

**SYLLABUS
FOR
B.A. HONOURS
IN EDUCATION**

UNDER SEMESTER SYSTEM

**DEPARTMENT OF EDUCATION
KAZINAZRUL UNIVERSITY
ASANSOL, WEST BENGAL
PIN-733340**

B.A. HONOURS IN EDUCATION

Course Structure

B.A Honours in Education: 1st Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
UGEDUH101	Educational Philosophy-I	C-1	5 - 1 - 0	6	50
UGEDUH102	Educational Psychology -I	C-2	5 - 1 - 0	6	50
UGEDUH103	Contemporary issues in Indian Education	GE-1	5 - 1 - 0	6	50
UGEDUH104	Environment Studies	AECC-1	2 - 0 - 0	2	50
		SEMESTER	TOTAL:	20	200

B.A Honours in Education: 2nd Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
UGEDUH201	Educational Philosophy- II	C-3	5 - 1 - 0	6	50
UGEDUH202	Educational Psychology -II	C-4	5 - 1 - 0	6	50
UGEDUH203	Curriculum Studies	GE-2	5 - 1 - 0	6	50
UGEDUH204	English / MIL	AECC-2	2 - 0 - 0	2	50
		SEMESTER	TOTAL:	20	200

B.A Honours in Education: 3rd Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
UGEDUH301	Educational Sociology -I	C-5	5 - 1 - 0	6	50
UGEDUH302	Education in Ancient & Medieval India	C-6	5 - 1 - 0	6	50
UGEDUH303	Education in British India	C-7	5 - 1 - 0	6	50
UGEDUH304	Intelligence and Creativity in Education	GE-3 (any one to be chosen out of two)	5 - 1 - 0	6	50
UGEDUH305	Women Education				
UGEDUH306	Value Education	SEC-1 (any one to be chosen out of two)	2 - 0 - 0	2	50
UGEDUH307	Computer Application in Education -I				
		SEMESTER	TOTAL:	26	250

B.A Honours in Education : 4th Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
UGEDUH401	Educational Sociology-II	C-8	5 - 1 - 0	6	50
UGEDUH402	Development of Education in Post-Independence Period	C-9	5 - 1 - 0	6	50
UGEDUH403	Educational Management and Administration	C-10	5 - 1 - 0	6	50
UGEDUH404	Inclusive Education	GE-4 (any one to be chosen out of two)	5 - 1 - 0	6	50
UGEDUH405	Psychology of Mental Health and Hygiene				
UGEDUH406	Educational Thoughts and Ideas of Great Indian Educators	SEC-2 (any one to be chosen out of two)	2 - 0 - 0	2	50
UGEDUH407	Computer Application in Education- II				
		SEMESTER	TOTAL:	26	250

B.A Honours in Education : 5th Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
UGEDUH501	Educational Guidance and Counselling	C-11	5 - 1 - 0	6	50
UGEDUH502	Educational Technology	C-12	4 - 0 - 4	6	50
	DSE Group A	DSE-1	5 - 1 - 0	6	50
	Any two out of five (Given below)	DSE-2	5 - 1 - 0 / 0 - 3 - 6	6	50
UGEDUH503	Yoga Education				
UGEDUH504	Current Issues in Indian Education				
UGEDUH505	Music and Fine Arts in Education				
UGEDUH506	Teacher Education				
UGEDUH507	Project work- I				
		SEMESTER	TOTAL:	24	200

B.A Honours in Education : 6th Semester					
Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
UGEDUH601	Measurement & Evaluation in Education	C-13	5 - 1 - 0	6	50
UGEDUH602	Comparative Education	C-14	4 - 0 - 4	6	50
	DSE Group B	DSE-3	5 - 1 - 0	6	50
	Any two out of five (Given below)	DSE-4	5 - 1 - 0 / 0 - 3 - 6	6	50
UGEDUH603	Distance Education				
UGEDUH604	Educational Thoughts and Ideas of Great Western Educators				
UGEDUH605	Basics of Educational Research and Statistics				
UGEDUH606	Special Education				
UGEDUH607	Project work- II				
		SEMESTER	TOTAL:	24	200
		GRAND	TOTAL:	140	1300

B.A Honours in Education

Semester-1st

Course: C-1: Educational Philosophy-I

Full Marks: 50

Course Contents:

Unit –I:

- Education: Meaning, Nature and Scope ● Functions of Education ● Factors of Education
- Aims of Education: Individualistic and Socialistic.

Unit –II:

- Introduction to Philosophy of Education, ● Relationship of Education and Philosophy,
- Schools of Indian Philosophy-basic features with special reference to its Epistemological and Ethical aspects ● Sankhya, ● Yoga, ● Nyaya, ● Charvak, ● Buddhist, ● Jain and their educational implications

Unit –III:

- Child Centric Education: Meaning and Characteristics, ● Aims of modern child centric education, ● Different approaches of Child-Centric Education, ● Life Centric Education: features and significance.

Unit –IV:

- Contributions of Great Educators to Education, ● Rammohan Roy, ● Iswar Chandra Vidyasagar, ● Swami Vivekananda, ● Rabindranath Tagore, ● Mahatma Gandhi.

