

B.A. (Honours) in Education
Part – I
Paper – I : Philosophical and Sociological Foundation of
Education

Course Objectives :

1. To develop understanding of the meaning, aims, objectives and functions of education.
2. To develop an understanding of the roles of Philosophy and Sociology in Education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and a better understanding of the process of education.
4. To develop understanding of major components in and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships.

Group – A : Philosophy and Education

Course Contents :

Unit – I

- Modern concept and scope of Education; with stress on
 - a. Education as a Science.
 - b. Education as a social process.
 - c. Education as human resource development and development of social moral and aesthetic value.

- Aims of education : Individual and Social aims of education.

The functions of Education :

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

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

Group – B : Sociology and Education

Unit – V

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

Unit – VI

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

References :

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

Paper – II : Educational Psychology and Pedagogy

Course Objectives :

1. To initiate students in understanding the structure and functions of Higher 'mental processes'.
2. To enable the student to understand the meaning and scope of educational psychology.
3. To enable them to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences.
4. To enable them to understand different aspects of personality and means of developing and integrated personality.
5. To develop understanding of the process of learning and teaching and problems of learning.
6. To understand the role of the school, the teacher and the environment for the growth of child.

- 7 To understand the problems of adolescents and role of education in solving those problems.
8. To develop understanding of various theories of teaching.
9. To initiate students to the field of pedagogy.
10. To develop the ability to analyse classroom teaching-learning, and the ability to observe classroom behaviour; and group dynamics.
- 11 . To develop a positive attitude towards life and the teaching profession.

Group – A : Educational Psychology

Course Contents :

Unit – I

- Definition of Psychology; Relationship between Psychology and Education; Nature, scope and methods of educational psychology; applications of educational psychology in teaching-learning and in understanding individuals behaviour.
- Psychological basis of human / mental life; functions of the human nervous system and the Endocrine system (Preliminary ideas).
- Meaning of development; stages of development with special stress on education for social, emotional and Intellectual; Fundamentals of Piagetian developmental psychology.
- Concept of Individual Differences :
 - a. Intelligence, definition and nature of intelligence; Determinates of Intelligence heredity and environment; theories of Intelligence; Measurement of intelligence.
 - b. Creativity – its meaning and nature; characteristics of a creative person; Relationship between creativity and intelligence and mental health.

Unit – II

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

Unit – III

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

Unit – IV

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

Group – B : Pedagogy

Unit – V

☐ Science to Teaching – Relation between teaching and learning general principles of teaching : Maxims.

Unit–VI

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

References :

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

(Some reference books on pedagogy will be suggested later.)

Part – II

Paper – III : Development of Education in India course objectives

Course Objectives :

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

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

Unit – I

- ☐ Education in Ancient India : Vedic and Brahmanic period.
 - a) Vedic Education : Aims of education process of Education, curriculum and organization, methods of teaching, Discipline, Teacher-pupil relation.
 - b) Buddhist Education : Aims of Education, curriculum & organization Methods of teaching Discipline, Teacher pupil relation, centers of learning, libraries.

Unit – II

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

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

Unit–III

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

Unit – IV

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

References :

1. Altekar A.S. Education in Ancient India.
2. Basu A. N. Education in Modern India.
3. Basu A.N. Adam's Report.
4. Banerjee J.P. Education in India Post, Present & Future
5. Dhar Niranjana Fundamentals of Social Education.
6. Key E. E. Indian Education in Ancient Later Lines
7. Lad N. N. Promotion of Learning in India
8. Mukherjee S. N. Education in India, Today & Tomorrow
9. Mukherjee S. N. History of Education (Modern Period)

10. Uarullah S. & Naik J. P. History of Education in India
11. Purokait B. R. Milestone in Indian Education
12. Rawat P. L. History of Indian Education
13. Bandopadhaya Jyoti Prassad Bharatiya Sikhar Itishas - Sampratik Samasya
14. Sanyal & Mitra Bharater Shiksher Itihas

Paper – IV : Issues and Trends in Contemporary Indian Education

Course Objectives :

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

Group – A : Conventional Mode

Course Contents :

Unit – I

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

Unit – II

- Secondary Education – Aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE. 1:1 Reports on Committee / Commissions since independence. – National policies of education – their implications.
- Higher education – General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA. Types of universities and equivalent Institutes of higher learning.

Group – B : Alternative Schooling

Course Contents :

Unit – III

- Elementary – Non-formal, National Adult Education Programme (NAEP) National Literacy Mission (NLM), TLC, PLC, JSN, Sarva Shiksha Abhiyan.
- Adult Education – Literacy Education and Further Education (Global and Indian context).
- Continuing Education
 - a) General / Liberal Education through open learning system.
 - b) Technical / Vocational Education.

Unit – IV

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

Unit – V

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

Unit – VI

- Alternative Education in U. K.

References :

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

Part—III

Paper — V : Educational Evaluation and Statistics in Education

Course Objectives :

1. To develop understanding of the concepts of measurement and evaluation in the field of Education.
2. To acquaint with different types of measuring instruments and their uses.
3. To acquaint with the principles of test construction – both education and psychological. To develop understanding of the concepts of validity reliability and their importance in education in education measurement.
4. To develop the ability to organize relevant educational data. To development the ability to use various statistical measures in analysis and interpretation of educational data. To develop the anility to interpret test data results.

Group — A : Educational Evaluation

Course Contents :

Unit — I

- Meaning and nature of educational measurement – need for measurement in education – concept of evaluation in education – relation between measurement and evaluation, norm referenced and criterion referenced tests.

Unit — II

- Measuring instruments and their classification; errors in measurement; types of scales in educational measurement. Characteristics of good measuring instrument validity, and

objectivity – methods of determination. Measurement of interest, Intelligence aptitude, academic, achievement, attitude and personality – different tools.

Unit – III

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

Group – B : Statistics in Education

Course Contents :

Unit – IV

□ Meaning, nature and scope of educational statistics. Sources of educational data and use of educational statistics. Difference between statistic and parameter. Significance of statistic.

□ Measures of variability central tendency, its uses and limitations. (Mean, Median and Mode calculation and application).

□ Measures of variability- its use and limitation (Range Quartile deviation, average deviation, standard Deviation, calculation & their uses)

□ Concept of normal distribution- properties and uses of normal probability curve in interpretation of test scores, Divergence from normality- skewness and kurtosis, derived scores: Linear and normalized- their uses. Percentile & Percentile Rank.

Unit V

□ Concept of variable variate. Types of data- grouped and ungrouped data Graphical presentation of data Pie-diagram, histogram, frequency polygon, cumulative frequency graph - Ogive and their uses.

□ Bivariate distribution: correlation, computation of coefficients of correlation by rank difference, product moment methods, interpretation of coefficients of correlations, Meaning of Z-score and its use in comparison to Raw-score, T.score (Basic concept)

□ Application of computer in data processing.

References:

1. Anastasi, A. : Psychological Testing.
2. Freeman, F.S. : Theory & Practical of Psychological Testing.

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

PAPER VI: EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHONOLOGY

COURSE OBJECTIVES:

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

GROUP- A: Educational Management & School organization

COURSE CONTENTS:

Unit I

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

Unit II

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

Unit III

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

GROUP-B: Educational Technology

COURSE CONTENTS:

Unit VI

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

Unit V

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

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

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

Paper – VII : Educational Guidance and Curriculum Construction

Course Objectives :

1. To help in understanding the meaning and importance of guidance and counselling.
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To develop the ability to identify gifted children who need enrichment and to channelise

their unique potentialities in a positive way through proper guidance.

4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.

5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.

6. To understand the qualities of an ideal counselor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counseling. To develop interest in one's own personal and professional growth.

7. To understand the meaning, concept and scope of curriculum.

8. To understand the basis of curriculum construction, transaction evaluation and innovation.

Group – A : Guidance and Counselling

Course Contents :

Unit – I

The concept of Guidance

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

Vocational Guidance

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

Unit – II

Educational Guidance :

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

Unit – III

The concept of Counselling

- a) Meaning, nature and scope of counseling.

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

Group – B : Curriculum Construction

Course Contents :

Unit – I

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

Unit – II

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

Unit – III

- Curriculum Development – its process : Role of curriculum development, culture based, knowledge based, need based.
- Evaluation of curriculum : A critical study of curricula at the school stage; Meaning and utility; Means of curriculum evaluation; Formative & summative evaluation.

References :

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

Paper-VIII

Course Objectives :

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

Group – A : Educational Thinkers – Oriental and Occidental

Course Contents :

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

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

Group – B : Project. Work Education

Course Contents :

Unit – I

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

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

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

Areas of Projects – I

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

References :

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

Report writing should be done in a practical note book : 30 marks

Viva : 20 marks

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

Course Objectives :

To enable the student to understand :

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

Course Contents :

Unit – I

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

Unit –II

- Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education-with special reference to aims,

process and curriculum – idealism, naturalism and pragmatism.

Factors of Education :

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

Paper –II : Education and Human Development

Course Objectives :

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

Course Contents :

Unit – I

- Psychology – Its meaning, nature and scope. Relationship between education psychology. Distinction between psychology and educational psychology.

Unit – II

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

Unit–III

- Learning : Learning and maturation, Essential aspects of different theories and laws of learning, motivation in learning, transfer of learning (Stress will be given on Pavlov, Thorndike, Skinner and Gestalt).
- Attention and interest. Nature and conditions for attention, their educational implications.

Paper – III : Indian Heritage and Education

Course Objectives :

- To enable the students to gain knowledge about :
 1. The system of Indian education during Vedic, Buddhist periods.
 2. Britisher's influence of Indian education.

3. Role of Indian thinkers in education during British period.
4. Growth and development of Education since independence.

Course Contents :

Unit – I

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

Unit – II

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

Reference :

Paper – I

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

Paper –II

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

Paper – III

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

Part–II

Paper – I : Education and Society

Course Objectives :

To enable the student to understand :

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

Course Contents :

Unit – III

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

Unit – IV

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

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

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

Paper –II : Education and Human Development

Course Objectives :

To make the students understand about :

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

Course Contents :

Unit—III

Habits, meaning of habit and its role and implication in education.

Emotions – their meaning; characteristics and place of emotions in education and their sublimation.

Memory and forgetting.

Unit – IV

Intelligence – concepts, definitions, theories and measurement (Two factors, multiple factors and group factor theories).

Unit – V

Heredity and environment and their implications for education.

Personality : Concept, traits, development of personality and its assessment.

Paper – III : Indian Heritage and Education

Course Objectives :

To enable the students to gain knowledge about :

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

Course Contents :

Unit – III

Recommendations of Indian Education commission – 1882, its influence on the subsequent development of education.

- ❑ Essential features of the Sadler Commission Report – 1917.
- ❑ Wardha scheme of Education – 1937.
- ❑ Radhakrishnan Commission – 1948. **Unit – IV**
- ❑ A Synoptic study of changes in School system – Primary and Secondary (Structure and curricular only after independence).
- ❑ Mudaliar Commission 1953.
- ❑ Kothari Commission 1964 – 66.
- ❑ National policy on Education 1986

Reference :

Paper – I

1. Agarwal J. C. : Philosophy and Social Basis of Education
2. Banerjee Archana : Principles of Education
3. Chakraborty J. C. : Modern Education
4. Chakraborty J. C. : (Revised by Sanyal Dipti)
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Paper –II

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

Paper – III

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

Part – III

Paper – IV : Evaluation and Guidance in Education

Group – A : Evaluation in Education & Scope

1. Concept of evaluation.
2. Need and scope of evaluation in Education : Evaluation of student achievement.
3. Evaluation of student progress :
4. Examination and evaluation – tools of evaluation :
5. Examination – essay type and objective type, criteria, reference tests and standardized tests, cumulative Record Card.
6. How to make a good test : Specification of objective item selection Characteristics of a good test : (a) Validity, (b) Reliability, (c) Objectivity, (d) Usability, (e) norms.
7. Measurement in Education : Tabulation of educational data. Measures of Central Tendency, Measure of variability. Graphical representation.
8. (Frequency Polygon, Histogram and Ogive). Idea of linear correlation (rank difference method only).

Group – B: Guidance in Education

1. Guidance : Concept need and scope.
2. Types of guidance.
3. Basic data necessary for guidance (Data about students, courses and vocations)
4. Meaning of Adjustment :
5. Causes of maladjustment : Role of parents, teachers, peers and educational institutions in the development of maladjustment.
6. Counseling : Meaning and types of counseling for adjustment problems.

References :

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

B.A. General Program in Education

Course Structure (Discipline-1: Education)

- C = Course
- AECC = Ability Enhancement Compulsory Course
- SEC = Skill Enhancement Course
- GE = Generic Elective Course
- DSE = Discipline Specific Elective Course
- Dis-1 = Subject Discipline -1 : Education
- Dis-2 = Subject Discipline -2 : Other than Education

B.A Program in Education: 1st Semester

<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>
UGEDCG-1	Philosophical and Sociological Basis of Education (Dis-1 Education)	C-1	6	50
	Discipline-2 (Discipline Other than Education)	C-2	6	50
	Language -1 (Bengali -1)	AECC-1(Core)	6	50
	Environmental Studies	AECC-1 (Elective)	4	50
		SEMESTER	22	200

B.A Program in Education: 2nd Semester

Course Code	Course Title	Course Type	Credit	Marks
UGEDCG-2	Psychological Basis of Education (Dis-1 Education)	C-3	6	50
	Discipline-2 (Dis-2 Other than Education)	C-4	6	50
	Language -1 (Bengali -2)	AECC-2(Core)	6	50
	English/MIL	AECC-2 (Elective)	2	50
		SEMESTER	20	200

B.A Program in Education: 3rd Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>
UGEDCG-3	History of Education in India-I (Dis-1 Education)	C-5	6	50
	Discipline-2(Discipline Other than Education)	C-6	6	50
	Language -2 (English -1)	AECC-3(Core)	6	50
SEC-1A	Life Skill Education	SEC- 1	2	50
SEC-1B	Psychology of Mental Health and Hygiene			
		SEMESTER	20	200

B.A Program in Education: 4th Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>
UGEDCG-4	History of Education in India-II (Dis-1 Education)	C-7	6	50
	Discipline-2(Discipline Other than Education)	C-8	6	50
	Language -2 (English -2)	AECC-4(Core)	6	50
SEC-2A	Education for Quality Living	SEC- 2	2	50
SEC-2B	Yoga Education			
		SEMESTER	20	200

B.A Program in Education: 5th Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>

	DSE (Any one from Discipline - 1 and any one from Discipline - 2)			
	DSE (Discipline-1 Education) (one out of two)	DSE- 1	6	50
DSE-1A	Curriculum Studies			
DSE-1B	Educational Measurement and Evaluation			
	DSE (Discipline – 2 Other than Education) (one out of two)	DSE- 2	6	50
	1. -----			
	2. -----			
	GE(Any One out of two)	GE-1	6	50
GE -1A	Educational Thoughts and Ideas of Great Educators			
GE -1B	Contemporary Issues in Indian Education			
	SEC (Any one out of two)	SEC- 3	2	50
SEC -3A	Women Education			
SEC -3B	Statistics in Education			
		SEMESTER	20	200

B.A Program in Education: 6th Semester

<i>Course Code</i>	<i>Course Title</i>	<i>Course Type</i>	<i>Credit</i>	<i>Marks</i>
	DSE (Any one from Discipline - 1 and any one from Discipline - 2)			
	DSE (Discipline – 1 Education)(one out of two)	DSE- 3	6	50
DSE -3A	Educational Technology			
DSE -3B	Educational Guidance and Counseling			
	DSE (Discipline 2 Other than Education) (one out of two)	DSE- 4	6	50
	1.-----			
	2.-----			
	GE (Any one out of two)	GE- 2	6	50
GE-2A	Teacher Education			
GE-2B	Education of Children with Special Needs			
	SEC (Any one out of two)	SEC-4	2	50
SEC-4A	Distance Education			
SEC-4B	Computer Application in Education			
		SEMESTER	20	200
		GRAND TOTAL:	122	1200

Detailed Curriculum

SEMESTER-1

UGEDCG-1: Philosophical and Sociological Basis of Education [Credit: 5+1]

(Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

1. Know the meaning, nature and scope of Educational Philosophy.
2. Understand and explain the relationship between Education & Philosophy.
3. Know and understand the different Individualistic and Socialistic aims of education.
4. Know and understand the different Western schools of philosophy and their contributions in various aspects of education.
5. Know and understand the different Indian schools of philosophy and their contributions in various aspects of education.
6. Know and understand the educational philosophy of great Indian and foreign educators.
7. Know the meaning, nature and scope of Educational Sociology.
8. Know and classify social groups with their nature.
9. Know and understand the definition, characteristics, factors and Constraints of social change.
10. Explain the role of education in social change and social mobility.

