processes'.
- Enable the student to understand the meaning and scope of educational psychology.
- Enable them to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences.
- Enable them to understand different aspects of personality and means of developing and integrated personality
- Understanding of the process of learning and teaching and problems of learning.
- Initiate students to the field of pedagogy.

## **Course Contents:**

### **Unit — I**

- 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.
- Psychological basis of human / mental life; functions of the human nervous system and the Endocrine system (Preliminary ideas).
- Meaning of development; stages of development with special stress on education for social, emotional and Intellectual; Fundamentals of Piagetian developmental psychology.
- Concept of Individual Differences :
  - a. Intelligence, definition and nature of intelligence; Determinates of Intelligence heredity and environment; theories of Intelligence; Measurement of intelligence.
  - b. Creativity — its meaning and nature; characteristics of a creative person; Relationship between creativity and intelligence and mental health.

### **Unit — II**

- Personality — Definition, meaning and Nature; development of personality; type and trait theories of personality.

### **Unit — III**

- Learning — Meaning and Nature; Factors affecting learning; Learning and Maturation; Learning and Motivation; Theories of Learning — Trial and Error Classical conditioning, operant conditioning, Insightful; Transfer of learning.

### **Unit — IV**

- a. Sensation & Perception
- b. Attention
- c. Memory

## **Group — B : Pedagogy**

### **Unit — V**

- Science to Teaching — Relation between teaching and learning general principles of teaching : Maxims.

### **Unit—VI**



- Factors affecting attitude & aptitude. Science of teaching.
- Teaching Methods — Lecture, demonstration, problem solving and programme instruction; story — telling; function of a teacher as a planner, as a facilitator, as a counselor, as a researcher. Differences between Traditional, Micro, Macro and Team Teaching.

**Reading:**

1. Aggarwal J. C. • . Essential of Educational Psychology
2. Chauhan S. S. • . Advance Educational Psychology
3. Harlock E. B. • . Child Development
4. Papalia, S. E. & Werdkos S. • . Human Development
5. Kundo C. L. & Tutoo S. N. • . Educational Psychology
6. Sprinthall N. A. & Sprinthall R. C. • . Educational Psychology

**TEACHING PLAN**

Weeks	Topics
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	Psychological basis of human / mental life;
3	functions of the human nervous system and the Endocrine system (Preliminary ideas).
4	Meaning of development; stages of development with special stress on education for social, emotional and Intellectual; Fundamentals of Piagetian developmental psychology.
5	Intelligence, definition and nature of intelligence; Determinates of Intelligence heredity and environment; theories of Intelligence; Measurement of intelligence.
6	Personality — Definition, meaning and Nature; development of personality
7	a. Sensation & Perception
8	b. Attention
9	c. Memory
10	Science to Teaching — Relation between teaching and learning general principles of teaching : Maxims.
11	Factors affecting attitude & aptitude. Science of teaching.
12	Teaching Methods
13	Differences between Traditional, Micro, Macro and Team Teaching.

14	Psychological basis of human / mental life; functions of the human nervous system and the Endocrine system (Preliminary ideas).
15	Meaning of development; stages of development with special stress on education for social, emotional and Intellectual; Fundamentals of Piagetian developmental psychology.

## **Part — II**

### **Paper – III : Development of Education in India**

#### **Course Objectives:**

1. To help students understand the development of education in India historical perspective.
2. To understand the salient features of education in ancient, medieval and British India.
3. To acquaint with significant points of selected educational documents and reports of these periods
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.

#### **Course Outcome:**

This course would successfully:

- Students understand the development of education in India historical perspective.
- Understand the salient features of education in ancient, medieval and British India.
- Acquaint with significant points of selected educational documents and reports of these periods
- Adequate knowledge of the recommendations of various commissions and committees on Indian Education.

#### **Course Contents:**

##### **Group – A : Education in Ancient and Medieval India Course Contents :**

##### **Unit – I**

□ Education in Ancient India: Vedic and Brahmanic period.

a) Vedic Education: Aims of education, process of Education, curriculum and organization, methods of teaching, Discipline, Teacher-pupil relation.

b) Buddhist Education: Aims of Education, curriculum & organization Methods of teaching Discipline, Teacher pupil relation, centers of learning, libraries.

##### **Unit – II**

□ Education in Medieval India – Types of Educational Institutions, State patronage in Educational endeavour, Contribution of Akbar and Aurangazeb.

## Group – B : Education in British India in the Post-Independence Period

### Course Contents :

#### Unit–III

□ Education in British India : Indigenous education in India at the beginning of the eighteenth century with reference to Munroe, Elphinstone & Adams Report & Charter Act, of 1813. Macaulay's Minutes, Wood's Education Dispatch, Report of Hunter's commission, Movement for compulsory education Gokhale's Bill, Calcutta University Education Commission 1917, Hartog Committee Report, 1929 Lord Curzon's educational policy, India Renaissance movement & National Education movements towards development of a national system of education.

#### Unit — IV

□ Development of Indian education during the post-independence period with special reference to Radhakrishnan Commission 1948, Secondary Education Commission 1952, Kothari Commission report — 1964 — 66, National Policy on Education 1986.

#### Reading:

1. Altekar A.S. Education in Ancient India.
2. Basu A. N. Education in Modern India.
3. Basu A.N. Adam's Report.
4. Banerjee J.P. Education in India Post, Present & Future
5. Dhar Niranjana Fundamentals of Social Education.
6. Key E. E. Indian Education in Ancient Later Lines
7. Lad N. N. Promotion of Learning in India
8. Mukherjee S. N. Education in India, Today & Tomorrow
9. Mukherjee S. N. History of Education (Modern Period)
10. Uarullah S. & Naik J. P. History of Education in India
11. Purokait B. R. Milestone in Indian Education
12. Rawat P. L. History of Indian Education
13. Bandopadhaya Jyoti Prasad Bharatiya Sikhar Itishas - Sampratit Samasya
14. Sanyal & Mitra Bharater Shiksher Itihas

### TEACHING PLAN

Weeks	Topics
1	Education in Ancient India: Vedic and Brahmanic period.
2	Vedic Education
3	Buddhist Education
4	Education in Medieval India
5	Education in British India
6	Indigenous education in India at the beginning of the eighteenth century with reference to Munroe, Elphinstone & Adams Report & Charter Act, of 1813

7	Macaulay's Minutes, Wood's Education Dispatch, Report of Hunter's commission, Movement for compulsory education Gokhale's Bill
8	Calcutta University Education Commission 1917, Hartog Committee Report, 1929 Lord Curzon's educational policy,
9	India Renaissance movement & National Education movements towards development of a national system of education.
10	Development of Indian education during the post-independence period with special reference to Radhakrishnan Commission 1948
11	Secondary Education Commission 1952
12	Kothari Commission report — 1964 — 66
13	Kothari Commission report — 1964 — 66
14	National Policy on Education 1986.
15	National Policy on Education 1986.

## **Paper — IV : Issues and Trends in Contemporary Indian Education**

### **Course Objectives :**

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organizations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology / mass media in spreading education among the masses.
5. To develop understanding of the alternative systems / modes of education and their implications in the Indian scenario.

### **Course Outcome:**

This course would successfully:

- Develop understanding of significant trends in contemporary education.
- Develop awareness of various organizations and their role in the implementation of policies and programmes.
- Focus attention on certain major national and social issues and role of education in relation to them.
- Acquaint with the role of technology / mass media in spreading education among the masses.
- Develop understanding of the alternative systems / modes of education and their implications in the Indian scenario.

### **Course Contents:**

#### **Unit — I**

- Elementary Education — Aims and objective, universalization, girls' education problems of non-involvement and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard District Primary Education Programme.
- Report of Committee / Commissions since independence. National policies of Education and their implication.

## **Unit — II**

☐ Secondary Education — Aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE. 1:1 Reports on Committee / Commissions since independence. — National policies of education — their implications.

☐ Higher education — General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA. Types of universities and equivalent Institutes of higher learning.

## **Group — B : Alternative Schooling**

### **Course Contents :**

#### **Unit — III**

☐ Elementary — Non-formal, National Adult Education Programme (NAEP) National Literacy Mission (NLM), TLC, PLC, JSN, Sarva Shiksha Abhiyan.

☐ Adult Education — Literacy Education and Further Education (Global and Indian context).

☐ Continuing Education

a) General / Liberal Education through open learning system.

b) Technical / Vocational Education.

#### **Unit — IV**

☐ Educational finances in Grant-in-aid system, population education, family of life and sex education, value oriented education, work experience & SUPW, Environmental education, Education of Women, Education of Minority Community with reference to their aims and objectives, methods and problems.

#### **Unit — V**

☐ Mass-media, communication process, programming, use of software in education, the programmes conducted by UGC, open learning system.

#### **Unit — VI**

☐ Alternative Education in U. K.

### **Reading:**

1. Bajnerjee J. P. : Education in India : Past, Present and future
2. Parokait B. R. : Milestones of Modern Education
3. Mukherjee S. N. : History of Education (Modern Period)
4. Rawat P. L. : History of Indian Education
5. Sreemali K. L. The Wardha Scheme
6. Bandhopadhyay Jyoti Prasad : Bharatiya Shikshar Itihas O Sampratik S amasya
7. Sanyal & Mitra : Bharater Shiksher Itihas
8. Government of India : Report of Education Commission (1966) Education & National Development, Ministry of Education, New Delhi
9. Government of India Ministry of Human Resources Development, National policy on Education (1986) New Delhi
10. Education of Women Key to progress : Ministry of Education, New Delhi
11. Non-formal Education Shah & Buns
12. Open University R. K. Singh

13. Comparative Education Hans Nicholas
14. Education in Great British Smither W. O. Lester.
11. Bottroll Applied : Principles of Educational Sociology
12. Browa F. J. : Educational Sociology
13. Disburn : Social Change
14. Durkheim : Sociology of Education
15. Gilbert P. : Fundamentals of Sociology
16. Panda Bishnupada : Shiksharayee Samajatatwa
17. Rao M. S. A. : Education, Social Stratification & Mobility

### TEACHING PLAN

Weeks	Topics
1	Elementary Education
2	Report of Committee / Commissions since independence.
3	Elementary — Non-formal, National Adult Education Programme (NAEP)
4	National Literary Mission (NLM),
5	PLC,
6	TLC
7	JSN, Sarva Shiksha Abhiyan
8	Higher education — General and Technical., AICTE,
9	Role of UGC, AIU
10	ICSSR, CSIR, ICA
11	Adult Education
12	Continuing Education
13	Educational finances in Grant-in-aid system, population education, family of life and sex education, value oriented education
14	Mass-media, communication process, programming, use of software in education, the programmes conducted by UGC, open learning system.
15	Alternative Education in U. K.

## **Paper — V: Educational Evaluation and Statistics in Education**

### **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 education and psychological. To develop understanding of the concepts of validity reliability and their importance in education in education measurement.
4. To develop the ability to organize relevant educational data. To development the ability to use various statistical measures in analysis and interpretation of educational data. To develop the anility to interpret test data results.

### **Course Outcome:**

This course would successfully:

- Develop understanding of the concepts of measurement and evaluation in the field of Education.
- Acquaint with different types of measuring instruments and their uses.
- Acquaint with the principles of test construction — both education and psychological. To develop understanding of the concepts of validity reliability and their importance in education in education measurement.
- Develop the ability to organize relevant educational data.
- Development the ability to use various statistical measures in analysis and interpretation of educational data.
- Develop the anilities to interpret test data results.

### **Course Contents :**

#### **Unit — I**

☐ Meaning and nature of educational measurement — need for measurement in education — Concept of Measurement and evaluation in education — relation between measurement and evaluation, norm referenced and criterion referenced tests.

#### **Unit — II**

☐ Measuring instruments and their classification; errors in measurement; Types of scales in educational measurement. Characteristics of good measuring instrument validity, and objectivity — methods of determination. Measurement of interest, Intelligence, aptitude, academic achievement, attitude and personality — different tools.

#### **Unit — III**

☐ General principles of test construction and standardization. Scoring of student achievement, methods of interpreting test scores. Reporting test results (Essay type, objective type, short answer type and oral type tests) cumulative record card.

## **Group — B : Statistics in Education**

### **Course Contents :**

## Unit — IV

- ❑ **Meaning, nature and scope of educational statistics. Sources of educational data and use of educational statistics. Difference between statistic and parameter. Significance of statistic.**
- ❑ **Measures of variability central tendency, its uses and limitations. (Mean, Median and Mode calculation and application).**
- ❑ **Measures of variability- its use and limitation (Range Quartile deviation, average deviation, standard Deviation, calculation & their uses)**
- ❑ **Concept of normal distribution- properties and uses of normal probability curve in interpretation of test scores, Divergence form normality- skewness and kurtosis, derived scores: Linear and normalized- their uses. Percentile & Percentile Rank.**

## Unit V

- ❑ **Concept of variable variate. Types of data- grouped and ungrouped data Graphical presentation of data Pie-diagram, histogram, frequency polygon, cumulative frequency graph- Ogive and their uses.**
- ❑ **Bivariate distribution: correlation, computation of coefficients of correlation by rank difference, product moment methods, interpretation of coefficients of correlations, Meaning of Z-score and its use in comparison to Raw-score, T.score (Basic concept)**
- ❑ **Application of computer in data processing.**

### Reading:

1. Anastasi, A. : Psychological Testing.
2. Freeman, F.S. : Theory & Practical of Psychological Testing.
3. Garret, H.E. : Statistics in Psychology & Education.
4. Gailford, J.P. & Fructir, B. : Fundamental Statistics in Psychology and Edn.
6. Mangal, S.K. : Statistics in Psythology & Education.
7. Rai, S. : - Malyayan Niti O Kaushal.
8. Singh, A.K. : Test Measurement & Research Methods in Behavioural Science.
9. Thorndike, E.L. & Hogen, E. : Measurement and Evaluation in Psychology & Education.

### TEACHING PLAN

Weeks	Topics
1	Meaning and nature of educational measurement
2	Measuring instruments and their classification; errors in measurement;
3	Types of scales in educational measurement. Characteristics of good measuring instrument validity, and objectivity
4	General principles of test construction and standardization.
5	<b>Meaning, nature and scope of educational statistics</b>
6	<b>Sources of educational data and use of educational statistics. Difference between statistic and parameter. Significance of statistic</b>
7	<b>Measures of variability central tendency, its uses and limitations</b>
8	<b>Measures of variability- its use and limitation</b>



9	<b>Concept of normal distribution- properties and uses of normal probability curve in interpretation of test scores</b>
10	Concept of variable variate.
11	Bivariate distribution: correlation, computation of coefficients of correlation by rank difference,
12	product moment methods
13	Meaning of Z-score and its use in comparison to Raw-score,
14	T.score (Basic concept)
15	Application of computer in data processing

## **PAPER VI: EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHNOLOGY**

### **COURSE OBJECTIVES:**

1. To develop knowledge and understanding of the meaning, scope process and types of management
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To develop ability of making objective decision in educational management
4. To enables the students to understand about the concept, nature and of educational technology
5. To expose the students to the basic developments in Educational Technology

### **Course Outcome:**

This course would successfully:

- Develop knowledge and understanding of the meaning, scope process and types of management
- Develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
- develop ability of making objective decision in educational management
- enables the students to understand about the concept, nature and of educational technology
- expose the students to the basic developments in Educational Technology

### **COURSE CONTENTS:**

#### **Unit I**

- Concept of Educational Management: Meaning, nature, need and scope. Class management & supervision.**
- Managerial Behaviour: Factors affecting managerial behaviours: personal, social; cultural, political, institutional etc.**

#### **Unit II**

**Aspects of Institutional Management: Curricular and co- curricular programmes, (organization of Games & sports, cultural programme, Debate discussion) student welfare auxiliary services including School health services; school plant including equipment and assets, Sanitation and beautification: institutional planning: time table.**

**Unit III**

**☐ Interpersonal relationship; institutional climate and discipline; hostel and staff accommodation; management of finance; home, school and community relationships; school meal evaluation of students achievement and promotion; admission, office management; assignment of teachers.**

**GROUP-B: Educational Technology**

**COURSE CONTENTS:**

**Unit VI**

**Meaning, nature and scope of educational Technology**

**☐ Communication Process: theory, concept, nature, process, components, types of classroom communication, mass media approach in educational technology; Role of communication in effective teaching learning situation.**

**Unit V**

**☐ System Approach on Instruction: System approach in instructional process, instructional system designing: concept, components, physical and human resources, steps.**

**☐ Innovations in Educational Technology: Programmed learning, micro and macro teaching, team teaching. Panel discussion, seminar, symposium, workshop( basic-concept)**

**☐ Personalized system of instruction, computer assisted instruction, simulated teaching distance teaching. Visual, audio, audio-visual - different types and their uses.**

**Reading:**

**TEACHING PLAN**

Weeks	Topics
1	<b>Concept of Educational Management</b>
2	<b>Managerial Behaviour</b>
3	<b>Aspects of Institutional Management</b>
4	<b>Interpersonal relationship</b>
5	<b>Meaning, nature and scope of educational Technology</b>
6	<b>Communication Process</b>
7	<b>System Approach on Instruction:</b>

8	<b>System approach in instructional process</b>
9	<b>instructional system designing</b>
10	<b>Innovations in Educational Technology</b>
11	<b>Personalized system of instruction,</b>
12	<b>computer assisted instruction, simulated teaching distance teaching</b>
13	<b>System Approach on Instruction</b>
14	<b>System approach in instructional process,</b>
15	<b>instructional system designing</b>

## **Paper — VII : Educational Guidance and Curriculum Construction**

Course Objectives :

- 1. To help in understanding the meaning and importance of guidance and counselling.
  2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
  3. To develop the ability to identify gifted children who need enrichment and to channellise their unique potentialities I a positive way through proper guidance.
  4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.
  5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
  6. To understand the qualities of an ideal counselor.
- To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counseling. To develop interest in one's own personal and professional growth.
  7. To understand the meaning, concept and scope of curriculum.
  8. To understand the basis of curriculum construction, transaction evaluation and innovation.