Recommended Books:

- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. NewJersy, USA: pearson.
- Nayak,B.K Text Book of Foundation of Education. Cuttack, Odisha: KitabMhal.
- Ozman, Howard A.,& Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Ally &Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- ❖ Bengali Books on Educational Philosophy.

Course Contents:

Unit –I:

- Introduction to Psychology, Meaning, and Definition, ● Nature and Scope of Educational Psychology, ● Relation between Education and Psychology, ● Methods of Educational psychology

Unit –II:

- Growth and Development: Meaning and Concepts, ● Determinants of Development- Heredity and Environment, ● Principles of Development, ● Stages of Physical Development, ● Characteristics of different stages, ● Areas of development: Emotional, Intellectual and Social, ● Individual differences: concept, types, and educational implications.

Unit –III:

- Concept of learning, ● Factors associated with learning, ● Theories of learning: Trial and Error, Classical Conditioning; Operant Conditioning, Insightful learning, ● Gagne's theory of learning, ● Transfer of Learning: Concept, Theories and Application.

Recommended Books:

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Choube, S.P. & Choube.(1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- ❖ Bengali Books on Educational Psychology.

Course: GE-1: Contemporary Issues in Indian Education

Full Marks: 50

Course Contents:

Unit –I:

- Universal and compulsory primary education, ● Language problem and Medium of instruction,
- Quality in Secondary and Higher Education,

Unit –II:

- The Problems of Student indiscipline and unrest, ● Equalizing educational opportunities,
- Examination system: Annual System, Semester System Marking and Grading

Unit –III:

- Centralized and decentralized educational administration, ● Work experience and Vocationalization,
- Non-formal and part time education.

Unit –IV:

- Problems of Unemployment, ● Privatization, ● Globalization, ● National Integration and Education
- National Policy in Education

Recommended Books:

- Contemporary problems of Education: A.P.Sharma.
- Education in India: Problems and Perspectives: M.Dash.
- Problem of Indian Education: N.Jayapalan.
- Current Issues in Education: G.S.Reddy.
- Education in India: Past, Present, Future (Vol.1 & Vol.2): J.P.Banerjee.
- National Concerns and Education: Dr. Haseen Taj.
- ❖ Bengali Books on Contemporary Issues in Indian Education.

Course: AECC-1: Environmental Studies

Full Marks: 50

Course Contents:

- ❖ Ability-Enhancement Compulsory Course AECC-1(Elective) Common Syllabus to be provided by the respective Department

Semester-2nd

Course: C-3: Educational Philosophy- II

Full Marks: 50

Course Contents:

Unit –I:

- Western Schools of Philosophy and their Educational Implication, ● Idealism, ● Naturalism, ● Realism and ● Pragmatism; Their contribution to present day education.

Unit –II:

- Contribution of Great Educators to Education, ● Rousseau, ● Pestalozzi, ● Froebel, ● Dewey, ● Montessori

Unit –III:

- Current issues in Education: Education for Democracy, ● Education for National Integration, ● Education for International Understanding, ● Education for empowerment, Education for Peace

Recommended Books:

- Gutek, Gerald L.(2009).New Perspectives on Philosophy and Education. NewJersy, USA: pearson.
- Ozman, Howard A., & Craver, Samuel M., Philosophical Foundation of Education. Boston, USA: Ally & Bacon.
- Wingo, G. Max. Philosophies of Education New Delhi: Sterling Publishers.
- Chanda s.s. & Sharma R.k Sociology of Education, New Delhi, Atlanti Publishers.(2002)
- Chandra S.S Indian educational development, problems and trends, New Delhi, Kanishka Publishers, (2002).
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- ❖ Bengali Books on Educational Philosophy.

Course: C-4: Educational Psychology-II

Full Marks: 50

Course Contents:

Unit –I:

- Intelligence: Concept and Definition, ● Theories of Intelligence: Two-factor, Group-factor and
- Guilford’s theory of Intellect, ● Measurement of intelligence: Verbal, Non-verbal and Performance Test, ● Creativity: Meaning and nature, Characteristics of creative person.

Unit –II:

- Personality: Meaning and Nature, ● Development of Personality, ● Personality: Types and Traits, Psychoanalytical theory of Personality, ● Humanistic approach of Personality, ● Assessment of Personality.

Unit –III:

- Memory: Meaning and Concepts, Process of Memorization, ● Storage and reproduction of information, ● Types of Memory: Sensory Memory-short term and long term memory, ● Encoding of Memory, ● Economy in memorization, ● Remembering and Forgetting: Causes.

Unit –IV:

- Piaget’s theory of Cognitive development: Definition and brief outline, ● Burner & Vygotsky’s Theories of Development.

