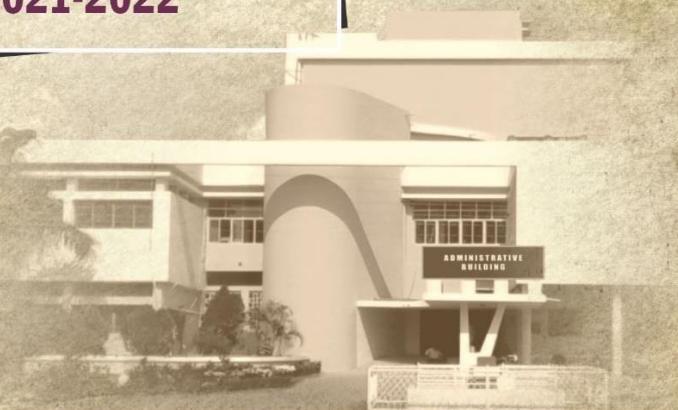




UNIVERSITY OF KALYANI

LEARNING OUTCOME BASED CBCS CURRICULUM FOR THREE YEARS UNDER-GRADUATE COURSE IN **EDUCATION [HONOURS]**

**WITH EFFECT FROM
THE ACADEMIC SESSION
2021-2022**



UNIVERSITY OF KALYANI

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INTRODUCTION:

The University Grants Commission (UGC) has taken various measures by means of formulating regulations and guidelines and updating them, in order to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions in India. The various steps that the UGC has initiated are all targeted towards bringing equity, efficiency and excellence in the Higher Education System of country. These steps include introduction of innovation and improvements in curriculum structure and content, the teaching–learning process, the examination and evaluation systems, along with governance and other matters. The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

Outline of the Choice Based Credit System being introduced:

- 1. Core Course (CC):** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

Discipline Specific Elective Course (DSEC): Elective courses that are offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

Generic Elective Course (GEC): An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. Ability Enhancement Courses/ Skill Enhancement Courses:

Ability Enhancement Compulsory Course (AECC): Ability enhancement courses are the courses based upon the content that leads to Knowledge enhancement. They (i) Environmental Science, (ii) English Communication) are mandatory for all disciplines.

Skill Enhancement Course (SEC): These courses may be chosen from a pool of courses designed to provide value–based and/or skill–based instruction.

A. TOTAL Number of courses in UG-CBCS (B.A. Hons.):

Types of course	Core Course (CC)	Elective course		Ability enhancement course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course(GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	14	4	4	2	2	26
Credit/course	6	6	6	2	2	140

TABLE-1: DETAILS OF COURSES & CREDIT OF B.A.

S. No.	Particulars of Course	Credit Point	
1.	Core Course: 14 Papers	Theory + Practical	Theory + Tutorial
1.A.	Core Course: Theory (14 papers)	14x4 = 56	14x5 = 70
1.B.	Core Course (Practical/Tutorial)*(14 papers)	14x2 = 28	14x1=14
2.	Elective Courses: (8 papers)		
2.A.	A. Discipline specific Elective(DSE)(4 papers)	4x4 = 16	4x5 = 20
2.B.	DSE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
2C.	General Elective(GE) (Interdisciplinary) (4 papers)	4x4 = 16	4x5 = 20
2.D.	GE (Practical / Tutorial)* (4 papers)	4x2 =8	4x1 =4
3. Ability Enhancement Courses			
A.	AECC(2 papers of 2 credits each) ENVIS, English Communication/ MIL	2x2 = 4	2x2 = 4
B.	Skill Enhancement Course(SEC) (2 papers of 2 credits each)	2x2 = 4	2x2 = 4
Total Credit:		140	140

TABLE-2: SEMESTERWISE DISTRIBUTION OF COURSE & CREDITS IN B.A.(HONOURS)

Courses/ (Credits)	Sem-I	Sem-II	Sem- III	Sem-IV	Sem-V	Sem-Vi	Total No. of Courses	Total credit
CC (6)	2	2	3	3	2	2	14	84
DSE (6)	--	-	--	—	2	2	04	24
GE (6)	1	1	1	1	--	--	04	24
AECC (2)	1	1			--	--	02	04
SEC (2)	--	-	1	1	--	--	02	04
Total No. of Course/ Sem.	4	4	5	5	4	4	26	
Total Credit /Semester	20	20	26	26	24	24		140

Learning outcomes-based approach to curriculum planning and development:

1. Graduate attributes:

- **Disciplinary knowledge:** Learners gain the knowledge of basic and applied concepts and issues in Education. Different SEC and practical courses help learners to demonstrate their comprehensive knowledge and understanding of one or more disciplines.
- **Communication Skills:** Written assignment, seminar presentation, oral presentation etc. help learners to express their thoughts and ideas effectively. Simultaneously these help to communicate and share their ideas with others.
- **Critical thinking:** Education as a subject helps to apply analytic thought, evaluate different theories and propositions, practices, policies through scientific and systematic approaches.
- **Problem solving:** By knowing the process of Education learners try to apply their competencies to solve different kinds of problems related to educational field and also practical life.
- **Analytical reasoning:** Education as a subject helps learners to identify and evaluate logical flaws and theoretical framework of different theories by analysing and synthesising data from various sources.
- **Research-related skills:** Through the course of research in education learners develop the sense of inquiry and asking questions, recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data.
- **Cooperation/Team work:** Cooperative learning in the classroom, group assignment on SEC courses help learners to work effectively with groups or teams. These activities facilitate cooperative or coordinated effort among the learners.
- **Scientific reasoning:** After reviewing variety of theories and generalizations learners develop the ability to analyse, interpret and draw conclusions from informations, which are helpful to develop scientific reasoning among learners.
- **Reflective thinking:** Learners must be able to think deeply and apply the knowledge and competencies in practical field in the context of both self and society.
- **Information/digital literacy:** Through project work, practical assignments learners develop different skills related to digital literacy like- demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed learning:** Assignment, project work helps learners to develop the ability to work independently.
- **Multicultural competence:** As Education a multidisciplinary subjects and the nature of subject matter is very much culture specific. Learners must understand the multicultural perspectives of the issues related to educational processes and issues.
- **Moral and ethical awareness/reasoning:** Education as a subject often deals with different ethical and moral issues related to practical life and thus it plays

an important role in nurturing moral and ethical awareness and reasoning among learners.

- **Leadership readiness/qualities:** Gaining in-depth knowledge of subject matter helps learners to be a good leader in their field.
- **Lifelong learning:** Learning is a life long process. It helps learners to help in metacognition that means 'learning how to learn', which encourage learners in participating in learning activities throughout the life.

2. **Qualification descriptors:**

- Demonstration of in-depth understanding of the basic concepts and issues of the emerging areas of educational field
- Nurturing intellectual capabilities to solve practical problems by using the process of problem solving
- Development of practical skills to design and develop
- Exhibition of the ability to analyse data and writing project reports
- Development of the ability to present ideas and also team work spirits
- Acquisition of in-depth competencies of the applied areas of Education and other allied disciplines.
- Improving critical thinking and skills facilitating the application of gained knowledge gained in the field of education.

3. **Programme learning outcomes:**

- The learning outcome of Hons. in Education is to prepare the learners to understand the historical and theoretical background of Education and to gain knowledge of Education from different perspectives suited to the contemporary world and society.
- Learners will learn to apply the understanding of various related fields like Philosophy, Sociology, Psychology, History etc. in educational field.
- Learners will acquire the knowledge of systematic methodology of data collection, data handling, hypothesis generation, hypothesis testing and data analysis.
- Learners will also understand different technological applications through Technology of and Technology in Education.
- Learners will learn hands on activities to prepare tool, test, media, survey report etc.
- Learners will gain knowledge of issues from global perspectives.

