Learning Outcome Based Curriculum Framework (LOCF)

For

Choice Based Credit System (CBCS)

Syllabus

B.A. (Honours) in Education

w.e.f. Academic Session 2020-21

Kazi Nazrul University

Asansol, Paschim Bardhaman
West Bengal 713340

PREAMBLE

The objective of any program at Higher Education Institute is to prepare their students for the society at large. Kazi Nazrul University envisions all its program in the best interest of their students and in this endeavor it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate program. The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the program of their choice. The Under Graduate Programmes will prepare the students for both, academia and employability. Each program vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The program also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and also skills for employability. In short, each program prepares students for sustainability and life-long learning. The new curriculum of B.A. (Honours) Education offers students an opportunity to engage with significant issues, policies, practices and their own lived experiences in Education. The spectrum of coverage is from early childhood to young adulthood. The attempt is thus to build understanding about Education from the pre-primary to higher education stage. Each of the six core courses provide engagement with important theories use focused readings to build perspective and include suggested assignments for better practice theory interface. The debates and discussions which continue to draw attention in Education have also been included in the courses. The skill-based courses deal with the applications of Educational theory and provide opportunities for rich practicum exposure from which new theories can be built and existing theories can be appreciated. The idea is to make every student engage in reflection, analysis and mini research and develop a zest to pursue further studies in Education. The Kazi Nazrul University hopes the LOCF approach of the program B.A. (Honours) Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

Course Name: Introduction to Education

Course Code: BAHEDCC101

Course Type: C	Course Details: CC-1		L-T-P: 5-1-0	
Credit: 6	**Full Marks:** **50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1.understand the meaning of Education

2.understand the types of Education

3.understand the agencies of Education

4.understand the nature of knowledge

5.understand the nature of values in society

6.understand the role of education in emerging Indian society

Course Content:Theory

Unit I **Introduction**
- Education: Meaning, Definitions and Nature
- Scope and Functions of Education
- Goals of Education in emerging Indian Society
- Importance of Education

Unit II **Types of Education**
- Formal, Informal & Non- formal
- Liberal Education, Professional Education, Vocational Education, Technical Education
- Face-to-face Education
- Distance Education

Unit III **Agencies of Education**
- Home & Family
- School,
- Community
- Mass-media: Concept and importance in education in reference to modern Indian society

Unit IV **Factors of education**
- Students
- Teachers
- School
- Curriculum

Unit V **Nature of Knowledge**

- Understanding Knowledge
- Characteristics of Knowledge
- Forms of Knowledge
- Ways of Knowledge

Unit VI **Role of Education**

- Education for National Integration
- Education for International Understanding
- Education and Democracy
- Education and Empowerment

References/ Suggested Readings:

Recommended Books:

→ Basics in Education: NCERT
→ J. C. Aggarwal- Theory and Principles of Education
→ S. P. Chaube & A. Chaube – Foundations of Education
→ Banerjee, A -Philosophy and principles of education
→ S. S. Ravi – A Comprehensive Study of Education
→ Kundu and Majumder -Theories of education
→ Mukherjee, K. K. -Principles of education.
→ Purkait, B.R- Principles and Practices of Education
→ সুশীল রায়– শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
→ অর্চনা বন্দ্যোপাধ্যায়– শিক্ষাদর্শন ও শিক্ষানীতি
→ দিবেন্দু ভট্টাচার্য্য– শিক্ষা ও দর্শন
→ জগদিন্দ্র মণ্ডল– শিক্ষাদর্শন ও শিক্ষাবিজ্ঞান
→ গৌরদাস হালদার ও প্রশান্ত শর্মা– শিক্ষাতত্ত্ব ও শিক্ষানীতি
→ ড. দেবাশিষ পাল ও ড. দেবাশিষ ধর– শিক্ষার ভিত্তি ও বিকাশ
→ ড. নূরুল ইসলাম– শিক্ষাতত্ত্বের রপরেখা

Course Name: History of Education in Ancient & Medieval India

Course Code: BAHEDCC102

Course Type: C	Course Details: CC-2		L-T-P: 5-1-0	
		CA Marks		ESE Marks
Credit: 6	Full Marks: 50	Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. understand the aims of education in ancient and medieval period in India

2. understand the curriculum in ancient and medieval period in India

3. understand the methods of teaching in ancient and medieval period in India

4. understand the status of women education in ancient and medieval period in India

5. understand the evaluation system in education in ancient and medieval period in India

6. understand different centres of learning in ancient and medieval period in India

Course Content: <u>Theory</u>

Unit I **Education in Vedic Period**
- Education in Vedic period with special reference to
- Aims
- Curriculum
- Methods of Teaching
- Women Education
- System of Evaluation

Unit II **Education in Brahmanic Period**
- Education in Brahmanic period with special reference to
- Aims
- Curriculum
- Methods of Teaching
- Women Education
- System of Evaluation

Unit III **Education in Buddhist Period**

- Education in Buddhist period with special reference to
- Aims
- Curriculum
- Methods of Teaching
- Women Education
- System of Evaluation

Unit IV **Education in Sultanate Period**

- Education in Medieval India under Sultanate rulers with special reference to
- Objectives of Education
- Curriculum
- Method of Teaching
- Women Education
- System of Evaluation

Unit V **Education in Mughal Period**

- Education in Medieval India under Mughal rulers with special reference to
- Objectives of Education
- Curriculum
- Method of Teaching
- Women Education
- Evaluation

Unit VI **Centres of Learning**

- Pathsala
- Toll
- Nalanda
- Taxila
- Maktab
- Madrassah

References/ Suggested Readings:

Recommended Books:

→ Altekar, A. S.- Education in Ancient India
→ Basu, A. N.- Education in Modern India
→ Banerjee, J.P.- Education in India-Past, Present and Future
→ Keay, F.E.- Indian Education in Ancient Times
→ Mukherjee, S.N.- Education in India, Today and Tomorrow
→ Narulla, S, Naite J.P.- History of Education in India
→ Rawat, P.L.- History of Indian Education
→ S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
→ ভক্তিভূষন ভক্তা- ভারতীয় শিক্ষার রূপরেখা
→ সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
→ ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
→ রণজিৎ ঘোষ- যুগে যুগে ভারতের শিক্ষাঃ প্রাচীন, মধ্য ও আধুনিক
→ জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- শিক্ষার ইতিহাস

→ ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক- শিক্ষার ইতিহাসঃ প্রাচীন, মধ্য ও আধুনিক যুগ

Course Name: Yoga Education

Course Code: BAHEDCGE101

Course Type: GE	Course Details: GEC-1		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ablity to-

1. acquaint with the concept of Yoga;

2. Understand the historical underpinnings of Yoga;

3. relate between Yoga and science;

4. understand Yoga as a means of personal and social upliftment

5. understand various forms of Yoga

6. practice a various guiding principle of Yoga etc.

Course Content: *Theory*

Unit I **Introduction to Yoga**
- Concept and Principles
- Approaches of Yoga practices: Kriyas, Yama, Niyama, Asana, Pranayama
- General guideline for performing Yoga practices

Unit II **Historical Aspects of Yoga**
- History of Yoga Philosophy
- Yoga in Bhagwat Gita
- Patanjali Yoga Sutra

Unit III **Scientific Basis of Yoga**
- Yoga & bio-feed back
- Therapeutic values of Yoga

Unit IV **Yoga and its relationship with individual and social Upliftment**
- Yoga as a way to healthy and integrated living
- Yoga as a way to socio-moral upliftment
- Yoga as a way to spiritual enlightenment

Unit V **Types of Yoga**
- Jnana Yoga
- Bhakti Yoga
- Karma Yoga

Unit VI **Instrumentals of Yoga**
- Yamas, Niyamas, Asanas
- Pranayam, Pratyahara, Dharana
  - Dhyana & Samadhi

References/ Suggested Readings
Recommended Books:

→ Gore, M.M. –Anatomy and Physiology of Yogic Practices; New Age Books, New Delhi, 2007

→ Coulter.H.David- Anatomy of Hathayoga; MLBD, New Delhi, 2007

→ Gharote, Manmath M. and Others- Application in Yoga; Lonavla, 2008

→ Saraswati, Swami Satyananda- Asana Pranayama & Mudra Bandha; Bihar School of Yoga, Munger, 1969

→ Tiwari, O.P.- Asana Why and How? Kaivalyadhama, Lonavla

→ Iyengar, B.K.S. Astadal Yoga Mala, (Vol. I-VIII); Allied Publishers Pvt. Ltd., Lucknow, 2009

→ Dr. Ajit Das and Pranay Pandey- Yoga Education: Self Understanding and Development

→ ড. দেবাশিষ পাল ও ড. অজিত দাস- যোগশিক্ষাঃ আত্মবোধ ও বিকাশ

→ ড. সুজিত পাল, ড. উদয় শংকর কবিরাজ ও অভিজিৎ পণ্ডিত- যোগশিক্ষাঃ আত্মউপলব্ধি ও বিকাশ

→ ড. উদয়াদিত্য ভট্টাচার্য্য- যোগশিক্ষার আত্মবোধ ও তার বিকাশ

→ ড. অজিত দাস- যোগশিক্ষা

→ ড. মলয় কুমার মুখোপাধ্যায় ও ড. সুজিত পাল- যোগশিক্ষা

→ ড. আকাশ বন্দ্যোপাধ্যায়- যোগশিক্ষা

Course Name: History of Education in Pre-Independence & Post-Independence India
Course Code: BAHEDCC201

Course Type: C	Course Details: CC-3		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. understand the education system of early British period in India

2.understand the influence of western education system in Indian context

3.understand different educational policies of India under British rule

4.understand the impact of colonial plan of education in India

5.understand the education system of post-independent India

6.understand different educational policies of post-independent India

Course Content: Theory

Unit I **Early British Education**

Contribution of Missionaries with special reference to
- Charter Act (1813)
- Macaulay's Minute
- Adam's Report

Unit II **Influence of Western Education**
- Bengal Renaissance
- Rammohan Roy
- Vidyasagar

Unit III **Educational Policies of British India**
- Wood's Despatch (1854)
- Educational Contribution of Lord Curzon
- Calcutta University Commission

Unit IV **Impact of Colonial Plan of Education in India**
- Development of vernacular language
- Women Education
- Teacher Education

Unit V **Education in Post-Independent India**
- Raddhakrishnan Commission
- Mudaliar Commission
- Kothari Commission

Unit VI **Educational Policies in India**
- National Policy on Education (1968)
- National Policy on Education (1986)
- Programme of Action (POA) (1992)

References/ Suggested Readings:

Recommended Books:

→ Basu, A.N.- Education in Modern India

→ Banerjee, J.P.- Education in India-Past, Present and Future, Vol. I and II

→ Mukherjee, S.N.- Education in India, Today and Tomorrow

→ Mukherjee, S.N.- History of Education (Modern Period)

→ Narulla, S, Naite J.P.- History of Education in India

→ Purkait, B.R.- Milestones of Modern Indian Education

→ Report of Commissions-Radha Krishnan, Mudaliar, Kothari.