Recommended Books:

- Bigge, M.L. Psychological Foundations of Education. Harper and Row, New York.
- Chauhan, S.S. (1998). Advanced Educational Psychology. Vikash Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Mathur, S.S. Educational Psychology. Binod Pustak Mandir, Agra.
- Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- Bruner, J.(1977). The Process of Education, USA: Harvard University Press.
- ❖ Bengali Books on Educational Psychology

Course: GE-2: Curriculum Studies

Full Marks: 50

Course Contents:

Unit –I:

- Concept and meaning of Curriculum, ● Types of curriculum: Explicit & Hidden, Knowledge, Need & Culture based, and Activity based, ● Principles of curriculum construction with special reference to Purposes of education, Needs and capacities of the child & Availability of the resources

Unit –II:

- Bases of Curriculum, ● Philosophical bases, ● Psychological bases, ● Sociological bases

Unit –III:

- Needs for curriculum Evaluation, ● Recommendations of different commissions for Curriculum Evaluation, University Education Commission (1948-49), Secondary Education Commission (1952), Education Commission (1964-66).

Unit –IV:

- Models of Teaching- Meaning, Nature & family, ● Advance Organizer Model-Ausubel, ● Concept Attainment Model-Bruner, ● Inquiry Training Model-Suchman

Recommended Books:

- Erickson, H.L. Concept based Curriculum and Instruction, CA, Corwin Press, Stage Publications, Thousand Oaks, 2000.
- Mamidi, Malla Reddey Ravishankar (eds) Curriculum Development & Educational Technology, New Delhi, Sterling Publisher, 1984.
- NCERT Curriculum & Evaluation, New Delhi, NCERT 1984
- NCERT National Curriculum for Elementary & Secondary Education, Frame Work, New Delhi, NCERT, 1988.
- Bruce Joyce & Marsha Well; Model of Teaching Prentice Hall India.
- ❖ Bengali Books on Curriculum Studies.

Course: AECC-2: English/ Mil

Full Marks: 50

Course Contents:

- ❖ Ability-Enhancement Compulsory Course AECC-2(Elective) Common Syllabus to be provided by the respective Department

Semester-3rd

Course: C-5: Educational Sociology-I

Full Marks: 50

Course Contents:

Unit –I:

- Education Sociology: Concept, Nature and Scope, ● Sociology of Education: Concept and Nature ● Relation between Sociology and Education

Unit –II:

- Education as a social sub-system; specific characteristic, ● The Components of Education and community, ● Relation between Education and Community, ● Education for Indian Society

Unit –III:

- Social Change: Concept and nature, ● Factors and problems of social change in India, ● Social Stratification: Concept and Nature, ● Education with reference to social stratification, ● Social equity and equality of educational opportunities

Recommended Books:

- Shukla, S&K Kumar Sociological perspective in Education, New Delhi, Chanakya Publications,(1985)
- Bhattacharjee, Srinvas Philosophical & Sociological Foundation of Education, Herald book service(1996)
- Saxena, N.R Philosophical & Sociological Foundation of Education, R. Lal book Depot, Meerut,(1956).
- Sharma, S.N Philosophical & Sociological Foundation of Education, Herald book service, Faridabad, (1995).
- Sodhi, T.S & Suri Aruna Philosophical& Sociological foundations of education, H.P Bhargav Book house, Agra,(1998)
- ❖ Bengali Books on Educational Sociology.

Course Contents:

Unit –I:

- Education in Vedic period with special reference to ● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features

Unit –II:

- Education in Bramanic period with special reference to ● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features

Unit –III:

- Education in Buddhistic Period with special reference to ● Concepts, ● Aims, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features, ● Comparison between Bramanic and Buddhistic education.

Unit –IV:

- Education in Medieval India: Under Sultanate and Mughal Rulers, with special reference to ● Objectives, ● Curriculum, ● Method of teaching, ● Role of Teachers and Salient features.

Recommended Books:

- Altekar, A. S. Education in Ancient India
- Basu, A.N. Education in Modern India
- Banerjee, J.P. Education in India-Past, Present and Future
- Keay, F.E. Indian Education in Ancient Times
- Mukherjee, S.N. Education in India, Today and Tomorrow
- Narulla, S, Naite J.P. History of Education in India
- Rawat, P.L. History of Indian Education
- ❖ Bengali Books on Education in Ancient and Medieval India

Course: C-7: Education in British India

Full Marks: 50

Course Contents:

Unit –I:

- Indian Education during early British Period, ● Missionary educational activities in India during early 19th century, ● Serampore Mission, ● Fort William College, ● Bengal Renaissance-Educational contributions, ● Charter Act of 1813.

Unit –II:

- Introduction to Western Education, ● Oriental and Occidental Controversy, ● Mecnay's Minute, ● Adam's Report and its recommendations, ● Wood's Despatch-1854.

Unit –III:

- Recommendations of Indian Education Commission (1882), ● Educational reforms of Lord Curzon, ● National Education Movement, ● Gokhale's compulsory primary education bill

Unit –IV:

- Calcutta University Commission (1917-1919), ● Education under Diarchy, ● Hartog Committee Report (1929), ● Education under Provincial autonomy, ● Abbott Wood Report, ● Gandhiji's Basic Education, ● Sargent Plan (1944)

Recommended Books:

- Basu, A.N. Education in Modern India
- Basu, A.N. Adam's Report
- Banerjee, J.P. Education in India-Past, Present and Future
- Mukherjee, S.N. Education in India, Today and Tomorrow
- Mukherjee, S.N. History of Education (Modern Period)
- Narulla, S, Naite J.P. History of Education in India
- Purbait, B.R. History of Indian Education
- ❖ Bengali Books on education in British India

Course Contents:

Unit –I:

● Intelligence: Meaning and Concept, ● The structure of intelligence, ● Theories of Intelligence: Two Factor, Group Factor, Guilford’s Theory, Sternberg’s Theory, Gardner’s Theory

Unit –II:

● Nature and scope of creativity: The major aspects of creativity, ● Relationship between Creativity and Intelligence, ● Need to foster Creative thinking Process.

