

# UNIVERSITY OF NORTH BENGAL



## **Syllabus** **Department of Education**

### **FYUGP**

To be implemented from Session 2023 – 24

## Course Structure (Semester I & II)

	Name of the Paper	Code	Type	Full Marks (Theory + Practical (if applicable) + Continuous Assessment + Attendance)
<b>Semester I</b>	Major I – Foundations of Education	UEDCMAJ11001	Theory	60+10+5 = 75
	SEC I – Yoga Education	UEDCSEC11001	Theory and Non Lab Based Practical	40 + 20 + 10 +5 = 75
	Minor I – Philosophical Foundation of Education	UEDCMIN10001	Theory	60+10+5 = 75
	Multi-Disciplinary Course (MDC) – Great Educators/Distance Education	UPOAMDC11019/ UPOAMDC11020	Theory	60+10+5 = 75
<b>Semester II</b>	Major II – Perspectives of Education	UEDCMAJ12002	Theory	60+10+5 = 75
	SEC II – Lesson Planning	UEDCSEC12002	Theory and Non Lab Based Practical	40 + 20 + 10 +5 = 75
	Minor I – Philosophical Foundation of Education	UEDCMIN10001	Theory	60+10+5 = 75
	Multi-Disciplinary Course (MDC) – Education of Children with Special Needs / Mental Health and Hygiene	UPOBMDC12040/ UPOBMDC12041	Theory	60+10+5 = 75

## Course Structure (Semester III & IV)

	Name of the Paper	Code	Type	Full Marks (Theory + Practical (if applicable) + Continuous Assessment + Attendance)
<b>Semester III</b>	Major III – Philosophical Foundation of Education	UEDCMAJ23003	Theory	60+10+5 = 75
	Major IV – Psychological Foundation of Education	UEDCMAJ23004	Theory	60+10+5 = 75
	Major V – History of Education in Ancient India	UEDCMAJ23005	Theory	60+10+5 = 75
	SEC III – Factors of Educational Psychology	UEDCSEC23003	Theory and Non Lab Based Practical	40 + 20 + 10 +5 = 75
	Minor II – Psychological Foundation of Education	UEDCMIN20002	Theory	60+10+5 = 75
<b>Semester IV</b>	Major VI – Sociological foundation of Education	UEDCMAJ24006	Theory	60+10+5 = 75
	Major VII – Psychology of Teaching and Instruction	UEDCMAJ24007	Theory	60+10+5 = 75
	Major VIII – History of Education in Colonial India	UEDCMAJ24008	Theory	60+10+5 = 75
	Minor II – Psychological Foundation of Education	UEDCMIN20002	Theory	60+10+5 = 75
	Multi-Disciplinary Course (MDC) – Guidance and Counselling	UPOCMDC24053	Theory	60+10+5 = 75

## Course Structure (Semester V & VI)

	Name of the Paper	Code	Type	Full Marks (Theory + Practical (if applicable) + Continuous Assessment + Attendance)
<b>Semester V</b>	Major IX – History of Education in Independent India	UEDCMAJ35009	Theory	60+10+5 = 75
	Major X – Inclusive Education	UEDCMAJ35010	Theory	60+10+5 = 75
	Major XI – Measurement and Evaluation in Education	UEDCMAJ35011	Theory	60+10+5 = 75
	Major XII – Educational Management and Administration	UEDCMAJ35012	Theory	60+10+5 = 75
	Minor III – Sociological Foundation of Education	UEDCMIN30003	Theory	60+10+5 = 75
<b>Semester VI</b>	Major XIII – Curriculum Studies	UEDCMAJ36013	Theory	60+10+5 = 75
	Major XIV – Educational Technology	UEDCMAJ36014	Theory	60+10+5 = 75
	Major XV – Adjustment and Maladjustment	UEDCMAJ36015	Theory	60+10+5 = 75
	Major XVI – Statistics in Education	UEDCMAJ36016	Theory	60+10+5 = 75
	Minor III – Sociological Foundation of Education	UEDCMIN30003	Theory	60+10+5 = 75

## Total Marks Distribution

Examination	Practical Based Course	Duration of Examination	Non-Practical Course	Duration of Examination
Semester End Examination (Theoretical)	40	2 hours	60	2.5 hours
Semester End Examination (Practical – to be conducted by College)	20	--	--	--
Continuing Evaluation/ Internal Assessment / Mid Semester Examination (By College)	10	--	10	--
Attendance	5		5	
<b>Total</b>	<b>75</b>		<b>75</b>	

## Question Pattern

### For 60 Marks

S.L. No.	Question to be answered	Out of	Marks of each question	Total Marks
1.	4	6	3	4 X 3 = 12
2.	4	6	6	4 X 6 = 24
3.	2	4	12	2 X 12 = 24

### For 40 Marks

S.L. No.	Question to be answered	Out of	Marks of each question	Total Marks
1.	5	8	1	5 X 1 = 5
2.	3	5	5	3 X 5 = 15
3.	2	4	10	2 X 10 = 20

# **Semester I**

## **Education (Major)**

### **SEMESTER-I**

#### **UEDCMAJ11001: Foundations of Education**

**Type of Paper: Theory**

**Full Marks – 75 (60+10+5)**

#### **Course Objectives:**

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

- Analyse the meaning of Education and its related aspects.
- Explain the relation between Education and Philosophy, Education and Sociology, Education and Psychology, Education and Technology.
- Apply principles of Philosophy, Sociology, Psychology and Technology in Education
- Implement ICT in Education.

#### **Unit I: Introduction to Educational Philosophy**

- a) Meaning, Nature and Scope of Education
- b) Individualistic and Socialistic Aims of Education
- c) Meaning, Nature and Scope of Educational Philosophy
- d) Relation between Education and Philosophy

#### **Unit II: Introduction to Educational Sociology**

- a) Meaning, Nature and Scope of Educational Sociology
- b) Relation between Education and Sociology
- c) Difference between Educational Sociology and Sociology of Education
- d) Social Agencies of Education: Family, School, Mass Media, Religion and State

#### **Unit III: Introduction to Educational Psychology**

- a) Meaning, Nature and Scope of Educational Psychology
- b) Relation between Education and Psychology
- c) Importance of Educational Psychology for Teachers
- d) Methods of Educational Psychology – Observation, Experimentation and Case Study

#### **Unit IV: Introduction to Educational Technology**

- a) Meaning, Nature and Scope of Educational Technology
- b) Relation between Technology in Education and Technology of Education
- c) Approaches of Educational Technology: Hardware, Software, and System
- d) Role of ICT in Education

## **Suggested Readings:**

### **English Version**

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

### **Bengali Version**

11. শিক্ষাবিজ্ঞানের ভিত্তি (Foundations of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাহার, ড. মোম মিএ, আহেলি পাবলিশার্স
15. শিক্ষাশ্রয়ী সমাজতত্ত্ব এবং সাম্প্রতিক ঘটনাবলী, সুব্রত আচার্য্য, আল্পনা এন্টারপ্রাইস
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
18. শিক্ষা প্রযুক্তিবিদ্যা, কৌশিক চ্যাটার্জি, রীতা পাবলিকেশন



## **Education – Skill Enhancement Course (SEC)**

### **SEMESTER-I**

#### **UEDCSEC 11001: Yoga Education**

**Type of Paper: Theory and Non – Lab Based Practical**

**Full Marks – 75 (40+20+10+5)**

#### **Course Objectives:**

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

- Explain the meaning and importance of Yoga.
- Classify the different types of Yoga.
- Understand the importance of Yoga for healthy living.
- Demonstrate the Asanas.

#### **Unit I: Concept of Yoga Education**

- a) Meaning of Yoga Education
- b) Aims and Objectives of Yoga Education
- c) History of Yoga as a Discipline

#### **Unit II: Yoga, Health and Living**

- a) Importance of Yoga for Physical and Mental Health
- b) Yogic Perspective of Health, Healing and Disease
- c) Yogic Principles of Healthy Living

#### **Unit III: Introduction to Yogic Texts**

- a) Classification of Yoga and Yogic Texts
- b) Understanding Astanga Yoga
- c) Meditational Processes

#### **Practical:**

Preparation of file with pictorial representations of the following Asanas mentioning their importance for a healthy lifestyle.

- a) Padmasana, b) Bajrasana, c) Bhujangasana, d) Halasana, e) Ardha Chandrasana

#### **Suggested Readings**

##### **English Version**

1. Yoga Education Self Understanding and Development, Dr. Das, A., Pandey P. Rita Book Agency
2. Patanjali's Yoga Sutras, Jha Vinay Kant,
3. Raja Yoga, Vivekananda Swami, Adyar Publication

##### **Bengali Version**

4. যোগশিক্ষায় আত্মবোধ ও তার বিকাশ, ড. উদয়াদিত্য ভট্টাচার্য, রীতা পাবলিকেশন

**Education (Multi – Disciplinary Course)**  
**SEMESTER-I**  
**UPOAMDC 11019: Great Indian Educators**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

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

- Explain the philosophies of great Indian Educators.
- Understand the contribution of great Indian Educators in the field of education.

