

WEST BENGAL STATE UNIVERSITY

SYLLABUS OF EDUCATION HONOURS & GENERAL UNDER CBCS MODE

There will be six semesters in the three-year B.A. Honours in Education. The syllabus consists of 14 Core (C) Courses, 4 Discipline Specific Elective Courses (DSE), 4 Generic Elective (GE) Courses [to be taken from the pool of Generic Elective Courses], 2 Ability Enhancement Compulsory Courses (AECC), and 2 Skill Enhancement Courses (SEC).

SEMESTER WISE COURSE STRUCTURE IN CREDITS

TOTAL SEMESTER – 6

TOTAL CREDITS = 140

SEMESTER -I

Course Code	Course Title	Credit	Marks
EDCACOR01T	Educational Philosophy	6	75
EDCACOR02T	Educational Psychology	6	75
Generic Electives (GE1)	Other than Education	6	75
AECC	Environmental Studies	2	25
Total in Semester -I		20	250

SEMESTER II

Course Code	Course Title	Credit	Marks
EDCACOR03T	Educational Sociology	6	75
EDCACOR04T	Pedagogy	6	75
Generic Electives (GE2)	Other than Education	6	75
AECC	English/Hindi/MIL	2	25
Total in Semester -II		20	250

SEMESTER III

Course Code	Course Title	Credit	Marks
EDCACOR05T	Education in pre independence India	6	75
EDCACOR06T	Education in post independence India	6	75
EDCACOR07T	Contemporary Issues	4	50
EDCACOR07P	Field Tour & Report writing	2	25
Generic Electives (GE3)	Other than Education	6	75
SEC I (EDCSSEC01M)	Skill development for social awareness	2	25
Total in Semester -III		26	325

SEMESTER IV

Course Code	Course Title	Credit	Marks
EDCACOR08T	Educational Management	6	75
EDCACOR09T	Basics of Educational Research and Evaluation	6	75
EDCACOR10T	Statistics in Education	4	50
EDCACOR10P	Statistics Practical	2	25
Generic Electives (GE4)	Other than Education	6	75
SEC II (EDCSSEC02M)	Development of observational skills	2	25
Total in Semester –IV		26	325

SEMESTER V

Course Code	Course Title	Credit	Marks
EDCACOR11T	Guidance and Counselling	6	75
EDCACOR12T	Educational Technology	4	50
EDCACOR12P	Basic ICT	2	25
DSE 1 & 2 (EDCADSE01T) (EDCADSE02T) (EDCADSE03T)	Choose any 2: 1. Women Education 2. Teacher Education 3. Life Skill Education	6+6	75×2
Total in Semester -V		24	300

SEMESTER VI

Course Code	Course Title	Credit	Marks
EDCACOR13T	Curriculum Studies	6	75
EDCACOR14T	Special Education	6	75
DSE 3 & 4 (EDCADSE04T) (EDCADSE05T) (EDCADSE06T)	Choose any 2: 4. Value Education 5. Peace Education 6. Environmental Education	6+6	75×2
Total in Semester -VI		24	300

PROPOSED SCHEME FOR CBCS IN EDUCATION HONOURS (following WBSU structure)

S e m .	CORE COURSE (14)	Elective Discipline (DSE) 4	Elective Generic (GE) 4	Ability Enhancement Compulsory Course (AECC) 2	Skill Enhancement Course (SEC) 2	Total Credit
1	C 1: Educational Philosophy (EDCACOR01T)			Envmnt. Sc		20
	C 2: Educational Psychology (EDCACOR02T)					
2	C 3: Educational Sociology (EDCACOR03T)			English/ MIL Communication		20
	C 4: Pedagogy (EDCACOR04T)					
3	C 5: Education in pre independence India (EDCACOR05T)				SEC-1 Skill development for social awareness (EDCSSEC01M)	26
	C 6: Education in post independence India (EDCACOR06T)					
	C7: Contemporary Issues (EDCACOR07T) Field Tour & Report Writing (EDCACOR07P)					
4	C 8: Educational Management (EDCACOR08T)				SEC-2 Development of observational skills (EDCSSEC02M)	26
	C 9: Basics of Educational Research & Evaluation (EDCACOR09T)					
	C10: Statistics in Education (EDCACOR10T) Statistics Practical (EDCACOR10P)					
5	C 11: Guidance & Counselling (EDCACOR11T)	DSE-1 & DSE- 2 : Choose any 2: a)Women education (EDCADSE01T) b) Teacher Education (EDCADSE02T) c) Life Skill Education(EDCADSE03T)				24
	C12: Educational Technology (EDCACOR12T) Basic ICT (EDCACOR12P)					
6	C 13: Curriculum Studies (EDCACOR13T)	DSE – 3 & DSE – 4 Choose any 2: (a) Value Education (EDCADSE04T) (b) Peace Education (EDCADSE05T (c) Environmental Education (EDCADSE06T)				24
	C 14: Special Education (EDCACOR14T)					
	14	4	4	2	2	140

Distribution of courses in different semesters for Undergraduate course in Arts
(Humanities/Social Sciences) / Commerce

Semester	Core	DSE	GE	AECC	SEC	Total credit
I	DSC 1A DSC 2A English			Environmental Studies		20
II	DSC 1B DSC 2B English			English/MIL Communication		20
III	DSC 1C DSC 2C MIL				SEC 1	20
IV	DSC 1D DSC 2D MIL				SEC 2	20
V		DSE 1A DSE 2A	GE 1		SEC 3	20
VI		DSE 1B DSE 2B	GE 2		SEC 4	20
Total number of courses	12	4	2	2	4	120

SEMESTER 1

EDCACOR01T: EDUCATIONAL PHILOSOPHY

6 credit

FULL MARKS – 75

Unit1 Concept and scope of education (20L)

- a. Concept and scope of education, concept of modern education w.r.t. Delor's Commission, child centricism.
- b. Concept of different forms of education – informal, formal, non-formal and open education.
- c. Functions of education – individual and social development, Human Resource Development.

Unit2 Philosophical bases in education (34L)

- a. Philosophy in education – philosophical bases of educational aims, knowledge, curriculum, methods of teaching, teacher and discipline.
- b. Western philosophical thoughts and their influence on education – Idealism, Naturalism, Pragmatism and Existentialism.
- c. Indian philosophical thoughts and their influence on education – Sankhya, Yoga, Jainism, Buddhism and Islamic.

Unit3 National values and role of education (9L)

- a. Values as enshrined in the Indian constitution – democracy, secularism, equality and justice.
- b. Educational provisions in the Indian constitution – Articles 15,17,28,30,45,46,350.