→ National Policy on Education, 1986. Policy perspective and Action program

→ ড. দিলীপ কুমার ঠাকুর ও শেখ হামিদুল হক– আধুনিক ভারতে শিক্ষার ধারা

→ ভক্তিভুষন ভক্তা– ভারতীয় শিক্ষার রুপরেখা

→ রণজিৎ ঘোষ– আধুনিক ভারতে শিক্ষার বিকাশ

→ ড. দুলাল মুখোপাধ্যায়, তারিণী হালদার ও বিনায়ক চন্দ্র– সমকালীন ভারতবর্ষ ও শিক্ষা

→ ড. নূরুল ইসলাম– ভারতীয় শিক্ষা ইতিহাসের রুপরেখা

→ গৌরদাস হালদার ও প্রশান্ত শর্মা– আধুনিক ভারতীয় শিক্ষার বিকাশ

→ রণজিৎ ঘোষ– যুগে যুগে ভারতের শিক্ষাঃ প্রাচীন, মধ্য ও আধুনিক

→ জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়– ভারতীয় শিক্ষার ইতিহাস ও সাম্প্রতিক সমস্যা

→ ড. অনিরুদ্ধ চক্রবর্তী ও মহঃ নিজাইরুল ইসলাম– শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ

→ ড. দেবাশিষ পাল, ড. দিলীপ কুমার ঠাকুর ও হামিদুল হক– সাম্প্রতিককালীন ভারতীয় শিক্ষার ধারা

→ ড. দেবাশিষ পাল, ড. দত্ত, ড. ধর ও ড. মণ্ডল– সমসাময়িক ভারতবর্ষে শিক্ষার বিকাশ

Semester- 2nd

Course Name: Philosophical Foundations of Education

Course Code: BAHEDCC202

Course Type: C	Course Details: CC-4		L-T-P: 5-1-0	
		CA Marks		ESE Marks
Credit: 6	Full Marks: 50	Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1.understand the meaning and relationship of Education and Philosophy

2.understand the meaning and features of child centric education

3.understand the concept of Indian philosophy

4.understand the concept of western philosophy

5.understand the contributions of great Indian educators

6.understand the contributions of great western educators

Course Content: Theory

Unit I **Education and Philosophy**

- Education: Meaning, Nature & Scope
- Aims of Education: Individualistic and Socialistic
- Scope of Educational Philosophy and Relation between Education and Philosophy

Unit II **Child Centric Education**
- Child centric Education: Meaning and Characteristics
- Aims and approaches of Child centric education
- Life centric education: features and significance

Unit III **Indian Philosophy**
- Concept of Indian schools of philosophy with a special reference to
- Buddhism
- Jainism

Unit IV **Western Philosophy**
- Concept of Western schools of philosophy with a special reference to
- Idealism
- Naturalism
- Pragmatism
  Realism

Unit V **Contributions of Great Indian Educators**
- Swami Vivekananda
- Rabindranath Tagore

Unit VI **Contributions of Great Western Educators**

- Rousseau
- Froebel

References/ Suggested Readings:
Recommended Books:

→ K. K. Shrivastava- Philosophical Foundations of Education

→ S. S. Chandra & R. K. Sharma- Philosophy of Education

→ Chandra S.S- Indian educational development, problems and trends.

→ O.P. Dhiman- Philosophical Foundations of Education

→ R. R. Sharma- Philosophical and Sociological Foundation of Education

→ M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays

→ B. R. Purkait – Great Educators

→ Aggarwal J. C and Gupta S- Great Philosophers and Thinkers on Education

→ Mukherjee, K.K. -Some great educators of the world.

→ V.R. Taneja- Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.

→ Gutek, Gerald L.- New Perspectives on Philosophy and Education. NewJersy, USA:☐pearson.

→ Nayak,B.K- Text Book of Foundation of Education. Cuttack, Odisha: KitabMhal.

→ Ozman, Howard A.,& Craver, Samuel M.- Philosophical Foundation of Education. Boston,USA: Ally &Bacon.

→ Wingo. G. Max.- Philosophies of Education New Delhi: Sterling Publishers.

→ তারিনী হালদার, বিনায়ক চন্দ, সুশান্ত কুমার বর্মন, দুলাল মুখোপাধ্যায়– শিক্ষা ও উন্নয়ন

→ ড. অভিজিৎ কুমার পাল–   শিক্ষা দার্শনের রুপরেখা

→ তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী– শিক্ষার দার্শনিক ও সমাজতাত্বিক ভিত্তি

→ বেবী দত্ত ও দেবীকা গুহ– শিক্ষাদর্শন ও দার্শনিকের অবদান

→ ড. উজ্জ্বল পাণ্ডা, ড. মিহির চট্টোপাধ্যায় ও ড. স্বপন সেন– শিক্ষার দার্শনিক ও সামাজিক ভিত্তি

→ ড. দেবাশিষ পাল ও ড. মিহির চট্টোপাধ্যায়– শিক্ষার দার্শনিক ভিত্তি

→ ড. মিহির চট্টোপাধ্যায় ও ড. কবিতা চক্রবর্তী– শিক্ষাদর্শন ও শিক্ষানীতির রুপরেখা

→ সুশিল রায়– শিক্ষাতত্ব ও শিক্ষাদর্শন

Course Name: Value and Peace Education

Course Code: BAHEDCGE201

Course Type: GE	Course Details: GEC-2		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

After going through this course, the students will have ability to-
1. Understand the meaning and concept of value education;
2. understand the concept of value and morality;
3. understand the necessity of values in schools;
4. understand the meaning and concept of peace education
5. understand the need of peace education;
6. understand the need of values in peace education etc.

Course Content: Theory

Unit I **Introduction Value Education**
- Value Education: Meaning
- Concept of Value Education
- Needs of value education

Unit II **Value and Morality**
- Value in a pluralistic society
- Morality: Concept and needs of Morality
- Morality and Value

Unit III **Value and School**
- Values in classroom
- Inculcation of values among the students
- Role of teachers in facilitating moral development among the pupils

Unit IV **Introduction to Peace Education**
- Peace Education: Meaning
- Aims of Peace Education
- Needs of Peace Education

Unit V **Peace Education Aspects**
- Peace Education and National Integration
- Peace education and Internationalism

Unit VI **Establishing Peace**
- Values in Peace Education
- Peace education and conflict resolution

References/ Suggested Readings:
   Recommended Books

→ Damon, W- The Moral child, New York: The free press.

→ Halstead, J.Mark- Values in Education and Education in value. London.

→ Durkheim, E.- Moral Education. London.

→ Kohlerg.- The Psychology of moral Development.New York.

→ Bagchi, J.P- Values Education, University Book House (P) Ltd.

→ Dev, Arjun et. al.- Human Rights – A source Book, NCERT, New Delhi.

→ Puligandla, R.- Fundamentals of Indian Philosophy, Abingdon Press.

→ Raths,L - Values and Teaching : Working with values in the Classroom

→ V.C Pandey- Value Education and Education for Human Rights

→ তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী- শিক্ষার দার্শনিক ও সমাজতান্ত্রিক ভিত্তি

→ তারিনী হালদার, বিনায়ক চন্দ, সুশান্ত কুমার বর্মন, দুলাল মুখোপাধ্যায়- শিক্ষা ও উন্নয়ন

→ তারিনী হালদার- শান্তির জন্য শিক্ষা

→ ড. দেবাশিষ পাল, ড. দেবব্রত দেবনাথ ও রাজীব সরকার- শান্তি, মূল্যবোধ ও পরিবেশ শিক্ষা

→ ড. প্রদীপ্ত রঞ্জন রায় ও অদিতি রায়- শিক্ষায় শান্তি ও মূল্যবোধ

Course Name: Sociological Foundations of Education

Course Code: BAHEDCC301

Course Type: C	Course Details: CC-5		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**
Credit: 6	**Full Marks: 50**	**Practical** | **Theoretical**	**Practical** | **Theoretical**
			10		40

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. understand the meaning and relationship of Education and Sociology.
2. understand the types and agencies of education.
3. understand the interrelation of school and society.
4. understand the sociological bases of education.
5. understand the constitutional provisions for education.
6. understand the concept and role of religion and culture.

Course Content:

Theory

Unit I **Introduction**
- Education: Meaning, Need, Scope and Functions.
- Aims of Education in reference to present Indian Society.
- Sociology: Meaning, Nature, Scope and Functions.
- Relationship between Education and Sociology.

Unit II **Education and Society**
- Education as a Social Subsystem.
- Types of Education – Formal, Informal, Non- formal and its impact on Society.
- Role of Agencies- Home, School, Family and Community in Societal Development.
- Mass-media- concept and importance in education in reference to modern Indian society.

Unit III **School and Society**
- Role of School as a miniature form of Society.
- Role of School in Social Development.
- Role of Society in Social Development.
- Interaction between School and Society.

Unit IV **Sociological Bases of Education**
- Role of Education and Society in preservation and progression of knowledge and transmission of cultural heritage and tradition.
- Need based education for modern society (societal expectations of education).
- Role of Education in socialization and social change.
- Role of Education in social mobility & social stratification.

Unit V **Constitutional Provisions and Social Development**
- Fundamental Rights and Education
- Fundamental Duties and Education
- Preamble of Indian Constitution and Indian Society
- Equity and Equality in society.

Unit VI **Religion and Culture**
- Concept of Religion in India
- Role of Religion in Education and Social Development
- Concept of Culture
- Role of Culture in Education and Social Development

References/ Suggested Readings:
   Recommended Books

→ Aggarwal, J.C.- Theory & Principles of Education, New Delhi, Vikas Publising House.

→ Aggarwal, J.C.- Philosophical and Sociological Bases of Education, New Delhi, Vikas Publishing House.

→ Bhatia & Bhatia- Theory and Principles of Education, New Delhi; Doaba House.

→ Chaube, S.P. and Akhilesh- Philosophical and Sociological Foundations of Education, Vinod Pustak Mandir.

→ Havinghurst R.J. & B.L. Newgarben - Society and Education, Allyn & Bacon.

→ Mathur, S.S.- A Sociological Approach to Indian Education, Agra; Vinod Pustak Mandir.

→ Ottaway, A.K.C.- School and Society, London; Routledge and Keganpal.

→ S. P. Chaube & A. Chaube – Foundations of Education

→ Sharma, Y. - Sociology of Education

→ Brown, F.L. -Educational Sociology

→ Chakraborty, J.C. -Educational Sociology

→ Banerjee, A - Fundamentals of Educational Sociology, B.B Kundu Grandsons, Kolkata

→ Ganguly, R and Mainuddin, S.A.H.- Contemporary Indian Society, PHI Learning Pvt,Ltd, New Delhi.

→ Jayaram, N – Sociology of Education in India; Rawat Publication; Jaipur

→ সোনালি চক্রবর্তী– শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি

→ দিবেন্দু ভট্টাচার্য্য– শিক্ষা ও সমাজতত্ত্ব

→ মঞ্জুষা তরফদার– শিক্ষাশ্রয়ী সমাজবিজ্ঞান

→ বিষ্ণুপদ নন্দ– শিক্ষাশ্রয়ী সমাজতত্ত্ব

→ শ্যামাপ্রসাদ চূড়রাজ– শিক্ষামুখী সমাজবিজ্ঞান

→ ড. দেবাশিষ পাল– শিক্ষার সামাজিক ভিত্তি

→ তারিনী হালদার ও ড. প্রনব কুমার চক্রবর্তী– শিক্ষার দার্শনিক ও সমাজতান্ত্রিক ভিত্তি

→ ড. মিহির চক্রবর্তী ও ড. কবিতা চক্রবর্তী- শিক্ষা সমাজতত্ত্বের রূপরেখা

Course Name: Psychological Foundations of Education

Course Code: BAHEDCC302

Course Type: C	Course Details: CC-6		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**
		Practical	**Theoretical**	**Practical**	**Theoretical**
Credit: 6	**Full Marks: 50**		**10**		**40**

Course Learning Outcomes:

After the completion of course, the students will have ability to:

1. understand the concept of Psychology

2. relate psychology with education

3. be acquaint with the concepts of growth and development, their different stages and aspects

4. understand the nature and theories of learning and how different factors affect it

5. be acquaint with the concepts of Intelligence, Creativity and Personality

6. know basic concept of teaching and its different methods

Course Content: Theory

Unit I **Psychology and Education**
- Concept of Psychology and
- Its relation with education
- Concept and Nature of Educational Psychology
- Scope of Educational Psychology

Unit II **Cognition**
- Sensation and Perception
- Neural basis of cognition: Structure and Electrical potentials of Neuron & Synoptic transmission
- Human Brain: Structure and Functions
- Neo-endocrinal System

Unit III **Growth and Development**
- Concept and Factors
- Stages and Types of Human Development: Physical, Motor, Psycho-Social (Erikson), Cognitive (Piaget) and Moral (Kohlberg)

Unit IV **Learning**

- Concept
- Characteristics
- Theories: Trial and Error, Classical and Operant Conditioning, Insightful Learning
- Factors: Motivation, Memory and Attention

Unit V **Intelligence**

- Concept
- Theories: Spearman, Guildford, Thurstone
- Measurement: Brief description on Individual, Group, Verbal and Non-verbal tests
- Creativity: Meaning, Nature and Characteristics

Unit VI **Teaching**

- Concept and Characteristics
- Role of teacher in modifying students' behaviour
- Teaching Methods: Lecture, Demonstration and Tutorial
- Concept of Constructivist Teaching and its difference with traditional teaching

References/ Suggested Readings:
Recommended Books

→ Bigge, M.L- Psychological Foundations of Education. Harper and Row, New York.

