

**THE UNIVERSITY OF BURDWAN**



**Syllabus for 3-Year Degree/4-Year  
Honours  
in  
EDUCATION  
under  
Curriculum and Credit Framework  
for Undergraduate Programmes  
(CCFUP)  
As Per NEP-2020  
w.e.f. 2023-24**

**Semester wise and Course wise Credit and Marks Distribution Structure under CCFUP as per NEP-2020**

**SEMESTER – I  
COURSE STRUCTURE**

<b>Course Type with Code</b>	<b>Name of the Course</b>	<b>Credit</b>	<b>Full Marks</b>	<b>Theory</b>	<b>Practical</b>	<b>Internal</b>
Major / DS Course (Core) <b>EDUC1011</b>	<b>Educational Philosophy-I</b>	4 L-T-P 3-1-0	75	60	0	15
Minor Course <b>EDUC1021</b>	<b>Principles of Education</b> (For students other than Education Major)	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course <b>EDUC1031</b>	<b>Great Educators</b> (For students of other discipline)	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L1-1 MIL) ..... <b>1041</b>	Arabic / Bengali / Hindi / Sanskrit / Santali / Urdu / or Equivalent Course from SWAYAM OR UGC Recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC) <b>EDUC1051</b>	<b>Computer Application in Education</b>	3 L-T-P 2-1-0	50	40	0	10
Value Added (VA) Course <b>CVA1061</b>	<b>Environmental Science / Education</b>	4 L-T-P 3-0-1	100	60	20	20
<b>Total</b>		<b>20</b>	<b>400</b>			

**SEMESTER – II  
COURSE STRUCTURE**

<b>Course Type with Code</b>	<b>Name of the Course</b>	<b>Credit</b>	<b>Full Marks</b>	<b>Theory</b>	<b>Practical</b>	<b>Internal</b>
Major / DS Course (Core) <b>EDUC2011</b>	<b>Educational Psychology-I</b>	4 L-T-P 3-1-0	75	60	0	15
Minor Course <b>EDUC2021</b>	<b>Educational Psychology</b> (For students other than Education Major)	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course <b>EDUC2031</b>	<b>Value Education</b> (For students of other discipline)	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L2-1) <b>ENGL2041</b>	<b>Functional English</b> OR Equivalent Course from SWAYAM or UGC recognized other platform	2 L-T-P 2-0-0	50	40	0	10
Skill Enhancement Course (SEC) <b>EDUC2051</b>	<b>Music and Fine Arts in Education</b> OR <b>Education of Children with Special Needs</b>	3 L-T-P 2-1-0	50	40	0	10
Value Added (VA) Course <b>CVA2061</b>	<b>Understanding India / Digital &amp; Technological Solutions / Health &amp; Wellness / Yoga Education / Sports &amp; Fitness</b>	4 L-T-P 3/3-1/0-0/1	100	80 / 60	0 / 20	20
<b>Total</b>		<b>20</b>	<b>400</b>			

**SEMESTER –III  
COURSE STRUCTURE**

Course Type with Code	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major / DS Course (Core) <b>EDUC3011</b>	<b>Educational Philosophy-II</b>	5 L-T-P 4-1-0	75	60	0	15
Major / DS Course (Core) <b>EDUC3012</b>	<b>Educational Psychology-II</b>	5 L-T-P 4-1-0	75	60	0	15
Minor Course (Vocational Education & Training) <b>MSR3021</b> OR <b>HRM3021</b> OR <b>RSA3021</b>	<b>Medical Sales Representative</b> OR <b>Human Resource Management</b> OR <b>Retail Sales Associate</b>	4 L-T-P 3-1-0	75	60	0	15
Multidisciplinary Course <b>EDUC3031</b>	<b>Psychology of Mental Health and Hygiene</b>	3 L-T-P 2-1-0	50	40	0	10
Ability Enhancement Course (L1-2 MIL) ..... <b>3041</b>	<b>Arabic / Bengali / Hindi / Sanskrit / Santali / Urdu / or Equivalent Course from SWAYAM OR UGC Recognized other platform</b>	2 L-T-P 2- 0-0	50	40	0	10
Skill Enhancement Course (SEC) <b>EDUC3051</b>	<b>Distance Education</b>	3 L-T-P 2-1-0	50	40	0	10
<b>Total</b>		<b>22</b>	<b>375</b>			

**SEMESTER – IV  
COURSE STRUCTURE**

Course Type with Code	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major / DS Course (Core) <b>EDUC4011</b>	<b>Educational Sociology-I</b>	5 L-T-P 4-1-0	75	60	0	15
Major / DS Course (Core) <b>EDUC4012</b>	<b>Education in Ancient &amp; Medieval India</b>	5 L-T-P 4-1-0	75	60	0	15
Major / DS Course (Core) <b>EDUC4013</b>	<b>Education in British India</b>	5 L-T-P 4-1-0	75	60	0	15
Minor Course <b>EDUC4021</b>	<b>History of Education in India</b>	4 L-T-P 3-1-0	75	60	0	15
Minor Course ..... <b>4021</b>	<b>Other than Education</b>	4 L-T-P 3-1-0	75	60	0	15
Ability Enhancement Course (L2-2) <b>ENG4041</b>	<b>English or Equivalent Course from SWAYAM OR UGC recognized other platform</b>	2 L-T-P 2-0-0	50	40	0	10
<b>Total</b>		<b>25</b>	<b>425</b>			

**SEMESTER – V  
COURSE STRUCTURE**

Course Type with Code	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core) <b>EDUC5011</b>	<b>Educational Sociology- II</b>	5 L-T-P 4-1-0	75	60	0	15
Major/DS Course (Core) <b>EDUC5012</b>	<b>Development of Education in Post Independence Period</b>	5 L-T-P 4-1-0	75	60	0	15
Major/DS Course (Core) <b>EDUC5013</b>	<b>Educational Thoughts and Ideas of Great Indian Educators</b>	5 L-T-P 4-1-0	75	60	0	15
Minor Course (Vocational Education & Training) <b>MSR5021</b> or <b>HRM5021</b> or <b>RSA5021</b>	<b>Medical Sales Representative or Human Resource Management or Retail Sales Associate</b>	4 L-T-P 3-1-0	75	60	0	15
Internship <b>INT5081</b>	<b>(Project/ Field Diary: 30 + Viva-voce: 20)</b>	2 L-T-P 0-0-2	50	00	50	00
<b>Total</b>		<b>21</b>	<b>350</b>			

**SEMESTER - VI  
COURSE STRUCTURE**

Course Type	Name of the Course	Credit	Full Marks	Theory	Practical	Internal
Major/DS Course (Core) <b>EDUC6011</b>	<b>Educational Guidance and Counselling</b>	4 L-T-P 3-1-0	75	60	0	15
Major/DS Course (Core) <b>EDUC6012</b>	<b>Educational Technology</b>	4 L-T-P 3-1-0	75	60	0	15
Major/DS Course (Core) <b>EDUC6013</b>	<b>Measurement and Evaluation in Education</b>	4 L-T-P 3-1-0	75	60	0	15
Major/DS Course (Core) <b>EDUC6014</b>	<b>Comparative Education</b>	4 L-T-P 3-1-0	75	60	0	15
Minor Course (Vocational Education & Training) <b>MSR6021</b> OR <b>HRM6021</b> OR <b>RSA6021</b>	<b>Medical Sales Representative or Human Resource Management or Retail Sales Associate</b>	4 L-T-P 3-1-0	75	60	0	15
<b>Total</b>		<b>20</b>		<b>375</b>		
<b>Grand Total</b>	<b>(SEM I- SEM VI)</b>	<b>128</b>		<b>2325</b>		

❖ **Minor Course-1**

**Full Marks: 75**

- Course for many allied discipline other than Education
- Syllabus of Minor Course-1 to be selected from the respective department, as per the choice of discipline by the students.

❖ **Multidisciplinary Course-1**

**Full Marks: 50**

- Course from any discipline out of four/five broad discipline other than Education discipline
- Syllabus of Multidisciplinary Course to be selected from the respective department,  
As per the choice of discipline by the students.

❖ **Ability Enhancement Course (L1-1 MIL)**

**Full Marks: 50**

- Arabic/Bengali/Hindi/Sanskrit/Santali/Urdu/or  
Equivalent Course from SWAYAM OR UGC  
recognized other platform
- Syllabus of Ability Enhancement Course-(L1-1MIL) to be selected from the respective  
Language department,  
As per the choice of language discipline by the students.

**Value Added (VA) Course**

**Full Marks: 100**

**Environmental Science/Education**

Value Added (VA) Compulsory Course Syllabus to be provided by the respective Department

❖ **Minor Course-2**

**Full Marks: 75**

- Course from any allied discipline other than Education
- Syllabus of Minor Course-2 to be selected from the respective department,

As per the choice of discipline by the students.

**Multidisciplinary Course: 2**

**Full Marks: 50**

- Course from any discipline out of our/five broad discipline other than Education Discipline
- Syllabus of Multidisciplinary Course to be selected from the respective department, as per the choice of discipline by the students.

**Ability Enhancement Course(L<sub>2</sub>-1)****Full Marks 50**

- English or Equivalent Course from SWAYAM OR UGC recognized other platform
- Syllabus of Ability Enhancement Course-(L<sub>2</sub>-1) to be selected from the respective language department

As per the choice of language discipline by the students.