◆ **COURSE CODE & COURSE TITLE**

A. **Core courses(CC)**

1. EDU-H-CC-T-1: Philosophical Foundation of Education-1
2. EDU-H-CC-T-2: Sociological Foundation of Education
3. EDU-H-CC-T-3: Psychological Foundation of Education
4. EDU-H-CC-T-4: History of Education in Colonial India
5. EDU-H-CC-T-5: Educational Evaluation & Statistics
6. EDU-H-CC-T-6: Philosophical Foundation of Education-II
7. EDU-H-CC-T-7: Inclusive Education

8. EDU-H-CC-T-8: History of Education in Post-Independence India
9. EDU-H-CC-T-9: Psychology of Instruction
10. EDU-H-CC-T-10: Introduction to Educational Research
11. EDU-H-CC-T-11: Educational Management
12. EDU-H-CC-T-12: Contemporary issues in Education
13. EDU-H-CC-T-13: Curriculum Studies
14. EDU-H-CC-T-14: Educational Technology
15. EDU-H-CC-P-15: Project work (Practical course)

B. Discipline specific elective courses (DSE)

1. EDU-H-DSE-T-1/2(A): Value Education
2. EDU-H-DSE-T-1/2(B): Population Education
3. EDU-H-DSE-T-1/2(C): Peace Education
4. EDU-H-DSE-T-1/2(D): Distance Education
5. EDU-H-DSE-T-1/2(E): History of Education in Ancient and Medieval India
6. EDU-H-DSE-T-3/4(A): Mental Hygiene
7. EDU-H-DSE-T-3/4(B): Comparative Education
8. EDU-H-DSE-T-3/4(C): Guidance & Counselling
9. EDU-H-DSE-T-3/4(D): Great Educators

C. Generic elective courses (GE):

1. EDU-H-GE-T-1: Philosophical & Psychological foundations of Education
2. EDU-H-GE-T-2: Historical & Sociological foundations of Education
3. EDU-H-GE-T-3: Philosophical & Psychological foundations of Education
4. EDU-H-GE-T-4: Historical & Sociological foundations of Education

D. Ability enhancement compulsory courses (AECC)

1. AECC-1: Environmental Education
2. AECC-2: Bengali/English Communication

E. Skill enhancement courses (SEC)

1. EDU-H-SEC-T-1(A): Statistical Analysis
2. EDU-H-SEC-T-1(B): Achievement Test
3. EDU-H-SEC-P-2(A): Institutional Survey (Practical course)
4. EDU-H-SEC-P-2(B): Document/Curriculum analysis (Practical course)
5. EDU-H-SEC-P-2(C): Tools and Techniques of Evaluation (Practical course)
6. EDU-H-SEC-P-2(D): Uses of Media in Education (Practical course)

**CBCS CURRICULUM
OF
B.A IN EDUCATION
(HONOURS)**

**CBCS curriculum of BA (Hons.) in Education: Semester wise Course & Credit distribution
(6 credits=75 marks, 2 credits=50 marks)**

SEMESTER-I							
Course code	Course Title	Nature of course	Credit of course	Class hour / week	Evaluation scheme		Total Marks
					Internal	Semester - end	
EDU-H-CC-T-1	Philosophical foundation of Education-I	Core	6	6	15	60	75
EDU-H-CC-T-2	Sociological foundation of Education	Core	6	6	15	60	75
EDU-H-GE-T-1	Philosophical & Psychological foundations of Education	Generic Elective	6	6	15	60	75
AECC-1	Environmental Education	Ability enhancement	2	2	10	40	50
Total	04		20	20	55	220	275
SEMESTER-II							
EDU-H-CC-T-3	Psychological foundation of Education	Core	6	6	15	60	75
EDU-H-CC-T-4	History of Education in Colonial India	Core	6	6	15	60	75
EDU-H-GE-T-2	Historical & Sociological Foundations of Education	Generic Elective	6	6	15	60	75
AECC-2	Bengali/ English communication	Ability enhancement	2	2	10	40	50
Total	04		20	20	55	220	275
SEMESTER-III							
EDU-H-CC-T-5	Educational Evaluation & Statistics	Core	6	6	15	60	75
EDU-H-CC-T-6	Philosophical foundation of Education-II	Core	6	6	15	60	75
EDU-H-CC-T-7	Inclusive Education	Core	6	6	15	60	75
EDU-H-GE-T-3	Philosophical & Psychological foundations of Education	Generic Elective	6	6	15	60	75
EDU-H-SEC-T-1 (any one)	A. Statistical Analysis	Skill enhancement	2	2	10	40	50
	B. Achievement Test						
Total	05		26	26	70	280	350
SEMESTER-IV							
EDU-H-CC-T-8	History of Education in Post-independence India	Core	6	6	15	60	75
EDU-H-CC-T-9	Psychology of Instruction	Core	6	6	15	60	75
EDU-H-CC-T-10	Introduction to Educational Research	Core	6	6	15	60	75
EDU-H-GE-T-4	Historical & Sociological Foundations of Education	Generic Elective	6	6	15	60	75
EDU-H-SEC-P-2 (any one) (Practical)	A. Institutional survey	Skill enhancement	2	4	10	40	50
	B. Document/Curriculum analysis						
	C. Tools and techniques of Evaluation						
	D. Uses of Media in Education						
Total	05		26	26	70	280	350
SEMESTER-V							
EDU-H-CC-T-11	Educational Management	Core	6	6	15	60	75
EDU-H-CC-T-12	Contemporary issues in Education	Core	6	6	15	60	75
EDU-H-DSE-T-1	A: Value Education	Discipline specific elective	6+6	6+6	15+15	60+60	150
EDU-H-DSE-T-2	B: Population Education						

(any two)	C: Peace Education						
	D: Distance Education						
	E: History of Education in Ancient and Medieval India						
Total	04		24	24	60	240	300
SEMESTER-VI							
EDU-H-CC-T-13	Curriculum Studies	Core	6	6	15	60	75
EDU-H-CC-T-14	Educational Technology	Core	6	6	15	60	75
EDU-H-CC-P-15	Project work	Core	6	12	15	60	
EDU-H-DSE-T-3 (any one)	A: Mental hygiene	Discipline specific elective	6	6	15	60	75
	B: Comparative Education						
	C: Guidance and Counselling						
	D: Great educators						
Total	04		24	24	60	240	300
Grand Total	26 Courses		140		370	1480	1850

B.A. Education (Honours) Semester-I

B. A. Education (Honours) SEMESTER - I

**Course code & Title : EDU-H-CC-T-1; Philosophical Foundation of Education-I
Core Course (Theoretical) : Credit - 6; Full Marks - 75**

Course Learning Outcome :

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

- Discuss the meaning, nature, scope and aims of education..
- Discuss different aspects of Education and Educational Philosophy.
- Discuss different aspects of factors of education.
- Discuss the meaning and branches of Philosophy.
- Explain concepts, nature and role of Metaphysics, Epistemology and Axiology on education.
- Explain the nature and concept of Indian philosophy.
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Buddhism, Jainism and Charvaka.
- Explain the nature and concept of Western philosophy.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.

Course Content :

Unit - I : Education and Educational Philosophy (Class hour -15)

- a) Meaning, nature, scope and aims of education
 - Education as process and product, as Science and Arts
 - Individualistic and socialistic aim (meaning, characteristics and difference)
 - Report of Delor's Commission (UNESCO, 1996)
- b) Educational Philosophy : Meaning, nature, scope and relation between education and philosophy

Unit - II : Factors of Education (Class hour- 20)

- a) Child : Meaning, characteristics and importance of child centric education
- b) Teacher : Qualities and duties of a good teacher, teacher as a motivator, mentor,
- c) facilitator and problem solver
- d) Curriculum : Meaning, nature and importance
- e) Co-curricular activities : Meaning, nature and importance of co-curricular activity, Principles of organizing co-curricular activity
- f) School : Vision and functions

Unit - III : Philosophical bases of Education (Class hour - 18)

- a) Philosophy: Concept and branches
- b) Concepts and nature of Metaphysics, Epistemology and Axiology
- c) Differences among Metaphysics, Epistemology and Axiology
- d) Role of Metaphysics, Epistemology and Axiology in Education

Unit - IV : Schools of Philosophy (Class hour - 25)

- Indian schools of Philosophy
- Meaning , nature and classifications in Indian schools of Philosophy
- Atheistic schools of Indian Philosophy - Buddhism, Jainism and Charvaka in terms of knowledge, reality and value and educational implications

- Western schools of Philosophy
- Meaning and Nature
- Idealism, Naturalism, Pragmatism (Aims, Curriculum, Methods, Teacher & Discipline) and educational implications

Suggested Books :

1. J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education - Vikas Publishing House.
3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
4. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
5. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
6. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
7. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
8. M. K. Goswami - Educational Thinkers : Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
9. সুশীল রায়- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সমসামান্য বুক এজেন্সি
10. অরুণা বজদাপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- ব. ব. কুন্ডু সি
11. বভু রঞ্জন গুহ - শিক্ষায় পন্থিক- দশাভা পাবলিকেশন
12. অরুণ সায়- শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সমসামান্য বুক এজেন্সি
13. সীতা দাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি- বানানেশ পাবলিশাস
14. ডঃ দিল্লী মন্ডল- শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান- ক্লাসিক বুকস
15. সবা দত্ত ও সদবকা গুহ- শিক্ষা দর্শন ও দাশনিকদের অবদান- পুঁ তশীল প্রকাশক
16. ডক্টর মাহর কুমার রজটাপাধ্যায়, ডক্টর চেয়র সমজ ও পুণয় পাজলড- শিক্ষার দাশনিক ভিত্ত- রীতি বুক এজেন্সি
17. প্রজমাদ বক্কু মসনগু ও পতীযুষ কান্ত সায়- ভারতীয় দর্শন- বানানেশ পাবলিশাস
18. ডঃ অভিনে কুমার পাল- মহান শিক্ষাবিদ জনর কনিকা - ক্লাসিক বুকস
19. অধ্যাপক সমাজশ ক্রবতী ও ডক্টর সানাল- শিক্ষা তত্ত্বের সাদার কনিকা- সক. পাবলিকেশন রক্রবতী
20. ড. অনায়ক র্দ ও ড. তাননী হালদার - শিক্ষার দাশনিক পত্রপত্রিকা - আতহলী পাবলিশাস

