

Paper Code with Course Title: - (HONOURS) Credit-6 for each paper Total (14x6) =84

- C – 1 = Philosophical Foundation of Education
- C – 2 = Sociological Foundation of Education
- C – 3 = Psychological Foundation of Education
- C – 4 = Development of Education in India
- C – 5 = Psychology of Teaching and Instruction
- C – 6 = Educational Evaluation
- C – 7 = Education for Differently Abled Children
- C – 8 = Statistics in Education
- C – 9 = Educational Management
- C – 10 = Educational Technology
- C – 11 = Curriculum Studies
- C – 12 = Guidance and Counselling
- C – 13 = Psychology of Adjustment
- C – 14 = Modern Trends in Education

SEC – 1 = Yoga Education Credit-2 for each paper (2x2) =4
SEC – 2 = Environmental Education

GE-1 Introduction to Education Credit-6 for each paper (6x4) =24
GE-2 Psychological Foundation of Education
GE-3 Philosophical Foundation of Education
GE-4 Modern Trends in Education

DSE-1 Indian Schools of Philosophy Credit-6 for each paper (6x4) =24
DSE-2 Skills for Democratic Citizenship
DSE-3 Peace and Value Education
DSE-4 Communication Skill

SYLLABUS FOR EDUCATION HONS CBCS

CC-01 (SEM-1)

PHILOSOPHICAL FOUNDATION OF EDUCATION

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES:

- a) To understand the meaning, nature and scope & factors of education
- b) To analyze the differences between child-centric and life-centric education
- c) To be acquainted with aims and functions of education
- d) To understand the western schools of philosophy and their impact on education
- e) To be acquainted with contribution of great educators

UNIT- 1: Concept of Education

- a) Meaning, nature and scope of education
- b) Factors of education: Child, Teacher, Curriculum and Educational Institutions
- c) Mode of Education: Informal, Formal and Non- Formal

UNIT- II: Aims and Functions of Education

- a) Aims of education (Individualistic and Socialistic)
- b) Functions of education
- c) Child-Centric and Life- Centric Education- Concept, Characteristics and Significance.
(Comparative analysis of child-centric and life-centric education)

UNIT- III: Schools of Western Philosophy

- a) Idealism
- b) Naturalism
- c) Pragmatism

UNIT-IV: Contribution of Western Educators

- a) Rousseau (development of self-discipline)
- b) Froebel (Self-directed learning with the help of gifts and occupations)

UNIT-V: Contribution of Indian Educators

- a) Vidyasagar (Contribution of Vidyasagar in humanistic development)
- b) Vivekananda (Contribution with respect to youth development and leadership skills)

Reference Books:

English-

- 1) Aggarwal, J.C. - Theory and Principles of Education. Philosophical and sociological bases of education
- 2) Purkait, B.R. Principles and Practices of Education

Bengali Books-

- 1) Archana Bandhpadhyay- Shiksha Darsan O Shiksha Niti
- 2) Arun Ghosh- Shiksha Tatta O Shiksha Darshan
- 3) A.K. Pal – Shikshadarshaner Ruprekha.

Outcomes: - After completion of the course the learners will be able to know about the concept, aims & functions of education, analyze the differences between child-centric & life-centric education, understand the impact of Western schools of Philosophy on education & will acquainted with contribution of great educators.

CC-02 (SEM-1)

SOCIOLOGICAL FOUNDATION OF EDUCATION

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To understand the meaning, nature and scope of educational sociology
- b) To understand the relation between sociology and education
- c) To become aware of social groups and social determinants that influence education
- d) To understand the concept of social change and education in an analytical manner
- e) To know about the concept of Socialization

UNIT-I: Concept of Sociology and Education

- a) Meaning, nature and scope of Sociology of Education
- b) Relation between Sociology and Education

UNIT-II: Socialization

- a) Concept of Socialization
- b) Role of family, school, state and mass-media in socialization

UNIT- III: Social Groups

- a) Primary, Secondary and Tertiary
- b) Difference between Primary, Secondary and Tertiary Groups

UNIT- IV: Social Change and Education

- a) Concept of Social Change
- b) Factors of Social Change
- c) Relationship between Education and Social Change. (Understanding Social Change & Education in an analytical manner.)

UNIT-V: Social Determinants of Education (Discussion with the help of reflective example)

- a) Religion
- b) Culture
- c) Technology

References:

English- 1) Chakraborty, J.C. - Educational Sociology

2) C.N. Shankar Rao- Sociology Principles of Sociology with an introduction to social thought.

Bengali-1) Bhattacharya, Dibyendu.- Shiksha O Samajtattwa

2) Panda, Bishnupada.- Shiksha- Shrai Samajtattwa

3) Chakraborty, Sonali.- Shiksha O Samajbijnan

4) Dr. Manjusa Tarafdar- Shiksha Shrai Samaj Bijnan

Outcomes: After completion of the course the learners will be able to know about the subject matter of educational sociology, social groups & social determinants that influence education, relation between education & social change & concept of socialization.

GENERIC ELECTIVE

GE-1 Introduction to Education (SEM-1)

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5) (1st Semester)

OBJECTIVES:

- a) To understand the concept, functions and aims of education.
- b) To know about freedom and discipline and student-self government
- c) To understand the comparative analysis of child and life-centric education.
- d) To know the importance of co-curricular activities.
- e) To enable students to understand the importance of play-way in education.

Unit-1 Concept of Education

a) Narrower and broader concept of education, b) functions of education, c) Aims of education (Individual and social).

Unit- II Discipline and Student-Self-Government

a) Concept and need of discipline b) Self discipline and c) Student self- government.

Unit- III Child Centric and Life-Centric Education-

a) Concept, Characteristics and Significance of Child-Centric Education. b) Life- Centric Education (Concept, characteristics and significance) c) (Comparative analysis of Child-Centric and Life-Centric Education).

Unit- IV Co curricular Activities- a) Meaning and Types, b) Importance and c) Barriers

Unit- V Concept of play way in education- a) Concept of play and work (Development of team work with the help of play and work) b) Kindergarten and c) Montessori Method.

Reference Books:

English-

1. Banerjee, A. Philosophy and, Principles of Education
2. Purkait, B.R. Principles and Practices of Education

Bengali Books-

- 1) Archana Bandhpadhyay- Shiksha Darsan O Shiksha Niti
- 2) Arun Ghosh- Shiksha Tatta O Shiksha Darsan
- 3) Gourdas Halder and Prasanta Sharma- Shiksha Tatta and Shiksha Niti
- 4) A.K. Pal – Shikshadarshaner Ruprekha.

Outcomes: After completion of the course the learners will be able to know about the concept, aims & functions of education, freedom, discipline & student-self government, comparative analysis of child-centric & life-centric education, importance of co-curricular activities & importance of play-way in education.

SEMESTER-2
CC-03
PSYCHOLOGICAL FOUNDATION OF EDUCATION
F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To enable the student to understand the meaning, scope & relation of educational psychology.
- b) To be acquainted students with concept of attention and its various factors.
- c) To enable students to understand various theories of learning with their educational implications.
- d) To know about the process of memory and types of forgetting.
- e) To enable students to understand the concept, trait and theory of personality.

UNIT- I: Educational Psychology a) Definition of Psychology and Educational Psychology; Nature and scope of Educational Psychology b) Methods of educational psychology; c) Relationship between education and Psychology.

UNIT- II: Attention a) Concept, Nature, Types. b) Factors affecting attention. c) Educational Implications of attention.