Unit –III:

● Developing creativity through games, ● Exploring creativity through Education, ● The Environmental and psychological factors for developing Creativity , ● The role of Parents and Teachers in Developing creativity

Unit –IV:

● Problems of creative children: Barriers to creativity, ● Development of Creative attitudes among the students

Recommended Books:

- Choube, S.P. & Choube.(1996). Educational Psychology and Experiments. Himalay Publishing House, New Delhi.
- Mangal S.K (1997). Advance Educational Psychology. Presentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011) Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.
- B.K.Passi- Creativity in Education (It’s correlates)
- A Kusum- Creativity and Cognitive Styles in Children
- Lylton & Hugh -Creativity and Education
- ed.E.P Torrance & others- Creativity: Its educational implications
- G. Leytham -Managing Creativity
- H.J.Butcher-Human intelligence – Its nature and assessment
- ❖ Bengali Books on Intelligence, Creativity and education

Course Contents:

Unit –I:

- Women Education: Meaning and Concept, ● History of Women Education, ● Problems of Women Education,

Unit –II:

- Present conditions of girls' Education in different Communities, ● Literacy percentage of women, ● Existing prejudices against women education, ● Need & Scope of Education for girls'

Unit –III:

- Women Education: Role of ● Brahma Samaj, ● Iswarchandra Vidyasagar, ● Mahatma Gandhi, and ● Rabindranath Tagore

Unit –IV:

- Recommendation for Women Education by different Commissions and Committee in Independent India, ● Measures taken by the Government for Women Education, ● Role of NGO's for Women Education

Recommended Books:

- Bagal, J.C, Women's Education in Eastern India, 1956.
- Mukherjee, S.N.: Education in India. Today and Tomorrow, 1969.
- Report of the Commission on the Status of Women in India, December 1974. Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi.
- Newson, J.The Education of Girls, Faber and Faber Ltd, London, 1948.
- Mitra, Ashok. The Status of Women, Literacy and Employment, Allied Publishers, New Delhi, 1979
- ❖ Bengali Books on Women Education

Course: SEC-1: Value Education

Full Marks: 50

Course Contents:

Unit –I:

- Value Education: Meaning and Concept, ● Needs of Value Education,

Unit –II:

- Values in a Pluralist Society, ● Morality: Concept, ●Needs of Morality, ● Morality & Value, ● Role of Parents to Facilitate Children’s Moral Development

Unit –III:

- Values in the Classroom, ● Value from the pupil’s perspective, ● Inculcation of Values among the students, ● Role of the teachers to facilitate moral development among the pupils,

Unit –IV:

- Peace Education: Meanings and Aims, ● Values in Peace Education, ● Values and Human Rights Education

Recommended Books:

- The moral child – Damon, W.New York: The free press.
- Values in Education and Education in value – Halstead, J.Mark. London.
- Moral Education – Durkheim, E.London.
- The Psychology of moral Development – Kohlberg. New York.
- Values Education – Bagchi, J.P: University Book House (P) Ltd.
- Human Rights – A source Book – Dev, Arjun et. al. NCERT, New Delhi.
- Human Development Report – 2002, UNDP – New York and Oxford.
- Fundamentals of Indian Philosophy – Puligandla, R. Abingdon Press.
- Values and Teaching : Working with values in the Classroom, Raths, L
- ❖ Bengali Books on Value Education

Course: SEC-1: Computer Application in Education-I

Full Marks: 50

Course Contents:

- ❖ Ability-Enhancement Compulsory Course SEC-1(Elective) Common Syllabus to be provided by the respective Department.

Semester-4th

Course: C-8: Educational Sociology-II

Full Marks: 50

Course Contents:

Unit –I:

● Socialization: Meaning, process and factors of socialization, ● Role of the Parents and the Teachers in the process of socialization, ● Social Control: Meaning and types of Social control, ● Agencies of Social Control

Unit –II:

● Social Mobility: Meaning, Types, ● Causes and factors of Social Mobility, ● Mobility in Indian Society

Unit –III:

● Concept of Culture, ● Cultural Change & Cultural Lag, ● Education as Cultural Determinants, ● Education for Multicultural Society

Unit –IV:

● Social Institution and Agencies of Education: Family, School, State, Mass media, ● Educative role of the above social agencies.