**Courses for the Students of Other Discipline****Education as Minor discipline courses for the Students of Other Discipline****Full Marks:75**

5 Courses

Course type	Course name		Credit
<b>Minor Course</b>	<b>SEM I</b>	Principles of Education	4
	<b>SEM II</b>	Educational Psychology	4
	<b>SEM V</b>	Educational Sociology	4
	<b>SEM VII</b>	History of Education in India	4
	<b>SEM VIII</b>	Educational Guidance & Counseling	4

## **Courses (MDS) for the Students of Other Discipline**

### **Education as Multidisciplinary Course (MDS) for the Students of Other Discipline**

Full Marks:50

3 Courses

<b>Coursetype</b>	<b>Coursename</b>		<b>Credit</b>
<b>MDS</b>	<b>SEM I</b>	Great Educators	3
	<b>SEM II</b>	Value Education	3
	<b>SEM III</b>	Psychology of Mental Health and Hygiene	3

# B.A. HONOURS WITH RESEARCH OR HONOURS IN EDUCATION

## SEMESTER-I

Major/DS

Course Code: EDUC1011

Course: Educational Philosophy – I

Full Marks: 75

### Course Objectives

1. To understand the meaning, nature, and scope of Education.
2. To explore the various functions and factors influencing Education.
3. To examine the aims of Education from both individualistic and socialistic perspectives.
4. To introduce the Philosophy of Education and to be acquainted with the relationship between Education and Philosophy.
5. To familiarize students with different schools of Indian Philosophy and their epistemological and ethical aspects.
6. To analyse the educational implications of specific Indian philosophical schools such as Sankhya, Yoga, Nyaya, Charvak, Buddhist, and Jain.
7. To comprehend the concept of child-centric education and its meaning and characteristics.
8. To explore the aims of modern child-centric education.
9. To examine different approaches to child-centric education.
10. To understand the features and significance of life-centric education.
11. To understand the concept of freedom and discipline in the context of education.
12. To recognize the need for discipline and its application in educational institutions.
13. To understand the concept of free discipline and self-discipline.

### Course Contents

Theory: 60, LH: 75

Unit	Contents	Hours
Unit-I	• Education: Meaning, Nature and Scope • Functions of Education • Factors of Education • Aims of Education: Individualistic and Socialistic	15H
Unit-II	• Introduction to Philosophy of Education • Relationship of Education and Philosophy • Schools of Indian Philosophy – basic features with special reference to Epistemological and Ethical aspects • Sankhya, Yoga, Nyaya, Charvak, Buddhist, Jain and their educational implications	35H
Unit-III	• Child-Centric Education: Meaning and Characteristics • Aims of modern child-centric education • Different approaches of Child-Centric Education • Life-Centric Education: Features and significance	10H
Unit-IV	• Concept of freedom and discipline • Need of discipline • Concept of free discipline • Concept of self-discipline • Application of Discipline in Educational Institutions	15H

### Recommended Books

- V. R. Taneja: *Educational Thoughts & Practice*. Sterling Publication Pvt. Ltd., New Delhi.
- Gerald L. Gutek (2009): *New Perspectives on Philosophy and Education*. Pearson, New Jersey, USA.
- B. K. Nayak: *Textbook of Foundation of Education*. Kitab Mahal, Cuttack, Odisha.
- Howard A. Ozman & Samuel M. Craver: *Philosophical Foundation of Education*. Allyn & Bacon, Boston, USA.
- G. Max Wingo: *Philosophies of Education*. Sterling Publishers, New Delhi.
- Bengali Books on Educational Philosophy.

## Course Outcomes

1. Students will define Education and understand its various dimensions and purposes.
2. Students will develop an understanding of the factors that influence education and the role they play in shaping the educational process.
3. Students will compare and contrast individualistic and socialistic aims of education.
4. Students will gain insights into the relationship between Education and Philosophy and its implications for educational practices.
5. Students will acquire a comprehensive understanding of different schools of Indian Philosophy and their relevance to education.
6. Students will analyse the educational implications of specific Indian philosophical schools.
7. Students will explain the concept of child-centric education and its significance in modern educational contexts.
8. Students will familiarize themselves with different approaches to child-centric education and their respective strengths and weaknesses.
9. Students will recognize the features and significance of life-centric education and its impact on holistic development.
10. Students will understand the concepts of freedom and discipline in the educational setting.
11. Students will discuss the importance of discipline and its application in maintaining a conducive learning environment.
12. Students will understand the concept of free discipline and its role in fostering independent learning.
13. Students will develop an understanding of self-discipline and its significance in personal and academic growth.

## SEMESTER– I

### Minor Course–1 Course Code: EDUC1021

**Course: Principles of Education**

**Full Marks: 75**

#### Course Objectives

1. To understand the meaning, nature, and scope of education.
2. To identify the functions and factors that influence the field of education.
3. To examine the aims of education from individualistic and socialistic perspectives.
4. To define the concept of curriculum and its significance in education.
5. To differentiate between different types of curricula and their applications.
6. To understand the principles involved in curriculum construction.
7. To recognize the importance of co-curricular activities in enhancing overall education.
8. To explore child-centric education, its characteristics, and its aims in modern education.
9. To analyse the significance of play and play-way methods in education, including various approaches.
10. To understand the concepts of freedom and discipline and their application in educational institutions.

#### Course Contents

**Theory: 60, LH: 75**

Unit	Contents	Hours
Unit–I	• Education: Meaning, Nature and Scope • Functions of Education • Factors of Education • Aims of Education: Individualistic and Socialistic	15H
Unit–II	• Meaning of Curriculum • Types of Curricula • Principles of Curriculum Construction • Co-curricular Activities	15H
Unit–III	• Child-Centric Education: Meaning and Characteristics • Aims of modern child-centric education • Child-Centric Education: its significance • Play and play-way in education: Kindergarten, Montessori, Basic Education and Project Method	30H
Unit–IV	• Freedom and Discipline: Concepts • Needs of Discipline • Concept of Free Discipline • Concept of Self-Discipline • Application of Discipline in Educational Institutions	15H

#### Suggested References

- Gerald L. Gutek (2009): *New Perspectives on Philosophy and Education*. Pearson, New Jersey, USA.
- V. R. Taneja: *Educational Thoughts & Practice*. Sterling Publication Pvt. Ltd., New Delhi.
- Howard A. Ozman & Samuel M. Craver: *Philosophical Foundation of Education*. Allyn & Bacon, Boston, USA.
- G. Max Wingo: *Philosophies of Education*. Sterling Publishers, New Delhi.
- Bengali Books on Principles of Education.

#### Course Outcomes

1. Students will demonstrate a clear understanding of the meaning, nature, and scope of education.
2. Students will evaluate the functions and factors that shape the field of education.
3. Students will critically analyse the aims of education from both individualistic and socialistic perspectives.
4. Students will apply the concept of curriculum to design effective educational programs.

5. Students will select and justify appropriate types of curricula for specific educational contexts.
6. Students will develop curriculum construction skills based on established principles.
7. Students will recognize the value and integration of co-curricular activities in educational planning.
8. Students will implement child-centric education principles to promote holistic development.
9. Students will apply play and play-way methods in educational practices, drawing from different approaches.
10. Students will promote a balanced approach between freedom and discipline in educational institutions, fostering a conducive learning environment.

## SEMESTER– I

### Multidisciplinary Course (MDS–1)

Course Code: EDUC1031

Course: Great Educators

Full Marks: 50

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#### Course Objectives

1. To gain an in-depth understanding of the life and teachings of Swami Vivekananda.
2. To explore the contributions of Sri Aurobindo to philosophy and education.
3. To examine the life and works of Rabindranath Tagore, including his philosophy of education.
4. To analyse the educational philosophy and principles of Mahatma Gandhi.
5. To study the ideas and theories of Jean-Jacques Rousseau regarding education.
6. To understand the educational approach and philosophy of Friedrich August Froebel.
7. To explore the educational theories and principles proposed by John Dewey.
8. To analyse the educational approach and methods developed by Maria Montessori.
9. To compare and contrast the philosophies and educational ideas of the mentioned educators.
10. To reflect on the relevance and applicability of the educational philosophies in contemporary educational contexts.

#### Course Contents

Theory: 40, LH: 45

Unit	Contents	Hours
Unit–I	• Swami Vivekananda (1863–1902) • Sri Aurobindo (1872–1950)	15H
Unit–II	• Rabindranath Tagore (1861–1941) • Mahatma Gandhi (1869–1948)	10H
Unit–III	• Jean-Jacques Rousseau (1712–1778) • Friedrich August Froebel (1782–1852)	10H
Unit–IV	• John Dewey (1859–1952) • Maria Montessori (1870–1952)	10H

#### Suggested References

- Mukherjee, K. K. *Some Great Educators of the World*. Das Gupta & Co. Pvt. Ltd., Calcutta.
- Purkait, B. K. *Great Educators*. New Central Book Agency, London.
- Guha, Bibhuranjan. *Shikshay Pathikrit* (Bengali). Sobha Publisher, Kolkata.
- Rai, B. C. *Theory of Education*. Prakasan Kendra, Lucknow.
- Vidya Ratna Taneja. *Educational Thought and Practice*. Sterling Publishers Pvt. Ltd.
- Bengali Books on Educational Thoughts and Ideas of Great Educators.

#### Course Outcomes

1. Demonstrate a comprehensive understanding of the life, teachings, and contributions of Swami Vivekananda.
2. Evaluate the impact of Sri Aurobindo's philosophy on education and personal development.
3. Critically analyses the educational philosophy and works of Rabindranath Tagore, and their implications for education.
4. Assess the educational principles and practices advocated by Mahatma Gandhi, and their relevance in today's world.
5. Explain the key ideas and theories of Jean-Jacques Rousseau related to education and child development.

6. Apply the principles and practices of Friedrich August Froebel's educational approach in instructional settings.
7. Evaluate the educational theories and ideas of John Dewey and their impact on progressive education.
8. Analyse the educational methods and principles developed by Maria Montessori and their application in early childhood education.
9. Compare and contrast the philosophies and approaches of the mentioned educators, identifying their similarities and differences.
10. Critically reflect on the educational philosophies studied and their implications for personal teaching practices and educational policy-making.
11. Develop a broader perspective on educational philosophies and their significance in shaping educational systems and practices.
12. Engage in critical discussions and debates on educational philosophies, fostering intellectual curiosity and a deeper understanding of diverse educational perspectives.

## SEMESTER– I

### Skill Enhancement Course (SEC–1)

Course Code: EDUC 1051

Course: Computer Application in Education

Full Marks: 50

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#### Course Objectives

1. To familiarize students with the essential components and functionalities of MS Office applications, including MS Word, MS PowerPoint, and MS Excel.
2. To provide an understanding of the concepts of Information and Communication Technology (ICT) and its relevance in education.
3. To explore the issues and initiatives related to universal access and the digital divide in the context of ICT.
4. To examine the challenges involved in integrating ICT into the school system and understand the aims and objectives of the National Policy on ICT in School Education in India.
5. To introduce students to the components and objectives of the National Mission on Education through ICT (NMEICT) and related platforms such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratory, and haptic technology.
6. To enable students to effectively utilize internet resources for different disciplines, including natural sciences, social sciences, humanities, and mathematics.
7. To provide a general introduction to various forms of e-learning, such as mobile learning, distance learning, online learning, virtual universities, and Massive Open Online Courses (MOOCs).
8. To explore the potential of social networking platforms in education and their role in facilitating collaborative learning and knowledge sharing.