B. A. Education (Honours)

SEMESTER - I

Course code & Title: EDU-H-CC-T-2; Sociological Foundation of Education

Core Course (Theoretical); Credit - 6; Full Marks – 75

Course Learning Outcome :

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 Content :

Unit - I : Sociology and Educational Sociology

(Class hour - 14)

- a) Sociology : Meaning, emergence, nature and scope
- b) Educational sociology : Meaning, nature, scope and importance
- c) Relation between Education and Sociology
- d) Concept of Educational Sociology and Sociology of Education

Unit - II : Social Factors, Issues and Education

(Class hour - 20)

- a) Culture :
 - Concept, nature and elements
 - Relation between individual and culture
 - Relation between culture and society
 - Role of education in culture
- b) Cultural lag : Concept, characteristics, causes, education and cultural lag
- c) Values : Concept, nature, types and role of education
- d) Social issues:
 - Unemployment : Concept, types, causes, role of education in eradication of unemployment
 - Poverty : Concept, causes and role of education in eradication of poverty
 - Inequality : Concept, causes and role of education in eradication of inequality

Unit - III : Social Groups and Education

(Class hour - 24)

- a) Social groups :
 - Meaning, nature
 - Types:
 - Primary Group : Meaning, characteristics and role
 - Secondary Group : Meaning, characteristics and role
 - Tertiary Group : Meaning, characteristics and role
 - Comparison between primary group, secondary group and tertiary group
- b) Socialization :
 - Meaning and characteristics
 - Significance of Socialization
 - 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
20)

(Class hour -

- a) Social change : Definition, characteristics, factors, constraints and education as an instrument of social change
- b) Social change in India :
 - Privatization : Concept and relationship with education
 - Liberalization : Concept and relationship with education
 - Globalization : Concept and relationship with education
- c) Social Stratification : Definition, characteristics, causes; education and social stratification
- d) Social Mobility : Definition, characteristics, causes; education and social mobility

Suggested Books :

1. Y. K. Sharma - Sociological Philosophy of Education-Classic Books
2. S. S. Ravi - A Comprehensive Study of Education-PHI Private limited
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education- Vikash Publishing House
4. Classical theory and Modern Studies Introduction to Sociological theory- Mark Abrahamson- PHI Private limited.
5. Indian Social Problems- G.R. Madan- Vikash Publishing House
6. Social Problems in India- R. Ahuja- Rawat Publications
7. সুশীল রায়- শিক্ষা তত্ত্ব ও শিক্ষা দশন- সমাধা বুক এজেন্সি
8. অরুণা বজদাপাধ্যায়- শিক্ষা দশন ও শিক্ষানীতি- বি. বি. কুন্ডু সি
9. দামবন্দু ভট্টাচার্য- শিক্ষা ও সমাজে-তত্ত্ব- পয়সারসন
10. সমাজালী রুক্রবর্তী- শিক্ষার সমাজে- বঙ্গবানক ভাট্ট- সমাধা বুক এজেন্সি
11. অনাদী কুমার মহাপাত্র - বয়স সমাজে-তত্ত্ব - সুহৃদ পাবলিকেশন
12. ড. অহর কুমার রুজটাপাধ্যায় ও ড. কবিতা রুক্রবর্তী -শিক্ষার সমাজে-তত্ত্ব- রীতি পাবলিকেশন

B.A Education (Honours)
SEMESTER - I
EDU-H-GE-T-1 : Philosophical and Psychological Foundation of Education
Generic Elective Course : Credit - 6, Full Marks - 75

Course Learning Outcome:

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.
- 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.

Course Content :

Unit - I : Concept, Scope, Aim and Factors of Education (Class hour-18)

- a) Meaning, nature and scope of Education
- b) Individualistic and socialistic aim - Meaning, characteristics and difference
- c) Meaning and scope of Educational Philosophy; relation between education and philosophy
- d) Factors of Education :
 - Child : Meaning and characteristics of child centric education system
 - Teacher: Qualities and duties of a good teacher
 - Curriculum: Meaning, nature, types and importance
 - School : Meaning and function

Unit - II : Schools of Philosophy, Great Philosophers and their Educational Philosophy (Class hour - 20)

- a) Concept : Indian Schools of Philosophy
 - Meaning and nature
 - Importance in Education
 - Sankhya, Vedanta, Buddhism; nature in terms of knowledge, reality and value.
- b) Concept : Western Schools of Philosophy
 - Meaning and nature
 - Importance in Education
 - Idealism, Naturalism, Pragmatism : Nature with special reference to principles, aims of education, curriculum, teaching method, teacher, discipline
- c) Great Educators :
 - Indian Philosophers : Swami Vivekananda, Rabindranath Tagore
 - Western Philosopher : Rousseau, Dewey

Unit - III : Educational Psychology and Development (Class hour - 20)

- a) Concept, 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 (Piaget's view) of infancy, childhood and adolescence period and educational importance

Unit - IV: Different Aspects of Educational Psychology (Class hour - 20)

- a) Learning :

- Definition and characteristics of learning
 - Factors influencing learning
 - Theory of learning and its implications : Classical conditioning
- b) Intelligence : Definition and nature
 - c) Transfer of Learning : Concept and types (positive, negative and zero)
 - d) Motivation : Types, factors and role of motivation in learning
 - e) Memorization : Definition, factors and types
 - f) Forgetting : Meaning and causes
 - g) Creativity : Meaning and factors
 - h) Individual differences : Meaning, types and implications

Suggested Books :

1. J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education - Vikas Publishing House.
3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
4. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
5. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
6. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
7. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
8. M. K. Goswami - Educational Thinkers : Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
9. S. K. Mangal - Essentials of Educational Psychology - PHI Publication.
10. J. C. Aggarwal - Essentials of Educational Psychology - Vikas Publishing House.
11. S. K. Mangal - Advanced Educational Psychology - PHI Publication.
12. S. S. Chauhan - Advanced Educational Psychology - Vikas Publishing House.
13. A. Woolfolk - Educational Psychology-Pearson Publication.
14. J. W. Santrock - Educational Psychology - McGraw Hill.
15. E. B. Hurlock - Child Development - McGraw Hill.
16. সুশীল রায়- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সমসামা বুক এজেন্সি
17. অরুণা বজদাপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুন্ডু সি
18. দামবন্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন - পয়ারসন পাবলিকেশন
19. বিভূ রঞ্জন গুহ - শিক্ষায় পিক্-৭- মশাজা পাবলিকেশন
20. অরুণ স াষ- শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সমসামা বুক এজেন্সি
21. স াউ দাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি- বানার্শ পাবলিশাস
22. ডঃ দত্ত মনুজ- শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান- ক্লাসিক বুকস
23. সবব দত্ত ও সদবকা গুহ- শিক্ষা দর্শন ও দাশনিকদের অবদান- প্র তশীল প্রকাশক
24. ডক্টর মাহর কু মার র্জটাপাধ্যায়, ডক্টর চেয়র সমজে ও প্রণয় পাজনট- শিক্ষার দাশনিক ভিত্ত- রতীতা বুক এজেন্সি
25. প্রজমাদ বঙ্কু সনগু ও পীযুষ কাঠ স াষ- ভারতীয় দর্শন- বানার্শ পাবলিশাস
26. ডঃ অভ্যেৎ কু মার পাল- মহান শিক্ষাবিদ জনর কিতো - ক্লাসিক বুকস
27. অধ্যাপক সমাজ শর্কবতী ও ডক্টর সানবাল- শিক্ষা তত্ত্বের স াড়ার কিতো- স্ক. পাবলিকেশন র্ক্রবতী
28. সুশীল রায়- শিক্ষা মজাবদা- সমসামা বুক এজেন্সি
29. ড. বিসেন সরকার - শখন ও শিক্ষণ - অজমাল পাবলিকেশন
30. ড. বিসেন সরকার- শশু ও বকাশ - অজমাল পাবলিকেশন
31. ড. বিসেন সরকার- শখন ও মজাবদা- অজমাল পাবলিকেশন

32. ড. বিবেক সরকার- শিক্ষা মজল্লাবদনা- আজমাল পাবলজকশন
33. পাল, ধর, দাস, বানানাে- পাঠদান ও শখজনর মনসজ- রতা বুক এজোি
34. কলনা সসন বরাে, কনকা সর্ধুরী- শিক্ষার মজল্লাববজ্ঞানক ভক্ত- পর তশীল পাবলজকশন
35. েয় সমজে, রুমা সদব ও বরাে লক্ষ্মী স াষ- বকাশ ও শখজনর মনসজ - রতা পাবলজকশন

B.A. Education (Honours) Semester-II

B.A. Education (Honours)

SEMESTER-II

EDU-H-CC-T-3: Psychological Foundation of Education

Core Course; Credit-6. Full Marks-75

Course Learning Outcome:

After completion of this 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 Content:

Unit-I : Educational Psychology and Developmental aspects of human life

(Class hours : 20)

- a) Concept, 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 (Piaget's view) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

(Class hours : 25)

- 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 and Strategies for promoting transfer
- d) Motivation: Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication
- e) Memorization: Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

(Class hours : 20)

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

Unit-IV: Personality and Individual differences

(Class hours : 25)

- a) Definition; Heredity & Environment as determinants of Personality.
- b) Type theories (Sheldon, Kretchmer) and Trait theories (Allport, Cattell), Psychoanalytical theory
- c) Measurement of Personality- projective test and non-projective test
- d) Individual differences –meaning, nature, and implications.

