



UNIVERSITY OF KALYANI

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

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



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INTRODUCTION:

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

Outline of the Choice Based Credit System being introduced:

1. Core Course (CC): A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill is termed as an Elective Course.

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

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

3. Ability Enhancement Courses/ Skill Enhancement Courses:

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

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

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

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

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

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

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

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

Learning outcomes-based approach to curriculum planning and development:

1. Graduate attributes:

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

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

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

2. Qualification descriptors:

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

3. Programme learning outcomes:

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

❖ COURSE CODE & COURSE TITLE

A. Core courses(CC)

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

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

B. Discipline specific elective courses (DSE)

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

C. Generic elective courses (GE):

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

D. Ability enhancement compulsory courses (AECC)

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

E. Skill enhancement courses (SEC)

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

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

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

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

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

B.A. Education (Honours) Semester-I

B. A. Education (Honours) SEMESTER - I

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

Course Learning Outcome :

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

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

Course Content :

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

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

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

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

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

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

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

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

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

Suggested Books :

1. J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education - Vikas Publishing House.
3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
4. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
5. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
6. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
7. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
8. M. K. Goswami - Educational Thinkers : Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
9. সুশীল রায়- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সোমা বুক এজেন্সি
10. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুন্ডু সঙ্গ
11. বিভূ রঞ্জন গুহ - শিক্ষায় পথিকৃৎ- শোভা পাবলিকেশন
12. অরুণ ঘোষ- শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সোমা বুক এজেন্সি
13. গৌড় দাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি- ব্যানার্জি পাবলিশার্স
14. জগদিন্দ্র মন্ডল- শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান- ক্লাসিক বুকস
15. বেবি দত্ত ও দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিকদের অবদান- প্রগতিশীল প্রকাশক
16. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পান্ডে- শিক্ষার দার্শনিক ভিত্তি- রীতা বুক এজেন্সি
17. প্রমোদ বন্ধু সেনগুপ্ত ও পীযুষ কান্তি ঘোষ- ভারতীয় দর্শন- ব্যানার্জি পাবলিশার্স
18. ডঃ অভিজিৎ কুমার পাল- মহান শিক্ষাবিদ গনের কথা - ক্লাসিক বুকস
19. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল- শিক্ষা তত্ত্বের গোড়ার কথা- কে. চক্রবর্তী পাবলিকেশন
20. ড. বিনায়ক চন্দ ও ড. তারিনী হালদার - শিক্ষার দার্শনিক পরিপ্রেক্ষিত - আহেলী পাবলিশার্স

B. A. Education (Honours)

SEMESTER - I

**Course code & Title: EDU-H-CC-T-2; Sociological Foundation of Education
Core Course (Theoretical); Credit - 6; Full Marks – 75**

Course Learning Outcome :

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

- Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology.
- Describe the social factors and their relation to education.
- Define social groups, socialization and social institution and agencies of education.
- Explain the social change and its impact on education.

Course Content :

Unit - I : Sociology and Educational Sociology

(Class hour - 14)

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

Unit - II : Social Factors, Issues and Education

(Class hour - 20)

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

Unit - III : Social Groups and Education

(Class hour - 24)

- a) Social groups :
 - Meaning, nature
 - Types:
 - Primary Group : Meaning, characteristics and role
 - Secondary Group : Meaning, characteristics and role
 - Tertiary Group : Meaning, characteristics and role
 - Comparison between primary group, secondary group and tertiary group
- b) Socialization :
 - Meaning and characteristics
 - Significance of Socialization
 - Factors of socialization
 - Role of the family and school
- c) Social Institutions and Agencies of Education:
 - (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion.