→ S. K. Mangal- Essentials of Educational Psychology

→ J. C. Aggarwal- Essentials of Educational Psychology

→ Chauhan, S.S. (1998)- Advanced Educational Psychology. Vikash Publishing House, New Delhi.

→ Choube, S.P. & Choube.(1996)- Educational Psychology and Experriments. Himalay Publishing House, New Delhi.

→ Mangal S.K (1997)- Advance Educational Psychology. Presentice Hall of India, New Delhi.

→ Woolfolk, A.E. (2011)- Educational Psychology. Derling Kinderslay (India) Pvt. Ltd.

→ Bruner, J.(1977)- The Process of Education, USA: Harvard University Press.

→ B. N. Dash & N. Dash –A Test Book of Educational Psychology

→ Normann Sprinthall and Richard, C. Sprinthall- Educational psychology: McGraw-Hill Publishing Company.

→ সুশীল রায়– শিক্ষা মনোবিদ্যা

→ ড. বিজন সরকার– শিখন ও শিক্ষণ

→ ড. প্রনব কুমার চক্রবর্তী ও ড. বিজন সরকার– শিখন ও মনোবিদ্যা

→ ড. দেবাশিষ পাল– শিখন ও মনোবিদ্যা

→ ড. দেবাশিষ পাল, ড. ধর, ড. দাশ ও ড. ব্যানার্জী– পাঠদান ও শিখনের মনস্তত্ত্ব

→ ড. প্রনব কুমার চক্রবর্তী– শিক্ষা মনোবিজ্ঞানের রুপরেখা

→ ড. প্রনব কুমার চক্রবর্তী– শিক্ষা মনোবিজ্ঞান ও শিখনপ্রক্রিয়া

→ অরুন ঘোষ– শিক্ষাশ্রয়ী মনোবিজ্ঞান

→ প্রমোদবন্ধু সেনগুপ্ত ও প্রশান্ত শর্মা- শিক্ষা মনোবিজ্ঞান

Course Name: School Organization and Educational Management

Course Code: BAHEDCC303

Course Type: C	Course Details: CC-7		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**
Credit: 6	**Full Marks:**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
	50		**10**		**40**

Course Learning Outcomes:
After the completion of course, the students will have ability to:

1.understand the concept of educational management
2.understand the meaning of educational administration and school organization
3.understand the concept of educational supervision
4.understand the meaning of educational planning
5.know the functions of different administrative bodies
6.know the structure of different educational bodies

Course Content: Theory

Unit I **Educational Management**
- Concept & Nature
- Scope
- Functions
- Types: Autocratic, Democratic, Laissez-fair, centralized and decentralized

Unit II **Educational Administration and School Organization**
- Educational Administration: Meaning and Functions
- Difference between Administration and Management
- School Organization: Meaning and Functions
- School building, Time table and Welfare Services

Unit III **Educational Supervision**
- Modern Concept & Difference between Supervision and Inspection
- Purpose
- Types
- Qualities of a Supervisor

Unit IV **Educational Planning**
- Meaning and Significance
- Types

- Steps
- Institutional Planning

Unit V **Functions of Administrative Bodies**
- UGC
- NCERT & SCERT
- NCTE
- DIET

Unit VI **Teaching**
- The role of Central and State Government in School Organisation
- Administrative Structure of Secondary Education of West Bengal
- West Bengal Board of Secondary Education
- West Bengal Council of Higher Secondary Education

References/ Suggested Readings:

Recommended Books

→ P.D. Shukla – Adminstration of Education in India, Vikash, New Delhi. 1983.

→ H. Spears - Improving the supervision of Instrcution. Prentice Hall, New York, 1955.

→ Ralph B. Kingbrough and Nunnery – Educational Administration, MacMillan New York – 1983.

→ Raymond H. Ostrander – A Value Approach to Educational Administration, 1968.

→ K.K. Shukla – Inspection and Supervision in Secondary Schools.

→ NIEPA – Some Basic Facts about Educational Administration in India.

→ J. C. Aggarwal- Educational Administration, Management and Supervision

→ Aggarwal, J.C.(2007); Educational Administration And Management : Principles & Practices, DOABA House, New Delhi.

→ Mohanty, J. (2012); Educational Administration, Management, And School Organisation, Deep & Deep Publication Pvt Ltd, New Delhi.

→ S. Sindhu- Educational Administration and Management

→ T.S. Sodhi & Aruna Suri – School Management

→ Kochar, S.K - Secondary School Organization

→ Aggarwal - School Organization

→ Chakraborty, P.K., Sengupta, M. & Nag, S. (2007); Educational Management, Rita Publications, Kolkata.

→ ড. তুহিন কুমার কর ও ভীমচন্দ্র মণ্ডল- শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা

→ ড. দুলাল মুখোপাধ্যায় ও লোপামুদ্রা পাল (চক্রবর্তী)-শিক্ষা ব্যবস্থাপনা ও সংগঠন

→ ড. দেবাশিষ পাল- বিদ্যালয় সংগঠন ও ব্যবস্থাপনা

→ দিলীপ কুমার চক্রবর্তী- শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা

→ বিমল চন্দ্র দাশ, সেনগুপ্ত ও রায়- শিক্ষায় ব্যবস্থাপনা

→ ড. দেবাশিষ পাল ও ড. দেবব্রত দেবনাথ- শিক্ষা ব্যবস্থাপনা, পরিকল্পনা ও মূল্যায়ন

→ ড. দেবাশিষ পাল ও দেবাশিষ ধর- শিক্ষাক্ষেত্রে সংগঠন ও ব্যবস্থাপনা

→ ড. প্রদীপ্ত রঞ্জন রায় ও ড. অমলকান্তি সরকার- বিদ্যালয় সংগঠন, ব্যবস্থাপনা ও পরিকল্পনা

→ ড. মহম্মদ আফসার আলি- শিক্ষা ব্যবস্থাপনা ও সংগঠন

Semester- 3rd

Course Name: Human Rights Education
Course Code: BAHEDCGE301

Course Type: GE	Course Details: GEC-3		L-T-P: 5-1-0	
		CA Marks		ESE Marks	
Credit: 6	**Full Marks: 50**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes:

On completion of this course the students will have ability to :

1. comprehends Human Rights education and its significance;

2. understand the initiatives taken in the international level about Human Rights education;

3. acquaint with the laid down human rights elements in the constitution of India;

4. know the status of the vulnerable and disadvantaged sections of the society with regard to human rights;

5. familiar with the enforcement mechanisms of human rights in the society;

6. understand the diverse issues of Human Rights education etc.

*Course Content***:** *Theory*

Unit I **Basic Concepts**
- Human Values- Dignity, Liberty, Equality, Justice, Unity in diversity, Ethics and Morality
- Concept of Right and Duty and their Relationship
- Meaning and Significance of Human Rights education

Unit II **United Nations and Human Rights**
- An Overview of UN System
- Provision of the UN Charter dealing with Human Rights
- Universal Declaration of Human Rights (The Preamble and the Article 1 to 30) and its Significance

Unit III **Human Rights Elements in The Constitution of India**
- The Preamble and The Fundamental Rights
- The Directive Principles of State Policy
- The Fundamental Duties

Unit IV **Human Rights and the Vulnerable and Disadvantaged Groups**
- Human Rights and Women Rights (International and National Scenario)
- Human Rights and Child Rights (International and National Scenario)
- Status of SC, ST & OBC in relation to Human Rights in Indian Scenario

Unit V **Human Rights and Enforcement Mechanisms**
- Human Rights Acts- 1993
- Human Rights Commission- National and in the State of West Bengal (Powers and Functions Only)
- Commission of Women, Children, Minority & SC/ST- (National and in West Bengal) and the Indian Judiciary system (Powers and Functional Only)

Unit VI **Diverse Issues of Human Rights Education**
- Role of Mass Media in Promoting Human Rights
- Curriculum and Teaching Principle and Practices for Human Rights Education (at School, College and University)
- Human Rights Education: Problems and Challenges

References/ Suggested Readings
Recommended Books

→ Sastry, T. S. N- Introduction to Human Rights and Duties. Pune: University of Pune Press.(available at http://www.unipune.ac.in/pdf_files/Final%20Book_03042012.pdf)

→ United Nations- Universal declaration of Human Rights (available at http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

→ Govt. of India- The Constitution of India

→ Saxena, K. P.- Teaching Human Rights: A Manual for Adult Education, Landy Books, New Delhi

→ Ponaiyan, M and Panch Ramalingam- Education and Human Rifts, P. R. Books, New Delhi

→ Subramaniyam, S.- Human Rights Training, Manas Publications, New Delhi

→ Vinod Sharma- Human Rights Violation- A Global Phenomenon, APH Publication, New Delhi

→ Naseema, C. – Human Rights Education, Conceptual and Pedagogical Aspects, Kanishka Publishers & Distributors, New Delhi

→ Mishra, P. K. – Human Rights (Acts, Statutes and Constitutional Provisions), Ritu Publications, Jaipur

→ Sunit Gupta and Muka Mital- Status of Women and Children in India, Anmol Publications, New Delhi

→ Bratia, K.C.- Judicial Activism and Social Change, Deep and Deep Publication, New Delhi

→ Jed, P.K. – Educating Human Rights. Bhargava Book House, Agra

→ The Protection of Human Rights Acts, 1993 (http://nhrc.nic.in/documents/Publications/TheProtectionofHumanRightsAct1993_Eng.pdf)

→ West Bengal Human Rights Commission (http://wbhrc.nic.in/#)

→ National Human Rights Commission (http://nhrc.nic.in/)

Course Name: Life Skill Education

Course Code: BAHEDCGE302

Course Type: GE	Course Details: GEC-3		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**	
Credit: 6	**Full Marks:**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
	50		10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. Understand the concept of life skills including different types of skills;

2. know about the scope of life skill education;

3. know in detail about life skills and their importance in life;

4. learn how life skill education is taught with special reference to adolescence period;

5. know about the various modern teaching methods of education;

6. learn in detail about the various Life Skill Policies in India etc.

Course Content: Theory

Unit I **Concept of Like skills**
- Meaning of Life skills
- Types of Life skills
- Concept of Life skill Education
- Scope of Life Skill Education

Unit II **Different Types of Life skills**
- Skills of learning and living with oneself
- Skills of Learning and living with others
- Skills of effective decision making
- Ten life skills laid down by WHO (World Health Organization)

Unit III **Importance of Life Skills**
- Why life skill education is needed
- Who needs life skill education?

Unit IV **Life skill education with special reference to Adolescence period**
- Objectives of life skill education during this period
- How life skill education to be imparted at this stage

Unit V **Teaching Methods for Life skill Education**
- Class Discussion
- Brain storming
- Role play and simulation
- Games and Story telling

Unit VI **Life Skill Policies in India**

- National Curriculum Framework
- CBSE and CCE (Comprehensive Continuous Evaluation 2005)
- SSA
- Teacher Development for Life Skill Education
- Challenges to Life skill Education in India

References/ Suggested Readings
Recommended Books

→ K. Ravikanth Rao and P. Dinakar- Life Skills Education

→ Life skill and Education and CCE, Central Board of Secondary Education, Preet Vihar, New Delhi

→ Singh, B.D. and Menon R- Life Skills in India (2015) An Overview of Evidence and Current Practices in our Education System

→ http://www.unicef.org/lifeskills/index_7308.html...retrieved Jan, 2016.

→ WHO (1997)- Life Skills Development for Children and Adolescents in Schools. Program on mental health, Geneva.

→ Indicative questions adapted from UNICEF, Global Evaluation of Life Skills Education Programs (2012).

→ NCF 2005.

→ Teacher Education, Department of School Education and Literacy, MHRD, India.