#### Course Contents

Theory: 40, LH: 45

Unit	Contents	Hours
Unit–I	• MS Office Applications: – MS Word – MS PowerPoint – MS Excel	10H
Unit–II	• Concepts of Information and Communication Technology (ICT) • Universal Access vs Digital Divide – Issues and Initiatives • Challenges of ICT Integration in Schools • Aims and Objectives of the National Policy on ICT in School Education (India)	15H
Unit–III	• Components and Objectives of National Mission on Education through ICT (NMEICT) • Platforms: Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh • Virtual Laboratory and Haptic Technology	10H
Unit–IV	<b>Educational Resources</b> • Internet resources for Natural Sciences, Social Sciences, Humanities, and Mathematics • Introduction to E-learning, Mobile Learning, Distance Learning, Online Learning, Virtual Universities, Wikipedia, MOOCs • Role of Social Networking in Education	10H

#### Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate proficiency in using MS Office applications (Word, PowerPoint, Excel) for creating documents, presentations, and spreadsheets.
2. Understand the importance of ICT in education and its impact on teaching and learning outcomes.
3. Analyze the issues and initiatives related to universal access and the digital divide, and propose strategies to bridge the gap.

4. Identify and address challenges in integrating ICT into schools, with reference to the National Policy on ICT in School Education.
5. Utilize various components of the National Mission on Education through ICT (NMEICT) such as Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh, virtual laboratories, and haptic technology to enhance educational experiences.
6. Effectively use internet resources across different disciplines to support subject knowledge and learning.
7. Evaluate the advantages and limitations of e-learning modes (mobile, distance, online, virtual universities, MOOCs) and select appropriate approaches for specific contexts.
8. Apply social networking platforms for collaborative learning, professional networking, and knowledge sharing.

**SEMESTER– II**  
**Major/DS**  
**Course Code: EDUC2011**

**Course: Educational Psychology–I**

**Full Marks: 75**

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**Course Objectives**

1. Introduce students to the field of psychology and its relevance to education.
2. Understand the nature and scope of educational psychology.
3. Explore the relationship between education and psychology.
4. Familiarize students with the methods used in educational psychology research.
5. Examine the concepts of growth and development and their significance in educational psychology.
6. Understand the determinants of development, including heredity and environment.
7. Identify the principles that underlie human development.
8. Study the stages of physical development and recognize the characteristics of each stage.
9. Explore the different areas of development, including emotional, intellectual, and social aspects.
10. Understand individual differences, including the concept, types, and their implications in an educational context.
11. Introduce the concept of learning and its importance in education.
12. Identify the factors associated with learning and their impact on educational outcomes.
13. Examine various theories of learning, including Trial-and-Error, Classical Conditioning, Operant Conditioning, Insightful Learning, and Gagne’s Theory of Learning.
14. Understand the concept of transfer of learning and its relevance in educational settings.
15. Explore different theories and models related to transfer of learning.
16. Discuss the practical applications of transfer of learning in educational contexts.

**Course Contents**

**Theory: 60, LH: 75**

Unit	Contents	Hours
Unit– I	• Introduction to Psychology: Meaning and Definition • Nature and Scope of Educational Psychology • Relation between Education and Psychology • Methods of Educational Psychology • Growth and Development: Meaning and Concepts • Determinants of Development: Heredity and Environment • Principles of Development • Stages of Physical Development • Characteristics of Different Stages • Areas of Development: Emotional, Intellectual, Social • Individual Differences: Concept, Types, and Educational Implications	15H
Unit– II	• Concept of Learning • Factors Associated with Learning • Theories of Learning: – Trial-and-Error – Classical Conditioning – Operant Conditioning – Insightful Learning – Gagne’s Theory of Learning	30H
Unit– III	• Transfer of Learning: Concept • Theories and Models of Transfer of Learning • Educational Applications of Transfer of Learning	20H
Unit– IV		10H

**Course Outcomes**

Upon completion of this course, students will be able to:

1. Define and explain the field of psychology and its connection to education.
2. Describe the nature and scope of educational psychology and its role in enhancing teaching and learning processes.
3. Analyse the relationship between education and psychology and recognize their mutual influences.
4. Apply appropriate research methods in conducting educational psychology studies.

5. Explain the concepts of growth and development and their significance in educational psychology.
6. Identify and compare the roles of heredity and environment in human development.
7. Apply the principles of development to understand patterns and processes of growth.
8. Describe the stages of physical development and recognize the characteristics associated with each stage.
9. Analyse emotional, intellectual, and social aspects of human development and their implications in education.
10. Recognize and accommodate individual differences in educational settings.
11. Define learning and its significance in educational contexts.
12. Identify and evaluate the factors that influence learning outcomes.
13. Compare and contrast different theories of learning (Trial-and-Error, Classical Conditioning, Operant Conditioning, Insightful Learning, and Gagne's Theory).
14. Apply Gagne's theory of learning to design effective instructional strategies.
15. Explain the concept of transfer of learning and its relevance to educational practices.
16. Compare and contrast theories and models related to transfer of learning.
17. Apply principles of transfer of learning to design effective instructional materials and strategies.

### **Recommended Books**

- Bigge, M.L. *Psychological Foundations of Education*. Harper and Row, New York.
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
- Choube, S.P. & Choube. (1996). *Educational Psychology and Experiments*. Himalaya Publishing House, New Delhi.
- Mangal, S.K. (1997). *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.
- Woolfolk, A.E. (2011). *Educational Psychology*. Dorling Kindersley (India) Pvt. Ltd.
- Bruner, J. (1977). *The Process of Education*. Harvard University Press, USA.
- Bengali Books on Educational Psychology

**SEMESTER – II**  
**Minor Course – 2**  
**Course Code: EDUC2021**

**Course: Educational Psychology**

**Full Marks: 75**

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### Course Objectives

The course aims to:

1. Develop a comprehensive understanding of the meaning, nature, and scope of educational psychology.
2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.
3. Familiarize students with research methods in educational psychology and develop basic research skills.
4. Understand the concepts of growth and development and their relevance in child development.
5. Identify and analyse the stages of child development: infancy, childhood, and adolescence.
6. Examine aspects of child development: physical, intellectual, emotional, and social.
7. Understand personality development and the factors influencing it.
8. Explore approaches to personality, such as type and trait theories.
9. Recognize individual differences among learners and their educational implications.
10. Gain insights into intelligence: its definition, theories, and methods of assessment.
11. Understand the meaning, nature, and theories of learning in relation to educational settings.

### Course Contents

**Theory: 60, LH: 75**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit I</b>	• Educational Psychology: Meaning, Nature, and Scope • Relation between Education and Psychology • Methods of Educational Psychology	15H
<b>Unit II</b>	• Growth and Development: Meaning and Concepts • Stages of Development of a Child: Infancy, Childhood, and Adolescence • Aspects of Child Development: Physical, Intellectual, Emotional, and Social	15H
<b>Unit III</b>	• Personality: Concept and Definition • Development of Personality • Types and Traits Approaches to Personality • Individual Differences: Concepts and Types • Causes of Individual Differences	15H
<b>Unit IV</b>	• Intelligence: Concept and Definition • Theories of Intelligence: Two-factor, Group-factors, and Structure of Intellect • Intelligence Tests: Verbal and Non-verbal Tests, and their Uses	15H
<b>Unit V</b>	• Learning: Meaning and Nature • Factors Associated with Learning • Theories of Learning: Trial-and-Error, Classical Conditioning, and Gestalt Theory of Learning • Learning in Relation to Attention, Interest, Maturation, and Motivation	15H

### Course Outcomes

Upon completion of this course, learners will be able to:

1. Demonstrate clear understanding of key concepts and theories of educational psychology.
2. Apply psychological principles to educational contexts for effective teaching and learning.
3. Use appropriate research methods to investigate educational phenomena.
4. Analyse child development stages and address their unique characteristics.
5. Support holistic growth of learners by addressing multiple aspects of child development.
6. Understand personality development and apply this knowledge in educational settings.

7. Evaluate type and trait approaches to personality and apply them in practice.
8. Design inclusive strategies accommodating individual differences among learners.
9. Employ appropriate tools to assess intelligence and cognitive abilities.
10. Apply findings of educational psychology to design teaching strategies and inclusive environments.
11. Critically analyse educational practices and policies from an educational psychology perspective.
12. Communicate and collaborate effectively with stakeholders, fostering a supportive learning community.

## **Recommended Books**

- Bigge, M.L. *Psychological Foundations of Education*. Harper & Row, New York.
- Chauhan, S.S. (1998). *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
- Choube, S.P. & Choube. (1996). *Educational Psychology and Experiments*. Himalaya Publishing House, New Delhi.
- Mangal, S.K. (1997). *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.
- Mathur, S.S. *Educational Psychology*. Binod Pustak Mandir, Agra.
- Woolfolk, A.E. (2011). *Educational Psychology*. Dorling Kindersley (India) Pvt. Ltd.

**SEMESTER – II**  
**Multidisciplinary Course (MDS – 2)**  
**Course Code: EDUC2031**

**Course: Value Education**

**Full Marks: 50**

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### Course Objectives

The course aims to:

1. Understand the meaning and concept of values in education.
2. Recognize the significance of value education in overall development.
3. Explore the concept of morality and its relation to values in education.
4. Analyse the role of parents in facilitating children's moral development.
5. Gain knowledge about social values and their impact on individuals and society.
6. Understand the influence of values on classroom environment, behaviour, and learning outcomes.
7. Explore strategies for inculcating values and promoting a values-based educational culture.
8. Examine the meaning and aims of peace education and its role in fostering positive values.
9. Identify the values inherent in peace education and their role in harmony and conflict resolution.
10. Understand the connection between values and human rights education.