Recommended Books:

- Shukla, S & K Kumar; Sociological perspective in Education, New Delhi, Chanakya Publications,(1985)
- Bhattacharjee, Srinvas; Philosophical & Sociological Foundation of Education, Herald book service(1996)
- Saxena, N.R Philosophical & Sociological Foundation of Education, R. Lal book Depot, Meerut,(1956).
- Sharma, S.N Philosophical & Sociological Foundation of Education, Herald book service, Faridabad, (1995).
- Sodhi, T.S & Suri Aruna Philosophical & Sociological foundations of education, H.P Bhargav Book house, Agra,(1998)
- ❖ Bengali Books on Educational Sociology

Course: GE-9: Development of Education in Post-Independence Period Full Marks: 50

Course Contents:

Unit –I:

- University Education Commission (1948-49): Aims, Curricula, Rural University and Other Recommendations,

Unit –II:

- Mudaliar Commission (1952-53): Aims, Structure, Curricula and Other Recommendations,

Unit –III:

- Kothari Commission (1964-66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.

Unit –IV:

- Universal elementary education: Free, Compulsory & Universal Education in India, • Present Position of Elementary Education, • Language Policy in Education as recommend by different Commissions& Committees

Unit –V:

- National Policy on Education (1986), • Programme of Action (P.O.A.)-(1982), • Constitutional Reforms Relating to Education.

Recommended Books:

- Report of Commissions-Radha Krishnan, Mudaliar, Kothari.
- National Policy on Education, 1986. Policy perspective and Action programme.
- Education in India-Past-Present-Future, Vol. I and II, J. P. Banerjee
- Landmarks in the History of Modern Indian Education, J C Aggarwal
- History of Education in India, Dr. R N Sharma and R K Sharma
- ❖ Bengali Books on Development of Education in Post-Independence Period

Course Contents:

Unit –I:

● Educational Management: Meaning, nature and scope, ● Need of Educational Management in Modern Education, ● Process of Educational Management and Administration, ● Role of Educational Manager.

Unit –II:

● Educational organization: Meaning and Principles, ● School Organization and its Principle, ● School plant, ● Buildings, ● Equipments, ● Playground, ● Workshop, ● Library, ● Computer room etc.

Unit –III:

● Educational Supervision: meaning, need and functions, ● Factors influencing supervision, ● Difference between inspection and supervision, ● Styles of leadership

Unit –IV:

● Educational Planning: meaning, scope, and significance, ● Educational Planning: types & strategies, ● Manpower Planning: meaning, nature, and characteristics, Steps and Strategies in Manpower Planning.

Recommended Books:

- 3. P.D. Shukla – Administration of Education in India, Vikash, New Delhi. 1983.
- H. Spears - Improving the supervision of Instruction. Prentice Hall, New York, 1955.
- Ralph B. Kingbrough and Nunnery – Educational Administration, MacMillan New York – 1983.
- Raymond H. Ostrander – A Value Approach to Educational Administration, 1968.
- K.K. Shukla – Inspection and Supervision in Secondary Schools.
- NIEPA – Some Basic Facts about Educational Administration in India.
- ❖ Bengali Books on Educational Management and Administration.

Course Contents:

Unit –I:

- Meaning and scope of Inclusive education, ● A brief history of Inclusive Education in India

Unit –II:

- Visually Handicap – Types, Characteristics and Education, ● Hearing Handicap – Types, Characteristics and Education, ● Mental Retardation- Types, Characteristics and Education

Unit –III:

- Learning Disability – Definition, Characteristics, and Education, ● Social Disadvantage - Definition, Nature and Educational Programmes

Unit –IV:

- Rehabilitation- Concept, Issues and Problems, ● Role of Government and NGO's

Recommended Books:

- Education of Exceptional Children – M.Dash
- Strategies for Teaching Students – With Mild to Severe Mental Retardation – Robert A Gable.
- Strategies for Teaching Learners with Special Need – James R Patton.
- Mentally Handicapped Children: Education and Training – Eugene B.Edger.
- Young Children with Special Need – Warren Umansky.
- Ideas of Educating Students with Disabilities – Giangreco Michel.
- ❖ Bengali Books on Inclusive Education

Course: GE-4: Psychology of Mental Health and Hygiene

Full Marks: 50

Course Contents:

Unit –I:

- Mental Hygiene: Definition and Concept, ● Mental Health: Definition and Concept, ● Characteristics of Mental Health, ● Education and Mental Health & Hygiene

Unit –II:

- Adjustment: Concept, Need, ● Areas of Adjustment, ● Mechanism of Adjustment, ● Role of family and School in effective Adjustment

Unit –III:

- Maladjustment: Definition and Concept, ● Causes of Maladjustment, ● Different forms of Maladjustment, ● Role of family and School in remedial measures, ● Contribution of Freud and Neo-Freudians to understand Maladjustment, ● Diagnosis of Maladjustment

Recommended Books:

- Carson, R.C. & Butcher, J.N.-Abnormal Psychology and Modern Life.
- Coleman, J.C. – Psychology and Effective Behavior.
- Ghauhan, S.S. – Mental Hygiene – A Science of Adjustment.
- Mohanty, J. – Abnormal Psychology.
- Sarason & Sarason – The problem of Maladaptive Behavior
- ❖ Bengali Books on Psychology of Mental Health and Hygiene

Course: SEC-2: Educational Thoughts and Ideas Of Great Indian Educators

Full Marks: 50

Course Contents:

Unit –I:

- Raja Rammohan Roy (1772-1883): Philosophy of life, Activities, Ideas on Education and Women Education.
- Iswar Chandra Vidyasagar (1820-1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.