Unit - IV: Social Change and Education
20)

(Class hour -

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

Suggested Books :

1. Y. K. Sharma - Sociological Philosophy of Education-Classique Books
2. S. S. Ravi - A Comprehensive Study of Education-PHI Private limited
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education- Vikash Publishing House
4. Classical theory and Modern Studies Introduction to Sociological theory- Mark Abrahamson- PHI Private limited.
5. Indian Social Problems- G.R. Madan- Vikash Publishing House
6. Social Problems in India- R. Ahuja- Rawat Publications
7. সুশীল রায়- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সোমা বুক এজেন্সি
8. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুন্ডু সঙ্গ
9. দিব্যেন্দু ভট্টাচার্য- শিক্ষা ও সমাজতত্ত্ব- পিয়ারসন
10. সোনালী চক্রবর্তী- শিক্ষা র সমাজ বৈজ্ঞানিক ভিত্তি- সোমা বুক এজেন্সি
11. অনাদী কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব - সুহৃদ পাবলিকেশন
12. ড. মিহির কুমার চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী -শিক্ষার সমাজতাত্ত্বিক ভিত্তি- রীতা পাবলিকেশন

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

Course Learning Outcome:

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

- Discuss the meaning, nature, scope and aims of Education.
- Discuss the meaning and scope of Educational Philosophy.
- Explain the factors of education and their relationships.
- Discuss the concept, nature, scope and uses of psychology in Education.
- Explain the influence of growth and development in Education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.

Course Content :

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

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

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

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

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

- a) Concept, nature and scope; Distinction between Psychology and Educational Psychology
- b) Growth and development: stages and aspects of development in human life; physical, social, emotional, cognitive (Piaget's view) of infancy, childhood and adolescence period and educational importance

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

- a) Learning :

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

Suggested Books :

1. J. C. Aggarwal - Theory and Principles of Education - Vikas Publishing House.
2. J. C. Aggarwal - Philosophical and Sociological Bases of Education - Vikas Publishing House.
3. S. P. Chaube & A. Chaube - Foundations of Education - Vikas Publishing House.
4. K. K. Shrivastava - Philosophical Foundations of Education - Kaniska Publisher.
5. S. S. Ravi - A Comprehensive Study of Education - PHI Learning Private Limited.
6. M. Sharma - Educational Practices of Classical Indian Philosophies - Bhargava Book House.
7. S. S. Chandra & R. K. Sharma - Philosophy of Education - Atlantic Publisher.
8. M. K. Goswami - Educational Thinkers : Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited.
9. S. K. Mangal - Essentials of Educational Psychology - PHI Publication.
10. J. C. Aggarwal - Essentials of Educational Psychology - Vikas Publishing House.
11. S. K. Mangal - Advanced Educational Psychology - PHI Publication.
12. S. S. Chauhan - Advanced Educational Psychology - Vikas Publishing House.
13. A. Woolfolk - Educational Psychology-Pearson Publication.
14. J. W. Santrock - Educational Psychology - McGraw Hill.
15. E. B. Hurlock - Child Development - McGraw Hill.
16. সুশীল রায়- শিক্ষা তত্ত্ব ও শিক্ষা দর্শন- সোমা বুক এজেন্সি
17. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষানীতি- বি. বি. কুন্ডু সঙ্গ
18. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও দর্শন - পিয়ারসন পাবলিকেশন
19. বিভূ রঞ্জন গুহ - শিক্ষায় পথিকৃৎ- শোভা পাবলিকেশন
20. অরুণ ঘোষ- শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সোমা বুক এজেন্সি
21. গৌড় দাস হালদার ও প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি- ব্যানার্জি পাবলিশার্স
22. জগদীন্দ্র মন্ডল- শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান- ক্লাসিক বুকস
23. বেবি দত্ত ও দেবিকা গুহ- শিক্ষা দর্শন ও দার্শনিকদের অবদান- প্রগতিশীল প্রকাশক
24. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পান্ডে- শিক্ষার দার্শনিক ভিত্তি- রীতা বুক এজেন্সি
25. প্রমোদ বন্ধু সেনগুপ্ত ও পীযুষ কান্তি ঘোষ- ভারতীয় দর্শন- ব্যানার্জি পাবলিশার্স
26. ডঃ অভিজিৎ কুমার পাল- মহান শিক্ষাবিদ গনের কথা - ক্লাসিক বুকস
27. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল- শিক্ষা তত্ত্বের গোড়ার কথা- কে. চক্রবর্তী পাবলিকেশন
28. সুশীল রায়- শিক্ষা মনোবিদ্যা- সোমা বুক এজেন্সি
29. ড. বিজন সরকার - শিখন ও শিক্ষণ - আহেলি পাবলিকেশন
30. ড. বিজন সরকার- শিশু ও বিকাশ - আহেলি পাবলিকেশন
31. ড. বিজন সরকার- শিখন ও মনোবিদ্যা- আহেলি পাবলিকেশন

