

National Curriculum and Credit Framework Syllabus

B.A. in Education

(Honours and Honours with Research)

w.e.f. Academic Session 2023-24



Kazi Nazrul University
Asansol, Paschim Bardhaman
West Bengal 713340

1st Semester

Course Name: **Introduction to Education**

Course Code: **BAEDCMJ101**

Course Type: MAJOR	Course Details: MJC-1		L-T-P: 4-1-0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. understand the meaning, nature, scope, functions, aims and the role of education in emerging Indian society.
2. understand the types of Education.
3. understand the agencies of Education.
4. understand the factors of Education

Course Content: Theory

Unit -I: Concept of Education

- Education: Meaning, Definitions, Nature, Scope and Functions.
- Aims of Education: Individualistic and Socialistic Aims.
- Child Centric Education
- Role of Education: National Integration, International Understanding, Democracy and Empowerment.

Unit-II: Types of Education

- Formal, Informal and Non- formal Education.
- Liberal Education, Professional Education, Vocational Education, Technical Education.
- Face-to-face Education.
- Distance Education.

Unit- III: Agencies of Education

- Home and Family
- School
- Community
- Mass-media: Concept and importance in education in reference to modern Indian society.

Unit- IV: Factors of Education

- Learners: Influence of heredity and environment on the learner.
- Teachers: Qualities and Responsibilities.
- School: Vision and Functions.
- Curriculum: Concept and Types, Co-curricular activities: Meaning, Values and Significance.

Suggested Readings:

- Aggarwal, J. C. (2010). *Psychological Philosophical and Sociological Foundations of Education* (1st Edition). New Delhi: Shipra Publication.
- Aggarwal, J.C. (2010). *Theory and Principles of Education* (13th Edition). S Chand.
- Banerjee, A. *Philosophy and Principles of Education*.
- *Basics in Education*: NCERT
- Chaube, S.P., & Chaube, A. (2003). *Foundations of Education* (2nd Edition). Vikas Publishing House Pvt Ltd.
- Dash, B.N. (1994). *Foundation of Educational Thought and Practice*. Kalyani Publishers
- Gutek, G. L. (2009). *New Perspectives on Philosophy and Education*. Pearson.
- Kundu and Majumder -*Theories of Education*.
- Mukherjee, K. K. *Principles of Education*.
- Nayak, B. K. (2006). *Foundation of Education*. Kitab Mahal.
- Pahuja, N.P. (2007). *Theory and Principles of Education*. Anmol Publications Pvt.Ltd.
- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education*. Kanishka Publishers.
- Pathak, R. P. (2012). *Philosophical and Sociological Principles of Education*. Pearson.
- Purkait, B.R. (2000). *Principles and Practices of Education*. New Central Book Agency.
- Samuel Ravi, S. *Philosophical and Sociological Bases of Education*. PHI Learning Pvt. Ltd.
- Sharma, S. N. (1995). *Philosophical and Sociological Foundations of Education*, Kanishka Publishers Distributors.
- Taneja, V.R. (2000). *Educational thought and practice*, Sterling Publishers Pvt. Limited.
- Wingo. G. Max. *Philosophies of Education*. Sterling Publishers.

- রায়, সুশীল - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- বন্দ্যোপাধ্যায়, অর্চনা - শিক্ষাদর্শন ও শিক্ষানীতি
- ইসলাম, নূরুল - শিক্ষাতত্ত্বের রূপরেখা
- হালদার, গৌরদাস ও শর্মা, প্রশান্ত - শিক্ষাতত্ত্ব ও শিক্ষানীতি
- ধর, দেবাশিষ ও পাল, দেবাশিষ - শিক্ষার ভিত্তি ও বিকাশ

Course Name: **Introduction to Education**

Course Code: **BAEDCMN101**

Course Type: MINOR	Course Details: MNC-1		L-T-P: 4-1-0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. understand the meaning, nature, scope, functions, aims and the role of education in emerging Indian society.
2. understand the types of Education.
3. understand the agencies of Education.
4. understand the factors of Education.

Course Content: Theory

Unit -I: Concept of Education

- Education: Meaning, Definitions, Nature, Scope and Functions.
- Aims of Education: Individualistic and Socialistic Aims.
- Child Centric Education.
- Role of Education: National Integration, International Understanding, Democracy and Empowerment.

Unit- II: Types of Education

- Formal, Informal and Non- formal Education.
- Liberal Education, Professional Education, Vocational Education, Technical Education.
- Face-to-face Education.
- Distance Education.

Unit- III: Agencies of Education

- Home and Family.
- School
- Community
- Mass-media: Concept and importance in education in reference to modern Indian society.

Unit- IV: Factors of Education

- Learners: Influence of heredity and environment on the learner.
- Teachers: Qualities and Responsibilities.
- School: Vision and Functions.
- Curriculum: Concept and Types, Co-curricular activities: Meaning, Values and Significance.

Suggested Readings:

- Aggarwal, J. C. (2010). *Psychological Philosophical and Sociological Foundations of Education* (1st Edition). New Delhi: Shipra Publication.
- Aggarwal, J.C. (2010). *Theory and Principles of Education* (13th Edition). S Chand.
- Banerjee, A. *Philosophy and principles of education*
- *Basics in Education*: NCERT
- Chaube, S.P., & Chaube, A. (2003). *Foundations of Education* (2nd Edition). Vikas Publishing House Pvt Ltd.
- Dash, B.N. (1994). *Foundation of Educational Thought and Practice*. Kalyani Publishers
- Gutek, G. L. (2009). *New Perspectives on Philosophy and Education*. Pearson.
- Kundu and Majumder -*Theories of Education*.
- Mukherjee, K. K. *Principles of Education*.
- Nayak, B. K. (2006). *Foundation of Education*. Kitab Mahal.
- Pahuja, N.P. (2007). *Theory and Principles of Education*. Anmol Publications Pvt. Ltd.
- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education*. Kanishka Publishers.
- Pathak, R. P. (2012). *Philosophical and Sociological Principles of Education*. Pearson.
- Purkait, B.R. (2000). *Principles and Practices of Education*. New Central Book Agency.
- Samuel Ravi, S. *Philosophical and Sociological Bases of Education*. PHI Learning Pvt. Ltd.
- Sharma, S. N. (1995). *Philosophical and Sociological Foundations of Education*. Kanishka Publishers Distributors.
- Taneja, V.R. (2000). *Educational thought and practice*. Sterling Publishers Pvt. Limited.
- Wingo. G. Max. *Philosophies of Education*. Sterling Publishers.