**Unit I**

Contributions to Education and Society

- Shri Aurobinda
- Annie Besant

**Unit II**

Contributions to Education and Society

- Savitribai Phule
- Dayanand Saraswati

**Unit III**

Contributions to Education and Society

- Dr. B. R. Ambedkar
- Sarvapalli Radhakrishnan

**Unit IV**

Contributions to Education and Society

- Jiddu Krishnamurti
- APJ Abdul Kalam

**Suggested Readings:**

**English Version**

- 1) Some great educators of the world, Mukherjee, K.K.
- 2) Great educators, Purkait, B.R.
- 3) Banerjee, A –Philosophy and principles of education

**Bengali Version**

- 4) মহান ভারতীয় শিক্ষাবিদদের শিক্ষাচিন্তা, ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
- 5) শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খণ্ড) -ড. বিনায়ক চন্দ, ড. তারিণী হালদার - আহেলি পাবলিশার্স
- 6) মহান শিক্ষানায়কদের কথা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস
- 7) শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী

## **Education (Multi – Disciplinary Course)**

### **SEMESTER-I**

#### **UPOAMDC 11020: Distance Education**

**Type of Paper: Theory**

**Full Marks – 75 (60+10+5)**

### **Course Objectives:**

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

- Understand the concept of Distance Education.
- Explain the importance of Distance Education.
- Analyse the role of mass media in Distance Education.

### **Unit I: Concept of Open and Distance Education**

- a) Meaning of Open and Distance Education
- b) Characteristics and Objectives of Distance Education
- c) Merits and Demerits of Distance Education

### **Unit II: Strategies of Distance Education**

- a) Meaning, Nature and Scope of Non-formal Education
- b) Mode and strategies of Distance Education
- c) Mass Media in Distance Education

### **Unit III: Status of Distance Education in India**

- a) Present status of Distance Education in India
- b) Role of Multi-Media in Distance Education
- c) Application of Technology in Distance Education

### **Unit IV: Problems and Remedies of Distance Education in India**

- a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School
- b) Problems of Distance and Open Education in India
- c) Measures for strengthening Distance and Open Education in India

### **Suggested Readings:**

#### **English Version**

- 1) Distance Education and Open Learning, Sarma, M., Bookman
- 2) A Comprehensive Study of Education, Ravi S.S
- 3) Modern Trends and Issues in Education of India, Nayak B.K.

#### **Bengali Version**

- 4) সমকালীন ভারতবর্ষ ও শিক্ষা, তারিণী হালদার ও বিনায়ক চন্দ্র, আহেলি পাবলিশার্স

## **Semester II**

**Education (Major)**

**SEMESTER-II**

**UEDCMAJ12002: Perspectives of Education**

**Type of Paper: Theory**

**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course the learners should be:

- Familiar with the concept of Child Centric Education.
- Aware of the importance of Co – curricular Activities.
- Able to explain the different stages of Growth and Development.
- Able to explain the concept of Teacher Education.

**Unit I: Aspects of Education**

- a) Four Pillars of Education (Delor's Commission, 1996)
- b) Meaning and Characteristics of Child Centric Education, Qualities and Duties of a good Teacher, Meaning and Types of Curriculum
- c) Meaning, Types and Importance of Co-curricular Activities

**Unit II: Social Groups and Social Factors**

- a) Meaning and Types of Social Group
- b) Meaning, Process and Factors of Socialization, Role of Family and School in Socialisation
- c) Concept and Factors of Culture, Role of Education in Culture

**Unit III: Growth and Development**

- a) Difference between Growth and Development, Stages of Human Development
- b) Characteristics of Physical, Cognitive, Emotional, Language and Social Development during Infancy, Childhood and Adolescence
- c) Piaget's Theory of Cognitive Development, Erikson's Theory of Psychosocial Development, Bandura's Social Learning Theory

**Unit IV: Teacher Education and Teaching**

- a) Concept, Nature and Scope of Teacher Education
- b) Difference between Pre-Service and In-Service Teacher Education
- c) Criteria of Good Teaching and Maxims of Teaching

## **Suggested Readings:**

### **English Version**

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
3. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
4. Philosophical and sociological principles of education, Pathak, R. P. Pearson
5. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.
6. Essentials of Educational Psychology, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
7. Essentials of Educational Psychology, Mangal, S. K., Prentice-Hall of India Pvt. Ltd.
8. Advanced Educational Psychology, S.S. Chauhan, Vikash Publishing House Pvt. Ltd.
9. Educational Technology, J.C. Aggarwal, Vikash Publishing House Pvt. Ltd.
10. Introduction to Educational Technology, K. Sampath, Sterling Publishers Pvt. Ltd.

### **Bengali Version**

11. শিক্ষাবিজ্ঞানের দৃষ্টিকোণ (Perspectives of Education), ড. গৌর সুন্দর ঘোষ, আহেলি পাবলিশার্স
12. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ। ড. তারিণী হালদার, আহেলি পাবলিশার্স
13. শিক্ষা মনোবিদ্যা, ড. বিজন সরকার, আহেলি পাবলিশার্স
14. শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, ড. অজিত মন্ডল, সুব্রত বাহার, ড. মোম মিএ, আহেলি পাবলিশার্স
15. শিক্ষক শিক্ষা - ড. উদয় শঙ্কর কবিরাজ - আহেলি পাবলিশার্স
16. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
17. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

## **Education – Skill Enhancement Course (SEC)**

### **SEMESTER-II**

#### **UEDCSEC 12002: Lesson Planning**

**Type of Paper: Theory and Non – Lab Based Practical**

**Full Marks – 75 (40+20+10+5)**

This Course is meant to provide the students a hands on training on how to prepare a lesson plan.

#### **Course Objectives:**

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

- Explain the concept and types of lesson plan.
- Understand the principles of preparing a lesson plan.
- Analyse the need and types of Teaching – Learning Materials
- Analyze teaching skills.

#### **Course Syllabus Overview:**

##### **Unit-I: Concept of Lesson Plan**

- a) Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

##### **Unit-II: Different aspects of a Lesson Plan**

- a) Types of Lesson Plan
- b) Principles of developing a Lesson Plan
- c) Steps of preparing a Lesson Plan

##### **Unit III: Teaching Skills and TLMs**

- a) Meaning of Teaching Skill and Simulated Teaching
- b) Core Teaching Skills according to NCERT
- c) Edgar Dale's Model Classification of TLMs

#### **Practical:**

Preparation of Lesson Plan: (10 Lesson Plans to be prepared)

#### **Suggested Readings:**

##### **English Version**

1. The Lesson Planning Handbook, Peter Brunn, Scholastic
2. Writing Effective Lesson Plan, Serdyukov, P., Ryan, M.
3. Lesson Plan : Suzanne Garrnberg,
4. Lesson Planning : Jontsan Savage,
5. Daily Lesson Plans: A Teacher's Manual, Walater Lowrie Hervey.

##### **Bengali Version**

6. শিক্ষণ ও শিক্ষা প্রসঙ্গ, সুশীল রায়, সোমা বুক এজেন্সি
7. বিদ্যালয় সংগঠন ও শিক্ষা প্রসঙ্গ, সরোজ চট্টোপাধ্যায়, নিউ সেন্ট্রাল বুক এজেন্সি

**Education (Multi – Disciplinary Course)**  
**SEMESTER-II**  
**UPOBMDC 12040: Education of Children with Special Needs**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

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

- Differentiate between Disability, Handicap and Impairment.
- Understand the importance of educational interventions.
- Devise strategies for improving condition of children with special needs.

**Unit I: Children with Special Needs**

- a) Meaning of Children with Special Needs
- b) Types of Children with Special Needs
- c) Meaning of Disability, Handicap and Impairment

**Unit II: Disability and Handicap**

- a) Intellectually Disabled: Meaning, Identification and Educational Intervention
- b) Orthopaedically Handicapped: Meaning, Identification and Educational Intervention

**Unit III: Sensory Impairment**

- a) Visual Impairment: Meaning, Identification and Educational Intervention
- b) Hearing Impairment: Meaning, Identification and Educational Intervention

**Unit IV: Mainstreaming, Integration and Intervention Programmes**

- a) Concept of Mainstreaming, Advantages and Disadvantages of Mainstreaming
- b) Concept of Integration, Aims and Objectives of Integration
- c) Role of NGOs in Intervention Programmes for Children with Special Needs

**Suggested Readings**

**English Version**

1. Exceptional Children, Chintamani Kar, Sterling
2. Essentials of Exceptionality and Special Education, Dash and Dash, Atlantic

**Bengali Version**

3. বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তি মূলক শিক্ষা, ড. উর্মি চক্রবর্তী
4. ব্যতিক্রমধর্মী শিশু ও তার শিক্ষা, ড. দেবব্রত দেবনাথ ও আশীষ কুমার দেবনাথ



**Education (Multi – Disciplinary Course)**  
**SEMESTER-II**  
**UPOBMDC 12041: Mental Health and Hygiene**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

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

- Relate with the concept of Mental Health and Mental Hygiene.
- Deal with stress and stressors.
- Inculcate good habits to preserve mental health.