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
2. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
3. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
5. A. Woolfolk -Educational Psychology-Pearson Education
6. J. W. Santrock -Educational Psychology-Mc Gray Hill
7. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
8. L. E. Berk - Child Development- PHI Ltd
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. সুশীল রায় - শিক্ষা মনোবিদ্যা - সমাসা বুক এন্ডেডি
11. অরুণ স াষ - শিক্ষাশরয়ী মনো বিদ্যা - এডুকেশনাল এন্টারপ্রাইসে
12. ড. সেন সরকার - শিক্ষা মনোবিদ্যা - আজহা পাবলিকেশন
13. পাল, ধর, দাস, বসানেশ - পাঠদান ও শিক্ষণের মনয় - বিতা বুক এন্ডেডি
14. কল্পনা সমন বরো, কানকা সর্ধুরী - শিক্ষার মনোবিজ্ঞানিক দিক - প্রশীল পাবলিকেশন
15. প্রব কুমার রুকরবর্তী - শিক্ষা মনোবিজ্ঞানের রূপজরখা - বিতা বুক এন্ডেডি
16. সেন সমরো, রুমা সদব ও সেনাে লক্ষী স াষ - কেশ ও শিক্ষণের মনয় - বিতা বুক এন্ডেডি

B.A. Education (Honors)
SEMESTER-II
EDU-H-CC-T-4: History of Education in Colonial India
Core Course; Credit-6. Full Marks-75

Course Learning outcome:

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

- Discuss the development of education in Colonial India in historical perspectives.
- Elaborate the contributions of various Education Commissions for the development of Education System in colonial 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 reforms under colonial rule.
- Explain the nature of basic education.
- Discuss the impact of the colonial rule on the development of Indian Education.

Course Content:

Unit: I: Education in 19th Century in India (Class hours: 12)

- a) Charter Act of 1813 and its Educational Significance
- b) Introduction of Oriental –Occidental Controversy
- c) Contribution of Macaulay’s Minute (1835) in Education
- d) Wood’s Despatch (1854) : Majors Recommendations and its Educational Significance
- e) Indian Education Commission or Hunter Commission (1882): Majors Recommendations and its Educational Significance

Unit: II: Bengal Renaissance and Its Influence on Education (Class hours: 13)

- a) Concept Bengal Renaissance
- b) Causes of Bengal Renaissance
- c) Characteristics of Bengal Renaissance
- d) Contribution of Raja Ram Mohan Roy, Derozio and Vidyasagar in Education.
- e) Impact of Bengal Renaissance on Education,

Unit: III: Educational policy of Lord Curzon & National Education Movement (Class hours: 25)

- a) Shimla Conference 1901
- b) The Indian Universities Commission 1902
- c) The Indian Universities Act 1904
- d) Govt. of India’s Resolution on Indian Educational Policy 1904
- e) Contribution of Curzon contribution in Indian Education
- f) National Education Movement :
 - Concept and Characteristics of National Education Movement,
 - Impact of National Education Movement
 - Phases of National Education Movement
 - Causes of Failure of the Movement
 - Influence of National Education Movement on Future Development of Indian Education

Unit: IV: Education in between 1st and 2nd world war (Class hours: 25)

- a. The Calcutta University Commission/ Sadler Commission (1917-1919) :Majors Recommendations and its influence on future Development of Education
- b. Basic Education(1937) : Concepts , Characteristics , Merits &Demerits
- c. Abbott- Wood Report(1937) : Majors Recommendations and its influence of future development of Education in India
- d. The post – war plan of educational development/ Sargent Plan Report(1944): Majors Recommendations and its influence of future development of Education in India
- e. Educational Policy in Colonial India
- f. Progress of School Education (Primary & Secondary) Education in Colonial India
- g. Progress of Girls and Women Education in Colonial India

Suggested Readings:

1. J.C. Aggarwal- Modern Indian Education : History,Development And Problems- Shipra Publications
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education-Vikas Publication
3. Nurulla & Naik- A Students History in India- S.G. Wasani for Macmilan Company of India.
4. S. S. Ravi – A Comprehensive Study of Education-PHI Learning Ltd.
5. B. K. Nayak- History Heritage and Development of Indian Education
6. সেমাণি পরসাদ বন্দ্যোপাধ্যায় - ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা - সমকাল লাইব্রেরী
7. ভাণ্ডারী ভূষণ ভট্টাচার্য - ভারতীয় শিক্ষার রূপরেখা - অ-আ-ক-থ প্রকাশনী

B.A Education (Honours)

Semester II

Edu-H-GE-T-2: Historical and Sociological foundations of Education Generic Elective Course; Credit 6, Full Marks 75

Course Learning outcome:

After completion of the course the learners will able to;

- Explain the development of education in India in historical perspectives.
- Discuss the contribution of education commission in post independent India.
- Explain the National policy on Education and National Education systems.
- Discuss the meaning, nature, and scope of educational Sociology and Relation between Education and Sociology,
- Define Social Groups, Socialization and Social institution and Agencies of Education.
- Explain the Social change and its impact on Education.

Course content:

Unit 1: Education in 19th and 20th Century in India

(Class hours: 21)

- a) Charter Art of 1813 and its educational significance
- b) Macaulay Minuets 1835 and its educational significance
- c) Wood's Dispatch (1854): Major Recommendations and its importance in Education.
- d) Indian Education Commission (1882-83) : Major Recommendations and its impact of Education
- e) Contribution of Lord Curzon in Indian Education
- f) National Education Movement: Concept, characteristics & its Impacts in Education
- g) Sadler Commission (1917) : Major Recommendations and its impact on future development of Education
- h) Basic Education: Concept, Characteristics, Merits and De-merits.
- i) Sargent Plan Report (1944) : Pre-Primary Education, Primary Education, Secondary Education, Vocational & Technical Education.

Unit 2 : Education in post-independence India and National policy on Education

(Class hours: 19)

- a) University Education Commission (1948-49):Aims and objective, Rural University, Teacher education, Vocational Education, Women Education
- b) Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.
- c) Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of Opportunity.
- d) National Policy on Education 1986 : Main features
- e) Revised National Policy on Education 1992 : Major changes

Unit 3: Educational sociology

(Class hours: 19)

- a) Meaning, Nature and Scope of Educational Sociology
- b) Relation between Education and Sociology
- c) Concept of Educational Sociology and Sociology of Education
- d) Education & Socialization: Meaning, characteristics and factors of Socialization, role of the family and education
- e) Social Institutions and Agencies of Education: Family , School & Mass Media

Unit 4: Some Sociological concept and Education

(Class hours: 20)

- a) Social Group: Meaning and types (primary, Secondary and Tertiary), Characteristics and Educational Significance
- b) Culture: Concept, Characteristics, relation between education and culture
- c) Social change: Concept, types, Role of Education in Social Change
- d) Education and Social stratification: Concept and characteristics, Relation between education and Social Stratification
- e) Education and social Mobility: Concept, Characteristics, Relation between education and Social Mobility.
- f) Value Education: Concept and Role of Education in Value development.

Suggested Books :

1. Y.K.Sharma – Sociological Philosophy of Education-Kanishka Publishers Distributors
2. S.S.Ravi -A comprehensive study of Education-PHI
3. J.C.Aggarwal -Philosophical and Sociological Bases of Education-Shipra Publications
4. B.R.Purkait Milestones of Modern Indian Education- New Central Book Agency
5. J.C.Aggarwal -Landmark in the History of Modern Indian Education –Shipra Publications
6. B.K.Nayak – History of Education in India-Raj Publications
7. B.N.Dash - History of Education in India- Dominant Publishers & Distributors
8. D.C. Bhattacharya- Sociology- Vijaya Publishing House.
9. H. Talesra - Sociological Foundations of Education- Kanishka Publishers
10. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষা দর্শন - সমাসা বুক এজেন্সি
11. দিব্যদু ভট্টাচার্য - শিক্ষা ও সমাজ - বিশ্বাস
12. রুক্মিণী রুক্মিণী - শিক্ষার সমাজে বৈজ্ঞানিক দৃষ্টি - সমাসা বুক এজেন্সি
13. মঞ্জুশা তরফদার - শিক্ষাপ্রণালী সমাজগোষ্ঠী - রুক্মিণী পাবলিকেশন
14. ড. হর কুমার রায়চৌধুরী ও ড. কান্তা রুক্মিণী - শিক্ষার সমাজগোষ্ঠী - রীতা পাবলিকেশন

B.A Education (Honours) Semester-III

B.A. Education (Honours)

SEMESTER-III

EDU-H-CC-T-5 : Educational Evaluation & Statistics

Core Course; Credit-6. Full Marks-75

Course Learning outcome:

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
- Calculate the central tendency
- 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 content:

Unit-I: Measurement, Assessment and Evaluation in Education (Class hours: 10)

- a) Measurement- Concept, Scope and Need
- b) Evaluation - Concept, Scope and Need
- c) Relation among Evaluation, Assessment and Measurement.
- d) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

Unit-II: Evaluation Process (Class hours: 20)

- a) Evaluation Process:
 - Formative - Concept, Characteristics, Advantages, Limitations.
 - Summative - Concept, Characteristics, Advantages, Limitations
 - Comparison between Formative & Summative evaluation.
- b) Norm-Referenced Test and Criterion Referenced Test- Concept, uses, comparison.
- c) Grading system and Credit system- Concept only.