Unit4 Contributions of great educators on philosophy of education (w.r.t. aims, curricula and methods of teaching) (12L)

- a. Rabindranath Tagore
- b. Swami Vivekananda
- c. John Dewey
- d. Bertrand Russell

Selected References:

- Aggarwal J.C and Gupta S (2008), Great Philosophers and Thinkers on Education, Shipra Publications, New Delhi.
- Aggarwal, J.C. (2008), Theory and Principles of Education, Vikash Publishing House, New Delhi.
- *Bandyopadhyay, A (2005); SikshaDarshan O SikshaNeeti, B.B.KunduGrandson, Kolkata.*
- Brubacher, J.S. (1969); Modern Philosophies of Education, McGraw Hill, New Delhi.
- Dewey, J. (1961); Philosophy of Education, Little Field- Adams & Co., New Jersey.
- Ghanta, R and Das, B.N (2006); Foundations of Education, Neelkamal Publishers Pvt.Ltd., New Delhi.
- *Ghosh, S (2010); SikshaDarshanikBhitti, Banerjee Publishers, Kolkata.*
- *Halder, G.& Sharma, P. - ShikshaTatta O ShikshaNiti, Banerjee Publishers, Kolkata*
- *Mondal, M. (2008); Sikshadarshan O Sikshabijnan, Calcutta University.*
- *Pal, A.K. (2013); SikshaDarshanarRuprekha, Classic Books; Calcutta*

- Pathak, R.K. (2009); Philosophical and Sociological Foundation of Education, Kanishka Publishers Distributors, New Delhi.
- Purkait, B. R. (1995); Great Educators and their Philosophies, New Central Book Agency, Kolkata.
- Purkait, B.R (2000); Principles and Practices of Education, New Central Book Agency, Kolkata.
- Roy, S. (2007); *SikshaTatwa O SikshaDarshan*, Soma Book Agency, Calcutta.
- Uddin, A. and Das, S. (2008), *SikshaDarsan, UpamaPrakason*, Dhaka

EDCACOR02T: EDUCATIONAL PSYCHOLOGY

6 credit

FULL MARKS - 75

Unit:1 Introduction to educational psychology (15L)

- Introduction to educational psychology, relation between education and psychology
- Introduction to neuro-physiological bases of human behavior- structure and function of human brain, neuron, synaptic transmission, endocrinal glands, sensation, perception

Unit 2 Psychology of human development and education (20L)

- Human development-concept, principles, types and stages
- Cognitive development (Piaget) and its significance in education
- Moral development (Kohlberg) and its significance in education
- Psycho-social development (Erikson) and its significance in education
- Personality – concept, types (Jung, Adler), personality development by Freud

Unit 3 Intelligence and creativity (20L)

- Intelligence – concept and scope
- Theories of intelligence – Guilford, Gardener, Sternberg
- Creativity – concept, scope and characteristics of creative person
- Relationship between intelligence, creativity and education

Unit 4 Psychology of learning (20L)

- Learning – concept and scope
- Factors influencing learning – attention, maturation, motivation and emotion (concept only)
- Theories of learning: Pavlov, Skinner, Bandura and Vygotsky

Selected References:

- Adhikari, S.R. – *SikshayMonobidya, Classique Books, Kolkata.*
- Aggarawal. J.C.- Essentials of Educational Psychology, Vikash Publishing house Pvt. Ltd.
- ArunGhosh-Shiksha-ShraiMonobigyan; *Educational Enterprises, Kolkata*
- Chauhan. S.S. - Advanced Educational psychology: Vikash Publishing House Pvt. Ltd.
- Dandapani, S. – A text Book of Advanced Psychology, Anmol Publications. New Delhi.
- Diane. E., Papalia and Sally Wendkos Olds - Human Development: McGraw-Hill.
- Elizabeth, B., Hurlock,- Child Development, McGraw-Hill Book Company.
- Fernandes, M.M. – The Advanced Educational Psychology: Psychology of theLearner: Himalaya Publishing House, Mumbai.
- Hilgard, E.R. & Bower, G.H. - Theories of Learning, Prentice-Hall of India, New Delhi.

- Kundu, C.H. and Tutoo, D.N. - Educational Psychology, Sterling Publication.
- Mangal S.K. – Advanced Educational Psychology; Prentice Hall of India Pvt. Ltd. New Delhi.
- *PramodbandhuSengupta&Prasanta Sharma -ShikshaManobigyan; BanerjeePublishers, Kolkata.*
- Siddik, A.B. (2006), Manovigyan, *SahityaKosh*, Dhaka.
- *Sushil Ray -ShikshaManovidya.Soma Book Agency; Kolkata.*

SEMESTER II

EDCACOR03T: EDUCATIONAL SOCIOLOGY

6 credit

FULL MARKS - 75

Unit:1 Introduction to educational sociology (19L)

- Educational sociology – concept, scope.
- Relationship between education and sociology.
- Education as a social process – social system, socialization, social groups (primary, secondary, tertiary), social mobility.

Unit 2 Culture and education (18L)

- Culture – concept, interrelationship between education and culture, importance of folk culture in education.
- The concept of ‘ Unity in Diversity’ , cultural lag, cultural conflict, acculturation.
- National Integration, International Understanding.

Unit 3 Education and social development (20L)

- Social development in India – Sanskritisation, Modernisation, Globalisation.
- Education for sustainable development – concept, need, report of the Brundtland Commission.

Unit 4 Social issues and education (18L)

- Education for poverty eradication
- Inclusive education
- Child rights and abuses

Selected References:

- Aggarwal, J.C. (2008), Education for Values, Environment and Human Rights, *Shipra Publication, New Delhi.*
- Ahuja, R – Social Problems in India; Rawat Publication; Jaipur.
- Ali, A.F.I, (2006), *Samajtatta, NovelPublishingHouse*, Dhaka.
- Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata.
- *Bhattacharya, D – Siksha O Samajtatwa, Pearson, New Delhi.*
- Bhattacharya, D. C – Sociology; Vijoya Publishing House Kolkata.
- Brown, F.J. - Educational Sociology; Prentice Hall Inc;
- Chakraborty, J.C. - Educational Sociology, Publishers Distributers, New Delhi.
- Chattoraj, S. (2011), *SikshamukhiSamajVigyan, Central Library, Kolkata.*

- Ganguly, R and Mainuddin, S.A.H, (2008), Contemporary Indian Society, *PHI Learning Pvt,Ltd*, New Delhi.
- Gisbert, P. - Fundamentals of sociology.
- Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur.
- Madan, G.R, (1997), Indian Social Problem, Vol-1, *AlliedPublishersLtd*.
- Mahapatra, A.K – *BharaterSamajikSamashya*; *Suhrid Publication, Kolkata*
- Mahapatra, A.K – *BishaySamajtatwa*; *Indian Book Concern, Kolkata*.
- Sharma, S.N – Philosophical and Sociological Foundations of Education; Kanishka
- Sharma, Y.K – Sociological Philosophy of Education; Kanishka Publishers
- Talesra H- Sociological Foundations of Education, Kanishka Publishers Distributers,
- Tarafdar, M – *SikshaShrayeeSamajBigjnan*; K Chakraborty Publication, Kolkata

EDCACOR04T: PEDAGOGY

6 credit

FULL MARKS -

75

Unit Introduction to pedagogy (20L)

1

- Pedagogy – concept, scope; relationship between learning and teaching
- Bases of pedagogy – philosophical, sociological and psychological
- Pedagogy vs Andragogy

Unit Pedagogy as the science of teaching (20L)

2

- Teaching – concept, scope, principles and functions
- Teaching as a process – input, process and output
- Levels of teaching – autonomous, memory, understanding, reflective

Unit Pedagogy of teaching – learning (15L)

3

- Teaching – learning of 3 R's
- Teaching – learning of verbal conditioning
- Teaching – learning of psychomotor skill

Unit Applications of pedagogy in class room (20L)

4

- Teaching – learning of principles and concepts
- Teaching – learning of problem solving
- Teaching – learning of knowledge construction

Selected References:

- Chakraborty, P.K. (2012), *SikshaManovigyan O SikhonPrakria*, *WestBengalStateBookCouncil*.
- Chauhan, S.S. (1979). *Innovations in Teaching-Learning Process*, Vikash Publishing House Private Ltd., New Delhi.