**Unit I: Mental Health**

- a) Meaning of Mental Health
- b) Nature and Characteristics of Mental Health
- c) Causes of ill Mental Health

**Unit II: Mental Hygiene**

- a) Meaning of Mental Hygiene
- b) Aims and Scope of Mental Hygiene
- c) Relation between Mental Health, Mental Hygiene and Education

**Unit III: Stress and Stressors**

- a) Meaning of Stress and Stressors
- b) Effects of Stress on Mental Health
- c) Stress Management through Education

**Unit IV: Preservation of Mental Health**

- a) Role of Parents in preservation of Mental Health
- b) Role of Teachers in preservation of Mental Health
- c) Symptoms of good Mental Health

**Suggested Readings**

**English Version**

1. Mental Hygiene, S. S. Chauhan, Allied
2. Education for Mental Health, Namita Ranganathan, Shipra Publications

**Bengali Version**

3. মানসিক স্বাস্থ্যবিদ্যা, জগদীন্দ্র মন্ডল, সোমা বুক এজেন্সি
4. মানসিক স্বাস্থ্যবিজ্ঞান , অরুন কুমার ঘোষ,
5. মানসিক স্বাস্থ্যবিজ্ঞান, মঞ্জুরি সেনগুপ্ত

**Education (Minor)**  
**SEMESTER – I & II**  
**UEDCMIN 10001: Philosophical Foundation of Education**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

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

- Explain the concept of Educational Philosophy.
- Understand the factors of education.
- Analyse the contribution of Schools of Philosophy towards development of educational aims, curriculum, method of teaching.
- Compare the philosophies of thinkers.

**Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:**

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1996)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

**Unit-II: Factors of Education: their inter-relationship.**

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

**Unit-III: School of Philosophy and National Values**

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

**Unit-IV : Educational Thinkers**

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

## **Suggested Readings**

### **English Version**

1. Theory and Principles of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
2. Principles of Education and Education in the Emerging Indian Society, Das, B.N., Ajanta Prakashan
3. Philosophical and Sociological Bases of Education, J. C. Aggarwal, Vikash Publishing House Pvt. Ltd.
4. Foundation of Educational Thought and Practice, Dash, B.N, Kalyani Publishers
5. Philosophical and sociological principles of education, Pathak, R. P. Pearson
6. Philosophical and Sociological Foundations of Education, Bhat, M. A., APH.

### **Bengali Version**

7. শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সুশীল রায়, সোমা বুক এজেন্সী
8. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (প্রথম খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
9. শিক্ষার দার্শনিক পরিপ্রেক্ষিত (দ্বিতীয় খন্ড), ড. বিনায়ক চন্দ, ড. তারিণী হালদার, আহেলি পাবলিশার্স
10. শিক্ষা তত্ত্বের রূপরেখা, ড. নূরুল ইসলাম, শ্রীধর প্রকাশনী
11. শিক্ষার দার্শনের রূপরেখা, ড. অভিজিৎ কুমার পাল, ক্লাসিক বুকস

# **SEMESTER III**

**Education (Major)**  
**SEMESTER-III**  
**UEDCMAJ23003: Philosophical Foundations of Education**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- The learners will have knowledge about the Indian and Western Schools of Philosophy.
- The learners will understand the features of different Indian and Western Schools of Philosophy.
- The learners will comprehend the educational implication of the different Indian and Western Schools of Philosophy.
- The learners will be able to apply their knowledge in daily lives.

**Unit I: Indian Schools of Philosophy: Vedic**

- a) Nyaya
- b) Sankhya
- c) Yoga

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

**Unit II: Indian Schools of Philosophy: Non – Vedic**

- a) Charvak
- b) Buddhism
- c) Jainism

(In terms of Metaphysics, Epistemology, Axiology and Educational Implications)

**Unit III: Western Schools of Philosophy – I**

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

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

**Unit IV: Western Schools of Philosophy – II**

- a) Realism
- b) Marxism
- c) Existentialism

(In terms of Aims, Curriculum, Method of Teaching, Role of Teacher and Discipline)

## Suggested Readings

### English Version

19. J. C. Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi
20. J. C. Aggarwal Theory and Principles of Education, , Vikash Publishing House Pvt. Ltd.
21. S.P. Chaube & A. Chaube, Foundations of Education, Vikash Publishing House Pvt. Ltd.
22. S.S. Chandra, Rajendra K. Sharma, Philosophy of Education, Atlantic.
23. Y. K. Singh, Philosophical Foundation of Education, APH Publishing House, New Delhi
24. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
25. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
26. Pathak, R. P. Philosophical and sociological principles of education, Pearson
27. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH Publishing House, New Delhi

### Bengali Version

28. ড. মিহির কুমার চ্যাটার্জী, ড. রূপনার দত্ত, কনাদ দত্ত, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
29. ড. মিহির কুমার চ্যাটার্জী, ড. জয়ন্ত মেটে, , প্রণয় পান্ডে, শিক্ষার দার্শনিক ভিত্তি, রীতা পাবলিকেশন।
30. ড. মিহির কুমার চ্যাটার্জী, ড. অভিজিৎ কুমার পাল, প্রণয় পান্ডে, শিক্ষা দর্শন, রীতা পাবলিকেশন।
31. ড. বিনায়ক চন্দ। ড. তারিণী হালদার, শিক্ষার দার্শনিক পরিপ্রেক্ষিত, আহেলি পাবলিশার্স।
32. ড. অভিজিৎ কুমার পাল, শিক্ষার দার্শনের রূপরেখা, ক্লাসিক বুকস।
33. সুশীল রায়, শিক্ষা তত্ত্ব ও শিক্ষাদর্শন, সোমা বুক এজেন্সী।
34. ড. অর্চনা বন্দ্যোপাধ্যায়, শিক্ষাদর্শন ও শিক্ষা নীতি।
35. ড. দিব্যেন্দু ভট্টাচার্য্য, কৃশানু অধিকারী, শিক্ষার দার্শনিক ভিত্তি, আলপনা।

**Education (Major)**  
**SEMESTER-III**  
**UEDCMAJ23004: Psychological Foundation of Education**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- The learners will have knowledge about various aspects of learning.
- The learners will be able to comprehend the factors that affect learning.
- The learners will be able to apply the theories of learning and motivation if placed in any classroom situation.
- The learners will be able to analyse the different kinds of personality.

**Unit I - Learning**

- a) Learning: Definition and Characteristics, Factors influencing Learning
- b) Theories of Learning and their Educational Implications: Classical Conditioning, Operant Conditioning, Trial and Error Learning, Insightful Learning
- c) Transfer of Learning: Concept, Types of Transfer, Theory of Identical Elements, Theory of Generalisation

**Unit II – Motivation and Attention**

- a) Motivation: Definition, Types and Factors, Role of Motivation in Learning
- b) Theories of Motivation: Maslow's Hierarchy Theory, McClelland's Achievement Motivation Theory
- c) Attention: Meaning, Types and Determinants of Attention

**Unit-III – Intelligence & Creativity**

- a) Intelligence: Definition and Types
- b) Theories of Intelligence and their Educational Implications – Spearman, Guilford and Gardner
- c) Creativity: Meaning, Nature, Factors and Nurturing

**Unit-IV – Personality**

- a) Personality: Definition and Determinants
- b) Trait Theory: Allport and Cattell
- c) Type – cum – Trait Theory: Eysenck

## Suggested Readings

### English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

### Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স ।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।



**Education (Major)**  
**SEMESTER-III**  
**UEDCMAJ23005: History of Education in Ancient India**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- The learners will have knowledge about the system of education in the Ancient and Medieval Period.
- The learners will be able to comprehend and compare the systems of education prevalent in ancient India.
- The learners will be able to analyse contribution of Mughal rulers towards education of India.
- The learners will be able to make an estimate of the different centres of learning during the ancient and medieval period.