Unit-III: Tools and Techniques of Evaluation (Class hours: 25)

- a) Techniques: (Concept, Merits & Demerits)
 - Observation
 - Self reporting technique
 - Projective technique
- b) Tools:
 - Interview - Concept, Merits & Demerits
 - Questionnaire- Concept, Merits & Demerits
 - Tests- Essay type and Objective type; Short answer type and Oral type.
 - Personality Test- Rorschach Ink Blot Test
 - Interest Test- Kuder Richardson Test

- c) Characteristics of a good test:
- Objectivity- Concept, Characteristics, Types of Objective Test Vs Subjective test.
 - Reliability- Concept, Characteristics, Various types (test-retest and split half), Causes of low Reliability.
 - Validity- Concept, Causes of low Validity, Types (Content & Construct), Determination.
 - Norms- Concept, Types and their uses.

Unit-IV: Educational Statistics

(Class hours: 20)

- a) Educational Statistics - Concept, Scope and Need
- b) Organization and Tabulation of Data- Raw score, frequency distribution table.
- c) Variable – Concept, Types (Continuous & Discrete)
- d) Central Tendency (Mean, Median & Mode) – Concept, uses and estimation
- e) Variability- Measures of Variability and their uses (Concept only)

Suggested Books:

- 1) S. K. Mangal- Statistics in Education and Psychology-PHI
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences-Bharati Bhawan
- 3) H.E. Garret- Statistics in Education and Psychology-Paragon Publication
- 4) R. A. Sharma- Mental Measurement and Evaluation-Surjeet Publication
- 5) সুশীল রায় - মূল্যায়ন: নীতি ও সকাশল - সমাধা বুক এন্ড এডুকেশন
- 6) সদবাসীষ পাল এবং সদবাসীষ ধর - শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতা পাবলিকেশন
- 7) পূর্ণশঙ্কর আর্ষ - শিক্ষা সক্ষমতা মূল্যায়ন ও মূল্যায়ন - শ্রী তারা প্রকাশনী
- 8) সত্যেন্দ্র সরঞ্জখল ও সত্যেন্দ্র কুমার দত্ত - রাষ্ট্রশিক্ষার জুমকা - বিশ্ব ভাওয়াল প্রকাশক
- 9) স্বপন কুমার ঢালী - শিক্ষায় পরিমাপ ও মূল্যায়ন - প্রভাতী পাবলিকেশন

B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-6: Philosophical foundation of Education – II
Core Course; Credit-6. Full Marks-75

Course Learning outcome:

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

- Discuss Vedanta, Nyaya and Sankhya philosophy in terms of knowledge, reality and value
- Explain principle of Humanism and influence of Humanism on different aspects of Education
- Explain principle of Realism and influence of Realism on different aspects of Education
- Discuss educational philosophy and contribution of Great educators including Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo, Rousseau, Dewey, Froebel, Montessori
- Explain different aspects of Discipline and freedom

Course Content:

Unit-1: Indian Schools of Philosophy (Theistic) (Class hours:20)

- a) Vedanta- knowledge, reality and value
- b) Nyaya- knowledge, reality and value
- c) Sankhya- knowledge, reality and value

Unit-2: Western Schools of Philosophy (Class hours: 25)

- a) Humanism: Principle of Humanism and influence of Humanism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)
- b) Realism: Principle of Realism and influence of Realism on different aspects of Education (Aims, Curriculum, Methods, Teacher & Discipline)
- c) Comparison between Indian Philosophy and Western Philosophy

Unit-3: Great Educators and their educational philosophy (Class hours: 20)

- a) Indian: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Shri Aurobindo
- b) Western: Rousseau, Dewey, Froebel, Montessori

Unit-4: Discipline and Freedom in Education (Class hours: 15)

- a) Discipline: Concepts, types and need.
- b) Free discipline: Concept, advantages and limitations
- c) Relation between Discipline and order
- d) Relation between Discipline and Freedom
- e) Problems of building discipline in Educational Institution
- f) Ways of building discipline in Educational Institution

Suggested Books:

1. J. C. Aggarwal- Theory and Principles of Education-Vikas Publishing House
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education- Vikas Publishing House
3. S. P. Chaube & A. Chaube – Foundations of Education- Vikas Publishing House
4. K. K. Shrivastava- Philosophical Foundations of Education- Kaniska Publisher
5. S. S. Ravi – A Comprehensive Study of Education-PHI Learning private limited
6. M. Sharma – Educational Practices of Classical Indian Philosophies- Bhargava Book House

7. S. S. Chandra & R. K. Sharma- Philosophy of Education- Atlantic Publisher
8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited
9. ড. ঞনায়ক র্দ ও ড. তানী হালদার - ঞক্ষার দাশািক পাপ্রাত - আহলী পাবাশাসশ
10. সূশীল রায় - ঞক্ষাত্ত ও ঞক্ষা দশন - সসামা বুক এােি
11. অরনা বদাপাধ্যা়- ঞক্ষা দশন ও ঞক্ষা নীত - ব. ব. কুু সি
12. দবদু উটারা়শ - ঞক্ষা ও দশন - ঞয়ারসন পাবাাকশন
13. বভু র্জন গুহ - ঞক্ষায় পি়ক্ ৭ - সশাতা পাবাাকশন
14. অরুণ সা - ঞক্ষা ঞজ্ঞানর দশন ও মূল তর- সসামা বুক এােি
15. স্টু দাস হালদার ও প্রশান্ত শমশা - ঞক্ষাত্ত ও ঞক্ষানীত - বযাােশ পাবাাশাসশ
16. ঞ মনুদল - ঞক্ষা দশন ও ঞক্ষা ঞজ্ঞান - ঞািক বুকস
17. সবা দ ও সদাকা গুহ - ঞক্ষা দশন ও দাশািকদর অবদান - পু ঞতীল পুকাশক
18. ডক্টর ঞর কু মার র্টািপাধ্যা়, ডক্টর েয়্ সমে, পুণয় পাজু - ঞক্ষার দাশািক ঞ - ঞতা বুক এােি
19. পুণমাদ বঙ্কু সসনগুু, পীযূষ কা সা - ভারতীয় দশন - বযাােশ পাবাাশাসশ
20. ডঃ আাে কু মার পাল - মহান ঞক্ষাবদ ঞণর কি়া - ঞািক বুকস
21. অধ্যাপক সযা শ র্করবর্তী ও ডক্টর সানযাল - ঞক্ষা ত্তর স াড়ার কি়া - স. র্করবর্তী পাবাাকশন

B.A. Education (Honours)
SEMESTER-III
EDU-H-CC-T-7: Inclusive Education
Core Course; Credit-6. Full Marks-75

Course Learning outcome:

After completion the course the learners will be able to:

- Discuss the concept, nature, historical perspectives, principles, need of inclusive education.
- Discuss major provisions of PWD Act (1995), National Policy for person with Disabilities-2006, The Rights of Person with Disabilities Bill(RPWD Bill)-2016
- Discuss on RCI,NIOH, NIMH, NIVH
- Describe the barriers of Inclusive Education.
- Explain the development of competencies for Inclusive Education and measures needed for putting inclusion in practice
- Discuss on Differentiated Instruction and Inclusive Instructional Strategies at school level
- Discuss the practices of Inclusive Education
- Describe the Inclusive School Environment

Course content:

Unit I: Inclusive Education

(Class hours: 20)

- a) Concept, Nature and Need
- b) Historical perspective-
 - Special education – Concept Only
 - Integrated education- Concept Only
 - Mainstreaming education- Concept Only
 - Principles of Inclusive education.
 - Differences between Special Education and Inclusive Education
- c) Government policies (Major provisions only)
 - PWD Act, 1995
 - National Policy for person with Disabilities-2006
 - The Rights of Person with Disabilities Bill(RPWD Bill)-2016
- d) RCI,NIOH, NIMH, NIVH - Functions only

Unit II: Competencies development for Inclusive Education

(Class hours:20)

- a) Barriers of Inclusive Education
- b) Development of Qualities
 - Attitude : Concept, needs, Role of teacher
 - Positive Behavior : Concept, needs, Role of teacher
 - Social Skill for Inclusion: Concept, needs, Role of teacher
- c) Measures needed for putting inclusion in practice

Unit III: Inclusive Education and its Practices

(Class hours:20)

- a) Differentiated Instruction (Meaning, nature, needs)
 - Peer Tutoring
 - Co-operative learning
 - Collaborative learning
- b) Inclusive Instructional Strategies at school level(Meaning, nature, needs)
 - Remedial teaching.
 - Team Teaching.
 - Circles of Friends

Unit -IV: Inclusive School Environment

(Class hours:12)

- Infrastructural facilities for an ideal Inclusive School.
- Teachers Role in Inclusive Classroom
- Inclusiveness in classroom
- Role of technology in inclusive classroom-aids and appliances
- Problems faced by teachers in making truly inclusive school.