Course Contents:

Unit-I: Concept, Scope and Aim of Education

- a) Meaning, Nature and scope of Educational Philosophy
- b) Individualistic and socialistic aim
- c) Relation between education and philosophy

Unit-II: Philosophy and Education

- a) Western Schools of Philosophy: Idealism, Naturalism and Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline
- b) Indian Schools of Philosophy and Education: Vedanta, Jainism and Buddhism

Unit-III: Sociology in Education

- a) Meaning, nature and scope of Educational sociology
- b) Social groups and education – Primary, Secondary and Tertiary Group
- c) Concept of Socialization; its Process.

Unit-IV: Social Change and Culture

- a) Social change: definition, characteristics, factors, Constraints and education as an instrument of social change,
- b) Education and Social Mobility
- c) Culture: Meaning and Types; Cultural lag.

Suggested Books:

- A. P. Sharma – Indian and Western Educational Philosophy
- B. R. Purkait – Great Educators
- J. C. Aggarwal- Theory and Principles of Education
- J. C. Aggarwal - Philosophical and Sociological Bases of Education
- K. K. Shrivastava- Philosophical Foundations of Education
- M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
- M. Sharma – Educational Practices of Classical Indian Philosophies
- N. Arora – Educational Philosophy
- S. P. Chaube & A. Chaube – Foundations of Education
- S. S. Chandra & R. K. Sharma- Philosophy of Education
- S. S. Ravi – A Comprehensive Study of Education
- Y. K. Sharma – Sociological Philosophy of Education

SEMESTER-2

UGEDCG-2: Psychological Basis of Education [Credit: 5+1] (Discipline 1)

Course Objectives:

After completion of the course the students shall be able to:

1. Know and understand Learning, its characteristics and influencing factors of learning.
2. Know, understand and explain the different theories of learning and their educational implications.
3. Understand and explain the relationship between Attention and Interest.
4. Know and understand the different Stages and aspects of human development.
5. Understand of how Physical, Social, Emotional and Cognitive development of a child take place during different stages of development.
6. Understand of how learning is related with the development of a learner.
7. Know, understand and explain the various theories of human development and their educational implications.

Course Contents:

Unit-I: Introduction to Educational Psychology

- a) Psychology- Meaning, nature and Scope.
- b) Relationship and distinction between Education and Psychology.
- c) Application of educational Psychology in Classroom Teaching-Learning Process

Unit-II: Learning

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning; Trial and Error
- c) Attention & Interest: Factors of Attention and Relation between Attention and Interest

Unit-III: Growth and Development

- a) Stages and aspects of development in human life
- b) Physical, Social, Emotional and Cognitive development during Infancy, Childhood

and Adolescence

- c) Need of studying development in the context of learning.

Unit-IV: Individual Differences

- a) Individual Difference: Meaning and Causes
- b) Intelligence: Concept, Theories (Two Factors and Group Factor), Measurement
- c) Personality: Concept, Traits, Development of Personality and its assessment.
- d) Memory and Forgetting

Suggested Books:

- Adhikari, S (2015). Sikshayay Monovidya. Classique Books, Kolkata
- Chauhan, S. S. (2007). Advanced Educational Psychology (7th Edition). Vikas Publishing House Pvt. Ltd. Noida.
- Mangal, S. K. (2009). Essentials of Educational Psychology (1st Edition). Phi Learning Private Limited.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Misra, G., Jha, A., and Woolfolk, A. (2012). Fundamentals of Educational Psychology (11th Edition). Pearson India.
- Sindhu, I. S. (2012). Educational Psychology. Pearson India.
- Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.
- Sharma S. K.- Principles of Growth and Development. Gyan.
- Hilgard, E.R. & Bower, S.H. (1975). Theories of Learning. Cliffs: Prentice Hall.
- Hilgard, E. O. (1976). Theories of Learning (4th Edition). New York: Appleton Century.
- Hergenhahn (1996). Introduction to Theories of Learning, Pearson Higher Education.
- Hergenhahn, B. R., and Olson, Matthew H. (2013). An Introduction to Theories of Learning (9th Edition). Prentice Hall.
- Weiner, B. (1980). Human Motivation. New York: Halt, Rinehart & Winston.

SEMESTER-3

UGEDCG-3: Development of Education in India-I [Credit: 5+1] (Discipline-1)

Course Objectives:

After completion of the course, students shall be able to:

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. Know, understand and explain the different educational initiatives taken in 19th Century in India and their impacts on Indian education system.

Course Contents:

Unit-I: Education in Ancient India

- a) Education in Bramhanic Period.
- b) Education during Buddhist period.
- c) Educational Centres in Buddhist Period- Nalanda, Bikramshila

Unit-II: Education in Medieval Period

- a) Education System in Mughal Period
- b) Contribution of Babar and Akbar on Education

Unit-III: Introduction of Missionaries education in India

- a) Advent of the Missionaries: Serampore Mission and the activities of the Serampore Missionaries regarding extension of education.
- b) Adam, Munroe and Elphinstone's Report on Indigenous education

Unit-IV: Education in 19th Century in India

- a) Charter Act (1813) and its educational significance
- b) Macaulay Minuets (1835) and its educational significance
- c) Wood's Despatch (1854) and Hunter Commission (1882-83) and their impact on Indian education

SEC-1A: Life Skill Education [Credit: 2] (Discipline- 1)

Course Objectives:

After completion of the course, learners will be able to –

1. Acquire knowledge about the concept of life skill education.
2. Know and understand the concept, processes and various skills of communication
3. Acquire knowledge about the language usage skill.
4. Know and understand the process of critical thinking and problem solving.
5. Understand the process of team formation, team work and group activities.
6. Know how to manage team performance and team conflicts.
7. Know and understand the concept and different types of leadership.
8. Develop leadership skills.

Course Contents:

Unit- I: Communication and Language Usage skill

- a) Concept of Communication; Process of Communication and Communication Barriers.
- b) Skills of communication: Listening, Speaking and Writing
- c) Language: concept and functions; Process of Development

Unit-II: Critical Thinking, Problem Solving and Leadership Skill

- a) Meaning of Critical Thinking and Problem Solving
- b) Teamwork: Groups, Teams, Group Vs Teams, Team formation process, Stages of Group
- c) Leadership, Levels of Leadership and Types of leadership Development Leadership Skills

Suggested Books:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
- Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Chowdhury, P. Language across the Curriculum. Rita Publication, Kolkata.
- Pandey, S. P.- Life Skill Education for Adolescents. Serials.
- Mangal S K and Mangal U, (2009), Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sharma, R.A.(2012) Educational Administration and Management, Meerut :R. Lall Book Deport.
- Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sharma R. N., & S.S. Chandra, (2003), Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist.
- Sharma Y. K., (2005), Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010). Advanced Educational Technology, Pacific Books International.

SEC-1B: Psychology of Mental Health and Hygiene [Credit: 2] (Discipline-1)

Course Objectives:

After completion of the course, the students will be able to:

9. Know the Concept and Nature of Mental Health.
10. Know the Concept and Scope of Mental Hygiene
11. Know the relationship of Mental Health and Mental Hygiene.
12. Know the Concepts and Need of adjustment.
13. Understand the adjustment mechanism.
14. Know the Classification and Causes of Mental Disorder.
15. Know the Treatment and Prevention of the different forms of Mental Disorders.

Course Contents:

Unit-I: Mental Health and Hygiene and Mental Disorder

- a. Concept, Nature and scope of Mental Health
- b. Relation between Mental Health and Mental Hygiene
- c. Classification with Symptoms of Mental Disorder
- d. Causes of Mental Disorder

Unit-II: Adjustment and Maladjustment

- a) Adjustment: Concept and Need; Adjustment Mechanism.
- b) Role of family and School in Effective Adjustment
- c) Maladjustment: Meaning and Causes
- d) Different forms of maladjustment; Role of family and School in remedial measures.

Suggested Books:

- Arkoff, Abe (1968) Adjustment and Mental Health, US: McGraw-Hill Inc.
- Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
- Bron, R.A & Allyn Bacon. (2002); Essentials of Psychology, Guwahati: Nibedita DK Distributors.
- Carson, R.C. & Butcher, J.N. Abnormal Psychology and Modern Life.
- Crow, R.B & Crow, A (1964); Educational Psychology, New Delhi: Eurasia Publishing House
- Chauhan, S.S. Mental Hygiene- A Science of Adjustment.
- Hilgard, E.O (1976); Theories of Learning (4th Ed), New York: Appleton Century Crgts 10. Woodworth R.S. (1995); A Study of Mental Life, New York: Century.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Mohanty, J. Abnormal Psychology.

SEMESTER-4

UGEDCG-4: Development of Education in India –II [Credit: 5+1]

(Discipline– 1)

Course Objectives:

After completion of the course, learners will be able to –

1. Know the development of education in India during British Period.
2. Understand the educational system after independence of India.
3. Know the recommendations of different Education Commissions in Post-Independence India

Course Contents:

Unit-I: Education in 20th Century in India (1901-1944)

- a) Educational reformer- Lord Curzon and his educational policy (1904)
- b) Essential features of Sadler Commission (1917)
- c) Wardha Scheme of Education -1937

Unit-II: Bengal Renaissance and National Education Movement

- a) Bengal Renaissance: Its Nature; Educational Thoughts and activities of Rammohan Roy and Iswar Chandra Vidyasagar
- b) National Education Movement: Characteristics and Causes
- c) Phases of National Education Movement

Unit-III: Education in Post Independence India-I

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

Aims and Objective, Curriculum and Evaluation system and Language Policy

Unit-IV: Education in Post Independence India-II

- a) Indian Education Commission (1964-66) – Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity
- b) National Education Policy (1968)
- c) National Education Policy (1986)

Suggested Books:

- Agarwal, J. C. – Recent Developments and Trends in Education (with special reference to India), Shipra.
- Aggarwal, J. C. - Landmarks in the History of Modern Indian Education.
- Banerjee, J. P. – Education in India, Past, Present and Future.
- B. K. Nayak- Modern Trends and Issues in Education of India
- B. K. Nayak - History Heritage and Development of Indian Education
- B. N. Dash –History of Education in India
- B. R. Purkait- Milestones of Modern Indian Education
- J. C. Aggarwal- Theory and Principles of Education
- Mukherjee, S. N. - Education in India, Today and Tomorrow, Boroda Acharya Book Depot.
- Nurullah, S., and Naik, J. P. – History of Education in India; Macmillan Co.
- R. P. Pathak – Development and Problems of Indian Education
- S. S. Ravi – A Comprehensive Study of Education

SEC-2A: Education for Quality Living [Credit-2] (Discipline-1)

Course Objectives:

On completion of the course the students will be able to:

5. Know the Concept of Value and Value Education.
6. Know the Nature and Scope of Value Education.
7. Understand the Role of Parents, Teachers and Society for fostering Values.
8. Know the various Approaches of Value Inculcation.
9. Know the Concept and Nature of Peace Education.
10. Know the Curriculum of Peace Education.
11. Know the role of Education in dissemination of peace and resolution of conflict.
12. Know the Concept and Aims of Sustainable Development.
13. Understand the Role of Education in Sustainable Development.
14. Know the difficulties in maintaining Sustainable Development.

Course Contents:

Unit- I: Value Education and Peace Education

- a. Value and Value Education: Meaning, Definitions, Nature and Scope
- b. Fostering Values: Role of parents, Teachers and Society
- c. Peace Education: Meaning and nature
- d. Peace Education and Curriculum: Method of integration peace concept in education

Unit –II: Education for Sustainable Development and Human Resource Development

- a) Meaning, aims & objectives
- b) Role of Education in Sustainable Development
- c) Difficulties in maintaining sustainable development
- d) Human Resource Development: Meaning and Concept

Suggested Books:

- Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications.

- Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot.
- Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Diwahaar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New York.
- Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Morrison, M. L. (2003). Peace education. Australia: McFarland.
- Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
- Mishra, L. (2009) Peace Education Framework For Teachers, New Delhi: APH Publishing Corporation.
- Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
- Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
- Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

SEC-2B: Yoga Education [Credit-2] (Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

8. Know the Concept of Yoga and Yoga Education.
9. Understand the Role of Yoga in Education.
10. Describe Yoga education with special reference to Aims, Curriculum, Role of Teacher and Educational Implications.
11. Know and understand the various techniques or methods of practicing Yoga.
12. Know and understand the Asans / Mudras and their effects to promote a sound physical and mental health.

Course Contents:

UNIT- I: Introduction to Yoga Education

- d) Meaning and Definitions of Yoga and Yoga Education
- e) Role of Yoga in Education
- f) Yoga education with specific reference to Aims, Curriculum, Role of Teacher and Educational Implications.

UNIT-II: Yoga Practices:

- d) The Five Yamas (Eternal Vows), Dharana (Concentration) and its method,
- e) Different Asans / Mudras and their effects to promote a sound physical and mental health.
- f) Special Techniques of Yoga for Nasal allergy, Diabetes, Hypertension
- g) Need of yoga for positive health; stress management through yoga and yogic dietary considerations.

Suggested Books:

- Ghorote, M. L. Yoga Applied to Physical Education. Lonavala; Kaivalyadhama.

- Iyengar, B.K.S. (2000). *Astadala Yogamala*. New Delhi, India: Allied Publishers. p. 53. ISBN 978-8177640465.
- Madhav Pundalik Pandit, *Sri Aurobindo and His Yoga*, Lotus Press 1987 ISBN 0-941524-25-6
- Nagendra, H.R. and Nagarathna R: *New Perspectives in Stress Management* (V.K.Yogas, Bangalore,1988).
- NCTE (2015) *Yoga Education diploma in Elementary Education*, New Delhi, pp.15-18.
- Pal, T., Rath, S.K. & Roy S.C. (2014) *Yoga Education at a Glimpse*, Romania: Bridge Center.
- Prabhupada, S. (ed.). (2007). *Srimagbhat Gita As It Is*. Nadia: Bhaktibedanto Book Trust.
- Radhakrishnan, S. (1993), *The Bhagavadgītā*, Harper Collins, ISBN 81-7223-087-7, p. 289.
- R Nagarathna and H R Nagendra : *Integrated Approach of Yoga Therapy for Positive Health*, Swami Vivekananda Yoga Prakashana, Bangalore, 2003.
- Swami Satchidananda, *The Yoga Sutras of Patanjali*, Integral Yoga Publications, Yoga Ville, Virginia, USA, 1990.
- Sri Aurobindo. (1999), *The Synthesis of Yoga*, fifth edition, Sri Aurobindo Ashram Trust 1999.
- Swami Niranjanananda Saraswati, *Yoga Darshan*, Yoga Publications Trust, Bihar, India, 2002.
- Swami Satyananda : *Yoga Education For Children Saraswati* (Bihar Schools of Yoga, Munger, 1990).
- Tulsidas Chatterjee, *Sri Aurobindo's Integral Yoga*, Aurobindo Ashram, Pondicherry 1970.
- Udupa, K.N. : *Stress and its Management by Yoga* (Motilal Banarsidass, Delhi).
- Werner, Karel (1998). *Yoga And Indian Philosophy*. Motilal Banarsidass Publ. ISBN 81-208-1609-9. p. 119-20

SEMESTER-5

DSE-1A: Curriculum Studies [Credit: 5+1] (Discipline-1)

Course Objectives:

After completion of the course, the students will be able to:

10. Define Curriculum.
11. Know the Nature and Functions of Curriculum.
12. Describe the various Principles of Curriculum Construction.
13. Explain various types of curriculum.
14. Understand the Bases of Curriculum.
15. Know the Concept, Characteristics and Utility of Curriculum Evaluation.
16. Differentiate Formative and Summative Evaluation.
17. Understand the curriculum recommended by Indian Education Commission (1964-66).

Course Contents:

Unit-I: Concept of Curriculum

- d) Definition of Curriculum, Characteristics and Functions of Curriculum.
- e) General Principles of Curriculum Construction.
- f) Types of Curriculum- Explicit & Hidden Curriculum, Core and Activity based Curriculum.

Unit-II: Bases of Curriculum:

- d) Philosophical
- e) Psychological
- f) Sociological

Unit-III: Curriculum Evaluation and Recommendation

- d) Meaning, Characteristics and Utility of Curriculum Evaluation
- e) Formative and Summative Evaluation
- f) Indian Education Commission (1964-66)

Suggested Books:

- Brent, Allen. (1978); *Philosophical Foundations for the Curriculum*, Boston: Allen and Unwin.
- Brady, L. (1995). *Curriculum development*, New Delhi: Prentice Hall.
- Flinders, D.J (Ed) (1977); *The Curriculum Studies*; New Delhi: Atlantic Publishers
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Saylor, J.G. & Alexander W.M.(1956); *Curriculum Planning for Better Teaching and Learning*: Rinehart & Company, Inc. New York.
- Sharma, R.A. (2012) *Curriculum Development and Instruction*, Meerut: R. Lall Book Depot.
- Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanoich.
- Talla, Mrunalini (2012) *Curriculum Development- Perspectives, Principles and Issues*, Delhi, Chennai & Chandigarh: Pearson
- Tanner, D. and Tanner, L.(1975) *Curriculum development- theory and practice*. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W.(1941). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Vashist, R.P., *Curriculum Development*

DSE-1B: Educational Measurement and Evaluation [Credit: 5+1] (Dicipline-1)

Course Objectives:

After completion of the course the students shall be able to:

6. Acquire knowledge about the concept of Measurement and Evaluation.
7. Understand the relationship between Measurement and Evaluation.
8. Know, understand and differentiate various scales of measurement from each other.
9. Know and understand the different tools and techniques of evaluation used in education.
10. Know and understand the various important characteristics of a good test.