### Course Contents

**Theory: 40, LH: 45**

Unit	Contents	Hours
Unit – I	• Value in Education: Meaning and Concept • Needs of Value Education	10H
Unit – II	• Morality: Meaning & Concept • Morality and Values in Education • Role of Parents in Facilitating Children's Moral Development	15H
Unit – III	• Social Values • Values in Classroom • Inculcation of Values among Students	10H
Unit – IV	• Peace Education: Meaning and Aims • Values in Peace Education • Values and Human Rights Education	10H

### Course Outcomes

Upon completion of this course, learners will be able to:

1. Demonstrate understanding of values in education and their role in personal and social development.
2. Evaluate the need for value education in schools and its impact on learners and communities.
3. Analyse morality in the context of education and reflect on its implications for conduct.
4. Recognize parents' role in promoting children's moral development and value transmission.
5. Critically examine social values and their influence on individual behaviour and societal norms.
6. Apply values to foster a positive classroom environment and ethical student behaviour.
7. Design strategies for inculcating values among students of diverse backgrounds.
8. Understand the aims of peace education and its role in promoting empathy, tolerance, and cooperation.
9. Evaluate the contribution of peace education to conflict resolution, social justice, and peacebuilding.
10. Recognize the importance of values in human rights education, promoting equality and dignity.
11. Reflect on personal values and their impact on teaching practices and relationships with students.

12. Engage in critical discussions on value education and its implications for educational policy.
13. Demonstrate ethical behaviour and integrity in professional and personal interactions.
14. Foster responsibility for creating inclusive, value-driven learning environments.
15. Advocate for the integration of value education into educational curricula and policies.

### **Recommended Books**

- Damon, W. *The Moral Child*. New York: The Free Press.
- Halstead, J. Mark. *Values in Education and Education in Values*. London.
- Kohlberg, L. *The Psychology of Moral Development*. New York.
- Bagchi, J.P. *Value Education*. University Book House (P) Ltd.
- Dev, Arjun et al. *Human Rights – A Source Book*. NCERT, New Delhi.
- UNDP. *Human Development Report – 2002*. New York & Oxford.
- *Values and Teaching: Working with Values in the Classroom*.
- Bengali Books on Value Education.

**SEMESTER – II**  
**Skill Enhancement Course (SEC – 2)**

**Course Code: EDUC2051**

**Course: Music and Fine Arts in Education**

**Full Marks: 50**

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### **Course Objectives**

The course aims to:

1. Introduce students to the preliminary ideas of Indian music and develop an understanding of its unique characteristics.
2. Familiarize students with the basics of playing musical instruments and provide preliminary knowledge about specific instruments such as tabla and harmonium.
3. Explore the structure of the tabla and develop skills in playing rhythmic patterns.
4. Introduce students to the harmonium and develop basic proficiency in playing melodies.
5. Provide opportunities for practice, leading to the performance of various musical compositions.
6. Develop skills in singing prayer songs, seasonal songs, and folk songs.
7. Explore the integration of songs and music with other curricular areas, emphasizing their interdisciplinary nature.
8. Introduce students to the field of fine arts and its significance in expressing creativity and aesthetics.
9. Engage students in practical activities related to different forms of visual arts such as drawing, painting, and sculpture.
10. Develop an understanding of the basic concepts of colours, shapes, forms, perspective, balance, rhythm, and dimensions in the context of visual arts.

### **Course Contents**

**Theory: 40, LH: 45**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit – I</b>	• Indian Music: Preliminary Ideas • Preliminary Knowledge of Instruments • Structure of Tabla • Introduction to Harmonium	15H
<b>Unit – II</b>	• Practice Leading to Performance • Prayer Songs (2) • Seasonal Songs (2) • Folk Songs (2) • Integration of Songs and Music with Other Curricular Areas	10H
<b>Unit – III</b>	• Fine Arts and Arts in Practice • Different Forms of Visual Arts	10H
<b>Unit – IV</b>	• Basic Concepts of Colours • Shapes and Forms • Perspective • Balance • Rhythm • Dimensions	10H

### **Course Outcomes**

Upon completion of this course, learners will be able to:

1. Demonstrate knowledge and appreciation of the principles and characteristics of Indian music.
2. Play basic rhythmic patterns on the tabla and demonstrate proficiency in handling the instrument.
3. Play melodies on the harmonium and showcase competence in creating musical compositions.
4. Perform various musical compositions confidently, incorporating appropriate techniques and expressions.
5. Sing prayer songs, seasonal songs, and folk songs with proper intonation, rhythm, and expression.
6. Recognize and explore the potential of integrating songs and music with other subjects, demonstrating interdisciplinary thinking.

7. Demonstrate practical skills in visual arts such as drawing, painting, and sculpture.
8. Create visual art pieces that exhibit an understanding of colour theory, shapes, forms, perspective, balance, rhythm, and dimensions.
9. Express creativity and aesthetics through visual art, demonstrating individual style and originality.
10. Reflect on the artistic process and critically analyse visual art pieces, discussing their intentions, techniques, and impact.
11. Apply the principles learned in music and fine arts to other areas of life, such as personal expression, cultural appreciation, and creative problem-solving.

## **Recommended Books**

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

**OR**

**Skill Enhancement Course (SEC – 2)**

**Course Code: EDUC2051**

**Course: Education of Children with Special Needs**

**Full Marks: 50**

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**Course Objectives**

The course aims to:

1. Provide an understanding of the educational needs of children with visual impairments, including their identification, intervention, education, and prevention.
2. Develop knowledge and skills related to the education of children with hearing impairments, including their identification, intervention, education, and prevention.
3. Explore the challenges and strategies involved in educating children with speech and language disorders, including their identification, intervention, education, and prevention.
4. Understand the unique needs and educational approaches for children with physical disabilities, including their identification, intervention, education, and prevention.
5. Develop an understanding of learning disabilities in children, including their identification, intervention, education, and prevention.

**Course Contents**

**Theory: 40, LH: 45**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit I</b>	Education of Children with: • Visual Impairment – Identification, Intervention, Education, and Prevention • Hearing Impairment – Identification, Intervention, Education, and Prevention	15H
<b>Unit II</b>	Education of Children with: • Speech and Language Disorders – Identification, Intervention, Education, and Prevention	10H
<b>Unit III</b>	Education of Children with: • Physical Disabilities – Identification, Intervention, Education, and Prevention	10H
<b>Unit IV</b>	Education of Children with: • Learning Disabilities – Identification, Intervention, Education, and Prevention	10H

**Course Outcomes**

Upon completion of this course, learners will be able to:

1. Identify the specific educational needs of children with visual impairments and implement appropriate intervention strategies to support their learning.
2. Recognize the challenges faced by children with hearing impairments and employ effective educational techniques to enhance their communication and learning skills.
3. Evaluate and apply appropriate intervention strategies for children with speech and language disorders to promote their communication and language development.
4. Design inclusive educational environments and accommodations to support the learning and participation of children with physical disabilities.
5. Identify the signs and symptoms of learning disabilities in children and develop individualized educational plans to address their specific needs.

6. Collaborate with parents, teachers, and other professionals to provide comprehensive support and resources for children with special educational needs.
7. Advocate for inclusive practices and policies in educational settings to ensure equal opportunities and access for children with diverse abilities.
8. Demonstrate sensitivity, empathy, and understanding towards children with special educational needs, fostering an inclusive and supportive learning environment.
9. Continuously engage in professional development and stay updated with the latest research and best practices in special education.
10. Reflect on personal attitudes and beliefs towards individuals with disabilities and develop a more inclusive and accepting mindset.

## **Recommended Books**

- Bantwal, A., Nandukar, A. & R. Jalvi. *Fundamentals of Hearing Impairment and Audiological Management*. RCI Manual [DSE (HI)]. New Delhi: Kanishka Publishers, Distributors.
- Biswas, P.C. *Education of Children with Visual Impairment in Inclusive School*. New Delhi: Abhijeet Publications.
- Gulliford, R. & G. Upton (ed.). *Special Educational Needs*. London: Routledge.
- Haring, N.G. & R.L. Schiefelbusch (des.). *Teaching Special Children*. New York: McGraw-Hill 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, Prem Lata. *A Teacher's Handbook on IED – Helping Children with Special Needs*. New Delhi: NCERT.
- Bengali Books on Education of Children with Special Needs.

## SEMESTER – III

### Major/DS

Course Code: EDUC3012

Course: Educational Philosophy – II

Full Marks: 75

### Course Objectives

The course aims to:

1. Gain a comprehensive understanding of major Western philosophical schools such as Idealism, Naturalism, Realism, and Pragmatism, and their relevance to contemporary education.
2. Analyse how philosophical theories influence educational practices and methodologies in modern classrooms.
3. Explore the pedagogical approaches advocated by renowned educators like Rousseau, Pestalozzi, Froebel, Dewey, and Montessori, and their applicability in today's educational landscape.
4. Critically examine and discuss pressing educational issues, including democracy, national integration, and international understanding, to foster a deeper awareness of their implications.
5. Investigate the role of education in empowering marginalized communities and promoting values of peace and leisure for societal well-being.
6. Understand the complexities of implementing educational reforms in diverse cultural and socio-political contexts.
7. Develop skills to integrate philosophical insights into educational planning and decision-making processes.
8. Foster a reflective and informed approach to education, emphasizing the importance of continuous learning and adaptation to evolving educational paradigms.

### Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit I	Western Schools of Philosophy and their Educational Implications: • Idealism • Naturalism • Realism • Pragmatism Contribution to present-day education	25H
Unit II	Contribution of Great Educators to Education: • Rousseau • Pestalozzi • Froebel • Dewey • Montessori	20H
Unit III	Current Issues in Education: • Education for Democracy • Education for National Integration • Education for International Understanding	15H
Unit IV	Education for Empowerment of Different Categories of People: • Education for Peace • Education for Leisure	15H

### Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a nuanced understanding of major Western philosophical schools and their impact on educational practices.
2. Apply pedagogical methodologies advocated by influential educators to enhance teaching and learning experiences.
3. Engage in informed discussions on contemporary educational issues, demonstrating critical thinking skills.

4. Recognize the role of education in promoting empowerment and social cohesion.
5. Contribute positively to societal well-being through informed educational practices.
6. Adapt teaching strategies to meet the diverse needs of learners in various cultural contexts.
7. Integrate philosophical insights into educational decision-making processes to create inclusive learning environments.
8. Cultivate a lifelong commitment to professional growth and development in the field of education.