### **Course Outcome:**

This course would successfully:

- Help in understanding the meaning and importance of guidance and counselling.
- develop the ability to interpret various records for assessing the student's strengths and weaknesses
- Develop the ability to identify gifted children who need enrichment and to channelize their unique potentialities I a positive way through proper guidance.
- Develop the ability to identify exceptional children who need special care and help and to make such provisions for them.
- Understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
- Understand the qualities of an ideal counsellor.

**Course Contents :**

**Unit — I**

**☐ The concept of Guidance**

- a) Meaning, nature & scope of guidance.
- b) Economical, psychological and sociological bases of guidance.
- c) Need and importance of educational guidance services in schools.

**☐ Vocational Guidance**

- a) Purpose and functions of vocational guidance.
- b) Relationship between educational and vocational guidance.
- c) Relationship between vocational guidance and work education.
- d) Job analysis and occupational information services.

**Unit — II**

**☐ Educational Guidance :**

- a) Basic data necessary for educational guidance — pupils abilities, aptitudes, interests and attitudes, education attainments and personality traits.
- b) Construction, administration and interpretations of ( i ) Cumulative Record cards, (ii) Interest inventories.

**Unit — III**

**☐ The concept of Counselling**

- a) Meaning, nature and scope of counseling.
- b) Different types of counseling
- c) Various steps and techniques of counseling.
- ☐ Necessary qualities (personal and professional) of a good counselor. Role of the counselor in secondary schools. Relationship between guidance, counseling and teaching.
- ☐ Diagnostic and remedial measures : Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.
- a) Concept of mental health and mental hygiene.
- b) Causes and symptoms of maladjustment — Genetic pre-disposition & environmental factors.
- c) Frustration and conflicts, Anxiety — The role of school in preventing mal-adjustment.
- d) Adjustment mechanisms.

**Group — B : Curriculum Construction**

**Course Contents:**

**Unit — I**

- ☐ Meaning of curriculum — its relation with aims and objectives. Writing objectives relating them to different domains of personality of education —determinants of curriculum. Core curriculum and co-curricular activities.
- ☐ Different types of curricula — i.e. their relative merits and demerits — the concepts of balanced curriculum, Explicit or written curriculum, Hidden curriculum, Holistic view of curriculum. Bloom's Taxonomy of Educational objectives (on overview).

**Unit — II**

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

### Unit — III

□ **Curriculum Development — its process : Role of curriculum development, culture based, knowledge based, need based.**

□ **Evaluation of curriculum : A critical study of curricula at the school stage; Meaning and utility; Means of curriculum evaluation; Formative & summative evaluation.**

#### Reading:

1. Khan M. I. & Nigam B. K. : Evaluation & Research in Curriculum Construction
2. Kelley A. V. : The Curriculum : Theory & Practical
3. Lawton S. Gordon P — Theory and Practice of Curriculum Studies
4. Taylor P. H., Richards, C. M. & Nelson N. : An Introduction to Curriculum Studies Nelson N.
5. Vashist S. R. (Ed.) : Vol. 1 — 5 : Perspective in Curriculum Development
6. Bernard H. W. & Falner S. W. : Principles of Guidance, A Basic Text
7. Fuster J. M. : Psychology Counselling
8. Kochar S. K. : Guidance 7 Counselling in Secondary Schools
9. Rao S. N. : Counselling & Guidance
10. Khan M. I. & Nigam B. K. : Evaluation & Research in Curriculum Construction
11. Kelly A. V. : The curriculum — Theory & Practice
12. Lowsan S. Gardon : Theory & Practice of Curriculum Studies
13. Vashist S. R. (Ed.) : Vol. 1 — 5 : Perspective in Curriculum Development

#### TEACHING PLAN

Weeks	Topics
1	<b>The concept of Guidance</b>
2	<b>Vocational Guidance</b>
3	<b>Educational Guidance</b>
4	<b>The concept of Counselling</b>
5	<b>Different types of counseling</b>
6	<b>Necessary qualities (personal and professional) of a good counselor</b>
7	<b>Diagnostic and remedial measures</b>
8	<b>Meaning of curriculum</b>
9	<b>Different types of curricula</b>
10	<b>Curriculum framework at different levels of education.</b>
11	<b>Curriculum framework at different levels of education.</b>
12	<b>Principles of curriculum construction,</b>
13	<b>methods of organization of syllabus in formulating curriculum operations.</b>
14	<b>Curriculum Development</b>

## Paper-VIII

### Course Objectives :

1. To enable the students to develop an understanding of educational ideas of Indian and Western Educations.
2. To obtain an understanding of pedagogical concepts given by Indian and Western educational thinkers.
3. To orient the student to scientific study of some educational problem.

### Course Outcome:

This course would successfully:

- Enable the students to develop an understanding of educational ideas of Indian and Western Educations.
- Obtain an understanding of pedagogical concepts given by Indian and Western educational thinkers.
- Orient the student to scientific study of some educational problem.

### Course Contents :

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

- a) M. K. Gandhi
- b) Vivekananda
- c) Rabindranath
- d) Aurobindo
- e) Rousseau
- f) Dewey
- g) Froebel
- h) Montessori

### Group — B : Project. Work Education

### Course Contents :

#### Unit — I

□ Each candidates in required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasis the following steps.

- a) Identification of the problem / topic
- b) Field identification
- c) Nature of information / data required, their sources.
- d) Collection and organization of data, analyzing and drawing reference if necessary.
- e) Educational significance of the project Reporting with suggestions for further development of the project.

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

## Areas of Projects — I

- a) Survey of Montessori, Kindergarten or any pre-primary school.
- b) Preparation and execution of lesson plan — 10 lesson plans to be prepared.
- c) Local survey in respect of nutrition and sanitation.
- d) Undertaking a literacy programme of visiting and reporting any one literacy center.
- e) Educational tour or excursion and writing a report.
- f) Organisation Seminar Symposium and exhibition on any topic.
- g) Framing objective test & their application.

### Reading:

1. Mukherjee K. K. : Great Educations
2. Purkait B. R. : Great Educations
3. Rusk : Great Educations
4. Faneja : Educational Thinkers

## TEACHING PLAN

Weeks	Topics
1	Critical study of the educational thought
2	<b>a) M. K. Gandhi</b>
3	<b>b) Vivekananda</b>
4	<b>c) Rabindranath</b>
5	<b>d) Aurobindo</b>
6	<b>e) Rousseau</b>
7	<b>e) Rousseau</b>
8	<b>f) Dewey</b>
9	<b>g) Froebel</b>
10	<b>h) Montessori</b>
11	Each candidates in required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasis the following steps.
12	Each candidates in required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasis the following steps.
13	Each candidates in required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasis the following steps.

14	Each candidates in required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasis the following steps.
15	Each candidates in required to complete any one project selected from any area of the following project to be evaluated by internal and external examiners jointly. The project should emphasis the following steps.

**Curricula — Undergraduate  
B.A. (General) in Education  
Part — I  
Paper – I : Education and Society**

**Course Objectives :**

To enable the student to understand :

1. General aims of education along with nature, types and scope of education;
2. Meanings of major philosophies of education and function in education.
3. Meaning of curriculum and its planning and construction.
4. The importance of play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

**Course Outcome:**

This course would successfully:

- General aims of education along with nature, types and scope of education;
- Major philosophies of education and function in education.
- Curriculum and its planning and construction.
- Play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

**Course Contents :**

**Unit – I**

- Nature and scope of Education, Education as a science; Education as a social process, factors of Education.
- Aims of Education – individual, social, vocational and democratic;
- Formal, informal and non-formal agencies of education. Relation between school and society.

**Unit –II**

- Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education-with special reference to aims, process and curriculum – idealism, naturalism and pragmatism.



Factors of Education :

- ( a ) The child – its innate endowment and environment
- ( b ) The teacher – qualities & responsibilities

**Reading:**

1. Agarwal J. C. : Philosophy and Social Basis of Education
2. Banerjee Archana : Principles of Education
3. Chakraborty J. C. : Modern Education
4. Chakraborty J. C. : (Revised by Sanyal Dipti)
5. Ghosh Sashibhushan Education — Some problem and principles
6. Parkayal B. R. : Principles & practices of Educations

**TEACHING PLAN**

Weeks	Topics
1	Nature and scope of Education, Education as a science; Education as a social process, factors of Education.
2	<input type="checkbox"/> Aims of Education – individual, social, vocational and democratic
3	<input type="checkbox"/> Formal, informal and non-formal agencies of education.
4	Relation between school and society.
5	Meaning of philosophy and education;; essential aspects of major philosophies of education-with special reference to aims, process and curriculum and.
6	relation between philosophy and education
7	idealism
8	idealism
9	naturalism
10	naturalism
11	pragmatism
12	pragmatism
13	pragmatism
14	The child – its innate endowment and environment
15	The child – its innate endowment and environment

**Paper —II : Education and Human Development**

**Course Objectives :**

- To make the students understand about :

1. The meaning, scope and uses of psychology in education.
2. Human growth and development up to the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.
4. The concept of intelligence, its meaning and measurement.
5. Heredity and environment and their roles causing individual difference.

### **Course Outcome:**

This course would successfully:

- The meaning, scope and uses of psychology in education.
- Human growth and development up to the stage of adolescence.
- Meaning and purpose of learning and factors influencing learning.
- The concept of intelligence, its meaning and measurement.
- Heredity and environment and their roles causing individual difference.
- 

### **Course Contents :**

#### **Unit — I**

☐ Psychology — Its meaning, nature and scope. Relationship between education psychology. Distinction between psychology and educational psychology.

#### **Unit — II**

☐ Stage of human development : infancy, childhood, latency and adolescence —their needs, significance and problems. Human development and education, role of educational psychology in understanding the individual.

#### **Unit—III**

☐ Learning : Learning and maturation, Essential aspects of different theories and laws of learning, motivation in learning, transfer of learning (Stress will be given on Pavlov, Thorndike, Skinner and Gestalt).

☐ Attention and interest. Nature and conditions for attention, their educational implications.

### **Reading:**

1. Bonz G. D. : General Psychology
2. Chauhan S. S. : Advanced Educational Psychology
3. Dandekar W. N. : Psychological Foundation of Education
4. Sevdas P. Rajammal & Jayan : A Textbook on Child Development
5. Guildford G. P. : General Psychology
6. Garret H. E. : General Psychology
7. Harlock E. B. : Child Development
8. Herbart Sorenson : Psychology for living
9. Morgan C. T. Kings R. A. Weise J. R. and Schoplar J : Introduction to Psychology
10. Mongal S. K. : General Psychology
11. Skinner C. E. : Educational Psychology
12. Kimble, Germzy & Zigler : Principles of Psychology

## TEACHING PLAN

Weeks	Topics
1	Psychology
2	Relationship between education psychologies
3	Relationship between education psychologies
4	Distinction between psychology and educational psychology
5	Stage of human development
6	Stage of human development
7	Human development and education,
8	role of educational psychology in understanding the individual
9	Learning
10	Learning and maturation,
11	Essential aspects of different theories and laws of learning
12	motivation in learning,
13	transfer of learning (Stress will be given on Pavlov, Thorndike, Skinner and Gestalt).
14	Attention and interest
15	Nature and conditions for attention, their educational implications

### Paper — III : Indian Heritage and Education

#### Course Objectives :

- To enable the students to gain knowledge about :
1. The system of Indian education during Vedic, Buddhist periods.
  2. Britisher's influence of Indian education.
  3. Role of Indian thinkers in education during British period.
  4. Growth and development of Education since independence.

#### Course Outcome:

This course would successfully:

- The system of Indian education during Vedic, Buddhist periods.
- Britisher's influence of Indian education.
- Role of Indian thinkers in education during British period.

- Growth and development of Education since independence.

### Course Contents :

#### Unit — I

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

#### Unit — II

- ☐ Advent of the Missionaries : Serampore Mission and the activities of the Serampore Missionaries regarding extension of education.
- ☐ Adam, Munroe, Elphinstone's Report on Indigenous education.
- ☐ Macaulay's minutes and Bentinck's resolution of 1835.
- ☐ Wood's Despatch — 1854.
- ☐ Lord Curzon's educational policy. Growth of national consciousness. National education movement.

#### Reading:

1. Bajemee J. P. : Education in India Past : Present & Future
2. Bandopadhyay Jyoti Prasad : Adhunik Bharatiya Siksher Rupkatha
3. Murullah & Naik : History of Education in India
4. Purokayat B. R. : Milestones of Modern Education
5. Ghosh Ranjit : Bharatiya Sikshar Itihas
6. Roy Riten : Bharatiya Sikshar Itihas
7. Sanyal Dipti, Mitra Gangaram : Bharatiya Sikshar Itihas

### TEACHING PLAN

Weeks	Topics
1	A Synoptic view of Education and
2	( a ) Vedic
3	( b ) Buddhis
4	( c ) Medieval periods. and Medieval
5	Advent of the Missionaries
6	Serampore Mission and the activities of the Serampore Missionaries regarding extension of education.
7	Adam, Munroe,
8	Elphinstone's Report on Indigenous education.
9	Macaulay's minutes and Bentinck's resolution of 1835.
10	Macaulay's minutes and Bentinck's resolution of 1835.

11	Wood's Despatch — 1854.
12	Wood's Despatch — 1854.
13	Lord Curzon's educational policy
14	Growth of national consciousness.
15	National education movement.

## **Part—II**

### **Paper – I: Education and Society**

#### **Course Objectives :**

1. General aims of education along with nature, types and scope of education;
2. Meanings of major philosophies of education and function in education.
3. Meaning of curriculum and its planning and construction.
4. The importance of play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

#### **Course Outcome:**

This course would successfully:

- General aims of education along with nature, types and scope of education;
- Major philosophies of education and function in education
- Curriculum and its planning and construction.
- Play and activity oriented education and modern methods of teaching. Specific aims of education and per the present day needs.

#### **Course Contents:**

##### **Unit – III**

**☐ Curriculum definition, types of curricula, principles of curriculum construction, child-centered and life centered curricula, co-curricular activities.**

##### **Unit – IV**

**☐ Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline. With stress on reward and punishment.**

**☐ Emergence of educational thoughts through the works of great educators like Rousseau, Dewey, Tagore, Gandhi, Froebel Montessori, Aurobinda.**

**☐ Education for national integration, international understanding and education for human resource development, education for leisure.**

**Reading:**

1. Agarwal J. C. : Philosophy and Social Basis of Education
2. Banerjee Archana : Principles of Education
3. Chakraborty J. C. : Modern Education
4. Chakraborty J. C: (Revised by Sanyal Dipti)
5. Ghosh Sashibhushan Education — Some problem and principles
6. Parkayal B. R. : Principles & practices of Educations

**TEACHING PLAN**

Weeks	Topics
1	<b>Curriculum definition, types of curricula, principles of curriculum construction,</b>
2	<b>Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline.</b>
3	<b>Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline.</b>
4	<b>Rousseau,</b>
5	<b>Aurobinda.</b>
6	<b>Dewey,</b>
7	<b>Dewey,</b>
8	<b>Tagore,</b>
9	<b>Tagore,</b>
10	<b>Gandhi</b>
11	<b>Gandhi</b>
12	<b>Froebel Montessori</b>
13	<b>Froebel Montessori</b>
14	<b>Education for national integration, international understanding and education for human resource development, education for leisure.</b>
15	<b>Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline.</b>

**Paper —II : Education and Human Development****Course Objectives :**

1. The meaning, scope and uses of psychology in education.
2. Human growth and development up to the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.