Suggested Books:

- Gaya Jit Singh, Jaswant Kaur Virk-Inclusive Education Paperback – Twenty First Century Publication, New Delhi(2016)
- S. K Mangal, ,Shubhra Mangal-Creating an Inclusive School Paperback –PHI, New Delhi (2019)
- Neena Dash-Inclusive Education for Children With Special Needs Paperback – Atlantic Publishers and Distributors Pvt. Ltd.(2006)
- Hena Siddiqui -Inclusive Education Paperback – Agrawal Publication(2019)
- Bharati Kaushik- Creating Inclusive Schools: Theory, Process And Practice Paperback-SAGE Publications India Pvt. Ltd.(2019)
- Pratiksha Modi - Creating an Inclusive Education Paperback – LAP Lambert Academic Publishing (2021)
- উন্নয়নশীল-অনুভব শিখন-মূলক বিদ্যালয় সংগঠন-আইআই পাবনা বিশ্ববিদ্যালয়
- সদবেশে সদবনামিত ও আশীষ কুমার সদবনামিত-বাতক্রমী শিশু ও তার শিক্ষা-রতা বুক এন্ডেড

B.A. Education (Honours)
SEMESTER-III
EDU-H-GE-T-1/3: Philosophical and Psychological foundation of Education
Generic Elective Course: Credit-6. Full Marks-75

Course Learning outcome:

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.
- 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.

Course Content:

Unit-I: Concept, Scope, Aim and factors of Education (Class hours:16)

- a) Meaning, Nature and Scope of Education.
- b) Individualistic and socialistic aim- (Meaning, characteristics and Difference)
- c) Meaning and scope of educational Philosophy; Relation between education and philosophy.
- d) Factors of Education
 - Child: Meaning and characteristics of child centric education system
 - Teacher: Qualities and duties of a good teacher
 - Curriculum: Meaning, nature, types and Importance
 - School: Meaning and Function

Unit-II: : Schools of Philosophy, Great Philosophers and their educational philosophy (Class hours:20)

- a) Concept : Indian schools of Philosophy
 - Meaning and Nature/Concept
 - Importance in Education
 - Sankhya,Vedanta, Buddhism; Nature / in terms of knowledge, reality and value
- b) Concept : Western schools of Philosophy
 - Meaning and Nature/ Concept
 - Importance in Education
 - Idealism, Naturalism, Pragmatism: Nature/ special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- c) Great Educators
 - Indian Philosophers : Swami Vivekananda, Rabindranath Tagore
 - Western Philosopher: Rousseau, Dewey

Unit-III: Educational Psychology and Development (Class hours:20)

- a) Concept, 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 (Piaget's view) of Infancy, Childhood and Adolescence period and educational Importance.

Unit-IV: Different aspects of Educational Psychology

(Class hours:20)

- a) Learning:
 - Definition and characteristics of Learning
 - Factors influencing learning
 - Theory of learning and its implications: Classical Conditioning
- b) Intelligence: Definition and nature
- c) Transfer of Learning: Concept & Types (Positive, Negative & Zero)
- d) Motivation: Types, factors and Role of Motivation in learning
- e) Memorization: Definition, factors, Types.
- f) Forgetting: Meaning and causes
- g) Creativity: Meaning, factors
- h) Individual differences: Meaning, types and implications

Suggested Books:

1. J. C. Aggarwal – Theory and Principles of Education – Vikas Publishing House.
2. J. C. Aggarwal – Philosophical and Sociological Bases of Education – Vikas Publishing House.
3. S. P. Chaube & A. Chaube – Foundations of Education – Vikas Publishing House.
4. K. K. Shrivastava – Philosophical Foundations of Education – Kaniska Publisher.
5. S. S. Ravi – A Comprehensive Study of Education – PHI Learning Private Limited.
6. M. Sharma – Educational Practices of Classical Indian Philosophies – Bhargava Book House.
7. S. S. Chandra & R. K. Sharma – Philosophy of Education – Atlantic Publisher.
8. M. K. Goswami – Educational Thinkers : Oriental and Occidental, Thoughts and Essays– Asian Books Private Limited.
9. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
10. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
11. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
12. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
13. A. Woolfolk -Educational Psychology-Pearson Education
14. J. W. Santrock -Educational Psychology-Mc Gray Hill
15. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
16. L. E. Berk - Child Development- PHI Ltd
17. B. N. Dash & N. Dash –A Test Book of Educational Psychology
18. সুশীল রায় - শিক্ষা তত্ত্ব ও শিক্ষা দর্শন - সমসামান্য বুক এজেন্সি
19. অরুণা বসুদাপাধ্যায় - শিক্ষা দর্শন ও শিক্ষানীতি - বি. বি. কুন্সু সি
20. বিভূ রঞ্জন গুহ - শিক্ষায় পরিষ্কার - সমাজ পাবলিকেশন
21. অরুণ সান্না - শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব - সমসামান্য বুক এজেন্সি
22. সত্যজিৎ দাস হালদার ও প্রশান্ত শর্মা - শিক্ষাতত্ত্ব ও শিক্ষানীতি - বনানী পাবলিকেশন
23. সত্যজিৎ মন্ডল - শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান - ক্লাসিক বুকস
24. সবিব দত্ত ও সদাশঙ্ক গুহ - শিক্ষা দর্শন ও দার্শনিকদের অবদান - প্রতীক প্রকাশক
25. ডক্টর হর কুমার রায়চৌধুরী, ডক্টর হেমন্ত সমরসিংহ ও প্রণয় পাণ্ডা - শিক্ষার দার্শনিক দৃষ্টি - রীতি বুক এজেন্সি

26. প্রথমদ বন্ধু সমনগুণ ও পীযুষ কাম সাস - ভারতীয় দশদন - বয়নশেশ পাবাশাসশ
27. ডঃ অক্ষয় কুমার পাল - মহান শিক্ষাদ জনর কিতো - কলকাতা বুকস
28. অধাপক স্যাজ শ রুকুবর্তী ও ডক্টর সান্যাল - শিক্ষা তত্ত্বের সাড়ার কিতো - স্ক. রুকুবর্তী পাবাশাসশন
29. ড. বিনায়ক র্দ ও ড. তানী হালদার - শিক্ষার দাশনিক পারিপ্ৰায়ত - আহলী পাবাশাসশ
30. সুশীল রায় - শিক্ষা মজনািদয়া - সমামা বুক এগোি
31. অরুণ সাস - শিক্ষাশ্রমী মজনা িদয়া - এডুকশনাল এন্টারপ্রাইসেস
32. ড. বেন সরকার - শিক্ষা মজনািদয়া - আহলী পাবাশাসশন
33. পাল, ধর, দাস, বয়নশেশ - পাঠদান ও শিখনর মনসত্ত - তো বুক এগোি
34. কল্পনা সমন বরো, কাকার মর্ধুরী - শিক্ষার মজনািববগোিক তত্ত্ব - পর তীল পাবাশাসশন
35. প্রণব কুমার রুকুবর্তী - শিক্ষা মজনািববগোিকর রুপতরখা - তো বুক এগোি
36. েশ্বর সমরো, রুমা সদব ও বরো লক্ষ্মী সাস - কাকার ও শিখনর মনসত্ত - তো বুক এগোি

B.A. Education (Honours)
SEMESTER-III
EDU-H-SEC-T-1(A): Statistical Analysis
Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning outcome:

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 content:

Unit-I: Descriptive Statistics

(Class hours:20)

- 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) Graphical Representation of data: Bar graph, Polygon, Histogram, Ogive (Meaning, steps, advantages & disadvantages)
- d) Percentile and Percentile Rank-Concept, Calculation, Application,
- e) Graphical determination.

Unit-II: Relationship and Inferential Statistics

(Class hours:15)

- 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) Concept of derived score, Methods of transforming test score into Sigma score, standard score, Z-score & T-score and their interpretation.
- c) Parametric and Non-Parametric Test- (only Concept and Uses).

Sessional Hands on Activities

- Construction of Graphical representation of data.
- Calculate - Mean, Median and Mode; Range, AD, SD & QD; PP, PR; Co-relation, sigma score, standard score, t-score, Z-score.