- রায়, সুশীল - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- বন্দ্যোপাধ্যায়, অর্চনা - শিক্ষাদর্শন ও শিক্ষানীতি
- ইসলাম, নূরুল - শিক্ষাতত্ত্বের রূপরেখা
- হালদার, গৌরদাস ও শর্মা, প্রশান্ত - শিক্ষাতত্ত্ব ও শিক্ষানীতি
- ধর, দেবাশিষ ও পাল, দেবাশিষ - শিক্ষার ভিত্তি ও বিকাশ

Course Name: **Computer Application in Education**

Course Code: **BAEDCSE101**

Course Type: SEC	Course Details: SEC-1		L-T-P: 1-0-4		
Credit: 3	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. use internet for learning purpose.

Course Content: Practical

Unit -I: Introduction to Computer and Internet in Education

- Computer and its role in education; Basic concept of Hardware and Software.
- Computer Network and Internet.
- E-mail, Search Engines, Safe Surfing Mode, E-learning Resources, Social networking

Unit-II: Basics of MS WORD

- Preparation of a word document.
- Designing a colourful merit certificate.
- Preparation of a reference list using APA format

Unit-III: Basics of MS EXCEL

- Calculating total and Average.
- Mark sheet preparation.
- Graphical representation of data: Pie-Chart & Bar-graph

Unit-IV: Basics of MS POWERPOINT

- Preparation of slides containing text matter, graphs, images, tables etc.
- Animation setting
- Slide designing and presentation

Suggested Readings:

- Jain, A. (2005). *Computer in Education*. Isha Books.
- Rajaraman, V., & Adabala, N. (2015). *Fundamentals of Computers* (6th Edition). PHI Learning Pvt. Ltd.
- পাণ্ডে, প্রণয় - তথ্য ও যোগাযোগ প্রযুক্তির ধারণা . রীতা বুক এজেন্সি
- মুখার্জী, অমল শঙ্কর ও সোম, শম্ভু - শিক্ষণ শিখনে কম্পিউটার
- সোম, শম্ভু - শিক্ষাক্ষেত্রে কম্পিউটারের প্রয়োগ
- সামন্ত, অরুণাভ - শিক্ষায় কম্পিউটারের প্রয়োগ

2nd Semester

Course Name: **Development of Indian Education**

Course Code: **BAEDCMJ201**

Course Type: MAJOR	Course Details: MJC-2		L-T-P: 4-1-0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. understand the aims and curriculum of education, method of teaching, system of evaluation in ancient and medieval period in India.
2. understand the education system of early British period in India.
3. understand different educational policies of India under British rule.
4. understand different educational policies of post-independent India

Course Content: Theory

Unit- I: Education in India during Ancient and Medieval Period

- Vedic Period: Aims, Curriculum, Method of Teaching, System of Evaluation.
- Brahmanic Period: Aims, Curriculum, Method of Teaching, System of Evaluation.
- Buddhist Period: Aims, Curriculum, Method of teaching, System of Evaluation.
- Islamic Period: Aims, Curriculum, Method of Teaching, Women Education.

Unit- II: Education in India during British Period (1800-1853)

- Sreerampore trio
- Charter Act (1813)
- Macaulay's Minute
- Adam's Report

Unit-III: Education in India during British Period (1854-1946)

- Wood's Despatch (1854)
- Hunter Commission
- Educational Contribution of Lord Curzon
- Calcutta University Commission

Unit- IV: Education in India after Independence

- Radhakrishnan Commission
- Mudaliar Commission
- Kothari Commission
- National Policy on Education (1968 & 1986), Programme of Action (POA) (1992), National Education Policy 2020.

Suggested Readings:

- Aggrawal, J.C.(2010). *Landmarks in the history of modern Indian education*. Vikash Publishing Pvt Ltd.
- Altekar, A. S. *Education in Ancient India*.
- Banerjee, J.P. (1994). *Education in India Vol-I & II*. Central Library.
- Banerjee, J.P. *Education in India-Past, Present and Future Vol. I and II*
- Das, K.K. (1993). *Development of Education in India*. Kalyani Publishers.
- Dash, B.N. (1911). *Development of Education in India*. Ajanta Prakashan.
- Mukherjee, S.N. *Education in India, Today and Tomorrow*.
- Naik, J.P., & Syed, N. (1974). *A student's history of education in India*. MacMillan.
- National Education Policy, 2020. MHRD. Govt. of India.
- National Policy on Education, 1968 & 1986.
- Purkait, B.R (1997). *Milestone in Modern Indian Education*. New Central Book Agency Pvt Ltd.
- Purkait, B.R. *Milestones of Modern Indian Education*.
- Rawat, P.L. (1989). *History of Indian Education*. Ram Prasad & Sons.
- Report of Commissions-Radhakrishnan, Mudaliar & Kothari
- S. P. Chaube & Chaube, A. *Education in Ancient and Medieval India*.

- ভক্তা, ভক্তিবুধন - ভারতীয় শিক্ষার রূপরেখা
- ইসলাম, নূরুল - ভারতীয় শিক্ষা ইতিহাসের রূপরেখা
- ঠাকুর, দিলীপ কুমার ও হক, শেখ হামিদুল - শিক্ষার ইতিহাস প্রাচীন, মধ্য ও আধুনিক
- ঠাকুর, দিলীপ কুমার, হক, শেখ হামিদুল ও দেবাশিষ পাল - সাম্প্রতিককালীন ভারতীয় শিক্ষার ধারা
- চক্রবর্তী, অনিরুদ্ধ ও ইসলাম, মহ নিজাইরুল - শিক্ষার ইতিহাস ও সাম্প্রতিক ঘটনাপ্রবাহ

Course Name: **Yoga Education**

Course Code: **BAEDCMN201**

Course Type: MINOR	Course Details: MNC-2		L-T-P: 4-1-0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. acquaint with the concept of Yoga.
2. understand the historical underpinnings of Yoga.
3. understand Yoga as a means of personal and social upliftment.
4. understand various forms of Yoga.
5. understand eight limbs of Yoga.