Unit –II:

- Swami Vivekananda (1863-1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher
- Sri Aurobindo (1872-1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher

Unit –III:

- Rabindranath Tagore (1861-1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School
- Mahatma Gandhi (1869-1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.

Recommended Books:

- Mukherjee, K.K; Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
- Purkait, B.K.; Great Educators, New Central Book Agency, London
- Guha, Bibhuranjan; Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
- Prof.B.C Rai; Theory of Education, Prakasan Kendra, Lakhnow.
- Vidya Ratna Taneja; Educational Thought and practice, Sterling Publishers Pvt.Ltd.
- ❖ Bengali Books on Educational Thoughts and Ideas of Great Indian Educators

Course: SEC-2: Computer Application in Education-II

Full Marks: 50

- ❖ Ability-Enhancement Compulsory Course SEC-2(Elective) Common Syllabus to be provided by the respective Department

Semester-5th

Course: C-11: Educational Guidance and Counselling

Full Marks: 50

Course Contents:

Unit –I:

- Educational Guidance: Meaning, Definition Concept, Scope, Needs and Importance of Guidance, ● Essentials of good Guidance programme

Unit –II:

- Different forms of Guidance: Educational, Vocational and Personal, ● Organization of Guidance service at different levels of education, ● Basic data necessary for guidance: data about pupils, courses, vocations, ● Tools and techniques of Guidance

Unit –III:

- Counseling: Meaning, Nature, & Scope, ● Types of counseling, ● Tools and techniques of Counseling.

Unit –IV:

- Difference between Guidance and Counselling, ● Counseling process-relationships & its characteristics, ● Role of parent, teacher & counselor in guidance programme

Recommended Books:

- Basu, N.C. Educational and Vocational Guidance.
- Chauhan, S.S. – Principles and Techniques of Guidance.
- Dave Indu – The basic essentials of counseling.
- Kocher, S.K. – Guidance and Counselling in Secondary School
- NCERT- Guidance and Counseling.
- ❖ Bengali Books on Educational Guidance and Counselling

Course Contents:

Unit –I:

- Educational Technology: concept and meaning, ● Educational Technology: nature, scope, needs and limitations, ● Components of Educational Technology-Hardware & Software.

Unit –II:

- System approach: concept and characteristics, ● Components of instructional system, ● Uses and limitation of system approach, ● Programmed Learning: concept, nature and scope of programmed learning, Principles of programming.

Unit –III:

- Communication: meaning, nature, types and process, ● Barriers of Communication, ● Significance of Communication, ● Components of communication process, ● Communication in teaching-learning situation.

Unit –IV:

- Multimedia approach in educational technology, ● Visual, audio and audio-visual types and their uses in education, ● Computer and its role in education, ● Personalized Instructional Techniques, ● Mass Instructional Techniques

Recommended Books:

- Educational Technology – J.Mohanty
- Instruction to educational Technology – K.Sampath
- Technology of Teaching – R.A.Sharma
- The Technology of Teaching – B.F.Skinner
- Educational Technology – B.C.Das
- Educational Technology- S.P.Ruhela
- Educational Technology – Rao and Ravisankar
- ❖ Bengali Books on Educational Technology

Course Contents:

Unit –I:

- Basis of Yoga, ● Patanjala Yogasutra, ● Hathayoga Pradipika, ● Gherandasmhita (Concepts & Brief analysis with examples)

Unit –II:

- Concept of Yoga, ● Misconcepts of yoga, ● Streams of Yoga, ● Raja Yoga: Eight Fold Path, ● Anand Mimamsa (Concepts & Brief analysis with examples)

Unit –III:

- Theories of Yoga Practices, ● Asana, ● Pranayama, ● Kriyas, ● Dhyana (Brief analysis)

Unit –IV:

- Karma Yoga: Basic Understanding, ● Personality Development through Karma Yoga, ● Community Awareness

Unit –V:

- Practical Eight Step Method: Single Group and Double Group Practice, ● Asana, ● Pranayama, ● Relaxation Techniques

Recommended Books:

- Gore, M.M. –Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi, 2007
- Coulter.H.David- Anatomy of Hathayoga; MLBD, New Delhi, 2007
- Gharote, Manmath M. and Others- Application in Yoga; Lonavla, 2008
- Saraswati, Swami Satyananda- Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger, 1969
- Tiwari, O.P.- Asana Why and How?; Kaivalyadhama, Lonavla
- Iyengar, B.K.S. Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd., Lucknow, 2009
- ❖ Bengali Books on Yoga Education

Course Contents:

Unit –I:

- Constitutional provision in education, ● Development of Education under Five Year Plans – Pre-Primary Education, ● Primary Education, ● Secondary Education, ● Higher Education, and ● Women Education [last two five years plans]

Unit –II:

- Equal opportunity in Education: OBC, SC, ST, Women and Minorities, ● Education for all and Sarva Siksha Mission.