Course Contents:

Unit-I: Measurement and Evaluation in Education

- d) Concept, Scope and Need of Evaluation
- e) Relation between Evaluation and Measurement
- f) Scales of Measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II: Tools and Techniques of Evaluation

- d) Tools: Tests- Essay type and Objective type; Short answer type and Oral type
- e) Personality and Interest Test: Projective and Non-projective Tests
- f) Techniques: Observation, Self-reporting (Interview, Questionnaire)

Unit-III: Characteristics of a Good Test

- d) Objectivity: Meaning and nature
- e) Evaluation Process: Concept, Types (Formative and Summative)
- f) Concept of Gradation and Credit system.

Suggested Books:

- Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication.

- Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
- Best, J. W. & Kahn, J. V. (1989). Research in Education, (6th edition). New Delhi: Prentice Hall.
- Koul, L. (1998). Methodology of Educational Research. New Delhi: Vikash Publications.
- Pathak, R. P. (2012). Measurement and Evaluation in Education. Pearson India.
- Priyadarsaini, J. R., and Swarupa Rani, T. (2004). Educational Measurement and Evaluation (01st Edition). Discovery Publishing House Pvt. Ltd.
- Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
- Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
- Singh, A. K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.
- Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
- Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication.

GE-1A: Educational Thoughts and Ideas of Great Educators

Course Objectives:

After completion of the course the students shall be able to:

3. Know, understand and explain the contributions of eminent Indian educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.
4. Know, understand and explain the contributions of eminent foreign educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.
5. Know, understand and explain the contributions of modern educators in the field of education.

Course Contents:

UNIT-I: Contribution of Great Indian Educators:

- a) Swami Vivekananda
- b) Rabindranath Thakur
- c) Sri Aurobindo

With special reference to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers

UNIT-II: Contribution of Great Foreign Educators

- a) Rousseau
- b) Froebel
- c) Montessori

With special reference to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers

UNIT-III: Contribution of Modern Educators

- c) Amartya Sen: Capability Pedagogy

- d) Paulo Freire: Critical Pedagogy
- e) R.S. Peters: Philosophy of Education

Suggested Books:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- David Brookshaw Paulo Freire and Oliveira Brookshaw Freire (2014). Pedagogy of Commitment. Paradigm Publishers.
- Freire Paulo (2000). Pedagogy of the oppressed, 30th Anniversary Edition. Translated by Myra Bergman Ramos With an Introduction by Donaldo Macedo. Continuum, New York, London
- Joshi, S. - Educational Thoughts of Rabindranath Tagore. Crescent Pub
- Joshi, S. - Educational Thoughts of Sri Aurobindo. Crescent Pub
- Joshi, S. - Educational Thoughts of Swami Vivekananda. Crescent Pub
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
- Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
- Unterhalter, Walker, (2010). Amartya Sen's Capability Approach and Social Justice in Education. Palgrave Scholarly.

GE-1B: Contemporary Issues in Indian Education [Credit-5+1] (Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

6. Know and understand the concept and objectives of Universalization of Elementary Education, Secondary Education and Higher Education.
7. Know, understand and explain the role of RTE Act, DPEP, and SSA-SSM in Universalization of Elementary Education.
8. Know, understand and explain the role of RMSA in Universalization of Secondary Education.
9. Know, understand and explain the role of RUSA in Higher Education.
10. Know and understand the problems of Elementary Education, Secondary Education and Higher Education.

Course Contents:

Unit-I: Universalization of Elementary Education

- d) Universalization of Elementary Education: Meaning, Constitutional Provision with special reference to RTE Act
- e) Role of DPEP
- f) SSA-SSM

Unit-II: Universalization of Secondary Education

- d) Meaning, aims and objectives
- e) Role of RMSA
- f) Problems of Secondary Education

Unit-III: Higher Education and RUSA

- d) Concept and Objectives of Higher Education in India
- e) Higher Education and RUSA
- f) Problems of Indian Higher Education

Suggested Books:

- Agarwal, J. C. - Recent Developments and Trends in Education (with special reference to India). Shipra Publication.
- Hemchand, T. K.- Problems of Elementary Education. Crescent Publication.
- Hemchand, T. K.- Problems of Secondary Education. Crescent Publication.
- Hemchand, T. K.- Problems of Higher Education. Crescent Publication.
- Kochhar, S. K. – Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
- Mani, G. – Education in the International Context, Sterling Publishers Pvt. Ltd.
- Mukherjee, S. N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.
- Mukherjee, S. N. – Secondary Education in India, Orient Longman, New Delhi, 1972.
- Nanda, S. K. – Indian Education and its problems today, Kalyani Ludhiana, 2000
- Sharma, Ramnath and Sharma, Rajendra, K. – Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
- Swain, Sanjay, K., – Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
- Tripathy, P., and Roy, P. (2015). Contemporary Issues in Education. Kunalbooks.
- Tripathy, S. N.- Right to Education : Education for the Deprived Children. Abhijeet Pub.

SEC- 3A: Women Education [Credit: 2] (Discipline-1)

Course Objectives:

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

7. Know the concept and needs of women studies
8. Understand the scope and problems of women education
9. Know the literacy percentage of women.
10. Know the existing prejudices against women education.
11. Understand the role of educators on women education
12. Know the recommendations of different committees and commissions for women.
13. Understand the changing role of women in society and women rights

Course Contents:

Unit –I: Women Education

- a) Women Education: Meaning and Concept.
- b) Problems of Women Education.
- c) Literacy percentage of women.
- d) Existing prejudices against women education.
- e) Needs & Scope of Education for girls.

Unit –II: Recommendation on Women Education

- a) Role of Iswarchandra Vidyasagar, Mahatma Gandhi, and Rabindranath Tagore for Women Education.
- b) Women Education as recommended by different commissions in Independent India.
- c) Measures taken by the Government for Women Education.
- d) Role of NGO's for Women Education.

Suggested Books:

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

SEC-3B: Statistics in Education [Credit: 2] (Discipline- 1)

Course Objectives:

After completion of the course, the students will be able to:

10. Know the Concept Scope and Need of Educational statistics.
11. Make organization, tabulation and graphical representation of Data.
12. Measure the Central Tendency.
13. Measure the Variability.
14. Compute Coefficient of Correlation by using various methods.

Course Contents:

Unit-I: Educational Statistics

- d) Concept, Scope and Need of Educational Statistics
- e) Organization and Tabulation of Data- Frequency distribution table
- f) Graphical Representation of Data

Unit-II: Descriptive Statistics

- d) Meaning of Central Tendency: Mean, Median and Mode
- e) Measure of Variability: Range, AD, SD, QD
- f) Concept of Correlation: Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation

Suggested Books:

- Aggrwal, Y.P. (1988): Statistical Methods-Concepts, Application and Computation, New Delhi: Streling.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Garret. H.E (1988). Statistics in Psychology and Education Bombay: Vakils, Ferrer & Simons Ltd
- Guilford, J.P. & Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill
- Mangal, S.K. (2008). Statistics in Education and Psychology, New Delhi: Prentice Hall.
- Rath, R. K.(1999) Fundamentals of Educational Statistics & Measurement, Orissa: Taratarini Pustakalaya.
- Sahu, B.K. (2004) Statistics in Psychology & Education, Kalyani Publishers.
- Saha, Kaberi (2012) Statistics In Education And Psychology, New Delhi: Asian Books Private Ltd

SEMESTER-6

DSE-3A: Educational Technology [Credit: 5+1] (Discipline-1)

Course Objectives:

After completion of the course, the students will be able to:

12. Know the Concept, Nature, Need and Scope of Educational Technology.
13. Know the Problems of Educational Technology.
14. Know the Approaches of Educational Technology.
15. Understand the Concept, Nature, Types, and Components of Communication.
16. Know the Barriers of Classroom communication and strategies of overcoming barriers in communication
17. Know the various Media used in Education.

Course Contents:

Unit –I:

- a) Educational Technology: Concept and Meaning.
- b) Educational Technology: Nature, Scope, Needs and Limitations.
- c) Components of Educational Technology-Hardware, Software & System Approach

Unit –II:

- a) Communication: Meaning, Nature, Types and Process.
- b) Barriers of Communication.
- c) Significance of Communication.

Unit –III:

- a) Multimedia approach in educational technology.
- b) Visual, audio and audio-visual types and their uses in education.
- c) Computer and its role in education.

Suggested Books:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
- Kumar, K.L. Educational Technology,
- Mohanty, J. (2001) Educational Technology, New Delhi: Deep & Deep publication.
- Mangal S K and Mangal U, (2009) Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sampath, Pannerselvan, Santhanam, Introduction to Educational Technology.
- Sharma R. N., & S.S. Chandra, (2003) Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist.
- Sharma Y. K., (2005) Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010), Advanced Educational Technology, Pacific Books International.
- Vashist, S.R. (1997) Research in Educational Technology, Guwahati: Eastern Book House.

DSE-3B: Educational Guidance and Counseling [Credit: 5+1] (Discipline- 1)

Course Objectives:

After completion of the course the students shall be able to:

9. Know the concept, meaning, nature and importance of guidance.
10. Know, understand and explain the meaning, purposes and functions of different types of guidance.
11. Understand and explain the necessities of guidance at different stages of education.
12. Know the concept, meaning, nature and importance of counseling.
13. Know, understand and explain the meaning, purposes and functions of different types of counseling.
14. Know and understand the characteristics of a good Counsellor.
15. Know and understand the different Tools and Techniques of Guidance and Counselling.
16. Distinguish between guidance, counselling and teaching.

Course Contents:

Unit –I: Educational Guidance

- a) Educational Guidance: Meaning, Definition, Scope.
- b) Needs and Importance of Guidance.
- c) Essentials of good Guidance programme.
- d) Different forms of Guidance.

Unit-II: Vocational Guidance

- a) Educational and Vocational Guidance.
- b) Organization of Guidance service at different levels of education.
- c) Tools and techniques of Guidance.

Unit –III: Counseling

- a) Counseling: meaning, nature, scope.

- b) Tools and techniques of Counseling.
- c) Difference between Guidance and Counseling.
- d) Counseling process-relationships & its characteristics.
- e) Role of parent, teacher & counselor in guidance programme.

Suggested Books:

- Basu, N.C. Educational and Vocational Guidance.
- Chauhan, S.S. – Principles and Techniques of Guidance.
- NCERT- Guidance and Counseling.

GE-2A: Teacher Education [Credit: 5+1] (Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

11. Understand the Meaning, Nature and Scope of Teacher Education.
12. Understand the Need and Importance of Teacher Education.
13. Know and understand the Changing Context of Teacher Education in Indian Scenario.
14. Explain Historical Development of Teacher Education in India.
15. Understand the problems of Teacher Education in India.
16. Give some suggestions to improve the conditions of Teacher Education in India.
17. Explain the role of various agencies of Teacher Education.
18. Know and understand the concept of profession and professionalism.
19. Justify teaching as a noblest profession.
20. Know the characteristics of professional teaching.

Course Contents:

UNIT-I: Concept of Teacher Education

- d) Meaning and Nature of Teacher Education
- e) Need and Scope of Teacher Education
- f) Changing Context of Teacher Education in the Indian Scenario

UNIT-II: Development of Teacher Education in India

- e) Teacher Education in Pre-Independence India
- f) Teacher Education in Post-Independence India
- g) Problems of Teacher Education and suggestions for improving conditions of Teacher Education in India

UNIT-III: Agencies of Teacher Education

- d) SCERT, UGC, NCTE and UNESCO
- e) Concept of Profession and Professionalism – Teaching as the noblest profession
- f) Characteristics of professional teaching

Suggested Books:

- Kundu, C. L. (1998). Indian Year Book on Teacher Education. New Delhi, Sterling Publishers Privatization Ltd.
- Mohan, Radha (2011). Teacher Education. New Delhi: PHI Learning Private limited.
- Mohanty, J. (2003). Teacher Education. Deep and Deep Publications Pvt. Ltd. New Delhi.
- Sharma, Shashi Prabha (2004). Teacher Education in India, Vikas Publications, New Delhi.
- Shankar, V. (1984). Education of Indian Teachers, New Delhi: Sterling Publishers.

GE-2B: Education of Children with Special Needs [Credit: 5+1] (Discipline-1)

Course Objectives:

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

1. Know about the exceptional children.
2. Understand the importance of special education
3. Know the characteristics of visually impaired, hearing impaired children and children with speech disorder.
4. Know the characteristics and educational provision of mentally retarded children and learning disabled children.

Course Contents:

Unit-I: Children with Special Needs

- a) Exceptional children: Meaning and Classification
- b) Special Education
- c) Significance of Special Education

Unit –II: Children with VI, HI and Speech Disorder

- Education of Children with:
 - Visual Impairment: identification, intervention, education and prevention.
 - Hearing Impairment: identification, intervention, education and prevention.
 - Speech and Language Disorders: identification, intervention, education and prevention.

Unit –III: Children with MR and LD

- Education of Children with:
 - Mentally Retardation: identification, intervention, education and prevention.
- Education of Children with:
 - Learning Disabilities: identification, intervention, education and prevention.

Suggested References:

- Bantwal, A., Nandukar, A. & R. Jalvi. Fundamentals of Hearing Impairment and Audiological management. RCI Manual, [DSE (HI)]. New Delhi:Kanishka Publishers, Distributors.
- Biswas, P.C. Education of Children with Visual Impairment in Inclusive School. New Delhi:Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.) Special Educational Needs. London: Rutledge.
- Haring, N.G. & R.L. Schiefelbusch (des). Teaching Special Children. New York:McGraw-Hills Book Co.
- Jalvi, P., Nandukar, A. & A. Bantwal. Introduction to hearing Impairment. RCI Manual, (DSE (HI)]. New Delhi:Kanishka publishers, Distributors.
- Mani, M.N.G. Techniques of Teaching Blind Children. Sterling Publishers Pvt. Ltd.
- Sharma, PremLata. A Teacher's Handbook on IED – Helping Children with Special Needs. New Delhi: NCERT.

SEC- 4A: Distance Education [Credit: 2] (Discipline- 1)

Course Objectives:

After careful study of the course, learners will be able to-

9. State the meaning and characteristic features of distance education in India.
10. Give the significance of distance education
11. Know the present status of distance education.
12. State the concept of information and communication technologies and their application in distance education.
13. Describe the media for distance education-print and electronic
14. Understand the management of student-support services;
15. Describe the distance mode for technical and vocational education programmes for rural development;
16. Understand the quality assurance of distance education;

Course Contents:

Unit –I:

- a) Distance Education; Significance, Meaning and Characteristics.
- b) Growth and Development of Distance Education.
- c) Designing and preparing self-learning materials in Distance Education.
- d) ICT and their applications in Distance Education

Unit –II:

- a) Self – support service in Distance Education.
- b) Technical and vocational Programmes through Distance Education.
- c) Quality assurance in Distance Education.
- d) Maintaining of standards in Distance Education.
- e) Role of Distance Education Council.

Suggested Books:

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

SEC- 4B Computer Application in Education [Credit: 2] (Discipline-1)

Course Objectives:

After completion of the course the students shall be able to:

8. Know the definitions, characteristics and applications of computer.
9. Know and understand the various important components of computer and its Input and Output Devices.
10. Know and understand the Concept of Memory, Magnetic and Optical Storage Devices of computer.
11. Explain the definitions and functions of operating system of computer.
12. Know and understand the Basic Components of Windows.
13. Manage files and folders, Control panel – display properties, add/remove software and hardware, set date and time, screensaver and appearance.
14. Know and understand about various functions of Microsoft office word.
15. Know about Creating, Editing & Formatting Document, Spell Checking, Printing, Views, Tables, Word Art, Mail Merge, Excel and PPT.
16. Know and understand about Internet and its various applications.
17. Know and understand of how to Create Email Id, View an E-Mail, Send an E-Mail to a single and multiple users, Send a file as an attachment.

Course Contents:

UNIT-I: Computer

- a) Definition, Characteristics, Applications
- b) Components of Computer System, Input/Output Devices
- c) Concept of Memory, Magnetic and Optical Storage Devices

UNIT-II: Operating System and Word Processing

- a) Definition & Functions of Operating System
- b) Basic Components of Windows, Managing files and folders, Control panel – display properties, add/remove software and hardware, setting date and time, screensaver and appearance.
- c) Introduction to Word Processing, Menus, Creating, Editing & Formatting Document, Spell Checking, Printing, Views, Tables, Word Art, Mail Merge, Excel and PPT.