Course Content: Theory

Unit- I: Introduction to Yoga

- Meaning and Concept
- Principles of Yoga
- History of Yoga Philosophy (in brief)
- General guideline for performing Yoga practices

Unit- II: 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
- Yoga as a way to personality development

Unit- III: Types of Yoga

- Karma Yoga
- Bhakti Yoga
- Jnana Yoga
- Raja Yoga

Unit IV: Instrumentals of Yoga

- Yamas, Niyamas, Asanas
- Pranayam, Pratyahara, Dharana
- Dhyana and Samadhi
- Role of the Eight Limbs in contemporary Yoga Practice.

Suggested Readings:

- Bhaskarananda, S. (2001). *Meditation, Mind & Patanjali's Yoga: A Practical Guide to Spiritual Growth for everyone.*
- Chatterjee, T. (1970). *Sri Aurobindo's Integral Yoga.* Aurobindo Ashram, Pondicherry.
- Das, A., & Pandey, P. (2020). *Yoga Education: Self Understanding and Development.* Rita Publications.
- Duggal, S. (1985). *Teaching Yoga.* The Yoga Institute. Santacruz
- Ghorote, M.L. *Yoga Applied to Physical Education* Lonavala; Kaivalyadhama.
- Gore, M.M. (2007). *Anatomy and Physiology of Yogic Practices.* New Age Books. .
- Iyengar, B.K.S. (2009). *Astadal Yoga Mala, (Vol. I-VIII).* Allied Publishers Pvt. Ltd.
- Nagarathna, R., & Nagendra, H.R. (2003). *Integrated Approach of Yoga Therapy for Positive Health.* Swami Vivekananda Yoga Prakashana.
- Nagendra, H.R., & Nagarathna R. (1988). *New Perspectives in Stress Management.* V.K.Yogas, Bangalore.
- NCTE (2015). *Yoga Education diploma in Elementary Education.* New Delhi.
- Pal, T., Rath, S.K., & Roy S.C. (2014). *Yoga Education at a Glimpse.* Bridge Center.
- Prabhupada, S. (ed.). (2007). *Srimagbhat Gita As It Is.* Bhaktibedanto Book Trust.
- Radhakrishnan, S. (1993). *The Bhagavadgītā,* Harper Collins.
- Saraswati, Swami Satyananda (1969). *Asana Pranayama & Mudra Bandha.* Bihar School of Yoga, Munger.
- Satchidananda, S. (1990). *The Yoga Sutras of Patanjali.* Integral Yoga Publications. Yoga Ville, Virginia, USA.
- Satyananda, S. (1990). *Yoga Education for Children Saraswati.* Bihar Schools of Yoga, Munger.
- Sri Aurobindo. (1999). *The Synthesis of Yoga.* Fifth edition, Sri Aurobindo Ashram Trust 1999.
- Taimni, I.K. *The Science of Yoga.* Theosophical Publishing House, Adyar, Madras.

- Udupa, K.N. *Stress and its Management by Yoga*. Motilal Banarsidass.
- Werner, K. (1998). *Yoga and Indian Philosophy* (1st Edition). Motilal Banarsidass Publishing House.
- White, D. G. (2011). *Yoga, Brief History of an Idea* (Chapter 1 of "Yoga in practice"), Princeton University Press.
- পাল, দেবশিষ ও দাস, অজিত - যোগশিক্ষাঃ আত্মবোধ ও বিকাশ
- দাস, অজিত - যোগশিক্ষা ও আত্মবিকাশ
- পাল, সুজিত, কবিরাজ, উদয় শঙ্কর ও পণ্ডিত, অভিজিৎ - যোগশিক্ষাঃ আত্মউপলব্ধি ও বিকাশ

Course Name: **Educational Philosophy**

Course Code: **MDC207**

Course Type: MD	Course Details: MDC-2		L-T-P: 2-1-0		
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			15		35

Course Learning Outcomes:

After going through this course, the students will have ability to:

1. understand the meaning and relationship of Education and Philosophy.
2. understand the concept of Indian philosophy.
3. understand the concept of western philosophy.
4. understand the contributions of great educators.

Course Content: Theory

Unit-I: Education and Philosophy

- Education: Meaning, Nature and Scope.
- Philosophy: Meaning, Definitions, Nature and Scope of Philosophy of Education.
- Relation between Education and Philosophy.
- Importance of philosophy in education.

Unit-II: Indian Schools of Philosophy

- Vedic school - Sankhya
- Vedic school - Yoga
- Non-vedic School - Buddhism
- Non-vedic School - Jainism

Unit-III: Western Schools of Philosophy

- Idealism
- Naturalism
- Pragmatism
- Realism

Unit- IV: Contributions of Great Educators

- Swami Vivekananda
- Rabindranath Tagore
- Rousseau
- Froebel

Suggested Readings:

- Aggarwal, J. C. (2010). *Psychological Philosophical and Sociological Foundations of Education* (1st Edition). Shipra Publication.
- Aggarwal, J.C., & Gupta, S. (2014). *Great Philosophers and Thinkers on Education*. Shipra Publication.
- Brubacher, R. S.(1955). *Modern Philosophies of Education*. Chicago: University Press.
- Chatterjee, S., & Datta, D. (1948). *An Introduction to Indian Philosophy* (3rd Edition). University Press.
- Dash, B.N. (1994). *Foundation of Educational Thought and Practice*. Kalyani Publishers
- Gupta, S. (2009). *Education in Emerging India*. Shipra Publications.
- Hiriyanna, M. *Outlines of Indian Philosophy*. Motilal Banarsidass Publishers Private Limited.
- Hospers. John (1988). *An Introduction to Philosophy Analysis*. Allied Publishers Private Limited.
- Kneller, G. F. V. (1971). *Introduction to Philosophy of Education*. John Witty & Sons.
- Nayak, B. K. (2006). *Foundation of Education*. Kitab Mahal.
- Ozman, H., & Craver, S. (2007). *Philosophical Foundations of Education* (8th Edition). New Jersey Prentice-Hall.
- Pahuja, N.P. (2007). *Theory and Principles of Education*. Anmol Publications Pvt.Ltd.
- Pandev. R. S. (1996). *An Introduction to major Philosophies of Education*. Vinod Pustak Mandir.
- Purkait, B.R. (2000). *Principles and Practices of Education*. New Central Book Agency.
- Samuel Ravi, S. *Philosophical and Sociological Bases of Education*. PHI Learning Pvt. Ltd.
- Sharma, C. (2009). *A Critical Survey of Indian Philosophy*. Motilal Baranasidass Publishers Private Limited.
- Sharma, R.N. *Social-Political Philosophy and Philosophy of religion*. Surjeet Publications.
- Sharma, S. N. (1995). *Philosophical and Sociological Foundations of Education*. Kanishka Publishers Distributors.

- Shrivastava, K.K. (2003). *Philosophical Foundations of Education*. Kanishka Publishers Distributors.
- পাল, অভিজিৎ কুমার - শিক্ষা দর্শনের রূপরেখা
- হালদার, তারিনী ও চক্রবর্তী, প্রনব কুমার - শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি
- দত্ত, বেবী ও গুহ, দেবীকা - শিক্ষাদর্শন ও দার্শনিকের অবদান
- পাণ্ডা, উজ্জল, চট্টোপাধ্যায়, মিহির ও সেন, স্বপন - শিক্ষার দার্শনিক ও সামাজিক ভিত্তি
- পাল, যদেবাশিষ ও চট্টোপাধ্যায়, মিহির - শিক্ষার দার্শনিক ভিত্তি
- রায়, সুশীল - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- চট্টোপাধ্যায়, মিহির কুমার ও চক্রবর্তী, কবিতা - কয়েকজন মহান শিক্ষাবিদ ও শিক্ষা সমাজতত্ত্ববিদ

Course Name: **Teaching and Learning**

Course Code: **BAEDCSE201**

Course Type: SEC	Course Details: SEC-2		L-T-P: 2-1-0		
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			15		35

Course Learning Outcomes:

After going through this course, the students will have ability to:

1. understand the meaning and nature of Teaching and Learning.
2. state the differences between teaching and learning.
3. Compare the traditional and constructivist teaching
4. know the Factors of Teaching and Learning.
5. know the Phases of Teaching and Learning.
6. understand the General Principles and Maxims of Teaching.
7. understand and explain the nature of classroom teaching and functions of a teacher.
8. know and understand the various influencing factors of teaching methods.
9. know about various teaching methods and their utilities in classroom teaching learning process.

Course Content: Theory

Unit- I: Teaching and Learning

- Teaching: Meaning and Nature of Teaching,
- Learning: Meaning and Nature of Learning.
- Differences between Teaching and Learning. Comparison between Traditional Teaching and Constructivist Teaching.

Unit- II: Factors of Teaching and Learning

- Factors of effective classroom teaching.
- Factors of Learning.
- Phases of Teaching: Pre-active, Inter-active and Post-active.

Unit-III: Classroom Teaching and Teacher

- General and Psychological Principles of Teaching. Maxims of Teaching.
- Functions of a teacher as a planner, as a facilitator, as a counsellor, as a researcher.
- 21st Century Skills and Teacher.

Unit-IV: Teaching Methods and Theories

- Demonstration, Story Telling, Lecture and Problem Solving.
- Capability Pedagogy –Amartya Sen
- Pedagogy of the Oppressed –Paulo Freire

Suggested Readings:

- Aggarwal J C (2014), *Essentials of Educational Technology* (3rd Edition). Vikash Publishing House.
- Borich, Gary D. (2011). *Effective Teaching Methods: Research-Based Practice*. Pearson India.
- Chauhan, S. S. (2007). *Advanced Educational Psychology* (7th Edition). Vikas Publishing House Pvt. Ltd.
- Freire, P. (2005). *Pedagogy of the Oppressed* (30th Edition). The Continuum International Publishing Group Inc.
- Gupta, M. (2007). *Intelligence Creativity and Education* (1st Edition). Khel Sahitya Kender.
- Hergenhahn (1996). *Introduction to Theories of Learning*. Pearson Higher Education.
- Hergenhahn, B. R., and Olson, Matthew H. (2013). *An Introduction to Theories of Learning* (9th Edition). Prentice Hall.
- Hilgard, E. O. (1976). *Theories of Learning* (4th Edition). Appleton Century.
- Hilgard, E.R. & Bower, S.H. (1975). *Theories of Learning*. Cliffs: Prentice Hall.
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- Mangal, S. K., & Mangal, U. (2009). *Essentials of Educational Technology*, PHI Learning Pvt. Ltd.
- Mangal, S. K. (2009). *Essentials of Educational Psychology* (1st Edition). PHI Learning Private Limited.

- Mangal, S. K. (2010). *Advanced Educational Psychology* (2nd Edition). PHI Learning Private Limited.
- Mangal, S.K., & Mangal, S. (2019). *Learning and Teaching*. PHI Learning Private Limited.
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- Mohanty, J. (2001). *Educational Technology*. Deep & Deep publication.
- Nag, S., Nag, S., & Pandey, P. (2020). *Learning and Teaching* (1st Edition). Rita Publications.
- Nayak, A. K. (2004). *Classroom Teaching: Methods and Practices* (01 Edition). APH. Publishing Corporation.
- Ram, S. (1998). *Modern Teaching Methods*. Sarup Book Publishers (P) Ltd.
- Santrock, John W. (2011). *Educational Psychology* (4th Edition). Mcgraw Hill Education.
- Sen, A (1985). *Commodities and Capabilities*. Oxford University Press India.
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- Shukla, Chhaya (2003). *Principles of Teaching in Elementary Schools*. Mohit Publications.
- Sindhu, I. S. (2012). *Educational Psychology*. Pearson India.
- অধিকারী, এস. (২০১৫)- শিক্ষায় মনোবিদ্যা. ক্লাসিক বই
- হোসেন, এম.এস.- শিক্ষার আলোকে মনোবিজ্ঞান. বুকসক্লিনিক
- সরকার, বিজন - শিখন ও শিক্ষণ
- পাল, দেবশীষ, বেহেরা, সন্তোষ কুমার ও পাণ্ডে, প্রণয়- শিক্ষায় প্রযুক্তিবিদ্যা রীতা পাবলিকেশন.
- বেহেরা, সন্তোষ কুমার ও আনসারী, মাজহার শামসী (২০২১-২০২২). পেডাগজি (প্রথম প্রকাশ). এডুফিল্ড.