32. ড. বিজন সরকার- শিক্ষা মনোবিদ্যা- আহেলি পাবলিকেশন
33. পাল, ধর, দাস, ব্যানার্জি- পাঠদান ও শিখনের মনস্তত্ত্ব- রিতা বুক এজেন্সি
34. কল্পনা সেন বরাট, কনিকা চৌধুরী- শিক্ষার মনোবৈজ্ঞানিক ভিত্তি- প্রগতিশীল পাবলিকেশন
35. জয়ন্ত মেটে, রুমা দেব ও বিরাজ লক্ষ্মী ঘোষ- বিকাশ ও শিখনের মনস্তত্ত্ব - রিতা পাবলিকেশন

B.A. Education (Honours) Semester-II

B.A. Education (Honours)

SEMESTER-II

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

Core Course; Credit-6. Full Marks-75

Course Learning Outcome:

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

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.

Course Content:

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

(Class hours : 20)

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive (Piaget's view) and Language development of Infancy, Childhood and Adolescence period and respective educational programmes.

Unit-II: Learning

(Class hours : 25)

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning and their implications: Classical and Operant conditioning, Trial and Error, Insightful Learning
- c) Transfer of Learning: Concept, Types and Strategies for promoting transfer
- d) Motivation: Types, factors and Role of Motivation in learning, Malow's theory of motivation and its educational implication
- e) Memorization: Definition, factors, LTM, STM, Strategies for effective memorization. Forgetting- meaning and causes

Unit-III: Intelligence & Creativity

(Class hours : 20)

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

Unit-IV: Personality and Individual differences

(Class hours : 25)

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

Suggested Books:

1. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
2. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
3. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
4. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
5. A. Woolfolk -Educational Psychology-Pearson Education
6. J. W. Santrock -Educational Psychology-Mc Gray Hill
7. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
8. L. E. Berk - Child Development- PHI Ltd
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. সুশীল রায় - শিক্ষা মনোবিদ্যা - সোমা বুক এজেন্সি
11. অরুণ ঘোষ - শিক্ষাশ্রয়ী মনো বিদ্যা - এডুকেশনাল এন্টারপ্রাইজ
12. ড. বিজন সরকার - শিক্ষা মনোবিদ্যা - আহেলি পাবলিকেশন
13. পাল, ধর, দাস, ব্যানার্জি - পাঠদান ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি
14. কল্পনা সেন বরাট, কনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি - প্রগতিশীল পাবলিকেশন
15. প্রণব কুমার চক্রবর্তী - শিক্ষা মনোবিজ্ঞানের রূপরেখা - রিতা বুক এজেন্সি
16. জয়ন্ত মেটে, রুমা দেব ও বিরাজ লক্ষ্মী ঘোষ - বিকাশ ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি

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

Course Learning outcome:

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

- Discuss the development of education in Colonial India in historical perspectives.
- Elaborate the contributions of various Education Commissions for the development of Education System in colonial India.
- Describe the Educational Policy in Colonial India.
- Discuss Bengal Renaissance and its influence on Indian Education
- Describe National Education Movement and its impacts on Education.
- State different educational reforms under colonial rule.
- Explain the nature of basic education.
- Discuss the impact of the colonial rule on the development of Indian Education.