UNIT-III Computer Communication

- a) Internet and its applications
- b) Surfing the Internet using web browsers
- c) Creating Email Id, Viewing an E-Mail, Sending an E-Mail to a single and multiple users, Sending a file as an attachment.

Suggested Books

- Sinha, P. K. & Sinha, Priti, Computer Fundamentals, BPB
- Dromey, R.G., How to Solve it By Computer, PHI
- Microsoft Office – Complete Reference – BPB Publication



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Office of the Controller of Examinations

CURRICULUM FOR B.A. HONOURS

**GENERIC ELECTIVE (GE) COURSE
OFFERED FOR THE STUDENTS
OTHER THAN EDUCATION
HONOURS**

Under Choice Based Credit System (CBCS)

Effective from the Academic Session 2017-2018

Course Structure

Generic Elective Courses offered for the Students other than Education Honours				
<i>Course Code</i>	<i>Course Title</i>	<i>Course type</i>	<i>Credit</i>	<i>Marks</i>
GE-1A	Life Skill Education	GE-1 (Any one to be chosen out of two)	6	50
GE-1B	Health Education			
GE-2A	Contemporary Issues in Modern Society	GE-2 (Any one to be chosen out of two)	6	50
GE-2B	Teaching and Learning			
GE-3A	Adult and Continuing Education	GE-3 (Any one to be chosen out of two)	6	50
GE-3B	Women Education			
GE-4A	Vocational Education	GE-4 (Any one to be chosen out of two)	6	50
GE-4B	Yoga Education			

Course Structure

(Discipline-1: Education)

GE-1A: Life Skill Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Acquire knowledge about the concept of life skill education.
2. Know and understand the concept, processes, barriers and various skills of communication.
3. Know and understand the process of critical thinking and problem solving.
4. Understand the process of Team formation, Team work and Group Dynamics.
5. Distinguish between Team and Group.
6. Know and understand of how to manage Team performance and Team conflicts.
7. Know and understand the concept and different types of Leadership.
8. Know and understand of how to develop Leadership skills.

Course Contents:

UNIT-I: Communication Skill

- a) Concept of Communication
- b) The Process and Barriers of Communication
- c) Skills of Communication: Listening, Speaking and Writing

UNIT-II: Language Usage Skill

- a) Language: Meaning and Concept
- b) Functions of Language and Dialects
- c) Different strategies of Language Development

UNIT-III: Critical Thinking and Problem Solving

- a) Creativity: Lateral thinking, Critical thinking, Multiple Intelligence, Problem Solving

- b) Teamwork: Groups, Teams, Group Vs Teams, Team formation process, Stages of Group
- c) Group Dynamics, Managing Team Performance & Team Conflicts

UNIT-III: Leadership Skills

- a) Leadership, Levels of Leadership and Types of leadership
- b) Transactions Vs Transformational Leadership
- c) Development Leadership Skills

Suggested Books:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
- Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Chowdhury, P. Language across the Curriculum. Rita Publication, Kolkata.
- Pandey, S. P.- Life Skill Education for Adolescents. Serials.
- Mangal S K and Mangal U, (2009), Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sharma, R.A.(2012) Educational Administration and Management, Meerut :R. Lall Book Deport.
- Sharma, Y.K. and Sharma, M. (2006): Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sharma R. N., & S.S. Chandra, (2003), Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist.
- Sharma Y. K., (2005), Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010). Advanced Educational Technology, Pacific Books International.

GE-1B: Health Education [Credit: 5+1]

Course Objectives:

On completion the course, students will be able to-

1. Get a meaningful concept of health and hygiene
2. Know the causes of degradation of our health.
3. Get acquainted with common and uncommon diseases in Indian society
4. Understand the health hazards related to high level technology
5. Understand the concept and need of health education in modern times.
6. Get knowledge about first-aid uses.

Course Contents:

Unit-I: Basic Idea about Health

- a) Health-Meaning and concept;
- b) Significance of knowledge about Health and Hygiene
- c) Techniques of developing good health

Unit-II: Diseases Prevalent in Indian Society

- a) Air-borne diseases & Water-borne diseases
- b) Vector-borne diseases
- c) Blood-borne diseases

Unit-III: Health issues and Health Hazards

- a) Problems of health due to malnutrition, lack of drinking water, protein deficiency and Anaemia.
- b) Health problems due to drug addiction, alcoholism, smoking, fast food intake.
- c) Health hazards due to Cell phone radiation and computer overuse.

Unit-IV: Health Education

- a) Health Education: Meaning and Concept; its importance
- b) Health Education literacy programme; Swachha Bharat Abhiyan
- c) Preliminary idea about first-aid equipment and its uses

AECC-1: Environmental Studies

Common syllabus is to be provided by the respective department.

GE -2A: Contemporary Issues in Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Know and understand the concept and objectives of Universalization of Elementary Education, Secondary Education and Higher Education.
2. Know, understand and explain the role of RTE Act, DPEP, and SSA-SSM in Universalization of Elementary Education.
3. Know, understand and explain the role of RMSA in Universalization of Secondary Education.
4. Know, understand and explain the role of RUSA in Higher Education.
5. Know and understand the problems of Elementary Education, Secondary Education and Higher Education.

Course Contents:

Unit-I: Universalization of Elementary Education

- a) Universalization of Elementary Education: Meaning, Constitutional Provision with special reference to RTE Act

- b) Role of DPEP
- c) SSA-SSM

Unit-II: Universalization of Secondary Education

- a) Meaning, aims and objectives
- b) Role of RMSA
- c) Problems of Secondary Education

Unit-III: Higher Education and RUSA

- a) Concept and Objectives of Higher Education in India
- b) Higher Education and RUSA
- c) Problems of Indian Higher Education

Unit-IV: Contemporary Issues of Education

- a) Unemployment
- b) Poverty
- c) Student Unrest

Suggested Books:

- Agarwal, J. C. - Recent Developments and Trends in Education (with special reference to India). Shipra Publication.
- Hemchand, T. K.- Problems of Elementary Education. Crescent Publication.
- Hemchand, T. K.- Problems of Secondary Education. Crescent Publication.
- Hemchand, T. K.- Problems of Higher Education. Crescent Publication.
- Kochhar, S. K. – Pivotal Issues in Indian Education, Sterling Publishers Pvt. Ltd.
- Mani, G. – Education in the International Context, Sterling Publishers Pvt. Ltd.
- Mukherjee, S. N. – History of Indian Education (Modern), Acharya Book, Barada, 1961.
- Mukherjee, S. N. – Secondary Education in India, Orient Longman, New Delhi, 1972.
- Nanda, S. K. – Indian Education and its problems today, Kalyani Ludhiana, 2000
- Sharma, Ramnath and Sharma, Rajendra, K. – Problems of Education in India, Atlantic Publishers and Distributors, New Delhi, 1996.
- Swain, Sanjay, K., – Trends and issues in Indian Education, Kalyani Publishers, Ludhiana, 1997.
- Tripathy, P., and Roy, P. (2015). Contemporary Issues in Education. Kunalbooks.
- Tripathy, S. N.- Right to Education : Education for the Deprived Children. Abhijeet Pub.

GE-2B: Teaching and Learning
[Credit: 5+1]

Course Objectives:

After completion of the course, the students will be able to:

1. Know the meaning and concept of Pedagogy, theories of teaching and methods of teaching.
2. Understand the relationship between teaching and learning.
3. Discuss the Nature of classroom teaching and Function of a teacher.
4. Differentiate between traditional and constructivist teaching.
5. Discuss the Factors affecting Perception, Attention and Attitude and Teaching Methods.

Course Contents:

Unit-I: Teaching

- a) Science of Teaching: Relation between teaching and learning;
- b) Factors affecting teaching process: Input and Output variables;
- c) General principles of teaching: Maxims of Teaching, Fundamentals of teaching.

Unit-II: Types of Teaching

- a) Nature of classroom teaching.
- b) Differences between traditional and constructivist teaching.
- c) Microteaching and Team Teaching

Unit-III: Teaching Methods

- a) Factors: Perception, Attention and Attitude.
- b) Teaching Methods: Demonstration and Story Telling
- c) Further Methods of Teaching: Lecture and Problem Solving

Unit-IV: Role of Teacher

- a) Teacher as a planner
- b) Teacher as a facilitator
- c) Teacher as a researcher

Suggested Books:

- Aggarwal, J.C. Principles, Methods and Techniques of Teaching, New Delhi: Vikas Publishing House.
- Aggarwal J C (2001), Essentials of Educational Technology, New Delhi: Vikash Publishing House.
- Fry, H.; Ketteridge,S. & Marshall, S. (2009) A Handbook for Teaching and Learning in Higher Education, New York: Routledge
- Kochhar, S.K. (2010) Methods and Techniques of Teaching, New Delhi: Sterling Publishers
- Nimbalkar, M. R. (2011) Educational Skills & Strategies of Teaching: Principles and Maxims of Teaching, Neelkamal.
- Virk,J.K. Billing, H.; Deshwal, P. (2015) Learning and Teaching, Twentyfirst Century Publications

AECC-2: English/ MIL

Common Syllabus is to be provided by the respective department.

GE-3A: Adult and Continuing Education [Credit: 5+1]

Course Objectives:

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

1. Know the basics of adult education, continuing education, life-long education.
2. Know the non-formal approaches in adult education.

3. Understand the history of adult education in ancient times, middle ages and pre-independence India
4. Understand the development of adult education in post-independence India
5. Know the current trends of adult education and UNESCO's effort in relation to this.

Course Contents:

Unit-I: Basic concepts of Adult Education

- a) Concept of adult education, adult learning, continuing education, life-long learning
- b) Formal education, non-formal education, informal education, incidental learning
- c) The non-formal approach in education-Education for All. School Drop-outs and universalization of primary education and its relationship with adult literacy: DPEP

Unit-II: History of Adult Education

- a) Adult education in ancient India, middle ages and pre-independence India.
- b) Adult education in post-independence India i.e. up to twelfth five year plan period.
- c) Recommendations of different commission on adult education. National Adult Education Program, Mass program for Functional Literacy

Unit-III: Curriculum Methods and Teaching Materials

- a) Developing curricula-types of curriculum
- b) Different teaching methods; Teaching aids- conventional, non-conventional, modern.
- c) Development of materials- print and non-print other than books; Role of National Book Trust, NGOs etc.

Unit-IV: Current Trends in Adult Education

- a) National Literacy Mission (NLM): structure, role and function of supporting agencies such as DIET, NIAE, Directorate of Adult Education etc.
- b) Total Literacy Campaigns (TLC), Post-Literacy Campaigns (PLC), Off shoots of TLC and PLC
- c) UNESCO's efforts : EFA, Hamburg Declaration-Mumbai Statement

Suggested Books:

- Jarvis, P. Adult Education and Lifelong Learning, 2004. Routledge Falmer, London.
- Knowles, M.S. The Modern Practice of Adult Education. 1980. Cambridge. The Adult Education Company, New York.
- Mayo, P. Learning with Adults. 2013, Sense Publishers, Netherland.
- Murriam, S.B. & Bierema, L.L. Adult Learning: Linking Theory and Practice, 2013, Jossey Bass.
- Murriam, S.B. & Grace, A.P. The Jossey-Bass Reader on Contemporary Issues in Adult Education, 2011.

GE-3B: Women Education [Credit: 5+1]

Course Objectives:

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

1. Know the concept and needs of women studies
2. Understand the scope of women studies and learn it as an academic discipline
3. Know the history of evolution of women studies from women movements
4. Know the recommendations of different committees and commissions for women.
5. Understand the changing role of women in society and women rights
6. Understand the role of women in media

Course Contents:

Unit-I: Basic idea about Women Education

- a) Women Education- concept and need;
- b) Scope of women Education;
- c) Women Education as an academic discipline

Unit-II: Women's movements

- a) Movements in Pre-independence and post-independence India
- b) Current women's movements
- c) National Committees and Commissions for women- Government Organizations for Women – Dept. Of Women and Child Development

Unit- III: Women Empowerment

- a) Girl child in society; Child labourers; Changing role of women; marriage; single parent; Motherhood; Widows

b) Women Development Approaches in Indian Five-Year Plans; Self-Help Groups; Panchayati Raj, Political Role and Participation, NGOs and Women Development; National and International Funding Agencies

c) Indian Constitution and Provisions relating to women; Human rights as Women rights.

Unit-IV: Women in Media

- a) Portrayal of women in Mass Media (Cinema, TV, Print Media)
- b) Role of Women in Media- Development of communication skills- Alternative media- Folk Art, Street play and Theatre- Women as change agents
- c) Indecent Representation of Women (Prohibition) Act, 1986- Impact on women

Suggested Books:

1. Bagal, J.C. Women education in eastern India, 1956.
2. Mitra, Ashok. The Status of Women, Literacy and Employment. Allied Publishers, New Delhi.
3. Mukherjee, S.N. Education in India. Today and Tomorrow, 1969.
4. Newson, J. The Education of Girls, Faber and Faber Ltd. London, 1948.
5. Report of the Commission on the Status of Women in India, December, 1974. Government of India, Ministry of Education and Social Welfare, Department of Social Welfare, New Delhi.

GE-4A: Vocational Education [Credit: 5+1]

Course Objectives:

After going through this course, learners will be able to-

1. Know the definition and concept of vocational education
2. Know the difference between vocational education and vocational training; difference between general education and vocational education.
3. Explain the models of vocational education
4. Understand the history of vocational education in India
5. Understand the policy framework for vocational education in Independent India
6. Take measures for vocationalization of education in India.

Course Contents:

Unit-I: Introduction to Vocational Education

- a) Definition and Concept; Vocational Education Vs Vocational Training; General Education Vs Vocational Education
- b) Models of Vocational Education
- c) Needs and Rationale of Vocational Education

Unit-II: Vocational Education in India: The Historical Background

- a) Vocational education in Ancient India and Medieval India
- b) Vocational Education in British regime
- c) Gandhian Philosophy of Vocational Education

Unit-III: Policy Framework for Vocational Education in Independent India

- a) The Secondary Education Commission, 1952-53, Kothari commission, 1964-66; National Policy on Education, 1968 & 1986;
- b) The Programme of Action, 1986 and 1992;

c) Vocational Education in Five Year Plan

Unit-IV: Vocationalization of education in India

- a) Vocationalization of Secondary Education
- b) Vocationalization of Higher Secondary Education
- c) Challenges in Vocationalization of education

Suggested Books:

1. Rastriya, T. Vocational Education. APH Publishing Corporation, New Delhi.

GE-4B: Yoga Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Know the Concept of Yoga and Yoga Education.
2. Understand the Role of Yoga in Education.
3. Describe Yoga education with special reference to Aims, Curriculum, Role of Teacher and Educational Implications.
4. Understand the History of Yoga and the contributions of Sagacious Yogis for the development and promotion of Yoga.
5. Describe the various Types of Yoga.
6. Know and understand the various techniques or methods of practicing Yoga.
7. Know and understand the Asans / Mudras and their effects to promote a sound physical and mental health.

Course Contents:

UNIT- I: Introduction to Yoga Education

- a) Meaning and Definitions of Yoga and Yoga Education
- b) Role of Yoga in Education
- c) Yoga education with specific reference to Aims, Curriculum, Role of Teacher and Educational Implications.

UNIT-II: History of Yoga and Sagacious Yogis:

- a) Yoga in various Periods / times.
- b) Sagacious Yogis: Swami Vivekananda, B. K. S. Iyengar: Father of Modern Yoga and their contributions for the development and promotion of Yoga.
- c) Types of Yoga: Karma Yoga of Bhagavagita, Surya Namaskar, Ashtanga Yoga, Integral Yoga of Sri Aurobindo.

UNIT-III: Yoga Practices:

- a) The Five Yamas (Eternal Vows), Dharana (Concentration) and its method,
- b) Different Asans / Mudras and their effects to promote a sound physical and mental health.
- c) Special Techniques of Yoga for Nasal allergy, Diabetes, Hypertension

Unit-IV: Application of Yoga

- a) Need of yoga for positive health; stress management through yoga and yogic dietary considerations.
- b) Development of Self-concept through yoga
- c) Increasing Self-esteem through yoga

Suggested Books:

- Ghorote, M. L. Yoga Applied to Physical Education. Lonavala; Kaivalyadhama.
- Iyengar, B.K.S. (2000). *Astadala Yogamala*. New Delhi, India: Allied Publishers. p. 53. ISBN 978-8177640465.
- Madhav Pundalik Pandit, *Sri Aurobindo and His Yoga*, Lotus Press 1987 ISBN 0-941524-25-6
- Nagendra, H.R. and Nagarathna R: *New Perspectives in Stress Management* (V.K.Yogas, Bangalore,1988).
- NCTE (2015) Yoga Education diploma in Elementary Education, New Delhi, pp.15-18.
- Pal, T., Rath, S.K. & Roy S.C. (2014) *Yoga Education at a Glimpse*, Romania: Bridge Center.
- Prabhupada, S. (ed.). (2007). *Srimagbhat Gita As It Is*. Nadia: Bhaktibedanto Book Trust.
- Radhakrishnan, S. (1993), *The Bhagavadgītā*, Harper Collins, ISBN 81-7223-087-7, p. 289.
- R Nagarathna and H R Nagendra : *Integrated Approach of Yoga Therapy for Positive Health*, Swami Vivekananda Yoga Prakashana, Bangalore, 2003.
- Swami Satchidananda, *The Yoga Sutras of Patanjali*, Integral Yoga Publications, Yoga Ville, Virginia, USA, 1990.