→ ড. দেবাশিষ পাল- জীবনশৈলী শিক্ষা

→ ড. সুবির নাগ– মানসিক স্বাস্থ্য, বয়ঃসন্ধি ও জীবনশৈলী শিক্ষার রূপরেখা

Course Type: SE	Course Details: SEC-1		L-T-P: 0-0-8	
Credit: 4	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
		30		**20**	

Course Learning Outcomes: After going through this course, the students will have ablity to-

1. understand the fundamental elements of communication

2. understand the process of communication

3. acquire listening skills

4. acquire reading skills

5. acquire writing skills

6. acquire speaking skills

Course Content: Practical

Unit I **Introduction to Communication**
- Meaning, Nature and Types
- Scope
- Principles
- Barriers of effective communication

Unit II **Process of Communication**
- Context
- Sender and Encoding
- Message and the Medium
- Recipient, Decoding and Feedback

Unit III **Listening Skills**
- Fundamental Principles of Listening skill
- Types of Listeners
- Barriers to Listening
- Practical Work: Listening to live or recorded lectures and reproducing them

Unit IV **Reading Skills**
- Previewing, Skimming and Scanning
- Development of Skills for Correct Pronunciation, Reading and Comprehension
- Practical Work: Reading with proper Diction and Understanding the gist of an argument or paragraph
- Practical Work: Answering questions after going through a paragraph

Unit V **Writing Skills**
- Sentence formation
- Punctuation
- Practical Work: Essay writing
- Practical Work: formal letter writing

Unit VI **Speaking Skills**

- Verbal and Non verbal communication at Interview
- Public Speaking: Extempore
- Group Discussion
- Seminar with power point presentation

References/ Suggested Readings
    Recommended Books

→ Aggarwal, J.C. (2002), Essentials Of Educational Technology, Vikash Publishing House Pvt.Ltd. New Delhi

→ Mangal&Mangal, (2009); Essential of Educational Technology, PHI Learning Pvt. Ltd, New Delhi.

→ Sharma, Y.K. (2010); Fundamental Aspect of Educational Technology, Kanishka Publishers, Nw Delhi.

→ Marami Goswami- Pedagogy of Education

→ মলয় কুমার সেন- শিক্ষা প্রযুক্তিবিজ্ঞান

→ ড. দুলাল মুখোপাধ্যায় ও ড. উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

Semester- 3rd
Course Name: Computer Application in Education

Course Code: BAHEDCSE302

Course Type: SE	Course Details: SEC-1		L-T-P: 0-0-8	
Credit: 4	**Full Marks:** **50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
		30		**20**	

Course Learning Outcomes: After going through this course, the students will have ability to-

1.apply various computer applications in the field of education

2.perform fundamental works in MS WORD

3.perform fundamental works in MS EXCEL

4.perform fundamental works in MS POWER POINT

5.make graphical representations

Course Content: Practical

Unit I **Basics of MS WORD**
 Type a word document with the following specifications:
- Text in Times New Roman, font size 12.
- Title in French Script MT, font size 16, bold and underlined.
- Insert a table of 4x4 in between the text.
- Design a colourful merit certificate mentioning the event name, event date, venue, organiser etc. name of the candidate and his/her affiliation, rank/position in landscape orientation with a light coloured background and appropriate design border around the document.

Unit II **Basics of MS EXCEL**
- Calculating total and Average
- Mark sheet preparation
- Graphically representing of the data: Pie-Chart & Bargraph
- Graph sheet should have a heading, an index and it should be properly labeled.

Unit III **Serial Preparation**
- Prepare a book list containing ten books on Education
- APA format must be maintained
- Space between the lines will be 1.5.
- Should arrange the list alphabetically

Unit IV **Table Preparation**
- Design a time table for your departmentThe first line should mention the name of the department- it should be in 14 points in Times New Roman and should be bold, normal gap between the lines.
- The second line should mention the academic year.
- Leave 1.5 gap between the academic year and the table.

- Create a table specifying rows (denoting periods) and columns (denoting days).
- Type the routine within the timetable mentioning name of the paper and initial of the teacher.
- Footer should contain the date from which the routine will be effective (w.e.f. --------).
- Students can apply their own colour preference for designing the table rows and columns

Unit V **Certificate Preparation**

- Create the following one page document and take a print out on A4 size paper:
- Design a colourful merit certificate mentioning the event name, event date, venue, organizer etc. name of the candidate and his/her affiliation, rank/position in landscape orientation with a light coloured background and appropriate design border around the document

Unit VI **Basics of Power Point**

- Create a power point presentation:
- Create 10 separate slides containing text matter, graphs, images, animations, tables.
- Select a background.
- Each slide must have a title which must be in capital, bold and centrally aligned.
- Text and title should be of different colour.

References/ Suggested Readings

Recommended Books

→ Atul Jain- Computer in Education

→ শম্ভু সোম- শিক্ষাক্ষেত্রে কম্পিউটারের প্রয়োগ

→ শম্ভু সোম ও অমল শঙ্কর মুখার্জী- শিক্ষণ শিখনে কম্পিউটার

→ অরুনাভ সামন্ত- শিক্ষায় কম্পিউটারের প্রয়োগ

Course Name: Educational Technology

Course Code: BAHEDCC401

Course Type: C	Course Details: CC-8		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		**40**

Course Learning Outcomes:
After the completion of course, the students will have ability to:

1.understand the concept of Educational Technology.

2.acquaint with the concepts of system approach to education.

3.know the idea of communication.

4.understand the details of instructional techniques.

5.develop the concept of different models of teaching.

Course Content: Theory

Unit I **Concept of Educational Technology**
- Meaning of Educational Technology
- Nature and Scope of Educational Technology
- Need of Educational Technology
- Components of Educational Technology – Hardware & Software

Unit II **System Approach to Education**
- Definitions of Systems
- Need for System Approach
- Classification of Systems
- Components of System

Unit III **Communication**
- Meaning, nature and types of communication
- Barriers of communication
- Components of communication process
- Role of communication in effective teaching-learning process

Unit IV **Mass Instructional Techniques**
- Seminar
- Workshop
- Panel Discussion
- Team Teaching

Unit V **Personalized Instructional Techniques**
- Programmed Learning

- Mastery Learning
- Micro-Teaching
- Computer Assisted Instruction (CAI)

Unit VI **Models of Teaching**
- Nature & concepts of Teaching Models
- Advantages of the use of Models of Teaching
- Glaser's Basic Teaching Model
- Bruner's Concept Attainment Model

References/ Suggested Readings

Recommended Books

→ J.C. Aggarwal – Essentials of Educational Technology.

→ K.Sampath – Introduction to Educational Technology.

→ R.P. Pathak – New Dimensions of Educational Technology.

→ J. Mohanty - Educational Technology.

→ Mangal & Mangal – Essential of Educational Technology.

→ U. Rao – Educational Technology

→ K. L. Kumar- Educational Technology

→ মলয় কুমার সেন – শিক্ষা প্রযুক্তি বিজ্ঞান

→ ডঃ পল, ডঃ সন্তোষ কুমার বেহেরা , পি,পাণ্ডে– শিক্ষায় প্রযুক্তি বিদ্যা

→ তুহিন কুমার কর এবং ভীমচন্দ্র মণ্ডল – শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা

→ শ্যামাপ্রসাদ চউরাজ – শিক্ষা প্রযুক্তি

→ ড. দুলাল মুখোপাধ্যায় ও ড. উদয় শঙ্কর কবিরাজ- শিক্ষা ব্যবস্থাপনায় শিক্ষণ সম্পদ

Semester- 4th

Course Name: Curriculum Studies

Course Code: BAHEDCC402

Course Type: C	Course Details: CC-9		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:
After the completion of course, the students will have ability to:

1. know the concept and objectives of curriculum

2. acquaint with different bases of curriculum

3. develop concept of curriculum framework

4. realize the importance of curriculum evaluation

5. be aware of different theories of curriculum

Course Content: <u>Theory</u>

Unit I **Introduction to Curriculum**
- Meaning, nature, scope and functions of curriculum
- Concepts of curriculum and syllabus
- Types of curriculum: Explicit & Hidden; Activity Based

Unit II **Bases of Curriculum**
- Philosophical
- Sociological
- Psychological

Unit III **Objectives of Curriculum**
- Need to form objectives of curriculum
- Areas of educational objectives: Bloom's Taxonomy (revised)
- Curriculum content and curriculum organization

Unit IV **Concept of Curriculum Framework**
- Principles of curriculum construction
- NCF-2005
- UGC-Model of curriculum development: CBCS

Unit V **Curriculum Evaluation**
- Meaning of curriculum evaluation
- Significance of curriculum evaluation
- Formative and Summative evaluation of curriculum

Unit VI **Theories of Curriculum**
- Definition
- Types
- Technical & Non-Technical Model (one theory from each category)

References/ Suggested Readings
Recommended Books

→ H. Tabe - Curriculum Development- Theory & Practice

→ A.V. Kelly – The Curriculum, Theory and Practice

→ N. Bhalla – Curriculum Development

→ M. Talla – Curriculum Development: Perspectives, Principles and Issues

→ J. C. Aggarwal – Curriculum Development

→ দিবেন্দু ভট্টাচার্য – পাঠক্রম চর্চা ও মূল্যায়ন

→ মিহির চট্রোপাধ্যায় - পাঠক্রম চর্চা

→ প্রনব কুমার চক্রবর্তী - পাঠক্রম নীতি ও নির্মান

→ নূরুল ইসলাম- পাঠক্রম চর্চা ও ব্যবহারিক শিক্ষাবিজ্ঞান

→ সোনালী চক্রবর্তী- পাঠক্রম চর্চা ও নির্দেশনা দান

→ তারিনি হালদার ও ড. সান্তোষ মুখাজী- প্রজ্ঞা ও পাঠ্যক্রম

→ দিবেন্দু ভট্টাচার্য – জ্ঞানের স্বরূপ ও পাঠ্যক্রম

Course Name: Inclusive Education

Course Code: BAHEDCC403

Course Type: C	Course Details: CC-10			L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes:
After the completion of course, the students will have ability to:

1. develop an understanding of the concept and philosophy of inclusive

2. understand education in the context of education for all

3. familiarize with the trends and issues in inclusive education

4. develop an attitude to foster inclusive education

5. develop an understanding of the role of facilitators in inclusive education

6. understand and appreciate the needs of such children in the society

Course Content: Theory

Unit I **Introduction to Inclusive Education**
- Concept and meaning of inclusive education
- Objectives of inclusive education
- Need and importance of inclusive education

Unit II **Inclusive education and its evolution**
- Concept of special education
- Integrated education
- Mainstreaming and inclusive education of non-inclusive

Unit III **Perspectives of inclusive education**
- Social, psychological, economical and educational contexts of inclusion
- Barriers to inclusive education – attitudinal, physical, instructional and institutional

Unit IV **Special Educational Needs (SEN) of Learners in Inclusive School**
- Identification of diverse needs of learners and referrals
- Disabilities in children and their special needs: physically handicapped, learning disabled, mentally retarded, economically and socially weaker children (including girl child)

Unit V **Inclusive School setting**
- Concept of inclusive school
- School's philosophy, enrolment & retention drive
- Provisions of facilities, aids and equipments

Unit VI **Facilitators for Inclusive Education**

- Professional development of teachers – their attitude & accountability, encouragement of participatory learning
- Parents involvement
- Use of technology to support diverse learning needs

References/ Suggested Readings
Recommended Books

→ M. Dash – Education of Exceptional children

→ James R Patton – Strategies for Teaching Learners with Special Need

→ Robert A Gable – Strategies for Teaching Students – With Mild to Severe Mental Retardation

→ Eugene B. Edger – Mentally Handicapped Children: Education and Training

→ Warren Umansky – Young Children with Special Need

→ Giangreco Michel – Ideas of Educating Students with Disabilities

→ ড. দেবব্রত দেবনাথ ও আশিষ কুমার দেবনাথ- অন্তর্ভুক্তিমূলক শিক্ষা

→ ড. দেবাশিষ পাল, ড. দেবাশিষ ধর ও ড. মধুমিতা দাশ- অন্তর্ভুক্তিমূলক শিক্ষাব্যবস্থা

→ ড. উর্মি চক্রবর্তী- অন্তর্ভুক্তিমূলক বিদ্যালয় সংগঠন

→ ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা

→ ড. প্রদীপ্ত রঞ্জন রায় ও অদিতি রায়- অন্তর্ভুক্তিমূলক বিদ্যালয় শিক্ষা

→ ড. প্রনব কুমার চক্রবর্তী ও ড. দেবশ্রী ব্যানার্জী- সর্বসমাবিষ্ট বিদ্যালয় শিক্ষা

Course Name: Population Education

Course Code: BAHEDCGE401

Course Type: GE	Course Details: GEC-4		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**	
Credit: 6	**Full Marks:**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
	50		**10**		**40**

Course Learning Outcomes: After going through this course, the students will have ability to-

1. understand the concept, need and importance of population education.