UNIT- III: Learning- : a) Classical Conditioning; Operant Conditioning. b) Trial and Error Theory of Thorndike. c) Gestalt Insightful Learning.

UNIT- IV: Memory- a) Concept, Definition, Types. b) Process of memorization, Economy of Memorization. c) Forgetting- Definition and causes of Forgetting

UNIT- V: Personality- a) Concept and characteristics of Personality. b) Personality Trait, Concept and characteristics. c) Alport's Trait Theory.

Reference Books:

English

- 1) Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.
- 2) Clifford. C. Morgan. Richard. A. King, John R. Weisz, John R. Schopler, Introduction of Psychology.
- 3) Kundu, C.H. and Tutoo, D.N., Educational Psychology: Sterling Publication.
- 4) Mangal, S.K., Advanced Educational Psychology.

Bengali

- (1) Arun Ghosh- Shiksha- Shrai Monobigyan.
- (2) Sushil Roy- Shiksha Monovidya
- (3) Promodhbandhu Sengupta & Prasanta Sharma- Shiksha Monobigyan

Outcomes: After completion of the course the learners will be able to know about the subject matter of Educational Psychology, the concept of attention & its factors with educational implications, learning theories with their educational implications, process of memory & types of forgetting & to be acquainted with concept, trait & theory of personality.

CC-04 (SEM-2)
DEVELOPMENT OF EDUCATION IN INDIA
F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

On completion of this course, the student shall

- a) Understand the development of education in India during ancient period, medieval period and pre-independence period.
- b) Describe the development of education in India during post-independence period.
- c) Describe major recommendations of different policies and committee reports on education in India.

UNIT-I: Education during Ancient Period

- a) Features of Brahmanic period with special reference to aims, curriculum, methods of teaching and value system.
- b) Features of Buddhist period with special reference to aims, curriculum, methods of teaching and ethical values development (Eight-Fold Path).

UNIT-II: Education during Medieval Period

- a) Features of education during Medieval Period with special reference to aims, curriculum and methods of teaching
- b) Types of Educational institutions. (Maktab & Madrassa)

UNIT-III: Education during pre-independence period

- a) Hunter Commission
- b) Calcutta University Commission (Sadler) (1917)
- c) Sergent report (1944).

UNIT-IV: Education during post-independence period

- a) Major recommendations of University Education Commission (1948-49) relating to aims of education and curriculum, Rural University.
- b) Major recommendations of Secondary Education Commission (1952-53) relating to aims of education and curriculum

UNIT-V: a) Major recommendations of Education Commission (1964-66) relating to aims, structure and curriculum of Primary and Secondary Education

- b) Major recommendations of National Policy on Education (1986)

Reference Books:

English-

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Education in modern India.

Bengali-

- 1) Jotiprasad Bandyapadhyay – Bharatiya Shikhan & Sampratik Samashya.
- 2) Sanyal, Mitra - Bharate Shikhar Itihas.

Outcomes: After completion of the course the learners will be able to know about the development of education in India during ancient, medieval & pre-independence period along with post-independence period & describe the major recommendations of different policies & committee reports on education in India.

GE-2 (SEM-2)
PSYCHOLOGICAL FOUNDATION OF EDUCATION
F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To enable the student to understand the meaning, scope & relation of educational psychology.
- b) To be acquainted students with concept of attention and its various factors.
- c) To enable students to understand various theories of learning with their educational implications.
- d) To know about the process of memory and types of forgetting.
- e) To enable students to understand the concept, trait and theory of personality.

UNIT- I: Educational Psychology- a) Definition of Psychology and Educational Psychology; Nature, scope. b) Methods of educational psychology; c) Relationship between education and Psychology.

UNIT- II: Attention- a) Concept, Nature, Types. b) Factors affecting attention. c) Educational Implications of attention.

UNIT- III: Learning- a) Classical Conditioning; Operant Conditioning. b) Trial and Error Theory of Thorndike. c) Gestalt Insightful Learning.

UNIT- IV: Memory- a) Concept, Definition, Types. b) Process of memorization, Economy of Memorization. c) Forgetting- Definition and causes of Forgetting

UNIT- V: Personality- a) Concept and characteristics of Personality. b) Personality Trait, Concept and characteristics. c) Alport's Trait Theory.

Reference Books:

English

- 1) Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.
- 2) Clifford. C. Morgan. Richard. A. King, John R. Weisz, John R. Schopler, Introduction of Psychology.
- 3) Kundu, C.H. and Tutoo, D.N., Educational Psychology: Sterling Publication.
- 4) Mangal, S.K., Advanced Educational Psychology.

Bengali

- (1) Arun Ghosh- Shiksha- Shrai Monobigyan.
- (2) Sushil Roy- Shiksha Monovidya
- (3) Promodhbandhu Sengupta & Prasanta Sharma- Shiksha Monobigyan

Outcomes: After completion of the course the learners will be able to know about the subject matter of Educational Psychology, the concept of attention & its factors with educational implications, learning theories with their educational implications, process of memory & types of forgetting & to be acquainted with concept, trait & theory of personality.

SEMESTER- 3

CC-05

Psychology of Teaching and Instruction

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES:

- a) To know the concept of teaching and training
- b) To recognize the differences between teaching methods and teaching strategies
- c) To understand the phases and models of teaching
- d) To know about the various approaches of Instruction
- e) To understand the Development of Digital Literacy with the help of Technology-based, Web-based and Multi-media-based Teaching.

UNIT-I: Concept of Teaching:-

- a) Concept of teaching and instruction, b) Characteristics of teaching, c) Concept of Training

UNIT-II: Methods and strategies of teaching:-

- a) Concept of teaching methods and teaching strategies, b) Teaching methods (Lecture, Demonstration, Tutorial and Story-telling), c) Difference between teaching methods and teaching strategies.

UNIT- III: Phases and models of teaching:-

- a) Phases of Teaching: Proactive, Interactive and Post-active, b) Concept and characteristics of teaching models, c) Bruner's model of teaching

UNIT-IV: Instructional Approaches:

- a) Concept of Instructional Approaches, b) Types of Instruction, c) Difference between direct and indirect instruction

UNIT-V: Technology- Based Teaching:

- a) Concept of Technology-based teaching, b) Web-based Instruction, c) Multi-media in Teaching (Development of Digital Literacy with the help of Technology-based, Web-based and Multi-media-based Teaching)

References English –

Education-NCERT

Outcomes: After completion of the course the learners will be able to know about the concept of teaching and training, recognize the differences between teaching methods and teaching strategies, understand the phases and models of teaching, various approaches of Instruction and the Development of Digital Literacy with the help of Technology-based, Web-based and Multi-media-based Teaching

CC-06 (SEM-3)

EDUCATIONAL EVALUATION

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

On completion of this course, the students shall

- a) To know the relation between measurement and evaluation
- b) To understand the process of evaluation
- c) To know about testing and construction of test
- d) To acquainted with emerging trends in evaluation

UNIT –I: Evaluation and Measurement in Education

- a) Educational measurement and Evaluation- Concept, Scope, Needs
- b) Relation between Measurement and Evaluation
- c) Scales of Measurement- Nominal, Ordinal, Interval and Ratio

UNIT II: Evaluation Process (Determining the learning outcomes with the help of evaluation process).