Instruction: Only theoretical examination will be held.

Suggested Books:

- 1) S. K. Mangal- Statistics in Education and Psychology-PHI
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences-Bharati Bhawan
- 3) H.E. Garret- Statistics in Education and Psychology-Paragon Publication
- 4) R. A. Sharma- Mental Measurement and Evaluation-Surjeet Publication
- 5) সুশীল রায়- মূল্যায়ন: নীতি ও সকাশন- সমস্যা বুক এন্ড এডিটিং
- 6) সদবাসীষ পাল এবং সদবাসীষ ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতি পাবলিকেশন
- 7) পূর্ণেশদু আর্শাশ- শিক্ষা সঞ্চয় মূল্যায়ন ও মূল্যায়ন- শ্রী তারা প্রকাশনী
- 8) স্যেজদব সরজখল ও সমনভাষ কুমার দত্ত- রাষ্ট্রবিজ্ঞানের ভূমিকা- বিশ্ব ভাওয়াল প্রিন্টার্স এন্ড পাবলিশার্স

শিল্প

9) স্বপন কুমার ঢালী- ক্রমায় পামাপ ও মূল্যায়ন- গুৰভাতী পাবলিকেশন

B.A. Education (Honours)
SEMESTER-III
EDU-H-SEC-T-1(B) : Achievement Test
Skill Enhancement Course; Credit-2. Full Marks- 50

Course Learning outcome:

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

- Define Test
- Identify the Test item
- Discuss the type of Test item
- Define Achievement Test
- Explain the characteristics of Achievement Test
- State the objectives of Achievement Test
- Discuss the functions of Achievement Test
- Describe the functions of Test item
- Construct Achievement test

Course content:

Unit-I: Concept of test and test item

(Class hours:10)

- a) Test – Concept, meaning & characteristics
- b) Test item –
 - Identification of test item
 - Types of test item (Concept, characteristics, advantage, limitation)
 - ✓ Essay type test (Extended and Restricted)
 - ✓ Objective type test (MCQ, True-False, Matching)
 - ✓ Speed test and Power test
 - ✓ Individual test and Group test

Unit-II: Concept & Different aspects of Achievement Test

(Class hours:15)

- a) Meaning of Achievement test
- b) Characteristics of Achievement Test
- c) Objectives of Achievement Test
- d) Principles of Achievement test construction
- e) Functions of Achievement Test
- f) Steps involved in the construction of Achievement Test

Sessional Hands on Activities

Construct of an Achievement Test on the following topic-

- Educational Philosophy
- Educational Psychology
- Educational Sociology
- History of Education
- Educational Evaluation

Instruction:

- ✓ **Only theoretical examination will be held.**

Suggested Books:

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

Bhawan

- 3) H.E. Garret - Statistics in Education and Psychology - Paragon Publication
- 4) R. A. Sharma - Mental Measurement and Evaluation - Surjeet Publication
- 5) সুশীল রায় - মূল্যায়ন: নীতি ও সক্ষমতা - সমস্যা বুক এন্ড এডুকেশন
- 6) সদবাসীষ পাল এবং সদবাসীষ ধর - শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতি পাবলিকেশন
- 7) পুণশন্দু আর্য়াশ - শিক্ষা সক্ষমতা মূল্যায়ন ও মূল্যায়ন - শ্রী তারা প্রকাশনী
- 8) স্যেদব সরজখল ও সন্তোষ কুমার দত্ত - রাষ্ট্রায়ত্ত্বাক্রমের ভূমিকা - বিশ্ব ভাওয়াল প্রাইভেট লিমিটেড
- 9) স্বপন কুমার ঢালী - শিক্ষায় পরিমাপ ও মূল্যায়ন - প্রভাতী পাবলিকেশন

B.A. Education (Honours)

Semester-IV

B.A. Education (Honours)

SEMESTER-IV

EDU-CC-T-8: History of Education in Ancient and Medieval India
Core Course; Credit 6. Full Marks 75

Course Learning Outcomes:

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

- Discuss the features, aims, objectives, curriculum, teaching methods, student teacher relationship and evaluation system of Vedic system of Education.
- 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.

Course Content:

Unit 1: Vedic System of Education:

Class Hours-15

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

Unit 2: Brahmanic System of Education:

Class Hours-20

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher -Pupil relation and Evaluation System.
- c) Centres of Learning: Takshasila and Nabadwip

Unit 3: Buddhistic System of Education:

Class Hours- 20

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher- Pupil relation and Evaluation System.
- c) Centres of Learning: Nalanda and Vikramasila
- d) Comparison between Brahmanic System of Education and Buddhistic System of Education.

Unit 4: Medieval System of Education:

Class Hours-20

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

- c) Contribution of Akbar and Aurangageb
- d) Centres of Learning: Fatepur Sikri and Delhi

37

Suggested Readings:

1. S.M. Jafar --Some Cultural Aspects of Medieval India ,
2. B.R. Purkait -- Milestone in Ancient and Medieval Indian Education. Central Book Agency. Kolkata.
3. A.S.Altekar -- Education in Ancient India.
4. E.E.Keay --India Education in ancient times.
5. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
6. S. S. Ravi – A Comprehensive Study of Education
7. J. P. Banerjee – Education in India: Past, Present and Future
8. S. P. Chaube& A. Chaube – Education in Ancient and Medieval India
9. B. K. Nayak- History Heritage and Development of Indian Education
10. B. N. Dash –History of Education in India
11. Dr. Harisadhan Goswami- Bharatiya Shikshay Itihas (Bengali Version)
12. Bhaktibhuson Bhakta- Bharatiya Shikshay Ruprekha (Bengali Version)
13. Ranajit Ghosh- Bharater Shiksha: Prachin, Madhya, Adhunik Yug (Bengali Version)
14. Jyotiprasad Bandhopadhaya- Adhunik Bharater Shiksha Bibortan (Bengali Version)

B.A. Education (Honours)

SEMESTER-IV

EDU-H-CC-T-9: Psychological Foundation of Education-II Core Course; Credit-6, Full marks-75

Course Learning Outcomes:

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

- Explain meaning, nature and scope of Neuropsychology.
- Explain the structure and function of human brain and nervous system.
- Describe Moral development theory, Psycho-social development theory and Psychoanalysis theory.
- Describe Social development theory and Social learning theory.
- Explain the concept of Pedagogy and Andragogy and its difference.

Course Content:

Unit -I: Neuropsychology

Class hours- 18

- a) Concept, nature and scope of Neuropsychology
- b) Structure and function of human brain
- c) Concept, types and function of nervous system

Unit-II: Psychology of Development

Class hours-20

- a) Moral development theory of Kohlberg and its educational implication
- b) Theory of Psychosocial development and its educational implication
- c) Theory of Sigmund Freud: concept of Psychoanalysis and its principles,

Unit-III: Psychology of Learning

Class hours-20

- a) Social learning theory of Bandura and its educational implication
- b) Social Competence and Social Cognition-meaning, nature, need
- c) Social Constructivism:- Concept, nature, Social development theory of Vygotsky and its educational implication

Unit-IV: Psychology of Instruction

Class hours-17

- a) Concept of teaching, learning, instruction and indoctrination
- b) Pedagogy, Pedagogical Analysis:- Meaning, nature, need and stages
- c) Andragogy:- meaning, principles, Theory of Andragogy (Malcolm Knowles) and difference between Pedagogy and Andragogy

Suggested Books:

1. S.K. Mangal- Essentials of Educational Psychology- PHI Ltd
2. J.C. Aggarwal- Essentials of Educational Psychology- Vikas Publisher
3. S.K. Mangal- Advanced Educational Psychology- PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology- Vikas Publisher
5. সুশীল রায়- শিশু মনোবিদ্যা- সোম্যা বক এজেন্সি
6. পাল, ধর, দাস- পাঠদান ও শিখনের মনোবিদ্যা - শরত বক এজেন্সি
7. পেডাগগিগঃ স্যাবিক ধারণা - কমলেশ করণ ও সিকিংসক করণ- রীতা পাবলিকেশন
8. শিশুর মনোবৈজ্ঞানিক চিন্তা- কবনা সেন বরুট ও কণিকা চেম্বুরী- অগতিশীল প্রকাশক
9. শিশু মনোবিজ্ঞানের প্রেরণা- ডঃ পণ্ডিত চুবতা- উষা পাবলিশিং হাউস
10. শিশু মনোবিদ্যা ও শিশু মনোবিজ্ঞান- ডঃ দেবশিস পাল- রীতা পাবলিকেশন
11. শিশু মনোবিদ্যার ল ইসলাম - গধর প্রকাশনী

1913

B.A. Education (Honours)

SEMESTER-IV

EDU-H-CC-T-10: Introduction to Educational Research

Core Course; Credit-6. Full Marks-75

Course Learning Outcomes:

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

- Define and explain the meaning, and nature of Research.
- Discuss the meaning and nature of Educational Research.
- Identify sources of data for Research.
- Describe different types of Research.
- Describe the meaning of Research Problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data, Population, Sample and Sampling.
- Analyze the Qualitative and Quantitative data.
- Describe the process of collecting data and testing Hypothesis.
- Understand the meaning of Research Ethics.
- Apply basic statistics and graphical presentation in real life problem.