2. understand various terminologies concerned with population studies and factors responsible for population growth.

3. develop an awareness of the implications of population growth on various aspects of social functioning.

4. understand the benefits of population control and its impact.

Course Content: Theory

Unit I **Introduction to Population Education**
- Concept and meaning of population education
- Need and Importance of Population Education
- Scope and limitations of Population Education.

Unit II **Population Dynamics**
- Definition and component of population, demographic characteristics
- Present population situation in India - structure and composition of population
- Determinants of population growth

Unit III **Impact of Population Growth**
   Impact of population growth on-
- economy, environment and natural resources
- nutrition and health
- education**,** employment and living facilities

Unit IV **Population Control Measures**
- Emerging trends, methods and approaches to have planned population growth
- Evaluation of the prevalent practices of planning population.

Unit V **Imparting Population Education**
- Role of government and non-government agencies concerning population education
- Role of teacher in imparting Population Education.

Unit VI **Curriculum for Population Education**

- Population Education curriculum at various stages of school education – its place in school curriculum – correlation with other school subjects
- Co-curricular activities in organization of population education programmes.

References/ Suggested Readings
 Recommended Books

→ R.N. Sinha - Population Education

→ V. K. Rao- Population Education

→ R. P. Grover- Population Education in India

→ B. K. Saha- Population Education

→ S. N. Agarwal- India's Population Problem

→ R. C. Chandana- Geography of Population Education

→ B. L. Raina- Population Policy

→ S. C. Mohanty- Population Education

→ ড. সুজিত পাল ও ড. পরিমল সরকার- পরিবেশ শিক্ষা ও জনশিক্ষা

→ ড. দেবীপ্রসাদ নাগচৌধুরী, ড. সুজিত পাল, ড. মধুমালা সেনগুপ্ত- পরিবেশ শিক্ষা ও জনশিক্ষা

→ ড. সুবির নাগ ও ড. সৈকত পণ্ডিত- জনশিক্ষা ও পরিবেশ শিক্ষা

→ ড. দেবাশিষ পাল ও দেবব্রত দেবনাথ- শান্তি, মূল্যবোধ ও পরিবেশ শিক্ষা

→ ড. রাজীব সরকার- পরিবেশ ও জনশিক্ষা

Semester- 4th

Course Name: Women Education

Course Code: BAHEDCGE402

Course Type: GE	Course Details: GEC-4		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. understand the concept, need and importance of women education.
2. know the status of women education in British period and in present India.
3. know concepts of contribution of great educators for women education.
4. know the role of the Indian Constitution and different commissions for women education.
5. an insight into the constraints of women education in India.

Course Content: *Theory*

Unit I **Introduction to Women Education**
- Meaning and Concept of Women Education
- History of Women Education in India
- Need & Scope of Women Education

Unit II **Women Education in British India**
- Development of Women's Education during pre-independence India
- Contribution of Missionaries
- Role of British Govt in the development of women education

Unit III **Present Scenario of Women Education**
- Present conditions of girls' Education in different Communities
- Status of women education in independent India
- Constitutional provisions for the development of women education

Unit IV **Contribution of Great Educators for Women Education**
   Contribution of -
- Raja Rammohan Roy
- Iswarchandra Vidyasagar
- Swami Vivekananda

Unit V **Recommendation for Women Education**
- Recommendation by different Commissions and Committees in Independent India for Women Education (Only major recommendations)
    i. National Committee on Women education (1958-59 under the chairmanship of Durgabai Desmukh)
    ii. National Council of Women Education (1962 under the chairmanship of Sm Hansa Mehta)
    iii. Bhakatavatsalam Committee Report (1963)
    iv. Kothari Commission Report (1964-66)
    v. NPE 1986 and POE 1992
- Measures taken by the Government for Women Education

Unit VI **Problems of Women Education**
- Major constraints of Women's Education –
  i)Social, ii)Political, iii)Psychological, iv)Economic and v) Religious

References/ Suggested Readings
Recommended Books

→A.Kumar - Women Education

→S.P.Agarwal - Women Education in India

→ভক্তিভুষন ভক্তা- ভারতীয় শিক্ষার রূপরেখা

→ড. দুলাল মুখোপাধ্যায়, তারিণী হালদার ও বিনায়ক চন্দ- সমকালীন ভারতবর্ষ ও শিক্ষা

→ড. দুলাল মুখোপাধ্যায়, ড. বিজন সরকার, তারিণী হালদার ও অভিজিৎ কুমার পাল-ভারতে শিক্ষার
চলমান ঘটনাবলী

→ড. দেবাশিষ পাল ও দেবব্রত দেবনাথ- স্বাধীনোত্তর ভারতের শিক্ষা ও সমকালীন সমস্যাবলী

→ড. নূরুল ইসলাম- ভারতীয় শিক্ষা ইতিহাসের রূপরেখা

Course Name: Community Development

Course Code: BAHEDCSE401

Course Type: SE	Course Details: SEC-2		L-T-P: 0-0-8	
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30		20	

Course Learning Outcomes: After going through this course, the students will have ability to-

1. understand the nature of community development and its importance.

   2. write a report on the study conducted on a particular topic after visiting and surveying the community.

   3. Know about data, data collection and data representation

4. Know about the treatment of data

Course Content: Practical

Unit I **Theoretical background of Community Development**
- Concept of community development and its need
- Community participation for empowerment of local people
- Community development for the disadvantaged section of people

Unit II **Practicum**
- The students are required to visit a particular community individually or in a group depending on the nature of the practical work in consultation with their supervisors.
  Any **one** of the following topics may be selected for practical work
  1) Adult Literacy Survey
  2) Study the problem of unemployment/ underemployment in the community visited
  3) Health related problems found especially among children and women
  4) Implementation of scheme of Swatchh Bharat within the community
  5) A descriptive study of a slum area including population, literacy rate, rate of employment, social and educational problems as reported by slum dwellers.
  6) Development of environment/ pollution related awareness activities
  7) Staging street drama/ skits highlighting some important social issues like dowry, death, domestic violence, poverty, malnutrition among children and women.
     OR any other suitable topic(s).

Format
Write the report of the practical work
- back ground of the study
- planning the program
- place visited (number of days or hours taken to visit the particular place)
- participants of the study (age, gender, category, religion, general socio economic background of the

population under study)

Procedure of the work/ Mode of data collection

Interview (interview schedule – questions to be asked open ended or close ended)

Observation (observation schedule – what are the areas/ behavior/ characteristics to be observed participant observation or non participant observation)

Analysis of the data

Collected information is to be presented in a tabular form

Interpretation of the data

To be presented with the help of descriptive statistics, diagrams, graphs etc.

Actions to be taken

The suggestions to be given to overcome the problems/ identified in the study.

Report may contain photographs of the visit.

Appendix should contain permission letters, questionnaire, data chart.

References/ Suggested Readings
Recommended Books

→ Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.

→ A.K. Singh – Test, Measurement and Research Methods in Behavioral Sciences

→ডঃ দেবাশিস পাল, গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল

→ডঃ দেবাশিস পাল ও প্রণয় পাণ্ডে, শিক্ষা গবেষণা ও মূল্যায়ন

Course Name: Action Research and Case Study

Course Code: BAHEDCSE402

Course Type: SE	Course Details: SEC-2		L-T-P: 0-0-8	
		CA Marks		**ESE Marks**	
Credit: 4	**Full Marks: 50**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
		30		**20**	

Course Learning Outcomes: After going through this course, the students will have ability to-

1. develop the concept of action research and its importance in education

2. write a report on an action research undertaken by them

3. know about data, data collection and data representation

4. Know about the treatment of data

Course Content:Practical

Unit I **Introduction to action research**
- Meaning and objectives of action research
- Advantages of action research
- Areas of action research

Unit II **Practicum**
- The students are required to conduct an action research individually from any **one** of the following topics
  1) Any problem related to teaching learning process/ methodology of teaching
  2) Any problem related to organizing co-curricular activities in school
  3) Any problem related to administration and management of the school/ educational system.
     OR any other suitable topic(s).

Format
Writing the report of the practical work
> - back ground of the problem – its identification
> - planning the research
> -theoretical basis of the problem – review of related literature

Procedure of the study
> Participants / sample of the study
> Gathering of data – Tools used in the study
>> Analysis of the data – Descriptive analysis/ statistics
>> Reporting of results, Interpretation of data, identifying the causes of the problem
>> Actions to be taken
>> Follow up
>> Suggestion
>> References

References/ Suggested Readings
Recommended Books

→ Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.

→ A.K. Singh – Test, Measurement and Research Methods in Behavioral Sciences

→ Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.

→ Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman Green and Company

→ ডঃ দেবাশিস পাল, গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল

→ ডঃ দেবাশিস পাল ও প্রণয় পাণ্ডে, শিক্ষা গবেষণা ও মূল্যায়ন

→ ডঃ দেবাশিস পাল ও ডঃ দেবাশিস ধর, শিক্ষা পরিমাপ ও মূল্যায়ন

Course Name: Contemporary Issues in Education

Course Code: BAHEDCC501

Course Type: C	Course Details: CC-11		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**	
Credit: 6	**Full Marks:** **50**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. help the student to understand the concept, constitutional provision, role of DPEP, RCFCE, SSA current status and problems of elementary education in India

2. enable the student to understand the concept of secondary education, role of RMSA and problems of secondary education in India

3. enable the students meaning, aims & objectives of higher education, Knowledge Commission, RUSA

4. enable the student to understand the Indian constitution and the right to education

5. develop appreciation and understanding about the some important trend and issues in education

Course Content: Theory

Unit I **Indian Constitution and the Right to Education**
- Constitutional goal for Indian Education
- Right to education and provisions in the Indian constitution
- The right of children to free and compulsory education act 2009 (brief outline)

Unit II **Elementary Education**
- Universalisation of elementary education-Meaning, aims & objectives
- Sarva Sikshya Abhiyan (SSA), District Primary Education Project (DPEP) - Objectives and functions.
- Challenges and problems of Elementary Education

Unit III **Secondary Education**
- Quality concerns in secondary education
- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)- Objectives and functions.
- Challenges and problems of secondary education

Unit IV **Higher Education**
- Developments, concerns and
- prospects

- Challenges and Problems of Higher education.