- a) Formative and Summative Evaluation
- b) Continuous and Comprehensive Evaluation
- c) Internal and External Evaluation

UNIT III: Testing

- a) Concept of Testing
- b) Essay-type and Objective Type Test
- c) NRT & CRT (Analyze the importance of NRT and CRT with present Evaluation System)

UNIT IV: Construction of Test

- a) Concept of Achievement Test
- b) Concept of Standardized Achievement Test
- c) Construction of a Standardized Achievement test

UNIT V: Emerging trends in Evaluation

- a) Question Bank
- b) Grading
- c) Semester

References:-

English-1) Thorndike, R.L., Hegen, S. Measurement & Evaluation in psychology and Education.
2) J.C. Aggarwal- Essentials of Examination System- Evaluation, Tests and Measurements

Bengali

- 1) Debasis Pal & Debasis Dhar- Shikshay Parimap O Mullayan
- 2) Sushil Roy – Mullayan, Niti O Kaushal

Outcomes: After completion of the course the learners will be able to know about the process of evaluation, to analyze the differences between evaluation and measurement, to know about testing & construction of test and to be acquainted with emerging trends in evaluation.

EDUCATION OF DIFFERENTLY ABLED CHILDREN

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance5)

OBJECTIVES

On completion of this course, the student shall

- a) To know the concept of differently abled children
- b) To understand the concept of policies and legislations
- c) To know about Special Educational Provisions
- d) To know the characteristics, barriers and advantages of Inclusive education
- e) To recognize the differences between special and Inclusive education

UNIT- I: Differently abled-children

- a) Concept of differently abled children (Impairment, Disability and Retardation)
- b) Concept of Special Education

UNIT- II: Special needs- Policies, Legislations and Provisions

- a) Indian Perspectives- Kothari, NPE 1986, POA 1992
- b) SSA
- c) 1995 PWD ACT

UNIT- III: Special Educational Provisions

- a) Learning Disabled
- b) Gifted

UNIT IV: Inclusive Education (A)

- a) Concept, nature and Characteristics
- b) Difference between Special and Inclusive education (To analyze the differences between special and inclusive education)

UNIT- V: Inclusive Education (B)

- a) Barriers of Inclusive Education
- b) Advantages of Inclusive Education

References-

English-

- a) Educating Exceptional Children. SK. Mangal
- b) School without Walls in 21st century. Bishnupada Nanda.

Bengali-

- a) Batikrami Shishu o Tar Shiksha- Dr Debabrata Debnath, Sri Ashis Kumar Debnath
- b) Antarbhuktimulak Shiksha- Dr Debabrata Debnath, Sri Ashis Kumar Debnath
- c) Antarbhuktimulak Shikshababastha- Dr. Debasis Pal, Dr. Debasis Dhar, Dr. Madhumita Das

Outcomes: After completion of the course the learners will be able to know about the concept of differently-abled children, policies and legislations of inclusive education, special education provisions, advantages of inclusive education and the differences between special and inclusive education.

GE-3 (SEM-3)

PHILOSOPHICAL FOUNDATION OF EDUCATION

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES:

- a) To understand the concept, functions, aims of education & western schools of philosophy
- b) To know about freedom and discipline and student-self government
- c) To understand the concept of child and life-centric education & great educators
- d) To know the importance of co-curricular activities.
- e) To enable students to understand the importance of play-way in education.

Unit-1 Concept of Education & Western Schools of Philosophy

a) Narrower and broader concept of education, b) functions & individualistic & socialistic aims of education, c) Western schools of Philosophy (Idealism, Naturalism & Pragmatism)

Unit- II Discipline and Student-Self-Government

a) Concept and need of discipline b) Self discipline and c) Student self- government.

Unit- III Child- centric and life- centric education and contribution of great educators

a) Concept, Characteristics and Significance of Child-Centric Education. b) Life- Centric Education (Concept, characteristics and significance) c) Contribution of great educators (Rousseau & Vidyasagar)

Unit- IV Co curricular Activities- a) Meaning and Types, b) Importance and c) Barriers

Unit- V Concept of play way in education- a) Concept of play and work (Development of team work with the help of play and work) b) Kindergarten and c) Montessori Method.

Reference Books:

English-

1. Banerjee, A. Philosophy and, Principles of Education
2. Purkait, B.R. Principles and Practices of Education

Bengali Books-

- 1) Archana Bandhpadhyay- Shiksha Darsan O Shiksha Niti
- 2) Arun Ghosh- Shiksha Tatta O Shiksha Darsan
- 3) Gourdas Halder and Prasanta Sharma- Shiksha Tatta and Shiksha Niti
- 4) A.K. Pal – Shikshadarshaner Ruprekha.

Outcomes: After completion of the course the learners will be able to know about the concept, aims & functions of education, schools of western philosophy freedom, discipline & student-self government, concept of child-centric & life-centric education, contribution of great educators importance of co-curricular activities & importance of play-way in education.

SKILL BASED ELECTIVE- 1 (SEC-1) (SEM-3)

YOGA EDUCATION

(Theory-40, Internal assessment- 05, Attend- 5)

OBJECTIVES

The students will be able to:

- a) Understand the basic concept of Yoga
- b) Know the development of will power & personality on the basis of Yoga
- c) Understands the practical aspects of Yoga for maintaining good health
- d) Understands how Yoga promotes value Education

UNIT I: Foundation of Yoga

- a) Meaning and Definition of Yoga
- b) Aims and objectives of Yoga

UNIT II: Functions of Yoga

- a) Karma Yoga, & Bhakti Yoga (Only Concept)
- b) Mind, Will Power and Personality Development.

UNIT III: Yoga and Value Education

- a) Meaning of value, Classification of values, Significance of values in life.
- b) Objectives of Value Education and Relevance of Yoga in Modern Education System.

UNIT IV: Yoga in Practice: Pranayam and Mudras

References:

- 1) Brown, F.Y. (2000). How to use Yoga. Delhi: Sports Publication.
- 2) Gharote, M.L. & Ganguly, H. (1988) Teaching Methods for Yogic Practices. Lonavia: Kaivalyadhama
- 3) Sinha, A.K., Perspectives in Yoga, Bharata Manisha, Varanasi, 1976.
- 4) Swami Niranjanananda Saraswati, Prana Pranayama Prana Vidya, Bihar School of Yoga, Munger, 2002.

Outcomes: After completion of the course the learners will be able to know about the concept of Yoga, practical aspects of Yoga, development of personality & will power on the basis of Yoga & hoe Yoga promotes value education

SEMESTER- 4
CC-08
STATISTICS IN EDUCATION
F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To know about educational statistics and its uses
- b) To know about practical application of data
- c) To know about the usability of central tendency and measures of variability
- d) To understand the process of co-relation and its applications
- e) To know about the interpretations of scores

UNIT-I: Educational Statistics

- a) Educational Statistics-concept and uses
- b) Organizing Data: Grouped Distribution, Cumulative Frequency Distribution and Graphical Representation of Data (Histogram, Frequency polygon, Pie-Diagram and Ogive)

UNIT-II: Measures of Central Tendency

- a) Concept of Mean, Median and Mode
- b) computational processes
- c) uses and limitations

UNIT-III: Measures of Variability

- a) Concept of Range, Average Deviation, Quartile Deviation and Standard Deviation
- b) Computational processes
- c) Uses and limitations

UNIT- IV: Co-relation

- a) Concept and types of correlation
- b) Computation of coefficient of correlation by Rank-Difference Method
- c) Product- Moment Method.

UNIT-V: Interpretation of Scores

- a) Normal Probability Curve- concept, properties and applications
- b) Divergence from normality- Skewness and Kurtosis (Concept only).