Unit –III:

- Functions of following Educational Organizations: UGC, NAAC, NCERT, NUEPA, NCTE, DIET, SCERT

Unit –IV:

- Modern Trends and Contemporary Issues in Education, ●Privatization in Education, ● Globalization and its impact on Education, ● Education as a human right, ● Adult and Non-formal Education

Recommended Books:

- Mukherjee, S.N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S. and Naik, J.P. – History of Education in India; Macmillan Co.,
- Banerjee, J.P. – Education in India, Past, Present and Future.
- Agarwal, J.C. – Modern Indian Education, Shipra.
- Nanda, S. K. – Indian Education and its problems today, Kalyani Ludhiana, 2000
- Mukherjee, S.N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.
- ❖ Bengali Boos on Current Issues in Indian Education

Course: DSE-1: Music and Fine Arts in Education

Full Marks: 50

Course Contents:

Unit –I:

- Indian Music & Instrument: Preliminary Ideas of Indian Music, ● Preliminary Knowledge of Instrument, ● Structure of Tabla, ● Harmonium

Unit –II:

- Practice, leading to performance, ● Prayer Song -2, ● Seasonal Song-2, ● Folk Song- 2, ● Integration of songs and music with other curricular areas

Unit –III:

- Fine Arts, ● Arts in Practice, ● Different forms of Visual Arts, ● Basic Concept of Colors, ● Shapes & Forms, ● Perspective, ● Balance, ● Rhythm, ● Dimensions

Recommended Books:

- Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Music in Education. London: Heinmann.
- Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
- Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.
- NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
- Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
- Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi
- ❖ Bengali Books on Music and Fine Arts in Education

Course: DSE-1: Teacher Education

Full Marks: 50

Course Contents:

Unit –I:

- Meaning and Scope of Teacher Education, ● Need for Education of the Teachers, ● Aims and Objectives of Teacher Education, at ● Elementary, ● Secondary and Higher Secondary levels

Unit –II:

- Development of Teacher Education in India before and after independence, ● Agencies of Teacher Education – NCTE, NCERT, SCERT, DIET

Unit –III:

- Role of student teaching in Teacher Education programme, ● Organization of Student Teaching, ● Various Patterns: Internship, Teaching Practice, ● Supervision and Evaluation of Student Teaching

Unit –IV:

- Teaching as a professional ethics of a teacher, ● Characteristics of a Good Teacher, ● Professional Organizations for various levels and their roles,

Recommended Books:

- J.Mohanty- Teacher Education
- Global Context and Framework -Teacher Education
- Ruchika Nath and Yogesh Kr.Singh -Teacher Education
- Theories and Practices Shashi Prabha Sharma -Teacher Education
- Tony Booth, Kari Nes & Marit Stromstad- Developing Inclusive Teacher Education
- Marilyn Cochran -Policy, Practice and Politics in Teacher Education
- G.Chaurasia- New in Teacher Education
- ❖ Bengali Books on Teacher Education

Course: DSE-1: Project Work-I

Full Marks: 50

❖ Project work to be selected by the Institution

Semester-6th

Course: C-13: Measurement and Evaluation in Education

Full Marks: 50

Course Contents:

Unit –I:

- Concept of Measurement and Evaluation, ● Difference between Measurement and Evaluation,
- Types of Evaluation: Formative & Summative, ● Norm referenced & Criterion referenced

Unit –II:

- Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project, ● General principles of test construction and standardization, ● Teacher Made test and Standardized test.

Unit –III:

- Characteristics of a good test, ● Reliability: Concept, and Methods of determination, ● Validity – concept and methods of determination

Unit –IV:

- Types of Educational data; Collection and processing of data; Tabulation of data, ● Graphical representation of data; Frequency Polygon, ● Histogram, ● Bar Diagram, ● Pie chart, ● Ogive: Computation of diagrams and Uses

Unit –V:

- Measures of Central tendency and its uses, ● Measures of Variability and its uses, ● Correlation, Computation of Correlation Co-efficient by Product moment and Rank difference Methods and interpretation of results

Recommended Books:

- Agarwal. J.C. Essentials of Examination System: Evaluation Tests & Measurement. Vikas Publishing House New Delhi (1997)
- Best .J.W.& Khan .J.V. Reseach in Education (Sixth Edition) Prentice Hall of India, Pvt. Ltd. New Delhi (1998)
- Cronbanch, L.J. Essentials of Psychological Testing, New York, Harper and Brothers, (1960)
- Garrett. H.E. Statistics in Psychology and Education, Easternm Book House, Shantipur Guwahati – (1995)
- Singha, H.S. Modern Educational Testing, Sterling Publisher & Co. New Delhi (1974)
- Sharma, R.A. Essentials of Measurement in Education & Psychology. R.Lall Book Depot Meerut, (2004)
- ❖ Bengali Books on Measurement and Evaluation in Education

Course: C-14: Comparative Education

Full Marks: 50

Course Contents:

Unit –I:

● Comparative Education-Meaning and Concept, Scope and Objectives, ● Factors of Comparative Education - Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic

Unit –II:

● Study in Comparative Education ● Descriptive, ● Historical, ● Sociological, ● Analytical and ● Synthetic

Unit –III:

● Basic structure of the Formal Education System of ● U.S.A, ● U.K and ● India

Unit –IV:

● Educational Objectives and curriculum of Primary & Secondary Education of ● U.S.A, ● UK and ● India