- De Cecco, J.P. & Crawford, W (1977). The Psychology of Learning and Instruction: Educational Psychology; Prentice-Hall of India, New Delhi.
- Orlich, D.C., et.al. (1990). Teaching Strategies. D. C. Heath & Co., Lexington, Massachusetts.
- Walker, M. (2010). Educational Philosophy and Theory, Wiley-Blackwell

SEMESTER III

EDCACOR05T: EDUCATION IN PRE-INDEPENDENCE INDIA

6 credit
75

FULL MARKS -

Unit 1 Development of education in ancient and medieval India (20L)

Salient features of Brahmanic, Buddhist and Islamic education w.r.t:

- Aims of education
- Curriculum and method of teaching
- Centres of learning: Nabadwip, Nalanda, Agra

Unit 2 Development of education under East India Company (20L)

- Charter Act of 1813
- Macaulay Minute
- Bengal renaissance – nature, characteristics
- Contributions of Rammohan, Derozio, Vidyasagar

Unit 3 Development of education under British rule (20L)

- Wood's Despatch (1854)
- Hunter Commission (1882-83)
- Curzon's Policy (1902)

Unit 4 Development of education from 1917-1947 (15L)

- Calcutta University Commission (1917-1919)
- Basic Education Policy

EDCACOR06T: EDUCATION IN POST-INDEPENDENCE INDIA

6 credit

FULL MARKS - 75

Unit 1 Development of education from 1947-1953 (15L)

- a. University Education Commission (1948-49)
- b. Secondary Education Commission (1952-53)

Unit 2 Development of education from 1964-1968 (20L)

- a. Indian Education Commission (1964-66)
- b. National Policy on Education, 1968

Unit 3 Development of education from 1986-1992 (20L)

- a. National Policy on Education, 1986
- b. Programme of Action, 1992

Unit 4 Development of education from 1993 onwards (20L)

- a. Sarva Shiksha Mission
- b. Right to Education Act, 2009

EDCACOR07T : CONTEMPORARY ISSUES

4 credit

FULL MARKS - 50

Unit 1 Traditional issues (10L)

- a. Language problems
- b. Problems of technical and vocational education

Unit 2 Social issues (17L)

- a. Problems of education of backward classes
- b. Problems of adult and non formal education

Unit 3 Educational issues (18L)

- a. Problems of equalization of educational opportunities
- b. National Curricular Framework, 2009

Selected References:

- Aggarwal, J.C. (2013); Recent Development And Trends in Education, Shipra Publications, New Delhi.
- Banerjee, J.P. (2010); BharatiyaSiksharItihas, Central Library, Kolkata.
- Bhakta, B.B. (1996), BharatiyaSiksharRuprekha, A AA KaKhaPrakasani, Rita Book Agency, Kolkata
- Chaube, S. (2010); History And Problems of Indian Education, Agrawal Publication, Agra.

- Chauhan, C.P.S. (2010); Modern Indian Education : Policies, Progress, and Problems, Kanishka Publishers, New Delhi.
- Ghosh, R. (2012); AdhunikBharaterSiksharVikash, Soma Book Agency, Kolkata.
- Gupta, A.(2013); Education in the 21st Century, Shipra Publications, New Delhi.
- Halder, G.D. & Sharma, P. (2010); AdhunikBharatiyaSiksharVikash, Banerjee Publishers, Kolkata.
- Purkait, B.R. (1992), Milestone in Ancient & Medieval Indian Education, *New Central Book Agency*, Kol-9.
- Purkait, B.R. (1992), Milestone in Modern Indian Education, *NewCentralBookAgency*, Aggarwal, J.C. (2010); Educational Reforms in India, Shipra Publications, New Delhi.
- Ahuja, R. (2010); Social Problems in India; Rawat Publication; Jaipur.
- Halder, K & Nath, G. (2014); BharatiyaSiksharSamprotikBishoy, K. Chakraborty Publications, Kolkata.
- Mukhopadhaya, D., Sarkar, B., Halder, T., & Pal, A.K. (2014); BharaterSiksharChalamanGhatanaboli, Aheli Publishers, Kolkata.
- Pal, D. (2014); BharatiyaSikshaySamprotikGhatanaboli, Rita Publishers, KolkataKolkata.

EDCACOR07P : Field Tour and Report Writing

2 credit

FULL MARKS - 25

One place from the list has to be visited:

Philosophical Importance-

1. Shantiniketan (Philosophy of Tagore)
2. Belur&Narendrapur (Philosophy of Vivekananda)
3. Gandhi dham in Gujrat (Philosophy of Gandhiji)

Psychological Importance-

1. Central Institute of Psychiatry, Ranchi
2. Pavlov Mental Hospital
3. NIMH (National Institute of Mentally Handicapped)& NIHH (National Institute of Hearing Handicapped) in Bon-Hooghly, and IICP (Indian Institute of Cerebral Palsy) in Taratala.

Historical Importance-

1. Nalanda in Rajgir
2. AMU (Aligarh Muslim University) in U. P.
3. BHU (Benaras Hindu University) in U.P.
4. Asiatic Society and National Library in Kolkata
5. Gour in Malda
6. Jorasanko in Kolkata
7. Birsingha in Midnapur
8. Serampore and Bandel for Missionary Activities
9. Hazarduary in Mursidabad

Unit 1: Planning

- a. Aims & Objectives of Field Study
- b. Selection of Place mentioning it's importance.
- c. Group formation & distribution of work.

Unit 2: Execution of Journey

- a. Visit the place with proper attendance sheet.
- b. Photo Session
- c. Note down & Describing the special features.

Unit 3: Reporting (within 500 words)

The report of Field study to be developed in an A-4 size file, with real photos based on following:

- 1) Title
- 2) Objectives
- 3) Date and Place of Journey including the mode of conveyance
- 4) Description of the place mentioning it's educational importance
- 5) Comments.