Unit V **Present Issues in Education**
- Gender issues in education
- Issues of quality and equity
- Value education, peace education (Significance)

Unit VI **Trends in Indian Education**
- SWAYAM
- Family life education
- Privatization of education

References/ Suggested Readings

Recommended Books

→ B. R. Purkait- Milestones of Modern Indian Education

→ J. C. Aggarwal - Landmarks in the History of Modern Indian Education

→ S. S. Ravi – A Comprehensive Study of Education

→ J. P. Banerjee – Education in India: Past, Present and Future

→ S. P. Chaube & A. Chaube – Education in Ancient and Medieval India

→ B. K. Nayak- History Heritage and Development of Indian Education

→ B. N. Dash –History of education in India

→ S. S. Ravi – A Comprehensive Study of Education

→ J. C. Aggarwal- Theory and Principles of education

→ R. P. Pathak – Development and Problems of Indian Education

→ B. K. Nayak- Modern Trends and Issues in Education of India

→ ডঃ মিহির কুমার চট্টোপাধ্যায়, ডঃ সন্তোষ কুমার বেহেরা , প্রণয় পাণ্ডে – শিক্ষায় সাম্প্রতিক বিষয় সমূহ

→ ডঃ দুলাল মুখোপাধ্যায় , ডঃ তারিণী হলদার, ডঃ বিনায়ক চন্দ – সমকালীন ভারতবর্ষ ও শিক্ষা

→ ডঃ মুহাম্মদ আফসার আলী – সমসাময়িক ভারত বর্ষ ও শিক্ষা

→ ডঃ মিহির কুমার চট্টোপাধ্যায়, ডঃ দেবাশীষ পাল, প্রণয় পাণ্ডে – ভারতীয় শিক্ষায় সাম্প্রতিক বিষয় সমূহ

Course Name: Guidance and Counselling in Education

Course Code: BAHEDCC502

Course Type: C	Course Details: CC-12		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**
Credit: 6	**Full Marks:**	Practical	Theoretical	Practical	Theoretical
	50		10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. develop appreciation and understanding about the concepts, types and agencies of guidance

2. help the student to understand the concept, technique and implications of counselling

3. enable the students the types and agencies of counselling

4. enable the student to understand the psychometric methods and techniques for guidance and counselling

5. help the student to understand guidance and services programme

Course Content: Theory

Unit I **Concept and Types of Guidance**
- Meaning and principles of guidance
- Scope and importance of guidance
- Types of guidance- Individual and Group guidance

Unit II **Agencies of Guidance**
- Guidance at different levels of education
- Importance of guidance at different levels of education
- Importance of guidance for adolescent

Unit III **Concept and Types of Counselling**
- Meaning and characteristics of counselling
- Principles and importance of counselling
- Types of Counselling- Directive, Non-Directive, Eclectic

Unit IV **Areas of Counselling**
- Individual and Group counselling- Concepts, needs and significance
- Educational and Vocational Counselling- Concepts, needs and significance
- Counselling and Psychotherapy

Unit V **Guidance and Counselling Services**
- General characteristics of guidance and counselling service
- Type of guidance and counselling services
- Placement service and follow-up service

Unit VI **Personnel in Guidance Programme**
- Characteristics and role of guidance personnel– the counsellor
- Role of guidance personnel– career master
- Characteristics and role of guidance personnel– parents

References/ Suggested Readings

Recommended Books

→ Gibson- Guidance and Counselling

→ NCERT- Guidance and Counselling

→ N. C. Basu- Educational and Vocational Guidance

→ S. S. Chauhan- Principles and Techniques of Guidance

→ Dr. K.P.Sehgal- Guidance and Counselling

→ Dr.Subir Nag and Pranay Pandey- GUIDANCE AND COUNSELLING

→ Dr.Pankaj Kumar Yadav , Dr. Vijay Gupta- Educational Guidance and Counselling

→ ডঃ সনৎ কুমার ঘোষ– শিক্ষায় সংগতি – অপ সংগতি এবং নির্দেশনা

→ ডঃ দেবাশিষ পাল, ডঃ সুবির নাগ , প্রণয় পাণ্ডে – নির্দেশনা ও পরামর্শ দান

→ কাকলি মুখোপাধ্যায় – নির্দেশনা ও পরামর্শ দান

→ ডঃ সুবির নাগ , ডঃ গার্গী দত্ত – সংগতিবিধানে নির্দেশনা ও পরামর্শ দান

Course Name: Teacher Education
Course Code: BAHEDCDSE501

Course Type: DSE	Course Details: DSEC-1 & DESC-2		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	CA Marks		ESE Marks	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. help the student to understand the basic concept of teacher education.
2. enable the students the historical perspective and development of teacher education in India.
3. understand the Teaching as a profession
4. help the student to understand teacher education programme at different levels
5. understand the various agencies in teacher education
6. make an idea about some major issues and problems of teacher education

Course Content: Theory

Unit I **Concept of Teacher Education**
- Meaning and need of teacher education
- Scope and nature of teacher education
- Aims and objectives of teacher education

Unit II **History of Teacher Education in India**
- A Historical perspective pre and post independence Era
- Recommendations of various commissions and committees for teacher education.
- Integrated Teacher Education Programme (concepts, aims and objectives)

Unit III **Teaching as a Profession**
- Professionalism – Meaning and Characteristics
- Role and the responsibility of teacher's, professional organizations
- Developing professionalism for teacher educators

Unit IV **Teacher Education Programme at Different Levels**
- Teacher Education for primary education level
- Teacher Education for secondary level
- Teacher Education for Higher education level

Unit V **Academic and Administrative Control on Teacher Education**
   Objectives and functions-
- District Institute of education and Training (DIET)
- National Council for Teacher education (NCTE)
- National University of Educational Planning and Administration (NUEPA) and National Council of Educational Research and Training (NCERT)

Unit VI **Major Issues and Problems of Teacher Education**
- Curricular reform and evaluation system
- Quality assurance in in-service and pre-service teacher education
- Problems of teacher education

References/ Suggested Readings

Recommended Books

→ NCTE (2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
→ Report of the National Commission of Teachers (1983-85).
→ National Curriculum Framework for Teacher Education, 2009.
→ Report of the Delors Commission, UNESCO, 1996.
→ National Curriculum Framework on School Education, 2005.
→ UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
→ NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
→ NCERT (2005) : National Curriculum Framework.
→ Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
→ Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
→ Joyce, B. and Weal, M. (2003). Models of Teaching (7th Ed.) Boston : Allyn and Bacon.
→ Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
→ Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
→ Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
→ Aggarwal, P. (2010). *Teacher Education*. New Delhi: Saurabh Publishing House.
→ Ali, L. (2011). *Teacher Education*. New Delhi: APH Publishing Corporation.
→ Aggarwal, J. C. (2010). *Teacher and Education in a Developing Society* (5th ed.). New Delhi: Vikas Publishing House.
→ Mishra, L. (2013). *Teacher Education: Issues and Innovation*. New Delhi: Atlantic Publications.
→ Pany, S. and Mohanty, S. P. (2013). *Teacher Education in India*. New Delhi: Shipra Publication.
→ Sharma, S. R. (2008). *A Handbook of Teacher Education*. New Delhi: Sarup & Sons.
→ ডঃ দিব্যেন্দু ভটাচার্জ্য ও ডঃ অরুন কুমার সিংহ – শিক্ষক শিক্ষণ
→ ডঃ প্রণব কুমার চক্রবর্তী , ডঃ প্রণয় পাণ্ডে – শিক্ষক শিক্ষা

Course Name: Psychology of Mental Health and Hygiene

Course Code: BAHEDCDSE502

Course Type: DSE	Course Details: DSEC-1 & DESC-2		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1.develop appreciation and understanding about the Concepts of adjustment and maladjustment

2.enable the student to understand about the concepts, factors, importance and history of mental health

3.be aware about Mental Illnesses

4.understand the treatment/methods for the preservation and enhancement of mental health

5.enable the student to understand about role of home and society in maintaining good mental health

Course Content: Theory

Unit I **Introduction to Mental Health**
- Concepts, nature and scope of mental health
- Concept of normality and abnormality
- Factors affecting mental health

Unit II **History& Importance of Mental Health**
- History of mental health
- Importance of mental health
- Criteria for a mentally healthy person

Unit III **Adjustment and Maladjustment**
- Concept of adjustment and maladjustment
- Causes of maladjustment
- Indicators of mal-adjustment (with special reference to frustration, anxiety, phobias & manias)

Unit IV **Mental Illnesses**
- Common psychological disorders related to anxiety, mood and cognition
- Psychological disorders: Meaning, Psychosis and Neurosis
- Stress and conflict management

Unit V **Treatment/Methods for the Preservation and Enhancement of Mental Health**
- Important psychotherapies: behavior therapy
- Important Psycho-analysis in mental health
- Cognitive Behaviour Therapy (CBT) and Rational Emotive Behavior Therapy (REBT): Their implication in Mental Health

Unit VI **Education and Mental Health**
- Principles of good mental health
- Importance of education for good mental health
- Role of home and society in maintaining good mental health

References/ Suggested Readings

Recommended Books

→ Bhan S. & Dutt, N. K. (1986). Mental Health through Education. New Delhi: Vision Books.

→ Brown, J. F. (1940). The Psycho-dynamics of Abnormal Behavior. New York: McGraw Hill Book Co.

→ Carol, H. A. (1979). Mental Hygiene. New York: Prentice Hall.

→ Chauhan, J. C. (1986). Mental Hygiene. New Delhi: Allied publisher.

→ Crow, I.D. & Crow, A. (1970). Mental Hygiene. New York: McGraw Hill Book Co.

→ Cyril, M.F. (1969). Behavior Therapy. New York: McGraw Hill Book.

→ Dollard, J. & Miller N. E. (1970). Personality and Psychotherapy. Chicago: Aldine.

→ Enelow, Allen J. (1978). Elements of Psychotherapy. New York: Oxford University Press.

→ Howard, S. Friedman and Mirian, W. Schustach (2004). Personality: Classic theories and Modern

→ Research. Delhi: Pearson Education Pvt. Ltd.

→ Jahoda, M. (1958). Current Concepts of Positive Mental Health.New Basic Books. Inc.

→ Klein, D. B. (1956). Modern Hygiene. New York: Henery Holt Company.

→ Korchin, S. J. (1986). Modern Clinical Psychology. New Delhi: Indian Edition CBS Publishers.

→ Lorenze, A. Pervin (1990). Handbook of Personality: Theory and Research. New York: Guilford Press.

→ Maurus,J. ().Mental Hygiene. Allahabad: Better Yourself Books.

→ Page, I. P. (1970). Abnormal Psychology. New Delhi: Tata McGraw Hill Publishers.

→ Rayan, W. Carson (1970). Mental Health through Education: New Delhi: Commonwealth

→ অশোক গুপ্ত– মানসিক স্বস্থ্য বিজ্ঞান

→ ডঃ জগদিন্দ্র মণ্ডল – মানসিক স্বাস্থ্যবিদ্যা

→ অরুণ ঘোষ – অস্বাভাবিক মনোবিজ্ঞান

Course Name: Education for Sustainable Development

Course Code: BAHEDCDSE503

Course Type: DSE	Course Details: DSEC-1 & DESC-2		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. develop appreciation and understanding about the concepts the concept and components of sustainable development

2. help the student to understand the history, goals and challenges for sustainable development

3. help the student to understand the various dimension of sustainable development

4. enable the student to understand the education for sustainable development

5. enable the students understand the current issue of the sustainable development

6. help the student to understand the united nations' decade of education for a sustainable development

Course Content Theory

Unit I **Concept and Components of Sustainable Development**
- Definition and principles of sustainable development
Characteristics and need of sustainable development
- Scope of sustainable development

Unit II **History, Goals and Challenges of Sustainable Development**
- History of sustainable development
- Goals of sustainable development
- Challenges of sustainable development goals

Unit III **Dimension of Sustainable Development**
- Economic Dimension (Concept only)
- Social Dimension (Concept only)
- Environmental Dimension (Concept only)

Unit IV **Current Issue of the Sustainable Development**
- Environment and sustainable development
- Role of government agencies for sustainable development
- Role of NGOs for sustainable development

Unit V **Education for Sustainable Development**
- Meaning of education for sustainable development
- Importance of education for sustainable development
- Challenges for the education for a sustainable development

Unit VI **The United Nations' Decade of Education for a Sustainable Development**
- Key characteristics of education for Sustainable Development
- The objectives of the decade of education for a sustainable development
- The decade of education for sustainable development within the context of globalization (Indian context)
- Education for a sustainable development and education for a sustainable life

References/ Suggested Readings

Recommended Books

→ Cruz, R.V., H. Harasawa, M. Lal, S. Wu, Y.Anokhin, B. Punsalmaa, Y. Honda, M. Jafari, C. Li and N. Hu Ninh (2007): Asia. Climate Change, 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to The Fourth Assessment Report the Intergovernmental Panel on Climate Change, M.L.Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson Eds, Cambridge University Press, Cambridge, U.K. 469-506.

→ Susan M. (2008). Roles and realities. In Local Sustainable Urban Development in a Globalised World, Lauren C. Heberle and Susan M. Opp eds. Hampshire, Ashgate Publishing Limited, England.

→ Darshini Mahadeviya (2002) Sustainable Urban Development in India: An inclusive perspective. In From Unsustainable to Inclusive cities, David Westendorff (ed), Geneva, UNRISD publication with Swiss

→ Megan Landon (2006) Environment, Health and sustainable development: understanding public health, England, Open University Press.

→ World Health Organization (2002) Community participation in local health and sustainable development: Approaches and techniques, Geneva, European Sustainable development and health series 4.