Recommended Books:

- Comparative Education – Nicholas Hans.
- A Text Book of Comparative Education-T.S.Sodhi
- Comparative Education – B.C.Rai
- Comparative Education- S.p.Choube
- Comparative Education- The methods of Analysis and Enquiry- V.Rao. R.S Reddy.
- Comparative Method in Education-Gorge Z.F.Bereday.
- ❖ Bengali Books on Comparative Education

Course: DSE-3: Distance Education

Full Marks: 50

Course Contents:

Unit –I:

- Distance Education: Meaning, Characteristics and Significance, ● Present status of Distance Education,
- Growth of Distance Education

Unit –II:

- Designing and preparing self-learning materials (SLM; Role of electronic media) in Distance Education,
- ICT and their applications in Distance Education

Unit –III:

- Self – support service in Distance Education, ● Technical and Vocational Programmes through Distance Education, ● Distance Education in rural development

Unit –IV:

- Quality assurance of Distance Education, ● Mechanism for maintenance of standards in Distance Education, ● Role of Distance Education Council, & IGNOU

Recommended Books:

- Distance Education: Principles, Potentialities and Perspectives – A.Goel & S.Goel.
- Distance Education: In the 21st Century – A.Goel & S.L.Goel.
- Distance Education-V.K.Rao
- Distance Education in Different Countries- D.B.Rao
- Handbook of Distance Education – M.G.Moore.
- International Handbook of Distance Education – T.Evans, M.Haughery & D.Murphy.
- Distance Learning Concepts and Principles – Madhulika Sharma.
- Distance Learning Technologies: Issues, Trends and Opportunities – Linda Lau.

Course: DSE-3: Educational Thoughts and Ideas of Great Western Educators

Course Contents:

Full Marks: 50

Unit –I:

- Jean Jacques Rousseau (1712-1778): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, & Negative Education
- Johann Heinrich Pestalotzzi (1748-1827): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

Unit –II:

- F.W. August Froebel (1782-1852): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Kindergarten
- Herbert Spencer (1820-1903): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction & Concept of Teacher

Unit –III:

- John Dewey (1859-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Project Method
- Madam Maria Montessori (1870-1952): Educational Philosophy, Aims of Education, Curriculum of Education, Method of Instruction, Concept of Teacher & Child Centric Education

Recommended Books:

- Mukherjee, K.K- Some Great Educators of the world, Das Gupta & Co.pvt. Ltd, Calcuta
- Purkait, B.K.- Great Educators, New Central Book Agency, London
- Guha, Bibhuranjan- Shikshay Pathikrit (Bengali), Sobha Publisher, Kolkata.
- Prof.B.C Rai- Theory of Education, Prakasan Kendra, Lakhnow.
- Vidya Ratna Taneja- Educational Thought and practice, Sterling Publishers Pvt.Ltd.
- ❖ Bengali Books on educational Theories and Ideas of Great Western Educators

Course Contents:

Unit –I:

- Research in Education: Meaning, nature and scope of Educational Research,
- Types of Research: Fundamental, Applied and Action research,
- Qualitative and Quantitative Research,
- Research-Problems,
- Objectives and Hypotheses

Unit –II:

- Major Approaches of Research: Historical; Descriptive; Experimental; Survey

Unit –III:

- Basic Statistics and their uses,
- Central tendency and Dispersion,
- Graphical representation of data,
- Correlation and its uses,
- Co-efficient of Correlation Computation by Product moment and Rank Difference

Unit –IV:

- Inferential data Analysis,
- Normal probability curve,
- Standard Scores,
- CR-test (t-test)

Recommended Books:

- Best, J.W & Kahn, J.V- Research in Education, (6th Edition) New Delhi Prentice Hall, 1989
- Buch, M.B- A Survey of Research in Education, Baroda, CASE, M S.University, 1974
- Fox, D.J- The Research Process in Education, New York, Holt Rhinehart and Winston, Inc 1969.
- Garrett H.E- Statistics in Psychology and Education, Bombay, Vikils, Feiffer & Semen's Ltd, 1988
- Good, Barr & Scates- Methodology of Educational Research, New Work Appleton Crofts, 1962
- Guildford, J.P & Fruchter, B- Fundamental Statistics in Psychology & Education, New York, McGraw Hill, 1974
- ❖ Bengali Books on Basics of Educational Research and Statistics

Course: DSE-3: Special Education

Full Marks: 50

Course Contents:

Unit –I:

● Education of Children with ● Visual Impairment and ● Hearing Impairment (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

Unit –II:

● Education of Children with ● Speech and Language Disorders and ● Learning Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

Unit –III:

● Education of Children with Multiple Disabilities (with special reference to prevalence, etiology, identification, intervention, education and prevention of each category)

Recommended Books:

- Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
- Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi: Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
- Kirk, Samuel. Educating Exceptional Children, New Delhi: Oxford & IBH Publishing Co.
- Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
- Sharma, Prem Lata. A Teacher's Handbook on IED – Helping Children with Special Needs New Delhi: NCERT.
- ❖ Bengali Books on Special Education

Course: DSE-3: Project Work-II

Full Marks: 50

❖ **Project work to be selected by the Institution**