References-

English

- 1) Garret, E. Statistics in psychology and Education.
- 2) Mangal, S.K. Statistics in psychology and Education

Bengali 1) Debasis Pal & Debasis Dhar- Shikshay Parimap O Mullayan

- 2) Sushil Roy – Mullayan, Niti O Kaushal

Outcomes: After completion of the course the learners will be able to know about the concept of educational statistics and its uses, practical application of data, measures of central tendency and variability, correlations and its applications and interpretations of scores.

CC-09 (SEM-4)

EDUCATIONAL MANAGEMENT

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To know the concept of educational management
- b) To know about principles of school organization
- c) To be acquainted with modern aspects of school organization
- d) To know about concept and significance of educational planning
- e) To know about steps and types of educational planning

UNIT I: Concept of Educational Management

- a) Meaning, nature, need and scope
- b) Role and leadership quality of educational manager
- c) Types of Educational Management- Autocratic, Democratic and Lassie-fair

UNIT-II Principles of educational organization

- a) Concept of school organization
- b) Principles of school organization

UNIT-III: Aspects of School Organization-

- a) School plant, building, play-ground
- b) Workshop, Library, Computer room
- c) Mid-day meal and equipment

UNIT IV: Concept and Significance of Educational Planning

- a) Concept of Educational Planning
- b) Significance of Educational Planning

UNIT V: Steps and Types of Educational Planning

- a) Steps in educational planning
- b) Institutional Planning
- c) Types of educational planning

References-

English:

- 1) Kulbir Singh Sidhu- School Organisation and Administration
- 2) M. Dash- Education in India Problems and Perspectives
- 3) P. Parthasarathy- Principles of Management

Bengali: (1) Shikshagata Babasthapano O Parikalpana- Dilip Kumar Chakroborty

(2) Shikshar Babasthapano- Bimal Chandra Das, Debjani Sengupta O Pradipta Ranjan Roy

Outcomes: After completion of the course the learners will be able to know about the concept of educational management, principles and aspects of school organization, concept & significance of educational planning, steps and types of educational planning.

CC-10 (SEM-4)
F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

EDUCATIONAL TECHNOLOGY

OBJECTIVES

- a) To understand the concept, need & scope of educational technology with the help of constructivism
- b) To know about computer and its role in education
- c) To acquaint students with multi-media approach to education
- d) To acquaint students with individualized instruction
- e) To help students understand the factors of communication with clarity

UNIT-I: Educational Technology

- a) Concept need and scope of educational technology
- b) Merits and demerits of Educational Technology

UNIT- II: Computer in Education

- a) Computer and its role in education
- b) Basic concept of hardware and software

UNIT III: Multimedia Approach to Education-

- a) Audio (Radio and Tape),
- b) Visual (Overhead Projector)
- c) Audio-Visual (TV and CCTV)

UNIT IV: Individualized Instruction

- a) Micro-Teaching
- b) Programme Learning

UNIT V: Communication

- a) Concept of Communication
- b) Components and barriers of Communication
- c) Factors of classroom communication

Reference English- Essentials of Educational Technology- S.K. Mangal
Bengali- Shiksha Prajukti Bigyan-Dr. Malay Kumar Sen

Outcomes: After completion of the course the learners will be able to know about the concept , need and scope of Educational Technology, Computer and its role in education, multi-media approach to education, individualized instruction like Programme learning & Micro-Teaching & concept, components, barriers and factors of communication.

GE- 4 MODERN TRENDS IN EDUCATION (Sem-4)

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To develop an understanding about the four pillars of four pillars of Delor's Commission
- b) To enable students to know about HRD and Value Education
- c) To know about importance of co-curricular activities in school
- d) To develop an understanding about the concept of freedom and discipline

UNIT-I: (a) Learning Treasure within- Delor's Commission (Four pillars and Significance)
(b) Education for Human Resource Development (HRD)- Concept, Characteristics and Role of Education in HRD

UNIT-II: (a) Co curricular Activities- Concept, Characteristics, Types, Importance and Barriers
(b) Distance Education (Concept, Characteristics, Needs, Merits and Demerits)

UNIT-III: Freedom and Discipline- a) Concept, b) characteristics c) Relations and Educational Implications.

UNIT IV: Value Education

- a) Concept and Characteristics of Value Education
- b) Types of Values
- c) Importance of Value in Education

References-

English- (1) Theory and Principles of education Philosophical and Sociological Bases of education- Aggarwal.J.C.
(2) Philosophy and principles of education. Banerjee, A
(3) Modern Education- J.C. Chakraborty

Bengali- 1) Sushil Ray -Shiksha Tatta.
2) Arun Ghosh -Shiksha tatta & Shiksha Darshan
3) Bibhuranjan Guha -Shikshaya Pathikrita.
4) Gouridas Halder & Prasanta Sharma -Shiksha Tatta & Shiksha Niti.

Outcomes: After completion of the course the learners will be able to know about the four pillars of Delor's Commission & its significance, Human Resource Development (HRD), importance of co-curricular activities, distance education, value education & the concept of freedom and discipline

SKILL BASED ELECTIVE- 2 ENVIRONMENTAL EDUCATION (SEM-4)

F.M.-50 (Theory-40, Internal assessment- 5, Attend- 5)

OBJECTIVES

The Students will be able to-

- a) Understand the concept, nature and importance of environmental education
- b) To know about the structure and functions of ecosystems
- c) To know about the proper utilization of natural resources

UNIT I: Concept and Nature of Environmental Education

- a) Definition, Meaning, Concept and goals of Environmental Education
- b) Nature, scope and importance of study

UNIT II: Ecosystems

- a) Concept of Ecosystem
- b) Structure and function of ecosystem

UNIT III: Natural Resources

- a) Renewable and Non-Renewable Resources
- b) Water: Use and over- exploitation of surface and ground water, floods, droughts

UNIT IV: Environmental Pollution

- a) Environmental Pollution: Types, causes, effects and controls
- b) Air and Noise Pollution

References:

- 1) Kelu, P., Environmental Education: A Conceptual Analysis, Calicut University, Calicut, 2000.
- 2) Das, S., Paribesh Shiksha, Books Way, Kolkata 2012.
- 3) Kumar. A., A Text Book of Environmental Science, APH Publishing Corporation, New Delhi, 2009.
4. Pachauri, S., Environmental Education, Pearson, Delhi, 2012.

Outcomes: After completion of the course the learners will be able to know about the concept, nature & importance of environmental education, structure & functions of ecosystems, utilization of natural resources & causes & effects of environmental pollution.

CURRICULUM STUDIES

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To develop understanding about concept and nature of curriculum
- b) To understand the bases of curriculum construction
- c) To understand the Taxonomy of educational objectives
- d) To make the students aware of the determinants of the content selection
- e) To give a brief knowledge about the methods of curriculum evaluation

UNIT-I: Concept of Curriculum

- a) Definition, Characteristics, Nature
- b) Types : Explicit, Hidden, Subject-centered, experience-centered
- c) Principles of Curriculum Construction

UNIT-II: Bases of curriculum

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

UNIT- III: Taxonomy of educational objectives

- a) Cognitive Domain
- b) Affective Domain
- c) Psychomotor domain

UNIT- IV: Determinants of Content Selection

- a) Culture based
- b) Knowledge based
- c) Need based

UNIT- V: Curriculum Evaluation

- a) Concept, Need and Scope of Curriculum Evaluation
- b) Means and Sources of Curriculum Evaluation
- c) Types- Formative and Summative

References-

English- (1) Taylor, P.H., & Richards. C.M., An introduction to curriculum studies.
(2) , D.,Gordon P., ing. M., Gibby, B., Pring, r., t. "Theory and Practice of Curriculum Studies".