→ Matt Commer (2002) Determinants of health, theory, understanding, portrayal, policy, Netherland, Kluwer Academic Publisher.

Semester- 5th

Course Name: Open and Distance Learning
Course Code: BAHEDCDSE504

Course Type: DSE	Course Details: DSEC-1 & DESC-2		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. help the student to understand the basic concept of teacher education.
2. enable the students the historical perspective and development of teacher education in India.
3. understand the Teaching as a profession
4. help the student to understand teacher education programme at different levels
5. understand the various agencies in teacher education
6. make an idea about some major issues and problems of teacher education

Course Content: Theory

Unit I **Concept and Growth of Open and Distance Education**
- Concept of open and distance education
- Nature of distance and open education
- Growth of distance and open learning

Unit II **Issues of Open and Distance Education**
- Philosophical Issues
- Psychological Issues
- Sociological Issues

Unit III **Curriculum and Support Services for Distance and Open Learning**
- Curriculum for open education and distance education
- Need and types of Support Services
- Use of Instructional techniques and materials for open education and distance education

Unit IV **Planning and Management of Distance and Open Learning**
- Planning of open and traditional university system
- Management of learning materials operational aspects
- Use of Technology in distance and open learning system

Unit V **Status, Agencies and Problems of Open and Distance Education in India**
- Present Status of open and distance education in India
- Various agencies of open and distance education
- Problems of open and distance education in India

Unit VI **Quality Enhancement of Open and Distance Education**

- Quality assurance of open and distance education
- Mechanisms for maintenance of standards in open and distance education
- Role of Distance Education Council (DEC)

References/ Suggested Readings
   Recommended Books

→ Chib, S. S. (1986): Distance Education. Chandigarh: Chadda Publication.

→ Criscito Pat. (2004): Barron's Gide to Distance Learning. Barron's E Publisher.

→ Daniel, J. S. et al. (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.

→ Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.

→ Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.

→ Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.

→ Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.

→ IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi.

→ Joshi, P. K. (2007): Modern Distance Education. New Delhi: Anmol Publications.

→ Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.

→ Keegan, D. (1989): Foundations of Distance Education, London: Routledge.

→ Race, Phil (1944): The Open Learning handbook, Second Edition, London: Kogan Page.

→ Rathore, H. C. S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House

Semester- 5th

Course Name: Project Work – I
DEVELOPMENT AND STANDARDIZATION OF A TEST

Course Code: BAHEDCDSE505

Course Type: DSE	Course Details: DSEC-1 & DESC-2			L-T-P: 0-0-12	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
		30		20	

- *Course Learning Outcomes:* After going through this course, the students will have ability to-

1. develop a test
2. make a pilot study
3. determine Reliability and Validity of a test
4. determine norms of a standardized test

Course Content: Practical

Step I:
- Develop a Questionnaire with at least 30 items

Step II:

- Standardization:

- Apply the Test on at least 10 samples

Step III:

- Determine Reliability and validity

Step IV:

- Determine norm

Marking scheme: Total : 50	
Internal 30	**External 20**
Preparation of Tool- 15	Project Report -10
Standardization- 15	Viva- 10

References / Suggested Readings:

Reference Books

→ **Aggrawal, J.C. (1997**). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.

→ **A.K. Singh** – Test, Measurement and Research Methods in Behavioral Sciences

→ **Banks, S.R. (2005**). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.

→ **Blooms, B.S.(1956).** *Taxonomy of Educational Objectives*. New York: Longman Green and Company

→ **Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996**). *Psychological testing and Assessment. An Introduction to the Tests and Measurement*. California: Mayfield Publishing Co.

→ **Cooper, D. (2007).** *Talk About Assessment, Strategy and Tools to Improve Learning.* Toronto: Thomson Nelson

→ ডঃ দেবাশিস পাল, গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল

→ ডঃ দেবাশিস পাল ও প্রণয় পাণ্ডে, শিক্ষা গবেষণা ও মূল্যায়ন

→ ডঃ দেবাশিস পাল ও ডঃ দেবাশিস ধর, শিক্ষা পরিমাপ ও মূল্যায়ন

Course Name: Measurement and Evaluation in Education

Course Code: BAHEDCC601

Course Type: C	Course Details: CC-13		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**
		Practical	**Theoretical**	**Practical**	**Theoretical**
Credit: 6	**Full Marks: 50**		**10**		**40**

Course Learning Outcomes: After going through this course, the students will have ability to-

1.describe the role of measurement and evaluation in education.

2.differentiate measurement and evaluation.

3.establish the relationship between measurement and evaluation.

4.explain different forms of assessment that aid student learning.

5.use wide range of tools and techniques and construct these appropriately.

6.classify educational objectives in terms of specific behavioural form

Course Content: Theory

Unit I **Measurement and Evaluation in Education**
- Measurement: Concept and Purpose
- Evaluation: Concept, Types and its role in education
- Interrelationship between measurement and evaluation

Unit II **Tools of Measurement and Evaluation**
- Standardized vs. Non-Standardized tools (concepts and purpose)
- Tests- Essay type and Objective type; Short answer type and Oral type.
- Personality Test- Rorschach Ink Blot Test
- Interest Test- Kuder Reference Record
- CRC (concepts and purpose)

Unit III **Techniques of Measurement and Evaluation**
- Observation, Self-reporting (Interview, Questionnaire)
- Assignment, Portfolios, Rubrics, Anecdotal
- Records, Check List, rating Scale,
- Concept Mapping and Project
- General principles of test construction and standardization

Unit IV **Scales of Measurement and Evaluation**
- Nominal,
- Ordinal,
- Interval and
- Ratio

Unit V **Characteristics of a Good Test**
- Reliability- Concept, Methods and Factors Affecting Reliability
- Validity- Concept and Methods of Validation
- Objectivity and Practicability

Unit VI **Evaluation Process**
- Evaluation Process: Concept, Types (Formative and Summative)
- Concept of Norm-Referenced Test and Criterion Referenced Test.
- Concept of Gradation and Credit system.
- CBCS system in evaluation (Concepts)

References / Suggested Readings:
Reference Books

→ S. K. Mangal- Statistics in Education and Psychology

→ K. Singh – Test, Measurement and Research Methods in Behavirioul Sciences

→ E. Garret- Statistics in Education and Psychology

→ R. A. Sharma- Mental Measurement and Evaluation

→ Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

→ ডঃ দেবাশিস পাল , ডঃ দেবাশিস ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন

→ ডঃ দেবাশিস পাল, ডঃ প্রণব কুমার চক্রবর্তী, প্রণয় পাণ্ডে – শিক্ষাগত মূল্যায়ন এবং রাশি বিজ্ঞান

→ ডঃ দেবাশিস পাল, গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল

→ ডঃ নুরুল ইসলাম – শিক্ষায় মূল্যায়ন ও পরিমাপ

Course Name: Fundamentals of Educational Research

Course Code: BAHEDCC602

Course Type: C	Course Details: CC-14		L-T-P: 5-1-0	
		CA Marks	**ESE Marks**	
Credit: 6	**Full Marks: 50**	Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. define and explain the meaning and nature of research.
2. define and explain the meaning and nature of Educational research.
3. identify source of data for Research.
4. describe the types of Research.
5. describe the meaning of Research problem and Review of Related Literature.
6. explain the concept of Hypothesis, Variables, and Research data.
7. analyze the Qualitative and Quantitative data.
8. acquaint with the process of collecting data.
9. apply relevant statistical techniques to analyze data.

Course Content: __Theory__

Unit I **Research-meaning and nature:**
- Meaning and nature of Research
- Sources of Knowledge (Authority, Tradition, Personal Experience, Deduction, Induction.)
- Need of Research in Education

Unit II **Educational Research- meaning, nature and types**
- Meaning, nature & scope of Educational Research
- Types of Research: Basic, Applied & Action Research; Longitudinal and Cross Sectional Research.
- Importance of Educational Research.

Unit III **Basic Ideas of Research- I**
- Characteristics of a good Research Problem
- Review of related Literature – purpose
- Variable – dependent, independent and intervening variable

Unit IV **Basic Ideas of Research- II**
- Research Hypothesis – meaning, nature and types
- Population and Sample - meaning

Unit V **Major Approaches of Research**
  Meaning, nature and procedure of-
  - Historical Research
  - Descriptive Research
  - Experimental Research

Unit VI **Methodology of Educational Research**

- Sampling- meaning and types (concept only); Probability and Non-probability designs
- Tools and Techniques of Data Collection- Questionnaire, interview, observation, tests and scales (concepts only)
- Data Analysis: Qualitative and Quantitative processes

References / Suggested Readings:
  Reference Books

→ A.K. Singh – Test, Measurement and Research Methods in Behavioral Sciences

→ Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among

→ S. K. Mangal- Statistics in Education and Psychology

→ Lokesh Koul- Methodology of Educational Research (4th ed.). New Delhi: Vikash Publishing House Pvt Ltd.

→ J W Best & J V Khan- Research in Education (10th ed.). New Delhi: PHI Learning Private Limited.

→ V.K Shastri,. (2008). Research Methodology in Education.Delhi: Authors Press.

→ W. Wiersma (1995)- Research Methodology in Education: An Introduction. USA: Allyan and Bacon.

→ S.K. Mangal, & S. Mangal, (2012)- Research Methodology in Behavioural Science. New Delhi: PHI Learning Private Limited.

→ Chaitali Ghosh & Mamata Singh – Research Methodology

→ ডঃ দেবাশিস পাল , ডঃ দেবাশিস ধর – শিক্ষায় পরিমাপ ও মূল্যায়ন

→ ডঃ দেবাশিস পাল, ডঃ প্রণব কুমার চক্রবর্তী, প্রণয় পাণ্ডে – শিক্ষাগত মূল্যায়ন এবং রাশি বিজ্ঞান

→ ডঃ দেবাশিস পাল, গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল

→ ডঃ নুরুল ইসলাম – শিক্ষায় মূল্যায়ন ও পরিমাপ

Course Name: Education of Children with Special Needs

Course Code: BAHEDCDSE601

Course Type: DSE	Course Details: DSEC-3 & DESC-4		L-T-P: 5-1-0	
Credit: 6	**Full Marks:** **50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. explain meaning, nature and causes of exceptionality;

2. elaborate Historical Development of special Education in India;

3. understand different types of special Education;

4. suggest the alternative or remedial educational provisions for special children;

5. understand concept of different types of special education

Course Content: Theory

Unit I **Introduction to Special Education**
- Meaning and scope of special education
- Nature and provisions of Education of the Children with Special Needs
- A brief history of special Education in India

Unit II **Provisions of Special Education**
- Strategies – Special education, Integrated Education, Inclusive Education: Comparison
- Special Education and Universalization of elementary Education – Constitutional provisions and government policies.
- Recommendations and suggestions in the Person with Disability Act 1995 and 2016

Unit III **Children with special needs and their education**
- Concept, Classification according to various criteria: Intelligence, Sense organs, Locomotion, Speech and other aspects.
- Learning disability: Concept and Meaning, Types, Characteristics
- Identification and Remedial Measures

Unit IV **Exceptional Learners**
Salient characteristics of each category of exceptional Learners –
- Mentally retarded,
- Visually impaired,
- Hearing impaired,
- Gifted and Creative children,
- Cerebral Palsy and
- Juvenile delinquents.

Unit V **Special Schools:**
- Nature and objective of Special schools
- Concept of main streaming – Integrated schools and its support services including Resource Room, Resource Teacher and Counsellor.
- Concept of Remedial teaching for children with learning difficulties

Unit VI **Role of different categories of members**
- Teacher and peer group in the school of the exceptional child,
- Family members of the exceptional child
- Community of the exceptional child

References / Suggested Readings:

Reference Books

→ Bloom, Benjamin, S. (Ed.) (1956): Taxonomy of Educational Objectives: Handbook for Cognitive Domain. New York: John Wiley & Sons Inc.

→ Clark, C.M. (1987): The Carroll Model-in M.J. Dunkin (Ed.). The International Encyclopedia of Teaching & Teacher Education. Oxford: Pergamon Press.

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→ Hill, W.F. (1967): Learning. London: Methuen & Co. Ltd.

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→ Mehra, V. (2004): Educational Technology. New Delhi: SSP.