SEMESTER IV**EDCACOR08T : EDUCATIONAL MANAGEMENT**

6 credits

Full Marks - 75

Unit:1 Educational Management (20L)

- a. Educational management – concept, nature, need and scope
- b. Types of educational management – centralized, decentralized, authoritarian, democratic, dynamic and laissez faire
- c. Supervision and inspection – concept, scope, difference between supervision and inspection

Unit 2 Leadership and management (18L)

- a. Leadership in management – concept, scope, significance, characteristics of an effective leader in education
- b. Total Quality in educational management

Unit 3 Agencies of educational management (18L)

- a. Ministry of Human Resource Development
- b. Agencies of education (Centre and State) – UGC, NCERT, SCERT, WBSCHE

Unit 4 Planning and Management (14L)

- a. Planning – concept, need, types
- b. Resource management in educational institutions – concept and aspects of resource management
- c. Management Information System (MIS)

Selected References:

- Aggarwal, J.C. (2007); Educational Administration and Management: Principles & Practices, DOABA House, New Delhi.
- Chakraborty Dilip, (2004), Sikshagata Babosthapana O Parikalpana, *K. Chakraborty Publications*.kolkata.
- Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.
- Chattopadhyay, Saroj, (2007), VidyalayaSangothan O SikshaPrasango, *NewCentral Book Agency*, Kolkata.
- Das, B.C., Sengupta, D., & Roy, P.R. (2005); SikshayBabostapana, West Bengal State Book Council, Kolkata.
- Dash, B.N. (2013); School Organisation Administration and Management, Neelkamal Publications, New Delhi.
- Mohanty, J. (2012); Educational Administration, Management, and School Organization, Deep & Deep Publication Pvt Ltd, New Delhi.
- Pal, D. (2014); SikshaBabostapana, Rita publications, Kolkata.
- Rahaman, M. (2009), Education of Administration, *PravatiLibray*, Dhaka.
- Roy Sushil, (2009), Sikshan O SikshaPrasanga, *SomaBookAgency*, Kolkata.

EDCACOR09T: BASICS OF EDUCATIONAL RESEARCH AND EVALUATION

6 credits

Full Marks - 75

Unit:1 Preliminary concepts on research methodology (20L)

- a. Research – concept, nature, need for educational research
- b. Types of research – fundamental, applied, action, historical, descriptive, qualitative, quantitative (concept only)
- c. Research related terminologies – data, population, sample, variable (dependent, independent, intermittent)

Unit 2 Sampling and hypothesis (15L)

- a. Sampling – meaning, nature
- b. Types of sampling – random, stratified, cluster (definition, characteristics, uses)
- c. Research hypothesis – meaning, nature, types

Unit 3 Evaluation and Measurement (15L)

- a. Evaluation – concept, scope, principles and importance
- b. Measurement – nature, characteristics, difference between evaluation and measurement
- c. Scales of measurement

Unit 4 Standardization of a test (20L)

- a. Test – educational and psychological (concept, classification), criteria of a good test
- b. Reliability – concept, characteristics, causes of low reliability, determination of reliability (various types)
- c. Validity – concept, causes of low validity, types, determination of validity

EDCACOR10T: STATISTICS IN EDUCATION

4 credits

Full Marks - 50

Unit:1 Statistics – Basic concept (15L)

- a. Statistics – concept, scope, uses of statistics in psychology and education
- b. Organization and tabulation of data
- c. Graphical representation of data – bar graph, frequency polygon, histogram, pie chart, ogive – drawing, uses

Unit:2 Descriptive Statistics (25L)

- a. Measures of central tendency – concept, properties, uses, calculation
- b. Measures of variability – concept, types (concept), uses, calculation of SD, QD, variance
- c. Normal Probability Curve – concept, characteristics, uses; skewness and kurtosis

Unit:3 Inferential Statistics (10L)

- a. PP, PR – concept, calculation, uses
- b. Correlation – concept, types, significance – rank difference, product moment

EDCACOR10P: STATISTICS IN EDUCATION

Unit 1: Data Collection. [5 Class-hours]

- a. Introduction to Data: Definition, types, uses.
- b. Collection of Data: To collect relevant data of two set of Achievement Test from respective colleges or neighbourhood institutions (sample size 50).

Unit 2: Data Analyses by any excel/ software and manual both. [20Class-hours]

- a. Determination of Central Tendency & Variability (Range, SD, QD)
- b. Graphical Representation of Data: Frequency Polygon, Ogive.
- c. Comparison between two sets of data: Correlation (**only software calculation**) – Rank difference and product moment.

The report of statistical practical should be based on the following steps –

- 1) Title
- 2) Objectives
- 3) Description of Samples
- 4) Statistical Formulae
- 5) Tabulation of Data
- 6) Calculation and Analysis
- 7) Discussion/Interpretation,
- 8) Inference.

Documentation in terms of both soft and hard copies are to be preserved for final examination.

Selected References:

- Ahmed, A.A.A. (2012); *Sikshay Gabeshana Paddhati*, Pravati Library, Dhaka.
- Best & Khan (2010); *Research in Education*, Pearson, Prentice Hall, Delhi.
- Chakrabarty, A. (2014); *SikshayParimap O Mulyan*, Classique Books, Kolkata.
- Chattopadhyay, K.D. (2009); *Samajik Gabeshana O Prakriya*, Arambag Book House, Kolkata.
- Dhali, S. (2009), *SikshayParimap O Mullayan*, *Pravati Library*, Dhaka.
- Jamaluddin, M and Chowdhury, M.S, (1998), *SikshaMullayan O Nirdesana*, *Banglaacademy, Dhaka*.
- Kaul, L. (2012); *Methodology of Educational Research*, Vikash Publishing House Pvt Ltd. New Delhi.
- Mangal&Mangal, (2013); *Research Methodology in Behavioural Sciences*, PHI Learning Pvt Ltd. New Delhi.
- Pal, D. (2015); *Research Methodology And Statistical Technique*, Rita Book Agency, Kolkata.
- Bhat, S, &Chakrabarty, S.C. (2013); *Research Methodology And Statistics in Education*, Aaheli Publishers, Kolkata.
- Das, N.G. (2011), *Statistical Methods (Vol.II)*, *Tata McGraw Hill Education Private Limited*, New Delhi.
- Garrett, H.E. (1981), *Statistics in Psychology & Education*, *VakilsFefferandSimonsLtd*, Mumbai.

- Guilford, J.P. (1954). *Psychometric Methods*, Tata McGraw Hill Education Private Limited, New Delhi.
- Mangal, S.K. (2008); *Statistics In Education & Psychology*, PHI Learning Pvt Ltd. New Delhi.
- Rahaman, L, Khan, A. K. M. S, and Das, S. (2012), *Research Methodology & Statistics*, GranthaKutir, Dhaka.
- Roy, Sushil. (2005), *Mullayan: Niti O Kousal*, SomaBookAgency, Kolkata.
- S. Kaberi, (2012), *Statistics In Education & Psychology*, Asian Books Pvt Ltd. New Delhi.
- Sidhu, K.S. (2007); *Statistics In Education & Psychology*, Sterling Publishers Pvt Ltd. New Delhi.