- Sri Aurobindo. (1999), *The Synthesis of Yoga*, fifth edition, Sri Aurobindo Ashram Trust 1999.
- Swami Niranjanananda Saraswati, *Yoga Darshan*, Yoga Publications Trust, Bihar, India, 2002.
- Swami Satyananda : *Yoga Education For Children Saraswati* (Bihar Schools of Yoga, Munger, 1990).
- Tulsidas Chatterjee, *Sri Aurobindo's Integral Yoga*, Aurobindo Ashram, Pondicherry 1970.
- Udupa, K.N. : *Stress and its Management by Yoga* (Motilal Banarsidass, Delhi).
- Werner, Karel (1998). *Yoga And Indian Philosophy*. Motilal Banarsidass Publ. ISBN 81-208-1609-9. p. 119-20



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Office of the Controller of Examinations

Cooch Behar Panchanan Barma University

CURRICULUM FOR B.A.

(HONOURS)

IN

EDUCATION

Under Choice Based Credit System (CBCS)

Effective from the Academic Session 2017-2018

B.A. HONOURS COURSE STRUCTURE

<i>Semester</i>	<i>Core Course (14)</i>	<i>Discipline Specific Elective (4)</i>	<i>Generic Elective (4)</i>	<i>Skill Enhancement Course (2)</i>	<i>Ability Enhancement Compulsory Course (2)</i>
I	CC1 CC2		GE1		Environmental Studies
II	CC3 CC4		GE2		English/MIL
III	CC5 CC6 CC7		GE3	SEC1	
IV	CC8 CC9 CC10		GE4	SEC2	
V	CC11 CC12	DSE1 DSE2			
VI	CC13 CC14	DSE3 DSE4			

Course Structure

B.A Honours in Education: 1st Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course type</i>	<i>Credit</i>	<i>Marks</i>
CC01	Philosophical Foundation of Education	C-1	6	50
CC02	Psychological Foundation of Education- I	C-2	6	50
GE-1A	To be chosen from Discipline other than Education	GE-1 (Any one to be chosen out of two)	6	50
GE-1B	To be chosen from Discipline other than Education			
AECC-1	Environmental Studies	AECC-1	2	50
		SEMESTER	20	200

B.A Honours in Education: 2nd Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course type</i>	<i>Credit</i>	<i>Marks</i>
CC03	Sociological Foundation of Education	C-3	6	50
CC04	Psychological Foundation of Education-II	C-4	6	50
GE-2A	To be chosen from Discipline other than Education	GE-2 (Any one to be chosen out of two)	6	50
GE-2B	To be chosen from Discipline other than Education			
AECC-2	English / MIL	AECC-2	2	50
		SEMESTER	20	200

B.A Honours in Education: 3rd Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course type</i>	<i>Credit</i>	<i>Marks</i>
CC05	Development of Education in Ancient and Medieval India	C-5	6	50
CC06	Development of Education in British India	C-6	6	50
CC07	Development of Education in Post-Independence India	C-7	6	50
GE-3A	To be chosen from Discipline other than Education	GE-3 (any one to be chosen out of two)	6	50
GE-3B	To be chosen from Discipline other than Education			
SEC-1A	Visual Arts in Education (project based)	SEC-1 (any one to be chosen out of three)	2	50
SEC-1B	Computer Application in Education-I (project based)			
SEC-1C	School Based Activities and Education (project based)			
		SEMESTER	26	250

B.A Honours in Education : 4th Semester

<i>Course Code</i>	<i>Course Title</i>	<i>Course type</i>	<i>Credit</i>	<i>Marks</i>
CC08	Educational Management and Administration	C-8	6	50
CC09	Curriculum Studies	C-9	6	50
CC10	Educational Technology	C-10	6	50
GE-4A	To be chosen from Discipline other than Education	GE-4 (any one to be chosen out of two)	6	50
GE-4B	To be chosen from Discipline other than Education			
SEC-2A	Performing Arts in Education (project based)	SEC-2 (any one to be chosen out of three)	2	50
SEC-2B	Computer Application in Education-II (project based)			
SEC-2C	Community Outreach Activities & Education (project based)			
		SEMESTER	26	250

B.A Honours in Education : 5th Semester				
<i>Course Code</i>	<i>Course Title</i>	<i>Course type</i>	<i>Credit</i>	<i>Marks</i>
CC11	Comparative Education	C-11	6	50
CC12	Measurement & Evaluation in Education	C-12	6	50
	Any two out of five (Given below)	DSE-1	6	50
		DSE-2	6	50
DSE-1A/ DSE-2A	Inclusive Education			
DSE-1B/ DSE-2B	Value Education			
DSE-1C/ DSE-2C	Population Education			
DSE-1D/ DSE-2D	Guidance and Counseling in Education			
DSE-1E/ DSE-2E	Educational Thoughts and Ideas of Great Indian Educators			
		SEMESTER	24	200

B.A Honours in Education : 6th Semester					
<i>Course Code</i>	<i>Course Title</i>	<i>Course type</i>	<i>Credit</i>	<i>Marks</i>	
CC13	Basics of Educational Research	C-13	6	50	
CC14	Statistics in Education	C-14	6	50	
	DSE Group B				
	Any two out of five (Given below)	DSE-3	6	50	
		DSE-4	6	50	
DSE-3A/ DSE-4A	Teacher Education				
DSE-3B/ DSE-4B	Peace Education				
DSE-3C/ DSE-4C	Educational Thoughts and Ideas of Great Western Educators				
DSE-3D/ DSE-4D	Distance Education				
DSE-3E/ DSE-4E	Psychology of Mental Health and Hygiene				
		SEMESTER	24	200	
		GRAND	TOTAL:	140	1300

Detailed Curriculum

SEMESTER-I

CC01 – Philosophical Foundation of Education [Credit: 5+1]

Course Objectives:

On completion of the course the students will be able to:

1. State and analyze the Meaning, Nature and Scope of Education.
2. Know the aims of education and the report of International Commission on Education (1996).
3. Establish the relationship between Education and Philosophy.
4. Understand the various Factors of Education.
5. Understand Indian schools of philosophy.
6. Understand Western schools of philosophy.
7. Understand the importance of freedom and discipline in education.
8. Understand the National values as enshrined in the Indian Constitution.

Course Contents:

Unit-I: Concept, Scope and Aim of Education

- a) Meaning, Nature and Scope of Education.
- b) Aims of education; The Report of Delor's Commission (UNESCO, 1996)
- c) Meaning and scope of educational Philosophy; Relation between education and philosophy.

Unit-II: Factors of Education:

- a) Child: Meaning and characteristics of child centric education system.

- b) Teacher: Qualities and duties of a good teacher. Teacher as a motivator, mentor, facilitator and problem solver.
- c) Curriculum and Co-curricular activities: Meaning, types and importance.
- d) Educational Institution: vision and functions

Unit-III: Schools of Philosophy

- a) Indian schools of Philosophy: (i) Vedic Schools- Sankhya & Yoga (ii) Non-Vedic Schools- Buddhism & Jainism in relation to reality, knowledge and values as well as their educational implication.
- b) Western Schools of Philosophy: Idealism, Naturalism, Pragmatism and realism special reference to principles and their educational implications.

Unit-IV: Freedom, Discipline and National Values

- a) Concept of freedom and discipline: their importance in social life.
- b) Inculcation of National Value as enshrined in the constitution of India: Democracy, Socialism and Secularism.

Suggested Books:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). New Delhi: Shipra Publication.
- Brubacher, John.S.(1969). Modern philosophies of education. New York: McGraw Hill Co.
- Chatterjee. S. & Datta, D. (1948). An Introduction to Indian Philosophy. 3rd Edition. Calcutta: University Press.
- Dash, B.N. (1994) Foundation of Educational Thought and Practice, New Delhi: Kalyani Publishers

- Gupta, S. (2009) Education in Emerging India, Delhi: Shipra Publications.
- Hirianna, M. Outlines of Indian Philosophy, Delhi: Motilal Banarsidass Publishers Private Limited.
- Nayak, B. K. (2006) Foundation of Education, Cuttack, Kitab Mahal.
- Pathak, R. P. (2012). Philosophical and sociological principles of education. Delhi: Pearson.
- Radhakrishnan, S. Indian philosophy Vol. I and Vol. II.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publising Company Pvt. Ltd.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education, New Delhi: Kanishka Publishers Distributors.
- Taneja, V.R. (2000). Educational thought and practice, New Delhi: Sterling Publishers Pvt. Limited.

CC02 – Psychological Foundation of Education-I [Credit: 5+1]

Course Objectives:

On completion of the course the students will be able to:

1. Understand the Concept, Nature and Scope of Educational Psychology.
2. Understand the concept of growth and development of child.
3. Explain the characteristics of different stages of development in human life.
4. Understand the concept of cognitive structure and functions.
5. Comprehend the application of Piaget's theory of cognitive development.
6. Develop understanding the concept of constructivism in psychology.
7. Understand the psycho-physiological basis of human life and mechanism of sensation and perception.

Course Contents:

Unit-I: Basic concept of Educational Psychology

- a) Concept, nature and scope of educational psychology
- b) Relation between psychology and education
- c) Application of psychology in teaching-learning process

Unit-II: Growth & Development

- a) Growth and Development: Meaning and concept; principles of development; heredity and environment as determinants of development
- b) Stages of development: infancy, childhood and adolescence.
- c) Characteristics of different stages with special emphasis on physical, social, emotional and intellectual;

Unit-III: Cognitive Development & Constructivism

- a) Cognitive structure (schema) and cognitive functions
- b) Brief outline of different stages of cognitive development according to Piaget
- c) Basic idea about constructivism and its classroom application

Unit-IV: Sensation, Perception and Attention

- a) Sensation
- b) Perception
- c) Attention: meaning, kinds of attention; major determinants of attention, relation between attention and interest.

Suggested Books:

- Adhikari, S. (2015). Sikskaya Monavidya. Classique Books, kolkata
- Barat, K.S. & Choudhury, K. (2014). Sikhar Monobaigyanic vitti. Pragatishil publisher, Kolkata.
- Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
- Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
- Mangal, S. K. (2009). Essentials of Educational Psychology, (1st Edition). Phi Learning Private Limited.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Mete, J. et al (2015). Shaisabkalin bridhi o Bikash. Rita Publication, Kolkata.
- Sindhu, I. S. (2012). Educational Psychology. Pearson India.
- Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.

SEMESTER-II

CC03– Sociological Foundation of Education [Credit: 5+1]

Course Objectives:

On completion of the course the students will be able to:

1. Know the Meaning, Nature and Scope of Educational Sociology.
2. Understand the relationship between Education and Sociology.
3. Acquire knowledge and understand the concept and role of Social Groups.
4. Know and understand the Meaning, Process and Factors of Socialization and the role of the family and school in Socialization.
5. Understand the role of different Social agencies in Education.
6. Understand the concept, types and agencies of social control.
7. Understand the meaning of social stratification and social mobility in Indian society.
8. Know and understand the definition, characteristics, factors, constraints of Social Change.
9. Know and understand the interdependency between education and culture.
10. Know and understand various Social issues in Indian Scenario.

Course Contents:

Unit - I: Educational Sociology

- a) Meaning, Nature and Scope of Educational sociology.
- b) Relation between Education and Sociology; concept of Educational Sociology and Sociology of Education.
- c) Social Groups: Primary, Secondary and Tertiary

Unit-II: Socialization and Social Agencies of Education

- a) Socialization: Meaning, process and factors of socialization, role of the family and

school.

- b) Social Agencies of Education: Family, School, State, Mass Media and Religion
- c) Social control: meaning, types and agencies of social control.

Unit-III: Social and Cultural Change

- a) Social Stratification: concept & Nature; Social Mobility: Types and Causes.
- b) Social change: definition, characteristics, factors, constraints and education as an instrument of social change.
- c) Culture: Concept of culture and acculturation, Cultural change and Education as Cultural Determinants; Cultural lag.

Unit-IV: Social Issues

- a) Problems of illiteracy, unemployment, poverty.
- b) Problems of education of socially and economically backward classes.
- c) Problems of equalization of educational opportunity.

Suggested Books:

- Aggrawal, J.C.(2013). Theory and principle of education. New Delh: Vikash Publishing House Pvt Ltd.
- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
- Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
- Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
- Mohanty, J. (1982) Indian Education in Emergency Society, New Delhi: Sterling Publishers.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir.

- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
- Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
- Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
- Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.
- Y. K. Sharma – Sociological Philosophy of Education

CC04: Psychological Foundation of Education-II [Credit: 5+1]

Course Objectives:

On completion of the course, students will be able to:

1. Develop understanding of the process of learning and transfer of learning.
2. Understand the individual differences like intelligence, creativity etc. In learning.
3. Understand different aspects of personality and how to assess an individual's personality.
4. Understand the process of memorization and causes of forgetting.

Course Contents:

Unit-I: Learning

- a) Concept and nature of learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error, Insightful Learning.
- c) Transfer of learning: concept, Theories of transfer and their educational implication.

Unit-II: Concept of Individual Difference

- a) Individual Difference: Concept, Nature, Classification; Causes: Role of Heredity and Environment.
- b) Intelligence: Concept & Definition; Theories of Intelligence- Spearman, Guilford and Gardner; Measurement of Intelligence: Verbal, Non-Verbal and Performance Test.
- c) Creativity: Meaning, Nature, Factors and Development of Creativity.

Unit-III: Personality

- a) Definition, meaning and Nature; Development of Personality

- b) Type and Trait Theory of Personality
- c) Assessment of personality

Unit-IV: Motivation, Memory and Forgetting

- a) Motivation: Meaning and Concept, Classification and factors; Educational Significance.
- b) Memory: meaning and concepts, process of memorization; Types of Memory: Sensory, Short-term and Long-term memory; Encoding and Decoding.
- c) Economy of memorization and Causes of forgetting.

Suggested Books:

- Adhikari, S. (2015). Sikskaya Monavidya. Classique Books, kolkata
- Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
- Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.
- Mangal, S. K. (2009). Essentials of Educational Psychology, (1st Edition). Phi Learning Private Limited.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Sindhu, I. S. (2012). Educational Psychology. Pearson India.
- Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.

SEMESTER-III

CC05 – Development of Education in Ancient and Medieval India

[Credit: 5+1]

Course Objectives:

On completion of the course the students will be able to:

1. Understand the development of education in India historical perspective.
2. Understand the development of education in India during Ancient period.
3. Understand the development of education in India during medieval period.

Course Contents:

Unit-I: Education in Ancient India: Vedic System

- a) Aims, curriculum, teacher and methods of teaching
- b) Institutions for education
- c) Women education and Evaluation system

Unit-II: Education in Ancient India: Brahmanic System

- a) Aims, curriculum, teacher, methods of teaching, discipline and evaluation system
- b) Institutions for education
- c) Status of Women education

Unit-III: Education in Ancient India: Buddhistic System

- a) Aims, curriculum, teacher, methods of teaching, discipline and evaluation system
- b) Institutions (Nalanda, Bikramshila) of Education
- c) Women education

Unit-IV: Education in Medieval India

- a) Aims, curriculum, teacher and methods of teaching
- b) Institutions and Women education
- c) Contribution of Firoz Shah Tughlak and Akbar

CC06: Development of Education in British India

Course Objectives:

On completion of the course, students will be able to

1. Understand the missionary educational activities in India during early 19th century.
2. Know the Charter Act (1813) and its significance
3. Understand the contributions of Raja Rammohan Roy, Vidyasagar, Derozio in education during Bengal Renaissance
4. Understand the causes of controversy between oriental and occidental
5. Know the recommendation given in Adam's Report
6. Understand the significance of recommendation of Indian Education Commission
7. Understand the National Education Movement and Gokhale's Bill on primary education
8. Enumerate the recommendation of Sadler Commission in 1917.
9. Analyse the significance of Gandhiji's Basic Education and Sargent Report.

Course Contents:

Unit-I: Education in India during early British Period

- a) Missionary educational activities in India during early 19th century; Serampore Mission; Fort William College
- b) Charter Act of 1813 and its educational significance
- c) Bengal Renaissance- Concept, causes and its impact on education, Contribution of Raja Rammohan Roy, Derozio and Vidyasagar in Education.