Course Content:

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

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

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

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

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

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

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

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

Suggested Readings:

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

B.A Education (Honours)

Semester II

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

Course Learning outcome:

After completion of the course the learners will able to;

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

Course content:

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

(Class hours: 21)

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

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

(Class hours: 19)

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

Unit 3: Educational sociology

(Class hours: 19)

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

Unit 4: Some Sociological concept and Education

(Class hours: 20)

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

Suggested Books :

1. Y.K.Sharma – Sociological Philosophy of Education-Kanishka Publishers Distributors
2. S.S.Ravi -A comprehensive study of Education-PHI
3. J.C.Aggarwal -Philosophical and Sociological Bases of Education-Shipra Publications
4. B.R.Purkait Milestones of Modern Indian Education- New Central Book Agency
5. J.C.Aggarwal -Landmark in the History of Modern Indian Education –Shipra Publications
6. B.K.Nayak – History of Education in India-Raj Publications
7. B.N.Dash - History of Education in India- Dominant Publishers & Distributors
8. D.C. Bhattacharya- Sociology- Vijaya Publishing House.
9. H. Talesra - Sociological Foundations of Education- Kanishka Publishers
10. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষা দর্শন - সোমা বুক এজেন্সি
11. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও সমাজতত্ত্ব - পিয়ারসন
12. চক্রবর্তী চক্রবর্তী - শিক্ষার সমাজ বৈজ্ঞানিক ভিত্তি - সোমা বুক এজেন্সি
13. মঞ্জুশা তরফদার - শিক্ষাশ্রয়ী সমাজবিজ্ঞান - চক্রবর্তী পাবলিকেশন
14. ড. মিহির কুমার চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী - শিক্ষার সমাজতাত্ত্বিক ভিত্তি - রীতা পাবলিকেশন

B.A Education (Honours) Semester-III

B.A. Education (Honours)

SEMESTER-III

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

Core Course; Credit-6. Full Marks-75

Course Learning outcome:

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

- Discuss the concepts, scope and need of measurement and evaluation
- Explain the relation between Evaluation & Measurement and scale of Measurement
- Describe basic concept of Statistics
- Organize and tabulate data
- Calculate the central tendency
- Explain different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Explain different type of Evaluation process

Course content:

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

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

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

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

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

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

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

Unit-IV: Educational Statistics

(Class hours: 20)

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

Suggested Books:

- 1) S. K. Mangal- Statistics in Education and Psychology-PHI
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences-Bharati Bhawan
- 3) H.E. Garret- Statistics in Education and Psychology-Paragon Publication
- 4) R. A. Sharma- Mental Measurement and Evaluation-Surjeet Publication
- 5) সুশীল রায় - মূল্যায়ন: নীতি ও কৌশল - সোমা বুক এজেন্সি
- 6) দেবশীষ পাল এবং দেবশীষ ধর - শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতা পাবলিকেশন
- 7) পূর্ণেন্দু আচার্য - শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা - শ্রী তারা প্রকাশনী
- 8) জয়দেব সরখেল ও সন্তোষ কুমার দত্ত - রাশিবিজ্ঞানের ভূমিকা - বিপ্লব ভাওয়াল সিডিকিট প্রাইভেট লিমিটেড
- 9) স্বপন কুমার ঢালী - শিক্ষায় পরিমাপ ও মূল্যায়ন - প্রভাতী পাবলিকেশন

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

Course Learning outcome:

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

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

Course Content:

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

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

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

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

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

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

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

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

Suggested Books:

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

7. S. S. Chandra & R. K. Sharma- Philosophy of Education- Atlantic Publisher
8. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays- Asian Books Private Limited
9. ড. বিনায়ক চন্দ ও ড. তারিনী হালদার - শিক্ষার দার্শনিক পরিপ্রেক্ষিত - আহেলী পাবলিশার্স
10. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষা দর্শন - সোমা বুক এজেন্সি
11. অর্চনা বন্দোপাধ্যায়- শিক্ষা দর্শন ও শিক্ষা নীতি - বি. বি. কুন্ডু সন্স
12. দিব্যেন্দু ভট্টাচার্য - শিক্ষা ও দর্শন - পিয়ারসন পাবলিকেশন
13. বিভূ রঞ্জন গুহ - শিক্ষায় পথিকৃৎ - শোভা পাবলিকেশন
14. অরুণ ঘোষ - শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব- সোমা বুক এজেন্সি
15. গৌড় দাস হালদার ও প্রশান্ত শর্মা - শিক্ষাতত্ত্ব ও শিক্ষানীতি - ব্যানার্জি পাবলিশার্স
16. জগদিন্দ্র মন্ডল - শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান - ক্লাসিক বুকস
17. বেবি দত্ত ও দেবিকা গুহ - শিক্ষা দর্শন ও দার্শনিকদের অবদান - প্রগতিশীল প্রকাশক
18. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে, প্রণয় পাণ্ডে - শিক্ষার দার্শনিক ভিত্তি - রিতা বুক এজেন্সি
19. প্রমোদ বন্ধু সেনগুপ্ত, পীযুষ কান্তি ঘোষ - ভারতীয় দর্শন - ব্যানার্জি পাবলিশার্স
20. ডঃ অভিজিৎ কুমার পাল - মহান শিক্ষাবিদগণের কথা - ক্লাসিক বুকস
21. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল - শিক্ষা তত্ত্বের গোড়ার কথা - কে. চক্রবর্তী পাবলিকেশন

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

Course Learning outcome:

After completion the course the learners will be able to:

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

Course content:

Unit I: Inclusive Education

(Class hours: 20)

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

Unit II: Competencies development for Inclusive Education

(Class hours:20)

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

Unit III: Inclusive Education and its Practices

(Class hours:20)

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

Unit -IV: Inclusive School Environment

(Class hours:12)

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

Suggested Books:

1. Gaya Jit Singh, Jaswant Kaur Virk-Inclusive Education Paperback – Twenty First Century Publication, New Delhi(2016)
2. S. K Mangal, ,Shubhra Mangal-Creating an Inclusive School Paperback –PHI, New Delhi (2019)
3. Neena Dash-Inclusive Education for Children With Special Needs Paperback – Atlantic Publishers and Distributors Pvt. Ltd.(2006)
4. Hena Siddiqui -Inclusive Education Paperback – Agrawal Publication(2019)
5. Bharati Kaushik- Creating Inclusive Schools: Theory, Process And Practice Paperback-SAGE Publications India Pvt. Ltd.(2019)
6. Pratiksha Modi - Creating an Inclusive Education Paperback – LAP Lambert Academic Publishing (2021)
7. উর্মি চক্রবর্তী-অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন-আহেলি পাবলিশার্স পাবলিশার্স
8. দেবব্রত দেবনাথ ও আশীষ কুমার দেবনাথ-ব্যতিক্রমী শিশু ও তার শিক্ষা-রিতা বুক এজেন্সি

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

Course Learning outcome:

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

- Discuss the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.

Course Content:

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

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

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

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

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

- a) Concept, Nature and Scope; Distinction between Psychology and Educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life;

Physical, Social, Emotional, Cognitive (Piaget's view) of Infancy, Childhood and Adolescence period and educational Importance.