SEMESTER V

EDCACOR11T: Guidance and Counselling

6 credits

Full Marks – 75

Unit 1 Guidance – basic concept (15L)

- Guidance – meaning, definition, scope, need and importance
- Different types of guidance – educational, vocational and personal (nature, purpose and functions)

Unit 2 Counseling – basic concept (15L)

- Counseling – meaning, nature, scope, types (directive, non directive, eclectic, individual and group counseling)
- A brief introduction to approaches of counseling – directive, authoritarian, psychoanalytic, humanistic and behavioristic

Unit 3 Adjustment and Maladjustment (23L)

- Concept of adjustment – definition, scope, need for adjustment; criteria of good adjustment
- Concept of maladjustment – types, problem behavior in adolescent stage, mental disorder (schizophrenia and paranoia)

Unit 4 Testing and Diagnosis (22L)

- Basic data necessary for guidance
- Psychological testing – personality (TAT), intelligence (Stanford Binet scale), creativity (Torrance)

Selected References:

- Dutta, G & Nag, S. (2014); *SangatibidhaneNirdeshana O Paramarshadan*, Rita Publications, Kolkata.
- Ghosh, S.K. (2013); *SikshaySangatiApasangati O Nirdeshana*, Classique Books, Kolkata.
- Kochhar, S.K. (2000), *Guidance and Counselling in College & Universities*, *Sterling Publishers Pvt. Ltd.* New Delhi.
- Pal, A.K. (2014); *Guidance & Counseling*, Abhijeet Publications, New Delhi.
- Pal, D. (2010); *Nirdeshana O Paramarsha*, Central Library, Kolkata.
- Roychowdhury, A. (2001), *Manuser Mon*, *West Bengal State Book Council*.
- Rao, N.(2000) *Guidance & Counselling*. Tata McGraw Hill, New Delhi.

EDCACOR12T : Educational Technology

4 credits
50

Full Marks –

Unit 1 Educational Technology (15L)

- Concept, nature, scope and limitations of educational technology
- Approaches to educational technology – hardware, software, systems approach

Unit 2 Communication (17L)

- Concept, components, classification and barriers
- One basic classroom oriented model,i.e., linear and its significance in education

Unit 3 Instructional Technology(18L)

- Mass instructional techniques – seminar, symposium, workshop, panel discussion
- Personalized instructional techniques – programme learning (linear), microteaching, mastery learning, computer assisted instruction (CAI)

EDCACOR12P: BASIC ICT

2 credits

Full Marks – 25

Unit 1: Computer and its components (5L)

- Opening and shutting down of computer: Outlook of Desktop & Laptop - Different parts of computer - Different Cables to join the ports - Power switch of UPS, CPU, & Monitor – Steps to opening & shutting down the Computer.

- b. Identification of different components of a computer:
Basic introduction of computer – Classification – Different components – Input devices – Output devices – Storage devices – Bit & Byte Concept – Data Transfer devices (Bluetooth & Wi-Fi).

Unit 2: DTP Operation.(7L)

- a. Typing words: Creating new file – Typing – Opening & Saving the file – Copy, Cut & Paste.
- b. Font : Names – Sizes – Styles (Bold, Italic & Underline).
- c. Paragraph: Align Text (Left, Right, Centre, Justifying) – Line Spacing – Bullets formation – Numbering.
- d. Page Set Up: Margins – Orientation – Sizes – Columns.
- e. Insert: Tables (Drawing, Erasing, & Formatting) – Page Numbering – Adding Pictures & Symbols.
- f. Printing: Print Set Up – Landscape & Portrait – Page Range – Zooming – Copies.

Unit 3: Excel Operation.(6L)

- a. Introduction: Basic ideas of Data Sheets & Cells – Data Typing – Opening & Saving the file – Designing.
- b. Data Editing: Sort – Filter – Insert – Functions (Sum, Average, Count, Maximum, Minimum, Mean, Standard Deviation, & Correlation).
- c. Charts & Graphs (2D & 3D Modes): Column – Line – Pie – Bar – Area – Scatter.

Unit 4: Oral Presentation with PPT (7L)

- a. Play Slide Show (at least 5 Slide for maximum 5 minutes presentation) from any Survey/Case study/Experiment or any relevant topic from syllabus.
- b. Interaction (at least 2 minutes) on the above topic.
- c. The report of PPT presentation (within 500 words) should be based on following steps – 1) Title, 2) Objectives, 3) Date of presentation, 4) Description of study, 5) Interpretation, 6) Comments

Selected References:

- Aggarwal, J.C. (2002), Essentials Of Educational Technology, *Vikash Publishing House Pvt.Ltd.* New Delhi-110032.
- Chattaraj, S.P, (2005); SikshaPrajuktividya, Cental Library, Kolkata.
- Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.
- Rao, U. (2005); Educational Technology, Himalaya Publishing House, Mumbai.
- Sen, M.K. (2010); SikshaPrajuktiBijnan, Soma Book Agency, Kolkata.
- Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.

SEMESTER-V

Any two out of three courses will be selected which are given below:

DSE-1 & DSE-2

1. Women Education
2. Teacher Education
3. Life Skill Education

EDCADSE01T - WOMEN EDUCATION

6 credits

Full Marks – 75

75 lectures

Unit-1: Introduction to Women Education (10 L)

- a. Women Education—meaning, nature and scope.
- b. Necessities of women Education.

Unit-2: Historical Development of Women Education in India (20 L)

- a. Development of Women Education in ancient , mediaeval and British period (from 1600 to 1947)
- b. Development of Women Education in post –independence period: Recommendations of various Commission and Committee for the development of Women Education.

Unit-3: Problems of Women Education in India. (20 L)

- a. Probable Remedial measures to solve the problems of Women Education with reference to NPE 1986, 1992 and 2019.
- b. Role of Teacher in popularizing Women Education.

Unit – 4: Women Rights in India (25 L)

- a. Constitutional Rights – Article 15, 16, 23, 39, 42, 51, 243.
- b. Legal Rights – Domestic Violence Act (2005), National Commission for Women Act (1990), Sexual Harassment of Women at Workplace Act (2013).

EDCADSE02T - TEACHER EDUCATION

6 credits

Full Marks – 75

75 lectures

Unit-1: An Introduction to Teacher Education (15L)

- a. Teacher Education-meaning, nature and scope.
- b. Aims and objectives of Teacher Education in Elementary, Secondary and Higher Secondary levels.

Unit-2: Teacher and Teaching (15L)

- a. Functions of teacher, characteristics of an ideal teacher, role of teacher at present context.
- b. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.

Unit-3: Historical Development of Teacher Education in India (20 L)

- a. Development of Teacher Education in pre independent India: Wood’s Despatch to Wood-Abbot Report
- b. Development of Teacher Education in post –independence period: Recommendations of various Commission and Committee for the development of Teacher Education.

Unit-4: Trends in methodology of teaching (25 L)

- a. Teaching models: Advance Organizer Model, Concept Attainment Model
- b. Micro teaching, Simulated teaching.