Unit-II: Introduction to Western Education in India

- a) Oriental and Occidental Controversy; Macaulay's Minute
- b) Adam's Report and its recommendation
- c) Wood's Despatch, 1854.

Unit-III: Educational Reform and National Education Movement

- a) Recommendation of Indian Education Commission (Hunter Commission)
- b) Educational reforms of Lord Curzon and National Education Movement towards development of a national system of education.
- c) Gokhale's Bill: Movement for Compulsory primary education.

Unit-IV: Commission and Basic Education

- a) Recommendation of Calcutta University Commission (1917-1919).
- b) Hartog Committee Report, 1929.
- c) Gandhiji's Basic Education and Sargent Report (1944).

CC07 – Development of Education in Post Independence India

[Credit: 5+1]

Course Objectives:

On completion of the course the students will be able to:

1. Understand the Preamble and various Articles on Education in Indian Constitution.
2. Know the RTE Act-2009.
3. Know the Development of Education under Five Years.
4. Describe major recommendations of different Education Commissions in Post Independent India.
5. Know the various National Policies and committees on Education in Post Independent India.

Course Contents:

Unit-I: Education and Constitution

- a) Preamble and various Articles on Education in Indian Constitution.
- b) RTE Act-2009.
- c) Development of Education under Five Years Plan (Last two plans).

Unit-II: Education Commission in post Independent India

- a) Radhakrishnan Commission or University Education Commission (1948-49): Aims, curricula, Rural university and other recommendations
- b) Mudaliar Commission (1952-53): aims, structure, curricula and other recommendations
- c) Indian Education Commission (1964-66): Objectives, structure, curricula, Technical and Professional Education, Recommendations on different areas of education.
- d) Asoke Mitra Commission (1991-92).

Unit-III: Universal Elementary Education

- a) Universal Elementary Education: Free, Compulsory and Universal Education in India
- b) Present Position of Elementary Education
- c) Language Policy in Education as recommended by different commissions and committees.

Unit-IV: National Policies on Education

- a) National Policy on Education (1968).
- b) National Policy on Education (1986).
- c) Programme of Action (POA) (1992).
 - i) Ramamurti Committee (1990-91).
 - ii) Janardhan Reddy Committee (1992).

Suggested Books:

- Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd.
- Banerjee, J.P. (1994; Education in India Vol-I & II; Kolkata: Central Library.
- Das, K.K. (1993). Development of Education in India. New Delhi: Kalyani Publishers.
- Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.
- Mukherji, S.M., (1966). History of Education in India. Vadodara: Acharya Book Depot.
- Naik, J.P. and Syed, N., (1974). A student's history of education in India. New Delhi: MacMillan.
- Pal, D. (2015). Samokalin bharaat o shikha. Rita Publication. Kolkata.
- Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
- Rawat, P.L.(1989). History of Indian Education. New Delhi: Ram Prasad & Sons.

SEC-1A: Visual Arts in Education [Credit: 2]

Course Objectives:

After completion of the course, learners will be able to –

1. Get an idea about general characteristics of visual arts
2. Use the knowledge of visual arts in education
3. Make clay models, decorative art etc.
4. Design magazine cover, book cover, computer graphics, collage work etc.

Course Contents:

Unit-I: Fundamentals of Visual Arts

- a) General characteristics of Visual Arts: Space, form, size, shape, line, colour, texture, tonal values, perspective, design aesthetic organization of visual elements in art object (composition)
- b) Uses of two and three dimensions in visual art.
- c) Use of Drawing and Painting in Education- Chart and Poster making

Unit-II: Model Making and Designing

- a) Clay modelling
- b) Decoration- Rangoli, Wall Painting
- c) Designing- Computer Graphics, Collage work, Magazine Cover

Unit-III: Project Work

- a) Clay modelling
- b) Chart preparation
- c) Collage work
- d) Magazine Cover

SEC-1B: Computer Application in Education-I [credit: 2]

Course Objectives:

After going through this course, learners will be able to-

1. Understand the basic organization of a computer system
2. Describe the components of CPU which includes CU, ALU and Primary Storage;
3. Understand the functioning of input devices such as keyboards, mouse etc.
4. Understand the functioning of output devices (audio and video devices);
5. Describe secondary storage devices
6. Explain the functioning of communication device such as Modems, Networks etc.
7. Describe the characteristics of algorithm and various techniques of developing algorithms
8. Get acquainted with the concept of computer networking and know about different types of operation of a range of computer networking applications such as e-mail, web etc.
9. Develop an understanding of URL, Web Browsers, Internet Searching, Web Portals etc.

Course Contents:

Unit-I: Computer Basics

- a) Basic Organization of a computer; Components and peripherals- Central processing Unit (CPU), Input devices, Output Devices, Storage Devices, Communication Devices
- b) Understanding Algorithm; Techniques of Algorithm Development
- c) Computer Software- Operating System Windows
- d) Some Computer based Education efforts; Simulation and Games in education

Unit-II: Networking and Internet in Education

- a) Basic Networking Concepts; Hardware for networking; The World Wide Web (WWW)
- b) Web Browser, Uniform Resource Locator (URL), Web Portal, Local Area Network (LAN), Wide Area Network (WAN).
- c) Internet tools: Email
- d) Distributed computing and mobile computing: CDMA, GSM, GPRS.

Unit –III: Project Work

Suggested Books

- Sinha, P. K. & Sinha, Priti, Computer Fundamentals, BPB
- Dromey, R.G., How to Solve it By Computer, PHI
- Microsoft Office – Complete Reference – BPB Publication

SEC-1C: School Based Activities & Education [Credit: 2]

Course Objectives:

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

1. Know the preparation of learning design
2. Apply their knowledge of designing learning material in education
3. Understand to record different kinds of activities conducted in school

Course Contents:

Unit-I: Educational Objectives and Instructional Design

- a) Concept of Educational Objectives and Instructional Objectives.
- b) Bloom's Taxonomy for designing an instructional material
- c) Application of instructional design in classroom teaching

Unit-II: School Activities

- a) Conduct of morning Assembly, Preparation of Class time-table, Record of attendance register.
- b) Conduct of Parent-Teacher Meeting, Observation of National Days
- c) Organization of Environment Awareness Program, Gender Sensitization, Awareness of Drug Abuse, HIV Awareness programme etc.

Unit- III: Project Work

1. Preparation of class routine of any upper primary or secondary level.
2. Organise a morning assembly at any school.
3. Recording of attendance percentage of girls' student at upper primary level or secondary level.
4. Calculation of attendance ratio of boys and girls students of upper primary or secondary level.

5. Organise a programme for celebration of national festivals or Teachers Day.
6. Organise a plantation programme at the school campus.
7. Organise a health awareness and cleanliness programme at school campus.
8. Survey of primary school or anganwadi or kindergarten.
9. Organize a science exhibition at the school campus.
10. Activities related to decoration of classroom for beautification of school campus.

SEMESTER-IV

CC08 – Educational Management and Administration [Credit: 5+1]

Course Objectives:

On completion of the course the students will be able to:

1. Understand the Meaning and Functions of Educational Administration.
2. Understand the meaning and scope of Educational Management.
3. Know the Meaning and Purpose of Supervision.
4. Understand the various Factors affecting Managerial behaviour of teachers.
5. Know the Meaning, Need and Significance of Educational Planning.
6. Recognize the Strategies and Steps in Educational Planning.
7. Know the last Five Year Plan in Primary and Secondary Education.
8. Know the Functions of various Agencies / Bodies of Administration.
9. Distinguish between Inspection and supervision.

Course Contents:

Unit-I: Educational Management and Administration

- a) Educational Management: Meaning, nature and scope, need of educational management in modern education.
- b) Educational Administration: Meaning and Function. Functions of Various Administrative Bodies like UGC, NAAC, NCERT and NCTE
- c) Difference between administration and management. Factors affecting Managerial behaviour of teachers: Personal, Social, Cultural, Political and Institutional.

Unit- II: Supervision and Inspection

- a) Supervision: Meaning, Purpose and functions;
- b) Types of Supervision
- c) Distinguish between Supervision and Inspection.

Unit-III: Educational Leadership

- a) Leadership: Meaning and Concepts

- b) Styles of leadership: Autocratic and Democratic
- c) Significance of leadership; Principal as a leader

Unit-IV: Educational Planning

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

Suggested Books:

- Aggarwal, J.C. Educational Administration, Management and Supervision.
- Bala, M. (1990) Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.
- Bhatia, S.K. (2008) Managing Organizational Behaviour. New Delhi: Deep and Deep Publications.
- Bhatnagar, R.P. and Aggarwal, V. (1987) Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications.
- Bush, T. & Bell, L. (2003) The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication.
- Chand, T. & Prakash, R. (1997) Advanced Educational Administration. New Delhi: Kanishka Publishers.
- Chandrasekaran, P. (1994) Educational Planning and Management. New Delhi: Sterling Publishers.
- Gakhar, S.C. (2005) Educational Administration and Management. NM Publication.
- Greene, J.F. (1975) School Personnel Administration. Pennsylvania: Chilton Book Company.
- Gupta, S.K. & Joshi, R. (2007) Organisational Behaviour. New Delhi: Kalyani Publishers.
- Jolliffe, A., Ritter J. & Stevens D. (2003) The Online Learning Handbook. London: Kogan Page.
- Kaur, K. (1985) Education In India (1981-1985) Policies, Planning and Implementation. Chandigarh: Arun and Rajive Pvt. Ltd.

- Khan, N.S. & Khan, M.S. (1980) Educational Administration. New Delhi: Ashish Publishing House.
- Lulla, B.P. & Murthy, S.K. (1976) Essential of Educational Administration. Chandigarh : Mohindra Capital Publishing.
- Lynton, R.P. & Pareek, U. (2000) Training for Organizational Transformation Part I & II. New Delhi: Sage Publications.
- Mukherji, S.N. (1970) Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- Mukhopadhyay, M. (2005) Total Quality Management in Education, New Delhi, Thousand Oaks, London: Sage Publications
- Philip, H.C. (1985) The World Crisis in Education Oxford University Press.
- Prasad, L.M. (2008) Organisational Behaviour. New Delhi: Sultan Chand & Sons.
- Robbins, S.P, Judge, T.A. & Sanghi, S. (2007) Organisational Behaviour (12th edition). New Delhi: Pearson Prentice Hall.
- Rudestam, K.E. & Schoenholtz, R.J. (2002) Handbook of Online Learning. New Delhi: Sage Publications.
- Sayeed, O.B. (2001) Organisational Commitment and Conflict. New Delhi: Sage Publications.
- Sharma, R.A. (2012) Educational Administration and Management, Meerut :R. Lall Book Depot.
- Sharma, Y.K. and Sharma, M. (2006) Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
- Sindhu, I. S. (2008) Educational Administration and Management. Meerut: International Publishing House.
- Thakur, D. & Thakur, D.N. (1996) Educational Planning and Administration. New Delhi: Deep and Deep Publications.
- Thomas, I.S. (1980) Educational Governance and Administration. America: Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N. (1996) Management Education. New Delhi: Discovery Publishing House.

CC09 – Curriculum Studies [Credit: 5+1]

Course Objectives:

After completion of the course, the students will be able to:

1. Define Curriculum.
2. Know the Nature and Functions of Curriculum.
3. Describe the various Principles of Curriculum Construction.
4. Explain various types of curriculum.
5. Understand the Bases of Curriculum.
6. Understand the process of curriculum development.
7. Know the Concept, Characteristics and Utility of Curriculum Evaluation.
8. Differentiate Formative and Summative Evaluation.
9. Understand the curriculum recommended by Indian Education Commission (1964-66).

Course Contents:

Unit-I: Concept of Curriculum

- a) Definition of Curriculum, Characteristics and Functions of Curriculum.
- b) General Principles of Curriculum Construction.
- c) Types of Curriculum- Explicit & Hidden Curriculum, Core and Activity based Curriculum.

Unit-II: Bases of Curriculum:

- a) Philosophical
- b) Psychological
- c) Sociological

Unit-III: Curriculum Development

- a) Curriculum Development : Meaning and Concept
- b) Process of Curriculum Development
- c) Factors influencing Curriculum Development

Unit-IV: Curriculum Evaluation and Recommendation

- a) Meaning, Characteristics and Utility of Curriculum Evaluation
- b) Formative and Summative Evaluation
- c) Recommendations of Indian Education Commission (1964-66) on Curriculum Evaluation.

Suggested Books:

- Brent, Allen. (1978); *Philosophical Foundations for the Curriculum*, Boston: Allen and Unwin.
- Brady, L. (1995). *Curriculum development*, New Delhi: Prentice Hall.
- Flinders, D.J (Ed) (1977); *The Curriculum Studies*; New Delhi: Atlantic Publishers
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Saylor, J.G. & Alexander W.M.(1956); *Curriculum Planning for Better Teaching and Learning*: Rinehart & Company, Inc. New York.
- Sharma, R.A. (2012) *Curriculum Development and Instruction*, Meerut: R. Lall Book Depot.
- Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanoich.
- Talla, Mrunalini (2012) *Curriculum Development- Perspectives, Principles and Issues*, Delhi, Chennai & Chandigarh: Pearson
- Tanner, D. and Tanner, L.(1975) *Curriculum development- theory and practice*. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W. (1941). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Vashist, R.P., *Curriculum Development*

CC10 – Educational Technology [Credit: 5+1]

Course Objectives:

After completion of the course, the students will be able to:

1. Know the Concept, Nature, Need and Scope of Educational Technology.
2. Know the Problems of Educational Technology.
3. Know the Approaches of Educational Technology.
4. Understand the Concept, Nature, Types, and Components of Communication.
5. Know the Barriers of Classroom communication and strategies of overcoming barriers in communication
6. Know the various Media used in Education.
7. Recognize the Concept of Teaching, Learning and Instruction.
8. Understand the various Phases of Teaching such as Pre-active, Inter-active & Post-active.
9. Understand the various Levels of Teaching.
10. Identify the families of Models of Teaching.
11. Understand the concept and principles of Programmed Learning and Computer Assisted Learning.

Course Contents:

Unit-I: Educational Technology

- a) Meaning, Concept and Nature
- b) Need and Scope of Educational Technology.
- c) Approaches of ET: Hardware, Software, and System

Unit-II: Classroom Communication and Media used

- a) Meaning, Nature, Types, and Components of Communication
- b) Barriers of classroom communication and strategies of overcoming barriers in communication
- c) Media used in education: Audio (Radio), Visual (Projector), Audio-visual (TV)- Merits

and Demerits

Unit-III: Phases, Levels, and Models of Teaching

- a) Phases of Teaching: Pre-active, Inter-active & Post-active.
- b) Levels of Teaching: Memory, Understanding, Reflective.
- c) Models of Teaching: Concept, Components, Families, Bruner's Concept Attainment Model and Ausubel's Advance Organizer Model.

Unit-IV: Programmed Learning and Computer Assisted Learning (CAL)

- a) Programmed Learning: Concept and Principles
- b) Types of Programming: Linear and Branched
- c) Computer and its application in learning.

Suggested Books:

- Aggarwal J C (2001), Essentials of Educational Technology, Vikash Publishing House, New Delhi.
- Kumar, K.L. Educational Technology,
- Mohanty, J. (2001) Educational Technology, New Delhi: Deep & Deep publication.
- Mangal S K and Mangal U, (2009) Essentials of Educational Technology, PHI Learning Pvt. Ltd.
- Sampath, Pannerselvan, Santhanam, Introduction to Educational Technology.
- Sharma R. N., & S.S. Chandra, (2003) Advanced Educational Technology 2 Vols. Set, Atlantic Publishers & Dist.
- Sharma Y. K., (2005) Fundamental Aspects of Educational Technology, Kanishka Publishers.
- Sharma, V. P. & K. Prasad, (2010), Advanced Educational Technology, Pacific Books International.
- Vashist, S.R. (1997) Research in Educational Technology, Guwahati: Eastern Book House.

SEC-2A: Performing Arts in Education [Credit: 5+1]

Course Objectives:

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

1. Know the preliminary ideas of Indian Music- Sur, Taal, Laya, Sargam.
2. Know the Preliminary ideas about Musical Instruments, Structure of Tabla and Harmonium.
3. Realize the significance of Integration of Songs and Music with educational Practices.
4. Know the preliminary ideas of Different Forms of Dance in Indian Culture.
5. Know the basic idea about different forms and skills of Drama
6. Apply the techniques of drama in Classroom and Society at large.