Bengali- Pathakram Charcha O Babaharik Shikshabigyan- Nurul Islam

Outcomes: After completion of the course the learners will be able to know about the concept and nature of curriculum, bases of curriculum construction, taxonomy of educational objectives, determinants of content selection and methods of curriculum evaluation.

CC- 12 (SEM-5)

GUIDANCE AND COUNSELLING

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To help students understand the concept of guidance
- b) To enable students to make understand the basic data necessary for guidance
- c) To help students understand the tools and techniques of data collection
- d) To understand different types and techniques of Counseling
- e) To understand methods of recording data

UNIT-I: Concept of Guidance

- a) Concept of guidance and need of Guidance
- b) Different forms of Guidance (Individual and Groups)
- c) Types of Guidance (Educational, Vocational, Personal, Social, Health)

UNIT-II: Basic data necessary for guidance

- a) Pupils
- b) Courses
- c) Vocations

UNIT III: Counseling

- a) Concept and purpose of counseling
- b) Types of Counseling (Individual and Group)
- c) Techniques of Counseling (Directive, Non-directive and Eclectic)

UNIT-IV: Tools and Techniques of collecting data

- a) Concept of tools and Techniques
- b) Intelligence Test
- c) Personality Test

UNIT-V: Methods of Recording Data

- a) Observation
- b) Interview
- c) CRC

References-

English- 1) Guidance and Counselling in College and University- S.K. Kochar
2) Guidance and Counselling- Gibson. Publication: Pearson

Bengali- 1) Shiksha Nirdesana o Paramarshadan- Debasis Pal
2) Sangathi Bidhane Nirdeshona & paramarshadan- Dr. Subir Nag, Gargi Dutta.
3) Shikshay Sangatibidhan O Nirdeshana- Dr. Nurul Islam.

Outcomes: After completion of the course the learners will be able to know about the concept of guidance, basic data necessary for guidance, concept, purposes, types & techniques of counseling, tools & techniques of data collection and methods of recording data.

CC- 13 (SEM-6)

Psychology of adjustment

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES:

The students will be able to

- a) Understand different concept of adjustment
- b) Know about maladjustment, conflict and frustration
- c) Understand various kinds of disorders

UNIT- I: Concept of adjustment

- a) Concept of adjustment, nature and characteristics
- b) Adjustment and adaptability
- c) Criteria of good adjustment.

UNIT-II: Conflict and Frustrations

- a) Conflict
- b) Frustrations

UNIT-III: UNIT-IV: Maladjustment

- a) Meaning, General causes of maladjustment- Biological and Environmental
- b) Role of parent and educational institution in controlling maladjustment

UNIT-IV: Multi axial classification of mental disorders

- a) DSM IV Axis I and Axis II category
- b) Brief outline of schizophrenia and anxiety disorder

UNIT-V: Coping Strategies foe stressful situations

- a) Stress
- b) Personal, professional and environmental stress
- c) Coping strategies for stress

References-

- English-** (1) Abnormal Psychology, Mohanty, G.
(2) Psychology and Effective Behaviour- Coleman, J.C.

Bengali- Sangathi Bidhane Nirdeshona & paramarshadan- Dr. Subir Nag,
Gargi Dutta.

Outcomes: After completion of the course the learners will be able to understand about the concept of adjustment, maladjustment, conflict and frustrations, know about mental disorders and coping strategies for stressful situations.

CC-14 (SEM-6)

Modern Trends in Education

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To develop an understanding about the four pillars of Delor's Commission
- b) To enable students to know about HRD
- c) To know about importance of co-curricular activities and distance education
- d) To acquaint students with Life Skill Education and Human Rights in Education
- e) To develop an understanding about the concept of freedom and discipline

UNIT-I: (a) Learning Treasure within- Delor's Commission
(b) Education for Human Resource Development (HRD)

UNIT-II: (a) Co curricular Activities
(b) Distance Education

UNIT-III: Concept of Life Skills
a) Meaning and concept of life skills
b) Origin of life skill in education

UNIT-IV: Freedom and Discipline
a) Concept and Characteristics
b) Educational Implications

UNIT-V: Human Rights and Education
a) Nature and Concept of Human Rights
b) Meaning and significance of Human Rights Education

References-

English- (1) Theory and Principles of education Philosophical and Sociological Bases of education- Aggarwal.J.C.
(2) Philosophy and principles of education. Banerjee, A
(3) Modern Education- J.C. Chakraborty

Bengali- 1) Sushil Ray -Shiksha Tatta.
2) Arun Ghosh -Shiksha tatta & Shiksha Darshan
3) Bibhuranjan Guha -Shikshaya Pathikrita.
4) Gouridas Halder & Prasanta Sharma -Shiksha Tatta & Shiksha Niti.

Outcomes: After completion of the course the learners will be able to know about the four pillars of Delor's Commission, Human Resource Development (HRD), co-curricular activities & distance education, Life Skill in Education & Human Rights in Education and the concept of freedom and discipline.

Discipline Specific Elective
DSE-1 INDIAN SCHOOLS OF PHILOSOPHY (SEM-5)

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES:

- a) To know the concept of Vedic and Non-Vedic schools of philosophy
- b) To know characteristics, merits and demerits of Sankhya and Yoga
- c) To know the significance of Carvaka and Buddhism

UNIT-I: Vedic School- Sankhya

- a) Concept and Characteristics
- b) Significance

UNIT- II: Vedic School- Yoga

- a) Concept and Characteristics
- b) Significance

UNIT- III: Non-Vedic School- Carvaka

- a) Concept and Characteristics
- b) Significance

UNIT-IV: Non-Vedic School- Buddhism

- a) Concept and Characteristics
- b) Significance

References:

English: Aggarwal, J.C. - Theory and Principles of Education. Philosophical and sociological bases of education

Bengali: Shikshay Darshanik Vitti O Shiksha Niti- Kajal Kuumar Bag

Outcomes: After completion of the course the learners will be able to know about the concept of Vedic and Non-Vedic Schools of Philosophy, characteristics, merits, demerits and educational significance of Sankhya, Yoga, Carvaka and Buddhism.

DSE-2 Skills for Democratic Citizenship (SEM-5)

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES:

- a) To know about democratic and fundamental rights
- b) To be aware of child rights and protection
- c) To know about domestic violence
- d) To be acquainted with role of education in different awareness programmes.

UNIT-I: Rights and Duties in Indian Constitution

- a) Democratic Rights
- b) Fundamental Rights
- c) Duties of Citizenship

UNIT-II: Protection of Children

- a) Child Protection- concept and need
- b) Child Rights- concept, classification and need
- c) Legal Actions- POSCO

UNIT-III: Domestic Harmony

- a) Domestic Violence (Definition & Types)
- b) Protection of Women from Domestic Violence Act. 2005- Basic Features
- c) Protection of males in DVA 2005

UNIT-IV: Role of Education

- a) Awareness Programmes- rallies, debates, etc
- b) Mass Media c) Seminars and Workshops

References:

English: Education for Democratic Citizenship- Roberta S. Sigel, Marliyn Hoskin

Bengali: 1. Ganatantrik Nagarikatter Dakkhata (Skills for Democratic Citizenship- Dr. Pranab Kumar Chakraborty, Dr. Debasree Banerjee.