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→ D. & Mc Alease, R. (1978): Encyclopaedia of Educational

→ Media Communication and Technology. West Port: Greenwood Press.

→ S. M. Sahu, Educatin of Children with Special Needs

→ ডঃ প্রণব কুমার চক্রবর্তী ও ডঃ দেবশ্রী ব্যানার্জী – সর্ব সমাবিষ্ট শিক্ষা

→ ডঃ উর্মি চক্রবর্তী – অন্তর্ভুক্তিমূলক বিদ্যালয় সংঘটন

→ ড. উর্মি চক্রবর্তী- বিশেষ চাহিদা সম্পন্ন শিশু ও অন্তর্ভুক্তিমূলক শিক্ষা

Course Name: Educational Thoughts and Ideas of Great Educators
Course Code: BAHEDCDSE602

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Course Type: DSE	Course Details: DSEC-3 & DESC-4		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1.know, understand and explain the contributions of eminent Indian and Western educators in the field of education in respect to Aims, Curriculum, Methods of Teaching, Discipline and Role of Teachers.

Unit I **Great Educators – Eastern: I**

- Abul Kalam Azad (1888-1958): Philosophy of life, activities, ideas on education.
- Annie Besant (1847-1933): Educational philosophy, aims of education, activities and ideas on women education.

Unit II **Great Educators – Eastern: II**

- Sarvepalli Radhakrishnan (1888-1975): Educational philosophy, aims of education, method of instruction, curriculum of education and concept of teaching.
- Sri Aurobindo (1872-1950): Educational Philosophy, aims of education, method of instruction, curriculum, concept of teacher.

Unit III **Great Educators – Eastern: III**

- Mahatma Gandhi (1869-1948): Educational philosophy, aims of Education, method of instruction, curriculum, Basic Education

Unit IV **Great Educators – Western: I**

- John Dewey (1859-1952) - Educational philosophy, Aims of Education, Method of instruction and Curriculum.

Unit V **Great Educators – Western: II**

- Montessori - Educational philosophy, Aims of Education, Method of instruction, Curriculum.

Unit VI **Great Educators – Western: III**

- Bertrand Russell- Educational philosophy, Aims of Education, Method of instruction, Curriculum.

References / Suggested Readings:
  Reference Books

→ Aggarwal, J. C. (2010). Psychological Philosophical and Sociological Foundations of Education (1st Edition). Shipra Publication, New Delhi.

→ Aggarwal.J.C. -Theory and Principles of education Philosophical and Sociological Bases of education

→ Banerjee, A -Philosophy and principles of education.

→ Chakraborty, J.C. -Modern education

→ Kundu and Majumder -Theories of education

→ Mukherjee, K.K. -Some great educators of the world

→ Mukherjee, K.K. -Principles of education

→ Joshi, S. - Educational Thoughts of Rabindranath Tagore. Crescent Pub

→ Joshi, S. - Educational Thoughts of Sri Aurobindo. Crescent Pub

→ Joshi, S. - Educational Thoughts of Swami Vivekananda. Crescent Pub Pathak, R. P. (2009).

→ Philosophical and Sociological Foundations of Education. Kanishka Publishers, New Delhi. Sharma,

→ Anita (2011). Philosophical and Sociological Foundation of Education. New Delhi: Global Publication.

→ Sharma, S. N. (1995). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers Distributors.

→ Unterhalter, Walker, (2010). Amartya Sen's Capability Approach and Social Justice in Education. Palgrave Scholarly.Education.

→ অধ্যাপক কাজল কুমার বাগ– শিক্ষায় দার্শনিক ভিত্তি ও শিক্ষা নীতি

Course Name: Higher Education

Course Code: BAHEDCDSE603

Course Type: DSE	Course Details: DSEC-3 & DESC-4		L-T-P: 5-1-0	
Credit: 6	**Full Marks: 50**	**CA Marks**		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. understand the role of higher education in the landscape of Indian education
2. appreciate the various changes in the Higher education system in alignment to national vision
3. critically evaluate their role as professionals in the higher education system
4. identify the various challenges facing higher education
5. appreciate the role of ICT in Indian Higher Education landscape
6. integrate the knowledge acquired from OER and repositories to day today classroom practices

Course Content : Theory

Unit I **Higher Education in India: An Overview**
- The history of Higher Education in India (Various Commissions in Higher Education in India after independence)
- An examination of various themes in the history of Indian higher education, including secularism, the experience of women, professionalization, student life and academic freedom

Unit II **Education and the Professions**
- Debates on the nature of professions and professional education
- Impact of globalization of the professions, diversity in the professions and "entrepreneurial university"
  and the profession
  ### Unit III **Rethinking Development in Higher Education**
- Rethinking Higher Education in the Global Landscape
- Opportunities and Anomalies in Privatization and Commercialization of Higher Education
  ### Unit IV **Issues and Challenges in Curriculum and Evaluation**
- Forms of Knowledge economy: learning creativity and Openness
- Institutional Evaluation: Role of main stake holders in Higher Education

Unit V **Issues and Challenges at Institutional and National Level**
- Regulation of fees and Admission in Higher Education
- Quality assurance and Assessment in Higher Education

Unit VI **Technology in Higher Education**
- Integration of Technology in Education – Emerging Theories of Learning and the Role of Technology - Constructivist and connectivism theories for technology integration
- Technology Integration for Equity, Access and Quality – Use of e- learning by adopting FOSS – free open source software, open education. -Open Educational Resources and Repositories.
- Role of National & International Agencies for Technology Enabled Education -International agencies - UNESCO, Common Wealth of Learning; National agencies- UGC, MHRD.

References / Suggested Readings:
   Reference Books

→ Altbach, Philip G. (2005a). Higher Education in India, The Hindu, April 12, 2005

→ Indo-UK Collaboration on Higher Education – Policy Forum Workshop. 12-13 February, 2004

→ CABE Committee. (2005a). Report of the Central Advisory Board of Education, Committee on Autonomy of Higher Education Institutions. Government of India. June 2005

→ Kapur, Devesh and Mehta, PratapBhanu. (2004). Indian Higher Education Reform: From HalfBaked Socialism to Half-Baked Capitalism. CID Working Paper No. 108. Harvard University. Center for International Development.

→ Mehta, Pratap Bhanu. (2005). Regulating higher education. Indian Express, New Delhi. July, 14.

→ MHRD. (2006). Annual Report. Ministry of Human Resource Development, Department of Secondary and Higher education. Government of India. New Delhi.

→ Berry, A., Clemans, A., & Kostogriz, A. (Eds.). (2007). Dimensions of professional learning: Identities, professionalism and practice. Dordrecht: Sense Publishers.

→ Kurhade ,M.S.(2007) In Search of A Touchstone Sanskar Sarjan Education Society Mumbai

Course Name: Alternative Education

Course Code: BAHEDCDSE604

Course Type: DSE	Course Details: DSEC-3 & DESC-4		L-T-P: 5-1-0	
		CA Marks		**ESE Marks**
Credit: 6	**Full Marks: 50**	**Practical**	**Theoretical**	**Practical**	**Theoretical**
			10		40

Course Learning Outcomes: After going through this course, the students will have ability to-

1. evaluate the problems of mainstream education
2. explain the need and importance of alternative and innovative education.
3. differentiate mainstream education and alternative education.
4. narrate the historical perspective of alternative education.
5. appraise the contribution of various thinkers towards alternative education
6. describe and appreciate the curriculum and learning systems of the alternative education system.
7. elaborate the evaluation process of learners in alternative and innovative education
8. illustrate with examples some of the success story of alternative education system.

Course Content : Theory

Unit I **Mainstream Education vs. Alternative Education**
- Historical Perspectives of Alternative Education: National and International
- Mainstream Education: problems and issues

Unit II **Alternative Education**
- Alternative Education- Concept, need and importance, nature and scope
- Innovative education- Concept, need and importance, nature and scope

Unit III **Curriculum of Alternative Education**
- Alternative Education at different levels: Curriculum of Alternative Education, Content, Methods of Teaching, Role of Teacher,
  - ✓ School Education (Elementary, Secondary, +2 level)
  - ✓ Higher Education
  - ✓ Technical Education

Unit IV **Some Success Stories of Alternative Education –I**
- Innovative Teacher Education Programme: Process, Methods and Curriculum
  a) Vanasthali,
  b) Gandhi Vidyapeetha

Unit V **Some Success Stories of Alternative Education –II:**
- History, Philosophy and Methods
  a) Mirambika,
  b) Rishi Valley Education Centre

Unit VI **Non-formal Education as Alternative forms of education**
- Non-formal Education
  a) Concept
  b) Nature
  c) Types
  d) Different methods
- De-schooling society

References / Suggested Readings:
Reference Books

→ Dewey, J. (1916). Democracy and Education; an Introduction to the Philosophy of Education. New York: Macmillan.

→ Illich, I. (1996). Deschooling Society. Marion Boyers, London.

→ NCTE (2009). National Curriculum Framework for Teacher Education (Draft for Discussion). New Delhi: NCTE

→ Vittachi, S., Raghavan, N. and Raj, K. (2007). Alternative Schooling in India. New Delhi: Sage.

→ Carnie, F. (2003). Alternatives in Education – A Guide. Routledge Falmer, London.

→ Ghosh, S.C (2007). History of Education in India. New Delhi: Rawat Pub.

→ Kellmayer, J. (1995). How to Establish an Alternative School. Corwin Press, Thousand Oaks, California.

→ Mintz, J., Solomon, R. and Solomon, S. (1994). The Handbook of Alternative Education. MacMillan, London.

→ Montessori, M. (1995). The Absorbent Mind. Henry Holt & Co, New York.

→ Montessori, M. (2002). The Montessori Method. Dover Publications, New York.

→ Raywid, M.A. (1988). Alternative Schools: What Makes Them Alternative? The Education Digest, 54 (3), 11-12.

Semester- 6th

Course Name: Project Work – II
APPLICATION OF THE STANDARDISE TEST AND REPORT WRITING

Course Code: BAHEDCDSE605

Course Type: DSE	Course Details: DSEC-3 & DESC-4		L-T-P: 0-0-12	
Credit: 6	Full Marks: 50	**CA Marks**		**ESE Marks**	
		Practical	Theoretical	Practical	Theoretical
		30		20	

Course Learning Outcomes: After going through this course, the students will have ability to-

1. apply a standardized test
2. collect data
3. make graphical representations of the data
4. interpret the result
5. make a project report

Step I:
a) Apply the standardize tool on at least 100 samples and collect data
b) Samples are to be selected from your own or nearby colleges

Step II:
a) Write Objectives (3/4)
b) Write Hypothesis (3/4)

Step III:
a) Draw Ogive(s), Bar graph(s)
b) Determine M, Md, Sd, Sk, Ku

Step IV:
a) Discuss, explain and interpret the above results properly.
b) Prepare the total report in standard form (A4). It should be hand written or typed **(within 10 pages)**

Marking Scheme: Total : 50	
Internal 30	**External 20**
Data collection 15	Project Report -10
Report writing 15	Viva- 10

References / Suggested Readings:
  Reference Books

→ **Aggrawal, J.C. (1997**). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.

→ **A.K. Singh** – Test, Measurement and Research Methods in Behavioral Sciences

→ **Banks, S.R. (2005)**. *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.

→ **Blooms, B.S.(1956).** *Taxonomy of Educational Objectives*. New York: Longman Green and Company

→ **Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996)**. *Psychological testing and Assessment. An Introduction to the Tests and Measurement*. California: Mayfield Publishing Co.

→ **Cooper, D. (2007).** *Talk About Assessment, Strategy and Tools to Improve Learning.* Toronto: Thomson Nelson

→ **Earl, L.M. (2006).** *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. **Thousand Oaks,** California: Corwin Press

→ ডঃ দেবাশিস পাল, গবেষণা পদ্ধতি ও রাশিবিজ্ঞানের কৌশল

→   ডঃ দেবাশিস পাল ও প্রণয় পাণ্ডে, শিক্ষা গবেষণা ও মূল্যায়ন

→   ডঃ দেবাশিস পাল ও ডঃ দেবাশিস ধর,   শিক্ষা পরিমাপ ও মূল্যায়ন