EDCADSE03T - LIFE SKILL EDUCATION

6 credits

Full Marks – 75

75 lectures

Unit-1: An Introduction to Life Skills and Education (15 L)

- a. Life Skills – Definition, characteristics, types (personal, inter personal, writing, numeracy).
- b. Life Skill Education—Meaning, nature, characteristics, types & scope. Necessities of Life-skill Education at present context

Unit-2: Role of the Agencies of Education in Life Skill Education (20 L)

- a. Role of educational institutes, parents, teachers and the Governments (central and State).
- b. Role of NGOs in imparting Life skill Education (with special emphasis on physical, social, emotional and cognitive development) in primary, secondary and higher education.

Unit-3: Issues in Life Skill Education (14)

- a. Problems related to life skills education- Domestic violence, juvenile delinquency in Primary and Secondary levels.
- b. Preparation of life skill curriculum in school and colleges.

Unit-4: Acts related to Life Skill Education (26L)

- a. POCSO (2012)
- b. Domestic Violence Act (2005)

SEMESTER VI

EDCACOR13T : CURRICULUM STUDIES

6 credits Full Marks – 75

Unit 1 Introduction to Curriculum(17L)

- a. Meaning, nature, scope of curriculum
- b. Relationship among curriculum, syllabus, content
- c. Types of curriculum – brief introduction (definition and example only)
- d. Basic sources of curriculum – philosophical, socio-cultural, psychological

Unit 2 Aims and objectives of curriculum (15L)

- a. Need to form aims and objectives of curriculum
- b. Areas of educational objectives: Bloom’s taxonomy (Cognitive only)

Unit 3 Development of curriculum (26L)

- a. UGC model of curriculum development : CBCS
- b. Factors of curriculum development

Unit 4 Evaluation of curriculum (20L)

- a. Meaning and purpose of curriculum evaluation
- b. Approaches of curriculum evaluation : formative and summative
- c. Scientific model of curriculum evaluation – Stenhouse’s model

Selected References:

- Aggarwal, J.C. (2010); Curriculum Development, Shipra Publications, New Delhi.
- Bhalla, N. (2010); Curriculum Development, Author Pess, Delhi.
- Bhattacharya, D. (2015); PathyakramCharcha O Mulyan, Alpana Enterprises, Kolkata.
- Chakrabarty, P.K. (2014); PathyakramNeeti O Nirman, Classique Books, Kolkata
- Chakraborty, S. (2014); Curriculum Development, Shova, Kolkata.
- Ehsan, M.A. (2010); SikshakramUnnayan :Neeti O Paddhati, Lipica Books, Dhaka.
- Samad, A.(2011); Curriculum Studies, Pravati Library, Dhaka.
- Srivastava, H.S. (2006); Curriculum & Method of Teaching, Shipra Publishers, New Delhi.
- Talla, M (2012), Curriculum Development: Perspective, Principles and Issues, *Pearson, Dorling Kindersley Pvt.Ltd.*
- Yadav, Y.P. (2006); Fundamentals of Curriculum Design, Sri SaiPrintographers, New Delhi.

EDCACOR14T : SPECIAL EDUCATION

Unit 1 Introduction to Special Education (14L)

- a. Special education – concept, nature, objectives and characteristics
- b. Inclusive education – concept, types. Is inclusion a viable alternative?

Unit 2 Development and organization of special education in India (13L)

- a. Development of special education in India
- b. Organization and administration of special education in India

Unit 3 Gifted and slow learners (12L)

- a. Gifted children – definition, classification, identification, needs, problems, educational support for them
- b. Slow learners – definition, classification, identification, needs, problems, educational support for them

Unit 4 Types of exceptionality w.s.r.t. definition, characteristics, classification, causes, prevention and remedial measures (20L)

- a. Visual impairment
- b. Auditory impairment
- c. Mental retardation

Selected References:

- Aggarwal, R. & Rao, B.V.L.N. (2008); Education for Disabled Children, Shipra Publications, New Delhi.
- Debnath, D. & Debnath, A.K. (2010); Byatikram Dharmi Shishu O Tar Siksha, Rita Publications, Kolkata.
- Jaman, S.S, and Nanda, B.(2010), Exceptional Children, *Mowla Brothers*, Dhaka.
- Mangal & Mangal, (2015); Special Education, PHI Learning Pvt Ltd. New Delhi.
- Mithu, A. & Michael, B. (2005); Inclusive Education : From Rhetoric to Reality, Viva Books Pvt Ltd. New Delhi.
- Nanda, B.P. (2013); Bishes Chahida Sampanna Shishu, Classique Books, Kolkata.
- Nanda, B.P. (2014); Sikshay Ekibhaban, Classique Books, Kolkata.
- Panda, K.C. (2000), Education of Exceptional Children, *Vikash Publishing House Pvt.Ltd.*

Semester-VI

Any two out of three courses will be selected which are given below:

DSE-3 & DSE- 4

1. Value Education
2. Peace Education
3. Environmental Education

EDCADSE04T - Value Education

6 credits

Full Marks – 75

75 lectures

Unit-1: An introduction to Values (10 L)

- a. Value - Meaning, nature and importance.
- b. Classification of value -Indian and Western context.

Unit-2: Values from different perspectives (20 L)

- a. Philosophy, History, Environment, Literature, Religion and Education (concept, nature, importance).
- b. Democratic and Universal Human Values – Concept, nature and importance.

Unit-3: Value Crises (25 L)

- a. Value Crises – Definition, nature and characteristics.
- b. Causes of Value crises with respect to Social, Economic and Political life, preventive measures of value crises.

Unit-4: Value Education (20 L)

- a. Value Education - meaning, nature, approaches. Learning experiences in value education through imitation, indoctrination, inculcation and internalization.
- b. Role of parents, teachers, mass-media in inculcating values

EDCADSE05T -Peace Education

6 credits

Full Marks – 75

75 lectures

Unit-1: An introduction to Peace Education (10 L)

- a. Peace - meaning, characteristics, scope and importance.
- b. Peace Education – Concept, nature and importance.

Unit-2: Barriers of Peace Education (20 L)

- a. Psychological, Socio-cultural, Political Barriers
- b. Preventive measures to overcome the barriers of Peace Education; functions and role of UNESCO.

Unit-3: Factors Responsible for Disturbing individual Peace (20 L)

- a. Psychological, Social & Cultural
- b. Violence in home and educational institutions

Unit-4: Role of Peace Education present context (25 L)

- a. Role of education to maintain peace; approaches promoting peace among individuals.
- b. Learning experiences in peace education through imitation, indoctrination, inculcation and internalization.

EDCADSE06T - Environmental Education

6 credits

Full Marks – 75

75 lectures

Unit-1: Introduction to Environmental Education (10 L)

- a. Environmental Education- meaning, characteristics, components and scope.
- b. Necessities to study Environmental Education.

Unit-2: Introduction to Eco system (15 L)

- a. Eco system-Concept, types, components, inter relations of components, energy flow in Eco system.
- b. Role of Education in Eco-system.

Unit-3: Environmental Pollution (20 L)

- a. Environmental Pollution - definition, types, causes, classification, preventive and curative measures.
- b. Role of Education to combat various environmental pollution; functions of CPCB (Central Pollution Control Board).