3rd Semester

Course Name: **Philosophical Foundation of Education**

Course Code: **BAEDCMJ301**

Course Type: MAJOR	Course Details: MJC-3		L-T-P: 4-1-0		
Credit: 5	Full Marks:100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. define the concept of philosophy and its branches, and explain the interrelationship between education and philosophy.
2. explore and articulate the meaning, nature and scope of educational philosophy.
3. identify and classify various Indian schools of philosophy, understanding their nature and foundational concepts, including Sankhya, Yoga, Nyaya, Vedanta, Buddhism, and Jainism.
4. identify and classify various Western schools of philosophy, comprehending their meaning and nature, with a focus on Idealism, Naturalism, and Pragmatism.
5. examine the role of education in the development of human values and the promotion of peace and harmony.
6. know the meaning of secularism, ways and means of promoting secularism through education.
7. learn the concept, need and importance of globalization, meaning of globalization of education, role of teacher in globalization of education.

Course Content: Theory

Unit-I: Philosophy and Educational Philosophy

- Philosophy: Concept and Characteristics
- Branches of Philosophy
- Relation between Education and Philosophy
- Educational Philosophy: Meaning, Nature and Scope

Unit-II: Indian Schools of Philosophy

- Meaning, Nature and Classifications in Indian Schools of Philosophy
- Sankhya and Yoga Philosophy
- Nyaya and Vedanta Philosophy
- Buddhism and Jainism

Unit-III: Western Schools of Philosophy

- Meaning, Nature and Classifications in Western Schools of Philosophy
- Idealism
- Naturalism
- Pragmatism

Unit-IV: Philosophy for Development of Humanity

- Education and Development of Values
- Education for Promotion of Peace and Harmony
- Education and Secularism
- Education and Globalization

Suggested Readings:

- Aggarwal, J. C. (2010). *Psychological Philosophical and Sociological Foundations of Education* (1st Edition). Shipra Publication.
- Aggarwal, J.C. (2010). *Theory and Principles of Education* (13th Edition). S Chand.
- Brubacher, R. S. (1955). *Modern Philosophies of Education*. Chicago: University Press.
- Chatterjee, S., & Datta, D. (1948). *An Introduction to Indian Philosophy* (3rd Edition). University Press.
- Dash, B.N. (1994). *Foundation of Educational Thought and Practice*. Kalyani Publishers
- Nayak, B. K. (2006). *Foundation of Education*. Kitab Mahal.
- Pahuja, N.P. (2007). *Theory and Principles of Education*. Anmol Publications Pvt. Ltd.
- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education*. Kanishka Publishers.
- Samuel Ravi, S. *Philosophical and Sociological Bases of Education*. PHI Learning Pvt. Ltd.
- Taneja, V.R. (2000). *Educational Thought and Practice*. Sterling Publishers Pvt. Limited.
- রায়, সুশীল - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
- বন্দ্যোপাধ্যায়, অর্চনা - শিক্ষাদর্শন ও শিক্ষানীতি
- ইসলাম, নূরুল - শিক্ষাতত্ত্বের রূপরেখা

Course Name: **Psychological Foundation of Education**

Course Code: **BAEDCMJ302**

Course Type: MAJOR	Course Details: MJC-4		L-T-P:4-1-0		
Credit:5	Full Marks:100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. understand the concept of psychology, educational psychology and different schools of psychology.
2. know the cognition process in the human mind.
3. understand the growth and development process of various stages.
4. acquaint with the concepts of Intelligence and Personality

Course Content: Theory

Unit – I: Psychology and Education

- Concept of Psychology: Definition, Nature and Scope.
- Concept of Educational Psychology: Meaning, Nature and Scope.
- Different Methods of Educational Psychology: Introspection, Observation, Experimental.
- Schools of Psychology and their bearing on Education: Structuralism, Functionalism, Behaviourism and Gestaltism.

Unit-II: Cognition and Learning

- Sensation, Perception, Attention: Meaning, Nature and Type.
- Learning: Concept and Characteristics.
- Theories of Learning: Trial and Error, Classical and Operant Conditioning, Insightful Learning.
- Memory: Meaning, Types, Factors and Process.

Unit-III: Growth and Development

- Concept and factors.
- Stages and Types of Human Development: Cognitive, Affective and Psychomotor.
- Theories of Growth and Development : Jean Piaget’s Cognitive Development, Erickson’s Psycho-social Development, Kohlberg’s Moral Development,
- Educational Implication of the Principles of Growth and Development.

Unit-IV: Intelligence and Personality

- Concept and Nature of Intelligence.
- Theories of Intelligence: Sternberg's –Information processing Theory, Gardner's – Theory of Multiple Intelligence. Assessment of Intelligence-Verbal –Non Verbal, Individual –Group.
- Meaning and Nature of Personality.
- Theories of Personality: Freud's-Psychoanalytical, Carl Roger's- Self Theory, Techniques and Methods of Assessment of Personality.