4. The concept of intelligence, its meaning and measurement.
5. Heredity and environment and their roles causing individual difference.

### **Course Outcome:**

This course would successfully:

- Meaning, scope and uses of psychology in education.
- growth and development up to the stage of adolescence
- Learning and factors influencing learning.
- Intelligence, its meaning and measurement.
- Heredity and environment and their roles causing individual difference.

### **Course Contents :**

#### **Unit—III**

- Habits: meaning of habit and its role and implication in education.
  
- Emotions — their meaning; characteristics and place of emotions in education and their sublimation.
  
- Memory and forgetting.**

#### **Unit — IV**

- Intelligence — concepts, definitions, theories and measurement (Two factors theory, multiple factors and group factor theories).**

#### **Unit — V**

- Heredity and environment and their implications for education.**
- Personality : Concept, traits, development of personality and its assessment.**

### **Reading:**

1. Bonz G. D. : General Psychology
2. Chauhan S. S. : Advanced Educational Psychology
3. Dandekar W. N. : Psychological Foundation of Education
4. Sevdas P. Rajammal & Jayan : A Textbook on Child Development
5. Guildford G. P. : General Psychology
6. Garret H. E. : General Psychology
7. Harlock E. B. : Child Development
8. Herbart Sorenson : Psychology for living
9. Morgan C. T. Kings R. A. Weise J. R. and Schoplar J : Introduction to Psychology
10. Mongal S. K. : General Psychology

11. Skinner C. E. : Educational Psychology

12. Kimble, Germzy & Zigler : Principles of Psychology

### TEACHING PLAN

Weeks	Topics
1	Habits: meaning of habit and its role and implication in education.
2	Habits: meaning of habit and its role and implication in education.
3	Emotions- their meaning; characteristics and place of emotions in education and their sublimation.
4	Emotions- their meaning; characteristics and place of emotions in education and their sublimation.
5	<b>Memory and forgetting.</b>
6	<b>Intelligence -concepts, definitions,</b>
7	<b>theories and measurement</b>
8	<b>Two factors theory</b>
9	<b>multiple factors</b>
10	<b>group factor theories</b>
11	<b>Heredity and environment and their implications for education.</b>
12	<b>Personality Concept,</b>
13	<b>traits,</b>
14	<b>development of personality</b>
15	<b>its assessment</b>

### **Paper — III: Indian Heritage and Education**

#### **Course Objectives :**

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. Britisher's influence of Indian education.
3. Role of Indian thinkers in education during British period.
4. Growth and development of Education since independence.

#### **Course Outcome:**



This course would successfully:

- Indian education during Vedic, Buddhist and Medieval periods.
- Britisher's influence of Indian education.
- Indian thinkers in education during British period.
- Growth and development of Education since independence.

### Course Contents :

#### Unit — III

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

#### Reading:

1. Bajemee J. P. : Education in India Past : Present & Future
2. Bandopadhyay Jyoti Prasad : Adhunik Bharatiya Siksher Rupkatha
3. Murullah & Naik : History of Education in India
4. Purokayat B. R. : Milestones of Modern Education
5. Ghosh Ranjit : Bharatiya Sikshar Itihas
6. Roy Riten : Bharatiya Sikshar Itihas
7. Sanyal Dipti, Mitra Gangaram : Bharatiya Sikshar Itihas

### TEACHING PLAN

Weeks	Topics
1	<b>Recommendations of Indian Education commission — 1882</b>
2	<b>Recommendations of Indian Education commission — 1882</b>
3	<b>Essential features of the Sadler Commission Report — 1917</b>
4	<b>Essential features of the Sadler Commission Report — 1917</b>
5	<b>Wardha scheme of Education — 1937.</b>
6	<b>Wardha scheme of Education — 1937.</b>
7	<b>Radhakrishnan Commission — 1948. Unit — IV</b>

8	<b>Radhakrishnan Commission — 1948. Unit — IV</b>
9	<b>A Synoptic study of changes in School system — Primary and Secondary</b>
10	<b>Mudaliar Commission 1953.</b>
11	<b>Mudaliar Commission 1953.</b>
12	<b>Kothari Commission 1964 — 66.</b>
13	<b>Kothari Commission 1964 — 66.</b>
14	<b>National policy on Education 1986</b>
15	<b>National policy on Education 1986</b>

### **Part — III**

#### **Paper — IV: Evaluation and Guidance in Education**

#### **Course Objectives :**

- To know the concept of evaluation.
- To know the various aspect of evaluation
- To know the concept of guidance
- To know the types and significance of guidance

#### **Course Outcome:**

This course would successfully:

- The concept of evaluation.
- the various aspect of evaluation
- the concept of guidance
- the types and significance of guidance

#### **Course Contents :**

1. Concept of evaluation.
2. Need and scope of evaluation in Education: Evaluation of student achievement.
3. Evaluation of student progress :
4. Examination and evaluation — tools of evaluation :
5. Examination — essay type and objective type, criteria **reference tests and standardized tests, cumulative Record Card.**
6. How to make a good test : Specification of objective item selection Characteristics of a good test : ( a ) Validity, ( b ) Reliability, ( c ) Objectivity, ( d ) Usability, ( e ) norms.
7. Measurement in Education: Tabulation of educational data. Measures of Central Tendency, Measure of variability.

Graphical representation.

8. (Frequency Polygon, Histogram and Ogive). Idea of linear correlation (rank difference method only).

### Group — B: Guidance in Education

**1. Guidance : Concept need and scope.**

**2. Types of guidance.**

**3. Basic data necessary for guidance (Data about students, courses and vocations)**

**4. Meaning of Adjustment :**

**5. Causes of maladjustment : Role of parents, teachers, peers and educational institutions in the development of maladjustment.**

**6. Counseling : Meaning and types of counseling for adjustment problems.**

#### Reading:

1. Agarwal, J. C. : Essentials of Examination system
2. Anastasi, A. : Psychological Testing
3. Bernard, H. W. and Fulner D. W. : Principles Guidance : A Basic Text
4. Freeman, F. S. : Theory and Practice of Psychological Testing
5. Fuster, J. M. Psychological Counselling
6. Kochar, S. K. Guidance and Counselling in Secondary Schools
7. Lahman & Mehren : Evaluation in Education
8. Milner, P. : Counselling in Education
9. Rao, S. N. : Counselling in Guidance
10. Thorndik, E. L. & Hagen : Measurement and Evaluation in Education

#### TEACHING PLAN

Weeks	Topics
1	Concept of evaluation.
2	Need and scope of evaluation in Education: Evaluation of student achievement.
3	Evaluation of student progress :
4	Examination and evaluation — tools of evaluation :
5	Examination
6	Specification of objective item selection Characteristics of a good test
7	( a ) Validity,
8	( b ) Reliability,
9	( c ) Objectivity, ( d ) Usability, ( e ) norms.
10	Measurement in Education:
11	<b>Guidance : Concept need and scope</b>
12	<b>Types of guidance.</b>
13	<b>Meaning of Adjustment :</b>

14	<b>Causes of maladjustment</b>
15	<b>Counseling</b>

## **CBCS B.A. PROGRAMME & ELECTIVE COURSES IN EDUCATION**

### **Detailed Syllabus**

#### **SEMESTER-I**

#### **EDU-H-DSC-T-1: Philosophical Foundation of Education**

##### **Core Course**

##### **Course Objectives:**

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

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

##### **Course Outcome**

##### **This course would successfully:**

- Meaning, nature, scope and aims of education.
- Meaning and scope of educational philosophy.
- Factors of education and their relationships.
- knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Nyaya, Yoga and Buddhism, Charvaka, Jain. Discuss the educational view of different Western schools of philosophy namely Idealism,
- Naturalism, Pragmatism, Marxism. Explain about the Philosophy of Indian Great Educators like - Swami Vivekananda,
- Rabindranath Tagore and Mahatma Gandhi Explain about the Philosophy of Western Great Educators like - Rousseau, Pestalozzi, Froebel and Montessori

##### **Course Contents:**

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

- a) Meaning, Nature and Scope of Education.

- b) Aims of Education: Individualistic and socialistic.
- c) Report of Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

**Unit-II: Factors of Education:**

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

**Unit-III: Schools of Philosophy and National Values**

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

**Unit-IV: Great Educators and their educational philosophy**

- a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, And Western: Rousseau, Pestalozzi, Froebel, Montessori.

**Reading:**

- 1.J. C. Aggarwal- Theory and Principles of Education
- 2.J. C. Aggarwal - Philosophical and Sociological Bases of Education
- 3.S. P. Chaube& A. Chaube – Foundations of Education
- 4.K. K. Shrivastava- Philosophical Foundations of Education
- 5.S. S. Ravi – A Comprehensive Study of Education
- 6.M. Sharma – Educational Practices of Classical Indian Philosophies
- 7.S. S. Chandra & R. K. Sharma- Philosophy of Education
8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays.
9. B.R. Purkait – Great Educator.
10. Dash, B.N. (1994) Foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers
11. Gupta, S. (2009) Education in Emerging India, Delhi: Shipra Publications
12. Hiriyanna, M. Outlines of Indian Philosophy, Delhi: Motilal Banarsidass Publishers Private Limited.
13. Nayak, B. K. (2006) Foundation of Education, Cuttack, Kitab Mahal
14. Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.

15. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
16. Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publishers Distributors.
17. Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited

**Bengali Reading:**

18. S. Roy- Sikshatatto o Siksha Darshan
19. Archana Banerjee - Shikshatotto o Shikshaniti
20. Dibendu Bhattacharjee – Siksha o Darshan
21. Bibhuranjan Guha – Shikshai pathikrit
22. Gour Das Haldar o Prasanto Sharma - Shikshatotto o Shikshaniti
23. Jagadindra Mandal- Shiksha Darshan o Shiksha Biggyan
24. Babi Dutta, Debika Guha - Shiksha Darshan o Darsonikder Abodan

**TEACHING PLAN**

Weeks	Topics
1	<b>Concept, Scope and Aim of Education</b>
2	Aims of Education: Individualistic and socialistic.
3	<b>Factors of Education</b>
4	Child: Meaning and characteristics of child centric education system
5	Curriculum: Meaning and Types. Co-curricular activities.
6	<b>Schools of Philosophy and National Values</b>
7	Indian schools of Philosophy
8	Western School of Philosophy
9	<b>Great Educators and their educational philosophy</b>
10	Indian: Swami Vivekananda,
11	Rabindranath Tagore
12	Mahatma Gandhi
13	Western: Rousseau,
14	Pestalozzi,
15	Froebel, Montessori.

## **EDU-H- DSC -T-2: Sociological Foundation of Education**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

- The meaning, nature and scope of Educational sociology and Relation between Education and Sociology.
- The Social factor and their relation to Education.
- Social groups, socialization and Social Institution and Agencies of Education.
- The Social change and its impact on Education.

### **Course Contents:**

#### **Unit-I: Educational Sociology**

- a) Meaning, nature and scope of Educational sociology.
- b) Relation between education and sociology.
- c) Concept of Educational sociology and sociology of education.
- d) Views of Indian thinkers and Western thinkers on Education and Society: Radhakrishnan ,Sri Aurobindo ,Dewey and Illich

#### **Unit-II: Social factors, issues and Education**

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.
- c) Social issues: unemployment, poverty, education of socially and economically backward classes, disadvantage section of Indian society (SC, ST and OBC).
- d) Education and State- Concept of Democracy, Education in totalitarian and welfare state, Interrelationship of state and education, Role of education in Nation Building, State Control of Education and Autonomy in Education

#### **Unit-III: Social groups and Education**

- a) Social groups- meaning and types (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.

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

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

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

#### **Reading:**

1. Y. K. Sharma – Sociological Philosophy of Education
2. Ravi, S. S. (2015)– A Comprehensive Study of Education
3. Aggarwal, J. C. (2012)- Philosophical and Sociological Bases of Education
4. Aggrawal, J.C.(2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt Ltd. University of North Bengal CBCS Curriculum of B.A. in Education (Honours) effective from2018-19 Page 13
5. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
6. Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
7. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
8. Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
9. Mohanty, J. (1982) Indian Education in Emergency Society, New Delhi: Sterling Publishers.
10. Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir. 11. Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
12. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
13. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
14. Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
15. Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.

#### **Bengali Reading:**

16. S. Roy- Sikshatatto o Siksha Darshan
17. Archana Banerjee - Shikshatotto o Shikshaniti
18. Dibendu Bhattacharjee – Siksha o Samajtatto



19. Sonali Chakraborty – Shikshar Samaj Baigganikvitti
20. Bishnupada Nanda – Shikshashroyee Samajtatto
21. Anadi Kumar Mahapatra – Samajtatto
22. Manjusha Tarafder - Shikshashroyee Samajbiggyan
23. Shyama Prasad Chattaraj – Shikshamukhi biggyan
24. Parimal Bhushan - Samajtatto

## TEACHING PLAN

Weeks	Topics
1	a) Meaning, nature and scope of Educational sociology. b) Relation between education and sociology.
2	c) Concept of Educational sociology and sociology of education. d) Views of Indian thinkers and Western thinkers on Education and Society: Radhakrishnan ,Sri Aurobindo ,Dewey and Illich
3	a) Culture: Concept, role of education in culture, cultural lag. b) Meaning of Human Resource Development and its significance in the present society.
4	c) Social issues: unemployment, poverty, education of socially and economically backward classes, disadvantage section of Indian society (SC, ST and OBC). d) Education and State- Concept of Democracy, Education in totalitarian and welfare state, Interrelationship of state and education, Role of education in Nation Building, State Control of Education and Autonomy in Education
5	a) Social groups- meaning and types (Primary, Secondary and Tertiary)
6	b) Socialization: Meaning, process and factors of socialization, role of the family and school.
7	c) Social Institutions and Agencies of Education: (i) Family, ,
8	(ii) School
9	(iii) State
10	(iv) Mass media and
11	(v) Religion
12	Social change: definition, characteristics, factors, constraints and education as an instrument of social change
13	Social change in India (Privatization and Globalization)

14	c) Education and social stratification: Definition and characteristics
15	d) Education and Social Mobility

## **EDU-H- DSC -T-3: Psychological Foundation of Education**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

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

### **Course Contents:**

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

a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology. Relevance of educational psychology for teachers, methods of studying learner behaviour: Survey, Observation, case study and experimental.

b) Growth and Development: Stages and aspects of development in human life; Physical, Mental, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

c) Piaget's theory of Cognitive Development, Erikson's Psycho-social Theory, Bandura's Social Constructive Theory.

#### **Unit-II: Learning**

a) Definition and characteristics of Learning; Factors influencing learning

b) Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning

c) Transfer of Learning: Concept & Types.

- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes

### **Unit-III: Intelligence & Creativity**

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

### **Unit-IV: Personality**

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type and Trait theory.
- c) Measurement of Personality- projective test Subjective Techniques (Anecdotes, Autobiography, Case Study)  
Objective Techniques (Controlled Observation Structured Interview and Rating Scale)  
Projective Techniques (Thematic Apperception Test-TAT, Rorschach Inkblot Test)

### **Reading:**

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - 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. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

### **Bengali Readings: :**

13. S. Roy – Shiksha Monobidya
14. Arun Ghosh - Shiksha Monobidya
15. Promodh Bandhu Sengupta and P. Sarma - Shiksha Monobidya
16. Bijan Sarkar – Shikhan o Shikshan
17. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganic vitti

18. Pranab Kumar Chakraborty – Shiksha Monobiggyaner ruprekha
19. Paul, Dhar, Das, Banerjee- Pathadan o Shikhaner Manojtatto
20. Bijan Sarkar – Sishu o Bikash
21. Adhikari, S. (2015). Sikskaya Monavidya. Classique Books, kolkata
22. Barat, K.S. & Choudhury, K. (2014). Sikhar Monobaigyanic vitti. Pragatishil publisher, Kolkata.
23. Mete, J. et al (2015). Shaisabkalin bridhi o Bikash. Rita Publication, Kolkata.