Unit-4: Environmental Awareness (30 L)

- a. Concept and need for environmental awareness, role of the agencies of education in promoting environmental awareness.
- b. Some environmental movements - Narmada Bachao Andolan (NBA), Chipko Movement, Silent Valley Movement.

SEMESTER - I (B.A General)

DSC 1A (EDCGCOR01T) / GE 1(EDCHGE01T) Philosophical Foundation of Education

6 credits

Full Marks-75

Unit-I: Concept and Scope of Education (20L)

- a. Concept nature and scope of Education;
- b. Factors of Education

Unit 2: Forms and Aims of Education (20L)

- a. Forms of Education – Informal, Formal and Non-formal and Open Education;
- b. Aims of Education – Individualistic, Socialistic & Democratic view of Education.

Unit-3 Values & Education (20L)

- a. Value-Definition, characteristics, types
- b. Relation between values and education, importance of values in education

Unit – 4: Great Educators (15L)

- a. R. N. Tagore,
- b. F. W. A. Froebel

(References as in EDCACOR01T)

SEMESTER II

DSC 1B (EDCGCOR01T) / GE 2(EDCHGE02T) Psychological Foundation of Education

6 credits

Full Marks-75

Unit 1: Introduction to Educational Psychology (15L)

- a. Relationship between Psychology and Education
- b. Educational Psychology- concept, nature of Educational Psychology & contribution of Educational Psychology

Unit 2: Psychology of Human Development and Education (20L)

- a. Human Development – concept, principles, types and stages.
- b. Concept of Physical, Motor, Cognitive, Moral development and its significance in Education

Unit 3: Attention and Memory (20L)

- a. Concept, nature and determinants of attention
- b. Concept and process of memorization, causes of forgetting.

Unit 4: Personality & Education (20L)

- a. Personality-concept, characteristics & types
- b. Psychoanalytic theory by Freud

(References as in EDCACOR02T)

SEMESTER III

DSC 1C (EDCGCOR03T) / GE 3(EDCHGE03T) Development of Education & Educational Policies

6 credits

Full Marks-75

Unit 1: Development of Education 1813 to 1947 (15L)

- a. Charter Act of 1813
- b. Wood's dispatch
- c. Hunter Commission

Unit 2: Development of Education from 1947 to 1970 (20L)

(Brief Outlines of the recommendations only)

- a. University Education Commission, 1948-49.
- b. Secondary Education Commission, (Mudaliar), 1952-53.
- c. Indian Education Commission, (Kothari), 1964-66.

Unit 3: Development of Education from 1970 - 2000 (20L)

- a. National Education policy 1986
- b. PWD Act, 1995
- c. National Education policy 2000

Unit 4: Development of Education from 2000-2016 (20L)

- a. SSM, 2002
- b. RUSA
- c. NPE, 2016 (pre primary stage only)

(References as in EDCACOR07T)

SEMESTER - IV

DSC 1D (EDCGCOR04T) / GE 4(EDCHGE04T) Evaluation in Education

6 credits

Full Marks-75

Unit 1: Evaluation (15L)

- a. Concept, principles and importance of evaluation
- b. Comparison between evaluation and measurement

Unit 2: Tools and Techniques of Evaluation (20L)

- a. Scales of measurement
- b. Tools of evaluation – Questionnaire, Interview, Observation, & CRC (characteristics, advantages and disadvantages).

Unit 3: Educational tests (20L)

- a. Educational test-concept, types & characteristics of a good test
- b. Difference between educational & psychological tests

Unit 4: Statistics (20L)

- a. Statistics – concept, utility, score, tabulation.
- b. Measures of central tendency – concept, properties, uses, calculation
- c. Measures of variability – concept, types (concept), uses, calculation of SD.

(References as in EDCACOR09 and EDCACOR10T)

SEMESTER V: CHOOSE ANY ONE FROM THE FOLLOWING

DSE 1A (EDCGDSE01T) Sociological Foundation of Education

Unit – 1: Educational Sociology (20L)

- a. Concept and nature of Sociology
- b. Nature and scope of Educational Sociology, relation between Education and Sociology.

Unit – 2: Socialisation (20L)

- a. Social group – Concept (Meaning & Nature), Type and Role of Education in Social groups.
- b. Social Change – Concept (Meaning & Nature), Type and Role of Education.

Unit 3: Social agency & Education (20L)

- a. Social agency-concept, nature & types
- b. Role of family & school as a social agency of Education

Unit – 4: Emerging Social Issues in India (15L)

- a. Population Explosion
- b. Poverty and Education

(References as in EDCACOR03T)

DSE 1A (EDCGDSE02T) Psychology of Learning

6 credits

Full Marks-75

Unit 1: Intelligence (15L)

- a. Intelligence – concept and scope, measurement of intelligence (Basic concept of group and individual test, verbal and non verbal test, 1937 Scale of intelligence)
- b. Theories of Intelligence – Guilford, Gardner

Unit 2: Learning and Related factors (20L)

- a. Learning – definition, characteristics and types
- b. Factors influencing learning – memorization, attention, emotion and motivation.

Unit 3: Theories of learning (20L)

- a. S-R Theories (Concept of Thorndike, Skinner & Pavlov)
- b. Cognitive learning by Gestalt

Unit 4: Creativity (20L)

- a. Creativity – concept, scope and characteristics of creative persons.
- b. Measurement of creativity – Passi, TTCT

(References as in EDCGCOR01T)

SEMESTER VI

Choose any one from the following

DSE1B (EDCGDSE03T) Ancient Indian Education &Contemporary Issues in Indian Education

6 credits

Full Marks-75

Unit 1: Development of education in Ancient India (20L)

- a. Brahmanic Education- aims, curriculum and method of education

- b. Buddhist Education- Aims, curriculum and method of education

Unit 2: Social Issues: 1986 till date (20L)

- a. Problems of Education of Backward Classes w.s.r.t. SC/ST/OBC/MC
- b. Problems of Women Education.

Unit 3: Current Issues (20L)

- a. Problems of Equalization of Educational Opportunities.
- b. Structure and Functions of UGC, NCTE, NAAC and NCERT

Unit 4: Contemporary Acts on Education (15L)

- a. RTEA,2009
- b. PWD

(References as in EDCACOR07T)

DSE 1B (EDCGDSE03T) Guidance and Counseling in Education

6 credits

Full Marks-75

Unit 1: Adjustment and Maladjustment (20L)

- a. Concept of adjustment – definition, scope, need for adjustment, criteria of good adjustment; defense mechanisms.
- b. Concept of maladjustment – causes, types w.r.t. adolescence

Unit 2: Guidance (20L)

- a. Guidance – meaning, definition, scope, need and importance of guidance.
- b. Different types of guidance – educational, vocational and personal (nature, purpose, functions).

Unit 3: Counseling (20L)

- a. Meaning, nature, scope and importance of counseling, difference between guidance and counseling.
- b. Types of counseling – directive, non-directive, eclectic, individual and group counseling.