2. Ganatantrik Nagarikatter Dhakkhata O Prashanga- Dr. Srikanta Nandi, Dr. Pankaj Kumar Paul

Outcomes: After completion of the course the learners will be able to know about the concept of democratic & fundamental rights, aware of child-rights & protection, domestic violence and role of education in different awareness programmes.

DSE- 3 (SEM-6)

PEACE AND VALUE EDUCATION

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

Objectives:-

- To know the concept of peace education
- To understand peace and non-violence
- To develop the concept of value education
- To understand peace, value and conflict resolution

Unit: 1- Peace Education

- a) Concept and Scope of Peace Education
- b) Aims of peace Education
- c) Role of Teachers in Promoting Peace education

Unit: 2- Peace and Non Violence

- a) Factors of Violence
- b) Role of Peace for Non-Violence, Gandhian principle of Non Violence
- c) Role of Educational Institutional in Promoting Peace education

Unit: 3- Value Education

- a) Meaning, Definition, Concept of Value Education
- b) Classification of Values
- c) Need for Value education in the 21st Century

Unit: 4- Value and Conflict Resolution

- a) Meaning of Conflict
- b) Bases of conflict
- c) Role of Value Education in resolving conflicts

References:

English: Principles and Practices of Education- B.R. Purkait

Bengali: 1. Shikshay Shanti O Mullyabodh- Dr. Pradipta Ranjan Ray, Aditi Ray
2. Shanti O Mullyabodh Shiksha- Dr. Debasis Pal, Dr. Debabrata Debnath
3. Shanti O Mullobodh Shikshar Dharana- Dr. Pranab Kumar Chakrabarty

Outcomes: After completion of the course the learners will be able to know about the concept & scope of peace education, role of peace for non-violence, concept of value education, role of educational institution in promoting peace education & role of value education in resolving conflict

DSE-4 (SEM-6)

COMMUNICATION SKILL

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

Unit: 1- Introduction to Communication

- a) Meaning, Nature and types of communication
- b) Principles of communication
- c) Process of communication: Sender, encoding, recipient, decoding and feedback
- d) Barriers of effective communication

Unit: 2 - Listening Skills

- a) Principles of listening skills
- b) Types of listeners
- c) Barriers to listening

Unit: 3- Speaking Skills

- a) Verbal and non-verbal communication
- b) Public speaking: Extempore
- c) Group discussion

Unit: 4- Reading and Writing Skills

- a) Previewing, skimming, and scanning
- b) Development of skills for correct pronunciation, reading and comprehension
- c) Sentence formation and punctuation

References:

- English:** 1. Communication Skills- Acharya Seshaiyah Kandamuru, Ph.D
2. Enhancing Communication Skills Theory and Tasks- Yashwant Sharma

Bengali: 1. Jogajog Dhakhata (Communication Skill)- Dr. Subimal Mishra, Srabani Sanyal, Dr. Uthpal Mukherjee: Edited by ERDC

Outcomes: After completion of the course the learners will be able to know about the concept and basic elements of communication, acquire listening and speaking skills along with reading and writing skills.

SYLLABUS FOR EDUCATION PASS CBCS (Morning Section)

Course Title

PASS: Credit 6 for each paper

Total (6x4) =24

DSC-1 = Introduction to Education

DSC-2 = Sociological Foundation of Education

DSC-3 = Curriculum Studies

DSC-4 = Philosophical Foundation of Education

SEC – 1 = Yoga Education

Credit- 2 for each Paper (2x4) = 8

SEC – 2 = Environmental Education

SEC- 3 = Skills for Democratic Citizenship

SEC - 4 = Communication Skill

DSE- 1A = Psychological Foundation of Education

Credit-6 for each paper (6x2) =12

DSE -1B = Development of Education in India

GE - 1 = Guidance and Counselling

Credit-6 for each paper (6x2) =12

GE- 2 = Educational Management and Planning

Introduction to Education (SEM-1)
F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

Objectives:

- a) To understand the concept, functions and aims of education.
- b) To know about freedom and discipline.
- c) To understand the nature of child-centric education, teacher, and co-curricular activities.
- d) To enable students to understand the importance of play-way in education.

Unit-1 Concept of Education-

- a) Narrower and broader concept of education, b) Functions of education, c) Aims of education (Individualistic and Socialistic)

Unit- II Freedom and Discipline-

- a) Concept and need for free discipline, b) Self discipline and c) Student self- government.

Unit- III Child Centric and Life-Centric Education-

- a) Concept, Characteristics and Significance of Child-Centric Education, b) Life- Centric Education (Concept, characteristics and significance) (Comparative analysis of child-centric and life-centric education)

Unit- IV Co curricular Activities-

- a) Meaning, Characteristics, Types, b) Importance and barriers

Unit- V Concept of play way in education-

- a) Concept of play and work (Development of team work with the help of play and work) b) Kindergarten and Montessori Method,

Reference Books:

English-

1. Banerjee, A. Philosophy and, Principles of Education
2. Purkait, B.R. Principles and Practices of Education

Bengali Books-

- 1) Archana Bandhapadhyay- Shiksha Darsan O Shiksha Niti
- 2) Arun Ghosh- Shiksha Tatta O Shiksha Darsan
- 3) Gourdas Halder and Prasanta Sharma- Shiksha Tatta and Shiksha Niti
- 4) A.K. Pal – Shikshadarshaner Ruprekha.

Outcomes: After completion of the course the learners will be able to know about the concept, aims & functions of education, freedom, discipline & student-self government, comparative analysis of child-centric & life-centric education, importance of co-curricular activities & importance of play-way in education.

**SOCIOLOGICAL FOUNDATION OF EDUCATION
DSC-II (SEM-2)**

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To understand the meaning, nature and scope of educational sociology
- b) To understand the relation between sociology and education
- c) To become aware of social groups and social determinants that influence education
- d) To acquired with the concept of social change and its influence in education
- e) To know about different social institutions and agencies and their influence on education

UNIT-I: Concept of Sociology and Education

- a) Meaning, nature and scope of Sociology of Education
- b) Relation between Sociology and Education

UNIT-II: Socialization

- a) Concept of Socialization, b) Role of family, school and mass-media in socialization

UNIT- III: Social Groups

- a) Primary, Secondary and Tertiary, b) Difference between Primary, Secondary and Tertiary Groups

UNIT- IV: Social Change and Education

- a) Concept of Social Change, b) Factors of Social Change c) Relationship between Education and Social Change.

UNIT-V: Social Determinants of Education

- a) Religion, b) Culture, c Technology

References:

English-

- a) Chakraborty, J.C. - Educational Sociology
- b) Brown, F.L. – Educational Sociology
- c) Gisbert, P.- Fundamentals of Sociology
- d) Sharma, Y.K. - Sociological Philosophy of Education

Bengali-

- 1) Bhattacharya, Dibyandu.- Shiksha O Samajtattwa
- 2) Panda, Bishnupada.- Shiksha- Shrai Samajtantra
- 3) Chakrabarty, Sonali.- Shiksha O Samajbijjan
- 4) Dr. Manjusa Tarafdar- Shiksha Shrai Samaj-bigan

Outcomes: After completion of the course the learners will be able to know about the subject matter of educational sociology, social groups & social determinants that influence education, relation between education & social change & concept of socialization.