## TEACHING PLAN

Weeks	Topics
1	Concept, Nature and Scope; Distinction between Psychology and Educational Psychology
2	Relevance of educational psychology for teachers, methods of studying learner behaviour: Survey, Observation, case study and experimental.
3	Growth and Development: Stages and aspects of development in human life; Physical, Mental, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.
4	Piaget's theory of Cognitive Development, Erikson's Psycho-social Theory, Bandura's Social Constructive Theory.
5	Definition and characteristics of Learning; Factors influencing learning
6	Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
7	c) Transfer of Learning: Concept & Types. d) Motivation: Types, factors and Role of Motivation in learning
8	Memorization: Definition, factors, LTM, STM. Forgetting- meaning and causes
9	a) Intelligence: Definition; Theories of Intelligence and their implications- Spearman,
10	Thurstone, Guilford and Gardner;
11	Measurement of Intelligence- verbal and non-verbal
12	b) Creativity: meaning, nature, factors, and nurturing.
13	Definition; Heredity & Environment as determinants of Personality.
14	b) Type and Trait theory.
15	c) Measurement of Personality- projective test Subjective Techniques (Anecdotes, Autobiography, Case Study)

Objective Techniques (Controlled Observation Structured Interview and Rating Scale)
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## **EDU-H- DSC –T-4: History of Education in Ancient and Medieval India**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

- The features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Brahmanic system of Education.
- The education system of different educational institutions of Brahmanic system of education. Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Buddhistic system of Education.
- The education system of different educational institutions of Buddhistic system of Education. Compare between Brahmanic and Buddhistic system of Education.
- Features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Islamic system of Education. Discuss the educational contribution of Akbar, Aurangzeb.

### **Course Contents:**

#### **Unit 1: Brahmanic System of Education:**

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.

c) Centre of Learning: Takshasila and Nabadwip

**Unit 2: Buddhistic System of Education:**

a) Salient features

b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Taught relation and Evaluation System.

c) Centre of Learning: Nalanda and Vikramasila

d) Comparison between Brahmanic System of Education and Buddhistic System of Education.

**Unit 3: Medieval System of Education:**

a) General characteristics

b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.

c) Contribution of Akbar and Aurangzeb d) Centre of Learning: FatepurSikri and Delhi

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

a) Women's Education in Ancient India

b) Women's Education in Medieval India

c) Vocational Education in Ancient India

d) Vocational Education in Medieval India

**Reading:**

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.

2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.

3. Nurulla & Naik- A Students History in India 4. S. S. Ravi – A Comprehensive Study of Education

5. J. P. Banerjee – Education in India: Past, Present and Future

6. S.N. Mukerjee- Modern Indian Education

7. B. K. Nayak- History Heritage and Development of Indian Education

8. B. N. Dash –History of Education in India

9. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta

**Bengali Reading:**

1. J. P. Banerjee – Adhunik Bharater Shikshar Bibartan

2. Dr. Dilip Kumar Thankur & Sekh Hamidul Haque – Adhunik Bharater Shikshar Dhara

3. Bhakti Bhushan Bhakta – Bharatio Shikshar Ruprekha

4. Ranjit Ghosh – Bharater Shiksha: Prachin, Madhya, Adhunik .

5. Ranjit Ghosh – Adhunik Bharater Shikshar Bikash

## TEACHING PLAN

Weeks	Topics
1	<b>: Brahmanic System of Education:</b>
2	b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
3	c) Centre of Learning: Takshasila and Nabadwip
4	a) Salient features
5	b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Taught relation and Evaluation System.
6	c) Centre of Learning: Nalanda and Vikramasila
7	d) Comparison between Brahmanic System of Education and Buddhistic System of Education.
8	a) General characteristics
9	b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation and Evaluation System.
10	c) Contribution of Akbar and Aurangageb
11	d) Centre of Learning: FatepurSikri and Delhi
12	Women's Education in Ancient India
13	Women's Education in Medieval India
14	Vocational Education in Ancient India
15	Vocational Education in Medieval India

## EDU-H- DSC -T-5: Psychology of Instruction

### Course Objectives:

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

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

- Discuss different types of teaching methods.

## **Course Outcome**

### **This course would successfully:**

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

## **Course Contents:**

### **Unit-I: Teaching**

- a) Science of Teaching- Relation between teaching and learning;
- b) Classification of teaching, Criteria of good teaching;
- c) System Approach to teaching,
- d) Factors affecting teaching process, Input and Output variables;
- e) Maxims of teaching; Fundamentals of teaching.

### **Unit-II:Teacher Behavior**

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

### **Unit-III: Teacher and Classroom Teaching**

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

### **Unit-IV: Teaching Methods Meaning, nature, merits and demerits –**

- a) Lecture,
- b) Demonstration,



- c) Project,
- d) Problem Solving, and
- e) Story-telling.

**Reading:**

- 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

**Bengali Readings:**

- 8) Sushil Roy – Shiksha Monodidya
- 9) Arun Ghosh- Shiksha Monobidya
- 10) Moloy Kumar Sen – Siksha Projukti Bidya.
- 11) Koushik Chattopadhyya - Siksha Projukti Bidya
- 12) Shyama prasad Chattaraj - Siksha Projukti Bidya

**TEACHING PLAN**

Weeks	Topics
1	Science of Teaching- Relation between teaching and learning;
2	Classification of teaching, Criteria of good teaching;
3	c) System Approach to teaching, d) Factors affecting teaching process, Input and Output variables;
4	Maxims of teaching; Fundamentals of teaching.
5	Observation of classroom behavior: Flander’s Interactional analysis.
6	Characteristics of a good teacher.
7	a) Nature of classroom teaching.
8	b) Difference between traditional and constructivist teaching;
9	c) Micro and Macro-teaching- meaning , nature, merits and demerits
10	d) Classroom Communication
11	a) Lecture,
12	b) Demonstration,

13	c) Project,
14	d) Problem Solving, and
15	e) Story-telling.

## **EDU-H- DSC -T-6: Educational Evaluation & Statistics**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

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

### **Course Contents:**

#### **Unit-I: Measurement and Evaluation in Education**

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

#### **Unit-II: Educational Statistics**

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

#### **Unit-III: Tools and Techniques of Evaluation**

- a) Tools:
  - o Tests- Essay type and Objective type; Short answer type and Oral type.
  - o Personality Test- Rorschach Ink Blot Test
  - o Interest Test- Kuder Richardson Test
- b) Techniques: Observation, CRC, Interview, Questionnaire and Inquiry.
- c) Characteristics of a good test:
  - Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.
  - Validity- Concept Causes of low Validity, Types, Determination.
  - Objectivity- Concept, Characteristics, Types of Objective Test & Essay type test, advantages and disadvantages.
  - o Norms- Concept, Types and their uses.

#### **Unit-IV: Evaluation Process**

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

#### **Reading:**

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication.
7. Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
8. Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
9. Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
10. Singh, A. K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
11. Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
12. Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication.

#### **Bengali Reading:**

13. Sushil Roy – Mulayan o Niti Koushal
14. Debashis Paul and Bebashis Dhar – Shikshai Parimap o Mulayan
15. Purnendu Acharjee – Shiksha khetre Mulayan o Nirdesona
16. Nurul Ishlam - Shikshai Mulayan Parimap

#### **TEACHING PLAN**

Weeks	Topics
1	a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement.
2	b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.
3	a) Concept, Scope and Need of Educational Statistics b) Concept of raw data, score, frequency distribution, range, variable.
4	c) Organization and Tabulation of Data- Frequency distribution table
5	Tools: o Tests- Essay type and Objective type; Short answer type and Oral type.
6	Personality Test- Rorschach Ink Blot Test o Interest Test- Kuder Richardson Test
7	Techniques: Observation, CRC, Interview,.
8	Questionnaire and Inquiry
9	Characteristics of a good test:
10	<ul style="list-style-type: none"> <li>Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.</li> </ul>
11	<ul style="list-style-type: none"> <li>Validity- Concept Causes of low Validity, Types, Determination.</li> </ul>
12	<ul style="list-style-type: none"> <li>Objectivity- Concept, Characteristics, Types of Objective Test &amp; Essay type test, advantages and disadvantages. o Norms- Concept, Types and their uses.</li> </ul>
13	a) Evaluation Process: Concept, Types (Formative and Summative)
14	b) Concept of Norm-Referenced Test and Criterion Referenced Test.
15	c) Concept of Gradation and Credit system.

## **EDU-H- DSC –T-7: History of Education in Colonial India**

### **Course Objectives:**

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

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

### **Course Outcome**

**This course would successfully:**

- The development of education in Colonial India in historical perspectives.
- The contributions of Education Commission in post independent India.
- The Educational Policy in Colonial India.
- Bengal Renaissance and its influence on Indian Education
- National Education Movement and its impacts on Education.
- Different educational reform under colonial rule.

### **Course Contents:**

#### **Unit: I: Education in 19th Century in India**

Charter Act of 1813

- Oriental –Occidental Controversy
- Macaulay’s Minute
- Bentinck’s Declaration
- Wood’s Despatch: Context, Recommendations, Criticism and Educational
- Significance Indian Education Commission: Background, Composition of the Commission,
- Criticism and Educational Significance Unit: II: Bengal Renaissance and Its Influence on Education Concept Bengal Renaissance
- Causes of Bengal Renaissance
- Characteristics of Bengal Renaissance
- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.
- Impact of Bengal Renaissance on Education,

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

Simla Conference 1901

- The Indian Universities Commission 1902
- The Indian Universities Act 1904
- Govt. of India’s Resolution on Indian Educational Policy 1904
- Curzon contribution in Indian Education • National Education Movement (Characteristics, Causes, Objective, Different Phases, and Causes of Failure Influence on Future Development of Indian Education)

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

The Calcutta University Commission (Sadlar Commission) 1917-1919 Context

- Recommendation
- Criticism • Results

- Basic Education: Concepts
- Characteristics
- Merits & Demerits The post –war plan of educational development (Sargent Plan) 1944

Context

Objective

- Recommendations
- Criticism
- Results

**Reading:**

- Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
- Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
- Nurulla & Naik- A Students History in India
- S. S. Ravi – A Comprehensive Study of Education
- J. P. Banerjee – Education in India: Past, Present and Future
- S.N. Mukerjee- Modern Indian Education
- B. K. Nayak- History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India
- J. P. Banerjee – Adhunik Bharater Shikshar Bibartan
- Dr. Dilip Kumar Thankur & Sekh Hamidul Haque – Adhunik Bharater Shikshar Dhara
- Bhakti Bhushan Bhakta – Bharatio Shikshar Ruprekha
- Ranjit Ghosh – Bharater Shiksha: Prachin, Madhya, Adhunik .
- Ranjit Ghosh – Adhunik Bharater Shikshar Bikash

**TEACHING PLAN**

Weeks	Topics
1	Charter Act of 1813
2	Oriental –Occidental Controversy
3	Macaulay’s Minute
4	• Wood’s Despatch: Context, Recommendations, Criticism and Educational
5	Significance Indian Education Commission: Background, Composition of the Commission,
6	• Criticism and Educational Significance Unit: II: Bengal Renaissance and Its Influence on Education Concept Bengal Renaissance
7	• Causes of Bengal Renaissance

	<ul style="list-style-type: none"> <li>• Characteristics of Bengal Renaissance</li> </ul>
8	<ul style="list-style-type: none"> <li>• Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.</li> <li>• Impact of Bengal Renaissance on Education,</li> </ul>
9	<ul style="list-style-type: none"> <li>• The Indian Universities Commission 1902</li> <li>• The Indian Universities Act 1904</li> </ul>
10	<ul style="list-style-type: none"> <li>• Govt. of India's Resolution on Indian Educational Policy 1904</li> <li>• Curzon contribution in Indian Education</li> <li>• National Education Movement (Characteristics, Causes, Objective, Different Phases, and Causes of Failure Influence on Future Development of Indian Education)</li> </ul>
11	<ul style="list-style-type: none"> <li>• Recommendation</li> <li>• Criticism</li> <li>• Results</li> <li>• Basic Education: Concepts</li> </ul>
12	<ul style="list-style-type: none"> <li>• Merits &amp; Demerits The post-war plan of educational development (Sargent Plan) 1944</li> </ul> <p>Context</p> <p>Objective</p>
13	<ul style="list-style-type: none"> <li>• Recommendations</li> </ul>
14	Criticism
15	Results

## **EDU-H-SEC-T-1(A): Statistical Analysis**

### **Skill Enhancement Course**

#### **Course Objectives:**

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

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

#### **Course Outcome**

**This course would successfully:**

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

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

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

**Unit-II: Relationship and Inferential Statistics**

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
- b) Linear Correlation – Concept and Use – Co- efficient of Linear Correlation: (Spearman’s method) and Product Moment (Karl Pearson’s method).
- c) Parametric and Non-Parametric Test- (only Concept and Uses).

**Unit-III: Normal distribution Concept of NPC and its properties and uses Practical:** Calculate - Mean, Median and Mode; Range, AD, SD & QD; PP, PR; Co-relation; Standard score & Z score from different frequency distribution.

- a. Graphical Representation of Data (Pie diagram, Bar graph, Line graph, Histogram, Frequency Polygon, Ogive)
- b. Skewness and Kurtosis
- c. Concept of T- Score and Z – Score : Calculation and use.

**Reading:**

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

**Bengali Books:**

- 6) Sushil Roy – Mulayan o Niti Koushal
- 7) Debashis Paul o Debashis Dhar – Sikshai Parimap o Mulayan



8) Purnrindu Acharjee – Shikshakethre Mulayan o Nirdesona

9) Nurul Ishlam – Shikshi Mulayan Parimap

### TEACHING PLAN

Weeks	Topics
1	a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
2	b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
3	c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.
4	a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
5	b) Linear Correlation – Concept and Use – Co- efficient of Linear Correlation: (Spearman’s method) and Product Moment (Karl Pearson’s method).
6	c) Parametric and Non-Parametric Test- (only Concept and Uses).
7	c) Parametric and Non-Parametric Test- (only Concept and Uses).
8	a. Graphical Representation of Data (Pie diagram, Bar graph, Line graph, Histogram, Frequency Polygon, Ogive)
9	a. Graphical Representation of Data (Pie diagram, Bar graph, Line graph, Histogram, Frequency Polygon, Ogive)
10	a. Graphical Representation of Data (Pie diagram, Bar graph, Line graph, Histogram, Frequency Polygon, Ogive)
11	b. Skewness and Kurtosis
12	c. Concept of T- Score and
13	c. Concept of T- Score and
14	Z – Score : Calculation and use.
15	Z – Score : Calculation and use.

### **EDU-H-SEC-T-2(A): Computer Application**

#### **Skill Enhancement Course**

#### **Course Objectives:**

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

- Explain the beginning, basic editing, templates by using MS word

- Work with Graph, Pictures. Tables by using MS word
- Work with Desktop Publishing, Mail Merge by using MS word
- Discuss about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using MS word
- Activate Power Point, uses of Themes and Layouts
- Insert Text, WordArt, Graphics, Animations, sounds
- Apply Edit, save, print and publish by using MS Power Point

### **Course Outcome**

#### **This course would successfully:**

- the beginning, basic editing, templates by using MS word
- Work with Graph, Pictures. Tables by using MS word
- Work with Desktop Publishing, Mail Merge by using MS word
- the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using MS word
- Activate Power Point, uses of Themes and Layouts

### **Course Contents:**

#### **Unit-I: MS word – features and uses**

- Beginning to use Microsoft word
- Basic Editing
- Templates
- Tables
- Desktop Publishing
- Proofing, Printing and Publishing
- Comparing, Merging and Protecting Documents

#### **Unit-II: MS Power Point- features, animation and uses**

- Activating Power Point
- Using Themes and Layouts
- Inserting Text and Using WordArt
- Inserting Graphics
- Working with Animations
- Sounds
- Editing, Saving, Printing and Publishing Tools

#### **Practical:**

1. Creating different texts, tables, etc. using MS-word.
2. Creating a slideshow for taking a class of any standards

#### **Reading:**

1) Fundamentals of Computers by V. Rajaraman, Prentice Hall India Pvt., Limited

2) Windows 10 Bible by Wiley Publication

3) Microsoft Excel Functions & Formulas by BPB Publication

4) Microsoft Office Complete Reference by Tata McGraw Hill Publication

### TEACHING PLAN

Weeks	Topics
1	Beginning to use Microsoft word
2	b) Basic Editing c) Templates
3	d) Tables e) Desktop Publishing
4	f) Proofing, Printing and Publishing g) Comparing, Merging and Protecting Documents
5	a) Activating Power Point b) Using Themes and Layouts
6	c) Inserting Text and Using WordArt d) Inserting Graphics
7	e) Working with Animations
8	f) Sounds
9	g) Editing, Saving, Printing and Publishing Tools
10	1. Creating different texts, tables, etc. using MS-word.
11	2. Creating a slideshow for taking a class of any standards
12	<b>Practical:</b> 1. Creating different texts, tables, etc. using MS-word.
13	<b>Practical:</b> 1. Creating different texts, tables, etc. using MS-word.
14	<b>Practical:</b> 2. Creating a slideshow for taking a class of any standards
15	<b>Practical:</b> 2. Creating a slideshow for taking a class of any standards

## **EDU-H-DSC-T-8: Inclusive Education**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

- the Concept, nature, need of Inclusive Education
- The theories of Inclusive Education.
- The development of competencies for Inclusive Education.
- the practices of Inclusive Education
- The Infrastructural facilities for an ideal Inclusive School.