Suggested Readings:

- Aggarwal, J. C. (2014). *Essentials of Educational Psychology* (3rd Edition). Vikash Publishing House Pvt Ltd.
- Aggarwal, J.C. (2001). *Basic Ideas in Educational Psychology*. Shipra Publications.
- Bhatia, R. (2017). *Essentials of Educational Psychology*. Avichal Publishing Company.
- Chuhan, S.S. (2007). *Advanced Educational Psychology* (7th Edition). Vikas Publishing House Pvt Ltd.
- Mangal, S.K. (2002). *Advanced Educational Psychology* (2nd Edition). Prentice Hall India Learning Private Limited.
- Mangal, S.K. (2007). *Essentials of Educational Psychology*. Prentice Hall India Learning Private Limited.
- Nayak, A.K., & Rao, V.K. (2002). *Educational Psychology*. APH Publishing Corporation.
- Sharma, R.P. (2012). *Educational Psychology: Concepts and Theories*. Pragun Publication.
- Sindhu, I.S. (2012). *Educational Psychology*. Pearson Education India.
- রায়, সুশীল - শিক্ষা মনোবিদ্যা ।
- চক্রবর্তী, প্রনব কুমার ও সরকার, বিজন - শিখন ও মনোবিদ্যা।
- পাল, দেবাশিষ - শিখন ও মনোবিদ্যা।
- ইসলাম, নূরুল - শিক্ষা মনোবিদ্যার রূপরেখা।
- ঘোষ, অরুণ - শিক্ষাশ্রয়ী মনোবিজ্ঞান ।
- সেনগুপ্ত, প্রমোদবন্ধু ও শর্মা, প্রশান্ত - শিক্ষা মনোবিজ্ঞান।

Course Name: **Learning to Live Together**

Course Code: **BAEDCMN301**

Course Type: MINOR	Course Details: MNC-3		L-T-P: 4-1-0		
Credit: 5	Full Marks:100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. know the meaning and concept of learning to live together.
2. understand the concept of morality and role of stakeholders towards moral development.
3. know the meaning and concept of value education.
4. learn how to contribute to their communities together.

Course Content: Theory

Unit-I: Introduction: Learning to live together

- Meaning and Concept of Learning to live together
- Aims, objectives, importance of leaning to live together.
- Method of teaching human values: direct and indirect.
- Educational initiatives for learning to live together.

Unit-II: Moral Development of Child

- Morality: Meaning, Needs and Characteristics.
- Factors influencing moral development.
- Theories of morality.
- Role of parents, teachers to facilitate children's moral development.

Unit-III: Value and Peace Education

- Value Education: Meaning, nature, scope, aim, objectives and necessity.
- Peace Education: Meaning, nature, scope, aim and objectives.
- Role of education towards global peace.
- Importance of value and peace education for learning to live together

Unit-IV: Communication across culture

- Life Skill Education: Meaning, scope and importance.
- Role of media in developing values and morality.
- Role of empathy in intercultural interaction.
- Education for global citizenship

Suggested Readings:

- Bagchi, J.P. *Values Education*. University Book House (P) Ltd.
- Damon, W. (1990). *The Moral Child: Nurturing Children's Natural Moral Growth*. Free press.
- Dev, A., Dev, I.A., & Das, S. (1996). *Human Rights: A source Book*. NCERT.
- Durkheim, E. (1925). *Moral Education*. The Free Press.
- Halstead, J. M., & Taylor, M. J. (Ed.). (1995). *Values in Education and Education in value*. Routledge Falmer.
- Kohlberg, L. (1984). *The Psychology of Moral Development: The Nature and Validity of Moral Stages*. Harper & Row.
- Pandey, V.C. (2007). *Value Education and Education for Human Rights*. Isha Books.
- Puligandla, R. (1975). *Fundamentals of Indian Philosophy*. Abingdon Press.
- Rath, L. E., Harmin, M., & Simon, S. B. (1973). *Values and Teaching: Working with Values in the Classroom*. Charles E. Merrill Publishing Company.
- রায়, প্রদীপ্ত রঞ্জন ও রায়, অদিতি - শিক্ষায় শান্তি ও মূল্যবোধ।
- রায়, প্রদীপ্ত রঞ্জন ও পাণ্ডে, প্রণয় – শান্তি ও মূল্যবোধ শিক্ষা।
- হালদার, তারিণী ও চক্রবর্তী, প্রণবকুমার - শিক্ষার দার্শনিক ও সমাজতাত্ত্বিক ভিত্তি।

Course Name: **Indian Education**

Course Code: **MDC306**

Course Type: MD	Course Details: MDC-3		L-T-P: 2-1-0		
Credit: 3	Full Marks:50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			15		35

Course Learning Outcomes:

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

1. analyse the concept of Indian Knowledge Systems (IKS) and emphasize its importance in preserving and disseminating indigenous knowledge.
2. understand and appreciate the rich heritage that resides in our traditions.
3. learn to appreciate the need and importance of various knowledge in Vedic era.
4. gain the knowledge of the contributions made by ancient educational institutions.
5. understand how to preserve cultural traditions through education.
6. know about the preservation and management of IKS.

Course Content: Theory

Unit-I: Introduction to Indian Knowledge System

- Indian Knowledge System: Concept and Importance
- History of IKS
- Objectives of IKS
- Contribution of Indian Knowledge Systems to the world

Unit-II: Education in the Vedic Corpus

- Various Knowledge of Ramayana, Mahabharata and Gita
- The Six Vedangas
- Para Vidya and Apra Vidya
- Purushartha: Dharma, Artha, Kama and Mokshya and their educational implications

Unit-III: Knowledge of Ancient Educational Institutions in India

- Gurukula
- Nalanda
- Takshashila
- Vikramshila

Unit-IV: Preservation and Management of Indian Knowledge and Cultural traditions

- Preservation of culture.
- Svadhyaya and Pravachana.
- Role of Family for continuing Knowledge.
- Protection, preservation, conservation and management of Indian Knowledge System and Cultural traditions

Suggested Readings:

- Chatterjee, S. (2012). *An introduction to Indian Philosophy*. Rupa & Co. Calcutta.
- Dharampal (2021). *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru.
- Kapoor Kapil, Singh Avadhesh (2021). *Indian Knowledge Systems*. Vol- I & II, D.K. Print World Ltd., New Delhi.
- Mahadevan, B. Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022). *Introduction to Indian Knowledge System; Concepts and Applications*. PHI Learning Private Ltd.
- Naik, J., & Nurullah, S. (1974). Indigenous Education in India at the beginning of the Nineteenth Century. In *A Student's History of Education in India (1800–1973)* (6th ed., pp. 1–32). Madras: Macmillan India Limited.