Course Contents:

Unit-I: Music and Dance in Education

- a) Preliminary ideas of Indian Music- Sur, Taal, Laya, Sargam; Preliminary ideas about Musical Instruments, Structure of Tabla and Harmonium.
- b) Prayer Song, Folk Song, Integration of Songs and Music with educational Practices
- c) Preliminary ideas of Different Forms of Dance in Indian Culture: Kathak, Bharat Natyam, Kathakoli, Bihu, Chou, Odissi.
- d) Integration of Dance in Educational Practices

Unit-II: Drama in Education

- a) Basic idea about different forms and skills of Drama
- b) Drama as a tool of co-curricular activity and as a profession
- c) Drama Techniques in Classroom and School
- d) Application of Role Play for Educational Awareness Programme in Society

Unit-III: Project Work

Suggested Books:

- Dodd, Nigel and Winifred Hickson (1980). Drama and Music in Education. London: Heinmann.
- Mishra, A. (2004). Aaj bhi Kharein hai Talaab. Gandhi Peace Foundation, 5th Edition.
- NCERT. (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi,
- Prasad, Devi. (1998). Art as the Basis of Education, NBT, New Delhi.

SEC-2B: Computer Application in Education-II [Credit: 5+1]

Course Objectives:

On going through the course, learners will be able to-

1. Understand the concept and technology of Multimedia.
2. Know the Multimedia Machines, Database and their uses in Education
3. Know and understand about various functions of Microsoft office word.
4. Know about Creating, Editing & Formatting Document, Spell Checking, Printing, Views, Tables, Word Art, Mail Merge, Excel and PPT.
5. Explain the importance of telematics in education.
6. Know and understand about Internet and its various applications.
7. Know and understand of how to Create Email Id, View an E-Mail, Send an E-Mail to a single and multiple users, Send a file as an attachment.

Course Contents:

Unit- I: Educational Multimedia

- a) Multimedia: Definition, Concept and Technology; Hypertext and Non-Linear Access of Multimedia.
- b) Multimedia Machines, Database and their uses in Education.
- c) Effects of Artificial Intelligence (AI) and Virtual Reality (VR) software in Education
- d) Telematics: Audio Conferencing, Audio Graphics, Videoconferencing, Satellite Point-to-Multipoint Delivery
- e) Educational Technology and its uses in education and training.

Unit-II: Application Oriented Information

- a) MS Word: Word Processing Basics; Opening and Closing Documents; Text Creation and Manipulation; Formatting the Text, Table Manipulation.
- b) Database and its Uses: Excel- Elements of Excel, making Chart.
- c) Web Browser: Internet Explorer to navigate the web; Surfing the Web.
- d) Macro media Director and Authorware

Unit-III: Project Work

SEC-2C: Community Outreach Activities & Education [Credit: 2]

Course Objectives:

After completion of this course, learners will be able to-

1. Get an idea about the community and its developmental process
2. Learn to study the community and understand the importance of the study
3. Understand the meaning of community outreach activity
4. Organize community outreach activity in society.

Course Contents:

Unit-I: Basic Idea about Community

- a) Community: Meaning and Concept
- b) Process of development of Community
- c) Study of Community and its importance

Unit- II: Community Outreach Activities

- a) Meaning of community outreach activity
- b) Organization of Community outreach Activity
- c) Types of Activities

Unit-III: Project Work

- a) Organization of a rally or campaign on any social issue e.g. environmental awareness, drug addiction, HIV, Gender Sensitization etc.
- b) Survey of any charitable home for destitute children.
- c) Organization of street play on needful use of mobile phone.
- d) Survey of any blind school.
- e) Survey of any special school.

SEMESTER-V

CC11 – Comparative Education [Credit: 5+1]

Course Objectives:

After completion of the course, the students will be able to:

1. Define Comparative Education.
2. Know the Nature, Scope and Importance of Comparative Education.
3. Know the Methods of Comparative Education.
4. Know the various Factors of Comparative Education.
5. Know the Aims and Objectives of Education at various levels in India, USA and UK.
6. Understand the Structure and Curriculum of Education at various levels in India, USA and UK.
7. Know the Administration System of Education in India, USA and UK.
8. Make comparison among the countries like India, USA and UK with respect to their Educational Aims, Objectives, Structure, Curriculum, Administration system of Education.

Course Contents:

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

- a) Meaning and Nature of Comparative Education
- b) Scope and importance of Comparative Education
- c) Methods of Comparative Education:
 - i) Philosophical Method
 - ii) Sociological Method
 - iii) Psychological Method

Unit-II: Factors and Forces of Comparative Education:

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
- b) Spiritual Factors: Religious and Philosophical Factors.
- c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

Unit-III: Formal Education System in India, UK &USA

Structure, Aims, Curriculum, Methodology and Evaluation system of formal education of -

- a) India
- b) UK
- c) USA

Unit-IV: Primary & Secondary Education of India, UK & USA

Educational objectives and Curriculum of Primary and Secondary Education of –

- a) India
- b) UK
- c) USA

Suggested Books:

- Bereday, George (1964) Comparative Method in Education. New York: Holt, Rinehart and Winston
- Chaube, S.P. and Chaube, A (1998) Comparative Education, New Delhi: Vikas Publishing House Pvt.Ltd.
- Cramer J.F. and Browne C.S.(1956) Contemporary Education. New York: Harcourt, Brace
- Dutta, B.S.V (2004) Comparative Education-A Comparative Study of Educational Systems, Guwahati: DVS, Publishers & Distributors.

- Gezi, K.I. (1971) Education in Comparative and International perspective, New York: Halt, Rinehart & Winston, Inc.
- Hans, Nicholas (1994) Comparative Education
- Hans Collins (ed) (1964) Comparative Education, London: Routledge and kegan Paul Limited.
- Khan, M.A. (2004) Modern Comparative Education, New Delhi: Anmol Publications Pvt. Ltd.
- Priestly, K.E. (1961) Education in China. Cornell University: Dragonfly Books.
- Rao, V.K. (2004) Comparative education. The methods of Analysis and Enquiry, Guwahati: DVS, Publishers and Distributors.
- Rao, V.K. eddy, R.S.(1997) Comparative Education. New Delhi: commonwealth Publishers.
- S. P. Chaube & A. Chaube – Comparative Education
- Sharma, R.A. (2009) Comparative Education, Meerut: R.Lall Book Depot.
- Sodhi, T.S. (1998) Textbook of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
- Sharma, Y.K. 92004) Comparative Education, New Delhi: Kanishka Publishers, Distritutors.
- UNESCO (1971) Developing of education in Asia, unesco/mineda's/paris.

CC12- Measurement and Evaluation in Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Acquire knowledge about the concept of Measurement and Evaluation.
2. Understand the relationship between Measurement and Evaluation.
3. Know, understand and differentiate various scales of measurement from each other.
4. Know and understand the different tools and techniques of evaluation used in education.
5. Know and understand the various important characteristics of a good test.

Course Contents:

Unit-I: Measurement and Evaluation in Education

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

Unit-II: Tools and Techniques of Evaluation

- a) Tools: Tests- Essay type and Objective type; Short answer type and Oral type
- b) Personality and Interest Test: Projective and Non-projective Tests
- c) Techniques: Observation, Self-reporting (Interview, Questionnaire)

Unit-III: Characteristics of a Good Test

- a) Reliability, Validity & Objectivity
- b) Principle of Test Construction and Standardization
- c) Teacher-made Test and Standardized Test

Unit-IV: Evaluation in Education

- a) Evaluation- Meaning and Definition
- b) Scope and Importance of Evaluation
- c) Formative and Summative Evaluation, Norm Reference Test and Criterion Reference Test.

Suggested Books:

- Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication.
- Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
- Best, J. W. & Kahn, J. V. (1989). Research in Education, (6th edition). New Delhi: Prentice Hall.
- Koul, L. (1998). Methodology of Educational Research. New Delhi: Vikash Publications.
- Pathak, R. P. (2012). Measurement and Evaluation in Education. Pearson India.
- Priyadarsaini, J. R., and Swarupa Rani, T. (2004). Educational Measurement and Evaluation (01st Edition). Discovery Publishing House Pvt. Ltd.
- Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
- Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
- Singh, A. K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences*. Bharati Bhawan, New Delhi.
- Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
- Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication.

DSE-1A/2A: Inclusive Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Know the concept, meaning and need of Inclusive Education.
2. Explain the causes of inequality in education and role of education to remove inequality in education.
3. Know and understand the importance of students' prior knowledge, life experiences, and interests in achieving learning goals.
4. Know and understand of how to create and maintain effective environments in classroom as well as in school.
 - a) Know and understand of how to plan instruction and design learning experiences for learners.

Course Contents:

UNIT-I: Inclusive Education and Standard for Engaging all Students in Learning

- a) Inclusive Education: Meaning, Need and Programme
- b) Equality and Equity in Education: Meaning, importance, causes of inequality, Role of education to remove inequality in education
- c) Connecting students' prior knowledge, life experiences, and interests with learning goals

UNIT-II: Standard for Creating and Maintaining Effective Environments

- a) Creating a physical environment that engages all students;
- b) Establishing a climate that promotes fairness and respect behaviours in a fair, equitable way
- c) Promoting social development and group responsibility

UNIT-III: Standard for Planning Instruction and Designing Learning Experiences

- a) Drawing on and valuing students' backgrounds, interests, and developmental learning needs

- b) Establishing and articulating goals for student learning
- c) Developing and sequencing instructional activities and materials for student learning

Unit-IV: Teacher Preparation for inclusive school

- a) Characteristics of inclusive school. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- b) Problems in inclusion in the real classroom situations; ways of overcoming the problems in inclusion.
- c) Teacher preparation for inclusive education in the light of NCF, 2005.

Suggested Books:

- Agarwal, [Rashmi](#) (2010). Learning Disabilities. Shipra Publication.
- Bhave, Asawari, et al. (2015). Inclusive Education. Success Publications.
- Chowdhury, Piku (2015). Inclusive Education; Policy, Practice and Prospects. Authorspress.
- Das, A. - Inclusive Education: A Contextual Working Model. Concepts Publication.
- Dash, Neena (2006). Inclusive Education for Children with Special Needs. Atlantic.
- Farrell, Peter (2008). Psychology for Inclusive Education: New Directions in Theory and Practice. Taylor & Francis Ltd.
- Goel, Sushil Kumar (2015). Inclusive Education For Special Children. Pointer Publishers, Jaipur.
- Goel, Sushil Kumar (2015). Teaching Children with Learning Disabilities. Aavishkar Publishers, Distributors, Jaipur.
- Hallahan, D., Kauffman, J., & Lyod, J. (1985). Introduction to Learning Disabilities (2nd Edition). Englewood Cliffs, NJ: Prentice Hall.
- Mangal, [S. K.](#) (2009). Educating Exceptional Children: An Introduction to Special Education (1st Edition). Phi Learning.
- [Menon](#) (2010). Learning Disabilities. Aph Publishing Corp.
- Prakash, [Prem](#) (2006). Educational of Exceptional Children. Kaniska Publication.
- Ranganathan, [Namita](#) (2012). Education for Mental Health. Shipra Prakashan.

- [Samuel A. Kirk](#), [Nicholas J. Anastasiow](#), [James J. Gallagher](#), [Mary Ruth Coleman](#) (2012). *Educating Exceptional Children* (13th Edition). Wadsworth.
- Sharma, [Shashi Prabha](#) (2006). *Fundamental of Mental Health Education*. Kaniska Publication.
- Shankar, U. (1976). *Exceptional Children*. New Delhi: Sterling Publishers.
- Singh, [Udai Veer](#) (2010). *Exceptional Children*, RvS Books.
- Tannenbaum, I. M. (1983). *Gifted Children: Psychological and Educational Perspectives*. New York: Macmillan.
- Tewari, Rajshree, and Tewari, Aradhana (2015). *Learning Disabilities*. Pointer Publishers, Jaipur.
- Tripathy, S. N.- *Education for the Excluded Children*. Abhijeet Pub.

DSE-1B/2B: Value Education [Credit: 5+1]

Course Objectives:

On completion of the course the students will be able to:

1. Know the Concept of Value and Value Education.
2. Know the Nature and Scope of Value Education.
3. Understand the Role of Parents, Teachers and Society for fostering Values.
4. Know the various Approaches of Value Inculcation.

Course Contents:

Unit- I: Value Education

- a) Value and Value Education: Meaning, Definitions, Nature
- b) Need and Scope of Value Education
- c) Classification of values

Unit-II: Morality and Value

- a) Values in pluralistic society;
- b) Morality: concept and needs;
- c) Relation between morality and value

Unit-III: Value Inculcation

- a) Values in classroom; values from pupil's perspective;
- b) Inculcation of values among learners; School Curriculum as Value Laden
- c) Role of teachers and parents to facilitate development of values among the children

Unit-IV: Teaching of Values

- a) Causes of value erosion: material, social, economic, religion evils
- b) Story telling method and play way method
- c) Role play, debate and discussion, survey and awareness programme

Suggested Books:

- Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications.
- Chadha, S. C. (2008). *Education value & value education*. Meerut: R.Lall Books Depot.

- Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
- Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological corporation.
- Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.
- Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

DSE-1C/2C: Population Education [Credit: 5+1]

Course Objectives:

After completion of this course, learners will be able to-

1. Know the composition and distribution of population
2. Know the concept of mortality and morbidity.
3. Measure the rate of mortality and morbidity
4. Understand the concept of migration and urbanization and their pattern.
5. Know the issues of urban problems in developing countries with focus on India.
6. Understand the inter-relationship between population growth, environment and sustainable development.
7. Understand the importance of Population education and policies for population control.

Course Contents:

Unit-I: Population Composition

- a) Composition and distribution of population: demographic, social, economic and cultural composition
- b) Mortality –concept and measure
- c) Morbidity- concept and measure

Unit-II: Migration and Urbanization

- a) Basic concepts and definitions; Types of Migration- internal and international
- b) Concepts and definitions of urban; trends and pattern of urbanization in India
- c) Issues in urbanisation and urban problems in developing countries with focus on India.

Unit-III: Population Growth & Sustainable Development

- a) Inter-relationship between population growth, environment and sustainable development with special reference to India

- b) Human Development Index; implications of population growth on food supply, water scarcity, sanitation, housing, employment, health, education etc.
- c) Ecological balance and its maintenance

Unit-IV: Population Education

- a) Concept, characteristics and scope of population education
- b) Importance and methods of population education
- c) Measures for population Control, Population Policy of the Government of India (2000)

Suggested Books:

- Bhende, A.A. & Kanitkar, T. Principles of Population Studies, 1899, Himalaya Publishing House.
- Grover, R.P. & Bhardwaj, R.K. Population Education in India, 2009, Associated Pub.
- Pandey, V.C. Population Education, 2005, Isha Book, New Delhi.
- Rai, A.K. & Kumar, A. Population, Development & Environment, 2016, Manakin Publisher.
- Sharma, R.K. Demography and Population Problems, 2007.

DSE-1D/2D: Educational Guidance and Counselling [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Know the concept, meaning, nature and importance of guidance.
2. Know, understand and explain the meaning, purposes and functions of different types of guidance.
3. Understand and explain the necessities of guidance at different stages of education.
4. Know the concept, meaning, nature and importance of counselling.
5. Know, understand and explain the meaning, purposes and functions of different types of counselling.
6. Know and understand the characteristics of a good Counsellor.
7. Know and understand the different Tools and Techniques of Guidance and Counselling.
8. Distinguish between guidance, counselling and teaching.

Course Contents:

Unit-I: Concept of Guidance

- a) Meaning, Nature and Importance of Guidance.
- b) Different Types of Guidance-
 - i) Educational: Meaning, Characteristics, Purpose & Functions.
 - ii) Vocational: Meaning, Characteristics, Purpose & Functions.
 - iii) Personal: Meaning, Characteristics, Purpose & Functions.
- c) Guidance at different stages of Education with special emphasis on Secondary stage of Education.

Unit-II: Concept of Counselling

- a) Meaning, Nature and Importance of Counselling
- b) Types of Counselling-
 - i) Directive: Meaning, Characteristics, Purpose & Functions.

- ii) Non-directive: Meaning, Characteristics, Purpose & Functions.
- iii) Eclectic: Meaning, Characteristics, Purpose & Functions.
- c) Steps of Counselling; Characteristics of good Counsellor.

Unit-III: Tools and Techniques of Guidance and Counselling

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
- b) Measurement of Intelligence, Personality and Motivation

Unit- IV: Guidance and Counseling

- a) Difference between Guidance, Counselling and Teaching.
- b) Role of parent, teacher and counsellor in guidance origramme.

Suggested Books:

- Adams, James F. (1986). Counseling and Guidance: A Summary View, (6th printing) New York: McMillan.
- Anastasi, A. (1982). Psychological Testing, New York: Macmillan Publishing Co. (5th Ed.)
- Barik, Narayan- Fundamentals of Guidance and Counselling. Kunal Publication.
- Beride, R.F. et. al. (1963). Testing in Guidance and Counseling, New York: McGraw Hill.
- Bernard, H. W. (1977). Principles of Guidance, (2nd Ed.) New York: Harper and RWO.
- Burkes, H. M., and Steffir B. (1979). Theories of Counseling, (3rd Ed.) New York: McGraw Hill.
- Crow, L.d. and Crow A. (1962). An Introduction to Guidance, New Delhi: Eurisia.
- Farwell, G. F., and Paters H.J. (1959) : Guidance Reading for Councillors, Chicago : Rand McNally.
- Freeman, F. S. (1972). Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Co.