Unit-IV: Different aspects of Educational Psychology

(Class hours:20)

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

Suggested Books:

1. J. C. Aggarwal – Theory and Principles of Education – Vikas Publishing House.
2. J. C. Aggarwal – Philosophical and Sociological Bases of Education – Vikas Publishing House.
3. S. P. Chaube & A. Chaube – Foundations of Education – Vikas Publishing House.
4. K. K. Shrivastava – Philosophical Foundations of Education – Kaniska Publisher.
5. S. S. Ravi – A Comprehensive Study of Education – PHI Learning Private Limited.
6. M. Sharma – Educational Practices of Classical Indian Philosophies – Bhargava Book House.
7. S. S. Chandra & R. K. Sharma – Philosophy of Education – Atlantic Publisher.
8. M. K. Goswami – Educational Thinkers : Oriental and Occidental, Thoughts and Essays– Asian Books Private Limited.
9. S. K. Mangal- Essentials of Educational Psychology-PHI Ltd.
10. J. C. Aggarwal- Essentials of Educational Psychology-Vikas publisher
11. S. K. Mangal - Advanced Educational Psychology- PHI Ltd
12. S.S. Chauhan- Advanced Educational Psychology- Vikas publisher
13. A. Woolfolk -Educational Psychology-Pearson Education
14. J. W. Santrock -Educational Psychology-Mc Gray Hill
15. E. B. Hurlock -Child Development-ANMOL PUBLICATIONS PVT. LTD
16. L. E. Berk - Child Development- PHI Ltd
17. B. N. Dash & N. Dash –A Test Book of Educational Psychology
18. সুশীল রায় - শিক্ষা তত্ত্ব ও শিক্ষা দর্শন - সোমা বুক এজেন্সি
19. অর্চনা বন্দোপাধ্যায় - শিক্ষা দর্শন ও শিক্ষানীতি - বি. বি. কুন্ডু সঙ্গ
20. বিভু রঞ্জন গুহ - শিক্ষায় পথিকৃৎ - শোভা পাবলিকেশন
21. অরুণ ঘোষ - শিক্ষা বিজ্ঞানের দর্শন ও মূল তত্ত্ব - সোমা বুক এজেন্সি
22. গৌড় দাস হালদার ও প্রশান্ত শর্মা - শিক্ষাতত্ত্ব ও শিক্ষানীতি - ব্যানার্জি পাবলিশার্স
23. জগদীন্দ্র মন্ডল - শিক্ষা দর্শন ও শিক্ষা বিজ্ঞান - ক্লাসিক বুকস
24. বেবি দত্ত ও দেবিকা গুহ - শিক্ষা দর্শন ও দার্শনিকদের অবদান - প্রগতিশীল প্রকাশক
25. ডক্টর মিহির কুমার চট্টোপাধ্যায়, ডক্টর জয়ন্ত মেটে ও প্রণয় পাণ্ডে - শিক্ষার দার্শনিক ভিত্তি - রীতা বুক এজেন্সি

26. প্রমোদ বন্ধু সেনগুপ্ত ও পীযুষ কান্তি ঘোষ - ভারতীয় দর্শন - ব্যানার্জি পাবলিশার্স
27. ডঃ অভিজিৎ কুমার পাল - মহান শিক্ষাবিদ গনের কথা - ক্লাসিক বুকস
28. অধ্যাপক যোগেশ চক্রবর্তী ও ডক্টর সান্যাল - শিক্ষা তত্ত্বের গোড়ার কথা - কে. চক্রবর্তী পাবলিকেশন
29. ড. বিনায়ক চন্দ ও ড. তারিনী হালদার - শিক্ষার দার্শনিক পরিপ্রেক্ষিত - আহেলী পাবলিশার্স
30. সুশীল রায় - শিক্ষা মনোবিদ্যা - সোমা বুক এজেন্সি
31. অরুণ ঘোষ - শিক্ষাশ্রয়ী মনো বিদ্যা - এডুকেশনাল এন্টারপ্রাইজ
32. ড. বিজন সরকার - শিক্ষা মনোবিদ্যা - আহেলি পাবলিকেশন
33. পাল, ধর, দাস, ব্যানার্জি - পাঠদান ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি
34. কল্পনা সেন বরাট, কনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি - প্রগতিশীল পাবলিকেশন
35. প্রণব কুমার চক্রবর্তী - শিক্ষা মনোবিজ্ঞানের রূপরেখা - রিতা বুক এজেন্সি
36. জয়ন্ত মেটে, রুমা দেব ও বিরাজ লক্ষ্মী ঘোষ - বিকাশ ও শিখনের মনস্তত্ত্ব - রিতা বুক এজেন্সি