EDUCATION PASS (MORNING)
DSC- III (SEM-3)
CURRICULUM STUDIES

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To know the concept of Curriculum, characteristics and types
- b) To understand the principles of Curriculum Construction
- c) To know about objectives and bases of curriculum
- d) To be acquainted with Curriculum Evaluation

UNIT-I: Concept of Curriculum-

- a) Definition and Characteristics of Curriculum, b) Types of Curriculum- Explicit and Hidden

UNIT- II: Principles of Curriculum Construction

- a) Different Principles of Curriculum Construction, b) Curriculum and Syllabus

UNIT-III: Objectives and Bases of Curriculum

- a) Objectives of Curriculum, b) Bases of Curriculum (Philosophical, Sociological and Psychological)

UNIT- IV: Recommendations of different Commissions on Curriculum

- a) Mudaliar Commission, b) Kothari Commission

UNIT- V: Curriculum Evaluation

- a) Concept and Importance of Curriculum Evaluation b) Types- Formative and Summative

References-

English-

- (1) Taylor, P.H., & Richards. C.M., An introduction to curriculum studies.
- (2) D.,Gordon P., ing. M., Gibby, B., Pring, r., t. "Theory and Practice of Curriculum Studies".

Bengali-

- 1) Pathakram Charcha O Babaharik Shikshabigyan- Nurul Islam
- 2) Shiksha Prajukti- Shyamaprasad Chattaraj

Outcomes: After completion of the course the learners will be able to know about the concept of curriculum, characteristics and types, principles of curriculum construction, objectives and bases of curriculum and importance of curriculum evaluation.

SKILL BASED ELECTIVE- 1 (SEC-1)

YOGA EDUCATION (SEM-III)

(Theory-40, Internal assessment- 05, Attend- 5)

OBJECTIVES

The students will be able to:

- a) Understand the basic concept of Yoga
- b) Know the development of will power & personality on the basis of Yoga
- c) Understands the practical aspects of Yoga for maintaining good health
- d) Understands how Yoga promotes value Education

UNIT I: Foundation of Yoga

- a) Meaning and Definition of Yoga
- b) Aims and objectives of Yoga

UNIT II: Functions of Yoga

- a) Karma Yoga, & Bhakti Yoga (Only Concept)
- b) Mind, Will Power and Personality Development.

UNIT III: Yoga and Value Education

- a) Meaning of value, Classification of values, Significance of values in life.
- b) Objectives of Value Education and Relevance of Yoga in Modern Education System.

UNIT IV: Yoga in Practice: Pranayam and Mudras

References:

- 1) Brown, F.Y. (2000). How to use Yoga. Delhi: Sports Publication.
- 2) Gharote, M.L. & Ganguly, H. (1988) Teaching Methods for Yogic Practices. Lonavia: Kaivalyadhama
- 3) Sinha, A.K., Perspectives in Yoga, Bharata Manisha, Varanasi, 1976.
- 4) Swami Niranjanananda Saraswati, Prana Pranayama Prana Vidya, Bihar School of Yoga, Munger, 2002.

Outcomes: After completion of the course the learners will be able to know about the concept of Yoga, practical aspects of Yoga, development of personality & will power on the basis of Yoga & how Yoga promotes value education.

DSC- IV (SEM-4)
PHILOSOPHICAL FOUNDATION OF EDUCATION

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES:

- a) To understand the meaning, nature and scope of education
- b) To explain the factors of education and their relationships
- c) To understand the relation between education and philosophy
- d) To understand the western schools of philosophy and their impact on education
- e) To be acquainted with contribution of great educators

UNIT- 1: Concept of Education

Factors of education: a) Child, b)Teacher, c) Curriculum and d) Educational Institutions

UNIT- II Modes of Education: a) Informal) b) Formal and c) Non- Formal- Concept, Characteristics, Differences between formal, informal and non-formal education, merits and demerits.

UNIT- III: Schools of Western Philosophy

- a) Idealism, b) Naturalism, c) Pragmatism- Concept, characteristics, principles, aims, method, curriculum, teacher, discipline, merits and demerits.

UNIT-IV: Contribution of a Western Educator

Rousseau

UNIT-V: Contribution of an Indian Educator

Vidyasagar

Reference Books:

English-

- 1) Aggarwal, J.C. - Theory and Principles of Education. Philosophical and sociological bases of education
- 2) Purkait, B.R.- Great Educators
- 3) Banerjee, A. Philosophy and Principles of Education
- 4) Purkait, B.R. Principles and Practices of Education

Bengali Books-

- 1) Archana Bandhapadhyay- Shiksha Darsan O Shiksha Niti
- 2) Arun Ghosh- Shiksha Tatta O Shiksha Darshan
- 3) Gourdas Halder and Prasanta Sharma- Shiksha Tatta and Shiksha Niti

Outcomes: - After completion of the course the learners will be able to know about the concept of education, modes of education, understand the impact of Western schools of Philosophy on education & will acquainted with contribution of great educators.

SEC- 2 ENVIRONMENTAL EDUCATION (SEM-4)
F.M.-50 (Theory-40, Internal assessment- 5, Attend- 5)

OBJECTIVES

The Students will be able to-

- a) Understand the concept, nature and importance of environmental education
- b) To know about the structure and functions of ecosystems
- c) To know about the proper utilization of natural resources

UNIT I: Concept and Nature of Environmental Education

- a) Definition, Meaning, Concept and goals of Environmental Education
- b) Nature, scope and importance of study

UNIT II: Ecosystems

- a) Concept of Ecosystem
- b) Structure and function of ecosystem

UNIT III: Natural Resources

- a) Renewable and Non-Renewable Resources
- b) Water: Use and over- exploitation of surface and ground water, floods, droughts

UNIT IV: Environmental Pollution

- a) Environmental Pollution: Types, causes, effects and controls
- b) Air and Noise Pollution

References:

- 1) Kelu, P., Environmental Education: A Conceptual Analysis, Calicut University, Calicut, 2000.
- 2) Das, S., Paribesh Shiksha, Books Way, Kolkata 2012.
- 3) Kumar. A., A Text Book of Environmental Science, APH Publishing Corporation, New Delhi, 2009.
4. Pachauri, S., Environmental Education, Pearson, Delhi, 2012.

Outcomes: After completion of the course the learners will be able to know about the concept, nature & importance of environmental education, structure & functions of ecosystems, utilization of natural resources & causes & effects of environmental pollution.

(MORNING PASS) DSE 1 (A) PSYCHOLOGICAL FOUNDATION OF EDUCATION (SEM-5)
F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To enable the student to understand the meaning, scope & relation of educational psychology.
- b) To be acquainted students with concept of attention and its various factors.
- c) To enable students to understand various theories of learning with their educational implications.
- d) To know about the process of memory and types of forgetting.

UNIT- I:

- a) Definition of Psychology and Educational Psychology; Nature, scope, b) Methods of educational psychology;
- c) Relationship between education and Psychology.

UNIT- II: Attention

- a) Concept, Nature, Types. b) Factors affecting attention. c) Educational Implications of attention.

UNIT- III: Learning:

- a) Concept and characteristics of learning
- b) Classical Conditioning;
- c) Operant Conditioning.

UNIT- IV: Memory-

- a) Concept, Definition, Types.
- b) Factors of memory
- c) Forgetting- Definition and causes of Forgetting

Reference Books:

English

- 1) Chauhan. S.S., Advanced Educational Psychology: Vikash Publishing House Pvt. Ltd.
- 2) Clifford. C. Morgan. Richard. A. King, John R. Weisz, John R. Schopler, Introduction of Psychology.
- 3) Kundu, C.H. and Tutoo, D.N., Educational Psychology: Sterling Publication.
- 4) Mangal, S.K., Advanced Educational Psychology.