- George, R. L., and Cristiani, T. S. (1981). Theories, Methods and Processes of Counseling and Psychotherapy, Englewood Cliffs, N.J.: Prentice Hall.
- Holland, J. L. (1966). The Psychology of Vocational Choice, Waltham Mass: Blaisdell.
- Jones, Arthur, J. (1970). Principles of Guidance (6th Ed.), New Delhi: Tata McGraw Hill Publishing Co.
- Pasricha P. (1976). Guidance and Counseling in Indian Education, New Delhi; N.C.E.R.T.
- Shertger, B., and Stone S. (1976). Fundamentals of Guidance, (3rd Ed.), Boston: Houghton Mifflin Co.
- Super, B.E. (1957). The Psychology of Carrees, New York: Harper.
- Tiwari, R. K. - Guidance and Counselling. Kunal Publication.
- Traxler, A.E. and Worth R.D. (1964). Techniques of Counseling (2nd Ed.), New York: McGraw Hill.

DSE-1E/2E: Educational Thoughts and Ideas of Great Indian Educators [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to know, understand and explain the contributions of eminent Indian educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.

Course Contents:

Unit-I:

- a) Raja Rammohan Roy (1772-1883): Philosophy of life, activities, ideas on education and women education.
- b) Iswar Chandra Vidyasagar (1820-1891): educational philosophy, aims of education, method of instruction, activities and ideas on women education

Unit-II:

- a) Swami Vivekananda (1863-1902): Educational philosophy, aims of education, method of instruction, curriculum of education, women education and concept of teaching.
- b) Sri Aurobindo (1872-1950): Educational Philosophy, aims of education, method of instruction, curriculum, concept of teacher

Unit-III:

- a) Rabindranath Tagore (1861-1941): educational philosophy, aims of education, method of instruction, curriculum, Santiniketan school
- b) Mahatma Gandhi (1869-1948): educational philosophy, aims of Education, method of instruction, curriculum, Basic Education

Unit-IV:

- a) Prof. Amartya Sen: Educational thoughts and ideas, capability pedagogy
- b) A.P.J.Abdul Kalam: Educational Thoughts and ideas

Suggested Books:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- Joshi, S. - Educational Thoughts of Rabindranath Tagore. Crescent Pub
- Joshi, S. - Educational Thoughts of Sri Aurobindo. Crescent Pub
- Joshi, S. - Educational Thoughts of Swami Vivekananda. Crescent Pub
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
- Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
- Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
- Unterhalter, Walker, (2010). Amartya Sen's Capability Approach and Social Justice in Education. Palgrave Scholarly.

SEMESTER-VI

CC13 – Research Methodology in Education [Credit: 5+1]

Course Objectives:

After completion of the course, the students will be able to:

1. Know the Concept, Nature, Scope and Importance of Educational Research.
2. Know the Sources of Knowledge.
3. Know the Need of Research in Education.
4. Understand the various Methods and Types of Educational Research.
5. Identify the criteria of good Research Problem.
6. Know the Concept, Characteristics and Types of hypothesis.
7. Know the concept of Population , Sample and Sampling Techniques
8. Know the Concept, Nature and Sources of Qualitative and Quantitative Data.
9. Know the Research Tools.
10. Write and Evaluate the Research Proposal.

Course Contents:

Unit-I: Educational Research- Meaning, Nature and Types

- a) Meaning, Nature & Scope of Educational Research
- b) Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction). Need of Research in Education
- c) Types of Research: Basic, Applied & Action Research; Longitudinal and Cross Sectional Research.

Unit-II: Different kinds of Educational Research

- a) Historical Research (Brief outline)
- b) Descriptive Research (Brief outline)
- c) Experimental Research (Brief outline)

Unit-III: Basic Ideas of Research

- a) Criteria of selecting a good Research Problem.
- b) Research Hypothesis – Meaning, Nature and Types.
- c) Population, Sample and Sampling Techniques (Probability & Non Probability).

Unit-IV: Research Data:

- a) Qualitative and Quantitative data: Concept, Nature and Sources
- b) Tool of data collection and their characteristics, merits and demerits
- c) Parameters of good research tools

Suggested Books:

- Aggarwal, J.C.(2002) Educational Research, Agra: Aryan Book Depot.
- Best, J.W. & Kahn, J.V.(1989). Research in Education, (6th edition). New Delhi: Prentice Hall.
- Gay, L.R. & Airasian, P. (2000) Educational Research : Competencies for Analysis and Application, New Jersey Mersil.
- Good, C.V, Barr & Douglas, E. Scates. (1962). Methodology of Educational Research New York: Appleton Crofts.
- Kothari, C.R.(2009) Research methodology methods and techniques, New Delhi: New age international (P) Ltd publishers.
- Kerlinger F.N. (1978). Foundation of Behavior Research. Delhi: Surjeet Publications
- Koul, L. (1998). Methodology of Educational Research. New Delhi: Vikash Publications.
- Sukla S.P,& Others.(1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers
- Van Dalen, D.B & Meyer, W.J. (1979). Understanding Educational Research. New York: Mcgraw Hill C.

CC14 – Statistics in Education [Credit: 5+1]

Course Objectives:

After completion of the course, the students will be able to:

1. Know the Concept Scope and Need of Educational statistics.
2. Make organization, tabulation and graphical representation of Data.
3. Measure the Central Tendency.
4. Measure the Variability.
5. Calculate the Percentile and Percentile Rank.
6. Compute Coefficient of Correlation by using various methods.
7. Know the Concept of Normal Distribution, its Properties and Uses.
8. Calculate the Skewness and Kurtosis.
9. Calculate the Derived Scores.

Course Contents:

Unit-I: Educational Statistics

- a) Concept, Scope and Need of Educational Statistics. Difference between Statistics and Parameters.
- b) Organization and Tabulation of Data- Frequency distribution table
- c) Graphical Representation of Data: Histogram, Bar Diagram, Frequency Polygon, Ogive.

Unit-II: Descriptive Statistics

- a) Meaning of Central Tendency: Mean, Median and Mode
- b) Measure of Variability: Range, AD, SD, QD and Percentile and Percentile Rank
- c) Concept of Correlation: Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation

Unit-III: Normal Distribution Curve

- a) Concept of Normal Distribution: Properties and Uses
- b) Divergence from Normality: Skewness and Kurtosis
- c) Percentile and Percentile Rank

Unit-IV: Derived Score

- a) Standard score
- b) Z-Score
- c) T-score

Suggested Books:

- Aggrwal, Y.P. (1988): Statistical Methods-Concepts, Application and Computation, New Delhi: Streling.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Garret. H.E (1988). Statistics in Psychology and Education Bombay: Vakils, Ferrer & Simons Ltd
- Guilford, J.P. & Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill
- Mangal, S.K. (2008). Statistics in Education and Psychology, New Delhi: Prentice Hall.
- Rath, R. K. (1999) Fundamentals of Educational Statistics & Measurement, Orissa: Taratarini Pustakalaya.
- Sahu, B.K. (2004) Statistics in Psychology & Education, Kalyani Publishers.
- Saha, Kaberi (2012) Statistics In Education And Psychology, New Delhi: Asian Books Private Ltd

DSE-3A/4A: Teacher Education [Credit: 5+1]

Course Objectives:

After completion of the course the students shall be able to:

1. Understand the Meaning, Nature and Scope of Teacher Education.
2. Understand the Need and Importance of Teacher Education.
3. Know and understand the Changing Context of Teacher Education in Indian Scenario.
4. Explain Historical Development of Teacher Education in India.
5. Understand the problems of Teacher Education in India.
6. Give some suggestions to improve the conditions of Teacher Education in India.
7. Explain the role of various agencies of Teacher Education.
8. Know and understand the concept of profession and professionalism.
9. Justify teaching as a noblest profession.
10. Know the characteristics of professional teaching.

Course Contents:

UNIT-I: Concept of Teacher Education

- a) Meaning and Nature of Teacher Education
- b) Need and Scope of Teacher Education
- c) Changing Context of Teacher Education in the Indian Scenario

UNIT-II: Development of Teacher Education in India

- a) Teacher Education in Pre-Independence India
- b) Teacher Education in Post-Independence India
- c) Agencies of Teacher education: SCERT, UGC, NCTE and UNESCO
- d) Problems of Teacher Education and suggestions for improving conditions of Teacher Education in India

UNIT-III: Challenges of Teacher Education

- a) Problems of Teacher Education
- b) Suggestions for improving conditions of Teacher Education in India
- c) Supervision and Evaluation of Teaching Practice

Unit-IV: Teaching as a Profession

- a) Concept of Profession and Professionalism – Teaching as the noblest profession
- b) Characteristics of a Good Teacher
- c) Professional Ethics

Suggested Books:

- Arora, G. L. (2002). Teachers and Their Teaching. New Delhi, Ravi Books.
- Chaurasia, Gulab (2000). Teacher Education and Professional Organizations. New Delhi, Authors press.
- Elahi, Nizam (1997). Teacher's Education in India New Delhi, APH Publishing Corporation.
- Kohli V.K. (1992). Teacher Education in India, Ambala (India), Vivek Publishers.
- Kundu, C. L. (1998). Indian Year Book on Teacher Education. New Delhi, Sterling Publishers Privatization Ltd.
- Mangla, Sheela (2000). Teacher Education: Trends & Strategies. New Delhi.
- Misra, K. S. (1993). Teachers and Their Education Ambala Cantt., The Associated Publishers.
- Mohan, Radha (2011). Teacher Education. New Delhi: PHI Learning Private limited.
- Mohanty, J. (2003). Teacher Education. Deep and Deep Publications Pvt. Ltd. New Delhi.
- National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.
- Passi, B. K. (1976). Becoming a Better Teacher, microteaching Approach. Amedabad: Sahitya Mudranalaya.
- Raina, V. T. (1998). Teacher Education: A Perspective, Guwahati: Eastern Book House.
- Sharma, Shashi Prabha (2004). Teacher Education in India, Vikas Publications, New Delhi.
- Shankar, V. (1984). Education of Indian Teachers, New Delhi: Sterling Publishers.
- Singh, L. C. (1990). Teacher Education in India: A Resource Book. New Delhi, NCERT.

DSE-3B/4B: Peace Education [Credit: 5+1]

Course Objectives:

1. Know the Concept, types and Nature of Peace.
2. Know the concept of violence, non-violence and peace.
3. Explain the meaning, need and scope of peace education.
4. Know the Curriculum and content of Peace Education at secondary and teacher training level.
5. Know the role of Education in dissemination of peace and resolution of conflict.
6. Understand the culture of peace in human life

Course Contents:

Unit-I: Basic Idea about Peace

- a) Meaning, Nature and Definition of Peace
- b) Kinds of Peace; Peace as a Structure; Peace as an Interaction;
- c) Peace issues; Violence, Non-Violence and Peace

Unit-II: Peace Education

- a) Meaning, Definitions, Aims of Peace Education
- b) Need and Scope of Peace Education
- c) History of Peace Education

Unit-III: Curriculum and Content of peace Education

- a) Ways of integrating peace into lessons at secondary level.
- b) Integrating peace education at teacher training level
- c) Types of peace learning activities

Unit-IV: Culture of Peace

- a) Education for a culture of peace
- b) Flower Petal Model of Culture of Peace
- c) Pedagogies and action for culture of peace

Suggested Books:

- Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New York.
- Morrison, M. L. (2003). Peace education. Australia: McFarland.
- Mishra, L. (2009) Peace Education Framework For Teachers, New Delhi: APH Publishing Corporation.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.

DSE-3C/4C: Educational Thoughts and Ideas of Great Western Educators [Credit: 5+1]

Course Objectives:

1. Know, understand and explain the contributions of eminent foreign educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.
2. Know, understand and explain the contributions of modern educators in the field of education.

Course Contents:

Unit-I:

- a) Jean Jacques Rousseau (1712-1778): Educational Philosophy, aims of education, Curriculum, Method of Instruction, Negative Education.
- b) Johann Heinrich Pestalotzzi (1748-1827): Educational Philosophy, aims of education, Curriculum, Method of Instruction, concept of teacher.

Unit-II:

- a. F. W. August Froebel (1782-1852): Educational Philosophy, aims of education, Curriculum, Method of Instruction, Kindergarten
- b. Herbert Spencer (1820-1903): Educational Philosophy, aims of education, Curriculum, Method of Instruction, concept of teacher.

Unit-III:

- a) John Dewey (1859-1903): Educational Philosophy, aims of education, Curriculum, Method of Instruction, concept of teacher; Project Method
- b) Madam Maria Montessori (1870-1952): Educational Philosophy, aims of education, Curriculum, Method of Instruction, concept of teacher; Child Centric education

Unit-IV:

- a) Paulo Freire: Critical Pedagogy
- b) R.S. Peters: Philosophy of Education

Suggested Books:

- Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
- David Brookshaw Paulo Freire and Oliveira Brookshaw Freire (2014). Pedagogy of Commitment. Paradigm Publishers.
- Freire Paulo (2000). Pedagogy of the oppressed, 30th Anniversary Edition. Translated by Myra Bergman Ramos With an Introduction by Donaldo Macedo. Continuum, New York, London
- Guha, Bibhuranjan. Shikshay Pathikrit. Sobha Publisher, Kolkata.
- Mukherjee, K.K. Some Great Educators of the World, Das Gupta & Co. pvt. Ltd., Kolkata.
- Purkait, B.R. (2007). Great Educators. New Central Book Agency, London

DSE-3D/4D: Distance Education [Credit: 5+1]

Course Objectives:

After careful study of the course, learners will be able to-

1. State the meaning and characteristic features of distance education in India.
2. Give the significance of distance education
3. Know the present status of distance education.
4. State the concept of information and communication technologies and their application in distance education.
5. Describe the media for distance education-print and electronic
6. Understand the management of student-support services;
7. Describe the distance mode for technical and vocational education programmes for rural development;
8. Understand the quality assurance of distance education;

Course Contents:

Unit-I: Introduction to Distance Education

- a) Meaning, Characteristics and Significance of distance education
- b) Present Status of Distance Education
- c) Growth of Distance education

Unit-II: Distance Education Material

- a) Designing and preparing self-learning materials in Distance Education
- b) ICT and its application in distance education
- c) Media for Distance education- Print and Electronic

Unit-III: Service in Distance Education

- a) Management of student-support service in distance education
- b) Technical and Vocational Programmes through Distance Education

- c) Distance education in rural development

Unit-IV: Quality Maintenance in Distance Education

- a) Quality Assurance of Distance education
- b) Mechanism for maintenance of Standards in Distance education
- c) Role of Distance Education Council, IGNOU and NSOU.

Suggested Books:

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

DSE-3E/4E: Psychology of Mental Health and Hygiene [Credit: 5+1]

Course Objectives:

After completion of the course, the students will be able to:

1. Know the Concept and Nature of Mental Health.
2. Know the Concept and Scope of Mental Hygiene
3. Know the relationship of Mental Health and Mental Hygiene.
4. Know the Concepts and Need of adjustment.
5. Understand the adjustment mechanism.
6. Understand the Freud contribution.
7. Know the Classification and Causes of Mental Disorder.
8. Know the Treatment and Prevention of the different forms of Mental Disorders.

Course Contents:

Unit-I: Mental Health and Hygiene

- a) Concept and Nature of Mental Health
- b) Concept and Scope of Mental Hygiene
- c) Relation between Mental Health and Mental Hygiene

Unit-II: Adjustment

- a) Adjustment: Concept and Need
- b) Adjustment mechanism
- c) Role of family and School in Effective Adjustment

Unit-III: Maladjustment

- a) Maladjustment: Meaning and Causes
- b) Different forms of maladjustment; Role of family and School in remedial measures.
- c) Contribution of Freud and Neo-Freudians to understand maladjustment.

Unit-IV: Mental Disorder

- a) Classification with Symptoms of Mental Disorder
- b) Causes of Mental Disorder
- c) Treatment and Prevention of the different forms of Mental Disorders

Suggested Books:

- Arkoff, Abe (1968) Adjustment and Mental Health, US: McGraw-Hill Inc.
- Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
- Bron, R.A & Allyn Bacon. (2002); Essentials of Psychology, Guwahati: Nibedita DK Distributors.
- Carson, R.C. & Butcher, J.N. Abnormal Psychology and Modern Life.
- Crow, R.B & Crow, A (1964); Educational Psychology, New Delhi: Eurasia Publishing House
- Chauhan, S.S. Mental Hygiene- A Science of Adjustment.
- Hilgard, E.O (1976); Theories of Learning (4th Ed), New York: Appleton Century Crgts 10. Woodworth R.S. (1995); A Study of Mental Life, New York: Century.
- Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.
- Mohanty, J. Abnormal Psychology.