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

Course Learning outcome:

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

- Explain the concept of central tendency, variability and their properties
- Discuss the concept of Percentile and Percentile Rank and its application.
- Describe the concept of co-relation and their application
- Explain the concept of Parametric and Non-Parametric Test
- Apply the knowledge and calculate different statistical values

Course content:

Unit-I: Descriptive Statistics

(Class hours:20)

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
- b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
- c) Graphical Representation of data: Bar graph, Polygon, Histogram, Ogive (Meaning, steps, advantages & disadvantages)
- d) Percentile and Percentile Rank-Concept, Calculation, Application,
- e) Graphical determination.

Unit-II: Relationship and Inferential Statistics

(Class hours:15)

- a) Concept of Correlation – Computation of Co-efficient of Correlation by Rank difference method and Product moment method, Interpretation of Co-efficient of Correlation,
- b) Concept of derived score, Methods of transforming test score into Sigma score, standard score, Z-score & T-score and their interpretation.
- c) Parametric and Non-Parametric Test- (only Concept and Uses).

Sessional Hands on Activities

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

Instruction: Only theoretical examination will be held.

Suggested Books:

- 1) S. K. Mangal- Statistics in Education and Psychology-PHI
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences-Bharati Bhawan
- 3) H.E. Garret- Statistics in Education and Psychology-Paragon Publication
- 4) R. A. Sharma- Mental Measurement and Evaluation-Surjeet Publication
- 5) সুশীল রায়- মূল্যায়ন: নীতি ও কৌশল- সোমা বুক এজেন্সি
- 6) দেবশীষ পাল এবং দেবশীষ ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতা পাবলিকেশন
- 7) পূর্ণেন্দু আচার্য- শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা- শ্রী তারা প্রকাশনী
- 8) জয়দেব সরখেল ও সন্তোষ কুমার দত্ত- রাশিবিজ্ঞানের ভূমিকা- বিপ্লব ভাওয়াল সিডিকেট প্রা. লিমিটেড
- 9) স্বপন কুমার ঢালী- শিক্ষায় পরিমাপ ও মূল্যায়ন- প্রভাতী পাবলিকেশন

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

Course Learning outcome:

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

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

Course content:

Unit-I: Concept of test and test item

(Class hours:10)

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

Unit-II: Concept & Different aspects of Achievement Test

(Class hours:15)

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

Sessional Hands on Activities

Construct of an Achievement Test on the following topic-

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

Instruction:

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

Suggested Books:

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

Bhawan

- 3) H.E. Garret - Statistics in Education and Psychology - Paragon Publication
- 4) R. A. Sharma - Mental Measurement and Evaluation - Surjeet Publication
- 5) সুশীল রায় - মূল্যায়ন: নীতি ও কৌশল - সোমা বুক এজেন্সি
- 6) দেবশীষ পাল এবং দেবশীষ ধর - শিক্ষায় পরিমাপ ও মূল্যায়ন- রীতা পাবলিকেশন
- 7) পূর্ণেন্দু আচার্য - শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা - শ্রী তারা প্রকাশনী
- 8) জয়দেব সরখেল ও সন্তোষ কুমার দত্ত - রাশিবিজ্ঞানের ভূমিকা - বিপ্লব ভাওয়াল সিডিকেট প্রাইভেট লিমিটেড
- 9) স্বপন কুমার ঢালী - শিক্ষায় পরিমাপ ও মূল্যায়ন - প্রভাতী পাবলিকেশন