**Unit 1: Brahmanic System of Education**

- a) Salient features
- b) Aims and Objectives, Curriculum, Methods of Teaching, Teacher – Taught Relation, Discipline and Evaluation System
- c) Centre of Learning: Takshasila and Nabadwip

**Unit 2: Buddhistic System of Education**

- a) Salient features
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher - Taught relation, Discipline and Evaluation System
- c) Centre of Learning: Nalanda and, Vikramasila
- d) Comparison between Brahmanic System of Education and Buddhistic System of Education

**Unit 3: Medieval System of Education**

- a) General characteristics
- b) Aims and objectives, Curriculum, Methods of Teaching, Teacher Taught relation, Discipline and Evaluation System
- c) Contribution of Akbar
- d) Centre of Learning: Fatehpur Sikri and Delhi

**Unit 4: Women and Vocational education in Ancient and Medieval India**

- a) Women's Education in Ancient India
- b) Women's Education in Medieval India
- c) Vocational Education in Ancient India
- d) Vocational Education in Medieval India

## Suggested Readings

### English Version

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C.(2010). Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.

### Bengali Version:

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতীয়ন, সোমা বুক এজেন্সি ।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য), ব্যানার্জী পাবলিশার্স ।
13. বেবী দত্ত, মধুমালী সেনগুপ্ত,, দেবিকা গুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক ।
14. ড. অনিরুদ্ধ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুক্স ।
15. ভক্তিব্রূষণ ভট্টা, ভারতীয় শিক্ষার রূপরেখা, অতাকথ প্রকাশনী ।
16. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. অভিজিৎ কুমার পাল, প্রণয় পান্ডে, প্রাক্- স্বাধীন ভারতে শিক্ষা, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

**Education – Skill Enhancement Course (SEC)**  
**UEDCSEC 23003: Factors of Educational Psychology**  
**Type of Paper: Theory and Non – Lab Based Practical**  
**Full Marks – 75 (40+20+10+5)**

**Course Objectives:**

After completion of the course:

- The learners will know about different factors of Educational Psychology.
- The learners will be able to compare the different types of tests of intelligence and tests of personality.
- The learners will be able to apply the methods of improving memory in their daily lives.
- The learners will be able to conduct test on capacity of memorization and also interpret the result.

**Unit I: Measurement of Intelligence**

- a) Measurement of Intelligence: Meaning and Characteristics of Verbal and Non-Verbal Tests
- b) Terman – Merrill Test (1935), Dearborn Form Board Test

**Unit II: Memory and Forgetting**

- a) Memorization: Definition, Process of Memorisation, LTM, STM, Methods of Improving Memory
- b) Forgetting – Meaning, Types and Causes, Ebbinghaus's Curve of Forgetting

**Unit III: Measurement of Personality**

- a) Projective Tests: Rorschach Ink Blot Test, TAT, CAT
- b) Non – Projective Tests: Interview, MMPI, Observation, Rating Scale

## **Suggested Readings:**

### **English Version**

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

### **Bengali Version**

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স ।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী ।

## **PEDAGOGY PRACTICAL: Test on Capacity of Memorization**

(Detailed instruction)

Students will conduct the following test and prepare a file with details of the test.

### **Problem:**

To determine capacity of memorization

### **Basic Concept:**

Memorization is a form of mental activity by which we can revive a previously learned material or experience. The method of learning used in memorization is greatly dependent on the nature of the material and the subject's intelligence. As materials for memorization are not always the same, the method and degree of learning also varies considerably. German Psychologist Ebbinghaus was the first to introduce the nonsense syllables as learning material to determine the capacity of memorization. Nonsense syllables were used to minimize the effect of association during the process of memorization.

### **Preliminaries:**

Name of the Subject:

Age:

Date of the Experiment:

### **Materials Required:**

1. Two lists of nonsense syllables containing 10 nonsense syllables each.

### **EXPERIMENTAL PROCEDURE:**

I) Rules for Construction of list of nonsense syllables:

Two lists of nonsense syllables shall be prepared on the basis of the following rules:

1. Ten nonsense syllables each comprising of three letters have to be developed for each list with two consonants and a vowel in between them.
2. Two consonants should not be repeated in the same row.
3. The starting and ending consonants should not be repeated in the consecutive rows.
4. The same vowel should not be repeated in consecutive rows.
5. Meaningful association with the syllables should be avoided.
6. Alphabets like Q, W, X, Y & Z should be avoided.

### **Example of Nonsense Syllables**

PAJ	TIG
MOF	BOP
CEG	LUN

### **2) Instruction to the subject:**

Proper rapport was established between the experimenter and the subject. Then the subject will be given the following instructions: "Please be attentive. I shall present orally ten (10) nonsense syllables, one by one. After each presentation (10 nonsense syllables), please try to reproduce them in the same order as far as possible. The process will continue until you can reproduce all the syllables correctly and in the proper order."

### 3) Experiment Proper:

The experimenter will ask the subject to sit comfortably and then she/he will read out the syllables slowly and clearly. After completion she/he will ask the subject to reproduce the said syllables orally in the same order. The experimenter will record the number of correct syllables reproduced by the subject and will go on repeating the process till the subject is able to memorize and reproduce the whole list.

The experimenter will note down the total number of trials that the subject required for memorising and reproducing the whole list. After completion of first list ten (10) minutes of rest will be provided to the subject. Then, in the similar manner the second list will be presented to the subject and his/her responses will be noted by the experimenter. The subject's capacity of memorization for each list is the total number of trials required to recall the whole list correctly.

### EXPERIMENTAL DATA

The response of the subject will be recorded as mentioned in the table below.

List 1

Capacity of Memorization

Serial No.	Nonsense Syllables (List – 1)	Number of Trials										Capacity of Memorization
		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
Number of Syllables correctly reproduced												
% of correct reproduction												

T1..... T10 represent the number of Trials.

Total number of trials required to recall the whole list correctly is the respondent's Capacity of Memorization

List 2

Capacity of Memorization

Serial No.	Nonsense Syllables (List – 1)	Number of Trials										Capacity of Memorization
		T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
Number of Syllables correctly reproduced												
% of correct reproduction												

T1..... T10 represent the number of Trials.

Total number of trials required to recall the whole list correctly is the respondent's Capacity of Memorization

### Result

Average Capacity of Memorization

List Number	Capacity of Memorization	Average Capacity of Memorization
1	x	$(x+y)/2$
2	y	

## **SEMESTER IV**

**Education (Major)**  
**SEMESTER – IV**  
**UEDCMAJ24006: Sociological Foundation of Education**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- The learners will gain knowledge about the changes in society and the factors responsible for the social change.
- The learners will be able to analyse the different social issues.
- The learners will be able to discuss and evaluate contemporary issues like equality, sustainable development and peace education.
- The learners will gain an insight into gender and its implication from the social perspective.

**Unit I – Social Change and Education**

- a) Social Change: Definition, Characteristics, Factors and Education as an instrument of Social Change
- b) Privatization and Globalization: Meaning and Importance
- c) Education and Social Stratification – Definition, Characteristics and Factors of Social Stratification
- d) Education and Social Mobility – Meaning, Types and Role of Education in Social Mobility

**Unit II – Social Issues**

- a) Human Resource Development – Meaning and Significance
- b) Unemployment and Poverty – Causes and Method of Eradication
- c) Provision of Education for Socially and Economically Backward Classes
- d) Provision of Education for Disadvantage Section of the Society (SC, ST and Minorities)

**Unit III – Equality, Sustainable Development and Peace Education**

- a) Equality in Education – Meaning, Importance, Causes of Inequality, Role of education in removing inequality
- b) Peace Education – Meaning, Aims and Objectives, Need
- c) Education for Sustainable Development – Meaning, Objectives, Role of Education in Sustainable Development

**Unit IV – Gender and Society**

- a) Concept of Gender and Sex
- b) Gender Roles and Relationship Matrix
- c) Presentation of Gender in Curriculum and Text Books, Role of Education in removing Gender Discrimination



## Suggested Readings:

### English Version

1. J. C. Aggarwal, Philosophical and Sociological Bases of Education, Vikash Publishing House Pvt. Ltd.
2. Aggrawal, J.C.(2013). Theory and principle of education. New Delh: Vikash PublishingHouse Pvt Ltd.
3. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
4. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. NewDelhi: Global Publication.
5. Dash, B.N, Foundation of Educational Thought and Practice, Kalyani Publishers
6. R. P. Pathak, Philosophical and sociological principles of education, Pearson
7. Bhat, M. A., Philosophical and Sociological Foundations of Education, APH.
8. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.