### **Recommended Books**

- Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. New Jersey, USA: Pearson.
- Ozman, Howard A. & Craver, Samuel M. *Philosophical Foundation of Education*. Boston, USA: Allyn & Bacon.
- Wingo, G. Max. *Philosophies of Education*. New Delhi: Sterling Publishers.
- Chanda, S.S. & Sharma, R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Chandra, S.S. (2002). *Indian Educational Development: Problems and Trends*. New Delhi: Kanishka Publishers.
- Taneja, V.R. *Educational Thoughts & Practice*. New Delhi: Sterling Publishers Pvt. Ltd.
- Bengali Books on Educational Philosophy.

## SEMESTER – III

### Major/DS

Course Code: EDUC3012

Course: Educational Psychology – II

Full Marks: 75

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### Course Objectives

The course aims to:

1. Understand the concept of intelligence, including its definition and various theories such as Two-factor, Group-factor, and Guilford's Theory of Intellect.
2. Explore methods for measuring intelligence, including verbal, non-verbal, and performance tests.
3. Examine the nature of creativity, its characteristics, and the traits of creative individuals.
4. Define personality, its types and traits, and study the development of personality.
5. Investigate psychoanalytical and humanistic approaches to understanding personality.
6. Learn techniques for assessing personality and understanding individual differences.
7. Explore the concept of memory, its processes, and the storage and reproduction of information.
8. Understand the different types of memory, including sensory, short-term, and long-term memory.
9. Analyse the encoding process of memory and strategies for efficient memorization.
10. Explore the factors influencing remembering and forgetting.

### Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit I	Intelligence: Concept and Definition; Theories of Intelligence – Two-factor, Group-factor, Guilford's Theory of Intellect; Measurement of Intelligence – Verbal, Non-verbal, and Performance Tests; Creativity – Meaning, Nature, and Characteristics of Creative Person	25H
Unit II	Personality: Meaning and Nature; Development of Personality; Types and Traits; Psychoanalytical Theory of Personality; Humanistic Approach to Personality; Assessment of Personality	20H
Unit III	Memory: Meaning and Concepts; Process of Memorization; Storage and Reproduction of Information; Types of Memory – Sensory, Short-term, and Long-term; Encoding of Memory; Economy in Memorization; Remembering and Forgetting – Causes	20H
Unit IV	Theories of Cognitive Development: Piaget's Theory (definition and brief outline); Bruner's and Vygotsky's Theories of Development	10H

### Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of intelligence, including its various theories and measurement methods.
2. Identify and analyse characteristics of creative individuals and understand the nature of creativity.
3. Evaluate different personality types, traits, and theories, and apply them to understand individual behavior.
4. Assess personality using various methods and techniques, demonstrating proficiency in psychological assessment.
5. Understand the processes involved in memory, including encoding, storage, and retrieval.
6. Differentiate between different types of memory and their roles in cognitive functioning.

7. Apply theoretical frameworks such as Piaget's theory of cognitive development and Bruner & Vygotsky's theories to understand cognitive development.
8. Demonstrate an understanding of factors influencing remembering and forgetting, and apply strategies for improving memory and retention.

### **Recommended Books**

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

**SEMESTER – III**  
**Multidisciplinary Course (MDS-3)**  
**Course Code: EDUC3031**

**Course: Psychology of Mental Health and Hygiene**

**Full Marks: 50**

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### **Course Objectives**

The course aims to:

1. Understand the concepts of mental hygiene and mental health, including their meaning and significance in personal well-being.
2. Identify the characteristics of mental health and recognize the factors contributing to a healthy mental state.
3. Explore the relationship between education and mental health/hygiene, and examine the role of education in promoting mental well-being.
4. Define adjustment and its importance, recognizing the need for adaptation in various life situations.
5. Examine the mechanisms of adjustment and the areas in which individuals may need to adapt for effective functioning.
6. Analyse the roles of family and school in facilitating effective adjustment processes.
7. Define maladjustment and its implications, including the impact on individual functioning and well-being.
8. Identify the causes of maladjustment and understand the different forms it may take in individuals.
9. Explore the roles of family and school in implementing remedial measures to address maladjustment issues.

### **Course Contents**

**Theory: 40, L.H.: 45**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit – I</b>	Mental Hygiene: Meaning and Concept; Mental Health: Meaning and Concept; Characteristics of Mental Health; Education and Mental Health & Hygiene	8H
<b>Unit – II</b>	Adjustment: Concept, Need, and Areas of Adjustment	7H
<b>Unit – III</b>	Mechanism of Adjustment; Role of Family and School in Effective Adjustment	15H
<b>Unit – IV</b>	Maladjustment: Meaning and Definition; Causes of Maladjustment; Different Forms of Maladjustment; Role of Family and School in Remedial Measures	15H

### **Course Outcomes**

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of mental hygiene and mental health concepts, including the characteristics of a healthy mental state.
2. Apply knowledge of mental health principles to assess and promote mental well-being in personal and professional contexts.
3. Recognize the importance of education in fostering positive mental health practices and implementing strategies for mental hygiene.
4. Develop skills in identifying areas requiring adjustment and implementing effective coping mechanisms for adaptation.

5. Evaluate the role of family and school environments in facilitating successful adjustment processes.
6. Identify signs and symptoms of maladjustment and apply appropriate intervention strategies.
7. Demonstrate proficiency in addressing various forms of maladjustment and implementing remedial measures.
8. Collaborate with families and schools to create supportive environments for individuals experiencing maladjustment, promoting holistic well-being.

### **Recommended Books**

- Carson, R.C. & Butcher, J.N. *Abnormal Psychology and Modern Life*.
- Coleman, J.C. *Psychology and Effective Behavior*.
- Chauhan, S.S. *Mental Hygiene – A Science of Adjustment*.
- Bengali Books on Psychology of Mental Health and Hygiene.

## SEMESTER – III

### Skill Enhancement Course (SEC-3)

Course Code: EDUC3051

Course Title: Distance Education

Full Marks: 50

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### Course Objectives

The course aims to:

1. Understand the significance, meaning, and characteristics of distance education, including its historical development and contemporary relevance.
2. Analyse the growth and development of distance education, including key milestones and influential factors shaping its evolution.
3. Develop skills in designing and preparing self-learning materials tailored for distance education settings.
4. Explore the role of Information and Communication Technologies (ICT) and their applications in enhancing distance education delivery and accessibility.
5. Evaluate the concept of self-support services in distance education and their importance in facilitating student learning and support.
6. Examine technical and vocational programs offered through distance education, focusing on their design, delivery, and impact on workforce development.
7. Understand the principles of quality assurance in distance education, including methods for evaluating and maintaining educational standards.
8. Explore strategies for maintaining quality standards in distance education programs, ensuring effective learning outcomes.

### Course Contents

Theory: 40, L.H.: 45

Unit	Contents	Hours
Unit – I	Distance Education: Meaning, Characteristics, and Significance; Present Status of Distance Education; Growth of Distance Education	7 H
Unit – II	Designing and Preparing Self-Learning Materials (SLM; Role of Electronic Media) in Distance Education; ICT and their Applications in Distance Education	8 H
Unit – III	Self-Support Services in Distance Education; Technical and Vocational Programmes through Distance Education; Distance Education in Rural Development	15 H
Unit – IV	Quality Assurance of Distance Education; Mechanism for Maintenance of Standards in Distance Education; Role of Distance Education Council & IGNOU	15 H

### Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of distance education, including its historical development, significance, and characteristics.

2. Develop proficiency in designing and preparing self-learning materials suitable for distance education contexts.
3. Utilize ICT effectively to enhance teaching and learning experiences in distance education.
4. Identify and implement self-support services to facilitate student learning and address diverse needs.
5. Evaluate technical and vocational programs offered through distance education and their impact on skill development and employability.
6. Apply quality assurance principles to assess and maintain educational standards in distance education programs.
7. Demonstrate competence in maintaining quality standards throughout the distance education delivery process.
8. Understand the roles and functions of Distance Education Councils in regulating and promoting quality distance education initiatives at the national level.

### **Recommended Books**

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

## SEMESTER – IV

Major/DS

Course Code: EDUC4011

Course Title: Educational Sociology-I

Full Marks: 75

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### Course Objectives

The course aims to:

1. Understand Education Sociology: define its concept, nature, and scope, emphasizing its significance in educational frameworks.
2. Explore the Sociology of Education: examine its conceptual framework and the interplay between sociology and education.
3. Analyse Education as a Social Sub-system: identify its unique characteristics and components within societal structures.
4. Investigate the Relationship between Education and Community: explore the roles of educational institutions in community development and cohesion.
5. Evaluate Education in the Context of Indian Society: assess its challenges, contributions, and adaptation within the Indian social landscape.
6. Examine Social Change: define its concept and nature, and understand its drivers and implications within Indian society.
7. Understand Education's Role in Social Change: analyse how education can both respond to and facilitate social transformation.
8. Explore Social Stratification and Education: define social stratification, examine its impact on educational access, and assess education's role in addressing social inequalities.

### Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit – I	Education Sociology: Concept, Nature and Scope; Sociology of Education: Concept and Nature; Relation between Sociology and Education	15 H
Unit – II	Education as a Social Sub-system: Specific Characteristics; Components of Education and Community; Relation between Education and Community; Education for Indian Society	20 H
Unit – III	Social Change: Concept and Nature; Factors and Problems of Social Change in India; Education with Special Reference to Social Change	20 H
Unit – IV	Social Stratification: Concept and Nature; Education with Reference to Social Stratification; Social Equity and Equality of Educational Opportunities	20 H

### Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate comprehensive understanding: apply knowledge of Education Sociology to analyse and interpret educational phenomena.

2. Apply sociological perspectives: utilize sociological frameworks to examine educational issues and practices.
3. Identify components of education as a social sub-system: analyse the unique characteristics of education within broader societal structures.
4. Assess community engagement in education: evaluate the relationship between educational institutions and community development.
5. Analyse education in Indian society: critically assess education's role in addressing societal challenges and promoting social progress.
6. Understand social change dynamics: identify factors driving social change and analyse its implications for education.
7. Evaluate education's role in social change: assess the potential of education to drive positive societal transformation.
8. Propose strategies for addressing social inequalities: apply sociological insights to develop inclusive educational policies and practices promoting social equity.