### **Course Contents:**

#### **Unit I: Inclusive Education concept and Nature**

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

#### **Unit II: Competencies development for Inclusive Education.**

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

#### **Unit III: Inclusive Education and its Practices**

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

#### **Unit -IV: Inclusive School**

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

### **Reading:**

1. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.

2. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
4. Mike Adams and Sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, David Fulton Pub. 17) Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.
7. Advani, Lal. And Chadha, Anupriya( 2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, Kaushal and Mahapatra (2007). Emerging Trends in Inclusive Education', Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Children in The Mainstream Schools and teacher education: Global Trends in Teacher education.

Bengali Reading:

10. Dr. Urmi Chakraborty – Bishes chahida samparno Sishu o Antorbhukti mulak Shiksha
11. Dr. Debabrata Debnath o Ashis Kumar Debnath – Baticramdharmi Sishu o tar Siksha

## TEACHING PLAN

Weeks	Topics
1	Concept and principles of Inclusion.
2	b) Need of Inclusive education.
3	b) Need of Inclusive education.
4	c) PWD Act (1994)
5	Theories of Inclusive Education
6	b) Development of Attitude, Positive Behaviour & social skill for Inclusion.
7	a) Differentiating Instruction.
8	• Peer Tutoring
9	• Co-operative learning
10	• Inclusive lesson planning.
11	b) Inclusive Instructional Strategies at school level.
12	• Remedial Help.
13	• Team Teaching.
14	a) Infrastructural facilities for an ideal Inclusive School.
15	b) Teachers Role in Inclusive Classroom

## **EDU-H-DSC-T-9: Educational Management and Administration**

### **Course Objectives:**

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

### **Course Outcome**

#### **This course would successfully:**

- The Meaning, Nature, Scope, Function and Needs and types of Educational management.
- The meaning and function of Educational Administration.
- The meaning, purpose of supervision and distinguish between supervision and inspection.
- Educational planning and types of educational planning.

### **Course Contents:**

#### **Unit-I: Concept of Educational Management**

- a) Educational Management: Meaning, Nature, Scope, Function and Needs.
- b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.
- c) Effective Leadership in Educational Management o Leadership –Meaning and Nature o Effective Leadership Skills

#### **Unit-II: Educational Administration and Supervision**

- a) Educational Administration: meaning and function.
- b) Supervision: meaning, purpose; difference between Supervision and Inspection.
- c) Factors affecting managerial behavior of teachers: Personal, Social, Cultural, Political and Institutional
- d) Organisational behaviour: motivation; job satisfaction; relationships in organizational set-up; conflict resolution
- e) Factors Affecting Managerial Behaviour - Personal, Social, Cultural, Political, Institutional

#### **Unit-III: Educational Planning**

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

#### **Unit-IV: Functions of Various Administrative Bodies**

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

**Reading:**

1. J. C. Aggarwal- Educational Administration, Management and Supervision
2. J. Mohanty- Educational Administration, Supervision and School Management
3. I. S. Sindhu- Educational Administration and Management

**Bengali Reading:**

4. Sushil Roy – Shikshan o Siksha Prosanga
5. Bimal Chandra Das , Debjani Sengupta and Prodipta Ranjan Roy – Shikshar Babosthapona
6. Dilip Kumar Chakraborty – Shikshagata Babosthapona o parikalpana
7. Tuhin Kumar Kar and Bhim Chandra Mandal – Shikashai Babosthapona o projuktibidya
8. Gour Das Halder – Shikshan Prosange vidyalaya sanghatan o shikshan biggyan
9. Arun Ghosh - Vidyalaya sanghatan O Paddhati biggyan

**TEACHING PLAN**

Weeks	Topics
1	a) Educational Management: Meaning, Nature, Scope, Function and Needs.
2	b) Types of Educational Management: Centralization, Decentralization, Autocratic, Democratic and Laissez-fair.
3	c) Effective Leadership in Educational Management o Leadership –Meaning and Nature o Effective Leadership Skills
4	a) Educational Administration: meaning and function.
5	b) Supervision: meaning, purpose; difference between Supervision and Inspection.
6	c) Factors affecting managerial behavior of teachers: Personal, Social, Cultural, Political and Institutional
7	d) Organisational behaviour: motivation; job satisfaction; relationships in organizational set-up; conflict resolution
8	e) Factors Affecting Managerial Behaviour - Personal, Social, Cultural, Political, Institutional
9	a) Educational Planning: Meaning, Needs and Significance.
10	b) Types of Educational Planning; Strategies and Steps in Educational Planning.
11	c) Brief outline of the last Five Year Plan in Primary and Secondary Education.
12	a) UGC,
13	b) NAAC,
14	c) NCERT,

**EDU-H-DSC-T-10: History of Education in Post-Independence India****Course Objectives:**

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

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

**Course Outcome****This course would successfully:**

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

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

a.Preamble and various Articles on Education in Indian Constitution

b.RTE Act-2009

c.Development of Education under Plan (Last two plans)

**Unit-II: Education Commissions and National Policies on Education in post Independent India**

a. University Education Commission (1948-49)

b. Secondary Education Commission (1952-53)

c. Indian Education Commission (1964-66)

d. Ashoke Mitra Commission (1991-92)

e. National Policy on Education (1968)

f. National Policy on Education (1986)

g. Programme of Action (POA)- 1992



I. Ramamurti Committee (1990-91)

II. Janardhan Reddy Committee (1992)

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

- a) SCERT b) DIET.

**Unit-IV: Human Rights Education**

- a. Concept, nature and significance  
b. Brief history of Human Rights: National and International Perspectives  
c. Human Rights Act 1993  
d. Human Rights Commission: role and objectives  
e. UN and Human Rights: duties and limitations

**Reading:**

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. Surendra Kumar- Human Rights Education
9. Jagadish Chandra- Education for Human Rights

**Bengali Reading:**

10. Gour Das Halder and Prosanta Sharma – Adhunik Bharatiya Shikshar Bikash
11. Arun Ghosh – Adhunik Bharatiya Shikshar Itishas
12. Ranjit Ghosh – Juge juge Bharater Shiksha
13. Sushil Roy- Bharater Shiksha o Shikshar Bharatayan
14. Subimal Mishra – Bharatiya Shikshar Itishas . 1
5. Bhakti Bhushan Bhakta – Bharatio Shikshar Ruprekha
16. J. P. Banerjee –Bharatiya Shikshar Itihas

**TEACHING PLAN**

Weeks	Topics
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1	a.Preamble and various Articles on Education in Indian Constitution
2	b.RTE Act-2009
3	c.Development of Education under Plan (Last two plans)
4	a. University Education Commission (1948-49)
5	b. Secondary Education Commission (1952-53)
6	c. Indian Education Commission (1964-66)
7	d. Ashoke Mitra Commission (1991-92)
8	e. National Policy on Education (1968)
9	f. National Policy on Education (1986)
10	g. Programme of Action (POA)- 1992
11	I. Ramamurti Committee (1990-91) II. Janardhan Reddy Committee (1992)
12	a) SCERT b) DIET.
13	a. Concept, nature and significance b. Brief history of Human Rights: National and International Perspectives
14	d. Human Rights Commission: role and objectives
15	e. UN and Human Rights: duties and limitations

## **EDU-H-SEC-T-1(B): Community Development**

### **Skill Enhancement Course**

#### **Course Objectives:**

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

#### **Course Outcome**

**This course would successfully:**

- he basic concept of community and its development
- understand community group dynamics
- understand the concept of equality, diversity, social justice within community
- know community development programme in India

**Course Contents:**

•Unit:1 = Introduction to community Development

- Meaning of community and community development
- Characteristics
- Principles of community development

Unit: 2 = Community Group Dynamics

- People’s involvement in community group
- Roles and relationship in community group
- Factors affecting autonomy and inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

- Diversity of communities
- Impact of social inequality, diversity and injustice on communities
- Role of reflection and learning in community development process

Unit: 4 = Community Development Programme in India

**Reading:**

- Objectives of community development in India
- Importance of community development programme
- List of Community Development Programme in India

1. Community Development in Action: Mergaret Ledwith,
2. Community Development A Critical Approach : Mergaret Ledwith,
3. First Steps in Community Center Development : Clarence Artbur Perry
4. Community Center Activities : Clarence Artbur Perry

**TEACHING PLAN**

Weeks	Topics
1	
2	
3	
4	
5	

6	
7	
8	
9	
10	
11	
12	Field survey
13	Field survey
14	Field survey
15	Field survey

## **EDU-H-SEC-T-2(B): Lesson Planning**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

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

### **Course Contents:**

#### **Unit-I: Concept of Lesson Planning**

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

## Unit-II: Different aspects of Lesson Plan

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

### Practical:

Development of Lesson Plan ( At least 10).

### Reading:

1. Sikshan o Shiksha Prosango : Sushil Roy
2. Lesson Plan : Suzanne Gernberg
3. Lesson Planning : Jonathan Savage
4. Daily Lesson Plans: A Teacher's Manual, Walter Lowrie Hervey

## TEACHING PLAN

Weeks	Topics
1	a) Definition & Meaning of Lesson Plan
2	Characteristics of Lesson Plan
3	Advantages of Lesson Plan
4	Types of Lesson Plan
5	Steps involved in Lesson Planning
6	Principles of development of Lesson Plan
7	Development of Lesson Plan ( At least 10).
8	
9	
10	
11	
12	Practical (Practice Teaching)
13	Practical (Practice Teaching)
14	Practical (Practice Teaching)
15	Practical (Practice Teaching)

## **EDU-H- DSC -T-11: Contemporary issues in Education**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

- Constitutional provisions with special reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.
- The meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- The concept, role of Higher Education and Knowledge Commission and RUSA.
- Modern issues in Indian Education like- Peace Education, Sustainable development, Inclusive Education, Open & Distance learning, Equality & Equity in Education, Women Education.
- Gender and its importance in educational and social context

### **Course Contents:**

#### **Unit-I: Universalization of (Elementary & Secondary) Education**

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

b) Universalization of Secondary Education: Meaning, aims & objectives, significance; Role of RMSA, Problems.

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

a) Role of Higher Education

b) Knowledge Commission & Higher Education

c) Higher Education and RUSA

d) Problems of Higher Education in India

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

a) Peace Education: Meaning, aims & objectives, need.

b) Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development.

c) Open & Distance Learning System: Meaning, Characteristics and need.

d) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.

e) Educational provisions of education in the Indian constitution; concurrent status of education.

f) Economic and political issues: poverty, inequality and unemployment; main features of the democratic system at central, state-level and local systems of government

#### **Unit-IV: Gender and Society**

a) Concept, definition, identity and roles

b) Social Differentiation among women in educational context by caste, tribe, religion and region

c) Gender discrimination in the management of the school and education system

d) Gender roles and relationships matrix

e) Presentation of Gender in the development of curriculum and text books

#### **Reading:**

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. Dr Seema Kumari- Gender, Women and society

#### **Bengali Reading:**

6. Dr. Dulal Mukhopadhyaya, Bijan Sarkar, Tarini Halder and Abhijit Kumar Paul – Bharater shikshar Chalaman Ghatanabali

7. Tarini Halder, Binayak Chanda and Sushanta Kumar Barman- Shiksha o Unnayan

8. Tarini Halder o Binayak Chanda – Samakalin Bharatbarsha o Shiksha.

#### **TEACHING PLAN**

Weeks	Topics
1	a) Universalization of Elementary Education- Meaning, Constitutional Provision with special reference to RTE Act; Aims and Objectives, Importance, Role of DPEP; SSA-SSM, Problems.
2	b) Universalization of Secondary Education: Meaning, aims & objectives, significance; Role of RMSA, Problems.
3	a) Role of Higher Education
4	b) Knowledge Commission & Higher Education
5	c) Higher Education and RUSA

6	d) Problems of Higher Education in India
7	a) Peace Education: Meaning, aims & objectives, need.
8	b) Education for Sustainable Development: Meaning, aims & objectives, Role of education in Sustainable Development.
9	c) Open & Distance Learning System: Meaning, Characteristics and need. d) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education.
10	e) Educational provisions of education in the Indian constitution; concurrent status of education. f) Economic and political issues: poverty, inequality and unemployment; main features of the democratic system at central, state-level and local systems of government
11	a) Concept, definition, identity and roles
12	b) Social Differentiation among women in educational context by caste, tribe, religion and region
13	c) Gender discrimination in the management of the school and education system
14	d) Gender roles and relationships matrix
15	e) Presentation of Gender in the development of curriculum and text books

## **EDU-H- DSC -T-12: Educational Technology**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

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

### **Course Contents:**

#### **Unit-I: Educational Technology**

a) Meaning, Nature, Need and Scope of Educational Technology



b) Technology in Education and Technology of Education

c) Approaches of ET: Hardware, Software, and System

### **Unit-II: Classroom Communication and Media used**

a) Meaning, Nature, Types, and Components of Communication

b) Barriers of classroom communication and strategies of overcoming barriers in communication

c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- merits and demerits

### **Unit-III: Instructional Technology**

a) Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching

b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits

c) Computers and its role in educational instruction

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

a) Phases of Teaching: Pre-active, Inter-active & Post-active.

b) Levels of Teaching: Memory, Understanding, Reflective.

c) Models of Teaching: Concept, Components, Families, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model.

### **Reading:**

1. K. Sampath- Introduction to Educational Technology

2. R. P. Pathak- New Dimensions of Educational Technology

3. U. Rao – Educational Technology

4. K. L. Kumar- Educational Technology

5. J. Mohanty- Educational Technology

6. J.C.Aggarwal - Educational Technology

7. S.S.Dahiya - Educational Technology

### **Bengali Books:**

8. Malay Kumar Sen- Shiksha Projukti biggyan

9. Koushik Chattopadhyya - Shiksha Projukti biggyan

10. Shyama Prasad Chattaraj - Shiksha Projukti

### **TEACHING PLAN**

Weeks	Topics
1	a) Meaning, Nature, Need and Scope of Educational Technology

2	b) Technology in Education and Technology of Education
3	c) Approaches of ET: Hardware, Software, and System
4	a) Meaning, Nature, Types, and Components of Communication
5	b) Barriers of classroom communication and strategies of overcoming barriers in communication
6	c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)-merits and demerits
7	a) Mass Instructional Technology- Seminar, Discussion, Panel Discussion. Team teaching
8	b) Personalized Instructional Techniques- Programmed Instruction- meaning, principles, types, merits and demerits
9	c) Computers and its role in educational instruction
10	a) Phases of Teaching: Pre-active, Inter-active & Post-active.
11	b) Levels of Teaching: Memory, Understanding, Reflective.
12	c) Models of Teaching: Concept,
13	Components, Families,
14	Glaser's Basic Teaching Model,
15	Bruner's Concept Attainment Model.

## **SEMESTER-V**

### **EDU-H-DSE-T-1/2(A): Value Education**

#### **Course Objectives:**

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

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

#### **Course Outcome**

#### **This course would successfully:**

- the meaning, nature, classify value and its reflection in Indian Constitution
- the meaning, objectives and need of value Education

- The role of value education through Curriculum, Co-curricular activities.
- The meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

### **Course Contents:**

#### **UNIT-I: Meaning and nature of Value**

- a) Value: Meaning and Nature
- b) Philosophical basis of values as viewed by various philosophies with special reference to Indian philosophy Sociological and psychological basis of value education.
- c) Values enshrined in Indian constitution, Need for value education in India
- d) Classification of values proposed by NCERT
- e) Inculcation of National Value: Democracy, Socialism and Secularism.