Course Content:

Unit-I: Research-meaning and nature:

Class hours-10

- a. Meaning and nature of Research and scientific inquiry
- b. Research worthy problem- meaning and characteristics
- c. Sources of knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- d. Importance of Research

Unit-II: Educational Research- meaning, nature and types **Class hours-25**

- a. Meaning, nature & scope of Educational Research
- b. Types of Research:
 - Basic, Applied & Action Research;
 - Longitudinal and Cross Sectional Research.
 - Historical- meaning, nature and steps
 - Descriptive- meaning, nature and steps
 - Experimental research- meaning and nature
 - Quantitative and Qualitative Research-concept only
- c. Importance of Educational Research.

Unit-III: Basic Ideas of Research

Class hours-25

- a. Review of Related Literature - concept and purpose
- b. Variable - meaning and types (Dependent, Independent, and Intervening)
- c. Research Hypothesis - meaning, nature and types
- d. Population and Sample:
 - Concepts of Population, Sample and Sampling,
 - Need of Sampling
 - Types of Sampling techniques- Non-Probability, Probability- meaning and nature
- e. Research Ethics: Meaning and nature.

Unit-IV: Research Data:**Class hours-15**

- a. Qualitative and Quantitative data- meaning, nature and uses
- b. Tools of data collection- characteristics, merits and demerits of portfolio and rating scale
- c. Descriptive statistics (Central tendencies, Dispersion- meaning, uses, and estimation)
- d. Graphical representations- used in Research (Histogram, Frequency Polygon, Pie chart)
- e. Inferential Statistics-meaning, types- Parametric and non-Parametric (concept and nature only)

Suggested Books:

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. Debasis Pal- Gabeshona Padhyati O Rashibigyaner Koushol (Bengali Version)

B.A. Education (Honours)
SEMESTER-IV

EDU-H-GE-T-4: Historical and Sociological Foundations of
Education Generic Elective Course; Credit 6, Full
Marks 75

Course Learning Outcomes:

After completion of the course the learners will able to:

- Explain the development of education in India in historical perspectives.
- Discuss the contribution of Education Commission in Post Independent India.
- Explain the National Policy on Education and National Education systems.
- Discuss the meaning, nature, and scope of Educational Sociology and relation between Education and Sociology.
- Define Social Groups, Socialization and Social Agencies of Education.
- Explain the concept of Social Stratification, Mobility and Role of education in it.

Course Content:

Unit-I: Education in 19th and 20th Century in India

Class hours-20

- a. Charter Act of 1813 and its educational significance
- b. Macaulay Minuets 1835 and its educational significance
- c. Wood's Dispatch (1854): Major Recommendations and its importance in Education.
- d. Indian Education Commission (1882-83) : Major Recommendations and its impact of Education
- e. National Education Movement: Concept, characteristics & its impacts in Education
- f. Sargent Plan Report (1944): Pre-Primary Education, Primary Education, Secondary Education.

Unit- II: Education in Post-Independence India

Class hours- 20

- a. University Education Commission (1948-49): Aims and objectives, Rural University, Teacher education, Vocational Education, Women Education
- b. Secondary Education Commission (1952-53): Aims and objectives, Structure of school Education System, Curriculum and evaluation System.
- c. Indian Education Commission (1964-66): Aims and objectives, Structure of Education System, Curriculum and Evaluation System, language policy and Equality of opportunity.
- d. National Policy on Education 1986: Main features

Unit -III: Educational Sociology

Class hours- 15

- a. Meaning, Nature and Scope of Educational Sociology
- b. Relation between Education and Sociology
- c. Education & Socialization: Meaning, characteristics and factors of Socialization, role of the education in Socialization
- d. Social Agencies of Education: Family and School.

Unit-IV: Some Sociological concept in Education

Class hours: 20

- a. Social Group: Meaning and types (Primary and Secondary), characteristics and educational significance
- b. Culture: Concept, characteristics, relation between education and culture
- c. Social Stratification: Definition and characteristics, role of education in Social Stratification
- d. Social Mobility: Concept, characteristics, role of education in Social Mobility.

Suggested Books:

1. Y.K.Sharma – Sociological Philosophy of Education- Kanishka Publishers Distributors
2. S. S. Ravi -A comprehensive study of Education-PHI
3. J.C. Aggarwal-Philosophical and Sociological Bases of Education-Shipra Publications
4. B.R.Purkait Milestones of Modern Indian Education- New Central Book Agency
5. J.C. Aggarwal-Landmark in the History of Modern Indian Education –Shipra Publications
6. J.P.Banerjee -Education in India; Past, Present, and Future
7. B.K.Nayak – History of Education in India-Raj Publications
8. B.N. Dash - History of Education in India- Dominant Publishers & Distribute
9. Anadikumar Mahapatra- Bishoy Samajtotto (Bengali Version)
10. Parimol Bhuson Kar – Samajtotto (Bengali Version)
11. Dr. Harisadhan Goswami- Bharatiya Shikhayar Itihas (Bengali Version)
12. Bhaktibhuson Bhakta- Bharatiya Shikhayar Ruprekha (Bengali Version)
13. Ranajit Ghosh- Bharater Shiksha: Prachin, Madhya, Adhunik Yug (Bengali Version)
14. Jyotiprasad Bandhopadhaya- Adhunik Bharater Shiksha Bibortan (Bengali Version)

B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-P-2 (A): Institutional Survey **(Practical Course) Skill Enhancement Course;** **Credit-2. Full Marks-50**

Course Learning Outcomes:

After the completion of this course the learner will be able to:

- Define the process of Institutional Survey
- Identify and explain the areas of Institutional Survey
- Analysis the different aspects of Institution with data
- Prepare a comprehensive report on an Institution

Guideline:

In an Institutional Survey Researchers may cover any four of the following areas of the Institution and can follow either qualitative or quantitative or mix method of analysis for preparing the report of the Institution. Report should be within 5000 words (A4 pages).

Areas of Institution:

1. Leadership
2. Teacher Quality- Preparation, competence and commitment
3. Linkage and interface - communication with the environment
4. Students - academic and non -academic quality
5. Co-curricular activities- Non scholastic areas
6. Teaching - quality of instructions
7. Office Management - Support services
8. Relationship: corporate life in the institution support
9. Examination -purposefulness and methodology
10. Job Satisfaction -staff morale
11. Reputation

Format for Report of Institutional Survey

1. Front page
2. Certificate from Supervisor
3. Student declaration
4. Acknowledgement
5. Preface
6. Content
7. Chapter 1: Introduction of Topic / theoretical framework of topic
8. Chapter 2: Profile of organization (Statement of the problem, Operational definition, Objectives of the study, Delimitation of the study)
9. Chapter 3: Review of Literature/Background of the study.
10. Chapter 4: Methodology
11. Chapter 5: Data Analysis and Interpretation
12. Chapter 6: Conclusion and Suggestions/ Recommendation
13. References/ Bibliography

: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Viva Voce -20 Marks, Report Writing -20 Marks

B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-P-2(B): Application of Educational/Psychological Tools (Practical Course) Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning Outcomes:

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

- Explain the Study Habit Inventory and Test Anxiety Scale.
- Apply the Study Habit Inventory and Test Anxiety Scale on sample group.

Hands on activities:

- Application of the standardized Study Habit Inventory or Test Anxiety Scale on the sample of home Institution
- Preparing report

Guideline of the practical activity:

- Apply on 50 students of home Institution
- Writing a report on A4 page
 - a. Acknowledgement
 - b. Content
 - c. Name of the Tool
 - d. Introduction
 - e. Objectives
 - f. Methodology:
 - i) Sample and Sampling
 - ii) Description of tool: Name of inventor, Dimensions, No. of test item, Reliability, Validity, Scoring procedure.
 - g. Data Analysis
 - h. Conclusion
 - i. Reference

: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Report writing-20, Viva Voce-20

B.A. Education (Honours)

SEMESTER-IV

EDU-H-SEC-P-2(C): Project Work (Practical Course) Skill Enhancement Course; Credit-2. Full Marks-50

Course Learning Outcomes:

After completion of this course the learner will be able to:

- Explain the process of conducting a Project.
- Prepare a Project Report.

Guideline:

Each student is required to complete anyone project related to any area of the syllabus to be evaluated by External Examiner through viva-voce. The project work will be completed within 5000 words or 25 pages (A4) and to be submitted as per University Schedule:

- Title of the Project: To be selected from the syllabus specified for Core papers.
- Introduction
- Significance of the Study
- Objectives of the Study
- Review of Related Literature/ Background of the study
- Methods and Procedure
- Data Analysis and Discussion
- Conclusion
- References

N.B: Evaluation to be done by External Examiner.

Marks distribution is to be i.e. Report writing-20, Viva Voce-20