### **Recommended Books**

- Shukla, S. & K. Kumar – *Sociological Perspective in Education*, New Delhi: Chanakya Publications, 1985
- Bhattacharjee, Srinivas – *Philosophical & Sociological Foundation of Education*, Herald Book Service, 1996
- Saxena, N.R – *Philosophical & Sociological Foundation of Education*, R. Lal Book Depot, Meerut, 1956
- Sharma, S.N – *Philosophical & Sociological Foundation of Education*, Herald Book Service, Faridabad, 1995
- Sodhi, T.S. & Suri, Aruna – *Philosophical & Sociological Foundations of Education*, H.P. Bhargav Book House, Agra, 1998
- Bengali Books on Educational Sociology

## SEMESTER – IV

Major/DS

Course Code: EDUC4012

Course Title: Education in Ancient & Medieval India

Full Marks: 75

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### Course Objectives

The course aims to:

1. Understand the educational practices and systems during the Vedic period in ancient India.
2. Explore the educational ideologies and objectives prevalent during the Brahmanic period.
3. Analyse the educational framework and methodologies employed during the Buddhistic period.
4. Compare and contrast the educational systems between the Brahmanic and Buddhistic periods.
5. Investigate the objectives and methodologies of education under the Sultanate and Mughal rulers in Medieval India.
6. Examine the evolution of educational objectives and curriculum across different historical periods.
7. Evaluate the role of teachers and teaching methods in shaping educational practices throughout history.
8. Reflect on the continuity and changes in educational practices to understand their impact on societal development.
9. Reflect on the continuity and change in educational objectives, curriculum, and teaching methods across different historical periods in India.

### Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit – I	Education in Vedic Period: Concepts, Aims, Curriculum, Method of Teaching, Role of Teachers, Salient Features	20 H
Unit – II	Education in Brahmanic Period: Concepts, Aims, Curriculum, Method of Teaching, Role of Teachers, Salient Features	15 H
Unit – III	Education in Buddhistic Period: Concepts, Aims, Curriculum, Method of Teaching, Role of Teachers, Salient Features; Comparison between Brahmanic and Buddhistic Education	20 H
Unit – IV	Education in Medieval India under Sultanate and Mughal Rulers: Objectives, Curriculum, Method of Teaching, Role of Teachers, Salient Features	20 H

### Course Outcomes

Upon completion of this course, students will be able to:

1. Demonstrate a comprehensive understanding of education during the Vedic period, including its concepts, aims, curriculum, teaching methods, and the role of teachers.

2. Evaluate the educational practices of the Brahmanic period, analyzing concepts, objectives, curriculum, teaching methods, and the role of teachers.
3. Critically assess the educational system during the Buddhistic period, comparing and contrasting it with Brahmanic education, and recognizing key features.
4. Analyze education in Medieval India under Sultanate and Mughal rulers, identifying objectives, curriculum, teaching methods, role of teachers, and salient features.
5. Apply historical insights to understand the evolution of educational systems and practices in ancient and medieval India.
6. Compare and contrast educational philosophies and methodologies across different historical periods, recognizing their impacts on societal development.
7. Evaluate the role of teachers in shaping educational systems and practices throughout history, recognizing their influence on student learning and societal progress.

### **Recommended Books**

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

## SEMESTER – IV

### Major/DS

Course Code: EDUC4013

Course Title: Education in British India

Full Marks: 75

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#### Course Objectives

The course aims to:

1. Understand early British period education in India and the role of missionary activities.
2. Explore Bengal Renaissance's educational contributions and the impact of the Charter Act of 1813.
3. Examine the introduction of Western education, the Oriental and Occidental controversy, and Macaulay's Minute.
4. Analyse significant educational reports and policies such as Adam's Report and Wood's Despatch.
5. Investigate Indian Education Commission's recommendations and Lord Curzon's reforms.
6. Understand the National Education Movement and Gokhale's compulsory primary education bill.
7. Analyse recommendations of educational commissions like the Calcutta University Commission.
8. Explore educational ideologies including Gandhiji's Basic Education and the impact of diarchy and provincial autonomy.

#### Course Contents

Theory: 60, L.H.: 75

Unit	Contents	Hours
Unit – I	Indian Education during early British Period; Missionary educational activities in India during early 19th century; Serampore Mission; Fort William College; Bengal Renaissance – Educational contributions; Charter Act of 1813	25 H
Unit – II	Introduction to Western Education; Oriental and Occidental Controversy; Macaulay's Minute; Adam's Report and its recommendations; Wood's Despatch – 1854	20 H
Unit – III	Recommendations of Indian Education Commission (1882); Educational reforms of Lord Curzon; National Education Movement; Gokhale's compulsory primary education bill	15 H
Unit – IV	Calcutta University Commission (1917–1919); Education under Diarchy; Hartog Committee Report (1929); Education under Provincial Autonomy; Abbot Wood Report; Gandhiji's Basic Education; Sergeant Report (1944)	15 H

#### Course Outcomes

Upon completion of this course, students will be able to:

1. Develop an understanding of early British period education and missionary influence.
2. Evaluate Bengal Renaissance's educational impact and the Charter Act of 1813.
3. Assess the significance of Western education introduction and Macaulay's Minute.

4. Understand outcomes of key educational reports and policies.
5. Analyze recommendations from the Indian Education Commission and Lord Curzon's reforms.
6. Recognize the importance of the National Education Movement and Gokhale's compulsory primary education bill.
7. Evaluate the implications of educational commissions' recommendations.
8. Reflect on educational ideologies such as Gandhiji's Basic Education and governance changes under diarchy and provincial autonomy.

### **Recommended Books**

- Basu, A.N. – *Education in Modern India*
- Basu, A.N. – *Adam's Report*
- Banerjee, J.P. – *Education in India: Past, Present and Future*
- Mukherjee, S.N. – *Education in India: Today and Tomorrow*
- Mukherjee, S.N. – *History of Education (Modern Period)*
- Narulla, S. & Nayak, J.P. – *History of Education in India*
- Purkait, B.R. – *History of Indian Education*
- Bengali Books on Education in British India

## SEMESTER – IV

### Minor Course

Course Code: EDUC4021

Course Title: History of Education in India

Full Marks: 75

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#### Course Objectives

The course aims to:

1. Understand the characteristics and significance of Missionary educational activities in India.
2. Explore the educational contributions of the Serampore Mission and its impact on Indian education.
3. Analyse the provisions and implications of the Charter Act of 1813 on Indian education.
4. Evaluate the significance of Macaulay's Minute in shaping educational policies and practices.
5. Examine the recommendations of Adam's Report and their impact on educational reforms.
6. Understand the key provisions of Wood's Despatch (1854) and their influence on education in India.
7. Analyse the recommendations and outcomes of the Indian Education Commission of 1882.
8. Explore the objectives and impact of the Indian University Commission (1902) and the National Education Movement.

#### Course Contents

Theory: 60, L.H.: 60

Unit	Contents	Hours
Unit – I	Missionary educational activities in India: Characteristics and significance; Serampore Mission: Contributions of the Trio to Education; Charter Act of 1813; Macaulay's Minute; Adam's Report and its recommendations; Wood's Despatch (1854)	20 H
Unit – II	Indian Education Commission – 1882; Indian University Commission (1902); National Education Movement	10 H
Unit – III	Sadler Commission – 1917; Hartog Committee Report; Wardha Scheme; The Sargent Plan (1944)	10 H
Unit – IV	Radhakrishnan Commission – 1948, with special reference to rural university; Mudaliar Commission (1952–53): Reports and Recommendations; Kothari Commission (1964–66): Reports and Recommendations; National Education Policy 1986 and Revised Educational Policy of 1992	20 H

#### Course Outcomes

Upon completion of this course, students will be able to:

1. Develop a comprehensive understanding of Missionary educational activities and their role in Indian education.
2. Recognize the educational contributions of the Serampore Mission and its significance in shaping educational practices.
3. Evaluate the historical significance and implications of the Charter Act of 1813 on Indian education.
4. Understand the impact of Macaulay's Minute on language and educational policies in India.
5. Analyze the recommendations of Adam's Report and their influence on educational reforms.
6. Assess the key provisions of Wood's Despatch (1854) and their contributions to education in India.
7. Evaluate the outcomes and recommendations of the Indian Education Commission of 1882.
8. Understand the objectives and outcomes of the Indian University Commission (1902) and the National Education Movement.

### **Recommended Books**

- Basu, A.N. – *Education in Modern India*
- Banerjee, J.P. – *Education in India: Past, Present and Future*
- Mukherjee, S.N. – *Education in India: Today and Tomorrow*
- Mukherjee, S.N. – *History of Education (Modern Period)*
- Nurullah, S. & Naik, J.P. – *History of Education in India*
- Rawat, P.L. – *History of Indian Education*
- Bengali Books on History of Education in India

**SEMESTER- V**  
**Major/DS**  
**Course Code: EDUC5011**

**Course: Educational Sociology-II**

**Full Marks:75**

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**Course Objectives**

1. To understand the concept of socialization and explore the factors influencing it, such as the role of parents and teachers.
2. To analyze the concept and significance of social control and identify the various types and agencies responsible for it.
3. To comprehend the concept of social mobility, its types, and the factors contributing to mobility within society, especially in the Indian context.
4. To examine the concept of culture, its dynamics, and its interrelation with education.
5. To explore the implications of cultural change and cultural lag in modern society.
6. To evaluate education's role as a cultural determinant and its importance in a multicultural society.
7. To investigate the educative functions of social institutions like family, school, state, and mass media.
8. To critically assess the role of various social agencies in shaping educational practices and societal values.