### Bengali Version

9. দিব্যেন্দু ভট্টাচার্য্য, শিক্ষা ও সমাজ তত্ত্ব, পিয়ারসন।
10. ড. অজিত মন্ডল, সুব্রত বাহ্যার, ড. মোম মিএ, শিক্ষার সমাজতাত্ত্বিক ভিত্তি,, আহেলি পাবলিশার্স।
11. ড. নূরুল ইসলাম, শিক্ষা তত্ত্বের রূপরেখা, শ্রীধর প্রকাশনী
12. বিষ্ণুপদ নন্দ, শিক্ষাশ্রয়ী সমাজ তত্ত্ব।
13. মঞ্জুষা তরফদার, শিক্ষাশ্রয়ী সমাজ বিজ্ঞান।
14. সোনালি চক্রবর্তী, শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।
15. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পান্ডে, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।
16. ড. জয়ন্ত মেটে, ড. বিরাজলক্ষী ঘোষ, ড. রুমা দেব, শিক্ষা ও সমাজ, রীতা পাবলিকেশন।
17. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।

**Education (Major)**  
**SEMESTER – IV**  
**UEDCMAJ24007: Psychology of Teaching and Instruction**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- The learners will gain knowledge about behaviour of a teacher in the classroom from Flander's point of view.
- The learners will be able comprehend the relation between teaching and instruction.
- The learners will be able to apply the principles of teaching in a regular classroom.
- The learners will be able to apply and evaluate different teaching methods.

**Unit I: Relation between Teaching and Instruction**

- a) Concept of Teaching and Instruction
- b) Differences between Teaching and Instruction
- c) Approaches to Teaching: Teacher Centred and Student Centred
- d) Instructional Design: Concept, Types and Approaches

**Unit II: Teacher Behaviour**

- a) Observation of classroom behaviour: Flander's Interactional Analysis
- b) Characteristics of a good teacher based on Flander's Model of Teaching
- c) Advantages and Disadvantages of Flander's Interaction System

**Unit-III: Teacher and Classroom Teaching**

- a) Nature of classroom teaching.
- b) Difference between traditional and constructivist teaching
- c) Micro – Teaching: meaning, nature, merits and demerits
- d) Macro – Teaching: meaning, nature, merits and demerits

**Unit-IV: Teaching Methods & Instructional Strategies**

Meaning, nature, merits and demerits –

- a) Lecture
- b) Demonstration
- c) Project Method
- d) Group Discussion

## **Suggested Readings:**

### **English Version**

- 1) S. K. Mangal- Essentials of Educational Psychology
- 2) J. C. Aggarwal- Essentials of Educational Psychology
- 3) S. K. Mangal - Advanced Educational Psychology
- 4) S.S. Chauhan- Advanced Educational Psychology
- 5) A. Woolfolk -Educational Psychology
- 6) J. W. Santrock -Educational Psychology
- 7) B. N. Dash & N. Dash –A Test Book of Educational Psychology

### **Bengali Version**

- 8) সুশীল রায়, শিক্ষণ ও শিক্ষা প্রসঙ্গ, সোমা বুক এজেন্সি।
- 9) ড. অনিরুদ্ধ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষক শিক্ষণ মূল্যায়ণ, ক্লাসিক বুক্স ।
- 10) ড. বিজন সরকার, শিখন ও শিক্ষণ, আহেলি পাবলিশার্স।

**Education (Major)**  
**SEMESTER – IV**  
**UEDCMAJ24008: History of Education in Colonial India**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- The learners will be able to discuss the development of education and educational policies in Colonial India.
- The learners will be able to evaluate the influence of Bengal Renaissance on Indian education.
- The learners will be able to analyse the impact of National Education Movement on education.
- The learners will be gain an insight about the Commissions and their influence on development of education in India during the First and the Second World War.

**Unit: I: Education in 19<sup>th</sup> Century in India**

- a) Charter Act of 1813
- b) Oriental –Occidental Controversy, Macaulay’s Minute, Bentinck’s Declaration
- c) Wood’s Despatch: Context, Recommendations, Criticism and Educational Significance
- d) Indian Education Commission (1882 – 83): Background, Recommendations, Criticism and Educational Significance

**Unit: II: Bengal Renaissance and Its Influence on Education**

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

**Unit: III: Educational Policy of Lord Curzon and National Education Movement**

- a) Simla Conference, 1901
- b) The Indian Universities Commission, 1902
- c) The Indian Universities Act, 1904
- d) Contribution of Curzon towards Indian Education
- e) National Education Movement – Characteristics, Causes, Objective, Different Phases, and Causes of Failure, Influence on Future Development of Indian Education

**Unit: IV: Commissions between 1<sup>st</sup> and 2<sup>nd</sup> World War**

- a) The Calcutta University Commission (Sadler Commission): 1917-1919
  - Context
  - Recommendation
  - Criticism
  - Results
- b) Basic Education: 1937
  - Concepts
  - Characteristics
  - Merits & Demerits
- c) The post –war plan of educational development (Sargent Plan): 1944
  - Context
  - Objective

- Recommendations
- Criticism

### **Suggested Readings:**

#### **English Version**

1. Purkait, B.R (1997); Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C.(2010) Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C.(2010). Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. (1911) Development of Education in India. New Delhi: Ajanta Prakashan.

#### **Bengali Reading:**

11. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি ।
12. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (আধুনিক যুগ), ব্যানার্জী পাবলিশার্স ।
13. বেবী দত্ত, মধুমলা সেনগুপ্ত,, দেবিকা গুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক ।
14. ড. অনিরুদ্ধ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুক্স ।
15. ভক্তিব্রূষণ ভট্টা, ভারতীয় শিক্ষার রূপরেখা, অতীত প্রকাশনী ।
16. জ্যোতিপ্ৰসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
17. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
18. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পান্ডে, ঔপনিবেশিক ভারতের শিক্ষার ইতিহাস, রীতা পাবলিকেশন।
19. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।

## **MULTI DISCIPLINARY COURSE (MDC)**

### **SEMESTER – IV**

#### **UPOCMDC24053: Guidance and Counselling**

**Type of Paper: Theory**

**Full Marks – 75 (60+10+5)**

#### **Course Objectives:**

After completion of the course:

- The learners will be able to explain the concept, nature, scope, types & importance of Guidance and Counselling.
- The learners will be able to describe the different tools and techniques of guidance and counselling.
- The learners will be able to identify the characteristics of diverse learners and understand their needs.

#### **Unit-I: Concept of Guidance**

- a) Meaning, Nature, Scope, and Importance of Guidance
- b) Different Types of Guidance –
  - i) Educational: Meaning, Characteristics, Purpose & Functions
  - ii) Vocational: Meaning, Characteristics, Purpose & Functions
  - iii) Personal: Meaning, Characteristics, Purpose & Functions

#### **Unit-II: Concept of Counselling**

- a) Meaning, Nature, Scope, and Importance of Counselling
- b) Techniques of Counselling –
  - i) Directive: Meaning, Characteristics, Steps
  - ii) Non-directive: Meaning, Characteristics, Steps
  - iii) Eclectic: Meaning, Characteristics, Steps
- c) Characteristics of good Counsellor

#### **Unit-III: Tools and Techniques of Guidance and Counselling**

- a) Tools for Data Collection: Cumulative Record Card and Anecdotal Record Card
- b) Techniques of Data Collection: - Observation and Interview
- c) Difference between Guidance, Counselling and Teaching

#### **Unit-IV: Guidance and Counselling for Diverse Learners**

- a) Identification of Gifted Learners and Learners with Learning Disabilities
- b) Educational Techniques for Gifted Learners and Learners with Learning Disabilities
- c) Need of Guidance & Counselling for Diverse Learners

## **Suggested Readings**

### **English Version**

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) S K.Kochar, Guidance and counseling in college and university -
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

### **Bengali Version**

- 8) ড. দেবশীষ পাল, নির্দেশনা ও পরামর্শদান, সেন্ট্রাল লাইব্রেরী।
- 9) অধ্যাপক পূর্ণেন্দু আচার্য, শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা,শ্রীতারা প্রকাশনী।
- 10) ড. ভীমচন্দ্র মন্ডল, নির্দেশনা ও পরামর্শদান, রীতা পাবলিকেশন।
- 11) ড. সুবীর নাগ, ড. গার্গী নাগ, সংগতি বিধানে নির্দেশনা ও পরামর্শদান, রীতা বুক এজেন্সি।

## **Sem III/IV – EDUCATION MINOR**

### **UEDCMIN20002: Psychological Foundation of Education**

**Type of Paper: Theory**

**Full Marks – 75 (60+10+5)**

#### **Course Objectives:**

After completion of the course:

- The learners will be able to discuss about Educational Psychology.
- The learners will understand the nuances of growth and development.
- The learners will understand the aspects of development in human life.
- The learners will be able to apply the principles of learning in classroom situation.
- The learners will gain knowledge about intelligence.
- The learners will be able to identify the different types of personality.