Bengali

- (1) Arun Ghosh- Shiksha- Shrai Monobigyan.
- (2) Sushil Roy- Shiksha Monovidya
- (3) Promodhbandhu Sengupta & Prasanta Sharma- Shiksha Monobigyan

Outcomes: After completion of the course the learners will be able to know about the subject matter of Educational Psychology, the concept of attention & its factors with educational implications, learning theories with their educational implications, process of memory & types of forgetting & to be acquainted with concept, trait & theory of personality.

SEC-3 Skills for Democratic Citizenship (SEM-5)

F.M. 50 (Theory-40, Internal assessment- 5, Attend- 5)

OBJECTIVES:

- a) To know about democratic and fundamental rights
- b) To be aware of child rights and protection
- c) To know about domestic violence
- d) To be acquainted with role of education in different awareness programmes.

UNIT-I: Rights and Duties in Indian Constitution

- a) Democratic Rights
- b) Fundamental Rights
- c) Duties of Citizenship

UNIT-II: Protection of Children

- a) Child Protection- concept and need
- b) Child Rights- concept, classification and need

UNIT-III: Domestic Harmony

- a) Domestic Violence (Definition & Types)
- b) Protection of Women from Domestic Violence Act. 2005- Basic Features

UNIT-IV: Role of Education

- a) Awareness Programmes- rallies, debates, etc
- b) Mass Media

Outcomes: After completion of the course the learners will be able to know about the concept of democratic & fundamental rights, aware of child-rights & protection, domestic violence and role of education in different awareness programmes.

[This paper is only for those students who have education 1st choice].

GE-1 GUIDANCE AND COUNSELLING (SEM-5)

OBJECTIVES

- a) To help students understand the concept, forms and types of guidance
- b) To enable students to understand the purposes, types and techniques of counseling
- c) To help students understand methods of recording data.

UNIT-I: Concept of Guidance

- a) Concept of guidance and need of Guidance
- b) Different forms of Guidance (Individual and Groups)
- c) Types of Guidance (Educational, Vocational, Personal, Social, Health)

UNIT II: Counseling

- a) Concept and purpose of counseling
- b) Types of Counseling (Individual and Group)

UNIT III: Techniques of Counseling

- a) Directive Counseling
- b) Non-Directive Counseling
- c) Eclectic Counseling

UNIT-IV: Methods of Recording Data

- a) Observation
- b) Interview
- c) CRC

References-

English-

- 1) Guidance and Counselling in College and University- S.K. Kochar
- 2) Guidance and Counselling- Gibson. Publication: Pearson

Bengali-

- 1) Shiksha Nirdeśana o Paramarshadan- Debasis Pal
- 2) Sangathi Bidhane Nirdeśhona & paramarshadan- Dr. Subir Nag, Gargi Dutta.
- 3) Shikshay Sangatibidhan O Nirdeśhana- Dr. Nurul Islam.

Outcomes: After completion of the course the learners will be able to know about the concept of guidance, basic data necessary for guidance, concept, purposes, types & techniques of counseling, tools & techniques of data collection and methods of recording data.

DSE 1B DEVELOPMENT OF EDUCATION IN INDIA
F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5) (SEM-6)

OBJECTIVES

On completion of this course, the student shall

- a) Understand the development of education in India during ancient period, and medieval period
- b) Describe the development of education in India during post-independence period.
- c) Describe major recommendations of different policies and committee reports on education in India.

UNIT-I: Education during Ancient Period

- a) Features of Brahmanic period with special reference to aims, curriculum and methods of teaching
- b) Features of Buddhist period with special reference to aims, curriculum and methods of teaching

UNIT-II: Education during Medieval Period

- a) Features of education during Medieval Period with special reference to aims, curriculum and methods of teaching
- b) Types of Educational institutions. (Maktab & Madrassa)

UNIT-III: Education during post-independence period

- a) Major recommendations of University Education Commission (1948-49) relating to aims of education and curriculum, Rural University.
- b) Major recommendations of Secondary Education Commission (1952-53) relating to aims of education and curriculum

UNIT-IV:

- a) Major recommendations of Education Commission (1964-66) relating to aims, structure and curriculum of Primary and Secondary Education
- b) Major recommendations of National Policy on Education (1986)

Reference Books:

English-

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Education in modern India.
3. Basu, A.N. -Adam's Report.
4. Banerjee.J.P. -Education in India-past, Present and future.

Bengali-

- 1) Jotiprasad Bandyopadhyay – Bharatiya Shikhan & Sampratik Samashya.
- 2) Sanyal, Mitra - Bharate Shikhar Itihas.
- 3) Gourdas Halder & Prasanta Sharma - Adhunik Bharatiya Shikhar Bikash.
- 4) Jotiprasad Bandyopadhyay – Shikhar Itihas.
- 5) Ranjit Ghosh - Shikhar Iti

Outcomes: After completion of the course the learners will be able to know about the development of education in India during ancient, medieval & pre-independence period along with post-independence period & describe the major recommendations of different policies & committee reports on education in India.

SEC-4 COMMUNICATION SKILL (SEM-6)

(Theory-40, Internal assessment- 5, Attend- 5)

Objectives:

- To understand the basic elements of Communication
- To acquire Listening Skills
- To acquire Speaking Skills
- To acquire Reading and Writing Skills

Unit: 1 Introduction to Communication

- a) Meaning, Nature and types of communication
- b) Process of communication: Sender, encoding, recipient, decoding and feedback
- c) Barriers of effective communication

Unit: 2 = Listening Skills

- Principles of listening skills
- Types of listeners
- Barriers to listening

Unit: 3 = Speaking Skills

- Verbal and non-verbal communication
- Public speaking: Extempore
- Group discussion

Unit: 4 = Reading and Writing Skills

- Previewing, skimming, and scanning
- Development of skills for correct pronunciation, reading and comprehension
- Sentence formation and punctuation

References-

Jogajog Dakhyata (Communication Skill) - Dr. Subimal Misra, Srabani Sanyal, Dr. Uthpal Mukherjee

Outcomes: After completion of the course the learners will be able to know about nature and types of communication, listening skills, speaking skills, reading and writing skills

GE-2 (SEM-6)

EDUCATIONAL MANAGEMENT AND PLANNING

F. M. 75 (Theory- 60, Internal Assessment- 10, Attendance- 5)

OBJECTIVES

- a) To understand the concept and aspects of school organization
- b) To understand the meaning, types and need for educational management
- c) To understand the meaning, types, need and strategies of educational planning

UNIT I: Concept of Educational Management

- a) Meaning, nature, need and scope, Role of educational manager
- b) Types of Educational Management- Autocratic, Democratic and Lassie-fair

UNIT-II: Principles of educational organization

- a) Concept of school organization and its principles
- b) Aspects of School Organization- School plant, Library, mid-day meal

UNIT III: Concept and Significance of Educational Planning

- a) Concept of Educational Planning
- b) Significance of Educational Planning

UNIT IV: Steps and Types of Educational Planning

- a) Steps in educational planning b) Types of educational planning

References-

English:

- 1) Kulbir Singh Sidhu- School Organisation and Administration
- 2) M. Dash- Education in India Problems and Perspectives
- 3) P. Parthasarathy- Principles of Management

Outcomes: After completion of the course the learners will be able to know about concept of educational management, principles of school organization, concept and significance of educational planning and steps and types of educational planning.