**Course Contents**

**Theory: 60, LH: 75**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit-I</b>	<ul style="list-style-type: none"><li>• Socialization: Meaning, process and factors of socialization.</li><li>• Role of the Parents and the Teachers in the process of socialization.</li><li>• Social Control: Meaning and types of social control.</li><li>• Agencies of Social Control.</li></ul>	<b>25H</b>
<b>Unit-II</b>	<ul style="list-style-type: none"><li>• Social Mobility: Meaning, Types.</li><li>• Causes and factors of Social Mobility.</li><li>• Mobility in Indian Society.</li></ul>	<b>20H</b>
<b>Unit-III</b>	<ul style="list-style-type: none"><li>• Concept of Culture.</li><li>• Cultural Change &amp; Cultural Lag.</li><li>• Education as Cultural Determinant.</li><li>• Education for Multicultural Society.</li></ul>	<b>15H</b>

Unit	Contents	Hours
Unit-IV	<ul style="list-style-type: none"> <li>• Social Institution and Agencies of Education: Family, School, State, Mass media.</li> <li>• Educative role of the above social agencies.</li> </ul>	15H

### Recommended Books:

- Shukla, S. & K. Kumar; *Sociological Perspective in Education*, New Delhi, Chanakya Publications (1985).
- Bhattacharjee, Srinivas; *Philosophical & Sociological Foundation of Education*, Herald Book Service (1996).
- Saxena, N.R.; *Philosophical & Sociological Foundation of Education*, R. Lal Book Depot, Meerut (1956).
- Sharma, S.N.; *Philosophical & Sociological Foundation of Education*, Herald Book Service, Faridabad (1995).
- Sodhi, T.S. & Suri, Aruna; *Philosophical & Sociological Foundations of Education*, H.P. Bhargav Bookhouse, Agra (1998).
- Bengali Books on Educational Sociology

### Course Outcomes

1. Students will demonstrate an understanding of the socialization process and the roles of parents and teachers in shaping individuals.
2. Students will be able to identify and explain the mechanisms and types of social control employed by different agencies.
3. Students will analyze and articulate the dynamics of social mobility and its impact on societal structure, particularly in India.
4. Students will critically discuss the concept of culture and its interaction with educational systems.
5. Students will evaluate the effects of cultural change and cultural lag on societal and educational progress.
6. Students will demonstrate the ability to analyze the role of education in fostering multicultural understanding and harmony.
7. Students will describe the educative roles of social institutions and how they contribute to holistic education.
8. Students will apply their understanding of social institutions and agencies to suggest improvements in educational practices and social policies.

## Major/DS

### Course Code: EDUC5012

**Course: Development of Education in Post-Independence Period**

**Full Marks: 75**

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#### Course Objectives

1. To understand the aims, curricula, and recommendations of the University Education Commission (1948-49) and the Mudaliar Commission (1952-53).
2. To analyze the objectives, recommendations, and educational structure proposed by the Kothari Commission (1964-66).
3. To explore the concept and significance of universal elementary education, including free, compulsory, and universal education in India.
4. To assess the current status of elementary education in India and its challenges.
5. To examine the language policy in education as recommended by various commissions and committees.
6. To understand the National Policy on Education (1986) and its implications for educational reforms.
7. To critically evaluate the Programme of Action (POA) (1982) in terms of its goals and implementation.
8. To analyze constitutional provisions and reforms relating to education in India.

#### Course Contents

**Theory: 60, LH: 75**

Unit	Contents	Hours
<b>Unit-I</b>	<ul style="list-style-type: none"><li>• University Education Commission (1948–49): Aims, Curricula, Rural University and Other Recommendations.</li><li>• Mudaliar Commission (1952–53): Aims, Structure, Curricula and Other Recommendations.</li></ul>	<b>25H</b>
<b>Unit-II</b>	<ul style="list-style-type: none"><li>• Kothari Commission (1964–66): Objectives, Structure, Curricula, Technical and Professional Education, Recommendations on different areas of education.</li></ul>	<b>15H</b>
<b>Unit-III</b>	<ul style="list-style-type: none"><li>• Universal Elementary Education: Free, Compulsory &amp; Universal Education in India.</li><li>• Present Position of Elementary Education.</li><li>• Language Policy in Education as recommended by different Commissions &amp; Committees.</li></ul>	<b>20H</b>
<b>Unit-IV</b>	<ul style="list-style-type: none"><li>• National Policy on Education (1986).</li><li>• Programme of Action (P.O.A.) – (1982).</li><li>• Constitutional Reforms Relating to Education.</li></ul>	<b>15H</b>

#### Recommended Books:

- Report of Commissions – Radhakrishnan, Mudaliar, Kothari.
- National Policy on Education, 1986: Policy Perspective and Action Programme.
- Banerjee, J.P.; Education in India – Past, Present, Future, Vol. I & II.
- Aggarwal, J.C.; Landmarks in the History of Modern Indian Education.
- Sharma, R.N. & Sharma, R.K.; History of Education in India.
- Bengali Books on Development of Education in Post-Independence Period

### **Course Outcomes**

1. Students will demonstrate a comprehensive understanding of the recommendations made by the University Education and Mudaliar Commissions and their relevance to higher education.
2. Students will critically evaluate the contributions of the Kothari Commission to shaping the structure and curricula of Indian education.
3. Students will explain the importance of universal elementary education and assess its progress and challenges in India.
4. Students will analyze the current position of elementary education and propose strategies for improvement.
5. Students will understand and critique the evolution of language policies in Indian education as influenced by various commissions and committees.
6. Students will discuss the key elements of the National Policy on Education (1986) and its role in modernizing education in India.
7. Students will assess the effectiveness of the Programme of Action (POA) (1982) and its impact on achieving educational objectives.
8. Students will demonstrate the ability to connect constitutional reforms with the broader goals of educational equity and quality.

**Major/DS**  
**Course Code: EDUC5013**

**Course: Educational Thoughts and Ideas of Great Indian Educators**

**Full Marks: 75**

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**Course Objectives**

1. To understand the life, philosophy, and educational ideas of Raja Rammohan Roy with a focus on women's education.
2. To analyze the contributions of Iswar Chandra Vidyasagar to educational philosophy, methods of instruction, and advocacy for women's education.
3. To explore Swami Vivekananda's educational philosophy, including his aims of education, instructional methods, curriculum, and concept of the teacher.
4. To critically evaluate Sri Aurobindo's philosophy of education, focusing on his curriculum design, teaching methods, and vision of the teacher's role.
5. To examine Rabindranath Tagore's educational philosophy and its practical application in Santiniketan.
6. To study Mahatma Gandhi's philosophy of basic education, including its aims, curriculum, and instructional strategies.
7. To compare the educational philosophies of key Indian thinkers and identify their commonalities and unique contributions.
8. To assess the relevance of the educational ideas of these thinkers in the modern educational context.

**Course Contents**

**Theory: 60, LH: 75**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit-I</b>	• Raja Rammohan Roy (1772–1883): Philosophy of life, Activities, Ideas on Education and Women Education. • Iswar Chandra Vidyasagar (1820–1891): Educational Philosophy, Aims of Education, Method of Instruction, Activities & Ideas on Women Education.	<b>25H</b>
<b>Unit-II</b>	• Swami Vivekananda (1863–1902): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, Women Education & Concept of Teacher. • Sri Aurobindo (1872–1950): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Concept of Teacher.	<b>25H</b>
<b>Unit-III</b>	• Rabindranath Tagore (1861–1941): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Santiniketan School • Mahatma Gandhi (1869–1948): Educational Philosophy, Aims of Education, Method of Instruction, Curriculum of Education, & Basic Education.	<b>25H</b>

**Recommended Books**

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

### **Course Outcomes**

1. Students will demonstrate an understanding of Raja Rammohan Roy's contributions to educational reforms, especially his advocacy for women's education.
2. Students will critically analyze Iswar Chandra Vidyasagar's educational philosophy and its impact on instructional methods and curriculum design.
3. Students will articulate Swami Vivekananda's vision of education, including his ideas on curriculum, teaching methods, and the role of teachers.
4. Students will evaluate Sri Aurobindo's educational framework and its emphasis on holistic and integral learning.
5. Students will explain Rabindranath Tagore's contributions to education, with a focus on Santiniketan as a model of his philosophy.
6. Students will describe and assess Mahatma Gandhi's concept of basic education, its curriculum, and its application in fostering self-reliance.
7. Students will synthesize and compare the educational thoughts of these Indian thinkers to derive insights for contemporary education.
8. Students will apply the principles of these thinkers to propose solutions to modern educational challenges.

**SEMESTER- VI**  
**Major/DS**  
**Course Code: EDUC6011**

**Course: Educational Guidance and Counseling**

**Full Marks:75**

**Course Objectives**

1. To understand the meaning, concept, scope, and importance of educational guidance.
2. To identify the essentials of a good guidance program in educational settings.
3. To explore different forms of guidance, including educational, vocational, and personal guidance.
4. To study the organization of guidance services at various educational levels and understand the basic data required for effective guidance.
5. To learn about the tools and techniques used in educational guidance.
6. To understand the meaning, nature, and scope of counseling, including its different types.
7. To examine the tools and techniques used in the counseling process.
8. To analyze the differences between guidance and counseling and understand the role of parents, teachers, and counselors in the guidance program.

**Course Contents**

**Theory: 60, LH: 60**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit-I</b>	<ul style="list-style-type: none"><li>• Educational Guidance: Meaning, Definition, Concept, Scope, Needs and Importance of Guidance.</li><li>• Essentials of a good Guidance Programme.</li></ul>	<b>16H</b>
<b>Unit-II</b>	<ul style="list-style-type: none"><li>• Different forms of Guidance: Educational, Vocational and Personal.</li><li>• Organization of Guidance services at different levels of education.</li><li>• Basic data necessary for guidance: data about pupils, courses, vocations.</li><li>• Tools and techniques of Guidance.</li></ul>	<b>20H</b>
<b>Unit-III</b>	<ul style="list-style-type: none"><li>• Counselling: Meaning, Nature, &amp; Scope.</li><li>• Types of Counselling.</li><li>• Tools and techniques of Counselling.</li><li>• Difference between Guidance and Counselling.</li></ul>	<b>12H</b>
<b>Unit-IV</b>	<ul style="list-style-type: none"><li>• Counselling process – relationships &amp; its characteristics.</li><li>• Role of parent, teacher &amp; counselor in guidance programme.</li></ul>	<b>12H</b>

**Recommended Books:**

- Basu, N.C.; *Educational and Vocational Guidance*.
- Chauhan, S.S.; *Principles and Techniques of Guidance*.
- Dave, Indu; *The Basic Essentials of Counseling*.
- Kocher, S.K.; *Guidance and Counselling in Secondary School*.

- NCERT; *Guidance and Counseling*.
- Bengali Books on Educational Guidance and Counselling

### **Course Outcomes**

1. Students will demonstrate an understanding of the concept, scope, and need for educational guidance in academic and personal development.
2. Students will explain the characteristics and components of a good guidance program.
3. Students will differentiate between educational, vocational, and personal guidance and understand their roles in education.
4. Students will describe the organization of guidance services and identify the types of data needed for effective implementation.
5. Students will apply appropriate tools and techniques for providing guidance to students.
6. Students will articulate the meaning, nature, scope, and types of counseling and how it applies in various contexts.
7. Students will evaluate the tools and techniques of counseling to address specific educational or personal issues.
8. Students will compare guidance and counseling, and critically analyze the roles of parents, teachers, and counselors in fostering a supportive educational environment.