Unit 4: Data & techniques for guidance and counselling (15L)

- a. Basic data necessary for guidance
- b. Techniques of data collection for guidance

(References as in EDCACOR11T)

GE FOR EDUCATION (GENERAL)

GE – 1: TEACHER EDUCATION IN INDIA (EDCGGECO1T)

6 credits

75 marks

Unit-1: Teacher Education – Basic Concept (20L)

- a) Teacher Education –definition, objectives and importance
- b) Development of Teacher Education in India – Ancient, Medieval, British and Post –independence period (upto Kothari Commission)

Unit-2: Teacher Education in India (20L)

- a) Pre-service and In-service Teacher Education in India –objectives, functions, advantages & disadvantages
- b) Teacher Education through Distance Mode-objectives, agencies, advantages and disadvantages

Unit-3: Administration of Teacher Education in India (20L)

- a) Teacher training Institutes-Primary and Secondary levels—functions, problems and solutions
- b) Agencies of Teacher Education – NCERT, NCTE, CTE (brief history and functions)

Unit-4: Modern concept in teacher Education (15)

- a) Enhancement of Professional Capacity (EPC)- concept, types, importance
- b) School Internship -concept, characteristics, importance

Reference Books

1. Radhamohan(2017):Teacher Education,Delhi,PHI Learning Private Limited
2. Mohanty Jagannath(2015): Teacher Education,New Delhi,Deep & Deep Publications Pvt. Ltd.
3. Sharma Sashi Prova (2017):Teacher Education,New Delhi,Kaniska Publishers and Distributors
4. Bhattacharya Dibyendu and Sinha,Arun Kumar(2018):Teacher Education and Pedagogy,Kolkata,Alpana

GE-2 : INCLUSIVE EDUCATION IN INDIA (EDCGGECO2T)

6 credits

75 marks

Unit-1: Inclusive Education – Basic Concept (15L)

- a) Inclusive Education—meaning, nature and importance
- b) Development of Inclusive Education –in British and post independence period

Unit-2: Adult and Social Education (20L)

- a) Meaning, nature, importance of Adult & Social Education; relationship between adult and social education
- b) National Adult Education Programme (NAEP), National Literacy Mission (NLM)

Unit-3: Special Education (20L)

- a) Special Education – meaning, nature and importance
- b) RCI, NIOH, NIMH, NIVH - brief history, objective and functions

Unit-4: Issues in Inclusive Education (20L)

- a) Barriers and facilitators in Inclusive Education- Psychological, Social and Ethical.
- b) Role of technology in inclusive classroom-aids, appliances and remedial teaching.

Reference Books

1. Agarwal Rashmi and Rao,BVLN(2015):Education for Disabled Children,New Delhi,Shipra
2. Mangal, S.K (2017):Educating Exceptional Children, New Delhi, PHI Learning Private Limited
3. Nanda, Bishnu Pada (2o15): Sikshay Ekibhaban, Kolkata, Classique Books

SEC-1 (FOR B.A. EDUCATION HONOURS AND B.A. GENERAL STUDENTS)

2 credits

50 marks

DEVELOPMENTAL SKILL FOR SOCIAL AWARENESS (EDCSSEC01M)

Unit-1: Social Awareness – Basic Concept

- (a) Meaning and nature of Social Awareness, Social Backwardness and Social Advancement.
- (b) Need for development of Social Awareness, types of social awareness programme.

Unit-2: Planning of Social Awareness Programme

- (a) Planning and execution of a Social Awareness Programme.
- (b) Relationship among I.Q., E.Q. and social awareness.

Unit-3: Skill development in social awareness

- (a) Organization and Participation in a Social Awareness Programme conducted by NCC, NSS or by the College. (Child Labour and Abuse, RTE, HIV/AIDS, Traffic Awareness and Literacy Programme.

References:

1. Ahuja, R.: Social Problems in India; Rawat Publications. Jaipur.
2. Bernard, L. L.: An Introduction to Social Psychology.
3. Mahapatra, A.K.: Bishay Samajtatwa; Indian Book Concern, Kolkata.
4. Robert, L. Selman.: The Promotion of Social Awareness.

SEC-2: DEVELOPMENT OF OBSERVATIONAL SKILL (EDCSSEC02M)

2 credits

50 marks

Unit-1: Observation – Basic Concept

- (a) Meaning, nature and characteristics of Observation.
- (b) Classification of Observation, Advantages and Disadvantages of Observation.

Unit-2: Planning of Observational Skill

- (a) Planning and execution of observation.
- (b) Recording and interpretation of observed data.

Unit-3: Developing Observational Skill

- (a) Direct visit to a socio-cultural event (Book Fair, Local Cultural Fair, Market Survey).
- (b) Writing a Report on the Visit.

References:

1. Ahemed, AAA.: Sikshya Gabesana Padhati; Pravti Library, Dhaka.
2. Aggarwal, J. C.: Guidance and Counseling in Education; Vikash Publishing House. New Delhi.
3. JamalUddin , M. and Choudhury, M.S.: Sikshya Mulyayana O Nirdeshana; Bangla Academy, Dhaka.
4. Pal, D.: Nirdeshana O Paramarshadan; Central Library, Kolkata.
5. Kahn & Best,: Research in Education; Pearson Prentice hall of India, New Delhi.
6. Kochhar, S.K.: Guidance and Counseling in Colleges and University;Sterling Publishers, New Delhi.
7. Koul, Lokesh.: Methodology of Educational Research; Vikash Publishing, New Delhi.

SEM-V PURE GENERAL STUDENTS IN EDUCATION

SEC- 3

Collection and Analysis of Statistical Data.**Unit-1. Data Collection**

- (a) Introduction to Data- Meaning, Types and Uses of Data.
- (b) Collection of Data (N=50)

Unit- 2. Data Analysis and Interpretation.

- (a) Preparation of Frequency Distribution Table.
- (b) Calculation of Mean, Median, Mode, SD and QD.
- (c) Interpretation of Results.

References:

1. Chakraborty, A.:Sikshya Parimap O Mulyayan, Classiqe Books, Kolkata.
2. Koul, L.: Methodology of Educational Research, Vikash Pub House New Delhi.
3. Pal, D.: Research Methodology and Statistical Techniques,Rita Boo Agency, Kol.
Roy, Sushil.: Mullayan: Niti O Kousal, Soma Book agency, Kol

SEC- 4

Development of Environmental Awareness.

Unit-1. Environmental Awareness-Basic Concepts.

- (a) Meaning and Nature of Environmental Awareness.
- (b) Need, Importance and types of Environmental Awareness training.

Unit-2. Skill Development in Environmental Awareness.

- (a) Planning and execution of Environmental Awareness Programme.
- (b) Organization and Participation in an of Environmental Awareness Programme such as Tree Plantation, Swachha Bharat Abhijan, Nirmal Bangla Abhijan and Clean Drive Programme etc.
- (c) Reporting on the Programme.

References:

1. Ahuja, R.: Social Problems in India, Rawat Pub., Jaipur, Raj.
2. Bernard, L. L.: An Introduction to Social Psychology.
3. Mohapatra, A. k.: Bishay Samaj Tatwa, Indian Book Concern, Kol.
4. Murthy, D.B.N.: Environmental Awareness and Protection.