#### **UNIT-II: Value Education**

- a) Value Education: concept and objective.
- b) Classification of values(Social, Moral and Aesthetic)
- c) Values and Human Rights Education

#### **UNIT-III: Value Education in School**

- a) Value Education through Curriculum and Co-Curricular Activities.
- b) Role of teachers to facilitate development of values among the learners, Inculcation of Values among the students
- c) Factors affecting value preferences, culturally induced values, value preferences and value systems

#### **UNIT-IV: Strategies of value education**

- a) Storytelling, Play-way Method, Role plays.
- b) Value clarifying model, Role playing, Case method Tools of value inculcation, course curriculum and content analysis.

### **Reading:**

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

- 7) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
- 8) Ruhela, S.P. (ed.) (1986). Human Values and Education. New Delhi: Sterling Publishers Pvt. Ltd.
- 9) Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- 10) Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- 11) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

## TEACHING PLAN

Weeks	Topics
1	a) Value: Meaning and Nature
2	b) Philosophical basis of values as viewed by various philosophies with special reference to Indian philosophy Sociological and psychological basis of value education.
3	c) Values enshrined in Indian constitution, Need for value education in India
4	d) Classification of values proposed by NCERT
5	e) Inculcation of National Value: Democracy, Socialism and Secularism.
6	a) Value Education: concept and objective.
7	b) Classification of values(Social, Moral and Aesthetic)
8	c) Values and Human Rights Education
9	a) Value Education through Curriculum and Co-Curricular Activities.
10	b) Role of teachers to facilitate development of values among the learners, Inculcation of Values among the students
11	c) Factors affecting value preferences, culturally induced values, value preferences and value systems
12	a) Storytelling, Play-way Method,
13	Role plays.
14	b) Value clarifying model, Role playing,
15	Case method Tools of value inculcation, course curriculum and content analysis.

## EDU-H-DSE-T-1/2(B): Population Education

### Discipline Specific Elective Course

#### Course Objectives:

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

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

### **Course Outcome**

#### **This course would successfully:**

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

### **Course Contents:**

#### **Unit-1: Meaning and Concept of Population Education**

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

#### **Unit-II: Historical Development of Population Education**

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

Family planning

- Adolescent education.

#### **Unit-III: Population Growth and Problems in India**

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

#### **Unit-IV: Population Education Curriculum and Policy**

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

### **Reading:**

- 1) Aggarwal, J.C (2002).Population Education.Shipra Publication, 115-A, VikasMarg, Shakarpur, Delhi-110092.

- 2) Bhardwaj, Ramesh Kumar(2002). Population Education in India. The Associate Publishers 2963/2, Kacha Bazar, Post Box No. 56.
- 3) Ghosh, B.N(1985). Fundamentals of Population Geography. Sterling Publishers Private Limited, New Delhi-11006
- 4) Raju, B. Joseph et al. (2004). Population Education.Sonali Publications, New Delhi110002.
- 5) Sharma, Yogendra K. (2007). Population Education: Concepts, Principles and Approaches. Kanishka Publishers Distributors, 4697/55-21A Answari Road, Daryaganj, New Delhi-110002

## TEACHING PLAN

Weeks	Topics
1	a) Meaning & Concept of Population Education
2	b) Scope & objectives of Population Education.
3	<b>b) Scope &amp; objectives of Population Education.</b>
4	a) Historical development of Population Education and education programme in India
5	b) Some major thrust areas of population education-
6	Family planning
7	<ul style="list-style-type: none"> <li>• Adolescent education.</li> </ul>
8	a) Definition of population growth.
9	b) Factors influencing population growth- fertility, mortality, and migration.
10	c) Causes of rapid population growth
11	d) Preventive measures for rapid population growth.
12	a) Curriculum of Population education at different stages.
13	b) Role of population policy in India.
14	c) Role of Teacher in making awareness of population explosion.
15	d) Community sensitisation programme of early marriage and child labour etc.

## EDU-H-DSE-T-1/2(C): Distance Education

### Discipline Specific Elective Course

#### Course Objectives:

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

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

### **Course Outcome**

#### **This course would successfully:**

- The meaning, characteristics, objectives, merits & demerits of distance & open education.
- The mode and strategies of distance education.
- The relationship among Non-formal, Correspondence, Distance and Open Education.
- The present status of distance and open education in India.

### **Course Contents:**

#### **Unit I: Concept of Distance & Open Education**

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

#### **Unit II: Strategies of distance education**

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

#### **Unit III: Status of open and distance education in India**

- a) Present state of Distance and Open Education in India.
- b) Role of multi-media in Distance and Open Education.
- c) Application of technology in Distance education. Communication and educational technology: Components of Communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication.

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

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

### **Reading:**

- 1) S.S. Ravi – A Comprehensive Study of Education
- 2) R.P. Pathak – Development and Problems of Indian Education
- 3) B.K. Nayak – Modern Trends and Issues in Education of India

## TEACHING PLAN

Weeks	Topics
1	a) Meaning and definition of Distance Education.
2	b) Characteristics and objectives of Distance Education.
3	c) Merits and limitations of Distance Education.
4	a) Mode and strategies of Distance Education.
5	b) Relationship among Non-formal, Correspondence, Distance and Open Education.
6	a) Present state of Distance and Open Education in India.
7	b) Role of multi-media in Distance and Open Education.
8	c) Application of technology in Distance education.
9	Communication and educational technology:
10	Components of Communication process,
11	role of communication in effective teaching-learning process,
12	Factors affecting classroom communication.
13	a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
14	b) Problems of Distance and Open Education in India.
15	c) Measures for strengthening Distance and Open Education in India.

### EDU-H-DSE-T-1/2(D): Great Educators

#### Discipline Specific Elective Course

#### Course Objectives:

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

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

#### Course Outcome

#### This course would successfully:

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



## **Course Contents:**

### **Unit – I: Indian Educators:**

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

Sarvapalli Radhakrishnan.

- Shri Aurobinda.

### **• Unit - II: Western Educators:**

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

Bertrand Russell

- Paulo Freire

Unit - III: Modern Thinkers on Education in India

a) Abul Kalam Azad

b) Annie Besant

c) A.P.J. Abdul Kalam

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

a) Viswabharati and Rabindranath Tagore

b) Basic education and Gandhiji

c) Kindergarten and Froebel

d) Laboratory school and John Dewey

### **Reading:**

1) Aggarwal, J.C – Theory and Principles of education Philosophical and Sociological Bases of education

2) Mukherjee, K.K. – Some great educators of the world.

3) Purkait, B.R. – Great educators

4) Mukherjee, K.K. – Principles of education.

5) Banerjee, A – Philosophy and principles of education

6) Ravi, S – A comprehensive study of Education

### **Bengali Reading:**

7) Sushil Ray – Shiksha Tatta

8) Arun Ghosh – Shiksha Tatta & Shiksha Darshan.

9) BihuranjanGuha –ShikshayaPathikrit.

10) GourdasHalder&Prasanta Sharma –ShikshaTatta&ShikshaNiti.

11) A.K.Pal –SikshadarshnerRuparekha

### TEACHING PLAN

Weeks	Topics
1	Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context.
2	Sarvapalli Radhakrishnan.
3	• Shri Aurobinda.
4	Bertrand Russel
5	• Paulo Freire•
6	a) AbulKalam Azad
7	b) Annie Besant
8	c) A.P.J. Abdul Kalam
9	a) Viswabharati and Rabindranath Tagore
10	a) Viswabharati and Rabindranath Tagore
11	b) Basic education and Gandhiji
12	b) Basic education and Gandhiji
13	c) Kindergarten and Froebel
14	d) Laboratory school and John Dewey
15	d) Laboratory school and John Dewey

### EDU-H- DSC -T-13: Curriculum Studies

#### Course Objectives:

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

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

#### • Course Outcome

**This course would successfully:**

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

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

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

**Unit-II: Concept of Curriculum Framework**

- a) Curriculum Framework: Meaning
- b) NCF-2005, 2009
- c) Principles of curriculum construction

**Unit-III: Curriculum Evaluation**

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

**Unit-IV: Curriculum Theories**

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

**Reading:**

1. N. Bhalla- Curriculum Development
2. M. Talla- Curriculum Development: Perspectives, Principles
3. P. H. Taylor & C. M. An Introduction to Curriculum Studies

**Bengali Reading:**

4. Dibendu Bhattacharjee – Pathacrom charcha o mulayan

5. Mihir Chatterjee - Pathacrom charcha

6. Pranab Kumar Chakraborty- Pathacrom niti o nirman

### TEACHING PLAN

Weeks	Topics
1	a) Meaning, Nature, Scope and functions of Curriculum
2	b) Determinants of Curriculum
3	b) Determinants of Curriculum
4	c) Difference and Relation between Curriculum and Syllabus.
5	d) Different Types of Curriculum
6	e) Co-curricular Activities
7	f) Bases of Curriculum: Philosophical, Sociological & Psychological.
8	a) Curriculum Framework: Meaning
9	b) NCF-2005, 2009
10	c) Principles of curriculum construction
11	a) Meaning & importance of curriculum evaluation
12	b) Formative and summative evaluation of curriculum: concept & difference between them.
13	a) Definition
14	b) Types (only concept)
15	c) Technical & Non-Technical Model (One theory from each category)

### EDU-H- DSC -T-14: Educational Research

#### Course Objectives:

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

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

#### Course Outcome

**This course would successfully:**

- the meaning, and nature of research.
- the meaning and nature of Educational research.
- sources of data for Research.
- the types of Research
- the meaning of Research problem, Review of Related Literature.

**Course Contents:**

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

Meaning and nature of research

- Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- Need of research in Education

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

Meaning, nature & scope of Educational Research

Types of research: Basic, Applied & Action Research; Longitudinal and Cross Sectional Research. Historical, Descriptive and Experimental research (meaning only)

Importance of Educational Research.

**• Unit-III: Basic Ideas of Research**

Characteristics of a good research problem

- Review of related Literature – purpose
- Variable – dependent and independent
- Research Hypothesis – meaning, nature and types
- Population , Sample and sampling technique- meaning

**• Unit-IV: Research Data:**

Qualitative and Quantitative data

- Tool of data collection- characteristics, merits and demerits of questionnaire and interview
- Descriptive and Inferential statistics (meaning only)
- Steps of testing hypohese

**Reading:**

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

4. J.W.Best & J.V.Kahn – Research in Education

5. J.W.Creswell – Educational Research

**Bengali Reading:**

6. Debashis Paul – Gobesona Paddhati o Rashi Biggyaner Koushol

7. Jakir Hossain – Shiksha mulak gobesona.

**TEACHING PLAN**

Weeks	Topics
1	Meaning and nature of research <ul style="list-style-type: none"><li>• Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)</li></ul>
2	<ul style="list-style-type: none"><li>• Need of research in Education</li></ul>
3	Meaning, nature & scope of Educational Research
4	Types of research: Basic, Applied & Action Research; Longitudinal and
5	Cross Sectional Research. Historical, Descriptive and Experimental research (meaning only)
6	Importance of Educational Research.
7	Characteristics of a good research problem
8	<ul style="list-style-type: none"><li>• Review of related Literature – purpose</li></ul>
9	Variable – dependent and independent
10	<ul style="list-style-type: none"><li>• Research Hypothesis – meaning, nature and types</li></ul>
11	<ul style="list-style-type: none"><li>• Population , Sample and sampling technique- meaning</li></ul>
12	Qualitative and Quantitative data
13	<ul style="list-style-type: none"><li>• Tool of data collection- characteristics, merits and demerits of questionnaire and interview</li></ul>
14	<ul style="list-style-type: none"><li>• Descriptive and Inferential statistics (meaning only)</li></ul>
15	<ul style="list-style-type: none"><li>• Steps of testing hypothese</li></ul>

**EDU-H-DSE-T-3/4(A): Mental Hygiene**

## **Course Objectives:**

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

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

## **Course Outcome**

**This course would successfully:**

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

## **Course Contents:**

### **Unit- I: Concept of Mental Hygiene**

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

### **Unit-II: Concept of Mental Health**

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

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

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

### **Unit-IV: Prevention of Mental Hygiene**

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

## **Reading:**

1. Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.

2. Mohanty, J. – Abnormal Psychology.

3. Sarason&Sarason – The problem of Maladaptive Behavior

Bengali Reading:

4. Sengupta, M.- Mano swasthaviggan

5. Ghosh, A. – ManashikSwasthaViggan

### TEACHING PLAN

Weeks	Topics
1	a) Definition of Mental Hygiene b) Aims of Mental Hygiene
2	c) Scope of Mental Hygiene
3	c) Scope of Mental Hygiene
4	a) Definition of mental health
5	b) Symptoms of good mental health
6	c) Causes of ill mental health
7	c) Causes of ill mental health
8	a) DSM-IV: Axis- I: Depression•
9	Axis- II: Obsessive compulsive disorder (OCD)
10	• Axis- III: Bipolar mood disorder
11	b) Common Axis: Common Axis-I: Anxiety
12	• Common Axis-II: Personality disorder
13	• Common Axis-III: Conflict
14	b) Role of Teachers in preserving mental illness of children in the Educational Institution
15	c) Relation between Mental Hygiene and Adjustment

### EDU-H-DSE-T-3/4(B): Comparative Education

#### Course Objectives:

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

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



- Compare Indian Education system with USA
- Compare Indian Education system with UK

### **Course Outcome**

#### **This course would successfully:**

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

### **Course Contents:**

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

a) Meaning, nature, scope and importance of Comparative Education.

b) Methods of Comparative Education:

i) Philosophical Method

ii) Historical Method

iii) Sociological Method

iv) Psychological Method

v) Scientific Method

#### **Unit-II: Factors of Comparative Education:**

a) Natural Factors: Historical, Racial, Linguistic and Social Factors.

b) Spiritual Factors: Religious and Philosophical Factors.

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

#### **Unit-III: Universalization of Education in UK & USA**

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

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

#### **Unit-IV: SAARC Countries and Indian Education System**

a) Structure of Education

b) Administration

c) Curriculum

d) Examination

e) Teacher Education

f) Education for All

**Reading:**

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education

Bengali Reading:

5. Debi Mukhopadhyaya – Tulongamulak Shiksha
6. Md. Abdus Samad - Tulongamulak Shiksha

**TEACHING PLAN**

Weeks	Topics
1	a) Meaning, nature, scope and importance of Comparative Education. b) Methods of Comparative Education:
2	i) Philosophical Method ii) Historical Method
3	iii) Sociological Method iv) Psychological Method
4	v) Scientific Method
5	a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
6	b) Spiritual Factors: Religious and Philosophical Factors.
7	c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.
8	Elementary Education In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.
9	Secondary Education In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Secondary Education System.
10	a) Structure of Education
11	b) Administration
12	c) Curriculum
13	d) Examination

14	e) Teacher Education
15	f) Education for All

## **EDU-H-DSE-T-3/4 (C): Guidance & Counselling**

### **Course Objectives:**

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

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

### **Course Outcome**

#### **This course would successfully:**

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

### **Course Contents:**

#### **Unit-I: Concept of Guidance**

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

#### **Unit-II: Concept of Counselling**

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

c) Steps of Counselling; Characteristics of good Counsellor.

### **Unit-III: Tools and Techniques of Guidance and Counsellin**

g a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.

c)Difference between Guidance, Counselling and Teaching.

### **Unit-IV: Guidance and Counselling for Diverse Learners**

a) Identification of Gifted, Slow learners, Learner with learning disabilities.

b) Need of Guidance for diverse learners

c) Need of Counselling for diverse learner

### **Reading:**

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

2) Gibson- Guidance and Counselling.