**Major/DS**  
**Course Code: EDUC6012**

**Course: Educational Technology**

**Full Marks:75**

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**Course Objectives**

1. To understand the concept, nature, scope, and significance of educational technology, along with its components of hardware and software.
2. To explore the system approach in education, including its concept, characteristics, components, and limitations.
3. To comprehend the concept, nature, and principles of programmed learning and its application in education.
4. To analyze the meaning, types, and process of communication and its role in the teaching-learning process.
5. To identify barriers to effective communication and strategies to overcome them.
6. To understand the multimedia approach in educational technology and its applications in modern teaching practices.
7. To examine the role of visual, audio, and audio-visual aids in education.
8. To evaluate the role of computers in education and study personalized and mass instructional techniques.

**Course Contents**

**Theory: 60, LH: 60**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit-I</b>	<ul style="list-style-type: none"><li>• Educational Technology: Concept and Meaning.</li><li>• Educational Technology: Nature, Scope, Needs and Limitations.</li><li>• Components of Educational Technology – Hardware &amp; Software.</li><li>• System Approach: Concept and Characteristics.</li><li>• Components of Instructional System.</li></ul>	<b>16H</b>
<b>Unit-II</b>	<ul style="list-style-type: none"><li>• Uses and Limitations of System Approach.</li><li>• Programmed Learning: Concept, Nature and Scope of Programmed Learning.</li><li>• Principles of Programming.</li><li>• Communication: Meaning, Nature, Types and Process.</li><li>• Barriers of Communication.</li></ul>	<b>20H</b>
<b>Unit-III</b>	<ul style="list-style-type: none"><li>• Significance of Communication.</li><li>• Components of Communication Process.</li><li>• Communication in Teaching-Learning Situation.</li><li>• Multimedia Approach in Educational Technology.</li><li>• Visual, Audio and Audio-Visual types and their uses in Education.</li></ul>	<b>12H</b>
<b>Unit-IV</b>	<ul style="list-style-type: none"><li>• Computer and its Role in Education.</li><li>• Personalized Instructional Techniques.</li><li>• Mass Instructional Techniques.</li></ul>	<b>12H</b>

**Recommended Books:**

- Mohanty, J.; *Educational Technology*.
- Sampath, K.; *Introduction to Educational Technology*.
- Sharma, R.A.; *Technology of Teaching*.
- Skinner, B.F.; *The Technology of Teaching*.
- Das, B.C.; *Educational Technology*.
- Ruhela, S.P.; *Educational Technology*.
- Rao & Ravisankar; *Educational Technology*.
- Bengali Books on Educational Technology

### **Course Outcomes**

1. Students will demonstrate an understanding of educational technology and its relevance in enhancing the teaching-learning process.
2. Students will describe the system approach in education and its application in instructional design.
3. Students will critically evaluate the principles and scope of programmed learning as a tool for individualized instruction.
4. Students will articulate the significance of communication in education, identifying its components and process.
5. Students will analyze common barriers to communication and propose strategies to improve communication effectiveness in teaching-learning situations.
6. Students will explain the multimedia approach and demonstrate its integration into various educational settings.
7. Students will identify and utilize visual, audio, and audio-visual resources to enhance instructional delivery.
8. Students will apply knowledge of personalized and mass instructional techniques to design effective educational strategies using technology.

## Major/DS

Course Code: EDUC6013

Course: Measurement and Evaluation in Education

Full Marks :75

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### Course Objectives

1. To understand the concepts of measurement and evaluation in education and their differences.
2. To explore various types of evaluation, including formative, summative, norm-referenced, and criterion-referenced.
3. To learn about different tools and techniques of assessment, including tests, observation, assignments, and projects.
4. To understand the principles of test construction and differentiate between teacher-made and standardized tests.
5. To analyze the characteristics of a good test, including reliability and validity, and learn methods to determine them.
6. To acquire knowledge of educational data types, techniques for data collection, and methods for processing and tabulating data.
7. To study and practice graphical representation techniques such as frequency polygons, histograms, bar diagrams, pie charts, and ogives.
8. To understand measures of central tendency, variability, and correlation, and their uses in interpreting educational data.

### Course Contents

Theory: 60, LH: 60

Unit	Contents	Hours
Unit-I	<ul style="list-style-type: none"><li>• Concept of Measurement and Evaluation.</li><li>• Difference between Measurement and Evaluation.</li><li>• Types of Evaluation: Formative &amp; Summative.</li><li>• Norm-referenced &amp; Criterion-referenced.</li></ul>	12H
Unit-II	<ul style="list-style-type: none"><li>• Different Tools and Techniques of Assessment: Tests, Observation, Assignment, and Project.</li><li>• General Principles of Test Construction and Standardization.</li><li>• Teacher-Made Test and Standardized Test.</li></ul>	12H
Unit-III	<ul style="list-style-type: none"><li>• Characteristics of a Good Test.</li><li>• Reliability: Concept and Methods of Determination.</li><li>• Validity: Concept and Methods of Determination.</li></ul>	12H
Unit-IV	<ul style="list-style-type: none"><li>• Types of Educational Data; Collection and Processing of Data; Tabulation of Data.</li><li>• Graphical Representation of Data: Frequency Polygon, Histogram, Bar Diagram, Pie Chart, Ogive.</li><li>• Computation of Diagrams and Uses.</li></ul>	12H
Unit-V	<ul style="list-style-type: none"><li>• Measures of Central Tendency and its Uses.</li><li>• Measures of Variability and its Uses.</li><li>• Correlation: Computation of Correlation Co-efficient by Product Moment and Rank Difference Methods and Interpretation of Results.</li></ul>	12H

### Recommended Books:

- Agarwal, J.C.; *Essentials of Examination System: Evaluation Tests & Measurement*, Vikas Publishing House, New Delhi (1997).
- Best, J.W. & Khan, J.V.; *Research in Education* (6th Edition), Prentice Hall of India Pvt. Ltd., New Delhi (1998).
- Cronbach, L.J.; *Essentials of Psychological Testing*, Harper and Brothers, New York (1960).
- Garrett, H.E.; *Statistics in Psychology and Education*, Eastern Book House, Shantipur, Guwahati (1995).
- Singh, H.S.; *Modern Educational Testing*, Sterling Publishers & Co., New Delhi (1974).
- Bengali Books on Measurement and Evaluation in Education

### **Course Outcomes**

1. Students will demonstrate an understanding of measurement and evaluation concepts and their applications in educational settings.
2. Students will differentiate between various types of evaluations and apply appropriate methods to assess student performance.
3. Students will effectively use different assessment tools and techniques, including constructing teacher-made tests.
4. Students will apply the principles of test construction to create reliable and valid assessment instruments.
5. Students will compute and interpret reliability and validity indices to evaluate the quality of assessment tools.
6. Students will collect, process, and tabulate educational data for analysis.
7. Students will create and interpret graphical representations of data, such as histograms, bar diagrams, and ogives
8. Students will compute measures of central tendency, variability, and correlation and interpret their significance in educational research and assessment.

**Major/DS**  
**Course Code: EDUC6014**

**Course: Comparative Education**

**Full Marks: 75**

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**Course Objectives**

1. To understand the meaning, concept, scope, and objectives of comparative education.
2. To explore the factors influencing comparative education, including geographical, economic, cultural, philosophical, sociological, and linguistic aspects.
3. To learn about different approaches to studying comparative education, such as descriptive, historical, sociological, analytical, and synthetic methods.
4. To examine the basic structure of the formal education systems in the U.S.A, U.K, and India.
5. To analyze the educational objectives and curricula of primary and secondary education in the U.S.A, U.K, and India.
6. To develop an understanding of the similarities and differences in education systems globally.
7. To evaluate how various factors shape educational practices and policies across different countries.
8. To encourage critical thinking about the applicability of international educational practices in the Indian context.

**Course Contents**

**Theory: 60, LH: 60**

<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
<b>Unit-I</b>	<ul style="list-style-type: none"><li>• Comparative Education – Meaning and Concept, Scope and Objectives.</li><li>• Factors of Comparative Education: Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic.</li></ul>	<b>20H</b>
<b>Unit-II</b>	<ul style="list-style-type: none"><li>• Study in Comparative Education:<ul style="list-style-type: none"><li>– Descriptive.</li><li>– Historical.</li><li>– Sociological.</li><li>– Analytical.</li><li>– Synthetic.</li></ul></li></ul>	<b>16H</b>
<b>Unit-III</b>	<ul style="list-style-type: none"><li>• Basic Structure of the Formal Education System of:<ul style="list-style-type: none"><li>– U.S.A.</li><li>– U.K.</li><li>– India.</li></ul></li></ul>	<b>12H</b>
<b>Unit-IV</b>	<ul style="list-style-type: none"><li>• Educational Objectives and Curriculum of Primary &amp; Secondary Education of:<ul style="list-style-type: none"><li>– U.S.A.</li><li>– U.K.</li><li>– India.</li></ul></li></ul>	<b>12H</b>

**Recommended Books:**

- Hans, Nicholas; *Comparative Education*.
- Sodhi, T.S.; *A Text Book of Comparative Education*.
- Rai, B.C.; *Comparative Education*.
- Choube, S.P.; *Comparative Education*.
- Rao, V. & Reddy, R.S.; *Comparative Education – The Methods of Analysis and Enquiry*.
- Bereday, George Z.F.; *Comparative Method in Education*.
- Bengali Books on Comparative Education

### **Course Outcomes**

1. Students will demonstrate an understanding of the concept, scope, and objectives of comparative education.
2. Students will analyze the factors influencing education systems across different regions and cultures.
3. Students will apply various approaches to studying and understanding comparative education.
4. Students will describe and compare the basic structures of the formal education systems in the U.S.A, U.K, and India.
5. Students will critically evaluate the educational objectives and curricula of primary and secondary education in these countries.
6. Students will identify and interpret global trends in education and their implications for educational development.
7. Students will propose ideas for adapting successful international educational practices to improve the Indian education system.
8. Students will develop a global perspective on education while respecting cultural and contextual differences.