#### **Unit-I: Educational Psychology and Development**

a) Definition, 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 and Language development of Infancy, Childhood and Adolescence period and respective educational programmes

#### **Unit-II: Learning**

a) Definition and characteristics of Learning; Factors influencing Learning

b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning

c) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting

#### **Unit-III: Intelligence**

a) Intelligence: Definition and Types

b) Theories of Intelligence - Spearman, Thurstone, Guilford

c) Characteristics of Verbal and Non Verbal Tests of Intelligence

#### **Unit-IV: Personality**

a) Definition

b) Trait Theory of Personality

c) Type – cum – Trait Theory of Personality



## Suggested Readings

### English Version

1. J. C. Aggarwal- Essentials of Educational Psychology
2. Mangal, S. K. (2009). Essentials of Educational Psychology
3. Mangal, S. K.(2010) - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology
7. E. B. Hurlock -Child Development
8. L. E. Berk - Child Development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology
10. Bhatnagar, S. (2002); Advanced Educational Psychology, Agra: Bhargava Book House.
11. Hurlock, E. B. (1980). Developmental psychology: All span approach. New York:McGraw Hill Book.
12. Sindhu, I. S. (2012). Educational Psychology. Pearson India.

### Bengali Version

13. সুশীল রায়, শিক্ষা মনোবিদ্যা, সোমা বুক এজেন্সি।
14. ডঃ জয়ন্ত মেটে, রুমা দেব ও বিরাজলক্ষী ঘোষ, বিকাশ ও শি খনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
15. ড. বিজন সরকার, শিক্ষা মনোবিদ্যা, আহেলি পাবলিশার্স ।
16. পাল, ধর, দাস, ব্যানার্জী, পাঠদান ও শিখনের মনস্তত্ত্ব, রীতা পাবলিশার্স।
17. কল্পনা সেন বরাট, কনীকা চৌধুরী, শিক্ষার মনোবৈজ্ঞানিক ভিত্তি।
18. নূরুল ইসলাম, শিক্ষা মনোবিদ্যার রূপরেখা, শ্রীধর প্রকাশনী।

# **SEMESTER V**

**Education (Major)****SEMESTER – V****UEDCMAJ35009 : History of Education in Independent India****Type of Paper: Theory****Full Marks – 75 (60+10+5)****Course Objectives:**

After completion of the course:

- Students will have information about the different commissions.
- Students will know about the policies that have shaped Indian education system.
- Students will be able to understand the provisions made by the Commissions and Committees.
- Students will be able to analyse the changes brought about by the Commissions and the Committees.

**Unit I: Commissions in Independent India**

- a) University Education Commission (1948 – 49)
- b) Secondary Education Commission (1952 – 53)
- c) Indian Education Commission (1964 – 66)

**Unit II: Policies in Independent India**

- a) National Policy on Education, 1986
- b) Programme of Action (POA), 1992 – Ramamurti Committee, Janardhan Reddy Committee
- c) New Education Policy, 2020 – Vocationalisation and Skill Development in Higher Education

**Unit III: Elementary, Secondary and Higher Education**

- a) Universalization of Elementary Education and Secondary Education– Meaning
- b) SSA & RTE Act, 2009
- c) RUSA & RMSA

**Unit IV: Monitoring Agencies (Functions only)**

- a) NCERT
- b) UGC
- c) NAAC

## Suggested Readings:

### English Version

1. Purkait, B.R, Milestone in Modern Indian Education; Kolkata: New Central Book Agency Pvt Ltd.
2. Aggrawal, J.C, Landmarks in the history of modern Indian education. New Delhi:Vikash Publishing Pvt Ltd.
3. Aggrawal, J.C, Development of Education System in India, Shipra Publications
4. Nurulla & Naik- A Students History in India
5. S. S. Ravi – A Comprehensive Study of Education
6. J. P. Banerjee – Education in India: Past, Present and Future, Central Library
7. S.N. Mukerjee- Modern Indian Education
8. B. K. Nayak- History Heritage and Development of Indian Education
9. B. N. Dash –History of Education in India
10. Dash, B.N. Development of Education in India. New Delhi: Ajanta Prakashan.
11. Jagdish Chand, Education in India after Independence, Anshas Publishing House, Delhi.

### Bengali Version

12. সুশীল রায়, ভারতের শিক্ষা ও শিক্ষার ভারতায়ন, সোমা বুক এজেন্সি ।
13. সুশীল রায়, শিক্ষণ প্রসঙ্গে ভারতের শিক্ষা, সোমা বুক এজেন্সি ।
14. রনজিৎ ঘোষ, আধুনিক ভারতের শিক্ষার বিকাশ, সোমা বুক এজেন্সি ।
15. গৌরদাস হালদার, শিক্ষণ প্রসঙ্গে ভারতীয় শিক্ষার ইতিহাস (আধুনিক যুগ), ব্যানার্জী পাবলিশার্স ।
16. বেবী দত্ত, মধুমালী সেনগুপ্ত,, দেবিকা গুহ, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন ও মধ্য ও আধুনিক), প্রগতিশীল প্রকাশক ।
17. ড. অনিরুদ্ধ চক্রবর্তী, মহঃ নিজাইরুল ইসলাম, শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ, ক্লাসিক বুক্স ।
18. ভক্তিব্রূষণ ভট্টা, ভারতীয় শিক্ষার রূপরেখা, অতাকথ প্রকাশনী ।
19. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়, ভারতীয় শিক্ষার ইতিহাস, সেন্ট্রাল লাইব্রেরী।
20. ড. সুবিমল মিশ্র, ভারতীয় শিক্ষার ইতিহাস (প্রাচীন, মধ্য ও ব্রিটিশ যুগ), রীতা বুক এজেন্সি।
21. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পান্ডে, ঔপনিবেশিক ভারতের শিক্ষার ইতিহাস, রীতা পাবলিকেশন।
22. ড. মিহির কুমার চট্টোপাধ্যায়, ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ভারতীয় শিক্ষার ইতিহাস, রীতা বুক এজেন্সি।
23. ড. মিহির কুমার চট্টোপাধ্যায়, ড. অভিজিৎ কুমার পাল,প্রণয় পান্ডে, স্বাধীনোত্তর ভারতের শিক্ষা, রীতা বুক এজেন্সি।

**Education (Major)**  
**SEMESTER – V**  
**UEDCMAJ35010 : Inclusive Education**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- Students will gain knowledge about different aspects Inclusive Education.
- Students will be able to differentiate between the terminologies related to inclusion.
- Students will be able to apply the strategies of Inclusive Education wherever needed.
- Students will be able to create the desired environment needed for successful inclusion.

**Unit I: Introduction to Inclusive Education**

- a) Integration, Mainstreaming, Inclusion – Meaning and Characteristics
- b) Inclusive Education – Meaning, Principles and Components
- c) Need of Inclusive Education

**Unit II: Development of Competencies for Inclusive Education**

- a) Bases of Inclusive Education: Philosophical, Sociological and Humanitarian
- b) Factors and Barriers of Inclusive Education
- c) Development of Positive Behaviour & Social Skill for Inclusion, Recommendations of PWD Act (1995)

**Unit III: Strategies of Inclusive Education**

- a) Peer Tutoring
- b) Co-operative Learning & Collaborative Learning
- c) Buddy System

**Unit -IV: Inclusive School**

- a) Inclusive School – Meaning and Characteristics
- b) Infrastructural facilities for an ideal Inclusive School
- c) Teachers Role in Inclusive Classroom

## Suggested Readings:

### English Version

1. Dr. Jayanta Mete, Dr. Prarthita Biswas, Pranay Pandey, Creating an Inclusive School, Rita Book Agency
2. Piku Chowdhury, Creating Inclusive School, Rita Book Agency
3. Dr. Md Jamal Uddin, Creating Inclusive School, Aaheli Publishers
4. S.K.Mangal, Shubhra Mandal, Creating Inclusive School, PHI
5. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
6. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
7. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
8. Mike Adams and Sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
9. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
10. Nind, Sheehy and Simms, Inclusive Education –Learners and Learning Context, David Fulton Pub. 17) Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.
11. Advani, Lal. And Chadha, Anupriya. You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
12. Sharma, Kaushal and Mahapatra. Emerging Trends in Inclusive Education', Delhi, IVY Pub.
13. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Children in Mainstream Schools and teacher education: Global Trends in Teacher Education.