3) NCERT- Guidance and Counselling

4) Chauhan, S.S.- Principles and Techniques of Guidance

5) Guidance and counseling in college and university - S K.Kochar

6) Milner, P.- Counselling in Education

7) Rao, S. N.-Counselling in Guidance

### **Bengali Reading:**

8) Debashis Paul – Nirdesona o poramorshadan

9) Dr. Subir Nag o Gargi Dutta – Sangotibidhane Nirdesona o poramorshadan

10) Dr. Bhim Chandra Mandal - Nirdesona o poramorshadaner Ruprekha

### **TEACHING PLAN**

Weeks	Topics
1	a) Meaning, Nature, Scope, and Importance of Guidance.
2	b) Different Types of Guidance i) Educational: Meaning, Characteristics, Purpose& Functions.
3	ii) Vocational: Meaning, Characteristics, Purpose& Functions.
4	iii) Personal: Meaning, Characteristics, Purpose & Functions.
5	a) Meaning, Nature, Scope, and Importance of Counselling
6	b) Types of Counselling

7	i) Directive: Meaning, Characteristics, Purpose & Functions.
8	ii) Non-directive: Meaning, Characteristics, Purpose & Functions.
9	iii) Eclectic: Meaning, Characteristics, Purpose & Functions.
10	c)Steps of Counselling; Characteristics of good Counsellor.
11	a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
12	c)Difference between Guidance, Counselling and Teaching.
13	a) Identification of Gifted, Slow learners, Learner with learning disabilities.
14	b) Need of Guidance for diverse learners
15	c) Need of Counselling for diverse learner

## **EDU-H-DSE-T-3/4(D): Project Work/Educational Tour**

### **Discipline Specific Elective Course**

#### **Course Objectives:**

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

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

#### **Course Outcome**

#### **This course would successfully:**

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

#### **Course Contents:**

**Visit to a place (Educational Tour)** of educational importance and writing a report (within 3000 words) on the following and be submitted:

1. Selection of place
2. Objective behind the study

3. Educational Importance of the place
4. Planning for visit
5. Documenting and noting down the visit with important features
6. Recommendations
7. Concluding remarks

**The Project work will have to be completed according to following points and be submitted:**

1. Title of the problem
2. Introduction/ Rational of the Study
3. Statement of the problem
4. Need and Significance
5. Research question (if necessary)
6. Objective of the study
7. Delimitations
8. Methodology
9. Data interpretation and analysis
10. Drawing Recommendation and Inferences
11. Conclusion
12. References

**Reading:**

1. L. Koul – Methodology of Educational Research
2. S. K. Mangal- Statistics in Education and Psychology
3. A. K. Singh – Test, Measurement and Research Methods in Behavioral Sciences
4. J.W.Best & J.V.Kahn – Research in Education
5. J.W.Creswell – Educational Research

**Bengali Reading:**

6. Debashis Paul – Gobesona paddhati o Rashi Biggyaner Koushal
7. Jakir Hossain- Shiksha mulak Gobesona

**TEACHING PLAN**

Weeks	Topics
1	<b>Visit to a place (Educational Tour)</b>

2	<b>The Project work will have to be completed according to following points and be submitted</b>
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

# **PROGRAMME COURSE IN EDUCATION UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

## **Course details**

### **SEMESTER-I**

#### **EDU-P-DSC-1(PAPER-1): Philosophical Foundation of Education**

##### **Course Objectives:**

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

- Explain the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.

- Explain the factors of education and their relationships.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau Dewey.

### **Course Outcome**

#### **This course would successfully:**

- The meaning, nature, scope and aims of education.
- The meaning and scope of educational philosophy.
- The factors of education and their relationships.
- The concept of Democracy, Socialism and Secularism.
- The educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau Dewey.

### **Course Contents:**

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

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1997)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

#### **Unit-II: Factors of Education: their inter-relationship.**

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

#### **Unit-III: School of Philosophy and national values**

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

#### **Unit-IV : Great Educators and their educational philosophy**

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

### **Reading:**

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



4. J.W.Best & J.V.Kahn – Research in Education

5. J.W.Creswell – Educational Research

**Bengali Reading:**

6. Debashis Paul – Gobesona paddhati o Rashi Biggyaner Koushal

7. Jakir Hossain- Shiksha mulak Gobesona

**TEACHING PLAN**

Weeks	Topics
1	a) Meaning, Nature and scope of Education.
2	b) Individualistic and socialistic aim.
3	c) Delor's commission (UNESCO, 1997)
4	d) Meaning and scope of educational Philosophy; Relation between education and philosophy.
5	a) Child: Meaning and characteristics of child centric education system.
6	b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
7	c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
8	d) School: vision and functions.
9	a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
10	b) Inculcation of National Value: Democracy, Equality
11	Great Educators and their educational philosophy
12	Equality
13	Swami Vivekananda
14	Rabindranath Tagore.
15	Rousseau, Dewey.

**EDU-P-DSC-1(PAPER-2): Psychological Foundation of Education**

**Core Course; Credit-6. (72 Lectures), Full Marks-75**

## Course Objectives:

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

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

### ❖ Course Outcome

#### ❖ This course would successfully:

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

## Course Contents:

### Unit-I: Educational Psychology and Development

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

### Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning.
- c) Attention & Interest: Factors of Attention and Relation between Attention and Interest.
- d) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting.

### Unit-III: Intelligence

- a) Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford; Measurement of Intelligence.

### Unit-IV: Personality

- a) Definition, Theories – Types and Trait; Measurement of Personality; Concept of Individual differences in classroom.

## Suggested Books:

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

3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
  
6. J. W. Santrock -Educational Psychology
7. E. b. Hurlock -Child Development
8. L. E. Berk - Child development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology

**Bengali Readings:**

10. S. Roy – Shiksha Monobidya
11. Arun Ghosh - Shiksha Monobidya
12. Promodh Bandhu Sengupta and P. Sarma - Shiksha Monobidya
13. Bijan Sarkar – Shikhan o Shikshan
14. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganic vitti
15. Pranab Kumar Chakraborty – Shiksha Monobiggyaner ruprekha
16. Paul, Dhar, Das, Banerjee- Pathadan o Shikhaner Manojtatto
17. Bijan Sarkar – Sishu o Bikash
- 18. TEACHING PLAN**

Weeks	Topics
1	Definition, Nature and Scope
2	Distinction between Psychology and educationalPsychology.
3	Growth and Development
4	Stages and aspects of development in human life;
5	Physical,Social, Emotional
6	Cognitive and Language development of Infancy,
7	Childhood and Adolescence period and respective educational programmes.
8	Definition and characteristics of Learning; Factors influencing learning
9	Theories of learning: Classical and Operant conditioning, Trial and Error and InsightfulLearning.
10	Attention & Interest: Factors of Attention and Relation between Attention and Interest.
11	Memorization: LTM, STM
12	. Principles of economy involved in Memorization; Causes ofForgetting.
13	Definition, Theories
14	Types and Trait;
15	Measurement of Personality; Concept ofIndividual differences in classroom.

**SEMESTER-III**  
**EDU-P-DSC-1(PAPER-3): Sociological Foundation of Education**

**Core Course; Credit-6. (72 Lectures), Full Marks-75**

**Course Objectives:**

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

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

❖ **Course Outcome**

❖ **This course would successfully:**

- the meaning, nature and scope of Educational sociology and Relation between education and sociology
- The social factors and their relation to Education.
- Social groups, socialization and Social Institution and Agencies of Education.
- the Social change and its impact on Education.

**Course Contents:**

**Unit-I: Educational Sociology**

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

**Unit-II: Social factor and Education**

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.

**Unit-III: Social groups and education**

- a) Social groups (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Institution and Agencies of Education: (a) Family, (b) School, (c) State, (d) Mass media and (d) Religion

**Unit-IV: Social change and Education**

- a) Social change: Its definition, characteristics, factors, Constraints and education as an instrument of social change.
- b) Education and Social Mobility.
- c) Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural)

**Suggested Book:**

1. J. C. Aggarwal - Philosophical and Sociological bases of Education
2. Y. K. Sharma – Sociological Philosophy of Education
3. Sharma – Sociological Philosophy of Education
4. S. S. Ravi – A Comprehensive Study of Education

**Bengali Reading:**

5. S. Roy- Sikshatatto o Siksha Darshan
6. Archana Banerjee - Shikshatotto o Shikshaniti
7. Dibendu Bhattacharjee – Siksha o Samajtatto
8. Sonali Chakraborty – Shikshar Samaj Baigganikvitti
9. Bishnupada Nanda – Shikshashroyee Samajtatto
10. Anadi Kumar Mahapatra – Samajtatto

**TEACHING PLAN**

Weeks	Topics
1	Meaning, nature and scope of Educational sociology.
2	Relation between education and sociology.
3	Concept of Educational sociology and sociology of education.
4	Culture: Concept, role of education in culture, cultural lag.
5	Meaning of Human Resource Development and its significance in the present society.
6	Social groups (Primary, Secondary and Tertiary)
7	Socialization: Meaning, process and factors of socialization, role of the family and school.
8	Social Institution and Agencies of Education: (a) Family
9	(b) School,
10	(c) State,
11	(d) Massmedia and
12	(d) Religion
13	Social change: Its definition, characteristics, factors, Constraints and education as an instrument of social change.
14	Education and Social Mobility.
15	Education for Socially and Economically backward classes, disadvantage section of Indian society (SC, ST, OBC, Women, Rural)

**DU-P-SEC-T-1(A): Educational Statistics**  
**Skill Enhancement Course; Credit-2. (72 Lectures), Full Marks-75**

**Course Objectives:**

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

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

❖ **Course Outcome**

❖ **This course would successfully:**

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

**Course Contents:**

**Unit-I: Descriptive Statistics**

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

**Unit-II: Relationship and Inferential Statistics**

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
- b) Linear Correlation – Concept and Use – Co- efficient of Linear Correlation: (Spearman's method) and Product Moment (Karl Pearson's method).
- c) Parametric and Non-Parametric Test- (only Concept and Uses).

**Unit-III: Concept of Normal distribution**

Concept of NPC and its properties and uses

**Practical:**

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

- a. Graphical Representation of Data (Pie diagram, Bar graph, Line graph, Histogram, Frequency

- Polygon, Ogive)
- b. Skewness and Kurtosis
  - c. Concept of Z – Score \_ Calculation and use.

### Suggested Books:

- 1) S. K. Mangal- Statistics in Education and Psychology
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavirioul 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

### Bengali Books:

- 6) Sushil Roy – Mulayan o Niti Koushal
- 7) Debashis Paul o Debashis Dhar – Sikshai Parimap o Mulayan
- 8) Purnrndu Acharjee – Shikshakethre Mulayan o
- 9) Nirdesona Nurul Ishlam – Shikshi Mulayan Parimap

### TEACHING PLAN

Weeks	Topics
1	Meaning of Central Tendency
2	Mean, Median and Mode-their Properties,
3	Calculation andApplication
4	Measure of Variability- Range,
5	AD, SD and QD- their Properties
6	Calculation andApplication)
7	Percentile and Percentile Rank- Definition, Calculation
8	Application, GraphicalDetermination.
9	Computation of Co-efficient of Correlation by Rank differencemethod
10	Product moment method, Interpretation of Co-efficient of Correlation
11	Linear Correlation – Concept and Use
12	Co- efficient of Linear Correlation: (Spearman’smethod)
13	Product Moment (Karl Pearson’s method).
14	Parametric and Non-Parametric Test- (only Concept and Uses).
15	Practical

**EDU-P-SEC-T-1(B): Computer Application**  
**Skill Enhancement Course; Credit-2. (72 Lectures), Full Marks-75**

**Course Objectives:**

After completion the course the learners will be able to:

- Explain the beginning, basic editing, templates by using MS word
- Work with Graph, Pictures. Tables by using MS word
- Work with Desktop Publishing, Mail Merge by using MS word
- Discuss about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using MS word
- Activate Power Point, uses of Themes and Layouts
- Insert Text, WordArt, Graphics, Animations, sounds
- Apply Edit, save, print and publish by using MS Power Point

❖ **Course Outcome**

❖ **This course would successfully:**

- the beginning, basic editing, templates by using MS word
- Graph, Pictures. Tables by using MS word
- Work with Desktop Publishing, Mail Merge by using MS word
- Discuss about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documents by using MS word
- Activate Power Point, uses of Themes and Layouts
- Insert Text, WordArt, Graphics, Animations, sounds
- Apply Edit, save, print and publish by using MS Power Point

**Course Contents:**

**Unit-I: MS word – features and uses**

- a) Beginning to use Microsoft word
- b) Basic Editing
- c) Templates
- d) Tables
- e) Desktop Publishing
- f) Proofing, Printing and Publishing
- g) Comparing, Merging and Protecting Documents

**Unit-II: MS Power Point- features, animation and uses**

- a) Activating Power Point
- b) Using Themes and Layouts
- c) Inserting Text and Using WordArt



- d) Inserting Graphics
- e) Working with Animations
- f) Sounds
- g) Editing, Saving, Printing and Publishing Tools

**Practical:**

1. Creating different texts, tables, etc. using MS\_word.
2. Creating a slideshow for taking a class of any standard

**Suggested Books:**

- 1) Fundamentals of Computers by V. Rajaraman, Prentice Hall India Pvt., Limited
- 2) Windows 10 Bible by Wiley Publication
- 3) Microsoft Excel Functions & Formulas by BPB Publication
- 4) Microsoft Office Complete Reference by Tata McGraw Hill Publication

**TEACHING PLAN**

Weeks	Topics
1	Beginning to use Microsoft word
2	Basic Editing Templates
3	Tables Desktop Publishing
4	Proofing, Printing and Publishing
5	Comparing, Merging and Protecting Documents
6	Activating Power Point
7	Using Themes and Layouts
8	Inserting Text and Using WordArt
9	Inserting Graphics Working with Animations
10	Sounds
11	Editing, Saving, Printing and Publishing Tools
12	Practical
13	Practical
14	Practical
15	Practical

## SEMESTER- IV

### EDU-P-DSC-1(PAPER-4): Historical Foundation of Education Core Course; Credit-6. (72 Lectures), Full Marks-75

#### Course Objectives:

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

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

#### ❖ Course Outcome

#### ❖ This course would successfully:

- The development of education in India in historical perspectives.
- The British Indian education system.
- The significant points of selected educational documents and report of ancient, medieval and British India.
- The Constitutional Provision of Education.
- The contributions of Education Commission in post Independent India.
- The National Policy on Education and National Education System.
- The Functions of Some Major Educational Organization in India.

#### Course Contents:

##### Unit-I: Education in 19<sup>th</sup> Century in India

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

##### Unit-II: Education in 20<sup>th</sup> Century in India (1901-1944)

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

##### Unit-III: Education in Post-Independence India

- a) University Education Commission (1948-49)  
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
- b) Secondary Education Commission (1952-53)  
-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy

- c) Indian Education Commission (1964-66)  
- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.
- d) Ashoke Mitra Commission (1991-92)  
- Recommendations Regarding Primary and Secondary Education.

**Unit-IV: National Policy on Education**

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

**Suggested Books:**

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

**Bengali Reading:**

8. Gour Das Halder and Prosanta Sharma – Adhunik Bharatiya Shikshar Bikash
9. Arun Ghosh – Adhunik Bharatiya Shikshar Itishas
10. Ranjit Ghosh – Juge juge Bharater Shiksha
11. Sushil Roy- Bharater Shiksha o Shikshar Bharatayan
12. Subimal Mishra – Bharatiya Shikshar Itishas .
13. Bhakti Bhushan Bhakta – Bharatio Shikshar Ruprekha  
J. P. Banerjee –Bharatiya Shikshar Itihis

**TEACHING PLAN**

Weeks	Topics
1	Charter Act of 1813 and its educational significance
2	Macaulay Minuets- (1835)- its educational significance
3	Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar.
4	Wood’s Despatch (1854) and its impact on education.
5	Indian Education Commission (1882-83) and its impact of education.
6	Educational reformer Lord Curzon
7	National education movement- Causes, Phases and Importance in Education.
8	Basic Education- Concept, characteristics, merits and demerits.

9	Sargent Plan Report (1944)- Pre-primary education, Primary education, Secondary education, Vocational & Technicaleducation
10	University Education Commission (1948-49)
11	Secondary Education Commission (1952-53)
12	Indian Education Commission (1964-66)
13	Ashoke Mitra Commission (1991-92)
14	National Policy on Education
15	Revised National Policy on Education-1992.