4th Semester

Course Name: **Sociological Foundation of Education**

Course Code: **BAEDCMJ401**

Course Type: MAJOR	Course Details: MJC-5		L-T-P: 4-1-0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. know the meaning and relationship of Education and Sociology.
2. learn the concept of Social Change and Social Stratification.
3. understand the concept of Social Groups, Socialization, Social Institutions and Agencies of education.
4. understand the concept of Social Factors and Issues of Education.

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: Social Change and Education

- Social change: Definition, characteristics, factors, constraints and education as an instrument of social change
- Social change in India (Privatization and Globalization)
- Social Stratification: Concept and Nature; Education with reference to social stratification
- Social equity and equality of educational opportunities

Unit III: Social Groups and Education

- Social Groups: Primary, Secondary and Tertiary
- Socialization: Meaning, process and factors of socialization
- Role of the family and school in Socialization process
- Social Institutions and Agencies of Education: (i) Family, (ii) School, (iii) State, (iv) Mass media and (v) Religion

Unit IV: Social Factors, Issues and Education

- Culture: Concept, role of culture in education and social development, cultural lag
- Meaning of Human Resource Development and its significance in the present society
- Social issues: unemployment, poverty, education of marginalised people
- Education and Democracy

Suggested Readings:

- Aggarwal, J. C. (2002). *Philosophical and Sociological Perspectives on Education*. Shipra Publications.
- Aggarwal, J. C. (2010). *Theory and Principles of Education* (13th Edition). Vikas Publishing House.
- Banerjee, A. *Fundamentals of Educational Sociology*. B.B. Kundu Grandsons.
- Bhatia, K., & Bhatia, B. D. (1994). *Theory and Principles of Education: Philosophical & Sociological Bases of Education*. Doaba House.
- Chand, J. (2010). *Sociological Foundations of Education*. Shipra Publication.
- Chaube, S. P., & Chaube, A. (2003). *Foundations of Education* (2nd Edition). Vikas Publishing House Pvt Ltd.
- Chaube, S. P., & Chaube, A. (2020). *Philosophical and Sociological Foundations of Education* Shri Vinod Pustak Mandir.
- Dash, B.N. (2011). *Foundation of Education*. Kalyani Publishers.
- Ganguly, R., & Moinuddin, S. A. H. (2008). *Samakalin Bharatiy Samaj*. PHI Learning Pvt, Ltd.
- Havighurst, R. J., & Neugarten, B. L. (1957). *Society and Education* (2nd Edition). Allyn and Bacon.
- Jayaram, N. (2015). *Sociology of Education in India* (2nd Edition). Rawat Publication.

- Mathur, S.S. (2020). *A Sociological Approach of Indian Education* (Latest Edition). Shri Vinod Pustak Mandir.
- Mohanty, J. (1982). *Indian Education in Emergency Society*. Sterling Publishers.
- Ottaway, A. K. C. (1966). *Education and Society: An Introduction to the Sociology of Education*. Routledge & Kegan Paul PLC.
- Pathak, R. P. (2009). *Philosophical and Sociological Foundations of Education*. Kanishka Publishers.
- Sharma, A. (2011). *Philosophical and Sociological Foundation of Education*. Global Publication.
- Sharma, S. N. (1995). *Philosophical and Sociological Foundations of Education*. Kanishka Publishers Distributors.
- চক্রবর্তী, সোনালি - শিক্ষার সমাজবৈজ্ঞানিক ভিত্তি।
- ভট্টাচার্য, দিবেন্দু - শিক্ষা ও সমাজতত্ত্ব।
- তরফদার, মজুমদার - শিক্ষাশ্রয়ী সমাজবিজ্ঞান।
- নন্দ, বিষ্ণুপদ - শিক্ষাশ্রয়ী সমাজতত্ত্ব।
- চট্টরাজ, শ্যামাপ্রসাদ - শিক্ষামুখী সমাজবিজ্ঞান।
- পাল, দেবাশিষ - শিক্ষার সামাজিক ভিত্তি।
- চক্রবর্তী, মিহির ও চক্রবর্তী, কবিতা - শিক্ষা সমাজতত্ত্বের রূপরেখা।

Course Name: **Educational Management and Administration**

Course Code: **BAEDCMJ402**

Course Type: MAJOR	Course Details: MJC-6		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks:100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. know the concept of educational management.
2. understand the concept of educational administration
3. learn the concept of educational planning
4. understand the objectives, functions, roles and initiatives of various Indian and International Quality Assurance Agencies

Course Content: Theory

Unit-I: Educational Management

- Concept: Meaning, nature, need and scope.
- Role of Educational manager.
- POSDCORB, CPM, PERT, & SWOT analysis
- Types: Autocratic, Democratic, Laissez-fair, Centralized and Decentralized

Unit-II: Educational Administration

- Administration as a process
- Administration as a bureaucracy
- Human relations approach to Administration
- Role of Administrative bodies: UGC, NCERT, SCERT, and DIET

Unit-III: Educational Planning

- Educational Planning: Meaning, Needs and Significance.
- Types of Educational Planning; Strategies and Steps in Educational Planning.
- Drawbacks of Educational planning.
- Institutional Planning

Unit-IV: Indian and International Quality Assurance Agencies

Objectives, Functions, Roles and Initiatives of

- NAAC
- NCTE
- Quality Council of India (QCI)
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

Suggested Readings:

- Aggarwal, J. C. (2019). *School Organisation Administration & Management*. Doaba House.
- Aggarwal, J.C. *Educational Administration and Management: Principles and Practices*. Doaba House.
- Bhatia, S.K. (2008). *Managing Organizational Behaviour*. Deep and Deep Publications.
- Bush, T., & Bell, L. (2002). *The Principles and Practice of Educational Management*. Sage Publications Ltd.
- Kingbrough, R. B., & Nunnery, M. Y. (1976). *Educational Administration: An Introduction*. MacMillan.
- Lulla, B. P., & Murthy, S. K. (1976) *Essential of Educational Administration*. Mohindra Capital Publishing.
- Mohanty, J. (2008). *Educational Administration, Management, and School Management* (2nd Edition). Deep & Deep Publication Pvt Ltd.
- Mondal, D. K., Nag, S., Sengupta, M., & Chakraborty, P. K. (2020). *Educational Management*. Rita Publications.
- NIEPA – Some Basic Facts about Educational Administration in India.
- Ostrander, R. H., & Dethy, R. C. (1968). *A Value Approach to Educational Administration*. American Book Company.
- Sharma, Y. K. & Sharma, M. (2006). *Educational Technology and Management*. Kanishka Publishing House.
- Shukla, P.D. (1983). *Administration of Education in India*. Vikash Publishing House Pvt. Ltd.
- Sindhu, I. S. (2012). *Educational Administration and Management*. Pearson.
- Spears, H. (1953). *Improving the supervision of Instruction*. Prentice Hall.
- কর, তুহিন কুমার ও মণ্ডল, ভীমচন্দ্র - শিক্ষায় ব্যবস্থাপনা ও প্রযুক্তিবিদ্যা।
- মুখোপাধ্যায়, দুলাল ও পাল, লোপামুদ্রা - শিক্ষা ব্যবস্থাপনা ও সংগঠন।
- পাল, দেবশীষ - বিদ্যালয় সংগঠন ও ব্যবস্থাপনা।
- চক্রবর্তী, দিলীপ কুমার - শিক্ষাগত ব্যবস্থাপনা ও পরিকল্পনা।

Course Name: **Education for Women Empowerment**

Course Code: **BAEDCMN401**

Course Type: MINOR	Course Details: MNC-4		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks:100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			30		70

Course Learning Outcomes:

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

1. gain knowledge about the concept, need and scope of women empowerment.
2. know the meaning, concept, history, need and scope of women education.
3. understand the changing role of women in developmental process.
4. know the role of different committees and commissions for women education.

Course Content: Theory

Unit-I: Introduction to Women Empowerment

- Meaning and Concept of Women Empowerment
- Women's Empowerment in Today's World: Global Gaps
- Women's Right and Women's Movement
- Need and Scope of Women Empowerment

Unit-II: Women's Education in India

- Meaning and Concept of Women Education
- History of Women Education in India
- Need and Scope of Women Education
- Education for achieving quality of life, Equality of opportunities and Equity

Unit-III: Women and Development

- Women's Development- Definition, Meaning and Scope
- Different approaches to development: WID - WAD and GAD
- Women in National Development
- Women in Decision Making

Unit-IV: Recommendation for Women Education

- National Committee on Women education (1958-59 under the chairmanship of Durgabai Desmukh)
- National Council of Women Education (1962 under the chairmanship of Sm Hansa Mehta)
- Bhakatavatsalam Committee Report (1963)
- Recommendations of NPE 1986, POE 1992 and NEP 2020

Suggested Readings:

- Agrawal, S.P., & Aggarwal, J. C. (1992). *Women's Education in India: Historical Review, Present Status and Perspective Plan with Statistical Indicators*. Concept Publishing Co.
- Andal, N. (2002). *Women and Indian Society: Options and Constraints*. Rawat.
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- ভক্তা, ভক্তিভূষণ - ভারতীয় শিক্ষাররূপরেখা।
- মুখোপাধ্যায়, দুলাল, হালদার, তারিণী ও চন্দ, বিনায়ক - সমকালীন ভারতবর্ষ ও শিক্ষা।
- মুখোপাধ্যায়, দুলাল, সরকার, বিজন, হালদার, তারিণী ও পাল, অভিজিৎ কুমার - ভারতে শিক্ষার চলমান ঘটনাবলী।
- পাল, দেবাশিষ ও দেবনাথ, দেবব্রত - স্বাধীনোত্তর ভারতের শিক্ষা ও সমকালীন সমস্যাবলী।
- ইসলাম, নূরুল - ভারতীয় শিক্ষা ইতিহাসের রূপরেখা।

Course Name: **Life Skill Education**

Course Code: **BAEDCSE401**

Course Type: SE	Course Details: SEC-3		L-T-P: 2-1-0		
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			15		35

Course Learning Outcomes:

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

1. know about Life Skills and Life Skill Education.
2. develop self-awareness.
3. cultivate empathy towards others.
4. demonstrate effective verbal and written communication skills.
5. apply decision-making frameworks and problem-solving techniques.
6. implement stress management strategies.
7. develop effective coping skills.
8. know methods of Life Skill Education.

Course Content: Theory

Unit I: Introduction to Life Skills and Life Skill Education

- Meaning and Definition of Life Skills
- Importance of Life Skills in day to day life
- Concept and Aims of Life Skill Education

Unit II: Different Types of Life Skills

- Ten life skills laid down by WHO (World Health Organization)
- Self-Awareness and Empathy: Definition, Importance and Strategies.
- Communication: Verbal, Non-verbal and Interpersonal-Concept, Importance and Elements

Unit III: Decision-Making and Problem-Solving

- Decision-Making Processes: Concept and Steps in the decision-making process
- Critical Thinking: Concept, Importance of critical thinking in problem-solving
- Problem-Solving Strategies: Identifying and defining problems, Implementing and assessing the effectiveness of solutions.

Unit IV: Stress Management, Coping Skills and Methods / Techniques for Life Skill Education

- Stress and Stress Management: Meaning and Types of Stress. Relaxation techniques (e.g., deep breathing, meditation), Time management.
- Building Resilience: Importance of resilience in coping with stress, Strategies for developing resilience.
- Methods for Life Skill Education: Class Discussion, Brain storming, Role play and simulation, Games and Story telling

Suggested Readings:

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- Thomas, G. (2006). *Life Skill Education and Curriculum* (2nd Edition). Shipra Publications.
- WHO (1997). *Life Skills Education for Children and Adolescents in Schools*. Geneva: WHO.
- পাল, দেবাশিষ - জীবনশৈলী শিক্ষা
- নাগ, সুবির - মানসিক স্বাস্থ্য, বয়ঃসন্ধি ও জীবনশৈলী শিক্ষার রূপরেখা
- চক্রবর্তী, প্রণব কুমার- জীবনের দক্ষতা শিক্ষা. রীতা পাবলিকেশন