### Bengali Version

14. ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, ড. ডি. দেবনাথ, সর্বসমাবিষ্ট শিক্ষা, রীতা বুক এজেন্সি।
15. ড. প্রণব কুমার চক্রবর্তী, ড. দেবশ্রী ব্যানার্জী, সর্বসমাবিষ্ট বিদ্যালয় শিক্ষা, রীতা বুক এজেন্সি।
16. ড. ডি. দেবনাথ, ড. আশিষ কুমার দেবনাথ – ব্যতিক্রমধর্মী শিশু ও তার শিক্ষা, রীতা বুক এজেন্সি।
17. ড. উর্মি চক্রবর্তী, বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তরভুক্তিমূলক শিক্ষা, রীতা বুক এজেন্সি।
18. ড. প্রণব কুমার চক্রবর্তী, ড. প্রদীপ্তরঞ্জন রায়, ড. জয়ন্ত মেটে, সর্বসমাবিষ্ট শিক্ষা, রীতা বুক এজেন্সি।
19. ড. প্রদীপ্তরঞ্জন রায়, অদিতি রায়, অন্তরভুক্তিমূলক বিদ্যালয় শিক্ষা, রীতা বুক এজেন্সি।
20. উদয়াদিত্য ভট্টাচার্য, অন্তরভুক্তিমূলক বিদ্যালয় নির্মাণ, রীতা বুক এজেন্সি।

**Education (Major)****SEMESTER – V****UEDCMAJ35011 : Measurement and Evaluation in Education****Type of Paper: Theory****Full Marks – 75 (60+10+5)****Course Objectives:**

After completion of the course:

- Students will know about measurement and evaluation.
- Students will be able to understand the relation between measurement and evaluation.
- Students will be able to relate with the tools and techniques in the curriculum.
- Students will be able to analyse the evaluation techniques..

**Unit-I: Measurement and Evaluation**

- a) Measurement & Evaluation – Meaning, Objectives and Scope
- b) Relation between Measurement and Evaluation
- c) Scales of Measurement – Nominal, Ordinal, Interval and Ratio.

**Unit-II: Tools and Techniques of Evaluation**

- a) Essay Type Tests – Characteristics, Advantages and Disadvantages
- b) Objective Type Tests – Characteristics, Advantages and Disadvantages
- c) Techniques – Observation and CRC

**Unit III: Characteristics of a Good Test**

- a) Validity – Concept, Characteristics and Types
- b) Reliability – Concept, Characteristics and Techniques
- c) Objectivity & Norms – Concept and Characteristics.

**Unit-IV: Evaluation Process**

- a) Evaluation Process – Concept, Types (Formative and Summative)
- b) Concept of NRT and CRT
- c) Concept of Gradation and Credit System.

## **Suggested Readings:**

### **English Version**

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education .Amazon Publication.
7. Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
8. Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
9. Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
10. Singh, A. K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.
11. Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
12. Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication.

### **Bengali Version**

13. সুশীল রায়, মূল্যায়ন নীতি ও কৌশল, সোমা বুক এজেন্সি ।
14. ড. অনিরুদ্ধ চক্রবর্তী, শিক্ষায় পরিমাপ ও মূল্যায়ন , ক্লাসিক বুক্স ।
15. দেবশিস পাল ও দেবশিস ধর, শিক্ষায় পরিমাপ ও মূল্যায়ন, রীতা বুক এজেন্সি।
16. পূর্ণেন্দু আচার্য, শিক্ষা ক্ষেত্রে মূল্যায়ন ও পরিমাপ।
17. অরুন ঘোষ, মনোবৈজ্ঞানিক পরিমাপ ও পরিসংখ্যান।



**Education (Major)****SEMESTER – V****UEDCMAJ35012: Educational Management and Administration****Type of Paper: Theory****Full Marks – 75 (60+10+5)****Course Objectives:**

After completion of the course:

- Students will acquire knowledge about management, administration and planning.
- Students will understand the relationship between management and administration.
- Students will be able to analyse the types of management and approaches to planning.
- Students will be able to evaluate the concepts of supervision and inspection.

**Unit-I: Educational Management**

- a) Educational Management – Meaning, Nature, and Scope
- b) Types of Educational Management – Autocratic, Democratic and Laissez-fair
- c) Classroom Management – Meaning, Objectives and Role of Teacher

**Unit-II: Educational Administration**

- a) Educational Administration – Meaning, Nature, Scope and Principles
- b) Relation between Educational Management and Educational Administration
- c) Administrative Skills

**Unit-III: Educational Planning**

- a) Educational Planning – Meaning, Characteristics and Types
- b) Approaches of Educational Planning
- c) Institutional Planning – Meaning and Principles

**Unit-IV: Supervision and Inspection**

- a) Supervision – Meaning, Nature and Significance
- b) Inspection – Meaning, Nature and Significance
- c) Relation between supervision and inspection

## **Suggested Readings:**

### **English Version**

1. J. C. Aggarwal- Educational Administration, Management and Supervision
2. J. Mohanty- Educational Administration, Supervision and School Management
3. I. S. Sindhu- Educational Administration and Management
4. Dr. Pranab Kumar Chakraborty, Dr. Madhumala Sengupta, Educational Organization, Management and Planning

### **Bengali Version**

5. বিমল চন্দ্র দাশ, দেবযানী সেনগুপ্ত, প্রদীপ্ত রঞ্জন রায় - শিক্ষায় ব্যবস্থাপনা ।
6. দিলীপ কুমার চক্রবর্তী - শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা ।
7. তুহিন কুমার কর, ভীম চন্দ্র মণ্ডল - শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা।
8. গৌরদাস হালদার - শিক্ষণ প্রসঙ্গে বিদ্যালয় সংগঠন ও শিক্ষণ বিজ্ঞান।
9. অরুণ ঘোষ - বিদ্যালয় সংগঠন ও পদ্ধতিবিজ্ঞান।
10. ডি. দবেনাথ, প্রণয় পাণ্ডে - শিক্ষা ব্যবস্থাপনা ও পরিকল্পনা ।
11. সুশীল রায় - শিক্ষণ ও শিক্ষা প্রসঙ্গ।

## **SEMESTER VI**

**Education (Major)**  
**SEMESTER – VI**  
**UEDCMAJ36013: Curriculum Studies**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- Students will have a clear conception about curriculum.
- Students will understand the idea of curriculum framework.
- Students will be able to explain the process of curriculum evaluation.
- Students will be able to analyse the curriculum theories.

**Unit-I: Introduction of Curriculum**

- a) Curriculum – Meaning, Nature and Scope
- b) Relation between Curriculum and Syllabus
- c) Bases of Curriculum – Philosophical, Sociological, Psychological and Technological

**Unit-II: Curriculum Framework**

- a) Principles of Curriculum Construction
- b) Recommendations of NCF 2005
- c) Recommendations of NCF 2009

**Unit-III: Curriculum Evaluation**

- a) Curriculum Evaluation – Meaning, Importance and Types
- b) Formative Evaluation of Curriculum
- c) Summative Evaluation of Curriculum

**Unit-IV: Curriculum Theories**

- a) Curriculum Theories – Concept and Types
- b) Technical Model – Hilda Taba's Model
- c) Non-Technical Model: The Deliberation Model

**Suggested Readings:**

**English Version**

1. N. Bhalla- Curriculum Development
2. M. Talla- Curriculum Development: Perspectives, Principles
3. P. H. Taylor & C. M. An Introduction to Curriculum Studies

**Bengali Version**

4. দিব্যেন্দু ভট্টাচার্য – পাঠক্রম ও মূল্যায়ন।
5. মিহির চট্টোপাধ্যায় – পাঠক্রম চর্চা ।
6. প্রণব কুমার চক্রবর্তী - পাঠক্রম নীতি ও নির্মাণ ।

**Education (Major)**  
**SEMESTER – VI**  
**UEDCMA36014: Educational Technology**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- Students will know about instructional technology.
- Students will have a clear conception about classroom communication.
- Students will be able to apply their knowledge about aspects of teaching.
- Students will gain awareness about trends in Educational technology and how they can be implemented.

**Unit-I: Instructional Technology**

- a) Concept of Instructional Technology
- b) Mass Instructional Technology – Seminar, Panel Discussion and Team Teaching
- c) Programmed Instruction – Concept, Principles, Merits and Demerits

**Unit-II: Classroom Communication**

- a) Communication – Concept and Basic Communication Model
- b) Classroom Communication – Concept, Types and Components
- c) Barriers of classroom communication and Strategies to Overcome

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

- a) Phases of Teaching: Pre-active, Inter-active and Post-active.
- b) Levels of Teaching: Memory, Understanding and Reflective.
- c) Models of Teaching: Concept and Components

**Unit-IV: Modern Trends in Educational Technology**

- a) E–Learning and M–Learning in Education
- b) LMS and MOOCs
- c) AI in Education

## **Suggested Readings**

### **English Version**

1. K. Sampath- Introduction to Educational Technology
2. R. P. Pathak- New Dimensions of Educational Technology
3. U. Rao – Educational Technology
4. K. L. Kumar- Educational Technology
5. J. Mohanty- Educational Technology
6. J. C. Aggarwal - Educational Technology
7. S. S. Dahiya - Educational Technology

### **Bengali Version**

8. মলয়কুমার সেন – শিক্ষা প্রযুক্তিবিজ্ঞান ।
9. কৌশিক চট্টোপাধ্যায় – শিক্ষাপ্রযুক্তিবিদ্যা ।
10. শ্যামাপ্রসাদ চট্টোপাধ্যায় – শিক্ষা প্রযুক্তি

**Education (Major)****SEMESTER – VI****UEDCMA36015: Adjustment and Maladjustment****Type of Paper: Theory****Full Marks – 75 (60+10+5)****Course Objectives:**

After completion of the course:

- Students will gain knowledge about adjustment.
- Students will be able to analyse the possible causes of maladjustment.
- Students will have an understanding about some of the common mental disorders.
- Students will be able to apply their knowledge about disorders in daily life situation.