**(A) EDU-P-SEC-T-2(A): Community Development Skill Enhancement Course;  
Credit-2. (72 Lectures), Full Marks-75**

**Course Objectives:**

Objectives:-

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in

❖ **Course Outcome**

**This course would successfully:**

- he basic concept of community and its development
- understand community group dynamics
- understand the concept of equality, diversity, social justice within community
- know community development programme in India

**Course Contents:**

Unit:1 = Introduction to community Development

- ▢ Meaning of community and community development  
Characteristics
- ▢ Principles of community development

Unit: 2 = Community Group Dynamics

- ▢ People's involvement in community group
- ▢ Roles and relationship in community group
- ▢ Factors affecting autonomy and inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

- ▢ Diversity of communities
- ▢ Impact of social inequality, diversity and injustice on communities
- ▢ Role of reflection and learning in community development process

Unit: 4 = Community Development Programme in India

- ▢ Objectives of community development in India
- ▢ Importance of community development programme
- ▢ List of Community Development Programme in India

**Practical:**

**Suggested Books:**

5. Community Development in Action: Mergaret Ledwith,
6. Community Development A Critical Approach : Mergaret Ledwith,
7. First Steps in Community Center Development : Clarence Artbur Perry
8. Community Center Activities : Clarence Artbur Perry
9. **TEACHING PLAN**

Weeks	Topics
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**(B)EDU-P-SEC-T-2(B): Lesson Planning**

**Skill Enhancement Course; Credit-2. (72 Lectures), Full Marks-75**

**Course Objectives:**

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

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

**Course Outcome**

**This course would successfully:**

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

**Course Contents:**

**Unit-I: Concept of Lesson Planning**

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

**Unit-II: Different aspects of Lesson Plan**

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

**Practical:**

Development of Lesson Plan. ( At least 10).

**Suggested Books:**

1. Sikshan o Shiksha Prosango : Sushil Roy
2. Lesson Plan : Suzanne Gernberg
3. Lesson Planning : Jonathan Savage
4. Daily Lesson Plans: A Teacher's Manual, Walter Lowrie Hervey

**TEACHING PLAN**

Weeks	Topics
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1	Definition & Meaning of Lesson Plan
2	Characteristics of Lesson Plan
3	Advantages of Lesson Plan
4	Types of Lesson Plan
5	Steps involved in Lesson Planning
6	Principles of development of Lesson Plan
7	Practical
8	Practical
9	Practical
10	Practical
11	Practice Teaching
12	Practice Teaching
13	Practice Teaching
14	Practice Teaching
15	Practice Teaching

**EDU-G-DSE-T-1(A): Value Education**  
**Discipline Specific Elective Course; Credit-6 (72 Lectures). Full Marks-75**

**Course objectives:**

After end of this course learner will able to-

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

**Course Outcome**

**This course would successfully:**

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

**Course Contents:**

**UNIT-I: Meaning and nature of Value**

- a) Value: Meaning and Nature



- b) Values enshrined in Indian constitution.
- c) Classification of values proposed by NCERT

**UNIT-II: Value Education**

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

**UNIT-III: Value Education in School**

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

**UNIT-IV: Strategies of value education**

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

**Suggested Books:**

- 1) Diwahaar, R. R., & Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- 2) Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
- 3) Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications
- 4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
- 5) Chakraborty, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- 6) Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
- 7) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
- 8) Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- 9) Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- 10) Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- 11) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

**12) TEACHING PLAN**

Weeks	Topics
1	Value: Meaning and Nature
2	Values enshrined in Indian constitution.
3	Classification of values proposed by NCERT
4	Classification of values proposed by NCERT
5	Classification of values proposed by NCERT
6	Value Education: concept and objective.
7	Need for value education in India

8	Value Education through Curriculum.
9	Value Education through Co-Curricular Activities.
10	Value Education through Co-Curricular Activities.
11	Role of teachers to facilitate development of values among the learners.
12	Role of teachers to facilitate development of values among the learners.
13	Storytelling.
14	Play-way Method.
15	Role plays.

**EDU-P-DSE-T-1(B): Comparative Education**  
**Discipline Specific Elective Course; Credit-6 (72 Lectures). Full Marks-75**

**Course Objectives:**

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

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

❖ **Course Outcome**

❖ **This course would successfully:**

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

**Course Contents:**

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

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

**Unit-II: Factors of Comparative Education:**

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.

- b) Spiritual Factors: Religious and Philosophical Factors.
- c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

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

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

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

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

#### **Suggested Books:**

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikhola Hanse - On Comparative Education

#### **Bengali Reading:**

5. Debi Mukhopadhyaya – Tolonamulak Shiksha
6. Md. Abdus Samad - Tolonamulak Shiksha
7. Shyama Prosad Chattaraj – Shiksha deshe bideshe.

### **TEACHING PLAN**

Weeks	Topics
1	Meaning, nature, scope and importance of Comparative Education.
2	Philosophical Method
3	Historical Method
4	Sociological Method
5	Psychological Method
6	Scientific Method
7	Natural Factors: Historical, Racial, Linguistic and Social Factors.
8	Spiritual Factors: Religious and Philosophical Factors.
9	Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.
10	In relation to Structure, Aims and Objectives
11	Curriculum, Methodology, Evaluation system
12	Administration including finance

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

**EDU-P-DSE-T-1(C): Distance Education  
Discipline Specific Elective Course; Credit-6 (72 Lectures). Full Marks-75**

**Course Objectives:**

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

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

❖ **Course Outcome**

❖ **This course would successfully:**

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

**Course Contents:**

Unit I: Concept of Distance & Open Education

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

Unit II: Strategies of distance education

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

Unit III: Status of open and distance education in India

- a) Present state of Distance and Open Education in India.

- b) Role of multi-media in Distance and Open Education.
- c) Application of technology in Distance education. Communication and educational technology: Components of Communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication.

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

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

**Suggested Reading:**

- 1) S.S. Ravi – A Comprehensive Study of Education
- 2) R.P. Pathak – Development and Problems of Indian Education
- 3) B.K. Nayak – Modern Trends and Issues in Education of India

**Bengali Reading:**

- 4) Dulal Mukhopadhyaya, Bijon Sarkar, Tarini Halder , Abhijit Kumar Paul – Bharater Shikshar chalaman ghatanabali
- 5) Tarini Halder, Binayak Chandra and Sushanta Barman – Shiksha o Unnayan
- 6) Tarini Halder, Binayak Chandra – Samakalin Bharatbarsha o Shiksha.

**TEACHING PLAN**

Weeks	Topics
1	Meaning and definition of Distance Education.
2	Characteristics and objectives of Distance Education.
3	Merits and limitations of Distance Education.
4	Mode and strategies of Distance Education.
5	Relationship among Non-formal, Correspondence, Distance and Open Education.
6	Present state of Distance and Open Education in India.
7	Role of multi-media in Distance and Open Education
8	Application of technology in Distance education.
9	Communication and educational technology
10	Components of Communication process
11	role of communication in effective teaching-learning process
12	Factors affecting classroom communication.
13	Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
14	Problems of Distance and Open Education in India.

**EDU-P- DSC -T 2(A) - : Measurement and Evaluation in Educational  
Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

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

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

**Course Outcome**

❖ **This course would successfully:**

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

**Course Contents:**

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

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

**Unit-II: Educational Statistics**

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

**Unit-III: Tools and Techniques of Evaluation**

- a) Tools:
  - o Tests- Essay type and Objective type; Short answer type and Oral type.

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

#### Unit-IV: Evaluation Process

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

#### Suggested Readings:

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication. □
7. Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication. □
8. Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation. □
9. Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication. □
10. Singh, A. K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi. □
11. Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
12. Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication. □

#### Bengali Reading:

13. Sushil Roy – Mulayan o Niti Koushal
14. Debashis Paul and Bebashis Dhar – Shikshai Parimap o Mulayan
15. Purnendu Acharjee – Shiksha khetre Mulayan o Nirdesona
16. Nurul Ishlam - Shikshai Mulayan Parimap
17. Arun Ghosh – Monoboiganik parimap o parishankha

#### TEACHING PLAN

Weeks	Topics

1	Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement.
2	Scales of Measurement- Nominal, Ordinal, Interval and Ratio.
3	Concept, Scope and Need of Educational Statistics
4	Concept of raw data, score, frequency distribution, range, variable.
5	Organization and Tabulation of Data- Frequency distribution table
6	Tools:
7	Tests- Essay type and Objective type; Short answer type and Oral type.
8	Personality Test- Rorschach Ink Blot Test
9	Interest Test- Kuder Richardson Test
10	Observation, CRC
11	Interview, Questionnaire and Inquiry.
12	Reliability- Concept, Characteristics, Causes of low Reliability, Determination of Reliability, Various types.
13	Validity- Concept Causes of low Validity, Types, Determination.
14	Objectivity- Concept, Characteristics, Types of Objective Test & Essay type test, advantages and disadvantages.
15	Norms- Concept, Types and their uses.

**EDU-P-DSE-T-2(B): Guidance and Counseling  
Discipline Specific Elective Course; Credit-6. Full Marks-75**

**Course Objectives:**

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

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

❖ **Course Outcome**

❖ **This course would successfully:**

- The concept, nature, scope, types & importance of Guidance.
- The concept, nature, scope, types & importance of Counseling.
- Different tools and techniques used in Guidance & Counseling.
- the characteristics of diverse learner
- the need of Guidance for diverse learner
- the need of counseling for diverse learner



## **Course Contents:**

### **Unit-I: Concept of Guidance**

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

### **Unit-II: Concept of Counseling**

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

### **Unit-III: Tools and Techniques of Guidance and Counseling**

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

### **Unit-IV: Guidance and Counseling for Diverse Learners**

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

### **Suggested readings:**

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) Guidance and counseling in college and university - S K.Kochar
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

### **Bengali Reading:**

- 1) Debashis Paul – Nirdesona o poramorshadan
- 2) Dr. Subir Nag o Gargi Dutta – Sangotibidhane Nirdesona o poramorshadan
- 3) Dr. Bhim Chandra Mandal - Nirdesona o poramorshadaner Ruprekha

## **TEACHING PLAN**

Weeks	Topics
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1	Meaning, Nature, Scope, and Importance of Guidance.
2	Educational: Meaning, Characteristics, Purpose & Functions
3	Vocational: Meaning, Characteristics, Purpose & Functions.
4	Personal: Meaning, Characteristics, Purpose & Functions.
5	Meaning, Nature, Scope, and Importance of Counseling
6	Directive: Meaning, Characteristics, Purpose & Functions.
7	Non-directive: Meaning, Characteristics, Purpose & Functions.
8	Eclectic: Meaning, Characteristics, Purpose & Functions.
9	Steps of Counseling; Characteristics of good Counselor.
10	Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests
11	Attitudes, Educational Attainments and Personality Traits.
12	Difference between Guidance, Counseling and Teaching.
13	Identification of Gifted, Slow learners, Learner with learning disabilities.
14	Need of Guidance for diverse learners
15	Need of Counseling for diverse learner

**EDU-P-DSE-T-2(C): Great Educators**  
**Discipline Specific Elective Course; Credit-6. Full Marks-50**

**Course Objectives:**

After end of this course learner will able to-

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

**Course Outcome**

**This course would successfully:**

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

## **Course Contents:**

### **Unit – I: Indian Educators:**

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

- Sarvapalli Radhakrishnan.
- Shri Aurobinda.

### **Unit - II: Western Educators:**

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

- Bertrand Russell
- Madam Maria Montessori

### **Unit - III: Modern Thinkers on Education in India**

- a) Abul Kalam Azad
- b) Annie Besant
- c) A.P.J. Abdul Kalam

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

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

### **SUGGESTED READING:**

- 1) Aggarwal, J.C – Theory and Principles of education Philosophical and Sociological Bases of education
- 2) Mukherjee, K.K. – Some great educators of the world.
- 3) Purkait, B.R. – Great educators
- 4) Mukherjee, K.K. – Principles of education.
- 5) Banerjee, A – Philosophy and principles of education
- 6) Ravi, S – A comprehensive study of Education

### **Bengali Reading:**

- 7) Sushil Ray – Shiksha Tatta
- 8) Arun Ghosh – Shiksha Tatta & Shiksha Darshan.
- 9) Bihuranjan Guha – Shikshaya Pathikrit.
- 10) Gourdas Halder & Prasanta Sharma – Shiksha Tatta & Shiksha Niti.
- 11) **TEACHING PLAN**

Weeks	Topics
1	Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Presentday context.
2	Sarvapalli Radhakrishnan.
3	Shri Aurobinda
4	Bertrand Russel
5	Madam Maria Montessori
6	AbulKalam Azad
7	Annie Besant
8	A.P.J. Abdul Kalam
9	Viswabharati and Rabindranath Tagore
10	Viswabharati and Rabindranath Tagore
11	Basic education and Gandhiji
12	Basic education and Gandhiji
13	Kindergarten and Froebel
14	Laboratory school and John Dewey
15	Laboratory school and John Dewey

## Yoga Education EDU-P-GE-T-2(A)

### Course Objectives:

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

- Explain the meaning, nature, aims and role of teacher of Yoga education
- Discuss different types of Yoga
- Express the guidelines of Yoga education
- Discuss the significance of Yoga Education
- Explain the historical background of Yoga Education
- Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita
- Describe the need of Yoga for healthy life style

### • Course Outcome

#### • This course would successfully:

- the meaning, nature, aims and role of teacher of Yoga education
- different types of Yoga

- the guidelines of Yoga education
- the significance of Yoga Education
- the historical background of Yoga Education
- the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita
- the need of Yoga for healthy life style

### **Course Contents:**

#### **Unit-I: Concept of Yoga Education**

- a) Meaning and definition of Yoga Education
- b) Nature & Characteristics of Yoga Education
- c) Aims of Yoga Education
- d) Role of teachers in implementing Yoga Education

#### **Unit-II: Different Approaches of Yoga Education**

- a) Types of Yoga Education
- b) General guidelines for performing Yoga Education
- c) Significance to Yogic texts in the context of schools of Yoga.

#### **Unit-III: Historical Background of Yoga Education**

- a) Historical background of Yoga Education
- b) Yoga Philosophy and Yoga Education
- c) Sankhya Philosophy and Yoga Education
- d) Yoga as reflected in Bhagwat Gita

#### **Unit-IV: Yoga and Health**

- a) Concept of health and health related Problems
- b) Need of Yoga for good health
- c) Yogic concept of healthy life style
- d) Yoga for reduction of stress

### **Suggested Readings:**

- Swami Shivananda Yoga Asanas : Divine Life Society.
- JhaVinay Kant (2015), Patanjalis Yoga Sutras.
- NCERT -Yoga Syllabus
- Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- NCTE-Yoga Education.
- NCTE- Yoga Education – Master of Education Programme.
- Bhakta, B.B.-VaratiyaShiksha R Ruparekha.

### **TEACHING PLAN**

Weeks	Topics
1	Meaning and definition of Yoga Education
2	Nature & Characteristics of Yoga Education
3	Aims of Yoga Education

4	Role of teachers in implementing Yoga Education
5	Types of Yoga Education
6	General guidelines for performing Yoga Education
7	Significance to Yogic texts in the context of schools of Yoga.
8	Historical background of Yoga Education
9	Yoga Philosophy and Yoga Education
10	Sankhya Philosophy and Yoga Education
11	Yoga as reflected in Bhagwat Gita
12	Concept of health and health related Problems
13	Need of Yoga for good health
14	Yogic concept of healthy life style
15	Yoga for reduction of stress

### [A] Human Rights Education EDU-P-GE-T-2(B)

**Full Marks: 75**

**Credit: 6 (72 Lectures)**

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

❖ **Course Outcome**

❖ **This course would successfully:**

- know the basic concept of human rights
- know the role of United Nations and human rights
- understand enforcement mechanism in India
- know the role of advocacy groups

**Course Contents:**

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

#### Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court in brief

#### Unit:4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

#### Suggested Readings:

1. V. C. Pandey, Value Education and Education FOR Human Rights.
2. Sarat C Joshi, Global Trends in Human Rights Education.
3. Surender Kumar, Human Rights Education.
4. Human Rights in Education Perspectives and Imperatives Celebration at NIEPA 10<sup>th</sup> December 2001.
5. C. Naseema, Human Rights Education: Theory and Practice.  
Jagdish Chand, Education for Human Rights.

#### TEACHING PLAN

Weeks	Topics
1	Nature and concept of Human Rights
2	Human Values – Dignity, liberty, equality, justice, unity in diversity
3	Meaning and significance of Human Rights Education
4	Brief history of human rights – National and International perspectives
5	Universal Declaration of human rights in brief
6	United Nations and Human rights – duties and limitations
7	Human Rights Act – 1993
8	Human Rights Commission – role and objectives
9	Judicial organs – Role of Supreme court and High court in brief
10	Judicial organs – Role of Supreme court and High court in brief
11	Role of educational institutions

12	Role of press and media
13	Role of press and media
14	Role of NGOs.
15	Role of NGOs.