**Unit-I: Adjustment**

- a) Concept of Adjustment
- b) Homeostasis
- c) Criteria of good Adjustment

**Unit-II: Maladjustment**

- a) Concept of Maladjustment
- b) Causes of Maladjustment – Hereditary, Environmental and Institutional
- c) Forms of Maladjustment – Aggressiveness, Truancy, Stealing

**Unit-III: Classification of Mental Disorders**

- a) Concept of DSM-IV
- b) Depressive and Eating Disorders – Identification and Possible Causes
- c) OCD and Schizoid Disorder – Characteristics and Possible Causes

**Unit-IV: Treatment of Mental Disorders and Role of Teachers**

- a) Play and Group Therapy
- b) Occupational Therapy
- c) Role of Teachers

## **Suggested Readings:**

### **English Version**

- 1) Chauhan, S.S. – Mental Hygiene – A Science of Adjustment.
- 2) Mohanty, J. – Abnormal Psychology.
- 3) Sarason & Sarason – The problem of Maladaptive Behaviour
- 4) Morgan & King - Psychology

### **Bengali Reading:**

- 5) জগদীন্দ্র মন্ডল – সাস্থ্য বিদ্যা
- 6) মঞ্জুরি সেনগুপ্ত – মনঃস্বাস্থ্যবিজ্ঞান ।
- 7) অরুণ ঘোষ – মানসিক স্বাস্থ্যবিজ্ঞান ।
- 8) সনৎ কুমার ঘোষ - শিক্ষায় সংগতি – অপসংগতি এবং নির্দেশনা ।



**Education (Major)**  
**SEMESTER – VI**  
**UEDCMA36016: Statistics in Education**  
**Type of Paper: Theory**  
**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- Students will have knowledge about educational statistics.
- Students will understand basic statistical calculations.
- Students will be able to apply statistical interpretations.
- Students will be ready to understand advanced statistical calculations.

**Unit-I: Educational Statistics**

- a) Educational Statistics – Concept, Scope and Need
- b) Raw Data, Frequency Distribution and Variable – Concept and Uses
- c) Histogram and Frequency Polygon – Concept, Uses and Graphical Representation

**Unit-II: Descriptive Statistics**

- a) Organization and Tabulation of Data – Construction of Frequency Distribution Table
- b) Measures of Central Tendency – Mean, Median and Mode – Properties, Calculation and Application.
- c) Measures of Variability- Range, AD, SD and QD – Properties, Calculation and Application

**Unit-III: Relationship and Inferential Statistics**

- a) Correlation – Concept, Types and Coefficient of Correlation
- b) Co-efficient of Correlation using Product Moment Method – Computation and Interpretation
- c) Co-efficient of Correlation using Rank Difference Method – Computation and Interpretation

**Unit IV: Concept of Normal distribution**

- a) Normal Probability Curve – Concept, Properties and Uses
- b) Skewness and Kurtosis – Concept, Calculation and Interpretation
- c) Percentile and Percentile Rank – Concept, Calculation and Application

## **Suggested Readings**

### **English Version**

- 1) S. K. Mangal- Statistics in Education and Psychology
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
- 3) H.E. Garret- Statistics in Education and Psychology
- 4) R. A. Sharma- Mental Measurement and Evaluation
- 5) Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

### **Bengali Version**

- 6) সুশীল রায় – মূল্যায়নঃ নীতি ও কৌশল ।
- 7) দেবাশিস পাল এবং দেবাশিস ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন ।
- 8) পূর্ণেন্দু আচার্য – শিক্ষাক্ষেত্রে মূল্যায়ন ও নির্দেশনা ।
- 9) ঐশ্বরী দে - শিক্ষায় রাশি বিজ্ঞান ।

**EDCATION (MINOR)**  
**SEMESTER: V/VI**

**UEDCMIN30003: Sociological Foundation of Education**

**Type of Paper: Theory**

**Full Marks – 75 (60+10+5)**

**Course Objectives:**

After completion of the course:

- Students will have knowledge about Educational Sociology and Sociology of Education.
- Students will be able to understand the Social Factors.
- Students will be able to analyse the concept of social groups and relate with it.
- Students will be able to evaluate social change over the years.

**Unit-I: Educational Sociology**

- a) Meaning, Nature and Scope of Educational Sociology
- b) Meaning, Nature and Scope of Sociology of Education
- c) Relation between Education and Sociology

**Unit-II: Social Factors and Education**

- a) Culture – Concept, Role of Culture in Education and Cultural Lag
- b) Socialization – Meaning, Role of Family and School in Socialization
- c) Human Resource Development – Meaning and Importance in Contemporary Society

**Unit-III: Social Groups**

- d) Social Groups – Meaning and Importance
- e) Types of Social Groups – Primary and Secondary: Characteristics and Importance
- f) Social Institutions as Agencies of Education – Family, School, Mass Media and Religion

**Unit-IV: Social Change**

- d) Social Change – Definition, Characteristics, Factors and Education as an instrument of Social Change
- e) Education and Social Mobility
- f) Education for Socially and Economically Backward Classes – SC, ST and OBC

## Suggested Reading

### English Version

1. Y. K. Sharma – Sociological Philosophy of Education
2. Ravi, S. S. (2015)– A Comprehensive Study of Education
3. Aggarwal, J. C. (2012)- Philosophical and Sociological Bases of Education
4. Aggarwal, J.C.(2013). Theory and principle of education. New Delhi: Vikas Publishing House Pvt Ltd.
5. Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.
6. Bhat, Manzoor Ahmad (2014). Philosophical and Sociological Foundations of Education. APH.
7. Chand, Jagdish (2010). Sociological Foundations of Education. Shipra Publication, New Delhi.
8. Dash, B.N. (2011) Foundation of education, New Delhi; Kalyani Publishers.
9. Mohanty, J. (1982) Indian Education in Emergency Society, New Delhi: Sterling Publishers.
10. Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod Pustak Mandir.
11. Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi.
12. Safaya, R.N. & Shaida, B.D. (2010), Modern theory and principles of education. New Delhi: Dhanpati Publishing Company Pvt. Ltd.
13. Sharma, Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.
14. Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.
15. Sharma, Sita Ram (2003). Sociological Foundations of Education. New Delhi: Shri Sai Printographers Pub. & Print.

### Bengali Version

16. সুশীল রায়, শিক্ষা তত্ত্ব ও শিক্ষা দর্শন, সোমা বুক এজেন্সি।
17. দিবেন্দু ভট্টাচার্য্য, শিক্ষা ও সমাজ তত্ত্ব, পিয়ারসন।
18. ড. অজিত মন্ডল, সুব্রত বাহার, ড. মোম মিয়া, শিক্ষার সমাজতাত্ত্বিক ভিত্তি, আহেলি পাবলিশার্স।
19. ড. নূরুল ইসলাম, শিক্ষা তত্ত্বের রূপরেখা, শ্রীধর প্রকাশনী।
20. সুব্রত আচার্য্য, শিক্ষাশ্রয়ী সমাজ তত্ত্ব, আলপনা এন্টারপ্রাইস।
21. বিষ্ণুপদ নন্দ, শিক্ষাশ্রয়ী সমাজ তত্ত্ব
22. মঞ্জুষা তরফদার, শিক্ষাশ্রয়ী সমাজ বিজ্ঞান।
23. সোনালি চক্রবর্তী, শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।
24. ড. মিহির কুমার চট্টোপাধ্যায়, ড. জয়ন্ত মেটে, প্রণয় পান্ডে, শিক্ষার সমাজতত্ত্বিক ভিত্তি, রীতা পাবলিকেশন।
25. ড. জয়ন্ত মেটে, ড. বিরাজলক্ষী ঘোষ, ড. রুমা দেব, শিক্ষা ও সমাজ, রীতা পাবলিকেশন।